



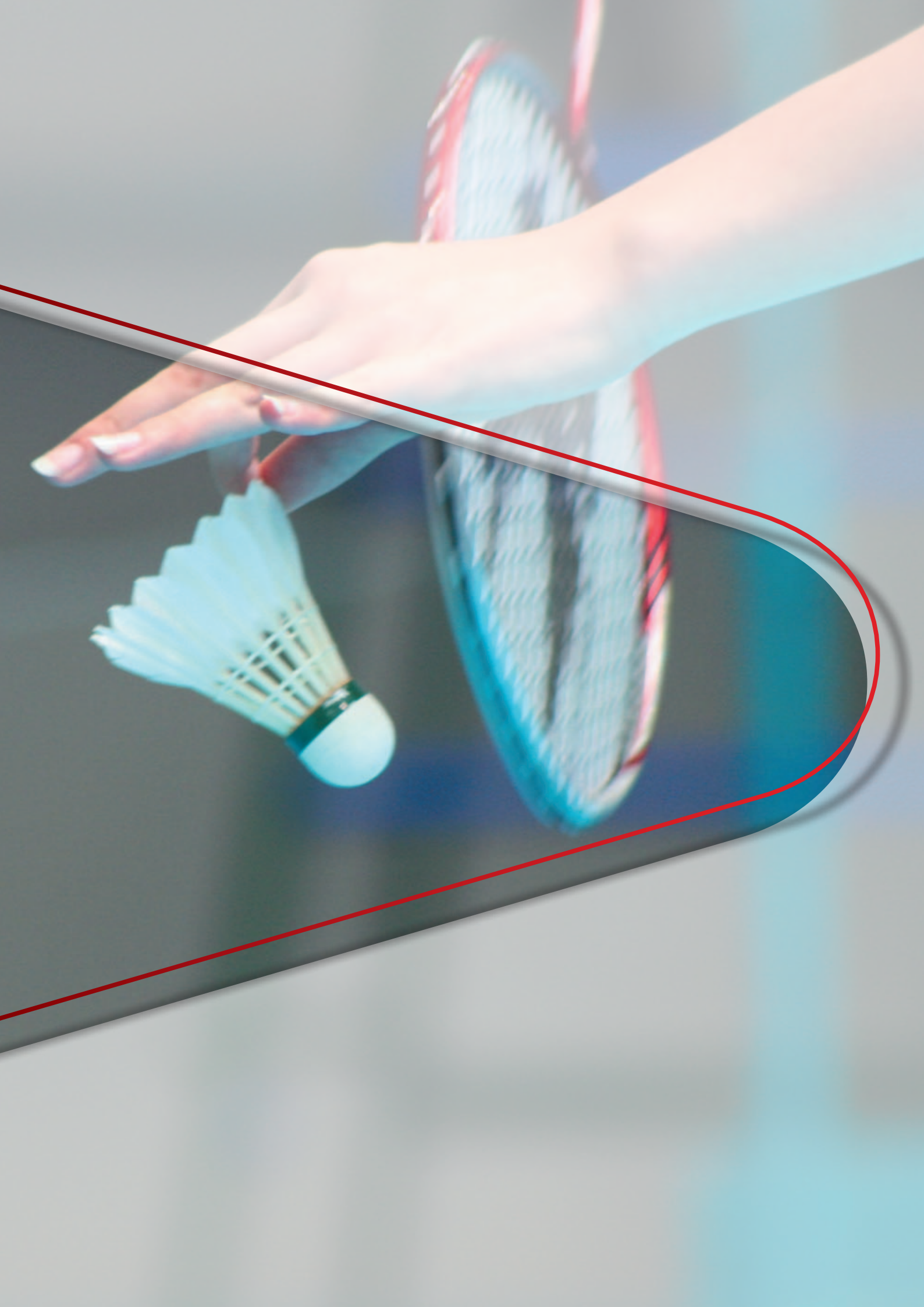
SHUTTLE TIME

BWF SCHOOLS BADMINTON

TEACHERS' MANUAL

MODULE 8: LEARN TO WIN





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Badminton Pan Am	www.badmintonpanam.org
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More Information

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

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Module 8

Learn to Win - Tactics and Competition

CONTENTS

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2. Aims and objectives
3. Tactical Awareness
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Module 8 Focus

Modules 5, 6, 7 and 8 provide the background and information for you for teaching the main badminton content of *Shuttle Time*.

The 22 Lesson Plans are in four separate downloads which correspond to Modules 5, 6, 7 and 8. You should refer to the lesson plans when reading these modules in the Teachers' Manual.

- Module 5 – **10 Starter Lessons** (lesson plans – numbers 1 to 10)
- Module 6 – **Swing and Throw** (2 lesson plans – numbers 11 and 12)
- Module 7 – **Throw and Hit** (6 lesson plans – numbers 13 to 18)
- Module 8 – **Learn to Win** (4 Lesson plans – numbers 19 to 22)

Module 8 introduces and develops basic tactical skills – learning strategies to win the game. The focus is on the basic tactical skills for singles and doubles.

Learning Outcomes for Module 8

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

- Tactical awareness.
- Basic tactical skills in badminton.

1. Introduction

Section 4 **“Learn to Win”** introduces and develops basic tactical principles for singles and doubles.

The aim is for the pupils to experience the nature of playing singles and doubles. Therefore the section is very practically orientated.

To perform well at badminton, players have to cope with three broad types of situation, which we call: attacking, neutral and defensive.

2. Aims

To be successful at badminton players will have to make decisions about the type of stroke to play. This will largely be decided by the situation they are in: **defensive, neutral or attacking**.

The first aspect in our programme is to **identify these three situations** and what they mean for the player.

Next step then must be to develop **good decision making** based on the awareness of the main factors: space (height, width and depth), time (own pressure), the player themselves, the player’s opponent.

We teach badminton players:

- The importance of **“winning space”**, i.e. forcing the opponent to move as much as possible while limiting their own movement and maintaining a good position. For this, it is important to be aware of the best position and the best state of balance on court.
- The importance of **“winning time”**, i.e. striking the shuttle as early as possible, in terms of both height and closeness to the net, and giving the opponent less time to react. The main question here is: “When should I hit the shuttle with more pace or less pace”?
- The importance of understanding **personal strengths and weaknesses** to assist in constructing rallies and situations to exploit own strengths.
- The importance of reading the **opponent’s strength and weaknesses**, what they are good at and what they are not good at.
- The importance of reading what the opponent is trying to do against me.

3. Tactical Awareness

Tactical awareness is mainly about being able to read each situation on the court, whereas decision making is reacting to the information that you have read. The two components that make up tactics are further expanded in the table overleaf.

Space	Self	Opponent	Pace	Partner
<ul style="list-style-type: none"> Using width effectively Using depth effectively Using height effectively 	<ul style="list-style-type: none"> My personal strengths My personal weaknesses Awareness of position on court Awareness of state of balance 	<ul style="list-style-type: none"> What they are good at What they are not good at What they are trying to do against me 	<ul style="list-style-type: none"> Is the pace I am hitting at helping me to win? 	<ul style="list-style-type: none"> What are their strengths? What are their weaknesses? Where are they on the court?

4. Content Explanation

In the programme the basic tactical aspects are trained by creating game type situations, mostly on half court.

With large groups it is necessary to:

- organize the lesson by using multiple courts with different activity types;
- vary the number of pupils on each court.

Here are some examples to consider of how to implement exercises that practice tactical elements with large groups:

a. Ten players on one court

Two teams of five players play a "merry-go-round" (one on each side of court) while playing rallies against each other. There are various types of rally situations which can be developed with this organization: e.g., net rallies, half court rallies, rear-court rallies, space and time rallies etc.

b. Alternation or rotation

Pupils play short matches – winner stays on court OR groups of players alternating in a fixed order.

c. Use special organisation forms

Tournament "up and down the river", i.e. winner moves up, loser moves down one court.

d. Competition between pupils of different level

Minimise the court for the weaker players (without front court or rear court area)

e. Playing team competitions

Build teams of similar size with mixed levels of ability. Every player scores for his team so that every point counts towards the team total.

All games and exercises in these lessons develop tactical awareness by giving experience in competitive badminton situations.

The lessons covering doubles tactics introduce the fundamental elements of doubles positional play, again by using developmental exercises and games.

References to Lessons – Tactics – Learn to Win

Element	Exercise	Lesson (L) Video (V)	Comment
Base position.	Half court singles 1.	L19 ▶ V2 ▶ V3	<ul style="list-style-type: none"> The base position can be defined as the court position from which you are best able to deal with your opponent's probable replies. It is a fluid position, not a set point on the court.
Singles Tactics 1.	Half court singles 1.	L19 ▶ V2 ▶ V4	<p>Use of space and change of direction:</p> <ul style="list-style-type: none"> "How can we force our opponent to the back of the court to create space for winning shot in the front court?" "How can we force our opponent to be late in the front court to create space for winning shot in the rear court?"
Singles Tactics 2.	Half court singles 2.	L19 ▶ V3 ▶ V4	<p>Use of time by changing speed:</p> <ul style="list-style-type: none"> "How can we use fast shots like smash and fast clear to create opportunities to win points?"
Basic Singles Tactics.	Half court singles situations.	L19 ▶ V4 L20 ▶ V2 ▶ V3	<ul style="list-style-type: none"> "How can we mix tactics to win points in singles?" All these games will develop tactical play.

Element	Exercise	Lesson (L) Video (V)	Comment
Opening the game in doubles.	Revision of backhand serve.	L21 ▶ V1	<ul style="list-style-type: none"> • Emphasize the importance of serving in doubles. • Give pupils time to practice the serve with challenging targets.
Winning the midcourt in doubles.	Midcourt / front court play. Midcourt game 1. Midcourt game 2.	L21 ▶ V2 L22 ▶ V2 L22 ▶ V3	<ul style="list-style-type: none"> • "Winning the midcourt" is very important in doubles tactics and the main difference to singles tactical play. • This requires good racket handling and racket speed.
Defending and attacking formation in doubles.	Positional play.	L21 ▶ V3 L22 ▶ V4	<ul style="list-style-type: none"> • Start without shuttle and progress then to rally situation by using a fix order of strokes, for example, lift-smash-block.
Playing doubles.	Doubles games.		<ul style="list-style-type: none"> • We put the three aspects together (serving, winning the midcourt, positional play).

5. Summary

In these lessons (19-22) fundamental tactical situations are introduced and developed by using game like exercises and situations.

These lessons and exercises can be repeated to reinforce this information and give further opportunity for the pupils to develop basic tactical awareness.



