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| **PRE-PLANNING THE DAILY LESSON** | | | |
| **Name: Austin Carlton**   **Lesson Topic: High, Deep Serve** **Content Area Focus: Grades 6-12 (Beginners)** | | | |
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| **Step 1: Gather Facts about the Learners** *(Choose three areas from which to gather facts. Explain the reasoning for each choice.)*  ***Interest Inventories***– I want to know the skills my students are interested in so that I can engage them in learning and make real life connections to their interest. An interest survey instrument will be used.  ***Multiple Intelligences***– I need to know the strengths of my students so that I can provide instruction that optimizes learning. My drills will include at minimum the following: MI: verbal linguistic (I will ask students questions), visual (I will show students photos demonstrating the phases of the skill), and interpersonal (students will participate in cooperative learning by being partnered or put into groups).  ***Data-based observations*** *-* Observing my students will help me know the areas in which they excel and they struggle. Since I want to teach to their strengths, I should include learning opportunities based on the observations. I will pay particular attention to language, social interaction, and persistence. I will use a check sheet (anecdotal) and these will be recorded my grade book. | | | |
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| **Step 2: Content**  **Alabama Course of Study Standard (s):**  AL-ALEX.PE.6.4. Demonstrate forehand and backhand striking skills.  AL-ALEX.PE.6.5. Identify rules and regulations for a variety of sports and lifetime activities.  AL-ALEX.PE.6.6. Explain the importance of repetition and practice as a means for skill improvement.  AL-ALEX.PE.6.8. Explain sport-specific etiquette and good sportsmanship for team, individual, and dual sports.  AL-ALEX.PE.7.1. Apply coordinated movements, strategies, and rules to achieve success in a variety of sports and activities.  AL-ALEX.PE.7.10. Explain differences between legal and illegal behaviors in sports.  AL-ALEX.PE.7.13. Identify factors that can be manipulated to achieve an overload in muscular strength and cardiorespiratory endurance.  AL-ALEX.PE.8.1. Demonstrate skills utilized in lifetime health-enhancing activities.  AL-ALEX.PE.8.4. Demonstrate skills used in individual, dual, and team sports.  AL-ALEX.PE.8.12. Apply positive reinforcement to enhance peer physical performance during physical activity.  AL-ALEX.PE.8.14. Identify the role of exercise in stress reduction.  **Instructional Objective (Daily Outcome):**  Psychomotor- After proper instruction and practice, student will be able to perform the high, deep serve correctly, 5 out of 10 times.  Cognitive- Students will be able to recall proper techniques, knowledge, and cues of the high, deep serve.  Affective- Students will be able to demonstrate proper sportsmanship, teamwork, and demonstrate positive attitudes. | | | |
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| **Step 3: Assessment: During the lesson, I will provide corrective feedback and positive remarks to individuals to help enhance the skill that is being taught. Assessment instruments being used: skill checklist, behavior checklist, and vocal questionnaire.** | | | |
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| **Step 4: Processes of Instruction *(****This in an abbreviated version of the implementation of the lesson.)* | | | |
| **Resources Needed:** *(Textbooks, trade books, articles, hands-on supplies etc.)* Badminton racquets, birdies, laptop, and books.  Metzler, Michael, W. *Badminton: Mastering the Basics with the Personalized Sports Instruction System*. Needham Heights, MA.  Fronkse, Hilda, *Teaching Cues for Sport Skills*.  YouTube, Badminton: How to Hit a High, Deep Serve in Badminton. Retrieved January 26, 2016. <https://www.youtube.com/watch?v=CoCrlNtUFtA>  Google images. | | | |
| **Technology Utilized:** *(Internet sources, software, Smart Board, etc.)* computer, projector, Power Point; Health.org (rotating picture of brain and facts)  Computer and internet | | | |
| **Instructional Formats**  Class together for orientation and stretching.  Partners for practice. | **Instructional Arrangements**  Onepartnerteachers**,** othermodels**.** | **Instructional Strategies**  Group orientation and practice. | **Social/Physical Environments**  Gym floor. |
| **Scaffolding – Chunking of Text**  I Do – Teacher shows example  We Do – Teacher and students go together  Y’all Do – Students partner up and practice  You Do – Work on your individual form and shot | **Grouping**  Partners – Practicing form and shot  Small Groups – 2 people  Whole Group – Entire class  Individual – working on wrist flick and birdie placement | **Structure**  Before: Orientation, stretching  During: Teachers examples, students follow  After: Students partner up  Extend: Work on shot | **Active Engagement**  Watch- Students watch example vid.  Talk – Teacher explains steps.  Listen – Teacher listens to any questions  Investigate – Looks for teaching moments, corrects errors. |

