

EPHE 310

Bonus Assignment –Badminton Unit  
Plan (4 out of 6 lessons).

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<p><b>Lesson #:</b> 1 of 6 (badminton unit).</p> <p><b>Topic:</b> Introduction to badminton; becoming familiar/comfortable with the forehand grip and basic racquet movements.</p> <p><b>Grade(s):</b></p> <ul style="list-style-type: none"> <li>• 4-5.</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Music and a device to play it from (phone and speaker).</li> <li>• Cones.</li> <li>• Badminton racquets.</li> <li>• Bean bags.</li> <li>• Balloons.</li> </ul>	<p><b>Learning objectives (of warm-up):</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand and apply the rules of the game (actively listening for what movement task is to be performed when the music is playing and for how many people each group of atoms should have) - <u>cognitive</u>.</li> <li>• Students will be able to practice inclusivity (by instructing children to form groups with their peers, some of whom they may not well), and sportsmanship (by allowing opportunities for children to be the "odd one-out" and not win every round) – <u>affective</u>.</li> <li>• Students will be able to perform different movement tasks and challenges – <u>psychomotor</u>.</li> </ul> <p><b>Learning objectives (of body):</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand and apply the rules of each activity (practicing forehand grip/becoming comfortable with the badminton racquet, relay race, balloon rally) - <u>cognitive</u>.</li> <li>• Students will be able to practice teamwork through working with their peers – <u>affective</u>.</li> <li>• Students will be able to perform the forehand grip of the badminton racquet – <u>psychomotor</u>.</li> <li>• Students will be able to practice their hand-eye and body coordination through relays and rallies – <u>psychomotor</u>.</li> </ul>	
<p><b>Parts of the Lesson</b></p> <p>Set up before/bring to class:</p> <ul style="list-style-type: none"> <li>• Phone and speaker.</li> <li>• Cones.</li> <li>• Badminton racquets.</li> <li>• Bean bags.</li> <li>• Balloons.</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Warm-up (<i>Atoms to Atoms</i>). <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> warming up muscle groups to be used later on.</li> </ul> </li> </ol>	<p><b>Time</b></p>	<p><b>Teaching Points/Cues</b></p>

<p>2. Practicing forehand grip/becoming comfortable with the badminton racquet.</p> <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> familiarizes children with how to properly/effectively hold a badminton racquet, and develops coordination skills (hand-eye and body).</li> </ul> <p>3. Relay race.</p> <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> furthers development of coordination skills (hand-eye and body).</li> </ul> <p>4. Culminating Activity: balloon rally.</p> <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> furthers development of coordination skills (hand-eye and body), and begins to familiarize children with serving (form and posture) and hitting an object with the racquet.</li> </ul> <p>5. Closure.</p> <p>Universal Design for Learning – “Provide Multiple Means of Engagement” Guideline.</p>		
<b>Lesson Description</b>		
<p><b>Warm-up – Atoms to Atoms (light to moderate physical activity).</b></p> <ul style="list-style-type: none"> <li>• Children will perform a specific movement task to music, dispersing themselves among the particular space.</li> <li>• When the music stops, children will freeze and listen for the instruction “atoms (a number),” and rush to organize themselves into groups of that number.</li> <li>• Anyone left out will have to perform a challenge before they can re-join the game.</li> <li>• The previous 2 steps will repeat until the teacher instructs otherwise.</li> </ul>	5-10 min.	<ul style="list-style-type: none"> <li>• Play age-appropriate music and suggest movement tasks such as running and walking arm circles for the context of badminton. <ul style="list-style-type: none"> <li>○ Clarify that you must stay within the boundaries of the space, moving all around, and not in the same distinct area should be made.</li> </ul> </li> <li>• Example challenges are 5 jumping jacks, 3 burpees, etc. <ul style="list-style-type: none"> <li>○ Clarify that pushing and shoving are not tolerated.</li> </ul> </li> <li>• When repeating the previous 2 steps, choose a new movement task to be done as the music plays (to encourage further engagement), and change the number of atoms in a group as well as the challenge, until you are ready to move onto the next activity.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Clarify that the groups of atoms must be fairly different each time (i.e. not pairing yourself consistently with the same few people).</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• A few trial rounds may be needed to ensure that everyone is on the same page.</li> <li>• To make the activity more difficult, specify a criteria for the atoms to group together; "atoms 2 with the same colour shirt" for example.</li> <li>• <b>Safety concern:</b> children could collide with one another if not careful.</li> </ul>
<p><b>Body - Practicing forehand grip/becoming comfortable with the badminton racquet.</b></p> <ul style="list-style-type: none"> <li>• Children are given a badminton racquet and instructed how to hold it using the forehand grip with their dominant arm, as well as are encouraged to try it themselves – <b>see appendix.</b></li> <li>• While gripping the badminton racquet in this way, children are given a bean bag to balance on top of the strings (it must now be held horizontally like a frying pan in front of them), and are instructed to walk around in an assigned space – <b>see appendix.</b></li> </ul>	5 min.	<ul style="list-style-type: none"> <li>• Distribute 1 badminton racquet per child.</li> <li>• Demonstrate to children what the forehand grip of the badminton racquet looks like.</li> <li>• Circulate and check that everyone is successful. <ul style="list-style-type: none"> <li>○ Clarify that the badminton racquets are to be used safely and never as a weapon.</li> </ul> </li> <li>• Distribute 1 bean bag per child, and assign everyone a space.</li> <li>• Reminders for children: slight bend in knees, look upwards and in the direction that you are heading towards, relaxed grip, proper finger placement, etc.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To make this activity more difficult, encourage children to try gripping the badminton racquet with their non-dominant arm, or balancing the bean bag while walking backwards.</li> <li>• <b>Safety concerns:</b> children may try to use the badminton racquet as a weapon, or may be looking downwards and not paying attention to staying within their assigned space, increasing the risk of collisions.</li> </ul>
<p><b>Body – Relay race.</b></p> <ul style="list-style-type: none"> <li>• In teams/lines of 4-6 children (should all have the same number), the first child will grip their badminton racquet with a bean bag</li> </ul>	5-10 min.	<ul style="list-style-type: none"> <li>• Organize children into equal teams of 4-6 in straight vertical lines at one side of your given space. Each</li> </ul>

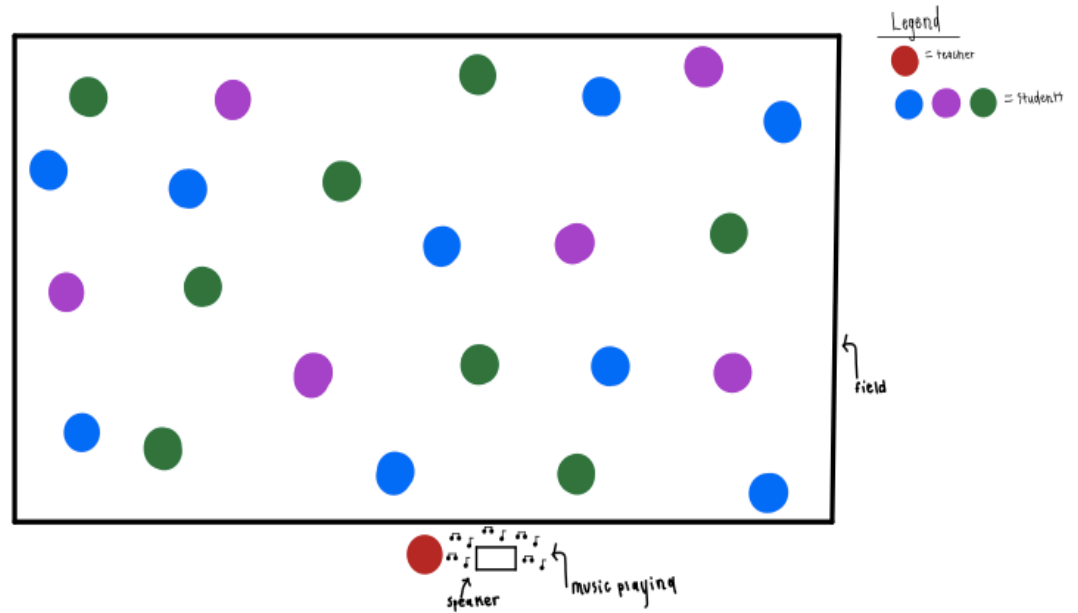
<p>balanced on top of the strings as previously instructed and wind through a row of 5 spaced out cones placed in front of them (going as fast as they can in a figure 8 shape) both there and back – <b>see appendix.</b></p> <ul style="list-style-type: none"> <li>○ If at any point a child drops their bean bag, they must do 5 jumping jacks before picking it up and continuing on with the relay race.</li> <li>• When they return to their team base they will transfer the bean bag to the next child in line without using their hands, sit down behind everyone, and the process will repeat.</li> <li>• The first team to have all its members successfully make it through the cones and be quietly sitting down wins.</li> </ul>		<p>child should still have their badminton racquet in hand, but there should now be only 1 bean bag per team. In front of each team set up 5 spaced out cones, again in a straight, vertical line.</p> <ul style="list-style-type: none"> <li>• Count down from 3 to begin the relay race.</li> <li>• Reminders for children: slight bend in knees, look upwards and in the direction that you are heading towards, relaxed grip, proper finger placement, etc. <ul style="list-style-type: none"> <li>○ Clarify that cheating is not tolerated, and that only positive cheering is welcome should be made.</li> </ul> </li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• A few trial rounds may be needed to ensure that everyone is on the same page.</li> <li>• To make this activity easier, take away a few cones to shorten the distance that children must travel.</li> <li>• To make this activity more difficult, instruct children to perform a new movement task such as skipping or hopping while maneuvering through the cones.</li> <li>• This relay race can be repeated more than once depending on student engagement.</li> <li>• <b>Safety concerns:</b> children may be looking downwards and not paying attention to where they are headed, increasing the risk of collision and loss of coordination.</li> </ul>
<p><b>Body – Culminating Activity: balloon Rally.</b></p> <ul style="list-style-type: none"> <li>• With an assigned partner and space, children will practice hitting a balloon back and forth with their badminton rackets held using the forehand grip, the goal being to hit it back and forth 5 consecutive times – <b>see appendix.</b></li> </ul>	<p>10 min.</p>	<ul style="list-style-type: none"> <li>• Divide children into groups of 2 based off of a similarity like birthday month, eye colour, etc. and assign them a space.</li> </ul>

		<ul style="list-style-type: none"> <li>• Reminders for children: slight bend in knees, look upwards, relaxed grip, proper finger placement, etc. <ul style="list-style-type: none"> <li>○ Clarify that purposefully popping the balloons will not be tolerated.</li> <li>○ Clarify that the children must be aware of other people's space.</li> </ul> </li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To make this activity easier or more advanced, adjust the goal number of consecutive hits.</li> <li>• If needed, have the children switch partners after a few minutes.</li> <li>• This is an opportunity allowing children to become comfortable with using the badminton racquet to hit an object, and is a beginning step. Thus, although proper serving and form are important, these skills will not be strictly evaluated here as only the forehand grip has been taught.</li> <li>• <b>Safety concern:</b> children may not be paying attention to where they are headed, increasing the risk of collision.</li> </ul>
<p><b>Closure.</b></p> <ul style="list-style-type: none"> <li>• Sitting quietly in a circle, students are prompted to raise their hand in order to answer the questions: What are some important things to remember when demonstrating the forehand grip? - What are some important things to remember when demonstrating the ready position? What are some things to be aware of to avoid any accidents?</li> </ul>	2 min.	

