

+Eastern Connecticut State University Physical Education Lesson Plan

Lesson Plan 5 of 5	Teacher Candidate: Jason Baillargeon		School: High School	Date: 09/30/2024
	Title of Learning Segment/Unit: Badminton		Length of Class: _45_ min	Grade: 9th
	Central Focus (entire learning segment): Students will be able to apply and demonstrate a variety of skills within the game of badminton. Students will be evaluated on their application of skills by teacher and self-assessment and students will be receptive to feedback. Students will understand the importance of the skills of badminton for game like scenarios and lifelong play.			# in Class: 20
	Lesson Focus: This lesson will be the assessment day for badminton serve. Students will demonstrate accuracy using the badminton serve as well as technique while following the cues to find success through serving tasks.			
	Grade Level Outcomes & Objectives		Assessment Tool	Safety Considerations (Emotional/Physical)
Psychomotor Domain	As a result of this lesson, students will be able to demonstrate a badminton serve successfully over the net using various techniques such as underhand or low backhand serve. Source: Badminton For Beginners National Standard: Skills		Peer Assessment	Students will be adequately spread out to ensure safety during warmups, nets will have no more than four students at each net with no more than two serving at a time. Students will use racquets as intended and exhibit positive feedback and encouragement.
Affective Domain	As a result of this lesson, students will be able to display positive reception towards corrective feedback by teacher and class peers, while engaging appropriately through class activity. Source (if this objective is the lesson focus): National Standard: Social Skills		Teacher Checklist	
Cognitive Domain	As a result of this lesson, students will be able to evaluate a badminton serve with success, remembering the cues of badminton serve. Students will assess each other on badminton serve by peer assessment. Source: Kleinman National Standard: Knowledge		Written Quiz	Equipment
	Academic Language	Function: Evaluating Vocabulary: Low Backhand Serve, Shuttlecock, Racquet,		56 Shuttlecocks 5 Badminton Nets 20 Racquets Rope Floor Tape 10 Hula Hoops 36 in no kink
Prior Knowledge, Skills, & Assets	Students should be well familiar with the game of badminton, with experience and knowledge of serving, striking with a racquet, and game play from multiple years prior of badminton units in PE class.		References	
			Ballou, R. B. (1998a). <i>Badminton for beginners</i> . Morton Pub. Co. Kleinman, I. (2010). <i>Complete physical education plans for grades 5 to 12 isobel kleinman</i> . Human Kinetics. Grice, T. (2008). <i>Badminton: Steps to success</i> . Human Kinetics.	
Variety Learner	Characteristics:		Accommodations:	

	Possible ADHD, ELL, Impaired Coordination IEP/504: Adjusted per student need		Students may be able to use the wall to strike the shuttlecock towards if having trouble with the net.
Language Supports & Instructional Materials	Peer and Teacher assessment checklist, Self-reflections.		
Theory Used	Blooms Taxonomy Graham, G. (2020). Teaching children and adolescents physical education. Human Kinetics. Applying, Analyzing, Evaluating		
Lesson Component	Time (mins)	Organization	Description & Teaching Style Used
Instant Activity	3 mins	Students will be instructed to immediately grab a racquet and a partner upon entrance into the gym. They then need to go to an already set up badminton net to begin the warmup.	Badminton Clear Drill Students will each take one side of the court at each badminton net and be given a shuttlecock and two racquets for each partner. The goal of this warmup is to get used to the feeling of using the racquet by striking the shuttlecock to each other. Students should begin standing on opposite sides of their sides of the court, and gradually hit the shuttle higher to each other, trying to get the highest volley possible.
Transition			At the conclusion of three minutes, Students will be asked to stop and bring their racquets to circle up around the teacher. Shuttlecocks re-stacked.
Introduction, Activate Prior Knowledge, & Expectations	3 Min	Once huddled up, Teacher begins lesson.	In the circle of students, the teacher begins welcoming the students to the assessment for the badminton unit and asks the students to discuss all that they know about the game of badminton from previous experience. After discourse, the teacher informs the students we will be starting off with badminton serving and that students must be engaged positively and appropriately.
Transition			
Body of Lesson (Lesson Focus)			
Task #1 Source of Activity: Kleinman Time: 5 Min Academic language? Demonstrating a low serve in badminton.	National Standard: Knowledge	Demonstration/Questions: The teacher then reviews and explains how to do a low serve. Teacher then picks one to demonstrate for the class.	
	Transition: Time: 1 Min	Teacher then has students bring their racquet and shuttle to the baseline, spaced out from the person next to them, facing the wall.	
	Learning Task & Teaching Style: Direct Instruction Low Serve Students facing the wall begin by practicing their grip and stance with the backhand low serve. The students must hit the shuttle following the cues towards the wall in a diagonal direction to practice and get used to the feeling of the low serve.	Cues 1. Foot forward with the opposite foot of the hand that holds the racquet. 2. Contact the shuttlecock with strings of the racquet below the serving elbow 3. Follow through with the shuttlecock.	Modifications TBI Easier (-2): Students may begin by hitting the shuttle in a straight pathway rather than diagonal to lower difficulty. TBI Harder (+2): Students finding more success can be challenged to serve with their eyes closed to "feel" the serve to increase difficulty. ITV Easier (-2): Bring the shuttle closer to you and bend the elbow on

