

KICKING UP A RACKET!

PARABADMINTON ACTIVITY PROGRAMME



KICKING UP A RACKET!

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ABOUT THE AUTHOR...

Lyndon Williams was born in Cardiff and now lives in Edinburgh. He is a Former Junior European Doubles Champion (1983) Senior European Doubles Bronze medallist (1986) and Doubles World No. 11. Lyndon won 62 Caps for Wales and 14 Senior National titles before injury ended his career at 23.

He then worked for Welsh Badminton for 18 years up until 2007 as National Coach, Performance Manager and finally as Executive Director. Lyndon currently works at the Edinburgh Badminton Academy and Lothian Disability Badminton Club (which he co-founded in 2008). He is heavily involved with Para-Badminton as a member of the BWF Para-Badminton Commission and chair of the 4 Nations Para-Badminton committee.

ABOUT THIS RESOURCE

This resource is designed to build on the knowledge gained through the UKCC awards, previous coaching experience and other modules such as BADMINTON England's 'Kicking up a racket'. All this experience and knowledge will give you the tools to work successfully in the area of disability badminton (parabadminton). Throughout the resource reference will be made to various manuals, especially 'Kicking up a Racket', which was designed to provide coaches, leaders and helpers with a series of lessons designed to meet the needs of children and young adults. This resource is designed to be used along with the coaches' previous knowledge and experience and along with 'Kicking up a Racket'.

'It is only your imagination that will limit you when coaching badminton'

(The resource assumes all players and coaches are right handed)

INTRODUCTION TO PARABADMINTON

Badminton for disabled players was recognised in 1996, with the establishment of the International Badminton Association for the Disabled (IBAD). In 2010 the name was changed to the Parabadminton World Federation (PBWF) and in June 2011 was fully integrated into the Badminton World Federation (BWF). It is a sport recognised by the International Paralympic Committee, although it is not yet included in the Paralympic Games. The sport is young and still evolving, with ongoing changes to the laws and to coaching and training methods.

This resource will look at the categories covered by parabadminton along with Learning Disabilities (Special Olympics) and those with a Hearing Impairment. The principals established in the resource, when understood may be used for all forms of disability, and will form the basis of your coaching style and technique when working with disabled players.



INTRODUCTION TO THE DISABILITY BADMINTON CATEGORIES

Categories covered in this resource (A full list of the recognised BWF categories and classifications can be found at www.parabadminton.org):

WHEELCHAIR

Wheelchair Badminton is played on half court for singles and full court for doubles. The main difference is that in all levels of the game the front service line to the net is always 'out'. For all wheelchair movement activities it is essential, from a safety point of view, that players have sports wheelchairs with rear and front stabilizers in order to prevent chairs from tipping backwards. Full court diagrams can be found on the Parabadminton and Badminton England websites.

STANDING

Depending on the disability this category will play either on a half or full court in singles, but always on a full court for doubles. These players will have a number of conditions ranging from loss of limbs, cerebral palsy (CP) with muscle imbalance and loss of muscular power to permanent and progressive back and torso conditions.

DWARVES

Players in the Dwarf category must not exceed the maximum height requirement of 145cm for men and 137cm for women. All games are played on the standard full court.

LEARNING DISABILITY (LD)

LD players play on the standard court. LD players cover a range of Learning Disabilities and currently play in 'ability' based classes. In England LD players are included within the Special Olympics programme.

HEARING IMPAIRMENT

Players with a Hearing Impairment play on the standard court for all disciplines. Players with a hearing impairment have a national and international programme of events currently in place.

GOOD COACHING PRACTICE

“Remember what you have learnt from your coaching awards.....it still applies”

At the back of this resource are a number of key coaching ‘golden rules’ that will form the backbone of your coaching and can be applied to ALL areas of your work. Use the following ‘good practice’ as your foundation when working with players with a disability.

- As a coach you already possess the tools required to coach players with a disability.
- Always remember that you are coaching the sport of BADMINTON.
- Coach the Performer, NOT the Disability.
- Always communicate with the player to obtain feedback on their level of ability, range of movement and general feelings.
- Always ask the players if they are carrying any injuries and also how they are feeling generally before any session.
- Observe the players strengths and weakness and work with this functional ability when developing routines / exercises.
- Openly enjoy your sessions, your enthusiasm will inspire the group and set the tone of the session.

PREPARATION DOES HELP!

If you know your group and can plan ahead, then do so. This will give you a base to work from and adapt if required.

It is possible that you will not know the make up of the players in all your sessions. A player or players with a disability may turn up unexpectedly and you must be able to adapt and accommodate them without detracting from the dynamics of your group. Before starting you should make a point of gaining some information about the individual(s), their disability and their specific needs. You can do this by talking directly to the individual(s), and if appropriate to their parents and/or helpers. This will enable you to make any necessary changes and ensure that your session will run smoothly. The more you plan and practice the more you will instinctively see what to do. By understanding the needs of the individuals you will be able to tailor the sessions accordingly. Good communication is essential at all times.

It is better to step back and assess the group and situation and your plan, take a moment to make changes if required and then proceed. Do not be afraid to do this at any point in your session as a player’s development is never predictable!

PREPARING FOR COACHING / AWARENESS

The following pieces of equipment are suggestions and as you further develop your coaching style you will add more to your ‘tool kit’, providing you with a greater range of options.

- Shuttles (new) / Multi-shuttle (used) box with around 100 shuttles
- A bicycle pump and tyre repair kit for wheelchair players
- Spare racket grips. Towelling grips are not generally used for wheelchair badminton because when pushing or pulling with the racket hand (holding both racket and wheel) they provide little grip on the wheel and thus reduce speed of movement
- Wet wipes and a small towel for cleaning and drying tyres and hands
- Zinc-Oxide tape (or similar) and plasters for cuts and blisters
- Rackets of various sizes. These can be used initially for beginners and players of restricted height, before moving on to standard rackets
- Heavy training Badminton rackets for developing strength in the racket arm during training
- Spare shoe laces
- Spare drink bottles
- Safety glasses. Useful when feeding, especially routines near the front of the court
- High Visibility shuttles
- Stopwatch & whistle
- A selection of equipment ranging from balloons to soft and bouncy balls to add variety and stimulation to your sessions
- Pen / Paper / Pencils

GENERAL TECHNIQUE

For all disabilities it is important that you use the standard techniques that you have learnt in your UKCC Coaching manuals and other coach education courses. This is the base standard from which you should work from. Then by observing the player’s strengths and weaknesses, you can make the necessary adjustments to these basic techniques to initiate the most effective development.

Always involve the player.

