

Unit Plan - Badminton

Lesson Six - Doubles Games and Skills
Assessment Part 2

PLO's

Grade 9:

- A7 demonstrate a willingness to participate in a wide range of physical activities, including: individual and dual activities, games rhythmic movement activities (including dance and gymnastic activities)
- B1 apply fundamental movement skills in a range of individual and dual activities
- B2 apply fundamental movement skills in games activities in predictable and unpredictable settings
- C1 demonstrate behaviours that minimize the risk of injury to self and others in physical activity
- C3 demonstrate fair play in physical activities across the activity categories

Grade 10:

- A1 describe a variety of ways to be active throughout one's life
- A4 participate daily in moderate to vigorous physical activity to enhance fitness
- B1 apply fundamental movement skills in a range of complex individual and dual activities
- B2 apply fundamental movement skills in a range of complex games activities
- C2 model proper use of equipment and facilities
- C3 apply fair play conduct in all physical activities across the activity categories

Learning Intents

Students will be able to (SWBAT):

Psychomotor:

- Play continuous games and rallies
- Use proper grip, footwork, and positioning

Cognitive:

- Understand how to assess a peers skills
- Keep track of score

Affective:

- Playing cooperatively as a pair
- Apply safety principles
- Play by the rules
- Assess and evaluate their peers

Social:

- Create good atmosphere
- Play with a number of different partners

Equipment:

- Badminton rackets and birds
- Badminton poles and nets
- Assessment sheets

Sequence of Events

Date:

Change and free-play and warm-up:	15 minutes
Discussion on peer assessment:	10 minutes
Game 1 (Serving):	10 minutes
Game 2 (Drop Shots):	10 minutes
Game 3 (Smash):	10 minutes
Culminating Activity:	15 minutes
Wrap-up and Change:	10 minutes
Total:	80 minutes

Warm-up (5 minutes)

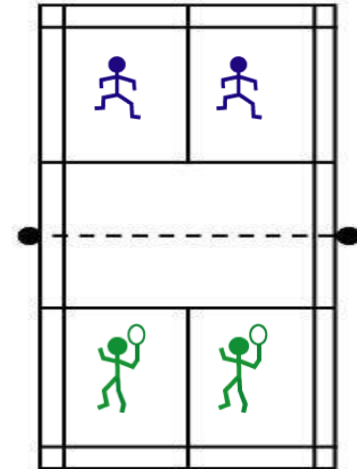
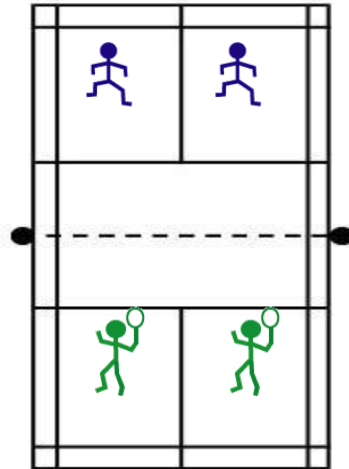
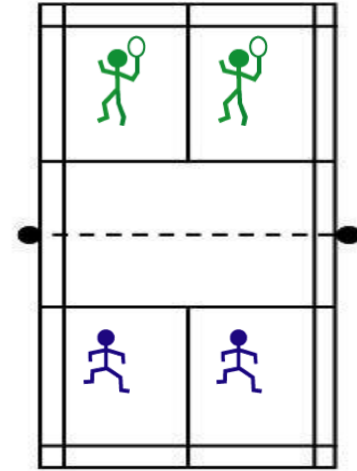
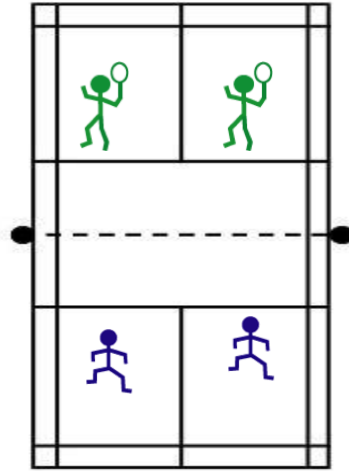
- Quick stationary activity and arm movement and stretching after free-play is over

