Lesson 1 –

½ Court singles – Rally points to 9.
Videoing each pupil 5 mins. Each for match analysis.
Bring in video

Outline of the course

Practical grade 40% - Basketball out of 20, Badminton out of 20.

Written grade 60%
Exam in May – 3 essays 2½ hours. 3 unit assessments to pass in class.
Final exam – 3 areas (one for each essay).
Skills and techniques – Badminton
Structures and strategies – Basketball
Preparation of the body – Basketball

Lesson 2 – Assembly Hall

Lesson 3 – Games Hall

Methods of Practise

Shadowing
Feed Practice
Combination Practice (Drills)
Pressure Practice
Conditioned Games

Shadow Practice – Overhead Clear

Weakness not transferring weight forward. Start on green line facing partner.

1. Face forwards, step back right foot, swing racquet forward and step forward
   right foot, straight aim.
2. Side together, side swing, step forward, jog back to front.
3. Repeat as above, split feet (feet apart) on clap at end (prepares you for
   movement).

Games

½ Court singles, rally points.
In previous groups/court.
Ladder tournaments – up/down.

Add in high feed with shuttle.
Analysing my performance in Badminton

Write
To analyse my badminton game I am going to use movement analysis. Before I can look at my performance I first need to find out what a good player is like (this will be my model performer).

(Discuss model performer with class. Talk about video, books, teacher, coach – get pupils to give you the answers.

Show
Watch a model performer on video. Look at footwork, positioning, type of strokes, where shuttle goes to. Importance of serve – spend 5 secs concentrating before serve.

Qualities of a model performer
Write
We watched a video of the 2002 all-England final and noted the following points:
play all the strokes with a

Footwork is light, fast, gets player ready for the next stroke.

Return to base when possible.

Anticipation – time to play the shot.

Disguise the shot

Fitness requirements for badminton

Homework – fill in as many different strokes as possible.

Lesson 4 – Assembly Hall

Go over observation schedule briefly. Explain Movements analysis sheet. Explain Stroke analysis sheet.

Make sure someone is observing you when you play. Don’t just put one tick for each skill. Keep ticking and you will see a pattern emerging.

Lesson 5 – Games Hall

Continue with observation sheet.
Ladder Tournament.

Lesson 6 – Assembly Hall

Practice 1 - Overhead clear
Pronation of arm to right creates more power.
One feed one partner clear.
Swap – listen for ‘ping’.

Practice 2 - Drop shot – same as above. Disguise shot!! Same action as clear.

Practice 3 - One partner plays shuttle always to back of court, other can play clears or drops. Swap.

Game - Beat the pro – pro always at one side up to 2. In 3’s or 4’s.

Lesson 7 – Games Hall

½ court singles ladder

Lesson 8 – Assembly Hall

Hand out clear and smash analysis sheets. Explain just rough copies. Decide which one is you – not everybody different – explain.

In 3’s one feed, one work, one observe and mark sheet. Swap round x 3. X ✓

Explain feed and where shot should go

Lesson 9

Whole part whole

Write 1 - Feed practice of smash or clear
   2 - Look at analysis sheet and choose a weakness (in the action part)
   3 - Feed practice. Focuses on improving weakness (but still whole stroke).
   4 - Feed practice – whole stroke.

Give everybody a specific practice for one of two weaknesses.

Smash - Everyone needs to improve wrist action.
   - Stand at net partner feed, hit shuttle down
   - Don’t hit net with racquet – quick action.
   - Everyone needs to improve getting back behind shuttle.
Clear - High feed move backwards (side on) let shuttle drop to floor. Should land in between feet. Land behind not moved back far enough, land in front too low to clear.

Pupils copy this into jotter.

To work on the parts of my technique that were poor I designed feed practices that allowed me to focus my attention on improving the specific weakness. An example is detailed below.

Weakness

Smash - Wrist action is poor.
1. Feed practice playing whole stroke
2. ‘Knock offs’ at net
3. Feed practice trying to keep the ‘feeling of using my wrist’

Clear - Don’t get behind the shuttle before playing the stroke.
1. Feed practice of clear
2. Feed – shadow movement. Let shuttle hit ground between feet.
3. Feed practice ensuring I get behind shuttle.

Lesson?

Practise:
1. Drop shot – one feed (high to back of court), partner moves back from base to drop shot then back to base. Try to disguise shot. Full arm action but slow racquet down before hitting shuttle. It’s like a slow smash.
2. Same as above but feeder runs forward and does a net shot.
3. Same as above but feeder can either net shot or lift to back court.
4. Same as above but more game like using the sequence above and keeping it going.

Game

½ court singles no conditions but concentrating on disguising your shots and waiting as long as possible to hit the shuttle gives you more chance to deceive opponent.
Lesson 10 – Preparation of NAB – Theory

Pupil need: 3 Observation schedules / sheets

General Info
- General movement
- Stroke

Focused
- Preparation
- Action
- Recovery
- Smash / Clear

Homework gathering information

Jotter / Notes
- Video
- Model
- Self

Session 11

Training Diary

On board Session 4 Go over example

Training Diary for:
- Fitness
- Skill
- Development

Did the practices work?

