

PE352  
UNIT PLANNING ASSIGNMENT

**BADMINTON**

**Grade 11**

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## **Philosophical Statement**

**Our units will emphasize fun and student participation rather than skill execution and performance. Students will be involved in a variety of activities that will enhance their skill development and will therefore promote further participation in these activities. By using a variety of teaching styles and activities we hope to make badminton an activity that our students will participate in for years to come.**

**Learning Objectives:** What do we expect our students to know, perform and value as a result of participation in this unit?

### **Psychomotor Domain**

- Connect various skills together, smoothly and efficiently (i.e. move from a smash to a net shot and then back to a backhand)
- Efficient/effective footwork for each task (i.e. scissor for the smash)
- Efficient/effective racquet movement (i.e. straight and strong)
- Improved cardio endurance and aerobic power
- Smooth and efficient movement around the court (ability to cover all spaces)

### **Affective/Social Domain**

- Feel comfortable while playing with partner
- Create social bonds with class by playing in partners
- Communication -> effective/appropriate
- Goal setting -> individual through out unit, partner through out game
- Self-pacing -> depending on teaching styles
- Peer learning -> reciprocal, give and receive constructive feedback from peers

### **Cognitive Domain**

- Doubles strategies -> offense and defense
- Appropriate shot selection (i.e. hit long when opponent is up, hit to opponents racquet hip)
- Effective use of space -> hit the bird to each of the four corners  
-> side to side defense / front to back defense
- Anticipation of partners and opponents actions
- Appropriate feedback to self and partners

### **Safety Considerations**

- When practicing swing techniques make sure enough space is provided to avoid collision
- Proper gym strip (i.e. running shoes)
- During drills students face and hit in the same direction
- Equipment set-up secure/stable
- In doubles play, call shots to avoid collisions
- Clean, dry floor surface
- Safe facility (i.e. no equipment/objects intruding playing area)
- Make sure students know when it is safe to walk across court

### **Entry and Exit Outcomes**

#### **Entry Level**

\* Students understand the concepts of:

- Creating and Defending space
- Hitting to open space
- Both high/deep and low/flat forehand serves
- Overhead and underhand clears
- Proper grips

\*Students want to participate

\*Students have multilimb coordination

\*Students work well in a co-ed setting

## **Exit Outcomes**

- \* Doubles play
- \* Attacking and defending as a pair
- \* Proficient returns
- \* Backhand serve
- \* Backhand clear
- \* Smash
- \* Feeding
- \* Drop shots
- \* Slice shots
- \* Effective and efficient court movement
- \* Variety of net shots

## **Managerial Routines & Organizational Strategies**

### **1) Equipment**

- Equipment inventory
  - \* a ratio of 5 birdies to every student
  - \* one racquet for every student
  - \* as many nets as the facility can hold (preferable 8-10 courts and nets for 30 students)

### **2) Procedures**

- Set routines to start and finish class:
  - \* change into gym strip immediately
  - \* the class will participate in a warm-up before every lesson
  - \* class will previously be divided into 2 groups, one group is responsible for set up of the nets and equipment and the other is responsible for takedown every class (duties can switch part way through the term)

### **3) Groupings and Transitions**

- Groupings to maximize participation time and to provide a variety of playing partners

- \* groups of 2 = partner work/ teams for doubles games
- \* odd number of students = a practice court with one person on one side rallying with two students on the other side (switch positions)
- \* to ensure students play with most of their peers in the class partner switching will be frequent
  - \* these frequent partner changes will make the students more open to playing with or against players of different skill levels (i.e. weaker skilled students playing with a stronger skilled student)

#### **4) Classroom rules**

- gym strip required
- shoes required (no participation in socks)
- no gum
- constructive criticism only
- no foul language
- fun and participation is strongly encouraged
- bathroom trips, only one student allowed at a time

#### **5) Teaching Space**

- make sure that the space provided is utilized efficiently
- make sure students are not playing too close together (safety purposes)
- position class away from distractions when giving explanations or demonstrations

#### **6) Support Materials**

- bring in guest speakers and performers such as varsity/amateur/professional athletes

