

LESSON 3: PRESEASON PRACTICE

Grade-Level Outcomes

Primary Outcome

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

Embedded Outcome

Social interaction: Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

Lesson Objectives

The learner will:

- design a drill to practice a series of shots in badminton.
- return a smash and a drop shot to defend against an attack.
- demonstrate the importance of a drop shot to create space.
- work with others to create a dance badminton skill routine that enhances physical activity, team spirit, and social skills.

Equipment and Materials

- Rackets
- Shuttlecocks
- Nets

Introduction

Today, we will review more badminton skills you learned in middle school. We will continue our pre-season with practice tasks utilizing each skill. You will continue working as a team and assisting your teammates to improve. For those of you who love music, you are going to create a routine utilizing badminton skills and music to enhance your team dynamics, physical activity, and social skills.

Instructional Task: Dance Badminton Skill Routine

■ PRACTICE TASK

Teams take 5 minutes to discuss skills. They have two lessons to discuss and work on their routines at the beginning of each class period. The routine will be performed on the fifth day for points. Share the rubric with students. Make sure each dance routine covers the criteria that will be used for evaluation.

EMBEDDED OUTCOME: S5.H4.L1 The dance routine is a team building activity that enhances team spirit. Provide feedback related to students supporting one another in the design and performance of the routine.

Student Choices/Differentiation

- Students may choose any appropriate (inoffensive) music.
- Students determine which skills to include.

What to Look For

- Teams are working together and using the proper form on their chosen skills.
- Students are meeting the expectations as outlined in the rubric.

Instructional Task: Practice Clears and Smashes

■ PRACTICE TASK

Partners feed to opposite sides of the net. Partner 1 feeds to Partner 2. Students hit five clears and five smashes back across the net.

Extension

Partner 1 clears the shuttlecock across the net. Partner 2 attempts to smash if the clear is not deep.

Refinement

Remind students that racket preparation is key and should be done as soon as they anticipate a possible smash.

Student Choices/Differentiation

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

What to Look For

- Clears are long and deep.
- Students are using their legs to help clear the shuttlecock.
- Non-racket arm is extended and pointed at the shuttlecock before contact in the smash.
- Racket is up and back in preparation for the smash.

Instructional Task: Clears and Drop Shots

■ PRACTICE TASK

One partner serves high to the other, who tries to mask whether the return will be a clear or drop shot.

Refinement

Drop shot should be hit low over the net so it doesn't set the opponent up to smash. If students are hitting it too high, have a player stand on the other side of the net with the racket up and ready to smash to encourage a low trajectory.

Student Choices/Differentiation

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

What to Look For

- Students are making their opponents move both to and from the net before executing the desired shot to score a point.
- Clear shot sends opponents deep into their half of the court.
- Drop shot has the desired arc.

Instructional Task: Fast Exchange Drill

■ PRACTICE TASK

Partners hit forehand and backhand drives, aiming for the body.

Extension

Doubles fast exchange: Player 1 hits straight to Player 2, Player 2 hits diagonally to Player 3, Player 3 hits straight to Player 4, Player 4 hits diagonally to Player 1. Players rotate after five shots each.

Refinement

Remind students to return to ready position after hitting the shuttlecock.

Student Choices/Differentiation

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

What to Look For

- Students set their feet properly when alternating between the forehand and the backhand.
- Students focus on executing the skill properly as they are forced to also execute it quickly.
- Students use proper body rotation to execute a cross-court shot.
- Players move their feet to appropriately align their bodies while preparing for the next shot.
- Students can follow the pattern of the drill.

Instructional Task: Run-Clear Drill

■ PRACTICE TASK

Player 1 starts at one service line with a shuttlecock. Player 2 is positioned near the back of the diagonally opposite service box. Player 3 stands near the back of the service box opposite Player 2, and Player 4 should be off the court behind Player 2. Player 1 hits a high serve to Player 2. Player 1 runs around the court and stops behind Player 4. As this happens, Player 2 plays a clear down the line in the direction of Player 3. Player 2 then follows her shot to the same end as Player 3.

Each player in turn hits a clear and follows her shot to the opposite side of the net. The rally keeps going until the shuttlecock is no longer in play.

Extensions

- Students repeat with different shots.
- Students repeat with backhand clear.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Players are working hard at moving to their spots.
- Students are able to direct their down-the-line shots accurately.
- Students are hitting effective clears.

Instructional Task: Team Half-Court Singles Practice

■ PRACTICE TASK

Teams play games for practice using rally scoring on a half court. Play 5 minutes each and switch. Players not playing rotate between keeping stats and practicing on the side.

Extensions

- Repeat, awarding extra points for successful drop shots.
- Repeat, awarding extra points for successful use of the smash.

Student Choices/Differentiation

- Students choose their opponents based on ability or comfort.
- Players may alter the boundaries of the court to make their games more or less challenging and ensure early success rates.

What to Look For

Students are mixing up their shots and making correct shot choices. Use the application EasyTag to keep a record of shots used during game situations.

Instructional Task: Create a Practice Drill

■ PRACTICE TASK

Each team designs a drill to practice the service return, clears, and drop shots to create space on the opponents' side of the net.

Extension

Perform these practice drills utilizing the entire team.

Refinement

If needed, show videos to help students hone their skills. TeachPE.com is a good resource.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Teams are utilizing all skills in their drills.
- All students are engaged.

Formal and Informal Assessments

EasyTag record of shots

Closure

- Is it easier for the opponent to attack you from the front or the back? Why?
- Is it easier to send your opponent back by using an overhead or underhand shot?
- What is the easiest shot to keep a rally going?

Reflection

- Were students appropriately using each shot they have learned to this point?
- Were students focusing on body alignment?
- Review the EasyTag record of shots to see if students are making effective choices and applying strategies.

Homework

Practice your dance routine using the skills chosen. Work on your choice of music.

Resources

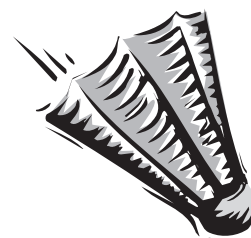
Kumar, S. (2010). *Badminton skills and rules*. Darya Ganj, New Delhi: Khel Sahitya Kendra.

TeachPE.com: www.teachpe.com

Badminton World Federation: www.bwfbadminton.org

World Badminton: www.worldbadminton.com

BADMINTON SKILLS DANCE



Criterion 1: Each team will choose three different badminton strokes.

Criterion 2: Each stroke will be done on an 8 count.

Criterion 3: Dance will begin with the ready position for their choice of first stroke.

Criterion 4: After each stroke, students will backpedal or jog to their next ready position in an 8 count.

Criterion 5: Students will work in the ready position for 16 counts and begin the next skill.

Criterion 6: The dance will end with student choice of creativity of the follow-through of a stroke.

Criterion 7: Appropriate music of their choice is put to their dance steps.

Badminton Dance Checklist

Circle Yes or No for each player

Player names	Performs three ready positions with smooth transitions	Performs steps and movement correctly	Performs three different badminton strokes	Performs to the beat of the music	Synchronizes movements with team
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No

Team name: _____

Song choice: _____

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).