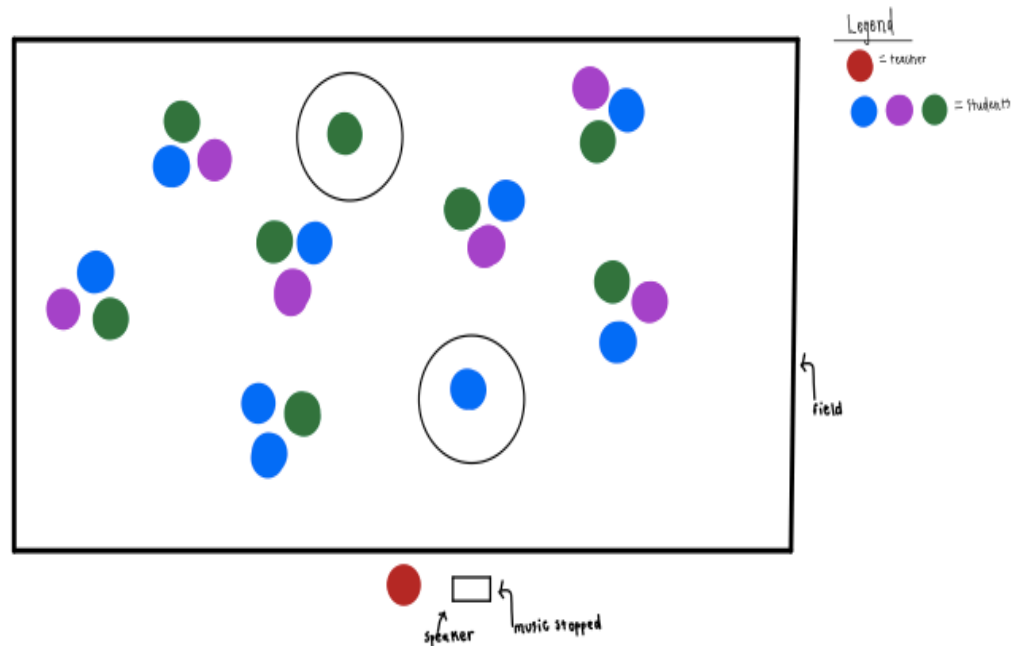
Appendix – Diagrams, Examples, Task Analysis.

**Warm-up – *Atoms to Atoms*.**

- Here, a class of 23 students are participating in the game, *Atoms to Atoms*, on a field. The teacher is located at the front, and has given the movement task “running” to disperse those involved while playing music. They have clarified that the students must stay within the boundaries of the space, moving all around, and not in the same distinct area.

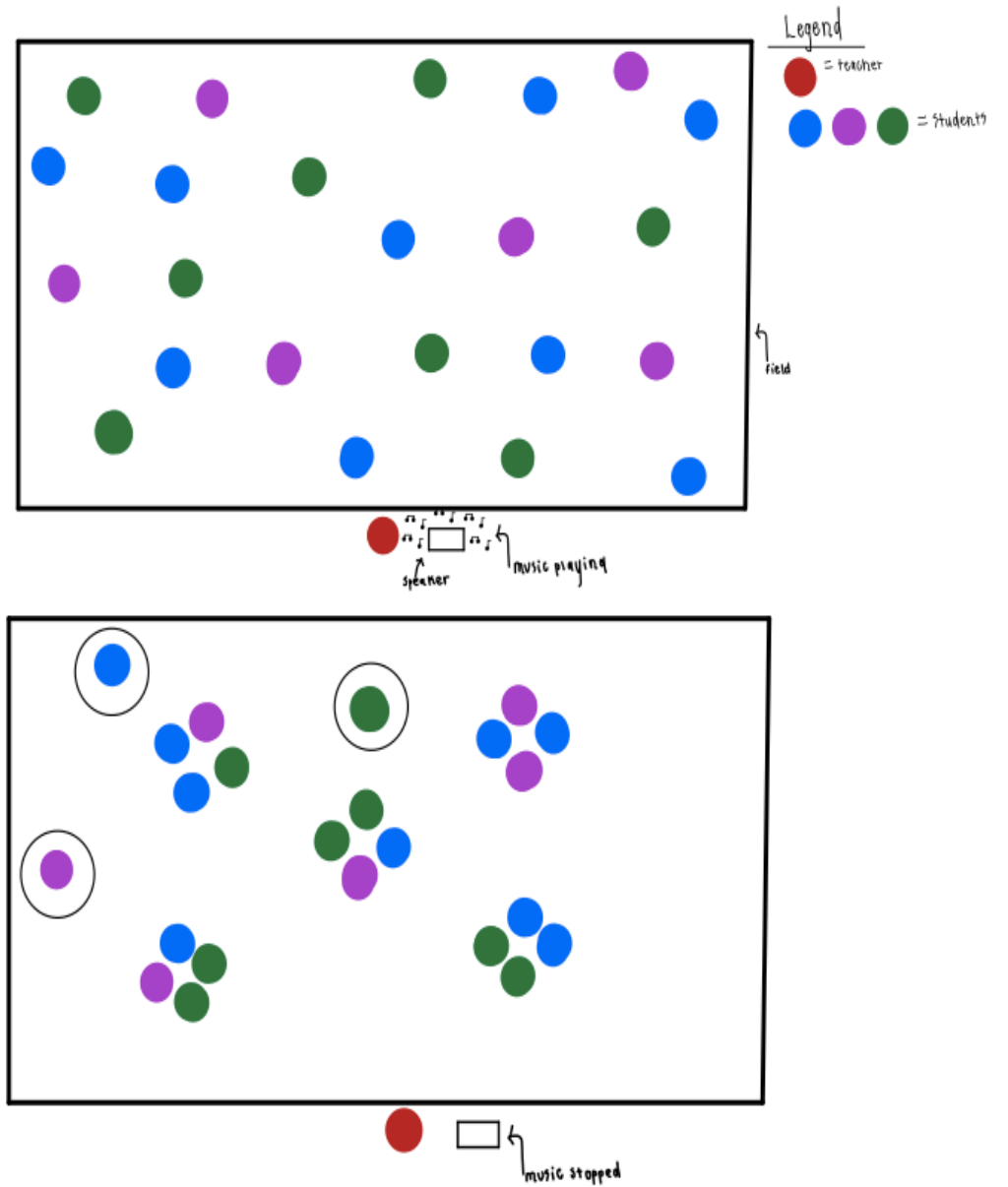


- Now the teacher has stopped the music and called “atoms 3.” The students have thus quickly organized themselves into 7 groups of 3, leaving 2 out who are instructed to go to perform the challenge “5 jumping jacks” before being permitted back into the game. They have clarified that pushing and shoving are not tolerated.





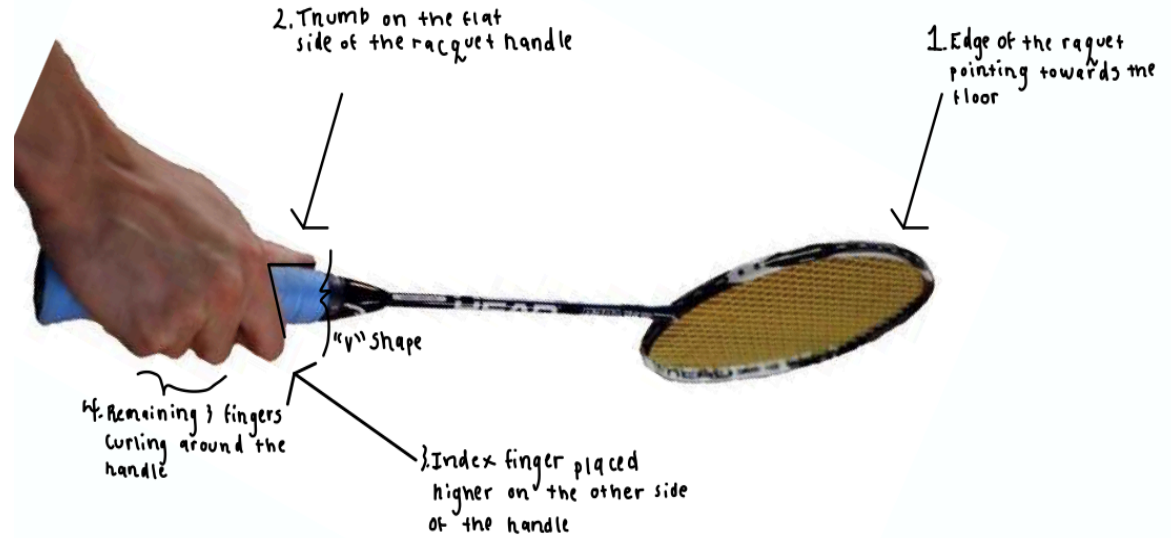
3. The teacher has repeated the previous 2 steps, this time choosing the movement task walking arm circles, and calling "atoms 4," leaving 3 students out, who was instructed to perform the challenge "3 burpees". They have clarified that the groups of atoms must be fairly different each time (i.e. not pairing yourself consistently with the same few people).



**Body - Practicing forehand grip/becoming comfortable with the badminton racquet.**

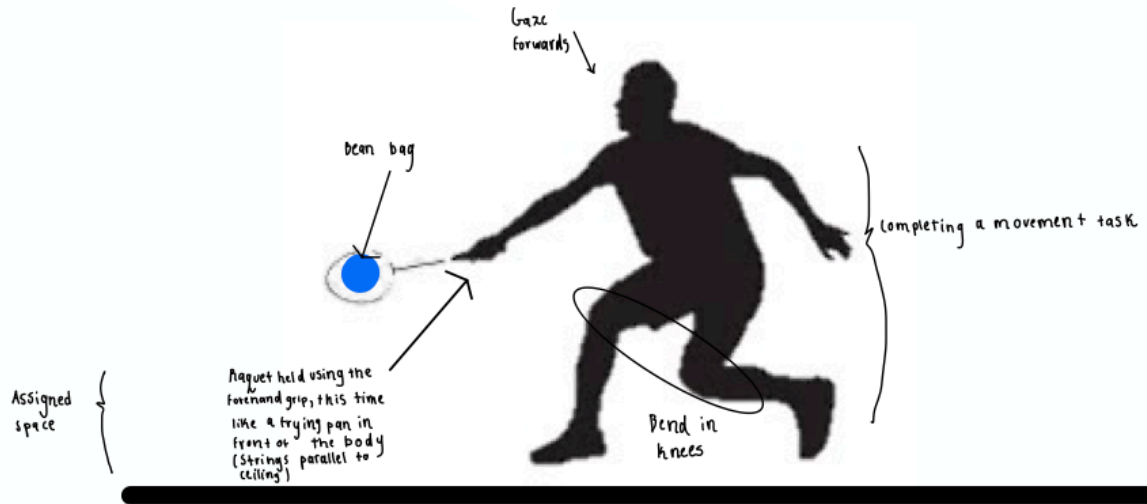
Forehand grip:

- Using your dominant arm the handle should sit comfortably in the palm of your hand, with the edge of the racquet head (not the strings) pointing towards the floor. The thumb should be placed on the flat side of the handle, with the index finger placed higher on the other side (forming a V shape and a similar form to shaking someone's hand). The remaining 3 fingers will follow by curling around the handle. The actual grip itself should be relaxed and not tense.

