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| **Day 1 Badminton-** (Forehand/backhand strikes/serving, equipment safety) |
| **Outcomes**  Apply an underhand and overhand serve with control, weight transfer, and competency in modified gameplay. PE1.8.8- psychomotor domain  Identify specific safety concerns associated with physical activity and fitness equipment. PE4.5.8 -cognitive domain  Explain how expressing emotions or feelings can influence others. H1.So4.7b – affective domain  **Alaska State Standard**  Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities. |
| **Learning Targets**  I can demonstrate proper weight transfer and correct timing during an underhand badminton strike/serve.  I can explain the safety concerns associated with the game of badminton. I will make sure to walk around the badminton courts, and not through a court.  I can explain how expressing emotions or feelings can influence other teammates or opponents. |
| **Assessment**  **Type- Exit Ticket:**  Q1: I was able to perform an underhand serve accurately over the net, clearing the serve line on the other side. Answer 1: Most of the time, some of the time, rarely  Q2: I understand that I must walk around the badminton courts, for safety reasons, so that I do not get hit by the racket. Answer 2: Yes, No  Q3: I will do my best not to drop the racquet, and I will keep the racket in my hand and use it only for practicing/playing. Answer 3: Yes, No  Q4: Short Answer: Please explain how your emotions or feelings can influence other teammates in class, as well as your opponents. |
| **Brief Lesson Outline**   1. Students’ warm-up jog for 5 minutes 2. Go over daily agenda and learning targets written on white board & review forehand & backhand serves/strikes previously learned in the previous year 3. Discuss safety concerns involving the badminton rackets & practice space (walking around the courts), and respecting the equipment/not dropping, twirling, or hitting with rackets 4. Activity 1- Partner serving, diagonal from partner across the net. Sharing a court with another partner group (may have limited nets). Partner 1 has the racket and shuttle, partner 2 is across the net diagonally, partner 1 serves 10 forehand & 10 backhand, clearing the service line, partner 2 lets the shuttle drop, to see if it clears the service line then throws it back to partner 1. After 20 serves, they switch, so partner 2 has the opportunity to practice serving. 5. Activity 2- Partner serving w/Hula-hoops- Serving backhand & forehand focus- same directions as Activity 1, but trying to serve the birdie into the hula hoop (short serve), then move hula hoop further back (long serve) \*try to beat your partner’s score. If the serve lands in the hula hoop, it’s 1 point. 6. End of class/review forehand & backhand serve/strike 7. Hand out exit tickets for students to fill out |
| **Day 2 –Badminton** (Forehand/backhand volleys, direction, moving opponent) |
| **Outcomes**  Apply forehand-and backhand volleys with control and competency with and without a short-or long-handled implement during modified game play. PE1.9.8 – psychomotor domain  Apply concepts of open space in net and wall games by varying force or direction or by moving opponent from side to side and/or forward and backward. PE2.4.8 – cognitive domain  Compare healthy and unhealthy ways of dealing with stress. H7.So3.7  **Alaska State Standard**  Standard B: Apply movement concepts to the learning and performance of physical activities. |
| **Learning Targets**  I can perform forehand and backhand volleys with a partner during game play.  I can challenge my opponent by forcing them to move forward and backward or from side to side to strike the shuttle back.  I can collaborate with a partner and discuss healthy and unhealthy ways of dealing with stress. |
| **Assessment**  **Type- Teacher checklist assessment:**  Performance checklist assessment completed by teacher. The teacher will place a check mark for volley techniques and an X if a cue was missed. The checklist will also have offensive cues to whether the student was able to use varying force or direction to move their opponent from side to side or forward and backward. |
| **Brief Lesson Outline**   1. Students’ warm-up jog for 5 minutes, dynamic and static stretch 5-10 minutes 2. Go over daily agenda and learning targets written on white board & review forehand & backhand volleys and what a volley means. 3. Health daily focus: Discuss healthy and unhealthy ways of dealing with stress, then students talk with a partner about it 4. Discuss the importance of offense, specifically how can you strike the shuttle to challenge your opponent to move forward/backward and side to side. 5. Activity 1-warm-up: Students are paired, no net needed, 4 shuttle cocks per partner group. Partner 1 will be throwing the shuttle right to left while partner 2 shuffles their feet to catch the shuttle and then places it on the ground. Once partner 2 places the shuttle on the ground, they shuffle the other direction (side to side) and catch the next shuttle and then places it on the ground. Once all 4 shuttles are on the ground, partner 1 and partner 2 switch. Students practice this drill for about 3-4 times per person. Next, students complete the same task, but move forward and backward (back pedaling) to catch and place the shuttle on the ground. Repeat 3-4 times. 