

HUNTER LESSON DESIGN

Name: Steve Henkel Date: Day 5 School: Bethel High School Grade: 11 Unit: Badminton

ANTICIPATORY SET (overview & motivation)
 This lesson will broaden your variety of shots, and give you a chance to practice a new shot in a game situation. If you complete practice of assigned activities, you can choose what you practice at end.

PERFORMANCE OBJECTIVES (student outcomes)
 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)

<p>DATA (information & cues)</p> <p>Drop shot: No follow through, i.e. "Scratch, <u>S</u>ight, <u>S</u>top."</p> <p>Cut shot: "Carve around" shuttle.</p> <p>Clear shot: Hit high & moderately deep for practicing drop & cut shots. Don't let partner "cheat" toward location.</p> <p>Hairpin shot: Firm wrist; contact shuttle high (or early); block, rather than stroke shuttle.</p>	<p>MODELING</p> <p>Show scratch, sight, stop in slow motion.</p> <p>Demonstrate blocking motion with "S" tossing shuttle.</p> <p>Demonstrate drill.</p> <p>Demonstrate cooperative & competitive version of net game.</p> <p>Partner drills are semi-independent.</p>	<p>CHECKING FOR UNDERSTANDING</p> <p>During lesson:</p> <p>Compare drop shot motion to tennis serve.</p> <p>Compare cut shot motion to slicing tennis serve.</p> <p>During closure:</p> <p>Discuss concepts regarding hairpins:</p> <p>What is effect of tilting racket head?</p> <p>What is effect of your proximity to net?</p> <p>What happens to trajectory if you contact shuttle late?</p>
---	--	---

<p>GUIDED PRACTICE</p> <p>Camouflage drill: 1 person intermittently disguises clears, & drops/cuts off of partner's clear shots.</p> <p>Partner hairpin practice (5 to each side then switch).</p> <p>Net game: Play modified game using hairpin shots between short service lines.</p>	<p>INDEPENDENT PRACTICE</p> <p>"S" choice of skill(s) to practice near end. If off task, "T" will determine what you practice.</p>	<p>ADDITIONAL NOTES</p>
--	---	--------------------------------

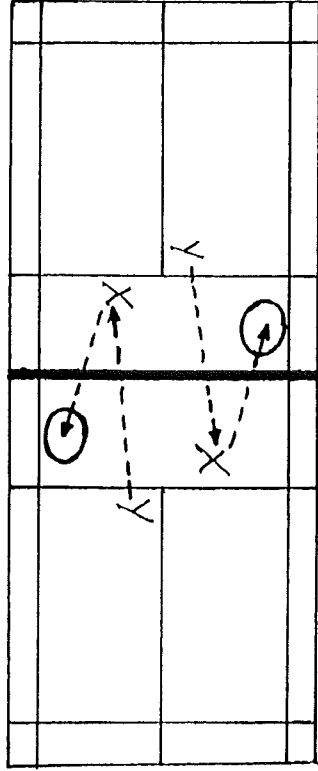
<u>CONCEPT/SKILL TO BE TAUGHT</u>	<u>ANTICIPATED PROBLEM/SAFETY CONCERN</u>	<u>SOLUTION OR ACCOMMODATION</u>
<p>Drop & cut shots.</p> <p>Drop & cut shots.</p> <p>Hairpin shot.</p> <p>Hairpin shot.</p> <p>Modified net game.</p> <p>"S" choose skill to practice.</p> <p>Spacing</p>	<p>Boy with Cerebral Palsy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

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.