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| **Month:** January | | | | |
| **Grade 5 Focus:** Striking (short-handled racquets) **Grade 6 Focus:** Striking (short-handled racquets) **Same –** skills, performance  - PE 5.5: complex manipulative skills (sending and receiving) - PE 6.5: complex skills (locomotor, non-locomotor, and manipulative skills) cues, tactics, strategies, rules  - PE 5.5: striking - PE 6.7: biomechanics (force) **Differences –** Gr. 5 - variables - PE 5.6: performance cues, tactics, and variables - PE 6.9: decision-making (skills, tactics, strategies) Gr.6 – safety, relationships, biomechanics - PE 5.7: skills and strategies - PE 6.13: safety and rules - PE 5.8: rules | | | | |
| **Week:** One (basic skills, manipulative skills, striking, sending and receiving) | **Week:** Two (performance cues, biomechanics, and variables) | | **Week:**  Three (Tactics, strategies, and safety) | **Week:**  Four (Playing a game and rules) |
| **Essential questions:** How do I get better? How does volleyball help us play badminton? How do I send and receive in badminton? How does “flow” feel and how do we get it? (control) | **Essential questions:** Why are performance cues helpful? How can they help me? How are force and movement connected? (flow) How does one skill relate to another? | | **Essential questions:** How do I play smarter? (Work less and accomplish more?) How do I know when a choice is safe? Why are both offense and defence important? | **Essential questions:** Why is communication important and how can I communicate well? How can I contribute to the game? Who is responsible to make sure rules are followed? Why do rules exist? How am I a role model for others? |
| **Criteria:** Refine manipulative skills – striking and short handled implements (5.5) Apply performance cues, movement variables and tactics to improve self and others (5.6) Refine selected skills, tactics and strategies (5.7) Critically reflect (5.7) Understand and accept rules (5.8) | | Show progressing toward control when combining skills (6.5) Explore and communicate biomechanical skills (force) (6.7) Apply biomechanical concepts (flow) (6.7) Make situational decisions (skills, tactics and strategies) (6.9) Develop and demonstrate appreciation of rules (6.13) Analyze and apply safety guidelines (6.13) | | |
| **Knowledge-building:** Vocabulary: short/long serve, flow, carry, strike, scoop, rally, cues, birdie, shuttle, follow through, volley, alternate, underhand, overhand, lob Locomotor and non-locomotor skills – cues, eyes, stiff wrist, vs. Flex or snap, feet placement, follow through, returning to “ready”, running backwards, shuffling, grip | **Knowledge-building:** Vocabulary: forehand, backhand, control, calling (mine), footwork, serve, stance, lob, drop shot, smash Skills: sharing court with partner (calling – safety focus), acknowledgement of partner skills, courtesy, types of shots   * See Performance Cue checklist for this week (posted on Curriculum Corner) | | **Knowledge-building:** Vocabulary: serve, receive, offense, defence, strategy, fault, in, out, position Skills: balance between thinking and moving, doubles position on court, serving rules and procedures, scoring, returning to “ready” | **Knowledge-building:** Vocabulary: turn over, return, serve, in, out, boundary lines Skills: Toss coin for first serve, game winner serves next game, official diagonal serving, scoring rules, feet on ground when serving, serve involves shuttle below the waist, underhand only with follow through, wait for receiver to be ready before serving, right side serves first then alternates |

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| **Learning experiences** (warm-up, main event, cool down):  Safety – goggle/ glasses used, no net the first week  Warm-ups   * starts and stops (runs), directional running and back to center (pylons), backward running, footwork, reaction time   Main events   * Wrist action, drop and strike * Individual work with racquet and birdie for control (against a wall) * Consecutive hits no higher than head * Partner birdie control games/ consecutive hits * Hot Sun game (see weblink) – students on sidelines observe and collect data on performance cues to assist mini-lessons * Ready position – pylon game, teacher as director * Pivoting * Mirror game – positioning and quick movement, responding to partner * Underhand vs. Overhand hits   Cool down/ closure   * Reflections of today and tomorrow, essential question review | **Learning experiences** (warm-up, main event, cool down):  Net at the end of this week, goggles  Warm-ups:   * Cardio and muscular, reactionary movements (shadowing), running backwards, shuffling   Main events   * Hot Sun – opportunity for students to work on skills * Partners/ Doubles – practice calling shots * Target practice – hula hoops and timed results – graph own progress, partner plots where birdie lands in hula hoop * Badminton golf (see weblink) * Performance cues – continue to monitor, practice, offer feedback   Cool down/ closure   * Reflections of today and tomorrow, essential question review * Stretching | **Learning experiences** (warm-up, main event, cool down):  Nets up, goggles  Warm-ups – see previous  Main events:   * Enrichment – backstroke focus * Performance cues checklist – continue data collection * Doubles play * Positioning * Tactics – playing smart * Feedback given to partner groups from performance cue checklist (half students playing and other half watching)   Cool down/ closure   * Reflections of today and tomorrow, essential question review * Stretching | **Learning experiences** (warm-up, main event, cool down):  Nets up, goggles  Warm-ups: See previous, court runs (serving line to back court)  Main events:   * Enrichment – singles * Game play – doubles * Try other variations (Hot Sun) * Rules overview * Officiating * YouTube videos (watch for form, rallies, etc.) * Communication with partner * Positive play   Assessment   * During games * Venn diagram – volleyball/ badminton 🡪 rules and skills comparison (use data to assess outcomes * Written reflections/ summaries of learning (integration with ELA) |

Websites:

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=929>

<http://www.badmintondoubles.com/badminton-techniques/badminton-techniques-5-common-badminton-doubles-mistakes/>  
<http://www.how-to-play-badminton.com/badminton-basics.html>  
<http://www.opheaprograms.net/playsport/en/activitydetails97a7.html?ActivityId=43>  
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<http://www.opheaprograms.net/playsport/en/activitydetails9ed8.html?ActivityId=1161>  
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