

BADMINTON LEADERS
HANDBOOK

JAKE DOWNEY

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Published by Jake Downey (2004)

First published in Great Britain by Wannabe Books (1996)

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ISBN 1 901187 00 4

CONTENTS

Introduction	4
Purpose of the Handbook	5
Planning	7
Preparation	9
The Lessons	17
Appendix	44

INTRODUCTION

This handbook has been written for Badminton Leaders. It has been written with the focus on the main features of all coaching. These include:

Planning and Preparation

This includes all those aspects that Leaders and Coaches must consider before any practical work begins: booking the courts, safety, equipment, gaining information about the players, keeping a register, organisation of the players, communicating with the players, planning a programme and lessons.

Conducting a Lesson

This includes the basic approaches used in conducting a lesson: warm up, revision, new activities, practices and games; evaluating the lesson.

To help you in the early stages of your work as a Leader a series of progressive lessons have been included in the book. If you follow these in the order they are presented you should find that you will gain more confidence and competence as you proceed. Obviously such lessons can only serve as a guide and they should therefore be used and adapted as you decide when you are working with the players.

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to give you more information, advice and practical ideas on how to introduce badminton to beginners. Before you even step onto the court to begin the practical activities with your beginners there are several important factors that all Leaders, indeed all Coaches also, must consider. Read about them now and make sure that you always consider them when you work with your beginners.

Status

As a Leader you must only introduce and teach those activities for which you are qualified as a Leader. You may assist a qualified coach to coach more advanced activities as long as the Coach is in charge. You are not qualified to claim to be or act as a Coach. If you introduce activities which you are not qualified to do, e.g. advanced practices, fitness training, then you may be liable in law if any players suffer injury as a result.

Enjoyment

People learn to play badminton primarily for enjoyment. They enjoy learning how to hit the shuttlecock in different ways, to play the game with friends and other players; they enjoy the exercise, the social life, and friendly competition. Always ensure that the enjoyment of the players is a main consideration in your lessons.

Fair Play

This is essential if players are to enjoy themselves. It is especially so with young players who are still learning to play fairly. Make sure that they know the rules and behave in a sporting manner.

Players first - winners second

As the game is a contest most players will try to win. Make sure that you and they do not make winning more important than the enjoyment of playing.

Safety

You must ensure that the playing area is safe for play.

Insurance

You must make sure that you are covered for Public Liability Insurance. Even though your task is to introduce the game to beginners you may be sued and held liable in Law if an accident occurs. Can you afford the costs of going to court and of paying compensation if you lose? You should make sure therefore that your interests and those of your players are protected.

Playing Ability

You do not have to be a good player as a Leader but you do have to know how to play the game and perform some of the strokes to a level that enables you to help beginners to learn the game. Players will expect you to rally with them and demonstrate how to do some of the practices you give them. Practise to improve your racket skills and study and play the game as often as possible. Both you and your players will benefit and they will also view you with more respect.

Knowledge

The Leaders Award course and this handbook will provide you with sufficient knowledge to introduce the game to individuals or groups. That is the least the beginners will expect from you. You can always learn more if you are keen.

Achieving Success

There are two important rules:

Rule 1: Explain in such a way that people cannot fail to understand what you mean.

Rule 2: Provide badminton experiences in such a logical order that the players cannot fail to learn and achieve success.

PLANNING

You already will have much experience in planning to do things in your daily life. You simply give some thought to what you need and must do for an activity to take place, e.g. a day out. This is not much different. There are a number of basic things that you should know about and do when you plan your badminton lessons for a class of beginners. These are listed and explained below.

Know your players

Your players will be beginners so you can assume that they will all do the same activities in your lessons. However, they may well respond in different ways.

- a) Compare younger children with older teenagers: girls with boys, young adults with middle aged adults. Some will be fitter and healthier than others, more skilful and more experienced. All might require a different approach from you though the activities you introduce may be the same.
- b) Try to find out as much as you can about your players by observing them play, by asking them or by asking others if you consider more information will be helpful.

Keep a Register

Keep a register of attendance with a section for the names, addresses and phone numbers of your players. Ask for any information about their health that might be necessary for you to know, e.g. a child who suffers from asthma. You could then keep a watchful eye on the child.

Check the Venue and equipment

Check that the lighting, courts, nets and posts are in good condition and suitable for badminton. Make sure that any shuttles and rackets provided are in good condition and suitable for play. When working with young players show them how to put equipment out and put it away again. They should learn to show respect for the equipment and to take care of it.

Dress

Make sure that you are properly dressed for the game and set a good example. Be prepared to advise the players on what clothing is most suitable for badminton. This applies particularly to footwear.

Class Control

This is worth considering when working with groups in a sports hall. Inform them of the STOP command which may be a shout, whistle or hand clap. Always ensure that you have everyone's attention when you speak to them. Stand in a position where you can be seen and heard and where you can see and hear all the players.

Safety

Always advise the players about safety when they are playing. Warn them about any hazards that may cause them injury. Courts which are situated too near a wall or another court are potential hazards. Benches and five a side football nets located too near the court may provide others. Your job is to make them aware of these, to advise them to take care and to avoid activities which may cause them to collide with these obstacles or trip over equipment. Don't give them practices to do which may increase the risk of injury. The same applies to the occasions when you may have a large group of players on court at the same time.

Organising a group

Safety is a major factor when you organise groups of players on the courts. The general rule to consider is: ***More players on a court - less activity allowed from each player. Less players on a court - more activity allowed from each player.*** There are various methods of organising groups of players on a court which you can read about in the section on the Lessons.

The Lessons

A good leader will plan the lesson in advance; with some idea of what activities the beginners will be introduced to and experience and in what order. Some thought should be given to how much time will be allocated to the warm up, practices and playing games. Most beginners initially gain more enjoyment and are more interested when they play games. It is recommended therefore that in general the time should be divided as follows for an hour lesson:

- preparation and revision - about 25%
- new ideas and practices - about 25-35%
- games - about 40-50%

This can be adapted as you decide for particular lessons. How to plan a lesson is shown in the section on Preparing a Lesson.

PREPARATION

You have already done some of the basic preparation in your planning. You have considered the safety, the equipment, the venue, keeping a register, organising the players and planning a lesson. Before you actually begin the course of lessons described in this handbook there are several other factors you will need to know. These are: how to start a lesson; how to plan a lesson; how to organise players into groups; how to prepare players for play, i.e. the warm up; how to evaluate a lesson and assess your performance. Each of these factors is described in some detail below. Read each one carefully and then refer to them when you conduct your lessons with your players.

How to start a Lesson

It helps if your players know that you are well prepared, know what you want to achieve and take charge as soon as they arrive for the lesson, i.e. you should be there before the players arrive. Here are a few rules that every good leader, teacher or coach should follow whenever possible.

Rule 1: Have your lesson planned before you arrive.

Rule 2: Arrive at least 5 minutes before the lesson is due to start.

Rule 3: Check all the equipment, courts and surrounds for safety and to make sure that everything is ready for a prompt start.

Rule 4: Look enthusiastic, alert, ready and greet players as they arrive. It helps to learn their first names as early as possible.

How to plan a Lesson

Every Lesson should have one or several aims. An aim is what you want the players to learn and/or achieve in the lesson. Once you know what your aim is you can plan the sorts of activities that you will do to achieve the aim. If you don't have an aim then you cannot really plan or develop a meaningful lesson. A typical lesson plan will look like the one below. The plan also shows the structure and development of the lesson and will include the headings listed in the left column below. The same format will be used in the series of Lessons included in this handbook so you will easily learn how to plan your lessons.

LESSON PLAN

Venue: _____ Date: _____ Hours: from _____ to _____

No. of players: _____ Courts: _____ Equipment required: _____

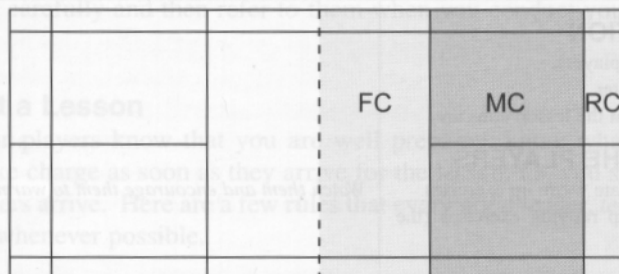
Aim(s) of Lesson: _____

TEACHING THE LESSON	NOTES AND REMINDERS
INTRODUCTION - Welcome the players. - Take the register. - Tell them what the lesson aims are. PREPARE THE PLAYERS - Give appropriate warm up exercises. - Give warm up rallying exercises (the knock up). REVISION - Ask the players to practise what they learnt in the previous lesson. NEW IDEAS & PRACTICES - This part of the lesson is where you introduce a new idea for them to try out, practice and learn. It is where they try to achieve the aim of the lesson. GAMES - Organise them to play games. END OF LESSON - Hold a short discussion, give some advice, ask them how they went on and what they might practice. - Praise them for their efforts and encourage them to improve. EVALUATE THE LESSON - Ask yourself a few questions about the lesson and write some notes on how the lesson went. - Think about your plan for the next lesson.	<i>Watch them and encourage them to warm up properly.</i> <i>Remind them what these were. Help them while they practise.</i> <i>Explain and demonstrate what they must practise. Organise them into groups to practise safely while you watch and advise.</i> <i>Did you achieve the lesson aims(s)? Did the lesson go according to plan? Were there any difficult tasks for the players? What did you learn from this lesson? Could you improve in any areas? What aims will you choose for the next lesson? What new ideas and practices will you introduce next time?</i>

How to organise players into groups

Remember the basic rule; The more players on a court the less activity. The obvious reason for this is safety. There is a greater risk of an accident if many players are on court practising at the same time. Below are a variety of ways of organising different size groups of players on a court. The positions of the players are shown on the court with a list of the types of practices possible in these positions.. You can refer to these examples when you plan your lessons or use the lessons provided in this handbook. Note: RC is the rearcourt: MC is the midcourt; FC is the forecourt. See the diagram of the court areas below.

