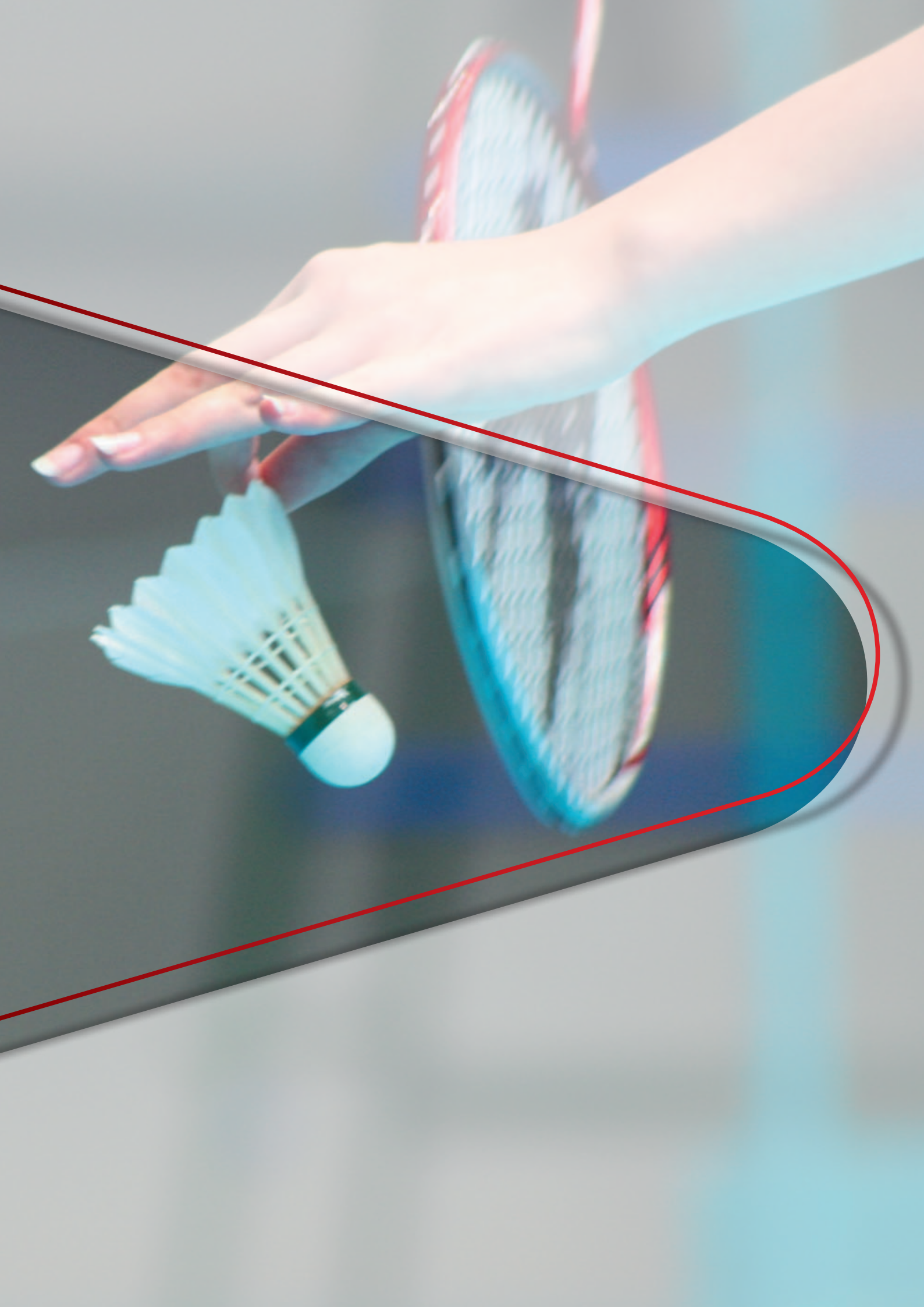




SHUTTLE TIME

BWF SCHOOLS BADMINTON
TEACHERS' MANUAL



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Materials Developers

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Continental Confederations

Badminton Africa	www.badmintonafrika.org
Badminton Asia	www.badmintonasia.org
Badminton Europe	www.badmintoneurope.com
Badminton Pan Am	www.badmintonpanam.org
Badminton Oceania	www.oceaniabadminton.org

More Information

The resources for *Shuttle Time* are in different languages. The material can be downloaded from the BWF website.

Badminton World Federation

Unit 17.05. Level 17
Amoda building
Jalan Imbi
55100 Kuala Lumpur, Malaysia
www.bwfbadminton.org
shuttletime@bwfbadminton.org



Contents

Module 1 – Getting Started

Overview

1. Introduction	1
2. Focus on Teachers	1
3. Focus on Children	1
4. Why badminton.	1
5. Your badminton Teaching Situation	1

About Shuttle Time

6. Shuttle Time Goals.	1
7. Shuttle Time Teaching Resources	1

About Badminton

8. An Ideal Sport for Schools	1
9. Badminton Basics	1
10. Aim of the Game	1
11. Rules of the Game	1
12. Elite Level Badminton	1
13. Olympic Games Sport.	1
14. Badminton Around the World	1
15. Origins of Badminton	1
16. Regulating Badminton Worldwide	1
17. BWF Vision, Mission, Goals	1
18. Badminton in Your Area	1

Module 2 – Teaching Material and Content

1. Overview
2. Badminton Teaching Material.....
3. Content Overview
4. Programme Structure
5. Deciding Where to Start
6. Lesson Structure.....
7. General Lesson Format.....
8. Flexibility.....

Module 3 – Managing Groups when Teaching Badminton

1. Motivating Pupils.....
2. Teaching Badminton with Large Groups.....
3. Feeding Skills.....
4. Safety
5. Playing Games – Managing Groups.....

Module 4 – Physical Development Exercises

1. Introduction
2. Aims and Objectives
3. Core Physical Education Content.....
4. Summary.....
5. References to Lesson Plans and Videos.....

Module 5 – Starter Lessons

Grips, Ready Position, Front Court Play (10 lesson plans)

1. Introduction
2. Aims
3. Content explanation
4. Summary.....

Module 6 – Swing and Throw

Mid-court Play (2 lesson plans)

1. Introduction
2. Aims
3. Content explanation
4. Summary.....

Module 7 – Throw and Hit

Rear-court Play (4 lessons)

1. Introduction
2. Aims
3. Content explanation
4. Summary.....

Module 8 – Learn to Win

Tactics and Competition (6 lesson plans)

1. Introduction
2. Aims and objectives
3. Tactical Awareness.....
4. Content explanation
5. Summary.....

Module 9 – How to Organise Competitions

Module 10 – Simplified Rules of Badminton

Module 1

Getting Started

CONTENTS

Overview

1. Introduction
2. Focus on Teachers
3. Focus on Children
4. Why badminton
5. Your Badminton Teaching Situation

About Shuttle Time

6. *Shuttle Time* Goals
7. *Shuttle Time* Teaching Resources

About Badminton

8. An Ideal Sport for Schools
9. Badminton Basics
10. Aim of the Game
11. Rules of the Game
12. Elite Level Badminton
13. Olympic Games Spor
14. Badminton Around the World
15. Origins of Badminton
16. Regulating Badminton Worldwide
17. BWF Vision, Mission, Goals
18. Badminton in Your Area

Module 1 Focus

Module 1 introduces you to *Shuttle Time* and the importance of badminton in schools. This describes the overall programme and gives a background to badminton the sport. This also helps you to focus on your badminton situation at school and badminton in your area.

Learning Outcomes for Module 1

By the end of this module, you will better understand:

- the goals of *Shuttle Time* and the components of the programme.
- your badminton situation.
- the benefits of badminton for school children.
- badminton the sport, its rules and badminton around the world.

Overview

1. Introduction

Shuttle Time is the BWF's Schools Badminton Programme. This programme aims to make badminton one of the world's most popular sports in schools.

This resource is for teachers consists of 10 modules and they will help you to 'teach badminton' in schools.

The 10 modules in this Teachers' Manual help you to:

- understand badminton better
- plan badminton lessons
- deliver fun, safe and enjoyable badminton lessons with groups of children
- deliver a positive image and experience of badminton.

The main content and suggestions for teaching this are detailed in Modules 5, 6, 7 and 8.

- Module 5 – **10 Starter Lessons** (10 lesson plans – numbers 1.1 to 1.10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 2.1 and 2.2)
- Module 7 – **Throw and Hit** (4 lesson plans – numbers 3.1 to 3.4)
- Module 8 – **Learn to Win** (6 lesson plans – numbers 4.1 to 4.6)

The 22 Lesson Plans to teach badminton are in separate downloads.

2. Focus on Teachers

Teachers are central to the success of *Shuttle Time*.

Some teachers will already know about badminton – they may have seen it played or may have played the sport. Some teachers will have coached badminton. Other teachers however will be experiencing badminton for the first time through this training resource.

This **Teachers' Manual** and **Shuttle Time** are for teachers from any background.

Teachers ...

- do not need badminton experience to be part of this programme.
- can use this resource independently to learn how to plan and deliver lessons in badminton.
- can attend an 8-hour / one day course which has been designed for teachers who want to learn how to deliver the programme.

We suggest you contact your national badminton association to ask about their schools badminton programme – contact details are listed on the BWF website – www.bwfbadminton.org



3. Focus on Children

Some children will already know about badminton – they may have seen it played or may have played the sport. Other children however will be experiencing badminton for the first time through *Shuttle Time*.

It is important that you know about the starting point of your children. Their previous badminton experience, their sporting experience.

Children ...

- of all ages and abilities can be successful in developing badminton skills.
- learn basic **badminton skills** through the activities in the lessons.
- also develop **physical skills** while 'learning badminton' through the activities.



4. Why Badminton

Badminton is a great school sport for both boys and girls. It is suitable for children of all ages and levels of ability. It is a safe, fun, low impact sport for children.

Badminton activities in **Shuttle Time** develop all-round physical skills important for school age children including:

- eye hand coordination
- catching and throwing
- stability and balance
- speed and agility – the ability to quickly change direction
- jumping and landing skills

The lessons and activities in this manual are designed for ‘learning badminton skills’ in groups. Through these activities, children learn **basic badminton skills**.

Children will also develop **physical skills** and learn **tactical skills** (skills in **how to play** and win the game).



5. Your badminton Teaching Situation

Before starting, think about your badminton teaching situation.

- a. Do you have a sports hall or indoor area to take badminton lessons?
(Note – you do not need an indoor sports hall to deliver most of the 10 Starter Lessons).
- b. Do you have some basic badminton equipment – rackets, shuttles and nets?
- c. Does your national / regional / local badminton association run courses to help teachers with teaching badminton?
- d. Are there local clubs that deliver badminton lessons for school age children?
- e. Do you know any badminton coaches who coach badminton for school age children?
- f. Is badminton a school sport on the physical education curriculum at primary / elementary school?
At secondary / high school?
- g. Are there local competitions for schools badminton?
- h. Are there regional or national schools badminton competitions?



About Shuttle Time

6. Shuttle Time Goals

Shuttle Time aims to:

- enable teachers to deliver a positive image and experience of badminton.
- ensure that children experience success in badminton.
- achieve general physical education objectives through the badminton activities.

The syllabus contains badminton **techniques**, **tactics** and **physical** elements.

This means that children will experience the nature of badminton, without over complicating the content for teachers or children who are new to badminton.



7. Shuttle Time Teaching Resources

Teachers' Manual	10 Modules for teachers who are learning how to plan and deliver badminton lessons.
Lesson Plans	22 badminton lesson plans.
Video Clips	More than 100 video clips. These show the badminton activities and teaching points in the lessons.
Badminton Equipment	Teachers need equipment to teach badminton – see each lesson plan for the requirements. An ideal schools badminton kit consists of: • 24 rackets • 3 dozen plastic shuttles • 4 nets • 20 metre long rope or elastic cord that can be tied across a sports hall or practice area and be used as a net.
Supplementary Material	New material to support the teaching of badminton is being developed.

Teaching and learning resource material is available in a number of languages. These can be downloaded from the BWF website www.bwfbadminton.org

About Badminton

8. An Ideal Sport for Schools

There are many good reasons why badminton is an ideal sport for physical education programmes.

- Badminton is equally accessible to both girls and boys.
- Badminton is a safe, low impact sport for children.
- Badminton builds fundamental physical skills.
- Pupils of all abilities can be successful in developing skills which will allow them to play badminton for life.
- On a social level, boys and girls / men and women can play, train and compete together.
- Badminton is accessible for people with a disability. There are rules to govern that groups people according to their classes of disability. This ensures fair and safe competitions.

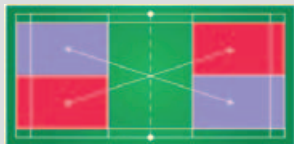


9. Badminton Basics

Badminton is:

- a net game.
- played on a rectangular court.
- a volleying game, with rallies beginning with an underarm serve.
- a game that has five disciplines – singles (men / women), doubles (men / women and mixed).

Singles badminton involves serving diagonally into a long, service box. Rallying then continues on a long court with the border on the first side line.

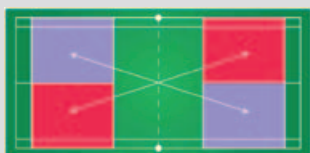


The shuttle is served diagonally into the opponents 'service box'.

