

INCLUDING STUDENTS WITH VISUAL IMPAIRMENTS IN PHYSICAL EDUCATION

CREATED BY:



ALBERTA SPORTS AND RECREATION
ASSOCIATION FOR THE BLIND

BADMINTON



SUPPORTED BY:



Foundation
HEALTH & WELLNESS | EDUCATION | AMATEUR & GRASSROOTS SPORTS

CONTENTS

ACKNOWLEDGMENTS	2
UNIT OVERVIEW: BADMINTON	3
HISTORY AND BACKGROUND.	3
FUNDAMENTAL MOVEMENT SKILLS	4
TEACHING GAMES FOR UNDERSTANDING (TGfU)	4
CONSIDERATIONS FOR PERSONS WITH VISUAL IMPAIRMENTS	6
INTRODUCING GRIPS AND UNDERHAND HITTING	7
UNDERHAND NET SHOTS WITH FOOTWORK	14
UNDERHAND FOREHAND LIFTS WITH FOOTWORK	18
UNDERHAND BACKHAND LIFTS WITH FOOTWORK	22
SERVING AND KEEPING SCORE	26
THROWING AND OVERHAND SWING	31
OVERHAND HITTING	36
UP AND BACK MOVEMENT WITH HITTING	41
CHALLENGE DAY	46
GAME PLAY	51
APPENDIX 1: SIMPLIFIED RULES.	55
APPENDIX 2: DOUBLES MATCH (EXAMPLE)	57



ACKNOWLEDGMENTS

WRITER

Beth Richardson

REVIEWER

Jim Grove

PHOTOS

Anthony Murdoch

FUNDING SUPPORT

The Alberta Sports & Recreation Association for the Blind gratefully acknowledges the funding support of the Calgary Flames Foundation in the production of these lesson plans.

MORE INFORMATION

For more information on sport lesson plans and programming for students with visual impairments, please visit the website for the Alberta Sports & Recreation Association for the Blind at asrab.ab.ca.





UNIT OVERVIEW: BADMINTON

HISTORY AND BACKGROUND

It is unclear where exactly badminton originated, but many believe it evolved from a game that was first played in India and then became “Battledore and Shuttlecock” as played at Badminton House, the country estate of the Duke of Beaufort in Britain during the late 1850s. The aim was a cooperative game where participants tried to keep the shuttle in the air as long as possible. The sport grew in popularity in India and England, leading to the founding of the International Badminton Federation in 1934, later becoming the Badminton World Federation.

Modern badminton is a combative sport consisting of singles and doubles events. Points are acquired by finishing rallies. Top players use feather shuttles because a greater variety of shots are possible, and they can also withstand the power of top players more easily. A large portion of the population, including school participants, use nylon shuttles that are much more durable and can come in white or yellow, which is useful for contrast in school gymnasiums.

European countries dominated competitive badminton during the early twentieth century, with Denmark generally in the top ranks. Asian countries have come to dominate the sport in recent decades. For instance, four of the five gold medals at the 2024 Paris Olympics went to China (2), South Korea, and Chinese Taipei. Denmark captured the Men’s Singles gold medal.



FUNDAMENTAL MOVEMENT SKILLS

Fundamental Movement Skills (FMS) are the basic locomotor, manipulative, and balancing skills used in sport and recreation, and even our daily living. As children and youth develop their fundamental skills through sport and physical activity, they steadily learn to sequence them into more sophisticated, specialized, and adaptable skills.

In badminton, the core fundamental movement skills include hand-eye coordination, catching and throwing, stability and balance, speed and agility, and jumping and landing. The lessons in this sport plan are designed to introduce these basic skills to children and youth with visual impairments so they can participate in the sport, while also providing them with an understanding of the general principles of badminton that may be transferred to other sports and physical activities.

TEACHING GAMES FOR UNDERSTANDING (TGfU)

Teaching Games for Understanding (TGfU) is an approach to sport and activity teaching that balances traditional technical and tactical instruction with engaging game-like play that develops skills and tactical understanding in a fun applied setting. In the process, it provides participants with instinctive insight into how these skills and tactics may transfer to other sports and activities that have similar rules and formats (e.g., other target games, net games, territory games, and striking and fielding games). Wherever possible, the lessons in this sport plan reflect the TGfU model.





THERE ARE SIX STEPS IN THE TGFU APPROACH:

1. **Game:** Participants play a simplified version of the formal game that develops an understanding of particular tactics and skills pertinent to the sport.
2. **Game appreciation:** Participants gain an understanding of how the rules, skills, and tactics all influence each other.
3. **Tactical awareness:** Through game-like activities, participants develop an understanding of important offensive and defensive tactics.
4. **Decision making:** After developing a basic understanding of tactics, participants begin to develop appropriate decision making within the game.
5. **Skill execution:** After going through these previous four steps, participants will realize the importance of good skill execution, what skills they need to practice, and why.
6. **Game performance:** Participants apply everything they have learned in the previous five steps to playing the formal game or an advanced modified version of the game.

The theory and practice of TGFU has been developed since the 1980s to respond to the natural desire of learners to play, and to give learners a deeper and broader base of skills and understandings that they can apply to other sports and activities. In short TGFU is a learner-centred approach that emphasizes the personal needs and welfare of participants over the performance goals that might be held by teachers, coaches, or program administrators.



CONSIDERATIONS FOR PERSONS WITH VISUAL IMPAIRMENTS

When delivering sport and physical activity programming for children and youth with visual impairments, it is important to consider the equipment, facilities, and mode of instruction that will give them the best experience.

GENERAL CONSIDERATIONS:

- Start by having simple conversations with participants, their parents, and any support staff to understand their visual impairment.
- Allow time for participants to explore the activity area to orient themselves.
- Consider the lighting and illumination of the activity area.
- Consider the acoustics of the activity area.
- Wherever relevant, establish tactile or visual demarcations to the activity area, and modify the size and distances if necessary.
- Use adapted or brightly coloured equipment wherever relevant or appropriate, such as balls with bells or equipment of difference sizes and textures.
- If helpful, assign a sighted activity partner for support.
- Consider a variety of teaching strategies to ensure success for each participant, such as pre-discussion, verbal directions, visual demonstration, physical guidance, tactile modeling, feedback, and whole-part-whole instruction (WPW).

BADMINTON CONSIDERATIONS:

- Use a larger, slower bird. If feather shuttles are an option, tip the feathers out quite a bit to slow down the bird.
- Use shorter racquets to bring the contact point closer to the hand.
- Use a smaller court. Using just the front court is an excellent option when playing games.
- If the participants are partially sighted, use brightly coloured birds that contrast in colour with gym walls and brightly coloured net tape.



INTRODUCING GRIPS AND UNDERHAND HITTING

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES:

The purpose of this lesson is to introduce:

- The sport of badminton
- V-grip and backhand grip

EQUIPMENT:

- Balloon
- Racquets
- Shuttles
- Net

INTRODUCTION (5 MINUTES)

- What is badminton? What are the different types of games that are played? (singles, doubles)

WARM-UP (10 MINUTES)

Balloon tap relay game:

- Students work in teams (up to 5 students in a team).
- Line up at one end of the gym. Each team has a balloon.
- Using only their dominant hand, each student moves to the end of the gym (or agreed upon endpoint), bouncing the balloon in the air before returning and passing the balloon to the next person on their team.
- Progression: Do the same activity with racquets.

Visual considerations:

- Make sure that the balloon colour is as bright as possible.
- Ask students with visual impairment which one they can see the best.
- Have a partner move with the student to help them find the end-line and return safely.





ACTIVITY 1: INTRODUCING GRIPS (10 MINUTES)

Backhand grip with balloons:

- Demonstrate a backhand grip (thumb should be on the top, flat part of the grip with the strings facing the ceiling).
- Rotate racquet so that the thumb is underneath and use small swings to hit a balloon in the air.
- Progression: If a student can hit a balloon 10 times in a row, try the same activity with a shuttle.

