

EQUIPMENT:

- 1 racket and shuttlecock per student
- 1 ball per group of 6 students
- Task cards
- Music: 30x5


LESSON OUTCOMES:

Demonstrate the correct use of forehand and backhand grips when holding the racket.
 Promote teamwork and cooperative skill building.

BEFORE CLASS SET UP:

- 🦉 Remove all shuttlecocks from the containers and have them available for distribution with the rackets.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Squad Leader Challenges (10 Minutes)	<ul style="list-style-type: none"> • Students form squads of 4. • Each squad is given a “Squad Leader Challenge” task card (see Appendix). • Students in each squad take turns acting as squad leader. All squad members perform tasks in unison – counting if appropriate (i.e. 10 sec on stretches,) • Squad leader reads instructions from card. Once task is completed, a new squad leader reads next task. Alternative: perform task until music pauses then next person leads next activity. To increase MVPA further, group continues to jog in place during leader change. • If a squad completes all tasks before other groups finish, instruct squad to start over. If they are using timed music to switch activities rather than a set number of exercises, all will finish together when teacher stops the activity. 	<ul style="list-style-type: none"> 🦉 Distribute the task cards. Alternative: task cards are placed on cones around half gym – squad moves to one of cones to begin activity. This reduces transition time to hand out task cards. • Explain the rules. • Monitor the students.
TRANSITION	<ul style="list-style-type: none"> • Students quickly form groups of 3. 	<ul style="list-style-type: none"> • Assist with grouping.
ACTIVITY #1: Triangle Game	<ul style="list-style-type: none"> • 2 groups of 3 students compete against each other in a 20 x 40 grid. • Using a ball (any size), teams play against each other by throwing ball to an open space on the other side of grid. • There must be an arc on the ball when it's thrown to other side of grid. • 1 point is awarded if ball is dropped when opponent is trying to catch it or if ball 	<ul style="list-style-type: none"> • Explain the activity 🦉 Set up 20 x 40 grids using cones. • Assign each groups to grids. 🦉 Distribute the balls. • Monitor the game for accurate

	<p>lands on floor on opponent's side of grid.</p> <ul style="list-style-type: none"> • Play continues until 1 team accumulates 7 points or until you signal to end game. • Teams must rotate sides after every point. <p>🏸 Challenge: How many games can each team win?</p>	<p>score keeping.</p>
<p>Transition</p>	<p>🏸 On Go: Squad Leader place cone with card next to closest wall or outside boundary line. Everyone jogs in general space and picks up one racket and one shuttlecock. Continue jogging in safe space with equipment.</p>	<p>🏸 Collect balls 🏸 Monitor quick transition to equipment, movement to safe space while jogging. 🏸</p>
<p>ACTIVITY #2: Skill Demonstration</p>	<p>🏸 “STOP- place rackets & shuttles gently on ground” – reinforce safe space 🏸 Forehand Grip: Start with racket head in vertical position, Grip racket as if you were shaking hands with it, Wrap index finger around racket at a 45-degree angle.</p>  <p>Invite students to pick up racket and show grip to closest peer (peer feedback on correct forehand grip)</p> <p>To become familiar with grip, racket and shuttle have students standing in safe space tap shuttle in air (eye high) using forehand grip. (1 minute)</p>	<ul style="list-style-type: none"> • Monitor discipline and cooperation. • Assist with grip techniques.

Show backhand grip (30 seconds) with students still holding rackets (peer feedback on correct backhand grip) Using backhand grip – tap shuttle in air (eye high)....(1 minute)

✎ Backhand Grip: Start with racket head in vertical position, Place thumb on fat part of grip in an upward position, Wrap other fingers around grip.



- After demonstration, students practice grips using rackets.
- INTRODUCE SAFETY ISSUES related to spacing and care for equipment.

TRANSITION

On go, walk in safe space tapping shuttle in air (eye high) forehand or backhand grip. Increase to speed walk as you gain control. Watch out for others. Move with a partner to safe space -10 ft apart and try to continually rally or revise all of Activity 2 to the following.

- Move and monitor safe space – reinforce eye on shuttle and grip.

	LESSON 1	4th-5th GRADE
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Alternative Activity #2	<ul style="list-style-type: none"> On go, find a partner – move to opposite sides of imaginary half-court, hit back and forth using underhand shots. Start rally with any kind of serve or toss Keep a rally going as long as possible With large classes – some students could hit on the wall while others are rallying on small/narrow courts – half of regular Provide feedback on grip and shots as they rally. Stop whole class or small areas for quick instructions (30 seconds) to clarify correct technique. 	<ul style="list-style-type: none"> Courts can be designated with cones on baseline. Watch for correct grip & safe space
ACTIVITY #3: Wall Hitting Drill	<ul style="list-style-type: none"> Each student locates space along gym wall to practice wall hitting. Starting with a forehand grip, students hit shuttlecocks against wall continuously. Students switch to backhand grip after 2 ½ minutes and continue hitting shuttlecock against wall. 	<ul style="list-style-type: none"> Explain the drill. Space the students properly. Assist with quality control. Provide positive feedback.
ACTIVITY #4: Wall Hitting Game	<ul style="list-style-type: none"> Students in pairs. Using wall space, students hit shuttlecock against wall, alternating hits between partners and using their forehand and backhand grips. Students count how many consecutive hits against the wall they can hit using their grips. See above. 	<ul style="list-style-type: none"> Explain the game. Provide positive feedback. Keep proper spacing. Walk the classroom.
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> Review Skill/Activity 	<ul style="list-style-type: none"> Assist with equipment return.

