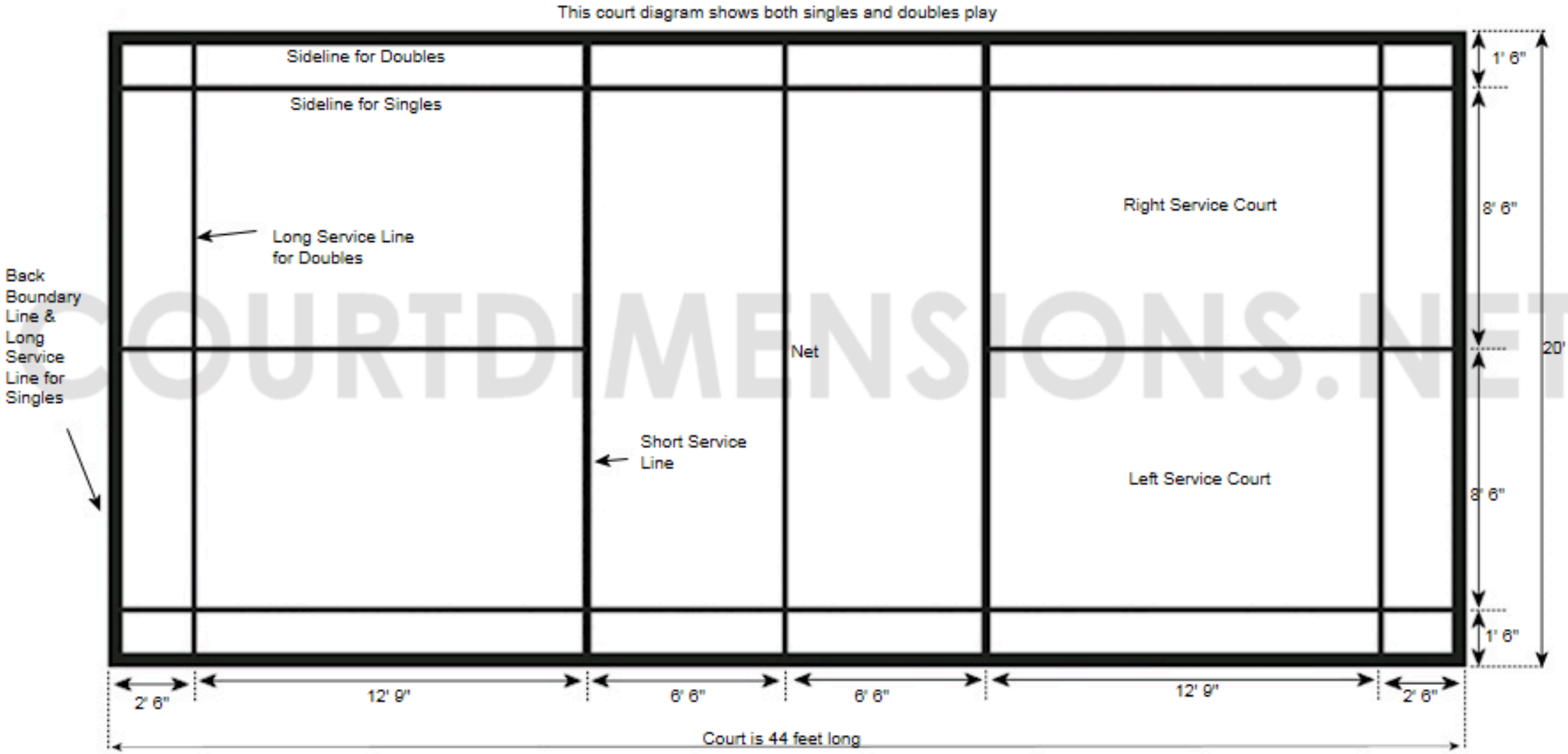
Decision making, prioritizing and strategy are vital for success.

Name:_____

Assessment: B1.4 *Phases of Movement* - you and your teacher will decide whether to assess your Overhead Clear or Smash as your primary shot in this unit.
Information:
You will have some self-directed skill sessions in this unit. How are you going to prioritize the important skills you want to focus on to better your badminton gameplay and prepare for your summative assessment? What are you going to work on that will see you grow as a player in such a short time? How will you personally conduct your session to get maximum skill practice without being off-task or distracting others? How will you constructively help others as well as yourself in these sessions?

MUST ASSESSMENT SHOT: _____	SHOULD	COULD
My Strategy Goal is... I am working to achieve this through.....	Notes	



Heat Map

1. Watch your partner for 1 minute, what do you observe about their play - write down 3 things.

2. For 2 minutes use a pencil and draw their foot movement on the court.
3. For 2 minutes draw ‘x’ where their shots landed on the opponent’s court
4. Share with your partner your observations - where do they spend all their court time? Where do their shots go? Are there areas of the court that are missing in their shots (eg. backcourt? Left-hand court?) and did they use the Ready position? Tell them the things you observed.

