

Physical Education 9

Lab Manual

Student's Name _____

Teacher _____ Period _____

Written for Use At
Sheldon High School
Elk Grove Unified School District

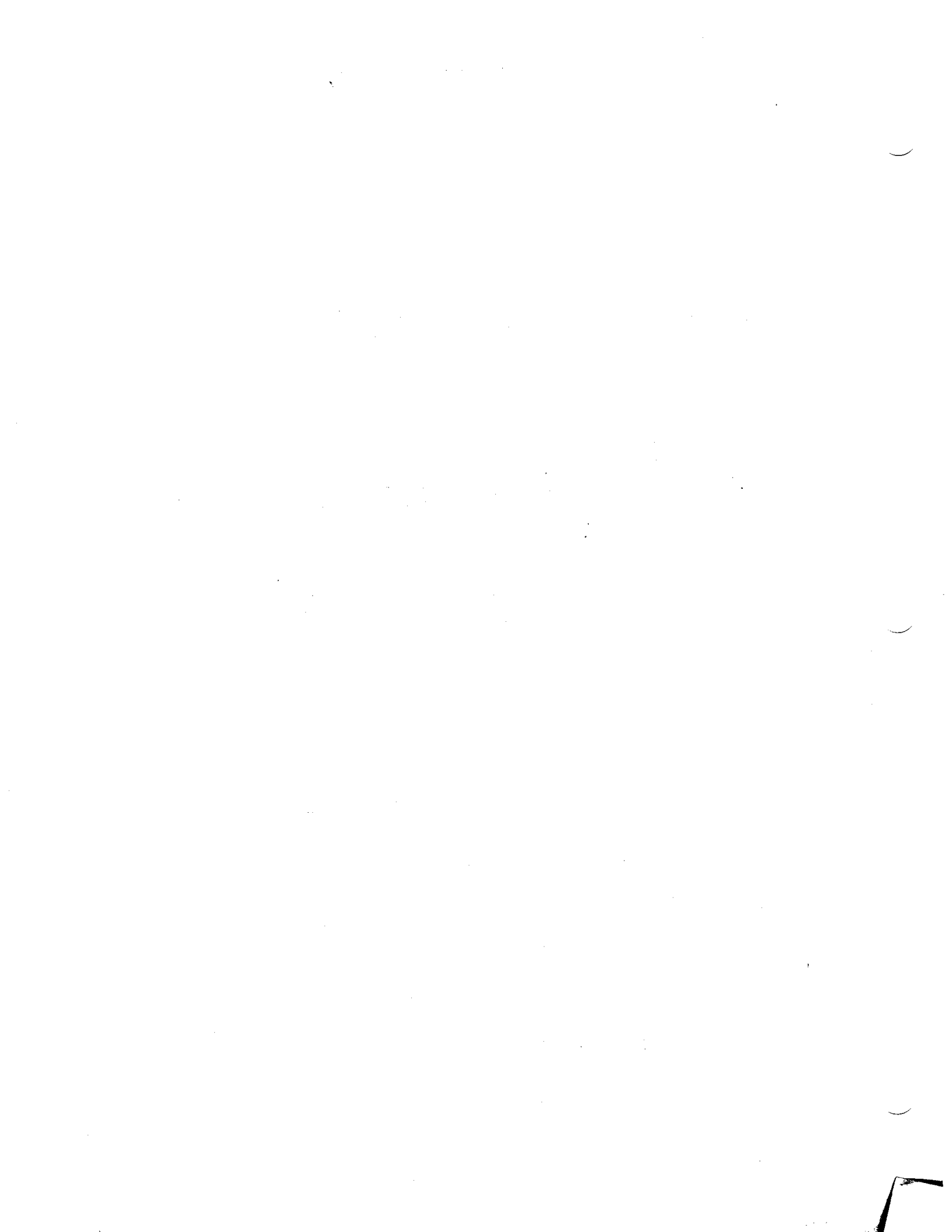


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BADMINTON



BADMINTON Journals

1. Explain how you might benefit from learning and participating in the game of badminton.
2. Why is badminton a sport that can be enjoyed regardless of gender, strength or age?
3. Which skill component is a major benefit in badminton and why?
4. Describe the trajectory of the birdie in the long and short serve and discuss when to use each.
5. Describe how to perform a smash.
6. Describe how to perform a clear.
7. Explain the different court dimensions for both playing and serving in singles and doubles.
8. Describe how to perform a long serve.
9. Compare and contrast the drop and clear.
10. Explain the rule that occurs upon the very first service of the game.
11. Describe three strategies that you can use in badminton.
12. Describe how to perform a short serve.
13. Explain scoring and serving rotations in doubles play.
14. Explain how the shuttle must be served. Include at least three key elements.
15. Explain the origin of badminton including how the game began.
16. Describe the safety involved in badminton.
17. Draw a badminton court and label the lines.
18. List five rules of badminton.
19. Draw a racket and label the parts.
20. Discuss the proper etiquette involved in badminton.
21. Which objective of badminton is most important to you and why?
22. Explain the proper footwork for executing a forehand and backhand stroke.
23. Describe the equipment involved in badminton.
24. Name the shot you feel most proficient at and explain why
25. Describe your best asset for badminton.

OBJECTIVES

Students will be given the opportunity to develop and exhibit the following as a result of their participation in badminton:

1. Demonstration of safe practices while practicing skills.
2. Demonstration of the proper use and care of equipment.
3. Knowledge of the history and rules.
4. An appreciation of the proper etiquette involved including good sportsmanship.
5. Demonstration of the skills involved including gripping the racket, serving, and the overhead/underhand clears, smash, drop and drive shots.
6. An appreciation for cooperating with a partner and in small groups.
7. Demonstration of the proper body mechanics for executing the forehand and backhand strokes. (The feet will turn from perpendicular to parallel in relation to the net on contact with the shuttlecock.)
8. Knowledge of the vocabulary terms.
9. Demonstration of appropriate social behavior by working independently and with others during physical activity.

NAME _____ DATE _____ PERIOD _____ TEACHER _____

VOCABULARY

1. **Badminton-**
2. **Block-**
3. **Cross-court Shot-**
4. **Carry-**
5. **Court Area-**
6. **Clears-**
7. **Double Hit-**
8. **Drop Shot-**
9. **Drive-**
10. **Game Bird-**
11. **Kill-**
12. **Overhead Drop Shot-**
13. **Ready Position-**
14. **Rally-**
15. **Strategies-**
16. **Serving-**
17. **Scoring-**
18. **Shuttlecock-**