Visual considerations:

- If necessary, manipulate the student's hand to place the thumb in the correct spot. Cooperative hitting with student should be utilized if required.
- Make sure that the balloon colour is as bright as possible.
- If necessary, have student use non-dominant hand to check the orientation of the racquet to make sure it is flat while someone else holds onto the balloon.
- Focus on the feeling of touching the balloon.
- Celebrate small successes.

Forehand Grip with Balloons:

- Demonstrate a V-grip by “shaking hands” with the racquet, with the edge of the racquet facing the ceiling.
- Thumb should be placed slightly lower than the pointer finger, and there should be a small space between the pointer and middle finger.
- Rotate racquet so that the thumb is facing up and use small swings to hit balloon in the air.
- Progression: If a student can hit a balloon 10 times in a row, try the same activity with a shuttle.





Visual considerations:

- If necessary, manipulate the student's hand to place the thumb and fingers in the correct spots. Cooperative hitting with student should be utilized if required.
- Make sure that the balloon colour is as bright as possible.
- If necessary, have student use non-dominant hand to check the orientation of the racquet to make sure it is flat while someone else holds onto the balloon.
- Focus on the feeling of touching the balloon.
- Celebrate small successes.

Alternating grips with balloon:

- Hit one backhand and then one forehand, attempting to change the grip in-between shots.
- Progression: If a student can hit a balloon 10 times in a row, try the same activity with a shuttle.

Visual considerations:

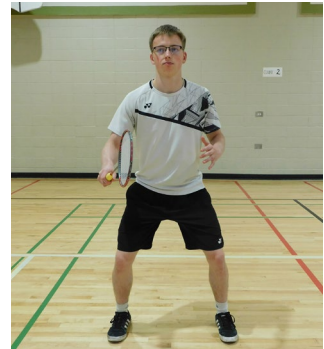
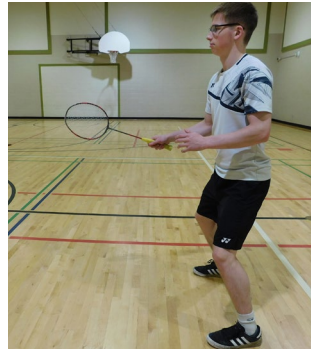
- If necessary, manipulate the student's hand to correct the grip.
- Make sure that the balloon colour is as bright as possible.





ACTIVITY 2: INTRODUCING READY POSITION AND FOOT WORK (10 MINUTES)

Introduce ready position: Feet a bit more than shoulder distance apart, knees bent, racquet at waist height pointing forwards from close to the middle of the body.



Demonstrate lunging to the forehand and backhand side of the court: Racquet foot takes a large step forward towards where the shuttle will be struck in the forecourt.

Make sure that toes are pointing towards the target to avoid ankle rolls. Utilize a heel strike to facilitate this.

Racquet foot is used for both forehand and backhand approaches.



Visual considerations:

- Be very descriptive of the positioning of the main parts of the body as listed above.
- Physical manipulation to get into the proper position may be helpful.

Introduce “fast feet”:

- Have students do 3 sets of 10 seconds of moving feet quickly while being in their ready position.
- Give them 20-30 seconds of rest between sets.

Progression: Combine fast feet and lunging.

- Three sets of 30 seconds with a 30-second rest between sets.
- Start with fast feet.
- When you clap your hands or blow a whistle, they must stop fast feet and lunge forwards before coming back to their ready position and resuming fast feet.
- On the first set, go to the forehand side.



- On the second set, go to the backhand side.
- On the third set alternate sides.
- All three sets should focus on using the proper grip as well as proper footwork.

Visual considerations:

- Make sure students with visual impairment have enough space to move without hazards.
- It is recommended to use tape to mark the court and to provide a tactile court for the visually impaired student.

ACTIVITY 3: INTRODUCING NET SHOTS (10 MINUTES)

Introduce net shots—soft shots with almost no racquet movement that barely go over the net.

- Have students work in pairs.
- One partner will toss a shuttle in front of the working partner.
- The working partner waits in a lunge position and gently touches the shuttle back to the feeding partner who attempts to catch.
- After 10 attempts, switch roles. Do two sets on the forehand side and two sets on the backhand side.
- All sets should focus on a proper lunge and proper grip. This can be with or without a net, depending on gym space.
- Throw should be far enough in front of the student that they must reach to make contact with the shuttle.





Progression:

- Working partner starts in ready position and lunges forward when shuttle is thrown.

Visual considerations:

- When students with visual impairment are feeding, a brightly coloured disc cone on the floor can help to define the spot where the shuttle should be thrown.
- Feeding under the net or without a net will make it easier for the student to get the shuttle to the correct spot.
- When a student with visual impairment is working, a verbal cue to indicate when the shuttle is thrown can help them to track the flight of the shuttle.
- If tracking from a distance is too difficult, try feeding under the net or from the side instead.
- Good feeding is important for success.

ACTIVITY 4: GAME (5 MINUTES)

Partners rally over the net with each other, underhand only, and try to keep shuttle in front of the short service line.

It is probably easiest to start the rally with a throw over the net.

Visual considerations:

- Partner gives a verbal cue when they are going to throw the shuttle.
- Try to have partner start the rally by specifically throwing to the forehand side or the backhand side, wherever the student with visual impairment is most confident.
- Have a quick conversation before beginning.
- If students with visual impairment are struggling, physical manipulation by the instructor can help them to time their swing and increase their success.



COOL DOWN (5 MINUTES)

Explain what muscles used for lunging (glutes, hamstrings and quadriceps) and how to stretch them.

While stretching, ask questions about what was covered during the lesson.

Visual considerations:

- Be descriptive about stretching technique.
- Students with visual impairments can have partners who help them to get into the correct position if needed.





UNDERHAND NET SHOTS WITH FOOTWORK

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to review and combine the following concepts from Lesson 1:

- V-grip and backhand grip
- Ready position and lunging
- Net shots

EQUIPMENT

- Racquets
- Shuttles
- Net

INTRODUCTION (5 MINUTES)

Demonstrate grips and review terminology from Lesson 1.

What is a lunge? Which leg do we lunge with? Who can describe what ready position looks like?

Visual Considerations:

- Once racquets have been distributed, manually check grips to make sure hands are in the proper position.

WARM-UP (10 MINUTES)

Lunging and balancing:

- Have students line up on one side of the court. Each student will place a bird on the top of their head and attempt to make their way to the other side of the court without it falling off.
- The first attempt will be forwards walking. The second attempt will be backwards walking. The final two attempts will be alternating lunging.



(continued)



- Have players add a racquet. Do the same four passes but this time the students are trying to balance a bird on their racquet using the V-grip.
- Then do one more set of four passes with the students using a backhand grip.

Visual considerations:

- Have a partner move with any students with visual impairment to help them find the end-line and return safely.



ACTIVITY 1: REVIEW NET SHOTS FROM LESSON 1 (20 MINUTES)

Review net shots—soft shots with almost no racquet movement that barely go over the net. Explain the progressions that will happen in this section.

- Level 1 – stationary lunge and hit.
- Level 2 – lunge from ready position and hit.
- Level 3 – alternating sides from ready position.

Have students work in pairs. One partner will toss a shuttle in front of the working partner.

- Level 1 – the working partner waits in a lunge position and gently touches the shuttle back to the feeding partner who attempts to catch.
- After 10 attempts, switch roles. Do one set on the forehand side and one set on the backhand side.



- All sets should focus on a proper lunge and proper grip. This can be with or without a net, depending on gym space.
- Throw should be far enough in front of the students that they must reach to contact the shuttle.
- Level 2 – after one set on each side has been completed, movement will be added. The worker starts in ready position and lunges forward when the shuttle is thrown. Do one set of ten on each side.
- Level 3 – complete two sets where students alternate between the two sides, going back to the ready position and changing grips before the feeder throws the next shuttle.

Progression:

- Instead of alternating between the two sides, feeding can be random. The changing of grips must be very quick.

Visual considerations:

- When student is feeding, a brightly coloured disc cone on the floor can help to define the spot where the shuttle should be thrown.
- Feeding under the net or without a net will make it easier for the student to get the shuttle to the correct spot.
- When student is with visual impairment is working, a verbal cue to indicate when the shuttle is thrown can help them to track the flight of the shuttle.
- If tracking from a distance is too difficult, try feeding under the net or from the side instead.
- Good feeding is important for success.



ACTIVITY 2: GAME – KINGS COURT WHILE KEEPING SCORE (15 MINUTES)

Kings Court is a game where the winner of each round stays on the court, and someone off the court replaces whoever lost the previous round. Depending on the size of the gym and the number of students, rounds can be a single rally so people are changing rapidly, or they can be short games to three points.

- Pick a side of the court in the gym to be the “king” side and the other side of the gym will be the “challenger” side.
- Line up students who are waiting to challenge on the challenger side at the back of the court.
- Start each rally with the challenger throwing the shuttle over the net to the king.
- Partners rally over the net with each other, underhand only, and try to keep shuttle in front of the short service line.
- It is probably easiest to start each rally with a throw over the net.



Visual considerations:

- Partner gives a verbal cue when they are going to throw the shuttle.
- Try to have partner start rally by specifically throwing to the forehand side or the backhand side, wherever the student is most confident.
- Have a quick conversation before beginning.
- If a student with visual impairment is struggling, physical manipulation by the instructor to help the student to time their swing and increase their success.

COOL DOWN (5 MINUTES)

Review the muscles which are used for lunging (glutes, hamstrings and quadriceps) and how to stretch them. While stretching, ask questions about what was covered during the lesson.

Visual considerations:

- Be descriptive about stretching technique.
- Students with visual impairments can have partners who help them to get into the correct position if needed.



UNDERHAND FOREHAND LIFTS WITH FOOTWORK

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to introduce the underhand, forehand lift.

EQUIPMENT

- Racquets
- Shuttles
- Net
- Balloons (as needed in the warm-up section)

INTRODUCTION (5 MINUTES)

Explain the difference between a net shot and a lift and why it is important to be able to do both.

- A good net shot lands close to the net, while a good lift lands close to the back of the court.
- The objective is to move the opponent away from the centre of the court and be unpredictable, so the opponent never knows where the shuttle is going next.

WARM-UP (10 MINUTES)

Bouncing Shuttle – grip exercise

- The warm-up will be divided into four 2-minute sections.
- The first 2 minutes will be underhand forehand bouncing using a bird and the V-grip.
- The second 2 minutes will be underhand backhand bouncing using a backhand grip.
- The third 2 minutes will be alternating between forehand and backhand and trying to switch grips.

(continued)





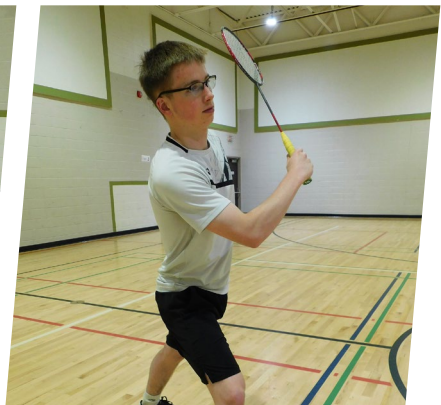
- The last 2 minutes will be whatever type of bouncing each individual student would like to do.

Visual considerations:

- Have balloons available for anyone who wishes to slow down the bouncing.

ACTIVITY 1: INTRODUCE UNDERHAND FOREHAND LIFTS (25 MINUTES)

Introduce underhand forehand lifts.



Technical points: V-grip, drop wrist back so that racquet head is pointing closer to the back of the court, snap wrist forward and follow-through up and across the body. The technique for this shot is very similar to a golf swing.

Have students work in pairs. Ideally the partner who is the feeder can hold more than one shuttle to keep the drill moving more quickly. One partner will toss a shuttle in front of the working partner.

- Level 1 – the working partner waits in a lunge position with the wrist cocked back and swings forward, attempting to send the shuttle to the rear court.
- After 10 attempts, switch roles. Do three sets each.
- All sets should focus on a proper lunge and proper grip. This can be with or without a net, depending on gym space.
- Throw should be far enough in front of the student that they must reach to contact the shuttle.
- Level 2 – movement will be added. The working partner starts in ready position and lunges forward when the shuttle is thrown. The racquet starts in front of the player and then drops into the backswing position as they lunge forward. Do two sets of 10.



Progression:

- Working partner can start further away from the feeding partner and add a step with their non-racquet foot before lunging with their racquet foot.

Visual considerations:

- When a student with visual impairment is feeding, a brightly coloured disc cone on the floor can help to define the spot where the shuttle should be thrown.
- Feeding under the net will make it easier for them to toss the shuttle to the correct spot.
- A verbal cue indicating when the shuttle will be thrown can help the working student with tracking the toss of the shuttle.
- If tracking from a distance is too difficult, try feeding under the net or from the side instead.
- Good feeding is important for success.



ACTIVITY 2: GAME – AROUND THE WORLD – UNDERHAND FOREHAND LIFT (10 MINUTES)

Around the World is a game where there is a feeder and a helper on one side of the net and a line of players on the opposite side.

- The feeder throws a shuttle over the net to the first player in the line who attempts to hit an underhand forehand lift.
- If the player misses on the first attempt, they get a second chance.
- If they hit the shuttle over on either chance or miss both chances, they run around the court.

Place a couple of cones at the back of the court to give a general path of where the players need to run.

- While one player is running, the feeder is throwing to the other people in line, one at a time.
- There can be many variations of this drill. For example, each time someone hits a shot over the net, you can award one letter of the alphabet to the group of working students, with the objective that they must try to complete the alphabet as a team. Alternatively, if one of the working students doesn't make contact, they get a strike – 3 strikes and they're out, etc.
- The helper collects shuttles that have been hit and keeps passing them to the feeder so that the drill can keep running.



- Change the helper and feeder at regular intervals with two of the working students.
- If you are running multiple games on multiple courts, adjust running paths/ directions to avoid collisions.
- Visual considerations:
 - Feeder gives a verbal cue when they are going to throw the shuttle.
 - Have the working student ahead of the student with visual impairment wait after their turn, so they can run together as a pair.
 - Do not put students with visual impairments in helper roles.
 - If struggling, physical manipulation by the instructor to help students to time their swing can increase success.

COOL DOWN (5 MINUTES)

Add at least one new stretch and explain what muscle is being worked (calf or add an upper body stretch). While stretching, ask questions about what was covered during the lesson.

Visual considerations:

- Be descriptive about stretching technique.
- Students with visual impairments can have partners who help them to get into the correct position if needed.



UNDERHAND BACKHAND LIFTS WITH FOOTWORK

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to introduce the underhand, backhand lift.

- Equipment
- Racquets
- Shuttles
- Net

REVIEW (5 MINUTES)

In this class, the final basic underhand stroke at the net will be introduced. This is a good time to review backhand grip. The real purpose of the backhand grip becomes clear in this practice.

The position of the thumb in a backhand grip helps to put the wrist into a much stronger position than the V-grip. Cocking the wrist, aided by the backhand grip, produces a lot of power with a relatively short swing.



WARM-UP (5 MINUTES)

Fast feet and lunging:

- 3 sets of 30 seconds with a 30 second rest between sets.
- Start with fast feet.
- When you clap your hands or blow a whistle, they must stop fast feet and lunge forwards before coming back to their ready position and resuming fast feet.
- On the first set, go to the forehand side.
- On the second set, go to the backhand side.
- On the third set alternate sides.
- All three sets should focus on using the proper grip as well as proper footwork



Visual considerations:

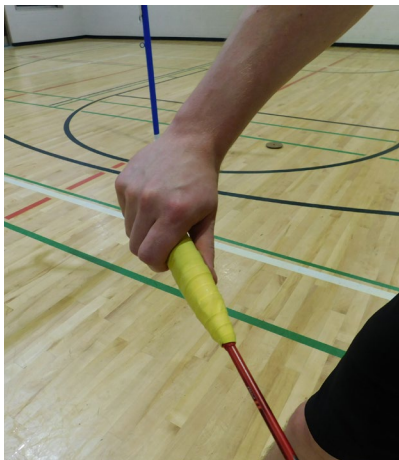
- Make sure students with visual impairment have enough space to move without hazards.

ACTIVITY 1: INTRODUCE UNDERHAND BACKHAND LIFTS (25 MINUTES)

Introduce underhand backhand lifts.



Technical points: dominant foot lunging position, backhand grip, cock wrist, elbow bent but in front of the body, racquet head should be just in front of the non-racquet leg, during swing elbow straightens out and wrist snaps straight with the thumb supporting the snap, follow-through should be in an upward trajectory.



Wrist position for backhand grip

Have students work in pairs. Ideally the partner who is the feeder can hold more than one shuttle to keep the drill moving more quickly.

One partner will toss a shuttle in front of the working partner.

- Level 1 – the working partner waits in a lunge position with the elbow leading, the wrist cocked back and swings forward, attempting to send the shuttle to the rear court.
- After 10 attempts, switch roles. Do three sets each.
- All sets should focus on a proper lunge and proper grip. This can be with or without a net, depending on gym space.



- Throw should be far enough in front of the student that they must reach to contact the shuttle.
- Level 2 – movement is added. The working partner starts in ready position and lunges forward when the shuttle is thrown. The racquet starts in front of them and the elbow move forwards as they lunge. Do two sets of 10.

Progression:

- The working partner can start further away from the feeder and add a step with their non-racquet foot before lunging with their racquet foot.

Visual considerations:

- When a student with visual impairment is feeding, a brightly coloured disc cone on the floor can help to define the spot where the shuttle should be thrown.
- Feeding under the net will make it easier for the student with visual impairment to get the shuttle to the correct spot.
- A verbal cue to indicate when the shuttle will be thrown can help the working partner to track the toss of the shuttle.
- If tracking from a distance is too difficult, try feeding under the net or from the side instead.
- Good feeding is important for success.

ACTIVITY 2: ALTERNATING FOREHAND AND BACKHAND LIFTS (10 MINUTES)

Combine the forehand and backhand lifts with movement and grip change.

- Do two sets of 10 shuttles as the worker moves from side to side.

Progression:

- Feeding can be random so the working student does not know which side to go to ahead of time.

ACTIVITY 3: GAME – AROUND THE WORLD – UNDERHAND BACKHAND LIFT (5 MINUTES)

Around the World is a game where there is a feeder and a helper on one side of the net and a line of working students on the opposite side.

- The feeder throws a shuttle to the first person in the line who attempts to hit an underhand backhand lift.



- If they miss the first chance, they get a second chance.
- If they hit the shuttle over on either chance or miss both chances, they run around the court.
- Place a couple of cones at the back of the court to give a general path of where the workers need to run. While one worker is running, the feeder is throwing to the other people in line, one at a time.

There can be many variations of this drill. For example, each time someone hits a shot over the net, you can award one letter of the alphabet to the group of working students, with the objective that they must try to complete the alphabet as a team. Alternatively, if one of the working students doesn't make contact, they get a strike – 3 strikes and they're out, etc.

The helper collects shuttles that have been hit and keeps passing them to the feeder so that the drill can keep running. Change the helper and feeder at regular intervals with two of the working students.

If running multiple games on multiple courts, adjust running paths/directions to avoid collisions.

Visual considerations:

- Feeder gives a verbal cue when they are going to throw the shuttle.
- Have the worker ahead of student wait and then run together as a pair.
- Do not put student in the role of the helper.
- If struggling, physical manipulation by the instructor to help students to time their swing can increase success.

COOL DOWN (5 MINUTES)

Add at least one new stretch and explain what muscle is being worked (calf or add an upper body stretch, depending on what was added last class).

While stretching, ask questions about what was covered during the lesson.

Visual considerations:

- Be descriptive about stretching technique.
- Students with visual impairments can have partners who help them to get into the correct position if needed.



SERVING AND KEEPING SCORE

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to introduce:

- General Rules of Badminton including ones around serving
- Backhand and forehand serves

EQUIPMENT

- Racquets
- Shuttles
- Net

INTRODUCTION (5 MINUTES)

Rules of Badminton for playing games (See Appendix A).

Visual considerations

- Be descriptive when talking about the lines that make up the court instead of just pointing them out.
- A second point to consider: use contrasting tape to outline the court and if necessary add string to make the boundaries tactile

WARM-UP (5 MINUTES)

Racquet balance game:

- Students work in pairs and each partner needs a racquet.
- One partner stands on the side of the court while the other stands on the middle line. They are holding their racquets by the grip with the racquet head balancing on the floor.
- When the signal is given, players must drop their racquet and rush to grab their partner's racquet before it touches the ground.
- Progression: Increase the distance between partners.





Visual considerations:

- Make sure that the racquet grip colour is as bright as possible.
- Ask students with visual impairments which colour they can see most easily.
- Reduce the distance between partners to facilitate success.

ACTIVITY 1: INTRODUCING THE BACKHAND SERVE (15 MINUTES)

Teacher demonstrates a short backhand serve, aiming to get the shuttle flat across the net.

- Main teaching points include hitting the shuttle right out of the hand using a backhand grip. Racquet should be pointing downwards, and the swing is short but firm.
- Each student has their own shuttle. Have them hit straight across the net (not crosscourt) and then run to collect their shuttle and return to the back of their line. There can be three-to-four lines on each court so wait time between turns is short.
- Progression: Change to serving cross-court instead of straight and counting successes if the shuttle lands in the serving court.

Visual considerations:

- If necessary, have the person in line before the student with visual impairment collect the shuttle for them.
- If necessary, physically manipulate the position of students with visual impairment to get them in the correct position for hitting this serve. Because this serve does not involve dropping the shuttle, this will be the easiest serve for most students, not only those with visual limitations.





ACTIVITY 2: INTRODUCING FOREHAND UNDERHAND SERVE (15 MINUTES)

Teacher demonstrates a long forehand serve, aiming to get the shuttle high and to the back of the court.

- Main teaching points include weight on the racquet foot which is the back foot, transferring onto the front foot during the swing. The V-grip should be used and the swing itself is very similar to the underhand forehand lift. Comparing the underhand forehand serve to a golf swing might be helpful for some.
- Each student has their own shuttle. Have them hit straight across the net (not crosscourt) and then run to collect their shuttle and return to the back of their line. There can be three-to-four lines on each court so wait time between turns is short.
- Progression: Change to serving cross-court instead of straight and counting successes if the shuttle lands in the serving court.

Visual considerations:

- If necessary, have the person in line before the student collect the shuttle for them.
- If necessary, physically manipulate the position of students with visual impairment to get them in the correct position for hitting this serve. Suggest that they tap the shuttle a few times before trying to hit, shorten the swing, and remove the bodyweight transfer.
- If this serve is too difficult, allow the student to return to practicing the backhand serve.

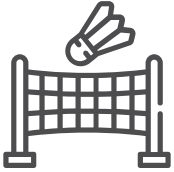




ACTIVITY 3: SERVING AND KEEPING SCORE (10 MINUTES)

Reintroduce the concept of odd and even sides for serving from the beginning of the lesson.

Students will keep track of their points in this game to determine which side of the court they serve from for each attempt.



- Have a line of students on each court.
- The first student in line will serve from the right-hand side of the court, aiming for the cross box. If the serve goes “in”, the student gets a point and will have to serve from the left-hand side on their next attempt. If the serve does not go “in”, the student remains at zero points and will serve again from the right-hand side.
- The drill continues with students needing to serve from the proper side, depending on what their individual score is.
- Players can choose to use forehand or backhand serves.

Progression:

- Add a target on the court that can give bonus points to the students.

Visual considerations:

- Another student might need to call if the student has hit the shuttle “in” and collect the shuttle for the student.
- If necessary, physically manipulate the position of students with visual impairment to get them in the correct position for hitting the serve.
- Potentially have a different point system for student. For example, a point could be given for simply serving over the net.



ACTIVITY 4: RALLYING (5 MINUTES)

Partners rally over the net with each other, starting with either type of serve.

Visual considerations:

- Partner gives a verbal cue when they are going to serve the shuttle.
- Try to have partner start rally by serving backhand so that the serve stays in front of student.
- Have a quick conversation before beginning.
- If a student with visual impairment is struggling, have them only serve so they can be successful.
- A second student could also be placed behind them so that if a shuttle goes past them, the second student can return it, and the student with visual impairment is only in charge of serving and hitting anything that comes closer to the net.



COOL DOWN

Serving practices do not have a lot of movement, so no cool down is needed for this session.

≡ THROWING AND OVERHAND SWING

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to introduce:

- Overhand ready position
- Three basic overhand strokes
- Overhand swing

EQUIPMENT

- Racquets
- Shuttles
- Net

INTRODUCTION (5 MINUTES)

Introduce the three main classes of overhand strokes: clears, drops, and smashes.

Visual considerations:

- Be descriptive when talking about the path of bird for each stroke.
Clears are high and far, drops are down and soft, smashes are down and hard.

WARM-UP (5 MINUTES)

Shuttle Run Team Relay:

- Students work in teams. There are many ways in which this game could be modified.
- Teams line up at one end of the gym. Shuttles are placed on the floor at the other end of the gym. There are twice as many shuttles as there are members in the team.
- On the start signal, the first team member runs to the shuttles, picks one up, and brings it back to the start, then the next person goes, and so on. Every team member will go two times.





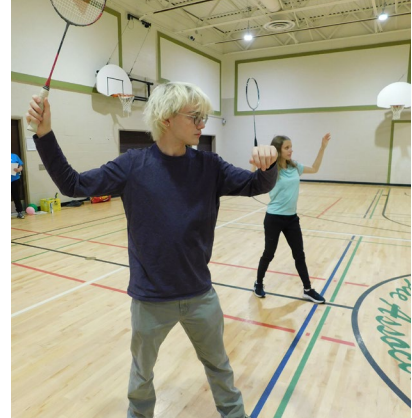
Visual considerations (warm-up):

- Have a partner run with the student with visual impairment to help collect the shuttle and bring it back.
- Place shuttles for student with visual impairment closer to the start line.

ACTIVITY 1: THROW AND CATCH (10 MINUTES)

Teacher demonstrates the overhand ready position, leading into the overhand throw.

- Main teaching points include two arms in the air, racquet arm back, non-racquet arm up for balance.



- The shape of the arms and the head together form the letter “w”.
- Weight starts on the back foot and transfers onto the front foot as the player rotates their body.
- As the player’s hand drops back for a backswing, their elbow should come up and forward, and they should release the shuttle at the top of the throw. Any follow-through should go across their body.





Students work in pairs for this activity. Each pair needs one shuttle.

- Partners can be facing each other across the net or across the width of the court.
- One partner will be in a neutral ready position, waiting to catch the shuttle. This ready position is the one used in the first few lessons in this series. The other partner is holding the shuttle and is in the overhand ready position.
- Once the shuttle is thrown, the ready positions switch so that the partner waiting to catch is in the neutral ready position and the thrower is in the overhand ready position.
- Progression: Increase the distance between partners.



Visual considerations:

- The shuttle can be replaced with a ball that makes noise or flashes, or a brightly coloured beanbag if that is something that is more easily tracked.
- If necessary, physically manipulate the position of students with visual impairment to get them in the correct overhand ready position. Move their arms through the range of motion, finishing with a “high five” to allow students to feel when the release of the object should occur.

ACTIVITY 2: SHADOW-SWINGING (10 MINUTES)

Students will practice swinging with a racquet, using the V-grip. No shuttles are used.

- Ask students to spread out around the gym and wait in their overhand ready position.



- When the teacher gives the signal, students perform an overhand swing before returning to the overhand ready position.
- Focus on the elbow going up so that the contact point is high, and the racquet following through across the body.
- Progression: Start in the neutral ready position and then step back into the overhand ready position before swinging.

Visual considerations:

- Make sure that there is plenty of space around students with visual impairment.

ACTIVITY 3: OVERHAND HITTING (15 MINUTES)

Students will practice swinging with a racquet, using the V-Grip, trying to hit a shuttle that is thrown.

- This type of feed is difficult to get to the correct spot, so the feeding might need to be done by the teacher.
- The throw needs to be high, well above the head of the working partner.
- Place the students in pairs or in groups of three. In pairs, there will be a feeder and a worker. In a group of three, there will be a feeder, a worker, and a catcher who collects the shuttles that have been hit.
- One partner is standing in the overhand ready position while the other student prepares to throw a shuttle high and far. The working partner attempts to hit the overhand with the proper swing as described in the previous two activities.
- Complete 10 attempts and then switch roles.
- Progression: Start in the neutral ready position and then step back into the overhand ready position before swinging.





Visual considerations:

- Make sure that there is plenty of space around students with visual impairment.
- A verbal cue to indicate when the shuttle is thrown can help students with visual impairment to track the toss of the shuttle.
- If tracking from a distance is too difficult, try feeding from the same side instead.
- Wearing protective goggles is suggested for the feeder when throwing from a close range.
- Good feeding is important for success.
- When students with visual impairments are feeding, it can be helpful to have a third student holding a brightly coloured target behind the working student.

COOL DOWN (5 MINUTES)

Explain what muscles are used for overhand swinging (biceps, triceps, shoulders) and how to stretch them. While stretching, ask questions about what was covered during the lesson.

Visual considerations:

- Be descriptive about stretching technique.
- Students with visual impairments can have a partner to help them to get into the correct position if needed.



OVERHAND HITTING

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to practice:

- Overhand ready position
- Overhand swing

EQUIPMENT

- Racquets
- Shuttles
- Net
- Bean bags or balls (as required)

INTRODUCTION (5 MINUTES)

Introduce the three main classes of overhand strokes: clears, drops, and smashes.

Visual considerations:

- Be descriptive when talking about the path of bird for each stroke.
Clears are high and far, drops are down and soft, smashes are down and hard.

WARM-UP (10 MINUTES)

Messy Room game:

- Students work in teams.
- Approximately 10 shuttles are scattered on each side of the court.
- Two opposing teams line up at the back of the court, one on each side of the net.
- On the start signal, students run to grab a single shuttle off the floor and attempt to throw it over the net, using an overhand throw.
- Only one shuttle may be picked up at a time and the throw should be with the dominant hand.



(continued)



- The goal of the game is to have fewer shuttles on your side of the net than the other team.
- After a predetermined length of time (1-2 minutes), the teacher calls “stop” and shuttles can be counted to name a winner if desired.
- Progression: Instead of throwing, have the students serve the shuttle over the net.

Visual considerations:

- Have a partner help to collect shuttles for the student to throw and help with orientation on the court.

ACTIVITY 1: THROW AND HIT – OVERHAND STROKE (10 MINUTES)

Students will practice swinging with a racquet, using the V-Grip, trying to hit a shuttle that is thrown.

- This type of feed is difficult to get to the correct spot so feeding might need to be done by the teacher. The throw needs to be high, well above the head of the working partner. Otherwise, the students will be in pairs or in groups of three.
- In pairs, there will be a feeder and a worker. In a group of three, there will be a feeder, a worker, and a catcher who collects the shuttles that have been hit.
- One partner is standing in the overhand ready position while the other student prepares to throw a shuttle high and far. The working student attempts to hit the overhand with the proper swing as described in the previous class.
- Complete 10 attempts and then switch roles.
- Progression: Start in the neutral ready position and then step back into the overhand ready position before swinging.

Visual considerations:

- Make sure that there is plenty of space around students with visual impairment.
- A verbal cue to indicate when the shuttle is thrown can help students with visual impairment track the flight of the shuttle.
- If tracking from a distance is too difficult, try feeding from the same side instead.
- Wearing protective goggles is suggested for the feeder when throwing from a close range.
- Good feeding is important for success.
- When students with visual impairment are feeding, it can be helpful to have an extra student holding a brightly coloured target behind the working student.

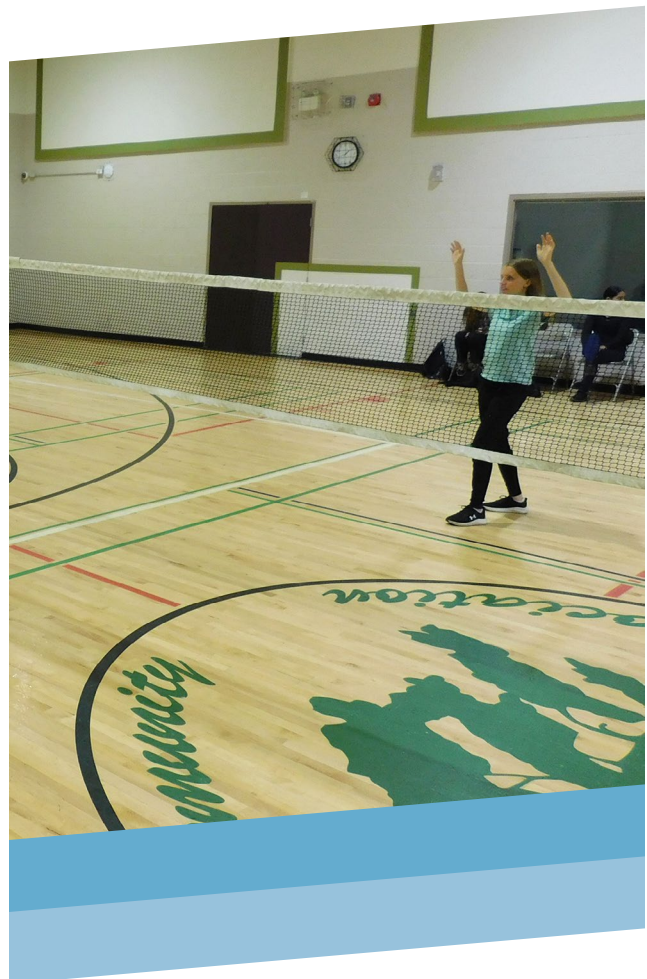
ACTIVITY 2: OVERHAND STROKE POSITIONING – OVERHAND STROKE (10 MINUTES)

Students will practice getting into position for an overhand stroke, using the V-Grip and a proper overhand ready position.

- Students work in pairs.
- One partner will use the underhand forehand serve to send the shuttle as high and as far back in the court as possible.
- The second partner will be standing in the overhand ready position, prepared to move under the shuttle. The goal is to get behind the shuttle and touch it with the non-dominant hand while still remaining sideways.
- Alternate who is serving and who is trying to touch.
- Progression: Try to catch the shuttle instead of just touching it.

Visual considerations:

- Make sure that there is plenty of space around students with visual impairment.
- A verbal cue to indicate when the shuttle is served can help students with visual impairment to track the flight of the shuttle.
- If tracking a serve from a distance is too difficult, try throwing on the same side instead. Throwing a more brightly coloured and larger object is also an option.
- Good feeding is important for success.
- When students with visual impairment are feeding, allow a backhand serve to be used if that increases success.
- Rotate partners so other students get a chance to work with someone using a high, long serve if the student with visual impairment is using a short backhand serve.





ACTIVITY 3: SERVE AND HIT – OVERHAND STROKE (10 MINUTES)

Students will practice swinging with a racquet, using the V-Grip, trying to hit a shuttle that is served.

- Students will attempt to start an overhand rally by using the underhand forehand serve.
- Once the rally begins, students try to hit the shuttle high and deep, but any type of rally is acceptable. This may end up looking more like free play!
- One partner stands in the overhand ready position while the other student prepares to serve a shuttle high and far. The working student attempts to hit the overhand with the proper swing as described in the previous class.
- When the rally ends, the partner who did not serve the previous rally should serve.



Visual considerations:

- Make sure that there is plenty of space around students with visual impairment.
- A verbal cue to indicate when the shuttle is served can help students with visual impairment to track the flight of the shuttle.
- If tracking from a distance is too difficult, try feeding from the same side instead.
- Wearing protective goggles is suggested for the feeder when throwing from a close range.
- Good feeding is important for success.
- When students with visual impairment are feeding, any type of serve that they can do successfully is acceptable.



ACTIVITY 4: HOW MANY SHOTS? (5 MINUTES)

Students will keep track of how many shots they can complete with a partner in a set amount of time. A good starting point is 30-60 seconds.

- Students will be in pairs.
- One student will start the rally with a serve. The serve counts as shot number one and partners will count each shot after that. When the time runs out, they have their starting score.
- Do two more sets to see if a pair can beat their previous score.
- Progression: If a mistake is made, the score goes back to zero.



COOL DOWN (5 MINUTES)

- Review what muscles are used for overhand swinging (biceps, triceps, shoulders) and how to stretch them.
- While stretching, ask questions about what was covered during the lesson.
- Visual considerations:
- Be descriptive about stretching technique.
- Students with visual impairments can have a partner to help them to get into the correct position if needed.



UP AND BACK MOVEMENT WITH HITTING

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to practice:

- Underhand net shot
- Overhand Swing
- Up and back footwork

EQUIPMENT

- Racquets
- Shuttles
- Net
- Bean bags or balls (as required)

INTRODUCTION (1 MINUTE)

Quick explanation that today is the practice where the overhand and underhand shots are combined into one drill.

WARM-UP (10 MINUTES)

Up and back footwork with throwing and catching:

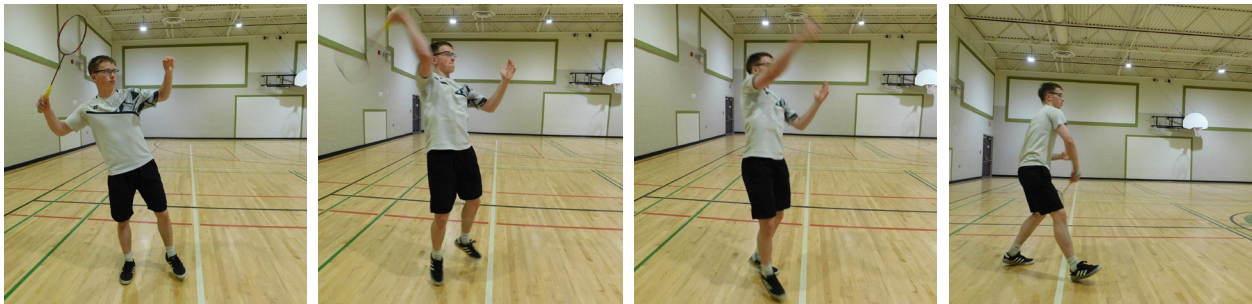
- Students work in pairs. No racquets are needed.
- The feeder stands close to the net, facing away from the net, holding a shuttle.
- The working student starts in the middle of the court, runs forward to the partner, finishes with a lunge with the racquet leg and takes the shuttle in their racquet hand.
- The working student then runs backwards to about the middle of the court when they switch to a sideways, overhand ready position and shuffle backwards to the rear of the court.
- Once at the back of the court, the working student throws the shuttle back to the feeder who attempts to catch.

(continued)





- The working student then runs to the front and repeats the movement.
- Switch roles after five attempts.
- Progression: Instead of standing and throwing, the working student can attempt a scissor kick where they jump during the throw and land facing the opposite side of the court after rotating in the air. Upon landing, the racquet foot should be in front.



Visual considerations:

- Make sure that there is plenty of space around students with visual impairment.
- Use verbal cues to help guide the hand of students with visual impairment to the shuttle.
- Have partners move with students with visual impairment. Use verbal cues to let students with visual impairment know when they are in the middle of the court when moving backwards so they know to turn sideways.
- Use verbal cues to let students with visual impairment know when they are at the back of the court, so they know to throw the shuttle and start moving forward again.
- Have a partner who can catch the bird when thrown to the student when feeding. Alternatively, use a brightly coloured beanbag or ball instead of a shuttle.

ACTIVITY 1: UP AND BACK MOVEMENT WITH NET SHOT (10 MINUTES)

Up and back footwork with a net shot at the front of the court:

- Students work in pairs. Racquets are needed.
- One partner stands close to the net, holding at least one shuttle.
- The working student starts in the middle of the court, on the opposite side of the net. They move forward to the net and the partner throws the shuttle. The working student hits a net shot.
- The working student then runs backwards to about the middle of the court when they switch to a sideways, overhand ready position and shuffle backwards to the rear of the court.
- Once at the back of the court, the working student does a shadow, overhand swing.
- The working student then runs to the front and repeats the movement.
- After 5 attempts switch roles.
- Progression: Instead of standing and swinging, the working student can attempt a scissor kick where they jump during the overhand swing and land facing the opposite side of the court after rotating in the air. Upon landing the racquet foot should be in front.



Visual considerations:

- When students with visual impairment are working, a verbal cue to indicate when the shuttle is thrown can help them to track the flight of the shuttle.
- Have partners move with students with visual impairment. Use verbal cues to let students with visual impairment know when they are in the middle of the court when moving backwards so they know to turn sideways.
- Use verbal cues to let students with visual impairment know when they are at the back of the court so they know to throw the shuttle and start moving forward again.
- Have a partner who can catch the net shot when the student is feeding.

ACTIVITY 2: UP AND BACK MOVEMENT WITH NET SHOT AND OVERHAND (20 MINUTES)

Up and back footwork with shots at both the front and back of the court:

- Students work in groups of three. Racquets are needed.
- One partner/feeder stands close to the net, holding at least one shuttle. A second feeder is behind the service line on the same side as the first partner. The second feeder has a shuttle and a racquet.
- The working student starts in the middle of the court, on the other side of the net. They run forward to the net and the first feeder throws the shuttle. The worker hits a net shot.
- The working student then runs backwards to about the middle of the court when they switch to a sideways, overhand ready position and shuffle backwards to the rear of the court.
- Once the working student has turned sideways, the second feeder does a long, high serve. The working student attempts to hit an overhand.
- The working student then runs to the front and repeats the movement.
- Switch roles after five attempts.



- Progression: Instead of standing and swinging, the working student can attempt a scissor kick where they jump during the overhand swing and land facing the opposite side of the court after rotating in the air. Upon landing, the racquet foot should be in front.



- A further progression could be one feeder, continuously feeding one shot to the back, and then one shot to the front with the working student trying to hit shots to the front of the court (net shots and drops).

Visual considerations:

- When students with visual impairment are working, a verbal cue to indicate when the shuttle is thrown or served can help them to track the flight of the shuttle.
- Have partners move with students with visual impairment. Use verbal cues to let students with visual impairment know when they are in the middle of the court when moving backwards so they know to turn sideways.
- Use verbal cues to let students with visual impairment know when they are at the back of the court.
- If the shot at the back of the court is too difficult, continue with only the shot at the front of the court. The overhead swing can remain a shadow swing as in Activity 1.

COOL DOWN (10 MINUTES)

Place students in groups of two or three. Each student will pick two or three stretches that they and their partners can do. Students take turns being the leader.

Visual considerations:

- Students with visual impairment can have partners help them to get into the correct position if needed.





CHALLENGE DAY

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to practice:

- Underhand net shot
- Underhand lift
- Serve
- Overhand Swing

EQUIPMENT

- Racquets
- Shuttles
- Net

INTRODUCTION (5 MINUTE)

Explain briefly that today there will be multiple stations where students try to complete challenges and score points.

WARM-UP (5 MINUTES)

Different types of footwork across or around the gym:

- Use forwards and backwards running, side shuffling, crossing over and skipping.
- If there are too many students to run safely at the same time, place them in pairs so they can take turns.
- Organize students in a few separate lines if there are too many to run in pairs safely.

Visual considerations:

- Have partners move with students with visual impairment. Use verbal cues to let students with visual impairment know where they are in space and what type of movement they should be doing.
- Make sure there is plenty of space around students with visual impairment.



ACTIVITY 1: ROTATING STATIONS FOR SKILL CHALLENGES **(40 MINUTES)**

Set up four stations (or more if desired) for challenging the students to earn points. Place students into groups, one group for each station. Explain what will happen at each station and then divide the time remaining by the number of stations. Rotate groups at set intervals. Students can work cooperatively in their groups to collect points as a whole or competitively with others within their group.

STATION 1: SHORT OR LONG SERVES

- Set out a target at the front of the court and in the rear of the court. Use large baskets, cones or towels.
- Students get one point for hitting the shuttle over the net, two points for hitting the shuttle into the service court, and three points for hitting the target.
- Each student has a shuttle. Each student attempts a serve, then goes to collect their shuttle, keeping track of how many points the attempt was worth.
- Students get five attempts each.

Visual considerations:

- Make targets brightly coloured and obvious or have partners direct the aim of students with visual impairment.
- Have partners assist in collecting the shuttle after the serve.





STATION 2: NET SHOTS

- Set out a target on the floor in front of the short service line. Use baskets, cones or towels.
- Students get one point for hitting the shuttle over the net but behind the service line, two points for hitting the shuttle in front of the service line, and three points for hitting the target.
- Students work in pairs. One partner will toss a shuttle in front of the working partner using an underhand throw.
- The working partner waits in a neutral ready position and then lunges forward and hits a net shot.
- All sets should focus on a proper lunge and proper grip.
- Shuttles should be tossed far enough in front of the working students that they must reach to make contact.
- Each partner gets five attempts on the forehand side and then five attempts on the backhand side. Make note of how many points the 10 attempts were worth and switch roles.



Visual considerations:

- Make targets brightly coloured and obvious or have partners direct the aim of students with visual impairment.
- When the student is feeding, a brightly coloured disc cone on the floor can help to define the spot where the shuttle should be thrown.
- Feeding under the net will make it easier for the student with visual impairment to get the shuttle to the correct spot.
- A verbal cue to indicate when the shuttle is thrown can help students with visual impairment track the flight of the shuttle.
- If tracking from a distance is too difficult, try feeding under the net or from the side instead.
- Good feeding is important for success.



STATION 3: UNDERHAND LIFTS

- Students get one point for hitting the shuttle over the net (but in front of the short service line), two points for hitting the shuttle past the short service line and in front of the back doubles service line, and three points for hitting the shuttle between the back two lines. If the shuttle goes past the very back line (out), only one point is given.
- Students work in pairs. One partner will toss a shuttle in front of the working partner using an underhand throw.
- The working partner waits in a neutral ready position and then lunges forward and hits an underhand lift.
- All sets should focus on a proper lunge and proper grip.
- Shuttles should be tossed far enough in front of the working students that they must reach to make contact.
- Each partner gets five attempts on the forehand side and then five attempts on the backhand side. Make note of how many points the 10 attempts were worth and then switch roles.

