

## LESSON 4: SERVING

### Grade-Level Outcomes

#### Primary Outcomes

**Serving:** Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)

**Serving:** Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)

#### Embedded Outcome

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

### Lesson Objectives

The learner will:

- demonstrate the ability to perform the long serve by completing three out of five attempts during the grids practice task.
- demonstrate the ability to perform the short serve by completing three out of five attempts during the grids practice task.
- perform short and long serves with at least 70 percent accuracy during the hoop 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
- Hoops
- Poly spots
- Pedometers

### Introduction

*Today, we will learn the important skill of serving. There are two types of serves in badminton, and they are important to learn since we start each point with a serve.*

Show a quick video clip of badminton serves.

### Instructional Task:

### Explore Short and Long Serves in Badminton

#### ■ PRACTICE TASK

Working in grids, students explore serving with a partner.

#### Guiding questions for students:

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

- Did you see a pattern of hitting the shuttle hard and soft?
- What other sports use a serve to start the game?
- Is it difficult to hit the shuttle?

## Extension

Have students explore serving again after this brief discussion.

## Student Choices/Differentiation

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

## What to Look For

Observe in the pre-assessment:

- Movement patterns
- Whether students are using the short- or long-serve technique
- Whether students are hitting to all areas of the serve box
- Common errors in skill and tactics

## Instructional Task: Short- and Long-Serve Movement Pattern

### ■ PRACTICE TASK

Demonstrate and have students mimic the striking motion for short and long serves.

## Refinement

Break down the movement pattern and stress critical elements.

## Student Choices/Differentiation

Students may use lollipop paddles or badminton rackets.

## What to Look For

- Long serve: Students drop shuttle before starting swing, drop shuttle in front and to the side, contact shuttle at knee height, and hit shuttle up and out.
- Short serve: Students drop shuttle before starting swing, drop shuttle in front and to the side, contact shuttle at thigh height, push the shuttle rather than hitting it, and keep shot as low and short as possible.

## Instructional Task: Short and Long Serve to Wall

### ■ PRACTICE TASK

This task is designed for beginners who are struggling with the timing of the drop and swing. Have students face the wall and practice hitting or pushing the shuttle into the wall, focusing on the timing of the drop and swing.

## Extension

When students are having more success, have them back up and try hitting a specified spot on the wall.

## Refinement

Many students toss the shuttle or strike the shuttle above the waist. Stop the task and help students master the movement pattern before moving on.

## Student Choices/Differentiation

Practice just hitting the shuttle (eye–hand coordination), taking breaks to practice only the movement pattern without the shuttle.

## What to Look For

- Students are dropping the shuttle before starting the swing.
- Students are dropping the shuttle in front of and to the side of the body, far enough away to force the hitting arm to reach slightly.
- Contact is at knee height (long serve) or thigh height (short serve).

## Instructional Task: Long and Short Serves 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.

**First:** Long serve to back of grid (up and out); partner should stand closer to server to simulate opponent playing up.

**Second:** Short serve (low and short); partner should stand closer to back of grid to simulate opponent playing back.

**Third:** Server hits a short or long serve according to partner's stance in the grid (uncontrolled).

### Refinement

Stop drill and refine skill if students are not pushing the shuttle deep on long serves or are not hitting with a low trajectory while using the short serve.

### 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. If a student is struggling, have him switch to yarn balls.

## What to Look For

Students are hitting long serves up and out and are hitting short serves low and short.

## Instructional Task: Serve Into a Hoop

### ■ PRACTICE TASK

In grids or on a court, arrange hoops for short and long serves. Have students practice serving to the targets.

### Extension

Point-system assessment: Add poly spots and assess serving accuracy. Legal serve = 1 point; into hoop = 2 points; and onto specific spot = 3 points.

**EMBEDDED OUTCOME (S4.M4.6):** Students have a variety of skill levels on serves, and this would be a great time to teach them to accept differences among classmates and provide encouragement and positive feedback.

### Student Choices/Differentiation

To make the task more difficult, include a net. Make the target larger or smaller, according to skill level.

## What to Look For

- Students serve long for a long serve and low and short for the short serve.
- Students are serving accurately.

## Formal and Informal Assessments

- Informal
- Point-system assessment
- Exit slip: List the critical elements of the serve and what happens when one of the elements is not followed. (Example: When contacted above the knee, the shuttle will go straight up in the air.)

## Closure

- Where on the court do you want a short serve to drop?
- Where on the court do you want a long serve to drop?
- Did any classmates encourage you today in class?

*Practice the two types of skills at home, if you can. In our next class, we will work on the drop shot.*

## Reflection

- Are most students using legal serves?
- Did students have enough practice opportunities for the serve?
- Did the high-skilled students have a high amount of success hitting the poly spots?

## Homework

If students have access to equipment, practice the short and long serves. If students do not, they can still practice dropping a ball and striking the ball with the hand (focusing on striking below the waist). Review the instructional videos for the serves and clears, and learn the drop shot from the 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](http://www.badmintonbible.com)

Internet keyword search: "long and short serves in badminton"