L1 TEKS Introduction 1,2 4.1 ABEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L1 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC



LESSON 2

4th-5th GRADE

EQUIPMENT:

- 2 shuttlecocks per student
- 1 badminton racquet per student
- 1-3 noodles per grid
- 4 cones per grid


LESSON OUTCOMES:

Demonstrate forehand and backhand grips.
 Demonstrate backhand serving skills.
 Promote teamwork and cooperative skill building.

BEFORE CLASS SET UP:

- 🦋 Set up cones for the HRPAs and game.
- 🦋 Set-up multiple 10 X 10 yrd. grids
- 🦋 Have shuttlecocks removed from the tubes for easy distribution.
 See set up on lesson 1 for equipment

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Olympic Countries Tag (10 Minutes)	<ul style="list-style-type: none"> • Students spread out between cones. • Select 2-3 students to be a tagger. Tagger begins game by standing in middle of gym holding a noodle. • Tagger runs toward other students trying to tag them with a noodle. • If a student is tagged, he or she must name a country within 3 alligators, counted by tagger. If he or she cannot name another country, then that student becomes new tagger. <p>To make game more challenging, add additional taggers.</p>	<ul style="list-style-type: none"> 🦋 Set up 20 x 20 grids using cones. • Explain the directions. 🦋 Distribute 1 noodle to each tagger. • Monitor the time it takes tagged students to name a country.
TRANSITION	<ul style="list-style-type: none"> • Students quickly form groups of 3 	<ul style="list-style-type: none"> • Assist with grouping.

<p>ACTIVITY #1: 2-on-1 Game</p>	<ul style="list-style-type: none"> • Each group of 3 finds a 10 x 10 yrd. grid. • 2 students at ends of grid toss shuttlecock to each other trying to keep it away from third student in middle of grid. • If student drops shuttlecock or makes a bad throw, that student moves to middle. • Student without the shuttlecock moves to an open space to receive throw. ✎ Challenge: How many catches can be made in a row? How many catches can be made in 60 seconds? 	<ul style="list-style-type: none"> 👉 Set up 10 x 10 yrd. grids using cones. • Assist with grouping. • Explain the activity. 👉 Distribute the shuttlecocks. • Monitor game play.
<p>Transition</p>	<ul style="list-style-type: none"> • Retrieve rackets and shuttlecocks. 	<ul style="list-style-type: none"> 👉 Distribute equipment.
<p>ACTIVITY #2: Skill Demonstration</p>	<p>✎ Backhand Serve: Stand with feet spread apart and lead foot slightly forward, Pinch skirt of shuttlecock with thumb and index finger of non-dominant hand at waist height and extend dominant hand's arm in front of body, Hold racket in dominant hand with thumb pointing upward on grip, Turn thumb downward while holding racket, Place shuttlecock slightly in front of t racket head, Let go of shuttlecock and push racket head forward using thumb, Make sure racket head is below waist when hitting.</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Students form a seated or standing semi-circle around you to watch demonstration. • After demonstration, students practice serving motion, first without rackets then with them. 	<ul style="list-style-type: none"> 👉 Distribute badminton rackets. • Provide instructions. • Demonstrate serving skills. • Assist with discipline and cooperation. • Assist students with verbal cues.

<p>ACTIVITY #3: Short and Long Serve Drill</p>	<ul style="list-style-type: none"> • Students find partners and stand about 10-12 feet apart. • Students practice serving to each other using 2 shuttlecocks. • One partner hits long serve and the other hits short serves. Switch when teacher signals. • Short server hits shuttlecock short (approximately 6 feet) and the long server hits the shuttlecock (approximately 12 feet). Pick up the shuttlecock and repeat. 	<ul style="list-style-type: none"> • Explain the drill. • Assist with partnering. • Space students properly. • Provide positive feedback.
<p>ACTIVITY #4: Serving Game</p>	<ul style="list-style-type: none"> • Keep same set up and partners as previous drill. • Server serves either short or long. • Receiver must hit shuttlecock back. Partners can rally until the shuttlecock falls. • Server serves 4 times and then partners switch roles. <p>🌟 Challenge: How many serves can each receiver hit back?</p>	<ul style="list-style-type: none"> • Explain the game. • Provide positive feedback. • Keep proper spacing.
<p>COOL DOWN/ CLOSURE</p>	<ul style="list-style-type: none"> • Review Skill/Activity 	<p>👉 Assist with equipment return.</p>


L2 TEKS Introduction 1,2 4.1 AEF GK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
 L2 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC


NASPE NATL STD P.E. 1,2,3,4,5,6

 <p>BADMINTON Diagnostics/YSBY TEA Approved Coordinated School Health Program</p>	LESSON 3	4th-5th GRADE
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EQUIPMENT: <ul style="list-style-type: none"> • 1 racket and 1 shuttlecock per student • 4 Cones for HRPAs • Noodles 	LESSON OUTCOMES: Demonstrate grips and serving techniques that were taught in previous lessons. Demonstrate forehand serving skills. Promote teamwork and cooperative skill building.	BEFORE CLASS SET UP: <ul style="list-style-type: none"> 🦋 Set up cones for HRPAs and game. 🦋 Have shuttlecocks removed from the tubes for easy distribution. 🦋 See equipment distribution alternative in first lesson – preset around perimeter
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ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: French Fry Tag (10 Minutes)	<ul style="list-style-type: none"> • Object of game: French Fries try to tag and freeze entire class inside boundaries of the full basketball court, or half-court for a small class. • 2-4 students are given a noodle; these students are French Fries. • Once tagged, a student must sit or kneel down. • To be freed, another student must come up to tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together. • While exercising together, neither person can be tagged. Students can keep exercising if a tagger is too close. • Switch taggers after 1-2 minutes. 	<ul style="list-style-type: none"> 🦋 Set up play area using cones. • Explain the activity. • Choose the taggers.
TRANSITION	<ul style="list-style-type: none"> • Students quickly form groups of 3 and pick up their equipment. 	<ul style="list-style-type: none"> • Assist with grouping.

