



SHUTTLE TIME

BWF SCHOOLS BADMINTON
LESSON PLANS



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LESSON PLANS

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More Information

The resources for *Shuttle Time* are available in different languages. The material can be downloaded from the BWF Shuttle Time website.

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Giving every child a
chance to play for life

Introduction

The lesson plans are divided into four sections or levels. Each section builds on the skills developed in the previous lessons or sections and introduces higher level/more complex elements of badminton.

Each section contains a number of lessons depending on the complexity and importance of the topic:

- **10 Starter Lessons** (Lessons 1 to 10) – Module 5 in the Teachers' Manual
- **Swing and Throw** (Lesson 11 and 12) – Module 6 in the Teachers' Manual
- **Throw and Hit** (Lessons 13 to 18) – Module 7 in the Teachers' Manual
- **Learn to Win** (Lessons 19 to 22) – Module 8 in the Teachers' Manual

The content for each section/level is presented as a separate module in the accompanying Teachers' Manual resource. Please refer to the manual for a detailed explanation of the content.

Note: The *10 Starter Lessons* are the main starting point for teachers and children who are inexperienced with badminton.

Deciding Where to Start

The *Shuttle Time* lesson you start teaching badminton with, and the pace of progression from lesson to lesson depends on several factors:

- badminton experience and exposure of pupils;
- age and physical development;
- aptitude and previous sporting experience.

It is not essential to follow each lesson progressively as described here, from 1 to 10 and then 11 and 12 and so on.

The programme has been designed to allow teachers to select lessons and exercises relevant to the level of their pupils.

Teachers are encouraged to adapt each exercise within the lesson plans to increase or decrease the difficulty to suit individuals and groups. This is to ensure their experience of badminton is a positive one.

Lesson Structure

The lessons for badminton in this resource contain:

- **physical** exercises;
- **technical** badminton exercises;
- **fun and competition** activities.


Every lesson is designed for 60 minutes; however the timing of the exercises can be adjusted to suit a shorter or longer lesson period.

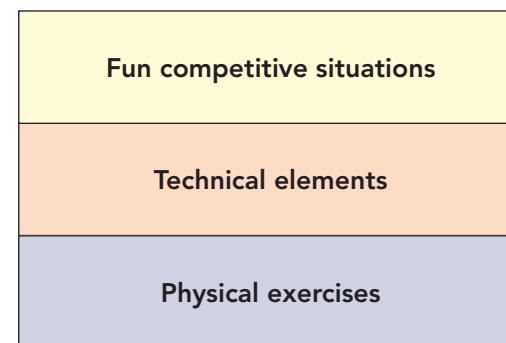
Parts of the lesson are in different colours to help teachers following the plan.

The three colours represent – **physical**, **technical/tactical** and **competitive/fun** content.

Lessons start with a **warming up** activity and specific **physical development** exercises. This is followed by **technical elements** and finally **competitive elements**, which makes up the largest part of the lesson.

This colour code allows the teachers to see the elements easily (physical/technical/competitive). These parts of the lesson are interchangeable. This allows the teacher to plan lessons according to the ability and motivation of the class.

Each activity included in these plans has video clips  to show the activities and to assist the teachers with their preparation.



General Lesson Format

The lessons for badminton in this resource contain:

Introduction – lesson goals/focus (5 minutes)	<p>The teacher highlights what the pupils will learn.</p>
Physical development	<p>Fun type activities to improve motor skills and general warm-up movements specific to the lesson content.</p> <p>There are some exercises in the physical part of the lessons which need a 'pre-warming-up' activity, because they require the pupils to work at maximum speed or agility.</p> <p>Therefore pupils will need 3-4 minutes general warming-up with running and flexibility exercises. See the lesson plans.</p>
Technical/Tactical	<p>The main part of the lesson is dedicated to technical exercises with racket and shuttle or fun/competitive games designed to reinforce the teaching points.</p> <p>All activities can be increased or decreased in level of difficulty, so the content is appropriate to the level of the pupils.</p> <p>This will assist in maintaining motivation of all levels of learner.</p>
Review lesson focus (5 minutes)	<p>The teacher summarises the main teaching points and cool down.</p>

Revision lessons using fun exercises and competition situations are interspersed in the programme to reinforce technical badminton learning.

Flexibility of the Programme

This is a flexible resource to meet the needs of:

- teachers and learners from different cultural backgrounds;
- different teaching/learning situations – location/equipment/size of groups/experience with badminton;
- mixed ability groups.

Progress through the programme will depend on the skill level and motivation of the class. Teachers should evaluate progress of children after each lesson.

This resource is designed to be flexible – depending on the teachers experience and the ability (physical badminton) of the pupils.

There are many options for teachers to implement the course. This includes:

- varying the activities using the suggestions to make activities more or less difficult;
- varying the length of time for physical, technical, competition elements in the one lesson/or for one activity within the lesson;
- designing your own lesson plans relevant to your own teaching situation using the ideas and content of the lesson plans;
- creating new lessons with emphasis on more physical, technical or competitive content while maintaining core learning and the fun elements;
- repeating lessons and exercises where appropriate to meet the needs and progress of individual children or the group.

SHUTTLE TIME

BWF SCHOOLS BADMINTON

LESSON PLANS – 10 STARTER LESSONS

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Introduction

Before starting to read through the lesson plans and to plan lessons, please read the below information:

1. Read Module 5 (page 39 Teachers' Manual) before reviewing Lesson Plan 1 to 10.
2. Each activity included in these plans has video clips to show the activities and to assist the teachers with their preparation.
3. Minimal equipment and facilities are required to organise and deliver these 10 introductory badminton lessons.
4. Lessons are designed to give children of all abilities a positive first impression of badminton and the opportunity to have a successful experience.
5. Each lesson combines physical activities with learning fundamental badminton techniques – see Module 4 (page 33 Teachers' Manual) – Physical Development Exercises.

The 10 Starter Lessons:

- cover basic badminton skills;
- ensure beginners of all abilities have a positive first experience of badminton.

Teachers will have the flexibility to:

- move from one lesson to the next;
- repeat lessons where necessary;
- move onto the subsequent sections/levels whenever they feel this is appropriate for the level of the individuals/group;
- repeat activities in the 10 Starter Lessons so they give children more practice time in the basic skills;
- take activities from different lessons to create their own lessons.

The teacher should evaluate the progress of children after each lesson before planning the next badminton lesson.

Content Overview


<p>Section 1 Starter Lessons (10 lessons)</p>	<p>The 10 Starter Lessons include:</p> <ul style="list-style-type: none">• the general principles of badminton;• grips and an introduction to play at the net;• frontcourt techniques and rallying;• physical elements including coordination, stability and balance. <p>Grips and basic racket skills are taught first. Then hitting from the net area.</p> <p>These are the simplest badminton techniques and teaching them first will ensure success for young beginners.</p> <p>The more difficult overhead techniques are introduced later in the programme when the children have gained some basic techniques and have experienced success.</p> <p>By the end of the 10 Starter Lessons, pupils should be able to:</p> <ul style="list-style-type: none">• enjoy rallying with basic grips;• hit from the net to the rearcourt;• use a serve to start rallies.
---	---

Lesson 1

Basic Grips

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce the:</p> <ul style="list-style-type: none"> • sport of badminton; • backhand "thumb" grip and forehand "v" grip; • importance of reach. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • describe what badminton is like; • demonstrate two grips used in badminton; • demonstrate a relaxed reach when striking the shuttle (or soft ball/balloon).
<p>Equipment</p> <ul style="list-style-type: none"> • Balloons – at least one for each pupil. • Rackets – one for each pair (one each if possible). • Shuttles – one per child. • DVD player if possible. 	<p>Teaching Situation/Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to take outside – you will possibly need to use shuttles/bean bags instead of balloons or put less air in the balloons. No nets are required for this lesson.

Lesson 1: Basic Grips

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (10 min)	Pupils observe: <ul style="list-style-type: none"> • a live badminton match or a video clip of badminton; • singles and doubles. 	<ul style="list-style-type: none"> • Pupils are asked to describe the sport, supported by questioning from teacher – example responses – over a net, volleying, hit hard and soft, changes of direction, jump, fast, smash. 	↑	<ul style="list-style-type: none"> • Open questions – example – “can you describe what the sport of badminton is like?” 	<ul style="list-style-type: none"> • If observing a live match, make sure the group is a safe distance from the court.
			↓	Closed questions: <ul style="list-style-type: none"> • Is badminton a fast game? • How many doubles disciplines are there? • Do players change the shuttle in a match? • Or teacher simply describes the main characteristics. 	
Balloon tap (5 min)  L1 – V1	<ul style="list-style-type: none"> • Every second pupil is given a balloon. They must run in pairs “tapping” the balloon with their hands to avoid the balloon touching the floor. • Progression – each pupil has a partner and they must move trying to tap the balloon with their racket hand only. 	<ul style="list-style-type: none"> • Blow up the balloons before the session. • Vary the distance between the partners, according to level. 	↑	<ul style="list-style-type: none"> • Change directions using chases if appropriate. 	<ul style="list-style-type: none"> • Keep pairs well-spaced apart. • Begin exercise only when the teacher blows the whistle/ gives signal.
			↓	<ul style="list-style-type: none"> • Begin with walking pace. 	

Lesson 1: Basic Grips

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Balloon tap relay game (10 min) ▶ L1 – V2	<ul style="list-style-type: none"> Pupils work in teams (up to six pupils in a team). Line up at one end of the hall. Each team is given a balloon. Each pupil in the team must run down the hall and back tapping the balloon with their hands to prevent the balloon from touching the floor – and passes the balloon to the next person in the team. Progression – complete the same exercise using rackets. 	<ul style="list-style-type: none"> Pupils need to find the right feeling for controlling the balloon instead of just trying to hit it hard. The distance of the course may vary (suggest 20 metres). 	↑	<ul style="list-style-type: none"> If pupils can do this exercise well, they could try this game using a racket (only one racket per team). 	
			↓		
Backhand thumb grip with balloon (10 min) ▶ L1 – V3	<ul style="list-style-type: none"> Teacher demonstrates the thumb grip. Working with a balloon and a racket, children asked to keep balloon up in the air with back of hand leading and moving up and away from the body. 	<ul style="list-style-type: none"> Emphasise thumb grip. Back of hand leading and moving up and away from the body. Do not need to use nets. 	↑	<ul style="list-style-type: none"> Encourage creative routine – example – standing, on one knee, both knees, sitting, lying down getting back up. 	<ul style="list-style-type: none"> Keep group well-spaced apart.
			↓	<ul style="list-style-type: none"> Use very short grip ("T" piece of racket). 	
Forehand – basic ("V") grip with balloon (10 min) ▶ L1 – V4	<ul style="list-style-type: none"> Teacher demonstrates the basic ("V") grip. Working with a balloon and a racket, children asked to keep balloon up in the air with basic grip. 	<ul style="list-style-type: none"> Fingers are well spread. Hit the balloon in front of body. Check there is a V shape between thumb and forefinger. Do not need to use nets. 	↑	<ul style="list-style-type: none"> As above. 	<ul style="list-style-type: none"> Keep group well-spaced apart.
			↓	<ul style="list-style-type: none"> As above. 	

Lesson 1: Basic Grips



Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Grip change with balloon (10 min) ▶ L1 – V5	<ul style="list-style-type: none"> Teacher demonstrates the change between the grips. Working with a balloon and a racket children asked to keep balloon in the air three times with thumb grip and then three times with basic grip. 	<ul style="list-style-type: none"> Change from 3-3 to 2-2 and then to alternate change between the two grips. Hand moves towards the shuttle. Do not need to use nets. 	↑	<ul style="list-style-type: none"> If executing shots well make it into competitive game and count successful shots. Progress to alternate forehand and backhand. 	<ul style="list-style-type: none"> Recommend use of balloons or sponge balls – safety issues.
			↓	<ul style="list-style-type: none"> Reinforce correct technique. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Pupils stretch out fully on the floor and discuss lesson. Teacher reviews main points of lesson. 	<ul style="list-style-type: none"> Badminton is a “volleying” game over a net with hard and soft shots, changes of direction, jumps and fast movements etc. Backhand and forehand grip (demonstrate again). Hit with elbow away from the body and move the racket actively towards the shuttle. 	↑	<ul style="list-style-type: none"> Use questioning to check achievement of lesson goals. 	
			↓	<ul style="list-style-type: none"> Teacher explains and demonstrates once again to reinforce main teaching points. 	

Lesson 2

Grip Changes and Footwork

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none"> • introduce the use of chasse steps as a method of moving; • develop grip changing skills. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • demonstrate the use of chasse steps over short distances; • show the use of alternative grips in a predictable situation.
<p>Equipment</p> <ul style="list-style-type: none"> • Bean bags • Shuttles • Rackets 	<p>Teaching Situation/Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to deliver this outside.

