

Grade: 10-12 Net and Racket Games (Badminton)		Subject: Physical Education	
Materials: Badminton Birdie, Badminton Nets, Badminton Rackets		Technology Needed: Team Shake (Phone App)	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 		<ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	
		Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) 	
		<div style="border: 1px solid black; padding: 5px;"> <p>Explain: Students will be paired up into pairs using the team shake app, this app allows equal partners throughout the class based upon skill level. With these pairs they are set to practice their skills and eventually compete in a tournament.</p> </div> <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic 	
Standard(s) Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. S1.E22.K Volley, underhand Volleys a lightweight object (balloon), sending it upward. S2.E3. Speed, direction, force Travels in general space with different speeds.		Differentiation Below Proficiency: Students who are below proficiency will not be able to complete the task of standard S1. E22.A basic underhand volley. Frequent checks and extra instruction will be given to these students to get back on task. Above Proficiency: Students can perform the basic skills of badminton. These students can try different skills in the game while also helping other students who may be below proficiency. These students would often be paired with a student below proficiency to help improve their skills in a peer-to-peer setting. Approaching/Emerging Proficiency: These students are showing the basic skills of the game. They might need slight help or a challenge from the teacher or peers to try. Competitive atmospheres often challenge these students to move up a level of proficiency through their contributions. Modalities/Learning Preferences: <i>Bodily/Kinesthetic, & Interpersonal.</i>	
Objective(s) <i>Students Will....</i> 1)Explore the game of badminton and the skills and strategies used to be successful during the game. 2)Analyze the concept of the game that correlates with the skills the student and partner may have to play in a competitive atmosphere. Bloom’s Taxonomy Cognitive Level: <i>Remember, Understand, Apply, Analyze, Evaluate, & Create.</i>			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be grouped into pairs using the team shake app. This app will pair students equally. This will also help with rotations when playing games against another team.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students are expected and held to the standards that were implemented early in the classroom with behavioral expectations. The educator will also talk about the safety aspect of using the badminton racket and how spatial awareness is very important.	
Minutes		Procedures	

5	<p>Set-up/Prep: Students will come into the gymnasium and help set up the badminton nets, they will then sit in their attendance rows.</p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will be put through a basic warm-up focusing a lot on shoulder mobility because of the importance of this and badminton. The teacher will then ask if anyone knows the concepts of this game or has played it in the past. The teacher will also make a real-world connection and talk about how this is an Olympic Sport.</p>
5	<p>Explain: (concepts, procedures, vocabulary, etc.) Explain the basic concepts of the game. Start with the basic rules of the game, this includes where the out of bounds lines are, how many hits each side gets, how high can you hit the birdie etc. The teacher will also explain some basic strategies to the students when playing against another team. The teacher will also explain the rotations when playing against another team. The teacher also talks about the importance of the score keeping system in net and racket games and how they work. Finally, the teacher will talk about the standards and objectives that are being used during this lesson.</p>
30	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will engage in various activities, starting with basic serving over the net to their partner. Once the students and teacher feel like everyone in the class is proficient in the skill the next game or skill will be implemented. The students with their partner will then begin to volley across the net with another team not keeping score. This sets the boundaries and spatial awareness needed to play the game in a competitive matter. Finally, the students will start to play games in a competitive matter, keeping scores on their own and understanding the concepts of how to keep a score. The students will play multiple games with the end goal of a badminton tournament set for later in the week.</p>
	<p>Review (wrap up and transition to next activity): Reiterate the importance of the lesson and what standards and skills were practiced and discussed during this unit. Also talk about how students learn the importance of strategy and team chemistry along with other collaborative communication during this unit.</p>

Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.

Students come prepared physical education class by dressing to the proper attire assessed in the classroom policies during the first couple days.

Consideration for Back-up Plan:

As a physical education teacher I have a handful of backup ideas in my book, whether that is a team building activity or using a different piece of equipment to still reach the standard.

Summative Assessment (linked back to objectives)

End of lesson: Students will do a wrap up reflection on the unit and if effort put in will reach the summative assessment grade that qualifies for a passing grade. Students must incorporate what standard was covered during the unit.

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This is a tremendous Lesson plan, follows the standard throughout the lesson and also incorporates a unique way of grading the students both formatively and summative. It is in a classroom setting where finding a summative type of assessment could be difficult.