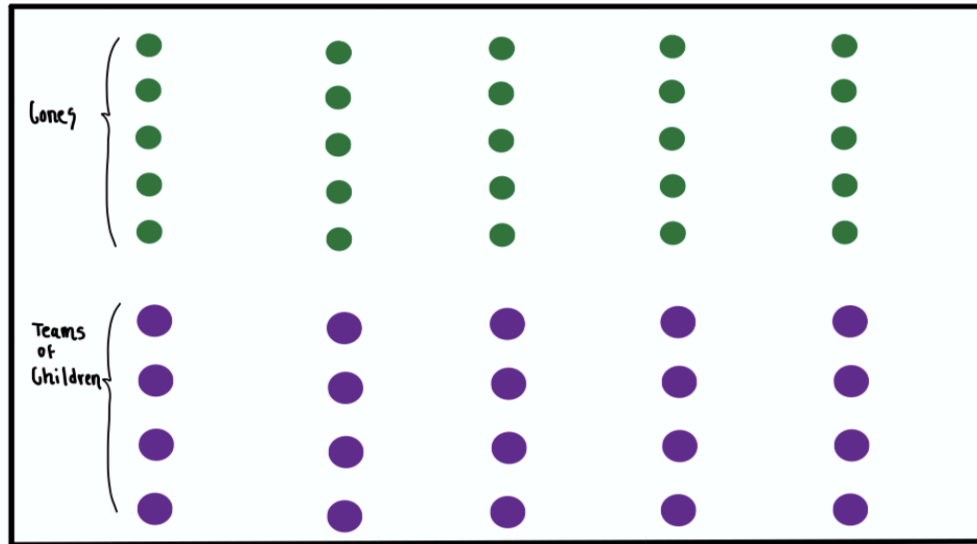


Bean bag on racquet:

- Employing the forehand grip as touched on above, the racquet held with your dominant arm should be out in front of your body, this time horizontally like a frying pan (strings parallel with the ceiling). There should be a slight bend in your knees, and you should be looking forward towards the direction you are heading in while walking/completing a movement task.

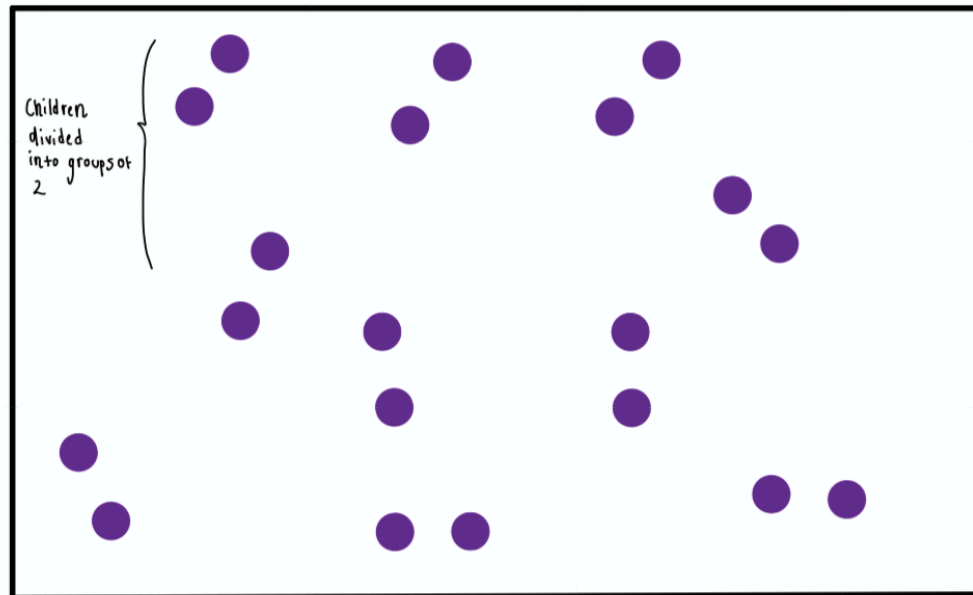


Body – Realy race.



Gym.

Body – Balloon rally.



Gym.

### References.

(n.d.). Retrieved from [http://web.uvic.ca/~thopper/iweb09/LauraConnor/Site/lesson\\_plans.html](http://web.uvic.ca/~thopper/iweb09/LauraConnor/Site/lesson_plans.html)

Catherine, P. B. (2020, April 03). Are You Holding Your Racket Correctly? Here Are 5 Easy-To-Follow Basic Grips. Retrieved from <https://www.badmintonbay.com/blog/holding-racket-correctly-3-easy-follow-basics-grips/>

<p><b>Lesson #:</b> 2 of 6 (badminton unit).  <b>Topic:</b> Becoming familiar and comfortable with forehand serving (short and long).  <b>Grade(s):</b></p> <ul style="list-style-type: none"> <li>• 4-5.</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Cones.</li> <li>• Badminton racquets.</li> <li>• Birdies</li> <li>• Hula hoops.</li> <li>• Bean bags.</li> </ul>	<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand and apply the rules of each activity (warm-up, practice of short and long forehand serves, target practice) - <u>cognitive</u>.</li> <li>• Students will be able to demonstrate teamwork through working in partners- <u>affective</u>.</li> <li>• Students will be able to perform the short and long forehand serves- <u>psychomotor</u>.</li> <li>• Students will be able to practice their hand-eye and body coordination through serving and target practice- <u>psychomotor</u>.</li> </ul>	
<p><b>Parts of the Lesson</b></p> <p>Set up before/bring to class:</p> <ul style="list-style-type: none"> <li>• Cones.</li> <li>• Badminton racquets.</li> <li>• Birdies.</li> <li>• Hula hoops.</li> <li>• Bean bags.</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Warm-up (<i>Ice Cream Cones and Volcanoes</i>). <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> warming up muscle groups to be used later on, practicing hand-eye and body coordination.</li> </ul> </li> <li>2. Demonstration of short forehand serving and practice. <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> familiarizes children with how to properly/effectively serve the birdie, and develops coordination skills (hand-eye and body).</li> </ul> </li> <li>3. Demonstration of long forehand serve and practice. <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> familiarizes children with how to properly/effectively serve the birdie, and develops coordination skills (hand-eye and body).</li> </ul> </li> <li>4. Culminating activity: target practice.</li> </ol>	<p><b>Time</b></p>	<p><b>Teaching Points/Cues</b></p>

<ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> furthers development of the forehand serving skills (short and long), by encouraging proper aim and coordination.</li> </ul> <p>5. Closure.</p> <p>Universal Design for Learning – “Provide Multiple Means of Engagement” Guideline.</p>		
<b>Lesson Description</b>		
<p><b>Warm-up – Ice Cream Cones and Volcanoes (moderate to intense physical activity).</b></p> <ul style="list-style-type: none"> <li>• On the count of 3, and in 2 even teams (team ice cream cones and team volcanoes) starting at opposite side of the gym space, children will run around flipping a series of dispersed cones according to their team name (ice cream cones = cone flipped upwards, volcanoes = cone flipped downwards), with the ultimate goal of flipping more cones than the other team – <b>see appendix.</b></li> <li>• When the whistle blows, children will freeze and stop playing.</li> <li>• The previous 2 steps will repeat until the teacher instructs otherwise.</li> </ul>	5 min.	<ul style="list-style-type: none"> <li>• Evenly spread out approximately 20 cones across your gym space, with half facing upwards (like an ice cream cone) and half facing downwards (like a volcano).</li> <li>• Disperse kids into 2 even teams by numbering them off (assign either a 1 – ice cream cone or 2 - volcano), and direct them to a coordinating side of your gym space.</li> <li>• Count down from 3 to begin the game. <ul style="list-style-type: none"> <li>○ Clarify that you must stay within the boundaries of the space.</li> <li>○ Clarify that you must watch where you are going.</li> <li>○ Clarify that you may not “puppy guard” or target a specific person.</li> </ul> </li> <li>• After a few minutes blow a whistle and count how many ice cream cones and how many volcanoes there are – whatever there is more of represents the winning team.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• A few trial rounds may be needed to ensure that everyone is on the same page.</li> <li>• To help solidify who is on which team, consider having one wear pinnies.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Safety concern:</b> children could collide with one another if not careful.</li> </ul>
<p><b>Body - Demonstration of short forehand serve and practice.</b></p> <ul style="list-style-type: none"> <li>• Children are given a badminton racquet and birdie and instructed how to carry out the short forehand serve – <b>see appendix.</b></li> <li>• In an assigned space, children are given the opportunity to practice the short forehand serve on their own.</li> <li>• In pairs on either side of a line in the gym (4 feet on each side), 1 partner will serve a birdie to the other using this method. Once the birdie is received, the partner will grab it and serve it over the line themselves.</li> </ul>	10 min.	<ul style="list-style-type: none"> <li>• Distribute 1 badminton racquet and 1 birdie per child.</li> <li>• Demonstrate to children what the short forehand serve looks like.</li> <li>• Assign each child a space to practice this skill.</li> <li>• Reminders for children (forehand grip): slight bend in knees, look upwards and in the direction that you are heading towards, relaxed grip, proper finger placement, etc.</li> <li>• Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> <li>• Circulate and check that everyone is successful.</li> <li>• Using a commonality such as birth month or shoe size, divide children into pairs on either side of a line in the gym (should be roughly 8 feet apart).</li> <li>• See previous reminders.</li> <li>• Circulate and check that everyone is successful.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To make this activity easier, have children serve with a balloon instead of a birdie.</li> <li>• <b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving, potentially hitting others.</li> </ul>
<p><b>Body - Demonstration of long forehand serve and practice.</b></p>		

