



BADMINTON COACHING GUIDE

2026



***Special
Olympics***

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**Special
Olympics**

WELCOME



This guide will aim to provide coaches with important information they can use to support Special Olympics athletes become better badminton players. The information can best be used to establish both training and competition plans that will lead to each athlete's success as a Special Olympics badminton player. The guide also provides coaching techniques as well as guidance on safety, sportsmanship and wellness that are necessary for athlete sustainable success.

In order for badminton coaches to have a comprehensive understanding of the sport as well as overall Special Olympics rules and protocols, this guide should be read in conjunction with the [Special Olympics Badminton Sports Rules](#) document and the [Special Olympics Rules Article 1](#).

Keep in mind that this guide is just one resource which may be useful to you as you progress through your career as a coach. As you develop your own style of coaching you will find other books, websites, magazines and coaches, which will help to shape your approach to coaching. Always be curious! Always be open to new ideas! Always keep the athletes at the heart of your coaching!

ACKNOWLEDGEMENTS

Special Olympics would like to thank the following professionals, volunteers, coaches and athletes who helped in the production of the Badminton Coaching Guide and its 2026 revision.

They have helped fulfill the mission of Special Olympics: to provide year-round sports training and athletic competition in a variety of Olympic-type sports for people 8 years of age and older with intellectual

disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Special Olympics welcomes your ideas and comments for future revisions of this guide. We apologize if, for any reason, an acknowledgement has been inadvertently omitted.



Special Olympics is proud to acknowledge the support of [Gallagher](#), official sponsor of Special Olympics International Sport and Coaching programming, and [Toyota](#), official sponsor of Special Olympics Unified Sports.



TOYOTA

ACKNOWLEDGEMENTS

Sport for all and Inclusion through Sport sit at the heart of both the Badminton World Federation (BWF) and Special Olympics International (SOI). The transformative power of sport to instill confidence, improve health, and create inclusive communities is at the core of what Special Olympics does. As a priority sport, badminton provides both competitive and non-competitive participation opportunities, for children and adults with intellectual disabilities; delivered in a safe, fun and inclusive manner.

Thank you to our partner, the Badminton World Federation, for their contribution to this Badminton Coaching Guide.



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BENEFITS OF SPECIAL OLYMPICS



Our Mission

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

Our Vision

Our vision is an inclusive world for all, driven by the power of sport, through which people with intellectual disabilities live active, healthy and fulfilling lives.

Sport As a Solution

Special Olympics offers training and competition opportunities year-round to athletes from 8 to 80 in more than 30 different sports.

Special Olympics **competitions occur more than 136 times a day, 365 days a year, in nearly every country in the world.**

Competitions vary in size from single-sport championships hosted by local Programs, to larger Provincial, State, National, Regional and World Games.

The fundamental difference between Special Olympics competitions and those of other sports organizations is that athletes of all ability levels are encouraged to participate, and every athlete is recognized for his/her performance.

**Unified
Sports**



Click Me

MATP



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Fitness



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**Changing
Attitudes**

SPECIAL OLYMPICS

BADMINTON

Badminton is one of the most popular sports at Special Olympics. Players take it up at all ages and at all abilities, from young players learning to hit the shuttlecock effectively, to more experienced players who know how to strategically place the shuttlecock where their opponent will struggle to return it over the net. It's a great Unified Sport played in pairs, where one person with an intellectual disability plays alongside a person without an intellectual disability.

Badminton is played in either a singles format, or in a doubles format. In the newly developed format of the game, AirBadminton, it can also be played in teams of 3. The objective of the sport is to earn a point by hitting the shuttlecock over the net where it falls to the ground before your opponent can strike it back over the net.

The [Official Special Olympics Sports Rules for Badminton](#) shall govern all Special Olympics competitions.



BENEFITS OF BADMINTON

PHYSICAL HEALTH BENEFITS

- Provides an excellent cardiovascular workout
- A recreational player can burn 475-520 per hour
- Improves VO2 Max
- Lowers resting heart rate
- Improves heart function, lung health, sleep, and stamina
- Improves bone density
- Increases high-density lipo-protein cholesterol
- Decreases incidence of developing diabetes by 58%
- Prevents myopia

PHYSICAL FITNESS

- Improves basic physical ability: Speed, flexibility, endurance, strength
- Improves motor skills and coordination
- Increases Hand-eye coordination and reflexes
- Strengthens muscles, particularly in the legs, arms, and core

COGNITIVE FUNCTION

- Improves alertness, concentration and level of attention
- Improves inhibitory control

MENTAL BENEFITS

- Reduces depressive symptoms
- Aids self-esteem and confidence
- Encourages positive attitude, self-awareness and better expression
- Reduces stress and boosts mood through physical activity
- Sharpens problem-solving abilities during matches
- Calls for quick decision-making skills on the court
- Increases in self-confidence through skill progression

SOCIAL BENEFITS

- Improve social relations
- Helps build lasting friendships
- Supports personal development and mood regulation
- Fosters sportsmanship and respect for opponents
- Increases Intrinsic motivation
- Creates diverse communities and interactions



SPECIAL OLYMPICS BADMINTON EVENTS



SINGLES



DOUBLES



MIXED DOUBLES

UNIFIED DOUBLES

The background for the 'UNIFIED DOUBLES' section features a solid red field. Scattered across this field are several white line-art icons: three badminton rackets, a badminton shuttlecock, and a silhouette of a person in mid-air, jumping or lunging forward. These elements are positioned around the central text.

UNIFIED MIXED DOUBLES

The background for the 'UNIFIED MIXED DOUBLES' section is also a solid red field. It contains the same set of white line-art icons as the first section: three badminton rackets, a shuttlecock, and a jumping silhouette. These icons are distributed around the text, with some appearing partially behind the letters.

Individual Skills

Appropriate for athletes who are learning the basic skills of the sport to have success during a match.





BASICS OF SPECIAL OLYMPICS BADMINTON





Special Olympics Badminton competitions follow Badminton World Federation rules; however, Special Olympics Badminton offers some adaptations that are optional when conducting competitions.

The differences and adaptations to the [BWF rules](#) can be found here in the [Official Special Olympics Badminton Sports Rules](#)

Basics of

Badminton

Badminton is an inclusive sport that is accessible for all. It is suitable for all ages and abilities. It is a safe, fun, low impact sport that supports the development of key physical and social skills. Special Olympics Badminton offers an opportunity for all athletes to learn and compete at a local level up to Regional and World Games competitions.

Badminton is:

- a net game
- played on a rectangular court
- a volleying game, with rallies beginning with an underarm serve
- requires player to have each a racket and shuttlecock

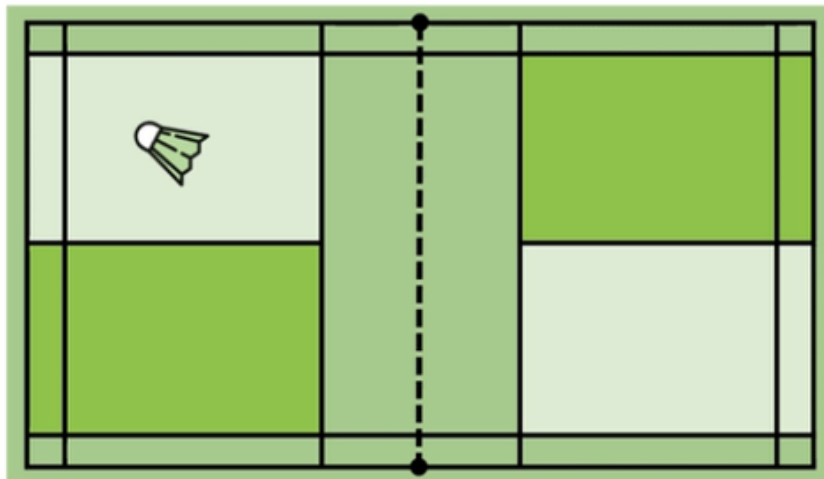
The aim of badminton is to score points by:

- landing the shuttlecock in your opponent's court
- forcing your opponent to hit the shuttlecock out of the court area
- forcing your opponent to hit the shuttlecock into the net
- striking your opponent's body with the shuttle

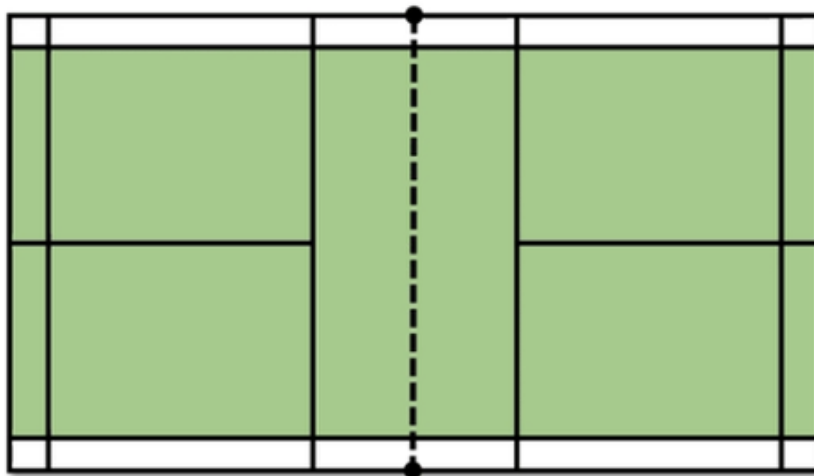
Basics of Badminton

Singles badminton involves serving diagonally into a long, narrow service box. Rallying then continues on a long court with the border on the first sideline. The shuttle is served diagonally into the opponents 'service box'.

Singles badminton involves serving diagonally into a long, narrow service box. Rallying then continues on a long court with the border on the first side line.



The shuttle is served diagonally into the opponent's 'service box'.

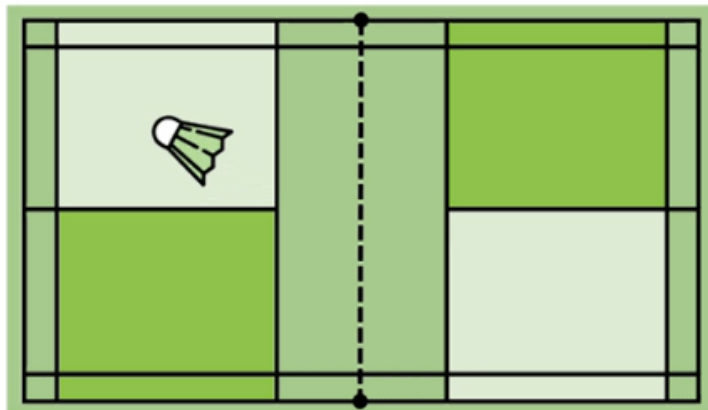


The shaded part shows the area of play for singles.