			racquet arm to shorten the process ITV Harder (+2): Take five steps back to increase distance to simulate a more game like experience.	
Transition: Time: 1 Min	After five minutes, students will be sent back into their partners to the already set up badminton nets back into the half court they warmed up with.			Assessments & Feedback
Task #2 Source of Activity: Badminton steps to success Time: 5 Min Syntax? Discourse?	National Standard: Skills	Demonstration/Questions: The teacher picks a court in the middle of the gym where everyone can see. The teacher then demonstrates how to perform the next task of serving under the rope. Teacher asks if any student has any questions.		Peer Assessment. Teacher should still be going around each group giving corrective feedback and modifications where they are needed. Corrective feedback could include telling students to keep serves low, and low backhand serve could provide an easier way to do this task.
	Transition: Time: 1 Min			
	Learning Task & Teaching Style: Direct Instruction Under the Rope	Cues	Modifications	
	Each badminton net will have a rope tied approximately 24 inches above and parallel to the top of the net. Students will have to push or guide low backhand serves over the net and under the rope and into the opposite diagonal box on the other side of the net. Each student will get 10 attempts to get the shuttle over the net and under the rope. While this is happening, the partner will be assessing the server that they are following the cues, hitting the opposite box diagonally, and behaving appropriately.	1. Foot forward with the opposite foot of the hand that holds the racquet. 2. Contact the shuttlecock with strings of the racquet below the serving elbow 3. Follow through with the shuttlecock.	TBI Easier (-2): Students may serve from farther back on the court to gain more space to work with TBI Harder (+2): Lower the rope to 18 inches ITV Easier (-2): Raise the rope if most students are struggling to complete task. ITV Harder (+2): Place targets in the opposite diagonal box that must be hit.	
Transition: Time: 30 sec	Teacher yells for all students to stop and hold their racquets, as they are set to begin their next task.			Assessments & Feedback
Task #3 Activity Source: Badminton steps to success Time: 5 Min Academic language? Demonstrating and evaluating.	National Standard: Skills	Demonstration/Questions: Teacher returns to the middlemost court, informing students that they will be switching to the next task. Teacher asks what the most challenging aspect of has been serving the shuttlecock over the net. Teacher then demonstrates that they will now be trying to go over the rope and the net.		Peer Assessment. Teacher should still be going around each group giving corrective feedback and modifications where they are needed. Corrective feedback could include recommending an underhand serve for this task to make the task easier.
	Transition: Time: 1 Min			
	Learning Task & Teaching Style: Over the Rope	Cues	Modifications	
	Students will now be backing up on their court to try to hit their serves deeper into the opposite diagonal box, this time trying to hit their serves to go over the rope, landing further down the opposite diagonal box. Students will once again each get 10 attempts while the partner peer assesses the server to make sure they are following the cues, hitting the opposite box over the rope and net, and behaving appropriately	1. Foot forward with the opposite foot of the hand that holds the racquet. 2. Contact the shuttlecock with strings of the racquet below the serving elbow 3. Follow through with the shuttlecock	TBI Easier (-2): Lower the rope to 18 inches. TBI Harder (+2): Raise the rope to 30 inches ITV Easier (-2): Students may move closer to the net ITV Harder (+2): Students must move further back in the box.	
Transition: Time: 30 sec	Teacher yells out to students to stop and hold their racquets, as they are set to begin their next task.			Assessments & Feedback
Task #4 Source of Activity:	National Standard: Skills	Demonstration/Questions: Teacher asks a handful of students to grab hula hoops that have been set off to the side of the gym, setting them up on each opposite diagonal box of the court of each other. Teacher		Peer Assessment. Teacher should still be going around each group