Each of the following sections will give a more detailed overview of the various disabilities. The sections will highlight the key features in coaching each disability including what the coach should be aware of and then ideas on how to implement your knowledge to develop effective practices and routines. You will find a more in-depth range of routines and activities in the “Kicking up a Racket” download as well as from your UKCC coaching manuals.

For full details on the classification groups and descriptions of classifications please go to www.parabadminton.org

WHEELCHAIR

The use of the arms for both movement and hitting technique is the main challenge in the wheelchair classification. As with standing badminton where players will use long and short, slow and fast leg movements along with techniques for stopping and recovering; the wheelchair user also has to deliver long and short, fast and slow pulls and pushes as well as techniques for stopping and recovering. You can use the same movement patterns for both, just remember the court dimensions and adapt accordingly.

For example:

For Standing the stroke cycle is:

Preparation – **movement** (run / chasse / step etc) – **hit** – **stop** (lunge / rotate etc) – **recover**

For Wheelchair the stroke cycle is:

Preparation – **movement** (push or pull) – **hit** – **stop** (brake) – **recover** (push or pull)

To improve speed and agility in the wheelchair, the goal is to increase the speed and power of the push/pull and also the power of stopping so effectively reducing the time between:

hitting ↔ stopping ↔ recovery to:

hitting ↔ stopping ↔ recovery.

Remember: half-court is used for all singles matches, thus affecting tactics (see later) and the area from the service line to the net is always 'out'. For the latest full court diagrams and laws please consult www.parabadminton.org.

It is also recommended that wherever possible coaches should experience and develop their own skills by using a sports wheelchair in order to understand, in more detail, the requirements of the wheelchair player.

Before starting it is essential that tyres are at the correct pressure (approx 90 psi) and that this is the same in each tyre. Also check the tread as together with correct pressure this can make a big difference to the performance of the chair.

Correct tyre pressure and good tread = good grip and fast movement.

Low pressure and worn tread = poor grip and slow movement.



EXAMPLE OF IMPAIRMENT	IMPLICATIONS FOR THE COACH	COACH CONCERNS	GOOD COACHING PRACTICE
Spinal Cord Injury Quadra / Tetraplegia Spina Bifida Amputation of lower limb(s) Scoliosis	Working from a wheelchair Variety of upper body mobility Variety of range of movement / reach Possible reduction / imbalance of grip strength Variety of eye-hand co-ordination Balance may be affected	Set-up of chair Length of sessions / exercises Intensity of exercise. Appropriate rest periods and frequent hydration.	Observe the players strengths and weaknesses, range of movement and hand-eye co-ordination, general ability and develop routines appropriately. Initial focus on chair skills and movement before shot production. Players should ALWAYS practice movement WITH their racket.

WHEELCHAIR

BASIC WARM-UPS / FUN GAMES

GOAL/ACTIVITY: BASIC WARM UP	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity: General upper body stretches (Arms / Shoulders / Torso)</p> 	<p>Utilise all upper body stretches to prepare all major muscle groups in the upper body</p> <p>Players should develop their own specific stretching routine</p>	<p>Ensure that players fully understand the need to stretch. Wheelchair use is very physical and dynamic on the upper body.</p>	<p>Check wheelchair tyres. Players must be effectively strapped into their chairs. Lower leg must be strapped in. Players also may need to be strapped at the waist and across the thighs depending on this disability. Discuss this with the player.</p>

Note: For all wheelchair movement activities it is essential from a safety point of view that players have sports wheelchairs with rear and front stabilizers in order to prevent chairs from tipping backwards

GOAL/ACTIVITY: MOVEMENT / HAND-EYE COORDINATION	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Shuttle Control</p> <p>Bounce shuttle on racket</p> 	<ol style="list-style-type: none"> 1. Introduce movement 2. Alternate FH and BH hitting 	<p>Ensure correct grip / change of grip</p> <p>Keep racket at comfortable distance from body</p>	<p>Ensure plenty of space around the chair</p>
<p>Activity 2: Hit & Hold</p> <p>Return hands to wheel after every hit</p> 	<ol style="list-style-type: none"> 1. Introduce movement 2. Alternate FH and BH hitting 3. Hit against a wall 	<p>Smooth transition from hit to wheel – ensure solid grip on wheel</p> <p>Player to experiment with grip on rim / tyre or both</p>	<p>As above</p>
<p>Activity 3: Passing</p> <p>Hit shuttle back and forth</p> 	<ol style="list-style-type: none"> 1. Hit and hold wheel after each stroke 2. Move closer and move further away, use FH & BH grips 	<p>Smooth transition from hit to wheel – ensure solid grip on wheel</p> <p>Hit shuttles to side and front</p> <p>Keep racket out in front of the chair / body</p>	<p>Have a safe gap between pairs / ensure no obstacles behind each player</p>
<p>Activity 4: Rotation (wheelchair)</p> 	<p>Player hits shuttle in air and performs complete 360° rotation in the chair.</p> <ol style="list-style-type: none"> 1. Rotate every 5 hits 2. Rotate every 2 hits 	<p>Hands back on wheel quickly and fast rotation keeping eye on the shuttle</p>	<p>Ensure players have time to recover after a number of rotations. Rotate in different directions</p>

SIMPLE ROUTINES, DEVELOPMENT AND ADVANCED WORK

WHEELCHAIR


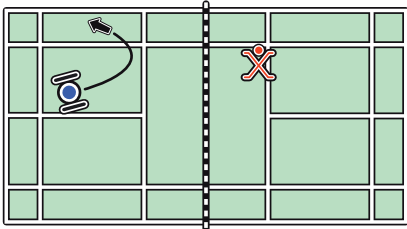
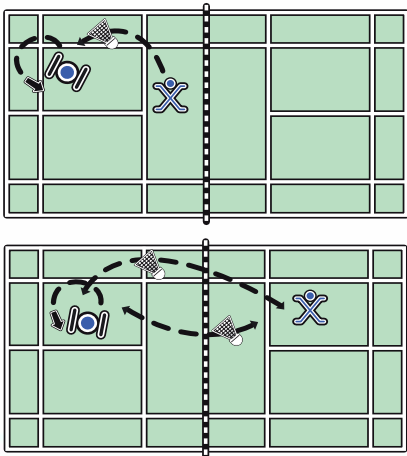

Remember Wheelchair players use half court in Singles (service line to net is always 'out')