<ul style="list-style-type: none"> <li>• Children are given a badminton racquet and birdie and instructed how to carry out the long forehand shot.</li> <li>• In an assigned space, children are given the opportunity to practice the long forehand serving shot on their own.</li> <li>• In pairs on either side of a line in the gym (4 feet on each side), 1 partner will serve a birdie to the other using this method. Once the birdie is received, the partner will grab it and serve it over the line themselves.</li> </ul>	10 min.	<ul style="list-style-type: none"> <li>• Have children keep their badminton racquet and birdie.</li> <li>• Demonstrate to children what the long forehand serve looks like.</li> <li>• Assign each child a space to practice this skill.</li> <li>• Reminders for children (forehand grip): slight bend in knees, look upwards and in the direction that you are heading towards, relaxed grip, proper finger placement, etc.</li> <li>• Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> <li>• Reminders for children (long forehand serve): employ proper forehand grip, bend in knees, transfer of weight, release birdie before swinging the racquet arm, etc.</li> <li>• Circulate and check that everyone is successful.</li> <li>• Using a commonality such as birth month or shoe size, divide children into pairs on either side of a line in the gym (should be roughly 8 feet apart).</li> <li>• See previous reminders.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To make this activity easier, have children serve with a balloon instead of a birdie.</li> <li>• <b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving, potentially hitting others.</li> </ul>
<p><b>Body – Culminating activity: target practice.</b></p>		

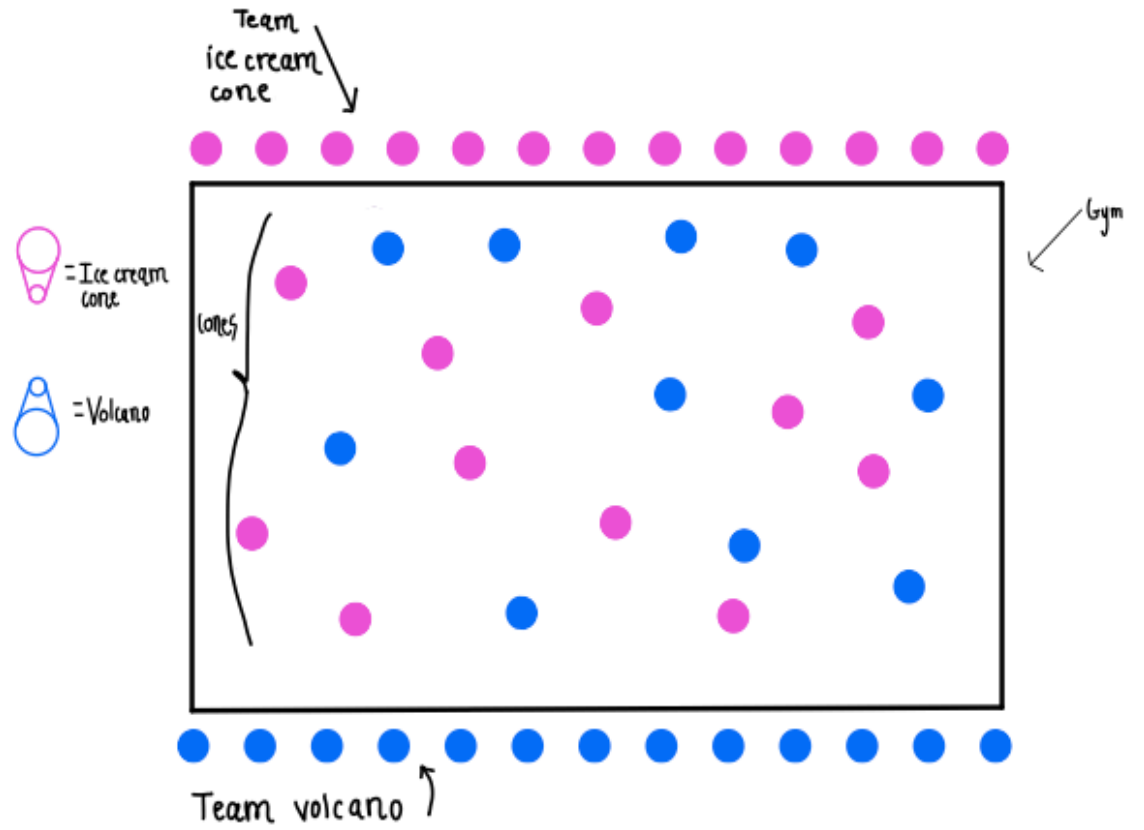


<ul style="list-style-type: none"> <li>• Standing in an assigned space between a line and a hoola hoop (4 feet on each side), children will face the direction of the hoola hoop, place a bean bag where they are standing, and start practicing the short forehand serve, with the goal of making the birdie into the the hoola hoop. If they are successful, they may retrieve their birdie from the hoola hoop, and return to their spot marked with a bean bag, this time moving it and starting from a step back – <b>see appendix.</b></li> <li>• This process will be repeated until the child can successfully serve the birdie into the hoola hoop from the line – they can then start again, trying the long forehand serve instead.</li> </ul>	10 min.	<ul style="list-style-type: none"> <li>• Have children keep their badminton racquet and birdie.</li> <li>• Set up a hoola hoop for each child roughly 8 feet in front of a line in your gym space (create one with duct tape if necessary).</li> <li>• Assign children to these spaces.</li> <li>• Reminders for children (forehand grip): slight bend in knees, look upwards and in the direction that you are heading towards, relaxed grip, proper finger placement, etc.</li> <li>• Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> <li>• Reminders for children (long forehand serve): employ proper forehand grip, bend in knees, transfer of weight, release birdie before swinging the racquet arm, etc.</li> <li>• Circulate and check that everyone is successful.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To make this activity easier, have children serve with a balloon instead of a birdie, or decrease the space between the line and the hoola hoop.</li> <li>• To make this activity more difficult, allow for more space in between the line and hoola hoop.</li> </ul> <p><b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving, potentially hitting others.</p>
<b>Closure.</b>	2 min.	

- Sitting quietly in a circle, students are prompted to raise their hand in order to answer the questions: What are two skills that you learned today? What was your favourite kind of serve and why?

Appendix – Diagrams, Examples, Task Analysis.

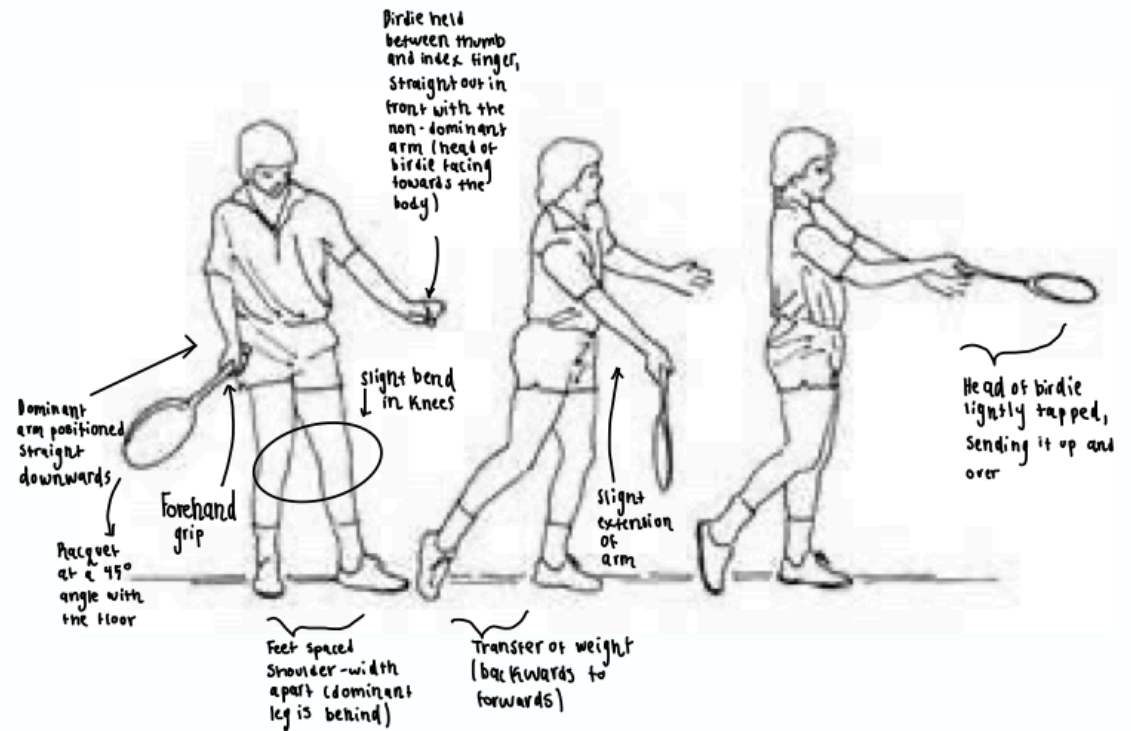
Warm-up - Ice Cream Cones and Volcanoes.



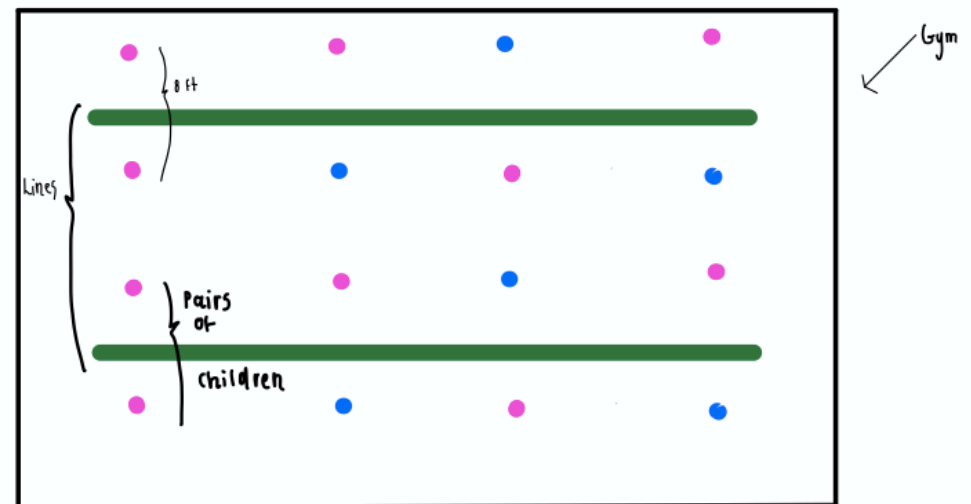
## Body - Demonstration of short forehand serving and practice.

Short forehand serve:

1. Begin with your feet spaced shoulder width apart (weight held in the dominant leg behind), and a slight bend in your knees.
2. Employing the forehand grip as previously taught, hold the badminton racquet at a 45 degree angle with floor, using your dominant arm positioned straight downwards.
3. With your remaining hand, grip the feathers of the birdie in between your thumb and index finger (head facing towards you), holding it slightly above the racquet arm.
4. Slightly extend or stretch the racquet arm, so that it lightly taps the head of the birdie, propelling it upwards and over. During this process, your body weight should be transferred from backwards to forwards.



