# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Block Plan</td>
<td>2</td>
</tr>
<tr>
<td>Task Analysis- Forehand Clear</td>
<td>3</td>
</tr>
<tr>
<td>Task Analysis- Backhand Clear</td>
<td>4</td>
</tr>
<tr>
<td>Task Analysis- Serving</td>
<td>5</td>
</tr>
<tr>
<td>Task Analysis- Overhead Smash</td>
<td>6</td>
</tr>
<tr>
<td>Lesson Plan 1- Forehand Clear &amp; Backhand Clear</td>
<td>7-13</td>
</tr>
<tr>
<td>Lesson Plan 2- Serving &amp; Overhead Clear</td>
<td>14-20</td>
</tr>
<tr>
<td>Lesson Plan 3- Overhead Smash</td>
<td>21-25</td>
</tr>
<tr>
<td>Lesson Plan 4- Singles Tournament</td>
<td>25-27</td>
</tr>
<tr>
<td>Lesson Plan 5- Doubles Tournament</td>
<td>28-30</td>
</tr>
<tr>
<td>Lesson Plan 6- Stations, Skill Test, Written Test</td>
<td>31-35</td>
</tr>
<tr>
<td>Skills Test</td>
<td>36-38</td>
</tr>
<tr>
<td>Written Test</td>
<td>39-42</td>
</tr>
</tbody>
</table>
Introduction

The purpose of this unit is for students to learn the basic skills, strategies, and attitudes of badminton. This includes forehand clear, backhand clear, overhead clear, overhead smash, forehand drive, backhand drive, drop shot, serve, skills test, and written test. It also includes a calisthenics warm up that gets the students involved and moving around the gym. This unit is designed for high school students to help them develop their badminton skills.

The rules and regulations include, but are not limited to: be prepared, play hard, play fair, play safe, and show respect. Be prepared for class means you wear the proper footwear and tied properly, and wear the proper clothing/attire/equipment. Also, keep hair out of your face and eyes. Play hard means you always participate with effort and seriousness in all activities. You demonstrate a commitment to the process, lesson or activity, and demonstrate proper movement skills and concepts. Play fair means you adhere to the rules or instructions of the lesson or activity. Display honesty during the lesson or activity and allow equal opportunity for others to participate. Always play safe means you lookout for the safety of yourself and others. Avoid careless risks, and show an awareness of your body and those around you. Finally, show respect. Listen when it is time to listen and cooperate with the teacher and classmates. Display good sportsmanship, and show the value of others, the equipment, the property and the environment.

References

# Badminton Unit Block Plan

<table>
<thead>
<tr>
<th>Day 1: MDE/NASPE Standards</th>
<th>Day 2: MDE/NASPE Standards</th>
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<td>M.1.SG.1, K.2.PS.1, K.2.MS.1</td>
<td>M.1.MS.4, M.1.NG.2, K.2.MS.1</td>
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</table>

**Movement Prep:** Jog and calisthenics

**Skills:** Forehand underhand clear, backhand underhand clear

**Activities:** Forehand underhand clear without a shuttle, forehand underhand clear with a shuttle, backhand underhand clear without shuttle, backhand underhand clear with shuttle

**Concepts:** Forehand: Ready position, step, contact, follow through  
Backhand: Ready position, cross-over step, contact, follow through

**Cool Down:** Walk and light stretching

<table>
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<th>Day 3: MDE/NASPE Standards</th>
<th>Day 4: MDE/NASPE Standards</th>
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<td>M.1.SG.1, M.1.SG.2, K.2.MS.3</td>
<td>M.1.SG.2, M.1.SG.5, K.2.MS.1</td>
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</table>

**Movement Prep:** Jog and calisthenics

**Skills:** Overhead smash

**Activities:** Overhead smash without a shuttle, overhead smash with a shuttle

**Concepts:** Step, wind up, swing, area of contact.

**Cool Down:** Walk and light stretching

<table>
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<tr>
<th>Day 5: MDE/NASPE Standards</th>
<th>Day 6: MDE/NASPE Standards</th>
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<td>M.1.SG.2, M.1.SG.5, K.2.MS.1</td>
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</tbody>
</table>

**Movement Prep:** Jog and calisthenics

**Skills:** Doubles tournament play

**Activities:** Doubles tournament play

**Concepts:** Underhand clear concepts, serving concepts, drive concepts, overhead smash concepts, drop shot concepts

**Cool Down:** Walk and light stretching

<table>
<thead>
<tr>
<th>Day 2: MDE/NASPE Standards</th>
<th>Day 4: MDE/NASPE Standards</th>
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<td>M.1.SG.2, M.1.SG.5, K.2.MS.1</td>
</tr>
</tbody>
</table>

**Movement Prep:** Jog and calisthenics

**Skills:** Serving, overhead clear

**Activities:** Serving without a shuttle, serving with a birdie to targets, overhead clear without a shuttle, overhead clear with a shuttle

**Concepts:** Serve: O-Shape, swing, make contact, follow through  
Overhead clear: Wind up, swing, make contact, follow through

**Cool Down:** Walk and light stretching
BADMINTIN FOREHAND CLEAR TASK ANALYSIS

VISUAL DESCRIPTION: Student will start in ready position (eyes forward, shoulders and hips square, knees bent and feet shoulder width apart). Pivot to dominate side, shifting weight to back foot and bringing racket backwards. Shift weight forwards, swing racket at an upward angle and contact shuttle in front of body, following through across body and finishing in the ready position.

