## PCMS Badminton Block Plan

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Walters, Mr. Hiler, Mr. Wilson, Ms. Niemi</td>
<td>Mr. Wank, Ms, Newton, Mr. Woodhull</td>
</tr>
<tr>
<td>Warm-up: IPI stations, stretching</td>
<td>Warm-up: IPI stations, stretching</td>
</tr>
<tr>
<td>Introduction: Badminton</td>
<td>Review: Forehand Serve</td>
</tr>
<tr>
<td>Skill: grip and ready position</td>
<td>Skill: Forehand</td>
</tr>
<tr>
<td>Skill: forehand serve</td>
<td>Concepts: trajectory</td>
</tr>
<tr>
<td>Concept: serve positioning and guidelines</td>
<td>Activity: Partner toss</td>
</tr>
<tr>
<td>Activity: hit birdie to wall</td>
<td>Culminating Activity: Rally without net</td>
</tr>
<tr>
<td>Activity: stationary hit birdie over net Cool Down: Stretching and review</td>
<td>Cool down: Stretch and review skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Myers, Mr. Keller, Mr. Navarre</td>
<td>Mr. Scott, Ms. Bensinger, Mr. Bender</td>
</tr>
<tr>
<td>Warm-Up: IPI Stations, stretching</td>
<td>Warm Up: IPI stations, stretching</td>
</tr>
<tr>
<td>Review Skill: Forehand</td>
<td>Concept: When to hit a drop shot</td>
</tr>
<tr>
<td>Review: General rules of game</td>
<td>Trajectory</td>
</tr>
<tr>
<td>Concept: Trajectory, Force</td>
<td>Force</td>
</tr>
<tr>
<td>Skill: Backhand Intro: Review previously learned skills</td>
<td></td>
</tr>
<tr>
<td>Activity: Backhand to wall</td>
<td>Skill: Drop shot</td>
</tr>
<tr>
<td>Activity 2: Backhand w/ partner in general space</td>
<td>Drill: Serve and drop (five each)</td>
</tr>
<tr>
<td>Activity 3: Modified game – Volleying on courts Culminating activity: 2 vs. 2 (play 5 x 3 min games)</td>
<td>Cool down: stretching and review</td>
</tr>
<tr>
<td>Cool Down: Stretching and Review</td>
<td>Cool down: stretching and review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up: IPI Stations, stretching</td>
<td>Warm-up: IPI Stations, stretching</td>
</tr>
<tr>
<td>Skill Test: Forehand Serve</td>
<td>Activity: Tournament</td>
</tr>
<tr>
<td>Skill Test: Forehand</td>
<td>Cool Down: Stretching</td>
</tr>
<tr>
<td>Skill Test: Backhand Cognitive Test: Badminton skills &amp; concepts</td>
<td></td>
</tr>
<tr>
<td>Cool Down: Stretching</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up: IPI Stations, stretching</td>
</tr>
<tr>
<td>Activity: Tournament</td>
</tr>
<tr>
<td>Cool Down: Stretching</td>
</tr>
</tbody>
</table>
**Western Michigan HPER Lesson Plan**

Teachers: Wilson, Walters, Niemi, Hiller  
Grade/Unit: PCMS 6th Gr. Badminton

**Lesson Focus:** Grip & Serve

**Date:** Day 1  
**State Standard(s):** 5, 13  
**National Standard(s):** 1, 5

### Daily Instructional Objectives (A, C, C)

<table>
<thead>
<tr>
<th><strong>Psychomotor</strong> (1 for fitness/warm-up, each skill taught and culminating activity):</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-1 Four of five students will perform seated toe touches when led by the instructor during whole class warm-ups.</td>
</tr>
<tr>
<td>P-2 Four of five students will perform standard push-up using the four critical points during the IPI Push-up program entry.</td>
</tr>
<tr>
<td>P-3 Four of five students will demonstrate correct grip throughout the activities during the lesson.</td>
</tr>
<tr>
<td>P-4 Four of five students will demonstrate a forehand serve using correct form during the Hit Against the Wall activity.</td>
</tr>
<tr>
<td>P-5 Students will hit a birdie into the target hoop on two of three attempts during the Target Shots activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cognitive</strong> (knowledge/purpose of skill(s), culminating activity and/or safety):</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1 Four of five students will correctly write their entry number on their log sheet during the IPI warm up station entry.</td>
</tr>
<tr>
<td>C-2 Four out of five students will correctly perform the 4 most critical points of the badminton grip when randomly called upon by the instructor.</td>
</tr>
<tr>
<td>C-2 Four of five students will identify the first critical point for the forehand serve when the instructor asks for volunteers to answer.</td>
</tr>
<tr>
<td>C-3 Four of five students will correctly identify one serving guideline when randomly asked by the instructor.</td>
</tr>
<tr>
<td>C-4 Four of five students will correctly identify the serving boundaries on the opposite court when asked by the instructor prior to performing the skill during the Serve to the Square activity.</td>
</tr>
</tbody>
</table>
**Personal-Social:**

P/S-1: Student will demonstrate cooperation by working with others at the same net to achieve the task during activities on 4 out of 5 attempts.

P/S-2 Four out of five students will demonstrate respect for authority by writing down their entry on their log sheets when told by an instructor.

**Equipment Needed:** 30 Student name tags, 6 colored station signs, 30 folders, 30 student log sheets, 30 pencils, 30 racquets, 40 shuttles, 2 nets on poles, 4 net supports, 24 hula hoops, 1 push-up program tree

**Safety Considerations:** Only swing the racquet at the proper time when students are aware of their surrounding; do not touch the nets when you rotate under them

**Warm-up Information:**

<table>
<thead>
<tr>
<th>Warm-up Information</th>
<th>Time</th>
<th>Group 1 (Min 0-3)</th>
<th>Group 2 (Min 3-6)</th>
<th>Group 3 (Min 6-9)</th>
<th>Group 4 (Min 9-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ITIP : Entry for push-up IPI station</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Push up</th>
<th>Agility</th>
<th>Curl up</th>
</tr>
</thead>
<tbody>
<tr>
<td>X X X O</td>
<td>X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>X</td>
<td>X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>X</td>
<td>X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X X O</td>
</tr>
</tbody>
</table>

**Jump Rope**

<table>
<thead>
<tr>
<th>Jump Rope</th>
<th>Curl up</th>
</tr>
</thead>
<tbody>
<tr>
<td>X X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>X X</td>
<td>X X O</td>
</tr>
</tbody>
</table>
(0-15 sec) Statement of Objective:
Today at this warm up station we are going to enter each one of you into the push-up program so that you can start to practice on your own.

(15 sec- 45 sec) Teacher Model:
Step 12, push up 5 times with the feet elevated

(45 sec- 1 min) Transition
Next time I say go, find a place on the bleachers where you will have plenty of space for your feet and arms while you try the elevated push-up. Then, try to do the elevated push-up five times.

(Min 1-1.5) Student response:
Teacher observes and reinforces.

Transition:
Freeze. Watch now while I show you the standard push-up. Just move right to trying ¾ or ¼ (see below).

(Min 1.5 - 2) Teacher Model:
Step 6, Standard push-up 5 repetitions  I quickly modeled this at the beginning since it is review, so skip to next transition.

(Min 2 - 2.5) Transition:
Next time I say go, walk and get a pencil a log sheet and your folder from the file and come back to your personal space. Students can keep their folders with them from the beginning.

Students who were able to do the feet elevated push up 5 times, find a place on the bleachers and try to do the same thing 12 times.

Students who could not do the feet elevated push up, try to do the standard push up five times on a space on the floor.

(Min 2.5-3) Student response:
Teacher observes and reinforces.

Assign entry:
Teachers tell each student which number to write on their log sheet. Student records on sheet

Transition:
Freeze. Next time I say go, walk and set your folders and pencils in a neat pile on the floor in the corner. Continue to practice the same push-up task until you hear the whistle blow, then I want you to freeze and listen to directions. (Last station only)
(After first and second stations students will rotate on the whistle taking their folder with them and walking clockwise to the next warm-up station.)

Stretches: Time: Min 12-15
Transition:
When I say go, find some self space at your final station and sit down.

X = Students
O = Teacher

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

O

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Min 12-13) Seated toe touches – V
(Min 13-13.5) Quad pulls on side
(Min 13.5-14) Sitting calf stretch
(Min 14-14.5) Calf stretch push up position

(Min 14.5-15) Transition:
When I say go, soccer students follow your teacher to the barn and badminton students walk over
and have a seat back in your squad lines.

Mr. Wilson

(15-15.25) Anticipatory Set:
Does anyone remember what some of the skills we worked for badminton when we were here
the first time? Which of those skills do you think is the skill needed to begin play during a
badminton game?

(15.25-15.5) Statement of Objective:
Today we are going to learn how to hold the badminton racquet, then practice our forehand
serves and play a game with that skill.

(15.5-16.5) Introduction:
Badminton is played on a court with a five foot net using rackets and birdies. The main strokes
of badminton are the forehand and backhand. The way to start play in badminton is the serve.
The grip one uses in badminton is essentially the same for all shots.
ITIP 1
Skill: Grip

(16.5-17) Teacher Model:
- Shake Hands
- Thumb
- Spread
- V

(17-17.5) Transition:
When I say go, I would like everyone to pretend you have a racket and find the proper grip.

(17.5-18) Student Response:
Students will practice finding the proper grip on their pretend rackets.

(18-18.5) Questions (CFU):
- What shape does your thumb and pointer finger make?
  A: V-shape
- What part of the racket should your thumb be near?
  A: The Head of the racket

Ms. Niemi

ITIP 1
Skill: Serve

(18.5-19.5) Teacher Model (4 critical elements/key points):
- Back Underhand
- Forward Underhand
- Racket Through
- Snap

(19.5-20.25) Serve Guidelines
- Serve to opposite side
- Server must stand behind service line
- Serve must land in diagonal service box
- Must contact shuttle below waist
  I forgot to say this and it was a huge problem, I would say it next time to help with student success

(20.25-21) Student Response (without equipment if possible):
Students complete a forehand serve motion using the four most critical points three times each in their squad lines.
(21-21.5) Questions (CFU):
- Should my racket start by going forward?
  A: No
- Which area of the court over the net should I be aiming for?
  A: The opposite side.
- Where is the power in my shot going to come from?
  A: Wrist

Mr. Walters

ITIP 2
CONCEPT TARGETED IN THIS ACTIVITY/DRILL: Control

Activity/Drill: Hit Against a Wall

(Min21.5-22) Transition:
I need everyone to walk and form a semi-circle near the end-line and facing the wall.

(22-22.5) Centrally located position (explain practice set-up):
Teacher is located in front of the students with back to the wall. Students are in a semi-circle around the teacher. Students will use the grip and forehand serve they have learned to serve a birdie against a wall. Students will stand 3 feet from the wall and attempt to hit the target on the wall while they serve the birdie against the wall.

(22.5-23) Dry run/walk-through:
The teacher will demonstrate the proper form and execution of the drill before the students are to perform the task.

(23-23.5) Pose Challenge:
Pick a target on the wall and see how many times in a row you can hit that target.
+: Make your target smaller
-: Make your target larger

Safety:
Make sure you have plenty of room on both sides of you and watch out for classmates hitting birdies while you are retrieving your birdie from against the wall.

(23.5-24) Questions (CFU) about drill/activity, challenge, safety:
- How far from the wall should you be when serving the birdie?
  A: 3 feet
- Should the birdie be contacted above or below the waist on a serve?
  A: Below the waist
- Should you toss the birdie or drop the birdie on a serve?
  A: Drop the birdie
(24-24.5) Transition:
When I say go, I would like everyone to walk and get a racket and a birdie and find some self
wall space, not against the bleachers, and begin serving toward the wall once you are there. Go.

(24.5-27.5) Practice (time, formation diagram):

Students are 3 feet from the wall and 5 feet from each other.

