

**GOVAN HIGH**  
**INTERMEDIATE 1**

**SKILLS AND TECHNIQUES**



**BADMINTON**

Name.....

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Key Concept	Key Feature	Page No
<p>1.The concept of skill and skilled performance</p>	<p>An understanding of how basic skills and techniques are learned before more complex skills and techniques, for example:</p> <ul style="list-style-type: none"> <li>• a forward roll is a basic technique; however, a handstand forward roll is a complex technique because it is more difficult to learn and requires specific practice.</li> </ul>	<p>2 3</p>
<p>1.</p>	<p>An understanding of how a skilled performance can be used to develop performance, for example:</p> <ul style="list-style-type: none"> <li>• ability to select the correct options to cope with various performance demands</li> </ul>	<p>4</p>
<p>2.Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality</p>	<p>In relation to performance, the purposes of collecting relevant and detailed information through using one or more of the following approaches:  <b>Mechanical analysis:</b> information relating to the mechanics of performance in one or more of the following:</p> <ul style="list-style-type: none"> <li>• centre of gravity</li> <li>• resistance</li> <li>• force</li> <li>• transfer of weight.</li> </ul>	

<p>2.</p>	<p><b>Movement analysis:</b> information relating to movement within performance in one or both of the following:</p> <ul style="list-style-type: none"> <li>• preparation, action and recovery when applying skill(s) and technique(s)</li> <li>• specific movement patterns.</li> </ul> <p><b>Consideration of quality:</b> information relating to consideration of qualities in one or more of the following:</p> <ul style="list-style-type: none"> <li>• economy of movement</li> <li>• disguise</li> <li>• technical, physical, personal and special qualities.</li> </ul>	
<p>2.</p>	<p><b>In relation to technique improvement, carry out a plan related to information gathered from the specific approach used in mechanical analysis, movement analysis or consideration of quality.</b></p>	
<p><b>3. The development of skill and the refinement of technique in terms of: Stages of Learning, Methods of practice, Principles of effective practice and motivation, concentration and feedback</b></p>	<p><b>The importance of monitoring improvements through relevant training programmes using mechanical analysis, movement analysis or consideration of quality.</b></p>	

3.

**How skills and/or techniques are learned in different stages. This should include understanding about the following stages:**

- preparation
- practice
- automatic

or other terminology used to describe these stages.

At each stage of learning, when developing skills or techniques, select the most relevant methods of practice from the following:

- solo/shadow/partner/group
- opposed/unopposed
- gradual build up/whole part whole
- drills/repetition practices
- conditioned games/small sided games.

The method of practice selected should show an understanding of the following principles of effective practice:

- setting clear objectives
- consideration of strengths and weaknesses
- awareness of model performer
- intensity of practice
- work to rest ratio.

An understanding of the influential factors that affect performance:

- motivation
- concentration

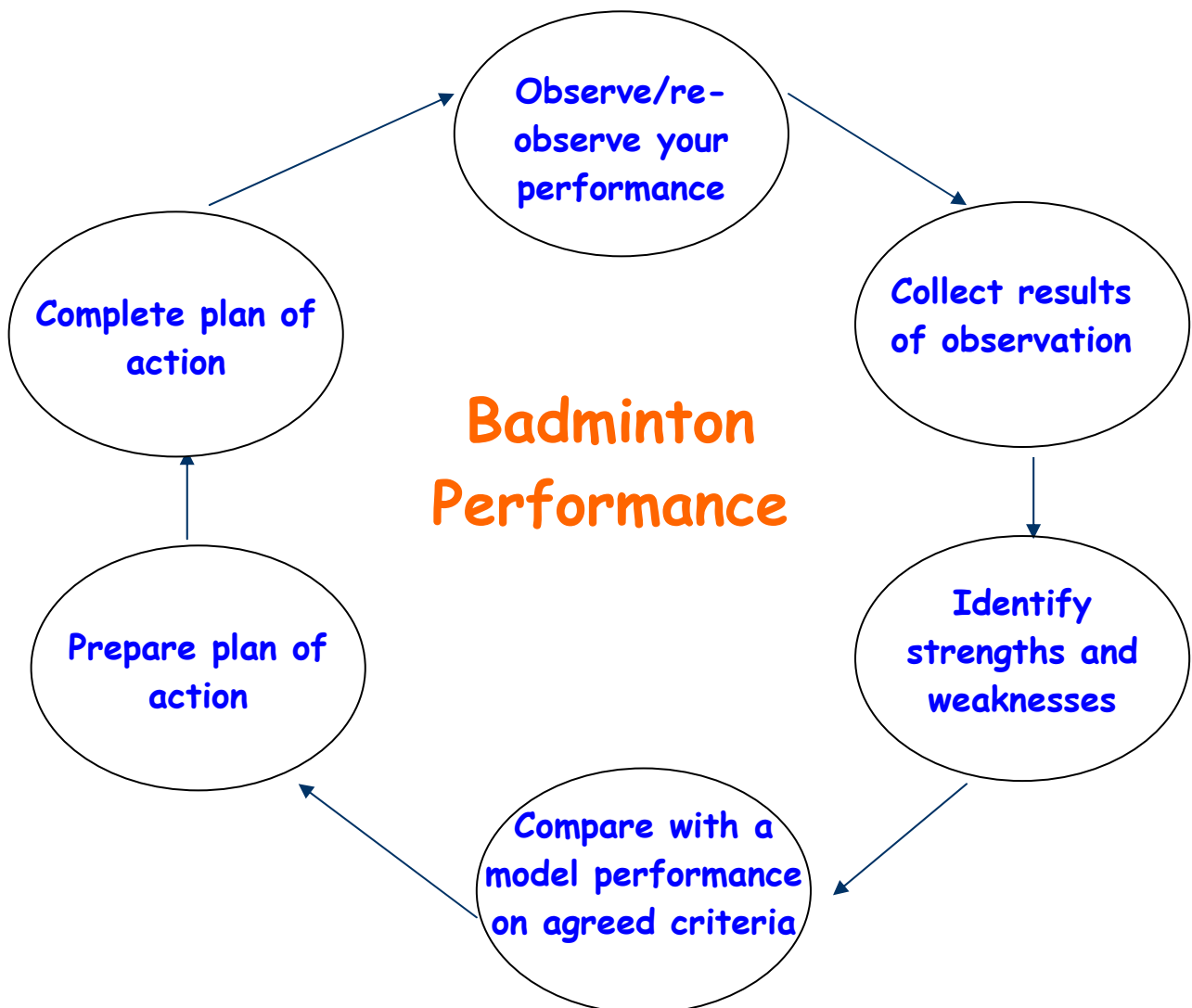
3.	<ul style="list-style-type: none"><li>• feedback.</li></ul> <p>An understanding of how skill(s) and technique(s) are refined through practice.</p>	
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## The Cycle of Analysis

The Cycle of Analysis is useful for analysing and developing your performance as part of your performance improvement programme. Using the Cycle of Analysis, you collect information about your performance in an organised way.

Study the six stages of the Cycle of Analysis in diagram 1. These six stages can be applied effectively to badminton. By using the Cycle of Analysis, you can continue to improve your performance and so avoid reaching a **learning plateau** - a stage of no apparent progress.

## Cycle of Analysis



# WHAT IS A SKILL?

"...a movement with a purpose..."

Skills can be categorised by a number of features and due to their nature can be difficult to identify an exact classification. However, all skills can be placed on the following continuums -

OPEN  → CLOSED  
Rugby tackle Golf drive



This describes the movement patterns - if they are always identical its is a 'closed skill'. If they change due to the nature of performance they are 'open skills'.



SIMPLE  → COMPLEX  
Chest pass Tumble turn



This describes the number of subroutines within certain skills - if there is 1 movement they are 'simple' and if the skill requires a series of linked movements they are described as 'complex'.



Simple	Complex
Few movements	Many Movements
Little coordination needed	Coordination vital
Few judgements made	Many judgements made
Simple order of movements e.g. short serve	Complicated order of movements e.g. overhead backhand drop shot

DISCRETE  → SERIAL  
Forward roll Running



This describes how easily you can identify a 'start' and 'finishing' point in a given skill.





## WHAT IS A TECHNIQUE?

*"...the way in which a skill is performed or executed..."*

Technique describes the way in which a skill is performed, it is descriptive and gives more information on the performance. The following table gives examples of skills and techniques:

<b>SKILL</b>	<b>TECHNIQUE</b>
Pass <i>(rugby)</i>	Spin pass / Reverse pass / Pendulum pass
Swimming	Front Crawl / Back stroke / breast stroke / Butterfly
Tackle <i>(hockey)</i>	Block / Jab / Stick
Shooting <i>(basketball)</i>	Lay-up / Jump / Set
Serve <i>(badminton)</i>	High / Low

## What makes a skilled performance?

In a skilled performance the skill is carried out with the **maximum efficiency** and performed with the **minimum effort**. This means that the badminton player can reduce the chances of becoming physically tired when performing the skills. The skilful badminton player can control his/her movement and can **anticipate** what is going to happen next.

### Badminton Example

**Show fluent and controlled movements:** The performer shows good court movement skills: He/she is relaxed and ready; footwork is light and quick to get into the correct position to play selected shot; recovers to central base between shots.

**Select correct options:** The performer shows an ability to select the shot option, which will put pressure on opponents and/or relieve pressure on himself/herself. Show an element of disguise, which will wrong foot opponents.

**Use skills which reflect experience and ability:** Performers should know his/her own strengths and weaknesses. For example, a powerful smash creates opportunities, which will force opponents to lift to provide chances to smash. Or high clears to the back of the court to force opponents to the back, thus creating space at the front to attack.

## : Skilled Performance/Model Performers

### **Remember!**

The most important objective of a **skilled performance** is to carry out linked movements with **maximum efficiency** where; sequences of movements are carried out in a fluent, controlled way often with minimum effort; correct options are selected; and skills and techniques are used which reflect the performer's ability and experience.

### **Model performers**

A model performer is an individual who can demonstrate a skilled performance. Comparing your performance with a model performer is a good way to see what parts of your performance you can improve.

Model performers exist at different levels of ability. For example, you may compare yourself with a classmate, teacher or international performer.

### **Advantages of comparing yourself with model performers**

- ✦ Model performers can show you how to improve by giving you a picture of what you are trying to achieve.
- ✦ It helps you to decide what you need to improve
- ✦ Watching top level performers can motivate you to improve your performance.
- ✦ You can study the fine detail of the model performer to learn about the different skills and technique they use.

### **Features of a Model Performance**

Model performer's whole performances and/or a specific skill may be broken down and analysed to gain information on how the skills and techniques are to be performed.

Model performances can be broken down into three phases. These are: the '**Preparation**', the '**Action**' and the '**Recovery**' (PAR). Breaking skills and techniques down into these three phases is an effective way of analysing skills and techniques.

## : **Methods of Collecting Information**

Collecting valid information about your performance is essential so that you can identify your strengths and weaknesses.

You can collect information by using:

- Observation schedules
- Videos of performances
- Knowledge of Results
- Feedback

Feedback provides information about the performance from an experienced teacher/coach. Or from the performers own feelings.

### **Observation Schedules**

Observation schedules measure your performance against a model performance. This allows you to find out the strengths and weaknesses in your performance. There are different types of observation schedules, which give you both initial and focused information on your performance.

<b>When</b>	<b>Type</b>	<b>Description</b>
Initial	General Observation Schedules Video x3	Provides general information about whole performance including information on balance, footwork and positioning.
Focused	Movement analysis schedule	Breaks down skills and techniques into features of model performance in each phase of action (preparation, action and recovery). Gives performer information on how well these have been performed
	Knowledge of results schedule	Analyses success of a particular skill or technique within a performance situation.
	Scatter graph	Provides visual evidence of skill or technique accuracy and consistency.

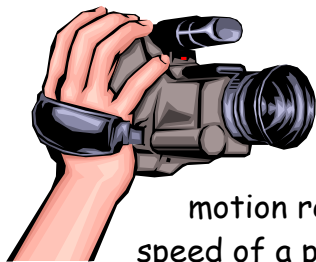
## **Methods of Collecting Information**

### **How and when should schedules be completed?**

All observation schedules should be completed in a performance situation. This would be playing a match against an opponent of a similar ability.

A second assessment at a later date against the same criteria can be recorded to show the degree of progress that has occurred.

### **Video of Performances**



A video recording of a performance is very useful for compiling evidence because it allows you to view a performance repeatedly. You can also use slow motion replay, which is a considerable advantage when the speed of a performance makes recording observations at normal speeds difficult. Slowing down the fast actions during a game of badminton allow you to make an accurate record of the performances.

You could use a video recording of your performance to help you complete an observation schedule. Video recording of your own or another's performance enables you to observe movements more accurately.

### **Knowledge of Results**

Knowledge of results is also very useful as a measurement of performance. Knowing your final score within a game is in itself an indication of success in the activity.

## COLLECTING INITIAL DATA

### MATCH ANALYSIS Observation Schedule (Before Training)

Watch your partner playing a game. Make a record of the shots you see being used.

Indicate successful shots with a  $\checkmark$

Indicate unsuccessful shots with a X

Circle winning shots like this  $\textcircled{\checkmark}$

Name \_\_\_\_\_

Observed by \_\_\_\_\_

Low Serve	High Serve	Overhead Clear	Drop Shot	Smash	Net Shot	Backhand

## COLLECTING INITIAL DATA

### MATCH ANALYSIS Observation Schedule (After Training)

Watch your partner playing a game. Make a record of the shots you see being used.

Indicate successful shots with a  $\checkmark$

Indicate unsuccessful shots with a X

Circle winning shots like this  $\textcircled{\checkmark}$

Name \_\_\_\_\_

Observed by \_\_\_\_\_

Low Serve	High Serve	Overhead Clear	Drop Shot	Smash	Net Shot	Backhand

## COLLECTING DATA (More focused)

### Movement Analysis - observation schedule

#### Overhead Clear

Name

Observed by

/ = achieved    x = not shown

Phase	Points to look for	Performance
Preparation	Starts from ready position  Turns side on  Raquet back behind head  Points at shuttle  Side steps to get under shuttle  Weight onto back foot	
Action	Uses "throwing action"  Weight transferred onto front foot  Shuttle contact at full stretch	
Recovery	Raquet follows through down and across body  Moves quickly back to ready position	

Comment



## COLLECTING DATA (More focused)

### Movement Analysis - observation schedule

#### Overhead Clear

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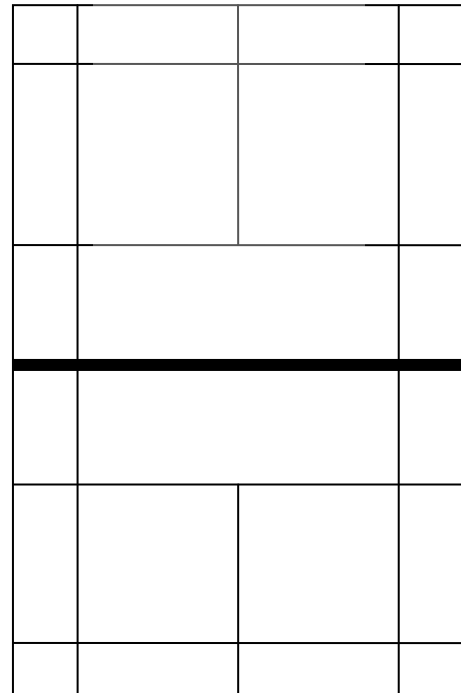
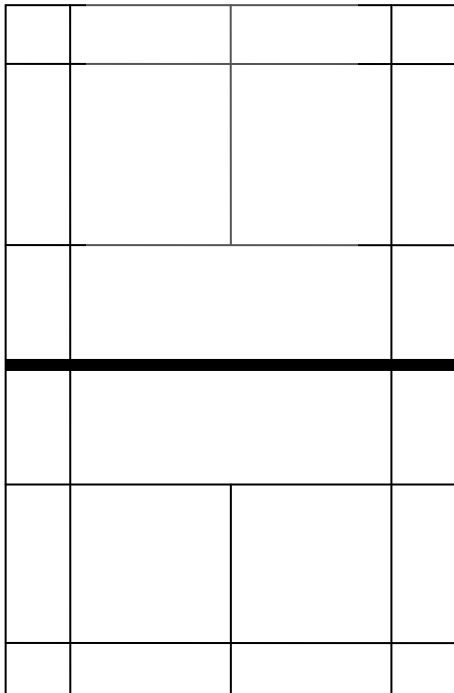
## Focused Data Observation: Scatter Graph

The sheet below is an outline of a badminton court. Mark with a X where each shuttle lands.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

BEFORE PROGRAMME OF WORK

AFTER PROGRAMME OF WORK



## **Stages of Skill Learning**

There are **three important stages** in learning and developing skills: the Preparation stage, the Practice stage and the Automatic stage.

It is important to know the stage of development you are at when learning a skill. This will allow you to organise practices suitable to your level.

This will ensure that you make the best possible progress.

### **Planning (Cognitive) Stage:**

During the planning stage, you find out what the skill involves. You establish what the parts of the skill are and make your first attempts at learning each part. Errors are likely to be common at this stage, so you will need advice, encouragement, and support to make progress.

- Get a mental picture of the badminton shot
- Shadow the correct movement
- Slow the movement down if possible
- Compare with model performer

### **Practice (Associative) Stage:**

During the practice stage you **link together** all the required parts of the skill. Simple skills will require less practice than complex skills. Quality practice will reduce the number of mistakes made during performance.

- Repeated practice, so that you become more consistent in performing the skill or technique successfully.
- Practice in a controlled environment e.g. feeder plays shuttle to same area of court
- Pressure gradually increased as you improve
- Drills and conditioned games

### Automatic (Autonomous) Stage:

At this stage, errors are less likely and most key parts of a skill have become automatic. Due to your higher skill level you can give closer attention to more detailed aspects of your performance.

- Put the skill/technique you have learned into a full game situation
- Consistency and accuracy maintained in 'pressure situations'
- Concentrate on your game strategy - how to beat your opponent.

PREPARATION → PRACTICE → AUTOMATIC

<ul style="list-style-type: none"><li>• Introduction to skill</li><li>• Understand the basic pattern</li><li>• Create a mental image</li><li>• Break the skill down</li><li>• Isolated practices</li><li>• Thinking through actions</li></ul>	<ul style="list-style-type: none"><li>• Opportunity for repetitive practice</li><li>• Practice in a controlled environment (1/2 Court)</li><li>• Gradually increase pressure</li><li>• Compare performance with a 'model'</li></ul>	<ul style="list-style-type: none"><li>• Put skill /technique into full game situation</li><li>• Concentrate on your game strategy as skills are now automatic.</li><li>• Apply additional features such as disguise / flair</li></ul>
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(NOVICE → INTERMEDIATE → EXPERT)

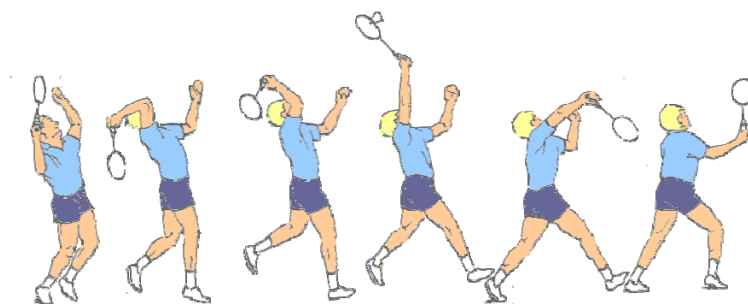
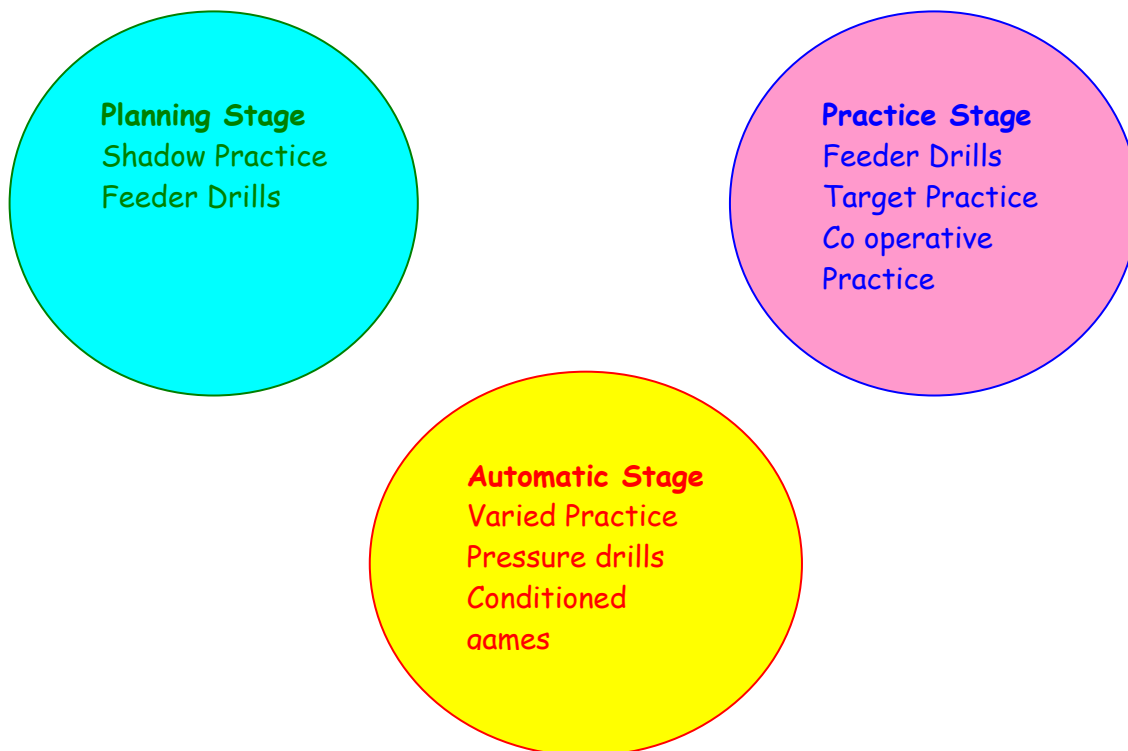
## **Practice Methods**

