

S: 1 H: 1 GLO: 9-12

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://www.sparkpe.org/wp-content/uploads/i-got-your-back_hs.pdf

<u>Objectives/ Student Targets</u>	<u>Equipment & Technology Needed:</u>
Cognitive: The students will be learn strategy and cues to work cooperatively in doubles badminton.	1 badminton court per 2 pairs, 1 racquet per person, 1 shuttle per court, 1 scorecard per team, 1-2 whistle per team (optional), 1 practice plan per team
Affective: The students will develop an appreciation for the effort that goes into working cooperatively as a group.	
Psychomotor: The students will participate in the sport of badminton.	
Academic Vocabulary: Drop, Smash, Trajectory	
Introduction / Anticipatory Set: Review the badminton skills already learned in previously classes. The grip, forehand, backhand, drop shot, smash, etc. Can tell the students the history of badminton. The history of badminton can be traced back many to the games of battledore and shuttlecock which were played in ancient Greece over 2000 years ago. The game we all know as badminton began in the 19th century (1870) and was named by the Duke of Beaufort. The modern version had migrated somehow to India and then back again. The history of badminton in the United States began with the first Badminton club, the Badminton Club of New York, founded in 1878. The game flourished in the 1930s when places such as the YMCA and educational institutions began offering badminton instruction. Badminton became a popular pastime for many Hollywood stars including James Cagney, Bette Davis, Ginger Rogers and Douglas Fairbanks, which also helped to promote the sport in the 1930s.	Classroom Layout: Gym (or large space with hard even surface) Can be outdoors if weather is appropriate
Instant Activity: Have the students get in partners, grab a racket and birdie and hit back and forth. Tell them to stay within 10 feet of each other so there is plenty of space for all the students to safely hit.	
Fitness Development: 1. Increase heart rate movement 2. Improve flexibility through daily stretching activities	

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3. Develop muscular endurance and strength through activity

Lesson Focus:

The object is to work as a doubles team to score points. Do this by using a front-to-back formation. In front-to-back, 1 player is responsible for the front court, the other for the mid- and back-court. The formation is offensive because it provides opportunities to use attacking shots like the drop and smash. Communicate and recover to the center of your side to maximize success and avoid faults.

Demonstrate the game while explaining the format.

Doubles- Royal Court.

5 minutes per game. Rally scoring. Play begins from the right service-court using one of three methods: serve, toss over net. or self toss and hit. In order to score, players must 1) Remain in front-to-back formation 2) Complete a 10-hit rally before earning points. After each point rotate positions (F and B) and rotate serve. After each game the team with the most points rotates up, the team that did not win moves down.

Assessment:

1. Student does not demonstrate any of the skills to play a successful game of badminton. Have a poor attitude and do not put forth effort.
2. Demonstrates a general understanding of the game, but needs assistance from others. Performs skills showing some elements of correct technique, but errors in application. Demonstrates good sportsmanship.
3. Applies effective skill elements with few, if any observable errors in technique. Student is putting forth a level of high exertion. Consistently applies effective offensive/defensive strategy without hesitation. Demonstrates good sportsmanship.

Closure:

- What is an advantage of the front-to-back formation?
- When playing a team who is in front-to-back formation, where should you land your shots?

Teaching Cues:

- Adjust
- Communicate
- “I Got Your Back”
- Smash
- Drop shot

Modifications:

- Move serving line
- Partner with advanced partner to help assist
- Don't count floor hits
- Assign rotating support roles (coach, official, scorekeeper, etc.) if there is uneven amount of students.

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