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|-----------|----------------------|--------------------|--------------------|---|
| W3 | Learning Area | PHYSICAL EDUCATION | Grade Level | 8 |
| | Quarter | 3 | Date | |

| | |
|---|--|
| I. LESSON TITLE | INDIVIDUAL/DUAL SPORTS |
| II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs) | <ul style="list-style-type: none"> Describes the nature and background of sport. Executes the skills involved in the sport. Displays tolerance and acceptance of individuals with varying skills and abilities. |
| III. CONTENT/CORE CONTENT | BADMINTON |

| IV. LEARNING PHASES | Suggested Time Frame | Learning Activities |
|---|-----------------------------|--|
| A. Introduction Panimula | DAY 1 | <p style="text-align: center;">Nature and Background of Badminton</p> <p>Badminton is a racquet sport played using racquets to hit a shuttlecock across a net. Although it may be played with larger teams, the most common forms of the game are "singles" (with one player per side) and "doubles" (with two players per side). Badminton is often played as a casual outdoor activity in a yard or on a beach; formal games are played on a rectangular indoor court. Points are scored by striking the shuttlecock with the racquet and landing it within the opposing side's half of the court.</p> <p>Each side may only strike the shuttlecock once before it passes over the net. Play ends once the shuttlecock has struck the floor or if a fault has been called by the umpire, service judge, or (in their absence) the opposing side.</p> <p>Early on, the game was also known as Poona or Poonah after the garrison town of Poona, where it was particularly popular and where the first rules for the game were drawn up in 1873. By 1875, officers returning home had started a badminton club in Folkestone. Initially, the sport was played with sides ranging from 1 to 4 players, but it was quickly established that games between two or four competitors worked the best. The shuttlecocks were coated with India rubber and, in outdoor play, sometimes weighted with lead. Although the depth of the net was of no consequence, it was preferred that it should reach the ground.</p> <p>LETS</p> <p>If a let is called, the rally is stopped and replayed with no change to the score. Lets may occur because of some unexpected disturbance such as a shuttlecock landing on a court (having been hit there by players playing in adjacent court) or in small halls the shuttle may touch an overhead rail which can be classed as a let.</p> <p>If the receiver is not ready when the service is delivered, a let shall be called; yet, if the receiver attempts to return the shuttlecock, the receiver shall be judged to have been ready</p> <p>STRATEGY</p> <p>To win in badminton, players need to employ a wide variety of strokes in the right situations. These range from powerful jumping smashes to delicate tumbling net returns. Often rallies finish with a smash, but setting up the smash requires subtler strokes. For example, a net shot can force the opponent to lift the shuttlecock, which gives an opportunity to smash. If the net shot is tight and tumbling, then the opponent's lift will not reach the back of the court, which makes the subsequent smash much harder to return.</p> <p>Facilities and Equipment</p> <p>1.Court - rectangular and divided into halves by a net. Courts are usually marked for both singles and doubles play, although badminton rules permit a court to be marked for singles only. The full width of the court is 6.1 metres (20 ft), and in singles this width is reduced to 5.18 metres (17 ft). The full length of the court is 13.4 metres (44 ft).</p> |

- 2. Net** - 1.55 metres (5 ft 1 inch) high at the edges and 1.524 metres (5 ft) high in the centre.
- 3. Pole** - The net posts are placed over the doubles sidelines, even when singles is played
- 4. Racquets** - lightweight, with top quality racquets weighing between 70 and 95 grams (2.5 and 3.4 ounces) not including grip or strings.
- 5. Strings** - thin, high performing strings with thicknesses ranging from about 0.62 to 0.73 mm.
- 6. Shuttlecock** - a high-drag projectile, with an open conical shape.

BASIC SKILLS IN BADMINTON

- 1. Grip**-The correct grip will allow you to have more control and will help you dictate where you place your shot.

Forehand grip: Anything on your racquet side (right side if you're right-handed, left side if you're left-handed) whether it be overarm or underarm.

Backhand grip: Anything to your non-racket side (left side if you're right-handed, right side if you're left-handed) whether it be overarm or underarm.

