

LESSON 2: SPORT EDUCATION ROLES

Grade-Level Outcomes

Primary Outcome

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

Embedded Outcomes

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Working with others: Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Lesson Objectives

The learner will:

- perform the short and long serves in a practice drill setting.
- define and demonstrate force and trajectory as they apply to the short and long serve.
- use communication skills with teammates during team practices, health-related fitness activities, and drills.

Equipment and Materials

- Badminton rackets
- Shuttlecocks
- Nets
- Hula-Hoops
- Poly spots
- Cones

Introduction

Today, we will begin our badminton sport education season and also find out what you learned about the sport in your homework. Find a partner and share two interesting facts about badminton. Now, join another group and share. Switch. Each group will choose the most interesting fact shared and share that with the class. Who found out why some shuttlecocks are made of feathers while some are plastic and other materials? How fast can a shuttlecock travel during a professional match? This is quite amazing. Today, we will begin our lesson by establishing teams and reviewing the gym procedures of sport education. Remember, as in the past sport education seasons, fair play points begin now! Our lesson today will be on serving strategy.

Instructional Task: Team Organization

■ PRACTICE TASK

Assign teams a home grid. Give captains a team folder with an assigned color and number. Teams discuss and assign roles (captain, coach, manager, exercise specialist, publicist, motivator, head official, head statistician, sports council), and the captain fills out the role sheets.

Include team name, mascot, and names of players (roles and something that they like to do).

Students begin making a team poster.

Students begin working on their roles:

- **Exercise specialist:** Design the warm-up using a variety of health- and skill-related activities.
- **Coach:** Plan a team warm-up in the team's home grid. Review shots.
- **Motivator:** Begin making a team cheer.
- **Captain:** Members of each team read and sign contracts stating that they will:
 - accept the captain's decisions without question;
 - work hard to improve their skills;
 - listen to the captain and coach during practices and games; and
 - perform their roles to the best of their ability when on the duty team.

Guiding questions for students:

- Why is it important for you to warm up before physical activity?
- What warm-up exercises could you use for badminton?

Student Choices/Differentiation

Students choose the roles on the team that fit them best.

What to Look For

- Team members are working together to decide on a team name, mascot, and roles.
- Every team member is contributing.

Instructional Task: Team Warm-Up

■ PRACTICE TASK

The exercise specialist or coach (or both) lead each team in their warm-up.

Guiding questions for students:

- Why are you performing each particular exercise?
- Which exercises are dynamic and which are plyometric?

EMBEDDED OUTCOME: S4.H3.L2. Students in the coach and/or exercise specialist roles lead their teammates in the warm-up. Provide feedback on how they perform in their leadership role.

Student Choices/Differentiation

Students may choose the equipment used and the types of warm-ups.

What to Look For

Using a rubric, assess the team warm-ups for how well they address health- and skill-related components, such as

- increases team members' heart rates gradually,
- includes major muscle groups used in badminton, and
- includes movements used in the game.

Instructional Task: Long and Short Serve

■ PRACTICE TASK

Demonstrate long and short serves. Highlight the force and trajectory for each type of serve. Teams practice serves in their grids, alternating long and short serves. Place poly spots as targets.

Refinement

Students stand as close to the middle of the service box and the short service line as possible. Singles players should move 1 or 2 yards or meters back.

Guiding questions for students:

- What do you need to do to generate more force if your serve is falling short?
- How would you change your movement pattern if your short serves are too long?

Student Choices/Differentiation

Students choose their equipment.

What to Look For

Long Serve

- Students drop the shuttlecock before starting the swing.
- Students drop the shuttlecock in front and to the side.
- Students contact the shuttlecock at knee height and hit the shuttle up and out.

Short Serve

- As noted for long serve, but students push the shuttlecock rather than hit it.
- Students contact the shuttlecock at thigh height and keep it as low and short as possible.

Instructional Task: Team Practice

■ PRACTICE TASK

Half of the teams use a court with a net, and the other half work without one. Teams with a net serve to an opponent five times. Type of serve (long or short) depends on where the opponents are standing, and serve should be hit to a space. Students serve until all feel comfortable and are moving their opponents.

