



SHUTTLE TIME

BWF

***BWF* SCHOOLS BADMINTON**

TEACHERS' MANUAL



SHUTTLE TIME

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TEACHERS' MANUAL

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Continental Confederations

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www.badmintonafrica.com

Badminton Asia

www.badmintonasia.org

Badminton Europe

www.badmintoneurope.com

Badminton Pan Am

www.badmintonpanam.org

Badminton Oceania

www.badmintonoceania.org



More Information

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

Badminton World Federation



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Module 1

Getting Started

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Module 1 Focus

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

Learning Outcomes for Module 1

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

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



Overview

1. Introduction

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

This resource is for teachers and consists of 10 modules. These modules will help you to 'teach badminton' in schools. The 10 modules in this Teachers' Manual help you to:

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

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

- Module 5 – **10 Starter Lessons** (10 lesson plans – numbers 1 to 10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 11 and 12)
- Module 7 – **Throw and Hit** (6 lesson plans – numbers 13 to 18)
- Module 8 – **Learn to Win** (4 lesson plans – numbers 19 to 22)

2. Focus on Teachers

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

Teachers...

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

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

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

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

3. Focus on Children

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

Children...

- of all ages, abilities, and disabilities can be successful in developing badminton skills;
- learn basic **badminton skills** through the activities in the lessons;
- develop **social skills** through playing badminton in an inclusive and enjoyable environment;
- also develop **physical skills** while ‘learning badminton’ through the activities in *Shuttle Time*.

It is important that you know about the starting point of your children: their previous badminton experience, their sporting experience, and their ability (both physical and learning).

4. Why Badminton

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

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

- hand-eye coordination;
- catching and throwing;
- stability and balance;
- speed and agility – the ability to quickly change direction;
- jumping and landing skills;
- decision making / tactical.

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

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



5. Your badminton teaching situation

Before starting, think about your badminton-teaching situation.

- Do you have a sports hall or indoor area to take badminton lessons?
(Note – you do not need an indoor sports hall to deliver the 10 Starter Lessons).
- Do you have some basic badminton equipment – rackets, shuttles and nets?
- Does your national / regional / local badminton association deliver courses to help teachers with teaching badminton?
- Are there local clubs that deliver badminton lessons for school age children where interested children can get more coaching?
- Do you know any badminton coaches who coach badminton for school age children?
- Is badminton a school sport on the physical education curriculum at primary / elementary school?
At secondary / high school?
- Are there local badminton competitions for schools?
- Are there regional or national badminton competitions for schools?
- Do you have any children in your class who have disabilities and who may benefit from the inclusive variations that *Shuttle Time* offers?

About Shuttle Time

6. Shuttle Time Goals

Shuttle Time aims to:

- assist teachers to plan and deliver safe, fun, and inclusive badminton lessons;
- ensure that all children can experience success in badminton;
- achieve general physical education objectives through the badminton activities;
- enable teachers to deliver a positive image and experience of badminton.

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

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





7. Shuttle Time Teaching Resources

Teaching and learning resource material is available in a number of languages. These can be accessed on the BWF website www.bwfshuttletime.com.

Teachers' Manual	10 modules that show how to plan and deliver badminton lessons.
Lesson Plans	22 badminton lesson plans.
Video Clips	92 video clips which show the badminton activities and teaching points in the lessons.
Mobile App	All the above <i>Shuttle Time</i> resources in an easy-to-use App.
Online Component	Learning platform which provides an opportunity for participants to cover theoretical aspects of the <i>Shuttle Time</i> programme in a fun, interactive way.
Inclusivity Guide for Teachers	Practical guide to help teachers use <i>Shuttle Time</i> effectively as an inclusive programme for their classes.
Badminton Equipment	Teachers need equipment to teach badminton – see each lesson plan for the requirements. An ideal schools badminton kit consists of: <ul style="list-style-type: none"> • 24 rackets • 3 dozen plastic shuttles • 2 nets • 20-metre-long rope or elastic cord that can be tied across a sports hall or practice area and be used as a net.
Supplementary Material	New material to support the teaching of badminton is being developed.

About Badminton

8. An Ideal Sport for Schools

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

- Badminton is equally accessible to both girls and boys.
- Badminton is a safe, low impact sport for children.
- Badminton builds fundamental sporting skills.
- Pupils of all abilities can be successful in developing skills which will allow them to play badminton for life.
- On a social level, boys and girls / men and women can play, train and compete together.
- Badminton is accessible for people with disabilities. There are rules to govern what groups people play in according to their classes of disability. This ensures fair and safe competitions.
- Lessons 1-10 are easily adaptable for children with disabilities.



An Inclusive Sport

To be inclusive means implementing lesson plans that ensure that all children are able to succeed. This includes not only children with disabilities, but also those who may have low achievement levels or who struggle in a sporting environment.

Shuttle Time is a resource that promotes and encourages inclusion. The lesson plans offer 'Variations', which give advice on how to make activities easier or harder in order to cater for all levels within the class.

We will explore the 'Variations' later in the manual, including how these promote inclusive practice.

Many classroom settings are now seeing children with disabilities learning together with able-bodied children. As such, some teachers will already have experience working with children who have disabilities or 'additional support needs'. For those who don't, the points below can help you in your planning for inclusion within *Shuttle Time*.

When planning an inclusive *Shuttle Time* lesson, try to think about the following:

- Do I need or have any adaptive equipment?
- Are there any children who use a wheelchair, support frame or prosthetic?
- Do I have any children with sensory impairments who may need extra support or equipment?
- Do I have any children with intellectual disabilities (who may not cope well in large groups or noisy environments, or may take longer than the rest of the class to learn new skills)?
- What variations might I need to use in the lesson to ensure that every child has a chance to succeed?

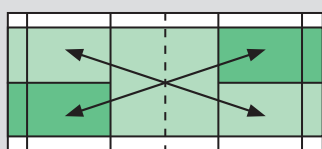


9. Badminton Basics

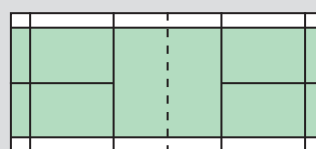
Badminton is:

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

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

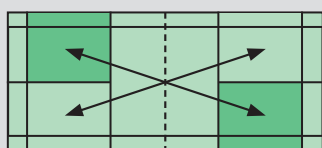


The shuttle is served diagonally into the opponent's 'service box'.

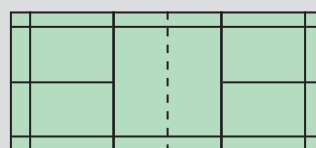


The shaded part shows the area of play for singles. A shuttle that lands outside this area means a point is won / lost.

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



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



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

For players with disabilities, court sizes are adapted according to the sport class of player, under a Para badminton classification system. For example, wheelchair athletes play on a smaller court. More information can be found by visiting <https://corporate.bwfbadminton.com/para-badminton/classification> or by downloading the Laws of Badminton from the BWF website.

10. Aim of the Game

The aim of the game is to score points by:

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

11. Rules of the Game

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

12. Elite-Level Badminton

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

Players at the top level require extraordinary physical ability including:

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

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

13. Olympics and Other Global Games

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

- men's singles
- women's singles
- men's doubles
- women's doubles
- mixed doubles

Badminton players from each region – Asia, Africa, Europe, Oceania and Pan America compete at the Olympic Games. Para badminton has been included in the Paralympic sport programme beginning with the Tokyo 2020 Paralympic Games. Badminton has also been a key component of Special Olympics since 1995 and Deaflympics since 1985.

For more information about the inclusive nature of badminton, in these global games and as part of the BWF's overall strategy, please visit: <https://development.bwfbadminton.com/inclusivity>

14. Badminton around the World

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

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

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

In Pan America, badminton is emerging as a popular sport. With hosting of the 2016 Olympic Games in Rio, Brazil, badminton has become more popular in Pan America. Badminton is also played widely in regions in Oceania and Africa.

Badminton has grown and become popular because it can be played by all ages and at all levels.

At beginner level it offers early satisfaction, with rallies which are easily achievable without much technical expertise.

At the highest level however it is a very dynamic sport, with shuttles being smashed at over 400 kph and players displaying the highest levels of athleticism.

15. Origins of Badminton

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

Between 1856 and 1859 a game known as 'battledore and shuttlecock' started to evolve into the modern game of badminton at "Badminton House", the Duke of Beaufort's country estate in England.

Similar games were played in Poona India around this time and a badminton code of conduct was drawn up in 1877.

The aim of battledore and shuttlecock played at "Badminton House" was to keep the shuttlecock in the air for as long as possible by hitting the shuttle between two or more people. The reverse is true today. The aim of modern badminton is to finish a rally as quickly as possible by scoring points against your opponent.

In 1893, the Badminton Association of England was formed to administer badminton internationally from England.

16. Regulating Badminton Worldwide

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

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

In 2006 the IBF changed its name to the Badminton World Federation (BWF). The BWF is the world governing body for the sport of badminton, recognised by the International Olympic Committee (IOC). BWF has more than 190 members. BWF's members are, with a few exceptions, the national governing bodies for badminton. These are organised into five confederations under the IOC system, with each Continental Confederation representing one of the five Olympic rings – Africa, Asia, Europe, Oceania and Pan America.

17. BWF Vision, Mission, Goals

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

Vision

Giving every child a chance to play for life.

Mission

To lead and inspire all stakeholders ...

- ... deliver spectacular event entertainment
- ... drive fan engagement
- ... create innovative and sustainable development initiatives
- ... and support our membership to maximise outcomes for the sport.

Goals

The BWF goals are:

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



18. Inclusivity

The BWF *Shuttle Time* programme is designed to be inclusive to allow the content to be adapted for use with all ages, abilities and disabilities.

Each of the 22 Lesson Plans can be adapted to suit all ability levels, including children with physical and intellectual disabilities.

19. Badminton in Your Area

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

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

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

The BWF publishes the name and contact details of each national badminton association on its website – www.bwfcorporate.com.



Module 2

Teaching Materials and Content

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

Module 2 Focus

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

The content and suggestions for teaching are detailed in Modules 5, 6, 7 and 8 outlined below:

- Module 5 – **10 Starter Lessons** (10 lesson plans – numbers 1 to 10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 11 and 12)
- Module 7 – **Throw and Hit** (6 lesson plans – numbers 13 to 18)
- Module 8 – **Learn to Win** (4 lesson plans – numbers 19 to 22)

Learning Outcomes for Module 2

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

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

1. Overview

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

This resource:

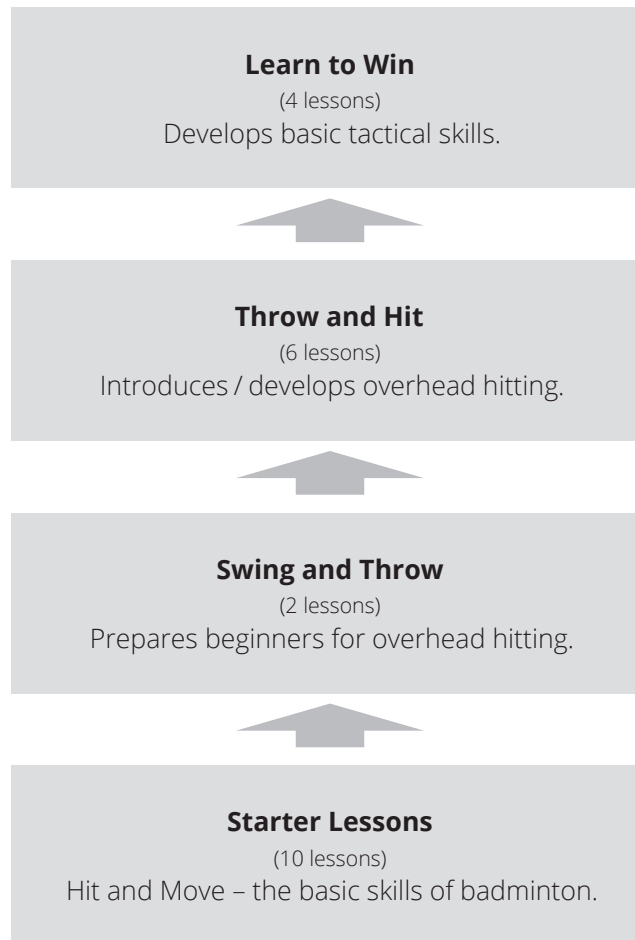
- helps develop teachers' basic badminton skills and knowledge;
- provides the content for teaching badminton in schools (lesson plans / practical examples);
- builds teachers confidence in 'teaching badminton' at school;
- describes some of the basics of badminton – technical, physical and tactical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



2. Badminton Teaching Material

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

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



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

- Module 5 – **10 Starter Lessons** (Lessons 1 to 10)
- Module 6 – **Swing and Throw** (Lesson 11 and 12)
- Module 7 – **Throw and Hit** (Lessons 13 to 18)
- Module 8 – **Learn to Win** (Lessons 19 to 22)

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

The **10 Starter Lessons** are the main starting point for teachers and children who are inexperienced with badminton.

The 10 Starter Lessons:

- cover basic badminton skills;
- ensure beginners of all abilities (and disabilities) have a positive first experience of badminton.

Teachers will have the flexibility to:

- move from one lesson to the next;
- repeat lessons where necessary;
- move onto the subsequent sections / levels whenever they feel this is appropriate for the level of the individuals / group;
- repeat activities in the 10 Starter Lessons so they give children more practice time in the basic skills;
- adapt activities within the lessons to suit the needs of all abilities and disabilities;
- take activities from different lessons to create their own lessons.

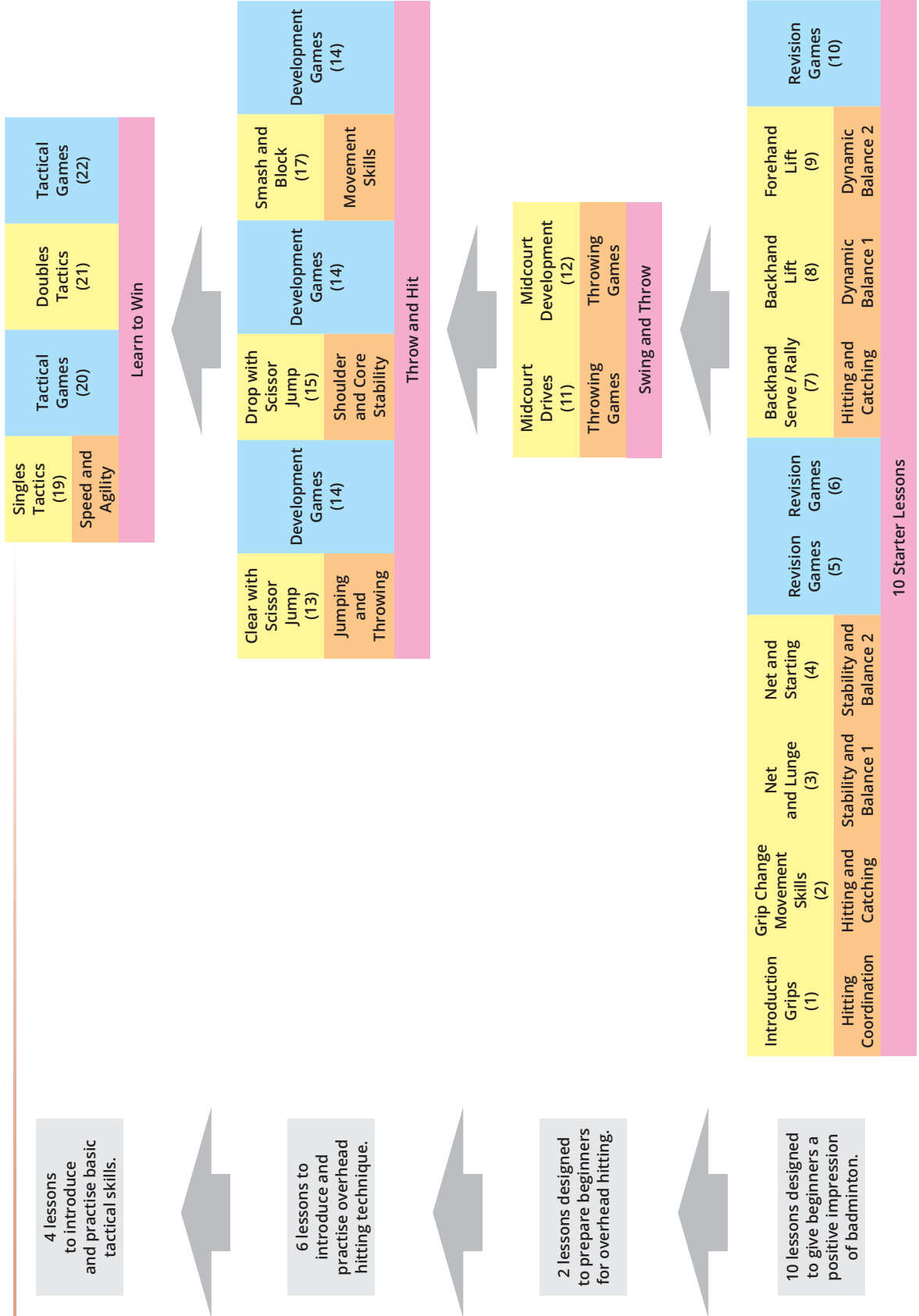
The teacher should evaluate the progress of children after each lesson before planning the next badminton lesson.

3. Content Overview

<p>Section 1 Starter Lessons (10 lessons)</p>	<p>The 10 Starter Lessons include:</p> <ul style="list-style-type: none"> • the general principles of badminton • <i>grips</i> and an introduction to <i>play at the net</i> • <i>frontcourt techniques and rallying</i> • physical elements including coordination, stability and balance. <p>Grips and basic racket skills are taught first. Then hitting from the net area. These are the simplest badminton techniques and teaching them first will ensure success for young beginners.</p> <p>The more difficult overhead techniques are introduced later in the programme when the children have gained some basic techniques and have experienced success.</p> <p>By the end of the 10 Starter Lessons, pupils should be able to:</p> <ul style="list-style-type: none"> • enjoy rallying with basic grips; • hit from the net to the rearcourt; • use a serve to start rallies.
---	--

<p>Section 2 Swing & Throw (2 lessons)</p>	<p>This is designed to assist children with the transition from underarm hitting to overhead hitting. This section includes related physical elements such as throwing and coordination.</p> <p>Here the character of badminton as a fast game is introduced. Therefore the speed of the rallies can be increased relative to the level of the pupils.</p> <p>Usually this increase in tempo will result in increased enjoyment. Children will have a lot of fun because of the speed of the rallies.</p> <p>Note that speed will need to be controlled to ensure continued development of good technique and so children experience success.</p> <p>By the end of Section 2, "Swing & Throw", pupils should be able to:</p> <ul style="list-style-type: none"> • enjoy faster rallies from mid court to mid court; • demonstrate correct throwing technique.
<p>Section 3 Throw and Hit (6 lessons)</p>	<p>This section introduces and develops overhead hitting and associated physical elements including jumping and landing as well as core stability.</p> <p>Most lessons in this section start with games to improve throwing technique, which is the core skill required to develop good overhead hitting technique.</p> <p>By the end of Section 3, "Throw and Hit", pupils should be able to:</p> <ul style="list-style-type: none"> • enjoy overhead rallies; • travel around the court with basic movement skills; • enjoy rallies which incorporate all areas of the court.
<p>Section 4 Learn to Win (4 lessons)</p>	<p>This section introduces basic tactical skills for both singles and doubles and introduces associated physical elements including speed and agility.</p> <ul style="list-style-type: none"> • In this section more exercises involve competitive situations, activities and games. • They are designed to place more emphasis on developing tactical thinking to enhance the learning of basic badminton tactics and decision making. <p>By the end of Section 4, "Learn to Win", pupils should be able to:</p> <ul style="list-style-type: none"> • enjoy rallying strategically; • demonstrate basic positional play in singles and doubles; • enjoy match play.

4. Programme Structure



Note: The point of entry and selection of lessons from the programme should be relevant to the profile of the pupils.

5. Deciding Where to Start

The *Shuttle Time* lesson you start teaching badminton with, and the pace of progression from lesson to lesson depend on several factors:

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

It is *not* essential to follow each lesson progressively as described here, from 1 to 10 and then 11 and 12 and so on.

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

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

6. Lesson Structure

The lessons for badminton in this resource contain:

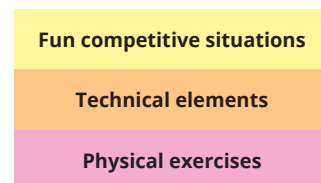
- **physical** exercises;
- **technical badminton** exercises;
- **fun and competition** activities.

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

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

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

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



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

7. General Lesson Format

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

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



8. Flexibility of the Programme

This is a flexible resource to meet the needs of:

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

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

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

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

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



Module 3

Managing Groups

When Teaching Badminton

CONTENTS

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

Module 3 Focus

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

Learning Outcomes for Module 3

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

- some of the factors that affect the motivation of children;
- how to organise groups of children when teaching badminton;
- the important of group practice;
- how to organise games with larger groups of children;
- how to work with mixed classes of children with and without disabilities.

1. Motivating Pupils

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

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

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



2. Teaching Badminton with Large Groups

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

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

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

a. NO Net and NO Courts

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

Example – Backhand Serve Practice

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

b. Changing Court Size

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

Example – Flat Drive Practice

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

c. Using Space Between / Behind the Courts

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

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

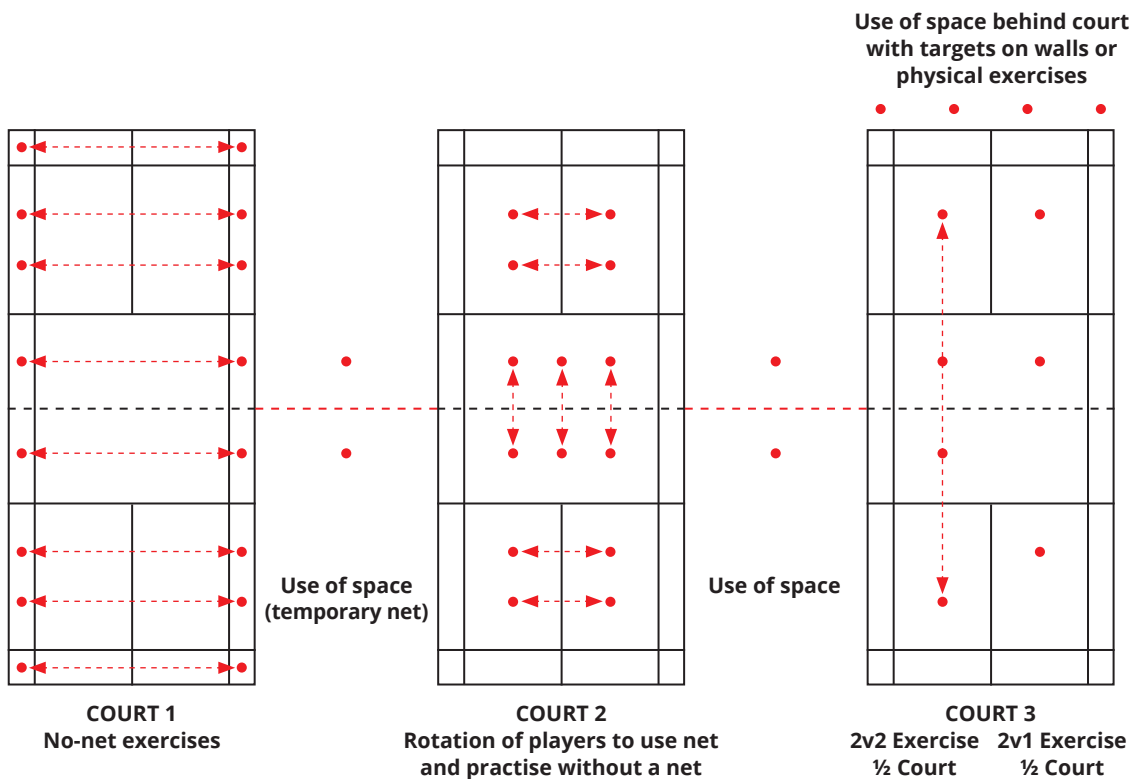
When planning your space, consider that pupils with intellectual disabilities and those who use extra physical equipment may need a little extra space to play and move around. Also, it may be important to have a bigger space when working with children with autism, who may struggle in smaller spaces or in large groups.

d. Exercises - Four or More Players on a Court

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

This example below shows how three courts can be used differently:

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



e. Practising in Pairs or Groups of Three

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

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

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

f. Organise with Intervals

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

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

g. Teacher (or Pupil) Feeds Shuttles

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

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

Good-quality feeding is very important in order to have good conditions to practise. Every feeder must concentrate on good-quality feeding to his or her partner.

Feed the group by hitting or throwing shuttles, pupils hit back, moving around in a circle so that each person gets a chance to hit a shuttle that is fed by the teacher (“merry-go-round”).

3. Feeding skills

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

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

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

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

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

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

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

4. Safety

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

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

5. Playing Games – Managing Groups

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

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



Module 4

Physical Skills

CONTENTS

1. Introduction
2. Aims
3. Core Physical Education Content
4. Summary

Module 4 Focus

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

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

Learning Outcomes for Module 4

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

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

1. Introduction

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

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

Both the technical and physical objectives are integrated into the lesson activities.

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

Section	Technical Content
Learn to Win (4 lessons)	<ul style="list-style-type: none"> • Basic tactical principles for singles and doubles.
Throw and Hit (6 lessons)	<ul style="list-style-type: none"> • Overhead hitting.
Swing and Throw (2 lessons)	<ul style="list-style-type: none"> • Midcourt play. Transition from underarm hitting to overhead hitting.
Starter Lessons (10 lessons)	<ul style="list-style-type: none"> • Grips, underarm hitting, rallying in the frontcourt (at the net) backhand serve, high forehand serve, lifts from the frontcourt.

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

Section	Physical Content
Learn to Win	<ul style="list-style-type: none"> • Speed and agility skills.
Throw and Hit	<ul style="list-style-type: none"> • Jumping and landing skills together with core stability.
Swing and Throw	<ul style="list-style-type: none"> • Throwing and coordination skills.
10 Starter Lessons	<ul style="list-style-type: none"> • Basic coordination, movement*, stability and balance skills.

* Throughout the *Shuttle Time* resources, “movement” should be understood to include both *footwork* (in the case of standing pupils) and *pushes/pulls* (in the case of pupils in wheelchairs). For further information on working with pupils in wheelchairs, please see the “*Shuttle Time Inclusivity Guide for Teachers*”.

2. Aims

All lessons begin with warm-up activities. These are fun-orientated physical activities with varying challenges. All warmups and activities are inclusive, but they can be adapted further to ensure that pupils with disabilities are fully included in the session.

It is important that the pupils practise and experience the physical skills that they will need to use in badminton. This process will allow the teachers to assess the physical strengths and weaknesses of pupils.

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












Some physical exercises need a little ‘pre-warming-up’ activity, because the exercises encourage the pupils to work at maximum speed or agility levels. Therefore pupils may sometimes need 3-4 minutes general warming-up with running and small flexibility exercises before starting the first warm-up exercise. Teachers can identify these situations from the lesson plans and video clips.

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

3. Physical Exercises – Core Physical Education Content

Section 1–10 Starter Lessons

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

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Hand-eye coordination A 'feel' for hitting	Balloon tap.	L1  V1	<ul style="list-style-type: none"> Balloons are perfect to start with because speed of flight is very low.
Chase steps A movement – a technique in badminton	Mirror chase with throw.	L2  V1	<ul style="list-style-type: none"> One foot chases the other but never quite catches up. Low centre of gravity.
Underarm throw and catch	Leader and chaser.	L2  V2	<ul style="list-style-type: none"> Throw and catch is a good preparation exercise for hitting a shuttle with a racket.
Tag game Movement, stamina and change of direction	Tag game with extra running after being tagged.	L5  V1	<ul style="list-style-type: none"> Endurance and motivation to avoid being tagged.
Balance	Balance on one leg and throw and catch shuttle. Balance an upturned shuttle on your head. Jump on one leg and back.	L3  V1 L3  V2 L4  V1	<ul style="list-style-type: none"> Balance is very important to control movements in badminton, for example, lunge movements and landing after jumps.
Reaction times Reactivity to start quickly in different directions	Move on the spot - "happy feet" - and start after a signal.	L4  V2	<ul style="list-style-type: none"> Train this with signals using sound (clap, stamp or whistle) and / or visual aids (waving a shuttle tube or coloured cone in the air).
Stability and balance	Statue on the move.	L6  V1	<ul style="list-style-type: none"> Balance and stability are important elements in controlling badminton movements.
Speed, agility and stamina skills	Relays with different challenges. Roll the dice and run.	L7  V1 L10  V1	<ul style="list-style-type: none"> Tasks must be related to the abilities of pupils. To run 'for the team' is a good motivation.

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Sprint, stop and balance	Relay Games. Balance the racket.	L8 ▶ V1 L9 ▶ V2	<ul style="list-style-type: none"> The lunge technique helps to 'stop and go'.
Dynamic balance	Retrieve a shuttle placed far in front of oneself.	L8 ▶ V2	<ul style="list-style-type: none"> Repeat on opposite leg.
Change of direction and agility	Calf touching.	L9 ▶ V1	<ul style="list-style-type: none"> Assists development of qualities required for effective movement skills.



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

Development of:




- throwing and coordination skills;
- jumping and landing skills together with core stability;
- upper-body and core stability (especially important for pupils in wheelchairs);
- fast and well-coordinated movement skills.

References to Lessons – Throwing, Agility and Coordination Activities

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Learning to throw	Throwing games 1. Keep your court free.	L11 ▶ V1 L11 ▶ V2	<ul style="list-style-type: none"> • Encourage correct throwing technique.
Throw with leg movement: jumps and landings	Throwing games 2. Relay games with moving and throwing. Shadow work. Throwing team game.	L12 ▶ V1 L12 ▶ V2 L13 ▶ V1 L14 ▶ V1	<ul style="list-style-type: none"> • Start throwing with chasse steps or forward running, progress to running backwards and then using a scissor jump.
General coordination and flexibility	Clap exercises for mobility.	L15 ▶ V1	<ul style="list-style-type: none"> • Cooperative exercises.
Throwing and agility	Shuttle chase. Movement skills.	L16 ▶ V1 L18 ▶ V1	<ul style="list-style-type: none"> • Highlights individuals motivation and competitiveness.
Core stability	Plank exercises.	L16 ▶ V2	<ul style="list-style-type: none"> • Ensure correct posture.
Coordinated at speed	Fast feet.	L17 ▶ V1	<ul style="list-style-type: none"> • Teacher to demonstrate and control initial pace.
Coordination and speed	Movement exercises with sprints.	L4 ▶ V2	<ul style="list-style-type: none"> • Ensure sufficient space. Mix groups.

Section 4 – Learn to Win

References to Lessons – Development of speed and agility skills.

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Speed and agility	Agility ladder 1. Agility ladder 2.	L19  V1 L20  V1	<ul style="list-style-type: none"> Start with a slow pace to ensure correct execution of drills with good technique.
Speed	The “stone game”.	L22  V1	<ul style="list-style-type: none"> A fun exercise which highlights motivation levels of individuals.

4. Summary

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

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

Arm movements (throwing and catching), leg movements (jumps, landings, starts, sprints and stops), and pushes / pulls (for pupils in wheelchairs) require a lot of elasticity, but also maximum control.

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

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

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

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

Module 5

10 Starter Lessons

Hit and Move - Grips and Introduction to Net Play

CONTENTS

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

Module 5 Focus

Modules 5, 6, 7 and 8 provide the background information to teach the main badminton content of *Shuttle Time*.

The 22 Lesson Plans are in four separate downloads which correspond to Modules 5, 6, 7 and 8. You should refer to the lesson plans when reading these modules in the Teachers' Manual.

- Module 5 – **10 Starter Lessons** (10 lesson plans – numbers 1 to 10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 11 and 12)
- Module 7 – **Throw and Hit** (6 lesson plans – numbers 13 to 18)
- Module 8 – **Learn to Win** (4 Lesson plans – numbers 19 to 22)

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

The **10 Starter Lessons**:

- cover basic badminton skills;
- ensure beginners of all abilities (and disabilities) have a positive first experience of badminton.

Learning Outcomes for Module 5

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

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

1. Introduction

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

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

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

2. Aims

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

The focus of the 10 Starter Lesson plans is on:

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

3. Content Explanation

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

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

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

a. Grips and Grip Changes

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

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

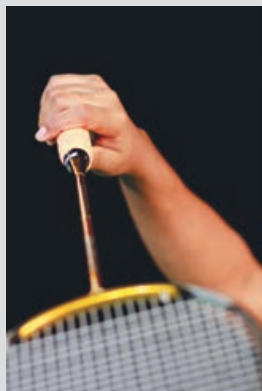
These two grips are explained below.

1. Thumb Grip

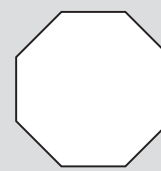
The thumb grip is used to play basic backhand strokes in front of the body. Examples include net shots, net lifts, net kills, backhand serves and backhand drives (when struck in front of the body). The thumb is "committed" to the back of the racket handle, with a slight gap between the hand and the racket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



Long shot




Close-up



Thumb position

References to Lessons – Thumb Grip

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Thumb Grip	Keep balloon up with thumb grip.	L1  V3	<ul style="list-style-type: none"> • For this grip the thumb is located to the back of the racket handle and parallel to the shaft, with a slight gap between the hand and the racket handle. • Fingers should be relaxed. • Back of hand is leading.

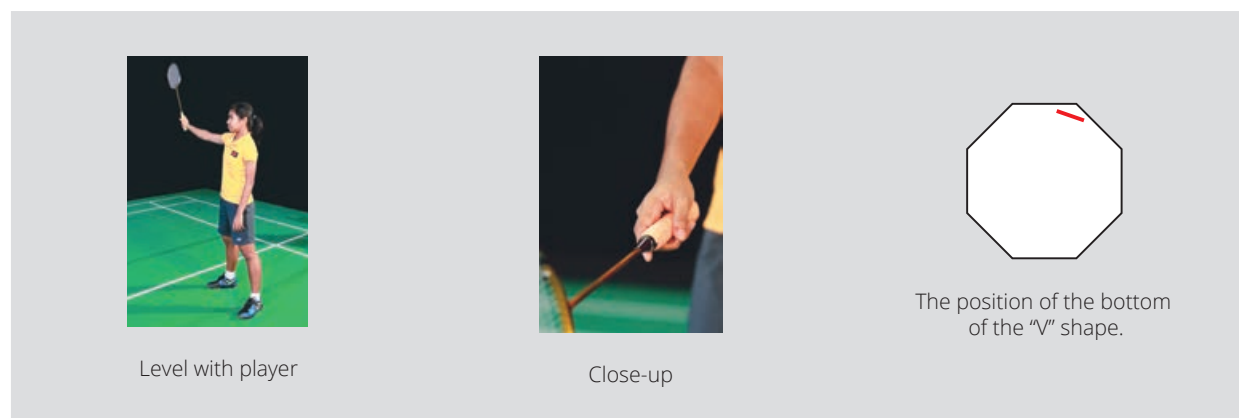
See Number 2 'V-Grip' for more training exercises with grips.



2. V-Grip and Further Grip Exercises

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

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



Level with player

Close-up



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

References to Lessons – Grips and Grip Practice

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand V-Grip	Keep balloon up with V-grip.	L1 V4	<ul style="list-style-type: none"> • Thumb and first finger of the hand create a "V" shape on the racket handle. Palm is leading the movement, fingers are spread! • Mark the racket handle as shown in the pictures above.
Control of grips	Thumb and V-grip exercise in pairs.	L1 V5	<ul style="list-style-type: none"> • Practise the two grips in isolation. • Elbow in front of body. • Movement of the hand is towards the shuttle.
Hand moves to the shuttle	Thumb and V-grip exercise in pairs.	L2 V4	<ul style="list-style-type: none"> • Elbow in front of body. • Active movement of the hand towards the shuttle.




Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Grip change – from Thumb to V-grip	Grip change without and then with shuttle. Game – Hit the Targets	L2 ▶ V3 ▶ V4 L2 ▶ V5	<ul style="list-style-type: none"> • Change between Thumb and V-grip with relaxed, but 'active' fingers. • Relaxed fingers to change between grips without turning the hand ('finger work').
Body position during exercises	Important during all exercises.		<ul style="list-style-type: none"> • Strokes are made away from the body not near the body.
Underarm movement	Grip change with shuttle.	L2 ▶ V4	<ul style="list-style-type: none"> • Preparation: Elbow in front of body. • Backswing: Relax grip and pull hand back, arm becomes a little flexed. • Forward swing: Move the hand actively and stretch arm to the shuttle (long arm), squeeze fingers when hitting. • Follow-through: Regain quick control of the racket after hitting.
Chase steps (fundamental badminton technique)	Mirror chase.	L2 ▶ V1	<ul style="list-style-type: none"> • One foot chases the other but never quite catches up. • Low centre of gravity.
Practise chasse and hit	Feeding exercises Chasse and Hit 1+2 and Choices.	L5 ▶ V3 ▶ V4 ▶ V5	<ul style="list-style-type: none"> • Feeding exercises give the chance to get experience of running and hitting in a controlled manner. • This helps to develop correct technique.

b. Introduction to Lunging – Lunging and Starting

Description	Where and when the lunge is used.	Technique
<p>Lunging</p> <ul style="list-style-type: none">• Lunging is like a large stride. The pictures to the right show where and when the lunge is used on the court.• Most lunging is done on the racket leg, but some non-racket leg lunging does happen.	 <p>At the net when performing net kills, net shots and lifts.</p>  <p>In the midcourt, when the shuttle is at the side of the body.</p>  <p>In rear court when the shuttle is behind the striking player.</p>	<ul style="list-style-type: none">• The lead foot points towards the shuttle.• Take care that the first contact of the foot on the floor is with the heel.• Knee and foot of the lead leg point in the same direction to protect knee and ankle joints.• Foot rolls across the toes and points to the impact point (ensures stability and balance).• Turn out rear foot to help with balance and range of movement.• Bend rear knee slightly to reduce strain on knee joint.• Use an extended rear arm as a counter balance.

Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Lunge

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Lunge	Have a lunge.	L3  V3  V4	<ul style="list-style-type: none"> • First only with shadowing net shots. • Emphasise the importance of reaching to intercept the shuttle. • Avoid twisting of the foot.
Balanced body position at the net	Have a lunge.	L3  V3	<ul style="list-style-type: none"> • Body is straight with stretched “racket arm”. • Upright posture.

c. Introduction to Hitting

Phase 1. Developing Hitting Skills

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

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

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



Phase 2. Hitting with the Hand

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

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

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

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



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

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

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



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

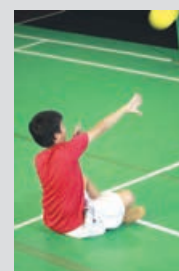
Try to make up a sequence of tricks.



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

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

Try to complete a follow-through that finishes so the player can see the back of their hand (forearm pronated). This is the first preparation for overhead hitting technique.



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

This can be done seated or standing.



Phase 3. Hitting with a Very Short Grip

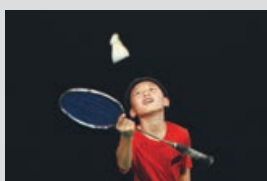
Hitting with a very short grip helps players achieve success because the object they wish to strike is still relatively close to the hand when it is struck.



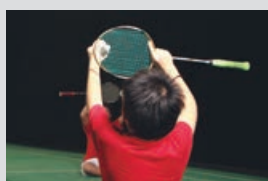
Holding a racket near the "T" with the back of the hand upwards



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



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



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



Take the racket head back using forearm rotation.



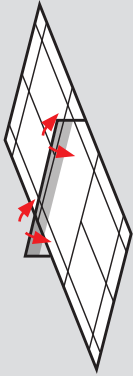



Strike the shuttle using forearm rotation (the player can see the back of their hand).

Phase 4. Transition

Gradually increase the length of the grip whilst controlling the balloon. Then progress by using the same sequences to control a shuttle.

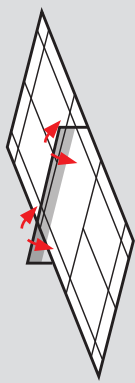



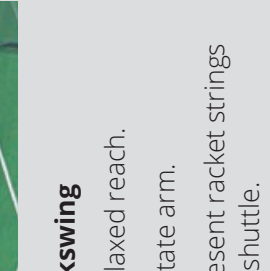
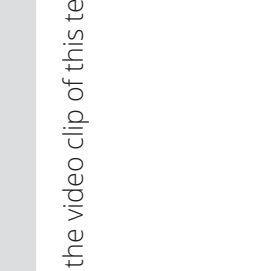
d. Net play

1. Backhand Net Shot

Where the shuttle goes	When we use it	Why we use it
 <p data-bbox="277 875 624 1227">Net shots travel from forecourt to forecourt as close to top of the net as possible.</p>	<p data-bbox="368 875 624 1227">When we are in the forecourt and the shuttle has dropped below tape height. (defensive / neutral area)</p>	<p data-bbox="624 875 1359 1227">To bring the opponent forwards, creating possible opportunities in the rearcourt. Trying to force the opponent to lift, in doing so creating an attacking opportunity.</p>
What it looks like		
		
Prepare <ul data-bbox="277 2076 624 2237" style="list-style-type: none">• V-grip.• Hold racket out in front of body.	Backswing <ul data-bbox="368 2076 624 2237" style="list-style-type: none">• Establish relaxed thumb grip.• Relaxed reach.• Rotate arm.• Present racket strings to shuttle.	Forward Swing <ul data-bbox="624 2076 1359 2237" style="list-style-type: none">• Use momentum of whole body.• Push through shuttle. Follow-Through <ul data-bbox="624 2076 1359 2237" style="list-style-type: none">• Bring racket up ready to anticipate opponent's next stroke.

Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

2. Forehand Net Shot

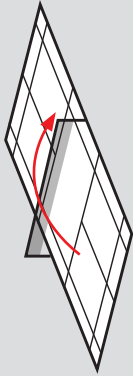



Where the shuttle goes	When we use it	Why we use it
<p>Net shots travel from forecourt to forecourt as close to top of the net as possible.</p> 	<p>When we are in the forecourt and the shuttle has dropped below tape height (defensive / neutral area).</p>	<p>To bring opponent forwards, creating possible opportunities in their rearcourt. Aims to force the opponent to lift, in doing so creating an attacking opportunity.</p>
What it looks like		
		<p>Prepare</p> <ul style="list-style-type: none"> • V-grip. • Hold racket out in front of body.
		<p>Backswing</p> <ul style="list-style-type: none"> • Relaxed reach. • Rotate arm. • Present racket strings to shuttle. <p>Forward Swing</p> <ul style="list-style-type: none"> • Use momentum of whole body. • Push through shuttle.
		<p>Follow-Through</p> <ul style="list-style-type: none"> • Bring racket up ready to anticipate opponent's next stroke.

Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Backhand and Forehand Net Shot

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Net shots backhand and forehand	Net shots. Progressive exercises.	L3 ▶ V4 L3 ▶ V5	<p>Preparation: hold racket out in front of the body (long arm).</p> <p>Backswing: very small with relaxed grip.</p> <p>Forward swing: a gentle push over the net with relaxed grip and good finger control.</p> <p>Follow-through: as small as necessary.</p> <p>Start with backhand, then forehand, then alternately. Practise first without leg movement, then with lunge.</p>
Net shot rally	Progression exercise.	L3 ▶ V5	<ul style="list-style-type: none"> Relax fingers to change between grips without turning the hand (finger-work).
Net shots with movement (start – step – lunge)	Net shot and start.	L3 ▶ V3 ▶ V4 ▶ V5	<ul style="list-style-type: none"> Keep control of arm movement during movement to the shuttle. Progress from only lunge, to chasse and lunge and finally split step, chasse and lunge.
Fun games for net play	Games for net play.	L6 ▶ V2 ▶ V3 ▶ V4	<ul style="list-style-type: none"> Read safety aspects in the description of the games.

e. Backhand Serve

Where the shuttle goes	When we use it	Why we use it
<p>To follow the laws of the game, the shuttle must travel from one service box to the diagonally opposite service box. Backhand low serves pass close to the top of the net and land at the front of the diagonally opposite service box.</p> 	<p>Used in doubles and men's singles to start the rally, from a defensive / neutral situation.</p>	<p>To restrict your opponent's opportunity to attack. To create attacking opportunities for yourself.</p>
What it looks like		
		
<p>Prepare</p> <ul style="list-style-type: none"> • Stance can vary, but most common is with the racket foot forwards, close to the "T". • Use a short, relaxed thumb grip (for doubles). • Place the racket out in front of the body. • Place shuttle on racket. 	<p>Backswing</p> <ul style="list-style-type: none"> • Take the racket back a short distance. • Open racket face slightly. 	<p>Forward Swing</p> <ul style="list-style-type: none"> • Push through shuttle. • Strike the shuttle out of the hand. <p>Follow-Through</p> <ul style="list-style-type: none"> • Continue pushing action. • Bring racket up to threaten service reply.

Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Backhand Serve

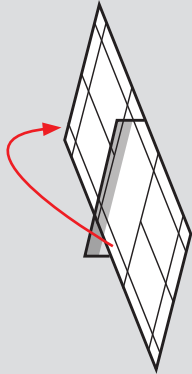
Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Backhand serve	Repetition of thumb grip and then learning the backhand serve.	L7 ▶ V3 ▶ V4	<ul style="list-style-type: none"> • Demonstration and description of the technique required. • Advice: Hit from your hand. • For tips and rules on other types of service (by pupils with arm amputations or in wheelchairs), please refer to: <ul style="list-style-type: none"> – the “Shuttle Time Inclusivity Guide for Teachers” – the Laws of Badminton (available on the Statutes page of the BWF website).

For examples of wheelchair service, see: <https://youtu.be/FKd7iQAczRA>
 (Coach Education Level 1, Module 13, video 3)



f. Backhand and Forehand Lift

1. Backhand Lift

Where the shuttle goes	When we use it	Why we use it
<p>Net lifts travel from the forecourt to the rearcourt. Attacking lifts travel just high enough to beat your opponent's racket. Defensive lifts go higher.</p>	<p>When you are in the forecourt and the shuttle has dropped and just below tape height when you strike it (into the neutral area) – creates opportunity for attacking lift.</p> <p>When you are in the forecourt and the shuttle has dropped well below tape height (into your defensive area) – a defensive lift may be necessary.</p>	<p>Attacking lifts aim to get the shuttle in behind your opponent to force a weaker return.</p> <p>Higher defensive lifts push your opponent back and allow more time for the player playing the stroke to recover their position and balance.</p>
		
What it looks like		
<p>Prepare</p> <ul style="list-style-type: none"> • V-grip. • Hold racket out in front of body. 	<p>Backswing</p> <ul style="list-style-type: none"> • Establish relaxed thumb grip. • Relaxed reach. • Rotate arm outwards. 	<p>Forward Swing</p> <ul style="list-style-type: none"> • Hit through shuttle.
<p>Follow-Through</p> <ul style="list-style-type: none"> • Racket momentum causes arm to rotate outwards as it relaxes. 		

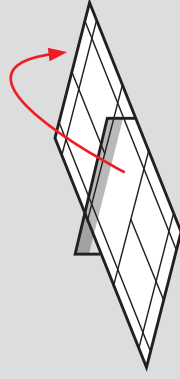
Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

2. Forehand Lift

Where the shuttle goes

Net lifts travel from the forecourt to the rearcourt. Defensive lifts go higher.

More attacking lifts travel just high enough to beat your opponent's racket.



When we use it

When you are in the forecourt and the shuttle has dropped well below tape height as you strike it (in your defensive area).

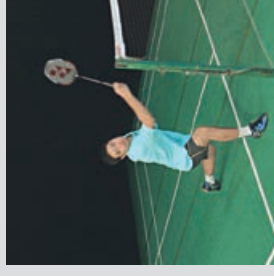
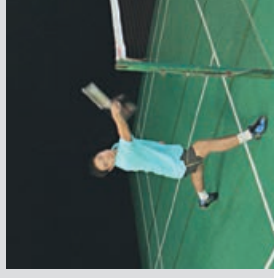
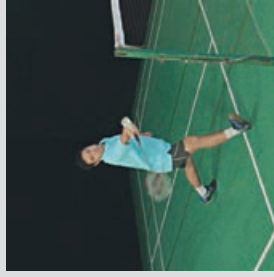
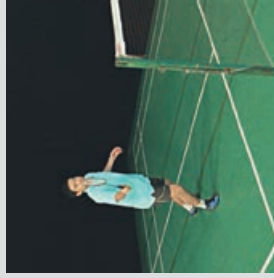
When you are in the forecourt and the shuttle has dropped just below tape height when you strike it (in your neutral area).

Why we use it

Higher defensive lifts push your opponent back and allow more time for the player playing the stroke to recover their position and balance.

Attacking lifts aim to get the shuttle in behind your opponent to force a weaker return.

What it looks like



Prepare

- V-grip.
- Hold racket out in front of body.

Backswing

- Relaxed reach.
- Rotate arm outwards.
- Bend wrist.

Forward Swing

- Straighten wrist.
- Hit through the shuttle.

Follow-Through

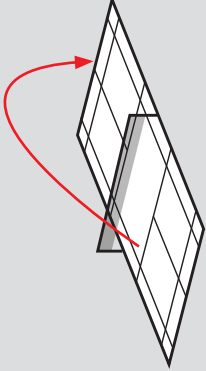
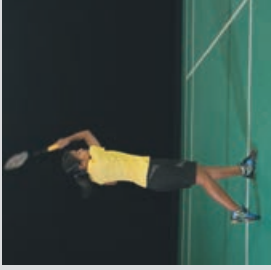
- Racket momentum causes arm to rotate inwards as it relaxes.

Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Backhand and Forehand Lifts

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Backhand Lift	Practise progressing to "Merry-go-round".	L8 ▶ V3 ▶ V4	<p>Preparation: Racket is held out in front of the body, racket head above hand with relaxed reach.</p> <p>Backswing: Quick, short elbow bend and short pronation of forearm</p> <p>Forward swing: Press thumb on racket handle, strike shuttle with flicking action, supinating the forearm and straightening the elbow.</p> <p>Follow-through: Recover racket in front of body.</p> <p>Aim: Make a lift look like a net shot.</p>
Forehand Lift	Practise progressing to "Merry-go-round".	L9 ▶ V3 ▶ V4	<p>Preparation: Racket is held out in front of the body, racket head above hand with relaxed reach. Supinate forearm and bend wrist.</p> <p>Backswing: Go on bending wrist and supinating forearm.</p> <p>Forward swing: Pronate forearm and straighten wrist, strike shuttle with flicking action.</p> <p>Follow-through: Recover racket in front of body.</p> <p>Aim: Make a lift look like a net shot.</p>
Games	Forehand and Backhand Lift "Merry-go-round".	L10 ▶ V3 ▶ V4	

g. Forehand High Serve

Where the shuttle goes	When we use it	Why we use it
<p>To follow the laws of the game, the shuttle must travel from one service box to the diagonally opposite service box. High serves travel to the rear of your opponent's service box, dropping vertically. High serves also tend to be towards the centre of the court, which restricts the angles of return that can be struck by the receiver.</p>	<p>The forehand high serve is used in singles to begin the rally, from a neutral / defensive position. Forehand high serves are used more in women's singles and sometimes in men's singles.</p>	<p>As a variation (creating a different challenge to low serves), Forces player to look up more, so they can be less aware of the servers position.</p>
<p>What it looks like</p>		<p>What it looks like</p>
<p>Prepare</p> <ul style="list-style-type: none"> • Adopt a sideways stance within the service box. • V-grip. • Racket and shuttle in elevated position. • Weight on rear leg. 	<p>Backswing</p> <ul style="list-style-type: none"> • Begin transfer of weight forwards. • Drop the shuttle to the side / in front. • Lower the racket • Bend the wrist and supinate the forearm. 	<p>Follow-Through</p> <ul style="list-style-type: none"> • Momentum carries racket through high and long.
<p>Forward Swing</p> <ul style="list-style-type: none"> • Continue weight transfer to front foot. • Swing racket forwards. • Accelerate racket head by pronating forearm and straightening wrist. • Strike under shuttle – hard, in front and to side of body. 		<p>Follow-Through</p> <ul style="list-style-type: none"> • Momentum carries racket through high and long.

Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

4. Summary

Starting in the forecourt allows for initial improvement and all pupils will experience success.

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

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

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

Teaching techniques / sequencing used:

- demonstrating – imitation;
- images;
- trial and error with feedback;
- shadows and chaining.

The sequence of development in the first ten lessons is:

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

Then followed by:

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

Module 6

Swing and Throw

Midcourt Development

CONTENTS

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

Module 6 Focus

Modules 5, 6, 7 and 8 provide the background information to teach the main badminton content of *Shuttle Time*.

The 22 Lesson Plans are in four separate downloads which correspond to Modules 5, 6, 7 and 8. You should refer to the lesson plans when reading these modules in the Teachers' Manual.

- Module 5 – **10 Starter Lessons** (10 lesson plans – numbers 1 to 10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 11 and 12)
- Module 7 – **Throw and Hit** (6 lesson plans – numbers 13 to 18)
- Module 8 – **Learn to Win** (4 Lesson plans – numbers 19 to 22)

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

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

Learning Outcomes for Module 6

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

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

1. Introduction

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

Section	Technical Content
Swing and Throw	Midcourt practice – activities are designed to prepare beginners for overhead hitting. Techniques introduced here are: <ul style="list-style-type: none">• Backhand drive• Forehand drive• Backhand block

The learning points are intrinsic to the exercises.

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

In this programme however, beginners first learn the basics in the frontcourt and gain confidence, before midcourt and rearcourt techniques are introduced.

Pupils with intellectual disabilities may take a little longer to learn these more complex skills. Remember to use adaptive equipment to hold their interest and allow them to be successful.

2. Aims

Midcourt Practice

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

- feel confident at the net;
- rally at the net;
- hit from the net to the rearcourt;

The aim of the two midcourt lessons (11 and 12) is:

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

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

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

- prepare for all shots;
- and after the shot recover to a good position ready for the next shot.

This is easier to learn when the speed of the rally situation encourages the players to do this.

3. Content explanation

References to Lessons – Swing and Throw



Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Ready Position	Explain, demonstrate and reinforce in all exercises.	L11 ▶ V3 ▶ V4	<ul style="list-style-type: none"> • Leaning forward, slightly with flexed knees, heels lifted from floor, racket in front of body, racket head above the hand. • For wheelchair players: hands on wheels, elbows bent, ready to push or pull the chair or to take the racket off to hit.
Play with fast racket (racket speed)	Throwing exercise for racket speed. Racket Exercises.	L11 ▶ V3 L 11 ▶ V4 L12 ▶ V3 ▶ V4	<ul style="list-style-type: none"> • Hold racket in front of body, start with relaxed grip, then tighten grip to generate power, short racket movements, very small follow-through.

1. Backhand Drive

Where the shuttle goes	When we use it	Why we use it
<p>Backhand drives are flat shots that tend to travel from midcourt to midcourt or the rear court of your opponent.</p> 	<p>Backhand drives tend to be used in neutral situations when the shuttle is neither high enough to attack downwards, nor low enough to use upwards defensive strokes. As well as on the backhand side, backhand drives are also used when the shuttle is directly in front of the body.</p>	<p>Backhand drives can be used to:</p> <ul style="list-style-type: none"> • restrict the opponent's opportunity to attack. • create an attacking opportunity for the player striking the drive by hitting into clear space in the opposite court or into the body of the opponent.
What it looks like		
		
<p>Prepare</p> <ul style="list-style-type: none"> • Stand square to the net, racket ready. 	<p>Backswing</p> <ul style="list-style-type: none"> • Establish a thumb grip, pronate the forearm (create an angle between the arm and racket), bend the elbow, begin to step out to shuttle with non-racket foot. 	<p>Forward Swing</p> <ul style="list-style-type: none"> • Supinate the forearm. • Extend the elbow and reach to strike the shuttle in front/to side. • Strike the shuttle with a tapping action, landing the non-racket foot on or after contact. <p>Follow-Through</p> <ul style="list-style-type: none"> • Minimal follow-through. • Return to face the net, with racket in ready position.

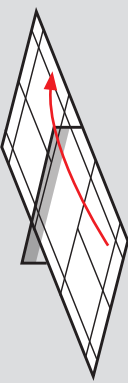



Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Backhand Drive

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Backhand drive	Feeding exercise for racket speed and flat play.	L11  V3  V4	<ul style="list-style-type: none">• Reinforce “ready positions” and recovery.



2. Forehand Drive

Where the shuttle goes	When we use it	Why we use it
<p>Forehand drives are flat shots that tend to travel from midcourt to midcourt or rearcourt of your opponent.</p>	<p>Forehand drives tend to be used in neutral situations when the shuttle is neither high enough to attack downwards, nor low enough to use upwards defensive strokes.</p>	<p>Forehand drives can be used to:</p> <ul style="list-style-type: none"> • restrict the opponent's opportunity to attack. • create an attacking opportunity for the player striking the drive by hitting to space or into the body of the opponent.
<p>What it looks like</p>		<p>Prepare</p> <ul style="list-style-type: none"> • Racket ready. • V-grip.
<p>Backswing</p> <ul style="list-style-type: none"> • Step out to shuttle. • Relaxed reach with slightly bent elbows. • Supinate the forearm and create an angle between the arm and racket. 	<p>Forward Swing</p> <ul style="list-style-type: none"> • Straighten elbow. • Rotate upper and lower arm inwards. • Strike in front of the body. • Strike the shuttle with a tapping action, landing on the racket foot on or after contact with the shuttle. 	<p>Follow-Through</p> <ul style="list-style-type: none"> • Minimal follow-through. • Return to face the net, with racket in ready position.
		

Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Forehand Drive

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand drive	Feeding exercise for racket speed and flat play.	L11 ▶ V3	
Improving flat play	Flat play. Games for midcourt development.	L11 ▶ V4 L12 ▶ V3 ▶ V4	<ul style="list-style-type: none"> Games are very motivating and bring lots of fun but teacher must take care that strokes are made with the correct technique.

4. Summary

In lessons 11 and 12 the speed and variety of rallying situations are increased, while the physical elements of the lessons prepare pupils for overhead hitting.

Areas developed are:

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

Module 7

Throw and Hit

Rearcourt Development

CONTENTS

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

Module 7 Focus

Modules 5, 6, 7 and 8 provide the background information to teach the main badminton content of *Shuttle Time*.

The 22 Lesson Plans are in four separate downloads which correspond to Modules 5, 6, 7 and 8. You should refer to the lesson plans when reading these modules in the Teachers' Manual.

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- Module 8 – **Learn to Win** (4 Lesson plans – numbers 19 to 22)

Module 7 focuses on rearcourt practice and develops overhead hitting techniques.

Learning Outcomes

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

- The stages of the hitting cycle.
- Rearcourt techniques which include:
 - Forehand clear.
 - Forehand dropshot.
 - Forehand smash.
 - Scissor jump.

1. Introduction

This section builds on the two lessons that focused on midcourt techniques.

Section	Technical Content
Throw and Hit	Rearcourt Practice – introduces and develops overhead hitting techniques. Techniques introduced here are: <ul style="list-style-type: none"> • Forehand Clear. • Forehand dropshot. • Forehand smash. • Scissor jump.

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

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

Having already focused on the basics in the frontcourt and gained confidence in the midcourt, rearcourt techniques are introduced.

2. Aims and Objectives

In the six rearcourt lessons pupils develop overhead hitting techniques with the main strokes: **clear**, **drop** and **smash**. These are developed in parallel to the techniques of movement required and in particular the **scissor jump**.

For wheelchair users, movement techniques will mean pushes and pulls. Some children with lower-limb impairments may use more chasse steps than running to cover the court.

Many aspects taught in the forecourt and midcourt are now also true in the rearcourt.

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

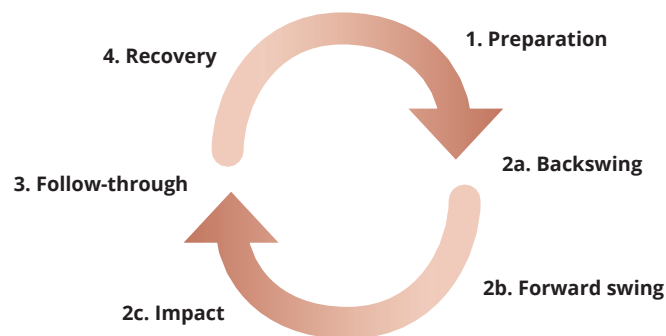
3. Content Explanation

In this section the following techniques are described:

1. Scissor jump;
2. Forehand Overhead Clear;
3. Forehand Overhead Dropshot;
4. Forehand Smash.

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

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



Preparation

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

Hit

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

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

If no sports chairs are available, wheelchair users will need to be careful not to tip backwards when hitting overhead, and they may need to keep their non-racket hand on the non-racket wheel to stay balanced.

Follow-through

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

For wheelchair users, the follow-through should be shorter to ensure they do not hit themselves.

Recovery

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

For wheelchair users, a fast recovery means getting their hands back onto the wheels as soon as possible after hitting the shuttle. This should also be incorporated into the recovery phase in practice sessions.

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

See photos over – Forehand Overhead Clear and Forehand Overhead Dropshot.

1. Scissor Jump

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

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

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

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

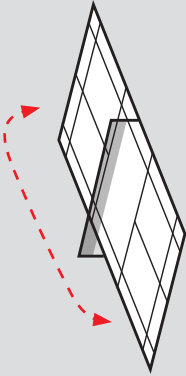
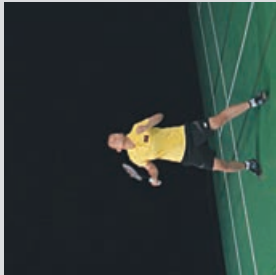
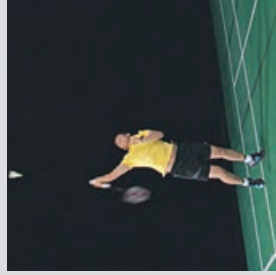
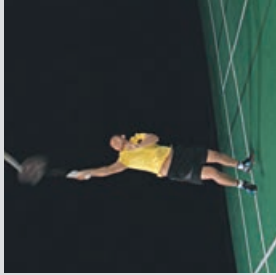
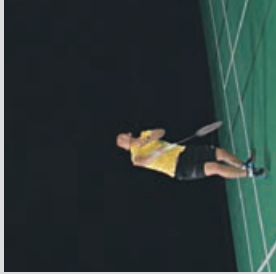
For further information on rearcourt movement for pupils in wheelchairs, please see the **“Shuttle Time Inclusivity Guide for Teachers”**.

References to Lessons – Scissor Jump

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Scissor jump	Introduction on scissor jump, without and then with steps.	L13 ▶ V1 ▶ V2	<ul style="list-style-type: none"> • Point out the correct rhythm of the steps by clapping or counting: one – two / three – four.

See photos on the next page – Forehand Overhead Clear.

2. Forehand Overhead Clear

Where the shuttle goes	When we use it	Why we use it
<p>Clears go from your rearcourt to the rearcourt of your opponent.</p> <p>Attacking clears travel at a height just out of reach of your opponent's racket.</p> <p>More defensive clears are slightly higher.</p>	<p>Clears are used when we are in our attacking zone.</p>	<p>Clears push your opponent back, creating space in the forecourt.</p> <p>Attacking clears aim to place the shuttle behind the opponent, creating pressure and potentially weaker returns.</p> <p>Defensive clears allow the person playing the stroke more time to recover their balance and court position.</p>
<p>What it looks like</p>  	<p>Backswing</p> <ul style="list-style-type: none"> • Drive up and forwards off rear leg • Push rear hip forwards • Rear shoulder and upper arm move upwards and forwards. • Upper and lower arm rotate outwards. • Front arm pulls in to control body rotation. 	<p>Forward Swing</p> <ul style="list-style-type: none"> • Rear leg overtakes front leg. • Upper and lower arm rotate inwards. • Reach to strike shuttle powerfully above / slightly in front of racket shoulder.  <p>Follow-Through</p> <ul style="list-style-type: none"> • Racket momentum causes arm to rotate inwards as it relaxes. • Rear foot lands to become the new front foot. 

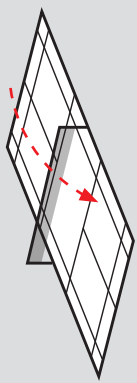


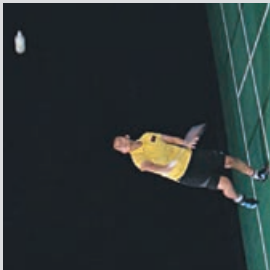
Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Forehand Overhead Clear

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand Overhead Clear	Straight Clear Forehand Clear Rally Forehand Clear Rally with trick Forehand Clear Practice / Straight Overhead Clear Game	L13 ▶ V3 L13 ▶ V4 L14 ▶ V2 L14 ▶ V3 L14 ▶ V4	Emphasise: <ul style="list-style-type: none"> • Throwing action and racket-head speed • Early point of interception • Use of the scissor jump to assist recovery



3. Forehand Overhead Dropshot

Where the shuttle goes	When we use it	Why we use it
<p>Dropshots go from your rearcourt to the forecourt of your opponent.</p> <p>Longer drops tend to land just beyond the short service line. Shorter dropshots land between the short service line and the net.</p>	 <p>Dropshots are used when we are in the attacking zone.</p>	<p>We use dropshots to:</p> <ul style="list-style-type: none"> • make space in the rearcourt • make our opponent off-balance • encourage our opponent to lift
What it looks like		
		
<p>Prepare</p> <ul style="list-style-type: none"> • V-grip. • Racket in overhead ready position. • Front arm up. • Sideways stance. 	<p>Backswing</p> <ul style="list-style-type: none"> • Drive up and forwards off rear leg. • Push rear hip forwards. • Rear shoulder and upper arm move upwards and forwards. • Upper and lower arm rotate outwards. 	<p>Forward Swing</p> <ul style="list-style-type: none"> • Upper and lower arm rotate inwards. • Reach to strike shuttle above / slightly in front of striking shoulder. • Just prior to hitting rotation of arm stops – push through the shuttle. <p>Follow-Through</p> <ul style="list-style-type: none"> • Rear foot lands to become the new front foot.

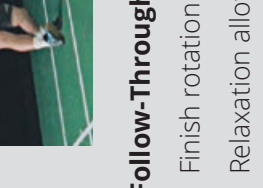
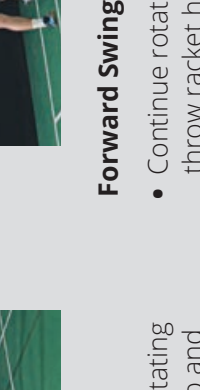
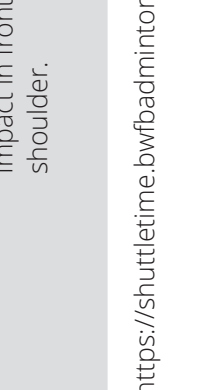
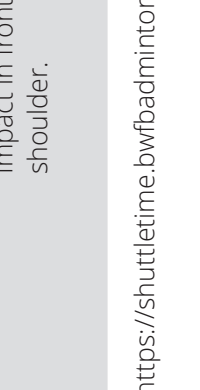
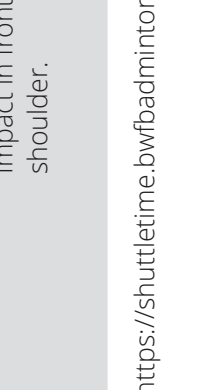
Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Forehand Overhead Dropshot

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand Overhead Dropshot	Shadow Straight Drop Continuous Play Lift-Drop-Net	L15 ▶ V2 L15 ▶ V3 L15 ▶ V4 L16 ▶ V3	Same hitting action for clear and dropshot, but finish a dropshot with a push instead of a full hit at point of contact.
Clear and Dropshot (Parallel)	Choices. Half-court singles.	L16 ▶ V4 L16 ▶ V5	Reinforce the same preparation for both strokes.



4. Forehand Smash

Where the shuttle goes	When we use it	Why we use it
<p>Smashes go from your rearcourt to the midcourt of your opponent.</p> <p>Smashes can be struck into space, or into the body of the opponent.</p>	<p>We use smashes when hitting down from our attacking zone.</p>	<p>A forehand smash is a shot used in an attempt to win the rally, or to force a very weak return.</p>
<p>What it looks like</p>		
<p>Prepare</p> <ul style="list-style-type: none"> • V-grip. • Relaxed ready position. • Step back to load rear leg, sideways stance. 	<p>Backswing</p> <ul style="list-style-type: none"> • Jump and begin rotating in the air, elbow up and forwards, supinate forearm. • Create angle between arm and racket. 	<p>Forward Swing</p> <ul style="list-style-type: none"> • Continue rotation in the air, throw racket head powerfully (pronate forearm). • Reach up to strike shuttle. Impact in front of striking shoulder.
<p>Follow-Through</p> <ul style="list-style-type: none"> • Finish rotation and land. • Relaxation allows continued forearm rotation. • Racket stays in front of body. • Rear foot lands to become new front foot. 		
		


Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Forehand Smash

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Forehand smash	Smash and smash-block. Lift-Smash-Block.	L17 ▶ V2 ▶ V3 ▶ V4 L18 ▶ V2	<ul style="list-style-type: none"> Smash – ensure pupil is behind the shuttle to enable them to hit the shuttle from in front of the body.



5. Backhand block off the Body

Where the shuttle goes	When we use it	Why we use it
<p>Backhand blocks off the body travel from the midcourt to the forecourt / midcourt of your opponent.</p> 	<p>Backhand blocks are used when you are in defensive situations, returning a smash to the body.</p> <p>They are used mainly in doubles and less frequently in singles.</p>	<p>Backhand blocks can be used to:</p> <ul style="list-style-type: none"> • restrict the opponent's opportunity to attack. • create an attacking opportunity by striking the block into space and forcing the opponent to hit their next shot upwards.
What it looks like		
		
<p>Prepare</p> <ul style="list-style-type: none"> • V-grip. • Racket held out in front of body. 	<p>Forward Swing</p> <ul style="list-style-type: none"> • Extend elbow. • Keep racket face open to hit slightly underneath shuttle. • Push through shuttle. 	<p>Follow-Through</p> <ul style="list-style-type: none"> • Racket momentum causes arm to rotate outwards as it relaxes. • Re-establish basic grip and racket position in front of body.

Access the video clip of this technique on the BWF website <https://shuttletime.bwfbadminton.com/video-clips>

References to Lessons – Defense: Backhand block off the body

Element	Exercise	Lesson (L) Video (V)	Teaching Hints
Block defense	Block and Smash-block Lift-Smash-Block	L17 ▶ V2 ▶ V3 ▶ V4 L18 ▶ V2	<ul style="list-style-type: none"> Block – be in ready position with knees flexed, weight forward and racket in front of body.

4. Summary

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

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

The following elements are very important for all overhead strokes:

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

Module 8

Learn to Win - Tactics and Competition

CONTENTS

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

Module 8 Focus

Modules 5, 6, 7 and 8 provide the background information to teach the main badminton content of *Shuttle Time*.

The 22 Lesson Plans are in four separate downloads which correspond to Modules 5, 6, 7 and 8. You should refer to the lesson plans when reading these modules in the Teachers' Manual.

- Module 5 – **10 Starter Lessons** (10 lesson plans – numbers 1 to 10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 11 and 12)
- Module 7 – **Throw and Hit** (6 lesson plans – numbers 13 to 18)
- Module 8 – **Learn to Win** (4 Lesson plans – numbers 19 to 22)

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

Learning Outcomes for Module 8

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

- Tactical awareness.
- Basic tactical skills in badminton.

1. Introduction

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

All players (able-bodied, with physical disabilities, intellectual disabilities, and sensory impairments) can participate and compete in singles and doubles events.

The aim is for the pupils to experience the nature of playing singles and doubles. Therefore, the section is very practically orientated. Players of all abilities and disabilities can be integrated for match play.

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

2. Aims

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

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

The next step must be to develop **good decision making** based on the awareness of the main factors: space (height, width and depth), time (own pressure), the player themselves, the player’s opponent.

We teach badminton players:

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

Note that some pupils with intellectual disabilities may not be capable of understanding these concepts. Others may only understand very basic attack and defence, with anything more complicated being too difficult. Keep the games fun, with an emphasis on good rallies and the use of basic attack, so that they can also be successful.

3. Tactical Awareness

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

Space	Self	Opponent	Pace	Partner
<ul style="list-style-type: none"> • Using width effectively • Using depth effectively • Using height effectively 	<ul style="list-style-type: none"> • My personal strengths • My personal weaknesses • Awareness of position on court • Awareness of state of balance 	<ul style="list-style-type: none"> • What are they good at? • What are they not good at? • What are they trying to do against me? 	<ul style="list-style-type: none"> • Is the pace I am hitting at helping me to win? 	<ul style="list-style-type: none"> • What are their strengths? • What are their weaknesses? • Where are they on the court?

4. Content Explanation

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

With large groups it is necessary to:

- organise the lesson by using multiple courts with different activity types;
- vary the number of pupils on each court.

Here are some examples to consider regarding how to implement exercises that practise tactical elements with large groups:

a. Ten players on one court

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

b. Alternation or rotation

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

c. Use special organisation forms

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

d. Competition between pupils of different level

Minimise the court for the weaker players (eliminate frontcourt or rearcourt area).

e. Playing team competitions






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

All games and exercises in these lessons develop tactical awareness by providing experience in competitive badminton situations. All games are inclusive and can be played together by able-bodied children and those with disabilities. Certain games may be too complicated for some children with intellectual disabilities, but you can use score cards and class peers to help them.

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

References to Lessons – Tactics – Learn to Win

Element	Exercise	Lesson (L) Video (V)	Comment
Base position	Half-court singles 1.	L19 ▶ V2 ▶ V3	<ul style="list-style-type: none"> The base position can be defined as the court position from which you are best able to deal with your opponent's probable replies. It is a fluid position, not a set point on the court.
Singles Tactics 1	Half-court singles 1.	L19 ▶ V2 ▶ V4	<p>Use of space and change of direction:</p> <ul style="list-style-type: none"> "How can we force our opponent to the back of the court to create space for winning shot in the frontcourt?" "How can we force our opponent to be late in the frontcourt to create space for winning shot in the rearcourt?"
Singles Tactics 2	Half-court singles 2.	L19 ▶ V3 ▶ V4	<p>Use of time by changing speed:</p> <ul style="list-style-type: none"> "How can we use fast shots like smash and fast clear to create opportunities to win points?"
Basic Singles Tactics	Half-court singles situations.	L19 ▶ V4 L20 ▶ V2 ▶ V3	<ul style="list-style-type: none"> "How can we mix tactics to win points in singles?" All these games will develop tactical play.
Opening the game in doubles	Revision of backhand serve.	L21 ▶ V1	<ul style="list-style-type: none"> Emphasise the importance of serving in doubles. Give pupils time to practise the serve with challenging targets.

Element	Exercise	Lesson (L) Video (V)	Comment
Winning the midcourt in doubles	Midcourt / frontcourt play. Midcourt game 1. Midcourt game 2.	L21  V2 L22  V2 L22  V3	<ul style="list-style-type: none"> • “Winning the midcourt” is very important in doubles tactics and the main difference to singles tactical play. • This requires good racket handling and racket speed.
Defending and attacking formation in doubles	Positional play.	L21  V3 L22  V4	<ul style="list-style-type: none"> • Start without shuttle and progress then to rally situation by using a fixed order of strokes (for example, lift-smash-block).
Playing doubles	Doubles games.		<ul style="list-style-type: none"> • We put the three aspects together (serving, winning the midcourt, positional play).

5. Summary

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

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

Module 9

How to Organise a Competition

CONTENTS

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

Module 9 Focus

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

Learning Outcomes

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

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

1. Introduction

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

In competitive settings at national and international level, players with disabilities will compete in separate categories. However, in school competitions it will often be best for pupils to all play together, particularly if you only have one or two pupils with disabilities.

When organising school competitions, it may be helpful to have visual aids and score cards to assist children who struggle with keeping score. This will provide support not only for children with intellectual disabilities, but also for those who are not as confident about the rules / scoring procedures. These pupils may benefit from visual cues and / or support from their peers to be able to participate more fully in the competition.

2. Knockout competitions

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

Adaptations to this basic knockout format include:

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

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

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

First Round			Second Round			Semi-Final			Final		
Match No.	Players	Score	Match No.	Players	Score	Match No.	Players	Score	Match No.	Players	Winner & score
	Player A (seed 1)		7	Player A		11			13		
	-										
1	Player C		8			12					
	Player D										
2	Player E		9			10					
	Player F										
3	Player G		10			11					
	Player H (seed 4)										
4	Player I (seed 3)		11			12					
	Player J										
5	Player K		12			13					
	Player L										
6	Player M		13			14					
	Player N										
	-----		14	Player P		15					
	Player P (seed 2)										

3. League competitions

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

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

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

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

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

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

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

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

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

4. Ladders systems

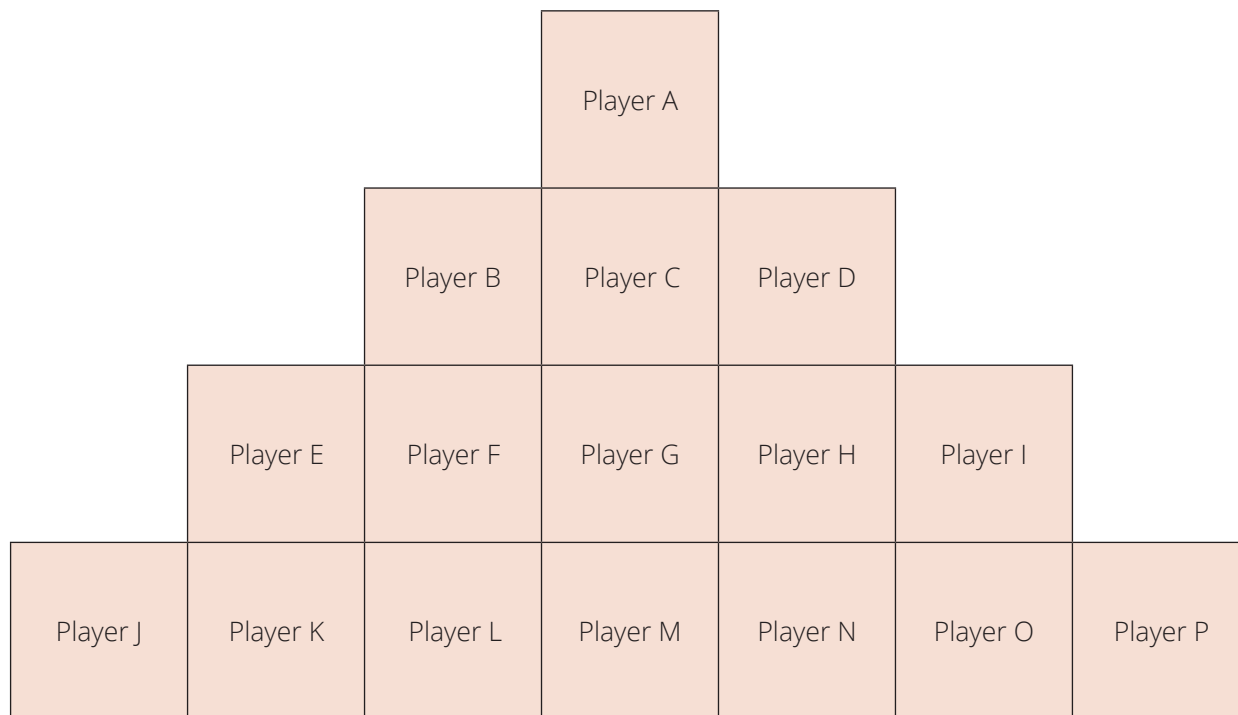
A ladder system is a type of league where players are ranked according to their playing ability, with lower-ranked players having the opportunity to challenge players above them. If the lower-ranked player wins, they can replace the person they have defeated. So in the example below, player D challenges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

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

5. Pyramid Systems

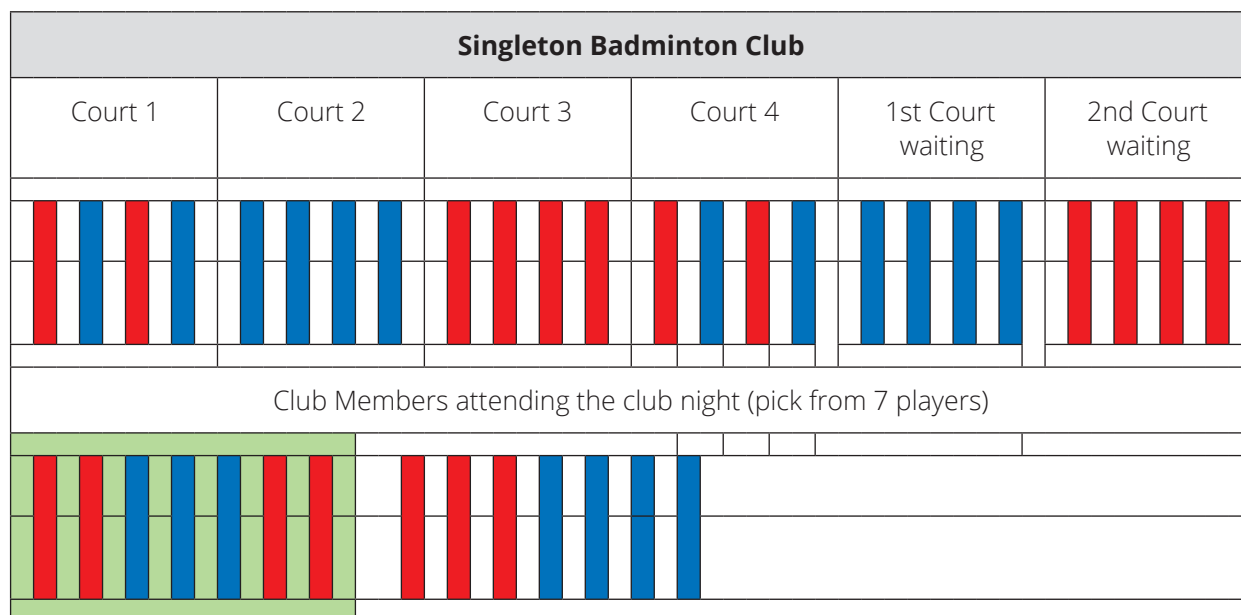
Pyramid systems are a type of ladder system, but with different numbers of players at each level. Players can:

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



6. Club Match-Play

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



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

Clubs can choose whether to alter the rules in the case of players with disabilities (for example, modifying court size, or playing wheelchair rules for wheelchair players when they are on court).

Module 10

Simplified Rules of Badminton

CONTENTS

1. Overview
2. Scoring System
3. Interval and Change of Ends
4. Singles Play
5. Doubles Play

Module 10 Focus

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

Learning Outcomes for Module 10

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

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

1. Overview

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

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

2. Scoring System

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

3. Interval and Change of Ends

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

4. Singles Play

- At the beginning of the game (0-0) and when the server's score is even, the server serves from the right service court. When the server's score is odd, the server serves from the left service court. (Wheelchair users and some children with lower-limb disabilities will play on a "half court", so there will be no alternation of service court.)
- If the server wins a rally, the server scores a point and then serves again from the alternate service court.
- If the receiver wins a rally, the receiver scores a point and becomes the new server. They serve from the appropriate service court – left if their score is odd, and right if it is even.

5. Doubles Play

- A side has only one 'service'.
- The service passes consecutively to the players as shown in the diagram.
- At the beginning of the game and when the score is even, the server serves from the right service court. When it is odd, the server serves from the left court. (All disability sport classes play full-court doubles, so the alternation will apply here, but it is important to bear in mind that for wheelchair players, the area between the short service line and the net is always out – in both singles and doubles.)
- If the serving side wins a rally, the serving side scores a point and the same server serves again from the alternate service court.
- If the receiving side wins a rally, the receiving side scores a point. The receiving side becomes the new serving side.
- The players do not change their respective service courts until they win a point when their side is serving.

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

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

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

Note that this means:

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





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