Universal grip: A type of backhand grip where your thumb has moved to the edge of the fatter face of your grip. This is used for backhand cross-court net shots, backhand clears, and backhand straight drop shots from the rear court.

Panhandle grip: Where your thumb and the finger pinch the top of the racket in order to tap/net-kill the incoming shuttlecock.

Make sure to hold your badminton racket lightly no matter what type of grip you use. In fact, the grip should be so light, that someone can come along and pull it away from your hands. This will help you prevent wrist injuries and improve the angle and flexibility of your shot.

- 2. SERVE** good serve is likely to get you points and may give you some advantage during the rally.

a. High Serve is used when you want to force your opponent to run to the back of the court by hitting the shuttlecock toward the rear end of the court .A good high serve will usually save you from receiving a smash from your opponent.

b. Low Serve is used to bring the opponent forward by hitting the shuttlecock toward the front of the court.

- 3. FOOTWORK** With proper footwork, you will be able to conserve energy and face shots coming toward you from any direction.

- 4. STROKES** Strokes are fundamental to becoming a good badminton player and executing superior shots.

a.Forehand Shots should be played when the shuttlecock is on your racket side. Your index finger as support to play a forehand stroke.

b. Backhand Shots should be played when the shuttlecock is on your non-racket side with your thumb controlling the strokes. To play a backhand shot, hold the racquet with the back of your hand in front and swing your wrist forward while using your thumb as support.

LEARNING TASK 1: IDENTIFY IT RIGHT AWAY!

Directions: Identify what is being described in each item.

- _____ 1. The first name of the sport badminton.
- _____ 2. A high-drag projectile, with an open conical shape.
- _____ 3. Racquet sport played using racquets to hit a shuttlecock across a net.
- _____ 4.The year when the first rules for badminton were established.
- _____ 5. A rectangular in shape and divided into halves by a net.

B. Development
Pagpapaunlad

DAY 2

LEARNING TASK 2: DECODE THE MESSAGE

Directions: Decode the numbers below the line by using the alphabets to form a word that corresponds to the given picture on each number.

| A | B | C | D | E | F | G | H | I | J | K | L | M |
|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

1.

| | | | |
|------|----|------|----|
| ---- | O | ---- | T |
| 6 | 15 | 15 | 20 |

| | | | |
|----|------|------|----|
| W | ---- | ---- | K |
| 23 | 15 | 18 | 11 |



2.

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| ---- | E | --- | V | ---- |
| 19 | 5 | 18 | 22 | 5 |



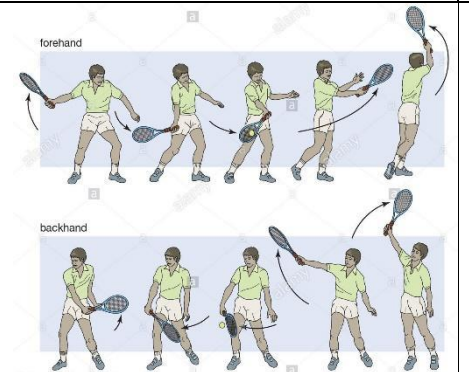
3.

| | | | |
|---|-----|-----|----|
| G | --- | --- | P |
| 7 | 18 | 91 | 16 |



4.

| | | | | | |
|-----|----|----|-----|-----|---|
| --- | T | R | --- | --- | E |
| 19 | 20 | 18 | 15 | 11 | 5 |



LEARNING TASK 3: "Check It Up"

Directions: Below are the fundamental skills in playing badminton. Check the skills which you think you were able to do with "good performance".

☐ Forehand Grip
☐ Backhand Grip
☐ High Serve
☐ Low Serve

☐ Forehand Shots
☐ Backhand Shots
☐ Footwork

C. Engagement Pakikipagpalihan

DAY 3

LEARNING TASK 4: LET'S WATCH THIS

Directions: Using the link provided below, watch the video about the basic skills in playing badminton and study the proper way of performing it.

- <https://www.youtube.com/watch?v=OgZKymFQtw>
- https://www.youtube.com/watch?v=G-zFtG2zD_M

LEARNING TASK 5: "TRY IT OUT"

Directions: Find time to practice the proper way of executing the different skills in badminton that you have watched (Grip, Serve, Footwork and Stroke). Be ready to do the Learning Task #7.

