



Central Washington University Physical Education
Program

BEGINNING BADMINTON
6 WEEK UNIT PLAN



CREATED BY:
TANNER SWANSON
&
CHRIS BURCH

Badminton



Unit Plan

TABLE OF CONTENTS

Block Plan	Tab # 1
Syllabus	Tab # 2
Classroom Management Outline	Tab # 2
Attendance Log	Tab # 2
Excel Grading Sheet	Tab # 2
EALR'S & NASPE National Standards	Tab # 3
Lesson Plan 1: Syllabus, student assessment.	Tab # 4
Lesson Plan 2: Basic Grips, stance & footwork.	Tab # 4
Lesson Plan 3: Forehand Drive.	Tab # 4
Lesson Plan 4: Forehand Drive.	Tab # 4
Lesson Plan 5: Backhand Drive.	Tab # 4
Lesson Plan 6: Backhand Drive.	Tab # 4
Lesson Plan 7: Forehand & Backhand Drives.	Tab # 4
Lesson Plan 8: Forehand Overhead Clear.	Tab # 4
Lesson Plan 9: Forehand Overhead Clear.	Tab # 4
Lesson Plan 10: Backhand Overhead Clear.	Tab # 4
Lesson Plan 11: Backhand Overhead Clear.	Tab # 4
Lesson Plan 12: Forehand & Backhand Overhead Clears.	Tab # 4
Lesson Plan 13: Short Serve	Tab # 4
Lesson Plan 14: Forehand Underhand Clear.	Tab # 4
Lesson Plan 15: Forehand Underhand Clear.	Tab # 4
Lesson Plan 16: Hairpin Net shot.	Tab # 5
Lesson Plan 17: Singles-rules & scoring	Tab # 5
Lesson Plan 18: Backhand Underhand Clear	Tab # 5
Lesson Plan 19: Backhand Underhand Clear	Tab # 5
Lesson Plan 20: FH & BH Underhand Clear & Hairpin	Tab # 5
Lesson Plan 21: Deep Serve.	Tab # 5
Lesson Plan 22: Short/Deep Serves	Tab # 5
Lesson Plan 23: Basic Singles Strategies	Tab # 5
Lesson Plan 24: Basic Singles Attack & Defense.	Tab # 5
Lesson Plan 25: Smash.	Tab # 5
Lesson Plan 26: Drop Shot.	Tab # 5
Lesson Plan 27: Smash & Drop Shot.	Tab # 5
Lesson Plan 28: Doubles Tactics.	Tab # 5
Lesson Plan 29: Mixed Doubles Tactics.	Tab # 5
Lesson Plan 30: Doubles & Mixed Doubles Tactics.	Tab # 5
Assessments	Tab # 6
Appendix 1- Rules, Scoring, & Boundaries	Tab # 7
Appendix 2- Badminton Glossary	Tab # 7
Appendix 3- Task Cards	Tab # 8
Appendix 4- Skill Charts.	Tab # 9
Appendix 5- Resources: Equipment List	Tab # 10
References	Tab # 10

Beginning Badminton Block Plan

Day 1: Syllabus, racquet familiarization. <i>*Initial student assessment.</i>	Day 2: Basic grips and feeding.	Day 3: Forehand drive.	Day 4: Forehand drive.	Day 5: Backhand drive.
Day 6: Backhand drive. <i>*Quiz #1</i>	Day 7: Forehand & Backhand drives. <i>*Skill Performance Test#1</i>	Day 8: Forehand overhead clear.	Day 9: Forehand overhead clear.	Day 10: Backhand overhead clear.
Day 11: Backhand overhead clear.	Day 12: Forehand & Backhand overhead clears <i>*Criterion Assessment #1</i>	Day 13: Short serve. <i>*Task Cards</i>	Day 14: Forehand underhand clear.	Day 15: Forehand underhand clear.
Day 16: Hairpin net shot	Day 17: Singles- rules & scoring <i>*Quiz #2</i>	Day 18: Backhand underhand clear (net lift)	Day 19: Backhand underhand clear (net lift)	Day 20: Forehand & Backhand underhand clear <i>* Criterion Assessment #2</i>
Day 21: Deep serve. <i>*Task Cards</i>	Day 22: Short/Deep Serves <i>*Skill Performance Test#2</i>	Day 23: Drop shot	Day 24: Smash	Day 25: Smash & Drop shot <i>*Quiz #3</i>
Day 26: Basic Singles Tactics	Day 27: Singles Attack & Defense	Day 28: Doubles Tactics <i>*Quiz #4</i>	Day 29: Mixed Doubles Tactics	Day 30: Doubles & Mixed Doubles Tactics <i>*Criterion Assessment #3</i>



Beginning Badminton Course Syllabus



The purpose of this beginning badminton unit is to offer students an instructional unit that utilizes movement as the primary educational medium. The unit provides opportunities for students to develop and improve physical skills. In addition, students learn rules, terminology, proper technique, and safety issues specific to badminton.

Course Information:

Days and Time: <insert info>

Location: <insert info>

Instructor Information:

Instructors: <insert name>

Office Hours: <insert hours>

Email: <insert email>

Course Description:

Beginning badminton is designed to provide sufficient opportunities for students to gain fundamental skills and apply those given skills into a badminton game setting. In addition this unit will teach students the basic rules and strategies used today in recreational and competitive badminton.

Special Requirements:

Equipment: All equipment will be provided. Proper P.E. attire (no jeans, cut-offs, street shoes, boots, flip-flops, etc)

Safety Policies:

Risks associated with exercise may include fatigue, muscle soreness and cardiovascular strain. If you believe your current physical condition will compromise your ability to participate in this class, see the instructor immediately. It is recommended that should your physical status change (i.e. due to injury, new prescription medication, under medical care) during the time that you are enrolled in this class you must advise your instructor. Report ALL injuries to the instructor immediately (no matter how small they may be) so they can be documented and put on file.

Rules:

- Be respectful of the instructor, your classmates, your equipment and yourselves
- Be aware of others around you when using badminton racquets
- Follow all rules and protocol set forth by the teacher
- Be safe and HAVE FUN!!!

Specific Learner Outcomes:

As a result of participation students will be able to:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of badminton activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of badminton.
- Achieve proficiency levels of all badminton skills by providing sufficient opportunities to practice.

Learning Experiences: Throughout this course students will learn and experience the following methods of instruction

- Ample practice opportunities
- Modified game playing
- Demonstrations
- Task Cards
- Skill Charts

Grading: Students will be graded in the following areas

Participation - 90 points: 3 points per day

- Must be on time, on task, with a good attitude, and put forth quality effort
- 5-point reduction in grade for any unexcused absences.
- Make-ups are available for excused absences (see below for details.)

Excused absences include:

- Hospital admittance
- Doctor's written excuse
- School sponsored activity with a written letter from the appropriate teacher
- Instructor's discretion

⇒ To make up an excused absence you may write a 2-page report on whatever unit we are currently covering. (See instructor if interested) 2 maximum.

Knowledge -60 points: There will be quizzes on knowledge-based material such as the important cues and trajectory of shots given throughout the unit. They will be administered at the beginning of four class periods.

1. Quizzes: (4 quizzes @ 15 points each)

Physical Skills - 150 points: Each test will examine one of the following skills you will have learned by application and outcome of each skill.

1. Performance Tests: (2 test @ 30 points each)

i. Only scored on outcome, not on specific cues.

- Forehand / Backhand Drives
- Short & Deep Serves

2. Criterion Test: (3 tests @ 30 points each)

i. Only scored on cues, not the outcome.

- Forehand / Backhand Overhead Clears
- Forehand & Backhand Underhand Clear
- Doubles / Mixed Double Tactics

Points Possible 300 total

- Participation is worth 30% of grade
- Knowledge is worth 20% of grade
- Skills are worth 50% of grade

Grading Scale:

95 – 100% = A
90 – 94 = A-
86 – 89 = B+
82 – 85 = B
78 – 81 = B-
75 – 77 = C+
70 – 74 = C
66 – 69 = C-
63 – 65 = D+
60 – 62 = D
0 – 59 = F



Classroom Management Outline

Protocols:

- When I say "GO," this is your cue to begin.
- When I say "Stop," this is your cue to stop what you're doing and turn your attention towards the instructor.
- When I say "Group Space," I would like everyone to quickly and safely gather around the instructor.
- When I say "Personal space," I expect everyone to find a safe area where you can perform without entering someone else's area.

Class Rules:

- Respect your instructor, classmates, equipment, and yourself at all times.
- Follow all classroom protocols and instructions.
- Be cautious of other students around you when using equipment.
- Be safe and have fun.

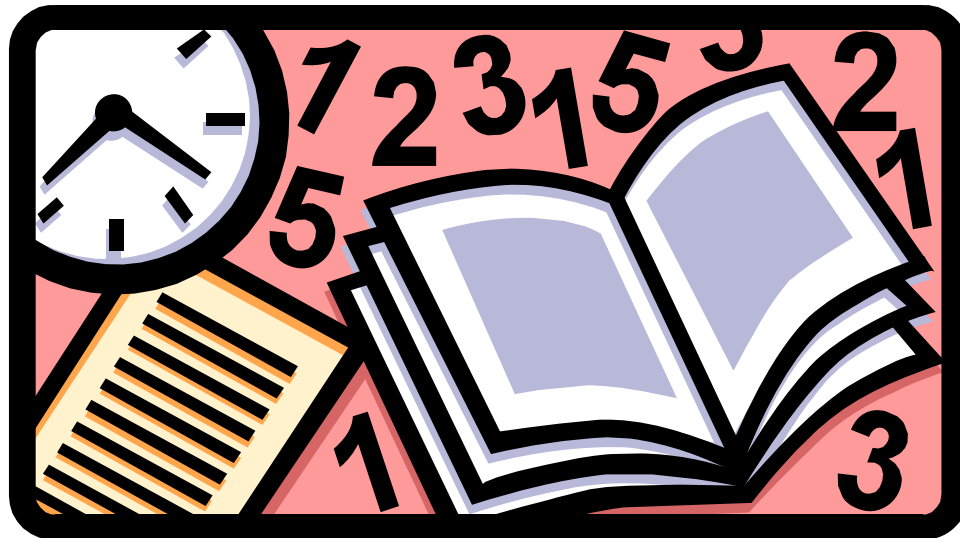
Consequences:

- 1st offense – Verbal reminder.
- 2nd offense – Lose 1 point of daily participation.
- 3rd offense – Lose all of daily participation.
- 4th offence – removal from activity and possibly class.



Grading Sheet

On the reverse side is an example of an excel spreadsheet that can be used to keep track of students points from attendance, quizzes, skill tests, or any other assessable pieces. The grading scale is listed horizontally across the top of the page as well as the Washington State Essential Learning Requirements and the NASPE Standards. Below that you will find the students names listed vertically on the left with their student identification numbers next to them. Points from each assignment and daily attendance can be imputed and calculated by the excel program with simple formulas. To the far right the total points, percentile, and grades to date are listed. This is an easy and efficient way to manage your class's grades, especially several classes at once.



**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #1
Syllabus/ Assessment**

Objectives:

A. Students:

1. By the end of class, students will be familiar with the equipment used in badminton and understand class protocols and learn court boundaries. **(NASPE 1, 2. EALR 1.1, 1.3)**

B. Teacher:

Equipment: (for a class of 35 students)

- 8 Badminton nets
- 8 Badminton courts
- 40 Badminton racquets
- 40 + Shuttlecocks
- 4 cones (instant activity boundaries)
- 35 syllabus'

Instant Activity: “Chain Tag” The game starts with two taggers that act as a chain. The two taggers must hold each other’s hand to form a “chain”. As others get tagged they join the chain of taggers. As the game continues eventually everyone will become a part of the chain. To form the chain everyone must hold each other’s hands. Emphasize how working together will keep the students safe and will work better to tag the other students. (Teacher chooses first two taggers at random). (Play for four minutes).

Set Induction: Today we are starting a unit on badminton, a sport similar to tennis. It is an extremely exciting sport and is played throughout the world.

MAF/Instructional	Extensions	Refinements	Applications
--------------------------	-------------------	--------------------	---------------------

Informing Task: When I say go, go get a badminton racquet, a shuttlecock and spread out into self-space throughout the gym and begin hitting the shuttlecock up and down about a foot high; keep the racquet at about waist level. If the shuttlecock hits the floor start over with the task. Try not to move your feet when doing this task. Go!

<ul style="list-style-type: none"> • Add Music. • Have racquets and shuttlecocks spread throughout the gym. • Students are in scattered formation in self-space. Self-space is an individuals “bubble” around them. This allows for students to have plenty of space to do an activity and to keep them safe. • Demonstrate any task that is unclear to students. • Explain to students that they need to hold onto their racquet during practice. • Remember that you as the teacher are simply checking the skill level of your students. 	<p>Now this time you can take a step if needed when hitting the shuttlecock up and down.</p>	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep a flat racquet. • Remember to shake hands with the racquet. 	<p>Let’s see how many times you can hit the shuttlecock up and down in 20 seconds.</p>
<ul style="list-style-type: none"> • Walk around and get a feel for the level of skill your students are at. 	<p>This time hit the shuttlecock up and down while walking in self-space.</p>	<ul style="list-style-type: none"> • Keep a flat racquet. 	<p>Let’s see how many times in a row you can hit the shuttlecock while moving.</p>
<ul style="list-style-type: none"> • Be sure to emphasize the importance of safety. 	<p>This time strike the shuttlecock, any way you choose, against the wall at a level lower than your own height. Do this continuously.</p>	<ul style="list-style-type: none"> • Remember to shake hands with the Racquet. 	<p>Try to beat your last record when doing this task.</p>

<p>Informing Task: When I say go, find a partner and begin striking the shuttlecock to your partner and have your partner catch the shuttlecock. Do this from ten feet apart. When striking to your partner, hit the shuttlecock so that your partner can easily catch it. (See diagram #1).</p>			
<ul style="list-style-type: none"> Students are paired in partners and spread throughout the gym. 	<p>This time switch so that the other partner is striking and the other is catching.</p>	<ul style="list-style-type: none"> Keep your knees bent. 	<p>See how many times you can successfully strike the shuttlecock to your partner in the next 45 seconds.</p>
<p>Informing Task: When I say go, with your partner move to a spot on the badminton court. You and your partner will be on opposite sides of the net and about 10 feet from the net. Begin striking the shuttlecock to your partner using either a forehand or backhand shot and have your partner catch the shuttlecock. When striking to your partner, hit the shuttlecock so that your partner can easily catch it. (See diagram #2).</p>			
<ul style="list-style-type: none"> Introduce court boundaries for singles/doubles play when the students are on their court. Do this briefly because we will touch on this many times throughout the lesson. 	<p>This time switch so that the other partner is striking and the other is catching.</p>	<ul style="list-style-type: none"> Keep your knees bent. 	<p>See how many shots in a row you can get over the net and to your partner.</p>
<ul style="list-style-type: none"> Once the students are in group space hand out the syllabuses for the unit. Go over the topics of assessments, attendance, grading, and also give the students the first assignment, which is the returning of the syllabus with parent's signature. 	<p>Go over protocol and class rules if this unit is the first unit of the school year. If not the students should already be familiar with the teacher's protocol and class rules.</p> <p>Go over what skills will be covered throughout the badminton unit.</p>		
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> What are seven different skills that we will cover in this badminton unit? Yes, we will cover the forehand/backhand drive, short and deep serves, forehand/backhand clear, drop, and smash. How many quizzes do we have throughout this unit? Yes, we have four. 			

Diagram #1

(Gym)

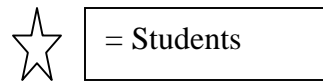
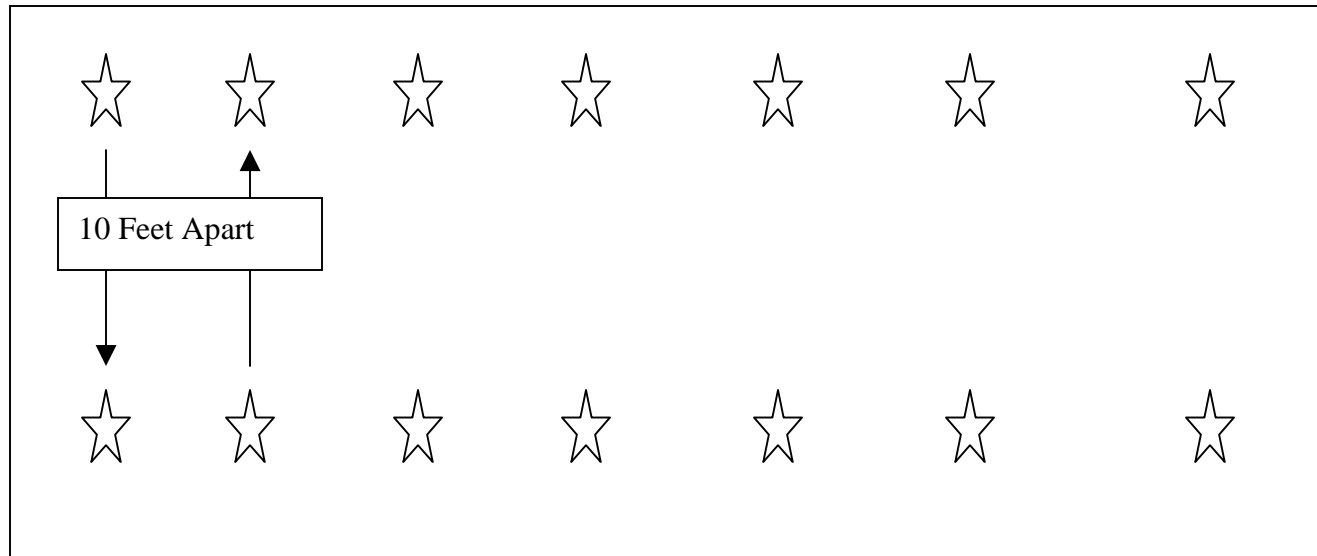
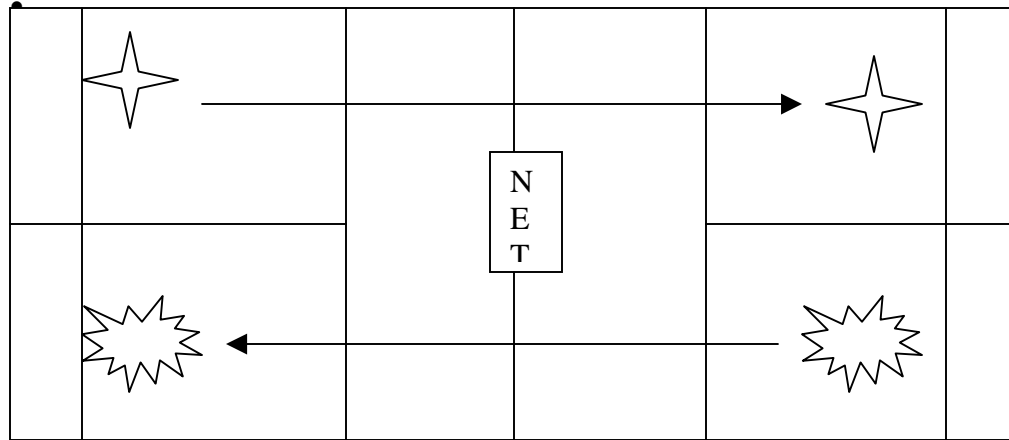




Diagram #2



 = Group 1 Student

 = Group 2 Student

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #2
Basic Grips and Feeding**

Objectives

A. Students

1. By the end of class students will understand and be able to show me basic grips, stance and feeding techniques of badminton.
(NASPE 1, 2, 3. EALR 1.1, 1.3)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 35 + Shuttlecocks
- 8 - 10 Badminton courts set up
- 35 Sheets of paper for closure

<p>Instant Activity: Fox and chickens- Two students will be the foxes, usually a boy and a girl. The rest of the class is chickens, the boys are roosters and the girls are hens. The chickens will start on one baseline of the basketball court, and then the foxes call out either all the roosters, hens, or all the chickens out of the hen house. When this happens the chickens try to make to the other baseline of the basketball court. If the foxes catch them, they become a fox. You usually play until there are 2 or 3 chickens left!</p>			
<p>Set Induction: Hello class, So how many people have seen athletes or people playing a game or an activity and they hit an object and it goes flying in the opposite direction or they totally miss the object? Well this could be because of bad grip or bad stance, so today I am going to give you some great cues and refinements, to make sure that never happens to you.</p>			
MAF/Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have equipment spread out against the wall so students can get to it faster and get active quickly. • Review safety, because of using long handled racquets and fast moving objects (shuttlecocks). • Have class in-group space. 			
<p>Informing Task: When I say go, I want you to go get a badminton racquet and find personal space in the gym and wait for my next task. GO!</p>			
<ul style="list-style-type: none"> • Students will be in personal space, spread out throughout the gym. • Show the class what this grip looks like. • Image of Refinements attached the back of the lesson. • Check for understanding 	<p>Now I want you to grab the racquet and use a forehand grip.</p>	<ul style="list-style-type: none"> • “Shake hands” with the racquet, making sure your hand is in the middle of the grip. 	

<p>throughout the steps of a forehand grip.</p> <ul style="list-style-type: none"> • Answer any questions the students may have on the forehand grip. 			
<ul style="list-style-type: none"> • Image of refinement is attached to back of lesson. • Observe the class while they practice the forehand grip and swing. 	<p>Now I want you to use the forehand swing, pretending that a shuttlecock is at waist level, continue to do this about five to ten times.</p>	<ul style="list-style-type: none"> • Make sure that the racquet is perpendicular to the ground. 	<p>Students will demonstrate understanding by telling me the two refinements we have covered so far.</p> <p>-Shake hands - Racquet Perpendicular to ground.</p>
<ul style="list-style-type: none"> • Students will practice the grip and swing 5 to 10 times before moving on. 	<p>Now I want you to grip the racquet tightly and swing using a forehand grip. This will give your shots more power.</p>	<ul style="list-style-type: none"> • Tight grip and follow through. 	
<ul style="list-style-type: none"> • Observe the students give help where needed. • Students will practice the grip and swing 5 to 10 times before moving on. 	<p>This time grip the racquet loosely and this will help with the more finesse shots.</p>	<ul style="list-style-type: none"> • Grip loosely and tap the shuttle. 	
<p>Informing Task: When I say go, I want you to find a partner with the same color hair and find and open court. I want only four people to a court. You and your partner should have three shuttlecocks for the both of you. Once you have found a spot on a court wait for the next task. Go!</p>			
<ul style="list-style-type: none"> • Students will find a partner with the same color hair. • Students will grab shuttlecocks from designated area. 	<p>Now I want you to “FEED” your partner a shuttlecock and I want them to hit it back to you with a tight grip returning it to the back of the badminton court.</p>	<p>Cues for the “Feed”</p> <ul style="list-style-type: none"> • Hold shuttlecock in your dominate hand • Hold at the cork of the shuttlecock. • Throw towards your 	<p>Try to get 3 out of 5 good feeds.</p> <p>- A good feed is when your partner has a good chance of returning the shuttlecock by using the tight forehand grip.</p>

<ul style="list-style-type: none"> • There will only be four people to a court. • Student will be working on the feed and the forehand grip shots <ul style="list-style-type: none"> - POWER - FINESSE • Check for understanding of the feed. • Answer any questions that students may have. • Students will change responsibilities after he or she has done a feed 9 times. 		<p>target.</p> <p>Cues for the “Tight Grip Swing.”</p> <ul style="list-style-type: none"> • Grip tight and follow through • Grip should feel comfortable. 	
<ul style="list-style-type: none"> • Students will change responsibilities after he or she has done a feed 9 times. • Give application. 	<p>This time I want you to feed your partner the shuttlecock and I want them to return it using a light grip on the racquet and make a good finesse shot, landing it no farther than five feet on the other side of the net.</p>	<p>Cues for the “Feed”</p> <ul style="list-style-type: none"> • Hold shuttlecock in your dominant hand • Hold at the cork of the shuttlecock. • Throw towards your target. <p>Cues for the “Finesse Grip Shot.”</p> <ul style="list-style-type: none"> • Grip loosely and tap the shuttle. • Grip should feel comfortable. 	<p>Try and hit 6 out of 9 finesse shots over the net and within five feet long.</p>
<p>Closure/Assessment: Before the students leave class they will demonstrate understanding of the forehand grip by writing down the refinements to the Grip and the two different types of forehand grips.</p>			

- Refinements are shake hands with the racquet and make sure it is perpendicular with the ground.
- The two different types of forehand grips are tight grip swing and the Finesse grip swing.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #3
Forehand Drive**

Objectives

A. Students

1. The students will be able make an accurate toss to their forehand, by tossing the shuttlecock waist high and out in front of their forward foot.
(NASPE 1, 3. EALR 1.1)
2. The students will flick their wrist at contact and swing the racket straight across their body with 60% accuracy by the end of class.
(NASPE 1, 3. EALR 1.1)
3. The students will get sufficient practice with the forehand stroke motion.
(NASPE 1, 3. EALR 1.1)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8 Badminton courts set up
- 60+ Shuttlecocks

Instant Activity: “Throw and Catch Tag” This is a tag game with 2 or 3 taggers and 2 players with a football (type of ball may vary depending on age group). When a player is tagged they are frozen and may only be unfrozen by a player with the ball completing a pass to them. The player receiving the pass must now pass to someone else who is frozen to unfreeze him or her. Students are to perform jumping jacks when frozen.

Set Induction: Who knows where Ichiro generates most of his power? (Quick flicking of wrist). The same is true in badminton. Today we are going to be practicing quick wrist to generate power and accuracy while demonstrating the correct stroke form of the forehand.

MAF/ Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have the nets set up across the gym into 7-8 different courts. Bring out the rack of racquets and the bucket of shuttlecocks and have readily available. 			

Informing Task: When I say Go, I would like each student to partner up. Once you have a partner gently pick up 2 racquets from the rack and 5 shuttlecocks between your group and find open space approximately 10 feet away from the wall. If you do not have a partner, please come see me. With your partner, start with your opposite shoulder of your racquet hand to the wall. While facing your partner underhand toss a shuttlecock about waist high to their front foot as they demonstrate the forehand drive into the wall. Switch after 5 drives. GO!

<ul style="list-style-type: none"> Check for understanding Show an example of the task. Reinforce safety when swinging at shuttlecocks. Observe and provide feedback where necessary. 	This time try to make contact with the wall at eye level, and attempt to hit the shuttlecock with some power	<ul style="list-style-type: none"> Side to target Eyes on shuttlecock Step towards target Hit below shoulder and above waist 	Find a spot on the wall at eye level and see if you can hit it.
<ul style="list-style-type: none"> Provide feedback and help when and where needed. Check for understanding. 	Now move back to about 10 ft. from the wall and do the same thing.	Reinforce cues where applicable	Can you get the shuttlecock to eye level at the wall on a straight line 5 consecutive times?
<ul style="list-style-type: none"> Pinpoint: I would like everyone to stop and 	Now toss the shuttlecock at about head level. The striker must wait	<ul style="list-style-type: none"> Flick your wrist like you would use a fly swatter. 	Can you perform a forehand drive into the wall keeping your side to

<p>watch Tommy's group and Sara's group. Watch how they're flicking their wrists at contact. Everyone continue and attempt to flick your wrist at contact.</p>	<p>for the shuttle to fall down to waist level before performing the drive.</p>	<ul style="list-style-type: none"> • Keep side to target 	<p>target and flicking your wrist at contact 6/10 times? Have your partner keep track.</p>
<p>Informing Task: Now when I say Go, you and your partner go find an empty court and wait for further instructions. I would like one partner on each side of the net. There will be several courts with more than one group, so you might have to share courts. Go! One partner is now the retriever and the other will be practicing the drive over the net. The retriever will begin between the net and the first line parallel to the net (short service line). Without a racquet they will toss a shuttlecock using an overhand throw to your partner's forehand somewhere between their head and their waist level. After one partner has hit all 5 shuttles over the net, then switch roles. GO!</p>			
<ul style="list-style-type: none"> • Check for understanding. • Remember we are only using the forehand drive • Remind students of cues and trajectory of the drive shot • Reemphasize safety and court awareness of other students on the same court. 	<p>Now have the thrower move back about 6 ft. and alternate left to right with their throws to make the striker adjust to the shuttle. Switch after 10.</p>	<ul style="list-style-type: none"> • Reinforce cues where applicable 	<p>Who can name 3 cues we've learned so far?</p> <p>Can you hit the shuttle directly back to your partner? If they can catch it without moving then give yourself a point.</p>
<ul style="list-style-type: none"> • You are now facing your new partner. • We are only using the forehand drive. If your partner uses a different shot then you win the point. 	<p>If you had the most points between you and your partner, move one service court to your right. The partner with least points, move one service court to your left. If there's a tie, then continue and next point wins. Repeat the game with your new partner.</p>	<ul style="list-style-type: none"> • Side to target • Eyes on shuttlecock • Step towards target • Hit below shoulder and above waist • Flick wrist 	<p>Repeat the same game you just played with your new partner. Keep score.</p>
<ul style="list-style-type: none"> • Reinforce safety when 	<p>Rotate once again. Winners</p>	<ul style="list-style-type: none"> • Reinforce cues where 	

swinging at shuttlecocks. <ul style="list-style-type: none"> • Observe and provide feedback where necessary. 	rotate to the right and the losers rotate to your left.	applicable	
--	--	------------	--

Closure/ Assessment:

Q: Raise your hand if you could strike the shuttle at waist level while flicking your wrist 60% of the time?

Q: Before you can leave name one cue required to perform a proficient forehand drive?

A:

- Side to target
- Eyes on shuttlecock
- Step towards target
- Hit below shoulder and above waist
- Flick wrist

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #4
Forehand Drive**

Objectives

A. Students

1. By the end of class students will be able to display the proper trajectory of the shuttlecock using the forehand drive by placing their shot just over the net on a straight line.
(NASPE 1, 3. EALR 1.1)
2. By the end of class students will be able to point their shoulder at their target and follow through 7/10 times.
(NASPE 1, 3. EALR 1.1)
3. Students will get sufficient practice with the forehand stroke.
(NASPE 1, 3. EALR 1.1)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8 Badminton nets
- 60+ Shuttlecocks
- Roll of yarn

Instant Activity: When I say go I would like for you and your partner to hit the shuttlecock back and forth a 100 total times using only the shot we learned yesterday. Go!			
Set Induction: What is the last thing you do while taking a jump shot in basketball? Follow throw, yes! Well the same is true in badminton. Today, we are going to learn how to point towards a target and follow throw. This we greatly improve our accuracy!			
MAF/ Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have the nets, racquets and shuttlecocks set up and spread out. 			
Informing Task: When I say go I would like everyone to pick up four shuttlecocks and find a court with one partner on each side of the net across from each other. Go! When I say go one partner will be the hitter and hit the four shuttlecocks over the net using the forehand drive shot by tossing the shuttlecock up to yourself and striking it to your partner on the other side of the net who will catch them. Go!			
<ul style="list-style-type: none"> Reinforce safety when swinging at shuttlecocks. Observe and provide feedback where necessary. Show and example of what it should look like. 	<p>This time one partner feeds to the other by tossing the shuttle over the net to their forehand side using an overhand toss. Switch after four attempts at the task.</p>	<ul style="list-style-type: none"> Side to target Eyes on shuttlecock Flick the wrist Step towards target Hit below shoulder and above waist 	<p>Let's see if you can hit the shuttlecock to where it barely clears the net. Can you do it twice in a row? Or maybe more?</p>
<ul style="list-style-type: none"> Provide feedback and help when and where needed Check for understanding. 	<p>Now toss the shuttlecock to where they must move and get in to position to hit the shuttlecock over the net with a forehand drive. Switch roles after four attempts with your partner.</p>	<p>Reinforce cues where applicable</p>	<p>Can you drive the shuttlecock back to your partner without making them move?</p>
Informing Task: When I say go I would like for you and your partner to take turns tossing the shuttlecock to yourselves about head high and striking forehand drives when the shuttle drops to waist level. Notice the yarn about 2 ft. above the net, the shuttle must sail between the yarn and the net on a straight line.			
<ul style="list-style-type: none"> String the yarn across the top of the net by tying it to the polls. (See diagram 4.1) Demonstrate 	<p>This time I want you to take two giant steps back and do the same thing as you did in the last task. Switch roles after five attempts.</p>	<p>Reinforce cues where applicable</p>	<p>How many can you get out of 10?</p>

<ul style="list-style-type: none"> Remind students of cues and trajectory of the drive shot 			
<ul style="list-style-type: none"> Teach by invitation (give the students a chose). Check for understanding Designate 2 courts to skill practicing and open the rest up for students to rally. Make sure students are only using the forehand drive. 	<p>If you are feeling confident then you have the chose between</p> <p>-Send one partner back over the net and begin rallying back and forth while staying under the yarn. OR</p> <p>-Go to the last two courts and continue practicing your trajectory of the drive.</p>	<ul style="list-style-type: none"> Side to target Eyes on shuttlecock Flick the wrist Step towards target Hit below shoulder and above waist 	
Closure/Assessment:			
<p>-By raising your hand who can answer the following question: Q: What does the trajectory of the forehand drive look like?</p> <p>A: Straight line</p> <p>Q: Who was able to keep their front shoulder pointed at the target and follow through 7/10 times?</p>			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #5
Backhand Drive**

Objectives:

A. Students

1. By the end of class students will be familiar with the backhand drive and will know the cues to a good backhand drive.
(NASPE 1, 2, 3. EALR 1.1, 1.2, 1.3)

B. Teacher

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 35 + Shuttlecocks
- 8 Badminton nets
- Wall
- 35 sheets of paper for closure

Instant Activity: Using only the forehand and backhand hit back and forth to you and your partner, try to only take one step to hit the shuttlecock. If you have to take more than one step catch the shuttlecock with your hand and start over.			
Set Induction: Many people so not know how important the backhand is to the game of badminton, but today you are going to learn the importance and become masters of the backhand, by learning the proper techniques.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have all the equipment spread out. • Reinforce safety 			
Informing Task: When I say go, I want you to go get a racquet and a shuttlecock and find a place against the wall and drop the shuttlecock and strike it with a backhand swing. Strike the shuttlecock and retrieve it and copy the task. Go!			
<ul style="list-style-type: none"> • Students will find open area against the wall and strike with only using a backhand. • Check for understanding. • Give advice when needed to students. 	This time toss the shuttlecock two to three feet above your head and hit it with a backhand.	<ul style="list-style-type: none"> • Make sure side is to target. • Keep your eyes on the shuttlecock. • Transfer weight from back foot to front foot. • Hit above waist and below shoulder. 	See how many times you can strike the shuttlecock without missing it. Always try and beat your record.
Informing Task: When I say go, I want you to find a partner and find a spot on a court. I want four people to a court and one shuttlecock between you and your partner. Go!			
<ul style="list-style-type: none"> • Students will find a partner and get on a court. • There should only be four to a court. • I should see nothing but backhand drives • Remind students of the refinements. • Answer any questions that students may have. • Students should spend 	Now I want you to drop the shuttlecock and strike it with a backhand. The shuttlecock should travel with little arch and land near the middle of your partners court. This is what you call a backhand drive. Then your partner will do the same thing hitting the shuttlecock back to you.	<ul style="list-style-type: none"> • Make sure side is to target. • Keep your eyes on the shuttlecock. • Transfer weight from back foot to front foot. • Hit shuttlecock below shoulder and above your waist. 	Try and hit five out of eight backhand drives back to the middle of your partner's court.