20. **Strokes-**

HISTORY

Badminton is named for the English country estate of the Duke of Beaufort, where the game was first played at a social gathering in England in 1873. The game was referred to as "that badminton game." This reference was never changed and badminton became the accepted title.

The origins of badminton are traced to Poona, India. Most authorities feel that the game developed from the ancient pastime known as "battledore and shuttlecock." The game gradually spread to the rest of the world through English officers stationed first in Poona, India and then in parts of England.

It is generally conceded that the oldest badminton club in the world, with a continuous existence, is the New York Badminton Club. Two badminton enthusiasts who introduced the game of badminton to the United States founded this club in 1878. One of the players had arrived from England, the other from India. Each had learned the game in the country from which they came. However, the game did not become widely popular in the United States until the middle 1930's. The International Badminton Federation, the world governing body for the sport, was founded in 1934. The American Badminton Association was formed in 1936. There had been a flourishing association in Canada for the previous fifteen years.

The game of badminton is played around the world, and today there are badminton organizations in more than 90 countries. The Thomas Cup competition for men began in 1948, and the Uber Cup competition for women in 1957. Both are held every 3 years and represent the best in badminton play. Badminton became a medal sport during the 1992 Olympic Games in Barcelona, after its introduction as an exhibition game in Munich in 1972 and Seoul in 1988. Badminton is popular in schools from the junior and senior high school levels through the college levels. Competition at the college level is popular both nationally and internationally.

Badminton is played with a racket and shuttlecock (shuttle, birdie or bird) on a court with a net set at a height of 5 feet. The court is marked for both doubles and singles competition. A toss of a coin or a spin of the racket determines service or court choice. The game begins with a serve from the right-hand service court to an opponent standing in the opposite right-hand service court. The serve is directed diagonally.

Badminton is a great game for everyone, regardless of age, gender, or strength. Unlike in many sports, new players can quickly achieve success. The lightness of the racket, the "floating" speed of the shuttle, and the restricted area of the court allow learners of all ages to experience game satisfaction early on. But though learning the essential skills of the game is relatively easy, mastering the strokes and strategies is challenging.

Because badminton is dominated not by strength but more by skill and finesse, players are not grouped by gender or size. Instead, complementary skills are emphasized; quickness, finesse, and accuracy are more highly valued than power and strength. Badminton offers a game where females and males can compete on a more equal level.

