

St Ninian's High School
S1 Badminton Course Timeline

Lesson	Lesson Focus	HWB Experience and Outcome Focus	Capacity Focus	Literacy Focus	Numeracy Focus	ICT Focus	Citizenship Focus	Benchmarks	I Can Statement
1	Introduce <ul style="list-style-type: none"> Grip of racket Court lines Equipment Rules 	Apply skills with accuracy and control (HWB 3-21a) Select appropriate equipment (HWB 3-21a)	Successful learners - learning the correct protocol	Vocabulary of terms	Measuring dimensions of court	N/A	Pupils can follow and understand the rules of the game.	<u>Gross and Fine Motor Skills</u> Performs specialised movement skills/techniques with precision in practice and performance environments e.g. sprint forward, trap ball, pass and move to support possession. Transfers skills learned in one performance environment to a different performance environment e.g. overarm throw /overhead shot in badminton. Uses eye/hand and eye/foot coordination as part of skilful performance.	<u>I can...</u> <ul style="list-style-type: none"> Serve the shuttle to start a rally. Hold the racquet using both the forehand and backhand grips.
2	Basic skills <ul style="list-style-type: none"> Keepie ups Forehand / backhand Scooping the shuttle 	Apply skills with accuracy and control (HWB 3-21a) Select appropriate equipment (HWB 3-21a)	Confident individuals – evaluating fitness levels Successful learners – understanding set protocols	Can recognise good performance and evaluate what makes a good backhand/forehand.	Count the number of keepie ups.	N/A	Pupils work in pairs supporting each other.		<ul style="list-style-type: none"> Track and hit the shuttle above my head. Hit the shuttle away from my opponent.
3	Introduce serving <ul style="list-style-type: none"> High serve Low serve Flick serve Body positioning Rallies with a partner	Analyse own and others conduct (HWB 3-23a) Apply skills with accuracy and control (HWB 3-21a)	Confident individuals - developing confidence within the skill Successful learners - learning the correct techniques	Can discuss and answer questions on how and why the high/low serve is performed.	Understand the trajectory of the shuttle during the high and low serve.	Using task card to identify preparation/action and recovery for the shot.	Work with partner and relay feedback back to them using success criteria on the task card.		<ul style="list-style-type: none"> Select the correct shots to play to move my opponent. Practice and refine the skills I have learned. Select the appropriate task to develop my skill level.

St Ninian's High School
S1 Badminton Course Timeline

								Decision Making	
4	<p>Recap on serving</p> <p>Introduce overhead clear</p> <ul style="list-style-type: none"> • Body position • Racket position 	<p>Modify, adapt and refine previously learned skills (HWB 3-22a)</p>	<p>Confident individuals - developing confidence within the skill</p> <p>Successful learners - learning the correct techniques</p>	<p>Can discuss the preparation and action of the shot.</p>	<p>Understand how power effects distance.</p>	<p>Using task card to identify preparation/action and recovery for the shot.</p>	<p>Work with partner and relay feedback back to them using success criteria on the task card.</p>	<p>Takes responsibility for decisions under pressure that leads to improved performance.</p>	
5	<p>Continue overhead clear</p> <ul style="list-style-type: none"> • Body position • Racket position 	<p>Modify, adapt and refine previously learned skills (HWB 3-22a)</p>	<p>Effective contributors – contribute to class discussions</p> <p>Successful learners – link and perform skills under pressure</p>	<p>Can describe what the shot looks like, when it should be played and why.</p>	<p>Understand how power effects distance.</p>	<p>Using task card to identify preparation, action and recovery for the shot.</p>	<p>Work with partner and relay feedback back to them using success criteria on the task card.</p>		
6	<p>Focus on movement</p> <p>Recap on service & overhead shots</p>		<p>Successful learners – develop fitness level to help performance</p> <p>Effective contributors – discussions with peers/teacher</p>	<p>Can discuss how movement or lack of it can affect the game.</p>	<p>Calculate pulse rate to identify how hard you have been working.</p>	<p>Using timers to calculate heart rate.</p>	<p>Using equipment safely.</p>		

St Ninian's High School
S1 Badminton Course Timeline

7	<p>Introduce drop shot</p> <p>Intro to ½ court singles & rules</p> <ul style="list-style-type: none"> • Rally points • Winner serves • Lines of court 	<p>Apply skills with accuracy and control (HWB 3-21a)</p> <p>Understand how to work effectively with a partner (HWB 3-23a)</p>	<p>Responsible citizens – taking out & organising equipment</p> <p>Successful learners – learning correct techniques</p>	<p>Can explain how the shot is performed.</p>	<p>Able to identify when your opponent is a far enough distance away for the shot to be effective.</p>	<p>Use white board to identify court markings and what areas are in/out during service and open play.</p>	<p>Working in pairs to support others learning.</p>	
8	<p>Introduce smash</p>	<p>Apply skills with accuracy and control (HWB 3-21a)</p> <p>Understand how to work effectively with a partner (HWB 3-23a)</p>	<p>Successful learners – correct techniques performed in games</p> <p>Effective contributors – working together as part of a team</p>	<p>Discuss and explain why the shot is used and how to disguise it.</p>	<p>Understand how transfer of weight generates power and speed.</p>	<p>Use flip cams to identify strengths and weaknesses in performance.</p>	<p>Working in pairs to support others learning.</p>	
9	<p>Continue developing drop shot & smash</p>	<p>Modify, adapt and refine previously learned skills (HWB 3-22a)</p> <p>Apply skills with accuracy and control (HWB 3-21a)</p>	<p>Confident individuals – develop individual performance</p> <p>Confident individuals – performing strengths</p>	<p>Explain why disguising overhead shots is important.</p>	<p>Understand the differences in the trajectory of the shuttle during the smash and the drop</p>	<p>Use flip cams to identify strengths and weaknesses in performance.</p>	<p>Use equipment safely and for the purpose asked. Using the flip cams to show what was successful about performance.</p>	

St Ninian's High School
S1 Badminton Course Timeline

			which benefit the team		shot.			
10	Intro net shot <ul style="list-style-type: none"> Disguising shot Landin g between net & service line. As close to the net as possible, why? 	Apply skills with accuracy and control (HWB 3-21a) Understand how to work effectively with a partner (HWB 3-23a)	Successful learners – correct techniques performed in games Effective contributors – working together as part of a team	Evaluate performance to identify strengths and weaknesses in the shot.	Understand the concept of creating space on the court.	Pupils can use task cards to assess their partners performance.	Observe partner and provide them with feedback to improve their performance.	
11	Focus on shot selection <ul style="list-style-type: none"> What shot do I play & when? What shots are my strengths What shots are my weaknesses? 	Analyse own and others conduct (HWB 3-23a) Develop appropriate decision making and problem solving skills through analyzing, evaluating and applying (HWB 3-21a)	Effective contributors - contribute own strengths to the game Successful learners – perform all skills in competitive environment Confident individuals – performing strengths which benefit the team	Discuss and explain what shots should be played in certain situations and why.	Developing the concept of creating space on the court by moving the opponent.	Pupils can use flip cams to watch their rally and assess if they picked the correct shot in each stage of their rally.	Working competitively against partner showing good sportsmanship.	
12	Introduce	Understand	Effective	Explain when	Can keep	N/A	Enforcing the	

St Ninian's High School
S1 Badminton Course Timeline

	<p>backhand shots</p> <p>Introduce umpiring</p> <p>1 / 2 court singles</p>	<p>and undertake a variety of roles and responsibilities (HWB 3-23a)</p> <p>Engage in physical challenging experiences (HWB 3-22a)</p> <p>Apply skills with accuracy and control (HWB 3-21a)</p> <p>Apply leadership skills (HWB 3-23a)</p>	<p>contributors – work as part of a team</p> <p>Confident individuals – develop communication skills</p> <p>Successful learners – perform all skills in competitive environment & understand the rules</p>	<p>backhand shots should be used and why it is useful to play shots to opponents backhand side.</p>	<p>track of scores during the game of badminton</p>		<p>rules of the game to ensure games are fair.</p>	
13	<p>Begin class ladder tournament</p> <p>Teacher should encourage</p> <ul style="list-style-type: none"> • Rules • Decision making • Shot selection • Correct technique • Move 	<p>Develop appropriate decision making and problem solving skills through analyzing, evaluating and applying (HWB 3-21a)</p> <p>Engage in physical challenging experiences (HWB 3-22a)</p>	<p>Effective contributors - contribute own strengths to the team</p> <p>Confident individuals – develop individual performance</p> <p>Successful learners – perform all skills in</p>	<p>Can identify and discuss their strengths and weakness within their performance in each game.</p>	<p>Being able to calculate scores.</p>	<p>Using the ladder tournament system on the board.</p>	<p>Umpiring games to enforce the rules of the game to ensure games are fair.</p>	

St Ninian's High School
S1 Badminton Course Timeline

	<p>ment on court</p> <ul style="list-style-type: none"> • Umpiring 	Select and apply movement skills and strategies (HWB 3-21a)	competitive environment					
14	Continue class ladder tournament	<p>Develop appropriate decision making and problem solving skills through analyzing, evaluating and applying (HWB 3-21a)</p> <p>Engage in physical challenging experiences (HWB 3-22a)</p> <p>Select and apply movement skills and strategies (HWB 3-21a)</p>	<p>Effective contributors - contribute own strengths to the team, work together</p> <p>Confident individuals – develop individual performance</p> <p>Successful learners – perform all skills in competitive environment</p>	Can identify and discuss their strengths and weakness within their performance in each game.	Being able to calculate scores.	Using the ladder tournament system on the board.	Umpiring games to enforce the rules of the game to ensure games are fair.	
15	Continue class ladder tournament & assessment of performance	<p>Engage in physical challenging experiences (HWB 3-22a)</p> <p>Appreciate and</p>	Responsible citizens – set up equipment, warm-up with team, select role	Can identify and discuss their strengths and weakness within their performance	Being able to calculate scores.	Using the ladder tournament system on the	Umpiring games to enforce the rules of the game to ensure games are fair.	

St Ninian's High School
S1 Badminton Course Timeline

		celebrate personal success and that of others (HWB 3-24a) Experience achievement in physical activity on a daily basis (3-25a)	within team Successful learners – demonstrate improvements to performance	in each game.		board.		
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