<p>about ten minutes on this task. Five minutes a piece.</p>			
<ul style="list-style-type: none"> • Students will now make the task harder by throwing the shuttlecock one to two feet above their head. • Partners switch back and forth throwing the shuttlecock to themselves and striking it with a backhand drive. • Provide feedback where needed. • Again the task should take about ten minutes. 	<p>Now I want you to throw the shuttlecock one to two feet above your head and strike it with a backhand drive. Again the shuttlecock should land somewhere near the middle of the court. Your partner will copy the task.</p>	<ul style="list-style-type: none"> • Make sure side is to target. • Keep your eyes on the shuttlecock. • Transfer weight from back foot to front foot. • Hit below shoulder and above waist. 	<p>See how many in a row you can get back to your partner without hitting the net or out of the court.</p>
<p>Informing Task: When I say go, I want your partner to feed the shuttlecock to you from his side of the net with an arch and I want you to return it with a backhand drive. I want you to strike the shuttlecock five times and then switch roles. Go!</p>			
<ul style="list-style-type: none"> • Students are now feeding the shuttlecock to their partner with more speed and less arch. • After both students have done the task they continue to copy the same task getting repetition. • Remind students to use only the backhand 	<p>This time I want your partner to feed the shuttlecock to you with some speed and little arch. Then you return it using only the backhand drive. Switch roles after your partner has hit the shuttlecock five times.</p>	<ul style="list-style-type: none"> • Make sure side is to target. • Keep your eyes on the shuttlecock. • Transfer weight from back foot to front foot. • Hit below shoulder and above waist. 	<p>Count how many out of five you get in the middle of your partners court. And challenge yourself to beat it your next time up.</p>

<p>drive.</p> <ul style="list-style-type: none"> • Check for understanding. • Answer any questions the students may have. • Task should take till the end of class. 			
Closure/ Assessment:			
<p>- Students will write down on a piece of paper the four cues or refinements to a good backhand drive.</p> <ol style="list-style-type: none"> 1. Make sure side is to target 2. Keep your eyes on shuttlecock 3. Transfer weight from back foot to front foot. 4. Hit below shoulder and above waist. 			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #6
Backhand Drive Continued**

Objectives

A. Students

1. By the end of class students will be able to perform the backhand drive with proper techniques and good accuracy.
(NASPE 1, 3. EALR 1.1)

B. Teacher

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8 Badminton nets
- 35 + Shuttlecocks
- 35 Hula hoops
- 35 quizzes

Content Development: Administer and collect quiz at the beginning of class. (See Assessments under Tab 6 for answer key)

<p>Instant Activity: You and a partner are going to get a racquet and one shuttlecock and you are going to rally on your side of the court. You can only use a forehand or a backhand and once the shuttlecock hits the floor or goes out of bounds it's a point for the person who scores the point.</p>			
<p>Set Induction: Now that we have practiced some basic skills of the backhand drive, we are going to pick it up and do some more advanced tasks to make us better badminton players!</p>			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the equipment ready to go before class comes in. • Go over safety issues. 			
<p>Informing Task: When I say go, I want you to find a partner and get two racquets and one shuttlecock. Then find a space on a court and wait for my next task. Go!</p>			
<ul style="list-style-type: none"> • Students will find a partner and find a place on a court • There should only be four to a court. • Switch roles after ten feeds. • If left-handed players reverse the steps. 	<p>I want one partner to feed the shuttlecock to the receiver; the receiver will return it with a backhand drive over the net.</p>	<ul style="list-style-type: none"> • Notice the shuttlecock coming to your backhand. • Pivot your left foot and step your right foot around in front of your body, so your right shoulder is facing the net. • Bend your elbow to draw your right hand across your body, almost to your opposite shoulder, for your back swing. This will cause you body to coil. 	<p>Try to hit 8 out of 10 backhand drives across the net with low arch.</p>
<p>Informing Task: When I say go, I want your partner to feed you the shuttlecock, but make you move your feet to hit it with the backhand drive. So I want your partner to feed it to the left, right, back, and in front of you, so you have to move your feet and get in position to strike it with a backhand drive. Go!</p>			
<ul style="list-style-type: none"> • Check for 	<p>This time I want the feeder to</p>	<ul style="list-style-type: none"> • Shift your weight to your 	<p>See how many you can return</p>

<p>understanding.</p> <ul style="list-style-type: none"> • Students are now feeding each other the shuttlecock, but making them get in position to hit the backhand drive. • Switch roles after ten feeds. 	<p>feed the shuttlecock with his or her own racquet. The returnee must hit only a backhand drive to return it to his partner.</p>	<p>back foot.</p> <ul style="list-style-type: none"> • Uncoil your body and shift your weight to your forward foot. • Straighten your elbow as you swing. 	<p>from the feeder with out missing, hitting the net, or hitting out of bounds.</p>
<p>Informing Task: When I say go, I want one partner to come get a hula-hoop and put it in front of the back line of the badminton court, Then wait for my next task. Go!</p>			
<ul style="list-style-type: none"> • Check for understanding. • Give advice when needed to students. • Students are trying to hit shuttlecock into the hula-hoop by striking it with only a backhand drive. • Switch roles after every seven attempts. 	<p>I want the feeder to feed his partner using his of her racquet. I want the returnee to hit the shuttlecock using only a backhand drive and try to hit the shuttlecock into the hula-hoop near the back of the court.</p>	<ul style="list-style-type: none"> • Snap your wrist forward as your racquet face connects with the shuttlecock. • Follow through. 	<p>See how many you can hit out of seven into the hula-hoop. Try and beat your own record.</p>
<p>Informing Task: When I say go, I want one of you to move the hula-hoop of the court and then rally back and forth between the two of you only using the backhand drive. Count how many times you can hit the shuttlecock back and forth without making a mistake. If you don't use a backhand drive that is a mistake. Go!</p>			
<p>Closure/ Assessment:</p>			
<p>1. All students will show me the proper techniques to a proper backhand drive at the end of class before putting away their equipment.</p>			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 7
Forehand & Backhand Drive**

Objectives

A. Students

1. By the end of class students will be able to demonstrate proper techniques used for a forehand or a backhand drive.
(NASPE 1, 3. EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 35 + Shuttlecocks
- 8 Badminton nets
- 20 Skill performance tests
- 2 tall poles
- 2 – 20 ft ropes or equivalent length in yarn or string

Instant Activity: "Line Tag" - there will be two people it and the rest will be on lines that are on the gym floor. Everyone in the game must stay on the lines, they can move wherever the lines go. Once you are tagged you become it and try and tag those who have not been tagged.			
Set Induction: Today class we are going to put it all together with the forehand and backhand drive, so lets see how good we have got over the past classes at the drive shots.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have equipment set out so students can get to it quickly. • Reinforce safety. 			
Informing Task: When I say go, I want you to find a partner that has the same color eyes and then you and your partner get two racquets and one shuttlecock. Then find a space on a badminton court and wait for my next task. Go!			
<ul style="list-style-type: none"> • Students will be in pairs • I will be assessing each student's forehand drive. • Check for understanding • Students will switch roles every ten tries. 	Now I want one partner to feed the shuttlecock to his partner and I want him to return it with a forehand drive. I will be going along assessing each one of you so try you're best.	<ul style="list-style-type: none"> • Side to target • Eye on shuttlecock • Transfer weight from back foot to front foot. • Bend elbow • Snap wrist and follow through. 	Try and get eight out of ten good forehand drives across the net and in bounds.
<ul style="list-style-type: none"> • Students will still be in pairs • Check for understanding. • I will be assessing each student's backhand drive. • Students will change roles every ten tries. 	This time I want you to feed your partner and he or she is only allowed to return the shuttlecock using a backhand drive. I will also be assessing each one of you for this skill also.	<ul style="list-style-type: none"> • Make sure side is to target. • Keep your eyes on the shuttlecock. • Transfer weight from back foot to front foot. • Hit below shoulder and above waist. • Bend elbow, coil body. • Uncoil body and snap the wrist on contact. 	Again try and hit eight out of ten good backhand drives across the net without messing up.
Informing Task: We are now going to test both our forehand and backhand drive. With your partner please come pick up a skill			

performance sheet and follow the instructions. Please turn in the completed sheets to me and finishing the remainder of class by playing a game like activity. You and your partner will only use the backhand and forehand drives. If you keep it in bounds and your partner cannot return it you receive a point. If your partner hits it out of bounds you get a point, but remember you can only use a forehand and a backhand drive. I will also be watching to make sure we are all assessing correctly. If I catch a recorder misreporting, they we automatically receive a zero. GO!

- Students will practice a game like activity after completing assessment.
- Check for understanding.

* Reinforce cues where applicable.
From above.

Closure/ Assessment:

Q. While students are leaving class I will ask them to tell me one refinement to a backhand drive and a forehand drive.

-Forehand Drive

- Side to target
- Eye on shuttlecock
- Transfer weight from back foot to front foot.
- Bend elbow
- Snap wrist and follow through.

-Backhand Drive

- Make sure side is to target.
- Keep your eyes on the shuttlecock.
- Transfer weight from back foot to front foot.
- Hit below shoulder and above waist.
- Bend elbow, coil body.
- Uncoil body and snap the wrist on contact.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #8
Forehand Overhead Clear**

Objectives

A. Students

1. By the end of class the students will be able to demonstrate correct footwork and weight distribution, while attempting to reach the back alley using a forehand overhead clear shot. **(NASPE 1, 3. EALR 1.1)**
 - a. Step with opposite foot.
 - b. Finish with weight on front foot.
2. Students will demonstrate knowledge of the correct trajectory of the shuttle during an overhead clear. **(NASPE 2. EALR 1.2)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8 Badminton nets
- 75+ Shuttlecocks

Instant Activity: When I say go you are going to find a partner, pick up a racquet and a shuttlecock and begin rallying back and forth over the net using the forehand and backhand drive shots. Go!

Set Induction: Well today boys and girls we are going to learn the secrets of a new shot that will enable you to return those deep clears or drives your opponent sends your way. The forehand overhead clear will help you return these shots high and deep, allowing you ample time recover quickly.

MAF/ Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have the nets, racquets and shuttlecocks spread out and ready 			
<p>Informing Task: When I say go, please find a court with a badminton racquet and numerous shuttlecocks. The person across the net will be your partner. One partner will gently set their racquet aside and gather all the shuttlecocks in your area. Using an overhand throwing motion I would like you to toss the shuttlecocks one by one over the net to your partner between shoulders to head level. The receiving partner is to hit a high overhand clear to the deep portion of the court. This is not a smash; the shuttlecock's path should be high and deep. GO!</p>			
<ul style="list-style-type: none"> Observe and provide feedback where necessary There should only be four students to a court. 		<ul style="list-style-type: none"> Emphasize that this is not a smash shot. Reinforce cues for overhand clear. 	<p>Try to hit your shuttlecock to the doubles long service line (2nd to last line).</p>
<ul style="list-style-type: none"> Students are working with their partner across the net, not playing doubles. Reinforce safety on courts since 2 groups are sharing a court. 	<p>Do the same things but switch partners and do it again until I say stop.</p>	<ul style="list-style-type: none"> Make sure contact is in front of body. 	<p>Can you land 5 out of 10 shuttles into the back alley? This is the space between the last two lines in the back court.</p>

<ul style="list-style-type: none"> Observe and provide feedback where necessary 	Go through this task two times each.	<ul style="list-style-type: none"> Finish with your weight on front foot. 	Now play a simulated game with your partner. If you hit the shuttlecock into the back alley using today's shot, then you receive 5 points. First player to 35 wins!
<p>Informing Task: Now when I say Go, begin rallying back and forth with your partner using only the forehand overhead clear. If you cannot get into position to hit an overhead clear then simply let the shuttlecock drop and start over. GO!</p>			
<ul style="list-style-type: none"> Provide positive feedback Check for understanding 		<ul style="list-style-type: none"> Make sure your snapping your wrist at contact 	See how many times in a row you can rally overhead.
<ul style="list-style-type: none"> Be looking for students who need to move on. If their ready, let them incorporate their forehand and backhand drives as well. 	Now, in between shots I want each partner to run up and touch the short service line with their foot and quickly return back to their original position to return their partners clear. Both partners will continuously do this until a forehand overhead clear cannot be attempted.	<ul style="list-style-type: none"> If you cannot reach the short service line then get as close as you can. 	Who can name 3 cues we've covered for the forehand overhead clear shot?
<p>Informing Task: When I say Go, if you think your ready, incorporate the forehand and backhand drives into your rally. We have only covered three types of shots thus far, so that's all I should be seeing. GO!</p>			
<ul style="list-style-type: none"> Look for students using shots not yet covered. 	Now using only the shots we've covered, I want you to keep score with your partner. If one	<p>Overhead clear cues:</p> <ul style="list-style-type: none"> Contact above head 	

<ul style="list-style-type: none"> Observe and provide feedback when and where necessary 	<p>partner uses an illegal shot or hits the shuttlecock out of bounds, the other player receives a point.</p>	<ul style="list-style-type: none"> Step to target Flick the wrist Keep eye on shuttlecock Finish with weight on front foot 	
<ul style="list-style-type: none"> Shift the winning player right one court and the losing player left one court. Everyone should now have new partners 	<p>Begin playing your new partner</p>		
<ul style="list-style-type: none"> Shift again, winners shift right, losers left 	<p>Begin playing your new partner</p>		
<p>Closure/Assessment:</p>			
<p>I would like to see what we have learned today. To do this I am going to ask you to demonstrate some skills and knowledge regarding the forehand overhead clear.</p> <ol style="list-style-type: none"> Assuming we are all right handed, what foot should our weight finish on after using a forehand overhead clear? I would like everyone to close their eyes and demonstrate this for me. What are the two reminder words we use to describe the trajectory of the overhead clear shot? High...yes, andDeep! At what level is contact made for today's shot? High, above head...very good! 			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #9
Forehand Overhead Clear**

Objectives

A. Students

1. By the end of class the students will be able to demonstrate correct weight distribution while performing a forehand overhead clear. **(NASPE 1. EALR 1.1)**
 - A. Weight on front foot.
2. Students will demonstrate where to make correct contact while performing a forehand overhead clear. **(NASPE 1. EALR 1.1)**
 - A. In front of body.
3. Students will tell me at least 3 cues used to perform a forehand overhead clear during closure. **(NASPE 2. EALR 1.2)**
 - a. Contact above head
 - b. Step to target
 - c. Flick the wrist
 - d. Keep eye on shuttlecock
 - e. Finish with weight on front foot

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8 Badminton courts set up
- 60+ Shuttlecocks

Instant Activity: Today, we are going to begin with a new activity called “Free Throw Badminton.” I would like everyone to evenly distribute themselves to one of the basketball hoops here in the gym. Toss the shuttlecock high above your head and use only an overhead clear shot, aim for the hoop beginning from the free throw line. If you make the shuttlecock into the hoop, go ahead and take three giant steps back. See how far back you can go before missing the hula hoop. If you miss the hula hoop take one step up.

Set Induction: Well, today boys and girls we are going to continue with the overhead clear, but today we are going to learn some secrets to clearing the shuttle with accuracy.

MAF/ Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the nets, racquets and shuttlecocks spread out and ready on the gym floor. 			
<p>Informing Task: When I say go, please find a different partner than yesterday and go to an empty court. Now, one partner will play around the short service line and only use a forehand overhead clear. The other partner has freedom to the entire court but must alternate between forehand and backhand drives. GO!</p>			
<ul style="list-style-type: none"> • Observe and provide feedback where necessary • Check for understanding. 		<ul style="list-style-type: none"> • Reinforce cues for overhand clear. 	
<ul style="list-style-type: none"> • Students are working with their partner across the net, not playing doubles. • Reinforce safety on courts since 2 groups are sharing a court. 	<p>This time if you are the partner clearing, try to alternate clears to your partner’s forehand and backhand.</p>	<ul style="list-style-type: none"> • Make sure you clearers are contacting the shuttlecock in front of body. 	<p>How many times can you alternate forehand and backhand clears?</p>
<ul style="list-style-type: none"> • Observe and provide feedback where necessary 	<p>Now switch roles if you haven’t already</p>	<ul style="list-style-type: none"> • Clearers need to finish with your weight on front foot. 	

<ul style="list-style-type: none"> • Provide positive feedback • Check for understanding 	Now if you are the clearer, do not alternate every other. Mix it up!	<ul style="list-style-type: none"> • Make sure your snapping your wrist at contact 	See how many times in a row you can return your partners clear.
	Now I want you to switch roles with your partner.		Who can demonstrate a perfect overhead clear?
Informing Task: When I say GO, have one partner begin by hitting a high overhead clear over the net, the receiving partner must return the shot with another overhead clear. Once two clears have hit, the rally is open to any other shot covered this far. GO!			
<ul style="list-style-type: none"> • Look for students using shots not yet covered, they should only be using shots we have covered in class thus far. 		<ul style="list-style-type: none"> • Step to target 	See how many points you can get while playing your partner?
<ul style="list-style-type: none"> • Observe and provide feedback when and where necessary 		<ul style="list-style-type: none"> • Contact above head • Flick the wrist 	
<ul style="list-style-type: none"> • Shift the winning player right one court and the losing player left one court. Everyone should now have new partners 	Begin playing your new partner	<ul style="list-style-type: none"> • Keep eye on shuttlecock 	
<ul style="list-style-type: none"> • Shift again, winners shift right, losers left 	Begin playing your new partner	<ul style="list-style-type: none"> • Finish with weight on front foot 	
Closure/Assessment:			

I would like you all to show me what you have learned today. To do this I am going to ask you all to demonstrate a few skills and answer a few quick questions.

1. Assuming we are all right handed. Please close your eyes and demonstrate by raising the hand that correlates with the same foot your weight should finish on after attempting a forehand overhead clear. ANSWER...Left or front foot.
2. Keep your eyes close and demonstrate whether contact should be made in front of or behind your body. Place your hand in front of your face if you believe contact is in front and behind your head if contact is behind. ANSWER....In front
3. Please name 3 out of the five cues for using a correct forehand overhead cue? ANSWER....may vary, check above.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 10
Backhand Overhead Clear**

Objectives

A. Students

1. By the end of class, students will develop fundamental skills in using the backhand overhead clear.
(NASPE 1, 3. EALR 1.1)
2. By the end of class, students will understand the refinements or cues of the backhand forehand clear.
(NASPE 2. EALR 1.2)

B. Teacher

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8 Badminton courts set up
- 60 + Shuttlecocks

<p>Instant Activity: I want you to find a partner and then pick up a racquet and a shuttlecock and go to a court. I want you all to play a doubles game and the only shots you can use are the ones we have covered in class. If you use a shot that we have not covered retrieve the shuttlecock and begin again. This is a good time to practice the shots you have had problems with in previous classes.</p>			
<p>Set Induction: In the past classes we have worked on some of the basic shots to badminton, but today we are going to work on one of the most challenging shots in badminton. It is the backhand overhead clear this is a very important shot in the game and the more you practice it the better player you will become. So today I am to help you learn how to use the backhand overhead clear in the game of badminton.</p>			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have Equipment set out before class comes in. • Go over safety as students are grabbing their equipment. 			
<p>Informing Task: When I say go, I want in groups of two one of you put your racquet down and the other stand on the other side of the net with your racquet. I want one of you to feed the shuttlecock to your partner and the other returning the shuttlecock using a backhand overhead clear.</p>			
<ul style="list-style-type: none"> • One student will retrieve four more shuttlecocks. • Students will switch after every five feeds. 	<p>This time I want you to feed your partner five shuttlecocks in a row and I want them to try and hit every one of them with a backhand overhead clear as fast as they can. Switch after every five.</p>	<ul style="list-style-type: none"> • Make sure the shuttle is coming to the “weak side” of your body. 	
<ul style="list-style-type: none"> • Partner uses racquet to hit to their partner. • Students will switch responsibilities after seven good backhand overhead clears. 	<p>Now I want your partner to grab their racquet and hit a forehand overhead clear to you and I want you to return the shuttlecock with a backhand overhead clear. Once your partner has hit the backhand overhead clear back to you I want you to catch the</p>	<ul style="list-style-type: none"> • Keep your grip in a “forehand grip” it will allow you more power with this backhand shot. 	<p>Students will demonstrate understanding by raising their hand and telling me the two refinements or cues that have been covered on the backhand overhead clear.</p> <ol style="list-style-type: none"> 1. Weak side of body 2. Keep forehand grip

	shuttlecock and start again with the overhead forehand clear. Switch partners after seven good backhand overhead clears.		
<ul style="list-style-type: none"> • Students will attempt to rally with the given swings. • They will switch responsibilities once the shuttlecock hits the floor or one of them us an inappropriate swing. • Reinforce refinement or cues if you see students that need them. 	This time I want you to start out hitting an overhead forehand clear to your partner and I want them to return it with a backhand overhead clear. I want you to try to keep a rally with these two swings. Once the shuttlecock hits the floor or one of you do not hit the shuttlecock with the appropriate swings, stop the rally and switch responsibilities.	<ul style="list-style-type: none"> • Racquet shoulder towards your target. • Racquet elbow towards the approaching shuttlecock. 	<p>Try and see if you and your partner can get 6 successful rallies.</p> <ul style="list-style-type: none"> • - Ask the students if they got six successful rallies before moving on to the next extension.
<ul style="list-style-type: none"> • Students will switch swings after 8 attempts at the backhand overhead clear. • Check for understanding of the backhand forehand clear. 	Now I want you to start out by hitting the shuttlecock with an underhand forehand clear and your partner returning it with a backhand overhead clear. Once your partner returns it I want you to catch the shuttlecock and start with the underhand forehand clear. Switch responsibilities after 8 attempts.	<ul style="list-style-type: none"> • “Flex your wrist” to hold the racquet below and across your chest. 	<p>Students will demonstrate knowledge by raising their hand and calling off all the refinements or cues we have covered so far.</p> <ul style="list-style-type: none"> • Make sure the shuttle is coming to the “weak side” of your body. • Keep your grip in a “forehand grip” it will allow you more power with this backhand shot. • Racquet shoulder towards your target. • Racquet elbow towards the approaching

			shuttlecock. <ul style="list-style-type: none"> • “Flex your wrist” to hold the racquet below and across your chest.
<ul style="list-style-type: none"> • Students will attempt to rally with the two swings given to them. • Once the rally is over the students will switch which swing they were doing. • Reinforce refinements or cues where needed. 	This time I want you to start out hitting an underhand forehand clear to your partner and I want them to return it with a backhand overhead clear. I want you to try to keep a rally with these two swings. Once the shuttlecock hits the floor or one of you do not hit the shuttlecock with the appropriate swings, stop the rally and switch responsibilities.	<ul style="list-style-type: none"> • Swing your racquet by snapping your wrist. 	See how many times you and your partner can hit the shuttlecock back and forth before the shuttlecock hits the ground or one of you use an inappropriate swing. <ul style="list-style-type: none"> • - To see how many the students got have them raise their hand as you ask how many they each got.
<ul style="list-style-type: none"> • Students will rally back and forth with each other using only the backhand overhead clear. • Watch students closely so you can see where they need work on there backhand overhead clear. For the next class. 	For your last task of the day I want you to start off by hitting a backhand overhead clear to your partner and I want them to return the shuttlecock to you using the backhand overhead clear also. I want you to rally using only the backhand overhead clear. Once the shuttlecock hits the floor or you use something other than the backhand overhead clear I want you to retrieve the shuttlecock and start again.	<ul style="list-style-type: none"> • “Follow Through” 	<ul style="list-style-type: none"> •
Closure/ Assessment:			
Q. After the students finish their last task I will have them stay where they are and go through the swing of the backhand overhead clear by having every student do it five times with their eyes closed.			

Q. Then as a class we will go over the refinements and cues of the backhand overhead clear.

- Make sure the shuttle is coming to the “**weak side**” of your body.
- Keep your grip in a “**forehand grip**” it will allow you more power with this backhand shot.
- Racquet shoulder towards your target.
- Racquet elbow towards the approaching shuttlecock.
- “**Flex your wrist**” to hold the racquet below and across your chest.
- Swing your racquet by snapping your wrist.
- “**Follow Through**”

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 11
Backhand Overhead Clear**

Objectives

A. Students

1. By the end of class students will be able to hit 3 out of 5 backhand overhead clears to the back of the badminton court.

(NASPE 1, 3. EALR 1.1)

By the end of class students will be able to tell me 3 refinements or cues to the backhand overhead clear.

(NASPE 2. EALR 1.2)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8 Badminton nets
- 60+ Shuttlecocks
- Check list “for closure and assessment”

Instant Activity: You can play a badminton game with a partner, but you can only use the swings we have covered in class. I do not want to see anyone using swings we have not covered.			
Set Induction: Today class we are going to work on the backhand overhead clear again, but today we are going to try and perfect the swing or become very good at it so you can become a great badminton player.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have equipment set out before class comes in. • Go over safety as students are grabbing their equipment. 			
Informing Task: When I say go, I want you to find a partner and go to an open court and begin hitting only a backhand overhead clear back and forth to each other. Go!			
<ul style="list-style-type: none"> • Students will find an open court. • Check for understanding. <ul style="list-style-type: none"> - What two swings are you using? • Students will change responsibilities after seven to ten tries. 	<p>This time I want one partner to hit the shuttlecock with a forehand clear towards back of their partners court. I want the other partner to hit the shuttlecock with a backhand overhead clear and the shuttlecock should land towards the back of the badminton court. Let the shuttlecock land so your partner can see where it is landing.</p>	<ul style="list-style-type: none"> • Make sure the shuttle is coming to the “weak side” of your body. 	<p>See how many times out of 9 you can get within a foot from the back line of the badminton court.</p>
<ul style="list-style-type: none"> • This time one student will have to run to get in position to hit a backhand overhead clear. • Students will attempt the backhand overhead 	<p>Now I want you to have one partner hit a forehand overhead clear to your partner towards the back of the court. I want the other partner to stand near the short service line and when their partner hits the</p>	<ul style="list-style-type: none"> • Keep your grip in a “forehand grip” it will allow you more power with this backhand shot. 	

<p>clear ten times before their partner does the task.</p>	<p>shuttlecock I want them to run to get in position and strike the shuttlecock with an backhand overhead clear.</p>		
<ul style="list-style-type: none"> • Students will now work on their accuracy by trying to hit the shuttlecock to the right side of the partners court. • Check for understanding on the backhand overhead clear. 	<p>Now I want one partner to hit the shuttlecock high and to the back of the court using any swing we have covered in class. Then I want your partner to return it using a backhand overhead clear. I want the shuttlecock to land on the right side of your partners court and near the back line. Let the shuttlecock hit so they can see where it lands.</p>	<ul style="list-style-type: none"> • Racquet shoulder towards your target. • Racquet elbow towards the approaching shuttlecock. 	<p>Students will demonstrate understanding by naming off all the refinements or cues we have covered in class so far.</p> <ol style="list-style-type: none"> 1. Make sure the shuttle is coming to the “weak side” of your body. 2. Keep your grip in a “forehand grip” it will allow you more power with this backhand shot. 3. Racquet shoulder towards your target. 4. Racquet elbow towards the approaching shuttlecock.
<ul style="list-style-type: none"> • Reinforce refinements or cues when needed. • Observe the students and see how they are doing with their accuracy. 	<p>Now I want one partner to hit the shuttlecock high and to the back of the court using any swing we have covered in class. Then I want your partner to return it using a backhand overhead clear. I want the shuttlecock to land on the left side of your partners court and near the back line. Let the shuttlecock hit so they can see where it lands.</p>	<ul style="list-style-type: none"> • “Flex your wrist” to hold the racquet below and across your chest. • Swing your racquet by snapping your wrist. 	<p>See how many times you can hit the shuttlecock to the left side of your opponents court and near the back line out of 9 times.</p>
<ul style="list-style-type: none"> • Partners will now rally using the backhand 	<p>This time I want you and your partner to rally using the</p>	<ul style="list-style-type: none"> • “Follow Through” 	<p>See how many times you and your partner can rally back and</p>

<p>overhead clear and also working on their accuracy.</p> <ul style="list-style-type: none"> • Give refinements or cues if you see students that need them. 	<p>backhand overhead clear, but when you hit it to your partner it must go from right side to left side of the court. So you have to alternate which side you hit it to every time you hit the shuttlecock. Retrieve the shuttlecock after it hits the ground.</p>		<p>forth with out the shuttlecock hitting the floor. Remember the shuttlecock has to go left to right when you hit the shuttlecock to your partner.</p>
<p>Closure/ Assessment:</p>			
<p>Q. Students must show me that they can hit a backhand overhead clear 3 out of 5 times near the back of the badminton court. Once they have hit 3 out of 5 successfully then I will check them off the checklist.</p> <p>Q. Also the students will tell me three refinements or cues to the backhand overhead clear.</p> <ul style="list-style-type: none"> • Make sure the shuttle is coming to the “weak side” of your body. • Keep your grip in a “forehand grip” it will allow you more power with this backhand shot. • Racquet shoulder towards your target. • Racquet elbow towards the approaching shuttlecock. • “Flex your wrist” to hold the racquet below and across your chest. • Swing your racquet by snapping your wrist. • “Follow Through” 			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 12
Forehand & Backhand Overhead Clear**

Objectives

A. Students

1. By the end of class the students will be able to efficiently alternate between the forehand and backhand overhead clear shots by rallying with a partner for ten consecutive rallies. **(NASPE 1, 3. EALR 1.1)**
2. By the end of class students will be able to clear the shuttlecock using both forehand and backhand to the back alley of the court sixty percent of the time. **(NASPE 1, 3. EALR 1.1)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8 Badminton courts set up
- 60 + Shuttlecocks
- 35 Criterion tests

Instant Activity: Today, I would like us to warm up by playing a modified game of badminton with a partner. It is modified because you can only use the shots we have learned thus far in class. Any other shots attempted result in a point for the other player.			
Set Induction: For today's class we are going to put all together with the forehand and backhand overhead clear. We are going to practice the refinements of these two skills so you can become a more proficient badminton player.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the badminton nets set up before class starts. • Have the badminton racquets and shuttlecocks out so students can get to them easily and efficiently. 			
Informing Task: When I say go, please find the partner you have been working with and gather your racquets and five shuttlecocks from the equipment rack and find an empty court. You and your partner are going to rally back and forth but one partner may only use the forehand overhead clear and the other partner can only use the backhand overhead clear. Knowing this, you should aim your clears to the side that your partner is working on. GO!			
<ul style="list-style-type: none"> • Check for understanding. • Feedback • Students are working with their partner across the net, not playing doubles. 	This time I want you and your partner to switch roles, so now you will be doing the backhand overhead clear if you were doing the forehand overhead clear.	<ul style="list-style-type: none"> • Weight on racquet foot • Back turned to opponent's court. • Lead with your racquet elbow. • Racquet travels across body from low to high. • Whip wrist 	Try to set your partner up by hitting the shuttlecock to the side they are practicing. See how long you can rally using this criterion.
<ul style="list-style-type: none"> • Reinforce safety on courts since two groups are sharing a court. • Provide feedback to your students. 	Now using either one of the clears, run up and touch the short service line in between clears and return to the back alley to receive your partners clear and continue.	<ul style="list-style-type: none"> • Make sure everyone is making contact in front of the body. 	Can you rally four times each before messing up? Six times? Ten times?