Too easy / hard?

Would you have to repeat them next session.

Give out photocopy of blank Training Diary.
Practices

In 3’s or 4’s.

Pressure Practice

1. One feed, one working on smash / clear, one picking up shuttles (one watching) rotate round after 6 shots.
Working on footwork too – important. After each smash / clear run forward, touch net with racquet.
Feed to back – clear, middle for smash.

2. Same as above but don’t touch the net, just come forward and touch white line (service) with foot in between smash / clear. Also add in second feeder to increase pressure.

3. Conditioned Game

- Clear People – 2 points if you win rally from a clear and it lands in back half of court (tramlines).
- Smash people – 2 points if hit opponent with shuttle on top half of body.

Session 11 Training Session 5

Warm Up

1. Pressure Training as before
   - 2 feeds
   - work on clear or smash
   - move forward and touch service line

2. Combination Practice

Smash

- Serve (feed)
- Smash (easy to start)
- Block
- Lift (like feed)
- Smash
- Etc

Clear

- Serve (feed)
- Clear
- Drop
- Lift
- Clear
• Etc

3. Games – Diagonal play

**Session 12  Training Session 6**

**Theory**

Pupils write on board:

Design a practice for your smash or clear. It should allow you to work on the whole stroke and be more difficult than the practices we have done already. Remember or note the practice in your jotter. Comment on the success of the practice in Session 6 Training Diary sheet.

Examples

1. Feed for smash or clear to alternate sides of the court (left and right). Touch base (move to base) after each shot.

2. Feed for smash or clear then feed for net shot (2 feeds alternate). Puts under pressure and they have to play two strokes.

3. Same as above but add in third stroke, could be smash, net shot, clear.

**Lesson 13  Theory  Training Sessions**

**Write**

Once I had worked out the design of an individual practice session 1 designed 6 sessions of practice. After each I noted my thoughts on its effectiveness in a training diary.

**Session 1**

- **Warm up** - Rallying with partner playing a variety of strokes (same for every session)
  - Stretches for appropriate muscles

- **Shadowing** - smash / clear with footwork (forward to touch net)

Whole part whole feed practice – smash knock offs at net focussing on wrist action
  - clear – feed – performer moves to back, prepares for clear – lets shuttle drop between feet.

Ladder Games
Session 2

Warm up

Repeat shadow smash / clear + footwork + split step

W.P.W feed practice focussing on:

e.g. (from smash/clear observation on schedule from preparation, action, recovery)

e.g. Throwing action smash. Pronation of arm for power-clear.

Conditioned game - 2 points for hitting opponent (smash)
- 2 points for shuttle in trampoline (clear)

Ladder games

Session 3

Warm up

Feed - whole stroke smash and clear
W.P.W - powerful action – smash – must link to weakness
Transfer weight – clear – in PAR sheet

Combination Drills

Smash - serve/smash/block/lift/smash etc
Clear - serve/clear/drop/lift/clear etc

Games

Session 4

Warm up

Feed Practice - smash/clear + touch net
Pressure Drill - 2 feeds reducing time between smash/clear
Conditioned Games - Clear is out
- smash 2 points if you hit

Games

Session 6

Warm up
Combination as above
Pressure practice - As above but with side to side movement
Games - Diagonal to work on angling the stroke
Ladder Games

Session 6

Warm up
Combination Practice as above (in diary – because I felt it worked really well).

My own pressure practice.

Games

Once I had an idea the kind of practices I used it is vital that I understand why I would choose them. I now need to look at stages of learning P.67 in book.
Ways of Classifying Skills P. 61 in book

Lesson 12

Once I have an idea of the kind of practices I used it is vital that I understand why I would choose them.

Look at Stages of learning p. 67
Principles of effective practice p.74
Information processing p.59
Ways of classifying skills p. 61

There are 3 stages of learning:

Planning, practice, automatic

Planning Stage

The planning stage is when you just start to learn a skill and you are not very good at it. You have to break the skill down into simple parts so it is easier to learn. During this stage you need advice and encouragement to keep you going.

The practice methods I would use in the planning stage are :

Shadowing – because I am unfamiliar with the movements involved in the skill I need to be able to focus on simple things. Demonstrations form a part of my practice so I can see what the stroke is like.

Simple feed practice – a simple feed where I know exactly where the shuttle is going. I can focus on the stroke and do not have to make many decisions (similar to sessions 1&2)

Practice Stage

The practice stage of learning is where you link together all the small parts of the skill (called sub routines). You have to keep repeating these skills until gradually the
mistakes you make are less and less. Complex skills will take longer to learn with more mistakes than simple skills. (complex skills have more sub routines)

The practice stage is the current level of my performance. I can play the smash but have weaknesses in the various sub routines. (i.e. PAR) Sometimes my smash is good, at other times I make mistakes. I often feel as if I am not getting any better (plateau) and it is important I stay motivated. (see later)

The practices I would use at this stage are:

Feed practices: where I would add movement/other strokes as I improved.
Whole/part/whole practice – where I would focus on weaknesses in the sub routines of the stroke
Combination practices/pressure practices/conditioned games/games – my practices build up gradually as I get better. This ensures I keep improving. I can see I am getting better and this can help motivate me.

