**Badminton Season Block Plan**

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| **Day** | ***Class Activities*** |
|  | ●Introduce Sport Education.  ●Teacher led skill practice (hand-eye coordination, underhand clear, serve, and leadership).  ●Coaches announced and coaches evaluate skill levels.  ●Teacher and coaches meet and hold draft. |
| **2** | ●Teacher discusses various roles for Sport Education (coach, captain, equipment manager, publicist).  ●Home courts/Practice areas are assigned.  ●Teams choose individual roles.  ●Point system is described to students.  ●Team captains design warm up.  ●Teacher describes role and expectations to equipment managers. |
| **3** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Teams assume individual team roles.  ●History and traditions of badminton are explained.  ●Introduce grip and hand-eye coordination.  ●Introduce short serve.  ●Skills practice in team practice areas. |
| **4** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Coach led team practice in practice area.  ●Coach led practice: Long serve.  ●Coach led practice: Clear.  ●Teams meet and create their own team cheer. |
| **5** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Teams meet and work on their team poster.  ●Teacher explains rules, scoring and expectations of ‘duty team’.  ●Team scrimmages to practice officiating and scoring. |
| **6** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Teams begin inner-team scrimmages while teacher is meeting with coaches.  ●Coach led practice: Underhand and Overhead clears.  ●Class competition “rally tally”.  ●Team scrimmages/practice officiating and scoring during scrimmages. |
| **7** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Team practice “rally tally”.  ●Teacher/coach meeting to discuss the smash.  ●Coach led practice: Smash  ●Team scrimmages/practice officiating and scoring during scrimmages.  ●Teacher/coach meeting to discuss the drop shot.  ●Coach led practice: Drop shot.  ●Coaches given homework to create a 15 min team practice. |
| **8** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Team scrimmages in practice areas.  ●Season games to determine rankings for Tournament Competition. |
| **9** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Coach led team practice.  ●Season games to determine rankings for Tournament Competition. |
| **10** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Season games to determine rankings for Tournament Competition. |
| **11** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Doubles Round-Robin Tournament. |
| **12** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Doubles Round-Robin Tournament. |
| **13** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Doubles Round-Robin Tournament. |
| **14** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Championship Game.  ●Team Competition Day. |
| **15** | ●Equipment managers set up courts, team captains begin warm up upon entry.  ●Complete Team Competition. ●Awards Ceremony. |

**Sample Sport Education Season for Badminton**

**Class Context:**

**Grade Level:** Elementary, middle, or high school.

**Activity:** Badminton; indoors; 4 badminton courts

**Equipment:** Rackets and shuttles for all students

**Team format:** Teams of 5

**Competition format:** Doubles and singles

**Team/Specialist Roles:** Coach, Captain, Equipment Manager (2), Publicist

The sport education concept is introduced to students at the end of the previous unit. Time is spent generating excitement and enthusiasm for the up-coming unit by talking about how the students will each be on a team, how they will each have a critical role on their team and how points will be distributed not only for wins and losses, but for fair play, demonstrating positive behavior, and following instructions. Additionally, students are asked to submit coaching applications if they are interested in fulfilling the role of “coach” for their team.

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**Badminton Sample Lesson Plans**

**Information for Day 1 Sport Education Model**

**Student Introduction to Sport Education**

There are a variety of ways to introduce Sport Education to your students, some of which include: playing a sport education video for students to view; talking to students about the nature, roles and goals of sport education; or showing students a powerpoint on sport education

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| ***Badminton – Lesson 1***  **Lesson Objectives/Assessment**   * Students will correctly demonstrate the forehand and backhand grip. * Students will understand the concept of Sport Education/Teacher Scan during questioning of group. * Students will understand the concept of the boundaries of the game of badminton. * Student skill level will be assessed.   **Learning Activities**   * Class warms up while teacher meets with coaches to explain “assessment form”. * Teacher reviews SPKC to class and badminton courts and equipment to class. * Teacher introduces coaches to class. * Coaches assess peers with a skills assessment sheet while teacher leads class in skill practice. * Skill practice by teacher includes: introduction of forehand and backhand grip, palms up/palms down drills, serve, and underhand clear to partner drill. * Teacher meets with coaches and mediates draft. Coaches place students on teams and then draw their “team” (this may have to occur outside of class if time does not provide).   **Closure & Reflection**   * Students describe two critical elements of the forehand grip. * Students describe the boundaries of the badminton court. * Students name three important aspects of Sport Education. |

**Information for** **Day 2 and Sport Education Model:**

Once teams are announced, each team meets to decide upon a team name, color, motto and cheer as well as select individual roles. Once teams determine roles, each student completes their role contract.

