**Lesson Plan**

Grade/ Subject: Grade 9 (Day 5) Unit: Badminton Lesson Duration: 42mins

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | | **Formative & Summative ASSESSMENTS (How will you know they met learning objectives?)** |
| A9–1 apply and refine locomotor skills and concepts to a variety of activities with increased control to improve personal performance | LO1: (A9-1) demonstrate and refine court footwork to reach the four corners of the court to improve personal performance. | | Observation  -Behaviour and attitude of students (out of 5 mixed in with the daily mark) |
| A9–5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity | LO2: (A9-5) manipulate a badminton racket to smash a shuttle into an opponent’s court  LO3: (A9-5) exhibit transfer of weight (from rear-foot to fore-foot) to generate power for smashing | | Observation  -Participation mark will be given for effort and attitude |
| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1: TeachPE**  **Resource #2: Implementations of program of studies** | | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| -Nets X3  -Rackets X30  -BirdersX30  -Music | | -Score Clock | |
| **SAFETY** | | | |
| -On-site supervision  -In-the-area supervision  -Code of etiquette for court play  -Adequate spacing for students | | -No obstructions on court  -No spectators on court  -Racquets in safe playing condition | |
| **PROCEDURE** | | | |
| **Introduction** (5mins): | | | |
| *Attention Grabber: Music playing when students come in, grab a shuttle and rally until we are all ready to go.*  *Assessment of Prior Knowledge:* ***Serving rules****—****lines of courts (singles & doubles)****—****how do we move on the court? Why?***  *Expectations for Learning and Behaviours: If we are not on task and you will sit off and wait until I think you are ready to come back in and play. If I talk you to again you sit off and have 50 push-ups and the third time I speak to you, you will sit out for the remainder of the class.*  *Advance Organizer/Agenda:*   * *Attendance/ Intro* * *WU-Partner rally* * *Footwork W—Smash Toss* * *Round Robin* * *Closure*   *Transition to Body: Everyone is ready now lets meet down at the far end.* | | | |
| **Body** (20min.)**:** | | | |
| ***What is the teacher doing?***  ***Injured students:***  -can be finishing the pickle ball ladder tournament  -sweep out large equipment rooms  -doing white slip paper work  -taking the tape off of far left white board  -filling out badminton paperwork  ***Sponge Activity: Partner Rally (3-5mins)***   * Grab a partner and a shuttle and find a space on the net to rally back and forth. * Try different shots, I want to be seeing you trying to discover all different types of shots.   ***Learning Activity #1: Footwork Drills (5mins) (LO2)***   * I will be explaining the W drill   *Toss in shuttle for a smash and have the students return the shuttles*   * 1st shot: forehand drop shot * 2nd shot: smash in the middle * 3rd shot: backhand drop shot * 4th shot: clear in left back corner * Teaching points: * Lunging to the spot, not running * High racquet- racquet should not get below your hips * Going from one court to the next, once the students hit the end of the three courts they will come back on the other side.   ***Smash Stroke***   * Explain and demo smash. When would it be used? Why? How can we avoid someone smashing at us? * Closed racquet head * Flick of the wrist * Weight transfer from back to front   *Formative & Summative Assessments*  ***Observations (formative):*** *footwork, high racquet, lunging to the spot*  ***Questioning:*** *Why do we lunge to spots instead of running to the spots?*  *Transition to Activity #2: Everyone meet me around the round robin tournament board.*  ***Learning Activity #2: Round Robin***   * Students will continue with their round robin tournament * I will review the rules and the expectations of the RR   *Transition to Closure: Everyone clean up their court and bring the equipment in and come take a seat.*  *Formative & Summative Assessments*  *-Observation: Are student’s participation in the games?*  *Transition to Closure: Everyone come join me by the white board.* | | | ***What are the students doing?***  Injured students will be completing jobs around the gym, and not getting involved with the students in the class.  With a partner rallying and trying different shots.  Students will move through the court working on their footwork. Lunging to the spots on the court instead of running to the spots.  Students will be playing each other in a RR tournament. |
| **Closure** ( 5min.)**: \* Connect your closure with learning objectives\*** | | | |
| *Consolidation/Assessment of Learning: What is one thing important about a smash?*  *Feedback from Students: Any questions about the RR tournament.*  *Feedback to Students: Let them know how they were today.*  *Transition to Next Lesson: Tomorrow is Friday and we will be just going straight into games. Singles ladder tournament will be continued with tomorrow.* | | | |
| Lesson Reflections (After you teach):  What went well:  What can be improved upon:  Describe how the students met your lesson objectives: | | | |