

LESSON 8: TESTING AND GAME DAY

Grade-Level Outcomes

Primary Outcomes

Forehand & backhand: Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)

Embedded Outcomes

Rules & etiquette: Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

Assessment & program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)

Lesson Objective

The learner will perform a variety of badminton skills during game play.

Note: Assess student skills and use of strategies during game play.

Equipment and Materials

- Yarn balls and shuttles: at least 5 for every 2 students
- Badminton rackets and long-handled lollipop paddles: 1 per student
- Badminton courts
- Pedometers

Introduction

Today, we will finish our Badminton Module. We will review basic rules and strategies, we'll warm up using the skills that we've learned, and then we'll play singles and doubles badminton.

Instructional Task: Rules of the Game

■ PRACTICE TASK

Review the rules of the game. Be sure to review serving rules, boundaries, points, beginning and ending game, etc.

Extension

Reviewing offensive and defensive strategies can be helpful as well.

Student Choices/Differentiation

Students may review videos or handouts that are posted on the school's physical education website.

What to Look For

The goal of this activity is to review or tie in any loose ends so that students are able to play the game of badminton.

Instructional Task: Review Badminton Shots

■ PRACTICE TASK

In grids, students warm up using a variety of badminton shots.

Have students start with a long or short serve, and have students practice all badminton shots that were taught in the module.

Extension

Challenge students to use all types of shots during this warm-up activity.

Refinement

Stop the activity and correct any movement pattern that needs correcting.

Student Choices/Differentiation

Students may agree to stick with clears and drop shots or choose to include the smash and block.

What to Look For

This can be a great last look at what skills need to be refined before moving into game play.

Instructional Task: Singles or Doubles Game Play

■ PRACTICE TASK

Set up multiple courts throughout the gym, with numbers marked with a cone.

Play a 10- to 12-minute game of badminton, either singles or doubles. At the end of time, instruct the high scores to move to the lower-numbered court (e.g., if they won on court 4, then they move to court 3), and have the player or team with the fewest points move up a court (e.g., if they did not win on court 4, then they move to court 5). Keep the rotation for the remainder of class.

Students are expected to self-officiate.

If the class is playing doubles, switch partners after a couple of rotations.

Refinement

Even though it is game play, feel free to refine skills or strategies, if needed.

Extension

During game play, assess students on their skill.

EMBEDDED OUTCOME: S4.M6.7. This is a great opportunity to teach students important components of self-officiating modified physical activities. Review with them when to enforce rules, how to stop the game properly, the appropriate response to a call made by an official, etc.

Student Choices/Differentiation

If students are struggling, give them the opportunity to practice off the court any of the practice tasks taught in this module.

What to Look For

The goals are to keep students moving and to match students of similar ability levels.

Formal and Informal Assessments

Formal badminton assessment: Use a badminton rubric that evaluates all or selected skills taught during game play.

Closure

- List two major muscle groups that we use in badminton.
- Name three important rules in the game of badminton.
- Name three offensive or defensive strategies in the game of badminton.

Keep practicing the skills and playing the game of badminton when you can.

Reflection

- Do students understand basic offensive and defensive strategies?
- Do students use all shots or focus only on using the overhead clear shots?
- Can students self-officiate the game of badminton?

Homework

Keep practicing your skills by playing the game of badminton with your family and friends.

Review the material on the school's physical education website for the next module.

EMBEDDED OUTCOME: S3.M16.6. Have students reflect on their physical activity logs. Some possible questions:

- Are you surprised by your step counts during the badminton module?
 - In which lesson did you see the highest step count? Which had the lowest? Why do you think the step counts were high or low for those lessons?
 - Please reflect on your after-school physical activity.
 - Are you happy with the log?
 - What would you change or would like to improve?
 - What are some strategies to improve?
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Resources

Ballou, R. (1992). *Badminton for beginners*. Englewood, CO: Morton.

Grice, T. (2008). *Badminton: Steps to success*. Champaign, IL: Human Kinetics.

The Badminton Bible: www.badmintonbible.com