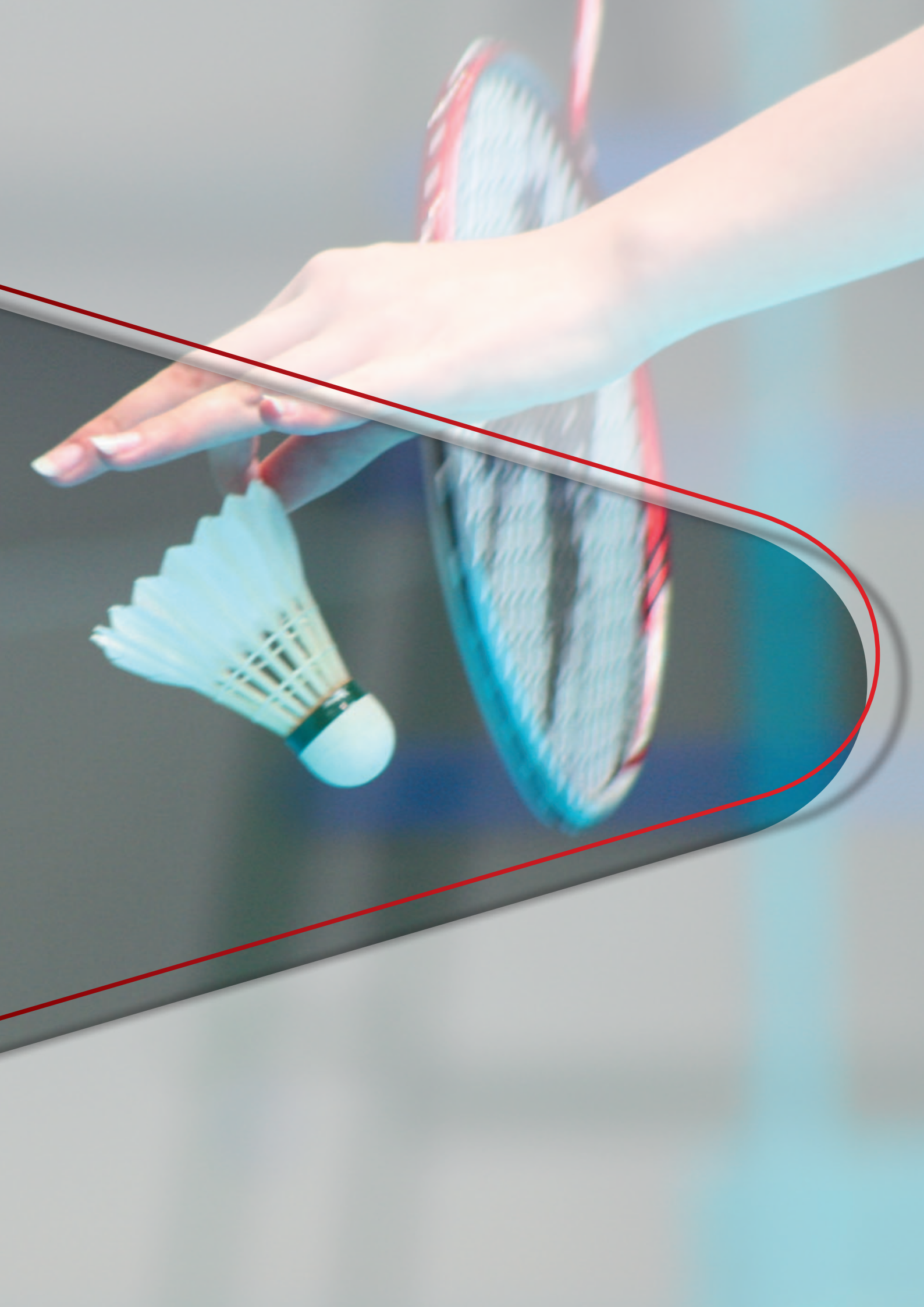




# SHUTTLE TIME

**BWF SCHOOLS BADMINTON**  
TEACHERS' MANUAL

**MODULE 3: MANAGING GROUPS WHEN TEACHING BADMINTON**



# SHUTTLE TIME

**BWF SCHOOLS BADMINTON**

TEACHERS' MANUAL

**MODULE 3: MANAGING GROUPS WHEN TEACHING BADMINTON**

© Badminton World Federation 2011.  
First published November 2011.

# Acknowledgements

The BWF would like to acknowledge and thank the following individuals and organisations who have made a significant contribution to the development of *Shuttle Time*.

## Materials Developers

---

Heinz Kelzenberg

Mike Woodward

Ian Wright

Stuart Borrie

## Continental Confederations

---

Badminton Africa	<a href="http://www.badmintonafrika.org">www.badmintonafrika.org</a>
Badminton Asia	<a href="http://www.badmintonasia.org">www.badmintonasia.org</a>
Badminton Europe	<a href="http://www.badmintoneurope.com">www.badmintoneurope.com</a>
Badminton Pan Am	<a href="http://www.badmintonpanam.org">www.badmintonpanam.org</a>
Badminton Oceania	<a href="http://www.oceaniabadminton.org">www.oceaniabadminton.org</a>



## More Information

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

## Badminton World Federation

---

Unit 17.05. Level 17

Amoda building

Jalan Imbi

55100 Kuala Lumpur, Malaysia

[www.bwfbadminton.org](http://www.bwfbadminton.org)

[shuttletime@bwfbadminton.org](mailto:shuttletime@bwfbadminton.org)



# Contents

## Module 3 – Managing Groups when Teaching Badminton

---

1. Motivating pupils . . . . .	3
2. Teaching badminton with large groups . . . . .	4
3. Feeding skills . . . . .	6
4. Safety . . . . .	6
5. Playing games – managing groups . . . . .	7

# Module 3

## Managing Groups

## When Teaching Badminton

### CONTENTS

---

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

### Module 3 Focus

---

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

### Learning Outcomes for Module 3

---

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

- some of the factors that affect motivation of children;
- how to organize groups of children when teaching badminton;
- the importance of group practice;
- safety in teaching badminton;
- how to organize games with larger groups of children.



## 1. Motivating Pupils

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

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

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



## **2. Teaching Badminton with Large Groups**

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

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

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

### **a. NO net and NO Courts**

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

#### **Example – Backhand serve practice**

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

### **b. Changing Court Size**

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

#### **Example – Flat drive practice**

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

### **c. Using Space Between / Behind the Courts**

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

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

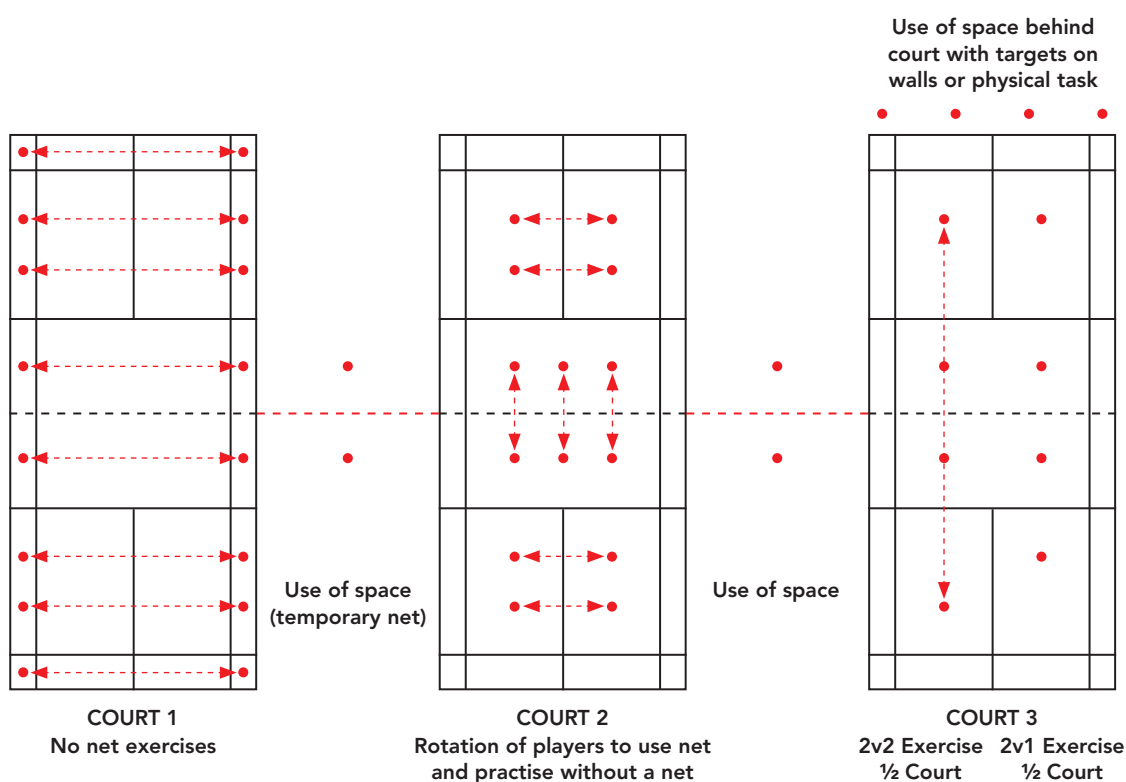


## d. Exercises – Four or More Players on a Court

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

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

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



## e. Practising in Pairs or Groups of Three

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

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

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

## f. Organise with Intervals

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

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

### **g. Teacher (or pupil) Feed Shuttles**

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

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

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

Feed the group by hitting or throwing shuttles, pupils hit back, moving around in a circle so that each person gets a chance to hit a shuttle that is fed by the teacher.

## **3. Feeding skills**

---

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

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

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

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

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

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

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

## **4. Safety**

---

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

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

## 5. Playing Games – Managing Groups

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

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