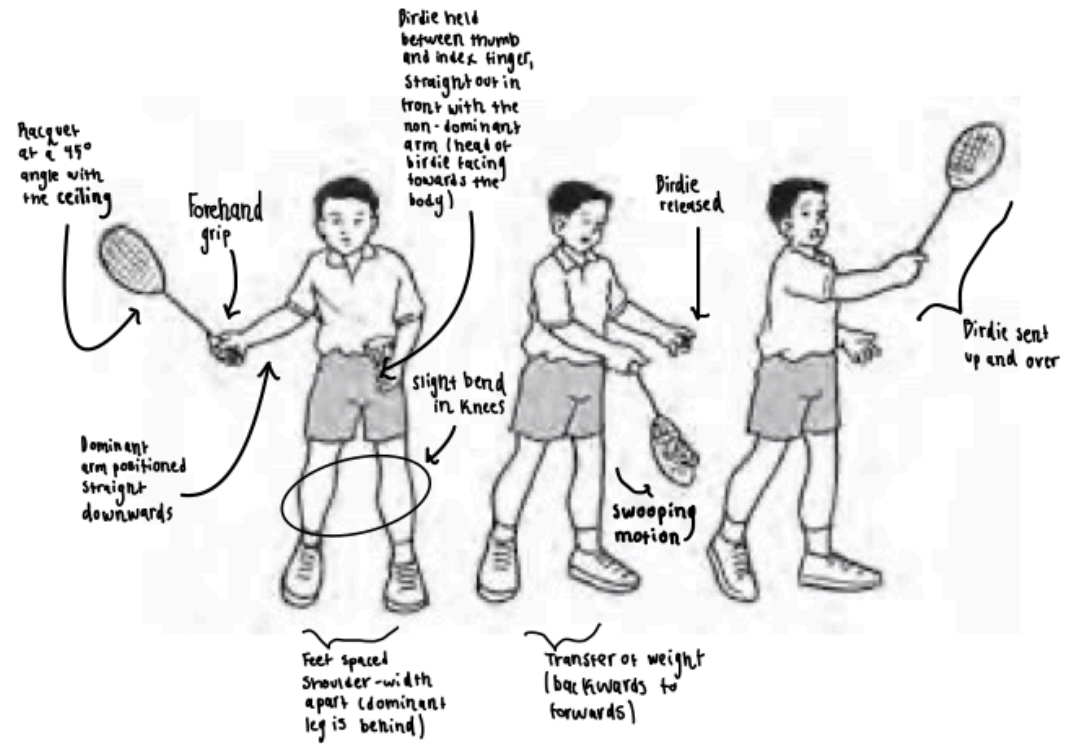
Partner practice:



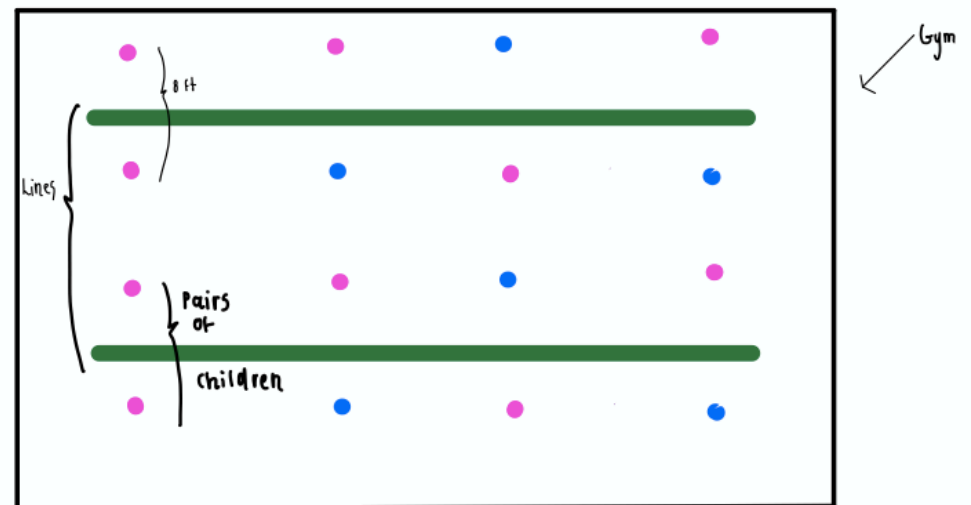
### Body - Demonstration of long forehand serving and practice.

Long forehand serve:

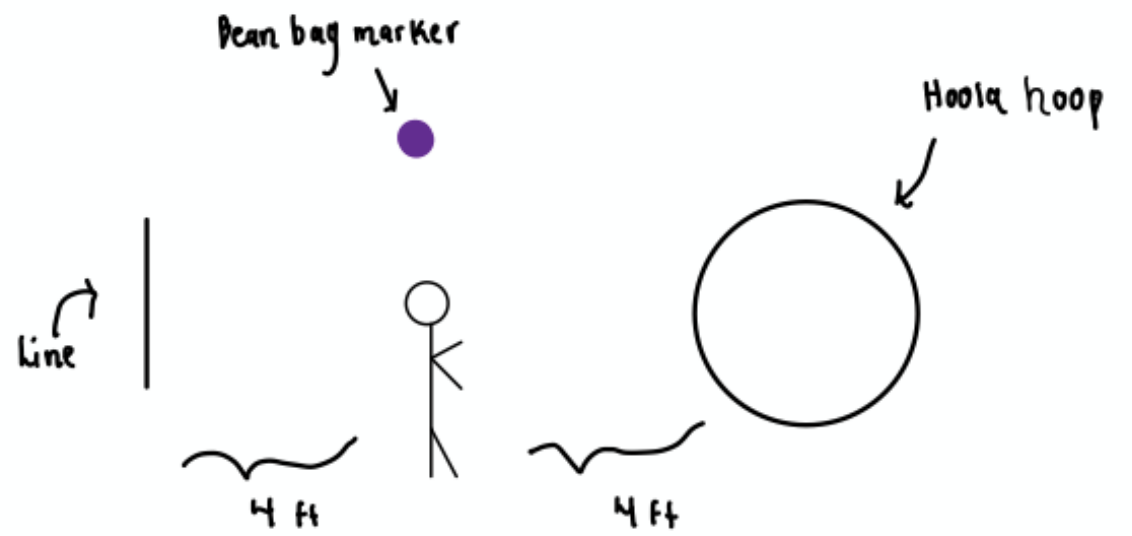
1. Begin with your feet spaces shoulder width apart (weight held in the dominant leg behind), and a slight bend in your knees.
2. Employing the forehand grip as previously taught, hold the badminton racquet at a 45 degree angle with the ceiling, using your dominant arm positioned straight downwards.
3. Using your remaining hand, grip the feathers of the birdie in between your thumb and index finger (head facing towards you), holding it directly out in front of your body.
4. Release the birdie from whichever hand is holding it, and swing the racquet arm in a swooping motion, sending it up and over. During this process, your body weight should be transferred from backwards to forwards.



Partner practice:



Body - Culminating Activity: Target Practice.



### References.

Badminton Serve. (2016, September 05). Retrieved from <https://www.masterbadminton.com/badminton-serve.html>

Grade 3-6: Warm up games. (n.d.). Retrieved from <https://www.primecoachingsport.com/grade3-6warm-up-games>

<p><b>Lesson #:</b> 3 of 6 (badminton unit).  <b>Topic:</b> Becoming familiar and comfortable with the overhead clear.  <b>Grade(s):</b></p> <ul style="list-style-type: none"> <li>• 4-5.</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Badminton racquets.</li> <li>• Birdies</li> <li>• Hula hoops.</li> </ul>	<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand and apply the rules of each activity (warm-up, demonstration of the overhead clear and practice, target practice, <i>King's Court</i>) - <u>cognitive</u>.</li> <li>• Students will be able to demonstrate teamwork through working in partners– <u>affective</u>.</li> <li>• Students will be able to perform the overhear clear– <u>psychomotor</u>.</li> </ul>	
<p><b>Parts of the Lesson</b></p> <p>Set up before/bring to class:</p> <ul style="list-style-type: none"> <li>• Badminton racquets.</li> <li>• Birdies.</li> <li>• Hula hoops.</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Warm-up (<i>Octopus</i>). <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> warming up muscle groups to be used later on.</li> </ul> </li> <li>2. Demonstration of the overhead clear and practice. <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> familiarizes children with one way to properly/effectively hit the birdie, and develops coordination skills (hand-eye and body).</li> </ul> </li> <li>3. Target practice. <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> furthers development of the overhear clear by encouraging proper aim and coordination.</li> </ul> </li> <li>4. Culminating activity: <i>King's Court</i>. <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> ties the short and long forehand serve, as well as the overhear clear skills together, simulating some aspects of a game of badminton.</li> </ul> </li> <li>5. Closure.</li> </ol> <p>Universal Design for Learning – “Provide Multiple Means of Engagement” Guideline.</p>	<p><b>Time</b></p>	<p><b>Teaching Points/Cues</b></p>



Lesson Description		
<p><b>Warm-up – Octopus (moderate to intense physical activity).</b></p> <ul style="list-style-type: none"> <li>• One child will take on the role of the “octopus,” and be placed in the middle of the gym. The remaining children should be gathered on one side of the space (hands touching the wall) and, on the count of “octopus” will try and run to the other side of the gym without being tagged by the octopus - <b>see appendix.</b></li> <li>• The preceding will repeat until everyone has been tagged, and only child, the winner, remains. <ul style="list-style-type: none"> <li>○ If a child is tagged, they become “seaweed” stuck in place and can only extend their arms to reach and tag others as the game progresses.</li> </ul> </li> </ul>	5 min.	<ul style="list-style-type: none"> <li>• Choose one student to be the “octopus” either randomly or based on volunteers.</li> <li>• Direct the remaining children to one side of the gym – before the game starts ensure that everyone’s hand is touching the wall (fair start).</li> <li>• Tell the octopus that the class is ready, so that they may start the game. <ul style="list-style-type: none"> <li>○ Clarify that you must stay within the boundaries of the space.</li> <li>○ Clarify that you must watch where you are going.</li> <li>○ Clarify that you may not “puppy guard” or target a specific person as the octopus or a piece of seaweed.</li> <li>○ Clarify that pushing and shoving is not tolerated.</li> </ul> </li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• A few trial rounds may be needed to ensure that everyone is on the same page.</li> <li>• <b>Safety concern:</b> children could collide with one another if not careful.</li> </ul>
<p><b>Body - Demonstration of the overhead clear and practice.</b></p> <ul style="list-style-type: none"> <li>• Children are given a badminton racquet and birdie and instructed how to carry out the overhead clear.</li> <li>• In pairs on either side of a line in the gym (4 feet on each side), one partner will serve a birdie to the other using either the short or long forehand serve as previously instructed. Once the birdie is received, the partner will hit it back in their direction using the overhead clear - <b>see appendix.</b> <ul style="list-style-type: none"> <li>○ Once each partner had completed their task 5 times, the two should switch roles.</li> </ul> </li> <li>• In the same pairs on either side of a line in the gym (4 feet on each side) one partner will serve a birdie to the other again using either the short or long forehand serve as previously instructed. Once the birdie is</li> </ul>	15 min.	<ul style="list-style-type: none"> <li>• Distribute 1 badminton racquet and 1 birdie per child.</li> <li>• Demonstrate to children what the overhead clear looks like.</li> <li>• Using a commonality such as birth month or shoe size, divide children into pairs on either side of a line in the gym (should be roughly 8 feet apart).</li> <li>• Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> </ul>

