

<b>Lesson 1 &amp; 2</b>	Subject: <b>BADMINTON</b>	Year: <b>9</b>	Group:	Total No.:	M:	F:
	Lesson Description: <b>Singles Play</b>	Ability:	Period:	SEN:		
		Duration:	w/c			

**Objectives:** To create power and fluency in attack and defensive shots. To disguise shots that enables the performer to change defence into attack. To be able to anticipate correctly the shot your opponent is going to play and so be ready to cover that area of court. To know that a mixture of deep shots into your opponents court, and drop shots, is effective in singles play.

Activity	Description	Objectives	✓	Teaching Points	Evaluation / Performance	Differentiation and Creativity
<b>Rallies</b>	Use any type of shot at the net to keep rally going on half court	To use a variety of touches and shots to keep the shuttle in play and close to the net To incorporate previous learnt skills		Use any shot Keep shuttle and rally going	Observe pupils performances	<ul style="list-style-type: none"> <li>↗ Move partner around court</li> <li>↗ Finish off rallies if shot is weak</li> <li>↘ Decrease size of court</li> <li>↗ Use back/fore hand shots only</li> <li>↗ Develop weak areas/shots and practice them within this period</li> </ul>
	Use any type of shot to keep rally going on half court - do not smash	To enhance and develop their backhand clear technique				
<b>Singles Play</b>	- A feeds the shuttle over the net to B, who uses a variety of shots to move A around the 4 corners of her court. Both A and B must return to mid-court following each shot. - Pupils must use Clears, Lobs, and Net strokes to get the shuttle to all corners	To be able to make decisions during a rally regarding the placement of the shuttle. To be able to anticipate correctly the shot your opponent is going to play and so be ready to cover that area of court. To know that a mixture of deep shots into your opponents court, and drop shots, is effective in singles play. To be able to outwit opponents through a range of shots		<ul style="list-style-type: none"> <li>- To use any type of shots from back court and at net</li> <li>-Soft touches</li> <li>- To anticipate shots that are played</li> <li>- To move to centre of court after playing shots</li> <li>- Can only win point from service.</li> <li>- Vary service</li> </ul>	Peer evaluation sessions –  Competitors state, identify and reflect on the strength and weakness of the singles play and tactics  Observe the overall running and pupil's involvement within the sequences, organization and tournament.	<ul style="list-style-type: none"> <li>↗ Use back hand clears</li> <li>↘ Partner uses clears at each corner to enable partner to use varied shots</li> <li>- Video performances and enable the students to analyse their strengths and weaknesses in developing skills, techniques and components; making and applying decisions; and the ability to change to demands within performances</li> <li>M/C - State strength and weakness</li> <li>Cr - Pupils accurately replicate and perform a range of activities and are responsible for the whole set up, rules, officiating and running of the performances</li> </ul>
	- Modified singles game. The only areas of the court that count as 'in' are the back tramlines, and the space between the net and the short service line (except on serves).					
<b>Games</b>	Singles Full Court - Two pupils officiate - Play the best out of 5 points Pupils alternate service	To be able to accurately replicate and perform and understand the tactics and principles of singles. To understand the scoring system in singles play. To understand, know and accurately replicate and perform how to win a rally. To learn to hit the shuttle down and win rallies. To create power and fluency in attack and defensive shots To be able to refine and adapt skills into techniques To develop the range of skills they use To develop the precision, control and fluency of their skills		<ul style="list-style-type: none"> <li>- Can only win point from service.</li> <li>- Use any shot</li> <li>- disguise shots</li> <li>- use power and accuracy</li> <li>- smash bad returns</li> <li>- anticipate shots</li> <li>- Pupils Disguise shots that enable the performer to change defence into attack</li> </ul>	Are they working to their strengths  Are they outwitting the opponents	<ul style="list-style-type: none"> <li>↘ Decrease area of court</li> <li>↗ Play pupils of equal ability</li> <li>Discuss teaching points used to beat / outwit opponents</li> <li>Discuss the skills used to beat / outwit / gain ascendancy over an opponents</li> <li>Discuss the skills used to gain ascendancy</li> <li>Discuss how performers can use varying skills to outwit opponents</li> <li>Discuss the benefits of out thinking opponents using these skills</li> </ul>

<b>Student led Cool Down</b>	The 2 students chosen to lead the cool down do so.	To understand the importance of cooling down at the end of a session. To be able to lead a cooling down activity.	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	<b>Q &amp; A</b> on the teaching points and objectives of the skill, activity and lesson	↑ Ask pupils questions why a Cool down is essential after exercise			
<b>Informed Choices and Lifestyle</b>	Discuss the different types of training methods available for a Badminton player Discuss SMART principles for Badminton players Discuss the benefits of exercising for 30 minutes a day by playing Badminton Discuss the short and long term effects of training on Badminton players State the different types of Somatotypes found in Badminton							
<b>Equipment</b>	Rackets      Shuttles      Nets & Posts      Badminton Chart      Peer evaluation Sheets      Cones      Chalk for targets      Pen      Whiteboard TV      Video Camera							
ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning		
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology
<b>Comments / Notes:</b>								

### HEALTH AND SAFETY THROUGHOUT THIS LESSON

- Play should not begin until the court is clear of stray shuttles
- Ensure that all jewelry is removed before the lesson.
- All students should be wearing the correct clothing and footwear, appropriate for the game of badminton. All nets and posts should be correctly erected and secure
- Encourage students to get into the habit of protecting the face with the racket head, particularly in doubles play
- Check the workspace before the lesson for any hazards, i.e. wet gym floor

### ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT

Competence	Performance	Creativity	Health and Active Lifestyle
<b>Developing Skills</b>	<b>Making and Applying</b>	<b>Physical and Mental Capacity</b>	<b>Evaluating and Improving</b>