GOAL/ACTIVITY: SERVICE	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Serve shuttle to specific areas.</p> <p>Serve to all areas FH / BH</p> 	<p>Targets- Use coloured cones or other visible objects</p>	<p>Correct grip</p> <p>Use a set routine to aid consistency</p> <p>Shuttle must be struck below the armpit</p> <p>All other service rules apply</p>	<p>Chair must remain stationary during service</p>
<p>Activity 2: Challenge</p> 	<p>3 targets on front line / 2 targets on back line</p> <p>Change order of targets</p> <p>Count the number of shuttles it takes to hit each target</p>	<p>Correct grip</p> <p>Use a set routine when preparing to serve</p> <p>Visualise hitting targets</p>	
GOAL/ACTIVITY: MOVEMENT IN ALL DIRECTIONS	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Forward movement</p> 	<ol style="list-style-type: none"> 1. Push forward to a variety of points 2. Push using short and long strokes 3. Push forward then change direction 	<p>Body weight forward when pushing forward</p> <p>Hands quickly back on wheels after each push</p> <p>'Feather' wheels to change direction (apply light pressure to one wheel)</p> <p>Allow players to experiment with control of chair</p>	<p>Slow initial movement, do NOT break too hard initially. Ensure plenty of room with no obstacles</p>
<p>Activity 2: Backward movement</p> 	<ol style="list-style-type: none"> 1. Push forward to a variety of points 2. Push using short and long strokes 3. Push forward then change direction 	<p>Body weight shifts backwards initially</p> <p>Ensure consistent pull from each wheel</p> <p>Players should imagine 'watching' flight of shuttle when going backwards</p>	<p>Slow initial movement and do not overstretch backwards. Ensure there are no obstacles behind the chair and plenty of room as moving backwards often results in players going off line initially.</p>

WHEELCHAIR

SIMPLE ROUTINES, DEVELOPMENT AND ADVANCED WORK

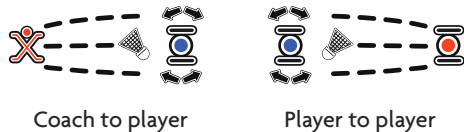

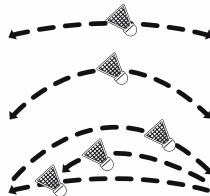


Remember Wheelchair players use half court in Singles (service line to net is always 'out')

GOAL/ACTIVITY: MOVEMENT IN ALL DIRECTIONS	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 3: Combination</p> <p>Combination of forwards and backwards movements</p> 	<ol style="list-style-type: none"> 1. Combine Activities 1 and 2 to include 'Stopping' or 'Brake' 2. Move – hit – stop – recover cycle 3. Shadow correct stroke during movement 4. Imagine hitting shuttles when shadowing movements 	<p>Move – hit – stop – recover. Focus on powerful 'move', reduce time between 'hit' and 'stop' by returning hands to wheel as fast as possible, and then a powerful recovery.</p> <p>Body weight comes forward when braking after pulling backwards to transfer weight. Opposite when braking after forward movement.</p> <p>Try to maintain a straight line.</p>	<p>Do not try to brake/stop too hard to start. Develop slowly and build up to being faster and harder on the wheels.</p>
<p>Activity 4: Turning / Rotation at the front BH side of the court</p> 	<ol style="list-style-type: none"> 1. Combine braking and rotation. Coach / feeder can instruct players and control routine 2. Introduce hand / racket feed. Player to hit (push or lift) and rotate 	<p>Turning only to the non-racket side at the front of court. This is natural as the non-racket hand can remain on the wheel and control the turn.</p> <p>Eyes must try to maintain visual on the shuttle.</p> <p>Use non-racket hand to brake / 'feather' wheel to induce turn.</p>	<p>Ensure there is enough space to the side of the court as rotation can take player outside the court boundaries</p> <p>Players should keep water bottles / towels by the net post so they will not obstruct any off court movements.</p>
<p>Activity 5: Turning / Rotation (Backhand rear court)</p> <ul style="list-style-type: none"> • Coach hand feeds to BH side • Player hits BH and rotates <p>Continuous Routine</p> <ul style="list-style-type: none"> • High to BH side • BH drop • Coach blocks to mid court • Player returns • Coach lifts to BH side 	<ol style="list-style-type: none"> 1. Hand feed from same side of net – high 2. Minimal movement. 3. Increase movement and move towards racket feed from opposite side of net 4. Continuous routine 	<p>Player already facing backhand corner.</p> <p>Use correct BH technique and encourage player to use momentum to continue rotation of chair back to starting position.</p> <p>Technique first - do not attempt full court clears, but focus on the stroke and direction of shuttle.</p> <p>To ensure continuous rally the coach must initially feed the return deep into court allowing time for rotation before building pressure.</p>	<p>Be aware that by rotating the player may move outside the lines of the court. Ensure that there is plenty of room to move.</p>

SIMPLE ROUTINES, DEVELOPMENT AND ADVANCED WORK

WHEELCHAIR

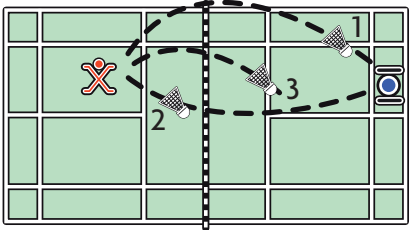

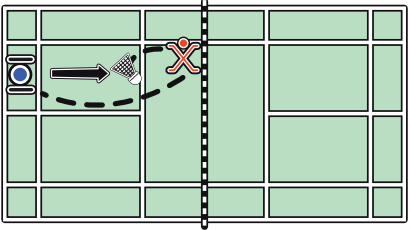
Remember Wheelchair players use half court in Singles (service line to net is always 'out')

GOAL/ACTIVITY: HITTING / TECHNIQUE	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: In pairs</p>  <p>Coach to player Player to player</p> 	<ol style="list-style-type: none"> 1. Coach to feed, making players change grips / direction of chair etc. 2. Players hit to each other in defined area doing same as above 3. Change pace / trajectory of shuttle 	<p>Focus on FH / BH grip and racket head/strings in correct direction</p> <p>Racket hand moving consistently from wheel to shuttle</p> <p>Increase and decrease pace of feed to introduce game-like reactions</p>	<p>Ensure enough space around chairs.</p>
<p>Activity 2: Hand Feeding for underarm push or lift</p> 	<ol style="list-style-type: none"> 1. Feed to both sides across net to FH / BH sides 2. Introduce movement, with players starting 1m further back (and so on) 3. Include throw over the player after underarm lift to introduce overhead stroke 4. Move toward racket and multi-feed 	<p>Start with no movement. Hands move from wheel, racket stretches towards shuttle to hit.</p> <p>With movement, ensure racket hand comes off wheel as soon as possible and stretches towards shuttle.</p> <p>Weight forward when moving forward.</p> <p>Weight moves backwards when reaching up to hit shuttle in air after breaking and pulling back.</p>	<p>Coach to ensure consistent feed allowing players to move at the designated time.</p> <p>Technique to come first before introducing movement.</p> <p>Do not throw shuttle too far over player initially as this is just to induce upward movement of racket / body after breaking.</p>
<p>Activity 3: Racket Feeding</p> 	<ol style="list-style-type: none"> 1. As above plus use feed to rear of court 2. Introduce basic sequence in half court 	<p>Coach to ensure player has time to experience the flow of the routine before increasing pace of feed - use slow and high feeds.</p>	<p>Be aware of demands of changing direction on the player.</p> <p>Start with short routines and discuss with player before increasing numbers.</p>

