SPORT PERFORMANCE
LEVEL 1
Foreword

USA Badminton (USAB) would like to acknowledge and thank the many contributors of the modules, course coordinators, assessors and course instructors for their contribution to make this course possible. A special thanks to the Caffery Family Foundation whose initial contribution helped launch USAB Coaching Development Programs.

My special thanks to my friends, Ji Hyun Marr (New Zealand and South Korea) and Ge Cheng (Shanghai, China) for giving permission for their images to be used.

The Level 1 Sport Performance Course targets people such as parents, volunteers and teachers who will be working with avid participants above 10 years of age.

The Level 1 Sport Performance Course aims “Introducing and Teaching People To Play.” It is important for coaches to keep in mind that the ultimate aim of every player is to “play.” No amount of instruction and/or demonstration can replace the joy of playing. In order to make training more appealing, it is best that “badminton is presented as badminton”; teach the game through play.

The game is a great teacher!

The emphasis in this coaching course is to balance and integrate the ‘how to coach’ and the ‘what to coach’ elements.

Enjoy coaching and playing!

In the spirit of the game,

Mohan Subramaniam
Director, Coaching and High Performance
USA Badminton
## Content

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Knowing Yourself and Your Player</td>
<td>5</td>
</tr>
<tr>
<td>Module 2</td>
<td>Understanding USAB Coaches’ Code of Ethics and Conduct</td>
<td>14</td>
</tr>
<tr>
<td>Module 3</td>
<td>Introduction to the Laws of Badminton 1</td>
<td>22</td>
</tr>
<tr>
<td>Module 4</td>
<td>Grips and Shuttle Control</td>
<td>47</td>
</tr>
<tr>
<td>Module 5</td>
<td>Basic Feeding</td>
<td>41</td>
</tr>
<tr>
<td>Module 6</td>
<td>Singles Base, Movement and Footwork</td>
<td>43</td>
</tr>
<tr>
<td>Module 7</td>
<td>Warm Up, Cool Down and Modified Games</td>
<td>46</td>
</tr>
<tr>
<td>Module 8</td>
<td>Playing Singles</td>
<td>54</td>
</tr>
<tr>
<td>Module 9</td>
<td>Playing Doubles</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Visual Resources</td>
<td>74</td>
</tr>
<tr>
<td>Module 10</td>
<td>Planning A Session, Group Management and Teaching Skills</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Glossary</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>American Development Model</td>
<td>84</td>
</tr>
</tbody>
</table>

**Note**

Please note that unless specific reference is made in this manual, the words “he”, “his” and “him” are used to apply to both male and female players. No prejudice is intended.

The diagrams and situations have been designed with the assumption that the player or players are right handed.
The QR Code (abbreviated from Quick Response Code) is the trademark for a type of matrix barcode. The code consists of black modules (square dots) arranged in a square pattern on a white background. A QR code can be scanned by a smart phone’s camera.

What you need to scan a QR code:
1. A smart phone with a camera
   
2. An app that reads QR codes. Listed Below are a few:
   NeoReader (iphone)
   ScanLife(Blackberry)
   Quick Mark (Android)

In this module, we have used QR codes to direct you to sample videos and website links. The QR Code above links the USA Badminton website.
Module 1
Knowing Yourself and Your Player

Who can be a coach?
Anyone who has the passion for badminton knowledge, plays the sport and enjoys working with people can become a coach. Coaching is about guiding individuals to be a better person. A badminton coach helps his players acquire skills, attitudes and values that will develop players into positive persons.

Roles of a coach
A coach should wear different hats at different times:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher</td>
<td>- passes on information</td>
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<tr>
<td>A friend</td>
<td>- provides support</td>
</tr>
<tr>
<td>A counselor</td>
<td>- listens to and advises players</td>
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<tr>
<td>A role model</td>
<td>- sets good examples</td>
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<tr>
<td>A motivator</td>
<td>- sets positive and challenging environment</td>
</tr>
<tr>
<td>A scientist</td>
<td>- analyzes and applies scientific principles in training</td>
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<tr>
<td>An organizer</td>
<td>- organizes practice, meeting with parents, etc.</td>
</tr>
<tr>
<td>A trainer</td>
<td>- helps to improve players’ fitness and performance</td>
</tr>
<tr>
<td>A planner</td>
<td>- plans training programs, competitions, etc.</td>
</tr>
</tbody>
</table>
Attributes of a successful coach

- Honest
- Strong sense of self value
- Willing to evolve and grow
- Genuinely interested in people
- Healthy sense of humor
- Good communicator
- Believes in fair play
- Leads by example
- Encourages players to respect opponents, officials and laws of badminton
- Respects individual differences
- Encourages sportsmanship

What is expected of you?

- Be on time
- Be prepared with lesson plans
- Conduct and lead the lessons
- Ensure safe practices are carried out
- Encourage the participants to have fun
- Ensure that you give all participants the chance to improve their skills

How to gain respect?

- Care about your players
- Be patient and understanding
- Be energetic
- Be enthusiastic
- Have a good knowledge of the lesson plans
- Have a sense of humor

Why people take up sports?

People take up sports for many reasons. Therefore, if you are going to coach someone, you should consider why people want to train with you and not only why you want to become a coach. By understanding people’s needs you are training, you will be able to help them more effectively and at the same time, enjoy yourself.

People take up sports to:

- Win
- Learn new skills
- Experience the challenge and excitement of a competition
- Be a part of a team
- Exercise
- Excel in something
- Be fit
- Improve their current playing skills
Understanding the needs of the players
Badminton is a lifetime sport. Anyone irrespective of age, ability or gender can easily pick up badminton and enjoy playing it. However, it is important to remember why people participate in sports.

If you coach a young beginner, it is important to know your players in terms of their goals, needs, ability and age before you start a training program.

Why children participate in sports

Children are fragile, growing beings. They are not miniature adults. Therefore, you should try and adapt the sport to the children to suit their age (maturity), size and ability. By doing this, children will enjoy badminton and will be motivated to participate in badminton throughout adulthood.

How you can modify badminton?
- Simplify the rules
- Reduce the court size
- Use shorter and lighter racquets
- Use shuttles that are not too slow

Holistic development
The real goal of coaching a player, especially children, to help them achieve their true potential. Coaching is not merely about the drilling of techniques. The player is an evolving, living being. As such, the whole person should be considered.

Long Term Athlete Development Models
There are two categories of sports - early specialization or late specialization sports. Early specialization refers to sports such as rhythmic gymnastics and table tennis that require early sport-specific specialization in training.
As a general rule, early specialization sports require a four-phase model, while late specialization sports require a six-stage model as depicted on the next page:

**Athlete Development Models**

<table>
<thead>
<tr>
<th>Early Specialization</th>
<th>Late Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Training to Train</td>
<td>1. FUNdamental</td>
</tr>
<tr>
<td>2. Training to Compete</td>
<td>2. Learning to Train</td>
</tr>
<tr>
<td>3. Training to Win</td>
<td>3. Training to Train</td>
</tr>
<tr>
<td>4. Retirement (Retention)</td>
<td>4. Training to Compete</td>
</tr>
<tr>
<td></td>
<td>5. Training to Win</td>
</tr>
<tr>
<td></td>
<td>6. Retirement (Retention)</td>
</tr>
</tbody>
</table>

Concept idea adapted from Biothlon Canada LTAD Model. Biothlon Canada 2006

These models are generic in nature and do not intend to be rigid athlete development guidelines. The adoption of either model can be productive depending on philosophy, culture of the system, the individual athlete and the nature of the sports itself. In most top badminton countries, the early specialization model is practiced. Systems that adopt early specialization have modified to fit their own needs, cultural, societal aspirations and resources.

In today’s changing society, particularly in the USA, a generic model would lead to serious oversimplifications. Perhaps, a combination of certain stages of both models may be a solution.

The aim of this paper is not to encourage or discourage the focus on ‘early or late specialization models’ but rather to highlight the importance of understanding the athlete no matter what gender or age.

Therefore, a training program should consider the uniqueness of the athlete concerned.

**Why a Long Term Athlete Development Model (LTADM) for badminton?**

The LTADM is a guide for coaches and parents to ensure that the talented athlete receives appropriate training that will help his/her development so as to avoid the following:

- Over training
- Under training
- Over competing
- Imposing adult training on younger athletes
- Imposing competitive model training on untrained as well as recreational juniors and adults
- Over focus on winning as a reason to participate in badminton
- Involve athletes in too many sports, and impose unnecessary expectations
Summary of Late Specialization Model As Modified For Badminton

**Phase 1 - FUNdamentals**
This phase is appropriate for boys aged 6 to 9 and girls aged 5 to 8. The main objective of this phase is to focus on the overall development of the athlete’s physical capacities and fundamental movement skills. The ages of 6-8 for girls and 7-9 for boys are the first ‘critical speed development periods.’

**Key points**
- Encourage participation in as many sports as possible
- Speed, power and endurance are developed using FUN games
- Progress from gross to fine motor activities as the young athlete develops in ability
- Exposure to varieties of short movement pattern activities—generic movements, linear, lateral, multi-directional and random movements
- Keep activities short (up to 5 seconds) and keep volume low
- Introduction to the simple rules and ethics of sports
- Strength training using the young athlete’s own body weight (light medicine ball and Swiss ball exercises can be encouraged)
- Involve whole body movement activities. Develop the athlete’s:
  - ABC'S (Agility, Balance, Coordination and Speed)
  - RJT (Running, Jumping, Throwing)
  - KGBS (Kinesthetic, Gliding, Buoyancy, Striking with a body part)
  - CKS (Catching, Kicking, Striking with an implement)

**Phase 2 - Learning to train**
This phase is appropriate for boys aged 9 to 12 and girls aged 8 to 11. The main focus during this phase is learning badminton basic skills.

**Key points**
- Further develop fundamental movement skills
- Repetition for skill development must be inter-spaced with enough rest; however, repetition involving intense activity should be avoided
- Skill development can be more complex
- Skills can be presented as a whole and broken down where necessary
- Doubles partnerships can be developed as young athletes begin to understand about working as a team
- Learn general overall sports skills
- Fine motor control activities should be practiced and developed
- Continue developing strength with medicine ball, Swiss ball and own body-weight exercises as well as hopping-bounding exercises
- Continue to develop endurance with games and relays
- Introduce basic flexibility exercises
- Continue to develop speed with specific activities during the warm-up, such as agility, quickness and change of direction
- Develop knowledge of warm up, cool down, stretching, hydration, nutrition, recovery, relaxation and focusing
- Training programs are structured and based on a single periodization
• Exposed to structured competition
• The training to competition ratio is approximately 70:30

Phase 3 - Training to train
This phase is appropriate for boys aged 12 to 16 and girls aged 11 to 15. The main focus during this phase is the overall development of the athlete’s physical capacities (with particular emphasis on aerobic conditioning) and fundamental movement skills.

Key points
• Further develop speed and sport-specific skills
• Develop the aerobic base - after the onset of PHV (Peak Height Velocity – growth period; between 12-14 years old)
• Introduction to strength training
• Learn correct weight lifting techniques
  o The strength training window for boys begins 12 to 18 months after PHV
  o There are two windows of opportunity to strength training for girls
  o Window one is immediately after PHV
  o Window two begins with the onset of menarche (the first menstrual period)
• Develop more in-depth knowledge of stretching, nutrition and hydration, mental preparation, how and when to be at best playing form (peak) and when to decrease intensity (taper)
• Establish pre-competition, competition and post competition routines
• Special emphasis is also required for flexibility training due to the sudden growth of bones, tendons, ligaments and muscles
• More complex training with regards to competition
• Suggested training to competition ratio is approximately 60:40

Phase 4 - Training to compete
This phase is appropriate for boys aged 16 to 18 and girls aged 15 to 17. The main focus during this phase is on optimizing fitness preparation, sport/event specific skills and performance.

Key points
• Should focus 50% on the development of technical and tactical skills and fitness improvements
• The remaining 50% on competition-specific training and competition
• Expose sport specific skills under a variety of competitive conditions during training
• Place special emphasis on more intense and complicated simulating game situation and on court exercises in training
• Fitness programs, recovery programs, psychological preparation and technical development are now individually tailored to the athlete’s needs
• Introduce double and multiple periodization

Phase 5 - Training to win
This phase is appropriate for boys aged 18+ and girls aged 17+. The main focus during this phase is on maximizing fitness preparation and sport/event specific skills as well as performance.
Key points
- A lot of collaboration between coach and athletes to design training
- The focus of training is on maximizing of performance
- Athletes train to peak for major competitions
- Training is characterized by high intensity and relatively high volume with enough recovery time
- Specific training is almost competition like
- Training to competition ratio is approximately 25:75

Phase 6 - Retirement & Retention
The main focuses on athletes moving into various roles in coaching or officiating, administration etc.

<table>
<thead>
<tr>
<th>Growth and Development versus Coaching Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Players</strong></td>
</tr>
<tr>
<td>5-9 years old</td>
</tr>
<tr>
<td>10-14 years old – Recreational</td>
</tr>
<tr>
<td>10-14 years old – Young High Performers Potentials</td>
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<tr>
<td>15-19 years old – Recreational</td>
</tr>
<tr>
<td>15-19 years old – Junior High Performers</td>
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<tr>
<td>Adults above 19 – Recreational</td>
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<tr>
<td>Adults above 50 – Recreational</td>
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<tr>
<td>Adults above 19 – High Performers Potentials</td>
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<tr>
<td>Disabled athletes</td>
</tr>
</tbody>
</table>
Coach roles
For coaches who are in charge of children and young learners, it is necessary to have a basic understanding of child growth and development. Coaches need to know how players will progress from one phase of training to another.

The term “children” usually refers to anyone up to the age of 16 and generally, “young people” refers to anyone above 16 years of age. The Level 1 Sport Performance Course focuses on coaches working with participants who are older than 6 years old, adults, and seniors.

Children are not miniature adults. They are growing beings. The training for young children should revolve around the fundamentals. It is advisable to incorporate elements from other sports so that they will have fun and do not burn out too early. They grow at different rates. However, the ages described are general guidelines. Individuals may differ in their development or maturation. This individual rhythm or tempo will influence how athletes reach the training phases and how they will react or adjust to training.

By understanding the age adjusted training, coaches can get the best out of the players and systematically develop their skills in terms of their individual ability. While developing their badminton skills, coaches must not forget the players’ overall growth physically, mentally, socially and emotionally. So, adapt badminton to the children!

The Court and the Playing Area
Always ensure that badminton courts are kept clear of any over-hanging objects to avoid rackets from being damaged. Ensure that the court surface is dust free, dry and non-sticky so as to avoid players from slipping and hurting themselves. If feather shuttles are used, then it is important that the court surface is free of small feather "dust" as they tend to reduce traction. Nets should be held by posts on their own court rather than strung in succession through the length of the hall. The posts and their weighted bases should not encroach into the court's boundary. The area around the outside of the court should be free of shuttles or other objects to avoid players from tripping.

Equipment
Players should use shuttles of appropriate speed to avoid injuries or stress to the shoulder or eyes. Shoes should have a good grip and be in good condition. Shoes designed for activities other than racket sports (i.e. basketball, wrestling) are not recommended as during sudden changes of directions, players may hurt their ankles. Softer or gum soled shoes like volleyball shoes are often favored because they grip very well on wooden floors.

Players should be warned about the danger of using damaged rackets. Handles of rackets should not be slippery to them from “flying out” of the hand during play. It is recommended that players often place a grip over grip on their racket handle and replace it as it wears out.