Fig. 1



Six Players

Fig. 2 Players rally from MC to MC.

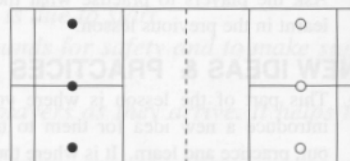


Fig. 3 Players rally from FC to FC.

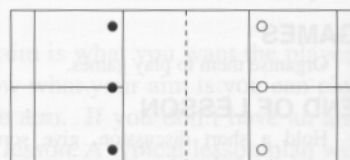


Fig. 4 Players rally from FC to MC.

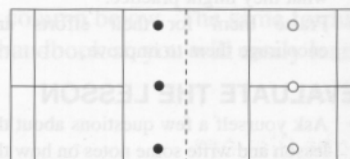


Fig. 5 Players rally from RC to RC.

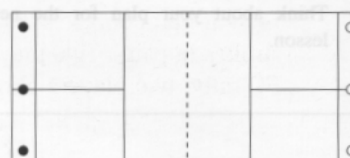


Fig. 6 Players rally from RC to MC.
They are organised in this way to practise the smash and the lob to ensure safety. One smash, one lob, one collect shuttles and waits turn



Fig. 7 Players rally from RC to FC.
They are organised in this way to practise the drop shot and lob to ensure safety.

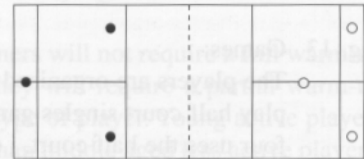


Fig. 8 Players rally between the RC and FC.
They are organised in this way to ensure safety when practising the lob clear and dropshot.

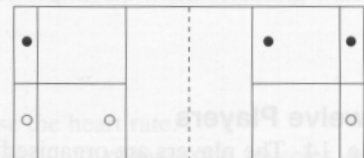


Fig. 9 Players rally from the RC/MC.
They are organised in this way for a rotation rally, i.e. they hit the shuttle in turn.

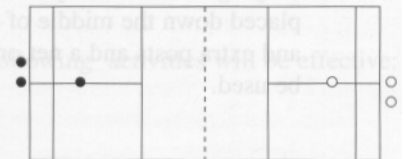
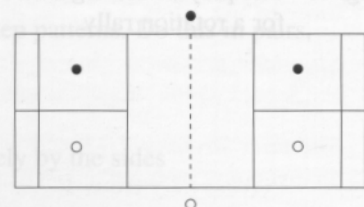


Fig. 10 Games:
The players are organised in threes to play half court singles games. Each three uses the half court, i.e. the court is divided into halves longways. They take it in turns to play each other.



Eight Players

Fig. 11 The players are organised in this way in their half court to practice different strokes in pairs. Two players play a FC rally; two players play a RC rally.

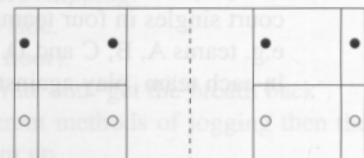


Fig. 12 The players are organised in this way for a rotation rally. Two players start on the court, hit the shuttle and go to the back of the court as the next player goes on court to hit the shuttle.

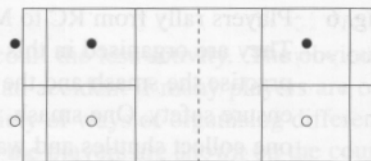
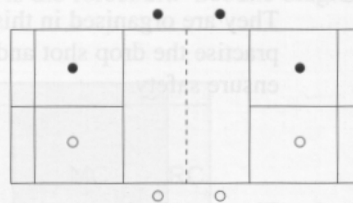


Fig. 13 Games:

The players are organised in fours to play half court singles games. Each four uses the half court, i.e. the court is divided into halves longways. They take it in turns to play each other.



Twelve Players

Fig. 14 The players are organised to play across the court to practise simple rallying. The net and posts can be placed down the middle of the court and extra posts and a net or rope can be used.

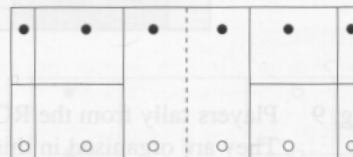


Fig. 15 The players are organised in this way for a rotation rally.

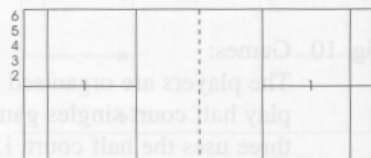
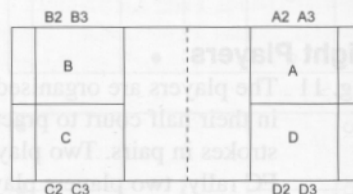


Fig. 16 Games:

The players are organised to play half court singles in four teams of three, e.g. teams A, B, C and D. The players in each team play against each other.



How to Warm up the Players for their Lesson.

The purpose of warming up is:

- to raise the body temperature.
- to stretch the muscles ready for play.
- to prepare the heart and lungs for energetic activity.

An effective warm-up can help to reduce the risk of injuring muscles, tendons and ligaments. In addition it helps to prepare players for any rigorous exercise.

A full warm-up comprises four stages. Most beginners will not require a full warm-up which is the sort used for higher level players; they will require a partial warm-up (stages 1 and 2) which will vary according to the type of player. Young active players may perform different exercises in their warm-up than middle aged less active players.

Safety: Consider the space available for the number of players when selecting warm-up exercises.

Two Basic Stages of Warm Up

Stage 1 : Continuous exercise - to gradually increase the heart rate.

Stage 2: Stretching (mobilising, loosening) exercises - to prepare the muscles and joints.

Stage 1 Exercises

About 5 minutes only is sufficient for this. The following activities will be effective:

- a) Brisk walking.
- b) Jogging/running over a distance.
- c) Jogging/running/skipping on the spot.
- d) Jogging around the hall using different step patterns similar to those used in the game (See below).
- e) Follow the leader who performs different step patterns. Do this in pairs, threes or fours.

Step pattern exercises

1. Jogging slowly with the arms hanging loosely by the sides
2. Jogging with flexed arms.
3. Trotting (knees punching forwards ahead of the body, ankles stretched and toes pointing to the floor).
4. Medium knee skipping followed by high knee skipping.
5. Zigzag running check steps to travel side to side.
6. Backward running (pushing off to skim the floor).
7. Jogging and then walking to slow the heart rate and 'get the breath back'.

Note: Once players have learned a variety of different methods of jogging then they can use them for their 'follow the leader' type warm up.

Stage 2 Exercises

In performing any stretching exercises as part of the warm up the players should only stretch slowly as far as they can do so without strain. The stretch is usually held for a moment and then released. This is repeated about four times for each exercise. The following exercises will be effective:

- **Loose jogging:** On the spot while toes remain in contact with the ground. Shake shoulders, arms and hands, then ribs, head and finally whole body just to loosen up before stretching.
- **Chest stretches:** Feet apart, arms raise forwards to stretch up, hold and lower down sideways to lift again forwards and upwards. Do four repetitions.
- **Twists:** Fold the arms and twist to the right to a slow count of three and release. Do four repetitions. Twist to left to a slow count of three for four repetitions.

Note: Make sure here that the head also twists round with the trunk in order to extend the neck muscles.

- **Side stretches:** Stand with your feet apart with the hands by the side or on the head. Lean sideways and press down as far as you can go to a slow count of three and release. Do four repetitions on the right side and four repetitions on the left side.
- **Back arches:** Stand with your feet apart. Place your hands on your hips, bend your knees and arch backwards to look behind you to a slow count of three and release. Do four repetitions.

Note: Extend the head backwards also to extend the front neck muscles as well as those of the trunk.

- **Shoulder pressing:** Stand with your arms raised sideways at shoulder height. Press backwards to a slow count of three and release. Do four repetitions.
- **Shoulder stretching:** Stand with your arms raised above your head. Stretch up to a slow count of three and release. Do four repetitions.
- **Calf stretches:** Stand with your legs apart - one in front of the other - toes pointing forwards. Straighten your rear leg with your front knee bent. Keep upright and sway forwards to put your weight on the front leg while still stretching the calf on your rear leg to a slow count of three and release. Do four repetitions on each leg.
- **Lunges:** Lunge onto the right leg to a slow count of three and release. Repeat this onto the left leg. Do four repetitions on each leg.

How to evaluate a Lesson and assess your Performance

Most good coaches evaluate their coaching sessions and assess how they performed during the session. It is a good habit to develop from the start. Below is a simple method of evaluating your lessons which you can expand on as you become more experienced.

Consider the items in the Evaluation Chart and assess your performance out of 5 for each item. 1 is poor - 5 is good.

Each lesson try to improve your performance for each item and also improve your overall performance shown by your total mark.

LESSON EVALUATION AND ASSESSMENT CHART

LESSON EVALUATION ITEMS	MARK
1. I planned the lesson in advance	
2. I was at the courts early ready to begin the lesson	
3. I checked the equipment and courts for safety	
4. I gave the players an introduction to the lesson	
5. I prepared the players sufficiently for the lesson	
6. I provided appropriate and effective revision practices	
7. I introduced and developed new ideas and practices	
8. I encouraged and advised the players	
9. I stimulated the interest of the players	
10. I provided beneficial games	
11. I organised the players effectively and safely	
12. I allowed sufficient time for each part of the lesson	
13. I gave an enjoyable and successful lesson	
14. I thought about the lesson and what aims I would choose for the next lesson	
TOTAL MARK OUT OF 70:	

The same format will be used in the series of Lessons included in this handbook so you will easily learn how to plan your lessons.

THE LESSONS

The lessons are arranged in a logical order. They are designed to help players to learn how to rally with other players, to develop control of their rackets, to experience the basic strokes in co-operative and competitive practices; to learn some basic tactics and positions; to play singles and doubles.

Each lesson, which should last about one hour, will be on a particular stage of the players' development. This approach will enable you to repeat a lesson several times before you progress to the next lesson. You can also return to a previous lesson to revise some aspects of the game. Your main task is to help the players to learn the game and gain enjoyment from doing so. Make the players your first priority and completing the lesson in the time your second one. There is no hurry. The players will learn by having a go a while they work at their own pace which will be determined by a variety of factors, e.g. interest, ability, fitness and enjoyment. If you do not complete a lesson in one session then complete it in the next session.

Lesson Structure.

Each lesson will be structured as shown in the lesson plan on page 11 warm up, revision practices, new ideas and practices, games. In this way you should provide enjoyable and progressive badminton experiences with safety.

The Content of the Lessons

You will be expected to introduce the following practical Content to players. It will be explained and organised for you in the lessons though as you gain more experience you may decide to introduce the Content and organise it in the way that you think is best for your players:

- warm up exercises
- ways of hitting and rallying
- the grips and cocking the hand
- the stroke cycle
- the throwing action
- the low and high serve
- the basic strokes
- hitting off the racket foot
- playing singles and doubles

The Basic Strokes

The players will experience the low and high serve and the basic strokes shown below. See figs. 17, 18 and 19

Fig. 17

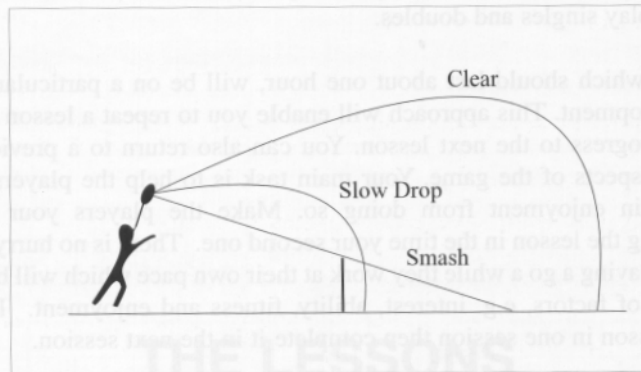


Fig. 18

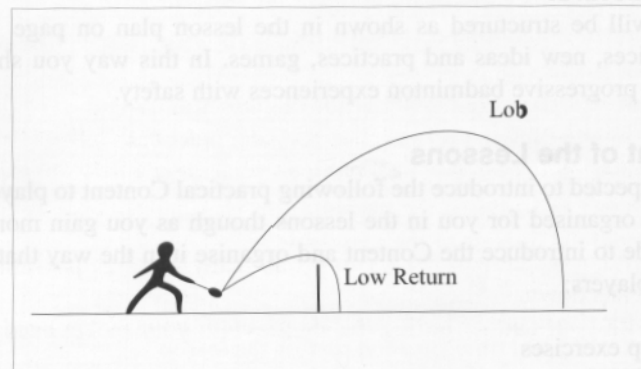
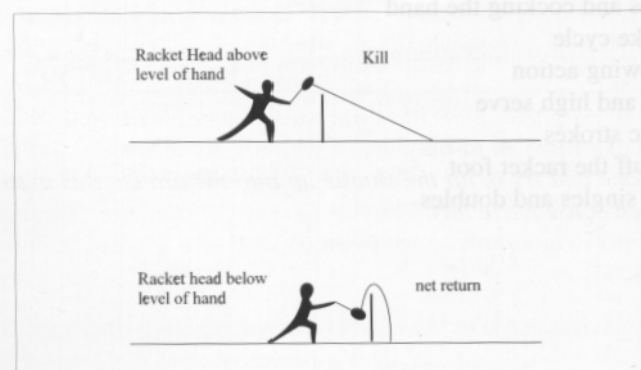


Fig. 19



LESSON ONE

Aims

- to teach the players how to rally in different ways.
- to develop racket control.
- to play a game.

Introduction

Complete a safety check. See lesson plan on page 10.

Preparation

Warm-up. Select from warm up exercises (pages 14 and 15).

New Ideas and Practices

The lesson is divided into a number of progressive stages. In each stage there are several tasks the players should try.

Stage One

In this stage the idea is that the players 'have a go' and try to rally with each other in anyway possible.

1. Organise the players into pairs for a MC practice. See fig. 2, page 11.
2. Set the following tasks for the players. Each task may take between 2 and 5 minutes depending on how they progress. Advise and help the players as they practise.

Task 1 Rally with your partner and try to hit as many shots as possible before the rally breaks down.

Task 2 Rally with your partner hitting the shuttle with your racket head below your hand.

Task 3 Rally with your partner hitting the shuttle with your racket head above your hand.

Task 4 Rally with your partner hitting the shuttle with your racket above and below your hand.

Advice: If any player finds this difficult then you may give them this next task which will help them to rally.

Rally alone and try to hit the shuttle up into the air. Do this until you can do five or ten consecutive hits.

Stage Two

In this stage you should show them:

- a) how to hold the racket in the *forehand and backhand grips* in order to hit the shuttle more easily from their left and right sides.
- b) how to *cock the racket hand* to make it easier to control the racket head and to hit the shuttle softer or harder.

When showing players the grips, bring them closer to you so that they can see your hand position clearly. Demonstrate the each grip and explain how to do it. Let the class have a go while you observe and make that sure that they hold the racket handle correctly.

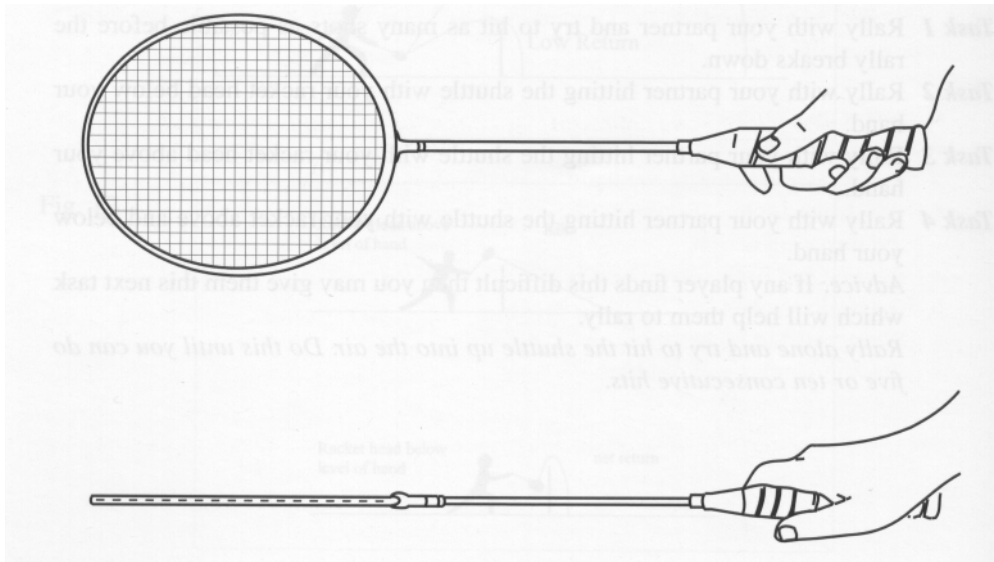
The forehand grip

See plate 1. You can teach the forehand grip as follows:

Method 1: Hold the racket by the neck in the non-racket hand. Place the palm of the racket hand on the strings of the racket. Slide the palm down the racket until the palm is behind the racket handle. Close the thumb and fingers *gently* round the handle. *Method 2:* Hold the racket by the neck in the non-racket hand with the head of the racket pointing forwards and the side edge of the racket frame pointing towards the ground. Shake hands gently with the racket handle.

Note: the fingers can be spread out to allow a more comfortable grip.

Plate 1

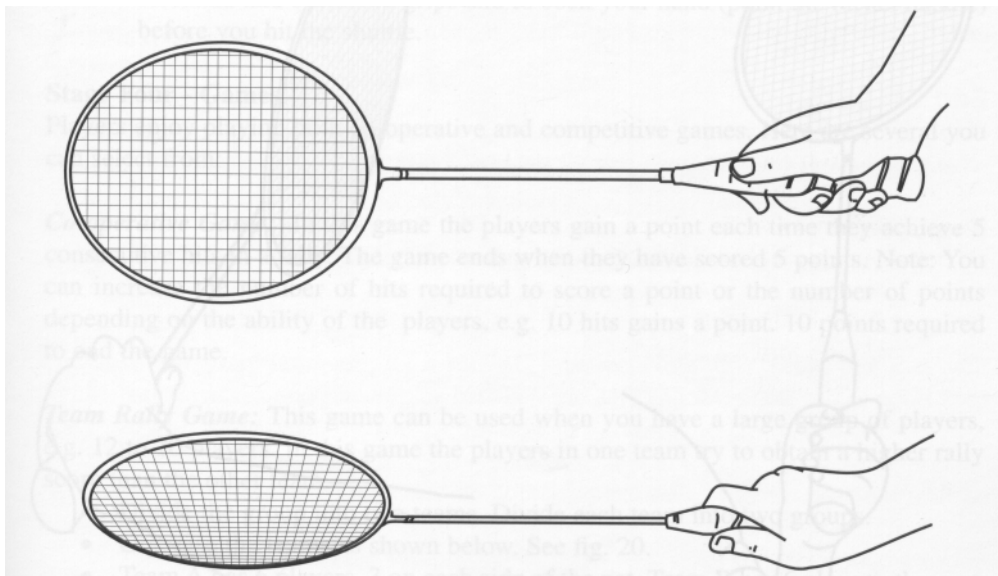


The backhand grip

See Plate 2. You can teach the backhand grip as follows:

Method: Hold the racket handle in the forehand grip. Relax and move your hand over the top edge of the racket handle until your whole thumb is pressed flat against the back edge of the racket handle. This makes it easier to apply pressure with the thumb on the handle directly behind the backhand face of the racket.

Plate 2



Organise the players into pairs for a MC practice for the following tasks:

Task 5

- (a) Hold the racket handle in your hand and practise changing from one grip to another using your thumb and fingers to move the handle around in your hand.
- (b) Spin the racket handle around in your hand and practise stopping in the forehand and backhand grips.

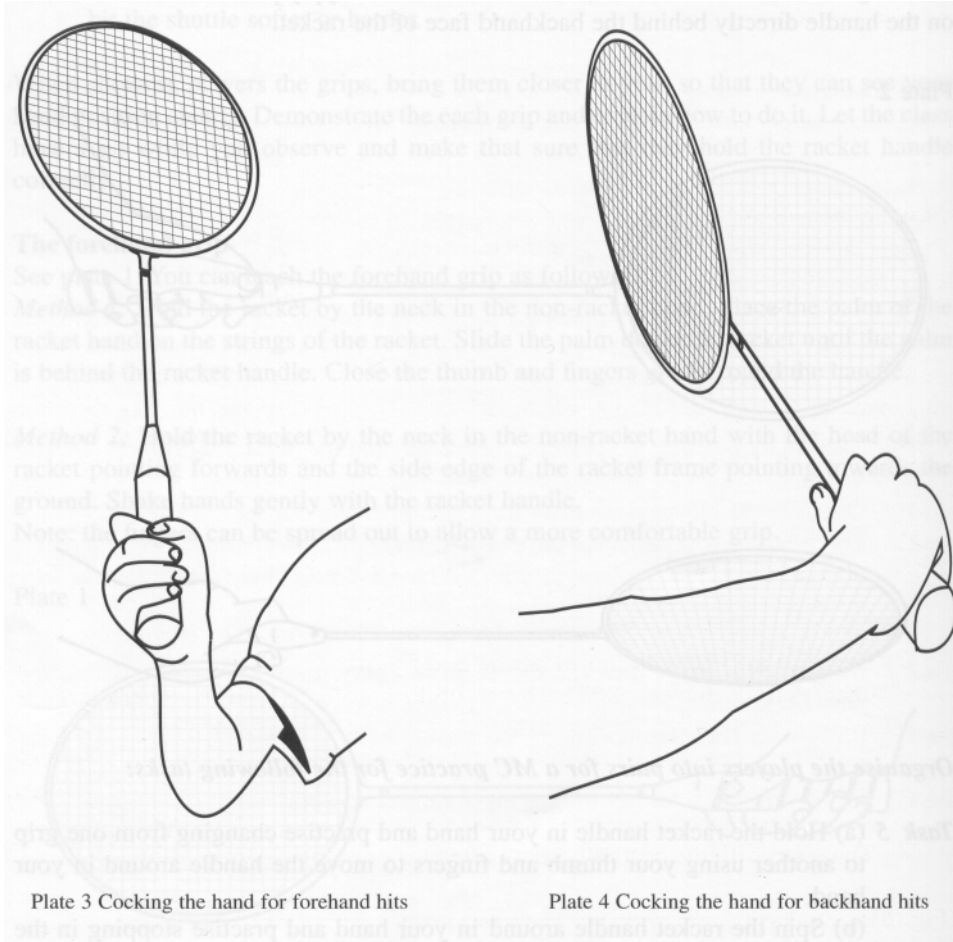
Task 6

- (a) Rally with your partner using the forehand grip
- (b) Rally with your partner using your backhand grip
- (c) Rally with your partner using the forehand and backhand grip.

Advice: If players find this difficult organise them to use one grip for five hits before they change to the other grip for five hits.

Cocking the racket hand

Players should cock the racket hand to take the racket head back ready to hit the shuttle. See plates 3 and 4.



Task 7

Rally with your partner and point the end of the racket handle towards the shuttle before you hit it. Hit the shuttle towards your partner's left and right sides so that he/she can practise cocking the hand on both

Stage Three

In this stage organise the players into two groups of 3 players to play a general rally. Each group occupies the half court. Two players rally while one player waits for a turn. See fig. 10 on page 13. Now that they have learned the grips and how to cock the hand by rallying in the midcourt they can have a go at hitting the shuttle from other parts of the court as they decide.

Task 8 Rally with your partner using all of your half court. Remember to use the forehand and backhand grips and to cock your hand (point the racket handle) before you hit the shuttle.

Stage Four – Games

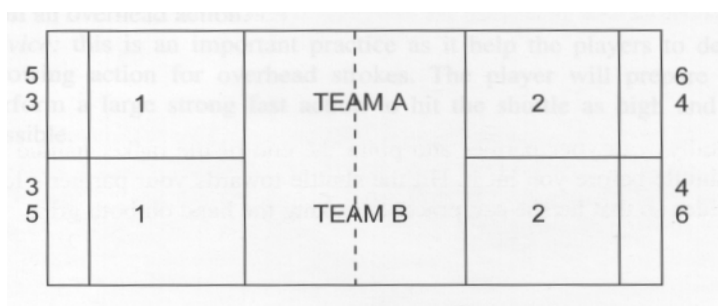
Players enjoy playing both co-operative and competitive games. Here are several you can select from:

Co-operative Game: In this game the players gain a point each time they achieve 5 consecutive hits in a rally. The game ends when they have scored 5 points. Note: You can increase the number of hits required to score a point or the number of points depending on the ability of the players, e.g. 10 hits gains a point. 10 points required to end the game.

Team Rally Game: This game can be used when you have a large group of players, e.g. 12 to 20 players. In this game the players in one team try to obtain a higher rally score than the other team.

- Divide the group into two teams. Divide each team into two groups.
- Organise the teams as shown below. See fig. 20.
- Team A has 6 players, 3 on each side of the net. Team B has 6 players, three on each side of the net. Number the players in each team from 1 to 6 and place the odd numbers on one side of the net and the even numbers on the other side.
- Player 1 of team A hits the shuttle to player 2 of team A, who hits it to 3 and so on - with each player hitting in order. Team B does the same.
- The team with the best rally score after 1,2 or 3 minutes play wins.

Fig. 20



Five Lives Game: The point of this game is that the players must try hard to return the shuttle over the net into the half court. Each player starts with five lives. A life is lost if the player does not return the shuttle over the net. The players take it in turn to serve. The game ends when one player has lost all his/her lives.

Five lives Team Game: This is organised as for the team rally game except each group of 3 players forms a team. There are 4 teams: A,B,C and D. Each team starts with 5 or 10 lives and the players rally and have to save their teams' lives. Each rally starts with a serve from the player whose turn it was to hit the shuttle after the rally ended.

End of Lesson

Bring the players together, give encouraging comments and advice. Remind them what they have learned. Check that all the equipment is collected and put away.

Evaluation

Complete the Lesson Evaluation and Assessment chart. See page 16.

LESSON TWO

Aims

- to introduce the players how to hit clears and lobs
- to introduce the dropshot and FC lob

Introduction

Complete a safety check

Prepare the Players

Warm-up. Select from the warm up exercises

Revision

Practise some of the ideas and actions from the previous lesson. Observe and help the players as they practice.

New Ideas and Practices

Stage One

Organise the group into pairs for a MC/RC practice. Note: this means that they will position themselves and hit shuttles between the MC and RC areas of the court. See figures 5 and 10 on pages 12 and 13, for how to organise the group.

Task 1 Rally with your partner and try to hit the shuttle as high as possible with an overhead action.

Advice: this will help the players to learn to control the angle of the racket face when hitting upwards.

Task 2 Rally alone and try to hit the shuttle as high as possible with an underarm action.

Task 3 Rally with your partner and try to hit the shuttle as high as possible to each other with an underarm action.

Task 4 Rally with your partner and try to hit the shuttle as high and as far as possible with an overhead action.

Advice: this is an important practice as it help the players to develop the throwing action for overhead strokes. The player will prepare fully and perform a large strong fast action to hit the shuttle as high and as far as possible.

Stage Two

Organise the group for a lob and drop shot practice. See figure 7 on page 13.

Task 5 The FC player serve (lob) the shuttle high to RC. The RC player hit the shuttle gently from overhead into the partner's forecourt. The FC player should allow the shuttle to land in the FC so that the RC player can see how accurate the hit is.

Task 6 Rally with your partner. The FC player serve (lob) the shuttle high to RC. The RC player hit the shuttle gently from overhead into the partner's forecourt for the FC player to lob it back to the RC

Games

Organise the players to play some of the co-operative and competitive games experienced in Lesson One.

New Game

Instead of playing a *five lives game*' the players can play a *five points game*'. They play in the same way but they gain a point each time they win a rally. The game can be played for up to 5 to 10 points as you decide.

End of Lesson

Bring the players together, give encouraging comments and advice.

Remind them what they have learned.

Check that all the equipment is collected and put away.

Evaluate the Lesson

Complete the Lesson Evaluation and Assessment chart.

LESSON THREE

Aims

- to introduce the high serve, the smash and lob reply
- to introduce the low serve and low returns in the FC
- to introduce hitting off the racket foot
- to introduce the net kill

Introduction

Complete a safety check.

Prepare the Players

Warm-up. Select from the warm-up exercises.

Revision

Revise some of the ideas and practices from the previous lessons. Observe and help the players as they practise.

New Ideas and Practices

Stage One

Organise the players into threes for a smash and lob practice. See figure 6 on page 12. In this practice one player lobs (or serves high), one player smashes and one player collects the shuttles if the rally breaks down.

Task 1 MC player serve high for MC/RC player to hit the shuttle down quickly to the MC.

Advice: After five smashes the players should rotate. Smasher goes to collect shuttles. The lobber become the smasher. The shuttle collector becomes the lobber.

Task 2 Repeat the above task but now the lobber and smasher try to play a rally. *Advice:* The smasher should not try to hit the shuttle as hard and should aim it at the lobber.

Stage Two

Organise the players for a FC practice. See figure 3 on page 11. In this stage the players will perform several tasks to experience hitting gentle returns into the FC and hitting off the racket foot. The players should be positioned just outside the FC. They should aim to hit the shuttle gently into the partner's FC so that the partner has to step into the FC to hit the shuttle. The players should recover outside the FC after each hit.

Task 3 Stand just outside the FC. Practice serving the shuttle gently over the net with an underarm hit to land near the line inside your partner's FC.

Advice: have five goes each and try to improve your aim each time.

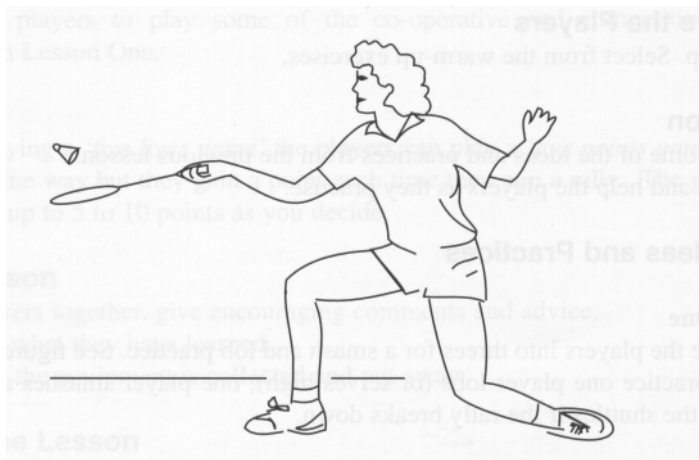
Task 4 Rally with your partner and hit the shuttle gently over the net into your partner's FC.

Advice: If you have to step into the FC make sure that you recover outside the FC after your hit.

Task 5 Rally with your partner as in Task 1. This time step forwards onto your racket foot to hit the shuttle. See Plate 5

Advice: The racket foot is the right foot for right handed players and the left foot for left handed players.

Plate 5



Task 6 Rally as above. As you recover backwards from the FC try to keep your racket foot in front of you as you do so.

Advice: this is similar to a fencer's movement when chasséing backwards.

Stage Three

Organise the players for a FC and MC practice. See figure 4 on page 11. In this stage the players will experience stepping forwards and hitting the shuttle down from just above the net, i.e. the kill, and the low net return from the MC.

Task 7 MC player serve low to the FC. FC player step forwards onto the racket foot and hit the shuttle down quickly to the MC.

Advice: Players change over after five successful kills

Task 8 Play a continuous rally from the FC to the MC

Advice: The FC player can stay positioned in the FC and hit the shuttle down quickly but not too hard to aim it at the MC player. The MC player should hit the shuttle back to the partner with an underarm action.

Games

Organise the players to play some of the co-operative and competitive games experienced in the previous lessons..

New Game: FC (net) game for 2 to 12 players.

This game can be played as five lives game or a five points game

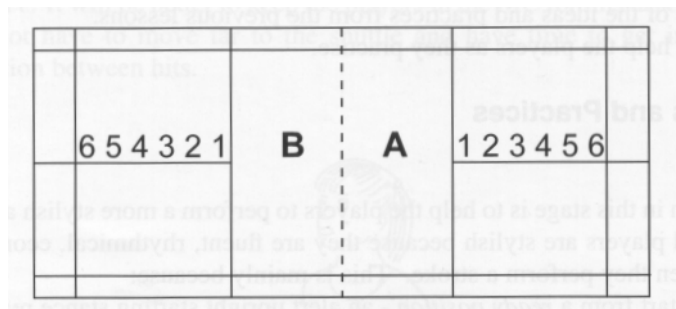
a) The players form two teams A and B and number themselves in order 1,2,3 etc. See fig. 21.

b) The purpose is to hit the shuttle into the opponent's FC. The shuttle must be hit with underarm hits from below the net level. The team loses a point or a life if they do not return the shuttle into the FC.

c) All the players must stay outside the FC except for the player whose turn it is to hit the shuttle.

d) A 1 serves low into the FC. B 1 hits it back over the net. A2 steps forward to hit it. then B2 and so on.

Fig. 21



End of Lesson

Bring the players together, give encouraging comments and advice. Remind them what they have learned. Check that the equipment is collected and put away.

Evaluate the Lesson

Complete the Lesson Evaluation and Assessment chart.

LESSON FOUR

Aims

- to introduce a ready position
- to introduce the stroke cycle
- to practice the strokes

Introduction

Complete a safety check.

Prepare the Players

Warm-up. Select from the warm-up exercises

Revision

Revise some of the ideas and practices from the previous lessons.
Observe and help the players as they practise.

New Ideas and Practices

Stage One

The intention in this stage is to help the players to perform a more stylish and effective stroke. Good players are stylish because they are fluent, rhythmical, economical and effective when they perform a stroke. This is mainly because:

- a) they start from a **ready position** - an alert upright starting stance ready to move quickly to hit the shuttle.
- b) they perform a **stroke cycle** - complete cycle of movement when they perform a stroke. The stroke cycle consists of: a racket starting position, a preparation to hit the shuttle, a hit and a recovery back to the starting position.

The key part is the **racket starting position**. If players hold their rackets in a starting position ready to perform a stroke and recover to it after hitting the shuttle they will always perform a stroke cycle. All players naturally perform a preparation and a hit whenever they try hit the shuttle.

Within the racket starting position there is also the **starting grip**. Most players naturally hold their rackets in a forehand grip when waiting to hit the shuttle. Many good players nowadays, however, hold their rackets in a **backhand grip** as their starting grip. This is very effective and will be introduced in this lesson. Once beginners get used to it they also find it more effective.

Organise the players into pairs in the MC as in fig. 2 or in fig. 10 (Pages 11 and 12) depending on how much movement will take place as they practise.

Task 1 Hold your racket in a starting position in front of your body. See plate 6. Rally with your partner and return your racket to its starting position in front of you before you hit the next shuttle.

Advice: Players often forget to do this as they rally. Observe them and make sure all do it.

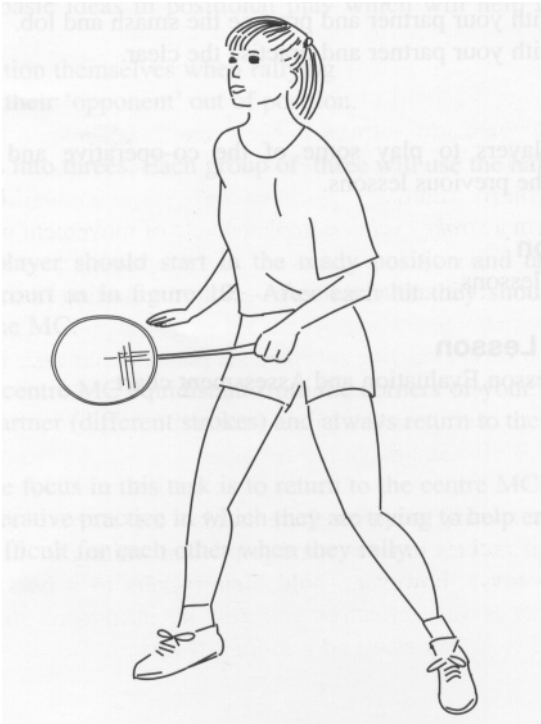
Task 2 Hold your racket in the backhand grip as your starting grip. Rally with your partner and return your racket to the backhand grip each time before you hit the next shuttle.

Advice: Observe the players and make sure they all have a go at trying to do it.

Task 3 Stand in an alert ready position before you hit the shuttle. See plate 6. Rally with your partner and return to this position after you have hit the shuttle.

Advice: It will be better to keep the players in the MC for this task so that they do not have to move far to the shuttle and have time to get into a ready position between hits.

Plate 6



Stage Two

In this stage the players will practise some of the strokes they have experienced in previous lessons. This time however they will try to include the ready position, the racket starting position, backhand starting grip and most important - the stroke cycle. Note: If some players would prefer to use the forehand grip as a starting grip they can do so. It is their choice. However do encourage them to use the backhand starting grip if they do find it effective.

Organise the players on court to practise the stroke cycle in some of the strokes that they have learned in previous lessons. Refer to the court diagrams for ideas on how to organise them.

Task 4 Rally with your partner near the forecourt and practise your underarm net returns.

Advice: Remind the players to hit the shuttle gently, to use the racket foot and to recover with a chasse movement.

Task 5 Stand in the midcourt. Rally with your partner and practise using the forehand and backhand grips to hit the shuttle.

Task 6 Rally with your partner and practise FC net kills and MC low returns.

Task 7 Rally with your partner and practise the lob and drop shot.

Task 8 Rally with your partner and practise the smash and lob.

Task 9 Rally with your partner and practise the clear.

Games

Organise the players to play some of the co-operative and competitive games experienced in the previous lessons.

End of Lesson

As for previous lessons

Evaluate the Lesson

Complete the Lesson Evaluation and Assessment chart.

LESSON FIVE

Aim

- to introduce general positional play

Introduction

Complete a safety check.

Prepare the Players

Warm-up. Select from the warm up exercises.

Revision

Revise some of the ideas and practices from previous lessons. In this lesson you should allow and encourage the players to choose what they want to practise.

New Ideas and Practices

Stage One

In a game players must learn how to control the space in their court and how to exploit the space in their opponent's court. The intention in this stage is to introduce the players to two basic ideas in positional play which will help them to do this. These are:

- a) where to position themselves when rallying
- b) how to move their 'opponent' out of position.

Organise the players into threes. Each group of three will use the half court. Refer to figure 10 on page 12.

Explain that each player should start in the ready position and take up a central position in the midcourt as in figure 10. After each hit they should return to this central position in the MC.

Task 1 Start in the centre MC equidistant from the corners of your half court. Rally with your partner (different strokes) and always return to the centre MC after each hit.

Advice: The focus in this task is to return to the centre MC. Emphasise that it is a co-operative practice in which they are trying to help each other and not make life difficult for each other when they rally.

Task 2 Rally with your partner and try to move each other away from the central position.

Advice: the focus is now on moving the partner away from the central position and control of the space in his court. If a player forgets to get back into position do not become concerned as long as the partner is moved out of position.

Task 3 Rally with your partner and try to move each other away from the central position and to return there after each hit.

Advice: now the focus is on moving the partner out of position and getting into position oneself.

Games

Organise the players to play the competitive games described in Lesson One. This time emphasis that they should try to win by moving the opponent out of position and getting back into position to cover the opponent's replies.

End of Lesson

As for previous lessons.

Evaluate the Lesson

Complete the Lesson Evaluation and Assessment chart.

LESSON SIX

Aim

- to introduce singles

Introduction

Complete a safety check.

Prepare the Players

Warm-up. Select from warm up exercises.

Revision

Allow the players to choose what they want to practise unless you have a particular practice you want them to do.

New Ideas and Practices

The intention in this lesson is that you should introduce the players to the Singles game. To some extent they have been playing a form of singles when they have been playing 5 lives and 5 points games in previous lessons; particularly in lesson 5. They will therefore have experienced many of the things that they have to do when they play singles.

Stage One

Task 1 Explain and demonstrate (when necessary) the following:

- *The Game*: it is played by two opposing players on a court divided into halves by a net. The players try to win the game by hitting the shuttle over the net to the floor in their opponent's court.
- *How to begin a game*: the players toss for the choice of service or ends. The player who wins the toss has the choice of (a) serving first, (b) not serving first, (c) ends. The player who serves is known as the server or serving side and the opponent is then known as the receiver or receiving side.
- *How to score*: only the server can add points to his/her score and so each player tries to win and keep the serve. The server can add points to his/her score each time he/she wins a rally. A rally is won by hitting the shuttle to the floor on the opponent's side of the net or if the opponent fails to return the shuttle over the net. If the receiver wins the rally the score stays the same but the receiver now becomes the server and can add points to his/her score.

- *The singles court and service areas:* See Fig. 22
- *The order of service:* the game is played by two players A and B.
- The game begins with the score at love-all (0-0) See Fig. 23
 1. Player A wins the toss and serves first from his right service court, diagonally opposite to Player B.
 2. Player A wins the first rally and adds a point to his score - the score becomes 1-0 to player A
 3. Player A moves to the left service court and serves diagonally opposite to player B. The receiver must stand diagonally opposite the server.
 4. Player A wins the rally and the score becomes 2-0. Player A now moves to serve from his right court.
 5. Player B wins the next rally and so wins the service. The score remains the same.
 6. Player B now serves from his right service court to A diagonally opposite.
 7. Player B wins the rally and the score becomes 1-2 (the server's score is always stated first.)

The server always stands in the service court related to the score. If the server's score is an even number the players stand in the right service court and in their left court if the server's score is an odd number.

Fig. 22 The singles court with service areas

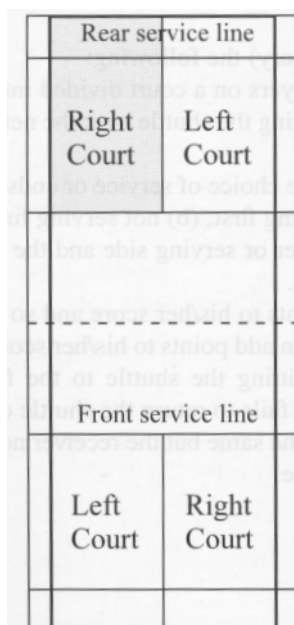
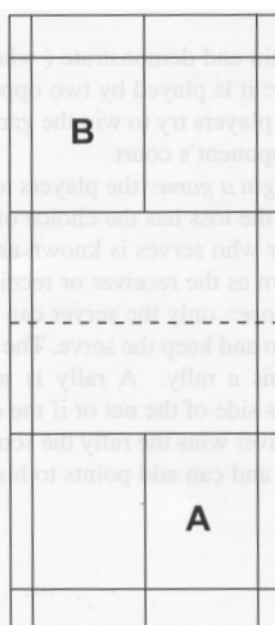


Fig. 23 The order of service



Stage Two

Explain the importance of using basic singles tactics.

1. As the game is a contest the main objective is to outwit the opponent to win the game. To help in doing this players have to learn the basic strokes and where to position themselves on the court. Tactics is to do with how the players use their strokes to outwit the opponents.
2. Players should therefore take up a position in the centre of their courts to be make it easier to control their space and get to their opponent's shots. They should also hit the shuttle to the empty spaces on their opponent's court to move the opponent out of position and to weaken the opponent's control of his/her court.

Organise the players to play half court singles. If it is possible to use the full court then do so, e.g. if there are only a few players. In each of the following games the players will learn some basic singles tactics. You should allow about 1-2 minutes for each game which is sufficient for players to get the idea.

Game 1: Play a game of singles and try to outwit your opponent by hitting the shuttle to the empty spaces on his/her court. These are the sides and centre of the RC and FC and the sides of the MC.

Advice: Remind the players to return to the centre of their MC after each hit.

Game 2: Play a game of singles and hit the shuttle to the space furthest away from the opponent.

Advice: This is useful for players who are slow at getting back into a central position after playing their shot. They will be late getting to the shuttle.

Game 3: Play a game of singles and hit the shuttle back to the space that the opponent is leaving.

Advice: This is useful for players who are quick at getting back into position after playing their shot. They can be caught out.

Game 4: Play a game of singles and hit the shuttle to the space which is in a different direction to the one the player is leaving.

Advice: This will usually be to the sides of the player and can catch out the player who is not very agile and is slow to change direction quickly.

Games

Now that the players have practised tactical ideas in games you can organise them for an individual singles competition (see fig. 10 on page 12) or a team competition (see fig.16 on page 13). This can be organised as follows for twelve players playing half court singles.

Team Competition

1. Organise the players into four teams of three players. Team A will play team B: Team C will play team D. The instructions for teams A and B will apply also for teams C and D.
2. The players in each team are numbered from 1 to 3 and each player plays a member of the opposing team.
3. The games are played up to 5 or 7 points as you decide.
4. The order of play is shown below. You will need to write this down and to record the results of the team player that won in the WINNER column, e.g. write in A or B as illustrated. The final result will show the total of wins and losses for A and B.
5. You should observe each game and advise the players after the game about their tactics and how to improve.

TEAM A	TEAM B	WINNER
1	1	A
2	2	A
3	3	B
1	2	
2	3	
3	1	
1	3	
2	1	
3	2	
FINAL RESULT		A = B =

End of Lesson

As for previous lessons.

Evaluate the Lesson

Complete the Lesson Evaluation and Assessment chart.

LESSON SEVEN

Aim

- to introduce level doubles

Introduction

Complete a safety check.

Prepare the Players

Warm-up. Select from the warm-up exercises

Revision

Allow the players to choose what they want to practise unless you want them to do a particular practice.

New Ideas and Practices

The intention in this lesson is that you should introduce the players to level doubles. Beginners tend to find it difficult to know where to position themselves on court for level doubles and to cope with the speed of the game. By now they will be able to rally using a range of strokes so they should be able to perform most of the shots required in doubles, e.g. the low and high serve, the underarm low return, the lob, the clear, smash and net kill. In this lesson therefore you should only need to explain how to start the game and score; introduce the players to some basic attacking and defensive positions and then let them experience playing for their enjoyment.

Stage One

Task 1 Explain the following

- *The Game:* it is played by four players in two teams on a court divided into halves by a net. The players win the game by hitting the shuttle over the net to the floor.
- *How to begin a game:* Refer to the lesson on Singles
- *How to score:* Refer to the lesson on Singles
- *The doubles court and service areas:* See Fig.24

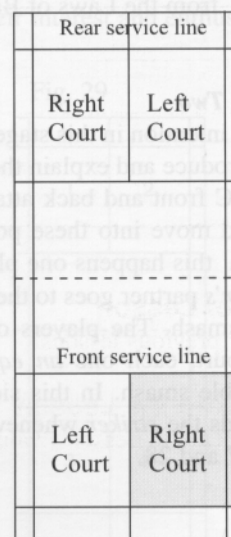


Fig. 24

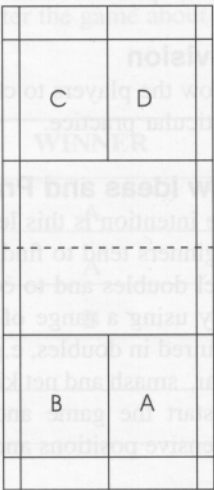
The order of service:

This is more complicated than the singles order but the same rule applies about changing the service court when a point is won. At the start of the game only one player from the serving side is allowed to serve and continues to do so until he/she loses the serve to the other side. From then on both players on each side serve when their side is in possession of the service. The side gaining possession of the service always start their turn at serving from the right court. Here follows a game between team A and B and team C and D. See Fig. 25.

1. Player A serves diagonally opposite to player C. The serving side wins the rally and the score becomes 1-0.
2. Player A moves to the left court and serves diagonally opposite to player D and continues to serve diagonally opposite to each opponent in turn until the serve is lost.
3. If player A was serving to player D from the left court when he lost the service, he must remain in that court to receive service as long as the opponents retain the serve.
4. Whatever the score only the serving side may change from one court to the other in order to serve to each of the opponents. The receiving side must remain in the side of the court each occupied prior to losing the serve.

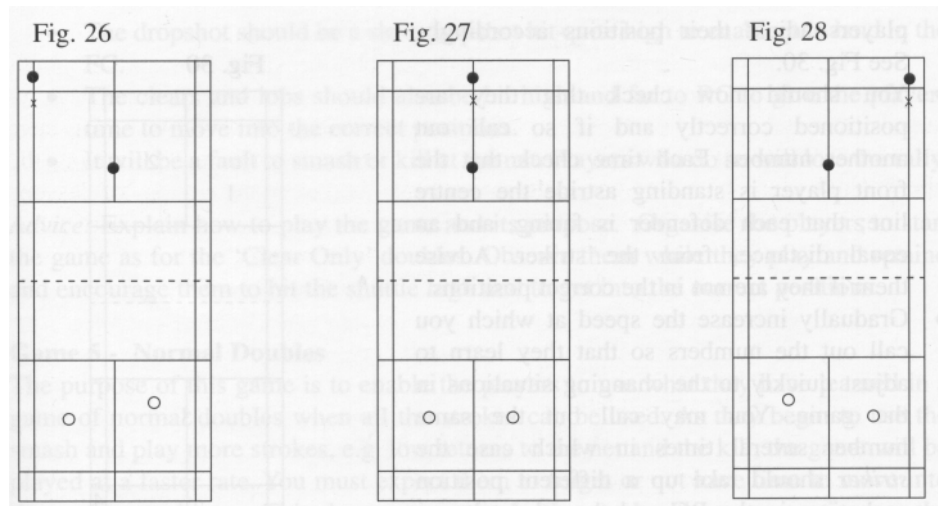
Note: A more detailed account can be obtained from the Laws of Badminton.

Fig. 25



Stage Two

Your intention in this stage is to enable the players to experience playing doubles and to introduce and explain the basic attacking and defensive position in doubles. This is the RC front and back attacking and the MC sides defensive positions. The players should move into these positions when the shuttle is high in one side's rearcourt. When this happens one player goes to the rearcourt ready to smash the shuttle. The *striker's* partner goes to the front to straddle the centre line ready to attack any replies to a smash. The players on the other side position themselves side by side in the midcourt, each one *an equal distance* from the *striker* ready to defend against a probable smash. In this sides defensive formation both defenders should be turned towards the *striker* whenever he may be positioned in the rearcourt. Look at figures 26, 27 and 28.



Beginners find it difficult to remember and to get into these positions quickly when they play a game. To help them to learn doubles you should organise them to experience the following games.

Game 1 - Normal Doubles

The purpose of this game is to help the players to experience the game of doubles and learn how to keep the score and the order of service.

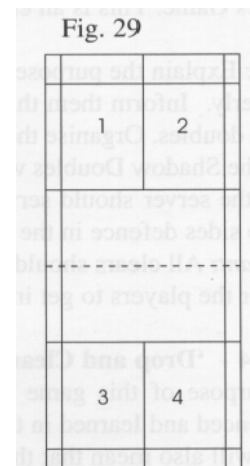
Advice: Organise the players to play a game of doubles with the emphasis on scoring and keeping the order of service. Watch them play and help them to keep the correct score and order of service. In this game it does not matter if they do not take up the correct positions. They will have lots of fun playing and their interest and enthusiasm will be stimulated.

Game 2 - 'Shadow' Doubles

The purpose of this game is for the players to learn when and where to position themselves for the RC front and back attacking formation and the MC sides defensive formation.

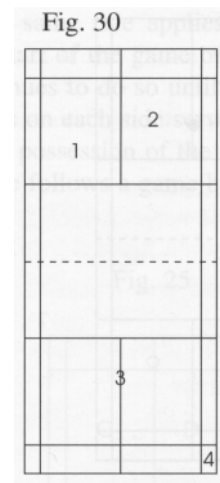
Advice: Organise the players on the court in the positions shown in Fig. 29.

- Number the players from one to four. Your task will be to call out any number from one to four in any order, e.g. 1, 4, 3, 2 and so on.
- The player whose number is called should immediately travel to either the sides or the centre of the RC to take up the *striker's* position. While he is doing this the other



players adjust their positions accordingly. See Fig. 30.

- You should now check that they are positioned correctly and if so call out another number. Each time check that the front player is standing astride the centre line; that each defender is facing, and an equal distance, from the striker. Advise them if they are not in the correct positions.
- Gradually increase the speed at which you call out the numbers so that they learn to adjust quickly to the changing situations in the game. You may call out the same number several times in which case the *striker* should take up a different position each time in the RC and the other players adjust their positions accordingly.