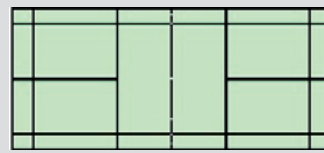


The shaded part shows the area of play for singles. A shuttle that lands outside this area means a point is won / lost.

Doubles badminton involves serving diagonally into a shorter, wider service box than in singles badminton. After the serve, rallying takes place on the whole court area.



The shuttle is served diagonally into a shorter, wider service box in doubles.



After the serve, doubles rallies are played on the whole court area.

For players with a disability, court sizes are adapted according to the category of player under a classification system. For more details of this, download the Laws of Badminton from the BWF website.

10. Aim of the Game

The aim of the game is to score points by:

- landing the shuttlecock in your opponent's court.
- forcing your opponent to hit the shuttlecock out of the court area.
- forcing your opponent to hit the shuttlecock into the net.
- striking your opponent's body with the shuttle.

11. Rules of the Game

The simplified rules of badminton are included in this training package – Module 10. The complete set of rules – Laws of Badminton and Regulations governing the sport, can be downloaded from the BWF website – www.bwfbadminton.org

12. Elite Level Badminton

At the highest levels of badminton, the sport requires extraordinary fitness, technical ability, perception and predictive skills as well as extremely fast reaction times.

Players at the top level require extraordinary physical ability including:

- aerobic stamina
- agility
- strength
- explosive power
- speed

At the top levels, badminton is very technical sport, requiring high levels of motor coordination, sophisticated racquet movements and precision when under pressure. Badminton is also a game where tactics are very important.

13. Olympic Games Sport

Since 1992, badminton has been a Summer Olympic Games sport. Altogether 15 medals are available in Olympic badminton – gold, silver and bronze for each of the five disciplines:

- Men's singles
- Women's singles
- Men's doubles
- Women's doubles
- Mixed doubles

Badminton players from each region – Asia, Africa, Europe, Oceania and Pan America compete at the Olympic Games.

Since 1992, players from China, Korea, Indonesia, Malaysia, Denmark, Great Britain and the Netherlands have won medals at Olympic Games badminton events.

14. Badminton around the World

Badminton is played worldwide, but like most world sports, it is more popular in some regions of the world.

Badminton is most popular in Asian countries including China, Korea, Indonesia, Malaysia, Japan, Thailand, India and Chinese Taipei. These countries produce many world class players.

Badminton is also very popular in Europe and countries like Denmark, England, Germany, Poland and France also have world class players.

In Pan America, badminton is emerging as a popular sport. With the 2016 Olympic Games being hosted by Rio, Brazil, badminton will develop much more in popularity in Pan America in the near future. Badminton is also played widely in regions in Oceania and Africa.

Badminton has grown and become popular because it can be played by all ages and at all levels. At beginner level it offers early satisfaction, with rallies easily achievable without much technical expertise.

At the highest level however it is a very dynamic sport, with shuttles being smashed at over 350 kph and players displaying the highest levels of athleticism.

15. Origins of Badminton

Although the exact origins of badminton are unclear, games based on a shuttlecock and a bat were played in China, Japan, India, Siam and Greece over 2000 years ago.

A game known as 'battledore and shuttlecock'.

The aim of battledore and shuttlecock was to keep the shuttlecock in the air for as long as possible. The reverse is true today. The aim now is to finish a rally as quickly as possible by scoring winning points against your opponent.

British military officers based in India in the mid 18th century are believed to have added a net to the game and the game became more established in England when these officers returned home.

The 1873, the game of badminton was first played at Badminton House, a stately home in Gloucestershire, England. This is where the modern name of the sport came from.

16. Regulating Badminton Worldwide

Basic regulations for the sport were formed in 1887, but it was not until 1893 that the first set of rules were published in England.

The International Badminton Federation (IBF) was established in 1934 and consisted of nine founding members – badminton associations from Canada, Denmark, England, France, Ireland, Netherlands, New Zealand, Scotland and Wales.

In 2006 the IBF changed its name to the Badminton World Federation (BWF).

The BWF is the world governing body for the sport of badminton, recognised by the International Olympic Committee (IOC).

BWF's members are, with a few exceptions, the national governing bodies for badminton. These are organised into five confederations under the IOC system, with each Continental Confederation representing one of the five Olympic rings – Africa, Asia, Europe, Oceania and Pan America.

17. BWF Vision, Mission, Goals

The BWF works closely with National Badminton Associations and the five Continental Confederations for badminton and *promotes, presents, develops, and regulates* the sport worldwide.

Vision

Badminton is a global sport *accessible to all* – a leading sport in *participation, fan experience and media coverage*.

Mission

To *lead and inspire* all stakeholders and *deliver world class events* and *innovative development initiatives* to ensure badminton becomes a *leading global sport*.

Goals

The BWF goals are:

- To publish and promote the BWF Statutes and its Principles.
- To encourage the formation of new Members, strengthen the bonds between Members and assist in resolving disputes between Members.
- To control and regulate the game, from an international perspective, in all countries and continents.
- To promote and popularise badminton worldwide.
- To support and encourage the development of badminton as a *sport for all*.
- To organise, conduct and present world class badminton events.
- To maintain an Anti-Doping Programme and ensure compliance with the World Anti-doping Agency (WADA) Code.



18. Badminton in Your Area

It is important that you find out more about badminton in your area.

It is important to:

- find local coaches or badminton players who might be able to support your schools badminton programme.
- identify local clubs that you can refer talented badminton players to for coaching and practice after school.
- find local competitions suitable for children who want to compete.

Local or regional directories should help locate badminton clubs, associations or people in badminton such as coaches and administrators of the sport.

The BWF publishes the name and contact details of each national badminton associations on its website – www.bwfbadminton.org

If you need further assistance, email us: shuttletime@bwfbadminton.org

Module 2

Teaching Materials and Content

CONTENTS

1. Overview
2. Badminton Teaching Material
3. Content Overview
4. Programme Structure
5. Deciding Where to Start
6. Lesson Structure
7. General Lesson Format
8. Flexibility

Module 2 Focus

Module 2 gives an overview of the structure of *Shuttle Time* and the main badminton teaching focuses.

The content and suggestions for teaching this are detailed in Modules 5, 6, 7 and 8. The 22 Lesson Plans are separate downloads.

- Module 5 – **10 Starter Lessons** (10 lesson plans – numbers 1.1 to 1.10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 2.1 and 2.2)
- Module 7 – **Throw and Hit** (4 lesson plans – numbers 3.1 to 3.4)
- Module 8 – **Learn to Win** (2 lesson plans – numbers 4.1 to 4.6)

Learning Outcomes for Module 2

By the end of this module, you will better understand the:

- structure of the badminton teaching programme.
- main content of Modules 5, 6, 7 and 8.
- structure of a typical badminton lesson from the resources.
- starting point in the programme for your children.

1. Overview

The Teacher's Manual and teaching resources are not about making teachers into coaches of badminton.

This resource:

- helps develop teachers' basic badminton skills and knowledge.
- provides the content for teaching badminton in schools (lesson plans / practical examples).
- builds teachers confidence in 'teaching badminton' at school.
- describes some of the basics of badminton – technical, physical and tactical elements.
- presents 22 lesson plans to develop childrens' basic badminton skills and knowledge.
- describes in detail each lesson, the learning activities and learning sequences.
- shows how to do the exercises through video clips.
- provides suggestions on how to increase or decrease the level of difficulty.
- encourages teachers to create their own lesson plans to suit the level and motivation of their pupils.

2. Badminton Teaching Material

The teaching material in this resource is divided into four sections or levels. Each section builds on the skills developed in the previous lessons or sections and introduces higher level / more complex elements of badminton.

Each section contains a number of lessons depending on the complexity and importance of the topic.

Learn to Win

(6 lessons)

Develops basic tactical skills.

Throw and Hit

(4 lessons)

Introduces / develops overhead hitting.

Swing and Throw

(2 lessons)

These prepare beginners for overhead hitting.

Starter Lessons

(10 lessons)

The basic skills of badminton.

The content for each section / level is presented as a separate module:

- Module 5 – **10 Starter Lessons** (Lessons 1.1 to 1.10)
- Module 6 – **Swing and Throw** (Lesson 2.1 and 2.2)
- Module 7 – **Throw and Hit** (Lessons 3.1 to 3.4)
- Module 8 – **Learn to Win** (Lessons 4.1 to 4.6)

See the different modules above for the detail of the content for each.

The **10 Starter Lessons** is the main starting point for beginning teachers and beginning children in badminton.

The 10 Starter Lessons:

- cover basic badminton skills
- ensure beginners of all abilities have a positive first experience of badminton.

Teachers will have the flexibility to:

- move from one lesson to the next.
- move onto the subsequent sections / levels whenever they feel this is appropriate for the level of the individuals / group.
- repeat activities in the 10 Starter Lessons so they give children more practice time in the basic skills.

The teacher should evaluate the progress of children after each lesson before planning the next badminton lesson.

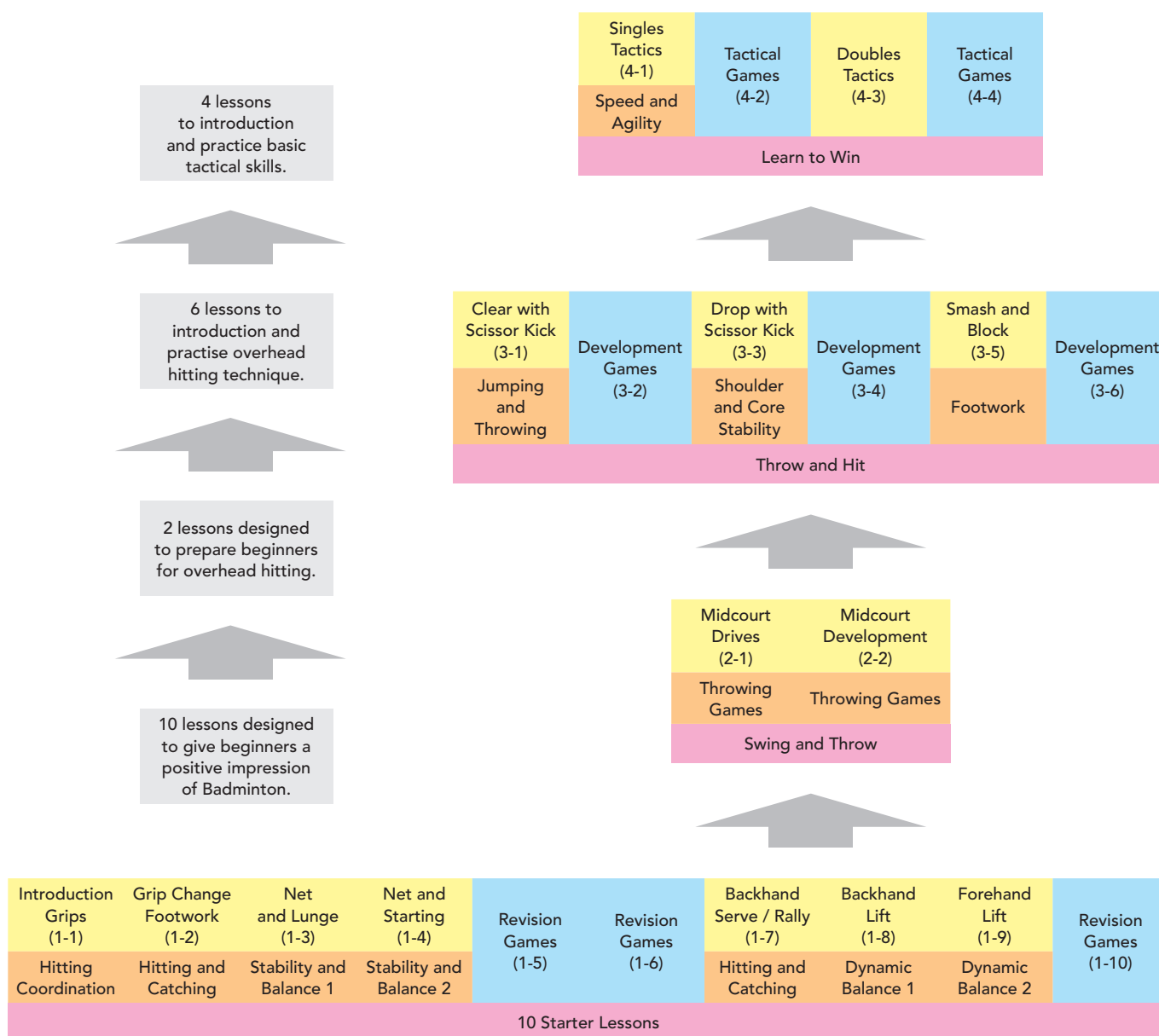
3. Content Overview

Section 1 Starter Lessons (10 lessons)	The 10 Starter Lessons include: • the general principles of badminton • grips and an introduction to play at the net • front court techniques and rallying • physical elements including coordination, stability and balance. Grips and basic racket skills are taught first. Then hitting from the net area. These are the simplest badminton techniques and teaching them first will ensure success for young beginners. The more difficult overhead techniques are introduced later in the programme when the children have gained some basic techniques and have experienced success. By the end of the 10 Starter Lessons, pupils should be able to: • enjoy rallying with basic grips • hit from the net to the rear court • use a serve to start rallies.
Section 2 Swing & Throw (2 lessons)	This is designed to assist children with the transition from underarm hitting to overhead hitting. This section includes related physical elements such as throwing and coordination. Here the character of badminton as a fast game is introduced. Therefore the speed of the rallies can be increased relative to the level of the pupils. Usually this increase in tempo will result in increased enjoyment. Children will have a lot of fun because of the speed of the rallies. Note that speed will need to be controlled to ensure continued development of good technique and so children experience success. By the end of Section 2, Swing & Throw, pupils should be able to: • enjoy faster rallies from mid court to mid court • demonstrate correct throwing technique

Section 3 Throw and Hit (4 lessons)	This section introduces and develops overhead hitting and associated physical elements including jumping and landing as well as core stability. Most lessons in this section start with games to improve throwing technique, which is the core skill required to develop good overhead hitting technique. By the end of Section 3, Throw and Hit, pupils should be able to: • enjoy overhead rallies • move around the court with basic footwork • enjoy rallies which incorporate all areas of the court.
Section 4 Learn to Win (4 lessons)	This section introduces basic tactical skill for both singles and doubles and introduces associated physical elements including speed and agility. • In this section more exercises involve competitive situations, activities and games. • They are designed to place more emphasis on developing tactical thinking to enhance the learning of basic badminton tactics. By the end of Section 4, "Learn to Win", pupils should be able to: • enjoy rallying strategically • demonstrate basic positional play in singles and doubles • enjoy match play.



