



TOOLS FOR LEARNING **BADMINTON**

HIGH SCHOOL

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

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TOOLS FOR LEARNING **BADMINTON**

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In partnership with the SUNY Cortland AMP Lab.
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ABOUT THIS
MODULE

MODULE OVERVIEW

Created by: Jenna Knapp and Aaron Hart**Special Contributions:** Deedi Boland, Charla Tedder (Parker) Krahne**Design:** Jennifer Truong

Badminton can be played as a recreational or competitive sport throughout an individual's lifetime. It's played everywhere from the Summer Olympics to summer family barbeques. This module prepares students with the confidence and skill needed to be active whenever a badminton opportunity develops.

This version of OPEN's Badminton module has been modified specifically to meet the Physical Education Standards of Learning for Virginia Public Schools. Additional free High School resources can be found at:

<http://openphysed.org/curriculummodules>

STANDARDS ADDRESSED

- ✓ **Standard 1 [9.a,b]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., games and sports [net/wall]) (a); Design, implement, evaluate, and modify a practice plan for a self-selected skill, to include the motor learning process of analysis of performance; application of principles of movement and training; goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment (b).
- ✓ **Standard 1 [10.a,b]** Demonstrate skill attainment in one or more lifetime activities (a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✓ **Standard 1 [11/12.a,b,c,d,e,i]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a); Identify and apply appropriate skill practice and strategies of the selected activity at an advanced level (b); Demonstrate advanced movement patterns in self-selected movement or activity (c); Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners (i).
- ✓ **Standard 3 [9.c]** Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related components of fitness (c).
- ✓ **Standard 3 [10.e]** Describe components of health-related fitness in relation to one career goal (e).
- ✓ **Standard 3 [11/12.b]** Evaluate and adjust activity levels to meet personal fitness goals (b).
- ✓ **Standard 4 [9.a,e,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply communication skills and strategies that promote positive team/group dynamics (e); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).

MODULE OVERVIEW

STANDARDS ADDRESSED (cont.)

- ✓ **Standard 4 [10.a,e]** Explain the importance of and demonstrate communication skills in physical activity settings (a); Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance (e).
- ✓ **Standard 4 [11/12.b,d,e,h]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b); Demonstrate safe behavior when participating in or watching physical activity/sport (d); Explain and demonstrate leadership skills of problem solving, communication, and conflict resolution (e); Demonstrate respect for differences among people in physical activity settings (h).

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PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (Ex: Volley Challenge)	5-10 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Check for Understanding	5 minutes

Tournament style lessons can be designed with a skill review as an instant activity and then game play for the remainder of the lesson. We recommend building debrief sessions into tournament play to address teachable moments without disrupting the flow of games.

Skill Review	5-10 minutes
+ Tournament Play with Debrief	10-15 minutes
+ Tournament Play with Debrief	10-15 minutes
+ Check for Understanding	5 minutes

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Several different types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development. Utilize the assessments as written, or create your own assessment to match the needs of your students and the demands of your program schedule.

Holistic Performance Rubric

The outcomes-based criteria provided on the module performance rubric is meant to inform both teacher and students with respect to learning expectations and specific assessment benchmarks. Share this information at the start of the module, then review it throughout the module to provide direction and focus to student practice.

Score students using this rubric during the final lessons of the module. As students participate in the King/Queen of the Court and Round Robin Tournament formats, observe their play and score their performance.

Academic Language Quiz

One short quiz is provided with this instructional module and is useful for evaluating student retention of a small sample of academic language vocabulary words. However, creating additional quizzes using the OPEN MS Word document can provide feedback on most, if not all, of the module's academic language vocabulary words. If many students miss a question covering a specific word, review that word, its meaning, and proper context in future lessons.

MODULE OVERVIEW

ASSESSMENT

Academic Language Quiz (continued)

Quiz scores can be used as a part of a student's overall evaluation for a learning module. Providing a series of quizzes with a larger final quiz at the end of the module reviewing all of the module vocabulary is another way to collect cognitive evaluation scores. The extent to which you use academic language quizzes will depend on the limitations of class size/school size as well as the overall assessment requirements of your district. It's not recommended that a single quiz be used as a large percentage of a comprehensive grading policy.

Movement Concept Self Analysis

The SHAPE America Outcomes call for students to be able to "use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (S2.H2.L1)." However, oftentimes we don't provide an opportunity for students to think about and process their performance in this way. This self-analysis provides a simple framework in order to prompt students to formally document how critical concepts apply to skill performance and improvement. Using this worksheet for final evaluation purposes should be done with a focus on the quality and depth of student responses.

Wikipedia Scavenger Hunt

Sport and physical activity have played an important role in all cultures throughout history. This worksheet can be done as homework or on days when physical activity in physical education isn't possible. Students visit Wikipedia.com and research the sport of badminton in order to "identify and discuss the historical and cultural roles of (badminton) in a society (S2.H1.L2)." Again, using this worksheet for final evaluation purposes should be done with a focus on the quality and depth of student responses and as a part of a larger module portfolio of work.

Badminton 101 Diagrams Quiz

This cognitive check for understanding provides feedback on student understanding of court lines and basic equipment. Like other quizzes, this assessment can be used a small part of each students overall progress toward cognitive outcomes.

Self-Efficacy and Social Support Inventory

As students (especially girls) enter high school and beyond, self-efficacy and social support systems play a role in regular participation in health-enhancing physical activity. This short inventory is designed to provide formative feedback on student development, as well as inform curriculum and planning decisions to physical educators based on content relevancy to the students being served.

Fitness Portfolio Page

Each module's Fitness Portfolio Page is meant to provide a summary of how students perceived the impact on their health-related and skill-related fitness levels. This offers an opportunity for self-reflection toward the end of the instructional module. Evaluation should again be done with a focus on the quality of work and depth of student responses. Individual portfolio pages can be organized throughout the year as a part of a larger student assessment portfolio.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN	Lesson	Skill Activity	Suggested Academic Language
	1	Volley Challenge + Badminton 101	Volley, Dominant, Non-Dominant, Shuttle, Communication, Actively Engaged, Space, Relationship, Effort, Etiquette, Clear, Smash, Drop, Forehand, Backhand, Serve, Backhand Serve, Forehand Serve, Service Line, Center Line, Safety, Skill
	2	Volley Challenge + Move and Clear	Clear, Athletic Stance, Speed, Power, Agility, Health-Related Fitness, Skill-Related Fitness, Cardiorespiratory Endurance, Timing, Actively Engaged
	3	Move and Clear + Racquet Square	Sportsmanship, Drop Shot, Soft Hits, Balance, Positioning
	4	Move and Clear + Target Practice	Target, Placement, Balance, Force, Position, Skill-Related Fitness
	5	Target Practice + Cover the Court	Agility, Speed, Athletic Stance, Health-Related Fitness, Skill-Related Fitness, Positioning
	6	Cover the Court + Racquet Square	Sportsmanship, Drop Shot, Soft Hits, Balance, Positioning, Agility, Speed, Athletic Stance, Health-Related Fitness, Skill-Related Fitness
	7	Volley Challenge + King/Queen of the Court	Sportsmanship, Etiquette, Safety, Opponent, Strategy, Skill, Cooperation
	8	Volley Challenge + Round Robin Tournament	Tournament, Sportsmanship, Fair Play, Strategy, Skill-Related Fitness, Health-Related Fitness
	9	Volley Challenge + Round Robin Tournament	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
6	Badminton Nets		Link to e-Store
24	Badminton Racquets		Link to e-Store
36	Shuttles		Link to e-Store
48	Hula Hoops		Link to e-Store
			
	Academic Language Posters		OPENPhysEd.org
	Badminton 101 Rule Sheet		OPENPhysEd.org
	Badminton 101 Skill Cue Cards		OPENPhysEd.org
	Badminton 101 Diagrams		OPENPhysEd.org
	Movement Concept Posters		OPENPhysEd.org
	Round Robin Tournament Card		OPENPhysEd.org

VOLLEY CHALLENGE

STUDENT TARGETS

- ✓ **Skill:** I will volley the shuttle over the net to my partner, demonstrating control and accuracy.
- ✓ **Cognitive:** I will discuss concepts that helped me be successful in hitting the shuttle to my partner.
- ✓ **Fitness:** I will stay actively engaged in the activity for the entire class.
- ✓ **Personal & Social Responsibility:** I will show respect by safely using all badminton equipment.

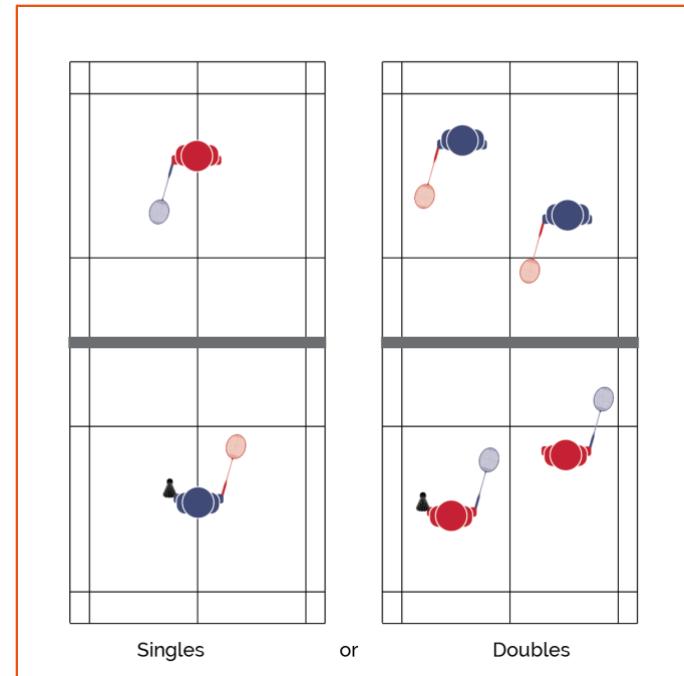
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 net per 4 students
- ✓ 1 racquet per student
- ✓ 1 shuttle per 2 students

Set-Up:

1. Set up badminton nets to create 1 court per 4 students.
2. Pair students, 2 pairs at each net.
3. If nets are limited, students can split the courts and share with classmates.