WHEELCHAIR

SIMPLE ROUTINES, DEVELOPMENT AND ADVANCED WORK

Remember Wheelchair players use half court in Singles (service line to net is always 'out')

GOAL/ACTIVITY: MOVEMENT IN ALL DIRECTIONS	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 4: Continuous half-court rally / routine</p> 	<ol style="list-style-type: none"> 1. Lift to rear – Drop – Push – Push – Lift – and repeat... 2. Continue with routines as per "Kicking up a racket" 	<p>Coach to allow time for player to get into 'flow' of routine</p> <p>Player to lead (stretch) with racket after final push to front of court</p> <p>Remember drops must land beyond the service line</p> <p>Push deep to start and slowly shorten depth of feed</p>	<p>Feeding quality is essential. Understand that greater time is required between strokes and more height should be given initially to allow player to reach the shot.</p>
<p>Activity 5: Reaction work</p>  	<ol style="list-style-type: none"> 1. Point 2. Throw shuttles 3. Racket feed 	<p>Player to move racket hand quickly from wheel to shuttle and back to wheel</p>	<p>High Intensity - use longer rests</p>

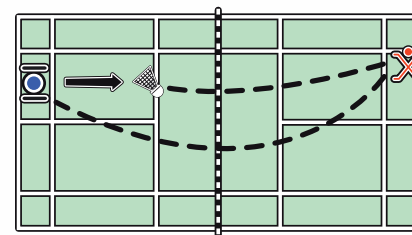
For further routines and technique practices refer to your coach manual and download 'Kicking up a Racket' resource



SINGLES

Singles matches are played in half-court.

This changes the tactics from full-court singles. The clear, drop and net push become the main strokes. Remember that depth is essential, pushing your opponent to the rear of the court and allowing you to take up an attacking forward base. Moving your opponent from front to back and vice-versa and attempting to exploit the space behind or in front provide the basic tactic. Also remember that for wheelchair players it is difficult to go back to the same corner twice, so shot selection to make opponents do this can be effective.



DOUBLES

Players generally keep to the side they are on during a rally (Diagram A).

This is mainly due to the fact that wheelchair players do not have to fully commit to moving to the net. However, at times, decisions have to be made for a player to move sideways, and as with any good doubles, early anticipation often pays off. The movement of players across the court will be to cover a partner out of position (Diagram B). Again, as with any doubles pair, players must communicate with their partner, agree when it is ideal to change sides and when one needs to cover. When a player is sent to the rear of the court, their partner should position themselves closer to the centre line in order to close the visual gap at the front of the court. General doubles tactics would be the same as singles. Try to move one player to the back or front and then target the space in front or behind. Some opponent's partners will try to move across to fill the space, which in turn opens up spaces on the opposite side of the court.

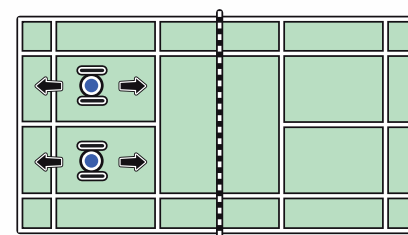


Diagram A

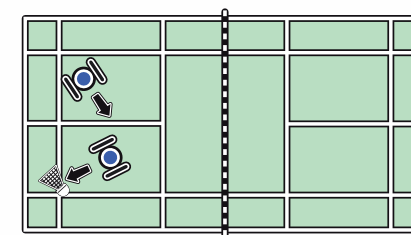


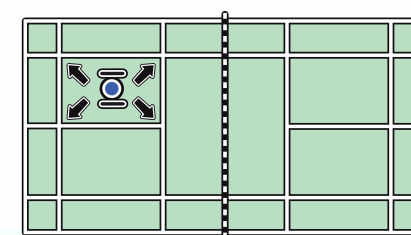
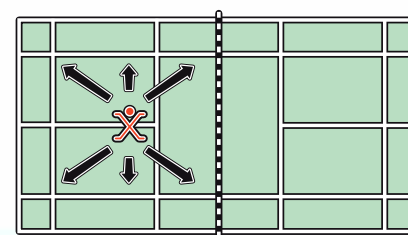
Diagram B



TOP TIPS

Employ the same movement patterns / routines as per standing players and just adapt distances and position on court. Half-court still has four corners and thus diagonal movement is still required

In doubles, the non hitting player should always try to maintain some momentum of the chair, either by rocking the chair or very slowly moving forward, and **not stop completely** during rallies. It is easier to move using a rolling start either forwards or backwards.



STANDING

Players with Cerebral Palsy / amputations (prosthetic limbs) and other disabilities all have strengths and weaknesses. Some disabilities will allow you to use the basic techniques as taught through the UKCC coach education courses and some may 'question' this and require adaptation in order to allow the players to move / hit more effectively when accommodating their strengths and weaknesses. **Remember do not assume that players with a disability will be unable to develop a good basic technique.**



EXAMPLE OF IMPAIRMENT	IMPLICATIONS FOR THE COACH	COACH CONCERNS	GOOD COACHING PRACTICE
Amputation Muscular Dystrophy Cerebral Palsy Polio Spina Bifida	Use of prosthetic limb or crutch Progressive weakness in limbs Imbalance in leg / arm strength Movement co-ordination affected	Length of sessions / exercises Intensity of exercise. Appropriate rest periods and frequent hydration. Poor movement on weak limb Technique may need to be adapted to suit. Movement co-ordination impaired	Observe players movement and balance Can they lunge / push off on weak limb? Any restrictions overhead? Observe the players recovery Check for restriction on range of movement and flexibility of all limbs.