When developing skills and techniques you use different methods of practice. The most common methods are:

- **Gradual Build-Up**
- **Whole-Part-Whole**
- **Passive/Active**
- Shadow Drills
- Feeder Drills
- Target Practice
- Co-operative Practice
- Varied Practice
- Pressure Drills
- Conditioned Games

When developing skills and techniques and designing programmes of work, you use different methods of practice. It is important that a performer chooses a type of practice, which is appropriate to their stage of learning.

The diagram below outlines how the various types of practice link with the stages of learning



**Gradual build-up** is a useful practice method for learning complex or new skills. By using gradual build-up, you can make the practice more demanding in small steps. This allows you to develop confidence as you make progress. You should develop the practices at your own pace. Practices should be challenging yet achievable.

For example, when trying to learn the overhead clear shot in badminton it may be best to learn in smaller stages such as:

1. Learn correct grip
2. Shadow correct arm action with weight on correct foot.
3. Shadow correct footwork to get to the back court
4. Repetition practice
5. Attempt the shot in the game

### **Whole-Part-Whole**

Whole-part-whole is often used by performers who already have some experience of the activity. It works best when you can perform the whole skill already. For example, when performing an overhead clear in badminton, your weakness may be that you contact the shuttle with a bent arm, instead of a straight arm. Practising the hitting action only, may be useful before returning to a practice or game in which the whole overhead clear action is used.

## Shadow

Shadow practices allow you to work in a **closed, self-paced** environment where you can **focus** fully on the movement pattern of the skill and begin to understand how the skill feels. For example, in the following practices court movement and footwork are the focus. The aim of this practice is to move from the start, through positions X1 to X4 returning to the finish position. During this short practice you will need to change direction, stay in balance when moving, use precise footwork and cover the court in a fast, effective way.

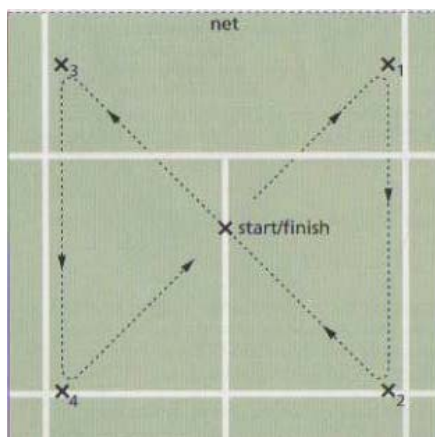


Diagram 1

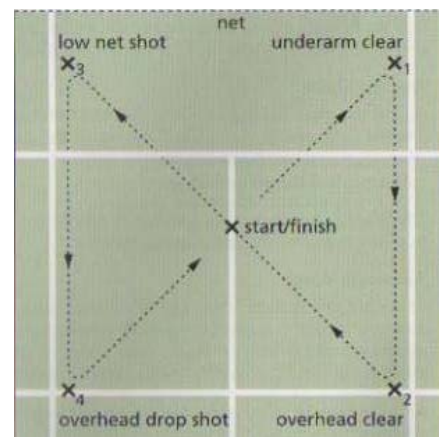


Diagram 2

## Feeder Drills

During practice it can be productive to set up training drills that repeat particular parts of a technique or the whole technique itself. You may practice very small parts of the technique repeatedly. The intention is to groove the technique so that all the components of it work well together. This type of attention to detail works best with complex, closed skills.