Automatic Stage

The automatic stage is where you don’t have to think about the sub routines. This allows you to concentrate other things e.g. where to hit the shuttle, where my opponent is standing. Thinking two/three shots ahead.
The automatic stage is the goal everyone is striving for. Practices need to be as game like as possible. They need to involve decision making, pressure/movement/combinations of strokes. Games against better players are useful. (sessions 5&6 and beyond)

Lessons 13 - Practical

Combination Drills

1. High serve, drop shot, net shot.
2. High serve, drop shot, net shot, net kill.
3. Serve drop shot, net shot then play out rally with net shots or net kill only.
4. Serve drop shot net shot then play out rally with any shot. If you win a rally with a net ill – 3 points. Any other shot 1 point.

½ singles.

Session 14 - Practical

1. Short serve - let it drop
   service role - racquet head below wrist, below waist.
2. Short serve partner returns. 
   Try to kill shuttle, if not net shot. 
   Partner stands just inside green line.

3. Either short or high serve – try to disguise it. 
   Partner returns shuttle.

4. ½ Court singles – need to vary serve.

Theory

The Principles of Effective Practice

1. Setting clear objectives
   • We need to plan our training.
   • We need to set short term goals i.e. to improve my wrist action.
   • We need to have an overall objective e.g. to improve my clear.

2. Identifying strengths and weaknesses
   • We gathered information.
   • We identified our strengths and continued to work on these.
   • We identified weaknesses and we planned an improvement programme.

3. Awareness of model performer
   • Knowing level I need to reach keeps me motivated.
   • I can keep referring back to the model as I practice.
   • Model performer gives me technical breakdown for the strokes.

4. Achievable progressive stages
   • Links to 1. above.
   • Practices need to become progressively more difficult as I begin to improve. 
     Practices need to match current level with progression.

5. Knowledge of the effect of boredom and fatigue
   • Boredom: practices need repetition to groove the skill. However, if I practice 
     for too long I lose concentration and can end if practicing bad habits.
   • Fatigue: tiredness usually mans I am not able to perform the skill to the best of 
     my ability – improvement is slow. 
     Quality practice is better than quantity.

6. Intensity of practice
   • The intensity of the practice needs to match the aims. All practices don’t have 
     to be difficult, tiring, have pressure. Sometimes you need an easy practice to 
     focus on a particular thing.

Planning (Low intensity)  -->  Automatic (Higher intensity)

Homework: Parts B and C for next week
• Principles of effective practice
• Learning skills in relation to motivation, concentration, feedback.

Theory Information Processing and Learning Skills P.59
i.e. How do we actually learn skills / improve skills

1. Input
   I am using a simple feed practice to improve my smash/clear.

   Input is:
   • My position on court
   • The feed’s position
   • What shot am I to play
   • Racquet up
   • Eyes on feed
   • Noise in hall
   • Sunlight
   • Smells
   • Other people

2. Input - Selecting information
   • Select relevant information for the skill e.g. grip, positioning etc.

3. Making Decisions
   • Depending on the relevant information I need to decide.
   • Path of shuttle affects where I decide to move to.
   • Get side on.
   • Transfer weight.
   • Where am I going to hit the shuttle to.

4. Output
   • Hit the shuttle / play the stroke.

5. Receiving Feedback about performance
   • Knowledge of results - where did the shuttle go
     - how did the stroke feel
     - sound clean or clunk

6. Processing Feedback Information
   • This is where we learn. We need to think about the feedback and try to use the
     information to improve the next shot i.e. do I need to hit the shuttle
     harder/softer.
• Do I need to get more side on.

* Prelims *

**Preparation for the NAB (Stage 2) (After Prelims)**

1. Find the six badminton sessions in my jotter.
2. Find your training diary that comments on these sessions.
   Complete the above!!!

Think of these 2 questions:

1. How did the information from your PAR sheet influence the practice sessions 1-6?
2. Why did you choose the various practice methods you used?

You will be asked to make a general statement followed by justification / reasons.

Games Hall Re-assessment / test of smash / clear outwith game 01.03.06
PAR Sheet
In 4’s - one feed x 10 - one clear / smash x 10

Singles games in 4’s

**Preparation for the NAB**

P.11 PAR Sheet showed faults at each stage. Used these to make up practices. Say why you used each one.
e.g. Turn side on to the net – clear. Used shadow practice of clear to repeat action 10 times concentrating on turning side on to the net.

Pick one example from each stage (PAR) at least.

P.12 Methods of Practice (Principles)

How did you use it to plan your programme?
- Progression
- Gradual build up
- Whole part whole
- Variety boredom
- More game like
- Fatigue

P.13 Give examples of the methods of practice – shadow etc. Why we use them?

P.14 Copy out the six sessions (homework) and justify.