Activity Procedures:

1. Today's activity is called Volley Challenge.
2. The object of the activity is to see how many times you and your partner can volley the shuttle over the net without letting it hitting the floor.
3. If you and your partner get 25 or more consecutive volleys, try these challenges:
 - a. Use non-dominant hand
 - b. Switch hands (racquet in dominant hand for 1 hit, then non-dominant hand for the next)

Grade Level Progression:

L1: Play the activity as described with a focus on accurate Forehand and Backhand strokes.

L2: Utilize the Move to Improve Self-Analysis Worksheet with specific strategies for improving performance in the Badminton Volley Challenge.

**VOLLEY CHALLENGE****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ **Adaptation:** Use a line on the floor to represent the net.
- ✓ **Extension:** Students create their own volleying challenges.

**ACADEMIC
LANGUAGE**

Volley, Dominant, Non-Dominant, Shuttle, Communication, Actively Engaged, Space, Relationship, Effort

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.a,b]** Demonstrate skill attainment in one or more lifetime activities (a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✓ **Standard 1 [11/12.a,b,c]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a); Identify and apply appropriate skill practice and strategies of the selected activity at an advanced level (b); Demonstrate advanced movement patterns in self-selected movement or activity (c).
- ✓ **Standard 4 [9.a,e]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply communication skills and strategies that promote positive team/group dynamics (e).
- ✓ **Standard 4 [10.a]** Explain the importance of and demonstrate communication skills in physical activity settings (a).
- ✓ **Standard 4 [11/12.b,e]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b); Explain and demonstrate leadership skills of problem solving, communication, and conflict resolution (e).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** What would you include in a list of movement concepts related to Volley Challenge?
- ✓ **DOK 2:** How did you apply these concepts in your skill practice?
- ✓ **DOK 3:** How could you adapt this activity to make the practice more challenging? To make it less challenging?

**TEACHING
STRATEGY
FOCUS**

Identify Critical Content: Volley Challenge is a very fundamental activity. However, it creates a perfect learning environment for identifying important movement concepts that will guide skill development and performance throughout the entire Badminton module. Take the time to help students explore the concepts of space, relationships, and effort with respect to their movement performances. Challenge them to think beyond surface thoughts and ideas about how these concepts related to their practice performance and prompt them to demonstrate their ideas during the activity.

BADMINTON 101

STUDENT TARGETS

- ✓ **Skill:** I will perform each shot, demonstrating all cues.
- ✓ **Cognitive:** I will identify each of the different shots when they are demonstrated by the teacher.
- ✓ **Fitness:** I will stay actively engaged in physical education class.
- ✓ **Personal & Social Responsibility:** I will safely participate by using the equipment correctly.

TEACHING CUES

- ✓ Use cues on teach cards that correlate with different shots

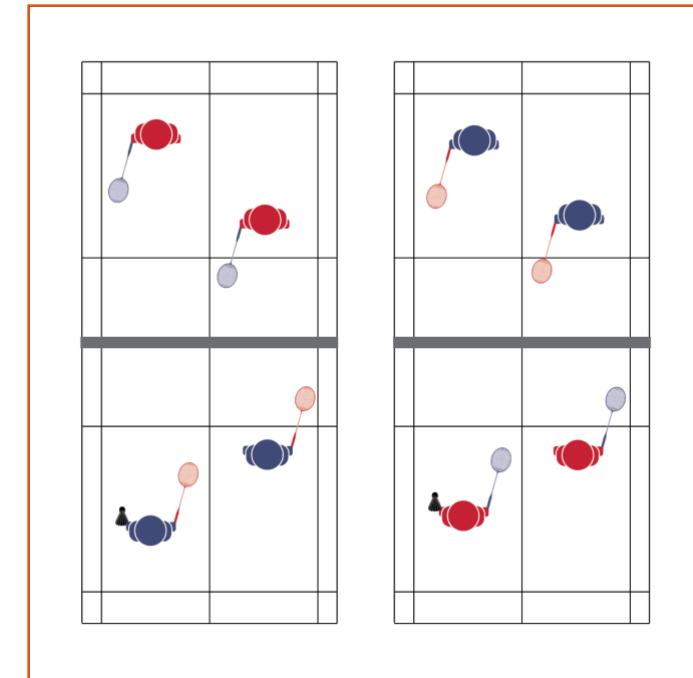
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 net per 4 students
- ✓ 1 racquet per student
- ✓ 1 shuttle per 2 students
- ✓ Badminton 101 Skill Cue Charts

Set-Up:

1. Set up badminton nets to create 1 court per 4 students.
2. Pair students, 2 pairs at each net.
3. If nets are limited, students can split the courts and share with classmates.



Activity Procedures:

1. Today's activity is called Badminton 101
2. The object of the activity is to learn and practice different shots used in badminton.
3. Teachers: Demonstrate and explain the different shots. Highlight the critical elements and skill cues provided on the Skill Cue Charts.
4. After I demonstrate each shot, you and your partner will practice that shot for [a set period of time].
5. When you hear the stop signal, come back to the teacher court for a demonstration of the next shot. (Continue until the class has completed all of the different shots.)

Grade Level Progression:

L1: Execute the activity as described. Prompt students to recite cues.

L2: Prompt students to complete the Badminton Wikipedia Scavenger Hunt (as homework or during an inactive PE day). Use this assignment to prompt class discussion with respect to the historical and cultural significance of badminton.

**BADMINTON 101****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ **Adaptation:** Have the students go through the skill in slow motion, without using a shuttle. Using a lowered net (cones and jump ropes set up) will also allow for more practice and success.
- ✓ **Extension:** Have students put the skills together and allow gameplay with a partner. Gameplay should utilize the rules and skills learned that day.

**ACADEMIC
LANGUAGE**

Etiquette, Clear, Smash, Drop, Forehand, Backhand, Serve, Backhand Serve, Forehand Serve, Service Line, Center Line, Safety, Skill

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.a]** Demonstrate skill attainment in one or more lifetime activities (a).
- ✓ **Standard 1 [11/12.a,i]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a); Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners (i).
- ✓ **Standard 4 [9.a,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✓ **Standard 4 [11/12.b,d,h]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b); Demonstrate safe behavior when participating in or watching physical activity/sport (d); Demonstrate respect for differences among people in physical activity settings (h).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** What skill is being demonstrated? (Demonstrate a skill)
- ✓ **DOK 2:** How would you use this skill during gameplay?
- ✓ **DOK 3:** Can you describe a shot sequence that could be used to gain an offensive advantage?

**TEACHING
STRATEGY
FOCUS**

Preview new content: Search and prepare YouTube videos demonstrating elite performances of each badminton shot. Show each video to students at the start of class or just before your skill demonstration. Students will connect what they see to their own learning in a way that will help analyze technique, performance, and engagement.

MOVE AND CLEAR

STUDENT TARGETS

- ✓ **Skill:** I will perform a clear shot, demonstrating all cues.
- ✓ **Cognitive:** I will discuss movement patterns that were used during this activity.
- ✓ **Fitness:** I will stay actively engaged during physical education class so that my heart rate increases.
- ✓ **Personal & Social Responsibility:** I will demonstrate respect towards my teammate and opponents.

TEACHING CUES

- ✓ Athletic Stance
- ✓ Racquet Face Open
- ✓ High and Deep
- ✓ Quick Feet

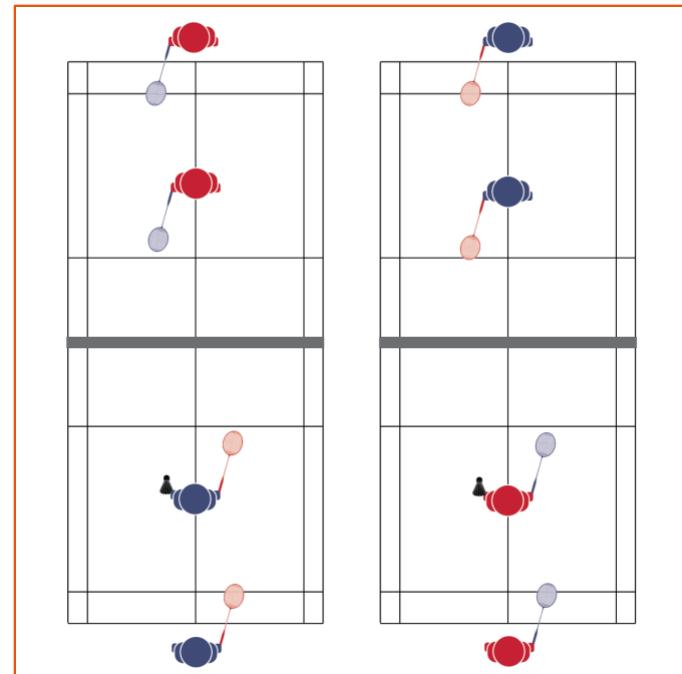
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 net per 4 students
- ✓ 1 racquet per student
- ✓ 1 shuttle per 4 students

Set-Up:

1. Set up badminton nets to create 1 court per 4 students.
2. Pair students, 2 pairs at each net.
3. If nets are limited, students can split the courts and share with classmates.