Lesson 2: Grip Changes and Footwork

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher explains and demonstrates: <ul style="list-style-type: none"> • chasse steps – “one foot chases the other but never quite catches up”; • feet don’t have to be parallel to each other for a chasse; • the use of chasse steps for parallel, diagonal (forward and backward) movements. 	Maintain straight body position (knees slightly bent / flexed) with head staying at the same height.	↑	<ul style="list-style-type: none"> • Execute chasse steps diagonal (forward and backward) movement (varied pace). 	<ul style="list-style-type: none"> • Maintain safe distance between children when moving across the floor.
			↓	<ul style="list-style-type: none"> • Start with walking pace and slowly build up parallel movement only. 	
Mirror chase (10 min)  L2 – V1	<ul style="list-style-type: none"> • Pupils are divided into pairs facing each other. One pupil is the “leader” and the other one is the “chaser”. Using chasse steps, the “leader” moves laterally and changes directions trying to escape from the “chaser”. The “chaser” must follow and try to keep up with the “leader”. 	<ul style="list-style-type: none"> • Use only short distances to chasse (avoid over-chasseing) • Change roles often (30-40 sec). • Encourage straight posture with knees slightly flexed. 	↑	<ul style="list-style-type: none"> • Chasseing parallel, diagonal (forward and backward) movement. 	<ul style="list-style-type: none"> • Keep the group well-spaced apart. • Allocate partners in terms of skill level / ability.
			↓	<ul style="list-style-type: none"> • Chasseing only on parallel line. 	
Mirror chase with throwing (game) (10 min)  L2 – V2	<ul style="list-style-type: none"> • Pupils remain in pairs facing each other. One pupil holds a bean bag (or shuttle) and is the “leader”. The “chaser” must follow. The “leader” throws the bean bag and the “chaser” tries to catch it and return it. 	<ul style="list-style-type: none"> • Change roles and partners on teacher’s signal. • Approximately 3 metres between partners. 	↑	<ul style="list-style-type: none"> • Throwing with “racket arm” only. 	<ul style="list-style-type: none"> • Keep the pairs of pupils well-spaced apart. • Allocate partners in terms of skill level / ability.
			↓	<ul style="list-style-type: none"> • Throw with two hands. 	

Lesson 2: Grip Changes and Footwork

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Grip change Tic-Toc (5 min) ▶ L2 – V3	<ul style="list-style-type: none"> Remind pupils of the two grips used in badminton. Demonstrate change of grip by rolling racket grip with a thumb. Ask all pupils to shadow change of grips on signal. For this the teacher gives signal like the Tic-Toc of a clock. 	<ul style="list-style-type: none"> Change of grip by rolling the racket grip with the thumb without turning the whole hand. Elbow in front of body. Relaxed grip, squeeze fingers only when hitting. 	↑	<ul style="list-style-type: none"> Teacher varies the difficulty by change of rhythm or change of sequence. 	<ul style="list-style-type: none"> Keep pupils well-spaced apart. Practice in rows facing teacher.
			↓	<ul style="list-style-type: none"> Alternate grips and reinforce teaching points. 	
Grip change with shuttle (10 min) ▶ L2 – V4	<ul style="list-style-type: none"> Pupils work in pairs practicing changing grips by hitting a shuttle thrown by their partner alternately to forehand and backhand sides. Practise 12 shots and change roles. Practise without using net. 	<ul style="list-style-type: none"> Throw underarm with “racket arm” only. Alternate forehand/backhand (no change of direction). 	↑	<ul style="list-style-type: none"> Use racket leg to step forward. 	<ul style="list-style-type: none"> Keep pairs well-spaced apart and use the whole space available.
			↓	<ul style="list-style-type: none"> Concentrate on correct grip and relaxed fingers. 	
Hitting with change of grips (15 min) ▶ L2 – V5	<ul style="list-style-type: none"> This is a progression. Work in pairs and practise hitting targets using change of grips hitting a shuttle thrown by partner (with or without net). 	<ul style="list-style-type: none"> Use hoops or draw targets on the wall. Change partners. 	↑	<ul style="list-style-type: none"> Make the game competitive and give points for hitting targets. 	<ul style="list-style-type: none"> Make sure the shuttles are collected safely after each game.
			↓	<ul style="list-style-type: none"> Keep slow throwing pace. 	
Summary/cool down (5 min)	<ul style="list-style-type: none"> Stretching on the floor and teacher repeats key teaching points in lesson 2 (see above). 	Teacher demonstrates again the use of correct grip and the correct movement on court.	↑	<ul style="list-style-type: none"> Use questioning to check learning. 	<ul style="list-style-type: none"> Show correct stretching techniques.
			↓	<ul style="list-style-type: none"> Teacher explains – group is listening. 	

Lesson 3

Net and Lunge

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce:</p> <ul style="list-style-type: none"> • net play and lunge; • lunging stability and balance. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • demonstrate a lunge with good range and the front foot pointing to the impact point of the shuttle; • consistently strike net shots using a pushing action and appropriate grip.
<p>Equipment</p> <ul style="list-style-type: none"> • Rackets • Shuttles • Badminton nets (or substitute) 	<p>Teaching Situation/Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to deliver this outside. You will need nets (or substitute) for this lesson.

Lesson 3: Net and Lunge

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher explains and demonstrates: <ul style="list-style-type: none"> • Lunge – large step forward with the “racket foot”. • Backhand and forehand net shot. • Backhand and forehand net shot with lunge. • Straight body position with stretched “racket arm”. 	<ul style="list-style-type: none"> • Lift the knee before kicking the foot forward. • First contact on the floor is with the heel. • For the net shot demonstrate relaxed appropriate grip. 	↑	<ul style="list-style-type: none"> • Ask pupils what is lunge and demonstrate this. 	<ul style="list-style-type: none"> • Keep group a safe distance from teacher when demonstrating.
			↓	<ul style="list-style-type: none"> • Teacher demonstrates and explains only. 	
Balance and throw (10 min) ▶ L3 – V1	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Repeat exercise on the other leg. 	↑	<ul style="list-style-type: none"> • Throw the shuttle slightly to the right or left or work with two shuttles (throw at the same time). 	
			↓	<ul style="list-style-type: none"> • Use a balloon or sponge ball for throwing. Change legs more frequently. 	
Balancing shuttles (5 min) ▶ L3 – V2	<ul style="list-style-type: none"> • Pupils balance an upturned shuttle on their heads whilst walking forward using a basic lunge technique (see teaching points). Can be performed with racket leg only or alternate legs. 	<ul style="list-style-type: none"> • Lift the knee before kicking the foot forward. • First contact on the floor is with the heel. • Maintain upright posture. 	↑	<ul style="list-style-type: none"> • Increase stride length. 	<ul style="list-style-type: none"> • Be aware of shuttles on the floor.
			↓	<ul style="list-style-type: none"> • Walk with shuttle on the head. 	

Lesson 3: Net and Lunge

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Having a lunge (shadow) (5 min) ▶ L3 – V3	<ul style="list-style-type: none"> Pupils stand in line and make a step with racket ending with the “racket foot” in front of them finishing with shadowing net shot. 	<ul style="list-style-type: none"> The whole group moves together when signal is given by the teacher. Common mistake is twisting the foot. If available use mirror to reinforce technical points 	↑	<ul style="list-style-type: none"> Chasse to lunge position. 	<ul style="list-style-type: none"> Space the group well in two or three lines facing the teacher
			↓	<ul style="list-style-type: none"> One step only and then lunge. 	
Introduction net shots backhand and forehand (20 min) ▶ L3 – V4	<ul style="list-style-type: none"> Pupils work in pairs. One pupil throws the shuttle up and over the net. Their partner practises backhand net shot. Progress the exercise by lunging forward with the racket foot when playing the shot. The shot is a gentle push over the net. Repeat exercise on forehand side. 	<ul style="list-style-type: none"> Swap roles after 12 shuttles each. Hold racket out in front of the body. Contact with shuttle close to the top of the net. Check grip. 	↑	<ul style="list-style-type: none"> Use targets and turn into a competition to motivate pupils. 	<ul style="list-style-type: none"> When working with “multi-shuttles” watch out for shuttles lying on the floor.
			↓	<ul style="list-style-type: none"> Lower the net for younger pupils or remove the net completely to work on technique only. 	

Lesson 3: Net and Lunge

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Playing a net rally (10 min) ▶ L3 – V5	<ul style="list-style-type: none"> Two pupils practise net shots by playing a game in the net area. Play net shots only (from below net height). Start the rally by throwing the shuttle. 	<ul style="list-style-type: none"> Relaxed grip. Check appropriate grip is being used. 	↑	<ul style="list-style-type: none"> Can be played in larger area to include lunging. Turn into competition to motivate pupils. 	<ul style="list-style-type: none"> Pay attention to court safety.
			↓	<ul style="list-style-type: none"> Use a smaller area to concentrate on the racket technique and lower the net where necessary. 	
Summary/cool down (5 min)	<ul style="list-style-type: none"> Group stretches on the floor. Teacher repeats the main teaching points of lessons 2 and 3. Teacher demonstrates once again the backhand net shot and emphasises the importance of good lunge to support the shot. 	<ul style="list-style-type: none"> Arm movement before leg movement. Stretch to hit the shuttle in front of the body. Appropriate relaxed grip. 	↑	<ul style="list-style-type: none"> Use questioning to see if goals of lesson are achieved. 	<ul style="list-style-type: none"> Emphasise proper stretching technique.
			↓	<ul style="list-style-type: none"> Teacher summarises and repeats the key points of the lesson. 	

Lesson 4

Net and Starting

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none"> • introduce the split step start; • continue development of net shots. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • consistently (7/10) strike net shots using a pushing action and basic grips; • explain and demonstrate the use of the split step and lunge.
<p>Equipment</p> <ul style="list-style-type: none"> • Rackets • Shuttles • Badminton nets 	<p>Teaching Situation/Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to deliver outside. You will need nets (or substitute) for this lesson.

Lesson 4: Net and Starting

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher explains the main teaching points of lesson 4: <ul style="list-style-type: none"> • Make a split step to move towards the shuttle. • Strike forehand and backhand net shots using pushing action, split step and lunge. 	<ul style="list-style-type: none"> • Split step – fast sideways movement bringing one foot parallel to the other. • Low gravity body position (starts and change direction quickly). 	↑	<ul style="list-style-type: none"> • Question pupils on how to start quickly and change direction. 	<ul style="list-style-type: none"> • Keep group a safe distance from the demonstration.
			↓	<ul style="list-style-type: none"> • Teacher explains and demonstrates. 	
Balance exercise (10 min) ▶ L4 – V1	<ul style="list-style-type: none"> • Pupils are standing on one leg and jump forward sideward, backward, sideward and forward again to train jumping on one leg. • Progress is a game where the teacher shouts a direction (North, South, East or West) and pupils hop in that direction, balance and hop back to starting position. 	<ul style="list-style-type: none"> • Pupils concentrate on balance and control of movement. 	↑	<ul style="list-style-type: none"> • Increase distance of jumps. 	<ul style="list-style-type: none"> • Keep the group well-spaced apart.
			↓	<ul style="list-style-type: none"> • Reduce distance and change legs more regularly. 	
Happy feet (10 min) ▶ L4 – V2	Start with fast feet: <ul style="list-style-type: none"> • Work in groups face away from teacher or helper. Pupils move 'on the spot' – "happy feet". • Teacher gives signal (clap, stamp or whistle) pupils start and move as quickly as possible in selected direction (e.g. forehand net corner). 	<ul style="list-style-type: none"> • Make sure pupils cannot see the signal. • Flexed legs starting position. 	↑	<ul style="list-style-type: none"> • Use 2 different signals to indicate different directions (e.g. clap and whistle). 	<ul style="list-style-type: none"> • Keep the group well-spaced apart.
			↓		

Lesson 4: Net and Starting

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Chasse steps for net play (20 min) ▶ L4 – V3	<ul style="list-style-type: none"> • Work in pairs – line the pairs up facing each other – about 3 metres apart. • One partner throws the shuttle; the other partner is practising forehand and backhand net shots. • Change roles after 12 shots each. • Start with backhand, then forehand, then progress by alternating between forehand and backhand net shots. 	Use the following progression (does not need a net): <ul style="list-style-type: none"> • Play net shots only. • Play net shots with lunge. • Play net shots with chasse and lunge. • Play net shots with split step, chasse and lunge. 	↑	<ul style="list-style-type: none"> • Use a net and place/draw target on the floor. 	<ul style="list-style-type: none"> • Keep pupils well-spaced apart.
			↓	<ul style="list-style-type: none"> • No net or court required. Concentrate on correct technique. 	
Playing a net rally (10 min) ▶ L4 – V4	<ul style="list-style-type: none"> • Two pupils practise net shots by playing a game in a small area near the net. • Play net shots only (from below net height). • Start the rally by throwing the shuttle. • Count the points to see who the ‘winner’ of the game is. 	<ul style="list-style-type: none"> • Relaxed grip. • Start on smaller area and increase difficulty gradually on larger area. 	↑	<ul style="list-style-type: none"> • Allow pupils to play on larger area and using both forehand and backhand net shots (split step, chasse and lunge). 	<ul style="list-style-type: none"> • General court safety.
			↓	<ul style="list-style-type: none"> • Concentrate on the correct technique (no competitive situation). 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> • Teacher repeats the main teaching points of the lesson (see above). • The group is stretching on the floor while listening. 	<ul style="list-style-type: none"> • See main teaching points above. 	↑	<ul style="list-style-type: none"> • Use questioning to check if lesson goals are achieved. 	<ul style="list-style-type: none"> • Correct stretching technique.
			↓	<ul style="list-style-type: none"> • Teacher reinforces key teaching points. 	

Lesson 5

Revision Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none"> • reinforce coaching points from previous lessons; • revise change of grip and elbow away from the body. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • demonstrate basic badminton movements – chassing; • demonstrate change of grip and hitting hard and soft.
<p>Equipment</p> <ul style="list-style-type: none"> • Bean bags (if appropriate) • Rackets • Shuttles 	<p>Teaching Situation/Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to deliver outside. You may use nets (or substitute) depending on the level of pupils you work with.