BASIC WARM-UP



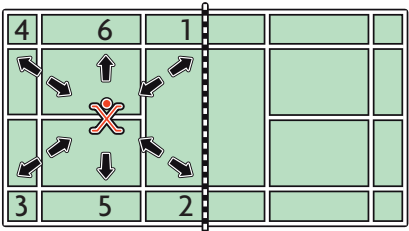
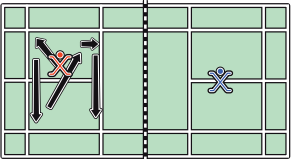

STANDING

All Badminton routines are relevant to this category. Be aware of the players' weak limb and adapt accordingly

GOAL/ACTIVITY: BASIC WARM-UP	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity:</p> <p>General upper & lower body stretches (including prosthetic limb)</p> 	<p>Players should develop their own specific stretching routine</p>	<p>Badminton works all extremes of the body so the warm up must cover all functional limbs.</p> <p>Observe the use of the 'weak' limb(s). How does the player use it?</p>	<p>Players must ensure their bodies are warmed up. It may be necessary to allow players to take extra time to work on specific areas if undertaking a group warm up.</p>
GOAL/ACTIVITY: MOVEMENT/ HAND-EYE COORDINATION	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1:</p> <p>Movement</p> <p>General movement for warm-up</p> 	<ol style="list-style-type: none"> 1. Coach can change tempo and direction 2. Vary movements to include forwards and backwards, side-to-side and stopping and starting 	<p>Ensure steady warm up. Players must slowly manage their weak / prosthetic limb</p> <p>Observe the use of the 'weak' limb(s)</p>	<p>With prosthetics, ensure the players feel they are fitted correctly and comfortably. Allow them time to adjust at any time during the session.</p>
<p>Activity 2:</p> <p>Shuttle Control / bouncing</p> 	<ol style="list-style-type: none"> 1. Strike shuttle at different heights 2. Alternate FH & BH sides 3. Introduce movement 	<p>Check correct grips and shuttle struck at a comfortable range</p> <p>Observe the use of the 'weak' limb(s)</p>	<p>Allow space around players as they move</p>
<p>Activity 3:</p> <p>Hitting in Pairs</p> 	<ol style="list-style-type: none"> 1. Without use of net initially 2. Hit at varying pace 3. Widen width of movement 4. Change distance between players 	<p>Racket preparation in front.</p> <p>Use of FH & BH grips</p> <p>Short action and return to ready position</p>	<p>Allow space around players as they move</p>


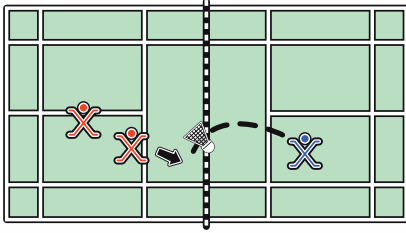

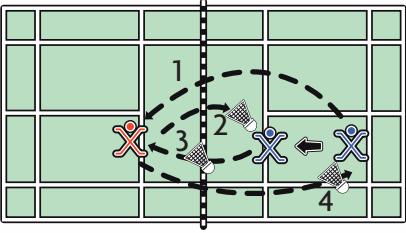

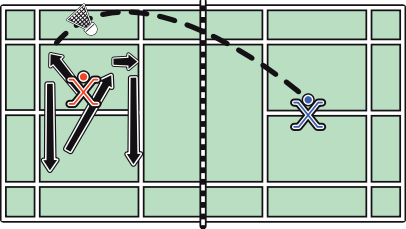
STANDING

SIMPLE ROUTINES & DEVELOPMENT / ADVANCED WORK

GOAL/ACTIVITY: MOVEMENT IN ALL DIRECTIONS	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Forwards & Backwards</p> <p>Forwards and backwards using badminton movements run / chasse etc.</p> 	<ol style="list-style-type: none"> 1. Increase speed of movement 2. Increase duration of exercise <p>Coach to manage movement</p>	<p>Ensure correct technique</p> <p>Appropriate lunging / racket carriage</p> <p>Dependent on disability, the player may lunge on their non-racket leg</p> <p>Ensure players land heel-to-toe when lunging / stopping</p>	<p>Allow breaks and recovery</p>
<p>Activity 2: Side to side</p> 	<ol style="list-style-type: none"> 1. Increase speed of movement 2. Increase duration of exercise <p>Coach to manage movement</p>	<p>Keep head and upper body up when moving</p> <p>Observe any 'weak' movements</p> <p>Ensure players land heel-to-toe when lunging / stopping</p> <p>Dependent on disability, the player may lunge on their non-racket leg</p>	<p>Start with small/short routines before building and increasing number and tempo - always discuss with player</p>
<p>Activity 3: Combination 4 to 6 points on the court</p> 	<ol style="list-style-type: none"> 1. Player to decide order 2. Increase speed of movement 3. Increase duration of exercise 	<p>Emphasis on the player's correct movement at ALL times</p> <p>Good racket carriage</p> <p>Early preparation</p> <p>Racket stretches towards shuttle / shadow</p> <p>Start slowly and increase pace</p>	
<p>Activity 4: Coach decides</p>  	<ol style="list-style-type: none"> 1. Coach points to random positions 2. Increase speed of movement 3. Increase duration of exercise 	<p>As above</p> <p>The coach should be active and animated</p> <p>Ensure the player is able to regain balance</p>	

SIMPLE ROUTINES & DEVELOPMENT / ADVANCED WORK

STANDING

GOAL/ACTIVITY: HITTING TECHNIQUE	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Hand Feeding to play lift / net shot</p>  	<ol style="list-style-type: none"> 1. Introduce movement 2. One step, progress to movement from base 3. Introduce targets to aim at 	<p>Small movement to start, ensure correct lunge</p> <p>Racket to shuttle</p> <p>Good racket carriage</p> <p>Stable recovery</p>	<p>Keep routines short to start with</p>
<p>Activity 2: Racket Feeding</p> 	<ol style="list-style-type: none"> 1. Change pace of feed 2. Player returns to base 3. Player hits and then shadows stroke 		<p>Keep routines short to start with</p>
<p>Activity 3: Continuous rally / routine drop – net – net – lift and continue</p> 	<ol style="list-style-type: none"> 1. Change pace of feed 	<p>Allow plenty of time at first</p> <p>Ensure correct lunge</p> <p>Racket to shuttle</p> <p>Good racket carriage</p> <p>Stable recovery</p>	
<p>Activity 4: Reaction work</p> 	<ol style="list-style-type: none"> 1. Combine short and longer movements 2. Racket feed shuttles in a set order 3. Racket feed in a random order 4. Vary pace and trajectory of feed. 		

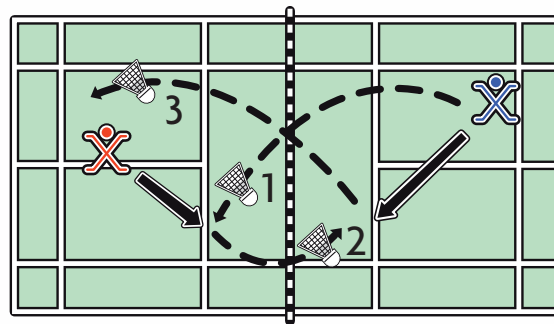
STANDING

TACTICS

SINGLES

Some of the categories play in **half-court** for singles.

This greatly changes the tactics from full-court singles. In **half-court** singles a large percentage of strokes are played to the rear of the court using clears and lifts. Rallies are generally won by forcing mistakes from your opponent and there are few opportunities for outright winners. Therefore players need to become consistent with clears and work on developing good net play in order to obtain weak lifts. Patience and a strong mental approach are essential in order to maintain this tactic. As players improve, it is shot selection and mental strength that tend to decide the outcome of matches. In **full-court** singles (pictured) it is important that you observe the player's 'weak' limbs and whether or not they have an influence on their movement to certain areas. Any weak areas can then be exploited through correct shot selection.



ADVANCED WORK

You can develop the routines as per a non-disabled player. Always communicate with the player and adapt intensity as required.

TOP TIPS

Don't be afraid to push your players by increasing the intensity of the routines. Work with and understand their ability and strengths by communication with the players.





DWARVES

There are over 200 types of restricted growth which can be grouped together as dwarf conditions. There are a few skeletal and potential joint stability problems sports coaches should keep in mind when working with players who have a dwarf condition. Some dwarves have problems with their spine and constant shock to the back can cause damage to this area. Persons with restricted growth can have quite lax joints and their elbows, hips, and knees especially can be unstable. This is usually seen in the joints being extremely flexible, many dwarf players can have a bowing of the legs which may result in problems with ankles. Dwarf players have small hands. The racket grip should be thin in order for the hand to comfortably accommodate it. This is vital as it will allow the player the full control of the racket and the ability to develop crucial techniques later on in their development.



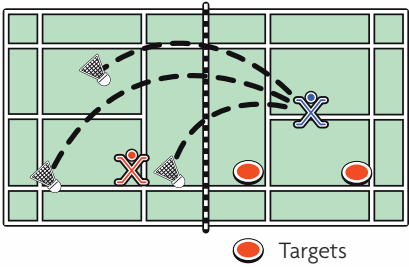
Height restrictions of the players will have an effect on the trajectory of the shuttles, for example, smashes and clears are generally flatter, net shots will be played lower at the net (Think of the routines / exercises you would apply to young non-dwarf players of the same height. Apply the same rules and develop accordingly)



EXAMPLE OF IMPAIRMENT	IMPLICATIONS FOR THE COACH	COACH CONCERNS	GOOD COACHING PRACTICE
Dwarfism	<p>The condition is a genetic mutation at conception. Max height of 145 cm men / 137 cm women</p> <p>Possible leg bowing and spinal curvature</p> <p>Possible restriction in flexibility / range of movement</p>	<p>Length of sessions / exercises</p> <p>Intensity of exercise</p> <p>Appropriate rest periods and frequent hydration.</p>	<p>“Develop appropriate routines based on the ‘ability’ of the player”</p>

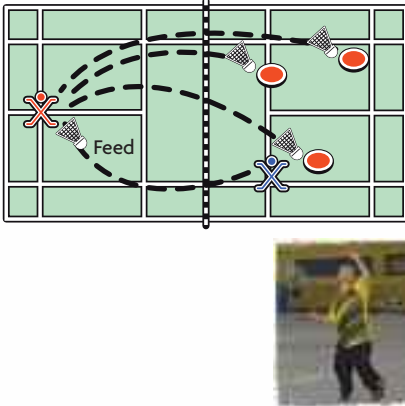

GOAL/ACTIVITY: BASIC WARM UP	DEVELOPMENT	TEACHING POINTS	SAFETY
Activity: General upper & lower body stretches 	Players should develop their own specific stretching routine	Ensure players have time to complete a full warm up	Limited amount of jumping should be used in the warm up
Activity: Running Forwards & backwards 	1. Side to side 2. Diagonal movements 3. Combine above	Ensure good posture when moving Players should focus on staying in balance	Use short routines at first and then begin to develop them

SIMPLE ROUTINES & DEVELOPMENT

GOAL/ACTIVITY: ALL COURT MOVEMENT	DEVELOPMENT	TEACHING POINTS	SAFETY
Activity 1: Shadow movement front and back 	Half court to full court to introduce diagonal movements	Basic running and lunge / recovery Heel toe when lunging	Start slowly over short distances. Build up to full court and keep sessions short at first
Activity 2: Multi shuttle work to induce movement front to back and side to side. 	 <p>● Targets</p>	Multi-shuttle side to side then combine and feed to: 1. all corners in order 2. random sequence Increase speed of feed and number of shuttles Introduce targets for players to hit to	Look for good posture and also balance Start slowly to enable players to remain in control before speeding up feeding When multi feeding overhead shots, it is recommended not to hit the shuttle too high as developing players are inclined to bring their head back too far, which can cause back pain. Also something to consider is many Dwarf players cannot fully extend their arms, so arm rotation is very important.

SIMPLE ROUTINES & DEVELOPMENT

DWARVES

GOAL/ACTIVITY: ALL COURT MOVEMENT	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity: Attacking Hitting down at targets and varying pace and angle.</p> 	<ol style="list-style-type: none"> 1. Attacking / smashing 2. Develop accuracy and variety of angle 3. Vary pace of the shuttle 	<p>As smashes will not be steep, work on a variety of pace of shuttle to land at different distances from net.</p> <p>Feed to full, three-quarter and half-court and work on player hitting a variety of angles, rather than just power.</p>	<p>The jump smash is not recommended as there is too much impact on ankles and knees can cause damage when returning to the floor. Any techniques which introduce any shock to the back, knees or ankles should be considered very carefully. Prolonged and sustained shocks to these areas can cause long-term damage.</p>
<p>Activity: Net Shots Playing shuttles low down the net</p> 	<p>Hand feed to play net shots.</p> <ol style="list-style-type: none"> 1. Increase distance of movement to shuttle 2. Change from underarm to over arm feed 3. Play net shots at different heights 4. Increase pace 5. Feed to both sides of net 6. Introduce lift 	<p>Good balance / posture, racket position</p> <p>Racket in ready position, out in front</p> <p>Strong lunge position</p>	<p>Keep routines short in length</p>

ADVANCED WORK

TOP TIPS

For dwarf players ensure your routines build slowly and correctly so eventually the players are stretched to the full width and depth of the court.

