

Special Olympics Sports Skills Program

BADMINTON



Special Olympics



Foreword

In Special Olympics, coaches play a unique and indispensable role. It is coaches who impart to Special Olympics athletes the sports skills and competitive spirit that define the true athlete.

Coaches are role models in the building of character; they assist in the development of the whole person; they give Special Olympics athletes the most immediate awareness of their own worth, their ability, their courage, and their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. The foundation of good coaching is still competence and solid grounding in the fundamentals.

Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Program Guide was developed and thoroughly tested by coaches, teachers, and parents. It is written and illustrated so that coaches at every level of experience can improve their skills for working with Special Olympics athletes.

Followed carefully and consistently, the Sports Skills Program will raise the level of all Special Olympics coaching and give to Special Olympics athletes and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver



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Special Olympics

The Production of the Special Olympics Badminton Skills Program Manual was a collaboration of Special Olympics, Inc., and Dr. Kevin Hussey.

Introduction to the Program

The Special Olympics Sports Skills Program Guide is a step-by-step plan for teaching sports skills to people with mental retardation. It can be used in a variety of ways:

- Coach Special Olympics athletes for competition
- Coach participants in a community recreation program
- Teach in a physical education classroom format
- Teach as part of a therapeutic recreation setting
- Teach within a family, just for fun.

This Guide is designed to meet the needs of a widely diverse group of people who may also exhibit any number of physical impairments. Suggestions for modifications and adaptations are included.



How to Use This Guide

If you are coaching Special Olympics athletes or helping to prepare them for competition, you will want to start by reviewing **Section A**, “Overview of Special Olympics.” Then you will work toward developing a season plan in **Section B** and specific skills progressions in the individual training sessions in **Section C**. This guide also provides suggestions to help you improve your athletes’ performances in **Section D** and will help you get ready for a competition in **Section E**.

If you are teaching the skills of the sport without competition as a goal, you will be most interested in the **Section B** topics of Clothing, Equipment, Facility, and Safety. You will also find the step-by-step teaching progressions for basic skills helpful in **Section C**.

For those of you using this guide to design a classroom curriculum or Individualized Education Plan, you may find the athlete’s Daily Performance Record and Sports Skills Assessment Record in **Section F** useful.

Regardless of your reasons for teaching or coaching this sport, objectives should be based upon the following criteria:

- Current ability of the athlete
- Potential ability of the athlete
- Behavioral limitations of the athlete
- Behavioral limitations of the surrounding environment.

Introduction to Badminton

Badminton is a sport that is enjoyed all around the world by millions of people of a wide range of ages. It is a sport that explores speed changes, reaction time demands, muscular strength and endurance challenges, and is heart-pumping fun. This newly identified Olympic Sport offers benefits to all who pick up a racket and a shuttle for a test outing on the court. Some of the potential benefits derived from playing the sport of badminton include the following:

- Development of hand-eye coordination
- Development of muscular strength and endurance
- Development of cardiovascular fitness
- Development of footwork
- Development of sportsmanship behaviors
- Development of a social network of friends
- Development of a positive attitude for lifetime fitness through badminton.



Overview of Special Olympics

SECTION A

- History
- Mission
- Philosophy
- Operating Policies
- Eligibility for Participation in Special Olympics
- Persons with Mental Retardation
- Age Divisions
- Official Special Olympics Sports
- Unified Sports™
- Motor Activities Training Program



History

To honor the memory of the oldest Kennedy child, who was killed in World War II, the Kennedy family founded the Joseph P. Kennedy, Jr. Foundation in 1946. The Foundation's mission has been to seek the prevention of mental retardation and to improve the way in which society treats its citizens who have mental retardation. In the 1950s, the Foundation developed a grant program to improve and advance care for people with mental retardation. The schools and institutes that received grants became models for humane and progressive family, school, and clinical settings. A fact-finding trip by Eunice and Sargent Shriver throughout the United States demonstrated conclusively that improvement in the lives of people with mental retardation was the greatest unmet need among all the National Health Service delivery systems. This conclusion helped refine the direction of the Foundation and would eventually lead to the establishment of Special Olympics in 1968.

In 1963, the Kennedy family's and the Kennedy Foundation's long-standing interest in the therapeutic effects of physical fitness and sports was translated into action when Eunice Kennedy Shriver started a summer day camp for 100 local children with mental retardation at her home in Rockville, Maryland, U.S.A. This program proved quite successful in demonstrating the ability of people with mental retardation to participate in and benefit from a wide variety of recreational experiences. Because of this success, the Foundation decided to support the development of similar programs throughout the country. Between 1963 and 1968, the Foundation awarded more than 80 small grants to public and private organizations in the United States and Canada for the purpose of creating and administering community day camps for people with mental retardation.



In January of 1968, representatives of the Chicago Park District (which had sponsored highly successful day camp programs funded by the Kennedy Foundation since 1964) submitted a grant proposal for a local event to be held in one of Chicago's parks. These representatives were then invited to Washington, D.C., for a meeting at which Mrs. Shriver applauded their proposal and presented her idea for an

international competition to be called "Special Olympics." The Chicago Park District was awarded a grant to plan and conduct the first Special Olympics Games with assistance from the Foundation and several of the experts who had helped develop the program.

On July 20, 1968, Opening Ceremonies for the First International Special Olympics Games was held at Soldier Field in Chicago, Illinois, U.S.A., co-sponsored by the Kennedy Foundation and the Chicago Park District. One thousand athletes from 26 states and Canada participated in track and field, swimming, and floor hockey. The Games were a tremendous success, and the following year led to the establishment of Special Olympics, Inc., and the creation of a Special Olympics Program in every state in the U.S.A.

From there, the organization has grown to serve more than one million athletes through local training and events in more than 150 countries worldwide.



Mission

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for persons eight years and older with mental retardation, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and participate in a sharing of gifts, skills, and friendship with their families, other Special Olympics athletes, and the community.

Philosophy

Special Olympics is founded on the belief that people with mental retardation can, with proper instruction and encouragement, learn, enjoy, and benefit from participation in individual and team sports, adapted as necessary to meet the needs of those with special mental and physical limitations.

Special Olympics believes that consistent training is essential to the development of sports skills and that competition among those of equal abilities is the most appropriate means of testing these skills, measuring progress, and providing incentives for personal growth.

Special Olympics believes that through sports training and competition, people with mental retardation benefit physically, mentally, socially, and spiritually; families are strengthened; and the community-at-large, both through participation and observation, is united in understanding people with mental retardation in an environment of equality, respect, and acceptance.

Special Olympics believes that every person with mental retardation who is at least eight years old should have the opportunity to participate in and benefit from sports training and competition. Special Olympics also permits individual programs to accept children from ages five through seven for training, but these children may not participate in Special Olympics competitions.

Operating Policies

To provide the most enjoyable, beneficial, and challenging activities for athletes with mental retardation, Special Olympics, worldwide, operates in accordance with the following operating policies. The General Rules of Special Olympics and the Official Sports Rules are specifically designed to enforce these policies.

1. Special Olympics training and competition are open to every person with mental retardation who is at least eight years of age and who registers to participate in Special Olympics as required by the General Rules. There is no maximum age limitation for participation in Special Olympics. An Accredited Program may permit children who are at least five years old to participate in age-appropriate Special Olympics training programs offered by that Accredited Program, or in specific (and age-appropriate) cultural or social activities offered during the course of a Special Olympics event. Such children may be recognized for their participation in such training or other noncompetitive activities through certificates of participation or through other types of recognition approved by SOI that are not associated with participation in Special Olympics competition. However, no child may participate in a Special Olympics competition (or be awarded medals or ribbons associated with competition) before his or her eighth birthday.
2. Special Olympics must offer full participation for every athlete regardless of his or her economic circumstances.
3. Special Olympics is an athlete-centered movement and believes that the athlete is all-important. Promoting athletes as the central focus of each training or competition program or event, developing the physical, social, psychological, intellectual, and spiritual qualities of the participants, and providing meaningful opportunities to participate in additional activities that support Special Olympics programming must be the key emphasis of every Accredited Program.
4. Special Olympics encourages coaches and family members of athletes to make every effort to encourage Special Olympics athletes to reach their highest level of athletic achievement in a particular sport and to provide opportunities for them to do so.
5. Each Accredited Program shall offer comprehensive year-round sports training, conducted by qualified coaches in accordance with these Official Sports Rules. Every Special Olympics athlete who competes in a Special Olympics sport at Games or a tournament must have been trained in that sport. Training shall include physical conditioning and nutrition education. Accredited Programs shall establish written minimum training requirements for competitors in each Official Sport, in accordance with their respective Accreditation Criteria and these Official Sports Rules. Athletes who desire to compete in Regional Games, State Games, or World Games must be trained for at least eight (8) consecutive weeks in the appropriate sport and must have several opportunities to compete (including scrimmages and practice sessions) during that period. Each accredited Program should offer athletes who are preparing for competitions at other levels within Special Olympics, such as for National Games, Accredited Program Games, local, area, or community games, the same training and competition opportunities as are offered by that Accredited Program to athletes who participate in Regional, State, and/or World Games.
6. Every Accredited Program must offer a variety of sports events and activities that are appropriate to the age and ability of each athlete and consistent with the Program's Accreditation Level and that foster full participation by each eligible athlete regardless of level of ability, degree of mental or physical disability, or economic circumstances.
7. Every Accredited Program must, if required by its accreditation Level, include Special Olympics Unified Sports™ training and competition in which individuals with and without mental retardation participate together on teams and the Motor Activities Training Program for individuals with such severe mental retardation that they cannot benefit from standard Special Olympics training and competition programs.

8. Special Olympics encourages qualified athletes to participate in school, club, and community programs where they can train and compete in regular sports activities. The athletes may, at this point, wish to leave Special Olympics or continue to take part in Special Olympics activities as well. The decision rests with the athlete.
 9. Special Olympics fully supports the concept of developing sports events for athletes with mental retardation in conjunction with events conducted by sports organizations for individuals without mental retardation. Accredited Programs should encourage other amateur and professional sports programs to include demonstrations by Special Olympics athletes as part of their major events. In addition, Accredited Programs should work with other sports organizations to develop sports events in which Special Olympics athletes may compete with individuals who do not have mental retardation. This can occur under circumstances that offer Special Olympics athletes realistic opportunities to excel and compete successfully, whether by participating in the same heats as all athletes or in heats organized specifically for Special Olympics athletes. Special Olympics personnel should work to create a feasible format for these integrated activities.
 10. All Special Olympics sports training and competition activities and events shall be conducted in accordance with the General Rules, these Official Sports Rules, and the other uniform standards. Each Accredited Program shall offer sports training and competition programs that meet the highest possible standards in facilities and equipment, athletic attire, training, coaching, officiating, administration, and related events for athletes and their families. Special Olympics sports training and competitions must be held in a manner that protects the participating athletes, provides fair and equitable conditions of competition, and promotes uniformity in testing athletic skills, so that no competitor obtains an unfair advantage over another.
 11. Special Olympics believes that every athlete deserves an equal chance to excel during competition. Thus each competition division within a given event must be structured so that every athlete/team in the division has a reasonable chance to excel during competition. This must be done by placing athletes/teams in divisions according to accurate records of previous performance or trial heats and, when relevant, grouping them by age and gender.
 12. Special Olympics seeks to promote the spirit of sportsmanship and a love of participation for its own sake by stressing and celebrating the importance of, and personal achievement associated with, each athlete's participation and personal effort in Special Olympics, regardless of comparative ability. Special Olympics believes that every athlete should participate to his or her fullest potential.
- This means that in team sports, each coach must see to it that each athlete has frequent opportunities to participate. This also means that each Games and tournaments should offer as many sports as possible, with events for athletes of all ability levels. Special Olympics promotes this philosophy in the training of its coaches and officials.
13. All Special Olympics Games and competitions at the local, state, national, and international levels reflect the values, standards, traditions, ceremonies, and activities embodied in the ancient and modern Olympics Movement, broadened and enriched to celebrate the moral and spiritual qualities of persons with mental retardation so as to enhance their dignity and self-esteem.
 14. At Accredited Program competitions, Regional Games, World Games, and other Special Olympics Games, official medals shall be presented to first, second, and third place winners. Athletes in fourth through eighth places shall receive ribbons with all appropriate ceremonies. Those who are disqualified (for reasons other than unsportsmanlike conduct or violations of the divisioning rules) or do not finish an event shall be given a participation ribbon. For competitions below the Accredited Program level (that is, at the local level), ribbons or a combination of medals and ribbons may be awarded.
 15. Special Olympics training and competition activities must take place in public, with every effort made to attract spectators and generate coverage by the news media, in order to increase public awareness of and support the need and capabilities of persons with mental retardation.
 16. Special Olympics shall offer every athlete multiple opportunities annually to participate in locally based competitions in Official Sports and Nationally Popular Sports in which he or she is interested. These activities should include competitions with teams or individuals other than those with whom the athlete usually trains. Each Accredited Program must offer competition opportunities in at least the number of Official Sports and/or Nationally Popular Sports required by the Accreditation Criteria for that Program's Accreditation Level. In addition, in order to give athletes broader opportunities, area, state, provincial, Regional, national, and international competitions as well as tournaments shall, subject to available resources, be open to athletes representing the full range of skill levels.
 17. Special Olympics is not designed to train elite athletes exclusively but does provide training and competition for highly skilled and elite athletes with mental retardation. Fair and equitable methods are used to select athletes for participation in nonlocal competitions so that every athlete has an equal opportunity to participate in each competition at his or her skill level.

