

LESSON 4: LONG AND SHORT SERVES

Grade-Level Outcomes

Primary Outcomes

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

Movement concepts, principles & knowledge: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H1.L1)

Embedded Outcome

Rules & etiquette: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Lesson Objectives

The learner will:

- demonstrate the critical elements of the smash and overhead clears.
- recall concepts of trajectory and force as they relate to long and short serves and clears.
- apply trajectory and force in serving and clears during a peer assessment.
- work cooperatively and demonstrate safe practices and etiquette in diverse groups.
- be responsible for their own learning as well as that of their peers (coaching and teaching each other on their teams).

Equipment and Materials

- Rackets and shuttlecocks: 1 per student
- 4 iPads: 2 for officiating video, 2 for stats keeping

Introduction

Today, we will review long and short serves using different types of force. We will also discuss and demonstrate the use of trajectory on short and long serves. You will practice and assess previous skills by working in stations. You will need to use higher-order thinking skills to decide how much trajectory is needed on each shot.

Instructional Task: Team Role Tasks

■ PRACTICE TASK

Assign the day's duties for each role.

- **Captains:** Get your folders. They contain a peer assessment sheet for a station.
- **Managers:** Get the equipment for your teams: jerseys, rackets, and shuttlecocks.
- **Sport education teams:** Go to your home grids to begin ASAP (as soon as possible) activities for the day.
- **ASAP:** Read the whiteboard for the ASAP activities and other instructions of the day.
 1. Begin hitting shots back and forth.
 2. Rally tally: See how many you can hit without making a mistake.
 3. Serves: Practice serving and focusing on the amount of force needed to get the serves over the net and in the service box.
- **Head official:** Assign each member of your team to a duty for today (two students keeping stats sheets, two students keeping score in the serving competition, one or two students scouting).

- **Sports council:** Assist the captain with duties, and assist in resolving any issues.
- **Motivator:** Pump up your team. Remind them of fair play. Cheer for your team and others.
- **Exercise specialist:** Prepare for the team warm-up. Include some health- and skill-related components of your choice. Each team needs to explain which health- and skill-related components are used and the purpose.

Note: Give each team a possibility of 10 points a day for team warm-ups based on criteria you have provided.

What to Look For

- Students are coming into the gym and putting on their jerseys, reading the whiteboard, going to their home grids, and beginning their ASAPs.
- Exercise specialists have the equipment needed for their team's warm-up.

Instructional Task: Long and Short Serves

■ PRACTICE TASK

Review long and short serves using different types of force. Discuss and demonstrate the use of trajectory on serves.

Guiding questions for students:

- Can someone define trajectory?
- Can someone describe the difference in trajectory used in short and long serves and in clears?

Student Choices/Differentiation

Use video clips or diagrams to illustrate different trajectories to support student understanding or review.

What to Look For

- Students are engaged in the discussion.
- Students can identify different types of trajectories for different shots.

Instructional Task: Station Practice

■ PRACTICE TASK

Discuss station procedures and demonstrate the tasks at stations 1 through 5. Place signs or task cards at each station.

Use the Tabata Pro application to let students know when to change stations. For example, it may be set for 10 minutes of music per station and 1 minute of rest (quiet) in between to move to the next station.

Station 1: Fronton (Winner of Each Rally Stays On) Singles (Lead-up Game)

Purpose: Tactics—return to home base.

Captains divide their teams into two groups. Students begin with a drop bounce self-feed and play out the points. Students work to move their opponents using a variety of clears, drives, and drop shots and get back to the home base (poly spot). Using a court chart, one student records (with an X) each time a player returns to home base.

If Team A wins the point, the winning player stays on the court and the player from Team B switches with a teammate. A point is scored to the winning side.

A player who wins three in a row must switch with a teammate.

Station 2: Team Practice and Peer Assessment

Purpose: Work to move opponent or to delay opponent while recovering to center.

Captains perform the peer assessment.

Teams work in two pairs and rotate extra players in 2 v 2. Feeders on one side set up overhead clears. Players hit overhead clears five times. Pairs switch.

Extension

Add five smashes and five drop shots.

Refinement

Use an iPad application to record the drill for analysis. Analyzing the performance of others and reflecting about themselves helps students focus on the key parts of a skill, reinforcing their learning.

Station 3: Serving Competition (Team Points)

Purpose: Focus on trajectory and force needed for each serve and which serve is best to use.

Two students at a time practice serving into the diagonal courts. Students then serve three from each side, scoring points for their teams. Points: correct court = 1 point; hoop = 3 points; poly spot = 5 points.

Captains may talk to and assist their players. The duty team keeps the score.

Players should think about the trajectory and force needed to be successful on each serve.

Station 4: Doubles

Purpose: Practice doubles score and serve rotation.

Captains divide their teams into teams of three to play doubles (each team has one extra player).

Extra players rotate in every 2 points.

Captains are looking for the best doubles combinations for the upcoming competitions. Players call out the score before serving and use proper service rotation. Remind students to call “mine” for safety.

EMBEDDED OUTCOME: S4.H2.L1 Review doubles rules and provide feedback specific to proper etiquette and scoring.

