LESSON PLAN
Department of Exercise and Sport Sciences
Manchester College

Teacher Brett Smalley Date of Lesson 10/8/09 Time Period 2:05-3:15
Grade Level 8th Number of Students 38 Lesson Focus Badminton Teaching Style Reciprocal

Academic Standards
C Standard 2 Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

A Standard 5 Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

P Standard 1 Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Performance Objectives
C Each student will score no lower than a 75% on their reciprocal handout.
A Each student will show an understanding of the rules by following them 100% of the time.
P Each student will be able to hit an overhead clear shot over the net in bounds 75% of the time.

Equipment/Materials
- Racquet, net, birdies, reciprocal worksheet, pencil/pen

Skill Development *(Incorporate Gardner and Bloom references)*
- Fitness Activity

Jog four laps around the gym and then get into your squads for stretching.

Introduction/Set Induction
Today we are going to continue with are lesson on badminton. Can anyone explain to me some of the different rules? Can anyone think of and describe to me what other sports are similar to badminton? We are going to warm up by serving the birdie over the net a couple of times. Once you are done with that you will then take part in filling out a reciprocal worksheet on your partner.
*(Bloom's Knowledge, Comprehension)*

Introduce New Skill
- Explanation/Demonstration

This will probably be the first time that you have filled out a reciprocal worksheet on another student. As you are watching your partner performs an overhead clear shot you will see pictures of what he/she should be doing. Also you will see a description below stating what he/she should be doing in each picture. You look at the picture and the description and then rate whether or not your partner has done the skill correctly. Take for example me, I will perform that task look at the pictures and descriptions and tell me if I was doing it correctly.

Guided Practice Activity
Reciprocal worksheet overhead clear. While one group is in the gym with me the rest of the class will be in the auditorium with Mr. McNeeley. While you are in there you will be walking around the room looking over your study guides and asking any question that you might have.
about your quiz tomorrow. When a group is done I will send you to the auditorium to get the next
group. I need you to walk silently down the hall to the auditorium and get the next room. If I can
either hear you or see you messing around in the hall way there will be disciplinary
consequences.

Group Activity

Playing badminton two on two. Each group of students will take part in a game with the
winners staying at the court and the losers rotating to another court that is open.
(Gardner’s, Bodily Kinesthetic)

Assessment *(Form Attached)*

Reciprocal worksheet.

Instructional Adjustments

Change the racquet size, net height, and distance of serving line and out of bounds lines. Adapt some of the rules so the student can be more competitive.

Closure

Great job today. How does everyone think that did on their reciprocal worksheet? What
problems if any did you have when doing the reciprocal worksheet? Can you explain to me
why you thought you were having those problems? I want someone to try to summarize the
steps (pictures) or the descriptions that was on the reciprocal worksheet.
(Bloom’s Evaluation, Knowledge)

References

* Bloom, B.S. (Ed.). *Taxonomy of educational objectives: The classification of educational

Badminton Reciprocal Task Sheet

Name: _______________________  Partner’s ___________________________  Date ________

Skill: Overhead Clear

To the Students:  This task is performed in groups of three: doer, receiver, and observer.

The Doer:  Toss or hit the shuttle in front of them, then hit a nice clean overhead clear across the net.

The Receiver:  Catches the shuttle and holds onto it until the doer is done with this task.

The Observer:  Examine the doer’s form by comparing the performance to the criteria listed below. Check what the doer can do and what he/she needs to practice at the bottom of this sheet. Let the doer know what is done well and what needs to be corrected.

ROTATE JOBS AFTER 10 TRIES

Things to look for on the overhead clear (criteria). Each is worth two points!

<table>
<thead>
<tr>
<th>Can do</th>
<th>Needs practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>____________</td>
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1. Position yourself under and slightly behind the birdie.

2. Prepare racket in back-stretching position.

3. Extend the arm as far as possible, with the racket pointing slightly upward.

4. Hit the shuttle high and deep into your opponent’s backcourt area.

5. Follow through across your body.
Self Reflection:

My objective for today’s lesson was to have the students take part in a reciprocal worksheet. My goal for them was to score higher than a 75%. I think that the lesson went great. I was able to meet with the students in groups of three and observe them doing the reciprocal worksheet. While I was working with one group of students the others where in the auditorium studying for their quiz the next day. The reason for this is because the seventh grade and eighth grade of a physical education class at the same time so they have to share the gym. In total there are around sixty four students in the gym at one time. I really like how the students listened to my directions and then gave their best effort. I also like how all the students were able to comprehend what they were supposed to do so I didn’t have to keep on repeating myself. I think that be myself giving a hands on demonstration for what they had to do, really helped a lot of the students out. I also think that by providing the criteria in the form of written cues, and then also having pictures to go along with each cue helped the students out as well. I did the pictures, written cues, and demonstration because I know that everyone learns differently, therefore, I tried to cover as many different learning styles as possible to help my students get a good grade on this assignment. I think that the transition from being in the gym and then walking down to the auditorium went smoothly. I didn’t have to discipline anyone for not listening and following my rules on how they were supposed to act in the hall way. Also I want to mention that when the students were in the auditorium Mr. McNeely was in there so they weren’t alone. I also thought that I created a safe and positive learning environment, and that everyone in the class received a one hundred on the assignment. Mr. McNeely also liked my lesson and thought that it went very smoothly. I personally believe and so did Mr. McNeely that I had a great lesson. I really don’t think that anything went wrong in my lesson. I guess if I had to pick something out it would have to be that when my students walked back as a group I told them not to go on the court that the
seventh graders on and they did. However, after I told them all to get off the court and walk around
every student listened to me and none of them tried to test my patience.