



# SHUTTLE TIME

**BWF** SCHOOLS TEACHING PROGRAMME  
UNIVERSITY COURSE DESCRIPTION



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# Overview

*Shuttle Time* is the BWF's Schools Badminton Programme.

The *Shuttle Time* University Course has been designed to offer International Certification to trainee teaching students, while providing the knowledge and support required to deliver fun, safe and enjoyable badminton lessons to groups of children aged 5-15.

With implementation projects in **over 150 countries** and **free resources** available in **20+ languages**, *Shuttle Time* is fast becoming one of the world's biggest school sport programmes.

The BWF is the world governing body for the sport of badminton, recognised by the International Olympic Committee (IOC). BWF has more than 190 members who are organised into five confederations under the IOC system; with each Continental Confederation representing one of the five Olympic rings – Africa, Asia, Europe, Oceania and Pan America.

*Shuttle Time* provides resources and training to teachers and physical education staff around the world. Resources include a 10-module Teachers' Manual, 22 Lesson Plans and over 90 supporting video clips.

## Why Badminton

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Badminton is a great school sport for both **boys** and **girls**. It is suitable for children of all ages, abilities, and disabilities. It is a safe, fun, inclusive, low impact sport for children.

Badminton activities in ***Shuttle Time*** develop all-round physical skills important for school-age children including:

- hand-eye coordination;
- catching and throwing;
- stability and balance;
- speed and agility – the ability to quickly change direction;
- jumping and landing skills;
- decision making / tactics.

The activities within *Shuttle Time* are designed for 'learning' badminton skills in groups. Through these activities. Children learn **basic badminton skills**.

Children will also develop **physical skills** and learn **tactical skills** (skills in **how to play** and win the game).

## An Ideal Sport for Schools

There are many good reasons why badminton is an ideal sport for physical education programmes.

- Badminton is equally accessible to both girls and boys.
- Badminton is a safe, low impact sport for children.
- Badminton builds fundamental sporting skills.
- Pupils of all abilities can be successful in developing skills which will allow them to play badminton for life.
- On a social level, boys and girls / men and women can play, train and compete together.
- Badminton is accessible for people with a disabilities. There are rules to govern what groups people play in according to their classes of disability. This ensures fair and safe competitions.
- *Shuttle Time* is fully inclusive and can be easily adapted to ensure that lessons cater for all abilities and disabilities, allowing children to learn together in a safe, fun and inclusive way.



## **An Inclusive Sport**

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To be inclusive means implementing lesson plans that ensure that all children are able to succeed. This includes not only children with disabilities, but also those who may have low achievement levels or who struggle in a sporting environment.

*Shuttle Time* is a resource that promotes and encourages inclusion. The lesson plans offer 'Variations', which give advice on how to make activities easier or harder in order to cater for all levels within the class.

We will explore the 'Variations' later in the manual, including how these promote inclusive practice.

Many classroom settings are now seeing children with disabilities learning together with able-bodied children. As such, some teachers will already have experience working with children who have disabilities or 'additional support needs'. For those who don't, the points below can help you in your planning for inclusion within *Shuttle Time*.

When planning an inclusive *Shuttle Time* lesson, try to think about the following:

- Do I have or need any adaptive equipment?
- Are there any children who use a wheelchair, support frame or prosthetic?
- Do I have any children with sensory impairments who may need extra support or equipment?
- Do I have any children with intellectual disabilities (who may not cope well in large groups or noisy environments, or who may take longer than the rest of the class to learn new skills)?
- What variations might I need to use in the lesson to ensure that every child has a chance to succeed?

## **Shuttle Time Goals**

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*Shuttle Time* aims to:

- assist teachers to plan and deliver safe, fun and inclusive badminton lessons;
- ensure that all children can experience success in badminton;
- achieve general physical education objectives through badminton activities;
- enable teachers to deliver a positive image and experience of badminton.

The syllabus contains badminton **techniques**, **tactics** and **physical** elements.

This means that children will experience the nature of badminton, without overcomplicating the content for teachers or children who are new to badminton.

## Focus on Children

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Some children will already know about badminton – they may have seen it played or may have played the sport. Other children, however, will be experiencing badminton for the first time through *Shuttle Time*.