Self Directed learning Tracking sheet

- After you have had peer feedback, and have filled out your Must, Should, Could planning sheet, use this to guide your self-reflection based on the skills work you have chosen to complete.
- Work through the QR code videos
- Track your progress
- Throughout the unit try all the different skills listed/ shots
- Work according to your Challenge level

Use the Assessment Rubrics to guide your self and peer assessments

Strategy: Court Use	I am not thinking about where the shuttle is being placed. I am reaching long/wide to hit the shuttle, without moving to prepare or being aware where to move to hit. My gameplay is very based on playing cooperative rallies with my opponent.	I can move to the centre of the court after most shots, but I am sometimes out of position. I can hit the shuttle working the short or long court and use angles depending on the opponent's position	I can use the Ready Position and return to the centre of the court. I can analyze my opponent's court position and hit taking into consideration their placement/movement.	I can use the Ready Position and return to the centre of the court even from backcourt, backhand. I can plan movements a play in advance and move to where my opponent is placing the shuttle.
Skill: Serve	I can serve over the net but am not thinking about where the shuttle will be placed AND/OR the shuttle doesn't always go over the net into play.	I can Serve consistently over the net - but the placement may not be well chosen.	I can use Service as an attack - I can place the shuttle in different spots and vary the speed.	... and I can use multiple Service options as an attack - I can place the shuttle in different spots and vary the speed.
Skill: Shots	• I have limited, if any, footwork to prepare to strike the shuttle. • I am mostly using my wrist and arm (no body) in shots • My chest (shoulders/hips) remain facing the opponent throughout my strokes. • I frequently hit the shuttle using the frame or miss the shuttle and it falls to the ground. • I can return an object hit to me. I am attempting to receive front court shots.	I can • use footwork consistently in my shot preparation. • turn my non-hitting shoulder as I prepare for shots. • use rotation of my body and hip/shoulder to build power in my shots. • sometimes hit the frame or miss the shuttle in gameplay. • return an object hit to me or to the frontcourt and I am attempting to receive backcourt shots.	I can • use consistent and fluid footwork to prepare for shots. • use the ready position to start my attack on the shuttle. • choose strokes with appropriate body rotation and shoulder range of motion depending on gameplay. • use my wrist to generate power and can hide my wrist action in drop shots and short service. • return an object hit anywhere on the court.	... and I can use footwork effectively to set up backcourt shots with power and accuracy. ... and I can choose my strokes with varying degrees of power including backhand smash. ... and I can use my body to hide/disguise my shots so they look like one but end up being another.

Ex. Coaching/Feedback Sheet #2

This coaching sheet would come from the conversations and inquiry you have done with students through lessons and gameplay and provides room for you to grow and give feedback with your students. It could include a list of vocabulary to further enable the coach to respond or could include a drawing of the court for them to draw anything that was important to highlight. This could also be done with a video to allow the athlete to go and reflect after the game.

Skill/ Shot	Self or Peer assessment	Comments/ Next Steps
Footwork drills		
Forehand Serve		
Backhand Serve		
Clear Shot		
Drive		
Smash (forehand or backhand)		
Net-Drop		

Ex. Coaching/Feedback Sheet #1

These cues and observations would be a student-driven sheet based on the work you have done around Strategic success, skills feedback (self) and then looking at Creating and Denying space as well as other activities. You could then have students help to create this formative checklist as a part of their peer check-in system.

My athlete can:

❑ Use a Variety of Forehand shots	Rarely	Sometimes	Always	Other: _____
❑ Use a Variety of Backhand shots	Rarely	Sometimes	Always	Other: _____
❑ Is able to hit to the Backcourt	Rarely	Sometimes	Always	Other: _____
❑ Is able to drop the shuttle into the Front Court	Rarely	Sometimes	Always	Other: _____
❑ Recovers to a Ready Postion	Rarely	Sometimes	Always	Other: _____
❑ Play respectfully with their opponent	Rarely	Sometimes	Always	Other: _____
❑ Play respectuflly with their double's partner	Rarely	Sometimes	Always	Other: _____

Ex. Coaching/Feedback Sheet #3

This coaching sheet would come from the conversations and inquiry you have done with students through lessons and gameplay and provides room for you to grow and give feedback with your students. It could include a list of vocabulary to further enable the coach to respond or could include a drawing of the court for them to draw anything that was important to highlight. This could also be done with a video to allow the athlete to go and reflect after the game.

Grade 7 Physical Education – Coaching Observations

Coach's Name Teacher:

Athlete's Name

Please circle the FOCUS area you are coaching today:

Creating Open space	**Defense - Deny space**	**Player Conduct**
Change of speed Variety of Shots used Disguising of Shot/Service 2-shot attack	Use of Ready Position Use of quick and accurate footwork Covering the Backcourt	Respect of opponent Respect of rules and guidelines Can keep score Grateful for gameplay Focused on their game If losing, how are they recovering mentally and emotionally?

Coaches are Kind (body language and voice), **Specific** (to the points above) and are **focused on the VERY NEXT game** (speak to the most important thing first – and **only give three** pieces of information).

I saw….
I wonder…
I was thinking…
I noticed…
A question I have is….

Make your notes/drawings/ideas here: