



1

Level 1 Certificate in Coaching Badminton

Assistant Coach Handbook



EXCELLENCE IN SPORTS COACHING

Welcome

to the United Kingdom Coaching Certificate (UKCC) Level 1 Coaching Handbook for Badminton.

The United Kingdom Coaching Certificate initiative is Government led and seeks to improve the consistency and quality of coaching in Britain. The set of coaching awards consists of 5 levels, with each level creating coaches capable of fulfilling the roles listed below:

- **Level 1:** assist more qualified coaches delivering aspects of coaching sessions, normally under direct supervision.
- **Level 2:** Prepare for, deliver and review coaching session(s).
- **Level 3:** Plan, implement and revise annual coaching programmes.
- **Level 4:** Design, implement and evaluate the process and outcome of long-term specialist coaching programmes.
- **Level 5:** Generate, direct and manage the implementation of cutting edge coaching solutions and programmes.

This handbook supports candidates working towards the UKCC Level 1 Certificate in Coaching Badminton. The content is the result of extensive collaboration between *BADMINTONScotland*, *BADMINTONEngland*, the Welsh Badminton Union and *sportscoachUK*. Contact details for these National Governing Bodies can be found at the back of this handbook in Appendix 1. Thank you also to Alan Spink of Action Photography for his assistance in the making of this handbook.

The handbook is also a valuable resource for any badminton coach wishing to improve their coaching, or a player wishing to improve their technique and tactics. It is split into 3 distinct sections:

- **'How to Coach'** skills, including Good Coaching Practice, Planning Sessions, Doing Sessions and Reviewing Sessions.
- An **'additional knowledge'** section, consisting of useful underpinning knowledge for the coach that does not fit into the two other sections.
- **'What to Coach'**, including basic techniques and tactics for novice level players.

We hope you enjoy the content of this handbook and are able to utilise its contents to enhance your coaching practice.

UKCC National Source Group for Badminton

March 2007

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The 'How to Coach' Model

The "How to Coach" model is a keyhole shape, with 4 stages within that shape.

1 Good Coaching Practice

Good coaching practice underpins all planning, doing and reviewing of activity.

2 Planning

Having established the roles and responsibilities associated with good coaching practice the coach then begins to think about **planning** a specific activity. Assessing a group or individual's needs and motivations is a large part of the planning process, as it allows you to set appropriate goals and plan activities that meet their needs.

3 Doing

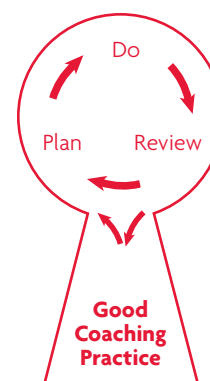
Actually **doing** the session successfully requires a whole host of skills, including employing excellent communication and group management skills. An understanding of coaching styles and the way people learn skills is also necessary for the coach to develop player skills effectively.

4 Reviewing

Reviewing the activity completes the "How to Coach" model. Reflecting on an activity and using feedback from players and other coaches at the conclusion of an activity is a vital part of developing coaching skills.



Good Coaching Practice



Roles, rights, relationships and responsibilities

Roles

The roles a coach has to undertake are varied and often interlinked. Typical roles include:

- trainer
- teacher
- instructor
- tactician
- manager
- motivator
- listener

The role can often change depending on the situation. For example, a coach changing the way a player hits a dropshot is fulfilling a technical role, whereas a coach giving advice between sets in a match is taking on a tactical role.

A UKCC Level 1 Coach in Badminton is qualified to take on the role of Assistant Coach. This means they should operate under the direct supervision of a more senior coach.

Rights

It is important for coaches to treat everyone equally, whatever their gender, age, race, ability, faith or sexual orientation. Coaches should encourage participation for all and seek to create the best environment so that all players have the chance to reach their full potential.

Relationships

Coaches should seek to establish honest and open working relationships with players, parents, administrators, teachers and other coaches. The key to this being achieved is effective communication.

Responsibilities

i) Personal standards

- Maintain acceptable standards of personal presentation.
- Maintain high levels of personal hygiene.
- Avoid involvement in and promotion of illegal activities.
- Respect other people and their opinions.
- Build and maintain a reputation for honesty and fairness.

ii) Professional Standards

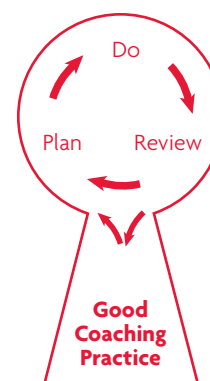
- Respect and promote the laws and spirit of the game.
- Display good sporting behaviour.
- Avoid drinking alcohol or smoking whilst coaching.
- Avoid unfair criticism of other coaches when they are not in a position to defend themselves.
- Commit to continuous professional development by expanding knowledge where possible.

Further reading

Further information on roles, rights, relationships and responsibilities can be found in the Codes of Ethics/Codes of Conduct published on the website of each National Governing Body within the source group (see appendix 1). The sportcoachUK publication "What is Sports Coaching" (see appendix 1) also gives additional information to coaches wishing to further their knowledge in this area.

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Good Coaching Practice



Safety

Introduction

Badminton is an activity that gives pleasure to millions of people in the United Kingdom every year. As a coach, you will have the opportunity to bring more people into our great sport and to help participants to get even more out of it.

Even though badminton is fun, there are risks associated with playing and training and it is also true that these risks can never be completely eliminated. As a coach, you have a responsibility to ensure that all of the badminton activities that you are involved in are as safe as possible.

It is vital that you familiarise yourself with the safety information given to you in this section. A lack of attention to safety will not only endanger your participants but it could also put you at risk of legal action.

Badminton Safety Guidelines

These guidelines assume a new group of players in a new venue. Some of the content of this model need not be applied every week, although the following circumstances may make it necessary to refer back to the model:

- New players joining the group.
- Reinforcement of key areas over a period of weeks.
- A change of venue.

Pre-planning

- ✓ Draw up a safety code that you expect the players to adhere to. With some players you may be able to negotiate this, giving them some "ownership" of the code.
- ✓ Identify methods by which you could challenge inappropriate behaviour that breaks the safety code eg. time-outs.
- ✓ Familiarise yourself with guidelines relating to the protection of children and vulnerable adults.
- ✓ Identify procedures for dealing with minor injuries, illness and accidents in line with health and safety guidelines.
- ✓ Liaise with the lead coach re the session content to:
 - Plan activities and ensure these activities are in line with good safety practice.
 - Identify responsibilities for arranging and delivering activities.
- ✓ Complete a facility safety checklist and action any issues arising.

Immediately prior to the session

- ✓ Conduct an activity safety checklist that:
 - Identifies emergency procedures relating to the environment in which you are coaching.
 - Identifies potential hazards within the coaching environment and take appropriate action to remove or minimise the risk.
 - Checks equipment used in the activity to ensure that it meets relevant health and safety standards.
 - Reports any issues to a responsible person.
- ✓ Set up/lay out equipment for the activities safely and effectively.

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At the start of the session

- ☑ Identify and collect relevant information about the participants, including a register.
- ☑ Deal with information collected confidentially, communicating only that information required by key personnel in order to maintain safety.
- ☑ Discuss the safety code and possible sanctions.
- ☑ Outline any potential hazards to participants and any action taken to minimise the risk. This should include participants' equipment and dress.
- ☑ Prepare participants in a manner appropriate to their needs and to the session content.

During the session

- ☑ Demonstrate how equipment can be used safely.
- ☑ Deal with safety issues when they arise and refer those that cannot be resolved to a responsible person.
- ☑ Maintain safety standards throughout.
- ☑ Apply sanctions where necessary.

After the session

- ☑ Use appropriate procedures to conclude activities (eg. cooldown).
- ☑ Follow safe procedures for taking down and storing equipment (eg. manual handling).
- ☑ When dealing with children, make sure they are collected from the venue by parents, child-minder etc.
- ☑ Check the coaching environment is suitable for future use.
- ☑ Note any safety issues arising from the session and take necessary action (eg. report to a responsible person for appropriate action).

Forms that you will find useful in order to provide a safe working environment are included later within this booklet and include:

- Player Registration document
- Facility Safety Checklist
- Activity Safety Checklist
- Accident Report Form
- Physical Activity Readiness Questionnaire (PAR-Q)
- Register

The respective National Governing Bodies for badminton offer insurance cover for its coaches through their Coaching Register and it is strongly recommended that insurance cover be obtained. The latest details of the benefits of membership of the Coaching Register can be found as follows:

Welsh Badminton Union

Unit E4, South Point Industrial Estate
Foreshore Road, Cardiff, CF10 4SP

T : 02920 497225

www.welshbadminton.net

wbu@welshbadminton.net

BADMINTONScotland

Cockburn Centre, 40 Bogmoor Place
Glasgow, G51 4TQ

T : 0141 445 1218

www.badmintonscotland.org.uk

enquiries@badmintonscotland.org.uk

BADMINTON England

National Badminton Centre
Milton Keynes, MK8 9LA

T : 01908 268 400

www.badmintonengland.co.uk

coaching@badmintonengland.co.uk

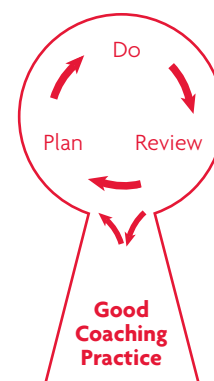
Further information

Further information on safety can be found published on the website of each National Governing Body within the source group (see appendix 1). The sportcoachUK publication "How to Coach Sports Safely" (see appendix 1) gives additional information to coaches wishing to further their knowledge in this area.

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Good Coaching Practice

Protection of Children and Vulnerable adults



Who is responsible for child protection?

It is unfortunate that abuse of children and vulnerable adults takes place, however it does and this places a responsibility on everyone to put the welfare of young and vulnerable people first and take action if there are concerns. There is often a fine line between poor practice and abuse, however it is your moral duty to report a concern.

What forms can abuse take?

- **Neglect** – failing to meet a child/vulnerable adult's basic needs, for example food, warmth, clothing, emotional support etc.
- **Physical Abuse** – physically hitting, shaking or hurting or injuring a child/vulnerable adult, or failing to prevent injuries from happening.
- **Sexual Abuse** – Any form of sexual behaviour with a child (by an adult or another child) e.g. sexually explicit language, inappropriate touching, intimate relationships or exposure to pornographic material.
- **Emotional Abuse** – Can often take place alongside other abuse or bullying (by other young people or adults) e.g. threatening, taunting or sarcastic behaviour, withholding of affection. Can include racist or sexist behaviour.
- **Bullying and Harassment** – a form of physical, verbal and emotional abuse. Sometimes occurs between young people or can be by an adult e.g. taunting or shouting at young players.

What might lead you to suspect that abuse may be taking place?

- **Physical signs**
 - Unusual bruising or injuries.
 - Continued untreated medical problems/ long term ill health.
 - Significant and rapid weight loss.
 - Frequent poor personal hygiene.
- **Behavioural signs**
 - Not wanting to go to school.
 - Continual avoidance of a particular person.
 - Sudden changes in behaviour/attitude eg.
 - Increased aggression
 - Withdrawn behaviour
 - Disinterested or depressed behaviour
 - Using sexually explicit language or behaviour.

It is important to recognise that any of these signs can occur in isolation for different reasons, however a cluster of signs over a period of time may cause you concern and make you decide that you need to act.

Adopting Best Practice

Best practice benefits everyone involved in badminton, including coaches, officials, parents/carers and players. It not only helps ensure the welfare of young and vulnerable players, but can also protect you against wrongful allegations. Best practice involves the coach:

- Conducting all interactions with children in an open place and with parental consent. Try to avoid situations where you are alone with a child or vulnerable adult.
- Challenging inappropriate behaviours that could upset others, such as bullying.
- Maintaining appropriate relationships with children/vulnerable adults, treat all players equally and do not allow intimate relationships to develop with young people in your charge.
- Respecting all young players and allowing them to take responsibility for their own development and decision making.
- Avoiding unnecessary physical contact that may be intrusive or disturbing to the player. If there is a need for contact to correct a position, always ask the player's permission first.
- Striving to stay up to date on all coaching issues, especially those surrounding child protection/vulnerable adults.

Remember that child abuse is not just something that takes place within the sporting environment; we also have a responsibility to report our concerns if we suspect that a child is being mistreated at home or school.

What should you do if you have a child protection concern?

Concerns should be reported to your nearest welfare officer (Club, County or National officer). Full procedures for reporting your concerns can be found in the Child Protection Policy and Procedures for each Home Country Badminton Association (copies are available on the Home Country Websites). If it is an urgent matter and a child is at immediate risk call the police or social services and then inform a welfare officer of your actions.

What should you do if a child confides in you?

Stay calm and reassure the child that they were right to tell, but do not promise not to tell anyone else. If you are concerned about the child's safety or well-being or the child is in danger, then act immediately by calling social services, the police or the NSPCC. If medical treatment is needed, seek assistance from qualified first aiders or call an ambulance. If there is no immediate danger, report your concerns to your nearest welfare officer (Club, County or National Officer).

Remember

It is not up to you to decide if abuse is taking place, or what needs to be done, but it is your responsibility to report your concerns to an appropriate person. Advice can then be sought from appropriate professionals and action taken if necessary. The relevant National Governing Bodies can deal with poor practice in the sport, however the police and social services will deal with abuse.

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Planning the activity



Introduction

The importance of planning is best summed up by the following phrase:
“Failing to plan is planning to fail”.

The flow chart below and the following pages give an indication of the planning exercises that an Assistant Coach should either be aware of or involved with.

Player completes registration document and Physical Activity Readiness Questionnaire. Note this information is confidential and should only be made available to the player themselves, their parents (if under 18) and coaches.

Relevant information transferred to register which is completed at the start of each session.

Assess needs and motivations.

Set goals on the basis of the needs identified.

Plan an activity designed to achieve the goals set.

PLAYER REGISTRATION

PLAYER REGISTRATION FORM

Personal details (please print clearly and use biro)

Surname	First name	Title	M/F	Date of birth
----------------	-------------------	--------------	------------	----------------------

Home address (including postcode)	Telephone:
	Email:

I would describe my ethnic origin as (please tick box)

- | | | |
|---------------------------------------|---------------------------------|---|
| <input type="radio"/> Bangladeshi | <input type="radio"/> Chinese | <input type="radio"/> Asian - other |
| <input type="radio"/> Black African | <input type="radio"/> Indian | <input type="radio"/> Other |
| <input type="radio"/> Black Caribbean | <input type="radio"/> Pakistani | <input type="radio"/> Prefer not to say |
| <input type="radio"/> Black - other | <input type="radio"/> White | |

Emergency contact

Name	Relationship with player
Address (if different from above)	Telephone:

I have completed the information above and the medical questionnaire overleaf.

Signature	Name	Date
------------------	-------------	-------------

In the event of being U-16, please ensure that a parent or guardian countersigns here:

Signature	Name	Date
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PHYSICAL ACTIVITY READINESS QUESTIONNAIRE (PAR-Q)

If you are planning to take part in physical activity or an exercise class and you are new to exercise, start by answering the questions below. If you are between the ages of 9 and 65 the questionnaire will tell you if you should check with your doctor before you start. If you are over 65 years of age, and you are not used to being very active, check with your doctor.

YOUR COACH WILL TREAT ALL INFORMATION CONFIDENTIALLY

1. Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?	Yes	No
2. Do you ever feel pain in your chest when you do physical activity?	Yes	No
3. Have you ever had chest pain when you are not doing physical activity?	Yes	No
4. Do you ever feel faint or have spells of dizziness?	Yes	No
5. Do you have a joint problem that could be made worse by exercise?	Yes	No
6. Have you ever been told that you have high blood pressure?	Yes	No
7. Are you currently taking any medication that your coach should be made aware of? If so, what?	Yes	No
8. Are you pregnant or have you had a baby in the last 6 months?	Yes	No
9. Is there any other reason why you should not participate in physical activity? If so what?	Yes	No

IF YOU HAVE ANSWERED YES TO ONE OR MORE QUESTIONS

Talk to your doctor by phone or in person before you start becoming more physically active and before you have a fitness assessment. Tell your doctor about the questionnaire and which question you answered YES to.

You may be able to do any activity you want as long as you build up slowly and gradually, or you may need to restrict your activities to those that are safe for you. Talk with your doctor about the kinds of activity you wish to pursue and follow his/her advice.

IF YOU HAVE ANSWERED NO TO ALL QUESTIONS

You can be reasonably sure that you can start to become more physically active and take part in a suitable exercise programme. Remember to begin slowly and build up gradually.

PLEASE NOTE

If your health changes so that subsequently you answer YES to any of the above questions, inform your Coach or health professional immediately. If you feel unwell because of a temporary illness such as a cold or flu, delay becoming more active and wait until you are better.

I HAVE READ, UNDERSTOOD AND COMPLETED THIS QUESTIONNAIRE

Name: _____ Date of birth: _____

Address: _____

Phone no: _____

Signature: _____ Date: _____

Emergency contact name & phone no: _____

[illegible]

Note the spare column (labelled “medical issues”) where a tick or asterisk can be used to indicate a medical issue raised on an individual’s Physical Activity Readiness Questionnaire form. This can be a useful reminder, particularly for a new coach taking over a group “mid-stream”.

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Assessing Needs and Motivations

Introduction

To create a successful coaching environment, making some assessment of the needs and motivations of your group is essential. If your coaching is designed to meet the needs and motivations of the group, then you are more likely to create an environment in which they can flourish.

We must recognise that different people may have different motivations for their involvement in badminton. For example, you might want to consider how the motivations differ between an elite senior player, local league player and a youngster joining their first club.

Extrinsic factors

Extrinsic factors that motivate players are those factors that are not implicitly a part of that sport. Pleasing parents/coaches and winning trophies/money are examples of extrinsic motivators.

Intrinsic factors

Intrinsic motivators are those that are implicitly part of the sport, such as enjoyment, learning new skills, keeping fit, putting in effort, trying to win etc.

Intrinsic vs extrinsic

Most players will be motivated by a combination of factors and this often invites the question "Which type of motivation is better; intrinsic or extrinsic?" Apart from the obvious answer of "it depends on the individual", one key factor is that of control. Players motivated by intrinsic factors derive enjoyment from the sport, are keeping fit and learning new skills simply by virtue of their participation. In contrast, extrinsically motivated players have little control over their motivating factors. There is no guarantee that players will gain approval from their parents or coaches, nor that they will win many trophies and lots of money. Since these are their primary motivators, they are more likely to drop out if they cannot fulfil the needs that are controlled by external factors. A body of evidence now exists that supports the idea that players of all standards who stay with their sport tend to be intrinsically motivated. Coaches should therefore promote the values of enjoyment, social interaction and personal development (trying to be the best you can be) rather than winning matches/tournaments.

Player strengths and development areas

Assistant Coaches are not expected to complete a full assessment of a player's ability. However, asking the player themselves about their own playing ability (i.e. strengths and areas they would like to develop) can be a useful source of information, as can the opinions of the more senior coach in charge of the whole session.

Coaching implications

- Acknowledge that needs/motivations will vary between individuals and will be a combination of extrinsic/intrinsic factors. However, intrinsic factors should be actively promoted by the coach.
- Make an assessment of the needs/motivations of participants within the group.
- Make an assessment of the strengths and development areas of participants within the group as soon as possible and review this regularly.
- Promote intrinsic factors of enjoyment, effort, keeping fit, learning new skills, trying to win etc.

The Needs Questionnaire

The questionnaire overleaf is an example of a tool that could be used to obtain useful information from players.

NEEDS QUESTIONNAIRE

Player name:		Age:		Standard (please circle):						
				Beginner Intermediate Advanced						
Player needs/motivations										
Why I play badminton (tick the relevant box)	not important ←————→ important									
	1	2	3	4	5	6	7	8	9	10
Enjoyment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastering new skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping fit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rising to a challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling good about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pleasing parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pleasing coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winning something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving a dream	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being with existing friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please state)										
Player self-evaluation										
My strengths					The areas I'd like to improve					

16 | How to Coach : Planning

Setting Goals

Once you have evaluated the needs and motivations of the group, it is important to set effective goals for your activities. Without setting goals, it is difficult for you to:

- Know exactly what you are working towards.
- Evaluate your coaching, since you have nothing to compare against.

The most effective goals are those that are '**SMARTER**':

GOAL CHARACTERISTIC	DESCRIPTION	EXAMPLE
Specific	Set precise goals so that you and the player know exactly what you are working towards.	Improve use of basic grip and forearm rotation on forehand overhead strokes.
Measurable	Set goals that can be quantified so that you can measure the success of the activity.	Hit 20 forehand overhead strokes from a hand feed using the basic grip and forearm rotation.
Agreed	Common goals that are agreed between the coach and the players are generally more motivating than those imposed by the coach. If you have completed a needs analysis, including the player's and coach's opinions of potential areas to develop, then to a certain extent you can justify that the goals have been arrived at by consensus.	Player and coach identify placement of dropshot in doubles as an area on which they could work.
Realistic	It is important to set a goal where some success can be achieved but at the same time it is challenging.	Setting a target to hit on the court: the better the player, the smaller the target.
Timed	Goals can be short, medium or long term. By setting a deadline focus is improved.	Integrate use of split-step into court movement so it is consistently used in game play in 6 months.
Exciting	Goals should be appealing and not boring! The inventiveness and sheer enthusiasm of the coach can have a major effect here.	Practise backhand low serve in competition against others in the group: who hits the targets most times out of 10?
Recorded	The goal should be written down and a recorded evaluation of progress made against this goal should also be noted in order to help future planning and assess coaching effectiveness.	"Players really enjoyed doubles practice and identified the dropshot, placed between the two players as the main dropshot they would use in doubles. Reinforce next week in matchplay".

THE ACTIVITY PLAN

By this stage the Assistant Coach should have a clear understanding of the nature of the group that they are about to assist in developing. The lead coach may identify elements of the session that the Assistant Coach could lead. The ability to plan, lead and review a specific activity within a session falls within the remit of the Assistant Coach. The template shown overleaf indicates one possible method by which an Assistant Coach could plan an activity.

Note the use of the acronym “**IDEAS**” (Introduce, Demonstrate, Explain, Activity and Summarise) that helps you to structure the activity.

This is not the only way to deliver a session that meets the goals set. You might however find this a good starting point to give your activities a coherent structure.

Date	Venue	Numbers
Time	Duration	Ages
Ability (please circle) Beginner Intermediate Advanced	Needs of the group	
Equipment required		
Goal(s) of activity (SMARTER)		
Introduce (name the stroke).		Time:
Demonstrate (silent hit, silent shadow).		
Explain (from where to where on the court and why, plus one or two key teaching points).		
Activity (group sent away to perform activity. You should evaluate throughout the activity and correct/praise where required).		Time:
Summarise (the activity, re-emphasising the key teaching points).		Time:

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ACCIDENT REPORTING

When working in a manned facility such as a Local Authority Leisure Centre staff will be trained to deal with accidents and part of this procedure will be to log the nature of the accident in an accident report book. In unmanned facilities, it will be up to the coach to make some record of the incident for the following reasons:

- To help if there are legal issues that arise as a result of the accident.
- So the nature of the incident can be accurately reviewed and action taken to minimise risk of a reoccurrence in the future.

Members of the coaching register should report accidents to the relevant insurance company as per instructions. A copy of the relevant Health and Safety Executive form can be found at: www.hse.gov.uk

INCIDENT/ACCIDENT REPORT FORM

Badminton Club

Site where incident/accident took place

Name of person in charge of session/competition

Name of injured person

Address of injured person

Postcode:

Tel no:

Date and time of incident/accident

Date:

Time:

Nature of incident/accident

Give details of how and precisely where the incident/accident took place.

Describe what activity was taking place, e.g. training game, getting changed, etc.

Give full details of the action taken including any first aid treatment and the name(s) of the first aider(s):

Were any of the following contacted?:

Police	<input type="radio"/> Yes	<input type="radio"/> No
Ambulance	<input type="radio"/> Yes	<input type="radio"/> No
Parent/carer	<input type="radio"/> Yes	<input type="radio"/> No

What happened to the injured person following the incident/accident?

(e.g. went home, went to hospital, carried on with session).

All of the above facts are a true and accurate record of the incident/accident.

Signed:

Date:

Name:

FACILITY SAFETY CHECKLIST

The aim of the facility safety checklist is to focus on the environment in which the coaching activity is to take place. In many cases a course of coaching sessions may take place in the same venue over a set period (eg. 6 weeks) and in this case completing this checklist once is sufficient. However, if a facility has not been used for a lengthy period of time, or the venue changes during a course, then the checklist should be completed again.

Where can a telephone be accessed in case of emergencies?

Where are the emergency access points? Are they checked, clearly marked and operational?
(If not, please describe the issues and action taken, if any).

Which emergency procedures are published and accessible to you?
(If none, please describe how this information can be obtained and action taken, if any).

Who are the designated First Aiders?

Where is the First Aid Box?

Is the First Aid Box up to date? (If not, please inform appropriate person to update).

Is the facility appropriate for the activity? - Check that the area and surroundings are safe and free from obstacles. (If not please describe the hazard, who may be at risk and action taken, if any).

Where is equipment stored and how can this be accessed? - Check that it is fit for activity and suitable for age group/ability. (If not, please describe unsafe equipment, who may be at risk and action taken, if any).

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ACTIVITY SAFETY CHECKLIST

The aim of the activity safety checklist is to focus on safety aspects relevant to the session about to take place. Whilst there is some overlap with the facility checklist (concerning the playing/training area) the main emphasis is on the specifics of safety pertaining to the session about to take place. For example, one aspect of this checklist is the personal equipment/dress of the players, which can only be assessed immediately prior to each session.

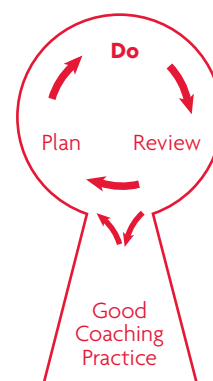
	Yes	No
PLAYING/TRAINING AREA		
Do performers know what to do in the event of an emergency? (If no, please inform performers).		
Is the area fit and appropriate for activity? - Check that the area and surroundings are safe and free from obstacles, the floor is not slippery etc. (If not, please describe the hazard, who may be at risk and action taken, if any).		
EQUIPMENT		
Is the equipment safe and appropriate for the activity and set up effectively? Check that it is fit for the activity, suitable for age group/ability and set up safely and effectively. (If not, please describe unsafe equipment, who may be at risk and the action taken, if any).		
Is the register in order? Check that the attendance register is up-to-date with medical information and contact details. (If not, please outline current state and action taken, if any).		
PERFORMERS		
Are performers appropriately attired and safe for activity? (If not, please outline unsafe equipment/attire and action taken, if any).		

Summary: Planning the activity

You are now about to deliver your first session and are very well prepared. To begin with you have considered aspects of coaching that underpin your practice, such as your roles/responsibilities, safety and child protection. You have then familiarised yourself with the nature of the group (age, ability, needs and motivations), checked the facility is safe and designed a session for the group. Within your session you have set goals that take into consideration the needs/motivations of the group. The next stage is to actually do the session and this requires you employing a wide range of skills if you are to be successful.

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Doing the activity



Introduction

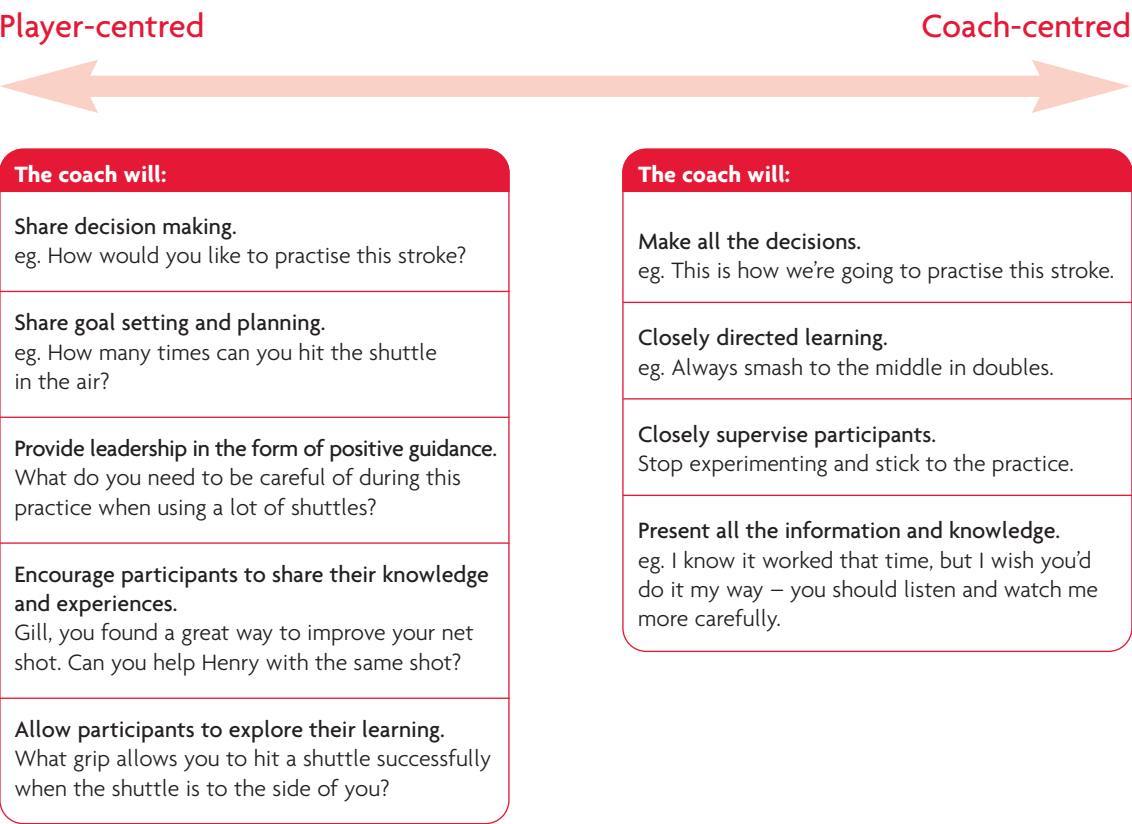
The skills you will need to employ in order to run effective activities include:

- Adopting an effective coaching style.
- Applying teaching techniques that match the learning styles of all members of the group.
- Time management.
- Excellent communication.
- Effective questioning.
- Delivering and receiving feedback.
- Managing a group effectively.
- Meeting the needs of learners at different stages of learning.
- Understanding closed and open skills.
- Employing appropriate practices for different skill levels.

The sportscoachUK book “**How to Coach Sport Effectively**” contains valuable information that reinforces the concepts dealt with in this section.

Coaching Styles

Coaches have different styles, with the best coaches adapting their style to each situation and to the needs of the group. Coaching styles can be broadly organised into a continuum ranging from a “player-centred” approach to a “coach-centred” approach.



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Learning Styles

Different people learn in different ways. The 3 main ways of learning are shown in the diagram below. Note how the 3 learning styles overlap, reflecting that whilst people tend to have a preferred learning style, their learning will more often than not be a combination of the three learning styles. Changes in the learning style can also depend on the nature of the task.



Which is the most preferred learning style?

Although we all have a preferred learning style, most people learn effectively via a combination of seeing and doing. Auditory learning is the least preferred and arguably the least effective method. This is summed up well by the proverb:

*I hear and I forget.
I see and I remember.
I do and I understand.*

The Implications for Coaching

Players will only retain a small amount of what you say, so keep the talking to a minimum.

Players will remember what you show them, so demonstrations should be as accurate as possible. At Assistant Coach level use the best hitting demonstration available (yourself, a technically sound player or a DVD) but make sure you can provide an accurate shadowed demonstration where the shuttle is not being struck.

Players learn most by doing, so keep them active and make sure the largest part of the activity by far is them doing.

Time Management

Time management is a vital “How to Coach” skill because it directly affects the quality of the practice. Tips for effective time management are:

- Arrive early for your coaching to allow sufficient preparation time. Arriving late is not only unprofessional, it could also compromise the safety of young players by leaving them unattended.
- Finishing late is also potentially unsafe because it reduces the opportunity for effective cool-down. It also could have a knock-on effect for future activities run by colleagues.
- Plan activities so the time emphasis is on the players doing, because this is where they learn the most. Introducing, demonstrating, explaining and summarising should form part of an activity, but only a short part.
- Be “time aware” during your activity so you know when you intended to develop a practice. However, be aware that you need to be flexible to meet the needs of players and will be unlikely to follow the timings in your plan exactly.



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Communication skills

The aim of this section is to give Assistant Coaches a better understanding of communication skills and how they can be used to improve coaching effectiveness.

Communications can be divided into:

Verbal

- Giving information
- Giving instructions
- Asking questions
- Giving feedback

Non-Verbal

- Eye contact
- Facial Expressions
- Gestures
- Posture
- Demonstration

Paraverbal

- Tone of voice
- Quickly/slowly
- With enthusiasm

Listening Skills

- Give your full attention
- Focus your mind on what is being said
- Let them finish talking
- Listen for the main points being made
- Finish listening before you speak

It is generally recognised that non-verbal and paraverbal messages are far stronger communicators than verbal messages.



Verbal communication

Verbal communication should be used in coaching, but explanations should be short, since other methods of communication are more effective. Feedback and questioning are vital aspects of verbal communication. To reflect their importance they are dealt with in more detail later in this section.



Non-verbal communication

Demonstration should give an accurate reflection of what you want to see in the players, since the picture they see will communicate a very strong message and largely override any accompanying explanation. Various gestures, e.g. folding arms, can convey a number of negative or positive messages.



Paraverbal

Changing the tone of voice is invaluable, e.g. to generate enthusiasm, display caring or to assert discipline. Lack of inflection of voice can quickly help to bore players.



Active Listening

Listening is an active process consisting of:

- Hearing, which involves simply getting the main idea of what the player is saying.
- Understanding, which involves interpreting what you have heard in your own way.
- Judging, which involves deciding whether what you have heard makes sense to you.

Questioning

Questioning is an extremely important tool in coaching as it can:

- Help to check understanding
- Reinforce learning
- Be used to clarify potential areas of misunderstanding
- Invite opinions
- Stimulate discussion

Questioning can be broadly divided into two types: closed and open.

Closed questioning

Closed questioning tends to invite only a very narrow range of answers, such as “yes” or “no”. A typical closed question would be “Did you enjoy the session?” Closed questions tend to be limited in that they do not require a great deal of thought to respond, give limited information when answered and provide a minimal learning experience. However, they can be useful if the coaches aim is to narrow the possible responses down deliberately. For example “Would your parents approve of your behaviour during this session?” followed by “Would you like me to talk to them at the end of the session about your behaviour?”

Open questioning

Open questioning invites broader answers that require more thought, can deliver more effective learning, check understanding and can encourage opinions and debate. A typical open question would be “In what ways is your bad behaviour affecting the group?” This type of questioning can be used at various times in the activity model already presented, such as:

- Just before the group is dispersed ready for practice in order to check they know what they are focussing upon.
- During the practice to refocus attention on the learning points.
- During the summary to check the learning that has taken place.

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Feedback

Feedback can be defined as “information received in response to something done”. Learning cannot take place without feedback so it is very important for coaches to understand how to use it effectively. Note that feedback is not a one-way process from the coach to the player. The model below represents a 360° feedback model, reflecting the fact that feedback can be gained from the Lead Coach, the Assistant Coach or the Player.



Internal feedback

Even if the coach was not there, players would receive their own internal feedback, divided into two and known as knowledge of performance and knowledge of results. Knowledge of performance is concerned with the shape, feel or pattern of the movement. The player will receive feedback from sensors in the muscles, joints and inner ear (balance). For example, a player may feel the thumb pushing on the back of the racket handle during the execution of a backhand net shot. Knowledge of results is more concerned with the outcome, for example where the net shot lands, how close to the net tape it is etc.

It is important that the coach allows time for the player to learn from their own internal feedback as this is actually a very powerful and valuable learning tool. Once the activity begins, do not immediately intervene but allow players to work things out for themselves. Look at what is occurring in court and begin to intervene if you can see continual errors with no sign of improvement.

External feedback

This is feedback given to the player by the coach. In this situation feedback is most effective if it has the following characteristics:

The feedback is short and precise. “Good relaxed grip” is more useful than “good” on its own because it is positive and it tells the player exactly what is good without overcomplicating it.

Feedback intended to correct faults should be phrased in a positive manner. “Hitting along the line will make your straight lift very accurate” is far more positively phrased than “You need to stop hitting your lifts across the line because it always goes cross-court”.

Feedback intended to correct faults can be “enclosed” within two positives to form a “praise burger” to make the development area appear in a more positive context. For example:

- Positive feedback:** Your arm comes through very quickly on your smash and gives you lots of power.
- Development:** If you prepare more side-on you will get even more power.
- Positive:** This will make your smash an even more effective stroke.

Use feedback that tends to reinforce knowledge of performance rather than knowledge of results. This is because coaches should reinforce good technique first. With good technique ultimately successful outcomes will follow.

Other sources of feedback

Open questioning is a good way.

Summary

- Let candidates use their own feedback initially.
- Intervene only where errors are continual and there is no sign of improvement.
- Use short, precise feedback.
- Phrase corrective feedback in a positive manner.
- Use the praiseburger approach.
- Use feedback to reinforce performance first, results second.

Managing a group



- Set the ground rules down at the start so players know what is acceptable and non-acceptable behaviour.
- Be prepared - a well planned session, with a variety of activities, is a major factor in controlling a group of players.
- Safety is a priority. The "STOP" command needs to be acted upon immediately in the interests of safety. Explain and demonstrate this to players.
- Promote co-operation amongst the group. Vary practice partners.
- Use a consistent area where group coaching will take place - ask players to come to this area quickly when they hear a particular command (eg. "coaching").
- Reduce potential distractions by facing the group away from other activities.
- Place yourself relative to the group so you can see and be seen, can hear and be heard. In particular, think about placing the student on the racket side during demonstrations.
- Give equal attention to all members of the group.
- Consider the needs of individuals within the group - does the practice need to be made easier or harder for individuals within the group?
- Think carefully about the matching of individuals within the group.
- Don't bring the group back in together unnecessarily: only when there is a common error being made by many members of the group.
- Rotate responsibility within the group, allowing different people to lead.

30 | How to Coach : Doing

Stages of learning

The coach is trying to build on a player's ability, producing efficient technique that the player uses skilfully at the right time in the heat of a match. But what exactly is it that the coach is trying to establish in the mind/body of the player?

The Motor Program

The motor program can be defined as "a generalised series of movements stored in the long-term memory". In the first stages of learning the coach has to try and put an "image" of the correct skill into the mind of the player. The player then uses this "image" to send the correct messages to the correct muscles, enabling the movement to be reproduced.

Beginner
Motor program forming



Beginning Stage of Learning

This is the thinking stage where the player is working out in his mind what to do. As the coach, first you must explain and demonstrate very clearly to players the technique they are to learn. It is imperative to be very patient at this stage. The player can easily become overwhelmed when he or she is given too many tasks to learn at one time or if you put a lot of pressure on them too quickly. The stage is completed when the basic motor program has been established and the player can perform the basic technique, even though he or she may not perform it perfectly. Beginners need fun, focus, encouragement, simplicity and success during this stage.

Intermediate
Refining the motor program



Intermediate Stage

This stage uses the motor program that was started in the beginning stage. The emphasis is now on the quality of practice to refine technique. The shift is from mental activity to refining their movement timing and co-ordination. They need to know what they are doing incorrectly and how they can make corrections. Feedback is vitally important at this stage.

Advanced

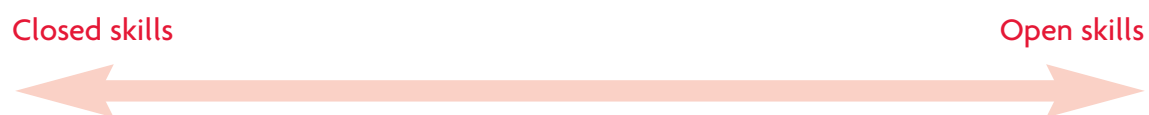


Advanced Stage

The advanced stage is when the athlete is performing the technique in the correct context (skills have moved from technical/closed skills to open skills using technique in the correct context). The control of the movement becomes more automatic. The player is not having to consciously think about the movement as much. The player can now focus on applying the strategy of the new skill to his/her sport. It is important to note that improvement in this area is smaller and may require more motivation for the player to practise.

Skill development

Skill is “the capability of producing a performance result with maximum certainty, minimum energy, or minimum time. It is developed as a result of practice”. There are many different ways of classifying skills but for our purposes we are concerned with 2 main types: open skills and closed skills. These skills are often placed on a continuum, as in the diagram below. The continuum reflects that not all skills can be placed exactly in one category or the other.



CLOSED SKILL	OPEN SKILL
Definition <i>“a skill performed in an environment that is predictable or stationary and that allows individuals to plan their movements in advance.”</i> Schmidt and Wrisberg (2000)	Definition <i>“a skill performed in an environment that is unpredictable or in motion and that requires individuals to adapt their movements in response to dynamic properties of the environment.”</i> Schmidt and Wrisberg (2000)
Example Repeatedly hand feeding a shuttle over the net for a player to practise a backhand net shot would be a closed skill.	Example In a conditioned game, 1 player asked to play lots of shots to backhand forecourt of opponent. Match scored normally to 30 points but 5 points scored for either player if they win the rally within 3 shots of the backhand net shot being played.
Advantage Allows player to really concentrate on specific technique without being distracted by too many other factors (so may be useful to beginners). The player can focus on the process – how they perform a skill.	Advantage Players learn to play shots from the right place at the right time even when there are a lot more external variables for the player to focus on. The focus of the player is on the outcome.
Disadvantage Doesn't develop awareness – the player learns to play the shot with no thought to the position of the opponent, previous shots, space etc.	Disadvantage Player focuses on outcome (e.g. getting shuttle over the net) and may begin to use incorrect technique that could be less effective under increased pressure.

Skills should generally be developed as follows:

- From closed to open
- From slow to quick
- From simple to complex

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There are many different ways in which skills can be developed, but to begin with we will focus on two methods: shaping and chaining.

Shaping

This involves showing a whole technique, letting players have a go to mimic what they have seen and then addressing elements of the technique that require improvement. The key point here is that the practice is always delivered in the context of the whole skill. Shaping retains the flow of a movement and is particularly appropriate when elements of the skill are highly linked. For the hitting part of a stroke shaping is recommended because this retains flow between the starting shape, the backswing, forward swing, impact and follow through. These elements are so interlinked that to split them too much is likely to disrupt flow and lead to inefficiency in skill learning. Some use of shaping by shadowing the movement slowly whilst copying the coach, then without the coach to copy, can be useful before having to strike a shuttle.

Chaining

This involves breaking down a skill into parts and working through these parts in a progressive fashion. This can be useful if there are many parts to the skill and each part is not too interlinked with other parts.

Chaining can be useful to introduce additional movements into and out of a stroke. For example, some lunging practice in isolation prior to coaching the hitting of a net shot would in all probability improve the production of that net shot. Likewise later in the development a chassé could be taught in isolation and added to lunge to improve the ability of the player to approach the stroke from greater distances

Whichever method is used, care must be taken not to overload the player with too many coaching points as this leaves them with too much to remember decreases their focus on the most important coaching points that were prioritised to begin with.

Designing an activity

The following are suggestions for activities that can be used to develop skills. They are the types of activities you would undertake having introduced, demonstrated and explained a stroke.

Shadow the stroke whilst copying the coach.

Shadow the stroke without the coach leading: coach to observe and correct.

Practise the hitting part of the stroke using a hand or racket feed.

Gradually build up movement into and out of the stroke using a hand or racket feed.

Move towards a predictable rally containing the stroke being focussed on. Keep the number of other strokes to a minimum. For a net shot the rally might be lift, dropshot, net shot, net shot, lift.

Move towards a slightly more unpredictable rally where the player does not know exactly when the featured stroke will have to be played. Using a development of the previous example, the feeder may keep lifting the shuttle, the practising player keep performing dropshots until the feeder plays a net shot, which allows the practicing player to move forwards to play their net shot under more pressure.

At what stage you progress the practice is governed by the rate of learning of the player. If they are able to easily perform one level of practice then they should be challenged to move on to a slightly more difficult level. In a group a skilful coach may have a number of players practicing the same skill, but at different levels of difficulty. This is known as “differentiation”.

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Reviewing the activity



Potential sources of information for an effective review are:

- Yourself.
- The Lead Coach.
- The Players.

Information gained from the review can be useful to:

- Improve general coaching practice.
- Highlight potential areas of focus in future activities (eg. the same overall skill, such as a backhand lift, but a different focus, such as lunging technique).
- Check if players' needs are being met.
- Improve continuity between sessions.
- Gain different perspectives on the same activity (eg. you may evaluate an activity totally differently to others).

The template overleaf indicates a typical review model.

Review template

SAFETY	Was the facility left in an appropriate state for future activities? (if no, what needed to be put right?)	
PLANNING	Comment on the effectiveness of the organisation of the activity (planning, equipment etc).	
NEEDS AND GOALS	To what extent did the activity meet the group's needs?	
	To what extent did the activity achieve the stated goals (were the group able implement the guidance given in your coaching)?	
CONTENT	Comment on the appropriateness of the activity content. What changes were made to the content during the activity and why?	
COACHING PRACTICE	Comment on the effectiveness of your coaching practice during the activity (coaching style, communication skills, questioning, group management, time management).	
FUTURE PRACTICE	If you were to coach this session again, what would you change?	

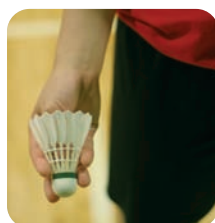
36 | Additional coaching info : Feeding skills

Feeding skills

Feeding is defined as the ability to place the shuttle correctly to create meaningful, realistic practice opportunities.

Holding the shuttles

An efficient way to carry the shuttles when feeding is to cradle them in the arm as show in the picture below. Note the hand position for throwing, with support under the cork to aid control.



Underarm hand feeding

- Take the bottom shuttle with the throwing hand.
- Shuttle can be held with the thumb inside and fingers cradling the feathers.
- Throw comes from the shoulder.
- Higher underarm throws for overhead practices involve more use of the legs to gain height.



Overarm hand feed

Overarm feeds mimic overarm shots. When coaching players to feed overarm you should encourage them to work on their throwing action as this will help their badminton strokes. Encourage sideways stance and the use of legs and hips when throwing.



Racket feeding

Racket feeding is a more advanced but very important coaching skill. At Assistant Coach Level candidates should be able to:

- Feed a single shuttle from the mid-court to the forecourt using an underarm stroke.
- Feed a single shuttle from the mid-court to the rearcourt (back third of the court) using an underarm stroke.



Both feeds should have sufficient control of direction and be of sufficient height for an inexperienced player to get meaningful practice from that feed.

Additional coaching info : Feeding skills | 37

**Safety**

Make sure you are feeding from a safe position.

Mimic the flight path

Try to make the feed flight path as similar to the game as possible. For example, overhead throw to represent practising a net lift off a dropshot.

Compromise

Sometimes it is not possible to exactly mimic the correct flight path because of safety considerations. In this instance, safety first!

**Pace**

A thrown shuttle generally does not have the same pace as a hit shuttle and this can effect the skill being performed.

**Time of flight**

Is the time of flight of the shuttle sufficient to allow the person to practise the stroke?

Rate of feed

Feeding shuttles too quickly may prevent the player practising with quality. Avoid the "machine gun feed" by getting the feeder to count to a number (eg. 3,4 or 5) between feeds.

**"The power of the feed"**

Since the players want to hit the shuttle, not feeding until the correct technique (eg. grip) is apparent is a very powerful tool.

38 | Additional coaching info : Anatomy and Physiology

Anatomy and Physiology

The Skeleton

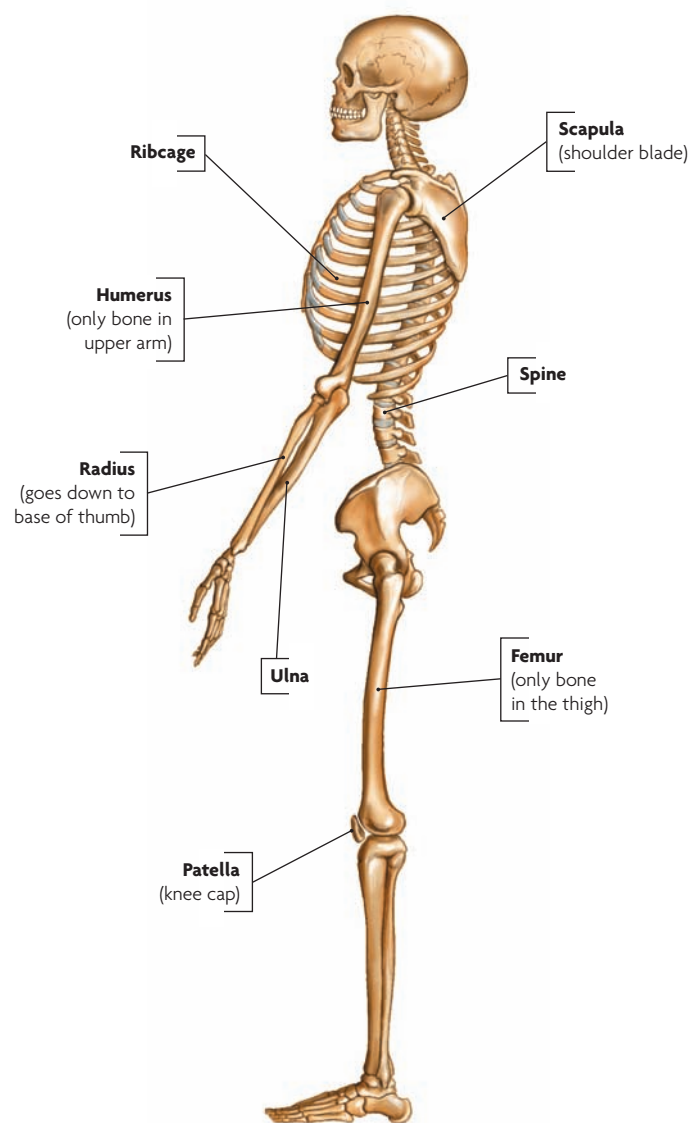
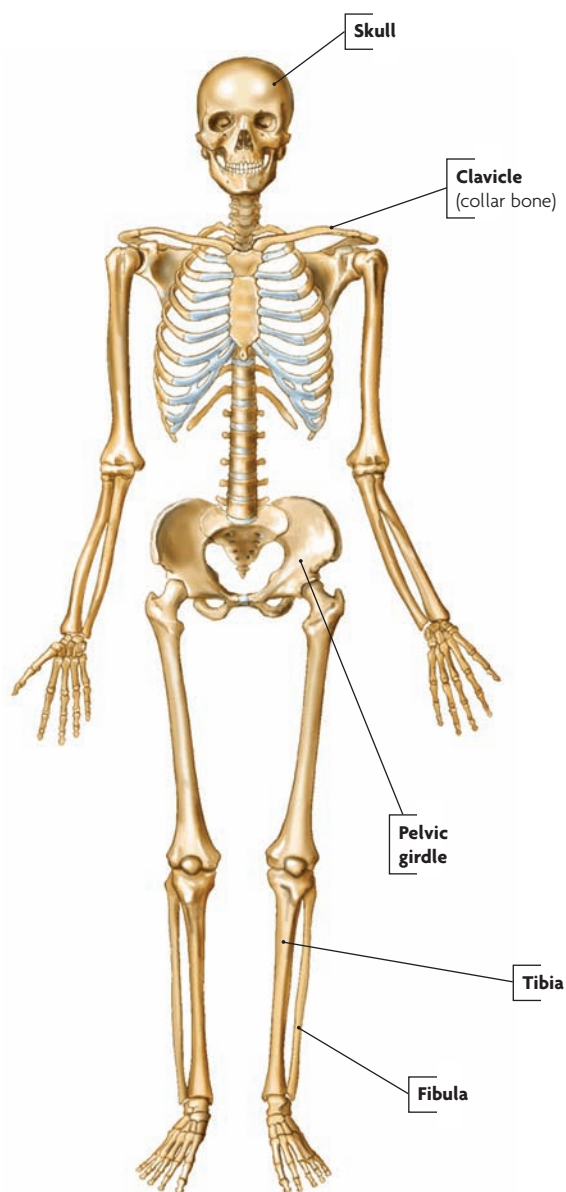
The mature skeleton is made up of 206 bones. From a sporting perspective, the main functions of the skeleton are:

Protection

(of internal organs, such as the spine, ribcage and skull).

Movement

(providing anchor points for muscles to pull on to create movement).



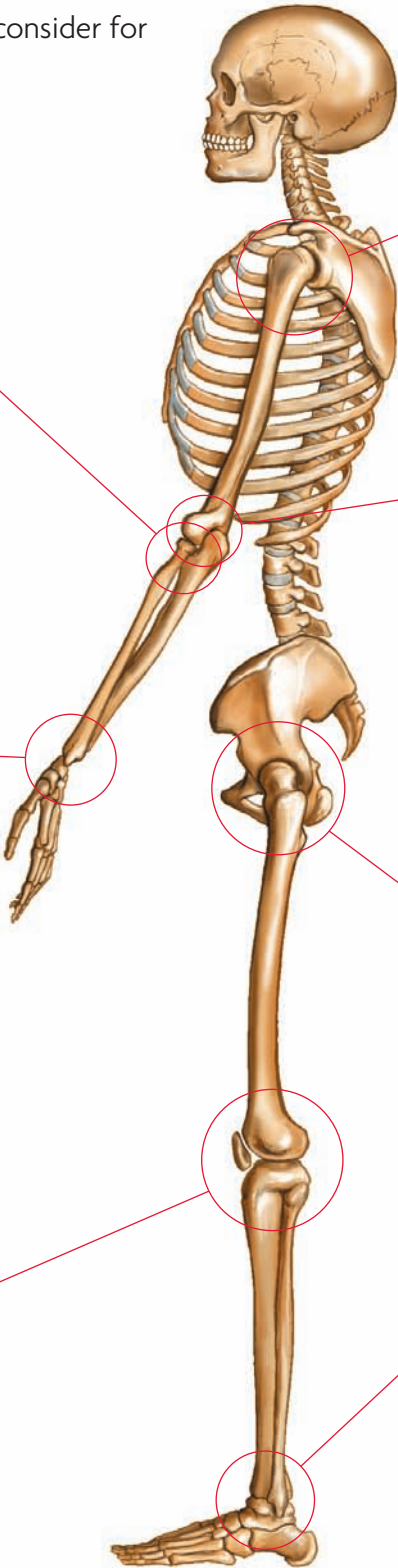
Joints

The bones of the skeleton are joined by ligaments to create joints. The main joints of the body that we need to consider for badminton are listed below.

JOINT	MAIN TYPE OF MOVEMENT
Radio-ulnar (pivot joint)	Rotating

JOINT	MAIN TYPE OF MOVEMENT
Wrist	Can bend and straighten, bend away from/towards the body

JOINT	MAIN TYPE OF MOVEMENT
Knee (hinge joint)	Bending and straightening



JOINT	MAIN TYPE OF MOVEMENT
Shoulder (ball & socket)	Can bend and straighten, bend away from/towards the body

JOINT	MAIN TYPE OF MOVEMENT
Elbow (hinge joint)	Bending and straightening

JOINT	MAIN TYPE OF MOVEMENT
Hip (ball & socket)	Can bend, straighten, move limb towards/away from the body and can rotate

JOINT	MAIN TYPE OF MOVEMENT
Ankle	Can bend and straighten

40 | Additional coaching info : Anatomy and Physiology

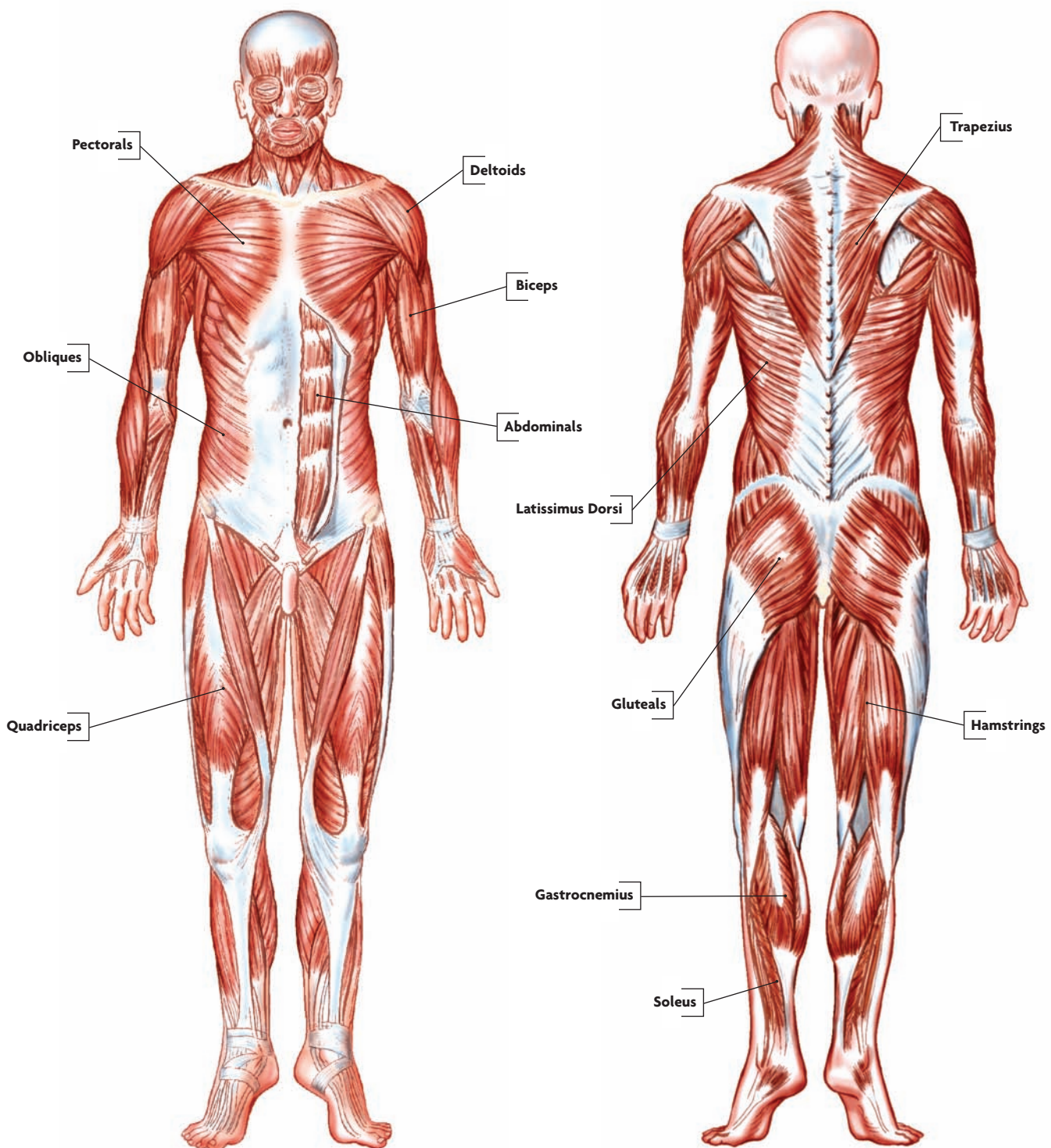
Muscles

Basic structure

Muscles consist of bundles of fibres attached to bones at each end by tendons.

Basic function

Muscles shorten as a result of receiving signals from the brain and spinal cord that travel to the muscles via nerves. The shortening of muscles brings about movement of the skeleton.



Respiratory system

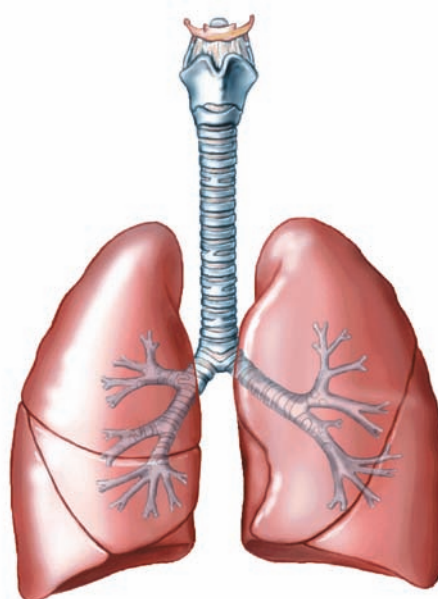
Basic structure

The respiratory system consists of the nose, bronchial tubes and lungs. The left lung is a slightly different shape to accommodate the heart.

Lung volumes depend on age, gender and height.

Basic Function

- Lungs bring air into the body and drop off oxygen to the blood.
- Lungs remove carbon dioxide from the blood and breathe it out.



Cardiovascular system: Heart structure & function

Heart Structure

The heart is about the size of a clenched fist and is made up predominantly of a specialised type of muscle tissue called "cardiac muscle".

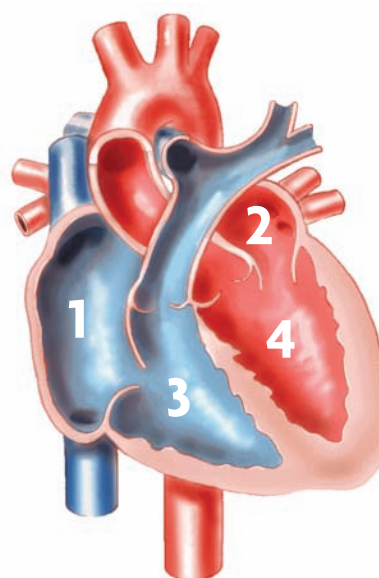
Chambers 1 and 2 are blood receiving chambers known as the right and left atria (singular is atrium).

Chambers 3 and 4 are blood pumping chambers known as the left and right ventricles.

Heart Function

The right hand side of the heart receives deoxygenated blood from the body and pumps it on to the lungs.

The left hand side of the heart receives oxygenated blood from the lungs and pumps it to the body.

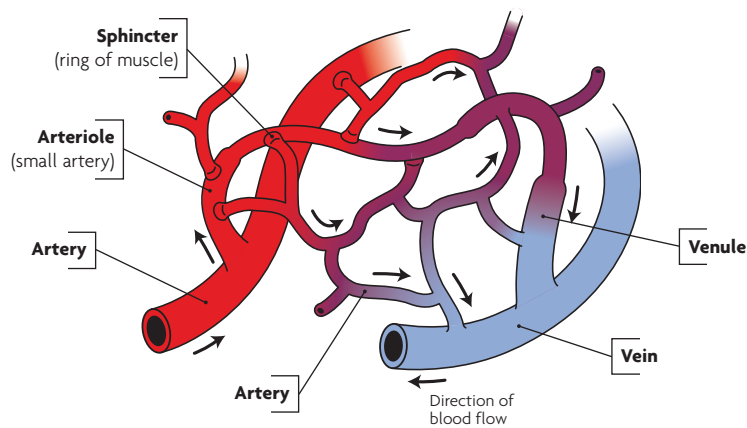


42 | Additional coaching info : Anatomy and Physiology

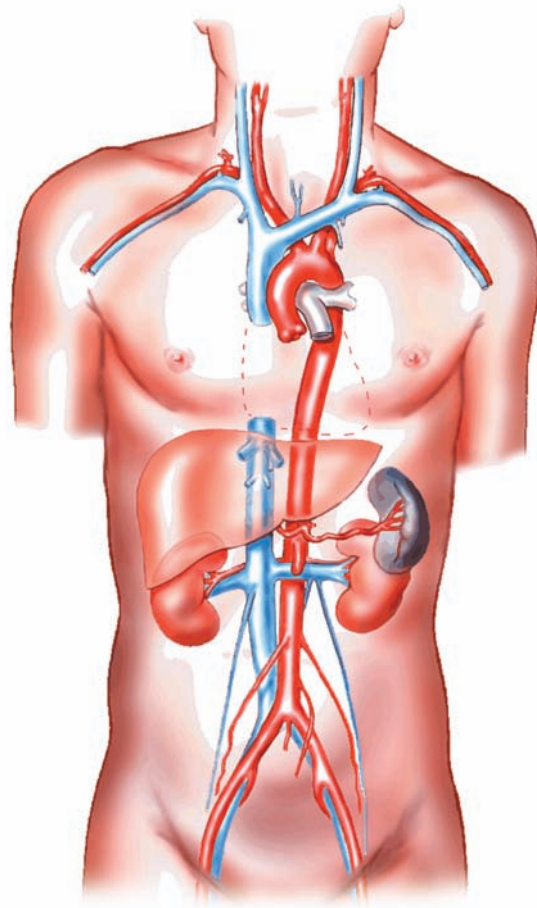
Cardiovascular system: Circulation structure and function

Arteries are blood vessels with thick muscular walls that carry blood away from the heart. They have to be thick and strong to withstand the high pressures of blood being pumped out from the heart.

Veins carry de-oxygenated blood back to the heart. They are thinner-walled than arteries as they do not have to withstand such high blood pressures. They do contain valves that assist in the flow of blood back to the heart.



Capillaries are very small blood vessels with very thin walls. They have to be thin-walled because oxygen and nutrients have to pass through their walls in order to enter muscles. Small rings of muscle called sphincters control the flow of blood into the capillaries.



Cardiovascular system: The blood

Blood Structure

The blood consists of:

- Plasma, a straw coloured fluid.
- Blood cells:
 - Red blood cells.
 - White blood cells, responsible for fighting infection.
 - Platelets, responsible for blood clotting.

Blood Function

Blood has many different functions, but the main functions in terms of exercise are to:

- Transport nutrients (blood glucose and fatty acids) and waste products. This occurs in blood plasma.
- Transport gases:
 - Transport oxygen from lungs to working muscles.
 - Transport carbon dioxide from muscles to lungs.

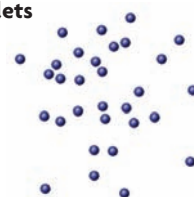
Red blood cells



White blood cells



Platelets



Components of fitness

Fitness can be defined as “the capacity to perform a variety of physical tasks”.

FITNESS COMPONENT	FITNESS COMPONENT DESCRIPTIONS	TRAINING EXAMPLES
Stamina	The capacity of the body to sustain low level aerobic work for a long period of time.	Long duration exercise (15+ min) – swimming, cycling, rowing, running.
Speed	The capacity to move the whole body or limbs quickly.	Fast feet, short sprints, ladder work, tramline work (fast shadowing, fast multifeed for experienced performers only).
Strength	The capacity to exert maximal forces.	Lifting heavy weights at close to maximal loads – 0 to 6 reps.
Flexibility	The range of movement around a joint or the amount of resistance to a movement.	Static stretches held for 15+ seconds. Dynamic stretches involving controlled movement.
Agility	The capacity to change direction rapidly.	Shadowing, fast multifeed.
Balance	The ability to get to or maintain a state where forces acting on the body are distributed evenly.	Balancing on one leg, hopping and stopping, exercises with eyes closed.
Strength endurance	The capacity of certain muscles or muscle-groups to withstand fatigue.	Weight training/circuit training with lighter loads but increases repetitions, weighted rackets.
Co-ordination	The capability to move body parts in the correct sequence.	Any skilled movements, but throwing exercises are invaluable.
Posture	The capacity of certain core muscles to maintain an efficient body alignment.	Trunk curls (straight and twisting), abdominal planks, swiss ball exercises.
Power	The capacity to generate large amounts of force in short periods of time (strength x speed).	Weighted racket, jumps, circuits (low reps, high explosive content).
Plyometrics	The capacity to increase muscular forces using the stretch-shortening cycle.	Fast feet, hurdles, depth jumping, weighted racket.

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Physical demands of badminton

Stamina

Badminton players need to be able to recover quickly from rallies and sustain effort through long matches and tournaments. This is helped by having good levels of stamina.

Speed

Being able to take the shuttle early is vital to playing at a good level, since it enables you to retrieve shuttles when under pressure but also allows you to take the shuttle earlier and exert more pressure on your opponent. Speed of hands allows you to move your racket quickly around the body.

Strength

Pure strength, as in weight lifting to maximum is not a demand of the sport of badminton, however strength training should form a part of training in that it forms part of the basis upon which power is built.

Flexibility

Dynamic flexibility is vital for performance in badminton as it allows you to stretch for and recover from extremes of movement range. Static flexibility exercise should also be incorporated in a training schedule to supplement dynamic flexibility work.

Agility

Badminton is played on a relatively small court which enforces the player to make many rapid, random and successive changes of direction. Agility is consequently a very important component of fitness for the sport.

Balance

Dynamic balance involving being put out of balance then recovering quickly is important in badminton as you are often made to do this by your opponent's strokes.

Strength Endurance

Muscles are loaded/unloaded continually in badminton to support and manipulate the body over extended periods of time.

Co-ordination

Highly coordinated movements involving coordinating of limbs to bring about the best in technique (eg. use of arms on jumping, using big to little muscles in hitting), are highly developed in good badminton players.

Posture

Maintaining control of the upper body is of benefit to badminton players in that it assists in recovery from extreme positions (eg. lunging).

Power

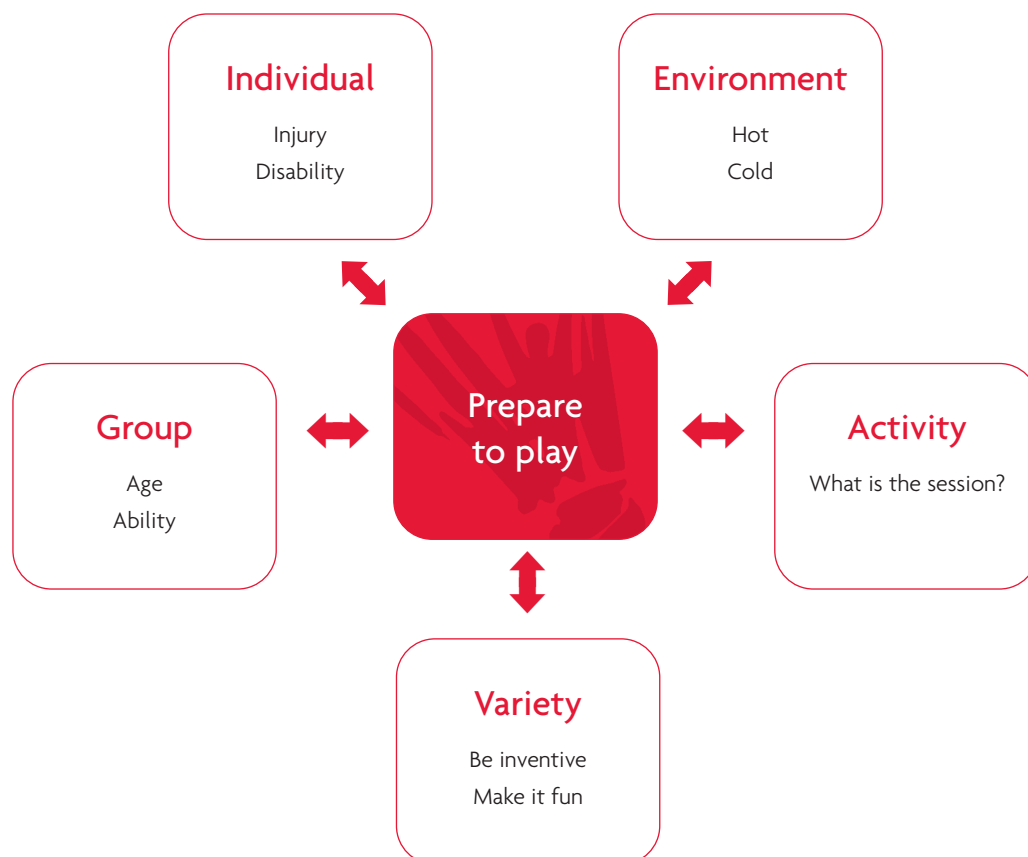
Power is required for badminton to hit hard, jump high, recover from lunges.

Plyometrics

This is closely related to power. Plyometric ability is vital to badminton as it helps you to generate power via using elastic, "rebounding" qualities of muscles. Combining backswings and forward swings effectively to produce power and pushing of the ground rapidly after a split-step are examples of plyometrics used effectively in badminton.

Prepare to play

How we prepare to play is dependent upon a number of factors that are summarised in the diagram below. You should consider all the factors in the diagram below before deciding how you are going to prepare your players. By adopting the model framework below, coaches can prepare their players in the most appropriate way for the training session or match that they are about to undertake.



The structure of the prepare to play section is:

ASSSSK : Activity, Stretch, Stability, Speed, Shadow, Knock-up

The next few pages give an indication of what you may include in each section. Note that it would not be expected to complete everything in this booklet every time your group of players train or play. You should however pick the elements that integrate most close with the needs of your session. For example:

- Lots of net play in the session - lunge in the prepare to play.
- Lots of movement directly backwards in the session - shadowing with this theme in the prepare to play.
- Lots of jumping in the session - emphasise balance in prepare to play.

“If you don’t know how to prepare to play, just ASSSSK!”

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Activity

Use simple activities that involve raising the heart rate and muscle temperature, such as jogging, for 2-5 minutes in order to improve muscle elasticity, raise heart rate and increase blood flow. Avoid rapid and violent changes of direction at this stage and be inventive, e.g. using balls passed amongst the players. Some badminton specific movements can be included here, although this is mainly catered for in the shadowing section. Note that a variety of arm movements are also included.



Run Forwards



Run Backwards



Grapevine



Shoulder Rotation



Zig zag forwards



Zig zag backwards



Side-step



Stretch (Dynamic)



Leg swings (forwards & backwards), start slow and low and build up. Also good for ankle stability.



Leg swings (left to right), start slow and low and build up. Also good for ankle stability.



Trunk flexion (soft knees) and extension (controlled).



Trunk rotations (soft knees, avoid ballistic double bounces).



Circular movement of hips.



Lunges: This also has an element of dynamic stability.

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Stability

Stability is an important component of preparing to play because it activates the balance sensors and stabilising muscle groups. This reduces the possibility of injury.

Static stability (ankle)

This involves balancing but maintaining what is largely a static position. Static stability for the ankle has been touched upon by the leg swings in the dynamic stretch section. Additional exercises that could be completed are:

North, South, East and West: while they are balancing on one foot, challenge the players to put the big toe of their other foot down lightly down on the floor as far in front, to the sides and behind them as possible, maintaining balance at all times. The advanced version would be with eyes closed or balancing on a wobble board.



Dynamic stability (ankle)

This involves maintaining balance when there is a lot more movement involved. Lunging itself is an example of this. Use the tramlines or shuttles to make up jumping and landing sequences involving 1 and 2 foot landings and take-offs. The example below shows a simple hopping exercise.



Hopping

Stability (abdominals)

Trunk Curls

Maintain a flat stomach by breathing in, then out and pulling in stomach with about 30 % of maximum effort before starting the exercise. With this amount of effort you should still be able to breathe. Concentrate on curling up the upper trunk whilst cradling but not pulling on the head. Lift to the point where any further lifting would cause the hips to bend. Lower slowly. Don't use the phrase "sit-ups" – we don't want the players to sit up – we want them to curl. Breath out on the way up, in on the way down whilst maintaining a flat stomach.



Trunk Curls

Stability (back and gluteals)



Back Planks

Lie face down. Maintain a flat stomach by breathing in, then out and pulling in stomach with about 30 % of maximum effort before starting the exercise. With this amount of effort you should still be able to breathe. Raise up onto toes and elbows and maintain a perfectly straight body position for 3-5 seconds. Lower slowly, recover for 3-5 seconds and repeat. Concentrate on keeping still and contracting the gluteals. Make this harder by bringing the elbows and knees as close together as possible.

Speed

Speed is a major component of badminton, and fast adjustments of the feet, forwards, backwards and laterally are all very important. The following speed exercises should be completed in 3-5 second bursts, with 15 to 25 second recovery after each rep. Short contact times with the floor should be promoted.



Fast feet



Run backwards, short sharp steps



Speed, short sprint

Ladder exercises can be great fun but make sure they are completed quickly once learnt. There are a lot of additional fast feet ladder exercises that can be created just by experimenting. Using masking tape along the side tramlines means a ladder can easily be created with little equipment. Failing that, just use the tramlines.



Split-steps



Shadow

Shadowing movements on court in order to link a number of movements and incorporate rapid changes of direction. It is beyond the scope of this award to go into too much detail on the section. However, essentially shadowing can be used in two basic ways when preparing:

- move to different areas of the court shadowing shots and movements at speed in preparation for the match. The key is not to do too many movements (8 as an example) but to do it quickly.
- move to specific areas of the court relatively slowly concentrating on a particular aspect of technique you are going to use in the session. For example, landing in the lunge with the foot and knee in alignment.



Shadow

Knock-up

Go through a range of shots relevant to the event or to the training session about to take place.

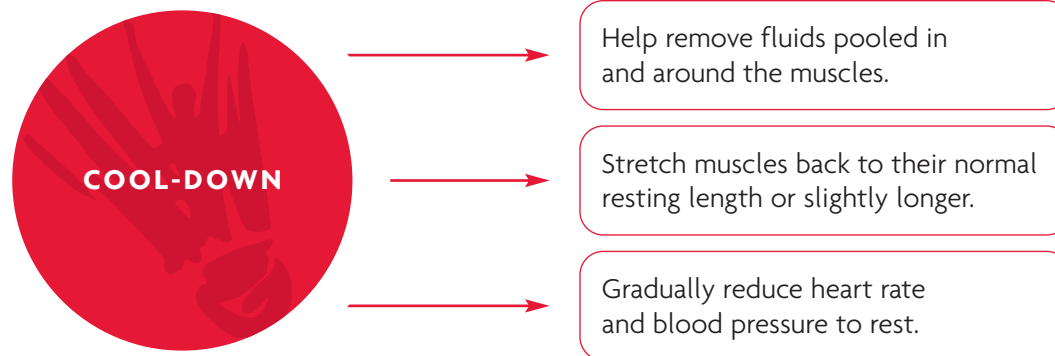


Knock-up

50 | Additional coaching info : Cool down

Cool-down

Aims of cool-down



A typical cool-down would consist of:

Activity

2-5 minutes slow jog/walk. This section is only necessary if the last activity was of a high physical intensity.

Stretch

5-15 minutes stretching (each stretch held for 15 plus seconds).



Upper Calf



Lower Calf



Quadriceps



Hamstrings



Short Adductors



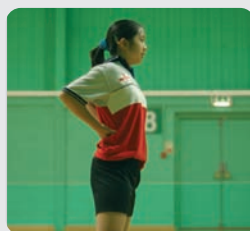
Long Adductors



Trunk Rotations



Side Bends



Chest Stretch



Triceps



Gluteals

Grips

Introduction

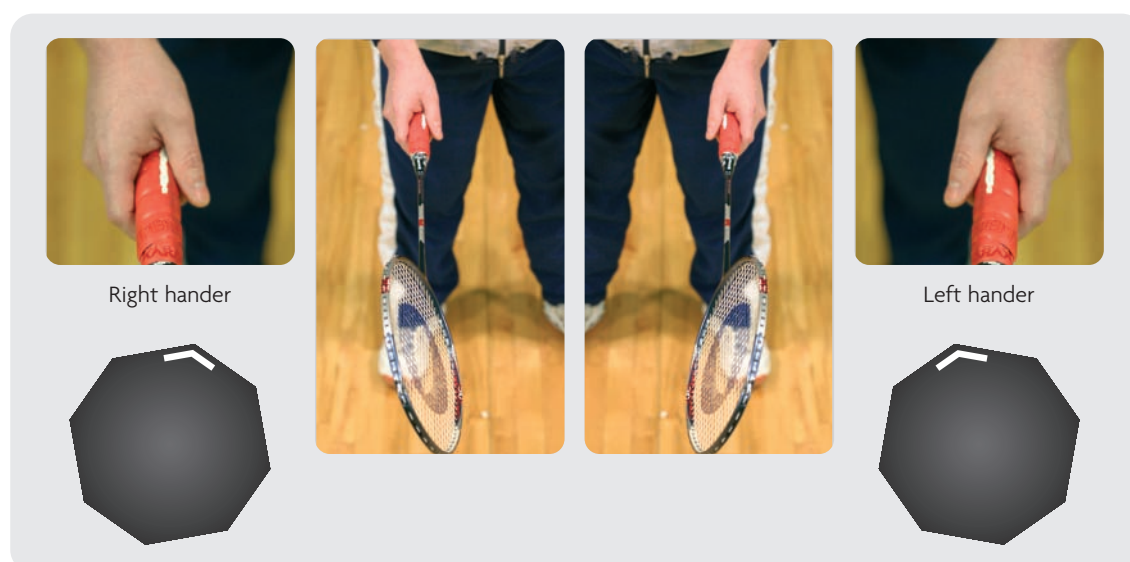
To simplify things this section will focus on the three main grips you will need to know about in order to coach basic strokes successfully. These grips, although different, do share some basic underlying principles which will help the coach to understand their use.

- Grips should be relaxed to in order to:
 - Facilitate more effective grip changes
 - Produce power more efficiently
 - Save energy
- Grips are tightened on the forward swing of a stroke. This generates power and stabilises the racket head. The degree of tightening depends on the power of stroke being produced.
- The grip at the end of the stroke is not necessarily the grip at the start of the stroke. This change is brought about by the tightening of the grip.
- The position of the hand on the racket is governed to a large extent by whether the shuttle is behind, to the side/above or in front of the player. In these different situations grip changes are necessary to allow the racket face to adjust in order to allow the player to play the desired direction of stroke.

The basic grip

Coach information

The basic grip is the first grip you would teach to a young player. This grip should be used for playing the forehand clear, drops, lift and net shot. This grip creates a “V” shape between the thumb and first finger. The bottom of the “V” is not on top of the racket handle, but slightly over to the bevel of the handle.



REMEMBER : Relaxed grips, tighten on impact!!!

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THE BASIC GRIP – SUGGESTED PRACTICES / COACHING TIPS

Keep shuttle up in air using the palm of the hand only to help reinforce idea of “palm first”. How many times can they keep the shuttle in the air?



Use marker on racket handle to help establish correct position of hand on racket.



Repeat keeping shuttle up in air game using racket. Experiment with soft hits, hard hits, trick shots (round the back, under one leg, under the other leg etc).



Run down hall hitting shuttle ahead of you.



Shadow overhead hits using forearm rotation.



Hit overheads from racket feed using forearm rotation.



THE BASIC GRIP – COMMON FAULTS AND POTENTIAL CORRECTIONS**The fist grip**

Concentrate on promoting relaxation and “V” shape. Child may be able to draw “V” on racket using their correctly positioned hand as guide.

**The “pointed finger” grip**

Corrections as for fist grip. Also use of forearm rotation overhead hit.

**The panhandle**

Combine corrections for fist and pointed finger grip.



The thumb grip

Coach information

This grip is likely to be the second grip you would teach a player. It is used for the backhand net shot and lift, which are both strokes hit when the shuttle is in front of you on the backhand side. The thumb is established at the back of the racket handle, with a slight gap between the webbing of the hand and racket handle.



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THE THUMB GRIP – SUGGESTED PRACTICES / COACHING TIPS

Keep shuttle up in air using a knuckles up and thumb extended hand shape. Try to hit shuttle with thumb. How many times can they keep the shuttle in the air? This appears extremely difficult but most children will give it a go and it focus the mind on the thumb.



Repeat keeping shuttle up in air game using racket and thumb grip. Experiment with soft hits, hard hits, trick shots (bending down on one knee, both knees, sitting down, lying down, standing back up again).



Run down hall hitting shuttle ahead of you using thumb grip.



Feed for players to practice thumb grip – use “Power of feed” – no thumb, no feed!



THE THUMB GRIP – COMMON FAULTS AND POTENTIAL CORRECTIONS

No grip change from basic grip.
Use “power of the feed” – no thumb, no shuttle is delivered.



The bevel grip

Coach information

This grip is a fairly specialised grip that can be used for the backhand clear and dropshot. It involves taking a basic grip and then moving the thumb position so that it lies along the racket bevel. The exact positioning of the thumb on the bevel is somewhat up to personal taste: some players may have it almost directly along the bevel, others will have it diagonally across. The key is that the grip allows the full face of the racket to strike the shuttle when it is slightly behind or to the side of the player.



THE BEVEL GRIP – SUGGESTED PRACTICES



Suspended shuttle.



Hand or racket feed.

THE BEVEL GRIP – COMMON FAULTS AND POTENTIAL CORRECTIONS

- Thumb directly along back of racket handle.
- Mark along the bevel as reference point for where to place thumb.
- Demonstrate ease of change from basic to bevel grip.



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The Stroke Cycle

The Stroke Cycle is a model that breaks any stroke down into 4 components, illustrated below:

The cycle repeats every time a stroke is played in a game of badminton.



The stroke cycle is a useful way to analyse a stroke and break it down to identify potential areas for improvement. An alternative method which is used is the cycle Prepare-Execute-Recover. To integrate these two approaches use the following as a guide:

Prepare	=	Start and Prepare
Execute	=	Hit
Recover	=	Recover

Movement

Introduction

Effective movement on a badminton court is essential for achieving a good level of play. Coaching movement is often done best initially in isolation by shadowing movements. Gradually these movements can be integrated with hitting.

Movement can be divided into components, these being:




- Methods of starting your movement.
- Preparing to hit, which includes travelling to the shuttle, maintaining an appropriate body position and carrying the racket in an efficient manner.
- Movements that tend to occur whilst hitting. These include lunges and many different types of jump.
- Recovery movements having hit a shuttle.

Starting

Coach information

This involves use of a split-step, which is a widening of your base and bending of knees/hips. The split step is started just prior to your opponent's hit, but is landed just after. It is used to give a powerful push off by pre-stretching the muscles of the legs, the response to this being a more forceful contraction of those muscles. Split-steps can occur with the right foot slightly forwards, the left foot slightly forwards or square-on to the net. Players should be exposed to all 3 types of split-step, but the main emphasis should be on a split that has the racket leg (eg. right leg for a right handed player) committed slightly forwards. This is to allow the player to threaten the net positively whilst creating a stance that allows opportunities to push off sideways or forward/backwards. The ground contact time should be short, with the balls of the feet only hitting the ground.

TYPES OF SPLIT-STEP

Non-racket foot advanced	Racket foot advanced	Square on
		

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SUGGESTED PRACTICES / COACHING TIPS

Shadow a split by copying coach, varying which foot if any is committed.



Split-step in response to a trigger, this being a coach tapping a shuttle lightly on their racket. This is simple but effective as it means the split-step is associated with shuttle being struck. Also more realistic if done from the other side of the net.



Split-step in response to a shuttle being struck in a certain direction. Players split-step and run off to collect the shuttle.



COMMON FAULTS AND POTENTIAL CORRECTIONS

Stiff and “over-upright” upper body

Promote slight bend at hips to maintain natural balance and keep weight off heels.



Narrow landing

Encourage wider landing by using targets of where to put feet. Tramlines can be useful for this.



Bend knees

Encourage bending by giving children a target eg. racket held at a height at which they have to bend in order to get under it. Note the bent knees and the slight bend forwards at the hips.



Preparing

Preparing has three main elements:

- Travelling to the shuttle (moving your whole body mass)
- Controlling segments of the body (eg. non-racket arm, trunk)
- Racket carriage

Below are some methods used to travel across the court. Reference to body positions and racket carriage are made in the stroke cycle information later in the handbook.



Running steps

Promote a heel-toe strike and a good stride length.



Cross behind

One foot crosses marginally behind the other.



Running steps backwards

Backward running steps are used in badminton and should be taught to young players. However, in the interests of safety teach running steps backwards with a slight bend forwards at the hips and also get children to curve their run as this creates a final sideways stance.



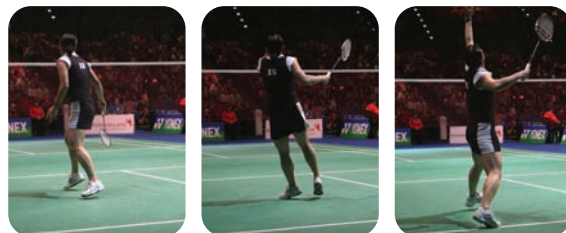
Side steps

This is effectively a sideways chassé.



Chassé

One foot chases the other one but doesn't reach it. The lead foot leaves before the following foot catches it. Chassés should involve short ground contact times, skimming along the ground.



Pivot step

In effect a combination of jump, hop and turn.

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SUGGESTED PRACTICES / COACHING TIPS

Shadowing

All movements can be taught initially with shadowing, either eyes open or closed (to heighten the feel for the movement).



Running forwards and backwards

Running races in teams using varying distances. Use both forwards and backwards running, bearing in mind safety issues surrounding backwards running. Curved runs are fun when a pole is used.



Chassé and cross behind

Throwing games in teams where, having caught the ball/beanbag etc., everyone on both teams has to perform a chassé/cross behind. Zig-zag relays can also be used.



Side-steps

Children stand a set distance apart in a team along a line. The aim is to pass the bean bag along the team using sidesteps. No throwing is allowed and players should aim to work along the line.



Pivot steps

Players work in 3's. Aim is for one person to take 6 shuttles (1 at a time) from front player and pass them to rear player. One foot must stay in rear corner box all the time. Teams sit down quickly when they finish.



COMMON FAULTS AND POTENTIAL CORRECTIONS

Bouncy movement, with lots of energy lost going up and down.

Promote skimming, especially on chassé practices. Focus on the net tape to help keep the head still and level.



Over-chasséing

Devise practices that involve a maximum of two consecutive chassés. Avoid using chasséing to cover long distances (eg. long diagonals) that are unnatural and slow.



Long ground contact time

Imagine the ground is hot!!



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Movements associated with hitting

Coach information

In the early stages of learning movements associated with the hitting can generally be divided into:

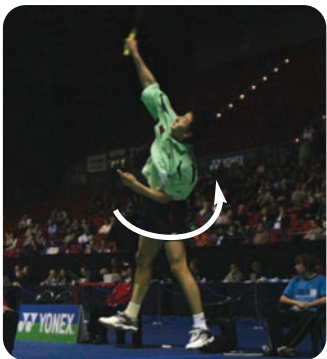
- The forecourt, where lunging predominates.
- The rearcourt, where a variety of different jumps can be performed, including jumps whilst turning in the air.



Lunge (directly forwards, diagonal/forwards, sideways, diagonal/backwards). Essentially a large stride, with lead foot landing “heel-toe”. On landing the front leg is virtually straight, with knee and foot in alignment and a stable upper body position. Rear arm extended helps balance and reach.



Jumps can be combinations of two feet to two feet, two feet to one foot, one foot to two feet, hop (one foot to same foot), and bound (one foot to other foot). Promote knee bend and use of arms to gain height.



Jumping and turning. This is a vital skill once a basic forehand overhead hitting action has been learnt as it increases power and allows players to take the shuttle earlier. Land rear foot, front foot in quick succession to help move forwards back into court.

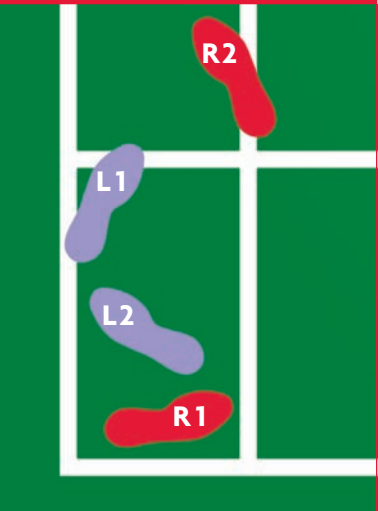
SUGGESTED PRACTICES / COACHING TIPS



Use a bean bag or shuttle balanced on the head to help improve upper body posture during the lunge.



Jumps over hurdles in relay races. These could be any combination of 1 or two footed jumps.



Use footprints and tramlines to assist in feet positioning when learning jump and turn (L1-R1 start, L2-R2 finish). “Start on the 1’s, land on the 2’s”. Note the above example is for a right handed player.

COMMON FAULTS AND POTENTIAL CORRECTIONS

Knee and foot not aligned on lunge.

Shadow lunge along a line to improve alignment.



Rear foot turned up (approximately 45° to ground) on lunge.

Encourage turning out of rear foot and a slightly bent rear leg to protect achilles and knee ligaments.



Lack of use of arms on jumps.

Players jump in pairs and perform "high fives" above head, or clap above head.



Rear foot pointing forwards on jump-turn, putting player off balance and great strain on achilles on landing.

Use foot prints or tramlines to help practice correct foot position on landing.



Recovery

Coach information

Movements used to recover from strokes tend to consist of chassés, running steps forwards, running steps backwards and pivots. Provided these are practiced both forwards and backwards, then the training should help to improve both preparation and recovery phases. The faults described in the in the approach training are the same for the recovery phase, most notably those concerning high, bouncy chassés and over use of the chassé to cover long distances.



Forehand low serve (with flick variation)

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- 01** - Basic grip
- Weight on rear leg
- Racket back



- 02** - Transfer weight forwards (racket hip pushed forwards)
- Wrist bent
- Degree to which elbow bent – personal preference



- 03** - Keep wrist bent
- Drop/place shuttle in “45°” area – to side and in front
- Push through the shuttle



- 04** - Hit through line you intend shuttle to travel



- 05** - Bring racket up to threaten receiver's reply

Forehand low serve

Tactical context

What The forehand low serve.

Where You are in your service court (mid-court) and aim to send the shuttle to the front of your opponent's service court.



When/Why

- May be used in doubles but largely a singles option.
- Restricts opponent's attacking opportunities.
- Force a lift.
- Bring opponent forwards to create space in rear court.

Key points

- Basic grip.
- Bent wrist.
- Push through shuttle.
- Weight transfer.

Tips/coaching practice

Beginners can be helped by:

- Putting the shuttle and racket together before serving (may be slightly crouched initially).
- Keeping the action short to begin with.
- Gradually increase length of swing and the amount the shuttle is dropped.
- Gradually increase weight transfer.
- Once technique established, practice by setting targets near the "T" of the court, or aim at a shuttle stuck on top of the net.

Common faults (and potential corrections)

- Pointy finger grip.
- Corrected by coach promoting basic grip.*
- Flick wrist rather than maintaining a cocked wrist.

Keep wrist cocked whilst shadowing shot. Do this with eyes closed to develop feel of cocked wrist.

- Throwing the shuttle which then wobbles and affects serving accuracy.

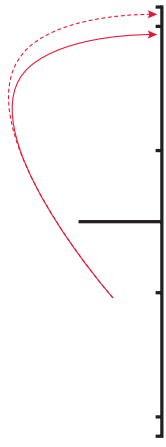
Promote dropping the shuttle. Practice this without actually striking the shuttle. Promote keeping non-racket arm still when releasing shuttle.

Variation – Forehand flick serve

Tactical context

What The forehand flick serve.

Where You are in your service court (mid-court) and aim to send the shuttle to the back of your opponent's service court (singles or doubles as appropriate).



When/Why

- May be used in doubles but largely a singles option.
- Throw opponent off balance by getting them to expect a low serve.
- Hurry opponent.
- Force opponent back to create space in forecourt.

Key points

- Make it look like a low serve.
- Basic grip.
- Weight transfer.
- Bent wrist, straightened rapidly to create a deceptive flick.

Tips/coaching practice

Beginners can be helped by:

- Putting the shuttle and racket together before serving (may be slightly crouched initially).
- Keeping the action short to begin with.
- Gradually increase length of swing and the amount the shuttle is dropped.
- Gradually increase weight transfer.
- Once technique established, practice by setting targets in the rearcourt.

Common faults (and potential corrections)

- Pointy finger grip.
- Corrected by coach promoting basic grip.*

- Rear foot comes of ground before shuttle struck.

Promote committing more weight to the rear foot in preparation to reduce chance of foot coming up as serve proceeds.

- Throwing the shuttle which then wobbles and affects serving accuracy.

Practice dropping the shuttle without actually striking it. Promote keeping non-racket arm still when releasing shuttle.

Forehand high serve

66



- 01** - Basic grip
- High racket carriage
- Shuttle held high
- Weight on rear foot



- 02** - Begin to transfer weight towards front foot
- The striking hip pushed forwards is key part of weight transfer
- Racket lowers to create racket head momentum



- 03** - Weight continues to transfer onto front foot
- Racket continues to drop to gain momentum
- Shuttle released (dropped not thrown)



- 04** - Forearm rotated outwards
- Wrist hyper-extended
- Shuttle to be struck in "45°" area – to side and in front



- 05** - Swing racket arm forwards
- 90° angle between racket and forearm
- Forearm rotated outwards and wrist bent



- 06** - Hit through line in desired direction of travel
- Wrist begins to straighten on impact

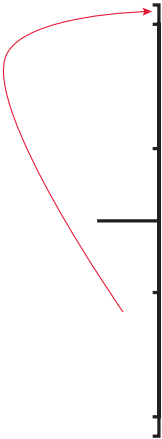


- 07** - Racket along line then across as arm relaxes – do not force

Tactical context

What The forehand high serve.

Where You are in your service court (mid-court) and aim to send the shuttle to the rear of your opponent's service court.



When/Why

- You want to:
- move your opponent from their base.
 - create space in forecourt.

Key points

- Basic grip.
- High racket preparation to gain momentum into the racket head.
- Strike through shuttle with fluent follow through.
- Weight transfer.

Tips/coaching practice

- Beginners can be helped by:
- Putting the shuttle and racket together before serving (may be slightly crouched initially).
 - Keeping the action short to begin with.
 - Gradually increase length of swing and the amount the shuttle is dropped.
 - Gradually increase use of weight transfer.
- Once technique established:
- Practice by setting targets at the rear of the court.

Common faults (and potential corrections)

- Pointy finger grip.
Corrected by coach promoting basic grip.
- Rear foot comes of ground before shuttle struck.
Promote committing more weight to the rear foot in preparation to reduce chance of foot coming up as serve proceeds.
- Throwing the shuttle which then wobbles and affects serving accuracy.
Promote dropping the shuttle. Practice this without actually striking the shuttle. Promote keeping non-racket arm still when releasing shuttle.
- "Slapping action" at the side of the body.
Practice dropping the shuttle in an area to the side and in front of the body. Do hitting practices that start from position shown in photo 5 above, with cocked wrist and forearm rotated.

Backhand low serve (with flick variation)

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01 - Thumb grip

- Stance can vary depending on preference
- Hold racket well out in front at an angle
- Hold shuttle feather tips
- Place shuttle on racket



02 - Short backswing

- Keep non-racket arm still
- Some turn of racket face likely



03

- Tighten grip/push through the shuttle
- Hit shuttle out of hand



04

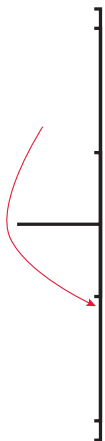
- Bring racket up to threaten receiver's reply

Backhand low serve

Tactical context

What The backhand low serve.

Where You are in your service court (mid-court) and aim to send the shuttle to the front of your opponent's service court.



When/Why

- May be used in doubles and increasingly used in singles.
- Restricts opponent's attacking opportunities.
- Force a lift.

Key points

- Relaxed thumb grip.
- Racket away from body.
- Hold shuttle by a minimum number of feathers.
- Address shuttle with an angled racket (ie. racket not perpendicular to the floor).
- Short hitting action.
- Hit shuttle out of the hand (ie. no dropping of the shuttle).

Tips/coaching practice

Beginners can be helped by:

- Putting the shuttle and racket together before serving.
- Stances may vary, with left foot lead, right foot lead and square-on stances all being used.
- Once technique established, practice by setting targets along the low service line, or aim at a shuttle stuck on top of the net.

Common faults (and potential corrections)

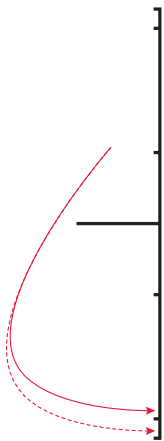
- Dropping the shuttle which creates wobble and lack of control on serve.
- Keep arm holding the shuttle still. Hold the shuttle by just the tips of the feather. Serve with eyes closed (possible if hit from the hand and helps develop 'feel').*

Variation – Backhand flick serve

Tactical context

What The backhand flick serve.

Where You are in your service court (mid-court) and aim to send the shuttle to the back of your opponent's service court (singles or doubles as appropriate).



When/Why

- May be used in doubles and increasingly used in singles.
- Throw opponent off balance by getting them to expect a low serve.
- Hurry opponent.
- Force opponent back to create space in forecourt.

Key points

- Make it look like a low serve.
- Flick the shuttle at the last moment.

Tips/coaching practice

Beginners can be helped by:

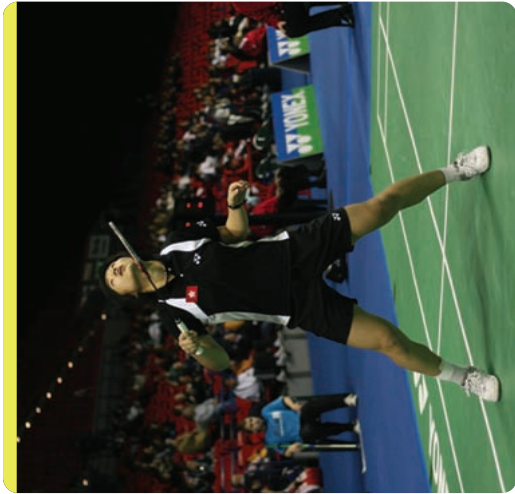
- Putting the shuttle and racket together before serving.
- Stances may vary, with left foot lead, right foot lead and square-on stances all being used.
- Once technique established, practice by setting targets along the rear service line (doubles or singles).

Common faults (and potential corrections)

- Dropping the shuttle which creates wobble and lack of control on serve.
- Keep arm holding the shuttle still. Hold the shuttle by just the tips of the feather. Serve with eyes closed (possible if hit from the hand and helps develop 'feel').*

Forehand overhead clear

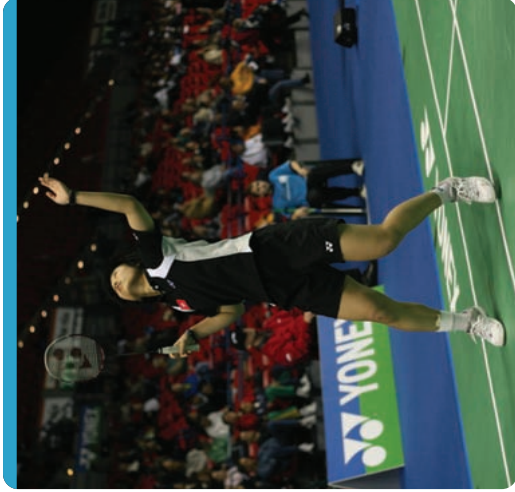
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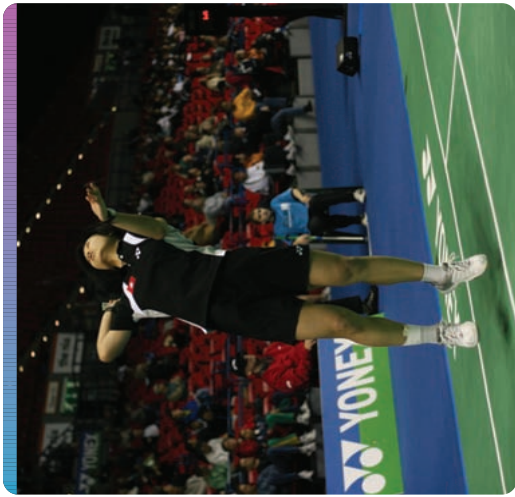
01 - Split timed to land with your opponent's hit



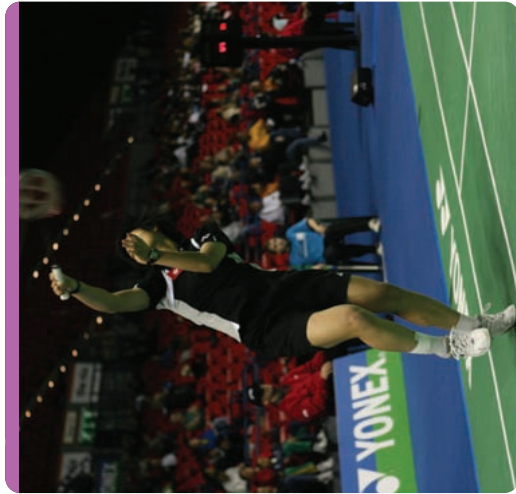
02 - Cross behind (shown) or chassé to move directly backwards
- Establish relaxed hitting position
- Racket face down, front arm beginning to elevate



03 - Load weight onto rear leg
- Rear leg placed behind striking shoulder for leverage



04 - Drive upwards and forwards off rear leg
- Push racket/striking hip forwards
- Racket goes back with forearm rotation



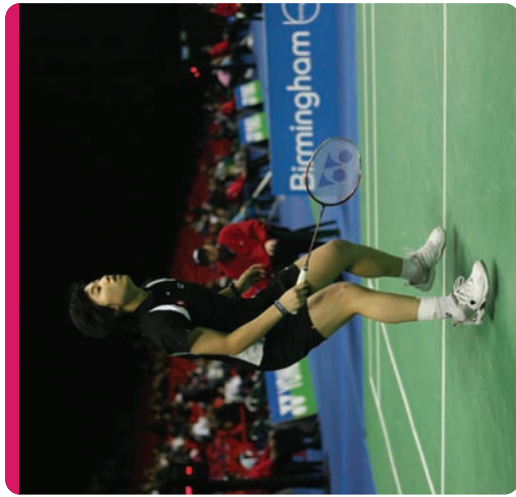
05 - Trunk rotates forwards
- Reach up and strike shuttle using forearm rotation
- Strike shuttle above/slightly in front of striking shoulder



06 - Rear leg completes kick through – becomes new front leg
- Feet land rear foot/front foot in quick succession
- Wide landing for balance



07 - Running steps (shown) or chassé in recovery

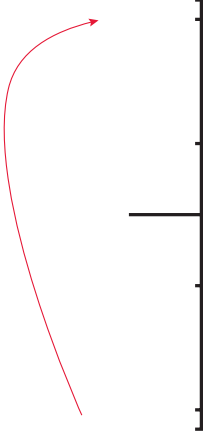


08 - Initiate next split timed to land fractionally after opponent's hit

Tactical context

What The forehand overhead clear (defensive and attacking).

Where You are in your rearcourt and aim to send the shuttle to your opponent's rearcourt.



When/Why

You want to:

- move your opponent from their base.
- create space in the forecourt.
- exert pressure (flat, attacking clear).
- give yourself time (high defensive clear).

Key points

- Basic grip.
- Sideways stance, rear foot not completely behind front foot.
- Relaxed front arm elevated.
- Racket strings down.
- Rear leg pushes hip through first.
- Backswing creates "L" shapes between racket and forearm, also at the elbow.
- Reach up on hit.
- Impact above/slightly in front of striking shoulder.

Tips/coaching practice

- Assess overhead throwing ability of group by letting them throw balls (are they sideways on, do they use the legs, does the hip go through first?).
- Don't overload teaching points – there is a lot to learn.
- Familiarise children with basic grip.
- Develop use of forearm rotation with shadowing, in particular getting children to recognise and use the "L" shapes created by forearm rotation. Gradually build in striking static then moving shuttles.
- Build in greater use of body, notably the hip first. The chant "hip, hit, hooray" could be used.

Common faults (and potential corrections)

- Wrist is too dominant in action and panhandle grip.
Adjust to position shown in "key points" section.
- Panhandle grip.
Use mark on racket handle to line up basic grip, promote use of forearm rotation. Also check that children not striking shuttle too far in front of them.
- Hitting wide of striking shoulder.
Encourage children to get in line with oncoming shuttle. Use lines of court to help visualise shuttle coming along that line, then shadow so shoulder and racket head are above line on "impact".
- Not reaching up.
Shadow (eyes open and closed). Players invent own trigger words "reach, stretch, up, early etc." Suspended shuttle to strike.

Forehand smash

72



01 - Basic grip

- Split-step, landed just after opponent's hit
- Split-step can be left leg forward (shown), right leg forward or side by side



02 - Use cross-behind (shown) or chasse

- Begin to establish hitting position (racket face down)



03 - Wide, stable base

- Sideways stance
- Committed rear foot position, well back
- Racket face down
- Look over elevated front arm



04 - Rear leg drives upwards/forwards

- Hip, trunk, shoulder/elbow thrown forwards
- Racket head taken back using forearm rotation
- Grip tightening



05 - Grip tightened

- Fast, powerful forward swing of racket head
- Reach up, but arm not fully extended
- Impact in front, in line with shoulder
- Front arm pulls in to control rotation



06 - Follow through line of shuttle

- Wide landing, rear-foot/front foot in quick succession
- Rear foot turned out for stability/protect achilles



07 - Running steps (shown) or skimming chase back

- towards chosen base



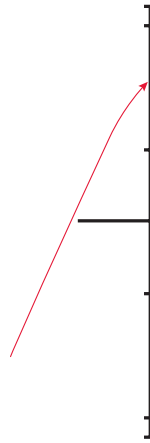
08 - Initiate next split, timed to land just after

- opponent's hit

Tactical context

What The forehand smash.

Where You are in your rearcourt and aim to send the shuttle to your opponent's mid-court.



When/Why

You want to:

- move your opponent from their base (smash to sides).
- cramp a person's stroke (smash at body).
- exert pressure.
- hit a winner or force a weak return.

Key points

- Basic grip.
- Sideways stance, rear foot not completely behind front foot.
- Relaxed front arm elevated.
- Racket strings down.
- Rear leg pushes hip through first.
- Backswing creates "L" shapes between racket and forearm, also at the elbow.
- Reach up on hit.
- Powerful throw.
- Impact in front of right shoulder.

Tips/coaching practice

- Assess overhead throwing ability of group by letting them throw balls (are they sideways on, do they use the legs, does the hip go through first?).
- Don't overload teaching points – there is a lot to learn.
- Familiarise children with basic grip.
- Develop use of forearm rotation with shadowing, in particular getting children to recognise and use the "L" shapes created by forearm rotation. Gradually build in striking static then moving shuttles.
- Build in greater use of body, notably the hip first. The chant "hip, hit, hooray" could be used.

Common faults (and potential corrections)

- Wrist is too dominant in action and panhandle grip.
Adjust to position shown in "key points" section.
- Panhandle grip.
Use mark on racket handle to line up basic grip, promote use of forearm rotation. Also check that children not striking shuttle too far in front of them – you may need to use the word "under".
- Hitting wide of striking shoulder.
Encourage children to get in line with oncoming shuttle. Use lines of court to help visualise shuttle coming along that line, then shadow so shoulder and racket head are above line on "impact".
- Not reaching up.
Shadow (eyes open and closed). Players invent own trigger words "reach, stretch, up, early etc." Suspended shuttle to strike.

Forehand dropshot

74



01 - Basic grip

- Split-step, landed just after opponent's hit
- Split-step can be left leg forward (shown), right leg forward or side by side



02 - Use cross-behind (shown) or chassé

- Begin to establish hitting position (racket face down)



03 - Wide, stable base

- Sideways stance
- Racket face down
- Look over elevated front arm



04 - Rear leg drives upwards/forwards

- Hip, trunk, shoulder/elbow thrown forwards
- Racket head taken back using forearm rotation
- Grip tightening



05 - Grip tightened

- Forward swing of racket head
- "Throw then slow"
- Reach up, but arm not fully extended
- Impact above/slightly in front of right shoulder



06 - Follow through line of shuttle

- Non-racket arm pulled into body (control rotation)
- Wide landing, rear-foot/front foot in quick succession
- Rear foot turned out for stability/protect achilles



07 - Skimming chassé (shown) or running steps

- back towards chosen base



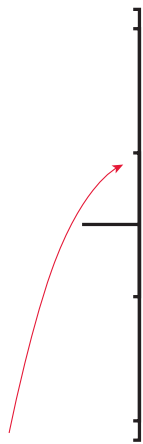
08 - Initiate next split, timed to land just

- after opponent's hit

Tactical context

What The forehand dropshot.

Where You are in your rearcourt and aim to send the shuttle to your opponent's forecourt.



When/Why

You want to:

- move your opponent from their base.
- create space in rearcourt.
- exert pressure.
- hit a winner or force a weak return.

Key points

- Basic grip.
- Sideways stance, rear foot not completely behind front foot.
- Relaxed front arm elevated.
- Racket strings down.
- Rear leg pushes hip through first.
- Backswing creates "L" shapes between racket and forearm, also at the elbow.
- Reach up on hit.
- "Throw then slow" – decelerate racket head as it approaches shuttle.
- Impact above/slightly in front of striking shoulder.

Tips/coaching practice

- Assess overhead throwing ability of group by letting them throw balls (are they sideways on, do they use the legs, does the hip go through first?).
- Don't overload teaching points – there is a lot to learn.
- Familiarise children with basic grip.
- Develop use of forearm rotation with shadowing, in particular getting children to recognise and use the "L" shapes created by forearm rotation. Gradually build in striking static then moving shuttles.
- Build in greater use of body, notably the hip first. The chant "hip, hit, hooray" could be used.
- "Throw and slow" is a useful phrase because it encourages deception.

Common faults (and potential corrections)

- Wrist is too dominant in action and panhandle grip.
Adjust to position shown in "key points" section.
- Panhandle grip.
Use mark on racket handle to line up basic grip, promote use of forearm rotation. Also check that children not striking shuttle too far in front of them – you to use the word "under".
- Hitting wide of striking shoulder.
Encourage children to get in line with oncoming shuttle. Use lines of court to help visualise shuttle coming along that line, then shadow so shoulder and racket head are above line on "impact".
- Not reaching up.
Shadow (eyes open and closed). Players invent own trigger words "reach, stretch, up, early etc." Suspended shuttle to strike.

Backhand overhead clear

76



01 - Basic grip
- Split-step, landed just after opponent's hit



02 - Chassé
- Maintain angle between racket and forearm
- Begin to adjust grip (eg. bevel grip)



03 - Pivot on non-racket foot
- Avoid unnecessary racket movement to maintain racket arm angle



04 - Begin raising elbow to create inward rotation of upper arm
- Rotate lower arm
- Keep angle between racket and forearm
- Flow immediately into forward swing



05 - Rotate upper and lower arms outwards
- Reach up, but arm not fully straightened
- Impact at side or slightly behind body



06 - Recoil of racket as a result of relaxing off (don't force this action)



07 - Pivot on non-racket foot

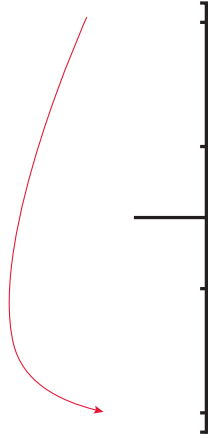


08 - Chassé (shown) or running steps in recovery

Tactical context

What The backhand overhead clear.

Where You are in your rearcourt and aim to send the shuttle to your opponent's rearcourt.



When/Why

You want to:

- move your opponent from their base.
- create space in the forecourt.
- give yourself time (high defensive clear).

Key points

- Bevel grip (thumb may not be completely along bevel but slightly across).
- Keep elbow low in approach.
- Create "L" shape between racket and forearm on approach.
- Once stroke initiated allow it to flow.
- Raise elbow and drop racket, followed immediately by a reach up to hit the shuttle.
- Strike shuttle at side or with shuttle between player and rearcourt.
- Stop the racket abruptly on impact.

Tips/coaching practice

- Discovery learning can be used to establish a suitable grip that allows racket face to fully strike shuttle when it is at side of player.
- Suspended shuttles are useful to establish correct grip and help visualise striking of shuttle at the side of the body.

Common faults (and potential corrections)

- Full thumb along back of racket handle restricting ability to get full face of racket on shuttle.
Use discovery learning or establish bevel grip. Marking bevel helps children establish thumb position.
- Pointing elbow in air too early, meaning upper and lower arms not interacting effectively.
Shadow approach with low elbow position. Promote later start to hitting action so it flows as one.

Backhand dropshot

78



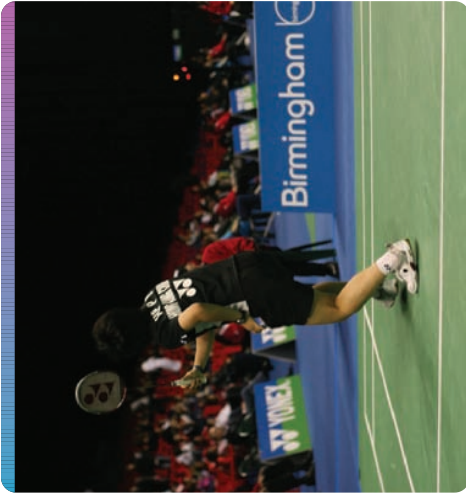
01 - Split timed to land with opponent's hit



02 - Establish bevel grip
- Maintain angle between racket and forearm
- Chasse



03 - Pivot on non-racket foot
- Turn back to net
- Maintain angle between racket and forearm



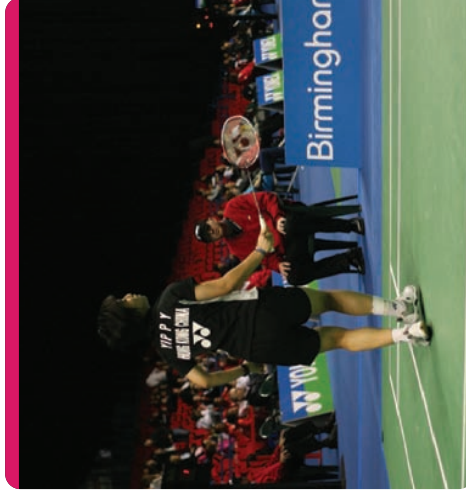
04 - Bring racket slightly across body



05 - Lift elbow and drop racket head (backswing)
- Upper and lower arm rotated inwards
- Immediately reverse and go into forward swing



06 - Rotate upper and lower arms outwards
- Reach up to strike shuttle
- Impact slightly behind or to side of body
- Bend wrist to bring shuttle down

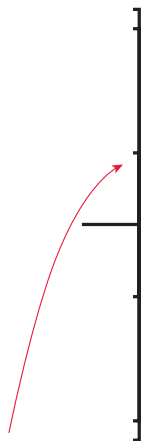


07 - Turn to face shuttle
- Pivoting back into court may become part of the stroke
- Prepare to split-step

Tactical context

What The backhand dropshot.

Where You are in your rearcourt and aim to send the shuttle to your opponent's forecourt.



When/Why

You want to:

- move your opponent from their base.
- create space in rearcourt.
- force a lift.

Key points

- Bevel grip (thumb may not be completely along bevel but slightly across).
- Keep elbow low in approach.
- Create "L" shape between racket and forearm on approach.
- Once stroke initiated allow it to flow.
- Raise elbow and drop racket, followed immediately by a reach up to hit the shuttle.
- Strike shuttle at side or with shuttle between player and rearcourt.
- Allow wrist to break to bring down shuttle.

Tips/coaching practice

- Discovery learning can be used to establish a suitable grip that allows racket face to fully strike shuttle when it is at side of player.
- Suspended shuttles are useful to establish correct grip and help visualise striking of shuttle at the side of the body.

Common faults (and potential corrections)

- Full thumb along back of racket handle restricting ability to get full face of racket on shuttle.
Use discovery learning or establish bevel grip. Marking bevel helps children establish thumb position.
- Pointing elbow in air too early, meaning upper and lower arms not interacting effectively.
Shadow approach with low elbow position. Promote later start to hitting action so it flows as one.
- Shuttle not coming down on dropshot.
Encourage breaking of wrist at end of stroke to bring down shuttle.

Forehand net shot

80



- 01** - Basic grip
- Split-step, landed just after opponent's hit (right leg lead shown)
 - Racket head slightly above hand (angle between arm and racket)



- 02** - Running step, cross-behind or chassé
- Reach



- 03** - Present strings to shuttle
- Wrist bent
 - Drive upwards into lunge with upright body posture
 - Well extended front leg
 - Rear foot turned out



- 04** - Tighten grip on impact and push shuttle over
- Hit with racket head below hand (wrist bent back)
 - Ideal is to hit before front foot lands



- 05** - Control upright posture
- Land lunge heel first, with front leg virtually straight, then bend front knee to absorb landing
 - Turned out rear foot slides in



- 06** - The tighter the shot, the less you retreat
- Chassé may be required to regain balance

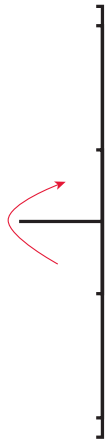


- 07** - Split timed to land fractionally after opponent's hit

Tactical context

What The forehand net shot:

Where You are in your forecourt and aim to send the shuttle to your opponent's forecourt.



When/Why

You want to:

- move your opponent from their base.
- create space in rearcourt.
- exert pressure.
- force a lift.
- hit a winner or force a weak return.

Key points

- Basic grip.
- Approach with racket head slightly above hand (angle between racket and arm).
- Committed lunge with knee/foot aligned.
- Push through shuttle.

Tips/coaching practice

- Start with basic hit off hand feed.
 - Gradually increase movement into shot.
- Once technique established:
- Practice by setting targets in the forecourt (eg. buckets) or shuttles on top of tape.

Common faults (and potential corrections)

- Hand not above racket head.
Feeders encouraged not to hand feed until they see the racket head below the hand.
- Lack of control.
Encourage players to "push" or feel the racket on the strings for longer. Holding shuttle on racket whilst player pushes against it with eyes closed can develop feel of a "push".
- Taking shuttle late.
Push a shuttle into the net feathers first at the shoulder height of the player. Player aims to play every net shot above the guide shuttle placed in the net.

Forehand net lift

82



- 01** - Basic grip
- Split-step, landed just after opponent's hit



- 02** - Running step, cross-behind (shown) or chasse
- Reach
- Racket head slightly above hand
(angle between arm and racket)



- 03** - Racket head creates an arc moving momentarily outside line of shuttle as forearm rotates outwards



- 04** - Bent wrist position beginning to be established by pushing hand forwards
- Forearm rotation creates 90° angle between racket and forearm
- Drive into lunge with upright body posture
- Well extended front leg with rear foot turned out



- 05** - Hit out in front of body
- Hit along line
- Wrist straightens



- 06** - Hit through line of shuttle
- Racket may move across body as player relaxes

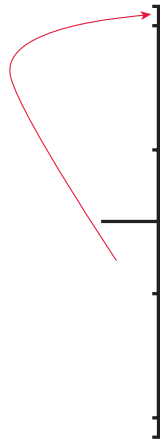


- 07** - Chassé may be necessary to regain balance
- Prepare to split-step

Tactical context

What The forehand net lift.

Where You are in your forecourt and aim to send the shuttle to your opponent's rearcourt.



When/Why

You want to:

- move your opponent from their base.
- create space in forecourt.
- exert pressure (low trajectory).
- gain time (high trajectory).

Key points

- Basic grip.
- Approach with racket head slightly above hand (angle between racket and arm).
- Reach forwards and rotate outwards create a cocked wrist position.
- Show strings to person at side of the court.
- Hit through line of shuttle.
- Create "L" shape between racket and forearm.

Tips/coaching practice

- Promote approach with racket head slightly above hand.
- Hand feeder doesn't throw until strings presented to side of court (see 04 from the picture sequence).
- Feed along tramlines to encourage hit along line (players have a reference point).
- Create a small, lightweight barrier to encourage reaching out and shortening backswing. Helps hit to come from forearm and wrist rather than a large swing from the shoulder.

Common faults (and potential corrections)

- Wrist is too dominant in action.
Start with racket head above hand, then show strings to side of court (allows for greater forearm rotation).
- Panhandle grip.
Use mark on racket handle to line up basic grip.
- Slogging across shuttle.
Feed along tramlines to encourage hit along line (players have a reference point).
- Not reaching out, too long swing.
Create a small, lightweight barrier to encourage reaching out and shortening of backswing. Helps hit to come from forearm and wrist rather than a large swing from the shoulder.

Backhand net lift

84



01 - Split-step, landed just after opponent's hit



02 - Running step, pivot on non-racket foot, or spin/chassé
- Begin to change to thumb grip



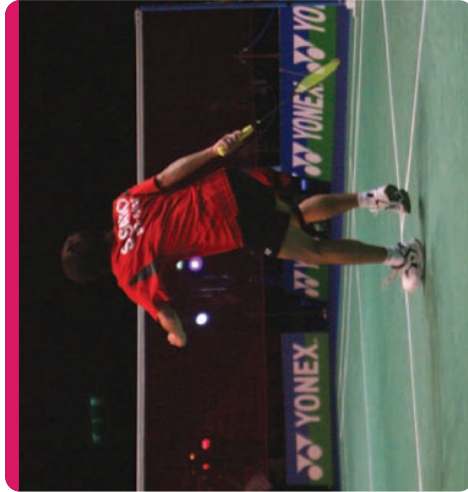
03 - Elbow forwards and bent, racket back by rotating forearm
- Drive into lunge
- Aim for upright body posture
- Well extended front leg
- Rear foot turned out



04 - Tighten grip on racket
- Arm straightens and forearm rotates outwards
- Hit out in front of body
- Hit along line you wish shuttle to travel



05 - Control upright posture
- Front knee bends to absorb landing
- Turned out rear foot slides in
- Short follow through



06 - Small chassé in recovery to help regain balance
followed by running steps backwards

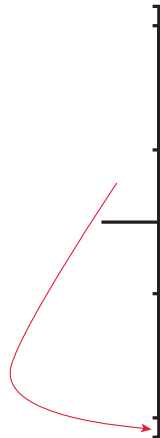


07 - Initiate split-step in preparation for next shot

Tactical context

What The backhand net lift.

Where You are in your forecourt and aim to send the shuttle to your opponent's rearcourt.



When/Why

You want to:

- move your opponent from their base.
- create space in forecourt.
- exert pressure (low trajectory).
- gain time (high trajectory).

Key points

- Thumb grip.
- Reach.
- Show strings to person at side of the court, creating a "L" shape between racket and forearm. Rotate the arm and cock the wrist to achieve this.
- Squeeze and hit through line you intend shuttle to travel.

Tips/coaching practice

- Hand feeder doesn't throw until strings presented to side of court.
- Feed along tramlines to encourage hit along line (players have a reference point).
- Providing the grip is relaxed in the approach, squeezing the racket can help generate power.

Common faults (and potential corrections)

- Wrist is too dominant in action.
Show strings to side of court (allows for greater forearm rotation).
- Grip too tight (thumb directly along back of racket handle).
Look for slight angle of thumb along back of racket handle with small gap between webbing of hand and racket handle.
- Slogging across shuttle.
Feed along tramlines to encourage hit along line (players have a reference point).
- Not reaching out, too long swing.
Create a small, lightweight barrier to encourage reaching out and shortening of backswing. Helps hit to come from forearm and wrist rather than a large swing from the shoulder.

Backhand net shot

86



01 - Split-step, landed just after opponent's hit



02 - Running step, pivot on non-racket foot, or spin/chassé
- Begin to change to thumb grip and extend racket



03 - Present strings to shuttle with racket head above hand
- Drive into lunge
- Aim for upright body posture
- Well extended front leg
- Rear foot turned out



04 - Tighten grip on racket
- Push shuttle over net
- Hit along line you want shuttle to travel
- Front leg bends to absorb momentum
- Turned out rear foot slides in



05 - Chassé may be necessary to regain balance



06 - Running steps backwards
- Initiate split-step in preparation for next shot

Tactical context

What The backhand net shot.

Where You are in your forecourt and aim to send the shuttle to your opponent's forecourt.



When/Why

You want to:

- move your opponent from their base.
- create space in rearcourt.
- exert pressure.
- force a lift.
- hit a winner or force a weak return.

Key points

- Thumb grip.
- Reach.
- Present strings to the shuttle with racket head below hand.
- Committed lunge with knee/foot aligned.
- Push through shuttle.

Tips/coaching practice

- Start with basic hit off hand feed.
 - Gradually increase movement into shot.
- Once technique established:
- Practice by setting targets in the forecourt (eg. buckets) or shuttles on top of tape.

Common faults (and potential corrections)

- Hand not above racket head.
Feeders encouraged not to hand feed until they see the racket head below the hand.
- Lack of control.
Encourage players to "push" or feel the racket on the strings for longer. Holding shuttle on racket whilst player pushes against it with eyes closed can develop feel of a "push". Reduce movement in racket head and allow movement of whole body/arm/racket to push shuttle over.
- Taking shuttle late.
Push a shuttle into the net feathers first at the shoulder height of the player. Player aims to play every net shot above the guide shuttle placed in the net.

Tactics

Definition

From a badminton perspective, the definition of tactics has two sections:

- “The strategy or plan devised prior to and implemented during a match”.
- “The decisions made during and between rallies”.

What stroke should I play?



Why should I play it?



When should I play it?



Who should play it?



Where should I hit this?



In order to develop tactical players that are good planners and decision makers it is necessary to develop awareness. Awareness can be divided into:

Spatial awareness: Do I know how to use and also defend height, width and depth effectively?

Personal awareness: Am I aware of own position on the court, the degree to which I am off- or on-balance, whether I am taking the shuttle early or late?

Opponent awareness: Is my opponent off-balance, on-balance, in position or out of position, what are their strengths, what are their weaknesses?

Tactical practices should therefore seek to develop some or all of the above.

Tactics and skill theory

Tactical coaching should seek to:

- Heighten player awareness of situations on court.
- Improve player decision making.

The focus of the player in this type of training tends to be broader than in technical training. Tactical training is concerned with the place a stroke is hit to, the position of the opponent, the outcome of playing this stroke previously etc. This contrasts greatly with purely technical training, where the focus is very narrow, an example being the thumb position on a backhand net shot.

A link can be made here between technical/tactical training and skill theory. Purely technical training tends to focus on training closed skills, whereas tactics is concerned with training open skills. This is represented in the diagram below.

Technical training



Closed skills

A skill performed in an environment that is predictable or stationary and that allows individuals to plan their movements in advance.

Tactical training

Open skills

A skill performed in an environment that is unpredictable or in motion and that requires individuals to adapt their movements in response to dynamic properties in the environment.

Coaching Tactics

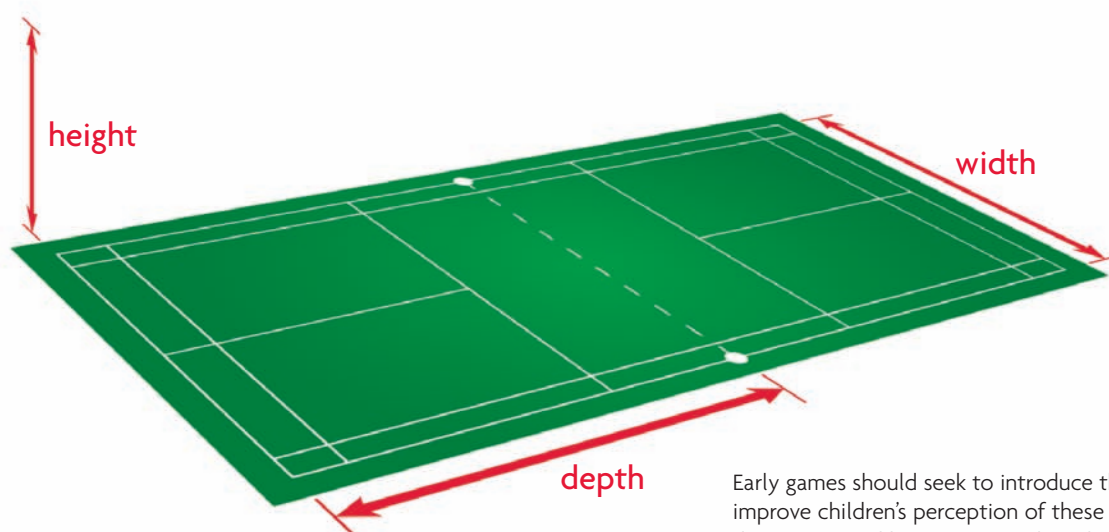
- Make sure your tactical practices retain a structure, such as IDEAS (Introduce, demonstrate, explain, activity and summarise).
- Don't be too categorical about your intended conclusions to tactical training. Your aim is not to give tactical rules (eg. always drop to the middle of the two players in doubles) because this leads to tactical unawareness. Seek to gain more rounded conclusions (eg. my main drop in doubles would be to the Middle, but I'd use straight drops and occasional cross drops if I spot a weakness I can benefit from).
- Practice questioning technique. Effective tactical coaching relies heavily on good questioning technique, especially open questions.

Developing awareness

Spatial awareness

Height, width and depth

A net game like badminton essentially involves using the 3 variables of height, width and depth to outmanoeuvre your opponent. These 3 dimensions are represented on the court diagram below:



Early games should seek to introduce these improve children's perception of these 3 dimensions and how to manipulate them to compete successfully.

The Base Position

Covering the 3 dimensions of height, width and depth requires children also gaining an understanding of the base position. In a badminton context the base can be defined as:

“The ideal court position from which you are able to cover your opponent's probable replies”

Obviously this definition is for the coaches and not the players, however it is important that players understand the base is a flexible position which depends on the situation at the time. The following spatial awareness games help the players.

Improving width awareness

The aim of the activities in this section is to develop appreciation of width in the context of games. Two aspects can be considered:

- How do I use width to outmanoeuvre an opponent.
- How can I adjust where I stand to cover width effectively.



The key learning outcome in a badminton context is:

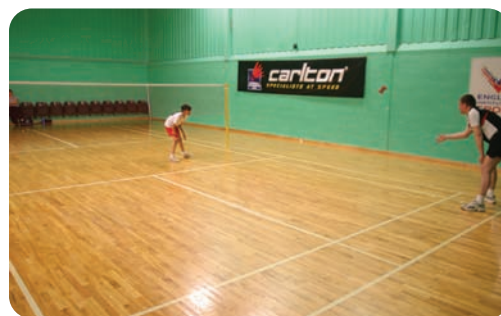
When a shuttle is wide in my opponent's court, the best place to go is slightly over to that side.

Basic width game

Penalties, where a goalkeeper tries to stop the shot/throw. Start with the penalty taker standing in a central position. Have 5 attempts to score.



Repeat but allow the penalty taker to move to a wider position. Let the goalkeeper work out how they might have to adjust their position and why.



Adaptations

- Vary objects being thrown, including weighted shuttles, soft balls and beanbags.
- Vary the width of the goals.
- 2 player defend two goals and take alternating throws.
- Hitting to each other defending two wide courts – no net.
- Hitting to each other defending two wide courts – gradually introduce net.

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Improving **depth** awareness

The aim of the activities in this section is to develop appreciation of concept of depth in the context of games. Two aspects can be considered:

- How do I use depth to outmanoeuvre an opponent.
- How can I adjust where I stand to cover depth effectively.



Hitting a good length to the rearcourt can:

- Gain you time to recover your position
- Pressure your opponent
- Make space in the forecourt



Hitting close to the net can:

- Force your opponent to lift
- Make space in the rearcourt

Basic depth game

Working in pairs, players have alternate throws and aim to land the beanbag in the “forecourt” or “rearcourt” areas of their opponent. Players must throw from the point at which they catch the shuttle, but having thrown they can move to the best place to cover their opponent’s next throw. Throws in the “forecourt” should be underarm, throws in the “rearcourt” overarm.



Adaptations

- Have half court singles games where a buddy scores how many times you force your opponent to put their feet in the rearcourt and/or the forecourt.
- Have a half court singles game where you have a buddy who assesses how many of the shots you intended for the rearcourt (i.e. lifts and clears) would have actually landed in the rear court. After set time compare your score to your opponent. Note for weaker players the rearcourt may initially be the back third, then make this area smaller as players improve.

Improving height awareness

The aim of the activities in this section is to develop appreciation of concept of height in the context of games. Two aspects can be considered:

- How do I use height to outmanoeuvre an opponent.



The key learning outcome in a badminton context is:

The higher I hit it the harder it is to intercept.

The higher I hit it the more time I have for the next shot.

The higher I hit it the more time my opponent has.

Basic height game

Play “piggy in the middle”; where two players throw to each other with sufficient height to stop a single opponent from intercepting. Roles change if one of the pair fails to catch the object, or after a set number of trials.

One player sits close to the net with a bean bag. They are challenged to score a point by landing the bean bag either in the forecourt or the rearcourt. The second player tries to defend this position. Eventually, and possibly with some clever questioning, the defending player should recognise that the thrower has to throw with a great deal of height to reach the rearcourt, which gives time and consequently their base can be further forwards



Adaptations

- Bean bags, weighted shuttles, soft balls.
- With or without net.
- Underarm or overarm throws.
- Change from versions involving throwing to hitting.

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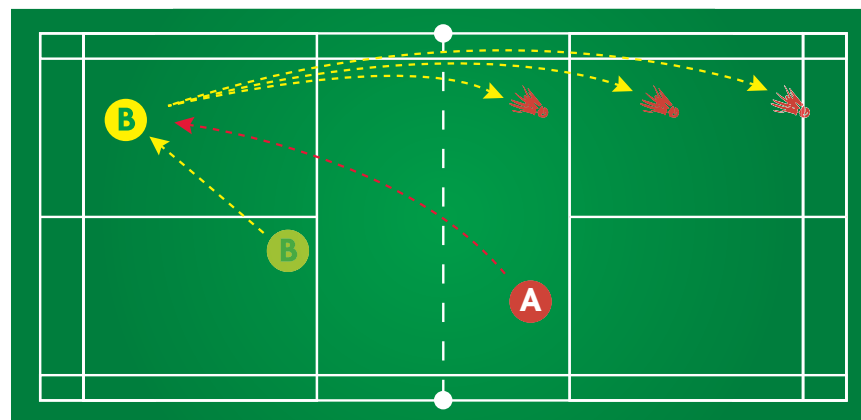
Personal awareness

Personal awareness involves the player being aware of own their position on the court, the degree to which they are on- or off-balance, whether they are taking the shuttle early or late. Below is typical “personal awareness” practice.

Goal: To improve players’ awareness of when to use the smash in singles.

Introduce: We are going to work on your shot selection from the rearcourt.

Demonstration: Demonstrate the practice as shown in the diagram below. Player B moves back from their starting position in response to a cross-court lift from A. B then plays any straight overhead: smash, clear or dropshot. A third player could collect the shuttle and pass it back to A.



Explanation: There should be very little if any information given here, other than to ask players to think about what decides if they are going to play a smash.

Activity: Go away and use the practice shown in the demonstration, each player for example having 15 attempts.

Summarise: When the group comes back together the coach asks:
“When is it better to smash?”

The response they might get is:
“When it is short”
“When I’m on balance”

This format can be used for clears, dropshots and with a little adaptation lifts and net shots.

Opponent awareness

The shots you select rely not only on your own personal awareness but also the awareness of your opponent (eg. their position on court, whether they are on-balance or off-balance etc.). An excellent method of teaching opponent awareness is to use rallies where after a shot has been selected you “Play the Rally Out” (PRO). An example of a “PRO” exercise designed to improve opponent awareness is described below.

Goal: To improve opponent awareness in the context of playing backhand net shots and backhand lifts.

Introduce: Today we are going to look at how good you are at using backhand net shots and backhand lifts.

Demonstration: Use a half-court with 3 players: 2 on-court and 1 acting as the tactical umpire. Player A “serves” from their service box into an area close to the net enabling Player B to use a backhand net lift or net shot only as a reply. The players then play out the rally (PRO) and the game is scored accordingly by the tactical umpire.

Explanation: After a few points the tactical umpire (who is also scoring the game) adjusts the positions that the players have to start from different positions (eg. deeper in the court, nearer the net etc.).

Activity: Let the players do it.

Summarise: Ask the players:
“Taking into account your opponent, what decides if you play a lift or a net shot?”

Answers may be:

“I play a net shot when there is big space in the forecourt”

“I play a lift when there is a big space in the rearcourt”

“I lift if I see my opponent moving too quickly to the net”

“I play a net shot if I see my opponent moving too quickly to the back”

Note that PRO practices are a great way of linking technical practices with tactical awareness. By starting the rally with a set play you can force the player to use the stroke you have been practicing technically on many occasions, but the fact the rally is then played out means the player can see the consequence of the stroke. This is an aspect of learning that often is lacking in purely technical training.

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Serving and Returning

Singles serving and returning

Initially the predominant serve employed in singles badminton is a very high, deep serve, with low serves and flicks used as variations. At more elite levels, particularly men's singles, there is increasing use of the low serve.



The server and receiver's positions

Look at the picture above that shows typical starting positions for a singles rally. The server stands close to the centre of the court, with the receiver stood close to the centre of their service box.



The serve and possible returns

A desirable high serve would be within the service box but towards the centre, as this allows the server to take up a central position covering probable replies to both sides equally. The receiver may look to exploit the subsequent spaces, which are in the corners, or if the shuttle is short may choose to smash down to either side of the server.

Doubles serving and returning

Player positions

Typical serve and return positions for doubles are shown on the right.

Children will tend to:

- receive from a deeper position, gradually moving forwards as their strength and power improves.
- serve from further back. Quite quickly they should be encouraged to serve from closer to the "T" in order to give the receiver less time.



The serve

Serves tend to be:

- Low to the centre, allowing the
- Flicked wide to deceive the opponent

Wider low serves and flick serves down the centre should not be wholly disregarded however as variations.

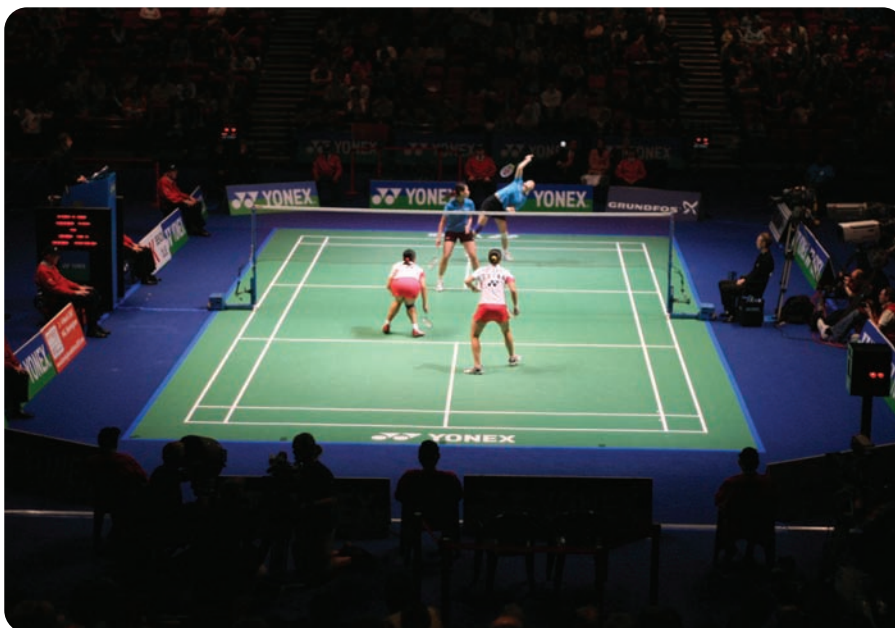


The return

Returns of a low serve in the initial stages of learning should be to the gaps at the sides. Children will tend to play a lot to their opponent's backhand rearcourt, but other returns should be encouraged to increase the unpredictability.

Returns of flicks can be:

- Dropshots between the two opponents.
- Smashes between the two opponents or at their bodies.
- Clears to the rearcourt corners to gain recovery time.



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Doubles formations

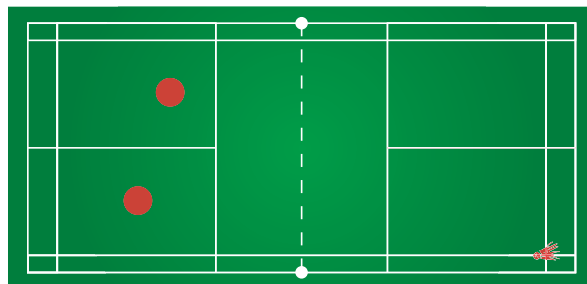
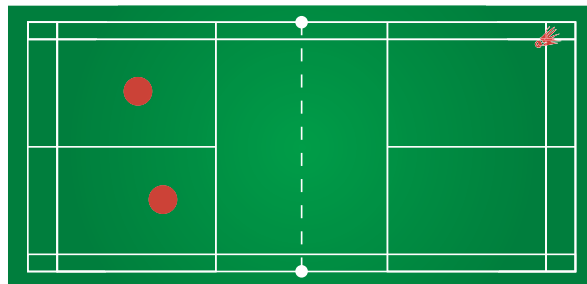
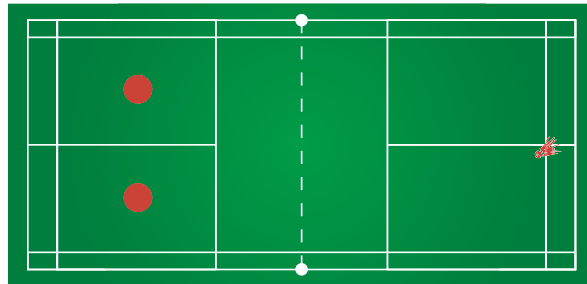
Doubles formations can be broken down simply in to front and back, which is attacking and side by side, which is defending. Taking up these positions should happen as a reaction to the height and position of the shuttle. Children quite quickly can quote theoretically that “front and back is attacking” and “side by side is defending”. They can also quite quickly show the coach these positions on court.



However, the challenge for them is to react instinctively to the shuttle position and adopt the correct formation and this is difficult at full match speed. The examples below illustrate strategies for beginning to establish these reactions to the shuttle position.

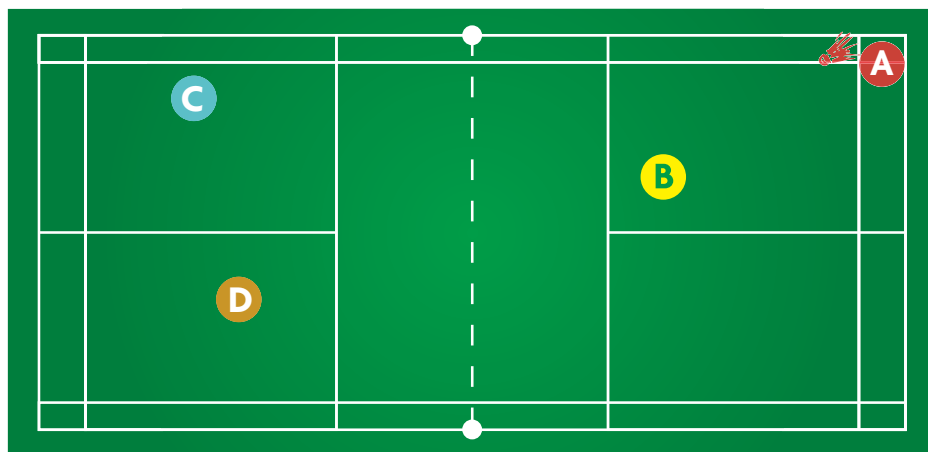
1 – Side by side (defensive)

It's useful to introduce this to children as setting up a defensive wall. This formation is taken up when the shuttle is high in the air on the opponents' side of the net, but the way the wall lines up depends upon whether the shuttle is in a central or wide position (see diagrams on the right).



2 – Front and back

The basic front and back formation that should be taught is shown in the diagram below:



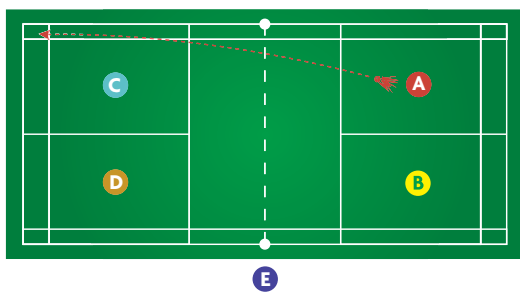
Note that the front player's position (**B**) is:

- Back from the service line so they can influence play in a fair proportion of the court.
- Slightly to the same side as the shuttle (i.e. not over the centre line). For children explain this in terms of two players “ganging up” against one. The actual reason is that the % game means attacking the straight player (**C**), so both **A** and **B** should be wary of straight replies from **C**. **A** and **B** are slightly less concerned about cross-court replies from **C** that are in the air longer, giving more time to intercept.

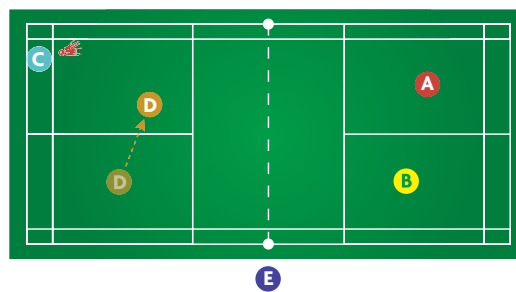
Formation practices

The aim of these practices is to help children to position themselves correctly when certain situations occur. Most children can recite fairly quickly that “side by side” is defensive, “front and back” is attacking. However, being able to make these adjustments at speed is difficult with all the other thoughts such as balancing, watching, moving and hitting taking place at the same time. For this reason many of the practices begin with a set play, where children have time to think about the positions they should move to straight away in the rally.

Practice 1



Players **A** and **B** play against **C** and **D**. Player **E** acts as the umpire. All players start in a side by side formation. Player **A** lifts the shuttle to **C**.



Immediately player **C** moves back, player **D** moves to a front position. You may want to indicate the position with a cross. The rally is then played out to a conclusion.

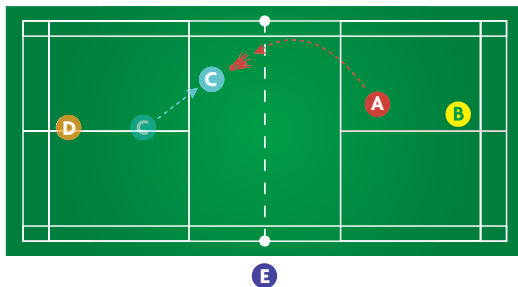
Points are scored by:

- If **D** does not take up their position immediately, or watches the shuttle travelling back to their partner, then the umpire calls “fault”, the rally stops and **A/B** gets a point.
- Winning the rally.

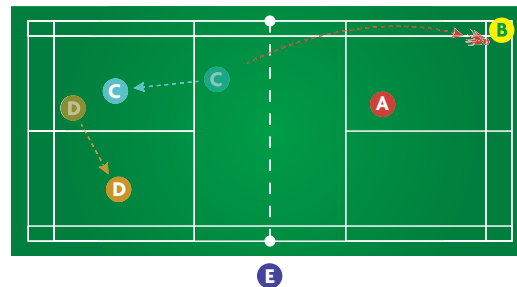
There are various ways you can continue the game, but allowing **A** to start 3 times, then **B**, then **C** then **D** is a suggestion, with a progression being that the rally is started with a cross-court rather than straight lift. The final aggregate score of the game would add up to 12 (eg. 7-5). Then **E** gets a go and another player umpires.

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Practice 2



Both pairs take up front and back positions. Player **A** hits a shuttle straight gently over the net for **C** to hit.



C lifts the shuttle straight to **B**, then **C** and **D** take up a side by side, defensive position and the rally is played out to a conclusion.

Points are scored by:

- If **C/D** do not take up their position immediately, then the umpire **E** calls "fault", the rally stops and **A/B** gets a point.
- Winning the rally.

There are various ways you can continue the game, but allowing **A** to start 3 times, then **B**, then **C**, then **D** is a suggestion. The final aggregate score of the game would add up to 12 (eg. 7-5). Then **E** gets a go and another player umpires.

Coaching progressions

A useful addition to your coaching is to design set plays of 2-3 shots starting from either front-back and side-side positions. Also asking the players to design set plays where they work out where they should move to is invaluable.

Appendix 1

Useful contacts

Contact details for Governing Bodies that make up the National Source Group:

Welsh Badminton Union

Unit E4, South Point Industrial Estate
Foreshore Road, Cardiff, CF10 4SP

T : 02920 497225
www.welshbadminton.net
wbu@welshbadminton.net

BADMINTON England

National Badminton Centre
Milton Keynes, MK8 9LA

T : 01908 268 400
www.badmintonengland.co.uk
coaching@badmintonengland.co.uk

BADMINTON scotland

Cockburn Centre, 40 Bogmoor Place
Glasgow, G51 4TQ

T : 0141 445 1218
www.badmintonscotland.org.uk
enquiries@badmintonscotland.org.uk

sports coach UK

114 Cardigan Road
Headingley
Leeds, LS6 3BJ

T : 0113 274 4802
F : 0113 275 5019
coaching@sportscoachuk.org

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Appendix 2

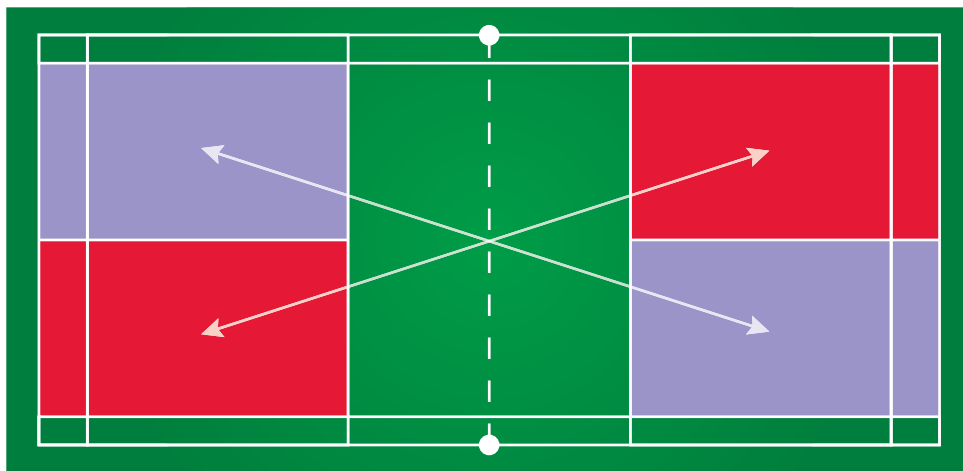
Serving Laws

There are a number of laws which the server has to adhere to in order to perform a legal serve. These can generally be divided into:

- The court areas to be served from and to.
- The stroke action itself.

Singles serving: court areas

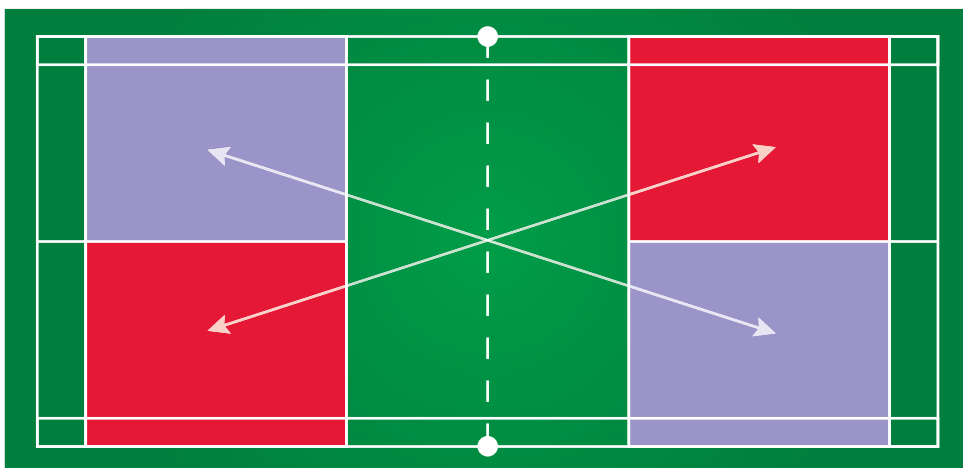
Singles serving involves the player delivering the shuttle from within their service box to their opponent's diagonally opposite service box. These are shaded in the diagrams below.



Note the service boxes are long (right to the back) and thin (the inner side) line. The server and receiver can stand anywhere within their service boxes, but not on the lines forming the boundaries of these boxes.

Doubles serving: court areas

Like singles the serving is diagonal, but this time the service box is shorter but wider. The server and receiver can stand anywhere within their service boxes, but not on the lines forming the boundaries of these boxes.



Main service faults

SERVICE FAULT

	
Feet on lines forming boundary of service box.	Part of both feet on ground and stationary throughout service action.
	
Shuttle struck above the server's waist (defined as the lowest rib).	

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Appendix 3

Glossary of terms

PHYSICAL FITNESS

ABC'S	Agility, Balance, Co-ordination and Speed. FUNDamental skills that need developing in young players.
Agility	The capacity to change direction rapidly.
ASK	Acronym to remember a basic "Prepare to Play" model – Activity, Stretch and Knock Up. It can be expanded to ASSSSK with the addition of stability, speed and shadowing depending on the needs of the group.
Balance	The capacity to achieve or maintain a state where all forces acting on the body are distributed evenly.
Cool-down	Activity at the end of a session in order to help recovery, involving removing fluids pooled in and around muscles, gradually reducing heart rate/blood pressure and stretching muscles back to their normal length.
Co-ordination	The capacity to integrate the movements of body parts in an efficient manner.
Core stability	The capacity of postural muscles to create a steady underpinning base on which dynamic movements can be built.
Dynamic stretch	Controlled mobility exercises designed to increase range of movement.
Endurance	The capacity of the body to exercise for long periods of time.
Flexibility	The range of movement in joints or the degree of resistance to movement.
Prepare to Play	Preparation for exercise, taking into consideration the needs of the group, the individuals within that group, the environment and the activity to be undertaken.
Plyometrics	A specialized version of power involving the capacity to produce power via rapid pre-stretching of muscles.
Power	The capacity to generate large amounts of force in short periods of time.
Speed	The capacity to move the whole body or parts of the body quickly.
Strength	The capacity to generate large muscle forces.

TACTICS

Base	the ideal court position reached that gives the best opportunity to cope with the opponent's probable replies.
Personal awareness	Being conscious of your position on the court, if you are on- or off balance etc.
"PRO" practice	Play the Rally Out: a useful way to teach tactical awareness that is fun.
Opponent awareness	Being conscious of your opponents strengths, weaknesses, habits, position on the court etc.
Spatial awareness	Being conscious of how to both use space and cover space effectively. Space has 3 aspects; height, width and depth.
Tactics	<ul style="list-style-type: none"> • The strategy or plan devised prior to and implemented during a match. • The decisions made during and between rallies. • Where, when and why we do something on court.
Front and back	The basic attacking formation in doubles.
Side by side	The basic defensive formation in doubles.

'HOW TO COACH' SKILLS

Beginner	Player for whom the task being undertaken is unfamiliar.
Chaining	Breaking a skill down into parts and allowing players to work on each part at a time, eventually putting the links of the chain together.
Closed questions	Questions that tend to invite a narrow range of possible answers, such as <i>"Did you enjoy the session?"</i>
Closed skills	A skill performed in an environment that is predictable or stationary and allows individuals to plan their movements in advance.
Coaching style	The broad type of approach a coach uses with players.
Communication skills	The methods used to interact with others, including speech (verbal), tone of voice (para-verbal), how we act (non-verbal) and how we receive information (listening).
Ethics	A set of moral values.
Extrinsic Motivation	Factors that drive players that are not implicitly a part of participation. For example, pleasing parents, winning money.
Feedback	Information received in response to something done.
Feeding	The ability to place the shuttle correctly in the air to create meaningful/realistic practise opportunities. Feeding can be by hand or by racket.
Goal setting	Establishing targets for players to aim at in order to motivate and give direction to training. The best goals are those that follow the "SMARTER" principles – Specific, measurable, agreed, realistic, timed, exciting and recorded.
How to coach skills	These are skills such as communications, group management, planning, questioning, demonstrating, practice design that are vital for a coach to fulfil their role effectively in any sport.
Intrinsic motivation	Factors that drive players that are implicit within participation, such as enjoyment, fitness, learning new skills etc.
Learning style	The way in which people learn most effectively, divided broadly into kinaesthetic (doers), visual (watchers) and auditory (listening) learners.
Level 1 Coach	A coach who can assist more qualified coaches delivering activities within a session.
LTAD	Long Term Athlete Development, stages of development being: FUNdamentals, Learning to Train, Training to train, Training to compete, Training to Win.
"I.D.E.A.S."	An acronym helping coaches to remember a basic structure for delivering an activity: Introduce, demonstrate, explain, activity and summarise.
Non-verbal communication	Eye contact, facial expressions, gestures, posture, demonstration.
Open skills	"a skill performed in an environment that is unpredictable or in motion and requires individuals to adapt their movements in response to dynamic properties of the environment".
Open questioning	Questions that encourage dialogue, require thought, invite a broad range of possible answers, such as <i>"What are the two key points we are focussing on?"</i>
PAR-Q	Physical Activity Readiness Questionnaire.
Para-verbal communication	The way in which we speak (tone).
Responsibilities	Personal and professional standards of conduct that should be adhered to by the coach.
Risk	The likelihood of harm from a risk actually happening.
Roles	Effectively the job title: a coach can have many roles to fulfil, including trainer, teacher, instructor, tactician etc.
Shadowing	Mimicking badminton specific movements without hitting a shuttle.
Shaping	A method of coaching where the player has a go at the whole movement and then gradually tries to improve an aspect whilst still performing the whole movement.
SMARTER principles	Principles for goal setting. Goals should aim to be specific, measurable, agreed, realistic, time-constrained, enjoyable and realistic.
Verbal communication	Giving information, giving instruction, asking questions.

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TECHNICAL ('WHAT TO COACH')

Basic grip	The first grip to be taught to a player. A relaxed grip creating a "V" shape between the thumb and first finger with the bottom of the "V" being towards the bevel of the racket handle.
Block	Move the racket head slowly to the shuttle prior to impact with minimal follow through.
Chassé	Punchy, skimming steps where there is no crossing of the feet, nor do the feet come together. One foot often at 90 degrees to direction of travel, hips often at 90 degrees to direction of travel.
Clear	A powerful overhead shot played from the rear-court to the opponent's rear-court with a relatively high trajectory. Can be to gain time, exert pressure and create space in the forecourt.
Crossing behind	Non-racket leg crossing behind racket leg, foot usually at 90 degrees to the direction of travel.
Dropshot	A softer overhead shot played from the rear-court to the opponent's forecourt. Can be used to exert pressure, force a lift and create space in the rearcourt.
Forecourt	The front third of the court.
Grip	The position of the hand on the racket that gives the best possibility of playing the chosen stroke with the maximum effectiveness.
Hyperextension	Over-straightening beyond normal, as in forcing the wrist back so that the back of the hand is moved as close as possible to the back of the forearm.
Kick through	A movement forming part of the hitting action, often taking place in the rearcourt. Involves non-racket leg being driven actively off the ground so it moves forwards and changes from being the back foot to the front foot. The hip initiates this movement.
Lift	An underarm shot played from the forecourt to the opponent's rearcourt.
Lunge	A large step by either leg, with foot landing wherever possibly in the direction of travel and knees bending in same direction as foot is pointing.
Mid-court	The middle third of the court.
Net shot	A shot played from the forecourt to your opponent's forecourt.
Prepare, execute and recover	A means by which a stroke can be broken down, for either teaching or fault analysis purposes. Linked to stroke cycle: Prepare = start and approach, Execute = hit, Recover = recover.
Pronation	The act of rotating the forearm so the hand is moving towards a palm down position. Used in the forward swing of forehand shots.
Push	Move the racket head slowly prior to impact and follow through slowly.
Rear-court	The back third of the court.
Running steps	Feet, hips and head all pointing in the same direction of travel. The most natural way of moving, quick and covers a lot of ground.
Smash	Overhead shot played from the rear-court to the opponent's mid-court.
Split-step	Used in badminton to bend knees and widen base, enabling player to push off positively to where the shuttle has been hit. Start the split-step before your opponent's hit and aim to land it a fraction after they have hit.
Stroke cycle	The name given to a complete stroke, including the components "start", "approach", "hitting action" and "recover".
Supination	The act of rotating the forearm so the hand is moving towards a palm up position. Used in the forward swing of backhand shots.
Tap	Move the racket head quickly and immediately after impact either stop the racket head or "rebound" away from the shuttle.
Technique	How we do something on court.
Thumb grip	The thumb is established at the back of the racket handle with a slight gap between the webbing of the hand and the racket handle.
What to coach	The sports specific techniques and tactics that a coach should cover in order to produce an effective player.

Appendix 4

Injuries

The aim of this section is to familiarise Assistant Coaches with the most common injuries they may encounter whilst coaching. Unless First Aid trained, Assistant Coaches should not attempt to treat injuries but should liaise with the more Senior Coach who will advise on the most appropriate action to be taken. In all cases however the player should be discouraged from continuing. Activities around that player should also be stopped if continuation of those activities creates a risk for the injured player or for other members of the group.

Injury can be defined as “damage”. Broadly injuries can be divided into:

Falls and impact injuries (eg. in badminton usually from another racket belonging to your partner, or landing awkwardly from a jump).

Overuse injuries, created by overtraining, a sudden increase in training loads or poor technique.

The areas of the body most affected by injury in badminton are:

Muscles

Muscles are made up of bundles of fibres. As a result of falling or overuse fibres can become strained and in more serious cases torn. The muscles of the calf, hamstrings, quadriceps, groin and shoulder are most vulnerable.

Tendons

Tendons are connective tissues that link muscles to bone, enabling the skeleton to move when the muscles contract. Tendons can become inflamed (known as tendonitis) when overused or technique is incorrect. In extreme cases the tendon can be torn. Common areas of tendon injuries in badminton are:

- The achilles tendon connecting the calf muscles to the heel bone. This tendon is vulnerable to tendonitis and can be torn if landing from a jump awkwardly.
- The patella tendon, connecting the quadriceps muscles of the thigh to the lower leg via the knee cap, is also vulnerable to tendonitis, particularly when going through the growth spurt.
- The elbow.

Ligaments

Ligaments are connective tissues that join bones to bones, thereby stabilising joints. Ligament sprains (overstretching) or tears can be caused by overuse or by impact, most notably to the outside of the ankle when landing from a jump.

Eye Injuries

The most frequent eye injuries in badminton are caused by being hit in the eye by a shuttle, although it is possible that such an injury could also be caused by a racket.

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Injury prevention

Assistant Coaches can make a valuable contribution to injury prevention in the following ways:

- Encourage preparing properly, with activity to warm the muscles and stretches designed to increase the range of movement.
- Discourage bad behaviour.
- Avoid slippery floors. Liaise with the Lead Coach and Facility Manager to improve the situation.
- Don't overdo the duration of practices, particularly when loads are high. An example would be to many consecutive smashes in a one practice.
- Think carefully about progressively increasing loads.
- Think careful about safe feeding positions to avoid eye injuries.
- Design jump practices that are progressive in terms of height but also difficulty. For example, two foot to two foot jumps are easier than one foot to one foot.
- Promote good technique, for example knee and foot alignment on a lunge.

Illness

Illness can be defined as “an unhealthy state of body and mind”. It is beyond the remit of this publication, or that of the Assistant Coach, to provide a list of possible illnesses and actions that should be taken in the event of illness being suspected. However, certain common “illnesses” are described in this section to enhance the Assistant Coach's awareness.

Colds and influenza

These are contagious and players should be discouraged from participating as they are likely to pass on the infection and also exercise is only likely to make them more unwell.

Diabetes

This is a condition where players are not able to naturally regulate their blood sugar levels. The Assistant Coach should familiarise themselves with any diabetic players in their group by referring to the submitted PAR-Q forms. Diabetics also often wear Medicalert bracelets. Liaise with the Main Coach for subsequent action.

Asthma

This a condition that affects the ability of a person to breathe. The Assistant Coach should familiarise themselves with any asthmatic players in their group by referring to the submitted PAR-Q forms. Asthma sufferers usually have an inhaler that they can self administer to relieve symptoms. Liaise with the Main Coach for subsequent action.