Activity Procedures:

1. Today's activity is called Move and Clear.
2. The object of the activity is to work on clearing the shuttle while repetitively switching with your partner.
3. When I say "GO," 1 side will serve to the opposing team. 1 player from that team will return the shot over the net with a clear. Once that person has made the clear, they will run behind the end line, and their partner will move to the court to return the next shot. The serving team also begins the same rotation as both teams hit the shuttle back and forth.
4. Keep track of how many times you can consecutively hit the shuttle without a miss.
5. Focus on proper form and cues for the clear shot.
6. Freeze when you hear the stop signal, and we will switch opponents.

Grade Level Progression:

L1: Play the activity as described with a focus on accurate forehand and backhand strokes.

L2: Utilize the Move to Improve Self-Analysis Worksheet with specific strategies for improving performance in the Move and Clear practice task.

**MOVE AND CLEAR****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ **Adaptation:** Simplify the activity by removing the player rotation. Students work with a partner to see how many consecutive clears they can hit during a rally.
- ✓ **Extension:** Challenge students by increasing the distance they must go before and after a clear. For example, rather than moving to the end line, students must move outside the back corner of the court.

**ACADEMIC
LANGUAGE**

Clear, Athletic Stance, Speed, Power, Agility, Health-Related Fitness, Skill-Related Fitness, Cardiorespiratory Endurance, Timing, Actively Engaged

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.a]** Demonstrate skill attainment in one or more lifetime activities (a).
- ✓ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✓ **Standard 4 [9.a,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
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**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** Describe the flight of shuttle during a clear shot.
- ✓ **DOK 2:** How does your racquet swing affect the flight of the shuttle?
- ✓ **DOK 3:** How can you adapt this task in order to practice a different type of badminton shot?

**TEACHING
STRATEGY
FOCUS**

Help students engage in complex tasks: Move and Clear creates a dynamic activity environment that forces students to think about their skill performance while safely navigating court movement. There's potential for this activity to become more about movement than learning. Look for teachable moments, positive examples, and student leadership. Stop the task, prompt discussion, refocus student effort, and then resume the activity.

RACQUET SQUARE

STUDENT TARGETS

- ✓ **Skill:** I will perform the drop shot, demonstrating all cues.
- ✓ **Cognitive:** I will discuss specific movement concepts and how they relate to personal skill improvement.
- ✓ **Fitness:** I will be actively engaged in an effort to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will demonstrate respect for my group by using words to encourage their effort.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 net per 8 students
- ✓ 1 racquet per student
- ✓ 1 shuttle per 4 students

Set-Up:

1. Set up badminton nets to create 1 court per 4 students.
2. Each court divided into 4 quadrants using the center line and net as dividers.
3. Pair students, 2 pairs at each net.

Activity Procedures:

1. Today's activity is called Racquet Square.
2. The object of the activity is to complete different challenges within the 4 squares.
3. When I say "GO," each member of your group will get into 1 of the 4 squares on your court. To start, it doesn't matter what square you are in.
4. The first challenge is to pass the shuttle using any shot from square to square (in any order) without a fault. When you've mastered that challenge, try others:
 - a. Pass in order from square 1 to 2 to 3 to 4, back to 1.
 - b. Pass from square to square (any order) using a drop shot only.
 - c. Pass in order from square to square, adding a second shuttle.
 - d. The final challenge is to play a badminton version of four square. 4 square serves to 2 square to start the round. When a player is 'out' they move to square 1 and other players rotate.

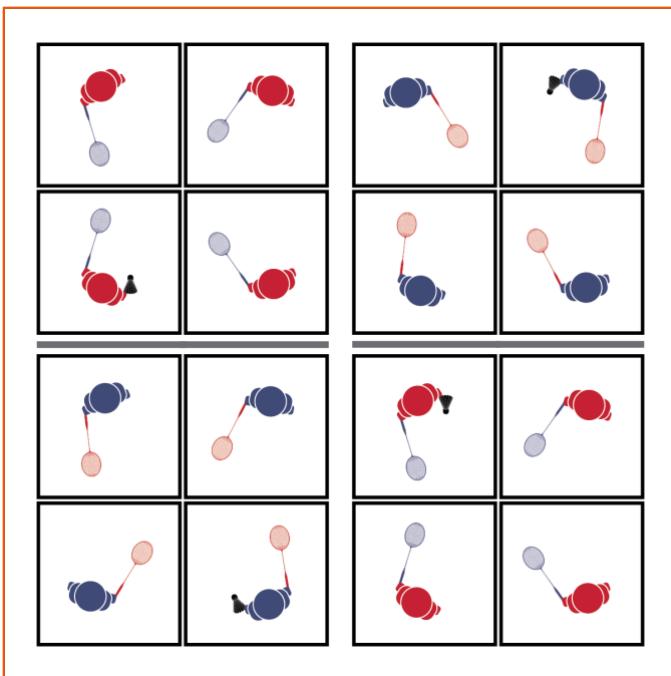
Grade Level Progression:

L1: Play the activity as described with a focus on control and accuracy of the drop shot.

L2: Utilize the Move to Improve Self-Analysis Worksheet with specific strategies for improving performance in the Move and Clear practice task.

TEACHING CUES

- ✓ Athletic Stance
- ✓ Soft Touches
- ✓ Placement





RACQUET SQUARE

UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Use different equipment that might be easier for students who are struggling, such as a larger racquet, balloon, or soft ball.
- ✓ **Extension:** Allow students to create custom rules after staying in four square for 3 consecutive serves.

ACADEMIC LANGUAGE

Sportsmanship, Drop Shot, Soft Hits, Balance, Positioning

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.a,b]** Demonstrate skill attainment in one or more lifetime activities (a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
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- ✓ **Standard 4 [11/12.b,e]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b); Explain and demonstrate leadership skills of problem solving, communication, and conflict resolution (e).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How can you recognize a good drop shot? Use specific descriptors.
- ✓ **DOK 2:** As a player on defense who is working to return a drop shot, what did you notice about drop shots that were hit to you?
- ✓ **DOK 3:** How is a drop shot related to offensive play? How is it related to defensive play?

TEACHING STRATEGY FOCUS

Help students elaborate on content: As students describe what a good drop shot looks like, prompt them to provide descriptive details. This requires students to make inferences about what they've seen and experienced during the practice activity. Continue to extend the discussion by asking students to provide support for the inferences that they make. For example, you might ask, "Why does a good drop shot make your opponent move?"

TARGET PRACTICE

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate a serve with correct form, making at least three shuttles in the hoop.
- ✓ **Cognitive:** I will identify movement concepts applied to successful serves.
- ✓ **Fitness:** I will be actively engaged in an effort to improve my badminton skills.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe play by making sure the area around me is clear before I serve.

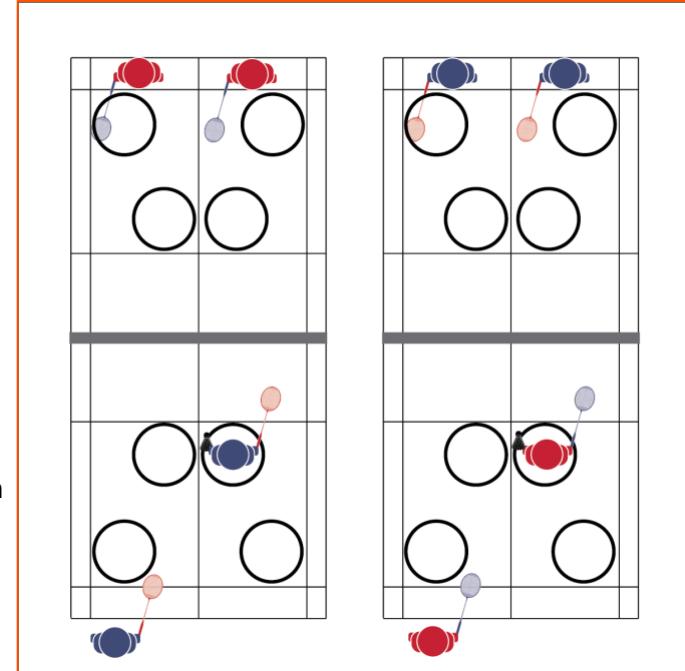
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 net per 4 students
- ✓ 1 racquet per student
- ✓ 6 shuttles per 4 students
- ✓ 6 hula hoops per court
- ✓ Badminton 101 Skill Cue Chart for Serving

Set-Up:

1. Set up badminton nets to create 1 court per 4 students.
2. Place 6 hula hoops at each court with 3 hoops on each side. Position hoops where a good serve would land.
3. Pair students, 2 pairs at each court, and each court with 6 shuttles.



Activity Procedures:

1. Today's activity is called Target Practice. The object of the activity is to practice serving form and placement by serving shuttles into the hoops. We'll begin with a basic forehand serve. (Teacher demonstrates)
2. When I say "GO," serve the shuttle over the net and into a hoop. The hula hoops are placed where a "good" serve would land.
3. Take turns with your partner and see how many shuttles you can get in the hoops as a team (1 shuttle = 1 point). The pair across the net will work with you to check placement, total points, collect shuttles, and then serve them back.
4. Teachers, allow students adequate practice time and then demonstrate and practice the backhand serve.