4. Programme Structure



Above: Point of entry and selection of lessons from the programme should be relevant to the profile of the pupils.

5. Deciding Where to Start

The lesson that you start teaching badminton with in the programme and the pace of progression from lesson to lesson depends on several factors:

- badminton experience and exposure of pupils
- age and physical development
- aptitude and previous sporting experience.

It is *not* essential to follow each lesson progressively as described here -from 1.1 to 1.10 and then 2.1 and 2.2 and so on.

The programme has been designed to allow teachers to select lessons and exercises relevant to the level of their pupils.

Teachers are encouraged to adapt each exercise within the lesson plans to increase or decrease the difficulty to suit individuals and groups. This is to ensure their experience of badminton is a positive one.

6. Lesson Structure

The lessons for badminton in this resource contain:

- **physical** exercises
- **technical badminton** exercises
- **fun and competition** activities.

Every lesson is designed for 60 minutes, however the timing of the exercises can be adjusted to suit a shorter lesson period.

Parts of the lesson are in different colours to help teachers following the plan.

The three colours represent – **physical**, **technical/tactical** and **competitive / fun** content.

Lessons start with a **warming up** activity and specific **physical development exercises**. This is followed by **technical elements** and finally **competitive elements**, which makes up the largest part of the lesson.

Fun competitive situations

Technical elements

Physical exercises

This colour code allows the teachers to see the elements (physical / technical / competitive). These parts of the lesson are interchangeable. This allows the teacher to plan lessons according to the ability and motivation of the class.

7. General Lesson Format

Introduction – lesson goals / focus (5 minutes)	The teacher highlights what the pupils will learn.
Physical development (30–40 minutes)	Fun type activities to improve motor skills and general warm-up movements specific to the lesson content. There are some exercises in the physical part of the lessons which need a 'pre-warming-up' activity, because they require the pupils to work at maximum speed or agility. Therefore pupils will need 3-4 minutes general warming-up with running and flexibility exercises. See the lesson plans.
Technical / Tactical (20 minutes)	The main part of the lesson is dedicated to technical exercises with racket and shuttle or fun/competitive games designed to reinforce the teaching points. All activities can be increased or decreased in level of difficulty, so the content is appropriate to the level of the pupils. This will assist in maintaining motivation of all levels of learner.
Review lesson focus (5 minutes)	The teacher summarises the main teaching points and cool down.

Revision lessons using fun exercises and competition situations are interspersed in the programme to reinforce technical badminton learning.

8. Flexibility of the Programme

This is a flexible resource to meet the needs of:

- teachers and learners from different cultural backgrounds.
- different teaching / learning situations – location / equipment / size of groups / experience with badminton.
- mixed ability groups.

Progress through the programme will depend on the skill level and motivation of the class. Teachers should evaluate progress of children after each lesson.

This resource is designed to be flexible – depending on the teachers experience and the ability (physical, badminton) of the pupils.

There are many options for teachers to implement the course. This includes:

- varying the activities using the suggestions to make activities more or less difficult.
- varying the length of time for physical, technical, competition elements in the one lesson / or for one activity within the lesson.
- designing your own lesson plans relevant to your own teaching situation using the ideas and content of the lesson plans.
- creating new lessons with emphasis on more physical, technical or competitive content while maintaining core learning and the fun elements.
- repeating lessons and exercises where appropriate to meet the needs and progress of individual children or the group.

Module 3

Managing Groups When Teaching Badminton

CONTENTS

1. Motivating Pupils
2. Teaching Badminton with Large Groups
3. Feeding Skills
4. Safety
5. Playing Games – Managing Groups

Module 3 Focus

Module 3 provides examples of how to teach badminton to large groups of children. The module also focuses on safety, playing games and managing groups

Learning Outcomes for Module 3

By the end of this module, you will better understand:

- some of the factors that affect motivation of children.
- how to organize groups of children when teaching badminton.
- the importance of group practice.
- safety in teaching badminton.
- how to organize games with larger groups of children.

1. Motivating Pupils

All lessons begin with warming up activities which are fun and have a variety of physical challenges for children. Exercises and games are included to motivate children as much as possible.

The following factors will affect motivation. These should be taken into consideration:

- Appropriate level of tasks for the age and ability of the children.
- Variety of tasks.
- Exercises which allow success.
- Exercises with a partner, team or group.
- Tasks which are competitive, without too much pressure to succeed.
- Interesting equipment and resources.
- Enough rackets and shuttles to practise with, so practice is continuous.

2. Teaching Badminton with Large Groups

Badminton requires space and it is important to consider how to manage groups of children in badminton sessions.

Here are some ideas on how exercises can be organised effectively, so that many children can practice together at the same time.

- No nets, no courts.
- Changing court sizes.
- Using space between / behind the court.
- Exercises with more than four players on a court.
- Practising in pairs or groups.
- Organise practice with intervals – time on / time off the court space.
- Teacher or pupil 'feeding' shuttles.

a. NO net and NO Courts

- Many of the exercises, particularly in the first 10 Starter Lessons, do not necessarily require badminton court markings or a net.
- Use lines which are marked on the floor for other sports, for example volleyball or basketball.
- Use these lines, markers, tape or chalk to assist in dividing up the practice areas in a sports hall.
- 'Targets' such as hoops, cones or boxes can also be used in practice without court lines.

Example – Backhand serve practice

Backhand serve into a basket or aiming at a towel. Each child has a racket and shuttles. If the baskets are placed on the middle line of the court and the pupils hit from a parallel line, many pupils can practice at the same time on one badminton court.

b. Changing Court Size

For learning many of the skills, it is important to change the size of the court, mostly by shortening it. A smaller court can be covered much more easily by a player and this helps children to play longer rallies – to hit more shuttles without making a mistake or stopping.

Example – Flat drive practice

Pupils practice flat drive shots from the side line to the opposite side line across the court. Up to 12 children can play on one court area.

c. Using Space Between / Behind the Courts

While four or more children can practice on court, others can practice in the space between (use a string or rope between the courts to use as a 'net') or behind the courts (height of net, or targets, can be marked on wall).

This can be with or without rackets (technical or physical). If a teacher has a good time management with a stop watch or a timer, the teacher can change groups between 'on court' practice and 'off court' practice.

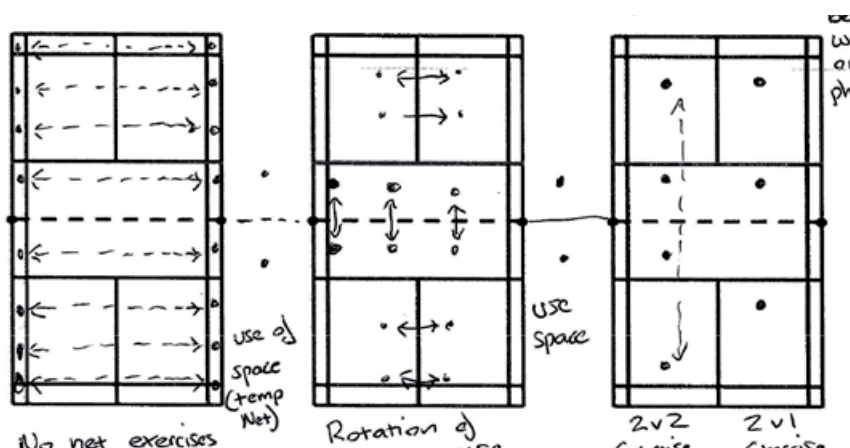
Use the space by letting the pupils 'off court' practice the same exercises as those 'on court' or give them different exercises which do not need a net or a court.

d. Exercises – Four or More Players on a Court

If four players practise at the net and four in the rear court, players can practice only at the net or to/from the rear court. There are many variations.

This example below shows how three courts differently:

1. Court 1 has 16 pupils practicing hitting exercises across the court, using no net to practice. It also shows the space between the court with two pupils practicing.
2. Court 2 has 14 pupils practicing. Four at each end of the court rallying between each other (no net) and three pairs practicing over the net. One other pair is practicing between the Court 2 and Court 3 with a cord / rope tied between the courts to use as a net.
3. Court 3 has two players playing against another two on the half court, with a pair playing against one on the second half. Behind the court, four other pupils are serving towards a target on the wall.



e. Practicing in Pairs or Groups of Three

This is used mostly to practise with a technical focus. Especially when playing in the front court, three pairs / groups can play on one court.

Teachers and pupils must take care of shuttles lying on the floor and ensure that there is enough space between the pupils / groups.

For some exercises, pupils can be placed so that both sides of the net are used in an optimal way.

f. Organise with Intervals

Include rotations to change roles and positions. After a set time, rotate groups on and off the court areas.

This helps to provide variety, focus attention and keep motivation levels high.

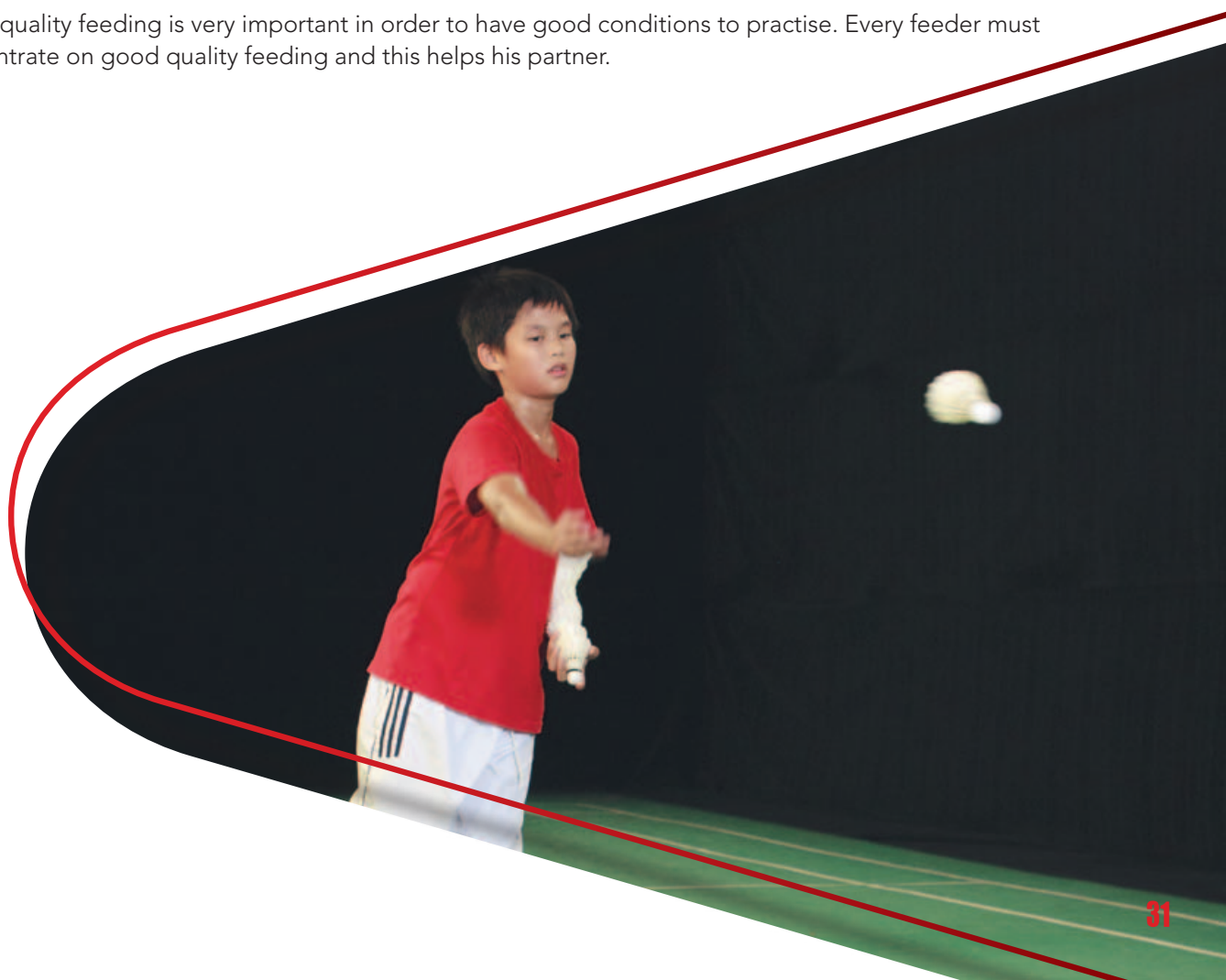
g. Teacher (or pupil) Feed Shuttles

Feeding is a term used in badminton where a coach / teacher / pupil hits or throws shuttles in succession, one after the other – so that a player receiving the shuttle can have a lot of practice in a short time (see 5.3 below).

