

HENKEL LESSON DESIGN

PERFORMANCE OBJECTIVES (student outcomes)

- Name: Steve Henkel
 Date: Day 5
 School: Bethel High School
 Grade: 11
 Unit: Badminton
1. Improve execution of drop & cut shots (refining)
 2. Predict how factors effect performance of hairpin shots (comprehending)
 3. Use drop, cut, & hairpin shots in modified game conditions (applying)
 4. Feel satisfied with progress (responding)
 - 5.

OBJ	MIN	INTRODUCTION (anticipatory set)	VERBAL CUES (data)	ORGANIZATION	EQUIPMENT
	10	This lesson will broaden your variety of shots and give you a chance to practice a new shot in a game situation. Warm up: Jog 3 min; complete arm & leg stretches posted on wall individually.	MOTIVATION: Complete practice of assigned activities and choose what you practice at end. Use 10 count for stretches; do not bounce.	Jog - oval Stretch - scattered	
		LESSON FOCUS (modeling & practice)	VERBAL CUES	ORGANIZATION	EQUIPMENT
1	5	"T" review drop & cut shots. "S" practice.	Drop: No follow through, i.e. "Scratch- <u>S</u> ight- <u>S</u> top" Cut: "Carve around" shuttle.	4 "S" per court hitting in pairs.	1 racket per "S". 8 shuttles per court.
1,3	5	Camouflage drill: 1 person intermittently disguises clears, & drops/cuts off of partner's clear shots.	Hit clears high & moderately deep. Don't let partner "cheat" toward location.		
2	10	"T" explain & demonstrate hairpin shots. "S" alternate tossing shuttle & hitting hairpins (5 to each side, then switch).	Firm wrist. Contact shuttle high (or early). Block, rather than stroke shuttle.		
3	5	Net game: Play modified game using hairpin shots between short service lines.	Try cooperatively, with cumulative score. Try competitively, scoring every rally.	1/2 width of court.	
	10	"S" choose shots to practice.	If off task, "T" will determine what you practice.	Hitting in 2's or 4's.	
		CLOSURE (check for understanding)	VERBAL CUES	ORGANIZATION	KEY
2	5	"S" return equipment. "T" lead discussion of concepts.	Regarding hairpin shots: What is effect of tilting racket head? What is effect of your proximity to net? What happens to trajectory if you contact shuttle late?	"S" sitting informally by "T".	S = Students T = Teacher OBJ = Objectives MIN = Minutes

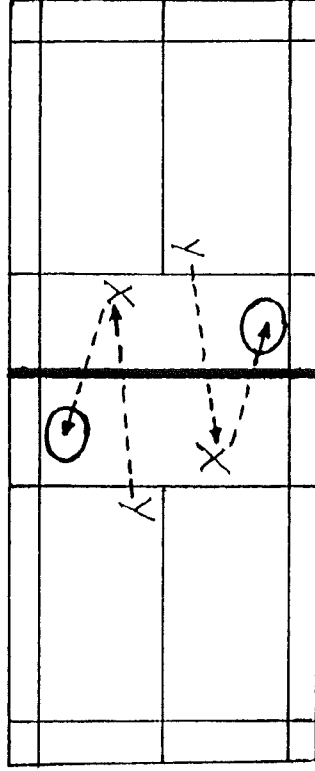
<u>CONCEPT/SKILL TO BE TAUGHT</u>	<u>ANTICIPATED PROBLEM/SAFETY CONCERN</u>	<u>SOLUTION OR ACCOMMODATION</u>
Drop & cut shots.	Boy with Cerebral Palsy struggles to grip racket.	Provide larger racket with larger grip.
Drop & cut shots.	Hitting with bent elbow.	"Scratch back" in advance.
Hairpin shot.	Hitting too deep.	Place hoops as targets at shallow corners.
Hairpin shot.	"Noodle wrist".	Hyperextend wrist; try undercutting shuttle.
Modified net game.	"S" continue to play shuttle when it's too deep.	Award 2 points per rally to players who successfully let long shuttle go. (i.e. still 1 point if shot misses short or wide)
"S" choose skill to practice.	Some "S" off task.	"T" assign footwork drills.
Spacing	"S" getting too close to path of other rackets.	Restrain "S" from retrieving stray shuttles until "neighbors" are still.

ADDITIONAL NOTES AND/OR DIAGRAM

Make sure "S" are conscious of spacing to prevent hitting others with racket.

See diagram for placement of hoops for targets. (Move hoops to other side for backhand hairpins.)

y = tosser
x = hitter



"S" enjoyed participating and seemed motivated until the last drill. When I gave them a choice of skills to practice, they just wanted to play games. I should have let them play out doubles points under game conditions. They had practiced skills enough.

EVALUATION OF LESSON

I was able to help about half the "S" individually.

I need to bring the group closer together for explanations so my voice will project better.