

# LESSON 3: INTRODUCTION TO STRATEGY

## 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)

**Creating space through variation:** Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side. (S2.M7.7)

**Using tactics & shots:** Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)

### Embedded Outcome

**Personal responsibility:** Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

## Lesson Objectives

The learner will:

- perform clear shots correctly during the uncontrolled environment practice task.
- perform the basic offensive strategy of moving an opponent from side to side during the practice task.
- perform the basic defensive strategy of returning to mid-court or home base after hitting clear shots in the 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
- Pedometers

## Introduction

*Today, we will practice the four clear shots that you have learned so far in our Badminton Module. We also will learn basic offensive and defensive strategies that will improve your game play later in the module.*

Show a video clip of a badminton game in which players are using multiple strategies.

## Instructional Task: Review Striking Forehand, Backhand, Overhead, and Underhand

### ■ PRACTICE TASK

Working in grids, students toss or strike a yarn ball or shuttle to a partner, exploring the four types of clear shots. Move from a controlled environment to an unpredictable environment.

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

### Student Choices/Differentiation

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

### What to Look For

- Students are striking with the full striking movement pattern.
- This task can be used as an informal assessment to gauge where your students are in this skill after two days of striking and learning clear shots.

## Instructional Task: Clear-Shot Rally

### ■ PRACTICE TASK

Similar to the task in Lesson 2, 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 of the back boundary lines. Partners may not step across the taped line to return shots.

### Extension

Use flip cameras or iPads to film rally. Have students review their performance and look for errors in their movement patterns.

### Refinement

Students need to follow through with their shots to have a mature movement pattern. Stop the practice task if students are not following through with their hits.

### Student Choices/Differentiation

- Students may focus on certain clear shots or challenge themselves to use all four.
- Students may use yarn balls or shuttles.
- Students may move closer, if needed.

### What to Look For

Students are driving the shots deep into the court.

## Instructional Task: Moving Opponent From Side to Side and Moving Back to Home Base

### ■ PRACTICE TASK

Introduce the strategy of moving the opponent with clears.

Students work in pairs, one on each side of the court (or in grids) at home base. Student A throws the ball or shuttle to the back court to move her opponent. Student B should catch the ball or shuttle and move back to home base.

### Extensions

- Student A throws the ball or shuttle to the back court. Student B returns it with a clear shot and moves back to home base.
- Student A strikes the ball or shuttle to the back court. Student B returns it with a clear shot and moves back to home base.

### Refinement

Refine skill or tactics as needed. For example, for each attempt, students can track points: 1 for a successful clear and 1 for a return to home base. This reinforces the importance of positioning as well as the shot.

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**EMBEDDED OUTCOME: S4.M1.7** Have students support their peers by encouraging them to return to home base after each hit.

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### Student Choices/Differentiation

- Start in a controlled environment and then move to an uncontrolled environment.
- Stay on progression until students attain a high level of success.
- Students may use a yarn ball or shuttle, depending on skill level.

## What to Look For

- The tosser or striker should be placing clear shots deep in opponent's court using correct technique.
- The receiver is assuming an athletic position to return the clear shot, hitting the shot, and then returning to home base.

## Formal and Informal Assessments

- Informal and peer assessments for this lesson
- Exit slip: Please describe one offensive and one defensive strategy in badminton.

## Closure

- Describe the offensive strategy that we covered today.
- What is the most important defensive strategy that you learned today?
- How did tracking points for returning to home base affect your play?

*Keep practicing the skills at home. If you have equipment, practice the motor skills. If you do not have equipment, practice the tactics with a small ball.*

*Next class, we will add serves.*

## Reflection

- Are all students performing the clear shots with a mature movement pattern?
- Did students use the strategies (offensive and defensive) in the last activity?
- Are students encouraging one another, or do I need to revisit this in the next lesson?

## Homework

Striking (long implement) will help support what students are learning in physical education class. Practice the basic strategies taught with badminton equipment or simply a ball and a court. Also, review the previous instructional videos as well as the serve videos 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](http://www.badmintonbible.com)

Internet keyword search: "offensive and defensive strategies in badminton"