



ATHLOS
ATHLETIC
CURRICULUM

LEVEL 5: BADMINTON



Season Overview:

- » This season is broken down into three phases—the preseason, in season, and post season—each serving a different purpose. The preseason is a chance for students to learn the sports skills, rules, and duties. They get a chance to interact with their teams and begin to strategize for the coming season. The in season continues the learning process introducing students to the small sided competition format. Team performance during this phase dictates the seeding for the post season. The post season consists of the final tournament and culminating event.
- » Techniques days are a chance to review and practice the fundamental sport skill techniques for this season. This should be a review for students from levels 3 and 4. Teaching and cueing the movement skills should not be lost on these days.
- » Speed days break down into linear and multidirectional-focused skills. They further progress the skills learned throughout previous levels in the AAC.
- » Tactics days are a chance for students to apply the technique skills with various strategies. These days will be both offensive and defensive-focused. Tactic days also serve as an opportunity for teams to get together and practice the strategy they will use on the competition days. Teaching and cueing the movement skills should not be lost on these days.
- » Competition days are the application of technique skills, tactical skills, and movement skills. They also serve as a great opportunity to highlight Performance Character in action.
- » Resistance training days continue to progress from level 4 using the same format.
- » The culminating event is the championship round of the post season tournament and a skills competition. A build up to this day should take place across the entire season. This day should be festive in nature and celebrate the growth of students.

DAILY OVERVIEW

Phase	Day	Topic	Primary Focus
PRESEASON	1	Techniques	Passing Receiving
	2	Speed	Base position Deceleration
	3	Tactics	Shuttle placement
	4	Resistance Training	Functional movement ESD
	5	Techniques	Smash Drop shot
	6	Speed	Shuffle Slide
	7	Tactics	Shot selection Off shuttle support
	8	Resistance Training	Functional movement ESD
IN SEASON	9	Competition	2v2
	10	Tactics	Shuttle placement
	11	Competition	2v2
	12	Speed	Cutting
	13	Competition	2v2
	14	Tactics	Off shuttle support Reading opponents
	15	Competition	2v2
	16	Resistance Training	Functional movement ESD
	17	Competition	3v3
	18	Tactics	Placement
	19	Competition	3v3
	20	Speed	Crossover run
	21	Resistance Training	Functional movement ESD
POST SEASON	22	Competition	3v3
	23	Competition	3v3
	24	Competition	43v3
	25	Culminating Event	World Championship party



Techniques: (Preseason)

Primary Focus: Serving | Clearing

Secondary Focus:

Shuttle placement

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson marks the first day of the badminton season. Students will be introduced to the season, appointed roles, introduced to the entry activity to be used throughout the season, and assigned their home court area. During this lesson, teams will utilize small groups to practice basic skills of serving and clearing. Larger and shorter rackets with slower shuttles can be used to slow play.

Coaching Notes:

- » Entry activity: Keep it up. Each group will have a shuttle. The shuttle is tossed in the air and each group focuses on keeping the shuttle up as long as possible using different strikes (clear, backhand, drop shot).
- » On the serve the shuttle must start below the waist, therefore the racket should be below the wrist.
- » To regress the applied activity, lower the net or use a line of cones rather than a net.
- » See serving and clearing technical skill half pagers

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Reps/
Yards

		Sets	Reps/ Yards
THERMOGENIC	Lateral Jumps	2	0:30
	Forward/Backward Jumps	2	0:30
	Jumping Jacks (In a circle)	2	0:30
TRANSIT	Bear Crawl	2	15
	Carioca	2	15
	Lateral Gallop	2	15
GENERAL MOBILITY	Forward Lunge	2	15
	Squat and Step	2	15
	Reverse Lunges	2	15
APPLIED MOVEMENT	Sprint to Chop in Place (Every 5yds on Cue)	2	20
	Sprint to Chop in Place (Every 10yds on Cue)	2	20
	Sprint to Chop in Place (20 yards on Cue)	2	20

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Introduce/review basic techniques. Review racket safety

1 SERVING REVIEW AND PRACTICE

- » 2-3 minutes
- » Vary distance and type—low, flick, high, drive, practice varying angles

2 CLEARING REVIEW AND PRACTICE

- » 25-50 reps each
- » Overhand versus underhand in combination with backhand and forehand clears, defensive (high and long) versus attacking (low and long) clears

3 VOLLEY PRACTICE

- » 2-5 minutes
- » Apply the clearing shots from number two while volleying with a partner

4 SERVE TO CLEAR

- » 25-50 reps each
- » Serve, clear, then reset, begin to help students identify which type of clear to use based on the serve

5 SERVE, CLEAR, RETURN

- » 25-50 reps each side
- » Practice the three shot progression then reset

6 4 SERVE

- » 15-25 serves each student
- » One student serves to 3-4 other students attempting to score on the serve

APPLIED ACTIVITY

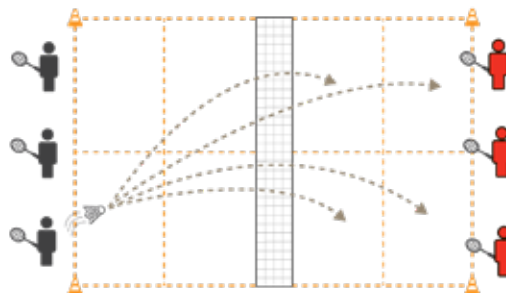
Total Time: ~15 min.

TARGET PRACTICE

Divide students into groups of 2-4. Divide each side of the court into 4-6 zones. The first student starts at one service line with a shuttle. Student 2 is positioned to chase the shuttle. The server's goal is to serve the shuttle into each zone once gaining a point for each, with no points being awarded if they hit the same zone a second time. Once complete, switch roles in groups.

Progressions

1. Serve and return
2. Call out the zone to land in





Speed: Acceleration (Preseason)

Primary Focus:

Base position | Deceleration

Secondary Focus:

Offensive technique application

Equipment:

- » Cones
- » Rackets
- » Shuttles
- » (Nets)

Overview:

This lesson will focus on proper mechanics of speeding up and lowering body position into split and square base positions. Students will learn the basics of keeping their core engaged and keeping an upright body position when slowing down. Every time students break down into a stance they will prepare to make contact with the shuttle.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » For number 1, give students a target where they will start their deceleration. Start with 2-3 yards and progress to 1-2 yards. Progress deceleration by having a light over acceleration force (i.e. bungee) pulling them in the same direction. This will force students to sit their hips back and lower them to decelerate. Care should be taken to ensure safety when using this progression.
- » To perform square base drops in number one, have students stand tall with their feet together. Quickly drop down into a base position—hips behind heels, proud chest, feet on train tracks. Progress by adding weight held in the goblet position.
- » To perform split base drops in number one, have students stand tall with their feet together. Quickly drop one foot back into a split position—knee over shoelaces, proud chest. Progress by adding weight held in the goblet position.
- » Announce teams and coaches for the season. Assign homecourts.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets Time/Yards

		Sets	Time/Yards
THERMOGENIC	Long Strider Legs Only (with pause)	2	0:30
	Long Strider Continuous (legs only)	2	0:30
	Long Strider (arms and legs)	2	0:30
TRANSIT	Lateral Skipping	2	15
	Shuffle w/ Arm Swing	2	15
	Lateral Hopping	2	15 ea
GENERAL MOBILITY	Hip Flexion / Extension	1 ea	0:15
	Forward Lunge	2	15
	Reverse Lunge	2	15
APPLIED MOVEMENT	50% Shuffle to Sprint	2	20
	75% Shuffle to Sprint	2	20
	Full Speed Shuffle to Sprint	2	20

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review two point stance and acceleration mechanics—4A's.

1 SPRINT TO SQUARE BASE 5 YARDS | 10 YARDS

- » 3-4 sets of 20 yards each
- » Sprint five yards, decelerate on each yard line, perform square base drops between sets, after 3-4 sets, sprint 10 yards to deceleration for 3-4 more sets

2 SPRINT TO SPLIT BASE 5 YARDS | 10 YARDS

- » 4-6 sets of 20 yards each (2 sprints each set)
- » Sprint five yards, decel on each yard line, perform split base drops between sets, after 3-4 sets, sprint 10 yards to decel for 3-4 more sets

3 SPRINT TO ACTIVE BASE

- » 3-6 sets of 20 yards total (4 sprints each set)
- » Sprint five yards, break down into an active base (i.e. foot pogos or chopping), use auditory and visual cues to reaccelerate, apply a loading step to reaccelerate

4 SPRINT TO OVERHAND CLEAR

- » 3-4 sets of 5 sprint and clears
- » Sprint 5 yards, break down in an active base position, clear a shuttle being tossed from a partner using an overhand motion, train the tossers to get the toss high enough

5 SPRINT TO UNDERHAND CLEAR

- » 3-4 sets of 5 sprint and clears
- » Sprint 5 yards, break down in an active base position, clear a shuttle being tossed from a partner using an underhand clear

6 SPRINT TO BACKHAND CLEAR

- » 3-4 sets of 5 sprint and clears
- » Sprint 5 yards, break down in an active base position, clear a shuttle being tossed from a partner using a backhand clear

APPLIED ACTIVITY

Total Time: ~15 min.

