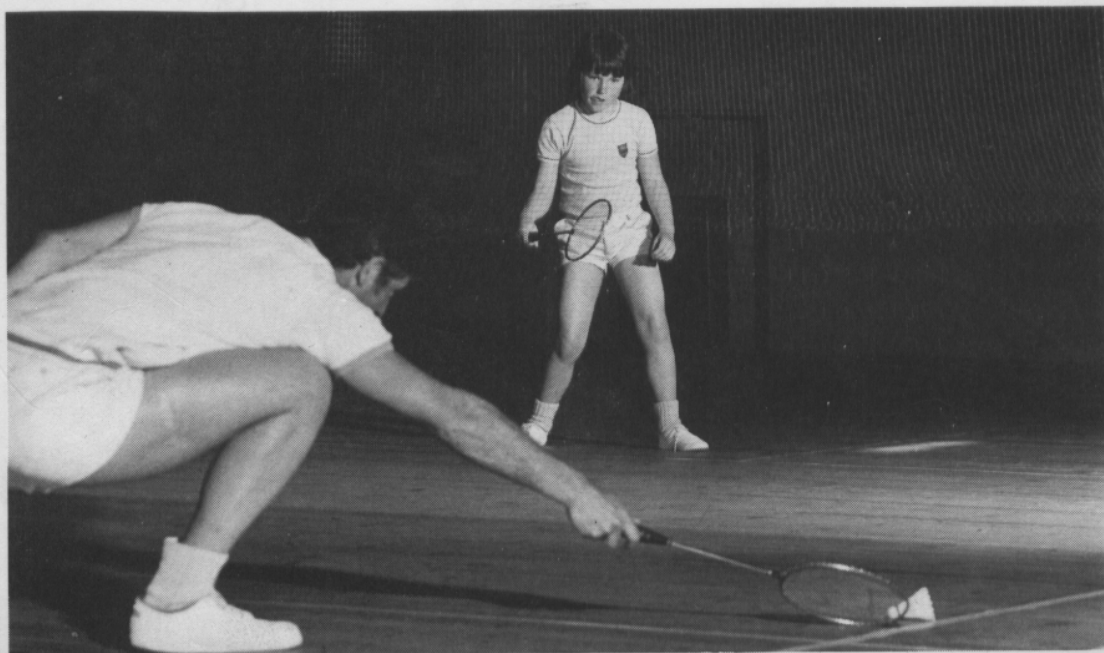
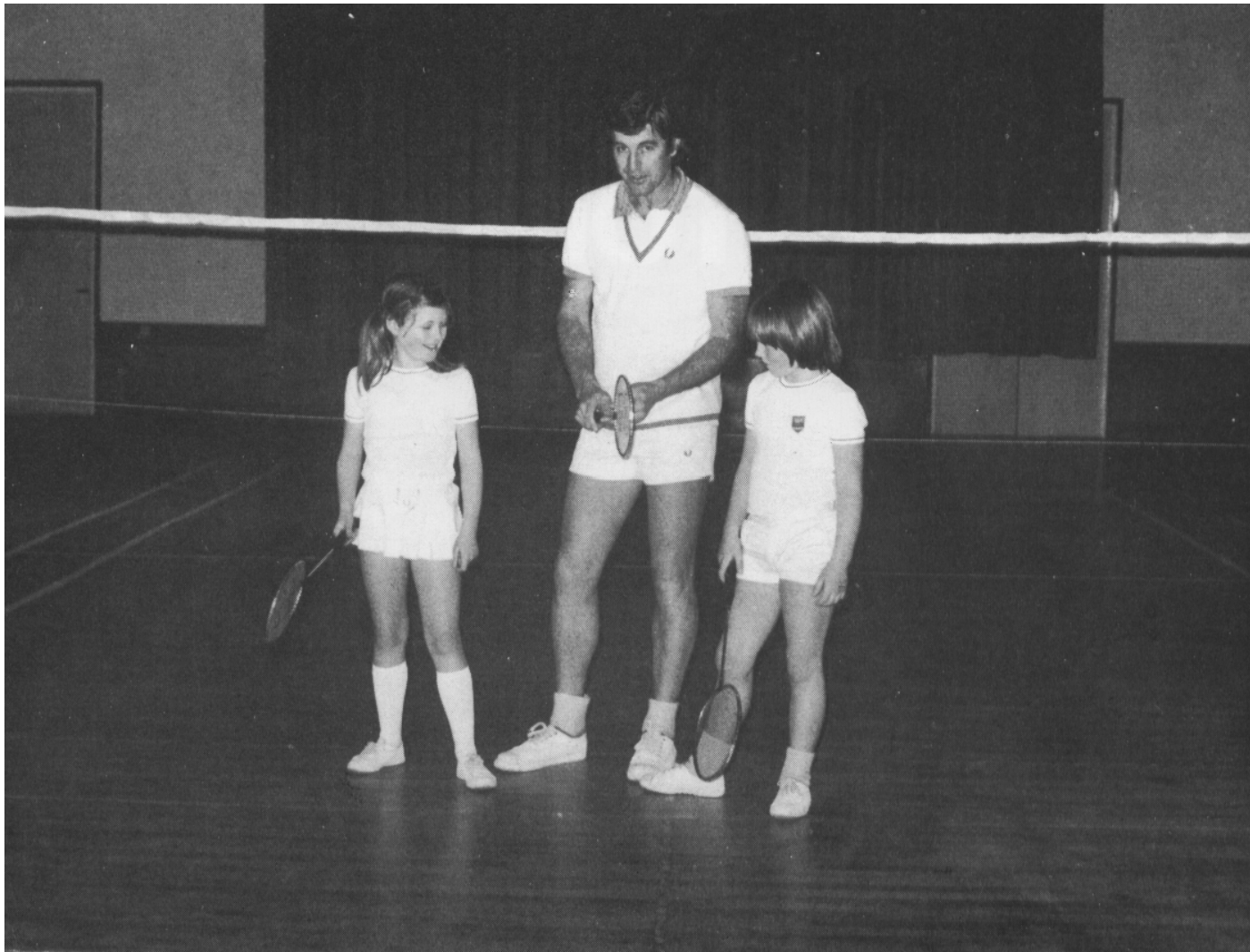


Teach your child **BADMINTON**



Jake Downey National Coach and International Coach to the
England UBER Cup Team 1975

Teach your child **BADMINTON**



The author and his children

(c) Jake Downey 2003

First published by Lepus Books in 1976. 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 Jake Downey

Contents

	page
Foreword	7
Part 1. The Parent as Teacher and Coach.	9
Introduction	
What is badminton?	
Why play badminton?	
At what age can you begin to play?	
What do you need to play the game?	
(1) Equipment.	
(2) A knowledge of the game.	
Part 2. Activities for Enjoyment and Learning.	18
Teaching the game.	
Lessons 1 to 13	
Part 3. Playing the Game.	54
The singles game.	
The lessons.	
Lessons 1 to 4.	
The doubles game.	
Part 4. Practising.	70
Stroke practices.	
Part 5. Fitness for Badminton.	75
Part 6. Organising Competitive Badminton.	80

List of Illustrations

	page
Frontspiece	
Plate 1 Holding the shuttle-Method 1	21
Plate 2 Holding the shuttle-Method 2	21
Plate 3 An overhead stroke	23
Plate 4 An underarm stroke	23
Plate 5 Forehand grip-palm behind handle	25
Plate 6 Backhand grip-thumb behind handle,	26
Ready position-front view	27
Plate 8 Ready position-side view	27
Plate 9 Making space-to the right	29
Plate 10 Making space-to the left	29
Plate 11 Ready to serve	30
Plate 12 Ready for the backhand serve	31
Plate 13 Stroke played with the racket head above level	
of wrist	32
Plate 14 Stroke played with the racket head below level	
of wrist	32
Plate 15 Upward hit from an overhead position	36
Plate 16 Upward hit from an underarm position	36
Plate 17 Downward hit	37
Plate 18 Preparation	42
Plate 19 Action	42
Plate 20 Recovery-ready for the next shot	43
Plate 21 Taking the shuttle early-the Dab Shot	49
Plate 22 Taking the shuttle early-the Underarm Net	
Shot	50
Plate 23 Receiving serve in doubles (forecourt)	62
Plate 24 Receiving serve in singles (midcourt)	62

Foreword

The usual approach in a book on how to play Badminton is for the author to describe each stroke in detail. The reader then has to translate the instructions into action. This is often difficult to do for it is not easy to write clear and precise instructions on how to perform a stroke. In addition, even if the instructions are clearly written, they do not allow for individual styles of play. The reader is usually obliged to follow instructions which describe one way only of performing a stroke.

Jake Downey offers a different approach to the game and so avoids these difficulties. In this book he has attempted to make clear what strokes are involved by drawing attention to the function of each stroke. How the player performs the stroke is a matter for individual interpretation and the stress on individuality, is one of the main features of the book. The child is taken through easy stages from simple to complex situations. As the parent follows the lessons he will see that each lesson is connected in such a way that it becomes easy for the child to learn the strokes and become more skilful at the game. Coaching is deliberately kept to a minimum and each lesson involves very little instruction and a great deal of play, which should make it easier to retain the child's interest.

I have known Jake Downey for a number of years both as a fellow competitor and as Coach to the English Uber Cup team. I am pleased to recommend his ideas to any parent who wants to teach his child to play the game. I am sure that parents will obtain a large measure of self satisfaction in seeing the progress made by their children in the game as a result of their tuition.

R.J. Lockwood,
Chairman of the England Selection Committee 1973-75.

To Natasha and Sean

Acknowledgements.

I would like to express my thanks to:-

Mrs Nancy Horner for reading through the text and making many helpful comments.
And to Mrs Jan Trollope of the Chiltern Consortium, Wall Hall College for providing the photographs of Jake Downey and his children, Natasha and Sean.

The parent as teacher and coach

Introduction

The response of many parents to the suggestion 'teach your child badminton' might well be that to do so is not possible. Reasons that may be given could be that the child will not listen to the parent or that he wants to play in his own way. For this reason most parents will settle for playing badminton with the child, but not for teaching badminton to the child. This attitude indicates a limited view of teaching, for in a sense, a parent teaches the child simply by playing badminton with him. To hit shuttles over the net, to play simple rallies and perhaps a simplified version of the game is within the scope of young children. Children of seven years of age and above can do this much and so learn to play badminton. For in playing the child has to perform certain movements to hit the shuttle from various positions to various spaces on the other side of the net. He does this by copying his parents' movements, or by trying one way and correcting and modifying his movements according to the degree of success he attains in his efforts.

The child can learn by having a go and playing rallies and games. The ability to keep the shuttle in play and to maintain a rally with the child and to encourage the child, and stimulate some enthusiasm for the game is sufficient for any teacher to begin with. In this sense any parent, player or non-player can teach the child to play badminton. Obviously this is not sufficient if a parent wants to help his child to master the skills of the game and to improve. This is where this sort of book can be of practical use. This book will make clear what is involved in playing the game from the point of view of both the teacher and the learner. The teacher will be taken gradually through the stages in the development of the player. He will be informed about the psychological and moral considerations in teaching. That is to say how a child acquires skill in badminton, and how best to teach the skills. In addition what is important is the sort of attitude that a child should adopt towards the game. For this reason how the parent teaches the child is important. Very often a child's enjoyment of the game and his interest in it can be spoiled by bad teaching. The relationship between the parent and the child is very important particularly if the child is to develop his interest in the game. If the child can see the value in the game as an enjoyable activity and worthy of his attention, he is more likely to become committed to it and be keen to improve. I believe that this is the most important feature of any games play, and so, throughout the book, what the game has to offer in terms of interest and enjoyment will determine what sort of teaching goes on.

Teaching the child to play the game is only one aspect of teaching the child badminton. There is much enjoyment to be derived from watching the game as a spectator. It is a dynamic game, for it involves a range of movements of both an explosive and a gentle sort. It involves a conflict between two adversaries both trying to overcome the other. The cut

and thrust, cat and mouse aspects of the game can be very dramatic, enthralling and absorbing for the spectator. In addition to the conflict, the battle on the court, are the grace and skill of the players' movements, and tactics used to overcome the opponent and win the contest.

However such appreciation presupposes an evaluation of the game as good or poor, interesting or uninteresting, skilful etc. This in turn presupposes some understanding of the standards in the game and is therefore an important feature in teaching your child badminton. Furthermore, much learning occurs from observation of good players and copying their movements, strokes, tactical moves etc. The child can only learn from watching good players if he can judge what is worth copying and hence what is of value. He should be able to appreciate the finer points of the game. To teach your child badminton is to get him inside the game. That is so that he can both play the game and appreciate the game.

The aim of this book is to assist you to teach your child badminton in this way. Its value lies in the extent to which it achieves this aim.

What is badminton?

It is a hitting game. It is claimed that it originated at the estate of the Duke of Beaufort in Gloucestershire. Guests amused themselves by playing a hitting game with rackets and shuttlecocks. As the estate was called Badminton, the game was given the same name.

The game spread and was played in various forms in different countries. Inevitably as it became more popular and the players became more skilful, the game became more complex. Accordingly rules had to be devised to define what a player could or could not do and to stipulate how the game was to be played. The first set of rules was formulated at Karachi in 1877. As the game developed throughout the countries of the world it became necessary that a standard set of rules be established.

In England, in 1893, a standard set of 'Laws for the Game' was devised. In 1934 the International Badminton Federation was formed and the Badminton Association became known as the Badminton Association of England. The Federation comprises the associations of most of the countries which play Badminton.

Naturally games between countries result from association. Though many countries play friendly international matches, the main contests occur during the Thomas Cup and the Uber Cup matches. The Thomas cup is the trophy presented to the winners of the men's team championship. The competition occurs every three years. The Uber Cup is the trophy presented to the winners of the ladies' team championship and this competition also occurs every three years.

England ranks very highly in world badminton. They are at present the strongest country in Europe and as a combined team of men and women have won the European

Team Championship in 1972 and 1974. The men rank amongst the strongest doubles pairs in the world though as yet lacking the same position in singles play. In the ladies game the English players are among the strongest in the world both at singles and doubles. Since 1973 English women have contested every major championship in world badminton. They are now competing for the 1975 Uber cup trophy.

The game is rapidly expanding and is extremely popular. It is seen more frequently on T.V. and, with colour T.V., some of the appeal of the game is captured on the screen. There are many tournaments held throughout the U.K. particularly in England. There is a strong county association within the B.A. of E. and county matches in various divisions take place regularly throughout the season. The season extends officially from September until April, yet as with all expanding sports the game is now played by many clubs throughout the year.

There are lots of opportunities to show the child good badminton for the leading players compete at many of the tournaments. Apart from the learning the child gains from seeing top class play, there is also much entertainment value. Badminton is a fast dynamic game and very exciting to watch. If interest and enjoyment are central to the child's development in the game, then to both play and to watch the game is important in providing such interest and enjoyment of the game.

Why play badminton?

Badminton offers enjoyment and interest for the child. There are a number of reasons for this.

1. It offers the opportunity to perform a large range of movements i.e., running, jumping, lunging, bending, stretching and hitting movements which are performed sometimes quickly, slowly, gently or with power. It is the sheer pleasure of the variety of movement which has appeal for the players.
2. There is immediate satisfaction. The design of the shuttlecock causes it to slow down in the air and allows ease of hitting. One can play a game from the start.
3. It is recreational. The speed and the range of physical movements requires full use of the body and demands much effort. The game provides the opportunity to exercise the body and gives the feeling of well-being so essential for good health.
4. It involves a challenge. To perform the movements properly requires attention and practice. Skill is learned and so requires much physical work and thought from the player. There is also a challenge in the sense that one has to defeat another player to win the game. Players can test their skill out against each other. The game involves a battle of wits. In this lies the interest value, for how one outwits the opponent sometimes raises difficulties and presents problems to the player which he must work out during the game.

5. Above all it is enjoyable because, being only a game, the result does not really matter. Though a player may take the game seriously and put his best efforts into it, since otherwise it would be hardly worth playing, the result is not a serious issue. What is important, is that a player has a good game. If he plays well the result does not matter as much as does the fact that he played well. The result is simply an indication that the game is concluded and that one player is the winner according to the rules. Now comes a further challenge and a feature that makes the game interesting. A player can go away, think about how he lost and do something about it. He can train harder, or practise his strokes, work out different tactics and then play again and try to reverse the result.

6. It is a good game to play because most play occurs in the context of badminton clubs. There are numerous people who play and as a recreational game it offers the opportunity to meet many people and develop new friendships arising from the common interest of badminton.

7. Finally it is a good game to play because should one excel at it and enjoy serious competition, the game offers this, for at a formal level it is highly organised. There are usually leagues and clubs in every town, and tournaments at a local and a national level. For any player who wants to make it his number one sport there is always the chance to play at a higher level. The challenge in the game provides interest and enjoyment at every level.

At what age can you begin to play?

It is not possible to state any specific age to begin the game. One reads about young children who grow up with a racket in the hand. However these are rare and there is no guarantee that starting very young gives any advantage over a person beginning at a later stage. There are numerous factors which may determine when a child begins to play badminton. These involve age, ability, interest and attitude etc.

Some parents think it is necessary to begin at a very early age hoping to develop their children into highly skilful competitors. However many top class players did not start playing until their teens.

The best advice is to hit shuttles to your child for fun and to let him get the idea of the activity and the feel for it. With the emphasis on enjoyment it is likely that the interest will develop. If the child is too young and not really interested it is better not to force the interest. Leave the game, the hitting of shuttlecocks, for a time and try again at a later period. Commonsense should prevail. Simple advice is to introduce your child to hitting shuttlecocks, judge the response, and go from there.

What do you need to play the game?

There are several basic requirements prior to playing the game.

1. The equipment; a space in which to play; another player; a certain degree of competence in hitting the shuttlecock.
2. Some knowledge of the game and the rules.

Equipment

Racket. It is often difficult to know what racket to select for a child. A badminton racket is very light. It weighs between 4 ozs and 5 1/8 ozs. Rackets are balanced; they are evenly balanced with an equal distribution of weight between the racket head and the handle; or more weight or less weight in the head in relation to the handle. The grip size varies between small and large, and the grip itself is made of various materials, i.e., leather, plastic, or towelling.. The prices of rackets range between very cheap and very expensive.

How does a parent select a racket for a child? The most important feature of a racket is the 'feel' of the racket. A racket may 'feel' clumsy and awkward to handle during play. The 'feel' is a personal matter but is determined by the size of the grip, the balance of the racket and the stringing. A racket may feel heavy or light in the head in relation to the handle. I think that in choosing a racket, the cheaper price racket should be excluded from choice. They do not give a quality performance. Choice should be restricted to the medium or top price range. Buy a racket that feels comfortable to the child. A handle that feels easy to grip and allows control over the head of the racket. He can test this by swishing it about. Select one which is evenly balanced or slightly lighter in the head. This will give the child more control over the racket head in stroke production. The stringing of the racket needs some consideration. Good synthetic strings are excellent for many club players and should be ideal for the beginner.

Care of rackets Because the racket is so light it can easily be damaged by ill-treatment. Look after the racket and you will receive good service from it.

Shuttlecocks. The shuttlecock is the object used in play. It is referred to as the 'shuttle' or the 'bird' or the 'feather'. It is of a very delicate construction. A shuttlecock weighs only a fraction of an ounce. The weight varies between 73 grains and 85 grains. The weight affects the flight. A shuttle varies in speed of flight from slow (73 grains) to fast (85 grains). There are two types e.g. feathered and plastic. The

feathered shuttlecock is constructed of 14 or 16 goose feathers inserted into a cork base. The base is covered by kid leather. These are the sort usually used in competition. However they are expensive and the feathers are easily damaged. Damaged feathers affect the flight of the shuttle and spoil the enjoyment of the game. The shuttlecock must be carefully looked after and the feathers smoothed out if disturbed during play. Plastic shuttlecocks are much cheaper and are able to withstand rough treatment and so last longer. They maintain an even flight in the air and are extremely suitable for the beginner. They are made in three speeds, slow, medium and fast. The speed of flight of a shuttlecock is affected by the temperature. A shuttle travels slowly in a cold hall and quickly in a warm hall. For this reason select a shuttlecock according to weight (if feathered) and to speed (if plastic) for use in the appropriate temperature.

Dress. The laws of badminton stipulate that white clothing should be worn on the court. This rule is rigidly upheld in many clubs and certainly in match and tournament play. To see players dressed in white adds to the spectacle of the game and increases the enjoyment of it. It is aesthetically pleasing to see players in clean white clothing playing this vigorous game. Also, for the player it provides a sense of purpose, and is perhaps a measure of how much he values the game that he wants to conform to the standards in it. NOTE: This was written in 1976 – the rules on clothing have now changed.

A parent doesn't want to spend a lot of money on expensive clothing for a growing child who may not want to take up the game. In the early stages some compromise is essential, unless of course the child wants to wear the proper clothing from the start. If the child is learning in his parent's club he may have no option but to wear the correct clothing. However I assume that many parents begin to teach their child in the garden or a sports hall, where there are no club rules to comply with. As badminton is a fast energetic game requiring a wide range of physical movement dress should be worn for comfort and freedom of movement. Below is listed the sort of clothing considered necessary to play the game, with suggestions for a possible compromise.

Footwear. The correct footwear is essential. Shoes receive a considerable amount of wear during play. Also the quick changes of direction involved requires shoes which enable a player to get a grip on the floor. Cheap smooth soled shoes are inadequate. Buy good quality shoes and thick socks to prevent blistering of the feet.

Clothing. Ideally white shorts and a shirt are required. Boys can always wear football shorts and a white T-shirt. Girls can wear the same or a skirt and a T-shirt.

Additional clothing. It is usually a sound policy to wear a warm pullover or slipover prior to playing and for wear after the game. This helps the body to warm up quickly and prevents it becoming cold after the game. Most children these days seem to possess a track suit as a multi-purpose

sports garment. Certainly it is useful for keeping one warm, and for the beginner it is ideal for play. As the child develops his interest he should be encouraged to wear the appropriate white clothing.

Where do you purchase the equipment?

There are numerous sports shops which stock the complete range of sports equipment. You should now be able to go into a sports shop with a good idea of what sort of badminton equipment is appropriate. It is only a matter of examining the equipment; testing out the racket; trying on the shoes for comfort and examining the sole for the sort of grip that they will provide. Think carefully about your child's needs and use your commonsense in choosing.

2. A knowledge of the game

A description of the game

The game is played on a rectangular court, divided into halves by a net. The game is played by opposing players. Two players make a singles game. Four players make a doubles game. The players occupy opposite halves of the court. They use rackets to hit the shuttlecock over the net so that it hits the floor on the opponents side of the court. The doubles court is wider than the singles court.

A contest consists of the best of three games. All games are played up to 21 or 15 points except for ladies singles, which are played up to 11 points. At the conclusion of the game, the players change ends. The Laws of the Game at the end of the book will give more details of the procedure during play.

Beginning the game

To begin a contest the players toss. The word 'side' describes the player or pair of players. The side which wins the toss has the chance of:

- (a) serving first
- (b) not serving first
- (c) choosing ends

The side which serves the shuttle is known as the Serving Side. The side which receives the serve is known as the Receiving Side.

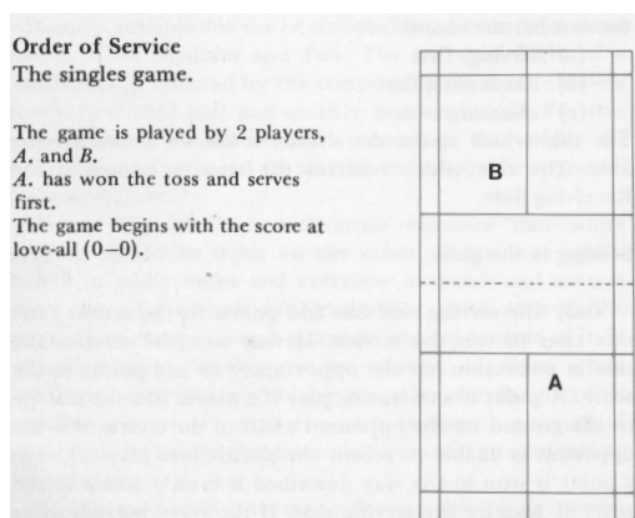
Scoring in the game

Only the serving side can add points to the score. Each side tries to win the service. Having won the service, the side in possession has the opportunity to add points to the score. A point is won during play if a player hits the shuttle to the ground on the opponent's half of the court; or if the opponent is unable to return the shuttle into play. Though a point is won in the way described it is only added to the score if won by the serving side. If the receiving side wins

the point, the score remains the same but the receiving side have now won the service. They become the Serving Side and have their opportunity to serve and add points to their score. In Doubles play, the receiving side would have to win two rallies before they gained possession of the service.

1. A. serves from his right service court diagonally opposite to *B*.
 2. A. wins the first point. The score becomes 1-0 to A.
 3. A. moves to his left service court to serve diagonally opposite to *B*. The receiver must always stand diagonally to the server.
 4. A. wins the point. The score becomes 2-0. A. moves once again to his right service court to serve diagonally opposite to *B*.
 5. *B*. wins the next point and wins the service. The score remains the same.
 6. *B*. now serves from his right service court diagonally opposite to A.
 7. *B*. wins the point. The score becomes 1-2. The score of the server is stated first.
- It follows that the players stand in the service court related to the score. If the server's score is an even number the players stand on the right service court. If the server's score is an odd number the players stand on the left service court. The doubles game

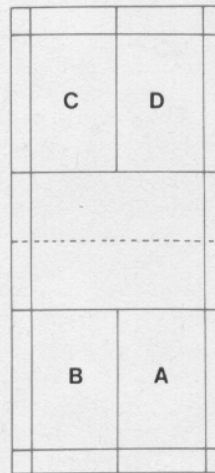
This is slightly more complicated but the principle of changing the service court as a point is won remains the same. At the beginning of the game only one player of the serving side is allowed to serve. He continues to serve until he loses the service to the other side. From then on both players on each side have a turn to serve when their side is



in possession of the service. The first service always begins from the right court.

Order of Service

The doubles game.
The game is played by four players, A., B., C. and D. A. has won the toss and serves first.



1. A. serves diagonally opposite to C. The serving side win the point. The score becomes 1-0.
2. A. moves to his left court and serves diagonally opposite to D. He continues to move and serve to each player in turn until that serve is lost.
3. If A. was serving to D. before he lost the service, he must remain in that court to receive service until his side gains possession of the service and a point is won.
4. Whatever the state of the score, only the serving side may change from one court to the other in order to serve to each player of the opposing side. The receiving side must remain in the court that they occupied before they lost the service.

This is a simple explanation. A more detailed account of the order of serving may be referred to in the Laws of the Game (see p. 87).

The above explanation is rather a formal description of the game, which makes clear the actual procedure in a game. With the child it is not always necessary to comply with this formal procedure in the early stages. The lessons which follow may for this reason contain games with rules which appear to vary slightly from the established rules which determine this formal procedure.

Activities for enjoyment and learning

Teaching the game

Before beginning it is important to work out what the child must learn in order to play badminton. For what the child must learn will determine the sort of teaching that goes on. To say of any person that he can play badminton pre-supposes two things.

1. That the player has acquired the skills of the game, i.e., he has attained a certain amount of competence in hitting the shuttle.
2. That the player has acquired games skill, i.e., he can apply the skills of the game when required in the game. He can do the right thing at the right time.

The skills of the game are the various strokes in the game, i.e., the smash, clear, dropshot etc. Games skill is simply the ability to play the game well and so outwit the opponent to win the game.

Very often players do one at the expense of the other. They either spend too much time on the strokes and so become too stroke conscious, and lose sight of the point of the game which is to play an opponent; or they become too game conscious and do not develop beyond a certain stage because of inadequate strokes. Ideally a balance must be achieved between these two aspects. For that reason each lesson will contain work on the skills of the game and some time spent on playing the game.

There is a further danger that if a child is taught specific techniques of hitting too soon he becomes stereotyped in his movements. The good player will adapt the skills of the game to his individual style of moving. There is no one way of executing a particular stroke. Each individual player finds his own particular style. The first set of lessons are specifically designed to enable such development to occur. Once the child has attained a certain amount of com-petence, attention to the technical aspects of hitting can be emphasised.

So initially the idea is that the parent will establish the situation and present problems in which the children will explore the numerous possibilities there are of hitting the shuttle. In solving set problems, the child will gain a feeling for the control of the racket, an appreciation of the varying flight of the shuttlecock, and an understanding of the factors involved in the movements required to hit the shuttlecock over the net into the opposite court. The parent establishes the situation and presents the problem. The child explores, discovers and learns for himself.

The numerical order of the following lessons simply indicate a logical progression in the sorts of things a player will learn. It is not expected that the child moves onto a new lesson each session. Several sessions may be spent on one lesson before moving onto the next lesson. In fact the lessons are so designed that it is quite useful to return to a previous lesson to practise some aspect of the game.

The lessons

The lessons are designed to introduce and develop the various aspects of badminton. It is assumed that a player who possesses a knowledge of badminton should be able to use the appropriate language to talk about the game. For example it is not sufficient to recognise that a player is hitting the shuttlecock. A player should be able to distinguish one type of stroke from another. To do this pre-supposes the ability to use the correct words to describe the movements. For example when the shuttle is hit from a point high above the head on the forehand side of the racket face and sent on an upward pathway to the far end of the opposite court, the stroke is called an overhead forehand clear. A shuttle hit from the same position and sent on a fast downward pathway with lots of force behind it is known as the overhead forehand smash, or simply the smash. A grasp of the appropriate language is also essential to talk about tactics and strategy, positional play, attacking and defensive formations in the badminton context. The language of badminton is not difficult to learn. The lessons are intended to help the child to learn the language as well as to perform the appropriate movements.

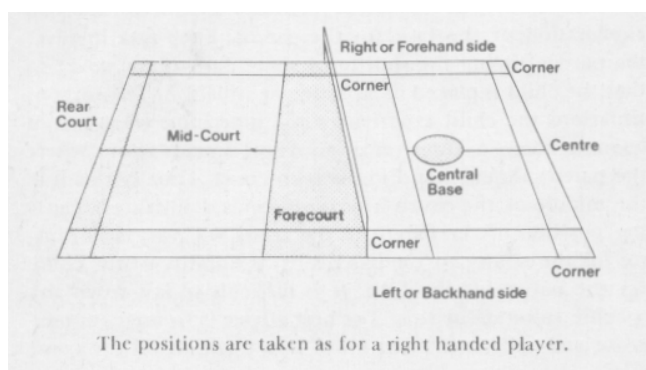
Each lesson has one or several specific aims. The aim specifies what your child should learn during the lesson. Each lesson usually contains four sections.

1. An idea to explore: this involves the development of certain strokes.
2. A practice for the strokes: how to perfect the strokes and what things to look for in the strokes.
3. A conditioned game: 'This is a game with a few special rules. The conditions set out ensure that the idea and the strokes to be developed are actually used in the game.
4. A game: This is a normal game in which the player has a free choice of how he plays within the established rules of the game.

Each lesson contains a number of tasks and a comment on each task. The comment provides instructions or an explanation of the task for the parent. Each task involves the parent aiming the shuttle to some part of the court so that the child is placed in a particular situation. The sorts of situations the child experiences will determine what sort of learning goes on. However no mention is made about where the parent should stand in his own court. Usually this is in the middle of the court. This omission is deliberate because the position of the parent in the court will vary according to; (a) the ability of the parent. (b) the ability of the child. (c) the nature of the task. It is difficult to lay down any specific rules about this. The best advice is to use common-sense and judgement and move to a position on the court that you think is necessary to accomplish the task.

Finally the scope of these lessons allows for more players than the parent and one child. Because the child has to work on an idea, it is possible to teach any number of children at the same time. Each lesson will work for one parent and several children. If there are two or four children the parent can give the lesson and teach from the side of the court. If there are one or three children the parent will join in to make up the pair.

The balance of lesson depends on what sort of work is being done and is up to the choice of the players and the time available. I suggest that the time should be divided equally between learning different aspects of the game and playing games. During the lessons reference will be made to areas of the court. These are described below.



Lesson 1

Aims.

- to introduce badminton.
- to acquire competence in hitting the shuttlecock.
- to become familiar with the flight of the shuttlecock.
- to gain control of the racket.
- to play a rally.
- to play a game.

The lesson

1. Both stand in the middle of opposite halves of the court.

2. *Task.* Hold the shuttle between your thumb and first finger by the feathers or the base (see plates 1 and 2). Hit the shuttle upwards to your child and try to play a continuous rally.

Comment. The word rally is used to describe a situation when the players hit the shuttle continuously across the net to each other. A rally ends when one player is unable to return the shuttle to the opposite court for some reason. Should the rally break down, one player picks up the shuttlecock and hits it upwards over the net to the other player. The rules state that the shuttle should be hit from below waist level and with the racket head pointing down-wards below the level of the hand. At this stage this does not matter as long as your child is able to hit it over the net to begin a rally.

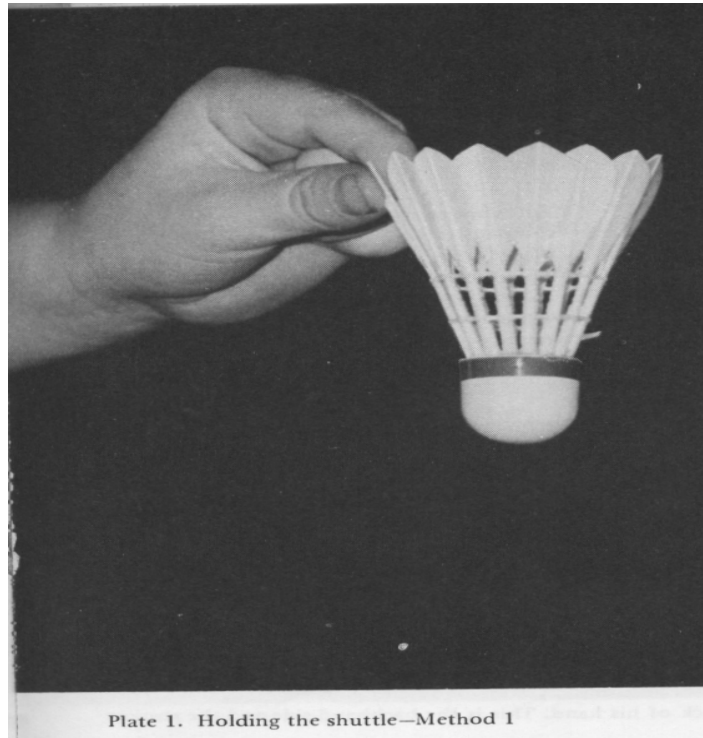


Plate 1. Holding the shuttle—Method 1

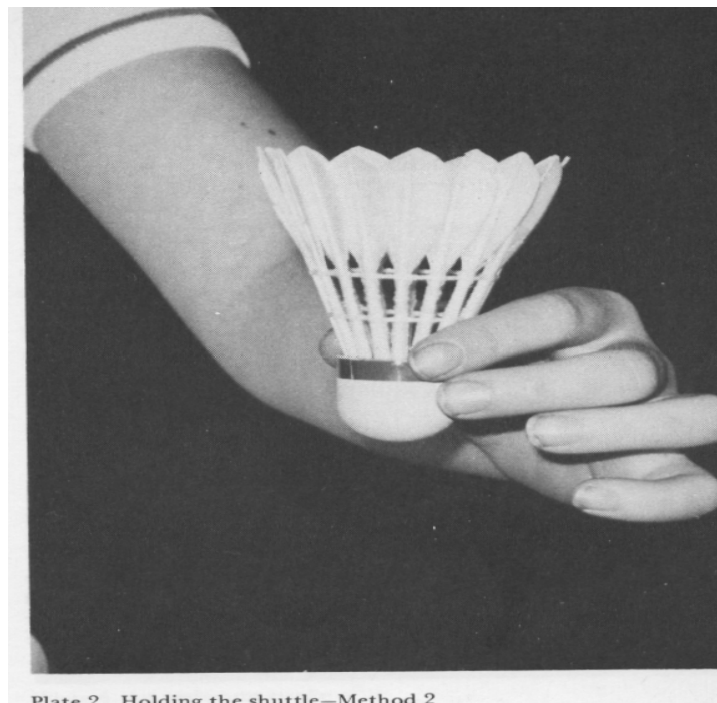


Plate 2. Holding the shuttle—Method 2

3. *Task.* Try to play a continuous rally and keep the score of the number of hits made before the rally breaks down. Do this several times and each time try to improve your score.

Comment. During this rally try to hit the shuttle accurately to your child because success in rallying is an important factor in developing interest in the game. In doing this, aim the shuttle so that your child is compelled to hit it sometimes above his head and sometimes from below the waist. In this way you provide him with the experience of hitting from above his head and below his waist from both sides of his body.

4. *Task.* Play a game of 11 or 15 points.

Comment. Explain the purpose of the game (see p. 15).

The features in a game are:-

(a) how to begin.

(b) how to score.

(c) how to conclude the game.

A game is made up of a number of rallies. The player who wins the most rallies will win the game. Each rally begins with the serve. The serve is like a ritual and is a very important part of the game:- (a) take your stance in the service court. (b) check to see whether your opponent is ready. (c) take your time and serve the shuttle into your opponent's court. If any difficulties occur consult the official laws at the end of the book.

Advice to parent

During the game try to move the child around the court. Hit the shuttle to the open spaces. Do this so that he can attain some success in returning the shuttle over the net. In any activity, if the game is too difficult the child becomes frustrated; if it is too easy he becomes bored. It is up to the parent to use his skill to make the game challenging and yet possible for the child to achieve success. With a young child it is sometimes sound to let the child win. People differ in their views on this but consider how the child must feel if he can never achieve success against the parent.

Comment on the lesson. At the end of the lesson your child should have attained a certain degree of competence in hitting the shuttle. He will have experienced hitting the shuttle from a position in space above his body and from a position in space near the ground. Those shots played from above are called OVERHEAD strokes, Those shots played from near the ground are called UNDERARM strokes. (see plates 3 and 4). The child will also have experienced hitting the shuttle from a position in space on the right side of his body and from the left side of his body. Those strokes played from the right are called FOREHAND strokes. This is because on the right side of the body the person hits with the front of the hand, his palm. On the left side of the body the player takes his arm across his body and goes to hit as if with the back of his hand. This is the backhand side and the strokes are accordingly called BACKHAND strokes.



Plate 3. An overhead stroke

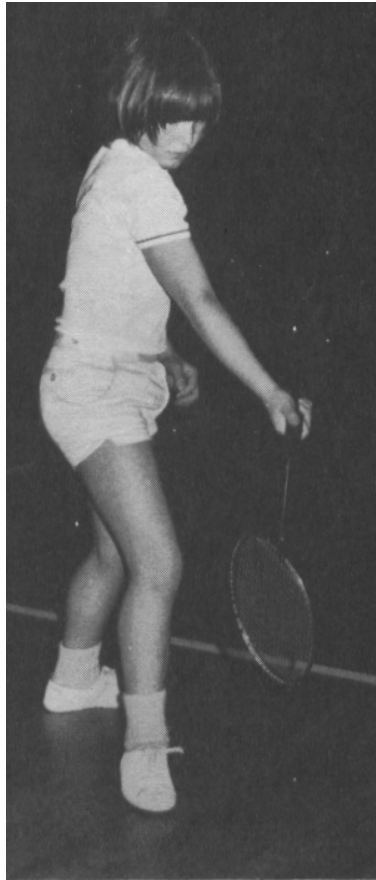
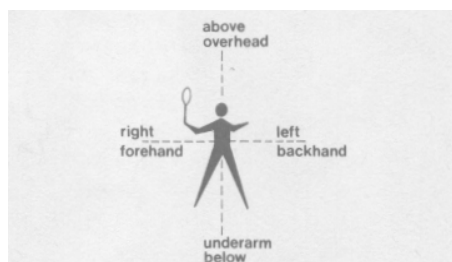


Plate 4. An underarm stroke

To sum up:- the first lesson has involved experience of overhead and underarm forehand and backhand strokes. The description emphasises the point in space from where the shuttle is hit. See illustration below.



Lesson 2

Aims.

- to learn the grip for the forehand and backhand strokes.
- to learn the ready position.
- to play forehand and backhand strokes from overhead and underarm positions.
- to play a game.

The lesson

1. Practise rallying for 5-10 minutes.

Comment. During the rally hit the shuttle to your child so that he must play shots from above and below, and also from the right and left sides of his body.

2. *Task.* Play a rally. Find one grip on the handle for shots from the right side of body and another grip for shots from the left side of the body.

Comment. The grip should feel comfortable and yet give control in hitting the shuttle. During the rally play about five consecutive shots to the right of the child and the same to the left of the child. The child is thus given the opportunity to find an appropriate grip. The two grips are the FOREHAND grip and the BACKHAND grip. For shots on the right side of the body, the child should use the fore-hand grip with his palm behind the handle of the racket. For shots on the Left side of the body, he uses the back-hand grip with the flat of the thumb behind the handle of the racket. (see plates 5 and 6).

3. Play another rally. This time hit the shuttle to the right and left sides of your child.

Task. Find a position to hold the racket which allows you to play shots with equal ease from both sides of the body, and also allows you to change the grip quickly.

Comment. If this is difficult give your child more time by playing a few consecutive shots to each side of his body, and above and below. The position which gives the freedom to do this is one facing the opponent with the racket held comfortably in front of the body. (see plates 7 and 8).

4. Play a rally and hit the shuttle above and below and to the right and left of your child.



Plate 5. Forehand grip-palm behind handle

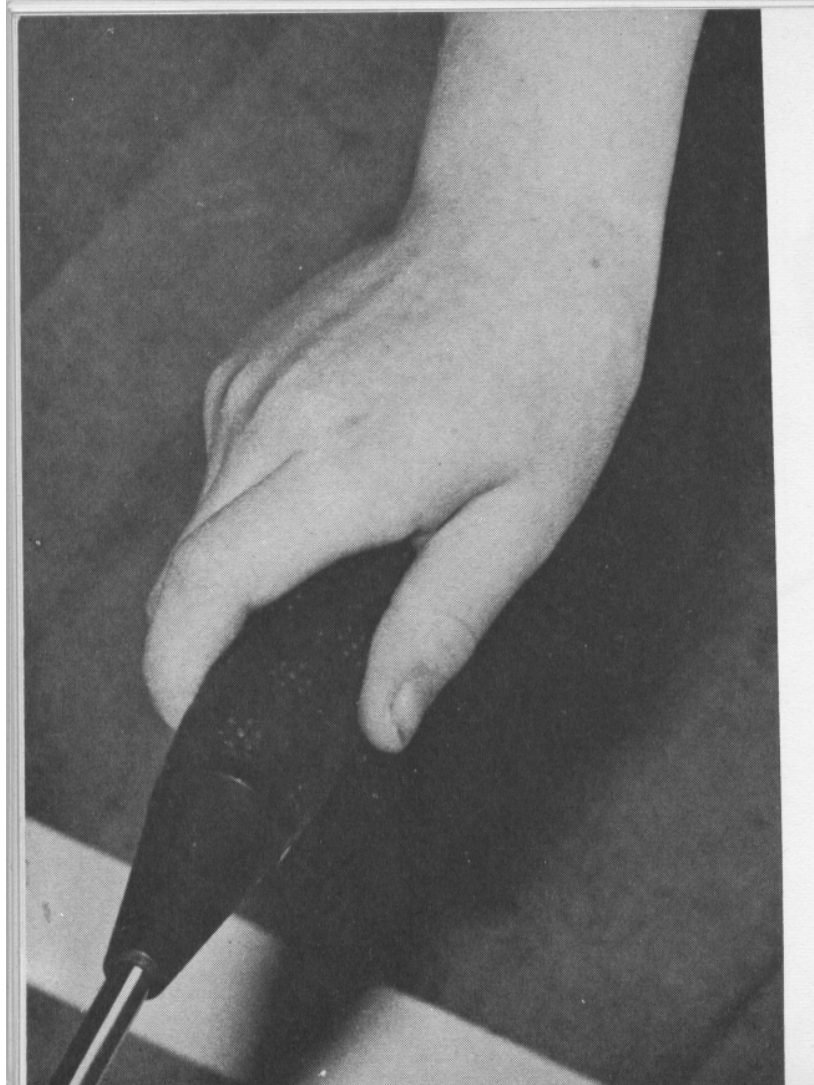


Plate 6. Backhand grip-thumb behind handle, palm on top

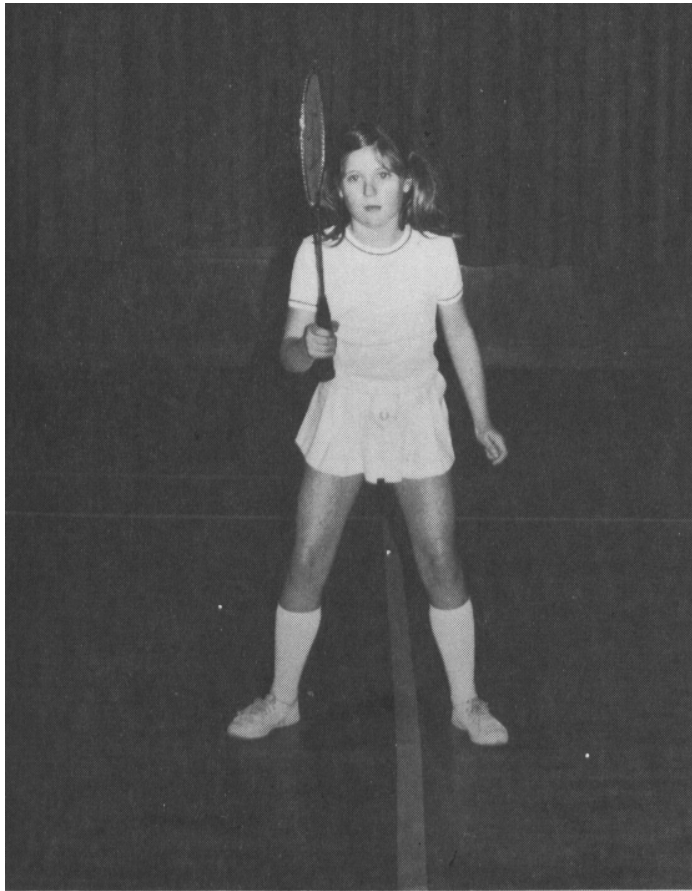


Plate 7. Ready position—front view

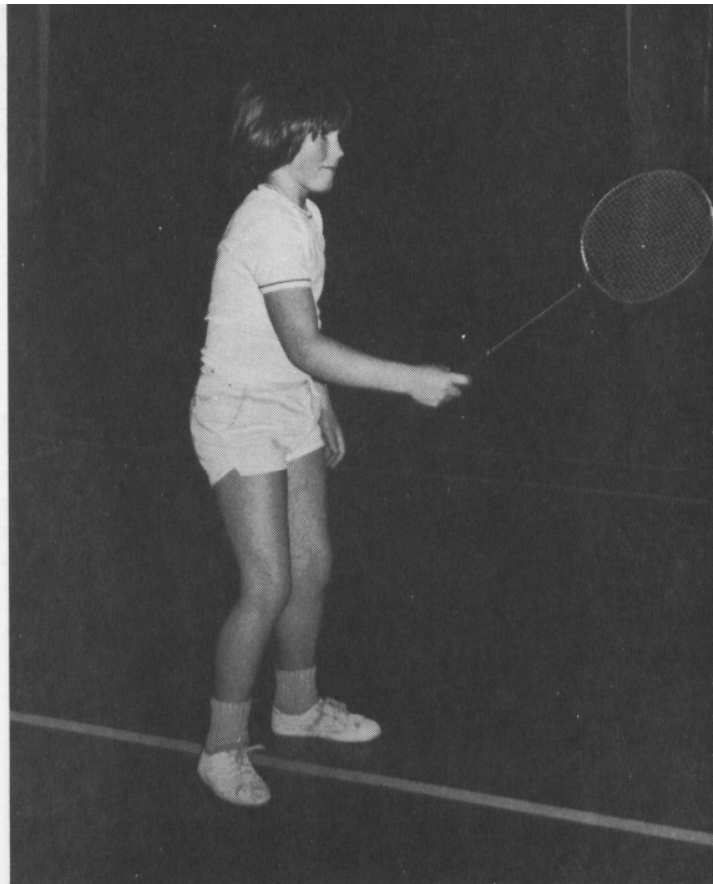


Plate 8. Ready position—side view

Task. Can you change the grip to play shots from right and left sides of your body and return to the ready position before the next shot?

5. *Task.* Play a game.

Comment. In the game hit the shuttle to the four basic spaces around your child, i.e. above and below, and right and left.

Comment on the lesson

During the lesson the child will have acquired more competence in hitting the shuttlecock. He should also have learned the forehand and backhand grips, and the ready position. The correct grip provides comfort, ease of hitting and control over the racket head. The ready position allows him to move easily to shots on the right and left sides of his body. He has now experienced overhead and under arm forehand strokes and backhand strokes.

Lesson3

Aims.

- to improve competence in playing forehand and back-hand shots.
- to hit the shuttle with the racket head above the level of the wrist.
- to hit the shuttle with the racket head below the level of the wrist.
- to hit the shuttlecock from high positions and low positions.
- to learn to serve.
- to play a game.

The lesson

1. Rally for about 5-10 minutes.

Comment. Hit the shuttle to the spaces around the child's body. Allow him time to practise the grip and the ready position. Remind him if necessary.

2. *Task.*

(a) Play a rally and find out whether it is easier to hit the shuttle from the right side of the body by facing the shuttle or by turning to the right.

(b) Try the same task on the left side of your body.

Comment.

Aim the shuttle so that your child has to perform overhead and underarm strokes. A player requires space to allow his racket to hit the shuttle. Space is created by turning the body to the left or the right. Try this out. Take your right arm across the body as though to play a backhand stroke. You will find that your trunk is in the way. Turn your trunk to left and you will have freedom to move the arm on the backhand side. (see plates 9 and 10).

3. *Task.* Find ways of starting the rally from a stationary position. Do this by hitting the shuttlecock from below the level of the waist and with the racket head below the level of the wrist.

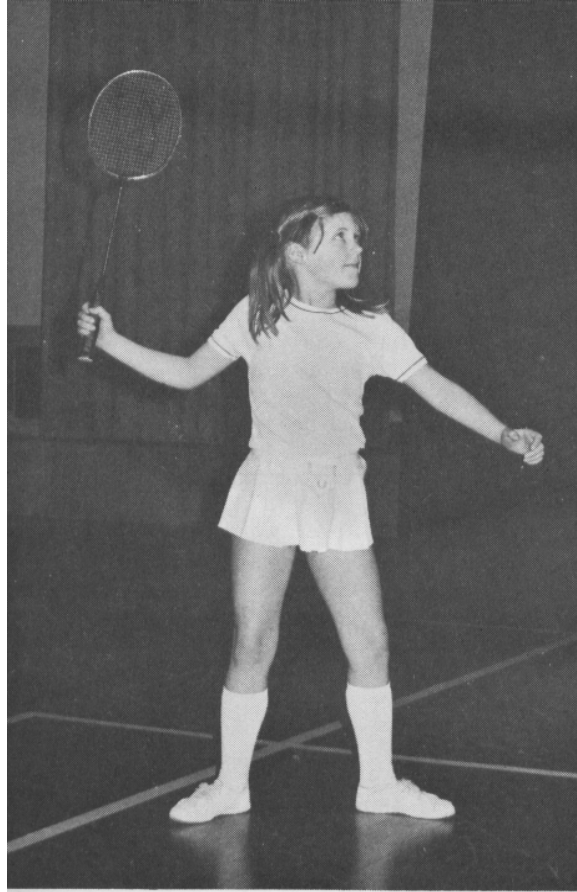


Plate 9. Making space—to the right

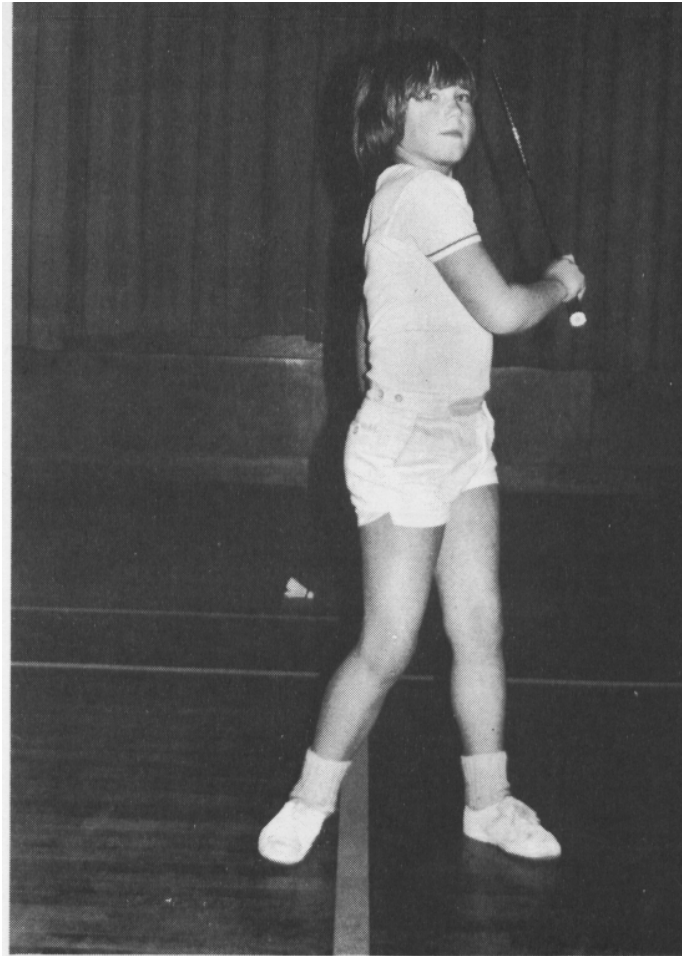


Plate 10. Making space—to the left



Plate 11. Ready to serve

Comment. At the beginning of each rally in a game one player starts the game by hitting the shuttle upwards over the net towards the opponent's service court. This stroke is called the **SERVE**. A **SHORT SERVE** is the name given when a shuttle passes low over the net into the opponent's court. A **HIGH SERVE** is when a shuttle travels high to the rear of the opponent's court. Take turns to serve the shuttle to each other. Do this from the forehand and backhand sides of the body. (see plates 11 and 12).

4. *Task.* Play a rally. Each time that you hit 10 consecutive shots between you, score one point. When you reach a total of 5 points stop and go on to the next task.

Comment. During the rally turn to the right or left for forehand and backhand strokes when you think it is necessary.

5. Play a rally : *Task.*

(a) Find ways of hitting the shuttle with the racket head higher than the wrist.

(b) Find ways of hitting the shuttle with the racket head lower than the wrist.

Comment. Begin with your child in the ready position with his racket in front of the body and head of the racket held higher than the wrist. Hit the shuttle to his right and left sides above and below his wrist. (see plates 13 and 14).

6. Play a rally. *Task.*

Can you turn to the right and the left when necessary during the rally whilst hitting the shuttle with the racket held higher than the wrist or lower than the wrist:

7. Play a rally.

Task. How high can you reach to hit the shuttle? Try to find ways of doing this on the forehand and backhand sides.

Comment. This task is designed to develop maximum reach above the head when hitting the shuttlecock. It is a sign of good technique in many overhead strokes.

Task. How near the ground can you let the shuttle fall before you hit it? Try to find some ways of doing this on the forehand and backhand sides.

Comment. This practice is designed to develop control and variations in hitting low shots.

8. *Task.* Play a game.

Commence the game and begin each rally in the game with either a low serve or a high serve.

Comments on the lesson

There are more tasks set in the lesson. If it is not possible to complete them all in one session, then take several sessions to go through the lesson. These tasks are designed to develop variations in hitting the shuttle; to improve technique and to emphasise some basic features of the game. The child will learn:- (a) to make space by turning and so improve hitting ability. (b) to make full use of his reach for overhead shots, (c) to develop variations in hitting by using the racket from above and below his wrist. (d) to perform the basic service action.

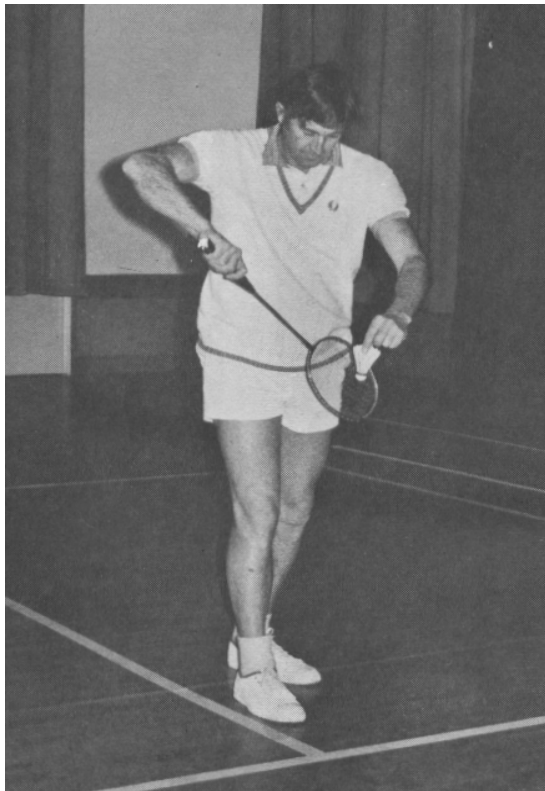


Plate 12. Ready for the backhand serve

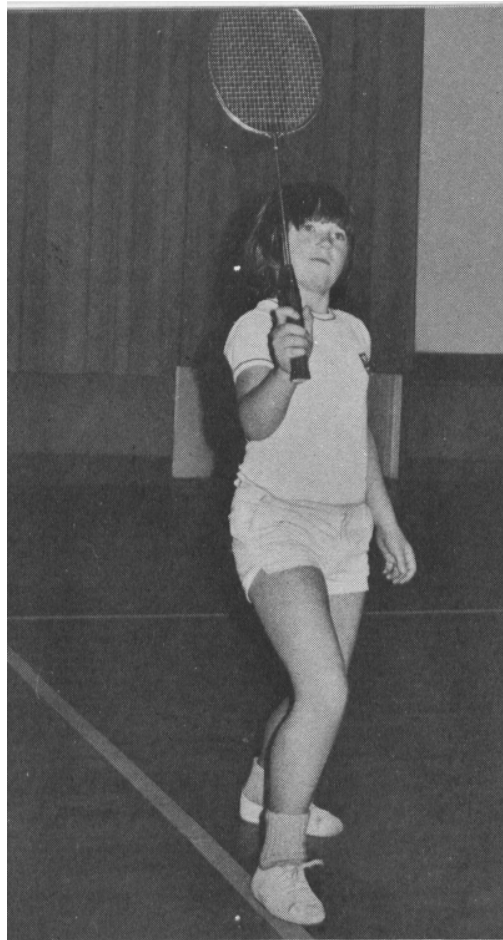


Plate 13. Stroke played with the racket head above level of wrist

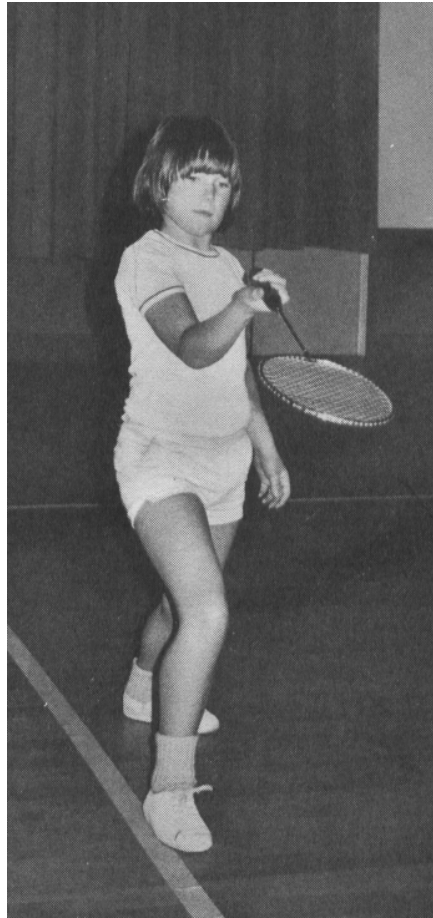


Plate 14. Stroke played with racket head below level of wrist

Lesson 4

Aims.

- to control floor space.
- to emphasise travelling and to establish the central base.

The lesson

1. Rally for about 5-10 minutes.

Comment. Allow the child time to remember and practise the work of the previous lessons, i.e. grip, turning, reaching and using the racket above and below the wrist. Remind him of these factors one by one during the rally practice. Do not remind him of them all at once otherwise he may become confused to the detriment of his performance.

2. Task.

(a) Find a position on the court which allows you to reach all parts of the court with equal ease.

(b) Rally and, during the rally, try to return to this position after each shot so that you are ready for the next shot. Is this position suitable?

Comment. The position is usually in the centre of the court. This is called the CENTRAL BASE. This position allows the child to cover all parts of the floor space and to control the air space. (see page 20). During the rally hit the shuttlecock to the corners of the court to move the child away from his central base. Look to see whether he does return to his central base ready for the next shot. Give him time to do this and do not make the shots too difficult.

3. Task. Play a CONDITIONED game.

Comment. A conditioned game is the description given to a game in which we impose certain conditions or rules to ensure that the game is played in a certain way. Usually we condition the game to ensure that the child has to use those ideas in the game that he has worked on in the lesson. In this lesson the child has worked on travelling and returning to the central base. We want to ensure that he practises this until it becomes a normal part of his game. The game is played as follows:-

Play a normal game according to the established rules except for one condition, i.e. each time the child fails to return to his central base after playing a shot he loses the point.

Comment. This is difficult if the game is played very quickly so hit the shuttle to allow time for the child to return to his central base. It might be helpful to draw a chalk circle on the court for the child to return to very briefly before he moves for the next shot.

4. Task. Play a normal game.

Comment. In this game move the child around the court still playing shots which allow him time to return to his base. He may not do this each time in the normal game for now the emphasis is on winning and practices do tend to be forgotten. However, constant work and conditioned games which stress the central base will gradually lead to an improvement

Lesson 5

Aims.

- to learn to use space.
- to control the distance the shuttle travels beyond the net.
- to control the height the shuttle passes above the net.

The lesson

1. Rally for 5-10 minutes.

Comment. Practise some of the ideas from the previous lessons. Stand in the central base in the ready position. Play shots with the racket above or below the wrist. During the rally move the child around the court by hitting the shuttle just over the net or to the rear of the court and to the sides. Try to move the child from his central base and remind him to return to the base in between each shot.

2. Stand in your central base ready to begin:-

Task.

(a) Find ways of hitting the shuttle so that it travels a long distance into the opposite court.

(b) Find ways of hitting the shuttle so that it travels a short distance into the opposite court.

Comment. The emphasis is on the distance the shuttle is hit. During the rally aim the shuttle so that your child has to hit it from high and low positions.

3. *Task.* Rally and find ways of hitting the shuttle so that it passes high in the space above the net or very low in the space above the net (skims the net).

Comment. This practice emphasises the use of height in hitting the shuttle from one end of the court to the other. During the rally, move your child around the court so that he has to complete this task whilst hitting the shuttle from overhead and underarm forehand and backhand positions.

4. *Task.*

(a) Rally and try to combine two uses of space.

1. High above the net.

2. Low above the net.

3. A long way over the net.

4. A short way over the net.

Find out what the different combinations cause your opponent to do.

(b) Do this from the rear court, mid-court, and the forecourt, from overhead and underarm positions.

Comment. This is simply an experimental exercise and involves some discussion. To complete the task successfully involves the use of a number of shots. The child will experience the following strokes:

1. OVERHEAD FOREHAND and BACKHAND CLEAR-shuttle hit from an overhead position to pass high above the net and travel a long distance into the court.

2. UNDERARM FOREHAND and BACKHAND CLEAR-shuttle hit from an underarm position to pass high above the net and travel a long distance into the court.

3. DROPSHOT-when the shuttle is hit from an overhead position to pass low over the net and land near to the net.
4. UNDERARM LOW RETURN-when the shuttle is hit with an underarm stroke to pass low over the net and land near to the net.
5. *Task.* Play a game.

Comment. During the game try to move each other away from the central base by hitting shuttles which land near the net or near the rear court.

Comments on the lesson

The child will have acquired a number of new strokes simply by trying to use the air space in the court in these various ways. There is much work in this lesson and the lesson may require repeating several times before the child can successfully use all these ideas.

Lesson 6

Aims.

- to learn to control the speed at which the shuttle travels through the air, i.e. slowly or quickly.
- to control the trajectory of the shuttle flight, i.e. upwards or downwards.

The lesson

1. Rally for 5-10 minutes. Practise the variations in the use of space (distance or height). Do this with the racket head higher than or below the level of the wrist.

2. *Task.* Rally and find some ways of making the shuttle travel either slowly or quickly through the air.

Comment. This task is designed to give control over the shuttle speed and to alter the production of the stroke i.e., the way the shuttle is hit. For example when the child tries to make the shuttle travel quickly through the air, he usually hits the shuttle with a quicker action. This gives the impression of a crispness in the stroke for he uses less movement in his action. The idea of making the shuttle travel slowly through the air usually results in a slower smoother action. The child will use a longer smoother action for strokes which send the shuttle a long way; and a smooth action with less force applied to a shuttle which lands close to the net.

3. *Task.* Play a conditioned game.

Condition:- The child must hit the shuttle to travel either quickly or slowly through the air. If he hits more than two quick or slow shuttles in succession he loses the point.

Comment. The game is conditioned to force the child to make a conscious attempt to vary the speed of the flight of the shuttle. Be very strict in the observance of the condition.

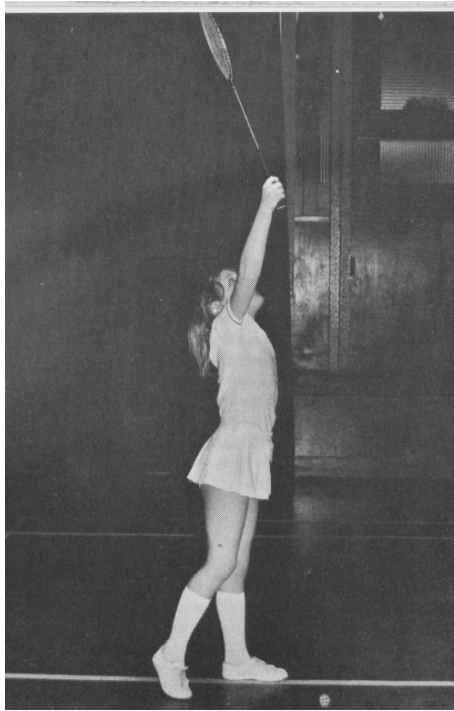


Plate 15. Upward hit from an overhead position

4. Task.

- (a) Find ways of hitting the shuttle upwards using underarm and overarm strokes.
Comment. To do this the child has to learn to control the head of the racket. For to hit the shuttle upwards the racket face must be pointing upwards at the moment of impact with the shuttlecock. (See plates 15 and 16). The force is applied the shuttle in an upward direction.

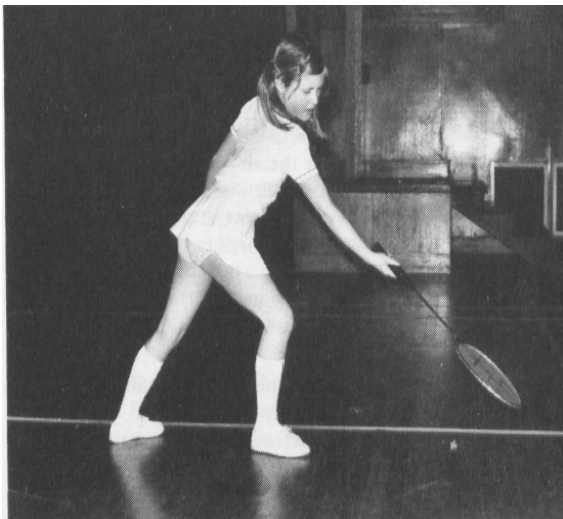


Plate 16. Upward hit from an underarm position

(b) Find ways of hitting the shuttlecock downwards.

Comment. The child must now apply the force to the shuttle in a downward direction which means that he must make certain that the face of the racket points downwards on impact with the shuttle. This shot can only be performed with the racket head above the wrist and from a position higher than the level of the net. (see plate 17).

5. Rally.

Task. During the rally try to combine these various ideas. The ideas are:- to make the shuttle travel quickly or slowly in an upward or a downward direction. Can you make it travel slowly downwards or upwards? Can you make it travel quickly downwards or upwards?

Comment. The sort of combination will depend on the position of (a) where the child is, (b) where the shuttle is. For this reason once again hit the shuttle to various places on the court to give the child a wide experience of the different shots. During this practice he will add to his strokes (see page 38 for the full range of basic strokes).

The SMASH. The shuttle is hit with an overhead stroke to travel quickly downwards.

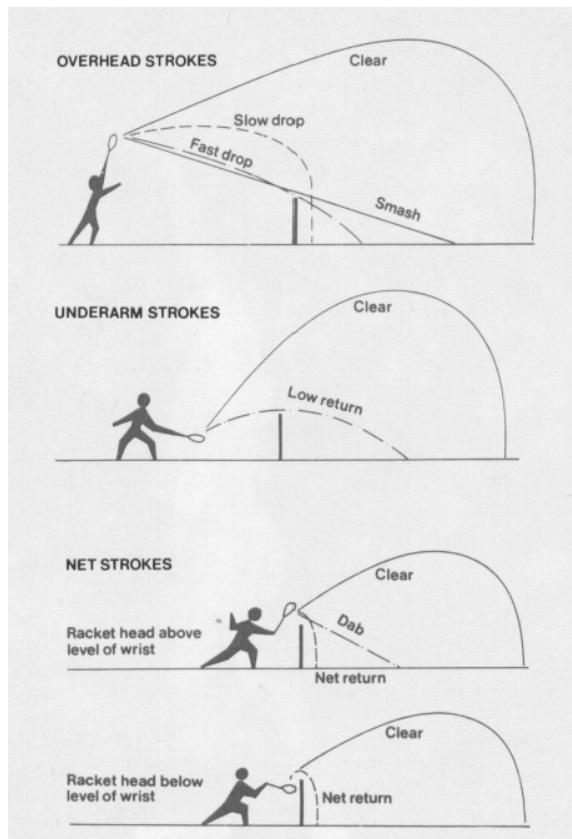
The DAB SHOT. The shuttle is hit with the racket head up, from near to the net to travel quickly downwards.

The NET SHOT. The shuttle is hit with the racket head below the wrist to pass low over the net and land near to the net.

In addition he will perform other strokes already mentioned, i.e. clears from overhead and underarm positions.



Plate 17. Downward hit



The emphasis is on the speed of the shuttle flight and consciously hitting upwards and downwards.

6. Task. Play a game.

Comment. During the game try to make use of changes of speed to outwit your opponent and win the game.

Comments on the lesson

The child will have acquired competence in controlling the flight of the shuttle. He should also be able to direct the shuttle on an upward or downward trajectory. To do this requires control of the racket head and a knowledge of where the face of the racket is in relation to the shuttle-cock.

Lesson 7

Aims

- to control the degree of force applied to the shuttlecock.
- to play games.

Comment. Badminton is an exciting game to watch and to play. This is due partly to the dynamics of the game. It is a game of contrasts. The variations in the speed of the players, the sudden explosive acceleration into a movement and the quick stops and changes of direction; the powerful jumps and graceful landings; all this adds to the spectacle. For the player enjoyment arises from the game because one moment he can slash fiercely at the shuttle and the next

moment he may be stroking it gently over the net. Words like powerful, dynamic, strong, aggressive, fierce, slashing, explosive, gentle, calm, soft, graceful, sensitive and smooth are used to describe the movements of the player. In performing movements or strokes which are so described a player experiences different sensations in his body. One moment there is the feeling of power and great strength, and the next moment there is the feeling of lightness. Broadly speaking there appears to be a range of feeling between strong and light. The descriptive words above could be grouped into these two headings. These feelings arise from the application of force to the shuttlecock. A player can apply much force or a very little force. He can use a lot of strength or a minimum of strength. The lesson is designed to help the player to apply more or less force to the shuttle and thus to help him to hit it as hard or as softly as he can. He should develop the 'feel' of hitting the shuttle.

The lesson

1. Rally for 5-10 minutes.

Comment. Concentrate on the ready position and return to the central base after each shot. Practise some of the work of the previous lesson. Make the shuttle travel quickly or slowly in an upward or downward direction.

2. *Task.* Find ways of hitting the shuttle with,

(a) maximum force.

(b) minimum force.

Comment. Aim the shuttle to various spaces on the court. Give the child the opportunity to try varying the degree of force from these different positions with,

(a) overhead or underarm strokes.

(b) forehand or backhand strokes.

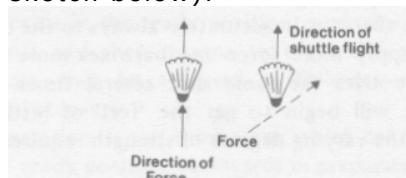
3. *Task.* Try to play overhead strokes from,

(a) the rear court.

(b) the mid court.

(c) the forecourt. Repeat for the underarm strokes.

Comment. Allow the child to spend some time in each position to experiment. You will notice that sometimes the child hits the shuttle with a full blow. There is often a sharp sound as the racket face hits the shuttle square on. In this case the full force of the blow passes directly through the shuttle. Alternately the shuttle can be struck with a glancing blow. The force is deviated slightly away from the shuttle. (see sketch below).



A shuttle hit with a glancing blow will not travel as far as a shuttle hit with a full blow, assuming the same amount of force is initially delivered with the racket. This is important

when playing. If the child is not hitting the shuttle the full distance of the court, when trying to do so, it could be because he is not applying sufficient force or he is hitting the shuttle with a glancing blow.

4. Task. Play a conditioned game.

Condition. Both players must hit all shots with (a) a lot of force or (b) a minimum amount of force. A player who plays the same type of shot more than twice in succession loses the point.

Comment. Try to use all the variations in hitting. Use the space to move your opponent away from his central base. When you have done this you can use the variations in speed of flight and force to hit the shuttle to an empty space to win the point.

5. Task. Play a normal game.

Comments on the lesson

It is worth spending some time on this lesson. It is difficult to hit the shuttle accurately always to the child as he begins to apply more force and becomes more skilful. However if he tries the same shot several times before moving on he will begin to get the 'feel' of hitting the shuttle within the varying degrees of strength required.

Lesson 8

Aims. - to develop variations in the use of space, i.e. directions

The lesson

1. Rally for 5-10 minutes.

Comment. During the rally ensure that the child returns to his central base after each stroke. Make certain that he holds the racket in the ready position, particularly with the racket head held above the wrist and in front of his body. Apart from these points use the rally to practise all the different strokes and ways of hitting the shuttle.

2. Task. Find ways of hitting the shuttle in different directions: to the right, to the left or straight ahead, from the forehand and backhand sides.

Comment. This task is not too difficult in one sense for all the child has to do is to aim the shuttle to the left or right of the opposite court. Usually he does this by turning to face that direction and hits the shuttle towards that spot, straight ahead of his body. In this case it becomes very obvious to his opponent which direction he intends to aim the shuttle. The purpose of this lesson is to help the child to be able to change the direction of the shuttle without the opponent realising it. In a game the stroke helps the child to deceive his opponent. For this reason the change of direction is caused by making use of the flexibility of the wrist. The wrist can remain firm or can help to whip the racket head through at a greater speed to change the direction of the stroke at the last moment. Experiment on this. Hold your palm sideways as if to hit the shuttle. Now you can hit forwards by holding the palm firm or hit across

the body by using the wrist to whip the palm across; or hit to the right of body by holding the palm back. Now do the same movements with a racket in the hand.

3. *Task.* Find ways of hitting the shuttle straight ahead or to left or right.

(a) in upward and downward directions.

(b) so that the shuttle travels quickly or slowly through the air.

(c) to land near to or a distance from the net.

Comment. It is important during this practice that the child changes his grip for the forehand and backhand strokes.

4. Rally.

Comment. Play a rally and concentrate on two things.

(a) Play shots to move your opponent away from the centre to the empty spaces. Can you catch him out of position by changing the direction of your shot?

(b) Try to be ready for and not caught out by the change of direction, by travelling to the spaces quickly and returning to the centre quickly. Do this so that you will be balanced and can wait to see what your opponent will do.

5. Play a conditioned game.

Condition. A player is not allowed to play more than two consecutive shots in the same direction. If he does so he loses the point.

6. Play a normal game.

Comments on the lesson

Deception is an essential part of badminton. A player who can deceive his opponent into believing that the shuttle will be hit in one direction and then hits it in another direction has a tactical advantage over that opponent. Part of deception lies in this ability to change direction at the last moment with the minimum of movement, i.e., a 'flick of the wrist'. Much practice at this will help the child to improve and add to the enjoyment of the game.

Lesson 9

Aim. - to improve stroke play.

Comment. Each stroke involves a cycle of movement. The player begins in the ready position, performs a number of movements and then returns to the ready position. The movements may be analysed as follows:- Preparation, action and recovery.

The preparation is the movement which takes the racket from the ready position backwards in preparation to hit the shuttle (see plate 18).

The action is the hitting movement (the force is applied) (see plate 19). The recovery is the natural movement of the racket arm to return to the ready position after the shuttle

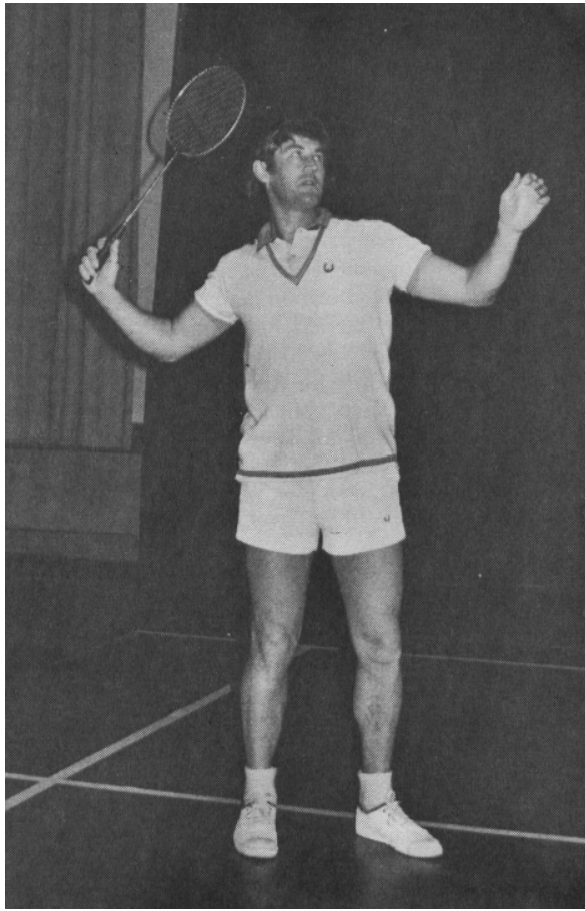


Plate 18. Preparation

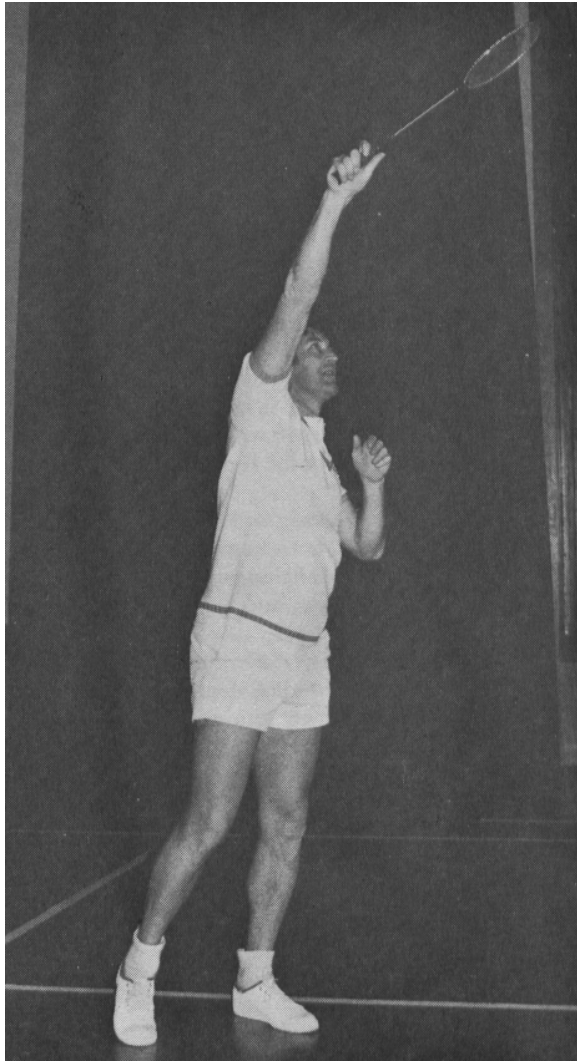


Plate 19. Action

has been hit (see plate 20). We tend to describe good players as more skilful than less able players. The words that we use are; stylish, graceful, neat, tidy, economical, efficient, to refer to the way the player moves or hits the shuttle. Many learners use far more movement and strength than is necessary to hit the shuttle. This lesson is designed to improve the stroke production of the child and to make him more skilful.

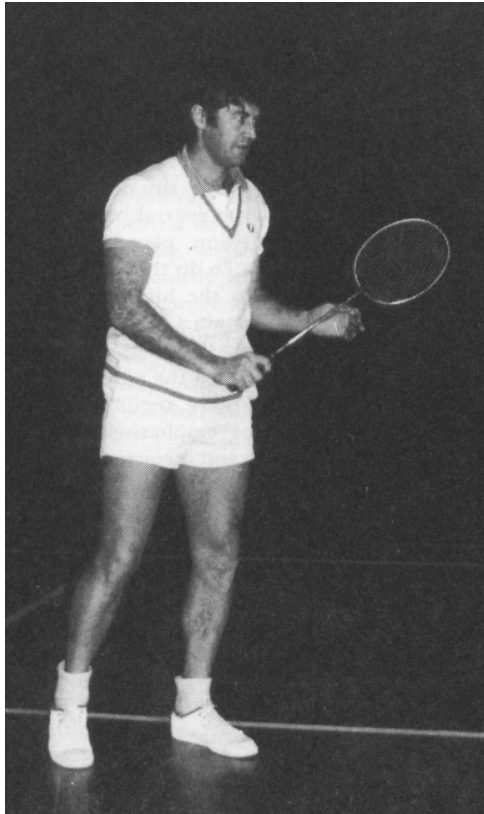


Plate 20. Recovery-ready for the next shot

The lesson

1. Practise for 5-10 minutes.

Comment. Use part of the time to practise the various strokes.

(a) Hit a number of overhead clears to each other.

(b) One player smash and the other return the shuttle with an underarm clear. Do this for a number of repetitions and then change over.

(c) Play underarm low returns to each other. Hit the shuttle softly to skim the net. Complete the practice by concentrating on changes of direction and try to deceive each other.

2. *Task.* Rally and try to find the minimum amount of movement and strength required for:-

(a) the preparation of any stroke.

(b) the action.

(c) the recovery.

In the recovery, how much must the racket follow

through after impact with the shuttle before it returns to the ready position?

Comment. Spend some time on each part of this task. The task will involve some experimenting and discussion. It is important to remember that the child has to reduce the amount of movement and strength without altering the effect of stroke. The shuttle should go where it was intended to go.

3. *Task.* Rally and hit the shuttle to high and low and positions on the forehand and backhand sides. Try to reduce all movement and strength to only that amount required to perform a good stroke.

Comment. The emphasis is on the whole cycle of movement. It may be necessary to concentrate on one aspect but if possible complete the stroke as a continuous cycle of movement which begins and ends at the ready position.

4. Play a game.

Comments on the lesson

The child will discover that the quality of his strokes will improve. The lesson draws attention to certain aspects of his strokes and allows the opportunity to think about them and to try to improve them. Well performed strokes save energy and improve control and accuracy.

Lesson 10

Aim.

- to improve balance and footwork.

Good control of the body is necessary to play badminton. To play any stroke in the game situation involves a sequence of movements. From the central base, the player must move into the hitting position, play the stroke and return towards the central base. To do this the player must travel on the feet to move into the hitting position. On arrival the player should try to attain a state of balance in a fixed position. The feet support the body in a balanced position. Balance is essential to allow the player to perform the movements of the upper body required to hit the shuttle. The previous lesson has emphasised these movements i.e., a preparation, action and recovery. Unnecessary movements of the feet during the hitting action can upset the rhythm of the stroke and affect control and accuracy. The sequence of movement for any stroke in any situation, starting from the central base, is travel, arrive, balance, prepare, hit and recover. Then return to the central base. This should take place as one continuous pattern of movement. The following tasks are designed to improve this aspect of the game.

1. Rally for 5-10 minutes.

Comment. Practise the work of the previous lesson.

Play shots from all positions to each other and try to reduce the amount of strength and movement used to play the strokes.

2. *Task.* Find ways of travelling to the rear of the court to arrive in a balanced position for an overhead shot.

Comment. Aim the shuttle high to the rear of the child's court. Do this to the forehand and backhand corners as well as the centre of the rear court. Make certain that the child returns to the central base after playing the shot, otherwise the practice will be wasted. In this practice the parent should serve the shuttle high to the rear court. The child will travel to the corner and arrive to play his shot. After the shot allow the shuttle to fall to the floor and repeat the practice again.

3. *Task.* Find ways of travelling to the forecourt to arrive in a balanced position for a shot from a high or a low position.

Comment. Aim the shuttle so that the child has to hit the shuttle from high and low positions in the forecourt.

4. *Task.* Use some of these ways to travel and arrive in a balanced position in the rear court and the forecourt.

Comment. This task is a combination of the two previous tasks. Hit the shuttle to the rear court and to the forecourt and keep the child on the move. In this practice ask the child to return the shuttle to you in the centre.

5. *Task.* Play a rally. Travel to the hitting position and play shots: -

(a) whilst moving the feet and balanced.

(b) with the feet stationary and balanced.

6. Play a conditioned game.

Conditions. Each player begins with 10 lives. A player loses a life if he moves his feet during the shot.

Comment. To keep the feet absolutely still during a shot is difficult. However the conditions emphasise the point and the game is an excellent practice for the players.

7. Normal game.

Comments on the lesson

The lesson is a development of lesson 9 on stroke production. A stroke involves a sequence of movements. In the game situation a player has to move to one of the spaces on the court to perform this sequence of movements. Accordingly to improve stroke production a player must also improve his footwork and balance. If this is poor, he will not be able to hit the shuttle with accuracy and control. Once the child has grasped the idea of balance and footwork he can consciously practise it during his normal play.

Lesson 11.

Aim. - to learn to meet the shuttle early.

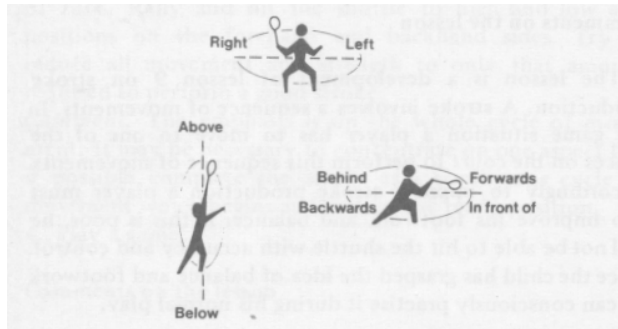
The lesson

1. Rally for 5-10 minutes.

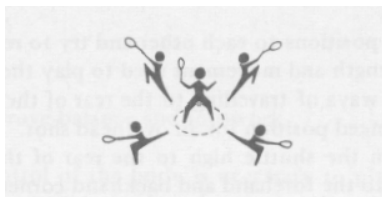
Comment. Move the child around the court. Remind the child to travel quickly into the hitting position so that he can balance during the stroke.

2. Task. Find ways of moving to meet the shuttle as early as possible.

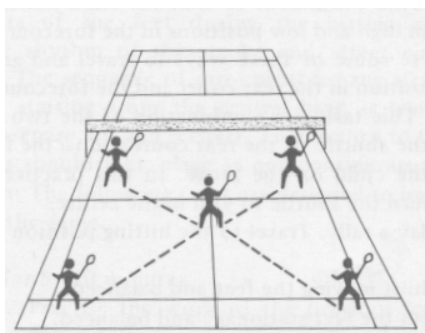
Comment. Before the child can hit the shuttle it must arrive within his hitting area (see illustration below).



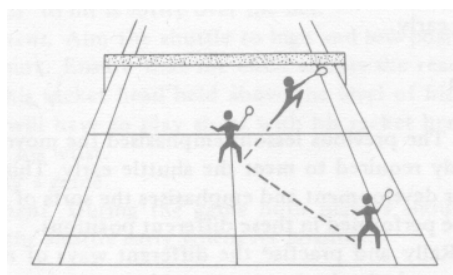
The hitting area is the space around his body. Through-out these lessons the child has had experience of hitting the shuttle from various positions in this space. The child can extend his hitting area by reaching out further into the space around him. From his central base he can reach out in the various directions on the court by taking large steps or by jumping upwards. In this way he moves to meet the shuttle. (see illustration below)



The child can also meet the shuttle early in another way. Rather than extend his hitting area by stretching, he can move his hitting area towards the shuttle by travelling towards it. Then he does not have to stretch. (see illustration below).



Sometimes it may be necessary to do both. He may not have time to travel all the way to meet the shuttle particularly if he is returning to his central base. He may have to run from one corner of the rear court to his central base and then have to stretch out quickly to extend his hitting area to reach the shuttle to play a particular shot. (see illustration below).



The task involves two aspects of play:-

(a) Whenever possible the player meets the shuttle as soon as is possible. That is, as it crosses the net or at a point in the air within his reach. He does not wait for it but moves to meet it.

(b) When the player, for some reason, is late to play the shuttle, then he has to hurry and move to it as best as he can in the circumstances.

One advantage of meeting the shuttle early, particularly in positions above the level of the net is that the player can hit downwards and attack. Another reason is that doing so quickens the game up and reduces the time that the opponent has to get ready to play his next shot.

After this rather long explanation of what is involved, it is now possible to take steps to develop this feature of the child's game.

3. Task. Find ways to meet the shuttle early in positions ahead of you:-

(a) by travelling

(b) by stretching

Comment. In this task it is difficult to play a continuous rally. The child will begin at his central base in a ready position. The parent may hit the shuttle to pass above the net in the right forecourt. The child may travel to meet it or stretch to meet it to hit it with his racket ahead above or below his wrist. The shuttle can be hit from near the top of the net or near the ground. This exercise may be repeated at the centre of the net and the left forecourt.

4. Task. Find ways to meet the shuttle early in the midcourt by:-

(a) stretching (b) travelling

Comment. Aim the shuttle so that the child has to play shots from overhead and underarm positions. He may include jumping upwards and leaping across the court, or lunging out sideways as methods to hit the shuttle.

5. Task. Find ways of meeting the shuttle early in the rear court by:-

(a) travelling (b) stretching

Comment. The child begins from the ready position in his central base and has to stretch or travel in backward directions to the corners or centre of the court. It will be necessary to spend time hitting the shuttle to the same spot in the rear court, i.e. high or low positions in the centre or forehand and backhand corners. The child practises moving from his central base to hit the shuttle by stretching or travelling. When he stretches he will hit the shuttle from a position behind his body in relation to the net. When he travels he should travel to a position where the shuttle is in front of his body in relation to the net.

6. Play a game

Comments on the lesson

This lesson consists of some difficult tasks for the child. It is a development from the two previous lessons on 'stroke production' and 'balance and footwork'. For this reason it is important that a certain degree of competence is acquired in performing the pattern of movement which involves balance and footwork and stroke play. It is important that the child makes an early preparation with the racket and should be reminded to keep the racket head above the wrist in the ready position, and also in the preparation for the stroke. Finally, whether stretching or travelling to meet the shuttle, the child should try to maintain a balanced position throughout the stroke. This sort of task can be tried out as an idea and then left for a few weeks to try again later.

Lesson 12

Aims: to introduce variations on the idea of meeting the shuttle early.

The lesson

Comment The previous lessons emphasised the movements of the body required to meet the shuttle early. This lesson is a further development and emphasises the sorts of strokes that can be performed in these different positions.

1. *Task.* Rally and practise the different ways of meeting the shuttle early in the forecourt, midcourt and rear court. *Comment.* Aim a number of shots to the forehand and backhand sides of the forecourt, midcourt and rear court, in high and low positions. Remind the child to adopt the ready position between each shot and to return quickly to his central base.

2. Find ways of meeting the shuttle early above the body and:

- (a) hit it upwards.
- (b) hit it downwards to cross the net quickly.
- (c) hit it so that it travels slowly through the air.

Comment. Aim the shuttle high in the midcourt or rear court on the left and right sides of the child.

3. *Task.* Find ways of meeting the shuttle early in front of you to:-

- (a) hit it downwards.
- (b) hit it a long distance from the net.
- (c) hit it a short distance.
- (d) hit it softly over the net.

Comment. Aim the shuttle to high and low positions in the forecourt. Ensure that the child adopts the ready position with his racket head held above the level of his wrist. The child will have to play shots with his racket head above or below his wrist.

4. Play a game.

Comment. During the game both players should move to meet the shuttle early whenever possible.

Comments on the lesson

During the lesson the child will have played a number of familiar shots particularly from the rear court. He will have played overhead clears, smashes and dropshots. In the forecourt he will be forced to meet the shuttle just as it crosses the net, to hit it down quickly or to play a shot from the net which passes close to and lands near to the net. These sort of net shots are attacking shots and make life very difficult for an opponent. The child will also have learnt to hit the shuttle from the net to the midcourt and

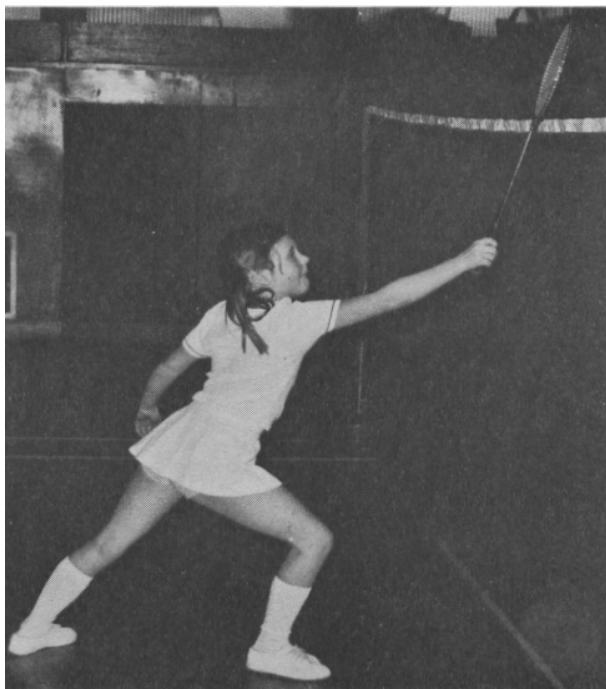


Plate 21. Taking the shuttle early-the Dab Shot

the rear court. The strokes experienced are:-

The DAB SHOT-a stroke played with the racket head above the wrist and the shuttle hit to travel quickly downwards. (see plate 21).

The NET PUSH-the racket head is above the wrist and the shuttle is hit to the midcourt or the rear court.

The UNDERARM NET SHOT-the racket head is moved from below the level of the wrist and the shuttle is hit softly to land close to the net (see plate 22).

The NET CLEAR-the shuttle is hit upwards to travel a distance and land in the rear court. The stroke is played with the racket head below or above the level of the wrist.

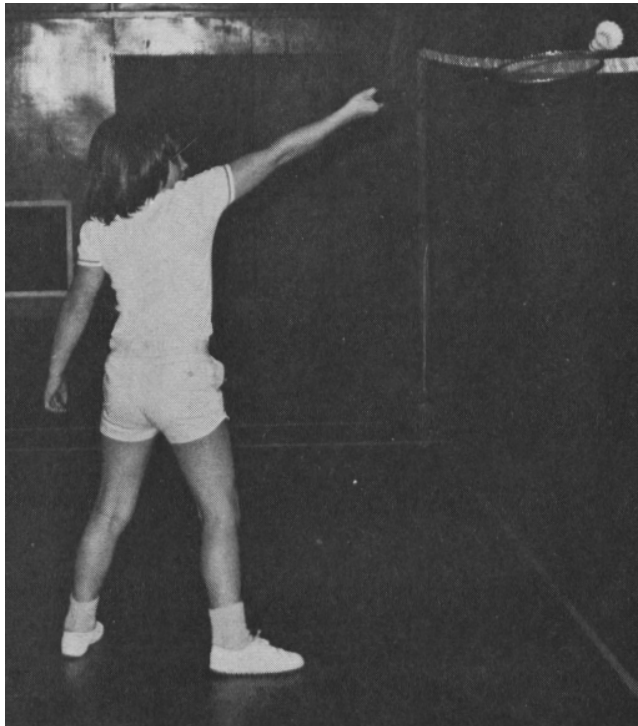


Plate 22. Taking the shuttle early-the Underarm Net Shot

Lesson 13

Aim.

- to learn variations in stroke production.

- *Comment.* This lesson is a development from lessons 7 and 9. Lesson 9 introduced tasks designed to improve stroke production. The child learnt that each stroke involves a specific sequence of movement. Though the actual amount of movement and strength used in the production of a stroke differs among strokes, the sequence remains con-stant. In lesson 7 the child learnt to vary the amount of force that is applied to the shuttle and in so doing developed the 'feel' of the stroke. This lesson combines stroke production and the application of force in an

attempt to suggest various ways in which the force may be applied to the shuttle. Four variations in hitting are suggest-ed. All the strokes and individual variations in stroke production can be reduced to these four basic methods of hitting the shuttle. They are:-

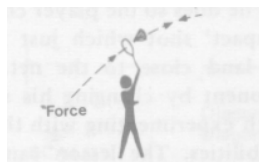
- (a) 'Stroke through' strokes.
- (b) 'Glancing blow' strokes.
- (c) 'Impact' strokes.
- (d) 'Sponge' strokes.

The names are deliberately selected to describe the characteristics of the stroke. This will be made clear during the lesson.

The lesson

1. The 'stroke through' stroke.

Task. Find ways of hitting the shuttle by meeting the shuttle with the racket face at right angles to the flight pathway of the shuttle. (see illustration below).



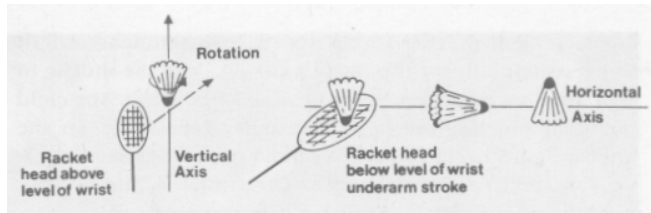
Comment. In this stroke the child meets the shuttle with the racket face flat to the shuttle and hits smoothly through the shuttle. The racket head continues after the flight of the shuttle during the follow through until it recovers naturally to the ready position. Aim the shuttle to high and low positions at the rear and forecourt. The child can then practise overhead and underarm strokes on the forehand and backhand sides. Spend sufficient time on this for the child to grasp the idea. The stroke should be very smooth and the follow through almost exaggerated.

2. *Task.* Find ways of hitting the shuttle so that the force deviates to the right or left of the shuttle. The shuttle is given a glancing blow.

Comment. It may be necessary to explain clearly what is required in this task. Demonstrate as follows. Hold the shuttle by the feathers in the left hand. Take the racket in the forehand grip. Hit the shuttle gently across the base with the racket face moving from either left to right or from right to left. Though some force is applied to the shuttle, it receives a glancing blow sideways. We describe this sometimes as cutting or slicing the shuttle. This sort of blow to the shuttle causes it to spin sideways round a vertical axis, or to rotate about a horizontal axis. (see illustrations below). Aim the shuttle so that the child can try this from various positions on the court. The range will be from a flat 'stroke through' shot to a very fine 'glancing blow' shot.

3. Rally and hit the shuttle with a 'stroke through' or a 'glancing blow' stroke. Show clearly which stroke you are using.

4. Task. 'Impact shot'. Find ways of hitting the shuttle so



that the racket head does not travel further than the point of impact.

Comment. The stroke is not difficult to perform. Simply try to stop the racket head at the point of impact. There is a sharp sound which accompanies the stroke and the feeling of a rebound after the impact. Give the child the opportunity to try this from a variety of positions. Some positions are more effective than others. In general the stroke is performed more easily on the backhand side than on the fore-hand side.

5. Task. Play a rally and show clearly the different sorts of stroke.

6. The 'sponge' stroke.

Task. Find ways of absorbing the force in the oncoming shuttle so that you can slow it down in its flight. *Comment.* The word 'sponge' has been chosen because the idea is that the strings on the racket face absorb the force of the oncoming shuttle and do this by 'giving' way slightly on impact. The feeling is similar to catching a ball by drawing it into the body and 'giving' with the hands to slow it down. As this shot is only effective when receiving shuttles which travel quickly through the air or are hit with much force, the parent should smash the shuttle at the child. The child will perform the shot successfully if he covers the shuttle with his racket face and uses a blocking action. This movement with the addition of a slight give in the racket face will be sufficient to slow the shuttle down and return it over the net.

7. Task. Try to combine some of the variations in hitting the shuttle.

Comment. There are two basic possibilities. Firstly, to prepare as for one type of shot and actually perform another i.e., prepare as if for a 'glancing blow' shot and play a 'stroke through' shot. Secondly, to combine two types in the actual hit. Hit the shuttle with a stroke through/ glancing blow shot.

Comment. The value in these variations is in the control one develops and in tactics in games play. For example, a player may begin to play a 'stroke through' shot at the net; perhaps an underarm backhand clear. His opponent begins to move back. As he does so the player changes and plays a 'glancing blow/impact' shot which just sends the shuttle over the net to land close to the net. The player has deceived his opponent by changing his stroke during the action phase. Much experimenting with these ideas leads to all sorts of possibilities. The lesson can be repeated on occasions at any time to develop this aspect of stroke production.

8. Play a game.

Comment. During the game try to deceive your opponent in some of the ways that have been suggested.

Comments on the lesson

This work offers the opportunity to reach an advanced stage in stroke production. However success in this lesson is dependent on mastery of lessons 7 and 9, particularly the latter on stroke production.

Summary

These lessons are now concluded. It should be obvious that the lessons are progressive and interrelated. A child who completes all the tasks in the different lessons should gain a good knowledge of how to hit a shuttlecock and some understanding of what is involved in hitting a shuttlecock. Small details about actual body movements in the strokes may be gleaned from a study of some of the illustrations. The important factor is that each individual develops his own style of playing. The lessons allow the child to develop his own style. If the child does manage to complete all the tasks there will not be much that he cannot contend with in the sphere of hitting shuttlecocks.

Any discussion of games play has so far been deliberately omitted. The point of a game is quite simple, i.e. to hit the shuttle to the floor on the opponents court or to make it difficult for him to return it over the net. During the

lessons a number of ideas have been mentioned. The stress has been on moving an opponent away from his central base to make space in which to hit the shuttle. Subsequently the player has been advised in practice to return to the central base quickly in order to control space. Variations, in hitting the shuttle to different directions or at different speeds, and different types of hitting techniques, have all been mentioned as a means of deceiving an opponent and outwitting him in order to win the rally. In a sense how to play games has been built into some of the lessons. Humans are intelligent individuals and much has been left to the individual to use his intelligence and to find his own way of outwitting his opponent. However at the outset of this book I stated that to teach the child badminton presupposed also his appreciation of the game. To get the child inside the game presupposes some ability to use the language of badminton. For this reason it is necessary to spend some time in discussion of games play. Words such as defence, attack, positional play, tactics, strategy, deception in both singles and doubles play are often mentioned. What these words mean can only be made explicit by reference to the context in which they occur. We must look and see what is involved. The questions which arise are: What is involved in playing a game? How can we develop the child's ability to play a game? This next part is concerned solely with these aspects of badminton.

Playing the game

Before it is possible to know what is involved in playing a game it is perhaps necessary to have some idea of what is meant by the word game. A simple explanation is that a badminton game is a contest. It is a contest between two players (singles game) or two pairs (doubles game). In the contest the players present each other with a problem. The problem is how to overcome the other player and win the contest. To win is the aim of the contest. To win it is necessary to hit the shuttle to the ground in the opposite court. It is necessary for the player to prevent the shuttle hitting the ground in his own court. To do this the player must be able to perform the strokes and to control his space. This is where a knowledge of tactics and strategy is helpful.

Strategy is similar to tactics. Strategy is to do with the general policy a player might adopt to win the contest. Tactics is to do with the actual procedures or strokes that he plays to carry out his overall strategy. A player might decide to defeat his opponent by tiring him. This is his strategy. His tactics are to play long rallies and to move his opponent around the court with quick clears and fast drops. He does this until eventually his opponent tires and makes mistakes. Usually we talk about tactics rather than strategy. For this reason I will use the word tactics when discussing the various means used to win a contest. Tactics is to do with the art of manoeuvring your opponent into positions which allow you to defend your own court and to attack your opponent's court.

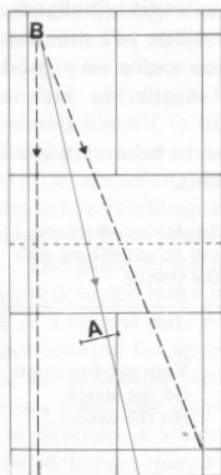
When your opponent hits the shuttle, you should stand in the best possible position on the court to reach all the shots. When you hit the shuttle, you must know where to hit it to make the best advantage of the situation. This is to know when to play the right shot at the right time. How a child learns this is explained on page 56. Certain basic tactics have evolved because of:--

1. the dimensions of the court.
2. the height of the net.
3. the varying flight of the shuttlecock.
4. the type of game, singles or doubles.

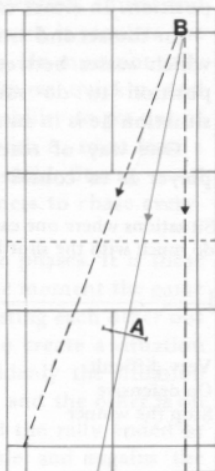
The singles game

The singles court is long and narrow. For this reason the emphasis is on moving the opponent forwards and back-wards rather than side to side. The most common strokes are the clears, smash and dropshots. The aim is to move the opponent out of position so that he loses control of his space. The aim can be achieved by moving him to the rear court with clears, and to the net with drop shots. The smash is used to hit down a weak return or to hit the shuttle quickly to an open space. There are certain factors which are the basis of the singles game. These are as follows:

1. *Central base.* Occupy a position which is approximately in the centre of the court. This position is an equal distance from any area of the court. It enables you to defend the whole court against all possible shots and to move quickly into position to play a stroke.



B. plays stroke from the fore-hand corner of the rearcourt. *A.* moves his base slightly to the left of the centre line to narrow the angle of return. *A.* faces *B.* to meet the shuttle with equal ease on his right and left sides.



For shots from the backhand corner of the rearcourt *A.* moves his base to the right of the centre.

The base can be adjusted in relation to the possible angle of return of the shuttle. If the opponent is about to hit the shuttle from the backhand corner of the rear court, the base will move slightly to the right of the centre to narrow the angle of return. If the opponent hits the shuttle from his forehand corner the base will move slightly to the left of the centre to narrow the angle of return. The player will take up a position facing the opponent hitting the shuttle.

2. *Return to the central base.* After hitting the shuttle from any position on the court, return to the central base as quickly as possible.

3. *Moving the opponent.* Try to move your opponent away from his central base. If he can be moved out of position, more of the court is left open for a return stroke and an opening is created for a winning shot.

4. *How to move your opponent.* The most common strokes are clears to the rear court and drop shots close to the net. Hit the shuttle to the open spaces and make your opponent run the full distance of the court. Eventually he may not recover as quickly as he should and will leave space in which to hit a winning shot.

5. *Play the correct stroke.* The ability to move an opponent around the court away from his central base presupposes that a player can play all the strokes. Try to complete all the tasks in the lessons so that the strokes are practised. These basic features of singles play are necessary to play the game up to a certain standard.

However as suggested previously, the game is a contest. It is a contest between two human beings who use intelligence to outwit each other. This can be judged according to whether or not a player plays the right shot at the right time. You may teach your child all the strokes which occur in the various lessons, but unless he can use them when required in a situation, he will not be a good player of the game.

The right shot at the right time

Fortunately there are only two basic situations in the game when a player has to decide when to play the right shot at the right time. These are:-

1. A situation when a player cannot do much with the shuttle.
2. A situation when he can do something with the shuttle.

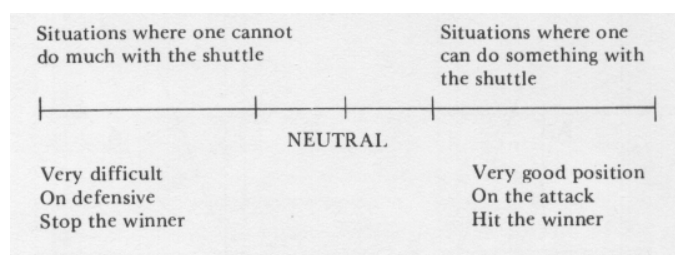
Example. A player might find himself in the rear court with the shuttle in a low position on his backhand side. Now he cannot do much in this position and is really in a difficult situation. What can he do? There may be several answers with regard to the places to which he may hit the shuttle; all of which should be to a place where his opponent cannot do much with the shuttle.

On the other hand a player might find himself in a situation where he can do something positive with the shuttle. In such a situation he may be able to dictate the play, and move his opponent around to force a mistake or a weak return, and get the opportunity to hit a winner.

In the first situation a player may be either on the defensive and in a difficult position, or in a neutral position. In either case he cannot do much with the shuttle.

In the second situation the player may be in a situation which varies between a neutral position and a very good position to do something with the shuttle. In such a situation he is in an attacking position.

One way of teaching the child how to become a good player is to consider these two situations.



There are three phases with different problems arising from this analysis of situations.

1. *On the defence.* What can the child do in a situation where he cannot do much with the shuttle?
2. *In a neutral position.* How does the child create a situation when he can do something with the shuttle?
3. *On the attack.* What does the child do in a situation when he can do something with the shuttle?

The most important aspect of the game for the child is the ability to create, from a neutral position, a situation where he can do something with the shuttle. To do this requires a range of strokes, accuracy, control, deception, fitness and patience. The ability to do something with it requires the child to be adventurous and courageous. He must not only see the opening but be prepared to move quickly, and commit himself to hit the winner. The ability to get out of a situation where he cannot do much with it, to at least a neutral situation, demands from the child fitness, good strokes, scrambling ability, and a readiness to chase every-thing and fight to get the shuttle back.

The game varies between these three phases. It is these aspects which make it interesting. At one moment the game is in a neutral state with both players testing each other out and looking for an opening. Both try to create a situation to do something with the shuttle. Suddenly the situation arises when one player is on the attack and the other is on the defence. A winner is attempted and the rally ended or the defensive player returns the shuttle and regains the neutral situation. The rally continues. This constant to-ing and fro-ing, almost a seesaw effect, is one reason why a player should not stop trying until the rally is ended. During the rally the balance between attack and defence can swing either way. Which way is determined by the ability of the players. The lessons which follow are designed to emphasise these different situations and to develop the child's ability to perform in these different situations.

The lessons

Lesson 1

Aim. - to improve the ability to defend.

The lesson

1. Rally for 5-10 minutes.

Comment. During the rally move the child around the court out of position and smash or drop shot to the empty space. Ask the child to return the shots with high clears or low net returns.

2. Task. Find ways to return the shuttle over the net. *Comment.* In this task the parent takes a fixed position to which the child must return the shuttle. The emphasis is simply on getting to the shuttle in difficult positions and returning it to the opponent's court. See below.

3. Conditioned game.

(a) Each player begins with 5 lives.

(b) A player loses a life if he loses the rally.

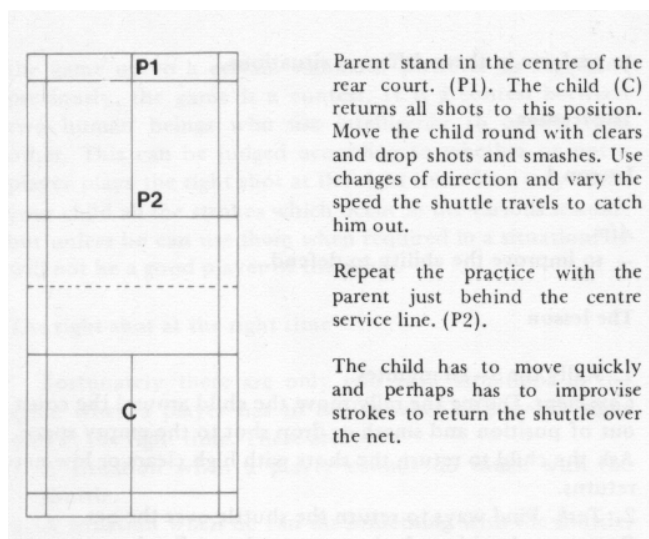
(c) The life is added to the score of the opponent, i.e. both players begin with 5 lives and after the rally player A. wins a life from player B. The score would be player A. 6 lives- player B. 4 lives. A life can be lost and won back again.

(d) The game ends when one player has won all the lives.

(e) After the initial serve which is decided in the usual manner, a player has to win a life to serve.

Comment. The purpose of playing to save lives instead of just for points, is that the emphasis is on getting the shuttle back over the net and not just trying to hit winners.

4. Normal game.



Comments on the lesson

The child will have learnt the importance of chasing the shuttle and returning it over the net. Unless this feature is basic to his game, he will not improve as a player. All players must at times be prepared to chase, scramble and to keep the shuttle in play. As long as it is in play there is always the chance to create a situation in which to do something with the shuttle and so win the rally.

Lesson 2

Aim: to prevent the opponent gaining the attack.

The lesson

1. Rally.

Comment. During the rally move the child around the court and emphasise the return to the central base and the ready position. Practise hitting the shuttle so that it travels high to the rear court, or downwards to pass low over the net.

2. Task. Find ways of giving the opponent a shot that he cannot do much with.

Comment. This sort of situation arises when a player has to hit the shuttle from a low position anywhere on the court. In the rear court a shuttle to be hit from a high position generally does not allow the player opportunity to do much with it.

This is only so if the shuttle is hit the full distance from the net in the rear court. The child should concentrate on high full length clears, or try to hit the shuttle downwards and force the parent to hit the shuttle from low positions.

Practice. The parent plays a normal rally and the child concentrates on the task. Take turns to do this.

3. Normal game.

Comment. In the game play shots to positions which prevents the opponent gaining a situation where he can do something with the shuttle.

Lesson 3

Aim: to learn different ways of gaining the attack.

The lesson

1. Rally for 5-10 minutes.

Comment. Concentrate on moving to meet the shuttle early by travelling, or by stretching to meet it. Return to the centre quickly. Practise sending the shuttle to arrive near the net or at the rear of the court.

2. Task. Find ways of creating a situation where you can do something with the shuttle by outmanoeuvring your opponent.

Comment. Take it in turns to attempt this task. In this way the child can appreciate how the parent succeeds in out-manoeuvring him and learn by experiencing the situation. Some discussion may be required during this task, so stop whenever necessary for discussion. The usual way of out-manoeuvring the opponent is to hit the shuttle to the corners of the court and move him around. Eventually there may occur a poor return, or he is slow to return to the centre and loses control of his space. Then is the time to hit the shuttle quickly to the open space.

3. Task. Find ways of creating a situation where you can do something with the shuttle by tiring your opponent. *Comment.* This method relies on prolonging the rally and keeping the opponent on the move to different spaces until eventually he tires as the game continues. Patience and fitness are necessary here. The player using this method must assume that he is himself always alert and in control of his space.

4. Task. Find ways of creating a situation where you can do something with the shuttle by upsetting the opponent's game.

Comment. Most players enjoy playing at a steady pace and maintaining control over the game. This method attempts to upset the rhythm of the game and to prevent the opponent settling down. It is designed to keep him guess-ing. The ways in which this is achieved are as follows.

(a) Change the speed of the game. Do this by:-

- i. altering the speed at which the shuttle travels through the air.

ii playing different shots. Play a series of quick smashes and a period of slow clears and drop shots and return to quicker shots.

(b) Keep him guessing by: -

i. changes of direction. Mix up straight and angled shots so that he is kept moving from side to side as well as forwards and backwards.

ii. using different types of shots. Vary between smashes and dropshots or clears and smashes.

If the above methods are used there is more chance that the opponent will make an error, provide a weak return or lose control of his space. In brief he will provide you with the situation where you can hit a winner.

5. Task. Find ways of creating a situation where you can do something with the shuttle by deceiving your opponent.

Comment. Deception is a normal part of badminton and is part of the enjoyment of the game. You can deceive an opponent by the following means.

(a) Pretend to do one thing and then do another. For example you may prepare as if for an 'impact' stroke at the net and then play a 'stroke through' stroke. You may look as if to hit it with lots of force and then use a little force.

(b) Delay your shot and make him commit himself to a movement before you hit the shuttle. For example you may move as if to hit the shuttle in one direction. You delay the action until he moves and then hit the shuttle in another direction.

(c) Make your preparation look identical for all over-head and underarm strokes. To do this it is necessary not to have any stroke habits. These are little movements which may warn the opponent of what sort of shot you intend to make. If the preparation looks identical for all shots then your opponent will not know where the shuttle is going until you actually hit it.

6. Find ways of creating a situation where you can do something with the shuttle by playing to his weaknesses.

Comment. You do this so that you can predict the return or know that he is likely to make a weak return or an error. For example many learners are weak at the backhand stroke in the rear court. The most they can do is just to return it over the net. If one realises this it is possible to play to that position and then to anticipate the return.

7. Find ways of creating a situation where you can do something with the shuttle by playing to his strengths.

Comment. It is sometimes necessary to do this because you can predict what he is likely to do with the shuttle. If everything else has been tried it might be the last resort. You might, for example, give your opponent an easy shot on his forehand knowing that he will attempt a straight smash. You can anticipate this shot and try to play it to the open court and perhaps force him to give you a shot that you can do something with.

Comments on the lesson

This lesson involves a number of sessions before all the tasks can be completed. The ideas presented in the tasks are necessary methods of gaining the attack. If a player is familiar with them and experiments on the ideas in practice, then, with further time spent in discussion, his tactical game should improve. The main point to remember is that these methods are a means to an end. The end is to win the rally. Unless the player seizes his opportunity and goes for the winner when the occasion arises, all his work will be wasted.

Lesson 4

Aim: to learn to serve and to receive the serve.

Comment. The serve has only been mentioned briefly in lesson 3 on page 30. How to serve and how to receive serve in a game has been left mainly to the players to sort out for themselves. Yet in some ways the serve is the most important stroke in a game. It is the only occasion during the game when both players begin from a stationary position. The serve is the stroke that begins the play. The serve is important for only the server can score points so he must try to keep the serve. Yet he is at a disadvantage because in the service, the shuttle must be hit upwards before it crosses the net. The actual stroke places the receiver on the attack, for he can take up a position which allows him to meet the shuttle and to hit it downwards (see plates 23 and 24 of receiving stance). This he does unless the server can prevent him doing so. The server can do this in several ways:-

1. He can cause the receiver to hesitate until it is too late to attack the shuttle from above net height in the fore-court.
2. He can make it difficult for the receiver to attack the shuttle from a high position in the rear court.

The server does so by varying his type of serve and by disguising his intentions. He disguises his intentions by taking up a serving stance and making a similar preparation for all serves (see plates 11 and 12 of serving stance). Only during the action does he alter the type of serve by varying the speed of the racket head, the amount of force applied and the angle of the racket face on impact.

He varies his serve by using the following types of serve.

The short serve. The shuttle is hit softly to skim the net and to travel downwards after crossing the net to land on the front line of the receivers service court.

The high serve. The shuttle is hit upwards very high so that it falls vertically into the rear service court and makes a smash difficult to judge.

The flick serve. The server behaves as if to serve a short serve and just before impact brings the racket head through quickly to hit the shuttle sharply upwards beyond the server's reach.

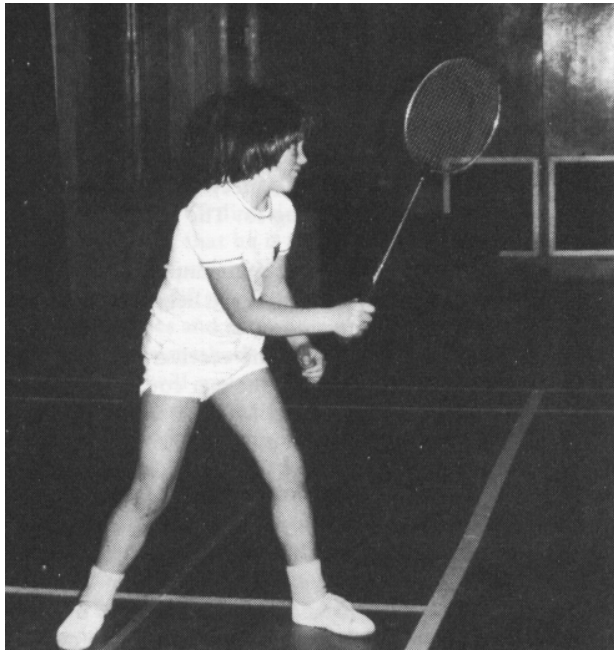


Plate 23. Receiving serve in doubles (forecourt)

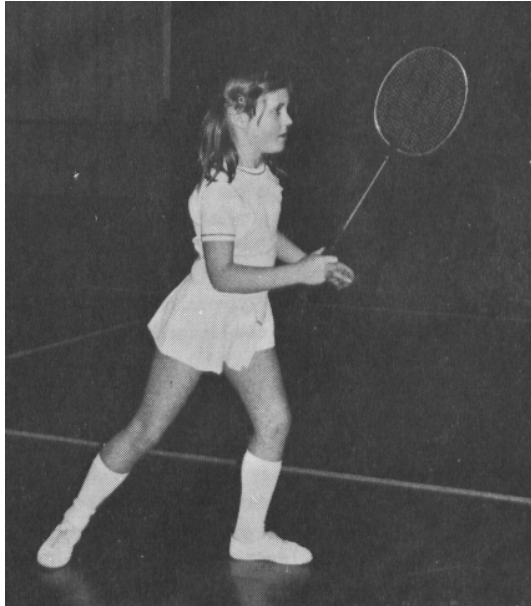


Plate 24. Receiving serve in singles (midcourt)

The drive serve. The shuttle is hit to skim the net and to travel quickly through the air to a point above the receiver's shoulder. The purpose is to cause the receiver to mishit the shuttle.

The lesson

1. Rally for 5-10 minutes.

Comment. Practise moving each other towards the net and to the rear of the court and from side to side with quick changes of direction. Emphasise the return to the central base and particularly the ready position with the racket head above the level of the wrist.

2. Task.

- (a) Server: find ways of serving so that the receiver is placed in a situation where he cannot do much with the shuttle.
- (b) Receiver: find a position on court which allows you to move to meet the shuttle in a situation where you can do something with it.

Comment. The task is designed for both the server and receiver. Take turns to act as server and receiver. If necessary practise a number of each type of serve and find a position which is comfortable and allows both the receiver and server to gain maximum advantage in their respective positions. This sort of task can be quite absorbing, for it is a challenge to catch each other out.

3. Conditioned game.

Condition. The server is not allowed to play more than two consecutive serves of the same type and he must use all types of serve.

Comment. This game forces the server to vary his serve and also allows the receiver to learn how to vary his reply. In the game the server will be ready in the centre for the receiver's return. The receiver not only has to attempt to attack the shuttle but also to move it away from the server if he is too late to attack it. He does this to give the server a shot that he cannot do much with.

4. Normal game.

The doubles game

So far nothing has been mentioned about doubles play. However the situation might obtain in which the parent may want to play with his child in a doubles game, or teach a number of children to play doubles. At this stage the child will have learnt all the strokes. The account which follows is written simply and applies to both boys' and girls' doubles.

Playing doubles

In doubles play the emphasis is on the attack. The aim of both sides is to try to create an attacking situation. This is achieved by correct use of the strokes and good

positional play. The doubles game is one of continual attack and defence, first by one side and then by the other. Before a side can attack they must create a situation in which the shuttle is in a position to be hit downwards. A doubles pair requires knowledge of:

1. Attack:

- (a) How to create an attacking situation.
- (b) How to make the best possible attack in this situation.

2. Defence:

- (a) How to defend against an attack.
- (b) How to turn the defence into attack.

If the shuttle can be hit downwards by one side, that side is on the attack. It follows that the opposing side is on the defence. To create an attacking situation, one side must force the opposing side to hit the shuttle upwards.

There are two basic positional formations in the doubles game.

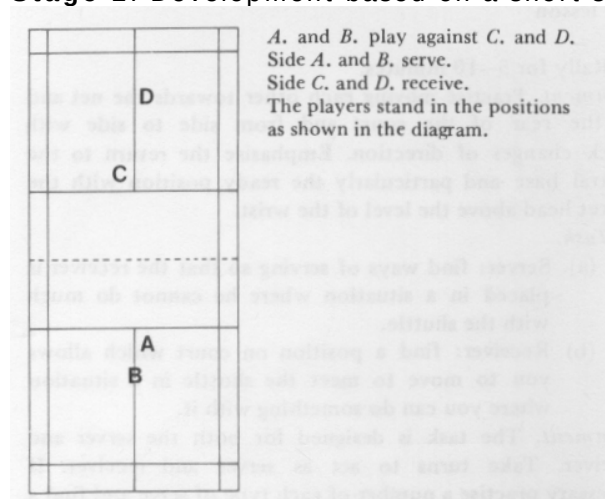
- 1. The attacking formation--the positions the players move into for attack.
- 2. The defensive formation--the positions the players move into for defence.

These formations will be explained in the following development of a doubles game. The diagrams are arranged in logical sequence. The sequence explains a normal development of a game, beginning with the serve. Basic doubles tactics are discussed as each diagram is explained. The learner will gain an idea of basic tactics.

As the serve is the start of play in the game, all development will originate from the serve.

Doubles tactics

Stage 1. Development based on a short serve.



A. serves a short serve to C. A. aims the shuttle to land on the front service line. A. moves forwards towards the net with his racket head held up to position to hit down any low return. He moves only after completion of the serve.

B. stands directly behind *A.* *B.* is in a position to smash any high return of serve or reach any low return which goes past *A.*
C. is the receiver. He stands well up to the front service line. His intention is to attack the shuttle as it comes across the net.
C. plays a dab shot downwards past *A.* and directed towards the mid court area. *C.* tries to play a net stroke which will force *A.* or *B.* to hit the shuttle upwards.
D. stands nearer the back of the court next to the central line. His task is to cover the rear court as his partner attacks the serve.
D. is ready for any possible high return which passes *C.*

Each player is ready to perform his task.

The following development is a normal one in doubles and emphasises the basic attacking and defensive formations.

Stage 2. Receiving service.

A. has played a short serve and followed his serve in to the net. The position is shown in the diagram.

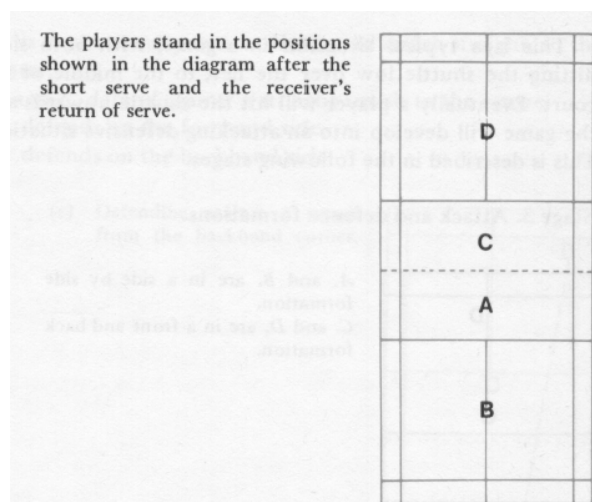
C. has moved forward to attack the serve and push the shuttle past *A.* into the forehand court, *C.* stays at the net in position shown in the diagram.

B. is in the centre ready to move to the shuttle.

D. moves forward to the mid-court waiting to smash a possible weak return from *B.*

A. remains at the net in case his partner *B.* plays a low return.

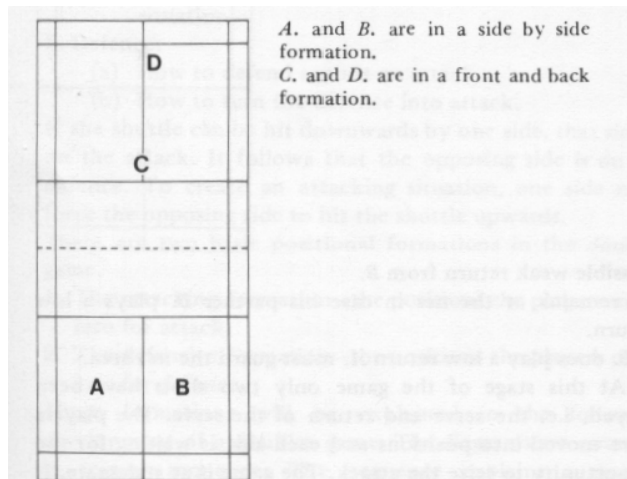
If *B.* does play a low return *A.* must guard the net area.



At this stage of the game only two shots have been played, i.e. the serve and return of the serve. The players have moved into positions and each side is waiting for the opportunity to seize the attack. The game is at stalemate. If *B.* can now play another low return past the net man *C.* it will remain at stalemate until one player hits the shuttle upwards.

This is a typical situation in a game, with both sides hitting the shuttle low over the net, to the middle of the court. Eventually a player will hit the shuttle upwards and the game will develop into an attacking defensive situation. This is described in the following stages.

Stage 3. Attack and defence formations.



The game develops from stage 2. After C. has attacked the serve and hit the shuttle past A., B. moves and hits the shuttle high to the opposite court. The players move into the positions as shown above.

D. moves back into position to hit the shuttle. His aim is to play an overhead forehand smash.

C. remains at the net ready to attack a weak return from D.'s smash.

C. and D. have gained the attack. The attacking formation is called the 'front and back' formation

C. commands the net area and D. commands the rear of the court.

A. and B. have taken up defensive positions which are called the 'sides' formation. Each player is responsible for one side of the court. To achieve this formation A. has moved back from the net to defend a half of the court space.

These are the two basic formations in doubles.

A simple rule to follow in deciding what type of formation to take up is: If the shuttle is high on the opponent's side of the court, immediately take up a 'sides' formation. If the shuttle is high on your side of the court, immediately take up a 'front and back' formation.

Stage 4. Adjusting the 'sides' position in relation to the smash.

D. is in a position for an overhead forehand smash. He should smash straight down the line or to the centre.

A. and B. defend against the possible shots and position themselves accordingly

A. defends the side of the court.

B. defends the centre.

Both A. and B. defend on the backhand side.

D, is in a central position. he should smash straight, to the centre.

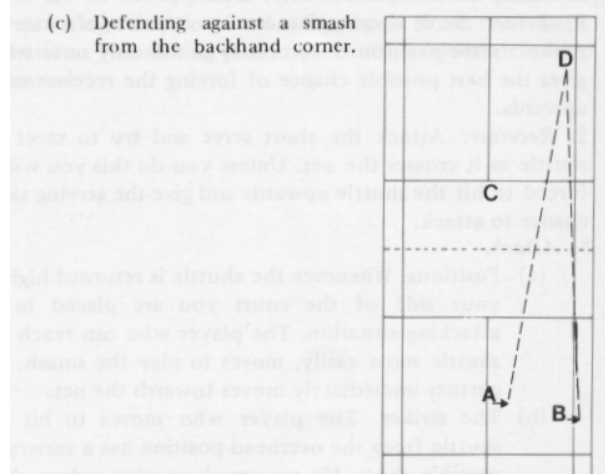
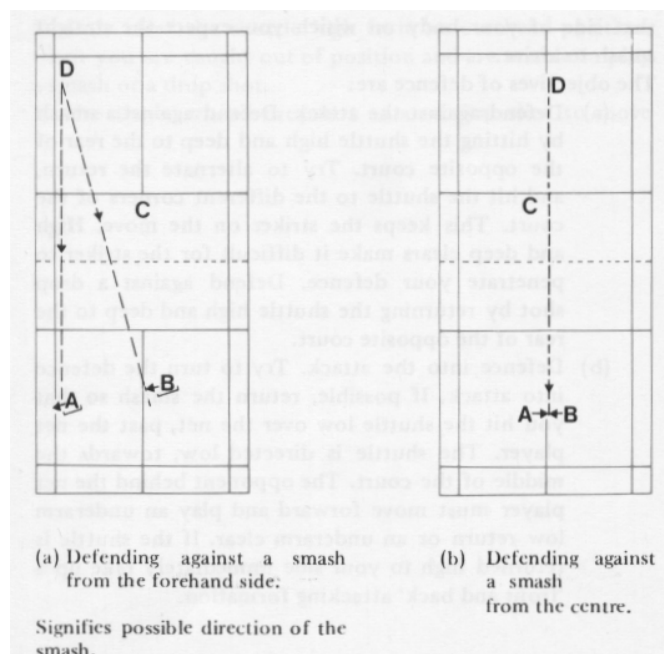
A. and B. defend against a straight smash to the centre.

A. defends on the forehand side.

B. defends on the backhand side.

D is in position for an overhead smash. D. should smash straight down the line or to the centre.

A and B. defend against the possible shots and position themselves accordingly.



B. defends the side of the court.
A. defends the centre of the court.
Both A. and B. defend on the forehand side.

From this simple progression based on the short serve and the reply to the short serve it is possible to establish a few basic factors about doubles tactics:

1. *Server*: Serve short and move into the net after serving. A short serve performed accurately is the only serve which gives the best possible chance of forcing the receiver to hit upwards.

2. *Receiver*: Attack the short serve and try to meet the shuttle as it crosses the net. Unless you do this you will be forced to hit the shuttle upwards and give the serving side a chance to attack.

3. *Attack*.

(a) Positions. Whenever the shuttle is returned high to your side of the court you are placed in an attacking situation. The player who can reach the shuttle most easily, moves to play the smash. His partner immediately moves towards the net.

(b) The striker. The player who moves to hit the shuttle from the overhead position has a variety of possible shots. He can smash or play a drop shot. Smash straight or to the centre. Play a drop shot as a surprise tactical shot, to force a weak return and create the opportunity for a winning smash on the next shot.

(c) The net player. Move into the centre of the net area as quickly as possible. Keep your racket head up and be ready to attack any weak return.

4. *Defence*. Take up the defensive 'sides' formation if either you or your partner hit the shuttle high to the opposite court. Once in the 'sides' formation, defend on that side of your body on which you expect the straight smash to arrive.

The objectives of defence are:

(a) Defend against the attack. Defend against a smash by hitting the shuttle high and deep to the rear of the opposite court. Try to alternate the return, and hit the shuttle to the different corners of the court. This keeps the striker on the move. High and deep clears make it difficult for the striker to penetrate your defence. Defend against a drop shot by returning the shuttle high and deep to the rear of the opposite court.

(b) Defence into the attack. Try to turn the defence into attack. If possible, return the smash so that you hit the shuttle low over the net, past the net player. The shuttle is directed low, towards the middle of the court. The opponent behind the net player must move forward and play an underarm low return or an underarm clear. If the shuttle is returned high to your side immediately take up a 'front and back' attacking formation.

General summary

1. Use the overhead forehand smash to hit the shuttle for the outright winner. Smash whenever possible, and smash straight or to the centre.
2. Only clear the shuttle high from an overhead position, when you are caught out of position and are unable to play a smash or a drop shot.
3. Use the overhead dropshot as a tactical shot to move your opponent out of position and force a weak return.
4. Underarm strokes are used to clear the shuttle high and deep or to hit low returns and force the opponents to hit upwards.
5. Varying the serve. High serves, flick serves and drive serves are all hit upwards. The receiving side are placed in an attacking situation and take up a front and back formation. The serving side moves into a 'sides' defensive formation.

Practising

As the child becomes more competent in his ability to play the game so will the game become more complex. He will begin to use all his strokes to make use of all the space on the court. He will attempt to outwit his opponent and win the contest. As a result he may have to be prepared to move the full distance of the court from the centre and do this quickly. The child will have to improve his strokes and become fitter to play the game at a higher level. Strokes are improved by practice; fitness is improved by training. Below is given some guidance on how to practise and how to train.

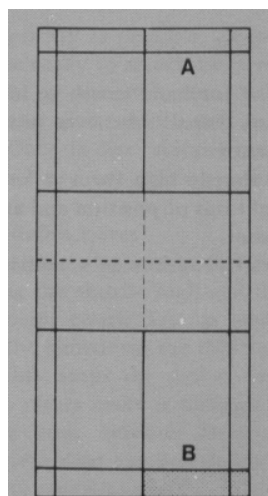
Stroke practices

A good stroke is one performed simply and easily with the minimum of movement and effort. A good stroke is one when the shuttle is hit with control and accuracy to the space it is aimed at. Strokes are improved with practice. Practice implies the repetition of a stroke until the player gains control and accuracy with the shuttle. Here are some practices for the strokes.

Overhead clears

A = Parent

B = Child Use the half court. Both players stand at the rear of the court.



First practice

1. A. serve high to B.
2. Both players hit forehand overhead clears to each other.
3. The shuttle should land within the lines of the rear court.
4. Play a rally of 30 shots.

Second practice

1. A. serve high to the backhand side of B.

2. *B.* hit an overhead backhand clear to *A.*
3. Play a rally of 30 shots.
4. Change over.

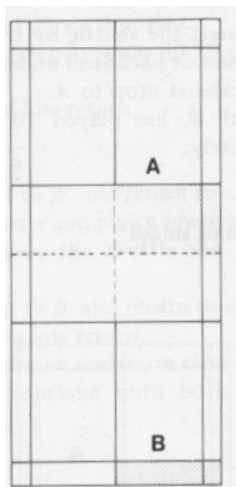
Third practice

1. *A.* serve high to *B.*
2. Both players hit either forehand or backhand overhead clears to each other.
3. Repeat these practices. This time take two steps towards the centre after the shot. Make certain the child assumes the ready position after each stroke. Each stroke should involve a preparation, action, and a recovery.

Overhead drop shot and underarm clears

First practice

1. *A.* serve high to *B.*
2. *B.* play an overhead forehand dropshot to *A.* (the shuttle should land in the forecourt near to the net).
3. *A.* move to the shuttle by stretching and play a forehand underarm clear to *B.*
4. Play a continuous rally until *B.* has played 10 drop shots.
5. *A.* and *B.* change over.



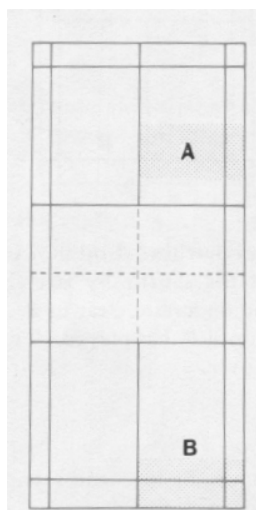
Second practice

1. *A.* serve high to *B.*
2. *B.* play a backhand overhead drop shot to *A.*
3. *A.* move to meet the shuttle by stretching and play a forehand or backhand underarm clear to *B.*
4. Continuous rally until *B.* has played 10 drops. 5. *A.* and *B.* change over.

Third practice

1. *A.* serve high to *B.* on the forehand side.
2. *B.* play forehand dropshot to *A.*

3. A. move to meet the shuttle by travelling or stretching and play a forehand or backhand underarm clear to *B*.
4. *B*. play a backhand drop to A.
5. Continue until *B*. has played 10 drops forehand and backhand alternately.
6. Change over.



Smash and return of smash

First practice

1. A. serve high to *B*. in the rear court.
2. *B*. smash to backhand of A.
3. A. play an underarm backhand clear to *B*.
4. Continuous rally until *B*. has played 10 smashes.
5. A. and *B*. change places.

Second practice

1. A. serve high to *B*. to the rear court.
2. *B*. smash to the forehand of A.
3. A. play underarm forehand clear to *B*.
4. Continuous rally until *B*. has played 10 smashes.
5. A. and *B*. change places.

Third practice

1. A. serve to *B*.
2. *B*. smash to the forehand or backhand of A.
3. A. play a forehand or backhand clear to *B*.
4. Continuous rally until *B*. has played 10 smashes.
5. A. and *B*. change places.

Overhead drop shot and Low return

1. A. serve high to *B*.
2. *B*. play a forehand or backhand dropshot to A. and return to the central base.

3. A. move to shuttle by stretching and play a low return for the shuttle to pass low above the net and land close to the net.
4. B. stretch to meet the shuttle and hit an underarm clear.
5. A. move back and play an overhead dropshot and return to central base.
6. B. move to the shuttle and play a low return to land close to the net.
7. A. stretch forward to play an underarm clear.
8. B. move back and play a dropshot.
9. Continue until each player has hit 10 dropshots.

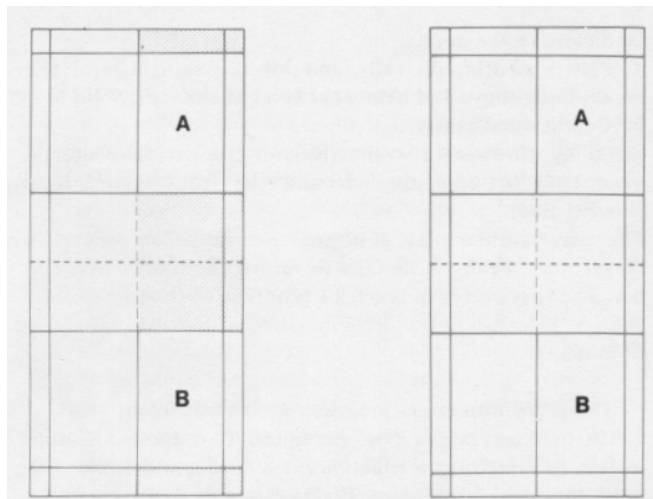
Overhead smash and low return

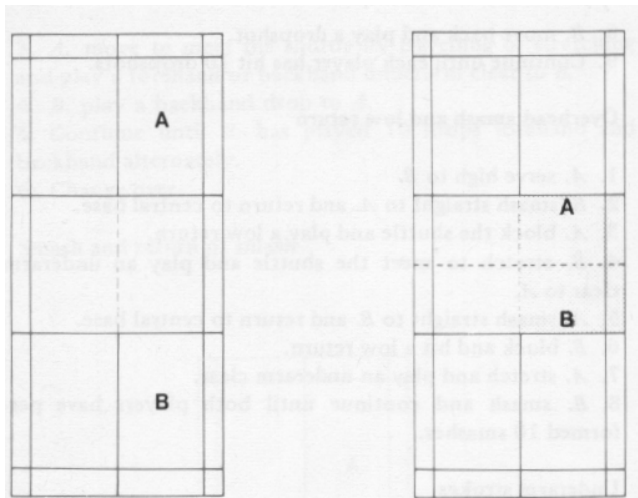
1. A. serve high to B.
2. B. smash straight to A. and return to central base.
3. A. block the shuttle and play a low return.
4. B. stretch to meet the shuttle and play an underarm clear to A.
5. A. smash straight to B. and return to central base.
6. B. block and hit a low return.
7. A. stretch and play an underarm clear.
8. B. smash and continue until both players have performed 10 smashes.

Underarm strokes

Forehand and backhand low returns.

1. Both players stand in the mid court.
2. Low returns should skim the net.
3. Hit the shuttle to each other using forehand and back-hand strokes.
4. Hit the shuttle with the racket head above or below the level of the wrist.
5. Use stroke through, glancing blow or impact shot.
6. Do this whilst facing the net and also whilst turned sideways to the net.
7. Rally for about 5 minutes





Net strokes

Forehand and backhand strokes with the racket head,

- (a) above the level of the wrist,
- (b) below the level of the wrist.

1. Both players stand in the forecourt.
2. A. throw the shuttle over the net.
3. B. returns the shuttle to pass low over the net and to land close to the net.
4. Play a continuous rally and hit the shuttle with the racket head above and below the level of the wrist.
5. Conditioned game.

Begin by throwing the shuttle over the net. The shuttle must land between the net and the front service line.

The players then play a normal net rally for points. A player loses a rally if he fails to return the shuttle over the net. The first player to reach 11 points wins the game.

Comments

There are numerous practices for the different strokes. These practices are a few examples. It is quite a simple matter to construct a practice for a stroke and work at it until the stroke improves. Practice is an essential part of improving the strokes, but it is only a means to an end. The end is to become a better player. A good player plays opponents, not just strokes.

Fitness for badminton

Fitness training

Fitness training is not necessary for the young child for usually he can keep quite fit by playing the game. In fact it is only when the child is beyond adolescence that he really needs to concern himself with fitness for badminton. He should train only if he wants to enter tournaments and compete against other players at a higher level. For the teenager who would like to become fitter for badminton here is a brief explanation of what is involved.

There are many different methods of specialised training. These methods can be written down, but they do need expert guidance in their performance. Skill is required to train properly and unless an expert is on hand to guide the training a player can do more harm than good to his body. For this reason the following methods are very basic, but if performed well will raise the level of fitness.

What is fitness?

Fitness is a difficult word to explain for it is used to describe both the physical and mental states of a person e.g., 'I am fit', or 'I feel fit'. Take the person who wakes up on a sunny day, stretches and exclaims 'I feel fit' when in fact a few minutes hard exercise might prove the contrary; or the highly trained player, superbly fit physically, who goes on the court and doesn't 'feel' fit.

Any discussion about fitness also raises the question of 'fit for what:' Do we mean fit for the rigours of daily life or a specialised sport? Fitness is required to delay the onset of fatigue caused by work and to aid recovery after fatigue. When fatigue sets in, skill is affected and performance drops. A basic level of fitness is necessary for general life and this level increases as more demands are made on the individual. It follows that the top class player requires a high level of fitness. Let us now consider how fitness is acquired.

Physical fitness

There are three essential factors.

1. **Exercise.** A fit body requires strength, endurance, flexibility and speed. These are developed by exercises in which the body is trained to withstand the rigours of activity.
2. **Rest.** A certain amount of rest is important to allow the body to recover from the exercise. This involves the rest gained between regular training sessions and the rest gained from regular sleep.
3. **Diet.** Correct diet ensures that the body is supplied with the essential fuel to meet the demands of training.

Other factors:-

Balance. A systematic training programme is essential for any improvement in fitness. This is achieved by planning the correct balance between exercise, rest and diet.

Purpose. You should have some reason for getting fit. This could be from wanting to feel better generally to training to become the best player in the club, league or county.

Mental fitness

The combination of correct balance of exercise, rest and diet should ensure a fit body. Add to this an objective (a reason for getting fit) and a player should adopt the necessary mental attitude to acquire the 'feeling of fitness'.

Any successful training programme must consider these factors. They are basic to general fitness and the specific fitness required for top class badminton.

Getting fit

Let us assume that the purpose is to reach and maintain a basic level of fitness and so improve general performance on the court. Exercise, rest and diet are involved. Rest and diet are personal to the individual and commonsense will guide one in these matters. Moderation is perhaps a virtue here. Exercise is the key ingredient and so below are some different methods of exercising.

1. *Play*. Regular and constant play for three or four evenings a week should help to develop fitness and improve a player's strength, endurance, speed and flexibility.

2. *Training*. A particular form of exercising is selected to develop a particular aspect of fitness. Running develops endurance and speed. Weight training or circuit training can develop strength and endurance. Often much repetition occurs and exercising may appear like doing drill. Do not confuse training with drill. Both involve repetition but with drill the player does the exercise without thinking. Training involves thinking about how you are doing, what you are doing. It requires skill to train properly even if the exercise is only a simple one.

General training methods

1. **Running**. This is good for the heart, lungs and the legs. It is enjoyable if done properly.

Technique:- Keep a good carriage, head up, arms held loosely and flexed at the elbows. Run lightly and get into a rhythm and keep to it. It becomes easier and more enjoyable with practice.

Method:- Plan a set distance or a set time (10-15 minutes). Go out three to five times a week. Begin gradually and combine jogging and walking until it is possible to run for the whole time. As it becomes easier increase the time or distance, or do parts of or the whole of the run at an increased speed.

2. **Skipping**. This is good for footwork and speed.

Technique:- Skip lightly like a boxer. Try different foot patterns. Upright body, arms near side and rope held loosely, turned with the wrists. Look ahead and not at the ground. Rhythm is very important and it helps to skip to music with a regular beat.

Method:-

(a) Do a ten minute session three or four times a week. Skip 2 minutes and rest one minute. Do this five times.

(b) Skip for 10 minutes non-stop.

As it becomes easy increase the skipping period or reduce the rest interval.

3. **Circuit training.** The purpose is to develop strength. Strength is developed by working against resistance and of the various methods used, weight training and circuit training are the most common. Weight training is too specialised to be included in this book for it can be very harmful unless properly supervised. A player requires strength in the shoulders, arms, trunk and legs. Circuit training is excellent for this purpose. The exercises which follow can be performed in the home and are written out in the form of a training programme.

Exercise	Repetitions		
	A	B	C
1. Press-ups	5	8	10
2. Sit-ups	10	15	20
3. Squats	10	15	20
4. Back bends	3	4	5
5. Squat thrust	5	10	15
6. Step-ups	10	15	20

Method.

There are three programmes, A, B, and C. Begin with programme A. Go through the circuit from 1 to 6 in that order. When one circuit has been completed rest one minute. Repeat in this way until a total of three circuits have been completed. Perform the exercises continuously but smoothly and rhythmically. Do the session 3 or 4 times a week in conjunction with running and skipping. When programme A is easy to do then progress to B and so on to C.

Description of exercises



1. **Press-ups.** Lie face downwards on the floor. Girls take a kneeling position. Place the palms of the hands on the floor at the side of the shoulders with the fingers pointing forwards. Keep the body straight and straighten the arms to raise the body off the floor. This is the press-up. Lower the body and repeat the exercise continuously. This exercise can also be done in a kneeling position.



2. **Sit-ups.** Lie on the back with your arms by your side, and legs flexed at the knees. Sit up and twist the trunk towards the left knee.

The hands slide forward as you sit up. Lower the trunk to the ground and repeat the movement to the right side. Do this exercise in a smooth continuous rhythm.



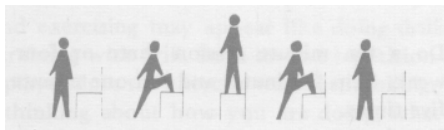
3. *Squats*. Stand upright. Keep the body straight, head up and lower the body by bending the knees into a sitting position. Stand up again. This is one squat.



4. *Back bends*. Lie on the front, hands clasped behind the head and elbows raised. Raise the upper body and the legs off the ground. Hold the position and then lower. This is a back bend.



5. *Squat thrust*. Begin in a deep squat position. Place the hands on the ground to take the body weight. Thrust the legs backwards full stretch and then return quickly to the squat position. Do this continuously quickly and smoothly without a pause.



6. *Step-ups*. Use a chair, low bench or a step on the stairs in front of you. Step up onto it, straighten the legs and step down again. This is a step-up. Do half with the right leg leading and half with the left leg leading.

Specific training methods

1. *Training on the court*. Fitness can be improved during practice quite simply by stressing the quality of stroke production and general movement about the court. For example during a practice on the overhead clear try to return to the central base each time between the strokes. Keep the body upright and alert and don't sag between shots. Make sure the racket is always held in front of the body and the racket head above the level of the wrist in a ready position. Move quickly and softly on the feet. This is very difficult and very tiring. Get behind the shuttle each time. Do not be lazy and stretch when not necessary. Hit the shuttle with good stroke production and do not be satisfied with less than perfect accuracy and control. To appreciate just how much physical work is involved in doing this, try a rally of 50 overhead clears and notice the effects.

2. Training sequences. In these a player performs a pattern of movement from the centre to one of the four corners and back to the centre. This is the training sequence. It is possible to perform a single stroke sequence in which the player returns to the same corner each sequence; or a two or three or four shot sequence in which several single sequences are combined.

Examples:- **One shot sequence.** Start in the centre with a racket. Travel to the corner, shadow an overhead clear and return to the centre. This is one sequence. Do 10 repetitions.

Two shot sequence. Start in the Centre. Move to the corner of the forehand rearcourt, shadow an overhead clear and return to the centre. Move to the corner of the backhand rearcourt and return to the centre. This is a 'Two shot' sequence. Do 5 repetitions.

A circuit of sequences on various strokes can be planned in this way to improve fitness and skill. This form of training can be done with a partner acting as a 'feeder' so that it takes the form of continuous rallying or with the player performing the sequences on his own.

Below is an example of a circuit of sequence training.

• represents the centre. ↗ represents the direction and corner if facing the net.		
Circuit		Method
1.	↗ 5 repetitions	Work with or without a feeder. Complete three repetitions of the circuit. Take rests when necessary.
2.	↖ 5 repetitions	
3.	↗ ¹ ↖ ² 5 repetitions	
4.	↘ 5 repetitions	
5.	↙ 5 repetitions	
6.	↘ ¹ ↙ ² 5 repetitions	
7.	↘ ¹ ↙ ² ↗ ³ ↖ ⁴ 5 repetitions	

Comments on training

Fitness training need not be unpleasant. Training if performed regularly can become a part of one's daily life. It need only be performed in moderation and the accumulative effect of regular exercise and a care for standards of performance in practice will increase fitness. Training is only a means to an end. Though it can be enjoyable, the satisfaction comes from the end result, the improvement in performance.

Organising competitive badminton

The majority of players enjoy organised competition. Match play and tournaments provide the opportunity for young players to test their performance in the competitive situation. This is the best way to measure the performance of the child and will provide a good indication of his progress as a player. In practice the emphasis is on im-proving skill; in competition the emphasis is on winning. Competition usually brings out a more determined effort to overcome the opponent and win the game. The result of competition is usually a general improvement in the standard of play. However even in competition it should not be forgotten that enjoyment of the game is the important factor. The enjoyment derives from the challenge of the opponent, the battle of wits as one player tries to defeat the other. The child will learn and develop his interest if he enjoys the contest. This he will do if not too much is made of the result. To win or to lose a contest is only the state of affairs for that one occasion. The loser always lives to fight another day, and so has the opportunity to reverse the result.

Competition is an important part of playing a game. For that reason some idea of the various sorts of competition and how to organise competitive badminton is described below. Two types of competitive badminton are considered:

1. *Match Play*. One team of players against another team of player

2. *Tournament Play*

- (a) Singles or doubles or mixed doubles open tournament organised on a knock-out basis
- (b) Handicap tournament of singles, doubles and mixed doubles organised on a knock-out basis.
- (c) American tournament. To achieve the best results from a series of games.

The organisation of competitive badminton is considered under these categories.

1. **Match Play.**

The Team: The team usually consists of six players, arranged in three doubles pairs. Each pair play a contest against each pair of the opposing team.

The order of play: The pairs in each team are numbered as 1st pair, 2nd pair, 3rd pair.

	<i>Team A</i>	versus	<i>Team B</i>
Pair	1	v	1
	2	v	2
	3	v	3
Pair	1	v	2
	2	v	3
	3	v	1
Pair	1	v	3
	2	v	1
	3	v	2

Altogether nine matches are played.

Organising the match: Usually when a match takes place it is between the home team and a visiting team. The visitors are the guests of the home team and certain courtesies should be extended to the visiting team.

1. When arranging the match, also enclose a diagram which shows the directions to the venue. There is nothing more frustrating than searching for a building in a maze of streets.
2. When the visitors arrive, a member of the home team should welcome them and show them to the changing rooms.
3. Allow the visitors to knock up on court before the match begins. Make a point of doing this so that they can get used to the lighting and the conditions of the court.
4. Explain which part of the ceiling is considered as a let and which part is a fault.
5. Provide refreshments during the match and make sure that the visitors are served first.
6. At the end of the match, the captain of the home team should thank the visitors for the contest.

These are a few courtesies essential for developing good social relationships between players.

Equipment: For a normal contest of nine matches, two cartons of shuttlecocks should be provided. In match play feathered shuttlecocks are used unless both teams agree to use plastic shuttlecocks. A scorebook is used to keep a record of games played and points scored. They can be obtained from most sports shops.

2. Tournament play.

An open tournament consisting of singles, doubles and mixed doubles events.

It is not essential to hold all these events. The number of events will depend on the number of entries for the tournament or the number of events offered to the players. However, the principle involved for organising an open tournament is the same for one event or five events.

In this tournament all the players start level. The tournament is organised on a knockout basis. This involves a gradual process of elimination, until two players are left to contest the final.

If the tournament is restricted to the members of one particular club, the players may enter by signing their names on a notice, designating which event they wish to enter. If the tournament is open to a wider field, entry forms are sent out to surrounding clubs. The entry form should provide the following information:

1. The name of the tournament.
2. The venue and directions.
3. The date of the tournament.
4. The closing date for entries.
5. The name and address of the secretary who will receive the entry forms.
6. The list of events.
7. The cost of entry for each event.
8. Any rules or conditions under which the tournament is played.

Once these details have been arranged and the entries received, the players' names are mixed together and the draw is made. There may be problems if the number of entries does not permit an even draw. The ideal number of entries which lead to the final two contestants is from 2, 4, 8, 16, 32, 64 etc. If the number of entries is between any of these numbers, several players will begin in either the second round or the first round of the tournament. This is arranged to allow the final to be between two players. If this is difficult to arrange, further information may be gained from the *Handbook of the Badminton Association of England*.

The tournament

Requirements:

Shuttlecocks. Assess how many matches will be played in the tournament. To be on the safe side, order sufficient shuttlecocks to allow two for each match.

Recording results

Results sheet: This should be displayed. It should show the order of the draw and record of results of matches played.

Results Slips: This is a small book containing results slips. A result slip is given to the players for each match. The contents should show the name of the players involved in the match, the title of the event and the court number. At the end of the match, the players should sign and record the result on the result slip before handing it into the recorder.

Officials

Referee: The person in charge of the Tournament. He is there to decide on all matters involving disputes and questions concerning the rules. He should keep a copy of the Laws of Badminton available for reference.

Recorder: The recorder keeps a record of the matches to be played and arranges the order of play. He is responsible for keeping the Results Sheet up to date as matches are completed.

Umpires: The umpire controls the game and keeps the score for the players. At this level of play, the players can act as umpires for matches themselves. It is one way in which players can accept additional responsibility and acquire a knowledge of the Laws. For a small tournament, this type of organisation is sufficient. Senior Championships will obviously require more officials and a more detailed organisation.

Handicap tournaments

A handicap tournament is organised in exactly the same way as above. The difference is that the players do not start level. Each player is handicapped according to his ability. The advantage of handicapping is that it gives the weaker player an equal chance of winning against the strong player.

Example:

Player A. is a strong player.

Player B. is a weaker player.

Player A. may receive a handicap of minus 10 points. If the game is played up to 15 points, player A. must score 25 points to win a game.

Player B. may receive a handicap of plus 5 points. Player B. has only to score 10 points to win the game.

The game begins at Player A. minus 10 points, Player B. plus 5 points. It is important that the varying ability of the players is considered very carefully when giving handicaps.

Handicap tournaments are useful at the beginner level and club level, as the strong player is forced to work hard to score points and cannot make many mistakes. The weaker player has a chance to go for his shots and can afford to make mistakes and still win. Both players are motivated to play well and the result is usually a general improvement in each player's standard of play.

American tournament

In this type of tournament, the players are placed in sections. A player must achieve the most wins in his section to reach the final. This type of tournament can include all the possible events in the game, i.e. singles, doubles, and mixed doubles.

The number of sections arranged are dependent on the number of players. If there are 16 players in a singles tournament, there may be four sections. In each section there will be four players. The players in each section will play against each other. The player with the best results wins his section. With four sections there will be four winners. The winners play off a semi-final, and then there is a final between the winners of the semi-finals.

The advantage of this system is that the competitors play more matches and have an increased chance of reaching the final. In a knockout tournament, one defeat and the tournament is over for that particular player. In the American tournament, even if a player loses one match, he is still in the tournament and has another chance of winning.

The organisation for the Handicap and American tournaments is the same as for the open tournament. Players who want to organise tournaments should be aware of the advantages and the disadvantages of each system, and should be able to organise competitive badminton. These systems are basic ones and the organisation is simple and practical.