

LESSON PLAN: **BADMINTON**: YEAR 3: WEEK 1

LESSON OBJECTIVE: To become familiar with badminton and with a badminton racket.

WARM UP (10 MINS)

Mark an area out with different coloured cones. Students pair up and move around in the area tapping a balloon between each other, ensuring the balloon does not touch the ground. When the teacher calls a colour, the students must tap the balloon to each other, go around that colour cone and back into the middle.

MAIN LESSON (20 MINS)

The teacher introduces the basic V grip using a Badminton Racket. Students work in groups of two focusing on keeping the balloon in the air using the basic grip.

Question: How many times can they keep the balloon up in one minute/two minutes etc?

The students then work in small groups of 5/6 and work in a team to try and keep the balloon in the air. Each student stands in a hoop which they are not allowed to come out of.

Question: How many times can they keep the balloon up in one minute/two minutes?

GAME/COMPETITION (15 MINS)

Pupils work in teams and line up at one end of the hall. Each team is given a balloon. Each pupil in the team must run down the hall to a cone and back tapping the balloon with their hands to prevent the balloon from touching the floor and then they tap the balloon to the next person in the team. The team to complete it first wins. The teacher could also add a Racket instead of using their hands.

EQUIPMENT

- Cones
- Balloons
- Badminton racket

KEYWORDS

- Tapping
- V grip
- Badminton
- Control

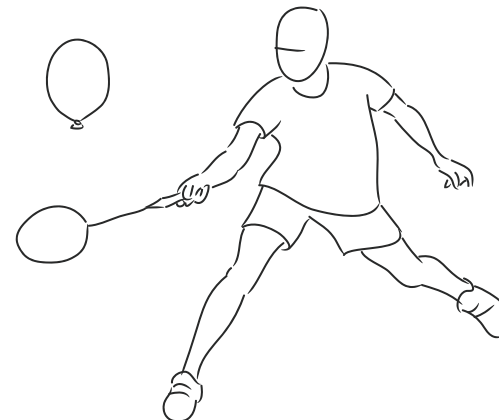
DIFFERENTIATION

LESS ABLE

- Compete with students of the same ability.
- Bigger balloons.

MORE ABLE

- Add hoops which students cannot come out of to improve their accuracy and power.
- Smaller balloons.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	5	Can they perform the skills to a high ability?
	4	Can they perform the skills with a degree of control?
	3	Can they show an understanding of the skills?
Tactics, Rules & Teamwork	5	Works with their partner & demonstrates knowledge & understanding of the task.
	4	Can work with a partner & understands the directions.
	3	Starts communicating with a partner.
Show & Link	5	Can they link: the different movements to make contact with the balloon and keep it under control to a high ability?
	4	Can they show and link: some of the movements to make contact with the balloon?
	3	Can they show knowledge of how to make contact with the balloon?
Describe Ways to Improve	5	Are able to describe and improve performance.
	4	Are able to describe performance.
	3	Are able to see differences in performance against a simple model.
Fitness & Health	5	Shows a solid understanding of why physical activity has health benefits.
	4	Has some knowledge of why physical activity has health benefits.
	3	Has little knowledge of why physical activity has health benefits.