



Badminton

Special Olympics Coaching Guide

**Special
Olympics**





***Special
Olympics***

BADMINTON COACHING GUIDE

Planning a Badminton Training & Competition Season



Table of Contents

Goals and Objectives	3
Planning a Badminton Training & Competition Season	7
Essential Components of Planning a Badminton Training Session	10
Principles of Effective Training Sessions.....	11
Tips for Conducting Successful Training Sessions.....	12
Tips for Conducting Safe Training Sessions.....	13
Preparing for Safety	14
Badminton Practice Competitions	15
Planning a Badminton Training Session	16
Selecting Team Members	19
Creating Meaningful Involvement in Unified Sports®	20
Sport Skills Assessment Card.....	21
Special Olympics Sport Skills Assessment	22
Daily Performance Record	25
Badminton Attire	26
Badminton Equipment	27



Goals and Objectives

The process of goal setting is the first and most important step in planning. Realistic, yet challenging goals for each athlete are important to the motivation of the athlete during both training and competition. Goals establish and drive the action of both training and competition plans.

Sport confidence in athletes helps make participation fun and is critical to the athlete's motivation.

Goal Setting

Setting goals is a joint effort with the athlete and coach and should be used to establish the athlete's training and competition plan. Accomplishing goals during practice sessions in settings similar to the competition environment will instill confidence in the athlete. Confidence helps make sport participation fun and is critical to the athlete's motivation.

The main features of goal setting include:

- ♦ Stepping stones to success
- ♦ Short term and long term goals
- ♦ Acceptance by the athlete
- ♦ Variations in difficulty (easily attainable to challenging)
- ♦ Goal measurement

Clear goals and objectives are essential in order for a coach to create a successful program. Athletes may be more motivated by accomplishing short term goals than long term goals. However, do not be afraid to challenge athletes and to include them in the goal setting process. Awareness of why the athlete is participating is important when setting goals. For example, ask the athlete, "What is your focus for this training session?"

There are several participation factors that may influence athlete motivation and goal setting:

- ♦ Age appropriateness
- ♦ Ability level
- ♦ Readiness level
- ♦ Athlete performance
- ♦ Family influence
- ♦ Peer influence
- ♦ Athlete preference

As a coach, you can enhance athlete motivation and keep it positive by:

- ♦ Providing more time and attention to an athlete when he/she is having difficulty learning a skill
- ♦ Rewarding small gains
- ♦ Developing additional measures of achievement other than winning
- ♦ Showing your athletes that they are important to you and that you are proud of them
- ♦ Filling your athletes with self-worth



Performance Goals versus Outcome Goals

Effective goals focus on performance, not outcome. Performance is under the control of the athlete and focuses on processes. An athlete may have an outstanding performance and not win a game because athletes on the opposing team performed even better. Conversely, an athlete may perform poorly and still win a game if athletes on the opposing team performed at a lower level.

Achievement Goals

Achievement Goals can be set for the entire team and can provide motivation. They can be either short term (such as winning a game) or long term (representing the country).

Setting Realistic Goals

Effective goals are perceived as challenging, not threatening. A challenging goal is difficult but attainable within a reasonable timeframe and with a reasonable amount of effort. A threatening goal is perceived as being beyond the athlete's current capability. Realistic goals are developed from a baseline of performance during the past one or two weeks.

Prioritizing Goals

Effective goals are positively stated and are limited in number. This provides meaning to the athlete. Setting a limited number of goals requires that athletes and coaches decide what is important for continued development. Establishing a few, well thought out goals prevents the athlete from becoming overwhelmed.

Benefits of Goal Setting

- ♦ Increases athlete's level of physical fitness
- ♦ Teaches self discipline
- ♦ Teaches the athlete sports skills that are essential to a variety of other activities
- ♦ Provides the athlete with a means for self-expression and social interaction

Principles of Goal Setting

- ♦ Goals should be specific and clear
- ♦ Goals should be measurable
- ♦ Players should be included in goal setting
- ♦ Goals need to be challenging but not threatening
- ♦ Goals need to be flexible to change with circumstances
- ♦ Multiple goals should be set
- ♦ Team goals and individual goals should be set
- ♦ Goals should be reviewed regularly and adjusted if necessary



Short Term Badminton Goals

Establishing a series of short term badminton goals will help athletes gain confidence and achieve their long term badminton goals. Examples of short term badminton goals include:

- ♦ Understanding badminton terms
- ♦ Learning to play as a team
- ♦ Making decisions during play
- ♦ Learning the safety rules of badminton
- ♦ Learning badminton scoring

Long Term Badminton Goals

Long term goals will include the mastering of basic badminton skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in badminton games. In addition to these goals, additional long term goals can be set such as the following:

- ♦ Increasing physical fitness
- ♦ Increasing motor coordination and general motor efficiency
- ♦ Knowledge of the rules and game of badminton
- ♦ Individual technical and tactical skills



Assessing Goals Checklist

1. Does the goal sufficiently meet the athlete's needs?
2. Is the goal positively stated?
3. Is the goal under the athlete's control and focuses on their performance and no one else's?
4. Is the goal a true goal and not a result?
5. Is the goal important enough to the athlete that they will want to work towards achieving it?
6. How will this goal make the athlete's life different?
7. What barriers might the athlete encounter in working toward this goal?



Planning a Badminton Training & Competition Season

There are many skills to teach athletes during the course of a badminton season. A season-long training plan will assist you in presenting skills in a systematic and effective manner.

It is recommended that there be just one coach for all skill sets. This allows one person to manage the workouts and know the athletes' physical capabilities and how tired they are.

Initial training sessions cover the basic skills that athletes need to work on and then move forward, as soon as possible, so the athlete can begin playing the game. It is not unusual for athletes to have stronger skills in some areas and to have basic skills in others. As a coach, you can assess which skills the athlete needs more work on and invest more time in those at the beginning.

Developing a Training Plan

As a new badminton season approaches, consider skill needs, fitness needs, and fun as key elements for success. Athletes must develop sufficient skills to participate successfully, minimal fitness levels to enjoy competitions, and they must have fun activities during practice sessions to help motivate them throughout the season.

Sample Training Plan

Successful training plans include pre-season, season, and post-season activities. Following are samples of elements that should be included for each.

Pre-season

- Attend a badminton workshop or clinic
- Locate a badminton playing facility
- Recruit volunteers to help transport, manage, and coach the athletes during practice and competition
- Create an eight-week training schedule for the season
- Make sure all athletes have completed necessary physical exams and filled out all required forms
- If possible, schedule practice matches against other local programs prior to local or sectional games
- Document goals for the season
- Become familiar with first aid and emergency procedures for conditions that may affect people with intellectual disabilities (such as seizures)

Season

- Manage your eight-week training schedule
- Plan practice sessions and consider making adjustments that will make the next practice better and help all athletes feel and become successful
- Plan for and use both cooperative and competitive experiences throughout the season

Post-season

- Evaluate your pre-season goals
- Ask parents and athletes to complete a program evaluation form
- Identify the successes for each athlete and share this information with the athlete and his/her parent(s)



Sample Eight-Week Training Schedule

The ideal coaching session for young people lasts between 45 and 75 minutes, depending on the age and ability level of the athletes.

The following eight-week training schedule has been successfully implemented with athletes of varying abilities and assumes that athletes meet once a week for approximately one hour. This plan is intended as a sample only and should be tailored to the needs and abilities of your athletes. In a best-case scenario, you will have much longer than eight weeks to train and many more opportunities for competition.

Week 1	
Practice 1	<ul style="list-style-type: none"> • Introduce the following: <ul style="list-style-type: none"> ✓ Defender’s and attacker’s basic position ✓ Grip ✓ Forehand ups ✓ Backhand ups ✓ Alternate ups ✓ Partner ups ✓ Underhand short serving technique ✓ Underhand cooperative rallies with a partner at mid-court ✓ Underhand cooperative rallies with a partner close to the net (hairpin drops)
Week 2	
Practice 2	<ul style="list-style-type: none"> • Review underhand serving and hairpin drops • Teach the ready position • Teach high deep serves (long serve) • Teach forehand overhead clear • Teach overhead drop and underhand clear off the net • Play cooperative rallies with overhead clears and drops • Play competitive short court play at the net
Week 3	
Practice 3	<ul style="list-style-type: none"> • Review the following: <ul style="list-style-type: none"> ✓ Ready position ✓ Short serves ✓ Long serves ✓ Overhead clears ✓ Drops • Teach the drive shot • Teach the overhead forehand smash • Play singles rallies
Week 4	
Practice 4	<ul style="list-style-type: none"> • Review all strokes • Teach the basic rules, scoring, and strategy of singles play • Play singles rallies using the singles scoring method
Week 5	
Practice 5	<ul style="list-style-type: none"> • Review all strokes • Teach smash defense and overhead backhand clear • Incorporate partner rally drills using a combination of strokes.



Special Olympics Badminton Coaching Guide Planning a Badminton Training & Competition Season

Week 6	
Practice 6	<ul style="list-style-type: none">• Review all strokes• Teach doubles play• Teach doubles rules and scoring• Play doubles rallies using the doubles scoring method

Week 7	
Practice 7	<ul style="list-style-type: none">• Review the rules of competition• Final preparation for match play• Play practice games for singles and doubles

Week 8	
Practice 8	<ul style="list-style-type: none">• Set up match play

Training should ideally continue after Week 8 so athletes can continue beyond local or area competition. It is extremely difficult to create one generic training schedule to fit all situations and skill levels. Please use the above example as a starting place and refine each practice session to meet the needs of your athletes.

If you are coaching athletes with a wide range of abilities, ability grouping can be very useful to help your athletes practice at appropriate challenge levels. Try recruiting assistant coaches to help teach and coach athletes of differing skill levels.

End of Season Activities

At the end of the season, you may continue training athletes who are going on to other higher events. In addition, make sure to complete the following:

- Thank the facility owner/manager
- Thank assistant coaches
- Thank volunteers

Other post season activities should include:

- Sending a news story and photos about the season to the media
- Evaluating the season
- Developing the following year's season plan



Essential Components of Planning a Badminton Training Session

Each training session needs to contain the same essential elements. The amount of time spent on each element will depend on the goal of the training session and the amount of time available for a particular session. The following elements need to be included in an athlete's daily training program.

- Warm ups
- Previously taught skills
- New Skills
- Competition experience
- Feedback on performance

The final step in planning a training session is designing what the athlete is actually going to do. Remember when creating a training session using the essential components of a training session, the progression through the session allows for a gradual build-up of physical activity including the following elements:

- Easy to difficult
- Slow to fast
- Known to unknown
- General to specific
- Start to finish (logical progression)



Principles of Effective Training Sessions

Keep all athletes active	Athlete needs to be an active listener
Create clear, concise goals	Learning improves when athletes know what is expected of them
Give clear, concise instructions	Demonstrate – increase accuracy of instruction
Record progress	You and your athletes chart progress together
Give positive feedback	Emphasize and reward things the athlete is doing well
Provide variety	Vary exercises – prevent boredom
Encourage enjoyment	Training and competition is fun, help keep it this way for you and your athletes
Create progressions	Learning is increased when information progresses from: <ul style="list-style-type: none">• Known to unknown – discovering new things successfully• Simple to complex – seeing that “I” can do it• General to specific – this is why I am working so hard
Plan maximum use of resources	Use what you have and improvise for equipment that you do not have – think creatively
Allow for individual differences	Different athletes, different learning rates, different capacities.



Tips for Conducting Successful Training Sessions

- Assign assistant coaches their roles and responsibilities in accordance with your training plan.
- When possible, have all equipment and stations prepared before the athletes arrive.
- Introduce and acknowledge coaches and athletes.
- Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- Change activities before the athletes become bored, and lose interest.
- Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise even if it is rest.
- Devote the end of the practice to a fun, group activity that can incorporate challenge and fun always giving them something to look forward to at the end of practice.
- If an activity is going well, it is often useful to stop the activity while interest is high.
- Summarize the session and announce arrangements for the next session.
- Keep the **fun** in fundamentals.



Tips for Conducting Safe Training Sessions

Coaches have a responsibility to ensure that athletes know, understand and appreciate the risks of badminton. The safety and well-being of athletes are the coaches' primary concerns. Badminton is not a dangerous sport, but accidents do occur when coaches forget to take safety precautions. It is the head coach's responsibility to minimize the occurrence of injuries by providing safe conditions.

- Establish clear rules for behavior at your first practice and enforce them.
 - Keep your hands to yourself.
 - Listen to the coach.
 - When you hear the whistle, Stop, Look, and Listen.
 - Ask the coach before you leave the training area.
- Make sure athletes bring water to every practice.
- Check your first aid kit; restock supplies as necessary.
- Review your first-aid and emergency procedures. Have someone who is trained in first-aid and CPR on or very near to the practice areas.
- Establish clear rules for behavior at your first training session.
- Warm up and stretch properly at the beginning of each training session to prevent muscle injuries.
- Train to improve the general fitness level of your players. Physically fit players are less likely to get injured. Make your training sessions Active.
- Make sure all equipment is in good working order.

Prior to practice and competition sessions, it is the responsibility of the coach to watch out for the safety of the athletes. Court space, warm-ups, stretching, skill practice, competition events, and cool-downs must all be viewed with a watchful eye.



Preparing for Safety

Before Each Practice/Competition

Prior to each practice or competition, ask the following questions:

- ✓ Is the court space clean?
- ✓ Is a first aid kit nearby?
- ✓ Are ice packs or ice readily available?
- ✓ Are emergency phone numbers handy?
- ✓ Is there a telephone nearby?
- ✓ Are athletes appropriately dressed for play?
- ✓ Are the nets secure and set up at the official height?
- ✓ Did the athletes have a sufficient warm-up and dynamic stretching period prior to heavy practice drills and competitive play?

During Each Practice/Competition

During each practice or competition, ask the following questions:

- ✓ Are extra shuttles kept off the court to minimize injury potential?
- ✓ Are participants practicing under safe space hitting conditions in relation to other players?
- ✓ Are players listening and staying on task during practice?
- ✓ Are water breaks built into the practice session?

After Each Practice/Competition

After each practice or competition, ask the following questions:

- ✓ Did the athletes cool down and stretch properly?
- ✓ Did the athletes drink sufficient amounts of fluid?
- ✓ Did the athletes return equipment to appropriate storage areas?



Badminton Practice Competitions

The more we compete, the better we get. Part of the strategic plan for Special Olympics Badminton is to drive more sport development at the local levels. Competition motivates athletes, coaches and the entire sport management team. Expand or add to your schedule as many competition opportunities as possible. We have provided a few suggestions below.

- Host a Special Olympics area or regional badminton tournament
- Host or participate in practice sessions with athletes from other local Special Olympics Badminton programs
- Ask a nearby school/club team if your athletes can practice with them
- Take athletes to see a local university or club badminton match or if possible, watch a televised match
- Incorporate competition components at the end of every training session





Planning a Badminton Training Session

Take some time before each training session to write down what everyone will be doing during the session. Assign jobs to each assistant coach so that everyone feels important and needed. Set small goals for each athlete to attain during each session. Fifteen minutes of preparation can mean the difference between a quality training session and an average one.

Early in the season, each athlete should complete the Sports Skills Assessment. This test enables you to assess the ability range of each athlete so you can set appropriate goals for improvement. Individualize practice so each athlete works on the skills where he or she needs the most improvement.

A training session for badminton should include the following components:

- Warm up and dynamic stretching
- Instruction, practice, and challenge activities
- Fitness and/or conditioning activities
- Cool-down and announcements



Special Olympics Badminton Coaching Guide Planning a Badminton Training & Competition Season

Consistent practice routines and or protocols are helpful for all learners, especially beginners. A possible training session is outlined below:

Components	Duration	Activities
Warming Up and Dynamic Stretching	10-15 Minutes	<ul style="list-style-type: none"> • Simple warm-ups (8-10 minutes) • Dynamic stretches (5-7 minutes)
Instruction, Practice, and Challenge Activities	3-45 Minutes	<ul style="list-style-type: none"> • Review and/or teach new skills (highlight key cue words or phrases) • Use demonstrations to help clarify how to practice (skill execution and drill format) • Divide into practice groups and practice • Look for group skill correction needs (refinements) and refine when necessary • As skills improve, look for opportunities to challenge. See if athletes can hit a target or hit consecutive shots in a row successfully or play a modified game. These are called application experiences and should be included within the teaching and practice process for motivation and fun. Application experience can be either competitive and/or cooperative in nature as well as solo, partner, or small group experiences. • As the drills become more movement oriented, the conditioning (sport specific fitness) will increase gradually with skills development
Conditioning	5-10 Minutes	<p>Conduct badminton specific footwork drills only if the drill sessions lacked sufficient movement to encourage fitness development. With every training session, attempt to include sufficient movement drills and play challenges to encourage fitness development for the sport of badminton. Fitness through sports practice is more fun than isolated fitness activities, particularly at the beginning and intermediate levels.</p>
Cool-down, Stretching, and Announcements	5 Minutes	<ul style="list-style-type: none"> • Cool-down activities, including stretching • Announcements • Finish with a team cheer or other novel morale boosters



Tips for Planning a Training Session

1. Know what you want to do and how you plan to do it before the session
2. Give the athletes plenty of time to become familiar with a new skill before teaching another one
3. Be flexible and accommodate the needs of the athletes
4. Change activities before the athletes lose interest in the current activity
5. Keep drills and activities brief so athletes do not get bored
6. Devote the end of the practice to a fun, group activity so athletes have something to look forward to

The two most important elements you can bring to practice are a high level of enthusiasm and a willingness to be flexible. Keep the activities challenging and fun and always provide positive feedback to the athletes.



Selecting Team Members

The key to the successful development of a traditional Special Olympics or Unified Sports® team is the proper selection of team members. We have provided some primary considerations below for you.

Gender Grouping

Whenever possible, teams should be grouped by gender. While co-ed teams are not prohibited, whenever possible, female athletes should have the option of playing in a female-only division if they so desire.

Ability Grouping

Unified teams work best when all team members have similar sports skills. Partners with abilities that are far superior to other teammates will either control competition or accommodate others by not competing to their potential. In both situations, the goals of interaction and teamwork are diminished and a true competitive experience is not achieved. For example, an 8 year old should not be competing against or with a 30 year old athlete.

Age Grouping

All team members should be closely matched in age:

- Within 3-5 years of age for athletes 21 years of age and under
- Within 10-15 years for athletes 22 years of age and over



Creating Meaningful Involvement in Unified Sports®

Unified Sports® embraces the philosophy and principles of Special Olympics. When selecting your Unified team you want to achieve meaningful involvement at the beginning, during and end of your sport season. Unified teams are organized to provide meaningful involvement for all athletes and partners. Every teammate should play a role and have the opportunity to contribute to the team. Meaningful involvement also refers to the quality of interaction and competition within a Unified Sports® team. Achieving meaningful involvement by all teammates on the team ensures a positive and rewarding experience for everyone.

Indicators of Meaningful Involvement

- Teammates compete without causing undue risk of injury to themselves or others
- Teammates compete according to the rules of competition
- Teammates have the ability and opportunity to contribute to the performance of the team
- Teammates understand how to blend their skills with those of other athletes, resulting in improved performance by athletes with lesser ability

Meaningful Involvement Is Not Achieved When Team Members

- Have superior sports skills in comparison to their fellow team members
- Act as on court coaches, rather than teammates
- Control most aspects of the competition during critical periods of the game
- Do not train or practice regularly, and only show up on the day of competition
- Lower their level of ability dramatically, so that they do not hurt others or control the entire game



Sport Skills Assessment Card

The sport skills assessment chart is a systematic method useful to determine the skill ability of an athlete. The Sport Skills Assessment Card is designed to assist coaches in determining an athlete's ability level in the sport before they begin participation. Coaches will find this assessment to be a useful tool for several reasons.

1. It helps the coach determine with the athlete which events they will compete in
2. It establishes the baseline training areas of the athlete
3. It assists the coach in grouping athletes of similar ability for training
4. It measures the athlete's progression
5. It helps determine the athlete's daily training schedule

Before administering the assessment, coaches need to perform the following:

- Become familiar with each of the tasks listed under the major skills
- Have an accurate visual picture of each task
- Observe a skilled performer executing the skill

When administering the assessment, coaches will have a better opportunity to get the best analysis from their athletes. Always begin by explaining the skill you would like to observe. When possible demonstrate the skill.



Special Olympics Sport Skills Assessment

Athlete's Name		Date	
Coach's Name		Date	

Instructions

1. Have the athlete perform the skill several times.
2. If the athlete performs the skill correctly three (3) out of five (5) times, check the box next to the skill to indicate that the skill has been accomplished.

GRIP

- Hand shake grip
- Trigger finger
- Relaxed grip

BASIC UNDERHAND STROKE (UPS TO SELF)

- Eyes on the shuttle
- Relaxed and smooth swing
- Rotate the forearm through the hit
- Follow-through to opposite side

LOW SHORT SERVE (BACKHAND)

- Ready position (feet parallel, shuttle and racket in good ready position)
- Drop and swing to bird-racket contact is smooth
- Follow-through toward target

READY POSITION

- Knees slightly bent
- Racket held up and in front of body
- Body weight evenly distributed

SERVE RETURNS

- Good ready position
- Eyes focused on the shuttle
- Initial reaction to the serve is instantaneous

UNDERHAND NET RALLY

- Racket position is mostly flat
- Racket foot is forward
- Smooth movement of the racket into the hit



HIGH DEEP SERVES

- Ready position (opposite foot forward, racket back)
- Drop and swing to contact is smooth
- Follow-through to opposite side

FORWARD OVERHAND CLEAR

- Turned sideways to prepare for stroke
- Back leg pushes into the stroke
- Good throwing motion throughout the stroke
- Follow-through to the opposite side with racket arm

FOREHAND OVERHAND DROP

- Turned sideways to prepare for stroke
- Back leg pushes into the stroke
- Good throwing motion throughout the stroke
- Follow-through (very short after bird-racket contact)

FOREHAND OVERHAND SMASH

- Turned sideways to prepare for stroke
- Back leg pushes into the stroke
- Good throwing motion throughout the stroke
- Shuttle-racket contact point forward for downward angle
- Follow-through to the opposite side with racket arm

FOREHAND AROUND THE HEAD STROKES

- Initial preparation the same as for all forehand strokes
- Reach backward and contact the shuttle farther back than regular stroke
- Recover leg will land off to the side versus straight under the body

OVERHAND BACKHAND CLEAR

- Turned sideways (eventually back) to net
- Push with back leg (the non-racket hand leg) into the stroke
- Elbow lead and extend arm into hit
- Follow-through is an outward turn (supination) of the forearm

OVERHEAD BACKHAND DROP

- Turned sideways (eventually back) to net
- Push with back leg (the non-racket hand leg) into the stroke
- Elbow lead and extend arm into hit
- Follow-through very minimal



OVERHEAD BACKHAND SMASH

- Turn sideways (eventually back) to net
- Push with back leg (the non-racket hand leg) into the stroke
- Elbow lead and extend arm into hit
- Contact is slightly farther forward than the clear for angle
- Follow-through is an outward turn (supination) of the forearm

FOREHAND AND BACKHAND DRIVES

- Racket foot should step forward to play shuttle
- Attempt to play shuttle in front of the body
- Keep trajectory of the shuttle consistently flat across the net



Daily Performance Record

The Daily Performance Record is designed for the coach to keep an accurate record of the athlete's daily performances as they learn a sports skill. There are several reasons why the coach can benefit from using the Daily Performance Record.

- The record becomes a permanent documentation of the athlete's progress
- The record helps the coach establish measurable consistency in the athlete's training program.
- The record allows the coach to be flexible during the actual teaching and coaching session because he/she can break down the skills into specific, smaller tasks that meet the individual needs of each athlete.
- The record helps the coach choose proper skills and teaching methods, correct conditions and learn criteria for evaluating the athlete's performance of the skills.

Using the Daily Performance Record

At the top of the record, the coach enters his name; the athlete's name, and their event. If more than one coach works with the athlete, they should enter the dates that they work with the athlete next to their names.

Before the training session begins, the coach decides what skills will be covered. The coach makes this decision based on the athlete's age, the athlete's interests, and his/her mental and physical abilities. The skill needs to be a statement or a description of the specific exercise that the athlete must perform. The coach enters the skill on the top line of the left-hand column. Each subsequent skill is entered after the athlete masters the previous skill. Of course, more than one sheet may be used to record all of the skills involved. Also, if the athlete cannot perform a prescribed skill, the coach may break down the skill into smaller tasks that will allow for the athlete's success at the new skill.

Conditions and Criteria for Mastering

After the coach enters the skill, they must then decide on the conditions and criteria by which the athlete must master the skill. Conditions are special circumstances, which define the manner in which the athlete must perform a skill. For example, "given a demonstration, and with assistance." The coach needs to always operate under the assumption that the ultimate conditions in which the athlete masters a skill are, "upon command and without assistance," and therefore, does not have to enter these conditions in the record next to the skill entry. Ideally, the coach needs to arrange the skills and conditions such that the athlete gradually learns to perform the skill while upon command and without assistance.

Criteria are the standards that determine how well the skill must be performed. The coach needs to determine a standard that realistically suits the athlete's mental and physical abilities.

Dates of Sessions and Levels of Instruction Used

The coach may work on one task for a couple of days, and may use several methods of instruction during that time to progress to the point where the athlete performs the task upon command and without assistance. To establish a consistent curriculum for the athlete, the coach must record the dates he/she works on a particular tasks, and must enter the methods of instruction that were used on those dates.



Badminton Attire

Appropriate badminton attire is required for all competitors. As a coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long pant jeans and blue jean shorts are not proper badminton attire for any event. Explain that they cannot perform their best while wearing jeans that restrict their movement. Take athletes to local badminton competitions and point out the attire being worn. You can even set the example by wearing appropriate attire to training and competitions and not rewarding athletes that do not come properly dressed to train and/or compete.

Sport Shirt

T-shirts and collared polo style shirts are typically worn for badminton practice and competition. Comfort, sweat absorption, and ease of movement in the shoulder area are good to consider when selecting practice or competition shirts.

**VIDEO
COMING
SOON**

Sport Shoes

Appropriate sport shoes are required for badminton. The type of shoes worn will depend to a large degree on the playing surface and the individual preference of the athlete. Comfortable tennis shoes, which give solid ankle, arch, and heel support are advised.

**VIDEO
COMING
SOON**

Socks

Socks of varying lengths are all appropriate for badminton practice and competition. Socks should possess good absorption qualities. Athletes who are prone to blisters should wear two pairs of socks for both practice and competition.

**VIDEO
COMING
SOON**

Shorts

Comfortable, action-oriented shorts are recommended for both practice and competition. A tennis dress or a blouse and skirt may be the choice for some women.

**VIDEO
COMING
SOON**



Badminton Equipment

Badminton equipment can range in quality from backyard sets to top-quality professional merchandise. It is important that badminton equipment be selected for durability. It is important for athletes to be able to recognize and understand how equipment impacts their safety and performance. Have your athletes name each piece of equipment as you show it and give the use for each. To reinforce this ability within them, have them select their own equipment.

Racket

Today's rackets are made from a variety of materials such as boron, carbon, graphite, and metal and range in price greatly. Most rackets used in badminton are very light and weigh between 3.5 and 4.2 ounces. Most rackets have nylon strings which are inexpensive and durable.

Many tennis shops can repair broken strings and can individualize string tensions for player preference. Athletes should select a racket that has a grip size that feels good in their hand and a weight that is comfortable for them. Leather grips provide a good grip initially. A variety of terry cloth, rubber, or foam grip wraps are also available to help maintain good grip control. Ultimately, if the athlete likes his/her racket, he/she will play their best.

**VIDEO
COMING
SOON**

Shuttles (Birds)

Plastic, nylon, and feather are the three types of shuttlecocks, shuttles, or birds used in badminton. Nylon shuttles are recommended for both practice and competition for durability, economic, and performance reasons.

**VIDEO
COMING
SOON**



***Special
Olympics***

BADMINTON COACHING GUIDE

Teaching Badminton Skills



Table of Contents

The Warm Up.....30
The Cool Down.....32
Dynamic Stretching.....33
Safety Concerns.....36
Teaching Badminton Skills38
Teaching Strategies and Drills.....62
Sample Workout.....65
Modifications and Adaptations66
Mental Preparation and Training66
Cross Training in Badminton.....67
Home Training Program.....68



The Warm Up

A warm up period is the first part of every badminton training session or preparation for competition. Badminton is a power game that requires quick and powerful movement in all directions in order to return the shuttlecock to the opponents' side of the court.

The warm up starts slowly and gradually involves all muscles and body parts. In addition to preparing the athlete mentally, warming up also has physiological benefits. It helps the athlete focus and prepare for the training that is about to begin.

The importance of a warm up prior to exercise cannot be overstressed. Warming up raises the body temperature and prepares the muscles, nervous system, tendons, ligaments, and the cardiovascular system for upcoming stretches and exercises. The chances of injury are greatly reduced by increasing muscle elasticity.

Warming Up:

- ♦ Raises body temperature
- ♦ Increases metabolic rate
- ♦ Increases heart and respiratory rate
- ♦ Prepares the muscles and nervous system for exercise

The warm up is tailored to the activity to follow. Warm ups consist of active motion leading up to more vigorous motion to elevate heart, respiratory and metabolic rates. The total warm up period takes at least 25 minutes and immediately precedes the training or competition. A warm up period will include the following basic sequence and components.

Activity	Purpose	Time (minimum)
Slow aerobic walk/ fast walk/ run	Heat muscles	5 minutes
Stretching	Increase range of movement	10 minutes
Event Specific Drills	Coordination preparation for training/competition	10 minutes

Aerobic Warm-Up

The aerobic warm-up includes very light activities such as walking, light jogging, walking while doing arm circles, and jumping jacks.

Walking

Walking is the first exercise of an athlete's routine. Athletes begin warming the muscles by walking slowly for 3-5 minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The sole objective of the warm up is to circulate the blood and warm the muscles in preparation for more strenuous activity.



Running

Running is the next exercise in an athlete's routine. Athletes begin warming the muscles by running slowly for 3-5 minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The run starts out slowly, and then gradually increases in speed; however, the athlete never reaches even 50 percent of their maximum effort by the end of the run. Remember, the sole objective of this phase of the warm up is circulating the blood and warming the muscles in preparation for more strenuous activity.

Stretching

Dynamic stretching is one of the most critical parts of the Warm Up and an athlete's performance. A more flexible muscle is a stronger and healthier muscle. A stronger and healthier muscle responds better to exercise and activities and helps prevent injury.

Please refer to the Stretching section for more in depth information.

Event Specific Drills

Drills are activities designed to teach sport skills. Progressions of learning start at a low ability level, advance to an intermediate level, and finally, reach a high ability level. Encourage each athlete to advance to their highest possible level. Drills can be combined with the warm-up and lead into specific skill development.

Skills are taught and reinforced through repetition of a small segment of the skill to be performed. Many times, the actions are exaggerated in order to strengthen the muscles that perform the skill. Each coaching session should take the athlete through the entire progression so that he/she is exposed to all of the skills that make up an event.

Specific Warm Up Activities

Specific warm up activities for badminton include the following:

1. Slow backwards jog
2. Heel walk while rotating arms
3. Toe walk while rotating shoulders
4. Knee-to chest walk
5. Heel-to-butt walk

**VIDEO
COMING
SOON**



The Cool Down

The cool down is as important as the warm up, however it is often ignored. Stopping an activity abruptly may cause pooling of the blood and slow the removal of waste products in the athlete's body. It may also cause cramps, soreness, and other problems for Special Olympics athletes. The cool down gradually reduces the body temperature and heart rate and speeds the recovery process before the next training session or competitive experience.

The cool down is also a good time for the coach and athlete to talk about the session or competition.

Activity	Purpose	Time (minimum)
Slow aerobic jog	Lowers body temperature Gradually lowers heart rate	5 minutes
Light stretching	Removes waste from muscles	5 minutes

Stretching should be part of the cool down. It is vital after training and prevents the athlete's body from becoming tense. It also aids in recovery after training. Stretching prevents injuries and helps make the athlete's muscles long and elastic.



Dynamic Stretching

Flexibility is critical to an athlete's optimal performance in both training and competition. Flexibility is achieved through stretching. Stretching follows an easy aerobic jog at the start of a training session or competition.

Dynamic stretching raises the body temperature by practicing movements associated with a specific sport or workout. It is a series of active muscle movements that allow the athlete to work their muscles but are not held in an end position. Dynamic stretching is critical to an athlete's performance and prepares their body for the upcoming activity. It also helps accomplish the following:

- Increase power
- Improve flexibility
- Increase an athlete's range of motion

Dynamic stretching is different from ballistic stretching (when a bouncing motion is used to maximize a stretch). Ballistic stretching can be dangerous and result in stretching a muscle too far. This can cause injuries. Dynamic stretching uses controlled leg and arm movements to gently explore a range of motion. It does not stretch the muscles beyond their limits.

Some athletes, like those with Down syndrome, may have low muscle tone that makes them appear more flexible. Be careful to not allow these athletes to stretch beyond a normal, safe range.

Dynamic stretching should be performed after the warm-up and before the practice/training session or competition. The types of movements completed during stretching will depend on the workout for that day.

Following are examples of dynamic stretches for badminton. For each movement start out using small movements for the first several repetitions, then slowly increase the range of motion.

Gluteus Maximus Dynamic Stretch

Begin by grabbing the right knee with both hands and pulling it up towards the chest. Do not lock the left knee. Release the right knee and take a big step forward with the right leg. Then lift the left knee with both hands and repeat the same movement.

**VIDEO
COMING
SOON**

Leg Swing

This dynamic stretch loosens up the hamstrings. Begin by standing square with a straight posture. March forward by slowly raising/swinging your left leg forward to touch your outstretched left hand while keeping your leg as straight as possible. Step forward and then repeat with your right leg and right hand. Repeat 15 times.

**VIDEO
COMING
SOON**



Forward Lunge Stretch

Step forward while bringing one knee up to your chest. Lift onto your toes while you pull the knee into your chest. Stretch the leg forward into a lunge as you place your foot back on the floor. Repeat with the other leg. Repeat 15 times.

**VIDEO
COMING
SOON**

Twisting Lower Back Stretch

Stand with your legs wider than shoulder width apart. Bend forward and down, touching your left hand to your right foot while reaching your right hand up over your head. Then twist from your core while still bending over, to touch your right hand to your left foot while swinging your left hand up high over your head. Your head should turn as you swing. Repeat 15 times.

**VIDEO
COMING
SOON**



Dynamic Stretching – Quick Reference Guidelines

Start Relaxed

Do not begin until athletes are relaxed and muscles are warm

Be Systematic

Start at the top of body and work your way down

Progress from General to Specific

Start general, then move into event-specific exercises

Easy Stretching before Developmental

Make slow, progressive stretches

Do not bounce or jerk to stretch farther

Use Variety

Make it fun. Use different exercises to work the same muscles

Breathe Naturally

Do not hold your breath, stay calm and relaxed

Allow for Individual Differences

Athletes start and progress at different levels

Stretch Regularly

Always include time for warm-up and cool-down



Safety Concerns

As a coach, you should advise the athlete to eat a healthy balanced diet throughout their training, but it is also important for you to be aware of several conditions that pose a health risk to the athlete.

Dehydration

Dehydration is the loss of water and salts essential for normal body function.

The basic premise behind dehydration is an inadequate intake of fluids resulting in the body losing more fluid than it takes in. The fluid/salt balance needed to maintain healthy cells and tissues can be seriously disrupted with dehydration.

Dehydration can occur in as little as 30 minutes of exercise, especially in hot weather. The body relies on sweating to dissipate the heat generated from working muscles. Sweating also helps to maintain the athlete's core body temperature. Allowing the core body temperature to be maintained within a safe range is a key element in preventing heat related injuries which may initially be caused by dehydration. The amount of sweating necessary to sustain heat loss during vigorous exercise inevitably will lead to dehydration unless adequate fluids are ingested.

Dehydration will diminish an athlete's performance and can lead to death if not corrected. Dehydration is one of the most common factors for heat related sickness such as heat exhaustion and heat stroke. Both heat exhaustion and heat stroke cause numerous deaths each year. The most serious consequence of dehydration is impaired heat dissipation which can elevate the core body temperature to dangerously high levels resulting in heat exhaustion and potentially fatal heat stroke.

Strenuous activity requires adequate fluid/electrolyte replacement or dehydration will occur. Excessive sweating due to climactic conditions and/or intensity of exercise can rapidly dehydrate individuals if corrective measures aren't taken.

Vomiting, diarrhea, fever, diuretics, illness, a variety of medications such as anti-inflammatories, low fitness levels, sleep deprivation, lack of heat acclimatization, staying in the sun too long, not drinking enough fluids, alcohol and caffeine can all be contributing factors to dehydration.

Athletes are at risk for dehydration for any activity lasting longer than 30 minutes. Without proper hydration, the body can quickly lose water and other essential elements running the risk of kidney problems or even death. Children, due to their smaller stature are at an increased risk of developing dehydration. For all athletes, once dehydration starts, the deterioration can be quick.



Signs and Symptoms for Dehydration

- Headache
- Dizziness
- Confusion
- Clumsiness
- Excessive sweating
- Thirst (this is not a good indicator; usually when the thirst mechanism is activated, dehydration has already occurred)
- Dark-colored urine
- Cramps
- Reddened skin
- Weak irregular rapid heart rate
- Low blood pressure
- General weakness
- Feeling cold
- Rapid and shallow breathing

Steps to Prevent Dehydration

- Drink before, during, and after exercise
- Wear proper clothing for the temperature
- Be heat acclimatized
- Avoid certain medications

The best preventative measure to ward off the possibility of becoming dehydrated is to stay hydrated. A good indicator of hydration is the output of large volumes of clear, dilute urine.

Heat Exhaustion

Heat exhaustion is characterized by an increase in core body temperature and heart rate. People with heat exhaustion may also exhibit fatigue, weakness, dizziness, headache, nausea (sometimes vomiting), and muscle cramps.

Heat Stroke

Heat stroke is characterized by a very high core body temperature, reddened skin and the absence of sweating. Heat stroke is the most dangerous of the heat injuries and can cause a stroke and death if not corrected.



Teaching Badminton Skills

The game of badminton is a wonderful sport that requires hand-eye coordination, striking skills, and quick movements with changes of direction in pursuit of the shuttlecock. The following basic skills are vital to the sport:

Grip

It is important to start by holding the racket with the correct grip. This enables the athlete to develop sound hitting techniques that will transfer into successful game play.

Beginners often grip the racket, as they would hold a frying pan. This is incorrect. In this position, the racket face is parallel to the floor and the V formed between the index finger and thumb is on the top of the racket. Beginners also have difficulty judging the relationship of the head of the racket to the shuttle.

Intermediate players are aware of the correct grip and demonstrate a correct shake hands grip position. Intermediate players will consistently be able to hit the shuttle up to themselves 10-20 times in a row.

Following are the steps to teaching the Handshake Grip:

1. Hold the racket shaft with the non-dominant hand
2. Place the palm of the dominant hand on the stings of the racket and slide the hand down to the handle position in a shake hands-like grip
3. Separate the index finger slightly from the rest of the fingers in a trigger-like position
4. The thumb and index finger should form a V at the top of the racket with the head of the racket perpendicular to the floor (like a chopping wood position)

This grip is the basic grip for both the forehand and backhand grip. The main variation to this grip is the movement of the thumb upward along the backside of the racket for backhand strokes.

**VIDEO
COMING
SOON**

Grip Drills

Shuttle Balance Drill

Place a shuttle lying sideways on the strings of the racket and balance it in a stationary position while performing all types of locomotor movements (walk, jog, hop, skip, and jump). The handshake grip should be maintained at all times.

Partner Tag Drill

Play a partner tag game while balancing the shuttle on the racket. For safety, partners should be limited to half of a court.



Toss and Catch Drill

With the non-dominant hand, attempt to toss the shuttle and catch it on the racket. Attempt to catch the shuttle on the forehand and backhand side of the racket. Toss the shuttle so that you have to move to catch it on both sides of the racket. Try to catch 10 in a row.



Common Grip Errors

Error	Drill/Test Reference
Difficulty judging the relationship of the head of the racket to the shuttle	Toss and Catch Drill

Teaching Tips

1. Give the athletes many opportunities to hold the shuttle on the racket and toss the shuttle to themselves. It is excellent hand-eye coordination practice and allows you to check grips.
2. If learning the grip is extremely difficult for some athletes, consider using a 10-16 cm (4-6 inch) foam ball and/or using a shorter length racket.



Skill Progression: Grip

Your Athlete Can:

Never Sometimes Often

Hold the racket with the proper handshake grip			
Correctly judge the relationship of the head of the racket to the shuttle			
Toss the shuttle and catch it on the racket			
Catch the shuttle on the forehand and backhand sides of the racket			
Totals			

Basic Underhand Strokes (Ups to Self)

The underhand stroke is vital to the game of badminton since all rallies begin with an underhand motion. In many instances, it is easier to learn the underhand motion before teaching athletes how to serve.

Beginners may have difficulty judging where the shuttle is relative to the face of the racket. Intermediate players will be relatively successful hitting consistently to themselves.





Underhand Forehand Stroke

The steps for teaching the basic underhand forehand stroke are as follows:

1. Place the shuttle on the racket to get a feel for how far out from the body the hitting position is located.
2. With the racket leg forward, toss the shuttle up. Keep the racket leg forward to simulate correct foot position with underhand strokes during game play. The opposite foot forward position is correct for forehand underhand serving technique.
3. Swing the racket back behind your body and then forward to a flat contact position.
4. Follow through so the racket hand finishes up by the opposite ear and the racket head points straight behind you. Try and make the racket swish.



Underhand Backhand Stroke

The steps for teaching the basic underhand backhand stroke are as follows:

1. Place the shuttle on the racket to get a feel for how far out from the body the hitting position is located.
2. With the racket leg forward, toss the shuttle up in the air.
3. Swing the racket back behind the opposite side of your body and then forward to a flat contact position.
4. Follow through so the racket hand finishes on the racket hand side with the racket pointing upward. Try to make the racket swish.



Basic Underhand Stroke Drills

Solo Ups

1. Place a shuttle on the strings of the racket and hit it straight up repeatedly.
2. Start low and gradually increase the height of the hits.
3. Try to perform on the forehand side and the backhand side of the racket.
4. Attempt to get 10 ups in a row from each side of the racket.
5. Attempt to get 10 ups in a row while alternating forehand and backhand hits.



Partner Ups

1. While facing a partner 3-5 meters (10-16 feet) apart, one partner begins hitting the shuttle up.
2. Alternately, both partners hit ups trying to achieve as many consecutive hits as possible.
3. An excellent partner challenge is 25 consecutive hits. Start with 10 as a goal and work from there.

**VIDEO
COMING
SOON**

Common Underhand Stroke Errors

Error	Drill/Test Reference
Difficulty judging where the shuttle is relative to the face of the racket.	Solo Ups

Teaching Tips

1. Athletes should be reminded to watch the shuttle all the way into the racket and use a smooth relaxed swing motion.
2. For both the forehand and backhand underhand strokes, the follow-through should end on the opposite side from where the stroke began.

Skill Progression: Underhand Strokes

Your Athlete Can:

Never Sometimes Often

Judge where the shuttle is relative to the face of the racket			
Perform a correct underhand forehand stroke			
Perform a correct underhand backhand stroke			
Totals			



Low Short Serves

The short serve is effective for starting either a singles or a doubles rally. It has similar mechanics to that of the underhand stroke but must be served cross-court to the diagonal service box.

Beginners may have difficulty timing the drop and hit sequence. Intermediate players will be able to consistently strike the shuttle during this drop and hit timing sequence.



Forehand Short Serve

Following are steps for teaching the forehand short serve:

1. Stand slightly sideways with the opposite foot of the racket hand forward.
2. Holding the cork of the shuttle with the non-racket hand held across the body and the racket held back behind the body in a cocked position, drop the shuttle.
3. Swing the racket forward into the contact point that is slightly to the outside of the forward foot.
4. After the racket and shuttle make contact, follow-through will continue toward the opposite side of the body, but not very far.





Backhand Short Serve

Following are steps for teaching the backhand short serve:

1. The player stands parallel to the net with the feet shoulder width apart.
2. Hold the skirt of the shuttle with the arm in a fixed and slightly bent position at approximately waist height.
3. Place the racket across the body at a downward angle also in a fixed position.
4. Drop the shuttle and push the racket forward into the shuttle.
5. Follow-through is very minimal due to the light force required.



Low Short Serve Drills

Short Serve Target Drill

1. Identify a target area from the short service line plus one foot.
2. Players attempt to practice both forehand and backhand short serves into this space.
3. Use 5 out of 10 as the initial goal.
4. Increase the standard as skills improve.

“T” Target Drill

1. Identify the target area that is 30 square cm (1 square foot) using the center line and the short service line as two sides of this square.
2. Initially, the goal would be to hit this target 5 out of 10 times.
3. Increase the standard as skills improve.



Common Low Short Serve Errors

Error	Drill/Test Reference
Difficulty timing the drop and hit sequence	Short Serve Target Drill

Teaching Tips

1. Serving can be frustrating for some athletes. Be positive and patient.
2. Allow athletes to experiment and choose which serve (forehand or backhand) they like best.



Skill Progression: Low Short Serves

Your Athlete Can:

Never Sometimes Often

Time the drop and hit sequence			
Properly perform a forehand short serve			
Properly perform a backhand short serve			
Totals			

Ready Position

Getting into a proper ready position is essential to maximizing player performance.

Beginners will have a tendency to stand with the racket held down below their waist and to stand in a position where their legs are mostly straight. Intermediate to advanced players demonstrate a consistent ready position with the racket held above waist level and their legs and trunk in a flexed position.

When teaching the ready position, demonstrate the proper ready position for serving, receiving a serve, and just prior to the opponent returning the shuttle in play situations.



Ready Position Drills

Practice correct ready positions with all skill drills and play situations.

Common Ready Position Errors

Error	Correction
Standing with the racket held down below the waist	Practice correct positioning with the racket held above waist level
Standing with legs mostly straight	Practice correct positioning with legs flexed



Teaching Tip

Use humor and positive reinforcement to continually remind athletes about the importance of a good ready position.

Skill Progression: Ready Position

Your Athlete Can:	Never	Sometimes	Often
Demonstrate the proper ready position for serving			
Demonstrate the proper ready position for receiving a serve and just prior to the opponent returning the shuttle in play			
Totals			

Serve Returns

Players must be able to return serves to successfully enjoy game play. Both short and long serve returns are important.

Beginners will have difficulty making consistent contact with a served shuttle. Intermediate players will be able to consistently strike the shuttle and return it to the opponent's side of the court.

Following are the steps for teaching serve returns:

1. The player should stand slightly sideways with the opposite foot of the racket hand forward.
2. As soon as the serve makes contact with the shuttle, the receiver should move in the direction of the hit.
3. If the shuttle is struck overhead in the net area, simply teach athletes to push forward in the direction of the shuttle. Adjust how hard the shuttle is struck to vary the distance of the return and adjust the angle of the racket face to alter the hitting direction.
4. If the shuttle is struck overhead in the back court, execute the appropriate overhead stroke of choice.

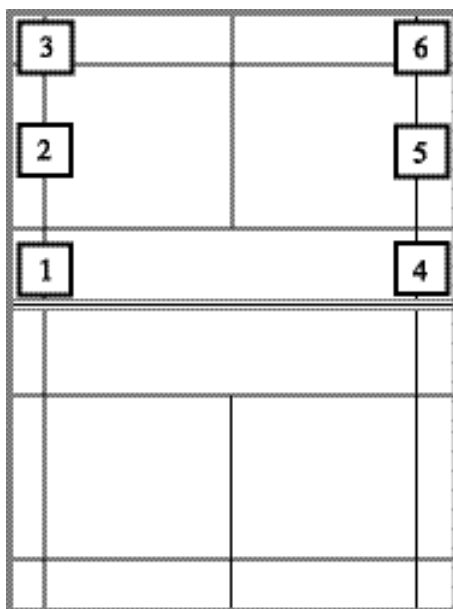




Serve Return Drills

Short Serve Return Target

1. Identify six target areas as shown in the diagram below. The targets should be large to begin with (approximately 1 square meter).
2. Reduce the size of the targets as skills improve.
3. Increase the size of the targets if limited success is evident.
4. One partner serves while the other partner attempts to return the serve into the six different targets.
5. Athletes should try to hit one target several times before moving to the next target.
6. After a 40-60 percent success rates with most of the targets, challenge the athletes to hit a different target after each practice serve to judge control.



Target Areas

Long Serve Return Target

Use the same target drill as the short serve return target drill previously described for use with clear, drop, and smash returns.



Common Serve Return Error

Error	Drill/Test Reference
Difficulty making consistent contact with a served shuttle	Short Serve Return Target and Long Serve Return Target

Teaching Tips

1. Serve and serve-return practice should be part of every practice session. If players and doubles teams cannot get the shuttle into play, playing success becomes very difficult. Insert serve/serve return practice at random intervals during practice sessions to allow for rest from vigorous drills.
2. Use serve and serve-return practice at the beginning and end of practices. Include a small group serve/serve return target contest for motivational purposes.

Skill Progression: Serve Returns

Your Athlete Can:

Never Sometimes Often

Make consistent contact with a served shuttle			
Return the shuttle to the opposite side of the court			
Totals			



Underhand Net Rally

The underhand net rally enables athletes to hit soft shots at the net.

Beginners have a tendency to hit the shuttle excessively high over the net and also deeper into the court than needed. Intermediate players demonstrate control at keeping the shuttle lower to the net and mostly in front of the service line.

Following are steps to teach underhand net rallies:

1. Use a shake hands grip.
2. Always try to contact the shuttle as close to the top of the net as possible.
3. Step forward with the racket leg.
4. Use either a short or no-back-swing stroke to strike the shuttle softly over the net. More back swing is required the farther away from the net the shuttle is contacted.

**VIDEO
COMING
SOON**

Underhand Net Rally Drills

Straight Ahead Tossed Shuttle

1. Partners stand across the net from each other.
2. Using one shuttle, one partner tosses the shuttle over the net to his or her partner, who attempts to return the shuttle with a net drop.

Random Tossed Shuttle

This drill is the same as the straight ahead tossed shuttle drill, except that the partner who tosses the shuttle can do so over the net anywhere inside the sidelines and in front of the service line.

Cooperative Net Rally

1. One partner begins a rally with a short serve.
2. Both partners attempt to hit consecutive underhand net rallies, staying between the net and the short service line.
3. The rally continues until one partner misses.
4. Establish individual records to chart skill progress.

**VIDEO
COMING
SOON**

Competitive Net Rally Game

This drill is the same as the cooperative net rally, except that each partner tries to win each rally instead of keeping it alive.



Common Underhand Net Rally Errors

Error	Drill/Test Reference
Hitting the shuttle too high	Cooperative Net Rally Drill
Hitting the shuttle too deep into the court	Cooperative Net Rally Drill

Teaching Tip

Underhand net rallies can be a lot of fun. Use a blend of practice, cooperative, and competitive net rally drills to add variety and challenge to these skill practice opportunities.

Skill Progression: Underhand Net Rally

Your Athlete Can:	Never	Sometimes	Often
Hit the shuttle at the correct height over the net			
Hit the shuttle into the proper location on the opponent's side of the court (not too deep)			
Totals			



High Deep Serve

High, deep services (also called long serves) are used in both singles and doubles play. The ability to get the shuttle deep is helpful for competitive success.

Beginners may have difficulty getting the shuttle much past the middle of the court. Intermediate players can serve the shuttle to a minimum height of approximately 3 meters (10 feet) in the air and consistently hit the shuttle near or beyond the long service line for doubles.

Following are steps to teach the high deep serve:

1. Stand in a stride position with the non-racket foot forward.
2. Assume a ready position with the racket back behind the body and the wrist cocked,
3. Hold the shuttle across and in front of the body at waist height with the non-racket hand.
4. As the shuttle is dropped, start a smooth and continuous underhand swing.
5. The racket should contact the shuttle even with the forward foot at approximately knee level.
6. Follow through with the racket both forward and up in the direction of the opposite shoulder.

**VIDEO
COMING
SOON**

High Deep Serve Drills

Hit the Wall

1. Players stand 1.75-2.5 meters (6-8 feet) from the flat wall and attempt long serves using strong force.
2. Coaches can observe for correct technique in a relatively short period of time.
3. Athletes can execute multiple serves for execution and strength work.
4. A tape line at 1.5 meters (5 feet) is helpful to visualize the net level.

**VIDEO
COMING
SOON**

Deep Serve Target Practice

1. Identify a target space in the last 1.5 meters (5 feet) of the court. Players should be challenged to hit seven out of 10 serves into this deep space with a minimum of 3 meters (10 feet) height on each serve.
2. For additional difficulty, place a 60 cm (2 foot) square target in the middle of the deep target area as the best space to aim for.



Common High Deep Serve Error

Error	Drill/Test Reference
Difficulty getting the shuttle much past the middle of the court	Deep serve target practice drill

Teaching Tip

Deep serves can be difficult to achieve. Be patient. Allow for success by using a shorter length target as the initial goal for athletes who are experiencing difficulty at hitting the shuttle deep when serving.

Skill Progression: High Deep Serve

Your Athlete Can:

Never Sometimes Often

	Never	Sometimes	Often
Get the shuttle past the middle of the court			
Totals			



Forehand Overhead Clear

The forehand overhead clear is probably one of the most important skills of the game after the serve. The ability of a player to keep the opponent deep the backcourt is an extremely valuable skill.

Beginners will not use a mature throwing motion during execution of the overhead clear stroke. Also beginners will have extreme difficulty hitting the shuttle past mid-court. Intermediate players will demonstrate several sound throwing mechanics while hitting the overhead clear. They will also have the strength and timing to consistently hit the shuttle to the mid-court area and beyond.



Following are steps for teaching the forehand overhead clear:

1. Set up to a side to the net hitting position between the baseline and the mid-court position.
2. Point the non-racket hand toward the oncoming shuttle.
3. Push with the back leg forward and upward into the hit.
4. Rotate the trunk and extend the arm leading with the elbow into the hit.
5. Contact the shuttle at full body and arm extension.
6. Follow through to the opposite side of the body.





Forehand Overhead Clear Drills

Distance Hits

One partner serves a high serve to his/her partner, who attempts to hit the shuttle, using the forehand overhead stroke, as far as possible. A minimum height of 3 meters (10 feet) is suggested.

Cooperative Overhead Rally

Partners attempt to initiate and maintain consecutive overhead rallies.

Clear Battle

Partners hit overhead clears as far as possible in an attempt to force their partner to be unable to clear the shuttle back over the net. This drill encourages high and deep hits to help develop strength and timing relative to overhead clears.



Rope Drills

Stretch a rope across the court at a height of 3 meters (10 feet) midway between the service line and the baseline (use two additional standards if necessary). This gives the players a visual for how high and deep the serve and clears should be during play.

Common Forehand Overhead Clear Error

Error	Correction	Drill/Test Reference
Not using a mature throwing motion	N/A	Clear Battle Drill

Teaching Tip

All overhead stroking patterns should depict a sound overhead throwing motion. If athletes have difficulty throwing an object using a mature overhead throwing pattern, consider allocating some time in practice to play catch with the shuttles to practice good throwing mechanics.

Skill Progression: Forehand Overhead Clear

Your Athlete Can:

Never Sometimes Often

Use a mature throwing motion			
Totals			



Forehand Overhead Drop

A player who is deep in the court uses the forehand overhead drop. It is a good strategy because it draws the opponent close to the net, which creates open space in the backcourt.

Beginners will remain in a square shoulder position to the net instead of turning their shoulder, consistent to a good throwing motion. Intermediate players will demonstrate a good shoulder turn, like the overhead clear, and they will begin to show consistent placement of the drop shot into the front half of the court.

Following are steps to teach the forehand overhead drop:

Teach the forehand overhead drop the same way the forehand overhead clear is taught, however, the follow-through is shorter, and the position of the racket at contact is slightly behind the contact point for the clear.



Forehand Overhead Drop Drills

Bucket of Drops

One partner has a large volume of used shuttles that he/she serves one at a time to his/her partner. The partner receiving the serve attempts to hit overhead drop shots into the target area marked on the opposite side of the net. A hula-hoop is an excellent visual target and it can be moved to vary the challenge for different skill levels.

Keep the Drops Going

Partners attempt to maintain an underhand clear (beginning with the serve)/overhead drop shot in a cooperative rally. Players should switch roles frequently.

Common Forehand Overhand Drop Errors

Error	Correction	Drill/Test Reference
Remaining in a square shoulder position to the net rather than turning the shoulder	Practice correct throwing motion	Keep the Drops Going Drill
Inconsistent placement of the drop shot	N/A	Bucket of Drops Drill



Teaching Tip

Drop shots can be hit slow or fast. Slow drop shots should land very close to the net, and fast drop shots land somewhere within 1.25 meters (4 feet) from the service line. Both shots can be practiced for variety and skill development needs.

Skill Progression: Forehand Overhand Drop

Your Athlete Can:

Never **Sometimes** **Often**

Your Athlete Can:	Never	Sometimes	Often
Perform a correct and consistent throwing motion			
Consistently place the drop shot into the front half of the court			
Totals			

Forehand Overhead Smash

The forehand overhead smash should be used to end the point. It is also called a kill shot. It should be used when the opponent is forced to return a shuttle in the mid-court area and/or closer to the net.

Occasionally, it should be used nearer the backcourt as an element of surprise. The use of the smash is a good tactic to produce a decisive winner or to create unforced errors.

Beginners lack angle and power with this stroke and they have difficulty making consistent contact with the shuttle. Intermediate players begin to develop both consistent power and angle with this stroke. They also begin to develop directional control.

Following are steps for teaching the forehand overhead smash:

The steps for teaching the forehand overhead smash are similar to those for teaching the forehand overhead clear, however, the position of the racket at contact is slightly farther forward to generate the appropriate smash angle. The angle of the racket face at contact is critical for the three basic shots of badminton including the clear, the drop, and the smash.





Forehand Overhead Smash Drills

Bucket of Smashes

The bucket of smashes drill is the same as the bucket of drops drill except that the hitter smashes instead of hitting the drops. The target area for smashes is from mid-court to the baseline. The serve setup for the smash should begin close in toward the net and be moved back gradually as players experience smash shot success. The server should stand off to the side of the court for this drill.

Clear-Smash-Block

As players become more consistent at hitting smashes, this is a good challenge. The first hit is an underhand clear, followed by a smash directly at the opponent, returned with a block shot (soft return toward the net area). Players can stop after this three hit sequence or try to keep it going until one player is unable to return the shuttle.



Common Forehand Overhand Smash Errors

Error	Correction	Drill/Test Reference
Difficulty making consistent contact with the shuttle	N/A	Bucket of Smashes Drill

Teaching Tips

Remember to encourage that the angle of the smash is equally important to power.

Skill Progression: Forehand Overhand Smash

Your Athlete Can:

Never Sometimes Often

	Never	Sometimes	Often
Consistently make contact with the shuttle			
Demonstrate consistent power and angle			
Totals			



Backhand Overhead Clear

This skill should be used mostly when an opponent hits the shuttle too deep to the backhand corner. It is an extremely difficult shot to hit deep for most players. Practice the backhand clear, but continue to encourage forehand hitting whenever possible for beginner and intermediate players.

Beginners will have extreme difficulty making solid contact with this stroke in the overhead area. Intermediate players will begin to make consistent contact but still have difficulty generating sufficient power for good deep hits.

Following are steps for teaching the backhand overhead clear:

1. Begin with the racket side turned toward the net. As players experience success, they gradually move to a position with their back facing the net to hit overhead backhand clears.
2. Place the elbow high with the racket and racket hand well below the starting elbow position.
3. Push off the back leg and extend the arm into the hit (the arm should rotate outward or supinate into the hit).
4. Contact the shuttle with a full body arm extension.
5. The follow-through is minimal with the racket head continuing after contact with the shuttle. Unlike the forehand clear follow-through, the backhand follow-through does not come across and down.

**VIDEO
COMING
SOON**

Drills

The same drills can be used for the backhand overhead clear as the forehand overhead clear.

Common Backhand Overhead Clear Errors

- Not making solid contact with this stroke in the overhead area

Teaching Tip

Players who experience a great deal of difficulty with the stroke should be encouraged to practice hitting backhand overhead drops more often to encourage execution over power. Remember to watch for and help athletes use forearm rotation for both the forehand (pronation) and backhand (supination) strokes.



Skill Progression: Backhand Overhead Clear

Your Athlete Can:	Never	Sometimes	Often
Make solid contact with the shuttle using this stroke			
Make consistent contact with the shuttle using this stroke			
Totals			

Backhand Overhead Drop

Players of all abilities can learn to hit backhand overhead drops with success. It is a shot that is used when the opponent hits the shuttle to the backhand side of the court somewhere between the mid-court and the baseline. This shot can help change a player’s defensive position (in trouble) to an offensive position (forcing a weak hit return from the opponent).

Beginners will have extreme difficulty making solid contact with this stroke in the overhead area. Intermediate players will begin to make consistent contact but still have difficulty with accurate placement close to the net.

Teaching this skill is similar to teaching the backhand overhead clear, however, the contact point is slightly farther back than in the backhand clear, and the racket head speed generated into the hit is greatly reduced.

Drills

The same drills as the forehand overhead drop can be used for this skill.

Common Backhand Overhead Drop Errors

- Difficulty making solid contact with this stroke

Teaching Tip

Of all the backhand overhead strokes, the backhand drop will be the easiest for players to learn. Use the success from this stroke to encourage gains with the backhand clear and smash.



Skill Progression: Backhand Overhead Drop

Your Athlete Can:

Never Sometimes Often

Make solid contact with this stroke in the overhead area			
Make consistent contact with this stroke			
Totals			

Forehand and Backhand Drive

These shots are used to put pressure on the opponent in the form of hard flat shots when the shuttle is hit relatively flat to the mid-court area.

Beginners will have a tendency to hit this shuttle too high above the net and with minimal force. Intermediate players will begin to show more consistent flat hit trajectory and power with this stroke.

Forehand Drive

Following are steps for teaching the forehand drive:

1. Players should be positioned with their racket foot forward and to the side of the court.
2. The arm action is like a sidearm throwing motion with the forearm turned to a palm-up (supinated) position.
3. The forearm (pronate) rotates into the hitting position, which is at a point close to the position of the forward leg and approximately net height or higher.
4. The follow-through goes across the body sideways as the forearm continues to pronate.

Backhand Drive

Following are steps for teaching the backhand drive:

1. Players should be positioned with their racket foot forward and to the side of the court.
2. The arm action is like a sidearm throwing motion with the forearm turned to a palm down (pronated) position.
3. The forearm (supinate) rotates into the hitting position, which is at a point close to the position of the forward leg and approximately net height or higher.
4. The follow-through goes across the body sideways as the forearm continues to supinate.



Forehand and Backhand Drive Drills

Bucket of Shuttles

This drill is the same as other stroke practices except players should be moving from the home position to the side and slightly forward to practice this shot.

Forehand to Forehand Drives

Players position themselves so that their forehands are straight in line with each other. One player begins the rally with a mid-court serve. Both players try to maintain drive hits straight ahead for as many consecutive rallies as possible. The focus is on flat trajectories and power.

Common Forehand and Backhand Drive Errors

Error	Drill/Test Reference
Hitting the shuttle too high above the net	Bucket of Shuttles Drill
Hitting the shuttle with minimal force	Forehand to Forehand Drives Drill

Teaching Tip

Isolate the forehand and backhand drive shot practice early on, but gradually mix the two shots up into the same drill practice to give athletes a sense of what will occur during games and competitions.

Skill Progression: Forehand and Backhand Drive

Your Athlete Can:

Never Sometimes Often

Hit the shuttle at the appropriate height			
Show consistent flat trajectory and power			
Totals			



Teaching Strategies and Drills

Singles Strategies

- Assume a good ready position.
- Keep the bird in play.
- Hit to opponent's backhand when possible.
- Move your opponent long and short more than left and right.

Doubles Strategies

- Assume a good ready position.
- Keep the bird in play (minimize serve and serve return errors).
- Smash with all good opportunities.
- Hit deep clears when in trouble.

Drills/Activities for Singles

Low Ability Level

1. Solo hits up in the air to self.
2. Partner hits up in the air cooperatively.
3. Partner hits back and forth (with or without a net) cooperatively.
4. Partner serve and return practice (with and without targets for varied practice/challenge).
Tossed shuttle drills– These can be used for a variety of skill drills depending on who becomes the control tosser. The idea here is for a partner or a coach to have 10-20 birds ready to feed to the hitter. The hitter may be asked to practice underhand net drops into a given target. This gives lots of repetition and opportunity for coaching pointers/feedback.



Intermediate and Advanced Ability Levels

Athletes who will compete in singles and/or doubles events will need to possess the basic skills in a variety of combinations for successful participation. The following practice drills are helpful as athletes prepare for competition.

1. 1 x 3 Drill (Clear; Drop; Drop; Drop)– This drill begins with an underhand clear, followed by an overhead drop, net drop, net drop. Then, the pattern repeats itself. The longer players can keep this going, the better for footwork and stroke practice.
2. 3 x 2 Drill (Clear; Clear; Clear; Drop; Drop)– This drill begins with an underhand clear, followed by an overhead clear, overhead clear, overhead drop, net drop. Pattern repeats.
3. Smash/Block Drill– This drill begins with an underhand clear (to half court), followed by a smash at the server, and followed by a block shot (to net area on opposite side of the net). Sequence is repeated.
4. Net Play Competition– Players play a net game only. Only short serves are allowed, and only underhand hits are allowed. Players can use either rally scoring or regular scoring. All hits must land in the space between the net and the service line to be in play. Side boundaries can be identified as either the singles or doubles sidelines.
5. Drive Drill with Drop Option– Players initiate drive shots with an underhand serve. Repeat drive shots by both players. At any point after two drives, either player can execute a soft drop shot. Once the drop shot is hit, the remaining shots must be drops until the rally ends.
6. One Player Clear Drop Option; One Player Clear Only– For this drill, one player must clear all the time while the opponent has the option to clear or drop.
7. One Player Clear, Drop, Smash Option; One Player Clear Only– Same as drill 6 except the addition of the smash option.
8. One Player Drop Only; One Player Clear Drop Option– Similar to 6 and 7, except drop shots for one player is the constant.
9. One Player Drop Only; One Player Clear; Drop; Smash Option– Same as Drill 8 except the addition of the smash option.
10. All drills above can have a forehand and/or a backhand practice focus if needed.
11. Create your own drill to match the practice needs of your athletes.

Drills/Activities for Doubles

Low Ability Level

1. Have teams assume the correct starting positions for serve and serve return in doubles.
2. Conduct a variety of two-hit rally combinations and teach court coverage.
3. Conduct a variety of three-hit rally combinations and teach court coverage.
4. Continue with four-hit rally combination and more, as players are ready.
5. Play doubles points and teach serving rotation and scoring.

Intermediate Level

1. Have one team serve long and hit only defensive shots (mostly clears) from a side by side position. Their opponents hit only attacking shots (mostly smashes and drops) from an up and back position. It is a good tactic to play side by side as a doubles team when defending smashes and drop shots. Likewise, it is a good tactic to play up and back as a doubles team when attacking with smashes and drops.
2. Repeat drill 1 but teach how to change the attack using a block shot (drive shot).
3. Teach players how to move from a side to side position to an up and back position during play situations. Play practice points to help visualize the rotational concept.



Coaches Tips for Badminton – At-A-Glance

Tips for Practice

- Simulate competitions
- Deliver clear and specific instructions
- Begin with the easiest drills and progress step by step to the most difficult
- Make sure your athletes understand your instructions and methods of teaching
- Emphasize safety at all times

Tips for Competition

- Encourage the athlete every moment
- Never expose an athlete to or tolerate any behavior that would cause disqualification
- Teach the athlete the proper way to compete and good etiquette for following rules and instructions from judges
- Teach your athletes to respect opponents and teammates
- Respect coaches opinions and decisions



Sample Workout

Specific workouts depend on the individual preparedness of the athlete. Typically, a general program should be followed and adapted to the individual needs of the athlete.

Sample of a typical workout

Duration	Practice Progression Tasks/Drills
5-10 Minutes	Easy hitting protocol (used in every practice to get started)
5-10 Minutes	Dynamic stretching protocol (used in every practice)
10-15 Minutes	Skill review, drills, play experience/fun challenges
20-30 Minutes	New skills, drills, play experiences/fun challenges
5-10 Minutes	Fitness drills/fun fitness challenges
5-10 Minutes	Cool-down stretches
5-10 Minutes	Questions and Answers
5 Minutes	Announcements



Modifications and Adaptations

In competition, it is important that the rules not be changed to suit athletes' special needs. There are, however, a limited number of approved modifications to badminton rules that do accommodate the athlete's special needs and are permitted. However, coaches can modify the training exercises, the athlete's special needs, and their communication and sport equipment to assist athletes in achieving success.

Modifying Exercises

Modify the skills involved in an exercise so that all athletes can participate.

Accommodating an Athlete's Special Needs

Some examples of ways to accommodate an athlete's special needs include:

- Use the sound of a bell for visually impaired athletes
- Use special sounds for visually impaired athletes
- Use flags with colors for hearing impaired
- Establish hand signals for hearing impaired athletes

Modifying Your Communication Method

Different athletes require different communications systems. For example, some athletes learn and respond better to demonstrated exercises, whereas others require greater verbal communication. Some athletes may need a combination – to see, hear and even read a description of the exercise or skill.

Mental Preparation and Training

Mental training is important for the athlete, whether striving to do his or her personal best or competing against others. Mental imagery, what Bruce D. Hale of Penn State calls "No Sweat Practice," is very effective. The mind cannot tell the difference between what is real and what is imagined. Practice is practice, regardless of whether it is mental or physical.

Ask the athlete to sit in a relaxed position, in a quiet place with few distractions. Tell the athlete to close their eyes and picture performing a particular skill. Each is seeing themselves on a large movie screen on a badminton court. Walk them through the stages step by step. Use as much detail as possible, using words to elicit all the senses - sight, hearing, touch, and smell. Ask the athlete to repeat the image, picture rehearsing the skills successfully.

The thought behind this is that the body goes where your mind goes. Thought is energy and energy is action. The athlete can make things happen first in his/her mind and then physically.

Some athletes need help to start the process. Others will learn to practice this way on their own. The link between performing the skills in the mind and performing the skills on the court may be hard to explain. However, the athlete who repeatedly imagines themselves correctly completing a skill and believing it to be true is more likely to make it happen. Whatever goes into one's mind and one's heart comes out in their actions.



Cross Training in Badminton

Cross training is a modern day term which refers to the substitution of skills other than the skills directly involved in the performance of an event. Cross training came about as a result of injury rehabilitation and is now also used in injury prevention. When runners sustain injuries in the legs or feet that keeps them from running, other activities can be substituted so that the athlete can keep up his/her aerobic and muscular strength.

There is a limited value and cross over to the specific exercise. A reason to "cross train" is to avoid injury and maintain muscular balance during a period of intense sport specific training. One of the keys to success in sport is staying healthy and training over the long haul. Cross training allows athletes to do event-specific training workouts with greater enthusiasm and intensity, or less risk of injury.

Cross training is a good idea for badminton players as well as for all athletes. There are several sports that use some of the same skills and muscle groups as badminton. Fun activities such as bicycling, running, in-line skating, hiking, and walking can improve your overall fitness and thereby help your badminton games. Sports that use hand-eye coordination can improve badminton skills. Examples are baseball, tennis, squash, racquetball, fencing, and volleyball.



Home Training Program

The skills of badminton are difficult to practice in the home setting because most athletes will not have a gym available to them at home. However, there are times during many days where the wind is calm, and some badminton related skills can be practiced. The following skill and fitness activities are encouraged for the badminton athlete.

Skills Activities:

1. Hit ups to self using both forehand and backhand strokes (record your best score every day each week)
2. Hit long serves for distance. Record the number of total attempts each day. Twenty-five serves every day is a good goal.
3. Perform underhand rallies with a partner. Record your highest number every day.
4. Perform overhand rallies with a partner. Record your highest number every day.

Fitness Activities:

1. Go out for 20 minutes, walking, jogging, in-line skating, or cycling every day. Variety is healthy.
2. Jump rope with a friend and take turns starting with 1-2 minute intervals. Build up to 5-10 minutes of continuous jumping.
3. Mark off the dimensions of a badminton court and move through the four-corner movement pattern. Progress from slow speed to medium speed to fast speed at 1-2 minute intervals. Build up to perform the following workout sequence after a good warm-up and dynamic stretching period:
 - 3-minute slow speed
 - 2-minute medium speed
 - 1-minute fast speed

Build up so you can repeat the above cycle three times for an excellent workout specific to badminton fitness. Athletes should attempt to complete one fitness activity daily when not the same day as a team practice session and record what they did.



***Special
Olympics***

BADMINTON COACHING GUIDE

Badminton Rules, Protocol & Etiquette



Table of Contents

Teaching Badminton Rules..... 71
Official Events..... 72
Athletes as Officials Program..... 73
Rules of Competition 74
Unified Sports® Rules..... 78
Protests..... 79
Badminton Protocol & Etiquette 80
Sportsmanship 81
Badminton Glossary..... 83



Teaching Badminton Rules

The best time to teach the rules of badminton is during training. For example, teaching athletes the rules of scoring during practice sessions allows the rules to become second nature during a game. As a result, athletes will have a more successful experience during competition.

As an international sports program, Special Olympics has both adopted and modified Badminton World Federation (BWF) rules. Please refer to the official Special Olympics Sports Rules, which can be found at www.specialolympics.org/sports.aspx for the complete listing of Badminton rules as modified and approved by Special Olympics Inc.

As a coach, it is your responsibility to know and understand the rules of the game and to teach these rules to your players and other coaches. To assist you with this responsibility, select rules that govern the sport of badminton are listed below.



Official Events

The following is a list of official events available in Special Olympics.

1. Individual Skills Competition
2. Singles
3. Doubles
4. Unified Sports Doubles
5. Mixed Doubles
6. Unified Sports Mixed Doubles

The range of events is intended to offer competition opportunities for athletes of all abilities. Programs may determine the events offered and, if required, guidelines for the management of those events. Coaches are responsible for providing training and event selection appropriate to each athlete's skill and interest.



Athletes as Officials Program

The Athletes as Officials Program is designed to assist with the development of Special Olympics athletes to be trained in skills necessary to officiate at variable levels of responsibility, consistent with the ability of the athlete. Typically, the athlete will have a “mentor” official who teaches the athlete how to officiate. Special Olympics Programs should work with the mentor official, along with a local representative of the national governing body, to guide Special Olympics athletes participating in this program to become certified.



Rules of Competition

Modifications

1. Special Olympics wheelchair athletes will have the option of serving an overhead serve from either the left or right serving area.
2. The serving area is shortened to half the distance for Special Olympics wheelchair athletes.

Unified Sports Doubles

1. Each Unified Sports doubles team shall consist of one athlete and one partner.
2. Each team shall determine its own order of service and selection of courts (advantage [ad] or deuce).

Individual Skills Competition

Hand Feeding

1. The feeder (usually the coach) holds five shuttles at one time in his/her arm and throws the shuttles, one at a time, to the athlete like a dart would be thrown.
2. The athlete tries to hit the shuttles with his/her racket and is awarded one point each time he/she hits the shuttle.

**VIDEO
COMING
SOON**

Racket Feeding (for overhead strokes)

1. The feeder (coach) holds five shuttles and one at a time hits the shuttle high to the athlete using an underhand stroke.
2. The athlete is awarded one point if he/she hits the shuttle.
3. Whether the athlete misses or hits the shuttle, another is immediately hit and the count continues.

The "Ups" Contest

1. The shuttle is repeatedly hit in the air by the athlete.
2. One point is awarded for each hit within a 30-second time frame.
3. If the shuttle hits the floor, another shuttle is given and the count continues.

Forehand Stroke

1. The athlete stands two feet from the net with the feeder (coach) positioned on the opposite side of the net.
2. The feeder, using an underhand serve, hits the shuttle to the forehand side of the athlete.
3. The athlete has five attempts and receives one point for each successful forehand stroke that goes over the net and into the court.

**VIDEO
COMING
SOON**



Backhand Stroke

Served and scored the same as the forehand stroke except that the feeder (coach) hits the shuttle to the backhand side of the athlete.

Serve

1. The athlete has five attempts to serve from either side of the service court.
2. If unable to serve the underhand serve, the overhand serve may be used.
3. 10 points are received for each serve landing in the correct service box.
4. Zero points are given for any serve outside the service box.

Final Score

Final score is determined by adding all the scores together for each of the six Individual Skills Competitions.

Starting the Game

Toss a coin, spin the racket, or toss the shuttle to see toward whom it points. The winner of the toss has one of the following choices and the loser the other.

- Serve First
- Receive First
- Choice of Side

Position on the Court at the Start of the Game

The server stands inside the service court on the right side. The receiver stands inside the service court on the opposite right side. Partners may stand anywhere on either side providing they do not block the view of the receiver.

Position throughout the Game at the Time of the Serve

Singles– If server's score is even, the server is on the right side. If the server's score is odd, the server is on the left side (even score 0, 2, 4, etc., odd, 1, 3, 5, etc.).

Doubles– When a team's score is even, that team is in their starting positions. When the team's score is odd, reverse positions.

To Start the Play

The server on the right side serves to the receiver on the opposite right side. The receiver must not move until the server hits the shuttle.

The Server Must

- Keep some part of his/her feet on the floor (For example, do not walk into serve.)
- Hit the base of the shuttle first
- Hit the base of the shuttle below the server's waist
- Hit the shuttle with the head of the racket below any part of the server's hand, including the fingers.
- Move the racket continuously forward in a follow-through motion when serving the shuttle.

Scoring

You score points only on your side's service.



During Play

Singles– If the server wins the rally he/she scores a point, changes court sides, and continues to serve. If he/she loses, the opponent serves.

Doubles– If the team serving wins the rally, the server switches court position with his partner and continues to serve. If the team loses the rally, the partner serves. After the team loses two rallies, the serve goes to the opponents.

Exception– At the start of every new game in doubles, the side that begins the serve has only one team member who serves during the first inning.

Server or Receiver on Wrong Side

Replay the point if it is discovered before the point is over or if the person who made the mistake wins the rally. The score stands if the person who made the mistake loses the rally in which case the players will remain on the wrong side. If the next serve has been made, the score stands, and the players remain on the wrong side.

Major Faults During Play

- Shuttle lands outside the court boundaries.
- Player, racket, or clothing touches the net while the shuttle is still in play.
- Shuttle is hit with two strokes on one side of the net.
- Receiver's partner hits the serve.
- Server swings and misses.

Shuttle Is in Play from the Time it Hits the Server's Racket Until It:

- Hits the floor
- Hits the ceiling or overhead structures considered out of bounds
- Hits a person or clothing
- Hits the net on the hitter's side and starts to drop on the hitter's side.

Lets (Replays)

- Shuttle goes over the net, catches in the opposite side, and does not fall to the floor.
- Outside interference– for example: shuttle from another court lands on or near playing area.

End of Game

For womens singles, the first to score 11 points wins. At 10 all, the first player to reach 10 has the option to set or not to set. No set means playing to 11. Set means the first to get 3 points (13 points) wins. All other games are 15 points. At 14 all, the first player to reach 14 has the option to set or not to set. No set means playing to 15. Set means the first to get 3 points (17 points) wins.

The winner of the first game serves first from the other side in the new game. The winner of the second game in a three-game match changes sides and serves. In the third game, the players change sides and continue serving at 6 in womens singles and at 8 in all other events.



Some Unwritten Rules

In a match where there is no referee, each player is responsible for calling shuttles on his or her side of the court only. You do not have the right to correct an opponent's call on his side of the court. If a shuttle lands so close to the line that you're not sure whether it was in or out, you should call it in. Do not say, "I don't know," and ask for a reply, or expect your opponent to make the call. However, if you clearly see that one of your shots landed out on your opponent's side of the court, you should say, "My shot was out—it's your point." To accept a point from a bird you know was out is cheating. If it should happen, you're convinced your opponent is calling the lines or the score incorrectly in a tournament match, and there is no umpire, you should ask the referee or tournament manager for an umpire and suspend play until one arrives. Play hard, but play fair.

Disqualification Rules

According to national and international rules, an athlete or team may be disqualified for stalling, persistent offenses, flagrant offenses, or behaving in an offensive manner. These may constitute a warning, point penalties, game penalties, and disqualification.



Unified Sports® Rules

There are few differences between the rules for Unified Sports® competition and the rules outlined in the official Special Olympics Sports Rules and modifications outlined in the rules book. The additions are as follows:

1. A roster consists of a proportionate number of athletes and partners.
2. In team sports, division assignment is based on the best players on the roster, not the average ability of all players.
3. Team sports must have an adult, non-playing coach. Player-coaches are not allowed in team sports.

Unified Sports Badminton is designed to contribute further to the mainstreaming of individuals with intellectual disabilities by bringing together individuals with intellectual disabilities and those without on the same team as equal partners. The equality among all teammates is enhanced when the teammates are roughly the same age and ability. The selection of athletes and partners of similar age and ability is essential for Unified Sports Badminton training and competition.

It is very important that the Unified Sports partners know their role on the team and in Special Olympics in general. Player dominance by Unified Sports partners does not meet the intent and goals of the program and does not allow the athletes to showcase their talents. A good partner is one who competes right alongside the athlete and has a similar ability. In a perfect world, it would be impossible to differentiate between the contributions of an athlete and a Unified Sports partner.



Protests

Protest procedures are governed by the rules of competition. The role of the competition management team is to enforce the rules. As coach, your duty to your athletes is to protest any action or events that occur while your athletes are competing that you think violated the official badminton rules. It is extremely important that you do not make protests because you and your athlete did not get your desired outcome. Protests are serious matters that impact a competition's schedule. Check with the competition manager prior to competition to learn the protest procedures for that competition.

In the event of a protest, the head coach must complete the Protest Form, which should be available at the Sport Information Desk (SID). The protest must be submitted no later than 30 minutes after the conclusion of the game.

Protests and Appeals Procedures

Only the head coach or designated registered coach (in the absence of the head coach) can protest. All forms must be fully completed and should contain the following information:

- Date
- Time submitted
- Sport, Event, Age Group Division
- Athlete's name, Delegation
- Reason for protest (specific rule violation from Official Special Olympics rules)
- Coach's signature

Once the protest is submitted, a ruling will be made by the Sports Specific Jury, which consists of the Technical Delegate, Sport Manager, and Chief Official. Once the Jury makes a decision, the coach can either accept the ruling or appeal the ruling to the World Games Jury Appeal. Jury Appeals will consist of a representative of the Game's Organizing Committee (GOC), a representative of Special Olympics, and a Technical Official. All decisions made by the Jury of Appeal are final. Any protest involving the judgment of the Chair Umpire will not be given consideration.



Badminton Protocol & Etiquette

During Practice

Good Badminton etiquette and protocol start at practice. Teaching your athletes good sportsmanship and respect for officials, teammates, opponents, and volunteers will carry over to when an actual competition takes place. Your role as coach sets the standard that your team will follow. Always strive to set a good example.

When practicing, make sure your athletes follow the rules they will expect to have enforced in competition. The better your athletes understand the rules, the better equipped they will be to understand why a given call was made. Being consistent in applying calls in practice will reduce confusion and frustration in competitions. Teaching respect for both officials and other competitors begins in practice. The coach needs to set high standards of sportsmanship.

During Competition

Badminton is a highly competitive sport that is best performed with a lot of positive emotions. Keeping emotions under control and channeled into good sportsmanship can be a challenge to the coach. Below are some important tips to share with athletes:

1. Remember and respect the Rules of the Games
2. Respect opponents, Team-Mates, Referees, spectators, officials, coaches, Unified Partners
3. Try to drink water, or sports drinks frequently during the game



Sportsmanship

“Let me win. But if I cannot win, let me be brave in the attempt.”

Good sportsmanship is both the coach and athletes' commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Below we highlight a few focus points and ideas on how to teach and coach sportsmanship to your athletes.

Competitive Effort

- Put forth maximum effort during each event.
- Practice the skills with the same intensity as you would perform them in competition.
- Always finish the competition – never quit.

Fair Play at All Times

- Always comply with the rules
- Demonstrate sportsmanship and fair play at all times
- Respect the decision of the officials at all times

Expectations of Coaches

- Always set a good example for participants and fans to follow.
- Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship and ethics their top priority.
- Give positive reinforcement of athlete performance.
- Respect the judgment of officials, abide by rules of the event and display no behavior that could incite fans.
- Treat opposing coaches, directors, athletes and fans with respect.
- Shake hands with officials and opposing coaches in public.
- Develop and enforce penalties for participants who do not abide by sportsmanship standards.

Expectations of Athletes & Partners in Unified Sports®

- Treat teammates with respect.
- Encourage teammates when they make a mistake.
- Treat opponents with respect: shake hands prior to and after contests.
- Respect judgment of contest officials, abide by rules of the contest and display no behavior that could incite fans.
- Cooperate with officials, coaches or directors and fellow participants to conduct a fair contest.
- Do not retaliate (verbally or physically) if the other team demonstrates poor behavior.
- Accept seriously the responsibility and privilege of representing Special Olympics.
- Define winning as doing your personal best.
- Live up to the high standard of sportsmanship established by your coach.



Coaching Tips


- Teach your athletes to respect the officials and their decisions.
- Teach your athletes to play hard within the rules.
- Teach the general rules of badminton to the athletes.
- Give sportsmanship awards or recognition after each match or practice.
- Always commend the athletes when they demonstrate sportsmanship.

Remember


- Sportsmanship is an attitude that is shown by how you and your athletes act before, during and after competition.
- Be positive about competing.
- Respect your opponents and yourself.
- Always stay under control even if you are feeling mad or angry.



Badminton Glossary

Term	Definition
Alley	Playing area between the singles and doubles sidelines.
Backhand	A stroke hit on the non-dominant side of a player's body
Backswing	The segment of the swing that takes the racket back into the early hitting position prior to swinging the racket forward into the hit.
Baseline	The back boundary line of the court.
Bird	The object used to strike during play. Also called a shuttle or shuttlecock.
Clear	A high, deep shot that would land near the opponent's baseline.
Crosscourt	Refers to the direction of a shot that is in a diagonal position from the point of contact with the shuttle.
Double Hit	When the shuttle is struck twice during the same stroke. This is classified as a fault.
Doubles Service Court	The space that a legal serve must fall into during doubles play. It is the space inclusive of and between the short service line, the long service line for doubles, the centerline, and the doubles sideline.
Drive	A hard hit shuttle that usually takes a flat trajectory across the net.
Drop Shot	An overhead or an underhand stroke that is hit in such a way that it lands close to the net on the opponent's side of the court. 
Fault	A violation of the rules of play.
Follow-through	That portion of any stroke after the shuttle is struck.
Forehand	A stroke that is executed from the dominant or racket hand side of the body.
Forehand Grip	Also called the handshake grip, which is used for all forehand strokes.
Game	A contest that ends with a specific number of points for one player. Usually 11 points for women's singles and 15 points for all other events.
Hairpin Drop Shot	A soft underhand net drop executed from very close to the net.
Hands Down	Refers to the first or second server on the same team during doubles play. One hand down indicates that one partner has lost his or her serve. Two hands down means that the second partner has lost his or her serve. While serving, these are referred to as first hand or second hand. Two hands down means that the opponents serve the next bird.
International Badminton Federation (I.B.F.)	The world governing body for the sport of badminton.
Let	To replay the point.



Term	Definition
Match	Usually consists of two out of three games.
Match Point	The point where a match could be won.
Overhead	Any shot executed above the head level
Rally	An exchange of consecutive hits between two players (singles) or four players (doubles) until the bird lands out of bounds or is not returned back over the net.
Ready Position	The body position of readiness to begin a game or practice rally. This is usually a position where the knees are bent and the racket is up and ready for play. 
Receiver	The player who must return the serve.
Server	The player who hits the serve.
Service Over	The server has lost his serve to the opponent.
Setting	An option that players have at a given point in any game. Setting options occur at 10-10 in women's singles and at 14-14 for all other events. Two options are available to the receiver if a game is tied at 10 all or 14 all. Option 1 (no set) means whoever gets the next point wins the game. Option 2 (set to 3) means that the first person or team who gets the next 3 points wins the game.
Short Service Line	The boundary line that the bird must land on or beyond during the execution of the serve.
Side out	A loss of serve. Same as service over or two hands down in doubles.
Singles Service Court	The space including and between the baseline, short service line, centerline, and singles sideline.
Smash	A hard hit, downward angled, overhead shot intended to end the rally. This is also called a kill shot.
U.S.A. Badminton	The national governing body for badminton in the United States.