X X X X X X X X X X X X X

O

X X X X X X X X X X X X X

X = Students
O = Teacher
_ = Wall

Height of target line from floor is important; check w/ Ts to learn line height from this LP

(27.5-28) Transition:
Freeze. When I say go, I would like everyone to carry their racket and birdie and form a semi
circle outside of green court and set your equipment at your feet, ready to listen. Make sure
everyone can see. Go.
Mr. Hiler

ITIP 2

Activity/Drill: Serve over Net (Distance Control)

(28-29) **Centrally located position (explain practice set-up):**
The teacher will be in front of the class with their back to the wall. The class will form a semi-circle around the teacher, so the students can see the teacher, and the teacher can see the students. The students will try and serve the birdie into the service box diagonal and on the opposite side of the net. Each student serving will have three birdies and will serve all three over the net where their partner will pick up the birdies to serve them over the net. 1or 2 groups may be practicing with 2 birdies.

(29-29.5) **Dry run/walk-through:**
Two students will demonstrate the activity using the four most critical points of the serve.

(29.5-30) **Pose Challenge:**
See how many times in a row you can hit it into the service box in which you are aiming.
+ = Try to hit the birdie either deep or short in the service box diagonally and on the opposite side of the net.
- = Try to hit the birdie anywhere on the opposite side of the net.

**Safety:**
When serving over the net, make sure all students on the opposite side of the net are behind the end line and paying attention before you serve.

(30-30.5) **Questions (CFU) about drill/activity, challenge, safety:**
- When are you allowed to touch the birdie after your partner has served?
  
  A: After it has landed on the ground.
- Where should you stand if you are waiting for your partner to serve?
  
  A: Behind the end line.
- Where should I be trying to hit my serves towards?
  
  A: Into the diagonal service court.

(30.5-31) **Transition:**
When I say go, I would like everyone to find a partner and walk to the practice court. The partner not serving first should put their racquet behind the end line on the ground near the wall so it is out of the way while you retrieve. The other partner takes all of the groups birdies to the serving side of the net and may begin serving when the retriever is ready. Go.
Practice (time, formation diagram):

S- Students stand in each serving box approximately 5 feet from one another. On striking side students attempt to hit birdie over net diagonally and into the opposite service box. Students on other side of net stand behind the end line and watch the serves while letting them hit the ground before retrieving them. Once serving student has hit all three birdies, the retrieving student and the serving student switch places on the court.

XXXXXX- Net
S2 = Retrieving behind end line
S1 = Students serving
Transition:
Freeze. When I say go, please place the rackets and birdies on the ground right where you are standing and walk to the middle of the gym and have a seat in the circle. Go.

Ms. Niemi

ITIP 2

Activity/Drill: Target Shots (Accuracy)

(34.5-35.5) Centrally located position (explain practice set-up):
Teacher faces students with back to the wall and describes the objective of the game—hitting the birdie into one of the hula hoops, rules—hitting a birdie into the near target is two points and a far target is five points and strategy—hitting the birdie under control over the net and into the far hula hoop to gain as many points as possible.Students want to score points to become more proficient and have as much practice at the skill as possible. Each student will strike 3 birdies to see how many points they can get each time. They will remember their best score and after 3 attempts and then switch with their partner to then become the retriever of the birdies.

(35.5-36) Dry run/walk-through:
Two students will set up on both sides of the net. Students on side with hula hoops will be retrievers and students on opposite side will be strikers. Students will begin to strike birdies over the net attempting to land the birdies in the hula hoop. I had students do this but it was rushed and students were unsure of placement, I would take my time and ask more CFU questions.

(36-36.5) Pose Challenge:
See how many points you can score or how many times you can consistently get the birdie into the hula hoop.

+: If you can make 3 out of 3 birdies into a hula hoop move the hoops around to see if you can hit targets in different areas, hoops that are more difficult to hit birdies into can be worth more points and hoops that are less difficult can be worth less points.

-: Move hula hoops into different positions to have more success rates of birdies landing in hoop. Take hula hoops out completely and have students hit to a larger target area.

Safety:
When switching sides do not throw the racquets down place them on the ground and walk to the other side of the net. When on the retrieving side be heads up for birdies coming over the net in all directions.

(36.5-37) Questions (CFU) about drill/activity, challenge, safety:
• Should you toss the birdie or drop the birdie on a serve?
  A: Drop the birdie
• How many people should be at a station?
A: four

- Where should you contact the birdie?
  A: below the waist

- Where should you hit the birdie on the opposite side?
  A: on the court diagonal from you

- What do you do when you retrieve the birdies?
  A: let birdies drop into hula hoop, stand behind hula hoop

- How many birdies do you hit before you rotate?
  A: 3

(37-37.5) Transition:
When I say go I want every one to walk to your practice station

(37.5-40.5) Practice (time, formation diagram):
Students stand in each serving box approximately 5 feet from one another. On striking side students attempt to hit birdie over net into hula hoop, near hula hoop is 2 points far hula hoop is 5 points. Students on opposite side of net retrieve birdies. Students strike birdies from both sides of striking side serving diagonally and to the opposite side of the net. Students will switch with their partner on the opposite side of the net and then retrieve.

- **Hula Hoop**

**Transition:**
When I say go, I would like everyone to pick up their hula hoops, roll up their nets, and bring all equipment over and put in the baskets near the equipment room. After The equipment is away, go back and sit in your squads. Go.

**Closure/Cool-down:**
Students do slow arm circles while teacher recaps the four most critical points of the grip and serve.
- Where should you contact the birdie relative to your body while serving?
A: Below the waist
• What service box do you aim for while serving?
  A: Diagonally
• What shape does your thumb and pointer finger make when doing a proper grip?
  A: V
• How high is a regulation badminton net?
  A: 5 feet
Task Analysis

Skill: Badminton Grip

Visual Description:

Hold the neck of racket with non dominant hand with the face perpendicular to the ground. Shake hands with the racket with dominant hand and the thumb on the side toward the head of the racket. Spread pointer and third finger until comfortable and the thumb and pointer finger should make a V shape.

Movement Sequence

1) Hold neck of racket in non dominant hand  Non Dominant
2) Racket face perpendicular to the ground  Perpendicular
3) Shake hands in the middle of the grip  Shake Hands  *
4) Thumb on side of racket toward the head  Thumb  *
5) Spread pointer and third finger until comfortable  Spread  *
6) Thumb and pointer finger make a V  V  *

* Denotes the four most critical points.

Complexity Variables

Learner: 6th Grade
Skill: Discrete – 4 of 5 trials
Environment: There is no movement the learner can control their environment

Checklist:

<table>
<thead>
<tr>
<th>Student</th>
<th>Shake Hands</th>
<th>Thumb</th>
<th>Spread</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task Analysis

Skill: Serve

Visual Description: Student starts in the ready position and then brings racket back underhand and below the waist and steps forward with non dominant foot as they bring the racket forwarding an underhand motion. The shuttle is dropped with the non racket hand in front and away from the body as the racket comes through the birdie at knee level. Snap wrist at the point of contact and bring feet back together.

Movement Sequence

1) Ready Position  
2) Racket back underhand motion  
3) Hold the shuttle in front of body above waist  
4) Step forward with non dominant foot  
5) Racket forward underhand motion  
6) Drop shuttle  
7) Racket through the birdie below the waist  
8) Snap wrist  
9) Feet back together

Cues

1) Ready  
2) Back Underhand  
3) Hold out  
4) Step  
5) Forward Underhand  
6) Drop  
7) Racket Through Below Waist  
8) Snap  
9) Feet Together

* Denotes the 4 most critical points.

Complexity Variables

Learner: 6th Grade  
Skill: Discrete  
Environment: Students practice against a wall and over a net into a target area.

Checklist:

<table>
<thead>
<tr>
<th>Student</th>
<th>Back Underhand</th>
<th>Forward Underhand</th>
<th>Racket Through</th>
<th>Snap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standards Addressed in this Lesson

**National Standards:** National Association for Sport & Physical Education

*Standard 1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

*Standard 5:* Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**State Standards:** Michigan Department of Education

*Standard 5:* Participates successfully in selected health enhancing, lifelong physical activities

*Standard 13:* Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context
IPI Program Entry Tree: Push-up

12 reps
Hands in

5 reps
Hands in

5 reps
Knees

12 reps
Feet elevated

5 reps
Feet Elevated

5 reps
Standard

5 reps
Knees

1/8

3/8

5/8

1/2

1/4

1/4

CANNOT

CANNOT

CANNOT

CANNOT

CAN

CAN

CAN
Western Michigan HPER Lesson Plan Format

Teacher: Ms. Newton, Mr. Wank, Mr. Woodhull
Grade/Unit: 6th Badminton
Lesson Focus: Forehand
Date: Day #2 State Standard(s): 2,3 National Standard(s): 1,2

Daily Instructional Objectives (A, C, C)

Psychomotor (1 for fitness/warm-up, each skill taught and culminating activity):
P1. Students will demonstrate the three agility activities for two out of the three minutes.
P2. Students will demonstrate proper forehand technique when observed by the teacher 2/3 times
P3. Students will execute proper hitting technique with a partner during the activity when observed by the teacher.

Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety):
C1. Four out of five students will demonstrate understanding by answering about the forehand correctly when asked randomly.
C2. Four out of five students will demonstrate understanding of the activities when asked randomly during questions to check.

Personal-Social:
PS 1. Students will demonstrate cooperation by working with a partner during all partner activities 4 out of 5 times.
PS 2. Students will demonstrate respect for authority by properly follow directions given instructor 4 out of 5 times.

Equipment Needed: manilla folders with IPI stations 30 handouts . 30 Badminton Racquets, 30 birdies. 6 Nets

Safety Considerations: Students need to be in Self-space when using the racquets so they don’t strike another student.

TX- When I say go I want everyone to break off into the groups that you were in last time for warm-ups. GO
Warm-up Information (details)

<table>
<thead>
<tr>
<th>Push up</th>
<th>Agility</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Jump rope</td>
<td>Curl up</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>
And then explaining each box with a large poster or sheet of paper large enough for everyone
to see. One person from the group will explain what activity they are doing. One person will
explain how they increase and decrease. And one person will explain the amount of reps at for
each box.
Jump Rope: Teaching the code
Curl up: Teaching the code
Push up: Teaching the code
Agility

Whole-body warm-up activity: IPI Stations (agilities) 0-9min

1. Butt Kicks 0-3min
   a. Pump Arms
   b. Step Rt
   c. Back Rt
   d. Repeat Opp. ft

2. Grapevine 4-6min
   a. Step Rt
   b. Cross behind Lt
   c. Step Rt
   d. Cross in front Lt

3. Defensive shuffle Rt/Lt 7-9min
   a. Ready Position
   b. Eyes Up
   c. Step Rt
   d. Follow Lt

TX- Ok, now I need you to spread out and find personal space around the area in which you just
finished that last station.

**Stretches:**

**Time:** Min 12-15

**Transition:**

When I say go, find some self space at your final station and sit down.

**X = Students**

**O = Teacher**

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

O

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Seated toe touches** (Min 12-12.5)

**Side lunges** (Min 12.5-13)

**Quad pulls** (Min 13-13.5)
Squad Line Formation

TX- Now what I need is everyone to come over and take a seat on the south end of the gym in personal space but close enough that everyone can see. Everyone gathered in the yellow paint of the basketball key when warm ups were done.

Review of Forehand Serve
Teacher Model (4 critical elements/ key points)
- Back Underhand
- Forward Underhand
- Racket Through
- Snap

Centrally located position:
Students were sitting in a yellow basketball key while I went over the review activity. We are going to get with a partner and practice our serving. One partner will stand on the end line while the other partner will stand ten steps away.

Questions to check:
- What side should you be serving to? A: Opposite side
- Should it be hit above or below the waist? A: Below

Transition:
When I say go I would like you to find a partner with the same color nametag and stand back to back. Once you have that partner determine who is tallest and who is shortest. The taller one will get the racquets while the other gets the birdie. You will meet back at your color court. Once there practice serving back and forth. Go.

Practice

Transition:
Freeze. When I say go I would like everyone to put your equipment down and walk to the center and form a semi-circle in front me. Go.

Anticipatory Set: Who remembers what skill we worked on last time? A: Forehand serve Who remembers the first step in gripping the racquet? A: Shake hand On what part of the court should you be serving too? A: Opposite side Didn’t ask these questions because I had already talked about them in my review above

12-12.5min

Statement of Objective: Great, today we’re going to learn a new type of hit. It’s called the forehand hit.

