

Lesson 2. One hour duration

- a. Warm Up. 10 minutes.

Runaround Rallying (*responsibility, inclusion*):

6 to a court. The group are numbered off and must keep the rally going in the numbered order. Aim for the best team score. After each shot you run to the opposite side of the court in a clockwise direction and wait your turn for your next shot at the rear of the court.

- b. Technical phase. 10 minutes.

6 v 6 Badminton (*responsibility, trust, inclusion*):

Each team has six players on court protecting their side of the court (make the safety point that communication is important and it is imperative that one player plays the shuttle and the rest of the team vacate that area)

The teacher explains the rules then observes behaviour (TM's) on each court e.g. players who try to poach shots off others. Reckless or dangerous play must be stopped immediately.

- c. Game phase. 30 minutes

Handicap Doubles (*trust, responsibility, equity*):

The pupils are asked to give themselves a handicap value from 0-8 (0 for the top player in the group, 8 for the least proficient). The teacher accepts the handicaps that they give themselves unless they are wildly out. The teacher can use the handicaps from the previous lesson. The highest handicap players pair up with the lowest i.e. 8 goes with 0, 4s will probably partner other 4s. Games of doubles up to 11 are now played. No handicap scoring should be needed as theoretically the pairs are evenly matched. Those that are not playing can act as officials; scorers and line judges. The teacher can observe whether the low handicapped players are empathetic towards the weaker ones and encourage them or become frustrated by the situation.

- d. **Cool Down.** 10 minutes

Pupil-led reflection to teachable moments:

Teacher highlights examples of behaviour from a variety of pupils in terms of the chosen values e.g. Observe for pupils who appreciate the efforts of others. Ask the strong players how they felt and ask the high handicappers how the top players treated them. Re-introduce the notion that 'a fair competition is a more enjoyable one'. Try to choose at least one example from each of the five values that reinforce positive attitudes.

Discuss how these examples of behaviour affect other aspects of life other than sport. Pick some current examples of situations in which trust, respect, inclusion, equity or responsibility have been ignored and outcomes would have been different if they had been taken into account.