6. Activity 2- Volley with partner- 1 racket per each, 1 shuttle each. The pairs will volley with their partner, using a variety of shots (close to net, further from net), working together trying not to let the shuttle touch the ground. Each successful hit, students count. 7. Activity 3- Practice 2v2 volleys against another partner group (for the rest of the class period \*teacher will assess students with forehand/backhand checklist) 8. Students review the teacher assessment checklist. The teacher assigns students a homework assignment about the checklist assessment. The questions are: what is one cue/technique you would like to focus on to improve your volley? Were you able to move your opponent forward/backward and side to side during the 2v2 badminton volleys? If so, how, and if not, what could you work on to challenge your opponent? |
| **Day 3 – Badminton** (Underhand, overhand strikes, shot placement during rally) |
| **Outcomes**  Apply underhand and overhand striking with competency with and without an implement in modified gameplay. PE1.5.8 –psychomotor domain  Apply a variety of shots using placement, force, or timing to end rally. PE2.5.8 – cognitive domain  Identify why self-selected physical activities create enjoyment. PE5.1.7 -- affective domain  **Alaska State Standard**  Standard C: Participate regularly in physical activity.  Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |
| **Learning Targets**  I can demonstrate an underhand and overhand strike during a modified game of badminton.  I can use a variety of shots, placing the shuttle in different areas of the opposing sides court.  I can discuss with a partner why self-selected physical activities, like badminton, create enjoyment. |
| **Assessment**  **Type- Peer Assessment:**  Students will be in groups of four, while two students are playing 1 versus 1 badminton, their partner will complete a checklist using a check mark for striking techniques (underhand and overhand) and an X if a cue was missed. The pair that was playing will switch with the other two and complete the assessment for them. Once both pairs have been assessed, students will go over their checklist, and practice working on the missed cues.  **Type- Exit Ticket:**  Q1: I was able to strike the birdie over the net in different areas of the court with force to end a rally with a partner Answer1: Most of the time, some of the time, rarely  Q2: After reviewing your peer assessment/checklist on striking, what is one cue you would like to focus on to improve your underhand and overhand strike? |
| **Brief Lesson Outline**   1. Students’ warm-up jog for 5 minutes 2. Go over daily agenda and learning targets written on white board & review badminton grip from previous year in badminton unit 3. Discuss overhand and underhand strikes 4. Activity 1-warm-up rally with partner 5. Activity 2- Peer assessment checklist- 1 versus 1 in groups of 4. Students will use the checklist to assess their partner playing 1v1 with another, then switch. They will then review checklist, figure out what they need to keep practicing, then spend time practicing (per group of 4- two racquets, 1 shuttle cock, 4 checklists, 2 pencils) 6. Activity 3- Two corners game- Students will be in groups of three. Each student will have a racket, and 1 birdie per group. One student will be across the net from the other two, playing 1 versus 2. The solo student is trying to strike the birdie in hopes to aim for one player on the other side, then they return it, then the solo player strikes to the other player. This game works on striking the birdie over the net to different areas of the opposing court. After 10-15 strikes, students rotate so each player gets an opportunity to strike solo. 7. Discuss with a partner why self-selected physical activities, like badminton, create enjoyment 8. End of class- students fill out exit ticket |
| **Day 4 – Badminton** (defensive position/movement, working with others) |
| **Outcomes**  Apply defensive positioning while moving without crossing feet during modified game play. PE1.11.8 - psychomotor domain  Solve problems and think critically when working with others in physical activity, both as an individual and in groups. PE4.3.HS1 -cognitive domain  Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. PE4.1.7 -affective domain  **Alaska State Standard**  Standard E: Exhibit personal and social behavior that respects self and others in physical activity setting. |
| **Learning Targets**  I can shuffle my feet without crossing them during a modified game of badminton on defense.  I can solve and correct performance skills in badminton with my partner to improve our score.  I will demonstrate inclusive behaviors and support classmates during badminton activities. |
