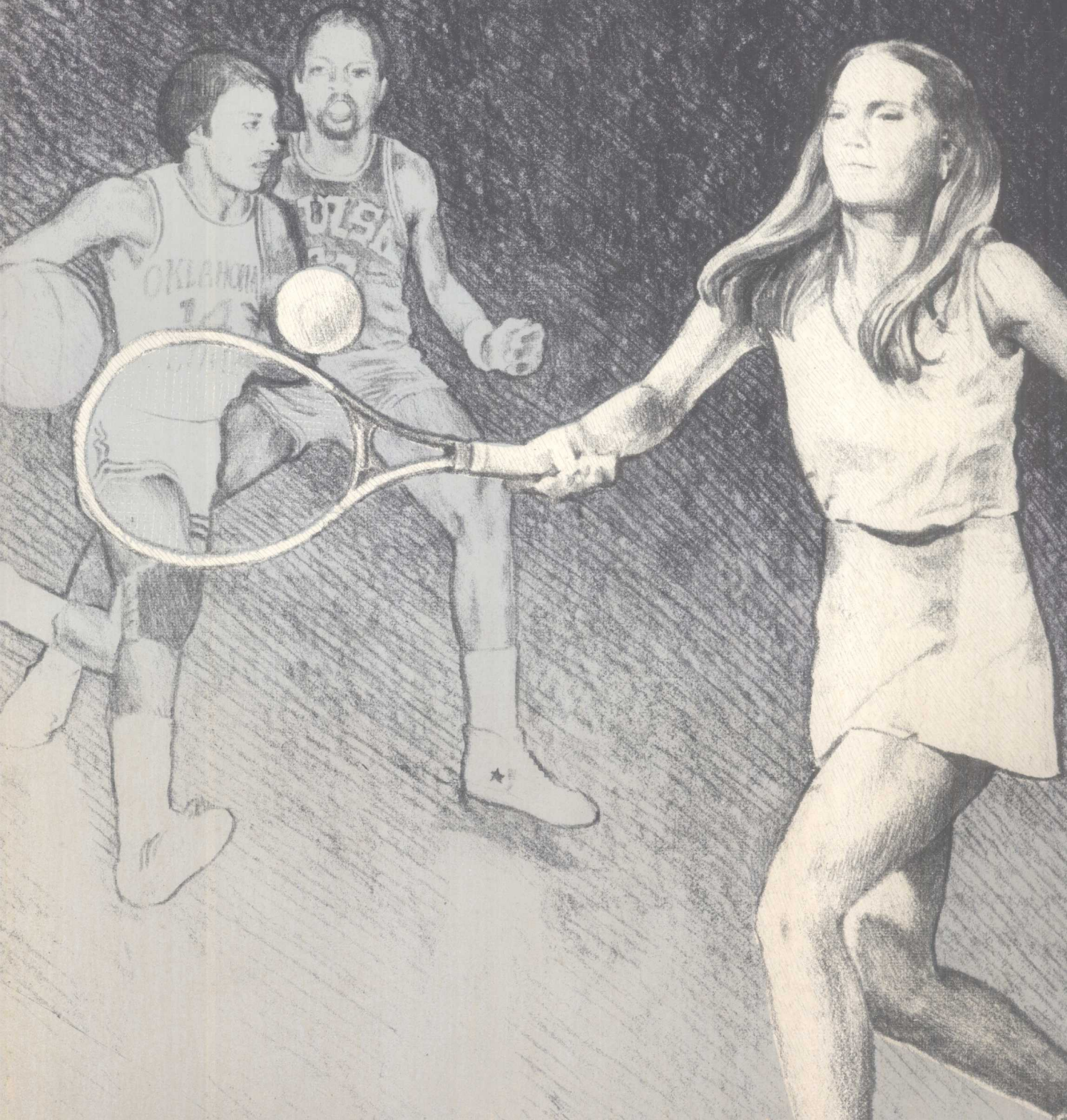


PHYSICAL EDUCATION ACTIVITIES HANDBOOK



BETTY A. WALLACE
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PHYSICAL EDUCATION ACTIVITIES HANDBOOK

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Oklahoma State University
Stillwater, Oklahoma

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Preface

This book has been designed for the physical education and recreation majors who are involved in professional preparation activity-oriented classes at Oklahoma State University. In addition, it will be a valuable aid to the teacher or recreator when s/he becomes a professional.

The book has been a cooperative adventure utilizing different faculty members with their particular expertise in specific sport, aquatics, and dance areas. The book provides the following kinds of information related to each activity: history, etiquette, rules, equipment, skills, drills, methods, lead-up activities or games, strategies, and evaluation procedures.

Although the book has been prepared with Oklahoma State University majors in mind, it should serve as an excellent text for other schools which provide professional preparation in physical education and/or recreation.

Dr. Betty Abercrombie
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YOUR PROFESSIONAL AND LEGAL RESPONSIBILITIES IN THE CLASSROOM AND GYMNASIUM

Larson vs. Independent School District No. 314, Braham, 289 N.W. 2d 112 (Minn. 1980)

Steven Larson, an eighth grade student, suffered a crippling injury when he broke his neck attempting a "headsprings over a rolled mat" in physical education class. Steven's regular teacher had been ordered to report for military duty, and a first-year teacher, certified in physical education, replaced him. Steven and his father sued the new teacher, the principal, and the school superintendent for alleged negligence that caused the injury.

The trial court dismissed the complaint against the superintendent, because it felt that he was a level removed from direct contact with the student, but found the principal ten percent negligent and the teacher ninety percent negligent. The court entered judgment for Steven against Peterson (principal) and Lundquist (teacher), jointly and severally, in the sum of \$1,013,639.75 plus costs and disbursements. It awarded Steven's father \$142,937.89 plus costs and disbursements.

This case is just one of many being brought against teachers and administrators in the schools. It is necessary for you, the teacher, to be aware of the defenses against negligence suits. First, have adequate background and experience in the skill being taught. Proof of this should be present in your university transcript, certificate from workshops, and evidence of varsity team experience. Never take an in-service workshop or university course in which you do not have material evidence of your attendance.

Adequacy and safety features of facilities and equipment are very important. The responsibility of the facilities and equipment is a team affair. We could all learn something from the rules and regulations coming from the Occupational Safety and Hazards Act. In this act, safety regulations are specific for industry and business that conform to government regulations. We have the future of America in our hands in the schools, yet we have no rules

and regulations governing the safety of our facilities and equipment. A step in the right direction will be to set a bi-yearly evaluation of all equipment and facilities including bleachers, gymnastic equipment, floor plates, swimming pool safety equipment, etc. The list could go on forever, but the check must be done and records kept as to dates of evaluations and follow-up of these evaluations.

Do you know the difference between an **invitee** and a **licensee**? According to the Steven H. Gifis Law Dictionary, an "invitee is one who comes upon the land of another by the other's invitation and a licensee is one that is permitted expressly or impliedly to come into your building for his own interest, convenience, or gratification."

The reasons why you need to be knowledgeable of the difference between invitee and licensee is that when you invite the public to your facility for any reason, you owe them much more if they are invitees than if they are licensees. Here is basically the difference in duty owed: If the individual is an invitee, you (1) must exercise reasonable care for the protection of such invitees. This includes not only warning visitors of dangers which are known, but also inspecting the premises to discover possible defects and hazards. If the individual is a licensee, you are under no obligation to exercise care to make the premises safe for his reception, and you are under no duty toward him, except: (a) to use reasonable care to discover him and avoid injury to him in carrying on activities in your facility; (b) to use reasonable care to warn him of any concealed dangerous conditions or activities which are known to the possessor, or of any change in the condition of the premises which may be dangerous to him, and which he may reasonably be expected not to discover.

Most of us do not consider the status of individuals walking into our gymnasiums and playfields. If you are to keep your "guard up," be knowledgeable of this status.

Progression and planning are key words when you develop your defenses against being liable. Everyone of you should have had training in developing a unit plan and having daily lesson plans. If you were placed on the

witness stand and asked for your daily lesson plans, would you be prepared? Planning and proper progression are most important to a jury. Have you included strength development, flexibility development, proper warm-up before executing an activity? Gymnastics has had several lawsuits because of improper progression leading to a stunt. Do you force your students to perform an activity? Do you coerce your students through threats of grades being lowered if they do not perform the activity? If you answer "yes" to these questions, you have let your guard down. Mental readiness is just as important as physical readiness for the performing of an activity.

Where do you stand in performing your duties of supervision? Keep in mind that the level of risk is important when planning your supervision requirements. In the case of gymnastics, tumbling, swimming, track (javelin, discus, shot put), the performers should never be left without professional supervision. The competency of the supervisor is very important. Student teachers, teacher aides, student aides, substitute teachers, and parents are not always competent supervisors. They must be educated and not given

responsibility for high-risk activities. Your location as a supervisor is most important. The higher the risk of injury the activity has, the more intent the supervision must be. The number of students to be supervised adequately also depends upon the activity taught. If the activity has a high risk of injury, the number to be supervised and taught should be low. The age, body make-up and skill level of students should also be taken into consideration when planning supervision. The students need to be notified of the risk factor when introduced to any "high-risk" activity. Appreciation of this "risk factor" can be a deterrent to injury.

With all of these defenses against litigation kept in mind, if litigation should come about, you will be ready for your defense. Let's hope, however, that you will never be asked to defend yourself in court.

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Badminton

Kristin Vermillion

INTRODUCTION

Badminton is an exciting game played with a racket and shuttlecock (often called a bird) on a court divided by a net. Two people or four people can participate in the game. When two players participate the game is called singles, and when four players participate, it is called doubles.

Badminton is best played indoors where the competition can be highly skilled and invigorating. Each player or team tries to out-score the opponent by hitting the bird over the net in such a manner that it cannot be returned. A player has to be serving to score a point. If he is not serving, he wins the right to serve should the opponent who served not be able to return the bird. A game is 15 points, except in ladies' singles, in which it is 11 points.

BRIEF HISTORY AND DEVELOPMENT

Badminton appears to have been played in India, and afterward it was introduced into England during the 1870's. The Duke of Beaufort sparked the game's enthusiasm in his home in Badminton, England.

The introduction of badminton into the United States came from Canada, where its popularity is very high. The American Badminton Association was organized in 1936, and it now controls the sport. American championships are held annually.

Internationally, badminton is controlled by the International Badminton Federation, which conducts the Thomas Cup tournament for men and the Uber Cup for women. Both tournaments are held every three years. The United States has won the Uber cup several times, but not the Thomas cup. The better

players in the world come from the Orient, where badminton is more highly regarded as the country's sport.

SKILLS

Equipment

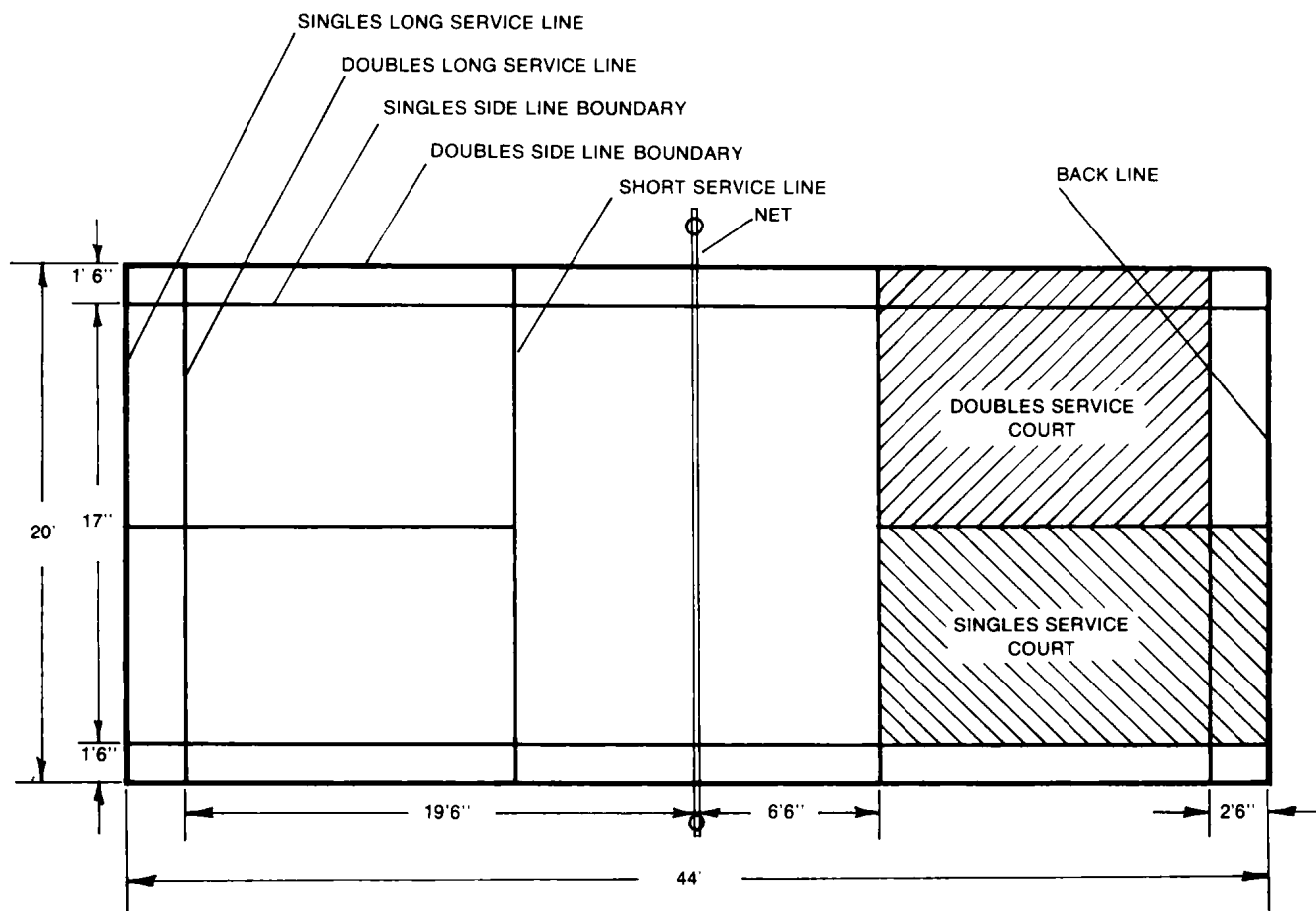
Badminton equipment can vary greatly in price as well as quality. Rackets have wooden heads, leather grips, and the shafts can be made of aluminum, wood, or steel. The strings of the racket are usually made of gut or nylon with nylon being more commonly used.

There are two types of shuttlecocks, indoor and outdoor. The outdoor shuttlecock is heavier and has a hard, rubber-tipped base. The indoor shuttlecock is lighter and is usually feathered or nylon. The feathered bird has a cork base, which is covered with leather, and goose feathers are glued and attached. This type of bird has a much more stable flight path and spins more easily. It is used more often in tournament play.

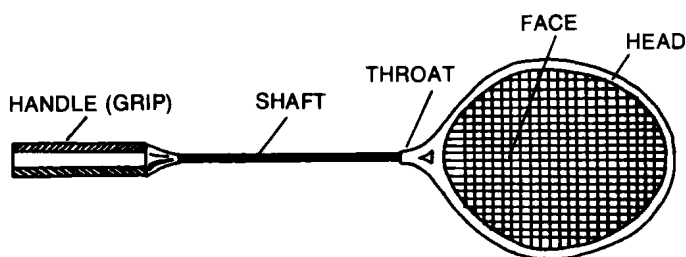
The more commonly used indoor bird is made of nylon and has a soft rubber base. It is less expensive and performs adequately for class use. Three colors are made to distinguish speed. These colors are around the base and are green, indicating slow speed, blue for medium speed, and red for fast speed.

The height of the net should measure five feet at the center and 5 feet, 1 inch at each end. Standards or posts are used to hold the net, which is 20-24 feet in length. It is 2 feet, 6 inches wide, and has 5/8 inch to 3/4 inch mesh openings.

The official dimensions and various areas of the badminton court are shown in the diagram. Singles and doubles have the same back line, except on the serve. There should be at least a 20-foot clearance above court level.



The badminton court



The racket

Methodology organization

Students should learn how to properly set up equipment. When beginning a teaching unit, it is important to let the students first know the object of the game. Allow them to view a game being played by skilled individuals (actual demonstration). A film would also be helpful.

This material is designed to help future teachers in organizing a teaching unit, using drills, lead-up games, strategies, teaching techniques, as well as general rules, terminology, and evaluation. One important suggestion is that the teacher modify drills, lead-up games, and other techniques to accommodate the students.

The following progression is designed to be used as a guide, depending on the class skill level. This progression is effective in that the level of skill is low and progresses to a more advanced state. Also, by having the back-hand follow the forehand, the student is able to apply immediately both techniques to playing the game on a court. Once these strokes are mastered, the following progression is smooth.

The guide is:

1. Demonstrate a game being played by two skilled players, using scoring, and explain as needed.

2. Discuss equipment, name parts of the racket as well as care of equipment.

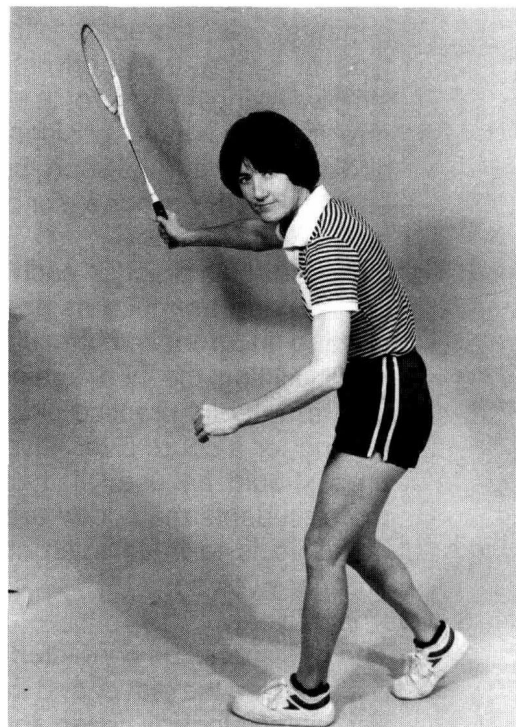
3. Explain and demonstrate the forehand grip.

- a. "Shaking hands" of the racket forming a "V";
- b. Emphasize wrist action necessary.
- c. Have students hold racket and begin contacting the bird by holding the bird, dropping and hitting it to a partner, or in small groups.

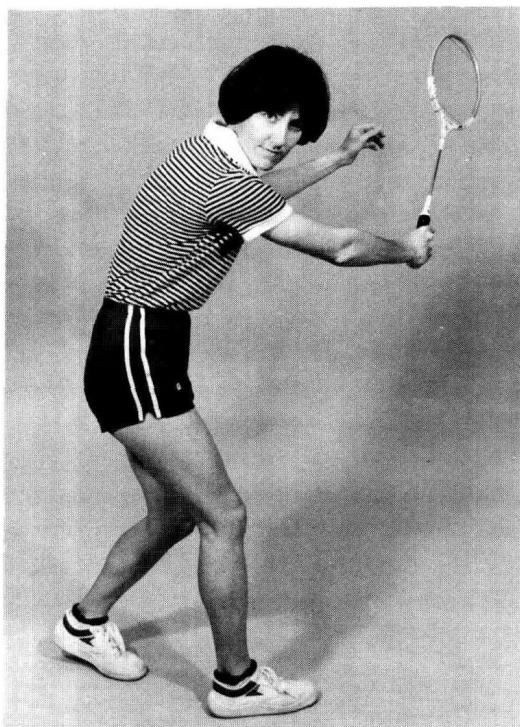
4. Explain and demonstrate the backhand grip.

- a. By holding the racket in the forehand grip, turn the hand counter-clockwise until the point of the "V" is on the top left bevel; place the ball of the thumb flat against the back bevel of the handle (for right-handers).
 - b. Have students practice.
5. Introduce types of serves.
- a. Short serve — The underhand stroke which begins each play; the bird is held at its base or slightly above, between the thumb and forefinger, and

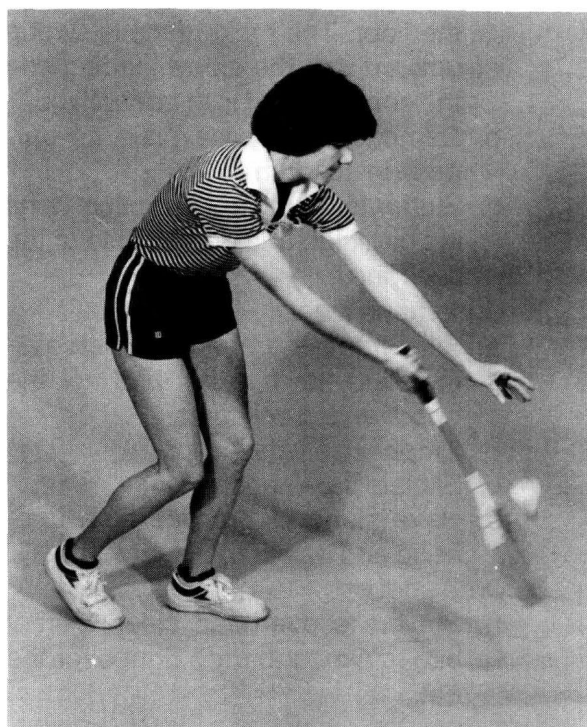
is dropped in front of and away from the body. Contact is made at approximately knee level in front of the forward foot.



Forehand grip



Backhand grip



Short Serve

- b. Long serve — Same method as short serve, except the bird is hit high and close to the back line.
 - c. Backhand serve — This serve can be advantageous, since many opponents are unprepared for this type of serve. It is performed by simply flicking the wrist of the hitting arm in a backhand position. The bird is usually served short, but can be driven at the opponent or behind him.
 - d. Have students practice each serve on the court as much as possible, rotating in groups if the class is large. Hitting the bird against the wall is a useful practice skill while waiting for a court. Every available area should be used if there are more students than court area. An objective is to have each student actively involved.
6. Overhead clear
- a. The bird should be contacted when it is between the player and the net. The hitting elbow is flexed about 90 degrees and the wrist is cocked so that the racket is pointing toward the floor. The racket face is swung upward with the elbow leading and the contact point is in front of you.
 - b. Demonstrate and explain its purpose in the game.
 - c. Students practice attempting to hit the bird high and deep, close to the back line.
7. Underhand clear
- a. Similar to underhand long serve attempting to hit the bird to the opponent's backcourt.
 - b. Emphasize wrist action.
 - c. Explain its purpose.
 - d. Have students practice both forehand and backhand clear.
8. Drop shot
- a. Similar to overhead clear, except bird is aimed to drop right over the net.
 - b. Have students practice. If necessary, 4-6 players can be on each side.
9. Drive
- a. Flat sidearm stroke played as a forehand or backhand.
10. Rules of the game
11. Practice games
12. Smash
- a. Bird is contacted from an overhead position and the racket head should be moving at a high rate of speed; there should be a downward angle and the follow-through is down and in line with the flight of the bird.
 - b. Explain its purpose.
 - c. Practice by having students hit a smash, first without using a bird, then on the court, or against wall.
13. Backhand shots
- a. Backhand clear (for advanced players primarily)
 - b. Backhand drop shot



Overhead clear



Smash

- c. Backhand smash (for advanced players)
- d. Explain similarity to forehand strokes.

14. Round-the-Head Strokes

- a. For advanced players
- b. The bird is contacted on the opposite side of the body of the hitting arm, but with the forehand surface of the racket face.

15. Explain strategy of singles game.

Note: When explaining strategy, for example, stress deception, making your opponent play **your** game, controlling the placement of the bird. By mixing the various shots, your opponent is unable to know where the next shot will be placed, and this allows the control of the game. In addition, if a serve is hit high, stress smashing the bird. Aggressiveness is an important aspect of the game. Taking advantage of your opponent's weak shots will be a definite advantage.

- 16. Explain strategy of doubles game.
- 17. Practice games.
- 18. Class tournament.

DRILLS AND LEAD-UP

Overhead clear

All the following drills can also be used as lead-ups to a game situation and can be modified to fit the class.

(1) 2 players per court, each standing at the center position. Each player hits a high clear aiming for the corners of the opponent's backcourt.

(2) 3 pairs per court, one bird per court and partners stand opposite each other, attempting to force opponents back to the back line while hitting high clears.

(3) 8 students per court, 2 birds per court, 2 at each corner of service court and the other 2 at each corner of doubles service line at rear court. The rear court players hit high clears to opposite player across net at rear court, while the forecourt players try to intercept the birds. Players change positions often.

Serve

(1) One drill is for the player to serve a number of birds using each type of serve, depending on equipment and space available.

(2) 4 students per court, each standing at the corner of the center line and front service line. Each server takes turn serving to diagonal court, aiming the birds for different areas. Students should be able to vary the serves in order to deceive the opponent. Constant practice can accomplish this ability.

Drive

(1) Both players in the center of the court. One player hits a driven serve to the predetermined forehand or backhand of the opponent; thereafter, repeated drives are executed: forehand to forehand; backhand to backhand; forehand to backhand; and backhand to forehand.

(2) Increase the number of players as necessary and repeat.

Smash

(1) 2 players per court. One hits a high clear to other, who smashes the bird. Repeat several times and change roles.

(2) Have players attempt to smash the bird to sidelines.

(3) Increase players to 4 or more and repeat.

Drop shot

(1) 2 players per court and both begin in their center position. One serves a high serve to a back corner, and the receiver returns it with an overhead drop shot to a front corner. An underhand clear to the same back corner follows, and the drill continues drop, clear, drop, clear, until one fails to return the bird.

(2) One bird per court and three or four pairs per court. Players stand close to net and hit drop shots to each other.

(3) Change direction of drop shots in (2) and hit drop shots diagonally to each other.

Round-the-head (advanced players)

(1) Any number of players; one or two birds per court. One player clears to opponent who executes a round-the-head shot.

(2) Vary drill (1) by moving the players around, such as players on the same side of court all move one direction, so each plays at a different court and against different people.

CREATIVE TECHNIQUES

Frequently, students can adapt to playing badminton by first beginning with a paddle before progressing to a racket. If there is a shortage of birds, various types of birds can be substituted, such as fluff balls.

It is recommended, however, that a student play with a regulation racket unless you are teaching elementary students. It may take them a little longer to develop the necessary skills such as hand-eye coordination, but it enables them to be in a more realistic playing situation.

A modified game can be to play to 5 points, using only one shot, such as drop shots. This

is an excellent method of developing expertise at the various shots. You can vary this game by changing the point value as well as the shots. Once the students begin improving their techniques, the game can be varied even further by using only 2 shots, such as the high clear and the drop.

MASS TEACHING STRATEGIES

When teaching a class, especially a large class, it is very important that every student be actively participating as much as possible. When teaching a class in which not all the students can participate on a court, modifications are going to have to be made. Circuit training stations work well in many situations. An example of this would be if there are at least three courts available, each court could be a station as well as each of the four corners of the gym, where various activities could be conducted, such as hitting the bird against the wall, jumping rope, some footwork drills, and hitting the bird to another player. These stations total seven, and the class could then be divided into seven groups. The students would then be at a station, participating for a designated length of time, and upon a signal would rotate to another station. These stations could be changed in a variety of methods, and the students should be encouraged to participate diligently to improve their playing ability. The teacher who presents badminton in an enthusiastic manner will develop techniques that will create the spark that ignites a class.

When teaching a large group, there will be students who advance more rapidly than others. After the students begin playing games, a court can be designated for those players who are able to win their games, in an attempt to allow them more competition.

Badminton requires excellent footwork, and any activity which enables the student to practice this is important. A footwork drill which can strengthen this skill is as follows. A player standing in the center of a playing court with his/her racket runs to the left front area, performing a shot (without using a bird). He/she then runs back to the center, to the center

front, performing a drop shot, back to the center, to the right front, performing a drop shot, back to center, and then repeats at the rear of the court in the same manner.

SAFETY AND ETIQUETTE

Emotional outbursts, such as racket-throwing and abusive language, have no place in badminton, and students need to be aware that this type of conduct is demeaning to the game. The absence of this type of behavior makes the game attractive to players and spectators alike.

Good sportsmanship is a good attribute to teach your students, as the constant emphasis on winning can be pressure-building to a student. Being considerate of other people is an unwritten rule of etiquette in badminton.

Another point is that when courts are side by side, and the bird goes into the other court, the player should wait until that court has finished the point to ask for the bird. Also the player should be careful about running into adjoining courts to play the bird, and should be sure all players are ready before service begins.

RULES

The right to choose ends or to serve or receive first in the first game of a match is decided by tossing. The sides change ends at the beginning of the second game and at the beginning of the third, if a third game is necessary. In a 15-point game, ends are changed in the third game when the leading side reaches eight points; in an 11-point game, when either side reaches six points. The side that wins a game serves first in the next game.

When the score is "13-all" in singles and doubles games which consist of 15 points, the side which first reaches 13 has the option of "setting" the game to 5, and the side that first scores 5 points wins the game. The score may be set in the same manner at "14-all" for 3 points. In ladies' singles, the 11-point game may be set at "9-all" for 3 points, or "10-all" for 2 points.

The game is begun with a serve by a player in the right service court serving to a player in the right service court diagonally opposite. After the serve is completed, the bird is in play until one player fails to return it, or until some other fault occurs.

In singles, if the server fails to win the point, the score remains the same; it is then "service over," and the opposing side gains the serve and the opportunity to score. When a player has scored an even number of points, the serve must be to the right service court; when the server's score is an odd number of points, the serve is always sent to the left service court. The receiver adjusts accordingly.

In doubles, only one partner of the side that starts a game has a turn at serving in the first inning; thereafter, in every inning each player on each side has a turn, the partners serving consecutively. When a point is scored, the server changes courts and serves to the other service court. Only the serving side changes service courts when a point is scored. The receivers remain in their same courts to allow the server to serve to the other player.

The International Badminton Federation and the American Badminton Association annually publish a handbook containing the rules of badminton, officially termed "laws," as well as interpretations and revision of these laws. Although an official handbook should be consulted for any tournament play, the following set of rules will suffice for scholastic and recreational play. The IBF has established laws pertinent to the court, equipment, players, toss, method of scoring, etc.