Station 5: Duty Team

The duty team has several tasks:

- Report any positive or negative fair play behaviors. (All players.)
 - Keep score on the serving court.
 - Scout the teams for future play using the match scouting report sheet.
 - Perform an informal assessment of serving and shot placement during the doubles competition.
- At Station 1, one student keeps stats on returns to home base.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

Station 1

- Students are switching on and off the court quickly when losing a point.
- Students are cooperating with their team leaders.

Other

- Groups are working independently.
 - Students on the duty team are getting to stations prepared to keep stats, scout, assess, and keep score. Students who are not participating because of injury or sickness may assist the duty team.
 - Students are consistently returning to home base.
 - Players are focusing on making good feeds for other students.
 - Students are focusing on making proper serves during their practice shots, concentrating on the amount of force needed and the follow-through.
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Formal and Informal Assessments

- Peer assessments: overhead clear, scouting, serving station, stats sheet
- Exit slip: What station was the most challenging for you today? Why was it the most challenging?

Closure

- What is an advantage and a disadvantage of a long serve? A short serve?
- How does the use of trajectory play a role in strategy?
- Discuss any successes or problems at the team practice stations.
- Complete the exit slips and place them in the folders.

Reflection

- Were students able to stay on task at each station?
- Was the duty team efficient at working with the teams?
- Are students' skills maturing?
- What cues need to be reinforced?
- Review peer assessment data and share with the captains to determine how to best meet the needs of the students.

Homework

- Watch a video from the school's physical education website and practice analyzing the skills of an opponent.
- Practice your dance routine using the skills chosen. You'll be performing it next time.

Resources

Dougherty, N.J. (ed.). (2010). *Physical activity and sport for the secondary school student*. Reston, VA: NASPE.

The Badminton Bible: www.badmintonbible.com

Internet keyword search: "badminton positioning," "badminton strategy"

BADMINTON OVERHEAD CLEAR PEER ASSESSMENT

Three players of each team form a group. Player 1 is the feeder, Player 2 is the hitter, and Player 3 is the observer. Player 1 feeds five high shots to the forehand side. Player 2 hits overhead clears with no rally. Player 3 records. Students rotate after five shots.

Hitter: _____ Observer: _____

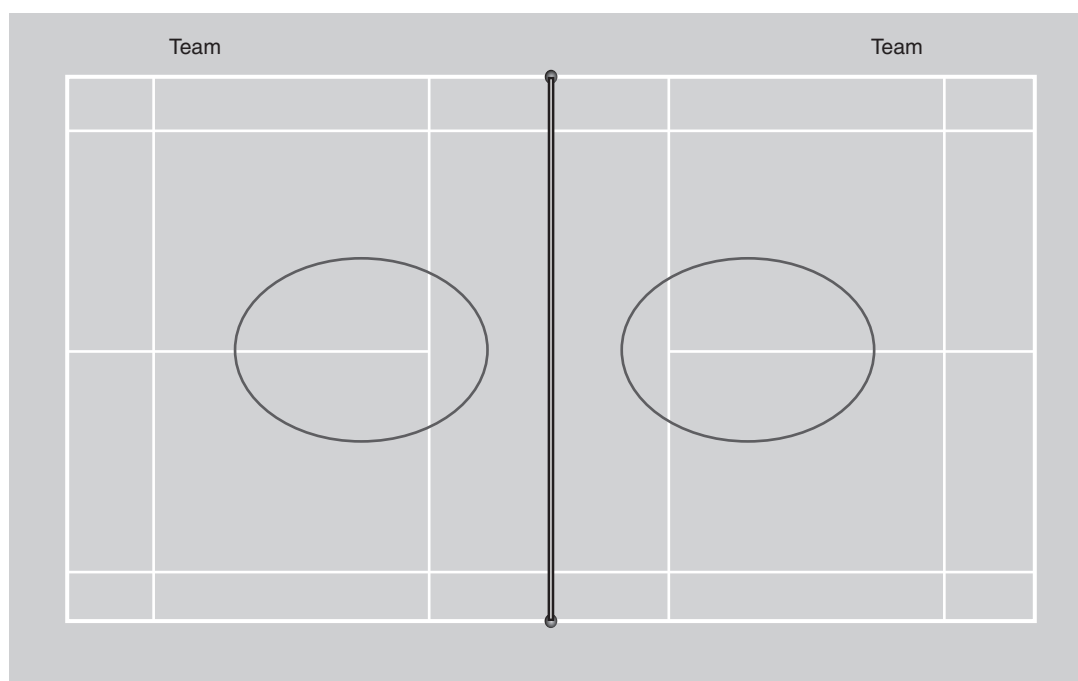
Critical elements	1	2	3	4	5
Racket back					
Side to target					
Contact high, arm extended					
Shift weight back to front					

Hitter: _____ Observer: _____

Critical elements	1	2	3	4	5
Racket back					
Side to target					
Contact high, arm extended					
Shift weight back to front					

Team name: _____

Badminton stat sheet



Record: S = shots X = serves

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).