<p>Informing Task: When I say go, I want groups of four. If you are sharing a court with another group, the group member on your side of the net becomes your new partner. With a group of four start your shuttlecock in either right service courts. You begin this task by hitting a forehand drive down the line to the player across the net from you. That player hits a backhand clear diagonally across the court to your partner. Your partner then hits a backhand drive down their line across the net. That player then hits a forehand overhead clear. The pattern of the shuttlecock goes in a figure eight. Use a drive when going down the line and an overhead clear when going cross court. GO!</p>			
<ul style="list-style-type: none"> • Check for understanding. • Give a demonstration. 	<p>Now I want you to reverse the order without letting the shuttlecock hit the gym floor.</p>	<ul style="list-style-type: none"> • Remember, drives down the lines and clears are diagonally. 	<p>Attempt to go through the rotation reverse every one time through. How many times can you get through it?</p>
<ul style="list-style-type: none"> • Explain criterion test. • Teach by invitation. 	<p>I will be walking around from group to group to assess your individual form of both the forehand overhead clear and the backhand overhead clear. Give your best effort.</p>	<ul style="list-style-type: none"> • Give cues to the two swings where needed. 	<p>When I have finished assessing both you and your partner's forehand and backhand overhead clear, then you have the choice between the following.</p> <p>Modified singles match or Figure eight drill.</p>
<p>Closure/ Assessment:</p> <p>Q: Raise your hand if you can rally ten times while alternating both clears with a partner? 15 times? 20 + times?</p> <p>Q: Before students leave class each student must name one cue for the two overhead clear shots at the door.</p> <ul style="list-style-type: none"> • Weight on racquet foot. • Back turned to opponent's court. • Lead with your racquet elbow. • Racquet travels across body from low to high. • Whip wrist • Contact in front of body. 			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 13
Short Serve**

Objectives

Students:

1. By the end of class students will be able to demonstrate skills of the short serve technique used in badminton by completing all 10 task cards and submitting a score sheet reflecting their ability.
(NASPE 1, 3. EALR 1.1)

Teacher:

- 1.

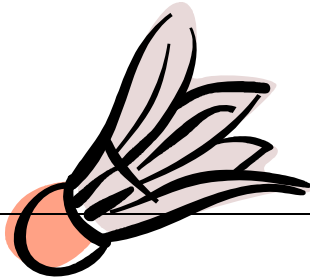
Equipment: (for a class of 35 students)

- 35 badminton racquets
- 35 + shuttlecocks
- 6 badminton courts
- 10 Task cards
- 30 ft. rope (See Task cards #2 & #3)
- Colored Tape – 3 different color rolls. (See Task Cards # 4-10)
- 35 Score Sheets

Content Development: See Task Cards and appropriate instructions located in Tab 8 – Appendix 3.

Instant Activity: Today you can rally with your partner using the shots we have covered so far in class.

Set Induction: Today we are going to learn on of the basic shots in badminton, but it is also crucial to being a good player, it is the short serve.



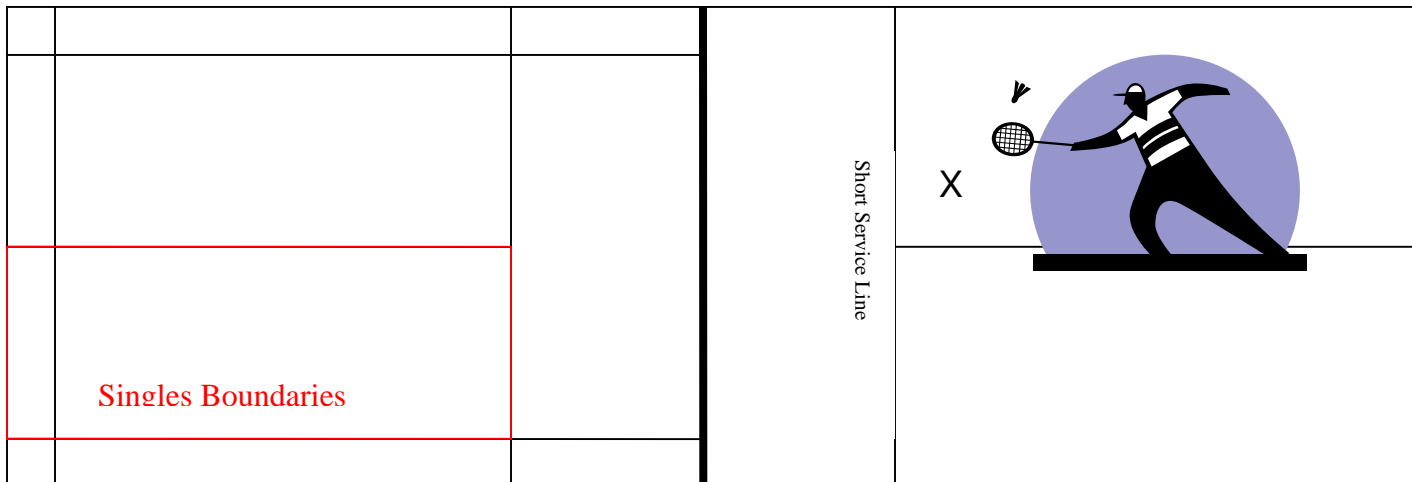
TASK CARD #1

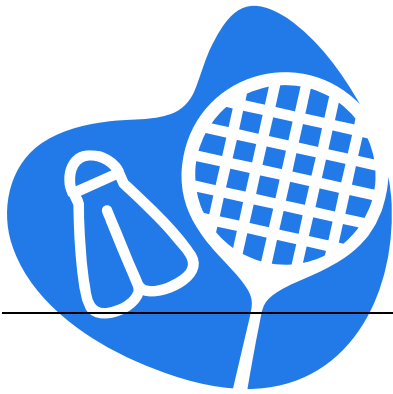
Beginning on the "x" in the right service court strike 10 underhand short serves into the diagonal service court within the singles boundaries. Record score onto score sheet when instructed.

Refinement or Cue:

Turn so that your non-racquet shoulder points toward your target, and your feet are perpendicular to it.

NET

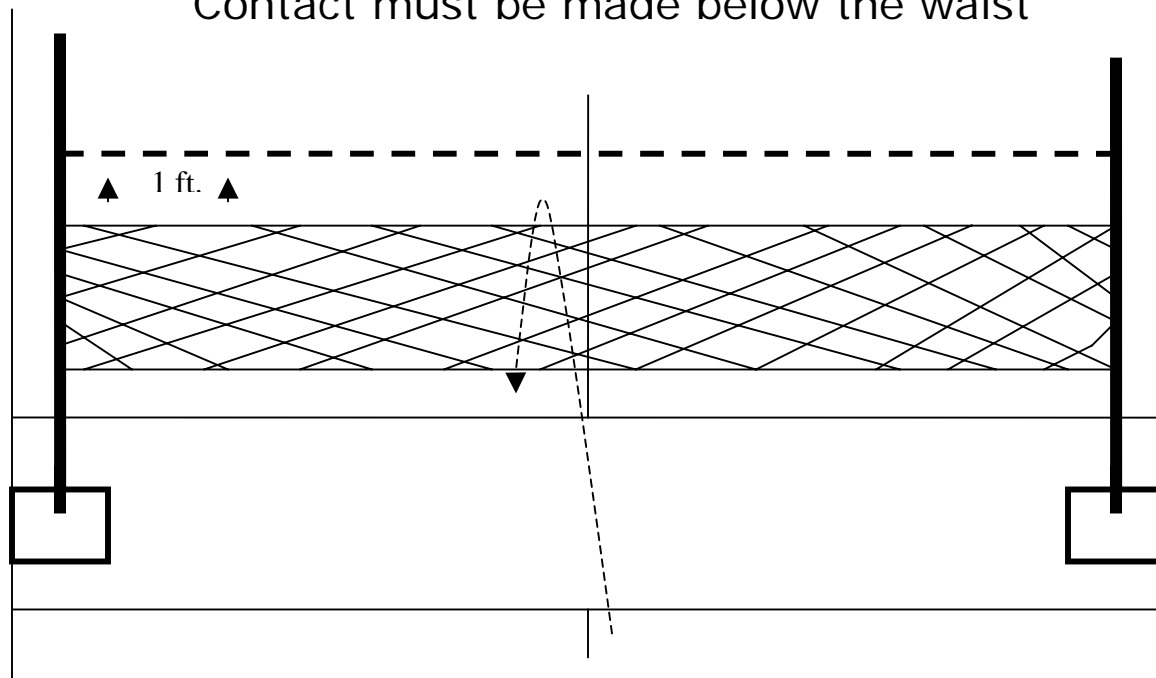


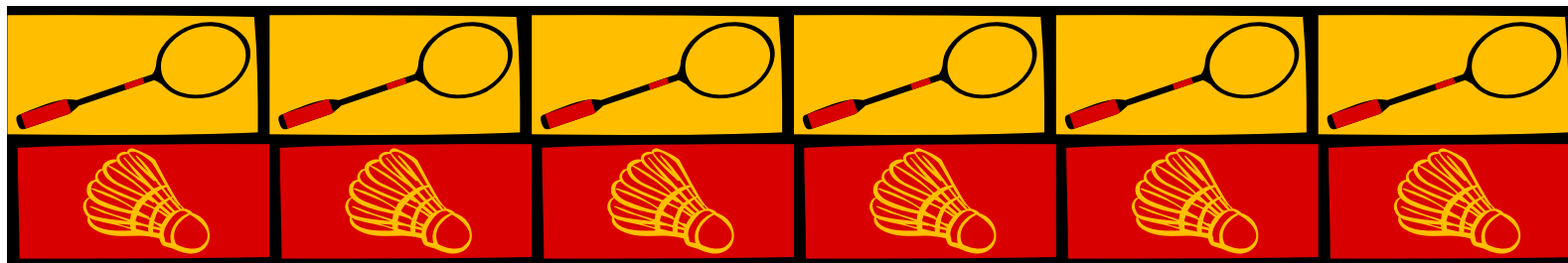


TASK CARD # 2

Loft a short serve from the right service court underneath the rope and within the singles boundaries. Record on your score sheet how many attempts are successful out of 10.

Refinement or Cue:
Contact must be made below the waist





TASK CARD #3

Loft a short serve from the left service court underneath the rope and within the singles boundaries. Record on your score sheet how many attempts are successful out of 10.

Refinement or Cue:
Hold and drop the shuttle from waist level.



**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #14
Forehand Underhand Clear**

Objectives

A. Students

1. By the end of class, students will demonstrate competency in the basic skills of the forehand underhand clear.
(NASPE 1. EALR 1.1)
2. By the end of class, student will demonstrate understanding of the forehand underhand clear by assessment.
(NASPE 2. EALR 1.1)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 75 + Shuttlecocks
- 8 Badminton courts set up
- 35 sheets of paper for assessment.

<p>Instant Activity: Using only the forehand overhead clear play a game with a partner. The only way you can score is if your partner cannot return it with a forehand overhead clear. Remember you can only use the forehand overhead clear, which means that the shuttle cock should be going to the back of the court on both sides of the net. If a poor shot is hit and cannot be returned then it is a negative point to the person who hit the poor shot.</p>			
<p>Set Induction: Today we are going to work on another clear shot in badminton; this shot will help your game because if the shuttle is hit short and in front of you, you are going to want to return it deep into your opponents court. The only way to do that is to hit and underhand forehand clear. So today we are going to learn how to play an underhand forehand clear.</p>			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have equipment set out so students can get to it easily. • Reinforce safety to the students. 			
<p>Informing Task: When I say go, I would like you to find a partner and then pick up a racquet and one shuttlecock. Then find a place on a badminton court. GO.</p>			
<ul style="list-style-type: none"> • Students will share a court so there will be four students to a court. 	<p>Now I want you to take the shuttlecock and drop it to yourself and strike it with an underhand forehand clear. The shuttlecock should land near the back of your partner's court. Your partner will retrieve the shuttlecock and copy the same task.</p>	<ul style="list-style-type: none"> • Notice that the shuttlecock is coming low and in front of you. • Drop racquet head down and behind you. 	<p>See how many underhand forehand clears you can hit to the back of your partner's court without it going out of bounds. I will stop you before your next task and ask you how many successful clears you had.</p> <p>- Do this by asking who got more than three, and then those who did will raise there hand. Then go up by two when you ask, so next would be five and so forth.</p>
<ul style="list-style-type: none"> • Teacher will stop the class to assess the knowledge of the 	<p>Now I want one partner to feed the shuttlecock to his or her partner. Feed the shuttlecock</p>	<ul style="list-style-type: none"> • Notice that the shuttlecock is coming low and in front of you. 	<p>Students will demonstrate understanding by telling me two cues we have covered.</p>

<p>students on the refinements of the clear shot.</p> <ul style="list-style-type: none"> Partners will switch responsibilities after ten feeds. 	<p>low and in front of your partner. Then your partner will hit the shuttlecock using an underhand forehand clear. Remember to try to hit the clear to the back of your opponent's court.</p>	<ul style="list-style-type: none"> Drop racquet head down and behind you. 	<p>-Notice that the shuttlecock is coming low and in front of you. - Drop racquet head down and behind you.</p>
<ul style="list-style-type: none"> Refer to attachment #1 for the sweet spot on the court shot. One of the partners will retrieve five shuttlecocks for their group. Students will switch back and forth after five feeds. Students will be able to do this more than one time. Observe them when they get somewhat proficient move on. 	<p>This time I want your partner to feed you five shuttlecocks and see how many you can hit in the sweet spot of the court, using the underhand forehand clear.</p>	<ul style="list-style-type: none"> Notice that the shuttlecock is coming low and in front of you. Drop racquet head down and behind you. 	<p>See how many out of five you can land in the sweet spot. Try to beat your best record.</p>
<ul style="list-style-type: none"> A partner will feed five shuttlecocks and then retrieve them. Then they will switch tasks. Once again give the students ample time with this task. Stop the class and assess them on the 	<p>This time I want your partner to once again feed the shuttlecock low and in front of you. And I want the person striking the shuttlecock to stand at the back of their court. When the shuttlecock is fed to you I want you to run up on the shuttlecock and strike it with and underhand forehand clear.</p>	<ul style="list-style-type: none"> Notice that the shuttlecock is coming low and in front of you. Drop racquet head down and behind you. 	<p>I need two different people to tell me two refinements of the underhand forehand drive that are different from the last ones that were said or given.</p>

knowledge of the refinements.			
<ul style="list-style-type: none"> • Students will switch tasks after every five feeds. • Observe the students and give cues where needed. • Let the students become comfortable with the task before moving on. 	Now I want your partner to feed you five shuttlecocks and I want you to run up on them hitting them with an underhand forehand clear. And try to hit them in the sweet spot of the court.	Reinforce cues where applicable.	Try to get four out of five in the sweet spot of the court.
<ul style="list-style-type: none"> • Students will participate in a game like activity using only an underhand forehand drive. • Observe the students, by now you should know what students need more assistance than others. • Give refinements where needed. 	This time I want you to play a rally game between you and your partner. You can only use an underhand forehand clear and the shuttlecock has to stay near the back of the court boundaries. Once the shuttlecock hits the floor or you cannot hit it with the appropriate swing, retrieve the shuttlecock and start again.	Reinforce cues where applicable.	See how many underhand forehand clears you and your partner can hit back and forth to each other.
Closure and Assessment:			
<ul style="list-style-type: none"> • Students will be given a sheet of paper and they will be asked to write down five of the eight cues or refinements of an underhand forehand clear. <ol style="list-style-type: none"> 1. Notice that the shuttlecock is coming low and in front of you. 2. Drop racquet head down and behind you. 3. Notice that the shuttlecock is coming low and in front of you. 4. Drop racquet head down and behind you. 5. Notice that the shuttlecock is coming low and in front of you. 			

6. Drop racquet head down and behind you.
7. Notice that the shuttlecock is coming low and in front of you.
8. Drop racquet head down and behind you.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #15
Forehand Underhand Clear**

Objectives

A. Students

1. By the end of class students will develop fundamental and complex skills in the forehand underhand clear.
(NASPE 2. EALR 1.1)
2. By the end of class students will be able to demonstrate understanding of an forehand underhand clear.
(NASPE 1. EALR 1.1)

B. Teacher

- 1.

Equipment: (for class of 35 students)

- 35 Badminton racquets
- 75 + Shuttlecocks
- 8 Badminton nets

<p>Instant Activity: Using only the underhand forehand clear I want you and a partner to play the rally game. Remember that you can only hit an underhand forehand clear and the only way you can score is if your partner cannot return the shuttlecock or your partner hits it out of bounds. Once faults have occurred than retrieve the shuttlecock and begin again.</p>			
<p>Set Induction: Today we will be working on more advanced tasks of the underhand forehand clear so you can become a more efficient badminton player.</p>			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have badminton courts set up before class comes in. • Have the badminton racquets and shuttlecocks laid out on the floor. • Reinforce safety issues to the students. 			
<p>Informing Task: When I say go, I want you and your partner to start playing a game of badminton using only the shots we have covered so far. Go!</p>			
<ul style="list-style-type: none"> • Students will be in pairs. • Students will share a full court, so there will be four students to one court. • Reinforce the refinements of the underhand forehand clear. 	<p>Now I want you and your partner to hit an underhand forehand clear back and forth to each other. Make sure that you are clearing the shuttlecock to the back of the badminton court.</p>	<ul style="list-style-type: none"> • Notice that the shuttlecock is coming low and in front of you. • Have your side toward your target. 	<p>See how many you and your partner can hit back and forth to each other without the shuttlecock hitting the ground.</p>
<ul style="list-style-type: none"> • Students will now be hitting the shuttlecock in to the left sweet spot. <p>See Attachment.</p> <ul style="list-style-type: none"> • Show the class where 	<p>This time I want your partner to feed you by hand five shuttlecocks and I want you to strike the shuttlecock with an underhand forehand clear so it</p>	<ul style="list-style-type: none"> • Drop racquet head down and behind you. • Cock your wrist, so the racquet extends behind you. 	<p>See how many you can land in the left sweet spot out of five times.</p> <p>- Ask the students how many</p>

<p>the left side of the sweet spot is and give an example of what the task should look like.</p> <ul style="list-style-type: none"> • The sweet spot is the area at the back of the badminton court it starts from the out of bounds line and goes into the net two feet. • Give cues or refinements where needed. • Students will switch tasks after five feeds. 	<p>lands in the left hand side of the sweet spot.</p>		<p>they landed in the left sweet spot by having them raise their hand when you ask them an amount.</p>
<ul style="list-style-type: none"> • Observe the class and give cues and refinements where needed. • Students will switch tasks after five feeds. • Stop the class and assess their knowledge on refinements of a good underhand forehand clear. Have the students raise the hand if they know the answer. • Students will continue the task after the short assessment is finished. 	<p>Now I want you to do the same thing but hit the shuttlecock into the right sweet spot of the court.</p>	<ul style="list-style-type: none"> • Lunge forward with your racquet foot. • Swing with a straight arm, keeping your wrist cocked. 	<p>Students will demonstrate understanding of the underhand forehand clear by raising their hand and calling off all six refinements or cues that we have covered.</p> <ol style="list-style-type: none"> 1. Notice that the shuttlecock is coming low and in front of you. 2. Have your side toward your target. 3. Drop racquet head down and behind you. 4. Cock your wrist, so the racquet extends behind you. 5. Lunge forward with your racquet foot.

			6. Swing with a straight arm, keeping your wrist cocked.
<ul style="list-style-type: none"> • Give the students time to become comfortable on this task before moving on to the next. • Feel free to reinforce any refinements or cues that have already been used. 	<p>This time I want you and your partner to hit an underhand forehand clear back and forth to one another while both of you are standing in your own left sided sweet spot. The shuttlecock should travel back and forth going from left side to left side. If the shuttlecock goes anywhere else stop and retrieve it and start again.</p>	<ul style="list-style-type: none"> • Snap wrist right before contact. 	<p>See how many times you and your partner can hit it back and forth without causing a fault.</p>
<ul style="list-style-type: none"> • Give cues or refinements when needed. • Give the students time on the task. • Observe and make corrections where needed. • By now you should be able to tell who is and who is not proficient at the skill. So it will be easier to observe. 	<p>Now I want you to do the same thing but stand on your right-sided sweet spot and hit the shuttlecock back and forth.</p>	<ul style="list-style-type: none"> • Strike the shuttle with an open racquet face, and swing upward. 	<p>See if you can hit it back and forth between you and your partner 7 times without messing up.</p> <p>- All 7 shouts should reach the sweet spot using the underhand forehand clear.</p>
<ul style="list-style-type: none"> • Students will be participating in a game like activity. • Observe the students and correct where needed. 	<p>This time I want you and your partner to play a game like activity. What I want to see is both of you hitting an underhand forehand clear, but the shuttlecock must go back</p>	<ul style="list-style-type: none"> • Follow through. 	<p>Try to see how many points you and your partner can get in the game like activity. You get points by hitting the shuttlecock back and forth successfully without causing one of the</p>

<ul style="list-style-type: none"> • See attachment on the back of the lesson for sweet spot areas. 	<p>and forth from your left sided sweet spot to your right handed sweet spot etc. When the shuttlecock hits the floor or you do not hit it with an underhand forehand clear and if you do not go back and forth from left to right the rally is over.</p>		<p>faults.</p>
<p>Closure and Assessment:</p> <ul style="list-style-type: none"> • Before the students leave the class, every student must tell me 3 refinements of an underhand forehand clear. 			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #16
Hairpin Net shot**

Objectives

A. Students

1. By the end of class the students will be able to demonstrate proper footwork for a hairpin net shot.
(NASPE 1, EALR 1.1)
2. By the end of class the students will be able to incorporate the hairpin net shot as well as previously learned skills into game play.
(NASPE 2. EARL 1.2)
3. By the end of class the students will be able to demonstrate knowledge of the four main cues of the hairpin net shot.
(NASPE 2. EALR 1.2)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 badminton racquets
- 8 badminton net
- 60+ shuttlecocks
- 16 hula hoops

Instant Activity: When I say go we will warm up by playing a modified game of badminton using only the forehand and backhand overhead clears. Alternate between forehand and backhand after each attempt. This will require you to use proper footwork to get into correct striking position for each of the two different clears. It will also require your partner to demonstrate good shuttle control by setting you up to use the correct shot each time. GO!

Set Induction: So we have demonstrated that we can move our opponent from left to right in attempt to exploit an open area or to simply just tire them out. Well, today ladies and gentlemen we are going to learn a new shot that will enable us to move our opponent from front to back as well. We call this shot the hairpin net shot!

MAF/ Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have the nets, racquets, hoops and shuttlecocks set up and spread out evenly throughout the activity area. 			
<p>Informing Task: On my command I would like to have both partners begin this task on the short service line, one on each side of the net. This is the line closest to the net running from sideline to sideline. One partner will gently set their racquet down out of the way and gather 4-5 shuttlecocks and become the feeder. I will be coming around with extra shuttles. I would like the feeder to use an overhand throwing motion to simulate a short shot. The other partner will return using the hairpin net shot and attempt to place the shuttle in between the net and the short service line on the other side of the net. This is an underhand shot that is used below the waist and very close to the net creating the shuttle to rise, just enough to clear the net and then drop sharply on the other side. GO!</p>			
<ul style="list-style-type: none"> Check for understanding! Demonstrate how the shot should look. Observe and provide feedback when and where necessary 	<p>Now I want you to switch roles every ten attempts with your partner.</p>	<ul style="list-style-type: none"> Push / Lift / Nudge / Caress - (PLNC) 	<p>Try to get as close as you can to the top of the net without hitting it.</p>
<ul style="list-style-type: none"> Insert hula-hoops to the left and right of the feeder. 	<p>This time alternate hairpin net shots to the left and right of the feeder aiming for the hula-hoops. Switch after ten attempts with your partner.</p>	<ul style="list-style-type: none"> Keep racquet foot forward. Racquet arm should be slightly flexed. 	<p>Aim for the hula hoops! How many shuttles out of ten can you have land within the hoop?</p>

<ul style="list-style-type: none"> • Good time to pinpoint 2 or more students or groups. 	<p>Now increase the velocity of the toss to simulate a drive shot. And have your partner hit it with a hairpin net shot. Please switch after ten attempts with your partner.</p>	<ul style="list-style-type: none"> • Caress shuttle instead of striking it. • Follow through is minimal. • Be gentle, slide racquet under shuttle. 	<p>What are the four letters we used to remember the four most important cues?</p> <p style="text-align: center;"><i>PLNC</i> <i>Push, lift, nudge, caress</i></p>
<ul style="list-style-type: none"> • Good time to utilize an <i>intra task variation</i> (if a student or group is struggling or the task seems to be too easy, modify it to challenge them or ask them to return to the previous task). 	<p>Now I would like the feeder to mix up the trajectories of their tosses between short dropping tosses, firm line drives, and high arcing rainbows. Depending on what toss is thrown will determine you return!</p> <ul style="list-style-type: none"> • Switch after six consecutive tosses. 	<ul style="list-style-type: none"> • Push • Lift • Nudge • Caress 	<p>See how many shuttles out of six you can return back over the net?</p>
<p>Informing Task: Both partners will need their racquets for these next few tasks. When I say go, one partner will begin the activity by serving, the receiving partner will return the short serve with a hairpin net shot. The partner who began the serve will proceed to return the shuttle once it is returned by also using the hairpin net shot. So, during this task both players will have an opportunity to use the net shot once. After each player has used the net shot one time, let the shuttle drop and switch servers.</p>			
<ul style="list-style-type: none"> • Provide demonstration with another student. 	<p>Now you and your partner can finish out the rally using only the hairpin net shot.</p>	<ul style="list-style-type: none"> • Reinforce cues where applicable 	
<ul style="list-style-type: none"> • Observe and provide feedback when and where necessary. 	<p>This time make your partner adjust to your net shots. Begin going diagonal away from them.</p>	<ul style="list-style-type: none"> • Reinforce cues where applicable 	<p>Keep track of how long your rally goes. How many groups rallied five times? Six? Eight? Ten+?</p>
	<p>Now you may return a serve using either an underhand clear or a net shot. After that proceed to finish out every rally using any</p>	<ul style="list-style-type: none"> • Reinforce cues where applicable 	<p>Every time you use a hairpin net shot that your partner cannot return, give yourself a letter. First player to spell PLNC wins!</p>

	shot we have covered this unit.		
<ul style="list-style-type: none"> Teach by invitation (give students the choice to decide between activities). 	<p>For the remainder of the class I want you to choose between the following activities.</p> <ul style="list-style-type: none"> Play a similar type of game we just finished only you may decide the word to play to. OR Practice any other task we used today to get ready for a skill test later this week that will include the hairpin net shot. 	<ul style="list-style-type: none"> Try to hit the appropriate shots at the appropriate times. 	

Closure/Assessment:

Q. I want you to show me what you have learned in today's class. To do this I am going to ask you to demonstrate some skills and answer some quick questions.

1. Close your eyes and raise which ever hand, left or right, that you step with if you're right handed.Right
2. Who can name one of the letters and what it stands for of the four main cues today?.....PLNC (push, lift, nudge, and caress)

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #17
Single's Rules & Scoring**

Objectives

A. Students

1. By the end of class students will be able to demonstrate knowledge and competency of correct service rotations in a game setting. **(NASPE 1, 2. EALR 1.1, 1.2)**
2. Students will demonstrate the basic rules and scoring criteria of badminton in a game setting. **(NASPE 1, 2. EALR 1.1)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8-18 Badminton nets
- 40+ Shuttlecocks
- 35 quizzes on hairpin net shot.

Content Development: The class will take the quiz before class starts.

<p>Instant activity: “100 rallies” With a partner In the next five minutes, find an empty court and get at least 100 rallies in using any shot we have covered thus far.</p>			
<p>Set Induction: Today boys and girls, we are going to learn how to score correctly and all the rules so we can start playing more games. We are going to be using these rules and scoring criteria for the rest of the quarter, so its very important that you pay close attention.</p>			
MAF/Instructional Techniques	Extensions	Refinements	Application
<ul style="list-style-type: none"> • Spread racquets throughout the activity area • Have shuttlecocks easily accessibly 			
<p>Informing Task: When I say go, I would like everyone to find a partner, a racquet, and an empty court. As you will see, there are no shuttles, as I will pass them out when we get started. I would like to begin by reviewing our short serve that we covered last week. So, begin each rally with a short serve making sure we are following the correct rules for serving. Please begin in the right service court and serve diagonally to your opponent’s right service court. Continue out each rally until it is finished. Go!</p>			
<ul style="list-style-type: none"> • Check for understanding. • Reinforce safety when swinging at shuttlecocks. 	<p>Now, if you are serving and you win a rally, alternate to the left service court and serve again. Award yourself 1 point. If you lose a rally, award yourself zero points and give the serve to your opponent. Your opponent will serve from the right service court.</p>	<ul style="list-style-type: none"> • You must serve to score • If you lose a rally and you were serving, we call this a, “side-out” • Reinforce cues for all shots were applicable. 	<p>Keep score. In a few minutes, I will stop the class and winners will rotate.</p>
<ul style="list-style-type: none"> • In the case of a tie, let them continue, next point wins. 	<p>Winners please rotate one court to my right and losers please rotate one court to my left.</p>	<ul style="list-style-type: none"> • Remember the singles boundaries? It is the long and skinny court. All lines are considered in bounds. 	

		<ul style="list-style-type: none"> • Make sure you are alternating service courts after every point. 	
<ul style="list-style-type: none"> • Give positive feedback when possible. • Watch for shots that have not been taught yet, like the smash. 	Continue playing a singles game with your new opponent. The score is now 0-0. We call this score "Love-all."	Remember all the different shots we have covered this far. <ul style="list-style-type: none"> • forehand drive • backhand drive • forehand overhead clear • backhand overhead clear • forehand underhand clear • short serve & • hairpin net shot 	Try to use every one of these shots during a given rally.
<ul style="list-style-type: none"> • Check for understanding. 	Now, if you are serving and your score is even, then you must serve from the right service court. If your score is odd, then you must serve in the left service court.	<ul style="list-style-type: none"> • If at anytime the shuttle comes in direct contact with your body it is ruled a "fault." A fault is also awarded if you or your opponent hit the shuttle out of bounds or into the net. 	So, if my score is five and I am serving, what service court should I be serving from? -LEFT Continue keeping score.
<ul style="list-style-type: none"> • Enforce sportsmanship and respect towards opponent. 	Winners, rotate one service court to my right. Losers, rotate one service court to my left.	<ul style="list-style-type: none"> • At no time can you come in contact with the net with neither with your racquet or any part of your body. • Now can you reach over the net to strike a shuttle. 	
Informing Task: Now, I would like you and your new opponent to play a full match. Matches are played to 15 for male's singles and 11 for female's. I will let your group decide which to play to. Go!			
<ul style="list-style-type: none"> • Give feedback when possible. 	If you encounter a tie on game point, the player who got to game point first has an option	<ul style="list-style-type: none"> • A shuttle may hit the net on its way across during play and the rally 	

	<p>to either:</p> <ul style="list-style-type: none"> • Play to 15 in men's or 11 in females. OR • Set the match to 17 in men's and 13 in female's 	<p>can continue except during a serve</p>	
<ul style="list-style-type: none"> • Teach by invitation (let the students decide.) 	<p>When you are finished you have the choice between</p> <p>A. Playing another game with the same or new opponent, OR</p> <p>B. Practice any previous shot more extensively with me on the far two courts.</p>	<ul style="list-style-type: none"> • Reinforce cues for all shots where applicable. 	

Closure/Assessment

I want you all to show me what we have learned today. To do this I am going to ask you demonstrate a few skills and answer a few questions.

1. Please close your eyes. The score is 12-9 and it is my serve and I have the lead. What service court am I serving from?
Raise your right hand for right court and your left hand for left court. A: Right service court
2. Can the shuttle hit the net on its way across during play? A: Yes...except during a serve.
3. May you reach over the net to strike a shuttle as long as you don't touch the net? A: NO
4. If you lose a rally and you were serving, what is this called? A: "side-out"

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 18
Backhand Underhand Clear / Net lift**

Objectives

A. Students

1. By the end of class, students will be able to demonstrate the correct techniques used in performing a backhand underhand clear. **(NASPE 1, 3. EALR 1.1,1.2)**
 - Body weight transfers from non-racquet foot to racquet as shot is played.
 - Lead high with elbow.
 - Flick wrist.
 - Follow through in direction of shuttle flight.

