

**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.

TEACHING CUES

- ✔ Athletic Stance
- ✔ Watch Shuttle
- ✔ Quick Feet

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.

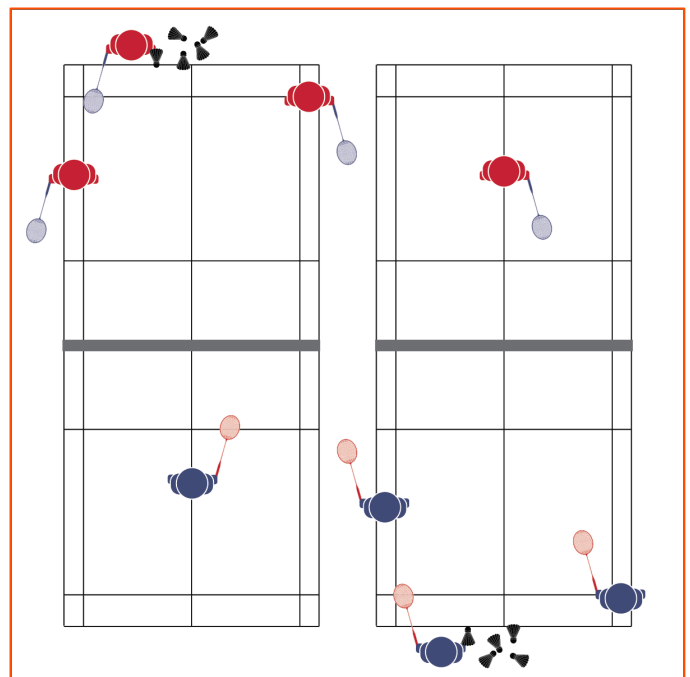
**Activity Procedures:**

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).





**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 [H1.L1-2]:** Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (L1): Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L2).
- ✔ **Standard 2 [H1. L1]:** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately (L1).
- ✔ **Standard 4 [H5.L1]:** Applies best practices for participating safely in physical activity (L1).

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.