REMEMBER: You don't need to buy the equipment like racquet and shuttlecock to do this activity. You may borrow from those who already have or you may use an improvised material that you can find at home and in your environment.

D. Assimilation Paglalapat

DAY 4

LEARNING TASK 7: "LET'S DO THIS"

Directions:

1. Do the warm-up exercise.
2. Find a comfortable space and perform the basic skills in badminton (Grip, Serve, Footwork and Stroke).
3. Take a video of your performance and send it to your teacher.
4. Use the rubric as a guide.

| Indicators | 5 | 4 | 3 |
|------------|---|---|---|
| Movement | Knows all the movement or skills in badminton. | Know some of the movements or skills in badminton. | Knows little of the movements or skills in badminton. |
| Execution | Execute accurately the different skills in badminton. | Execute properly the different skills in badminton. | Some of the skills is improperly executed. |
| Creativity | Excellent creativity towards the output or video. | Have some creativity towards the output or video. | Have little creativity towards the output or video. |

V. ASSESSMENT

DAY 4

LEARNING TASK 8: LETS GO DEEPER

Direction: Identify what is being described.

_____ 1. allow you to have more control and will help you dictate where you place your shot.

_____ 2. Where your thumb and the finger pinch the top of the racket in order to tap/net-kill the incoming shuttlecock

_____ 3. used to bring the opponent forward by hitting the shuttlecock toward the front of the court.

_____ 4. able to conserve energy and face shots coming toward you from any direction




_____ 5. should be played when the shuttlecock is on your non-racket side with your thumb controlling the strokes

VI. REFLECTION

- The learners communicate the explanation of their personal assessment as indicated in the **Learner's Assessment Card**.
- The learners will write their personal insights about the lesson using in their notebook the prompts below:
I understand that _____
I realize that _____
I need to learn more about _____

| | | | | |
|-----------|----------------------|--------------------|--------------------|---|
| W4 | Learning Area | PHYSICAL EDUCATION | Grade Level | 8 |
| | Quarter | 3 | Date | |

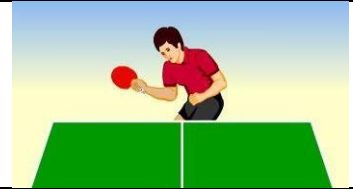
| | |
|---|--|
| I. LESSON TITLE | INDIVIDUAL/DUAL SPORTS |
| II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs) | <ul style="list-style-type: none"> Describes the nature and background of sport. Executes the skills involved in the sport. Displays tolerance and acceptance of individuals with varying skills and abilities. |
| III. CONTENT/CORE CONTENT | TABLE TENNIS |