For example, a practice can be set up so that the performer is played a high feed and then return playing an overhead clear. The shuttle is then allowed to fall so the performer can see where it lands which will give them feedback about accuracy and power. This practice allows the performer to work without pressure and gives them feedback on their performance.

Movement can be added to this practice, after the overhead clear is played the shot can be returned and the rally can continue.



## Target Practice

Target practice allows the performer to work on the accuracy and power of their overhead clear. As with feeder practices the performer is played a high feed and must return it by playing an overhead clear. The added pressure for this practice is that the performer must aim for some small targets placed towards the back of the court

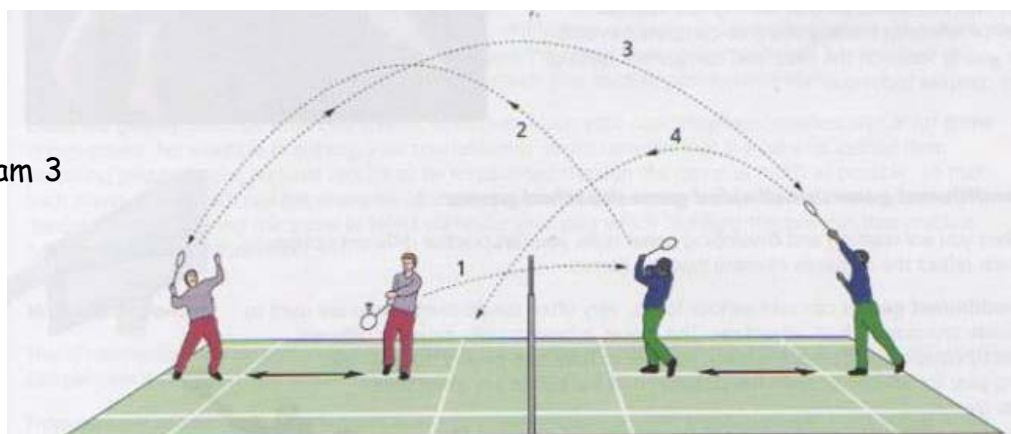
## Co-operative Practices

Continuous rallies can work well when both repetition and different degrees of pressure are involved. At this stage the performer has a reasonable grasp of the technique of the skill and should understand the technical requirements. An example of a continuous rally is to maintain a rally of overhead clears with each shot reaching the back tramlines. This not only allows the performer to practice their technique but it also begins to put their technique under pressure in terms of consistency and effectiveness.

## Varied Practices

These drills are useful for the development of court movement skills and for playing different shots under pressure. Variations can be built into them. For example (see diagram 3), players work cooperatively in a demanding practice. They dictate the pressure demands of the practice by the way in which they execute the shots. If, on shot 3 the overhead clear return is played right to the back of the court, the overhead drop shot return on shot 4 will be more demanding to play. In turn, if shot 4 is played very close to the net, the first shot (shot 1) of the new cycle will be more demanding. In such a practice the aim is to keep the cycle of shots played continuously for as long as possible. If any errors occur, you would stop and restart with shot 1. This is preferable to carrying on with broken, uncertain and unstructured practice.

Diagram 3



## **Pressure Drills**

As the name suggests pressure drills put a performer's technique under pressure. This involves creating a more open environment for the skill being developed to be played. For example, during a continuous rally of overhead clears one player can be awarded the right to play a drop shot when he/she feels the rally is being maintained successfully. At this point the rally is played out for a point. This makes the practice more game like and makes the practice less predictable.

## **Conditioned games**

Conditioned games can take various forms. Very often in team games conditioned games are used to provide one side with an advantage. This can make achieving tasks easier and may make games between two players or teams more even.

Conditioned games can also involve certain adaptations to the formal rules of the game. This is designed to emphasise through the game the particular skills and techniques that you have been working on. For example, in badminton, if you have been working on improving drop shots then one condition in a game would be to increase the points awarded for a rally won with a drop shot.

## **Principles of Effective Practice**

There are several principles that you must consider when planning practices. These are:

- Base current practice on current level of performance
- Work: rest ratio
- Progression
- SMART Targets
- Feedback
- Motivation Concentration

### **Base current practice on current level of performance**

For practice to be effective it must be based on the needs of the individual. This means that before practice begins current performance should be assessed by using for example a match analysis schedule. This helps to identify individual strengths and weaknesses in the whole performance. This information can then help to identify individual skills or techniques which need to be improved.