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| **STEP 5: IMPLEMENTING THE DAILY LESSON PLAN** | |
| **BEFORE ENGAGE**  *How will you open your lesson and quickly engage your students in the lesson? Include how you will make connections between past and present learning and focus students’ thinking on the learning outcomes of current activities.* | |
| **Strategy (What)** | The high deep serve is a crucial serve for badminton, especially in singles competition. With the high, deep serve, you are forcing your opponent to move back into his/her backcourt, allowing them to have to reset themselves to rally. While doing this, this serve allows you extra time to reposition yourself to return the hit. The goal is to force the birdie to farthest point of the court, allowing the front court to be open for a split second for when you return the birdie back over. |
| **Purpose (Why)** | Badminton is a great lifetime, aerobic sport that will keep you in great shape for many years. This means that the heart is getting a great deal of exercise, without putting much strain on the rest of your body, while still getting in the proper amount of exercise. |
| **Procedures (How)** | 1. The teacher will introduce the high, deep serve with proper explanation and a video on the proper form and technique of the high, deep serve.  2. Students will then be lead in a warm up and stretch to get the muscles loosened up for practice.  3. Students will have time to practice on their high, deep serve. |

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| **DURING**  **EXPLAIN (I DO, WE DO)** | |
| **Strategy (What)** | Reciprocal Teaching- Teacher will show proper technique, then allow students to follow the example. |
| **Purpose (Why)** | This allows students to see a live example, before practicing on their own, so they have a better understanding of the high, deep serve. |
| **Procedures (How)** | 1. Students will start by forming a circle and completing a warm up and stretch. Students will be guided in a warm up session with jogging, walking, or marching to help get the muscles warmed up.  2. Stretches be held for a minimum of 10 seconds, maximum of 20.  **Toe stretch**: bend down and touch toes, keeping knees straight. Separate feet shoulder width apart and alternate toe touches, right then left, holding each for at least 10 seconds.  **Wrist stretch**: arm straight out and bend right wrist up with left hand for 10 seconds, then down for 10 seconds. Do same with left wrist.  **Core stretch**: Clasp hands together and stretch up, hold for 10 seconds, lean to the right and hold, lean to the left and hold. Then do ten core twists. Put arms out and twist upper body, ten to each side.  **Shoulder stetch**: Bring right arm across body at chest level and pull it back with left arm, hold for 10 seconds. Same with left arm.  **Arm circles**: Arms out to side, move in small circles, forward and backwards. Then add more shoulder rotation, forming a bigger circle.  ***Stretch anything else needed depending on individual****.*  **Proper instruction**:  -Students will place foot opposite of dominant hand at 12 o’clock, dominant foot at 5 (toes not pointing at 5, just placed at 5) (If right handed, left foot forward, right back and opposite for left foot, R at 12, L at 7.)  -Hand gripped at base of the handle just like shaking someone’s hand. (index finger ready to pull trigger)  -Birdie should be held by the feather between thumb and index finger and dropped towards ground.  -Racquet on backswing will be pointing between 7 and 8 o’clock. Contact should be made between 3 and 4 o’clock.  -Flick wrist up when making contact and follow through to opposite shoulder. Similar to golf swing.  **Common errors:**  -Feet not properly placed.  -Choking the racquet further up.  -Contact too early or too late. Birdie should be dropped and wait one second before swinging. |
| **EXPLORE (Y’all Do, You Do)**  *How will you provide scaffolded(explicit) instruction in moving students to independent activities? Include how you will incorporate practice in groups (y’all do) and independent practice (you do).* | |
| **Strategy (What):** | Steps demonstrated by teacher, students will reciprocate the action. |
| **Purpose (Why)** | Students will have a better understanding of the proper form and technique. |
| **Procedures (How)** | **Drills for half, deep serve:**  1. First drill, everyone will be paired up and will work on their positioning of their feet, hands on the racquet, and their form with their swing, wrist flick, and follow through.  2. After they have went through the progressions, each group will get a birdie and work on hitting it lightly to each other, working on their form, point of contact, and follow through. Point of contact is very important.  3. Partners will get on opposite sides of the net and take turns serving to each other. The object is to work on the form and be able to place the birdie on the opposite side of the net.  4. Partners will be set up on each of the courts, multiple groups will be at each court. Tape will be put on each of the courts, allowing 3 different zones for the server to serve it in. For each spot, the server will be awarded a certain amount of points. 3 for the furthest zone, 2 for the next one, and 1 for the closest. Each server will get 10 swings for a max total of 30 points. |

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| **AFTER EVALUATE**  *How will students demonstrate their learning of this lesson? Evaluation will be based upon products designated in Step #3 of your lesson plan.**How will you wrap up the lesson?* | |
| **Strategy (What)** | **Use instruments to value student progression.** |
| **Purpose (Why)** | **These instruments will show the understanding of the skill as well as the ability to perform the skill.** |
| **Procedures (How)** | 1. ***Psychomotor-*** Students will be graded on a skills check list, scoring at least 20 points on the high, deep serve.  2. ***Affective-*** Students will also be graded on their behavior skills and being able to comply with the directions.  3. ***Cognitive-*** Students will be asked a series of review questions to show they have retained this information. |
| **EXTEND**  *How you will connect this lesson to the next lesson?* | |
|  | * Teacher will bring the class in to go over the cognitive review sheet and ask the class questions pertaining to the different aspects of the lesson, and ask for volunteers or pick volunteers to demonstrate. * Teacher will also remind the students how badminton is a great lifetime sport that can keep them in peak physical shape, and they will continue to learn new techniques to the game throughout the coming weeks. |