<table>
<thead>
<tr>
<th>MOVEMENT SEQUENCE</th>
<th>CUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ready position</td>
<td>Ready position</td>
</tr>
<tr>
<td>2. Grip</td>
<td>Grip</td>
</tr>
<tr>
<td>3. Open to dominate side shifting weight to back foot*</td>
<td>Open*</td>
</tr>
<tr>
<td>4. Bring racket backward</td>
<td>Setup</td>
</tr>
<tr>
<td>5. Swing racket forward while transferring weight to front foot*</td>
<td>Swing*</td>
</tr>
<tr>
<td>6. Contact shuttle in front of body</td>
<td>Make contact*</td>
</tr>
<tr>
<td>7. Follow through across body*</td>
<td>Follow Through*</td>
</tr>
</tbody>
</table>

COMPLEXITY VARIABLES

Learner: Eye-Hand coordination, reaction time, experience, accuracy
Task: Discrete
Environment: Open, condition of equipment used, path of travel for shuttle, target

CHECKLIST

<table>
<thead>
<tr>
<th>Student</th>
<th>Ready pos</th>
<th>Grip</th>
<th>Open*</th>
<th>Swing*</th>
<th>Make contact*</th>
<th>Follow through*</th>
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</tbody>
</table>
BADMINTON BACKHAND CLEAR TASK ANALYSIS

VISUAL DESCRIPTION: Student will start in ready position (eyes forward, shoulders and hips square, knees bent and feet shoulder width apart). Open up body to non-dominant side, shifting weight to back foot and bringing racket backwards. Shift weight to front foot while swinging racket forward and contact shuttle in front of body, following through across body and finishing in the ready position.

<table>
<thead>
<tr>
<th>MOVEMENT SEQUENCE</th>
<th>CUES</th>
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</thead>
<tbody>
<tr>
<td>1. Ready position</td>
<td>Ready position</td>
</tr>
<tr>
<td>2. Grip</td>
<td>Grip</td>
</tr>
<tr>
<td>3. Open to non-dominant side shifting weight to back foot*</td>
<td>Open*</td>
</tr>
<tr>
<td>4. Bring racket backward</td>
<td>Setup</td>
</tr>
<tr>
<td>5. Swing racket forward while transferring weight to front foot*</td>
<td>Swing*</td>
</tr>
<tr>
<td>6. Contact shuttle in front of body*</td>
<td>Make contact*</td>
</tr>
<tr>
<td>7. Follow through across body*</td>
<td>Follow Through*</td>
</tr>
</tbody>
</table>

COMPLEXITY VARIABLES

Learner: Eye-Hand coordination, reaction time, experience, accuracy
Task: Discrete
Environment: Open, condition of equipment used, path of travel for shuttle, target

CHECKLIST

<table>
<thead>
<tr>
<th>Student</th>
<th>Ready pos</th>
<th>Grip</th>
<th>Open*</th>
<th>Swing*</th>
<th>Make contact*</th>
<th>Follow through*</th>
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<tbody>
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</tbody>
</table>
BADMINTON SERVING TASK ANALYSIS

VISUAL DESCRIPTION: Student with feet staggered on the baseline of court with weight on back foot. Student will hold birdie with thumb and index finger to the side of their body. As student drops shuttle, they should swing the racket forward contacting the shuttle in front and off to the side of their body below the waist. Follow through across body.

<table>
<thead>
<tr>
<th>MOVEMENT SEQUENCE</th>
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</thead>
<tbody>
<tr>
<td>1. Ready position</td>
<td>Ready position</td>
</tr>
<tr>
<td>2. Point shoulders toward service area, weight on back foot</td>
<td>Point Shoulders</td>
</tr>
<tr>
<td>3. Hold shuttle make an “O” with thumb and index finger*</td>
<td>O-Shape*</td>
</tr>
<tr>
<td>4. Racket back and wrist cocked</td>
<td>Wrist back</td>
</tr>
<tr>
<td>5. Swing racket with upward angle; drop shuttle shift weight to front foot *</td>
<td>Swing*</td>
</tr>
<tr>
<td>6. Contact shuttle in front and side body below waist *</td>
<td>Make contact*</td>
</tr>
<tr>
<td>7. Follow through across body*</td>
<td>Follow Through*</td>
</tr>
</tbody>
</table>

COMPLEXITY VARIABLES

Learner:     Eye-Hand coordination, accuracy
Task:      Discrete
Environment: Closed, condition of equipment, height of net, target size

CHECKLIST

<table>
<thead>
<tr>
<th>Student</th>
<th>Ready pos</th>
<th>O Shape*</th>
<th>Wrist back</th>
<th>Swing*</th>
<th>Make contact*</th>
<th>Follow through*</th>
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BADMINTON OVERHEAD SMASH TASK ANALYSIS

VISUAL DESCRIPTION: Student will start in ready position (eyes forward, shoulders and hips square, knees bent and feet shoulder width apart). Approach shuttle from dominant side bringing racket from back scratch position upward with weight on front foot. Flex wrist downward and contact shuttle at highest point with a closed racket face while following through across the body and finishing in the ready position.

<table>
<thead>
<tr>
<th>MOVEMENT SEQUENCE</th>
<th>CUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ready position</td>
<td>Ready position</td>
</tr>
<tr>
<td>2. Step under shuttle</td>
<td>Approach</td>
</tr>
<tr>
<td>3. Bring racket to back scratch position *</td>
<td>Back*</td>
</tr>
<tr>
<td>4. Keep weight on front foot</td>
<td>Weight</td>
</tr>
<tr>
<td>5. Reach high into air and hit shuttle with racket and contact with highest point *</td>
<td>Attack*</td>
</tr>
<tr>
<td>6. Hit shuttle with as much force possible, snap wrist forward *</td>
<td>Make contact*</td>
</tr>
<tr>
<td>7. Follow through across body*</td>
<td>Follow Through*</td>
</tr>
</tbody>
</table>

COMPLEXITY VARIABLES

Learner: Eye-Hand coordination, reaction time, accuracy
Task: Discrete
Environment: Open, condition of equipment, height of net, target size

CHECKLIST

<table>
<thead>
<tr>
<th>Student</th>
<th>Ready pos</th>
<th>Approach</th>
<th>Back*</th>
<th>Attack*</th>
<th>Make contact*</th>
<th>Follow through*</th>
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STANDARDS:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities

GLCS:

- M.1.SG.1 Demonstrate all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11).
- K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
- K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will be able to make a forehand clear, two out of three times throughout drills.
- Psychomotor: Students will be able to make a backhand clear, two out of three times throughout drills.
- Cognitive: Two of three students will verbally identify one of the four critical points of the forehand clear when called upon by the instructor.
- Cognitive: Two of three students will verbally identify one of the four critical points of the backhand clear when called upon by the instructor.
- Personal Social: Students will show respect for authority when stopping/starting on the signal 2 out of 3 times.
INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)  Time: 4 min

**Centrally Located Position:** Start in corner of gym by Mr. Hamilton’s desk

**Dry Run: (explanation/demonstration)** Students will run laps around the gym for 5 minutes. Then, they will spread out along sideline in 2 total groups for calisthenics. Students will perform down and back of each exercise: high skips, side shuffle (once with right foot leading, once with left foot leading), butt kicks, drum major, jumping jacks half way and jog the rest, karaoke (once with right foot leading, once with left foot leading), and backwards run or reach backs. Teach demonstrates while explaining.

