

## LESSON 9: DOUBLES TEAM PRACTICE

### Grade-Level Outcomes

#### Primary Outcome

**Lifetime activities:** Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games and target games). (S1.H1.L2)

#### Embedded Outcome

**Movement concepts, principles & knowledge:** Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)

### Lesson Objectives

The learner will:

- demonstrate basic officiating skills.
- correctly use all badminton strokes four out of five times during the team practice and peer assessments.
- practice with a variety of partners to form doubles teams.

### Equipment and Materials

- Badminton rackets
- Shuttlecocks
- Nets
- iPads
- Scorecards
- Stats sheets
- Task cards

### Introduction

*Today, we will begin with our assessment on officiating using Pickers cards. We will then go into our team practices led by your coach and finalize your doubles teams.*

## Instructional Task: Officiating Assessment

### ■ PRACTICE TASK

Use Picker cards to assess officiating knowledge.

## Instructional Task: Team Practice

### ■ PRACTICE TASK

Coaches review strategies to prepare their teams for round-robin singles and doubles tournament play.

1. Hit the shuttlecock consistently high and deep to give yourself time to recover.
2. Aim shots to the opponent's weaker side (usually backhand) to give the advantage of a weak return.
3. For more accuracy, back off on the power.
4. Keep the opponent on the move as much as possible.
5. If you're winning points, keep playing the same way.

6. If you're losing points, change the style of play.
7. Change the speed of play by mixing up shots. For example, hit some slower shots, such as drop shots and net shots, with faster shots in between, such as smashes, and drives.
8. Always play to personal strengths, and try to exploit the opponent's weaknesses.

**EMBEDDED OUTCOME: S2.H2.12.** When discussing strategy 3, it's a good opportunity to check for understanding of the speed vs. accuracy trade-off concept from motor learning. Clarify if necessary.

### Student Choices/Differentiation

Provide handouts or a poster with strategies for coaches to use and players to review.

### What to Look For

- Coach demonstrates strategies if needed.
- Students can describe the speed vs. accuracy trade-off.

## Instructional Task: All Shots

### ■ PRACTICE TASK

Partners take turns feeding and hitting the shuttlecock five times. Coaches call out the shots to use in sequence. Here is a sample sequence:

- High clear, smash
- Lift, drop shot
- Long serve, clear, drop
- Short serve, net shot
- Clear, clear, smash, block

### Extension

Coaches spend as much time as they see fit working on each combination of shots. After all, the purpose is to assist all teammates to be the best badminton players possible.

### Student Choices/Differentiation

Students choose their partners.

### What to Look For

- Students are feeding successfully.
- Students are able to execute the shots on command.
- Watch for shots that students are finding difficult.

## Instructional Task: Cross-Court and Down the Line

### ■ PRACTICE TASK

Player 1 is across the net from Players 2 and 3 in a triangle formation.

Player 1 hits a short serve. Player 2 hits a cross-court shot. Player 1 hits down the line to Player 3. Play continues as Player 2 and Player 3 hit cross-court and Player 1 hits all down the line until a mistake is made. Students play five rallies and then switch positions.

Player 1 is working on court movement and down-the-line shots. Player 2 and Player 3 are working on hitting cross-court shots.

### Refinement

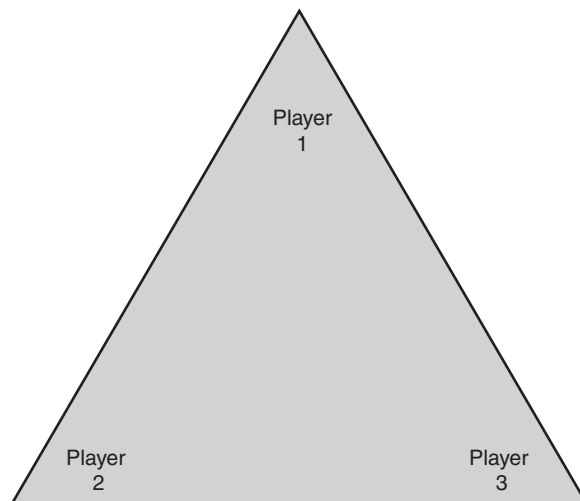
If Player 1 is having trouble, he or she may stay on one side and work on turning the body to hit down the line.