2. By the end of class, students will know the correct situation to use a net lift shot in a game of badminton. **(NASPE 2. EALR 1.3)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton Racquets
- 70+ Shuttlecocks
- 8 Badminton courts set up
- 16 hula hoops
- Roll of colored tape

<p>Instant Activity: “Birdies Nest” Space out two hula hoops on each court, one on each side of the net near the back boundary line (these are the birdies nest.) Students on both sides of the net will attempt to hit a forehand underhand clear from the short service line into the birdies nest on the opposing side of the net. Teams are organized by court. All players on the same side of the net are working together against the players on the opposite side of the net. When a shuttle successfully lands inside the hula hoop, 1 point for that team is awarded. Players must allow for the shuttles to land on the floor before they can be retrieved. Blocking or guarding your birdies nest is not allowed. GO!</p>			
<p>Set Induction: Today class we are going to learn a great counter shot to any short serve or hairpin net shot. The backhand underhand clear will allow you to catch your opponent off guard after they attempt one of these shots on you. So today ladies and gentlemen, we are going to learn some of the secrets to this advanced shot.</p>			
MAF / Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have badminton nets set up prior to class. • Have racquets, shuttles, and hula hoops spread out and readily available before class. 			
<p>Informing Task: When I say go, please find a partner and begin rallying back and forth with a backhand hairpin net shot beginning in front of the short service line. Both players need to stay in between the net and the short service line and hit to each others appropriate backhand. GO!</p>			
<ul style="list-style-type: none"> • Demonstrate a backhand hairpin net shot and the correct location to stand and begin. • Check for understanding. • Reinforce the proper grip for the backhand hairpin net shot (See skill charts-Appendix 4 under Tab 9.) 	<p>Perform 100 total backhand hairpin net shots between the two partners.</p>	<p>Remind the students of a few of the cues for the hairpin net shot.</p> <ul style="list-style-type: none"> • Push/Lift/Nudge/Caress • Follow through is minimal 	<p>See how many you and your partner can rally consecutively.</p>

<ul style="list-style-type: none"> Remind students what the correct trajectory should look like for a net shot, (barely clears net.) 	Now alternate every shot between a backhand net shot and a forehand net shot.	Remind the students of the remainder of the cues for the hairpin net shot. <ul style="list-style-type: none"> Racquet arm should be slightly flexed. Racquet foot forward. 	Now see how many consecutive shots you and your partner can get. Can you beat your last score?
<ul style="list-style-type: none"> Enforce safety and cooperation since players may be sharing courts. Announce that this is a finesse shot used to deceive your opponent. 	Now you may use either net shot when ever desired. Begin with a short serve and try to beat your partner using only a net shot.	<ul style="list-style-type: none"> Be gentle, slide racquet under the shuttle at contact. Award yourself one point and the serve if you win a rally. 	Winner will rotate after three minutes so keep track of your points.
<ul style="list-style-type: none"> Provide positive feedback where applicable. Watch for any unsportsmanlike conduct and encourage respect for opponents. 	Players with the most points please rotate one service court to my right and the losing players please rotate one service court to my left. You should now be facing a new partner. Please begin the same task with your new partner.	<ul style="list-style-type: none"> Reinforce correct cues for a net shot. 	
<p>Informing Task: When I say go, I would like one partner to come collect five shuttlecocks and stand across the net from your partner on the short service line. You will be tossing each shuttle one by one using an overhand throwing motion to your partner's backhand. The receiving partner will also begin on the short service line and attempt to return each shuttlecock deep over the tossing partners head as close to the back boundary line as possible. After all five attempts the tossing partner will retrieve the shuttlecocks and become the new striker. GO!</p>			
<ul style="list-style-type: none"> Demonstrate new skill. Check for understanding. 	After both partners have finished once, please attempt it again.	<ul style="list-style-type: none"> Body weight must transfer from non-racquet foot to racquet foot at contact. 	Try to successfully land 3/5 shuttlecocks in between the long service line and the back boundary line.
<ul style="list-style-type: none"> Tape a long service line approx. 2 ft from back 	Now alternate every shot between a deep backhand	<ul style="list-style-type: none"> Lead racquet with a high elbow as racquet 	

boundary line if one doesn't exist.	underhand clear and a short backhand hairpin net shot.	foot lands-See skills charts: backhand underhand clear.	
<ul style="list-style-type: none"> Reinforce safety Provide feedback 	Please which roles after one partner has attempted all five shuttlecocks.	<ul style="list-style-type: none"> Flick wrist when attempting the backhand underhand clear-See skill charts. 	Try to place your hairpin net shots in between the net and the short service line and your clears in between the long service line and the back boundary line. Can you successfully land 3/5 shuttles in the correct place?
<ul style="list-style-type: none"> Demonstrate the task with another student. Check for understanding. Watch for students to make sure they are not rallying after the final clear. 	Now I would like one partner to begin this next task with a short serve. The receiving partner is to return the serve using either a forehand or a backhand hairpin net shot. After that I would the partner that served to return the net shot with either a forehand or a backhand underhand clear. After that please stop, retrieve the shuttle and switch servers.	<ul style="list-style-type: none"> Follow through in the direction of the shuttle for all four shots. Remember, the follow through for the net shots is minimal. 	Can you finish the drill with at least 2/5 shuttles in the backcourt?
<ul style="list-style-type: none"> Look to pinpoint two or more groups that are performing the task correctly. 	Each partner is to complete the last task twice.	<ul style="list-style-type: none"> Reinforce cues for any of the four shots attempted in this task. 	
Closure/Assessment:			
<p>On your way out the door, please name one cue we learned today regarding the backhand underhand clear.</p> <ul style="list-style-type: none"> Body weight must transfer from non-racquet foot to racquet foot at contact. Lead racquet with a high elbow as racquet foot lands. Follow through in the direction of the shuttle. Flick wrist at contact. 			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 19
Backhand Underhand Clear / Net lift**

Objectives

A. Students

1. By the end of class, students will be able to demonstrate the correct techniques used in performing a backhand underhand clear. **(NASPE 1, 2. EALR 1.1,1.2)**
 - Body weight transfers from non-racquet foot to racquet as shot is played.
 - Lead high with elbow.
 - Flick wrist.
 - Follow through in direction of shuttle flight.

2. By the end of class, students will be able to utilize the backhand underhand clear with improved accuracy. **(NASPE 1, 2. EALR 1.1, 1.2)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 70+ Shuttlecocks
- 8 Badminton courts set up

Instant Activity: “100 rallies” With a partner in the next five minutes, find an empty court and get at least 100 rallies in using any shot we have covered thus far.			
Set Induction: Today boys and girls we are going to continue with the backhand underhand clear. Now that we have a foundation for the skill, we can start to utilize it with accuracy against our opponent.			
MAF / Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have badminton nets set up prior to class. • Have racquets spread out and readily available before class. • Have shuttlecocks placed out in an area where students can efficiently collect them. 			
Informing Task: When I say go, I would like everyone to find a partner and an empty badminton court. I want one partner to collect five shuttlecocks and strike five short serves one at a time from the short service line to either your partner’s forehand or backhand. The receiving partner will start around the short service line on the opposite court and may return each serve with either a backhand or a forehand underhand clear depending on where the serve is located. After all five serves have been returned, please collect the shuttles and switch servers.			
<ul style="list-style-type: none"> • Check for understanding. • Enforce safety issues since students may be sharing courts. • Demonstrate the task to clarify any confusion. 	Now I would like the server to race to the backcourt after each serve and attempt to return each clear from your partner using either a forehand or a backhand underhand clear. If you successfully return your partner’s clear, award yourself one point. Switch servers after five attempts.	Review the cues for the backhand underhand clear <ul style="list-style-type: none"> • Body weight transfers from non-racquet foot to racquet as shot is played. • Lead high with elbow. • Flick wrist. • Follow through in direction of shuttle flight. 	See how many points you can get out of five attempts.
<ul style="list-style-type: none"> • Provide positive 	Repeat the last task again.		Can you beat your last round?

feedback where applicable.	Each partner will attempt to return a minimum of ten serves.		
<ul style="list-style-type: none"> Enforce safety and cooperation since players may be sharing courts. Announce that this is a finesse shot used to deceive your opponent 	Now I want the server to attempt a long serve from the short service line over their partners head but to their backhand. The receiving partner will also begin on the short service line on the opposite court and attempt to return the long serve using a backhand underhand clear. After five attempts collect the shuttles and switch servers.	<ul style="list-style-type: none"> Provide cues for the short serve if needed. Make sure contact on the serves is below the waist Make sure the receiving partner is not moving while a serve is being attempted 	As a server, can you successfully hit 3/5 long serves to your partner's backhand?
<ul style="list-style-type: none"> Provide positive feedback where applicable. 	Now the server may attempt either a short or a long serve to their partners backhand only. If a serve is attempted to their partner's forehand, please let the shuttle drop and reattempt the serve.	<ul style="list-style-type: none"> Reinforce correct cues where applicable 	Try to get your opponent guessing by mixing up your serves between short and long. As a returner, try to return 4/5 serves back over the net.
<ul style="list-style-type: none"> Demonstrate new skill. Check for understanding Look to pinpoint two or more groups that are performing the task 	Now after the initial serve I would like the server to alternate between deep underhand clears and short hairpin net shots from around the short service line. The receiving partner will be running back and forth from the net and the backcourt returning each shot from their partner. I want the receiving partner to		Can you keep your partner from moving more than one-step in either direction on your returns?

	try to return the shuttle directly back to their partner.		
<ul style="list-style-type: none"> Allow a few minute to pass before instructing them to switch. 	Switch roles	<ul style="list-style-type: none"> Body weight must transfer from non-racquet foot to racquet foot at contact. 	
<p>Informing Task: Now we are going to play a modified game of badminton. Using all the rules of badminton we learned last week with only a minor variation. If at anytime during your badminton game you score a point using a backhand underhand clear, award yourself three points versus the traditional one. Make sue to keep track of you points because we will be rotating according to you scores.</p>			
<ul style="list-style-type: none"> Watch for any unsportsmanlike conduct and encourage respect for opponents Check for understanding 	Winners please rotate one service court my right and losers one service court to my left. Locate your new partner and begin the same task.	<ul style="list-style-type: none"> Lead racquet with a high elbow as racquet foot lands-See skills charts: backhand underhand clear. 	Try to beat your partner.
<ul style="list-style-type: none"> Reinforce safety Provide feedback 	Please rotate once again in the same direction. Locate you new partner and begin the same task.	<ul style="list-style-type: none"> Flick wrist when attempting the backhand underhand clear-See skill charts. Follow through in the direction of the shuttle 	Try to beat your partner.
<p>Closure/Assessment:</p>			
<p>Who can raise their hand and tell me when we use the backhand underhand clear shot?</p> <ul style="list-style-type: none"> To return a short serve to our backhand To return a hairpin net shot to our backhand Or any other short shot to our backhand 			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 20
Forehand and Backhand Underhand Clear**

Objectives

Students:

1. By the end of class Students will be able to efficiently alternate between the forehand and backhand underhand clear shots. **(NASPE 1, EALR 1.1)**
2. By the end of class students will know the refinements or cues of the forehand and backhand underhand clear shots, by doing their criterion tests. **(NASPE 2, EALR 1.1)**

Teacher:

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 35 + Shuttlecocks
- 8 Badminton courts set up
- 35 Criterion sheets

Content Development: See Criterion Sheet at the end of the lesson and in tab # 6.

Instant Activity: Today, I would like us to warm up by playing a modified game of badminton with a partner. It is modified because you can only use the shots we have learned this far. Any other shots attempted result in a point for the other player/			
Set Induction: We have all watched people playing a sport that have made a crucial mistake in a game right? That is because they do not use the refinement or cues of the skill they are using. So today we are going to focus on our refinements and cues for the forehand and backhand underhand clear.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have nets set up and the equipment set out for easy access. 			
Informing Task: When I say go, I want you and your partner to rally back and forth, but one partner has to use the forehand underhand clear and the other has to use the backhand underhand clear. Knowing this, you should aim your clears to the side that your partner is working on. Go			
<ul style="list-style-type: none"> While students are rallying hand out their criterion tests. Check for understanding. 	Now I want you and your partner to change skills. One will use the forehand and the other will use the backhand underhand clear.	<ul style="list-style-type: none"> Recognize that the shuttle is coming in low and in front of you. 	See how long you can rally back and forth without the shuttlecock hitting the floor.
Informing task: When I say go, I want you and your partner to fill out your names on the criterion sheets. The directions are on the sheet, if you have any questions please raise your hands. Remember we are looking at how well your partner executes the refinement or cue, not were the shuttlecock goes.			
<ul style="list-style-type: none"> Go over the forehand and backhand underhand clear refinements or cues with the students. Observe the students while they are doing their criterion tests. 		Forehand Refinements <ul style="list-style-type: none"> Recognize that the shuttle is coming in low and in front of you. Drop the racket head down and behind you, cocking your wrist so that the racket's shaft extends out behind you. Lunge forward with your racket foot. Swing with an almost 	

		<p>straight arm, keeping your wrist cocked.</p> <ul style="list-style-type: none">• Snap your wrist at the last possible moment before contact with the shuttle.• Strike the shuttle with an open racket face and an upward swing.• Follow through all the way to your opposite shoulder for clear shots, and use very little follow-through for the deceptive drop shot.• Recover to your ready position quickly. <p>Backhand Refinements</p> <ul style="list-style-type: none">• Recognize that the shuttle is coming in low and to your non-dominant side.• Drop the racket head down and behind you, cocking your wrist so that the racket's shaft extends out behind you.• Lunge forward with your racket foot.• Swing with an almost straight arm, keeping your wrist cocked.• Snap your wrist at the last possible moment	
--	--	--	--

		<p>before contact with the shuttle.</p> <ul style="list-style-type: none"> • Strike the shuttle with an open racket face and an upward swing. • Follow through all the way to your opposite shoulder for clear shots, and use very little follow-through for the deceptive drop shot. • Recover to your ready position quickly. 	
--	--	--	--

Closure/ Assessment:

Q. At the end of class students will tell me two refinements to the forehand and backhand underhand clear.

Forehand Refinements

- Recognize that the shuttle is coming in low and in front of you.
- Drop the racket head down and behind you, cocking your wrist so that the racket's shaft extends out behind you.
- Lunge forward with your racket foot.
- Swing with an almost straight arm, keeping your wrist cocked.
- Snap your wrist at the last possible moment before contact with the shuttle.
- Strike the shuttle with an open racket face and an upward swing.
- Follow through all the way to your opposite shoulder for clear shots, and use very little follow-through for the deceptive drop shot.
- Recover to your ready position quickly.

Backhand Refinements

- Recognize that the shuttle is coming in low and to your non-dominate side.
- Drop the racket head down and behind you, cocking your wrist so that the racket's shaft extends out behind you.
- Lunge forward with your racket foot.
- Swing with an almost straight arm, keeping your wrist cocked.
- Snap your wrist at the last possible moment before contact with the shuttle.
- Strike the shuttle with an open racket face and an upward swing.

- Follow through all the way to your opposite shoulder for clear shots, and use very little follow-through for the deceptive drop shot.
- Recover to your ready position quickly.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #21
Deep Serve**

Objectives

Students:

1. By the end of class students will be able to demonstrate proficient skills at the deep serve technique used in badminton.
(NASPE 1, 3. EALR 1.1)

Teacher:

- 1.

Equipment: "For a class of 35 students"

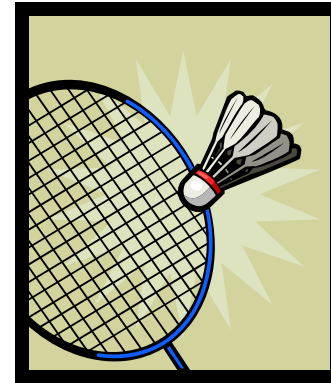
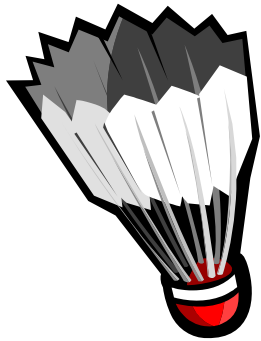
- 35 Badminton Racquets
- 35 + Shuttlecocks
- 8 Badminton Courts
- 10 Task Cards
- 2 Standards or Poles (See Task Cards # 8, 9, and 10.)
- 3 Twenty Foot Ropes (See Task Cards # 8, 9, and 10.)
- 35 Score Sheets

Content Development: See Task Cards and appropriate instructions located in Tab 8 – Appendix 3.

Instant Activity: Today you can play a game of badminton using only the shots we have cover thus far in class.

Set Induction: Today we are going to learn a very important skill in badminton so really work hard today on the refinements of the deep serve.

Task Card #1



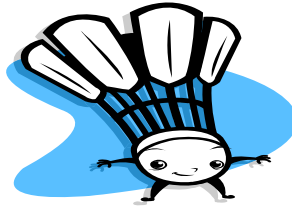
Hit a deep serve towards the back of the badminton court, once you have done this 8 times mark it on your score sheet and move on to the next task.

Refinement or Cue:

Stand three to four feet behind the short line, near the centerline.

Task Card #2

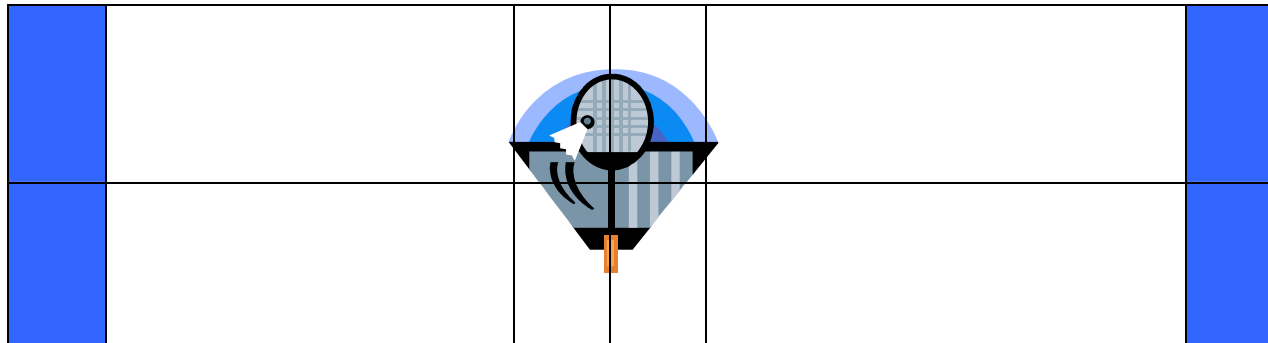
This time I want you to hit 10 deep serves to the back of the court landing them in the sweet spot. After you have done this mark down on your score sheet how many you landed in the sweet spot out of 10.

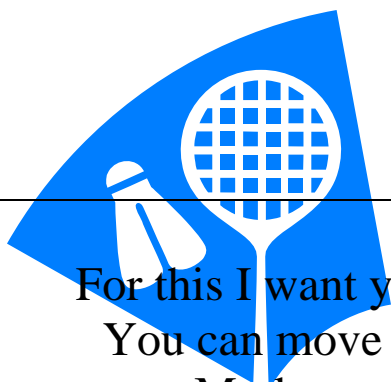


Refinement or Cue:

Turn so that your non-racquet shoulder points to your target and your feet are perpendicular to it.

*Badminton court, the “blue” equals the “Sweet Spot.”





Task Card #3

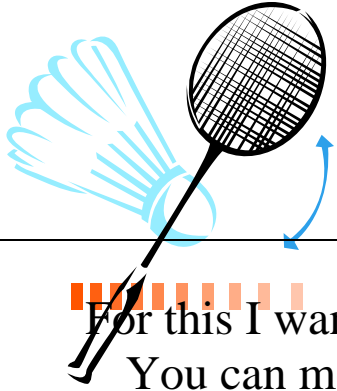
For this I want you to hit 5 out of 10 deep serves in the left side of the sweet spot.
You can move on once you hit 5 out of 10, or wait for instructions to move on.
Mark your score on your score sheet once you have finished the task.

Refinement or Cue

Hold the base of the shuttlecock between the thumb and forefinger of your non-racquet arm and extend that arm slightly lower than shoulder height.

*Badminton Court, “Red” equals left side of the sweet spot.





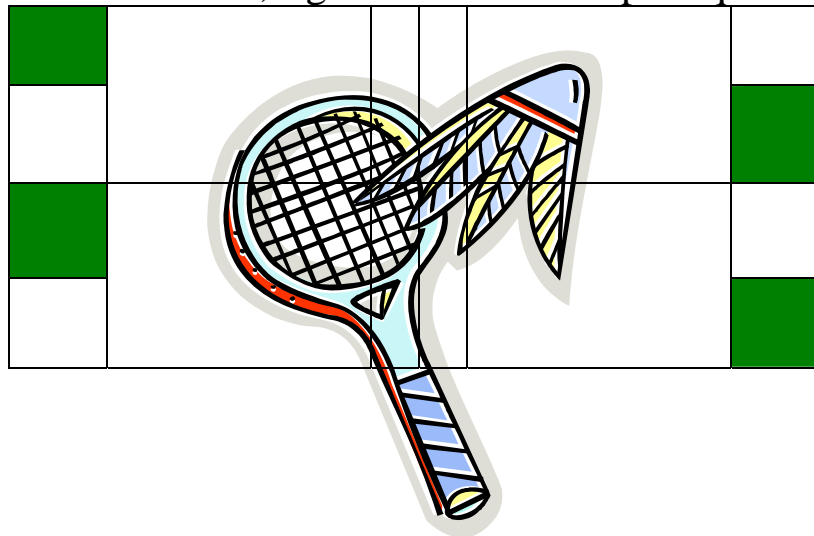
Task Card #4

- For this I want you to hit 5 out of 10 deep serves in the right side of the sweet spot. You can move on once you hit 5 out of 10, or wait for instructions to move on. Mark your score on your score sheet once you have finished the task.

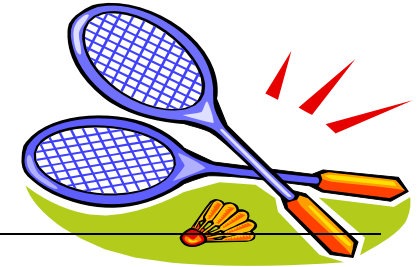
Refinement or Cue:

Hold your racquet low down at your side, with your wrist cocked so the racquet head is behind your wrist.

- Badminton court, right side of sweet spot equals “Green.”



Task Card #5

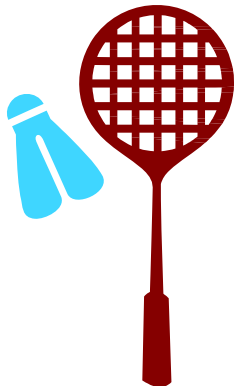


For this task you must hit all 5 deep serves in a row into the sweet spot. You can also be instructed to move on to the next task card. Once you do this record your score on your score sheet and move onto the next task.

Refinement or Cue:

Drop the shuttle straight down.

* Badminton Court, The sweet spot equals “Yellow.”



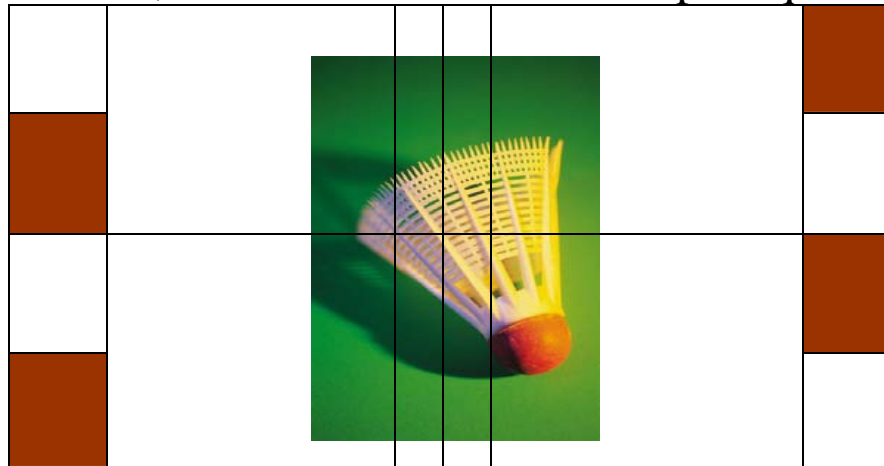
 Task Card #6 

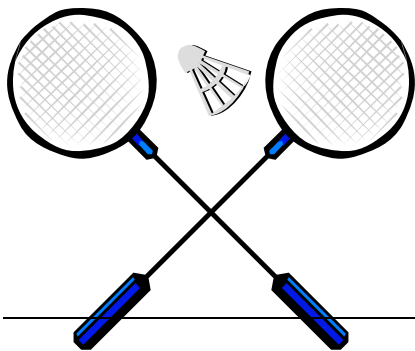
This time I want you to hit 7 deep serves into the left side of the sweet spot. Mark your score on your score sheet and move on to the next task.

Refinement or Cue:

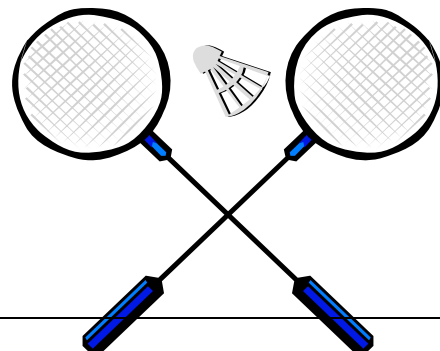
Swing the racquet forward in an underhand forehand swing.

*Badminton court, the left side of the sweet spot equals “Brown”.





Task Card #7

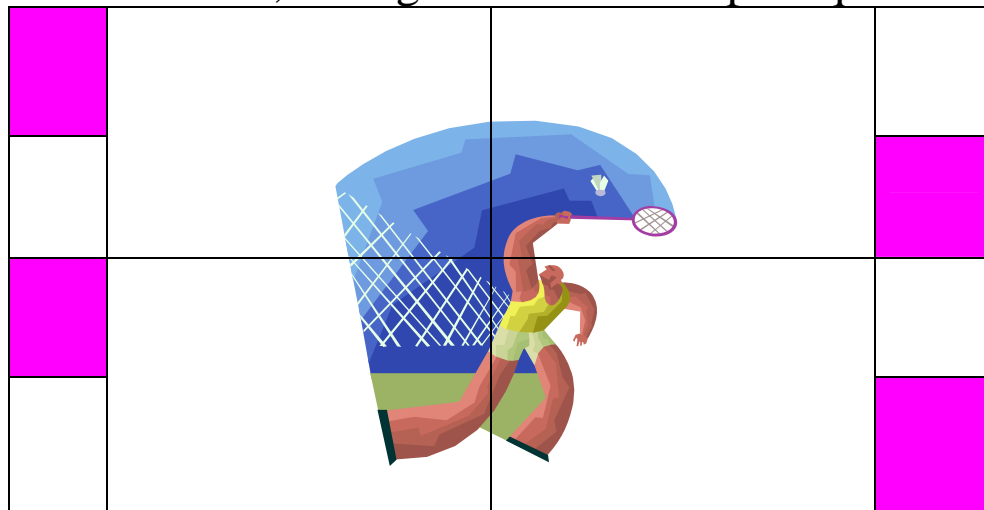


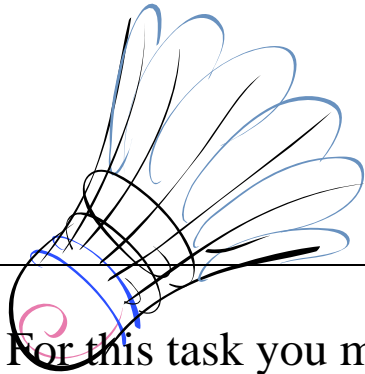
This time I want you to hit 7 deep serves into the right side of the sweet spot. Mark your score on your score sheet and move on to the next task.

Refinement or Cue:

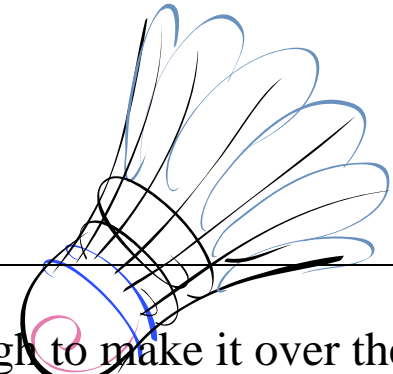
Snap your wrist as late as possible, striking the shuttle around waist height in front of you.

- Badminton court, the right-sided sweet spot equals “Pink”.





Task Card #8



For this task you must make sure your deep serve is high enough to make it over the rope that is nine ft. high. The shuttlecock must land in the sweet spot 4 out of 6 times. You can also be instructed to move on to the next task. Mark your score on your score sheet once you have finished the task.

Refinement or Cue:

Hit the shuttle with an open racquet face so that it flies high and deep into your opponent's court. The shuttle must fly diagonally and land in the receiver's service court to be a legal serve.

- Badminton court, the sweet spot equals “light blue” and the rope equals “-----.”

Task Card #9

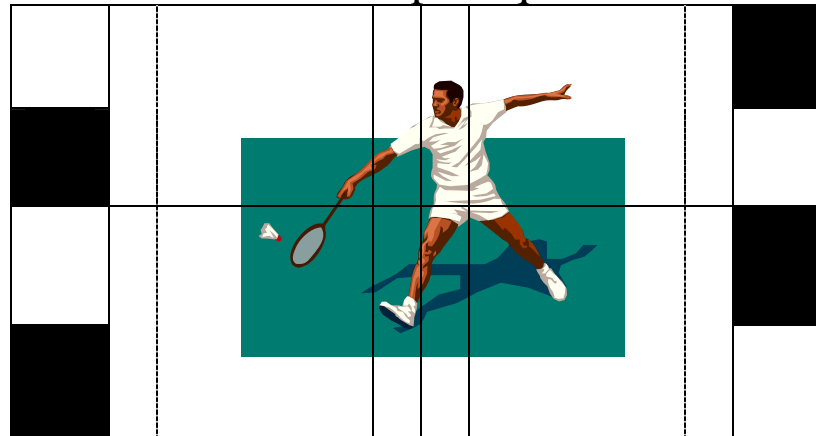
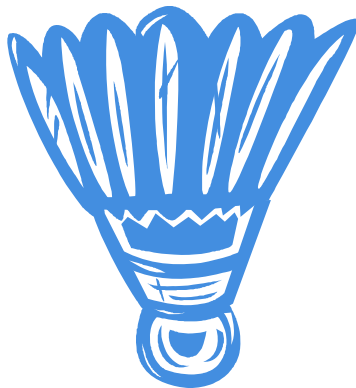


This time you must hit your deep serve over the nine ft. high rope and the shuttlecock must land in the left side of the sweet spot 3 out of 6 times. You can also be instructed to move on to the next task. Mark your score on your score sheet once you have finished the task.

Refinement or Cue:

Follow through high and across your body.

- Badminton court, the left sided sweet spot equals “Black” the rope equals “-----.”





Task Card #10

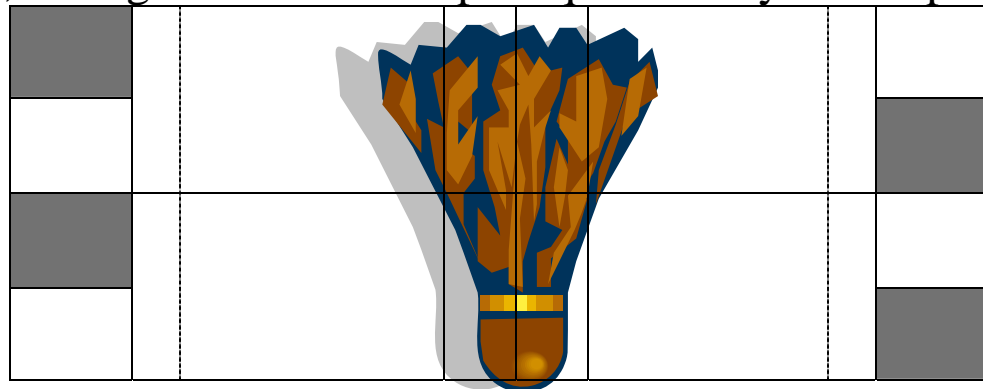


This time you must hit your deep serve over the nine ft. high rope and the shuttlecock must land in the right side of the sweet spot 3 out of 6 times. You can also be instructed to move on to the next task. Mark your score on your score sheet once you have finished the task.

Refinement or Cue:

Recover to your ready position quickly.

- Badminton court, the right-sided sweet spot equals “Gray” the rope equals “-----.”



**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 22
Short/Deep Serve**

Objectives:

A. Students

1. By the end of class students will be able to demonstrate skills of both the short and the deep serve techniques used in badminton by completing a skill performance assessment and submitting a score sheet reflecting their ability. **(NASPE 1, 3. EALR 1.1)**

B. Teacher

Equipment: (For a class of 35 students)

- 35 badminton racquets
- 35 + shuttlecocks
- 8 badminton courts
- 4 tall poles
- 2 - 30 ft. ropes or equivalent yarn or string
- Colored Tape – 3 different color rolls.
- 20 Score Sheets
- 4 cones
- 1 foam ball

Instant Activity: “Turkish Ball” Please count off by 2. All the ones on left side of the gym and all two’s on the right. The object is to throw the foam ball into your opponent’s goal. The only other rule is you may not move with the ball. Once you catch the ball, you get 1 step in any direction and that is it. Team with the most goals wins! Go!			
Set Induction: Well today boys and girls we are going to utilize out skills of serving. Now its time to put both serves together. No longer will you opponent know what to expect when you’re serving.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have equipment set out so students can get to it quickly. • Reinforce safety. 	With your partner, alternate hitting deep serves to the back of the badminton court from the short service line.		
Informing Task: When I say go, I want you to find a partner that has the same color eyes and then you and your partner get two racquets and one shuttlecock. Then find a space on a badminton court and wait for my next instruction. Go!			
<ul style="list-style-type: none"> • Students will be in pairs • Check for understanding • Students will switch roles every 10 tries. 			Try and get 8 out of 10 good deep serves to the back
<ul style="list-style-type: none"> • Students will still be in pairs • Check for understanding. • I will be assessing each student’s backhand drive. • Students will change roles every 10 tries. 	This time I want you to feed your partner and he or she is only allowed to return the shuttlecock using a backhand drive. I will also be assessing each one of you for this skill also.	<ul style="list-style-type: none"> • Make sure side is to target. • Keep your eyes on the shuttlecock. • Transfer weight from back foot to front foot. • Hit below shoulder and above waist. • Bend elbow, coil body. • Uncoil body and snap the wrist on contact. 	Again try and hit 8 out of 10 good backhand drives across the net without messing up.

Informing Task: We are now going to test both our forehand and backhand drive. With your partner please come pick up a skill performance sheet and follow the instructions. Please turn in the completed sheets to me and finishing the remainder of class by playing a game like activity. You and your partner will only use the backhand and forehand drives. If you keep it in bounds and your partner cannot return it you receive a point. If your partner hits it out of bounds you get a point, but remember you can only use a forehand and a backhand drive. I will also be watching to make sure we are all assessing correctly. If I catch a recorder misreporting, they we automatically receive a zero. GO!