### **Work/rest ratio**

In all forms of training you need to calculate the ratio of work relative to rest. Working out this ratio is one of the key issues in making skill training specific to your needs. The ratio varies according to:

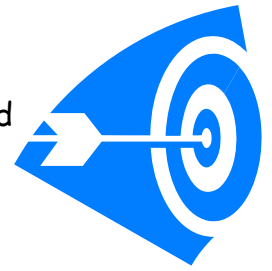
- Your previous experience in the activity
- Your level of practical ability
- The complexity of the skill involved
- The physical demands involved in the practice

### **Progression**

Ensure that your practices are meaningful to your current performance level and progress when you are ready to do more demanding practices. Make sure you are working at a suitably demanding level at all times. Apply the principle of progression to all your practices. High quality practice for a short time is better than repetitive, low quality practice over a long time. This will ensure that your performance does not suffer from the adverse effects of boredom and fatigue.

## Smart Targets

Specific:	to the activity
Measurable:	success in achieving the target can be measured
Achievable:	targets can be achieved
Realistic:	targets are realistic
Time based:	targets can be achieved within a time-limit



## Feedback

Feedback is vital in practice. If no feedback is received it is impossible to know whether or not improvement has taken place. Feedback can take a variety of forms (refer to feedback p26). Performance must receive feedback during practice to ensure practice is effective.

## Motivation/Concentration

Motivation is a factor relating to effective practice. Motivation is the level of desire a performer has to succeed. If a performer is not motivated to improve, practice will be ineffective. Concentration effects practice. Over practising can cause skill level to deteriorate and can in turn de-motivate performers. Therefore it is important that practice is varied to ensure motivation and concentration is maintained during practice.

## Feedback

Feedback is information you collect about your performance. There are different types of feedback. The types you use depend on the type of task you are completing, the type of skill being performed and the nature of the activity.

Using feedback in a meaningful way is essential for performance improvement. It helps you plan improvements to your performance and provides reinforcement about the successful parts of your performance, encouraging you to work towards further improvement.

The main types of feedback you should understand are:

### **Internal (Intrinsic) Feedback**

Concerns movement awareness e.g. the feeling of different parts of the action

### **External (Extrinsic) Feedback**

Includes knowledge of results, observation schedules, factors affecting results, video of performances, and information from teachers or coaches.

For example, in a badminton smash you would receive internal feedback about the action through the control, balance, coordination, and timing you felt when completing the skill; you would receive external feedback on the same smash based on the result of the smash e.g. a point won, and also when your teacher has given you some information about the factors that led to the successful smash.

### **Effective Feedback**

For feedback to be most effective it needs to be positive. Positive feedback focuses on what you did well and suggests how further improvements could be made.

Feedback also needs to be precise and accurate and be given as soon as possible after the activity or part of the game.

## **Motivation/Concentration**

### **Motivation**

Motivation is your level of desire to succeed. A performer must be motivated in order to improve their performance.

Motivation is a key factor in learning and practicing skills. A performer's aim should be to maximise motivation for performance.

Motivation can be internal or external.

<b>Internal</b>	<b>External</b>
Internal motivation is a performer's individual level of desire to succeed. How much a performer wants to win or succeed for him/herself.	Motivation to be involved in an activity for reasons apart from simply participation for example for a prize or a reward.

A useful way to maintain motivation for an activity is to use target setting. Setting goals and aims helps keep motivation going in order to achieve the desired level of performance. It is important that the targets are specific to the performer and realistic.

### **Concentration**

Concentration is the ability of your mind to focus on the task in hand. For improvement to be made you must have high levels of concentration during practice.

To perform at a high level you need to pay part attention to some cues and full attention to others. In most activities you cannot pay full attention all the time. Therefore it is important that performers heighten their level of concentration at particular times during the performance. This is especially the case in activities which have pronounced start/stop patterns for example badminton.

I will follow this training programme for 6 weeks, each session will last 40 minutes. There will be 3 sessions a week.

I will reassess my overhead after 3 weeks to see if my performance has improved and alter my training programme accordingly

**AIM: To improve the performance of my Overhead Clear in the game of badminton**

<b><u>Method of Training</u></b>	<b><u>Activity</u></b> (exactly what you will be doing)	<b><u>Time Limit</u></b> (how long will each item last)
	<b>Warm Up</b>  <b>Training</b>  <b>Cool Down</b>	

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