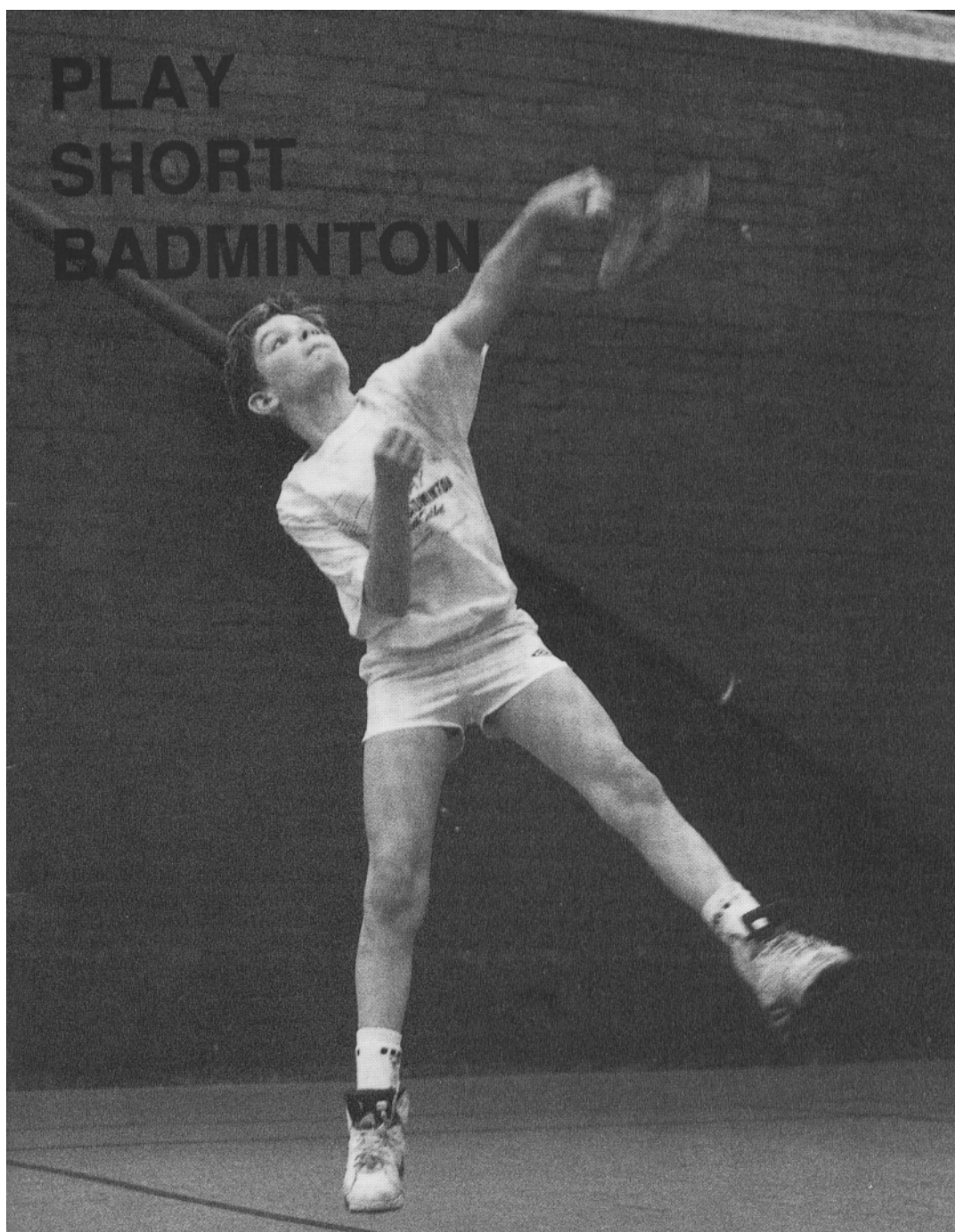


**PLAY
SHORT
BADMINTON**



Published by the National Coaching Foundation 1992

© Jake Downey 1992

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Copyright owner.

Printed in England by Inkon Printers Ltd
Rye Close, Ancells Business Park, Fleet, Hampshire
GU13 BUY.
ISBN 0 947850 89 9

A HANDBOOK FOR SHORT BADMINTON

JAKE DOWNEY

CONTENTS

Why Play Short Badminton	3.
The Rules of the Game, - measurements - the court - scoring - serving	7.
Teaching Short Badminton considerations in teaching young children - ideas to work on - what children need to know - what the teacher needs to know	13.
Preparing the Lessons - the playing environment - the equipment - storage of equipment - safety	17.
The Lessons -considerations in planning lessons.	21.
The Lesson Content -organisation of groups	23.
Lesson One	24.
Lesson Two	34.
Lesson Three	38.
Fun Practices and Games - games to develop racket skill	41.
Movement Games	46.

WHY PLAY SHORT BADMINTON?

WHY PLAY SHORT BADMINTON?

1. It is an ideal way to learn badminton.

Short Badminton is a game that has been designed for young children of primary junior school age (7-11 years) to enable them to *experience and enjoy* badminton in its fullest sense. They will learn the game properly and experience all the strokes and tactical play that adults experience on the full court. For example, they will be able to smash downwards more easily which they will find it difficult to do on the adult size court with a five foot high net. With a shorter court and a lower net children will naturally smash downwards from the rearcourt with their opponents intuitively taking up normal defensive stances. Similarly they will be able to drive the shuttle horizontally across the lower net from the midcourt whereas they cannot do so on a full size court.

In many respects, therefore, to place young children on a full size court is to deny them the opportunity to learn and play many of the recognised strokes of the game. The adult court can inhibit rather than enhance their experiences whereas short badminton provides an environment which, for young children, is similar to the adult one. Consequently their learning of badminton will be more realistic and effective. They will be able to imitate more accurately the skilled movements and tactics of adults just as those they learn by trial and error will also be more realistic and appropriate for the game. In effect the skills that they will learn in Short Badminton will be the same skills that they will require when they eventually come to play the full game. It will be easier for them to transfer from short badminton to the full game.

2. Players first - Winners second.

Short badminton, if properly taught and organised, provides many opportunities for young children to gain enjoyment and satisfaction and to develop good sporting behaviour. The Badminton Association of England ensures this with its philosophy of *players first - winners second*.

Many educators and other adults have rightly expressed concern about the effects of competitive sport on young children. We know that there are risks involved when over-emphasis is placed on winning and we have therefore taken steps to ensure that childrens' development is

not harmed by competition. We believe that our game will present no serious problems for children as long as winning is not valued at the expense of personal development and enjoyment.

This philosophy provides the guidelines for what and how we teach the children in our game and is strongly emphasised in the BAofE's Coach Education programme and in the National Coaching Foundation booklet 'Fair Play' which provides excellent guidelines on coaching children and should be compulsory reading for all instructors and coaches.

3. Introduction to different forms of competition.

(a) ***Competing against self***: children like to achieve success and often test themselves to find out how they are doing. There are numerous practices in badminton in which children can compete against their own previous performance. Examples are: how many times out of five can you hit the shuttle upwards or into the forecourt (FC); try to beat your previous best rally score with your partner.

(b) ***Competing against others in practices***: this can be done in practices similar to those above in which children compete against others to see who can rally the longest or get the best score out of five in hitting a target area.

(c) ***Competing against others in games***: here children try to win the game which is the logical point of any contest. All players must try to win if they are to play the game properly and if they are to test out their progress. To do so, however, will in no way detract from the main reasons why children play badminton or any other game. They play for the movements, the strokes, runs, jumps and landings, the twists and turns, the stops and starts; the test of skill, intelligence and character against equally skilful and determined opponents; the fun and enjoyment of playing with friends and meeting other children.

4. Co-operation.

Co-operation between players is essential while learning. It takes place in fun games and practices in which players help each other to become more skilful. Such social development is an intrinsic part of learning to play badminton.

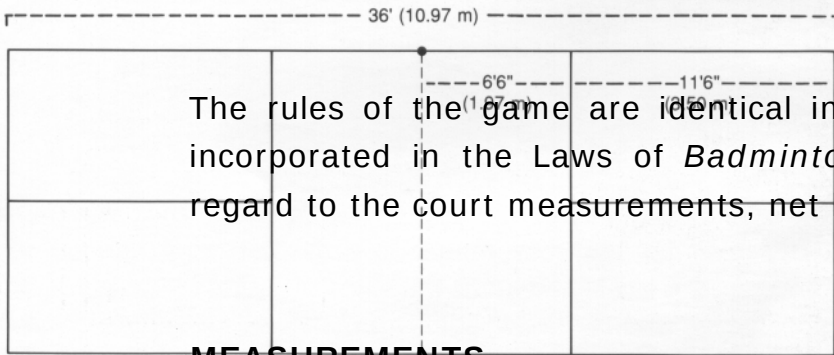
5. Sporting Behaviour.

Children's moral development is also an intrinsic part of the game as implicit in any contest is the tacit agreement between the players that they will co-operate to compete against each other - that each side will try to win, fairly. Without such co-operation there can be no contest and for those players who compete because they enjoy testing themselves out against others there would be no enjoyment. We expect players to conform to this 'contract' - to honour this agreement with their opponents - to be fair.

In doing so they will be showing consideration and respect for their opponents. This is part of what we consider to be sporting behaviour. We believe that children who play competitive games must learn to become good sportsmen and women, if others also are to enjoy the contests.

THE RULES OF THE GAME

THE RULES OF THE GAME



The rules of the game are identical in many respects to those incorporated in the Laws of *Badminton*. They differ only with regard to the court measurements, net height and the scoring.

MEASUREMENTS.

Net Height:

Under eight years: 4 feet (121.82 cm) at the posts and a minimum of 3 feet 11 inches (119.28 cm) at the centre.