Badminton is a fast and exciting game. It is considered a lifetime sport and can be enjoyed both at a highly competitive level and at a recreational level in a backyard.

Rules

- Service always begins from the right service box and is directed diagonally into the opponent's right service court. After winning a point, the server switches courts and serves diagonally from the left service court.
- The server continues switching courts after each point scored.
- Only the serving team can score.
- Doubles: short and wide service courts.
- Singles: long and narrow service courts.
- A fault is a violation of a rule. If the serving side commits a fault, the player loses their serve. If the receiving side commits a fault, it is one point for the server.
- It is a fault if the shuttlecock is hit twice in a row either by the same person or by players on the same side. Only one hit per side is allowed.
- It is a fault if a serve lands out of the proper court, is hit outside of the designated boundaries, fails to cross the net, or passes through or under the net. Lines are considered good.
- A player is not allowed to touch the net or net posts with the body, racket or clothing or to step onto the opponent's court.
- It is a fault to hold the shuttlecock on the racket without distinctly hitting it. This is known as a throw, sling, or carry.
- On the first serve of the game, only one fault is allowed. After that, each partner on a side serves until faulting. Both partners serve each time except for the very first serve of the game.
- The server may not step out of the service court when serving and is allowed only one fault or missed serve.
- The shuttlecock must be served diagonally, underhand, below waist level and any part of the racket cannot be higher than the server's hand holding the racket.
- If when attempting to serve the server misses the shuttle, it is not a fault. The server serves over. If it touches the racket it is a fault. A serve which hits the net and continues into the proper service court is legal.

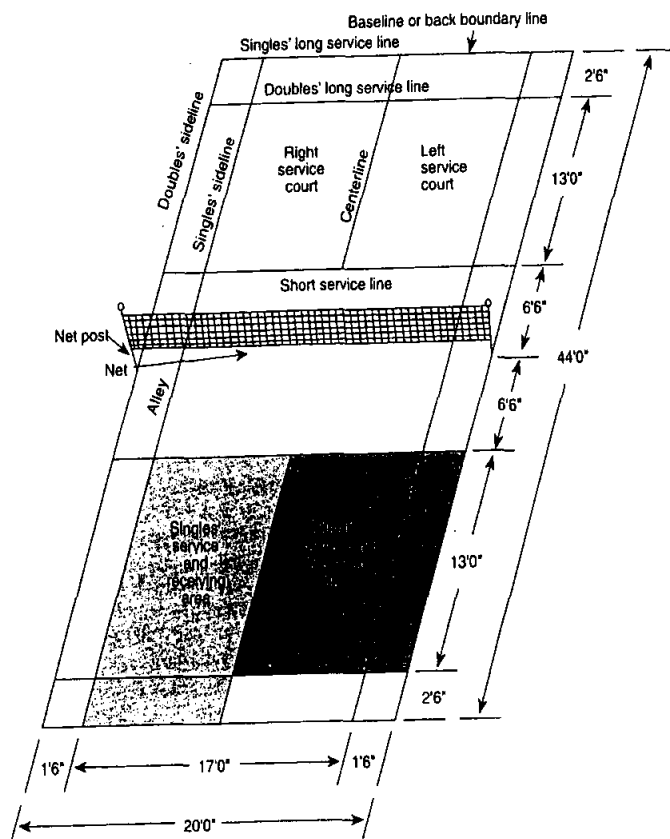
- The server and receiver must stand in the proper serving court without touching any lines and both feet must be in contact with the floor in a stationary position.
- Only the player in the diagonal court may receive the serve.
- The shuttlecock may not be hit before it crosses the net.
- A women's singles game is played to 11 points. Doubles and men's games are played to 15 points. A match consists of the best of three games. You need to win by only 1 point.
- In doubles, the partners may take up any position on the court which does not obstruct the vision of the opposing server or receiver.
- Setting: When the score is tied at 13-13 in a 15 point game, the team that reached 13 first may set the game to 5 more points. At 14-14, the game may be set to 3 more points. A set game continues, but the score is now called "Love-Love" or zero-zero. The first team to reach the set score wins.