Vision Protection
Special care must be taken in badminton to ensure that eye damage does not occur. There is always a risk of serious eye injury when the shuttle is in play either in practice or a competition setting. The risk is especially great when the eyes are not protected by eyewear designed for racquet sports. When players and coaches are involved in practice or game situations where they are close to one another, at the net area or where several shuttles are used for training
purposes, protective eyewear should be worn. USA Badminton strongly recommends that players and coaches protect their vision at all times on the court.

Coaching older athletes is important
- Check with the athlete regarding any health or injury issues.
- A medical clearance may be advisable for some types of activities
- Include longer warm up and cool down periods
- Provide alternatives to reduce intensity of activities
- Include longer recovery periods between activities
- Encourage feedback on the intensity of training
- Encourage the individuals to develop and improve fitness levels
- Be aware that endurance capacities slowly decrease between 25-65 years and decrease even more after 65 years
- Strength decreases with age but it can be improved with training
- Competitive senior adults participate for different reasons compared to younger competitors.
Module 2
UNDERSTANDING THE USAB COACHES’ CODE OF ETHICS & CONDUCT WORKBOOK

Reference: USAB Coaches Code of Ethics and Conduct

VIGNETTES FOR DISCUSSION
A discussion group of four to eight coaches will discuss as many of the vignettes as the group leader chooses in a one hour time. All points should be discussed. Coaches should make an effort to reference specific items in the Principles and Standards as they apply.

VIGNETTE ONE
While coach A is coaching at an important competition, a player goes to the floor and complains of pain in the right knee.

1) The coach calls to the player from the sideline and encourages the player to get up and resume play, that the match is a critical one.
2) The coach enters the court with the Umpire and encourages and/or discourages the player from continuing to play.
3) During a stoppage in play the Coach assesses the player’s injury and decides that it is/is not significant enough to warrant ending the match.
4) The coach did/did not present him/herself to the parents of the athlete as able to manage any injuries that might occur in the course of competition.
5) The coach is concerned that the injury might be severe enough that if play continues, the athlete may suffer more serious injury, but the match is a critical one for the outcome of the entire team.

VIGNETTE TWO
A Coach with a past history of coaching elite singles players in another country has rarely personally played doubles and never coached doubles. He/she presents for hire to a US club as a top level coach for singles and doubles events. The club owner advertises the new hire to the community with glowing references and encourages new players to come to the club to realize their Olympic Potential.

1) The Coach reasons that with the high level at which he/she has previously performed, he/she will be a superior coach even in new events to other local coaches.
2) The Coach knows that he/she has watched many doubles competitions, and that the basics are the same, it is just a question of learning a few more technical and tactical areas of training.
3) The Coach feels that while the public statements are not literally true, they are close enough.
4) The Coach does not feel that any further discussion will be needed with players; if they follow proper training they will become skilled.
**VIGNETTE THREE**
Coach A hears from parents and players that Coach B at a competing club has been teaching his/her players to “cheat.” Specifically the story is that players from the other club are instructed to call any close or uncertain line call on their side of the court “OUT.” Coach A has always taught his/her players to call the lines as they see them, but if in doubt to give the call to the other player “IN.” Coach A is now worried that he/she may be creating a disadvantage for his/her players.

1) Coach A should change teaching strategies so his/her players have equal chances.
2) Coach A should instruct his/her players to always ask for line judges against Coach B’s players.
3) Coach A should go and directly discuss the issue with Coach B.
4) Coach A should enlist several parents to closely observe matches, take notes and form a file on Coach B’s players.
5) Coach A should report Coach B to the USAB Ethics Committee.

**VIGNETTE FOUR**
Coach A coaches in a Junior Coaching Program. Coach A also competes at an adult level. On court Coach A as a player is noted for a fiery temper and has accosted other players, linespersons, and Umpires for calls which are perceived as unfair. These actions have resulted in Yellow and Red cards.

1) The actions of a person as a player and as a coach are two separate issues and should not be confused.
2) If Coach A teaches players that while he/she admittedly has a strong temper, they, the players, should not conduct themselves on court the same way because Yellow or Red Cards may affect the outcome of a team match.
3) Coach A teaches his/her players that one must always be a strong advocate for oneself on court, because “no one else will look out for you.”
4) Coach A tells players that the best way to pump yourself up in a match is to enlist your competitive spirit.
5) When a player indicates that he/she is not comfortable with this style of play, Coach A tells him/her to toughen up and not be a weakling.

**VIGNETTE FIVE**
Coach A is coaching in a tough championship tournament. In the quarterfinals two of his/her players will play each other. Player B has always beaten Player C, although recently the matches have been closer, always going three games. The winner will face a rival club’s player in the Semi-finals. The outcome of that match may determine the team trophy. Coach A takes player C aside and explains that whichever one of them advances, tiredness may create a loss to the rival team.

1) Coach A indicates concern that Player C has been favoring an injury and might be better off forfeiting or resigning after play begins.
2) Coach A indicates that he/she believes that Player C is due soon for a breakthrough match against Player B and a first win, but in the interest of the team, this may not be the time and place.
3) Coach A pulls the team together and discusses that whoever the winner it will be critical to the team that the winner can defeat the rival in the next round.

VIGNETTE SIX
USA Badminton coaching department approaches Coach A and surveys the interest of the coach in participating in coaching national or international teams, coaching at national or regional camps, and participating in the training of other coaches.

1) Coach A responds that the nature of his/her contract with a current club forbids any external work.
2) Coach A responds that the only interest he/she has is if the position is paid a level appropriate to his/her status in the national coaching community.
3) Coach A responds that while the request is a compliment, he/she has no interest in such activities.
4) Coach A responds that he/she only coaches athletes who are directly contracted with him/her, and would not choose to work with another coach’s athletes, thus can only participate with his/her own athletes on the team or at the camp.

VIGNETTE SEVEN
Coach A is having an informal discussion with several other coaches. Two issues that come up are the use of supplements to enhance strength and speed, and the proper types of weight training for athletes between 10 and 14 years old.

1) Coach A comments that he/she does not have any concerns about the issue of supplements because that is of no concern to a coach; players always do whatever they choose and a coach has no real influence.
2) Coach A comments that in his/her program the players use any supplements that he/she recommends or the player chooses as long as they are not on any banned list.
3) Coach A indicates that he/she has his/her players use the same weight program that the coach used in his/her own training 15 years before.
4) Coach A indicates that the role of weights is solely to increase endurance and he/she sees no role in injury prevention.
5) Coach A says that he/she has created a special weight training regimen which is offered for a cost above and beyond the training program and that athletes who use it will do much better during the competition season.

VIGNETTE EIGHT
Coach A coaches both boys and girls between the ages of 12 and 20. Coach A is known for being a stickler for proper footwork, body position and particularly that hip rotation is critical to movement. Several of the girls in the program report an uneasiness they have to their parents. They observe that Coach A adjusts the girls’ position by frequently placing his/her hands on both of the players hips and moving them to demonstrate what he/she wants. Coach A does not do this with boys. The parents schedule a meeting with Coach A and voice the concern.

1) Coach A states that he/she does not know what they are talking about.
2) Coach A states that boys and girls are different. Boys respond better to direct verbal coaching and girls need a greater physical instructiveness.
3) Coach A states that there must be a misunderstanding, but he/she will be attentive to
the issue. In the succeeding weeks the daughters of the parents who met with the
coach are not touched, but are also rarely attended to in coaching sessions.
4) Coach A takes a job offer with another club which had been pending and the parents
breathe a sigh of relief that the problem is over.

VIGNETTE NINE
Coach A believes that it is very important to make corrections to a player’s techniques and
tactical decisions. Furthermore, he/she believes that unless the correction is phrased in a way
that personalizes it, the player is unlikely to listen.
   1) Coach A tells a player that a particular stroke style is too “Malaysian” and will not
      work for that player.
   2) Coach A tells a player that he/she as a “White” player sweats heavily and must bring
      more extra outfits to practice.
   3) Coach A tells a player that as a “heavy” person, he/she must learn a different
      footwork in order to compete better.
   4) Coach A tells a player that as a “girl” with different back and hip anatomy, a certain
      approach to shots in the back court in singles play will be needed.
   5) When the instructions are not followed Coach A often calls loudly to the player on
court, Stop playing like a “xxxxxxx” player.

VIGNETTE TEN
Coach A is going through a hard time in his/her life. There are difficulties in a marriage, a
family illness and financial hardships.
   1) Coach A finds him/herself often distracted during practice, and letting the athletes
      just run in drills with minimal supervision.
   2) Coach A finds him/herself irritable and far more likely to sharply criticize or yell at
      athletes.
   3) Coach A, with no warning, suddenly raises all fees in the middle of the season
      because of the financial difficulties.

VIGNETTE ELEVEN
Coach A coaches for the PQR Club. Coach A is part of the coaching staff at an international
event. The team has players from the PQR Club, The STU Club and the FGH Club. Coach A,
while relatively satisfied at the PQR Club, knows that there will soon be an opening at the STU
Club with better pay and benefits. Coach A names a player for the STU Club as Team captain.
During the Team competition, Coach A effectively coaches the team to a Silver Medal. In the
individual competition Coach A spends more time coaching athletes from PQR and STU
Clubs.
   1) In review of the event Club A states, “We won the Silver and that is the most
      important issue.”
   2) Coach A is offered a position by Club STU and takes it.
   3) The players from the FGH Club file a grievance and Coach A is upset, feeling that
      there are no grounds.
VIGNETTE TWELVE
Coach A is talking with a group of other coaches and the issue of psychological services for players comes up. Coach A suggests that anyone who is a “head case” should see a counselor and come back to training when they have their issues worked out. Coach B says that when a player is having trouble with a mental aspect of the game, he/she works them harder so they will be too tired to worry about the issue, and it goes away. Coach C says that he/she takes the player aside and counsels them, because coaches are the real experts on the mental side of competition especially if the coach was previously a competitor.

1) All players with psychological issues should have an evaluation with a professional before resuming play.
2) Sports psychology is a lot of mushy thinking, and good technical coaching is what is needed.
3) A Coach is the real expert on sports performance, and there is rarely any need for outsiders.

VIGNETTE THIRTEEN
Coach A has a very successful program at Club XYZ. The only thing lacking to be a sure winner at next year’s championships is a solid number two men’s singles player. Coach A approaches a player from another club during this year’s championships and offers advice on the player’s next match. At the end of this year’s championships, complementing the player on his performance, the Coach comments that it would be great to have such a strong player on Coach A’s team for the next year. Coach B overhearing this, takes Coach A aside and says, “I’m not sure that was appropriate.”

1) Coach A responds that every player deserves the best opportunities and the player in question will never win a team title at his current club.
2) Coach A responds that it is really none of Coach B’s business.
3) Coach A responds that he/she was not recruiting and never offered the player anything.

VIGNETTE FOURTEEN
Coach A has been coaching an attractive player, TE, for five years. Coach A feels that there is a lot of attraction both ways between the two of them. TE has been making good progress and becoming a progressively better competitor. Coach A approaches TE and says, “In reviewing your developmental track as a player, I think it is essential to spend the next year or two working with Coach B at the other Club. He/she can advance your game more than I can at this point. Six months in to the new season as TE is having further success, Coach A meets with TE and an intimate relationship begins.

1) Coach A made a good decision to refer TE to Coach B.
2) Coach A is permitted to have a relationship with TE, because he/she is no longer TE’s coach.
3) Since the relationship was going to happen anyway, Coach A should have kept working with TE, as Coach A knew the player best. And TE would be performing even better.
4) Coach A should have told TE that part of the referral to Coach B was because of the attraction between them.
VI GNETTE FIFTEEN
Coach A has a fifteen year old athlete of modest physical abilities. The athlete comes regularly to the three group practices a week. The athlete has a burning desire to compete in the Olympics. The athlete and parent come to a meeting with Coach A and request three to five individual lessons per week, which the parents are happy to pay for in order to help the player reach the dream of the Olympics. Coach A agrees.

1) Unless Coach A really believes that the athlete has the capacity to reach the Olympics, he/she is accepting money under false pretenses.
2) Every athlete has a right to try for the Olympics and a burning desire should never be underestimated.
3) Coach A should lay out a clear path of what it takes to reach the Olympics, so that the player and parents have objective milestones and not just dreams.
4) If there are year-by-year objective milestones, Coach A should offer to refund any fees if the player proves unable to meet the goals.

VI GNETTE SIXTEEN
Coach A is the coach of a group of 17-18 y/o athletes and accompanies them as both Coach and Team Manager to the National Championships. At the end of a very successful competition, Coach A overhears that they are planning to purchase alcohol and take it back to their rooms to celebrate.

1) Coach A does nothing other than to listen in at the door to their rooms later in the evening. He/she reasons that they are going to celebrate no matter what the coach does, and they are safer in their rooms than if by confronting them, they decide to go out somewhere.
2) Coach A confronts them and tells them that as underage people they cannot do as planned and are grounded to their rooms.
3) Coach A calls their parents, informs them of their children’s plans and lets the parents know that the parents are responsible for contacting their sons and daughters and taking charge of the situation.

VI GNETTE SEVENTEEN
Coach A is coaching at the XYZ Club. He/she has been there for about three years and is quite close to a group of athletes from whom high performance is expected at the National Championships in four months. Coach A is approached by the management of Club TUV and offered a position with a 15% increase in pay, but only if Coach A begins the new contract within the next month.

1) Coach A reasons that such opportunities come along rarely and it is in his/her best professional interests to jump at the chance.
2) Coach A reasons that he/she has an obligation to the players through the end of the season and can only take the job if an appropriate start date can be negotiated.
3) Coach A reasons that he/she has given a lot to the players and does not have any further obligation. It is a lesson in real world issues, that nothing is guaranteed and you must rely on yourself.
4) Coach A wonders if the TUV Club which will also be competing at Nationals may have more than one motive in the hiring.
VIGNETTE EIGHTEEN
Coach A is sitting on the Committee which selects coaches for International Team Coach opportunities. One of the applicants is an old friend with whom Coach A has frequently worked. He/she has a strong personal belief in the capacities of the friend, but the friend lacks some of the formal track record of other applicants e.g. Level of Coaching Certification, and experience at other national or international events.

1) Coach A reasons that personal experience of the actual observed capacities of a coach outweigh any other factors because they are “real coaching.”

2) Coach A is worried about whether the personal relationship may weigh too heavily and whether he should recuse himself from the selection process.

3) Coach A asks for the formal selection criteria and checks to see who will be selected if they go by the book.

4) Coach A calls up the friend and lets him/her know that something needs to be done to strengthen the application.
Module 2: Summary/Overview of Coaches Code of Ethics and Conduct

**Principle I - Professional Practices:** I pledge to maintain practices that protect the public and advance my profession.

**Principle II - Coach/Athlete Relationships:** I pledge to maintain relationships with athletes on a professional basis.

**Principle III - Confidentiality:** I will respect the integrity and protect the welfare of all persons with whom I am working and pledge to safeguard information about them that has been learned or obtained during the coaching relationship, including performance reviews, statistics and all personal confidences. Further, I will obtain permission from athletes before sharing videotape recordings or other data of them with anyone excepting the recognized coaching staff; when current or former athletes are referred to in a publication, while teaching or in a public presentation that is not laudatory, their identity will be thoroughly disguised. The only exception to this will be that I will not use these standards of confidentiality to avoid intervention when it is necessary (e.g., when there is evidence of physical or psychological abuse of minors, or legal issues).

**Principle IV - Staff/Employee Relationships:** All relationships with employees and staff will be maintained on a professional and confidential basis, and I will avoid exploiting their trust and dependency.

