



SHUTTLE TIME

BWF

BWF SCHOOLS BADMINTON

INCLUSIVITY GUIDE FOR TEACHERS



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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.

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1. Introduction – Overview of Shuttle Time

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.

Shuttle Time aims to:

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

The syllabus for teaching badminton 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.





2. Inclusion

Inclusion can be defined as:

“the practice or policy of providing equal access to opportunities and resources for people who might be otherwise excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups”.

In other words, inclusion is about making activities available and accessible to all who wish to participate.

How do we practise inclusion within *Shuttle Time*?

- Taking everyone into account – no one left out
- Providing support and encouragement: ‘you can do it’
- Focussing on ability, not disability
- Appreciating that every pupil is different
- Focussing on achievement and success
- Helping pupils form their own pathway within badminton
- Modifying activities to suit the needs and abilities of pupils

In short, positive and confident teachers are the key to effective sessions that help everyone experience success.

3. Developing Inclusive Practice

Some pupils may not be able to move or hit as able-bodied pupils would, so teachers and pupils will need to explore alternatives. The following elements can be very helpful in working together to come up with good solutions.

- **Communication** – What can the pupils do? How do you know what their abilities are and how far to push them?
- **Observation** – Watch them both when they are doing an activity and when they are not in order to see what their movements are like.
- **Adaptation** – How can you use the resources and knowledge you already have and modify them to fit with pupils with disabilities?
- **Creativity** – Think outside of the box to help pupils with their development, whether they are beginners or national-level pupils.
- **Feedback** – Talk to the pupils, both to hear their ideas and offer yours.
- **Analysis** – Examine every practice and movement to help pupils develop as best as they can.

Practising inclusion within a Physical Education lesson requires teachers to:

- **Know their students** – Teachers should have knowledge of their students and any additional needs they may have; this will allow them to plan for their capabilities.
- **Plan for group management** – This includes movement around the space. Do the children have enough space if they use adaptive equipment or wheelchairs?
- **Plan for differentiation** – Teachers can ensure that all levels are catered for by using the 'Variation' column as well as their own creativity to develop practices that will allow all to succeed.
- **Use adaptive equipment** – If possible, teachers should have adaptive equipment, including balloons, different-sized rackets, etc.

When adapting practices for different abilities, you can use the STEP model to help you decide **what** and **how** to adapt

PRINCIPLE	EXAMPLES
<p>S = Space</p> <p>Changing the space will allow you to make the activity easier or more difficult, which can really support your planning to ensure that all levels are catered for. Ideally, this may allow you to do the same activity with everyone, with only the space being changed.</p>	<p>Possible modifications:</p> <ul style="list-style-type: none"> • increasing or decreasing the space pupils are in • changing the distance between pupils (to make activities more / less challenging)
<p>T = Task</p> <p>Ensuring you have a variety of tasks throughout your lesson will keep the lesson enjoyable, inclusive, and interesting for the pupils.</p>	<p>Potential types of tasks:</p> <ul style="list-style-type: none"> • outcome-based • technical • group goal-setting • peer-to-peer feedback
<p>E = Equipment</p> <p>Using an array of adaptive equipment will support all pupils in their development. Adapting the equipment may allow you to teach the same lesson, activity or skills to everyone in the class, with the only difference being the type of equipment each pupil uses. This can allow both the less able and the more able to succeed and to be challenged.</p>	<p>Examples of adaptive equipment:</p> <ul style="list-style-type: none"> • short rackets or no rackets (hands) • balloons • paper balls • targets • cones • hoops • chairs • net / no net
<p>P = People</p> <p>Changing the number of people for different activities will help in your planning for inclusivity. Some children may need extra support from their peers or may cope better with individual tasks. Varying the number of people for each activity will also support the pupils in their skill development.</p>	<p>Possible dynamics:</p> <ul style="list-style-type: none"> • individual tasks • pair work • small-group work • rotation of partners • use of able pupils as “feeders”

Planning for Inclusion

Step 1 – Choose your *Shuttle Time* theme. It may be helpful to consider:

- How many children are in the class?
- What age and stage are the children?
- Have they participated in *Shuttle Time* lessons or in badminton previously?
- Are there any children with disabilities, or are there any children who struggle with Physical Education?
- Do you need to use different activities for varying levels?

Step 2 – Choose a lesson plan or parts of the lesson to build your session.

- Does the lesson require any adaptation to the activities to ensure that it is inclusive?
- Are there activities that you can do as a class with no major adaptations?
- Does the lesson require equipment that may need to be adapted for your class? (For example, are there children who would be more successful using a balloon rather than a shuttle?)
- Are you able to split the class into ability groups and manage the varying levels?
- Can you rotate ability levels? (For example, can you use more able pupils to assist less able pupils within your lesson?)
- You may want to use the *Shuttle Time* videos to help decide how to build your lesson, and you can also use these later on to help with demonstrations.

Step 3 – Plan your lesson. In reviewing your plan, it may be helpful to consider the following:

- Have you checked the suggested variations to the activity in the lesson plans?
- Are there any further adaptations you need to make beyond those suggested in variations?
- How will the lesson work in the space that you have? How will you map this space out and use it effectively for each of the groups?

Step 4 – Deliver your lesson.

- Ensure that all children are in front of you and can see you when you are giving instructions. Keep instructions clear and simple.
- Incorporate demonstrations as well as verbal instruction.
- Ensure that you have any adaptive equipment you may need
- Enjoy the session and make it fun!

4. Introduction to Disability Badminton

Badminton is a **sport for all** and should be accessible to anyone who wants to play. Having a disability does not exclude anyone from playing this sport; in fact, badminton lends itself to nearly all types of disabilities.

There are three main categories of disability: **intellectual**, **physical** and **sensory**.

TYPES OF DISABILITIES	MAIN IMPLICATIONS FOR COACHING
<p>Intellectual:</p> <p>Autism</p> <p>Asperger's</p> <p>Down syndrome</p>	<ul style="list-style-type: none"> • Skills may take longer to learn. • Communication may be a challenge. • Working in large groups or with a lot of noise may be difficult for them. • They may have different coping mechanisms due to being unable to read emotions. • They may struggle with coordination skills and perception. • There is a wide spectrum with great differences in ability among individuals.
<p>Physical:</p> <p>Polio</p> <p>Cerebral Palsy</p> <p>Amputations (lower and upper)</p> <p>Achondroplasia (dwarfism)</p> <p>Wheelchair users – due to amputations, paralysis or debilitating medical conditions</p>	<ul style="list-style-type: none"> • They may have difficulties with balance and movement, as well as with coordination. • Skills may take longer to learn and to adjust. • There is a wide spectrum with great differences in ability among individuals depending on severity of their impairment. • Movement in a wheelchair whilst holding a racket is the biggest challenge. • There will also be challenges around balance and stability, whether pupils use wheelchairs due to amputations, paralysis or other debilitating conditions. • They will need to focus on developing basic skills with limited movement.
<p>Sensory:</p> <p>Visual impairments</p> <p>Auditory impairments</p> <p>Issues with touch and feeling</p>	<ul style="list-style-type: none"> • They may not be able to see the shuttle properly. • There may be implications for communication. • There may be issues with coordination and balance. • They may not be able to properly feel the racket or shuttle.

Each of the statements in the “Main Implications for Coaching” column is explored in greater depth in the sections below.

5. Intellectual Disability

- **Skills may take longer to learn** – It is important to consider that it may take longer for pupils with an intellectual disability to learn both basic skills and complicated skills. Be patient with them, continuously praise success, and don't be afraid to change / adapt activities in order to allow them to be successful. Continue with what is working for them and gradually take the activities to higher levels.
- **Communication may be a challenge** – Some pupils either won't want to communicate with you or are unable to communicate. This can make it very difficult for teachers to gauge understanding. In this case, it is important to use a lot of non-verbal communication, such as demonstrations, action cards, and positive body language. Some pupils may eventually communicate and others may not, but the important thing is that they are enjoying and gaining skills from the sport.
- **Working in large groups or with a lot of noise may be difficult for them** – In this instance, teachers should aim to control the controllable. For example, this may include forming small groups or if possible, relocating to a different area. However, if the only space available is a particularly noisy or busy area, then you must do what you can to make the pupils in question feel as comfortable as possible. This could mean putting them in a group at the furthest away point or using ear defenders and keeping them with their friends.
- **They may have different coping mechanisms due to being unable to read emotions** – One of the signs of autism and particularly of Asperger's is that pupils may struggle to read emotions or control their own, and so each child develops his or her own coping mechanism to help with this. Once you have had time to get to know the child, you will find it easier to spot these coping mechanisms and come up with a system to help with these. Also, communication with the parent or carer will help with this.
- **They may struggle with coordination skills and perception** – As mentioned in the section on developing skills, patience is very important, as is praise and identifying the correct level of activity to help develop these.
- **There is a wide spectrum with great differences in ability among individuals** – With the understanding that everyone is different and will have different needs, teachers will need to be adaptable to those needs and try to cater for everyone.

6. Physical Disability

Standing Disabilities:

- **They may have difficulties with balance and movement** – For most standing pupils, balance and movement will always be an area of weakness (or one that will take a lot of time to develop). This is due to the weaknesses that they will have as a result of their disability, and there will be issues with both lower- and upper-body impairments.

Again, being flexible and ready to adapt what may be considered the 'normal' way of moving for these pupils is very important, assessing what they can and can't do and then adapting the practice to what they can do.

- **They may have difficulties with coordination** – Pupils with an impairment of one or more limbs experience challenges with coordination and movement.

Adapted equipment (balloons, smaller rackets, etc.) will make it easier to help them develop coordination skills.

As mentioned before, patience and praise are very important here, as are changing or adapting the activity to allow for more opportunities for success.

- **Skills may take longer to learn and to adjust** – Due to the difficulties pupils may have with movement and coordination, it will take longer for them to learn and to adjust the movements. This is another place where patience is vital.
- **There is a wide spectrum with great differences in ability among individuals depending on severity of their impairment** – As mentioned before, not everyone is going to move the same way or learn the same way. Teachers must take this into consideration and try to cater for all who are taking part in the activity.
- **They may not always be able to use standard techniques** – Pupils with amputated upper limbs, for example, may not be able to perform a standard serve. For more details on possible variations, consult the Laws of Badminton, available on the Statutes page of the BWF website.





Wheelchair:

- **Movement in a wheelchair whilst holding a racket is the biggest challenge** – The key to moving in a wheelchair is being able to hit the shuttle and then get your hands back on the wheels as quickly as possible to enable better movement. Children may find it difficult to hold both a racket and the wheel, as they have smaller hands than adults. In this case, movement and hitting skills can be practised separately. In other words, you can practise the movement without the racket in the hand, and you can practise hitting with limited movement. Wheelchair users employ ‘push and pull’ movements to travel up and down the court. From the beginner stage, it is helpful to teach small movements and focus mainly on technique before advancing to the larger, more complicated movements.
- **There will also be challenges around balance and stability (whether pupils use wheelchairs due to amputations, paralysis or other debilitating conditions)** – Teachers will need to be aware of what movements and body positions pupils can perform or sustain, taking into account their balance and stability. This is especially important with pupils with paralysis, who may not have full use of their core muscles. Communication and observation are key here. What can they do and where is their limit? How can you adapt the activity to account for this?
- **They will need to focus on developing basic skills with limited movement** – Some pupils may have very limited movement, so developing the basic skills can be quite difficult. The use of adapted equipment is key here, in order to achieve success with a racket, without the pressure of too much movement.
- **There are some specific rules around serving and movement for wheelchair players** – There is an educational video on wheelchair service referenced in the Teachers’ Manual, and it is important to keep in mind that it is generally easier for pupils to learn the backhand serve than the forehand serve. For more detailed information on specific regulations, consult the Laws of Badminton, available on the Statutes page of the BWF website.

More information on Para badminton can be found at:
<https://corporate.bwfbadminton.com/para-badminton/>

7. Sensory Impairments

- **They may not be able to see the shuttle properly** – Use of adapted equipment is encouraged here. Brightly coloured balloons or coloured shuttles will make it easier for pupils to see the shuttle.
- **There may be implications for communication** – It is important to use demonstrations, as well as non-verbal communication (hand gestures, etc.), to help establish basic communication.
- **There may be issues with coordination and balance** – Because pupils may not be able to see the shuttle very well or may not hear the shuttle coming off the racket, balance and coordination will likely be an issue. Again, the use of adapted equipment (to slow down the shuttle or allow for more time to strike) will aid in developing this area.
- **They may not be able to properly feel the racket or shuttle** – If you have them available, you can use different types of grips to help with the feeling of the racket, or you can use fluff balls or balloons to aid with developing the coordination that may eventually help compensate for the lack of feeling.

Through *Shuttle Time*, we hope to ensure that every child is included in badminton and has the opportunity to play in school and out.

Please check out the webpages of our partners (Special Olympics, the International Paralympic Committee, and the International Committee of Sports for the Deaf) along with our Para badminton page for more information on each type of disability.

<https://www.specialolympics.org/?n>

<https://www.paralympic.org/>

<http://www.ciss.org/>

<https://corporate.bwfbadminton.com/para-badminton/>



8. FAQs

Intellectual Disability (ID)

- **How do I deal with such a wide range of abilities?**

Use your knowledge of the class to place pupils in groups and differentiate or adapt the activities to suit each group (for example, use different levels of same routine, adjust goals / targets). If you have classroom support available, they may also be able to aid in working with varying levels and groups.

- **Some pupils don't understand me. What should I do?**

Use more visual signs, cue cards and social stories to engage with pupils directly, or use a helper or carer. Be positive and upbeat and use a lot of body language and hand signals to support delivery.

- **Some pupils won't leave the side of their carers / helpers. What can I do?**

Try to get the carers / helpers involved as well; they may also be able to support you within the lesson itself. Just remember to ensure that they have been briefed on any safety protocols, as well as any class rules or relevant measures.

- **Should I talk to the player or the carer / helper if I need some information?**

Yes, as appropriate.

Standing

- **Should I teach all court movement as per able-bodied pupils?**

You should be able to teach most *Shuttle Time* lessons without needing to change too much. However, this may depend on players' impairment and mobility, so there may need to be some adjustments to movement made.

- **Can people with a 'weak' or prosthetic leg move like able-bodied pupils?**

Yes, although they may require adjustments or adaptations to classic movement patterns.

- **Should I teach pupils to lunge on the correct foot?**

Yes, if their impairment is on the non-racket leg. If the impairment is on the racket leg, depending on the impairment, you can sometimes teach them to lunge 'correctly'. If this doesn't work, then adapt the movement for them to lunge on the stronger leg.

- **Should I teach them to rotate at the rear of the court?**

Yes, if their impairment allows. If not, adapt the movement as necessary.

Wheelchair

- **Is there a specific wheelchair that pupils may need (and what if they don't have this)?**

There are sports chairs that are better suited to physical activity. These chairs have rear castors and cambered wheels, which will prevent pupils from tipping the chair and allows them to move in different directions more easily.

If there is no access to these chairs, pupils will be able to use a day chair, but there will be restrictions on movement.

You will need to be careful of pupils overreaching and tipping the chair.

- **Is it safe not to be strapped into the chair?**

Yes, but only with very restricted movement.

Being strapped in will make the pupil feel safer and allow for better movement.

If you do have straps available, then strapping should be used over the feet and thighs, plus anywhere else that will keep the pupil secure.

If you only have one strap, speak to the pupil and see what is best for him or her to ensure safety and comfort.

- **Is it OK / safe for pupils to use wheelchairs that are different in size.**

Yes, but there may be restrictions on movement. It's very important to ensure that the pupils are strapped in and that there is a rear castor, where possible.



Sensory

- **What can I do with someone who can't really see the shuttle, and are there any specific pieces of equipment that would help?**

Use larger more colourful objects and / or anything that makes a noise. Keep distances short and make sure that the area is clear. You can use big shuttles, balloons, balls, etc. (anything that will slow down the object to be struck).

Pupils with visual impairments will vary in their ability to see, and so more or less adaptive equipment may be needed. Make sure to speak to the pupils and find out their visual capabilities, which will guide you in whether they can use shuttles or may require other kinds of equipment.

- **What is the progression for pupils with visual impairments (VI)?**

It is important to know the pupils and their abilities and plan activities that will suit them. If you feel you have exhausted all activities and options, you can go back to an activity that they enjoyed and were successful in, or talk to the pupils and see what other options may be available to them.