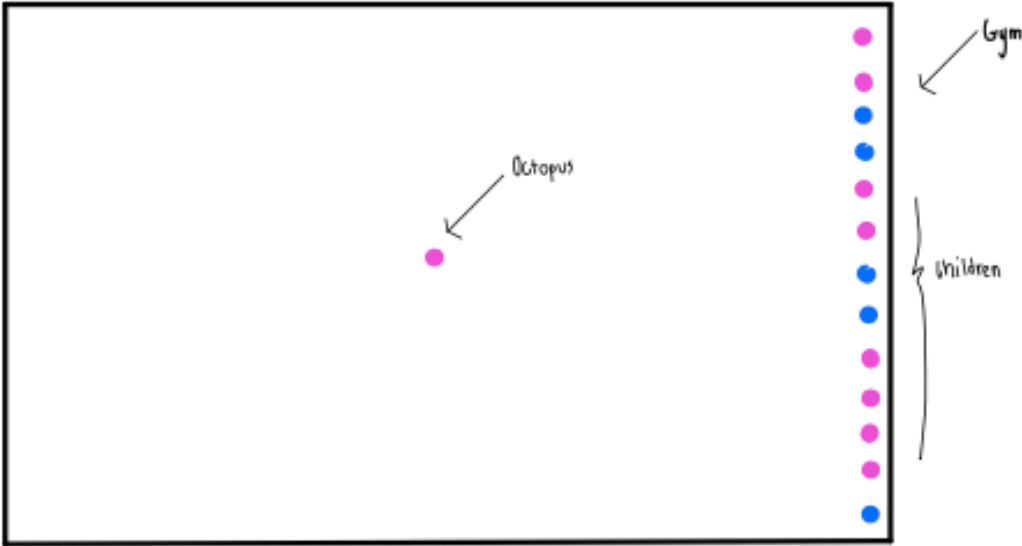
<p>received, the partner will hit it back in their direction using the overhead clear, and this will continue as a sort of rally, aiming for 5 consecutive hits.</p>		<ul style="list-style-type: none"> <li>Reminders for children (long forehand serve): employ proper forehand grip, bend in knees, transfer of weight, release birdie before swinging the racquet arm, etc.</li> <li>Reminders for children (overhead clear): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, hit birdie high above shoulder with arm extended, snap wrist to generate power, recover to ready position, etc.</li> <li>Circulate and check that everyone is successful in carrying out the skill and switching roles.</li> <li>See previous reminders.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To make this activity easier, have children stand closer together, use a balloon instead of a birdie, or decrease the goal number of consecutive hits.</li> <li>To make this activity more difficult, have children stand further apart, or increase the goal number of consecutive hits.</li> <li><b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving or performing the overhead clear, potentially hitting others.</li> </ul>
<p><b>Body - Target practice.</b></p> <ul style="list-style-type: none"> <li>In pairs on either side of a line in the gym (4 feet on each side), 1 partner will serve a birdie to the other using either the short or long forehand serve as previously instructed. Once the birdie is received, the partner will hit it back in their direction using the overhead clear, this time aiming to hit their birdie into a hoola hoop placed beside their partner - <b>see appendix.</b> <ul style="list-style-type: none"> <li>Once each partner had completed their task 5 times, the two should switch roles.</li> </ul> </li> </ul>	<p>10 min.</p>	<ul style="list-style-type: none"> <li>Have children keep their badminton racquet and birdie.</li> <li>Using a commonality such as birth month or shoe size, divide children into pairs on either side of a line in the gym (should be roughly 8 feet apart).</li> <li>Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> <li>Reminders for children (long forehand serve): employ proper forehand grip, bend in knees,</li> </ul>

		<p>transfer of weight, release birdie before swinging the racquet arm, etc.</p> <ul style="list-style-type: none"> <li>Reminders for children (overhead clear): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, hit birdie high above shoulder with arm extended, snap wrist to generate power, recover to ready position, etc.</li> <li>Circulate and check that everyone is successful in carrying out the skill and switching roles.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To make this activity easier, have children stand closer together (bring forward the hoola hoop), or use a balloon instead of a birdie.</li> <li>To make this activity more difficult, have children stand further apart (bring back the hoola hoop).</li> <li><b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving or performing the overhead clear, potentially hitting others.</li> </ul>
<p><b>Body – Culminating activity: King’s Court.</b></p> <ul style="list-style-type: none"> <li>For the purpose of engaging a large group of children, divide you participants into two groups and carry-out the following activity in each one: <ul style="list-style-type: none"> <li>In pairs of two, 4 children with start “on the court” (two on either side of a line in the gym), with their peers watching in a horizontal line sitting on the floor.</li> <li>The youngest team member will start the game with a serving method of their choice, and the birdie will be hit back and forth using the overhead clear until it is missed by one team – they will then be directed to the sidelines and the winners will stay. A new team of two will be chosen to play against them (those that were next in line); this process will repeat until one team of two, the winners, remain and everyone has had a turn.</li> </ul> </li> </ul>	<p>15 min.</p>	<ul style="list-style-type: none"> <li>Have children keep their badminton racquet and birdie.</li> <li>Divide the class in half, and then use a commonality such as birth month or shoe size, to further split everyone into pairs.</li> <li>Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> <li>Reminders for children (long forehand serve): employ proper forehand grip, bend in knees, transfer of weight, release birdie before swinging the racquet arm, etc.</li> <li>Reminders for children (overhead clear): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, hit birdie high</li> </ul>

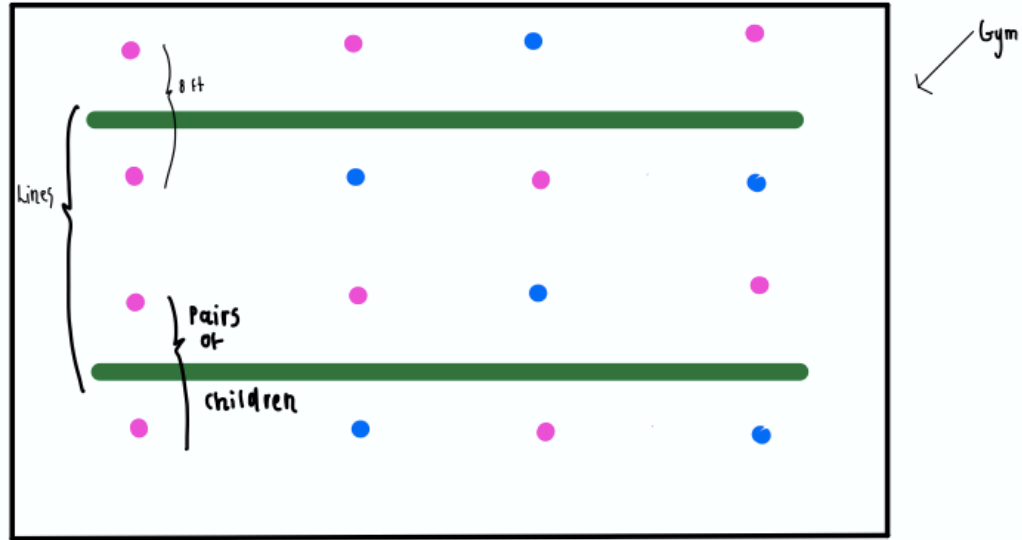
		<p>above shoulder with arm extended, snap wrist to generate power, recover to ready position, etc.</p> <ul style="list-style-type: none"> <li>• Circulate and check that everyone is successful in carrying out the skills, intervening when necessary to provide guidance of who won, and who gets to play next.</li> <li>• Use the assessment checklist to evaluate your students' learning up to this point in the unit - <b>see appendix.</b></li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To make this activity easier, have children play with a balloon instead of a birdie, decrease the amount of space between each team, or increase the size of the teams.</li> <li>• To make this activity more difficult, allow for a bigger space in between each team, or decrease the size of the teams to only 1 player (1 on 1).</li> </ul> <p><b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving or performing the overhead clear, potentially hitting others.</p>
<p><b>Closure.</b></p> <ul style="list-style-type: none"> <li>○ Sitting quietly in a circle, students are prompted to raise their hand in order to answer the questions: What was the hardest part about performing the overhead clear? What was the easiest part about performing the overhead clear?</li> </ul>	2 min.	

Appendix – Diagrams, Examples, Assessment.

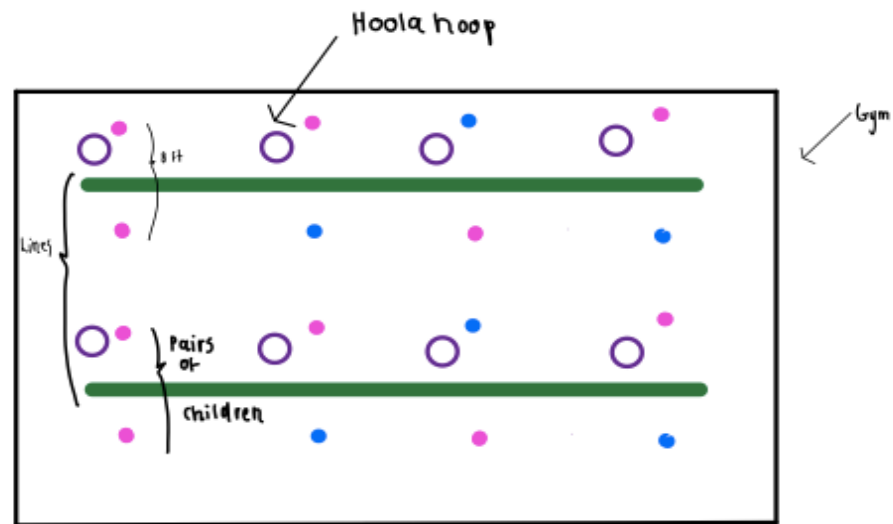
Warm-up – Octopus.



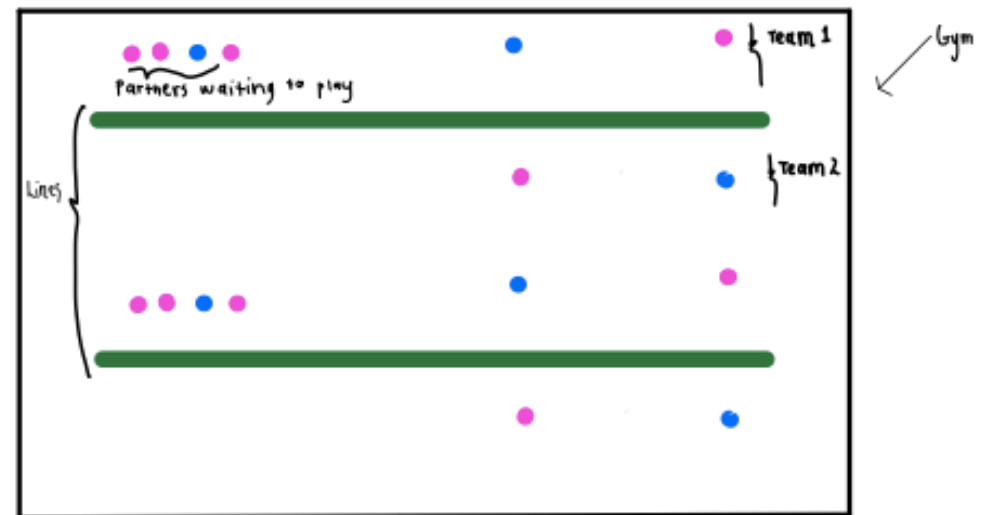
Body - Demonstration of the overhead clear and practice.



