

LESSON PLAN: **BADMINTON**: YEAR 3: WEEK 2

LESSON OBJECTIVE: Become familiar with the backhand return shot.

WARM UP (10 MINS)

Pupils work in teams. 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.

MAIN LESSON (20 MINS)

Recap: 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?

Working in pairs and with a balloon, ask the children to keep the balloon up in the air with the back of their hand and thumb, moving up and away from the body. Once students have mastered performing the backhand shot using their hand they can use a racket.

GAME/COMPETITION (15 MINS)

The teacher splits the class into groups. Each group takes part in an exercise which encourages students to choose which shot to play : Forehand or backhand return. One pupil/teacher/teaching assistant's stands in front of the line of pupils. They throw the balloon to which the person at the front of the line needs to return it. Try using hoops/floor spots for the individual to stand on before then can return the shot to prevent any injury.

Question: How many times can the team return the balloon, without it touching the floor?

EQUIPMENT

- Cones
- Balloons
- Badminton racket

KEYWORDS

- Tapping
- V grip
- Thumb grip
- Backhand

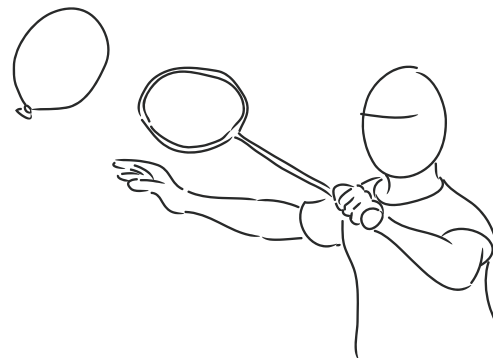
DIFFERENTIATION

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.
- Introduce a shuttlecock.



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.