<p>ACTIVITY #1: Triangle Drill</p>	<ul style="list-style-type: none"> • Groups of 3 play game in a triangle on a 15 x 15 grid, 1 racket per student, 1 shuttlecock per group. • Stand about 10 feet apart in a triangle shape. • First student serves to another student in triangle and that student hits shuttlecock to third student. Shuttlecock is hit continuously in air using either forehand or backhand. (Game is similar to “bumping” in volleyball.) • Goal is to keep shuttlecock in air as long as possible. 🏸 Challenge: How many times can shuttlecock be hit without touching the ground? 	<ul style="list-style-type: none"> 🏸 Set up 15 x 15 grids using cones. 🏸 Distribute materials. • Provide instructions. • Assist with grouping.
<p>Transition</p>	<p>Students gather in the center for the demo/instruction.</p>	
<p>ACTIVITY #2: Skill Demonstration</p>	<ul style="list-style-type: none"> 🏸 Forehand Drive – Horizontal Hits: Spread feet apart and place lead foot slightly forward, Use forehand grip, Hold racket in front of body at face level, Hold grip loosely until striking shuttlecock then grab it tightly (this will cause wrist to snap into stroke), Always have racket up.  <ul style="list-style-type: none"> • Students sit in a semi-circle around you to watch demonstration. • Select a student to demonstrate forehand drive technique. • After demonstration, students perform skill. 	<ul style="list-style-type: none"> • Provide instructions. • Assist with discipline and cooperation. • Walk area to provide feedback.

 <p>BADMINTON Diaper/WEEK TEA Approved Coordinated School Health Program</p>	LESSON 3	4th-5th GRADE
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Transition	Find a partner. Move to half court 12 feet apart and begin hitting immediately	
ACTIVITY #3: Forehand Drive Drill	<ul style="list-style-type: none"> • Students find partners and face each other, about 12 feet apart, 2 rackets and 1 shuttlecock per pair. • 1 student in each pair begins drill with a forehand drive serve. • Shuttlecock is driven back and forth between partners using forehand drive and grip. 	<ul style="list-style-type: none"> • Explain drill. • Assist with pairing. 👉 Distribute equipment as needed. • Provide positive feedback.
ACTIVITY #4: Forehand Drive Game	<ul style="list-style-type: none"> • Students remain in pairs and stand facing each other about 12 feet apart. • 1 student serves shuttlecock to begin game. • Shuttlecock is driven back and forth between students using forehand drive and grip. • A point is awarded to server if opponent does not hit shuttlecock back. • Students continue to play until 1 student accumulates 15 points, or until you signal to end game. 	<ul style="list-style-type: none"> • Explain the game. • Provide positive feedback. • Keep proper spacing.
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> • Review Skill/Activity 	👉 Assist with equipment return.

L3 TEKS Introduction 1,2 4.1 ACEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
 L3 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6



LESSON 4

4th-5th GRADE

EQUIPMENT:

- 1 racket per student
- 1 shuttlecock per pair
- 4 Cones for HRPAs


For LESSON OUTCOMES:

Demonstrate grip, serving, and the forehand drive.
 Demonstrate backhand drive skills.
 Promote teamwork and cooperative skill building.

BEFORE CLASS SET UP:

- 🦋 Set up cones for HRPAs and game.
- 🦋 Have shuttlecocks removed from the tubes for easy distribution.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Partner Tag (10 Minutes)	<ul style="list-style-type: none"> • Play area is a confined space so movement is difficult. (e.g., half of a basketball court for 60 students) • Object of game: for each student to tag their partner. • Once students find a partner they must decide who will be "it" first. • The student who is "it" temporarily stands outside boundaries. • On your signal, "its" move inside the boundaries and begin chasing their partners • Only speed walking allowed, no running • If tagged, a student must spin around 3 times and then chases partner. • If students bump into each other during game they must stop, shake hands and apologize by saying, "I am sorry for bumping into you and it won't happen again." 	<ul style="list-style-type: none"> • Explain activity as needed. • Monitor the game.
TRANSITION	<ul style="list-style-type: none"> • Students quickly divide themselves into groups of 3 and retrieve their equipment. 	<ul style="list-style-type: none"> • Assist with grouping. • Assist with distribution of equipment.

