

# LESSON 11: TOURNAMENT ROUND 2

## Grade-Level Outcomes

### Primary Outcomes

**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)

**Movement concepts, principles & knowledge:** Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)

### Embedded Outcomes

**Movement concepts, principles & knowledge:** Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

**Movement concepts, principles & knowledge:** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance for self and/or others in a selected skill. (S2.H2.L1)

## Lesson Objectives

The learner will:

- engage in game play while successfully utilizing both offensive and defensive strategies.
- actively participate during the round-robin pre-season through playing or serving on the duty team.
- Identify cultural and historical roles of badminton on society.

## Equipment and Materials

- Badminton rackets
- Shuttlecocks
- Nets
- Clipboards and pencils
- Scorecards, stats sheets, scouting sheets

## Introduction

*For homework you were to look up the historical and cultural roles of badminton in a society. Discuss with your team what you found. One team member will report to the class. Today, we will continue our round-robin tournament play. Points will be tallied at the end of the round-robin, and seedings for the tournament will be settled. We will begin today with our warm-up and team practice and will get ready for competition. If you had trouble with any skills, let's work on them before we begin.*

## Instructional Task: Historical and Cultural Roles of Badminton

### ■ PRACTICE TASK

Captains meet with their teams and share information gathered from their homework. The group decides what to share. One member from each team reports to the rest of the class.

### Guiding questions for students:

- What was the most interesting fact about badminton that you learned?
- Where is badminton most popular in the world?

## Student Choices/Differentiation

- Students may volunteer to report to class.
- Students may create posters as an alternative to presenting.

## What to Look For

- Students were thorough in gathering information.
- All students brought information to share.

## Instructional Task: Team Practice

### ■ PRACTICE TASK

Exercise specialists lead their teams' warm-up.

Captains check the poster for their teams' court assignments.

Coaches lead their teams' practice. Teams are on the court for 5 minutes and off for 5 minutes, rotating with other teams.

During the team practice, coaches prepare the lineups for each match.

Captains make sure everyone is actively participating.

Head officials assign players to their tasks on the duty team. The student who will be video recording needs to be reminded to get some footage of all the matches.

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**EMBEDDED OUTCOME: S2.H3.I.1** Coaches present practice plans that focus on areas in which their teams need to improve. Players may indicate on an exit slip whether the plan was a good match for their needs.

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## Student Choices/Differentiation

Students choose their equipment.

## What to Look For

- Exercise specialists have added to their routines throughout the module.
- Coaches are implementing appropriate practice plans.
- Students are displaying knowledge of the skills covered thus far in the unit.

## Instructional Task: Matches

### ■ PRACTICE TASK

#### Match 5

Court A doubles: 3 v 6  
 Court B doubles: 3 v 6  
 Court C singles: 3 v 6  
 Court D singles: 3 v 6

#### Match 6

Court A doubles: 1 v 2  
 Court B doubles: 1 v 2  
 Court C singles: 1 v 2  
 Court D singles: 1 v 2

#### Match 7

Court A doubles: 3 v 5  
 Court B doubles: 3 v 5  
 Court C singles: 3 v 5  
 Court D singles: 3 v 5

#### Match 8

Court A doubles: 4 v 1  
 Court B doubles: 4 v 1  
 Court C singles: 4 v 1  
 Court D singles: 4 v 1

## Match 9

Court A doubles: 6 v 2  
 Court B doubles: 6 v 2  
 Court C singles: 6 v 2  
 Court D singles: 6 v 2

## Match 5 Duty Team

Court A doubles: Team 4  
 Court B doubles: Team 4  
 Court C singles: Team 4  
 Court D singles: Team 4

## Match 6 Duty Team

Court A doubles: Team 3  
 Court B doubles: Team 3  
 Court C singles: Team 3  
 Court D singles: Team 3

## Match 7 Duty Team

Court A doubles: Team 6  
 Court B doubles: Team 6  
 Court C singles: Team 6  
 Court D singles: Team 6

## Match 8 Duty Team

Court A doubles: Team 2  
 Court B doubles: Team 2  
 Court C singles: Team 2  
 Court D singles: Team 2

## Match 9 Duty Team

Court A doubles: Team 5  
 Court B doubles: Team 5  
 Court C singles: Team 5  
 Court D singles: Team 5

## Extension

A duty team member records match play. Players analyze the video later for improving skill and strategy.

## Refinement

Teams meet with their coaches and captains at the end of round-robin play. Teams discuss positives and negatives about the round-robin, which skills need to be addressed, and whether doubles teams change or singles players switch to doubles.

## Student Choices/Differentiation

Students choose the difficulty of their match opponent.

## What to Look For

- Student recording the video is getting sufficient footage of each match.
- Team meetings are being taken seriously.
- Go to each team and discuss whatever issues and concerns they may have. Discuss with team coaches what each team needs to work on for the double elimination tournament.

## Formal and Informal Assessments

- Tournament play
- Exit slip: Did the coach's practice plan meet your needs?

## Closure

- What was your most successful offensive strategy? Defensive?
- What is the importance of the duty teams in the competitions?

## Reflection

- Were there any surprises today with student abilities?
- Did the duty teams perform as planned?

## Homework

Watch videos of match play, and analyze the players' strengths and weaknesses for next class.  
(Embedded outcome: S2.H2.L1)

## Resources

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