Feed the group by hitting or throwing shuttles, pupils hit back, moving around in a circle so that each person gets a chance to hit a shuttle that is fed by the teacher.

Feeding is not so easy to do for teachers or pupils new to badminton. So practice is required before the lessons.

Good quality feeding is very important in order to have good conditions to practise. Every feeder must concentrate on good quality feeding and this helps his partner.



3. Feeding skills

The ability to distribute shuttles accurately and at an appropriate pace to pupils is an important skill. Coaches use this technique a lot in badminton.

Badminton is an individual sport rather than a team sport – however, players need to practice in groups and to support each others training and practice. Feeding is an important skill to learn for teachers and pupils.

It is a skill which is required in several of the exercises included in the programme. Therefore pupils will need to be instructed in how to feed in a way which helps practice certain shots and develops skills.

For example, pupils will need to feed or distribute shuttles from below to the net (for net play and lift) and from below or above to the rear court (for drop/clear shot) and to achieve this, the feeder will need to hold the shuttle correctly.

Games of accuracy, speed and distance can be used to develop this skill in a fun manner.

For some exercises it is useful to make a “multi-feeding” with many (10-15) shuttles lying in the “free” arm of the teacher or pupil. One shuttle is hit, or thrown, after another.

Pupils who have problems with holding shuttles can be supported by a partner who holds the shuttles and gives one after the other to the feeder.

4. Safety

Here are a few tips on safety when teaching badminton on court:

- Take care of shuttles lying on the floor when pupils are practising / playing.
- Ensure there is enough space between the pairs so they do not hit each other when practising swings and hitting.
- Ensure space is available when you have both right and left handed players practising together.
- Ensure safe positioning of feeders – ensure there is sufficient space around the hitting area for the feeders and the receivers.
- Ensure net posts are stable and the base is not dangerous so that pupils can trip over them easily.

5. Playing Games – Managing Groups

A lot of exercises in the warm up phases are organised as games, relays or courses carried out in pairs or groups. This means organisation is important. Every teacher must consider the following:

- How many pupils and how many teams, courses or groups are in your class?
- Is there enough space in the hall so that all pupils can work at the same time?
- Equipment and logistics – how is the equipment and groups going to be organised.
- Teachers own ideas and contribution – it is important for the teacher to be creative with exercises and look at variations to suit the needs, age and level of ability of the children.

Module 4

Physical Skills

CONTENTS

1. Introduction
2. Aims
3. Core Physical Education Content
4. Summary
5. References to Lesson Plans and Videos

Module 4 Focus

Module 4 provides an overview of the physical skills which are developed in each part of the programme. The module describes the core physical content that is integrated into the programme. The module also provides the references to lessons and activities that develop basic coordination, stability and balance skills.

These physical skills are essential for developing the technical skills of badminton.

Learning Outcomes for Module 4

By the end of this module, you will better understand:

- which physical skills are developed as part of the programme.
- the lessons and activities where these physical skills are practised.

1. Introduction

Each lesson begins with a brief introduction of the key teaching points.

This is followed by specific physical development exercises which are relevant to the technical content of the lesson.

Both the technical and physical objectives are integrated into the exercises.

Each of the four sections has its own area of **technical content** integrated into the activities.

Section	Technical Content
Learn to Win (6 lessons)	• Basic tactical principles for singles and doubles.
Throw and Hit (4 lessons)	• Overhead hitting.
Swing and Throw (2 lessons)	• Mid-court play. Transition from underarm hitting to overhead hitting.
Starter Lessons (10 lessons)	• Grips, under arm hitting, rallying in the front court / at the net, short back hand serve, high forehand serve, lifts from the front court.

Each of the four sections has its own area of **physical content** integrated into the activities.

Section	Physical Content
Learn to Win	• Speed and agility skills.
Throw and Hit	• Jumping and landing skills together with core stability.
Swing and Throw	• Throwing and coordination skills.
10 Starter Lessons	• Basic coordination, stability and balance skills.



2. Aims

All lessons begin with warm up activities which are fun-orientated physical activities with varying challenges.

It is important that the pupils practise and experience all physical requirements for badminton. This process will allow the teachers to assess the physical strengths and weaknesses of pupils.

Traditional warm up routines have been replaced by exercises to develop general and badminton specific physical ability, whilst remaining motivating for the pupils. Intensity and frequency, appropriate to the group and ability of the individual children, should be controlled by the teacher.

Some physical exercises need a little 'pre-warming-up' activity, because the exercises encourage the pupils to work at maximum speed or agility levels.

Therefore pupils may sometimes need 3-4 minutes general warming-up with running and small flexibility exercises before the start the first warm-up exercise. Teachers can identify these situations from the lesson plans and video clips.

It should be noted that many of these exercises and games are organised as team activities to allow mixed ability teams to reinforce positive experiences for less physically orientated pupils.

3. Physical Exercises – Core Physical Education Content

Section 1-10 Starter Lessons

References to Lessons – Development of basic coordination, stability and balance skills.

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Eye-hand coordination. A 'feel' for hitting a ball.	Balloon tap.	L 1-1 V-1	Balloons are perfect to start with because speed of flight is very low.
Chasse steps. Very important running technique in badminton.	Mirror chase with throw.	L 1-2 V-1	- One foot chases the other but never quite catches up. - Low centre of gravity.
Underarm throw and underarm catch.	Leader and chaser.	L 1-2 V-2	Throw and catch is a good preparation exercise for hitting a shuttle with a racket.
Stamina in a tag game.	Tag game with extra-running after being tagged.	L 1-5 V-1	Endurance and motivation to avoid being tagged.

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Balance.	Balance an upturned shuttle on your head. Balance on one leg and throw and catch shuttle. Jump on one leg and back.	L 1-3 V-2 L 1-3 V-2 L1-4 V-1	Balance is very important to control movements in badminton, for example, lunge movements and landing after jumps).
Reaction times. Reactivity to starting quickly into different directions.	Move on the spot - "happy feet" - and start after a signal.	L1-4 V-2	Train this with signals using sound (clap, stamp or whistle).
Stability and balance.	Statue on the move.	L1-6 V-1	Balance and stability are important elements in controlling badminton movements.
Speed, agility and stamina skills.	Relays with different challenges. Roll the dice and run.	L1-7 V-1 L1-10 V-1	- Tasks must be related to the abilities of pupils. - To run 'for the team' is a good motivation.
Sprint, stop and balance.	Relay Games. Balance the racket.	L1-8 V-1 L1-9 V-2	The lunge technique helps to 'stop and go'.
Dynamic balance.	Retrieve a shuttle placed far in front of oneself.	L1-8 V-2	Repeat on opposite leg.
Change of direction and agility.	Calf touching.	1-9 V-1	Assists development of qualities required for effective footwork.

Section 2 and 3 – Swing and Throw / Throw and Hit

Development of:

- throwing and coordination skills.
- jumping and landing skills together with core stability.
- well-coordinated and fast footwork.

References to Lessons – Throwing, Agility and Coordination Activities

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Learning to throw.	Throwing games 1. Keep your court free.	L2-1 V-1 L2-1 V-2	• Encourage correct throwing technique.
Throw with leg movement: Jumps and landings.	Throwing games 2. Relay games with running and throwing. Shadow work. Throwing team game.	L2-2 V-1 L2-2 V-2 L3-1 V-1 L3-2 V-1	• Start throwing with chasse steps or forward running, progress to running backwards and then using a scissor jump.
General coordination and flexibility.	Clap exercises for mobility.	L3-3 V-1	• Cooperative exercises.
Throwing and agility.	Shuttle chase. Footwork	L3-4 V-1 L3-6 V-1	• Highlights individuals motivation and competitiveness.
Core stability.	Plank exercises.	L3-4 V-2	• Ensure correct posture.
Coordinated at speed.	Fast feet.	L3-5 V-1	• Teacher to demonstrate and control initial pace.
Coordination and speed.	Footwork exercises with sprints.	L1-4 V-2	• Ensure sufficient space. Mix groups.

Section 4 – Learn to Win**References to Lessons – Development of speed and agility skills.**

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Speed and agility.	Agility ladder 1. Agility ladder 2.	L4-1 V-1 L4-2 V-1	• Start with a slow pace to ensure correct execution of drills with good technique.
Speed.	The “stone game”.	L4-4 V-1	• A fun exercise which highlights motivation levels of individuals.

4. Summary

Besides the technical skills that are needed for badminton, there are some general motor skills which are very important for physical development and for sport in general.

The quality of these movements always depends on the best possible mixture of speed and control.

Arm movements (throwing and catching) as well as leg movements (jumps, landings, starts, sprints and stops) need a lot of elasticity but also maximum control.

To improve control badminton players need a good balance and core stability which are generic elements for many sports.

In badminton, there is a mixture of physical elements from many sports, but badminton has its own unique profile.

It should be noted that it is possible to select specific exercises which will be of benefit to an individual's development which can be practised by the pupils alone and without specific equipment.

These can be practised and developed away from the lesson situation, especially for those children who are interested in practicing and developing higher level skills.

Module 5

10 Starter Lessons

Grips and Introduction to Net Play

CONTENTS

1. Introduction
2. Aims
3. Content explanation
4. Summary
5. References to Lesson Plans and Videos

Module 5 Focus

Module 5, 6, 7 and 8 provide the background and information for you for the teaching the main badminton content of *Shuttle Time*.

The 22 Lesson Plans are separate downloads and should also be referred to when reading these modules in the Teachers' Manual.

- Module 5 – **10 Starter Lessons** (lesson plans – numbers 1.1 to 1.10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 2.1 and 2.2)
- Module 7 – **Throw and Hit** (4 lesson plans – numbers 3.1 to 3.4)
- Module 8 – **Learn to Win** (6 Lesson plans – numbers 4.1 to 4.6)

The content in the **10 Starter Lessons**, described in Module 5, is the main starting point for beginning teachers and beginning children in badminton.

The **10 Starter Lessons**:

- cover basic badminton skills.
- ensure beginners of all abilities have a positive first experience of badminton.

Learning Outcomes for Module 5

By the end of this module, you will better understand:

- the two grips used – Thumb Grip and “V” Grip.
- lunges in badminton and the situations they are used in.
- hitting at the net including:
 - Back hand net shot.
 - Forehand net shot.
 - Back hand lift.
 - Forehand lift.
- serving – Backhand serve and Forehand high serve

1. Introduction

The section is divided into 10 lessons. Each lesson includes a **technical subject** and a related area of **physical development**. These are developed in parallel.

For badminton, it is very important to teach ‘badminton situations’ rather than teaching one specific technique after the other. Pupils must always understand in which situation the technique is useful.

In the lessons in this resource, the technical content is ‘intrinsic’ to the exercises and activities.

2. Aims

The aim of the 10 Starter Lessons is to teach the basic movements in badminton, while introducing pupils to the sport.

The focus of the 10 Starter Lesson plans is on:

- **Grips** – simple exercises to learn the basic grips. This enables children to hit the shuttle with underarm movements and experience rally situations.
- **Hitting** – children start hitting in the forecourt because underarm techniques are easier to learn. The first badminton techniques taught are net shots and lunges.
- **Serving** – serves and the lifts to prepare the pupils for the introduction of the overhead shots are introduced towards the end of the 10 Starter Lessons.
- **Moving** – movement skills in this section are 1) split steps, 2) chasse steps and 3) lunges. These are the foundation skills required to learn correct badminton footwork.

3. Content Explanation

This part of the Teachers' Manual focuses on the content of the 10 Starter Lessons. It helps to develop teachers knowledge. It is important to know that the lesson plans for this section also contain some information about the content.

The main technical content of this part of the manual are:

- a. Thumb Grip, "V"-Grip and grip change
- b. Lunge and starting
- c. Introduction to hitting
- d. Net play – Backhand and Forehand Net Shot
- e. Backhand serve
- f. Backhand and forehand lift
- g. Forehand High serve

a. Grips and Grip Changes

Two types of grip that are taught in the lessons are:

1. the **Thumb Grip**
2. the **V-Grip**.

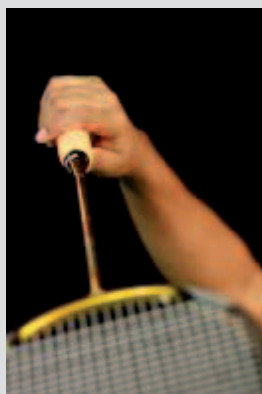
These two grips are explained below.

1. Thumb Grip

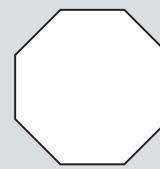
The thumb grip is used to play basic backhand strokes in front of the body. Examples include net shots, net lifts, net kills, backhand serves and backhand drives (when struck in front of the body). The thumb is committed to the back of the racket handle, with a slight gap between the hand and the racket handle.



Long shot



Close-up



Thumb position

References to Lessons – Thumb Grip

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Thumb Grip	Keep balloon up with thumb grip.	L1-1 V-3	• For this grip the thumb is located to the back of the racket handle and parallel to the shaft, with a slight gap between the hand and the racket handle. • Fingers should be a little relaxed. • Back of hand is leading.



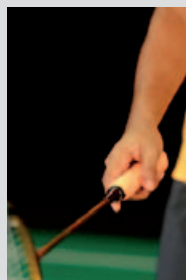
2. V-Grip

The V-grip is used to play strokes where the shuttle is level with the player, on both the forehand and backhand sides.

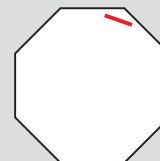
The thumb and first finger of the hand creates a "V" shape on the racket handle. The position of the bottom of the "V" is important and is shown in the illustrations below.



Level with player



Close-up



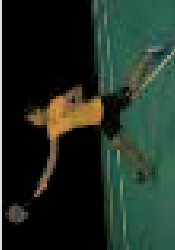
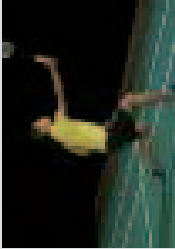
The position of the bottom of the "V" shape.

References to Lessons – Grips and Grip Practice

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand V- Grip	Keep balloon up with thumb grip.	L1-1 V-4	• Thumb and first finger of the hand creates a "V" shape on the racket handle. Palm is leading the movement, fingers are spread! • Mark the racket handle as shown in the pictures above.
Control of grips.	Backhand and V-grip exercise in pairs.	L1-1 V-5	• Practice the two grips in isolation. • Elbow in front of body. • Movement of the hand is towards the (imaginary) shuttle.
Hand moves to the shuttle.	Backhand and V-grip exercise in pairs.	L1-2 V-4	• Elbow in front of body. • Active movement of the hand towards the shuttle.

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Grip change – from backhand to V-grip .	Grip change without and then with shuttle. Game – Hit the Targets	L1-2 V-3 V-4 L1-2 V-5	• Change between backhand and V grip with relaxed, but 'active' fingers. • Relaxed fingers to change between grips without turning the hand ('finger work').
Body position during exercises.	Important during all exercises.		• Strokes are made away from the body not near the body. • "Hit the shuttle away from the body"
Underarm Movement.	Grip change with shuttle.	L1-2 V-4	• Preparation: Elbow in front of body. • Backswing: Loosen grip and pull hand back, arm becomes a little flexed. • Forward swing: Move the hand actively and stretch arm to the shuttle (long arm), squeeze fingers when hitting. • Follow through: Regain quick control of the racket after hitting.
Chasse steps (fundamental badminton technique).	Mirror chase.	L1-2 V-1	• One foot chases the other but never quite catches up. • Low centre of gravity.
Practise chasse and hit.	Feeding exercises Chasse and Hit 1+2 and Choices.	L1-5 V-3 V-4 V-5	• Feeding exercises give the chance to get experience in running and hitting in a controlled manner. • This helps to develop correct technique.

b. Introduction to Lunging – Lunging and Starting

Description	Where and when the lunge is used.	Technique
Lunging - Lunging is like a large stride. The pictures to the right show where and when the lunge is used on the court. - Most lunging is done on the racket leg, but some non-racket leg lunging does happen.	 At the net when performing net kills, net shots and lifts.  In the mid-court, when the shuttle is at the side of the body.  In rear-court when the shuttle is behind the striking player.	- The lead foot points towards the shuttle. - Take care that the first contact of the foot on the floor is with the heel. - Knee and foot of the lead leg point in the same direction to protect knee and ankle joint. - Foot rolls across the toes and points to the impact point (ensures stability and balance). - Turn out rear-foot to help with balance and range of movement. - Bend rear knee slightly to reduce strain on knee joint. - Use an extended rear arm as a counter balance. Download the video clip of this technique from the BWF website www.bwfbadminton.org

References to Lessons – Lunge

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Lunge.	Have a lunging.	L1-3 V-3 V-4	• First only with shadowing net shots. • Point out the importance of reach. • No twisting of the foot.
Balanced body position at the net.	Have a lunging.	L1-3 V-3	• Body is straight with stretched “racket arm”. • Upright posture.

c. Introduction to Hitting**1. Developing Hitting Skills**

Catching and throwing involves the hands directly “interacting” and making contact with an object.

Hitting with a racket requires the player to adjust, so the object being struck interacts or makes contact with the racket face, which is some distance from the hand.

Practice therefore should help the player to make this transition – from catching and throwing objects to hitting the shuttle using a racket.

2. Hitting with the Hand

Hitting with the hand is an extension of throwing and catching. It requires you to watch the flying object carefully and adjust your feet and hands so the hand can strike that object successfully.

Working alone and using the palm of the hand, strike a soft ball or balloon in the air.

Experiment hitting with one hand, then the other, then alternating between them.

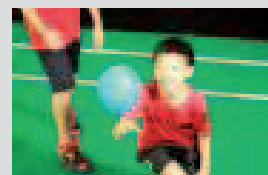
Experiment with keeping the object in the air whilst doing tricks – for example, get down on the floor and back up again).



Working alone, and use the back of the hand to strike a soft ball or balloon in the air.

Experiment hitting with one hand, then the other, then alternating between them.

Experiment with keeping the object in the air whilst doing tricks – for example, get down on the floor and back up again.



Working alone, keep a soft ball or balloon in the air using the palms and backs of both hands.

Try to make up a sequence of tricks.



Holding a soft ball or balloon above your head, reach up with the other hand and rotate the arm so you can see your palm.

Then strike the ball out of your hand using your palm.

Try to complete a follow through that finishes so the player can see the back of their hand (forearm pronated).



Using a soft ball or balloon, rally with a partner using the palms and the backs of the hand.

This can be done seated or standing.



3. Hitting with a Very Short Grip

Hitting with a very short grip helps players achieve success because the object they wish to strike is still relatively close to the hand when it is struck.



Holding a racket near the "T" with the back of the hand upwards



Keep a balloon, soft ball or shuttle in the air using forearm rotation.



Holding a racket near the "T" with the first finger below and along the frame.
Keep a balloon, soft ball or shuttle in the air using forearm rotation.



Holding a racket near the "T" with the first finger below and along the frame. Touch a shuttle with the strings of the racket'



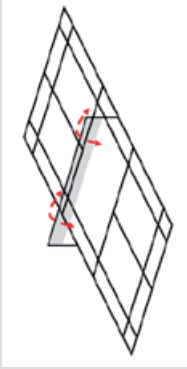
Take the racket head back using forearm rotation.



Strike the shuttle using forearm rotation (the player can see the back of their hand).

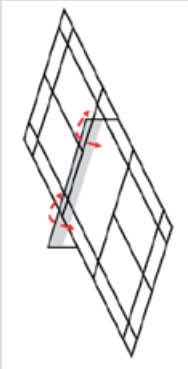
d. Net play

1. Backhand Net Shot

Where the shuttle goes	When we use it	Why we use it
Net shots travel from forecourt to forecourt as close to top of the net as possible. 	When we are in the forecourt and the shuttle has dropped below tape height. (defensive/neutral area)	To bring the opponent forwards, creating possible opportunities in the rear court. Trying to force the opponent to lift, in doing so creating an attacking opportunity.
What it looks like		
		
Prepare • V grip. • Hold racket out in front of body.	Backswing • Establish relaxed thumb grip. • Relaxed reach. • Rotate arm. • Present racket strings to shuttle.	Forward Swing • Use momentum of whole body. • Push through shuttle.
	Follow Through • Bring racket up ready to anticipate opponent's next stroke.	

Download the video clip of this technique from the BWF website www.bwfbadminton.org

2. Forehand Net Shot

Where the shuttle goes	When we use it	Why we use it
Net shots travel from forecourt to forecourt as close to top of the net as possible.	 When we are in the forecourt and the shuttle has dropped below tape height (defensive / neutral area).	To bring opponent forwards, creating possible opportunities in their rear court. Aims to force the opponent to lift, in doing so creating an attacking opportunity.
What it looks like		
		
Prepare • V-grip. • Hold racket out in front of body.	Backswing • Relaxed reach. • Rotate arm. • Present racket strings to shuttle.	Forward Swing • Use momentum of whole body. • Push through shuttle. Follow Through • Bring racket up ready to anticipate opponent's next stroke.

Download the video clip of this technique from the BWF website www.bwfbadminton.org

References to Lessons – Backhand and Forehand Net Shot

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Net shots backhand and forehand.	Net shots. Progression exercise.	L1-3 V-4 L1-3 V-5	Preparation: hold racket out in front of the body (long arm). Backswing: very small with loose grip. Forward swing: a gentle push over the net with loose grip and good finger control. Follow through: as small as necessary. Start with backhand, then forehand, then alternately. Practice first without leg movement, then with lunge.
Net shot rally.	Progression exercise.	L1-3 V-5	Loosen fingers to change between grips without turning the hand (finger-work).
Net shots with movement. (start – step -lunge)	Net shot and start.	L1-3 V-3 V-4 V-5	- Keep control of arm movement during movement to the shuttle. - Progress from only lunge, to chasse and lunge and finally split step, chasse and lunge.
Fun games for net play.	Games: Net king 1-3	L1-6 V-2 V-3 V-4	Read safety aspects in the description of the games.

e. Back Hand Serve

Where the shuttle goes	When we use it	Why we use it
To follow the laws of the game, the shuttle must travel from one service box to the diagonally opposite service box. Backhand low serves pass close to the top of the net and land at the front of the diagonally opposite service box. 	Used in doubles and men's singles to start the rally, from a defensive/neutral situation.	To restrict your opponent's opportunity to attack. To create attacking opportunities for yourself.
What it looks like		
		
Prepare • Stance can vary, but most common is with the racket foot forwards, close to the "T". • Use a short, relaxed thumb grip (for doubles). • Place the racket out in front of the body. • Place shuttle on racket.	Backswing • Take the racket back a short distance. • Open racket face slightly.	Forward Swing • Swing racket head forwards slowly. • Push through shuttle. Follow Through • Continue pushing action. • Bring racket up to threaten service reply.

References to Lessons – Backhand Serve

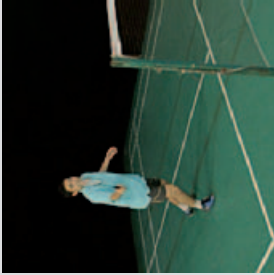
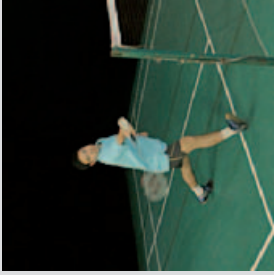
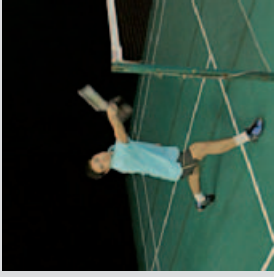
Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Backhand serve	Repetition of thumb grip and then learning the backhand serve	L1-7 V-3 V-4	• Demonstration and description of the technique required. • Advice: Hit from your hand.

f. Backhand and Forehand Lift

1. Backhand Lift

Where the shuttle goes		When we use it	Why we use it
Net lifts travel from the forecourt to the rear court. Attacking lifts travel just high enough to beat your opponent's racket. Defensive lifts go higher.		When you are in the forecourt and the shuttle has dropped just below tape height when you strike it (into the neutral area) – creates opportunity for attacking lift. When you are in the forecourt and the shuttle has dropped well below tape height (into your defensive area) – a defensive lift may be necessary.	Attacking lifts aim to get the shuttle in behind your opponent to force a weaker return. Higher defensive lifts push your opponent back and allow more time for the player playing the stroke to recover their position and balance.
What it looks like			
			
Prepare • V grip. • Hold racket out in front of body.	Backswing • Establish relaxed thumb grip. • Relaxed reach. • Rotate arm outwards.	Forward Swing • Flick through shuttle.	Follow Through • Racket momentum causes arm to rotate outwards as it relaxes.

2. Forehand Lift

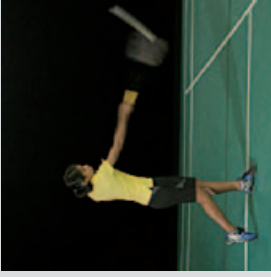
Where the shuttle goes	When we use it	Why we use it
Net lifts travel from the forecourt to the rear court. Defensive lifts go higher. More attacking lifts travel just high enough to beat your opponent's racket.	 When you are in the forecourt and the shuttle has dropped well below tape height as you strike it (in your defensive area). When you are in the forecourt and the shuttle has dropped just below tape height when you strike it (in your neutral area).	Higher defensive lifts push your opponent back and allow more time for the player playing the stroke to recover their position and balance. Attacking lifts aim to get the shuttle in behind your opponent to force a weaker return.
What it looks like		
		
Prepare • V grip. • Hold racket out in front of body.	Backswing • Relaxed reach. • Rotate arm outwards. • Bend wrist.	Forward Swing • Straighten wrist. • Flick through the shuttle.
		Follow Through • Racket momentum causes arm to rotate inwards as it relaxes.

Download the video clip of this technique from the BWF website www.bwfbadminton.org

References to Lessons – Backhand and Forehand Lifts

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Backhand Lift	First practices and then Merry-go-round.	L1-8 V-3 V-4	Preparation: Racket is held out in front of the body, racket head above hand with relaxed reach. Backswing: Quick, short elbow bend and short pronation of forearm Forward swing: Press thumb on racket handle, strike shuttle with flicking action, supinating the forearm and straightening the elbow. Follow through: Recover racket in front of body. Aim: Make a lift look like a net shot.
Forehand Lift	First practices and then Merry-go-round.	L1-9 V-3 V-4	Preparation: Racket is held out in front of the body, racket head above hand with relaxed reach. Supinate forearm and bend wrist. Backswing: Go on bending wrist and supinating forearm. Forward swing: Pronate forearm and straighten wrist, strike shuttle with flicking action. Follow through: Recover racket in front of body. Aim: Make a lift look like a net shot.
Games.	Forehand and Backhand Lift Merry-go-round.	L1-10 V-3 V-4	

g. Forehand High Serve

Where the shuttle goes	When we use it	Why we use it
To follow the laws of the game, the shuttle must travel from one service box to the diagonally opposite service box. High serves travel to the rear of your opponent's service box, dropping vertically. High serves also tend to be towards the centre of the court, which restricts the angles of return that can be struck by the receiver.	The forehand high serve is used in singles to begin the rally, from a neutral/defensive position. Forehand high serves are used more in women's singles and sometimes in men's singles	As a variation (creating a different challenge to low serves). Forces player to look up more, so they can be less aware of the servers position.
What it looks like		
		
Prepare • Adopt a sideways stance within the service box. • V-Grip. • Racket and shuttle in elevated position. • Weight on rear leg.	Backswing • Begin transfer of weight forwards. • Drop the shuttle to the side/ in front. • Lower the racket • Bend the wrist and supinate the forearm.	Forward Swing • Continue weight transfer to front foot. • Swing racket forwards. • Accelerate racket head by pronating forearm and straightening wrist. • Strike under shuttle – hard, in front and to side of body.
		Follow Through • Momentum carries racket through high and long.

Download the video clip of this technique from the BWF website www.bwfbadminton.org

4. Summary

Starting in the forecourt allows more chance of initial improvement and all pupils to experience success.

When teaching the strokes we subdivide the movement into four parts:

- Preparation.
- Backswing.
- Forward swing.
- Follow through.

The division into the four parts helps us to give clear feedback and corrections to the pupils.

- Teaching techniques/ sequencing used:
- demonstrating – imitation.
- Images.
- trial and error with feedback.
- shadows and chaining.

The sequence of development in the first ten lessons is:

- Grips and grip change
- Lunge and start
- Net play

Then followed by:

- Backhand serve.
- Backhand and Forehand lift.
- High forehand serve.

Module 6

Swing and Throw

Mid-Court Development

CONTENTS

1. Introduction
2. Aims
3. Content explanation
4. Summary

Module 6 Focus

Module 5, 6, 7 and 8 provide the background and information for you for the teaching the main badminton content of *Shuttle Time*.

The 22 Lesson Plans are separate downloads and should also be referred to when reading these modules in the Teachers' Manual.

- Module 5 – **10 Starter Lessons** (lesson plans – numbers 1.1 to 1.10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 2.1 and 2.2)
- Module 7 – **Throw and Hit** (4 lesson plans – numbers 3.1 to 3.4)
- Module 8 – **Learn to Win** (6 Lesson plans – numbers 4.1 to 4.6)

Module 6 focuses on mid-court practice. The activities for children in Swing and Throw are designed to prepare them for overhead hitting.

The speed of the rallies increase in this section and teachers have an important role in controlling this so that the speed is relevant to the skill level of the children.

Learning Outcomes for Module 6

By the end of this module, you will better understand the:

- 'ready position'.
- importance of racket speed, throwing action and rallying ability.
- Backhand drive – and where it is used in badminton.
- Forehand drive – and where it is used in badminton.

1. Introduction

The areas covered by Section 2 **"Swing and Throw"** focus on the mid court and prepares beginners for overhead hitting.

Section	Technical Content
Swing and Throw	Mid court practice - activities are designed to prepare beginners for overhead hitting. Techniques introduced here are: • Backhand drive • Forehand drive • Backhand block (introduced in Section 4)

The learning points are intrinsic to the exercises.

Traditionally beginners start with rear court techniques, which often leads to frustration and the development of incorrect technique.

In this programme however, beginners first learn the basics in the front court and gain confidence, before mid-court and rear-court techniques are introduced.

2. Aims

Mid Court Practice

By the end of the 10 Starter Lessons pupils should be able to:

- feel confident at the net
- rally at the net
- hit from the net to the rear-court.

The aim of the two midcourt lessons (2.1-2.2) is:

- to increase the speed of rallies
- to prepare the pupils for overhead hitting.

When they move from the net to the midcourt, the pupils have more time than before to focus on the shuttle. This is the reason why we are now able to increase the speed of the rallies by speeding up the racket movements.

In this part of the programme we emphasize that it is important to:

- prepare for all shots
- and after the shot recover to a good position ready for the next shot.
- This is easier to learn when the speed of the rally situation encourages the players to do this.

3. Content explanation

References to Lessons – Swing and Throw

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Ready Position	Explain, demonstrate and control in all exercises.	L2-1 V-3 V-4	• Leaning forward, slightly with flexed knees, heels lifted from floor, racket in front of body, racket head above the hand.
Play with fast racket (racket speed)	Throwing exercise for racket speed. Racket Exercises.	L2-1 V-3 L2-1 V-4 L2-2 V-3 V-4	• Hold racket in front of body, start with loose grip, then tighten grip to generate power, short racket movements, very small follow through.

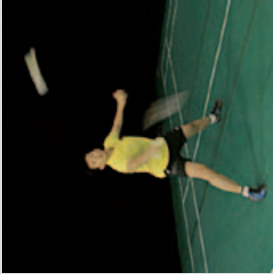
1. Backhand Drive

Where the shuttle goes	When we use it	Why we use it
Backhand drives are flat shots that tend to travel from mid-court to mid-court or the rear court of your opponent.	 Backhand drives tend to be used in neutral situations when the shuttle is neither high enough to attack downwards, nor low enough to use upwards defensive strokes. As well as on the backhand side, backhand drives are also used when the shuttle is directly in front of the body.	Backhand drives can be used to: • restrict the opponent's opportunity to attack. • create an attacking opportunity for the player striking the drive by hitting into clear space in the opposite court or into the body of the opponent.
What it looks like	   	
Prepare • Stand square to the net, racket ready.	Backswing • Establish a thumb grip, pronate the forearm (create an angle between the arm and racket). Bend the elbow, Begin to step out to shuttle with non-racket foot.	Forward Swing • Supinate the forearm. • Extend the elbow and reach to strike the shuttle in front/to side. • Strike the shuttle with a tapping action, landing the non-racket foot on or after contact. Follow Through • Minimal follow through. • Return to face the net, with racket in ready position.

References to Lessons – Backhand Drive

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Backhand drive	Feeding exercise for racket speed and flat play.	2-1	

2. Forehand Drive

Where the shuttle goes	When we use it	Why we use it
 Forehand drives are flat shots that tend to travel from mid-court to mid-court or rear court of your opponent.	Forehand drives tend to be used in neutral situations when the shuttle is neither high enough to attack downwards, nor low enough to use upwards defensive strokes.	Backhand drives can be used to: • restrict the opponent's opportunity to attack. • create an attacking opportunity for the player striking the drive by hitting to space or into the body of the opponent.
What it looks like		
		
Prepare • Racket ready. • V-grip.	Backswing • Step out to shuttle. • Relaxed reach (slightly bent elbow). • Supinate the forearm (create an angle between the arm and racket).	Forward Swing • Supinate the forearm. • Extend the elbow and reach to strike the shuttle in front/to side. • Strike the shuttle with a tapping action, landing the non-racket foot on or after contact. Follow Through • Minimal follow through. • Return to face the net, with racket in ready position.

References to Lessons – Forehand Drive

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand drive.	Feeding exercise for racket speed and flat play.	L2-1 V-3	
Improving flat play.	Flat play. Games for midcourt development.	L2-1 V-4 L2-2 V-3 V-4	Games are very motivating and bring lots of fun but teacher must take care that strokes are made with the correct technique.

4. Summary

In lessons 2-1 and 2-2 the speed and variety of rallying situations are increased, whilst the physical elements of the lessons prepare pupils for overhead hitting.

Areas developed are:

- racket speed.
- rallying ability.
- throwing action.

Module 7

Throw and Hit

Rear Court Development

CONTENTS

1. Introduction
2. Aims and objectives
3. Content explanation
4. Summary

Module 7 Focus

Module 5, 6, 7 and 8 provide the background and information for you for the teaching the main badminton content of *Shuttle Time*.

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- Module 8 – **Learn to Win** (6 Lesson plans – numbers 4.1 to 4.6)

Module 7 focuses on rear court practice and develops overhead hitting techniques.

Learning Outcomes

By the end of this module, you will better understand:

- The stages of the hitting cycle.
- Mid court techniques which include:
 - Forehand clear.
 - Forehand drop shot.
 - Forehand smash.
 - Scissor jump.

1. Introduction

This section builds on the two lessons that focused on mid court techniques.

Section	Technical Content
Throw and Hit	Rear Court Practice – introduces and develops overhead hitting techniques. Techniques introduced here are: • Forehand Clear. • Forehand drop shot. • Forehand smash. • Scissor jump.

As in the previous section, the learning points are intrinsic to the exercises.

Traditionally beginners start with rear court techniques, which often leads to frustration and the development of incorrect technique.

Having already focused on the basics in the front court and gained confidence in the mid-court, rear-court techniques are introduced.

2. Aims and Objectives

In the six rear-court lessons pupils develop overhead hitting techniques with the main strokes: **clear**, **drop** and **smash**.

These are developed in parallel to the techniques of movement required and in particular the **scissor jump**.

Many aspects taught in the forecourt and midcourt now are also true in the rear-court.

This experience, together with the confidence gained in the earlier lessons, now helps the pupils to learn new techniques faster than in the first lessons.

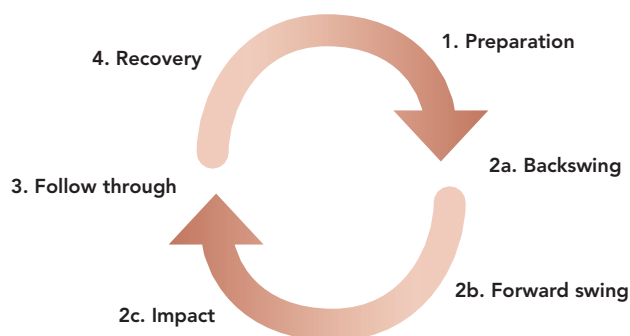
3. Content Explanation

In this section the following techniques

1. Scissor jump.
2. Forehand Overhead Clear.
3. Forehand Overhead Drop Shot.
4. Forehand Smash.

Before the above are described, it is important to explain how we can divide the strokes into several parts for the purpose of teaching.

This is known as the **hitting cycle**.



Preparation

Every stroke begins with a good ready position including position of the racket in front of the body. Players should adopt a starting racket position which is directed to the area where their opponent will intercept the shuttle.

Hit

The hit can be divided into two parts, the backswing and the forward swing.

Many beginners have difficulty with the backswing due to the fact they are afraid to miss the shuttle. The throwing games and shadow exercises will allow them to gain confidence.

Follow through

The part after the impact is called *follow through*. The length is dependent upon the type and power of the stroke, the interception point and the technical situation.

Recovery

When the *follow through* is finished there is a fast recovery which fluently goes into the preparation of the next stroke. Beginners should be encouraged from the start to incorporate the recovery phase into their practice sessions.

The hitting cycle helps us to describe the different parts of the strokes, to see faults and give the relevant corrections.

1. Scissor Jump

The scissor jump is the main technique used to hit in the rear-court. This technique allows the player to intercept the shuttle as high as possible and to recover quickly into an appropriate ready position.

It is also used when the player is under pressure in the backhand corner and he wants to hit with a forehand stroke.

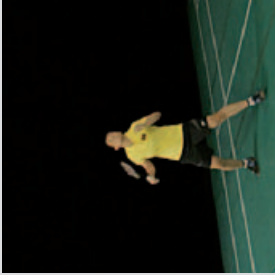
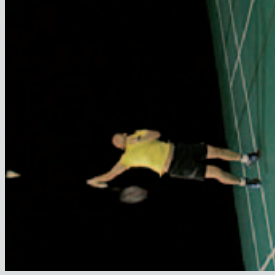
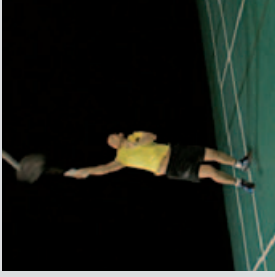
- Racket leg makes a step back into a side-on position with weight on racket leg.
- Jump from racket foot and pivot in the air (180°), land on non-racket foot behind the point where you started, landing foot cross to running direction to facilitate an efficient stop and change of direction.
- Make the first step with racket foot.
- Then make one chasse step or running step with non-racket foot.

Note: Steps 2 and 3 are fast and close together as possible. No break between.

References to Lessons – Scissor Jump

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Scissor jump	Introduction on scissor jump, without and then with steps.	3-1	• Point out the correct rhythm of the steps by clapping or counting: one – two / three – four.

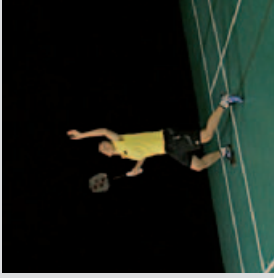
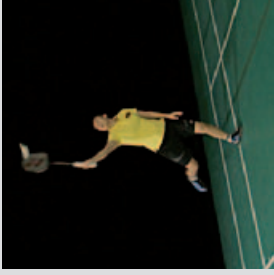
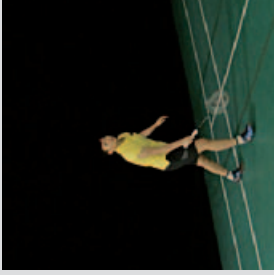
2. Forehand Overhead Clear

Where the shuttle goes	When we use it	Why we use it
 Clears go from your rear court to the rear court of your opponent. Attacking clears travel at a height just out of reach of your opponent's racket. More defensive clears are slightly higher.	Clears are used when we are in our attacking zone.	Clears push your opponent back, creating space in the forecourt. Attacking clears aim to place the shuttle in behind the opponent, creating pressure and potentially weaker returns. Defensive clears allow the person playing the stroke more time to recover their balance and court position.
What it looks like		
		
Prepare • V-grip • Racket in overhead ready position. • Front arm up. • Sideways stance.	Backswing • Drive up and forwards off rear leg • Push rear hip forwards • Rear shoulder and upper arm move upwards and forwards. • Upper and lower arm rotate outwards. • Wrist bends. • Front arm pulls in to control body rotation.	Forward Swing • Rear leg overtakes front leg. • Upper and lower arm rotates inwards. • Wrist straightens. • Reach to strike shuttle powerfully above/slightly in front of racket shoulder.
		Follow Through • Racket momentum causes arm to rotate inwards as it relaxes. • Rear foot lands to become the new front foot.

References to Lessons – Forehand Overhead Clear

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand overhead clear	Straight clear Forehand clear rally with trick. Straight overhead clear. Forehand clear rally. Game.	L3-1 V-3 L3-2 V-3 L3-2 V-3 L3-2 V-2 L3-2 V-4	

3. Forehand Overhead Drop Shot

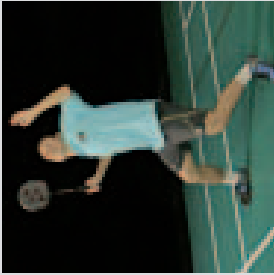
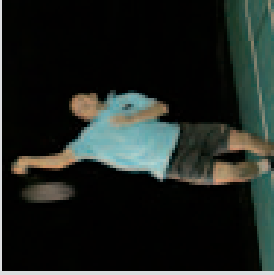
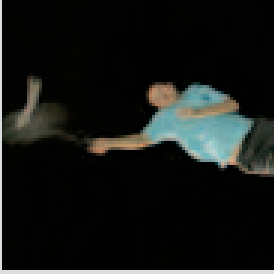
Where the shuttle goes	When we use it	Why we use it
Drop shots go from your rear court to the forecourt of your opponent. Longer drops tend to land just beyond the low service line. Shorter drop shots land between the low service line and the net.	 Drop shots are used when we are in the attacking zone.	We use drop shots to: • make space in the rear court • make our opponent off-balance • encourage our opponent to lift
What it looks like		
		
Prepare • V-grip. • Racket in overhead ready position. • Front arm up. • Sideways stance.	Backswing • Drive up and forwards off rear leg. • Push rear hip forwards. • Rear shoulder and upper arm move upwards and forwards. • Upper and lower arm rotate outwards. • Wrist bends.	Forward Swing • Upper and lower arm rotates inwards. • Wrist straightens. • Reach to strike shuttle above/slightly in front of striking shoulder. • Just prior to hitting rotation of arm stops – push through the shuttle.
	Follow Through • Rear foot lands to become the new front foot.	

Download the video clip of this technique from the BWF website www.bwfbadminton.org

References to Lessons – Forehand Overhead Drop Shot

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand overhead drop shot	Shadow Straight Drop Continuous Play Lift-Drop-Net	L3-3 V-3 L3-3 V-3 L3-3 V-4 L3-4 V-3	Same hitting action for clear and drop shot but finish a drop shot with a push instead of a full hit at point of contact.
Clear and Drop shot parallel	Choices. Half court singles.	L3-4 V-4 L3-4 V-5	

4. Forehand Smash

Where the shuttle goes	When we use it	Why we use it
Smashes go from your rear court to the midcourt of your opponent. Smashes can be struck into space, or into the body of the opponent.	 We use smashes when hitting down from our attacking zone.	A forehand smash is a shot used in an attempt to win the rally, or to force a very weak return.
What it looks like		
		
Prepare • V-Grip. • Relaxed ready position. • Step back to load rear leg, sideways stance.	Backswing • Jump and begin rotating in the air, elbow up-forwards, supinate forearm ("brush your hair"). • Create angle between arm and racket.	Forward Swing • Continue rotation in the air, throw racket head powerfully (pronate forearm). • Reach up to strike shuttle. impact in front of striking shoulder.
	Follow Through • Finish rotation and land. • Relaxation allows continued forearm rotation. • Racket stays in front of body.	

Download the video clip of this technique from the BWF website www.bwfbadminton.org

References to Lessons – Forehand Smash

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand smash.	Smash and smash-block. Lift-Smash-Block.	L3-5 V-2 V-3 V-4 L3-6 V-2	Smash – ensure pupil is behind the shuttle to enable them to hit the shuttle from in front of the body.

5. Backhand block off the Body

Where the shuttle goes	When we use it	Why we use it
Backhand blocks off the body travel from the mid-court to the forecourt/mid-court of your opponent. 	Backhand blocks are used when you are in defensive situations, returning a smash to the body. They are used mainly in doubles and less frequently in singles.	Backhand blocks can be used to: • restrict the opponent's opportunity to attack. • create an attacking opportunity by striking the block into space and forcing the opponent to hit their next shot upwards.
What it looks like		
		
Prepare • V-grip. • Racket held out in front of body.	Backswing • Establish relaxed thumb grip. • Elbow forwards. • Bend elbow. • Open racket face (upper and lower arm rotation, bent wrist).	Forward Swing • Extend elbow. • Keep racket face open to hit slightly underneath shuttle. • Push through shuttle.
		Follow Through • Racket momentum causes arm to rotate outwards as it relaxes. • Re-establish basic grip and racket position in front of body.

Download the video clip of this technique from the BWF website www.bwfbadminton.org

References to Lessons – Defense: Backhand block off the body

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Block defense	Block and Smash-block Lift-Smash-Block	L3-5 V-2 V-3 V-4 L3-6 V-2	Block – be in ready position with knees flexed, weight forward and racket in front of body.

4. Summary

Developing these techniques - the movement skills (scissor jump) and defensive blocks allows the variety and difficulty of exercises to be increased.

The forehand overhead technique is basically an overhead throwing action; therefore the associated throwing games, included in the lessons, greatly assists in the development of the technique.

The following elements are very important for all overhead strokes:

- basic grip.
- supination on the backswing.
- pronation on the forward swing.
- intercepting the shuttle as early as possible.

Module 8

Learn to Win - Tactics and Competition

CONTENTS

1. Introduction
2. Aims and objectives
3. Tactical Awareness
4. Content explanation
5. Summary

Module 8 Focus

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- Module 8 – **Learn to Win** (6 Lesson plans – numbers 4.1 to 4.6)

Module 8 introduces and develops basic tactical skills – learning strategies to win the game. The focus is on the basic tactical skills for singles and doubles.

Learning Outcomes for Module 8

By the end of this module, you will better understand:

- Tactical awareness.
- Basic tactical skills in badminton.

1. Introduction

Section 4 **"Learn to Win"** introduces and develops basic tactical principles for singles and doubles.

The aim is for the pupils to experience the nature of playing singles and doubles. Therefore the section is very practically orientated.

To perform well at badminton, players have to cope with three broad types of situation, which we call: attacking, neutral and defensive.

2. Aims and objectives

To be successful at badminton players will have to make decisions about the type of stroke being played. This will largely be decided by the situation they are in: **defensive, neutral or attacking**.

The first aspect in our programme is to **identify these three situations** and what they mean for the player.

Next step then must be to develop **a good decision making** based on the awareness of the main factors: space (height, width and depth), time (own pressure), the player himself, the player's opponent.

We teach badminton players:

- The importance of **"winning space"**, i.e. forcing the opponent to move as much as possible whilst limiting their own movement and maintaining a good position. For this it is important to be aware of the best position and the best state of balance on court.
- The importance of **"winning time"**, i.e. striking the shuttle as early as possible, in terms of both height and closeness to the net, and giving the opponent less time to react. The main question here is: "When should I hit the shuttle with pace or less pace"?
- The importance of understanding **personal strengths and weaknesses** to assist in constructing rallies and situations to exploit own strengths.
- The importance of reading the **opponent's strength and weaknesses**, what they are good at and what they are not good at.
- The importance of reading what the opponent is trying to do against me.

3. Tactical Awareness

Tactical Awareness is mainly about being able to read each situation on the court, whereas decision making is reacting to the information that you have read. The two components that make up tactics are further expanded in the table overleaf.

Space	Self	Opponent	Pace	Partner
• Using width effectively • Using depth effectively • Using height effectively	• My personal strengths • My personal weaknesses • Awareness of position on court • Awareness of state of balance	• What they are good at • What they are not good at • What they are trying to do against me	• Is the pace I am hitting at helping me to win?	• What are their strengths? • What are their weaknesses? • Where are they on the court?

4. Content Explanation

In the programme the basic tactical aspects are trained by creating game type situations, mostly on half court.

- With large groups it is necessary to:
- organize the lesson by using multiple courts with different activity types
- vary the number of pupils on each court.
- Here are some examples to consider of how to implement exercises that practice tactical elements with large groups:

a. Ten players on one court

Two teams of five players play a merry-go-round (one on each side of court) while playing rallies against each other. There are various types of rally situations which can be developed with this organization: e.g., net rallies, half court rallies, rear-court rallies, space and time rallies etc.

b. Alternation or rotation

Pupils play short matches – winner stays on court OR groups of players alternating in a fixed order.

c. Use special organisation forms

Tournament “up and down the river”, i.e. winner moves up, loser moves down one court.

d. Competition between pupils of different level

Minimise the court for the weaker players (without front court or rear court area)

e. Playing team competitions

Build teams of similar size with mixed levels of ability. Every player scores for his team so that every point counts towards the team total.

All games and exercises in these lessons develop tactical awareness by giving experience in competitive badminton situations.

The lessons covering doubles tactics introduce the fundamental elements of doubles positional play, again by use developmental exercises and games.

References to Lessons – Tactics – Learn to Win

Element	Exercise	Lesson (L) Video (V)	Comment
Base position.	Half court singles 1.	L4-1 V-2 V-3	- The base position can be defined as the court position from which you are best able to deal with your opponent's probable replies. - It is a fluid position, not a set point on the court.
Singles Tactics 1.	Half court singles 1.	L4-1 V-2 V-4	Use of space and change of direction: "How can we force our opponent to the back of the court to create space for winning shot in the front court?" "How can we force our opponent to be late in the front court to create space for winning shot in the rear court?"
Singles Tactics 2.	Half court singles 2.	L4-1 V-3 V-4	Use of time by changing speed: "How can we use fast shots like smash and fast clear to create opportunities to win points?"
Basic Singles Tactics.	Half court singles situations.	L4-1 V-4 L4-2 V-2 V-3	"How can we mix tactics to win points in singles?" - All these games will develop tactical play.

Element	Exercise	Lesson (L) Video (V)	Comment
Opening the game in doubles.	Revision of backhand serve.	L4-3 V-1	• Emphasize the importance of serving in doubles. • Give pupils time to practice the serve with challenging targets.
Winning the midcourt in doubles.	Midcourt / front court play. Midcourt game 1. Midcourt game 2.	L4-3 V-2 L4-4 V-2 L4-4 V-3	• “Winning the midcourt” is very important in doubles tactics and the main difference to singles tactical play. • This requires good racket handling and racket speed.
Defending and attacking formation in doubles.	Positional play.	L4-3 V-3 L4-4 V-4	• Start without shuttle and progress then to rally situation by using a fix order of strokes, for example, lift-smash-block.
Playing doubles.	Doubles games.		• We put the three aspects together (serving, winning the midcourt, positional play).

4. Summary

In these lessons (19-22) fundamental tactical situations are introduced and developed by use of game like exercises and situations.

These lessons and exercises can be repeated to reinforce this information and give further opportunity for the pupils to develop basic tactical awareness.

Module 9

How to Organise a Competition

CONTENTS

1. Introduction
2. Knockout Competitions
3. League Competitions
4. Ladder System
5. Pyramid System
6. Club Match Play

Module 9 Focus

Module 9 focuses on how to set up a competition and provides information on different types of structures for tournaments / competitions.

Learning Outcomes

By the end of this module, you will better understand:

- the different types of competition structures:
 - Knockout Competitions
 - League Competitions
 - Ladder System
 - Pyramid System
 - Club Match Play

1. Introduction

Participation in badminton can have many benefits, including enjoyment, making friends and fitness. For many people however, the opportunity to compete is a major motivator for their involvement in sport. This section will outline how to organise competitions in a number of formats.

2. Knock-out competitions

Knock-out competitions are useful if you have a lot of entries but little time in which to complete the competitions. In this format however many players will get very few games. This type of tournament is easiest to organise if the entry number are 2, 4, 8, 16, 32, 64 or 128, with competitors being selected randomly and placed in order in the draw.

