

LESSON 14: TOURNAMENT ROUND 5

Grade-Level Outcomes

Primary Outcome

Lifetime activities: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)

Embedded Outcome

Rules & etiquette: Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)

Lesson Objectives

The learner will:

- celebrate the success of the tournament teams and players by cheering for teammates and other students.
- work cooperatively on a team to participate in competitive tournament play.
- apply skills and strategies in tournament play.
- perform an organizational role to manage the tournament.
- perform duties necessary for the duty team to be successful in smooth transitions during tournament play

Equipment and Materials

- Badminton rackets
- Shuttlecocks
- Nets
- Laptop
- Scorecards, stats sheets, scouting sheets

Introduction

Today, we will complete our badminton team tournament play except for the final match. The best officiating team will perform as the duty team for the final championship game tomorrow unless they are participating in the championship.

Instructional Task: Team Practice

■ PRACTICE TASK

Exercise specialists lead their teams' warm-up.

Coaches repeat their practice plans from Lesson 13.

Teams perform their cheers.

What to Look For

Students are active in their warm-ups and practice plans.

Instructional Task: Tournament Play Continued

■ PRACTICE TASK

Players check the poster on the wall for court assignments.

Complete all but the final match.

For eliminated teams that are not on duty, a court may be set aside for fronton to accommodate many players

Refinement

Emphasize doubles communication and formations during play.

EMBEDDED OUTCOME: S4.H2.1.2. After the matches, use guiding questions to discuss the potential impact of competition on fair play and ethical conduct.

Guiding questions for students:

- How can competition affect ethical conduct in badminton?
- Have you seen any examples of this in our tournament?
- Have you seen examples in other sports?
- What happens to the spirit of the game when players do not observe etiquette and fair play or do not respect the opponent?

What to Look For

- Students are playing using appropriate badminton rules, strategies, and skills.
 - Students not in a tournament game are engaged on the fronton court.
 - Students are still observing etiquette and fair play as the competition heats up.
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Formal and Informal Assessments

Exit slip: Offer an example of a decision you made during the tournament that contributed positively to the spirit of the game.

Closure

- What were two things your team had to do today to be successful during competition?
- If you were officiating, how did the tournament pressure affect your role?
- Next class is our last one in this module. Be ready to support the players in the final match and then celebrate your accomplishments in this sport!

Reflection

- Were students able to run the tournament smoothly?
- Were students performing their roles confidently?
- With only our championship game left, what should be implemented differently next time sport education is used for a module?

Homework

Finish your reflection about the badminton module for next class.

Resources

Siedentop, D., Hastie, P., & van der Mars, H. (2011). *Complete guide to sport education*. 2nd ed. Champaign, IL: Human Kinetics.