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# A Comparison of the Effectiveness of Three Different Teaching Methods Upon the Learning of Beginning Badminton Skills

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### Recommended Citation

Tedder, Helen H.. "A Comparison of the Effectiveness of Three Different Teaching Methods Upon the Learning of Beginning Badminton Skills" (1974). Master of Science in Education (MSEd), Thesis, Human Movement Sciences, Old Dominion University, DOI: 10.25777/pgwf-t796  
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A COMPARISON OF THE EFFECTIVENESS OF THREE DIFFERENT  
TEACHING METHODS UPON THE LEARNING OF  
BEGINNING BADMINTON SKILLS

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A Research Project  
Presented To  
the Faculty of the Graduate School  
Old Dominion University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Helen H. Tedder  
June 9, 1974

## ABSTRACT

The purpose of this investigation was to compare the effectiveness of the traditional (T.), programmed with loop films to present skills (P.), and traditional with the Video Tape Recorder (V.T.R.) methods of instruction upon learning and retention of beginning badminton skills. Three beginning coed badminton classes at Old Dominion University were randomly assigned to one of the three treatments. A pre-test measuring skills by means of the Stalter wall volley test, French clear test and French short serve test at the beginning of instruction, a post-test measuring skills by the same three tests and a retention-test consisting of the same three tests thirty days after the end of instruction were administered to the three groups to determine if any significant differences existed. A One-Way Repeated Measures Analysis of Variance, computed separately for each group, indicated that all three treatments made significant gains in badminton skills between the pre-test and the post-test and the retention score was also significantly higher than the pre-test but not the post-test. Analyses of Covariance revealed no significant difference between treatments for males, but a significant F-ratio was found for females at the .01 level of confidence on the post-test. Further analysis indicated the V.T.R. females were significantly higher than

the T. females on the post-test at the .01 level of confidence. The P. females were also significantly higher than the T. females on the post-test at the .05 level of confidence. The conclusions based on the results of this investigation were that in learning of beginning badminton skills, the means of the V.T.R. females were significantly higher than the means of the T. females at the .01 level of confidence on the post-test, and the means of the P. females were significantly higher than the T. females at the .05 level of confidence, but no significant difference existed between the means of the three groups of males on the post-test. Further conclusions were that in regard to retention of beginning badminton skills, no significant difference existed between the means of the T., P., or V.T.R. female groups on the retention-test, or between the T., P., or V.T.R. male groups on the retention-test.

## INTRODUCTION

Many physical educators are beginning to question whether the present traditional methods of teaching motor skills are providing the desired results. Opposing the traditional or teacher-centered concept of teaching physical education is the problem-solving or student-centered approach. There are several variations of both styles, as defined by Mosston (8) as: (1) the Command method, (2) the Task method, (3) the Programmed Instruction method, (4) the Guided Discovery method, and (5) the Problem-solving method.

The purpose of this study was to compare the effectiveness of the following three methods upon learning beginning badminton skills:

1. The traditional method as defined by Mosston (8).
2. The programmed method as defined by Mosston (8), including the use of loop films to present skills.
3. The traditional method as defined by Mosston (8), including the use of the Video Tape Recorder (V.T.R.) for self-viewing of performance by the subjects.

A sub-problem involved the study of the effectiveness of each method in regard to retention of beginning badminton skills.

## REVIEW OF RELATED LITERATURE

Few studies have been completed comparing student-centered methods of instruction with the traditional method involving gross motor skills. In academic areas, a number of studies have compared the use of programmed instruction with traditional methods of instruction.

The results of these studies indicate that some advantages can be seen in both concepts. The results of the studies by Rawls, Perry and Timmons (13), Sebolt (15), Mariani (7), Neuman and Singer (10), Williams (18), and Farrell (5) all indicate that both methods are equally acceptable for learning, both in academic and motor skill areas. In the investigations by Rawls, Perry and Timmons (13) and Mariani (7), which also dealt with retention of material learned, the results favored student-centered methods.

A great advantage of student-centered methods is that the student is allowed to progress at his own rate. In articles by Olson (11), Williams (18), and Bender (1), the authors state that students are led through the solutions by certain cues and each student is rewarded for success at each step, eliminating two deterrents of learning: failure and punishment.

Bender (1), Sebolt (15), Williams (18) and Olson (11) recognized the advantage of student-centered methods in situations where there were large classes and over-crowded conditions. Since the students are directing their part in the learning process, the instructor is allowed more time for individualized instruction. This point was also emphasized by Neuman and Singer (10). The material was also reported to be learned at a considerable time-saving (13).

Various uses of the motion picture and the V.T.R. have been employed in research. Results seem to indicate that there is a slight trend toward improved learning when the motion picture or V.T.R. are used, although their conclusive worth has not been determined. Most studies have used the motion picture or V.T.R. for different functions. Brown and Messersmith (2) conducted a study in which they used the motion picture both for teaching skills and for student viewing of themselves. No significant difference in performance was reported between the two classes at the end of the study. The results of a study by Nelson (9) in which two beginning golf classes were taught golf skills by the use of the motion picture also indicated no significant difference between the experimental group and the control group.

In contrast, Lockhart (6) reported favorable results regarding the use of the motion picture as an instructional device for teaching skills, and it was suggested from the data that the use of the motion picture was of more benefit

during the later stages of learning. A study by Watkins (16) indicated that baseball players who viewed motion pictures of their batting significantly decreased the number of their batting faults as compared to baseball players who did not view motion pictures of their batting.

Penman, Bartz and Davis (12) investigated the effects of teaching beginning trampoline with the use of the V.T.R. to allow the student to view his performance on trampoline skills. No significant difference in performance was found between the control and experimental groups on the post-test. A study by DeBacy (4) concerning the effectiveness of the V.T.R. in reducing any differences between actual and self-assessed skill found that self-viewing did improve the accuracy of self-assessment.

In addition, other suggestions were made regarding the use of the motion picture or V.T.R. after the results of the various studies were analyzed. Brown and Messersmith (2) felt that the time used by viewing motion pictures could have been better spent in practice. Penman, Bartz and Davis (12) found the V.T.R. of most benefit when working with remedial or superior students.

Nelson (9) and Lockhart (6) suggested that the motion picture produced better results in the later stages of the learning process. However, Watkins (16) found that when working with skilled performers, the use of motion pictures was more beneficial to students in the first three weeks of his experiment.



## METHODOLOGY

The subjects were selected from three coed badminton classes at Old Dominion University by means of information received on a questionnaire in regard to each student's previous badminton experience. One class (T.) was randomly assigned to be taught by the traditional method, the second class (P.) by the programmed method, and third (V.T.R.) by the traditional method using the V.T.R. as a teaching aid in correcting major weaknesses of the subjects in performance of skills. The traditionally-taught group (Group T.), the programmed instruction group (Group P.), and the traditionally-taught group with the use of V.T.R. (Group V.T.R.) were compared on the pre-test, consisting of the Stalter wall volley test, the French clear test and the French short serve test, before the study was initiated to determine that the groups were homogeneous. The battery of these three tests was selected as the measurement technique after reviewing the research done by Scott and French (14) in which various combinations of badminton skills tests were tried in the State University of Iowa study where the criterion was subjective ratings of three judges during tournament play. The combination of these three tests, taking the Stalter wall volley test twice and adding the

scores on the French clear test and the French short serve test as a composite score, yielded the highest correlation of .91.

The three groups met three times a week for thirty-five minutes for an eight week period. Each group had the same physical education instructor who conducted the classes. An attempt was made to assure that all three groups covered the same material and were allowed the same amount of time for practicing skills. The skills were covered in the same sequence in the programmed booklet as were covered by the instructor in the T. group and V.T.R. group.

Group T. (N=21) learned beginning badminton skills by the traditional method. The skill was demonstrated and analyzed by the instructor and the subjects were then given drills and practice time to perfect the skills. Group T. consisted of 13 females and 8 males.

Group P. (N=18) learned the same skills but by the programmed method. Each subject received a list of loop films to be viewed which discussed the skills to be covered and a programmed instruction booklet for badminton, through which each subject could work at his own rate. The booklet was designed by J and S Educational Services<sup>1</sup> and was revised for use in this investigation. Selected films and projector were made available on request from the equipment

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<sup>1</sup>J and S Educational Services. Badminton. P.O. Box 398, Hurst, Texas 76053.

Permission to use this booklet is gratefully appreciated by those involved in this study.

room in the physical education building and a room was designated for viewing of the films. The loop films and programmed instructional booklet covered the identical concepts and techniques used by the instructor of the T. group and the V.T.R. group. Group P. consisted of 13 females and 5 males.

Group V.T.R. (N=24) learned the same skills by the same traditional method as Group T., but were allowed to view themselves performing skills on the V.T.R. The results of studies by Lockhart (6) and Nelson (9) indicated that the use of visual aids was most effective in the later stages of learning. It was decided by the investigator that the V.T.R. would be introduced after the first three weeks of the unit. Group V.T.R. consisted of 17 females and 7 males.

At the end of the eight week period, the Stalter wall volley test, the French clear test and the French short serve test were again administered as a post-test to the subjects in the three groups. A written test for knowledge was also administered at the end of the eight week period. Thirty days after the post-test, the Stalter wall volley test, the French clear test and the French short serve test were again administered to determine the effectiveness of each method in regard to retention of skills. The results were subjected to a Repeated Measures Analysis of Covariance to determine if there was a significant difference in each group's acquisition of beginning badminton skills as a result of their respective method of instruction.

## RESULTS

A number of analyses were computed on the data, but the following analyses were chosen as the most indicative of the results of this investigation. The means and standard deviations are presented in Table 1.

Table 1. Means and Standard Deviations for Males and Females

	Pre-Test		Post-Test		Retention-Test	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
T. Males	233	79.76	296.9	52.10	315	52.44
P. Males	248.2	40.22	282.6	56.72	299	57.48
VTR. Males	234.9	31.63	322.4	27.67	301.7	34.27
T. Females	167.6	42.60	194.9	41.60	215.1	45.14
P. Females	151.7	49.98	234.8	51.51	208.2	56.35
VTR. Females	174	44.41	261.8	54.39	246.2	39.08

A composite score was computed for each subject on each of the pre-tests, post-tests and retention-tests before the data was analyzed. The T., P., and V.T.R. groups, including both male and female subjects were subjected to a One-Way Repeated Measures Analysis of Variance. The obtained F-ratios of 24.05, 17.90 and 40.54, respectively, were

significant for all three groups at the .01 level of confidence. The Neuman-Keuls analysis indicated that both the post-tests and retention-tests were significantly higher than the pre-tests for all three groups.

A Repeated Measures Analysis of Covariance was performed to determine if any significant differences existed between treatments with regard to the post-tests and retention-tests using the pre-test as the covariate. The obtained F-ratios indicated no significant differences existed for males. A significant difference was found for females at the .01 level of confidence. The total group analysis including males and females in each group indicated a significant difference ( $P < .05$ ), but it was assumed that the significant difference was a reflection of the results obtained for the females. The results of the Repeated Measures Analysis of Covariance for females are presented in Table 2.

Table 2. Repeated Measures Analysis of Covariance--Females

Source of Variation	df	MS	F
Between Subjects			
A(Treatments)	2	15144.41	6.85a
Subjects within groups	39	2210.76	
Within Subjects			
B(Trials)	1	1400.00	1.13
AB(Interaction)	2	3933.00	3.17
Residual	39	1240.10	

A= $P < .01$

In addition, two separate Analyses of Covariance--one for the post-tests of the three groups of females using the pre-test as the covariate, and one for the retention-tests of the three groups of females using the pre-test as the covariate--were computed to determine the significant differences. The results indicated a significant difference between the three groups of females on the post-test at the .01 level of confidence, but not for the retention-tests. The Scheffé comparison of pairs of means (Table 3) determined the V.T.R. females were significantly higher ( $P < .01$ ) on the post-test than the T. females. The P. females were also significantly higher than the T. females on the post-test at the .05 level of confidence. A graph of the means is presented in Figure 1.

Table 3. Scheffé Comparison of Pairs of Means--Females

Comparison	Obtained Difference
Programmed - Traditional	7.8
Programmed - Video Tape Recorder	0.8
Video Tape Recorder - Traditional	15.4

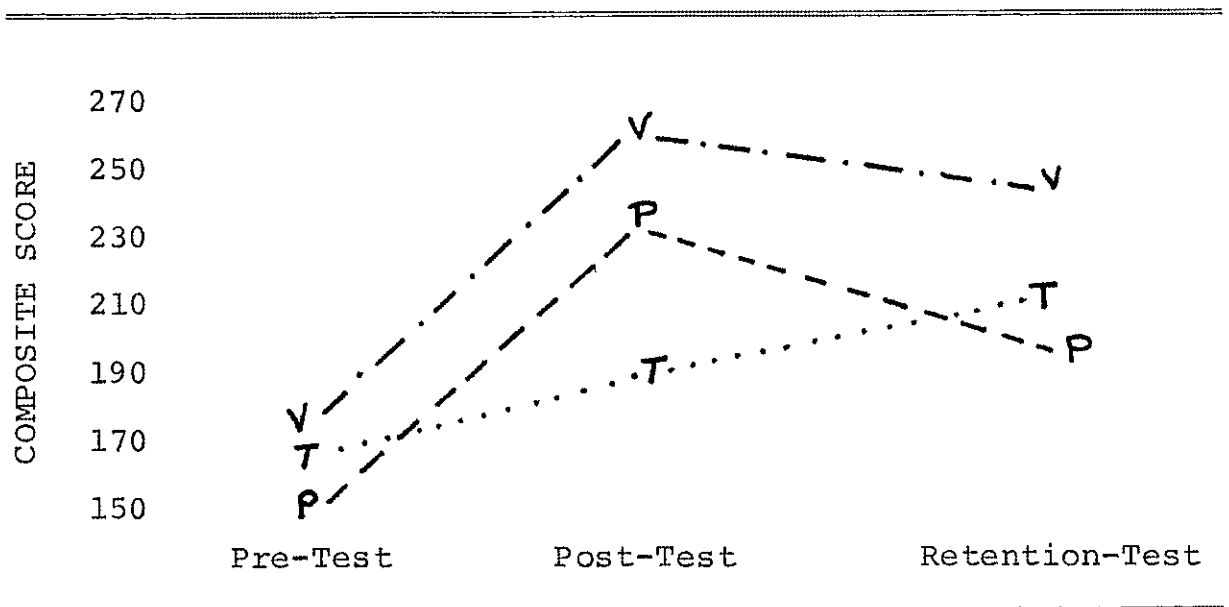
$P < .01 = 10.78$

$P < .05 = 6.46$

A One-Way Analysis of Variance was performed for the three groups on the scores of the written test to determine

if any significant differences existed in regard to knowledge of material that had been covered. The results revealed no significant differences.

Figure 1. Means of Females on Pre-Tests, Post-Tests and Retention-Tests



The subjects in each group were ranked according to the results of a double elimination tournament and these rankings were compared with the results on the post-test by means of a Rank Correlation for each group. The correlation coefficient for the T. (.70) and P. (.66) groups were significant at the .01 level of confidence, but the correlation coefficient for the V.T.R. group (.19) was not significant.

## DISCUSSION

The results of the One-Way Repeated Measures Analysis of Variance indicated all three teaching methods were effective upon learning. In all three groups, both the post-tests and retention-tests were significantly higher than the pre-tests.

Regarding comparison of treatments, the Repeated Measures Analysis of Covariance and subsequent special Analysis of Covariance revealed that for the males, each teaching method was equally effective upon learning. For the females, the results indicated the scores for the V.T.R. group were significantly higher at the .01 level of confidence than those for the T. group on the post-test. However, no significant differences existed between treatments on the retention-tests. These results support the fact that the use of the V.T.R. with the traditional method of instruction is more effective upon learning than the traditional method alone, but in regard to retention of skills, no significant difference was found. The analysis also revealed that for females, the scores for the P. group were significantly higher at the .05 level of confidence than the scores for the T. group on the post-test. These results support the fact that the programmed method of instruction is also more effective than the traditional method of instruction upon



learning, but no significant difference was found on the retention-test. However, as can be seen in Figure 1, the mean score for the retention-test for T. females increased from the mean score for the post-test. This may be the reason no significant differences were found on the retention-test.

Results of the One-Way Analysis of Variance on the scores of the three groups on the written test indicated that each method was equally effective upon knowledge of material covered. When each subjects' ranking in the double elimination tournament were compared with the scores on the post-test in the three groups, two out of the three groups had a correlation which was significant at the .01 level of confidence. The low correlation of the third group was probably due to chance. These results indicated the measurement techniques chosen for the pre-test, post-test and retention-test adequately measured the skills presented.

## CONCLUSIONS

The conclusions based on the results of this investigation were:

1. In learning of beginning badminton skills, the means of the V.T.R. females were significantly higher than the means of the T. females at the .01 level of confidence on the post-test, and the means of the P. females were significantly higher than the T. females at the .05 level of confidence on the post-test.
2. In learning of beginning badminton skills, there was no significant difference between the means of the T. males, the P. males and the V.T.R. males on the post-test.
3. In regard to retention of beginning badminton skills, there was no significant difference between the means of the T., P., or V.T.R. female groups on the retention-test.
4. In regard to retention of beginning badminton skills, there was no significant difference between the means of the T., P., or V.T.R. male groups on the retention-test.

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BADMINTON  
INSTRUCTIONAL PACKAGES

OLD DOMINION UNIVERSITY  
NORFOLK, VIRGINIA

1st 8 Weeks  
Spring, 1974

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## I N T R O D U C T I O N

Self-instructional packages are designed to assist you in the development of skills, attitudes, and knowledge necessary in understanding and playing badminton. The packages are adapted to each individual's learning rate. The units, (packages), are self-contained instructional packages that deal with a small amount of subject matter related to badminton that will help you in understanding the game.

Self-instructional packages permit individualized learning by enabling you to proceed independently through each package. The rate and speed by which you progress through each package; will be controlled by you, the learner. Each unit is portable, so that you can learn at the time and place of your choice, except when you must go to the Health and Physical Education Lab for the loopfilms and to class for practice of skills. The units may vary in length from fifteen minutes to forty-five minutes of your time.

### DIRECTIONS FOR USING

Proceed through the packages and answer questions related to the material in each package as you progress. Upon completing a unit, if you do not have a complete understanding of the material covered, it might help you to go through the unit once again. If you are still having problems ask your instructor for help.

Some instructional packages begin with a pre-test. This is to test your knowledge and understanding of a specific area of badminton. If you successfully answer all questions on the pre-test, and feel knowledgeable in that area, there is no need for you to go through that unit. If you miss any question on the pre-test, proceed through the package until you can answer all questions successfully.

A post test is included at the end of each package. When you successfully answer all questions and feel you are familiar with the material in the package, you may proceed to the next package. A written test will be given over the material included in all packages in this booklet at the end of the course.

The material covered in each unit will be discussed, and used, in badminton class this semester. The evaluation forms at the end of each package will be turned in after completion of the course.

The goals and objectives are found at the beginning of each instructional package. These instructional packages do not take the place of the instructor; they are tools by which the instructor can help you in developing the skills, attitudes, and knowledge necessary for understanding and playing badminton.



## GRADING

The written test at the end of the course will cover material from the instructional packages in this lab manual. Your grades in this course will be determined from your knowledge and competency on these tests and on the skill tests at the end of the course, and not how well you eventually play the game, or how many people you beat.

Your presence in class and your participation in the games and tournaments will also be considered in grading. This will be calculated on the following basis:

<u>Absenses</u>	<u>Points Deducted</u>
1 time	0 points
2 times	2 points
3 times	4 points
4 times	6 points
5 times	8 points
6 times	10 points
7 times	12 points
8 times	14 points
9 times	16 points
10 times	18 points

Grades will be determined on the following cumulative point basis:

<u>Total Points</u>	<u>Grade</u>
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

INSTRUCTIONAL PACKAGE #I

BASIC STROKES

## SELF-INSTRUCTIONAL PACKAGE #1

## BASIC STROKES

## PRE-TEST

Before you look at any material in this learning package, you are to take the following test to determine if you need to complete the package.

Match the following:

- |           |   |                    |
|-----------|---|--------------------|
| _____ 1.  | Begins badminton play                           | A. Smash           |
| _____ 2.  | Used mostly in doubles play                     | B. Deception       |
| _____ 3.  | Stroke used for gaining time on opponent        | C. Serve           |
| _____ 4.  | Drops just over the net                         | D. High serve      |
| _____ 5.  | Outstanding of dropshot                         | E. Drives          |
| _____ 6.  | "Put away"                                      | F. Low serve       |
| _____ 7.  | Flat sidearm stroke made from the right of body | G. Backhand clear  |
| _____ 8.  | Used to cross-court opponents                   | H. High deep clear |
| _____ 9.  | High deep shot made from left side of court     | I. Drop shot       |
| _____ 10. | Used often in singles play                      | J. Forehand drive  |

## Answers to Pre-Test

## Matching:

- |      |       |
|------|-------|
| 1. C | 6. A  |
| 2. F | 7. J  |
| 3. H | 8. E  |
| 4. I | 9. G  |
| 5. B | 10. D |

If you answered all the questions correctly, you already know the basic strokes in badminton, and why and when to use them. If so, you may skip the remainder of this learning package, and move on to the next learning package.

If you missed any Pre-Test questions, please turn to the next page.

## TOPIC: BASIC BADMINTON STROKES

PURPOSE. A badminton player must not only learn how to execute fundamental techniques, but should learn when and why they should be used. It is the purpose of this package to provide to the beginning badminton player a description of various strokes used in performing the game, as well as a knowledge relating to when and why they should be employed. A task card is included on page 13 of this package. This card is to be used to guide you in the practice of strokes during class time. The card will be explained and discussed during the first class period.

OBJECTIVES. When you have successfully completed this learning package, you will be able to:

1. Identify the basic strokes used in badminton play.
2. Know when and why a stroke is being used.
3. Know when and why to use a specific stroke in play.
4. Be able to successfully execute a specific stroke.

Now, we will begin with the basic strokes used in badminton.

The basic badminton strokes are: (1) the serve, (2) the overhead clear, (3) the dropshot, (4) the overhead smash, (5) the drive and, (6) the backhand clear.

Please go to the equipment room in the Health and Physical Education Building and check out the projector and loopfilm #C-1 on Grip and Cocking, #C-2 on Footwork, #C-3 on High Deep Serve and #C-4 on Low Short Serve and view these loopfilms before continuing with this section of package #I.

The serve is the underhand stroke that begins the play. You stand near the center service line, about three feet behind the short service line. Hold the shuttle at the base, between the thumb and forefinger of the left hand, and extend the arm out

about shoulder level. The left foot should be in advance of the right. A player's feet must remain in contact with the floor until the shuttle is contacted. Drop the shuttle when the racket has been taken behind the body at about waist level, wrist cocked. Contact the shuttle at about knee level, and hit it diagonally across the net. The follow-through should go in the direction that you intend the shuttle to go.

The low service is basic in doubles play, although it is also used for deception in singles play. Here the shuttle simply skims the net, and lands just within the front part of your opponent's service court.

The high service for doubles goes over your opponent's head and lands just within the back boundary line of his service court.

The high service for singles play goes higher and deeper than the one for doubles, because the singles court is longer. It requires more strength and power to get it high enough to be considered successful.

1. Which stroke begins each play? \_\_\_\_\_
2. About how far behind the short service line should you stand to serve? \_\_\_\_\_
3. Where should the shuttle be held when serving? \_\_\_\_\_
4. Should the left, or right, foot be in advance when serving? \_\_\_\_\_
5. When serving, must the server's feet maintain contact with the floor until the shuttle is contacted? \_\_\_\_\_
6. Which serve is used most often in doubles play? \_\_\_\_\_
7. Which serve is used most often in singles? \_\_\_\_\_

You were correct if you answered:

- |           |         |
|-----------|---------|
| 1. Serve  | 5. Yes  |
| 2. 3 feet | 6. Low  |
| 3. Base   | 7. High |
| 4. Left   |         |

Please go to the equipment room in the Health and Physical Education building and check out the projector and loopfilm #C-7 on Forehand, Overhead Shots, Defensive Clear, Attacking Clear and view this film before continuing with this section of package #I

The overhead clear is a high shot to the back of the court; it may be offensive or defensive. Generally, shots hit down are offensive. The attacking clear is an exception to this rule.

The complete overhead stroke is somewhat like an over arm throwing motion. As the racket moves from behind the head, the arm becomes fully extended at the contact point. The racket might be finished pointing down because of the wrist snap, but the arm is not brought down purposely. The contact must be quite explosive to get distance, since there is little weight in the racket.

The high deep, or defensive clear, is used primarily to allow time to return to the center position in the court after making the shot. Aspects of the high deep clear is the value of its use in combinations with the dropshot to run your opponent, making him defend all four corners of the court. The depth and height of the shuttle-cock on the defensive are extremely important in order to force your opponent as

far to the backcourt as possible. Your next shot, a drop-shot just over the net, would then become very effective in this game of maneuvering for openings and spaces. It might also force your opponent to hit a short return which could be smashed.

1. The overhead clears should be placed in the \_\_\_\_\_ of the court.
2. The arm should be fully extended at \_\_\_\_\_ on the overhead clear.
3. What stroke is used to gain time? \_\_\_\_\_
4. Depth is not important in the high clear shot. T F

You are correct if you answered:

1. back
2. contact point
3. high deep clear, or defensive clear
4. false

Please go to the equipment room in the Health and Physical Education building and check out the projector and loopfilm #C-8 on the Forehand, Overhead Shots, Smash, Drop and view this loopfilm before continuing with the next two sections on the dropshot and smash of package # I.

The dropshot is a slow shot that drops just over the net in the opponent's forecourt. You should attempt, by your movement prior to the shot, to suggest that a clear is forthcoming. There is still full wrist movement, but the shuttle must be contacted farther ahead of the body than is the clear, and with an extended arm, in order to direct it downwards. The face of the racket is tilted downward at the angle you wish the shuttle to take.



A dropshot is invaluable because it enables you to use the front corners of the court. The most important element in the execution of a good dropshot is deception.

1. The dropshot should drop in the opponent's \_\_\_\_\_.
2. Name the types of dropshots. A. \_\_\_\_\_  
B. \_\_\_\_\_
3. \_\_\_\_\_ is the most important element in the execution of the drop shot.

You were correct if you answered:

1. Forecourt
2. Underhand and Overhand
3. Deception

The smash is a powerful overhead shot used to "put away" any shuttle which is above the height of the net. The left shoulder must be turned to the net, and the right one back, ready to stroke with force. The arm and wrist are cocked behind the body, ready to unleash all available power. The racket head must be moving at a terrific rate as it goes out to meet the shuttle. The follow-through is down, and IN LINE with the flight of the shuttle. The overhead smash should be hit with as much power as is used for the high deep clear. The wrist action must be full and the timing perfect.

Please go to the equipment room in the Health and Physical Education building and check out the projector and loopfilm #C-11 on Drive Shots Underhand, Clear Shots and view this loopfilm before continuing with this section of package #I.

The drive is a flat sidearm stroke played as a forehand or backhand.

The forehand drive is played on the right side of the body and is similar to the baseball sidearm throw. As your arm and racket swing forward, your body weight should be transferred from the right foot to the left foot; your wrist cocked, and your arm straightened out at the point of contact. The racket swings on through in the direction of the flight of the shuttle.

The backhand drive employs the same basic principle as the forehand, with two or three exceptions. The grip is changed to the backhand grip. On the backswing, the elbow is bent, the right hand is by the left shoulder, and the elbow is pointing at the oncoming shuttle. The weight shifts, the shoulders turn, the arm starts swinging forward with the elbow leading, and then the head of the racket whips through for the contact and follow-through.

Drives can be played from either side of the body, from one sideline, diagonally across the court to the other sideline (crosscourt); or they can be played parallel to the sideline (down-the-line). The flight pattern of the drive is parallel to the floor, and just skims the net.

The fast drive is used when an opponent is out of position and you wish to get the shuttle behind him into the backcourt.

Please go to the equipment room of the Health and Physical Education building and check out the projector and

loopfilm #C-9 on Backhand, Overhead Shots, Defensive Clear, Attacking Clear and view this loopfilm before continuing with this section of package #I.

The backhand clear is a high, deep shot played from the left side of the court. Use the backhand grip, with the ball of the thumb flat against the back level. The feet and body positions are identical to those employed during the drive. At the completion of the backswing, the elbow should be pointing at the oncoming shuttle. The most important aspect of the swing is the timing of the wrist as it swings the head of the racket forward to meet the shuttle.

The backhand clear, from deep court, is usually the most difficult of all shots. Excellent timing, and power, are essential to clear the shuttle high enough to make it a safe shot.

NAME \_\_\_\_\_

## POST TEST

1. What stroke is used to "put away" shuttles? \_\_\_\_\_
2. Which stroke is considered a flat stroke where the shuttle just skims the net? \_\_\_\_\_
3. What stroke would be used when a player is caught out of position? \_\_\_\_\_
4. What is probably the most difficult shot to master? \_\_\_\_\_

You were correct in answering:

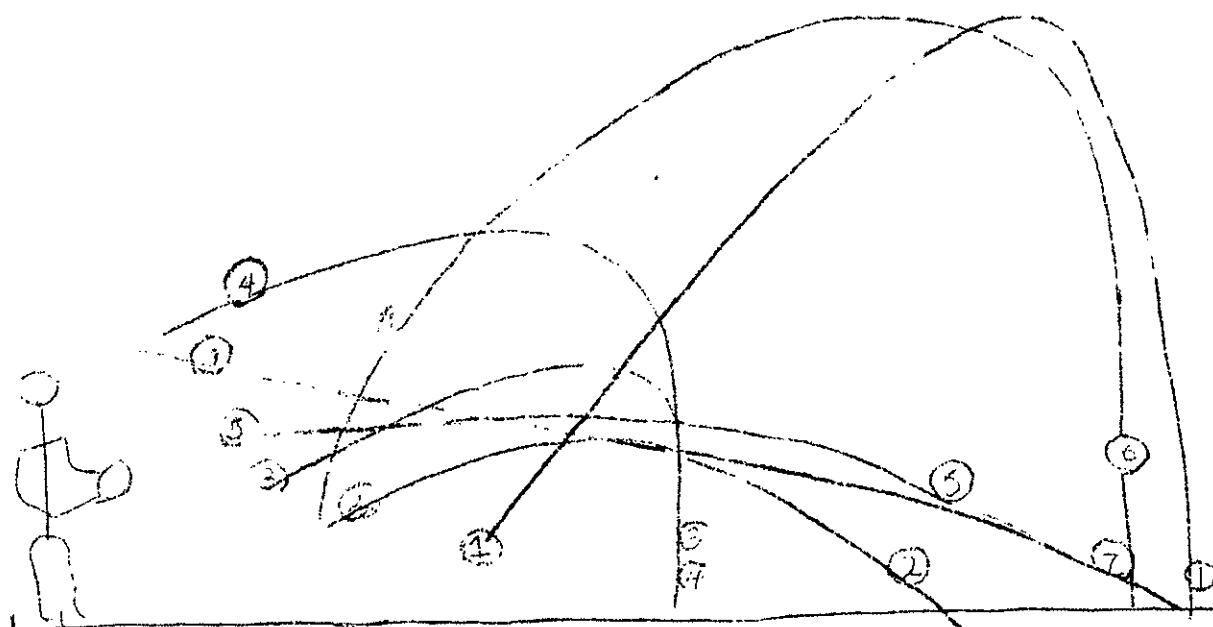
1. Smash
2. Drive
3. Drive
4. Backhand clear

If you missed any of these questions, you should review the previous material before going on to the following questions. If you answered all of them correctly, please continue.

## Fill-in-the-Blank

1. The \_\_\_\_\_ begins all badminton games.
2. The shuttle should be held at its \_\_\_\_\_ when serving.
3. The \_\_\_\_\_ serve is used most often in doubles play.
4. The \_\_\_\_\_ shot is used in combination with the dropshot to run your opponent.
5. The \_\_\_\_\_ shot is used in gaining time on your opponent.
6. A \_\_\_\_\_ is invaluable because it enables you to use the front corners of the court.
7. A server should stand \_\_\_\_\_ feet behind the short service line when serving.

Identify the strokes in the illustration below by placing the number of the stroke as diagrammed beside the name of the stroke, in the space provided.



8. \_\_\_\_\_ Underhand clear
9. \_\_\_\_\_ Low serve
10. \_\_\_\_\_ Drive
11. \_\_\_\_\_ Smash
12. \_\_\_\_\_ High doubles serve
13. \_\_\_\_\_ Overhead drop
14. \_\_\_\_\_ Underhand drop

Your answers should have been:

1. Serve
2. Base
3. Low
4. High deep clear
5. High deep clear
6. Dropshot
7. Three feet
8. (1)
9. (2)
10. (5)
11. (8)
12. (7)
13. (4)
14. (3)

Individual Program No. 1  
(Task Check List)

Name \_\_\_\_\_

Starting Date \_\_\_\_\_

Subject Matter: Badminton

To the Student: Perform each task as proposed in the program below and place a check next to the completed task.

## Tasks

## Dates

A. Serves

1. Low Service

Right side of court. 3 consecutive times.

Right side of court. 5 consecutive times.

Right side of court. 10 consecutive times.

Left side of court. 3 consecutive times.

Left side of court. 5 consecutive times.

Left side of court. 10 consecutive times.

2. High service - Doubles

Right side of court. 3 consecutive times.

Right side of court. 5 consecutive times.

Right side of court. 10 consecutive times.

Left side of court. 3 consecutive times.

Left side of court. 5 consecutive times.

Left side of court. 10 consecutive times.

### 3. High Service - Singles

Right side of court. 3 consecutive times.

Right side of court. 5 consecutive  
times.

Right side of court. 10 consecutive times.

Left side of court. 3 consecutive times.

Left side of court. 5 consecutive times.

Left side of court. 10 consecutive times.

[illegible]





## INSTRUCTIONAL PACKAGE #1

EVALUATION FORM

Please fill in the following form. Your comments and suggestions will be helpful to the writers in making improvements in this package. This form must be turned in to your instructor at the end of the course.

1. Is the material in this package clear and concise? yes no
2. If not, what part was not clear? \_\_\_\_\_  
\_\_\_\_\_
3. What would you have changed about this instructional package? \_\_\_\_\_
4. Do you like this approach to learning? yes no
5. If your answer was "no" to #4, why not? \_\_\_\_\_  
\_\_\_\_\_
6. Could you have learned this material by some other means?  
yes no If you answered "yes", suggest a more suitable  
manner. \_\_\_\_\_
7. Does this manner of learning take up too much of your  
time? yes no
8. Please make any further suggestions or comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INSTRUCTIONAL PACKAGE #II

COURT AREAS

INSTRUCTIONAL PACKAGE #II

TOPIC: COURT AREAS

In order to complete this learning package, you must read pages 7 and 102-104 in the textbook "Badminton" by James Poole, and pages 46-49 in the textbook "Beginning Badminton" by Rutledge and Friedrich. Answer the questions on the answer sheet on the next two pages of package #II.

## STIFF INSTRUCTIONAL PACKAGE #11

## ANSWER SHEET

- Q. #1. What is the length of the singles court? \_\_\_\_\_  
The width? \_\_\_\_\_
- Q. #2. What bisects the court? \_\_\_\_\_
- Q. #3. How high is the net at center court? \_\_\_\_\_
- Q. #4. Where are the poles for the net situated? \_\_\_\_\_
- Q. #5. The dimensions of the doubles court are \_\_\_\_ by \_\_\_\_.
- Q. #6. Can both singles and doubles be played on the same court layout? \_\_\_\_\_
- Q. #7. What is the distance between the doubles sideline and the singles sideline? \_\_\_\_\_
- Q. #8. What is the stroke called which puts the shuttle into play? \_\_\_\_\_
- Q. #9. What is the general name of the area into which the serve must be directed? \_\_\_\_\_
- Q. #10. Name the four lines that bound the singles service area.  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_
- Q. #11. How many service courts are on one side of the net? \_\_\_\_\_
- Q. #12. If the serve lands outside the service court, what is declared? \_\_\_\_\_

- Q. #13. What is the distance between the long service line in the doubles, and the long service lines in the singles?\_\_\_\_\_
- Q. #14. Name the four lines that bound the doubles service area?
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- Q. #15. What are the dimensions of the doubles service area?\_\_\_\_\_
- Q. #16. The doubles service court is always \_\_\_\_\_ and \_\_\_\_\_.
- Q. #17. The singles service court is always \_\_\_\_\_ and \_\_\_\_\_.

## INSTRUCTIONAL PACKAGE #II

EVALUATION FORM

Please fill in the following form. Your comments and suggestions will be helpful to the writers in making improvements in this package. This form must be turned in to your instructor at the end of the course.

1. Is the material in this package clear and concise? yes no

2. If not, what part was not clear? \_\_\_\_\_  
\_\_\_\_\_

3. What would you have changed about this instructional package? \_\_\_\_\_  
\_\_\_\_\_

4. Do you like this approach to learning? yes no

5. If your answer was "no" to #4, why not? \_\_\_\_\_  
\_\_\_\_\_

6. Could you have learned this material by some other means?  
yes no

If you answered "yes", suggest a more suitable manner.  
\_\_\_\_\_  
\_\_\_\_\_

7. Does this manner of learning take up too much of your time? yes no

8. Please make any further suggestions or comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INSTRUCTIONAL PACKAGE #III

SERVICE AND SCORING PROCEDURES

## INSTRUCTIONAL PACKAGE #111

## TOPIC: SERVICE AND SCORING PROCEDURES

## PRE-TEST

Put either True or False in the blanks:

- \_\_\_\_\_ 1. In a fifteen-point game, when the score is "set", it must be set at five points if tied at thirteen to thirteen.
- \_\_\_\_\_ 2. The first team to serve in doubles is allowed a service attempt by both members of that team.
- \_\_\_\_\_ 3. The receiver must stand within his own service court while service is being made.
- \_\_\_\_\_ 4. The length of a woman's game is 11 points.
- \_\_\_\_\_ 5. In doubles the initial serve of each inning is always by the same person regardless of the court he is in.
- \_\_\_\_\_ 6. In singles, service is delivered from the left-hand court when the server's score is 0, 2, 4, etc.
- \_\_\_\_\_ 7. In a fifteen-point game, if the score is tied at thirteen all, the player who started serving the game has the privilege of setting the game.
- \_\_\_\_\_ 8. In doubles, the person who starts the game in the right-hand court should be serving from that court whenever his team's score is even (0, 2, 4, etc.)
- \_\_\_\_\_ 9. Both singles and doubles games may be played on the same playing surface.
- \_\_\_\_\_ 10. A match consists of three games, and teams will change ends of the court after each game.

Complete the following chart of "setting".

<u>Points in the game:</u>	<u>The score is set at:</u>	<u>Points required to win game</u>
A. _____	9 all	3 pts.
B. 11	_____	2 pts.
C. 15	_____	5 pts.
D. 15	14 all	_____
E. 21	19 all	_____
F. 21	_____	3 pts.



Answer the following questions:

1. In the double play, player A started the game in the right service court. His team is now ahead 3 to 2. What service court is player A now in? \_\_\_\_\_
2. In singles play, player A started the game in the right service court as a server. He never lost the serve and now the score is 10-0. What court is he serving from now? \_\_\_\_\_
3. In doubles play, the first team serving is allowed how many "side-outs"? \_\_\_\_\_
4. During the third game of a three game match, players change ends of the court on what score, in a 15 point game? \_\_\_\_\_
5. When the serving team changes courts during service in doubles, the receiving team does what? \_\_\_\_\_
6. Why do teams exchange ends of the court during the third game of a match? \_\_\_\_\_
7. Which team may score during a game? \_\_\_\_\_
8. What is the score after "setting" a game? \_\_\_\_\_
9. When does the serving team change positions of the courts? \_\_\_\_\_

## ANSWERS TO CWT PRE-TEST

True/False	Completing Chart	Short Answer Questions
1. True	A. 11	1. Left service court
2. False	B. 10 all	2. Right service court
3. True	C. 13 all	3. One
4. True	D. 3 pts.	4. 8 points
5. False	E. 5 pts.	5. Remains stationary
6. False	F. 20 all	6. To make the game even
7. False		7. Serving
8. True		8. 0-0
9. True		9. After winning a point
10. True		

If you answered all the questions correctly, you already know how to score, set and the correct positioning of the court for serving and receiving. You may skip the remainder of this learning package. If you missed any questions on the Pre-test, please turn to the next page and begin reading.

## INSTRUCTIONAL PACKAGE #111

## TOPIC: SERVICE AND SCORING PROCEDURES IN BADMINTON

PURPOSE: The ability to play the game of badminton correctly is, in great part, based upon a person's personal knowledge of the rules pertaining to service and scoring procedures. Knowledge of, and adherence to, these procedures will be necessary throughout this course and will also greatly affect any future association with the game of badminton.

OBJECTIVE: When you have successfully completed this learning package, you will be able to:

1. Identify the proper service court from which you are to serve and receive.
2. Be able to "set" a men's and women's game of badminton.
3. Be able to keep a correct score.

In addition, you should have developed a feeling of confidence in positioning yourself on the court, in aiding your teammate or opponent during problems he may encounter in knowing which court to be in, as well as confidence in your ability to serve and score a game correctly.

Now, an introduction to the game of badminton: its scoring and positioning procedures.

## SINGLES SERVICE POSITION

Badminton is a game which involves hitting the shuttle, or bird, back and forth across a net into the opponent's court. If the court is properly marked, both singles and doubles may be played on the same playing surface. A server

begins service by positioning himself in the right service court. Right and left are always determined by facing the net. His opponent is now positioned on the opposite side of the net in his own right service court. Service is made from right service court to right service court, left service court to left service court.

#### SELF TEST:

1. May both singles and doubles game be played on the same playing surface? \_\_\_\_\_
2. What court does the initial server and receiver begin in? \_\_\_\_\_
3. Your opponent must position himself in which court to receive the service? \_\_\_\_\_

Check the following answers to see if you were correct.

1. Yes
2. The right service court.
3. The receiver must be in the same receiving court that the server serves from; right to right, or left to left.

If you answered all questions correctly, you have a good start toward understanding the remainder of the paper, and you may continue. If, however, you missed any of the questions, refer back to the explanatory paragraph; read it again; then answer the questions once more.

#### POINTS, GAMES, SETS

Play is started by an underhand serve, and a side may score only when it is serving. When the serve has been properly delivered, the shuttle is in play. Whenever an exchange is won by the server, a single point is given

that team. If the exchange is won by the receiving team, "side out" is declared, and loss of serve results, with no points being awarded either team. The game consists of 15, or 21, points for men's play, as prearranged by the players or tournament director. A ladies game consists of 11 points. A match consists of the best two out of three games, and teams are required to change ends of the court after each game. In a three game set, sides will change ends during the third game when the score reaches 8 in a 15 point game, 6 in an 11 point game, and 11 in a game of 21 points. This allows the players of both teams near equal time on both ends of the court thereby eliminating the possibility of a "court disadvantage".

#### SELF TEST:

4. Which team can win a point during a game? \_\_\_\_\_
5. A men's game consists of how many points? \_\_\_\_\_
6. Women's singles games consist of how many points? \_\_\_\_\_
7. A match consists of how many games? \_\_\_\_\_
8. Why change courts during the third game of a match? \_\_\_\_\_

---

Check the following answers to see if you were correct.

4. Serving team
5. 15 or 21 points
6. 11 points
7. Best 2 out of 3 games.
8. Makes the game more even in regard to playing time on each end of the court.

If you missed any of these questions, review the material presented, and answer the questions again. If you did not miss any of the questions, continue with the remainder of the package.

### SINGLES (EVEN & ODD COURTS)

The first serve of every singles game is made from the right service court of what is known as the "even numbered" court. Thereafter, upon winning the right to serve, the server starts his series of serves in the right service court if his score is even, and in the left service court if his score is odd. Remember that the server's score is always called first when announcing the score. This provides consistency and prevents confusion in keeping, and announcing, the score.

### SELF TEST:

9. If the score is 5 for the server and 6 for the receiver, which court should the receiver be in to receive the next serve?\_\_\_\_\_
10. If the score is 4 for the server and 5 for the receiver, which court should the server be in to serve the next serve?\_\_\_\_\_

Check the following answers to see if you were correct.

9. Left service court to receive the next serve.
10. Right service court to serve the next serve.

If you were wrong in either of the above answers, review until you completely understand singles service. If you were correct, then proceed to the next paragraph.

## DOUBLES (EVEN & ODD COURTS)

In doubles badminton, it is important to remember that the score will always be even (0, 2, 4, etc.) when you are in the court in which you started the game. Whenever your team scores a point, (this can occur only when you are serving), you and your partner change courts. When you are in the court in which your partner began, the score is odd (1, 3, 5, etc.). This rotation of courts continues as long as points are won by your team.

### SELF TEST:

11. When you exchange courts with your partner, what has happened? \_\_\_\_\_
12. When you are in the court in which you started, is the score even or odd? \_\_\_\_\_
13. How long do you and your partner keep exchanging courts? \_\_\_\_\_

Check the following answers to see if you were correct.

11. A point has just been scored by your team.
12. Even score.
13. You continue to change courts as long as you score.

If you missed any part of these questions, review the paragraph above for the correct answers. If you answered them all correct, then proceed to the next paragraph.

### TURNS AT SERVICE

If your team is the first team to serve during the game, you have already one turn at serving. This means that the person you choose to be in the right service court at the beginning of the game will be the only server for that

"inning". An "inning" refers to a team's turn at serving. The partner of the serving player does not receive a turn at serving during the first inning. Thereafter, both players on a side have a turn at serving before "side out" is declared. "Side out" occurs when both servers lose their serves. When receiving in doubles play, neither player of the receiving team changes courts during the time they are receiving.

SELF TEST:

14. During a game, the first team to serve has how many turns at serving? \_\_\_\_\_
15. The first service of every "inning" is made from what court? \_\_\_\_\_
16. When does "side out" occur? \_\_\_\_\_
17. Does the receiving team rotate during service? \_\_\_\_\_

Check the following answers to see if you were correct.

14. A team has one turn at serving the first inning, and thereafter has two.
15. The first service of every "inning" is made from the right service court, regardless of the score.
16. "Side out" occurs when both servers loose their serves. This is true every time a team serves, except the first inning when a team receives only one attempt at serving, rather than two.
17. A team does not rotate or change courts when receiving.

If you missed any of the questions, review the paragraph again. If you answered them all correctly, then proceed to the next paragraph.



## SETTING

"Setting" is a term which is peculiar to the scoring system in badminton. This is a method of extending a game, if the game is tied at a particular score. When a game is "set" at a particular number, the score become 0-0. Whoever reaches the "set" score first wins the game with no further extension required.

When the score is tied at 9 to 9 in an 11 point game, the game is "set" or lengthened to 3 points; when it is tied 10 to 10 in an 11 point game the score is "set" or lengthened to 2 points. These are predetermined rules of badminton. When the score is tied at 13 to 13 in a 15 point game, the game is "set" at 5 points. When it is tied at 14 to 14 in a 15 point game, the game is "set" at 3 points. When the score is tied 19 to 19 in a 21 point game, the game is set at 5 points. When is is tied at 20 to 20, the game is set at 3 points.

The following chart should be memorized:

<u>NUMBER OF POINTS IN THE GAME PLAYED:</u>	<u>THE GAME IS SET WHEN THE SCORE IS:</u>	<u>THE NUMBER OF POINTS REQUIRED TO WIN THE GAME:</u>
11 point game	tied at 9 to 9	3 points
11 point game	tied at 10 to 10	2 points
15 point game	tied at 13 to 13	5 points
15 point game	tied at 14 to 14	3 points
21 point game	tied at 19 to 19	5 points
21 point game	tied at 20 to 20	3 points

## SELF TEST:

18. What does the term "SET" actually mean?\_\_\_\_\_
19. If a team is playing a 15 point game, and both teams are tied at 13-all, what points would be required to win the game, if the team set the score?\_\_\_\_\_
20. On an 11 point game, the score is tied at 10-all. How many points are you allowed to set the game?\_\_\_\_\_
21. In a 21 point game, the score has just been set for 5 points. What was the score of the game prior to "setting".\_\_\_\_\_

Check the following answers to see if you were correct.

18. To lengthen the game.
19. 5 points
20. 2 points
21. 19-all

If you missed any of the questions, review the preceding paragraphs again. If you answered all correctly, then proceed to the next paragraph.

## OPPORTUNITY TO SET

The side which reached the tied score first has the right to set, or not to set, the score. If the option to set the score is rejected, the game may be set later, should the game become tied at a different score. For example, if the score were tied at 13-all, and the team that had reached 13 first refused to set the game, the game would continue. If the score then became tied 14-all, it would allow another opportunity to set the score, and the team that had reached

14 first would be the team allowed to set the score. If a team does not wish to extend the game, the first team reaching the prearranged score wins the game.

SELF TEST:

22. Who is allowed to set the game? \_\_\_\_\_
23. What does the score revert to immediately after setting?  
\_\_\_\_\_
24. If a team does not wish to set the score, how long does the game last? \_\_\_\_\_

Check the following answers to see if you were correct.

22. The team reaching the tied score first is the team allowed to set the score.
23. 0 to 0
24. Till one of the teams reaches the prearranged score (11, 15, or 21).

If you missed any of the questions, review the preceding paragraph. If you answered them all correctly, proceed.

There will be occasion when you will want to know how, and when, to set the score. Therefore, it is very important that you understand the information presented above concerning the process of setting. If you do not feel sufficiently knowledgeable in this area, review all information pertaining to this subject, and answer the questions again.

If you answered all the questions correctly, and do feel competent in this area, then you have successfully completed this phase of the study of badminton. If there are any areas in which you feel less than competent, please consult your instructor for further information regarding this subject.

## INSTRUCTIONAL PACKAGE #III

EVALUATION FORM

Please fill in the following form. Your comments and suggestions will be helpful to the writers in making improvements in this package. This form must be turned in to your instructor at the end of the course.

1. Is the material in this package clear and concise? yes no
2. If not, what part was not clear? \_\_\_\_\_  
\_\_\_\_\_
3. What would you have changed about this instructional package? \_\_\_\_\_
4. Do you like this approach to learning? yes no
5. If your answer was "no" to #4, why not? \_\_\_\_\_  
\_\_\_\_\_
6. Could you have learned this material by some other means?  
yes no  
If you answered "yes", suggest a more suitable manner. \_\_\_\_\_  
\_\_\_\_\_
7. Does this manner of learning take up too much of your  
time? yes no
8. Please make any further suggestions or comments:

INSTRUCTIONAL PACKAGE #IV

FAULTS, ERRORS, AND GENERAL RULES

## SELF-INSTRUCTIONAL PACKAGE #IV

## BADMINTON FAULTS, ERRORS, AND GENERAL RULES

## PRE-TEST

Match the definitions on the left to the terms on the right. You may use the definitions more than once.

- |   |       |           |
|---|-------|-----------|
| 1. Replay   | _____ | 1. Fault  |
| 2. A series of returns                            | _____ | 2. Out    |
| 3. Loss of service                                | _____ | 3. Let    |
| 4. Momentary holding of the shuttle on the racket | _____ | 4. Carry  |
| 5. Any violation of rules                         | _____ | 5. Bird   |
| 6. Illegal movement by the server prior to serve  | _____ | 6. Throw  |
| 7. The shuttle                                    | _____ | 7. Rally  |
|   | _____ | 8. Sling  |
|   | _____ | 9. Balk   |
|   | _____ | 10. Error |

Multiple choice. Circle the entire correct answer.

1. A fault may occur:
  - a. during receiving
  - b. during serving
  - c. during play
  - d. all of the above
2. A team may score points:
  - a. only when receiving
  - b. only when serving
  - c. both of the above
  - d. neither of the above
3. Which of the following is declared when a serving team commits a fault?
  - a. Out
  - b. Point
  - c. Balk
  - d. Let

4. A serve must be made:
  - a. overhand
  - b. sidearm
  - c. underhand
  - d. any of the above
5. During a serve, what must be held below the hand which is holding the racket?
  - a. The head of the racket
  - b. The shuttle
  - c. The handle of the racket
  - d. None of the above
6. When a bird lands on a line, it is considered:
  - a. good
  - b. a fault
  - c. a let
  - d. out
7. When is a serve completed?
  - a. When the shuttle crosses the net
  - b. When the shuttle leaves the receiver's racket
  - c. When the shuttle leaves the server's racket
  - d. When the shuttle is dropped for the serve
8. When is a "balk" declared?
  - a. When a receiver moves out of his court before the serve
  - b. When the server misses the bird in attempting to serve
  - c. When the shuttle lands on a line during service
  - d. When the server distracts the receiver before serve
9. A fault is declared if during service the shuttle:
  - a. falls outside of the boundaries
  - b. touches the roof
  - c. hits a person
  - d. all of the above
10. When may the net be touched?
  - a. On a close recovery of a drop shot
  - b. On a follow through shot
  - c. Before the shuttle hits the floor
  - d. None of the above
11. A "let" is declared:
  - a. when a player serves out of turn, and it is detected before the next serve
  - b. when a partner of the intended receiver strikes the serve
  - c. when a shuttle is hit before it crosses the net
  - d. when a bird is hit twice in succession on one side of the net

12. How many attempts may a player have at striking a serve, if he never touches the shuttle with his racket?
  - a. No more than once
  - b. No more than twice
  - c. No more than three times
  - d. None of the above
13. When the shuttle rests momentarily on the racket, during the execution of a shot, it is called:
  - a. sling
  - b. carry
  - c. throw
  - d. all of the above
14. Where may the partner of a server stand?
  - a. Only in his own court
  - b. In the left half of the service court
  - c. Anywhere on the court, as long as he does not interfere with the receiver's vision
  - d. It depends on the score of the game
15. A fault is defined as:
  - a. delay of the game
  - b. any violation of the rules
  - c. a series of returns
  - d. replay of a rally

#### ANSWERS TO THE PRE-TEST

Matching:

- |       |        |
|-------|--------|
| 1. #5 | 6. #4  |
| 2. #3 | 7. #2  |
| 3. #1 | 8. #4  |
| 4. #4 | 9. #6  |
| 5. #7 | 10. #5 |

Multiple Choice:

- |      |       |       |
|------|-------|-------|
| 1. d | 6. a  | 11. a |
| 2. b | 7. c  | 12. d |
| 3. a | 8. d  | 13. d |
| 4. c | 9. d  | 14. c |
| 5. a | 10. d | 15. b |

If you answered all the questions correctly, you understand faults, errors, and general rules as covered in this package. If so, you may skip the remainder of this learning package. If you missed any of the questions on the Pre-test, turn to the next page and begin reading.



## INSTRUCTIONAL PACKAGE #IV

TOPIC: BADMINTON FAULTS, ERRORS, AND GENERAL RULES

PURPOSE: To be able to play the game of badminton correctly, you must know the general rules of the game, including faults or errors. You must learn these rules in order to fully participate and enjoy the game.

OBJECTIVE: When you have successfully completed this package, you will be able to:

1. Identify a fault, or an error, so that you will be able to assign either an "out", if made by the serving side, or a "point" for the opponents, if made by the receiving side.
2. Be ready to report all errors or faults during a game.
3. On a written examination over the rules contained in this package, be able to respond with 90% accuracy.

## DEFINITION OF FAULT AND ERROR

It is essential, first of all, to know that "fault" and "error", have the same meaning; basically, "any violation of the rules". Either term, "fault" or "error", is correct. If a fault is committed by the side serving, and "out", or "loss of service", occurs. If a fault is committed by the side receiving, a "point" is awarded to the serving team. This is consistent with the rule that only the serving team can score points.

## SELF TEST:

1. Is there any significant difference between the terms "fault" and "error"? \_\_\_\_\_
2. What does the term fault mean? \_\_\_\_\_
3. When may a fault occur? \_\_\_\_\_

4. What is declared, if the serving team commits a fault? \_\_\_\_\_
5. When may a team score points? \_\_\_\_\_

You were correct if you answered the questions in the following manner.

1. There is no significant difference between "fault", and "error".
2. A fault means, "any violation of the rules".
3. A fault may occur during serving, receiving, or during play.
4. An "out" is declared if a fault is performed by the serving team.
5. The team serving is the only team which can be awarded points.

If you answered all the questions correctly, you may continue. If you missed any of the questions, re-read the explanatory paragraph, then test yourself again.

#### RULE INFRACTIONS

Each of the following rules infractions is a "fault" and constitutes an "out" if made by the serving team, and a "point" for the opponents if made by the receiving team. Following, are eight serving, and/or receiving faults.

##### I. Underhand Service

It is a fault if the service is made overhand. The serve must be completely an underhand stroke, and the shuttle must be contacted below the server's waist. To further insure that the serve is an underhand stroke, the entire head of the racket must be below the hand holding the racket.

## II. Where Shuttle Must Fall

If the service falls outside of the court diagonally opposite the serving court, it is a fault. This would indicate that the shuttle has fallen either long, short, outside, or in the wrong court. When a bird lands on a line it is considered a good shot.

## III. Position of Server and Receiver

If the server or receiver steps out of his respective court before the serve is delivered, it is a fault. Both feet must be in contact with the floor until the service is delivered. If the server, or receiver, steps on a line while service is being made, he is considered out of his court, and a fault is declared. A serve is complete as soon as the shuttle leaves the server's racket. When the service is completed, both server and receiver, may leave their respective courts.

### SELF TEST:

6. The shuttle must be struck by the racket at what position?  
\_\_\_\_\_
7. The head of the racket must be held below what part of the body?\_\_\_\_\_
8. If the shuttle lands on a line, is the shot good or bad?\_\_\_\_\_
9. If a receiver, or server, steps on a line, is he considered in or out of his respective court?\_\_\_\_\_
10. When is a serve considered complete?\_\_\_\_\_

Check the following answers to see if you were correct.

6. The shuttle must be contacted below the server's waist.
7. Below the hand holding the racket on a service.

8. If the shuttle lands on a line, the shot is considered to be good.
9. Either is considered out of his court if he is on the line.
10. A serve is complete when the shuttle has left the racket of the server.

If you answered all of the questions correctly, proceed to the remainder of the package. If you missed any of the questions, review the rules mentioned, and take the test again. Follow this procedure until you are fully confident that you completely understand each of the rules.

#### IV. Balk

It is a fault if, during the service, the server or his partner, "balks". A "balk" is any type of movement by the server meant to distract the receiver before the server contracts the shuttle. This is considered an unsportsmanlike attempt to win a point.

#### V. Shuttle Fault

A fault is declared if, during service or play, the shuttle falls outside of the designated boundaries; goes through or under the net; fails to pass over the net; or touches the roof, sidewalls, or the person or clothing of a player.

#### VI. Partner Strikes Service

A fault is declared if the receiver's partner strikes a serve meant for his partner. Only the player to whom the serve is directed may take the service.

#### SELF TEST:

11. Define a "balk". \_\_\_\_\_
12. Is it a fault when the shuttle touches the roof? \_\_\_\_\_

13. If the shuttle hits the receiver during service, is this a point for the server? \_\_\_\_\_
14. On a service, may the partner of the intended receiver play the shuttle? \_\_\_\_\_

Check your answers with the following correct responses to see how you scored:

11. A balk is any type movement by the server intended to distract the receiver.
12. A shuttle that hits the roof is considered a fault.
13. If the shuttle strikes the person or clothing of the receiver, a point is awarded the server.
14. Only the player to whom the serve is directed may take the serve.

If your answers were all correct, proceed. If you missed any of the questions, restudy the rules and take the test again.

#### VII. Service Out of Turn

It is a fault for a player to serve out of turn, or from the wrong court. If the mistake is noted before the next service, a let (replay) is allowed. If the mistake is not discovered before the next service, the already altered serving and receiving order is not changed until the end of the game, regardless of which team won or lost the "rally." A "rally" is a series of consecutive returns across the net during one service.

#### VIII. Determining When Receiver is Ready

The server must wait until his opponent is ready to receive the serve. Should the receiver attempt to return a serve, this would indicate that he was ready, and the serve should be played as a regular serve.

## IX. Missed Shuttle on Serve

If a player attempting a serve misses the shuttle completely, no fault is declared, and he may restroke indefinitely, provided the racket does not contact the shuttle.

### SELF TEST:

15. A replay of a rally is called what? \_\_\_\_\_
16. If a mistake in serving is not noted before the next service, do both teams go to the correct court as soon as the mistake is detected? \_\_\_\_\_  
What do they do? \_\_\_\_\_
17. How can you determine if a receiver was ready for a serve? \_\_\_\_\_
18. How many times may a player attempt to serve a shuttle if he does not touch it with his racket? \_\_\_\_\_

Check your answers with the following correct responses to see how you scored:

15. A replay is also known as a let.
16. No! Both teams remain as they are until the end of the game.
17. If the receiver attempts to return the serve, he has indicated that he was ready.
18. Indefinitely

If all your answers were correct, proceed. If you missed any of the questions, re-read, and take the test again.

### GENERAL BADMINTON RULES

The following general rules are ones which will apply during the play.

## I. Net Violations

If the shuttle, in play, is hit before it crosses the net, a fault is declared. However, it is legal to follow through with a stroke over the net with the racket, but the first contact of the shuttle must be made on your side of the net. The net and its supports may not be touched at any time during service or play by a person, his racket, or clothing.

## II. Let

When any unusual occurrence interferes with the play, a "let" can be called, and the point replayed. An example might be your own inability to call a line shot good or bad because you did not see it land. When the bird hits the net on a serve, and goes into the proper court, this is considered a let, and replay occurs.

## III. One Hit to a Side

The shuttle may not be hit twice in succession before being returned to the opponents. This rule prevents setting the shuttle up to oneself or to one's partner.

### SELF TEST:

19. Is it permissible to reach over the net to hit a shuttle? \_\_\_\_\_
20. Is it legal to hit the shuttle on your side of the net, and follow through over the net with the racket? \_\_\_\_\_
21. May a player touch the net with his hand during service or play? \_\_\_\_\_
22. If a play is interfered with during a game, what is declared? \_\_\_\_\_
23. How many times may the shuttle be hit on one side of the net? \_\_\_\_\_

Check the following answers to determine if you were correct:

19. You may not reach over the net to contact a shuttle.
20. You may follow through over the net if contact is first made on your side of the net.
21. A player may not touch the net with his person, racket, or clothing.
22. A "let", or replay, is declared.
23. The shuttle may be struck only one time before going over the net.

If your answers were all correct, proceed. If you missed any of the questions, restudy the rules and take the test again.

- IV. The shuttle may not rest momentarily on the racket during the execution of the stroke. This is commonly called s "carry", "sling", or "throw". This fault is usually an unintentional act committed by beginners as a result of poor timing.
- V. A player may not bend down below the net and hold his racket near the net in an attempt to prevent an opponent from smashing or in an attempt to allow the shuttle to rebound from his racket into the opponents court. However, a player may hold the racket up for protection, and any resulting shot is acceptable.
- VI. After a service is delivered, players on both sides may take any position they wish, provided they do not obstruct the play or vision of their opponents. The latter part of this rule usually applies to doubles



service and means that the server's partner cannot stand in front of the server in such a manner as to obstruct the receiver's view of the impending serve.

SELF TEST:

24. What are the terms used when a shuttle rests on the racket momentarily during the execution of a stroke? (1) \_\_\_\_\_ (2) \_\_\_\_\_ and (3) \_\_\_\_\_
25. May a player stand in front of his partner during service if this in no way interferes with the vision of the receiver? \_\_\_\_\_

Check the following answers to see that you were correct:

24. "Carry", "sling", or "throw" are the three terms.
25. A player may stand anywhere on the court if he does not interfere with the vision of the receiver.

These answers must be correct. If they are not; review the rules and answer the questions again.

If you do not feel totally knowledgeable concerning all the rules covered in this package, review all information pertaining to this subject and answer the questions again. If you answered all the questions correctly and do feel competent in this area, then you have successfully completed this phase of the game of badminton.

## INSTRUCTIONAL PACKAGE #IV

EVALUATION FORM

Please fill in the following form. Your comments and suggestions will be helpful to the writers in making improvements in this package. This form must be turned into your instructor at the end of the course.

1. Is the material in this package clear and concise? yes no

2. If not, what part was not clear?\_\_\_\_\_

3. What would you have changed about this instructional package?\_\_\_\_\_

4. Do you like this approach to learning? yes no

5. If you answered "no" to #4, why not?\_\_\_\_\_

6. Could you have learned this material by some other means?  
yes no

If you answered "yes", suggest a more suitable manner.\_\_\_\_

7. Does this manner of learning take up too much of your  
time? yes no

8. Please make any further suggestions or comments:\_\_\_\_\_

INSTRUCTIONAL PACKAGE #V

COURT POSITIONS

## INSTRUCTIONAL PACKAGE

## TITLE: COURT POSITION.

In order to complete this learning package, you must read pages 22 (beginning with "Court Positions") through 45 in the textbook "Beginning Badminton" by Rutledge and Friedrich. Read the instructions and objectives listed below, and answer the questions on the answer sheet provided on the next page.

PURPOSE: It is important that during service, and reception, of the shuttle each player be in an area of the court where control of the entire court area can be maintained. You must, therefore, learn the appropriate position for yourself, and for your partner. From that position, you should be able to move to all areas of the court with ease.

When you have successfully completed this learning package, you will be able to:

1. Know where you should stand to serve and receive in singles play.
2. Understand the proper positions for yourself and your partner when the back player is either serving or receiving.
3. Know the proper positions for yourself and your partner when the net player is either serving or receiving.
4. Identify the base position for singles and doubles.

## INSTRUCTIONAL PACKAGE 22

## TENNIS: COURT POSITIONS

## Answer Sheet

1. Where do you stand when preparing to serve in singles?  
\_\_\_\_\_
2. Where is the base position located in singles? \_\_\_\_\_  
\_\_\_\_\_
3. When receiving in singles, where should you stand? \_\_\_\_\_  
\_\_\_\_\_
4. Why do you want your back next to the center line, and the singles side line, when receiving in singles? \_\_\_\_\_  
\_\_\_\_\_
5. If you are right handed, which foot is forward when receiving? \_\_\_\_\_
6. In doubles service, the net player generally has responsibility for what area of the court? \_\_\_\_\_
7. When the back player serves in doubles, where should the net player be standing? \_\_\_\_\_
8. When the net player serves, how far should he be from the short service line? \_\_\_\_\_
9. When the net player serves, the back player needs to be close to the server. Why? \_\_\_\_\_  
\_\_\_\_\_
10. When the back player receives, where does his partner stand? \_\_\_\_\_
11. When the net player receives, where does his partner stand? \_\_\_\_\_

12. If the serve is short to the net player, he strokes the shuttle and moves to what position? \_\_\_\_\_  
\_\_\_\_\_
13. If the serve is long to the net player, what should his partner do? \_\_\_\_\_  
\_\_\_\_\_
14. If the serve is long to the net player, what should he do, as quickly as possible after stroking the shuttle? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. Describe the "up and back" positions for doubles: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## INSTRUCTIONAL PACKAGE #4

EVALUATION FORM

Please fill in the following form. Your comments and suggestions will be helpful to the writers in making improvements in this package. This form must be turned in to your instructor at the end of the course.

1. Is the material in this package clear and concise? yes no

2. If not, what part was not clear? \_\_\_\_\_

3. What would you have changed about this instructional package? \_\_\_\_\_

4. Do you like this approach to learning? yes no

5. If your answer was "no" to #4, why not? \_\_\_\_\_

6. Could you have learned this material by some other means?  
yes no

If you answered "yes", suggest a more suitable manner.

7. Does this manner of learning take up too much of your time?  
yes no

8. Please make any further suggestions or comments: \_\_\_\_\_

INSTRUCTIONAL PACKAGE #VI

STRATEGY AND TACTICS



SELF-INSTRUCTIONAL PACKAGE #VI  
BADMINTON STRATEGY AND TACTICS

Pre-Test

Write either true or false in the blanks:

- \_\_\_\_\_ 1. In playing singles, try to return to the middle of your court after every shot you make.
- \_\_\_\_\_ 2. It is good strategy to smash most of the deep, clear shots.
- \_\_\_\_\_ 3. The overhead drop shot, from deep court, is a good shot in singles, but weak in doubles.
- \_\_\_\_\_ 4. If possible, attempt to smash most shots that you can contact above net level.
- \_\_\_\_\_ 5. In singles, smash shots to the sides, and corners, are usually more effective than those down the middle.
- \_\_\_\_\_ 6. The most effective badminton shots are those contacted at a point level with the top of the net.
- \_\_\_\_\_ 7. In a doubles game, the best serve is low and short.
- \_\_\_\_\_ 8. The position of the racket, in the ready position, is always similar to the racket position for that player's weakest stroke.
- \_\_\_\_\_ 9. The base position is that area of the court from which the remainder of the court is most accessible.
- \_\_\_\_\_ 10. When in doubt as to what shot to use, employ a smash.

Give short answers to the following:

11. All clears should be hit \_\_\_\_\_ and \_\_\_\_\_.
12. What type service should be used in singles? \_\_\_\_\_
13. After discovering your opponents weaknesses, what should you do? \_\_\_\_\_
14. Why should you attempt to anticipate your opponent's next shot? \_\_\_\_\_
15. What shots should you try to make look alike? \_\_\_\_\_

## Answers to the Pre-Test

## True-False:

1. True
2. False
3. True
4. False
5. True
6. True
7. True
8. False
9. True
10. False

## Short Answer Questions:

11. High and Deep
12. Long and High
13. Play to that weakness
14. To be in a good position for that shot
15. All strokes that require the same body movement.

If you answered all the questions correctly, you already have a good concept of strategy and tactics for beginners; therefore, you may skip the remainder of this learning package. If you missed any questions on the Pre-Test, please turn to the next page and begin reading.

## INSTRUCTIONAL PACKAGE #VI

## TOPIC: BADMINTON STRATEGY AND TACTICS

PURPOSE: There are certain elements of strategy involved in any game of badminton; singles, or doubles. It is never too early for a player, with little or no playing experience, to begin making "planned" moves. As soon as a beginning player is able to execute a clear, a smash, and a drop shot, simple strategy should be learned. It is the purpose of this package to familiarize the beginning badminton player with the more basic elements of this strategy.

OBJECTIVE: When you have successfully completed this package, you will be able to:

1. Explain in writing the basic elements of badminton strategy.
2. Relate the elements covered to an actual game.
3. Recognize improper strategy and tactics.

In addition to the above, you should develop confidence in your own ability to assist fellow students who may have difficulty in applying these basic elements.

## BADMINTON STRATEGY

## I. Court Positioning

- A. Always maintain a "ready position" on the court so that you will be able to move in any direction. This position is attained by standing with the weight on the balls of both feet, with the left foot slightly in front of the right. Stand comfortably, with eyes directly on the shuttle, at all times. The racket is always held up, with the head of the racket shoulder high. This racket position eliminates having to raise the racket before stroking.

## SELF TEST:

1. Describe the ready position? \_\_\_\_\_  
\_\_\_\_\_
2. Is it easier to raise, or lower, the racket for a shot?  
\_\_\_\_\_

Check the following answers to see if you were correct.

1. The weight of the body is balanced on the balls of both feet, left foot slightly forward. The body is comfortable, with the eyes directly on the shuttle. The racket head is at shoulder level.
2. It is easier to lower your racket for a shot than it is to pick it up.

If your answers were all correct, proceed. Be sure you understand the ready position. If you missed any of the questions, review and take the test again.

B. Do not move from a "base position" any farther than is necessary to enable you to make your shots. When a shot is made, return to that "base position" quickly. Base positions are those places on the court from which a player should be able to reach most other areas of the court with minimum movement. These positions vary with the type game played. In singles, you are required to cover the entire court. Therefore, the base position is, approximately, the center of the court. In doubles, the base position for each partner is the center of the area that each is expected to cover. This position will vary and is dependent upon the position your partner takes on the court.

## SELF TEST:

3. When should a player return to the base position? \_\_\_\_\_  
\_\_\_\_\_
4. A base position is best described as: \_\_\_\_\_  
\_\_\_\_\_
5. In singles play, where is the base position? \_\_\_\_\_  
\_\_\_\_\_
6. In doubles play, if you are playing with your partner in front of you, (up and back), what area of the court would you be responsible for? \_\_\_\_\_

Check to see that you responded correctly.

3. Return as quickly as possible following any shot you make.
4. Any position from which you can reach all areas of the court with the greatest ease.
5. In singles, the base position is approximately in the center of the court.
6. Your partner would be responsible for the front half of the court, and you would be responsible for the back half.

If you made correct responses, then proceed to the remainder of the package. If you missed any of the questions, reread the material, and take the test again.

## II. Shuttle Placement

- A. Hit every shuttle overhead if possible. The shuttle should be contacted above the level of the net, whenever possible.
- B. Hit "down on every shuttle that may be struck with an attacking stroke. Not all strokes are attacking strokes, but those that are must be hit toward the floor on the opponent's side of the net.

C. When in doubt as to the proper shot to use, employ a high deep clear.

D. Hit all clears deep.

# SELF TEST:

7. If possible, where should the shuttle be contacted?\_\_\_\_\_
8. Toward what direction should the shuttle be struck when attacking?\_\_\_\_\_
9. Should every stroke of the shuttle be an attacking stroke if contact can be made above the level of the net?\_\_\_\_\_
- Why?\_\_\_\_\_
10. If you are not sure whether to attack, or defend, what shot should you use?\_\_\_\_\_

Check the following answers to see that you have responded correctly.

7. Above the level of the net.
8. Struck "down" with an attacking stroke.
9. No. It is difficult to attack from certain court positions; an example would be deep in the backcourt.
10. Use a high deep clear.

If you were correct with all your responses, then proceed to the remainder of the package. If you missed any of the questions, reread the material, and take the test again.

E. In doubles, use a low-shot service most of the time.

In singles, use a long-high service in most cases.

F. Aim every shot toward a definite place on the court; never hit the shuttle without forethought as to where it is going.

- G. To throw your opponent off balance, and out of position, attempt a series of returns to the same place. An example would be to drop shot, two or three times, then follow with a deep clear.

SELF TEST:

11. What serve would be used most in doubles? \_\_\_\_\_  
In singles? \_\_\_\_\_
12. Why should every shot be placed or planned? \_\_\_\_\_  
\_\_\_\_\_
13. After a series of two or three returns to the same place on the court, where should the next shot be placed? \_\_\_\_\_  
\_\_\_\_\_

Check the following answers to see if you responded correctly.

11. In doubles, use a low-short service; in singles, use a long-high serve.
12. Placing your shots indicates that you are playing with a goal in mind, rather than just playing aimlessly.
13. The next shot, in most cases, should be to an opposite position on the court.

If you responded correctly to all questions, proceed to the remainder of the package. If you missed any of the questions, reread, and take the test again.

### III. Playing Your Opponent

- A. Try to discover your opponent's weaknesses and take advantage of them.
- B. Make your opponent run as much as possible, with a variety of well-placed shots. Make him move from

corner-to-corner, or up and back in the court. Hitting the shuttle directly toward the opponent consistently indicates aimless stroking.

- C. Try to anticipate your opponent's next shot, so that you may be in position for that shot.
- D. Attempt to make all your shots appear alike, so that your opponent will be unable to anticipate your next shot. This will be impossible with all strokes, but those that require the same body movement can be used for deceptive purposes.

#### SELF TEST:

14. Should you play to your opponent's weaknesses? \_\_\_\_\_  
Why? \_\_\_\_\_
15. How can you make your opponent move from his base position? \_\_\_\_\_
16. Why should you try to anticipate your opponent's next shot? \_\_\_\_\_
17. What shots should you try to make appear the same? \_\_\_\_\_  
\_\_\_\_\_
18. Why learn deception in your own strokes? \_\_\_\_\_  
\_\_\_\_\_

Check the following answers to see if you responded correctly.

14. Yes. A weak return by your opponent usually sets up a good shot for you.
15. Hit shots that land away from the base position. Example, Corner-to-corner, or up and back.



16. Anticipate, so that you will be in good position for the next shot.
17. Learn deception on all shots that require the same body movement.
18. Learn deception, so that your opponent will be unable to prepare for your next shot.

If you answered all these questions correctly, then read the final paragraph for instructions. If you missed any of the questions, reread the material, and take the test again.

If you answered all the questions in this package correctly, you have a good understanding of basic badminton strategy for beginners.

## INSTRUCTIONAL PACKAGE #VI

EVALUATION FORM

Please fill in the following form. Your comments and suggestions will be helpful to the writers in making improvement in this package. This form must be turned in to your instructor at the end of the course.

1. Is the material in this package clear and concise? yes no
2. If not, what part was not clear? \_\_\_\_\_  
\_\_\_\_\_
3. What would you have changed about this instructional package? \_\_\_\_\_
4. Do you like this approach to learning? yes no
5. If your answer was "no" to #4, why not? \_\_\_\_\_  
\_\_\_\_\_
6. Could you have learned this material by some other means?  
yes no  
If you answered "yes", suggest a more suitable manner.  
\_\_\_\_\_
7. Does this manner of learning take up too much of your time? yes no
8. Please make any further suggestions or comments: \_\_\_\_\_  
\_\_\_\_\_

INSTRUCTIONAL PACKAGE #VII

HISTORY AND VALUES

## THE INSTRUCTIONAL PACKAGE #VII

## TOPIC: HISTORY AND VALUES

PURPOSE: The history of Badminton is an integral part of the game itself. To understand the present game, it is necessary, as well as interesting, to trace its background information. The value of this knowledge is considerable. Herein lies the "why" aspect of the game of badminton. Why learn about, why participate in its enthusiasm, etc.

OBJECTIVE: When you have successfully completed this learning package, you will be able to:

1. Recall historical events relative to the game of badminton.
2. Evaluate the benefits of badminton to modern society.

## BADMINTON HISTORY

There are several opinions concerning the origin of the game of badminton. There is evidence to prove that it had its origin in several countries. It may have been played as early as the twelfth century in the royal courts of England. One Chinese version used wooden paddles and a ball, and was known as "Battledore". An Indian version of the game was called "Poona", after the town in which it was predominantly played during the 1870's. It is thought that "Poona" was brought to England about 1873, from India by Military Officers.

What is definitely known is that the name Badminton comes from the town of the same name--Badminton in Gloucestershire, home of the Duke of Beaufort. This game was played very formally in its original form. One club was known to have dropped a player for daring to remove his coat during play.

## SELF TEST:

1. A Chinese version of Badminton was called \_\_\_\_\_.
2. What is the earliest known century for participation in this sport? \_\_\_\_\_
3. Where was the game played in India? \_\_\_\_\_
4. How did the game finally reach England? \_\_\_\_\_
5. Where did the name badminton originate? \_\_\_\_\_

Check the following answers to see if you were correct.

1. Battledore
2. Twelfth
3. Poona
4. Military officers brought it back from India.
5. From the town where it was played in England--Badminton.

If you were correct with all your answers, continue through the remainder of the package. If you missed any of the questions, reread the material and take the test again.

The location of the first Badminton Club formed in England is unknown. Most of the early games were played in the enormous drawing rooms owned by the aristocracy. However, there is some speculation that the first club may have been formed in Bath, England around 1873.

Prior to 1901, when the present court shape and dimensions were adopted, courts were of varying sizes and shapes. Most were of the hourglass shape. This was due primarily to the influence created by the room of that shape, belonging to the Duke of Beaufort, where the game was played regularly. Two doors opened inward on the side walls near the net area.

It was necessary to narrow the court at this position to allow nonplayers to leave, or enter, without disturbing the game. One court size at Ealing, in West London, measured 60' by 30'.

SELF TEST:

6. Where were most early English games played?\_\_\_\_\_
7. The first Badminton Club may have been established where?\_\_\_\_\_
8. What was the shape of most early Badminton courts?\_\_\_\_\_
9. When was the present shape and dimension of the court determined?\_\_\_\_\_

Check the following answers to see if you were correct.

6. Drawing rooms of the aristocracy
7. Bath, England
8. Hourglass
9. 1901

If you answered all questions correctly, proceed with the remainder of the package. If you missed any of the questions, review the material and take the test again.

The game was brought to America in the 1890's, and introduced in Canada at approximately the same time. The National Badminton Association of America was developed in 1895. The original rules of the game were drawn up in 1877, revised in 1887, and revised again in 1890. The present rules differ only slightly from the 1890 draft. At present, the American Badminton Association is the organization which oversees all badminton play in the United States.

Since 1900 there has been a rapid increase in the game. The number of Badminton clubs rose from 300 in 1910 to around 9000 following World War I. The Thomas Cup is the cup of international supremacy among men players. The Uber Cup is the symbol of international supremacy among women.

In recent years, more and more top quality players are coming from the Far East--Malaysia, Indonesia, and Thailand. Players from these areas are treated as heroes and given accolades similar to those given to our own football, or baseball, heroes. The tournaments, and Thomas Cup competitions in Djakarta and Singapore normally play before 10 to 15 thousand spectators.

#### SELF TEST:

10. When was the game introduced in America? \_\_\_\_\_
11. What is the ABA? \_\_\_\_\_
12. When was the first set of rules drafted? \_\_\_\_\_
13. What is the Cup of Supremacy among men? \_\_\_\_\_
14. What is the Cup of Supremacy among women? \_\_\_\_\_
15. Where are most of the quality players coming from at present? \_\_\_\_\_

Check the following answers to see if you were correct.

10. 1890's
11. American Badminton Association of America
12. 1877
13. Thomas Cup
14. Uber Cup
15. Far East--Malaysia, Indonesia, and Thailand

If you answered all questions correctly, proceed with the remainder of the package. If you missed any of the questions, review the material and take the test again.

#### VALUES OF BADMINTON

GENERAL VALUES. Badminton is the type of sport in which any, or all, may participate regardless of age. In addition, it provides all body types with an equal opportunity to participate successfully, fat or thin, male or female, short or tall, weak or muscular.

This game affords the opportunity for participation in a sport with basic rules which are easily learned; where the area for play is small, so that it may be played indoors or out; and where safety is no factor, even to those people who wear glasses.

#### SELF TEST:

16. Make a list of all the values stated above. Check the preceding paragraph to see that you have included all, and then proceed to the remainder of the package.



PHYSIOLOGICAL VALUES. Some of the greatest benefits received through participation in Badminton are in the area of physical development. Muscular strength and endurance are appreciably benefited by work on the wrists, arms, and legs. The heart, lungs, and blood vessels are affected by exercise, thereby creating increased cardio-vascular endurance. Sport related components which are directly affected are neuromuscular coordination, balance, reaction time, and coordination.

The appetite generally increases, and an over-all feeling of well-being usually develops as a result of participation in Badminton.

SELF TEST:

17. Make a list of all the values stated above. Check the preceding to see that you have included all, and then proceed to the remainder of the package.

PSYCHOLOGICAL VALUES. In our hurried world, the average person needs release from tension. One may experience this release when participating in such sports as Badminton, where exercise is plentiful and perspiration abounding. The thrill and exhilaration of the competition itself can supply release from tension, as well as provide a source of ego satisfaction and personal achievement.

It is very important to have a means for emotional expression. Through body movement in games of this sort,

this need can be met. Badminton can satisfy the simple need to play and to have fun: to laugh and to enjoy; to win, and to lose.

SELF TEST:

18. List below what psychological values you personally gain from participation in activities of this type.

SOCIAL VALUES. Social relationships, within our complex society, are on the decline. Satisfaction of our need for social relationships is becoming more and more expected and required of recreational activities such as Badminton. When you are participating in activities of this type, you are allowed an opportunity to meet people on an informal basis; to actively participate with young people, as well as older ones; and to recreate with individuals of both sexes. Family ties may be strengthened by active family participation in games such as Badminton.

The stress and strain of daily living demands that some type of hobby be enjoyed by us all, if we are to experience healthful living. Whether their hobby is Badminton, or bird watching, everyone needs a moment which he can completely enjoy. Badminton, once learned, can serve for many as an active and enjoyable hobby that can be carried on throughout a lifetime.

## SELF TEST:

19. List what social relationships you consider most important.
  
20. Do you think Badminton would make a good hobby for you? Why?

Now that you have successfully completed this instructional package, you are ready to proceed to instructional package #VIII.

## INSTRUCTIONAL PACKAGE #VII

EVALUATION FORM

Please fill in the following form. Your comments and suggestions will be helpful to the writers in making improvements in this package. This form must be turned in to your instructor at the end of the course.

1. Is the material in this package clear and concise? yes no
2. If not, what part was not clear? \_\_\_\_\_  
\_\_\_\_\_
3. What would you have changed about this instructional package? \_\_\_\_\_
4. Do you like this approach to learning? yes no
5. If your answer was "no" to #4, why not? \_\_\_\_\_  
\_\_\_\_\_
6. Could you have learned this material by some other means?  
yes no  
If you answered "yes", suggest a more suitable manner. \_\_\_\_\_  
\_\_\_\_\_
7. Does this manner of learning take up too much of your time? yes no
8. Please make any further suggestions or comments: \_\_\_\_\_  
\_\_\_\_\_

INSTRUCTIONAL PACKAGE #VIII

HOW TO CHEAT AT BADMINTON

## INSTRUCTIONAL PACKAGE #VIII

## TOPIC: HOW TO CHEAT AT BADMINTON

PURPOSE: It has been said that the important thing about participation, either in athletics, or life itself, is not so much whether you win or lose, but rather how you "play the game". For just a moment, let's examine the other side of the coin. Let's turn the saying around, and assume for the duration of this learning package that the most important aspect of the "game" is winning. Sportsmanship, fair play, and consideration for the opponent should not be valued as important facets of the game.

OBJECTIVE: Therefore, when you have successfully completed this learning package you will be able to:

1. Win almost every game in which you participate.
2. Develop bad playing habits.
3. "Cheat" in some way on every point played.

In addition, you should have learned to make the game generally unbearable for most opponents to the point that they will not want to participate with you in this or any other activity.

CLOTHING: During practice sessions, any type clothing may be worn. However, it is generally conceded, by experienced players, that the most acceptable type clothing for tournament play is white. It has always been the standard dress for all type racket sports. However, if you really want to distract your opponent so that he is watching you, rather than concentrating on his game, try wearing some bright color, or combination of colors. Polka dots, stripes, or checks are excellent for winning a point now and then.

## SELF TEST:

1. For tournament play, what color is most acceptable if you really want to win? \_\_\_\_\_

You were correct if you said any color, or combination of colors, other than white. White is an absolute "no-no" for cheaters.

CALLING SHOTS: All fault shots should be called as quickly as possible. However, if you want to confuse your opponent, wait until the very last second to tell him that you had a sling, or a carry. This delay is perfect for your next point. You still have your opponent thinking about your call, giving you an excellent opportunity to win a point. To frustrate and confuse him completely, you should absolutely never call a sling, or a carry, which you commit. These are winning combinations that never fail.

## SELF TEST:

2. If you have a sling, or a carry, your "winning" response is to: \_\_\_\_\_

Most people would say to call the fault immediately; of course, they have never cheated before. If you are satisfied with your response to this question, continue. If you still are unsure as to how to win this point, reread and answer the question again.

If you want to shift the responsibility of calling fault shots, insist, emphatically, that you don't know whether the shot was a fault or not. Continually making the opponent call the shots relieves you of this responsibility

and shifts the burden of this phase of the game to your opponent. He will probably not appreciate this much, and will become frustrated at your lack of responsibility. You surely will win several points because of this tactic. Be prepared at this phase of the game to receive some comments from your opponent. Be quick to remind him of his talent and of your lack of experience; this will quiet your opponent quickly, and will continue to add frustration and anxiety to his game.

#### SELF TEST:

3. Whose responsibility is it to call fault shots?

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Your answer is dependent upon your desire to win. It generally is conceded that the person who committed the fault has the responsibility of calling the fault. If you want to cheat, your answer should have been, "My opponent has the responsibility," or "I am just not skilled enough."

Take your pick, and be satisfied that your response is designed to give you an advantage.

One sure way of causing an intense reaction is to continually insist that you are not sure of the call, and request a replay of the point. If, for example, your opponent places the shuttle on, or near, a line and you insist on a replay when clearly the shuttle was in; you cause discouragement, and disappointment for your opponent. This is particularly good if you are in a close game, are fearful of losing, or are in need of something to break your opponent's concentration. Follow this procedure often enough, and you are guaranteed a victory.



## SELF TEST:

4. Who is responsible for calling a replay of a shot?
- 
- 

Your answer may have been that it depends on the strength of your opponent's personality or his emotional endurance.

CALLING THE SCORE: The server has always been responsible for calling the score of the game. Try calling the score as a receiver. This will anger the server, especially if you call the wrong score - naturally to your good. This will create an unpleasant discussion, and may add to your point total.

Remember: NOT HOW YOU PLAY, BUT HOW MUCH YOU WIN BY.

## SELF TEST:

5. As a receiver, one sure way of causing a server problems is to:\_\_\_\_\_

A correct response was: To try calling an incorrect score as often as possible. Continue if you were correct. Reread, if you must.

MIXED DOUBLES: In playing mixed doubles, there are several items that should be attended to which will enhance your ability to win a point. To begin with, the lady is usually awarded the first serve. Should you not think your partner capable of serving, or playing the game, be thoughtful enough to tell her that she is not needed, and assign her a far corner of the court to hide in. This may not directly

assist you in winning a point, but you will be able to hit the shuttle a few more times yourself. Mixed doubles has always been a game for partners. If you try hard enough, you probably will find it to be a singles game, at least on your side of the net.

So far as the women are concerned, one sure way to disgust your partner is to continually play in such a manner as to show a lack of interest in learning the game. Serves that are always too high or too low, poor placement of shots, and inattention to the game, are always signs of a beginning player. Serve it short and high, and let your partner "eat the bird" a few times; makes for great rapport.

#### SELF TEST:

6. Who normally serves first, the man or woman? \_\_\_\_\_
  7. How can you be least cooperative with your partner during mixed doubles? \_\_\_\_\_
- 

You answered correctly if you said that the woman serves first. Also, you may be least cooperative by trying to play the entire game by yourself, and not giving your partner an opportunity to hit the bird.

If you were correct, proceed to the remainder of the package. If you missed, or misunderstood, portions of the information, reread the material. Hopefully, one time through will be sufficient.

EMOTIONAL OUTBURSTS: Should all else fail, one procedure which completely destroys your opponent's ability to concentrate on his game is a constant display of emotion on

the court. Such activities as throwing the racket and abusive language are very good for causing your opponent to lose control. Try hitting the floor with your racket, or stomping on the floor. If these activities do not give you a point, try intensifying these activities throughout the game. Your opponent will appreciate this, and offer to let you finish the game alone. What better way to win. A little hint; the racket throw, aimed precisely, is the best measure of a "winner".

#### SELF TEST:

8. What value, toward winning, do you see in throwing your racket? \_\_\_\_\_

A correct answer again would be dependent upon your desire to win.

WARM-UP SESSIONS: Most experienced players warm-up prior to games, beginning with long, clear shots; then proceeding to drop shots, and drives later in the warm-up period. It is customary to keep the bird in play during these warm-up sessions, with the bird hitting close to your opponent. This gives both of you ample time to move to various areas of the court as you please. Quickly retrieving any birds that fall to the floor speeds the warm-up process. This entire process presents a good opportunity for you to look at your opponent's shots and to learn his strengths and weaknesses.

But remember the rule; win at all costs. During warm-up sessions, try to tire your opponent by constantly

hitting the bird away from him. Cause him to pick up the bird frequently. If you retrieve a bird that has fallen in your court, hold it until he looks away, and then hit it where he will have to stoop to pick it up. All these tactics will give you a decided emotional edge when the game begins and will tire your opponent tremendously prior to the start of the game.

SELF TEST:

9. Where do most experienced players hit during warm-up sessions? \_\_\_\_\_
10. Why have warm-up sessions? \_\_\_\_\_

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You were correct if you said, various shots, aimed directly at your opponent. The reason for warm-up is not only to aid you in getting used to the court, but in detecting weaknesses in your opponent's game. If you were correct, proceed to the remainder of the package.

One aspect of badminton that frustrates, and tends to infuriate more than any other is the constant undirected return of the shuttle when it falls to the floor after a volley. Experienced players do not make the opponent move when returning the shuttle. Inexperienced players, or players who directly wish to disturb their opponent, have a tendency to hit the bird away from the opponent so that it lands anywhere on the court. Remember, if you want to win badly enough, never return a dropped shuttle directly to your opponent; make him walk to pick it up. What is even more effective, is to have him walk to your side to pick up a bird.

## SELF TEST:

11. How do experienced players return a shuttle to their opponents? \_\_\_\_\_

A correct answer is they return the shuttle directly to their opponent without causing the opponent to move or pick it up. If you were correct, you are not a winner and probably most people would enjoy participating with you; try again.

One final item needs to be considered. At the conclusion of every game, never shake hands with your opponent, nor tell him that you enjoyed the game because you, and he, probably didn't.

This package is not designed to take away the thrill of competition, nor the desire to win. It has been so constructed as to emphasize that the desire to win need not be so predominate that all else is forgotten or disregarded.

When you have completed this learning packet, you have successfully completed the eight instructional packages in this booklet. You may want to review it from time to time or refer to other reading in the textbook in problem areas to prepare yourself for the written test at the end of the course.

## INSTRUCTIONAL PACKAGE #VIII

EVALUATION FORM

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\_\_\_\_\_
6. Could you have learned this material by some other means?  
yes no  
If you answered "yes", suggest a more suitable manner.  
\_\_\_\_\_
7. Does this manner of learning take up too much of your time. yes no
8. Please make any further suggestions or comments: \_\_\_\_\_  
\_\_\_\_\_

[illegible]

DEMCO 38-297