12.5-13min

ITIP 1 (Ms. Newton)
Skill: Badminton Forehand

13-18min
Teacher Model (4 critical elements/key points): 13-14min
- Rotate
- Racquet back
- Step
- Swing

Will going over the steps will explain that this type of shot is not powerful, and is used mostly for rally, but can score a point.

Transition (complete explanation of what/where/how/when Ss do something): 14-14.5min
When I say go, I would like you to stand up in your spot get into ready position for the forehand shot. As I go through the motions you will practice them without equipment. Go.

Student Response (without equipment if possible): 14.5-16.5min
As students are standing in squad positions I will be walking around saying the four main steps. (rotate, racquet back, step, swing) I will run through these steps five times with the students standing. Freeze. When I say go everyone have a seat on their spot and listen up. Go.

Questions (CFU): Didn’t do this 16.5-17min
When are we using this type of hit in badminton? A: Rally shot
Which foot should we be taking a step forward with? A: Opposite to racquet hand

Transition: 17-18min
When I say go I would like everyone to walk to the same color court as your nametag and sit with your back against the wall. Go. Just kept them sitting in a semi circle in the center court.

ITIP 2 (Mr. Wank) 18-28.5min
CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL (trajectory)
Activity/Drill: Soft Toss Forehand strike
+ Student tosses 2 feet in either direction to make student have to move to hit birdie instead of stationary.
- Tossing student will drop birdie from above so it falls straight down for student to hit.

Centrally located position (explain practice set-up): 18-20min
Ok, this activity is with a partner. What you’re going to do is one person is going to be tossing and the other person is going to be trying to hit a forehand. With my partner I’m going to find one side of a net that is open. The Student hitting should have their back to the net. As the birdie is tossed, hit the birdie at the wall behind the person who tossed it. The person tossing should be on one knee in front of the student hitting but off to Right side about 3 feet. The toss should toss the birdie with a nice arch for the hitter to make contact with. Toss the birdie underhand with a nice arch, also called trajectory. What does trajectory mean? Right the arch angle of the birdie. So if I’m hitting it and it for really high but not to far I have high trajectory. But if I have no arch and it goes almost straight at my partner then I have low trajectory. We are looking for a medium range trajectory. Not to high but not to low either. Look at it like the arch on the Macdonalds arches. Each person toss it 4 times and switch

Dry run/walk-through: 20-21.5min
Ok so this front group is going to show us how to do it. The person tossing get on one knee facing the person who would have the racquet. Arc the birdie to the person with the racquet. Person with the racquet remember to rotate, Racquet back, step, and swing. Dry Run was done once everyone was at their position with racquets.
Pose Challenge: 21.5-22.5min
Person hitting, see how many times you can hit it with the right trajectory, so it goes in the air back to the person tossing. Tosser, see how many times you can toss the birdie so the person hitting doesn’t have to move to hit it.

Safety: 22.5-23min
Remember person tossing you’re not directly in front of the person hitting you’re two or three feet to the right side. Also make sure no one is close to the person hitting before you toss the birdie.

Questions (CFU) about drill/activity, challenge, safety: 23-23.5min
If I’m the person tossing should the birdie arch the person hitting or go in a straight line? Arch
If I’m the person hitting I’m going for control and trajectory so the birdie goes back to the person tossing or am I trying to hit it as hard as I can? Control and Trajectory.
If I’m tossing and I see someone close to the person with the racquet should I toss it or wait? Wait till they leave.
TX- Ok so once you have a partner, one of you needs to find a spot around the gym spread out but facing a wall if possible. The other person needs to walk over grab one racquet and 2 birdies. Once you have the equipment both people should sit down facing me with the equipment in front of them.

Practice (time, formation diagram): 23.5-28.5min

Teacher Teacher Teacher

X= Students Hitting
x = Students Tossing
Arrows = direction of teachers moving back and fourth
Transition: When I say stop everyone stop what you are doing and set your equipment at your feet and walk back in and sit making a half circle on the floor in front of me. 28.5-29min

ITIP 2 (Mr. Woodhull) 29-40min

CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL (Cooperation and Medium Force)

Activity/Drill: Rally with a partner
Students will practice rallying back and forth with a partner. Students will attempt to rally back and forth as many times as possible.
Extensions:
+ Extend the distance between the partners
- Have one person toss and the other person try and hit it.

Centrally located position (explain practice set-up): 29-30min

Set-up: Students will be in same groups as last activity on the same court. On one of the middle courts the teacher will demonstrate the activity with a student. Teacher and student demonstrate rallying back and forth to each other. The rest of the students will be sitting on the floor quietly. Now we are going to rally the shuttle back and forth to each other. Notice how I rotate, bring the racquet back, step and swing when I hit the shuttle.
I didn’t do the demo with a student. Not really necessary

Dry run/walk-through: 30-31.5min

When you’re rallying with your partner remember to rotate your body, bring the racquet back, step and swing.

Pose Challenge: 31.5-32min

When rallying with your partner try to hit the shuttle so your partner moves as little as possible. Try to control how hard you hit the shuttle each time you hit it. Concentrate on your form every time you swing the racquet. See how many times you and your partner can hit the shuttle back and forth, this may be helpful for when you guys play a game of badminton and will help you concentrate on controlling the shuttle.
The challenge was posed during practice

Safety: 32-32.5min

When you are practicing make sure you stay in your own personal space and hit the shuttle softly to your partner. Also, make sure to watch for other racquets and birdies.

Questions (CFU) about drill/activity, challenge, safety: 32.5-33min
How many birdies per pair? One Didn’t ask this
How hard should you hit the birdie? With medium force
Should you slam the shuttle at your partner? No didn’t ask this
Why should you see how many times you and your partner can hit the shuttle back and forth? To develop control and help us to play badminton, and to work on cooperation between myself and my partner. Didn’t ask this

Transition: 33-33.5min

When I say go find your partner from the soft toss forehand activity and find a place in the gym where you can rally together. Remember to stay about 10 feet away from your partner and stay in your own personal space. When you get to your spot you may begin
Students will be rallying back and forth trying to keep the birdie up between the two of them using the forehand stroke.
X= Students Hitting
----- = Nets
______ = stand between two nets
Arrows = direction of teachers moving back and fourth

Posed challenge during practice

**Transition:**
37-38min
When I say go I would like the tallest partner to walk over and put the racquets away and the shorter partner to put the birdies away stand at your squad spot. Go

**Closing:**
38-40min
Arm circles forward (30 seconds)
Arm circles backward (30 seconds)
While doing arm circles we will review with a couple of questions
- When using the forehand in badminton how much force should be behind the shot? Medium force
- During a game of badminton when is it important to use this type of hit? During a rally
- What is trajectory? The arch of the shot

**State Standards:**
2. demonstrate selected fundamental object control skills
3. demonstrate selected postural, non-locomotor, and body control (movement) skills

National Standards:
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
SKILL: Forehand

VISUAL DESCRIPTION: Begin in ready position, holding the racquet with the forehand grip. Turn to the dominant side, pulling the racquet back behind their body. Step forward transferring their weight from back to front while swinging racquet forward. Follow through and return to ready position.

MOVEMENT SEQUENCE
1. Ready Position
   a. Feet shoulder width apart
   b. Knees bent
   c. Hands in front
   d. Eyes forward
2. Proper grip
   a. “V” between thumb and index finger
   b. Fingers spaced
3. Turn to dominant side
4. Pull racquet back
5. Step
6. Swing racquet make contact below waist
7. Follow through
8. Return to ready position

TASK COMPLEXITY VARIABLES

Learner: 6th grade
Skill: Discrete – 4 out of 5 trials
Environment: Open Loop- with a partner to a target

Check List:

<table>
<thead>
<tr>
<th>Student</th>
<th>Rotate</th>
<th>Racquet Back</th>
<th>Step</th>
<th>Swing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Western Michigan HPER Lesson Plan Format

Teacher: Mr. Keller, Mr. Myers, Mr. Navarre
Grade/Unit: 6th Grade Badminton
Lesson Focus: Backhand

Day: 3  State Standard(s): 5,11,13  National Standard(s): 1,5

Daily Instructional Objectives (A, C, C)

Psychomotor (1 for fitness/warm-up, each skill taught and culminating activity):
P1: 4 out of 5 students will perform the step that they are on in the IPI program using the four critical elements.
P2: 4 out of 5 students will demonstrate the forehand and backhand during the soft toss activity using correct form.
P3: 4 out of 5 students will demonstrate proper technique of the forehand and backhand while at stations during the culminating activity.

Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety):
C1: 4 out of 5 students will demonstrate personal reflection by filling out their IPI journal at the end of the warm-up.
C2: When randomly asked by an instructor, 4 out of 5 students will demonstrate understanding of the backhand shot by correctly answering questions to check understanding.
C3: All students will demonstrate consideration for safety by carefully going up and down the stairs.

Personal-Social:
PS1: 4 out of 5 students will demonstrate respect for authority by properly following directions given by the instructor during the culminating activity.
PS2: Students will demonstrate cooperation by working with others during the activity to review the serve and the forehand 4 out of 5 times.
PS3: 4 out of 5 students will demonstrate responsibility by filling out their IPI worksheets at the end of the warm up.

Equipment Needed: student folders, IPI posters, pencils, teacher and student name tags, 30 badminton racquets, 30 birdies, 2 nets on poles w/ net supports (6 badminton courts), numbered station signs

Safety Considerations: students must have enough self-space when practicing so they don’t hit other students with their racquets, do not touch nets when rotating under them

Initial Position: Students are instructed upon coming out of the locker room to find their folder and get to the station that they have started at for the past two classes.

Warm Up Information: The students at the three IPI stations will be maintaining by performing the step that they were entered at in the IPI program. Students will be told to look at their IPI sheets to determine the step that they were entered at. Students will perform their usual agility
drills at the agility station. After going through the four stations, students will take a minute to fill out the reflection or journal portion of the IPI worksheet in their folders.

Whole Body Warm Up Activities: (min 0-13)
Students will be given 15 seconds to travel between stations
- Jump Rope: maintaining (min 0-2.75)
- Transition to next station (min 2.75-3)
- Curl Up: maintaining (min 3-5.75)
- Transition to next station (min 5.75-6)
- Push Up: maintaining (min 6-8.75)
- Transition to next station (min 8.75-9)
- Agilities: butt kicks, grapevine, defensive shuffles (min 9-12)
- Journal: reflection of IPI station performance (min 12-13)

<table>
<thead>
<tr>
<th>Push up</th>
<th>Agility</th>
</tr>
</thead>
<tbody>
<tr>
<td>T X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X X X</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jump Rope</th>
<th>Curl up</th>
</tr>
</thead>
<tbody>
<tr>
<td>X X X</td>
<td>X X X</td>
</tr>
<tr>
<td>X X</td>
<td>X X X</td>
</tr>
<tr>
<td>X X</td>
<td>X X X</td>
</tr>
<tr>
<td>T</td>
<td></td>
</tr>
</tbody>
</table>

Transition: “Freeze! Everyone find a self space in the area of the station that you are at and sit down and face me so that I know you are ready.” (min 13-13.5)

Stretches: (min 13.5-16)
- Seated toe touches (min 13.5-14)
- Side lunges (min 14-14.5)
- Quad pulls (min 14.5-15)
- Arm hugs (min 15-15.5)
- Chicken wings (min 15.5-16)
Transition: “When I say go, I want the soccer students to line up at the door with your soccer instructors and the badminton students to meet at the basket where Mr. Keller is standing. Go.” (min 16-16.5)

Mr. Keller

- Introduce Mr. Myers, Mr. Navarre, and myself as instructors for today’s badminton lesson

Anticipatory Set: “Last class you worked on hitting the birdie on your dominant side with the forehand shot. Who can tell me where the power is generated from when hitting the birdie?” Wrist Snap. Good. Keep that in mind today when practicing the badminton skills. (min 16.5-17)

Statement of Objective: “Today we’re going to work on the backhand shot and then incorporate all of the skills that you have learned into a game-like activity at the end of class. But first, we’re going to take a minute to practice the forehand shot that you worked on last class.” (min 17-17.5)

ITIP 2 (min 17.5-21)

