**Badminton Unit Plan (SCAHS)**

**Teacher:** Jim Moran

**Placement 2**: State College Area High School

**Unit**: Badminton

**Grade Level**: 9th

**Average # of Students per Class**: 30

**GOALS OF UNIT:**

Psychomotor

1. Students will demonstrate proper technique for underhand serve during the badminton unit.

2. Students will demonstrate proper technique for the forehand/backhand return shots during the badminton unit.

3. Students will demonstrate proper technique for the smash shot and block and use these skills effectively during the badminton unit.

Cognitive

1. Students will apply offensive strategies when placing shots onto the opponent’s side of the court and defensive strategies with appropriate court positioning when playing badminton.

2. Students will demonstrate knowledge of the rules for badminton by keeping score and identifying faults/illegal shots during badminton games.

3. Students will understand the set-up, scoring system, and rotation for tournament play at the end of the badminton unit.

Affective

1. Students will demonstrate communication skills when working with a partner during badminton activities and doubles matches.

2. Students will demonstrate teamwork and cooperative skills when completing tasks and playing badminton matches with a partner.

3. Students will demonstrate good sportsmanship and etiquette in badminton when playing modified games and matches.

**STANDARDS:**

**National (SHAPE):**

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**PA Standards:**

* **10.4.9A:** Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
* **10.4.9 F:** Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
	+ Group Dynamics
	+ Social Pressure
* **10.5.9A:** Describe and apply the components of skill-related fitness to movement performance. •
* Agility
* Balance
* Coordination
* Power
* Reaction time
* Speed
* **10.5.9F:** Describe and apply game strategies to complex games and physical activities.
* Offensive strategies
* Defensive strategies

**Unit Description**:

This is designed for 9th grade physical education classes. The unit incorporates strategies from the sport education and teaching games for understanding models. The badminton unit will further develop the racquet skills for 9th grade students. The beginning lessons will focus on review of skills, rules, and strategies, followed by modified games and tournament play. Throughout the unit, students will recognize the importance of teamwork and communication when playing badminton. These skills will be tested during the final tournament on the last day of the unit.

**Facilities Being Used:** The High School Gymnasium (State College Area High School- South Building).

**Equipment I have available**: Rackets, birdies, cones, nets, tape, poly spots, hula hoops, posters for tournament bracket (Bulletin Board).

**Important Safety Concerns/Rules**:

* Students must be aware of others when swinging the birdie.
* Students are not to enter another court to retrieve a birdie, while the other game is going on.
* Make sure the gym floor is clear of all equipment and debris.
* Emphasize the importance of communication to avoid collisions between students.

**BLOCK PLAN:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson 1 of 5 | Lesson 2 of 5 | Lesson 3 of 5 | Lesson 4 of 5 | Lesson 5 of 5 |
| Activities | Activities | Activities | Activities | Activities |
| - **IA:** partner rally.- Review the grip/serve- Serving practice with partners- aim toward poly spots.- Explain appropriate service box/service rules- Badminton Serving Golf: A “golf-course” will be set up with hula hoops. Students will be using the underhand serve to get the birdie into the hoop/hole, with the least number of attempts (like golf scoring). | - **IA:** Dynamic Warm up (previous exercises from volleyball).- Forehand and backhand return shots.- Badminton pepper with forehand and backhand.- Clear-Drop-Clear activity.Closure: Discuss the strategies for when you might use specific shots in gameplay. | -**IA:** Group rally patterns: Beginning with an underhand serve, groups of four will develop a rally pattern (all group members must hit once in each rotation (use the forehand and backhand).- Introduce smash shot and block (discuss the strategies involved).- Serve, smash, block activity with a partner.- 4-Square badminton: discuss rules/strategies. | - **IA:** Complete the Dynamic Stretching warm up that is on the whiteboard.- Both foursquare and regular courts will be set up.- Students will play king of the court singles matches and also rotate into the foursquare courts.- Discuss rules/strategies.- Students shake hands after each match. | - **IA:** Clear-drop-clear activity with a partner. - Doubles tournament play with bracket.- Demonstrate the rotation and bracket set-up.- Students will shake hands after every match.- Discuss strategies, communication, court positioning. |
| Objectives | Objectives | Objectives | Objectives | Objectives |
| P: Students will demonstrate the proper technique for gripping the badminton racket with shaking hands and V-grip, and for the underhand serve with tick-tock and palm up, during the serving activity and badminton hoop golf.C: Students will understand the service rules for badminton by identifying if a serve is legal or not, when completing the peer observation checklist.A: Students will demonstrate communication skills by interacting with a partner, during the hula hoop serving activity. | P: Students will demonstrate proper technique for the forehand and backhand by using a low to high stroke in the badminton activities.C: Students will show an understanding of badminton offensive strategies by placing their shots and recognizing court boundaries in the return shot activities.A: Students will demonstrate communication and cooperation skills when interacting with classmates in badminton pepper and target practice activities. | P: Students will demonstrate proper technique for the smash shot with contact at high point and swinging down through birdie, and for blocking with square to net and racket out front.C: Students will understand when the smash shot is effective in both singles and doubles matches, recognizing this shot forces the defense to communicate in doubles.A: Students will demonstrate communication skills when feeding their partners for the smash shot activities. | P: Students will be able to demonstrate proper technique for the underhand serve with tick-tock and palm up, for the forehand and backhand with low to high, for smash with contact high point and swing down through birdie, and for block with square to net and racket in front during singles matches/badminton foursquare.C: Students will show their knowledge of the rules/scoring and strategies in badminton during lead up games and singles matches.A: Students will demonstrate good sportsmanship by identifying faults and congratulating classmates when they score a point during badminton four square.  | P: Students will be able to demonstrate proper technique for the underhand serve with tick-tock and palm up, for the forehand and backhand with low to high, for smash with contact high point and swing down through birdie, and for block with square to net and racket in front during a doubles tournament.C: Students will show their knowledge of the rules/scoring and strategies in badminton as they play doubles matches. A: Students will demonstrate cooperation and communication skills when playing doubles with their partner.A: Students will demonstrate good sportsmanship and etiquette by shaking hands with their opponent after each match. |
| Assessment | Assessment | Assessment | Assessment | Assessment |
| - Students will complete a peer observation checklist for serving in badminton. | - Brief exit slip on the rules/scoring system for badminton (discuss the scoring system as I demonstrate). | - Constructed response assessment on favorite badminton shot. | - GPAI observation tally chart: completed by the teacher when observing badminton four square. | - Constructed response assessment based on which strategies worked best for them. This worksheet will also have students explain the importance of communication. |

