

**Physical Education Brunswick School Department**  
**Grade 9**  
**Badminton**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Students will learn the benefits of physical activity, cooperation, and team work.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How to serve a game?</li> <li>▪ How to score a game?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules of Doubles Play</b> <ul style="list-style-type: none"> <li>○ Two players on each side, play to 15 points, win by two.</li> <li>○ <u>Serving</u> <ol style="list-style-type: none"> <li>1. Always start a game by serving from the right hand court to the opponent's diagonal court.</li> <li>2. Racket head must be lower than the wrist and waist on the serve.</li> <li>3. When serving keep both feet stationary.</li> <li>4. Bird must land inside the serving boundary and may not hit the net.</li> <li>5. Only the serving side may score.</li> <li>6. Must alternate service courts after each point.</li> <li>7. Except for the first "inning" each player has a chance to serve before the opponent gets to serve.</li> </ol> </li> <li>○ <u>Faults</u> <ol style="list-style-type: none"> <li>1. Hitting the bird out of bounds.</li> <li>2. Serving faults.</li> <li>3. Hitting the wall or ceiling.</li> <li>4. Carrying, not hitting the bird but just pushing it.</li> <li>5. Hitting the bird to the wrong service court.</li> <li>6. Wrong receiver hitting the serve.</li> <li>7. Reaching over the net to hit the bird.</li> <li>8. Hitting the net during play.</li> </ol> </li> <li>○ <u>General</u> <ol style="list-style-type: none"> <li>1. A bird that hits the net and falls into the proper court is good.</li> <li>2. A bird falling on the boundary line is good.</li> <li>3. A shot that is disputed should be replayed.</li> </ol> </li> </ul> </li> <li>▪ <b>Game Etiquette</b> <ul style="list-style-type: none"> <li>○ Calling faults immediately.</li> <li>○ Returning the bird to the server after each point.</li> <li>○ Offering to replay a point if there was interference.</li> <li>○ Lay racket down, do not drop them.</li> <li>○ Do not lean or pull on the net.</li> </ul> </li> <li>▪ <b>Safety</b> <ul style="list-style-type: none"> <li>○ Maintain distance when swinging racket in close proximity to others.</li> <li>○ Call shots that can be taken by either player.</li> </ul> </li> </ul>

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<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ service court, shuttle, forehand grip, backhand grip, overhand clear, backhand clear, smash, follow through, front court, backcourt, serve, volley</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate proper technique in overhead clearing, underhand clearing, serving and smashing.</li> <li>▪ Demonstrate good sportsmanship and ability to work with teammates.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1.Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities.</p> <ul style="list-style-type: none"> <li>a. Demonstrate how spin and rebound affect the motion of an object.</li> <li>c. Adjust movements to accommodate external forces that decrease risk for injury.</li> </ul> <p>G2.Movement Skills</p> <p>Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.</p> <p>G3.Skill-Related Fitness Components</p> <p>Students explain the relationship of skill-related fitness components to specialized movement skills.</p> <p>I. Personal and Social Skills and Knowledge</p> <p>I1.Cooperative Skills</p> <p>Students demonstrate collaborative skills while participating in skill activities.</p> <ul style="list-style-type: none"> <li>a. Accept constructive feedback.</li> <li>b. Give constructive feedback.</li> <li>c. Include peers respectfully in activities.</li> </ul> <p>I2.Responsible Behavior</p> <p>Students demonstrate responsible and ethical personal behavior while participating in physical activities.</p> <p>I3.Safety Rules and Rules of Play</p> <p>Students predict how etiquette/rules improve games/activities.</p> <ul style="list-style-type: none"> <li>a. Explain how etiquette/rules contribute to productive participation.</li> </ul>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Group students into pairs and ask them to play badminton against other pairs. Pairs can rotate around nets or students could play a tournament.</li> </ul>

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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Students will practice serving skills. Students will be assessed on use of appropriate techniques, not physical ability.</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Quality Lesson Plans for Secondary Education</u> - Zakrajsek, Cares and Pettigrew</li></ul></li></ul>