

LESSON 10: TOURNAMENT ROUND 1

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

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Physical activity knowledge: Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)

Physical activity knowledge: Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)

Personal responsibility: Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media. (S4.H1.L2)

Embedded Outcome

Working with others: Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Lesson Objectives

The learner will:

- present the benefits of badminton with his team.
- 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.

Equipment and Materials

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

Introduction

Today, we will start with the team presentations on the benefits of badminton and then start our regular season badminton round-robin team tournament. Who is excited? During the presentations, let's be sure to be respectful while we share our information.

Instructional Task: Team Presentations

■ PRACTICE TASK

Draw to determine the order of presentations. Award team points and grades based on the rubric.

Guiding questions for students:

Summarize the presentations:

- What are the health benefits of badminton?
- How does being physically active influence college or career productivity?
- What are the relationships between physical activity, nutrition, and body composition?
- What kinds of body images do you see in the media? Are these realistic or healthy?

Student Choices/Differentiation

Students choose the presentation formats.

What to Look For

- Everyone participated in the presentation.
- Teams followed the rubric.
- All parts were included.

Instructional Task: Team Warm-Up and 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.

Student Choices/Differentiation

Students choose the difficulty of their practice opponent.

What to Look For

- Exercise specialists are running a proper warm-up.
- Students respect the role of the exercise specialists.
- Students are participating fully in the warm-up.

Instructional Task: Tournament Matches

■ PRACTICE TASK

Your team will play two doubles matches to 15 (win by 2) and two singles matches to 15 using rally scoring. A point will be awarded on every serve. You may win, lose, or tie in this competition. A win will count 2 points for your team, a tie 1 point, and a loss 0. Points will be totaled at the end of round-robin play and displayed on the board to be carried over to the next lesson. The publicist will record some of the matches and write up a paragraph about the excitement of the day for the bulletin board. The statistician will record the scores. Officials will place all referee jerseys and whistles at the home station. Duty teams will place stats sheets and score sheets on the clipboards ready for the next round. We will not cheer for teams today, as it will disturb other matches going on at the same time. As a match ends, the next teams will take to the court to begin round two. Let's do this!

Match 1

Court A doubles: 1 v 3
Court B doubles: 1 v 3
Court C singles: 1 v 3
Court D singles: 1 v 3

Match 2

Court A doubles: 4 v 2
Court B doubles: 4 v 2
Court C singles: 4 v 2
Court D singles: 4 v 2

Match 3

Court A doubles: 5 v 6
Court B doubles: 5 v 6
Court C singles: 5 v 6
Court D singles: 5 v 6

Match 4

Court A doubles: 4 v 5
Court B doubles: 4 v 5
Court C singles: 4 v 5
Court D singles: 4 v 5

Match 1 Duty Team

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

Match 3 Duty Team

Court A doubles: Team 1
Court B doubles: Team 1
Court C singles: Team 1
Court D singles: Team 1

Match 2 Duty Team

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

Match 4 Duty Team

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

Refinement

During game play, provide specific feedback about the implementation of strategy and shot selection.

EMBEDDED OUTCOME: S4.H3.L2. Each team member will practice leading others while performing their assigned roles during the matches. Provide feedback to students about how well they are performing their roles.

What to Look For

- Students are performing their roles efficiently.
- Students are able to use the strategies during game play.
- Students who are not involved in these matches or on the duty teams are working on serves on the side if it can be done safely.
- Monitor all aspects of the round-robin as well as students on the side.

Formal and Informal Assessments

- Presentation evaluation
- Tournament play
- Informal assessment during match play

Closure

- What do you think your team needs to work on in order to be a more efficient duty team?
- What was the most challenging about being the duty team?
- What was the most rewarding?

Reflection

- Were teams performing their duties sufficiently during the games?
- Were students showing positive behavior during the competitions?
- Were games being recorded correctly?

Homework

- Search the Internet for the historical and cultural roles of badminton in a society. Write a half page for next class.
- Coaches, based on what you saw in your teams today, create a practice plan for next class.

Resources

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

Badminton Culture: www.badmintonculture.com

Most Popular Sports: www.mostpopularsports.net

Internet keyword search: "history of badminton"