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| ***Badminton Lesson 2***  **Lesson Objectives/Assessment**   * The students will work cooperatively in their team to choose team roles/teacher monitors class. * The students will understand their individual role and what is expected of them/students sign role sheet. * The students will understand where their practice area is--teacher scan. * The students will understand the ways points can be awarded to teams/practice challenge.   **Learning Activities**   * Teacher announces teams to the class. * Teacher takes time to announce the various roles they will utilize for the badminton season (coach, captain, equipment manager (2), publicist). * Teams meet and choose team name, cheer, etc. and individual roles (teacher is constantly monitoring the gymnasium to be sure that roles are being chosen fairly). * Students sign individual team role cards. * Teacher shows team practice areas in the gymnasium to the class. * Teacher runs a short skills practice so that teams can learn to stay in their team practice area. * Teacher explains to class the awarding of points (first team to set up equipment, first team to freeze on whistle, fair play points, homework, etc.). * Team captains are assigned the task of designing a warm-up for their team (stretches, eye-hand coordination routine).   **Closure and Reflection**   * Students describe the role of the coach and captain. * Students are able to point to their practice area. |

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| ***Badminton-Lesson 3***  **Lesson Objectives/Assessment**   * Students work cooperatively with their team and assume team roles/teacher scan. * Students understand 2 traditions in badminton and 2 rules in badminton/teacher questioning. * Students demonstrate home base position and birdie pickups/teacher scan.   **Learning Activities**   * Teams enter gymnasium and go to their team practice area. The team captain leads the team in the team warm up. (Teacher reinforces this through distributing points and keeps track of points awarded for being the first team to get to their practice area and start warm-up, teams that are not working with their captain, etc.). * Teacher introduces history and traditions of badminton. * Teacher reviews grip and hand-eye coordination. * Teacher teaches birdie pick-ups and home base to students. * Teacher introduces the short serve to students.   **Closure and Reflection**   * What are two traditions and two rules of badminton? * Standing in your spot, please demonstrate a successful birdie pick up to me. * When would you use the short serve in badminton? |
| ***Badminton-Lesson 4***  ***Lesson Objectives/Assessment***   * Students will work cooperatively with teams/teacher scan/awarding of points * Students will be able to demonstrate the short serve and long serve/self-assessment. * Students will identify when to use each: short serve, and long serve/self-assessment.   ***Learning Activities***   * Captains lead team in warm-up in team practice area. * Teams practice short serve in practice areas. (Teacher is scanning to distribute points for being on task, helping each other, staying in practice area, etc.) * While teams are practicing in practice areas, teacher is scanning, and meeting with coaches to explain the long serve. Teach critical elements and the drill that they will perform. * Coaches return to team and hold team practice (long serve). * Team Challenge: Badminton HORSE.   ***Closure & Reflection***   * Who can name when you would use the short serve? * Who can show me how to do the long serve? * What are two elements of the long serve? |
| ***Badminton-Lesson 5***  ***Lesson Objectives/Assessment***   * Students work cooperatively to complete their team poster which will be hung in their practice area. * Students will understand rules and scoring of badminton.   ***Learning Activities***   * Students work together in their practice area to design a team poster. This poster is hung in their team practice area. * Captains lead teams in warm-up routine (stretches and hand-eye coordination). Teams cheer when finished with warm-up. * Teacher explains officiating and scoring to class and team duty responsibilities. * Teams then go to their practice area and play within team scrimmages AND practice officiating and scoring. * Publicist records points for day on team poster (this includes previous points earned that teacher maintained record of).   ***Closure & Reflection***   * What is the purpose of a team poster? How did you work together when making poster? * How do you score in badminton? * What are 2 rules in badminton? |
| ***Badminton-Lesson 6***  ***Lesson Objectives/Assessment***   * Students will demonstrate knowledge of history and rules/Quiz. * Students will demonstrate knowledge of rules/officiating. * Students will identify two critical elements of the underhand clear and overhead clear (forehand and backhand)/teacher questioning. * Students will exhibit two critical elements of the underhand clear and overhead clear (forehand and backhand)/teacher questioning.   ***Learning Activities***   * Students enter gym and go to practice areas. Teacher gives a quiz to class based on history and rules of badminton. Team that gets the highest overall score gains extra points for their poster. * Captains lead teams in team warm-up in practice area. * Teams begin within team scrimmages and continue to practice officiating and scoring. * Team coaches meet with teacher (while teams are practicing their officiating and scoring). Teacher explains the underhand clear to coaches. * Coaches return to team and run team practice: underhand and overhead clear. * Challenge to class/Team competition: Rally Tally (award points to winning team). * Challenge to class/Team competition: Backhand Madness. * Challenge to class/Team competition: Three Aloft. * Publicist records points for day on team poster.   ***Closure & Reflection***   * What are two critical elements of the underhand clear? * Standing on your spot, show me the underhand clear with your pretend racket. |
| ***Badminton-Lesson 7***  ***Lesson Objectives/Assessment***   * Students will demonstrate the smash/teacher movement/scan. * Students will demonstrate the drop shot/teacher movement/scan. * Students can identify two critical elements of the smash/student team worksheet. * Students can identify two critical elements of the drop shot/student team worksheet.   ***Learning Activities***   * Captains lead team warm-up in team practice area. * Teams begin practicing “rally tally” in their practice areas. * While teams are practicing “rally tally” the teacher meets with coaches and explains the smash and how to set up their practice drills. * Coach led practice on smash in team practice areas. * Team scrimmage in practice areas. Scoring kept ONLY based on number of smashes. * While this smash game is occurring, teacher calls coaches in and explains the drop shot and the practice drills for their drop shot. * Coach led practice of drop shot in practice area. * Team Challenges: Target smash drill. * Coaches are assigned homework of creating a 15 minute team practice for next class to work on aspects that their team needs help with. (This is due to physical education teacher by Friday/teacher reviews over weekend). * Publicist records points for day on team poster.   ***Closure & Reflection:***   * When do you use the smash in badminton? * When do you use the drop shot? |
| ***Badminton-Lesson 8***  ***Lesson Objectives/Assessment***   * Students will demonstrate appropriate behavior during their coach led practice/teacher movement/scan. * Students are active participants during the tournament/playing or serving as duty team/teacher movement/scan.   ***Learning Activities***   * Captains lead team in warm-up in team practice area. * Individual team practice led by coach. (Practice was approved or modified prior to class). * Season games begin to determine rankings for tournament.   ***Closure & Reflection***   * What are three things that your team had to do today? |

