

MODULE OVERVIEW

ABOUT THIS MODULE

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Badminton can be played as a recreational or competitive sport throughout an individual's lifetime. It's played everywhere from the Summer Olympics to summer family barbeques. This module prepares students with the confidence and skill needed to be active whenever a badminton opportunity develops.

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

- ✔ **H1.L1&2.** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (net/wall games) (L1). Refines activity-specific movement skills in one or more lifetime activities (net/wall games) (L2).

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- ✔ **H1.L1&2.** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (L1); Identifies and discusses the historical and cultural roles of games, sports, and dance in a society (L2).
- ✔ **H2.L1&2.** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (L1); Describes the speed/accuracy trade-off in throwing and striking skills (L2).

Standard 3. Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

- ✔ **H11.L2.** Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement) (L2).

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

- ✔ **H2.L1.** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance (L1).
- ✔ **H3.L1.** Uses communication skills and strategies that promote team/group dynamics (L1).
- ✔ **H5.L1.** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (L1).

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- ✔ **H4.L1&2.** Identifies the opportunity for social support in a self-selected physical activity or dance (L1); Evaluates opportunities for social interaction and social support in a self-selected physical activity or dance (L2).

NOTE: Additional standards and outcomes addressed are specified on each activity plan.

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PLANNING
COMPLETE
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

- Instant Activity (Ex: Volley Challenge) *5-10 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Skill Activity with Debrief *10-15 minutes*
- + Check for Understanding *5 minutes*

Tournament style lessons can be designed with a skill review as an instant activity and then game play for the remainder of the lesson. We recommend building debrief sessions into tournament play to address teachable moments without disrupting the flow of games.

- Skill Review *5-10 minutes*
- + Tournament Play with Debrief *10-15 minutes*
- + Tournament Play with Debrief *10-15 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Several different types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development. Utilize the assessments as written, or create your own assessment to match the needs of your students and the demands of your program schedule.

Holistic Performance Rubric

The outcomes-based criteria provided on the module performance rubric is meant to inform both teacher and students with respect to learning expectations and specific assessment benchmarks. Share this information at the start of the module, then review it throughout the module to provide direction and focus to student practice.

Score students using this rubric during the final lessons of the module. As students participate in the King/Queen of the Court and Round Robin Tournament formats, observe their play and score their performance.

Academic Language Quiz

One short quiz is provided with this instructional module and is useful for evaluating student retention of a small sample of academic language vocabulary words. However, creating additional quizzes using the OPEN MS Word document can provide feedback on most, if not all, of the module’s academic language vocabulary words. If many students miss a question covering a specific word, review that word, its meaning, and proper context in future lessons.

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ASSESSMENT

Academic Language Quiz *(continued)*

Quiz scores can be used as a part of a student's overall evaluation for a learning module. Providing a series of quizzes with a larger final quiz at the end of the module reviewing all of the module vocabulary is another way to collect cognitive evaluation scores. The extent to which you use academic language quizzes will depend on the limitations of class size/school size as well as the overall assessment requirements of your district. It's not recommended that a single quiz be used as a large percentage of a comprehensive grading policy.

Movement Concept Self Analysis

The SHAPE America Outcomes call for students to be able to “use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (S2.H2.L1).” However, oftentimes we don't provide an opportunity for students to think about and process their performance in this way. This self-analysis provides a simple framework in order to prompt students to formally document how critical concepts apply to skill performance and improvement. Using this worksheet for final evaluation purposes should be done with a focus on the quality and depth of student responses.

Wikipedia Scavenger Hunt

Sport and physical activity have played an important role in all cultures throughout history. This worksheet can be done as homework or on days when physical activity in physical education isn't possible. Students visit Wikipedia.com and research the sport of badminton in order to “identify and discuss the historical and cultural roles of (badminton) in a society (S2.H1.L2).” Again, using this worksheet for final evaluation purposes should be done with a focus on the quality and depth of student responses and as a part of a larger module portfolio of work.

Badminton 101 Diagrams Quiz

This cognitive check for understanding provides feedback on student understanding of court lines and basic equipment. Like other quizzes, this assessment can be used a small part of each students overall progress toward cognitive outcomes.

Self-Efficacy and Social Support Inventory

As students (especially girls) enter high school and beyond, self-efficacy and social support systems play a role in regular participation in health-enhancing physical activity. This short inventory is designed to provide formative feedback on student development, as well as inform curriculum and planning decisions to physical educators based on content relevancy to the students being served.

Fitness Portfolio Page

Each module's Fitness Portfolio Page is meant to provide a summary of how students perceived the impact on their health-related and skill-related fitness levels. This offers an opportunity for self-reflection toward the end of the instructional module. Evaluation should again be done with a focus on the quality of work and depth of student responses. Individual portfolio pages can be organized throughout the year as a part of a larger student assessment portfolio.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Volley Challenge + Badminton 101	Volley, Dominant, Non-Dominant, Shuttle, Communication, Actively Engaged, Space, Relationship, Effort, Etiquette, Clear, Smash, Drop, Forehand, Backhand, Serve, Backhand Serve, Forehand Serve, Service Line, Center Line, Safety, Skill
2	Volley Challenge + Move and Clear	Clear, Athletic Stance, Speed, Power, Agility, Health-Related Fitness, Skill-Related Fitness, Cardiorespiratory Endurance, Timing, Actively Engaged
3	Move and Clear + Racquet Square	Sportsmanship, Drop Shot, Soft Hits, Balance, Positioning
4	Move and Clear + Target Practice	Target, Placement, Balance, Force, Position, Skill-Related Fitness
5	Target Practice + Cover the Court	Agility, Speed, Athletic Stance, Health-Related Fitness, Skill-Related Fitness, Positioning
6	Cover the Court + Racquet Square	Sportsmanship, Drop Shot, Soft Hits, Balance, Positioning, Agility, Speed, Athletic Stance, Health-Related Fitness, Skill-Related Fitness
7	Volley Challenge + King/Queen of the Court	Sportsmanship, Etiquette, Safety, Opponent, Strategy, Skill, Cooperation
8	Volley Challenge + Round Robin Tournament	Tournament, Sportsmanship, Fair Play, Strategy, Skill-Related Fitness, Health-Related Fitness
9	Volley Challenge + Round Robin Tournament	Academic Language Review