

## LESSON 1:

# Forehand High Serve and Backhand Low Serve

### SKILL (15 minutes)

Introduce the key technical points of the Forehand High Serve and Backhand Low Serve to the group, outlined on the following page

- In pairs, students practice their forehand high serve and backhand low serve
- The first player performs five forehand serves
- Their partner collects each shuttle and places it by the side of the court
- Their partner then forehand serves the shuttles back over the net
- After a set time, players to practice their backhand serve using the same flow of five serves each

### Serving Laws

- **Singles:** serves must land after the short service line and within the back boundary line. The side tramlines are out (long and thin)
- **Doubles:** serves must land after the short service line and within the long service line. The side tramlines are in (short and fat)
- The shuttle must be struck below the server's bottom rib

### SKILL PROGRESSION (15 minutes)

- Progress the activity to include aiming the serve at a target area
- In pairs, players practice their serving accuracy varying their type of serves (forehand and backhand) aiming for the target areas (shown in red)
- The first player serves five shuttles for their partner to collect and place by the side of the court
- Players then swap ends of the court, giving an opportunity for both to aim at the target areas
- Make the target areas smaller or larger to vary the activity



### GAME (10 minutes)

- Students play a game of half court singles. The server must aim for either target and then the rally is played to conclusion

### Points:

- If the receiver leaves the shuttle on a serve and it lands in the target area, the server wins three points
- If the receiver leaves the shuttle on a serve and it lands between the targets, the receiver wins one point

### TOP TIPS

- Target areas can be marked using throw-down lines
- Measure one racket length for near the low service line, and two racket lengths for the rear court service area

## BACKHAND LOW SERVE



Played from the front of your service box diagonally to the front of your opponent's service box.

### Why?

- Makes your opponent hit upwards
- Creates space in the rear of the court

Common Faults	Corrections	Key Service Laws
Shuttle and racket too close to body.	Hold both shuttle and racket out with straight arms.	<ul style="list-style-type: none"> <li>• Feet in contact with floor throughout serve</li> </ul>
Dropping shuttle, not hitting from hand.	Hold shuttle in finger tips, hit straight from fingers. Practice hitting with eyes closed!	<ul style="list-style-type: none"> <li>• Strike shuttle below waist (lowest rib)</li> <li>• Continuous forward swing (no double motion)</li> </ul>



- Relaxed thumb grip
- Racket and shuttle held well in front of body



- Short backswing, with slight turn of racket edge towards stomach
- Shuttle held still



- Hit with a pushing action
- Shuttle hit from hand



- Follow through in direction of shuttle
- Racket up ready for next shot

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

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Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

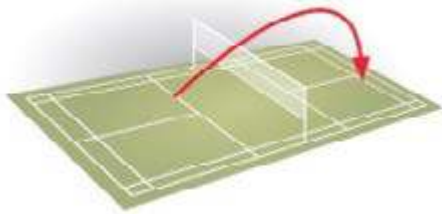
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# FOREHAND HIGH SERVE



Played from the front of your service box diagonally to the rear of your opponent's court.

### Why?

- Move your opponent deep in the court
- Creates space at the front of the court

Common Faults	Corrections	Key Service Laws
Finger pointing down racket shaft.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger mark.	<ul style="list-style-type: none"> <li>• Feet in contact with floor throughout serve</li> <li>• Strike shuttle below waist (lowest rib)</li> <li>• Continuous forward swing (no double motion)</li> </ul>
Rear foot lifting off floor.	Commit to weight on back foot. Gradually increase amount of weight transfer – use umpires to call "fault".	
Throwing the shuttle so it wobbles.	Place drop-down spot in 45 degrees area (in front/to side of player) – practice dropping shuttle onto spot, then drop	



- Relaxed basic grip
- Weight on rear (racket) leg
- Racket and shuttle held high



- Rear hip begins to push forwards (weight transfer)
- Lower racket head



- Striking hip continues forwards
- Push hand ahead of racket head
- "L" shape by bending wrist
- Shuttle dropped in front and to the racket side



- Full swing or racket, including flicking of wrist
- Strike shuttle in front/to side of player
- Relaxed follow through

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

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Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

**1**

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**LESSON 2:**

# Forehand Net Shot

**SKILL (15 minutes)**

Introduce the key technical points of the Forehand Net Shot to the group, outlined on the following page

- In threes, player A feeds the shuttle (using an underarm throw) five times over the net for player B to catch in their GetNet (or use a fluff ball and catch on racket strings)
- Player B tries to catch the shuttle whilst performing a lunge that has a good range and knee/foot alignment
- Player C acts as the coach by observing the movement and awarding player B a maximum of three points per attempt
- Rotate roles after five attempts

**Points**

- 1 point for GetNet (or racket) held slightly below hand
- 1 point for correctly aligned lunge
- 1 point if player catches shuttle in net (or on racket strings)

**SKILL PROGRESSION (15 minutes)**

- Progress the skill by introducing hitting the shuttle with a racket
- In pairs, players hand-feed the shuttle over the net to their partner, who returns with a forehand net shot
- Aim for the shuttle to travel just above the top of the net and land as close to the net as possible
- Encourage players to move into the stroke e.g. split-step, chasse, lunge
- Use targets and score as follows

**Points**

- 1 point scored for a shuttle landing before the service line
- 5 points scored a shuttle landing in the target hoop

**GAME (10 minutes)**

- Use throw-down lines or masking tape to mark out a mini court between the short service line and the net
- Play A versus B, with C as umpire within the mini court
- Players gain a point if they win the rally by either landing the shuttle in their opponents' court or by forcing an error

**TOP TIPS**

- Encourage players to use the width of the court
- Award a bonus point if a net shot hits the net tape and travels over

# FOREHAND NET SHOT



Played from your forecourt to the forecourt of your opponent, low over the net.

### Why?

- To move your opponent forward
- To create space behind
- To force your opponent to hit upwards

Common Faults	Corrections
Hand not above racket head.	Hit with strings sloping towards net.
Lack of control.	PUSH shuttle, keeping relaxed grip and strong wrist.
Contact too low.	Place spare shuttle in net 30cm below tape – practice net shots with racket above this height.



- Basic grip
- Hand above racket head (bent wrist)
- Strings presented to shuttle
- Reach



- Extended front (racket) leg
- Front foot pointing towards probable impact point, landing heel first, then toe
- Strong upright body position
- Rear arm extended for balance



- Take shuttle early to pressure opponent
- Use a pushing action
- Knee bends in same direction that the foot is pointing
- Rear foot turned out for greater range of movement



- Rear leg slides in, to assist recovery

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

**1**

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**2**

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Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

**1**

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**2**

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**LESSON 3:**

# Forehand Underarm Lift

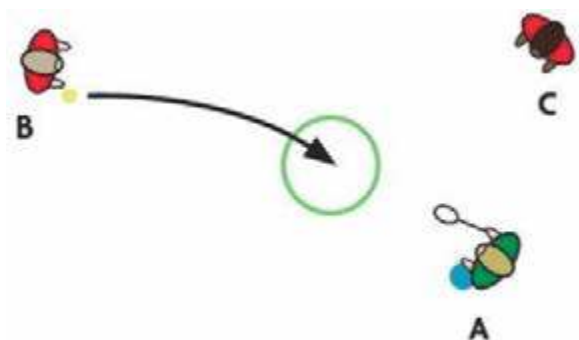
**SKILL (15 minutes)**

Introduce the key technical points of the Forehand Underarm Lift to the group, outlined on the following page

- Players work in threes. Player A is the hitter, player B is the feeder, and player C acts as the coach
- Player A puts their non-racket foot on a predefined spot and aims to stop a shuttle delivered by player B, landing in the hoop (by using a forehand flicking action).
- The spot and the hoop are placed a sufficient distance apart to encourage lunging
- Each player has five attempts then change role
- Player C scores player A as follows

**Points**

- 1 point for using a basic grip
- 1 point for flicking (the racket head is not taken behind the body on the backswing)
- 1 point for striking the shuttle

**SKILL PROGRESSION (15 minutes)**

- Player A hand feeds the shuttle over the net to player B who returns with a forehand net lift to player C who is positioned at the back of the court
- Player C catches the shuttle and returns to player A using an underarm flicking action throw
- Each player has five attempts then change role
- Encourage players to move into the stroke i.e. split-step, chasse and then lunge into the shot
- If player struggles, use a shorter racket or lower the net

**Points**

- Score points as a team: 1 point for each successful hit and catch

**GAME (10 minutes)**

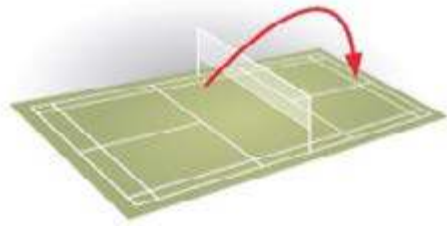
- Play a game of half court singles
- Players to begin hitting net shots to each other
- When ready, the designated player plays a net lift to move the shuttle to the rear court, this signals the start of the rally, which is then played to a conclusion

**TOP TIPS**

- Encourage players to think about the advantages of making net shots and lifts look similar?
- What factor decides if it is a good time to hit the lift?



# FOREHAND UNDERARM LIFT



Played from the forecourt to the rearcourt of your opponent.

### Why?

- To move your opponent back
- To create space in front
- To exert pressure (flat) or create time (high)

Common Faults	Corrections
Shuttle dragged cross-court.	If you want the shuttle to go down the line, hit along the line. Shadow the shot and keep the racket head along the tramline as long as possible. Get someone to throw shuttles to you along the tramline whilst you hit it back along the line.
Exaggerated long swing.	Focus on flicking the shuttle. Assess yourself to see how many lifts you can do without taking racket head behind body. Use partner to assist you and feed back on this.
Lunge misaligned.	Shadow lunge and make sure knee bends in same direction that foot points.



- Basic grip
- Reach towards shuttle
- Racket head above hand



- Push hand forwards
- Bend wrist to create "L" shape between racket and forearm
- Front (racket leg) extended, with toes pointing towards probable impact point



- Lunge lands heel then toe – knee bends where foot points
- Straighten wrist (flick) to hit through shuttle
- Non-racket arm back for balance
- Rear foot turned out – helps range of movement



- Rear leg slides to control momentum
- Controlled follow through – keep racket out in front of body ready for next shot

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

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Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

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**LESSON 4:**

# Forehand Overhead Clear

**SKILL (15 minutes)**

Introduce the key technical points of the Forehand Overhead Clear to the group, outlined on the following page

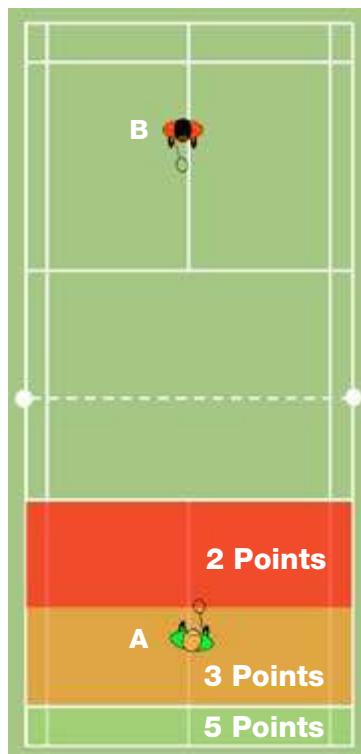
- In pairs, one player feeds the shuttle high, whilst the other player performs a forehand overhead clear
- Repeat five times and then change roles
- Encourage player to move into the stroke e.g. split-step and chasse

**SKILL PROGRESSION (15 minutes)**

- Using throw-down lines, divide one side of the court into thirds (red, amber, green) with green being at the back of the court
- Working in threes, player A high serves the shuttle with sufficient height to allow the receiving player time to position themselves
- Encourage the receiving player to reach up and take the shuttle early. After serving, player A stands in the midcourt, reaches upwards with their racket to their fullest extent; player B clears the shuttle and scores points as follows
- Player C acts as an official and scores five attempts then players change roles

**Points**

- Players can score individually or points can be added together to achieve a team score
- 1 point: strikes the shuttle
- 2 points: reaches red zone
- 3 points: reaches amber zone
- 5 points: reaches green zone
- 10 points: reaches green zone and clears player A's racket

**GAME (10 minutes)**

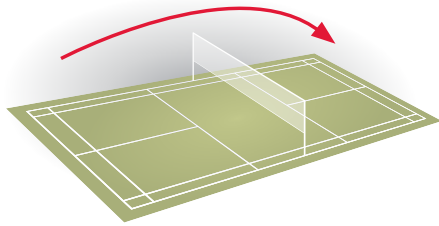
- In pairs, players attempt to play a rally of four clears
- Both players start in the red zone. If successful, one player from the pair can move back into the amber zone
- Repeat rally challenge. If successful, partner also moves back into the amber zone
- How far can you progress?
- Players can only move back one zone at a time. If play breaks down, players continue the challenge from the previous position

**TOP TIPS**

- If players struggle, use a ribbon-tailed ball instead of rackets and practice overarm throwing



# FOREHAND OVERHEAD CLEAR



Played from your rearcourt of your opponent.

### Why?

- To move your opponent back
- To create space in front
- To exert pressure (flat) or create time (high)

Common Faults	Corrections
Panhandle grip.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger with this mark. Encourage striking above/slightly in front of racket shoulder.
Lack of forearm rotation – wrist dominated hit.	Strike suspended object (e.g. balloon) using forearm rotation only.
Contact too low.	Strike object (e.g. balloon) suspended at height that forces you to reach.

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

1

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2

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1



- Basic grip
- Begin to establish sideways stance

2



- Weight on rear (racket) leg
- Front arm relaxed and raised

3



- Body begins throwing action – hip drives up and through
- Momentary creation of "L" shape between forearm and racket
- Racket face visible from side view

4



- Throwing action using forearm rotation
- Contact above racket shoulder
- Racket leg kicks through and lands after impact

Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

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**LESSON 5:**

# Forehand Overhead Drop

**SKILL (15 minutes)**

Introduce the key technical points of the Forehand Overhead Drop to the group, outlined on the following page

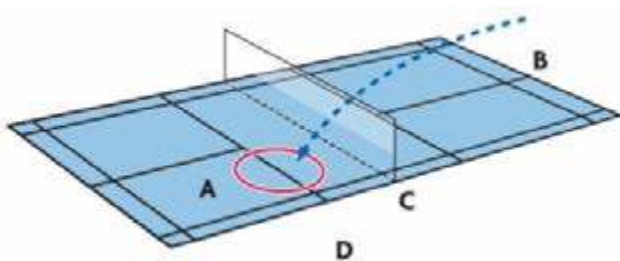
- In pairs, one player high serves and their partner performs a forehand overhead drop shot
- Encourage players to experiment with straight and cross-court drop shots
- If players struggle, they can use a shorter racket
- After five shots players change roles

**SKILL PROGRESSION (15 minutes)**

- In teams of three, each player takes it in turn to adopt a role
- Player A (feeder) hits a high serve, player B returns the serve with a forehand drop shot
- Player C (coach) assesses where the shuttle lands and awards points appropriately
- Each player has five attempts and then change roles

**Points**

- 1 point if the shuttle lands before the front service line
- 2 points if the shuttle lands in the hoop

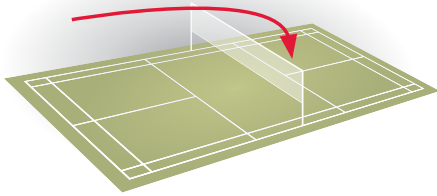
**GAME (10 minutes)**

- Play half court singles where the server starts the rally with a high serve
- The rally continues with players performing forehand clears
- On the fifth shot, the receiver performs a drop shot and the point is played to a conclusion
- If the rally breaks down before the four clears are played, no points are scored and the server serves again

**TOP TIPS**

- Think about the direction of the clears
- Push the opponent from side-to-side

## FOREHAND DROP



Played from your rearcourt to the forecourt of your opponent.

### Why?

- To move your opponent forwards
- To create space behind
- Attempt a winner or to gain a weak reply
- To exert pressure (flat) or create time (high)

Common Faults	Corrections
Panhandle grip.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger with this mark. Encourage striking above/slightly in front of racket shoulder.
Loss of throwing action in favour of a "point and poke" action.	"Throw then slow" the racket.
Contact too low.	Strike object (e.g. balloon) suspended at height that forces you to reach.

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

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2

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1



- Basic grip
- Begin to establish sideways stance
- Racket strings facing the floor

2



- Weight on rear (racket) leg
- Front arm relaxed and raised

3



- Body begins throwing action – hip drives up and through
- Momentary creation of "L" shape between forearm and racket
- Racket face visible from side view

4



- Throwing action using forearm rotation
- Contact above racket shoulder
- Racket leg kicks through and lands after impact

Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

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**LESSON 6:**

# Forehand Overhead Smash

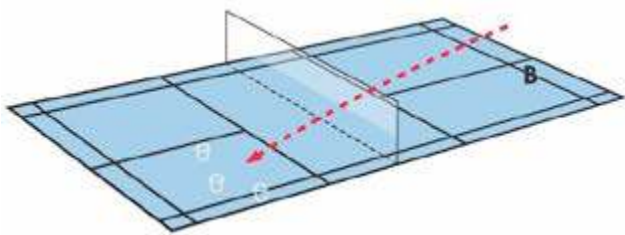
**SKILL (15 minutes)**

Introduce the key technical points of the Forehand Overhead Smash to the group, outlined on the following page

- In pairs, player A performs a high serve, which if left would land inside the doubles service line
- Player B smashes the shuttle
- Repeat five times and swap roles

**SKILL PROGRESSION (15 minutes)**

- This practice is designed to help players to aim smashes at different parts of the court
- Players smash at a variety of targets placed around the court, with points awarded for different targets
- Players experiment with different placements of smash and relate this to the accuracy of their shots achieved
- Vary the size of targets to accommodate different level players
- Use hoops with stands attached to create target to hit through, balloons attached to cones, or plastic cups which fall over if hit

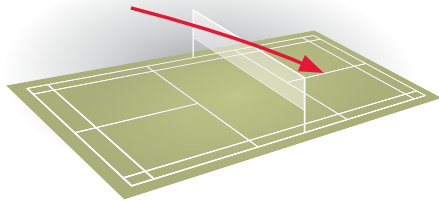
**GAME (10 minutes)**

- Play half court singles
- The server performs a high serve and then the rally continues with both players performing clears
- When either player is on balance and receiving a clear that is not in the rear of the court, they can decide the smash the shuttle
- This first smash triggers the rally to be played to a conclusion (i.e. after this first smash any shots are allowed until the point is won)

**TOP TIPS**

- Think about what part the smash played in the winning or losing of that rally?
- Which smashes are most effective against your opponent – to the backhand, to the forehand, or at the body?

# FOREHAND SMASH



Played from your mid/rear court aiming for the midcourt of your opponent.

### Why?

- To hit a winner
- To gain a better chance to win a rally
- To put your opponent under pressure

Common Faults	Corrections
Panhandle grip.	Mark racket handle close to bevel of racket - line up webbing between thumb and first finger with this mark. Encourage hitting in front, but not too far in front, of striking shoulder.
Loss of balance and control trying to hit too hard.	Hit from a stable base and step through, then gradually increase jump and turn in the air.
Contact too low.	Strike object (e.g. balloon) suspended at height that forces you to reach. Aim to smash to targets that make you hit more steeply (you will have to reach to hit the targets).

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

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2

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1



- Basic grip
- Wide sideways stance

2



- Rear leg drives up and forwards
- Hip thrown forwards followed by shoulder
- Momentary creation of "L" shape between forearm - racket

3



- Explosive throwing action using forearm rotation
- Contact slightly in front of racket shoulder

4



- Racket leg kicks through and lands after impact

Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

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**LESSON 7:**

# Forehand and Backhand Drive

**SKILL (15 minutes)**

Introduce the key technical points of the Forehand and Backhand Drive to the group, outlined on the following page

- In pairs, one player (A) feeds the shuttle and their partner practices a forehand drive
- Player A lets the shuttle land on the court, collects it and feeds it again
- Change roles after five attempts
- Once both players have had a go, repeat the activity using a backhand drive

**SKILL PROGRESSION (15 minutes)**

- Progress the activity by attaching a hoop to the net or putting a rope half a metre above the top of the net, to give players a target to hit the shuttle through, with the aim of keeping the shuttle low

**GAME (10 minutes)**

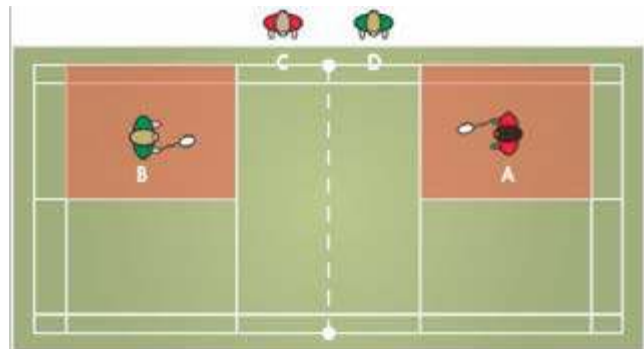
- In groups of four, two players (A and B) play a half court singles game against each other
- Player C is an official (scorer) and player D is a 'drive' umpire
- This is an attacking game which is played using the doubles service boxes
- The game starts with a doubles serve
- Players can only play drives or pushes, no lifts are permitted
- If player D observes a player performing a lift, the point is awarded to the opposition

**Points**

- The first player to score eleven points is the winner

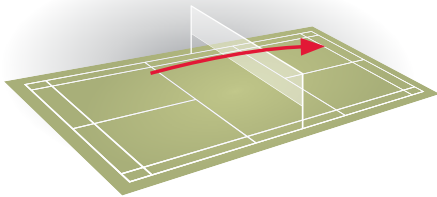
**TOP TIPS**

- Encourage movement to the shuttle e.g. split step and lunge





# FOREHAND DRIVE



Played from your midcourt, to the midcourt or rearcourt of your opponent.

### Why?

- To avoid hitting upwards
- To hit space wide of your opponent
- To create space at the other side

Common Faults	Corrections
Big swing from shoulder.	Promote use of arm rotation to produce power and rebound to shorten follow-through.
Lack of knee foot alignment.	Shadow lunge movement in isolation, then shadow shot – aim for knee bends where foot points.
Not using extended non-racket arm for balance.	Freeze on impact – self assess non-racket arm position.



- Basic grip
- Wide stance
- Racket head above hand



- Racket rotates backwards by rotating arm
- "L" shape between forearm and racket created
- Lunge on racket leg – foot points towards likely impact point



- Arm rotates forwards
- Contact higher than wrist and early
- Knee bends in same direction foot points



- Racket leg bends to allow push off
- Racket stops/rebounds (reduced follow through)

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

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Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

**1**

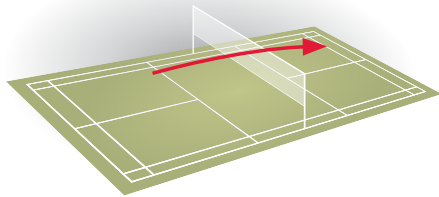
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# BACKHAND DRIVE



Played from your midcourt to the mid/rearcourt of your opponent.

### Why?

- To avoid hitting upwards
- To hit space wide of your opponent
- To create space at the other side

Common Faults	Corrections
Big swing from shoulder.	Stand with back to net, close enough to feel the net on the back of your head. Shadow a backhand drive, ensuring the racket head does not touch the net on the backswing. Repeat but strike a shuttle.
Long follow through.	Focus on tapping the shuttle with limited follow-through – player self assesses finishing racket position.
Lunge misaligned.	Shadow lunge and make sure the knee bends in same direction that foot points.

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

1

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2

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1



- Thumb grip
- Wide stance
- Push off racket leg

2



- Lunge on non-racket or racket leg
- Knee and foot in alignment (pointing towards shuttle contact)

3



- Elbow up and forwards
- Racket head back using forearm rotation – "what time is it" position
- Racket "L" shape created between racket and forearm

4



- Keep elbow up
- Use forearm rotation/elbow extension to strike shuttle
- Contact in front of body
- Racket rebounds/stops quickly after impact

Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

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**LESSON 8:**

# Backhand Net Shot

**SKILL (15 minutes)**

Introduce the key technical points of the Backhand Net Shot to the group, outlined on the following page

- In threes, player A feeds the shuttle (using an underarm throw) five times over the net for player B to catch in their GetNet in a backhand position (i.e. open net same side as knuckles)
- Player B tries to catch the shuttle whilst performing a lunge that has a good range and knee/foot alignment
- Player C acts as the coach by observing the movement and awarding player B a maximum of three points per attempt
- Rotate the roles after five attempts
- If you do not have a GetNet, use a shorter racket and a fluff ball instead

**Points**

- 1 point if GetNet (or racket) held slightly below hand
- 1 point for correctly aligned lunge
- 1 point if player catches shuttle in net (or on racket strings)

**SKILL PROGRESSION (15 minutes)**

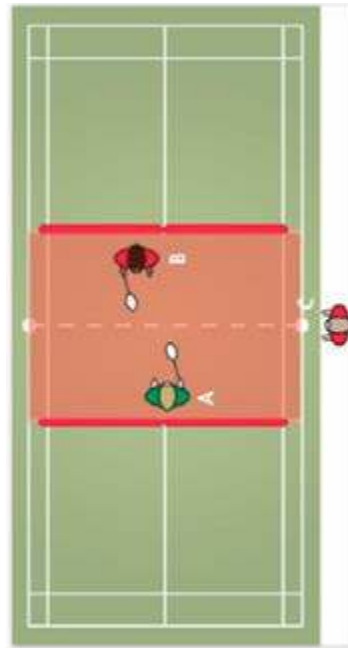
- Progress the skill by introducing rackets
- In pairs, players hand feed the shuttle over the net to their partner, who returns with a backhand net shot
- Aim for the shuttle to travel just above the top of the net and land as close to the net as possible
- If players struggle, they can use a shorter racket and a fluff ball instead of a shuttle
- Use targets positioned before the short service line and score as follows

**Points**

- 1 point scored for a shuttle landing before the service line
- 5 points scored a shuttle landing in the target hoop

**GAME (10 minutes)**

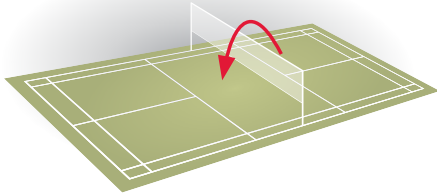
- Use throw-down lines or masking tape to mark out a mini court between the short service line and the net
- A versus B, with C as umpire
- Play a game inside a mini court, using rally point scoring
- Players gain a point if they win the rally by either landing the shuttle in the opponents' court or by forcing an error

**TOP TIPS**

- Encourage players to use the width of the court
- Award a bonus point if a net shot hits the net tape and travels over



## BACKHAND NET SHOT



Played from your forecourt to the forecourt of your opponent, low over the net.

### Why?

- To move your opponent forwards
- To create space behind
- To force your opponent to hit upwards

Common Faults	Corrections
Hand not above racket head.	Hit with strings sloping towards net.
Lack of control.	PUSH shuttle, feel the shuttle on the strings.
Contact too low.	Place spare shuttle in net 30cm below tape – Practice net shots with racket above this height.



- Thumb grip
- Hand above racket head
- Reach



- Extended front (racket) leg
- Front foot pointing towards probable impact point, landing heel first, then toe
- Strong upright body position



- Contact well in front of body and high
- Hit with a pushing action
- Lunge lands heel then toe
- Rear arm extended for balance



- Rear leg slides in, to assist recovery
- Chassé/running steps backwards recovery

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

1

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2

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Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

1

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2

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**LESSON 9:**

# Backhand Underarm Lift

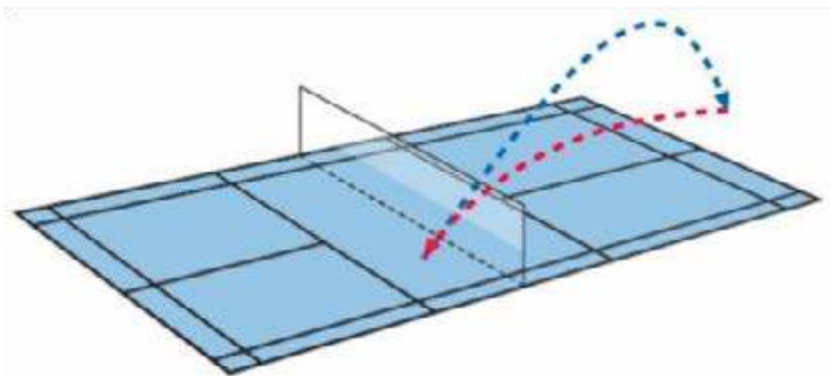
**SKILL (15 minutes)**

Introduce the key technical points of the Backhand Underarm Lift to the group, outlined on the following page

- Working in threes, player A hand feeds the shuttle over the net to player B who returns with a backhand underarm lift
- Player C catches the shuttle and returns it to player A using a backhand underarm flicking (throwing) action
- After five hits players change roles

**SKILL PROGRESSION (15 minutes)**

- Progress the skill by introducing a racket for the feeder
- Position the feeder at the back of the court and ask them to feed the shuttle to land before the short service line
- The returner performs a backhand underarm lift and aims to hit the shuttle high to the back of the court
- Players to rally using the same routine of shots, or feeder to let the shuttle drop before feeding the shuttle again

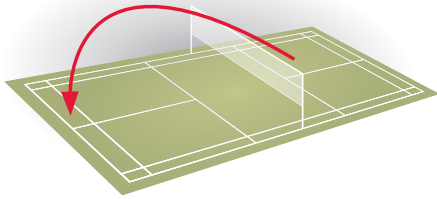
**GAME (10 minutes)**

- Play a game of half court singles or full court doubles
- Servers to start the point with a low serve
- Returners to play a underarm lift
- Any shots can be played hereinafter to conclude the point

**TOP TIPS**

- Additional players can be used to retrieve shuttles or act as a coach by instructing the returner on their technique

# BACKHAND UNDERARM LIFT



Played from your forecourt to the rearcourt of your opponent.

### Why?

- To move your opponent back
- To create space in front
- To exert pressure (flat) or create time (high)

Common Faults	Corrections
Shuttle dragged cross-court.	If you want the shuttle to go down the line, hit along the line. Shadow the shot and keep the racket head along the tramline as long as possible. Get someone to throw shuttles to you along the tramline whilst you hit them back along the line.
Exaggerated long swing.	Focus on flicking the shuttle. Assess yourself to see how many lifts you can do without taking racket head behind body. Use partner to assist you and feed back on this.
Lunge misaligned.	Shadow lunge and make sure knee bends in same direction that foot points.

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

1

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2

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- Relaxed thumb grip
- Pivot on non-racket leg
- Reach towards shuttle



- Rotate arm so strings face side of court
- "L" shape created between racket and forearm
- Slight elbow bend
- Front (racket leg) extended



- Lunge lands heel then toe
- Hit through shuttle by extending elbow/rotating forearm/ squeezing fingers and thumb
- Non-racket arm back for balance



- Chassé (side-step) or run back to recover

Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

1

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2

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**LESSON 10:**

# Backhand Overhead Clear

**SKILL (15 minutes)**

Introduce the key technical points of the Backhand Overhead Clear to the group, outlined on the following page

- In pairs, player A hits a forehand high serve to the backhand corner for player B to practice the backhand overhead clear movement
- Before player B uses a racket, give them a shuttle tube to hold in their racket hand. They then turn their back towards the net and let the return travel over their head, with the aim of trying to catch the shuttle in the tube (replicating the movement required for a backhand overhead clear)
- After five attempts players change roles

**SKILL PROGRESSION (15 minutes)**

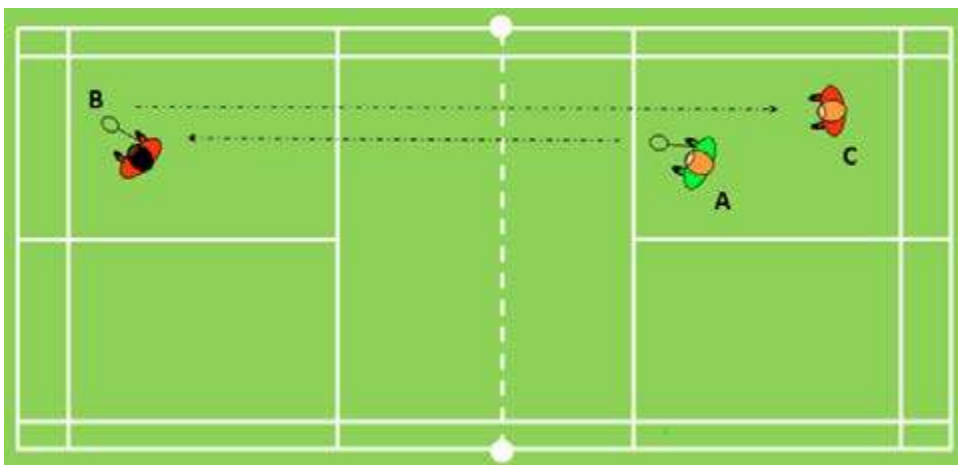
- In threes, player A hits a forehand high serve to the backhand corner for player B to perform a backhand overhead clear
- Player C catches the shuttle and returns it to the feeder after every hit
- After five hits players change roles
- Encourage players to experiment by hitting the shuttle straight (down the line) and cross-court

**GAME (10 minutes)**

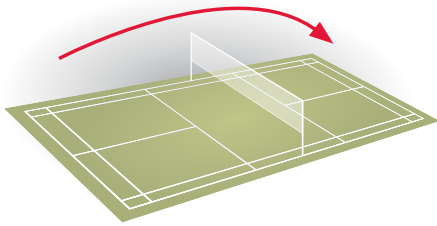
- Play a game of half court singles where at least one backhand overhead clear has to be played by each player before the point can be played to a conclusion

**TOP TIPS**

- Encourage players to perform a split-step timed to land with their partner's hit



## BACKHAND OVERHEAD CLEAR



Played from your rearcourt to the rearcourt of your opponent.

### Why?

- To move your opponent back
- To create space in front
- To exert pressure or create time

Common Faults	Corrections
Missing the shuttle.	Practice striking a suspended object (e.g. balloon).
Elbow points up too early = loss of flow/power.	Keep your elbow down (picture one) then rapidly flow into the hit (no pause between two and three).
Long swinging hit.	Encourage PUNCH hit with rebound. Use rotation of upper and lower arm rather than swing from shoulder. Maintain angles on preparation for longer.

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

1

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2

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1



- Bevel grip established
- "L" shape between racket and forearm
- Racket starts to follow path of shuttle
- Elbow low

2



- Pivot on non-racket foot (back to net)
- Momentarily in the "what time is it?" position

3



- Forward swing flows from backswing
- Contact to the side/behind body
- Contact high but with slight elbow bend

4



- Racket rebounds as you relax
- Pivot back into court

Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

1

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2

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**LESSON 11:**

# Backhand Overhead Drop

**SKILL (15 minutes)**

Introduce the key technical points of the Backhand Overhead Drop to the group, outlined on the following page

- In pairs, one player (A) feeds the shuttle high, and their partner (B) practices a backhand dropshot
- Player A lets the shuttle land on the court, collects it and feeds it high again
- After five attempts, players change roles

**SKILL PROGRESSION (15 minutes)**

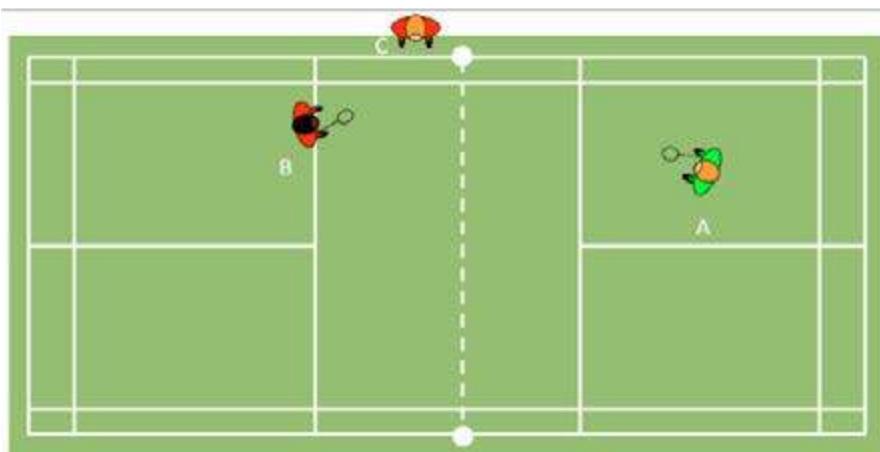
- In threes, one player (A) feeds the shuttle high to player (B) who split steps, turns, and moves to hit a backhand dropshot from the side of the court
- Player A hits the returned dropshot with another high lift for player B to again perform a backhand overhead dropshot
- Player A and B continue this routine until it breaks down
- Player C acts as coach and feeds back following each rally
- After five attempts, players rotate roles

**GAME (10 minutes)**

- Play half court singles where one player high serves to their opponent's backhand for them to play a backhand overhead drop
- The rally continues from there with any shots allowed until the point is won

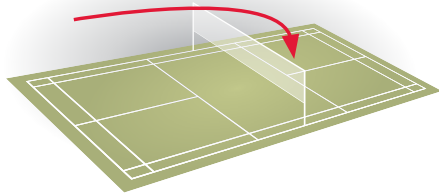
**TOP TIPS**

- Using a suspended shuttle/balloon from a cane, players can practice tracking the object before striking it
- Shadowing the movement and technique can build muscle memory





## BACKHAND DROP



Played from your rear court to the forecourt of your opponent.

### Why?

- To move your opponent forwards
- To create space behind
- To make your opponent hit upwards

Common Faults	Corrections
Missing the shuttle.	Practice striking a suspended object (e.g. balloon).
Elbow points up too early = loss of flow/power.	Keep your elbow down (picture one) then rapidly flow into the hit (no pause between two and three).
Long swinging hit.	Use rotation of upper and lower arm rather than swinging from shoulder.



- Bevel grip established
- Pivot back into court
- "L" shape between racket and forearm
- Keep elbow low



- Pivot on non-racket foot (back to net)
- Elbow rises as racket drops
- Momentarily in "what time is it?" position



- Forward swing flows from backswing
- Contact to the side and behind body
- Slow pace of racket so contact not as forceful



- Pivot back into court

Using the information above and your chosen observations, **IDENTIFY** two strengths of the player observed.

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2

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Based on your observations **RECOGNISE** two areas for development and suggest how to improve performance.

1

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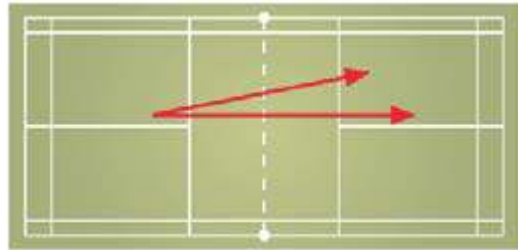
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## LESSON 12:

# Tactical Matches

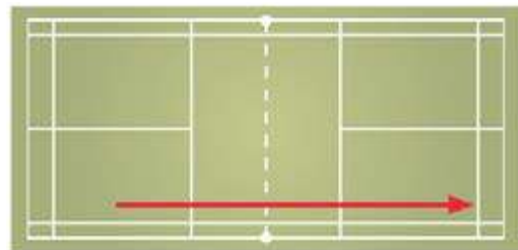
### MATCH 1 - SINGLES (12 minutes)

- Play half court singles (or full court singles if space allows)
- During the game, you can only play low and flick serves
- Consider what happens during the rally when you only use low and flick serves?
- Compare the advantages and disadvantages
- Can you opponent guess your tactic?



### MATCH 2 - SINGLES (12 minutes)

- Play half court singles (or full court singles if space allows)
- During the game, if you hit the shuttle in the same corner three times in a row in the rally, you score three points
- Consider what happens during the rally when you hit shots into the same corner
- Compare the advantages and disadvantages
- Can your opponent guess your tactic?



### MATCH 3 - DOUBLES (12 minutes)

- Play full court doubles
- During the doubles game, play mainly straight shots (i.e. down the line)
- Consider what happens during the rally when you play a straight shot?
- Compare the advantages and disadvantages
- Can you opponents guess your tactic?