LEARNING DISABILITY

There are many types of Learning Disability and players will come with a vast array of ages and abilities. This vast range of abilities can be compared to 'mainstream' badminton and the skills of communication required with players with a learning disability can also be compared. However, it is the quality and level of this communication which will ultimately determine whether you have successful sessions for yourself and the players.

- Ensure that you do not give too much information and that you provide further information and feedback in small useable chunks.
- DO NOT finish the players' sentences or presume that you know what they mean.
- Use appropriate questions and allow the players' time to answer
- DO NOT presume that because your player has a learning disability that they will not be able to answer your questions - they probably will.

A player with a learning disability may require information to be presented in different formats this may be particularly relevant with introducing new skills. As with any player, all individuals learn differently so it is important that as a coach you work out which is your players preferred style and that you provide communication in this style. You may find that players with learning disabilities find information more accessible if it is presented in visual formats; the use of colour to mark areas and the use of coloured objects can be particularly helpful.



EXAMPLE OF IMPAIRMENT	IMPLICATIONS FOR THE COACH	COACH CONCERNS	GOOD COACHING PRACTICE
Downs Syndrome Autism Aspergers Attention Deficit Hyperactivity Disorder (ADHD)	May have speech / language difficulty May find communication / social integration difficult May find running / co-ordination difficult	Length of sessions / exercises Intensity of exercise. Appropriate rest periods and frequent hydration Attention span of players will vary. Ability to understand instructions will vary.	"Give clear concise instructions" Less is more. Visual demonstrations with explanation. Allow players time to respond and / or ask questions. Vary pace of sessions. Be expressive and upbeat


BASIC WARM-UP

LEARNING DISABILITY

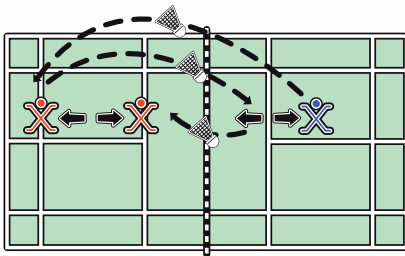
GOAL/ACTIVITY: BASIC WARM-UP	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Stretching</p> 	<p>Players should develop their own specific stretching routine</p>	<p>Include carers / helpers and encourage them to assist</p>	<p>Ensure you can see all the players and try to ensure that they understand the exercise</p>
<p>Activity 2: Fun Games</p> <p>Refer to the BADMINTON England Coaching resources or Level 1 coaching award for fun games</p> 	<ol style="list-style-type: none"> 1. Throw balls / soft balls / shuttles / catch 2. Throw and move. Overarm / Underarm throw / catch 3. Markers on floor to run to 	<p>Use different pieces of equipment / balls / balloons / cones etc to make warming up fun. Keep tempo upbeat and lively</p> <p>Use your imagination.</p>	<p>Allow enough space</p>
<p>Activity 3: Movement Running / stopping</p> 	<p>Basic forward and backward running</p>	<p>Start slowly</p> <p>Encourage players use the correct stopping technique (heel-toe)</p>	<p>Allow plenty of space</p> <p>Keep activity short and allow time for drinks / rest</p>
<p>Activity 4: Use of racket and shuttle Shuttle control and co-ordination</p> <p>Bouncing shuttle on the racket</p> 	<p>Increase distance / time of movement</p> <p>Players can use balloons or soft balls instead of a shuttle</p>	<p>Racket at comfortable distance from body</p> <p>Movement of player to get into correct position</p> <p>Lead with racket leg</p>	<p>As above</p> <p>Allow enough space</p>

LEARNING DISABILITY

BASIC WARM-UP

GOAL/ACTIVITY: BASIC WARM-UP	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 5 : In Pairs Hitting shuttles in pairs</p> 	<ol style="list-style-type: none"> 1. Use underarm stroke to start and encourage FH / BH strokes 2. Start without net 3. Change distances 4. Move towards driving / pushing shuttles slowly to each other 5. Move into playing overhead strokes 	<p>Use the underarm stroke at first and encourage 'soft' lifts and pushes. Players will ultimately return shuttles from whatever height it reaches them so expect to work with overhead and underarm strokes in the same routine. Encourage players to return to ready position between each stroke, hitting shuttles in front of their body.</p>	<p>If working with large groups, ensure space between players</p>

SIMPLE ROUTINES & DEVELOPMENT / ADVANCED WORK

GOAL/ACTIVITY	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Continuous Rallies</p> 	<p>Introduce 'decision' making routines where coach has options</p>	<p>Always explain routine fully before starting and try to ensure the player understands</p> <p>Allow time for players to experience routine by feeding slowly and giving them time to reach each stroke easily before progressing</p>	<p>Allow plenty of recovery time for rest and rehydration</p>

ADVANCED WORK

Many players will develop quickly and be able to undertake more complex and intense routines.
 Allow these players to experience being put under pressure and do not be afraid to increase work load.
 Always focus on correct technique for hitting and movement.

TOP TIPS

Make your sessions exciting, interactive and fun. If you find them boring and mundane then so will the players

HEARING IMPAIRMENT

Deaf players can only look at one thing at a time - your demonstration, or your mouth for lip-reading, not both! Therefore, be precise and clear with your instructions. Clear demonstrations are a must as deaf players tend to be largely visual learners so the more they can see the better they understand. Remember that you may have a mixed group with only a minority of 'deaf' players. Ensure everyone understands before moving on.

- If they rely on lip-reading, ensure there is good lighting and that whenever you speak ensure that they can see you clearly
- After a demonstration or explaining a particular point check that everybody understands, maybe by asking for a "thumbs up" from your players.
- If a question is asked by a player from the group, repeat the question out loud for the benefit of the deaf player as they will not have heard the question.


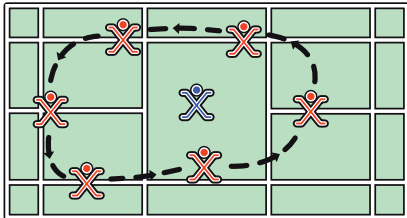
Players with a hearing impairment do not have the ability to 'hear' the contact of the shuttle, either clearly or at all. A person with good hearing will use this sub-consciously to react or as a reference point, and adjust their movements especially with a shuttle struck at the rear of the court (smashes / clears). Therefore, players with a hearing impairment must focus on the visual picture given by their opponent (feeder) and react to this visual rather than the sound.





