

## LESSON 1: FOREHAND AND BACKHAND CLEARS

### 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 Outcomes

**Working with others:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

**Assessment & program planning:** Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)

### Lesson Objectives

The learner will:

- demonstrate the ability to perform both the V-grip and thumb grip.
- demonstrate the ability to perform the forehand clear shot by completing three out of five attempts successfully during the grids practice task.
- demonstrate the ability to perform the backhand 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 start our next module on striking with a long implement. We will use the sport of badminton to do so. We will start with grips, forehand clears, and backhand clears. Throughout the unit, we will progress to more advanced motor skills, such as smashes and drop shots, as well as learn the rules and basic tactics to succeed in game play.*

Show a badminton video clip to pique students' interest.

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**EMBEDDED OUTCOME: S3.M16.6.** *During this module, we will track our physical activity with step counts. It will be interesting to see how our step-count goals are different in badminton than in some other modules that we have completed. Track your step count for each lesson and track your physical activity outside of class, as well.*

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## Instructional Task: Explore Striking With a Long-Handled Implement

### ■ PRACTICE TASK

Working in grids, students explore striking with a partner as a pre-assessment for the module.

## Guiding questions for students:

Discuss with students the similar characteristics of badminton and other sports.

- Did you see a pattern of hitting the shuttle hard and soft?
- What other sports use a long-handled implement?
- On what trajectory does the shuttle move after you hit it?

## Extension

Have students explore striking again after the brief discussion about skill transfer.

## 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

Observe in the pre-assessment:

- Movement patterns
- Types of shots students take
- Court movement
- Common errors in skill and tactics

# Instructional Task: Learning Grips

## ■ PRACTICE TASK

Demonstrate the V-grip and thumb grip.

Students practice the grips.

## Extension

Have students place rackets on the ground. When you say “go,” students pick up their rackets with the V-grip or thumb grip according to your demand.

## Refinement

Refine skill by reviewing pictures of the grips on the school’s physical education website. Post an instructional video of the grips to the school’s website.

## Student Choices/Differentiation

Students can use lollipop paddles or badminton rackets.

## What to Look For

- V-grip: Students use a V-grip (thumb and index finger form a V) and not a fist-like grip (they form a U).
- Students do not use a flattened thumb—when students press the thumb flat against the racket handle—a common error for the thumb grip. A flattened thumb causes tension, which hinders power.

# Instructional Task: Forehand Strike Movement Pattern

## ■ PRACTICE TASK

Demonstrate the forehand strike movement pattern.

Students will mimic the striking motion.

## Refinement

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

## Extension

Peer-assess a partner's striking movement pattern using a checklist.

**EMBEDDED OUTCOME: S4.M4.6.** Remind students that not all classmates are at the same skill level. Discuss encouraging their peers and offering positive feedback during class so that all students can improve their skills.

## Student Choices/Differentiation

Students may use lollipop paddles or badminton rackets.

## What to Look For

- The arm action is back to front, rather than sidearm or overhead.
- Students either stand in a forward or backward stance or step forward on the opposite foot.
- Students swing through the shuttlecock, not at it.
- The swing is low to high.

## Instructional Task: Forehand Strike Against Wall

### ■ PRACTICE TASK

One student kneels and soft-tosses the ball to a partner, who forehand-strikes the ball into the wall. Students should stand at least 10 feet (3 m) from the wall. Students switch after every 10 hits.

## Extensions

- Try to hit a spot on the wall.
- Try changing the yarn ball to a shuttle.

## Student Choices/Differentiation

Staying with the foam ball or moving to a balloon, moving closer to the wall, and taking breaks to practice only the movement pattern without the partner tossing the ball are all ways to modify the activity according to skill level.

## What to Look For

- The racket face is flat for the contact.
- Students are beginning to pull the racket way back in preparation for the contact.
- Students are following through in the direction of the target.

## Instructional Task: Forehand and Backhand Strike in Grids

### ■ PRACTICE TASK

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

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

Partners must cooperate by making good tosses. Partners also should encourage each other.

**First:** Toss the yarn ball to the middle section of your partner's forearm side for five hits.

Same task with backhand.

**Second:** Toss the yarn ball so that your partner has to take a quick step to the forearm side to hit the shuttle.

Same task with backhand (step toward backhand side).

**Third:** Toss the yarn ball so that your partner has to take a quick step forward and hit a forehand shot.

Same task with backhand.

**Fourth:** Toss the yarn ball so that your partner has to take a quick step back while still hitting a forehand shot.

Same task with backhand.

## Extension

*We now will move into a more game-like, or uncontrolled, setting. The partner tossing should choose randomly any of the previous tasks. Make sure that you still are tossing at the midsection and using only the forehand or backhand shot. Switch after five tosses.*

Repeat this extension until many have had success.

## Refinement

Make sure that students are swinging with a full movement pattern. Tell students to fully strike the ball (instead of tapping it to their partners).

## 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 hit short to hit the shuttle back to their partners instead of using a full motor pattern, hitting the ball as hard as they can. Make sure that they hit the yarn balls as hard as they can and complete the full movement pattern with a follow-through.
- If students are swinging and missing, make sure that they're tracking the shuttle all the way to the target.

## Formal and Informal Assessments

- Informal assessments
- Peer assessment: Students use a teacher-created checklist to assess partners' movement patterns.
- Exit slip: What are the critical elements of the two types of clears that we learned today?

## Closure

- What types of grips did you learn today?
- Name three critical elements of the forehand clear.
- Name three critical elements of the backhand clear.
- Give some examples of cooperation in today's class.

*Keep practicing the skills at home, if you can. In our next lesson, we will learn the overhead and underhand clear shots.*

## Reflection

- Do students strike the shuttle so that it travels forward instead of mostly upward?
- Are they able to transfer the striking movement pattern with the long implement, making sure that they complete the strike with a follow-through?
- Are students getting enough practice hits throughout the lesson?

## Homework

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

Students should take home the worksheet with pictures of the grips and the critical elements of the forehand and backhand clear. They also can review the grips and instruction videos that you can post to the school's physical education website.

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**EMBEDDED OUTCOME: S3.M16.6.** Remind students to record their step counts during physical education class, daily physical activity time, and their reflections in a personal log after each lesson in the module.

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## 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](http://www.badmintonbible.com)

Internet keyword search: "V-grip and thumb grip in badminton," "forehand and backhand clear shots in badminton"