

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✓ **Standard 1 [H1.L1-2]:** Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (net/wall games) (L1).
- ✓ **Standard 4 [H2 .L1]:** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance (L1).
- ✓ **Standard 4 [H5.L1]:** Applies best practices for participating safely in physical activity, exercise, and dance (L1).

### FOCUS TARGETS

- ✓ **Skill:** I will perform each shot, demonstrating all cues.
- ✓ **Cognitive:** I will identify each of the different shots when they are demonstrated by the teacher.
- ✓ **Fitness:** I will stay actively engaged in physical education class.
- ✓ **Personal & Social Responsibility:** I will safely participate by using the equipment correctly.

### ACADEMIC LANGUAGE

- ✓ Clear
- ✓ Smash
- ✓ Drop
- ✓ Forehand
- ✓ Backhand
- ✓ Serve

### SELECTED ASSESSMENT

- ✓ Move to Improve Self-Analysis Worksheet

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Post Movement Concept Posters, activity instructions, and challenges on the wall. Students enter the activity area, find a partner and a racquet and shuttle then move to an open court and begin Volley Challenge. As court fills, late arrivals join groups to create doubles play.</p>	<p>Volley Challenge</p>	<p><b>DOK 1:</b> Name a movement concept related to Badminton?  <b>DOK 2:</b> How can we apply concepts in skill practice?  <b>DOK 3:</b> How could you adapt this activity to make it more challenging? Less challenging?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Show elite level badminton play via YouTube to set the instructional hook. Provide a set of Badminton 101 Skill Cue Charts at each court. 4 students per court. Each student is responsible for 1 Skill Chart. S/he explores the cues, then works to teach other group members.</p>	<p>Badminton 101 (Guided Discovery)</p>	<p><b>DOK 1:</b> What skills did you discover in this activity?  <b>DOK 2:</b> Which skill was the easiest to learn/teach? Why?  <b>DOK 2:</b> Which skill was the most difficult to learn/teach? Why?</p>
<p><b>3</b> LEARNING TASK</p>	<p>Demonstrate 1 skill chart for the entire class, then allow 3 to 5 minutes of practice time for that skill. Repeat for all skills. Reference the guided discovery done earlier. Emphasize skill/performance refinement with your demonstrations.</p>	<p>Badminton 101 (Demos &amp; Practice)</p>	<p><b>DOK 1:</b> Which shot did we just practice?  <b>DOK 2:</b> How would you use this shot during gameplay?  <b>DOK 3:</b> Can you describe a shot sequence that includes this shot that could be used to gain an offensive advantage?</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>Provide 5 minutes at the end of the lesson for student to fill out the Move to Improve Self-Analysis Worksheet. Review student answers and use this information to set the hook at the start of the next lesson.</p>		