# Lesson Plan: Badminton - Serve

## Short term/Skill Objective:
The student will be able to underhand serve a birdie with a mature pattern, during a badminton game making 8/10 shots.

### Forehand:
- Slight Knee bend
- Relax body
- Non racket leg in front
- Racket back to about shoulder level
- Swing forward
- Hold shuttle by feathers and drop slightly in front
- Hit with flat surface
- Follow through to head level

### Short Serve:
- Bring racket to waist level then start forward swing
- Bring shuttle closer to meet the racket instead of dropping it in front
- Contact at a higher point but still below waist
- Push shuttle with face of rackets

## Long Term Objective:
The student will be able to understand and perform the basic skills and rules of badminton in a game like situation.

## Content Standards: MED-Physical Education
- **Standard 1:** A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activity

## Equipment:
- Shuttles
- 11 Rackets
- 3 Nets
- 4 Poles
- Hula hoops
- Cones
- Score cards for golf
- Pencils

## Teacher:
Carrie Lehocky

## Grade Level:
* 6th-8th

## Time/Pace:
* Vanderbuilt Charter
* M,T,W,R,F
* 8:10am – 8:45am

## Date of Lesson
* March 15, 2010

## Subject of Class:
* PE II

## Unit Title:
* Badminton

<table>
<thead>
<tr>
<th>Time</th>
<th>Progression-Activities</th>
<th>Formation-Organization-Explanation</th>
<th>Cues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 min</td>
<td><strong>Introduction</strong></td>
<td>- Play a quick video of the 2008 gold medal Olympic badminton match, while students are sitting down. “After video is played, “All right if I could have everyone’s attention, I want to get this lesson started right</td>
<td></td>
</tr>
</tbody>
</table>
away so we have enough time to get into our final activity of King of the Court. Now if you couldn’t tell by now, we are starting our badminton unit. Today’s focus will be on the underhand serve. By the end of the class each of you will be able to perform a short serve, deep serve, and the goal is for you to be able to make 8 out of 10 serves during a game by the end of this lesson.”

- Everyone needs a racket
- Partner up with one person at half court and the other at the 10ft line
- Each partner holds the racket with the tip on the ground on either the 10ft line or half court line
- On the whistle both partners let go and run to try to catch the other before it hits the ground

“Ok I need everyone to hold onto your rackets and shuttle and gather in real quick. Why might this drill become useful when we get into game type situations? This warm up drill helps to work on foot speed, and as you saw on the video at the beginning badminton is a very high paced game. In order to place effective defense, you need to be on your toes and ready to move quickly...
<table>
<thead>
<tr>
<th>6min</th>
<th><strong>Partner Serving</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>to the shuttle</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First 2 minutes:</strong></td>
<td></td>
</tr>
<tr>
<td>- Pair up again and have one person at each 10ft line</td>
<td></td>
</tr>
<tr>
<td>- Have partners serve back and forth to each other, catching it each time (at their own pace)</td>
<td></td>
</tr>
<tr>
<td>- Teacher can walk in between partners to challenge them to serve it higher so it clears the net</td>
<td></td>
</tr>
<tr>
<td><strong>Next 4 minutes:</strong></td>
<td></td>
</tr>
<tr>
<td>- The person with the birdie tries to hit it as far as possible, and their partner has to turn and run to try to catch it</td>
<td></td>
</tr>
<tr>
<td>- If they catch it then they receive one point, but if it is dropped then the server gets a point.</td>
<td></td>
</tr>
<tr>
<td>- Play best of 5 and then switch servers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6min</th>
<th><strong>Olympic Serving</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Diagram" /></td>
</tr>
<tr>
<td><strong>Orange = 5pts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Blue = 10 pts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Red = 15pts</strong></td>
<td></td>
</tr>
<tr>
<td>- Set up three hula hoops or tape out zones on each court</td>
<td></td>
</tr>
<tr>
<td>- One in the short zone, one in the middle, and one in the deep zone</td>
<td></td>
</tr>
<tr>
<td>- Get four students to help demonstrate</td>
<td></td>
</tr>
<tr>
<td>(DEMO activity)</td>
<td></td>
</tr>
<tr>
<td>- Watch the shuttle</td>
<td></td>
</tr>
<tr>
<td>- Flat paddle</td>
<td></td>
</tr>
<tr>
<td>- Follow your serve (to the other side)</td>
<td></td>
</tr>
<tr>
<td>- Time remaining</td>
<td></td>
</tr>
<tr>
<td>- 10 sec countdown at end</td>
<td></td>
</tr>
</tbody>
</table>
Check for understanding: Bloom’s – Knowledge and application level

- Break class into teams of 4.
- 3 of the 4 stand in a line at the service line and 1 stands at the opposite end line (side with hula hoops)
- On the whistle the first person serves, trying to hit the birdie into the hula hoop
- Once they serve the one person on the serve receive side grabs the shuttle and runs to the other side and hands it to the next server
- The person who just served then replaces the receiver
- The next server goes and repeats the process
- They keep track of total team points
- Time for 2 mins and then whistle again and see what team had the most points
- Play 3, 2min games total

“Now which shots were the hardest and which one did you have more success on? During a game situation then, which shot do you think will be more successful on your opponent?”