<p>ACTIVITY #1: Triangle Drill</p>	<ul style="list-style-type: none"> • Groups of 3 play game in a triangle on a 15 x 15 grid, 1 racket per student, 1 shuttlecock per group. • First student serves to another student in triangle and that student hits shuttlecock to third student. Shuttlecock is hit continuously in air using forehand drives only. (Game is similar to “bumping” in volleyball.) • Goal is to keep shuttlecock in air as long as possible. 👉 Challenge: How many times can shuttlecock be hit without touching the ground? 	<ul style="list-style-type: none"> 👉 Set up 15 x 15 grids using cones. 👉 Distribute materials. • Provide instructions. • Assist with grouping.
<p>Transition</p>	<p>👉 On signal move to semi circle... (Bring equipment)</p>	
<p>ACTIVITY #2: Skill Demonstration</p>	<p>👉 Backhand Drive – Horizontal Hits: Spread feet apart and place lead foot slightly forward with knees slightly bent, Hold racket in front of body with backhand grip at face level (“thumb up”), Hold grip loosely until striking shuttlecock then grab it (this will cause wrist to snap into stroke), Always have racket up.</p>  <ul style="list-style-type: none"> • Students are seated in a semi-circle around you during skill demonstration. • Select a student to demonstrate backhand drive skill. • After demonstration, students stand and perform skill. 	<ul style="list-style-type: none"> • Assist with discipline and cooperation. • Assist students with listening and verbal cues. • Walk area to provide feedback.
<p>Transition</p>	<p>• On signal, find a partner, move to ½ court space/12 feet apart and begin hitting</p>	
<p>ACTIVITY #3:</p>	<ul style="list-style-type: none"> • Students find partners and face each other about 12 feet apart, 2 rackets and 1 shuttlecock per pair. 	<ul style="list-style-type: none"> • Explain the drill. • Assist with pairing.

 <p>BADMINTON Diaper/WEEK TEA Approved Coordinated School Health Program</p>	<p>LESSON 4</p>	<p>4th-5th GRADE</p>
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<p>Backhand Drive Drill</p>	<ul style="list-style-type: none"> • 1 student serves to begin game. • Shuttlecock is driven back and forth using backhand drive and grip. 	<ul style="list-style-type: none"> 🦉 Distribute equipment as needed. • Space students properly. • Provide positive feedback.
<p>ACTIVITY #4: Backhand Drive Game</p>	<ul style="list-style-type: none"> • Use same set-up and pairs as Backhand Drive Drill. • 1 student serves to begin game. • Shuttlecock is driven back and forth between students using backhand side and grip only. • A point is awarded if opponent does not hit shuttlecock back. • Students continue to play until 1 student accumulates 15 points, or until you signal to end game. 🦉 Challenge: How many drives can each student hit back? 🦉 Challenge: How many games can each student win? 	<ul style="list-style-type: none"> • Explain the game. • Provide positive feedback. • Keep proper spacing.
<p>COOL DOWN/ CLOSURE</p>	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> 🦉 Assist with equipment return.

L4 TEKS Introduction 1,2 4.1 ACEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L4 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT:

- Shuttlecocks
- Cones
- Racket per student
- 4 cones for HRPA


LESSON OUTCOMES:

Promote teamwork and cooperative skill building among the students.
 Develop arm strength and cooperative learning skills.

BEFORE CLASS SET UP:

- 👉 Have shuttlecocks removed from the tubes for easy distribution.
- 👉 Set rackets/shuttlecocks outside boundaries for easy distribution/collection

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: (10 Minutes)	<ul style="list-style-type: none"> • Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase and dodge, such as grass etc. • Have students sitting down forming a circle around the parachute. • Have the students hold the parachute with both hands. • Place a beach ball on top of the parachute. • Slowly have the students move the parachute up and down trying to move the beach ball around the parachute in a clockwise direction. 	<ul style="list-style-type: none"> • Demonstrate station activities to students. • Assist with organization of groups. 👉 Set up and adjust equipment as needed.
TRANSITION	<ul style="list-style-type: none"> • Students quickly divide themselves into groups of 3. Get rackets & shuttlecock. 	<ul style="list-style-type: none"> • Assist with grouping.
ACTIVITY #1: Drive Game	<ul style="list-style-type: none"> • Students find partners and face each other, about 15 feet apart, 2 rackets and 1 shuttlecock per pair. • 1 student in each pair begins drill with a backhand serve. <ul style="list-style-type: none"> – Shuttlecock is driven back and forth between partners using either forehand or backhand drives. - A point is awarded if partner does not return the shuttlecock over back. How many drives can you hit consecutively?	<ul style="list-style-type: none"> 👉 Set up a 25 x 25 area using cones. • Explain activity as needed. 👉 Distribute shuttlecocks.

 <p>BADMINTON Diaper/Warmup TEA Approved Coordinated School Health Program</p>	<p>LESSON 5</p>	<p>4th-5th GRADE</p>
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<p>COOL DOWN/ CLOSURE</p>	<ul style="list-style-type: none"> Review Skill/Activity 	<p> Assist with equipment return.</p>
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L5 TEKS Introduction 1,2 4.1 AFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L5 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT:

- Cones
- 1 racket per student
- Shuttlecocks
- Flags belts

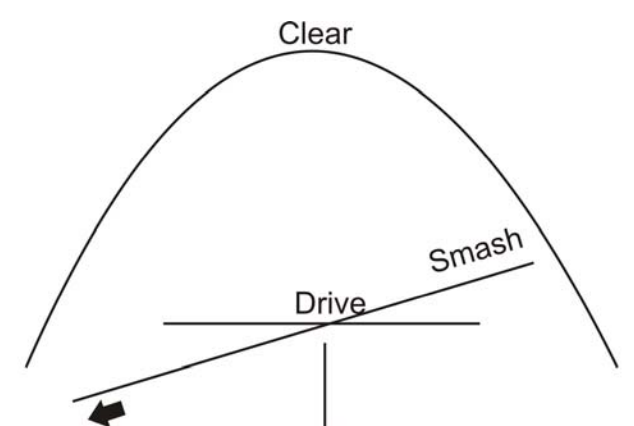
LESSON OUTCOMES:


Review and demonstrate grip, serve, forehand, and backhand drives.
 Demonstrate hitting forehand clear skills.
 Promote teamwork and cooperative skill building.