Game Play

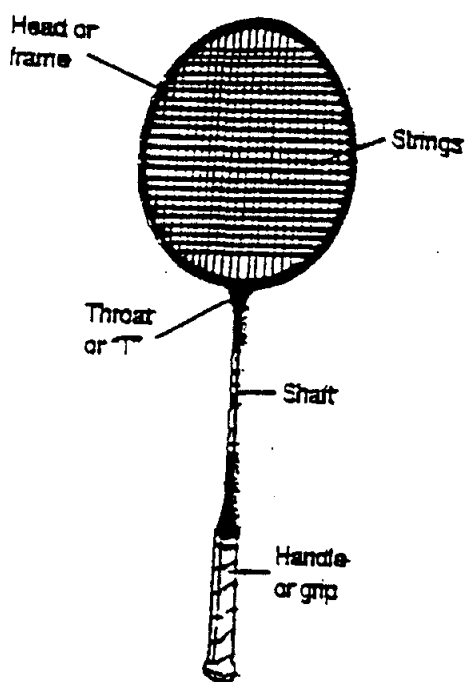
- The sport of badminton emphasizes good sportsmanship and playing courtesies. Always introduce yourself to your opponent and shake hands prior to the match. Any warm-up period should be noncompetitive and courteous.
- The server should always call score; server's score first, prior to each serve.
- Any play in which the shuttle's landing is questionable should be awarded to the opposition.
- Opponent's calls should never be questioned. Return shuttles to the server as a courtesy.
- Avoid unnecessary smashing of the shuttle when the point could easily be won by hitting it elsewhere on the court.
- Avoid wasting time. Always keep play moving.

- An opponent's exceptional shots should be complimented. Avoid offering playing advice to opponents.
- Equipment should never be thrown in anger.
- Always shake hands with your opponent after the match.

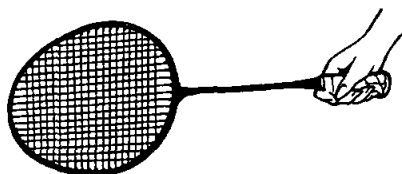
DIAGRAMS



COURT DIAGRAM



BADMINTON RACQUET



**PROPER GRIP
(Eastern Grip)**

SKILLS

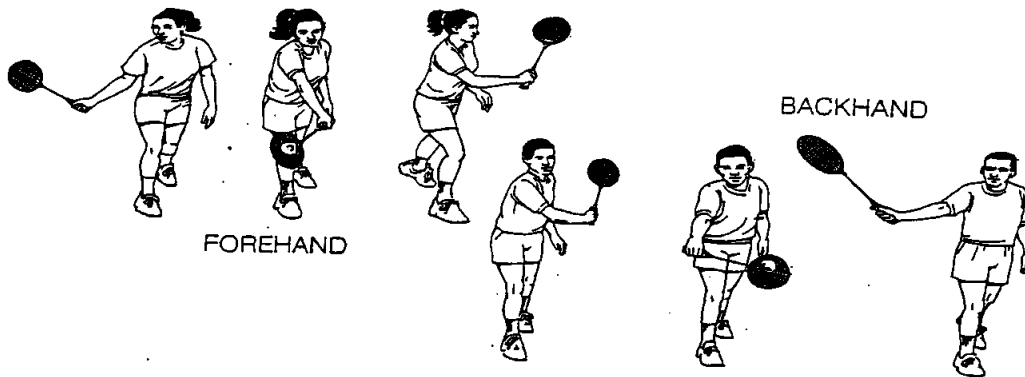
Ready Position

1. Feet shoulder width apart.
2. Knees and hips flexed, ready for movement.
3. Balanced with weight distributed over a full foot (toe wiggle).
4. Hands in front with elbows flexed and fixed.
5. Eyes at conversational level.



Forehand and Backhand

1. Ready position.
2. Turn side to net, racket back in upright position.
3. Step forward with the front foot.
4. Swing through the shuttlecock.
5. Follow-through over the shoulder.



Drive (Forehand and backhand)

1. Swing backward at chest height and cock the wrist.
2. Swing forward with racket parallel to the floor, elbow leading.
3. Contact the shuttlecock at chest height in front of the body.
4. Transfer body weight on contact.
5. Follow through toward net in the line with shuttle flight.