***Badminton-Lesson 9***

**Lesson Objectives/Assessment**

* Students will demonstrate appropriate behavior during their coach led practice/teacher movement/scan.
* Students are active participants during the tournament/playing or serving as duty team/teacher movement/scan.

**Learning Activities**

* Captain leads teams in warm-up in team practice area.
* Individual team competition/team building activity: Ultimate Badminton.
* Season games to determine ranking for tournament.
* Publicist records points on team poster.

**Closure & Reflection:**

* What did your team have to do to be successful at Ultimate Badminton?

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| ***Badminton-Lesson 10***  **Lesson Objectives/Assessment**   * Students are active participants during the tournament/playing or serving as duty team/teacher movement/scan. * Students are competent in making calls while duty team/official rating.   **Learning Activities**   * Captains lead teams in warm up in team practice area. * Season games to determine rankings for tournament competition. * Publicist records points on team poster.   **Closure & Reflection**   * What is the most challenging part of being an official during badminton? |
| ***Badminton-Lesson 11 – 13***  **Lesson Objectives/Assessment**   * Students will understand the basic offensive and defensive strategies used in badminton/teacher questioning. * Students will engage in play utilizing both offensive and defensive strategies successfully/teacher movement/scan.   **Learning Activities**   * Captain leads team in warm-up in team practice area. * Team Round Robin tournament. * Teams vote for the “best” officials on day 13. These “best” officials will officiate in the championship match. * Students vote for award winners (individual fair play award, team fair play award, best equipment manager, hustle award, MVP, best coach, best captain, best publicist).   **Closure & Reflection**   * Students describe strategies that they used that helped their team compete successfully. * Students reflect on what helped their role as the duty team to be successful. |
| ***Badminton-Lesson 14***  **Lesson Objectives/Assessment**   * Students celebrate the success of the championship teams/students cheer for final match/teacher movement/scan. * Students work cooperatively in teams to successfully participate in “competition day”/Competition Day scores.   **Learning Activities**   * Championship Match played. This is officiated by the “best” officials. * Teams compete in “competition day”.   **Closure & Reflection**   * What were two things you team had to do today to be successful during the “competition”? |

**Information for Day 15 and Sport Education Model**

**Awards Day**

On the awards ceremony day, the teacher with assistance from captain’s, may display a picture, video, or slide presentation.

***Badminton-Lesson 15***

**Lesson Objectives/Assessment**

* Students work cooperatively in teams to participate in “competition”/team point tally.
* Students support one another and demonstrate appropriate behavior during awards ceremony/teacher movement/scan.

**Learning Activities**

* Teams finish “competition” if need be.
* Awards Ceremony.

**Closure & Reflection**

* What are three things you liked about the sport education badminton season?
* What are two things you would change about it?