CLEARING APPLICATION

Divide students into groups of 3-4. Each group will need a lane 2-3 yards wide and 15 yards long, as well as a shuttle. Students will apply the above drills of approaching the net and getting in position to hit the shuttle. The first student in line will be the shuttle feeder. The feeder will stand back 5 yards from the designated striking line and lightly toss the shuttle out to the students to practice hitting it back. Once the feeder has tossed a shuttle to all the students in line, they will rotate with the next student to be the feeder. Use the above listed progression—starting with clearing from a square stance—and move to split stance based on students abilities. The team sport coach makes the decisions on which shots need the most work.

Progressions

1. Progress shot selection
2. Progress stance





Tactics: (Preseason)

Primary Focus: Shuttle placement

Secondary Focus: Serve | Clear

Equipment:

- » Rackets
- » Cones
- » Shuttles

Overview:

During this lesson, teams will utilize small groups to develop tactical skills of shuttle placement and redirection to take advantage of open spaces. The focus of this session is on gaining control of the shuttle, its movement, and directing it back tactically to an advantageous position. When introducing students to 1v1, modified nets, court size, shuttles, and rackets should be considered.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » See the shuttle placement and maintaining space tactical half pages.
- » See the serve and clearing technical half pages.
- » Continue coaching movement skill days from previous lessons and levels during both the teach/train and applied activity.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Long Strider Legs Only (with pause)	2	0:15
	Long Strider Continuous (legs only)	2	0:15
	Long Strider (arms and legs)	2	0:15
TRANSIT	Lateral Low Walk	1	15
	Low Shuffle with Arm Swing	2	15
	Shuffle with Pivot	2	15
GENERAL MOBILITY	Elbow to Instep	2	15
	Lunge-to-Hamstring Kick	2	15
	Lateral Lunge	2	15
APPLIED MOVEMENT	Walk to Sprint on Cue	2	15
	Jog to Sprint on Cue	2	15
	100% Sprint	2	15

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review technical skills from Days 1 and 2. Introduce students to the tactical skills of the day. Introduce basic rules.

1 SHUTTLE VOLLEY

- » 5 minutes
- » Partner students up 10 yards apart, they will strike the shuttle back and forth, the shuttle must be returned before it hits the ground, change partners every 1-2 minutes, increase the distance to 20 yards after 2-3 minutes, focus on directing shuttle to partner, progress to partners moving during clearing

2 TARGET PRACTICE

- » 5 minutes
- » Two students per offense, one on defense, one student serves, defensive student picks a place to stand after serve and offense must return shuttle directly over net to the defensive student, no steps taken = 5 points, each step taken = -1 (to a minimum of 0), players rotate after 3 consecutive serves

3 2V1 DEFENSE

- » 5 minutes
- » Single student serves to two student offense, defense focuses on following shuttle in order to anticipate the shot coming over the net, use small court dimensions (5x5 yards) to start, offensive focuses on controlling shuttle from serve and returning to open space, rotate through after each 2-3 point set

APPLIED ACTIVITY

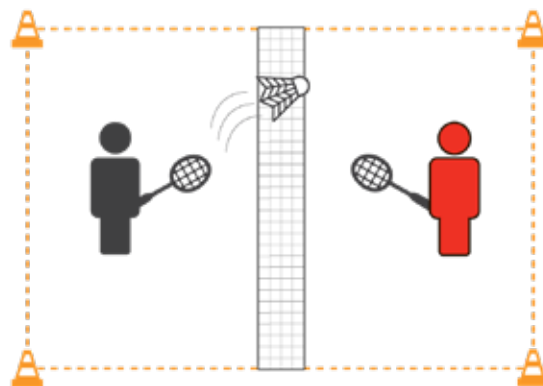
Total Time: ~15 min.

1V1

Students will be introduced to the 1v1 competition format. Special rules include rally scoring and smaller court size. Teams will divide into small teams of two and play against one another utilizing the tactics described above. Students should rotate every few games to allow all players to get used to playing with each other. Matches should take place in each team's home court space and modified nets can be used to slow game play. Smaller court sizes should be used to focus on control.

Progressions

1. Adjust boundary
2. Adjust net height





Resistance Training: Preseason

Primary Focus:

Functional movement | Strength

Secondary Focus:

Energy system development

Equipment:

- » Bean bags
- » Mini bands
- » Refer to the level 4 workouts

Overview:

This lesson will focus on developing and progressing foundational, functional movement patterns through resistance training. The resistance training lessons for this level are progressed linearly and therefore are separated from these lesson plans so seasons can be implemented in any order. Refer to the level 5 resistance training lessons on Athlos Tools to retrieve your corresponding workout and the resistance training library for progressions and regressions

Coaching Notes:

- » The next workout should not be implemented until students have mastered the movement patterns from the workout prior.
- » To differentiate, use the resistance training library to progress individual students as they demonstrate a need. This should be used sparingly and carefully keeping in mind that they will have many years to develop these movement patterns.
- » For teaching progressions and other cues, refer to levels 3 and 4.
- » The energy system development is designed to elevate heart rates and keep them elevated.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets Time/Yards

		Sets	Time/Yards
THERMOGENIC	Line Hops- Forward/Backward	2	0:30
	Line Hops- Side to Side	2	0:30
	Line Hops Side to Side- Single Leg	2	0:30
TRANSIT	Mini Band Walks- Lateral	2	15
	Mini Band Walks- Linear	2	15
	Mini Band Walks- 45 Degree Angle	2	15
GENERAL MOBILITY	Inverted Toe Touch (L/R)	2	15
	Squat Turn In	2	15
	Broad Jump (Distance)	2	15
APPLIED MOVEMENT	A Skip	2	20
	Skips for Height	2	20
	Skips for Distance	2	20

RESISTANCE TRAINING

TOTAL TIME: ~20 MIN.

Reference the AAC resistance training workout supplement to fill in the table below.

WORKOUT # __			
Exercise	Progression Code	Coaching	Sets x Reps

ENERGY SYSTEM DEVELOPMENT

TOTAL TIME: ~10 MIN.

BEAN BAG SHUTTLE RACES

Each student will compete individually. Place 4 objects (i.e. beanbags) five yards from each student's starting cone. On "go," students will race, pick up one object, sprint back, place it at the start cone, sprint back, and get the next object. They will continue this until all four of the objects have been retrieved. Progress by increasing the distance by five yards each round.

- Progressions
1. Increase distance





Techniques: Preseason

Primary Focus: Smash | Drop shot

Secondary Focus: Refereeing

Equipment:

- » Shuttles
- » Cones
- » Rackets

Overview:

During this lesson, students will learn two fundamental shots in badminton—the smash and the drop shot. The smash should be related to a smash in volleyball and jumping/landing mechanics. The drop shot should be related to the forward lunge in the resistance training library and deceleration mechanics.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » Use the connected movement skills as waiting activities. Use the box jump for the smash and a lunge progression for the drop shot.
- » During the applied activity, use both narrow and wide court sizes to influence the type of shots available to use.
- » Introduce scoring and refereeing. Practice duty team roles.
- » See the smash and drop shot technical skill half pagers. See the badminton team binder resource for rules.
- » Use home courts to practice the drills as a team.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Highland Fling (Legs Only)	2	0:30
	Fast Feet (Chopping)	2	0:30
	Highland Fling (Arms and Legs)	2	0:30
TRANSIT	Hop	2	15
	Leap	2	15
	Bound	2	15
GENERAL MOBILITY	Elbow to Instep (Crawl)	1	15
	Walking Quad Stretch	1	15
	Lateral Lunge	2	15
APPLIED MOVEMENT	Skip for Height	2	15
	Skip for Distance	2	15
	Full Speed Sprint	2	15

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review jumping and landing technique. Review deceleration and lunging technique.

1 SMASH REVIEW AND PRACTICE

- » 2-4 minutes
- » Practice the smash by having students toss a shuttle to themselves or to a partner, first practice the racket motion before adding a jump

2 DROP SHOT REVIEW AND PRACTICE

- » 2-4 minutes
- » Review drop shot technique and defense, practice the drop shot using a 2v1, offense versus defense format

3 1V1 WITH REFEREE

- » 2-3 minutes
- » Introduce the referee role, practice 1v1 with a refereeing controlling the game

4 SERVE TO SMASH

- » 25 reps each student
- » Practice a high flick serve 5-10 yards from the net, the returning student will attempt to smash it in return

5 2V2 LINEAR

- » 5 minutes
- » Use long, narrow courts to force clearing, smashes, and drop shots as the only potential shots

APPLIED ACTIVITY

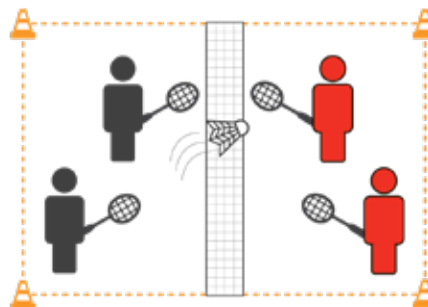
Total Time: ~15 min.

1V1 | 2V2

Teams will be divided into groups of three. Students will rotate between player and referee. Groups will compete in 1v1 / 2v2 scrimmages lasting three minutes with alternating teams refereeing each scrimmage.

