

Las Positas College
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Course Outline for KIN BD3

BADMINTON 3

Effective: Fall 2014

I. CATALOG DESCRIPTION:

KIN BD3 — BADMINTON 3 — 0.50 - 2.00 units

Badminton strategy for singles and doubles play. The body's physiological responses to singles and doubles play will be examined.

0.50 - 2.00 Units Lab

Strongly Recommended

KIN BD2 - Badminton 2

Grading Methods:

Letter Grade

Discipline:

Family: Kinesiology Badminton

	<u>MIN</u>	<u>MAX</u>
Lab Hours:	27.00	108.00
Total Hours:	27.00	108.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. KINBD2

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. Demonstrate how to use a badminton scatter graph.
2. Determine your strengths and areas to improve from your badminton scatter graph results.
3. Demonstrate an understanding of 'Movement Pressure' as it pertains to Badminton strategy
4. Illustrate the significance of a 'Central Base Position' as it pertains to Badminton strategy
5. Explain the importance of 'hitting the corners' and the differences between corners as they pertain to Badminton strategy.
6. Describe the significance 'hitting to the middle' as a defensive strategy in Badminton
7. Explain the physiological energy systems utilized in both singles and doubles Badminton performance

V. CONTENT:

A) Methods of match analysis for Badminton

- 1) Scatter graph for performance analysis in singles play
- 2) Scatter graph for performance analysis in doubles play

B) Badminton strategy for singles and doubles play

- 1) Movement pressure
- 2) Central base position
- 3) Hitting the corners
- 4) Hitting the middle
- 5) The principle of attack in doubles play
- 6) Doubles attacking & defending formation

C) Physiological energy systems of singles and double play

- 1) When and why the body switches from the aerobic energy system to anaerobic systems (The ATP-PC system (Alactic) and anaerobic glycolysis (Lactic) from degradation of glucose/glycogen).

VI. METHODS OF INSTRUCTION:

- A. **Classroom Activity** - Place students in various on-court positions in singles and doubles play and analyze the best strategy to adopt from these situations
- B. **Demonstration** - Of various singles and doubles badminton strategies
- C. **Student Presentations** - Illustrate the energy systems utilized in Badminton (when and why?)
- D. **Research** - Scatter graph findings from Elite Badminton competition (singles and doubles play)

VII. TYPICAL ASSIGNMENTS:

- A. The students will undertake a Badminton performance analysis (using a scatter graph) of themselves and their fellow pupils. They will be asked to instruct their peers in a coaching environment on what they are doing well, and what they need to improve, (based on the match analysis data).
- B. From the match analysis data of their own Badminton performance the students will be asked to write a training program that will lead to performance improvement.
- C. Students will be asked to design activities and drills that will improve their tactical skills in the following areas; Movement pressure, Central base position, hitting the corners, and hitting to the middle.
- D. Explain the physiological energy systems utilized in both singles and doubles badminton performance.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Projects
3. Class Participation
4. Class Performance

B. **Frequency**

- A. Pre/post performance evaluation
- B. Projects assigned periodically to assess understanding of singles and doubles badminton strategy.
- C. Final exam at the conclusion of the semester.

IX. TYPICAL TEXTS:

1. Tennyson, E. *Badminton Tips: Bite-Size Techniques to Boost Your Game* ., Back Pocket Books, 2011.
2. Grice, T. *Badminton: Steps to Success*., Human Kinetics, 2009.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. A. Badminton racket is optional.
- B. B. Court footwear approved by the instructor.
- C. C. Athletic clothing.