BEFORE CLASS SET UP:

- 🦉 Remove shuttlecocks from the tubes.
- 🦉 Have rackets ready to distribute or spread them outside boundaries with one shuttlecock for every two rackets
- 🦉 Have flag belts ready to distribute for HRP.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
<p>HEALTH-RELATED PHYSICAL ACTIVITY:</p> <p>Partner Flag Snatch (10 Minutes)</p>	<ul style="list-style-type: none"> • Students take a flag belt and form pairs or groups of 3. • Students try to remove their partner's flag by reaching for it while twisting and dodging to protect their own flag. • When the flag belt is pulled off, the flag is returned and they start again. • Once they get the idea, have students rotate partner 	<ul style="list-style-type: none"> • Set up area with cones. • Issue equipment to students. • Assist with organization of groups. • Explain activity as needed.
<p>TRANSITION</p>	<ul style="list-style-type: none"> • Return belts/flag and gather in the center for instructions. 	<ul style="list-style-type: none"> • Assist with equipment

<p>ACTIVITY #1: Triangle Drill</p>	<ul style="list-style-type: none"> • Groups of 3 play game in a triangle on a 10 x 10 yrd. grid, 1 racket per student, 1 shuttlecock per group. • First student serves to another student in triangle and that student hits shuttlecock to third student. Shuttlecock is hit continuously in air using backhand drives only. (Game is similar to “bumping” in volleyball.) • Goal is to keep shuttlecock in air as long as possible. 👉 Challenge: Challenge: How many times can shuttlecock be hit without touching the ground? 	<ul style="list-style-type: none"> • Assist with grouping. • Explain the activity. 👉 Set up 10 x 10 yrd. grids using cones. • Assist with grouping. 👉 Distribute shuttlecocks.
<p>Transition</p>	<ul style="list-style-type: none"> • Gather in the center for demonstration. 	<ul style="list-style-type: none"> • Assist Teacher with skill.
<p>ACTIVITY #2: Skill Demonstration</p>	 <p>👉 Hitting Forehand Clears: Step forward with lead foot, Move racket above head, Racket face should be angled 45 degrees or more so the shuttlecock travels upward. Snap wrist before hitting shuttlecock.</p> <ul style="list-style-type: none"> • Students are seated in a semi-circle around you during demonstration. • Select a student to demonstrate forehand clear skills. • After demonstration, students stand and perform forehand clear on your signal. 	<ul style="list-style-type: none"> 👉 Distribute rackets and shuttlecocks. • Assist students with the directions. • Demonstrate skills if needed. • Explain the significance of the snap. • Walk and monitor skill.
<p>Transition</p>	<ul style="list-style-type: none"> • On signal find a partner 	<ul style="list-style-type: none"> • Assisting with partnering.

 <p>BADMINTON Diaper/WEEK TEA Approved Coordinated School Health Program</p>	LESSON 6	4th-5th GRADE
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ACTIVITY #3: Forehand Clears Drill	<ul style="list-style-type: none"> • Students find partners and space on gym floor. • Each pair practices hitting forehand clears to each other. ✎ Challenge: How many forehand clears can be made in a row? ✎ Challenge: How many times can shuttlecock be hit in 1 minute? 	<ul style="list-style-type: none"> • Provide feedback.
Transition	<ul style="list-style-type: none"> • Gather in center for instruction 	<ul style="list-style-type: none"> ✎ Assists with grouping.
ACTIVITY #4: Around the World Game Using Rackets	<ul style="list-style-type: none"> • Teams of 5 students play against each other in a grid. • Students stand behind cones with a leader in front of group. • Each student has a racket. • First student in line will serve shuttlecock to first student in line on opposing team, run to opposite side, and get in line. • First student on opposing team clears shuttlecock back to new first student on opposite side. • If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game. 	<ul style="list-style-type: none"> ✎ Set up grid of cones 30 feet apart. • Explain activity as needed. • Provide positive feedback. • Monitor spacing. • Congratulate on improvement.
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> • Review Skill/Activity 	<ul style="list-style-type: none"> ✎ Assist with equipment return.

L6 TEKS Introduction 1,2 4.1 ACEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L6 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6






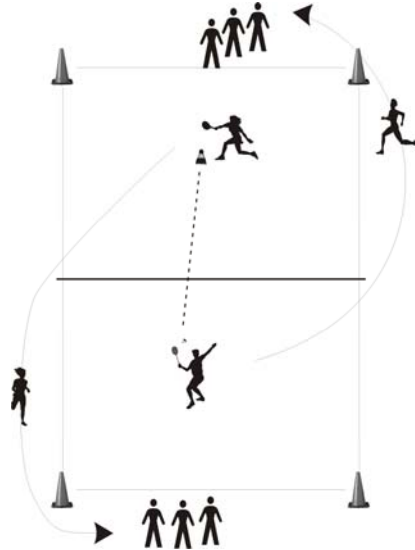
LESSON 7

4th-5th GRADE

EQUIPMENT: <ul style="list-style-type: none"> • Cones • 1 racket per student • Shuttlecocks • Flag belts 	LESSON OUTCOMES: Demonstrate grip, serve, forehand and backhand drives, and forehand clear. Demonstrate backhand clear hitting skills. Promote teamwork and cooperative skill building.	BEFORE CLASS SET UP: <ul style="list-style-type: none"> 🦶 Have shuttlecocks out of tubes. 🦶 Have rackets ready to distribute. 🦶 Set up cones in grid(s) for HRPA 🦶 Have flag belts ready to distribute for HRPA.
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ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Sharks (10 Minutes)	<ul style="list-style-type: none"> • All students wear flags except 2 students who are sharks. • Students with flags go to play area marked by cones. Sharks go to middle. • On your signal, students try to cross to other side without losing their flags. • If students' flags are pulled, they join sharks and pull flags. • Game ends when all flags are pulled. • Last 2 students caught become new sharks 	<ul style="list-style-type: none"> • Assist with organization of groups. • Explain activity as needed.
TRANSITION	<ul style="list-style-type: none"> • Students quickly divide themselves into groups of 3. Equipment change 	<ul style="list-style-type: none"> • Assist with grouping.
ACTIVITY #1: 3's Game	<ul style="list-style-type: none"> • 2 groups of 3 on each grid play against each other. • 1 student will begin game by serving shuttlecock diagonally. • After each hit, each team member will rotate clockwise (A>B>C.....) • The opponent will rotate counter clockwise also after each time they return the shuttlecock. • If the point is won, the same team serves. There must be a different server each time. • Teams can either drive or clear shuttlecock during game. • A point is awarded if shuttlecock is not hit back by opposing team. • Teams play against each other until your signal to stop or when 1 team reaches 	<ul style="list-style-type: none"> • Explain the activity. 🦶 Set up 20 x 40 grids using cones. • Assist with grouping in 3s. 🦶 Distribute shuttlecocks. 🦶 Distribute rackets

	15 points.	
Transition	<ul style="list-style-type: none"> Gather in the center for demonstration. 	<ul style="list-style-type: none"> Assist with instruction.
ACTIVITY #2: Skill Demonstration	<ul style="list-style-type: none">  Hitting Backhand Clears: Plant feet firmly before hitting shuttlecock, Place thumb in “up” position on grip when hitting shuttlecock.  Overhead Backhand Clears: Start with racket head pointing toward ceiling with elbow above shoulder, Bend arm at elbow with racket face angled 45 degrees or more so the shuttlecock travels upward. Strike shuttlecock. Follow through by pushing with thumb (this will cause wrist to snap for more power).  Below Waist Backhand Clears: Move arm toward shuttlecock with an upward motion and push with thumb on contact, Contact shuttlecock front of body. <ul style="list-style-type: none"> Students are seated in a semi-circle around you during demonstration. Select a student to demonstrate backhand and overhead clear skills. After demonstration, students stand and perform t motions. 	<ul style="list-style-type: none"> Monitor discipline problems. Assist students with the directions. Demonstrate skills if needed. Explain the significance of the snap. Walk and monitor skill.
Transition	<ul style="list-style-type: none"> Group into larger groups and listen for instructions. 	<ul style="list-style-type: none"> Assist with grouping.
ACTIVITY #3: Around the World Using Rackets Game		<ul style="list-style-type: none"> Explain activity as needed. Provide positive feedback. Monitor spacing. Congratulate improvement.



- Teams of 5 students play against each other in a grid made up of cones set up 30 feet apart.
- Students stand behind cones with a leader in front of group.
- Each student has a racket.
- First student in line will serve shuttlecock to first student in line on opposing team, run to opposite side, and get in line.
- First student on opposing team clears shuttlecock using backhand method to new first student on opposite side.
- If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game.
- Game is played continuously..

**COOL DOWN/
CLOSURE**

- Review Skill/Activity

Assist with equipment return.

L7	TEKS	Introduction	1,2	4.1	ACEFGK	4.2	ABD	4.3	AE	4.4	BH	4.5	A	4.6	AB	4.7	ABCD
L7	TEKS	Introduction	1,2	5.1	BCEFKL	5.2	ABC	5.3	A	5.4	C	5.5	AD	5.6	AB	5.7	ABC

NASPE NATL STD P.E. 1,2,3,4,5,6



LESSON 8

4th-5th GRADE

EQUIPMENT:

- Cones
- 1 racket per student
- Shuttlecocks
- Hula Hoops

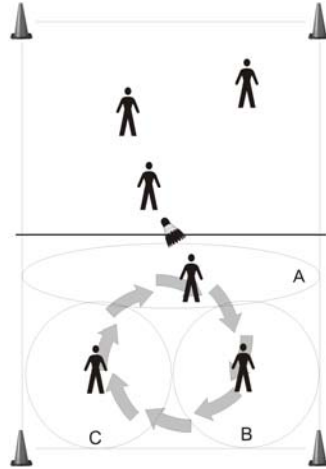
LESSON OUTCOMES:

Demonstrate grip, serve, forehand and backhand drives, forehand clears, and backhand clears.
 Demonstrate drop shot skills.
 Promote teamwork and cooperative skill building.