| IV. LEARNING PHASES | Suggested Time Frame | Learning Activities |
|---|----------------------|--|
| A. Introduction <i>Panimula</i> | DAY 1 | <p>Nature and Background of Table Tennis</p> <p>Table Tennis is a popular individual and dual racket sport. It is an exemplary game of skill requiring remarkable hand eye coordination by the players. Two opponents (in singles) or two teams of two opponents (in doubles) can play match consisting of games to be played. The player due to strike the ball first is the server and the player who receives the serve is called receiver.</p> <p>Table tennis game was initially an after-the-dinner amusement for British officers in India and South Africa during the 1800s. It was first called <i>ping pong</i>. Ping pong became the game's registered name during 1901 until it was later altered to Table Tennis. During 1935, the US Table Tennis Association was formed which was later renamed as USA Table Tennis (1994). The first table tennis world championship tournament was played in London on 1927. Olympic table tennis was first played in 1988 (with both men and women, singles and double matches). To day table tennis game witnesses enthusiastic participation from both the east and the west alike.</p> <p>In the Philippines, Table Tennis Association of the Philippines (TATAP) which was founded in 1951, is the governing body of table tennis recognized.</p> <p>Points of Clarification</p> <ul style="list-style-type: none"> *At 10-10, the score is called "Deuce". A player must then win by 2 points. *Alternate serves, (1 serve each), until 1 player or team has a 2 point lead. *Change ends at the end of each game. *The player who serves at the beginning of a game is a receiver at the beginning of the next game <p>Table Tennis Equipment</p> <ol style="list-style-type: none"> The Table - Official <i>table tennis</i> game tables are a rectangular surface 9 ft. (274 cm.) long and 5 ft. (152.5 cm.) wide. The playing surface is placed 2 ft. 6 in. (76 cm.) above the ground. The Ball - Table tennis ball is spherical and is 40mm in diameter. The ball is made of celluloid or similar plastic material. It generally weighs 2.7 gm. The Net - Net is placed at the center, dividing the table in to two equal halves. The net is placed 6 in. (15.25 cm.) above the playing surface. The Racket - Table tennis racquet should be flat and rigid. It can be any size, shape or weight. Minimum 85% of blade thickness should constitute natural wood. <p>Basic Skills of Table Tennis</p> <p>Table Tennis Grip</p> <p>The table tennis grip is important because it controls the angle of the racket (paddle / bat) ... And the angle of the racket controls the height of the ball, the depth of the ball, the speed of the ball, the direction of the ball, the type of spin and the amount of spin.</p> <div>  <p>SHAKEHANDS GRIP FRONT SHAKEHANDS GRIP BACK</p>  <p>TABLE TENNIS BALL Diameter: 40mm Weight: 2.7g</p>  <p>PENHOLD GRIP FRONT PENHOLD GRIP BACK</p> </div> |

The **backhand push** is a defensive stroke using backspin to make it hard for your opponent to attack. By pushing short you really limit the options your opponent has to take the initiative.



When executing the **forehand push** you need to impart some backspin. This makes it hard for your opponent to attack the ball. By pushing short, your opponent will not be able to take a full swing at the ball.



The **forehand topspin** is one of the most fun strokes to play. And once you learn how to impart a strong topspin on the ball, it will become a very consistent stroke.



The **backhand topspin** should be learnt at the same time as the forehand topspin. It is a great attacking stroke that can really improve your game. By being able to play such an aggressive shot from your backhand side, your opponent will find it difficult to stop you gaining the initiative.



The **backhand block** is used against an attacking topspin. As your opponents shot will be fast, you won't need to make the pace yourself and so the stroke can be quite short. You will need to vary the angle of your racket depending on the amount of topspin on the ball.



The **forehand block** is used against an attacking topspin. As your opponents shot will be fast, you won't need to make the pace yourself. You will need to vary the angle of your racket depending on the amount of topspin on the ball.



The **forehand smash** is used as an attacking stroke to try and win the point. The most common mistake we see players make with the forehand smash, is failing to get themselves into position. The key to the smash is to get your feet moving early and get into a good position















The **table tennis serve** is the most important stroke in the game because it provides the only situation in which you have total control over how and where you play the ball.



LEARNING TASK 1: IS THAT RIGHT?

Directions: Write TRUE if the statement is correct and FALSE if not.




- _____ 1. Table tennis is a game that does not require remarkable hand eye skill coordination by the players.
- _____ 2. Table Tennis Association of the Philippines (TATAP) was founded in 1951.
- _____ 3. Table tennis was first called *ping pong*.