Comment: Most players have a lot of fun playing this game particularly when you speed up your count and they cannot get into position quickly enough. Make sure that you introduce the game as a fun game so that they enter into the spirit of the game and learn more easily.

Game 3 - 'Clear Only' Doubles

The purpose of this game is for the players to learn to move into the RC attacking and MC defensive positions while they are hitting shuttles. In this game therefore they are only allowed to hit overhead clears to each other. As the striker goes to the RC to clear all the other players take up the positions that they have learned in the Shadow Doubles Game. This is an enjoyable and energetic game for players.

Advice: Explain the purpose of the game to the players and what they must do to play it properly. Inform them that the scoring and the order of service is the same as for normal doubles. Organise them in the starting positions on the court which is the same as for the Shadow Doubles with one exception. The game must start with a high serve which the server should serve from just behind the short service line and then move back to sides defence in the MC.

Important: All clears should be hit very high and far to reach the RC. This will allow time for the players to get into their positions after each clear.

Game 4 - 'Drop and Clear' Doubles

The purpose of this game is to enable the players to build upon what they have experienced and learned in the 'Clear Only' doubles. They can now add the drop shot which will also mean that the lob will be used.

- The dropshot should be a slow dropshot hit quite high to enable it to land in the FC.
- The clears and lobs should also be hit high and far to RC to give the players time to move into the correct positions.
- It will be a fault to smash or kill at the net. Players who do so will lose the rally.

Advice: Explain how to play the game and its purpose. Organise the players to start the game as for the 'Clear Only' doubles. Observe them while they play and remind and encourage them to hit the shuttle high and to get into the correct positions.

Game 5 - Normal Doubles

The purpose of this game is to enable the players to use what they have learned in a game of normal doubles when all the strokes can be used. As they begin to use the smash and play more strokes, e.g. low returns to the net and the kill, the game will be played at a faster rate. You must expect them to forget or not have time to move into the correct positions. This does not matter. In time and with more practices on the different doubles games used here they will improve. Your main task has been to introduce them to doubles and if they gain the basic idea of how to play the game and gain enjoyment from doing so you will have succeeded as a Leader.

Advice: Organise the players to play normal doubles. Remind the players to try to use some of the ideas that they have learned in the different doubles games.

End of Lesson

As for previous lessons.

Evaluate the Lesson

Evaluate the lesson and assess your performance.

APPENDIX

Here is some additional information which you should find helpful as a Leader. You will sometimes meet beginners who may find it difficult to hit the shuttle and others who can hit the shuttle but would enjoy and benefit from badminton related practices and games prior to trying to learn how to play the game. Young children, in particular, enjoy such activities. Here are some ideas for both types of player.

Players who find it difficult to hit the shuttle.

You will have to help those players who seem unable to hit the shuttle all and those who can do so but frequently miss-hit it.

Players who cannot hit the shuttle

1. Place the player in front of you with his racket held gently horizontally in front of him about waist height (like a frying pan).
2. Drop a shuttle onto the strings of the racket so that the player experiences the feeling of the shuttle striking the racket. Do this several times.

Note: the player must not try to hit the shuttle.

3. Ask the player to lower his racket head slightly and bring it up to meet the shuttle as you drop it. Do this several times until the player can co-ordinate his movements with the flight of the shuttle. If the player finds this difficult repeat (2) above.
4. Stand about one metre from the player and toss the shuttle onto the racket strings which the player holds as in (1).
5. Ask the player to lower his racket head as in (3) and try to meet the shuttle as you toss it. Repeat this several times until the player can do it.
6. Vary this by tossing the shuttle to the right and left of the player so that he has to make a slight adjustment to hit it.
7. Stand about two metres away and repeat (5) and (6). This time ask the player to hit the shuttle back for you to catch it.
8. Ask the player to hit it back over your head.

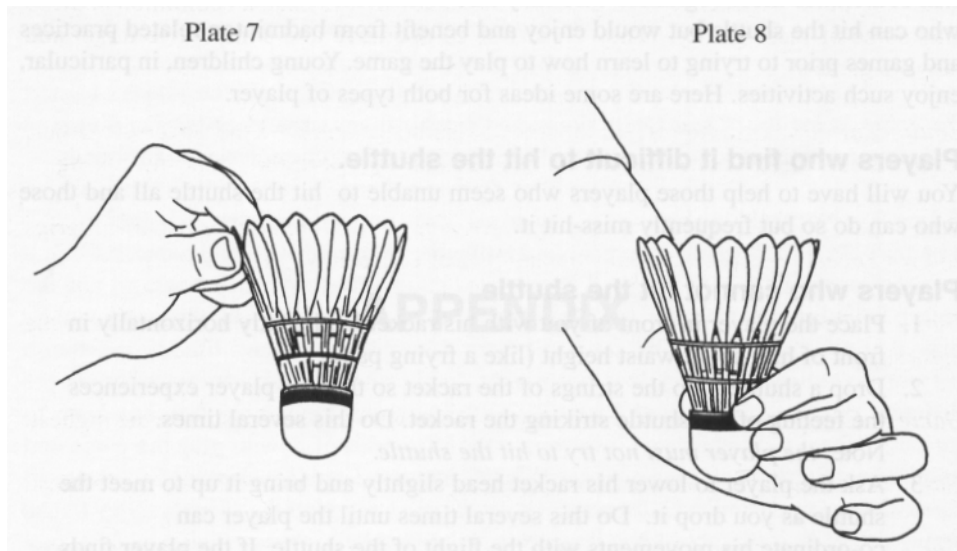
Development

9. Repeat the procedure in (1), (2) and (3) but this time ask the player to drop the shuttle on his racket. When he can do this add (7) and (8) to the practice.

Advice: show the player how to hold the shuttle to drop it. Hold the shuttle by the feathers or by the base in the finger and thumb of the non-racket hand. See plates 7 and 8.

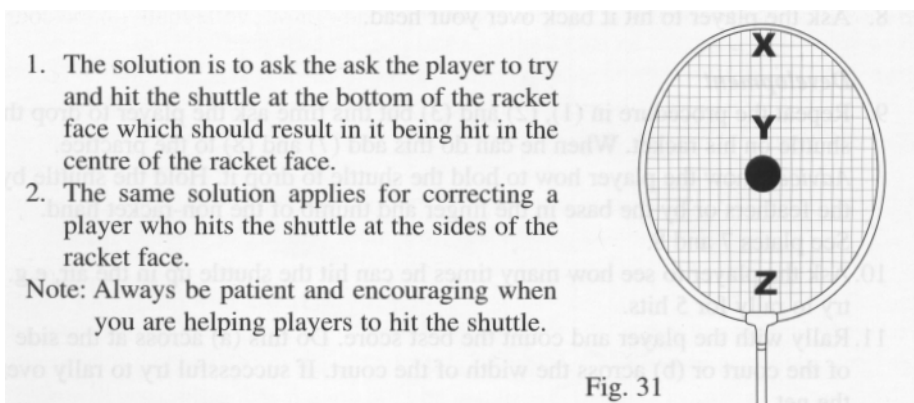
10. Ask the player to see how many times he can hit the shuttle up in the air, e.g. try to rally for 5 hits.
11. Rally with the player and count the best score. Do this (a) across at the side of the court or (b) across the width of the court. If successful try to rally over the net.

NOTE: The same procedure can be used for the player to learn to hit the shuttle with his racket head above his hand except that you would not ask the player to drop the shuttle on his strings. You would always toss or hit the shuttle to the player.



Players who mis-hit the shuttle

This usually applies to players who cannot hit the shuttle in the centre of the racket. They usually hit it off-centre at the top or bottom or sides of the racket face even though they are trying to hit it in the centre. If, for example, the player hits the shuttle at the top of his racket face then his spatial judgement is out by the length of the distance between the centre of the racket face and the top. See figure 31



Badminton related practices and games.

Players, particularly young beginners, enjoy doing practices and playing games which help them to learn how to hit the shuttle. Here are some examples. Try these and then make up your own practices and games. You do not always need a badminton court to play some of these games. They consist of co-operative and competitive target and rallying games.

Equipment: *You will* require some targets. Use hoops, racket head covers, skittles, shuttle tubes, plastic bowls or buckets, the lines on the court, the walls and ceiling.

Game 1: Rally alone: hit the shuttle upwards using your forehand or backhand grips and try to beat your best score for the number of consecutive hits.

Game 2: Repeat (1) but compete with another player to see who can achieve the highest score.

Game 3: Compete with one or more players to see who can hit the shuttle the highest.

Game 4: Compete with one or more players to see who can hit the shuttle the furthest.

Game 5: Place a target some distance away from you, e.g. a bowl, racket head cover, shuttle tube. Compete with one or more players to see who can hit the target. Best of 5 goes each.

Game 6: Get into teams of 3 to 6 players and make up a game of badminton 'rounders' or 'cricket'. The bowler throws the shuttle, the 'batsman' hits it as do the fielders.

Game 7: Get into teams of 3 to 6 players and make up a relay game. Example: Run while hitting the shuttle and pass it to another team member to run back.

Game 8: Get into two teams of 2 - 6 players. Play badminton 'volleyball' on the court.