Concept: trajectory, force

Activity 1: Review serve and forehand shot (forehand soft toss)

Centrally Located Position: “To review the forehand shot we’re going to do one of the drills that you practiced last class, the forehand soft toss. Remember for this drill, the partner who is tossing the birdie has their back to the wall and the partner using the forehand shot to hit the birdie is facing the wall. When tossing the birdie, pinch the feather (bottom) of the birdie with your thumb and index finger and try to toss the birdie to your partner with a little bit of loft. (forgot to mention) Also, it is important to toss the birdie far enough to the forehand side of your partner so that they must rotate their body in order to hit the birdie. When hitting the
birdie with the forehand shot, you want to hit it at the right trajectory so that it arches high enough into the air, but also with enough force to go over the net if it were a game situation. **So if you are hitting the birdie with correct trajectory, you will not hit it straight in the air or hit it on a line drive.** (forgot to mention) Remember to use the wrist snap in order to generate power when hitting the birdie. One partner will toss and one will hit until I yell for partners to switch roles. When it is your turn to hit, I want you to practice three serves before your partner starts tossing you the birdie for the forehand review. Remember when serving, you want to make sure to contact the birdie below the waist.” (min 17.5-18.25)

**Safety:** (min 18.25-18.5)
- Make sure that when hitting the birdie, you have enough space so that you won’t hit anyone with the racquet.
- **Partner tossing the birdie should be 2-3 feet to the forehand side of their partner.** (forgot to mention)

**Questions to Check:** (min 18.5-19) (forgot all questions to check)
1. How should you hold the birdie when tossing it? (pinching the bottom w/ thumb and index finger)
2. Where, in relation to your partner, should you toss the birdie? (to the forehand side, far enough so that they must rotate their body)
3. What sort of trajectory should you try and hit the birdie with? (with the height and distance to be able to clear the net in a game situation)

**Transition:** “As I partner everyone off, one partner will walk over and grab one racquet and one birdie, while the other partner will go to the self-space that I direct them to. Once you have found your self space and have your equipment, you may begin practicing the drill.” (min 19-20)

**Instead of letting partners start once they got to their self space, I made students wait until all students got to a self space.**

**Practice:** forehand soft toss (min 20-21)
- I will yell “Switch!” after 30 seconds (let students practice 60 seconds)
Transition: “Freeze! I need everyone to set your equipment down, walk to half court, and form a half circle facing Mr. Navarre.” (min 21-21.5)
T=Mr. Navarre
x=students

Mr. Navarre

ITIP 1 (min 21.5-23.5)
Skill: Backhand

Teacher Model: (min 21.5-22)
1. Rotate
2. Racquet back
3. Step
4. Swing (wrist snap)

- The critical elements of the backhand are the same as the forehand except on the non-dominant side of the body.

Transition: “Everybody spread out just enough so that you can put your arms out to your sides without touching the person next to you.” (min 22-22.25)

Student Response: As a class, everyone will begin in ready position and go through the motions for the four critical elements of the backhand without equipment. I will lead the class as we go through the motions three times as a class. (min 22.25-23)

Questions to Check: (min 23-23.5) (didn’t ask questions to check)
1. Do you use the backhand shot when birdie is on dominant or non-dominant side of your body? (non-dominant)
2. What were the 4 critical elements of the backhand shot that we will be looking for you to demonstrate? (rotate, racquet back, step swing)

Transition: “When I say go, everyone go back to the space that you just practiced the forehand shot and you will do the same activity for the backhand. Go.” (min 23.5-24)

Practice: backhand soft toss (min 24-26)
- I will yell “switch” after 1 minute
Transition: “Freeze! Everyone set your equipment down and walk to half court and sit in and around the middle circle facing Mr. Myers.” (min 26-26.5)

(instead of setting their equipment down, students dropped their racquets on the ground)
• While Mr. Myers talks to the students and tells them what we will be doing, Mr. Keller and Mr. Navarre will set up the nets for the modified games. The up stairs will already be set up before the class begins.

Mr. Myers
ITIP 2
trajectory, force

Activity/Drill:
Modified Games/ Skill Practice

Centrally Located Position: (min 26.5-27)
“There will be three different types of practice stations; One-on-one volleying, doubles volleying, and specific skill accuracy practice. On these four courts (point to the four courts), you will be volleying back and forth one-on-one. On these two courts (point to the two courts), you will be volleying back and forth with 2 people on each side of the court. In the upstairs, you will work on accuracy, hitting towards hula hoops. There will be three different stations upstairs which include, forehand, backhand, and serve. You will be divided into two groups and be designated to a half of the gymnasium, both upstairs and downstairs. You will be given a partner and you will rotate with the partner throughout the entire rotation. When you rotate to another station leave the equipment at the station you were at.”

(we were short 4 students, so we got rid of the doubles volleying and did all one-on-one volleying)

Dry Run/Walk Through: (min 27-29)
We will walk through a practice rotation on a diagram with all the students to make sure they understand the rotation. (verbal explanation of the rotation)

Pose Challenge: (min 29-29.5)
“On the volleying courts I want to see how long you can keep the volleying going. When you are upstairs the goal is to try and work on your accuracy with the different badminton skills. At every station I want all students to work on the correct form of the badminton skills making sure to get a good wrist snap.”

Safety: (min 29.5-29.75)
- Make sure that everyone is safe with the rackets and not swinging them when people are next to them
- If your birdie goes on to someone else’s court or area wait till they see you to get the birdie
  (forgot to mention)
- Be careful on the steps at all times

Question to Check: (min 29.75-30.5)
- How many people are rotating at a time?
  - 2
- What are the 3 badminton skills that you will be practicing?
  - Serve, Forehand, Backhand
- When are we going to stop playing, what is the signal?
  - Freeze
- What are we going to do with the equipment when we are done with spot?
  - Set it down

Transition: (min 30.5-31)
“Everybody go stand next to the partner that you had during the previous activity in the beginning of class.” We will then split the class in half, putting 7 groups on one half and 7 on the other. Then tell the students what station to go to.

Practice: (min 31-45)
Students will now have 90 seconds and then we will rotate 2 people at a time, so that every student gets to do every station at least once.
(90 sec*7 rotations=10.5 min +30 sec rotation time per rotation= 14 min)
S – Students O-hula hoops
T- Teacher
- Net

(changed doubles volleying to one-on-one volleying)
At the modified games station, if it is too easy or too hard for a student switch teams/partners around real fast to even them out. If the students are having an easy or hard time with hitting it continuously then have the students move closer or farther apart.

Transition: (min 45-46)
“Freeze! When I say go, I want all students to bring their equipment with them and put it in a basket and come to the middle and wait for further instruction. GO.”

(Cool Down/Closure: (min 46-47)
Students will be doing arm circles as I ask them questions.

(no arm circles)
Questions:
- What is the new skill we learned today?
  - **Backhand**
- What are the four steps in the backhand?
  - **Rotate, Racket Back, Step, Swing**
- Where do you generate your power in the badminton strokes that we have discussed?
  - **Wrist snap**

National Standards:
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

State Standards:
Standard 5: All students will participate successfully in selected health-enhancing, lifelong physical activities.

Standard 11: All students will explain and apply the essential steps in learning motor skills.

Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.

---

**Western Michigan HPER Lesson Plan Format**

Teacher: Mr. Scott, Miss. Bensinger, Mr. Bender  
Grade/Unit: 6th Badminton

Lesson Focus: Drop shot  
Date: Day #4

State Standard(s): 2: Demonstrate selected fundamental object control skills  
3: Demonstrate selected postural, non-locomotor, and body control (movement) skills.
National Standard(s): 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.

**Daily Instructional Objectives (A, C, C)**

<table>
<thead>
<tr>
<th>Psychomotor (1 for fitness/warm-up, each skill taught and culminating activity):</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1. 4 out of 5 students will progress at least one step in the IPI program</td>
</tr>
<tr>
<td>P2. 4 out of 5 Students will demonstrate proper drop shot technique two out of three times</td>
</tr>
<tr>
<td>P3. Students will execute proper hitting technique with a partner during the culminating activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety):</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. When randomly called upon four out of five students will correctly answer critical questions regarding the drop shot</td>
</tr>
<tr>
<td>C2. When randomly called upon four out of five students will correctly answer CFU’s regarding the drop shot and the culminating activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal-Social:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 1. All students will demonstrate cooperation by working with their doubles badminton partner during the culminating activity</td>
</tr>
<tr>
<td>PS 2. All Students will demonstrate responsibility by keeping their folders with them throughout the IPI stations.</td>
</tr>
</tbody>
</table>

Equipment Needed: manila folders with IPI stations, 30 Badminton Racquets, 30 birdies. 6 Nets

Safety Considerations: Students need to be in self-space when using the racquets so they don’t strike another student. Treating birdies and all equipment with respect by using them only for the skills taught (ie. Not kicking the birdies).

TX- When I say go I want everyone to break off into the groups that you were in last time for

<table>
<thead>
<tr>
<th>Warm up Stations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push up</td>
</tr>
<tr>
<td>O X X X</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>Jump rope</td>
</tr>
<tr>
<td>X X X</td>
</tr>
<tr>
<td>X X</td>
</tr>
<tr>
<td>X X</td>
</tr>
<tr>
<td>O</td>
</tr>
</tbody>
</table>
Jump Rope: Teaching the code
Curl up: Teaching the code
Push up: maintain
Jump rope: maintain
Curl-up: maintain

Maintaining Stations: Today at each IPI station you will start at the step you left off last class we did IPI stations. Remember you need to do each step correctly two out of three times before you can move on to the next step. Make sure you are keeping track of your progress in your IPI folder.

Agility:
Whole-body warm-up activity: IPI Stations (agilities) 0-9min
4. Power skips 0-3min
   a. Step dominant foot
   b. Step non-dominant
   c. Step dominant
   d. Skip hard
5. Striders 4-6min
   a. Pump arm
   b. Step extend dominant
   c. Step extend non-dominant
   d. Straight back
6. Straight Leg front kicks 7-9min
   a. Pump arms
   b. Step and kick dominant
   c. Step and kick non-dominant
   d. Arch back

TX-. When I say go, I want you to give your folders to a WMU teacher at your station and then spread out at your station so we can stretch, GO

Stretches: 9-12min
Seated straight down to each toe and middle (30 Seconds each direction)
Stretch quads on side Rt/LT (30 seconds each)
Push- calf Raises Rt/Lt (30 seconds each)

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Squad Line Formation

TX- When I say go, all the soccer people line up in front of Miss Stommen so you can head over to the stable, all Badminton people head to Mr. Bender. Soccer folks, when you get to the stable I want you to line up along the three point line on the right side of the gym.

Anticipatory Set: What skills have we practiced during the badminton unit thus far? Can anyone think of another shot that is used in badminton (think of other racquet sports).
Answer: serve, forehand, backhand.
Answer: Answers may vary (looking for drop shot) 12-12.5min

Statement of Objective: Today we are going to practice a specialty shot in badminton called a drop shot. 12.5-13min

Cognitive Review of Previous Skills: (Mr. Bender) 13-15 min

Serve:
How high can the racquet go?

Answer: Not above the waist

Where should the birdie go after you make contact?

Answer: Cross court

Forehand:
Where should the birdie be contacted?

Answer: Below the waist
Where should the power come from?

Answer: From the wrist and follow through

Backhand:
What foot do you step with when you hit a back hand?

Answer: Front foot
Where does the power come from with the backhand

Answer: Wrist and follow through

ITIP 1 (Mr. Bender) 15-19.5 min
Skill: Badminton drop shot underhand

Teacher Model (4 critical elements/key points): 15-16min
- Ready
- Back underhand
- Forward underhand (little wrist)
Front contact

**Strategy:** Use the underhand drop shot when opponent is further back on the court and the birdie coming at you is hit far back into your side of the court. It is an offensive shot. Not as much wrist action or power as other shots

**Transition (complete explanation of what/where/how/when Ss do something):**

16-16.5min

When I say go, I would like you to stand up in your squad spot get into ready position for the drop shot. As I go through the motions you will practice them without equipment. Go.