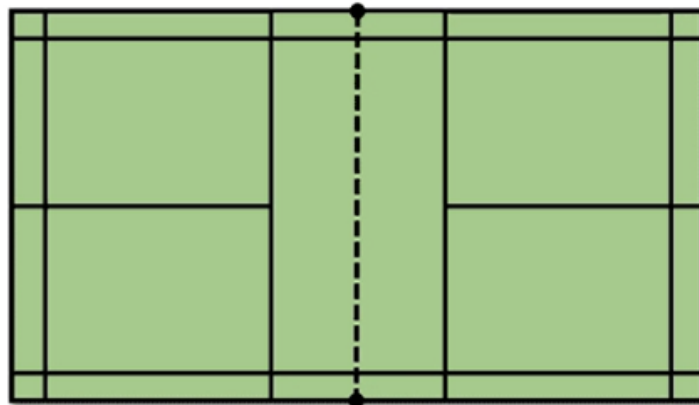
Basics of Badminton

Doubles badminton involves serving diagonally into a shorter, wider service box than in singles badminton. After the serve, rallying takes place on the whole court area. The shuttle is served diagonally into a shorter, wider service box in doubles. After the serve, doubles rallies are played on the whole court area.

Doubles badminton involves serving diagonally into a shorter, wider service box than in singles badminton. After the serve, rallying takes place on the whole court area.



The shuttle is served diagonally into the shorter, wider 'service box' in doubles.



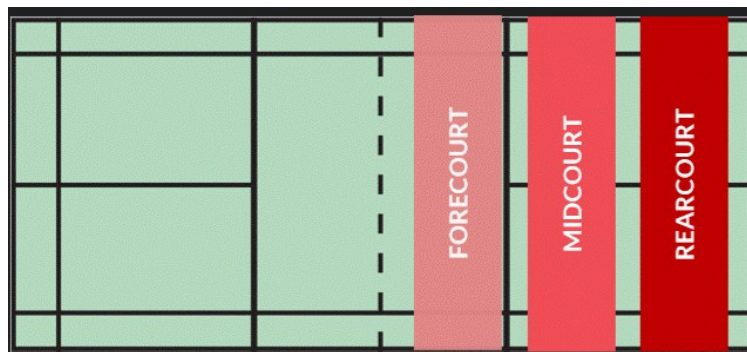
The shaded part shows the area of play for doubles.

A shuttle that lands outside this area means a point is won/lost.

Basics of Badminton

For athletes with a physical disability, court sizes are adapted according to the category of player under the Para badminton system. For more details of this, download the Laws of Badminton from the [BWF website](#).

The rules of Badminton do not differ across events with key rules such as scoring, net height, court sizes, rules regulations and equipment staying the same. Special Olympics Badminton has set divisioning rules that ensure there is fair competition across all competitors. (refer to Divisioning section in this document)



Badminton World Federation's Shuttle Time resources come with a series of lessons, videos and guides to support not only teachers but anyone looking to support young people or adults with their badminton journey.

Basics of Badminton

Shuttle Time resources can be found on [BWF Shuttle Time website](#) as well as the Special Olympics badminton resource page, and are free to sign up and download in either PDF form or access via the Shuttle Time App. The Online component gives you an overview of the basics and introduces you to the resource and how to use effectively. The resource has been produced in 30 different languages with supporting videos for each lesson produced in English, French, Spanish and Arabic.

[Download Shuttle Time App for free](#)

Badminton supports the development of all-round physical skills including:

- hand-eye coordination
- catching and throwing
- stability and balance
- speed and agility – the ability to quickly change direction
- jumping and landing skills
- decision making / tactical

To access additional badminton coaching resources, there are [BWF Shuttle Time](#) and [Coach Education Level 1](#) videos playlist available on the [BWF Development Youtube channel](#).

Basics of Badminton

There are many good reasons why badminton is an ideal sport for all.

[\(Badminton at a Glance link\)](#)

- Badminton is equally accessible to all genders
- Badminton is a safe, low impact sport
- Badminton builds fundamental sporting skills
- People of all abilities can be successful in developing skills which will allow them to play badminton for life
- On a social level, everyone can play, train and compete together



Basics of Badminton

Badminton is an all-round sport that requires the development of fundamental skills:

- **TECHNICAL:** How to move and hit the shuttle
- **TACTICAL:** Decision making, depending upon awareness
- **PHYSICAL:** Strength, speed, endurance, flexibility, etc
- **PSYCHOLOGICAL:** Self-reliance, confidence, control, concentration, commitment
- **LIFESTYLE:** Balance of activities, time management, parents, nutrition, injury management

All areas are not only required for the development of badminton players but are key components of the athletes' personal and social development.

BWF Coach Level 1 Module 5 breaks down each of these fundamentals into key stages of development and highlights within each area what the focus is with each stage. Although these development stages focus on age groups, we know that many athletes will come to the sport at all ages and stages; therefore, it is important to look at the factors within each stage that are most appropriate to your athletes' development.

[Access to BWF Coach Level 1](#)

Divisioning

Divisioning at Special Olympics: Athletes in every sport and event are grouped by age, gender, and ability – giving everyone a reasonable chance to win.

At Special Olympics there are no World Records because each athlete, whether in the fastest or the slowest division, is valued and recognized equally.

In every division, all athletes receive an award, from gold, silver, and bronze medals, to fourth through eighth place ribbons. This idea of equal ability groupings is the foundation for competition in Special Olympics and can be witnessed at all events, whether it's badminton, athletics, swimming, table tennis, football, skiing, or gymnastics.

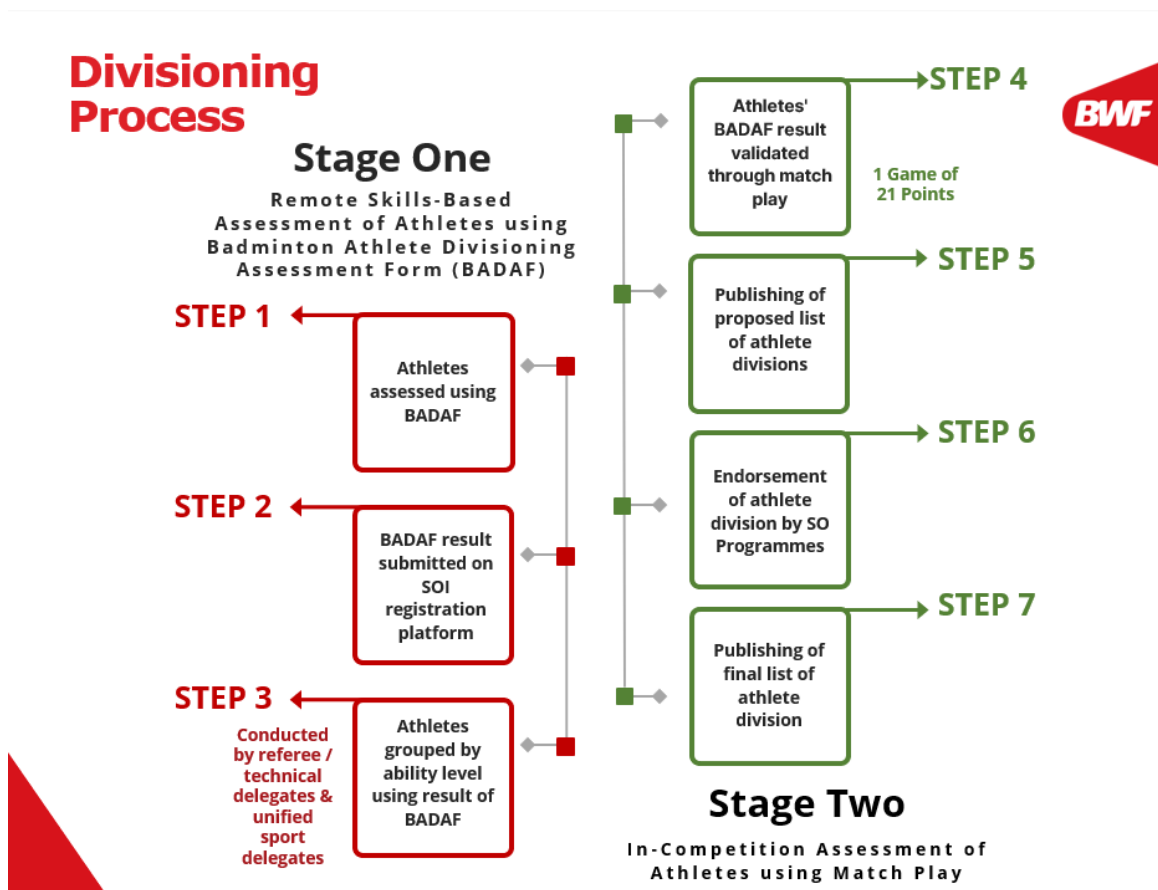
All athletes are given an equal chance to participate, perform, and be recognized for doing their best by their teammates, family, friends, and fans.



Divisioning

Divisioning in Badminton is a two-stage process. The first stage is an Athlete Assessment conducted by the athlete's coach at their respective Accredited program. This process helps to create initial divisions for the next stage of grouping which occurs at in-person competition. The Badminton Athlete Divisioning Assessment form can be found on the Special Olympics website by clicking [here](#), and the corresponding instructional videos can also be found by clicking [here](#).

The second stage of divisioning is conducted at the in-person competition, where athlete's results are validated through match play. Athletes are then placed into groups of similar ability for competitive competition.



Equipment & Attire

Badminton Equipment

Badminton equipment can range in quality from backyard sets to top-quality professional merchandise. It is important that badminton equipment be selected for durability. It is important for athletes to be able to recognize and understand how equipment impacts their safety and performance. Have your athletes name each piece of equipment as you show it and give the use for each. To reinforce this ability within them, have them select their own equipment.

Racket

Today's rackets are made from a variety of materials such as boron, carbon, graphite, and metal and range in price greatly. Most rackets used in badminton are very light and weigh between 3.5 and 4.2 ounces.

Most rackets have nylon strings which are inexpensive and durable.

Many tennis shops can repair broken strings and can individualize string tensions for player preference. Athletes should select a racket that has a grip size that feels good in their hand and a weight that is comfortable for them. Leather grips provide a good grip initially. A variety of terry cloth, rubber, or foam grip wraps are also available to help maintain good grip control. Ultimately, if athletes like their rackets, they will play their best.