| **Assessment**  **Type- Exit Ticket:**  Q1: I can shuffle my feet on defense without crossing my feet during games Answer1: Most of the time, some of the time, rarely  Q2: I worked effectively with my partner, solved and corrected performance skills during game play Answer 2: Yes, No  Q3: Write 3 rules you remember about the game of badminton Answer3: |
| **Brief Lesson Outline**   1. Students’ warm-up jog for 5 minutes, dynamic and static stretching 5-10 minutes 2. Go over daily agenda and learning targets written on white board 3. Review defensive stance, shuffling, and positive ways to provide feedback 4. Go over rules of badminton, written on white board 5. Discuss with the whole class how we can demonstrate inclusive behaviors and support classmates in PE 6. Activity 1-warm-up (works on shuffling feet): Students are paired, no net needed, 4 shuttle cocks per partner group. Partner 1 will be throwing the shuttle right to left while partner 2 shuffles their feet to catch the shuttle and then places it on the ground. Once partner 2 places the shuttle on the ground, they shuffle the other direction (side to side) and catch the next shuttle and then places it on the ground. Once all 4 shuttles are on the ground, partner 1 and partner 2 switch. Students practice this drill for about 3-4 times per person. Next, students complete the same task, but move forward and backward (back pedaling) to catch and place the shuttle on the ground. Repeat 3-4 times. 7. Activity 2- practice doubles 2v2 with partner, kings court, play for time, students keep track of score, at the end of the time, whichever team won moves up one court, the team that didn’t win, moves down a court. 8. End of class- exit ticket, students work with partner to fill out exit ticket |
| **Day 5 – Badminton** (forehand/backhand strikes, rules, officiating) |
| **Outcomes**  Apply forehand and backhand strikes with accuracy with a short-or long handled implement using weight transfer and correct timing in modified game. PE1.6.8 -psychomotor domain  Apply rules and etiquette as an official for physical activities and games. PE4.2.8 -cognitive domain  Independently use physical activity and fitness equipment appropriately and safely. PE4.5.7 – affective domain  **Alaska State Standard**  Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness. |
| **Learning Targets**  I can accurately demonstrate forehand and backhand strikes with correcting timing and proper weight transfer.  I can follow the rules of badminton and officiate a singles game during P.E. class today.  I will show that I can independently use physical activity and fitness equipment appropriately and safely in PE. |
| **Assessment**  **Type- Student assesses themselves**  Students line up and as they leave the gym, students give me their grade for the day depending on how they felt they did throughout the class period, engagement, staying on task, officiating, warm-up, etc. |
| **Brief Lesson Outline -**   1. Students’ warm-up jog for 5 minutes, dynamic and static stretching 5-10 minutes 2. Go over daily agenda and learning targets written on white board 3. Go over underhand, overhand clears, underhand, overhand drops, smash, forehand, backhand strikes 4. Activity 1: Warm-up/Keep the kettle boiling- start with 2 lines of students on either side of the net, one team begins by serving to the other line, the first student returns the shot to the next player on the other side and runs to the other side of the line going around the post, each player aims to get 5 hits in a row and when they do they shout ‘FIVE’ when this happens the game restarts 5. Activity 2: students are in groups of 3, students play 1 v 1 while the 3rd student officiates the game, calling out the score, helping students know when to rotate, etc. Play to 21. Each student gets a chance to officiate the game and follow the rules of the game. 6. End of class – students line up and give me their grade for the day depending on their level of engagement today, officiating, etc. 1-10 score |

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| **Unit Connection** |
| The game of badminton falls under the net and wall games category. The content in this week’s unit of badminton moves into an advanced skill level in game situations where students work on shuttle placement, force, direction, offensive strikes, defensive positioning when receiving the shuttle and offensive and defensive strategies/tactics. Participating in badminton activities/games builds into other net/wall games (tennis, pickleball) and students work on other performance skills that are used in other games. Moving side to side (shuffling) and moving forward backward (back peddling) are skills used in just about every sport and is important in the game of badminton. Students also practice their officiating skills which allows students to follow the rules of the game (cognitive) and also work together with a partner playing doubles badminton (affective). |