**Student Response (without equipment if possible):**

16.5-17.5min As students are standing in squad positions I will be walking around saying the four main steps. (Ready, back underhand, forward underhand with slight wrist snap, and front contact) I will run through these steps five times with the students standing. Freeze. When I say go everyone have a seat on their spot and listen up. Go.

**Questions (CFU):**

17.5-19 min

When are we using this type of hit in badminton?

*Answer: When opponent is by the end line in the court or out of position*

How does this shot differ from the forehand shot?

*Answer: there is slight or less wrist action and the birdie should only barely go over the net.*

**Transition (complete explanation of what/where/how/when Ss do something):**

19-19.5min

When I say go, I would like you to sit down in your squad spot. Go.

**ITIP 1 (Mr. Bender)**

**Skill:** Badminton drop shot overhead

**Teacher Model (4 critical elements/key points):**

- Ready
- Back overhead
- Forward overhead (little wrist)
- Front contact

**Strategy:** Use the overhead drop shot when opponent is further back on the court and the birdie coming at you is hit short towards the net. It is an offensive shot. Not as much wrist action or power as other shots

**Transition (complete explanation of what/where/how/when Ss do something):**

20-20.5 min

When I say go, I would like you to stand up in your squad spot get into ready position for the drop shot. As I go through the motions you will practice them without equipment. Go.

**Student Response (without equipment if possible):**

20.5-21.5 min As students are standing in squad positions I will be walking around saying the four main steps. (Ready, back overhead, forward overhead with slight wrist snap, and front contact) I will run through these steps five times with the students standing. Freeze. When I say go everyone have a seat on their spot and
listen up. Go.

Questions (CFU): 21.5-22.5 min
When are we using this type of hit in badminton? 
*Answer: When opponent is by the end line in the court or out of position*
How does this shot differ from the underhand drop shot? 
*Answer: The racquet should be above the shoulder.*

Transition (complete explanation of what/where/how/when Ss do something): 22.5-23min
When I say go, I would like you to sit down in your squad spot. Go.

ITIP 2 (Mr. Scott) 23-28.5min
**CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL** (trajectory)
Activity/Drill: Drop shot wall hit
+ Students will stand further from the wall when attempting the drop shot
- Students will stand closer to the wall when hitting the drop shot

I Started out by introducing my self. 19-20min
Centrally located position (explain practice set-up):
Each student will have a partner, one partner will be standing 10 feet away from the wall and the other will be located against the wall with the birdie at a slight angle from the hitter. (Half way through the explanation I stopped and made sure I had the attention of all of the students) The partner on the will toss the birdie with their thumb and forefinger to the partner standing ten feet away. The partner ten feet away will attempt to hit a drop shot that will land as close to the wall as possible with out hitting the wall. Every 45 seconds teacher will say switch

(I purposely called on some girls because they were not being cooperative in their participation, and I wanted to get everyone involved)

Dry run/walk-through: 20-21.5min
Ok so this front group is going to show us how to do it. Make sure you are feeding your partner a good toss in their hitting zone and remember a good toss is done lightly with the thumb and forefinger on the plastic part. (were running short on time so I skipped doing this with equipment. I thought it would take un-necessary time getting the equipment)

Pose Challenge: 21.5-22.5min
Person hitting, Have your partner count how many birdies are within one foot of the wall in your attempts. When your switch see if you can do as many as your partner.

Safety: 22.5-23min
Remember person tossing you’re not directly in front of the person hitting you’re two or three feet to the right side. Also remember that you are at least two arm lengths from the next closest group on the wall.

Questions (CFU) about drill/activity, challenge, safety: 23-23.5min
How far apart are you and your partner standing from other pairs? 
*Answer: two arms length*
How far from the wall are you trying to hit the birdie?

*Answer: within one foot*

What is a way to adjust where the birdie lands?

*Answer: Trajectory*

(many of the questions I ended up addressing twice because I would incorporate them throughout the tip but I did go back and ask some of them at the end to make sure they knew the answers)

TX- When I say go find a partner with the same color name tag that you have not worked with yet. Have one person grab a racquet and the other partner grab a birdie you may begin once you get to your spot on the wall. GO

(I ditched the whole name tag deal. I just said find a partner you have not had yet and the rest stayed the same)

---

**Practice (time, formation diagram):**

<table>
<thead>
<tr>
<th>O-10 ft-X</th>
<th>Teacher</th>
<th>Net</th>
<th>Teacher</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>O X</td>
<td></td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>O X</td>
<td></td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>O X</td>
<td></td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>O X</td>
<td></td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>O X</td>
<td></td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>O X</td>
<td></td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
</tbody>
</table>

X = Hitter (x’s are two arms lengths apart)
O = Tosser

(I ended up catching up on time during my explanation of the of this Itip2 so the students still have ample time on task during this activity)
Transition: When I say stop everyone stop what you are doing and set your equipment at your feet and walk back in and sit making a half circle on the floor in front of me.

28.5-29min

ITIP 2 (Miss Bensinger)
29-40min
CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL (Doubles game play)

Doubles play rules:
- Two people per side (side to side, up and back court coverage)
- Serve line
- Cross court
- Racquet can not hit the net
- Call the birdie if going to hit

Activity/Drill: Doubles game play

Centrally located position (explain practice set-up): 29-30min
With your previous partner on the same side of the court as your, you will be rallying points with your doubles partner against another team. The serve will rotate clockwise, so each partner will serve once before the service goes to the opposing team. If your first serve does not go over the net cross court you will have one more chance, before it is the next servers turn. Today we will not keep track of points. Remember, we learned the drop shot today so if you can try using it against your opponents to win the rally.

Dry run/walk-through: 30-31min
Remember the object of the game is the see how many times your can rally back and forth and to use the skills learned thus far. I didn’t say how many times you can rally back and forth, rather try winning the point.

Pose Challenge: 31-31.5min
See how many points you can win using the drop shot

Safety: 31.5-32min
Beware of where your partner is at all times on the court and make sure to call birdie if you are going to hit it. Also when handing the birdie to the next server make sure they know you are handing giving it to them.

Questions (CFU) about drill/activity, challenge, safety: 32-33min
Which way will the serve rotate?
Answer: clockwise
What happens if I don’t get the birdie over on the first serve?
Answer: you get one more chance.
What is the challenge of the game?
Answer: see how many rallies you can win using the drop shot. I don’t think I asked this question.

Transition: 33-33.5min
When I say go find your drop shot drill partner, One of you will go get another racquet from the bin,
then find an open spot on the court with your partner. Remember there are three courts on each side and there are four people per court. If the court is full come see me in the center circle and we will rotate your in to the game. (any extra students will join with a doubles pair and rotate in after each person has served once. While waiting they can juggle the birdie on the racquet behind the service line.) There were exactly 24 students so it worked out well and I did not have to worry about any extra students or threesomes.

Practice (time, formation diagram): 33.5-38min

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>Teacher</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>Net</td>
<td>X</td>
<td>Teacher</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>Teacher</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

X = Student

Transition: 38-38.5min
When I say go I would like one partner to but both of the racquets away and one partner to put the birdies away. When they are put away come back to the center circle.

Closing: 38.5-40min
• Arm circles forward (30 seconds)
• Arm circles backward (30 seconds)
While doing arm circles we will review with a couple of questions
What skills did we practice today?

Answer: Serving, forehand, backhand, and drop shot
Where does the power come from in most shots?

Answer: Wrist movement
How high is the net?

Answer: 5ft

- Remember Next class is skill testing so think about your shots and what is most important about them
- During badminton when is it important to use the drop shot?

All in all I was very consistent with my portion of the lesson and no major changes were needed.
Task Analysis: Badminton drop shot

Visual Description:
Start in ready position with knees bend and both hands on the racquet out in front of the body. Step forward with the non dominant foot as the birdie is coming towards the body. Bring racquet back underhand and below the waist. Bring the racquet forward under hand and below the waist making contact with the birdie slightly in front of the body. Bring feet back to ready position at the end of the follow through. Flick the wrist with light force at contact and shorten the follow through to ensure low velocity at impact making the birdie drop just over the net.

Movement Sequence
1. Ready position *
   a. Feet shoulder width
   b. Knees bent
   c. Slight lean forward at waist
   d. Arms out front
   e. Shoulder square
   f. Head straight
2. Step forward
3. Racquet back underhand *
4. Racquet forward underhand *
5. Contact *
6. Short follow through
7. Feet back to ready position

Cues:
1. Ready *
2. Forward foot
3. Back underhand *
4. Forward underhand *
5. Contact in front *
6. Follow through
7. Feet ready

* Critical Points

Task Complexity Variables

Learner: 6th grade
Skill: Discrete
Environment: Students will practice the drop shot over the net to a partner.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Ready</th>
<th>Back Underhand</th>
<th>Forward Underhand</th>
<th>Contact in Front</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task Analysis: Badminton drop shot

Overhead

Visual Description:
Start in ready position with knees bend and both hands on the racquet out in front of the body. Step forward with the non dominant foot as the birdie is coming towards the body. Bring racquet back over the shoulder and stop when the racquet is to the side of the body and racquet pointing towards the ceiling. While keeping the wrist in a locked position, bring the racquet forward making contact with the birdie slightly in front of the body. Bring feet back to ready position at the end of the follow through. Flick the wrist with light force at contact and shorten the follow through to ensure low velocity at impact making the birdie drop just over the net.

Movement Sequence    Cues:
1. Ready
    g. Feet shoulder width
    h. Knees bent
    i. Slight lean forward at waist
    j. Arms out front
    k. Shoulder square
    l. Head straight
2. Step forward
3. Racquet back overhead *
4. Racquet forward overhead *
5. Contact *
6. Short follow through
7. Feet back to ready position

* Critical Points

Task Complexity Variables

Learner: 6th grade
Skill: Discrete
Environment: Students will practice the drop shot over the net to a partner.

Check List

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Ready</th>
<th>Back Overhead</th>
<th>Forward Overhead</th>
<th>Contact in Front</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Western Michigan HPER Lesson Plan Format

Teacher: All    Grade/Unit: Badminton / 6th Grade    Lesson Focus: Skill Tests
Date: Day 5  State Standard(s): 2, 13  National Standard(s): 2

**Daily Instructional Objectives** (A, C, C)

**Psychomotor** (1 for fitness/warm-up, each skill taught and culminating activity):

P-1: Four of five students will perform seated toe touches when led by the instructor during whole class warm-ups.

P-2: Students will complete a serve over the net into the opposite serve box on two out of three trials during the skills test.

P-3: Students will demonstrate the 4 critical points of the forehand during the skills test on 2 of 3 trials.

P-4: Students will demonstrate the 4 critical points the backhand during the skills test on 2 of 3 trials.

**Cognitive** (knowledge/purpose of skill(s), culminating activity and/or safety):

C-1: Four of five students will correctly write their exit number on their log sheet during the IPI warm up station entry.

C-2: Four out five students will complete their reflection journal on their log sheet for the last day of IPI stations.

C-3: Four out of five students will correctly answer seven out of ten questions correctly during the badminton post test.

**Personal-Social**

P/S-1: Student will demonstrate cooperation by working with others at the same net to achieve the task during the skill testing on 4 out of 5 attempts.

P/S-2: Four out of five students will demonstrate respect for authority by writing down their exit on their log sheets when told by an instructor.

**Equipment Needed:**

30 Badminton Rackets, 30 Birdies, Badminton Nets (2 Long Nets, 4 Poles), Skills checklist, Badminton Cognitive Test, 20 Pencils

**Safety Considerations:**

Students need to walk under the nets on rotations without grabbing or touching them. Students need to be aware of where the birdies are being hit.

**Warm-up:**

**Warm-up Information:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Group 1 (Min 0-3)</th>
<th>Group 2 (Min 3-6)</th>
<th>Group 3 (Min 6-9)</th>
<th>Group 4 (Min 9-12)</th>
</tr>
</thead>
</table>
(0-1 min) Transition:
Come over to the area by the poster. The box for the step you exit at will now be circled in your log sheet. Remember that your exit step is a step that you completed two out of three times. Next you fill out your exit number at the top of the sheet where it says ACTUAL. Look at how many steps you progressed in the program, and then fill out your last journal for the IPIs.

(Min 1 -3) Student response:
Students complete exit procedures on their log sheets.