Progressions

1. Adjust court size
2. Adjust net height





Speed-Multidirectional: Preseason

Primary Focus: Shuffle | Slide

Secondary Focus: Defensive application

Equipment:

- » Cones » Rackets
- » Shuttles

Overview:

This lesson will focus on proper mechanics of sliding starting from a staggered and base position. Teach the students the basics of keeping their core engaged and pushing off of the trail leg to produce movement. This movement is key for keeping eyes on the shuttle, hips square, and arriving in a good position to make contact.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » Progress each number of the teach train by performing it out of a split base position.
- » If time allows after number four, add the racket into the 3 cone reaction for students to return a shuttle tossed by a third student.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Long Strider Legs Only (with pause)	2	0:15
	Long Strider Continuous (legs only)	2	0:15
	Long Strider (arms and legs)	2	0:15
TRANSIT	Lateral Skipping (no crossover)	2	15
	Shuffle with Arm Swing	12	15
	Lateral Hop	2	15
GENERAL MOBILITY	Hip Flexion/Extension	1	0:15
	Forward Lunge	2	15
	Reverse Lunge	2	15
APPLIED MOVEMENT	50% Backpedal to Return Sprint	2	20
	75% Backpedal to Return Sprint	2	20
	Full Speed Backpedal to Return Sprint	2	20

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review a square base position and shuffle mechanics.

1 SQUAT PUSH SINGLE RESPONSE*

- » 2-3 sets of 6-8 reps each direction
- » Start in a base position, load trail leg, push laterally, reset, cue students to explode the ground away

2 SQUAT PUSH MULTIPLE RESPONSE*

- » 2-3 sets of 6-8 reps each direction
- » First set, perform 3-4 doubles of the squat push, resetting after each double, next perform 2-3 triples of the squat push, finish by performing them continuously

*** SQUAT PUSH TO JUMP**

- » 2-3 sets of 3 jumps in each direction
- » Superset with numbers 1 and 2, perform one squat push, land, jump vertically, focus on exploding the ground away laterally then trying to explode off the ground like a rocket and reach to the ceiling

3 2 CONE SHUFFLE RESISTED*

- » 3-4 sets of 20 seconds
- » Using the Recoil 360, on partner anchors behind the student shuffling, the student shuffling shuffles continuously between two cones spaced five yards apart

4 3 CONE SHUFFLE RESISTED*

- » 3-4 sets of 20 seconds
- » Place three cones in a triangle each with an assigned letter, the student shuffling starts at the base of the triangle and shuffles to the letter called out, pivoting if the top cone is called

*** PARTNER RESISTED ANTI ROTATION**

- » 4 sets of 20 perturbations
- » Superset with number 3 and 4, one student stands with arms out as if doing a paloff hold, partner pushes hands up, down, left, and right as the student resists, perform in a split base position

APPLIED ACTIVITY

Total Time: ~15 min.

SLIDE AND SMASH

Set up two boxes each 5x5 yards with 2-3 yards in between. Divide teams into even groups. One student will start in each box a third tosses the shuttle to one of them. Students will volley the shuttle back and forth focusing on control and moving under the shuttle. When the third student calls "go," both students try to score a point (as in competition) against their opponent. Focus on sliding biomechanics to maintain good body and court position.

Progressions

1. Adjust box size
2. Adjust distance between boxes
3. Add net





Tactics: Preseason

Primary Focus:

Shot selection | Off shuttle support

Secondary Focus: Serving

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

During this lesson, teams will utilize small groups to develop tactical skills of shot selection, off shuttle support, and reading opponents. The defensive focus is on improving anticipation of the opponent's shots. Modified, shorter nets can be used to slow play and allow more time to execute appropriate tactics and give coaching/feedback. Emphasize control of space and tactical strategy to move into good position to strike the shuttle.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » When waiting, have students practice volleying with their partner.
- » See the shot selection, off shuttle support, and reading opponents tactical half pagers.
- » Continue teaching and cueing the movement skills as well as the tactical and technical sport skills.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Jog	2	15
	Jog (Lateral Start)	2	15
	Jog (Backward Start)	2	15
TRANSIT	Side Slide w/ Arm Swing	1	15
	Lateral Gallop	2	15
	Power Skip (Distance)	2	15
GENERAL MOBILITY	Walking Lunges	2	15
	Arm Hugs (Alternating)	2	15
	Arm Swings (Sagittal)	2	15
APPLIED MOVEMENT	Bear Crawl	2	15
	Bear Crawl (Reverse)	2	15
	Bear Crawl (Lateral)	2	15

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review technical and tactical skills prior to introducing strategy for this lesson.

1 1V1 SHOT SELECTION

- » 5 minutes
- » Teams break up into groups of 3-4 students, one student will pair off against another student, free shuttle to serve, the student receiving the serve will choose a shot (lob/power) to score against his opponent, students should attempt to disguise their shots to trick their opponent and score

2 2V1 OFF SHUTTLE SUPPORT

- » 5 minutes
- » Two students are on offense, one on defense, the goal of the offense is to score a point using off shuttle support, the defense will attempt to anticipate the type of shot the offense will use to prevent them from scoring

3 2V2 READING OPPONENTS

- » 5 minutes
- » Free shuttle to start rally, teams will compete in 2v2 game using the tactics above, game plays for 3 minutes using rally scoring, lower net height can be used to slow play, defensive focus on reading opponents shots and reacting to improve position to return shuttle

APPLIED ACTIVITY

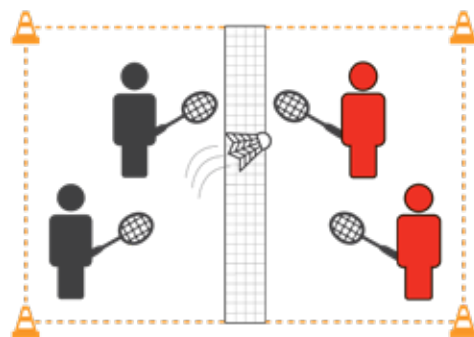
Total Time: ~15 min.

2V2

Students will be introduced to the 2v2 competition format. Special rules include rally scoring, modified net heights, and modified racket lengths. Teams will divide into small teams of four and play against one another utilizing the tactics described above in four minute rotating scrimmages. The fifth student will focus on refereeing. Students should rotate teammates and referees every games to allow all players to get used to playing with each other. Matches should take place in each team's home court space and modified nets can be used to slow game play. Smaller court sizes should be emphasized to focus on control.

Progressions

1. Adjust court size
2. Adjust net height





Resistance Training: Preseason

Primary Focus:

Functional movement | Strength

Secondary Focus:

Energy system development

Equipment:

- » Weight room » Refer to the level 4 workouts
- » Bean bags
- » Mini bands

Overview:

This lesson will focus on developing and progressing foundational, functional movement patterns through resistance training. The resistance training lessons for this level are progressed linearly and therefore are separated from these lesson plans so seasons can be implemented in any order. Refer to the level 5 resistance training lessons on Athlos Tools to retrieve your corresponding workout and the resistance training library for progressions and regressions

Coaching Notes:

- » Use the fitness coach role to assist in organizing and implementing the workout.
- » The next workout should not be implemented until students have mastered the movement patterns from the workout prior.
- » To differentiate, use the resistance training library to progress individual students as they demonstrate a need. This should be used sparingly and carefully keeping in mind that they will have many years to develop these movement patterns.
- » For teaching progressions and other cues, refer to levels 3 and 4.
- » The energy system development is designed to elevate heart rates and keep them elevated. This would be a great opportunity to teach students about heart rates and how to check their own.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets Time/Yards

		Sets	Time/Yards
THERMOGENIC	Line Hops- Forward/Backward	2	0:30
	Line Hops- Side to Side	2	0:30
	Line Hops Side to Side- Single Leg	2	0:30
TRANSIT	Mini Band Walks- Lateral	2	15
	Mini Band Walks- Linear	2	15
	Mini Band Walks- 45 Degree Angle	2	15
GENERAL MOBILITY	Inverted Toe Touch (L/R)	2	15
	Squat Turn In	2	15
	Broad Jump (Distance)	2	15
APPLIED MOVEMENT	A Skip	2	20
	Skips for Height	2	20
	Skips for Distance	2	20

RESISTANCE TRAINING

TOTAL TIME: ~20 MIN.

Reference the AAC resistance training workout supplement to fill in the table below.

WORKOUT # __			
Exercise	Progression Code	Coaching	Sets x Reps

ENERGY SYSTEM DEVELOPMENT

TOTAL TIME: ~10 MIN.

BEAN BAG SHUTTLE RACES

Each student will compete individually. Place 4 objects (i.e. beanbags) five yards from each students' starting cone. On "go," students will race, pick up one object, sprint back, place it at the start cone, sprint back, and get the next object. They will continue this until all four of the objects have been retrieved. Progress by increasing the distance by five yards each round.

Progressions

1. Increase distance





Competition: In Season

Primary Focus: 2v2

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson marks the move out of the preseason and into the in season. The in season competition days will dictate seeding of the post season tournament. Students will apply the skills developed to this point in an open reaction game. Students will begin to practice the proper rules and conduct of a game. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Movement skills and sport skills should both be cued during this lesson.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » Students will create teams within their teams to compete in 2v2.
- » Teams should be heterogeneous so games are competitive.
- » Create a schedule in advance for teams to play on each rotation.
- » Use a staggered formation as the diagram suggests.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets Time/Yards

		Sets	Time/Yards
THERMOGENIC	Jumping Jack Forward	2	15
	Jumping Jack Backward	2	15
	Jumping Jack In a Circle	1	15
TRANSIT	Skip with Arm Circles	2	15
	High Knee Run	2	15
	Shuffle with Pivot	2	15
GENERAL MOBILITY	Reverse Lunge	2	15
	Hand Walk	1	15
	Supine Rocking (hands holding knees)	1	0:30
APPLIED MOVEMENT	Bear Crawl Forward	1	20
	Bear Crawl Backward	1	20
	Bear Crawl Lateral	1	20

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

2V2

Divide teams into mini teams of 2. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 5-10 minutes will be used rather than a point total.

