

LESSON 7: BLOCKING AND DOUBLES PLAY

Grade-Level Outcomes

Primary Outcomes

Striking: Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.6)

Creating space through variation: Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)

Using tactics & shots: Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)

Embedded Outcome

Social interaction: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)

Lesson Objectives

The learner will:

- demonstrate the ability to perform the smash or block by completing three out of five attempts during the grids practice task.
- perform basic offensive and defensive strategies in a modified game.
- apply the rules and strategies of doubles badminton in a modified game.

Equipment and Materials

- Yarn balls and shuttles: at least 5 for every 2 students
- Badminton rackets and long-handled lollipop paddles: 1 per student
- Cones
- Pedometers

Introduction

Today, we will add our last skill—blocking—and learn offensive and defensive strategies in the game of doubles. You will find that doubles can be challenging but a lot of fun.

Instructional Task: Shadow Drill

■ PRACTICE TASK

Have students in scatter formation around the gym, 6 to 8 feet (1.8 to 2.4 m) apart. Have them practice the smash shot without the shuttle, concentrating on a powerful swing, driving sharply downward and rotating the wrist fully. Their swings should generate a strong swishing sound.

Student Choices/Differentiation

Students may review videos if needed.

What to Look For

- The strokes are powerful.
- Students are rotating their wrists fully.
- Students are following through.

Instructional Task: Smash in Grids

■ PRACTICE TASK

Working in grids, students practice smash hits with a partner.

As in previous lessons, move from a controlled environment (hitting the clear or serve high right at the student) to an uncontrolled environment (hitting the serve or clear so that the student must move to hit the smash).

Refinement

Refine skill as needed. Spend as much time as needed so that at least 80 percent of students are successful.

Student Choices/Differentiation

Students may use badminton rackets for striking and a shuttle or yarn balls to hit.

What to Look For

This task can be used as a review or formative assessment to gauge where your students are in this skill.

Instructional Task: Learning to Block

■ PRACTICE TASK

Demonstrate the block, and mimic the shot along with the class.

Extensions

Have students peer-assess one another by video-recording their mimicked block shots. Have students focus on body position.

Refinement

Review pictures and videos of the block shot posted on the school's physical education website.

Student Choices/Differentiation

Students can use lollipop paddles or badminton rackets.

What to Look For

- Stroke does not require backswing.
- Students react as quickly as possible, trying to get racket head in front of body and to the shuttle.
- Students use proper body alignment to maintain balance.

Instructional Task: Smash and Block in Grids

■ PRACTICE TASK

Working in grids, students explore the smash and block shots with a partner.

Extensions

- Have students toss or strike a yarn ball or shuttle to a partner, exploring the smash and block shots. Partner 1 hits a high underhand clear that the partner smashes. The returner attempts to block the smash and send it over the net.
- Spend as much time in skill practice as needed so that at least 80 percent of students are successful.

Refinement

Make sure that students are using a mature movement pattern for both the block and the smash. Review critical elements and practice the pattern, if needed.

Student Choices/Differentiation

- Students may use yarn balls or shuttles.
- Students may vary distances according to comfort levels.

What to Look For

- Students are using correct movement patterns, specifically, reaching all the way back for the smash and the follow-through.
- Students are in an athletic position with racket up to defend, using the block.

Instructional Task: Learning Doubles Rules and Strategies

■ PRACTICE TASK

Review rules and strategies for playing doubles badminton. Make sure that students know the front-and-back formations as well as the side-by-side formations.

Guiding questions for students:

- What similarities and differences between other sports and badminton have you learned already?
- Why do you think the serving boundaries are different in doubles?
- What advantages and disadvantages do the different formations have?

Refinement

Make sure that students know the differences between singles and doubles badminton.

Student Choices/Differentiation

Students may review videos posted on the school's physical education website.

What to Look For

- Students know the basic rules of doubles.
- Students know both the front-and-back and side-by-side offensive and defensive strategies.

Instructional Task: Modified Doubles Game Using Strategies

■ PRACTICE TASK

Using a foam ball and no rackets, students play a game of doubles badminton, focusing on the type of shots and shot placement that they should use in badminton.

Students should practice side-by-side defense as well as front-and-back defense.

Extensions

- The scoring of the game can be modified. If a team makes an offensive shot that is one of the strategies, the team receives a point (no matter what happens in the game).
- Students play the same task but this time use rackets and shuttles.

EMBEDDED OUTCOME: S5.M6.6. This is a great opportunity to teach students respect for self and others in activities and games by following the rules of the modified game. Also, the purpose of the activity is to work on offensive and defensive strategies using alignment and shot selection. Encourage students to play in the spirit of the activity so everyone is learning the doubles strategy.

Student Choices/Differentiation

- To speed up the game, use a smaller and faster ball.
- To slow down the game, use a lighter and bigger ball.

What to Look For

- Students focus on attacking the type of defense that the other team is using.
- Students use the correct shots (even though they are throwing the ball) against the defensive team's alignment.

Formal and Informal Assessments

- Peer assessment: informal feedback on the partner's body alignment during the block
- Exit slip: Please list the critical elements of the smash and block.

Closure

- Name three critical elements of the smash.
- Name three critical elements of the block.
- What offensive and defensive strategies did you learn today?

Keep practicing the skills at home if you can, and the next lesson we will review skills and play modified games.

Reflection

- Are students moving their opponents in the games?
- Are students using the offensive and defensive alignments correctly?
- Are students developing shot sequences to improve offensive and defensive strategies?

Homework

If students have access to equipment, they can practice the badminton skills and strategies taught throughout the module. If they don't, they can practice the strategies by using a ball to move their opponents; review the instructional videos for the serve, clear, drop, smash, and block; and review videos 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: "blocking in badminton," "offensive and defensive strategies in doubles badminton"