

LESSON 1: SKILL REVIEW AND PRE-ASSESSMENT

Grade-Level Outcomes

Primary Outcome

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)

Embedded Outcome

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Lesson Objectives

The learner will:

- perform the two basic badminton grips (V-grip and thumb grip).
- perform the basic forehand and backhand shot series.
- demonstrate basic offensive and defensive strategies.
- perform the basic forehand and backhand lift shots.

Equipment and Materials

- Foam balls, large shuttlecocks, and regulation shuttlecocks: 3 to 5 for every 2 students if available
- Regulation and modified badminton rackets: 1 per student
- Tape for targets

Introduction

Our next module is sport education badminton. Today, we will review the basic grips as well as the basic shots and strategies you learned in middle school. I will then introduce a new shot called the lift. This is similar to the clear shot. Throughout the module, you will learn a variety of new shots, badminton terminology and concepts, and effective strategies.

Instructional Task: Team Selection

■ PRACTICE TASK

Captains select their teams while the rest of the students are reviewing the skills presented in the next instructional tasks.

Note: Select team captains using an exit slip from a previous class that asks students who are interested to fill out a captain's application with the prompt "I would be a good badminton captain because . . ."

Give captains a role sheet and index cards. While watching the class participate in the skills review, the captains choose six evenly matched teams without knowing which teams are theirs.

After creating the teams, captains choose from among six cards, each with a team number on it. Captains then join their teams in the skills review.

What to Look For

- Teams are even as far as ability and social skills.
- The captains performed this activity in a respectful manner.
- Students with learning or physical disabilities are on a team with a buddy for assistance and safety.

Instructional Task: Basic Badminton Grips

■ PRACTICE TASK

Review grips with students. Remind students of the benefits of a good grip: more accurate net shots and serves, more powerful smashes, and ready for both sides.

Working in pairs, students practice the grips.

Guiding questions for students:

- Who can tell me what the V-grip looks like when executed properly?
- Who can tell me what the thumb grip looks like when executed properly?

Extension

Have students hand the rackets to one another and call out a grip. Partners must take the rackets using the proper grip. Students provide feedback to one another.

Student Choices/Differentiation

- Students choose their partners.
- Students may choose regulation or modified badminton rackets.

What to Look For

V-Grip

- Students create a V with the thumb and index finger when gripping the racket, rather than grabbing the racket in the palm and wrapping the fist around it.
- Students make a V shape rather than a more rounded U shape.

Thumb Grip

- Students allow the thumb to fall naturally without squeezing the handle rather than flattening the thumb onto the implement.

Instructional Task: Basic Badminton Shots

■ PRACTICE TASK

Review the clear, drop, smash, and block shots. Working in pairs, students hit shots directly to each other when you call them out. Task is executed with no net.

Extensions

- Students work in groups of four, adding a net.
- Repeat, gradually increasing the speed of the calls.
- Repeat, with smash and block shots grouped together after the smash is practiced by itself. For example, you will call, "Smash, block combo."
- Students may use a cues checklist to evaluate their own skills for further improvement, or you may use this as a formal assessment.

Refinements

- If students do not use enough force on the drop shot, have them focus on the follow-through.
- You can use video analysis to refine skill execution.
- Be sure that students pronate and snap the wrist on the smash. That increases power while keeping the shuttlecock in bounds.

EMBEDDED OUTCOME: S2.H1.L1 Students must know the names of the various shots in order to use them correctly on your call.

Guiding questions for students:

- Who can give me one teaching cue for the clear shot?
- Repeat question for other shots as you wish.

Student Choices/Differentiation

- Students may choose regulation badminton rackets or modified badminton rackets.
- Students may choose foam balls, larger shuttlecocks, or regulation shuttlecocks.
- Students choose their partners or groups.

What to Look For

Students are executing all of the critical elements of the skills: foot placement, opposition, torso alignment, transition, and follow-through.

Instructional Task: Modified Game Play, Pre-assessment

■ PRACTICE TASK

Students play modified games with no nets.

Students begin each point with a feed and use rally scoring. Students play for a specified time, then rotate.

