

Stage 1: Identify Desired Results

Established Goals: (Learning outcome/s & indicator/s from curriculum)

Outcome:

8.4 Complex Skills Utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.

- a. Demonstrate the ability to repeatedly perform a skill at game appropriate speed without hesitation.
- b. Demonstrate the ability to manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.
- c. Demonstrate the ability to smoothly apply variations to a complex skill as required by a situation (e.g., basketball: reverse pivot to shot, reverse pivot while dribbling to avoid an opponent, cross-over dribble to avoid an opponent; educational gymnastics: tossing and catching a ball while rotating, while balancing, while leaping and landing).
- d. Perform a variety of game specific complex skills (e.g., drop shot return of a short serve in badminton) at a level of automation while practicing and participating in game situations.

Understandings: (can also be written as 'I Can' statements)

Students will understand...

- *I can... understand the technique used to smash a birdie*
- *I can... explain the technique used to smash a birdie*
- *I can... physically show the technique used to smash a birdie*

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Essential Questions:

- **What starting position should your body be in when preparing to smash a birdie?**
- **What actions do each of your arms perform when smashing a birdie?**
- **What does it look like to follow through when smashing a birdie?**

Students should already know...

- *How to rally a birdie*
- *How to play a basic game of badminton*
- *How to hit a birdie from above and below hip line*

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Students will be able to...

- Know how to position their body in preparation of smashing a birdie.
- Use their non-racquet arm to create power and balance for their swing
- Know how to follow through from preparation to the completion of smashing a birdie.

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Stage 2: Determine Evidence for Assessing Learning

If the student is participating, making efforts to demonstrate the indicators, then "pass". There should also be evidence of students trying the techniques taught and putting it into practice.

If the student is refusing to make this effort, then "fail". Before finalizing a "fail", teacher should check in with student to identify the reason they are not participating. Consulting other teachers may help as well to see if this same behaviour is being exhibited outside of the gym. If this is the case, further support, such as an assessment may be completed to help student in their learning experience.

Stage 3: Build Learning Plan

Instructional Strategies:

- Watch a video with instructions of how to smash a birdie
- Have students explain what they watched and heard
- Have a student demonstrate to the class how to smash a birdie
- Go through each step of smashing together as a group
- Write each step on white board

<p>Set (Engagement): Length of Time: 4-5 mins</p> <ul style="list-style-type: none"> In classroom, share that we are going to be watching a video to help demonstrate the proper technique used to smash a birdie. Show HOW TO SMASH IN BADMINTON: SMASH FASTER NOW tutorial video of how to smash a birdie in badminton using projector. <p>Development: Time: 10 mins</p> <ul style="list-style-type: none"> After video, ask students if they have any questions about what they just watched. Have students show you using the technique used in the video of how they would smash a birdie. Go over each step as a group until they all feel comfortable and confident with the moves. List each step by writing it on whiteboard. Ask: What starting position should your body be in when preparing to smash a birdie? Ask: What actions do each of your arms perform when smashing a birdie? Ask: What does it look like to follow through when smashing a birdie? Head to the gym and have a student that knows how to smash demonstrate it to the group <p>Closure: Time: 5 mins – will practice for the rest of PE class</p> <ul style="list-style-type: none"> Have students play kings court or short singles/doubles games and try to smash the birdie using the techniques they learned. Observe each pairing of students or individual and watch for efforts made to use the newly learned techniques. 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> - Computer - Projector - Whiteboard - Badminton equipment (racquet, birdie, goggles, gym clothing, nets) <p>Video:</p> <ul style="list-style-type: none"> - HOW TO SMASH IN BADMINTON: SMASH FASTER NOW [AylexTV] <p>* Badminton SMASH Tutorial – Improve your POWER and Timing! (Min 2:10-5:22) This video can be used as extra support and more in depth instruction if more time is available, or it can be used for another drill.</p> <p>Extra Resource (if requested): How to Play the Forehand Badminton Smash</p> <p>Adaptive Dimension/Inclusion for learning:</p> <ul style="list-style-type: none"> - Provide one-on-one support for students who may need extra help in getting the steps down to smash birdie. - Put students in pairs or against individuals who will best support their ability to practice smashing <p>Comprehensive School Health Connections: Healthy Physical & Social Environments</p> <ul style="list-style-type: none"> - a welcoming, caring and inclusive environment. - Strategies to use the school building and ground, materials, equipment and the routes to and from the school to enhance well-being of staff, students and community.
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Stage 4: Reflection

Professional Development Goal is...

- Intentionally watch each student as they practice the smashing technique, taking notice of their preparation stance, form, and follow through.
- Give clear instructions for the task at hand, speaking slowly and clearly, and avoiding use of “fluffy” or filler words.