Shuttlecock (Birdie)

Plastic, nylon, and feather are the three types of shuttlecocks, sometimes also referred to as the birdie, shuttle, or bird. Nylon shuttles are recommended for both practice and competition for durability, economic, and performance reasons.



Badminton Attire

Appropriate badminton attire is required for all competitors. As a coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long pant jeans and blue jean shorts are not proper badminton attire for any event. Explain that they cannot perform their best while wearing jeans that restrict their movement. Take athletes to local badminton competitions and point out the attire being worn. You can even set an example by wearing appropriate attire to training and competitions and not rewarding athletes that do not come properly dressed to train and/or compete.

Sport Shirt

T-shirts and collared polo style shirts are typically worn for badminton practice and competition. Comfort, sweat absorption, and ease of movement in the shoulder area are good to consider when selecting practice or competition shirts.

Sport Shoes

Appropriate sport shoes are required for badminton. The type of shoes worn will depend to a large degree on the playing surface and the individual preference of the athlete. Comfortable tennis shoes, which give solid ankle, arch, and heel support are advised.

Socks

Socks of varying lengths are all appropriate for badminton practice and competition. Socks should possess good absorption qualities. Athletes who are prone to blisters should wear two pairs of socks for both practice and competition.

Shorts

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

FITNESS

Special Olympics Fitness Resources

Special Olympics provides a range of fantastic fitness resources that coaches and athletes can use to educate themselves on best practice around physical activity, nutrition and hydration.

There are many health-related and performance-related benefits of fitness for Special Olympics athletes.

Benefits of Fitness for Athletes

- Enhanced sport performance through improved
 - Endurance/stamina.
 - Speed and agility.
 - Strength and power.
 - Flexibility.
 - Healthy weight.
- Increased energy level, improved focus, and better recovery after practices & games.
- Reduced risk for sport-related injuries.
- Decreased risk for illnesses and chronic diseases.
- Improved quality of life.

Physical Activity Outside of Special Olympics

It is vital that Special Olympics sports programs are not the only source of physical activity and exercise for athletes. As a coach, you should be encouraging your athletes to exercise every day and educate them on ways to stay active outside of organized sport practice.

There are numerous ways that athletes can exercise to stay healthy when they are at home. Walking, running, skipping are simple ways athletes can exercise on their own and work on their cardiovascular fitness. Fitness classes like yoga, core strength, HIIT and many others are great ways for athletes to work on their fitness and physical health outside of organized sports practice.

Special Olympics offers the [Fitness through Sport Playbook](#) for athletes and coaches to use. It is a great resource to use when educating their athletes on the benefits of physical activity to their overall health and to their sports performance.

Fitness through Sport Playbook

The [Fitness through Sport Playbook](#) is designed to provide Special Olympics coaches with information and ideas to introduce fitness topics to athletes. If you are willing to laugh and learn with your athletes, the Fitness through Sport Playbook is for you!

The Fitness through Sport Playbook includes:

- Information to support and track healthy habits in your athletes
- 12 lesson plans in four topic areas:
 1. Introduction to Healthy Habits
 2. Physical Activity and Exercise
 3. Nutrition and Hydration
 4. Game Day Minds
- 12 “Homeplay” activities for athletes and their caregivers to continue the learning at home
- Supporting resources and training for coaches, athletes, and parents/caregivers

Figure 1: Fitness through Sport Playbook



Fit 5

The [Fit 5 Guide](#) is a plan for physical activity, nutrition and hydration that can help to improve athletes' health and fitness and make them the best athlete they can be. The Fit 5 Guide and accompanying Fitness Cards provide a fantastic collection of exercises that athletes should do to assist them to improve the skills needed for their sport. The exercises included focus on Endurance, Strength, Flexibility and Balance.

Figure 2: Fit 5 Fitness Cards



In addition to these resources, there are a number of videos available [here](#) for athletes and coaches to view and use when performing these exercises as part of their training plans.

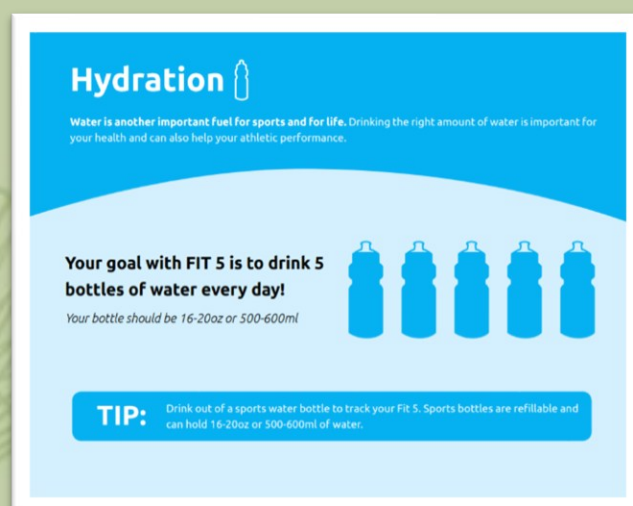
Nutrition

Eating right is important to your health and your sports performance. **Proper nutrition and hydration are key points of athlete preparation and recovery for all forms of exercise.** However, most athletes don't understand the connection between nutrition/hydration and sports performance. As a coach, it is important that you emphasize this connection and educate your athletes on correct habits. This is especially important for Special Olympics athletes, as they are at a higher risk for obesity.

It is vital to educate badminton athletes about the importance of timing their meals or snacks prior to training or competition. Inform your athletes of the risk of eating too close to the time they are to train/ play a match and educate them on the best times to eat and the best foods to ensure they are efficiently fuelled to perform.

- **Before training/competition:** In the 1-2 hours prior to training/competition, badminton players need to consume a light meal or sustainable snack that is easy digest to avoid gastrointestinal upset during fast movements. It should be rich in carbohydrates, moderate in protein, and low in fiber and fat. Examples include a bagel with peanut butter, a peanut butter and jelly sandwich, yogurt with fruit and granola, cheese and crackers, and a turkey and cheese sandwich.
- **During training/competition:** In moderate-to-high intensity training/competition, players may need to refuel to keep their energy levels high and maintain focus. In badminton, it's common to have more than one event in a day or back-to-back matches. Refuelling between events is key to recovery and keeping energy levels high. Only carbohydrates should be consumed, for fats and fiber digest too slowly. Example snacks include a sports drink, banana, applesauce, or energy chews/gels. Athletes should refuel between sets.
- **After training/competition:** Refuelling after trainings/competitions is essential to support the rebuilding of muscle tissue. It is important to have a carbohydrate and protein rich snack or meal within 30 minutes of completing training/competition. Examples include a meat and veggie stir fry with rice or noodles, yogurt with fruit and granola, a peanut butter and honey sandwich, and a chicken salad sandwich.
- You can utilize the [Fitness through Sport Playbook](#), [Fit 5 Guide](#), and [Sports Nutrition eLearning module](#) to educate your athletes on basic principles. The nutrition, hydration and exercise tracker can help your athletes to pay more attention to these elements at home.

Task: Consider taking 5 minutes at the end of practice to cover nutrition and hydration tips. Educate parents and carers on the information that's shared with athletes so they can do the Fitness through Sport Playbook: [Homeplay Activities](#).



Badminton Warm-Ups/Cool-Downs

Warm-Up

Before beginning any form of physical activity, you should always carry out a dynamic warm-up. A warm-up should be designed to prepare the body and mind for physical activity and reduces the risk of injuries occurring.

Purpose of a warm-up

- Gradual increase in body temperature
- Gradual increase in heart rate
- Gradual increase in breathing rate
- Increase in blood flow to working muscles
- Increase in range of motion of primary muscle groups for the sport
- Mental preparation

As you can see, warm-ups are extremely important for athletes' preparation for physical activity. Increasing body temperature and blood flow to working muscles is key for athletes to prevent them sustaining injuries while exercising. A gradual increase in body temperature reduces the chance of an athlete sustaining muscle and tendon injuries while an increase in blood flow to working muscles ensures delivery of important fuels that are required for energy production. In addition to this, warming up helps athletes increase the range of motion they have in their muscles. This adequately prepares athletes' working muscles for the movements they will be performing (stretching, generating power, stabilizing the body, etc.). Finally, an adequate warm-up will mentally prepare the athlete for exercise; this includes increased focus at practice or in competition, positive self-talk, or improved motivation knowing they are physically prepared to exercise.

It is recommended to carry out a **comprehensive, sport-specific** warm-up for **at least 15 minutes** prior to starting training activities or competition.

Comprehensive: Warming up all parts of the body. Focus especially on the main muscle groups involved in badminton, including the abdominals, legs and shoulders.

Sport-Specific: performing movements your athlete will carry out during practice. This includes fundamental badminton movements, such as shuffling, lunging, bending forward and backward, and quick changes in direction.

Warm-ups should include three specific components:

1. Aerobic activity to raise heart rate

- For example, walking, jogging, or skipping.

2. Dynamic Stretching

- Dynamic stretching involves active, controlled movements that bring the body-parts through a full range of motion.

3. Sport-Specific Movements

- Skills or movements which are core to your sport.
- Movements that the athlete will complete in training or competition.

See our [Warm-Up and Cool-Down Supplement](#) to learn more information on the components of a warm-up. The [Badminton Warm-Up Guide](#) and [Warm-Up Videos](#) also provide a collection of exercises can be included in your warm-up.

Competition Warm-Ups:

Before **Competition Warm-Ups:**

Before any athletic competition, an effective warm-up needs to be completed. Warm-ups are essential to preparing the athletes' bodies and minds for physical activity, which will improve their performance and reduce the risk of injury. Here are some tips for competition warm-ups:

- Have athletes do the same warm-up routine that they do during training sessions.
 - Athletes with intellectual disabilities do best when they follow consistent routines. Routines help athletes to build their confidence, skills and time on-task.
- If space is limited, encourage athletes to do aerobic activities in place, or go back and forth between the allotted space.
- Keep athletes active and moving during staging. If they are sedentary during this time, they will lose the benefits of their warm-ups, such as an increased body temperature and blood flow to working muscles.

Cool-Down

When your training, practice or sport session is complete, you should always cool-down. It is just as important to have a good cool-down as it is to have a good warm-up. A good cool-down allows the body to gradually return to a state of rest.

Purpose of a cool-down:

- Decrease heart rate.
- Decrease breathing rate.
- Decrease body and muscle temperature.
- Returns rate of blood flow from the active muscles to resting level.
- Decrease muscle soreness.
- Improve flexibility.
- Increases the rate of recovery from exercise.
- Promote relaxation.

