



Equipment	One badminton racquet per student, one badminton shuttle per student, a variety of hula hoops or other similar objects (for wickets), one cone for each group of three students, container or box for each group of three students (optional)
Learning Outcome	Follow a game course and demonstrate aim and accuracy using the skill of sidearm striking.
COVID-19 Safety Precautions	Ensure students touch only their own racquet and shuttle and do not to touch the other equipment. If shuttles are all the same colour, consider putting different coloured dots or designs on the shuttles using permanent marker to easily identify them. Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video to share with students providing an overview and movement skills cues for the sidearm strike. Refer to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the sidearm strike.

Encourage students to practice the sidearm strike with a racquet or implement if they have the equipment and space. If students do not have access to equipment or space to practice, invite them to practice the mechanics of the movement by striking a soft object (e.g., pair of socks, foam ball, etc.) with their hand in a safe space that is available to them.



Activity Description

Set up a variety of croquet courses in a safe playing area so groups of three students can have their own course. Place hula hoops or similar objects on the ground to act as wickets throughout each course. Place a cone at the start of each course to represent the starting area. Consider putting a container or box at the end of each course to represent the peg.

As a large group, review how to perform the skill of the sidearm strike or refer to the [Movement Skills Cues](#) document to support you. If utilizing a flipped classroom strategy, remind students to apply the cues they learned or reviewed in the video or document.

Provide each student with a badminton racquet and shuttle. Divide students into groups of three and assign each group to a croquet course. Students begin by standing at a safe distance from each other at the starting cone and one by one they take turns striking the shuttle towards the first wicket. Students continue this process until they strike the shuttle so that it lands within the wicket (hula hoop). Students can only move the next wicket once they land the shuttle in the previous wicket. To complete the course, students must land the wicket in the final hula hoop or the small container to peg out. Groups can rotate to different courses as appropriate.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- How did you change your striking approach when you were striking for distance versus striking for accuracy?
- What other equipment or movements could you use to play this game?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Students strike the shuttle into whichever wicket they would like.	Students use their hands to sidearm strike an object (e.g., bean bag) to the wicket.	Provide verbal cues for where to send the shuttle.

Observing Learning Outcomes

Use the sidearm strike cues provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to successfully strike the shuttle into the designate target (wicket)?
- Is the student able to transition from wicket to wicket using minimal sidearm strike attempts?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Ramp Boccia](#)