Badminton steps to success Time: 5 Min Academic language? Demonstrating and evaluating.		tells students that they now must land their shuttle in the hula hoop, but it is their choice if they want to hit over or under the rope.		giving corrective feedback and modifications where they are needed.
	Transition: Time: 1 Min			
	Learning Task & Teaching Style: Direct Instruction Target Serves Students must now low backhand serve or underhand serve the shuttle to land inside or hit the rim of the hula hoop target placed on the opposite diagonal box of their net. Students will be given the choice if they hit their shuttles over or under the rope of the net, and where they stand on their side of the court's box. Students will once again each get 10 attempts while the partner peer assesses the server to make sure they are following the cues, hitting the opposite hoop over the rope and net, and behaving appropriately	Cues 1. Foot forward with the opposite foot of the hand that holds the racquet. 2. Contact the shuttlecock with strings of the racquet below the serving elbow 3. Follow through with the shuttlecock.	Modifications TBI Easier (-2): Students may be given larger hula hoops if struggling. TBI Harder (+2): Students may be given smaller hula hoops if having success and need more challenge. ITV Easier (-2): Targets may be moved closer in the box to servers. ITV Harder (+2): Targets may be pushed back even further to increase accuracy and force of serves.	
Transition: Time: 1 Min	Teacher yells out to students to stop and hold their racquets, as they are set to begin their next task.			Assessments & Feedback
Task #5 Source of Activity: Badminton steps to success Time: 5 Min Syntax? Discourse?	National Standard: Skills	Demonstration/Questions: Teacher asks class how they are feeling about the progression of their badminton serves today. Teacher informs class that they have time for one last activity and returns to middlemost court to demonstrate with a student.		
	Transition: Time: 1 Min			
	Learning Task & Teaching Style: Direct Instruction Four Corners Partners will complete this task by playing with the group of partners on the other side of the net as them. Team A serves to Player B who is receiving in the opposite diagonal box. Team B attempts to return the serve to one of the boxes on the other side of the net. Players return volley and keep playing until one team reaches a score of 10 points.	Cues 1. Foot forward with the opposite foot of the hand that holds the racquet. 2. Contact the shuttlecock with strings of the racquet below the serving elbow 3. Follow through with the shuttlecock	Modifications TBI Easier (-2): Students may serve back and forth with no return TBI Harder (+2): Lower the target score to 5 ITV Easier (-2): Students may be put into even skilled groups. ITV Harder (+2): Have certain areas of the box be worth more points.	As Teams are playing, teacher will be going around court to court making sure that all students are on task and playing honorably. Teacher will be giving out positive feedback at this time to commend progress of the lesson.
Transition: Time: 2 Min	Teacher informs class that it is time to clean up, and everyone must put their shuttles and racquets back into storage, and any other equipment taken out. Once completed			
Lesson Closure & Review Time: 3 Min	Teacher hands out short quiz on badminton serving and asks the following questions: What is something that worked well for you today? How could you have found more success? What are the cues? Teacher tells student this was a great unit and everyone did well.			
Transition: Time: 1 Min	Class Dismissed to to locker rooms and go to their next class.			
Teacher Reflection & Future Modifications	How do you think it will go? Why? I think this lesson will be effective as an introductory lesson to a badminton unit. I believe this lesson scaffolds well and gives students opportunity for success Can you think of any changes you could make to increase learning? I would consider adding other styles of serving into this lesson to give students opportunity to see if they have a more comfortable kind of serve for themselves.			