18. Although Special Olympics is primarily and essentially a program of sports training and competition, efforts are made to offer or to cooperate with others who offer, as an integral part of Special Olympics Games, a full range of artistic, social, and cultural experiences such as dances, art exhibits, concerts, visits to historic sites, clinics, theatrical and motion picture performances, and similar activities.
19. In some countries with newly created Special Olympics Programs it may not be possible, due to economic or other circumstances, to organize nationwide Games. In this case, SOI may authorize such programs to focus on area or Regional Games with the goal of increasing public awareness of the capabilities of individuals with mental retardation.
20. All Special Olympics training and competitions must be conducted under the auspices of an organization specifically accredited and sanctioned by SOI to conduct Special Olympics Programs.
21. To the greatest extent possible, Special Olympics activities should be organized by and involve local volunteers, from school- and college-age individuals to senior citizens, from civic clubs to businesses, to create greater opportunities for public understanding of and participation with people with mental retardation.
22. The families of Special Olympics athletes are encouraged to play an active role in their community Special Olympics Program, to share in the training of their athletes, and to assist in the public education effort needed to create greater understanding of the emotional, physical, social, and spiritual needs of people with mental retardation and their families.
23. Special Olympics recognizes the contributions and encourages the participation of other organizations such as schools, parks, and recreational departments, institutions caring for the mentally handicapped, and independent living centers that conduct sports training for individuals with mental retardation. Accredited Special Olympics Programs should encourage such organizations to train athletes in accordance with Special Olympics rules to facilitate the athletes' participation in Special Olympics competitions.

Eligibility for Participation in Special Olympics

Special Olympics trainings and competitions are open to every person with mental retardation who is at least eight years of age and who registers to participate in Special Olympics as required by the General Rules.

There is no maximum age limitation for participation in Special Olympics. The minimum age requirement for participation in Special Olympics is at least eight years of age. An Accredited Program may permit children who are at least five years old to participate in age-appropriate Special Olympics training programs offered by that Accredited Program, or in specific (and age-appropriate) cultural or social activities offered during the course of a Special Olympics event. Such children may be recognized for their participation in such training or other noncompetitive activities through certificates of participation or through other types of recognition approved by SOI that are not associated with participation in Special Olympics competition. However, no child may participate in a Special Olympics competition (or be awarded medals or ribbons associated with competition) before his or her eighth birthday.

Participation in Special Olympics training and competition is open to all persons with mental retardation who meet the age requirements, regardless of the level or degree of that person's disability, and whether or not that person also has other mental or physical disabilities, so long as that person registers to participate in Special Olympics as required by the General Rules.

A person is considered to have mental retardation for purposes of determining his or her eligibility to participate in Special Olympics if that person satisfies any one of the following requirements:

1. Has been identified by an agency or professional as having mental retardation as determined locally; OR
2. Has cognitive delay, as determined by standardized measures such as intelligence quotient or IQ testing or other measures that are generally accepted within the professional community in that Accredited Program's nation as being a reliable measurement of the existence of a cognitive delay; OR
3. Has a closely related developmental disability. A "closely related developmental disability" means having functional limitations in both general learning (such as IQ) and in adaptive skills (such as recreation, work, independent living, self-direction, or self-care). However, persons whose functional limitations are based solely on a physical, behavioral, or emotional disability, or a specific learning or sensory disability, are not eligible to participate as Special Olympics athletes. These individuals may be eligible to

volunteer for Special Olympics as partners in Unified Sports™, if they otherwise meet the separate eligibility requirements for participation in Unified Sports, set forth in the Sports Rules.

An Accredited Program may request limited permission from SOI to depart from the eligibility requirements specified above if the Accredited Program believes that there are exceptional circumstances that warrant such a departure and so notifies SOI in writing. SOI will consider such requests promptly but shall have the final authority to determine whether any departure or exception is appropriate.

Participation by Individuals with Down Syndrome Who Have Atlanto-axial Instability

Medical research indicates that up to 15 percent of individuals with Down syndrome have a malalignment of the cervical vertebrae C-1 and C-2 in the neck known as Atlanto-axial Instability. Injury is possible if they participate in activities that hyper-extend or radically flex the neck or upper spine. All Accredited Programs must take the following precautions before permitting athletes with Down syndrome to participate in certain physical activities:

1. Athletes with Down syndrome may participate in most Special Olympics sports trainings and competitions. However, they shall not be permitted to participate in any activities that, by their nature, result in hyper-extension, radical flexion, or direct pressure on the neck, or upper spine, unless the requirements of subsections (2) and (3) below are satisfied. Such sports training and competition activities include butterfly stroke and diving starts in swimming, diving, pentathlon, high jump, squat lifts, equestrian sports, artistic gymnastics, football (soccer), Alpine skiing, and any warm-up exercise placing undue stress on the head and neck.
2. An athlete with Down syndrome may be permitted to participate in the activities described in subsection (1) above if that athlete is examined (including X-ray views of full extension and flexion of the neck) by a physician who has been briefed on the nature of the Atlanto-axial Instability condition and who determines, based on the results of that examination, that the athlete does not have an Atlanto-axial Instability condition.
3. An athlete with Down syndrome who has been diagnosed by a physician as having an Atlanto-axial Instability condition may nevertheless be permitted to participate in the activities described in subsection (1) one above if the athlete, or the parent or guardian of a minor athlete, confirms in writing his or her decision to proceed with these activities notwithstanding the risks created by the Atlanto-axial Instability, and (2) two licensed medical

professionals certify in writing that they have explained these risks to the athlete and his or her parent or guardian and that the athlete's condition does not, in their judgment, preclude the athlete from participating in Special Olympics. These statements and certifications shall be documented and provided to Accredited Programs using the standardized form approved by SOI, entitled "Special Release for Athletes With Atlanto-axial Instability," and any revisions of that form, approved by SOI (the "Special Release Concerning Atlanto-axial Instability").

Participation by Persons Who Are Blood-borne Contagious Infection Carriers

No Accredited Program or Games Organizing Committee (GOC) may exclude or isolate from participation in any Special Olympics training or competition any athlete who is known to be a carrier of a blood-borne contagious infection or virus, or otherwise discriminate against such athletes solely because of that medical condition. In view of the risk that one or more Special Olympics athletes may have a blood-borne contagious infection or virus, in conducting Special Olympics training and competition events, Accredited Programs and GOCs shall follow so-called "Universal Precautions," or "Universal Blood and Body Fluid Precautions," for every exposure to any person's blood, saliva, or other bodily fluid. SOI shall keep Accredited Programs apprised of the written Universal Precautions, which meet the requirements of this Section.



Persons with Mental Retardation

Individuals who demonstrate a slower rate of learning and a limited capacity to learn are identified as having mental retardation. Mental retardation is seven times more prevalent than deafness, nine times more prevalent than cerebral palsy, 15 times more prevalent than total blindness, and 35 times more prevalent than muscular dystrophy.

Ninety percent of all persons with mental retardation have mild mental retardation and generally are outwardly indistinguishable from their peers without mental retardation. However, because of their learning limitations, certain teaching and coaching strategies are more successful than others. Specifically, demonstration, physical prompts, and manipulation of body part(s) are preferred to verbal instruction. Tasks to be learned should be divided into small, meaningful steps, presented sequentially, and then practiced in total with as little change in the order as possible. Feedback about an athlete's performance should be immediate and specific. Comments such as "you kept your eyes on the shuttle" are more meaningful and helpful than phrases like "good shot."

Like most groups of people, athletes with mental retardation will vary greatly in terms of their physical abilities and their sports skills proficiency. The degree of mental retardation generally does not determine an athlete's performance level. However, athletes with severe mental retardation will be more challenged by the tactical aspects of competition. These athletes will also evidence a greater incidence of secondary impairments (such as cerebral palsy or other physical limitations) affecting motor skills. Yet, given proper coaching and sufficient practice time, most athletes with mental retardation can successfully compete alongside or against many of their nondisabled peers.

This Sports Skills Program Guide is written for coaches, teachers, family members, peer coaches, and others who train or assist in training athletes with mental retardation. The task-analyzed approach enables skills to be taught in small steps and customized for each athlete. The array of Special Olympics sports and events within each sport are designed to ensure that there is an appropriate opportunity for every Special Olympics athlete. This will be regardless of their learning or physical abilities and their sports skills proficiency.

More technical information on mental retardation is available. In the U.S., please feel free to contact the following association:

American Association for Mental Retardation

1719 Kalorama Road, NW
Washington, DC 20009
U.S.A.
(202) 387-1968

Age Divisions

Individual sports

Youth: ages 8-11
Junior: ages 12-15
Senior: ages 16-21
Masters: ages 22-29
Senior Masters: ages 30+

Team sports

Junior: ages 15 and under
Senior: ages 16-21
Masters: ages 22+

Official Special Olympics Sports

Summer

- Aquatics
- Athletics
- Basketball
- Bowling
- Cycling
- Equestrian Sports
- Football (Soccer)
- Golf
- Gymnastics
(Artistic and Rhythmic)
- Powerlifting
- Roller Skating
- Softball
- Tennis
- Volleyball

Winter

- Alpine Skiing
- Cross-country Skiing
- Figure Skating
- Floor Hockey
- Speed Skating

Nationally Popular Sports

- Badminton
- Bocce
- Sailing
- Snowboarding
- Snowshoeing
- Table Tennis
- Team Handball



Additional age groups may be established if there is a sufficient number of competitors within the last age group for both individual and team sports.

An athlete's age group is determined by the athlete's age on the opening day of competition. The age group of a team is determined by the age of the oldest athlete on that team on the opening day of competition.

In individual sports, if there are fewer than three competitors within an age group, the athletes shall compete in the next oldest age group. That age group shall then be renamed to accurately reflect the entire range of competitors within that age group. Age groups may also be combined to reduce the variance between the highest and lowest scores within a division.

In team sports, within each ability group, age groups may be combined to create divisions. If there is only one team within an age or ability group, that team must be combined with other teams for competition.

Unified Sports™

Unified Sports is a program that first combines approximately equal numbers of Special Olympics athletes and peer athletes without mental retardation on sports teams for training and competition. Second, all players (Special Olympics athletes and partners) are of similar age and ability. Special Olympics athletes in this program need to have the necessary skill level to participate in the sport so they can be appropriately matched with partners.

Unified Sports is an important program because it expands sports opportunities for athletes seeking new challenges. It also dramatically increases inclusion in the community by helping to break down the barriers that have historically kept

people with and without mental retardation apart. Unified Sports also provides an opportunity for individuals with mental retardation who are not presently involved with SOI (especially those who are mildly affected) and those in communities where there are not enough SOI athletes to conduct sports teams.

Unified Sports is an important addition to the overall SOI program and helps to further its mission. Teams are constructed to provide training and competition opportunities to challenge all athletes and it often leads to improved self-esteem, equal status with peers, and new friendships.

Motor Activities Training Program

Special Olympics Motor Activities Training Program (MATP) is designed for persons with severe limitation who do not yet possess the physical and/or behavioral skills necessary to participate in official Special Olympics sports. The program provides a comprehensive motor activity and recreation training curriculum for these participants. The MATP can be administered by trainers with various backgrounds (physical educators, recreators, and therapists) and with assistance from peer trainers and other volunteers. In addition, direct care workers, parents, and volunteers will find the MATP helpful in developing appropriate motor programs for individuals with severe limitations.

The Motor Activities Training Program uses goals, short-term objectives, task analyzed activities, assessments, and teaching suggestions for individualizing motor activity instruction. However, the MATP emphasizes training and participation rather than competition. In addition, the MATP provides the means for persons with severe limitations to participate in appropriate recreation activities geared to their ability levels. These activities can be conducted in schools and large residential facilities as well as in community-based settings.

Individuals who participate in MATP activities work as hard as other Special Olympics athletes, and they deserve recognition for their efforts. Special Olympics has created a Challenge Medal and Ribbon to recognize participants who have completed an MATP eight-week program and who have participated in a Training Day. Participants in MATP activities at local, area, and chapter events should also receive T-shirts, hats, pins, and/or any other form of recognition that is provided to all Special Olympics athletes.

When MATP participants reach the necessary readiness and skill levels, each Special Olympics sport provides an appropriate transition into that sport, but at an introductory level. Specific events are identified in the Official Special Olympics Summer and Winter Sports Rules books for athletes with low ability levels. For example, in athletics, an appropriate choice for competition would be the 10-meter assisted walk.

Organizing the Program

SECTION B

- Coach's Job Description
- Help for the Coach
- Recruiting Athletes
- Recruiting Unified Sports™ Teammates
- Recruiting Assistant Coaches
- Retaining Athletes and Coaches
- Equipment
- Clothing
- The Training Facility
- Coaches' Safety Checklist
- Developing a Season Plan
- Coaches' Self-assessment



Coach's Job Description

Description:

The Special Olympics coach is responsible for providing athletes with comprehensive sports training and preparation for competition, according to the Special Olympics purpose, mission, and philosophy.

Responsibilities:

1. Select, assess, and train Special Olympics athletes.
 - Recruit athletes and complete and submit all required medical and registration materials by established deadlines.
 - Assess the skill of each athlete or team determining the appropriate events and levels for training and competition in the selected sports.
 - Develop individual training programs for each athlete including fundamental skill instruction, strength and conditioning activities, and instruction in competition and rules. This training program will be a minimum of eight weeks duration.
2. Apply and abide by the Official Special Olympics Sports Rules.
3. Apply the skills and rules of the sport being coached.
4. Develop family support to enhance athlete training opportunities.
5. Make sport training and competition a fun experience.

6. Execute the legal duties of a coach:
 - Provide a safe environment.
 - Properly plan the activity.
 - Evaluate athletes for injury or incapacity.
 - Match or equate athletes.
 - Provide adequate and proper equipment.
 - Warn of inherent risks in the sport.
 - Supervise the activity closely.
 - Know emergency procedures and first aid.
 - Have a first aid certified coach on site at all training sessions.
 - Keep accurate records.

Help for the Coach

Families are encouraged to take an active role in the Special Olympics Program. Coaches may call upon family members of all ages to help as the following:

- Assistant coaches
- Recruiters of athletes or other volunteers
- Fundraisers for the Program's equipment and uniforms
- Transportation providers
- Record keepers
- Chaperones for travel.

Special Olympics Partners Clubs® are in existence in hundreds of schools across the United States and are beginning all over the world. Student groups volunteer their time to help as one-on-one peer coaching assistants and teammates. Special Olympics, Inc., provides Partners Clubs handbooks to help a school organize and establish this program. Brochures are also available.



A 90-minute orientation for family members includes the following:

- Introduction of coaches and volunteers
- Special Olympics mission and philosophy
- Coaching philosophy
- Demonstration by athletes, or slides or video of athletes in the sport
- Program specifics—dates, times, procedures
- How families can help
- Questions and answers.

Special Olympics Sports Partnerships involve schools' varsity and/or junior varsity teams. A Special Olympics team or athlete trains with the school's team but competes against athletes of comparable age and ability. Each team will warm up, stretch, condition, and cool down together. Athletes without disabilities serve as peer coaches, scrimmage teammates, and boosters.

Other Special Olympics volunteers help to organize all the Special Olympics sports programs offered at the Local, State, or National level. These volunteer colleagues will be your resources on:

- How to find eligible athletes
- Procedures for fundraising
- Training for coaches and assistants
- Dates for upcoming competitions.

In most chapters or national programs, there will also be a volunteer sports director who is the expert in the sport, helping to administer coaches, training, and major competitions. This person is the primary resource on:

- Sport rules
- Sport training techniques for the athletes
- Finding teachers/coaches for sport training schools
- Finding sport officials for small competitions.

Certifications

Three Coaches' Certified Training Courses are offered. They are:

- Coaching Special Olympics Athletes Course
- Principles of Coaching Course
- Advanced/Tactics Course.

Certification Requires:

- General Orientation (at least once)
- Sport-specific course
- 10-hour follow-up practice with the athletes
- Completion and mailing of certification form.

The **General Orientation** provides a 90-minute classroom introduction to Special Olympics. It is designed for volunteers, chaperones, family members, and professionals who have an interest in providing sports training for individuals with mental retardation. The course contains information on the Special Olympics philosophy, program, organization, rules, sports training, and competition opportunities.

The **Coaching Special Olympics Athletes Course** is a six-hour sport-specific training school that is designed for volunteers, family members, and professionals who wish to coach or who already coach Special Olympics athletes. The course contains information on skills, practice drills, mental and physical preparation of athletes, events, and competition rules as well as hands-on training with Special Olympics athletes.

The **Principles of Coaching Course** is a six-hour classroom training school addressing the fundamental principles of coaching Special Olympics athletes. The course focuses on coaching philosophy, sports psychology, planning, and administration. This course is recommended for all coaches, especially those who will serve as head coaches or who will organize local training programs.

The **Advanced/Tactics Course** is a six-hour training school designed for coaches who want to increase their knowledge of advanced sport-specific coaching. The course features in-depth sports skill development, advanced training principles, and competition strategies as well as hands-on training with Special Olympics athletes.

Materials

There are many high-quality books available on badminton. Many were written with beginners in mind and are very useful for Special Olympics coaches. These resources should be available at bookstores and libraries. International Programs should consult their sports director for resource materials that are available.





Recruiting Athletes

The size of your program will depend upon many things—how many coaches and assistants are available, how much individualized attention each athlete requires, space and equipment available, and scheduling and transportation concerns. The appropriate training program can range from one athlete getting private instruction and practice time to a busload of athletes in a large facility moving from skill station to skill station in smaller groups. Athletes are most often recruited through those organizations in your community that provide services to individuals with mental retardation. They may include:

- Schools
- Residential facilities
- Group homes
- Associations servicing citizens with mental retardation
- Supported work environments or employment settings.

Referrals from family members who have relatives in Special Olympics Programs and from Special Olympics athletes themselves can provide additional sources of new athletes. However, individual athletes beyond school age who live with their families are often hardest to identify. Publicizing your program to churches, parks and recreation departments, and other civic associations will help to get the information to a broader base of potential athletes.



Recruiting Unified Sports™ Teammates

There are a few basic considerations in selecting appropriate individuals to serve as teammates on Unified Sports teams. Teammates must first match in age and ability with Special Olympics athletes. These individuals must also be willing to make a commitment to practice as well as to compete.

Unified Sports is not simply a one-day event where teammates are matched with Special Olympics athletes at the competition site. Furthermore, individuals who would like an organized sports experience and who are not already participating in that sport make ideal teammates.

Appropriate teammates can be identified and recruited from the following sources:

- Community service clubs
- Businesses and corporations
- Church groups
- Students who are involved in organized sports
- Recreation sports enthusiasts
- Siblings.

Careful and thoughtful selection of teammates will lead to the most positive outcomes for everyone.

Recruiting Assistant Coaches

Knowing a specific sport skill is helpful but not mandatory in an assistant coach. Family members, teachers, neighbors, and friends of Special Olympics athletes can be taught the basic skill progression and become excellent assistant coaches. Fraternal and civic organizations are good sources of volunteers as well as high school and college student service clubs or sports teams. Many of your coaches will come from within the sports community from the following groups:

- Adult competitive club members
- Former competitors
- Parents of children who participate in the sport competitively
- Professional coaches
- Recreation center employees.

Make sure to plan a minimum of one orientation for those you recruit. Whenever possible, assistant coaches should also take the General Session and the Volunteer Coach certification course before the start of the season. It is also important to give them a copy of the *Sports Skills Program Guide*.

Retaining Athletes and Coaches

Developing appropriate, meaningful, and high-quality training and competition opportunities will increase a program's ability to recruit and retain athletes and coaches. To this end, the coach-to-athlete ratio has a major impact. It is just as important to provide one-to-one instruction to athletes with higher ability as it is to those with lower ability. Use of peer coaches to provide one-to-one training has been effective in improving skill levels and in fostering inclusion.

Having several assistant coaches allows the head coach to distribute his or her responsibility and authority. This reduces the load on the coach, gives each volunteer a very important and meaningful role, and ensures a long-term commitment by all.

Reports from field organizations indicate that a critical time in the retention of athletes is the period when they graduate from school into community work programs. Separation from friends and familiar programs often comes with transition. A coordinated effort among the Special Olympics Program, family, and school is important to ensure that Special Olympics is a part of the athlete's transition plan. In that way, athletes can make an appropriate and timely transition into community-based sports programs as well as continue a meaningful part of their life.



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 and best play reasons.

Rackets

Today's rackets are made from a variety of materials such as boron, carbon, graphite, or metal that range in price from US \$5 to US \$200. Most rackets used in badminton are very light and weigh between 3.5 and 4.2 ounces. Also, most rackets use nylon strings. Nylon strings are fairly inexpensive with good durability. Many tennis shops can repair broken strings, and they can individualize string tension for player preference. Select a racket that has a grip size that feels good in the hand and a weight that feels comfortable. 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, then he/she will play his/her best as a result.

Shuttles (Birds)

Plastic, nylon, and feather are the three types of shuttlecocks, shuttles, or "birds." Nylon shuttles are recommended for both practice and competition for durability, economic, and performance reasons (**Figure 1**).



Figure 1

Clothing

Clothes for badminton should be comfortable, have the capability to absorb sweat, and, most important, be flexible for ease of movement.

Shoes

The type of shoes worn will depend to a large degree on the playing surface and the individual preference of the athlete. However, a comfortable tennis shoe, which gives solid ankle, arch, and heel support, is sound advice.

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.

Shorts

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

Shirts

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.

The Training Facility

A badminton court is shown in **Diagram 1**. Athletes should be able to identify the names of the court lines and spaces. If necessary, four badminton courts may be taped on a tennis court or roped off in a grassy area. However, for safety and best results, badminton should be played on a gymnasium floor.

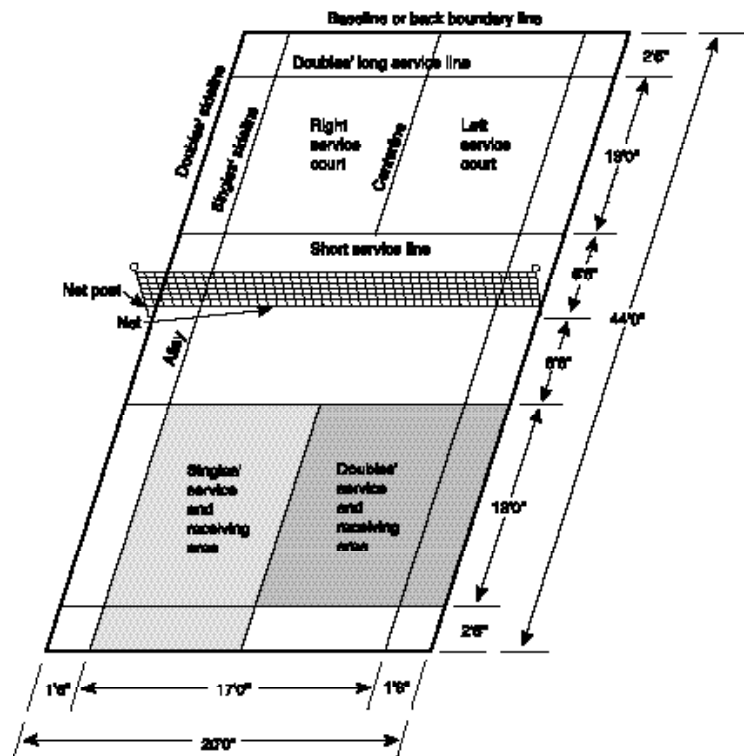


Diagram 1

Coaches' Safety Checklist

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. To help prevent injury, athletes should warm up and cool down as part of all sessions. Safety considerations include:

Preparing for Safety

Before Each Practice/Competition

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

Training and Competition Safety

During Each Practice/Competition

- _____ 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

- _____ 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?



Developing a Season Plan

As the upcoming badminton season approaches, a coach should 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 the competitions, and they must have fun activities during practice sessions to help maintain motivation throughout the season. The following ideas include pre-season, during season, and post-season planning.

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 a season plan, like the eight-week plan suggested in the next section.
- Make sure all participants have completed necessary physical exams and filled out all forms.
- If possible, schedule practice matches against other local programs prior to local or sectional games.

- Write down your goals for the season.
- Become familiar with first-aid and emergency procedures for conditions that may affect people with mental retardation, such as seizures.

During Season

- Manage your eight-week training program.
- Plan your practice sessions to include skill, drill, and play experiences.
- After practice sessions, consider and make 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.
- Have parents and athletes complete a program evaluation form.
- Identify the successes for each athlete and share this information with the athlete and the parent(s).

Suggested Topics for Beginners

(in an eight-week program meeting once a week for approximately one hour)

Session 1: Introduce grip, forehand ups, backhand ups, alternate ups, partner ups, underhand short serving technique, underhand cooperative rallies with a partner at mid-court and close to net (hairpin drops).

Session 2: Review underhand serving and hairpin drops. Teach ready position, high deep serves (long serve), forehand overhead clear, overhead drop and underhand clear off the net. Play cooperative rallies with overhead clears and drops; play competitive short court play at the net.

Session 3: Review ready position, short and long serves, and overhead clears and drops. Teach the drive shot and the overhead forehand smash. Play singles rallies.

Session 4: Review all strokes. Teach the basic rules, scoring, and strategies of singles play. Play singles rallies using the singles scoring method.

Session 5: Review all strokes. Teach smash defense and overhead backhand clear. Incorporate partner rally drills using a combination of strokes (see drills under each stroke section). Play.

Session 6: Review all strokes. Teach doubles play. Teach doubles rules and scoring, and play doubles rallies using the doubles scoring method.

Session 7: Review the rules of competition and final preparation for match play. Play practice games for singles and doubles.

Session 8: Set up match play.

It is extremely difficult to create one generic eight-week practice plan that will fit all situations and skill levels. Please use this outline as a starting place for your practice situations and refine what you do in each practice session to best meet the needs of your athletes. If a wide range of abilities exists, 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. Plus, a low athlete-to-coach ratio is always helpful.

After the Eight-Week Season

- Continue training athletes who are going on to other higher events.
- Thank the facility owner/manager.
- Thank the assistant coaches.
- Thank the other volunteers.
- Evaluate the season.
- Send results to the media.
- Develop next year's season plan.



Coach's Self-assessment

It is a good idea to evaluate yourself from time to time to see how you're doing as a coach. Complete the following checklist early into your season. Evaluate again halfway through and at the end of the season.

Always – Sometimes – Not Yet

- | | | | |
|-----|-----|-----|---|
| ___ | ___ | ___ | I make sure players feel at ease when I am talking with them. |
| ___ | ___ | ___ | I am well prepared for our sessions. |
| ___ | ___ | ___ | I do a safety check of our facility before sessions. |
| ___ | ___ | ___ | I make sure practices are challenging for each athlete and coach. |
| ___ | ___ | ___ | I encourage cooperation among players and coaches. |
| ___ | ___ | ___ | I involve players in making decisions whenever possible. |
| ___ | ___ | ___ | I actively assist players who are having difficulty. |
| ___ | ___ | ___ | I promote respect for the officials and the rules. |
| ___ | ___ | ___ | I am an enthusiastic coach. |
| ___ | ___ | ___ | I try to ensure that everyone is having FUN! |

Keep monitoring yourself and if you are not at a level you want to be, plan to make some changes. To help do this, complete the following statements for each thing you would like to change.

I would like to improve _____

I can do this by _____

My deadline for improvement is _____

Teaching the Skills of the Sport

SECTION C

- Planning a Training Session
- Warming Up
- Stretching
- Basic Skills
- Assessing and Matching Athletes and Events
- Basic Rules of Badminton



Planning a Training Session

You have attended a Special Olympics Training School and now it is time to put some of the things you have learned into action. Take some time before each training session to jot down on paper what everyone will be doing. 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 make all the difference between a quality training session and an average one.

Early on in the season, each athlete should be administered 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:

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

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

Warming Up and Stretching

(10-15 minutes)

- Before stretching, have the athletes hit simple forehand and backhand ups to themselves. After a few sessions, this could easily be converted to rallies back and forth with a partner. This will get the blood flowing and allow for hitting practice at the same time. (8-10 minutes).
- Athletes should stretch each muscle group. Coaches should monitor stretches for correctness and motivation. (5-7 minutes)

Instruction, practice, and challenge activities

(30-45 minutes)

- 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 they can hit a target or hit consecutive shots in a

row successfully or play a modified game, etc. These are called application experiences and should be included within the teaching and practice process for motivation and fun. Application experiences 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 Activities

(5-10 minutes)

- 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. Particularly at the beginning and intermediate levels, fitness through sports practice is more fun than isolated fitness activities.

Cool-down Stretching and Announcements

(5 minutes)

- Repeat the warm-up stretches.
- As athletes stretch, make appropriate announcements.
- Finish with a team cheer or other novel morale boosters.

Tips for Planning a Session

- Know what you want to do and how you plan to do it before the session.
- Give the athletes plenty of time to become familiar with a new skill before teaching another one.
- Be flexible. Accommodate the needs of the athletes. Change activities before the athletes lose interest in the current activity.
- Keep drills and activities brief so athletes do not get bored.
- 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.

Tips for Coaching Technical Skills

- Arrange the athletes in a semicircle in front of you.
- As you speak, make eye contact with all athletes.
- Speak simply and clearly. Do not give long demonstrations and explanations.
- Encourage athletes to imitate your technique.
- Keep everyone moving.
- Ask questions to ensure that everyone knows what to do.
- Keep the “FUN” in “FUNdamentals.”
- Watch for fatigue.

Emphasize “doing” rather than “watching.” Athletes will learn best by participating.

Warming Up

Badminton is a power game requiring quick and powerful movements in all directions to return the shuttlecock to the opponents’ side of the court. A good warm-up should consist of the following three phases:

1. A physiological warm-up (easy hitting solo or with a partner, jogging, jump rope, etc.): This is intended to increase the overall body temperature prior to stretching.
2. A stretching session (static stretches of major muscle groups): Do stretches that are held for 10-30 seconds in a position where a mild stretch is placed on the muscle.
3. Return to a more physiological warm-up (more hitting on court solo or with a partner): This warm-up segment should occur in the early portion of the practice session that begins to work on skill drills and/or movement drills. It should start at a low to moderate intensity and work toward higher intensity throughout the practice session.

Stretching

Stretching is part of a sound warm-up routine, and it is intended to help increase the range of movement for both muscles and joints. Coaches should encourage and monitor static stretching activities after the body has been warmed up for a 5-10 minute warm-up period. Stretching should include all major muscle groups with special emphasis on the arm and shoulder, trunk, buttocks, and calves. Stretches should be held “pain free” for 10-30 seconds.

Upper Body Stretches

Wrist Stretch (up) **Figure 1**

- Place the finger pads of one hand in the palm of the other hand.
- Gently push the fingers backward to point of stretch and hold.

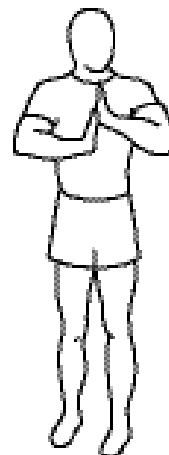


Figure 1

Wrist Stretch (down)

- Place the backside of the finger pads in the palm of the other hand.
- Gently push the fingers backward to the point of stretch and hold.

Triceps Stretch **Figure 2**

- Sit or stand upright and place one arm in a bent position with the hand resting on the shoulder blade.
- Take hold of your elbow with the opposite hand.
- Pull your elbow behind your head and hold this stretch.



Figure 2

Side Stretch **Figures 3 and 4**

- Stand straight with hands on hips and one leg extended sideways on a table, bench, or held by a partner.
- Slowly lean in the direction of the straight leg and/or bend down slightly with the leg on the ground.
- Hold this stretch position and then repeat with opposite leg.

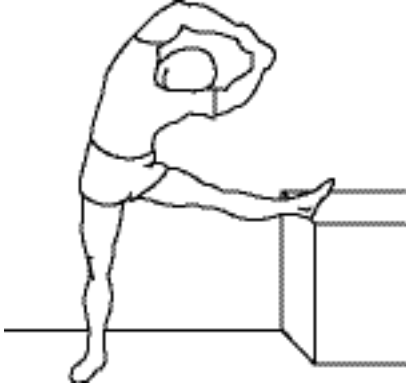


Figure 3



Figure 4

Shoulder **Figure 5**

- Start in standing position.
- Interlace fingers above the head with palms facing upward.
- Pull arms back behind the head and up.
- Do not drop head forward or arch back.



Figure 5

Shoulder Stretch **Figure 6**

- Pull right arm across the body.
- Hook right wrist in left elbow.
- Pull left arm towards the back.



Figure 6

Arm Circles **Figure 7**

- Swing arms forward in large circles.
- Repeat exercise in small circles and backward circles.



Figure 7

Trunk Stretches

Front of hip **Figure 8**

- Kneel on one leg.
- Bend the other leg to place the foot directly under the head.
- Without changing the position of the knee on the floor or the forward foot, lower the front of the hip downward to create an easy stretch.
- Hold stretch for 30 seconds.
- Feel this stretch in the front of the hip and possibly in the hamstrings and groin muscles.
- Stretch other leg.

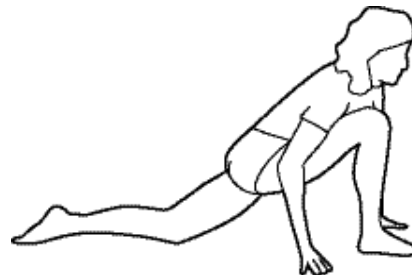


Figure 8

Over the Top **Figure 9**

- Reach the right arm up over the head.
- Bend on the left side and hold stretch.
- Repeat on the opposite side.



Figure 9

Twist **Figure 10**

- Arms at shoulder level.
- Twist at the waist to the right allowing arms to swing freely.
- Twist to other side and repeat.



Figure 10

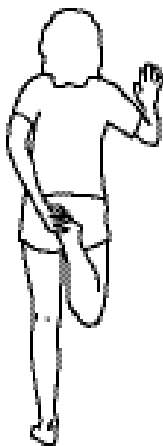


Figure 13

Hamstring Stretch **Figure 11**

- Sit on the floor with the left leg extended (toe pointed up) and the sole of the right foot placed against the inside of knee or thigh of the left leg.
- Look straight ahead and slowly bend forward from the hips toward the foot to the extended leg until tension is felt.
- DO NOT BOUNCE!
- Repeat with the opposite leg.



Figure 11

Groin Stretch **Figure 12**

- Sit on the floor with the knees bent and the soles of the feet together.
- Pull the heels as close to the body as comfortably possible.
- Grasp the ankles or shins and place the elbows on the insides of the knees.
- Gently press the knees open with the elbows and stretch the upper body forward until an easy stretch is felt. Be sure that the bend is initiated from the hips with a flat lower back and that the eyes look forward — do not round the upper back. (reach chest rather than nose toward the floor).
- Hold the stretch.



Figure 12

Quadriceps Stretch **Figure 13**

- Stand up straight; hold onto a support for balance as needed (can use a partner).
- Hold the top of the right foot with the left hand.
- Gently pull the heel toward the buttocks. Be sure that the bent knee points straight down, near the support leg.
- Hold the stretch.
- Repeat on the opposite leg.

Basic Skills

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

1. Grip
2. Underhand strokes
3. Low short serve
4. Ready position
5. Serve returns
6. Underhand net rally
7. High deep serve
8. Forehand overhead clear
9. Forehand overhead drop
10. Forehand overhead smash
11. Backhand overhead clear
12. Backhand overhead drop
13. Backhand overhead smash
14. Forehand and backhand drive

Basic Skill #1

Grip

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

Assessment of Each Athlete's Skill Level

Beginners will often grip the racket as they would hold a frying pan (incorrect grip). In this position, the racket face is parallel to the floor, and the V formed between the index finger and the thumb is on the top of the racket. Beginners will 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.

Steps to Teach the Handshake Grip

- Hold the racket shaft with the nondominant hand.
- Place the palm of the dominant hand on the strings of the racket and slide the hand down to the handle position in a shake hands-like grip.
- Separate the index finger slightly from the rest of the fingers in a trigger-like position.
- 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 grips.
- The main variation to this grip is the movement of the thumb upward along the backside of the racket for backhand strokes (**Figures 1-2**).



Figure 1



Figure 2

Drills

1. Shuttle Balance Drill

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

2. Partner Tag

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

3. Toss and Catch Drill

- With the nondominant 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.
- See if you can catch 10 in a row.

Cue Words

- Shake hands
- Trigger finger
- Relaxed grip

Suggestions for the Teacher/Coach

Give the athletes lots of opportunities to hold the shuttle on the racket and toss the shuttle up to themselves. It is excellent hand-eye coordination practice and gives you a good opportunity to check grips. If extremely difficult for some athletes, consider using a 10-16 cm (4-6 inch) foam ball and/or use a shorter length racket. Choking up on the current racket may be the first attempt before changing to a shorter racket length.

Basic Skill #2

Basic Underhand Stroke (Ups to Self)

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

Assessment of Each Athlete's Skill Level

Beginners 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 (Ups to Self)

- Place shuttle on the racket to get a feel for how far out from the body the hitting position is located.
- 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, of course, correct for forehand underhand serving technique.
- Swing the racket back behind your body and then forward to a flat contact position.
- 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 (**Figures 3-4**).



Figure 3



Figure 4

The Underhand Backhand Stroke (Ups to Self)

- Place shuttle on the racket to get a feel for how far out from the body the hitting position is located.
- With the racket leg forward, toss the shuttle up.
- Swing the racket back behind the opposite side of your body and then forward to a flat contact position.
- Follow through so the racket hand finishes on the racket hand side with the racket pointing upward. Try and make the racket swish (**Figures 5-6**).



Figure 5



Figure 6

Drills

1. Solo Ups

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

2. Partner Ups

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

Cue Words

- Watch the shuttle
- Relaxed swing
- Rotate forearm
- Follow through opposite side with a swish sound

Suggestions for the Teacher/Coach

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

Basic Skill #3

Low Short Serve

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.

Assessment of Each Athlete's Skill Level

Beginners will 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.

Steps to Teach the Forehand Short Serve

- Stand slightly sideways with the opposite foot of the racket hand forward.
- Holding the cork of the shuttle with the nonracket hand held across the body and the racket held back behind the body in a cocked position, drop the shuttle.
- Swing the racket forward into the contact point that is slightly to the outside of the forward foot.
- After racket and shuttle contact, follow-through will continue toward the opposite side of the body, but not very far (**Figures 7-9**).



Figure 7



Figure 8



Figure 9

Steps to Teach the Backhand Short Serve

- The player stands parallel to the net with feet shoulder width apart.
- Hold the skirt of the shuttle with the arm in a fixed and slightly bent position at approximately waist height.
- Place the racket across the body at a downward angle also in a fixed position.
- Drop the shuttle and push the racket forward into the shuttle.
- Follow-through is very minimal due to the light force required. (**Figures 10-11**).



Figure 10



Figure 11

Drills

1. Short Serve Target Drill

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

2. "T" Target Drill

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. Initially, the goal would be to hit this target 5 out of 10. Increase the standard as skill improves.

Suggestions for the Teacher/Coach

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

Cue Words

- Consistency with start position
- Push to contact

Basic Skill #4

Ready Position

Getting into a good ready position is essential to maximize player performance.

Assessment of Each Athlete's Current Skill Level

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

Steps to Teach the Ready Position

Show good ready positions for serving, receiving serve and just prior to the opponent returning the shuttle in play situations.

Practice correct ready positions with all skill drills and play situations (**Figure 12**).

Cue Words

- On your toes
- Knees bent
- Racket up



Figure 12

Suggestions for the Teacher/Coach

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

Basic Skill #5

Serve Returns

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

Assessment of Each Athlete's Current Skill Level

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.

Steps to Teach Serve Returns

- The player should stand slightly sideways with the opposite foot of the racket hand forward.
- As soon as the server makes contact with the shuttle, the receiver should move in the direction of the hit.
- If the shuttle is struck overhead in the net area, simply teach players to push forward in the direction of the shuttle. Adjust how hard the bird is struck to vary the distance of the return, and adjust the angle of the racket face to alter hitting direction.
- If the shuttle is struck overhead in the back court, execute the appropriate overhead stroke of choice. (See Forehand Overhead Clear, Drop, and Smash Skill Technique Sections.)

Drills

1. Short Serve Return Target

Identify six target areas as shown in **Diagram 2** that are large targets to begin with (approximately 1 square meter); reduce size as skills improve; increase size if limited success is evident. One partner serves while the other partner attempts to return serve into the six different targets. Try to hit one target several times before moving on to a different target.

After a 40-60 percent success rate with most of the targets, challenge the athlete to hit a different target after each practice serve to judge control.

2. 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.

Cue Words

- Ready position
- Watch the bird
- Aim at target

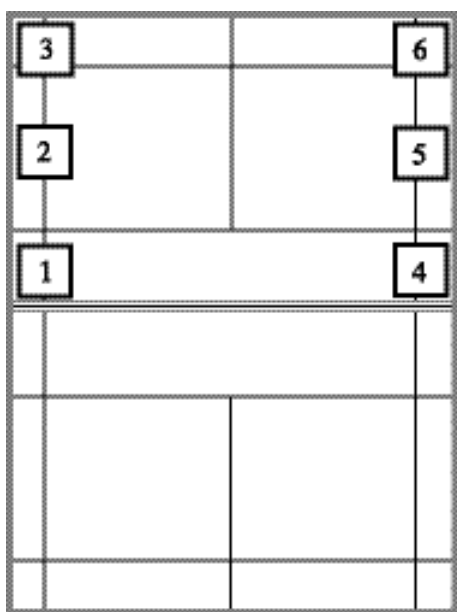


Diagram 2

Suggestions for the Teacher/Coach

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. 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.

Steps to Teach Net Rallies

- Use a shake hands grip.
- Always try to contact the shuttle as near to the top of the net as possible.
- Step forward with the racket leg.
- 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.

Drills

1. Straight Ahead Tossed Shuttle

One partner stands across the net from a partner. 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.

2. Random Tossed Shuttle

Same as Drill 1, except the tosser can toss the shuttle over the net anywhere inside the sidelines and in front of the service line.

3. Cooperative Net Rally

One partner begins the rally with a short serve. Both partners attempt to hit consecutive underhand net rallies, staying between the net and the short service line, until missing. Establish individual records to chart individual skill progress.

4. Competitive Net Rally Game

Same as Drill 3, except with this drill, partners try to win each rally instead of keeping the rally alive.

Cue Words

- Flat racket
- Racket foot forward
- Soft hits

Suggestions for the Teacher/Coach

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

Basic Skill #6

Underhand Net Rally

The ability of players to hit soft shots at the net is very important.

Assessment of Each Athlete's Current Skill Level

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.

Basic Skill #7

High Deep Serve

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

Assessment of Each Athlete's Current Skill Level

Beginners 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.

Steps to Teach the High Deep Serve (Forehand Serve)

- Stand in a stride position with the nonracket foot forward.
- Assume a ready position with the racket back behind the body and the wrist cocked.
- Hold the shuttle across and in front of the body at waist height with nonracket hand.
- As the shuttle is dropped, start a smooth and continuous underhand swing.
- Racket contacts the shuttle even with the forward foot at approximately knee level.
- Follow through with the racket both forward and up in the direction of the opposite shoulder (**Figures 13-15**).



Figure 13



Figure 14



Figure 15

Drills

1. Hit the Wall

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

2. Deep Serve Target Practice

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. 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.

Suggestions for the Teacher/Coach

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 more difficulty at hitting the shuttle deep when serving.

Cue Words

- Ready position
- Smooth swing
- Follow through opposite

Basic Skill #8

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 in the backcourt is an extremely valuable skill.

Assessment of Each Athlete's Current Skill Level

Beginners will not use a mature throwing motion during execution of the overhead clear stroke. Also, beginners will have extreme difficulty hitting the bird 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.

Steps to Teach the Forehand Overhead Clear

- Set up in a side to the net hitting position between the baseline and the mid-court position.
- Point nonracket hand toward the oncoming shuttle.
- Push with the back leg forward and upward into the hit.
- Rotate trunk and extend arm leading with the elbow into the hit.
- Contact shuttle at full body and arm extension.
- Follow through to the opposite side of the body (Figures 16-21).

Drills

1. Distance Hits

One partner serves a high serve to his or 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.

2. Cooperative Overhead Rally

Partners attempt to initiate and maintain consecutive overhead rallies.

3. 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.

4. Rope Drill

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.

Suggestions for the Teacher/Coach

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.

Cue Words

- Side and point
- Push (back leg) and extend (racket arm)
- Follow through



Figure 16



Figure 17



Figure 18



Figure 19



Figure 20



Figure 21

Basic Skill #9

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.

Assessment of Each Athlete's Current Skill Level

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.

Steps to Teach Forehand Overhead Drop

See steps to teach the forehand overhead clear (page 33). However, the follow-through is shorter, and the position of the racket at contact is slightly behind the contact point for the clear.

Drills

1. 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.

2. Keep the Drops Going

Partners attempt to maintain an underhand clear (beginning with the serve) /overhead drop shot cooperative rally. Switch roles frequently.

Suggestions for the Teacher/Coach

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.

Cue Words

- Side and point
- Push (back leg) and extend (racket arm)
- Follow through (very short)

Basic Skill #10

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.

Assessment of Each Athlete's Current Skill Level

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.

Steps to Teach the Forehand Overhead Smash

See steps to teach forehand overhead clear. However, the position of the racket at contact is slightly farther forward to generate 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. **Figures 22-24** visually illustrate the difference in the angle of the racket face at impact for the clear, the drop, and the smash.



Figure 22 (Clear)



Figure 23 (Drop)



Figure 24 (Smash)

Drills

1. Bucket of Smashes

Same as the bucket of drops except the hitter smashes instead of hitting 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.

2. Clear-Smash-Block

As players become more consistent at hitting smashes, this is a good challenge. 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.

Suggestions for the Teacher/Coach

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

Cue Words

- Side and point
- Push (back leg) and extend (racket arm)
- Follow through

Basic Skill #11

Backhand Overhead Clear

This skill should be used mostly when an opponent hits the bird 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.

Assessment of Each Athlete's Current Skill Level

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.

Steps to Teach the Backhand Overhead Clear

- 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.
- Place the elbow high with the racket and racket hand well below the starting elbow position.

- Push off the back leg and extend the arm into the hit. (Arm should rotate outward or supinate into the hit.)
- Contact shuttle at full body and arm extension.
- 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. (**Figures 25-28**)



Figure 25



Figure 26



Figure 27



Figure 28

Suggestions for the Teacher/Coach

Players who experience a great deal of difficulty with this 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.

Drills

1. Use the same drills as for the forehand overhead clears (page 34).

Cue Words

- Turn sideways (eventually back) to net
- Push with back leg (the nonracket hand leg)
- Elbow lead and extend arm

Basic Skill #12

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).

Assessment of Each Athlete's Current Skill Level

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.

Steps to Teach the Backhand Overhead Drop

Similar to the backhand overhead clear (page 36). 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.

Suggestions for the Teacher/Coach

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

Drills

Use the same drills as with the forehand overhead drop (page 35).

Cue Words

- Turn sideways (eventually back) to net
- Push with back leg
- Elbow lead and extend arm

Basic Skill #13

Backhand Overhead Smash

This shot is a highly advanced skill. It could be taught from a position close to the net as an element of fun in practice. However, minimal time and energy should be spent on this skill until athletes are at the intermediate to advanced skill level.

Suggestions for the Teacher/Coach

This is an extremely difficult stroke. Even players at advanced levels will experience difficulty executing this shot with high levels of success. Minimize the amount of practice time spent on this shot. When practicing this shot, keep athletes close to the net for maximum success and transferability into game play.

Assessment of Each Athlete's Current Skill Level

Beginners will have extreme difficulty making solid contact with this stroke in the overhead area. Intermediate players will begin to make contact but still have difficulty with accurate placement and/or power. This is an advanced stroke.

Steps to Teach the Backhand Overhead Smash

Similar to the backhand overhead clear (page 36). However, the contact point is slightly farther forward than the backhand clear, and the racket head speed generated into the hit is greater.

Drills

Same drills will work as used with the forehand overhead smash.

Cue Words

- Turn sideways (eventually back) to net
- Push with back leg
- Elbow lead and extend arm
- Contact point forward

Skill #14

Forehand and Backhand Drive

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

Assessment of Each Athlete's Current Skill Level

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.

Steps to Teach the Forehand Drive

- Players should be positioned to have their racket foot forward and to the side of the court.
- The arm action is like a sidearm throwing motion with the forearm turned to a palm-up (supinated) position.
- 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.
- The follow-through goes across the body sideways as the forearm continues to pronate.

Steps to Teach the Backhand Drive

- Players should be positioned to have their racket foot forward and to the side of the court.
- The arm action is like a sidearm throwing motion with the forearm turned to a palm down (pronated) position.
- 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.
- The follow-through goes across the body sideways as the forearm continues to supinate.

Drills

1. Bucket of Shuttles

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

2. 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 short 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.

3. Backhand to Backhand Drive Rallies

Same as the forehand drive rally drill above.

Suggestions for the Teacher/Coach

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.

Cue Words

- Step with racket leg
- Play early and out in front
- Keep flat

Assessing and Matching Athletes and Events

- All athletes capable of hitting two or more consecutive rallies over the net are ready to begin both singles and doubles game play activities.
- The more consecutive cooperative rallies athletes can sustain, the more successful they will be at competitive game play.
- Singles play requires greater court coverage than doubles play, so players who can move better around the court would be more suited for singles initially. However, higher levels of skill development can compensate for lower court movement abilities, so matching athletes with a singles or doubles event is not easy to identify.
- Allow athletes to experience both singles and doubles in practice and competition situations.

The following is a recommended minimal number of cooperative hits suggested prior to game play activities.

4-15 consecutive cooperative hits with a partner

Novice– Ready to begin some basic singles game play activities.

16-25 consecutive cooperative hits with a partner

Beginner– can execute both overhead clear and drop shots with some degree of differentiation. Ready for both singles and doubles basic game play. Be careful not to overemphasize all game play results.

26-50 consecutive cooperative hits with a partner

Intermediate– Continue with increased opportunities for improving skills and challenge opportunities through cooperative and competitive tasks.

51+ consecutive cooperative hits with a partner

Advanced– Increase skill development challenges and teach more directly to tactical awareness concepts (game strategies).

Suggestions for the Teacher/Coach

It is important to begin with individual skills first, followed by combination skills, prior to game play practice situations. However, for variety, fun, and challenge reasons, remember to build skill challenges (goals) into every practice session. Your athletes will enjoy these types of challenges for both singles and doubles practice sessions.

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

- Solo hits up in the air to self.
- Partner hits up in the air cooperatively.
- Partner hits back and forth (with or without a net) cooperatively.
- 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.

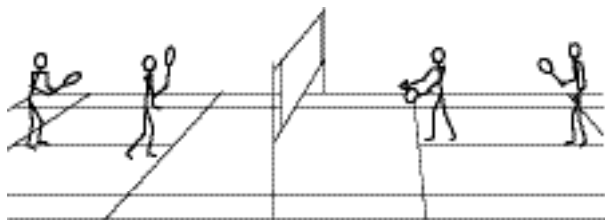


Diagram 3 Beginning positions for doubles players

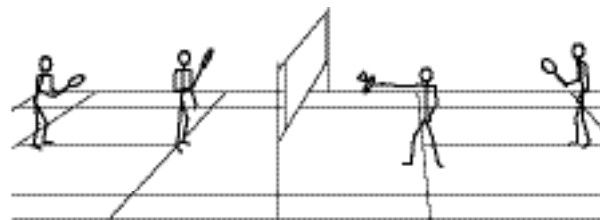


Diagram 4 Doubles positions following service return

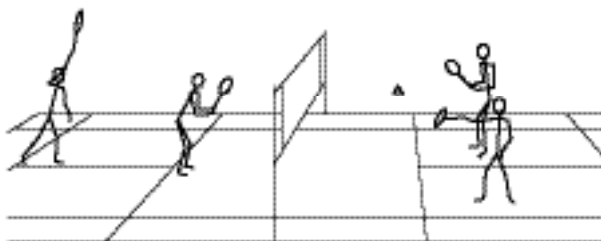


Diagram 5 Doubles positions after clear and smash return. Team A is on offense, up and back. Team B is on defense, side by side.

Drills/Activities for Doubles

Low Ability Level

- Have teams assume the correct starting positions for serve and serve return in doubles. (**Diagrams 3-5**).
- Conduct a variety of two-hit rally combinations and teach court coverage.
- Conduct a variety of three-hit rally combinations and teach court coverage.
- Continue with four-hit rally combination and more, as players are ready.
- 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.

Basic Rules of Badminton

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

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.

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 scores a point, changes court sides, and continues to serve. If he loses, his 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, first to 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.

Improving Athlete Performance

SECTION D

- Strength and Conditioning Activities
- Home Fitness
- Cross Training Suggestions
- Nutrition Basics
- Medical Care for Injuries
- ABCs of CPR
- Medical Emergency Awareness



Strength and Conditioning Activities

Overall fitness is helpful to becoming a good badminton player. It is important for athletes to work on fitness in the pre-season and throughout the season. Beyond general fitness here are two main areas of concentration:

1. **Endurance**– To play a full match of badminton it is necessary to expend energy for up to 30 minutes. Running sprints or court drills with rests in between can simulate the type of energy output used during a badminton match.
2. **Agility**– Moving to intercept the bird is very important to playing good badminton. Athletes should practice agility drills on the court as a part of each practice. These can be a fun part of practice, not drudgery.
 - **Four Corners Shuttle Replacement Drill**– An athlete starts with one bird in hand and one bird in each of the four corners of the court. On signal, the athlete moves in a set pattern to each of the four corners and replaces the shuttle on the floor with the one in hand. This could be timed, or by number of repetitions. Groups of two or three allow natural rest breaks between turns. This way, four courts can easily handle 24 athletes.
 - **Around the Court Rallies:** In teams of three-four, see how long they can keep the shuttle in play. Each player gets one hit followed by running to the opposite side of the court in a pre-set direction to avoid collisions. Set a gold, silver, and bronze medal challenge level for the day. Adjust in subsequent practice sessions for a more appropriate challenge. Group players by ability and give different challenge goals for each group.
 - **Running Drills**– Starting at the doubles sideline, athletes sprint to the far doubles sideline and return to the starting point. Next, they run to the singles sideline and return; center service line and return; singles sideline and return.

Variations

- Use a sidestepping shuffle instead of a sprint.
- Use a "karioke" step: sideways run alternating right leg crossing over in front and then left leg crossing over in front.

Off the court, athletes can improve their badminton by rope jumping, basketball, fencing, and other cross-training activities requiring leg strength, agility, and balance. Strength and endurance training programs using weight training can also be developed for intermediate and advanced athletes. However, weight training for beginning players should not be a high priority.

Home Fitness

A sport is much easier and more enjoyable to play or perform if the athlete is aerobically fit and strong and can use proper technique. All three of these aspects can be greatly improved during all times of the year. The objective of a home fitness program is to teach each athlete a series of strength and conditioning exercises and supervise the sessions until he/she can perform them on his/her own.

Begin with shorter and easier practices and increase the amount of time and challenge as the athletes become comfortable with the exercises. Do the same sequence each session and have athletes repeat it three times a week. Technique practice can be incorporated into the strength and conditioning program; however, athletes must be supervised to ensure that they are performing the techniques properly. A sample Home Training Program is provided below.

Home Training Program

The skills of badminton are increasingly more 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. 25 serves every day would be 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 bike riding every day. Variety is healthy.
2. Rope jump 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 be able to perform the following workout sequence after a good warm-up and stretching period.

- 3 minutes slow speed
- 2 minutes 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.

Fitness Activity for Week # _____

1. _____
2. _____
3. _____
4. _____
5. _____

Signature of Athlete: _____

Signature of Parent: _____

Mental Preparation

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 University 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 his/her eyes and picture himself/herself performing a particular skill. Each athlete is seeing himself/herself on a large movie screen. Walk him or her through the skill step by step. Use as much detail as possible, using words to elicit the senses (sight, hearing, touch, and smell). Ask the athlete to repeat the image, to picture himself or herself rehearsing the skill successfully.

Some athletes will need help beginning 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 in actuality may be hard to explain. However, the athlete who repeatedly imagines himself or herself correctly completing the skill and believing it to be true is more likely to make it happen. Whatever goes into the mind and the heart comes out in the athlete's actions.

Cross-training Suggestions

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 game. Sports that use hand-eye coordination can improve badminton skills. Examples are baseball, tennis, squash, racquetball, fencing, and volleyball.

The purpose of cross-training is to take part in activities that place similar demands on the body to badminton. However, training is sport specific. The advantage of cross-training activities is enhancing overall fitness and body management, not improving badminton specific fitness and skills.

Nutrition Basics

Nutrition influences performance. Athletes need these nutrients in their diets:

Carbohydrates— are the primary energy source. 50-60 percent of a daily diet should consist of bread, cereal, rice, pasta, potatoes, etc. Simple carbohydrates like sugar, candy, syrup, etc., are high in calories but empty in nutritional value.

Fats— are a secondary energy source. 20-30 percent of the daily diet should come from primarily polyunsaturated (vegetable) sources.

Protein— repairs and replaces cells and helps in regulating blood fluids. 10-20 percent of the daily diet should come from lean meat, fish, poultry, eggs, and dairy products.

Vitamins— regulate growth and development and should come from a well-balanced diet.

Minerals— regulate fluid exchange and should come from a well-balanced diet.

Water— is one of the most essential of all nutrients. Drinking water before, during, and after events or training sessions helps to produce energy from the food we eat.

Athletes should eat a meal at least 1.5 hours before a competition. This meal should be high in complex carbohydrates, yet low in proteins and fats. Baked potato, spaghetti, rice, and cereal all make good choices. A proper diet for improved athletic performance includes the following:

- Eating a variety of wholesome foods
- Eating a good breakfast
- Chewing each bite of food thoroughly
- Avoiding high-sugar foods such as cakes, cookies, and soft drinks

- Limiting the intake of red meat
- Avoiding between-meal and late-night snacks
- Eating balanced meals regularly
- Drinking at least eight (8) glasses of water daily
- Getting plenty of sleep
- Drinking plenty of water before, during, and after training and competition.
- Taking food supplements such as vitamins, minerals, and proteins may not be necessary if proper eating habits and diet are followed.

Medical Care for Injuries

It is the coach's job to maintain as safe an environment as possible. It is strongly recommended that coaches have certification in cardiopulmonary resuscitation (CPR) and first aid. Athlete medical forms should be reviewed before the start of practice and be on hand at all trainings and competitions. There should be a plan for emergencies. Using the Coach's Safety Checklist will help to prevent injury by assuring adequate supervision and the proper equipment, facility, warm-ups, and stretching exercises.

When an injury does occur, **STAY CALM**, and administer only basic first aid. When in doubt or when more care is needed, **CALL EMS** (your local Emergency Medical System) and get professional medical assistance. Also, consult the athlete's family and/or a physician.

Care for Minor Injuries

Blisters

- Keep pressure off new blisters using a felt "doughnut."
- Where the skin is torn, use extreme care.
- Keep area clean.
- Apply a sterile dressing.
- When underlying tissue toughens, a dressing may no longer be needed.

Abrasions and Contusions (Floor Burns and Deeper Bruises)

- Keep area clean.
- Expose area to the air when possible.
- Keep area dry.
- Encourage gentle activity.

Information to Give to the Emergency Operator

1. Caller's name (and number if available)
2. Name of site and location of intersecting streets
3. Injured person's location at the site
4. Type of injury and care being given

Chronic Knee Pain, Thigh Muscle Overload, Tendonitis, Stress Fractures, and Ligament Strain. Follow the doctor's directions, which will generally include:

- Resting for five to seven days
- Icing for pain
- Stretching related muscles to strengthen them
- Moving gently, stopping at the point of pain
- Exercising to strengthen afflicted area as it heals.

Treating Strains, Contusions, Minor Bumps and Bruises

- R - Rest, stop any pain-causing activity.
- I - Ice for 24-36 hours after the injury.
- C - Compress with elastic bandage if needed.
- E - Elevate to avoid edema and subsequent swelling.

Conditions Requiring Medical Attention

- Significant swelling or dislocation of an extremity
- Obvious deformity of an arm or leg
- Severe pain
- Inability to bear weight on a lower extremity
- Lacerations with or without fractures
- Significant swelling of a joint, i.e., elbow, wrist, knee, ankle
- Loss of sensation in an extremity
- Loss of consciousness
- Heat and cold related illnesses or injuries

Conditions Mandating That Only Experienced Medical Personnel Move the Athlete

- Loss of consciousness
- Neck or back injury with loss of sensation or motor power in arms or legs
- Head injury with disorientation and/or visual changes
- A possible broken bone (i.e. arm or leg).

Initial Measures for Cardiac Arrest

Always have someone familiar with basic life support and cardiopulmonary resuscitation (CPR) at every training session. Even though the possibility of cardiac arrest is much greater among the spectators than among the athletes, it is always possible. Initial steps include the following:

- CALL EMS (your local Emergency Medical System).
- Establish unresponsiveness.
- Call out for assistance.
- Position the victim (*only in life-threatening situations should you move or reposition the athlete*).

Recommended Emergency Medical Procedures

1. **DO NOT MOVE** an athlete who is believed to be seriously injured...especially when a head, neck, or back injury is suspected.
2. A responsible person must **STAY WITH THE INJURED ATHLETE** at all times and have the "Special Olympics Application for Participation" (medical form) and the "Athlete/Parent Release" form available. He or she must also provide appropriate emergency support. A second person needs to stay with the other athletes.
3. Another responsible person should **CALL THE EMERGENCY MEDICAL ASSISTANCE NUMBER (911)** and meet the paramedics. This will enable them to come as quickly as possible and to enter the area at the designated place.
4. The rest of the coaches should be with the other athletes, moving them to another area and assuring them that appropriate emergency procedures are being followed. It is also a good opportunity to answer their questions and concerns about their teammate.
5. Contact the parent and caregiver as soon as possible.

ABCs of CPR

These are simply reminders for those who are already trained in CPR. You should only attempt CPR if you are trained or there is no one else around and advanced medical help is on the way.

Call Emergency Medical System

Airway

- Open airway (tilt head and lift chin).
- Establish breathlessness (look, listen, feel).

Breathing

- Check for foreign body (airway obstruction).
- Provide mouth to mouth breathing.

Circulation

- Check for pulse.
- Start chest compression (if no pulse is felt).

Heat Related Illnesses

Heat Emergencies

These problems often occur when athletes play too long and hard or stay too long in the sun. People do not always realize how the sun can affect them.

Sunburn can occur on overcast days as well as on sunny days. When athletes are in the sun, they should wear a water-resistant sunscreen lotion, which provides maximum protection. Sunglasses and a hat provide added protection.

The following information tells how to recognize and initiate treatment for heat stroke, heat exhaustion, and heat cramps.

Heat Stroke

Signs and symptoms

- Hot, red, dry skin
- Very high body temperature
- Rapid/weak pulse
- Rapid/shallow breathing
- Shock or unconsciousness

What to do

- Treat heat stroke as a life-threatening emergency and call the paramedics.
- Cool the victim by immersing in a cool bath or wrapping in wet sheets and fanning.
- Care for shock by laying the victim down and elevating the feet.
- Give nothing by mouth.

Heat Exhaustion

Signs and symptoms

- Cool, pale, or flushed; moist skin
- Rapid, weak pulse
- Weakness and dizziness
- Nausea and vomiting

What to do

- Treat heat exhaustion as an emergency and call the paramedics.
- Get the victim into the coolest place available.
- Place the victim on the back with the feet elevated.
- Cool victim by applying wet sheets or towels to the body and by fanning.
- Give a half-glass of water to drink every 15 minutes if the victim is fully conscious and can tolerate it.

Heat Cramps

Signs and symptoms

- Muscular pains and spasms, usually in the legs or abdomen

What to do

- Get the victim into the coolest place available.
- Give a half-glass of water to drink every 15 minutes and for an hour.

Prevention

- Seek protection from the sun and extreme heat
- Replace fluids by drinking water, sports drinks, or fruit juices.

Medical Emergency Awareness Checklist

- Are coaches and chaperones aware of athletes' pre-existing medical problems, such as diabetes, epilepsy, or allergic reaction to a bee sting?
- Do coaches and chaperones have ready access to the Athlete/Parent Release Forms that give permission for medical treatment in case of an emergency?
- Do coaches and chaperones have these waivers on hand at each of the training sessions and competitions?
- Is a well-stocked first-aid kit also on hand at all training sessions and competitions?
- Have coaches been instructed in how to use the first-aid materials?
- Should a medical emergency occur at a training site, do coaches know the location of the nearest telephone? Do they know the emergency phone number? If that phone is in a locked room, do they have a key? Is a custodian on duty and easily found? If it is a switchboard phone, do they know how to get an outside line?
- Should a medical emergency occur at an event or training site, are there adequate assistant coaches or chaperones available to stay with other team members while medical emergency procedures are taken?
- If the phone is out of order, do they know the location of the next available phone? Does anyone carry a working cellular/wireless phone?

- Should a medical emergency occur at a competition or event, does each coach, volunteer and competition management member know the emergency action plan: who to contact, where to contact them, how to communicate with others, and what follow-up procedures to perform? (Include emergency plan in pre-event training for each volunteer.)
- If paramedics are called, will they find locked gates blocking access to the injured athlete? If so, do coaches or competition management personnel have a key for those gates or a way to get one quickly
- Do coaches or competition management personnel have a list of names and phone numbers of the parents or caregivers to call in the event of a serious injury?
- Where is the nearest hospital to the training or competition site? Is that where an ambulance will most likely take the injured athlete?

If the answer to ANY of these questions is "NO," coaches or competition management personnel are not prepared to deal with a medical emergency at a training site or event.

Create an emergency action plan; orient coaches and competition management personnel on effective procedures; set up a simulated medical emergency and practice the plan.



Getting Ready for Competition

SECTION E

- Taking Athletes to a Competition
- Divisioning in Special Olympics
- Managing a Small Competition
- Sample Competition Script



Taking Athletes to a Competition

There should be a great deal of excitement as your athletes get ready for the actual competition. This should be a fun time for all involved, but take care to prepare your athletes for the competition event by enacting the following plan.

1. Planning Ahead

- Clearly inform athletes and parents of the date and location of the event.
- Build excitement for the event and focus the practices on the competition.
- Organize transportation to and from the event.
- Prepare a checklist for athletes and for coaches:
 - Examples for athletes: badminton racket, water bottle, sweat towel, snacks, sweat suits.
 - Examples for coaches: registration materials, medical forms, emergency phone numbers, list of participants and phone numbers, broken string repair kit, first-aid kit.

2. What to Do at the Competition Site

- Check in with badminton site coordinator.
- Take off court warm-up similar to practice.
- Have athletes stretch just as if they were at their own practice session.
- Take warm-up on court (10-15 min.).
- Follow directions of the badminton coordinator for court assignment.
- Compete according to SOI badminton rules.
- Watch athletes compete and offer encouragement and praise winning shots.
- Make sure athletes shake opponent's hand after competition and display good sportsmanship—win or lose.
- Participate in awards presentation following the conclusion of all matches.
- Make a point of saying something positive and concrete to each athlete before they leave.
- Thank the parents and helpers who came to watch.
- Announce the time and location of the next practice.

3. Follow-Up

- Record the results of your individual team members.
- Evaluate their performance.
- Inform parents of athletes' results.
- Identify practice plan ideas to help athletes improve.
- Set realistic goals for next competition based on performance.

Divisioning in Special Olympics

In Special Olympics, every athlete must have a reasonable chance to win. Whenever possible, athletes are divided into age groups and segregated by sex. However, that is not always possible.

The following order has been shown to be effective for divisioning in this sport:

Age Divisions

Individual Sports

Youth: 8-11

Junior: 12-15

Senior: 16-21

Masters: 22-29

Senior Masters: 30+

Team Sports

Junior: 15 and under

Senior: 16-21

Masters: 22+

Managing a Small Competition

Since badminton is a new sport in the Special Olympics family, it may be difficult to schedule a high volume of competitions for your athletes to attend. Therefore, it may be necessary for coaches to organize and develop local competitions with invited teams and/or teams created from the local athletes. The following guidelines are suggestions for running a local competition.

Volunteers and Officials

If possible, recruit volunteers with basic understanding of badminton rules and scoring.

Competition Director

Responsible for the overall organization of the event. Serves as the final say on all protests. Recruits the teams to participate and sets the format.

Registrar

Responsible for on-site check in; keeps results and organized medals.

Individual Skills Test Officials

1. Group leader – Keeps the group together, rotates with the group to the next station, and records scores.
2. Station leader – Describes skill to be tested and runs the station. Awards points and makes judgment calls.

Competition Officials

1. Scorekeeper – (1 per court) monitors the court, keeps score, and turns score in to registrar.
2. Court managers – Help athletes who are waiting for the court to be prepared to play when it is their turn. Help with directing athletes to appropriate positions.

Medical Personnel

Responsible for treating on-site injuries. Should be a certified trainer, nurse, or doctor.

Facility Checklist

Make sure there are:

- Regulation badminton courts and nets
- Restroom facilities
- Spectator and awards area
- Broom to clean floor as needed

Equipment Checklist

Make sure there are:

- Badminton birds: At least two per court for match play and for each station of the individual skills contest.
- Extra badminton rackets
- Water cooler and cups or available drinking fountain
- Signs to clearly mark stations for skills test/competition courts

Suggested Venue Layout

Individual Competition Format

Set up tournament brackets for each grouping of athletes (**Diagram 6**). Play a drop flight format so that all players are guaranteed two or three matches. For example, winners of the first and second round stay in flight A. Winners of the first round who lose in the second round move into flight B. Losers of the first round who win their second round move into flight C. Losers of the first who also lose in their second round move into flight D. This format encourages lots of good play for all competitors. For brackets that do not fill with an even number, place a bye in the blank spaces. A bye is considered a win for the player in the same bracket.

Team Competition Format

An odd number of total matches is recommended. For example, six singles and three doubles matches would constitute a team match. However, any odd number combination would work. If several teams are involved in league or tournament play, the official number of matches would need to be predetermined. However, if competitions between two teams are arranged informally, it would be advisable for coaches to make this final decision when both

teams verify the number of athletes they have available. This way, all athletes can be included in the competition, and the number of total matches can be adjusted to accommodate maximum participation for all athletes.