**Mr. Cox**

**Stretch: Time: Min 12-14**

Transition:
When I say go, find some self space at your final station and sit down.

X = Students
O = Teacher

---

**Jump Rope**

---

**Push up**

---

**Agility**

---

**Curl up**

---
(Min 12-13) Seated toe touches  
(Min 13-14) Quad pulls

(Min 14-14.5) Transition:  
When I say go, soccer students follow your teacher to the stable and badminton students meet in the middle of the gym where you can see Mr. Wank.

(Min 14.5-15) Anticipatory Set:  
Does everyone remember the first day that we were here in your class? What did we do that day? Do you think you have improved in the time that we have been here?  
Statement of Objective:  
Today we are going to be skill testing again so we can see your improvement.

(Min 15-16) Centrally located position (explain practice set-up):  
(Instructor will explain the stations, the rotations, hand out the skills checklist, and tell students which court to go to.)  
The rotation will be clockwise, with station 1 going to station 2, 2 to 3, 3 to 4, and 4 going to station 1. Station 4 will combine both groups A and B and once finished with station 4, you will go to either station 1 A or B depending on where you were first assigned. Students should keep their skills checklist with them and hand it to the instructor at each station and then pick it up and bring it to the next station.

(Min 16-17) Transition:  
Students assigned to go to a station: students will go to a station with their same color name tags, go get a racquet from the bin and go to that station and wait for instructions from the teacher without touching the birdies.

Station: (1 A & 1 B)  
Time: Min 17-22  
Formation: Stations

ITIP 2  
Activity/Drill:  
Skill Test: Forehand

(Min 0-.5) Centrally located position (explain practice set-up):  
One instructor will toss birdies to the student while the other instructor will be watching for the four critical points and the result of the shot. A shot that lands anywhere over the net and in the badminton court is considered a good result. One student will be tested at a time and 2 students will be on the opposite side of the net retrieving the birdies. Each student will get 5 tries with the forehand. The fourth student will be waiting and practicing his or her form. The students will rotate within the station by going from waiting and practicing form, to being tested, tested to retrieving, retrieving 1 move over to retrieving 2 and retrieving 2 moves up to waiting and practicing form.

(Min .5-1) Dry run/walk-through:  
Teacher will demonstrate the skill tested and the rotation at the station; moving from position to
position and modeling the job to be done at each part of the station.

(Min 1-1.25) **Pose Challenge:**
Concentrate on form as using proper form will get you more points than merely hitting the birdie in the court.
+ = Try to hit all of your shots into the back half of the court.
- = Try to use good form and make contact with the birdie.

(Min 1.25- 1.5) **Safety:**
Take proper care of the rackets. Set them on the ground when you are done.

(Min 1.5-2) **Questions (CFU):**
- How many forehands does each person get at this station?
  A: 5
- What are the boundaries that you are aiming for when hitting a forehand?
  A: *Over the net and in the badminton court lines.*
- If you are waiting to skill test next, what are you supposed to be doing?
  A: *Practicing form.*
- If you are on the opposite side of the net, what is your job?
  A: *Retrieving the birdies.*

(Min 2-5) **Skill Testing**

(Min 22-22.5) **Transition:** Students stop on teacher signal and rotate on go.

Station: (2 A & B) )        Time: Min 22.5-27.5        Formation: Stations

ITIP 2
**Activity/Drill:**
Skill Test: Serve

(Min 0-.5) **Centrally located position (explain practice set-up):**
One instructor will be watching form and the other instructor will be evaluating the result of the test. The student being tested will serve from either side of the court making sure he or she is behind the service line and will get five opportunities to serve the birdie. A good serve will go over the net and land in the service box that is diagonal from where the student served the birdie. Each student will get five tries at the serve. One student will be tested at a time and 2 students will be on the opposite side of the net retrieving the birdie. The fourth student will be waiting and practicing his or her form. The students will rotate within the station by going from waiting and practicing form, to being tested, tested to retrieving, retrieving 1 move over to retrieving 2 and retrieving 2 moves up to waiting and practicing form.

(Min .5-1) **Dry run/walk-through:**
Teacher will demonstrate the skill tested and the rotation at the station; moving from position to position and modeling the job to be done at each part of the station.

(Min 1-1.25) **Pose Challenge:**
Try to serve the birdie either only in the front half or only in the back half of the service box.
+ = Try to serve all five into the back half of the service box.
- = Try to serve the birdie anywhere in the service box.

(Min 1.25- 1.5) **Safety:**

When retrieving, watch the person serving at all times to watch for flying birdies.

(Min 1.5-2) **Questions (CFU):**
- How many serves does each person get at this station?
  A: 5
- What service box are you aiming for?
  A: *The one diagonally and across the net from the one I am standing in.*
- What do you do if you are the student who is waiting to be skill tested?
  A: *Practice Form*

(Min 2-5) **Skill Testing**

(Min 27.5 – 28) **Transition:** Students stop on teacher signal and rotate on go.

**Station:** (3 A & B) **Time:** Min 28-33 **Formation:** Stations

**ITIP 2**
**Activity/Drill:**
Skill Test: Backhand

(Min 0-.5) **Centrally located position (explain practice set-up):**
One instructor will toss birdies to the student while the other instructor will be watching for the four critical points and the result of the shot. A shot that lands anywhere over the net and in the badminton court is considered a good result. Each student will get five tries with the backhand. One student will be tested at a time and 2 students will be on the opposite side of the net retrieving the birdies. The fourth student will be waiting and practicing his or her form. The students will rotate within the station by going from waiting and practicing form, to being tested, tested to retrieving, retrieving 1 move over to retrieving 2 and retrieving 2 moves up to waiting and practicing form.

(Min .5-1) **Dry run/walk-through:**
Teacher will demonstrate the skill tested and the rotation at the station; moving from position to position and modeling the job to be done at each part of the station.

(Min 1-1.25) **Pose Challenge:**
Concentrate on form as using proper form will get you more points than merely hitting the birdie in the court.
+ = Try to hit all of your shots into the back half of the court.
- = Try to use good form and make contact with the birdie.

(Min 1.25- 1.5) **Safety:**

When you are practicing form, make sure you have given yourself plenty of space to allow you to practice and the person being tested to also have space.
(Min 1.5-2) **Questions (CFU):**
- How many backhands does each person get at this station?
  *A: 5*
- What are the boundaries that you are aiming for when hitting a forehand?
  *A: Over the net and in the badminton court lines.*
- If you are waiting to skill test next, what are you supposed to be doing?
  *A: Practicing form.*
- If you are on the opposite side of the net, what is your job?
  *A: Retrieving the birdies.*

(Min 2-5) **Skill Testing**

(Min 33 – 33.5) **Transition:** Students stop on teacher signal and rotate on go.

**Station:** (4 A & B) **Time:** Min 33.5-38.5 **Formation:** Stations

**ITIP 2**

**Activity/Drill:**
Cognitive Test

(Min 0-.5) **Centrally located position (explain practice set-up):**
The instructor will hand the students the test and a pencil. The students will be in their own personal space so that they are the only ones who can see their paper. The students will put their name at the top and then complete the test to the best of their ability. Once the students are finished, they will put the pencil back in the container and hand their test to the instructor. While waiting for other students to finish, students who are done will sit and wait quietly.

(Min .5-1) **Dry run/walk-through:**
The instructor will go over test directions and testing procedures before handing out the test.

(Min 1-1.25) **Pose Challenge:**
Do your best to remember what we talked about in class. If you aren’t sure, make sure that you put down your best guess.

+ = If you finish your test early, make sure you go back over your answers and then raise your hand to get the badminton word search.

- = If you hear the warning on time, make sure you quickly put your best answer for the questions remaining. Don’t spend too much time on one question, you can always come back to it at the end.

(Min 1.25- 1.5) **Safety:**
Watch for birdies in your area from other courts.

(Min 1.5-2) **Questions (CFU):**
- What do you do with your test when you are finished?
A: Hand it to the instructor.
- What do you do when you are finished?
  A: sit quietly and wait for everyone else to finish.

(Min 2-5) Skill Testing

Practice: Skill Test Stations

Min 17-38.5

Rotation is from station 1 to 2, 2 to 3, 3 to 4, and 4 to 1. The students stay in either the A group or the B group and rotate accordingly in their specific group. Cognitive station has students from each group (A & B).

Station Time: 5 Minutes Per Station
Transition Time = 30 Seconds each Rotation
S = Student  DS = Student Demo. Skill
Arrow = Hitting Direction
Distance between stations= 10ft.
Skinny Horizontal Lines= Badminton Nets
Thick Horizontal Line= Half court

(Min 38.5-40) **Transition:** Freeze. Next time I say go, you are going to pick up all the equipment that is at your stations with your group and walk it over to the bins. Then meet back in the middle where you can see Mr. Wilson.

The skill tests finished about 5 minutes early. Students were instructed to start a game-like setup with the people who were in their skill test group at the net they were at. Students at the cognitive area were split up onto the courts, and the students practiced for the remaining time.

(Min 40-41) **Closure:** Congratulations on finishing the skills testing. The next time you see us will be the last day for our badminton unit, and we are going to take the time to play some realistic games using all the skills you have learned.

(Min 41) **Dismiss:** Students leave to go change in the locker rooms.

**National Standards:**

**Standard 2:**

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**MI Content Standards and Benchmarks:**

**Standard 2:**
Demonstrate selected fundamental object control skills;

**Standard 13:**
Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context; and
SKILL TEST PROTOCOL (6th Grade Badminton)

Skill Protocol: Forehand

Process: The skills test will be done on the forehand to make sure that students are using the 4 critical points for the skill. This will be done in the gym on the badminton court. Students will attempt to hit 5 forehands into the target box.

Students arrive:
What to do: Students will hit 5 forehands using the 4 most critical points landing those forehands in the target box. One instructor will be feeding the birdies to the students hitting the forehands and recording in or out of the target box and the other instructor will be assessing the 4 most critical points. Students will hit 5 forehands and then rotate. One student will be retrieving the birdies while the others will be engaged in an alternate task.

Where they are: Fifteen feet from the net
Number of times: Students will get 5 attempts to use the four critical points of forehand.
Time: Students will have 90 seconds to hit all 5 forehands; a total of 6 minutes at each station.

What is used to assess: Checklist by the instructor; 1 racket and 5 birdies per student.

<table>
<thead>
<tr>
<th>X (Alternate Task)</th>
<th>T2</th>
<th>&lt; 13’ 6” &gt;</th>
<th>Target Box</th>
<th>X = Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 13’ 6” &gt;</td>
<td></td>
<td>&lt; 6’ 6” &gt;</td>
<td>&lt; 6’ 6” &gt;</td>
<td>T1 = Instructor feeding to students and recording in or out of target box</td>
</tr>
<tr>
<td>X ➔</td>
<td>^</td>
<td>^</td>
<td></td>
<td>T2 = Instructor assessing the 4 most critical points</td>
</tr>
<tr>
<td>(15 feet from net)</td>
<td></td>
<td></td>
<td></td>
<td>X = Students</td>
</tr>
</tbody>
</table>

Teacher places a check in the box in the critical points section of the student checklist if the student does NOT perform a critical element.
Teacher places a check in the box of the target section of the student checklist if the birdie does NOT land in the target box.
Each critical element is worth 5 points and each birdie that lands inside the target box is worth 5 points.
Maximum # of points earned on a single performance = forehand skill grade 25 points. Five birdies @ 25 points each = Maximum Score 125 points
**Skill Protocol:** Serve

**Process:** The skills test will be done on the forehand serve to make sure that students are using the 4 critical points for the skill. This will be done in the gym on the badminton court. Students will attempt to serve five times to the opposite service box.

**Students arrive:**

**What to do:** Students will hit 5 serves using the 4 most critical points landing those serves in the service box diagonally across from them. One instructor will be recording in or out of the service box and the other instructor will be assessing the 4 most critical points. Students will hit 5 serves and then rotate. All students not serving will be retrieving the birdies from the other side of the court. If more than 2 students, others will be engaged in an alternate badminton task.