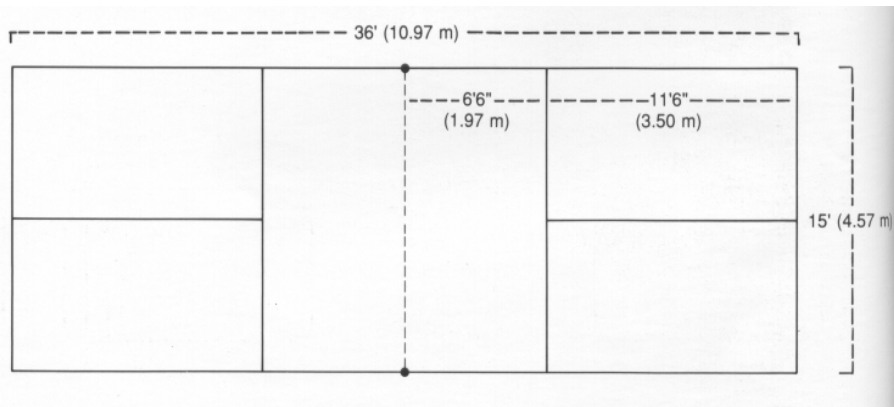
Eight to eleven years: 4 feet 3 inches (129.44 cm) at the posts and a minimum of 4 feet 2 inches (126.90 cm) at the centre.

THE COURT.

The diagrams of the courts show the singles and doubles courts and their service areas.

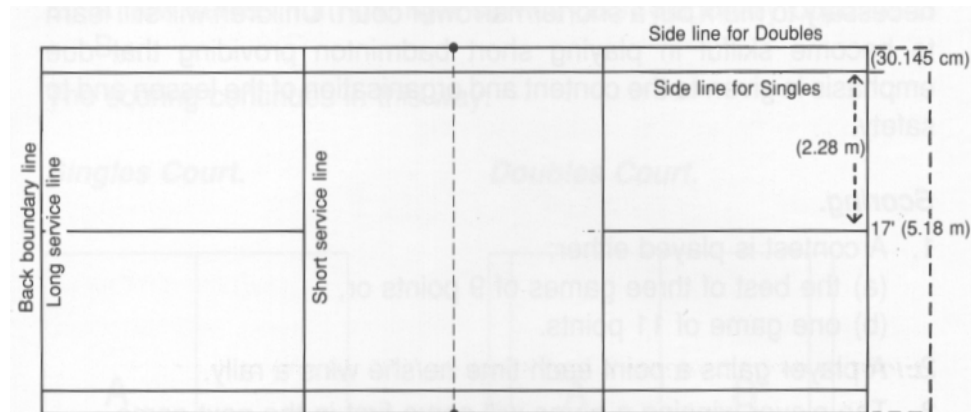
Singles Court.

Length = 36 feet (10.97 metres). Width = 15 feet (4.57 metres).



Doubles Court.

Length = 36 feet (10.97 metres). Width = 17 feet (5.18 metres).



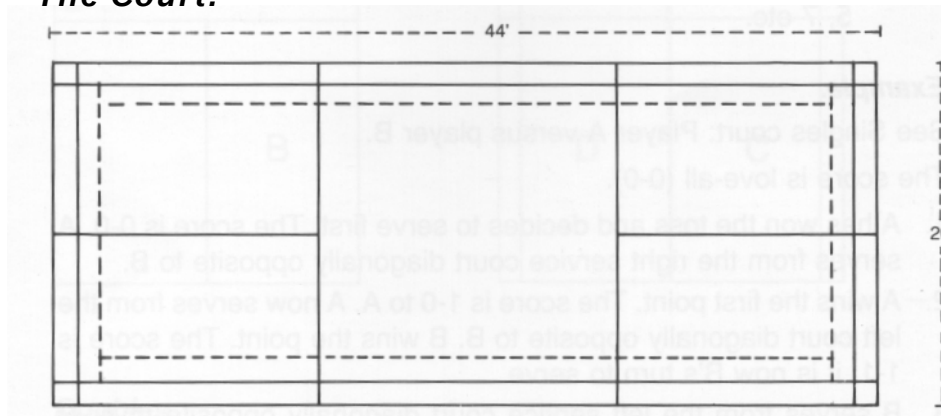
Marking out the Court.

Special courts can be marked out as above or marked out within the existing full size court area as shown below.

(a) **The Back Lines:** mark out a line at each end of the court one foot and six inches (45.68 cm) inside the Doubles long service line.

(b) **The Side Lines:** mark out a line at each side of the court - one foot (30.46 cm) inside the singles side line.

The Court.



Note: these measurements can be varied for recreational play by using the long half of the full court to make a court size of 36 feet long and 10 feet (3.04 metres) wide.

Court size variations.

If there is insufficient space to mark out a full court it may be necessary to mark out a shorter/narrower court. Children will still learn to become skilful in playing short badminton providing that due emphasis is given to the content and organisation of the lesson and to safety.

Scoring.

1. A contest is played either:
 - (a) the best of three games of 9 points or,
 - (b) one game of 11 points.
2. A player gains a point each time he/she wins a rally.
3. The player winning a game will serve first in the next game.

Serving - Singles.

1. A player will continue to serve as long as he/she keeps winning the points. If a player loses the point the serve goes to the other player.
2. The server will serve to the opponent's service court diagonally opposite as follows:
 - (a) from the right court if the server's score is an even number: 0, 2, 4, 6, 8.
 - (b) from the left court if the server's score is an odd number: 1, 3, 5, 7 etc.

Example.

See Singles court: Player A versus player B. The score is love-all (0-0).

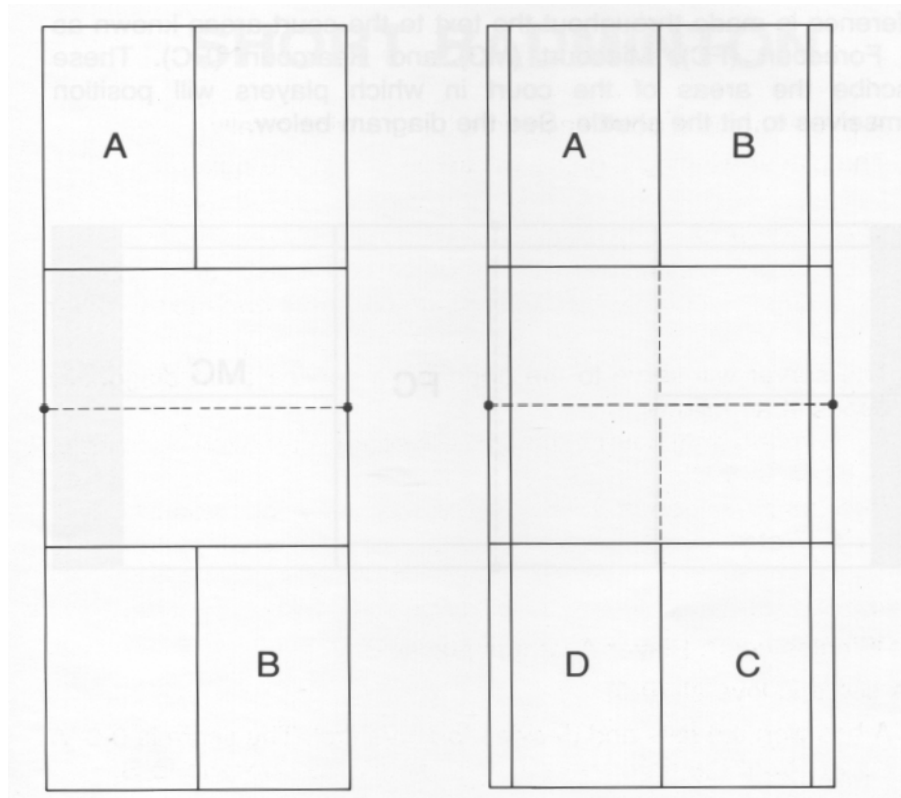
1. A has won the toss and decides to serve first. The score is 0-0. A serves from the right service court diagonally opposite to B.
2. A wins the first point. The score is 1-0 to A. A now serves from the left court diagonally opposite to B. B wins the point. The score is 1-1; it is now B's turn to serve.
3. B serves from the left service court diagonally opposite to A. B wins the point. The score is 2-1.
4. B serves from the right service court to A. B wins the point and leads 3-1.

5. A wins the next point. The score is 2-3. It is A's turn to serve (the server's score is stated first).
6. A now serves from the right service court diagonally opposite to B.

The scoring continues in this way.

Singles Court.

Doubles Court.



Doubles.

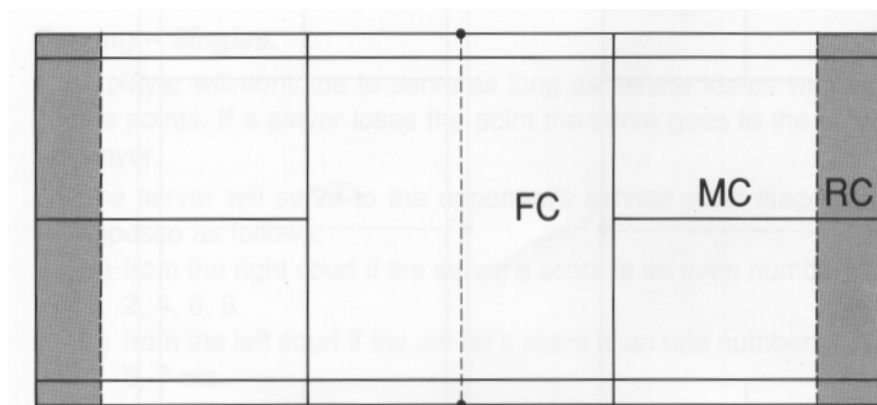
In doubles one player only on the team will continue to serve as long as their team wins the points. If a team loses a point the serve goes to the other team.

When it is one team's turn to serve the player whose turn it is now to serve will serve from the right service court to the service court diagonally opposite if the team's score is an even number; and from the left court if an odd number.

The receiving team players receive in the service court they were in when their team were previously serving.

Court Areas.

Reference is made throughout the text to the court areas known as the Forecourt (FC), Midcourt (MC) and Rearcourt (RC). These describe the areas of the court in which players will position themselves to hit the shuttle. See the diagram below.



TEACHING SHORT BADMINTON

TEACHING SHORT BADMINTON

In deciding what and how to teach children to play short badminton the teacher/coach must first decide what children need to learn at the different stages in their development as players.

Considerations in teaching young children to play badminton. The seven year olds who will normally be in their first year of the junior section of the primary school should be experienced in handling balls (throwing and catching), hoops, bats, sticks and various small apparatus. They should therefore have experienced tracking moving objects coming towards and going away from them. They will have developed a certain degree of eye and hand co-ordination and some spatial awareness with respect to using bats to hit objects. If children have not developed these basic sensory motor skills then they will find it difficult to learn badminton. In which case it will be necessary to 'forget' badminton for a while and concentrate on developing some basic sensory motor skills, e.g. catching and throwing, hitting a ball along the ground or against the wall with various sorts of bats and rackets.

Ideas to work on.

Children who require this sort of activity may be introduced to badminton in various ways and through *co-operative games*. For example some children may find it easier to hit a partially filled balloon instead of a shuttle. They may also learn quicker by playing away from the badminton court e.g. by hitting the balloon or shuttle to each other over a rope or cane resting on the ground or on two skittles or chairs.

When children are ready to be taught short badminton then there will be a quite well defined logical progression in their learning as to a large extent all learners travel a similar road. The speed at which learners travel will depend on such factors as age, physique, ability, intelligence, interest, and opportunity for practice and play. It will be expected therefore that young children, who are continually developing, will vary considerably in their rate of progress. The informed and sensitive teacher will take this into account when planning lessons.

What children need to learn.

1. How to hold the racket and hit the shuttle.
2. How to rally and perform the basic strokes.
3. How to perform the basic body skills.
4. How to play the game: how to start, play and end a game of singles and doubles. This would include:
 - (a) playing simple tactical moves.
 - (b) knowing what court positions to take up to cover the opponents' replies.
 - (c) knowing some basic rules.
5. How to behave in a sporting manner.

What the Teacher needs to know.

The teacher needs to know all that is necessary to teach children what they need to know. If that is self evident it still needs saying if only to establish the children as the focus of the lessons. This will include some knowledge about childrens' development, how they learn and consequently what teaching methods to use. It is not intended to go into detail in these areas as each of the lessons included in this booklet has been designed to take some account of these factors.

PREPARING THE LESSONS

PREPARING THE LESSONS

There are several tasks to complete.

1. Prepare *the playing environment*:

(a) Mark out the court and put up the posts and the net. Make sure that the net is tight, doesn't sag in the middle and is the correct height for the age of the children.

(b) Check that the posts are placed directly on the singles or doubles side line for singles or doubles play and do actually divide the court into halves.

2. Check *the equipment*:

(a) Make certain that there are sufficient shuttlecocks (plastic or feathered) of the correct speed, in good condition and not damaged.

(b) Make sure that there are sufficient rackets, also in good condition, with secure grips and no broken strings. It is important that such equipment is properly looked after and that children come to learn, from the example of the adults, to care for and to have respect for the equipment.

Rackets.

Rackets for short badminton may be the normal length or those specially designed for the game (two inches shorter) (see picture on previous page). They should be evenly balanced or slightly lighter in the head to enable children to obtain more control in using them. They should be strung with a medium tension and kept fully strung at all times. Broken strings should be repaired as soon as possible. These days rackets are made in lightweight materials and can be purchased quite cheaply. A good sports shop will advise on the quality of racket in the medium price range.

Shuttlecocks.

Shuttlecocks come in two types: feathered or plastic. The feathered ones are more expensive and not as durable as plastic. They all come in a range of speeds from slow to fast and are selected according to the temperature of the playing hall.

Storage of Equipment.

When playing in a school it is important that children should learn to look after the equipment and store it away correctly. Too often the net, shuttlecocks and rackets get damaged or lost due to careless storage. Teach the children to:

- (a) Collect all the shuttlecocks and place them all the same way up in the shuttlecock box.
- (b) Lay the rackets neatly together on a shelf or in a box.
- (c) Untie the net from the posts carefully and fold the net up neatly so that it can be easily unravelled when required for use again. Place it in a plastic shopping bag or container so that it doesn't catch on to anything and get torn or unravelled.

3. Safety:

Get to know:

- location of fire escape doors.
- location of fire extinguishers.
- location of nearest phone.
- phone number of local doctor.
- location of building supervisor.
- location of brush for courts.
- location of keys for doors/cupboards etc.

Here are some commonsense rules which will reduce the risk of accidents and injuries and help to ensure children's safety.

- (a) Make sure that the net has no gaps at the sides where connected with the posts and has no large holes in it through which the shuttle may pass. If it can do so children will be at risk of eye injuries.
- (b) Make sure that the floor surface is free of dust and/or condensation to ensure that children do not slip and risk injury. (c) Check the children's footwear to ensure that it will provide an adequate grip on the floor surface.
- (d) Make sure that the children's clothes allow freedom of movement.
- (e) Make sure that there are no obstacles near the court with which children may collide. If there are fixed obstacles such as radiators or posts then warn the children to take care when playing near them.
- (f) Advise the children on the safety rules regarding their behaviour on the court. For example:
 - to take care when doing group practices on the court.
 - not to try to hit the shuttle if there is a risk of colliding with anyone else.
 - not to aim the shuttle towards the head or face of any player standing near the net.
- (g) Make sure that there are no shuttles left lying on the court when children practice or play as these are potential hazards.

Finally insist that children stop play immediately when you give the command STOP! You are in the position to anticipate possible accidents and they should learn to respond immediately to your commands in the interests of safety.

THE LESSONS

THE LESSONS

The lessons are arranged so that the children can learn what they need to know in a logical order. They are designed to help children first, to learn how to rally, to develop skill and to play simple co-operative and competitive games and second, to learn simple tactics and how to compete.

The emphasis in each lesson will be on a particular stage in children's badminton development so that each lesson can be repeated several times, if necessary, before moving on to the next one. It will also be quite sensible to return to a previous lesson as the teacher decides. It will not be expected that all the content of a lesson will be experienced in each session unless of course there is sufficient interest from the children and sufficient time to do so.

It is assumed in all lessons that the teacher will try to provide enjoyable lessons, i.e. to stimulate and maintain the children's interest.

Considerations in planning lessons.

When teaching young children the teacher should consider the following factors:

Preparation:

- (a) ensure that there are sufficient facilities, i.e. rackets, shuttles, posts, nets, hoops and targets and any other equipment that might be needed;
- (b) check that there are toilet facilities available, and drinks.

Pace of Lesson:

It is important to accept that there is no hurry in teaching young children to play badminton. The purpose is not to produce champions but to provide young children with enjoyable experiences in an interesting game. Children will therefore work at their own pace which will be determined by a variety of factors, e.g. interest, ability, enjoyment, friends, fitness and health. The good teacher will try to adapt to the children. Here is some basic advice:

- (a) *Simplicity*: keep the lesson simple and give clear explanations and instructions.
- (b) *Interest*: children learn by having a go so provide lots of opportunity to practice and play.
- (c) *Praise and encouragement*: children like to please and know that they are doing things properly. Let them know.
- (d) *Exploration*: children like to try our ideas for themselves and find their own ways of doing things. Give them ideas to work on.
- (e) *Challenges and achievements*: children like to achieve targets so help them to set achievable targets.
- (f) *Friends*: Young children like to play with their friends. Allow them some choice in who they practice with.

THE LESSON CONTENT

Each lesson will contain:

1. *Ideas to explore*: these include ways of hitting the shuttle as well as ways of outmanoeuvring the other players.
2. *Co-operative Practices and fun games*: to improve skill in hitting the shuttle and in moving on the court.
3. *Games*: both normal games and those sometimes adapted to ensure that children practice certain ideas in the game.

There is no fixed order in presenting these three parts during each lesson as much will depend on what the teacher decides is most suitable for the children at the time.

Organisation of groups.

The three main objectives in organising the class are:

- (a) safety,
- (b) to maximise learning,
- (c) enjoyment.

LESSON ONE

- Aims:**
- to teach children how to rally.
 - to teach children how to hold the racket.
 - to teach children how to play a game.

Organisation and equipment.

- a racket for each player.
- a shuttle for each player.
- an extra post and net or piece of rope.
- possible extras: skittles, canes and skipping ropes.

Teaching the Lesson.

1. Warm Up.

Introduce a body skill activity from the list (pages 46-49).

Examples: 'Tag' or hopping relay.

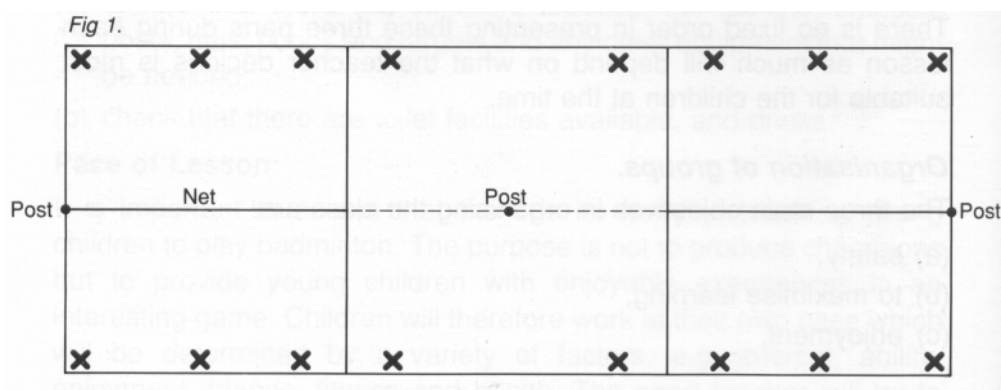
2. Rally practices.

Comment: The teacher should demonstrate these practices before giving them to the children as ideas to be tried out. During the practices encourage the children and praise their efforts. The teacher may join in as necessary.

(a) Rally across the net with your partner.

If there is a large group of children the net(s) can be set up to divide the court longways and the players then practise across the court.

See Fig 1.



(b) Rally and count your best score.

(c) Rally and try to beat your best

3. Learning to use the racket in different ways.

In these practices each child learns to use the racket above and below the hand.

(a) Rally with your partner and practise hitting the shuttle up with your racket above your hand. See *Plate 1*.

(b) Rally with your partner and practise hitting the shuttle up with your racket below your hand. See *Plate 2*.



Plate 1. Racket above hand.

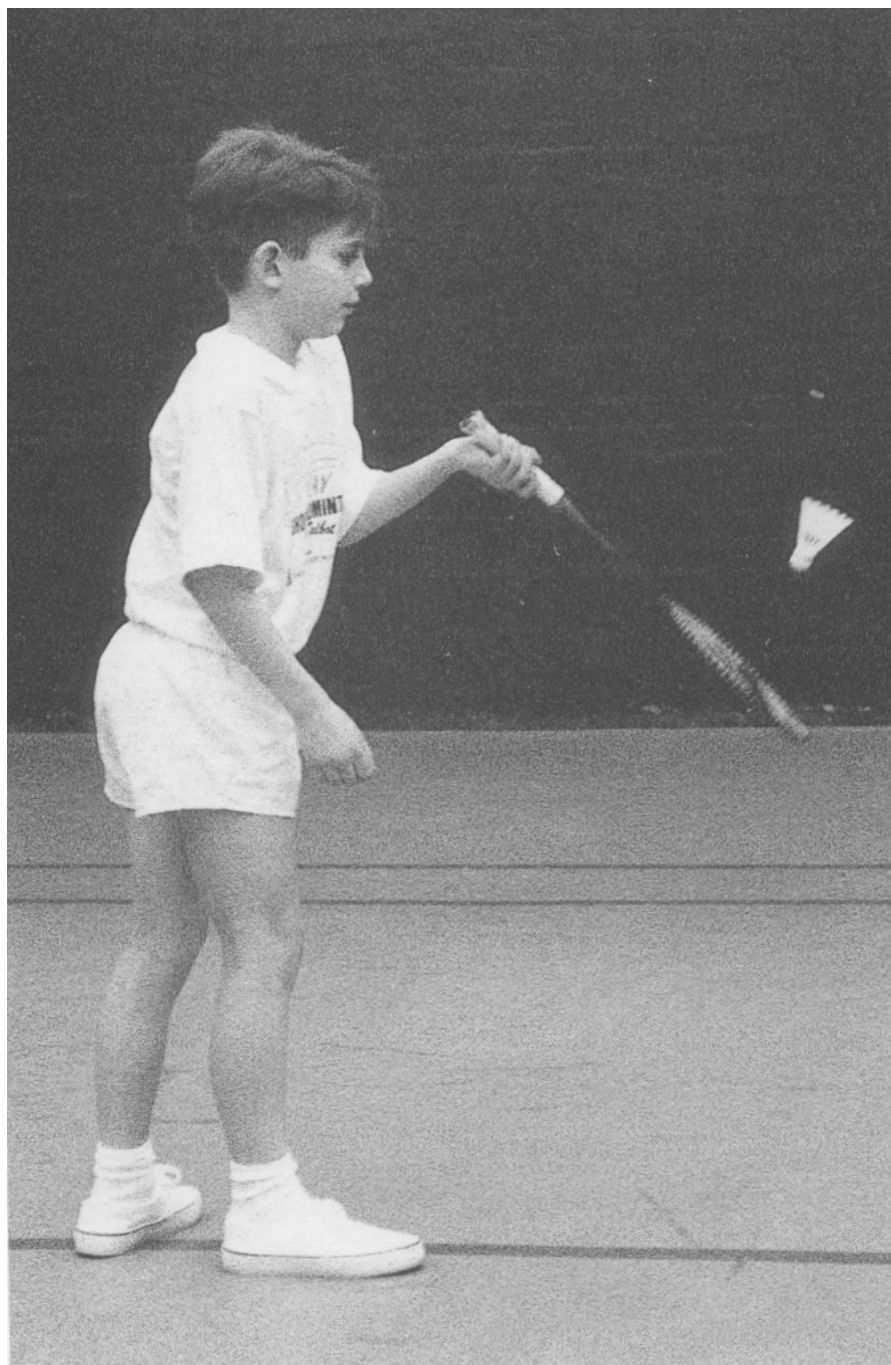


Plate 2. Racket below hand. *Get your best score.*

4. Learning how to hold the racket handle.

In these practices children will learn the basic forehand and backhand grips.

Forehand grip.

To hold the racket in this grip the child should simply 'shake hands' with the racket handle. The racket handle is held gently in the fingers with the palm placed mainly behind the broad surface of the handle. When the child hits the shuttle it will seem as if he/she is hitting with the palm of the hand. See *Plate 3.* below.

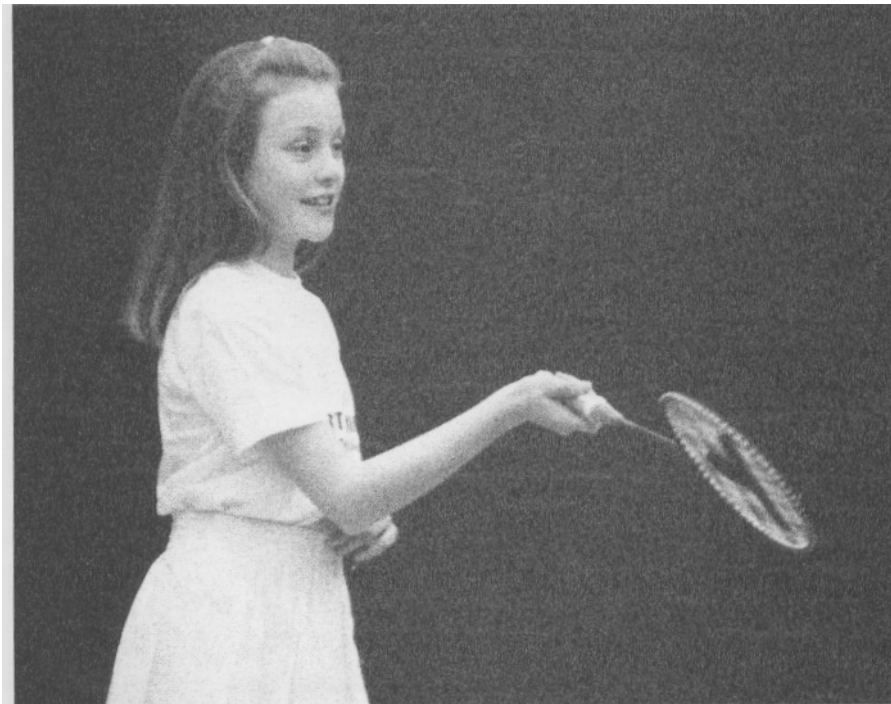


Plate 3. Forehand grip.

Backhand grip.

To hold the racket in this grip the child simply moves the hand over the top of the handle until the thumb is pressing on the broad surface of the racket handle. When the child hits the shuttle it will seem as he/she is hitting with the thumb. See *Plate 4.*



Plate 4. Backhand grip.

Practices.

- (a) Hold the racket in your forehand grip and rally with your partner. Hit the shuttle to your partner's forehand side.
- (b) Hold the racket in your backhand grip and rally with your partner. Hit the shuttle to your partner's backhand side.
- (c) Rally with your partner and hit the shuttle several times to the forehand and several times to the backhand side of your partner. Change your grip each time so that you use the correct grip to hold the racket when hitting the shuttle.

Coaching Tips.

Players should *cock the hand* as they take their racket heads back in preparation to hit the shuttle. To ensure that the children do this the teacher should ask them *to point the end of the racket handle towards the shuttle as they take the racket head back ready to hit the shuttle*. See Plates 5 and 6.

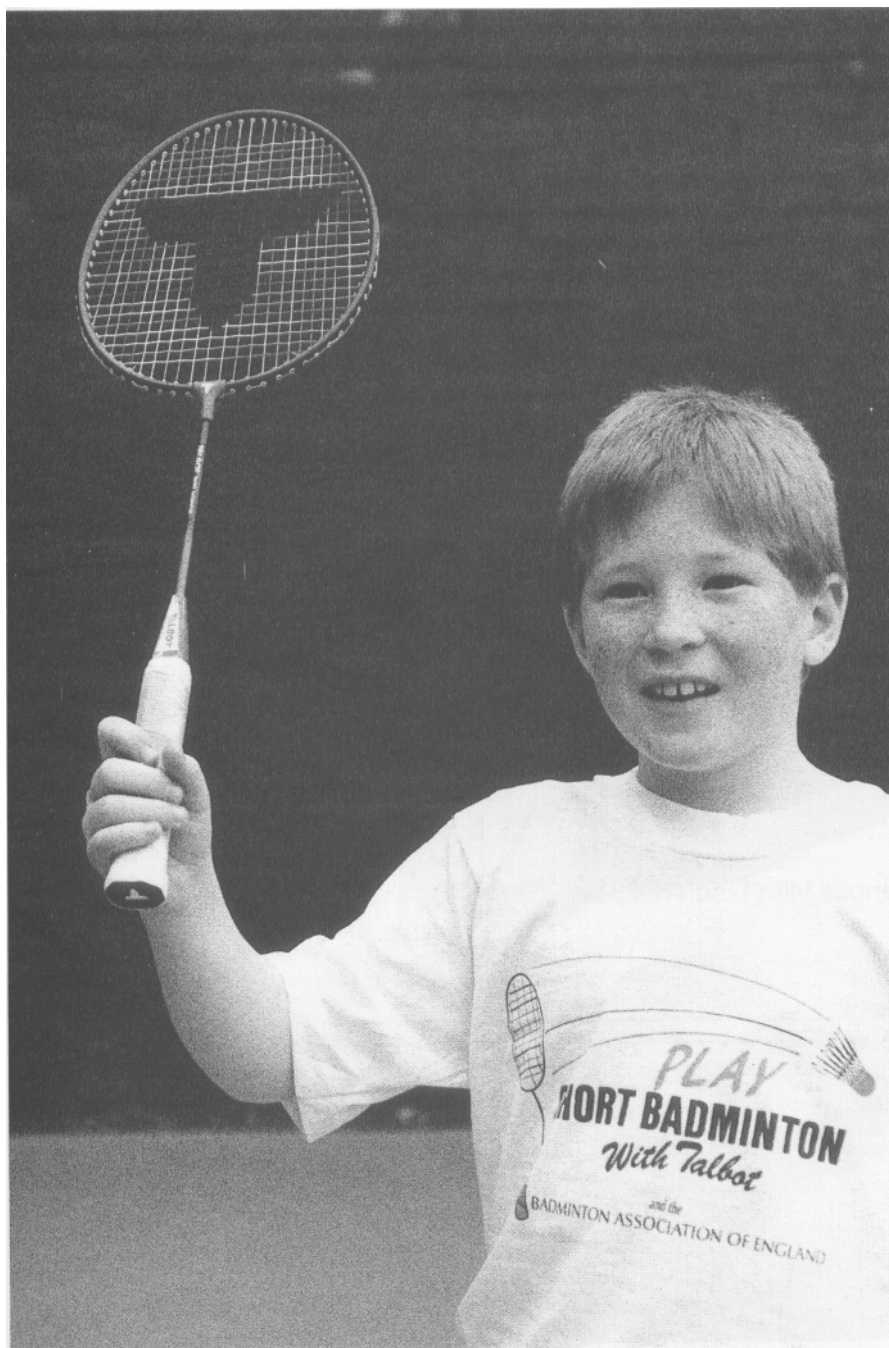


Plate 5. Cocking the hand for forehand hits.

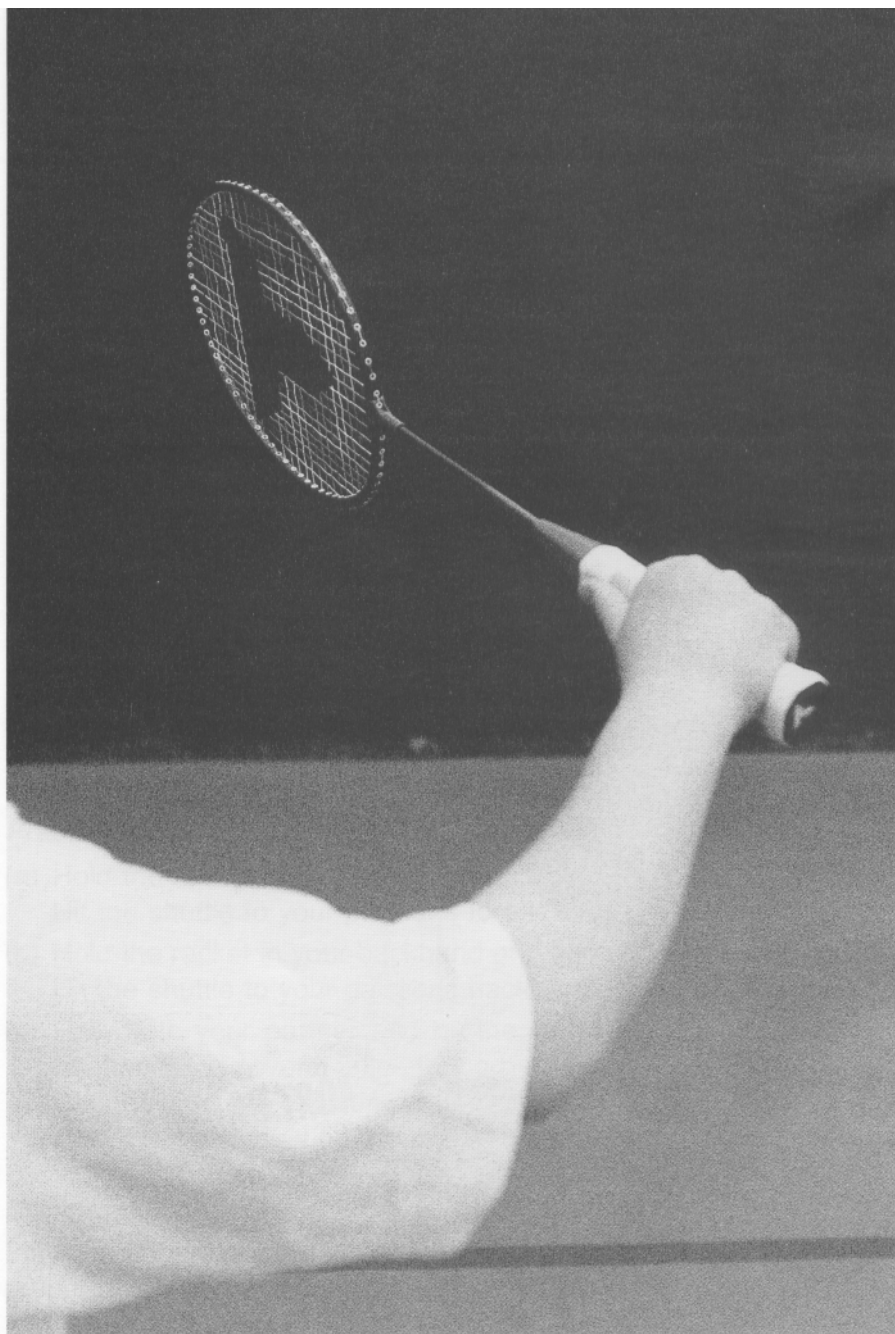


Plate 6. Cocking the hand for backhand hits.

PLAY A GAME

1. Co-operative Game.

In this game a point is gained by a pair each time they achieve 5 hits in a rally. The game ends when they have gained 5 points.

Note: The teacher can increase the number of hits for a point and/or increase the number of points depending on the ability of the players, e.g. 10 hits gets 1 point; the game ends when 10 points have been scored.

2. Team Rally Game.

This is a rally game with each team trying to obtain a higher rally score than the other team. Any number of players can make up a team.

(a) Divide the class up into two teams. Divide each team up into two groups.

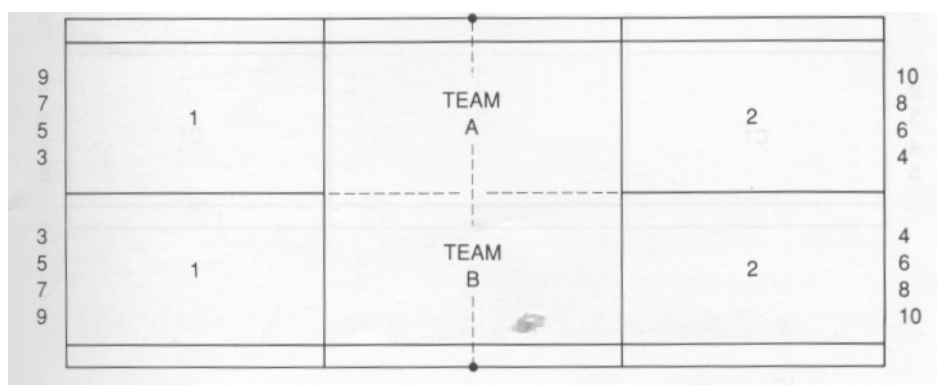
(b) Organise the teams as shown below. See Fig 2.

(c) Team A has 10 players, 5 on each side of the net. Team B has 10 players, 5 on each side of the net. Number the players in each team from 1 to 10 and place the odd numbers on one side of the net and the even numbers on the other side.

(d) Player 1 of team A hits the shuttle to player 2 of team A, who hits it to player 3 and so on - with each player hitting in order. Team B does the same.

(e) The players in each team rally. The team with the best rally score wins after 10 attempts to play a rally.

Fig 2.



3. Five lives Game.

The point of this game is to ensure that players concentrate and try to return the shuttle over the net. Each player starts with five lives. The object of the game is for each player to try to save his/her lives. The game ends when one player has lost all his/her lives. The players take it in turns to serve the shuttle for each rally.

4. Five lives Team Game.

The group is organised as for the Team Rally game above. See Fig 3 below.

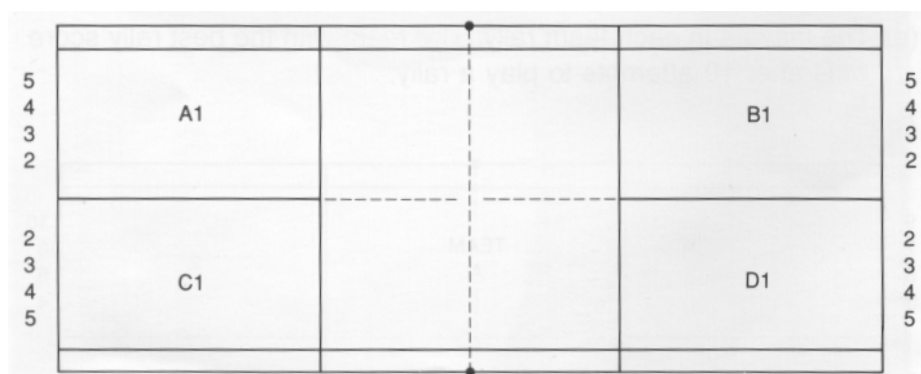
There are four teams. Team A plays against team B, and team C plays team D.

The players in each team have to save their team's lives. Each team starts with 5 or 10 lives.

The players in each team rally in numerical order and lose one of the team's lives each time a player fails to return the shuttle over the net i.e. A1 serves to B1, B1 hits to A2, A2 hits to B2, B2 to A3.....

Each rally starts with a serve from the player whose turn it was to hit the shuttle after the rally ended.

Fig 3.



End of Lesson.

1. Bring the class together and give the players encouraging comments, praise and advice. Remind them what they have learnt.
2. Check that all the equipment is collected.
3. Teach them how to put the equipment away, i.e. fold up the net, place the shuttles in the box the same way up, store the rackets neatly.

LESSON TWO

- Aims:**
- to teach the children the *ready position* and the *stroke cycle*.
 - to teach control in using the racket and to develop a feel for skilled movement.
 - to teach the children how to perform the basic strokes.

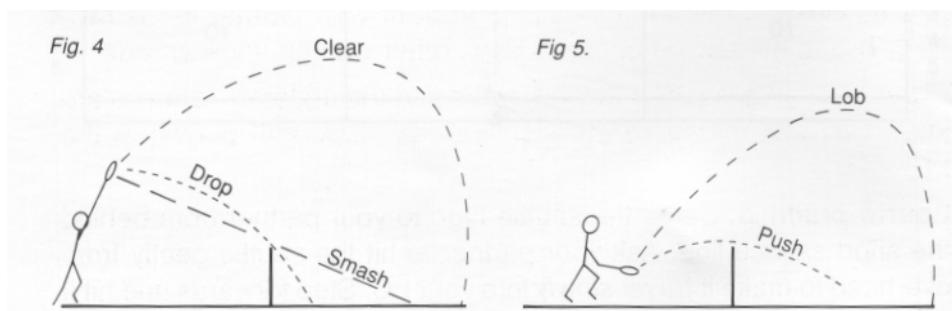
Note: A stroke is the name given to the actions used to hit the shuttle back over the net. The actions comprise a *cycle of movement* which commences with:

- the racket starting position in front of the body.
- the preparation as the racket head is taken back ready to hit the shuttle.
- the hit.
- the recovery back to the starting position, which completes the stroke cycle and enables the stroke to be recognised as a particular type. Only by completing the stroke cycle will children acquire a *feel* for the movement, a sense of rhythm and fluency, and develop skill.

The basic strokes are:

- (a) the Rearcourt strokes usually played from overhead: smash, clear and dropshot;
- (b) the Midcourt strokes: played from overhead as in the RC and the underarm strokes: lob, block, push and drive;
- (c) the Forecourt strokes: net kill and the net replies; (d) the low and high serve.

They will be learned by the children as they try to hit the shuttle in various ways from and to different parts of the court. See Figs 4 and 5.



Teaching the Lesson.

1. Warm up. Introduce a body skill activity from the list on pages 46-49.
2. Revision. Instruct the players to rally with their partners. The players should practice:
 - (a) hitting the shuttle with the racket above and below the hand;
 - (b) the forehand and backhand grips and changing grip;
 - (c) five lives game.

3. Basic stroke practices.

The ready position: See Plate 7. Stand in the centre of your MC facing your partner with your knees slightly bent and your weight evenly balanced on the balls of your feet. Hold your racket in front of you with the racket head higher than your hand, i.e. so that your hand is partially cocked at the wrist.

The stroke cycle: Always return your racket in front of you after hitting the shuttle and before you make another hit.

Advice: Whenever you rally with your partner or play a game return to the centre of your MC court after hitting the shuttle and hold your racket in front of you with the racket head higher than your hand.

First practice: Position yourselves in the centre of the MC. Rally with your partner and practise returning the racket to the starting position after each hit. Remember to do this in all the practices.

Second practice: Serve the shuttle high above your partner's head and rally. Practise hitting the shuttle from *above* your head to send it *far and high* into your partner's court.

Note: The serve is called the *high serve* and the overhead hit is called the *clear*.

Third practice: Serve the shuttle gently to your partner so that it passes close to the net and falls in front of your partner in the MC. Rally hitting the shuttle gently to each other with an underarm hit.

Note: The serve is called the *low serve* and the underarm strokes are known as *low returns* to the MC and *net strokes* (if played in the FC).

Fourth practice: Serve the shuttle high to your partner from behind the short service line. Ask your partner to hit the shuttle gently from overhead to make it travel slowly into your FC. Step forwards and hit it

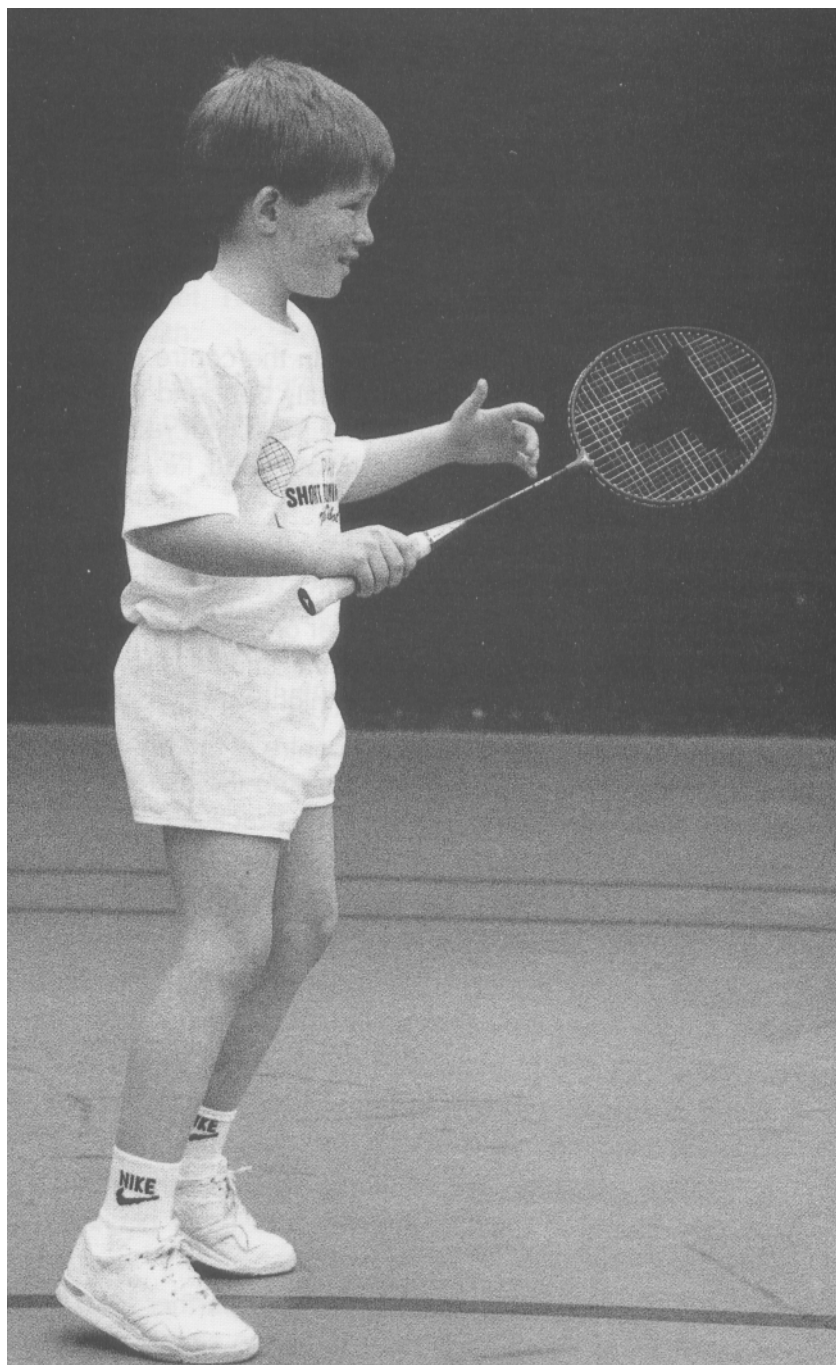


Plate 7 The Ready position.

upwards again above your partner's head and then return behind the service line. Practice for a while taking it in turns to do this.

Note: The overhead stroke is called the *dropshot* and the underarm stroke is called the *lob*.

Fifth practice: Serve the shuttle high to your partner. Ask your partner to hit the shuttle down quickly to you in the MC for you to hit it upwards again. Practice for a while taking it in turns to do this.

Note: The stroke used to make the quick downward hit is called the *smash* and the upward hit is called the *lob*. When you have completed all these practices you will have learned most of the basic strokes in the game. See page 34 Fig 4 and 5.

LESSON THREE

If the children play draughts, chess or any similar game they will be used to making tactical moves to outwit the other players. Badminton is a similar sort of game as there are numerous tactical moves that can be played to various parts of the court to outwit the opponent(s). The game is a testing 'battle of wits'. This is what makes it so appealing to many young players.

The more strokes the children can play the more moves they can make which is why all the practices in the previous lessons will be so useful. They will help children to learn the basic strokes required to become skilful at playing most of the tactical moves.

In play children will need all their skill in hitting the shuttle allied with their intelligence and imagination in creating opportunities to outwit the opponent and in getting themselves out of difficult situations. Although there are many tactical moves which can be played they can be reduced to three basic moves. These are, to send your partner out of position:

(a) to the RC; (b) to the FC; (c) to the sides of the court.

This lesson is designed to allow children to learn the basic tactical moves and to use their intelligence in playing the game.

Aims: - to teach the children the three basic moves.

Teaching the Lesson.

First practice: Rally and try to move your partner as far away from the net as possible.

Note: In this practice the players will try to move each other away from the centre to the RC in order to create some space to hit the shuttle into if the other player is slow in travelling back into position in the MC. To achieve this each player should hit the shuttle high over their partner's head to the RC in order to make time to get back into position in the MC before their partner hits the shuttle.

Second practice: Rally and try to make your partner play the shuttle from near the ground in the FC.

The players should take it in turns to do this. One player will play a

dropshot from the RC and the other will play a lob from near the net in the FC and then return to the MC.

Note: In this practice the RC player will try to move the other player from the MC out of position into the FC. The player who plays the lob from the FC should lob it back high to make time to return back into position in the MC each time before the partner plays the next dropshot.

Third practice: Rally and try to make your partner play the shuttle from the sides of the court.

Note: In this practice both players can try to move the other to the sides of the court. They will move each other out of position, create some space and get the chance to play angled shots using the width of the court.

Fourth practice: Rally and try to make your partner play the shuttle from the RC, MC or FC.

Note: Now both players can rally and use all the basic moves. Remind the players to return to the ready position in the MC after hitting the shuttle.

Play a Game.

1. Five points game.

Play a game and try to win each rally by using the three basic moves to outwit your partner.

FUN PRACTICES AND GAMES

FUN PRACTICES AND GAMES

This section includes a number of fun games in which children can develop and practise their body skill in moving and their skill in using their rackets. The teacher can devise others.

Games to develop racket skill.

1. Individual rally game.

Each player has a racket and shuttle.

The aim of the game is to keep hitting the shuttle and count the number of hits. The players try to improve on their best score each time. See Plate 8.

2. Hitting the ceiling.

The players try to hit the ceiling using a forehand grip and then a backhand grip. Count the best score when using each grip.

3. Target games.

(a) Hoops.

The player stands behind the line and tries to serve the shuttle into the hoop. Two points are gained in the inner hoop and 1 point in the outer hoop. The game ends when one player reaches 10 points.

Note: Chalk circles may be drawn on the floor or on the wall. Racket head covers also may be used see Plate 9.

(b) Shuttle in the Bucket.

The player stands behind the line but this time tries to hit the shuttle into a bucket, basket or bowl. One point is gained on each successful attempt. The game ends when one player has gained 5 points. See Plate 10.

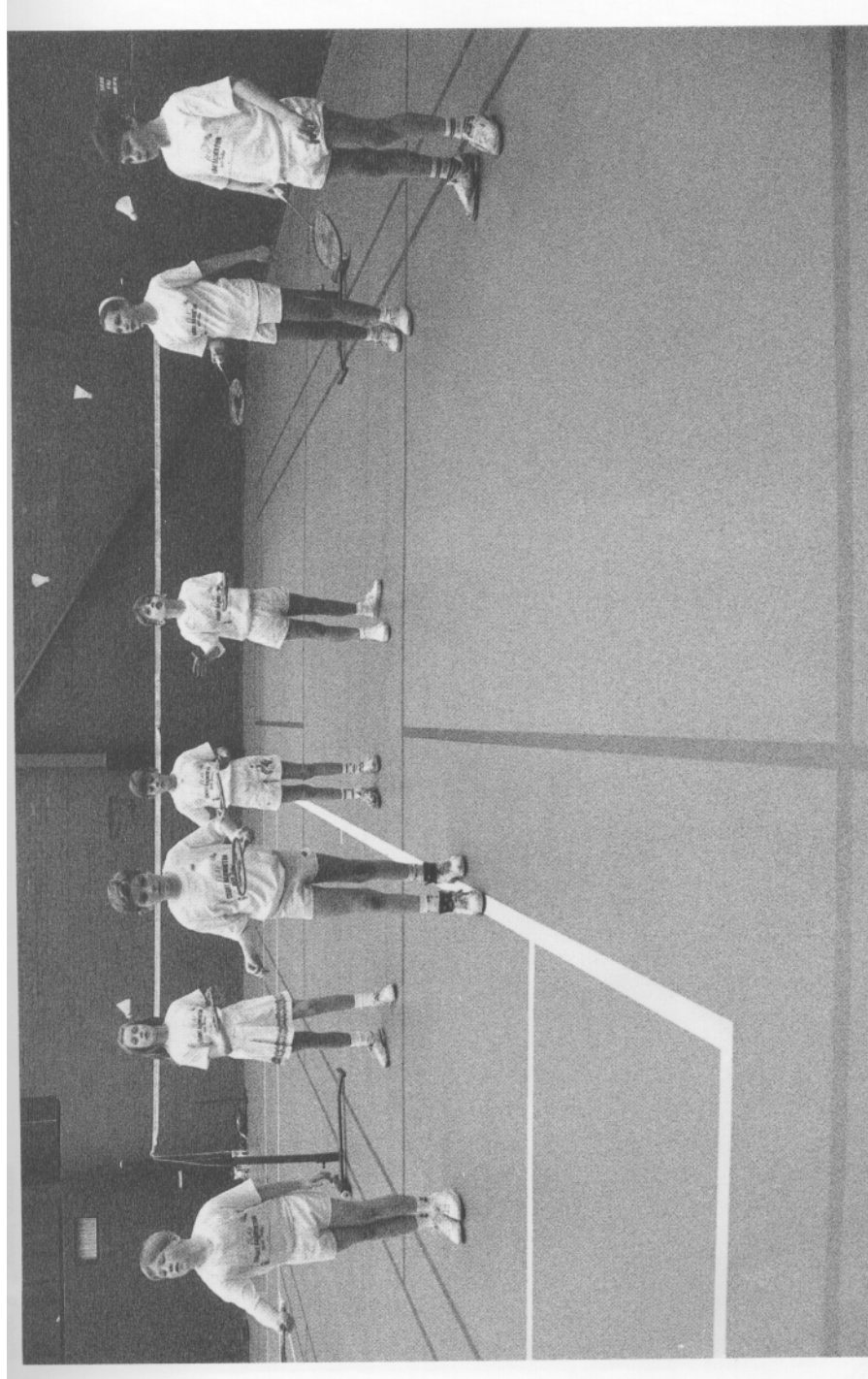


Plate 8. Individual rally game.

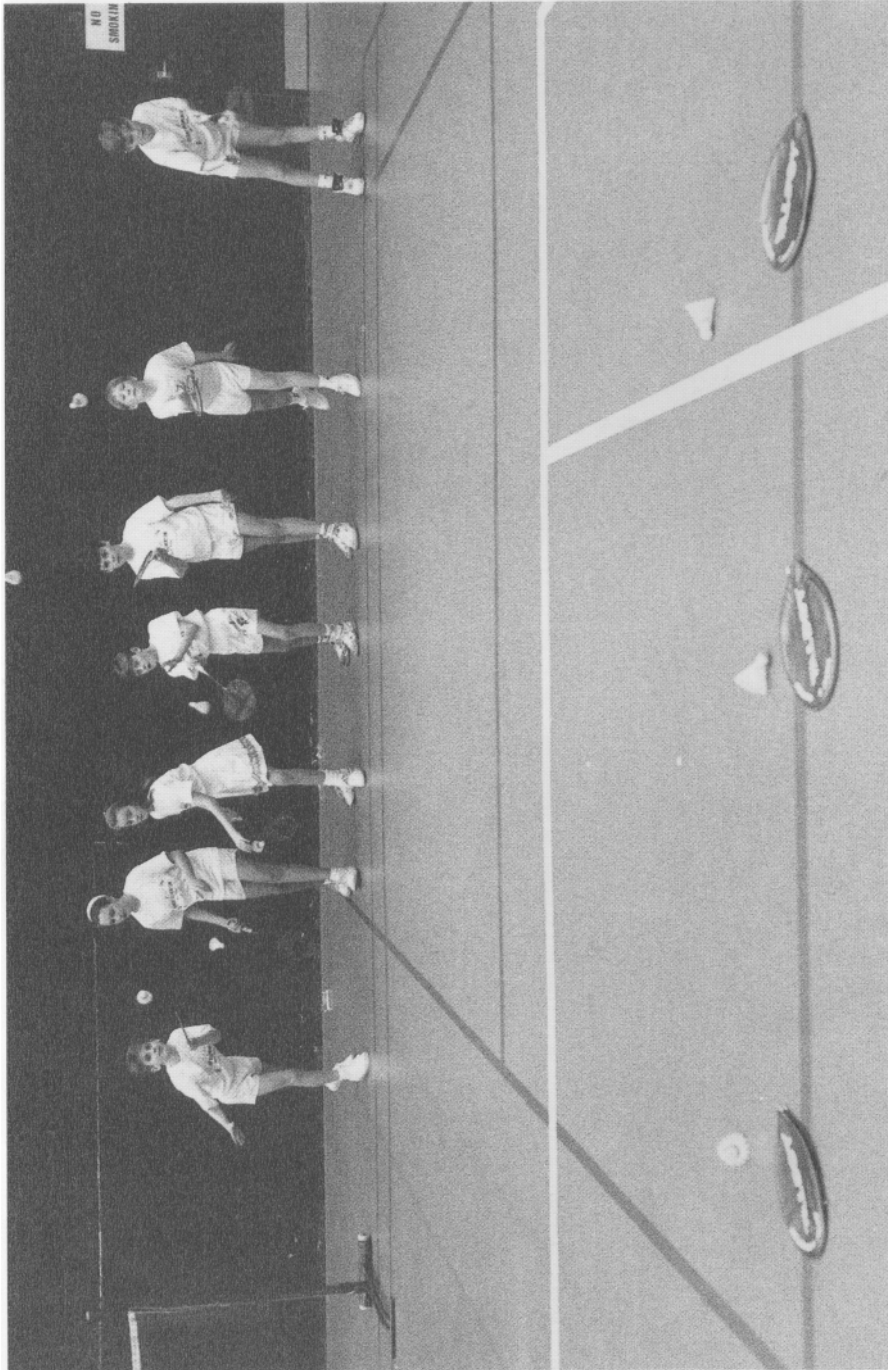


Plate 9. Target game.

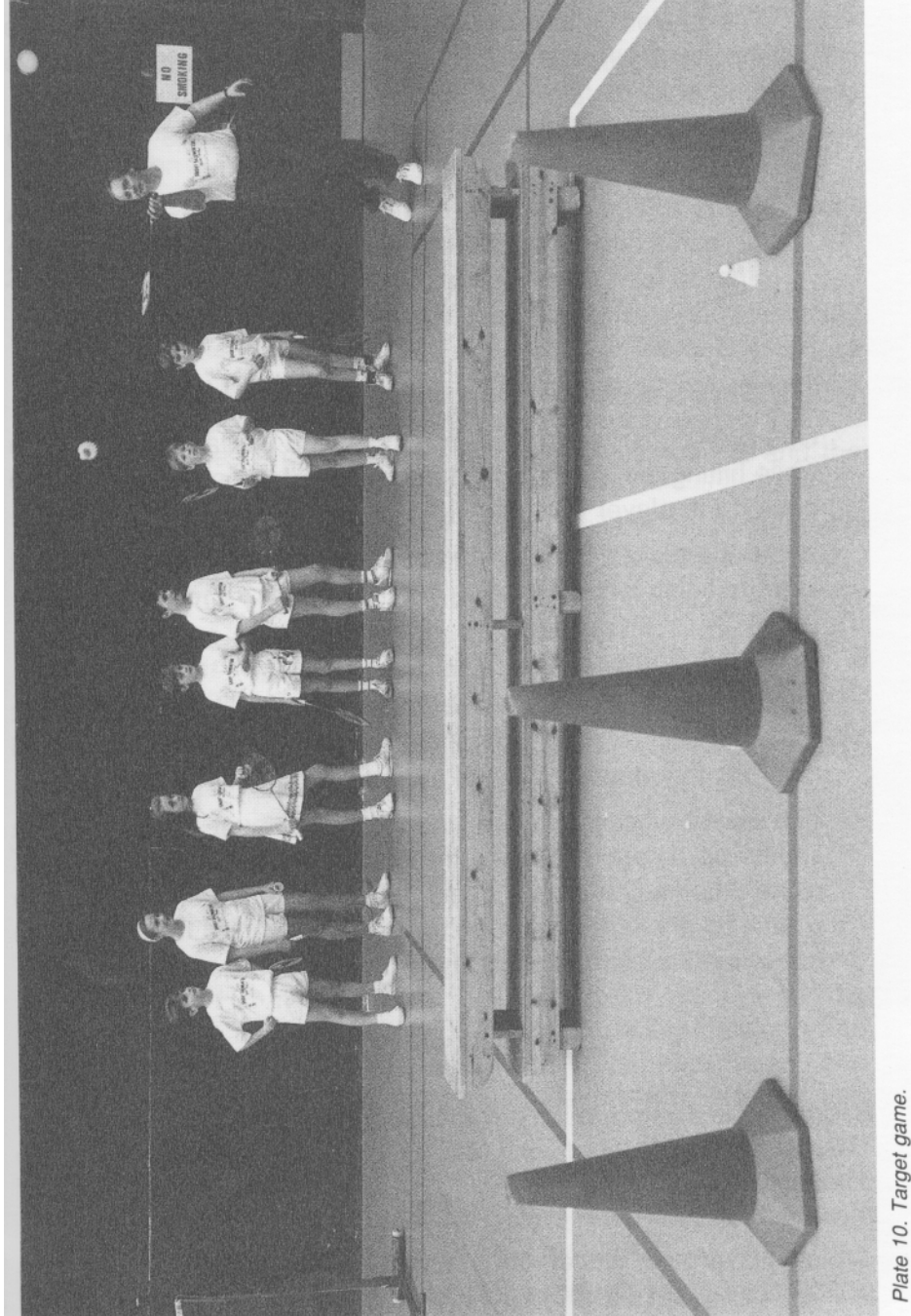


Plate 10. Target game.

(c) Distance.

The players stand behind the line. The intention is to see which player can hit the shuttle the furthest out of five attempts.

Game 1. The players use an underarm stroke - the serve action.

Game 2. The players use an overhead stroke - the clear. In this game one player tosses the shuttle up from the side for the other to hit it from overhead.

4. Relay Games.

The players stand in teams behind the line.

One player from each team has to race to the far line and return while hitting the shuttle up on the racket. If the shuttle falls to the ground the player must stop, pick it up and start from that place.

When the player crosses the line the next player goes. The first team to finish is the winner.

5. Catch-out Game.

The players stand on the outer lines of the court spaced out around the court. One player rallies alone inside the court and then hits the shuttle high and calls a name/number.

The player whose name/number is called must run and hit the shuttle up before it touches the ground. That player then rallies alone until he/she calls a name. If the player does not get to the shuttle before it hits the ground then that player is OUT. The game continues until one or two players are left in.

MOVEMENT GAMES

Badminton is a game which provides scope for a variety of movement. The player has to start and stop quickly, run and sprint, change direction, stretch, twist and turn, jump and land. All the sorts of movement that children enjoy.

Typical playground games offer the opportunity to develop children's skill in moving and can be used both as a warm up in the lessons and to develop skill in moving.

1. Starting and Stopping games.

Statues. One child is the Stopper.

The children run inside the court until the Stopper shouts STOP! The children must stop still immediately in statue like form with no part moving. Any child who is caught moving is OUT. The game ends when everyone is out.

Comment: A game for balance and control.

2. Dodging games.

These are good games for changing direction and developing agility.

(a) One child is HE. The players run inside the court chased by HE. The players must stay within the court boundary lines. If HE touches a player then that player becomes HE and the game continues.

(b) Two children are HE. When another child is touched he/she must stand still until touched ('released') by another player.

(c) One child is HE. When another child is touched he/she is OUT. The game ends when all the children are OUT.

Comment: A game for four or five players.

(d) Shadows: The children stand with a partner. One player has to try to lose the **shadow** (the other player) by the time the teacher calls STOP.

3. Hopping games.

Good games for balance, control and agility.

(a) Cross the court

The players start behind the line on one side of the court. One player is HE in the centre. The idea of the game is for the players to hop across the court without being knocked onto two feet by HE. All the players, including HE must hop on one leg with their arms tightly folded. Players who are knocked onto two feet will be OUT.

A variation is for OUT players to assist the HE player.

(b) King of the Court.

All the players hop inside the court space with their arms folded. The idea of the game is for each player to try to knock other players onto two feet. The player who is left is King of the Court.

(c) Hopping relay race.

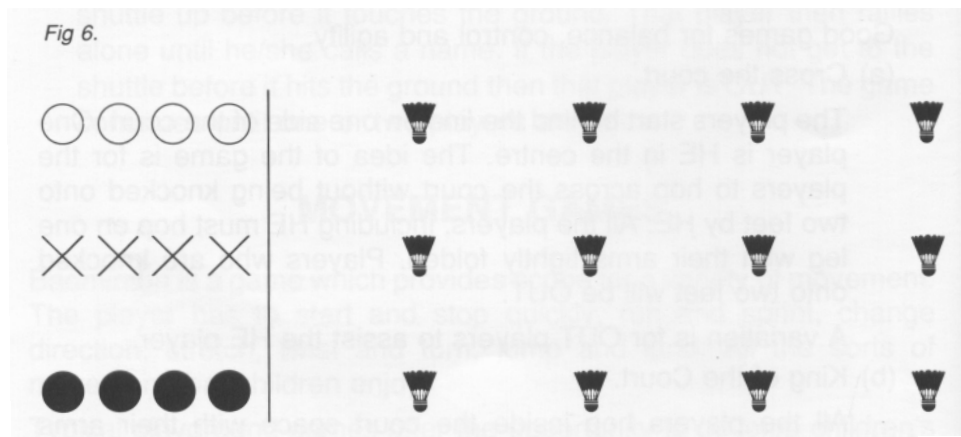
The players form teams with four players in a team numbered from 1 to 4. The players line up behind the court side line in their teams ready to race against each other. The first player in each team must hop across the court, touch the side line and hop back on the other leg. The next player goes when the first player returns across the line. The game ends when all the players have had a turn. The first team to finish are the winners.

4. Games for speed.

(a) Shuttle race.

The players are divided up into two or three teams of equal numbers. Four shuttles are placed on marks spaced out down the hall about 3 metres apart. See Fig 6. The first player in each team runs and collects all the shuttles before running back to give them to the second player who runs and places them all back in position again. No. 3 collects and No. 4 deposits and so on. Each shuttle must be placed accurately on the mark or the player must go back and do so. The winning team is the first to complete the course accurately.

Comment: This race is suitable for younger children, e.g. 7/8 year olds.



(b) Shuttle Race.

The course is laid out as above. This time each player has to pick up a shuttle and run back with it before going to collect the next shuttle. When all four shuttles have been collected the second player puts each one back in position one at a time.

Comment: This race is more suitable for the older children. There are numerous games similar to these all of which are enjoyable and suitable for developing skill in moving as well as being an excellent form of exercise for children. The teacher can devise more of these games and use them as a warm up or a fun game during the lesson.