Discussion (5 minutes):

- Importance of stretching and assessing accurately
- How shots like the ones being discussed today are strategic

Equipment:

- Rackets
- Birdies



What are we trying to Achieve Today

- Assess and Evaluate our badminton progress
- Play continuous doubles games
- Incorporate the acquired techniques into game playing

Game 1 Serving (10 mins)

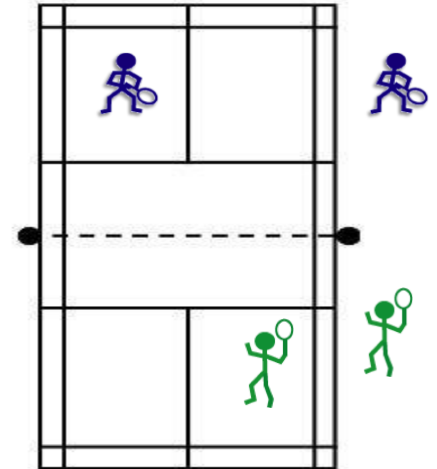
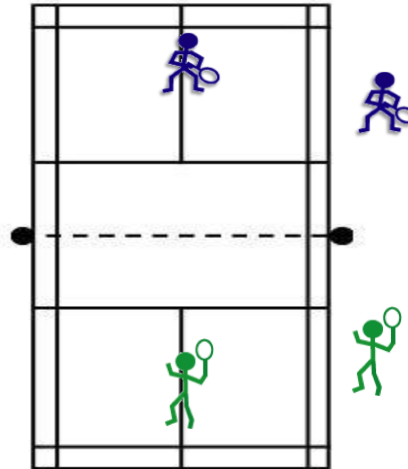
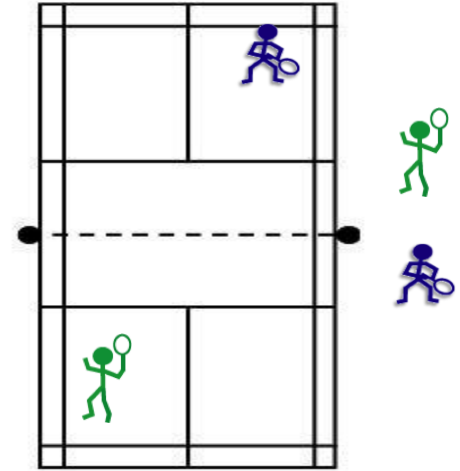
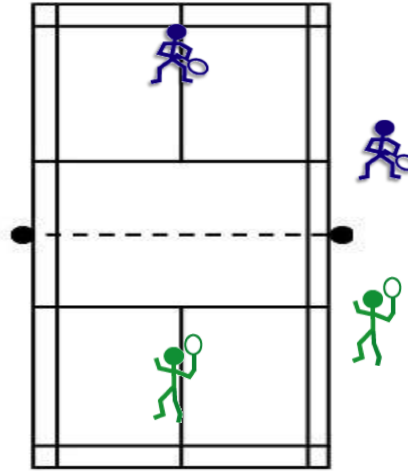
- 1 v 1 on each court except one
- 2 v 2 on it
- Other partners watch the 1 v 1 and fill in the peer assessment sheets
- Switch players playing after 5 minutes

Discussion:

- Go around and ask questions of the observers
- What do you notice?

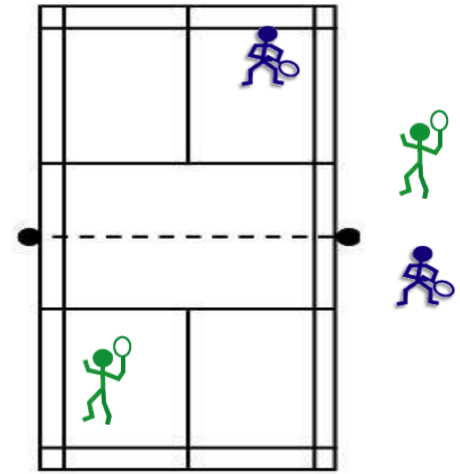
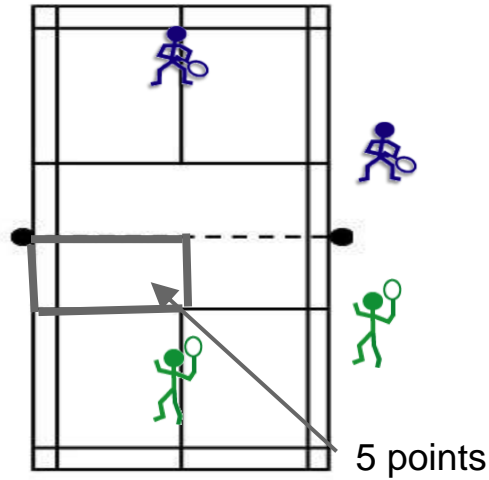
Equipment:

- Birdies
- Racquets
- Assessment Sheets



Game 2 Drops (10 mins)

- 1 v 1 on each court except one
- 2 v 2 on it
- Other partners watch the 1 v 1 and fill in the peer assessment sheets
- Switch players playing after 5 minutes
- Front court worth 5 points
- 3 rallies to start

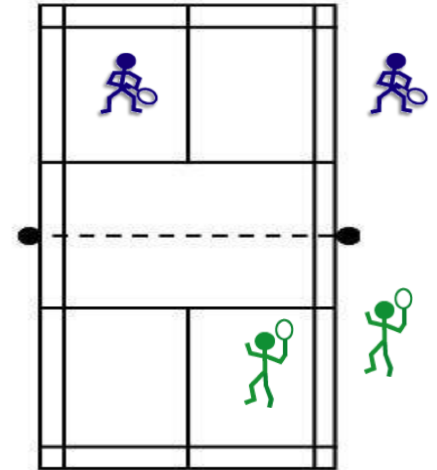
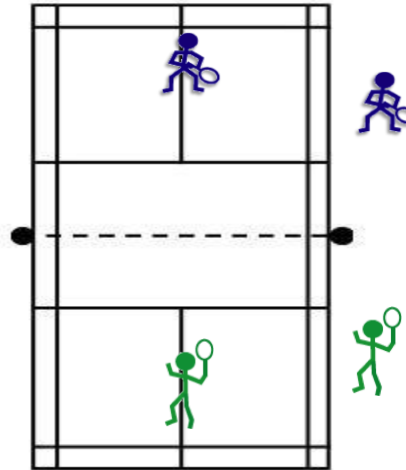


Discussion:

- Go around and ask questions of the observers
- What do you notice?

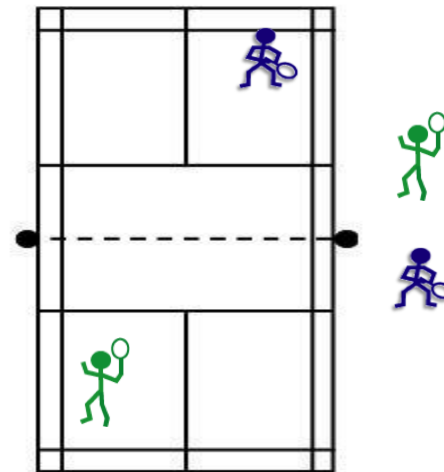
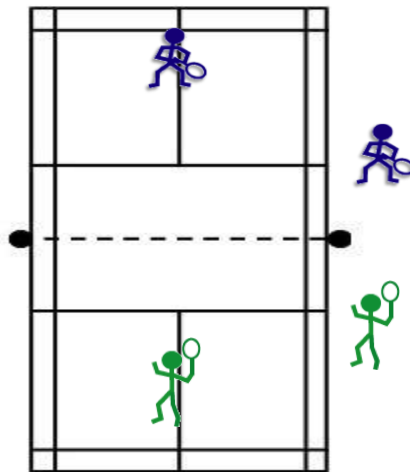
Equipment:

- Birdies
- Racquets
- Assessment Sheets



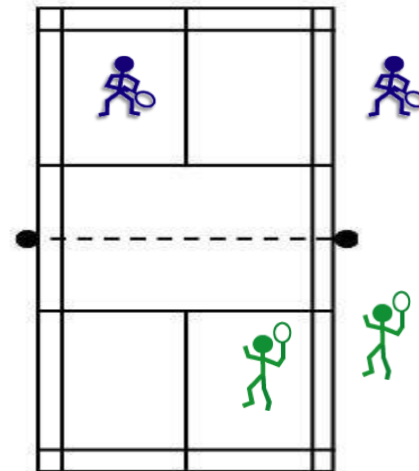
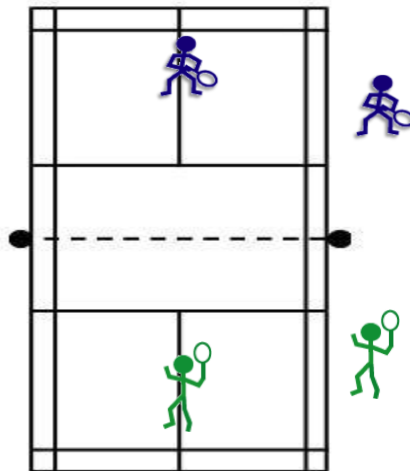
Game 3 Smash (10 mins)

- 1 v 1 on each court except one
- 2 v 2 on it
- Other partners watch the 1 v 1 and fill in the peer assessment sheets
- Switch players playing after 5 minutes
- **3 rallies to start**



Discussion:

- Go around and ask questions of the observers
- What do you notice?

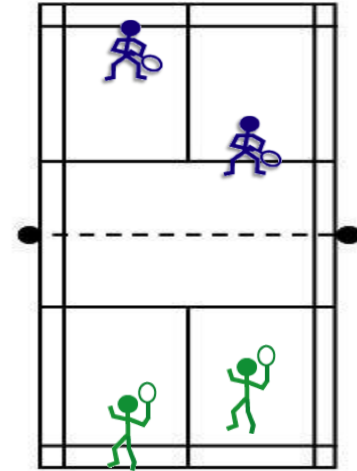
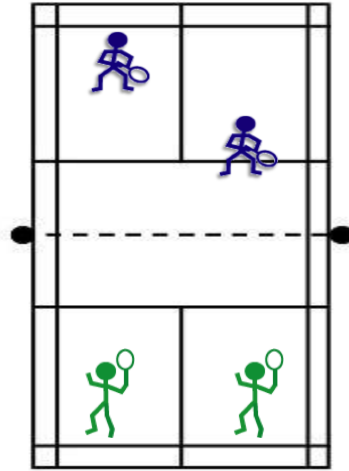


Equipment:

- Birdies
- Racquets
- Assessment Sheets

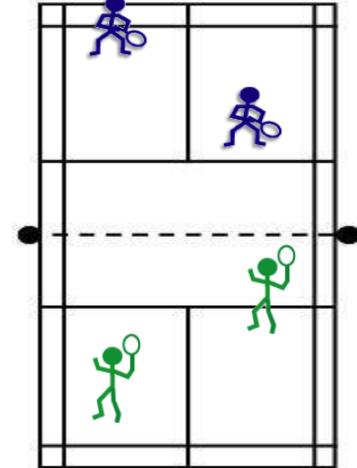
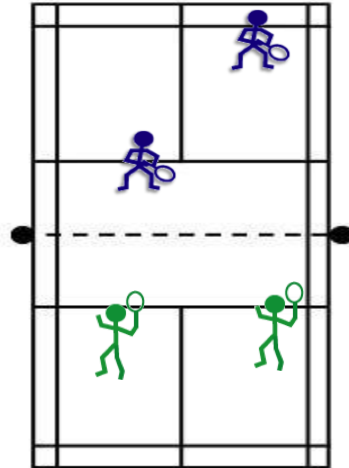
Culminating Activity (15 minutes)

- 2 v 2 Badminton
- All skills learned
- Focus on playing realistic games
- Incorporate all strategies
- 5 minute games
- Want to watch them play
- Stop games and discuss technique



Equipment:

- Badminton rackets
- Birdies



Wrap-up (5 minutes)

- Equipment retrieval by students
- Discussion about how the assessment went
- Talk for next day (Skills Assessment Part two)
- See you tomorrow gentlemen