

LESSON 15: FINAL COMPETITION AND CELEBRATION

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 Outcome

Rules & etiquette: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Lesson Objectives

The learner will:

- celebrate the success of the tournament teams and players by cheering for teams in the championship.
- work cooperatively on a team to participate in competitive tournament play.
- perform duties necessary for the duty team to be successful in smooth transitions during tournament play.
- support one another and demonstrate appropriate behavior during the awards ceremony.

Equipment and Materials

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

Introduction

Today, we will have our championship game followed by our awards ceremony. Remember, fair play could make a difference in the final results.

Cheer for all teams and players equally.

Instructional Task: Warm-Up and Team Practice

■ PRACTICE TASK

Exercise specialists lead their teams in a good warm-up for badminton play.

Coaches lead the two teams in a team practice, working on their choice of individual skills, strategies, and teamwork. Teams also discuss specific strategies for play.

Remaining players practice skills of their choosing.

Student Choices/Differentiation

Students choose which individual skills to work on for improvement.

What to Look For

- All members of each team are participating equally.
- Teams are following the coaches' recommendations during their practice session.

Instructional Task: Final Match

■ PRACTICE TASK

Make sure each court has equipment needed, nets tight, and scoring table ready. Decide who will perform duties on each court. Recruit from other teams if necessary.

Final matches will be between the top two singles teams and the top two doubles teams.

Two teams will be assigned as the duty teams. Duty teams prepare the courts for game play—stats sheets ready, scoreboard ready, and laptop at hand.

Other teams will be assigned a side of a court. This will be their team to cheer for in a low key. They will also take notes for this team as to what they need to work on or what they did well. They may also use stats sheets or shot charts.

Extension

Extra teams conduct the GPAI on a team to analyze what they did well and where they made mistakes.

Student Choices/Differentiation

Students choose their duty assignments.

What to Look For

- Duty team is ready to begin the championship game.
- Teams are executing skills effectively.
- Students are employing appropriate tactics for the situation.
- Everyone is engaged in their roles.

Instructional Task: Team Fronton Doubles

■ PRACTICE TASK

Teams participate in a fronton doubles round against other teams.

Tally the final points for teams and finalize awards during this instructional task. You can ask the captains and publicists to assist.

Student Choices/Differentiation

Students choose their partners within their teams.

Instructional Task: Awards Ceremony

■ PRACTICE TASK

All teams receive an award. Award prizes or certificates for individual and team awards.

Take pictures of each team with their team posters to post on the school website.

Publicists write a paragraph (highlights of the season) about their teams to add to their pictures.

EMBEDDED OUTCOME: S4.H2.I.1 Students demonstrate respect for each other by supporting award winners with cheers or applause.

What to Look For

- All students are recognized in some way.
- Students are supporting one another with cheers and applause.

Formal and Informal Assessments

- Reflections
- Exit slip: What are three things you would like to change about the season?

Closure

- What skills in badminton did you enjoy learning the most?
- What are three things you liked about the sport education badminton season?
- Did you think the awards voted on by your peers were accurate?
- What do you think the team with the most total points did in order to be successful?
- Be sure to turn in your exit slips and your reflections on the season.
- Check the school website for upcoming modules.

Reflection

- Were the teams supportive of each other during the awards ceremony?
- Did the voting on awards by teams come out the way you thought it should?
- Did the intrinsic awards outweigh the extrinsic?

Homework

Choose a new module for the next class.

Resources

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