**Assessment Reflection**:

Psychomotor – The peer assessment will recognize the recognition of skill cues and appropriate technique. The GPAI form will have valid evidence of skill execution and strategy use during game play or four-square badminton.

Cognitive – The rules and scoring quiz will test the knowledge of students. The constructed response on strategy use will allow students to support the strategies they use most and explain how these helped them succeed. The GPAI will also give feedback on the application of badminton strategies.

Affective – The constructed response on the importance of communication will provide evidence that students practiced these skills with their partner. In addition, communicating feedback to partner during the peer observation.

**Lesson # 1: Grip and Underhand Serve**

**Objectives:**

**Psychomotor:** Students will demonstrate the proper technique for gripping the badminton racket by shaking hands and V-grip, and for the underhand serve with tick-tock and palm up, during the serving activity and badminton hoop golf.

**Cognitive:** Students will understand the service rules for badminton by identifying if a serve is legal or not, by completing the peer observation checklist during the serving activity.

**Affective:** Students will demonstrate communication skills by interacting with a partner in the hula hoop serving activity.

**Equipment:** Nets, Birdies, Rackets, Hoops

**Lesson Content:**

**Instant Activity:** Students will find a partner, each get a racket and a birdie for the group. Students will be instructed to rally the birdie back and forth, their goal is to keep the birdie off of the floor. I will assess the skill levels of all students as they complete this task.

**Bring it in (whistle):** Students will return their birdies to the hoop, keep their rackets and line up on the sideline of the court. Students will place their racquets on the floor in front of them.

**Skill Focus:** Introduction to the proper racket grip and the underhand serve.

* Demonstrate the proper grip through shaking hands with the racket and V-grip with thumb and index finger. I will have students pick up their rackets and show me their grip.
* Have students get a birdie from the hoop.

**Racket Control Activity:** This activity is meant for students to get a feeling for the grip of the racket and control of the birdie. Have students spread out across the open space in the gym and practice volleying the birdie (individually), attempting to control the birdie and avoid letting it hit the floor.

**Variation:** Have students try walking and volleying the birdie, or even jogging (Avoid running into other students). If a student is struggling, have he or she use a larger ball or paddle to juggle with.

* Have students bring it in to sideline of court, placing the birdie and racket on the floor in front of them.
* Explain that the serve starts each rally in a game of badminton. Make it clear that the serve **must be underhand and contact must be made below the waist** or the serve is illegal (**cues: tick-tock, palm up**).
* Serve must be from inside the service box and hit to the diagonal service box on the opposing side.
* Demonstrate the serving rotation for singles and doubles.
* Make it clear to students that the singles service box is **long and thin** (back line and inside line of alley). The doubles service box is **short and wide** (second line in from the back and outside lines of the alley).