**Challenge:** Keep a constant running pace

**Safety:** Keep hands to yourself.

**Questions to Check Understanding:** Which direction do we run around the gym? Where do we line up for calisthenics? How many groups will we have for calisthenics?

**Transition: (to begin movement prep.)** *When I say GO, stand up and walk to your own space in the gym.*

Students Participate  Time: 7 min

**Transition: (to stop movement prep)** *When I blow my whistle, stop running, walk one more lap, and move to sideline for calisthenics.*

**Anticipatory Set:** Talk about the history of badminton.

- The game we all know as badminton began in the 19th century (1870) and was named by the Duke of Beaufort after Badminton House in Gloucestershire.

- In England there had long been a children's game known as "battered and shuttlecock". Players used a paddle, called a battledore, to keep a cork stuffed with feathers, called a shuttlecock, in the air for as long as possible. This game had been popular since medieval times. The modern version had migrated somehow to India and then back again.

- The Badminton Association of England published the first set of rules in line with the new regulations in 1893 and officially launched the game of Badminton. The All England Open Badminton Championships began in 1899 and were the world's first badminton competition.
• The history of badminton in the United States began with the first Badminton club, the Badminton Club of New York, founded in 1878. The game flourished in the 1930s when places such as the YMCA and educational institutions began offering badminton instruction. Badminton became a popular pastime for many Hollywood stars including James Cagney, Bette Davis, Ginger Rogers and Douglas Fairbanks, which also helped to promote the sport in the 1930s.

• 1937 saw the first ABA championships and a year later it became a member of the International Badminton Federation.

**Statement of Objective:** Students will learn how to perform the backhand and forehand clear.

<table>
<thead>
<tr>
<th>ITIP 1</th>
<th>Time: 2 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Model:</strong></td>
<td>Teacher will demonstrate how to do the back hand clear explain each step in depth.</td>
</tr>
<tr>
<td><strong>4 Critical Points:</strong></td>
<td>Ready position, cross-over step, contact, follow through.</td>
</tr>
<tr>
<td><strong>Transition:</strong></td>
<td>When I say GO, stand up and get into your personal space to practice the backhand motion on air.</td>
</tr>
<tr>
<td><strong>Student Response:</strong></td>
<td>Students participate</td>
</tr>
<tr>
<td><strong>Transition:</strong></td>
<td>When I blow my whistle, stop what you are doing and come back to a semi-circle.</td>
</tr>
<tr>
<td><strong>Questions to Check Understanding:</strong></td>
<td>What is one of the critical points to the backhand underhand clear? When do we use a backhand underhand clear?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ITIP 1</th>
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</thead>
<tbody>
<tr>
<td><strong>Teacher Model:</strong></td>
<td>Teacher will demonstrate how to do the forehand underhand clear. Explain each step in depth.</td>
</tr>
<tr>
<td><strong>4 Critical Points:</strong></td>
<td>Ready position, step, contact, follow through.</td>
</tr>
<tr>
<td><strong>Transition:</strong></td>
<td>When I say GO, stand up and get into your personal space to practice the forehand motion on air.</td>
</tr>
<tr>
<td><strong>Student Response:</strong></td>
<td>Students participate</td>
</tr>
<tr>
<td><strong>Transition:</strong></td>
<td>When I blow my whistle, stop what you are doing and come back to a semi-circle.</td>
</tr>
<tr>
<td><strong>Questions to Check Understanding:</strong></td>
<td>What is one of the critical points to the forehand underhand clear? When do we use a forehand underhand clear?</td>
</tr>
</tbody>
</table>
ITIP2 (for each activity or drill) Partner Rally

**Time of Explanation:** 2 min

**Centrally Located Position:** Walk around the gym

**Dry Run: (Explanation/Demonstration):** Students will partner up and stand about 5-6 feet apart from each other around the gym. Students will practice the underhand and forehand hits while passing back and forth to their partner. Teacher will demonstrate.

**Challenge:** Keep the birdie in the air the whole time. Work on the forehand and backhand underhand clear. Practice control, speed, and aim of the birdie.

**Safety:** Make sure you are far enough away from the person next to you so you don’t hit them with your racket.

**Questions to Check Understanding:** Where do you have to stand? What two hits are we working with our partners?

**Transition: (to begin drill)** When I say GO, I want everyone to find a partner and spread around the gym. If you don’t have a partner, come up here by me. Once you find your partner and you get to your spot you may begin.

**Students Participate:** Students practice the forward and underhand clear

**Time:** 5 min

**Transition: (to end drill or activity)** When I blow my whistle I want everyone to stop what they’re doing and look up here with your mouths shut.

---

ITIP2 (for each activity or drill) Bounce, Bounce Pass

**Time to Explain:** 2 min

**Centrally Located Position:** Walk around the gym

**Dry Run: (Explanation/Demonstration):** Students will keep their current partner. Instead of just hitting the birdie back and forth, students will have to bounce the birdie twice on their racket before they can pass it to their partner. Teacher will demonstrate.

**Challenge:** Keeping control of the birdie and then hitting it to your partner

**Safety:** Make sure you are far enough away from the person next to you so you don’t hit them with your racket.

**Questions to Check Understanding:** Where do you have to stand? What two hits are we working with our partners? What do you do before you hit the birdie to your partner?
Transition: (to begin drill) When I say GO, I want you to start practicing the Bounce, Bounce Pass drill with your partner.

Students Participate: Students practice the forward and underhand hit  
Time: 5 min

Transition: (to end drill or activity) When I say freeze I want everyone to grab their racket, and their birdie and meet me back in the front of the gym.

ITIP2 (for each activity or drill)  
Time of Explanation: 2 min

Centrally Located Position: Students will be on half court line of basketball court facing me.

Dry Run: (Explanation/Demonstration): Students will be split up and use forehand and backhand clear to try and hit the hula hoops at the other end of the court. Teacher demonstration

Challenge: To put the birdie into the hula hoops using backhand and underhand clear.

