

LESSON 6: SINGLES STRATEGIES

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 and target games). (S1.H1.L2)

Stress management: Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)

Embedded Outcome

Working with others: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

Lesson Objectives

The learner will:

- engage in singles play, successfully utilizing both offensive and defensive strategies.
- create space and maintain depth by using underarm clears.
- demonstrate ways yoga and deep breathing may improve performance and relieve stress.

Equipment and Materials

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

Introduction

Today, we will focus on singles strategies. In singles, as in our tennis unit, the basic strategy is to move your opponent. This means you force your opponent to cover distance rapidly and change direction. Once your opponent plays a weak shot, you have the choice between pushing her even farther out of position or attempting to win the rally immediately with a drop or smash. After you play a shot, you should recover toward a central base position. This helps you cover the whole court. Before you start your practice tasks, we're going to talk about some potentially stressful situations in badminton and how you might handle them.

Instructional Task: Stress-Management Role Play

■ PRACTICE TASK

Discuss the role of stress in physical activity and performance.

Each team acts out a stressful badminton match situation (e.g., official making bad calls, opponent is aggressive, score is tied in the championship game). Students offer suggestions on how to handle these situations.

Guiding questions for students:

- Can you give me some examples of elite athletes making mistakes while under stress? (Answer examples: Even professional and college basketball players shoot air balls and golfers miss short putts because of stress.)
- What are some stress-related physical, mental, and social symptoms?
- How does physical activity relieve the body of stress-related symptoms?

Student Choices/Differentiation

Use a video clip of a situation in sport (e.g., a free throw or putt for the win) to illustrate stress and stress-management techniques for students who may not have good examples.

What to Look For

- Teams are using constructive ways to deal with the stressful situations.
- All students on each team are included in their situational activity.

Instructional Task: Team Warm-Up

■ PRACTICE TASK

The exercise specialists add one or more yoga poses and breathing techniques to their teams' warm-up as a stress-management technique.

Monitor all warm-ups and award points as merited (possible 10 points).

Guiding questions for students:

- After trying out some yoga poses, how do you feel?
- What happens when you focus on just your breathing?
- Can you think of some situations in sport where you've seen athletes take a deep breath?

Student Choices/Differentiation

Provide several poses and allow students to select individually.

What to Look For

- Exercise specialists demonstrate the poses correctly.
- Students are taking the warm-up seriously.

Instructional Task: Team Practice and Half-Court Drill

■ PRACTICE TASK

Students focus on creating space on their opponents' side of the court.

One player feeds to the frontcourt while one hits underarm clears to the back of the feeder's court.

Feeder alternates to the forehand and backhand.

Refinement

Students may focus on either the forehand or the backhand for 5 or 10 consecutive repetitions before alternating if they think the progression is moving too quickly.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Students are using proper form in the underarm shot.
- Students are able to keep their opponents deep in the court.

Instructional Task: **Attacking Drop Shot and Clear, Clear, Drop**

■ PRACTICE TASK

Demonstrate the drill. There are four players on each court, working in two pairs. Partners face each other across the net while standing on the service lines. Player 1 hits a clear to Player 2's forehand.

Player 2 also plays a clear. Player 1 attempts to play a drop shot to Player 1's backhand or forehand. Players repeat five times and switch roles.

Extensions

- Repeat, but change the pattern to clear, drop, drop, clear, smash.
- Players rotate after 2 minutes.

Student Choices/Differentiation

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

What to Look For

- Students are trying to hit the corners in order to move their opponents.
- Students are hitting the clears deep enough to be effective.

Instructional Task: **Defending Against an Attack and Half-Court Singles**

■ PRACTICE TASK

One player feeds a high serve toward the middle and the partner smashes it. Students play out the point.

Refinement

Students work on blocking the smash by keeping a firm wrist.

EMBEDDED OUTCOME: S4.H4.I.1 Use the guiding questions to help students think critically and strategically about the game situation and anticipate the opponent's next shot.

Guiding questions for students:

- If you play a shot to one side of the opponent's court, where should you expect the return to come? (Answer: same side)
- If you play a clear or lift deep in the opponent's court, what do you think your opponent will play? (Answer: most likely backcourt)
- If you play a shot at the net (drop or smash), where would you expect the return to come? (Answer: most likely frontcourt)

Student Choices/Differentiation

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

What to Look For

- Students are anticipating the location of their opponents' next shot.
- Students are having success with the block.

Instructional Task: Attacking the Short Serve

■ PRACTICE TASK

One partner feeds a short serve and the other attacks. Students play out the point.

Refinement

Students try to return the serve flat or downward.

Extension

Follow up with teams playing singles on their courts. Players must use a short serve, while the receiving team tries to attack. Rotate after 2 minutes.

Student Choices/Differentiation

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

What to Look For

- Students are consistently able to feed a short serve.
- Students are having success with their attacking shots.
- Attacking shots have a flat or downward trajectory.

Instructional Task: Smash Drill

■ PRACTICE TASK

Coach feeds an overhead clear to the net player. Net player smashes toward two other players on the opposite side of the net. These two players try to block the smash (not let the shuttlecock hit the court). Players switch roles after three attempts.

Extension

Repeat, but if the smash is successfully blocked, have the attacking player return the blocked shot.

Refinement

If the smash is not going low and hard, have students focus on snapping their wrists at contact.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Players are snapping their wrists when hitting the smash.
- Players are keeping their wrists firm on the block.

Formal and Informal Assessments

Exit slip: Describe one or two tennis skills in which you have improved (or not improved) so far in this module.

Closure

- What is the best way to keep a shot from being returned?
- Which shot from your opponent will give you the best chance at using a smash?
- What is the best shot to use to avoid having a smash returned as a smash?

Reflection

- Did the majority of the class self-report skill improvement via a thumb's-up? If not, why?
- Does 80 percent of the class have an understanding of singles strategies?

Homework

Go to the website www.usabadminton.org. Look up information on camps, clinics, and where to play. Check on any participation requirements, costs, and social opportunities, and be ready to share next class.

Resources

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2013). *Teaching sport concepts and skills: A tactical approach*. Champaign, IL: Human Kinetics.

USA Badminton: www.usabadminton.org

Teach PE: www.TeachPE.com