Badminton

Content Area: **Health & Phys Ed**
Course(s): **Physical Education 9-12**
Time Period: **Semester 2**
Length: **3 weeks**
Status: **Published**

Standards

2.1.12.EH.1	Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.

Enduring Understandings

1. Understanding the History and Rules of Badminton can make the experience both enjoyable and successful. **HE.9-12.2.2.12.MSC - Movement Skills and Concepts- [Core Idea]** - *Advanced technique and concepts will elevate student's confidence,performance, skills, and participation in physical activity (e.g., games, sports,aerobics, fitness activities).*

2. The students will understand and utilize offensivestrategies, such as serve, double bounce, lob, smash and ace .**HE.9-12.2.2.12.MSC.2 -- [Core Idea]** - *The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.*

3. The students will understand and utilize defensive strategies, such as return, rally using forehans and backhand techniques. **HE.9-12.2.2.12.MSC.3 -- [Core Idea] -** *Individual and team execution requires interaction, respect, effort, and positive attitude.*

4. Badminton can provide an opportunity for personal enjoyment, personal challenge, self-expression, stress outlet, and social interactions. **HE.9-12.2.2.12.PF - Physical Fitness**- [Core Idea] - *Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.*

5. Badminton can contribute to overall fitness and lifetime physical activity by increasing cardiovascular/muscular endurance and muscular strength. **HE.9-12.2.2.12.LF5-** [Core Idea] - *Community resources can support a lifetime of wellness to self and family members.*

HE.9-12.2.2.12.LF - Lifelong Fitness- *[Core Idea] - Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in asafe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).*

Essential Questions

1. What has influenced its popularity in society?

2. What are the rules and safety concerns for Badminton?

3. How can positioning for singles and double play impact scoring?

4. Why are basic skills essential for success?
5. How does Badminton promote a healthy lifestyle?

Knowledge and Skills

Performance expectations are:

1.Acquire knowledge, skill and understanding of skill techniques of the game, necessary to continue this lifelong activity. **HE.9-12.2.2.12.LF**

2.Improve and focus on their cardiovascular endurance and agility, rather than strength and speed. **HE.9-12.2.2.12.MSC**

3.Explain knowledge of singles and doubles team strategies, including scoring procedures. **HE.9-12.2.2.12.MSC.2**

4.Enhance eye-hand coordination, sportsmanship and team play. **HE.9-12.2.2.12.PF**

5.Develop proper safety procedures, team play and the ability to work well with other students. **HE.9-12.2.2.12.MSC.3**

Transfer Goals

1. Students will be able to learn the importance of strategy and planning versus skill in Badminton.

2. Students will be able to independently rely on healthy outlets for stress, anger, and anxiety.

3. Students will be able to independently understand factors that have positive and negative effects on overall wellness.

Resources

- https://openphysed.org/curriculum_resources/hs-badminton Lesson plans for badminton skills
- https://blog.gophersport.com/small-sided-badminton-games/ Small sided activities
- https://mville.libguides.com/c.php?g=370062&p=2500335 Videos on badminton skills

Assessments

https://docs.google.com/document/d/1BOAeClx7LL5zRF2pRuT3834ZpzSQUwwv/edit

Modifications for Diverse Learners

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit