



**PHE Canada**  
Physical & Health Education Canada



GRADES  
**4 to 6**

# badminton

in focus

TERRITORY  
NET + WALL  
RACING  
STRIKING + FIELDING  
TARGET

**MOVE**  **THINK**  **LEARN** 

PHYSICAL LITERACY THROUGH GAMES AND SPORT

# ACKNOWLEDGEMENTS

Physical and Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is for "all Canadian children and youth living physically active and healthy lives." PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

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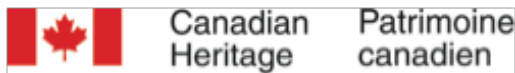
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**Move Think Learn: Physical Literacy through Games and Sport. Badminton in Focus.**

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# PART A Introduction

## Purpose

The Move Think Learn resource series has been designed to support physical educators in their planning of game-play experiences for children and youth. The series targets educators working with children and youth approximately 9–15 years of age (grades 4–9); its goal is to increase students' knowledge, confidence, and competence so they become further engaged in physical activity and/or sport.

**Physical and Health Education Canada** (PHE Canada) advocates for **Quality Daily Physical Education** (QDPE) in all Canadian schools. Well-planned opportunities to improve game-play abilities are part of a QDPE program. The Move Think Learn resource series promotes these opportunities through a Teaching Games for Understanding (TGfU) approach, contributes to the development of physical literacy, and aligns with Canada's Long-Term Athlete Development (LTAD) model.

## Physical Literacy

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy (PHE Canada).

The concept of physical literacy refers to the ongoing development of our embodied dimension, our disposition, and our ability to move and interact in different environments (Whitehead, 2010). Fundamental to the concept is the interrelated and interdependent nature of the many dimensions of one's self. Developing physical literacy therefore can positively influence and be influenced by the development of other capabilities such as cognition, creativity, and self-confidence.

One of the many aspects of physical literacy is the development of game-play abilities, or the ability to read and respond to different situations. This aspect of physical literacy is supported by the Move Think Learn resource series. The game experiences described in the resources include all learners, are developmentally appropriate, and facilitate the refinement of movement skills. Positive, purposeful, and engaging game-play experiences in childhood can contribute to the individual's motivation and confidence to pursue physical activity opportunities for a lifetime. Provincial physical education curricula across Canada promote the development of physical literacy for children and youth.



## Resources to learn more about physical literacy

- Website and videos: **Physical literacy educational strategies**. PHE Canada (2014).
- Article: The concept of physical literacy. Whitehead, M. (Ed.) (2006). *European Journal of Physical Education* 6(2), 127–138.
- Book: **Physical literacy throughout the lifecourse**. Whitehead, M. (2010). London, UK: Routledge.



# PART A

## Teaching Games for Understanding (TGfU)

The Move Think Learn resource series embraces a Teaching Games for Understanding (TGfU) approach. Originally outlined by Bunker and Thorpe in the 1980s, TGfU is a student-centred instructional model designed to actively engage learners in problem solving and decision making while gaining an appreciation of game strategies, tactics, and skills.

Through participation in small-sided games, students learn how tactical solutions can be transferred from one game or sport to another. Students develop the ability to make decisions about “what to do,” “when to do it,” and “how to do it” in response to game situations (Griffin & Patton, 2005). Learning games this way, students develop game literacy and gain competence in a wide range of activities (Mandigo, Butler, & Hopper, 2007).

TGfU focuses on fostering tactical awareness before skill development. Tactics refer to “what to do” during specific game-play situations (Bunker & Thorpe, 1982). Tactical problems (e.g., how to maintain possession of an object) emerge during game play and force participants to make decisions about what to do (e.g., dribble or pass? what kind of pass? to whom?). Tactics differ from game strategies, which refer to the elements of the overall game plan discussed before play begins (Gréhaigne, Godbout, & Bouthier, 1999).

To facilitate learning, games are grouped into broad categories based on common structures, features, and goals (i.e., target games, net and wall games, striking and fielding games, and territorial games). For the purpose of the Move Think Learn resource series, a “racing games” category is added to include those games with the goal of moving efficiently to cover a pre-determined distance in the shortest amount of time. The games categories can be described as follows.

### Target Games

The main goal of target games is to send away an object and make contact with a specific target (Mandigo et al., 2007). Examples of unopposed target games include archery, bowling, and golf. Opposed target games include curling and bocce.

### Net and Wall Games

The main goal of net and wall games is to send an object to the opponents so they are unable to return it or are forced to make an error (Mandigo et al., 2007). Examples include badminton, jai-alai (played using a scoop-like implement), tennis, volleyball, sepak takraw (also known as kick volleyball), and squash.

### Striking and Fielding Games

The main goal of striking and fielding games is to strike an object away from fielders in order to score points and limit the number of points scored by the opponent (Mandigo et al., 2007). Examples include baseball, cricket, kickball, softball, and rounders.



## Resources to learn more about TGfU

- Book: [\*Teaching games for understanding: Theory, research, and practice\*](#). Griffin, L., Butler, J. (Eds.) (2005). Champaign, IL: Human Kinetics.
- Website: [Teaching Games for Understanding](#)
- Website: [Playsport](#)
- Video: [Teaching Games for Understanding – Lesson Demonstration](#). The Physical Educator (2012).
- Articles: Physical and Health Education Journal. (2007). [TGfU feature issue](#).

# PART A

## *Invasion/Territorial Games*

The main goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo et al., 2007). Examples include basketball, team handball, soccer, goal ball, hockey, ringette, water polo, and rugby.

## *Racing Games*

The main goal of racing games is to move efficiently to cover a pre-determined distance in the shortest amount of time. Racing games can also involve set tasks (e.g., going through a gate, staying in bounds). Examples include cycling, speed skating, canoe/kayak, rowing, swimming, and cross-country skiing.



## *Sport as a Vehicle for Learning*

Canada's Long-Term Athlete Development (LTAD) model outlines a framework for athlete development. The seven stages of the model identify the role of play, physical education, school sport, recreational physical activity, and competitive sport in the development of athletes (Balyi, Cardinal, Higgs, Norris, & Way, n.d.). LTAD underlines the importance of opportunities for children and youth to participate in a wide variety of physical activities and sports. Many national sport organizations in Canada have designed a sport-specific LTAD model.

The sport focus of each resource in the Move Think Learn series provides a lens through which to facilitate purposeful game-play experiences. Although each resource focuses on a single sport, it emphasizes the transferability of tactical solutions from one sport to another. The small-sided games described in each resource align with the stages of LTAD by promoting participation in developmentally appropriate games as opposed to mature forms of the sport.



## *Resources to learn more about Canada's Long-Term Athlete Development Model*

- Website: [Canadian Sport for Life](#)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](#)

# PART B Planning for Teaching and Learning

## Resource Overview

Each resource in the series is organized into three sections: Move, Think, and Learn. The resources support teacher planning, but do not provide complete or sequential lesson plans.

### Move

The Move section describes five different games. Each game highlights a different tactical problem relevant to the games category of the sport in focus. These games can serve as an entry point to a lesson and are designed to help students understand “what to do” in the context of the game. The template used to describe each game is outlined below.

**TITLE:** title of the game

**TACTICAL FOCUS:** the tactical problem students will experience during game play

**OBJECTIVE:** what students will learn as a result of the game-play experience

**SPORT RATIONALE:** the relevance of the tactical problem to the sport in focus

**PARTICIPANTS:** the organization of students during game play (e.g., partners, 3 v. 3)

**EQUIPMENT:** a list of equipment needed to play

**SET UP:** how to organize the activity area for participation in the game, including diagrams

**DESCRIPTION:** the rules and details for playing the game

**MODIFICATIONS:** changes that can be made to the game to increase or decrease the level of challenge and complexity to better meet the needs of students

### Think

The Think section includes tactical questions teachers can ask students. Each series of questions relates directly to the preceding Move game, and is intended to engage students in critical and creative thinking to identify the tactical problem, solutions to the tactical problem, and the movement skills required to carry out the tactical solutions. Building on student understanding of “what to do” in the context of the game, this section explores “how to do it.”

Student answers will inform the next steps in learning that should provide an opportunity to develop the skills needed to carry out tactical solutions. These next steps can include practising motor skills, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game. Students need both tactical awareness and skill proficiency to become skillful game players. Teachers will decide the best way to engage students in skill practice based on developmental level and readiness. Providing opportunities for students to develop skills in a game-like context is an effective way to facilitate the carryover of these skills to a game situation.

The following resources describe fundamental movement skills and, where possible, sport-specific movement skills in detail to support skill practice. The movement skills are identified in the description of each game in the Move section.



## Resources to learn more about fundamental movement skills

- Book: [PHE Canada Fundamental Movement Skills Resource Series](#)
- Videos: [PHE Canada Fundamental Movement Skills Video Collections](#)
- Website: [Active for Life Lesson Plans and Resources](#)

# PART B

## Learn

Each Learn section describes two games. These games are more complex than those in the Move section, and are intended to move participants toward the mature form of the sport in focus. During game play, students apply solutions to tactical problems and decision-making abilities. These games can serve as a culminating game to a lesson or unit.

After the game description, to extend tactical awareness, the resource identifies questions to engage students in critical and creative thinking. It also identifies specific ways the tactical solutions can be transferred to other games or sports in the same category. Emphasizing the transferability of tactical solutions from one game to another in the same games category will deepen student understanding and competence, despite the fact that different movement skills are required to play different games.

**BELOW IS A SUMMARY OF WHAT TEACHING AND LEARNING COULD LOOK LIKE IN EACH SECTION OF THE RESOURCE.**

| Action  | What students will do   | What teachers will do  |
|---|---|--|
| <p><b>MOVE</b></p> <p>Game to highlight a tactical problem.</p>   | Engage in small-sided, developmentally appropriate play with lots of opportunity for active involvement.  | Facilitate game play in a safe environment. Observe student play.  |
| <p><b>THINK</b></p> <p>Questions to allow students to identify the tactical problem from the MOVE game and begin to identify solutions and required skills.</p> | Consider and share answers to questions based on game-play experiences and ask new questions. Practise and refine movement skills and tactical solutions. | Ask questions to highlight the tactical problem and relevant solutions. Encourage multiple and varied answers, be open to new ideas, ask probing questions to refine student answers. Use answers to inform next steps in learning. Facilitate an opportunity to practise and refine movement skills needed to carry out tactical solutions. |
| <p><b>LEARN</b></p> <p>More complex game emphasizing the use of tactical solutions during game play.</p>  | Engage in small-sided, developmentally appropriate play and make decisions to achieve the goal of the game.   | Facilitate game play in a safe environment. Observe student play, pausing games periodically as appropriate to ask questions to support student decision making and use of tactical solutions.   |



# PART B

## *Pedagogical Considerations*

A number of pedagogical considerations are important to help ensure learning experiences are purposeful, engaging, and inclusive for all students. Structuring inclusive game-play opportunities that allow all students to participate in a positive and appropriately challenging way will contribute to student learning and increase confidence and competence.

The games in the Move Think Learn resource series are developmentally appropriate in that they are small-sided (e.g., 3 v. 3), allowing all students to be actively involved in the game experience.

However, it is important to note that the games are merely samples. Teachers will need to ensure games are structured in a way that matches the needs and abilities of their students.

The description of each game provides modifications to the equipment, space, and rules to give teachers ideas about how to increase or decrease the level of challenge or complexity to better match the abilities of students. In some cases (e.g., archery, squash, cycling, canoe/kayak), the games do not involve the use of sport-specific equipment or facilities. Teachers with the relevant training and/or access to equipment and facilities can choose to incorporate these elements as appropriate.

In a student-centred model such as Teaching Games for Understanding, it is critical that teachers be able to ask questions after a game in a way that facilitates learning and empowers students to make good tactical decisions. It is important to ask questions that help students understand what they need to do to solve a tactical problem and why, followed by questions that identify how to carry out the solution (Mitchell, Oslin, & Griffin, 2013). The type and number of questions asked by the teacher is based on the readiness of students.

*The **Move Think Learn** resource series is intended to inform teacher planning, and is not a sequential or complete series of lessons. As a result, teachers will use the resource in different ways. On the next page are two examples of how teachers could use the Move Think Learn Team Handball resource to plan a unit using a TGfU approach.*



### *Resources to learn more about effective questioning*

- Book: **Instructional models for physical education** (3rd ed.). Metzler, M. W. (2011). Scottsdale, AZ: Holcomb Hathaway.
- Book: **Teaching sport concepts and skills: A tactical approach for ages 7–18**. Mitchell, S. J., Oslin, J. L., & Griffin, L. L. (2013). Champaign, IL: Human Kinetics.

# PART B

## Example 1: Team Handball Unit

Mr. Smith plans a two-week team handball unit. The single-sport focus will provide an in-depth experience with the tactical problems associated with team handball before highlighting the transferability of tactical solutions to other invasion/territorial games (Mitchell et al., 2013).

Mr. Smith uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for his unit and matches these to provincial/territorial learning outcomes. Curricular learning outcomes inform the assessment criteria and strategies. When designing the sequence of learning, Mr. Smith uses the games in the Move section and the modification ideas to identify a game that will start each of his lessons. Then he adjusts the Think questions to match the needs of the students in his class. He is unsure of the performance cues for the overhand throw, so refers to the [PHE Canada Fundamental Movement Skills Video Collection](#) before designing game-like opportunities for skill practice. Finally, Mr. Smith chooses a culminating Learn game for each lesson that will allow students to apply the tactical solutions and decision-making abilities. Sometimes, the Learn game is a modified version of the initial Move game. Mr. Smith is ready to begin and adjust his plan as necessary to support student learning.

# 1

Example

## Invasion/Territorial Games Unit

Ms. Bahn plans a two-week invasion/territorial games unit. She adopts a game sampling focus to provide a variety of game-play experiences that help students transfer learning from one territorial game to another (Mitchell et al., 2013).

Ms. Bahn also uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for her unit, matches these to provincial/territorial learning outcomes, and articulates assessment criteria. When designing the sequence of learning, Ms. Bahn incorporates the transferability ideas from the games in the Learn section into each of her lessons. Sometimes she plans for games with the same tactical focus to be played at the beginning of two consecutive lessons, or within the same lesson with different movement skills. For example, students could play Boundary Ball, throwing and catching with hands (Team Handball), then play again, kicking and trapping with feet (Soccer). Ms. Bahn also adjusts the Think questions to match the needs of the students in her class and designs game-like opportunities for skill practice. Finally, Ms. Bahn chooses a culminating Learn game for each lesson that will allow students to apply their tactical solutions and decision-making abilities. Ms. Bahn is ready to begin and adjust her plan as necessary to support student learning.

In both examples, teachers plan to facilitate a sequence of learning that will encourage students to become more skillful game players, having developed both tactical awareness and movement skills. Students gain an understanding of what to do in game situations, when to do it, and how to do it to achieve the goal of the game.

# 2

Example

# PART B

## Safety

An inherent level of risk exists in all physical activities. A safe physical, emotional, mental, and spiritual learning environment is essential if students are to learn while participating in movement activities. Teachers must facilitate well-planned and developmentally appropriate game-play experiences to minimize the risk of accident and injury. In addition to knowing the developmental level of students and acting with common sense and foresight, teachers should have an in-depth understanding of up-to-date safety guidelines in their province/territory and jurisdiction.



## References

Balyi, I., Cardinal, C., Higgs, C., Norris, S., & Way, R. (n.d.) [Canadian Sport for Life: Long-term athlete development resource paper v 2.](#)

Bunker, B., & Thorpe, R. (1986). The curriculum model. In R. Thorpe, D. Bunker, & L. Almond (Eds.), *Rethinking games teaching* (pp. 7–10). Loughborough, UK: University of Technology, Loughborough.

Gréhaigne, J. F., Godbout, P., & Bouthier, D. (1999). The foundations of tactics and strategy in team sports. *Journal of Teaching in Physical Education*, 18(2), 159–174.

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Whitehead, M. (2010). *Physical literacy throughout the lifecourse*. London: Routledge.

# PART C Setting the Context

## Sport in Focus

The information below about the sport in focus can generate student interest and engagement prior to the first learning experience. For example, teachers can share information about badminton and

- have small groups complete a T-P-E chart (Nosich, 2009), identifying what they think (T) they know about badminton, what puzzles (P) them about badminton, and how they want to explore (E) the things that puzzle them;
- make connections with local, provincial, national, or international events.

## Sport in Context

### DID YOU KNOW?

- Badminton is the fastest racket sport with the fastest shuttle measuring in at a speed of over 320 km per hour.
- The best shuttles are made from the feathers from the left wing of a goose.
- Badminton is the second most popular sport in the world, after soccer.
- A badminton player can run 2 km or more in just one match.
- The two most successful badminton countries are China and Indonesia; between them, they have won 70% of all Badminton World Federation events.
- The Chinese originally played a version of badminton called Ti Zian Ji but they did not use rackets—they used their feet.

### HISTORY

- Badminton originated in ancient civilisations in Europe and Asia more than 2,000 years ago but was not played with a net.
- In India in the 1800s, a net was introduced and players hit the shuttle across the net.
- British officers took this game back to England in the mid-1800s; it was introduced as a game for the guests of the Duke of Beaufort in Gloucestershire, England where it became popular.
- The International Badminton Federation was formed in 1934; the initial members were England, Wales, Ireland, Scotland, Denmark, Holland, Canada, New Zealand and France, with India joining in 1936.
- The first major international badminton tournament was the Thomas Cup (world men's team championships) in 1948.
- Badminton became an Olympic sport in Barcelona in 1992.

### RULES

- Badminton is a net game played on a court (5 m by 13.5 m) by two or four opponents using rackets and a shuttle.
- The object of the game is for players to send the shuttle to their opponents so they are unable to return it or are forced to make an error.

# PART C

## AN OVERVIEW OF SIMPLIFIED RULES FOR BADMINTON

- Badminton is played by two opposing players (singles) or two opposing pairs (doubles) with unique service rules and court boundaries for each.
- The server and the receiver stand in diagonally opposite service courts.
- At the beginning of the game and when the server's score is even, the server serves from the right service court.
- When the server's score is odd, the server serves from the left service court.
- If the server wins a rally, the server scores a point and then serves again from the alternate service court.
- If the receiver wins a rally, the receiver scores a point and becomes the new server.
- Faults occur when a player invades an opponent's court over or under the net or when the shuttle
  - o is caught on or in the net,
  - o lands outside the boundaries of the court,
  - o passes through or under the net,
  - o fails to pass over the net, or
  - o is hit twice in succession by the same player or players on the same team.
- Players change ends at the end of the first game, at the end of the second game and after the first side scores 11 points in the third game.
- Scoring System:
  - o A match consists of the best of three games of 21 points.
  - o At 20 all, the side which gains a 2-point lead first, wins that game.

- At 29 all, the side scoring the 30th point, wins that game.
- The side winning a game serves first in the next game.

For more information on rules, visit [www.badminton.ca](http://www.badminton.ca) or [www.bwfbadminton.org](http://www.bwfbadminton.org)

## EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- Eliminate the service court lines to reduce pressure and allow more opportunities for service skill development.
- Before introducing the net, incorporate some lead-up activities into the lesson to build the skills of passing, receiving, and serving the shuttle.
  - o Partners pass the shuttle back and forth with their rackets and count how many consecutive times they can hit it before it touches the ground.
  - o Participants practise serving into buckets placed on the ground keeping the shuttle below their waist at the point of contact.
- To maximize the number of students playing at once or when access to badminton courts is not possible, eliminate the use of nets (marking off the centre and outer boundary lines using tape).



### CANADIAN ATHLETE HIGHLIGHTS **Alex Bruce**

- Born: May 27, 1990
- Hometown: Toronto, ON
- Event Type: Doubles
- 2011 Pan American Games gold medalist in Women's Doubles
- 2012 Women's Doubles National Champion
- Participated in the 2012 Olympic Games in Women's Doubles



### CANADIAN ATHLETE HIGHLIGHTS **Adrian Liu**

- Born: September 17, 1983
- Hometown: Prince Rupert, BC
- Event Type: Doubles
- 2012 Men's Doubles National Champion
- 2012 Tahiti International Challenge Men's Doubles Champion
- 2011 Pan American Games bronze medalist in Men's Doubles

# PART C

## CROSS-CURRICULAR CONNECTIONS

The resource is student-centred, providing students opportunities to MOVE, THINK, and LEARN and supporting the tactical understanding for net and wall games. Adding cross-curricular connections is a great way to support student learning in other subject areas.

## CONSIDER THE FOLLOWING CROSS-CURRICULAR CONNECTIONS FOR THE SPORT OF BADMINTON:

- Math: Patterning—Create a badminton tournament schedule consisting of six teams that play each other once in the round robin.
- Information Technology: Use a computer to research the top badminton players around the world and their career highlights.
- History: Compare and contrast the ancient civilizations of Europe and Asia (where the concept of badminton originated) and describe the importance of leisure activities like badminton in daily life.



## BIG EVENTS

- World Championships
- Thomas Cup (World Men's Team Championships)
- Uber Cup (World Women's Team Championships)
- Sudirman Cup (World Mixed Team Championships)
- Olympic Games
- Canadian National Championships



## Supplementary Reading

### RESOURCES

- LTAD Resource - [Badminton for Life](#)

### WEBSITES

- [Badminton Canada](#)
- [Badminton World Federation](#)

### PROVINCIAL ASSOCIATIONS

- [Badminton BC](#)
- [Badminton Alberta](#)
- [Saskatchewan Badminton Association](#)
- [Northwest Territories Badminton Association](#)
- [Manitoba Badminton Association](#)
- [Ontario Badminton Association](#)
- [Badminton Québec](#)
- [Badminton New Brunswick](#)
- [Nova Scotia Badminton Association](#)
- [Badminton Newfoundland](#)

# PART C

## Summary of Activities

Badminton, a net and wall game, is the sport through which tactical problems related to net and wall games will be explored in this resource. The goal of net and wall games is to send an object to the opponent so they are unable to return it or are forced to make an error (Mandigo, Butler, & Hopper, 2007).

**THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL NET AND WALL GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.**

| <i>Tactical Focus</i>            | <i>Move</i>       | <i>Think</i>   | <i>Learn</i>       |
|----------------------------------|-------------------|--|--------------------|
| Consistency, maintaining a rally | Merry-Go-Round    | <p>Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.</p> <p>For more information to support development of the movement skills needed to play badminton, refer to the resources listed on page 6.</p> | Back-Court Shuffle |
| Defending space, ready position  | Half-Court Frenzy |  |                    |
| Defending against an attack      | King's Ladder     |  |                    |
| Setting up an attack             | Whack A Mole      |  | Shuttle Invasion   |
| Winning a point                  | Keep My Coins     |  |                    |

**PART**

**D**

**Move Think Learn Activities**





# MOVE



## 1: Merry-Go-Round

### TACTICAL FOCUS:

Consistency, maintaining a rally

### OBJECTIVE:

Students will learn to maintain a rally with a group.

### SPORT RATIONALE:

In badminton, it is important for a player to be able to return an opponent's shot. The ability to maintain a rally is essential to maintain the flow of the game and to improve scoring opportunities.

### PARTICIPANTS:

Groups of 6

### EQUIPMENT PER GROUP:

➤ 1 ball (e.g., a variety of beach balls, gator skins, tennis balls, foam balls, Frisbees)

### DESCRIPTION:

- Divide students into groups of six.
- Assign each group a playing space and provide a choice of balls for each group to use.
- The activity occurs in two rounds: in round 1, the groups work cooperatively; in round 2, the groups work competitively against each other.
- Round 1: cooperative play
  - Round 1 starts with each group setting a group goal of the number of successful send/receives the group members will work towards (e.g., 30 points).
  - One student will stand in the middle of the playing space; the other students will spread out and circle the student in the middle.
  - The middle student throws the ball to the first student in the circle. If that student catches the ball, the group scores 1 point and the catcher throws the ball back to the middle student.
  - The middle student repeats the action with the second student in the circle, who throws the ball back to the middle student.
  - Round 1 continues with the middle student sending and receiving the ball from each student in the circle.
- Round 1 finishes when the group has reached its point goal.
- Round 2: competitive play
  - To start round 2, the teacher designates a "game time" (e.g., two minutes).
  - Play the game exactly as in round 1, except that group members work together to score as many points as they can within the allotted game time.
  - At the end of the game time, groups share their point totals.

# THINK

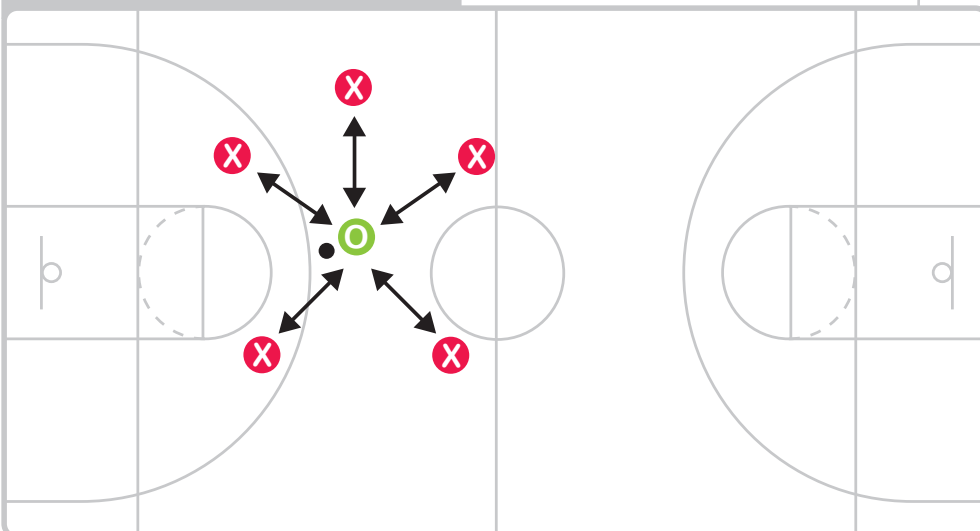


### TACTICAL QUESTIONS FOR STUDENTS:

- How did changing the way you threw the ball affect your ability to maintain a rally?
- Which round did you find easier? Why?
- What did your group do that was successful?
- How might you move to the ball in order to make a quick return?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

### MERRY-GO-ROUND SET-UP



For each group, designate an appropriate playing area.

THROWER CATCHERS BALL

### MODIFICATIONS:

- Students use racquets to strike a shuttle back and forth.
- Make the playing space smaller to focus on accuracy of throw/strike.
- Make the playing space larger to focus on strength of throw/strike.

# MOVE



## 2: Half-Court Frenzy

### TACTICAL FOCUS:

Defending space, ready position

### OBJECTIVE:

Students will learn to position themselves on the court in order to be able to cover as much space as possible when on defence.

### SPORT RATIONALE:

In badminton, it is important for a player to be able to move quickly around the court and get into ready position to strike the shuttle after the opponent has returned the shot. Being in ready position increases the likelihood of the athlete being able to defend against an attack and prevent the opponent from scoring a point.

### PARTICIPANTS:

Groups of 4

### EQUIPMENT PER GROUP:

- 2 pylons
- 1 ball (e.g., gator skin, tennis ball, peps ball)
- floor tape or floor markers

### DESCRIPTION:

- Divide students into groups of four.
- Assign each group a playing space and the equipment listed above. Students could choose the type of ball they want to use.
- The game starts with each group setting a group goal of the number of successful send/receives they will work towards (e.g., 20 points).
- Each group divides in half—with two students on each side of the mid-point or net.
- On each side of the mid-point (or net), one student defends the back half and the second student defends the front half.
- Students play rock-paper-scissors to determine who will start with the ball.
- The server throws (serves) the ball over the mid-point (or net). The receiving student moves to catch the ball before it bounces. Receiving students must stay in their designated portion of the court and catch only those balls that are thrown into their playing area.
- If the ball is successfully caught, the group scores a point. The receiving student yells “one” and throws the ball back over the net.
- If the ball is successfully caught, the group scores a point. The receiving student yells “two” and sends the ball over the net again.
- The game finishes when the group has reached the point goal.

# THINK

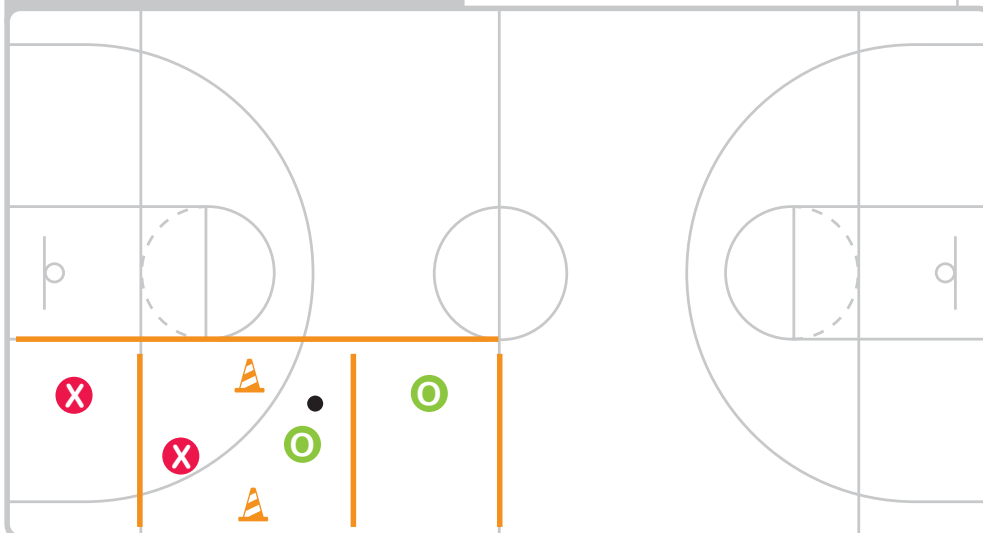


### TACTICAL QUESTIONS FOR STUDENTS:

- How did you anticipate where the ball was being thrown? How did you make sure to cover that area?
- Why was it important to be in ready position (i.e., hands up, knees bent, on balls of the feet)?
- Where should you stand on the court to be in position to return a shot? Why is it important to return there quickly after you return a shot?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the same game.

### HALF-COURT FRENZY SET-UP



### MODIFICATIONS:

- Students use scoops to send a wiffle ball over the mid-point or net.
- Adjust how the court is divided in half (i.e., students will cover the right or left side of the court).
- Students strike the ball with an open palm instead of throwing it.
- Students use a badminton racquet to strike a shuttle instead of throwing a ball.

○ GROUP 1    X GROUP 2    ● BALL

For each group, designate a playing area that includes a court space. Use the pylons to designate the centre line of a court and to represent the net. Use floor tape or floor markers to show the half-way point of each side of the court.

# MOVE



## 3: King's Ladder

### TACTICAL FOCUS:

Defending against an attack

### OBJECTIVE:

Students will learn to anticipate a shot return and defend their side of the court.

### SPORT RATIONALE:

In badminton, it is important for a player to move quickly around the court and get into ready position to stop the opponent from scoring a point. Being able to defend against the opponent's attack puts the player back on offense and into scoring position.

### PARTICIPANTS:

Groups of 4

### EQUIPMENT PER GROUP:

- 1 ball (e.g., gator skin, tennis ball, pepsi ball)
- floor tape or floor markers

### DESCRIPTION:

- Divide students into groups of four.
- Number the court squares 1–4; assign each student to a square.
- The student in square 4 starts with the ball.
- The student in square 4 throws the ball to a student in square 1, 2, or 3.
- The receiving student attempts to catch the ball and then throw it for a group member in another square to catch.
- If the receiving student drops the ball, that student must move up to the highest numbered square (4), while the other three students move down to the next lower-numbered square.
- Students continue to play, attempting to make it to the number 1 square.

# THINK

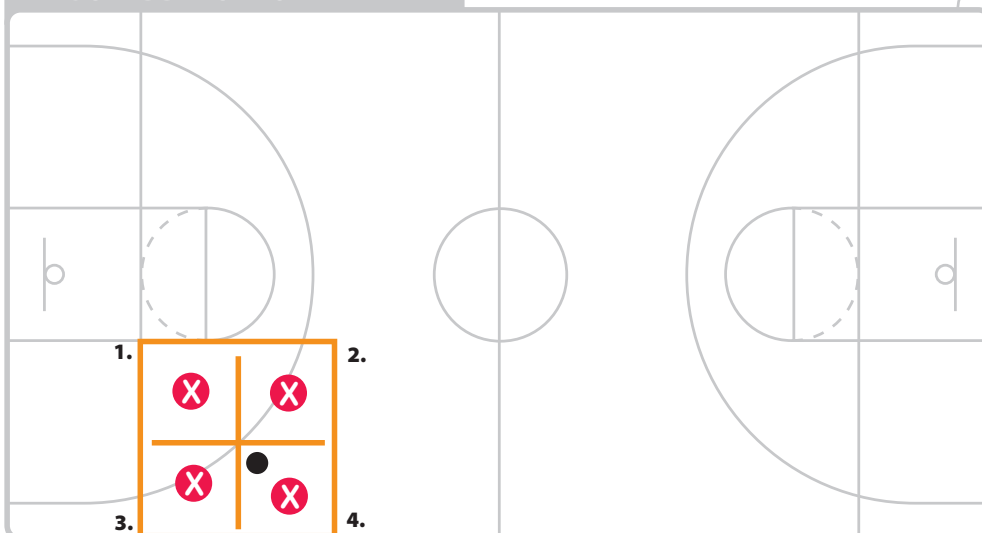


### TACTICAL QUESTIONS FOR STUDENTS:

- How did you decide which square you were going to throw the ball to?
- How did you get ready to receive a throw?
- What might you do to increase your chance of getting to the highest square?

*NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.*

### KING'S LADDER SET-UP



For each group, designate a playing area that includes a square court space.

● BALL    X PLAYERS

### MODIFICATIONS:

- Students use an open-hand strike instead of throwing and catching.
- Students use a short handled paddle instead of throwing and catching.
- Students use a badminton racquet and shuttle instead of throwing and catching.
- Use bigger squares so students can play in groups of eight with two students in each square (i.e., doubles formation).

# MOVE



## 4: Whack A Mole

### TACTICAL FOCUS:

Setting up an attack

### OBJECTIVE:

Students will learn to place the shuttle into vulnerable spots on the other court so that the other student is out of position and space is created to win the next shot.

### SPORT RATIONALE:

In badminton, it is important for the player to know where on the court to send the shuttle so the shuttle lands in hard-to-reach spots for the opponent. Being able to place the shuttle in open areas will increase the likelihood of the player scoring a point.

### PARTICIPANTS:

Pairs

### EQUIPMENT PER GROUP:

- › 4 poly spots/hula hoops
- › 1 ball (e.g., gator skin, tennis ball, pepsi ball)

### DESCRIPTION:

- › Divide students into pairs.
- › Place the four target areas in the corners of the court as shown in the diagram on the next page.
- › Both students start in the middle of the court – home base.
- › Students play rock-paper-scissors to determine who serves first.
- › The serving student throws the ball against the wall, aiming to have it land on one of the target areas.
- › The receiving student moves to catch the ball after letting it bounce once.
- › If the intended receiver does not catch the ball after the first bounce, the play is stopped and the server remains in possession of the ball.
- › If the receiving student successfully catches the ball after the first bounce, the receiver then throws the ball against the wall, aiming to have it land on one of the target areas.
- › If the original server is not able to catch the return throw after one bounce, the play is stopped and the original receiver gains possession of the ball.
- › To re-start play, both students return to the home base and the new server throws the ball against the wall, aiming to have it land on one of the target areas.
- › The point scoring system is as follows:
  - o 1 point to the student throwing the ball if the ball bounces anywhere on the court and the defensive student is unable to return the shot.
  - o 2 points to the student throwing the ball if the ball lands in a target area (regardless of the outcome of the play).
- › Play the game for 3–5 minutes.
- › Students number off – 1 and 2. All number 2s find a new number 1 partner to play again.

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

- › Did your throw change (i.e., underhand or overhand) depending on what target you were aiming for?
- › What parts of the court allowed you to score on the other student? Why?
- › What did you do to make sure you moved to the ball before it bounced twice?
- › What can you do differently to move the other student out of position?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

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# MOVE



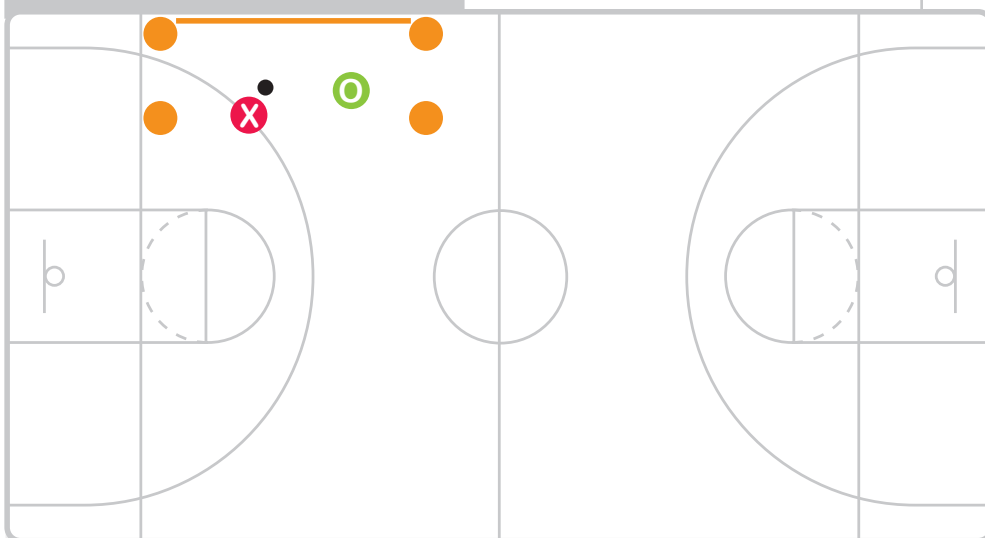
## 4: Whack A Mole

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### MODIFICATIONS:

- Students use an open hand to strike the ball back and forth.
- Students play over a net instead of against a wall.
- Students use a badminton racquet to strike a shuttle back and forth over a net.
- Students play with a partner against another group of two (i.e., doubles formation).

### WHACK A MOLE SET-UP



For each pair, designate a playing area that includes wall space and a court space.

○ RECEIVER    X SERVER    ● BALL    ● TARGET AREA

# MOVE



## 5: Keep My Coins

### TACTICAL FOCUS:

Winning a point

### OBJECTIVE:

Students will learn to make power-versus-accuracy decisions while attacking an open space.

### SPORT RATIONALE:

In badminton, it is important for a player to make shot decisions quickly. Knowing what type of shot to use and when to use the shot are learned skills. Successful badminton players are effective decision makers, increasing their chances of scoring a point.

### PARTICIPANTS:

Pairs

### EQUIPMENT PER GROUP:

- 1 ball (e.g., balloon, beach ball)
- 2 pylons

### DESCRIPTION:

- Divide students into pairs.
- The activity will occur in two rounds: in round 1, students play on a long, narrow court; in round 2, students play on a short, wide court.
- Round 1: long, narrow court
  - Each pair starts with 10 points.
  - Students play rock-paper-scissors to determine who will start with the ball.
- The serving student sends the ball over the mid-point (or net) with an open-hand strike.
- If the receiving student is unable to return the ball before it bounces twice (i.e. after no bounce or one bounce) or if the ball is struck out of bounds, the team loses 1 point.
- Once all 10 points have been lost, the pair must perform 10 burpees, (or 10 repetitions of another fitness activity), to earn 10 new points to re-start the game.
- Round 2: short, wide court
  - Play the game as stated above; however, students use a short, wide court.

# THINK

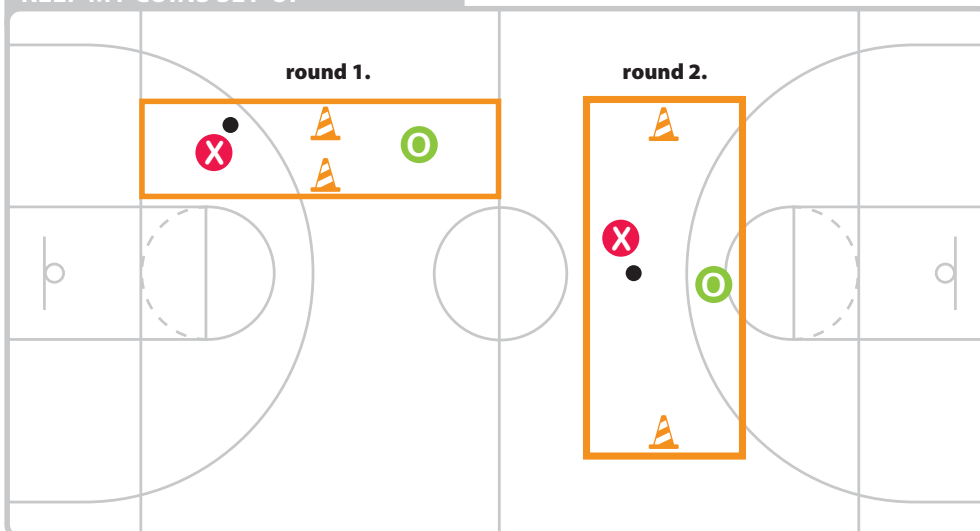


### TACTICAL QUESTIONS FOR STUDENTS:

- Where did you place the ball to help you keep the most points?
- Which striking motion (i.e., over hand, under hand, open hand) was the most effective for scoring a point?
- What did you do to change where and how you sent the ball?
- If you were playing to score points, what strategies would you use?

**NOTE:** Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

### KEEP MY COINS SET-UP



### MODIFICATIONS:

- Students throw and catch the ball instead of striking it.
- The ball may bounce twice before the strike return.
- Students use a badminton racquet and shuttle instead of an open-hand strike and a ball.
- Add target areas (e.g., poly spots). If the target is hit, award bonus points.

Designate a playing area that includes long, narrow courts and short, wide courts. Pylons designate the mid-point and can represent a net.

RECEIVER SERVER BALL MID-POINT

# LEARN



## 1: Back-Court Shuffle

### TACTICAL FOCUS:

Maintaining a rally, defending space, and defending against an attack

### OBJECTIVE:

Students will understand and demonstrate offensive tactics (maintaining a rally, setting up an attack and winning a point) and defensive tactics (defending space and defending against an attack).

### SPORT RATIONALE:

In badminton, it is important for a player to have strong defensive skills in order to stop the opponent from scoring. It is also important for a player to have strong offensive skills in order to score points and win the match. Successful badminton players transition effectively between offense and defense.

### PARTICIPANTS:

Groups of 4

### EQUIPMENT PER GROUP:

- › 2 badminton racquets
- › 1 badminton shuttle
- › 2 pylons
- › floor tape ( for court lines)

### DESCRIPTION:

- › Divide students into groups of four; each group consists of two doubles teams.
- › During the activity, one member of each doubles team is on the court and the second is off the court, waiting to rotate in.
- › Students play rock-paper-scissors to determine who serves first.
- › The server serves the shuttle by striking it with a side-arm strike using a badminton racquet.
- › The receiver attempts to return the shuttle to a hard-to-reach area on the opposite court.
- › These two students continue to rally back and forth until the rally ends (i.e., the shuttle lands on the court or the shuttle is hit out of bounds).
- › The doubles team that wins the rally scores 1 point.
- › At the end of the rally, the students switch places with their doubles teammate.
- › The two new students start a new rally.
- › Play a game for five minutes.
- › The doubles teams number off-1 and 2. All number 2s find a new doubles team to play again.

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

- › What did you do to prevent the opposing student from scoring?
- › How did you position yourself to defend against an attack?
- › What might you do to increase your chance of scoring?

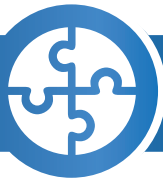
### TRANSFERABILITY:

*You could play this game again with a focus on:*

- › sepak takraw (kick volleyball) – send a rattan ball over a net using only feet, knees, chest and head;
- › racquetball – send a bouncy rubber ball to the wall using a racquetball racquet.

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# LEARN



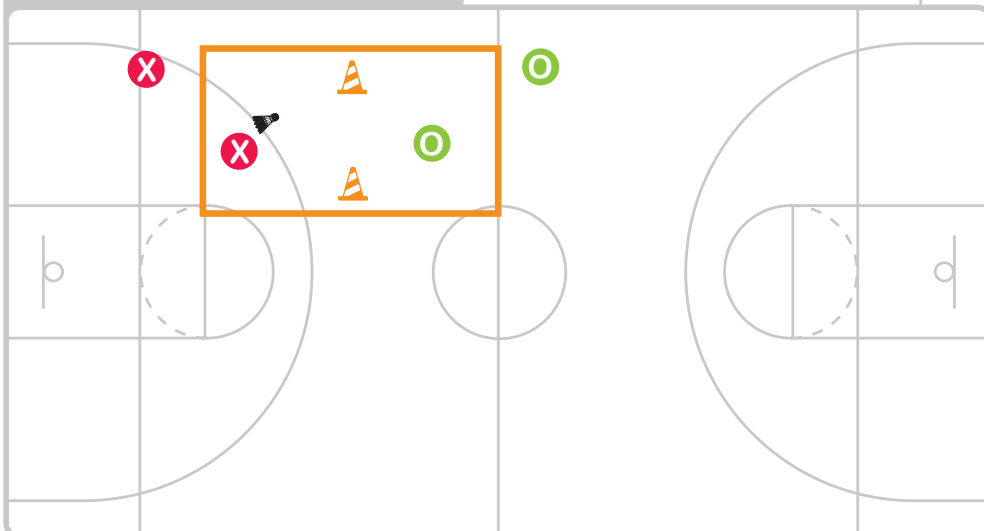
# 1: Back-Court Shuffle (continued)

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## MODIFICATIONS:

- ▶ Make the court wider to focus on hitting with angles.
- ▶ Make the court longer to focus on hitting with force.
- ▶ Students play cooperatively to focus on maintaining a rally.

## BACK-COURT SHUFFLE SET-UP



Designate a playing area for each group that includes a court space. Use the pylons to designate mid-court and represent a net.

GROUP 1   GROUP 2   MID-POINT   SHUTTLE





# LEARN



## 2: Shuttle Invasion

### TACTICAL FOCUS:

Maintaining a rally, setting up an attack, and winning a point

### OBJECTIVE:

Students will understand and demonstrate offensive tactics (maintaining a rally, setting up an attack and winning a point) and defensive tactics (defending space and defending against an attack).

### SPORT RATIONALE:

In badminton, it is important for a player to have strong defensive skills in order to stop the opponent from scoring. It is also important for a player to have strong offensive skills in order to score points and win the match. Successful badminton players transition effectively between offense and defense.

### PARTICIPANTS:

Groups of 4

### EQUIPMENT PER GROUP:

- 4 badminton racquets
- 1 badminton shuttle
- 2 pylons
- floor tape (for court lines)

### DESCRIPTION:

- Divide students into groups of four; divide each group into two doubles teams.
- Students play rock-paper-scissors to determine who serves first.
- Each doubles team stands on its designated side of the court.
- The server begins play by serving the shuttle over the mid-point with the racquet, attempting to land the shuttle into the point area on the opposite side of the court.
- The receiving student must return the shuttle over the mid-point before it lands on the court, attempting to have the shuttle land on the opposite side of the court.
- If a receiving student is unable to successfully return the shuttle, points are scored according to the point boundaries and the shuttle is turned over to the opposite pair to re-start play with a serve.

# THINK



### TACTICAL QUESTIONS FOR STUDENTS:

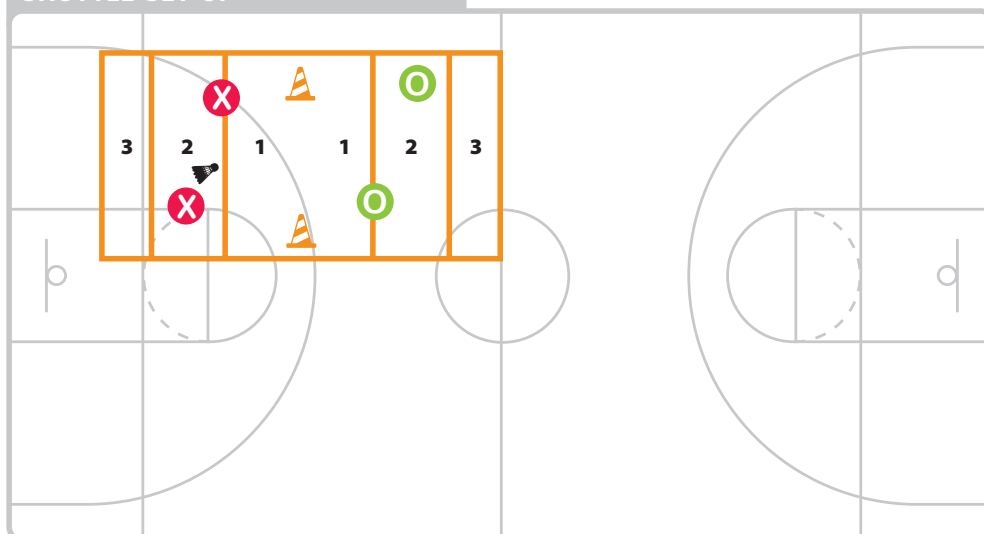
- Did you score more points when you hit the shuttle really hard or when you aimed for a spot on the opposite court?
- Where did you aim your attacks? What did you do to aim your attack?
- How did you position yourself in the court to score a point?

### TRANSFERABILITY:

*You could play this game again with a focus on:*

- squash – play against a wall using a squash racquet and a squash ball;
- volleyball – play over a net using a volleyball (either bumping or volleying).
- Students play a game up to 10 points.
- The doubles teams number off-1 and 2. All number 2s find a new doubles team to play again.

### SHUTTLE SET-UP



For each group, designate a playing area that includes a court space. Use the pylons to designate the mid-point and to represent the net. On the floor, place lines of tape to mark out point boundaries.

- RECEIVING GROUP
- ✗ SERVING GROUP
- ▲ MID-POINT
- 🏸 SHUTTLE

### MODIFICATIONS:

- Make the court wider to focus on hitting with angles.
- Make the court longer to focus on hitting with force.
- Students use an open-hand strike instead of a badminton racquet.
- Students play cooperatively to focus on maintaining a rally.
- Add targets (e.g., hula hoops, large poly spot) worth 5 points to the playing area.