- Students will practice a game like activity after completing assessment.
- Check for understanding.

* Reinforce cues where applicable.

From above.

Closure/ Assessment:

- While students are leaving class I will ask them to tell me one refinement to a backhand drive and a forehand drive.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 23
Drop Shot**

Objectives:

A. Students

1. By the end of class students will know how to use the drop shot in a game like situation.
(NASPE 1, 3. EALR 1.1, 1.2)
2. By the end of class students will have the knowledge to execute a drop shot.
(NASPE 2. EALR 1.3)

B. Teacher

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 35 + Shuttlecocks
- 8 Badminton courts set up

Instant Activity: Today we are going to play “king of the courts.” There are going to be 4 people to one badminton court and you are going to start playing badminton. You are going to keep score and the side that has the most points when I tell you to stop is going to move to the court on the right of them. The team that has the least points will move to the court on the left of them. If there is a tie you will have a sudden death tie breaker (meaning next point wins.)			
Set Induction: How many people like to have the upper hand when playing a sport or game? Well today I am going to show you a shot in badminton that will give you the upper hand if you do it right. The shot is called the drop shot.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the badminton nets set up. • Have the badminton racquets and shuttlecocks set out in the gym. 			
Informing Task: When I say go, I want you and your partner to find a court and begin playing badminton using only the badminton shots we have went over thus far in class. GO!			
<ul style="list-style-type: none"> • Introduce the drop shot to the students. • Give an example to the students of what the task should look like. • Check for understanding 	Now I want you to stand at your service line and throw the shuttlecock to yourself and hit it with a drop shot into your partner’s court. I want you to do this task eight times, and then switch with your partner.	<ul style="list-style-type: none"> • Position yourself behind and beneath the shuttle. • Transfer your weight back to your racquet foot (your back foot). 	See how many drop shots you can land just over the net in eight tries.
<ul style="list-style-type: none"> • Show an example of what the task is supposed to look like. 	This time have your partner stand at his or her service and throw the shuttlecock to you. You will be standing at your service line making contact with the shuttlecock using a drop shot. Switch roles with your partner after ten attempts.	<ul style="list-style-type: none"> • Swing as you would for an overhead clear, opening your body and swinging from the shoulder. 	Try to get five out of ten drop shots over the net.
<ul style="list-style-type: none"> • For this task have two of your students show it 	For this task your partner will be again at their service line.	<ul style="list-style-type: none"> • Transfer your weight onto your front foot. 	

<p>to the class. You will have to verbally walk them through the task, so they can show the rest of the class.</p>	<p>He or she will throw the shuttlecock, while you are standing at your service line. Then you will return the shuttlecock with a drop shot, landing the shuttlecock on the left side of your partner's court. Please switch roles after ten attempts at this task.</p>		
<ul style="list-style-type: none"> • Give students their next task. • Check for understanding 	<p>Now I want your partner to do the same exact thing, but you will be hitting the shuttlecock with a drop shot into the right side of your partner's court. Again switch roles after ten tries at this given task.</p>	<ul style="list-style-type: none"> • Snap your wrist, but only halfway. Aim to strike the shuttle slightly more forward than you would on a clear shot. 	<p>See how many times in the row you can use good form when hitting your drop shot.</p>
<ul style="list-style-type: none"> • Show the students what you want this task to look like by giving them an example. • Remember to keep your back to the wall when observing. 	<p>This time I want your partner to stand right up against their net right in the middle. He or she will throw the shuttlecock into the air as high as they can; you are to stand on your back line. Once the shuttlecock has left your partners hand you are to make a play on the shuttlecock using the drop shot. After you have done this eight times switch with your partner and have them do the same task.</p>	<ul style="list-style-type: none"> • Strike the shuttle softly with a closed racquet face, causing a level or downward trajectory on the shuttle. 	<p>Try to hit all eight drop shots over the net and land them in bounds.</p>
<ul style="list-style-type: none"> • Introduce this task to the students by giving them an example of what the task looks like. 	<p>For this task I want your partner to stand a couple of feet behind their service line and hit to you a forehand drive</p>	<ul style="list-style-type: none"> • Aim for the sidelines. 	

<ul style="list-style-type: none"> • Teach by invitation if it is necessary in your class. 	<p>making sure the accuracy of the shuttlecock is going near the middle of your court. You will be standing three to four feet behind your service line and then you are to return the shuttlecock with a drop shot. Please switch roles with your partner after seven attempts.</p>		
<ul style="list-style-type: none"> • Walk two new students through this task so they can show the rest of the class the new task. 	<p>Now I want your partner to stand again a couple feet behind their service line and he or she can decide to hit either a clear or a drive against you. You are to react from the back of your court and make a play on the shuttlecock and hit it with a drop shot. Once you have done this six times then you become the hitter and your partner becomes the returnee.</p>	<ul style="list-style-type: none"> • Limit your follow-through, using almost no wrist action and a slight push motion, so that the shuttle barely crosses the net. 	<p>See if you can hit all of these drop shots just on you opponents sideline or near it.</p>
<ul style="list-style-type: none"> • For the last task the students will be playing a game like task. • Verbally tell the students how to do this task. • Good chance to watch and see how the student's skills have progressed. 	<p>For you last task of the day you and your partner will play a game like task. I want one of you to start off hitting the shuttlecock with a forehand drive and your partner will return it using a drop shot. Then you are to rally between each other using only the drop shot. Once the shuttlecock hits the floor start over from the drive.</p>	<ul style="list-style-type: none"> • Return quickly to your ready position. 	

Closure/ Assessment:

Q. At the end of class students will show me that they understand the drop shot by raising their hand and verbally telling me they refinements or cues to the drop shot.

- Position yourself behind and beneath the shuttle.
- Transfer your weight back to your racquet foot (your back foot).
- Swing as you would for an overhead clear, opening your body and swinging from the shoulder.
- Transfer your weight onto your front foot.
- Snap your wrist, but only halfway. Aim to strike the shuttle slightly more forward than you would on a clear shot.
- Strike the shuttle softly with a closed racquet face, causing a level or downward trajectory on the shuttle.
- Aim for the sidelines.
- Limit your follow-through, using almost no wrist action and a slight push motion, so that the shuttle barely crosses the net.
- Return quickly to your ready position.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 24
Badminton Smash**

Objectives

A. Students

1. By the end of class students will be able to perform a skillful smash shot. **(NASPE 1,3 and EALR 1.1)**
2. By the end of class students will have the knowledge of the refinements or cues of a skillful smash shot. **(NASPE 2 and EALR 1.3)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 35 + Shuttlecocks
- 8 Badminton Courts

<p>Instant Activity: Today we will be playing a modified game of badminton. You will find a partner and you two will be on a team. You will find another group to play against on a badminton court. The only shots you can use are the shots that we have covered so far in the badminton unit. If you use a shot that we have not covered the other team gets a point.</p>			
<p>Set Induction: There are a lot of different skills that are really powerful in sports all over the world, and today I am going to introduce you to the most powerful shot in badminton. "THE SMASH"</p>			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the badminton racquets and shuttlecocks set out on the floor so students can get to it easily. • Have all 8 nets set up on the courts. • Make sure you keep your back to the wall through out class. 			
<p>Informing Task: When I say GO, I want you and your partner to hit the shuttlecock back and forth to each other using only the badminton swings we have covered this far. Go!</p>			
<ul style="list-style-type: none"> • Introduce the smash shot to the class, by examples. • Check for understanding. • Students will be with a partner. 	<p>Now, I want you to stand at your service line and throw the shuttlecock up for yourself about a foot in front of you and hit it with the smash shot. Have your partner retrieve the shuttlecocks and switch roles with your partner after ten attempts at the smash.</p>	<ul style="list-style-type: none"> • Get into position behind and beneath the shuttle. • Point your non-racquet shoulder toward your opponent and shift your weight onto your back (racquet) foot. 	<p>Try to get five out of ten smash shots in bounds.</p>
<ul style="list-style-type: none"> • Give the students an example of what this task looks like. • Make sure that the partner that is throwing 	<p>This time I want your partner to stand on his or her service line, and throw you the shuttlecock. You are to stand at about your service line and hit the</p>	<ul style="list-style-type: none"> • Hold both arms up. Hold your non-racquet arm out in front of you for balance, and your racquet arm up behind 	<p>See how many smash shots in a row you can get to land by your partner's service line.</p>

<p>the shuttlecock to their partner for the smash is being safe and not getting hit by the shuttlecock.</p>	<p>shuttlecock with a smash. After ten attempts switch with your partner.</p>	<p>you with your elbow bent 90 degrees and your wrist cocked. The racquet head should be behind your shoulders.</p>	
<ul style="list-style-type: none"> • Show students an example of what you want to see for this task. • If necessary use the tactic teaching by invitation so you are not pushing some kids to fast or to slow. 	<p>Now, I want your partner to stand up against his or her side of the net in the middle, and throw you the shuttlecock. I want you to hit it with the smash shot alternating hitting to the left side and right side of the badminton court on your partners side. I want you to switch roles with your partner after twelve attempts at this task.</p>	<ul style="list-style-type: none"> • Begin your swing from your shoulder while opening your torso toward your opponent. 	<p>I want you to try and get at least half of your smash shots to land in either the left side or right side of your partner's court.</p>
<ul style="list-style-type: none"> • Give the students an example of what you want to see for this task. 	<p>For this task I want your partner to again stand up against their net and in the middle of it, and then I want him or her to throw the shuttlecock high into the air. You must stand a foot in front of the back line of the badminton court and run up on the shuttlecock striking it with a smash. Please switch roles with your partner after twelve attempts at the smash on this task.</p>	<ul style="list-style-type: none"> • Reach up for the shuttle, jumping off your back leg and transferring your weight to your forward foot. 	<p>See how many smash shots you can run up on and make a good smash shot against your partner.</p>
<ul style="list-style-type: none"> • Have two students 	<p>This time I want your partner to</p>	<ul style="list-style-type: none"> • Strike the shuttle as 	<p>This time challenge yourself to</p>

<p>introduce this task to the rest of the class. Explain what they are doing while they are performing the task.</p>	<p>stand at his or her back court line and hit a forehand overhead clear to about the middle of your court. I want you to stand on your back line and make a play on the shuttlecock hitting it with a smash. Switch roles with your partner after you have tried this task ten times.</p>	<p>high as you can reach it, while it is still out in front you.</p> <ul style="list-style-type: none"> • Snap your wrist, as you contact the shuttle at least three or four feet above the net level and in front of your body. 	<p>get eight out of ten smash shots to land in the boundaries of your partners court.</p>
<ul style="list-style-type: none"> • Give a good example of this task to your class. • Encourage your class to have fun. 	<p>This time I want your partner to stand at their back line and hit you a forehand underhand clear making it land towards the middle of your court. Then I want you to stand at your service line and once your partner hits the shuttlecock, I want you to get in position to return the shuttlecock with a smash. Again do this task ten times and switch roles with your partner.</p>	<ul style="list-style-type: none"> • Hit the shuttle with a closed racquet face. 	<p>This time try to be perfect and get the most smash shots you can to land near your partners service line.</p>
<ul style="list-style-type: none"> • Since this task is some what game like have a couple of students show the rest of the class what you want to see for this task. Make sure you use two different students, than you used last. 	<p>Now I want your partner to stand at his or her service line and serve the shuttlecock to you, you will return the shuttlecock to your partner. When the shuttlecock is in position to smash, either one of you can make an attempt to hit the shuttlecock with the smash. Once the shuttlecock hits the</p>	<ul style="list-style-type: none"> • Follow through, keeping your arm high, while your wrist snaps completely through the shuttle. Then swing your arm down and through the shot. 	

	floor start over from the serve.	
--	----------------------------------	--

Closure/ Assessment:

Q. At the end of class students will show me the motion of a skillful smash shot. Students will also have to tell me at least two cues to the smash.

- Get into position behind and beneath the shuttle.
- Point your non-racquet shoulder toward your opponent and shift your weight onto your back (racquet) foot.
- Hold both arms up. Hold your non-racquet arm out in front of you for balance, and your racquet arm up behind you with your elbow bent 90 degrees and your wrist cocked. The racquet head should be behind your shoulders.
- Begin your swing from your shoulder while opening your torso toward your opponent.
- Reach up for the shuttle, jumping off your back leg and transferring your weight to your forward foot.
- Strike the shuttle as high as you can reach it, while it is still out in front you.
- Snap your wrist, as you contact the shuttle at least three or four feet above the net level and in front of your body.
- Hit the shuttle with a closed racquet face.
- Follow through, keeping your arm high, while your wrist snaps completely through the shuttle. Then swing your arm down and through the shot.

**Physical Education Teacher Program
Central Washington University
Badminton Lesson Plan # 25
Smash & Drop Shots**

Objectives:

A. Students

1. By the end of class students will be able to use both the smash and the drop shot in a recreational and competitive game of badminton.
(NASPE 1, 3. EALR 1.1, 1.2)
2. By the end of class the students will understand and be able to use the refinements in a game of badminton.
(NASPE 1, 2, 3. EALR 1.1, 1.3)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton Racquets
- 35 + Shuttlecocks
- 8 Badminton courts set up
- 35 copies of quiz #3

Content Development: Administer quiz as students enter class. Students will have five to ten minutes to take quiz. Find quiz three in tab 6 assessments.

Instant Activity: Today, I want you and your partner to practice shots that you find difficult in badminton. I want you to do this by playing a game of badminton, but only use shots that you need practice on. Once the shuttlecock hits the floor, pick it up and start form the serve.			
Set Induction: So now that we have learned two of the most effective shots in badminton, we are going to put it all together today and really focus on becoming more proficient at the smash and drop shot.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have badminton courts set up before class comes in. • Have the badminton racquets and shuttlecocks out so students can get to them efficiently. 			
Informing Task: When I say go, I want you and your partner to begin hitting the shuttlecock back and forth to each other once the shuttlecock is in position for the smash or drop shot make an attempt at it. If your partner wants to, try and return either the smash or drop shot. GO!			
<ul style="list-style-type: none"> • Show the students an example of what you want this task to look like. • Give students refinements where needed. 	For your next task I want your partner to stand at the back of their court and hit the shuttlecock with an underhand forehand clear, the flight of the shuttlecock should land towards the middle of your court. I want you to be standing on your back court line and run up on the shuttlecock making a play on it using the smash shot. Switch roles with your partner after you have attempted this task eight times.	<ul style="list-style-type: none"> • Get into position behind and beneath the shuttle. • Point your non-racquet shoulder toward your opponent and shift your weight onto your back (racquet) foot. • Hold both arms up. Hold your non-racquet arm out in front of you for balance, and your racquet arm up behind you with your elbow bent 90 degrees and 	See if you can hit five out of eight smash shots to land in bounds on your opponent's side of the court.

		your wrist cocked. The racquet head should be behind your shoulders.	
<ul style="list-style-type: none"> • Have two of your students show to the rest of the class what you want this task to look like. You as a teacher will have to help the students out showing the task. • Check for understanding. 	<p>This time I want your partner to stand at the back of their court again, hitting an underhand forehand clear. Then you are to stand at the back of your court and make a play on the shuttlecock with a drop shot. Please switch roles after you have tried the task eight times.</p>	<ul style="list-style-type: none"> • Position yourself behind and beneath the shuttle. • Transfer your weight back to your racquet foot (your back foot). • Swing as you would for an overhead clear, opening your body and swinging from the shoulder. 	<p>Try to get five out of eight drop shots to land just over the net on your opponent's side of the court.</p>
<ul style="list-style-type: none"> • Give an example of what this task is going to look like to clear up any confusion. • Keep back to wall so you can observe better. 	<p>For this task I want your partner to stand on the left side of his or her court near the service line. He or she will strike the shuttlecock so it goes in the direction of the center of your court. Your job as the hitter is to strike the shuttlecock with a smash shot, hitting it in the opposite direction your opponent is. Your starting point will be at the back of your court. After you have done this five times switch roles with your partner.</p>	<ul style="list-style-type: none"> • Begin your swing from your shoulder while opening your torso toward your opponent. • Reach up for the shuttle, jumping off your back leg and transferring your weight to your forward foot. • Strike the shuttle as high as you can reach it, while it is still out in front you. 	
<ul style="list-style-type: none"> • Make sure students understand what you want them to do. If you need to give an 	<p>This time I want your partner to do the same exact thing as they did the last task, and again I want you to stand at the</p>	<ul style="list-style-type: none"> • Transfer your weight onto your front foot. • Snap your wrist, but only halfway. Aim to 	<p>Try to get four out of five drop shots to land on the opposite side of your partner's court.</p>

<p>example of the task.</p> <ul style="list-style-type: none"> • Add refinements where needed. 	<p>back of your court, but this time make a play on the shuttlecock hitting a drop shot in the opposite direction of your partner. Please switch after five attempts at this task.</p>	<p>strike the shuttle slightly more forward than you would on a clear shot.</p> <ul style="list-style-type: none"> • Strike the shuttle softly with a closed racquet face, causing a level or downward trajectory on the shuttle. 	
<ul style="list-style-type: none"> • Have two new students show the rest of the class how to do this task. If you need to help the students show the rest of the class. • Check for understanding. 	<p>Alright class this time I want your partner to stand on the right side of their court near the service line. He or she will hit the shuttlecock to you near the center of your court. You will be standing near the back of your court and making a play on the shuttlecock hitting it with a smash shot. I want you to focus on hitting the shuttlecock in the opposite direction of your partner. I want you to switch roles after seven attempts at this task.</p>	<ul style="list-style-type: none"> • Snap your wrist, as you contact the shuttle at least three or four feet above the net level and in front of your body. • Hit the shuttle with a closed racquet face. • Follow through, keeping your arm high, while your wrist snaps completely through the shuttle. Then swing your arm down and through the shot. 	<p>See how many smashes in a row out of five you can get to land in bounds and in the opposite direction of your partner.</p>
<ul style="list-style-type: none"> • Show the class what you want them to do for this task, by giving an example. • Observe students, so you can make corrections where they are needed. 	<p>Now I want your partner to do the same thing, but I want you to hit a drop shot when you make a play on the shuttlecock remember to hit the shuttlecock on the opposite direction of your partner. Again do this task seven times, and then switch with your partner.</p>	<ul style="list-style-type: none"> • Aim for the sidelines. • Limit your follow-through, using almost no wrist action and a slight push motion, so that the shuttle barely crosses the net. • Return quickly to your ready position. 	
<ul style="list-style-type: none"> • Explain and show the 	<p>For your last task you and your</p>	<ul style="list-style-type: none"> • Apply refinements or 	<p>See how long you and your</p>

<p>students this last task so they understand what they are supposed to do.</p> <ul style="list-style-type: none"> Observe students during this task to see the skills of the class. 	<p>partner will participate in a game like activity. One of you will start off serving at the service line. The shuttlecock will be returned, once the shuttlecock is in position for either the drop or smash shot, one of you can make an attempt to take a shot on the shuttlecock. When the shuttlecock hits the floor start over and begin at the serve.</p>	<p>cues where needed.</p>	<p>partner can go without letting the shuttlecock hit the floor.</p>
<p>Closure/ Assessment:</p>			
<p>At the end of class the students will verbally tell me a refinement of the smash and the drop shot.</p> <p>Smash Shot</p> <ul style="list-style-type: none"> Get into position behind and beneath the shuttle. Point your non-racquet shoulder toward your opponent and shift your weight onto your back (racquet) foot. Hold both arms up. Hold your non-racquet arm out in front of you for balance, and your racquet arm up behind you with your elbow bent 90 degrees and your wrist cocked. The racquet head should be behind your shoulders. Begin your swing from your shoulder while opening your torso toward your opponent. Reach up for the shuttle, jumping off your back leg and transferring your weight to your forward foot. Strike the shuttle as high as you can reach it, while it is still out in front you. Snap your wrist, as you contact the shuttle at least three or four feet above the net level and in front of your body. Hit the shuttle with a closed racquet face. Follow through, keeping your arm high, while your wrist snaps completely through the shuttle. Then swing your arm down and through the shot. <p>Drop Shot</p> <ul style="list-style-type: none"> Position yourself behind and beneath the shuttle. Transfer your weight back to your racquet foot (your back foot). Swing as you would for an overhead clear, opening your body and swinging from the shoulder. Transfer your weight onto your front foot. Snap your wrist, but only halfway. Aim to strike the shuttle slightly more forward than you would on a clear shot. Strike the shuttle softly with a closed racquet face, causing a level or downward trajectory on the shuttle. 			

- Aim for the sidelines.
- Limit your follow-through, using almost no wrist action and a slight push motion, so that the shuttle barely crosses the net.
- Return quickly to your ready position.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #26
Basic Singles Tactics**

Objectives

A. Students

1. By the end of class, students will be able to list all six tactile cues used to aid them in a full badminton match. **(NASPE 1, 2. EALR 1.3)**
 - **Away from your opponent**
 - **Backhand is best**
 - **Concentrate on errors: one shot at a time**
 - **Depth more than width**
 - **Earliest return**
 - **Fastest recovery**
2. By the end of class, students will know how to correctly complete a full badminton match and what to do in the case of a tie. **(NASPE 1, 2, 3. EALR's 1.1, 1.2, 1.3.)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 8-16 Badminton nets
- 35+ Shuttlecocks
- Colored tape

Instant activity: “Badminton 4-square” See attached description and diagram for setup.			
Set Induction: Well, today ladies and gentlemen we are going to put all our skills to test. Now that we have learned so many new skills over the last five weeks, we are finally ready to put them all together. Today we are going to learn some special tactics or strategies to give us an advantage over our opponent in a full badminton game.			
MAF/Instructional Techniques	Extensions	Refinements	Application
<ul style="list-style-type: none"> • Have a minimum of two 4-squares set up prior to class. • Have racquets and shuttlecocks spread out and easy accessible 			
Informing Task: While I am rearranging the nets, please get a quick drink of water and check the bulletin board to see who your first opponent is and which court you are playing on. When you have done that, please gather around the badminton court closest to the wall for further instructions. Go!			
<ul style="list-style-type: none"> • Check for understanding. • Rearrange nets back to standard formation for game play. • Post a roster of today’s opponents that was prepared before class. 			
Informing Task: When I say go, please locate your first opponent and go to your assigned court. All games are played to 15 and remember you must serve to score. It is very important that you make sure you are serving in the appropriate service court. The serve always begins in right service court to begin a match, but thereafter service is made from the right-hand court when the score is even (for that side) and from the left-hand court when the score is odd (for that side). Before we begin our matches, we are going to go over some basic strategies first. Go!			
<ul style="list-style-type: none"> • Check for understanding • Demonstrate with another student. 	Professional badminton players often utilize many combinations of clear and drop shots. I would like player A to only use clear shots and player B to only	Here are the basic singles tactics and an easy way to remember them. They are the tactic ABC’s. The first two are.	Attempt to beat your partner. Also, try to locate a weakness in their game. This may give you an advantage when you begin match play.

	use a drop shot. The clearing partner (player A) will always serve and the winner of the rally receives a point.	<ul style="list-style-type: none"> • Away from your opponent • Backhand is best Try to utilize these two tactics into this task.	
<ul style="list-style-type: none"> • Give positive feedback when possible. 	Switch player roles	Force your opponent to move as much as possible. Use both corners of the backcourt to your advantage.	Try to hit every shot to your partners backhand
<ul style="list-style-type: none"> • Check for understanding. 	Now I would like one player to begin this next task with a deep serve. I want the returning partner start near the back boundary line and to make their return smashable by not returning it very deep.	<ul style="list-style-type: none"> • Concentrate on errors: one shot at a time • Depth more than width Often rallies finish with a smash, but setting up the smash requires subtler strokes	Can you return any of your partner's smashes?
<ul style="list-style-type: none"> • Reinforce safety with long handled implements 	Now continue out the rally trying to make your opponent use their backhand as much as possible and to exploit the backcourt with high deep clears. Switch servers after every rally.	By making your opponent play most of their shots in the backcourt it increases the likelihood of a poor return that can be easily smashed to end a rally.	Try to set yourself up for a powerful smash
Informing Task: Now, I would like you and your opponent to play a full match to 15. Use rock, paper, scissors to determine who serves first (one time). Be thinking about these tactics during your match and try to find and exploit any weakness in your opponent. Go! When you are finished please start a new game until everyone is finished and we can rotate.			
<ul style="list-style-type: none"> • Make sure you are alternating service courts after every point. 	STOP! If you encounter a tie on game point, the player who got to game point first has an option to either <ul style="list-style-type: none"> • Play to 15 OR • Set the match to 17 	<ul style="list-style-type: none"> • Remember the singles boundaries? It is the long and skinny court. All lines are considered in bounds. 	Try to beat your partner in a full match of badminton.
<ul style="list-style-type: none"> • Give feedback when possible. • Enforce sportsmanship and respect towards 	Winners please rotate one service court to my right and losers please rotate one service court to my left.	<ul style="list-style-type: none"> • Earliest return • Fastest recovery Return every shot as early and	

opponents.		as quick as possible. This gives your opponent less time to recover. Also, recover to an area that will allow you to cover the most ground as fast as you can (usually the center of the court).	
<ul style="list-style-type: none"> Remind that a shuttle may hit the net on its way across during play and the rally can continue except during a serve 	Winners please rotate one service court to my right and losers please rotate one service court to my left.	Review cues of the tactic ABC's <ul style="list-style-type: none"> Away from your opponent Backhand is best Concentrate on errors: one shot at a time Depth more than width Earliest return Fastest recovery 	
Closure/Assessment			
I want you all to show me what we have learned today. To do this I am going to ask you to answer a few questions. <ul style="list-style-type: none"> Which type of shot do we want our opponent using the most?...Backhand What does A stand for in the tactic ABC's..... Away from your opponent What does B stand for in the tactic ABC's..... Backhand is best C stands for what?.... Concentrate on errors D... Depth more than width E.... Earliest return F.... Fastest recovery In the case of a tie, what happens....Match is played first to 15 or set to 17 decided by whichever player reached 14 first. 			

**Physical Education Teacher Program
Central Washington University
Badminton Lesson Plan # 27
Singles Attack & Defense**

Objectives

A. Students

1. By the end of class, students will be able to demonstrate proper form for using a block shot. **(NASPE 1. EALR 1.1, 1.2)**
2. By the end of class, students will be able to list two defensive cues used in a competitive badminton match. **(NASPE 1, 2. EALR 1.1, 1.2)**
 - Net to Net
 - Intercept
3. By the end of class students will be able to name the most effective defensive strategy. **(NASPE 1, 2. EALR 1.1)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 badminton racquets
- 8-16 badminton nets
- 35+ shuttlecocks

Instant Activity: “100 rallies” Over the next five minutes with a partner, please find an empty court and get at least 100 shots attempted in rally form using any shot you would like.			
Set Induction: Can anyone tell me what other sports try to do to stop their opponents from being successful against them? Well, the answer is play defense. Today we are going to learn techniques that we help us determine when and how to play defensively and when and how to attack an opponent aggressively.			
MAF/Instructional Techniques	Extensions	Refinements	Application
<ul style="list-style-type: none"> • Have courts and nets set up prior to class • Have racquets and shuttlecocks spread out and easy accessible 			
Informing Task: When I say go, please locate your partner and your appropriate court. Begin by playing a match to 15. The shorter of the two players will have the choice to either serve first or choose which side of the court they want. Practice the tactic ABC’s we covered last time we met. Go!			
<ul style="list-style-type: none"> • Read off who each student is playing and which court to begin on (prepare during instant activity or before class) 	While playing your matches, work really hard in recovering fast to an area where you can eliminate open gaps and force your opponent to hit where you are the strongest (usually the center of the court). If this means cheating slightly left or right to expose your strengths, then so be it.	<ul style="list-style-type: none"> • Away from your opponent • Backhand is best • Concentrate on errors: one shot at a time • Depth more than width • Earliest return • Fastest recovery 	
<ul style="list-style-type: none"> • Demonstrate what a correct block shot should look like • Stress the importance of covering their face to avoid injuries • Also stress the seriousness and 	Now we are going to practice some defensive tactics. The block shot is a great defensive shot against the smash. I would like one player to begin this task by striking a smashable short serve from the short service line to their	<ul style="list-style-type: none"> • Move your racquet head quickly into the path of the shuttle • Block the shuttle without swinging the racquet at all • Keep the strings of the racquet parallel to the 	See how many you can return.

<p>dangers potential for this task</p> <ul style="list-style-type: none"> • Check for understanding 	<p>partner. The receiving player will smash the shuttle at about 50 % of their maximum smash. Attempt to block their smash by keeping the racquet face open and square to the net covering your face. Switch servers every attempt.</p>	<p>net</p> <ul style="list-style-type: none"> • Keep your eyes on the shuttlecock • Recover quickly 	
<ul style="list-style-type: none"> • Watch for an opportunity to use intratask variations (Allow capable groups to skip to 100% power and students who are struggling may need to reduce power). 	<p>Now increase your smashing power to about 75%.</p>	<ul style="list-style-type: none"> • Use the block shot when you are in the forward half of your court 	<p>Now are you able to return your partners smash?</p>
<ul style="list-style-type: none"> • Give positive feedback when possible. 	<p>Now begin a new game to 15. This time allow the taller of the two players the choice to either serving first or choosing which side of the court they want. Players may now use 100% power for a smash.</p>	<ul style="list-style-type: none"> • The block shot is a situational shot – make sure to use it only when you are in the front court to keep the shuttle on your opponent's side of the net, instead of working towards it. 	<p>Attempt to block a smash if the situation is right.</p>
<ul style="list-style-type: none"> • Enforce sportsmanship and respect towards opponents. • If some finish their games early, instruct them to start a new game. 	<p>Some say the best defensive strategy is to attack. So be aggressive! Try to anticipate drop shots early and turn them into lift forcing net shots.</p>	<ul style="list-style-type: none"> • Anticipate • Stay on the balls of your feet • DO NOT GUESS 	<p>If you anticipate quickly enough, try to smash them down for winners!</p>
<ul style="list-style-type: none"> • Check for understanding 	<p>Please rotate. Winners please rotate one court to my right and</p>	<ul style="list-style-type: none"> • Be aggressive! 	<p>Try to return all clears that fall short of the long service line</p>

<ul style="list-style-type: none"> • Demonstrate with another student. 	<p>losers please rotate one court to my left. If you played more than one game that round then rotate off your first games score. Begin a new game.</p>		<p>with a smash. If a shuttle falls near the long service line or between it and the back boundary line then return it with a drop shot to force another lift shot, preferable a shorter, smashable one.</p>
<ul style="list-style-type: none"> • Demonstrate with another student • Check for understanding 	<p>Remember! If you encounter a tie on game point, the player who got to game point first has an option to either</p> <ul style="list-style-type: none"> • Play to 15 OR <p>Set the match to 17</p>	<ul style="list-style-type: none"> • Intercept (anticipate cross court shots against you and meet them as close to the net as possible). 	<p>If you get caught near the sidelines, try to take a direct route to where a cross court shot passes over the net.</p>
<ul style="list-style-type: none"> • Check for understanding • Repeat and reemphasize Intercept and Net to Net cues. 	<p>Rotate once again accordingly</p>	<ul style="list-style-type: none"> • Net to Net (return shots near the net with hairpin net shots) 	<p>Try to avoid lift shots as much as possible. This is what your opponent wants you to do. They often result in rally ending smashes.</p>

Closure/Assessment:

I want you all to show me what we have learned today. To do this I am going to ask you to demonstrate a couple of things and answer a few questions.

- With your eyes closed, please demonstrate and hold you racquet where it would be if you where blocking a smash shot.
 - Move your racquet head in front of your face
 - Keep the strings of the racquet parallel to the net
- What does the follow through look like for the block shot?
 - No follow through
- Please raise your hand if you can tell me one defensive cue we learned today.
 - Intercept
 - Net to Net
- Did everyone attempt at least one of those during your matches?
- Can anyone remember what the most effective defensive strategy is?

- Attack

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan # 28
Doubles Tactics**

Objectives:

A. Students

1. By the end class, students will know how to use the side-by-side formation and the tactics of playing the side-by-side formation. **(NASPE 1,3. EALR 1.1 1.2)**
2. By the end of class, students will tell me their knowledge of the refinements or cues to the side-by-side formation and its tactics. **(NASPE 2. EALR 1.3)**

B. Teacher

- 1.

Equipment: (For a class of 35 students)

- 35 Badminton Racquets
- 35 + Shuttlecocks
- 8 Badminton courts set up
- 35 copies of quiz #4

Content Development: Administer and collect quiz #4 (See Assessments: Tab 6 for answer key)

Instant Activity: Today we are going to play a game of badminton using all the shots we have learned. So find a partner and then find another team to play against. Once you have done that you may begin to play a game of badminton.			
Set Induction: So now that we have covered most of the shots in badminton, we are going to use the in a game of doubles. So today we are going to learn the tactics of playing a doubles badminton game.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the badminton nets set up before class comes in. • Have the badminton racquets and shuttlecocks out for easy access. 			
Informing Task: When I say go, I want you and your partner to play against another group of two. You are allowed to use all shots in the game of badminton. GO!			
<ul style="list-style-type: none"> • Show the students what a side-by-side tactic looks like. 	Now I want you and your partner to play a side-by-side formation. So one of you will play the right side and the other will play the left side of the court. I still want you to play a game of badminton but you can only use this formation.	<ul style="list-style-type: none"> • Avoid using lift shots and clears. 	See how many points you and your partner can rack up before the next task.
<ul style="list-style-type: none"> • Watch the students while they are doing the side-by-side tactic game. • Check for understanding. 	This time I want you and your partner to again use the side-by-side formation, but I want you to try to hit it to your partners backhand as much as you can.	<ul style="list-style-type: none"> • Talk with your partner; call out who has the shuttlecock. 	
<ul style="list-style-type: none"> • If students need it reinforce the refinements of the smash and drop shot. 	For this task I want you and your partner to again stay in the side-by-side formation, but this time I want you to use the	<ul style="list-style-type: none"> • Always protect against the cross-court hit when your opponent hits it back to you. 	See how many times you can use the smash or drop shot against your opponents.

