**Teacher: Grade Level:** 9th grade

**Topic/Unit:** Badminton Sport Education Unit **Special Needs:**

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| **Objectives:** By the end of the lesson, the student will be able to: | **State/National Standard(s) Addressed** |
| Define trajectory. | **Motor Skill 1.1:** Use basic and advanced skills to participate in an individual sport. |
| Demonstrate the role trajectory plays in their long and short serves as well as clears. | **Motor Skill 1.2**: Apply fundamental motor skills and complex skills needed to participate successfully in a lifetime sport. |
| Work as a team, cooperatively to improve their badminton skills. | **Motor Skill 1.3:** Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity. |
| **NASPE Standards**: 1,2,5,6 | **Personal/Social Responsibility 4.1**: Implement leadership skills to promote responsibility in self and others. |

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| **Time**  **7:35** | **Lesson Outline**  (Include Activity Names & Descriptions)  **Instant Activity/Warm-Up: ASAP (Active as Soon As Possible):**  Rally Talley and Serves with partner  **\*As students come into the gym they check the whiteboard as to what to do for the day. Attendance is taken during this time.**  **(On the Board)**  **A. Captains**: 1. Get your folder. It contains a peer assessment sheet for a station today.  2. Sport Education team to home base to begin **ASAP** for the day.  **ASAP:** Students begin hitting shots back and forth.   1. **Rally Talley**- see how many you can hit without making a mistake. 2. **Serves**- Focus on the amount of force needed. 3. **Managers:** Make sure your team has their jersey, racquet and birdie. 4. **Exercise Specialist**: Begin thinking about team warm ups tomorrow. (Include plyometric/static stretching.) Explain which health or skill related component is used. 5. **Head official:** Assign each member of your team to a duty for today.   (2 stat sheets, 2 score serving, 1 or 2 scouting)   1. **Sports Council:** Assist captain with duties and assist in resolving any issues. 2. **Motivator:** Pump up your team. Remind of fair play. (positive actions) Cheer for your team and others.   **\*Warm ups:** Plyometrics- High knees, butt kicks, side slides, karoke  **Learning Experiences/Activity(ies):**   1. **Set Induction**: Review of long and short serves using different types of force. Discuss and demonstrate use of trajectory on short and long serves and define. Critical thinking questions.   II. **Demonstrate and explain five stations**.  **Court #1: Singles Fronton: Purpose**: Tactics-returning to home base.   1. Captains will divide team into two groups. 2. Students are to begin with a self-feed and play out points. Students should work to hit and get back to the home base (poly-spot). Also, to move the opponent using a variety of clears, drives and drop shots. 3. If team A wins the point the player stays on the court and B switches with his/her team. A point is scored to the winning side. 4. If an individual player wins two points in a row they must switch out with their teammate. | **Briefly indentify differentiation strategies (adaptations or modifications for learners)** | **Lesson Objective Addressed by Activity** |
|  | **Court #2: Team Practice and Peer Assessment**  **Purpose**: Working to move opponent or to delay opponent while recovering to center.   1. Captains will perform the peer assessment. 2. Team will work in two pairs and rotate extra players in. 3. Feeders on one side self-feed a shot. Hit overhead clears 5 times. Switch. 4. If time allows- add 5 smash and 5 drop shot.   **Court #3: Serving competition-Team Points.**  **Purpose:** Focus on trajectory and force needed for each serve and which serve is best to use.  A. Students practice serving into the diagonal courts. Two students will serve at a time. Serve three each from each side. Students are to try to gain points for their teams. They may score 1 point for serving into the correct court, 3 points for getting into one of the hoops and points for landing on a poly spot. The duty team will keep the score for this court. Captains may assist players who need help behind the court. Practice and then the official score will be kept. C. D. Players should think about the trajectory and force needed to be successful on each serve.  **Court #4: Doubles**  **Purpose**: Practicing doubles score and serve rotation.   1. Captains will divide their team into doubles teams. Extra players will rotate in every 2 points. One extra player on each team. 2. Captains are looking towards getting their line-ups for the upcoming competitions tomorrow. Looking for best doubles combinations. 3. Make sure to call out all scores and use proper service rotation. Make sure also to call mine for safety.   **Station #5: Duty Team:**  **Purpose**: Fair Play, Peer assessment, Scouting, Scoring,   1. Report any positive or negative fair play behaviors. (all players) 2. Keep score on the serving court. (two players) 3. Scout the teams for future play. (two players) 4. Assessment of serving and shot placement during the doubles competition. (one or two players) 5. Data is used to show captains and myself what students need to work on.   **Closure:** |  |  |

**Comments:**

**After stations:** An officiating clinic will be held to show the duty team how to officiate the games beginning tomorrow. A 2 minute video clip as well as going over the hand signals. Games will be played for time and one member will keep the time.

Teams will then participate in scrimmage games to allow teams to practice officiating.

**Closure**: Ask questions about trajectory with serve and clears, when to use each serve and shot. Also, officiating signals. Explain round robin tournament beginning the next day.

Fill out the Exit Ticket before leaving and place in folder.