**Badminton Serve Reflection**

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1. **How did it go?**

Overall, this lesson went well, and I feel good about how it turned out. During the practice lesson, most students found success in this assessment, and I wanted to keep a lot of similarities in how I taught the lesson from the first time. This included the area in which the assessment took place and the paper assessments that I handed out to my classmates. The participants had a better understanding of where the shuttle needed to land to count as a successful attempt and following the cues to find success. I was also given an overwhelmingly positive review from the HPE 240 evaluations of me.

1. **What worked well? Why?**

It helped a lot when I used the shuttles to demonstrate what was a successful landing and an unsuccessful landing because during the practice lesson, there was a lot of confusion surrounding the landing box and what counts and what does not. The participants had a greater understanding because of that visual demonstration. I also used another classmate as a demonstration and helped show what was acceptable and not in terms of following the cues and what shots were too high over the net.

1. **What did not work so well? Why not?**

I regret in my demonstration displaying the wrong foot forward for the low backhand serve. For that serve, it should have been the same foot forward as the serving hand for easier follow through. I also would have put more emphasis on the first trial being the only trial where the process is assessed. If I were to teach this lesson again, I would make that much clearer.

1. **What changes do you think you could make next time to improve learning?**

I would make sure to demonstrate the correct cues when demonstrating this assessment as well as make clear that the first trial is the most important for evaluating process. I would also have a rope tied 24 inches above the net to demonstrate the cut off mark of when a serve is too high.

The results came out so positively due to the students all putting it into practice leading up to this final assessment and being given the choice of underhand or backhand serve also gave students a chance to find what was more comfortable to find success. One student I noticed during the practice was struggling using the underhand serve, I suggested switching to backhand and that student immediately found more success. If I were to teach this lesson without assessors, I would keep a similar format and have students partner up to peer assess each other like what was done in class.