<ul style="list-style-type: none"> • Keep your back to the wall so you can see the whole class and help them when they need advice. 	<p>drop and smash shot as much as you can. I really want to see you use the skills that we have learned.</p>		
<ul style="list-style-type: none"> • Check for understanding. • Make sure class is staying in the side-by-side formation. 	<p>This time when you are in the side-by-side formation I want both teams to try as hard as they can to hit it where their opponents not, using whatever shot it takes, but be careful not to put too much arch on your shot because it will be hit with a smash.</p>	<ul style="list-style-type: none"> • Avoid hitting right to your opponent. 	<p>See how many points you can score by hitting the shuttlecock where your opponents not.</p>
<ul style="list-style-type: none"> • Class will now play a game of badminton. • Let the game go for about three minutes and stop them. Then they will switch courts. • Check for understanding. 	<p>For your last task I want you to play a game of badminton using the side-to-side formation. You can use any shot we have covered, but try to steer clear of using the lift or clear shots. When I tell you to stop the team with the most points will move one court to the right and the team with the least will move one court to the left.</p>	<ul style="list-style-type: none"> • The shot of choice is the smash. 	
<p>Closure/ Assessment:</p>			
<p>At the end of class, I will ask the students verbally what the refinements or cues are to the doubles tactic in the side-to-side formation.</p> <ul style="list-style-type: none"> • Avoid using lift shots and clears. • Talk with your partner; call out who has the shuttlecock. • Always protect against the cross-court hit when your opponent hits it back to you. • Avoid hitting right to your opponent. 			

- The shot of choice is the smash.

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #29
Mixed Doubles Tactics**

Objectives:

A. Students

1. By the end of class, students will be able to participate with high skills in a mixed doubles game.
(NASPE 1, 3. EALR 1.1,1.2.)
2. By the end of class, students will be able to show me their knowledge by naming the refinements to a mixed doubles game at the end of class.
(NASPE 2. EALR 1.3)

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 35 + Shuttlecocks
- 8 Badminton courts set up

Instant Activity: Today class you are going to play a game of badminton playing a side-by-side formation. Your partner has to be a girl if you are a boy and vice versa.			
Set Induction: How many of you have every watched on TV and a male and female were on the same team. Most of the time they work really well together and make the task look easy. Well today we are going to learn the secrets of playing a mixed doubles game in badminton.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the badminton courts set up before the class comes in. • Have the badminton racquets and shuttlecocks spread out so class can get to them easily. • Today partners have to be one girl and one boy on the same team. Because it is mixed doubles. 			
Informing Task: When I say go, I want you and your partner to start playing a game of badminton by using techniques we have covered in class.			
<ul style="list-style-type: none"> • Show the students how to do this task with a couple of students that are proficient in the skills of badminton. • Check for 	This time I want you and your partner to play a game of badminton against another group of partners. When the shuttlecock is served I want the female to stay up about one to	<ul style="list-style-type: none"> • Avoid hitting clears • Work as a team talk to each other. 	See how many times in a row you can go back and forth with out hitting a clear.

understanding.	two feet behind the short service line and the male to play the back half of the badminton court. This is called the "I" formation. I want you to use only drive shots for this task.		
<ul style="list-style-type: none"> Have a group of students show the rest of the class what this task is going to look like. Let the class know what you want to see. 	Now I want you and your partner to again be in the I formation and if your opponents hit a clear or a lift shot I want you to attempt hitting the shuttlecock with a drop shot. Each group should get to attempt the drop shot about ten times.	<ul style="list-style-type: none"> Make your opponent's pay for hitting a clear or lift shot. 	See how many times you can score off of using the drop shot.
<ul style="list-style-type: none"> Check for understanding Make sure groups are staying in "I" formation. 	This time I want you and your partner to do the same thing, but when your opponents hit a clear or lift shot return it with a smash shot. Again each team should get about ten attempts at this task.	<ul style="list-style-type: none"> Try to hit shots that will cause your opponents to hit a lift or clear shot. 	Count how many times you score off of using the drop shot against your opponent.
<ul style="list-style-type: none"> Keep your back to the wall and see if you can find any students or groups that might need help. Keep them in the "I" formation. 	For this next task I want you to use either the drop or smash shot against your opponent when they hit a lift or clear shot against you. Make sure you are using the most effective shot when you get a chance to hit one.	<ul style="list-style-type: none"> Keep the shuttlecock away from the main striker as much as you can. 	
<ul style="list-style-type: none"> This is a tough task so show the class what it 	For your last task I want the female to start off the serve	<ul style="list-style-type: none"> Reinforce Refinements where needed during 	See how many times you can return the shuttlecock to the

<p>looks like and explain to them why they are going this.</p> <ul style="list-style-type: none"> • Check for understanding. 	<p>when she serves it I want the opposing team to hit a lift shot. When the lift shot is hit by a team the female of that team is to get in position and run away cross court from the shuttlecock and about two to three feet behind the short service line. I want her to squat down and keep her racquet head up; she is responsible for only smashes and drop shots directed at her. The male on the team gets everything else. And when this lift shot is hit the opposing team can use any shot they want to try and score. Once the shuttlecock hits the floor have the other team start off with the serve doing the same thing. Keep doing this until I tell you to stop.</p>	<p>this task.</p>	<p>opposing team after you have hit a lift shot and got into position to protect the court.</p>
<p>Closure/ Assessment:</p>			
<p>At the end of class the groups will come to me when they are putting their equipment away and tell me two refinements or cues to a mixed doubles game.</p> <ul style="list-style-type: none"> • Avoid hitting clears • Work as a team talk to each other. • Make your opponent's pay for hitting a clear or lift shot. • Try to hit shots that will cause your opponents to hit a lift or clear shot. • Keep the shuttlecock away from the main striker as much as you can. 			

**Physical Education Teacher Education Program
Central Washington University
Badminton Lesson Plan #30
Doubles & Mixed Doubles Tactics**

Objectives

A. Students

1. By the end of class, students will be able to participate at a competitive level in both doubles and mixed doubles tactics. **(NASPE 1, 3. EALR 1.1)**

B. Teacher

- 1.

Equipment: (for a class of 35 students)

- 35 Badminton racquets
- 35 + Shuttlecocks
- 8 Badminton courts set up
- 35 Criterion tests

Instant Activity: Today you can find any partner you want and play a game of badminton. Try to use some of the tactics we have learned the past few days.			
Set Induction: Today we are going to put all the skills we have learned through out the badminton lesson together and play badminton at a high skill level.			
MAF/ Instructional Techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the badminton courts set up before class comes in. • Have the badminton racquets and shuttlecocks spread out so students can get to them quickly. • Have criterion tests ready to go. 			
Informing Task: When I say go, I want you to play a game of badminton using the side-to-side formation. GO!			
<ul style="list-style-type: none"> • Explain to the class what you want to see during this task. You want to see them using the cues and refinements of a doubles side-to-side formation game. • Check for understanding. • Observe students and administer the criterion test. 	Now I want you and a partner to find a court and play a game of badminton using the side-to-side formation. You will be playing against another team and as you are playing against that team I will come and view both teams and score you on a criterion test. So I want to see if you are using the refinements or cues to playing a good doubles game using the side to side formation tactics. Once I have finished observing you		

	and your opponents keep playing your game while I finish observing the rest of the class.		
<ul style="list-style-type: none"> • Check for understanding. • Finish your criterion testing. 	<p>This time I am going to test you on the refinements or cues to a mixed doubles game using the “1” formation tactics. So I want you to find a partner that is of the opposite sex and find an open court. I will be observing you and scoring you on how well you use the refinements or cues to a good mixed doubles game using the “1” formation. When I finish testing you and your opponents continue to play your game until I am done testing the rest of the class.</p>	<ul style="list-style-type: none"> • Avoid hitting clears • Work as a team talk to each other. • Make your opponent’s pay for hitting a clear or lift shot. • Try to hit shots that will cause your opponents to hit a lift or clear shot. • Keep the shuttlecock away from the main striker as much as you can. 	
<ul style="list-style-type: none"> • Check for understanding • Observe the class to see if you can add input where needed. 	<p>With the time that we have left in class you are welcome to play a game of badminton with any one you want. Remember to incorporate the skills you have learned.</p>	<ul style="list-style-type: none"> • Reinforce refinements or cues where needed. 	
Closure/ Assessment:			
<p>Class will be tested throughout class with a criterion test. If students want to they can look at their results of their criterion tests at the end of class.</p> <ul style="list-style-type: none"> • Criterion Test Covered: • Doubles side to side formation tactics • Mixed doubles “1” formation tactics. 			

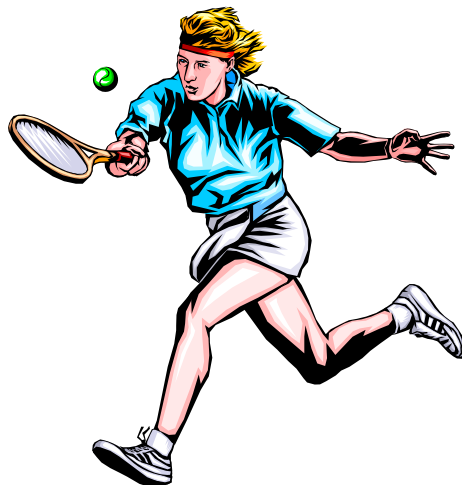
Assessment Instructions

All formal assessments will be administered through knowledge-based quizzes, as well as performance based and criteria specific tests. These assessments are given throughout the unit according to the block schedule located in Tab # 1. Quizzes are to be given prior to the day's class instruction, while the performance and criterion test are to be completed within the current days lesson.

Performance test are used to assess the individual students outcome of a specific skill, without assessing particular refinements or cues related to the skill or movement.

Criterion test are used to assess the particular refinements and cues used to demonstrate the skill or movement correctly. Individual outcomes of each movement are not assessed in a criterion test.

Specific instructions for each test are given in detail on each test following this page.



DAILY ASSESSMENT PLAN

Day	Lesson Theme	Informal Assessment	Standards	Formal Assessment	Standards
1	Syllabus	Students will become familiar with the badminton racquet and shuttlecock.	NASPE 1 NASPE 3 EALR 1.2	Students will be asked at the end of class questions on: -Protocol -Types of Equipment.	NASPE 2 NASPE 5 EALR 1.3 EALR 4.1
2	Basic Grips and Feeding	Students will practice basic grips and feeding techniques.	NASPE 1 NASPE 2 NASPE 3 EALR 1.1 EALR 1.2	Students will write down refinements of basic grips and feeding.	NASPE 2 EALR 1.3
3	Forehand Drive	Students will use the forehand drive and hit it will good accuracy by the end of class.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students must name one cue before leaving class.	NASPE 2 EALR 1.3
4	Forehand Drive	Students will show proper trajectory of the forehand drive.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will be asked what the trajectory of a forehand drive looks like.	NASPE 2 EALR 1.3
5	Backhand Drive *Quiz #1	Students will become familiar with the backhand drive, by doing a number of tasks.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Class will write on paper the cues or refinements to a backhand drive. Also a quiz will be given to the class on the forehand and backhand drives.	NASPE 2 EALR 1.3
6	Backhand Drive	Class will show proper technique and good accuracy.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will show me proper techniques of a backhand drive before leaving class.	NASPE 1 NASPE 2 EALR 1.1 EALR 1.3
7	Forehand/Backhand Drive *Performance Test #1	Class will have to hit the shuttlecocks with the appropriate trajectory to make it under the ropes for the forehand	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will be asked a refinement or cue before the leave the class.	NASPE 2 EALR 1.3

DAILY ASSESSMENT PLAN

		and backhand drives.			
8	Forehand Overhead Clear	Class will demonstrate appropriate skills to hit the forehand overhead clear.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will be verbally tested on the forehand overhead clear.	NASPE 2 EALR 1.3
9	Forehand Overhead Clear	Students will practice the forehand overhead clear.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	The class will answer questions regarding the refinements of the forehand overhead clear.	NASPE 2 EALR 1.3
10	Backhand Overhead Clear	Class will develop fundamental Skills using the backhand overhead clear.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	The class will show me the proper technique to a backhand overhead clear.	NASPE 2 EALR 1.3
11	Backhand Overhead Clear	Students will show the accuracy skills hitting the backhand overhead clear.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will tell me three refinements or cues to the backhand overhead clear.	NASPE 2 EALR 1.3
12	Forehand/Backhand Overhead Clears				
13	Short Serve *Task Cards	Students will learn skills of the short serve.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Class will have to demonstrate the cues or refinements at the end of class	NASPE 2 EALR 1.3
14	Forehand Underhand Clear				
15	Forehand Underhand Clear	Students will complete complex skills in the forehand underhand clear.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Class will have to tell me 3 refinements to the forehand underhand clear.	NASPE 2 EALR 1.3
16	Hairpin Net Shot	Students will demonstrate proper skills to the hairpin net shot.	NASPE 1 NASPE 3 EALR 1.1	Class will show knowledge on the refinements.	NASPE 2 EALR 1.3
17	Singles Rules & Scoring	Students will participate in a	NASPE 1 NASPE 3	Show knowledge of	NASPE 2 EALR 1.3

DAILY ASSESSMENT PLAN

	Scoring	singles game.	EALR 1.1	serving rotation.	
18	Backhand Underhand Clear	Students will show the correct techniques in the clear.	NASPE 1 NASPE 3 EALR 1.1	Students will know when to use the shot in the correct situation.	NASPE 2 EALR 1.3
19	Backhand Underhand Clear	Students will show the correct techniques in the clear.	NASPE 1 NASPE 3 EALR 1.1	Students will know the refinements to the clear.	NASPE 2 EALR 1.3
20	Forehand/Backhand Underhand Clears * Criterion Assessment #2	Class will be able to switch between the forehand and backhand underhand clear with great skill	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will be given a criterion assessment, so students will know the refinements or cues to the forehand and backhand underhand clears.	NASPE 2 EALR 1.3
21	Deep Serve * Task Cards	Class will show proficient skills the deep serve.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will be able to tell me the refinements and cues to the deep serve by reading the task cards.	NASPE 2 EALR 1.3
22	Short & Deep Serves	Students will show skills in both serves	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students should remember refinements told to them throughout the lesson.	NASPE 2 EALR 1.3
23	Drop Shot	Students will know how to use a drop shot.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will have the knowledge to know when to use the drop shot.	NASPE 2 EALR 1.3
24	Smash Shot	Class will be able to use a skillful smash shot.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will know the refinements to a smash shot.	NASPE 2 EALR 1.3
25	Smash and Drop Shot	Class will be able to use a smash and drop shot in a recreational and	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will understand and be able to use the refinements to the smash and	NASPE 2 EALR 1.3

DAILY ASSESSMENT PLAN

		competitive game.		drop shot.	
26	Basic Singles Tactics	Students will show sportsmanship	NASPE 1 NASPE 3 NASPE 5 EALR 1.1 EALR 1.2	Students will have the knowledge to complete a full badminton game.	NASPE 2 EALR 1.3
27	Singles Attack and Defense	Class will be able to show proper skills in the defensive aspect of singles badminton.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will know the refinements to a good defense.	NASPE 2 EALR 1.3
28	Doubles Tactics	Class will be able play a side by side formation game.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will know the refinements of a doubles tactics game.	NASPE 2 EALR 1.3
29	Mixed Doubles Tactics	Students will participate at high skills in a mixed doubles game.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students show knowledge by writing down refinements.	NASPE 2 EALR 1.3
30	Doubles & Mixed Doubles Tactics	Class will be able to participate at a high level in both doubles and mixed doubles tactics.	NASPE 1 NASPE 3 EALR 1.1 EALR 1.2	Students will know the full aspect of playing badminton.	NASPE 2 EALR 1.3

INITIAL ASSESSMENT CHART

1ST DAY OF CLASS

Overall Skill of Rallying

Check under the category that best describes individual skill

Name	Needs Improvement	Meets Standards	Exceeds Standards
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			

QUIZ #1

Name: _____

Date: _____

Forehand & Backhand Drive Quiz

1. List four cues used for performing the forehand drive: (4 points)

A.

B.

C.

D.

2. List four cues used for performing the backhand drive: (4 points)

A.

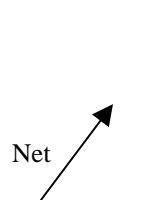
B.

C.

D.

3. Draw the trajectory of the forehand and backhand drive shot: (3 points)

Birdie



4. What is the correct terminology for a birdie? (4 points)

QUIZ #1

ANSWER KEY

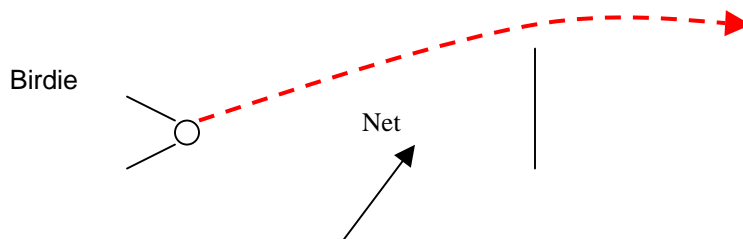
1. Possible answers include:

- Side to target
- Eyes on shuttlecock
- Flick the wrist
- Step towards target
- Hit shuttle below shoulder
- Hit shuttle above waist

2. Possible answers include:

- Side to target
- Eyes on shuttlecock
- Transfer weight from back foot to front foot
- Hit shuttle below shoulder
- Hit shuttle above waist

3.



4. Shuttlecock

Skills Performance Test#1

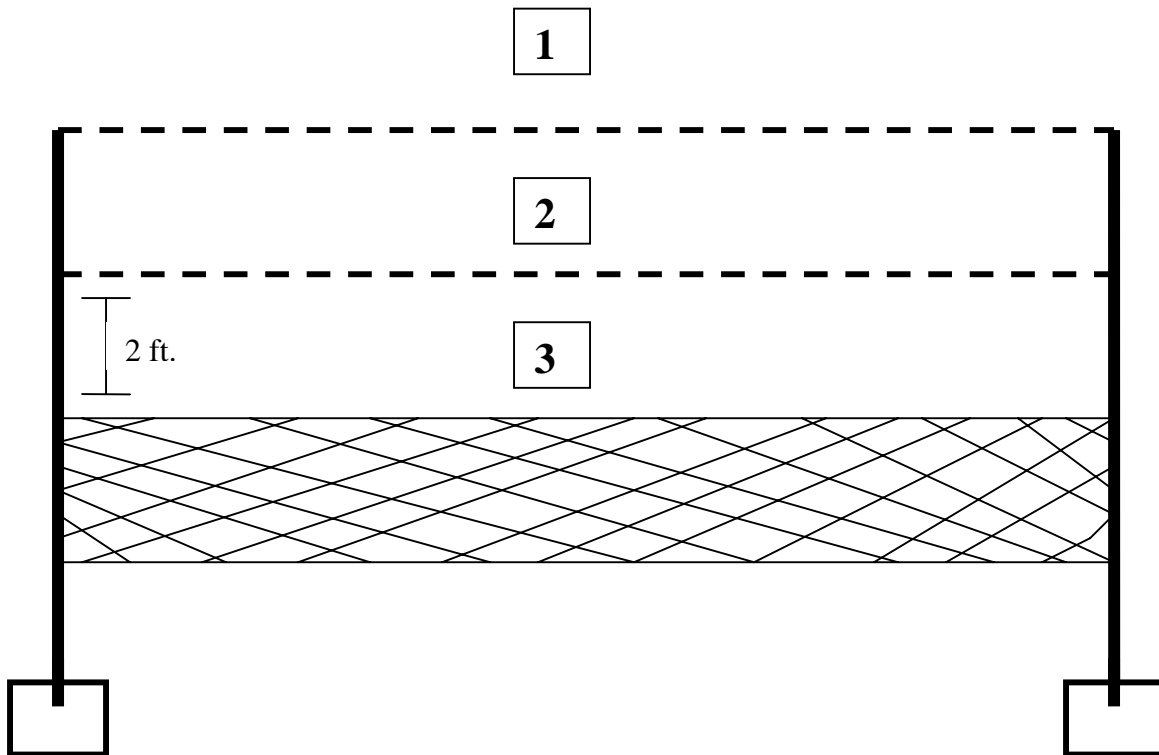
Forehand / Backhand Drive Score Sheet

Directions: In groups of three, one student will begin by attempting ten forehand drives followed by ten backhand drives. Meanwhile, another student will assist the performing student by feeding the shuttles from the opposite side of the net. The third student will be recording the scores received by the performing student and initial next to the total score. Students will then rotate until all three students have completed the test. Scoring details are described below. Students are allowed three practice attempts for each shot prior to their first official attempt.

After every attempt please mark the appropriate score

Name	Shot	1	2	3	4	5	6	7	8	9	10	Total	Scorer initials
	FH												
	BH												

Scoring



Criterion Test # 1

Forehand & Backhand Overhead Clears

Directions: In groups of two, please rally while alternating both the forehand and the backhand overhead clears. I will be walking around to assess each student on the specific cues used in each particular shot.

Students Name _____

Forehand Overhand Clear

Cue	Always (3 pts.)	Sometimes (2pts)	Never (1 pt)	Total
Step to target				
Contact above head				
Lead with elbow				
Whip wrist				
Weight on racquet foot				

Total _____

Backhand Overhead Clear

Cue	Always (3 pts.)	Sometimes (2pts)	Never (1 pt)	Total
Back turned to opponents court				
Contact above head				
Lead with elbow				
Whip wrist				
Weight on racquet foot				

Total _____

QUIZ #2

Name: _____

Date: _____

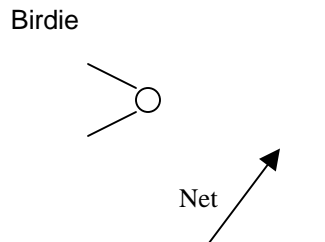
Hairpin Net Shot Quiz

1. Please complete the acronym below that we use for remembering the main cues for the hairpin net shot. (4 points)

P _____
L _____
N _____
C _____

2. Which foot would a right-handed player step with to strike a hairpin net shot? (2 points)

3. Draw the trajectory of the hairpin net shot. (3 points)



4. Name the main reason we use the hairpin net shot in badminton? (6 points)

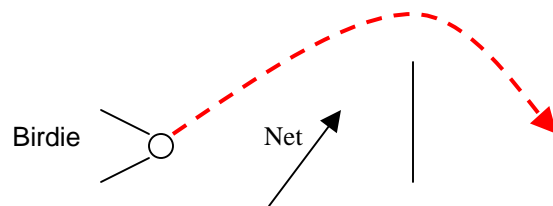
QUIZ #2

ANSWER KEY

1. P – Push
L – Lift
N – Nudge
C – Caress

2. Right foot.

3.

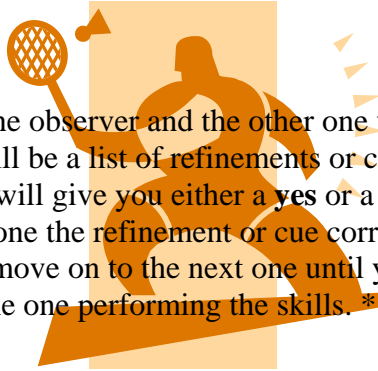


4. 1 - Move opponent from front to back.

Criterion Test #2

Name _____

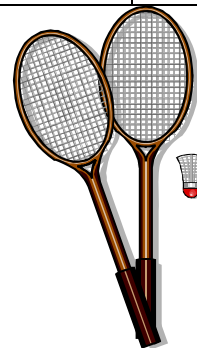
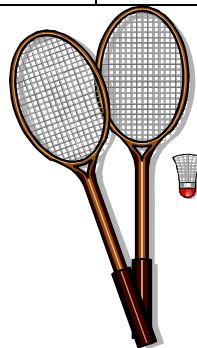
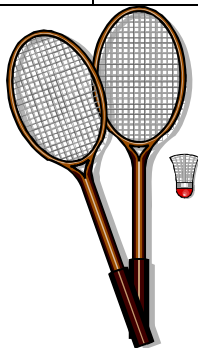
Forehand and Backhand Underhand Clears



*****One partner will be the observer and the other one will be the one performing the refinement or cue. There will be a list of refinements or cues and you are to perform them 5 times each. Your partner will give you either a **yes** or a **no** in the space provided whether you successfully done the refinement or cue correctly. Once you have done a refinement or cue 5 times, move on to the next one until you have done them all. Then the observer will become the one performing the skills. *****

Forehand Underhand Clear

	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Side to target					
Racquet head down & behind you					
Lunge forward					
Keep wrist cocked					
Snap wrist right before contact					
Upward swing					
Follow Through					
Recover to ready position					



Criterion Test #2

Forehand and Backhand Underhand Clears

*****One partner will be the observer and the other one will be the one performing the refinement or cue. There will be a list of refinements or cues and you are to perform them 5 times each. Your partner will give you either a **yes** or a **no** in the space provided whether you successfully done the refinement or cue correctly. Once you have done a refinement or cue 5 times, move on to the next one until you have done them all. Then the observer will become the one performing the skills. *****

Backhand Underhand Clear

	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Side to target					
Racquet head down & behind you					
Lunge forward					
Keep wrist cocked					
Snap wrist right before contact					
Upward swing					
Follow Through					
Recover to ready position					



Skill Performance Test # 2

Badminton Serve Score Sheet

Directions: Collect five shuttles for your group of 3 or 4 students. Each student is allowed five attempts from each service court. Scores for each serve should be written in the space provided. Record the score of each shuttle based on where it lands. For the long serve, have one student stand in the middle of the service court, with the racquet stretched high above their head. The shuttle must travel over their racquet in order to count. Shuttles that do not travel under the string are automatic zeros for the short serve. Scoring is labeled below for each appropriate serve.

Roles

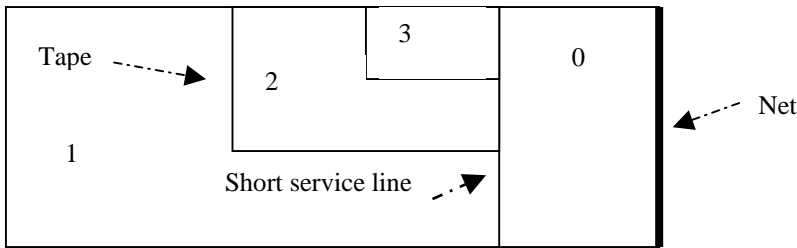
Server – student who is testing

Scorer – student who is recording the score for each serve

Chaser – student who is collecting the shuttles

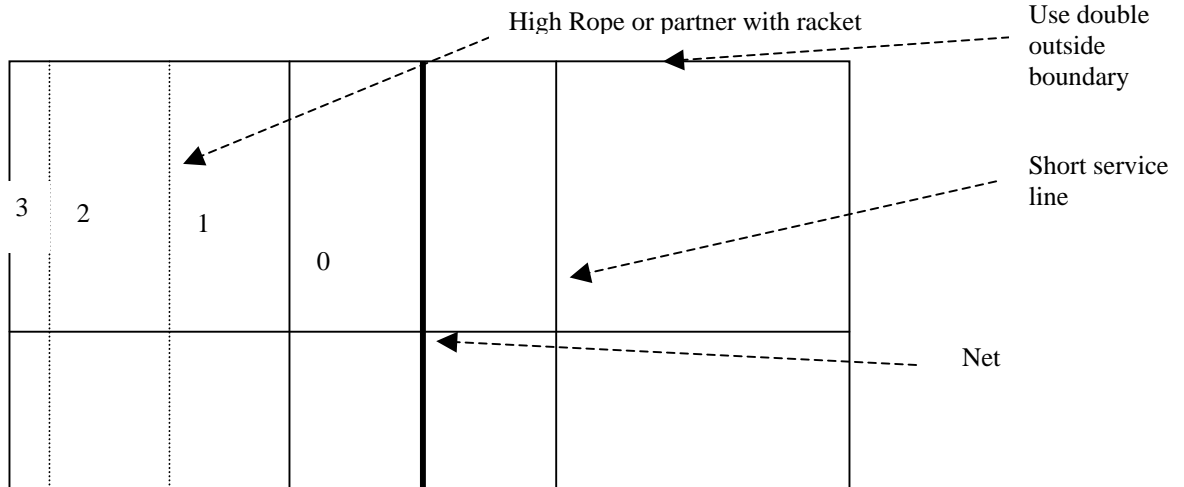
Short Serve

Name	Right Service Court					Left Service Court					Total
	1	2	3	4	5	6	7	8	9	10	



Long Serve

Name	Right Service Court					Left Service Court					Total
	1	2	3	4	5	6	7	8	9	10	



Quiz #3

Answer Key

1. Possible answers include:
 - Get into position behind and beneath the shuttle.
 - Point your non-racquet shoulder toward your opponent and shift your weight onto your back (racquet) foot.
 - Hold both arms up. Hold your non-racquet arm out in front of you for balance, and your racquet arm up behind you with your elbow bent 90 degrees and your wrist cocked. The racquet head should be behind your shoulders.
 - Begin your swing from your shoulder while opening your torso toward your opponent.
 - Reach up for the shuttle, jumping off your back leg and transferring your weight to your forward foot.
 - Strike the shuttle as high as you can reach it, while it is still out in front of you.
 - Snap your wrist, as you contact the shuttle at least three or four feet above the net level and in front of your body.
 - Hit the shuttle with a closed racquet face.
 - Follow through, keeping your arm high, while your wrist snaps completely through the shuttle. Then swing your arm down and through the shot.

2. Possible answers include:
 - Position yourself behind and beneath the shuttle.
 - Transfer your weight back to your racquet foot (your back foot).
 - Swing as you would for an overhead clear, opening your body and swinging from the shoulder.
 - Transfer your weight onto your front foot.
 - Snap your wrist, but only halfway. Aim to strike the shuttle slightly more forward than you would on a clear shot.
 - Strike the shuttle softly with a closed racquet face, causing a level or downward trajectory on the shuttle.
 - Aim for the sidelines.
 - Limit your follow-through, using almost no wrist action and a slight push motion, so that the shuttle barely crosses the net.
 - Return quickly to your ready position.

3. Read what students wrote and see if it explains what a smash shot looks like.

4. Read what students wrote and see if it explains what a drop shot looks like.

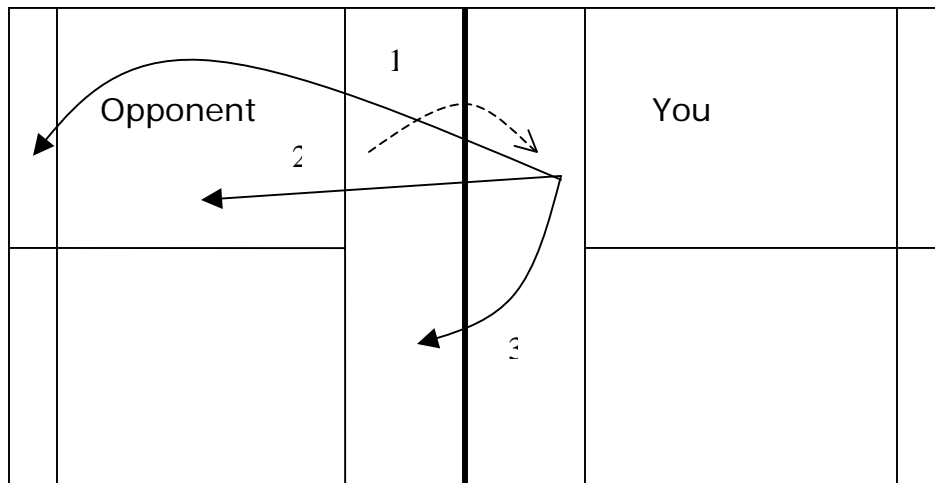
Quiz #4

Name _____

Date _____

Singles Attack and Defense Quiz

1. Please name the most effective defensive strategy. (2 points)
2. Which of the following is a cue used for the block shot? (3 points)
 - a. Recover quickly
 - b. Keep racquet in front of face
 - c. Keep strings of racquet parallel to the net
 - d. Do not follow through
 - e. All of the above are correct cues
3. To avoid setting your opponent up for a smash shot, which shot from the diagram below, would be most effective against a hairpin net or drop shot? (5 points)
 - a. Number 1 (clear shot)
 - b. Number 2 (drive shot)
 - c. Number 3 (net shot)
 - d. Number 2 or 3

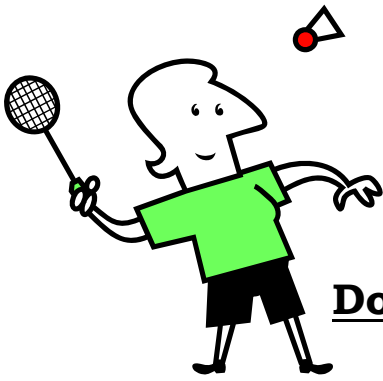


4. Please describe what happens in the case of a tie at game point? (5 points)

Quiz #4

Answer Key

1. Attacking
2. E
3. C
4. The player who reached game point first has the option to choose to play straight up to 15 or set the match to 17.