- various sources for different ideas for lessons, such as task cards and criteria sheets

### **7) Non Participating Students**

- students who are unable to be active in class will be giving an observation activity
- this observation activity can be:
  - Time Management Observation – in this activity the student is assessing the teacher's time management
  - Organizational Observation – in this activity the student is assessing the teacher's organization of the class

### **8) Special Needs Education**

- Many of the drills outline allow the students to progress at their own pace, therefore allowing special needs students to feel included.
- Random groupings and constant partner changes within the lesson, as outlined in the managerial section, helps to promote class inclusion.
- Evaluations have been set up to focus on skill improvement rather than a strict performance criterion.
- The variety of exercises chosen influences social interaction, which is beneficial to all students.

### **Sequence of Events:**

**1. Review Video:** Novice level teaching video for the first class. The video will have some grip notes, boundaries and rule, safety issues and simple singles and doubles play.

**2. Minor Assessment:** On the first class of the unit some mental notes on player skill levels. Comments recorded based on entry-level skills that were reviewed.

**3. Games:** Games will occur at the end of most classes to allow students to practice learned skills in a game situation.

**4. Demos:** With some demos the possibility of bringing in a professional badminton player is an option. Demos may also be in the form of videos, student demos and teacher lead demos. \*\*note: teacher may stop class to point out individual success as a form of demonstration.

**5. Mini Tourney:** Will allow the students more time for game play. It will give the teacher another moment to assess the progress of skills and find out what skills need to be emphasized or revisited.

**6. Special Guest:** When the class is introduced to net shots special guest Jimmy Chang, Canadian Men's Champion. He will help students work on their net shots and do the demos for the day. The students will get a chance to play with Jimmy Chang at the end of class during game time.

**7. End Tournament:** The end tournament will allow the students to showcase their skill level. Assessment will occur during this class in the form of a peer "Scouting Report". (see assessment examples)

### **Teaching Strategies/Styles**

**Command Style** → This style is useful when the objective of the lesson is precision and efficiency. The lesson using Command Style should be simple so every student in the class is able to perform the skills. We have used the Command Style three times in our unit plan; first for our review session where efficiency was one of our main objectives, again for the warm-up "crows and cranes" due to the precision needed to make this warm-up effective, and lastly for a drill called the Hunter where we need efficiency in our lesson.

**Practice Style** → The basis of this style is to give the learners time to individually and privately practice the skill the teacher has demonstrated. Feedback is given from the teacher to the performers throughout the practice time. We have used this style many times in our unit plan because we feel it is best suited for badminton. Badminton is a sport where there are many preset movements and skills that are effective and efficient and therefore giving the students time to practice these skills in an orderly fashion will benefit them the most.

**Reciprocal Style** → The purpose of this style is to give the learners the chance to give and receive constructive feedback to and from their peers while practicing a skill on their own time. The students have the opportunity to act like a teacher by helping their peer succeed in the task at hand. This style is also effective in making the learners understand the material on a different level; in order to critic someone on a skill one must understand the underlying concepts and cues of the skill. This style is another great way to get the students to practice badminton skills in an organized fashion that gets them more involved in their learning.

**Self-Check Style** → The role of the learners in this teaching style is to work independently and check their own performances against a criteria sheet. This style was used in our unit to encourage the students to be able to correct errors in their performance, to acquire the feeling of independence and to develop personal motivation. Self-Check should only be used if the teacher believes the students will work efficiently and have the motivation to improve.

**Inclusion Style** → The use of the Inclusion Teaching Style is to allow learners with different skills levels participate in the same task. We used this style for net shots, the first entry levels are simple, one motion tasks, and the final entry levels are a combination of different skills.

**Guided Discovery Style** → For this teaching style, the teacher presents questions to lead the learner to discover the answers. Most of our warm-ups include this teaching style because we leave it up to the learner to make the decisions on how to keep score, how to stop scoring and how to restart play.

**Divergent Discovery Style** → The main characteristic of this teaching style is for the students to discover a multitude of solutions to one question or one situation. This technique is good for the beginning of units so the learners can determine their abilities and the teacher can get an idea of the varying skill levels. In our unit we used the divergent style early on. We placed the students in a doubles game situation, which they have not faced before, and told them to play. They had to think of strategies, rules, skill efficiency etc.