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| PAUSE AND REFLECT |
| **REFLECTION**  *Think about the lesson you have just written. Reflect on the following questions.* |
| 1. How is the lesson differentiated?  -The lesson provided is working on the different aspects of the high, deep serve. In the lesson, it is divided up in working on form, technique, and execution.  2. Is the instructional objective (daily outcome) observable and stated in student friendly terms?  -The instructional objectives, which are the psychomotor, affective, and cognitive aspects of the lesson, are clearly defined throughout the lesson. The psychomotor aspect will be graded in their ability to perform the serve, the affective will be graded by how well they can comply with the directions, and the cognitive will be graded by their ability to retain the information at the end of the class by answering review questions pertaining to the lesson.  3. What daily instructional processes are embedded in the lesson?  -Videos on the serve, drills and teaching cues from books, and images of the flight pattern that should be performed during the serve.  4. How does the lesson structure include before, during, and after strategies that are connected to the outcome?  -Before, they will learn some background information on the high, deep serve. During, they will learn the proper form and technique of the serve and should be able to execute the serve (psychomotor). After, they should be able to answer some review questions about the serve (cognitive). All while demonstrating positive attitudes and sportsmanship (affective).  5. How will you know if you met the instructional objective (daily outcome)?  -If they can score at least 15 points on the skills checklist, they will have met the psychomotor objective. If they can answer the review questions at the end of the lesson, they have met the cognitive objective. Finally, if they go through the lesson, while demonstrating positive attitudes, they will have the affective outcome.  6. How is explicit instruction applied in the lesson?  -We will instruct each aspect of the high, deep serve, from proper positioning of the feet and hand, to the proper contact point, all the way through the follow through.  7. How did the strategies promote active engagement through reading, writing, talking, listening, investigating, and/or viewing?  -The students were constantly engaged by either watching a video or the teacher showing an example of proper technique, during their drills, the teacher will continually make their way around the room, correcting and encouraging techniques. |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Skill** | **3**  **Well Done** | **2**  **Coming Along** | **1**  **Needs Work** | **Score** | | **Using correct**  **handhold**  **positions** | Consistently uses the correct  Handhold position | Most of the time uses correct  handhold position | Uses incorrect handhold position and chokes up on the racquet |  | | **Uses proper foot placement** | Consistently demonstrates  Proper foot placement | Most of the time demonstrates  Proper foot placement | Rarely demonstrates appropriate foot placement |  | | **Proper point of contact** | Allows 1 second for the birdie to drop before swinging, proper wrist flick at point of contact (Poc) | Most of the time allows 1 second for the birdie to drop, most of the time has proper wrist flick at poc | Rarely allows time and makes contact immediately, and poor wrist flick at poc |  | | **Follow-Through** | Consistently completes follow through to opposite shoulder | Usually completes follow through to opposite shoulder | Sometimes/rarely completes follow through, allowing low trajectory |  | | **Completion of Entire Skill** | **20 out of 30 pts.** | **15 out of 30 pts.** | **10 out of 30 points** | **\_\_\_\_\_\_\_\_\_\_\_**  **Total:** |   **\*point scale for drill- 3pts for top zone, 2pts for middle zone, 1pt for bottom zone\* \*Student will have 10 serves\*** |

**High, Deep Serve Skills Checklist (Psychomotor Learning Domain Assessment) - Goal – At least 20 out of 30 points**

**Affective Learning Domain Evaluation – Goals – 15 out of 20 points - Formative and Summative Assessment**

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| **Behavioral Score Card**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Student | Student demonstrates positive attitude | Student exhibits proper sportsmanship | Student shows willingness to work with others. | Student put for effort during activity. | Score | |  |  |  |  |  |  | |  |  |  |  |  |  | |

**Rating Scale: 5 pts=always, 4 pts=regularly, 3 pts=half the time, 2pts=sometimes, 1pt=rarely, 0 pts=never**

**Cognitive Review Questionnaire:**

Q: Is badminton considered an aerobic or anaerobic exercise? A: Aerobic

Q: Where should your hitting hand be placed on the racquet? A: Near the bottom, like you’re shaking a hand, index finger on the trigger

Q: How should you hold the birdie? A: By the feather between thumb and index finger

Q: When should you swing to make contact with the birdie? A: 1 second after dropped (Not tossed)

Q: Where should you make contact with the birdie? A: Between 3 and 4 o’clock

Q: Where should your feet be placed? If R handed, R at 5 o’clock, L at 12. If L handed, L at 7 o’clock, R at 12.

Q: Where should you follow through? To opposite shoulder

Q: Is it important to warm up and stretch before playing? Yes, and after if time allows