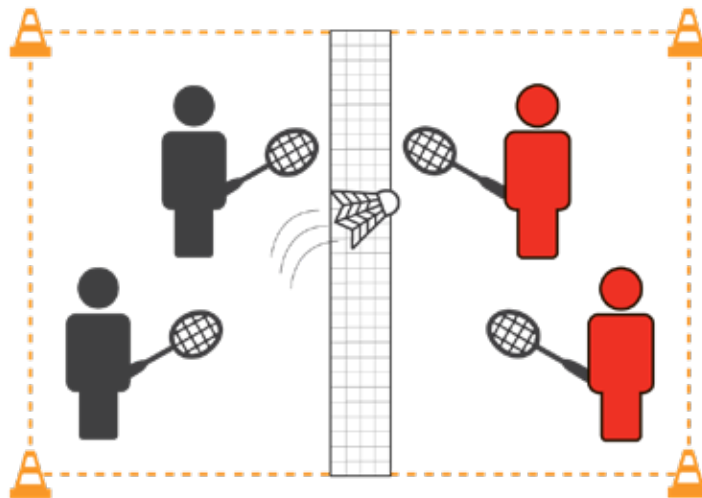
Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court, teams will alternate who serves
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: A team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM





Tactics: In Season

Primary Focus: Shuttle placement

Secondary Focus:

Serving | Clearing | Smash | Drop shot

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

During this lesson, teams will utilize small groups to develop tactical skills of shuttle placement and maintaining court spacing. The focus of this session is not on perfecting technical skills of moving the shuttle. Instead, the focus is on being in the right spot at the right time to set up for a successful return over the net. Modified, shorter nets can be used to slow play and allow more time to execute appropriate tactics and give coaching/feedback. Emphasize control and shuttle/body placement, not power. The goal is to approach the shuttle proactively not reactively.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » See the placement and maintaining space tactical skill half pagers.
- » Assign teams in advance for numbers one, two, and three to ensure smooth transitions and maximize participation.
- » The applied activity time will serve as team practice. Teams can practice playing against other teams during this time however its should not turn into a competition day.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Forward Jumps	2	15
	Mogul Jumps	2	15
	Low Walk	2	15
TRANSIT	Forward Roll	1	15
	Crab Walk (Lateral)	2	15
	Bear Crawl (Lateral)	2	15
GENERAL MOBILITY	Hip Circles	2	0:30
	Big Arm Circles	2	0:30
	Sumo Squats	1	1:00
APPLIED MOVEMENT	Carioca Down and Back	2	15
	Tapioca Down and Back	2	15
	Shuffle Down and Back	2	15

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review technical and tactical skills prior to introducing the strategy portion of this lesson.

1 2V1 OFFENSE

- » 5 minutes
- » Set up a modified court 8x8 yards, one student on offense, two on defense, focus on maintaining space and calling each contact to control space and transition smoothly from offense to defense

2 2V1 DEFENSE

- » 5 minutes
- » Two students on offense, one on defense, the defense serves with free ball and both sides focus on transition between attack and defense, focus on shuttle placement into uncovered areas of defense to score

3 3V2 VARIATIONS

- » 5 minutes
- » Same focus as above but transitioning to 3v2 between offense and defense, controlling the shuttle calling/talking will help focus on transition between attack and defense

APPLIED ACTIVITY

Total Time: ~15 min.

TEAM PRACTICE

Teams will have the opportunity to practice informally against other teams utilizing the above teaching progressions. Team coaches should substitute players in and out when practicing against other teams in order to develop tactical awareness and engagement for the whole team. Between each round, coaches should offer cues and give insight into what they are seeing as they watch their teams play and practice. This is also an opportunity to get additional strength work in. Create one station of strength using one tri set from the strength lesson for this season.

Progressions

1. Court size
2. Adjust net height





Competition: In Season

Primary Focus: 2v2

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson is the second in season competition and will function the same as Day 9. These in season competition days will dictate seeding of the post season tournament. Students will apply the skills developed to this point in an open reaction game. Students will begin to practice the proper rules and conduct of a game. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Movement skills and sport skills should both be cued during this lesson.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » Students will create teams within their teams to compete in 2v2 (same as Day 9).
- » Continue using the schedule created prior to Day 9.
- » Use a staggered formation as the diagram suggests.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Long Strider Legs Only (with pause)	2	0:15
	Long Strider Continuous (legs only)	2	0:15
	Long Strider (arms and legs)	2	0:15
TRANSIT	Lateral Low Walk	1	15
	Low Shuffle with Arm Swing	2	15
	Shuffle with Pivot	2	15
GENERAL MOBILITY	Elbow to Instep	2	15
	Lunge-to-Hamstring Kick	2	15
	Lateral Lunge	2	15
APPLIED MOVEMENT	Walk to Sprint on Cue	2	15
	Jog to Sprint on Cue	2	15
	100% Sprint	2	15

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

2V2

Divide teams into mini teams of 2. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 5-10 minutes will be used rather than a point total.

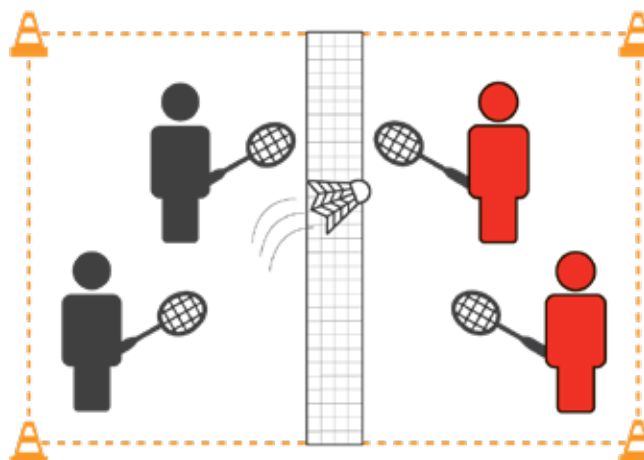
Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court, teams will alternate who serves
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: A team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM





Speed: In Season

Primary Focus: Cutting

Secondary Focus:

Offensive technique application

Equipment:

- » Cones
- » Recoil 360s

Overview:

The lesson will focus on proper mechanics of the hexagon agility test and acute cuts. Teach the students the basics of keeping their core engaged and moving the whole body as a unit. Acute cuts are important because they enable you to keep your eyes on your opponent as you move around the court. Divide the team into equal groups across the lines so that several students can perform the drills. The hip turn, loading step, and base position are also present in this lesson.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » During knee tag, students should be utilizing the base position, a loading step, and hip turn to avoid getting tagged. Progress the drill by combining the two boxes to create a larger 4x4 yard box for students to move in while still maintaining the small size to encourage students to use the above movement skills.
- » Knee tag races: Students will play knee tag in the same way they played number one. The first student to tag the other player's knee will then try to race that player to a cone directly behind them. For example, if player A has their knee tagged by player B, player B would immediately hip turn 180 and sprint to a cone 5-10 yards behind him or her before getting tagged by player A.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Jumping Jacks	2	0:30
	Highland Flings (Legs Only)	2	0:30
	Highland Flings (Legs Only)	2	0:30
TRANSIT	Hop	2	15
	Leap	2	15
	Bound	2	15
GENERAL MOBILITY	Elbow to Instep Crawl	2	15
	Walking Quad Stretch	2	15
	Lateral Lunge	2	15
APPLIED MOVEMENT	Skip for Height	2	15
	Skip for Distance	2	15
	Three Bounds to a Full Speed Sprint	2	15

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review the athletic stance, loading step, and hip turn.

1 KNEE TAG 1V1 - STATIONARY

- » 3-4 rounds of 1 minute
- » Give each student a large hula hoop or 2x2 yard box to stand in, place one box or hoop touching another students', students will try to tag the other players' knee while avoiding getting tagged

2 HEXAGON AGILITY

- » 3 sets of 3 times around
- » Use this as practice for the hexagon agility assessment and the skill competition at the end of the season, the focus on quick touches and body control

3 SKATER JUMPS - SINGLE RESPONSE

- » 1-2 sets of 4-6 jumps each side
- » Load up on one leg, jump laterally, land on the opposite leg, reset and repeat

4 KNEE TAG 2V1

- » 3-4 rounds of 1 minute
- » Set up a box 5x5 yards, two players against one, rotate roles periodically

5 HEXAGON AGILITY

- » 3 sets of 3 times around
- » Same as number 2

6 SKATER JUMPS - RESISTED

- » 2-3 sets of 5 jumps each side
- » Same as number 3 with Recoil 360 or monster band resistance, perform all jumps on one leg, then switch directions

7 KNEE TAG RACES

- » 3-4 rounds of 1 minute
- » See coaching notes

8 SKATER JUMPS - MULTIPLE RESPONSE

- » 1-2 sets of 8-10 jumps
- » Perform skater jumps back and forth maximizing distance and height while minimizing ground contact time

APPLIED ACTIVITY

Total Time: ~15 min.

KING OF THE HILL

Divide students into groups of 5-6. Set up an 8x8 yard square with cones and distribute disc cones within the boundaries. Select one student to be the defender of the castle. He stands inside the cone square. The other students' mission is to take the cones out of the castle and return them to their home base without getting tagged in the square boundary. Students can only take one cone at a time. The defender cannot leave the castle perimeter. Each round lasts 1 minute.