CONTENT ANALYSIS			
SKILL	PSYCHOMOTOR	COGNITIVE	TEACHING CUES
<b>Court Movement</b> -necessary to be able to get into proper position to make an effective play	<b>Scissor</b> -hop from racquet foot to non-racquet foot (foot exchange - weight transfer) <b>Lunge</b> -racquet leg leading bent at 90 degrees, back leg extended <b>Prep-Hop</b> -simple two-foot hop (no more than 2 inches off the ground) landing on toes	<b>Scissor</b> -timing to get to the anticipated spot -correct sequence of movement -choice of direction and distance -is it appropriate to the shot? <b>Lunge</b> -choice of direction, distance and timing -is it appropriate to the shot? <b>Prep-Hop</b> -timing of the hop -stay on toes	<b>Scissor</b> -on your toes -weight transfer -racquet up <b>Lunge</b> -head up -racquet foot lead -body line (extension from racquet head to back foot) <b>Prep-Hop</b> -bent knees -on toes -head up
<b>Backhand Serve</b> -harder to hit and forces opponent to lift the bird on return	-back hand grip -racquet foot slightly ahead -hold shuttle by it's base and just in front of body -elbow high -racquet on a slight angle -sharp wrist movement	-keep bird flat and close to the net -placement of the bird -force of serve	-hold shuttle and racquet just below the waste -keep bird low and flat -short follow through
<b>Smash</b> -an aggressive shot used to end rally, is most effective when opposition is out of position and or off balance	<u>Preparation</u> -plant non-racquet foot in front of body -begin back swing -shoulders open -elbow high -racquet behind head <u>Contact</u> -extent racquet arm above the head -contact bird high, in front of body and just outside the shoulder	-proper sequence of upper body and lower body movements (eg. Aligning joints before contact) -appropriate timing (contact point and when to execute skill during game) -where to place the bird (open area or racquet hip of	<u>Preparation</u> -high elbow with racquet behind head <u>Contact</u> -whip-like action with wrist <u>Follow-Through</u> -follow-through across body

	-snap wrist to complete the whipping motion -transfer weight to racquet foot <u>Follow Through</u> -racquet arm swings downward across body	opponent)	
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<b>Slice</b> -used to deceive opponent by changing shuttle flight by adjusting racquet face suddenly	<u>Preparation</u> - same prep as the forehand smash <u>Contact</u> - as in the forehand smash, contact shuttle high and slightly in front of the body. -lead with the outside edge of the racquet -supination of the forearm permits desired alteration <u>Follow-through</u> -same as smash	-timing of the racquet head adjustments -timing of the shot(best used for returning a high shot) -placement of shuttle in accordance to opponent position -“more slice equals less power”	-lead with front edge of racquet head -contact shuttle on an downward angle -racquet should strike the side of the shuttle to initiate slice
<b>Drop</b> -used as a method of deception	<u>Preparation</u> -same as smash/slice <u>Contact</u> -use minimal amounts of force at contact point <u>Follow-through</u> -very little follow-through	-application of force (enough to get shuttle just! Over the net) -application of shot (use when opponent is in the mid to back of the court	-slow racquet head speed just prior to contact -little follow-through -Just! Over the net
<b>Net Shots</b> -a technical front court shot which forces the opponent to lift the bird upon return	<b>Tumbling (forehand/backhand)</b> -lunge position -racquet head parallel to floor -racquet held high, just below net height -full extension of racquet arm -slight slice movement to initiate tumbling action -hit and land at the same time to generate the appropriate power -to perform forehand/backhand net shots simply adjust grip accordingly <b>Cross Court (forehand/backhand)</b> -similar to the	-apply appropriate force in order to keep the shuttle as close to the net as possible and minimize upward movement -consider opponent position -	<b>Tumbling</b> -land and strike at the same time -racquet high and flat -minimal wrist movement <b>Cross Court</b> -land and strike -sharp, quick wrist movement -aim cross court