**Principle V - Process Relating to Violation of Code:** I acknowledge that this Ethics Code is administered under the authority of USA Badminton or other responsible organization and that a violation of this Code subjects me to the processes of USA Badminton or other such organization required to be provided in the event of disciplinary action.

**General Principles**

Principle A: Competence

Principle B: Integrity

Principle C: Professional Responsibility

Principle D: Respect for Participants and Dignity

Principle E: Concern for Others’ Welfare

Principle F: Responsible Coaching

QR Code provided by USA Badminton website
**Ethical Standards**

Know and understand all areas of the ethical standards.

**Standard 1.0 General Standards**

**Standard 2.0 Advertising and Other Public Statements**

**Standard 3.0 Training Athletes**

**Standard 4.0 Training Supervision**

**Standard 5.0 Team Selection**

**Standard 6.0 Resolving Ethical Issues**

**Standard 7.0 Process Relating to Violation of Code**

Module 3
Introduction to the Laws of Badminton 1

This module does not replace the USA Badminton Umpire Training Course. It introduces the new coaches to the Laws of Badminton so that they will be able to ‘teach’ their players on how play and have fun within the context of the Laws of Badminton. Among the areas covered in this module are: court dimensions, how to start a game, service, scoring and basic faults and lets.

We recommend that all coaches attend a USA Badminton Umpiring Training so as to be clearer in the Laws of Badminton.

Visit the Badminton World Federation website to refer and read the Laws of Badminton at http://www.bwfbadminton.org/

Badminton is played on a court by two players (singles) or four players (doubles). Players use specially designed light rackets to hit the shuttle over a net which is 5’1” at the post and 5’ at the center. It is mainly played indoors as the wind conditions affect shuttle flight and hence the game.

The badminton court
The overall dimensions of a badminton court are 20 feet by 44 feet. The lines along these measurements mark the sidelines for doubles play and long service lines for singles play. The net line marks the middle of the court where the net is placed, creating a 22 feet by 20 feet area on each side of the net.
Aim of the Game
The aim is to hit the shuttle back and forth over a net with a racket until one player or side is unable to return the shuttle into the court.

This goal can be achieved by controlling the shuttle in such a way that:

- the opponent cannot reach the shuttle, or
- the opponent makes mistakes by sending the shuttle into the net or out of the court.

Starting the Game
- To start the game a toss has to be made. You can toss a coin, a shuttle or spin the racket.
- The winner of the toss can elect to serve first, receive service or choose the court end.

Serve
- The serve must be in an upwards direction and land in the diagonally opposite service court.
- The shuttle must be hit below the waist and the whole racket head must be below the hand holding the racket.
Scoring in Singles

- A match shall consist of the best of 3 games, unless otherwise arranged
- The side winning a rally shall add 1 point to its score and they get to serve next
- Players shall serve from their respective right service courts when their score is even, and from their respective left service courts when their score is odd
- The side that first scores 21 points in a game shall win that game, except:
  - if the score becomes 20 all, the side that first gains a 2 point lead shall win the game
  - if the score becomes 29 all, the side that scores the 30th point shall win the game
- The side that wins a game shall serve first in the next game
- When one side reaches 11 points, both players are entitled to a 60 second break
- Both players are entitled to a 2 minute break between the first and second games, and another 2 minute break between the second and third game, if the match is tied at 1 all
- In the third game, or in a match of one game, players shall change ends when a side first scores 11 points
Scoring in Doubles and Mixed Doubles

- A match shall consist of the best of 3 games, unless otherwise arranged
- The side winning a rally shall add 1 point to its score and they get to serve next
- There is no second server in doubles unlike the old system
- Players shall serve from the right service court when their score is even, and from the left service court when their score is odd
- This means that whichever partner is on the appropriate side shall serve
- The side that first scores 21 points in a game shall win that game, except:
  - if the score becomes 20 all, the side that first gains a 2 point lead shall win the game
  - if the score becomes 29 all, the side that scores the 30th point shall win the game
- The side that wins a game shall serve first in the next game
- When one side reaches 11 points, all players are entitled to a 60 second break
- All players are entitled to a 2 minute break between the first and second games, and another 2 minute break between the second and third games, if the match is tied at 1all
- In the third game, or in a match of one game, players shall change ends when a side first scores 11 points

Basic Faults
The following are faults and they result in a player or pair losing a point if:

- The service is not correct
- In service the shuttle is caught on the net and remains suspended on its top
- During service the shuttle passes over the net and is caught in the net
- During service the shuttle is hit by the receiver’s partner
- During service, the server misses the shuttle
- The shuttle lands outside the court
- The shuttle fails to clear the net
- The shuttle passes through the net
- The shuttle touches the ceilings or walls
- The shuttle is caught and held on the racket and then slung during the execution
- The shuttle touches the player or the dress of the player
- The shuttle is hit twice in succession by the same player
- The shuttle is hit by a player and the player’s partner successively
- The shuttle touches a player’s racket and does not travel towards the opponent’s court
- A player invades the opponent’s court over the net with racket or person except that the striker may follow the shuttle over the net with the racquet in the course of a stroke after the initial point of contact with the shuttle is on the striker’s side of the net
- A player invades an opponent’s court under the net with racket or person such that an opponent is obstructed or distracted
- A player obstructs an opponent, i.e. prevents an opponent from making a legal stroke where the shuttle is followed over the net
- If a player deliberately distracts an opponent by any actions such as shouting or making gestures
Let
A ‘let’ (or play over) is awarded when a rally is stopped with neither side winning or losing.

- The server serves before the receiver is ready
- During the serve both the server and receiver are faulted
- After the service is returned, the shuttle is caught on the net and remains suspended on its top
- After the service is returned, after passing over the net the shuttle is caught in the net
- During play the shuttle disintegrates and the base separates from the rest of the shuttle
- If play is disrupted or if the player of the opposing side is distracted by a coach
- A line judge is unsighted and the umpire is unable to make a decision
- Any unforeseen or accidental situation
## Sub-Module 3: USA Badminton Tournaments

### DOs & DON’Ts

<table>
<thead>
<tr>
<th>Coach Responsibilities</th>
<th>Athlete Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Before the match starts</strong></td>
<td><strong>1. Athlete is at the court. His playing gear, towel and drink bottle are placed in the allocated place.</strong></td>
</tr>
<tr>
<td>• Coach positions himself on the designated coach seat.</td>
<td>• Athlete is ready, focused and calm on the court.</td>
</tr>
<tr>
<td>• Up to 2 coaches per side may sit in the coach’s chairs.</td>
<td>• Use the time to hit with the opponent and get a feel of the court and the surroundings.</td>
</tr>
<tr>
<td>• It is advisable for coach to be calm and to limit last minute instructions so as to not break the player’s focus.</td>
<td>• Standard warm up time is 3 minutes for adult events and 2 minutes for junior events.</td>
</tr>
<tr>
<td>• Coach should make sure the athlete has everything needed for the match at courtside e.g., spare racket, drink bottle, towel.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Beginning the match</strong></td>
<td><strong>2. The umpire will conduct the coin toss. The player who wins the toss can choose: a) to serve first; b) to receive first; c) which end to start at.</strong></td>
</tr>
<tr>
<td>• Coach has no input.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Disputes during match – e.g., line calls, umpire decisions on net calls, service faults, scoring irregularities etc.</strong></td>
<td><strong>3. Athlete cannot argue with the technical officials. The decision of the technical official on a point of fact is final.</strong></td>
</tr>
<tr>
<td>• The decision of the technical official on a point of fact is final and cannot be questioned by the coach.</td>
<td>• The athlete can seek clarification from the umpire or service judge on what they did wrong.</td>
</tr>
<tr>
<td>• The coach can leave the court and approach the Referee to explain his frustration.</td>
<td>• Athlete may request the umpire to call the Referee. The umpire may or may not agree to the request.</td>
</tr>
<tr>
<td>• Coach cannot communicate in any way with a line judge or talk to the umpire.</td>
<td>• Athlete cannot communicate in any way with a line judge during the match.</td>
</tr>
</tbody>
</table>
4. Coach - Player communication during the match

- Coach must remain seated in his chair at all times during the match except during the designated intervals.
- Between points the coach can talk to and coach the player. This must not delay the start of the next point.
- When the shuttle is in play, the Coach must remain silent at all times and not speak to the player or make gestures.
- Between points, the athlete can receive advice from his coach from the coach’s seating position.

5. Coaching from off court

- Only the coach(es) sitting in the coach’s chairs can communicate with the player during the match.
- If someone not sitting in the coach’s chair attempts to communicate with a player, then the Referee may remove that person from the arena.
- Only the coach(es) sitting in the coach’s chairs at the back of the court can communicate with the player during the match.

6. Coaching during mid-game interval

- Be ready to walk to your player as soon as the umpire calls “interval” after the leading side reaches 11 points. This interval lasts for 60 seconds.
- The umpire will ask the coach to return to his chair after 40 seconds have elapsed.
- Play will resume after 60 seconds have elapsed.
- During the third game interval when the players change ends, the coach should talk to his player after the players have changed ends.
- Athletes should use the 60 second interval at 11 points to calm down, refocus, hydrate, dry off sweat, change shirt or racket, regroup match tactics, deal with a minor injury, and listen to the coach’s tips and feedback. The athlete has 40 seconds to do all this.
- After 40 seconds the umpire will ask the player to get ready to play.
- The player may leave the court during this interval. However, they must be back on court by the end of the interval.
- The player should be ready to resume play after 60 seconds have elapsed.
### 7. Interval coaching between games

- At the end of a game, when the athletes change ends, the coach can walk to his athlete to continue sharing more tips and feedback. This interval lasts for 120 seconds.
- The umpire will ask the coach to return to his chair after 100 seconds have elapsed.
- Play will resume after 120 seconds have elapsed.
- Players should use the 120 second interval between games to calm down, refocus, hydrate, dry off sweat, change shirt or racket, change match tactics, deal with minor injury, and listen to the coach’s tips and feedback.
- After 100 seconds the umpire will ask the player to get ready to play.
- The player may leave the court during this interval. However, they must be back on court by the end of the interval.
- The player should be ready to resume play after 120 seconds have elapsed.
- If player is not ready to play at the end of the interval, then this is a red card offence.

### 8. Problem with playing gear - changing rackets, damaged shoes

- Coach can bring new racket or shoes to the player during the mid-game or end-of-game intervals.
  - At other times, the coach should approach the Referee. The Referee will place the racket or shoes in the player’s basket.
- If racket breaks during a rally, then player can run to the side of the court and pick up a new racket.
- If player needs to change rackets or shoes between points then he needs to ask the umpire for permission.

### 9. Replenishing a drink bottle during the game

- Coach can bring new drink bottle to the player during the mid-game or end-of-game intervals.
  - At other times the coach should approach the Referee. The Referee will place the new drink in the player’s basket.
- Player should tell coach if he needs his drink bottle replenished.
- If player needs a drink between points, he must ask the umpire’s permission.
### 10. Requesting for a change of shuttle

- Between points, the coach can suggest to the player that he asks the umpire for a new shuttle.
- If the coach thinks the shuttles are too fast or too slow, then advise the player to talk to the umpire.
- If a player wishes to change the shuttle for wear-and-tear, then he must ask the umpire.
- The umpire will ask the other team if they also wish to change the shuttle.
- If the player’s can’t agree then the umpire will inspect the shuttle and make a decision.
- If a player thinks the shuttles are too fast or too slow, then tell the umpire.

### 11. Abuse of or interfering with the shuttle

- Coach may need to remind the player of his responsibility not to interfere with the speed of the shuttle, and to return the shuttle in an appropriate fashion to his opponent between points.
- Player must not intentionally hit a shuttle dangerously or recklessly within or outside of the court e.g., must not hit shuttle back to his opponent inconsiderately, or kick the shuttle back under the net.
- Player must not attempt to change the speed of the shuttle e.g., by crushing it, or by tipping the feathers.
- These offenses are punishable by a yellow or red card.

### 12. Injury or sickness during a match

- Coach must remain seated in the coach’s chair unless invited onto the court by the Referee.
- If invited onto the court by the Referee, the coach should listen to the medical personnel’s diagnosis, and advise his player whether they should continue to play or retire.
- No prolonged treatment e.g., strapping of a knee will be permitted.
- For adults, it is the player’s decision whether to play on or retire.
- For minors (under 18) at USAB events, if the coach has a signed consent form
- The umpire will call for the Referee to come onto the court along with tournament medical personnel to assist the player.
- The primary role of the medical personnel is to diagnose the player’s injury and to advise whether it is safe to continue playing or whether the player should retire.
- Player should listen also to the advice of his coach.
- It is ultimately the player’s decision (adults) whether to continue playing or to retire.
- The length of time of an injury delay is at the sole discretion of the Referee.
from the parent then show it to the Referee. This gives the coach permission to override the player’s decision to play on if the coach believes it is in their best interests to stop.

- If the coach does not have this consent form, then the medical personnel may override the player’s decision to continue playing if he believes serious injury could result. The coach does not get a say.

- No prolonged treatment e.g., strapping of a knee will be permitted.

- When the Referee asks the player to make a final decision, the player should respond definitively. If the player cannot resume play at this point, he may be defaulted.

- If the player is under 18 years of age, then at USAB events the coach may override the player’s decision to play on if he believes it is in the player’s best interests to stop and he has a signed consent form from the player’s parents giving him that authority.

- If the player is under 18 years of age and the coach does not have that signed consent form from the player’s parents, then the medical personnel may override the player’s decision to continue playing if he believes serious injury could result.

13. Requesting a change of line judge

- Coach has two options:
  a) coach can tell the player to complain to the umpire about the performance of the line judge in question.
  b) coach can go and complain directly to the Referee (not to the umpire).
- Coach must never talk to a line judge (or umpire) directly and must not make any gestures towards a line judge.

- If a player is not happy with a line judge’s performance, then the player should complain to the umpire and suggest that the line judge be changed.

- The umpire may call the Referee onto the court to discuss the situation, or the umpire may take no action.

- A player must not talk to a line judge directly or make gestures towards a line judge.

14. Requesting a change of umpire or service judge

- Coach should approach the Referee and express his concerns.

- Coach can also tell the player to request the umpire to call the Referee onto court.

- If player is unhappy with the performance of the service judge, then the player should talk to the umpire.

- If player is unhappy with the performance of the umpire then the player can request the umpire to call the Referee onto court. When
- Coach must never talk to an umpire or service judge directly.  

the Referee arrives, the player should explain their concerns.

### 15. Intimidation

- Coach should monitor the player’s conduct between points and if necessary calm him down.

- Coach may not make any gestures towards the umpire, line judges, the opposing players, or the opposing coaches.

- Player showing emotion between points *e.g.*, celebrating and shouting, is fine as long as it is not intimidating towards his opponent.

- Player may make non-offensive gestures between points as long as not directed to the opponent *e.g.*, raising a clenched fist into the air is fine if it is directed towards the side or back of the court, but not if it’s right over the net in the direction of the opponent.

### 16. Mobile phone and other electronic devices

- Coach may not use a mobile phone, laptop, iPad, iPod, or any other electronic device while seated in the coach’s chair. Doing so may result in removal of the coach from the chair and loss of coaching privileges for the remainder of that match.

- Coach should turn off his mobile phone before the match starts.

- Coach should remind player to turn off his phone before going onto court.

- Player should make sure his mobile phone is turned off before going onto court.

- If a player’s mobile phone goes off at courtside during the match, then this may result in a yellow card.

- Player may use his mobile phone during the mid-game or between-game intervals.

### 17. Leaving the court

- If coach wishes to leave the court, then do so between points – not during the rally.

- If an off-court coach wishes to sit down in the coach’s chair after the match has started, then do so between points and not during a rally.

- Player may leave the court without the umpire’s permission during the mid-game and between-game intervals. Player must be back on the court though before the end of the interval (60 seconds or 120 seconds respectively). If not, then a red card may be awarded.

- At all other times, if a player wishes to leave the court then he must ask the umpire for permission.
<table>
<thead>
<tr>
<th>18. Coaches or players making remarks or gestures during a rally</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coach must remain quiet during a rally and not talk or make gestures.</td>
</tr>
<tr>
<td>• If the umpire sees coach talking or making gestures during a rally, then the Referee will be called and a “let” may be played.</td>
</tr>
<tr>
<td>• The Referee may warn the coach or remove the coach from the court.</td>
</tr>
<tr>
<td>• In the case of repeat offenses, the coach may be removed from the building for the remainder of the day or for the remainder of the tournament.</td>
</tr>
<tr>
<td>• OK for a player to shout to his partner who is about to hit the shuttle.</td>
</tr>
<tr>
<td>• Not OK for a player to shout out as his opponent is about to hit the shuttle – will be regarded by the umpire as a deliberate distraction and the point will be awarded to the opponent.</td>
</tr>
<tr>
<td>• At the end of a rally, player must not shout “out” or make an “out” gesture etc. in an attempt to influence a line judge’s call.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Audible or Visible obscenity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coach must refrain from using profanities or making obscene gestures while sitting in the coach’s chair.</td>
</tr>
<tr>
<td>• Coach may need to calm a player down if they are seen to be losing control of their emotions.</td>
</tr>
<tr>
<td>• Player cannot use words commonly known and understood in any language to be profane or indecent and which are uttered clearly and loudly enough to be heard by the umpire or spectators.</td>
</tr>
<tr>
<td>• Player cannot make gestures or signs with his hands, racket or shuttle that commonly have an obscene or offensive meaning.</td>
</tr>
<tr>
<td>• Punishable by a yellow, red, or black card.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Abuse of racket or equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coach may need to remind player to show good sportsmanship and etiquette during a match if they become angry and lose their temper.</td>
</tr>
<tr>
<td>• Player must not intentionally destroy or damage racket, shuttle, or other equipment.</td>
</tr>
<tr>
<td>• Player must not intentionally hit the net, hit or kick the umpire’s chair, post, or other courtside fixtures.</td>
</tr>
<tr>
<td>• Punishable by a yellow, red, or black card.</td>
</tr>
</tbody>
</table>
21. Not using best efforts during a match

- Coach must never instruct a player to deliberately lose a match.
- This is against the Coach’s Code of Conduct.
- Coach would be subject to sanctions by USAB.

- Player must always use their best efforts to try and win a match.
- Player must never try and deliberately lose a match.
- This is against the Player’s Code of Conduct.
- Punishable by a yellow, red, or black card.

22. End of match formalities

- Coach must wait until players have shaken hands with each other and with the umpire and service judge before going onto the court to congratulate or commiserate with the player.
- Coach may need to remind his player that he needs to shake hands with his opponent and the umpire/service judge, before he starts celebrating.

- At the end of a match, player should show respect to his opponent and to the umpire and service judge by shaking their hands without delay.
- Only after thanking the opponent and umpire/service judge should the player leave the court to celebrate with their coach and with spectators.

23. Misconduct not during a match

- Coaches Code of Conduct applies throughout the tournament, not only when seated in the coach’s chair.
- Coach cannot make a statement within the precincts of the tournament site directed at an official, coach, opponent, spectator or other person at the tournament that implies dishonesty or which is derogatory, insulting or otherwise abusive.
- Coach cannot physically abuse an official, coach, opponent, spectator or other person. Even the unauthorized touching of such persons may be regarded as physical abuse.

- Players Code of Conduct applies throughout the tournament, not just during a match.
- Player cannot make a statement within the precincts of the tournament site directed at an official, coach, opponent, spectator or other person at the tournament that implies dishonesty or which is derogatory, insulting or otherwise abusive.
- Player cannot physically abuse an official, coach, opponent, spectator or other person. Even the unauthorized touching of such persons may be regarded as physical abuse.
- Punishable by disqualification from the tournament and by post-tournament sanctions by USAB.
24. Betting

- Betting is against the Coaches Code of Conduct.
- Coach must never engage in betting on the outcome of a match in a tournament in which he is present at, or will be coaching at.
- Severe sanctions likely to result if a coach engages in this activity, including loss of coaching credentials.

- Betting is against the Players Code of Conduct.
- Player must never engage in betting on the outcome of a match in which he is a player, or on any other match at a tournament in which he will be playing in.
- Severe sanctions likely to result if a player engages in this activity including disqualification from the tournament and a subsequent ban.

25. Player and Coach’s Attire

- Coaches must wear appropriate clothing when they are sitting in a coach’s chair.
- The USAB Court Officials Advisory Group is currently determining the clothing standards for coaches that will be enforced at USAB domestic events.
- At a minimum, a coach in the coach’s chair may not wear ragged jeans, flip flops or Bermuda/beach shorts.
- More guidance over acceptable items of clothing for coaches will be communicated in due course.
- The Referee has sole discretion over what constitutes acceptable coach’s attire.
- The Referee may ask a coach to change an offending item of clothing, or may remove the coach from the court.

- Each item of a player’s clothing must be appropriate badminton attire.
- Caps and beach shorts are not allowed.
- Long pants can only be worn during the warm up period.
- At USAB domestic tournaments, a player is not required to have his name or country on the back of his shirt.
- Offensive or inappropriate advertising or slogans are not permitted.
- The Referee has the sole discretion for deciding what constitutes an offending or inappropriate item of a player’s clothing.
- The umpire or Referee may ask the player to change an offending item of clothing.
Module 4
Grips and Shuttle Control

Getting to Know Badminton
Introducing and teaching badminton in the USA to new beginners is a big challenge. The lack of exposure, the negative perception that badminton is a backyard sport, the lack of coaching knowledge and court time at educational institutions are a few hurdles to be overcome. However, if you are enthusiastic, you can start with those around you.

Common Problems
Owing to the lack of correct game information for beginners, you will encounter a lot of basic problems among social players. Here are some:

- Grip problems
  - Pan handle grips or tight grips
- Body position
  - Always square to the opponent when hitting
- Arm movement
  - Full arm and broad swings
- Movement
  - Running to retrieve shots

What is badminton like?
Badminton is a game of out-witting and out-maneuvering the opponents. A player can force his opponent to make mistakes or make the opponent play a poor return which he can kill. In order to teach players the essence of the game, it is necessary to understand the characteristics of the game.

Badminton is
- Fast
- Explosive
- Delicate
- Deceptive
- Tactical
- Physically demanding
- Contrasting movement, direction and pace

How the shuttle can be played
Different hitting techniques are used in all parts of the court and for different intentions.
Court Areas and the Hitting Zones
For beginners to understand how they can play the game, tell them to imagine that the court can be divided into zones of play:

- Front Court
- Mid Court
- Back Court

By having a picture of shuttle locations in different areas of the court, the player will have a better understanding of what shots can be played and what shots might be played by the opponent.

Players may hit the shuttle away in a variety of ways to different court areas – Back Court (BC), Front Court (FC) and Mid Court (MC).

Hitting Zones
Refers to areas from which you play the shuttle.

An understanding of hitting zones is important because shots in badminton are played in multi-directions. Each zone requires adjustment to the basic grips, different body parts are used, and the speed of the body can also vary.
By understanding different types of shots in each hitting zone, you can design activities so that players can learn to play shots in different areas effectively.

QR Code provided by BadmintonWorld.tv

**Controlling the Shuttle**

**Grips**

Grips vary depending on the hitting player’s location, the shuttle situation and the shot that the hitting player is going to play.

**Basic Forehand Grip**
- The basic forehand grip is used for hitting shots on racket side
- Shake hands with the racket handle
- There should be a little space between the handle and the palm of the racket hand (imagine 4-5 pieces of thin tissue)
- Keep forefinger slightly separated from the other fingers
- The grip should be relaxed and only tightened at impact

**Backhand Grip**
- This grip is used for hitting shots on the non-racket side
- *Basic backhand grip* (See picture) - the thumb is almost flat on the side of the handle pointing towards the racket head
- *Multi-purpose backhand grip* (See picture) - the thumb is almost level with the forefinger. There should be a little space between the handle and the palm of the racket hand just as in the basic forehand grip
1. Racket Familiarization Activities
   - Hit shuttle up with forehand grip (with palm up)
   - Hit shuttle up with backhand grip (with palm down)
   - Hit shuttle up with either forehand or backhand grip
   - Hit shuttle side to side above head
   - Hit shuttle at varying heights using forehand or backhand grips
   - Hit high and before the shuttle comes down, swing racket forward (as in a smash)
     and when the shuttle arrives, hit up high again and continue the same activity

   Note: for younger children, adapt the equipment
   - Use balloons, beach balls, paper balls, etc.
   - Use shorter rackets
   - Use table tennis bats

2. More Challenging Racket Familiarization Activities
   - Hit high and walk (change directions)
   - Hit to a partner and walk or chasse (side way movement)
   - Team Four
     - Four players chasse in a circle
     - Appoint a team leader
     - Team leader can pass shuttle to any one
     - The player who receives the shuttle always returns shuttle to the leader
     - Change leaders so that everyone has a chance to control shuttle direction

3. Grip Change
   - Players have a racket and a shuttle
   - Players hit the shuttle up in the air
   - Each time they change the grip, relaxing fingers after each shot
   - This activity also helps in rhythm, timing and eye-hand-leg coordination
   - They can progress to hitting hard and high shots alternating with soft and low shots.
     Each time they hit the shot, the focus is on one of the grips

4. Dynamic Grip
   - In pairs, stand about 5-7 feet apart, facing each other
   - Hit underarm strokes continuously, changing the grip for forehand and backhand grip
5. Flick Up
- Place shuttle on the floor in front of the racket foot
- Place racket foot forward as in a lunge
- Use forehand grip and scoop shuttle smoothly so that the shuttle comes to rest on the strings
- Try with the backhand grip

Module 5
Basic Feeding

Feeding is an important coaching skill. Feeding is using a shuttle or a set of shuttles to organize activities that simulate a situation for technical exercise or a situation for tactical-skill exercise.

For the activity to be effective, the shuttles need to be placed in such a manner that the player learns in a consistent environment.

Factors to Consider
- Readiness - Athlete maturity, ability
- Purpose - Exact purpose of exercise
- Quality - Feeding consistency of feeding
- Speed - Feeding speed affects learning
- Shuttle Pace - Hand feeding may not simulate the speed of shuttle hit with a racket

Feed technique
- Arrange shuttles in stacks of 10 to 15 shuttles
- Stack them along the non-racket arm with the cork pointing toward your palm
- Take a shuttle from the bottom of the stack
- Hold shuttle with the thumb, forefinger and middle finger of the racket hand
Other ways to feed

- Racket feeding with a racket for both under arm and over arm feeding
- Single shuttle feeding where the coach designs a single shuttle to control exercise

Module 5: Summary

Feeding - Feeding is an important coaching skill because it uses a shuttle or a set of shuttles to organize activities that simulate a situation for technical exercise or a situation for tactical-skill exercise.

Factors to Consider - Athlete’s readiness, purpose of the exercise, quality or consistency of the feeding, speed of the feeding, and shuttle pace.

Feed Technique - Arrange shuttles in stacks of 10 to 15 shuttles, stack them along the non-racket arm with the cork pointed toward your palm, take a shuttle from the bottom of the stack, hold the shuttle with the thumb, forefinger and middle finger of the racket hand, and feed the shuttles to the player.

Racket feeding and single shuttle feeding can also be used as different feeding techniques.
Module 6
Singles Base, Movement and Footwork

The singles base and the ready stance

The base is a position on the court which enables you to cover all directions comfortably and quickly. The ready stance at the base of operation helps in quick changes in direction.

- Feet should be shoulder width
- Keep racket foot slightly forward
- The body weight is on the balls of the feet
- Keep knees flexed and ready to move
- Maintain body weight slightly forward
- Keep racket in front, almost pointing at the net

Ready Stance - Feet shoulder apart, Knees flexed, Racket forward and Body on balls of the feet
Basic Base Position Tactics

Based on the shuttle positions (▲) from the shots made by B into A’s court, where would the player B’s base positions be?

B plays a ‘Clear’ from x

B plays a ‘Smash’ from x

B plays a ‘Clear’ from x

B plays a ‘Net’ shot from x
Footwork
Footwork involves many types of movement. With good footwork, players can cover the court easily and raise their performance. In order to move quickly and economically, it is best to move sideways (chasse).

Movement Patterns
- Movement to the front court, mid court sides and low shots at the back court corners begins with a split jump and end with a lunge
- Most movements to the back court for aerial shots begin with a split jump, hip pivot and body rotation with the racket shoulder towards direction of the shot played.
- However, when the player does a side jump to hit the shuttle at the racket hand side (forehand side) there is no body rotation and he lands with his non-racket shoulder towards the net.
- All initial movements are explosive and quick
- Small steps help in adjustment, recovery and control.

Movement components in footwork
- Hop
- Lunging
- Chasse (side step movement)
- Split jump
- Varieties of jumps

Examples for Training Coordination, Balance and Agility
Coordination and balance training
- Skipping
- Jump, rotate and land
- High knee run
- Hip crossover

Quickness and balance training
- Double leg side jump
- Twist
- Split leg crossover
- Forward shuffle

Agility
- Varieties of short runs with quick changes in direction
- Shadow badminton
Module 7
Warm Up, Cool Down and Modified Games

What is the ideal warm up?
- Raise the body temperature
- Result in the pulse rising between 10-30 beats per minute above resting heart rate
- Include low intensity exercises which allow full range of motion movements
- Be low impact
- Be rhythmic and continuous
- Move from general to specific muscle groups
- Include stretching of major muscle groups to be used in the lesson
- Last for at least ten minutes

Why warm up?
- Helps prevent injury by raising the temperature in muscles and increasing circulation around joints
- Increase oxygen delivery to the muscles so that it is available for more vigorous activity
- Encourages muscles to contract, faster and stronger
- Improves coordination

QR Code provided by BadmintonWorld.tv YouTube channel

What is the ideal cool down?
- Decrease the body temperature and heart rate
- Include low intensity exercises which allow full range of motion movements
- Be low impact
- Be rhythmic and continuous
- Include stretching of major muscle groups used in the lesson
- Include a relaxation activity
- Last for approximately ten minutes

Why cool down?
- Body temperature and heart rate decrease slowly
- Helps clear the lactic acid build up in muscles (lactic acid contributes to muscle soreness)
- Muscles need to be stretched out after contracting continually during the session
- Helps relaxation

QR Code provided by BadmintonWorld.tv YouTube channel
**Warm Up Game Ideas**

Warm up games are excellent ways for younger players and even adults to warm up and prepare for the training. Below are examples. However, the coach should pick and adapt the games relevant to the players’ age and acceptance to such activities.

1. **Empty the Bag**
   
The coach has a collection of shuttles. Coach throws balls out in all directions. Children return the balls in the movement commanded by coach, eg: “Back Hop”, “Side Shuffle”. The QR code provided is a variation of this game.

   Another variation of this game is often called “Messy Back Yard”. It involves two teams and a large quantity of shuttles in an open area about the size of two badminton courts. The coach or coaches start hitting shuttles out into the open area as fast as they can and the teams go out and bring them back to their team base by using their rackets to pick them up. Forehand or backhand grip may be specified and the winning team is the team with the most shuttles back at base. Pushing the shuttles may or may not be permitted based on the age and capability of the player.

   QR Code provided by BadmintonWorld.tv YouTube channel

2. **Green, Yellow, Red**
   
The coach uses three words that have special meaning, eg, “Green” – stands for particular activity to be carried out, such as running on hands and feet; “Yellow” – players run after their partner; “Red” – players run towards a nominated area.

   This is similar to the “Red light / Green light” game often played. In RL/GL, the idea is to incorporate a start and stop motion as well as control. Two teams and a space about the size of a basketball court are used. Both teams go to the center of the basketball court and face opposite ends. A shuttle is placed at each end of the court. The distance depends on the height and skill level of the player. The coach calls out green light for the players to move towards their shuttle and red light to stop. Any player moving after red light is called has to return to center court. Upon reaching the base line where their shuttle is located, the player has to pick up the shuttle with his racket and return it to center court. If the shuttle is placed somewhat beyond the rear base line, the player retrieving the shuttle may be required to lunge to pick up the shuttle. The QR code provided is a variation of this game.

   QR Code provided by BadmintonWorld.tv YouTube channel

3. **One Leg Tag**
   
   One child is chosen as “IT.” That child chases other players trying to tag as many players as possible. Tagged players help catch the remaining players, who may stand in a “SAFE” position such as standing on one leg. Several variations of tag can be played.

   Walking line tag is when players are only permitted to walk on lines. “IT” walks as well and tags people. When tagged, the player now becomes a roadblock and other players may not pass through on that line any longer. The QR codes provided are variations of these games.

   QR Codes provided by BadmintonWorld.tv YouTube channel and coachingbadminton YouTube channel
Normal line tag is the same as walking line tag except that the players are permitted to run. Chain tag is where the player that is tagged must link arms with “IT” and together they continue to try and tag other players. The size of the area may be specified to increase or decrease the difficulty level.

Zone tag or Bull dogs is a type of tag that is in an area about the size of a basketball court. The area is separated into 3 zones with the middle zone (2) being the dog pound where the bull dog/s roam. Players try to avoid being tagged while trying to go from the first zone to the third zone and vice versa. Players that are tagged will then become a bull dog themselves and try to tag other players. Pretty soon the pound will be full of bull dogs and the last player not tagged wins.

4. Steal the Bird
Players stand on line with one player (A) standing 30-50 feet away. A shuttle is placed on the floor 10 feet behind him. On signal from coach, the players move forward and attempt to reach the shuttle, pick it up and run to the boundary without being tagged by player A. Players can only move when player A has his back to them. When he turns, all players must freeze. Any player caught moving is out of the game.

A similar game is called “Rob the Nest”. Teams have their respective nests to protect on opposite ends of a basketball court, but they have to be 6’ or more from the nest. Opposing teams try to enter the nest, steal a bird and return it to their own nest. Teams try to tag the opposing team members and when tagged, that player is placed behind the nest in prison. Players may re-enter the game if a member of their own team breaks into the nest and releases the player. However, they will not be permitted to steal a bird. So, team mates have to decide on stealing a bird or releasing a team mate. The first team to get all birds from the opposing team back to their own nest is the winner. Players may choose to steal their own bird to be returned to their own nest in order to keep their team alive.

5. Spider and Flies
Two players are selected as spiders. The remaining players are flies. The spiders sit in the middle while the flies move around by hopping or skipping, etc. The spiders sit quietly and patiently until they are ready to leap up and chase the flies towards a nominated safe boundary. Flies caught become spiders in the next round. The game ends with the last fly being the winner. The QR code provided is a variation of this game.

6. Carry the Pebble
One player is chosen to distribute a pebble while the rest of the players have their back toward this individual so that they do not know who is chosen. The player with the pebble places the pebble in one of the players’ hands. This player then starts running toward the other end of the court, and once the others see the player with the pebble run, they must all chase after the player running and beat him/her to the finish line.

7. Cat and Mouse
Players form a circle and hold hands. Two are selected to be the cat and the mouse. Cat stands outside the circle and the mouse inside. Cat tries to catch the mouse.
Other children protect the mouse, letting the mouse pass under their arms, but not the cat. Then try two cats chasing the mouse. The QR code provided is a variation of this game.

Zebra and Lion is a variation of Cat and Mouse. Players form partners as in the “Cat and Mouse” game above and two players are selected to be the Zebra and the Lion. The Lion hunts the Zebra but the Zebra is safe if it links up with another paired Zebra. However, when the lone Zebra links with a paired Zebra, the Zebra on the end is released from the link and becomes the hunted Zebra. If the Lion catches a Zebra before it can link, the roles are switched and the caught Zebra is now the Lion and vice versa, and the chase continues. The hunt can go for a pre-determined amount of time or a certain number of Zebras have been caught.

QR Code provided by CATCH Programs YouTube channel

8. Magic Racket
One player holds the “magic racket”. When the magician/player raises the racquet, all other players skip around. When the magician lowers the racquet, all players walk around with huge lunges. When the magician/player places the magic racquet on the ground, the other players run to a designated safe boundary to avoid being tagged by the magician.

9. The Dice Game
Players are separated into two teams or more and form lines in their teams. On the coaches’ command, the players at the beginning of each line will run to designated cones and back as fast as they can. When they return, they will each roll dice that has been placed next to each line and write down the number that they rolled. The next player starts running to the cone as soon as the previous player returns. The first team to reach 100 wins.

QR Code provided by BadmintonWorld.tv YouTube channel

10. Balloon Relay
Players break into groups of four. At one end of the court, two groups form separate lines with one balloon in front of each line. At the other end of the court, the same formation is set up with the other two groups. Four cones, or markers, are placed in the middle of the court for the players to go around. The players in the front of the line will be the first to start the relay on the coaches’ command. When the coach says “Go”, the players will use their racket dominant hand to keep the balloon off of the ground while walking down to their corresponding cone. When they return to their line, they will hand the balloon off to the next player. Whichever line finishes first will be the winner.

QR Code provided by BadmintonWorld.tv YouTube channel
11. **Scarecrow**
One player is selected as “IT.” When “IT” catches others, they become “scarecrows”. The scarecrow is released by a player crawling between “IT’s” legs. The game ends when all competitors are scarecrows.

QR Code provided by Change4Life YouTube channel

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12. **Odd Man Out**
Players move around by skipping, hopping or running. When the whistle is blown, each player grabs a partner. As a variation, form groups of three, four, five partners, etc. The QR code provided is a variation of this game.

QR Code provided by PhysEdGames YouTube channel

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13. **Jumping Jacks**
A player is selected as “Jumping Jack.” Other players stand in a group at one end facing Jumping Jack who performs a number of jumping movements that the players imitate. On a signal, Jumping Jack stops, other players must run to a designated boundary and avoid being caught by Jumping Jack. Players tagged by Jumping Jack will join Jumping Jack’s team.

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14. **Follow the Leader**
Players stand on a line with a lead player walking up and down in front. Lead player calls what action players must use to move to opposite boundary (e.g. skip, run, hop, jump, etc). No matter what action is suggested by the leader, both he and the other players must carry it out. The players try to cross the opposite line without being tagged by the leader.

QR Code provided by sportdvds YouTube channel

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15. **Rats and Roosters**
Divide players into two teams. Team A stands on one side of a designated line, Team B is on the other. Team A is called RATS, and Team B is called ROOSTERS. Both teams stand in a line in the middle of the training hall. A safe line is designated at the end of either side of each team. When a team’s name is called, all the players from this team will run for the burrows or the safe line in front. The other team will chase and try to tag the players on the team trying to reach the safe line.

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16. **Cops and Robbers**
Two players become “COPS” and the rest “ROBBERS.” At the coach’s signal, the COPS chase the ROBBERS. Tagged ROBBERS become COPS. The only way the ROBBER can avoid being tagged is to lie face down on the floor and remain so for 5 seconds. The QR code provided is a variation of this game.

QR Code provided by BadmintonWorld.tv YouTube channel
17. **Dodge and Steal**

Make an area the size of a basketball court. A number of shuttles are placed behind each base line. Players are in two teams, one in each half of the court. Players are paired and have similar numbers e.g. “5 and 5”, “3 and 3”. When the coach calls out “SIX, THREE” pairs 6 and 3 run and try to cross their opponent’s base line, take a shuttle and return to their own half without being tagged. They can only avoid being tagged by placing the shuttle on the floor and remain still for not more than 5 seconds. Then they must continue running towards their baseline. A tagged player is out of the game. The QR code provided is a variation of this game.

QR Code provided by PhysEdGames YouTube channel

**On Court Games Samples**

This approach will be effective if players have acquired the necessary skills involved.

1. **Simple Team rotation**

This is useful if you have many players. Divide players into 2 or 4 teams. One team takes up position at the end of the court. Each team appoints a captain. Start with a high serve. Thereafter players play clears only. Each player has one shot. After every shot a player moves to the back of the line. When a player misses or makes a mistake, the opposing team scores a point.

Other Variations:
- Change the team order
- Each team has only one racket so that after players have had their turn they must pass the racket to the next player in line.
- Add or take away certain strokes such no smashes or clears to backhand and slow drops.

The variation depends on the ability of the players. The better the players, the coach can set more complex conditions. The QR code provided is a variation of this game.

QR Code provided by BadmintonWorld.tv YouTube channel

2. **Prince or Princess of the Court**

In this modified game the focus is on singles play. Both genders can play together or they can play separately. It can be played on a half court or full court. It consists of two players competing to three points (depends on the number of players and the situation such as time limitation). The winning player will stay on the court and the losing player will step off allowing a new player to come on. The new player will get to serve first and the two players will play to three points again. The QR code provided is a variation of this game.

QR Code provided by BadmintonWorld.tv YouTube channel
3. **Half Court Singles**
Half court singles is an excellent way to maximize court space and player involvement and still have the feeling that you are really playing badminton. This is a very popular game and it is highly recommended for learning and for competition.

The coach can set conditions:
- Divide court into two halves lengthwise
- Play is full length of court and from center line to doubles (outside) sideline
- Two games may be in progress at same time
- The high serve must be applied at all times
- Official rules apply, except that the serve is not truly diagonal; more straight-ahead; serve may be short or high

**Example** – In Drop-Net-Lift Singles game, player M becomes the Front Court Player and Z is the Back Court Player. M plays the high serve, and Z plays a drop within the short serve line. M can play a net lift or a net shot. If M plays a net shot, Z becomes the Front Court Player. Players who are at the Front Court can play a net lift or the net again.

**Attack versus Defense**
One player takes up the role as attacker and one will become the defender. The attacking player covers the whole court whilst the defending player covers the front and mid court. The attacking player can play only shots to the front court and mid court.

They can also modify this and make it into “winner stay or Prince or Princess of the Court.” The QR code provided is a variation of this game.

QR Code provided by BadmintonWorld.tv YouTube channel

4. **Quarter Court Badminton**
This game is also known as the Net Game or Table Tennis Badminton. This game forces players to hit rapidly but with control.

**Organization**
- This game involves a one versus one or up to five verses five depending on the ability of the player.
- Use half a court and players play the shuttle within the short service lines.
- Players use the short serve to start the rally.
- The coach can use different scoring systems.

QR Code provided by BadmintonWorld.tv YouTube channel

5. **Triple Baddy**
Triple Baddy is a three versus three game. This is a full court game. Two players stay near the short service line in their sides. The third player covers the back court.

**Organization**
- The front court players must not look behind when the back player is planning to hit the shuttle.
- No smashes are allowed in this game.
- The short serve or the high serve may be used.
- After every point, players rotate clockwise.
- Only clears, drops, net lifts and drops may be played.
- Other variations could include having one player at the front and two at the back or a reserve player waiting at the side to replace a player who has made two mistakes.

The QR Code provided is a variation of this game.

QR Code provided by BadmintonWorld.tv YouTube channel

6. Two versus One
This is an effective game if a better player is pitted against two average players. The game uses the singles court. Each doubles player is restricted to his side of the court.

Organization
- The high or short serve may be applied.
- Singles player switches court on service just like doubles player.
- Variations may include reserve doubles pairs and reserve singles players to replace the doubles pair or single player.

The QR Code provided is a variation of this game.

QR Code provided by coachingbadminton YouTube channel

The following examples of activities can be used for fun warm-ups for badminton. The source of these links is from Lee Jae Bok’s website https://www.coachingbadminton.com/shop/.

<table>
<thead>
<tr>
<th>Attack and Defense</th>
<th>Pass the Shuttlecock</th>
<th>Badminton Hockey</th>
<th>Play Tag</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="QR Code" /></td>
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<td><img src="#" alt="QR Code" /></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Stepping on Each Other’s Feet</th>
<th>Boxing</th>
<th>Reading Your Opponent and Deception</th>
</tr>
</thead>
<tbody>
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Module 8
Playing Singles

In singles, players will tend to play in one of the three options as below to fit their style. The first two options are attack centered. Players usually enjoy options 1 and 2 because it is more fun. However, they will involve a lot of the risk. The third option requires patience, a lot of movement and a good fitness base.

In choosing how to play, players should be consciously encouraged to reflect on their skills, fitness and which approach fits them.

### Playing Styles

| 1. Attacking | • Play faster shots
|              | • Look for space or weak returns and play winning shots as early as possible |
| 2. Controlling | • Play the shuttle around the court at different speeds
|              | • Look for space and force your opponent to make unforced errors
|              | • Look for space and play winning shot |
| 3. Defending | • Allow the opponent to attack
|              | • Move shuttle around the court by returning everything
|              | • Wait for the opponent to make unforced errors to gain points |

### Strategy 1 - Attacking the Back Court

Playing the shuttle to the back court makes a lot of sense irrespective of a player’s level. The advantages of attacking the back court are:

- **Wait for Weak Returns** - beginners may be too weak to play a good return so it will be easier to capitalize on their weak returns
- **Create Attacking** - by moving opponent to the back court means moving them away from their playing base, and it will open up space to play attacking shots
- **Play Safe** - placing the shuttle at the back court means the opponent will be more cautious to attack
- **Increased Time** - playing to the back court actually helps to have time to be ready for the next shot
How to Attack the Back Court
For this tactic, the relevant shots are the high serve, the clear, and the net lift. These shots give you time as they are upward shots.

Starting to Play

Holding the Shuttle
Hold the shuttle gently between the non-racket thumb and the non-racket index finger

High Serve
• Stand sideways almost one racket length from the service line facing the sidelines
• Weight is on racket foot
• Feet should be shoulder width apart
• Hold shuttle out in front at eye level
• Release the shuttle slightly in front of non-racket foot
• Transfer weight from the racket leg to the non-racket leg
• Follow through in the intended direction almost over the non-racket shoulder

Training Tips
QR Code provided by BadmintonWorld.tv YouTube channel

1. Alley Attack
• This is a half court activity. In pairs, serve to partner
• The aim to land the shuttle in the alley (between the doubles back service line and the singles service line)
2. Get My Buddy
- Divide players into teams of 4
- Each team has a shuttle
- One player will serve and one will return the served shuttle to the server
- The four players lie face down in the back alley
- The objective is to serve high and land the shuttle on any team member
- If successful, this player will join the server
- The team that gets every member to be servers win
- Each server has 3 serves. If he fails, the player returning the shuttle will replace him
- The server will join the others in the alley

Service Types and Trajectories

The High Serve
The high serve pushes the opponent back to the back tram lines. In this way, it opens up the space in mid and front court.

Service strategies
The above are three shuttle positions from a high serve from ‘x.’ Discuss the advantages and/or disadvantages of serving to each of these positions.

The Clear
The clear is a high shot. The main aim of the clear is to push the opponent to the back of the court so that the attacking player has space to play a ‘kill,’ or for the opponent to make poor returns or make a mistake.

The clear hitting technique is the basis to play three other shots: The killing shot (smash), the deceiving shot (drop) and the sudden shot (snap). By having an exact preparation, a player can choose the type of shot and deceive the opponent.

The clear is basically a throwing action.

- When ready to hit, racket arm is drawn back, stance sideways with non-racket shoulder towards the net and the non-racket arm pointing up for balance
- Keep racket arm close to head
- The elbow and upper arm should be almost parallel to the ground
- Racket is drawn back and swung forward in a continuous motion
- Stretch racket arm high to contact shuttle early (throwing action)
- Body weight is shifted forward

Exercise

1. Beginner Back Court Control
   - For weaker players, the coach extends the back court boundaries to X and Y.
   - Players work in pairs and practice in a half court exercise.
   - A & B and C & D pair up to play clears to each other in designated areas.
   - For advanced players the players are expected to play clears into the back tram lines.

2. Advanced Back Court Control
   - Another variation is to have one shuttle per 4 players.
   - Players clear to any four of the players.
   - Players can play straight or cross clears.
   - If players can play into the back tramlines they score a point.
Phases for Clear, Drop and Smash

1 = Contact point for the Clear
2 = Contact point for the Drop Shot
3 = Contact point for the Smash
Modified Games

1. Around The World Clears
   - Divide players into teams of 4 (keep numbers small so that there is less waiting time)
   - This is half court activity
   - Each team picks an end and they wait at the back alley
   - Start with a high serve, and players hit clears
   - Each player has one shot, then moves out
   - The rally point system is applied. The final score is decided before play (3 games of 10 points, 15 points or the 21 points, etc.)

2. Variations of Around The World Clears
   - Variation 1 – Half Court Around The World Clears
   - Variation 2 – Cross Court Around the World Clears
   - Variation 3 - Remove one racket per team so players who finish have to pass their rackets to others
   - Variation 4 – Have only one racket per team

Net Lift
The net lift is played with either the backhand or forehand. The aim is to hit the shuttle from the net area in an upward direction so that it falls into the back court area, thus forcing the opponent to move to the back.

   - Keep racket foot forward with non-racket foot trailing at the back and keep racket knee bent
   - Swing racket from the elbow as racket foot lands
   - Forearm and wrist follow the swing towards shuttle
   - Contact shuttle outside the racket foot
   - Body weight is transferred from the non-racket foot to the racket foot as the shot is played
   - Follow through in the shuttle direction

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Forehand Net Lift

Backhand Net Lift
1. Play To The Back
   - For weaker players, the coach extends the back court boundaries to X.
   - Players work in pairs and practice in a half court exercise
   - A & B and C & D pair up. A & C are feeders.
   - A & C feed the shuttles by underarm feeding in the short service area. B & D play net lifts to back court between X and Y.
   - For advanced players the players are expected to play the net lifts in the back tram lines.

2. Advanced Back Court Control
   - Another variation is to have one shuttle per 6 players.
   - A & C play shorts serves and straight net shots, B & D play net lifts, while E & F play straight drop shots.
   - B & D can play straight or cross net lifts

3. Around the World Net Lift
   - This is a front court versus back court area
   - Players are divided into teams of 4
   - Team A serves high and plays net lift
   - Team B plays drop shots into the front court
   - Each Team A player takes turns to play the net lift and/high serve
   - If a team makes a mistake, the other team gets a point
Strategy 2 - Attacking the Backhand
Most players have difficulty in returning backhand shots. Many coaches advise their players to use the “around the head” when returning shots from the backhand area.

How to attack the backhand?
- Move the opponent from the backhand side of the court by moving him to the front or to the forehand corner or even to the side
- Play several consecutive flat clears to the backhand
- Play deceptive shots to the front court and then play a shot to the backhand area

The Backhand
- Use the backhand grip (see grips)
- Turn body, shoulder and racket elbow, and bring racket foot towards the shuttle
- Keep racket elbow low until ready to hit
- Hit with a whip-like action
- Keep follow through short

![Diagram of backhand movements](image)
Exercise

1. Battle Backhand
   - This is a half court activity
   - This activity is like “around the world clears” except that it is played within the front court and mid court
   - Players are divided into teams of 4-6
   - Each player hits once
   - When one player makes a mistake, the opposing team will get a point
   - Shots that can be played – backhand low serve, backhand net, backhand net lift, backhand clear, backhand drop, backhand drive and backhand block off the drive
   - Players cannot play a net kill or smash

2. Backhand Singles
   - This is an advanced level activity
   - This is played on a full singles court
   - The objective of the game is to force the opponent to play the backhand
   - Scoring options can be rally points of 15
   - For each mistake the opponent gets a point, but if the opponent does not use the backhand and instead uses the around the head shot, the opposing player will get a point and an additional bonus point
   - This is tactical training as players have to find ways to attack the backhand

3. Master Backhand versus Forehand
   - This a very an advanced level activity
   - This is a half court activity
   - Players are divided into groups of 3
   - Two players will go on court and the other will wait on the sideline as replacement
   - Only the back court and front courts are used
   - Scoring options can be rally points of 15
   - Players can play the high serve, drop shot, net lift and clear
   - When a player makes a mistake, the other player gets the point
   - One group will only play backhand and the opposing group will play with forehand
Strategy 3 - Moving the Opponent
Many players do not like to be moved around. Some of these players do not have the fitness to play long rallies, and prefer to finish their rallies quickly. When playing such players, the most effective strategy is moving them around.

In this strategy, some of the basic shots such as the drop shot and net shot could be added to the clear, high serve and the net lift. In this way, the opponent gets moved from corner to corner so that he is run down and apt to unforced errors besides leaving open spaces for attack.

Drop Shots
The main aim of playing a drop shot is to get the opponent close to the net so as to open up the back court area space. The intention of moving the opponent from the back court to the front court is to apply pressure on the opponent so as to force the opponent to make a poor return and also tire him.

- The hitting preparation is like the clear (See the phases for clear, drop shot and smash)
- At contact point, hit gently with less force by keeping grip relaxed

Exercise
1. Front Court versus Back Court
   - For weaker players, the coach extends the back court boundaries to X.
   - Players work in groups of 2-6.
   - Group ‘D’ plays drops shots; Group ‘E’ plays high serve and net lifts.
   - Scoring could be applied to make it more challenging.

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63
2. Front Court versus Back Court Variation

- Another variation is to have Group ‘D’ play Cross court drops. Group ‘E’ plays high serves and cross court net lifts.
- Keep scoring very short, such as a 7-rally point. Which ever group reaches 7 wins and they swap roles.

Net Shots
The main aim of a net shot is to play the shuttle as close to the net as possible so that the opponent either cannot return or is forced to lift the shuttle. By playing a net shot, it will also open up the opponent’s back court.

- The player should position himself slightly forward with the racket shoulder, racket hand and racquet foot towards the shuttle
- The racquet arm should extended but flexed at the elbow
- Contact the shuttle as early as possible at the net
- The grip must be loose
- Small wrist and forearm movement and the fingers are used to control racket movement
- At contact either touch, or slice the shuttle gently with a small movement

Exercise

1. Net Master
- Divide players into groups of 5.
- One player becomes the net master (E). The others challenge the net master.
- All net shots must be played within the short service line. Whoever plays a shot out loses a point.
- Use short rally point scoring such as 5 points so that there is less waiting time.
- If anyone wins with a tight net shot, he wins a bonus point.
• If the net master continues to win, he remains in this role. If he loses, he will be replaced by another player and he then proceeds to challenge the new net master.

2. Net Table Tennis
• This is a full front court activity.
• Players compete against each other in pairs (A1A2 versus B1B2)
• Each player takes turn to play a net shot (straight or cross).
• All net shots must be played within the short service line. Whoever plays a shot out loses a point.
• Use short rally point scoring such as 5 points so that there is less waiting time.
• If anyone wins with a tight net shot, he wins a bonus point.

3. Front Court versus Back Court Round The World
• This is a half court activity.
• Players compete against each other in pairs (A1A2 versus D1D2)
• Each player in a pair takes turn to play a shot.
• Either pair can play a net shot, net lift or drop shot.
• All net shots and drop shots must be played within the short service line. Whereas all net lifts must be played into the back tram line.
• Whoever makes a mistake, the pair loses a point.

Strategy 4 - Varying the Pace
By controlling the pace of the shuttle, the controlling player (‘attacker’) creates various levels of pressure on the opponent adding shots such as the net kill, push, flick, to the clear, drop shot, smash and net. The defending player can also counter the ‘attacker’ by slowing down the pace through net lifts, high clears and blocking the smashes.
Smash
Like the clear, the smash is a throwing action, but it is a powerful downward shot which is used to end rallies. The trajectory of the shuttle in a smash is like a tennis serve. Sometimes you can jump and play the smash like a spike in volleyball.

- The hitting preparation is the same as for the clear and drop
- Contact shuttle high, slightly in front of the racquet shoulder
- Transfer body weight onto the shuttle
- Use the racket hip, forearm rotation and a tighter grip at impact to add power to the smash
- A fast and explosive forward swing of the racket will produce a more explosive smash

Exercise

1. Just Smash
- This is a half court activity.
- Players are grouped into 3’s.
- Player ‘A1’ becomes the feeder (serves high), player ‘A2’ practices smashing, and player A3 collects the smashed shuttle on the ground and stacks them up for A1.
- Each player takes turns to smash 10-15 shuttles per set; each player completes 3-5 sets (depending on his ability).

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2. Receiving Service and Smash
- This is a half court activity.
- Players are grouped into 3’s.
- Player ‘A1’ becomes the feeder (serves high), player ‘A2’ receives the serve and smashes straight or plays a drop shot, player A3 collects the shuttles on the ground and stacks them up for A1.
- Each player takes turns to smash or drops 10-15 shuttles per set; each player completes 3-5 sets (depending on his ability).
**Block**

In singles the most effective way to return the smash is to block the shuttle and keep it as close to the net as possible. In this way the player who smashes will have more ground to cover.

- Make sure that the grip is relaxed holding the racket almost with the fingers
- Absorb the smash with a gentle forward movement towards the shuttle

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**Exercise**

1. **Win Front**
   - This is half court activity
   - Players work in pairs
   - ‘A’ will be the attacker and ‘D’ the defender
   - ‘A’ will smash and play net shots
   - ‘D’ will serve high, block and net lift

2. **Advanced Win Front**
   - This is the same activity as above except that when ‘D’ blocks the shuttle, the shuttle must not go beyond the short service line
   - If ‘A’ makes a mistake, ‘D’ will become the attacker and A will become the defender

3. **Block Roulette**
   - This is an advanced form of defense training played full court
   - Players are grouped into 2 teams of 6 players (Team A and Team D)
   - Team A will be attackers and Team D will be defenders
   - ‘D’ players can serve high, block and net lift
   - ‘A’ players can smash, play drop shot and net shot
   - The rally point scoring will be used.
   - Each player plays up to 8 points
   - The total score is added up when the last player from other team has finished
   - The team with the most number of points wins
**Drive**
Besides being widely used in doubles, it is also used in singles to counter flat smashes and pushes at the sides.

- Contact the shuttle at net height with a short and explosive swing at either the backhand or forehand.
- If the shuttle is slightly far away from the body, lunge with the racket foot and hit almost at the same time as the racket foot lands.

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**Net Kill**
The main aim of the net kill is to contact the shuttle early at the net and hit it hard and fast downwards. This is also called the tap.
- Extend racket and contact shuttle early at net.
- Upon contact point, tap the shuttle with a short explosive racket head swing.
- The racket foot should be kept forward towards the shuttle.

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**Exercise**

1. **Drive Master**
   - This is a mid-court activity
   - The 15 rally point scoring is used
   - Divide players into groups of 3
   - Players have to use the backhand low serve
   - Both teams play the backhand low serve, net lift, net shot, drive, block, smash and net kill
   - The important shot during the rallies in this exercise is the drive
   - If the shuttle pops up at the net, a net kill can be played
   - The team that wins a rally gains a point

2. **Four versus four**
   - This is a full court activity
   - The game involves normal singles play
   - Each player hits one shot (as in around the world series of games)
   - Shots to be used: Drop shot, net lift, smash, block, drive, net shot

3. **Invisible Drop**
   - This is a full court singles
   - Players are divided into teams of 6 (the number depends on the size of the players)
   - Player can play all shots; however, each player can play only one shot during his turn
   - A bonus point is given if a team win a rally with a drop shot
4. F versus B
- This is a half court activity
- It is front court versus back court game
- Players are divided into teams of 4
- Team F plays only net lifts and Team B plays only drop shots
- Drop shots must not go beyond the short service line. A point is awarded if the shuttle crosses the line
- When lifting, the shuttle must fall between the doubles service line and the back court singles service line
- For weaker players, the coach should adjust their boundaries using cones or colored tapes

Variation
- In order to raise the level of decision making, Team F can also play a net shot, hence, including the element of deception
- Team B can either net lift or re-net (play a return net shot)
- Then if Team B plays a net shot, Team F has a choice of a re-net or net lift

5. Diagonal Singles
This is a normal singles game except that players play everything diagonally.

Variation
Bonus points are awarded in certain areas such as front or back court.

6. Magic Corner
- This is 2 vs. 2 activity
- Coach picks out 6 cards from a deck of cards numbered 1 (Ace) to 6
- Player A selects a card and the same for player B
- They each have a number
- The number signifies the target zone
- They play normal singles
- They only get a point if they can finish their rally in the zone that they have selected
Module 9
Playing Doubles

Doubles is a game of partnership. In order to enjoy a game of doubles, communication and an understanding of the mechanics of play is very important. People can play level doubles that is played with the same gender or mixed doubles. In Level 1 Community Coach Course, the focus is on level doubles.

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Backhand Low Serve

The main aim of the low serve is to send the shuttle skimming over the net to where the service and middle line meet.

- Stand close to the service line facing the net when serving in doubles
- In singles, stand at the same place where you normally hit the high serve
- Keep racket foot slightly forward
- Use the short backhand grip
- Hold shuttle by the feathers well in front
- Place racket behind shuttle and keep racket hand elbow up
- Release shuttle and push (guide) with a short swing

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Forehand Low Serve

- The stance is the same position as for the high serve
- Use the short forehand grip by holding half way up the handle
- Hold the shuttle chest high
- Release shuttle in front of non-racket foot and gently push it over the net
- Use a short follow through

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Service Strategy: Low Serve
In doubles it is always better to serve low. In this way, you can maintain the attack. You can serve anywhere along the short service line, but serving to the middle at the ‘T’ limits effectiveness of the service return.

Serve Return Strategy
In doubles as mentioned earlier, the best strategy is attack. Therefore, from the first initiative it is better to play attacking shots. When returning the low serve, there are various options as follows:

Discuss
Which are the best serve return options? Why?
**Doubles Formation**

Formations in doubles are very important. The formations are formed as a result of a reaction to the shuttle position and height.

![Diagram of doubles formation]

**Attacking Strategy**

If the shuttle is high above the net on the side of a pair, it should assume a ‘Front-Back’ position such as A1 A2. This is the ‘Attacking Position.’

Key points in attack:
- Contact shuttle early in the air
- Keep racket high
- Play shots down, hard or flat

**Defending Strategy**

If the shuttle is high above the net on the opposing pair, a pair should assume a ‘Side-By-Side’ position such as D1 D2. This is the ‘Defending Position.’

Key points to be noted in defense:
- Ready with racket in front of body
- Contact shuttle early in front of the body
- Use backhand grip mainly
- Stand square facing the direction of shuttle
Exercise

1. Half Court Doubles
   - For beginners, they can play all shots except the smash
   - A player can be replaced for every 3 mistakes he makes
   - Each player plays only one shot at a time

2. Advanced Half Court Doubles
   - Same as the above except that players have to use the low serve to the center where the short service line meets the center line
   - Players are allowed to smash

3. Three versus three
   - Use full doubles court
   - Scoring and service laws are as for regular doubles
   - Players rotate their position as in volleyball with every point they score
   - For advanced players allow the players to use all strokes
Visual Resources

**BWF Shuttle Time**
Shuttle Time qualification is designed to be the first step on the ladder to becoming a coach. It is aimed at volunteers who are coaching or are assistant coaches in clubs, and also school teachers who wish to deliver badminton in their schools.

- Shuttle Time Manual with lesson plans [Click Here](#)
- Shuttle Time Videos [Click Here](#)

**BWF Level 1 Videos**
The videos here help to provide more indepth visual information on the skills, movement and coaching concepts.

BWF Coach Level 1 Videos [Click Here](#)
Module 10
Planning A Session, Teaching Skills and Group Management

When planning, it is advisable to see the big picture of where you want your players to be. Planning depends on your players’ goals, abilities, age, facilities, their family commitment and your own commitment, etc.

Basic Information
- Phone numbers
- Key contact persons
- Basic player’s bio-data
- Dates of holidays

Planning A Session
When planning the session, keep things simple and related to the previous session.

- Decide on the session goal
- Decide on the type of equipment to use
- Design simple activities and keep in mind the individual’s learning pace
- Use attention focused activity or game to get everyone tuned in
- Form groups quickly
- Be flexible
- Demonstrate – action gives a clear picture
- Use simple words and short sentences (chunk words)

Elements of a Practice Session

1. Briefing: Pre-Practice Meeting
   The coach should provide an overview of the practice session.

2. Warm-up
   The length and structure of the warm-up varies according to the nature of the activity and readiness of the players with the same purpose. Warm-up is designed to prepare muscles for action, stimulate the release of free fatty acids, increase the blood flow throughout the body, prepare the mind for action, prevent injury and increase the ability of muscles to slide freely about one another.
The warm-up includes:
- A general body aerobic component
- Loosening
- Flexibility exercises
- Some simple badminton-specific exercises

3. **Skill Instruction**
Following the warm-up, the coach usually delivers instructions related to the skill and/or strategy for the session. It is better to give the instructions before the warm-up so that the effect of the warm-up is not lost. Skill instructions should be limited to 2–3 important points and accompanied by demonstration.

4. **Skill Practice**
Skill practice involves the revision and maintenance of previously acquired skills and/or strategies, and the introduction of a new skill and/or strategy.

5. **Games Training**
Most young players come to play the game of badminton, so it is essential to include a reasonable amount of time for games or modified games. Too much emphasis on skill learning can be boring.

6. **Cool Down**
A cool down of 5-10 minutes helps to distribute metabolic wastes through the body gradually and restore physiological responses to resting levels and to reduce the harmful impact of dramatic changes to the body's activity level. Cool down immediately after training. Include jogging or walking and mild stretching exercises.

7. **Evaluation**
The evaluation of a practice session should occur either during or immediately following the cool down. It involves a discussion by the coach and players of the important components of the practice session, especially focused on skill training. The information gained from a worthwhile evaluation session contributes to the planning of future practice sessions.

**Writing the session plan**
There are many ways to write session plans. Customize your session plans for your own convenience. Use diagrams to explain the drills and codes like “FHD” for forehand, “BKHD” for backhand, “FC” for front court, etc.
<table>
<thead>
<tr>
<th>Skill:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Announcement/Feedback on Previous</td>
</tr>
<tr>
<td></td>
<td>Session</td>
</tr>
<tr>
<td></td>
<td>Warm-Up/Attention Catcher</td>
</tr>
<tr>
<td>Explain Session Goal(s)</td>
<td>Instruction/Demonstration</td>
</tr>
<tr>
<td>Unit Skills Practice</td>
<td>Practice in Game Situation</td>
</tr>
<tr>
<td>Positive Activity Reinforcement</td>
<td>Evaluation and Closing</td>
</tr>
<tr>
<td>(e.g. Team Activity) and Cool</td>
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<tr>
<td>Down</td>
<td></td>
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</tbody>
</table>

Remarks for Coach
Teaching Skills and Group Management

The Cyclical Anatomy of a Stroke

These phases on page 80 are a guide. The phases will help you to:
• **Understand Teaching Purposes**
  You can break down a complex stroke and devise activities for part

• **Skill Analysis**
  Analyze which part of a player’s specific stroke needs to be worked on

With the concept of the phases in mind, you will be able to spot “instances of poor mechanics” in each phase either when watching a video or the player in real time action.

The idea of using these phases is not to limit your style. You can further break down each phase. It depends on your own approach. In understanding the movements involved in each phase, you will have a standard “efficient mechanical model of a stroke.”

**Teaching Skills**
One of the main roles as a coach is to help the players learn new skills and improve those skills. Skills decide the quality of the tactics. Therefore, a large part of training at the initial level is spent on skill learning and application in game situations.

**Traditional Teaching Methodology**
- In the traditional method, technique was priority
- Tactics were taught when athletes had mastered techniques
- Athletes were encouraged to play when athletes were able to rally consistently

**Technical-Centered Approach**

1. **Explanation and Demonstration**
   - Choose the best position for demonstration
   - Use simple words
   - Use a few, suitable words (chunk words)
   - Ask questions that will ensure the players understand

2. **Teach the Skill**
   - Show the whole skill, then break it into parts (WHOLE-PART)
   - Link the parts to form the whole skill (WHOLE)

3. **Reinforce with Demonstration**
   - Create a “situational picture” of the skill
   - Demonstrate what should be done
   - Ask questions to reinforce understanding

4. **Select Appropriate Practice Organization**
   - Circuit
- Line formations
- Grids

5. **Provide Feedback during Practice**
   - Be specific
   - Be positive
   - Give feedback immediately
   - Reinforce key coaching points
   - Check if athletes have understood

**Modern Methodology**
- The priority is about ‘conceptualizing’ (understanding) the game and giving technique/a series of techniques context and meaning.
- Both technique and tactics are taught simultaneously.
- Athletes are encouraged to play as soon as possible so that the technique and tactics are ‘played in real game situations.’
Glossary

**Alley**  
The space between the singles and doubles sidelines, and between the back line and the doubles service court.

**Around the Head Shots**  
Shots hit overhead on the non-racket side of the body.

**Attacking Clear**  
Fast clear high enough to be beyond the reach of the opponent but low enough to give the opponent little time.

**Backhand Shots**  
Strokes hit on the non-racket side.

**Base of Operation**  
The center of the court a player starts from and returns to between shots.

**Birdie**  
American term for shuttle.

**Block**  
A soft return of a smash or a drive.

**Butt**  
The end of the racket handle.

**Chasse**  
Sideways movement where the back foot comes up to or slightly behind the racket foot (fencer's movement).

**Clear**  
A high overhead shot to the back of the opponent's court. Some people call this a lob.

**Cross Court**  
Any shot played in a diagonal direction.

**Deception**  
The skill of preventing the opponent from anticipating.

**Drive**  
A powerful, flat shot that just skims the net.

**Drop Shot**  
A slow overhead shot from the back court, which goes just over the net.

**Fault**  
An action or shot in violation of the rules.

**Feeder**  
A coach or player who continuously places the shuttle by throwing or hitting according to specific directions for the trainee to practice shots or sequences.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flick Serve</td>
<td>A service hit with a trajectory just high enough out of the receiver’s reach and lands in the back alley</td>
</tr>
<tr>
<td>Follow Through</td>
<td>Forward movement of the racket and parts of the body after the shuttle has been hit in a stroke</td>
</tr>
<tr>
<td>Forehand Shots</td>
<td>Strokes hit on the racket side of the body</td>
</tr>
<tr>
<td>Hand Feed</td>
<td>Throwing shuttles to a specific place or places so that the player can train a shot or exercise</td>
</tr>
<tr>
<td>Multi-Feed</td>
<td>Hitting or throwing shuttles continuously so that the player can train a specific shot or exercise</td>
</tr>
<tr>
<td>Net Kill</td>
<td>Hitting a shuttle just above the net to the floor to end a rally</td>
</tr>
<tr>
<td>Net Lift</td>
<td>An underarm stroke from the net, lifting the shuttle high to the opponent's back court</td>
</tr>
<tr>
<td>Open Skilled Sport</td>
<td>Open skilled sports are those sports that have changing situations</td>
</tr>
<tr>
<td>Racket Hand</td>
<td>The hand which holds the racket</td>
</tr>
<tr>
<td>Racket Leg</td>
<td>The leg on the same side of the body as the hand which holds the racket</td>
</tr>
<tr>
<td>Shadow</td>
<td>Mimicking or practicing a movement/movements or a stroke/strokes without hitting a shuttle</td>
</tr>
<tr>
<td>Drill</td>
<td>Application of a technique in a situation or situations</td>
</tr>
<tr>
<td>Strategy</td>
<td>A plan to out maneuver the opponent</td>
</tr>
</tbody>
</table>
REBUILDING ATHLETES IN AMERICA
## TABLE OF CONTENTS

- State of the Games: Why Create ADM? .................................................. 2
- How This Impacts Sport in America .......................................................... 4
- Overview ................................................................................................ 5
- ADM Statement ....................................................................................... 6
- Key Principles .......................................................................................... 7
- Stages ......................................................................................................... 9
- ADM and You: Recommendations for Implementation ......................... 18
- ADM for National Governing Bodies ....................................................... 19
- ADM for Sport Clubs .............................................................................. 20
- ADM for Coaches .................................................................................. 22
- ADM for Parents ..................................................................................... 23
- ADM for Athletes ................................................................................... 24
STATE OF THE GAMES: WHY CREATE ADM?

The American Development Model is a concerted effort between the United States Olympic Committee and its National Governing Bodies of sport to apply long-term athlete development principles in a way that resonates with the culture of sport in the United States.

The ADM is influenced by the work of Istvan Balyi, who is known worldwide as an industry leader in long-term athlete development principles. Balyi’s approach to organized sport focuses on key principles of development and periodization of training plans, which help support athletes’ individual needs.

The need to rethink how we organize, operate and execute sport activity in the United States has been a point of emphasis over the last 15 years. The call to action became more urgent in 2013, when the Aspen Institute’s Project Play initiative hosted a gathering of sports organizations and administrators to discuss key issues facing sport in the U.S. The following conclusions from that meeting were the inspiration behind the ADM:

FROM PROJECT PLAY REPORT: 2015 (www.projectplay.us)

Falling Sport Participation Rates
Some of the most widely practiced sports in the U.S. were seeing major declines in participation due to organized sport programs centered around the most talented, well-resourced athletes.

Decline in Participation Rates Among Children ages 6-12 between 2008-2013

<table>
<thead>
<tr>
<th>Sport</th>
<th>2008</th>
<th>2013</th>
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<tbody>
<tr>
<td>Basketball</td>
<td>3.9%</td>
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<tr>
<td>Baseball</td>
<td>14.4%</td>
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<tr>
<td>Soccer</td>
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<tr>
<td>Softball</td>
<td>31.3%</td>
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<tr>
<td>Football</td>
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According to Sports & Fitness Industry Association (SFIA), children ages 6 to 12 who played team sports regularly fell from 44.5 percent in 2008 to 40 percent in 2013.

Obesity Crisis

Childhood obesity rates nearly tripled. The percentage of obese children ages 6-11 increased from 7 percent in 1980 to 18 percent in 2010. Among children ages 12 to 19, that figure grew from 5 percent to 18 percent (Centers for Disease Control and Prevention, 2015). One study found that among 17 developed nations, the U.S. had the highest rates of childhood obesity among those ages 5-19 (National Academy of Sciences, 2013).
Low Physical Activity Rates
Starting at age 9 — when children often develop a self-concept of whether or not they are an athlete — physical activity rates begin to drop sharply. By age 15, moderate-to-vigorous physical activity declines 75 percent, a higher rate than in Europe (Designed to Move, 2012). At that point, they average only 49 minutes per weekday and 35 minutes per weekend (Journal of the American Medical Association, 2008). Among kids ages 6-17, one in five youth are considered inactive, meaning they report no physical activity (Physical Activity Council, 2015). Further, only one in three children is physically active every day (Fitness.gov). Among high school students, that figure drops to nearly 29 percent. Meanwhile, more children each year are completely inactive, with one in five youth ages 6-17 not engaging in any activity, according to SFIA. In 2014, the number of inactives ages 6+ grew to 28.3 percent (82.7 million) of the U.S. population — the highest rate in the last six years (Physical Activity Council, 2015).

Shorter Lives
Today’s children could be the first generation to live shorter, less healthy lives than their parents due to obesity and other related diseases. (Designed to Move, 2012)
HOW THIS IMPACTS SPORT IN AMERICA

The United States Olympic Committee and our National Governing Bodies understand the role sport plays in the lives of Americans. Sport is an outlet for exercise, a way to build lifelong relationships and a platform for achieving our goals and realizing our potential. Without positive sport experiences, we risk:

// Fewer athletes in the system to drive Olympic and Paralympic success
// Fewer opportunities and demand for sport programming
// Fewer opportunities to teach American youth valuable life lessons through sport.
OVERVIEW

The United States Olympic Committee, in partnership with the National Governing Bodies, created the American Development Model in 2014 to help Americans realize their full athletic potential and utilize sport as a path toward an active and healthy lifestyle.

The model utilizes long-term athlete development concepts to promote sustained physical activity, participation in sport, and Olympic and Paralympic success. These concepts have been tailored to create a framework for developing American youth through sport.

The American Development Model is comprised of four key elements:

The ultimate goal is to create positive experiences for American athletes at every level. By using the American Development Model, clubs, coaches and parents can help maximize potential for future elite athletes, and improve the health and well-being for future generations in the United States.

The purpose of this document is to provide key influencers – including administrators, coaches and parents – a roadmap for building and delivering programs that focus on the individual athlete at each stage of development. The physical, emotional and mental landscape of each stage should enhance the athlete’s overall development, while creating positive experiences in sport.
ADM STATEMENT

The United States Olympic Committee and its National Governing Bodies embrace the athlete development principles that allow American youth to utilize sport as a path toward an active and healthy lifestyle, and create opportunities for athletes to maximize their full potential. These five key principles include:

// Universal access to create opportunity for all athletes
// Developmentally appropriate activities that emphasize motor and foundational skills
// Multi-sport or multi-activity participation (i.e. cross-training)
// Fun, engaging and progressively challenging atmosphere
// Quality coaching at all age levels

By creating early positive experiences for all athletes, the American Development Model will keep more children engaged in sport longer with four outcomes:

// Grow both the general athlete population and the pool of elite athletes from which future U.S. Olympians and Paralympians are selected
// Develop fundamental skills that transfer between sports
// Provide an appropriate avenue to fulfill an individual’s athletic potential
// Create a generation that loves sport and physical activity, and transfers that passion to the next generation
KEY PRINCIPLES

I. UNIVERSAL ACCESS TO CREATE OPPORTUNITY FOR ALL ATHLETES
Universal access is defined as creating opportunities for everyone to participate in sport. By providing universal access to all youth regardless of gender, race, physical disability, and economic status, more children could become involved in sport and be more physically active. Sport must be inclusive so that all children have the opportunity to discover the benefit of physical activity and realize their full athletic potential. Sport and physical activity are tools for children to express themselves, develop social relationships and learn valuable life lessons.