Body - Target practice.



Body – Culminating Activity: *King's Court*.



Body – Culminating activity: *King's Court* – Assessment Checklist.

Suggested instructions: fill the following checklist out for each student as they are participating in the game of *King's Court*, to evaluate their learning up into this point of the unit.

- Check or circle the proficiency (developing, meeting, exceeding) level that meets the student's performance of a given skill (forehand grip, short and long forehand serve, overhead clear, teamwork/sportsmanship).
- Add any additional notes or comments at the bottom.

Student name:

Date:

<u>Skill + Description.</u>	<u>Proficiency.</u>		
	<b>Developing.</b>	<b>Meeting.</b>	<b>Exceeding.</b>
<b>Forehand grip.</b> <ul style="list-style-type: none"> <li>• Racquet sitting comfortably in dominant hand.</li> <li>• Edge of the racquet head pointing towards the floor.</li> <li>• Thumb placed on the flat side of the handle, with the index finger placed higher on the other side (forming a V shape).</li> <li>• Remaining 3 fingers curled around the handle.</li> <li>• Overall relaxed grip.</li> </ul>			
<b>Forehand serve (short).</b> <ul style="list-style-type: none"> <li>• Feet spaced shoulder width apart (weight held in the dominant leg behind).</li> <li>• Slight bend in knees.</li> <li>• Employing the forehand grip.</li> <li>• Holding the badminton racquet at a 45 degree angle with floor, using the dominant arm positioned straight downwards.</li> <li>• Feathers of the birdie in between thumb and index finger, holding it slightly above the racquet arm.</li> <li>• Slightly extension or stretch of the racquet arm.</li> <li>• Transfer of weight.</li> </ul>			
<b>Forehand serve (long).</b> <ul style="list-style-type: none"> <li>• Feet spaced shoulder width apart (weight held in the dominant leg behind).</li> <li>• Slight bend in knees.</li> <li>• Employing the forehand grip.</li> <li>• Holding the badminton racquet at a 45 degree angle with the ceiling, using the dominant arm positioned straight downwards.</li> <li>• Feathers of the birdie in between your thumb and index finger, holding it directly out in front of your body.</li> <li>• Birdie released from hand.</li> <li>• Racquet arm swung in a swooping motion.</li> <li>• Transfer of weight.</li> </ul>			
<b>Overhead clear.</b> <ul style="list-style-type: none"> <li>• Employing proper forehand grip.</li> <li>• Slight bend in knees.</li> <li>• Transfer of weight.</li> <li>• Gentle swing of racquet arm.</li> <li>• Birdie hit high above shoulder with arm extended.</li> <li>• Wrist moved in a snap-like motion to generate power.</li> <li>• Recovery to ready position.</li> </ul>			
<b>Teamwork/sportsmanship.</b> <ul style="list-style-type: none"> <li>• Works well with others.</li> <li>• Plays fairly and according to rules/instruction.</li> </ul>			

Additional notes/comments:

### References.

Forehand Badminton Overhead Clear: Step by Step Tutorial. (2016, August 31). Retrieved from <https://www.masterbadminton.com/badminton-overhead-clear.html>

Kings Court. (n.d.). Retrieved from <https://physedgames.com/kings-court/>



<p><b>Lesson #:</b> 4 of 6 (badminton unit).  <b>Topic:</b> Becoming familiar and comfortable with the overhead smash.  <b>Grade(s):</b></p> <ul style="list-style-type: none"> <li>• 4-5.</li> </ul> <p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Badminton racquets.</li> <li>• Birdies</li> <li>• Pinnies.</li> <li>• Hula hoops.</li> <li>• Copies of the “2 Stars and a Wish Peer-Assessment Form” (1/student).</li> </ul>	<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand and apply the rules of each activity (warm-up, demonstration of the overhead smash and practice, target practice, stations) - <u>cognitive</u>.</li> <li>• Students will be able to demonstrate teamwork through working in partners- <u>affective</u>.</li> <li>• Students will be able to perform the overhead smash- <u>psychomotor</u>.</li> </ul>	
<p><b>Parts of the Lesson</b></p> <p>Set up before/bring to class:</p> <ul style="list-style-type: none"> <li>• Badminton racquets.</li> <li>• Birdies</li> <li>• Pinnies.</li> <li>• Hula hoops.</li> <li>• Copies of the “2 Stars and a Wish Peer-Assessment Form” (1/student).</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Warm-up (<i>Bug Catchers</i>). <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> warming up muscle groups to be used later on.</li> </ul> </li> <li>2. Demonstration of the overhead smash and practice. <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> familiarizes children with one way to properly/effectively hit the birdie, and develops coordination skills (hand-eye and body).</li> </ul> </li> <li>3. Target practice. <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> furthers development of the overhead smash by encouraging proper aim and coordination.</li> </ul> </li> <li>4. Culminating activity: stations. <ul style="list-style-type: none"> <li>• <b>Purpose (in relation to playing badminton):</b> ties the short and long forehand serve, as well as the overhead clear and smash</li> </ul> </li> </ol>	<p><b>Time</b></p>	<p><b>Teaching Points/Cues</b></p>

<p>skills together, simulating some aspects of a game of badminton and allowing the opportunity to receive peer-feedback.</p> <p>5. Closure.</p> <p>Universal Design for Learning – “Provide Multiple Means of Engagement” Guideline.</p>		
<b>Lesson Description</b>		
<p><b>Warm-up – Bug Catchers (moderate to intense physical activity).</b></p> <ul style="list-style-type: none"> <li>• 4 children are selected to take on the role of “bug catcher,” and are instructed to put on a coloured pinnie. Set up in each of the corners of the gym should be one hoola hoop. On the count of 3, the remaining children will run around trying to avoid by tagged by a bug catcher. <ul style="list-style-type: none"> <li>○ If a child is tagged, they must resort to one of the hoola hoops, and wait patiently until a free player comes to rescue them.</li> </ul> </li> <li>• The previous 2 steps will repeat until the teacher instructs otherwise.</li> </ul>	5 min.	<ul style="list-style-type: none"> <li>• Choose 4 students to be the “octopus” either randomly or based on volunteers.</li> <li>• Count down from 3 to begin the game. <ul style="list-style-type: none"> <li>○ Clarify that you must stay within the boundaries of the space.</li> <li>○ Clarify that you must watch where you are going.</li> <li>○ Clarify that you may not “puppy guard” or target a specific person as the bug catcher.</li> <li>○ Clarify that pushing and shoving is not tolerated.</li> </ul> </li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• A few trial rounds may be needed to ensure that everyone is on the same page.</li> <li>• <b>Safety concern:</b> children could collide with one another if not careful.</li> </ul>
<p><b>Body - Demonstration of the overhead smash and practice.</b></p> <ul style="list-style-type: none"> <li>• Children are given a badminton racquet and birdie and instructed how to carry out the overhead clear.</li> <li>• In pairs on either side of a line in the gym (4 feet on each side), one partner will serve a birdie to the other using either the short or long forehand serve as previously instructed. Once the birdie is received, the partner will hit it back in their direction using the overhead smash - <b>see appendix.</b> <ul style="list-style-type: none"> <li>○ Once each partner had completed their task 5 times, the two should switch roles.</li> </ul> </li> </ul>	15 min.	<ul style="list-style-type: none"> <li>• Distribute 1 badminton racquet and 1 birdie per child.</li> <li>• Demonstrate to children what the overhead smash looks like.</li> <li>• Using a commonality such as birth month or shoe size, divide children into pairs on either side of a line in the gym (should be roughly 8 feet apart).</li> </ul>

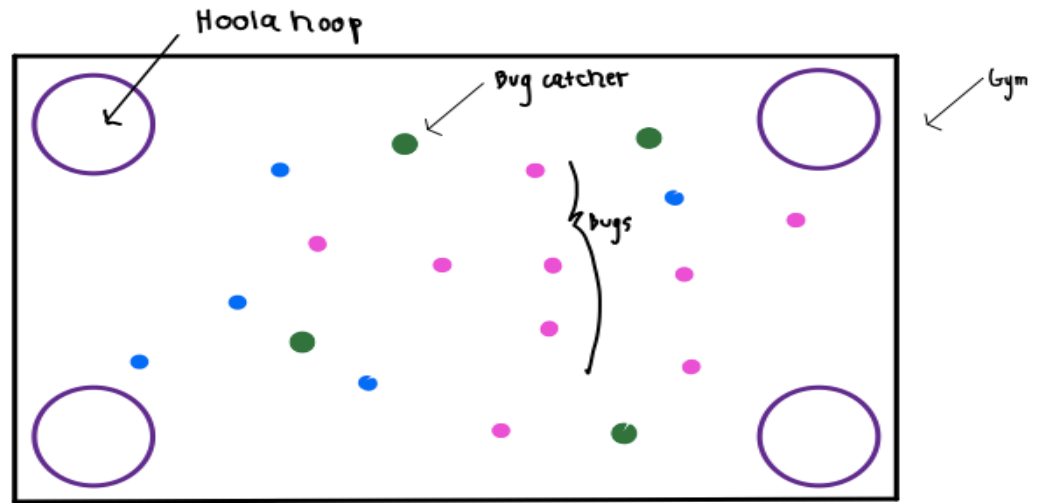
		<ul style="list-style-type: none"> <li>• Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> <li>• Reminders for children (long forehand serve): employ proper forehand grip, bend in knees, transfer of weight, release birdie before swinging the racquet arm, etc.</li> <li>• Reminders for children (overhead smash): non-racquet foot forward, employ proper forehand grip, bend in knees, transfer of weight, extend racquet arm, contact birdie in front of body.</li> <li>• Circulate and check that everyone is successful in carrying out the skill and switching roles.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To make this activity easier, have children stand closer together, use a balloon instead of a birdie, or decrease the goal number of consecutive hits.</li> <li>• To make this activity more difficult, have children stand further apart, or increase the goal number of consecutive hits.</li> <li>• <b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving or performing the overhead smash, potentially hitting others.</li> </ul>
<p><b>Body - Target practice.</b></p> <ul style="list-style-type: none"> <li>• In pairs on either side of a line in the gym (4 feet on each side), 1 partner will serve a birdie to the other using either the short or long forehand serve as previously instructed. Once the birdie is received, the partner will hit it back in their direction using the overhead smash, this time aiming to hit their birdie into a hoola hoop placed beside their partner - <b>see appendix.</b> <ul style="list-style-type: none"> <li>○ Once each partner had completed their task 5 times, the two should switch roles.</li> </ul> </li> </ul>	10 min.	<ul style="list-style-type: none"> <li>• Have children keep their badminton racquet and birdie.</li> <li>• Using a commonality such as birth month or shoe size, divide children into pairs on either side of a line in the gym (should be roughly 8 feet apart).</li> <li>• Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> <li>• Reminders for children (long forehand serve): employ proper forehand grip, bend in knees,</li> </ul>

