

Badminton: Defending Space: Forehand and Backhand Strokes

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Badminton and Jai Alai

Grade(s): 8

Lesson: 1 of 7

H&PE Curriculum Expectations

2015 H&PE Curriculum Expectations: A3.1, B1.3, B1.4, B2.3

2019 H&PE Curriculum Expectations: B3.1, C1.3, C1.4, C2.3

Learning Goals

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

- demonstrate behaviours that maximize their safety with the use of equipment
- recover into a ready position to defend space
- send and receive objects using the backhand stroke.

Safety Requirements

Refer to the [Ontario Physical Activity Safety Standards in Education](#).

Equipment List

- 1 badminton racquet per student
- 1 pair of protective eyewear per student

- 1 shuttle per student
- 20 pylons
- Badminton nets and poles
- Assorted balls (optional)
- Paddles or shorter racquets (optional)
- [Teacher Resource: Anecdotal Recording Chart \(PDF\)](#)
- [Teacher Resource: Checklist](#)
- [Teacher Resource 3: Badminton Skills Circuit](#)
- [Appendix: Stretches](#)

Minds On

- Share and clarify the lesson Learning Goals with students. Inform students that for the next several lessons, they will be learning skills and strategies in the context of badminton.
- Ask students to recall their prior knowledge of badminton (e.g., it is usually played with a racquet and a shuttle or “birdie.” Like volleyball, it is a sport that depends on covering open space but unlike volleyball, each player is responsible for covering the whole court, with the exception of doubles. Some strokes are the forehand, backhand and overhead clear.)

Handling a Racquet – Review

- Have students recall the three common types of shots they learned in the previous few years: forehand, backhand and overhead clear. Inform students that in this lesson they will be focusing on the forehand and the backhand.
- Address racquet safety before beginning, (i.e., students should never swing unless they are fully aware of what is around them; players should always use protective eyewear).
- Give each student a racquet and instruct students to arrange themselves in scatter formation. Students hold the racquet in their dominant hand and assume a ready position (refer to Notes to Teacher). Have students recall the forehand grip and phases of movement for the forehand shot (refer to Notes to Teacher and Figure 3).

- Review the backhand grip (Figure 4) and the phases of movement for the backhand stroke with students (Refer to Notes to Teacher). Have students stand in scatter formation and simulate the action.

Get Back

- Set up a square on each side of the badminton court, placing one pylon on each corner of the court and adding one pylon in the centre (Refer to Figure 1).
- Students work with a partner. One student stands at the net, facing the square of pylons. The other student begins at the centre pylon, holding a badminton racquet in the ready position (knees bent, legs comfortably spread and springy, weight on balls of the feet). This student runs to one corner pylon, touches it and returns to the centre pylon. This is repeated for all four pylons. Students must be facing forward to the net at all times.
- Each time students reach the centre pylon, their partner tosses them a shuttle on their forehand and they return the shuttle with the forehand stroke.
- If the teacher establishes an order of which pylons will be touched first, second, third and fourth, multiple pairs of students can be on the court simultaneously as long as they are aware of others as they shuffle backwards and forwards.
- Have students repeat using backhand stroke.

Figure 1



A&E - Minds On

Teacher observation with verbal feedback of students' prior knowledge of the ready position and the forehand grip and stroke

Action

Badminton Skills Circuit

Students rotate through the following five stations (see Teacher Resource 3: Badminton Skills Circuit), working on using the forehand and backhand shot with control. Review each station activity and safe considerations before students begin.

Station 1: Shuttle Bouncing

- Students bounce the shuttle on the racquet, changing from forehand to backhand (palm up, palm down).

Station 2: Mini-Badminton

- Students work with a partner, standing about three metres apart. Students try to control the shuttle, hitting with very small strokes. Challenge students to try to hit shuttle back and forth without moving their feet.

Station 3: Toss and Hit

- Pairs of students stand several metres apart. Students feed the shuttle to the backhand of their partners. Partners return the shuttle, working on the technique of their backhand shot. Switch roles after every five successful shots.