Lesson 5: Revision Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<p>Teacher explains the main points of lesson 5:</p> <ul style="list-style-type: none"> • Changing of grip between forehand and backhand when necessary. • Badminton in general is: running and hitting; starting and stopping; hitting hard and soft. 	<ul style="list-style-type: none"> • Elbow away from body and move racket hand towards the shuttle. 	<ul style="list-style-type: none"> ↑ 	<ul style="list-style-type: none"> • Ask students to demonstrate what they have learned during first three lessons. 	<ul style="list-style-type: none"> • Keep group well-spaced apart during demonstration.
			<ul style="list-style-type: none"> ↓ 	<ul style="list-style-type: none"> • Teacher demonstrates – group is watching and listening. 	
Tagging game (10 min) ▶ L5 – V1	<ul style="list-style-type: none"> • One pupil is chosen to be the 'chaser' and must try to 'tag' or touch all the other players. If a pupil is 'tagged' by the chaser, they must complete two laps around the outside of the playing area before they can re-join the game. The game is over if the chaser has everybody running around the outside of the playing area and nobody left in the playing area. 	<ul style="list-style-type: none"> • Change the chaser often to give more pupils the chance to be the chaser. • When tagged, give other activities before pupils can re-join the game (10 lunges; 10 sit-ups or active stretching). 	<ul style="list-style-type: none"> ↑ 	<ul style="list-style-type: none"> • Progress the game by selecting more than one chaser. 	<ul style="list-style-type: none"> • If the class is too big, separate into more than one group and use the whole available space to spread the group apart.
			<ul style="list-style-type: none"> ↓ 	<ul style="list-style-type: none"> • Keep only one chaser to maintain steady pace. 	
Chasse game (10 min) ▶ L5 – V2	<ul style="list-style-type: none"> • Pupils work in pairs facing each other. One pupil holds bean bag (or shuttle) and is the "leader". The other one is the "chaser" and must follow. The "leader" throws the bean bag and the "chaser" tries to catch and return it. 	<ul style="list-style-type: none"> • Change roles on teacher's signal. • Approx. 2-3 metres between partners. 	<ul style="list-style-type: none"> ↑ 	<ul style="list-style-type: none"> • Throwing with "racket arm" only. 	<ul style="list-style-type: none"> • Keep the pairs of pupils well-spaced apart. • Allocate partners in terms of skill level/ability.
			<ul style="list-style-type: none"> ↓ 	<ul style="list-style-type: none"> • Throw with two hands from below only. 	

Lesson 5: Revision Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Chasse and hit: forehand side (10 min) ▶ L5 – V3	<ul style="list-style-type: none"> Pupils work in groups with one "feeder". Feeder throws shuttle to forehand side, player chassing to forehand and hits the shuttle with basic grip. After hitting the shuttle, player returns to the back of the line ready for his next turn. Next player rotates on and sequence is repeated. Variation: pupils score points by hitting a target. 	<ul style="list-style-type: none"> No need for net or court. Feeder can be the teacher, a pupil or another person helping. Game can be scored as individual or team. 	↑	<ul style="list-style-type: none"> Use net and/or court. 	<ul style="list-style-type: none"> Be aware of shuttles on ground.
			↓	<ul style="list-style-type: none"> Reduce movement. 	
Chasse and hit: backhand side (10 min) ▶ L5 – V4	<ul style="list-style-type: none"> Repeat the above exercise to the other side of the court. 	<ul style="list-style-type: none"> As above. 	↑	<ul style="list-style-type: none"> As above. 	
			↓	<ul style="list-style-type: none"> As above. 	

Lesson 5: Revision Games


Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Group feed with choice (10 min) ▶ L5 – V5	<ul style="list-style-type: none"> • Work in groups, pupils form a line in front of feeder. Feeder has the choice to throw to the left or right. • Player uses chasse and hits to target with the appropriate grip. • Next player in line starts and sequence is repeated. • Pupils score points by hitting a target with the correct grip. 	<ul style="list-style-type: none"> • No need for net or court. • Feeder needs to give sufficient time for pupils to achieve objectives. • Game can be scored as individual or team. 	↑	<ul style="list-style-type: none"> • Disguise or hide the feed. 	
			↓	<ul style="list-style-type: none"> • Reduce movement. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> • Teacher reviews main teaching points of the lesson (see above). • Class stretch. 	<ul style="list-style-type: none"> • See main teaching points above. 	↑	<ul style="list-style-type: none"> • Use questioning to see if the goals have been achieved. 	
			↓	<ul style="list-style-type: none"> • Teacher reviews, describes and demonstrates again if needed. 	

Lesson 6

Revision Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none"> • introduce a variety of games focussing on forecourt play; • reinforce teaching points that support successful net play. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • organise and participate in a variety of forecourt net games; • describe key teaching points that support successful net play.
<p>Equipment</p> <ul style="list-style-type: none"> • Rackets • Shuttles • Badminton nets (or substitute) 	<p>Teaching Situation/Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to deliver outside. You will need nets (or substitute) for this lesson.

Lesson 6: Revision Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher repeats the main ideas of forecourt play in badminton: <ul style="list-style-type: none"> • Grips • Arm movement comes before leg movement. • Split step to start the movement towards the shuttle. • Use split step, chasse and lunge. • Long arm and hit the shuttle away from the body. 	<ul style="list-style-type: none"> • See key principles in introduction. 	↑	<ul style="list-style-type: none"> • As this is review use questioning. 	<ul style="list-style-type: none"> • Keep group well spread during demonstration.
			↓	<ul style="list-style-type: none"> • Teacher explains and demonstrates if necessary. 	
“Statues” (10 min)  L6 – V1	<ul style="list-style-type: none"> • Players run around the hall in any direction, when the teacher shouts “Statues” the players have to stop as soon as possible. • The players have to be stationary for 5 seconds and then the teacher shouts ‘warm up’ and the players start running around the hall again. • To progress the players can make big steps and stop in a lunge position. 	<ul style="list-style-type: none"> • Use dynamic stretching towards the end of the warm-up. 	↑	<ul style="list-style-type: none"> • Use different signals (e.g. clap, whistle etc.) to call for various types of “statues” which test stability and balance. 	<ul style="list-style-type: none"> • Keep group well-spaced apart.
			↓		

Lesson 6: Revision Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Net king (2 players) (10 min) ▶ L6 – V2	<ul style="list-style-type: none"> Net play on no specific court. How to score: If a player hits into the net, the opponent scores 1 point. Hitting a net cord is awarded with 3 points. The first who reaches 12 points wins. 	<ul style="list-style-type: none"> Ensure use of correct grip. Early impact with the shuttle. Moving at all times using split step, chasses and lunge back and forth – racket up. Use timed games for larger groups to avoid waiting times. 	↑	<ul style="list-style-type: none"> Play over larger area. 	<ul style="list-style-type: none"> Ensure other pupils do not enter.
			↓	<ul style="list-style-type: none"> Keep the court area small to concentrate on correct shot technique. 	
Table tennis style net doubles (15 min) ▶ L6 – V3	<ul style="list-style-type: none"> Players 1 and 2 play against players 3 and 4. The court is the area between net and the service line. At the beginning of the game all players must stand outside the gaming area. Player 1 starts with a service or throws into the playing area. After that both pairs must hit alternately. Progression – after every shot the player must run to the rearcourt and touch the back doubles service line with racket. Play with the usual scoring system. 	<ul style="list-style-type: none"> Change partners and opponents regularly. Use variations – e.g. instead of touching the back service line players make scissor jump or other movement. 	↑	<ul style="list-style-type: none"> Use more variety to increase difficult – example. draw targets etc. Make the game competitive to challenge pupils. 	<ul style="list-style-type: none"> See above.
			↓	<ul style="list-style-type: none"> Start with larger teams (3 players instead of 2) to reduce speed. Use shorter distances for the run after the shot to give more time. 	

Lesson 6: Revision Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
"Merry-go-round" (15 min) ▶ L6 – V4	<ul style="list-style-type: none"> Two teams of players stand one behind each other and play against each other. The court is the area between net and the service line. Player 1 of team A starts with a service or throw into the playing area, player 1 of team B returns, next shot by player 2 of team A and so on. Every player who misses the shuttle or hits into the net or "out" loses one point. 	<ul style="list-style-type: none"> Change teams on signal from teacher. Variation could be that the players "collect" and carry or take the points with him to the next team. Games can be scored individually or by team (example only). Use as fun "award game" and let pupils enjoy after hard work. 	↑	<ul style="list-style-type: none"> Reduce number of players in the team to increase difficulty. 	<ul style="list-style-type: none"> Be aware of shuttles lying on the ground – they are a hazard if just left on the ground during an activity/game.
			↓	<ul style="list-style-type: none"> Divide groups on level to give pupils opportunity for positive experience and personal achievement. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Teacher reviews main points on the net, start, and lunging. Class stretch. 	<ul style="list-style-type: none"> See main teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to check targets are achieved. 	
			↓	<ul style="list-style-type: none"> Teacher explains once again the key principles of net play. 	

Lesson 7

Serve and Rally

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none">• introduce a backhand short serve;• progress towards a rally situation.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate a backhand short serve;• rally in the frontcourt.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton nets (if appropriate)• Boxes for target (you may draw targets on the floor/ground)	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to deliver outside.

Lesson 7: Serve and Rally

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher explains key teaching points of lesson 7: <ul style="list-style-type: none"> • Thumb grip • Backhand serve • Ready position • Rally in the frontcourt 	<ul style="list-style-type: none"> • Thumb grip. • Hit from hand • Strike below waist • Flick or push to trick opponent 	↑	<ul style="list-style-type: none"> • Use questioning approach. 	
			↓	<ul style="list-style-type: none"> • Teacher demonstrates and explains. 	
Racket and shuttle relays (10 min) ▶ L7 – V1	<ul style="list-style-type: none"> • Work in teams. • Create relays with technical challenges related to technical abilities of the pupils. For example: Relay with hitting the shuttle up in the air with forehand or backhand or alternate between forehand and backhand. 	<ul style="list-style-type: none"> • Teachers to create their own tasks relevant to the ability of the pupils. Gradually increase difficulty. 	↑	<ul style="list-style-type: none"> • Add chasse movements and obstacles to the relay. 	<ul style="list-style-type: none"> • Keep group well-spaced apart. Split into groups and alternate activity in the groups.
			↓	<ul style="list-style-type: none"> • Balance shuttle on the racket with forehand or backhand grip. Increase or decrease pace. 	
Keep the shuttle up : thumb grip (10 min) ▶ L7 – V2	<ul style="list-style-type: none"> • Working with a shuttle and a racket, children asked to keep shuttle up in the air with back of hand leading and thumb grip. Start by holding the racket at its t-piece with thumb and forefinger on the frame of the racket head. 	<ul style="list-style-type: none"> • Thumb grip • Back of hand leading 	↑	<ul style="list-style-type: none"> • Encourage creative routine – standing, bending down on one knee, on both knees, sitting, lying down, getting back up from the above positions. 	<ul style="list-style-type: none"> • Keep group well-spaced apart. • Encourage children to pick up stray shuttles on the floor to prevent injury (“ankle breakers”).
			↓	<ul style="list-style-type: none"> • Use very short grip (“T” piece of racket). 	

Lesson 7: Serve and Rally

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Backhand short serve (10 min) ▶ L7 – V3	<ul style="list-style-type: none"> Teacher demonstrates a backhand serve, aiming to get the shuttle in area (e.g. from low service line into opposite service area). After each hit run forwards to collect shuttle and return for next go – count successes. Experiment in hitting different distances. Compare scores after set time. 	<ul style="list-style-type: none"> Hit from hand. Racket pointing down. Thumb grip chasse and lunge. 	↑	<ul style="list-style-type: none"> Reduce target area (for example, corner box of court). 	<ul style="list-style-type: none"> Keep group well-spaced apart.
			↓	<ul style="list-style-type: none"> Increase target area (for example the whole mat). 	
Backhand serve: team competition (10 min) ▶ L7 – V4	<ul style="list-style-type: none"> Pupils play a serve competition into a target (i.e. a box). At the start they have a lot of shuttles laying in a hoop (at least 10 per person). When finished, count how many they hit into the box. The fastest team gets one extra point. 	<ul style="list-style-type: none"> Hit from hand. Strike below waist. Take time for hitting the target. Change quickly after each serve. 	↑	<ul style="list-style-type: none"> With better players, point out and explain the service boxes and encourage different ways to strike shuttle – to the left of the opponent, to the right of the opponent, higher above the opponents head so they cannot reach this. 	<ul style="list-style-type: none"> Keep the groups well spaced apart.
			↓	<ul style="list-style-type: none"> Low net or no net. 	

Lesson 7: Serve and Rally

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Net singles (10 min) ▶ L7 – V5	<ul style="list-style-type: none"> Pupils work in pairs on half court playing net rallies starting with backhand low serve. After the serve the court is restricted to frontcourt area only (low service line). Game is scored. Length depends on number of pupils. 	<ul style="list-style-type: none"> See main teaching points from lesson 4. 	↑	<ul style="list-style-type: none"> Allow pupils to play on larger area and using both forehand and backhand net shots (split step, chasse and lunge). 	<ul style="list-style-type: none"> General court safety.
			↓	<ul style="list-style-type: none"> Concentrate on the correct technique (no competitive situation). 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Pupils stretch out fully on the floor, then sit up to discuss lesson. 	<ul style="list-style-type: none"> See main teaching points above. 	↑	<ul style="list-style-type: none"> Teachers questions group to check – achievement of intended lesson goals. 	
			↓	<ul style="list-style-type: none"> Teacher reinforces teaching points by explain them to the group again. 	

Lesson 8

Backhand Lift

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce the:</p> <ul style="list-style-type: none">• frontcourt backhand lift.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate frontcourt backhand lift.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton nets (if appropriate)	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to deliver outside.

Lesson 8: Backhand Lift

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher explains the teaching points of lesson 8: <ul style="list-style-type: none"> • Backhand lift from below the net height to the rearcourt. This gives enough time for a player to return to the middle of the court before the opponent hits the shuttle back from the other end. 	<ul style="list-style-type: none"> • Explain and show the backhand lift stroke. • Underpin the importance of using the backhand lift to hit the shuttle high and far. 	↑	<ul style="list-style-type: none"> • Ask pupils to shadow backhand lifts. 	<ul style="list-style-type: none"> • Keep group well-spaced apart during demonstration.
			↓	<ul style="list-style-type: none"> • Teacher demonstrates and explains techniques of backhand lift. 	
Shuttle run team game. (10 min) ▶ L8 – V1	<ul style="list-style-type: none"> • Pupils work in teams and line up with three shuttles per team placed on the floor. On signal they pick up a shuttle and sprint and lunge to place the shuttle before returning to the baseline to pick the other shuttles. The second player has to do the same but bring the shuttles back and so on until all the players have had a turn. 	<ul style="list-style-type: none"> • Number of teams and size of teams can be varied. • A short warm up may be required. 	↑	<ul style="list-style-type: none"> • Use same relay with chasse steps towards the two front corners. 	<ul style="list-style-type: none"> • Be aware of shuttles on the floor.
			↓	<ul style="list-style-type: none"> • Decrease the number of shuttles. 	

Lesson 8: Backhand Lift

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Dynamic balance (10 min) ▶ L8 – V2	<ul style="list-style-type: none"> Each player has a shuttle and standing on one leg. Pupils place the shuttle as far in front themselves as possible and returns to standing position on one leg without falling over. Then, remaining on one leg, retrieve the shuttle and return to starting position without falling over. Repeat activity using the other leg. 	<ul style="list-style-type: none"> Emphasise balance techniques and a controlled pace of exercise. 	↑ <ul style="list-style-type: none"> Place shuttle further in front. Repeat consecutively on same leg. 	↓ <ul style="list-style-type: none"> Change legs regularly and decrease distance. 	
Backhand lift (15 min) ▶ L8 – V3	<ul style="list-style-type: none"> Start practising the backhand lift – every pupil has a racket and shuttle and hits the shuttle as high as possible in the air using the backhand only. Progress by working in pairs – feeder slowly throws the shuttles and their partner hits a backhand lift as far and as high as possible. The feeder runs back to baseline and tries to catch the shuttle. The feeder cannot move until the shuttle is struck. Change after 12 shots. 	<ul style="list-style-type: none"> Ensure the correct grip is used. You do not need a net and court. Place or draw targets to give indication of distance. Increase difficulty by adding movement as and when appropriate. 	↑ <ul style="list-style-type: none"> If executed correctly, pupils can progress by hitting lifts with chasse and lunge. 	↓ <ul style="list-style-type: none"> Concentrate on correct racket technique. Could use balloons for the start of the exercise. 	<ul style="list-style-type: none"> Make sure group is well spaced out. Use the whole available space.

Lesson 8: Backhand Lift


Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Backhand lift "Merry-go-round" (15 min) ▶ L8 – V4	<ul style="list-style-type: none"> Groups of 4-6 pupils start from the centre of the court. Teacher/helper throws shuttles and one by one the pupils execute backhand lift by using start, split step and lunge. Use targets to challenge and score points. 	<ul style="list-style-type: none"> Relaxed grip to tighter grip on the impact. Shuttle must leave the racket very fast and fly high to the baseline. Progress from technical practice to challenging situations. 	↑	<ul style="list-style-type: none"> Use targets to make the exercise competitive and "game like" to motivate pupils. 	<ul style="list-style-type: none"> When working with "multi-shuttles" be aware of shuttles lying on the courts.
			↓	<ul style="list-style-type: none"> Lower the net or do not use net at all to assist the use of correct hitting technique. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Teacher explains main teaching points of lesson 8 (see above). The group is stretching on the floor. 	<ul style="list-style-type: none"> See key teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to check lesson targets have been achieved. 	
			↓	<ul style="list-style-type: none"> Teacher explains and demonstrates. 	

Lesson 9

Forehand Lift

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce the:</p> <ul style="list-style-type: none">• frontcourt forehand lift;• forehand high serve.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate frontcourt forehand lift;• demonstrate forehand high serve.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton nets (if appropriate)• Balloons (if appropriate)• Targets (you may draw targets on the floor/ground)	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to deliver outside.

Lesson 9: Forehand Lift

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher explains the main teaching points of lesson 9: <ul style="list-style-type: none"> • Forehand lift from below net height to the rearcourt. This gives enough time for the player to return to the middle of the court before the opponent hits the shuttle back from the other end. • Forehand high serve. This serve is used to start a rally in singles. This forces the opponent to move to the rearcourt. 	<ul style="list-style-type: none"> • Explain and show the forehand lift stroke. • Stress the importance of using the forehand lift to hit the shuttle high and far. • Use of forehand V grip. • Serve – transfer of weight from racket leg to non-racket leg. • Rotation of hips. • Full underarm swing. 	↑	<ul style="list-style-type: none"> • Ask pupils to shadow forehand lift. 	<ul style="list-style-type: none"> • Keep group well-spaced apart during the demonstration.
			↓	<ul style="list-style-type: none"> • Teacher demonstrates again and explains techniques of the forehand lift. 	
“Calf-Touching” (10 min)  L9 – V1	<ul style="list-style-type: none"> • Pupils work in pairs facing each other with low centre of gravity (racket leg forward). One pupil is the “attacker”. He places ‘racket’ arm forward trying to touch their opponent’s calf. The “defender” has to react quickly and copy the “attacker’s” movements. 	<ul style="list-style-type: none"> • Use short period of time (30-40 sec) and change roles (“attacker” / “defender”). • Count points each time the “attacker” touches the “defender’s” calf. 	↑		<ul style="list-style-type: none"> • Safety is priority in this game. Emphasise in keeping safe distance between partners/pairs to avoid running into each other.
			↓	<ul style="list-style-type: none"> • Pupils can try to touch their opponent’s shorts. 	

Lesson 9: Forehand Lift

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
"Balance the Racket" (5 min) ▶ L9 – V2	<ul style="list-style-type: none"> Two pupils are standing facing each other 2 metres apart with their rackets balancing, standing on the floor. On signal from teacher players must drop their racket and rush to grab their partner's racket before it touches the ground. 	<ul style="list-style-type: none"> Use variation with pupils forming circle and teacher signals "left" or "right". 	↑	<ul style="list-style-type: none"> Increase the distance between partners. 	<ul style="list-style-type: none"> Pairs must be well-spaced apart.
			↓	<ul style="list-style-type: none"> Start with shorter distance and gradually increase the difficulty. Use shuttles instead of rackets to give pupils more time. 	
Forehand lift (15 min) ▶ L9 – V3	<ul style="list-style-type: none"> Start practising the forehand lift – every pupil has a racket and shuttle and hits the shuttle as high as possible in the air using the forehand only. Progress by working in pairs – feeder slowly throws the shuttles and their partner hits a forehand lift as far and as high as possible. The feeder runs back to baseline and tries to prevent the shuttle from touching the floor. The feeder cannot move until the shuttle is struck. Change after 12 shots. 	<ul style="list-style-type: none"> Ensure the correct grip is used. Do not need net and court, can place or draw targets to give indication of distance. Increase difficulty by adding movement as and when appropriate. 	↑	<ul style="list-style-type: none"> If executed correctly, pupils can progress by hitting lifts with chasse and lunge. 	<ul style="list-style-type: none"> Make sure group is well-spaced apart. Use the whole available space.
			↓	<ul style="list-style-type: none"> Concentrate on correct racket technique. Could use balloons for the start of the exercise. 	

Lesson 9: Forehand Lift

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Forehand lift "Merry-Go-Round" (10 min) ▶ L9 – V4	<ul style="list-style-type: none"> Groups of 4-6 pupils start from the centre of the court. Teacher/helper throws shuttles and one by one the pupils execute forehand lift by using start, split step and lunge. Use targets to challenge and score points. 	<ul style="list-style-type: none"> Relaxed grip changes to tighter grip on the impact. Shuttle must leave the racket very fast and fly high to the baseline. 	↑	<ul style="list-style-type: none"> Use targets and make the exercise competitive and "game like" to motivate pupils. 	<ul style="list-style-type: none"> When working with "multi-shuttles" be aware of shuttles lying on the courts.
			↓	<ul style="list-style-type: none"> Lower the net or do not use a net at all to assist the use of correct hitting technique. 	
The Golf Game (10 min) ▶ L9 – V5	<ul style="list-style-type: none"> Pupils practise the high serve by playing the Golf Game. They must hit the shuttle from the starting point into a target with few shots as possible. To hit as far as possible they use the movement of underarm rotation. Beginners can flick the shuttle out of hand so that they don't miss it. To save space shuttles can be prepared so that they fly slower than usual by spreading the feathers or plastic skirt. 	<ul style="list-style-type: none"> Transfer of weight from racket leg to non-racket leg. Rotation of hips. Full underarm swing to produce high vertically dropping shuttle. Flick it when you don't want to miss shuttle. Use forehand high serve for long shots and backhand short serve for short shots. 	↑	<ul style="list-style-type: none"> Place targets on court gradually decreasing target area. 	<ul style="list-style-type: none"> Keep safe distance between pupils when practising the serve.
			↓	<ul style="list-style-type: none"> Start with focusing on height and progress by increasing length. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Teacher explains main teaching points of lesson 9 (see above). The group is stretching on the floor. 	<ul style="list-style-type: none"> See key teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to check lesson goals have been achieved. 	
			↓	<ul style="list-style-type: none"> Teacher explains and demonstrates. 	

Lesson 10

Revision Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce the:</p> <ul style="list-style-type: none">• practice and develop net lift skills on the backhand and forehand side;• practice and develop movement and lunging technique supporting net lifts.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• change grip consistently (7/10) when lifting from the net;• lunge with good range and the front foot pointing to the impact point of the shuttle.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton nets (or substitute)• Dice (for scoring)	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need nets (or substitute) for this lesson.

Lesson 10: Revision Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher explains key teaching points of lesson 10 and emphasises teaching points from lessons 8 and 9.	<ul style="list-style-type: none"> • See key teaching points in lessons 8 and 9. • Emphasise the use of right grips and correct lunge technique. 	↑	<ul style="list-style-type: none"> • Ask pupils to demonstrate and explain difference between the two lifts. 	<ul style="list-style-type: none"> • Keep a safe distance during demonstrations.
			↓	<ul style="list-style-type: none"> • Teacher explains and demonstrates. 	
Dice run game (10 min) ▶ L10 – V1	<ul style="list-style-type: none"> • Pupils work in teams and line up at the start. They must run a distance of approximately 20 meters there and back. When a player returns, he must roll a dice and write down the number shown. The next player must add his number after his return and so on. • The team who reaches 100 points (the score to win can be varied) is the winner. 	<ul style="list-style-type: none"> • This game gives a chance for slower pupils to keep up as they may roll a higher number with the dice (so everyone can achieve). • You may vary the course by placing obstacles or using different running techniques. • Finish the warm-up with dynamic stretching. 	↑	<ul style="list-style-type: none"> • Increase pace by placing quicker runners into smaller teams. 	<ul style="list-style-type: none"> • Start on signal only.
			↓	<ul style="list-style-type: none"> • Give every pupil a chance of positive experience – divide teams by level. 	
Balancing shuttles ▶ L10 – V2	<ul style="list-style-type: none"> • Pupils balance an upturned shuttle on their heads whilst walking forward using a basic lunge technique (see teaching points). 	<ul style="list-style-type: none"> • Lift the knee before kicking the foot forward. • First contact on the floor is with the heel. • Maintain upright posture. • Set challenges. 	↑	<ul style="list-style-type: none"> • Increase stride length. 	<ul style="list-style-type: none"> • Be aware of shuttles on the floor.
			↓	<ul style="list-style-type: none"> • Walk with shuttle on the head. 	

Lesson 10: Revision Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Forehand and backhand lift Merry-Go-Round (15 min) ▶ L10 – V3	<ul style="list-style-type: none"> Groups of 4-6 pupils start from the centre of the court. The teacher throws shuttles and one by one the pupils move to the shuttle by using chasse steps, and lunge. They make two lifts, starting on the forehand side, return to the centre then to the backhand side. 	<ul style="list-style-type: none"> Feeding can also be made by one of the pupils (could be someone who is currently injured or can not participate in the lesson (chance to include everyone in the activities)) Game variation – count every stroke that into target placed on the rearcourt. 	↑	<ul style="list-style-type: none"> Ensure pupils return to the starting point after each shot. 	<ul style="list-style-type: none"> Ensure correct feeding technique.
			↓	<ul style="list-style-type: none"> Do not need net or court, but ensure you draw correct distance on the floor. 	
Net shot and lift rally (20 min) ▶ L10 – V4	<ul style="list-style-type: none"> In pairs pupils play net rallies on the frontcourt. When they are in a good position and decide, they can lift the shuttle aiming to hit a target placed on the rearcourt. If they hit the target they win a point. If they do not hit the target a point is taken off their score. Rally ends when one of the players hits a lift. Game variation – when a pupil lifts the opponent tries to catch the shuttle before it touches the floor for a bonus point. 	<ul style="list-style-type: none"> Time the game and change partners regularly. Pupils can “carry” or take their score with them to the next game and count at the end of the exercise. 	↑	<ul style="list-style-type: none"> Use a bigger playing area and use smaller targets. 	<ul style="list-style-type: none"> Ensure pupils do not enter the courts when rally is being played.
			↓	<ul style="list-style-type: none"> Lower or remove the net to ensure correct hitting technique. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Teacher summarises the content of lessons 8, 9 and 10. Group stretches on the floor. 	<ul style="list-style-type: none"> See key teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to check if targets are achieved. 	
			↓	<ul style="list-style-type: none"> Teacher explains and demonstrates. 	

SHUTTLE TIME

BWF SCHOOLS BADMINTON

LESSON PLANS – SWING AND THROW

Contents

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Overview

1. Introduction – Swing and Throw

Before starting to read through the lesson plans and to plan lessons, please read the below information:

- Refer to Module 6 (page 59 Teachers' Manual) before planning these lessons.
- Each activity included in these plans has a video clip to show the activities and to assist the teachers with their preparation.

<p>Section 2 Swing & Throw (2 lessons)</p>	<p>This is designed to assist children with the transition from underarm hitting to overhead hitting. This section includes related physical elements such as throwing and coordination.</p> <p>Here the character of badminton as a fast game is introduced. Therefore the speed of the rallies can be increased relative to the level of the pupils.</p> <p>Usually this increase in tempo will result in increased enjoyment. Children will have a lot of fun because of the speed of the rallies.</p> <p>Note that speed will need to be controlled to ensure continued development of good technique and so children experience success.</p> <p>By the end of Section 2, "Swing & Throw", pupils should be able to:</p> <ul style="list-style-type: none">• enjoy faster rallies from midcourt to midcourt;• demonstrate correct throwing technique, in preparation for overhead hitting.
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Lesson 11

Midcourt Drives

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce the:</p> <ul style="list-style-type: none">• ready position;• forehand and backhand midcourt play (drives).	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• show what the ready position is;• demonstrate backhand and forehand drives with the correct grip, shape and feel;• have a basic midcourt rally.
<p>Equipment</p> <ul style="list-style-type: none">• Shuttles, sponge balls or bean sack – one between two pupils• Rackets• Badminton nets (if appropriate)	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• All these activities can be played on a court with net/or rope instead of a net.

Lesson 11: Midcourt Drives

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> Teacher explains and demonstrates the technique of the forehand and backhand drive. Teacher demonstrates the ready position and racket work (fast grip change required). 	<ul style="list-style-type: none"> Ready position – slightly flexed knees and leaning forward, racket in front of body (racket head above the height of the hand). Fast grip change and short racket movements. 	↑	<ul style="list-style-type: none"> Pupils asked to demonstrate grip change (review from previous lessons). 	<ul style="list-style-type: none"> Group keeps safe distance when teacher is demonstrating.
			↓	<ul style="list-style-type: none"> Teacher demonstrates and explains technique. 	
Throwing game (10 min) ▶ L11 – V1	<ul style="list-style-type: none"> Pupils work in groups – ideally about 6. Every child has a shuttle, beanbag or sponge ball. Pupils throw the shuttle/beanbag/ball: <ul style="list-style-type: none"> – as high as possible. – as far as possible. – combination of the two using a target. 	<ul style="list-style-type: none"> Use racket arm only. Side on for maximum efficiency. Full shoulder turn. High release. 	↑	<ul style="list-style-type: none"> Use targets of different sizes to increase the difficulty. Change the distance pupils have to throw. 	<ul style="list-style-type: none"> Make pupils aware of safety for eyes/face in throwing. Separate into smaller groups of 3-4 pupils. The throwing should only begin on the signal from the teacher.
			↓	<ul style="list-style-type: none"> Concentrate on correct technique. 	
Keep the court free (10 min) ▶ L11 – V2	<ul style="list-style-type: none"> Teams of 4-6 pupils play against each other on either side of a net. Each player holds one shuttle. On teacher's signal, everyone throws their shuttle high and far to the other side and tries to catch one of the other shuttles. When the teacher stops the game, the team with the most shuttles on its side loses the game. 	<ul style="list-style-type: none"> Encourage correct overhead throwing technique. 	↑	<ul style="list-style-type: none"> Decrease the number of players and increase the number of shuttles. 	<ul style="list-style-type: none"> Make pupils aware of safety for eyes/face in throwing. Be aware of shuttles laying on the floor.
			↓	<ul style="list-style-type: none"> Lower the net. 	

Lesson 11: Midcourt Drives

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introducing racket speed (15 min) ▶ L11 – V3	<ul style="list-style-type: none"> Pupils work in pairs. One is throwing the shuttle from the side of the court to their partner (shoulder height), therefore “hitters” direct the shuttle away from their partners. ‘Feed’ from the forehand side for forehand drive and move to the other side for the backhand drive. 	<ul style="list-style-type: none"> Change roles after 10 shots. Both players are at the same side of the net. Ensure correct speed and height of throwing. Use short racket movements. Hold racket in front of body. 	↑	<ul style="list-style-type: none"> If pupils can do this correctly, increase the speed of feeding to reduce the length of swing. 	<ul style="list-style-type: none"> Ensure a safe distance between partners when throwing the shuttle to avoid pupils being hit. Ensure that the feeders are positioned safely.
			↓	<ul style="list-style-type: none"> You do not need to use net or court for this exercise. 	
Flat play (15 min) ▶ L11 – V4	<ul style="list-style-type: none"> Pupils work in pairs to play a rally with forehand or backhand drive only. Partners are working without net 5-6 meters away from each other (side lines). Start the rally with reduced speed concentrating on correct execution. Gradually increase the speed. 	<ul style="list-style-type: none"> Emphasise the ‘ready’ position. Racket in front of body (do not pull elbow towards the body). Finger work – tighten grip to generate power. 	↑	<ul style="list-style-type: none"> Alternate between forehand and backhand drive (ensure correct change of grip). 	<ul style="list-style-type: none"> Keep safe distance between pairs. Group well-spaced apart.
			↓	<ul style="list-style-type: none"> No change of direction – backhand or forehand drives only and change roles after a few minutes. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Group stretching on the floor. Teacher reviews key points of lesson. 	<ul style="list-style-type: none"> Racket handling and racket speed to improve flat play. ‘Ready’ position. Fast grip change. 	↑	<ul style="list-style-type: none"> Pupils are questioned about what “drive” is. 	
			↓	<ul style="list-style-type: none"> Teacher explains important teaching points again. 	

Lesson 12

Midcourt Development

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce the:</p> <ul style="list-style-type: none">• ready position, forehand and backhand midcourt play (drives).	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• have midcourt rallies with correct grips.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton nets (if appropriate. Can replace with rope or string)	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to deliver outside. You will need nets and a badminton court for this lesson. You may draw the court lines on the floor/ground.

Lesson 12: Midcourt Development

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<p>The teacher introduces the key principles of lesson 12:</p> <ul style="list-style-type: none"> Teacher reinforces the technique of forehand and backhand drive and ready position. 	<ul style="list-style-type: none"> See key teaching points in lesson 11. 	↑	<ul style="list-style-type: none"> Start to work with change of grip. 	<ul style="list-style-type: none"> Group keeps a safe distance from the teacher when he is demonstrating.
			↓	<ul style="list-style-type: none"> Concentrate on forehand and backhand technique individually. 	
Throwing team game (10 min) ▶ L12 – V1	<ul style="list-style-type: none"> Work in teams, one team starts with a shuttle and uses throws to team mates. Each successful throw and catch scores a point. If the shuttle is dropped, shuttle goes to the other team. The opposing team tries to intercept the shuttle. When shuttle is dropped possession goes to the other team. The game is played in a defined area and can be played on time or points. 	<ul style="list-style-type: none"> Use racket arm only. Emphasise throwing technique. Encourage change of direction to create space. “Team-play” by passing shuttle. 	↑	<ul style="list-style-type: none"> Introduce scissor jump. 	<ul style="list-style-type: none"> Keep group well-spaced to prevent collisions. Prevent fighting for the shuttle, when it is dropped possession goes to the other team.
			↓	<ul style="list-style-type: none"> Concentrate on throwing technique. 	

Lesson 12: Midcourt Development

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Relay games "Run and throw" (10 min) ▶ L12 – V2	<ul style="list-style-type: none"> Running forwards and throwing. Running backwards and throwing. Chasseing and throwing. 	<ul style="list-style-type: none"> Create your own relay games depending on group's level and physical ability and available resources. Keep small groups to reduce waiting time. 	↑	<ul style="list-style-type: none"> Create your own relay games depending on group's level and physical ability and available resources. 	<ul style="list-style-type: none"> Be aware of obstacles on floor.
			↓	<ul style="list-style-type: none"> Keep small groups to reduce waiting time. 	
Midcourt game with body hits (15 min) ▶ L12 – V3	<ul style="list-style-type: none"> Pupils practise midcourt drives (backhand to forehand) from tramlines to tramlines (5-6 metres). Start with backhand serve. The challenge is to hit the opponent's body below head height to score a point. The objective is to increase racket speed by playing fast flat rallies around the body. 	<ul style="list-style-type: none"> Start with reduced speed. Change partners regularly. Encourage strategic play (low to high, left to right etc). 	↑	<ul style="list-style-type: none"> Increase speed and intensity. 	<ul style="list-style-type: none"> Keep safe distance between pairs. Emphasise the importance of aiming for body below head height.
			↓	<ul style="list-style-type: none"> Start with shots to alternate sides (one plays straight, one plays cross) to develop grip change. 	

Lesson 12: Midcourt Development

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
How many shots per minute? (15 min) ▶ L12 – V4	<ul style="list-style-type: none"> Work in pairs over a net, both players approx. 2.5 metres from the net. The objective is to hit the maximum number of shots in the time allowed. If they make a mistake, the score goes back to zero. 	<ul style="list-style-type: none"> Start with 30 seconds and gradually increase. Change partners regularly. 	↑	<ul style="list-style-type: none"> Reduce the distance between the players to increase the speed. 	<ul style="list-style-type: none"> Emphasise safe distances.
			↓	<ul style="list-style-type: none"> Lower the net or take net away. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Group stretching on the floor. Teachers review key point of lesson 11. 	<ul style="list-style-type: none"> See key teaching points. 	↑	<ul style="list-style-type: none"> Use questioning to check lesson goals are achieved. 	
			↓	<ul style="list-style-type: none"> Teacher explains key principles and pupils are listening. 	

SHUTTLE TIME

BWF SCHOOLS BADMINTON
LESSON PLANS – THROW AND HIT

Contents

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Overview

1. Introduction – Throw and Hit

Before starting to read through the lesson plans and to plan lessons, please read the below information:

- Refer to Module 7 (page 67 Teachers' Manual) before planning these lessons.
- Each activity included in these plans has a video clip to show the activities and to assist the teachers with their preparation.

<p>Section 3 <i>Throw and Hit</i> (6 lessons)</p>	<p>This section introduces and develops overhead hitting and associated physical elements including jumping and landing as well as core stability. Most lessons in this section start with games to improve throwing technique, which is the core skill required to develop good overhead hitting technique.</p> <p>By the end of Section 3, "Throw and Hit", pupils should be able to:</p> <ul style="list-style-type: none">• enjoy overhead rallies;• move around the court with basic footwork;• enjoy rallies which incorporate all areas of the court.
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Lesson 13

Clear with Scissor Jump

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none">• introduce the overhead clear and scissor jump (kick through).	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate a shadow overhead clear with scissor jump (kick through);• explain how to reach a shuttle in the rearcourt and hit forehand overhead clear.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Bean bags (if appropriate)• Badminton nets	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside.

Lesson 13: Clear with Scissor Jump

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> Teacher explains and demonstrates scissor jump – kick through (shadow). Teacher explains scissor jump and forehand clear. 	<ul style="list-style-type: none"> The clear can be an offensive or defensive shot. Explain that the preparation for the scissor jump is a side-on position with chasse steps and the scissor jump is a 180° rotation to change direction. 	↑	<ul style="list-style-type: none"> At this stage pupils who progress better can help during demonstrations. 	<ul style="list-style-type: none"> Keep group a safe distance from the court during demonstration.
			↓	<ul style="list-style-type: none"> Teacher explains and demonstrates. 	
Scissor jump (10 min) ▶ L13 – V1	<ul style="list-style-type: none"> Group shadow work with teacher corrections: <ul style="list-style-type: none"> Pupils with one shuttle/beanbag each throw the shuttle forwards using scissor jump and move forward after landing running to pick up their shuttle/beanbag. Execute first without chassing backwards then with two chasse steps. 	<ul style="list-style-type: none"> Pupils are in line facing teacher. Give as many instructions as necessary to encourage correct scissor jump technique (see teaching points above). Kick through. Land on the non-racket foot and move forward. 	↑	<ul style="list-style-type: none"> Start, with split step, to chasse to scissor jump and return to starting position. 	<ul style="list-style-type: none"> Keep group well-spaced apart.
			↓	<ul style="list-style-type: none"> Pupils work in pairs to correct each other's technique. 	

Lesson 13: Clear with Scissor Jump

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Scissor jump practice (10 min) ▶ L13 – V2	<ul style="list-style-type: none"> Group shadow work with teacher corrections. Pupils with racket standing sideways on a line, weight on the racket leg. On signal pupils make a scissor jump and move forward after landing. Execute first without chassing backwards then with two chasse steps. 	<ul style="list-style-type: none"> See teaching points above. 	↑	<ul style="list-style-type: none"> Use targets to make into a competitive game. 	<ul style="list-style-type: none"> Keep distance between pupils and be aware of objects laying on the floor.
			↓	<ul style="list-style-type: none"> Concentrate on correct execution of scissor jump (kicking through). 	
Forehand clear (20 min) ▶ L13 – V3	<ul style="list-style-type: none"> In groups of three, player 1 on the same side of the net as player 2, throws the shuttle high for player 2 to hit forehand clear with rotation. Player 3 on the other side of the net catches the shuttle and throws it back to player 1 to repeat the exercise. Players rotate positions after 10 repetitions. 	<ul style="list-style-type: none"> Focus on correct overhead hitting technique. Side-on position. Arms/elbows should be at shoulder height. Racket hand must be moved actively to the shuttle. Fast racket and high interception point. 180° rotation. 	↑	<ul style="list-style-type: none"> Player 3 to give feedback on length of clear. 	<ul style="list-style-type: none"> Ensure the feeders are positioned in a safe position.
			↓	<ul style="list-style-type: none"> Chasse to scissor kick. 	

Lesson 13: Clear with Scissor Jump

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Forehand clear rally (10 min) ▶ L13 – V4	<ul style="list-style-type: none"> • Work in pairs – the rally starts with a high lift to the rearcourt and continues with forehand clears. The objective is to hit as high and long as possible. • Partners to give feedback on length. 	<ul style="list-style-type: none"> • See teaching points above. • May do the exercise with no net. • Players can rotate onto court after 10 clears. 	↑	<ul style="list-style-type: none"> • Move back to centre between shots. 	
			↓	<ul style="list-style-type: none"> • Try to create time with height and length and to challenge pupils touch short service line with racket between shots. 	
Summary/cool down (5 min)	<ul style="list-style-type: none"> • Teacher reviews main teaching points of lesson 13. • Group is stretching on the floor. 	<ul style="list-style-type: none"> • Remind that the clear with scissor jump can be offensive as well as defensive shot, but the movement is always forward. 	↑	<ul style="list-style-type: none"> • Use questioning to check lesson goals have been achieved. 	<ul style="list-style-type: none"> • Ensure correct stretching technique.
			↓	<ul style="list-style-type: none"> • Teacher repeats key points. 	

Lesson 14

Development Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none">• practise and develop the forehand overhead clear.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate a 'shadow' overhead clear with scissor jump (kick through);• demonstrate how to reach a shuttle in the rearcourt and hit forehand overhead clear.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Bean bags or sponge balls (if appropriate)• Badminton nets	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need nets (or substitute) and a badminton court for this lesson. You may draw the court lines on the floor/ground and use a rope if nets are not available.

Lesson 14: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> Teacher reinforces scissor jump – kick through technique. Teacher reinforces forehand clear technique. 	<ul style="list-style-type: none"> See main teaching points of lesson 14. 	↑	<ul style="list-style-type: none"> Ask pupils to demonstrate. 	<ul style="list-style-type: none"> Keep group in safe distance from the court during demonstration.
			↓	<ul style="list-style-type: none"> Teacher explains and demonstrates. 	
Throwing game with scissor jump (10 min) ▶ L14 – V1	<ul style="list-style-type: none"> Pupils work in groups. Every child has a shuttle/beanbag or sponge ball. To practise the scissor jump pupils are challenged to throw the ball for maximum distance after running backwards. After this they run forward and pick the shuttle up. You can also work in pairs with one shuttle 	<ul style="list-style-type: none"> Encourage scissor jump to change direction. Use racket arm only. Side on for maximum efficiency. Full shoulder turn. High release. 	↑	<ul style="list-style-type: none"> Increase the intensity by reducing the number of players. 	<ul style="list-style-type: none"> No contact.
			↓	<ul style="list-style-type: none"> Increase or decrease the playing area to vary the difficulty. 	

Lesson 14: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
<p>Forehand clear rally with tricks (15 min)</p> <p>▶ L14 – V2</p>	<ul style="list-style-type: none"> • Work in pairs – the rally starts with a high lift to the rearcourt and continues with forehand clears. The objective is to hit as high and long as possible. • Partners to give feedback on length. • Progress to challenging the players to hit high and far enough to be able to perform a “trick” in between clears. For example – while the shuttle is in the air: <ul style="list-style-type: none"> – Change racket hand to non-racket hand and return. – Pass the racket behind their back. – Sit down and stand up. – Touch the net with the racket. 	<ul style="list-style-type: none"> • See teaching points in lesson 14. • May exercise with no net. • Players can rotate on/off court each 10 clears. 	<p>↑</p>	<ul style="list-style-type: none"> • Move back to centre between shots. 	
			<p>↓</p>	<ul style="list-style-type: none"> • Try to create time with height and length to touch short service line with racket between shots. 	

Lesson 14: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Forehand clear practice (15 min) ▶ L14 – V3	<ul style="list-style-type: none"> Work in pairs. Place a marker 5 big step away from the net (moving towards the back line). Players have to try and hit the shuttle hard and high in the air. If the shuttle falls short of the marker the other player wins a point. If you work with big class for example more than 30 pupils, this game can be played in teams – 2 against 2 on a half court. Pupils take turns to hit overhead clear and score points as a team. Followed by pupils working in pairs playing rallies (this can be done over the net or on open court area. How many overhead clear shots they can hit to each other without making a mistake. 	<ul style="list-style-type: none"> Focus on correct overhead hitting technique and kicking through. Arms/elbows should be at shoulder height. Racket hand must be moved actively to the shuttle. Fast racket and high interception point. 180° rotation. Divide groups according to level. Change partners to make more competitive. Rotate players regularly. 	↑	<ul style="list-style-type: none"> Use smaller targets to increase difficulty. 	<ul style="list-style-type: none"> If more pupils are working on the same court ensure that clear instructions are given regarding how they move out of the way after they have completed the shot to avoid getting hit by the next pupil. Waiting players should be placed in safe positions.
			↓	<ul style="list-style-type: none"> Can play either game without net or court. Simply place both players a certain distance apart – about 3 meters apart – and gradually increase the distance. 	

Lesson 14: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Forehand clear game (10 min) ▶ L14 – V4	<ul style="list-style-type: none"> Pupils play half court singles. Starting with high lift (serve), there must be 2 straight clears to begin the rally. Count points and change partners after certain period of time. 	<ul style="list-style-type: none"> The overhead clears must be executed with scissor jump (kick through) and a forward movement. Rotate players regularly. Use all available space. 	↑	<ul style="list-style-type: none"> Variety of the game could be if the clear does not reach certain target on the base line player loses the rally directly. 	<ul style="list-style-type: none"> Start the game on teacher's signal only and ensure that the pupils do not cross the courts before the games have finished.
			↓	<ul style="list-style-type: none"> More than 2 pupils can play on the same half court. The pupil who loses 3 rallies moves out and is replaced by another one. This will ensure that pupils are on court for shorter periods of time, but do not wait for their turn too long. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Teacher reviews key teaching points of lesson 14. Group is stretching on the floor. 	<ul style="list-style-type: none"> See teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to check lesson's objectives have been achieved. 	<ul style="list-style-type: none"> Ensure correct stretching technique.
			↓	<ul style="list-style-type: none"> Teacher is repeating key points. 	

Lesson 15

Drop with Scissor Jump

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none">• introduce forehand overhead drop shot from the rearcourt.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• explain the technique of overhead drop shot;• demonstrate a shadow movement of overhead drop shot and compare to clear.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton net	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need nets and a badminton court for this lesson. You may draw the court lines on the floor/ground and use a rope if net is not available.

Lesson 15: Drop with Scissor Jump

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> The teacher explains and shows the technique of forehand overhead drop shot (shadow). The teacher explains what kind of different overhead shots are used in badminton and explains the difference between drop shot and clear. 	<ul style="list-style-type: none"> Emphasise on same action for all overhead shots. Same throwing action as clear, but finish with a push instead of full hit. Key teaching points from lessons 13 and 14 still apply. 	↑	<ul style="list-style-type: none"> Pupils to explain difference between overhead shots. 	<ul style="list-style-type: none"> Keep the group well-spaced apart during demonstrations.
			↓	<ul style="list-style-type: none"> Teacher to explain difference. 	
Mobility exercises (10 min) ▶ L15 – V1	<ul style="list-style-type: none"> Work in pairs, both pupils move in different ways to reach out and touch their partner's hands: Partners stand back to back and twist left and right to touch their hands. Back to back and touch hands between their legs and above their heads. Lying on their backs and sit up to touch hands in front of their bodies. Lying on their stomach and move with their upper bodies to touch their hands. 	<ul style="list-style-type: none"> Control tempo of exercise. 	↑	<ul style="list-style-type: none"> If pupils handle this well increase time. 	<ul style="list-style-type: none"> Put pupils in pairs of similar physical ability.
			↓	<ul style="list-style-type: none"> Reduce speed to encourage full range of movement. 	

Lesson 15: Drop with Scissor Jump

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Scissor jump revision (10 min) ▶ L15 – V2	<ul style="list-style-type: none"> Group shadow work with teacher corrections: Pupils with racket standing against a wall (sideward, non-racket leg and shoulder closer to the wall) or on a line, weight on the racket leg. On signal pupils make a scissor jump and move forward after landing. First without chasseeing backwards then with two chasse steps. 	<ul style="list-style-type: none"> Pupils are in line facing teacher. Encourage correct scissor jump technique (see teaching points above and from lessons 13 and 14). Kick through. Land on the non-racket foot and move forward. 	↑	<ul style="list-style-type: none"> Start with split step to chasse to scissor jump and return to starting position. 	<ul style="list-style-type: none"> Keep group well-spaced apart.
			↓	<ul style="list-style-type: none"> Pupils work in pairs to correct each other's technique. 	
Overhead drop shot (20 min) ▶ L15 – V3	<ul style="list-style-type: none"> In groups of 3, player 1 on the same side of the net as player 2, throws the shuttle high for player 2 to hit forehand drop with rotation. Player 3 on the other side of the net catches the shuttle and throws it back to player 1 to repeat the exercise. Players rotate positions after 10 repetitions. 	<ul style="list-style-type: none"> Focus on correct overhead hitting technique. Side-on position. Arms/elbows should be at shoulder height in preparation. Racket hand must be moved actively to the shuttle. Maintain high interception point, but check the throwing action pre-impact and strike shuttle with pushing action. 180° rotation. 	↑	<ul style="list-style-type: none"> Player 3 to give feedback on accuracy of drop shot. 	
			↓	<ul style="list-style-type: none"> Chasse to scissor kick. 	

Lesson 15: Drop with Scissor Jump

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Lifts and drops (10 min) ▶ L15 – V4	<ul style="list-style-type: none"> • Work in pairs – rally starts with high lift (serve), followed by straight drop. • The rally continues with 1 player lifting and the other practicing drop shot from the rearcourt. • Change on time or shots. 	<ul style="list-style-type: none"> • See teaching points above. • Focus on accuracy of lifts to allow good quality practice. • Emphasise both players practicing different skills. • Rotate players regularly. 	↑	<ul style="list-style-type: none"> • Add movement for both players to increase difficulty. 	<ul style="list-style-type: none"> • Court safety.
			↓	<ul style="list-style-type: none"> • Focus on walk through and rotation. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> • Teacher summarises the main teaching points of lesson 15. • Whole group stretches on the floor. 	<ul style="list-style-type: none"> • See above. 	↑	<ul style="list-style-type: none"> • Use questioning to check if lesson's objectives are achieved. 	
			↓	<ul style="list-style-type: none"> • Use demonstration to once again remind overhead drop technique. 	

Lesson 16

Development Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none"> • develop and practise the overhead drop shot. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • demonstrate a shadow overhead drop with scissor jump (kick through); • demonstrate how to reach a shuttle in the rearcourt and hit a forehand overhead drop shot.
<p>Equipment</p> <ul style="list-style-type: none"> • Rackets • Shuttles • Badminton nets (or substitute) 	<p>Teaching Situation/Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to take this outside. You will need nets and a badminton court for this lesson. You may draw the court lines on the floor/ground and use a rope if nets are not available.

Lesson 16: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> Teacher reinforces scissor jump – kick through technique. Teacher reinforces forehand drop technique. 	<ul style="list-style-type: none"> See key teaching points – lesson 15. 	↑	<ul style="list-style-type: none"> Ask pupils to demonstrate. 	<ul style="list-style-type: none"> Keep group a safety distance from the court during demonstration.
			↓	<ul style="list-style-type: none"> Teacher explains and demonstrates. 	
Shuttle chase (10 min) ▶ L16 – V1	<ul style="list-style-type: none"> Work in groups in a half court (or defined area) with one shuttle. One pupil starts as a “chaser” with shuttle and tries to “tag” the other pupils by throwing the shuttle and hitting them on the body (below head height). Once the shuttle hits someone – the pupil who is “tagged” joins the chaser – and they both use the one shuttle to ‘tag’ others. The pupil who is last to be “tagged” is the winner. 	<ul style="list-style-type: none"> Chasers to work as a team passing the shuttle to tag pupils. A short warming up may be required. 	↑	<ul style="list-style-type: none"> Start with more than one chaser. 	<ul style="list-style-type: none"> Be aware of shuttles on the floor.
			↓	<ul style="list-style-type: none"> Increase playing area. 	
Plank exercises – core stability (10 min) ▶ L16 – V2	<ul style="list-style-type: none"> Pupils make four different plank exercises: <ul style="list-style-type: none"> Plank on elbows and toes Reverse plank on underarms and heels Side plank (right side) Side plank (left side) 	<ul style="list-style-type: none"> Ensure correct posture. Time the exercises depending on age and level of physical development. 	↑	<ul style="list-style-type: none"> Increase time. 	<ul style="list-style-type: none"> If the pupils lose the correct posture stop the exercise.
			↓	<ul style="list-style-type: none"> Make the exercises competitive by who can hold a correct posture for longer. 	

Lesson 16: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Lift-Drop-Net (10 min) ▶ L16 – V3	<ul style="list-style-type: none"> • Work in pairs. Exercise starts with high lift (serve), followed by drop shot, then net shot and then high lift again to repeat the sequence (lift-drop-net). • If too difficult, start with lift-drop-net-net. 	<ul style="list-style-type: none"> • Exercise is a cooperative activity for development. • Rotate players regularly. 	↑	<ul style="list-style-type: none"> • Challenge pupils' accuracy. 	<ul style="list-style-type: none"> • Court safety during rallies
			↓	<ul style="list-style-type: none"> • Lower net. Go back to lift and drop only with regular changes. 	
Lift – drop – net – variations (10 min) ▶ L16 – V4	<ul style="list-style-type: none"> • Choices are introduced to the previous sequence e.g.: <ul style="list-style-type: none"> – Clear or drop from the rearcourt followed by clear or net. Sequence continues. – Lift or block from frontcourt followed by overhead choice from rearcourt or lift from frontcourt. 	<ul style="list-style-type: none"> • Develop your own combinations from the sequences. • Reduce choices if not executed correctly. • Reinforce technical elements. 	↑	<ul style="list-style-type: none"> • Increase choices. 	<ul style="list-style-type: none"> • General court safety.
			↓	<ul style="list-style-type: none"> • Return to closed routines. 	

Lesson 16: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Half court singles with "no-go" area (10 min) ▶ L16 – V5	<ul style="list-style-type: none"> • ½ court singles in reduced court. Use markers (shuttles, shuttle boxes etc.) to indicate a "no go" area. Markers used to indicate if a drop shot is too long or a clear is too short. • Game is played with normal scoring system. • Rally starts with serve and continues with choice of lift or drop from frontcourt and clear or drop from rearcourt. 	<ul style="list-style-type: none"> • Divide into ability groups. • Change opponents regularly. 	↑	<ul style="list-style-type: none"> • Reduce middle court "no go" area to encourage accuracy. Aim to finish with playing area only the back tram lines and short service line. 	<ul style="list-style-type: none"> • Court safety.
			↓	<ul style="list-style-type: none"> • Increase allowed hitting areas. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> • Teacher reviews main teaching points of lesson 16. • Group is stretching on the floor. 	<ul style="list-style-type: none"> • See teaching points above. 	↑	<ul style="list-style-type: none"> • Use questioning to check lesson's objectives have been achieved. 	<ul style="list-style-type: none"> • Ensure correct stretching technique.
			↓	<ul style="list-style-type: none"> • Teacher is repeating key points. 	

Lesson 17

Smash and Block

Teacher's Goals	Pupil's Goals
The purpose of this lesson is to introduce the: <ul style="list-style-type: none">• overhead smash technique;• defensive technique in badminton.	By the end of the lesson the pupils will be able to: <ul style="list-style-type: none">• explain and show the technique of the smash;• explain and show the defensive technique.
Equipment <ul style="list-style-type: none">• Rackets• Shuttles• Badminton nets (or substitutes)	Teaching Situation/Context <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor/ground and use a rope if net is not available.

Lesson 17: Smash and Block

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> Teacher explains and demonstrates the technique of the smash with full rotation. Teacher explains and demonstrates shadow of defensive shots (backhand and forehand) in front of the body. 	<ul style="list-style-type: none"> Smash technique is very similar to the technique of overhead clear – same preparation, but the acceleration and the speed of the racket and upper body at the end of the shot is much greater. The interception point when smashing must be in front of the body. In defence there is no time for big racket movements so defensive shots are executed with short swings with the racket moving towards the shuttle from a position in front of the body. No big swing away from shuttle in preparation. 	↑	<ul style="list-style-type: none"> If there are pupils who are able to use them for demonstrations. This will motivate all the class to improve and show the rest of the pupils what they can achieve. 	<ul style="list-style-type: none"> Keep the group a safe distance from the demonstration on the side of the court.
			↓	<ul style="list-style-type: none"> Teacher explains and demonstrates. 	

Lesson 17: Smash and Block

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Fast feet (10 min) ▶ L17 – V1	<ul style="list-style-type: none"> Pupils are spread in rows in front and facing the teacher executing the following footwork on the spot: <ul style="list-style-type: none"> Jogging on the spot, then with maximum fast feet. Split steps and back – slow to fast. Cross steps forward (left and right). 2 steps forward and 2 back. 	<ul style="list-style-type: none"> Teacher demonstrates and then executes with pupils. Each exercise starts with slow movement to establish correct technique. On signal from the teacher pupils maintain the sequence with maximum speed. 	↑	<ul style="list-style-type: none"> Add variations which challenge coordination. 	<ul style="list-style-type: none"> Keep pupils well spread.
			↓	<ul style="list-style-type: none"> Keep pace low and concentrate on correct footwork. 	
The Smash (15 min) ▶ L17 – V2	<ul style="list-style-type: none"> Explain and show the technique of smash (shadow). The pupils then work in pairs and practise shadowing the smash. They give corrections to each other. Progress by practising with shuttles – work in pairs. Player 1 starts with a high serve, player 2 practises smash, and player 1 lets the shuttle fall on the floor and then gives it back. 	<ul style="list-style-type: none"> Preparation as for clear (see teaching points from lessons 13 and 14). Interception point is in front of body. Strong throwing action. Shuttle should be hit in a downward direction (lower net where necessary). 180° rotation (scissor jump). 	↑	<ul style="list-style-type: none"> Could include chasse steps before shot and moving forward after. 	<ul style="list-style-type: none"> Keep pairs well-spaced apart as racket speed is very high.
			↓	<ul style="list-style-type: none"> Use targets to test accuracy. Lower net where necessary. 	

Lesson 17: Smash and Block

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Block defence (10 min) ▶ L17 – V3	<ul style="list-style-type: none"> Pupils work in pairs – one using a throw feed to allow partner to practise block defence from waist height and below. Start by practising backhand and forehand block individually. Progress by practising alternate forehand and backhand. Change roles after 10 shots. 	<ul style="list-style-type: none"> Starting position with racket in front of body. Elbow in front of body. Racket to shuttle (no big back swing). Short follow-through. Short pushing action. 	↑	<ul style="list-style-type: none"> Move to alternate feed to increase intensity and difficulty. 	<ul style="list-style-type: none"> Keep pairs well-spaced apart.
			↓	<ul style="list-style-type: none"> Remove or lower net. 	
Smash and block defence practice (15 min) ▶ L17 – V4	<ul style="list-style-type: none"> In pairs pupils practice on half court. Fixed sequence of shots. Player 1 starts with high serve, player 2 smashes, 1 plays defensive shot to the net, 2 plays back to the net and 1 lifts again. Sequence is repeated. 	<ul style="list-style-type: none"> Change according to time or number of smashes. If it is a bigger group, change roles more often to avoid longer waiting times. If there are pupils waiting, they can be given different roles like referee to count the smashes that are on target. 	↑	<ul style="list-style-type: none"> Progress by using targets on the floor for the smash. Can become a competitive game by counting number of smashes on target. 	<ul style="list-style-type: none"> If pupils wait for their turn on court, ensure they are standing on the side of the court away from the line.
			↓	<ul style="list-style-type: none"> Keep competitive element out of the game to concentrate on correct execution. 	
Summary / cool down (5 min)	<ul style="list-style-type: none"> Teacher repeats again the main teaching points of lesson 17. Stretching. 	<ul style="list-style-type: none"> See main teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to check lesson goals have been achieved. 	<ul style="list-style-type: none"> Correct stretching technique.
			↓	<ul style="list-style-type: none"> Teacher repeats the main teaching points. 	

Lesson 18

Development Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none"> • develop smash technique; • develop defensive shots in badminton. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • demonstrate a smash technique; • demonstrate a defensive technique.
<p>Equipment</p> <ul style="list-style-type: none"> • Rackets • Shuttles • Badminton nets 	<p>Teaching Situation/Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor/ground and use a rope if net is not available.

Lesson 18: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> Teacher reinforces the technique of the smash with full rotation. Teacher reinforces the technique of defensive shots (backhand and forehand) in front of the body. 	<ul style="list-style-type: none"> See main teaching points in lesson 17. 	↑	<ul style="list-style-type: none"> Use pupils to demonstrate. 	<ul style="list-style-type: none"> Keep the group a safe distance on the side of the court away from the demonstration.
			↓	<ul style="list-style-type: none"> Teacher reinforces main teaching points of lesson. 	
Group agility (10 min) ▶ L18 – V1	<ul style="list-style-type: none"> Pupils work in groups. First pupils start footwork on signal, examples from “fast feet” in lesson 17. On teacher’s signal the group executes an agility movement – for example: <ul style="list-style-type: none"> – “Turn” (one complete fast turning) – “Down” (make one ‘push up’ on the floor) – “Jump” (jump with hands up in the air) In between the teachers signals the group continues footwork. When the teacher shouts “go” – the group runs to the opposite side of the hall (20 meters) and the next group starts. 	<ul style="list-style-type: none"> Form the groups depending on space. Exercises are executed with maximum speed. 	↑	<ul style="list-style-type: none"> Use size of group to control intensity. 	<ul style="list-style-type: none"> Sufficient space between pupils to exercises.
			↓	<ul style="list-style-type: none"> Change exercise and vary commands to control the intensity. 	

Lesson 18: Development Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Lift-smash-block (20 min) ▶ L18 – V2	<ul style="list-style-type: none"> Work in pairs – rally starts with high serve, followed by smash, then block defence, which is followed by a lift. Then the sequence starts again which means that this exercise is alternating (lift-smash-block-lift). 	<ul style="list-style-type: none"> Reinforce technical teaching points. Divide players by level. Change partners regularly. 	↑	<ul style="list-style-type: none"> Challenge players with accuracy targets. 	<ul style="list-style-type: none"> Remember court safety during rallies.
			↓	<ul style="list-style-type: none"> Lower net or smaller court. 	
Half court singles with 'winner smash' (20 min) ▶ L18 – V3	<ul style="list-style-type: none"> ½ court singles game on reduced court area – in front of short service line is out. Normal scoring with 2 points awarded for winning the rally with smash. 	<ul style="list-style-type: none"> If the group is too big, 3 or 4 players can play on the same half court. The winner stays on court, but the player who enters the game continues from the previous losing score and the winner starts from zero. Can be played as a team game with mixed ability teams or points counting. 	↑	<ul style="list-style-type: none"> Automatic win if smash touches floor without opponent touching it. 	<ul style="list-style-type: none"> Remember court safety.
			↓	<ul style="list-style-type: none"> Lower the net and/or reduce size of court. 	
Summary/cool down (5 min)	<ul style="list-style-type: none"> Teacher repeats again the main teaching points of smash and defensive technique. Stretching. 	<ul style="list-style-type: none"> See key teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to check targets have been achieved. 	<ul style="list-style-type: none"> Use the correct stretching technique.
			↓	<ul style="list-style-type: none"> Teacher repeats the key principles. 	

SHUTTLE TIME

BWF SCHOOLS BADMINTON
LESSON PLANS – LEARN TO WIN

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Overview

1. Introduction – Learn to Win

Before starting to read through the lesson plans and to plan lessons, please read the below information:

- Refer to Module 8 (page 79 Teachers Manual) before planning these lessons.
- Each activity included in these plans has a video clip to show the activities and to assist the teachers with their preparation.

Section 4 Learn to Win (4 lessons)	<p>This section introduces basic tactical skills for both singles and doubles and introduces associated physical elements including speed and agility. In this section more exercises involve competitive situations, activities and games.</p> <p>They are designed to place more emphasis on developing tactical thinking to enhance the learning of basic badminton tactics and decision making.</p> <p>By the end of Section 4, “Learn to Win”, pupils should be able to:</p> <ul style="list-style-type: none">• enjoy rallying strategically;• demonstrate basic positional play in singles and doubles;• enjoy match play.
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Lesson 19


Singles Tactics

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none">• introduce basic tactics for playing singles.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• explain the basic tactics for singles.
<p>Equipment</p> <ul style="list-style-type: none">• Agility ladder (if not available, you can draw the ladder on the floor/ground or use tape to stick the lines on the floor)• Shuttles• Rackets	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor/ground.

Lesson 19: Singles Tactics

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher explains basic tactical approaches to playing singles: <ol style="list-style-type: none"> 1. Use of space and change of direction to: <ul style="list-style-type: none"> – Make opponent late in the rearcourt to create space for winning shot to frontcourt. – Make opponent late in the frontcourt to create space in the rearcourt. 2. Change of speed – use of faster shots e.g. smash and fast clear to win points or create opportunities. 	<ul style="list-style-type: none"> • Singles tactics is about making good decisions based on awareness of: <ul style="list-style-type: none"> – Space (height, width and depth) – Self (position; where you are; fitness/power). – Opponent. 	↑	<ul style="list-style-type: none"> • At this stage pupils can be questioned about what shots we can use to achieve the tactical approaches chosen to win the rally (e.g. how we can force our opponent to the back of the court?) 	
			↓	<ul style="list-style-type: none"> • Teacher explains tactical approaches to the game of singles. 	

Lesson 19: Singles Tactics

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Agility ladder 1 (10 min)  L19 – V1	<ul style="list-style-type: none"> • Use one ladder for approximately 10 pupils. Place the ladder on the floor and ensure there is enough space for pupils to return back along the side of the ladder to the starting position. • Possible drills are: <ul style="list-style-type: none"> – Normal running – One-two in, one-two in. – One-two in, one-two out, one-two in, one- two out. • Note: Give the pupils an opportunity to try every exercise slowly before performing quickly. 	<ul style="list-style-type: none"> • Control speed to ensure correct execution of drills. • Relaxed arms, shoulders and hands. Head must be kept still as much as possible. • Ensure the drills are executed with weight on the front of the feet. • If no ladder is available use tramlines or draw /chalk lines on floor. 	↑	<ul style="list-style-type: none"> • Increase pace if drills are executed correctly. 	<ul style="list-style-type: none"> • Ensure pupils wait their turn and do not start drill before the previous pupil has finished.
↓	<ul style="list-style-type: none"> • Keep drills simple and increase pace gradually. 				

Lesson 19: Singles Tactics

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Half court singles with tactics 1 (10 min) ▶ L19 – V2	<ul style="list-style-type: none"> Play half court singles where pupils are trying to incorporate singles tactic 1 (see introduction). Play with no smash to encourage pupils to use or create space. 	<ul style="list-style-type: none"> Play for a fixed period of time “Up and down the river” (winner moves up – loser moves down). If the group is too big, keep the time down to avoid waiting long. Give alternative roles to the pupils waiting to include them in the game. 	↑	<ul style="list-style-type: none"> Start the better players towards the end of the hall so they can try to progress “up the river” 	<ul style="list-style-type: none"> Make sure pupils are aware of safety around the badminton court (ex. do not cross the court when match is being played etc).
			↓	<ul style="list-style-type: none"> Divide the group into different games to ensure that players meet opponents of their own level to avoid discouragement if opponents are too strong. 	
Half court singles with tactics 2 (10 min) ▶ L19 – V3	<ul style="list-style-type: none"> Play half court game where pupils are trying to incorporate singles tactics 2 (see introduction). Pupils score 2 points each time they play a winning shot which touches the floor either before the short service line or in the rear tramlines. 	<ul style="list-style-type: none"> As above. 	↑	<ul style="list-style-type: none"> If the pupils level is too different, divide the class into groups of level. 	<ul style="list-style-type: none"> See above.
			↓	<ul style="list-style-type: none"> It is important not to discourage pupils. Ensure everyone has a positive experience by reducing the court size or by lowering the net. 	

Lesson 19: Singles Tactics

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Half or full court singles with tactics 1 and 2 (10 min) ▶ L19 – V4	<ul style="list-style-type: none"> Pupils are trying to incorporate singles tactics 1 and 2. Depending on available space and level play on half or full court (note: if full court pupils can also create space to the sides). If pupils are doing well, use a variety where the forecourt and rear third of the court are 'in' (counted), but the midcourt is 'out' (use markers to define court). Players rally as usual, but if the shuttle lands in the midcourt area is called out and the opponent wins the rally. 	<ul style="list-style-type: none"> Timing as above. Question the pupils briefly after their match which tactics they were trying to use and why. The second activity is used to improve the use of depth and height. 	↑	<ul style="list-style-type: none"> Progressively reduce the target areas/size to challenge accuracy. 	<ul style="list-style-type: none"> As above.
			↓	<ul style="list-style-type: none"> Simplify games and adapt court where necessary. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Teacher repeats the key principles of lesson 19. Group is stretching on the floor. 	<ul style="list-style-type: none"> Ask pupils to demonstrate exercises for stretching and cool down. 	↑	<ul style="list-style-type: none"> Use questioning to encourage pupils to think tactically. 	
			↓	<ul style="list-style-type: none"> Review once again general tactical approaches in singles. 	

Lesson 20

Tactical Games

Teacher's Goals	Pupil's Goals
The purpose of this lesson is to: <ul style="list-style-type: none">• develop basic tactics for playing singles.	By the end of the lesson the pupils will be able to: <ul style="list-style-type: none">• describe different ways to win points in singles.
Equipment <ul style="list-style-type: none">• Rackets• Shuttles• Badminton net (or substitute)• Agility ladder	Teaching Situation/Context <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor/ground.• The agility ladder may be marked on the floor/ground.

Lesson 20: Tactical Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> Teacher reinforces basic tactical approaches to playing singles (see intro lesson 19). 	<ul style="list-style-type: none"> See main teaching points in lesson 19. 	↑	<ul style="list-style-type: none"> Use questioning to ask pupils to explain main tactical approaches. 	
			↓	<ul style="list-style-type: none"> Teacher reinforces tactical approaches to the game of singles. 	
Agility ladder 2 (15 min) ▶ L20 – V1	<ul style="list-style-type: none"> Place the ladder on the floor and ensure enough space for pupils to return on the side of the ladder to starting position. Ideas for drills are: <ul style="list-style-type: none"> – Two in, two in – Two in, two out, two in, two out – Two in, two in, right one out and balance, two in, two in, left one out and balance – Give the pupils an opportunity to try each exercise at a slow pace before performing at pace. 	<ul style="list-style-type: none"> Control speed to ensure correct execution of drills. Relaxed arms, shoulders and hands. Head must be kept still as much as possible. Ensure the drills are executed with weight on the front of the feet. If no ladder is available use tramlines or draw / chalk lines on floor. 	↑	<ul style="list-style-type: none"> Increase pace if drills are executed correctly. 	<ul style="list-style-type: none"> Ensure pupils wait their turn and do not start drill before the previous pupil has finished.
			↓	<ul style="list-style-type: none"> Keep drills simple and increase pace gradually. 	

Lesson 20: Tactical Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Half court team game (20 min) ▶ L20 – V2	<ul style="list-style-type: none"> • Half court singles – 3 pupils against 3 pupils. • Player 1 starts the rally and leaves the court to the side, player 2 takes the next shot and leaves to the side, player 3 comes on court for the third shot and sequence is repeated. • Players can only enter the court from base line and leave court from side. • Opposing team follows the same system. 	<ul style="list-style-type: none"> • Short games to allow matches against maximum number of opponents. • All players points to count towards their score. 	↑	<ul style="list-style-type: none"> • Challenge better players, for example giving opponents a few points to start; increase/ decrease court size; reduce points scoring areas. 	<ul style="list-style-type: none"> • Make sure pupils are aware of safety around the badminton court – for example, do not cross the court when match is being played.
			↓	<ul style="list-style-type: none"> • Modify court for lower ability pupils. 	
Team half court singles team game (15 min) ▶ L20 – V3	<ul style="list-style-type: none"> • Pupils are divided into mixed ability teams. • Pupils then compete against similar ability opponents scoring points for their team. • Half court game. • Pupils score 2 points each time they play a winning shot which touches the floor without their opponent touching it. 	<ul style="list-style-type: none"> • Teams challenged to think tactically. • Encourage team work and communication. • Select teams on ability. 	↑	<ul style="list-style-type: none"> • Play the same game on full court. 	<ul style="list-style-type: none"> • See above.
			↓	<ul style="list-style-type: none"> • Increase number of players in teams. 	

Lesson 20: Tactical Games


Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Summary/ cool down (5 min)	<ul style="list-style-type: none"> • Teacher repeats the main teaching points of singles play. • Group is stretching on the floor. 	<ul style="list-style-type: none"> • Ask pupils to demonstrate exercises for stretching and cool down. 	↑	<ul style="list-style-type: none"> • Use questioning. 	
			↓	<ul style="list-style-type: none"> • Review once again general tactical approaches in singles. 	

Lesson 21

Doubles Tactics

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce the:</p> <ul style="list-style-type: none">• basic tactics for playing doubles;• serve and return positions.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate and explain basic attacking and defensive formations in doubles.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton net (or substitute)• Hoops (or other targets)	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor/ground.• If hoops or other targets are not available, you can draw targets directly on the floor/ground or use tape to stick them on the courts.

Lesson 21: Doubles Tactics

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (10 min)	Teacher explains the main teaching points of lesson 21: <ul style="list-style-type: none"> • Importance of serve and return. • Basic attacking and defensive formations. • Importance of team work in doubles. • Reviews the basic shots used in the game of doubles. 	<ul style="list-style-type: none"> • Doubles tactics depends on quick decision making based on awareness of: <ul style="list-style-type: none"> – Space. – Self. – Opponent. – Partner Use players to demonstrate positions.	↑	<ul style="list-style-type: none"> • As most shots have already been reviewed in previous lessons, ask pupils to explain/demonstrate the technique of backhand serve and key shots for doubles. 	<ul style="list-style-type: none"> • Keep group a safe distance when demonstrating.
			↓	<ul style="list-style-type: none"> • Teacher reviews key doubles shots including service. 	
Revision of backhand serve (10 min)  L21 – V1	<ul style="list-style-type: none"> • Pupils work in pairs practicing the backhand short serve trying to place it in a hoop (or other target on the floor). 	<ul style="list-style-type: none"> • Pupils practice in pairs. • Relaxed grip. • Hit shuttle from hand. • If pupils complete the shots correctly, return of serve can be introduced – one player serving and the other one returning. Change roles on teacher’s signal. 	↑	<ul style="list-style-type: none"> • If executed correctly make targets smaller or/ and place a rope or string a few centimetres on top of the net to practise service trajectory (or use partners arm). 	<ul style="list-style-type: none"> • If practicing returns, make sure the court is clear of shuttles before serving again.
			↓	<ul style="list-style-type: none"> • Focus on correct serving technique. 	

Lesson 21: Doubles Tactics

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Midcourt and frontcourt play (20 min) ▶ L21 – V2	<ul style="list-style-type: none"> Work in pairs on half court, both players start from midcourt. They play flat midcourt to midcourt and if there is an opportunity, one of them tries to move forward towards the net and takes the attack. The other player then retreats into a defensive position. 	<ul style="list-style-type: none"> Start slowly and increase pace gradually. When moving towards the net the attacking player keeps the racket up – short racket movements. In defence – bend knees and lower centre of gravity, and ensure elbow in front of body. Try to encourage mainly backhand defence. If the group is large, the pupils who are waiting their turn can practise defence against the wall (good practice for doubles defence). 	↑	<ul style="list-style-type: none"> If executed correctly, increase pace. Could also introduce lift and smash to increase difficulty and add a competitive element such as scoring points with smash winner. (use discretion). 	<ul style="list-style-type: none"> Use one shuttle only.
			↓	<ul style="list-style-type: none"> If too difficult, keep midcourt play only, then move to frontcourt/defence and change roles in signal from teacher. 	

Lesson 21: Doubles Tactics

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Positional play in doubles (15 min) ▶ L21 – V3	<ul style="list-style-type: none"> Shadow work – 4 pupils per court numbered 1 to 4. Teacher calls a number, the pupils with this number moves to rearcourt to a smash position in the rearcourt. Partner takes net position to complete attacking formation and opponents move to “sides” defensive position. Teacher then calls another number and players respond by adopting appropriate formations. 	<ul style="list-style-type: none"> For big groups players/pairs are rotated on/off court on regular intervals. 	↑	<ul style="list-style-type: none"> Progress quicker to rally situation. 	<ul style="list-style-type: none"> Court safety.
			↓	<ul style="list-style-type: none"> Lower net. Concentrate on basic formations. 	
Summary/ cool down (5 min)	<ul style="list-style-type: none"> Teacher reviews main teaching points of lesson 21 – see key teaching points. Group stretching on the floor. 	<ul style="list-style-type: none"> See teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to encourage pupils to participate and check achievement of objectives. 	
			↓	<ul style="list-style-type: none"> Teacher reviews main teaching points. 	

Lesson 22

Tactical Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce:</p> <ul style="list-style-type: none">• doubles play.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate the use of attacking and defensive formations in a game situation.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton net (or substitute)	<p>Teaching Situation/Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor/ground.

Lesson 22: Tactical Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher reinforces/ reviews main teaching points of lesson 21: <ul style="list-style-type: none"> • Basic attacking and defensive formations. • Importance of team work in doubles. • The basic shots used in the game of doubles. 	<ul style="list-style-type: none"> • See key teaching points in lesson 21. 	↑	<ul style="list-style-type: none"> • Pupils demonstrate basic positions for doubles and identify key shots. 	<ul style="list-style-type: none"> • Keep group a safe distance when demonstrating.
			↓	<ul style="list-style-type: none"> • Teach reviews doubles positional play and key shots including service. 	
The “Stone Game” (10 min) ▶ L22 – V1	<ul style="list-style-type: none"> • This running game is good for increasing speed and reaction. • Pupils line up holding their hands behind their backs; one is given a small stone by the teacher (unseen by the others). This pupil decides when to start, but must reach the other side (distance determined by teacher) without being caught by the others. • Loser which means the one with the stone or the rest of the group must make easy exercise at the end of court. • Go on with next team after first team has finished the run. 	<ul style="list-style-type: none"> • Divide groups by physical ability. • Use helpers/pupils to distribute stones to enable more than one group to work at a time. • Keep running distance short. 	↑	<ul style="list-style-type: none"> • Increase/ decrease distance. 	<ul style="list-style-type: none"> • Keep groups well-spaced apart.
			↓		

Lesson 22: Tactical Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Mid-court game 1 (10 min) ▶ L22 – V2	Play a game on half-court 1 against 1. <ul style="list-style-type: none"> • The front and the rearcourt (in front of service line and behind the rear tramlines) are 'out'. The rallies are played in the mid-court area only. • Start with low or flick backhand serve and encourage flat play. 	<ul style="list-style-type: none"> • Play on time or points. • Play "up and down the river". 	↑	<ul style="list-style-type: none"> • Double points for direct winner (touching the floor without the opponents touching it). 	<ul style="list-style-type: none"> • Court safety.
			↓	<ul style="list-style-type: none"> • Use only short or flick serves to reduce uncertainty. 	
Mid-court game 2 (15 min) ▶ L22 – V3	<ul style="list-style-type: none"> • As above, but playing on full court with partner. 	<ul style="list-style-type: none"> • Players stay in their own quarter of the court. • Encourage fast flat play. • Short games to rotate and reduce waiting time. 	↑	<ul style="list-style-type: none"> • Double points for direct winner (touching the floor without the opponents touching it). 	<ul style="list-style-type: none"> • Court safety.
			↓	<ul style="list-style-type: none"> • Use only short or flick serves to reduce uncertainty. 	

Lesson 22: Tactical Games

Phase/Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Doubles exercise and game (15 min) ▶ L22 – V4	<ul style="list-style-type: none"> Rally starts with backhand low service. The return is a lift, server takes net position, partner smashes, opponents adopt defensive position and use block defence. Net player lifts and formations change (lift-smash-block). Progression – play a normal set of doubles. 	<ul style="list-style-type: none"> Remind pupils of rules of play. Reinforce positional play. Encourage attacking play. Rotate pairs regularly. Exercise should be cooperative to encourage rallies and practise doubles positional play. 			<ul style="list-style-type: none"> Court safety.
Summary / cool down (5 min)	<ul style="list-style-type: none"> Teacher reviews key principles of lessons 21 and 22 – see key teaching points. Group stretching on the floor. 	<ul style="list-style-type: none"> See teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to encourage pupils to participate and check achievement of objectives. 	
			↓	<ul style="list-style-type: none"> Teacher reviews key points. 	