Grade Level Progression:

L1: Play the activity as described with a focus on control and accuracy of the serve.

L2: Provide progressively smaller targets such as small hoops or buckets, making the activity more challenging with an increased focus on refining consistency in form and accuracy.

**TARGET PRACTICE****UNIVERSAL
DESIGN
ADAPTATIONS****ACADEMIC
LANGUAGE****STANDARDS
& OUTCOMES
ADDRESSED****DEBRIEF
QUESTIONS****TEACHING
STRATEGY
FOCUS**

- ✓ **Adaptation:** Create larger a target area or eliminate areas altogether. Points are earned each time the shuttle is served over the net.
- ✓ **Extension:** Assign a specific point number to the different hoops. For example: Blue=3; Green=2; Red=1. Students are responsible for totaling and tracking their score.

Target, Placement, Balance, Force, Position, Skill-Related Fitness

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.a,b]** Demonstrate skill attainment in one or more lifetime activities (a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (b).
- ✓ **Standard 1 [11/12.a,i]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a); Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with partners (i).
- ✓ **Standard 4 [9.g]** Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✓ **Standard 4 [11/12.d]** Demonstrate safe behavior when participating in or watching physical activity/sport (d).

- ✓ **DOK 1:** What are the 2 types of serves?
- ✓ **DOK 2:** What are the similarities and differences between the 2 types of serves?
- ✓ **DOK 3:** What strategic advantage does the forehand serve offer? Why? (Provide detailed examples of game situations.)
- ✓ **DOK 3:** What strategic advantage does the backhand serve offer? Why? (Provide detailed examples of game situations.)

COVER THE COURT

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate quick footwork and court positioning by quickly moving from starting position to return each shuttle, then back to starting position.
- ✓ **Cognitive:** I will identify badminton court markings.
- ✓ **Fitness:** I will stay actively engaged during physical education class so that my heart rate increases.
- ✓ **Personal & Social Responsibility:** I will participate safely by making sure the activity area is clear for activity.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 net per 4 students
- ✓ 1 racquet per student
- ✓ 6 shuttles per 4 students
- ✓ Badminton 101 Diagrams (Quiz is optional)

Set-Up:

1. Set up badminton nets to create 1 court per 4 students.
2. Students in groups of 4, each group at a net with 6 shuttles.
3. Rotate student through 4 positions: Server, Returner, Right Corner Judge, Left Corner Judge.

Activity Procedures:

1. Today's activity is called Cover the Court. This is a fun drill designed to work on footwork and positioning.
2. The object of the activity is to return 6 consecutive serves successfully. You'll start at center court, move to return a serve, and then move back to center court before returning the next serve.
3. The server has 6 shuttles ready to serve 1 at a time. The returner is ready at center court. 2 corner judges are positioned on the server side at each corner, watching for successful returns. Each successful return is a point.
4. Play begins with the server serving 1 shuttle into a corner. The returner moves to hit the serve. As soon as the shuttle is hit, the server can serve another shuttle into a different corner to be returned. This continues until all 6 shuttles have been served.
5. Rotate positions: Server to Returner; Returner to Right Corner; Right Corner to Left Corner; Left Corner to Server.

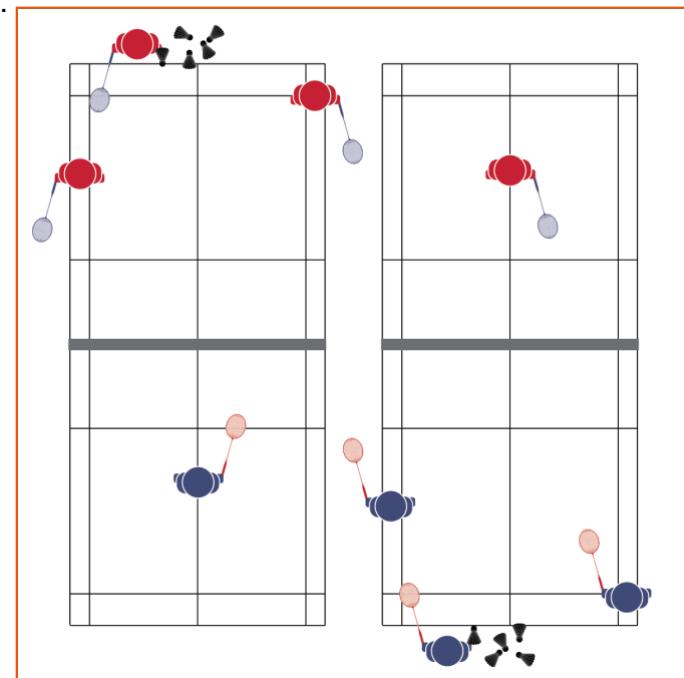
Grade Level Progression:

L1: Play the activity as described with a focus on footwork and positioning.

L1: Prior to restarting the drill after each position rotation, students will quiz the returner, asking her/him to identify court markings/lines (utilize Badminton 101 Diagrams).

TEACHING CUES

- ✓ Athletic Stance
- ✓ Watch Shuttle
- ✓ Quick Feet





COVER THE COURT

UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Allow more time for the returner to get back to the center position before the next shot is served. Use a low net or center floor line to create modified courts.
- ✓ **Extension:** Play rapid fire with 2 servers alternating serves as soon as the shuttle crosses the net.

ACADEMIC LANGUAGE

Agility, Speed, Athletic Stance, Health-Related Fitness, Skill-Related Fitness, Positioning, Quick

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.a]** Demonstrate skill attainment in one or more lifetime activities (a).
- ✓ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✓ **Standard 4 [9.g]** Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✓ **Standard 4 [11/12.d]** Demonstrate safe behavior when participating in or watching physical activity/sport (d).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you remember what each line on the badminton court is called and explain why it's there?
- ✓ **DOK 2:** How does [name a line] affect how you play?
- ✓ **DOK 3:** How would you adapt the court to make the game easier and more recreational?
- ✓ **DOK 1:** Which component(s) of skill-related fitness are important to successful participation in badminton?
- ✓ **DOK 2:** How does that component affect your ability to return serves in this activity?
- ✓ **DOK 3:** Based on your performance in this activity, how would you interpret your skill-related fitness level (for 1 or more components)? Support your answer with specific examples.

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: It's important to design meaningful learning tasks designed to guide students through the process of skill development through purposeful practice. Allow students to experiment with different concepts and strategies within a dynamic activity environment, exploring what works for them and what doesn't.

KING/QUEEN OF THE COURT

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate a minimum of 3 different shots within each game played during the lesson.
- ✓ **Cognitive:** I will demonstrate an understanding of court markings during each game played.
- ✓ **Fitness:** I will stay actively engaged throughout each game in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will show respect toward my opponent by playing fairly and communicating using positive language.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 net per 4 students
- ✓ 1 racquet per student
- ✓ 1 shuttle per court
- ✓ Badminton Self and Social Inventory

Set-Up:

1. Set up badminton nets to create 1 court per 4 students. Number each court 1, 2, 3, 4, etc. Identify the highest number court as the Royal Court.
2. Pair students, 2 pairs at each court.
3. Each student with a racquet and 1 shuttle per court.

Activity Procedures:

1. Today's activity is called King/Queen of the Court.
2. The object of the activity is for you and your partner to win short matches in order to move up toward the royal court. If you don't win, you'll move 1 court away from the royal court.
3. Teachers: Depending on class size and playing area, this activity can be played in singles or doubles.
4. When I say "GO" you will play an opposing team (player) for 3 minutes. The winner will move up 1 court toward the Royal Court. The winner on the Royal Court will stay and defend her/his position. The team that loses the match will move 1 court away from the Royal Court. The team that loses on the number 1 court will stay and try again. If the score is tied on any court when the 3 minute time expires, play Rock, Paper, Scissor to determine the winner.

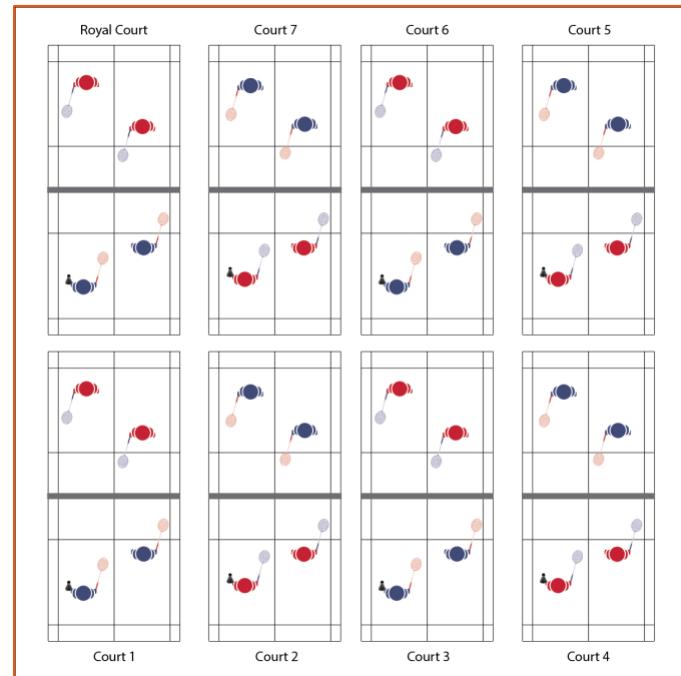
Grade Level Progression:

L1: Play the activity as described with a focus on rules, etiquette, and safety.

L2: Utilize the Badminton Self-Efficacy and Social Support Inventory to help students evaluate their associations with badminton as a part of a healthy and active lifestyle. Review the inventory individually with students or use general responses to discuss this topic as a group.

TEACHING CUES

- ✓ Play Fairly
- ✓ Demonstrate Sportsmanship
- ✓ Have Fun



**KING/QUEEN OF THE COURT****UNIVERSAL
DESIGN
ADAPTATIONS**

- ✓ **Adaptation:** Create 2 sets of courts for students of different skill levels. Identify 1 set of courts as the “Olympic Finals” and the other set as the “Community Recreation League.” Allow students to self-select their level of participation with some guidance.
- ✓ **Extension:** Ask interested students to help you organize a badminton event outside of physical education class. This could be a teachers vs. student event, an intramural league, or just an opportunity for a pick-up game.

**ACADEMIC
LANGUAGE**

Sportsmanship, Etiquette, Safety, Opponent, Strategy, Skill, Cooperation

**STANDARDS
& OUTCOMES
ADDRESSED**

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.a]** Demonstrate skill attainment in one or more lifetime activities (a).
- ✓ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✓ **Standard 4 [9.a,e,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply communication skills and strategies that promote positive team/group dynamics (e); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✓ **Standard 4 [10.a,e]** Explain the importance of and demonstrate communication skills in physical activity settings (a); Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance (e).
- ✓ **Standard 4 [11/12.b,d,e]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b); Demonstrate safe behavior when participating in or watching physical activity/sport (d); Explain and demonstrate leadership skills of problem solving, communication, and conflict resolution (e).

**DEBRIEF
QUESTIONS**

- ✓ **DOK 1:** What is sportsmanship?
- ✓ **DOK 2:** How does sportsmanship affect how enjoyable a badminton experiences can be?
- ✓ **DOK 3:** How is sportsmanship related to skill performance? Provide illustrations to support your answer.

**TEACHING
STRATEGY
FOCUS**

Organize students to interact with content: Creating a positive learning environment with appropriate challenges and experiences is a crucial component of any lesson. Understanding the social dynamics of a group in a physical activity setting will help set students up for successful and enjoyable participation. If possible, allow students to self-select their level of participation with respect to challenge and competition. Students who thrive on competition may enjoy more intense participation, while others may thrive with more social and less intense participation.

ROUND ROBIN TOURNAMENT

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate competency in badminton gameplay by using a variety of skills and strategies.
- ✓ **Cognitive:** I will demonstrate badminton etiquette by playing correctly and fairly.
- ✓ **Fitness:** I will stay actively engaged throughout the entire badminton tournament in order to improve fitness and skills.
- ✓ **Personal & Social Responsibility:** I will use positive communication and safety practices during the tournament

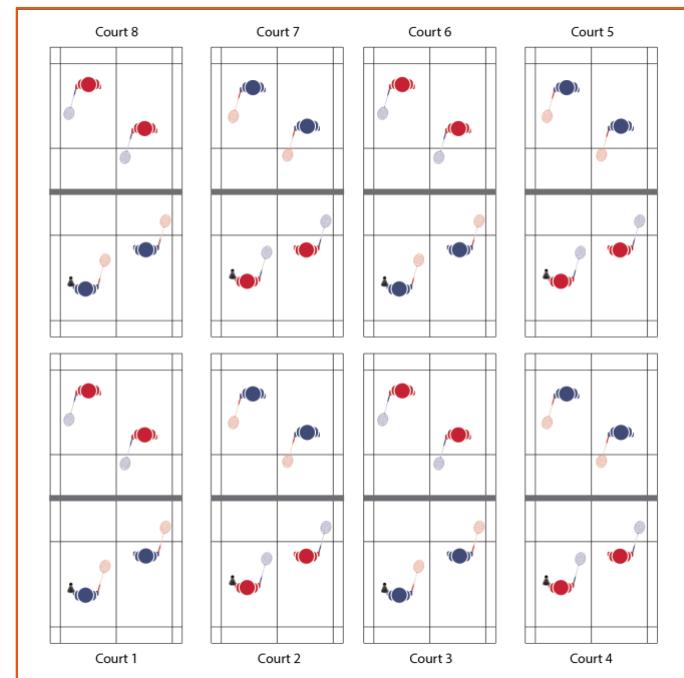
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 net per 4 students
- ✓ 1 racquet per student
- ✓ 1 shuttle per court
- ✓ Round Robin Tournament Card

Set-Up:

1. Set up badminton nets to create 1 court per 4 students.
2. Create teams and a bracquet for a doubles tournament.



Activity Procedures:

1. Today we'll begin our Badminton Round Robin Tournament. During the tournament, you and your partner will play multiple games and track your win/loss record.
2. When I say "GO," you and your partner will check the tournament schedule to see who you will be playing against. Then, go directly to your assigned court. Begin play when you hear the start signal.
3. Each match will last 5 minutes. When you hear the stop signal, a representative from each team will report your score to me (the teacher). Then, find your next opponent, move to your assigned court, and begin on the start signal. Continue until the tournament is completed.
4. Teachers: Post the teams and brackets on a board so the students can see who they are playing. You can play this tournament in a doubles or singles format depending on number of courts and class size.

Grade Level Progression:

L1: Play the activity as described with a focus on rules, etiquette, and safety.

L2: Utilize the Badminton Fitness Portfolio Page to help students evaluate the role of badminton with respect to their long-term fitness plan. Review the portfolio page individually with students or use general responses to discuss this topic as a group.



ROUND ROBIN TOURNAMENT

UNIVERSAL DESIGN ADAPTATIONS

- ✓ **Adaptation:** Create 2 sets of tournament brackets for students of different skill levels. Identify 1 set of courts as the “Olympic Finals” and the other set as the “Community Recreation League.” Allow students to self-select their level of participation with some guidance.
- ✓ **Extension:** Play a singles tournament, extending the “season” to allow everyone to play one another.

ACADEMIC LANGUAGE

Tournament, Sportsmanship, Fair Play, Strategy, Skill-Related Fitness, Health-Related Fitness

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.a,b]** Design, implement, evaluate, and modify a practice plan for a self-selected skill, to include the motor learning process of analysis of performance; application of principles of movement and training; goal setting; and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment (b).
- ✓ **Standard 1 [10.a]** Demonstrate skill attainment in one or more lifetime activities (a).
- ✓ **Standard 1 [11/12.a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a).
- ✓ **Standard 3 [9.c]** Explain the characteristics, including scientific principles and concepts, of safe and appropriate muscular-stretching, muscular-strengthening, and cardiorespiratory exercise programs to improve the health-related fitness (c).
- ✓ **Standard 3 [11/12.b]** Evaluate and adjust activity levels to meet fitness goals (b).
- ✓ **Standard 4 [9.a,e,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply communication skills and strategies that promote positive team/group dynamics (e); Apply best practices for participating safely in physical activity and exercise (g).
- ✓ **Standard 4 [10.a,e]** Explain the importance of and demonstrate communication skills in physical activity settings (a); Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance (e).
- ✓ **Standard 4 [11/12.b,d,e]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is health-related fitness? What is skill-related fitness?
- ✓ **DOK 2:** How would you summarize how each type of fitness is impacted by badminton participation? Be sure to reference specific components of fitness.
- ✓ **DOK 3:** How would you adapt a badminton game or activity to better address specific components of fitness? Elaborate.
- ✓ **DOK 4:** Thinking about both positive and negative health habits and behaviors you’ve demonstrated in the past, what do you see as the consequences (good/bad) of your previous choices with respect to badminton participation?

TEACHING STRATEGY FOCUS

Manage response rates with tiered questioning techniques: The debrief questions above are purposefully written with ascending cognitive complexity in order to support students in extending their thinking about the content. It’s not enough for students to provide 1- or 2-word responses. They must back up their thinking with justifications and illustrations.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [9.a]** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., games and sports [net/wall, striking/fielding, and goal/target]) (a).
- ✓ **Standard 1 [10.a]** Demonstrate skill attainment in one or more lifetime activities (a).
- ✓ **Standard 1 [11/12.a,i]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting (a); Apply appropriate strategies during performance, to include offensive and defensive strategies, game-specific situational strategies, and strategies for working more effectively with team members/partners (i).
- ✓ **Standard 4 [9.a,g]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities (a); Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (g).
- ✓ **Standard 4 [11/12.b,d,h]** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport (b); Demonstrate safe behavior when participating in or watching physical activity/sport (d); Demonstrate respect for differences among people in physical activity settings (h).

FOCUS TARGETS

- ✓ **Skill:** I will perform each shot, demonstrating all cues.
- ✓ **Cognitive:** I will identify each of the different shots when they are demonstrated by the teacher.
- ✓ **Fitness:** I will stay actively engaged in physical education class.
- ✓ **Personal & Social Responsibility:** I will safely participate by using the equipment correctly.

ACADEMIC LANGUAGE

- ✓ Clear
- ✓ Smash
- ✓ Drop
- ✓ Forehand
- ✓ Backhand
- ✓ Serve

SELECTED ASSESSMENT

- ✓ Move to Improve Self-Analysis Worksheet

SAMPLE LESSON PLAN

1
INSTANT ACTIVITY

Post Movement Concept Posters, activity instructions, and challenges on the wall. Students enter the activity area, find a partner and a racquet and shuttle, then move to an open court and begin Volley Challenge. As court fills, late arrivals join groups to create doubles play.

ACTIVITY

Volley Challenge

DEBRIEF

DOK 1: Name a movement concept related to Badminton?
DOK 2: How can we apply concepts in skill practice?
DOK 3: How could you adapt this activity to make it more challenging? Less challenging?

2
LEARNING TASK

Show elite level badminton play via YouTube to set the instructional hook. Provide a set of Badminton 101 Skill Cue Charts at each court. 4 students per court. Each student is responsible for 1 Skill Chart. S/he explores the cues, then works to teach other group members.

Badminton 101 (Guided Discovery)

DOK 1: What skills did you discover in this activity?
DOK 2: Which skill was the easiest to learn/teach? Why?
DOK 3: Which skill was the most difficult to learn/teach? Why?

3
LEARNING TASK

Demonstrate 1 skill chart for the entire class, then allow 3 to 5 minutes of practice time for that skill. Repeat for all skills. Reference the guided discovery done earlier. Emphasize skill/performance refinement with your demonstrations.

Badminton 101 (Demos & Practice)

DOK 1: Which shot did we just practice?
DOK 2: How would you use this shot during gameplay?
DOK 3: Can you describe a shot sequence that includes this shot that could be used to gain an offensive advantage?

4
EXIT ASSESSMENT

Provide 5 minutes at the end of the lesson for student to fill out the Move to Improve Self-Analysis Worksheet. Review student answers and use this information to set the hook at the start of the next lesson.

ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Caroline **actively engages** in physical education class because she likes the activities and wants to improve her skills.



AGILITY

(noun)

The ability to change body position and direction quickly and efficiently.

*Even though it went in the other direction, Robert was able to dart over and return Annalise's serve because of his **agility**.*



ATHLETIC STANCE

(noun)

A body position in which the feet are far apart, the knees are bent, and the hands are up and out. This allows an athlete to react to anything that happens next.

If you stand in **athletic stance**, you'll be ready to react to any move your opponent makes.



BACKHAND

(noun)

A stroke made from the side of the body opposite of that of the hand holding the racket.

Zach is right handed and used his **backhand** when trying to return a shot from his left side.



BACKHAND SERVE

(noun)

The stroke used to return a ball hit to the right of a left-handed player and to the left of a right-handed player.

Erica wanted to use a **backhand serve** because she wanted a quick, low shot to start game play.



BALANCE

(noun)

An even distribution of weight which allows someone or something to stay upright and steady.

Mason had good **balance** during the game. He didn't fall down at all, even when he had to move in all different directions.



CARDIORESPIRATORY ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

*Badminton can help improve our **cardiorespiratory endurance** because it raises our heart rate and intensifies our breathing.*



CENTER LINE

(noun)

The verticle line dividing the courts into two halves, creating the right and left service courts.

*Lindsey knew where to stand during the serve because the **center line** divided the courts.*



CLEAR

(noun)

A shot hit deep into the opponent's court.

Lacy knew that by hitting a **clear** shot, she would have more time to reset her positioning.



COMMUNICATION SKILLS

(noun)

The ability to exchange information with another effectively and efficiently.

Amber and Tony were successful because of their **communication skills**. By talking through their strategy before the game began, they always knew what the other person was going to do.



COOPERATION

(noun)

The process of working together for a common goal or outcome.

*The team was able to win the tournament by using **cooperation**; everyone worked together as a team.*



DOMINANT

(adjective)

The hand or foot that is preferred for manipulative / fine motor skills.

*Julie had more control over the racket by using her **dominant** hand.*



DROP SHOT

(noun)

A shot hit softly and with finesse so that it falls rapidly and close to the net in the opponent's court.

*Tommy saw that Nolen was in the back of the court, so Tommy knew that using a **drop shot** return would be a good strategy for getting a point.*



EFFORT

(noun)

In movement concepts, this refers to how the body moves and applies the concepts of time (fast, slow) force (strong, light), and flow (bound, free) to specific movement situations.

George knows the **effort** he applies when practicing his smash directly affects the movement of the shuttle.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Michelle did a good job of showing proper **etiquette** for the sport by waiting for the play to end before she entered that court.



FAIR PLAY

(noun)

Respect, adherence to rules, and equal treatment of all concerned.

*The game was more enjoyable to participate in when everyone used **fair play**. That way, play was honest and equal between the opponents.*



FORCE

(noun)

Strength or power used on an object.

*Steve used a lot of **force** when hitting the shuttle, which made his shot more powerful.*



FOREHAND

(noun)

The stroke used to return a ball hit to the right of a right-handed player and to the left of a left-handed player.

*Luke is right-handed, and so he returned a shot on his right side by using a **forehand** stroke.*



FOREHAND SERVE

(noun)

A serve using a **forehand grip** in which the racket is extended on the dominant side of the body and the player uses the whole arm to start play.

Joe used a **forehand serve** to start the game play and showed a higher, longer serve.



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being.

The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*Finding a variety of physical activities that you like is a good way to improve and maintain all 5 components of **health-related fitness**.*



NON-DOMINANT

(adjective)

The hand or foot not perferred for manipulative / fine motor skills.

*Ellen's shot wasn't as strong because she used her **non-dominant** hand, which she isn't as comfortable using.*



OPPONENT

(noun)

Someone who competes against another in a contest.

*The final round has two very strong **opponents** playing against each other.*



PLACEMENT

(noun)

Location.

The **placement** of the shot forced the defender to move quickly to try and return it.



POSITIONING

(noun)

The location and bodily arrangement of an athlete in anticipation of a strategic move.

Because Everett did a good job of anticipating his opponent's move, his **positioning** was excellent and he was able to return the shot.



QUICK

(adjective)

Able to move with speed.

Adam was so **quick** when moving to the shuttle
that he could return almost any shot.



RELATIONSHIP

(noun)

The way that two or more concepts, objects, or people are connected.

*In physical education class, we learn about the movement **relationship** between people and objects.*



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

*I **respect** my classmates because they come to class and work hard to improve.*



RETURN

(verb)

To send something back to a person or place.

*David hustled to **return** the shuttle after his opponent hit it into open space.*



SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

*During physical education class, John follows all rules related to **safety** in order to protect himself and his classmates from injury.*



SERVE

(noun)

The stroke used to put the shuttle into play at the start of each rally.

Mary demonstrated an excellent **serve** to the other team in order to get the game started.



SERVICE LINE

(noun)

**The front line of the service courts
that regulates serves.**

Mark demonstrated a good serve when he used the **service line** correctly by standing behind it when serving and getting the shuttle past his opponent's line.



SHUTTLE

(noun)

A cork to which feathers are attached in order to form a cone shape (or a similar object made of plastic). Struck with rackets.

*At the end of class, Bethany and Robert helped the teacher to collect all the **shuttles** they had played with in class that day.*



SKILL

(noun)

The ability to do something well.

*Victor was able to learn a new **skill** because he practiced and worked hard.*



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

Improving **skill-related fitness** can help Kara become a better player and athlete.



SMASH

(noun)

A hard-hit overhead shot that forces the shuttle sharply downwards into the opponent's court.

*Don was able to earn a lot of points because he had such a powerful **smash**.*



SOFT

(adverb)

An action done lightly, without a lot of force.

*Alexa knew that hitting a drop shot required her to return the serve just over the net by using a **soft** hit.*



SPACE

(noun)

An area with height, depth, and width within which all things exist and move.

*Kim knew that a good strategy would be to place the shuttle in open **space** at the back of the court because her opponent was out of position and would have to move a distance in order to return her shot.*



SPEED

(noun)

The rate at which someone or something is able to move or operate.

*The **speed** of Bryan's smash was so fast that Keith couldn't get to it in time.*



SPORTSMANSHIP

(noun)

Ethical, appropriate, polite, and fair behavior while participating in a game or athletic event.

*Anthony demonstrated great **sportsmanship** during and after the game. Even though he lost, he still complimented his opponent.*



STRATEGY

(noun)

A plan of action for achieving a goal.

*Eric had a good game **strategy** that helped him win the tournament.*



TARGET

(noun)

An object selected as the aim of attention or attack.

The open area is the **target** for the shuttle; this is where the shot should be placed.



TIMING

(noun)

The ability to choose the best moment for some action or movement to occur.

Nick was successful because he had good ***timing***. He was *in position* and was able to get to the shuttle to return it.



TOURNAMENT

(noun)

A sporting competition in which contestants play a series of games to determine an overall winner.

The class was excited to play in the **tournament** because they would get to play all of their other classmates and see who wins.



VOLLEY

(verb)

To strike something before it touches the ground.

Aaron and Jenna could **volley** the shuttle over the net 50 times in a row without dropping it.



UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All OPEN Badminton activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Badminton

Equipment	Rules	Environment	Instruction
Shuttle Adaptations <ul style="list-style-type: none"> Larger shuttle Brighter colored shuttle Beeper birdie Foam ball Larger racket head Suspend shuttle on a string 	<ul style="list-style-type: none"> Hit off the bounce Allow 3 faults on serve Play for time instead of score Point variations for different shots Modify boundary lines (use more open space. Ignore mid and service lines) Play without keeping score No smash 	<ul style="list-style-type: none"> Use bright lines to mark the court Use tactile lines for court boundaries Cones on corners of the court Auditory cues near target Play on a smaller court Use a shorter net 	<ul style="list-style-type: none"> Provide ongoing verbal cues Use a variety of demonstrations Provide physical assistance Provide peer tutors/mentors Use videos, pictures, and graphics as visual examples Provide individualized (one-to-one) instruction and feedback
Net Adaptations <ul style="list-style-type: none"> Bright colored tape on top of the net Lower the net (use pickleball net or cones and a jump rope) Remove net and use lines on gym floor 			

HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____

CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs each badminton shot with control, using critical cues. Executes each skill in dynamic match-play environments. Consistently executes each shot, demonstrating knowledge of badminton strategy. Is aware of court markings and understands how each marking impacts play.	Conducts herself/himself safely and with consideration for others. Acts as a leader, working to help others improve.
Competent 3	Performs 1 or more shot(s) with occasional errors in both form and outcome. Can competently participate in dynamic match-play environments. Displays effort to demonstrate knowledge of strategy. Is aware of court markings and can participate without repetitive rule reminders.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs shots with frequent errors in both form and outcome. Has difficulty participating in dynamic game-play environments.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts learning for others.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

ACADEMIC LANGUAGE QUIZ

What kind of shot is described as high and deep?

1

- a. Smash
- b. Clear
- c. Drop
- d. Serve

What stroke is used to return a shot on the dominant side of the body?

2

- a. Underhand
- b. Overhand
- c. Backhand
- d. Forehand

What shot is described as the most powerful?

3

- a. Smash
- b. Clear
- c. Drop
- d. Serve

What stroke is used to return a shot on the non-dominant side of the body?

4

- a. Underhand
- b. Overhand
- c. Backhand
- d. Forehand

A plan of action for achieving a goal is called__?

5

- a. Placement
- b. Positioning
- c. Timing
- d. Strategy

What shot is described as a soft hit that just crosses over the net?

6

- a. Smash
- b. Clear
- c. Drop
- d. Serve

The ability to change body position and direction quickly and efficiently is called__?

7

- a. Agility
- b. Balance
- c. Power
- d. Speed

The stroke used to put the shuttle into play at the start of each rally is called__?

8

- a. Smash
- b. Clear
- c. Drop
- d. Serve

BADMINTON 101: SKILL CUE CHARTS**CRITICAL ELEMENTS & CUES****Shot name: Forehand**

A forehand stroke is a return on the dominant side of the body using your dominant hand.

1. Grip
 - a. Shake hands with racket
 - b. Make 'V' with thumb and index finger
 - c. Relaxed, firm wrist grip
2. Stance
 - a. Knees bent
 - b. Arm extended
 - c. Racket ready on dominant side
3. Contact
 - a. Racket face up
 - b. Contact shuttle with head of racket
 - c. Flick wrist

Shot name: Backhand

A backhand stroke is a return on the non-dominant side of the body using your dominant hand.

1. Grip
 - a. Shake hands with racket
 - b. Make 'V' with thumb and index finger
 - c. Relaxed, firm wrist grip
2. Stance
 - a. Feet and shoulders turned to opposite side
 - b. Knees bent
 - c. Arm extended diagonally across body
 - d. Racket ready on non-dominant side
3. Contact
 - a. Contact shuttle with head of racket
 - b. Snap wrist
 - c. Follow through

BADMINTON 101: SKILL CUE CHARTS**CRITICAL ELEMENTS & CUES****Shot name: Clear**

A clear shot should be high and deep.

1. Grip
 - a. Shake hands with racket
 - b. Make 'V' with thumb and pointer finger
 - c. Firm, relaxed wrist
2. Stance
 - a. Non dominant foot in front, dominant foot in back
 - b. Knees bent
 - c. Racket ready
3. Contact
 - a. Racket extended on dominant side
 - b. Shuttle should make contact in the middle of the racket face
 - c. Wrist flick
 - d. Follow through

BADMINTON 101: SKILL CUE CHARTS**CRITICAL ELEMENTS & CUES****Shot name: Forehand Serve**

This serve is meant for the shuttle to go higher and farther on the opponent's side.

1. Stance
 - a. Stagger stance
 - b. Knees bent
 - c. Stand mid-back of service court near mid line.
2. Grip
 - a. Elbow close to body
 - b. Forehand grip
 - c. Hold shuttle by the neck with 2 fingers on hitting side
3. Contact
 - a. Drop shuttle
 - b. Flick wrist
 - c. Rotate forearm
 - d. Contact below waist – underhand
 - e. Follow through diagonally

Shot name: Backhand Serve

This serve is meant for the shuttle to go low and close on the opponent's side.

1. Stance
 - a. Staggered stance
 - b. Knees bent
 - c. Stand near front corner and mid line of the service court
2. Grip
 - a. Elbow out – chicken wing
 - b. Backhand grip
 - c. Racket head at waist
 - d. Hold shuttle in front of racket head with 2 fingers
3. Contact
 - a. Drop shuttle
 - b. Push racket forward with thumb
 - c. Flick wrist

Additional Information on the Serve: The server must stand inside a service court. The receiver must stand inside the diagonally opposite service court. The serve must travel into the diagonally opposite service court.

BADMINTON 101: SKILL CUE CHARTS**CRITICAL ELEMENTS & CUES****Shot name: Drop Shot**

A drop shot should be a light stroke that just clears the net.

1. Stance

- a. Staggered stance
- b. Knees bent
- c. Arm extended in front of body
- d. “Fencing pose”

2. Contact

- a. Shuttle in center of racket
- b. Little follow through
- c. Placement just over the net in front court

BADMINTON 101: SKILL CUE CHARTS**CRITICAL ELEMENTS & CUES****Shot name: Smash**

A smash is a fast, powerful, attacking shot which can be difficult to return.

1. Stance
 - a. Staggered stance
 - b. Dominant arm stretched high
 - c. Transfer weight
2. Contact
 - a. Extend racket toward the sky
 - b. Contact at highest point
 - c. Snap wrist down
 - d. Follow through



Move to Improve: Think and work toward skill refinement.

Manipulative Skill Focus: Striking with a Racket

Think about space:

- ✓ Where does your body move through space?
- ✓ Where does your racket move through space?
- ✓ Why is it important to think about space?

Think about movement through space:

- ✓ Location
- ✓ Direction
- ✓ Levels
- ✓ Pathways
- ✓ Extensions

Examples:

- ✓ When moving to return the shuttle, a straight line is the best pathway to take in order to position your body for striking.
- ✓ A high, curved shot (clear) can be used to slow the pace of the game and give you time to regain your position on the court.

*Adapted for Badminton using the Movement Analysis Wheel in Children Moving: A Reflective Approach to Teaching Physical Education.
George Graham, Shirley Ann Holt/Hale, Melissa Parker.*

MOVEMENT CONCEPTS

Move to Improve: Think and work toward skill refinement.

Manipulative Skill Focus: Striking with a Racket

Think about relationships:

- Where are you positioned with respect to people, the net, floor markings?
- Where is the shuttle with respect to your body, the net, and floor markings before you hit it?
- Where do you want to hit the shuttle with respect to your opponent, the net, and floor markings in order to gain an advantage?
- Why is it important to think about relationships?

Think about spatial relationships:

- With your body
- With your opponent
- With your partner
- With the shuttle
- With the net
- With floor markings

Examples:

- A drop shot is best used when your opponent is in the backcourt and you place your shot in the front court, just over the net.
- A forehand stroke is used when the shuttle is hit to your dominant side.

Adapted for Badminton using the Movement Analysis Wheel in Children Moving: A Reflective Approach to Teaching Physical Education. George Graham, Shirley Ann Holt/Hale, Melissa Parker.



Move to Improve: Think and work toward skill refinement.

Manipulative Skill Focus: Striking with a Racket

Think about effort:

- How does your body move through space?
- How does your racket move through space?
- How are you bound to court markings and boundaries?
- Why is it important to think about effort?

Think about your effort:

- Time (Fast – Slow)
- Force (Strong – Light)
- Flow (Bound – Free)

Examples:

- Swing fast and strong if your opponent is out of position and there is open space for a smash shot.
- Use a slower and more controlled shot for accuracy if you're trying to move your opponent to a specific area of the court.

Adapted for Badminton using the Movement Analysis Wheel in Children Moving: A Reflective Approach to Teaching Physical Education. George Graham, Shirley Ann Holt/Hale, Melissa Parker.



MOVEMENT CONCEPTS: SELF ANALYSIS

Move to Improve: Think and work toward skill refinement.

Move to Improve Self-Analysis

Student Name: _____

Name of Activity/Learning Task: _____

List two ways that you can focus on movement in space to improve performance in this activity. Provide specific examples.

1. _____

2. _____

List two ways you can focus on spatial relationships to improve performance in this activity. Provide specific examples.

1. _____

2. _____

List two ways you can focus on effort (time, force, flow) to improve performance in this activity. Provide specific examples. *Note: effort from a personal responsibility perspective is important for improvement, but it is a different concept.*

1. _____

2. _____

WIKIPEDIA SCAVENGER HUNT

Name: _____

Date: _____

It's time to use Wikipedia to explore the history and culture of badminton!
Answer the questions below in your own words.