BEFORE CLASS SET UP:

- 🦶 Have shuttlecocks out of tubes.
- 🦶 Have rackets ready to distribute.
- 🦶 Set up cones in grids for HRPA
- 🦶 Set out rackets.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Triangle Tag (10 Minutes)	<ul style="list-style-type: none"> • Students form groups of 4. • 3 students form a triangle by facing each other and lock position by holding each other's wrists or hands. • Group elects 1 student outside triangle to be chased by remaining student who is outside triangle. • Tagger cannot go over or under triangle, only around it. • Once student is tagged, group will elect a new tagger and student to be chased. • If tagger cannot tag t designated student, then they will switch roles after about 1 minute of chasing. 	<ul style="list-style-type: none"> • Assist with organization of groups. • Explain activity as needed.
TRANSITION	<ul style="list-style-type: none"> • Students quickly divide themselves into groups of 3. 	<ul style="list-style-type: none"> • Assist with grouping.
ACTIVITY #1: 3's Game		<ul style="list-style-type: none"> • Explain the activity. 🦶 Set up 20 x 40 grids using cones. • Assist with grouping in 3s. 🦶 Distribute shuttlecocks. 🦶 Distribute rackets



- 2 groups of 3 on each grid play against each other.
 - 1 student will begin game by serving shuttlecock diagonally.
 - After each hit, each team member will rotate counter clockwise (A>B>C.....)
 - The opponent will rotate counter clockwise also after each time they return the shuttlecock.
 - If the point is won, the same team serves. There must be a different server each time.
 - Teams can either drive or clear shuttlecock during game.
 - A point is awarded if shuttlecock is not hit back by opposing team.
- Teams play against each other until your signal to stop or when 1 team reaches 15 points.

Transition

🔑 Students gather in the center for instruction.

- Assist with instruction.

ACTIVITY #2:

🔑 Baseline Drop Shots (Shots from backcourt area that land just over net on opponent's side): Point racket toward ceiling, Loosen grip and contact shuttlecock

- Help gather students.
- Monitor discipline problems.

<p>Skill Demonstration</p>	<p>gently with racket, Thumb should be in “up” position on grip on all backhands.</p> <ul style="list-style-type: none"> • Goal is to make shuttlecock land as close as possible to net on the opponent’s side): ✎ Net Drop Shots (Shots from net position that land just over net on opponent’s side: Hold grip on racket loosely, Extend serving arm and step into shot when making gentle contact with shuttlecock. • Select a student to demonstrate baseline and net drop shot skills. • Students are either seated or standing in a semi-circle during demonstration. • After demonstration, students perform motions. 	<ul style="list-style-type: none"> • Provide directions. • Help demonstrate skills if needed. • Explain the significance of the snap.
<p>Transition</p>	<ul style="list-style-type: none"> • Partner and go to play area. 	<ul style="list-style-type: none"> ✎ Assist with partnering.
<p>ACTIVITY #3: Drop Drill</p>	<ul style="list-style-type: none"> • Baseline drop <ul style="list-style-type: none"> – Students find partners and line up at cones, 1 partner at either end. – 1 partner serves a baseline drop long to back cone. Second partner then hits a baseline drop from back cone trying make shuttlecock land as close as possible to middle cone. – After students hit, they run to middle cone and touch cone with racket and then back peddle to baseline. – Students repeat this pattern until you signal stop. – Partners switch roles when you signal. • Net drop <ul style="list-style-type: none"> – Students find partners and line up at cones, 1 partner at either end. – 1 partner does a short hand toss that will land slightly beyond middle cone, then hits a net drop trying to cross middle cone and make shuttlecock land as close as possible to middle cone. – After students hit, they back peddle to baseline cone and touch it with racket, then run forward to front cone for next net drop. ✎ Challenge: How many baseline drops can be hit consecutively? ✎ Challenge: How many net drop shots can be hit consecutively? 	<ul style="list-style-type: none"> ✎ Set up cones in a straight line 13 feet apart. • Monitor spacing and quality of skill. • Provide feedback.

 <p>BADMINTON Diaper/WEEK TEA Approved Coordinated School Health Program</p>	LESSON 8	4th-5th GRADE
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ACTIVITY #4: Net Drops Game	<ul style="list-style-type: none"> Partners practice Baseline Drop Drill. Game begins with a serve when you signal. Server will serve 5 shuttlecocks. Server continues serving until he or she lands 3 shuttlecocks in hula-hoop. Partners switch roles every time 1 of them lands 3 shuttlecocks in hula-hoop. Partners play Net Drops Game against other pairs in class, who will be playing the game simultaneously. Practice Net Drop Drill after finishing Net Drop Game. 	<ul style="list-style-type: none"> Explain activity as needed. Place 1 hula-hoop on both sides of the middle cone. The hula-hoops should be spaced approximately 1 foot away from the middle cone. Provide positive feedback. Monitor spacing.
COOL DOWN/ CLOSURE	<ul style="list-style-type: none"> Review Skill/Activity 	<ul style="list-style-type: none"> Assist with equipment return.

L8 TEKS Introduction 1,2 4.1 ACEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L8 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT:

- Cones
- 1 racket per student
- Shuttlecocks
- Noodles

LESSON OUTCOMES:

Demonstrate grip, serve, forehand and backhand drives, forehand and backhand clears, and the drop shot.
 Demonstrate footwork skills.
 Promote teamwork and cooperative skill building.

BEFORE CLASS SET UP:

- 🦉 Have shuttlecocks out of tubes.
- 🦉 Have rackets ready to distribute.
- 🦉 Set up cones in grid(s) for HRPA.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: Bunny Hop Tag (10 Minutes)	<ul style="list-style-type: none"> • Students spread out between cones. • 3 students are taggers and start in middle of grid holding noodles. • All students must hop with both feet at all times or gallop when moving around grid. • If a student is tagged, he or she is a new tagger and takes a noodle. 	<ul style="list-style-type: none"> 🦉 Set up grids using cones. 🦉 Distribute noodles. • Explain activity.
TRANSITION	<ul style="list-style-type: none"> • Students quickly divide themselves into groups of 5 and retrieve their equipment 	<ul style="list-style-type: none"> • Assist with grouping.
ACTIVITY #1: Around The World Game	<ul style="list-style-type: none"> • Teams of 5 students play against each other in a grid. • Students stand behind cones with a leader in front of group. • Each student has a racket. • First student in line will toss a shuttlecock to first student in line on opposing team, run to opposite side, and get in line. • First student on opposing team clears shuttlecock back to new first student on opposite side. • If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game. 	<ul style="list-style-type: none"> 🦉 Set up cones 12 feet apart. • Explain the activity. • Monitor the game.