SERVING

Long Serve

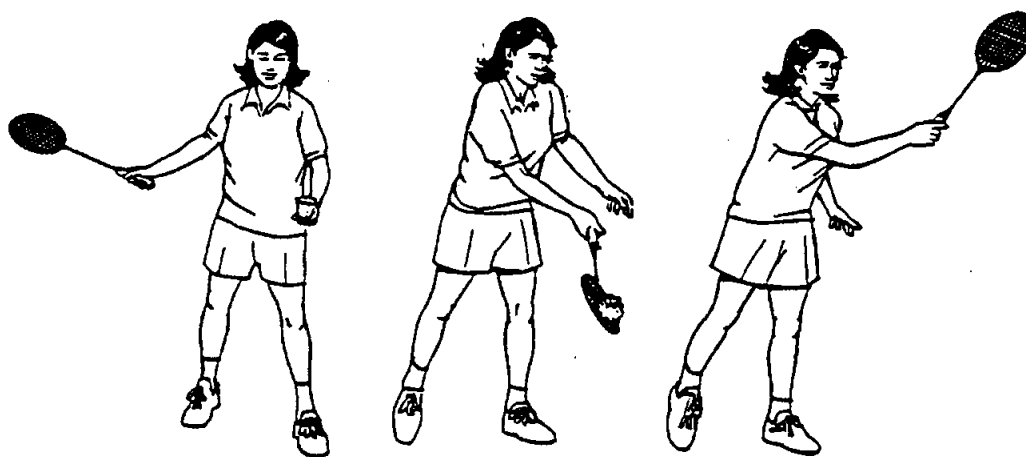
1. Up and back stance, non-racket shoulder and foot out in front.
Forehand grip with wrist cocked, and racket brought up behind the body at about waist level.
2. With non-racket hand, hold the shuttlecock arms length out in front, waist level with weight on rear foot.
3. As the shuttlecock is dropped, the racket swings forward to the contact point, which is about knee level as the weight is transferred to the front foot.
4. The racket and the shuttlecock should meet in front of the body. Use lots of wrist action.
5. The follow-through goes in the direction of your intended hit and the racket finishes in a high position. The shuttlecock should be sent very high and directed deep in the court to the proper back service line.

Contact point: knee level

Wrist Involvement: a lot of wrist action

Trajectory: high and deep

Follow through: high



Short Serve

1. Up and back stance, non-racket hand and foot out in front. Forehand grip with wrist cocked and racket brought up behind the body at about waist level.
2. With non-racket hand, hold the shuttlecock arms length out in front, waist level with weight on rear foot.
3. As the shuttlecock is dropped, the racket swings forward to the contact point which is about waist level as the weight is transferred to the front foot.
4. The shuttlecock is contacted ahead and away from the body with the racket face flat(strings face the net, not up). Little to no wrist action. The shuttlecock should just clear the net, and drop on the short service line.
5. Finish with racket upward and in line with the flight using very little follow-through.

Contact point: waist

Wrist Involvement: little to no wrist action

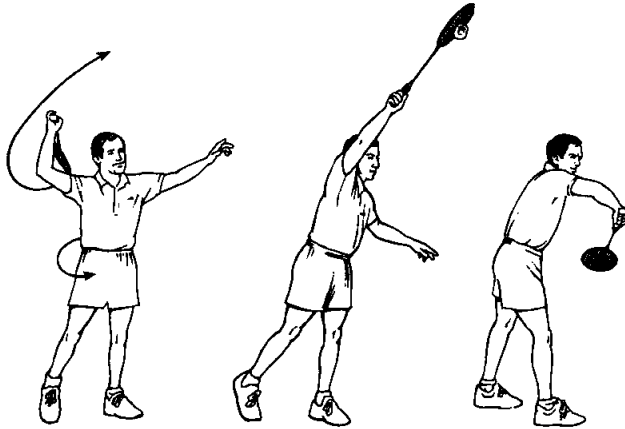
Trajectory: low close to net

Follow through: little to no follow through, low finish



Smash (forehand and backhand)

1. Up and back stance.
2. Swing the racket back behind the head on the back swing.
3. Transfer body weight from rear to the front foot at contact.
4. Contact the bird ahead of the body at the highest possible point, without jumping, snapping the wrist.
5. Follow through forcefully, downward.



Overhead Clears (forehand and backhand)

1. Execute a quick back swing with the racket behind the head and toe with elbow pointing toward the ceiling behind the body on a forehand clear and directly at the shuttlecock on a backhand clear.
2. Have the elbow lead as if throwing the racket.
3. Contact the shuttlecock as high as possible just ahead of the body.
4. Aim at the ceiling, deep to the back court.
5. Follow through upward and forward.



OVERHAND FOREHAND CLEAR



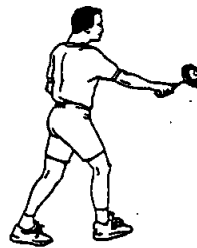
OVERHAND BACKHAND CLEAR

Underhand Clears (forehand and backhand)

1. Swing downward and backward on the back swing until the racket is parallel to the floor.
2. Shift weight to the forward foot on the forward swing, un-cocking the wrist and whipping into the stroke.
3. Contact the shuttlecock in front of the body about knee height.
4. Aim at the ceiling, deep to the backcourt.
5. Follow through above the head toward the desired placement.



UNDERHAND FOREHAND CLEAR



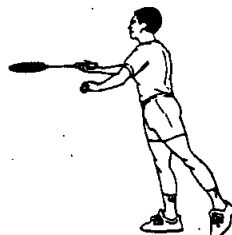
UNDERHAND BACKHAND CLEAR

Drop Shot (forehand overhead, forehand underhand, backhand overhead, backhand underhand)

1. Disguise the shot until impact using body movements identical to the overhead and underhand clears.
2. Contact the shuttlecock high and far in front of the body.
3. Stroke the shuttlecock gently and un-cock the wrist to direct and control the flight of the shuttlecock.
4. Direct the bird to drop sharply close to the net in the opponent's front court.
5. Follow through will continue in line with shuttle's flight.



FOREHAND



BACKHAND



NAME _____ DATE _____ PERIOD ____ TEACHER _____

WRITING ASSIGNMENT 1

After reading the history and rules sections of badminton, answer the following questions relating to badminton.

1. Explain the origin of badminton including how the game was named.

2. Badminton did not become widely popular in the United States until the _____.

3. What is the world governing body for badminton and when was it founded? _____.

4. Explain the introduction of Badminton into the Olympics.

5. Discuss the equipment, the court and the net used in badminton.

6. How is the service court determined?

7. The game begins with a serve from the _____ service court.

NAME _____ DATE _____ PERIOD _____ TEACHER _____

8. Why is it that players can quickly achieve success and satisfaction in badminton?

_____.

9. Skills such as _____, _____ and _____ are more highly valued than _____ and _____.

10. Explain how you might benefit from learning and participating in the game of badminton.

_____.

11. List four types of faults: _____, _____.

_____, _____.

12. Lines are considered _____.

13. Discuss the rules and techniques involved in serving.

_____.

14. A women's singles game is played to _____ points. Doubles and men's games are played to either _____ or _____. A match consists of the best ___ out _____. You need to win by _____.

Explain "setting".

