**Teacher:**  Jim Moran **Date:** March 18th2014 **Lesson #:** 1 of 3 **Lesson Time:** 38-40 minutes

**Unit Topic: Badminton**  **Lesson Topic:** Introduction to Badminton **# of Students**: 50-55 **Grade**: 8th

**Objectives & National Standards** – write a minimum of 1 objective for each category and align with State and National Standards.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

10.4.9. A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

10.5.9. C. Identify and apply practice strategies for skill improvement.

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| **TYPE** | **OBJECTIVE** | **STANDARD(s)** |
| Psychomotor | 1. Students will demonstrate the proper technique for gripping the badminton racket by shaking hands and V-grip and for the underhand serve with tick-tock and palms up during badminton golf.
2. Students will demonstrate proper form for return shots by swinging low to high during the return activity.
 | 1, 10.4.9.A |
| Cognitive | Students will understand the service rules for badminton by identifying if a serve is legal or not on the badminton court, during the serving activity.  | 2, 10.5.9.C |
| Affective | Students will develop strategies to be successful in the badminton golf activity.  | 4,5, 10.4.9.A |
| Technology (if applicable) |  |  |

**Equipment/Supplies:** Enough racquets for each student to have one, birdies, hoops, number signs, scorecards, (poly-spots available, may not be needed.)

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| LESSON CONTENT & PROGRESSIONS | **TEACHING CUES**  | MANAGERIAL STRATEGIES | SAFETY | ASSESSMENT – at least one formal or informal assessment measure must be listed for each activity/task. |
| Instant Activity:**Keep it up:** Tell the students to break up into groups of three. They will rally the birdie back and forth trying to keep the birdie from touching the ground. Have them compete to see how many times they can hit the birdie without hitting the ground (count out loud). Give a rally challenge number as a goal for all groups.- Suggest hitting the birdie in the middle of the racquet, with an upward stroke. Also, hitting the birdie higher for partners to react and keep the rally going.- Add in another birdie to the rotation for groups who are extremely successful. - Blow the whistle and ask students how many times they were able to hit the birdie without letting it hit the floor. | Eye on the birdieTick-tock (underhand hit)  | Students will select racquets and birdies from a bin in the middle of the gymnasium. | Groups should be at least 5ft away from another group. Using the racquet and birdies properly.  | Visually walk around and see what the skill levels of the students are.  |
| **Set Induction:**Have any of you ever played badminton? Maybe at a graduation party, or on the beach? Badminton is an easy game to learn, and it is even played at the professional and Olympic level! Today, we are going to we are going to work on our serving accuracy during a game of badminton hoop golf!Transition:Blow the whistle and have students line up with their toes on the white line next to the first hole for badminton golf. Have students place racquets on the floor for the demonstration of badminton hoop golf. |  |  |  |  |
| Activity/Task:**Badminton Hoop Golf:**Introduce proper racquet grip, using the v-grip. “Shaking hands”, have them show their partners their v-grip. Explain that when you hit the birdie you use an underhand hit with your “palm up”. Standing at the cone each person should try to get the birdie into the hoop. Counting how many stokes it takes to get it in (Keeping track on their score cards, with the total hits per hole). Once they get the birdie in the hoop, they move on to the next badminton hole. The students should try to lower the amount of hits it takes them to get the birdie into the hoop as they move through the course.- Explain that the student’s birdie that is farthest from the hole, shoots first.- There is a **3 stroke MAXIMUM** on each hole, to maintain flow of play. - Give feedback and offer strategies as the students are playing.Instructor should demonstrate proper rotation around the badminton golf course. (Each hole will be numbered.)  | Palms upTick-tock | **10****1**The badminton golf course will be set up throughout the gym with a hole number at each tee box. The students will travel to all holes, without passing other groups. | -One group at each hole-Use of racquets, birdies, and hoops properly.-Be aware of personal space.- Walk around the outside of the nets. | Have students peer evaluate the v-gripInstructor will go around and ask groups questions like: “How did you get the birdie in the hoop so quickly?” “Are you using Tick-tock?”“How do you think you can get the birdie in the hoop quicker?” |
| Transition – Blow whistle and freeze, eyes on me! When I say go… I need everyone to collect the cones and hoops and return them to the side of the gym. Then, I need everyone to find a poly spot on one of the badminton courts. One poly spot in each quadrant of the court (4 students per court). |  |  | Groups are walking while they are bringing the equipment inHandling the equipment with care and properly  |  |
| Activity/Task: Serving Practice The instructor will demonstrate on a central court with some volunteers. Other students will place racquets on their poly spots for the demonstration.The instructor will go over proper serving.Hitting the birdie on a serve must be underhand, contact below the waist. Using the “tick, tock” motion. Tell the students that they want to keep their racquets flat and they want to hit the birdie on the ball part, not the plastic part.Go over boundaries. (Clearly marked off.)Singles= long and thin courtDoubles= short and fat court * Serves must be underhand, contact with the birdie below the waist.
* The server must stay behind front service line, but can be anywhere in the service box.
* Serve diagonally into opponent’s service box.

Have a bucket of birdies on one side of the net, Each group of 4 will work on serving the birdie. Anytime a student is able to serve the birdie within the boundaries they get a point. Since we serve diagonally in badminton, have partners diagonal from one another. Poly spots for partners will be the same color, so they know who they are serving to. There is NO RETURN, meaning students should not hit the birdie back once it is served to them. Demonstrate who is serving. Your partner will catch the serve, and then serve back to you. Encourage the students to motivate and give feedback to each other. Introduce a poly-spot for a target if students need more of a challenge. Students can move the poly spot within the service box.  | Tick-tockFlat racquet | Same color poly spot as the partner you are serving to.Green hoops will have at least 4 birdies in it. (More if possible) | Aware of personal space, and how they are swinging the racquetIf a birdie goes into another court do not go running into the court without letting that group know.  | Have students’ peer assess each other’s serving.Help them motivate their peers.Challenge them to get all four people to make a legal serve.  |
| Transition – Blow whistle and have students freeze, eyes on me.When I say go… students will pick up their poly spot, return it to the bucket at the center of the gym and put toes on the center line, with racquets at their feet for the closure. |  |  |  |  |
| ClosureWhile working on serving, what was important to be successful to get the birdie over the net?Did any of you see improvement from your first hole to your last hole in badminton golf? Next class we are going to work more on serving, and aiming the birdie at targets!Where do you always serve from on the court? To what box?- Return racquets on the way into the locker room. |  | Red: instructorYellow: students  | Make sure all the students can see  | - Do students know where to serve from on the court?- Have students show the tick-tock motion with their arms. |