

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

**LESSON OBJECTIVE:** Understand what a shuttlecock is and how it is used in a game of badminton.

## **WARM UP (10 MINS)**

Pupils work in pairs facing each other standing on one leg. They have to maintain balance whilst throwing and catching a shuttle to each other. Repeat exercise on the other leg. How many can they do before losing their balance?

## **MAIN LESSON (20 MINS)**

Pupils work in pairs and play follow the leader. The leader walks around in an area and the follower holds a Badminton Racket with a shuttlecock on, making sure the Shuttlecock does not fall off the Racket. Once pupils have shown their ability to balance the shuttle, see how many times one person can keep the shuttle in the air. Every time they hit the shuttle into the air, their tally increases. Make sure they keep changing over with their partner.

**Develop:** Pupils practice keeping a rally with their partner. This simply means hitting the shuttlecock between each other. How many times can hit the shuttle between each other? What are the differences between hitting a balloon and a shuttlecock?

## **GAME/COMPETITION (15 MINS)**

The teacher splits the class into four or five groups, depending on the amount of people in the class. They compete against each other in the following Badminton style race:

- Balance the shuttlecock race
- Keepy up's with a shuttle cock race

## **EQUIPMENT**

- Cones
- Shuttlecocks
- Badminton racket

## **KEYWORDS**

- V grip
- Thumb grip
- Tapping

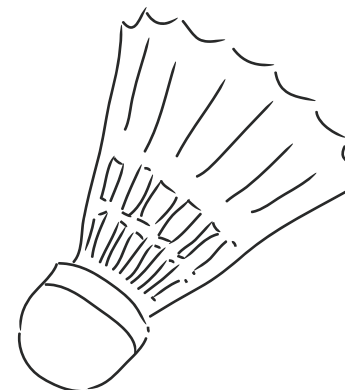
## **DIFFERENTIATION**

### **LESS ABLE**

- Walk for follow the leader.
- Mixed ability groups.

### **MORE ABLE**

- Jog for follow the leader.
- If the shuttle drops, start again.



# 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 skills to control a shuttlecock to a high ability?
	4	Can they show and link: some of the skills to control a shuttlecock?
	3	Can they show knowledge of how to control a shuttlecock?
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.