



Played in England, made around the world: the origins of Badminton through the Commonwealth

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Played in England, made around the world: the origins of Badminton through the Commonwealth

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The 2022 Commonwealth Games are soon to be hosted in Birmingham. They will provide a subject-specific opportunity to expand and increase pupils' confidence, knowledge and understanding of various of cultures that influence physical education. There is the potential to acknowledge the past, explore the role Empire has played in shaping modern sport, and challenge the thinking around the identity of sports currently played in Britain. In recognising and tackling the past we can enrich our understanding of the future practice. The Commonwealth is one of the world's oldest political union of countries, the roots of which go back to the British Empire. We have created a resource for physical education that explores the history of badminton through play and reflection. Sport and Commonwealth are integrally interlinked like no other curriculum subject area due largely to the Commonwealth Games.

It is thought that modern badminton, which was created



Photo by Vladislav Vasnetsov from Pexels

during the colonial period towards the end of the 19th century, is likely to have originated in India (Ham Lim & Aman, 2017). However, there is evidence of many forms of the game being played worldwide and as far back as 2000 years ago. Its name, taken from Badminton House in Gloucestershire, doesn't pay homage to the sport's diverse history. Much of the contemporary physical education curriculum in the western world is a consequence of colonisation (Williams, 2014) and current viewpoints ignore the perspectives from other cultures from around the globe (Fitzpatrick, 2009).

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It is hoped that this resource will give physical education teachers the inspiration and confidence to broaden their socio-cultural roles in education. The resource provides plentiful opportunities for cross-curricular links with the History National Curriculum by including references to the British Empire, trading settlements, and the Commonwealth. It should also give the pupils prerequisite knowledge and skills in subsequent examination physical



education courses useful for contemporary issues. Maybe, most importantly, it provides educational and meaningful opportunities to celebrate diversity and a variety of cultures through the history of a much-loved sport.

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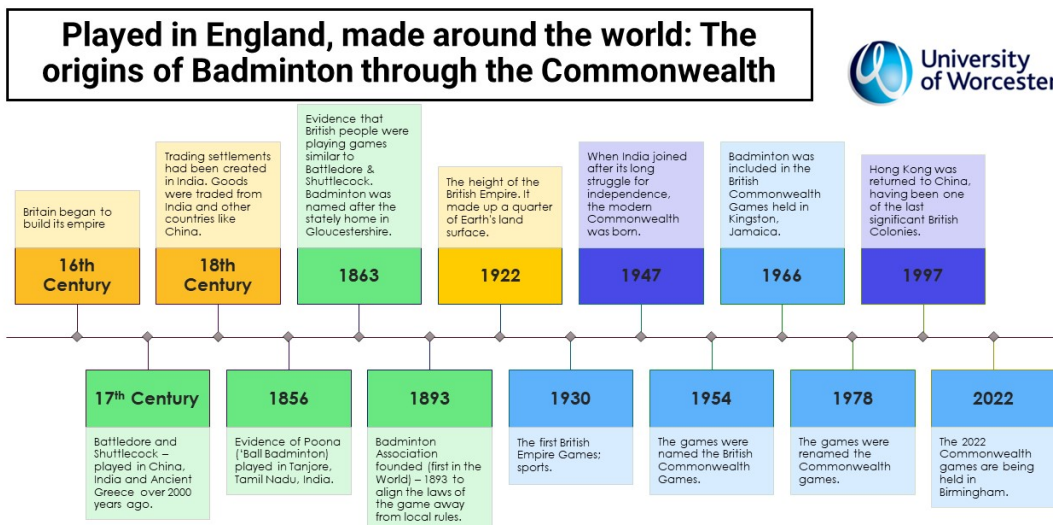
The implementation of the resource centres around the concept of cognitive dissonance and the different the harmonious information that physical education teachers could offer to pupils that might shift their perceptions, attitudes, and behaviours (Festinger, 1957; McGrath, 2020). The knowledge that this resource can give pupils manifests through students playing the game, as per history, and considering the origins of badminton as a popular feature of physical education lessons and the upcoming Commonwealth Games. Expert colleagues' pedagogical approaches should facilitate pupils to develop their skills as sports historians through questioning, discussion and cooperative learning. Embedding a context-specific perspective will help pupils align the importance of the content through cross-curricular links with history and engaging with the underpinning theory of the examination physical education options in their school. Components of Bloom's

revised Taxonomy (Krathwohl, 2002) in the resource can encourage students to evaluate and analyse the history and development of badminton to synthesise new experiences and information to create their version of the game. This could further support students to think critically and creatively concerning the Commonwealth's history, sport and heritage (Pill and SueSee, 2017).

Regarding consideration for the space of physical education, this article and resource aims to inspire teaching activities and conversations in your context. It seeks to explore the role of sport in the Commonwealth and how the ensuing skills and qualities you wish to cover as part of your curriculum could be challenged. We hope that you could:

- start to include socio-cultural issues in core PE contexts without loss of the physical focus of the subject
- explore how the range and content of our physical education curriculums are rooted in the Commonwealth and Empire
- and challenge current physical education practice, focusing on Equality, Diversity, and Inclusion.

Team PE have co-created resources, which include *Played in England, made around the world: the origins of badminton through the Commonwealth*. These are available at the QR code. We would love to know how you got on with this resource.



Sources: Kane and Groarke (no date); Hinder (no date); Mishra (2018); Commonwealth Secretariat (2022); The Commonwealth (2022).



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