	tumbling net shot -the angle to the racquet is facing the direction of the cross court -increased wrist movement to force the ball cross court		
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<p><b>Backhand</b> -used to clear the shuttle when you arrive late. Specific to the non-racquet side.</p>	<p><u>Preparation</u> -backhand grip -brief back swing -cock racquet wrist -elbow should be low and close to the body <u>Contact</u> -lunge into the shot -whip like action upon contact -minimize upper arm movements -contact shuttle at height even with shoulder -head up and back straight -players back is square to the net <u>Follow-through</u> -racquet arm should follow through over the racquet shoulder</p>	<p>-timing to the shuttle -appropriate choice of shot(difficult shot) -recovery to ready position</p>	<p>-whip like action- “Towel Snap” -full extension -minimal upper body movement</p>
<p><b>Doubles Strategy</b></p>	<p><b>Service Strategy</b> -low ready position -racquet high -see backhand serves <b>Return Strategy</b> -low ready position -racquet high</p>	<p><b>Service Strategy</b> -the server is responsible for the returned shots in the front court -the partner is responsible for back court shots -communication is important -long and high serves constitute a side by side formation -non-serving partner should be an arm and racquet length behind the server <b>Return Strategy</b> -return to non serving players backhand (the</p>	<p>-communicate -short serve = front back return positioning -long serve = side by side return position</p>

		Hunter) -the receiving team should focus on returning the shuttle on a downward angle (offensive)	



BLOCK PLAN				
Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Organization: teaching strategies/style
<b>ONE</b>	*Grips: forehand/backhand  *Court boundaries  *Court set-up *Court safety	Court Movements  1.Scissor  2.Lunge  3.Pre-Hop	1. -on your toes -weight transfer -racquet up  2. -head up -racquet foot lead -body line (extension from racquet head to back foot)  3. -bent knees -on toes -head up	1. Review -grip, rules, set-up, safety (Command Style)  2. Warm-up Crows & Cranes (Command Style)  3. Doubles Rally (Guided Discovery)  4. Questions  5. Skill demo (scissor)  6. Practice scissor (Reciprocal Style) *task card*  7. Demo “X”  8. Individual practice of drill (Practice Style)
<b>TWO</b>	*Scissor *Lunge -both will be used in drills and games	Backhand Serve -most appropriate for doubles play -placement and height	1. -hold shuttle and racquet just below the waste -keep bird low and flat -short follow through	1. Warm-Up Knee Slap (Guided Discovery)  2. Demo  3. Practice serves with partner (target) (Practice Style)  4. Demo of serve scissor drill  5. Serve followed with lunge or scissor  6. Play doubles games (first to seven) (Divergent Style)
<b>THREE</b>	*Backhand Serve	Smash -attack -placement	<u>Preparation</u> -high elbow with racquet behind head  <u>Contact</u> -whip-like action	1. Warm-Up Bean Bag Shadow (Guided Discovery)  2. Throw down show down drill

			with wrist <u>Follow-Through</u> -follow-through across body	(Practice)  3. Skill demo  4. Partner practice -partner feed -continuous hitting (Practice)  5. Play games
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<b>FOUR</b>	*Smash	Slice -deception shot -placement	-lead with front edge of racquet head -contact shuttle on an downward angle -racquet should strike the side of the shuttle to initiate slice	1. Warm-Up Fencing Touch (Guided Discovery)  2. Demo skill  3. Partner Task (Reciprocal Style) *task card*  4. Doubles Game
<b>FIVE</b>	*Slice	Drop Shots -deception shot -tight to net	-slow racquet head speed just prior to contact -little follow-through -Just! Over the net	1. Warm- Up Bird Hockey (Guided Discovery)  2. Demo skill  3. Practice skill with a partner (Practice Style)  4. Mini Tourney
<b>SIX</b>	*Drop Shots	Net Shots -tumbling	-land and strike at the same time -racquet high and flat -minimal wrist movement	1. Warm-Up Guarding the Bean Bag (Guided Discovery)  2. Demo/Instruction  3. Double feeding Net Shot Drill (Practice Style)  4. Modified Doubles Game -front court only (Guided Discovery)  5. Doubles Game
<b>SEVEN</b>	*Tumbling Net Shots	Net Shots -cross-court	-land and strike -sharp, quick wrist movement -aim cross court	1. Warm-Up Space Fill (Chess) (Divergent Discovery)  2. Demo/Instruction of cross-court net shots. Demo Stations Special Guest –Jimmy Chang  3. Five Stations (Self-Check Style)  4. Doubles Game
<b>EIGHT</b>	*Net Shots	Backhand Clear	-whip like action- “Towel Snap” -full extension -minimal upper	1. Warm-Up Wall Ball (Guided discovery)

			body movement	2. Demo/Instruction  3. Multi-task Backhand Drill (Reciprocal Style)  4. Doubles Game
<b>NINE</b>	*Backhand	Doubles Strategy	-communicate -short serve = front back return positioning -long serve = side by side return position	1. Warm-Up Keep the Shuttle in the Air (Guided Discovery)  2. Questions leading to Strategies in Double Play (Divergent/Convergent Discovery Style)  3. The “Hunter” (Command Style)  4. Doubles Games
<b>TEN</b>		Tournament Day		1. Warm-Up Square Game (Guided Discovery)  2. Tournament

## **Warm-Up Activities**

### **1. Knee Slap Game**

- In pairs, both students get into the ready position in one of the badminton quadrants
- Stand approximately 1 meter away from each other

**Object of the Game:** to gently slap partner's knees, while at the same time protecting you own knees from being slapped

**Variations:** One player can stick to the offensive or defensive role, and then participants can switch roles. Defensive player can use both hands, or one hand, or neither hand to protect their knees. This game will also work well with three players.

**Tactics:** Move you knees quickly to make it difficult for partner to slap them. Stay in a low base position with your arms in front of you. Use fakes to try a fake your partners out. (Hopper, 2001)

### **2. Guarding the Bean Bag**

- In pairs, both students get into the ready position in one of the badminton quadrants.
- One student will guard the bean bag between their legs.

**Object of the games:** the guard tries to protect the offensive player from stealing the bean bag from between their legs. Offensive player tries to fake out the guard and grab the bean bag.

**Variations:** Guard can use one or two hands to defend. Offensive player can use one or two hands to steal the bean bag. If there are an odd number of players the third player can give feedback to the attacker and to the defender and then switch.

**Tactics:** Use fakes, and change direction, and attack at a variety of speeds to fake the defender out. Defender should stay in a low position try and to protect their bean bag. (Hopper, 2001)

### **3. Keep the Shuttle in the Air**

- In pairs, both students get a bird, and get into the ready position in one of the badminton quadrants.
- Players try to use their hand to hit the birdie back and fourth in the air.

**Object of the Game:** to keep the birdie in the air.

**Variations:** Try to make it difficult for your partner to hit bird (has to be a set height for which the birdie must be hit, i.e. above shoulder height). If there are an odd number of players they can make a triangle formation.

**Tactics:** Try to get behind the shuttle and use a low base to move. Hit the birdie high if you and your partner are working together to keep birdie in the air. Hit the birdie to the corners of the court if you are trying to make it difficult for your partner to return the birdie. (Hopper, 2001)

### **4. Wall Ball**

- Get a ball and find a space on the wall for yourself.
- Player will use the motion of the underhand clear to hit the ball against the wall.
- Ball is allowed to bounce on floor one time before player hits it again.

**Object of the Game:** to keep the ball bouncing on the wall.

**Variations:** Hit the ball at various heights with different speeds to make it more difficult or easier to return. Play with a partner, alternate shots.

**Tactics:** Hit the ball softer and higher to allow for an easier return. Do just the opposite (hard, flat) to make for a difficult return.

## 5. Square Game

- In pairs, get a bouncy ball, and set up four cones in square.
- One partner bounces ball in the middle of the square and the other partner receives it somewhere on the outside of the square.
- Ball can only bounce one time

**Object of the Game:** to make it challenging for partner to get to ball before it lands outside of the square.

**Variations:** Make the square smaller (easier), or bigger (harder). For an odd number of people simply make a triangle formation.

**Tactics:** Use different angles, heights, and speeds when bouncing the ball. Try to anticipate where your partner is going to send the ball. (Dave, Trudy, and Brianne 2001)

## 6. Space Fill (Chess)

- Individual game
- Within a couple badminton courts students must fill the spaces by moving like a knight in chess (1 step forward and 2 steps to the side)

**Object of the Game:** To fill spaces in the courts by working on foot work and change of direction.

**Variation:** Can change the temp of the game by making the students walk faster or run. Can change the area of play making it smaller or larger.

**Tactics:** Anticipation of where others will move. Observing options (where students can move)

## **7. Fencing Touch:**

- In partners get one birdie between the two
- Stay within a badminton quadrant
- One partner holds the birdie up-side-down in the palm of his or her hand at waist height or above
- Other partner works to knock the birdie off the palm

**Object of the Game:** To work on quick movements (foot work and lunging) and changes of direction to make it difficult for opponent to knock the birdie off the palm for the defender and to efficiently and accurately knock the birdie off the defenders hand for the attacker.

**Variations:** One hand can be held behind the back for either defender or offender, or defender can put birdie on back of hand. Limit or extend movements that either player can do. For an odd number of people there can be two people holding birdies.

**Tactics:** Anticipate where partner will move, quick changes of direction to fake partner out.

## **8. Bird Hockey**

- In teams of two or three find a half badminton court or a section of gym near a wall.
- Players must keep the birdie moving by using hands

**Object of the Game:** To work as a team and to aim and ‘score’ on the section of wall. This game works on footwork, warms up shoulders and improves hand eye coordination.

**Variations:** Can modify the way the birdie is passed from player to player (eg. No catching or can use various body parts). Can limit the number of passes before taking a shot.

**Tactics:** When passing keep birdie high so there is time for teammates to react. Bend the legs and get under the birdie before contact. Get to open spaces to be available for a pass.

## **9. Crows and Cranes**

- Students stand in two lines facing a partner (approximately 2 meters apart)
- Students assigned the name crows or cranes according to the line they are in
- When “crows” are called they move to the end line closest to their side while trying to avoid being tagged by their “crane” partner

**Object of the Game:** To avoid being tagged by your partner. React quickly to a stimulus. Quick foot movement.

**Variations:** Can modify game by changing the pace at which the partners move. Each time a partner is tagged move closer to the end line on that partner’s side at the start. If there is an odd number of students then there can be two players on one side.

**Tactics:** Stay on toes and bend knees in order to move more quickly. Try to anticipate the verbal cue.

## **10. Bean Bag Shadow Lunge**

- In partners find a badminton quadrant
- The bean bags go in the center of the quadrant

- One partner's job is to pick the bean bags up from the center one at a time and place them at each corner.
- The other player's job is to shadow the first player but remove the bean bags from the corners and place them back in the middle.

**Objectives of the Game:** To complete fast and accurate movements around the badminton court.

**Variations:** To change the pace of the lunges. To increase or decrease size of playing area. If there are an odd number of students then the first player must grab two bean bags and put each one in a different corner. The other two students then grab one bean bag and put them back into the center.

**Tactics:** Stay on toes and get low in order to move quickly. Long lunges to reach bean bags efficiently.

## 11. The Shuffle Game

- In partners set up two cones in between each other (goal)
- With a ball partners shuffle back and forth attempting to bounce the ball past the opponent
- Ball must land on your side of the goal before it goes over to opponent side
- Only one bounce of the ball is permitted

**Objectives of the Game:** To cause your opponent to become off balance and out of position in order to make them miss the ball.

**Variation:** To modify the game partners can increase and decrease the size of the goal, limit limb use, odd number of people the goal can be set up in a triangle formation.

**Tactics:** Stay low, be on your toes. Perform quick lateral movements and always stay opposite your partner.

## 12. Line Tag

- Partner up and number yourselves one two
- Ones are it and must chase twos who must stay on gym lines
- No skipping over lines

**Objectives:** To catch and tag your opponent and stay on the lines.

**Variations:** Change the tempo of the chase for example run or walk. Change locomotion to hopping or skipping etc. Restrict to certain colors of lines. If odd numbers have one person it and the other two players must stay together (linked).

**Tactics:** Anticipate the taggers next direction change, follow different paths, allow for a lead to develop (3 steamboats), use multiple direction changes.

## **Badminton Skill Drills**

### **Movement Drills**

#### **Drill #1. (Scissor)**

- Get into pairs or teams of three
- Follow the reciprocal task card (see Appendix A #1)

#### **Drill #2. (X-drill)**

- Individual practice, two players per side of the court
- Number each other one and two
- Player one begins bottom right corner and player two starts upper left corner
- Follow the X pattern (see diagram 1a)
- At net perform lunge
- On cross back perform scissor
- Modifications: increase or decrease the number of partners performing skill at one time or increase or decrease the tempo.

## **Backhand Serve Drills**

#### **Drill #1. (Partner drill with target)**

- Get into partners (can include third person if odd number of people)
- Number yourselves one and two
- Player two holds racquet face just above the net on the opposite side of player one
- Player one performs the backhand serve and aims to hit partners racquet head
- Switch roles after a sufficient amount of practice
- Modifications: increase or decrease size of target area. Increase or decrease distance from the target area.

#### **Drill #2 (Serve to lunge/scissor)**

- Get into partners (can include third person if odd number of people)
- Number yourselves one and two
- Player one serves to player two
- Player two then hits another birdie either short or high and long back to player one

- Player one reacts accordingly with a lunge (short return) or a scissor and clear (long return)
- After player one completes the third hit then sequence is done and serve is performed again
- Players switch roles
- Modification: Advanced players can hit directly off the serve

### **Smash Drills**

#### **Drill #1 (Throw down show down)**

- Get into pairs and number selves one and two (can accommodate for three players)
- Get two cones to form a goal and a birdie
- Player one is the goalie
- Player two tries to throw birdie (overhand to simulate the smash) past the goalie
- Switch positions
- Modifications: Increase or decrease size of goal. Distance from goal can be increased or decreased.

#### **Drill #2 (Partner practice - feed and smash)**

- Get into pairs and number selves one and two (can accommodate for three players)
- Player one continuously feeds high and long shots to player two to practice the smash skill
- Switch roles
- Modifications: If players feel more advanced then they can keep the birdie going

### **Slice Drills**

#### **Drill #1 (Partner task – usually progressions would be in the form of a task card for the reciprocal style of teaching)**

- Get into partners and find a half a badminton court

- The task card will begin with basic skill of wrist movement in order to adjust the racquet head properly and will end with the complete action of the slice

### **Drop Shot Drills**

#### **Drill #1 (Partner practice)**

- Get into pairs and find half a badminton court
- Player one feeds birdie to player two
- Player two executes the drop shot focusing on the skill cues
- Modifications: For advanced players have them pick placement spots.

#### **Mini Tournament**

- The class will be broken up into doubles teams and a round robin tournament will begin
- Players will be instructed to focus on the skills learned thus far

### **Net Shot Drills**

#### **Drill #1(Double feeding net shot)**

- Get into groups of three and find a badminton court
- One player gets a cone
- Two players act as feeders and one player completes the net shots
- Player one moves from side to side performing FH and BH net shots (see diagram 5a.)
- Player one must go around the cone
- Each player will perform the drill for an allotted time and then rotate
- Modifications: Increase or decrease tempo. Take out cone obstacle and have learners stay at one side for a number of shots, then switch sides.

#### **Drill #2(Modified doubles game)**

- Get in to pairs and challenge another pair to short court badminton
- The shuttle must stay in front of the service line on both sides
- Players are forced to complete net shots

- Players figure out own scoring and restart

### **Drill #3(Five Stations)**

- Get into partners and pick up self check criteria sheet
- For example of self check criteria sheet see appendix A#2
- Partners are used for feeding purposes of the stations
- It is the players responsibility to monitor their own progress

### **Backhand Clear Drills**

#### **Drill #1(Multi-task backhand drill)**

- Players get into partners and pick up criteria sheet
- Progressions are listed on the task card (see appendix A#3)

### **Doubles Strategies Drills**

#### **Drill #1(Questions)**

- What skills so far have you found effective for scoring points?
- **Possible answers: smash, cross court net shot, drop shot, slice**
- What are some doubles strategies that you have found effective so far?
- **Answers: hitting to opponents backhand, hitting down and hitting at opponents racquet hip**
- What is the best doubles attacking position?
- **Answers: one person playing forward and one back**
- What is the best defensive doubles position?
- **Answers: players play side by side**

#### **Drill #2( the HUNTER)**

- Movement pattern for the Hunter is:
- Return shuttle to the opponents deep backhand
- Key is to make him/her LATE
- Player (Hunter) who made the shot moves forward cross court to the net

- The opponent will lift the shuttle allowing the HUNTER to move in for the kill shot (see diagram 9a).
- Modifications: Increase or decrease tempo.

**ASSESSMENT**

On the first day of our unit plan we will do a minor assessment of the students according to the following assessment sheet:

	Comment on Skill Level of Student		
Name	Spatial Awareness	Skill Execution	Overall Ability

The major assessment will be done during the tournament on the tenth lesson day. With a tournament format, there will always be one team (or more) who have a bye (they have to sit out one game). When a team has a bye they will be given a scouting sheet. The idea of the scouting sheet is to allow students to assess their peer's play, and it forces the observers to analyse the play that is occurring. Each team will be assessed by another. This will be predetermined before the tournament begins.

### **SCOUTING DOUBLES ASSESSMENT SHEET**

Doubles Players Names: \_\_\_\_\_

Opponents Names: \_\_\_\_\_

Game Time: \_\_\_\_\_ Date: \_\_\_\_\_ Court # \_\_\_\_\_

1. Briefly describe the teams:

i) Attack

ii) Defense

iii) Game Speed

2. Which player is more dangerous at the net?

3. Which player is more dangerous in the backcourt?

4. Describe their "soft game".

5. How do they defend against a "soft type" of attack?  
(eg. drops, half smashes, etc.)

6. How do they defend against a fast smashing attack?

7. How do they stand in defense?

- i) Body Positions - Do they square to the shuttle?
  - Is one foot well forward?

- ii) Is their racquet biased to one side?
  - 8. Is their defense with a high or a low racquet?
  - 9. Does this team have a favorite serve(s)?
    - i) What are the best serves of each individual?
  - 10. What are the most common serve returns from this team?
  - 11. Do they follow the shot:
    - i) after a serve
    - ii) after a smash
    - iii) after a block return to the net of a smash
    - iv) after a flat drive
  - 12. Does this team have any tendencies?
  - 13. Where does this team usually smash?
  - 14. Can this team cut off smash returns effectively?
  - 15. Does this team have good movement skills?
  - 16. What about the backhand side?
  - 17. How should this team be played?
  - 18. Mark and label (on the court diagrams) the players:
    - i) attacking positions
    - ii) defending positions
    - iii) serve position
    - iv) serve receive position
- (Anton, 2000)

### **Other Assessment Ideas**

Here is another assessment idea that can be used throughout the unit during play time taken from Griffin 1997.

Evaluator\_\_\_\_\_

Date\_\_\_\_\_

Class\_\_\_\_\_

Categories:

Decisions made – criteria      Player attempts to\_\_\_\_\_  
Player attempts to\_\_\_\_\_

Skill execution – criteria      Smash – placement of bird, angle of trajectory and speed  
Net Shot – tumbling action and closeness to the net  
Backhand Serve – flat flight path and bird reaches target  
Backhand Clear – bird gets to mid/back of court

Support – criteria      Player attempts to\_\_\_\_\_

Names	Decision Made		Skill Execution		Adjust	
	A	IA	E	IE	A	IA

Key    A = appropriate  
      E = Efficient

      IA = inappropriate  
      IE = inefficient

Use a tally format to record the number of times the person performs the skills in each category.

To put a numerical value to the tally use these formulae:

      Name\_\_\_\_\_      Decision making = A/IA

                              Skill execution = E/IE

                              Support = A/IA

                              Final Value = Decision making + Skill execution + Support

## References

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