Safety: Wait your turn.

Questions to Check Understanding: What skills will you be using during this drill?

Diagram of Drill or Activity:

Transition: (to begin drill): On my whistle, find a partner. If you do not have a partner come to me.

Students Participate  
Time: 8 min
Transition: (to end drill or activity): When I blow my whistle, set your rackets down and listen for next set of instructions.

<table>
<thead>
<tr>
<th>ITIP2 (for each activity or drill)</th>
<th>Time of Explanation: 2 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centrally Located Position:</td>
<td>Students in the center circle of the gym facing me sitting down.</td>
</tr>
<tr>
<td>Dry Run: (Explanation/Demonstration):</td>
<td>We are going to work in partners today and work on our forehand and backhand clears. Each set of partners will split to one side of the net. Then everyone will spread out as much as possible so we are not interfering with each other. You are to work on both shots over the net with your partner. There is no point scoring and the focus is on technique. Teachers will demonstrate.</td>
</tr>
<tr>
<td>Challenge:</td>
<td>Complete forehand and backhand clear properly.</td>
</tr>
<tr>
<td>Safety:</td>
<td>Try to stay in your area. Birdies will fly into other partner’s area. Use your voice to give a heads up.</td>
</tr>
<tr>
<td>Questions to Check Understanding:</td>
<td>What two clears are we working on today? Should we be smashing the birdies?</td>
</tr>
</tbody>
</table>

Diagram of Drill or Activity:

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Transition: (to begin drill) When I say go, find a partner. If you do not have a partner, come to me. Walk over to a court and wait for me to tell you to begin. Go!

Students Participate | Time: 8 min

Transition: (to end drill or activity) Stop! When I say go, walk your rackets and birdies over to the cart and place them in it. Then walk back to the center circle. Go!

CLOSURE: Time: 2 min
Today we worked on the forehand and backhand clears. These are good moves to know to slow the oppositions rally.

**Resources:**

**Equipment/Class Set Up:** Nets, Rackets, shuttle cocks
Teacher: Elizabeth Szymanski  
Grade/Subject: High School PE

Lesson Title: Badminton- Serving & Overhead Clear

Date: 4/23/12

STANDARDS:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities

GLCS:

- M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.
- M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).
- K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will be able to make a serve over the net and within the boundaries, 2 out of 3 times throughout drills.
- Psychomotor: Students will be able to make and overhead clear over the net and within the boundaries 4 out of 5 times.
- Cognitive: Two of three students will be able to verbally identify one of the four critical points of the serve.
- Cognitive: Two of three students will verbally identify one of the four critical points of the overhead clear when called upon by the instructor.
- Personal Social: Students will show respect for one another by following directions and taking turns clear 3 of 4 opportunities.
INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)  
**Time:** 4 min

<table>
<thead>
<tr>
<th>Centrally Located Position:</th>
<th>Start in corner of gym by Mr. Hamilton’s desk.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dry Run:</strong></td>
<td><strong>(explanation/demonstration)</strong> Students will run laps around the gym for 4 minutes. Then, they will spread out along sideline in 2 total groups for calisthenics. Students will perform down and back of each exercise: high skips, side shuffle (once with right foot leading, once with left foot leading), butt kicks, drum major, jumping jacks half way and jog the rest, karaoke (once with right foot leading, once with left foot leading), and backwards run or reach backs. Teach demonstrates while explaining.</td>
</tr>
<tr>
<td><strong>Challenge:</strong></td>
<td>Keep a constant running pace</td>
</tr>
<tr>
<td><strong>Safety:</strong></td>
<td>Keep your hands to yourself</td>
</tr>
<tr>
<td><strong>Questions to Check Understanding:</strong></td>
<td>Which direction do we run around the gym? Where do we line up for calisthenics? How many groups will we have for calisthenics?</td>
</tr>
</tbody>
</table>

**Transition:** *(to begin movement prep.)*  
*When I say GO, stand up and walk to your own space in the gym.*

**Students Participate**  
*Time: 7 min*

**Transition:** *(to stop movement prep)*  
*When I blow my whistle, stop running, walk one more lap, and move to sideline for calisthenics.*

**Anticipatory Set:** Remember how we learned the two clears the other day? Today we are going to learn another type of clear and how to serve in badminton.

**Statement of Objective:** Students will learn the overhead clear and the serve.

**ITIP 1**  
*Time: 2 min*

**Teacher Model:** Teacher will demonstrate the serve over the net. Emphasizing the four critical points.

**4 Critical Points:** O-Shape, swing, make contact, follow through.

**Transition:**  
*When I say GO, stand up and get into your personal space to practice the serving motion on air.*

**Student Response:** Students participate
Transition: Everyone freeze and look up here please. When I say GO, walk back to the center and take a seat.

Questions to Check Understanding: What was a critical point of the serve? Should we be serving diagonally across the court?

ITIP 1 Time: 2 min
Teacher Model: Teacher will demonstrate the overhead clear. Emphasizing the four critical points.
4 Critical Points: Wind up, swing, make contact, follow through.

Transition: When I say GO, stand up and find your own space to practice the overhead clear.

Student Response: Students participate

Transition: Freeze. When I say go, walk back to the center circle and sit down.

Questions to Check Understanding: What type of clear did we just learn? What is it good for?

ITIP2 (for each activity or drill) Tic Tac Toe Time of Explanation: 2 min
Centrally Located Position: Teacher will be moving throughout the gym. Students will be in groups of four students per net (two on each side).

Dry Run: (Explanation/Demonstration): Teacher will demonstrate. Cones are laid out diagonally. Serve to which cone wanted first. Try to hit all three cones. Other partner hits back

Challenge: Try to hit all three cones

Safety: Watch for others around you while swinging. Keep your eyes open for flying birdies.

Questions to Check Understanding: What are we trying to hit? When does other partner hit birdie back? Do we need to watch for other birdies or players?
Diagram of Drill or Activity:

Transition: (to begin drill) When I say go, find a partner. If you do not have a partner come to me. Once you have a partner walk over to a court and get on opposite sides of net.

Students Participate Time: 5 min

Transition: (to end drill or activity) Stop! When I say go, walk back to the center circle and sit down.