Adaptations to this basic knockout format include:

- If faced with a number other than 2, 4, 8, 16, 32, 64 and 128 then it is necessary for some players to be given a bye, where they do not play in the first round. So if you have 14 entries, you would have to have 2 first round byes to make that number up to 16.
- The best players can be seeded, based on their previous results. These players are placed in separate parts of the draw before the main draw takes place, so provided they win their earlier matches they will not meet until the later stages of the tournament.

An example of a draw with 14 competitors and 4 seeds is shown overleaf. Note that:

- players A, P, I and H are seeded so if they win their matches they will not meet until the later stages of the tournament
- Player A and Player P gets byes in the first round (i.e. they have no match) because there are only 14 entries
- Each match is given a number, which helps the tournament organiser to schedule matches

First Round				Second Round				Semi-Final			Final		
Match No.	Players	Score	Match No.	Players	Score	Match No.	Players	Match No.	Players	Score	Match No.	Players	Winner & score
	Player A (seed 1)		7	Player A				11			13		
	-												
1	Player C												
	Player D												
2	Player E		8										
	Player F												
3	Player G												
	Player H (seed 4)												
4	Player I (seed 3)		9					12					
	Player J												
5	Player K												
	Player L												
6	Player M		10										
	Player N												
	-----			Player P									
	Player P (seed 2)												

3. League competitions

League competitions involve every player playing against everyone else in the league. This format has the advantage of giving all the players the same number of matches. As an example, the table below shows a league format for 5 players.

	Player A	Player B	Player C	Player D	Player E	Matches won	Matches lost	Games won	Games lost	Games difference	Final ranking
Player A											
Player B											
Player C											
Player D											
Player E											

In a league format such as this matches can be played as follows:

Series 1	Series 2	Series 3	Series 4	Series 5
A v <i>B</i>	A v C	A v E	A v bye	A v D
C v D	E v <i>B</i>	Bye v C	D v E	<i>B</i> v bye
E v bye	Bye v D	D v <i>B</i>	<i>B</i> v C	C v E

Note how player A is always placed first in the series, then the remaining players (including the bye) rotate clockwise one place to create a new series of matches. ***B*** is shown in bold and italics to demonstrate this clockwise rotation.

In the event of a tie, when one player wins the same number of matches, there needs to be an agreement as to which player will be judged to be the winner. Methods to calculate this include:

- Games difference
- Points difference
- The result of the match between the two tied players

In the league format the number of matches to be completed rises considerably with the number of entries. The table below provides a useful list indicating the number of matches that need to be completed depending on the number of competitors.

Number of Teams	Total Number of Matches	Number of Rounds	Matches per Team
3	3	3	2
4	6	3	3
5	10	5	4
6	15	5	5
7	21	7	6
8	28	7	7
9	36	9	9
10	45	9	9
11	55	11	10
12	66	11	11
13	78	13	12
14	91	13	13

4. Ladders systems

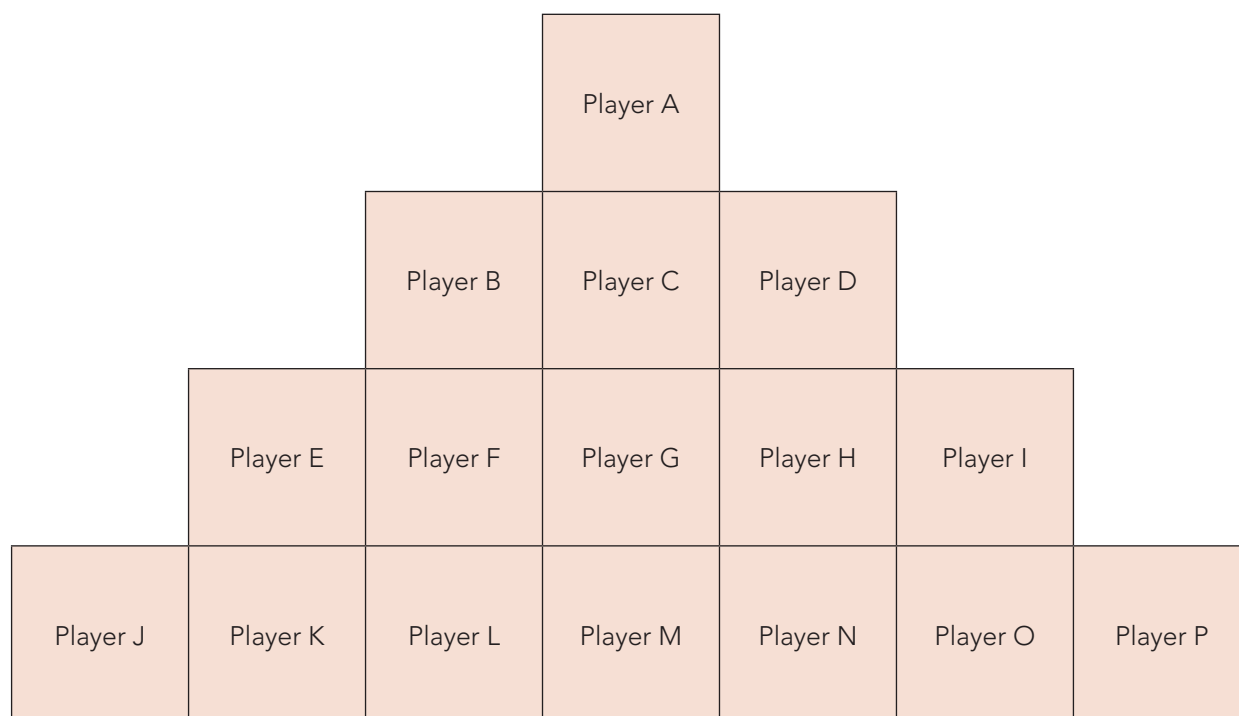
A ladder system is type of league where players are ranked according to their playing ability, with lower ranked players having the opportunity to challenge players above them. If the lower ranked player wins, they can replace the person they have defeated. So in the example below player D challenges player A and when they win they swap places

1. Player A		1. Player D
2. Player B		2. Player B
3. Player C		3. Player C
4. Player D		4. Player A
5. Player E		5. Player E
6. Player F		6. Player F
7. Player G		7. Player G
8. Player H		8. Player H
9. Player I		9. Player I

5. Pyramid Systems

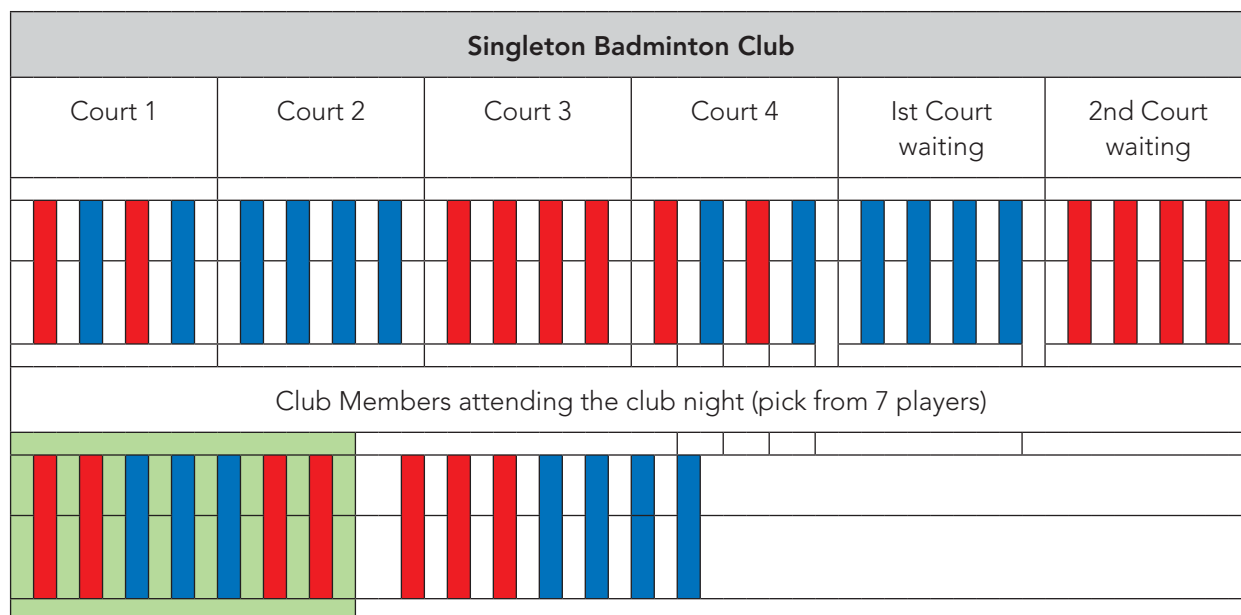
Pyramid systems are a type of ladder system, but with different numbers of players at each level. Players can:

- challenge others on the same level as themselves (with the winner moving up)
- challenge players above them (and if they win they swap places, as in the ladder system)



6. Club Match-Play

Many clubs run clubs nights when players attend to compete against other within the club. The diagram below demonstrates one way in which you might manage this using a peg board system. This can be adapted to meet the individual needs of the clubs.



- As members arrive at the club night they place their pegs on the bottom rung of the pegboard (red =women, blue = girls) in order of arrival
- The first player on the bottom rung selects themselves and 3 more players to play against from a total of 7 players (or whatever number you prefer)
- These 4 pegs are placed on Court 1 and the match commences
- The remaining pegs on the bottom row are slid to the left
- This process continues until all 4 courts are occupied, plus the 1st and 2nd waiting courts
- As a match finish, the four players move their names to the end of the bottom row and the players in the "1st court waiting" group are moved to the available court
- Although this example shows 4 courts and involves doubles matches, it is easy to adapt this for singles or for less / more courts

Module 10

Simplified Rules of Badminton

CONTENTS

1. Overview
2. Scoring System
3. Singles Play
4. Doubles Play

Module 10 Focus

Module 10 introduces you to the basic rules of badminton – the scoring system, serving in singles and doubles and scoring in singles and doubles.

Learning Outcomes for Module 10

By the end of this module, you will better understand:

- the basic rules of badminton
- the scoring system in badminton
- serving in singles, starting play and scoring in singles
- serving in doubles, starting play and scoring in doubles

1. Overview

The Laws of Badminton and Competition Regulations can be downloaded from the BWF website www.bwfbadminton.org

Below is a brief overview – The Simplified Rules of Badminton.

2. Scoring System

- A match consists of the best of 3 games of 21 points.
- Every time there is a serve – there is a point scored.
- The side winning a rally adds a point to its score.
- At 20 all, the side which gains a 2 point lead first, wins that game.
- At 29 all, the side scoring the 30th point, wins that game.
- The side winning a game serves first in the next game.

3. Interval and Change of Ends

- When the leading score reaches 11 points, players have a 60 second interval.
- A 2 minute interval between each game is allowed.
- In the third game, players change ends when the leading score reaches 11 points.

4. Singles Play

- At the beginning of the game (0-0) and when the server's score is even, the server serves from the right service court. When the server's score is odd, the server serves from the left service court.
- If the server wins a rally, the server scores a point and then serves again from the alternate service court.
- If the receiver wins a rally, the receiver scores a point and becomes the new server. They serve from the appropriate service court – left if their score is odd, and right if it is even.

5. Doubles Play

- A side has only one 'service'.
- The service passes consecutively to the players as shown in the diagram.
- At the beginning of the game and when the score is even, the server serves from the right service court. When it is odd, the server serves from the left court.
- If the serving side wins a rally, the serving side scores a point and the same server serves again from the alternate service court.
- If the receiving side wins a rally, the receiving side scores a point. The receiving side becomes the new serving side.
- The players do not change their respective service courts until they win a point when their side is serving.

If players commit an error in the service court, the error is corrected when the mistake is discovered.

In a doubles match between A & B against C & D. A & B won the toss and decided to serve. A to serve to C. A shall be the initial server while C shall be the initial receiver.

Course of action / Explanation	Score	Service from Service Court	Server & Receiver		Winner of the rally
	Love All	Right Service Court. Being the score of the serving side is even.	A serves to C A and C are the initial server and receiver.	A & B	
A & B win a point. A & B will change service courts. A serves again from Left service court. C & D will stay in the same service courts.	1-0	Left Service Court. Being the score of the serving side is odd	A serves to D	C & D	
C & D win a point and also right to serve. Nobody will change their respective service courts.	1-1	Left Service Court. Being the score of the serving side is odd.	D serves to A.	A & B	
A & B win a point and also right to serve. Nobody will change their respective service courts.	2-1	Right Service Court. Being the score of the serving side is even.	B serves to C	C & D	
C & D win a point and also right to serve. Nobody will change their respective service courts.	2-2	Right Service Court. Being the score of the serving side is even.	C serves to B	C & D	
C & D win a point. C & D will change service courts. C serves from Left service court. A & B will stay in the same service courts.	3-2	Left Service Court. Being the score of the serving side is odd.	C serves to A	A & B	
A & B win a point and also right to serve. Nobody will change their respective service courts.	3-3	Left Service Court. Being the score of the serving side is odd.	A serves to C	A & B	
A & B win a point. A & B will change service courts. A serves again from Right service court. C & D will stay in the same service courts.	4-3	Right Service Court. Being the score of the serving side is even.	A serves to D	C & D	

Note that this means:

- The order of server depends on the score odd or even same as in singles.
- The service courts are changed by the servicing side only when a point is scored. In all other cases, the players continue to stay in their respective service court from where they played previous rally. This shall guarantee alternate server.