Refinements

- Students focus on hitting the shuttlecock at a higher contact point.
- Students drop the shuttlecock closer to the racket instead of in front of the racket.

Extensions

- The teams without a net serve into a hoop. When the shuttlecock lands in the hoop, students take a step back.
- Place poly spots with points around to represent effective short and long serves. Students serve 10 shuttlecocks each and keep the score. These may be added for team points.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Servers are moving their opponents.
- Servers are mixing up their serves.

Instructional Task: Serving Competition

■ PRACTICE TASK

Set one hoop in the short-service area and one hoop in the long-service area. Teams try to be first to hit all shuttlecocks into the hoop. If the shuttlecock is in, it may not be taken out. At end of the set time, teams score 2 points per shuttlecock in a hoop.

Student Choices/Differentiation

Students may choose direction in which to serve as well as long or short serves.

What to Look For

- Most students are using proper technique.
- Most students are hitting the short- or long-service courts successfully.

Instructional Task: Serve Strategy and Practice

■ PRACTICE TASK

Discuss when to use high, low, and flick serves, and the importance of varying your serves.

- High serve: Used in singles only.
- Low serve: Used in singles and doubles.
- Flick serve: Used mostly in doubles.
- Drive serve: Most effective when it is unexpected, because it is hit hard, low, and flat.
- Backhand low serve: Shorter distance to travel and is hit in front of the body. The opponent has less time to react.

In grids, teams practice each type of serve as the coach calls them out. Students who are not practicing complete a peer assessment with a checklist of teaching cues for the serves being practiced. Record the serves. Students switch roles after 10 serves.

Extension

Servers practice the serve and opponents try to return it. Students switch roles after five serves.

Refinement

Teammates should provide feedback from the checklist to help refine skill.

EMBEDDED OUTCOME: S4.H3.L1. Remind students about the importance of how to communicate with one another, including using positive reinforcement and support for teammates. Provide corrective feedback as appropriate.

Student Choices/Differentiation

- Students choose the serve that works best for the situation.
- Students choose their equipment.

What to Look For

- Students are successful at the different types of serves.
- Students are varying their serves when facing an opponent.
- Players are using the checklist and providing feedback effectively.

Instructional Task: Practice Game—Using a Variety of Serves to Defend Space

■ PRACTICE TASK

Teams work at their home courts with a net, first in singles and then doubles. Coaches rotate players in and out. Students serve and play out the point. Server works on using the serve as a defensive shot.

Refinements

- Focus on serving long and high to the opponent's backcourt. The opponent will move back to return the shot, which gives the server an advantage.
- Remind students to mix up the serves to make the opponent move side to side and up and back around the court.

Extension

Captains use stats sheets to record placement of serves and the results of the service return.

Student Choices/Differentiation

- Students choose the serve that works best for their situation.
- Students choose their equipment.

What to Look For

- Students are attempting a variety of serves.
 - Students are focused on defending their space.
-

Formal and Informal Assessments

- Peer assessments
- Teacher assessments of video of students serving
- Exit slip: badminton self-assessment

Closure

- When would you use a short serve? A long serve?
- What is the best type of serve for singles and why?
- Complete your exit slips and place them in the folder.

Reflection

- Students worked with each other and performed the duties of their individual roles.
- Coaches and captains helped players increase their skill performance.
- Teams used the stats sheets to help their team members with their singles and doubles performance strategy when serving.

Homework

Choose a badminton skill and research the correct form on videos posted to the school's physical education website.

Resources

Kumar, S. (2010). *Badminton skills and rules*. Darya Ganj, New Delhi: Khel Sahitya Kendra.

TeachPE.com: www.teachpe.com

Badminton World Federation: www.bwfbadminton.org

World Badminton: www.worldbadminton.com

SPORT EDUCATION SAMPLE LESSON DAY 1

1. **Choose team name and mascot.** (Report these to commissioner [teacher] for approval.) Captains get a team folder. Assign color and number. Place on folder.
2. **Assign roles for the team.** Fill out role sheet. Assign according to number of players on a team.