II. DEVELOPMENTALLY APPROPRIATE ACTIVITIES THAT EMPHASIZE MOTOR AND FOUNDATIONAL SKILL DEVELOPMENT
A clear understanding of an individual’s developmental level (as opposed to his or her age) will help coaches, parents and administrators appropriately tailor the training, skills and tactics taught to maximize an individual’s full potential, while helping avoid burnout.

In order to succeed, athletes must first learn foundational motor skills and technique. Coaches, parents and administrators who jump directly into competition tactics and strategy without emphasizing basic fundamentals may put their child or athlete at a disadvantage. To ensure long-term success, athletes must be given adequate time and knowledge to develop these essential building blocks for success.

III. ENCOURAGE MULTI-SPORT PARTICIPATION
Multi-sport participation is critical to developing a well-rounded foundation for physical activity that can transfer between sports. Encouraging children to participate in multiple sport activities at a young age offers them the opportunity to explore, play and discover sport according to their personal interests and skill level.

Multi-sport play also provides several cross-training benefits for athletes — such as strength, endurance, agility, coordination and speed training — that enhances athleticism and promotes a healthy lifestyle. Athletes also benefit from the social and psychological impact of multi-sport participation.

IV. FUN, ENGAGING AND CHALLENGING ATMOSPHERE
A fun, engaging and challenging environment is essential for any youth sport activity. The definition of “fun” may change as children advance to more elite levels of competition, but a standard emphasis on making the process positive and enjoyable is key.

Free and spontaneous play is encouraged to help foster growth and development. By offering the opportunity for unstructured play, athletes are more likely to customize physical activity to meet their needs and keep the “fun” in sport intact. Creating a team mentality through positive reinforcement is also critical.

Consult your sport’s National Governing Body for suggestions on age-appropriate dose and duration of practice and competition to help avoid burnout.

V. QUALITY COACHING AT ALL AGE LEVELS
Quality coaches are critical to athlete development; therefore quality coaching education is critical for athlete success at all competitive levels. Quality coaching not only requires a youth coach to be qualified and highly knowledgeable of their sport, but also basic training on effective communication, practice planning and athlete development. The very best coaches view themselves as continual learners and are always working toward improving themselves. Consult your sport’s National Governing Body for information on the different types of coaching education that are offered and/or required for your sport.
The American Development Model is meant to explain an athlete’s advancement through a pathway supporting a healthy sport experience based on their physical, mental and emotional level and potential for growth.

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<tr>
<th>STAGE 5</th>
<th>Thrive &amp; Mentor</th>
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<tr>
<td>Age: For Life</td>
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<th>STAGE 4</th>
<th>Excel for High Performance</th>
<th>Participate &amp; Succeed</th>
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<td>Age: 15 +</td>
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<tr>
<th>STAGE 3</th>
<th>Train &amp; Compete</th>
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<td>AGE: 13 - 19</td>
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<th>STAGE 2</th>
<th>Develop &amp; Challenge</th>
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<tr>
<th>STAGE 1</th>
<th>Discover, Learn &amp; Play</th>
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<td>Age: 0 - 12</td>
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STAGES

The ADM is comprised of five stages designed to create a healthy sport experience and support an athlete’s advancement based on their physical, mental and emotional level, and potential for growth.

Pathway models like the ADM 5 Stages should be used to reference what key concepts athletes should be focused, encouraged or organized around as they develop and grow in their sports experiences. The pathway models are guides to explain how athletes navigate development and competitive expectations as they journey in the sport.

Consumers can use pathway models to understand at what developmental stages an athlete should consider focusing on skill development vs. competition, or at what ages one could expect to become more focused on elite performance.

Every sport will have a different pathway for development and navigation will be different for each sport experience, and this is ok. The ADM 5 stage model is a guideline for sports in America to use to encourage development and pathway guidance.
INSIDE THE STAGES
STAGE 1: DISCOVER, LEARN AND PLAY
(AGES 0-12)

This is the first step to being involved with sports at a young age (0-12) or when first introduced to a new sport. Discovery of key concepts and motor skills of the sport/activity is critical in order to learn how the sport is played. Many skills are transferrable between sports. Programs should accommodate athletes that participate in multiple sports. This early stage requires coaching that will allow fun and enjoyment through discovery and exploration.

ATHLETE
// Learning basic rules and sport techniques
// Play multiple sports to accelerate motor skill development
// Emphasize skill development, sport education and age-appropriate play
// Emphasize practice over competition; if competing, not beyond local or regional levels
// Encourage deliberate play

DISCOVER
// Have fun
// Sample multiple sports through unstructured play
// Develop motor skills that transfer from sport to sport
// Cultivate a passion for sport and an active lifestyle
// Socialize with others
// Utilize free or spontaneous play for discovery of the sport and new skills

LEARN
// Core fundamental movements
// How to use size and age-appropriate equipment, and playing surfaces
// Rules of the game

PLAY
// Physical education class
// Open gym
// Free/spontaneous play
// Basic organized play
// Everyone has an equal chance to play in competition
STAGE 2: DEVELOP AND CHALLENGE (AGES 10-16)

The second stage of the development process occurs after an athlete has been engaged in a sport and wants to explore more organized training options. This stage focuses on refining the skills needed to be successful in the activity or sport, and then furthering skill development through challenges, such as recreational competition, organized sport programs or club participation.

Athlete readiness and motivation determine the choice to pursue the next level in sport. The second stage may begin earlier for some athletes who are quick to develop physically and mentally. Fun and socialization are still key areas of emphasis in order to encourage future participation and avoid burnout.

ATHLETE
// Understand rules and techniques of the sport
// Participate in multiple sports for continued motor and physical development
// Participate in a fun, structured and ongoing training program (as opposed to participating in open gym)
// Compete at local and regional levels
// Emphasize practice and skill development over competing
// Understand the impact on performance due to different maturation rates

DEVELOP
// Physical: Core movement fundamentals, increasing requirements for speed, agility, balance, endurance, strength and coordination
// Psychological and social: interpersonal skills, teamwork, communication skills and adapting to the growing challenges of sport development
// Technical skills: Identify personal strengths and areas to improve with a continued emphasis on proper movement mechanics
// Tactical: Institute age-appropriate times for practice and competition to enhance both team and individual skill development.

CHALLENGE
// Recreational competition at local and regional levels
// Organized league play

Note: Seek challenging competition that is commensurate with the athlete and/or team.
At stage three, athletes begin to train and compete in a program that matches their personal interests, goals and developmental needs. Competitions become more clearly defined in this process with potential for new experiences in team selection. Maximizing potential becomes an option for athletes as they start to grasp the commitment necessary for certain sports, and the skill sets needed to excel at the next competitive level. Technical, tactical, physical and psycho-social development becomes increasingly more important for the athlete at this time. This is also the stage to increase sport-specific training. Recreation and multi-sport play can continue to be used in a cross-training capacity to allow athletes the opportunity to more fully develop.

**ATHLETE**
- Begin to focus on particular sports
- Use multiple-sport play for cross-sport development
- Participate in a fun, structured and continuous training program
- Compete in more challenging situations
- Improve skills at the local, regional and/or national levels

**TRAIN**
- Seek opportunities to further develop skills
- Focused training through coaching
- Follow a consistent training schedule
- Increase sport-specific training
- Emphasize competition skills
- Utilize more sport-science related information such as nutrition and sport psychology
- Participate in development camps

**COMPETE**
- Club competition
- Middle and high school competitions
- Local, regional and national competitions

Note: Seek challenging competition that is commensurate with the athlete and/or team’s skills.
STAGE 4: EXCEL FOR HIGH PERFORMANCE OR PARTICIPATE AND SUCCEED (AGES 15+)

When an athlete reaches high school they will likely face the option to either focus on sport for high performance and increased competition, or continue to compete for the fun, healthy and social aspects of sport. Athletes will be able to choose the pathway that best represents their interests and abilities. Growth spurts, experience or dedication to training may all affect which path an athlete follows during their sport career. This stage allows for both full development and commitment to their sport(s), and enjoyment of the benefits that sport offers. Fun and socialization remain key elements of this stage, although the definition of fun changes from athlete to athlete and also will adjust based on the commitment level to high performance or participation.

**EXCEL FOR HIGH PERFORMANCE**

**ATHLETE**
// Dedicated to maximizing athletic potential
// Commit to an ongoing annual and/or long-term training program
// Is single sport-focused while in season

**EXCEL**
// Maximize talents
// Year-round plan to excel and progress
// Master and/or elite-level coaching
// High performance focus

**HIGH PERFORMANCE**
// Competitions commensurate with an athlete's skill level, and to appropriate levels outside their comfort zone
// Elite national and international competitions

**PARTICIPATE AND SUCCEED**

**ATHLETE**
// Dedicated to participating in sports to be successful and have fun
// Multiple-sport for cross-sport development
// Participate in a structured, ongoing training program
// Focus on the enjoyment of sport and the healthy benefits of participation

**PARTICIPATE**
// Be active and involved
// Compete for both the challenge and for fun
// Develop for personal achievement

**SUCCEED**
// Local- and regional-based competitions that meet the athlete’s needs and their competition goals
// Sport club competition
STAGE 5: THRIVE AND MENTOR (ACTIVE FOR LIFE)

Everyone can use sport and physical activity to establish and maintain a healthy lifestyle.

Many athletes want to give back to their sport after they finish competing. Coaching, officiating and mentoring other athletes are natural next steps. With previous experience as an athlete, the coach, official and/or administrator can help prepare other athletes to be the best they can be in sport and enjoy the development process.

**ATHLETE**
// Transition from participant to sport leader as a coach or advocate
// Pursue opportunities to remain involved in sport
// Maintain a physically active and healthy lifestyle

**MENTOR**
// Certified coach
// Sport club management
// NGB involvement
// Official
// Professional development in chosen sport(s)

**THRIVE**
// Masters programs/competitions
// Consistent exercise
// Recreational competitions
// Personal health
// Support local and national sports and organizations
ADM AND YOU: RECOMMENDATIONS FOR IMPLEMENTATION

The United States Olympic Committee is engaging with its National Governing Bodies of sport, and sport clubs, coaches, parents and athletes in the U.S. to utilize the American Development Model in a manner that helps keep American athletes strong and inspired to achieve their personal best on and off the field of play. Use the following recommendations as a way to further your ADM advocacy in the U.S.
ADM FOR NATIONAL GOVERNING BODIES

National Governing Bodies look to maximize the potential of their sport at all levels. By using the ADM’s key concepts, an NGB can look to grow the number of participants in their sport, and increase their reach in the United States. The following six steps will help maximize future growth for NGBs:

1) Build an NGB-specific pathway and visual representation to guide your members and future champions.
2) Encourage volumizing programs and limiting athlete cuts. Emphasize development over results.
3) Support multi-sport/activity and cross-training for athletes of all ages.
4) Outline and implement age appropriate training practices and duration recommendations for your sport, as well as periodization plans for each age level.
5) Drive physical literacy development at all age levels to match age and physical ability.
6) Provide quality coaching education based on national standards that encourage ADM concepts and age-appropriate teaching skills.
Sport clubs and organizations are a key part of both the youth and adult sport experience in the United States. By using key ADM concepts, a sport club can focus on growing their athletes and teams into success stories. Use these 10 key recommendations to help maximize your sport clubs’ impact on the athlete’s sport experience:

1) Limit cuts for ages 0-12 in sport programs and focus on developing skills over competition outcomes.

2) Use your NGBs sport pathway to design your own club development pathway for participation and competition offerings.

3) Provide physical literacy (i.e. agility, balance, coordination training) at every practice at every level.

4) Periodize training and rest time for your athletes to cut down on overuse injuries and burnout.

5) Encourage multi-sport/activity and cross-training to keep your athletes active and developing outside of your program.

6) Use developmentally appropriate drills and practice plans at all levels.

7) Provide qualified and certified coaches at all age levels.

8) Keep participation/competition costs reasonable. Find ways to increase numbers and retention rates from year to year, season to season.

9) Provide quality feedback and age-appropriate development benchmarks to parents and athletes.

10) Operate with an athlete-focused philosophy by creating fun, engaging and challenging sport experiences across all levels of development.
ADM FOR COACHES

Coaches hold a strong power of authority in sports. The coach’s role is to maximize the potential of their athletes, while helping the athlete or team achieve the best results possible. This power of authority can make or break an athlete’s sport experience. Quality coaches need to constantly develop their tools to help athletes grow and develop. The following recommendations can be used to achieve greater success in coaching:

1) Periodize training and rest time for athletes to cut down on overuse injuries and burnout.
2) Provide physical literacy (i.e. agility, balance, coordination training) at every practice at every level.
3) Use developmentally appropriate drills and practice plans at all levels.
4) Operate with an athlete-focused philosophy by creating fun, engaging and challenging sport experiences across all levels of development.
5) Provide quality feedback and age-appropriate development benchmarks to parents and athletes.
6) Focus on effort and development over outcomes to reinforce physical, technical and tactical advancements over winning.
7) Maximize athlete potential and retention at all stages of development.
8) Obtain certification as a coach and continue to develop your coaching skills, including age-appropriate teaching skills.
ADM FOR PARENTS

The parent’s role in the sport experience can be one of support and guidance for the athlete’s benefit. The following are recommendations for parents to help ensure positive sport experiences for their children:

1) Understand your child’s sport pathway and recognize where they stand in terms of age and development.
2) Encourage sport sampling, in which your child plays several different sports up to age 12, at minimum, to help enhance physical literacy and to be sure they find sports they enjoy.
3) Encourage multi-sport/activity and cross-training to keep your child from burning out or developing overuse injuries.
4) Reward your child for sport development and proficiency over performance outcomes and winning.
5) Enroll your child in age-appropriate activities to ensure healthy progression and skill development before advancing to a heavy volume of competition.
6) Monitor the dose and duration your child is playing each week and encourage rest and recovery.
7) Ask for feedback from coaches and administrators on your child’s development and maintain interest in your child’s experience over performance outcomes.
8) Support and encourage your child to have fun. Don’t forget it’s about them.
ADM FOR ATHLETES

The athlete plays the most important part in their sport experience and athletic development. At the end of the day, it is the athlete that must learn, develop and achieve physical, mental and emotional success in their sport. The following six recommendations are designed to help athletes achieve their goals and maximize their full potential in sport.

1) Develop your physical literacy and sport skills every day. Use multi-sport/activity and cross-training to help develop and achieve all-around success.
2) Focus on your skill proficiency and game development over competition results and performance outcomes at the early stages of sport development.
3) Use free-play/pick-up game opportunities to stay active and build creativity outside of structured play.
4) Listen to your body and understand that rest and recovery are part of the sport development process.
5) Set goals and gather feedback from coaches and administrators to help achieve those goals.
6) Stay active year-round and use sport as an outlet for physical activity and exercise.
This publication is put forth by the United States Olympic Committee and the Department of Coaching Education in the Division of Sport Performance. For any inquires on the American Development Model, please email CoachingEducation@usoc.org.

All photos courtesy of Getty Images