

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, 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, student's exhibit responsible personal and social behavior that respects self and others in physical activity settings.

P Standard 1, 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 The students will show an understanding of the rules by following them 100% of the time.

P Each student will be able to serve the birdie over the net accurately 70% 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.

Group Activity

Playing badminton two on two. Each group of students will take part in a game, the winners stay at the court and the loser rotate 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 goals: Handbook I, cognitive domain. New York: Longmans.

*Schmottlach, J., & McManama, N. (2006). Physical education activity handbook (11th ed.). San Francisco, CA: Pearson.

Badminton Reciprocal Task Sheet

Name: _____ Partner's _____ Date _____

Skill: Overhead Clear

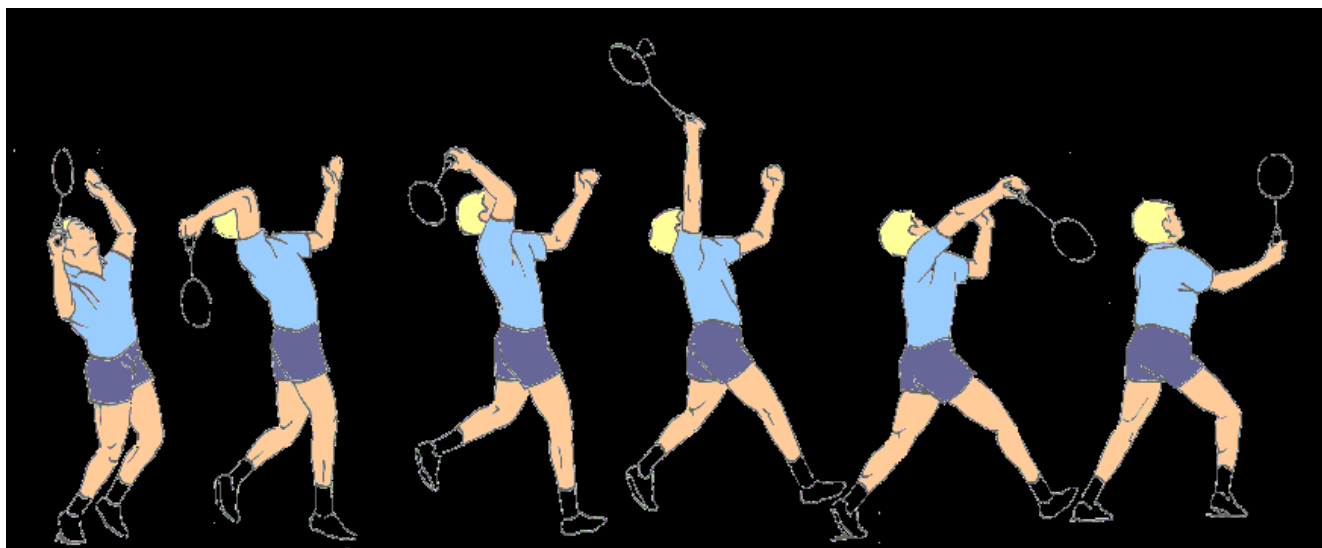
To the Students: This task is preformed in groups of three: doer, receiver, and observer.

The Doer: Toss shuttle in front of them, and hits a nice clean serve in to serving box.

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)

	Can do	Needs practice
1. Position yourself under and slightly behind the ball.	_____	_____
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.	_____	_____