A typical cool-down includes light aerobic activity followed by static stretching.

1. Aerobic activity to lower heart rate

- The aerobic activity should gradually decrease in intensity/difficulty
- It could be a short jog/walk at 50% effort or less. Athletes should be able to move and hold a conversation without being out of breath

2. Static Stretching

- Static stretches are those in which you stand, sit or lie still and hold a single position for a period of time
- Static stretches should be held for 30 seconds or more and can help to improve flexibility
- Observe how your athletes are stretching. Ballistic or 'bouncing' movements while stretching can cause injury. Stretching may feel a bit uncomfortable but should not be painful.

See our [Warm-Up and Cool-Down Supplement](#) to learn more information on the components of a warm-up. The [Badminton Cool-Down Guide](#) and [Cool-Down Videos](#) also provide a collection of exercises can be included in your cool-down.

Cool-downs are also perfect opportunities for coaches to have a debrief session with their athletes and review the session they have just had. Use the **Athlete Questions of the Day** from the [Fitness through Playbook](#) to ask your athletes some **open, informative questions** that will make them think about the session and what they would have learned. In addition to the athletes reinforcing the coaching points you have given them, it also gives you, as a coach, the opportunity to see what works for each athlete as an individual.

Coaches should also use this time at the end of practice to encourage healthy habits. Educate athletes on the importance of staying active and eating healthy outside of practice.

Open Questions – Questions that cannot be answered with 'Yes' or 'No', for example:

- "What part of the training session did you find challenging today?"
- "What did you notice about your mood, energy or muscles?"

Informative Questions – Questions that provide useful information for you, as a coach, and for the athlete.

- "What part (if any) of the training session did you enjoy most today?"
- "Which types of exercise do you like best?"

Possible Injuries in Badminton

Injuries are problems for athletes in all sports, at all levels. It is beneficial for coaches to be aware of possible injuries that athletes could experience in their sport. Badminton, while a relatively low-risk sport, can lead to several common injuries due to its demands on agility, speed, and repetitive movements.



The graphic above highlights six of the most common injury sites for badminton. Of these injury sites, lower body injuries are most common. **Any injuries that athletes happen to obtain during SO training or competition should be immediately tended to by a healthcare professional** (doctor, nurse, and physiotherapist). If an athlete reports to you with signs or symptoms of any form of injury it is recommended to send them to a healthcare professional.

Appropriate warm-ups and cool-downs can help to reduce the risk of both acute and overuse injuries specific to badminton. Additionally, strength and flexibility training either in practice or at home can further prevent injuries and improve performance. Specifically, shoulder, wrist, core/lower back and lower body strength and flexibility should be a main focus when trying to prevent injuries. There should also be a focus on training speed and agility.

Badminton Specific Physical Conditioning



Physical conditioning is the improvement of physical health through programmed exercises. Badminton-specific conditioning is the use of exercises specifically related to the movements used by players to develop badminton-specific fitness. The main components of physical conditioning are cardiovascular endurance, muscular strength, balance, flexibility, and skill development. A successful conditioning program can be accomplished with very little equipment through bodyweight exercises, jumping drills, etc. Some teams may also like to incorporate equipment like resistance bands, weights, and stretching straps.

In badminton, these components can be developed through various exercises, activities and drills. Badminton conditioning involves building up strength, endurance, balance and flexibility in the muscles that will be used the most while playing badminton. This can be done through a variety of methods using bodyweight exercises, those with added resistance, or agility movements. Examples of conditioning are:

- **Core strength exercise**
 - Plank hold/side plank
 - Leg raises
 - Curl ups
- **Bodyweight strength exercises**
 - Push-Up
 - Triceps Dips
 - Squat/Jump Squat
 - Calf Raises
 - Glute Bridge
 - Lunges
 - Step Ups
 - Forward and lateral lunges
- **Sport-specific actions**
 - Rotational jumps
 - Shuffling in defensive position
 - Full court defensive recovery
 - Short, reactive agility movements (side to side, forward and back)

Fitness through Sport Resources

Special Olympics has created a number of [Fitness through Sport resources](#) for you to use!

In addition to the [Fitness through Sport Playbook](#) and other [coaching resources](#) available online, Special Olympics also offers online Fitness specific courses where coaches can learn more about Fitness, SO athletes, and how the two work together!

Fitness through Sport Module Series: This three-part series supports Special Olympics coaches across all sports and age groups with practical tools to support athlete performance:

- **Fitness for the Sport Coach:** This foundational module covers essential fitness knowledge, strategies for integrating fitness into training, and its impact on performance and injury prevention.
- **Sports Nutrition:** Offering a practical yet in-depth look at fuelling for sport, this module covers key topics such as meal timing, performance nutrition, and how environmental and sport-specific demands influence nutritional needs.
- **Physical Activity for Sports Coaches:** This module explores types of physical activity and how to build a physical literacy-rich environment. Coaches will learn how to support lifelong participation in sport and physical activity for athletes through inclusive and engaging practices.

Check out the [Special Olympics Learning Portal](#) to find these courses, along with many other available courses, and get learning today!

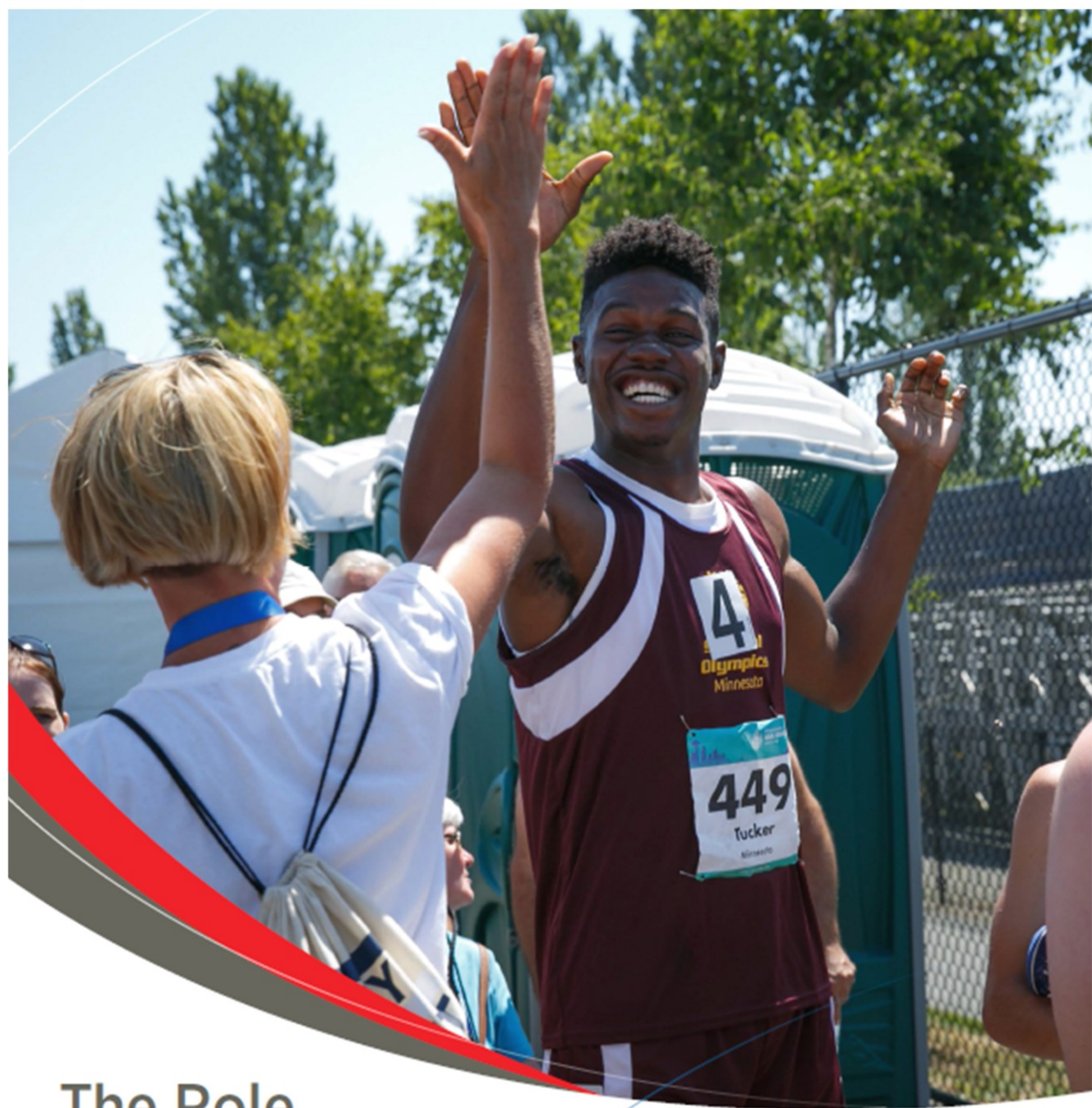
Additional Support

Head coaches may feel confident in integrating all the components of fitness within their training. Additionally, they could consider bringing in a [Fitness Coach](#) to work specifically on fitness relevant to their sport. A Fitness Coach is a volunteer role for fitness professionals or upper-level students who can support a team through the tenets of fitness: nutrition, hydration, and physical activity. A Fitness Coach can work with a Head Coach to ensure that fitness is a part of every practice, competition, and off-season.

Head coaches can also consider adding a Fitness Captain to their team. A [Fitness Captain](#) is an athlete leadership role on a sports team to lead the team in activities related to fitness and healthy habits, such as warm-ups and cool-downs, and sharing Health Tips. Fitness Captains have a passion for fitness, exercise, and healthy behaviors and can bring this mindset to their teammates. **Coaches can nominate their athlete(s) to complete Fitness Captain training** with their Program.

THE ROLE OF THE COACH





The Role of the Coach

Resource Playbook

ENTER 



Gallagher

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SPORT PSYCHOLOGY

What is Sports Psychology?

Sports Psychology is a name given to a topic that includes many different areas related to sports performance. These include (Association, American Psychological, 2021)

- Goal setting
- Imagery and performance planning
- Athlete motivation
- Handling disappointment and poor performance

Ultimately, Sports Psychology relates to how an athlete's mindset assists or hinders their athletic performance, be that training, competition, or recreationally. As a coach, your role is to assist an athlete to perform at their best this includes psychologically as well as physically. This section will briefly discuss a number of Sports Psychology concepts that will assist you in your coaching of Special Olympics Athletes.

For further information on the topic, it is recommended that you explore expert research on the topic such as academic articles, online learning courses, podcasts, and books.

Special Olympics offers a number of resources for coaches and athletes in the areas of psychology and mental well-being:

- [The Sport Psychology for Coaches Guide](#)
- [Strong Minds Resources](#)


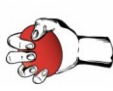
Strong Minds Tips for Stress

Coach's Playbook

Strong Minds is an interactive learning activity focused on developing adaptive coping skills. Competition provides a natural opportunity to develop active strategies for maintaining emotional wellness under stress, such as: thinking positive thoughts, releasing stress and connecting with others. During Strong Minds, your athletes will learn the following strategies and will benefit greatly if you provide these strategies into practice and games.



Station 1

1 Squeeze the ball for 3 seconds. 2 Release the ball and any tension.





Station 2

1 Think a good thought. 2



Station 3

1 Smell the flower [pinwheel]. 2 Blow the flower [pinwheel].





Coach Recs

- On the way to competition
- During a talk
- After the team talk
- For an at the bend turn/gate



Station 4

1 Try a few stretches 2 How do you feel?





Station 5

1 Support others 2 Seek support from others



Station 6

1 Pick the strategies you like 2 Use the strategies in everyday life



Coach Recs

- Encourage during it
- Teach this deep breathe strategy game (in a field) to
- Before a rounds is as a treat

Coach Recs

- Make sure athletes hold static stretches for at least 30 seconds
- Incorporate deep breathing into stretching routines
- Lead stretches that also focus on relaxation
- Encourage athletes to do a few stretches before they go to bed each night

Coach Recs

- Set up drills for partner work to allow athletes to build connections
- Encourage athletes to use positive messages to teammates during practices and games
- Remind athletes that their coach and teammates are there to support them
- Encourage family members to also incorporate these strategies with their athletes

Coach Recs

- Encourage athletes to visit Strong Minds at Healthy Athletes or Game Ready Minds at Performance Stations
- Remind athletes who visited Strong Minds to utilize the skills they learned in practice and games
- Ask the athletes to practice these strategies at home

This Strong Minds Tips for Stress concept was created by Special Olympics Texas

Special Olympics Strong Minds

Strong Minds

Strong Minds is an interactive learning activity focused on developing adaptive coping skills. Competition provides a natural opportunity to develop active strategies for maintaining emotional wellness under stress, such as: thinking positive thoughts, releasing stress and connecting with others. Athletes try a few different active coping strategies as they move through the stations. Before exiting, athletes identify the strategies they like best and volunteers provide them with visual reminders to use these tools in competition and in daily life.

Purpose of the Exam and Goals:

- Increase athlete awareness of active coping strategies that can be used in competition and in life
- Support athletes to identify stress management/coping strategies that they like and think they will use
- Provide resources on good coping for athletes, coaches & caregivers
- Start conversations about stress, coping and emotional wellness
- Provide training and experiences for mental health student and professionals to discuss emotional well-being with individuals with Intellectual Disabilities.


Importance and Impact

Pilot data from Strong Minds events found that a large percentage of Special Olympics athletes face significant stresses on a daily basis, but have access to only a few adaptive coping strategies (Hartley & MacLean, 2010)

- 12% of athletes report having no coping strategies
- 62% mostly use avoidant strategies (e.g., not think the stressor), which is associated with increased depression
- 26% mostly use active strategies (e.g. doing something to help themselves to feel better), which is associated with increased well-being

CONTACT

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COACHING BADMINTON



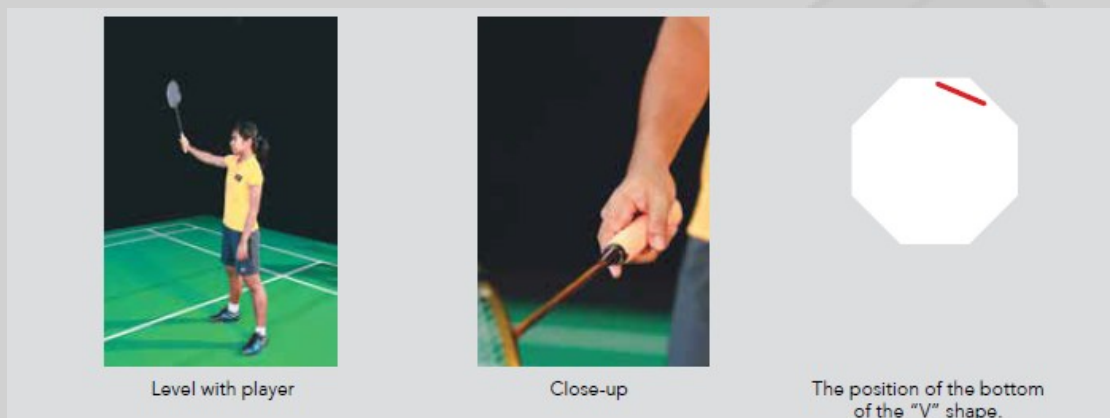
COACHING BADMINTON

Grip

To play Badminton effectively it is important to learn the correct grips needed to hit the variety of different strokes.

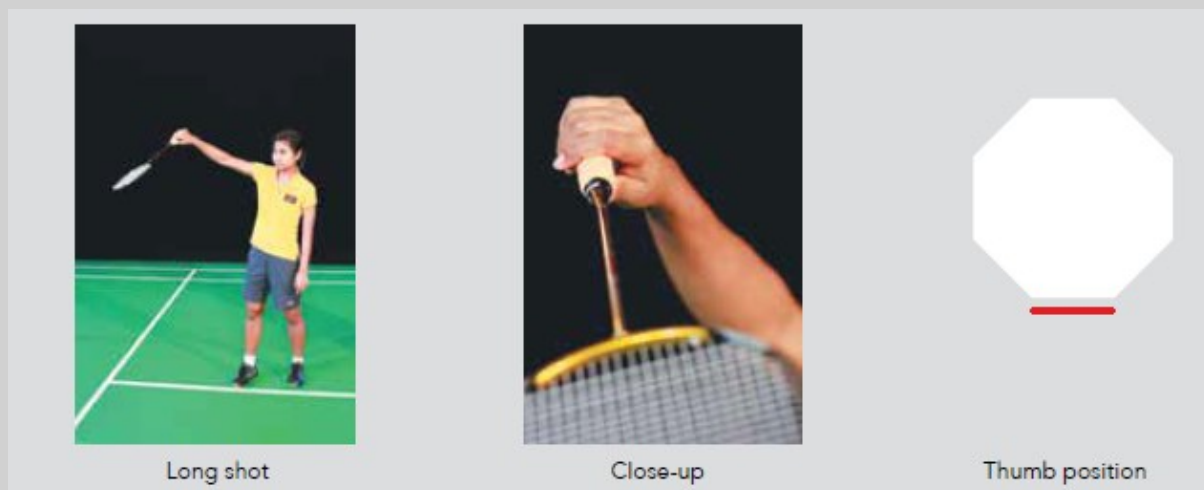
There are two main grips, the 'Basic' or 'V' Grip and the 'Thumb' Grip.

The 'Basic' or 'V' grip is used to play strokes where the shuttle is level with the player, on both the forehand and backhand sides. The thumb and first finger of the hand creates a "v" shape on the racket handle. The position of the bottom of the "v" is important and is shown in the illustrations below.



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The 'Thumb' grip is used to play basic backhand strokes in front of the body. Examples include net shots, net lifts, net kills, backhand serves and backhand drives (when struck in front of the body). The thumb is "committed" to the back of the racket handle, with a slight gap between the hand and the racket handle.



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BWF resources such as Shuttle Time has easy to follow lesson plans and videos demonstrating the two main grips and activities to support the coaching of these.

Shuttle Time module 5 lessons 1 + 2 take you through the development of these grips with accompanying videos

Video Link: [Backhand Thumb Grip With Balloon](#)

Video Link: [Forehand Basic Grip With Balloon](#)

Video Link: [Grip Change With Balloon](#)

Video Link: [Grip Change With Shuttle](#)

Hitting Skills

Badminton is a racket sport that, to play most effectively, requires the teaching and learning of different hitting skills and techniques (strokes). There are key elements to the hitting skills that are essential in the development of this aspect of the game. Prior to learning any of the strokes there are skills areas that should be developed.

CATCHING, THROWING AND STRIKING SKILLS

Prior to learning how to strike a shuttle, athletes need to acquire catching, throwing and striking skills.

This allows them to develop:

- effective tracking skills (watching an approaching object);
- hand-eye-foot co-ordination, allowing them to catch successfully;
- throwing skills, which underpin the hitting skills that are developed later;
- hitting skills with the hand.

GRIPS

Once basic sending and receiving skills have been established, the introduction of a racket means that athletes have to learn to grip the racket correctly in a number of different situations. (reference on Grip section)

STROKES

This section will introduce a wide range of strokes used in badminton. For each stroke (and shot), there will be guidance on:

- where the shot is played from and to;
- when the shot is used;
- why the shot is used;
- what the stroke looks like;
- how to practice it.

For each stroke the aim should be to:

- make sure athletes appreciate that stroke's tactical usage;
- promote technical correctness;
- provide different levels of practice so athletes can succeed whatever their current playing level;
- provide practices that are fun and motivational.

Backhand Serve

Where - To follow the laws of the game, the shuttle must travel from one service box to the diagonally opposite service box. Backhand low serves pass close to the top of the net and land at the front of the diagonally opposite service box.

When - Used in doubles and sometime in singles at the start of each point.

Why - To restrict your opponent's opportunity to attack. To create attacking opportunities for yourself.

Video Demonstration: [Backhand Low Serve](#)

Practice lesson: [Backhand Short Serve](#)

Forehand High Serve

Where - To follow the laws of the game, the shuttle must travel from one service box to the diagonally opposite service box. High serves travel to the rear of your opponent's service box, dropping vertically. High serves also tend to be towards the centre of the court, which restricts the angles of return that can be struck by the receiver.

When - The forehand high serve is used in singles at the start of each point.

Why - As a variation (creating a different challenge to low serves). Forces player to look up more, so they can be less aware of the server's position.

Video Demonstration: [Forehand High Serve](#)

Practice lesson: [Golf Game](#)



Backhand and Forehand Net Shot

Where - Net shots travel from forecourt to forecourt as close to top of the net as possible.

When – When you are in the forecourt and the shuttle has dropped below tape height (defensive/neutral area).

Why – To bring the opponent forwards, creating possible opportunities in the rearcourt.

Trying to force the opponent to lift, in doing so creating an attacking opportunity.

Video Demonstration: [Forehand Net Shot](#) & [Backhand Net Shot](#)

Practice lesson: [Introduction Net Shots - Backhand & Forehand Side](#)

Backhand and Forehand Net Lift

Where – Net lifts travel from the forecourt to the rearcourt. Attacking lifts travel just high enough to beat your opponent's racket. Defensive lifts go higher.

When - When you are in the forecourt and the shuttle has dropped just below tape height when you strike it (into the neutral area) – creates opportunity for attacking lift.

When you are in the forecourt and the shuttle has dropped well below tape height (into your defensive area) – a defensive lift may be necessary.

Why - Attacking lifts aim to get the shuttle in behind your opponent to force a weaker return.

Higher defensive lifts push your opponent back and allow more time for the player playing the stroke to recover their position and balance.

Video Demonstration: [Forehand Net Lift](#) & [Backhand Net Lift](#)

Practice lesson: [Backhand Lift](#)
[Forehand Lift](#)

Backhand Drives

Where – Backhand drives are flat shots that tend to travel from midcourt to midcourt or the rearcourt of your opponent.

When - Backhand drives tend to be used in neutral situations when the shuttle is neither high enough to attack downwards, nor low enough to use upwards defensive strokes.

As well as on the backhand side, backhand drives are also used when the shuttle is directly in front of the body.

Why - Restrict the opponent's opportunity to attack. Create an attacking opportunity for the player striking the drive by hitting into clear space in the opposite court or into the body of the opponent.

Video Demonstration: [Backhand Drive](#)

Practice lesson: [Introducing Racket Speed](#)

Forehand Drives

Where - Forehand drives are flat shots that tend to travel from midcourt to midcourt or rearcourt of your opponent.

When - Forehand drives tend to be used in neutral situations when the shuttle is neither high enough to attack downwards, nor low enough to use upwards defensive strokes.

Why - Restrict the opponent's opportunity to attack. Create an attacking opportunity for the player striking the drive by hitting to space or into the body of the opponent.

Video Demonstration: [Forehand Drive](#)

Practice lesson: [Flat Play](#)

Forehand Overhead Clear

Where - Clears go from your rearcourt to the rearcourt of your opponent. Attacking clears travel at a height just out of reach of your opponent's racket. More defensive clears are slightly higher.

When - Clears are used when we are in our attacking zone.

Why - Clears push your opponent back, creating space in the forecourt. Attacking clears aim to place the shuttle behind the opponent, creating pressure and potentially weaker returns. Defensive clears allow the person playing the stroke more time to recover their balance and court position.

Video Demonstration: [Forehand Clear](#)

Practice lesson: [Forehand Clear](#)

Forehand Overhead Dropshot

Where - Dropshots go from your rearcourt to the forecourt of your opponent. Longer drops tend to land just beyond the short service line. Shorter dropshots land between the short service line and the net.

When - Dropshots are used when we are in the attacking zone.

Why - Make space in the rearcourt. Make our opponent off balance. Encourage our opponent to lift.

Video Demonstration: [Forehand Dropshot](#)

Practice lesson: [Overhead Drop Shot](#)

Forehand Overhead Smash

Where – Smashes go from your rearcourt to the midcourt of your opponent. Smashes can be struck into space, or into the body of the opponent.

When - We use smashes when hitting down from our attacking zone.

Why - A forehand smash is a shot used in an attempt to win the rally, or to force a very weak return.

Video Demonstration: [Forehand Smash](#)

Practice lesson: [The Smash](#)

Backhand Block Off the Body

Where - Backhand blocks off the body travel from the midcourt to the forecourt / midcourt of your opponent.

When - Backhand blocks are used when you are in defensive situations, returning a smash to the body. They are used mainly in doubles and less frequently in singles.

Why - Restrict the opponent's opportunity to attack. Create an attacking opportunity by striking the block into space and forcing the opponent to hit their next shot upwards.

Video Demonstration: [Backhand Block Off Body](#)

Practice lesson: [Block Defence](#)

Movement Skills

There are different movements that can be used to move around the badminton court, these movement are:

- Split-step ([Link](#))
- Running steps ([Link](#))
- Chassé ([Link](#))
- Cross-behind ([Link](#))
- Hop/pivot ([Link](#))
- Lunge ([Link](#)), ([Having a Lunge](#))
- Jump ([Link](#))
- Landing ([Link](#))

These movements can be used across different areas of the court and through learning the movement cycle athletes will be able to move more efficiently across the court. The movement cycle consists of 4 key elements -

- **START**, which happens in response to your opponent's hit and allows you to move off towards the shuttle;
- **APPROACH**, which includes the methods you would then use to travel across the court towards the shuttle;
- **HIT**, or more precisely the movements your body performs as you hit;
- **RECOVER**, involving methods you would use to travel in a direction that anticipates your opponent's reply.



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In isolation these movements can be taught through warmups and fun games before building to the full movement cycle. Some of the movements are more complicated than others and may need more time to learn and develop depending on the ability of the individual.

[Link: Movement - Introduction](#)

Athletes who use a wheelchair to play badminton have an additional element to the movement cycle to move quickly and efficiently round the court. In this instance athletes need to 'Stop' their wheels after the stroke has been 'Hit'. This element of the movement cycle is covered in this [link](#).

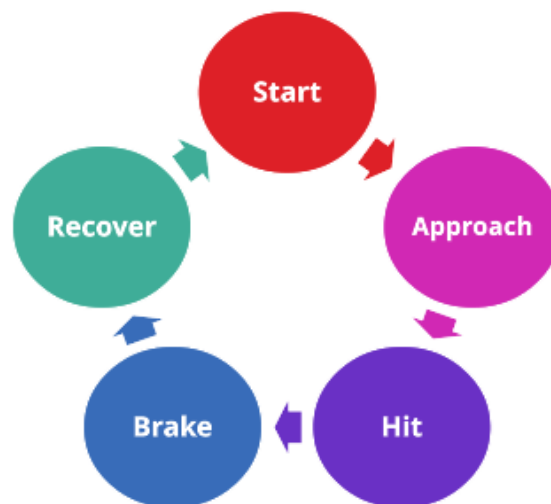


Overhead hitting sequence



Backhand hitting sequence

Wheelchair Movement Cycle



In the beginning the most important element is that athletes are enjoying badminton and technical movement cycle skills for athletes who use a wheelchair to play can be introduced once the player has a grasp of badminton basics.

Match Play

Once basic skills have been learned, and athletes are able to construct and play a full rally using a variation of shots the next stage is to get them into Match Play. Match play is essential in giving athletes the opportunity to put their new skills to the test. This can be set up in a variety of ways, using the full court and competition rules or using the half court, this will depend on the level of the player and the outcomes of the match play. Athletes should learn how to do basic scoring in line with the rules of badminton and understand the dimensions of the full and half court.

[Link: Half Or Full Court Singles With Tactics](#)

[Link: Singles introduction](#)

Setting up small competitions within the club environment will encourage healthy competition with less pressure. These can take the form of league or ladders, with athletes split into their ability levels.

3. League Competitions

League competitions involve every player playing against everyone else in the league. This format has the advantage of giving all the players the same number of matches. As an example, the table below shows a league format for 5 players.

	Player A	Player B	Player C	Player D	Player E	Matches won	Matches lost	Games won	Games lost	Games difference	Final ranking
Player A											
Player B											
Player C											
Player D											
Player E											

In a league format such as this, matches can be played as follows:

Series 1	Series 2	Series 3	Series 4	Series 5
A v B	A v C	A v E	A v bye	A v D
C v D	E v B	Bye v C	D v E	B v bye
E v bye	Bye v D	D v B	B v C	C v E

Note how player A is always placed first in the series, then the remaining players (including the bye) rotate clockwise one place to create a new series of matches. **B** is shown in bold and italics to demonstrate this clockwise rotation.

In the event of a tie, when two players win the same number of matches, there needs to be an agreement as to which player will be judged to be the winner. Methods to calculate this include:

- Games difference
- Points difference
- The result of the match between the two tied players

In the league format, the number of matches to be completed rises considerably with the number of entries. The table below provides a useful list indicating the number of matches that need to be completed depending on the number of competitors.

Number of Teams	Total Number of Matches	Number of Rounds	Matching per Team
3	3	3	2
4	6	3	3
5	10	5	4
6	15	5	5
7	21	7	6
8	28	7	7
9	36	9	9
10	45	9	9
11	55	11	10
12	66	11	11
13	78	13	12
14	91	13	13

04. LADDER SYSTEMS

A ladder system is a type of league where players are ranked according to their playing ability, with lower-ranked players having the opportunity to challenge players above them. If the lower-ranked player wins, they can replace the person they have defeated. So in the example below, player D challenges player A, and if player D wins they swap places.

1. Player A
2. Player B
3. Player C
4. Player D
5. Player E
6. Player F
7. Player G
8. Player H
9. Player I

1. Player D
2. Player B
3. Player C
4. Player A
5. Player E
6. Player F
7. Player G
8. Player H
9. Player I

RULES & REGULATIONS



Scoring System

A match consists of the best of 3 games of 21 points.

Every time there is a serve, there is a point scored.

The side winning a rally adds a point to its score.

At 20 all, the side which gains a two-point lead first wins that game.

At 29 all, the side scoring the 30th point wins that game.

The side winning a game serves first in the next game. Interval and Change of Ends

When the leading score reaches 11 points, athletes have a 60-second interval.

A two-minute interval between games is allowed. In a third game, athletes change ends when the leading score reaches 11 points.

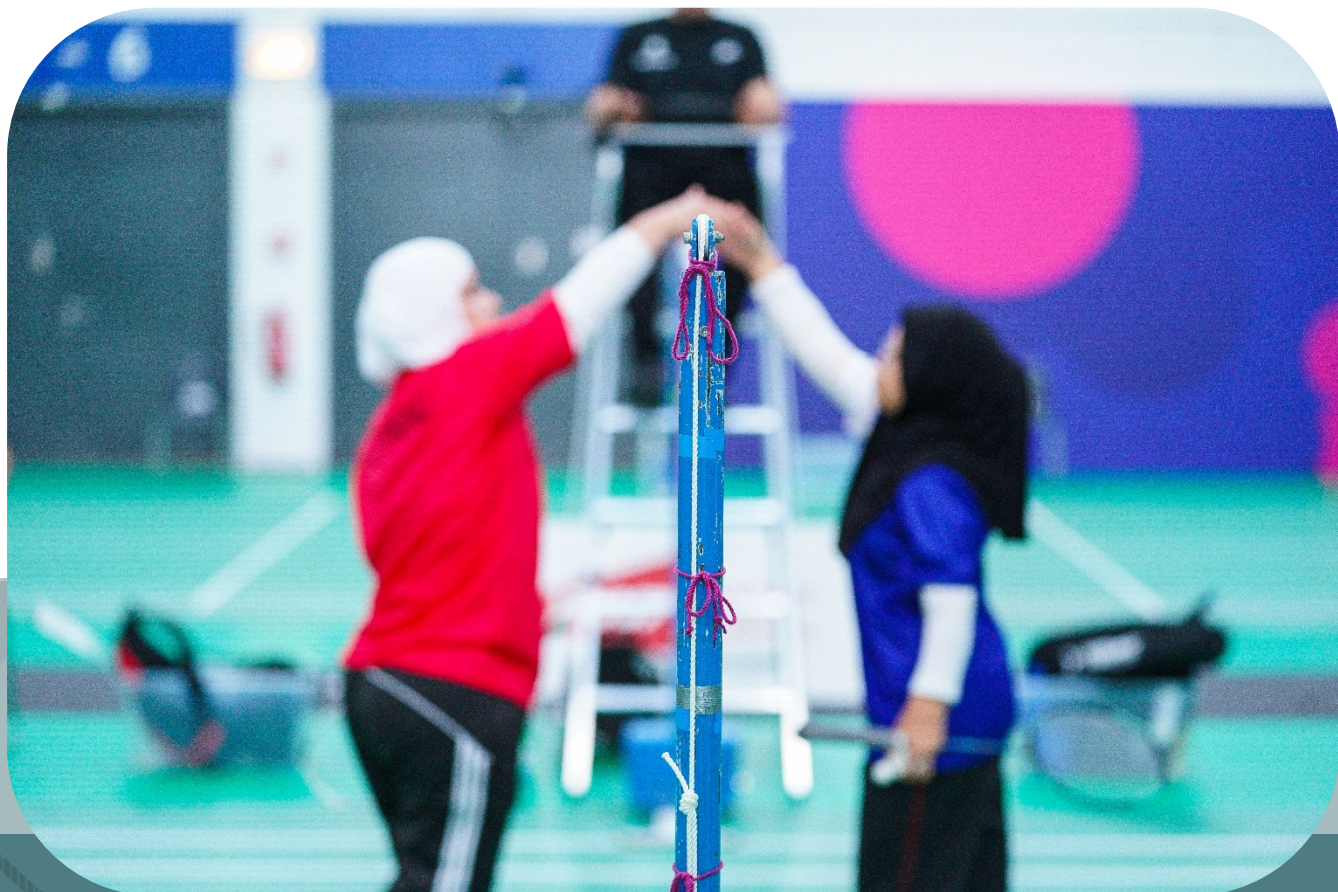
[Access to BWF Statues](#)

Singles

- At the beginning of the match, if the server's score is even, the server serves; if the server's score is odd, the receiver serves. (Wheelchair users are exempted from this rule and will play on a "half court.")



- If the server wins a rally, the server scores a point and then serves again from the alternate service court.
- If the receiver wins a rally, the receiver scores a point and becomes the new server. They serve from the appropriate service court – left if their score is odd, and right if it is even.



Doubles

- A side has only one 'service'.
- The service passes consecutively to the athletes as shown in the diagram.
- At the beginning of the game and when the score is even, the

server serves from the right service court. When it is odd, the server serves from the left court. (All disability sport classes play full-court doubles, so the alternation will apply here, but it is important to bear in mind that for wheelchair athletes, the area between the short service line and the net is always out – in both singles and doubles.)

- If the serving side wins a rally, the serving side scores a point and the same server serves again from the alternate service court.
- If the receiving side wins a rally, the receiving side scores a point. The receiving side becomes the new serving side.
- The athletes do not change their respective service courts until they win a point when their side is serving. If athletes commit an error in the service court, the error is corrected when the mistake is discovered.

Doubles

In a doubles match between A & B against C & D. A & B won the toss and decided to serve. A to serve to C. A shall be the initial server while C shall be the initial receiver.

Course of action/ Explanation	Score	Service from Service Court	Server and Receiver	Winner of the rally
	Love All	Right Service Court. Being the score of the serving side is even.	A serves to C. A and C are the initial server and receiver.	--
A & B win a point. A & B will change service courts. A serves again from Left service court. C & D will stay in the same service courts.	1-0	Left Service Court. Being the score of the serving side is odd	A serves to D	A & B
C & D win a point and also right to serve. Nobody will change their respective service courts.	1-1	Left Service Court. Being the score of the serving side is odd.	D serves to A.	C & D
A & B win a point and also right to serve. Nobody will change their respective service courts.	2-1	Right Service Court. Being the score of the serving side is even.	B serves to C	A & B
C & D win a point and also right to serve. Nobody will change their respective service courts.	2-2	Right Service Court. Being the score of the serving side is even.	C serves to B	C & D
C & D win a point. C & D will change service courts. C serves from Left service court. A & B will stay in the same service courts.	3-2	Left Service Court. Being the score of the serving side is odd.	C serves to A	C & D
A & B win a point and also right to serve. Nobody will change their respective service courts.	3-3	Left Service Court. Being the score of the serving side is odd.	A serves to C	A & B
A & B win a point. A & B will change service courts. A serves again from Right service court. C & D will stay in the same service courts.	4-3	Right Service Court. Being the score of the serving side is even.	A serves to D	A & B

Note that this means:

vST page 106 is below diagram

- The position of the server depends on the score (odd or even), just as in singles.
- The service courts are changed by the serving side only when a point is scored. In all other cases, the players continue to stay in their respective service court from where they played the previous rally. This shall guarantee alternate servers.

PLANNING

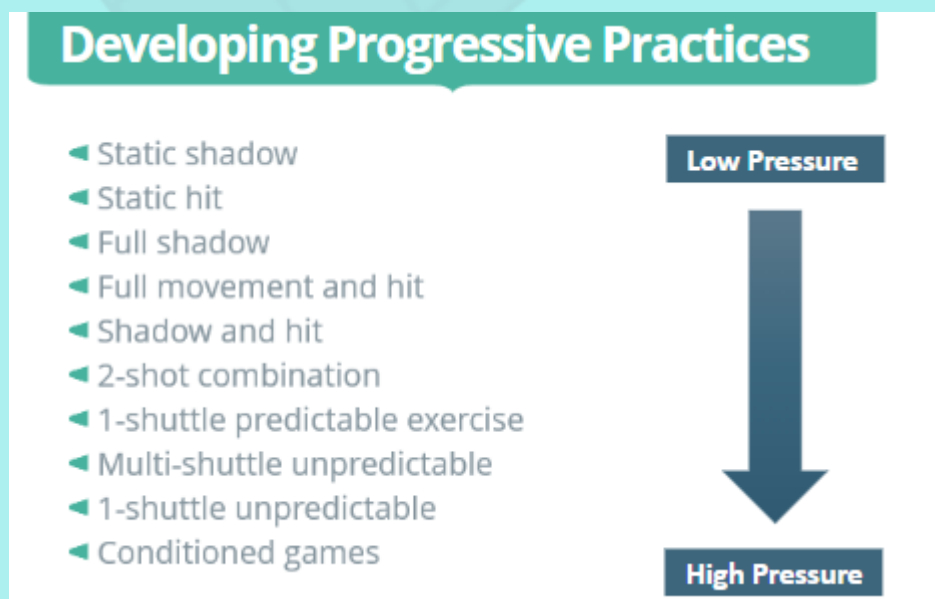
Developing Progressive Practices

To teach a new skill or technique effectively coaches must ensure there is a clear link between practices, this will make the skill easier to learn increase the athletes understanding and ensure that athletes are progressing at an appropriate rate to their level. These are called Progressive Practices.

Progressive practices should be designed from:

- simple to complex
- slow to fast
- predictable to unpredictable

When learning a new skill, it is advised to go through these practices **from low to high pressure**. This will support the development of these skills and ensure that athletes have the optimum opportunity to be successful at each level, increasing their motivation and showing them the positive rewards and gains from their training.



Depending on where your athletes are in the skill development, will determine which part of the progressive practice scale you may start your session plan on. For example if this is the first week of a new skill you would start with 'Static shadow', however if you were on session 8 of a 10 session plan and your athletes had built good technique and understanding of the skill, then you may start the session with 'Shadow and Hit'

Here are some examples of the progressive practices: ([refer videos in the PPT](#))

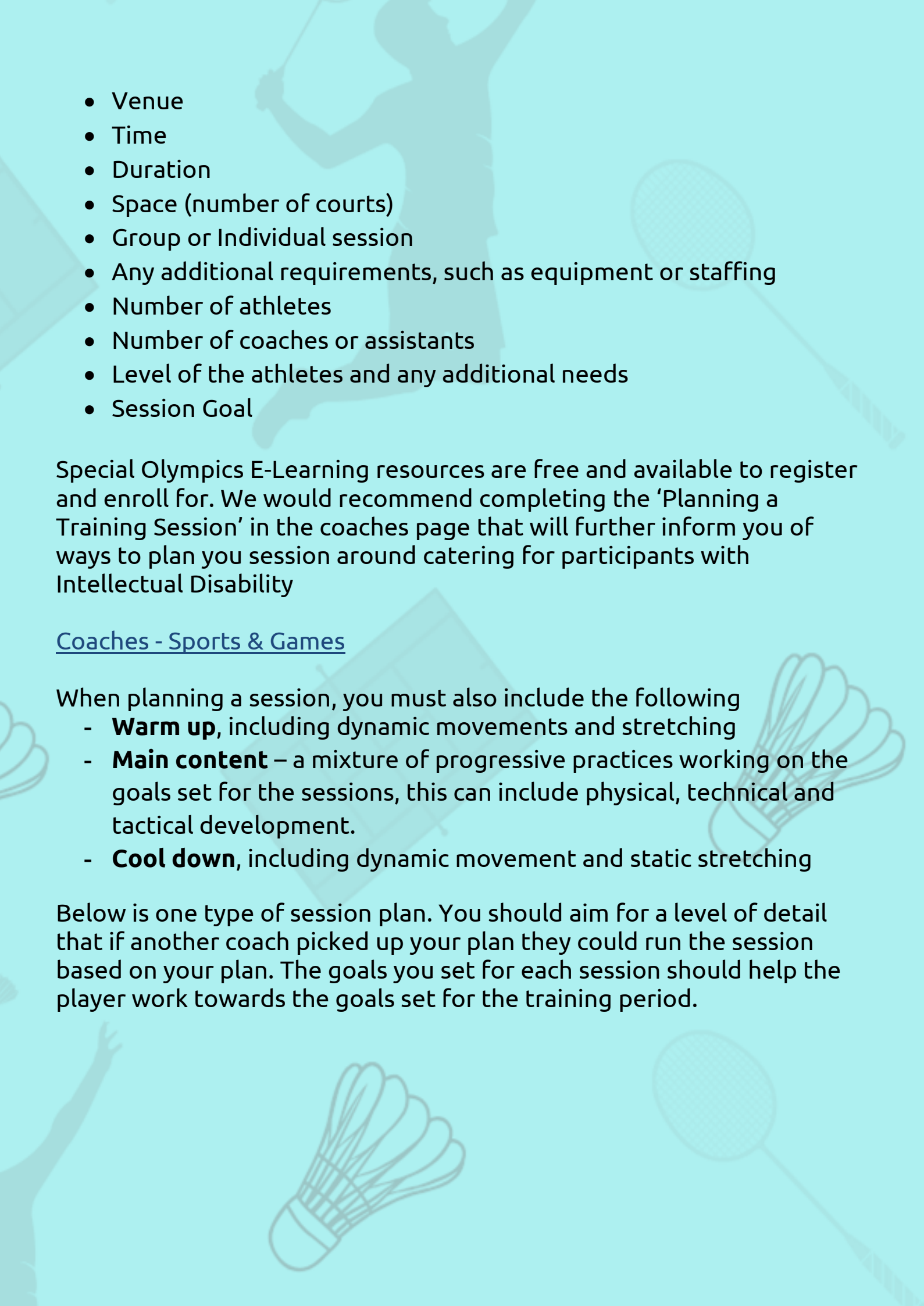
1. Static shadow
2. Static hit
3. Full shadow
4. Full movement and hit
5. Shadow and hit
6. 2-shot combination
7. 1-shuttle predictable exercise
8. Multi-shuttle unpredictable
9. 1-shuttle unpredictable
10. Conditioned games