Transition	<ul style="list-style-type: none"> Gather in the center for instruction. 	<ul style="list-style-type: none"> Assist with instructions.
ACTIVITY #2: Skill Demonstration	<ul style="list-style-type: none"> Determine which foot will be lead foot for students. Students practice shuffling sideways, backward, and forward. Select a student to demonstrate shuffling. After demonstration, students model their skills for each other. 	<ul style="list-style-type: none"> Help gather students. Monitor discipline problems. Provide directions. Help demonstrate skills if needed.
Transition	<ul style="list-style-type: none"> Partner and go to play area. 	<ul style="list-style-type: none"> Assist with partnering.
ACTIVITY #3: Shadow Drill	<ul style="list-style-type: none"> Students find partners and practice Shadow Drill. Partners must decide which student will be leader. Leader shuffles backwards and sideways trying to get away from his or her partner. Partners switch roles. Students continue to move holding their rackets in front of them. 	<ul style="list-style-type: none"> Set up cones. Monitor spacing. Provide positive feedback.
Transition	<ul style="list-style-type: none"> Partners join with one other set of partners, move to court and begin play 	<ul style="list-style-type: none"> Assist with grouping.
ACTIVITY #4: Altered Game	<ul style="list-style-type: none"> Teams of 3 students play against each other. Students decide who serves first and then serve diagonally to opposite team. Play continues until serving team earns 1 point. A point is awarded only if team is serving. If a point is won on serve, next serve must be served diagonally to student that didn't receive first serve. Play until you lose the point and then your partner does the same thing. After both partners serve, opponents follow same format. Play continues until you signal or until 1 team earns 7 points. 	<ul style="list-style-type: none"> Set up 20 x 40 area of play. Explain activity as needed. Provide positive feedback. Monitor spacing.
Transition	<ul style="list-style-type: none"> Equipment return and group structure change 	<ul style="list-style-type: none"> Assist with equipment return.

 <p>BADMINTON Diaper/Warmup TEA Approved Coordinated School Health Program</p>	<p>LESSON 9</p>	<p>4th-5th GRADE</p>
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<p>COOL DOWN/ CLOSURE</p>	<ul style="list-style-type: none"> Review Skill/Activity 	<p> Assist with equipment return.</p>
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L9 TEKS Introduction 1,2 4.1 ACEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L9 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6

EQUIPMENT:

- Shuttlecocks
- Cones
- 1 racket per student

LESSON OUTCOMES:



Demonstrate grip, serve, forehand and backhand drives, forehand and backhand clears, drop shot, and footwork. Engage in FLOW activities. Promote teamwork and cooperative skill building.

BEFORE CLASS SET UP:

- 👉 Have shuttlecocks out of tubes.

ACTIVITY (Time)	LESSON CONTENT	ROLE OF ASSISTANT
HEALTH-RELATED PHYSICAL ACTIVITY: (10 Minutes)	<ul style="list-style-type: none"> ▪ Designate game boundaries with cones for students to play tag. Be sure the area is safe for students to run, stop, chase, and dodge, such as grass etc. ▪ On the signal, 2 students will try to tag other students. The first time a student is tagged, they will be shown a food group card and must name a food in that food group to be able to continue to play. If the student cannot name a food, then they are “it” too. • Continue to play this game until everyone has been tagged 	<ul style="list-style-type: none"> • Demonstrate station activities to students. • Assist with organization of groups. 👉 Set up and adjust equipment as needed.
TRANSITION	<ul style="list-style-type: none"> • Students find partners. 	<ul style="list-style-type: none"> • Assist with grouping.
ACTIVITY #1: Altered Game	<ul style="list-style-type: none"> • Teams of 3 students play against each other. • Students decide who serves first and then serve diagonally to opposite team. • Play continues until serving team earns 1 point. • A point is awarded only if team is serving. • If a point is won on serve, next serve must be served diagonally to student that didn't receive first serve. • Play until you lose the point and then your partner does the same thing. • After both partners serve, opponents follow same format. • Play continues until teacher signal. 	<ul style="list-style-type: none"> 👉 Set up 20 x 40 area of play. • Explain activity as needed. • Provide positive feedback. • Monitor spacing.

 <p>BADMINTON Diaper/Warmup TEA Approved Coordinated School Health Program</p>	<p>LESSON 10</p>	<p>4th-5th GRADE</p>
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<p>Transition</p>	<ul style="list-style-type: none"> Equipment return and group structure change 	<p> Assist with equipment return.</p>
<p>COOL DOWN/ CLOSURE</p>	<ul style="list-style-type: none"> Review Skill/Activity 	<p> Assist with equipment return.</p>

L10 TEKS Introduction 1,2 4.1 ACEFGK 4.2 ABD 4.3 AE 4.4 BH 4.5 A 4.6 AB 4.7 ABCD
L10 TEKS Introduction 1,2 5.1 BCEFKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6