ITIP 2 Time of Explanation: 2 min

Centrally Located Position: Students will be on the baseline of the basketball court facing me.

Dry Run: Demonstration/Explanation: Now we are going to play a game with the badminton skills we have learned so far. We are going to play a game called Badminton 4-Square. It is exactly like 4-Square, except you each have a racquet and a birdie instead of a playground ball. The person in square 1 serves the birdie. The object is the keep the birdie in the air, use the different badminton skills you have learned so far, and to get someone else out. There are two students per section.

Challenge: The goal is to keep the birdie in the air, use the different badminton skills you have learned so far, and to get someone else out.

Safety: Be careful when you swing your racquet. Your partner may be close to you, so communicate to each other where you are in your square.

Questions to Check Understanding: What happens when your team scores? What skills should you be using in this game?
**Transition: (to begin)** I will number you off and tell you which square to go to. Please go to that specific square and wait until I say GO to begin.

**Students Participate:**

**Time:** 5 min

**Transition: (to end)** Stop! When I say go, walk back to the middle and take a seat. Go!

**ITIP 2**

**Time of Explanation:** 2 min

**Centrally Located Position:** Students will be on the baseline of the basketball court facing me.

**Dry Run: Demonstration/Explanation:** Teachers will demonstrate. Teacher will serve birdie to other. Teacher will return using the overhead clear

**Challenge:** Use overhead clear to get birdie back over the net

**Safety:** Keep eyes on birdie

**Questions to Check Understanding:** What skill are you using? What is the overhead used for?

**Diagram of Drill or Activity:**

![Diagram of Drill or Activity](image-url)
Transition: (to begin) When I say go, find a partner. If you do not have one come to me. Once you have a partner walk over to the baseline and face me.

Students Participate: Time: 8 min

Transition: (to end) Stop! When I say go, walk back to the middle and take a seat. Go!

ITIP 2 Partner Volley’s Time of Explanation: 2 min

Centrally Located Position: Teacher will be moving throughout the gym. Students will be in partners.

Dry Run: Demonstration/Explanation: Teachers will demonstrate. One will practice serve to other. Receiver will practice over head clear and forehand/hand clears. Rally back and forth until birdie drops. Switch servers

Challenge: Keep the volley going and practice skills

Safety: Watch for others around you.

Questions to Check Understanding: What skills are we practicing? Should there be any smashes going on?

Diagram of Drill or Activity:

Transition: (to begin drill) When I say go, find a new partner. If you do not have a partner come to me. Walk over to the baseline and decide who is going first. Go!

Students Participate: Time: 2 min

Transition: (to end drill or activity) Stop! When I say go, walk your rackets and birdies over to the cart and place them away. Then walk back to the center circle. Go!
CLOSURE:  

We learned the different types of clears and how to serve now. Tomorrow we will go over some rules and hopefully play some games.

Resources:

Equipment/Class Set Up: Badminton racquets, badminton nets, shuttle cocks (birdies)
<table>
<thead>
<tr>
<th>Teacher: Elizabeth Szymanski</th>
<th>Grade/Subject: High School P.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Title: Badminton- Overhead Smash</td>
<td>Date: 4/23/12</td>
</tr>
</tbody>
</table>

**STANDARDS:**

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities

**GLCS:**

- M.1.NG.1 Demonstrate all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).
- M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).
- K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.

**STUDENT BEHAVIORAL OBJECTIVES:**

- Psychomotor: Students will play games of badminton and will perform previous learned skills 2 out of 3 times throughout competition.
- Cognitive: Two of three students will be able to identify one of the previous learned skills when called upon by the instructor.
- Personal Social: Students will show respect for authority by stopping/starting on the signal, 3 of 4 opportunities.
INSTRUCTIONAL ACTIVITIES

### Movement Preparation: (warm up)  
**Time:** 4 min

**Centrally Located Position:** Start in corner of gym by Mr. Hamilton’s desk

**Dry Run: (explanation/demonstration)** Students will run laps around the gym for 4 minutes. Then, they will spread out along sideline in 2 total groups for calisthenics. Students will perform down and back of each exercise: high skips, side shuffle (once with right foot leading, once with left foot leading), butt kicks, drum major, jumping jacks half way and jog the rest, karaoke (once with right foot leading, once with left foot leading), and backwards run or reach backs. Teach demonstrates while explaining.

**Challenge:** Keep a constant running pace

**Safety:** Keep your hands to yourself

**Questions to Check Understanding** Which direction do we run around the gym? Where do we line up for calisthenics? How many groups will we have for calisthenics?

**Transition: (to begin movement prep.)** *When I say GO, stand up and walk to your own space in the gym.*

**Students Participate**  
**Time:** 7 min

**Transition: (to stop movement prep)** *When I blow my whistle, stop running, walk one more lap, and move to sideline for calisthenics.*

**Anticipatory Set:** Today we are going to continue our badminton unit. What are some of the key concepts of a serve? Where do you want to serve it to? What about key concepts of a forehand underhand clear? Backhand underhand clear? Someone raise their hand and tell me what you remember about the overhead clear.

**Statement of Objective:** *Today we are going to learn the overhead smash.*

### ITIP 1  
**Time:** 2 min

**Teacher Model:** *The smash is a shot hit with power and speed downward to your opponent’s court. The angle and the steepness of the shuttle’s flight will make it hard for your opponent to retrieve. Contact the shuttle further in front of your body than the clear or the drop shot. The optimum hitting zone is located somewhere above the central area of your racket. You can also jump while you perform a smash hit for more power and a steeper angle.*

**4 Critical Points:** Step, wind up, swing, area of contact.

**Transition: When I say GO, I want to see everyone practice performing an overhead smash.*
**Student Response:** Students will participate in practicing the overhead smash hit without a racquet.

**Transition:** Everyone freeze and look up here. When I say GO, everyone needs to get a racquet, find their own personal space throughout the gym, and practice the overhead smash.

**Questions to Check Understanding:** Where do you want to make contact with the racquet and the birdie? What is the purpose of an overhead smash?

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**ITIP2 (for each activity or drill)** Partner Smash  
**Time of Explanation:** 2 min

**Centrally Located Position:** Teacher will be moving throughout the gym. Students will be in partners hitting towards the walls of the gym.