### Children ...

- of all ages, abilities and disabilities can be successful in developing badminton skills;
- learn basic **badminton skills** through the activities in the lessons;
- develop **social skills** through playing badminton in an inclusive and enjoyable environment;
- also develop **physical skills** while ‘learning badminton’ through the activities in *Shuttle Time*.

It is important that you know about the starting point of your children: their previous badminton experience, their sporting experience, and their ability (both physical and learning).

## Olympics and Other Global Games

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Since 1992, badminton has been a Summer Olympic Games sport. Altogether 15 medals are available in Olympic badminton – gold, silver and bronze for each of the five events:

- men’s singles
- women’s singles
- men’s doubles
- women’s doubles
- mixed doubles

Badminton players from each region – Asia, Africa, Europe, Oceania and Pan America compete at the Olympic Games.

Para badminton has been included in the Paralympic sport programme beginning with the Tokyo 2020 Paralympic Games.

Badminton has also been a key component of Special Olympics since 1995 and Deaflympics since 1985.

For more information about the inclusive nature of badminton, in these global games and as part of the BWF’s overall strategy, please visit: <https://development.bwfbadminton.com/inclusivity>

## **Badminton around the World**

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Badminton is played worldwide, but like most world sports, it is more popular in some regions of the world.

Badminton is most popular in Asian countries including countries like China, Korea, Indonesia, Malaysia, Japan, Thailand, India and Chinese Taipei. These countries produce many world-class players.

Badminton is also very popular in Europe, and countries like Denmark, England, Germany, Poland, Russia, France and Spain also have world-class players.

In Pan America, badminton is emerging as a popular sport. With the hosting of the 2016 Olympic Games in Rio de Janeiro, Brazil, badminton has become more popular in Pan America. Badminton is also played widely in regions in Oceania and Africa.

Badminton has grown and become popular because it can be played by all ages and at all levels. At beginner level, it offers early satisfaction, with rallies which are easily achievable without much technical expertise.

At the highest level, however, it is a very dynamic sport, with shuttles being smashed at over 400 kph and players displaying the highest levels of athleticism.



## Origins of Badminton

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Although the exact origins of badminton are unclear, games based on a shuttlecock and a battledore were played in China, Japan, India, Siam and Greece over 2000 years ago.

Between 1856 and 1859 a game known as 'battledore and shuttlecock' started to evolve into the modern game of badminton at "Badminton House", the Duke of Beaufort's country estate in England.

Similar games were played in Poona India around this time and a badminton code of conduct was drawn up in 1877.

The aim of battledore and shuttlecock played at "Badminton House" was to keep the shuttlecock in the air for as long as possible by hitting the shuttle between two or more people. The reverse is true today. The aim of modern badminton is to finish a rally as quickly as possible by scoring points against your opponent.

In 1893, the Badminton Association of England was formed to administer badminton internationally from England.

## BWF Vision, Mission, Goals

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The BWF works closely with National Badminton Associations and the five Continental Confederations for badminton and promotes, presents, develops, and regulates the sport worldwide.

### Vision

Giving every child a chance to play for life.

### Mission

To lead and inspire all stakeholders...

- ... deliver spectacular event entertainment
- ... drive fan engagement
- ... create innovative and sustainable development initiatives
- ... and support our membership to maximise outcomes for the sport.

### Goals

The BWF goals are:

- To publish and promote the BWF Statutes and its Principles.
- To encourage the formation of new Members, strengthen the bonds between Members and resolve disputes between Members.
- To control and regulate the game, from an international perspective, in all countries and continents.



- To promote and popularise badminton worldwide.
- To support and encourage the development of badminton as a sport for all.
- To organise, conduct and present world class badminton events.
- To maintain an Anti-Doping Programme and ensure compliance with the World Anti-Doping Agency (WADA) Code.

## **Inclusivity**

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The BWF *Shuttle Time* programme is designed to be inclusive to allow the content to be adapted for use with all ages, abilities and disabilities.

Each of the 22 Lesson Plans can be adapted to suit all ability levels, including children with physical and intellectual disabilities.

## **Course Structure**

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The *Shuttle Time* University Course covers both theory and practical work and is delivered in a modular format. The course can be broken down into 10 modules which are all linked to the *Shuttle Time* Teachers' Manual and Lesson Plans. The course is most suitable for university and college students undertaking teaching, physical education and sports-related courses.