| | | <div>_____ 4. At the score 8-8 "Deuce" is called by the referee.</div> <div>_____ 5. Table tennis ball is spherical and is 40mm in diameter.</div> | | | | | | | | | | | | |
|--|--|--|--|---|----------|---|----------|---|---|--|------------|---|--|--|
| <div>B. Development</div> <div>Pagpapaunlad</div> | DAY 2 | <div>LEARNING TASK 2: NAMING THE FACILITIES AND EQUIPMENT</div> <div>Directions: Identify the name of the following equipments use in playing table tennis. Write your answer on the space provided.</div> <table><tr><td>1. _____</td><td></td></tr><tr><td>2. _____</td><td></td></tr><tr><td>3. _____</td><td></td></tr><tr><td>4. _____</td><td></td></tr></table> <div>LEARNING TASK 3: "WATCH OUT"</div> <div>Directions : Watch the video and study the basic skills in playing table tennis (LINK:https://youtu.be/yJxXgSvUdn0). Be ready to perform the different skills.</div> | 1. _____ |  | 2. _____ |  | 3. _____ |  | 4. _____ |  | | | | |
| 1. _____ |  | | | | | | | | | | | | | |
| 2. _____ |  | | | | | | | | | | | | | |
| 3. _____ |  | | | | | | | | | | | | | |
| 4. _____ |  | | | | | | | | | | | | | |
| <div>C. Engagement</div> <div>Pakikipagpalihan</div> | DAY 3 | <div>LEARNING TASK 4 : "PERFORM WITH ME!"</div> <div>Directions:</div> <div>1. Perform simple warm-up exercises.</div> <div>2. Based from the video that you have watched, perform the basic skills of table tennis.</div> <div>3. Take a video of yourself as you do the activity and send it to your teacher.</div> <div>Criteria for Assessment</div> <table><tr><th>Indicators</th><th>5</th><th>4</th><th>3</th></tr><tr><td>Movement</td><td>Knows all the movement or skills of table tennis.</td><td>Know some of the movements or skills of table tennis.</td><td>Knows little of the movements or skills of table tennis.</td></tr><tr><td>Expression</td><td>Have eye contact in the video and have appropriate expression for the skills.</td><td>Have some eye contact and have some expression for the skills.</td><td>Have a little eye contact and have some expression for the skills.</td></tr></table> | Indicators | 5 | 4 | 3 | Movement | Knows all the movement or skills of table tennis. | Know some of the movements or skills of table tennis. | Knows little of the movements or skills of table tennis. | Expression | Have eye contact in the video and have appropriate expression for the skills. | Have some eye contact and have some expression for the skills. | Have a little eye contact and have some expression for the skills. |
| Indicators | 5 | 4 | 3 | | | | | | | | | | | |
| Movement | Knows all the movement or skills of table tennis. | Know some of the movements or skills of table tennis. | Knows little of the movements or skills of table tennis. | | | | | | | | | | | |
| Expression | Have eye contact in the video and have appropriate expression for the skills. | Have some eye contact and have some expression for the skills. | Have a little eye contact and have some expression for the skills. | | | | | | | | | | | |

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|-------------------------------|---|---|---|---|---|---|
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| Creativity | Excellent creativity towards the output or video. | Have some creativity towards the output or video. | Have little creativity towards the output or video. | | | |
| | | <p>REMEMBER: If you don't have a ball and racket of table tennis, you can use alternative/improvised equipment that you have at home to do the task.</p> | | | | |
| D. Assimilation Paglalapat | DAY 4 | <p>LEARNING TASK 5 :LET ME SHARE</p> <p>Directions: Answer the following questions.</p> <p>1. Do you experience hard times in performing the different skills in table tennis?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2.. Give at least five benefits of playing Table Tennis</p> <p>_____</p> <p>_____</p> <p>_____</p> | | | | |
| V. ASSESSMENT | DAY 4 | <p>LEARNING TASK6: I KNOW IT</p> <p>Directions: Identify what is being described.</p> <p>_____ 1. a defensive stroke using backspin to make it hard for your opponent to attack</p> <p>_____ 2. one of the most fun strokes to play</p> <p>_____ 3. used against an attacking topspin</p> <p>_____ 4. the most important stroke in the game</p> <p>_____ 5. used as an attacking stroke to try and win the point</p> | | | | |
| VI. REFLECTION | | <ul style="list-style-type: none">• The learners communicate the explanation of their personal assessment as indicated in the Learner's Assessment Card.• The learners will write their personal insights about the lesson in their notebook using the prompts below: I understand that _____ I realize that _____ I need to learn more about _____ | | | | |

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.

-  - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
 - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
 - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

| Learning Task | LP | Learning Task | LP | Learning Task | LP | Learning Task | LP |
|---------------|----|---------------|----|---------------|----|---------------|----|
| Number 1 | | Number 3 | | Number 5 | | Number 7 | |
| Number 2 | | Number 4 | | Number 6 | | Number 8 | |