Station 4: Net Rally

- Students face a partner on the other side of the court. One student starts the rally with a forehand shot over the net. Students count how many consecutive shots they can make.

Station 5: Hit the Wall

- Students hit a shuttle against the wall, trying not to let the shuttle hit the floor. To add a challenge, students alternate forehand and backhand shots.

Consider making the following adaptations to adjust for various skills levels:

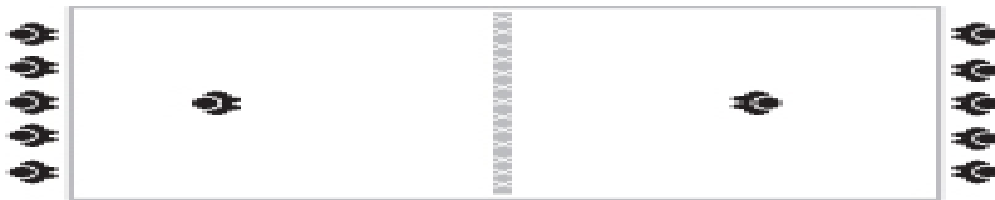
- Students can use a paddle or a racquet with a shorter shaft.

- Use a balloon, beach ball, wool ball or foam tennis ball to decrease the level of difficulty. If using a ball that bounces, allow a bounce before reception to give students more time to get to the ball.

Team Challenge

- Divide students into two teams, each team works on their own side of the net. If multiple nets are available, set up as many rallies as possible to maximize participation.
- Each member of the team is given a number. Student 1 on one side of the net starts with the shuttle and serve it with a forehand shot to student 1 on the opposite side. The students on each side rally in numerical order (i.e., A1 serves to B1, B1 hits to A2, A2 hits to B2, B2 to A3...) (Refer to Figure 2).
- Each rally starts with a serve from the student whose turn it was to hit the shuttle after the rally ended.
- Consider lining students up on the court according to ability.

Figure 2



A&E - Action

Teacher observation with anecdotal writing of students' safe use of badminton equipment using Teacher Resource: Anecdotal Recording Chart

Teacher observation with verbal feedback of students' demonstration of ready position and backhand shot at Station 3 using Teacher Resource: Checklist

Cool-Down

Students gradually decrease their heart rate to a resting rate by participating in the activity below. See Appendix for stretches.

Pass and Stretch

- Students work in their groups and pass a ball from one person to the next.
- Student with the ball leads a stretch for the group.

- They hold it for 15 – 30 seconds and then pass the ball to a new leader.

Consolidation

Students use **Think Pair Share Strategy** to answer the following prompt.

Teacher prompt: “What tactical solutions did you use to successfully return the ball during Team Rally?”

Student response: “Recovering into ready position, keeping eyes on the ball, sending the ball high so the next player has time to reach it, sending the ball straight so it is easy for the next player to receive.”

If time permits, allow students another opportunity to apply some of the strategies that were discussed.

A&E - Consolidation

Teacher observation of students’ ability to identify tactical solutions used in the activities to achieve success

Next Steps

Students work on badminton service.

Notes to Teacher

Follow the manufacturer’s instructions for cleaning goggles. If there are no instructions, clean the lens with a wet cloth and dry immediately with a dry cloth. The straps could be cleaned with water and mild soap. Lens should be stored in a box or other container in order to be kept dry and dust free.

- When teaching skills there must be adequate spacing for each student to make a free and uninterrupted swing.
- Ensure each activity is spread out to minimize interference from other activities.
- Check that the badminton racquets and shuttle socks are in good condition.
- Check that students are properly wearing their protective eyeglasses.
- Instruct students to check that other participants are a safe distance from the vicinity of their swing.

