

BMT– Progression video number 4 Badminton

Element	Description	Intended outcome
Title page	Level; Third Level	To inform the viewers of the elements that are used to plan and structure the lesson
	SALs; Cue Recognition, Decision Making, Cooperation	
	Context for learning; Badminton	
	EF skills; Goal Orientated Planning	
	Intensity; Moderate leading to vigorous	
	Scaffolding practice – Tennis ball juggling 2 – chosen because it supports some of the Significant Aspects of Learning (cue recognition, decision making), and helps the longer term development of coordination and fluency.	
Demonstration of scaffolding practice	1 learner demonstrates the basic 2 ball ‘high-low ball’ juggling sequence	To demonstrate to the viewers one of the potential scaffolding practices that could be chosen.
The ‘layering’ process	2 then 4 learners demonstrate high ball – low ball juggling, reversing the direction of the high ball after a series of 3 exchanges, and walking in a random pattern.	To increase the complexity of the task, and develop the identified Significant Aspects of Learning
	Then the learners add an ‘opposite shoulder touch’ to the high ball – low ball sequence, while still moving in a random pattern.	
Introduce the badminton element, then add additional layers	One pair of learners run side by side, matching each other’s footwork, while holding a shuttle in one hand, and a badminton racquet in the other. The learners count 7 running steps, then make 4 cross steps – moving	To develop the identified Significant Aspects of Learning and Executive Function skills.

	<p>away from each other, before stopping, and then throwing their shuttles towards each other to then catch them. After catching the shuttle they would come together and repeat the sequence.</p> <p>The learners repeat this sequence but if one of the pair provides a signal to their partner after throwing the shuttle, like stamping their feet, or calling their partner's name, they would each catch the shuttle and immediately throw it back.</p>	This is an opportunity to observe and help develop a correct throwing action
Adding another layer	The learners follow the movement and separation sequence to the point where they throw the shuttle to each other, then instead of catching it, they change the racquet to their dominant hand, and hit the shuttle back to their partner. They then change the racquet back to their non-dominant hand (this is not an essential step) and catch the shuttle, before moving together again and repeating the sequence.	To increase the complexity of the task, and help develop the relevant Significant Aspects of Learning
Adding another layer	At the point where the learners change the racquet to their dominant hand and play the shuttle back to their partner, they simply repeat the action of hitting the shuttle to their partner and the practice becomes a 2 shuttle rally	
Progress the badminton element	<p>Progress the activity to introduce the learners to the court and the net. Each pair will engage in a rally with the shuttle passing over the net.</p> <p>Set a series of conditions to the rally to help achieve the SALs and the EF skill that are being targeted.</p> <p>Condition 1 - the shuttle must stay close to the net Condition 2 - the players must move back and forward, out of and then back into the service box to play the shuttle and recover.</p> <p>The video will highlight the footwork involved with this fast exchange.</p>	To make the practice more badminton specific, to increase the physical demands, and to continue to develop the identified Significant Aspects of Learning
Adding another layer	Then develop this exchange by introducing a repeating sequence to the rally e.g. 'short play – short play – long play', still emphasising the movement aspects required to successfully maintain this sequence.	To further develop the Executive Function skills by introducing an element of tactical awareness

The performance	Then develop this into an unscripted rally that features long and short plays chosen for tactical reasons, still encouraging the learners to recognize the cues that are available and use appropriate movement patterns to deal with the shuttle	To provide an opportunity to observe the learners at work and evaluate their performances.
Potential progressions	<ul style="list-style-type: none"> • Refine the quality of the movements being demonstrated by the learners, particularly with the overhead actions • Continue to develop the cue recognition capacity of the learners by encouraging them to closely observe the actions of their practice partner • Encourage the learners to develop a range of tactical plays, in addition to the 'long-short' version established in this example. 	