

Block Plan Ideas (Kevin Hussey)

This 20 lesson sample outline using an extending, refining, applying approach is a sketch of how practice tasks (Extension Tasks) and Play Experiences (Application Tasks) can be blended for skill learning and solid motivational purposes. Please note the regularity and variety of play experiences throughout this sample block plan as a reminder of the importance of blending practice and play experiences into lessons on a regular basis for learning, challenge, and motivational purposes. It should be noted that this outline could easily be modified to better fit different class sizes, the number of days in the unit, the length of the class periods, the age of students, and the skill and maturity level of the students.

Day **Brief Description of Lesson Activities**

1. Orientation, ups, short serves, net rallies (coop./ comp. challenges mixed in)
 - Application Ex: short court only singles play
2. Half court shots, long serves, overhead drops, underhand clears (FH & BH)
 - Application Ex: Long & short serve target Contest or Challenge
3. Drive and flick serves, drive shots, review of days 1-2 also.
 - Play drive games either cooperatively or competitively.
4. Long serves, overhead drops, overhead clears, review of days 1-3
 - Application Ex: Clear Battle – see which partner could drive the opponent off the back of the court first.
 - Play ½ court singles games, no smash (half width, full length) – See #5 for safety note.
5. **Review days 1-4 Skill Practice, then...Application Task:** ½ court singles, no smash (full length but half the width) cooperative and/or competitive play.
Safety Note: add a boundary line 1 foot either side of the center line for safety. Depending on class size, this can be done as 1 vs. 1 = 4 per ct. or as many as 3 vs. 3 = 12 per ct. For variation, you could require a 1 or 2 hit shot sequence before playing out the rally with choice of shots minus the smash.
6. Long serves, smash and block defense practice. Then, ½ court singles play (half width, full length), and all shots apply for this modified singles play (in teams of 2-3 for team singles where team members must alternately hit and rotate to the end of their small team line. Again, you could require a long serve and smash return before playing out the rally to practice the smash and block shots inside this play experience.
7. Full court singles play with shot sequences required (in teams of 2-3 if space is limited as noted in day 6)
8. Stations for practice and challenges (cooperative and/or competitive) – be creative.....

9. Singles Competitive Play (a tourney format), Practice Play, and/or Practice only as student choice.... Allow students to choose their level of competitive play when you want to drive a tournament format.....
10. Ditto #9 (If space is limited, use ½ court singles play and/or team singles)
11. Ditto #9
12. Station Practice with lots of choices...include dbls serve/return targets
13. Doubles orientation, set-up, and practice play with basic ideas in mind. Begin with doubles play using required shot sequences of 1, 2, or 3 hits to teach/coach doubles rotation and situational tactics.
14. Continue with Doubles shot sequences required.... And play out the practice points as on day 13...
15. Doubles practice play day with lots of partner variations and coaching (teaching tactics, court coverage, refining for skill concerns, etc.). Add a review session here for the written test....
16. **Skill Assessment Day(s)**: add more days as needed...for example: short serve, long serve in peer groups: product and process elements – See PPS hand-out (Carol Wilkerson) in this conference electronic materials. Again, leave some time for the written test review here for as the skill assessment day (s) come to a close
17. **Written Test Day** Taken from material infused throughout the unit such as: History, rules, skill mechanics and technique cues, tactics for singles/doubles, etiquette, muscles, effective warm-up for badminton, fun facts, etc. – A suggestion to make the written assessment appropriately rigorous vs. a simplistic assessment that requires limited student preparation and/or engagement for this unit. Formative assessments throughout the unit would be used to assist in the student knowledge and understanding of the unit.
18. Doubles Competitive Play (tourney format), Practice Play, and/or Practice only as a Choice
19. Ditto #16
20. Ditto #16