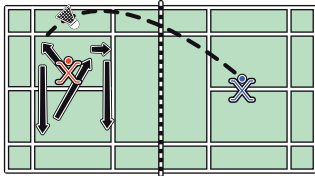



EXAMPLE OF IMPAIRMENT	IMPLICATIONS FOR THE COACH	COACH CONCERNS	GOOD COACHING PRACTICE
Hard of Hearing - Deaf	<p>Impairment to / loss of hearing may vary from mild to complete</p> <p>Player may have been deaf from birth or become progressively hard of hearing</p>	<p>Do they have an interpreter / signer with them?</p> <p>Consider use of communication style and level of sound</p> <p>Position of group at all times</p>	<p>Always talk TO the player when coaching</p> <p>Ensure all players understand instructions</p> <p>Talk naturally, do not over emphasise your words</p> <p>Position yourself so players can see your face</p>

HEARING IMPAIRMENT

BASIC WARM-UP

GOAL/ACTIVITY: BASIC WARM UP	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Running / changing direction / reactions</p>  	<p>Routines/Games/Exercises – Anything that is visual. For example, when warming up, instead of shouting “1” for this exercise and “2” for that exercise, use your fingers held up instead so that everyone has to look at you. This puts a deaf person on a level playing field to their hearing peers.</p>	<p>Coach: ability to provide clear signals</p>	<p>Ensure ALL players understand the routine</p>

SIMPLE ROUTINES & DEVELOPMENT

GOAL/ACTIVITY	DEVELOPMENT	TEACHING POINTS	SAFETY
<p>Activity 1: Hand Feed Routines</p> 	<p>Use same routines as per “UKCC” and “Kicking up a Racket”</p>	<p>Use clear consistent feeding techniques. This will allow the player to react at the correct moment</p>	<p>Ensure ALL players understand the routine</p>
<p>Activity 2: Racket / Multi-feed Routines</p>  	<p>Vary pace of feed Vary number of shuttles used</p>	<p>Use consistent feeding techniques. Allow plenty of time during initial feeding to allow player to get into ‘flow’ of routine</p>	
<p>Activity 3: Reactive work (no shuttles)</p> 	<p>Change sequences and number of movements</p>	<p>Coach to use clear, obvious signals</p>	

ADVANCED WORK

You can push players depending on their development and level of ability and their response to your sessions / routines.
The players are not limited by their disability on the badminton court and your communication and demonstration skills will have a great effect on their development.

TOP TIPS

Always direct your communication to the player and speak clearly – do NOT over emphasise your words but you can over emphasise your visual commands.

SOME GOLDEN RULES

COACHES BEST PRACTICE & TOP TIPS

As a coach you already possess the tools required to coach players with a disability - it is how you use these tools that counts.

Always remember that you are coaching the sport of BADMINTON.

Observe the players strengths and weaknesses and work with this functional ability when developing routines / exercises.

Openly enjoy your sessions, your enthusiasm will inspire the group and set the tone of the session.

Give clear concise instructions and ensure that the players can hear and understand them.

Develop appropriate routines based on the 'ability' of the player(s).

Always communicate with the player to obtain feedback on their level of ability, range of movement and general feelings.

Do not be afraid to try new things and design new routines based on your experience with the player.

Remember what you have learnt from your coach awards... it still applies.

Coach the player, NOT the Disability.

PLAYER & COACH QUOTES

"We'll tell you when we need to slow down or stop and dry down; otherwise we can achieve the same technical and movement skills as any player".

Bobby Griffin, below knee amputee Badminton player

"See the player, not the disability".

Scott Richardson, below knee amputee Badminton player

"I'm not disabled by the disability I have, I am able by my abilities!"

Oscar Pistorius, double leg amputee Athlete

"Don't be afraid to experiment when coaching your players... players love to try new things".

Lyndon Williams, 4 Nations Parabadminton Group

"Don't be afraid to get involved coaching dwarf players, it isn't any different from coaching any other player".

Tim Sheppard, Dwarf Sports Association

"I didn't have to advise my coach too much, other than to what my limits were. But it didn't stop her from pushing me to my limits. I told her to pretty much treat me as anyone else and anything I couldn't do I'd let her know".

Gobi Ranganathan, English Wheelchair player

"Make the players feel at ease, relaxed and most of all feel welcomed/involved".

Xander Hurley, GB Deaf player and UKCC Level 2 coach

"Look beyond the specific disability of the player who is being coached".

Rajeev Baaga, GB Deaf Champion and BE Coach

"It's always imperative that you build a good player/coach relationship with your players as it is amazing how openly they will talk if you win their trust".

Sharon Hawkins, Devon Racqueteers Wheelchair Coach

SESSION PLANNING

Session planning sheets are available in your UKCC Level 1 Assistant Coach award and UKCC Level 2 Coaching Certificate.

WHY PLAN YOUR SESSION?

The idea of having a session plan is firstly, to enable you to prepare and get a feel for what you want to achieve in your session. Secondly, you will have something to work from should you need to. You can use the plan as a record and keep for future sessions. It is good practice to use a successful session on more than one occasion!! Do not over complicate the session plan and allow yourself to expand / develop and if necessary go off tangent in order to deliver a session suitable and appropriate to the groups needs.

USEFUL CONTACTS

Badminton England - www.badmintonengland.co.uk

Parabadminton website - www.parabadminton.org

Badminton World Federation - www.bwfbadminton.org

Disability Sport England - www.efds.net

Dwarf Sports Association - www.dsauk.org

Deaf Badminton - www.deafbadminton.org.uk

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THERE IS NO SUBSTITUTE FOR GOOD PRACTICE!

KICKING UP A RACKET!

“ See the player, not the disability”

*Scott Richardson,
below knee amputee
Badminton player*

“ I don’t do anything different to what I do with main stream players. I can do the same routines and training depending on their ability”

David Gillespie, LD Coach

“ Look beyond the specific disability of the player who is being coached”

*Rajeev Bagga, Coach
and Elite International
Badminton player*

“ I didn’t have to advise her (my coach) too much other than to what my limits were. I told her to pretty much treat me as anyone else and anything I couldn’t do I’d let her know. It didn’t stop her from pushing me to my limits”

*Gobi Ranganathan,
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“ We’ll tell you when we need to slow down or stop and dry down; otherwise we can achieve the same technical and movement skills as any player”

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“ Make the players feel at ease, relaxed and most of all feel welcomed/involved”

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Deaf player and
UKCC level 2 coach*

“ Don’t be afraid to get involved coaching any dwarf players; it isn’t any different from coaching any other player”

*Tim Shephard, Dwarf
Sports Association*

“ As you are interested in coaching, don’t worry about how different it’s going to be from coaching non disabled athletes - we can produce the same shots, just in a different way. We adapt”

*Rachel Choong,
English Dwarf Player*



BADMINTON England
National Badminton Centre
Milton Keynes MK8 9LA
www.badmintonengland.co.uk
Telephone: +44 (0)1908 268400