8min **Badminton Golf**

- Set up around the gym a “golf course” using hula hoops as holes and cones as a point of tee off
- Label each cone and hula hoops with corresponding numbers so you know which hoops goes with which cone
- Set them up at different distances, angles, and hula hoops sizes so there are a variety of holes
- Get into groups of three and have each group start at a different cone

- Drive
- Quick arm swing
- Contact low
- Flat paddle
(DEMO activity)

- The first person starts at the cone and tries to serve the shuttle into the hoop
- After the first person “tees off” the next person follows
- Repeat until everyone has gone and start back with the first server and they now serve where their shuttle landed if it didn’t go into the hoop
- Each individual records how many strokes it takes to make it into the hoop on score card
- Once everyone makes it in the group rotates to the next hole

1 1
2 2
3 3
4 4
5 5
6 6

6min  King of the Court

- Chose 6 students to help demonstrate drill

(DEMO activity)
- Have everyone go to a court so that there is an equal amount of people at each one
- Have one person go to the far side = the winning side (w) and the rest of the groups in a line on the opposite side
- The first person steps up and serve the shuttle to the w side
- Rally back and forth until some team wins the point
- If the w side won, they remain on that side of the court and get a point
- If the serving side won they go to the w side and get a point, while the losers go to the back of the line
- The next team then steps up and serves
- Keep track of total wins
- There is no limit to how many times in a row you are on the w side

<table>
<thead>
<tr>
<th>Winning side</th>
<th>Serving side</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>x</td>
</tr>
<tr>
<td>W</td>
<td>x</td>
</tr>
<tr>
<td>W</td>
<td>x</td>
</tr>
<tr>
<td>W</td>
<td>x</td>
</tr>
</tbody>
</table>

“Great work today everyone! Now before we wrap up the serving unit, can anyone tell me what they learned today that will be useful
during a full competition? What adjustments do you think you will make to your serve before we start full games? What worked for you/what didn’t work?”

- Tell students that next class they will work on the overhead smash and then get into more game play

Golf Score Card

<table>
<thead>
<tr>
<th></th>
<th>Hole 1</th>
<th>Hole 2</th>
<th>Hole 3</th>
<th>Hole 4</th>
<th>Hole 5</th>
<th>Hole 6</th>
<th>Hole 7</th>
<th>Hole 8</th>
<th>Hole 9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructional Strategy:
- Practice: In learning physical skills, practice not only teaches basic skills but also conditions the body to be better able to perform the motions associated with those skills.

Rational:
This lesson is crucial for developing not only the badminton serve, but also for improving hand eye coordination that is a key component of being able to successfully play the game. The instructional strategy of practice fits perfectly with the lesson, because the students will be able, through trial and error, to perfect/master the underhand serve. Being a PE II class, the students are working towards building on their fundamental motor skills and participating in modified game like sports.

Classroom Organization:
Students will start off the class in their designated groups to take attendance and to listen what the goal of today’s class is. Throughout the lesson, students will be asked to partner up and to get into teams. Partners can be chosen, but the teams will be predetermined ahead of time so that the activity can start right
away. It is expected that the students give their full attention at all times during demonstrations and instructions, so that they can be active for the majority of the time. If students have questions on what they are doing they should ask during instructional time or they will have time during the activity. In order to gain everyone’s attention at the end of each activity a whistle will be used or I will use a louder voice that everyone can hear throughout the gymnasium.

Assignments:

- **Guided Practice:**
  Students are practicing their serving within every activity/drill. They start with just the basics, working on their technique and then as the drills progress, they are challenged to work on their serving strategies and placement. Throughout each activity, I will be walking around helping students or giving them cues (which are listed on the left hand column) so that they can remember the important aspects of the form. The students may also come up to me if they have any further questions during the activities.

- **Independent Practice:**
  Students are required to get an additional hour of physical activity in each day. They will turn in a signed log sheet that has their recorded workout sessions on it on every Monday. The badminton equipment will be set up 45 minutes before school starts and will stay up during lunch hour. Students are more than welcome to use it at those times. If there is enough interest, a badminton club can be started after school, so the students can continue to work on their skills.

**Audience/Accommodations:**
The audience for this lesson will be a middle school physical education class consisting of 24 students. Within the class there is one student who has Down syndrome and will need special guidance throughout the lesson. One way to accommodate him is by having him play the game with a small wiffle ball, so it will be easier for him to hit. Another student has a hearing impairment, and her needs can be accommodated by creating well ran demonstrations and by having her stand towards the front of the students so I can face her while talking. All students use English as their primary language, making it easy for them to understand the lesson. In order to meet the needs of students with learning disabilities, the lesson will include a variety of educational approaches so it will accommodate visual, kinesthetic, and auditory learners.

**Assessment:**

a. I will know that students have met the lesson objective, by walking around the gym, while they are participating in the various drills, and watching their technique while they serve. I will carry a checklist designed to mark off students who are showing the proper form and have mastered the skill. If a student has not received a check mark, then I will continue to give them one on one instruction and write down what stage level they are at
with gaining a mature form.

b. Throughout the lesson, I will address the entire group with various questions that deal with different levels of Bloom’s Taxonomy. They will deal with more than the basic questions, but will indulge students to think deeper on how they might improve their own serve based on what they have observed. I will also go around the gym throughout the drills and ask various questions on the proper form and rules of the serve.

c. There will be a small summative assessment. Most likely the students and I will review the proper form and rules for serving throughout the week to make sure it becomes ingrained and second nature in their mind. Other than that there will be minimal summative assessment.