Extensions

- Use this task as a pre-assessment. Allow students to play as you take notes on your observations.
- Repeat game using a net.

Student Choices/Differentiation

- Students may choose regulation badminton rackets or modified badminton rackets.
- Students may choose foam balls, larger shuttlecocks, or regulation shuttlecocks.
- Students choose their partners or groups.

What to Look For

- Students remember the basic concepts of strategy and game play from middle school.
- Students return to the defensive home position after a shot.
- Students hit to various spots so that their opponents have to move.
- Students try to place shots strategically based on their opponents' positioning.
- Students use different shots to find success.

Instructional Task: Forehand and Backhand Lift Shot

■ PRACTICE TASK

Demonstrate the forehand and backhand lift shots. After each initial demonstration, students practice the movements on their own for 20 repetitions.

Refinement

Refine skill by displaying pictures or playing a video clip for students to view as you circulate to correct form. If any students execute the movement pattern with 100 percent accuracy (possibly a badminton player), ask them to also circulate and help other students.

Student Choices/Differentiation

Students may choose regulation badminton rackets or modified badminton rackets.

What to Look For

Forehand

- Students are using the V-grip (not necessary but recommended).
- Racket is out in front of the body.
- Hips are rotating.
- Students are using a full underhand swing.
- Wrist bends (breaks) then flicks forward.
- Arm rotates inward after assumed contact.

Backhand

- Students are using the thumb grip (not necessary but recommended).
- Racket is out in front of the body.
- Hips are rotating.
- Students are using a full underhand swing.
- Wrist bends back (breaks) then flicks forward.
- Arm rotates outward after assumed contact.

Instructional Task: Lift Shot Against Wall

■ PRACTICE TASK

Working in pairs, students strike an object against a wall.

Students are positioned about 10 feet (3 m) away from the wall. One student kneels next to the other and tosses the object out in front of her at around shoulder height. Students switch every 10 practice attempts. After each student has practiced the forehand once, they switch to the backhand.

Extension

Students practice over the net. One partner attempts a drop shot or short shot, and the receiver attempts a lift shot to the back of the court. After five hits, students switch roles.

Guiding questions for students:

- Is your swing complete? Did you finish the movement?
- Are you breaking your wrist as you anticipate contact?

Student Choices/Differentiation

- Students may choose regulation badminton rackets or modified badminton rackets.
- Students can choose foam balls, larger shuttlecocks, or regulation shuttlecocks.
- Students choose their partners.

What to Look For

- Same as previous task, but with the addition of object height.
- The object contacts the wall above the line.

Formal and Informal Assessments

- Peer assessments by captains
- Informal pre-assessment of game play

Closure

- What grip is recommended when executing a forehand lift shot?
- What grip is recommended when executing a backhand lift shot?
- When would be a good time to try to execute a lift shot? (Answer: When your opponent brings you to the net with a drop shot.)
- If you simply watched the path of the shuttlecock, what other shot might a lift shot look like? (Answer: clear shot)
- Who can tell me why I chose the lift shot as our first new shot? (Answer: Today we reviewed the clear shot.)
- Now let's announce our teams. (Teams are announced. No trades. Take a few minutes to discuss team names.)

Reflection

- Were students able to transfer previous learning into today's lesson? If not, what do they need to practice?
- Were students able to hit the object high while executing the lift shots?
- How well did students who acted as coaches work with their peers?

Homework

Watch a video clip on the school's physical education website about badminton facts. We'll have a verbal quiz next class.

Resources

Kumar, S. (2010). *Badminton skills and rules*. Darya Ganj, New Delhi: Khel Sahitya Kendra.
 Badminton World Federation: www.bwfbadminton.org
 World Badminton: www.worldbadminton.com



PRE-SEASON TEACHER ASSESSMENT

Name: _____

1 = Never, 2 = Sometimes, 3 = Most of the time

Team name Students	Hits to the open space	Hits various strokes: Clears Drop shots Smash	Hit various shots to move the opponent	Moves back to home position after shots	Keeps short serves low and high serves deep

Teacher suggestions for team coach: