

# Lesson Plan: Badminton Boss - Design Your Own Drill!

## Materials Needed:

- 2 Badminton Rackets
- Several Shuttlecocks (at least 3-4)
- An open space (backyard, park, or gym) with a net or a makeshift line (rope, chalk line)
- Notebook and pen/pencil
- Colored markers or pencils
- Optional: Household items for targets (e.g., empty plastic bottles, small buckets, hula hoops, chalk)
- Optional: Smartphone or camera to record the new drill in action

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## 1. Learning Objectives

By the end of this lesson, the student will be able to:

- **Demonstrate** the basic forehand and backhand grips with correct hand placement.
- **Apply** knowledge of basic shots (clear, drop shot) by hitting a shuttlecock over a net with intention.
- **Design and explain** a unique badminton drill to practice a specific shot, including rules and objectives.
- **Create** a simple "Rally Playbook" diagram illustrating a short sequence of shots.

## 2. Alignment with Physical Education Standards

This lesson aligns with general middle school PE standards (inspired by SHAPE America National Standards):

- **Standard 1:** Demonstrates competency in a variety of motor skills and movement patterns. (Focus on racket skills).
- **Standard 2:** Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. (Focus on drill design and strategy).
- **Standard 5:** Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Focus on fun and creativity).

## 3. Lesson Activities (Approx. 60 Minutes)

### Part 1: Warm-Up & Grip Check (10 minutes)

1. **Dynamic Stretching:** Lead the student through movements that mimic badminton.
  - **Arm Circles:** 10 forward, 10 backward (small and large).
  - **Torso Twists:** Feet shoulder-width apart, twist the upper body side to side.
  - **Walking Lunges:** Take a big step forward and bend both knees.
  - **"Shuttlecock Pick-ups":** Place a shuttlecock on the ground. Have the student squat down (keeping their back straight) to pick it up and then stand up. Repeat 5 times.

## 2. **Grip Instruction - The "Handshake":**

- **Forehand Grip:** Instruct the student to "shake hands" with the racket handle. The V-shape formed by their thumb and index finger should be on top of the handle. Check for a relaxed, not tight, grip.
- **Backhand Grip:** From the forehand grip, slightly rotate the racket so the thumb is pressed flat against the wide side of the handle for more power and control.
- **Practice:** Have the student switch between forehand and backhand grips 5 times to build muscle memory.

## Part 2: Skill Application - Hit with a Goal (15 minutes)

1. **"Keep It Up" Challenge:** Standing a few feet apart, see how many times you and the student can tap the shuttlecock back and forth without it touching the ground. This focuses on control, not power. Try it first with only forehand shots, then with only backhand shots.
2. **Shot Introduction:** Briefly demonstrate and explain two key shots.
  - **The Clear:** An upward, deep shot meant to push your opponent to the back of their court. (Think "high and far").
  - **The Drop Shot:** A soft, low shot that just barely clears the net and drops quickly on the other side. (Think "low and close").
3. **Guided Practice:** Gently toss shuttlecocks to the student, calling out either "Clear!" or "Drop!" The student's goal is to perform the correct shot over the net. Give positive feedback on their form and the outcome of the shot.

## Part 3: Creative Core - Design-a-Drill! (20 minutes)

This is where the student becomes the coach!

1. **The Mission:** Explain to the student that their task is to invent a brand new, fun drill to practice either the **clear** or the **drop shot**.
2. **Brainstorm & Plan:** In their notebook, the student should answer the following questions to design their drill:
  - What is the name of your drill? (e.g., "Target Takedown," "The Drop Zone Challenge")
  - What is the goal? (e.g., "To hit 5 drop shots into the hula hoop.")
  - What materials do you need? (This is where they can use the optional target items).
  - What are the steps or rules? (e.g., "1. Player starts at the back line. 2. Teacher feeds a high shuttlecock. 3. Player must hit a drop shot that lands in front of the short service line.")
  - How do you win or complete the drill?
3. **Set Up & Demonstrate:** The student sets up their drill using the chosen materials. Then, they explain it to you and demonstrate how it works.
4. **Play the Drill:** You and the student both play the newly invented drill! If you have a camera, this is a great time to record it.

## Part 4: Cool-Down & Creative Reflection (15 minutes)

1. **Static Stretching:** Hold each stretch for 20-30 seconds.
  - **Triceps Stretch:** Pull one elbow behind the head.
  - **Shoulder Stretch:** Pull one arm across the chest.
  - **Calf Stretch:** Step one foot back and press the heel to the ground.
2. **Rally Playbook Creation:**
  - On a clean page in the notebook, have the student draw a simple diagram of a badminton court (a rectangle with a line in the middle).
  - Ask the student: "If you started a point with a high serve, what shot would be a smart

second shot? And what would be a good third shot to win the point?"

- The student will then draw a "playbook" of a 3-shot rally. They can use lines, arrows, and labels (e.g., "1. High Serve," "2. Opponent hits a weak clear," "3. I hit a drop shot to win!"). This assesses their understanding of basic strategy in a visual and creative way.

## 4. Assessment & Feedback

- **Formative (During Lesson):**

- Observe the student's grip and stance during drills, providing immediate, gentle corrections.
- Ask probing questions during the "Design-a-Drill" phase: "Why did you choose that target?" or "What makes this drill challenging?"

- **Summative (End of Lesson):**

- **Performance Assessment:** The student's successful demonstration of their own designed drill. Was it clear, creative, and did it meet the stated goal?
- **Product Assessment:** Review the "Rally Playbook" diagram. Does it show a logical sequence of shots? Does the student's explanation demonstrate a basic understanding of tactics?

## 5. Differentiation & Extension

- **For Support:** If the student struggles with hitting the shuttlecock, practice by hitting a balloon first—it moves slower. The "Design-a-Drill" can be simplified to just placing one target on the court.
- **For an Advanced Challenge:** Introduce a third shot, the "smash" (a powerful, downward shot). Challenge the student to design a drill that combines two different shots (e.g., a clear followed by a drop shot). The "Rally Playbook" could be extended to a 5 or 6-shot rally.