

LESSON 2: CLEARS DAY 2

Grade-Level Outcomes

Primary Outcomes

Striking: Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.7)

Forehand & backhand: Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. (S1.M14.7)

Embedded Outcome

Accepting feedback: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)

Lesson Objectives

The learner will:

- demonstrate the ability to perform the overhead clear shot by completing three out of five attempts successfully during the grids practice task.
- demonstrate the ability to perform the underhand clear shot by completing three out of five attempts successfully during the grids practice task.

Equipment and Materials

- Yarn balls and shuttles: at least 5 for every 2 students
- Badminton rackets and long-handled lollipop paddles: 1 per student
- 4 cones for grids: 4 cones for every 2 students
- Tape for targets on wall
- Pedometers

Introduction

Today we will learn two more clear shots in badminton. Last class, we learned the forehand and backhand clear shots, and today we will learn the overhead and underhand clears. The clear shots are the most common shots and are the most effective shots for moving your opponent to the back of the court.

Instructional Task: Review Grip and Striking Forehand and Backhand With Long-Handled Implement

■ PRACTICE TASK

In grids, check students' grips and have students explore striking with a partner.

Have students toss yarn balls or hit shuttles to a partner, exploring backhand and forehand striking. Move from a controlled environment to an unpredictable environment.

Refinement

Refine skill as needed. Spend as much time as needed to have at least 80 percent of the class successful.

Student Choices/Differentiation

Students can use a badminton racket or lollipop paddle for striking and a shuttle or yarn balls to hit.

What to Look For

- Make sure that students are striking with the full striking movement pattern.
- This task can be used as an informal assessment to gauge where students are in this skill after one day of striking.

Instructional Task: Overhead and Underhand Strike Movement Pattern

■ PRACTICE TASK

Demonstrate and have students mimic the striking motion.

Refinement

Refine skill by breaking down the movement pattern and stressing critical elements if needed.

Extension

Students can peer-assess their partners' movement patterns with a video device and critical elements checklist.

Peer assessment: critical elements of the movement pattern

Student Choices/Differentiation

Students may use lollipop paddles or badminton rackets.

What to Look For

- Students position their bodies so that they are under and slightly behind where they are dropping the shuttle, the racket in back-scratching position.
- Students snap the wrist and follow through.
- Students step or lunge and rotate forearm so racket is brought explosively up.

Instructional Task: Overhead and Underhand Strike in Grids

■ PRACTICE TASK

Teaching in grids, assign tasks from the controlled environment, moving toward an uncontrolled environment.

Call out a command. Students practice the task five times and then switch so that their partners can perform the same command. Call out another command.

Partners must cooperate for good tosses. Partners should provide feedback to each other.

First: Toss or strike the yarn ball high into the area toward your partner and strike for five hits.
Same task with underhand strike.

Second: Toss or strike the yarn ball so that your partner has to take a quick step to the forearm side to hit the shuttle above the head.
Same task with underhand strike.

Third: Toss or strike the yarn ball so that your partner has to take a quick step forward and hit an overhead shot.
Same task with underhand strike.

Fourth: Toss or strike the yarn ball so that your partner has to take a quick step back while still hitting an overhead shot.

Same task with underhand strike.

Extension

We now will move into a more game-like, or uncontrolled, setting. The partner tossing or striking should choose randomly any of the previous tasks. Make sure that the striker is using only the overhead or underhand clear. Switch after five tosses.

Repeat this extension until many have had success.

Student Choices/Differentiation

If the class is struggling with an extension, stay at that particular extension for a couple more rounds before moving to the next one.

Start with yarn balls, and if students are having a high incidence of success, switch to shuttles.

What to Look For

- The biggest concern in this task is students' not having a full movement pattern. They cut the movement pattern short to hit the shuttle back to their partners instead of using a full motor pattern, hitting the ball or shuttle as hard as they can. Make sure that they are hitting the yarn balls or shuttles as hard as they can and completing the full movement pattern with a follow-through.
- If students are swinging and missing, make sure that they are tracking the shuttle all the way to the target.

Instructional Task: Clear-Shot Rally

■ PRACTICE TASK

- Place tape 4 feet (1.2 m) inside the back boundary lines of the court.
- Partners rally clear shots from behind the taped lines, trying to drive each other all the way back to or outside their back boundary lines. Players may use forehand, backhand, overhead, and underhand clear shots.
- Partners may not step across the taped lines to return shots.

Extension

Peers assess a partner's striking movement pattern using a teacher-generated checklist.

EMBEDDED OUTCOME: S4.M3.6. Hand out a list of examples of proper and improper corrective feedback. Discuss with students which feedback statements are helpful and which are not as helpful. Encourage students to use appropriate feedback statements to improve performance.

Student Choices/Differentiation

Staying with the foam ball or moving to a shuttle, moving closer to the net, and taking breaks to practice only the movement pattern without the partner hitting the ball are all ways to modify the activity.

What to Look For

- Students are getting in position to make the clear shots.
- Rackets are in back-scratching position.
- Students are stepping into shots.

Formal and Informal Assessments

- Informal assessment
- Have two students rally and a third watch (or video-record) the movement pattern to give feedback. Rotate after 10 strikes.

Closure

- Name three critical elements of the overhead clear.
- Name three critical elements of the underhand clear.
- Give an example of feedback that you shared with your partner.

Keep practicing the skills at home, and in the next class, we will continue to practice clears as well as add strategy.

Reflection

- Do students strike the shuttle so that it travels forward instead of mostly upward?
- In the uncontrolled environments, does the movement pattern change?
- Are students at all skill levels improving?

Homework

Striking (with hand, short implement, or long implement) will help support what students are learning in physical education class. It does not matter what piece of equipment or ball they use, as long as they are practicing the movement pattern and eye–hand coordination.

Students should review instructional videos for clear shots and strategy that are posted to the school's physical education website.

Students can update their physical activity logs.

Resources

Ballou, R. (1992). *Badminton for beginners*. Englewood, CO: Morton.

Grice, T. (2008). *Badminton: Steps to success*. Champaign, IL: Human Kinetics.

The Badminton Bible: www.badmintonbible.com

Internet keyword search: "overhead and underhand clear shots in badminton"