### Student Choices/Differentiation

- Students choose their partners.
- Students choose their equipment.

### What to Look For

- Students are cooperating and communicating with each other to maintain proper flow of the game.
- Students are executing the shots appropriately.



## Instructional Task: Task Drill and Situation Cards

### ■ PRACTICE TASK

Play modified doubles games using one or more of the following options:

Return only cross-court.

Score is tied.

Score is ad out.

Play serve and approach.

Hit only backhands.

### Extension

Teams work longer on a situation based on their effectiveness or lack of effectiveness.

### Student Choices/Differentiation

Students choose their partners.

### What to Look For

- How do students perform during simulated match points?
- How successful are they when forced to use specific shots in the game?

## **Instructional Task: Racket Quickness and Down-the-Line Shots**

### **■ PRACTICE TASK**

Working in pairs, one student feeds a shuttlecock to the partner's forehand. Partner returns with a drive down the line. Players switch after five shots.

#### **Extension**

Repeat on the backhand side.

#### **Student Choices/Differentiation**

- Students choose their partners.
- Feeder may slow the toss.

#### **What to Look For**

- Players are successful going down the line.
- Partners are able to feed successfully.

## **Instructional Task: Lunging for the Shuttlecock**

### **■ PRACTICE TASK**

Coach feeds one or two clears deep and then feeds a drop shot, forcing the hitter to lunge for the shuttlecock. Player runs up for the drop shot and then runs off the court and to the back of the line. Next player comes on.

#### **Extensions**

- If the drill is too advanced, bring the players in and feed only a drop shot before the players go to the back of the line. Then back the line up to the back line, and players will hit one clear and run up for the drop.
- Add two clears and a drop shot.

#### **Student Choices/Differentiation**

Students choose their equipment.

#### **What to Look For**

- Students remain balanced while they lunge for the shuttlecock.
- Students get low enough to get their rackets underneath the shuttlecock and execute a return shot.

## **Instructional Task: 2 v 1 Drill**

### **■ PRACTICE TASK**

Students play 2 v 1.

Both players alternately feed 10 shots to the player on the other side of the net. The objective is to move the single player side to side and up and back. Players should focus on moving their feet and anticipating the direction of the shot based on the racket face. If a shuttlecock drops, the count starts over. If a feed is bad, play it again (count is not affected).

#### **Refinement**

If a student is unable to get to the shots, ask the feeders to increase the time between shots.

**Student Choices/Differentiation**

- Students choose their groups.
- Students choose their equipment.

**What to Look For**

- Teams are taking this drill seriously and not purposely allowing the shuttlecock to drop.
- Feeds are challenging the receivers.

## Instructional Task: Doubles Team Practice

**■ PRACTICE TASK**

Students play doubles games and then rotate positions. Extra players wait on either side of the net to rotate in.

*Note:* There is no duty team for this activity because all teams are focusing on deciding doubles teams and singles players. Teams are looking for the strongest pairs.

**Student Choices/Differentiation**

Students choose their partners.

**What to Look For**

- Students are running the practice efficiently and effectively.
- Students understand their roles and implement them correctly.
- Students respect the roles of their classmates.

## Formal and Informal Assessments

Informal assessment of player strengths by team members

**Closure**

- What is the purpose of hitting the shuttlecock high and deep?
- What usually results when you add more power?
- What is a good strategy if you keep losing points?

**Reflection**

- Were students hitting the shuttlecock right at their opponents or hitting away to make them move?
- Were the duty teams getting the games going with no problem?
- Were the stats sheets being recorded correctly or should this be revisited at the beginning of class tomorrow?

**Homework**

- Watch a video of your choice on TeachPE.com. Take notes and tomorrow be prepared to discuss with your team any key points you learned.
- Finish your presentations on the benefits of badminton, and be ready to give them next class.

**Resources**

Siedentop, D., Hastie, P., & van der Mars, H. (2011). *Complete guide to sport education*. 2nd ed. Champaign, IL: Human Kinetics.

TeachPE.com: [www.teachpe.com](http://www.teachpe.com)