**Underhand Serve Activity:** Have students practice the underhand serve with 2 students on each side of the net. Each side will have one observer and one server. Introduce a peer observation form and demonstrate how it will be completed. After one minute, the whistle will blow for the partners to switch roles (server and observing). Make sure students have a clear understanding of which service box they are aiming toward (do not spend too much time with this activity).

**Badminton Hoop Golf:** Introduce proper racket grip, using the v-grip. “Shaking hands”, have them show their partners their v-grip. Explain that when you hit the birdie you use an underhand hit with your “palm up”. Standing at the cone each person should try to get the birdie into the hoop. Counting how many stokes it takes to get it in (Keeping track on their score cards, with the total hits per hole). Once they get the birdie in the hoop, they move on to the next badminton hole. The students should try to lower the amount of hits it takes them to get the birdie into the hoop as they move through the course.

* Explain that the student’s birdie that is farthest from the hole, shoots first.
* There is a **3 stroke MAXIMUM** on each hole, to maintain flow of play.
* Give feedback and offer strategies as the students are playing.

**ITV:** Challenge students who are finding the task easy by telling them to hit serve the birdie higher or lower and still land it in the hoop. Can also serve from different locations in the service box to make it easier or harder for students (introduce strategies and encourage students to try them).

**Service Rules to Cover** (go over these during demonstrations):

**Singles**

* At the beginning of the game (0-0) and when the server’s score is even*,* the server serves from the right service court. When the server's score is odd, the server serves from the left service court.
* If the server wins a rally, the server scores a point and then serves again from the alternate service court.
* If the receiver wins a rally, the receiver scores a point and becomes the new server. They serve from the appropriate service court; left if their score is odd, and right if it is even.

**Doubles**

* Each pair only has one serve.
* At the beginning of the game and when the score is even, the server serves from the right service court. When it is odd, the server serves from the left court.
* If the serving side wins a rally, the serving side scores a point and the same server serves again from the alternate service court.
* If the receiving side wins a rally, the receiving side scores a point. The receiving side becomes the new serving side.
* The players do not change their respective service courts until they win a point when their side is serving.

**Closure:** Review and ask students to repeat the cues for gripping and serving. Ask students if they found any strategies for serving in the hoop activity. Next class we will learn some skills for returning a serve.

**Safety:**

* Allow space between students during all activities.
* Make sure the floor is clear of all equipment during the activities.
* Suggest communication for flying birdies to avoid injury.

**Assessment:**

* Students will complete a peer observation checklist, during the serving activity. This checklist will include skill cues and serving success (legal). This will allow students to recognize proper technique for the underhand serve, as well as the rules for serving.

**Lesson # 2: Return Shots:**

**Objectives:**

**Psychomotor:** Students will demonstrate proper technique for the forehand and backhand with low to high, for the overhead drop shot with contact high point and flick wrist, for underhand drop with upward tap, and for the clear shot with contact high point and follow through.

**Cognitive:** Students will demonstrate an understanding of badminton strategies by using different shots in certain situations, during badminton hoop golf.

**Affective:** Students will demonstrate communication/cooperation skills, when interacting with classmates during the badminton pepper and clear-drop-clear activities.

**Equipment:** nets, birdies, rackets, hoops, soft balls, paddles

**Lesson Content:**

**Instant Activity:** Students will enter the gym and read the whiteboard for directions on the dynamic warm up. The warm up will include some of the dynamic stretches that we covered during our volleyball unit.

**Transition:** Whistle and bring it in to the sideline of court 1. I will review the cues for gripping the racket and serving from the previous lesson. I will explain the importance of the different return shots in badminton and the strategies for using these shots.

* Introduce and demonstrate the forehand and backhand return shots, using the cue low to high.
* Instruct students to find a group of four, each person will get a racket, one birdie is needed for the entire group.

**Badminton Pepper:** This activity is to develop forehand and backhand return skills. One student will be on one side of the net, the other three will be on the opposite side (groups of 4). The three students will spread out evenly across their side of the court. The student on the other side of the net will be the server. He or she will first serve to the student farthest to the right, who will return the birdie back across the net to the server. The server will then return the birdie to the middle person, who will return it back. The object of the activity is to keep the rally going in sequence down the line of three students. Encourage students to use both the forehand and backhand. When I blow the whistle (every minute), students will switch roles. The student farthest to the right, will rotate to the serving side of the net.

**Transition (Blow whistle):**

* Have the students return their birdies to the bucket and bring it in to the sideline of the court.
* Demonstrate the drop and clear shots and explain the strategies associated with these shots.
* Use a student to help with these demonstrations (make sure it is a student who can perform the skill).

**Clear- Drop- Clear Partner Rally:** Have students find a partner and line up across from them. There can be two groups per court for this activity. One student will begin by feeding a shot to his or her partner, the students will begin a rally using the clear and drop shot. The goal is to keep the rally going as long as possible alternating clear and drop shot returns. Encourage the students to alternate the clear and drop shot (good time to introduce the strategies for these shots, explain when they are used in game play).

