

LESSON 5: PRACTICE STATIONS AND BADMINTON DANCE

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 and target games). (S1.H1.L2)

Embedded Outcomes

Self-expression & enjoyment: Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

Social interaction: Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

Lesson Objectives

The learner will:

- perform a dance created by his or her team to a rhythm of music and badminton skills.
- support the creative dance of other teams by applauding or cheering appropriately.
- work together to improve his or her consistency through direct practice focusing on a series of shots.

Equipment and Materials

- Rackets
- Shuttlecocks
- Nets
- iPad
- Speakers

Introduction

Today's lesson will begin with your badminton dance routines. All teams will receive points based on the rubric. Then you will practice your skills in a station format. Let's get this dance party started!

Instructional Task: Musical Badminton Skills Routine

■ PRACTICE TASK

Teams perform their skill routines to music. Award points based on the rubric (see Lesson 3). Draw for order of performance. Record and post for parents to view.

EMBEDDED OUTCOMES: S5.H3.L1, S5.H4.L1 Use the performance to discuss how physical activity can provide opportunities for self-expression and enjoyment. Ask students to provide examples of how they experienced social support in this dance as well as in other physical activities.

Student Choices/Differentiation

- Students choose their equipment.
- Students choose the music and skills.

What to Look For

Students are meeting the expectations as outlined in the rubric (see Lesson 3).

Instructional Task: Stations for Skill Development

■ PRACTICE TASK

Station 1: Rally Tally

- Students work in pairs.
- Pairs hit over the net as many times as possible without making a mistake.

Extension

Specify particular shots to use during the rally tally.

Refinements

- Remind students to use a variety of shots and go beyond their comfort zones.
- Ask students to focus on the spaces and try not to hit person to person.

Station 2: Around The World

Player 1 hits into the right service court to Player 2 and moves to his or her right to the opposite side of the court. Player 2 returns to Player 3 and moves to the opposite side. Play continues until a point is scored.

Count the number of consecutive hits the team can accumulate. Substitute in a rotation for more than four on a team.

Station 3: Backhand Madness

Partners hit as many backhands as they can in 60 seconds.

Station 4: Target Smash Drill

Place hoops as targets for smashes. Partner feeds with hand or racket from same side as hitter. Score 2 points for landing in each hoop and 1 point for hitting the rim.

Station 5: Royal Rally

Partners rally back and forth, hitting shots that make the opponent move away from home.

Refinement

Students work on running their partners, pushing them back with a clear or lift when they are up, executing a drop shot when they are deep.

Station 6: Badminton Horse

Place different colored spots on the court. Players call a color and serve the shuttlecock to that spot. If it lands on the spot, the next person in line must attempt to hit the same spot. If the player misses, she will receive a letter (H-O-R-S-E). Last player to spell HORSE wins the game.

Student Choices/Differentiation

- Students choose their equipment.
- Students choose their partners.

What to Look For

- Students are showing an understanding of each task by getting started quickly at each station.
- Students work well as a team to make sure their station is run effectively and efficiently.
- Students coach others who may be struggling with a particular skill set.
- Students are appropriately utilizing the skills learned to this point.
- Students are able to execute the skills necessary to implement the strategies.
- Students are using the strategies correctly or are attempting to do so.
- Teams are playing fairly. Remind them they are a team and working to improve skills.

Instructional Task: Fronton Doubles Round-Robin Tournament

■ PRACTICE TASK

Two pairs face each other for a fronton doubles tournament. High-scoring team stays and low-scoring team goes to the back of the line. Winner of each rally serves. If a doubles pair scores three in a row, they must switch out. Students should call out their scores before beginning the next point. Play for 7 minutes.

Student Choices/Differentiation

- Students choose their partners.
- Students choose their equipment.

What to Look For

- Students are using a variety of shots effectively.
- Students recognize the open spaces for shot location.
- Students communicate with each other while playing doubles.

Formal and Informal Assessments

- Thumbs-up self-check (students show a thumbs-up if they think their skills are improving)
- Dance rubric

Closure

- What was the most difficult part of creating your badminton dance?
- Did everyone contribute to the creation?
- What is the most enjoyable part of sport education thus far?

Reflection

- Are the skills of the students improving with these station activities?
- Were the badminton dance creations successful based on the rubric?

Homework

- Review skills on TeachPE.com and perform shadow drills.
- The exercise specialist on each team will add one or more yoga poses and breathing techniques to their warm-ups as a stress-management technique.

Resources

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2013). *Teaching sport concepts and skills: A tactical approach*. Champaign, IL: Human Kinetics.

TeachPE.com: www.teachpe.com

Arizona Badminton Center: www.AZBadmintonCenter.com