

St Ninian's High School

Physical Education



S4 National 5

Badminton

Contents

Factors Impacting on Performance	2
Nature and Purpose	3
Stages of Learning	4
Method of Practice	6
Work to Rest Ratio	9
Principles of Effective Practice	9
Feedback	10
Changes in your Performance	11
Mental Factors Affecting Performance	12
Methods of Mental Training	13
Badminton revision	15

Factors Impacting on Performance

In Badminton we will focus on two factors which impact on performance these factors are:

- Physical Factor – Skill
- Mental Factor – Anxiety, Concentration, Control of Aggression, Decision Making/Problem Solving

Physical Factor – Skills

By the end of the block you should understand which skills are required for effective performance in Badminton. Through observing and gathering information about performance you will identify the aspects of your game which are strengths and weaknesses. You will then be able to identify the specific skills which may require improvement.

Mental factor – Anxiety, Concentration, Control of Aggression, Decision Making/Problem Solving

By the end of the block you should understand how mental factors affect your performance in a positive or negative way.

For example, you may find that your anxiety is high before an important game. This could cause you to become very nervous and as a result make mistakes in the game.

Nature and Purpose

Badminton is a directly competitive, individual sport. It is important you understand the rules of the game to ensure your performance improves.

Game Play

Badminton is a racquet sport played by either two opposing players (singles) or two opposing pairs (doubles), who take positions on opposite halves of a rectangular court that is divided by a net.

Rules

- **Service:** At the start of the rally, the server and receiver stand in diagonally opposite *service courts* (see court dimensions). The server hits the shuttlecock so that it would land in the receiver's service court. When the serving side loses a rally, the serve immediately passes to their opponent. In singles, the server stands in their right service court when their score is even, and in her/his left service court when her/his score is odd. In doubles, if the serving side wins a rally, the same player continues to serve, but he/she changes service courts so that she/he serves to a different opponent each time.
- **Let:** If a let is called, the rally is stopped and replayed with no change to the score. Lets may occur because of some unexpected disturbance such as a shuttlecock landing on court (having been hit there by players on an adjacent court) or in small halls the shuttle may touch an overhead rail which can be classed as a let.

Scoring: Players score points by striking a shuttlecock with their racquet so that it passes over the net and lands in their opponents' half of the court. Each side may only strike the shuttlecock once before it passes over the net. A rally ends once the shuttlecock has struck the floor. Each game is played to 21 points, with players scoring a point whenever they win a rally regardless of whether they serve.

Skill Development

Stages of Learning

The stages of learning are phases that athletes experience as they progress through skills.

Cognitive

At this stage you are figuring out the skill and attempting to understand the basic task. During this stage you find out what the skill involves. You establish the different parts of the skill and make your first attempts at learning each part. Errors are likely to be made at this stage in learning and you need advice, encouragement and support in order to make progress. At this stage you need to:

- Get a mental picture of the skill you are performing.
- Slow the movement down if possible.
- Compare your performance with a model performer.

Associative

At this stage the athlete understands the fundamentals of the skill and is in the process of refining the skill. Performances are more consistent and learners begin to know what is relevant and what is not. During this stage you link together all the required parts of the skill. Quality practice sessions will reduce the number of mistakes you make during performance. At this stage you will need:

- Different practices so that you become more consistent in performing the skill or technique successfully.
- Practice in a controlled environment.
- To practice the skill or technique then link skills together in a game situation.
- Pressure gradually increased as your performance improves.

Autonomous

This is the last of the stages of learning. At this point the skill is well learned. The athlete performs the skill automatically without having to focus on execution. There are few errors and you can detect and know how to correct them. You can concentrate more on other aspects of your performance. At this stage you need to:

- Use the skill/technique you have improved in a competitive game situation.
- Try to maintain consistency and accuracy in 'performance situations'.
- Perform the skill in a game situation without thinking about it so that you can concentrate on other aspects of the game.

Last year you chose a stage that was best suited to how you performed based on the evidence collected. This year you must re-evaluate your performance to see what stage you are now at. (Your stage of learning may now have changed from last year).

Methods of Practice

The most common methods of practice in Badminton are:

1. Shadow practice:

This is to practice the correct movement and technique without actually hitting a shuttle. You perform the action like you would if a shuttle was coming towards you. A skilled performer can help you perform the correct technique.

2. Repetition practices:

This practice involves you carrying out a skill repeatedly to get the correct technique. It is about getting the correct movement of the skill and repeating that movement until it becomes automatic.

Repetition practices can be done with and without movement.

3. Conditioned games:

Rule imposed on the game to encourage the use of a particular shot. For example, to encourage net play, the court can be shortened. This encourages players to use a specific shot to get used to it in a game like situation.

Work to Rest Ratio

Work to rest ratio is about training so that you improve but having the right amount of recovery to allow progression to occur. Too much rest and you may become bored. Too little rest and you may get tired too quickly. Training for skill improvement should be kept short and interesting with emphasis on quality rather than quantity. When working out your work to rest ratio you should consider how many days a week you will train for. You will also consider how long you will train for in each session. An example of this is you may train for 50 minutes including a warm up and cool down. Your skill practice will last about 20 minutes and you must make sure that you are resting enough during the practice to prevent fatigue.

Principles of Effective Practice

Intensity

Work/rest ratio

Achievable steps

Setting objectives

Awareness of skilled performance

Consideration of strengths and weaknesses

Effect of boredom and fatigue

This is used to ensure that progression occurs within training and allows you to develop your skill at an appropriate level that will not over or under work you.

Over training can lead to injury or fatigue. Under training can lead to boredom or no progression.

Feedback

Feedback is a way in which we can assess our performance and see how we have performed. It is best to be given feedback immediately while it is still fresh in your mind, so that you can alter your performance of the skill and make it better.

For feedback to be effective it should only involve one or two pieces of specific information, so that the performer does not get confused and can focus on one particular point. Feedback should be precise, accurate and positive.

There are two types of feedback, internal and external.

Internal feedback is what you feel during or after you have performed or practised the skill. Your feelings provide you with information about your performance and can be very valuable in helping you to analyse it.

External feedback is generally given from teachers, peers, coach or skilled performer. It is where you receive information about your performance as it is perceived by others. External information can be one of the following:

Verbal – Given by someone after watching your performance. They will give you points to improve on and what you have done well.

Written – Given by one of the above, normally in the form of an observation sheet. It is given to you after your performance and is something that you can keep and refer back to.

Visual – This will tend to be video analysis and is a way of watching your own performance and looking at what you did well in and what you need to improve on.

Results – scores and results are ways to identify how well you are doing. If you get a high score then it is likely you have few errors.

Changes in your Performance

After training you should notice a number of changes in your performance. You may build your confidence as you develop certain skills. You may also progress into a different stage of learning. There will also be more specific changes to your performance.

Homework 2

What changes to your overall performance did you see after training?

What affect did this have on your overall performance?

What are your next steps?

Mental Factors which affect our performance

As we mentioned last year, mental factors can have both a positive and negative impact on your performance. The mental factors that you may consider when performing are; Anxiety, concentration, control of aggression and decision making/problem solving.

You will play in a competitive game against someone of a similar ability while getting filmed by the teacher. Once you have performed you will get the chance to write down your thoughts and feelings of your performance with a focus on mental factors and how they affected your performance. You will also give a **detailed** reason why you feel they had that affect on your overall performance.

Task 2

After playing a competitive game in a controlled environment and watching back the video analysis I felt the following:

Positive Mental Factor: _____

Why: _____

Negative Mental Factor: _____

Why: _____

Methods of Mental Training

After your game you completed task two where you were asked to explain what a positive mental factor and what a negative mental factor was and how they affected your performance. Appropriate methods of training can be put in place to help improve your mental state of mind and prepare you fully for the game.

Visualisation

This is when you are thinking about your performance and creating a mental image or an intention of what you want to happen or feel during your performance.

As a badminton player, you can use this technique to 'intend' an outcome of your performance. The idea is that you imagine the exact scene with your whole performance and how you will carry out every move perfectly. The idea is that you 'step into' that feeling so that you are fully prepared for the real performance and deliver it in the exact way you hope for at the time.

Goal Setting

Goal setting involves establishing specific, measurable, tangible and realistic and must target objectives. The idea behind goal setting is ensuring that you have a clear objective that you want to achieve which is realistic to your ability and working towards that goal.

Goal setting can be short term or long term.

Short Term

These are goals that are set over a short period of time. They may be goals you set in a day, week or possibly a month. Short term goals are necessary to help you achieve long term goals.

An example of this may be working on your positioning on court, this may be making sure you are returning to base after each shot and standing side on to the net ready to receive the next shot.]

Long Term

These goals are set over a longer period of time. This may be a year, five or even ten years. It may take a number of short term goals to help you reach your long term goal. An example of a long term goal may be to master a new shot, for example a backhand overhead clear.

Homework 3

After establishing in **task 4** what mental factor had a negative factor in your performance, think of a method or mental training which could improve this factor and how your plan to achieve this.

Badminton Revision

Task 3:

Which factor has had a **positive** impact on your performance?

Physical Mental

Explain why this factor has had a positive impact on your performance.

Which factor has had a **negative** impact on your performance?

Physical Mental

Explain why this factor has had a negative impact on your performance.

Homework Tasks

Homework 1

Homework 1 on page 7

Homework 2

Homework 2 on page 11

Homework 3

Homework 3 on page 14

Homework 4

How do the principles of effective practice contribute to your training?

How would you incorporate them into your training?