**Where they are:** Behind Service Line

**Number of times:** Students will get 5 attempts to use the four critical points of the forehand serve.

**Time:** Students will have 90 seconds to hit all 5 forehand serves; a total of 6 minutes at each station.

**What is used to assess:** Checklist by the instructor; 1 racket and 5 birdies per student.

---

**Table:**

<table>
<thead>
<tr>
<th>X (Alternate Task)</th>
<th>&lt; 13’ 6” &gt;</th>
<th>&lt; 6’ 6” &gt;</th>
<th>&lt; 6’ 6” &gt;</th>
<th>Service Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td>T1</td>
<td>X (Retrieve)</td>
</tr>
<tr>
<td>T1</td>
<td></td>
<td>Service Line</td>
<td></td>
<td>Net</td>
</tr>
</tbody>
</table>

X = Students  
T1 = Instructor assessing the 4 most critical points  
T2 = Instructor recording in or out of the service box

- Teacher places a check in the box in the critical points section of the student checklist if the student does **NOT** perform a critical element.
- Teacher places a check in the box of the target section of the student checklist if the birdie does **NOT** land in the service box.
- Each critical element is worth 5 points and each birdie that lands inside the service box is worth 5 points.
- Maximum # of points earned on a single performance = forehand serve skill grade **25** points. Five birdies @ 25 points each = Maximum Score 125 points

---

**SKILL TEST PROTOCOL (6th Grade Badminton)**

**Skill Protocol:** Backhand

**Process:** The skills test will be done on the backhand to make sure that students are using the 4 critical points for the skill. This will be done in the gym on the badminton court. Students will attempt to hit 5 backhands into the target box.
Students arrive:
What to do: Students will hit 5 backhands using the 4 most critical points landing those backhands in the target box. One instructor will be feeding the birdies to the students hitting the backhands and recording in or out of the target box and the other instructor will be assessing the 4 most critical points. Students will hit 5 backhands and then rotate. One student will be retrieving the birdies while the others will be engaged in an alternate task.

Where they are: Fifteen feet from the net
Number of times: Students will get 5 attempts to use the four critical points of backhand.
Time: Students will have 90 seconds to hit all 5 backhands; a total of 6 minutes at each station.
What is used to assess: Checklist by the instructor; 1 racket and 5 birdies per student.

<table>
<thead>
<tr>
<th>X (Alternate Task)</th>
<th>T2</th>
<th>X (Retrieving)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 13’ 6” &gt;</td>
<td>&lt; 6’ 6” &gt;</td>
<td>&lt; 13’ 6” &gt;</td>
</tr>
<tr>
<td>(15 feet from net)</td>
<td></td>
<td>Target Box</td>
</tr>
<tr>
<td>X →</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>T1</td>
<td></td>
<td>(Retrieving)</td>
</tr>
</tbody>
</table>

X = Students
T1 = Instructor feeding to students and recording in or out of target box
T2 = Instructor assessing the 4 most critical points
- Teacher places a check in the box in the critical points section of the student checklist if the student does NOT perform a critical element.
- Teacher places a check in the box of the target section of the student checklist if the birdie does NOT land in the target box.
- Each critical element is worth 5 points and each birdie that lands inside the target box is worth 5 points.
- Maximum # of points earned on a single performance = backhand skill grade 25 points. Five birdies @ 25 points each = Maximum Score 125 points

Name: ___________________________  Date: ____________

Badminton Test

For each question, circle the best answer.

1. When should the score be called out loud?
   A. At the end of the game
   B. At the end of each point
   C. When the score changes
D. Before each serve

2. What is the correct height of the badminton net at the middle of the court?
   A. 3 feet
   B. 5 feet
   C. 7 feet
   D. 8 feet

3. Which term means a violation of the rules?
   A. Fault
   B. Feint
   C. Let
   D. Replay

4. How many points does the server get for winning a rally?
   A. 1
   B. 2
   C. 3
   D. 5

5. What part of the body provides the most of the power in badminton strokes?
   A. Shoulder
   B. Wrist
   C. Arm
   D. Trunk

T = True    F = False
6. A birdie may touch the net without a fault being called.  T / F

7. A serving player may only score 5 points in a row.   T / F

8. The ball of the thumb gives the racket support when hitting a backhand.  T / F

9. A serve must be an underhand stroke and the birdie must be contacted below the waist.  T / F

10. The name of the stroke that starts play is called an overhead clear.  T / F

**Badminton Vocabulary**
Please help the WMU teachers improve to become better teachers by answering these questions neatly and honestly!

1.) What was your favorite activity that you did during the badminton unit?

2.) What skill was the hardest for you? (circle one)
   - Serve
   - Forehand
   - Backhand
   - Drop shot

3.) What skill did you improve the most on? (circle one)
   - Serve
   - Forehand
   - Backhand
   - Drop shot

4.) What would you have liked to do during the badminton unit that we didn't get to?

5.) Do you think that if you have the chance to play badminton outside of class that you would do it? Yes/ No
   Why or why not?

Western Michigan HPER Lesson Plan Format

Teacher: All  Grade/Unit: Badminton / 6th Grade  Lesson Focus: Game Play
Daily Instructional Objectives (A, C, C)

Psychomotor (1 for fitness/warm-up, each skill taught and culminating activity):

P-1: Four of five students will perform quad pulls as shown when led by the instructor during whole class warm-ups.

P-2: Students will demonstrate three out of four badminton skills that were taught during the unit while participating in the doubles games.

Cognitive (knowledge/purpose of skill(s), culminating activity and/or safety):

C-1: Four out of partner pairs of students will demonstrate proper and safe rotation when moving from court to court during the games.

C-2: Four out of five students will demonstrate understanding of badminton rules during game play by starting play with a serve after a rally has ended.

C-3: Four out of five students will demonstrate understanding of skill use during game play by performing a drop shot when their opponent is not in correct position.

Personal-Social

P/S-1: Students will demonstrate pride in accomplishment by using good sportspersonship during the game play no matter what the outcome.

P/S-2: Students will demonstrate cooperation by playing with their partner during several game rotations.

Equipment Needed:
30 Badminton Rackets, 30 Birdies, Badminton Nets (2 Long Nets, 4 Poles), court signs

Safety Considerations:
Students need to walk under the nets on rotations without grabbing or touching them. Students rotating up and down the stairs should not run.

Warm-up:

(Min 0-1) Transition: When I say go I want everyone to find a partner in 5 seconds and stand along the end line with one partner on the line and the other behind them, make sure to spread all the way down so there is space between groups.
Time: Min 1-3.5   Formation: 2 person lines along end line

X  X  X  X  X  X  X  X  X  X  X  X  X  X  X
       X                  X  X
X  X  X  X  X  X  X  X  X
       X                  X  X
       X                  X

↓  T  ↓  ↓

T= Teacher
X= Student

Student pairs have 3 feet between each pair. The partners go across the gym in a staggered formation, with each partner leaving on the teacher signal.

Warm-up Information:
Agilities as selected by Mr. Wank.

(Min 3.5-4) Transition: Now everyone needs to spread out in the gym so that you can see and hear Mr. Cox for stretching. Go.

Stretches:   Time: Min 4-6   Formation: General space

(Min 4-5) Seated toe touches
(Min 5-6) Quad pulls

Students spread with at least two steps between each; approx. 6ft.

T= Teacher
X= Student

(Min 6-6.5) Transition:
When I say go, get close in the middle so that you can hear Mr. Walters. Go.
(Min 6.5-7)
Anticipatory Set:
What do you think has been the most enjoyable part of badminton so far?

Statement of Objective:
Today you get to put together all the skills you have practiced so that you can play in a real game-like situation.

(Min 7-8) Centrally located position (explain practice set-up):
Students will be playing doubles games on the six badminton courts in the gym and the students who are waiting to play will be rallying and practicing upstairs with their partner on three designated areas. The students on the side of the court closest to the wall will move on each rotation one court clockwise. When they reach the last court, they will then move upstairs to practice rallying with their partner. On the next rotation they will move downstairs on the opposite side and continue clockwise rotations. The students on the inside area of each court will stay at that court as new partner groups rotate to them.

There were not any extra students for practice to be taking place upstairs. We ended up with an odd number and also one student having to do a make-up skill test on the first court. We started with one court having a game of 2 on 1. After we worked the skill test student into the rotation, we ended up with three students on the inside of the court playing 2 on 1 and all the teams of 2 on the outside rotating. It smoothed itself out quickly and worked fine.

Each rotation will last for three minutes and each court transition will last for 15 seconds.

(Min 8-8.5) Transition:
When I say go, I would like everyone to find a partner once you have found a partner, sit down back to back with your partner. Go.

(Min 8.5-9) Transition:
When I say go, I would like one partner to go get two rackets and a birdie (birdies were handed out to student groups who got to a court and were ready) and one partner to go to a court. One team will be on each side of each court. Three teams will need to go to the three practice areas upstairs. (N/A) Once both teams on a court are ready you may begin with the youngest player on the court starting with the serve. Go.

Practice Set-up:

<table>
<thead>
<tr>
<th>Downstairs Gym</th>
<th>Court 1 →</th>
<th>Court 2 →</th>
<th>Court 3 → to outside court 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

66
X = Students

**Rotation (R) 1**

<table>
<thead>
<tr>
<th>Time</th>
<th>Court 6</th>
<th>Court 5</th>
<th>Court 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:30</td>
<td>R2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:00</td>
<td>R3</td>
<td>T5</td>
<td></td>
</tr>
<tr>
<td>19:00</td>
<td>R4</td>
<td>T6</td>
<td>R7</td>
</tr>
<tr>
<td>22:30</td>
<td>R5</td>
<td>T7</td>
<td>R8</td>
</tr>
<tr>
<td>26:00</td>
<td>R6</td>
<td>T8</td>
<td></td>
</tr>
<tr>
<td>26:30</td>
<td>R7</td>
<td>T9</td>
<td></td>
</tr>
<tr>
<td>29:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42:00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Transition (T) 1**

<table>
<thead>
<tr>
<th>Time</th>
<th>Court 6</th>
<th>Court 5</th>
<th>Court 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23:00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Upstairs Gym (N/A)**

(Min 12) Rotation (R) 1
(Min 12- 12:30) Transition (T) 1

(Min 41.5- 42) Transition: Freeze. Everyone walk quickly back in to the middle where you can see and hear me.

(Min 42-43) Closure/Dismiss:

Everyone did an excellent job today of putting together all their badminton skills that we learned to that you could play a real game. I hope that next time you have the opportunity to play, you will show off those skills and keep practicing. For all the teachers here from WMU, we want to thank you for working so hard with us over the last several weeks. We have been assessing your progress with the skills, with your knowledge and with your behavior so that we can assign you each a grade for this badminton unit. Mr. Dunlap will be giving those progress reports to you so you and your family can see how you did.

When I say go, I would like everyone to walk over, place their rackets and birdies in the bins and you may go get changed. Go.
**National Standards:** National Association for Sport & Physical Education

*Standard 6:* Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**State Standards:** Michigan Department of Education

*Standard 5:* Participates successfully in selected health enhancing, lifelong physical activities

*Standard 8:* Develop and maintain healthy levels of flexibility of selected joints of the body
Badminton Unit Assessment Plan

The badminton unit assessment plan will be based upon the instructional objectives that have been taught throughout the unit. The assessment values have been weighted according to the three domains that are taught in physical education. The three domains that students will be assessed on are the following:

- Personal Social Skills
- Cognitive Skills
- Psychomotor Skills

Personal social skills will be 10% of the students graded outcome. This domain includes student’s attendance, the student’s ability to follow rules, stay on the prescribed task as asked by the instructor and working cooperatively with other students in groups and with a partner. Attendance and the ability to stay on task are expected out of each and every student 100% of the time.

Cognitive skills will be 30% of the student’s graded outcome. The cognitive domain consists of a written quiz and an Individualized Prescribed Instructional plan. Students will be responsible for keeping track of their progress within their Individualized Prescribed Instructional plan. The quiz will reflect the student’s knowledge of the information taught within the badminton unit.