Progressions

1. Change boundary size
2. Add a defender





Competition: In Season

Primary Focus: 2v2

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson is the third in season competition and will function the same as Days 9 and 11. These in season competition days will dictate seeding of the post season tournament. Students will apply the skills developed to this point in an open reactive game. Students will begin to practice the proper rules and conduct of a game. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Movement skills and sport skills should both be cued during this lesson.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » Students will create teams within their teams to compete in 2v2 (same as Days 9 and 11).
- » Continue using the schedule created prior to Day 9.
- » Allow students to chose which formation they use.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Stationary Run	2	0:30
	Stationary High Knee Run	2	0:30
	Stationary Run to Deceleration on Cue (Red Light-Green Light)	2	15
TRANSIT	Shuffle with Arm Swing	2	15
	Crossover Run	2	15
	Carioca	2	15
GENERAL MOBILITY	Hurdle Walks Forward/Backward	2	15
	Walking Hamstring	1	15
	Reverse Lunge with Rotation	1	15
APPLIED MOVEMENT	Shuffle to Sprint	2	20
	Crossover Run to Sprint	2	20
	Carioca to Sprint	2	20

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

2V2

Divide teams into mini teams of 2. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 5-10 minutes will be used rather than a point total.

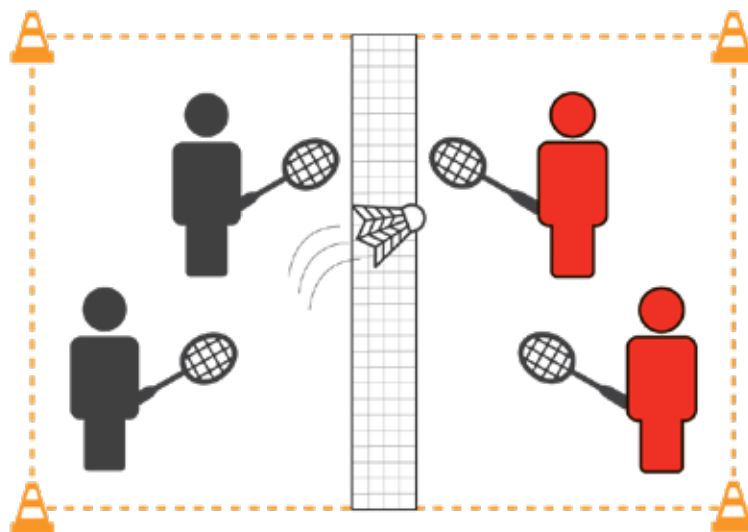
Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court, teams will alternate who serves
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: A team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM





Tactics: In Season

Primary Focus:

Off shuttle support | Reading opponents

Secondary Focus: Serving | Smashing
| Clearing | Drop shot

Equipment:

- » Cones
- » Badmintons

Overview:

During this lesson, teams will utilize small groups to develop tactical skills of off shuttle support and reading opponents. The focus of this session is not on perfecting technical skills of moving the shuttle but rather focusing on executing weak points and shuttle placement by reading defensive movement. Modified, shorter nets can be used to slow play and allow more time to execute appropriate tactics and give coaching/feedback. Emphasize control and ball/body placement, not power. The goal is to approach the shuttle proactively not reactively.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » See the reading opponents and off shuttle support tactical skill half pagers.
- » Prepare teams in advance for numbers one, two, and three to ensure smooth transitions and maximize participation.
- » The applied activity time will serve as team practice. Teams can practice playing against other teams during this time, however, it should not turn into a competition day.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Forward Jumps	2	15
	Mogul Jumps	2	15
	Low Walk	2	15
TRANSIT	Forward Roll	1	15
	Crab Walk (Lateral)	2	15
	Bear Crawl (Lateral)	2	15
GENERAL MOBILITY	Hip Circles	2	0:30
	Big Arm Circles	2	0:30
	Sumo Squats	1	1:00
APPLIED MOVEMENT	Carioca Down and Back	2	15
	Tapioca Down and Back	2	15
	Shuffle Down and Back	2	15

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review technical and tactical skills prior to introducing strategy for this lesson.

1 3V2 OFFENSE

- » 5 minutes
- » Three students on offense, two on defense, focus on off shuttle support and calling shots to clear shuttle back over the net

2 3V2 DEFENSE

- » 5 minutes
- » Three students on defense, two on offense, focus on reading opponents actions in anticipation of lob/smash coming back over the net

3 3V3 TARGET SHUTTLE

- » 5 minutes
- » Set up two targets in the back right and left of each court, rules are as normal for 5 minute matches, if a player scores a point in a target zone, they gain two points instead of one, regular scoring still applies

APPLIED ACTIVITY

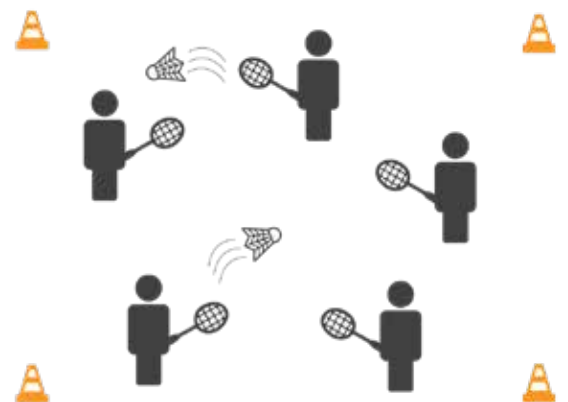
Total Time: ~15 min.

TEAM PRACTICE

Teams will have the opportunity to practice informally against other teams utilizing the above teaching progressions. Team coaches should substitute players in and out when practicing against other teams in order to develop tactical awareness and engagement for the whole team. Between each round, coaches should offer cues and give insight into what they are seeing as they watch their teams play and practice. This is also an opportunity to get additional strength work in. Create one station of strength using one tri set from the strength lesson for this season.

Progressions

1. Court size
2. Adjust net height





Competition: In Season

Primary Focus: 2v2

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson is the fourth in season competition and will function the same as Days 9, 11, and 13. These in season competition days will dictate seeding of the post season tournament. Students will apply the skills developed to this point in an open reactive game. Students will begin to practice the proper rules and conduct of a game. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Movement skills and sport skills should both be cued during this lesson.

Coaching Notes:

- » Entry activity: Knockout (see Day 1).
- » Students will create teams within their teams to compete in 2v2 (same as Days 9, 11, and 13).
- » Teams choose which type of defense they will use.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Jumping Jack Forward	2	15
	Jumping Jack Backward	2	15
	Jumping Jack In a Circle	1	15
TRANSIT	Skip with Arm Circles	2	15
	High Knee Run	2	15
	Shuffle with Pivot	2	15
GENERAL MOBILITY	Reverse Lunge	2	15
	Hand Walk	1	15
	Supine Rocking (hands holding knees)	1	0:30
APPLIED MOVEMENT	Bear Crawl Forward	1	20
	Bear Crawl Backward	1	20
	Bear Crawl Lateral	1	20

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

2V2

Divide teams into mini teams of 2. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 5-10 minutes will be used rather than a point total.

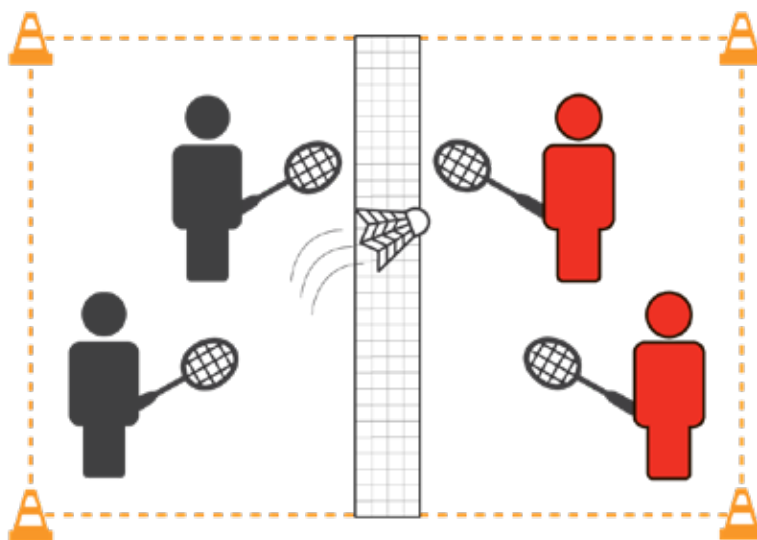
Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court, teams will alternate who serves
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: A team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM





Resistance Training: In Season

Primary Focus:

Functional movement | Strength

Secondary Focus:

Energy system development

Equipment:

- » Weight room » Refer to the level 4 workouts
- » Mini bands
- » SpeedSacs

Overview:

This lesson will focus on developing and progressing foundational, functional movement patterns through resistance training. The resistance training lessons for this level are progressed linearly and therefore are separated from these lesson plans so seasons can be implemented in any order. Refer to the level 5 resistance training lessons on Athlos Tools to retrieve your corresponding workout and the resistance training library for progressions and regressions

Coaching Notes:

- » Use the fitness coach role to assist in organizing and implementing the workout.
- » The next workout should not be implemented until students have mastered the movement patterns from the workout prior.
- » To differentiate, use the resistance training library to progress individual students as they demonstrate a need. This should be used sparingly and carefully keeping in mind that they will have many years to develop these movement patterns.
- » For teaching progressions and other cues, refer to levels 3 and 4.
- » The energy system development is designed to elevate heart rates and keep them elevated. This would be a great opportunity to teach students about heart rates and how to check their own.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets Time/Yards

THERMOGENIC	Line Hops- Forward/Backward	2	0:30
	Line Hops- Side to Side	2	0:30
	Line Hops Side to Side- Single Leg	2	0:30
TRANSIT	Mini Band Walks- Lateral	2	15
	Mini Band Walks- Linear	2	15
	Mini Band Walks- 45 Degree Angle	2	15
GENERAL MOBILITY	Inverted Toe Touch (L/R)	2	15
	Squat Turn In	2	15
	Broad Jump (Distance)	2	15
APPLIED MOVEMENT	A Skip	2	20
	Skips for Height	2	20
	Skips for Distance	2	20

RESISTANCE TRAINING

TOTAL TIME: ~20 MIN.