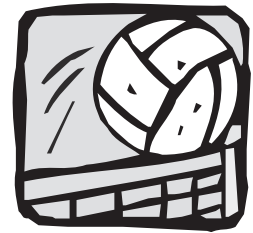
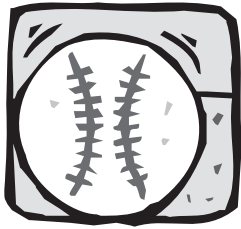
Roles: captain, coach, manager, exercise specialist, publicist, motivator, head official, head statistician, sports council (any roles needed for the sport season)

3. Team completes the following tasks:
 - **Begin making team poster:** Include team name, mascot, names of players (roles and something that they like to do)
 - **Captain:** Have team members read and sign contracts. (10 points)
 - **Exercise specialist:** Review the designated warm-up for clarity and understanding. (**Option:** Exercise specialist designs the warm-up using a variety of health- and skill-related activities.)
 - **Coach:** Plan a 5-minute team warm-up using skills needed for the day.
 - **Motivator:** Create a team cheer.
 - Put poster on the wall when complete. May work on these again at the beginning of class day 2.
4. At the whistle, perform warm-up exercises as a team. (possible 10 points)
5. At next whistle, go to your assigned court.
 - Manager gets the equipment and pinnies for your team.
 - Warm up with equipment. Led by coach. (possible 10 points)

Note: Team points deducted for conduct violations during warm-ups, practices, and games. Additional points for positive behavior.

In this sport education season:

- There are _____ teams.
- _____ members of each team play at one time.
- If a team has more than _____ players, the team members take turns substituting.
- If a team has fewer than _____ players on a given day, the team plays short.

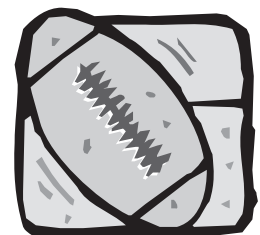


TEAM ROLES

Team name: _____

Role	Student name
Captain <ul style="list-style-type: none"> • Submits paperwork • Assists team coach • Facilitates responsibilities 	
Coach <ul style="list-style-type: none"> • Plans and executes team practices • Models fair play • Establishes lineup for games 	
Manager <ul style="list-style-type: none"> • Ensures team is on appropriate court or field • Ensures the equipment is available 	
Head official <ul style="list-style-type: none"> • Interprets rules • Mediates conflicts • Reports team scores 	
Motivator <ul style="list-style-type: none"> • Establishes a team cheer • Promotes team spirit during practice, warm-ups, and games 	
Publicist <ul style="list-style-type: none"> • Facilitates development of team poster • Posts team members' profiles • Posts team scores 	
Sports board representative <ul style="list-style-type: none"> • Represents team at all sports board meetings • Handles conflict resolution 	
Exercise specialist <ul style="list-style-type: none"> • Selects appropriate warm-ups • Leads warm-ups • Reports injuries to teacher 	

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).



SERVING COMPETITION

Team name: _____

Player _____	1 ____	2 ____	3 ____	4 ____	5 ____	6 ____
Player _____	1 ____	2 ____	3 ____	4 ____	5 ____	6 ____
Player _____	1 ____	2 ____	3 ____	4 ____	5 ____	6 ____
Player _____	1 ____	2 ____	3 ____	4 ____	5 ____	6 ____
Player _____	1 ____	2 ____	3 ____	4 ____	5 ____	6 ____
Player _____	1 ____	2 ____	3 ____	4 ____	5 ____	6 ____

Serve

Server must stand behind the service line.

Server must serve underhand.

Shuttlecock must land on opposite side of the court.

Shuttlecock must land behind the black service line.

- Mark 1 point for each successful serve.
- Mark an x for each unsuccessful serve.

Scoring

Serve landing in the correct court = 1 point

Inside the hoop = 3 points

Hitting a poly spot = 5 points

Scored by duty team: _____

BADMINTON AFFECTIVE SELF-ASSESSMENT EXIT SLIP

Player name: _____ Team name: _____

1. I was/was not a positive member of my team today because I . . .
2. I noticed that a team member needed help with a skill today and I chose to . . .
3. During a game situation, a shot is called out and I know it is in. The best way to handle this situation is ...
4. A member of another team is taunting my partner by laughing when he/she misses a shot. I should...