**Lesson Plan**

Grade/ Subject: Grade 10 (Day 5) Unit: Badminton Lesson Duration: 90mins

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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?)**  (Observations, Key Questions, Products/Performances) |
| A10–5 Apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity | LO1 (A10-5): demonstrate multiple ways to send the shuttle in adaptive game-like play.  LO2 (A10-5): demonstrate accuracy in badminton shots in competitive game-like play. | | | Observation  -Are students using different types of shots?  -Are students moving the shuttle all around the court? |
| C10–1 Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity | LO3 (C10-1): Show badminton etiquette when playing in doubles matches. | | | Observation  -Are students appropriately communicating their thoughts and feeling?  -Are students encouraging others?  -Are students calling lines fair? |
| **LEARNING RESOURCES CONSULTED** | | | | |
| **Resource #1: TeachPE** | | **Resource #2: PHYSEDGAMES** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | | |
| -Nets X5  -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** (5 min.)**:** | | | | |
| *Attention Grabber: Music playing when students come in, grab a shuttle and rally until we are all ready to go.*  *Assessment of Prior Knowledge: Call on students that can tell me the badminton lines.*  *Expectations for Learning and Behaviour: 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/ Introduction* * *Partner Rally* * *WU- Cat and Mouse* * *4 Quarters* * *Doubles Kings Court* * *Doubles Ladder Tournament* | | | | |
| **Body** (80min.)**:** | | | | |
| ***What is the teacher doing?***  ***Injured students:***  -can be finishing the pickle ball ladder tournament  -sweep out both equipment rooms  -washing pennies  ***Sponge Activity: Partner Rally***   * 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.   ***Warm-up***: ***Cat and Mouse (10mins)***   * There will be two games going on—one on each side of the nets * Remind the students of the games and then get the students going on the game   *Transition to Activity #1: Everyone needs to go grab a badminton racquet and sit around the outside of the middle court.*  ***Learning Activity #1: Four Quarters (10mins) (LO1, LO2 & LO3)***   * Four players per court * One player in each quarter of court; players to defend their quarter * Each player starts off with 100 points and loses a point for each mistake * When a player makes a mistake they lose a point and swap with a player standing off court and game continues. * The player who has been waiting longest is the next person on court. * When the time period is up, the winner is the player with the most points remaining.   *Formative & Summative Assessments*  *-Are students using different types of shots? (LO1 & LO2)*  *-Are students trying to move the shuttle to where their opponent is not?*  *-Are students demonstrating sportsmanship? (LO3)*  *Transition to Activity #2: Transitioning into doubles kings court. We have played this before, I will have this middle court demonstrate it for us.*  ***Learning Activity#2 Doubles King Court (10mins) (LO1, LO3)***   * Play to single point * If you win you will move to king’s court and your team will stay until you lose.   *Formative & Summative Assessments*  *-Are students using different types of shots? (LO1)*  *-Are students trying to move the shuttle to where their opponent is not? (LO1)*  *-Are students demonstrating positive communication in the badminton game? (LO3)*  *Transition to Activity #3: Grade 10’s met me over by the ladder and just take a seat and wait for me there please.*  ***Learning Activity #3: Doubles Ladder Tournament (45mins) (Start @ 11:15pm) (LO2, LO3)***   * Go over lines of doubles (long and wide/ on serve it is short and wide) * I will ask the students to line up, the first person in the line is to write their name somewhere on the ladder (so the faster they listen the better spot they get on the ladder) * They will write their name down and then take a seat and wait until everyone has wrote their name on the board * I will explain how the ladder works, and the rules that go along with the ladder   *Formative & Summative Assessments*  *-Observation: Are students demonstrating positive communication in the games? (LO3)*  *-Are students showing the shots that we have gone over? Smash? Drop shot? Clears? (LO2)*  *Transition to Closure: Everyone come join me by the white board.* | | | ***What are the students doing?***  Injured students will be doing something of their pick, I will be giving them some jobs to do and they will be completing the jobs.  Students will be rallying until everyone is ready to go.  Students will partake in warm-up and participate in order to warm-up everyone’s bodies.  Students will be playing 4 quarters, and working on all of their shots in order to win the game.  Students will play kings court on a single court, working on their shots and moving their shuttle to corners and using different types of shots.  They will listen to instructions and then start playing the ladder tournament. | |
| **Closure** ( 5min.)**: \* Connect your closure with learning objectives\*** | | | | |
| *Feedback to Students: Let them know how they were today.*  *Transition to Next Lesson: Well grade 10’s it has be a pleasure working with you all, have a great rest of the year. Hopefully I will see you all at the Relay for Life.* | | | | |