Reference the AAC resistance training workout supplement to fill in the table below.

WORKOUT #__			
Exercise	Progression Code	Coaching	Sets x Reps

ENERGY SYSTEM DEVELOPMENT

TOTAL TIME: ~10 MIN.

SLED PUSH RELAYS

Divide students into groups of 2-4. Each group will need a lane 20-30 yards long and one sled. The first student will get in a crawl position, put the hands on the back of the plate and drive their legs to push the plate across the ground. The student will work to the end of their lane turn around and sprint back. Students will rotate through until each has gone once. Distance of the lanes can be adjusted to progress or regress the drill.

Progressions

1. Increase distance
2. Increase weight





Competition: In Season

Primary Focus: 3v3

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson is the fifth in season competition and will function the same as Days 9, 11, 13, and 15. These in season competition days will dictate seeding of the post season tournament. Students will apply the skills developed to this point in a open reactive game. Students will begin to practice the proper rules and conduct of a game. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Movement skills and sport skills should both be cued during this lesson.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » Students will create teams within their teams to compete in 3v3.
- » Teams should continue to be heterogeneous so games are competitive.
- » These teams will be the final teams used in the post season tournament.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Long Strider Legs Only (with pause)	2	0:15
	Long Strider Continuous (legs only)	2	0:15
	Long Strider (arms and legs)	2	0:15
TRANSIT	Lateral Low Walk	1	15
	Low Shuffle with Arm Swing	2	15
	Shuffle with Pivot	2	15
GENERAL MOBILITY	Elbow to Instep	2	15
	Lunge-to-Hamstring Kick	2	15
	Lateral Lunge	2	15
APPLIED MOVEMENT	Walk to Sprint on Cue	2	15
	Jog to Sprint on Cue	2	15
	100% Sprint	2	15

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

3V3

Divide teams into mini teams of 3. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 10 minutes will be used rather than a point total.

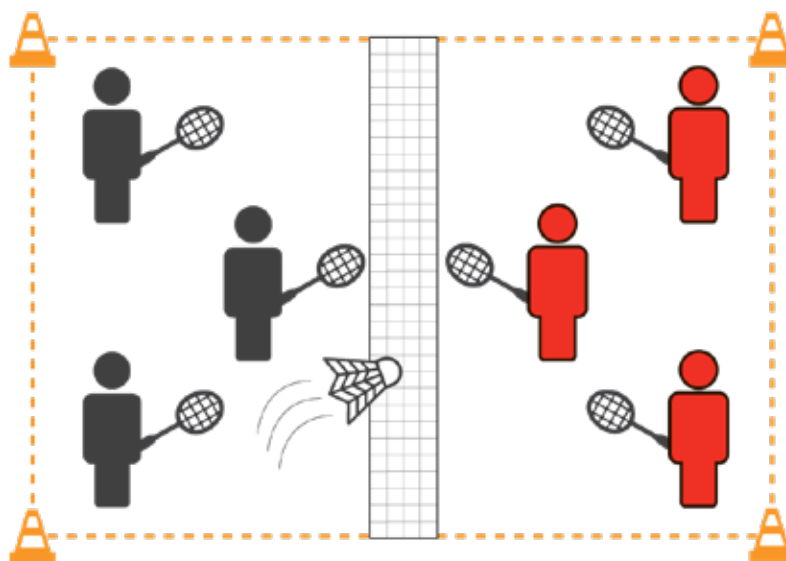
Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: Teams will use rally scoring, a team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM





Tactics: In Season

Primary Focus: Placement

Secondary Focus: Smash | Clear

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

Teams will utilize small groups to develop tactical skills of creating angles of advantage. The focus of this session is not on perfecting technical skills of moving the shuttle. Instead, the focus is on executing weak points and shuttle placement by setting up shots that take advantage of open space in the defense. Modified, shorter nets can be used to slow play and allow more time to execute appropriate tactics and give coaching/feedback. Emphasize control and shuttle/body placement, not power.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » See the placement and maintaining space tactical skill half pages

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Forward Jumps	2	15
	Mogul Jumps	2	15
	Low Walk	2	15
TRANSIT	Forward Roll	1	15
	Crab Walk (Lateral)	2	15
	Bear Crawl (Lateral)	2	15
GENERAL MOBILITY	Hip Circles	2	0:30
	Big Arm Circles	2	0:30
	Sumo Squats	1	1:00
APPLIED MOVEMENT	Carioca Down and Back	2	15
	Tapioca Down and Back	2	15
	Shuffle Down and Back	2	15

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review previous skills covered—movement and sport skills.

1 SMASH ANGLE

- » 5 minutes
- » Set up a lowered net, three students per net, one student on offense, one on defense, the third student throws up the shuttle and the student on offense approaches to smash it over the net, the defense anticipates the smash and gets in position to clear the shot, the focus for the offense is smashing the shuttle at an angle to counter the defender's clear attempt

2 ANGULAR SMASHING - 2V1

- » 5 minutes
- » Set up a modified court 5x5 yards—two students on offense, one on defense—the student on defense tosses the shuttle over the net and the offense smashes it back over the net, the defender reads the smash in order to create a clearing return, the smasher should focus on angling the direction of the smash to counter the defenders clear attempt

3 3V2 ANGULAR RETURN

- » 5 minutes
- » Set up a modified court 10x10 yard—three students on offense, two on defense—the defensive student tosses the shuttle over the net and the offense chooses a return method (smash/lob) to return the shuttle over the net, the defender reads the shuttle in order to create a return, the offense should focus on angling the direction of the return to counter the defenders' clear attempt, the purpose of the other students is to take advantage of better angles of advantage to trick the defenders

APPLIED ACTIVITY

Total Time: ~15 min.

TEAM PRACTICE

Teams will have the opportunity to practice informally against other teams utilizing the above teaching progressions. Team coaches should substitute players in and out when practicing against other teams in order to develop tactical awareness and engagement for the whole team. Between each round, coaches should offer cues and give insight into what they are seeing as they watch their teams play and practice. This is also an opportunity to get additional strength work in. Create one station of strength using one tri set from the strength lesson for this season.

Progressions

1. Court size
2. Adjust net height





Competition: In Season

Primary Focus: 3v3

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson is the final in season competition day. These in season competition days will dictate seeding of the post season tournament. Students will apply the skills developed to this point in an open reaction game. Students will begin to practice the proper rules and conduct of a game. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Movement skills and sport skills should both be cued during this lesson.

Coaching Notes:

- » Entry activity: Keep it up or route running (see Day 1).
- » Students will create teams within their teams to compete in 3v3 (same as Day 17).
- » Following this lesson create a bracket where similar record teams play each other to start the tournament.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Stationary Run	2	0:30
	Stationary High Knee Run	2	0:30
	Stationary Run to Deceleration on Cue (Red Light-Green Light)	2	15
TRANSIT	Shuffle with Arm Swing	2	15
	Crossover Run	2	15
	Carioca	2	15
GENERAL MOBILITY	Hurdle Walks Forward/Backward	2	15
	Walking Hamstring	1	15
	Reverse Lunge with Rotation	1	15
APPLIED MOVEMENT	Shuffle to Sprint	2	20
	Crossover Run to Sprint	2	20
	Carioca to Sprint	2	20

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

3V3

Divide teams into mini teams of 3. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 10 minutes will be used rather than a point total.