Sample Competition Script

Opening Ceremonies

The Master of Ceremonies (MC) opens the competition:

MC:

“All Special Olympics athletes, volunteers, and honored guests please report to the staging area. Opening Ceremonies will begin in five minutes.”

**If a band or color guard is used, MC introduces them as they enter and take their place.*

MC:

“Good morning/afternoon/evening ladies and gentlemen. Welcome to the Opening Ceremonies of the (year) (facility or community) Special Olympics Badminton Competition. Let’s give a big hand to the athletes as we begin our ceremonies.”

**Music begins and the parade of Special Olympics athletes commences. If there is a banner, athletes carrying the banner will lead, followed by the other athletes and coaches.*

MC:

“Let’s welcome (honored/special guest’s name, and organization).”

*If a torch is used, the designated athlete should be introduced and will carry in the torch symbolizing the “Flame of Hope” at this point.

MC:

“Let’s welcome (name of athlete) who will now lead us in reciting the Special Olympics oath.”

Special Olympics Athlete:

“Fellow athletes, please stand; repeat after me....

“Let me win. (pause as others repeat) But if I cannot win, (pause as others repeat) let me be brave in the attempt (pause as others repeat).”

MC:

“(Name of sport official) will now recite the officials’ oath.”

Official:

"In the name of all judges and officials, I promise that we shall officiate this Special Olympics competition with complete impartiality, respecting and abiding by the rules that govern them, in the spirit of sportsmanship."*

Honored Guest:

"I declare the (year) (facility or community) Special Olympics Badminton Competition open. Good Luck!"

MC:

"That concludes the Opening Ceremonies of the (year) (facility or community) Special Olympics Badminton Competition. When you leave here please report to the staging area of (the first event)."

Awards Ceremony

Volunteers guide each division of athletes to the awards area as soon after competition as possible. They are in specific order of finish within each division that represents their placements on the awards stands.

The order of participants follows: 8th, 6th, 4th, 2nd, 1st, 3rd, 5th, and 7th.

Start the music as athletes move from the awards staging area to the presentation area.

MC:

"Ladies and gentlemen, it is my pleasure to announce the results in the division of the (age and gender group) (event). In eighth place, with a time/score of (time/score), (name) ... (pause for award presentation). In seventh place, with a time score of, etc."



For a competition, the awards area should be large enough to hold the largest division or heat. If a Special Olympics banner is available, it is an appropriate backdrop. An awards stand with enough placement boxes for an entire division is also an option but not required for a small contest.

Closing Ceremonies**MC:**

"Special Olympics athletes and coaches, please assemble for the Closing Ceremonies. And now, after a hard day of competition and in the spirit of friendship, we will begin the parade forming a friendship circle."

Introduce the participating athletes or programs as they form the circle.

MC:

"This Special Olympics Badminton Competition would not have been possible without the efforts and dedication of the volunteers and officials under the leadership of (competition organizer's name). The (year) (facility or community) Special Olympics Badminton Competition has come to an end, but the memory of this wonderful competition will remain with us for many days to come. Athletes, you should be proud of your accomplishments and of your hours of hard work and training. You are all winners. Now, as the competition comes to a close, let us join hands in the circle of friendship."

**If a torch is used, the designated athlete should be introduced and will carry the torch out at this point.*

MC or Honored Guest or Head Coach:

"I declare the (year) (facility or community) Special Olympics Badminton Competition closed."



Additional Resources

SECTION F

- Protest Procedures
- Equalization of Competition
- Glossary of Badminton Terms
- Criteria for Advancement
- Life Benefits of Special Olympics
- Infusion Chart
- Daily Performance Record
- Sports Skills Assessment Record
- Training Session Sheet
- Score Card
- Bibliography
- Application for Participation
- Release Forms



Protest Procedures

- Only the registered head coach may file a protest.
- All protests must be submitted in writing on the appropriate form to the chief referee. Complete the protest form that is provided in the back of the Official Special Olympics Winter Sports Rules Book. The competition jury will review the protest and make a decision.
- A protest involving the judgment of an official will not be given consideration.

Equalization of Competition

Special Olympics believes that every athlete deserves an equal chance to excel during competition. Thus each competition division within a given event must be structured so that every athlete/team in the division has a reasonable chance to excel according to accurate records of previous performance or trial heats and, when relevant, grouping by age and gender.

Glossary of Badminton Terms

Alley — Playing area between the singles and doubles sidelines.

Backhand — A stroke hit on the nondominant 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.

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.

Criteria for Advancement

1. To advance to a higher level of competition in a particular year, an athlete must have participated for a minimum of eight weeks in an organized training program in the sport or sports in which he or she is entered for higher level competition. A planned regimen of training under a volunteer coach, teacher, or parent is considered an organized training program.
2. To advance to a higher level of competition, an athlete must have placed first, second, or third at the lower level of competition in the same sport. For example, an athlete may not advance to international or multinational competition in a given sport unless that athlete competed in that sport at a national or state competition and placed first, second, or third.
3. Athletes should be chosen for higher level competitions by random selection from among first, second, and third place winners from all divisions by event. Athletes selected may also enter other events in which they have not placed first, second, or third at the next lower level competition.

National or State Programs may establish additional criteria for advancement to higher level competition based upon behavior, medical, or judicial considerations. These criteria would be applied to athletes on an individual basis. Additional criteria should not conflict with any part of the Official Special Olympics Sports Rules.

4. When conditions exist that preclude all first, second, or third place winners from advancing to higher level competition (for example, a Program has 100 first, second, and third place winners in the 100 meter dash and a quota of five athletes for the 100 meter dash at the next World Games), athletes shall be selected as follows:
 - a. **First Priority:** Athletes shall be first place winners in at least the event at the next lower level of competition. If the number of first place winners exceeds the quota, athletes shall be chosen by random selection from among all division winners.
 - b. **Second Priority:** Athletes who were second place finishers in the event shall be chosen next by random selection from among all division winners.

- c. A team having no competition at a specific level shall be declared a winner. The team shall not receive a place award; however, the team shall be eligible to advance to the next higher level of competition.
5. An athlete shall not be barred from future competition because of prior competition (e.g., an athlete who competed in the 1995 World Games is eligible to compete in the 1999 World Games unless that athlete fails to meet some other eligibility criterion).
6. The above criteria shall be used for selecting athletes for advancement to World Games. They are strongly recommended for use in selecting athletes for advancement to other levels of competition.
7. If a Special Olympics Program, because of the size or nature of its competition, finds that these criteria are inappropriate, it can request authority to deviate from them. Such a request should be submitted along with proposed substitute selection criteria to the chairman of Special Olympics, Inc., at least 90 days before the Games or competition for which these different selection criteria will be used.



Life Benefits of Special Olympics

Special Olympics can provide opportunities to develop other skill areas in addition to sports and fitness skills. These areas include life, social, vocational, and transitioning skills. Coaches can play an important role in the development of these important skills.

Life Skills

Money Management

At a Special Olympics event, give athletes the opportunity to buy a meal, T-shirt, etc. Involve them in the choosing and purchasing of uniforms and equipment.

Personal Grooming Habits

Establish team guidelines. Encourage athletes to wear clean clothes, groom their hair, brush their teeth, shower after practice, wash their own uniforms, etc.

Transportation Access

Teach athletes how to ride a bus, use the subway, and ride a bicycle. Enable athletes to get out and interact with the community.

Social Skills

Negotiation

Enable athletes to negotiate with parents and employers for changes in their family and work schedules in order to participate in a Special Olympics event.

Relationship Building

Enable athletes to interact with volunteers, peer coaches, and teammates, to get along with others, and to make new friends.

Self-esteem and Worth

Provide opportunities and reinforcement for each athlete to contribute to the group as well as to improve individual skills.

Vocational Skills

Commitment and Dedication

Ask athletes to make a commitment to themselves and the team to attend practice and competition. Employers value reliability and dependability.

Focus and Concentration

Focusing on a specific skill in a sport can relate to performing a specific skill and learning a new task on the job.

Working with Others

Teamwork learned through team sports relates to working with others in the job setting.

Stamina and Fine and Gross Motor Skills

Sports participation can improve stamina and complement fine and gross motor skills required to be successful on the job.

Transitioning Skills

Change

Sports training improves an athlete's ability and allows him or her to progress to higher levels of sports participation. This often means adjusting to changes in training and competition sites, teammates, and rules. Athletes who play more than one sport also must make these same adjustments from sport to sport. Learning to adapt to change prepares the athlete for similar changes when moving from school to school and from the school to the workplace.



Infusion Chart

The Infusion Chart offers examples of life, social, vocational, and transitioning skills that the athlete can also acquire by mastering the sports skills described in this guide. There are numerous possibilities for expanding and improving the overall quality of life. Coaches should work closely with teachers and counselors to incorporate sports skills in the overall learning experience. When a teacher/coach wants to teach functional skills, use examples relative to sports experience. For example, recognition of numbers in scoring relates to mathematics. By using the Infusion Chart, the coach can assist in learning more meaningful life, social, vocational, and transitioning skills that will assist full inclusion in the community.

Arts

- Chooses and designs a team insignia or mascot
- Makes team pennants

Science

- Understands movement of the body and weight distribution
- Identifies the parts of the body used primarily in badminton
- Notices differences in various gym floor surfaces
- Judges the distance between teammates when hitting the shuttle

Industrial Arts

- Takes care of equipment
- Constructs a simple scoreboard
- Marks lines on court

Mathematics

- Keeps score
- Measures the area of the court

Home Economics

- Dresses appropriately for badminton
- Washes and dries uniforms

Health

- Knows the basic first aid for minor injuries (scrapes, scratches, and sunburn)
- Practices safety skills when playing
- Practices good nutrition habits

Physical Education

- Performs warm-up exercises and stretches
- Demonstrates badminton skills
- Works with others—teamwork and team spirit
- Stays active in own, outside organized activity

Reading/Language

- Reads the scoreboard
- Uses badminton terminology
- Listens to instructions and follows directions
- Expresses himself/herself (team cheers, high fives)
- Reads and understands instructions for setting up tables and nets for competition

Social Studies

- Identifies and locates facilities where badminton could be played
- Participates in the establishment of teams and rules for organizing a tournament
- Follows current events and reads about the history of badminton

Daily Performance Record

Purpose

The Daily Performance Record is designed for the teacher/coach to keep an accurate record of the athletes' daily performance as they learn the sports skills described in this guide. There are several reasons why the Daily Performance Record is valuable to the teacher/coach. The record becomes a permanent document of the athlete's progress and helps the teacher/coach establish measurable consistency in the athlete's curriculum. This is extremely important when more than one teacher/coach works with the athlete.

In addition, the record allows the teacher/coach to be flexible during the actual instructional session. He or she can break down the skills into tasks that are more specific than those indicated in this guide and, thus, meet the athlete's individual needs. Last, the record helps the teacher/coach choose proper skills and tasks, viable conditions and criteria for mastering the skills and tasks, and correct levels of instruction to suit the athlete's learning abilities in future sessions. These reasons make the Daily Performance Record an important aspect of an individualized educational program.

Using the Daily Performance Record

At the top of the record, the teacher/coach enters his or her name, the athlete's name, the sport, and the sports skills program level from which the skills are taken. If more than one teacher/coach works with the athlete, they should enter the dates that they work next to their names.

Skills and Task Analysis

Before the instructional session begins, the teacher/coach decides what skill(s) will be taught. The teacher/coach makes this decision based on the athlete's age, the athlete's interests, and his or her mental and physical abilities. The skill should be a statement or a description of the specific terminal behavior that the athlete must perform, for example: "Grip the racket correctly." The teacher/coach enters the skill on the top line of the left-hand column.

On the second line, the teacher/coach enters the first task from the task analysis that describes teaching the skill. Each subsequent task is entered after the athlete masters the previous task. Of course, more than one sheet may be used to record all of the tasks involved in one skill. Also, if the athlete cannot perform a prescribed task, the teacher/coach may break down the skill into even more specific tasks that will allow for the athlete's success.

Conditions and Criteria for Mastering

After the teacher/coach enters the skill and the first task on the record, he or she then decides on the conditions and criteria by which the athlete must master the skill and the task. Conditions are special circumstances that define the manner in which the athlete must perform a skill; for example: "given a demonstration, and with assistance." The teacher/coach should always assume that the ultimate conditions in which the athlete masters a skill are, "upon command and without assistance." Therefore, the teacher/coach should not feel obligated to enter these conditions in the record next to the skill entry. However, the teacher/coach should enter conditions next to the task entry and must select conditions that suit the task being performed and the individual abilities of the athlete. The teacher/coach should arrange the tasks and conditions in such a way that as the athlete learns to perform the skill, task by task, he or she also gradually learns to perform it upon command and without assistance.

Criteria are the standards that determine how well the skill or task must be performed. A nonimpaired athlete should be able to perform a skill "upon command and without assistance, 90 percent of the time" for the teacher/coach to consider that the athlete has mastered it. But in the case of the Special Olympics athlete, the teacher/coach should determine a standard that more realistically suits the athlete's mental and physical abilities; for example: "into a wider than normal target, six out of 10 times." Given the varied nature of tasks and skills, the criteria might involve many different types of standards, such as amount of time, number of repetitions, accuracy, distance, or speed.





Dates of Sessions and Levels of Instruction Used

The teacher/coach may work on one task for a couple of days and may use several levels 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 teacher/coach must record the dates he or she works on particular tasks and must enter the levels of instruction that were used on those dates.

The levels of instruction are:

- **Physical Assistance (PA)** — Refers to the teacher/coach giving total manual assistance to the athlete for the entire task
- **Physical Prompt (PP)** — Refers to the teacher/coach giving partial manual assistance to the athlete at a certain stage of the task, for example: hold athlete's arm as racket is swinging
- **Demonstration (D)** — Involves the teacher/coach demonstrating the entire task for the athlete
- **Verbal Cue (VeC)** — Refers to a partial verbal prompt where the teacher/coach uses **KEY WORDS** or phrases to elicit motor response from the athlete, for example: "Follow through"
- **Visual Cue (ViC)** — Refers to a partial visual prompt where the teacher/coach points out the key elements of the task to elicit motor responses from the athlete, for example: teacher/coach moves his or her arm as athlete should in following through.

Date Mastered

When the athlete performs the task according to the pre-set conditions and criteria, the teacher/coach enters the date the task was mastered and proceeds to a new task. Once all of the tasks are mastered and the athlete performs the entire skill upon command and without assistance, the teacher/coach enters that date in the right-hand column, across from the skill entry.



Badminton Daily Performance Record

Athlete: _____ Instructor: _____

Skills & Task Analysis	Conditions & Criteria for Mastering	Dates & Sessions & Levels of Instruction Used	Date Mastered

CODE: Levels of Instruction: PA = Physical Assistance PP = Physical Prompt D = Demonstration VeC = Verbal Prompt Cue WA = Without Assistance ViC = Visual Prompt Cue

Sports Skills Assessment Record

Purpose

The Sports Skills Assessment Record Sheet is designed for the teacher/coach to record the athlete's pre-assessment and post-assessment skill level. The teacher/coach can use the record sheet as a master list, which indicates several things:

- Each athlete's overall development in the program
- The current ability levels of all the athletes in the program
- Comparable progress between athletes at the same ability level
- Determination of the athlete's placement on teams or future skills classes.

Together, the Sports Skills Assessment Record Sheet and the Daily Performance Record are effective training devices, especially for athletes with lower ability.

Using the Sports Skills Assessment Record Sheet for Badminton

The teacher/coach evaluates the athlete with the Sports Skills Assessment Record before the athlete begins training. He or she enters the pre-training assessment score in the proper column on the sheet. After the athlete has trained in the sport skill of that particular level, a re-evaluation will take place and the teacher/coach enters the training assessment score in the corresponding achievement column. Of course, the teacher/coach may allow the athlete to fill in the record sheet or may post the results so the athlete can see what progress he or she is making and take pride in his or her achievement. The teacher/coach can also acknowledge each athlete's improvement at an end-of-the season team party.



Sports Skills Assessment for Badminton

Athlete's Name _____ Date _____

- 4 – High level to Advanced skills
- 3 – Needs minor corrections
- 2 – Needs major corrections
- 1 – Beginner

	Pre-training		Post-training	
Basic Skill #1 – Grip 1. Hand shake grip 2. Trigger finger 3. Relaxed grip				
Basic Skill #2 – Basic Underhand Stroke (Ups to Self) 1. Eyes on the shuttle 2. Relaxed and smooth swing 3. Rotate the forearm through the hit 4. Follow-through to opposite side				
Basic Skill #3 – Low Short Serve (Forehand) 1. Ready position (opposite foot forward, racket back) 2. Drop and swing to contact is smooth 3. Follow-through toward the target				
Low Short Serve (Backhand) 1. Ready position (feet parallel, shuttle and racket in good ready position) 2. Drop and swing to bird-racket contact is smooth 3. Follow-through toward target				
Basic Skill #4 – Ready Position 1. Knees slightly bent 2. Racket held up and in front of body 3. Body weight evenly distributed				
Basic Skill #5 – Serve Returns 1. Good ready position 2. Eyes focused on the shuttle 3. Initial reaction to the serve is instantaneous				
Basic Skill #6 – Underhand Net Rally 1. Racket position is mostly flat 2. Racket foot is forward 3. Smooth movement of the racket into the hit				
Basic Skill #7 – High Deep Serves 1. Ready position (opposite foot forward, racket back) 2. Drop and swing to contact is smooth 3. Follow-through to opposite side				

Sports Skills Assessment for Badminton *continued*

	Pre-training		Post-training	
Basic Skill #8 – Forehand Overhand Clear 1. Turned sideways to prepare for stroke 2. Back leg pushes into the stroke 3. Good throwing motion throughout the stroke 4. Follow-through to the opposite side with racket arm				
Basic Skill #9 – Forehand Overhand Drop 1. Turned sideways to prepare for stroke 2. Back leg pushes into the stroke 3. Good throwing motion throughout the stroke 4. Follow-through (very short after bird-racket contact)				
Basic Skill #10 – Forehand Overhand Smash 1. Turned sideways to prepare for stroke 2. Back leg pushes into the stroke 3. Good throwing motion throughout the stroke 4. Shuttle-racket contact point forward for downward angle 5. Follow-through to the opposite side with racket arm				
Basic Skill #11 – Forehand Around the Head Strokes 1. Initial preparation the same as for all forehand strokes 2. Reach backward and contact the shuttle farther back than regular stroke 3. Recover leg will land off to the side versus straight under the body				
Basic Skill #12 – Overhead Backhand Clear 1. Turned sideways (eventually back) to net 2. Push with back leg (the nonracket hand leg) into the stroke 3. Elbow lead and extend arm into hit 4. Follow-through is an outward turn (supination) of the forearm				
Basic Skill #13 – Overhead Backhand Drop 1. Turned sideways (eventually back) to net 2. Push with back leg (the nonracket hand leg) into the stroke 3. Elbow lead and extend arm into hit 4. Follow-through very minimal				
Basic Skill #14 – Overhead Backhand Smash 1. Turn sideways (eventually back) to net 2. Push with back leg (the nonracket hand leg) into the stroke 3. Elbow lead and extend arm into hit 4. Contact is slightly farther forward than the clear for angle 5. Follow-through is an outward turn (supination) of the forearm				
Basic Skill #15 – Forehand and Backhand Drives 1. Racket foot should step forward to play shuttle 2. Attempt to play shuttle in front of the body 3. Keep trajectory of the shuttle consistently flat across the net				

Training Session Sheet *(sample)*

Practice # _____

Primary objective: _____

Number of athletes: _____ Safety check: floors clean: _____

Hazards removed/minimized: _____

Time	Practice Progression Tasks/Drills
1. 5-10 min.	Easy hitting protocol – Used every practice simply to get started
2. 5-10 min.	Stretching protocol – Used every practice
3. 10-15 min.	Skill review + drills + play experiences/fun challenges
4. 20-30 min.	New skills + drills + play experiences/fun challenges
5. 5–10 min.	Fitness drills/fun fitness challenges
6. 5-10 min.	Cool–down stretches
7.	Questions & Answers
8.	Announcements

Training Session Sheet *(blank)*

Practice # _____

Primary objective: _____

Number of athletes: _____

Safety check: Floors clean: _____

Hazards removed/minimized: _____

Time Estimate

1. Easy hitting –

2. Stretching –

3. Review skills –

4. New skills –

5. Competitive challenges –

6. Fitness activities –

7. Cool-down –

Practice Progression Tasks/Drills

Score Card

Event: _____

Division: _____

A. Player (s): _____ / _____

Versus

B. Player (s): _____ / _____

Game 1 Winner: _____ Game 2 Winner: _____ Game 3 Winner: _____

Scores: _____

Roster Sheet

All team coaches should print out a list of their athletes alphabetically and check the competition events / divisions that apply to their athletes. A sample roster is identified below:

Athletes	Male/Female	Age Group	Event(s)
1. Adams, John	X	8-11	S/D
2. Anderson, Joy	X	12-15	S only
3. etc.			

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Application for Participation in Special Olympics

Athlete ID or SS # _____ Male _____ Female _____
 Date of Birth ___/___/___ Height _____ Weight _____

Athlete Information

Name of Athlete _____
 Address _____
 Phone Number _____
 Name of Parent or Guardian _____
 Address (if different) _____
 Phone Number (if different) _____

Emergency Information

Person to Contact in Case of Emergency _____
 Address _____
 Phone Number _____

Health and Accident Insurance Information

Company Name _____ Policy Number _____

Health Information

	Circle One:		Comments:
	Yes	No	
Down syndrome	Yes	No	
Atlanto-axial Instability Evaluation by X-ray (Circle Yes for positive, Circle R for negative)	Yes	R	
History of:			
Diabetes	Yes	No	
Heart Problems/Blood Pressure Elevation	Yes	No	
Seizures	Yes	No	
Vision Problems and/or			
Less than 20/20 Vision in One or Both Eyes	Yes	No	
Hearing Aid/Hearing Problems	Yes	No	
Motor Impairment Requiring Special Equipment	Yes	No	
Bleeding Problem	Yes	No	
Head Injury/History of Concussion	Yes	No	
Fainting Spells	Yes	No	
Heat Illness or Cold Injury	Yes	No	
Hernia or Absence of One Testicle	Yes	No	
Recent Contagious Disease or Hepatitis	Yes	No	
Kidney Problems or Loss of Function in One Kidney	Yes	No	
Pregnancy	Yes	No	
Bone or Joint Problems	Yes	No	
Contact Lenses/Glasses	Yes	No	
Dentures/False Teeth	Yes	No	
Emotional Problems	Yes	No	
Special Diet Needs	Yes	No	
Other	Yes	No	

Application for Participation in Special Olympics *continued*

Medications

Medication Name _____ Amount _____ Time Taken _____ Date Prescribed _____

Allergies to Medication _____

Immunizations

Tetanus YES NO

Date of last tetanus shot _____

Polio YES NO

Signature of Person Completing Health Information

(Parent, Guardian, Adult Athlete)

_____ Date ___/___/___

Any significant change in the athlete's health should be reviewed by a physician before further participation.

Medical Certification

NOTICE TO PHYSICIAN: If the athlete has Down syndrome, Special Olympics requires that the athlete have a full radiological examination for the absence of Atlanto-axial Instability before he or she may participate in sports or events, which, by their nature, may result in hyper-extension, radial flexion, or direct pressure on the neck or upper spine. The sports and events for which such a radiological examination is required are: equestrian sports, gymnastics, diving, pentathlon, butterfly stroke, diving starts in swimming, high jump, Alpine skiing, and football (soccer).

CHECK ___ I have reviewed the above health information on and examined the athlete named in the application, and certify there is no medical evidence to me that would preclude the athlete's participation in Special Olympics.

This certification is valid up to three years.

Restrictions _____

SIGNATURE _____

Physician's Name _____

Address _____

Phone Number _____

Release to be Completed by Adult Athlete

I, _____, am at least 18 years old and have submitted the attached application for participation in Special Olympics.

I represent and warrant that, to the best of my knowledge and belief, I am physically and mentally able to participate in Special Olympics activities. I also represent that a licensed physician has reviewed the health information contained in my application and has certified, based on an independent medical examination, that there is no medical evidence, that would preclude me from participating in Special Olympics. I understand that if I have Down syndrome, I cannot participate in sports or events that by their nature result in hyper-extension, radial flexion, or direct pressure on my neck or upper spine unless I have a full radiological examination that establishes the absence of Atlanto-axial Instability. I am aware that I must have this radiological examination before I can participate in equestrian sports, gymnastics, diving, pentathlon, butterfly stroke, diving starts in swimming, high jump, Alpine skiing, and soccer.

Special Olympics has my permission, both during and anytime after, to use my likeness, name, voice, or words in either television, radio, film, newspapers, magazines and other media, and in any form, for the purpose of advertising or communicating the purposes and activities of Special Olympics and/or applying for funds to support those purposes and activities.

If, during my participating in Special Olympics activities, I should need emergency medical treatment, and I am not able to give my consent or make my own arrangements for that treatment because of my injuries, I authorize Special Olympics to take whatever measures are necessary to protect my health and well-being, including, if necessary, hospitalization.

I, the athlete named above, have read this paper and fully understand the provisions of the release that I am signing. I understand that by signing this paper, I am saying that I agree to the provisions of this release.

Signature of Adult Athlete _____

Date ___/___/_____

I hereby certify that I have reviewed this release with the athlete whose signature appears above. I am satisfied based on that review that the athlete understands this release and has agreed to its terms.

Name (Print) _____

Relationship to Athlete _____

Release to be Completed by Parent or Guardian of a Minor Athlete

I am the parent/guardian of _____, the minor athlete on whose behalf I have submitted the attached application for participation in Special Olympics activities. I hereby represent that the athlete has my permission to participate in Special Olympics activities.

I further represent and warrant that to the best of my knowledge and belief, the athlete is physically and mentally able to participate in Special Olympics. With my approval, a licensed physician has reviewed the health information contained in the application and has certified, based on an independent medical examination, that there is no medical evidence that would preclude the minor athlete from participating in Special Olympics. I understand that if the minor athlete has Down syndrome, he or she cannot participate in sports or events which by their nature may result in hyper-extension, radial flexion, or direct pressure on his or her neck or upper spine unless he or she has a full radiological examination that establishes the absence of Atlanto-axial Instability. I am aware that the minor athlete must have this radiological examination before he or she can participate in equestrian sports, gymnastics, diving, pentathlon, butterfly stroke, diving starts in swimming, high jump, Alpine skiing, and soccer.

In permitting the athlete to participate, I am specifically granting my permission, both during and anytime after, to Special Olympics to use the athlete's likeness, name, voice, or words in either television, radio, film, newspapers, magazines and other media, and in any form, for the purpose of advertising or communicating the purposes and activities of Special Olympics and/or applying for funds to support those purposes and activities.

If a medical emergency should arise during the athlete's participation in any Special Olympics activities, at a time when I am not personally present so as to be consulted regarding the athlete's care, I hereby authorize Special Olympics, on my behalf, to take whatever measures are necessary to ensure that the athlete is provided with any emergency medical treatment, including hospitalization, which Special Olympics deems advisable to protect the athlete's health and well-being.

I am the parent (or guardian) of the athlete named in this application. I have read this paper and fully understand the provisions of the above release and have explained these provisions to the athlete. Through my signature on this release form, I am agreeing to the above provisions on my own behalf and on the behalf of this athlete named above.

I hereby give my permission for the athlete named above to participate in Special Olympics games, recreation programs, and physical activity programs.

Signature of Parent/Guardian _____

Date ___/___/___

Special Olympics, Inc.

Created by The Joseph P. Kennedy, Jr. Foundation for the Benefit of Persons with Mental Retardation.



For more information contact:
Special Olympics, Inc.
1325 G Street, NW, Suite 500
Washington, DC 20005 USA

www.specialolympics.org
AOL Keyword: Special Olympics
e-mail: info@specialolympics.org



Special Olympics

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