**Badminton Lesson #3: Part A**

**Equipment:** Badminton rackets (35); badminton shuttlecocks (20); 1 nets and standards; clipboard, assessment sheet, pencil

**Risk Assessment:** The biggest risk is that a racket may slip out of a student’s hand while performing the underhand clear shot. Students may also trip and fall if they step on a shuttlecock. Students should be instructed to take care of all equipment.

**Safety Rules:**

1. Stay on your court at all times

2. If your shuttle falls on another court, politely ask students to toss you the shuttle.

3. Keep your hands and rackets away from nets; touching a net during play is a fault.

4. When the teacher is giving instructions, gently lay your racket on the floor.

5. Remove all extra shuttles from the floor before rallying or playing a game.

**Student Learning Outcomes and Assessment for Lesson 3**

**Review lesson one, two (short serve/overhead clear)**

Psychomotor: **SWBAT** hit an underhand clear to maintain depth.

Criteria: (a) 3/5 underhand clear to keep opponent in the backcourt. (b) Learners will consistently demonstrate correct form (Side target before contact; contact with racket below the waist; make wrist pop to get depth)

Assessment: Lesson 3 will be focused on correct technique and teacher will record technique assessments on the attached form.

Cognitive: **SW** take a written quiz on the short serve and overhead clear shot.

Assessment: No assessment will be administered during this lesson.

Affective: **SWBAT** work cooperatively with a partner and follow safety rules.

Criteria: During the entire class period, each student will follow all safety rules and will take turns with a partner with no disagreements.

Assessment: Teacher will assess each student using the attached rubric by assigning a rating from 4 to 1 on the assessment form.

**Teacher Goals:** **(1)** Get the attention of learners before giving instructions; **(2)** Show enthusiastic towards students **(3)** Give praises or feedback to students individually; **(3)** Say students’ names and associate this when giving instructions or feedback to students.

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| **Procedures** | **Time** |
| 1. Roll call and warm-ups, quiz | 6 min |
| 2. Introductions, student names, assessment sheet, set induction | 6min |
| 3. Review short serve, overhead clear | 2 min |
| 4. Teacher explains and demonstrates informing task | 2 min |
| 5. Guides Practice (extensions, refinements) | 12 min |
| 6. Application Task - explanation and assessment | 4 min |
| 7. Closure | 2 min |

Teacher Instruction

Bring students in and seat for instruction for quiz.

**Give out written quiz! Allow seven minutes to finish**

**Badminton Lesson #2: Part B**

**Set Induction:** Students are seated in front of teacher, facing the whiteboard. Teacher Says, “Today we’ll review the short serve and overhead clear from Wednesday, and we’re going to teach you the underhand clear. **Fun Fact (**The biggest shuttle in the world can be found on the lawns of the Kansas City Museum-48 times larger than the real thing, 18 feet tall and weighing 5000 pounds).”

Teacher Instruction, Demonstration and Guided Practice: Bring students in and seat for instruction and demonstration of the underhand clear. Equipment should be placed on the floor during instructions. The underhand clear is used in badminton to keep the opponent in the backcourt. A successful underhand clear shot requires that the shuttle be hit high and in the back third of the court. Now watch as I demonstrate. Demonstrate at least 3 times. As you demonstrate, say, “Notice that my feet are staggered, and they stay in contact with the floor. Also notice that I make contact with the racket below my waist. **Important (focus on my wrist-look at the pop in my wrist.**” Now it’s your turn to practice.

**Task 1.** Review the short serve. With a partner, serve 5 times into the diagonal court, alternating with partner. Let the shuttle hit the floor. Count how many out of 5 serves you get over the net and into the diagonal court.

Cues: staggered stance, low contact, and short follow-through.

Organization/Management: Each pair has one shuttle. One person serves diagonally and lets it hit the floor. Then serve the shuttle back to your partner and let it hit the floor. One pair is serving from the right and the other pair is serving form the left side.

**Task 2:** Review the overhead clear. With a partner, do overhead clear shots 5 times into the back third court, alternating with your partner. Let the shuttle hit the floor. Count how many out of 5 overhead clear shots you get high and in the back third of the court.

*Cues:* Side to target before contact; racket outstretched above head; weight shifts from back to front.

*Refinement: Try to make contact with shuttle at the highest point.*

Organization/ Management: Each pair has one shuttle. One person performs the overhead clear shot and lets it hit the floor. Then your partner will perform the overhead clear shot and let it hit the floor.

**Task 3.** Student will the racket and shuttle to contact the target area of the wall. He or she will focus on popping the wrist while performing this task. Do 5 underhand clear shots towards the target area of the wall

Cues: staggered stance, contact shuttle below the waist and pop wrist to get the shuttle to the backcourt.

Organization/Management: Each student has one racket and one shuttle. The target area will be on the wall using masking tape. Students will be in a single file line facing the wall, with three to four feet between each student.

**Task 4**. With a partner, do underhand clear shots 5 times into the backcourt, alternating with your partner. Let the shuttle hit the floor. Count how many out of 5 underhand clear shots you to the backcourt.

Cues: contact below waist, pop wrist during contact.

Organization/ Management: Each pair has one shuttle. One person performs the underhand clear shot and lets it hit the floor. Then your partner will perform the underhand clear shot and let it hit the floor

**Application Task: “Rally Tally”**

Begin with a short serve, and then rally back and forth using the overhead clear or underhand clear cooperatively until the shuttle hits the floor. Count how many consecutive hits you and your partner can make. The students will focus on clearing the back of the court while keeping the shuttle in bound while using the overhead clear. For the underhand clear, students will focus on contacting the shuttle below the waist and make their wrist pop to get depth.

Organization/ Management: This time hit with the person directly across from you. Each pair uses ½ of the court. Stay on your own half court the entire time. If the shuttle goes out of your court, politely ask the person nearest to return the shuttle to you.

**Closure**: Students are seated facing the whiteboard. Teacher will state the following, “Raise your hand if you were able to do at least 5 rallies with your partner. How many of you did 10 rallies? More?

Let’s review some important things we learned today.

1. Who can tell me what part of the racket should contact the shuttlecock? *Answer: Sweet spot – center of the strings*. Why use this part? *You get the most speed from the center of the strings.*
2. Where on the shuttlecock should the racket make contact? *On the cork.* Why? *If you hit the feathers, the shuttle won’t go far.*
3. What are the two important cues for the underhand clear? Answer: (1) make contact below the waist (2) use wrist to pop shuttle deep in the backcourt. On Thursday, we’re going to work on the short serve, overhead clear shot, underhand clear shot again, and I’ll teach you a new stroke to strengthen your game.

**Badminton Quiz 1**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Feburary 23, 2012**

**Grade\_\_\_\_\_\_\_\_\_\_\_\_**

Directions: Answer each question below. You will receive a point for each correct answer. When you finish, check your work before submitting the quiz to your teacher.

**Multiple Choice Items**

\_\_\_\_\_ 1. What is the target area for the short serve?

1. Deep in the backcourt
2. Close the net and to the short serve line
3. Close to the opponent
4. Center of the court

\_\_\_\_\_ 2. What is the purpose of the overhead clear?

1. To attack you opponent
2. To push you opponent deep in the backcourt
3. For the serve to be high and near the baseline
4. None of the above

**Fill in the blanks with a correct word or phrase.**

3. What are two important cues for the short serve?

(a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What are two important cues for the overhead clear?

(a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**True or False? Circle answer**

T F 5. In badminton, the short serve is the first shot used to begin game play?