**Dry Run: (Explanation/Demonstration):** Two students demonstrate. One student will toss birdie. Other student will smash birdie towards the base of wall. Get birdie they toss to their partner. Continue.

**Challenge:** Work on your smash technique.

**Safety:** Make sure no one is around when hitting.

**Questions to Check Understanding:** When do you switch partners? Do we need to look out for others?

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**Diagram of Drill or Activity:**

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**Transition: (to begin drill)** When I say go, find a partner. If you do not have a partner come to me. Have the shortest partner walk over and get a birdie. Walk and find your own places on the wall.

**Students Participate**  
**Time:** 5 min

**Transition: (to end drill or activity)** Stop! When I say GO, walk back to the center and take a seat.
ITIP 2  Smashing and move  

**Time of Explanation:** 2 min

**Centrally Located Position:** Teacher will be near net watching technique. Students will be in groups with two lines at each net. One student will do the tossing.

**Dry Run:** Demonstration/Explanation: In groups of 3 to 5. One person is tossing. Toss birdie to first person in line. That person smashes, goes to end of line. Next student steps up and repeats. Repeat until through line. Switch who is tossing birdie.

**Challenge:** Have the smashes make it over the net and land in the legal area.

**Safety:** Make sure you are not going to hit anyone.

**Questions to Check Understanding:** What are we working on? What is the tossers job?

Diagram of Drill or Activity:

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**Transition:** (to begin drill) When I say GO, find a group of 3 or 5. If you do not have a partner, come to me. Each group, find your own court, designate one tossing line and one smashing line. I will blow my whistle to tell you when to switch. Go!

**Students Participate:**  

**Time:** 2 min

**Transition:** (to end drill or activity) Stop! When I say go, walk back to the middle and take a seat. Go!

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ITIP 2  Play Games  

**Time of Explanation:** 2 min

**Centrally Located Position:** Teachers will demonstrate rules and scoring. Students will be in groups of 4 to a net (2 vs. 2)

**Dry Run:** Demonstration/Explanation: Teachers will demonstrate. Go through game-like scenarios
Challenge: Try to score as many points as possible

Safety: Look out for others when swinging racket.

Questions to Check Understanding: Who serves first? Do you serve diagonally?

Diagram of Drill or Activity:

Transition (to begin): *When I say GO, find a partner. If you do not have a partner come to me. Once you have a partner walk over to a net and wait for an opponent. Go!*

Students Participate: Time: 10 min

Transition (to end): *Stop! When I say GO will everyone holding the birdie collect the rackets from your court. Then walk them over to the cart and put away. Everyone else can walk back to the center and sit down. Go!*

CLOSURE: Time: 2 min

You all have really improved our skills and now will test them out tomorrow.

Resources:

Equipment/Class Set Up: Badminton racquets, badminton nets, shuttle cocks (birdies)
Teacher: Elizabeth Szymanski
Grade/Subject: High School P.E.

Lesson Title: Badminton - Singles Play

Date: 4/23/12

STANDARDS:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities

GLCS:

- M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.
- M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).
- K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will play games of badminton and will perform previous learned skills 2 out of 3 times throughout competition.
- Cognitive: Two of three students will be able to identify one of the previous learned skills when called upon by the instructor.
- Personal Social: Students will show respect for authority by stopping/starting on the signal, 3 of 4 opportunities.
INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)  

| Time: 4 min |

Centrally Located Position: Start in corner of gym by Mr. Hamilton’s desk

Dry Run: (explanation/demonstration) Students will run laps around the gym for 4 minutes. Then, they will spread out along sideline in 2 total groups for calisthenics. Students will perform down and back of each exercise: high skips, side shuffle (once with right foot leading, once with left foot leading), butt kicks, drum major, jumping jacks half way and jog the rest, karaoke (once with right foot leading, once with left foot leading), and backwards run or reach backs. Teach demonstrates while explaining.

Challenge: Keep a constant running pace

Safety: Keep your hands to yourself

Questions to Check Understanding  Which direction do we run around the gym? Where do we line up for calisthenics? How many groups will we have for calisthenics?

Transition: (to begin movement prep.) When I say GO, stand up and walk to your own space in the gym.

Students Participate  

| Time: 7 min |

Transition: (to stop movement prep) When I blow my whistle, stop running, walk one more lap, and move to sideline for calisthenics.

Anticipatory Set: Today we are going to continue our badminton unit. What are some of the key concepts of a serve? Where do you want to serve it to? What about key concepts of a forehand underhand clear? Backhand underhand clear? Someone raise their hand and tell me what you remember about the overhead clear.

Statement of Objective: Today we are going to play badminton games, singles only.

ITIP2 (for each activity or drill)  

| Time of Explanation: 2 min |

Singles Play

Centrally Located Position: Teacher will be moving throughout the gym. Students will be participating in a singles tournament.

Dry Run: (Explanation/Demonstration) Two students demonstrate. Students will be playing singles games. Those students not playing will practice on their own or keep score for the games that are being played. I will record the winner and loser of each game and set up a tournament board. After each game, report your score to me and wait for me to tell you who you will be playing next. The games will go to 11 points, or whoever has the highest score after 5 minutes.
Challenge: Work on your technique for all the skills learned so far.

Safety: Make sure no one is around when hitting.

Questions to Check Understanding: When do you switch partners? Do we need to look out for others?

Diagram of Drill or Activity:

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Transition: (to begin drill) When I say GO, look at the tournament board and see who you are playing and at which court. If you do not play, help keep score for the other games or practice on your own.

Students Participate

Time of each game: 5 min

Transition (to end): Stop! When I say GO will everyone holding the birdie collect the rackets from your court. Then walk them over to the cart and put away. Everyone else can walk back to the center and sit down. Go!

Closure:

Time: 2 min

You all have really improved our skills. Tomorrow we will be playing a double tournament.

Resources:

Equipment/Class Set Up: Badminton racquets, badminton nets, shuttle cocks (birdies)
Lesson Title: Badminton - Doubles Play

Date: 4/23/12

STANDARDS:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities

GLCS:

- M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.
- M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).
- K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will play games of badminton and will perform previous learned skills 2 out of 3 times throughout competition.
- Cognitive: Two of three students will be able to identify one of the previous learned skills when called upon by the instructor.
- Personal Social: Students will show respect for authority by stopping/starting on the signal, 3 of 4 opportunities.
INSTRUCTIONAL ACTIVITIES

Movement Preparation: (warm up)  

Centrally Located Position: Start in corner of gym by Mr. Hamilton’s desk

Dry Run: (explanation/demonstration) Students will run laps around the gym for 4 minutes. Then, they will spread out along sideline in 2 total groups for calisthenics. Students will perform down and back of each exercise: high skips, side shuffle (once with right foot leading, once with left foot leading), butt kicks, drum major, jumping jacks half way and jog the rest, karaoke (once with right foot leading, once with left foot leading), and backwards run or reach backs. Teach demonstrates while explaining.

Challenge: Keep a constant running pace

Safety: Keep your hands to yourself

Questions to Check Understanding Which direction do we run around the gym? Where do we line up for calisthenics? How many groups will we have for calisthenics?

Transition: (to begin movement prep.) When I say GO, stand up and walk to your own space in the gym.

Students Participate  

Transition: (to stop movement prep) When I blow my whistle, stop running, walk one more lap, and move to sideline for calisthenics.

Anticipatory Set: Today we are going to continue our badminton unit. What are some of the key concepts of a serve? Where do you want to serve it to? What about key concepts of a forehand underhand clear? Backhand underhand clear? Someone raise their hand and tell me what you remember about the overhead clear.

Statement of Objective: Today we are going to play badminton games, doubles only.

ITIP2 (for each activity or drill)  Doubles Play  

Centrally Located Position: Teacher will be moving throughout the gym. Students will be participating in a doubles tournament.

Dry Run: (Explanation/Demonstration) Four students demonstrate. Students will be playing singles games. Those students not playing will practice on their own or keep score for the games that are being played. I will record the winner and loser of each game and set up a tournament board. After each game, report your score to me and wait for me to tell you who you will be playing next. The games will go to 15 points, or whoever has the highest score after 5 minutes.
Challenge: Work on your technique for all the skills learned so far.

Safety: Make sure no one is around when hitting.

Questions to Check Understanding: When do you switch partners? Do we need to look out for others?

Diagram of Drill or Activity:

Transition: (to begin drill) When I say GO, look at the tournament board and see who you are playing and at which court. If you do not play, help keep score for the other games or practice on your own.

Students Participate

Time of each game: 5 min

Transition (to end): Stop! When I say GO will everyone holding the birdie collect the rackets from your court. Then walk them over to the cart and put away. Everyone else can walk back to the center and sit down. Go!

CLOSURE:

Time: 2 min

You all have really improved our skills. Tomorrow we will be playing a double tournament.

Resources:

Equipment/Class Set Up: Badminton racquets, badminton nets, shuttle cocks (birdies)
Teacher: Elizabeth Szymanski
Grade/Subject: High School P.E.

Lesson Title: Badminton- Stations

Date: 4/23/12

STANDARDS:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities

GLCS:

- M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.
- M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).
- K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

STUDENT BEHAVIORAL OBJECTIVES:

- Psychomotor: Students will be able to perform the serve over the net and within the boundaries 2 out of 3 times
- Psychomotor: Students will be able to perform the wall volley 2 out 3 times, over the net and within the boundaries.
- Cognitive: Students will be able to verbally identify one of the four critical points of the serve 2 of 3 opportunities.
- Cognitive: Students will be able to verbally identify one of the four critical points of the clear 2 of 3 opportunities.
- Personal Social: Students will show respect for authority when stopping/starting on the signal 2 out of 3 times.
INSTRUCTIONAL ACTIVITIES

**Movement Preparation: (warm up)**  
**Time:** 4 min

**Centrally Located Position:** Start in corner of gym by Mr. Hamilton’s desk

**Dry Run: (explanation/demonstration)** Students will run laps around the gym for 4 minutes. Then, they will spread out along sideline in 2 total groups for calisthenics. Students will perform down and back of each exercise: high skips, side shuffle (once with right foot leading, once with left foot leading), butt kicks, drum major, jumping jacks half way and jog the rest, karaoke (once with right foot leading, once with left foot leading), and backwards run or reach backs. Teach demonstrates while explaining.

**Challenge:** Keep a constant running pace

**Safety:** Keep your hands to yourself

**Questions to Check Understanding:** Which direction do we run around the gym? Where do we line up for calisthenics? How many groups will we have for calisthenics?

**Transition: (to begin movement prep.)** *When I say GO, stand up and walk to your own space in the gym.*

**Students Participate**  
**Time:** 7 min

**Transition: (to stop movement prep)** *When I blow my whistle, stop running, walk one more lap, and move to sideline for calisthenics.*

**Anticipatory Set:** Now that we have learned all of the skills of badminton it is time to finish it up. We will play some games and test your skills.

**Statement of Objective:** Students will play games and test their skills through skill tests.

**Transition: (to begin drill)** *I will assign you two a number 1 through 6 and walk to that station. Do not start doing the activity until I say GO.*

**Students Participate**  
**Time each station:** 5 min

**Transition: (to end drill or activity)** Stop! When I say GO, walk your rackets and birdies back to the cart. Place them in it and walk back to the center circle.

**ITIP2 (for each activity or drill)** Games X 3 stations  
**Time each station:** 5 min

**Centrally Located Position:** Teachers will be towards middle of nets to assure can see all players. Students will be in groups of 4 at each net.
Dry Run: (Explanation/Demonstration): Four students will demonstrate. They will play game. On rotational signal entire group will rotate

Challenge: Improve your skills of badminton

Safety: Watch out for others during play.

Questions to Check Understanding: Do we need to look out for others? Are we playing a game?

Diagram of Drill or Activity:

1: Game 2: Serve Test 3: Game

4: Wall Volley 5: Game 6: Racquet Skills
ITIP 2  Racket Skills  Time each station: 5 min

Centrally Located Position: Teacher will be in front of half circle of students.

Dry Run: Demonstration/Explanation: Teacher will demonstrate how to do racket skills. Skills include: bounce on top, bounce on bottom, flip top and bottom bounces, catch birdie with racquet, etc.

Challenge: See how many you can get in a row.

Safety: Look out for others in the area.

Questions to Check Understanding: What station is this? What are we trying to do here?

ITIP 2  Serve Skill Test  Time each station: 5 min

Centrally Located Position: Teacher will be behind the students to observe serving skills. Students will be serving towards the wall (two at a time).

Dry Run: Demonstration/Explanation: Teacher will demonstrate. Use serve technique. Hit birdie in correct confinesments

Challenge: Try to make all 5 serves

Safety: Look out for others before hitting birdie

Questions to Check Understanding: What are we doing here? How many serves do we want to get in?

ITIP 2  Wall Volley Skill Test  Time each station: 5 min

Centrally Located Position: Teacher will be located so they can see all students. Students will be in partners (one counting one hitting)

Dry Run: Demonstration/Explanation: Teacher will demonstrate. Hit ball off of wall. Hit back at wall. Repeat

Challenge: See how many you can get in a row

Safety: Look out for others around you.

Questions to Check Understanding: Who is counting? How many do we want to get in a row?

Transition: (to begin rotations) When I say go, everyone walk to their station. Go!
Students Participate: Time each station: 5 min

Transition: (to rotate): Stop! When I say go, everyone walk to his or her next station. Which direction are we rotating? Go!

CLOSURE: Time: 2 min

Nice job today everyone. I hope you all liked learning about badminton as much as we likes teaching you about it. Thank you for making this experience memorable.

Resources:

Equipment/Class Set Up: Nets, racquets, shuttle cocks, tape.
Badminton Skills Test

1. Directions
   Wall Volley Test: Student will stand behind the 6½ foot line holding racket and shuttlecock. After the serve, the student may play the shuttlecock from anywhere behind the 3 foot restraining line. The student will get 30 seconds to get as many hits possible. If the shuttlecock hits the ground or the student wishes to start over, the serve must be taken place behind the 6½ foot line again. After the serve, the student may, again, play the shuttlecock from anywhere behind the 3 foot restraining line. All legal hits again the wall scores 1 point. Each student will get two, 30 second trials.
   Serve Test: Student will stand in the serving area and serve the shuttlecock into the opposite side of the court (diagonally). On the opposite side of the court there are numbered boxes. The student will get 10 chances to hit the highest numbered boxes possible. Each of those boxes is worth their number in points. If the student serves the shuttlecock and it does not land inside any of the boxes, the student will receive zero points for that serve.

3. Diagram
   Wall Volley Test:

   Serving Test:
4. **Grading**

   Wall Volley: Each student will receive 1 point for every legal hit against the wall.

   Serving: The student will receive the number of points for the numbered box their serve lands in. All those points will be added up and taken out of 40. If the student receives more than 40 points, for example if they serve in the 5 point box multiple times, they will still take their total amount of points out of 40.

5. **Source**

   *Practical Approach to Measurement in Physical Education* by Barrow and McGee
<table>
<thead>
<tr>
<th>Pre Skills Tests</th>
<th>Post Skills Test</th>
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<tbody>
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<td><strong>Wall Volley</strong></td>
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Total Points: _____/40  _____/40
Recreational Games

Badminton Test

Read each question carefully, circle the best possible answer.

Each question will be worth 1 point.

1. The dimensions of the singles court are...
   a. Short and long
   b. Short and wide
   c. Long and narrow
   d. Long and wide

2. All underhand shots are...
   a. Offensive
   b. Defensive
   c. Only A and B
   d. None of the above

3. Before a badminton match, a player does the following except...
   a. Warm up
   b. Spins to see who serves and receives
   c. Trash talk the opponent
   d. Stretch

4. Who calls the lines?
   a. An official
   b. Some on the sidelines
   c. The person who’s on the side of the shuttle at the time of the foul
   d. It’s a joint decision

5. If the shuttle lands on the line it is...
   a. In
   b. Out
   c. A replay
6. If the shuttle hits the net on a serve but continues over the net, and into the correct receiving court, the receiving team can...
   a. Stop play
   b. Replay
   c. Continue play
   d. Both A and B

7. If the score is tied 13-13, the team reaching the ties score first has the option of setting, which means they will go back to 0 (zero) and play until...
   a. 4
   b. 3
   c. 5
   d. 2

8. If the score is tied 14-14, the team reaching the tied score first has the option of setting, which means they will go back to 0 (zero) and play until...
   a. 4
   b. 3
   c. 5
   d. 2

9. What is the flight pattern for a smash?
   a. Down
   b. Fast passed
   c. Diagonally as the opponents feet
   d. All of the above

10. What is the main objective of the overhead clear shot?
    a. To pass to your partner
    b. To put the birdie high and deep in the opponents court
    c. As an emergency shot
    d. To show off to the fans

11. When performing the serve...
    a. The birdie must be contacted below the waist
    b. You can use the forehand or the backhand
    c. You must do it overhand
12. A common strategy in badminton is to...
   a. hit the shuttlecock as high as possible every time
   b. hit the shuttlecock to the opponents weak spot
   c. stay as stationary as possible
   d. work towards executing three passes with your partner before an attack

13. Who defines the rules of badminton?
   a. James Naismith
   b. American badminton association
   c. Michigan association for health, physical education, recreation and dance
   d. International Badminton Federation

14. When a rule is broken in badminton it is called a...
   a. Foul
   b. Penalty
   c. Fault
   d. Red card

15. The only time a player can touch the net during badminton play is...
   a. It is ok to touch the net at anytime
   b. Never
   c. Both a and b
   d. None of the above

16. The dimensions of the doubles court are...
   a. Short and wide
   b. Short and long
   c. Wide and narrow
   d. Long and wide
17. The top of the net is ...
   a. One foot lower than the tallest player
   b. 5 feet from the floor
   c. Changing from male and female badminton
   d. Waist high

18. The short service line is _____ far away from the net.
   a. 6 ft. 5 inches
   b. 5 ft. 11 inches
   c. 6 ft. 6 inches
   d. Way too

19. A drop shot...
   a. Is placed strategically just over the net
   b. Is when a player hits the birdie but drops their racquet
   c. Is a hard driven shot angled down at the opponent's feet
   d. Is ineffective in doubles play

20. The benefits of participating in badminton are...
   a. Increased cardiovascular endurance
   b. Improved hand eye coordination
   c. Increased social skills and overall wellness
   d. All of the above