**Closure:** Discuss the strategies associated with the different return shots, when they are used in game play. Review the cues for all shots.

**Safety Considerations:**

* Make sure the floor is clear of all equipment during the activities.
* Make sure students communicate for flying birdies.
* Only 10 birdies per group for the four corners activity.

**Assessment:**

* Students will complete a brief exit slip/quiz on the scoring for badminton (this will be discussed, as I go over different shots).

**Lesson # 5: Doubles Play**

**Objectives:**

**Psychomotor:** Students will be able to demonstrate proper technique for the underhand serve with tick-tock and palm up, for the forehand and backhand with low to high, for the overhead drop with contact high point and flick wrist, for underhand drop with upward tap, for overhead clear with contact high point and follow through, for smash with contact high point and swing down through birdie, and for block with square to net and racket in front.

**Cognitive:** Students will demonstrate their knowledge of the rules and strategies in badminton as they play doubles matches, fairly and safely.

**Affective:** Students will demonstrate cooperation skills when communicating and discussing strategies, during doubles matches.

**Equipment:** nets, birdies, rackets, hoops for equipment

**Lesson Content:**

**Instant Activity:** Students will enter the gym and read the whiteboard for directions. Quickly review the clear-drop-clear activity that we practiced earlier in the unit. Have students find a partner, and warm up with this activity.

**Transition:** On my whistle, students will return all birdies and line up on the side the court 1. I will already have the partner pairs made up prior to class (based on skill level). This lesson we will be playing doubles games up to 21 points. After the completion of each game, pairs will rotate to face another group.

* Demonstrate doubles on court 1, go over all rules (show legal and illegal play). Discuss the importance of communicating with your teammate in doubles (calling for the birdie). Some strategies differ from singles play. Explain the rules that differ between singles and doubles (service box, size of court, etc.).

**Doubles Rules:**

**Scoring:**

* A badminton game is played up to **21 points**, and a point can be scored from every rally.
* If the score reaches 20-20 then a two-point advantage is required for victory. If no player has managed to achieve this two-point advantage by the time the score reaches 29-29, then the first player to reach 30 is the winner.

**Serving:** remind students that the doubles service box is **short and wide** (second line in from the back and outside lines of the alley).

* Each pair only has one serve.
* At the beginning of the game and when the score is even, the server serves from the right service court. When it is odd, the server serves from the left court.
* If the serving side wins a rally, the serving side scores a point and the **same server** serves again from the alternate service court.
* If the receiving side wins a rally, the receiving side scores a point. The receiving side becomes the new serving side.
* The players do not change their respective service courts until they win a point when their side is serving.

**Faults:**

* If during play the birdie falls outside the court boundaries (good if it hits the line), goes through or under the net, or fails to pass over the net.
* If the birdie touches a player or attire of a player.
* If the birdie is hit before it crosses the net. It is legal to hit it on your side and then to follow through and break the plane of the net with racquet.
* A player cannot touch the net with her/his racquet or body.
* The birdie cannot be hit twice in a row, either by the same person or players on the same side.

**Transition for closure**: After finishing doubles games, have students return equipment, line up on the side of the court.

**Closure:** Review all of the skills and cues, as well as the key points throughout the entire unit. Tell students about the local badminton organizations to further develop their skills. Have an exit slip for students to list their three favorite activities in the unit.

**Safety Considerations:**

* Make sure the floor is clear of all equipment.
* Stress the importance of communication to avoid collisions.
* Allow space between courts.

**Assessment:**

* **Constructed Response:** At the end of the unit, students will be asked to right a one-paragraph response on the use of strategies in badminton. Students are to explain at least 3 strategies that they used and explain how this brought their team success. Students can also describe strategies that did not work so well for their team. This will be a take home assignment.

**Reflection:**

Due to changes in the curriculum, I never had the opportunity to teach the badminton unit to my 9th grade physical education classes. However, I proceeded to review and make a number of adjustments to the unit plan, after developing it. For example, a few of my initial lessons included activities that seemed too “drill-like.” In response to this, I developed activities that gave the students plenty of practice opportunities, but had more of a “game-like” aspect to them. I would also give students tasks such as, “I will give you 30 seconds to see how many hits can you get with your partner, without letting the birdie hit the floor.” Students of all levels really seem to respond well to these types of challenges!

Along with this, one way I can incorporate more teaching-by-invitation into this unit would be giving the students the option to play regular doubles matches or doubles “four-square” matches that involve four teams. I plan to increase the number of days for this unit by adding another day or two for tournament or game play. I feel as though this unit can be further developed when I am able to teach it in future physical education classes.