Visual considerations:

- When students with visual impairment are feeding, a brightly coloured disc cone on the floor can help to define the spot where the shuttle should be thrown.
- Feeding under the net will make it easier for the student to get the shuttle to the correct spot.
- When students with visual impairment are working, a verbal cue indicating when the shuttle is thrown can help them to track the flight of the shuttle.
- If tracking from a distance is too difficult, try feeding under the net or from the side instead.
- Good feeding is important for success.



STATION 4: OVERHAND CLEAR

- Students get one point for hitting the shuttle over the net but in front of the short service line, two points for hitting the shuttle past the short service line and in front of the back doubles service line, and three points for hitting the shuttle between the back two lines. If the shuttle goes past the very back line (out), only one point is given.
- Students work in pairs. One partner is standing in the overhand ready position while the other student prepares to throw a shuttle high and far OR prepares to use the high underhand serve to hit the shuttle above the worker.
- The working partner attempts to hit the overhand with the proper swing as described in Lesson 6.
- Each partner gets 10 attempts. Make note of how many points the 10 attempts were worth and then switch roles.



Visual considerations:

- Make sure that there is plenty of space around students with visual impairment.
- When students with visual impairment are working, a verbal cue to indicate when the shuttle is thrown/served can help them to track the flight of the shuttle.
- If tracking from a distance is too difficult, try feeding from the same side instead.
- Wearing protective goggles is suggested for the feeder when throwing from a close range.
- Good feeding is important for success.
- When students with visual impairment are feeding, an extra student who is able to hold a brightly coloured target behind the working partner could be useful.

COOL DOWN (10 MINUTES)

- Place students in groups of two or three.
- Each student can pick two or three stretches for them and their partners to do.
- Students take turns being the leader.

Visual considerations:

- Students with visual impairment can have a partner who helps them to get into the correct position if needed.



GAME PLAY

Grades: 5-9 Class Time: 45 minutes to 1 hour

OBJECTIVES

The purpose of this lesson is to practice playing badminton games.

- Equipment
- Racquets
- Shuttles
- Net

INTRODUCTION (5 MINUTE)

Explain briefly that today will be all about playing different types of badminton games.

WARM-UP (5 MINUTES)

Partner mobility exercises:

- Working in pairs, both students move in different ways to reach out and touch hands with each other.
- See pictures on the next page.





Partners stand back-to-back and twist left and right to touch their hands.



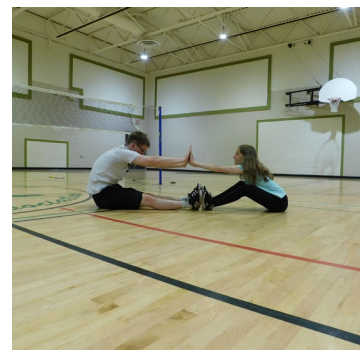
Partners stand back-to-back and touch hands between their legs and above their heads.



Partners lie on their backs with feet towards each other, then sit up and touch hands in front of their bodies.



Partners lie on their stomachs then raise their upper bodies and arms to touch hands.



Visual considerations:

- Use verbal cues to let students with visual impairment know where they are in space and what type of movement they should be doing.
- Make sure there is plenty of space around students with visual impairment.



ACTIVITY 1: HALF COURT SINGLES (15 MINUTES)

Depending on how many courts and students are in the class, rotate students so that everyone gets a chance to play.

- Play short games to five points, then have the students change.
- Use the doubles side-line to make the court slightly wider.

Visual considerations:

- Change the singles court to restrict the game to the area of the court in front of the short service line.
- When the opponent is serving, a verbal cue to indicate when the shuttle will be served can help students with visual impairment to track the flight of the shuttle.
- If possible, start with a serve to either the forehand or backhand specifically so that students with visual impairment can be prepared.
- If control over the serve is not possible, start the rally with a directed throw.

ACTIVITY 2: DOUBLES (15 MINUTES)

Depending on how many courts and students are in the class, rotate students so that everyone gets a chance to play.

- Play short games to five points, then have the students change.

Visual considerations:

- Change the doubles court to restrict the game to the area of the court in front of the short service line.
- When the opponent is serving, a verbal cue to indicate when the shuttle is served can help students track the flight of the shuttle.
- If possible, start with a serve to either the forehand or backhand specifically so that students with visual impairment can be prepared.
- If control over the serve is not possible, start the rally with a directed throw.
- Partners of students with visual impairment must be good communicators.
- If game play is not available to a student with visual impairment, allow them to work on bouncing a brightly coloured balloon off the court (assuming there is enough space to do it safely).



ACTIVITY 3: KINGS COURT (10 MINUTES)

Kings court is a game where the winner of each round stays on the court and someone off the court replaces whoever lost the previous round. Depending on the size of the gym and the number of students, rounds can be a single rally so players are changing rapidly. Alternatively, short games to three points can be played.

- Pick a side of the court in the gym to be the “king” side and the other side of the gym will be the “challenger” side.
- Line up students who are waiting to challenge on the challenger side at the back of the court.
- Start each rally with the challenger serving the shuttle over the net to the king.
- Depending on the number of students in the class, the game can be played on a full or half court.

Visual considerations:

- Change the court size to half court and in front of the short service line.
- If a student with visual impairment is the “king”, their challenger gives a verbal cue when they are going to serve the shuttle.
- Try to have partner start each rally by specifically serving to the forehand side or the backhand side, wherever students with visual impairment are most confident.
- If control over the serve is not possible, start the rally with a throw.
- Have a quick conversation before beginning.
- If a student with visual impairment is struggling, physical manipulation by the instructor to help the student time their swing can increase success.

COOL DOWN (5 MINUTES)

Choose four or five stretches to do as an entire class. While stretching, ask questions about what was covered during the badminton module.

Visual considerations:

- Be descriptive about stretching technique.
- Students with visual impairments can have partners who help them to get into the correct position if needed.



APPENDIX 1: SIMPLIFIED RULES

SCORING SYSTEM

- A match consists of the best of 3 games of 21 points.
- Every time there is a serve – there is a point scored.
- The side winning a rally adds a point to its score.
- At 20 all, the side which gains a 2 point lead first, wins that game.
- At 29 all, the side scoring the 30th point, wins that game.
- The side winning a game serves first in the next game.

INTERVAL AND CHANGE OF ENDS

- When the leading score reaches 11 points, players have a 60 second interval.
- A 2 minute interval between each game is allowed.
- In the third game, players change ends when the leading score reaches 11 points.

SINGLES

- At the beginning of the game (0-0) and when the server's score is even, the server serves from the right service court.
- When the server's score is odd, the server serves from the left service court.
- If the server wins a rally, the server scores a point and serves again from the alternate service court.
- If the receiver wins a rally, the receiver scores a point and becomes the new server. They serve from the appropriate service court – left if their score is odd, right if it is even.

DOUBLES

- A side has only one service.
- The service passes consecutively between players (see example doubles match in Appendix 2).
- At the beginning of the game, and also when the score is even, the server serves from the right service court. When the score is odd, the server serves from the left court.



- If the serving side wins a rally, the serving side scores a point, and the same server serves again from the alternate service court.
- If the receiving side wins a rally, the receiving side scores a point. The receiving side becomes the new serving side.
- When their side is serving, the players do not change their service courts until they win a point.
- If players commit an error in the service court, the error is corrected when the mistake is discovered.
- In a doubles match between A & B against C & D, A & B won the toss and decided to serve. A to serve to C. A shall be the initial server while C shall be the initial receiver.

Note that this means:

- The order of server depends on the score being odd or even, same as in singles.
- The serving side changes service courts only when a point is scored.
- In all other cases, the players stay in their respective service court from where they played the previous rally. This guarantees having alternate servers during the progress of the match.

Adapted from Badminton Newfoundland & Labrador, 2025



APPENDIX 2: DOUBLES MATCH (EXAMPLE)

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