[Coach Webinar Series 2024: Coaching Badminton Players with BWF](#)

Session Planning

Session planning is essential in ensuring sessions are safe and enjoyable and that the development of the player or group of athletes is at the heart of the session. Sessions should be planned around your goals for the group or individual and should show progression from session to session. Sessions should always have a central focus but should always be fun and have plenty of fun games and activities to keep athletes engaged. It is important to consider the needs of the group or individual and any additional needs they may require. These can differ depending on the athletes' disability, e.g. there may be athletes with sensory needs who need a quieter or darker space, some athletes may require more rest, some may need 1to1 support.

In order to plan effectively it is essential that the following is considered:

- 
- Venue
 - Time
 - Duration
 - Space (number of courts)
 - Group or Individual session
 - Any additional requirements, such as equipment or staffing
 - Number of athletes
 - Number of coaches or assistants
 - Level of the athletes and any additional needs
 - Session Goal

Special Olympics E-Learning resources are free and available to register and enroll for. We would recommend completing the 'Planning a Training Session' in the coaches page that will further inform you of ways to plan your session around catering for participants with Intellectual Disability

Coaches - Sports & Games

When planning a session, you must also include the following

- **Warm up**, including dynamic movements and stretching
- **Main content** – a mixture of progressive practices working on the goals set for the sessions, this can include physical, technical and tactical development.
- **Cool down**, including dynamic movement and static stretching

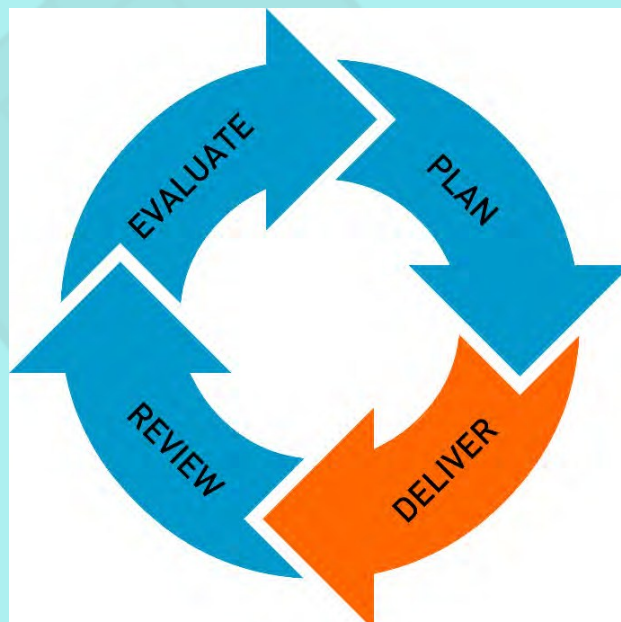
Below is one type of session plan. You should aim for a level of detail that if another coach picked up your plan they could run the session based on your plan. The goals you set for each session should help the player work towards the goals set for the training period.

VENUE	Badminton Sports Club 2 courts	DATE TIME DURATION	19/02/25 18.00-19.00 1 hour
GROUP/ CLUB/ INDIVIDUAL	Group Session – 8 Young Adults with Intellectual Disabilities	ADDITIONAL EQUIPMENT	Balloons, fluff balls, bean bags, hoops and short rackets
SAFETY CHECK (NOTE ANY ACTIONS)	No problems to note, lights can be adjusted if anyone requires lights to be brighter or dimmed		
GOALS FOR SESSION By the end of the session athletes will be able to: 1. Perform a stable lunge with correct knee/foot position when striking the shuttle. 2. Use a relax open forehand grip when performing a net shot and aiming to strike the shuttle at the highest point.			
TITLE	DESCRIPTION	GOAL NO.	TIME
Warm-Up	All movements over 2 courts x2 Jogging Chasse Steps High knees Heel flicks Dynamic Stretching Full shoulder rotation forward and back both arms Lower back twists Lunges across 2 courts, balancing bean bag Rallying with a partner/coach	1	5 minutes

Forehand Net Shot focus on grip and striking position	<p>Athletes need a racket and an item to hit (shuttle / fluff ball / balloon).</p> <p>Coach demonstrates forehand grip; athletes copy and adjust as needed.</p> <p>Show how to bounce using short swings and high hits.</p> <p>Athletes spread out to practice.</p> <p>Encourage progression to harder items (e.g. balloon → fluff ball → shuttle).</p> <p>Give praise and corrections throughout.</p>	2	<p>10 minutes total</p> <p>3 minutes demonstration</p> <p>7 minutes of activity</p>
Forehand Net Shot focus on striking the shuttle as early as possible	<p>Set up a large target near the net.</p> <p>In pairs, one athlete underarm throws shuttles; the other uses a forehand grip to hit net shots (10 shuttles × 3 sets).</p> <p>Encourage stepping forward with racket leg.</p> <p>Some athletes may need help with throwing or feeding skills.</p>	2	<p>10 minutes total</p> <p>3 minutes demonstration</p> <p>7 minutes of activity</p>
Forehand Net Shot with full lunge	<p>Set a large target near the net.</p> <p>In pairs, one athlete underarm throws shuttles; the other hits a net shot using forehand grip and full lunge (10 shuttles × 3 rounds).</p> <p>Support may be needed for shuttle feeding based on ability.</p>	1&2	<p>10 minutes</p> <p>3 minutes demonstration</p> <p>7 minutes of activity</p>
Net Game	<p>Pairs play a game to 7 points with shuttle kept in the forecourt.</p> <p>Adjust rules based on ability—e.g., advanced players lunge from behind the service line; beginners may use a balloon.</p>	1&2	15 minutes – rotating games

Cool Down and Summary	Cool down with light jogging and static stretches. Review key aims and learning points during stretching.		10 minutes
REVIEW	<ul style="list-style-type: none"> - Warm Up was longer (10 minutes) - Feeding proved difficult for some athletes - Athletes body language was positive 		
EVALUATE	<ul style="list-style-type: none"> - Need to work on throwing technique to support the development of feeding for all athletes - Player X did not like balloons, so we were cautious to not have them near the balloons and they used their ear defenders during activity 1, in case of a popped balloon (do not use balloons if Player X does not have these with them) 		

Following a session, you should always take time to reflect on your delivery and session, making note of any challenges, changes and successes. This review will support the development of the next plan, ensuring that steps are not being missed, or are being revised in the skills development process.



Following the above model will support the planning, delivery, review and evaluation of sessions. Making the planning of the next session or a block of session.



Glossary of Terms

Term	Definition
Attack	The action of attacking with the objective of scoring a point, usually used when a player is in a controlled, offensive and low-pressure position.
Backhand	A stroke played on the non-racket side of the body.
Chasse	Can also be referred to as “sidestep” or “shuffle step”, is a lateral or diagonal movement where one foot chases the other but never quite catches up.
Court	The playing area divided into two sides by a net. Can be used for singles or doubles matches.
Defence	The action of defending with the objective of preventing your opponent from scoring a point, usually used when a player is in a reactive, defensive, and high-pressure position.
Doubles	A match where there are two players on each of the opposing sides.
Fault	A violation of the rules, such as hitting the shuttlecock out of bounds, serving incorrectly, or missing the shuttlecock entirely.
Footwork	The movement of a player to get into position to hit the shuttlecock.
Forecourt	The area of the court near the net, often where drop shots and net shots are played.
Forehand	A stroke played on the racket side of the body.
Grip	How a player holds the racket; proper grip is essential for control, power, and accuracy.
Let	A situation where a rally is stopped and replayed, usually due to an interruption in play.

Lunge	A movement in which a player steps onto their racket leg (usually dominant leg) to reach a shot.
Match	The basic contest in badminton between opposing sides each of one or two players with a scoring system. (eg. 21 points best of three games)
Midcourt	The area in the middle of the court, often where drive, block and attacking shots are played.
Overhead Shot	A shot hit above the head, often used for clears, smashes, and drop shots.
Rally	A sequence of one or more strokes starting with the serve, until the shuttle ceases to be in play.
Rearcourt	The area of the court near the back boundary lines, typically where overhead shots are played.
Shots	An outcome from the stroke performed by a player – clear shot, net shot, drop shot etc.
Shuttlecock	A small, light object with a rounded end to which real or artificial feathers are fixed, that is hit over the net in the game of badminton.
Singles	A match where there is one player on each of the opposing sides.
Split Step	A quick hop or jump performed just before an opponent hits the shuttle, allowing a player to react quickly to the direction of the shot.
Strokes	The action or motion performed by a player while executing a shot.
Tactical Play	Using strategy and decision-making to outsmart the opponent, often by manipulating court positioning and shot selection.
Underarm Shot	A shot hit below the waist, often used for serve, net, lift or block shots.