_____.

NAME _____ DATE _____ PERIOD _____

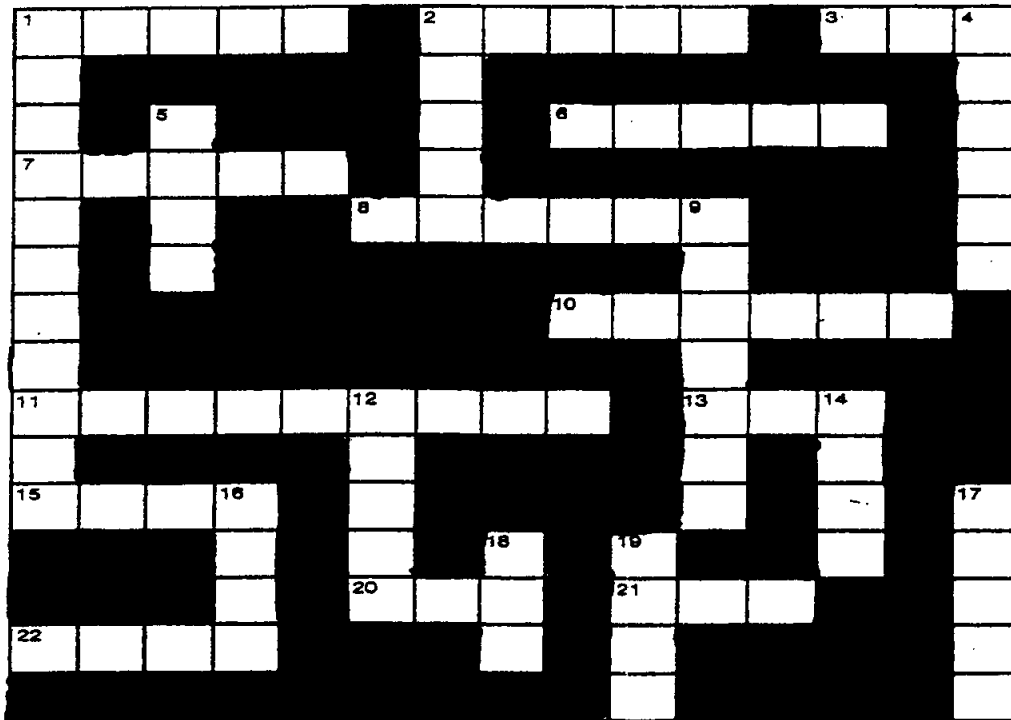
WRITING ASSIGNMENT 2

Across

1. To hit the shuttle very hard in a downward motion
2. Boy and girl partners playing as a doubles team
3. A mesh cord that divides the court
6. The _____ consists of 11 points
7. The number of games in a set
8. The cup award to men champions
10. A part of the racket
11. If the shuttle hits the wall or ceiling it is considered _____
13. To hit the shuttle in a high arc
15. A hard hit shot that can not be returned
20. A good serve that the receiver is unable to touch with his racket.
21. A bird hit out side of the boundaries is considered _____
22. The top front part of the racquet

Down

1. The same as a bird
2. Three games equals a _____.
4. Part of the racquet
5. A low shot close to the net that falls immediately after crossing the net
9. The game played between two players
12. Badminton's origins are traced to _____
14. Another name for shuttle
16. The score of the game after it has been set is called _____ all
17. Badminton started in this country
18. The only thing in badminton that can touch the _____ and still be good, is the shuttlecock.
19. The _____ game consists of 15 points.



NAME _____ DATE _____ PERIOD _____ TEACHER _____

WRITING ASSIGNMENT 3

BADMINTON WORD SCRAMBLER

1. inmondabt	1.
2. kcocelttush	2.
3. ingsve	3.
4. gstrieatse	4.
5. lyarl	5.
6. ahmss	6.
7. tosdproh	7.
8. krtosse	8.
9. ni lapy	9.
10. emag irdb	10.
11. ryacr	11.
12. leudbo ith	12.
13. csousorctr oths	13.
14. iverd	14.
15. urcto eara	15.
16. ocklb	16.
17. relac	17.
18. likl	18.
19. ydera osipniot	19.
20. deahrevo tosdproh	20.
21. rgscino	21.
22. sdblueo	22.
23. irbdei	23.
24. ackrte	24.
25. dnkcahba	25.

Peer Assessment

Performer's Name _____

Procedure: Evaluate the performer based on the following rubric.

- 5- Shows mastery of skill and incorporates multiple strategies of skill
- 4- Shows above average competency, always demonstrates the skills
- 3- Shows average competency, often demonstrates the skill
- 2- Shows moderate competency, occasionally demonstrates the skill
- 1- Shows minimum competency, never demonstrates the skill

Directions: As you evaluate a partner's skills, mark a (+) in the box for skills performed correctly, and mark an (-) in the box for the skills that need improvement.

