

LESSON 7: DOUBLES STRATEGIES

Grade-Level Outcomes

Primary Outcome

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

Embedded Outcome

Physical activity knowledge: Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

Lesson Objectives

The learner will:

- discuss participation opportunities in the local area.
- demonstrate doubles strategies of front–back, side–side, and serve and attack.

Equipment and Materials

- Badminton rackets
- Shuttlecocks
- Nets

Introduction

Today, we will focus on doubles strategies for attacking and defending. Before we start our team warm-ups and practice tasks, we will go over an assignment that each team will work on together.

Instructional Task: Team Assignment

■ PRACTICE TASK

Captains discuss the assignment and assign tasks for homework for their teams (see homework section at the end of the lesson for questions). Distribute the rubric for evaluation. In the next lesson, teams will put together the information collected for homework and prepare to present the information in Lesson 10 of the season. This is for team points.

All students must have a part in the presentation.

EMBEDDED OUTCOME: S3.H4.L1 Have students share the information about local participation opportunities they collected in the Lesson 6 homework with their teams.

Student Choices/Differentiation

- Students may choose which part they will research and also how to present it.
- Students may use posters, PowerPoint, or any technology.
- Provide suggestions for finding the information, if needed.

What to Look For

- All students are taking part in planning the activity.
- Teams are asking good questions.
- Students are taking the initiative to volunteer for tasks.

Instructional Task: Team Warm-Up and Team Practice

■ PRACTICE TASK

Exercise specialists or coaches lead their teams' warm-up.

Students play a modified game (singles or doubles), beginning a point with a low serve.

Defensive players attack the return.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Students attack the return instead of merely moving toward it.
- Students can execute a low serve effectively.

Instructional Task: Doubles Strategies

■ PRACTICE TASK

Review doubles positioning strategies.

Serving

When a team is serving, both the server and receiver should be in the up position (and side–side) just behind the service line to gain an attack position.

Receiving

When receiving a high serve, receiver should move to the back of the court to return the serve. The partner should move to the front to prepare to attack.

Rally

Players play side–side unless strengths dictate a front–back setup, such as when one player has greater mobility and can cover more territory (back). Players should always communicate about who is taking the hit and their positioning during the rally.

Play short doubles games, specifying a high serve to begin so the receiving team will practice the front–back position.

Extensions

- Repeat, specifying side–side formation for rallies.
- Repeat, specifying front–back formation for rallies.
- Repeat, with one team playing side–side and defending an attack from a team playing up and back.

Refinement

Stop play to re-position players if they are not sticking with the specified formation.

Guiding questions for students:

- When should you use a front–back formation? Why?
- When should you use a side–side formation? Why?
- What formation works best with your partner?

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Players are properly aligned and in ready position before the serve.
- Students keep the shuttlecock in front of them as they move back to play a high serve.
- Students anticipate shot locations.
- Students change direction smoothly.
- Students make an effort to return to a neutral court position after each shot.
- Students are choosing appropriate formations for the situation.
- Students are communicating with one another during play.

Instructional Task: Modified Game (1 v 2)

■ PRACTICE TASK

Player A1 hits all clears or drives and stays deep.

Player B1 is at the service line on the opposite side of the net. Player B1 hits all deep shots to Player A1.

Player B2 hits deep cross-court to side A and approaches to play side-side with Player B1. After 5 points, rotate Player B1 to the opposite side to play alone and hit all clears and drives.

Student Choices/Differentiation

Students choose which position to start with.

What to Look For

- Students can control the shuttlecock and hit to the appropriate location.
- Students can hit in a specified sequence.
- Students understand the two types of doubles play. Revisit if necessary.

Instructional Task: Doubles Games

■ PRACTICE TASK

Students play doubles in 2-minute games, working on different strategies.

Teams rotate players on and off.

Refinement

Coaches specify which strategies to practice.

Student Choices/Differentiation

Students choose their equipment.

What to look for

- Students understand the flow of a doubles game.
- Students are implementing the strategies taught.
- Students know how to keep score.

Formal and Informal Assessments

Exit slip: Name two key strategies for doubles play.

Closure

- Which formation gives you the best opportunity to attack?
- Which formation is best to defend an attack?
- Do you think you have enough information to make progress on your assignments?

Reflection

- Was everyone involved in the activity?
- Were all team members able to understand and demonstrate the different types of playing strategies?

Homework

- What are the health benefits of badminton?
- Where can you play outside of school? After graduation?
- What kinds of social opportunities does badminton provide?
- What are the requirements and costs to play?
- What skills are needed to participate in badminton?
- What would be an effective warm-up before playing badminton?
- What muscles are used while playing badminton?
- What would be a good meal to eat before a badminton tournament?
- What are the benefits of a physically active lifestyle for the brain?
- What is the relationship between physical activity, nutrition, and body composition?

Resources

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

Badminton World Federation: www.bwfbadminton.org

World Badminton: www.worldbadminton.com