The duration of course is flexible and it can be delivered in a variety of formats to suit the needs of the university, lecturers and students. Examples of the different ways universities/colleges have incorporated the *Shuttle Time* University Course are available by contacting the BWF for more information – [shuttletime@bwf.sport](mailto:shuttletime@bwf.sport)

## **Assessment and Certification**

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Students undertaking the *Shuttle Time* University Course will receive an International Certificate from the BWF. There are two categories of certification which may be issued: Full *Shuttle Time* Award and *Shuttle Time* Certificate of Attendance.

The Full *Shuttle Time* Award is presented to students based on the following criteria:

- Successfully completing Modules 1-10 of the *Shuttle Time* University Course.
- Overall contribution to the course tasks and interaction with other course members.
- Completing theoretical questions to a competent level.
- Competent planning and delivery of *Shuttle Time* activities using course materials.

The *Shuttle Time* Certificate of Attendance is presented to students based on the following criteria:

- Successfully completing a minimum of 5 of the *Shuttle Time* University Course modules.

# Course Content

The course is designed to develop the necessary skills and knowledge required for teachers to deliver fun and progressive badminton lessons in a school environment.

Course Module	Module Heading	Shuttle Time Module (STM)	Content of Module
1	<b>Getting Started and Feeding Skills</b>	STM-1 STM-2 STM-3 STM-10	Students will be introduced to the course structure, content and assessment methods. An overview of the current structure of world badminton and the <i>Shuttle Time</i> programme will be provided. This module will also provide students with an understanding of <b>feeding methods, basic rules, court layout</b> and <b>scoring systems</b> for singles and doubles.
2	<b>Managing Groups when Teaching Badminton</b>	STM-3	Students will consider the many factors that influence how a teacher organises a group of pupils in a badminton environment. Students will be asked to identify the performance and social benefits of group practice, how practices can be adapted to meet the needs of pupils, and how to safely provide meaningful practice to 16+ pupils in a one-court setting.
3	<b>Physical Development, Benefits of Badminton</b>	STM-4	Students will be asked to identify the key physical skills required in badminton. Students will be shown how these key physical skills are incorporated into the <i>Shuttle Time</i> lesson plans. In groups, students will be asked to select and deliver a <i>Shuttle Time</i> activity that develops a specific physical skill inherent to badminton.
4	<b>Physical Development, Benefits of Badminton</b>	STM-5	Students will be asked to discuss the session content of Starter Lessons 1-10, commenting on lesson structure, order of activities, and the use of Revision Games. In groups, students will be given the opportunity to deliver short elements from Starter Lessons 1-6. To support learning, students will be expected to make full use of the <i>Shuttle Time</i> Lesson Plans and Video Clips.
5	<b>Shuttle Time Starter Lessons (7-10)</b>  <b>Swing and Throw Lessons (11-12)</b>	STM-5 STM-6	Students will be asked to consider the importance of the Key Teaching Points within each lesson and why there is a narrow range of teaching points for each activity. In groups, students will be given the opportunity to deliver short elements from Starter Lessons 7-10 and Swing and Throw Lessons 11 & 12. To support learning, students will be expected to make full use of the <i>Shuttle Time</i> Lesson Plans and Video Clips.

Throughout the course, students will have the opportunity to expand their own knowledge and understanding of badminton, as well as learn how to effectively utilise the *Shuttle Time* resources.

Course Module	Module Heading	<i>Shuttle Time</i> Module (STM)	Content of Module
6	<b>Throw and Hit Lessons (13-18)</b>	STM-7	Students will analyse the similarities and differences between the overhead <b>Clear</b> , <b>Dropshot</b> and <b>Smash</b> . In groups, students will be given the opportunity to deliver short elements from Throw and Hit Lessons 13-18. To support learning, students will be expected to make full use of the <i>Shuttle Time</i> Lesson Plans and Video Clips.
7	<b>Learn to Win Lessons (19-22)</b>	STM-8	Students will be asked to provide their own definition of <b>Tactics</b> and the elements which impact upon decision making in a game of badminton. In groups, students will be given the opportunity to deliver short elements from Learn to Win Lessons 19-22. To support learning, students will be expected to make full use of the <i>Shuttle Time</i> Lesson Plans and Video Clips.
8	<b>How to Organise a Competition</b>	STM-9	Students will be asked to discuss and provide their own views on school competition in sport. Students will be shown how to organise and administer a range of competition formats including <b>Knockout</b> , <b>Leagues</b> , <b>Ladders</b> , <b>Pyramids</b> and <b>Club Matchplay</b> . In groups, students will be given the opportunity to run sample competitions using the formats listed above.
9	<b>Theory Assessment</b>	Theory Paper	Students taking part in the <i>Shuttle Time</i> course will complete a multiple-choice paper based on their previous learning in Course Modules 1-8. In order to pass Module 9, students must fully complete all questions, ensuring that any incorrect answers are corrected and referenced before the task can be signed off. Should it wish to do so, the university may use the initial scores of students in this task as a means of assessment for other aspects of their university course.
10	<b>Practical Assessment</b>	Practical Assessment	Students taking part in the <i>Shuttle Time</i> course will be continually assessed throughout Modules 1-9. Students will also be asked to deliver a minimum of 10 minutes of a sample session to other students. Activities to be delivered will be taken from the <i>Shuttle Time</i> Lessons 1-22. To support their delivery, students will be expected to make full use of the <i>Shuttle Time</i> Lesson Plans and Video Clips.

# Course Materials and Support

The BWF recognises the importance of high-quality, affordable and easy-to-use resources.

The following resources are FREE for universities to use, once they have registered to deliver BWF's *Shuttle Time* University Course. All course materials are available in English. Further language versions are also being created and will be made available to universities.

- Lecturer Delivery Guidelines
- Lecturer Presentation Slides
- *Shuttle Time* Teachers' Manual
- *Shuttle Time* Lesson Plans
- *Shuttle Time* Video Clips
- Inclusivity Guide for Teachers
- Theory Question Paper
- Theory Question Model Answers
- Module Completion Summary
- Practical Assessment Sheet
- Blank Lesson Plan Template
- *Shuttle Time* Promotional Pack
- University Course Certificates

The BWF will not provide printed copies of any of the resources, only print ready files; however, National Badminton Associations or Education Ministries or NOCs may wish to print the material.

Certified Tutor Training Courses are available for those lecturers from universities interested in delivering BWF's *Shuttle Time* University Course. For more information on training opportunities and venues please contact the BWF for more information – [shuttletime@bwf.sport](mailto:shuttletime@bwf.sport)

# BWF Accredited Universities

Universities integrating BWF's *Shuttle Time* University Course into the curriculum for trainee Physical Education and Teaching students will receive an International Federation Certificate of Accreditation from the BWF.

There are two tiers of University Accreditation:

Silver	Gold
Delivery of fully assessed course	Delivery of fully assessed course
Promotion of <i>Shuttle Time</i>	Promotion of <i>Shuttle Time</i>
Links with National Federation	Links with National Federation
	Staff member qualified to deliver course



### **Promotion of *Shuttle Time***

The university actively promotes the *Shuttle Time* programme through posters, social media, university intranet, etc.

### **Staff Member Qualified to Deliver Course**

The university has a minimum of one staff member who is qualified to deliver the theoretical and practical elements of the *Shuttle Time* University Course.

Please note universities may still utilise the expertise of the National Federation to support the course delivery.

### **Further Links with National Federation**

Students are provided further badminton opportunities (teaching, playing, and volunteering) through partnership with National Badminton Federation.

## **Reporting**

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In order for a university to reach and maintain its BWF Accredited Status, we require each university to complete a brief report annually. The BWF will provide a report template to make this process as simple and time effective as possible.

Universities will also have the opportunity to send in photographs and video footage of *Shuttle Time* University Courses being delivered for use by the BWF.

### **Next Steps**

If you are interested in delivering BWF's *Shuttle Time* Course to trainee teaching students in your university, please email the BWF for more information – [shuttletime@bwf.sport](mailto:shuttletime@bwf.sport) to request a university registration form.

For any additional questions, or if you require further information on any aspect of the course, please contact the BWF - [shuttletime@bwf.sport](mailto:shuttletime@bwf.sport).