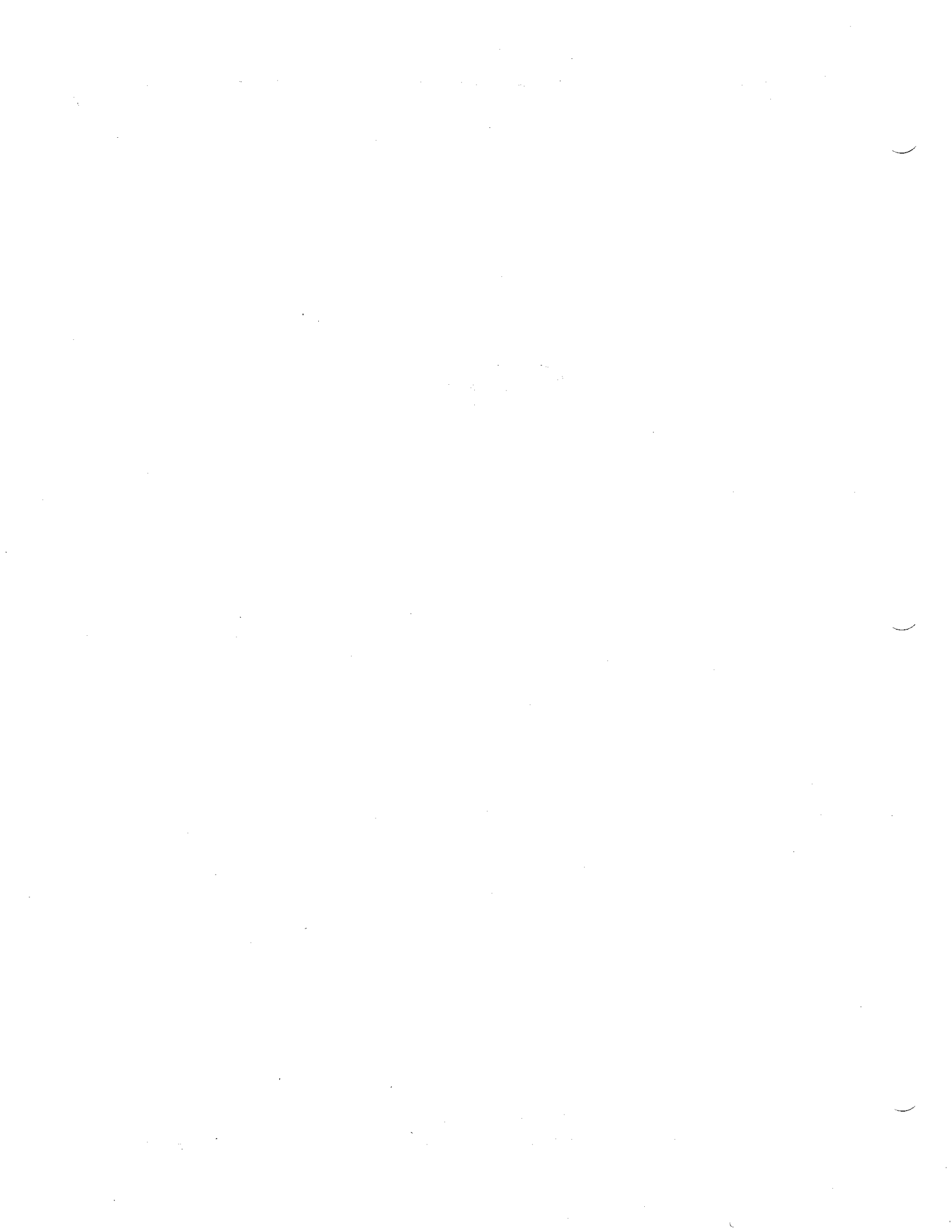
Skill to be Assessed: _____

Assessor's Name: _____

	1	2	3	total	Comments

Total: _____

CORE



CORE Journals

1. Society is finding that being physically fit is very important for a long and healthy life. Explain physical fitness and the concept of having a healthy lifestyle.
2. People make choices and/or take risks everyday that affect them and others around them. Discuss a choice you have taken and explain how it affected your health or lifestyle.
3. List the 5 health related fitness components and give the meaning of each.
4. List the 6 skill related components of fitness and give the meaning of each.
5. What is your favorite fitness test and why?
6. Discuss your current eating habits....tell about the good as well as the bad habits you may have.
7. Discuss a current habit you have that has an effect on your health. What is the habit and how does it affect your health? Do you have any plans to maintain or get rid of the habit? Explain.
8. Muscles are an important part of our bodies. Name the frontal muscles we learned in class. Tell where they are specifically located and the function of each.
9. Muscles are an important part of our bodies. Name the posterior muscles we learned in class. Tell where they are specifically located and the function of each.
10. Muscles work in different ways. Explain the purpose of antagonistic muscles and give at least two examples of antagonistic sets.
11. Explain the FIT formula.
12. Talk about the differences between ballistic stretching and static stretching. What are the pros and cons of each?
13. Explain isotonic training and isometric training for increasing muscular strength. What are differences, advantages and disadvantages of each?
14. Strength training has three principles that are important to follow to get maximum results from your body. What are these principles, and how do they help to increase results?
15. What are four ways you can increase the difficulty of a strength workout? Which way seems to result in the greatest strength gain?
16. Explain what anabolic steroids are and the effects they have on the body.
17. As you get older, what happens to your maximum heart rate? Why does this happen?
18. Explain target heart rate or training zone. Why do we need to know this before we start a work out?
19. Give examples of normal household type activities that you can engage in to achieve effective cardiovascular workouts.
20. What is it about our society today that promotes a population that is overweight and unfit?
21. Which of the 5 health related components do you feel is your strongest? Why?
22. Which of the 6 skill related components do you feel you are strongest in? Why? Which do you feel is your worst component? Why?
23. What is most interesting thing you learned in the CORE 9 unit?
24. Tell about someone in your life who you feel is truly physically fit. How did that person achieve that level of fitness and what does he/she do to maintain it?
25. What do you feel is your best or most positive fitness habit? Explain.