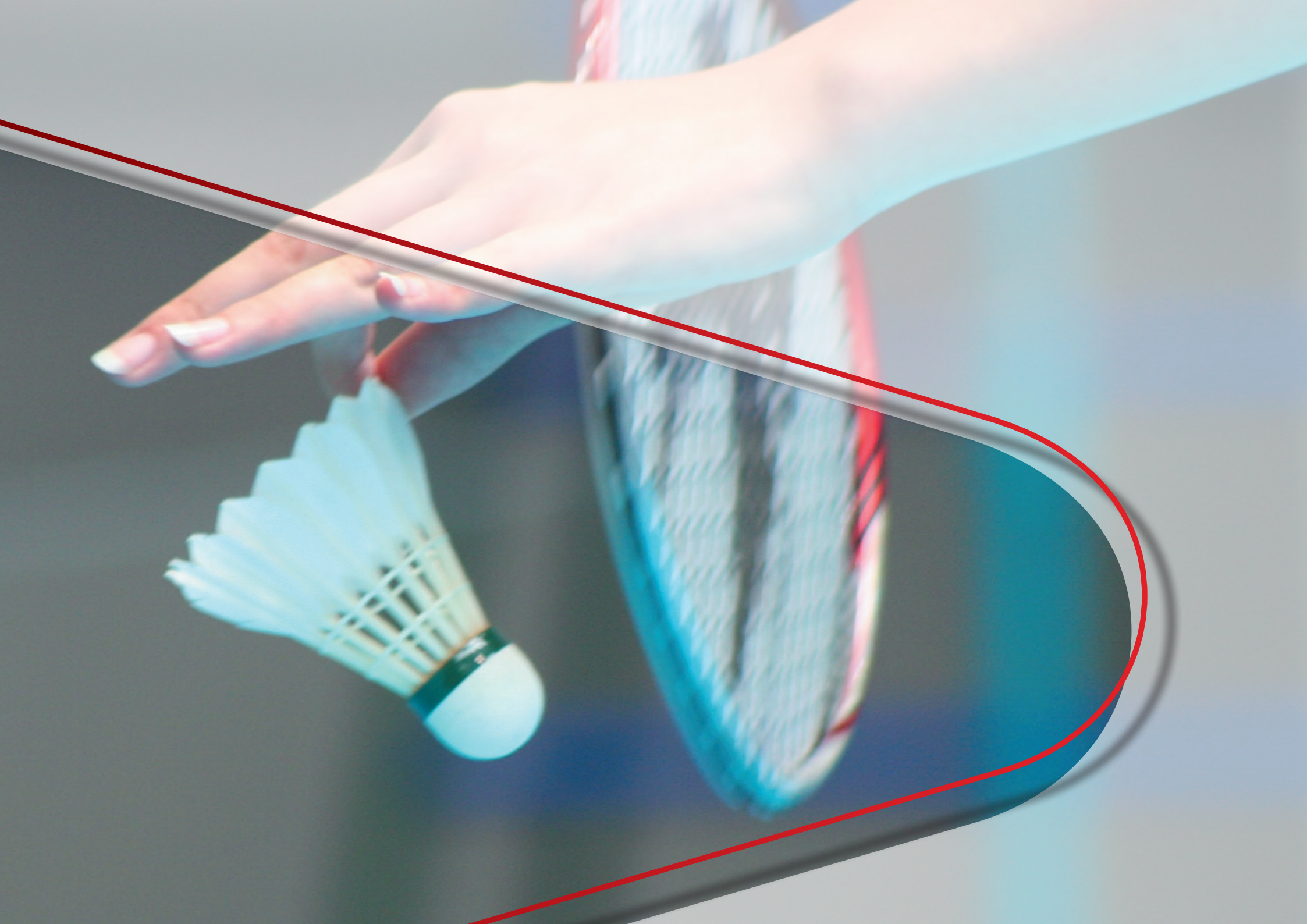




SHUTTLE TIME

BWF SCHOOLS BADMINTON
LESSON PLANS – LEARN TO WIN





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Overview

1. Introduction – Learn to Win

Before starting to read through the lesson plans and to plan lessons, please read the below information:

- Refer to Module 8 before planning these lessons.
- Each activity included in these plans has a video clip to show the activities and to assist the teachers with their preparation.
- These lessons are designed to introduce:
 - game / tactical awareness.
 - decision making skills.
 - badminton specific tactics and strategy.

Lesson Plans

2. Titles – Learn to Win

There are four lesson plans in this section. These are:

- Lesson 19 – Singles Tactics
- Lesson 20 – Tactical Games
- Lesson 21 – Doubles Tactics
- Lesson 22 – Tactical Games



Lesson 19

Singles Tactics

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none">• introduce basic tactics for playing singles.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• explain the basic tactics for singles.
<p>Equipment</p> <ul style="list-style-type: none">• Agility ladder (if not available, you can draw the ladder on the floor / ground or use tape to stick the lines on the floor)• Shuttles• Rackets	<p>Teaching Situation / Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor / ground.

Lesson 19: Singles Tactics

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<p>Teacher explains basic tactical approaches to playing singles:</p> <ol style="list-style-type: none"> Use of space and change of direction to: <ul style="list-style-type: none"> Make opponent late in the rear court to create space for winning shot to front court. Make opponent late in the front court to create space in the rear court. Change of speed – use of faster shots e.g. smash and fast clear to win points or create opportunities. 	<ul style="list-style-type: none"> Singles tactics is about making good decisions based on awareness of: <ul style="list-style-type: none"> Space (height, width and depth) Self (position; where you are; fitness / power). Opponent. 	↑	<ul style="list-style-type: none"> At this stage pupils can be questioned about what shots we can use to achieve the tactical approaches chosen to win the rally (e.g. how we can force our opponent to the back of the court?) 	
			↓	<ul style="list-style-type: none"> Teacher explains tactical approaches to the game of singles. 	

Lesson 19: Singles Tactics

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Agility ladder 1 (10 min) ▶ L19 – V1	<ul style="list-style-type: none"> Use one ladder for approximately 10 pupils. Place the ladder on the floor and ensure there is enough space for pupils to return back along the side of the ladder to the starting position. Possible drills are: <ul style="list-style-type: none"> Normal running One-two in, one-two in. One-two in, one-two out, one-two in, one- two out. Note: Give the pupils an opportunity to try every exercise slowly before performing quickly. 	<ul style="list-style-type: none"> Control speed to ensure correct execution of drills. Relaxed arms, shoulders and hands. Head must be kept still as much as possible. Ensure the drills are executed with weight on the front of the feet. If no ladder is available use tramlines or draw / chalk lines on floor. 	↑	<ul style="list-style-type: none"> Increase pace if drills are executed correctly. 	<ul style="list-style-type: none"> Ensure pupils wait their turn and do not start drill before the previous pupil has finished.
			↓	<ul style="list-style-type: none"> Keep drills simple and increase pace gradually. 	

Lesson 19: Singles Tactics

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Half court singles with tactics 1 (10 min) ▶ L19 – V2	<ul style="list-style-type: none"> Play half court singles where pupils are trying to incorporate singles tactic 1 (see introduction). Play with no smash to encourage pupils to use or create space. 	<ul style="list-style-type: none"> Play for a fixed period of time “Up and down the river” (winner moves up – loser moves down). If the group is too big, keep the time down to avoid waiting long. Give alternative roles to the pupils waiting to include them in the game. 	↑	<ul style="list-style-type: none"> Start the better players towards the end of the hall so they can try to progress “up the river” 	<ul style="list-style-type: none"> Make sure pupils are aware of safety around the badminton court (ex. do not cross the court when match is being played etc.)
			↓	<ul style="list-style-type: none"> Divide the group into different games to ensure that players meet opponents of their own level to avoid discouragement if opponents are too strong. 	
Half court singles with tactics 2 (10 min) ▶ L19 – V3	<ul style="list-style-type: none"> Play half court game where pupils are trying to incorporate singles tactics 2 (see introduction). Pupils score 2 points each time they play a winning shot which touches the floor either before the short service line or in the rear tramlines. 	<ul style="list-style-type: none"> As above 	↑	<ul style="list-style-type: none"> If the pupils level is too different, divide the class into groups of level. 	<ul style="list-style-type: none"> See above
			↓	<ul style="list-style-type: none"> It is important not to discourage pupils. Ensure everyone has a positive experience by reducing the court size or by lowering the net. 	

Lesson 19: Singles Tactics


Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Half or full court singles with tactics 1 and 2 (10 min) ▶ L19 – V4	<ul style="list-style-type: none"> Pupils are trying to incorporate singles tactics 1 and 2. Depending on available space and level play on half or full court (note: if full court pupils can also create space to the sides). If pupils are doing well, use a variety where the forecourt and rear third of the court are 'in' (counted), but the midcourt is 'out' (use markers to define court). Players rally as usual, but if the shuttle lands in the midcourt area is called out and the opponent wins the rally. 	<ul style="list-style-type: none"> Timing as above. Question the pupils briefly after their match which tactics they were trying to use and why. The second activity is used to improve the use of depth and height. 	↑	<ul style="list-style-type: none"> Progressively reduce the target areas / size to challenge accuracy. 	<ul style="list-style-type: none"> As above
			↓	<ul style="list-style-type: none"> Simplify games and adapt court where necessary. 	
Summary / cool down (5 min)	<ul style="list-style-type: none"> Teacher repeats the key principles of lesson 19. Group is stretching on the floor. 	<ul style="list-style-type: none"> Ask pupils to demonstrate exercises for stretching and cool down. 	↑	<ul style="list-style-type: none"> Use questioning to encourage pupils to think tactically. 	
			↓	<ul style="list-style-type: none"> Review once again general tactical approaches in singles. 	

Lesson 20

Tactical Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to:</p> <ul style="list-style-type: none">• develop basic tactics for playing singles.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• describe different ways to win points in singles.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton net (or substitute)• Agility ladder	<p>Teaching Situation / Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor / ground.• The agility ladder may be marked on the floor / ground.

Lesson 20: Tactical Games

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	<ul style="list-style-type: none"> Teacher reinforces basic tactical approaches to playing singles (see intro lesson 19). 	<ul style="list-style-type: none"> See main teaching points in lesson 19. 	↑	<ul style="list-style-type: none"> Use questioning to ask pupils to explain main tactical approaches. 	
			↓	<ul style="list-style-type: none"> Teacher reinforces tactical approaches to the game of singles. 	
Agility ladder 2 (15 min)  L20 – V1	<ul style="list-style-type: none"> Place the ladder on the floor and ensure enough space for pupils to return on the side of the ladder to starting position. Ideas for drills are: <ul style="list-style-type: none"> Two in, two in Two in, two out, two in, two out Two in, two in, right one out and balance, two in, two in, left one out and balance Give the pupils an opportunity to try each exercise at a slow pace before performing at pace. 	<ul style="list-style-type: none"> Control speed to ensure correct execution of drills. Relaxed arms, shoulders and hands. Head must be kept still as much as possible. Ensure the drills are executed with weight on the front of the feet. If no ladder is available use tramlines or draw / chalk lines on floor. 	↑	<ul style="list-style-type: none"> Increase pace if drills are executed correctly. 	<ul style="list-style-type: none"> Ensure pupils wait their turn and do not start drill before the previous pupil has finished.
			↓	<ul style="list-style-type: none"> Keep drills simple and increase pace gradually. 	

Lesson 20: Tactical Games

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Half court team game (20 min) ▶ L20 – V2	<ul style="list-style-type: none"> Pupils are divided into mixed ability teams. Pupils then compete against similar ability opponents scoring points for their team. Half-court game. Pupils score 2 points each time they play a winning shot which touches the floor without their opponent touching it. 	<ul style="list-style-type: none"> Short games to allow matches against maximum number of opponents. All players points to count towards their score. 	↑	<ul style="list-style-type: none"> Challenge better players, for example giving opponents a few points to start; increase/decrease court size; reduce points scoring areas. 	<ul style="list-style-type: none"> Make sure pupils are aware of safety around the badminton court - for example, do not cross the court when match is being played.
			↓	<ul style="list-style-type: none"> Modify court for lower ability pupils. 	
Team half court singles team game (15 min) ▶ L20 – V3	<ul style="list-style-type: none"> Half court singles – 3 pupils against 3 pupils. Player 1 starts the rally and leaves the court to the side, player 2 takes the next shot and leaves to the side, player 3 comes on court for the third shot and sequence is repeated. Players can only enter the court from base line and leave court from side. Opposing team follows the same system. 	<ul style="list-style-type: none"> Teams challenged to think tactically. Encourage team work and communication. Select teams on ability. 	↑	<ul style="list-style-type: none"> Play the same game on full court. 	<ul style="list-style-type: none"> See above.
			↓	<ul style="list-style-type: none"> Increase number of players in teams. 	

Lesson 20: Tactical Games

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Summary / cool down (5 min)	<ul style="list-style-type: none"> Teacher repeats the main teaching points of singles play. Group is stretching on the floor. 	<ul style="list-style-type: none"> Ask pupils to demonstrate exercises for stretching and cool down. 	↑	<ul style="list-style-type: none"> Use questioning. 	
			↓	<ul style="list-style-type: none"> Review once again general tactical approaches in singles. 	

Lesson 21

Doubles Tactics

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce the:</p> <ul style="list-style-type: none">• basic tactics for playing doubles;• serve and return positions.	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none">• demonstrate and explain basic attacking and defensive formations in doubles.
<p>Equipment</p> <ul style="list-style-type: none">• Rackets• Shuttles• Badminton net (or substitute)• Hoops (or other targets)	<p>Teaching Situation / Context</p> <ul style="list-style-type: none">• Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor / ground.• If hoops or other targets are not available, you can draw targets directly on the floor / ground or use tape to stick them on the courts.

Lesson 21: Doubles Tactics

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (10 min)	Teacher explains the main teaching points of lesson 21: <ul style="list-style-type: none"> • Importance of serve and return. • Basic attacking and defensive formations. • Importance of team work in doubles. • Reviews the basic shots used in the game of doubles. 	<ul style="list-style-type: none"> • Doubles tactics depends on quick decision making based on awareness of: <ul style="list-style-type: none"> – Space. – Self. – Opponent. – Partner Use players to demonstrate positions.	↑	<ul style="list-style-type: none"> • As most shots have already been reviewed in previous lessons, ask pupils to explain / demonstrate the technique of backhand serve and key shots for doubles. 	<ul style="list-style-type: none"> • Keep group a safe distance when demonstrating.
			↓	<ul style="list-style-type: none"> • Teacher reviews key doubles shots including service. 	
Revision of backhand serve (10 min) ▶ L21 – V1	<ul style="list-style-type: none"> • Pupils work in pairs practicing the backhand short serve trying to place it in a hoop (or other target on the floor). 	<ul style="list-style-type: none"> • Pupils practice in pairs. • Relaxed grip. • Hit shuttle from hand. • If pupils complete the shots correctly, return of serve can be introduced – one player serving and the other one returning. Change roles on teacher's signal. 	↑	<ul style="list-style-type: none"> • If executed correctly make targets smaller or / and place a rope or string a few centimetres on top of the net to practice service trajectory (or use partners arm). 	<ul style="list-style-type: none"> • If practicing returns, make sure the court is clear of shuttles before serving again.
			↓	<ul style="list-style-type: none"> • Focus on correct serving technique. 	

Lesson 21: Doubles Tactics

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Midcourt and front court play (20 min) ▶ L21 – V2	<ul style="list-style-type: none"> Work in pairs on half court, both players start from midcourt. They play flat midcourt to midcourt and if there is an opportunity, one of them tries to move forward towards the net and takes the attack. The other player then retreats into a defensive position. 	<ul style="list-style-type: none"> Start slowly and increase pace gradually. When moving towards the net the attacking player keeps the racket up – short racket movements. In defence – bend knees and lower centre of gravity, and ensure elbow in front of body. Try to encourage mainly backhand defence. If the group is large, the pupils who are waiting their turn can practice defence against the wall (good practice for doubles defence). 	↑	<ul style="list-style-type: none"> If executed correctly, increase pace. Could also introduce lift and smash to increase difficulty and add a competitive element such as scoring points with smash winner. (use discretion). 	<ul style="list-style-type: none"> Use one shuttle only.
			↓	<ul style="list-style-type: none"> If too difficult, keep midcourt play only, then move to front court / defence and change roles in signal from teacher. 	
Positional play in doubles (15 min) ▶ L21 – V3	<ul style="list-style-type: none"> Shadow work – 4 pupils per court numbered 1 to 4. Teacher calls a number, the pupils with this number moves to rear court to a smash position in the rear court. Partner takes net position to complete attacking formation and opponents move to “sides” defensive position. Teacher then calls another number and players respond by adopting appropriate formations. 	<ul style="list-style-type: none"> For big groups players / pairs are rotated on / off court on regular intervals. 	↑	<ul style="list-style-type: none"> Progress quicker to rally situation. 	<ul style="list-style-type: none"> Court safety.
			↓	<ul style="list-style-type: none"> Lower net. Concentrate on basic formations. 	

Lesson 21: Doubles Tactics

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Summary / cool down (5 min)	<ul style="list-style-type: none"> Teacher reviews main teaching points of lesson 21 – see key teaching points. Group stretching on the floor. 	<ul style="list-style-type: none"> See teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to encourage pupils to participate and check achievement of objectives. 	
			↓	<ul style="list-style-type: none"> Teacher reviews main teaching points. 	

Lesson 22

Tactical Games

Teacher's Goals	Pupil's Goals
<p>The purpose of this lesson is to introduce:</p> <ul style="list-style-type: none"> • doubles play. 	<p>By the end of the lesson the pupils will be able to:</p> <ul style="list-style-type: none"> • demonstrate the use of attacking and defensive formations in a game situation.
<p>Equipment</p> <ul style="list-style-type: none"> • Rackets • Shuttles • Badminton net (or substitute) 	<p>Teaching Situation / Context</p> <ul style="list-style-type: none"> • Preferably the lesson should be taken inside – but it is possible to take this outside. You will need a net and a badminton court for this lesson. You may draw the court lines on the floor / ground.

Lesson 22: Tactical Games

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Introduction (5 min)	Teacher reinforces / reviews main teaching points of lesson 21: <ul style="list-style-type: none"> • Basic attacking and defensive formations. • Importance of team work in doubles. • The basic shots used in the game of doubles. 	<ul style="list-style-type: none"> • See key teaching points in lesson 21. 	↑	<ul style="list-style-type: none"> • Pupils demonstrate basic positions for doubles and identify key shots. 	<ul style="list-style-type: none"> • Keep group a safe distance when demonstrating.
			↓	<ul style="list-style-type: none"> • Teach reviews doubles positional play and key shots including service. 	
The “Stone Game” (10 min) ▶ L22 – V1	<ul style="list-style-type: none"> • This running game is good for increasing speed and reaction. • Pupils line up holding their hands behind their backs; one is given a small stone by the teacher (unseen by the others). This pupil decides when to start, but must reach the other side (distance determined by teacher) without being caught by the others. • Loser which means the one with the stone or the rest of the group must make easy exercise at the end of court. • Go on with next team after first team has finished the run. 	<ul style="list-style-type: none"> • Divide groups by physical ability. • Use helpers / pupils to distribute stones to enable more than one group to work at a time. • Keep running distance short. 	↑	<ul style="list-style-type: none"> • Increase / decrease distance. 	<ul style="list-style-type: none"> • Keep groups well spaced apart.
			↓		

Lesson 22: Tactical Games

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Mid-court game 1 (10 min) ▶ L22 – V2	Play a game on half-court 1 against 1. <ul style="list-style-type: none"> The front and the rear court (in front of service line and behind the rear tramlines) are 'out'. The rallies are played in the mid-court area only. Start with low or flick backhand serve and encourage flat play. 	<ul style="list-style-type: none"> Play on time or points. Play "up and down the river". 	↑	<ul style="list-style-type: none"> Double points for direct winner (touching the floor without the opponents touching it). 	<ul style="list-style-type: none"> Court safety.
			↓	<ul style="list-style-type: none"> Use only short or flick serves to reduce uncertainty. 	
Mid-court game 2 (15 min) ▶ L22 – V3	<ul style="list-style-type: none"> As above, but playing on full court with partner. 	<ul style="list-style-type: none"> Players stay in their own quarter of the court. Encourage fast flat play. Short games to rotate and reduce waiting time. 	↑	<ul style="list-style-type: none"> Double points for direct winner (touching the floor without the opponents touching it). 	<ul style="list-style-type: none"> Court safety.
			↓	<ul style="list-style-type: none"> Use only short or flick serves to reduce uncertainty. 	
Doubles exercise and game (15 min) ▶ L22 – V4	<ul style="list-style-type: none"> Rally starts with backhand low service. The return is a lift, server takes net position, partner smashes, opponents adopt defensive position and use block defence. Net player lifts and formations change (lift-smash-block). Progression – play a normal set of doubles. 	<ul style="list-style-type: none"> Remind pupils of rules of play. Reinforce positional play. Encourage attacking play. Rotate pairs regularly. Exercise should be cooperative to encourage rallies and practice doubles positional play. 			<ul style="list-style-type: none"> Court safety.

Lesson 22: Tactical Games

Phase / Time	Activity	Main Teaching Points	Variations (↑ Harder, ↓ Easier)		Safety
Summary / cool down (5 min)	<ul style="list-style-type: none"> Teacher reviews key principles of lessons 21 and 22 – see key teaching points. Group stretching on the floor. 	<ul style="list-style-type: none"> See teaching points above. 	↑	<ul style="list-style-type: none"> Use questioning to encourage pupils to participate and check achievement of objectives. 	
			↓	<ul style="list-style-type: none"> Teacher reviews key points. 	