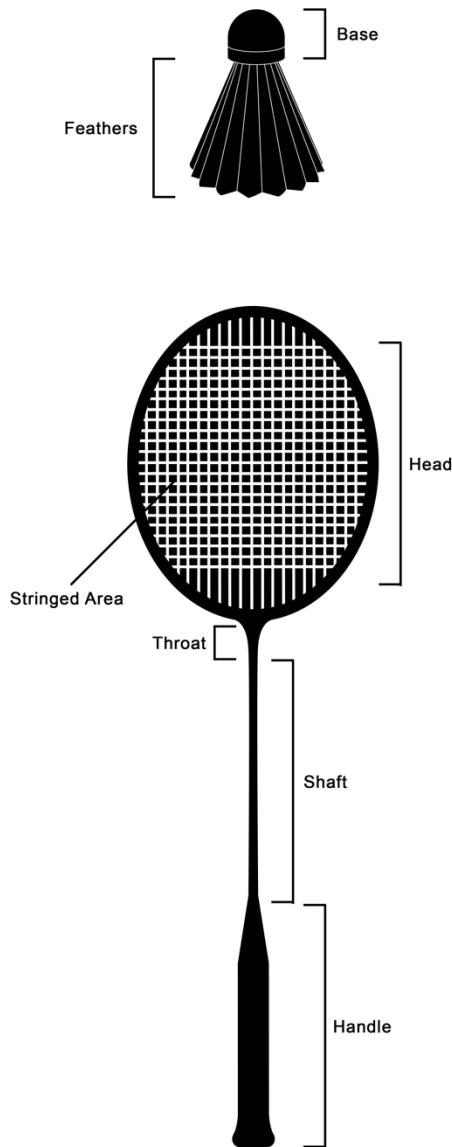
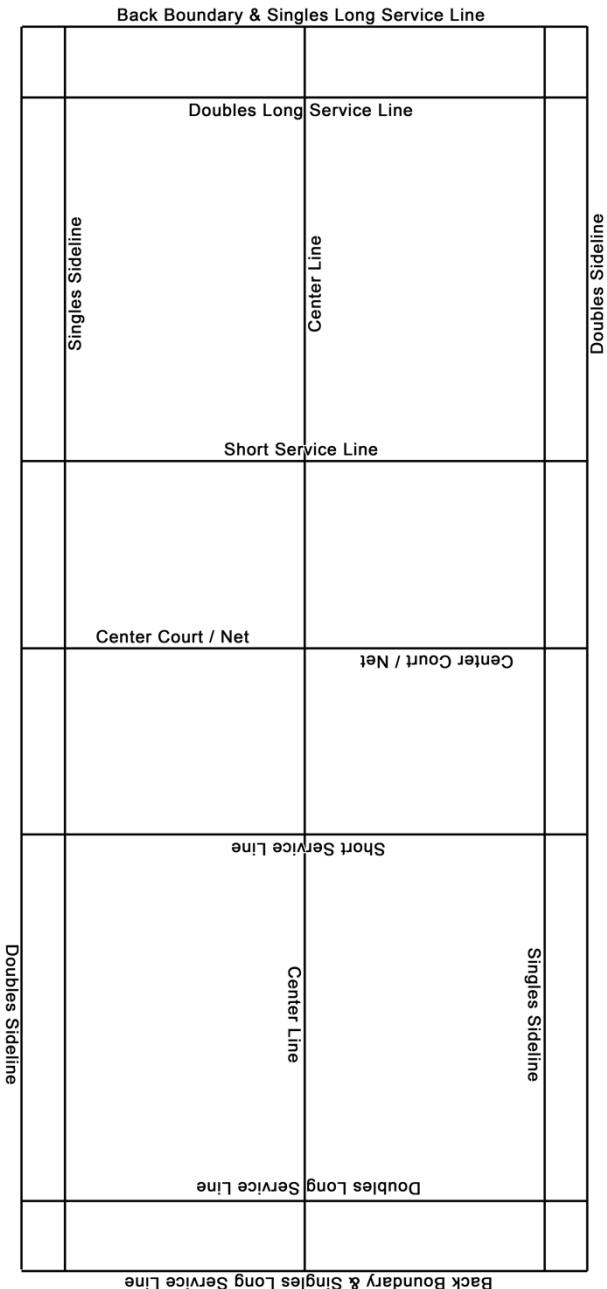
1: When was the modern game of badminton developed?

2: Briefly describe how and why the game developed the way that it did.

3: How is today's equipment different from the equipment used when the sport was first developed?

4: Choose one of the badminton governing bodies. Research the cultural aspects of the sport within the countries that fall within the organization's jurisdiction and describe how badminton's role in that place is both similar to and different from badminton's role in American culture.

BADMINTON 101: DIAGRAMS

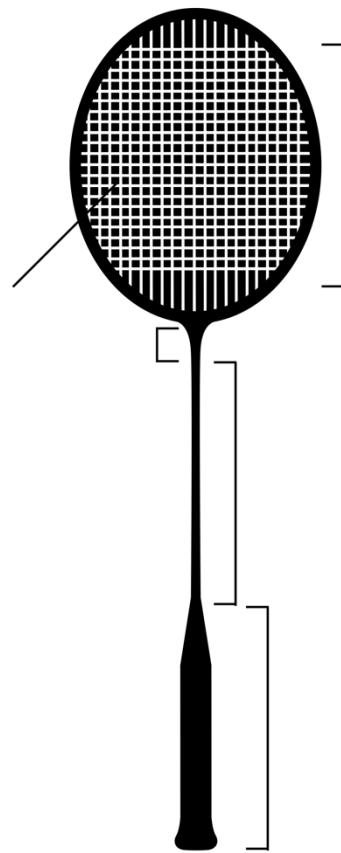
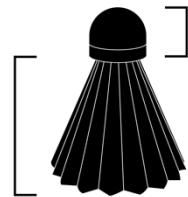


BADMINTON 101: DIAGRAMS QUIZ

Name: _____

Date: _____

Directions: Correctly label each diagram below.



SELF-EFFICACY AND SOCIAL SUPPORT INVENTORY

Name: _____

Date: _____

Directions: Answer Yes or No to the first 8 items, then write a short response for items 9 and 10.

	YES	NO
I think I can ask an adult (teacher or family member) to help me find opportunities to play badminton or a sport like it.	<input type="checkbox"/>	<input type="checkbox"/>
I think I can ask a friend or family member to play badminton with me.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the skills I need to play badminton outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the knowledge I need to improve my badminton skills outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I know where to find resources to learn more about badminton.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will play a game of badminton in the future if the opportunity is available.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will feel comfortable playing badminton with my peers outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think activities like badminton can help me stay active and healthy in the future.	<input type="checkbox"/>	<input type="checkbox"/>

If you could choose between badminton and other physical activity options, would you choose badminton? Why or why not?**Did you enjoy the challenges that you faced while learning badminton skills and strategies? Why or why not?**

FITNESS PORTFOLIO

Indicate yes or no to indicate which components of fitness are improved or maintained through badminton participation. Provide examples of how each component is addressed.

Health-Related Fitness

HRF Component	YES / NO ?	Examples/Rationale
Cardiovascular Endurance		
Muscular Strength		
Muscular Endurance		
Flexibility		
Body Composition		

Skill-Related Fitness

SRF Component	YES / NO ?	Examples/Rationale
Agility		
Balance		
Coordination		
Power		
Reaction Time		
Speed		

Select 1 component of health-related fitness and provide a summary of how participation in badminton helped you improve or maintain your personal level of fitness for that specific component.

Select 1 component of skill-related fitness and provide a summary of how participation in badminton helped you improve or maintain your personal level of fitness for that specific skill-related component.

Using a 5-point scale, circle the response that represents how relevant you believe badminton will be to your long-term fitness and activity goals.

Not at all relevant 1	Minimally relevant 2	Somewhat relevant 3	Relevant 4	Extremely relevant 5
--------------------------	-------------------------	------------------------	---------------	-------------------------

BADMINTON 101 RULE SHEET

- ✓ Server stands inside a service court (between the long and short service lines).
- ✓ Serve must land within the diagonally opposite service court.
- ✓ There's only 1 serve attempt.
- ✓ Play continues until one player fails to hit the shuttle over the net, into a fair play area of the court.
- ✓ Rally scoring rules apply. This means that a point can be scored by either team on every rally.
- ✓ When the serving team loses a rally, the serve changes to the opposite team.



12-TEAM ROUND ROBIN TOURNAMENT CARD

Rd 1	Rd 2	Rd 3	Rd 4	Rd 5	Rd 6	Rd 7	Rd 8	Rd 9	Rd 10	Rd 11
2 vs 1	12 vs 2	5 vs 8	8 vs 2	12 vs 8	4 vs 2	8 vs 1	11 vs 12	4 vs 7	7 vs 12	11 vs 7
3 vs 12	1 vs 7	6 vs 7	9 vs 12	2 vs 7	5 vs 12	9 vs 7	6 vs 1	5 vs 6	8 vs 11	12 vs 6
4 vs 11	8 vs 6	12 vs 1	10 vs 11	3 vs 6	6 vs 11	10 vs 6	7 vs 5	1 vs 11	9 vs 10	2 vs 5
5 vs 10	9 vs 5	2 vs 11	1 vs 5	4 vs 5	7 vs 10	11 vs 5	8 vs 4	12 vs 10	4 vs 1	3 vs 4
6 vs 9	10 vs 4	3 vs 10	6 vs 4	10 vs 1	8 vs 9	12 vs 4	9 vs 3	2 vs 9	5 vs 3	1 vs 9
7 vs 8	11 vs 3	4 vs 9	7 vs 3	11 vs 9	1 vs 3	2 vs 3	10 vs 2	3 vs 8	6 vs 2	10 vs 8

TEAM	WIN	LOSS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		



TEACHER SELF-EVALUATION & REFLECTION GUIDE

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3 	
Self-Rating with Rationale	
Choose One:	
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale:	
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	