

BOUNCING SHUTTLES

January 2026

Bouncing Shuttles : practices, ideas and considerations

Bouncing shuttles is much more than just bouncing shuttles

It is an opportunity to develop some early technical skills and, more importantly, introduces players to tasks, and challenges and to appreciate the successes and failures of development.

It also challenges the coach to set simple, yet progressive practices without the need for complex instructions



How to coach

- a) Primarily by demonstration and the setting of practice tasks.
- b) Secondly, the use of coach questioning to encourage players to define some of the tasks or the elements of a task should also be a dominant factor. The motivation of players is a priority in this session. The way the coach 'sells' the tasks and suggestions is a crucial part of this session.
- c) The Task and the level of challenge should be progressive. I suggest that a 70% chance of success should be considered after 3 attempts at a task. Coaches should both use errors/successes ('errorless and errorful') equally in their coaching to aid development.
- d) Coaches should look to reduce the instructions and verbal suggestions/prompts to an efficient minimum. They will be required but they should be made up of **'sticky' phrases** and easily understandable statements.
- e) Frequent references should be made to the previous player experiences, within the session or from earlier prior sessions. Using player recollection is preferable to coach direct instruction.

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Use Bouncing to develop

Technical	Comments
Striking around arm-pit level	Important for net shot work & adjustability around the net
Arms wide	But NOT a straight arm, similar to W shape 6 Ways to coach net play preparation Encourage striking at a 'Comfortable extreme range' as its one of the Playing Basics
Legs wide	At least shoulder-width apart, it's a playing basic
Racket leg forwards	It's a Playing basic
Grip changes	It's an effective way of introducing grips and grip changes with limited or no coach instruction
Hitting action	Reinforces smaller actions that, when required, can produce power
Hi-Land	It's a great way to encourage this action, and combining it with a lunge-hit

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Physiological	Coaches Comments
Acceptance of challenge	"I give them small achievable targets, which made them more confident about trying that exercise, and it also affected the way they approached the next challenge"
Believing that you can achieve	"After achieving smaller targets, the smile on their face or shine in their eyes proves that they believe in what they are doing."
Confidence in Coach	"They started to trust that the next practice I set would be a challenge, be more difficult than the last, but that didn't faze them; in fact, they kept asking what would be the next challenge level" "Players would ask for advice initially; however, this reduced with each new task. That surprised me"
Players help themselves and each other	"I asked the players: what are you doing to make this practice work?" "They started to verbalise using their own words rather than sounding like mini-coaches. They offered key points that helped them. Eventually, I started to encourage them to help each other and to set their own challenges"

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Dangers	Coach Considerations
Not considering the expectation of players	The task of bouncing shuttles is best used with ‘novice’, young beginner players with limited previous experience to badminton. Be aware that players who have already received coaching may see these practice tasks as boring, futile or possibly demeaning.
Continuing with the practice once mastered	After a task level is fully mastered, there is limited development from repeated preparations. Be aware that even novice players will quickly progress within a great coaching/development environment
The coach leads and instructs all the work	Allow players to experiment, to find ways to master the task. Offer suggestions, not instructions (“bite your tongue coach 😊”) Demo as often as you can Reduce the interventions (especially verbal instruction) to only those that matter Become an expert at offering suggestions (<i>verbal nudges</i>) Allow development to happen over many sessions – there is no rush to mastery

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Progressions

These are grouped in terms of difficulty by

No.	Task	Detail	Coach comment & thoughts
1	Hit and bounce- (FH and BH done independently)	No other instructions on how to perform, other than a "look at me" coach demonstration	No expectations, just experience
2	Hit to a small number (FH and BH done independently)	Use numbers such as 2-4	Praise and motivate
3	Hit to a larger number (FH and BH done independently)	Numbers 10-20, Players decide	They like the fact that they set their own targets
4	Hit to number and catch (FH and BH done independently)	<i>"Bounce twice and catch"</i> <i>"Bounce twice and catch back on the racket face"</i>	This is one of my favourite activities when coaching very young players. It improves their focus on the shuttle, changing grips and footwork as well as those achievements give them a lot of confidence in the start of the session. It creates a good environment in the class.
5	Hit FH & BH	Use a FH hit to start, then hit on the BH or FH alternatively <u>FH starting is preferred always, but then change to BH hitting</u>	Starting on the FH is easier and is often preferred by the players

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No.	Task	Detail	Coach comment & thoughts
6	Practice at home	<i>"Find a space at home and see if you can bounce to more than 25 hits"</i>	Which of your players will work away from the courts?
7	Hit x2 FH then x2 BH		This may be tougher for some players than they initially thought
8	Move around and bounce	Players move around anywhere in the hall Restrict to one side of the court for 3 players to bounce & move	
9	Big hit, then a small hit (FH and BH done independently)	Big hit is about 2-3m height above the racket A small hit is anything less than 30-50cm	Some players couldn't control the smaller bounce and became frustrated Use 'controlled' bounces if the task is too difficult. Controlled bounces are any bounces about 0.5-1m above the racket in preparation for the next Big- Hit
10	FH against the BH competition	Players challenge their FH vs their BH by hitting small bounces and spins. <i>"Which will win your FH or your BH, game to 3 points"</i>	This is a very interesting concept as the players 'play against themselves' It is a practice that we can use for many weeks
11	Hit from in front then between your legs	<i>"Hey, here is a fun game. See if you can sometimes hit the shuttle from between your legs or around your side"</i>	Some found this very easy, many others not so. But everyone laughed and enjoyed the challenge.

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No.	Task	Detail	Coach comment & thoughts
12	Move to knees to bottom & back up to feet	This is a tough challenge	Oh .. they find this a hard for them.
13	Copy a bouncing pattern	<i>"Create a bouncing pattern and see if your partner can guess and copy"</i> The player thinks of a combination and demonstrates it to a watching partner without giving a verbal instruction	The players may like creating combinations of • Big • Medium • Small • FH hits • BH hits Can their partner observe and reproduce the exact same pattern?
14	Small hit that still produces power	<i>"See if you can find ways of making your 'hit' smaller but still make the shuttle go up about 2-3m"</i> <i>"Which side is easier, your FH or your BH?"</i>	It is interesting to see the different methods they use.
15	Hitting (striking) and landing your foot at the same time	As the players strike the shuttle try to make the front foot land (or step onto it) at the same time	50% can do this effortlessly and naturally.
16	How many hits can you do in 30 seconds?	After 30 seconds ask everyone to <i>"add 5 to your score"</i> then let everyone try again. It should produce lots of winners	This game was very exciting and fun as it gave an opportunity for many players to become 'winners'

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No.	Task	Detail	Coach comment & thoughts
17	2 people take it in turn hitting the same shuttle upwards	<u>Different Games</u> 1. Players cooperate to get to a target score 2. One player uses FH the other a BH 3. One player is the master and calls out FH or BH so that the other players must copy/comply	Asking players to work together was initially challenging
18	Dog & Master	Players have 2 different roles The Master – they decide where to hit the shuttle and the height The Dog – they must just do a controlled bouncing in the small place as they strike the shuttle	Use just one side of the net How imaginative can the Master's be? How hard will the Dog's work to get the shuttle?
19	Net spins	Which spins more the FH or BH How many directions can you move your racket to create spins	May be too difficult for young players