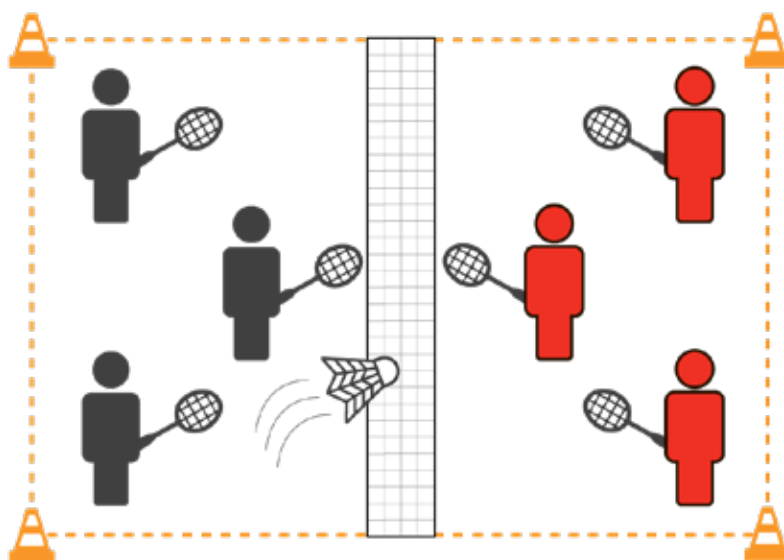
Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: Teams will use rally scoring, a team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM





Speed: In Season

Primary Focus: Crossover Run

Secondary Focus:

Offensive application

Equipment:

- » Cones » SpeedSacs
- » Recoil 360s

Overview:

This lesson will focus on proper mechanics of the crossover run from a square base positions. Teach the students the basics of keeping their core engaged and their level low. Crossover run allows students to keep their eyes on their opponent and improve movement into angular vectors to intercept. Divide the team into equal groups across the lines so that several students can perform the drills.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » A crossover run is like a sprint in the lower body and a shuffle in the upper body.
- » For number three, a repetition will be about 5 yards (the distance you can travel on the Recoil 360). They will do that 3-5 times on one side before switching sides to complete the set.
- » Number three and four can be going on simultaneously. Progress number four by adding the SpeedSac as resistance.
- » The bird dog is an exercise performed in the quadruped position (on all fours). Students should make a table top with their back using the same core engagement from the deadbug. When extending the opposite arm and leg, there should be no movement of the lower back.
- » Continue cueing the movement skills during the applied activity.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets Time/Yards

		Sets	Time/Yards
THERMOGENIC	Ladder Drill: Forward Hops (Right/Left)	2	
	Ladder Drill: Lateral Hops (Trail Leg)	2	
	Ladder Drill: 1 In 1 Out Lateral Hops (Right/Left)	2	
TRANSIT	Tapioca	2	15
	Power Skips (Distance)	2	15
	Power Skips (Height)	2	15
GENERAL MOBILITY	Knee Hugs	2	15
	Leg Cradles	2	15
	Heel to Toe Raises	1	0:30
APPLIED MOVEMENT	Shuffle to Chop in Place (Every 5yds on Cue)	2	20
	Shuffle to Chop in Place (Every 10yds on Cue)	2	20
	Shuffle to Chop in Place (20yds on Cue)	2	20

TEACH/TRAIN

Total Time: ~15 min.

Introduction (~2 min.): Review trail leg push from previous lessons and levels.

1 CROSSOVER INTRODUCTION AND PRACTICE*

- » 2-3 minutes
- » Use the trail leg drive worked on previously to explode the ground away from the trail leg and crossover

3 RESISTED CROSSOVER RUN*

- » 3-5 sets of 3-5 reps each side
- » Use the Recoil 360s to resist, practice quick, explosive ground contacts, and keeping shoulders square

*** DEADBUG | BIRD DOG**

- » 2-4 sets of 6-8 each side for each exercise
- » Superset the deadbug with numbers 1-2 and the bird dog with number 3-4

2 CROSSOVER RUN*

- » 6-8 sprints of 5-10 yards each side
- » Punch across the body and explosively push the ground away from the trail leg

4 CROSSOVER RUN TO SPRINT*

- » 2-4 sets of 5 sprints each side
- » Perform three explosive crossovers, turn, and sprint, focus on getting the head around fast and aggressive arm action

5 PARTNER MIRROR CROSSOVER RUN

- » 3-4 sets of 15 seconds each student leading
- » One student leads, the other mirrors, give each student 5-10 yards between cones as a boundary

APPLIED ACTIVITY

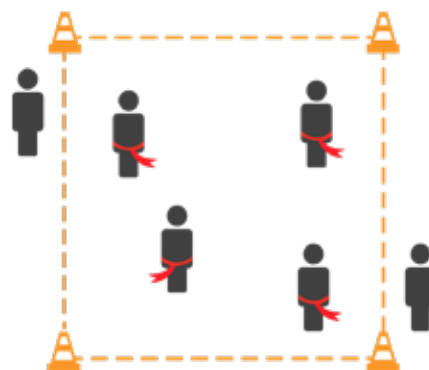
Total Time: ~15 min.

FLAG TAG

Break students up into groups of four to six. Set up a 10x10 yard area for each group of students. Each student wears a flag belt positioned behind each side of their hip. The goal is to pull others' flag belts. Once a student's belt is pulled, they should step outside the box, complete an exercise, then re-enter.

Progressions

1. Smaller boundary
2. Larger boundary
3. Vary time limit





Resistance Training: In Season

Primary Focus:

Functional movement | Strength

Secondary Focus:

Energy system development

Equipment:

- » Weight room » Refer to the level 4 workouts
- » Mini bands
- » SpeedSacs

Overview:

This lesson will focus on developing and progressing foundational, functional movement patterns through resistance training. The resistance training lessons for this level are progressed linearly and therefore are separated from these lesson plans so seasons can be implemented in any order. Refer to the level 5 resistance training lessons on Athlos Tools to retrieve your corresponding workout and the resistance training library for progressions and regressions.

Coaching Notes:

- » Use the fitness coach role to assist in organizing and implementing the workout.
- » The next workout should not be implemented until students have mastered the movement patterns from the workout prior.
- » To differentiate, use the resistance training library to progress individual students as they demonstrate a need. This should be used sparingly and carefully keeping in mind that they will have many years to develop these movement patterns.
- » For teaching progressions and other cues, refer to levels 3 and 4.
- » The energy system development is designed to elevate heart rates and keep them elevated. This would be a great opportunity to teach students about heart rates and how to check their own.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets Time/Yards

		Sets	Time/Yards
THERMOGENIC	Line Hops- Forward/Backward	2	0:30
	Line Hops- Side to Side	2	0:30
	Line Hops Side to Side- Single Leg	2	0:30
TRANSIT	Mini Band Walks- Lateral	2	15
	Mini Band Walks- Linear	2	15
	Mini Band Walks- 45 Degree Angle	2	15
GENERAL MOBILITY	Inverted Toe Touch (L/R)	2	15
	Squat Turn In	2	15
	Broad Jump (Distance)	2	15
APPLIED MOVEMENT	A Skip	2	20
	Skips for Height	2	20
	Skips for Distance	2	20

RESISTANCE TRAINING

TOTAL TIME: ~20 MIN.

Reference the AAC resistance training workout supplement to fill in the table below.

WORKOUT # __			
Exercise	Progression Code	Coaching	Sets x Reps

ENERGY SYSTEM DEVELOPMENT

TOTAL TIME: ~10 MIN.

SLED PUSH RELAYS

Divide students into groups of 2-4. Each group will need a lane 20-30 yards long and one sled. The first student will get in a crawl position, put the hands on the back of the plate and drive their legs to push the plate across the ground. The student will work to the end of their lane turn around and sprint back. Students will rotate through until each has gone once. Distance of the lanes can be adjusted to progress or regress the drill.

- Progressions**
1. Increase distance
 2. Increase weight




Competition: Post Season
Primary Focus: 3v3

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson is the first round of the post season tournament. Students will compete in a tournament seeded based on the results of the regular season. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Anticipation should be built up to this point in the season for the final tournament using a bulletin board and school-wide announcements.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » There will be four rounds of tournament play although multiple rounds could be played on one day to make it longer. Create a single or double elimination tournament based on the number of teams. Also create a consolation schedule so teams keep competing once out.
- » Teams should be heterogeneous so games are competitive.
- » Create a bracket in advance for each round. If time remains at the end of the round, allow students to practice with their teams for the following days.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

		Sets	Time/ Yards
THERMOGENIC	Jumping Jack Forward	2	15
	Jumping Jack Backward	2	15
	Jumping Jack In a Circle	1	15
TRANSIT	Skip with Arm Circles	2	15
	High Knee Run	2	15
	Shuffle with Pivot	2	15
GENERAL MOBILITY	Reverse Lunge	2	15
	Hand Walk	1	15
	Supine Rocking (hands holding knees)	1	0:30
APPLIED MOVEMENT	Bear Crawl Forward	1	20
	Bear Crawl Backward	1	20
	Bear Crawl Lateral	1	20

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

3V3

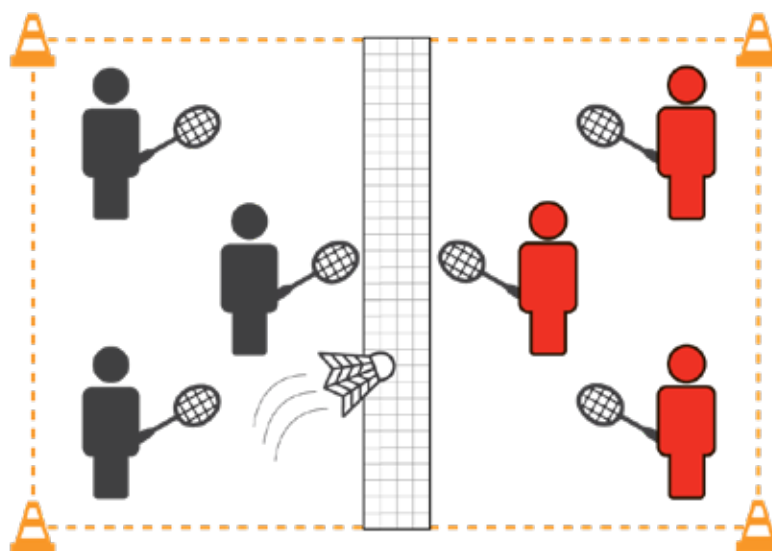
Divide teams into mini teams of 3. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 10 minutes will be used rather than a point total.

Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: Teams will use rally scoring, a team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM




Competition: Post Season

Primary Focus: 3v3

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson is the second round of the post season tournament. All teams will continue competing regardless of wins or losses from round one. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Anticipation should be built up to this point in the season for the final tournament using a bulletin board and school-wide announcements.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » If time remains at the end of the round, allow students to practice with their teams for the following days.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min. Sets Time/Yards

		Sets	Time/Yards
THERMOGENIC	Long Strider Legs Only (with pause)	2	0:15
	Long Strider Continuous (legs only)	2	0:15
	Long Strider (arms and legs)	2	0:15
TRANSIT	Lateral Low Walk	1	15
	Low Shuffle with Arm Swing	2	15
	Shuffle with Pivot	2	15
GENERAL MOBILITY	Elbow to Instep	2	15
	Lunge-to-Hamstring Kick	2	15
	Lateral Lunge	2	15
APPLIED MOVEMENT	Walk to Sprint on Cue	2	15
	Jog to Sprint on Cue	2	15
	100% Sprint	2	15

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

3V3

Divide teams into mini teams of 3. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 10 minutes will be used rather than a point total.

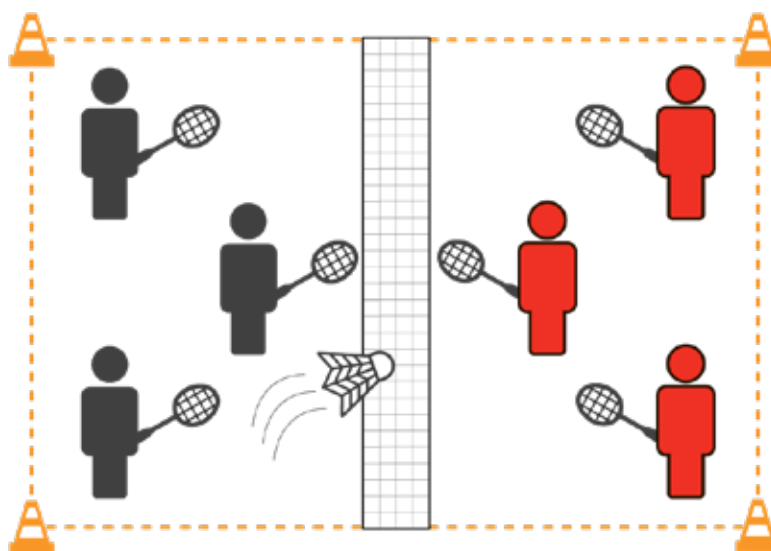
Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: Teams will use rally scoring, a team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM





Competition: Post Season

Primary Focus: 3v3

Secondary Focus:

Fundamental techniques and tactics

Equipment:

- » Cones
- » Shuttles
- » Rackets

Overview:

This lesson is the third round of the post season tournament. All teams will continue competing regardless of wins or losses from round one. Modified rules and equipment are used to create more successful game play and participation. Competition days should serve as the application of all the skills covered up to this point in addition to those covered in other lessons. Anticipation should be built for the final round of the tournament and skills competition on Day 25.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » If time remains at the end of the round, allow students to practice with their teams for the following days.

Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Stationary Run	2	0:30
	Stationary High Knee Run	2	0:30
	Stationary Run to Deceleration on Cue (Red Light-Green Light)	2	15
TRANSIT	Shuffle with Arm Swing	2	15
	Crossover Run	2	15
	Carioca	2	15
GENERAL MOBILITY	Hurdle Walks Forward/Backward	2	15
	Walking Hamstring	1	15
	Reverse Lunge with Rotation	1	15
APPLIED MOVEMENT	Shuffle to Sprint	2	20
	Crossover Run to Sprint	2	20
	Carioca to Sprint	2	20

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

3V3

Divide teams into mini teams of 3. Courts should be smaller than a standard court but as large as space and ability allows. Game clocks of 10 minutes will be used rather than a point total.

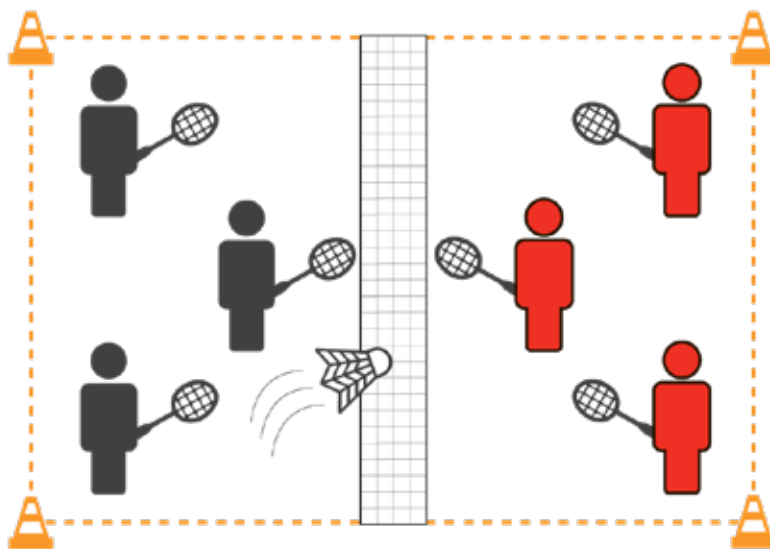
Progressions

1. Adjust court size
2. Adjust net size

RULES

- » Start of play: Serving will start play, the shuttle will be served from the back right corner, the shuttle must be served starting under the waist, the serve must be made diagonally into the cross court
- » Service possession: Teams will alternate who serves regardless of points
- » Scoring: Teams will use rally scoring, a team scores when the shuttle lands on the other team's court or when the other team fails to hit it over the net or land it in bounds
- » Disagreement: In the case of a disagreement as to what points are to be awarded, a pre-determined conflict management strategy can be used such as rock-paper-scissors or a redo

COMPETITION DIAGRAM





Competition: Culminating Event

Primary Focus:

“World championship” party

Secondary Focus: Skills competition

Equipment:

- » Cones
- » Rackets
- » Shuttles
- » Stop watch

Overview:

Today’s lesson will serve as the culmination of the badminton season. This day will hold the final round of the post season tournament. Excitement should build up to this day. Additionally, students will compete in a skills competition. This day can have a theme such as “world championship” to go along with the sport of badminton. Music can and should be used to create a festive environment. School announcements and newsletters can be used to highlight the tournament.

Coaching Notes:

- » Entry activity: Keep it up (see Day 1).
- » Introduce the next upcoming season at the end of the event.
- » Use this day as an opportunity for students to reflect both on skills they have learned as well as Performance Character.

MOVEMENT PREP

Total Time: ~10 min.

Sets
Time/
Yards

		Sets	Time/ Yards
THERMOGENIC	Jumping Jack Forward	2	15
	Jumping Jack Backward	2	15
	Jumping Jack In a Circle	1	15
TRANSIT	Skip with Arm Circles	2	15
	High Knee Run	2	15
	Shuffle with Pivot	2	15
GENERAL MOBILITY	Reverse Lunge	2	15
	Hand Walk	1	15
	Supine Rocking (hands holding knees)	1	0:30
APPLIED MOVEMENT	Bear Crawl Forward	1	20
	Bear Crawl Backward	1	20
	Bear Crawl Lateral	1	20

COMPETITION ACTIVITY

TOTAL TIME: ~30 MIN.

1 TOURNAMENT FINAL ROUND

- » Use the same rules as the previous games, time limits can be changed as decided on by the players

2 PERSONAL BEST

- » Partners will work to keep a volley going as long as they can

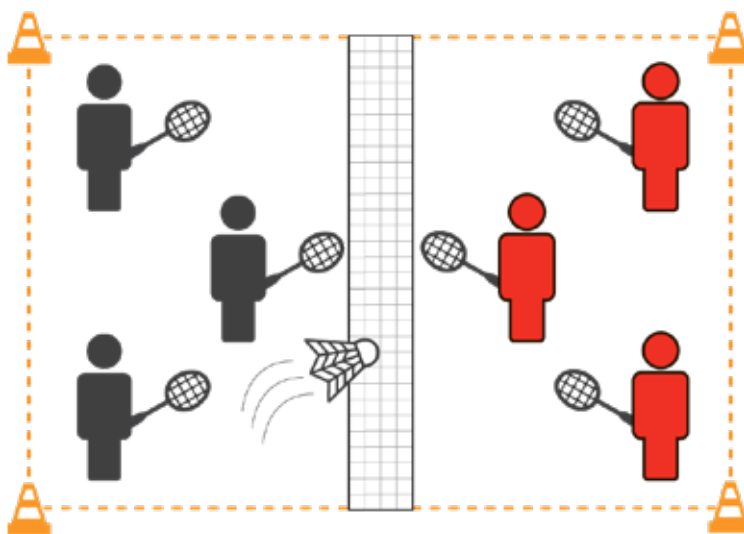
3 TARGET PRACTICE

- » Using a standard net, a student throws up the shuttle and the offensive student approaches to clear it over the net, the other side of the net has targets designated on the ground. Each time the spiker hits a target they get a point, best of 10 attempts

4 HEXAGON AGILITY TEST

- » Students compete to see who can perform the fastest hexagon agility time

COMPETITION DIAGRAM



Learning Target:

Protocol:

PC Focus:

LAST WORD

Review, Reflect, Recognize