Criterion Test #3

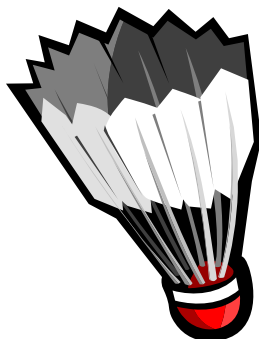
Name _____

Doubles and Mixed Doubles Tactics

***The whole class will first play a game using the doubles tactics using the side-to-side formation. I will observe each group while they are playing a game of doubles badminton and write their scores down on a separate criterion sheet. After I have observed the whole class I will then observe them playing a mixed doubles game using the “I” formation tactics. Their scores will again be written down on a criterion sheet. ***

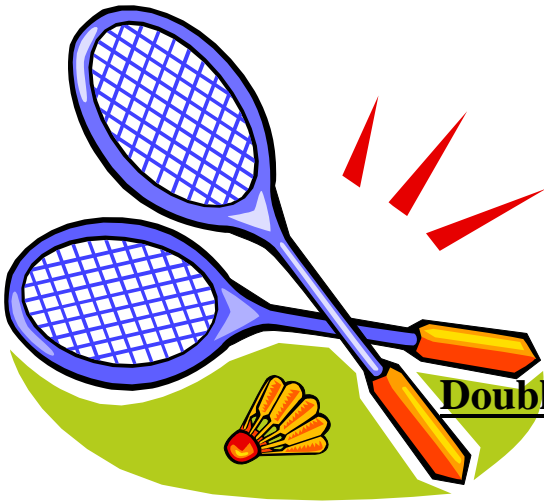
Doubles Tactics

	YES/ NO
• Avoid using lift shots and clears.	
• Talk with your partner; call out who has the shuttlecock.	
• Always protect against the cross-court hit when your opponent hits it back to you.	
• Avoid hitting right to your opponent.	
• The shot of choice is the smash.	



Criterion Test #3

Name _____



Doubles and Mixed Doubles Tactics

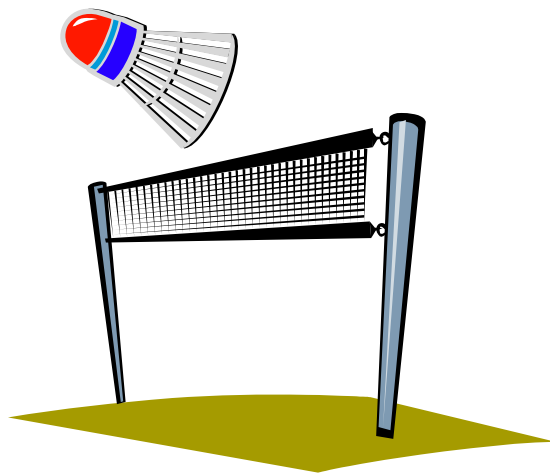
***The whole class will first play a game using the doubles tactics using the side-to-side formation. I will observe each group while they are playing a game of doubles badminton and write their scores down on a separate criterion sheet. After I have observed the whole class I will then



Name_____

Task Card Score Sheet

Task Card #	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



SIMPLIFIED LAWS OF BADMINTON



Toss

The winner of the toss can elect to serve or receive in the first game, or to choose to play at a particular end of the court. The loser of the toss makes the remaining choice.

Basic Aim

You win a rally if you hit the shuttle over the net and onto the floor of your opponent's court, (see court layouts on opposite page,) or your opponent fails to return your shot.

You lose the rally if you hit the shuttle into the net, or over the net but outside of your opponent's boundaries. You also lose the rally if, for example, the shuttle touches you or your clothing, or if you hit it before it crosses the net.

Serving

The service courts are slightly different for singles and doubles. A shuttle on a line is always considered "in." The server and receiver stand in opposite service courts (always in the right service court to begin a match,) but thereafter players may move anywhere within their court. The server must obey laws designed to force underhand delivery of the serve, and the receiver must stand still until the service is struck. It is important that the head of the racquet makes contact with the shuttle below the waist, otherwise the serve is illegal and service will turnover to the opponent, generally termed a "side-out."

Scoring

Matches comprise of the best of three games, unless otherwise arranged. Doubles and men's singles are played to 15, while women's singles are generally played to 11. Each game begins at 0-0 (traditionally called "love-all".) At "love-all" service will always start in the right service court, but thereafter service is made from the right-hand court when the score is even (for that side) and from the left-hand court when the score is odd (for that side). In doubles, the service alternates courts starting in the right-hand court at all times.

A team or player must serve in order to record a point. If a serving player or team scores a point, that player or team continues serving but from the alternate service court. If the receiving player or team wins a rally, the score remains unchanged and the service passes to either the serving teams partner in doubles (hand out) or to the receiving team in singles (side-out.) In doubles, both players will have an opportunity to serve before a

APPENDIX 1

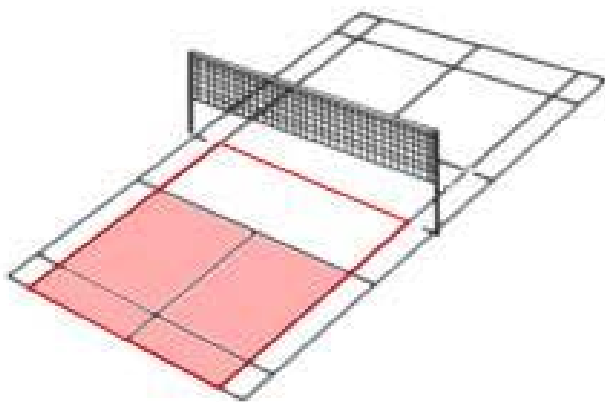
side out can occur, with the exception of the first serve of the game. If a team chooses to serve first to start a match, only one player on that team gets to serve in that opening round. Thus, evening out the advantage of serving first.

In a case that a score reaches 14-14, the side which first reached 14 can choose either to play to 15, or to “set the game” to first player to 17. The final score will reflect the sum of the points won before setting plus the points gained in setting. Scoring in women's singles is slightly different. 11 points wins a game and the option to set a game to 13 points or simply play to 11 occurs at 10-10.

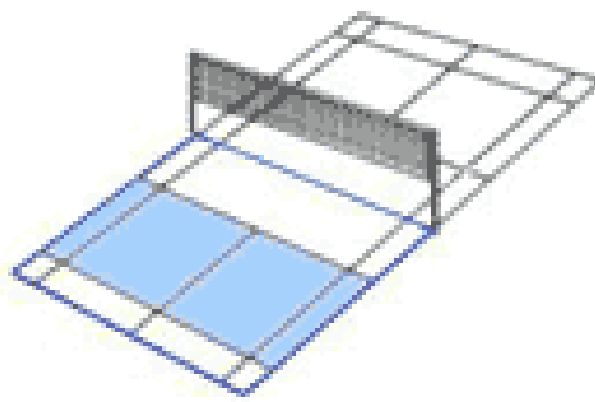
And Finally...

Players change sides after the conclusion of a match and in the third game when the leading score reaches 8 in a game of 15 points (or 6 in a game of 11 points). A five-minute interval is allowed prior to any third game.

Court Dimensions and Boundaries

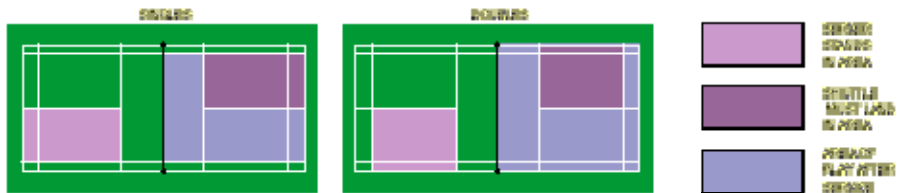
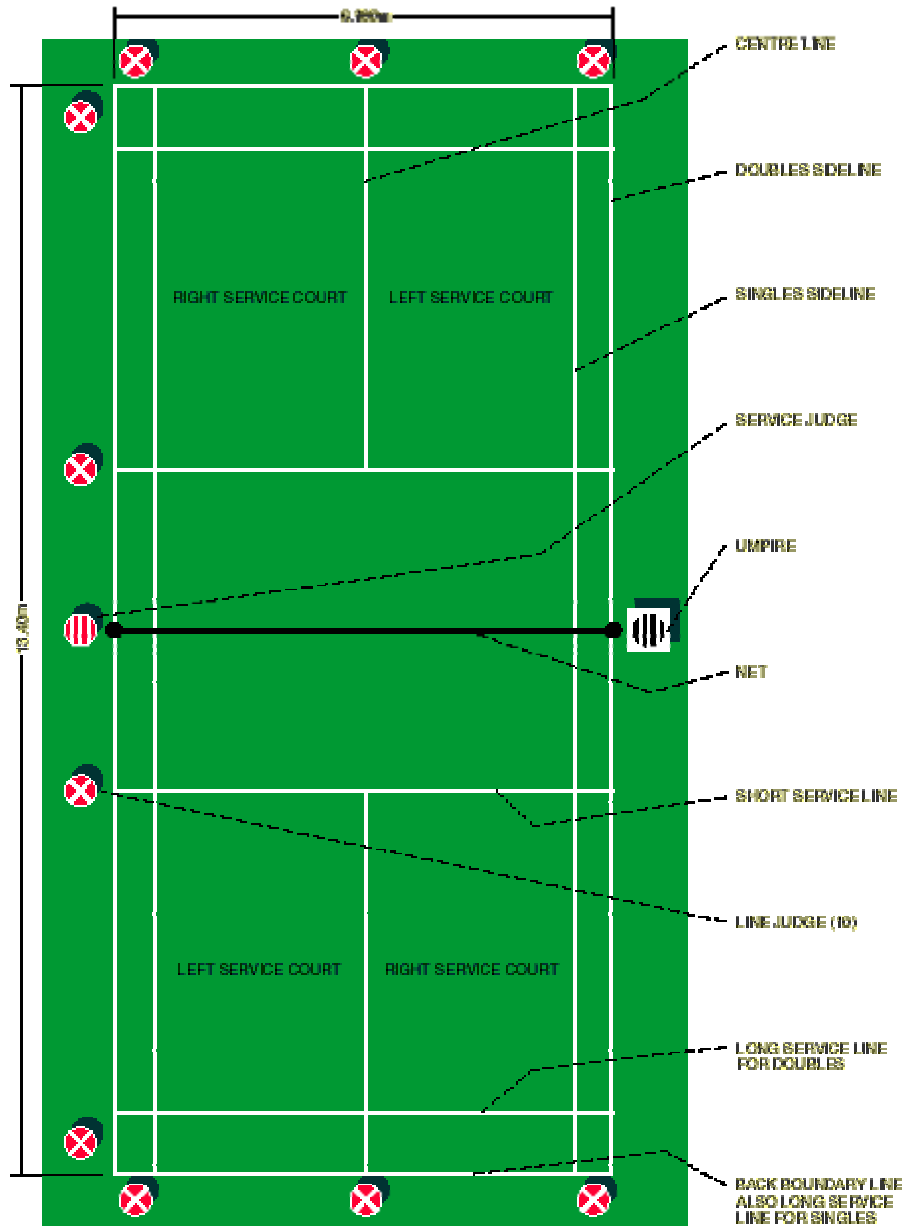


Singles Boundaries



Doubles Boundaries

APPENDIX 1



Information & Images

Courtesy of:

www.worldbadminton.net

BADMINTON GLOSSARY

Descriptions of many terms and expressions used in the sport of badminton.

- **Alley** - extension of the court by 1-1/2 feet on both sides for doubles play
- **Back Alley** - Area between the back boundary line and the long service line for doubles.
- **Backcourt** - Back third of the court, in the area of the back boundary lines.
- **Balk (Feint)** - Any deceptive movement that disconcerts an opponent before or during the service.
- **Baseline** - Back boundary line at each end of the court, parallel to the net.
- **Carry** - An illegal tactic also called a sling or a throw, in which the shuttle is caught and held on the racquet and then slung during the execution of a stroke.
- **Center or Base Position** - Location in the center of the court to which a singles player tries to return after each shot.
- **Center Line** - Line perpendicular to the net that separates the left and right service courts.
- **Clear** - A shot hit deep to the opponents back boundary line. The **high clear** is a defensive shot, while the flatter **attacking clear** is used offensively.
- **Court** - Area of play, as defined by the outer boundary lines.
- **Drive** - A fast and low shot that makes a horizontal flight over the net.
- **Drop** - A shot hit softly and with finesse to fall rapidly and close to the net on the opponent's side.
- **Fault** - A violation of the playing rules, either in serving, receiving, or during play.
- **Feint (Balk)** - Any deceptive movement that disconcerts an opponent before or during the service.
- **Flick** - A quick wrist and forearm rotation that surprises an opponent by changing an apparently soft shot into a faster passing one; used primarily on the serve and at the net.
- **Forecourt** - Front third of the court, between the net and the short service line.
- **Hairpin Net Shot** - Shot made from below and very close to the net with the shuttle rising, just clearing the net, and then dropping sharply down the other side. The shuttle's flight approximates the shape of a hairpin.
- **Half-court Shot** - A shot hit low and to mid-court, used effectively in doubles against the up-and-back formation.
- **Kill** - fast downward shot that cannot be returned; a "put-away".
- **Let** - A legitimate cessation of play to allow a rally to be replayed.
- **Long Service Line** - In singles, the back boundary line. In doubles a line 2-1/2 feet inside the back boundary line. The serve may not go past this line.
- **Match** - A series of games to determine a winner.
- **Mid-court** - The middle third of the court, halfway between the net and the back boundary line.

APPENDIX 2

- **Net Shot** - Shot hit from the forecourt that just clears the net and then falls rapidly.
- **Push Shot** - Gentle shot played by pushing the shuttle with little wrist motion, usually from the net or mid-court to the opponent's mid-court.
- **Racquet (Racket)** - Instrument used by the player to hit the shuttlecock. Weight about 90 grams (3 oz). Length 680 mm (27 in). Made from metal alloys (steel/aluminum) or from ceramic, graphite or boron composites. Generally strung with synthetic strings or natural gut.
- **Rally** - Exchange of shots while the shuttle is in play.
- **Serve (Service)** - Stroke used to put the shuttlecock into play at the start of a rally.
- **Service Court**- Area into which the serve must be delivered. Different for singles and doubles play.
- **Short Service Line** - The line 6-1/2 feet from the net which a serve must reach to be legal.
- **Shuttlecock (Shuttle)** - Official name for the object that the players must hit. Composed of 16 goose feathers attached to a cork base covered with leather. Synthetic shuttles are also used by some.
- **Smash** - Hard-hit overhead shot that forces the shuttle sharply downward. Badminton's primary attacking stroke.
- **Wood Shot** - Shot that results when the base of the shuttle is hit by the frame of the racket. Once illegal, this shot was ruled acceptable by the International Badminton Federation in 1963.

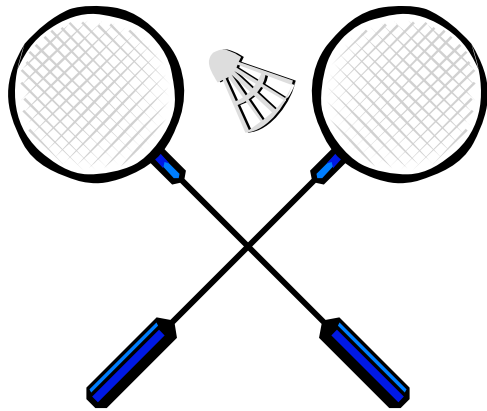
References and Contributors:

USAB: 1995 Media Guide

www.worldbadminton.com/glossary.html



TASK CARDS



Lesson Plan #13

Task Card Instructions

Today's lesson requires the use of Task Cards. Task Cards are used as stations and provide opportunities for students to exhibit more freedom and independence compared to everyday lessons. They also offer a nice change of pace throughout the unit.

Instructions:

Begin by reviewing all the Task Cards and necessary materials needed for each station. This will take some additional preparation's to complete successfully. Given that there are 10 stations, only 6 full sized badminton courts are required. Task Cards 2 & 3, 5 & 6, 7 & 8, and 9 & 10 are each paired together on separate courts. Only Task Card # 1 and Task Card # 4 requires their own individual court, thus, totaling 6 courts.

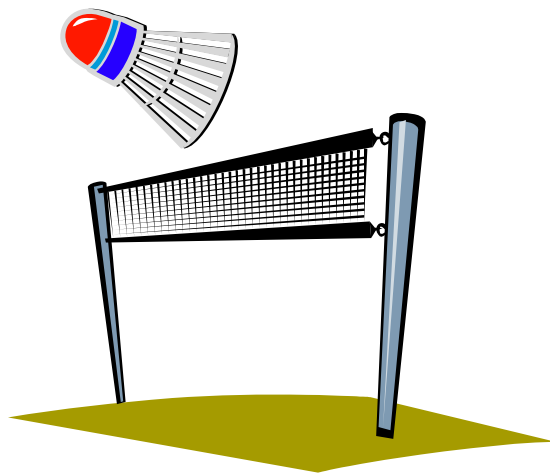
Prior to class, set up each station and hang or make visible each appropriate Task Card. This will eliminate the need for you to fully explain each station in detail. This will also give some responsibility to the students to be accountable for each task as well as the suitable refinement or cue needed to be successful in that task.

Assemble students into groups of three and provide each student with a score sheet. Assign each group a number 1-10 and release them to their appropriate station. One student will begin as the recorder, another will act as the retriever, and the third student will perform the given task. After each completion of the task, students will rotate within their station. After each student has completed the task, or at least attempted to, students may try to improve their score by repeating the task if time permits. Designated time intervals for each station may vary due to class length and other variables. It is up to the instructor to decide how long each station will last. Lastly, rotate groups appropriately and collect score sheets at the end of class. Individual instructors may also choose to use this assessment as a grade, it is your class and you can make that decision.

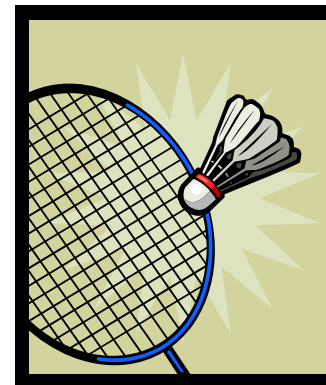
Name_____

Task Card Score Sheet

Task Card #	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



Task Card #1



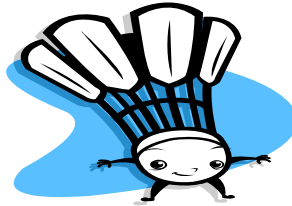
Hit a deep serve towards the back of the badminton court, once you have done this 8 times mark it on your score sheet and move on to the next task.

Refinement or Cue:

Stand three to four feet behind the short line, near the centerline.

Task Card #2

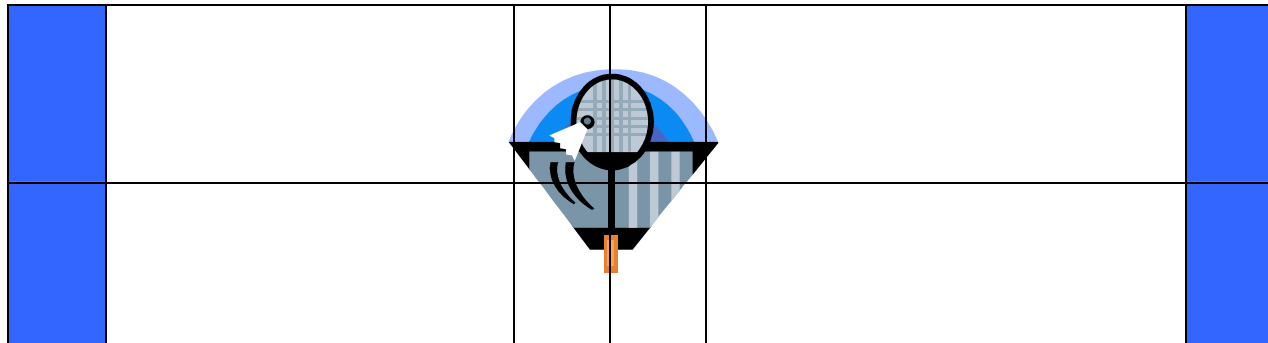
This time I want you to hit 10 deep serves to the back of the court landing them in the sweet spot. After you have done this mark down on your score sheet how many you landed in the sweet spot out of 10.

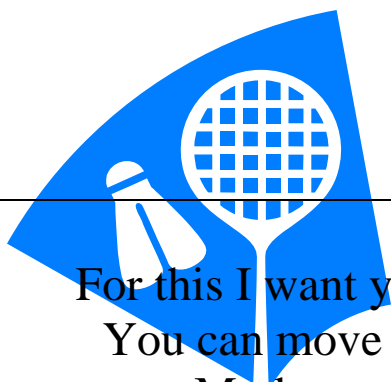


Refinement or Cue:

Turn so that your non-racquet shoulder points to your target and your feet are perpendicular to it.

*Badminton court, the “blue” equals the “Sweet Spot.”





Task Card #3

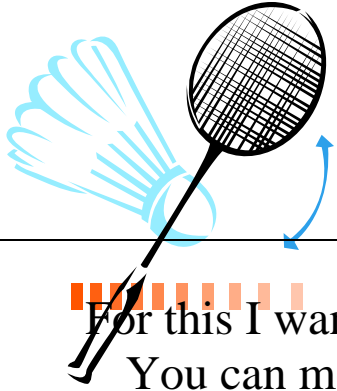
For this I want you to hit 5 out of 10 deep serves in the left side of the sweet spot.
You can move on once you hit 5 out of 10, or wait for instructions to move on.
Mark your score on your score sheet once you have finished the task.

Refinement or Cue

Hold the base of the shuttlecock between the thumb and forefinger of your non-racquet arm and extend that arm slightly lower than shoulder height.

*Badminton Court, “Red” equals left side of the sweet spot.





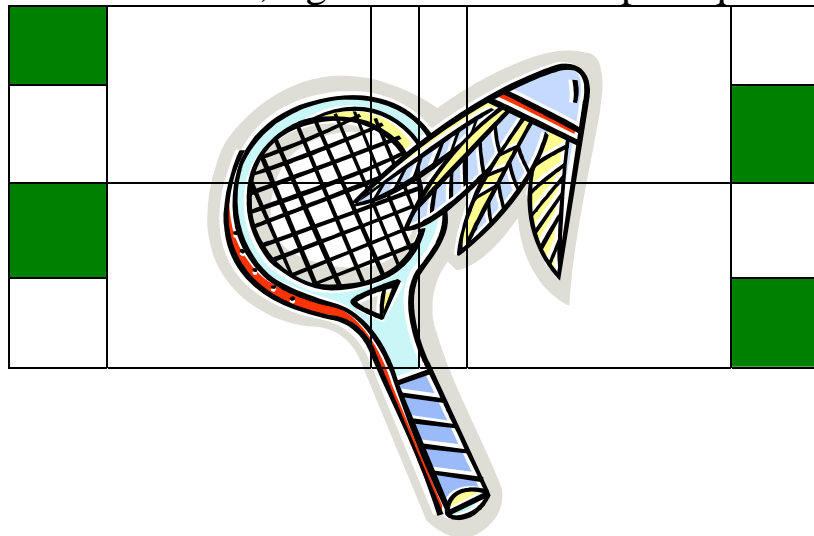
Task Card #4

- For this I want you to hit 5 out of 10 deep serves in the right side of the sweet spot. You can move on once you hit 5 out of 10, or wait for instructions to move on. Mark your score on your score sheet once you have finished the task.

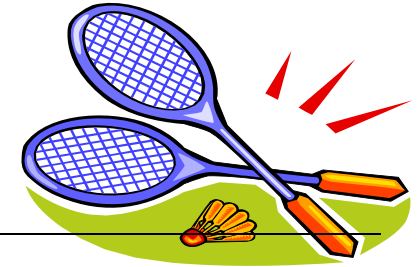
Refinement or Cue:

Hold your racquet low down at your side, with your wrist cocked so the racquet head is behind your wrist.

- Badminton court, right side of sweet spot equals “Green.”



Task Card #5

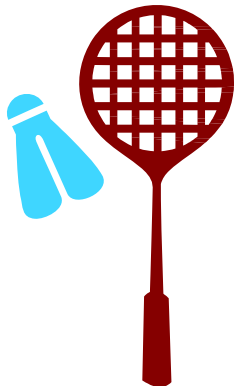


For this task you must hit all 5 deep serves in a row into the sweet spot. You can also be instructed to move on to the next task card. Once you do this record your score on your score sheet and move onto the next task.

Refinement or Cue:

Drop the shuttle straight down.

* Badminton Court, The sweet spot equals “Yellow.”



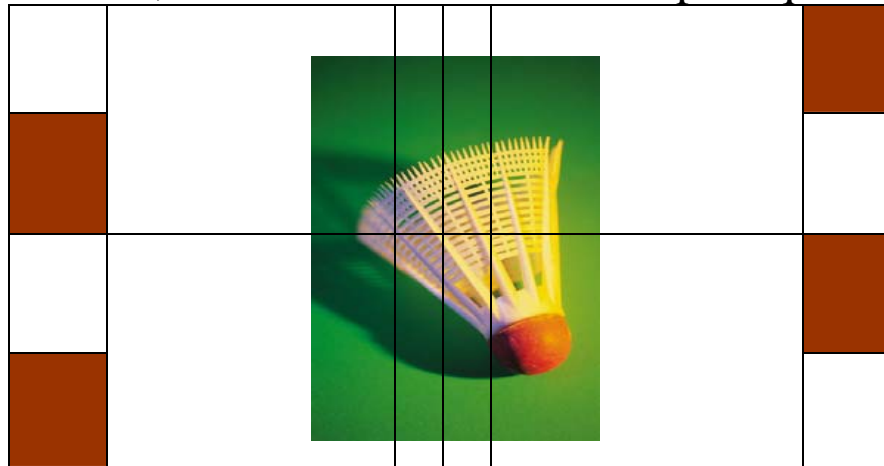
 Task Card #6 

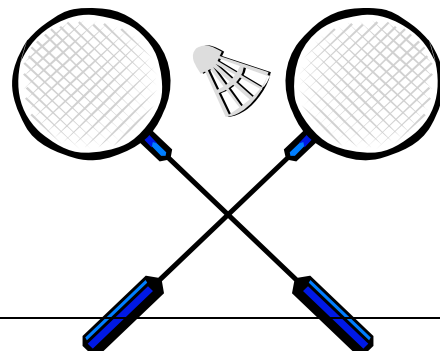
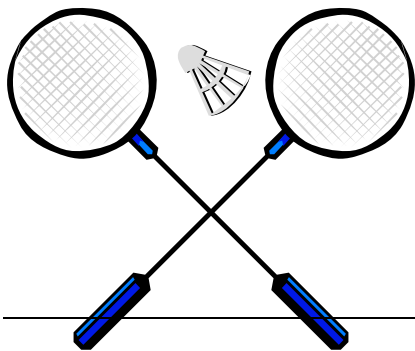
This time I want you to hit 7 deep serves into the left side of the sweet spot. Mark your score on your score sheet and move on to the next task.

Refinement or Cue:

Swing the racquet forward in an underhand forehand swing.

*Badminton court, the left side of the sweet spot equals “Brown”.





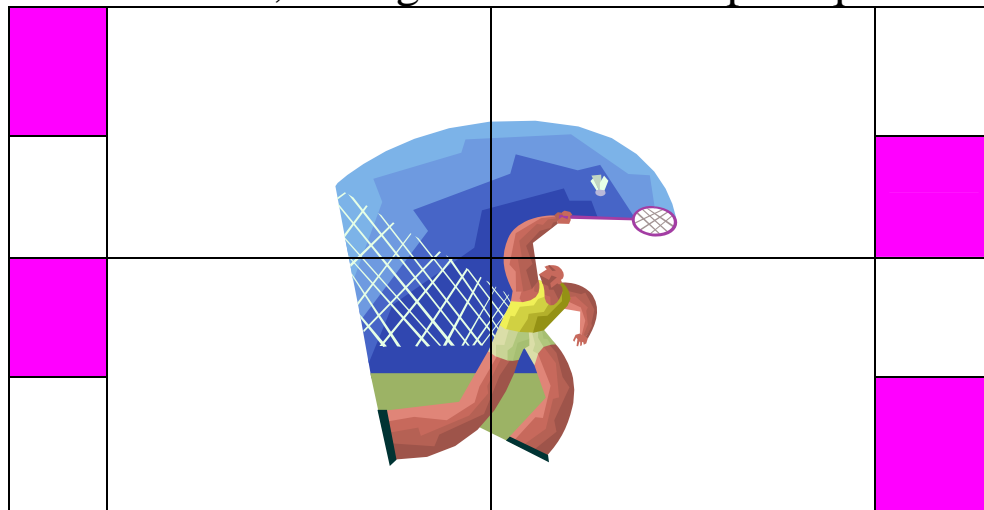
Task Card #7

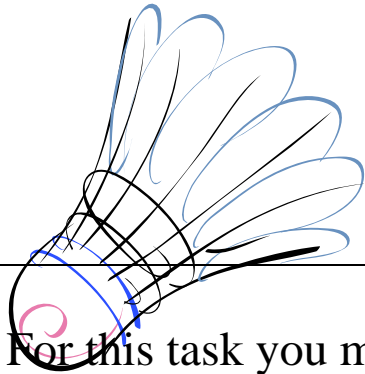
This time I want you to hit 7 deep serves into the right side of the sweet spot. Mark your score on your score sheet and move on to the next task.

Refinement or Cue:

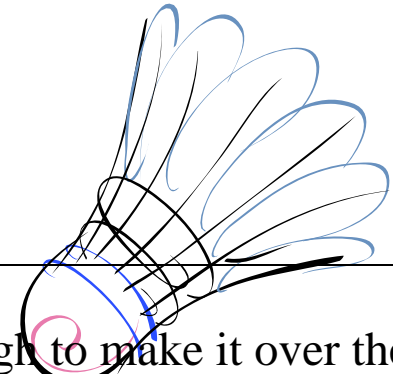
Snap your wrist as late as possible, striking the shuttle around waist height in front of you.

- Badminton court, the right-sided sweet spot equals “Pink”.





Task Card #8



For this task you must make sure your deep serve is high enough to make it over the rope that is nine ft. high. The shuttlecock must land in the sweet spot 4 out of 6 times. You can also be instructed to move on to the next task. Mark your score on your score sheet once you have finished the task.

Refinement or Cue:

Hit the shuttle with an open racquet face so that it flies high and deep into your opponent's court. The shuttle must fly diagonally and land in the receiver's service court to be a legal serve.

- Badminton court, the sweet spot equals “light blue” and the rope equals “-----.”

Task Card #9

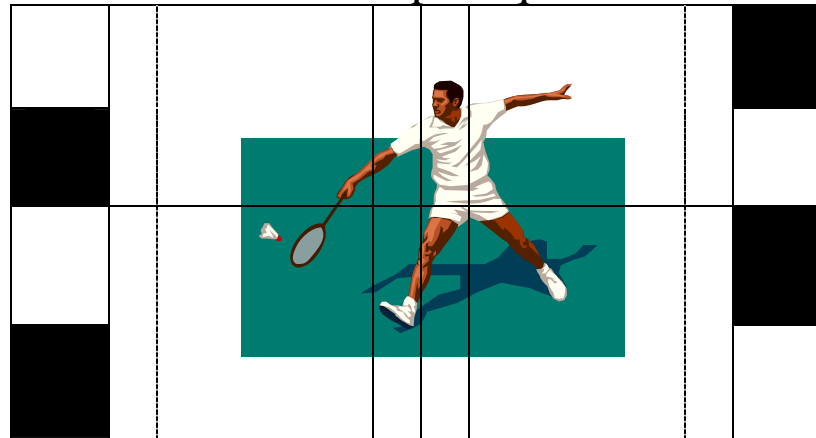
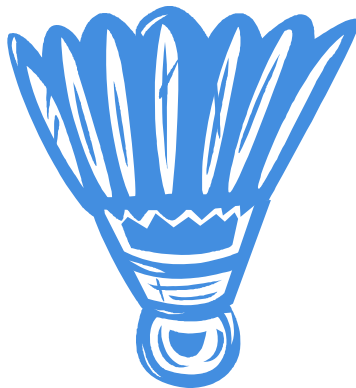


This time you must hit your deep serve over the nine ft. high rope and the shuttlecock must land in the left side of the sweet spot 3 out of 6 times. You can also be instructed to move on to the next task. Mark your score on your score sheet once you have finished the task.

Refinement or Cue:

Follow through high and across your body.

- Badminton court, the left sided sweet spot equals “Black” the rope equals “-----.”





Task Card #10

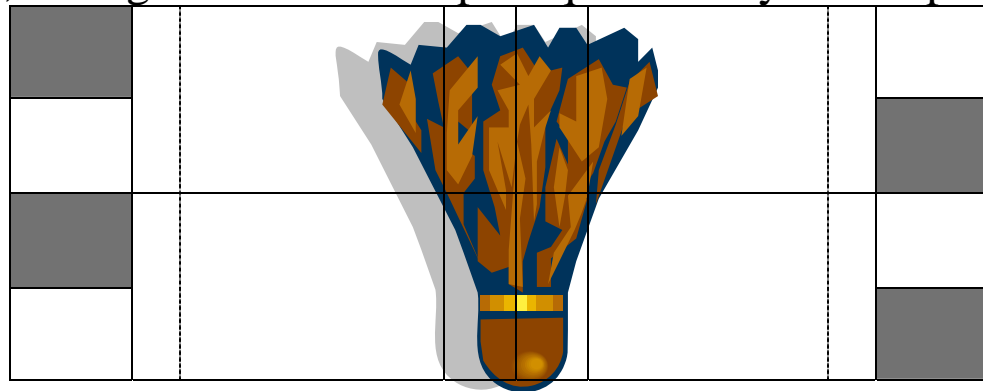


This time you must hit your deep serve over the nine ft. high rope and the shuttlecock must land in the right side of the sweet spot 3 out of 6 times. You can also be instructed to move on to the next task. Mark your score on your score sheet once you have finished the task.