Ready Position

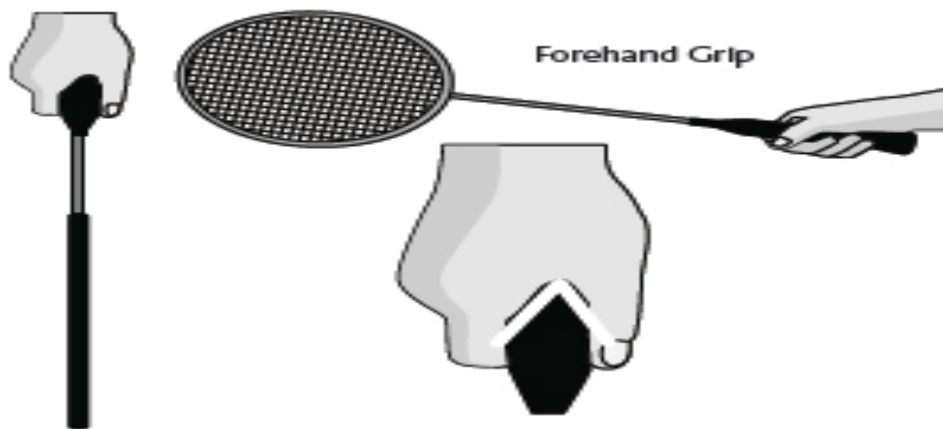
- Knees bent.

- Feet shoulder width apart.
- Non-dominant foot half a step ahead.
- Racquet head high.

Forehand Grip

- Hold the grip of the racquet like you are shaking hands.
- Wrap fingers around the grip so that the palm of the hand is around the back.
- Thumb and index finger should form a “v” on the top of the racquet.

Figure 3



Forehand Stroke

Preparation:

- Assume a ready position with forehand grip.

Execution:

- Step forward with non-dominant foot, turning body sideways to the line or net.
- While turning body, bring arm back keeping racquet face open and facing the net.
- Bring arm forward, contacting the shuttle from underneath, sending it up into the air towards the target.

Follow-through:

- Follow through to opposite shoulder for hard shots (adjust for softer shots).

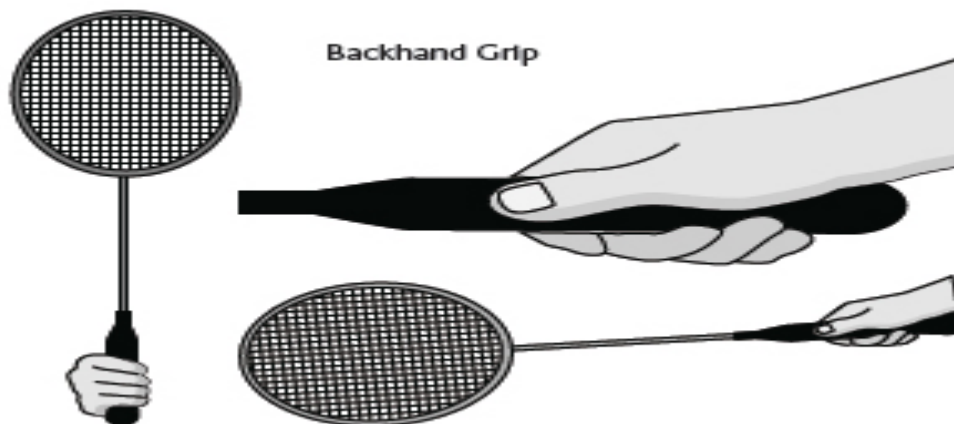
Strategies:

- Selects appropriate shots in game scenarios and works with team mate to defend and set up for attack.
- Consistently sends objects using with varying force, in the intended direction.
- Recovers into an optimal ready position to successfully receive objects.
- Sends objects to open space with varying speeds and levels

Backhand Grip:

- Hold the racquet with the forehand grip.
- Hold the shaft of the racquet with non-dominant hand and turn the racquet until the thumb is on the broad back of the racquet's grip.

Figure 4



Backhand Stroke

Preparation:

- Assume a ready position with backhand grip.

Execution:

- Step forward with dominant foot, turning body sideways to the line or net.
- While turning body, bring arm across the body, bending the elbow and keeping racquet face open and facing the net.
- Bring arm forward, straightening the elbow contacting the shuttle from slightly underneath, sending it up into the air towards the target.

Follow-through:

- Follow through to return to ready position.