		<p>transfer of weight, release birdie before swinging the racquet arm, etc.</p> <ul style="list-style-type: none"> <li>Reminders for children (overhead smash): non-racquet foot forward, employ proper forehand grip, bend in knees, transfer of weight, extend racquet arm, contact birdie in front of body.</li> <li>Circulate and check that everyone is successful in carrying out the skill and switching roles.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To make this activity easier, have children stand closer together (bring forward the hoola hoop), or use a balloon instead of a birdie.</li> <li>To make this activity more difficult, have children stand further apart (bring back the hoola hoop).</li> <li><b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving or performing the overhead smash, potentially hitting others.</li> </ul>
<p><b>Body – Culminating activity: stations.</b></p> <ul style="list-style-type: none"> <li>Children will be split into groups of 4, and be assigned as space in the gym as well as the individual roles of feeder, passer, receiver, or coach. <ul style="list-style-type: none"> <li>The feeder, passer, and receiver will form a circle with the coach on the outside.</li> <li>Initiating the activity, the feeder will use their choice of the short or long forehand serve to send the birdie in the direction of the passer.</li> <li>Once the birdie enters their domain, the passer will send it into the direction of the receiver using the overhead clear.</li> <li>Once the birdie enters their domain, the receiver will send it into the direction of the feeder using either the overhead smash.</li> <li>During the process, the coach is to fill out the “2 stars and wish” assessment form, providing feedback for their peers - <b>see appendix.</b></li> </ul> </li> <li>The preceding will repeat for 4 rounds, and then each child is to switch roles until they have all had a turn to be each one.</li> </ul>	<p>15 min.</p>	<ul style="list-style-type: none"> <li>Have children keep their badminton racquet and birdie.</li> <li>Divide the class into groups of 4 and assign each one a space in the gym, numbering them off as either: 1=feeder, 2=passer, 3=receiver, 4=coach.</li> <li>Provide 4 copies of the “2 stars and a wish” assessment to each group (1/child).</li> <li>Reminders for children (forehand grip): slight bend in knees, look upwards and in the direction that you are heading towards, relaxed grip, proper finger placement, etc.</li> <li>Reminders for children (short forehand serve): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, etc.</li> <li>Reminders for children (long forehand serve): employ proper forehand grip, bend in knees,</li> </ul>

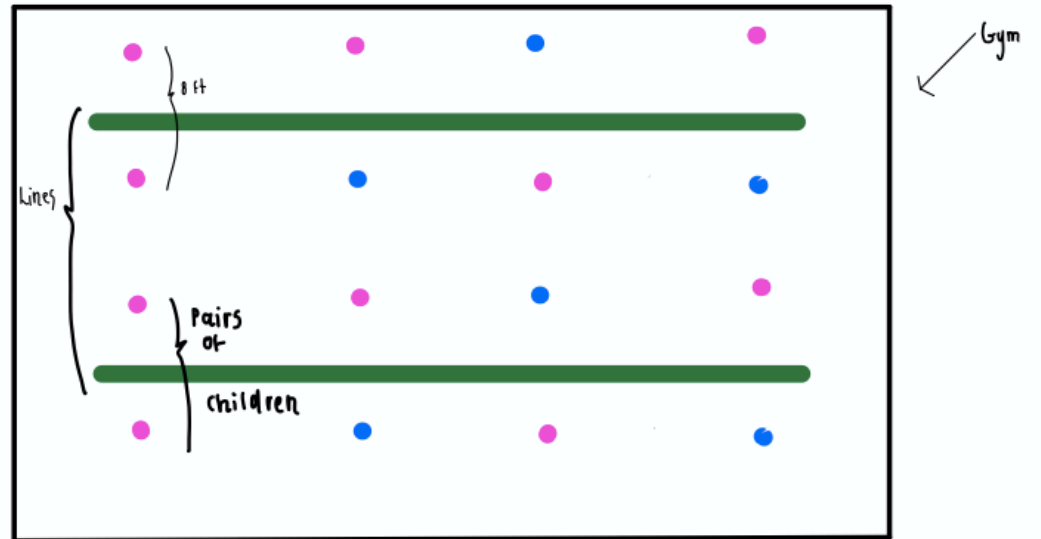
		<p>transfer of weight, release birdie before swinging the racquet arm, etc.</p> <ul style="list-style-type: none"> <li>• Reminders for children (overhead clear): employ proper forehand grip, bend in knees, transfer of weight, gentle swing, hit birdie high above shoulder with arm extended, snap wrist to generate power, recover to ready position, etc.</li> <li>• Reminders for children (overhead smash): non-racquet foot forward, employ proper forehand grip, bend in knees, transfer of weight, extend racquet arm, contact birdie in front of body.</li> <li>• Circulate and check that everyone is successful in carrying out the skills, meeting the instruction for their role, switching roles when necessary.</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To make this activity easier, have children play with a balloon instead of a birdie, or decrease the size of the circle made up by each team.</li> <li>• To make this activity more difficult, increase the size of the circle made up by each team, or the number of passer and receivers.</li> <li>• <b>Safety concern:</b> children may lose control of the direction that the birdie is heading in when serving or performing the overhead clear/smash, potentially hitting others.</li> </ul>
<p><b>Closure.</b></p> <ul style="list-style-type: none"> <li>○ Sitting quietly in a circle, students are prompted to raise their hand in order to answer the questions: What are the main differences between an overhead clear and an overhead smash? What are the main similarities between an overhead clear and an overhead smash?</li> </ul>	<p>2 min.</p>	

Appendix – Diagrams, Examples, Assessment.

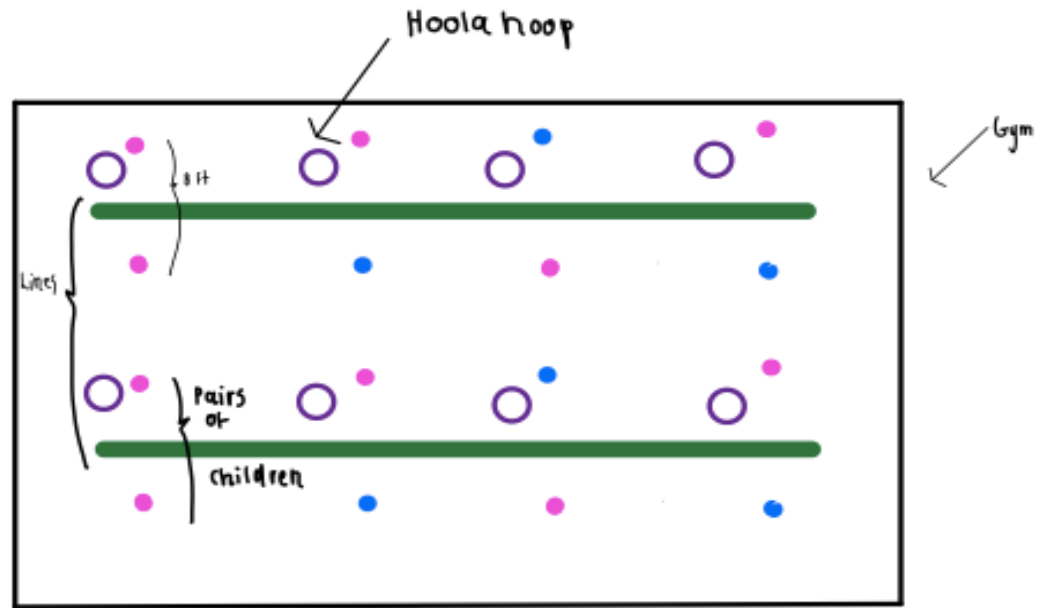
Warm-up – *Bug Catchers.*



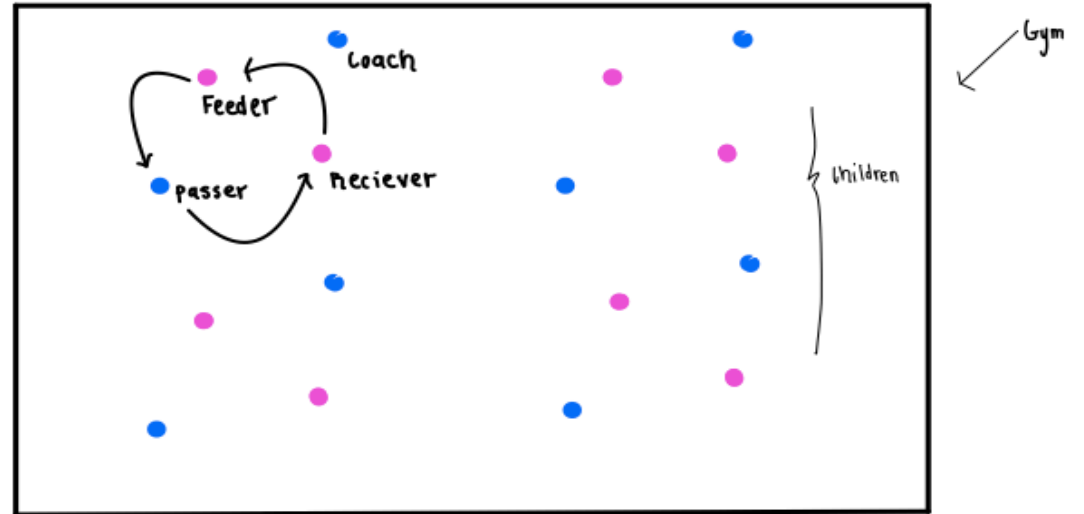
Body - Demonstration of the overhead smash and practice.



Body - Target practice.



Body - Culminating activity: Stations.



**Body – Culminating activity: Stations– 2 Stars and a Wish Peer-Assessment Form.**


Suggested instructions: provide each student with a copy of the following form to fill out when they take on the role of “coach” in the “Stations” activity – they are to suggest 2 pieces of positive feedback for their group and touch on 1 thing that they could improve on.

Your name :

Names of people in your group:

Something your group did well.  \_\_\_\_\_  
\_\_\_\_\_

Something your group did well.  \_\_\_\_\_  
\_\_\_\_\_

Something your group could work on.  \_\_\_\_\_  
\_\_\_\_\_



### References.

(n.d.). Retrieved from [http://web.uvic.ca/~thopper/WEB/452/Units\\_2010/SteveRoxie/EPHE452/Overhead\\_Clear\\_Smash.html](http://web.uvic.ca/~thopper/WEB/452/Units_2010/SteveRoxie/EPHE452/Overhead_Clear_Smash.html)

Learning Goals, Achievement Levels and 2 Stars and a Wish. (n.d.). Retrieved from <http://www.elementaryamc.com/2015/02/learning-goals-achievement-levels-and-2.html>