Refinement or Cue:

Recover to your ready position quickly.

- Badminton court, the right-sided sweet spot equals “Gray” the rope equals “-----.”



Lesson Plan #21

Task Card Instructions

Today's lesson requires the use of Task Cards. Task Cards are used as stations and provide opportunities for students to exhibit more freedom and independence compared to everyday lessons. They also offer a nice change of pace throughout the unit.

Instructions:

Begin by reviewing all the Task Cards and necessary materials needed for each station. This will take some additional preparation's to complete successfully. Given that there are 10 stations, only 6 full sized badminton courts are required. Task Cards 2 & 3, 5 & 6, 7 & 8, and 9 & 10 are each paired together on separate courts. Only Task Card # 1 and Task Card # 4 requires their own individual court, thus, totaling 6 courts.

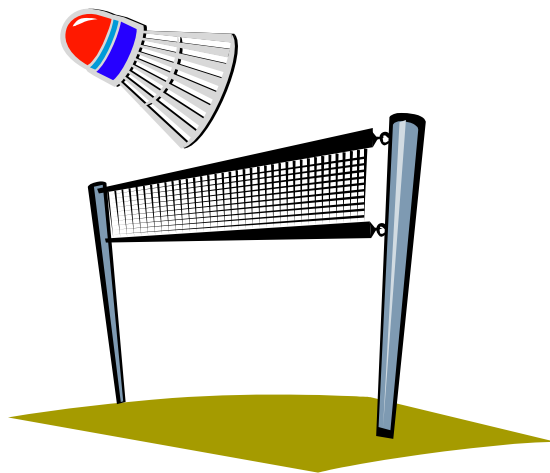
Prior to class, set up each station and hang or make visible each appropriate Task Card. This will eliminate the need for you to fully explain each station in detail. This will also give some responsibility to the students to be accountable for each task as well as the suitable refinement or cue needed to be successful in that task.

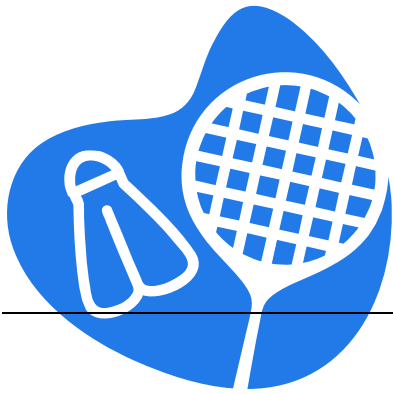
Assemble students into groups of three and provide each student with a score sheet. Assign each group a number 1-10 and release them to their appropriate station. One student will begin as the recorder, another will act as the retriever, and the third student will perform the given task. After each completion of the task, students will rotate within their station. After each student has completed the task, or at least attempted to, students may try to improve their score by repeating the task if time permits. Designated time intervals for each station may vary due to class length and other variables. It is up to the instructor to decide how long each station will last. Lastly, rotate groups appropriately and collect score sheets at the end of class. Individual instructors may also choose to use this assessment as a grade, it is your class and you can make that decision.

Name_____

Task Card Score Sheet

Task Card #	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

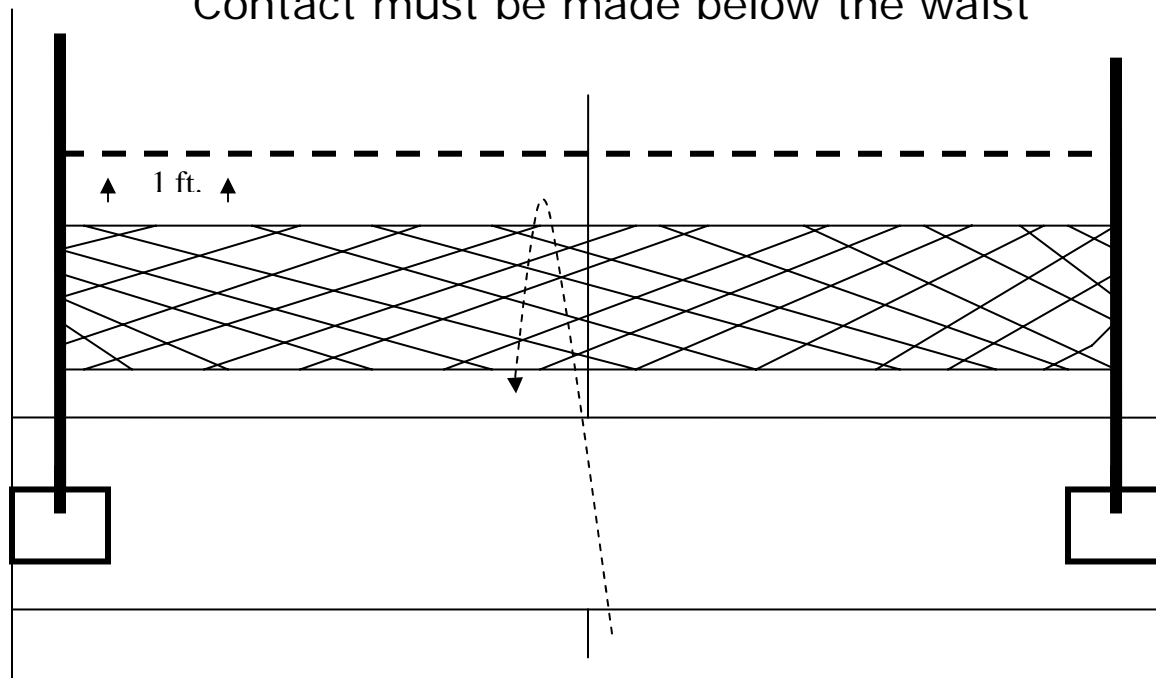


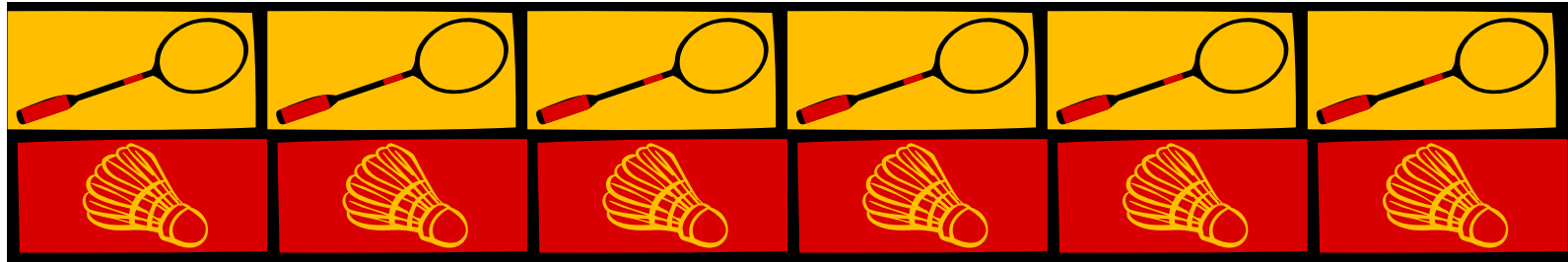


TASK CARD # 2

Loft a short serve from the right service court underneath the rope and within the singles boundaries. Record on your score sheet how many attempts are successful out of 10.

Refinement or Cue:
Contact must be made below the waist



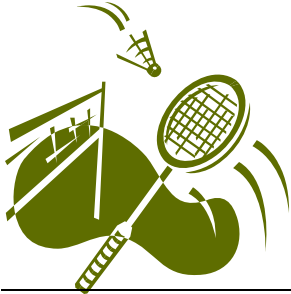


TASK CARD #3

Loft a short serve from the left service court underneath the rope and within the singles boundaries. Record on your score sheet how many attempts are successful out of 10.

Refinement or Cue:
Hold and drop the shuttle from waist level.





TASK CARD #4

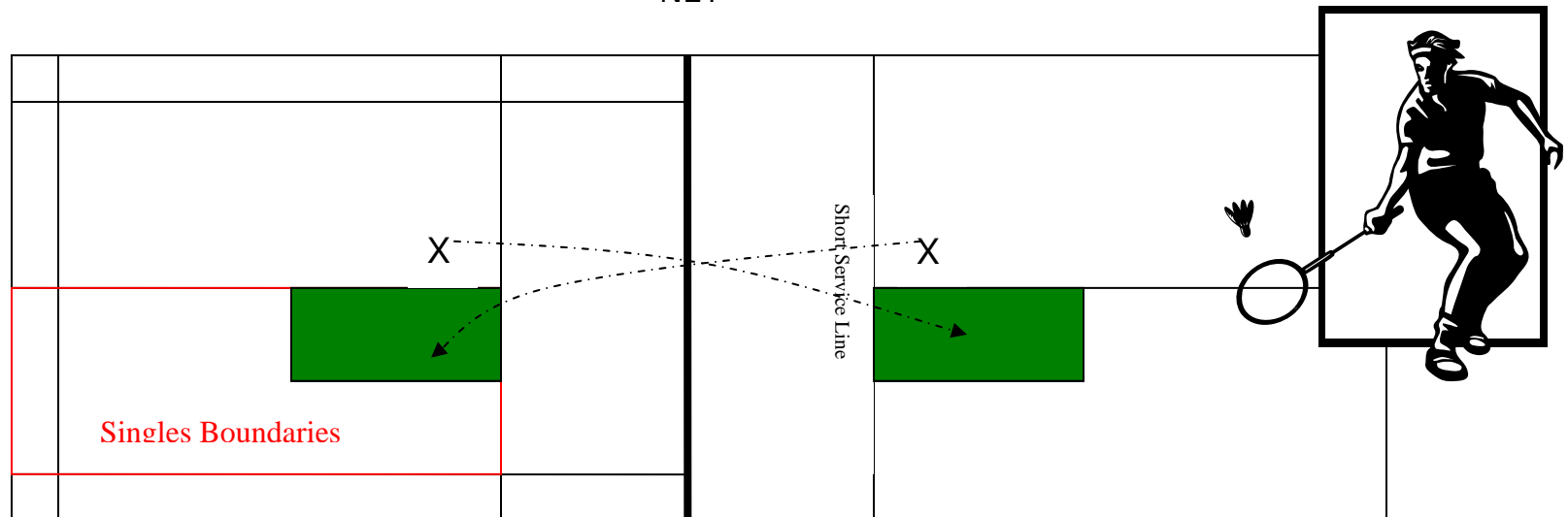


For this task attempt to successfully land 7 out of 10 shuttles into the green taped off area from either service court. Continue to attempt this task until further instructions. Record final score onto score sheet.

Refinement or Cue:

Choke up on the handle. A shorter grip will result in better control.

NET





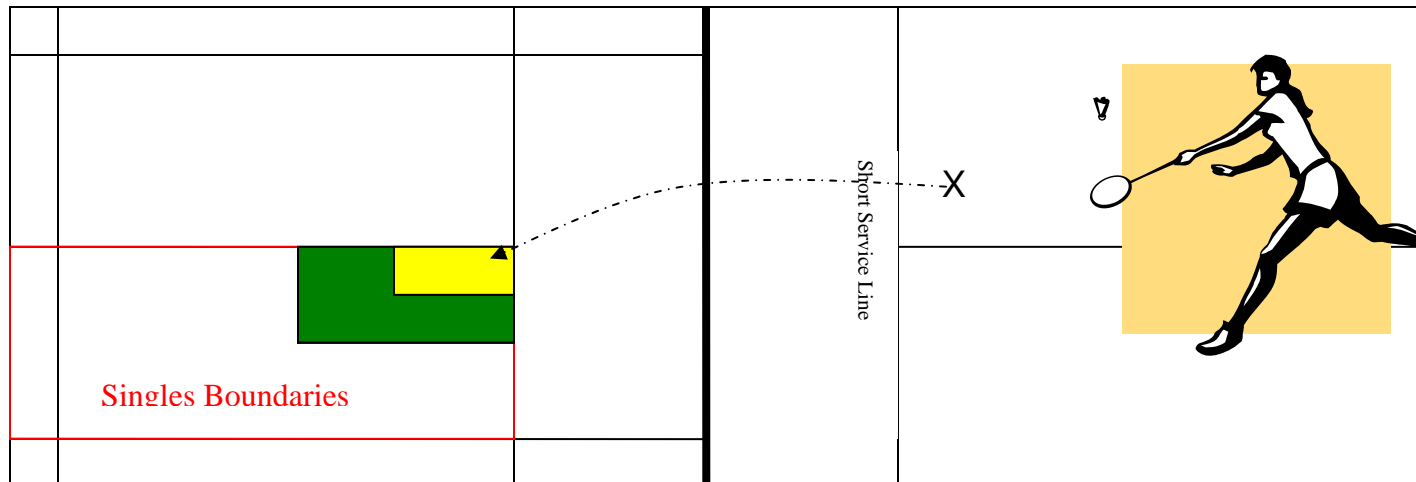
TASK CARD #5

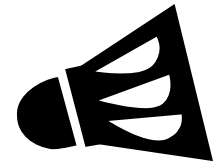
For this task attempt to see how many shuttles out of 10 you can place onto the yellow taped area from the right service court. Record final score onto score sheet when instructed.

Refinement or Cue:

Lock your wrist and use a short swing

NET



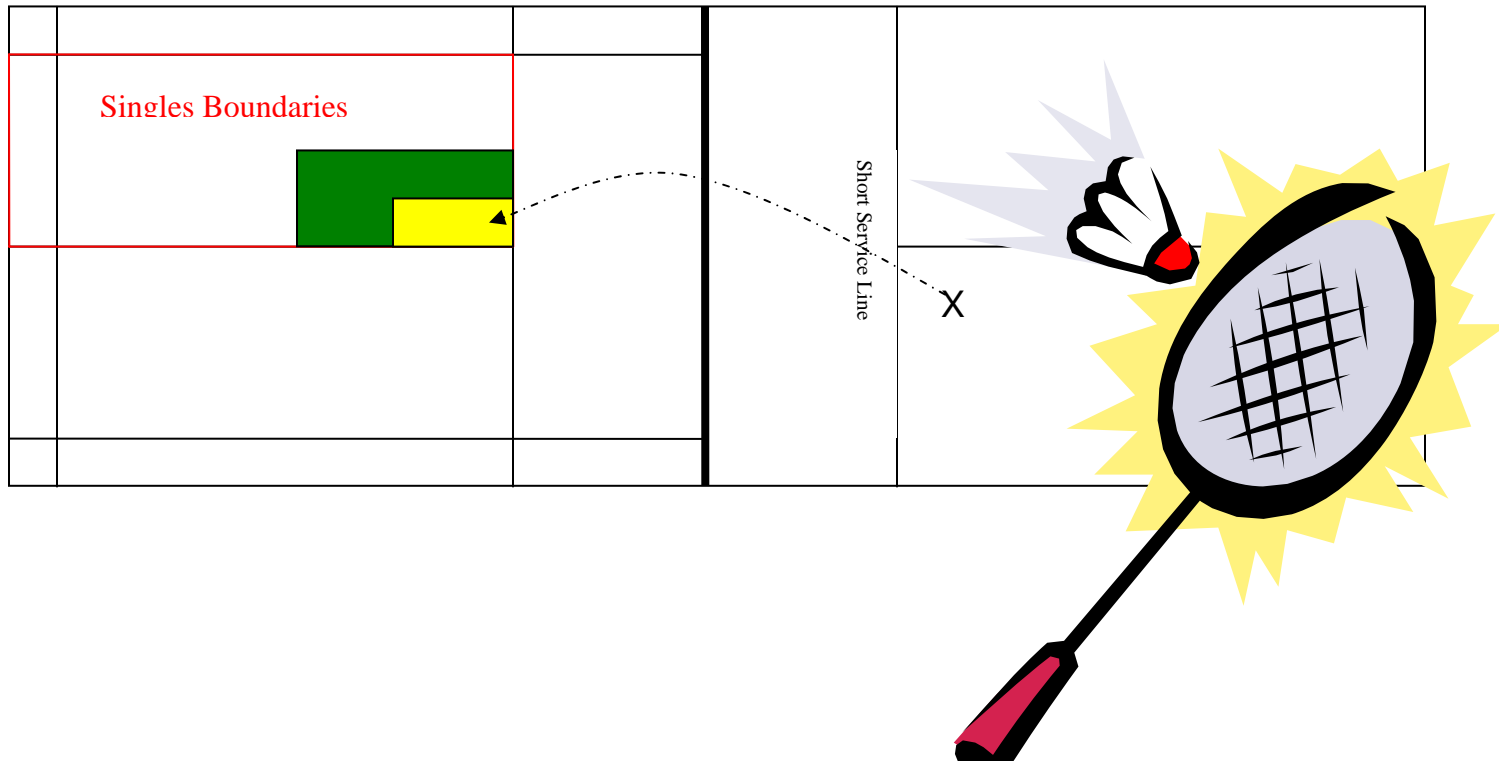


TASK CARD #6

For this task attempt to see how many shuttles out of 10 you can place onto the yellow taped area from the left service court. Record final score onto score sheet when instructed.

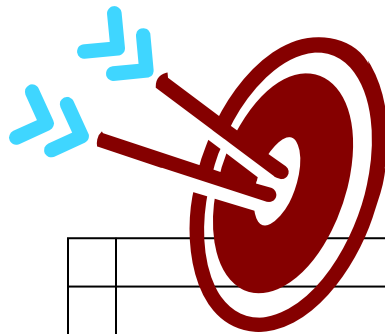
Refinement or Cue:
Shorten backswing

NET

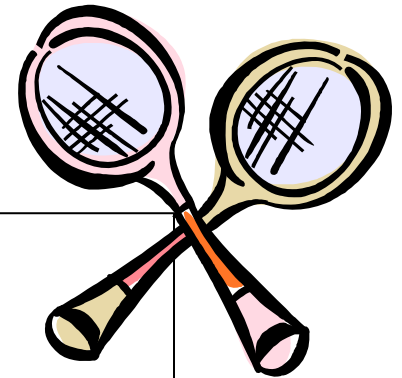


TASK CARD #7

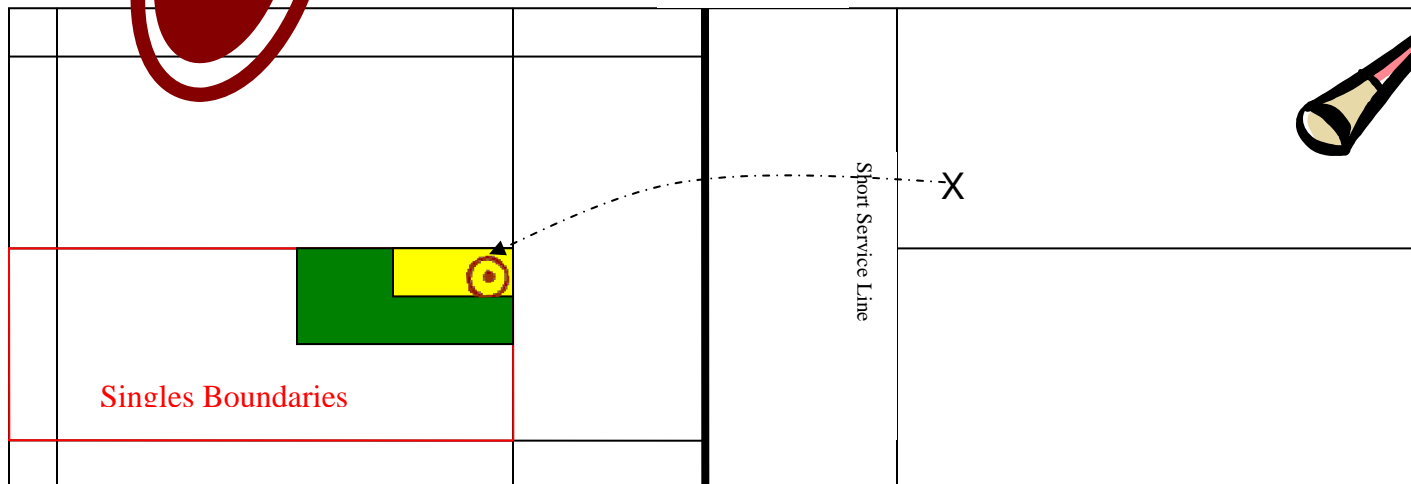
For this task attempt to hit at least 4 out of 10 shuttles successfully under the rope anywhere within the bull's-eye from the right service court. Record final score onto score sheet when instructed.



Refinement or cue Push through the shuttle.



NET





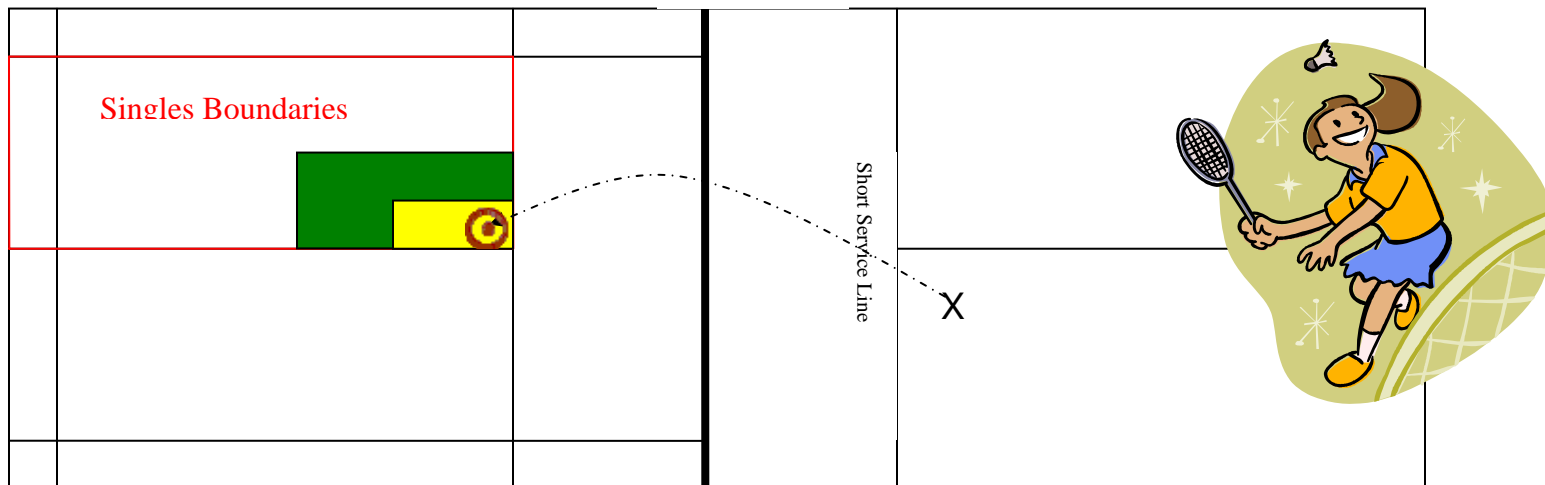
TASK CARD #8



For this task attempt to hit at least 4 out of 10 shuttles successfully under the rope anywhere within the bull's-eye from the left service court. Record final score onto score sheet when instructed.

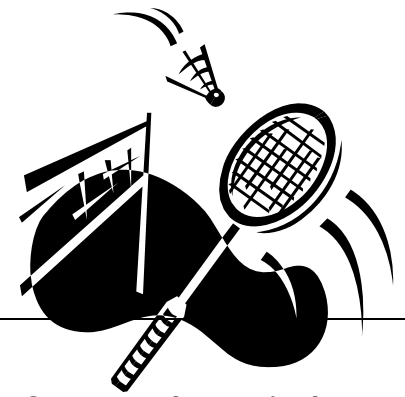
Refinement or Cue:
Guide the shuttle over the net with a smooth action.

NET





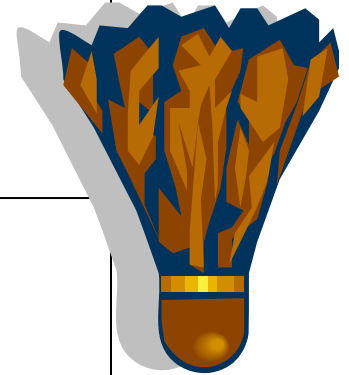
TASK CARD #9



For this task attempt to gain a minimum of 25 points from the right service court following the point system below. Record final score onto score sheet when instructed.

Refinement or Cue:
Do very little follow through, to keep the serve short.
NET

	<p>1 2 3 5</p> <p>Singles Boundaries</p>	0		
			Short Service Line	X

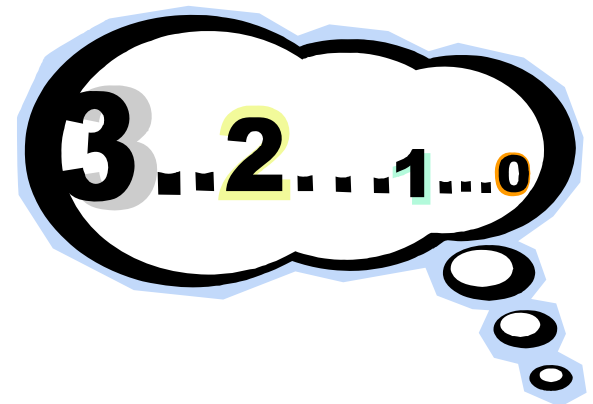




TASK CARD #10

For this task attempt to gain a minimum of 25 points from the left service court following the point system below. Record final score onto score sheet when instructed.

Refinement or Cue:
Recover quickly to your ready position

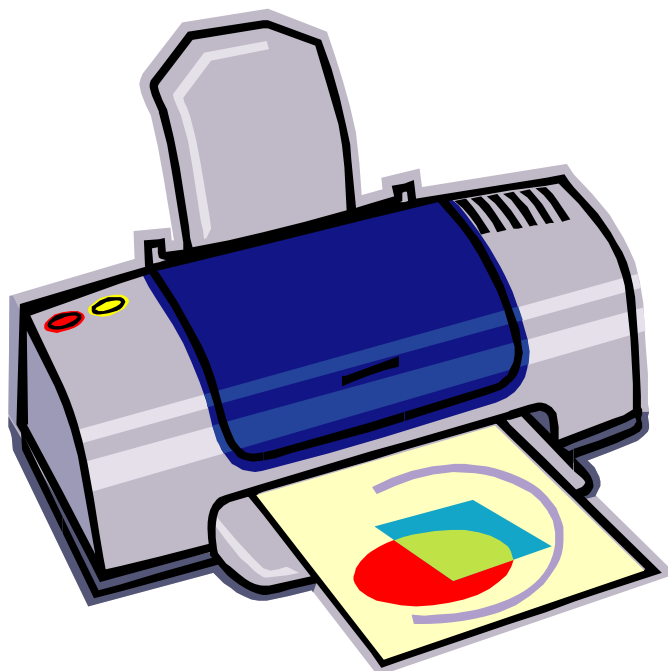


Skill Charts



Skill Chart Instructions

Use as a reference in addition to any cues and refinements. Also, the teacher may want to print off and make them available for students to view throughout the unit as a visual. In the past teachers have enlarged and displayed them in the activity area to additionally assist students in mastering the skills.





Backhand Grip
“Shake Hands”



Forehand Grip
“Shake Hands”



Forehand Drive
“Side to Target”



Forehand Drive
“Hit Below Shoulder and Above Waist”



Forehand Drive
“Follow Through”



Backhand Drive
“Side to Target”



Backhand Drive
“Hit Below Shoulder and Above Waist”



Backhand Drive
“Follow Through”



Forehand Overhead Clear
“Side to Target”



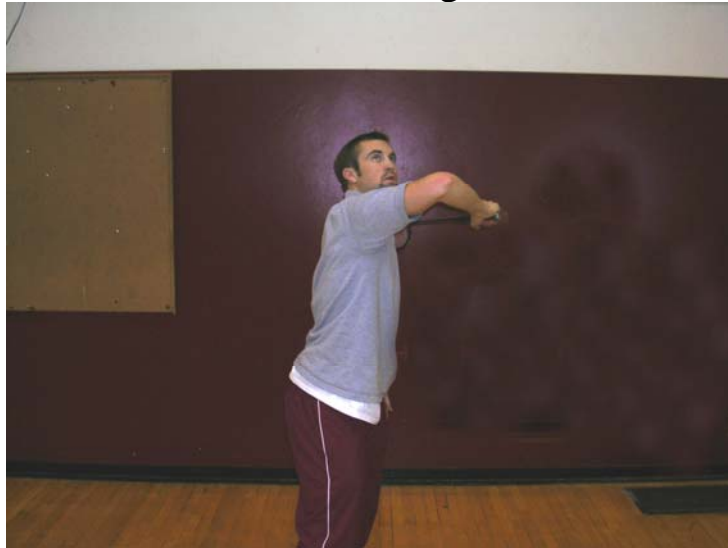
Forehand Overhead Clear
“Contact above Head”



Forehand Overhand Clear
“Follow Through”



Backhand Overhead Clear
“Side to Target”



Backhand Overhead Clear
“Lead with Elbow”



Backhand Overhead Clear
“Contact at Highest Point, Snap Wrist”



Short Serve
“Contact below Waist”



Short Serve
“Follow Through”



Forehand Underhand Clear
“Snap Wrist at Contact”



Forehand Underhand Clear
“Follow Through”



Forehand Hairpin Net Shot
“Push, Lift, Nudge, Caress”



Backhand Hairpin Net Shot
“Push, Lift, Nudge, Caress”



Smash
“Racquet Way Back”



Smash
“Make Contact above Head”



Smash
“Follow Through”



Drop Shot
“Transfer Weight from Back Foot to Front Foot”



Drop Shot
“Snap Wrist”



Resources: Equipment List

1. 20- Plastic Badminton Shuttlecocks - Indoor (pk/6)

Price: \$2.48 each



2. 8- Recreational Badminton Nets

Price: \$12.98 each



3. 40- Spectrum Composite & Steel Badminton Racquet

Price: \$7.88 each

4. 50 ft. Ace Solid Braid Polypropylene Rope (or similar)

Price: \$15.99



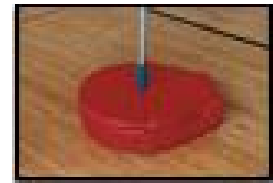
5. 2 - 24" Economy Hoops (pk/12)

Price: \$24.88 each



6. 10- Portable Game Standards

Price: \$104.88 each



7. Colored Masking Tape Set (set/10)

Price: \$18.99



8. Bargain Bag of Yarn, 5lbs.

Price: \$24.99



Product Details				
Product	Where	Quantity	Price	Total
Plastic Badminton Shuttlecocks: Indoor (pk/6)	www.ssw.com/	20	\$2.48	\$49.60
Recreational Badminton Nets	www.ssw.com/	8	\$12.98	\$103.84
Spectrum Composite & Steel Badminton Racquet	www.ssw.com/	40	\$7.88	\$315.20
50 ft. Polypropylene Rope (or similar)	ACE Hardware	1	\$15.99	\$15.99
24" Economy Hoops (pk/12)	www.ssw.com/	2	\$24.88	\$49.76
Portable Game Standards	www.ssw.com/	10	\$104.88	\$1,048.80
Colored Masking Tape Set (set/10)	www.ssw.com/	1	\$18.99	\$18.99
Bargain Bag of Yarn, 5lbs.	www.ssw.com/	1	\$24.99	\$24.99
Grand Total + Tax & Shipping				\$1,627.17

References

BadmintonCentral.com. Badminton Central. 5 Nov. 2005
<<http://www.badmintoncentral.com/>>.



Badminton Rules. 2001. Westlake High School Physical Education. 27 Dec. 2005
<http://westlake.k12.oh.us/hilliard/whspe/badminton/badminton_rules.htm>.

Bischof, Stan. Badminton. 23 Jan. 2006. World Badminton. 12 Nov. 2005
<<http://www.worldbadminton.com/>>.

Fronskne, Hilda. Teaching Cues for Sport Skills. Needham Heights, MA: Allyn and Bacon, 2001.

Gaus, Michelle. Middle-High School PE Lesson Ideas. 29 Dec. 2001. PE Central.
5 Dec. 2005 <<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=2137>>



Graham, Holt/Hale, and Melissa Parker. Children Moving 6th Edition. New York: McGraw-Hill, 2004.

How to Hit an Underhand Overhead Clear. 2005. eHow, Inc. How things get done.
26 Oct. 2005 <http://www.ehow.com/how_15935_hit-underhand-clear.html>



Jefferies, Stephan. Personal Interview and Reviewer. 25 Sep 2005 thru 31 Jan 2006.

Mathias, Kurt. Personal Interview. 15 Oct. 2005.

Sinan, Lisa. 3-5 PE Lesson Ideas. 6 Apr 2001. PE Central. 5 Dec. 2005
<<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=758>>.



USA Badminton. 2001. USA Badminton. 14 Dec. 2005
<<http://www.usabadminton.org/>>.



Worldbadminton.net. 26 Jan. 2006. International Badminton Federation. 20 Dec. 2005
<<http://www.worldbadminton.net/>>.