Psychomotor skills will be 60% of the student’s graded outcome. This domain is weighted heavily since it consists of the actual badminton skills. Students will be expected to perform the badminton serve, forehand stroke, and backhand stroke with competency. Students will be skill tested on these shots during the unit and their success and outcome of the skills tested will be recorded. A pre-test will be given to students at the beginning of the unit to assess their prior knowledge of skills and rules of badminton. The skill test will be assessed on the outcome of the stroke and the student’s ability to have correct form while performing the stroke.
This assessment plan has been designed to assess students as accurately as possible through teacher and student observation and recordings. The final grade a student receives will measure the student’s overall performance in the sixth grade badminton unit.
## Badminton Unit Assessment Breakdown

### Grading Scheme

<table>
<thead>
<tr>
<th>Category</th>
<th>Assessment throughout unit:</th>
<th>10% of total grade</th>
<th>30% of total grade</th>
<th>60% of total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal/ Social</strong></td>
<td><strong>Students are expected to be personally and socially competent daily, and therefore begin with all points possible. A behavior is recorded when it does not meet personal/social expectations and points are lost. When a student is absent he or she will also lose the attendance points for that day.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Attendance (5%)</td>
<td>1. Attendance (5%) .........................30pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Following Rules / On Task (5%)</td>
<td>2. Following Rules / On Task (5%) .........................30pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will demonstrate respect for authority by following directions given by the teacher four out of five times.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student will demonstrate cooperation by working with others to achieve the task during activities on 4 out of 5 attempts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will demonstrate reliability by arriving to class on time and prepared during five out six days during the unit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td><strong>Assessment throughout unit: IPI Sheets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Quiz (20%)</td>
<td>1. Quiz (20%) .........................120pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. IPI (10%)</td>
<td>2. IPI (10%) .........................60pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Four of five students will correctly write their entry number on their log sheet during the IPI warm up station entry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will correctly identify and label their goal on their log sheet for two out of three IPI stations during warm ups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 5 – Written Quiz</strong></td>
<td><strong>Day 5 – Written Quiz</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Four out of five students will correctly answer seven out of ten questions correctly during the badminton post test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Psychomotor</strong></td>
<td><strong>Day 5 – Skills Test</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Serve (20%)</td>
<td>1. Serve (20%) .........................120pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Forehand (20%)</td>
<td>2. Forehand (20%) .........................120pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Backhand (20%)</td>
<td>3. Backhand (20%) .........................120pts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 5 – Skills Test</strong></td>
<td><strong>Day 5 – Skills Test</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will demonstrate the 4 critical points of the forehand during the skills test on 2 of 3 trials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will demonstrate the 4 critical points the backhand during the skills test on 2 of 3 trials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students will complete a serve over the net into the opposite serve box on two out of three trials during the skills test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Social</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Attendance (5%)………………………...30pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Following Rules / On Task (5%).............30pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Quiz (20%)…………………………….120pts</td>
<td></td>
</tr>
<tr>
<td>4. IPI (10%)………………………………60pts</td>
<td></td>
</tr>
<tr>
<td>• Filling Out Correctly (5%)……30pts</td>
<td></td>
</tr>
<tr>
<td>• Goal (5%)……………………..30pts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychomotor</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Serve (20%)……………………………120pts</td>
<td></td>
</tr>
<tr>
<td>• Four Critical Points 2 of 3 trials (15%)……90pts</td>
<td></td>
</tr>
<tr>
<td>• Outcome (5%)……………………….30pts</td>
<td></td>
</tr>
<tr>
<td>5. Forehand (20%)…………………………120pts</td>
<td></td>
</tr>
<tr>
<td>• Four Critical Points 2 of 3 trials (15%)………90pts</td>
<td></td>
</tr>
<tr>
<td>• Outcome (5%)……………………….30pts</td>
<td></td>
</tr>
<tr>
<td>6. Backhand (20%)…………………………120pts</td>
<td></td>
</tr>
<tr>
<td>• Four Critical Points 2 of 3 trials (15%)………90pts</td>
<td></td>
</tr>
<tr>
<td>• Outcome (5%)……………………….30pts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>540-600</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>480-539</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>420-479</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>360-419</td>
</tr>
<tr>
<td>E</td>
<td>59 and below</td>
<td>300-359</td>
</tr>
</tbody>
</table>
SKILL TEST PROTOCOL (6th Grade Badminton)

Skill Protocol: Forehand

Process: The skills test will be done on the forehand to make sure that students are using the 4 critical points for the skill. This will be done in the gym on the badminton court. Students will attempt to hit 5 forehands into the target box.

Students arrive:
What to do: Students will hit 5 forehands using the 4 most critical points landing those forehands in the target box. One instructor will be feeding the birdies to the students hitting the forehands and recording in or out of the target box and the other instructor will be assessing the 4 most critical points. Students will hit 5 forehands and then rotate. One student will be retrieving the birdies while the others will be engaged in an alternate task.

Where they are: Fifteen feet from the net

Number of times: Students will get 5 attempts to use the four critical points of forehand.

Time: Students will have 90 seconds to hit all 5 forehands; a total of 6 minutes at each station.

What is used to assess: Checklist by the instructor; 1 racket and 5 birdies per student.

<table>
<thead>
<tr>
<th>X (Alternate Task)</th>
<th>T2</th>
<th>T2</th>
<th>T2</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 13’ 6” &gt;</td>
<td>&lt; 6’ 6” &gt;</td>
<td>&lt; 6’ 6” &gt;</td>
<td>&lt; 13’ 6” &gt;</td>
</tr>
<tr>
<td>(15 feet from net)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X →</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X = Students
T1 = Instructor feeding to students and recording in or out of target box
T2 = Instructor assessing the 4 most critical points

- Teacher places a check in the box in the critical points section of the student checklist if the student does NOT perform a critical element.
- Teacher places a check in the box of the target section of the student checklist if the birdie does NOT land in the target box.
- Each critical element is worth 5 points and each birdie that lands inside the target box is worth 5 points.
- Maximum # of points earned on a single performance = forehand skill grade 25 points. Five birdies @ 25 points each = Maximum Score 125 points

73
SKILL TEST PROTOCOL (6th Grade Badminton)

Skill Protocol: Backhand

Process: The skills test will be done on the backhand to make sure that students are using the 4 critical points for the skill. This will be done in the gym on the badminton court. Students will attempt to hit 5 backhands into the target box.

Students arrive:

What to do: Students will hit 5 backhands using the 4 most critical points landing those backhands in the target box. One instructor will be feeding the birdies to the students hitting the backhands and recording in or out of the target box and the other instructor will be assessing the 4 most critical points. Students will hit 5 backhands and then rotate. One student will be retrieving the birdies while the others will be engaged in an alternate task.

Where they are: Fifteen feet from the net

Number of times: Students will get 5 attempts to use the four critical points of backhand.

Time: Students will have 90 seconds to hit all 5 backhands; a total of 6 minutes at each station.

What is used to assess: Checklist by the instructor; 1 racket and 5 birdies per student.

<table>
<thead>
<tr>
<th>X (Alternate Task)</th>
<th>T2</th>
<th>T2</th>
<th>&lt; 13’ 6” &gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 13’ 6” &gt;</td>
<td>&lt; 6’ 6” &gt;</td>
<td>&lt; 6’ 6” &gt;</td>
<td>&lt; 13’ 6” &gt;</td>
</tr>
<tr>
<td>X →</td>
<td>Target Box</td>
<td>X (Retrieving)</td>
<td></td>
</tr>
<tr>
<td>(15 feet from net)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X = Students
T1 = Instructor feeding to students and recording in or out of target box
T2 = Instructor assessing the 4 most critical points

- Teacher places a check in the box in the critical points section of the student checklist if the student does NOT perform a critical element.
- Teacher places a check in the box of the target section of the student checklist if the birdie does NOT land in the target box.
- Each critical element is worth 5 points and each birdie that lands inside the target box is worth 5 points.
- Maximum # of points earned on a single performance = backhand skill grade 25 points. Five birdies @ 25 points each = Maximum Score 125 points
SKILL TEST PROTOCOL (6th Grade Badminton)

Skill Protocol: Serve

Process: The skills test will be done on the forehand serve to make sure that students are using the 4 critical points for the skill. This will be done in the gym on the badminton court. Students will attempt to serve five times to the opposite service box.

Students arrive:
What to do: Students will hit 5 serves using the 4 most critical points landing those serves in the service box diagonally across from them. One instructor will be recording in or out of the service box and the other instructor will be assessing the 4 most critical points. Students will hit 5 serves and then rotate. All students not serving will be retrieving the birdies from the other side of the court. If more than 2 students, others will be engaged in an alternate badminton task.

Where they are: Behind Service Line

Number of times: Students will get 5 attempts to use the four critical points of the forehand serve.

Time: Students will have 90 seconds to hit all 5 forehand serves; a total of 6 minutes at each station.

What is used to assess: Checklist by the instructor; 1 racket and 5 birdies per student.

<table>
<thead>
<tr>
<th>X (Alternate Task)</th>
<th>&lt; 13’ 6” &gt;</th>
<th>&lt; 6’ 6” &gt;</th>
<th>&lt; 6’ 6” &gt;</th>
<th>T2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>T1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Service Line Net

X = Students
T1 = Instructor assessing the 4 most critical points
T2 = Instructor recording in or out of the service box

- Teacher places a check in the box in the critical points section of the student checklist if the student does **NOT** perform a critical element.
- Teacher places a check in the box of the target section of the student checklist if the birdie does **NOT** land in the service box.
- Each critical element is worth 5 points and each birdie that lands inside the service box is worth 5 points.
- Maximum # of points earned on a single performance = forehand serve skill grade **25** points.
  Five birdies @ 25 points each = Maximum Score 125 points
**Skill: Serve**

<table>
<thead>
<tr>
<th>4 Critical Points</th>
<th>Check</th>
<th>Trials Inside Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Back Underhand</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>* Forward Underhand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Racket Through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Snap Wrist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skill: Forehand**

<table>
<thead>
<tr>
<th>4 Critical Points</th>
<th>Check</th>
<th>Trials Inside Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Rotate</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>* Racket Back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Step</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Swing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skill: Backhand**

<table>
<thead>
<tr>
<th>4 Critical Points</th>
<th>Check</th>
<th>Trials Inside Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Rotate</td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>* Arm Across</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Step</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Swing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Badminton Test

For each question, circle the best answer.

1. When should the score be called out loud?
   A. At the end of the game
   B. At the end of each point
   C. When the score changes
   D. Before each serve

2. What is the correct height of the badminton net at the middle of the court?
   E. 3 feet
   F. 5 feet
   G. 7 feet
   H. 8 feet

3. Which term means a violation of the rules?
   A. Fault
   B. Feint
   C. Let
   D. Replay

4. How many points does the server get for winning a rally?
   E. 1
   F. 2
   G. 3
   H. 5

5. What part of the body provides the most of the power in badminton strokes?
   E. Shoulder
   F. Wrist
   G. Arm
   H. Trunk

T = True     F = False

6. A birdie may touch the net without a fault being called.    T / F

7. A serving player may only score 5 points in a row.        T / F

8. The ball of the thumb gives the racket support when hitting a backhand.  T / F

9. A serve must be an underhand stroke and the birdie must be contacted below the waist.  T / F

10. The name of the stroke that starts play is called an overhead clear.   T / F
Parent/Guardian:

We are student teachers from Western Michigan University who had the opportunity to teach your child a badminton unit. Throughout this unit we were able to assess your child’s skill level, knowledge and behavior. Your child was evaluated on the following skills: forehand, backhand and serve. Within each of these skills four critical points and her/his accuracy were recorded. Your child was also graded on her/his personal-social skills and a written test. Grades were weighted on three domains, using a scale of 60% psychomotor, 30% cognitive and 10% personal-social.

Thank you for allowing us to work with your child. If you have any further questions or concerns regarding this physical education class, please do not hesitate to contact the Dr. Suzan Ayers at (269) 387-2712 with regards to the HPER 4480 class.

Sincerely,

HPER 4480 students

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forehand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Backhand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serve</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Performance:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychomotor (60%)</td>
<td></td>
</tr>
<tr>
<td>Cognitive (30%)</td>
<td></td>
</tr>
<tr>
<td>Personal-Social (10%)</td>
<td></td>
</tr>
</tbody>
</table>

Final Unit Grade
Progress Report
Prepared for:

Portage Central Middle School
Badminton Unit

Western Michigan University
Department of Health, Physical Education & Recreation
HPER 4480 Class Practicum