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| EDCP 320: BADMINTON LESSON PLAN  Activity Theme: Net/Wall Games |  | **Duration:** 30 minutes  **Grade Level**: Grade 5 to 7  **Date**: September 23, 2015  **Instructors**: Helen Zhang, Fiona Szeto, Julie Russell |
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| Aims and Objectives To demonstrate skills of accuracy, reaction time, and hand-eye coordination involved in badminton and establish the basic strokes used during a game Topic and Lesson Sequence Topic: To learn the fundamental skills and strokes of badminton at a beginner level  Lesson Sequence:   1. Warm Up led by Helen (5-10 minutes) 2. Rally Game led by Julie (15 minutes) 3. Cool Down and Clean Up led by Fiona (5 minutes)  Safety Concerns  1. Ensure that no items are left on the gym floors and the floors are dry to prevent tripping or slipping during warm up and the game. 2. Remind students to be at least an arm’s length away from each other to prevent collision of rackets and body parts. 3. Be sure that students are aware of rotation patterns during and in-between game play to prevent any injuries. 4. Set up and take down of equipment by the students are to be supervised by instructors at all times.  Meeting the Needs of Students **Physical Development:** Hand-eye coordination, accuracy, reaction time, proper stance and footwork  **Cognitive Development:** Listening to instructions given by teachers, spatial awareness when practicing and during game play  **Affective Development:** Encourage sportsmanship and teamwork during game play, importance of collaboration Modifications To ensure that all students enjoy participating in this physical activity, an extra area without nets will be available for students who would like more practice without the pressure of a net (a bench could be placed as the marker). Additionally, if the full-sized court is too big of an area, students are able to change the size of the court to half-court. Warm Up (Duration: 5-10 min), Led by Helen  1. Forehand Grip (Proper Racket Grip)    * Handle points towards yourself    * Racket face should be facing the wall    * Hands should make a ‘V-shape’ with the racket    * Tip: Shake hands with a partner and observe the shape/position of hands. Proceed to ‘shake’ hands with the racket while holding the same position of the hand    * Relax the grip on the racket 2. Underhand Serve    * Relax and bend knees slightly with legs shoulder-width apart    * Lead with non-racket leg and place racket leg behind    * With racket net facing the opponent, bring the racket until it is past your body then swing it forward and follow through    * Hold the shuttlecock and let it drop slightly in front    * Hit it with the flat face of the racket and follow through until the racket reaches the non-racket side of your head 3. Overhand Rally    * Racket and arms should be raised and ready for serve-receive    * Face the opponent with non-racket leg in front and racket leg slightly behind    * Shift weight onto the back leg and swing racket forward    * Step forward with the racket leg and follow through with the motion  Rally Game (Duration: 15 min), Led by Julie  1. Instructor explains the purpose of the game: to practice grip, underhand serve, and overhand rally in a game setting with teammates 2. Instructor divides students into 6 teams of 4’s 3. Instructor explains the rules of the game    * Objective: to keep the shuttlecock in the air for as long as possible. Students can keep scores if needed, if the shuttlecock drops, players count again from 1    * Instructor asks for 2 volunteers. There will be 4 of us for this demonstration: 2 people on each side of the court. Ensure the rest of the class are a safe distance away from the demonstration    * One player serves and the opposing player on the other side of the court hits back using an overhand or underhand shot (Note: server gets to serve and receive the following shot before rotating out)    * Rotate players after a successful return (Note: new players enter from the right side and exit from the left side to avoid collision and injury) 4. Group Rotations    * After playing for approximately 5 minutes, instructors will alert each group to move to the next court (clockwise rotation) by a stop in music. Groups continue the game with new groups for 5 minutes. Time permitting, groups will play with 3 separate teams.    * Instructors will notify the teams when it will be their last rotation  Cool Down (Duration: 5 min), Led by Fiona  1. Instructor asks students to gather rackets and shuttlecocks and put them away. 2. Instructor asks students to form a large circle for stretches 3. Instructor will demonstrate the moves for a stretch and students will copy the stretches.    1. Tippy Toes Stretch d. Arms Crosses    2. Touch the Toes e. Arms Behind Back    3. Wrist/Ankle Rotations f. Lunges 4. Instructor asks the students for feedback and questions to check their understanding while continuing with stretches.    1. What was something you found easy to understand?    2. What was something you found challenging?    3. Did you find any improvement in any of the activities and if not, what are some areas you can improve on in future lessons? 5. After stretches, instructor will ask students to take down the nets and poles and take the equipments back to the storage room. |  | Materials 30 rackets, 30 shuttlecocks, 3 nets, 6 poles Learning Standards Curricular Competencies (Gr. 6) Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments  Develop and apply a variety of movement concepts and strategies in different physical activities  Develop and demonstrate safety, fair play, and leadership in physical activities Content (Grade 6) To gain proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills  To gain movement concepts and strategies  \*Check for understanding with a classmate to ensure that the grip is in a proper position  \*Check for understanding of proper serving stance by practicing the motion without the shuttlecock, then proceed with the shuttlecock when ready            Small Activity:  Balance the shuttlecock on the racket and walk the length of the gym 1 or 2 times.  Increase the difficulty by bouncing the birdie and/or switching to the non dominant arm (optional)  Transition to game demonstration when instructor blows whistle  Modification: if 1 student is absent, 5 teams of 4’s and 1 team of 3’s; if 2 students are absent, 4 teams of 4’s and 2 teams of 3’s  Students are encouraged to keep the play inside the designated court lines but since the purpose of the game is to practice proper stance and shots, in’s and out’s would not be counted at this time  \*Check for understanding before students disperse to play the game  Instructors will observe the teams during the rally game to ensure that students are using proper motions throughout the activity  Transition to cool down period when the music stops |

Citation

Rubric taken from: <http://www.d120.org/assets/1/wellness/badminton_skills_rubric_v2.pdf>

<http://www.badminton-information.com/badminton_serve.html>

Learning Standards from B.C.'s new curriculum: <https://curriculum.gov.bc.ca/curriculum/physical-health-education/6>