Playing surface and equipment

1. The singles court measures 17 feet wide and 44 feet long; the-doubles court measures 20 feet wide and 44 feet long.

2. A net 5 feet 1 inch in height bisects the court; the net posts are placed on the doubles sideline. The net dips in the center to a height of exactly 5 feet.

Players

4. Players are those persons taking part in the game: one player on a side in singles, two players on a side in doubles. The side which has the serve is called the "in" side and the opposing side, the "out" side.

Toss

5. Before play begins, the opposite sides shall toss a coin or a racket. The winner of the toss shall have the option of serving first, not serving first, or choosing ends of the court. The side losing the toss shall then have a choice of remaining alternatives.

6. Play is started by an underhand serve, and a side can score only when serving. Each time an exchange or rally is won while serving, one point is recorded. If the exchange is lost while serving, neither side is awarded a point. Instead, the right to serve is relinquished and the opposing side then has the chance to serve and score.

7. Doubles and men's singles games consist of 15 points; ladies' singles, 11 points. Peculiar to the scoring system is the term "setting." This is a method of extending the length of a game if the game is tied at a particular score. See the chart below.

Points in game	Score set at	Points required to win game
11	9 all	3 points
11	10 all	2 points
15	13 all	5 points
15	14 all	3 points

The side which reached the tied score first has the option of setting or not setting the score. If the side elects not to set the score, then the conventional number of points completes the game. A side which did not set the score at the first opportunity may have the opportunity, however, to set the score should the occasion arise again. In doubles, for example, if the score is tied at 13 all, and the team that reached 13 first declared no set, then play continues to 15. If, however, the score becomes tied at 14 all, whichever team reached 14 first is offered the opportunity to set the score.

8. A match shall consist of the best of three games. The players change ends at the beginning of the second game and at the beginning of the third game, if necessary, to decide the match. In the third game, players shall change sides when either player first reaches 8 in a game of 15 points and 6 in a game of 11 points. The object of this change of ends is to try to give both players equal time on both ends of the court. If players forget to change ends, they shall change as soon as their mistake is discovered.

9. An inning indicates a term of service and there may be any number of innings since many rallies are played when no points are scored.

10. In doubles, each player on a team of two players is referred to as a server while serving his inning. First Service is when the initial player is serving. Second service is when the other player serves. Service over occurs when both servers lose their serve. The side or team beginning a game has only one turn at the serving in its first inning. Thereafter, both players on a side have a turn and both players take their turn in the innings.

Playing the game

11. If a player attempting a serve misses the shuttle completely, he may restroke. An infinite number of attempts may be made provided the racket does not touch any part of the shuttle.

12. A serve is deemed completed as soon as the shuttle is struck by the server's racket.

13. After the serve is completed, players on both sides may take any positions they wish irrespective of boundaries.

14. A shot falling inside the boundaries or directly on a line is considered good.

15. In singles, players serve from and receive in the right service court when the server's score is zero or an even number. When the server's score is an odd number of points, players serve from and receive in the left service court.

16. In doubles, when their score is an even number, partners should be in the courts

(right or left service court) in which they began the game. When the team's score is an odd number, then their court positions should be reversed.

17. The player or team that wins a game always serves first in the next game. At this point, in doubles, a team's serving order may be changed. For example, the losing team might decide that it could be more successful if a different player served first.

18. When any unusual occurrence interferes with the play, a "let" (replay of the point) can be invoked. This happens, for example, if a stray shuttle from a nearby court interferes, or if a linesman and umpire are unable to make a decision on a particular shot.

The IBF has also established laws, which cannot be violated without penalty. If any violation of the following laws occurs, it is either point or side-out. In other words, if the receiving side errs, the serving side scores a point; if the serving side breaks a rule, no point is scored but it becomes a side-out and the opponents then serve.

Faults during serving and receiving

19. A serve must be an underhand stroke and the shuttle must be contacted below the server's waist. To further insure that the serve is an underhand stroke, the shaft of the racket must point downwards and the entire head of the racket must be below the hand and fingers holding the racket.

20. A player's feet must be stationary and in their correct court upon delivery of the serve. It is not a fault if a server takes up his stance and then takes one step forward, provided he has not started to swing his racket before completing the step.

21. The server should not serve until the receiver is ready. If the receiver attempts to return the serve, however, he is judged ready. If a player is not ready, he should let the shuttle fall to the court and then tell the server or the umpire that he was not ready, in which case the serve shall be delivered again. This rule keeps the player who has a tendency to hurry his opponent from gaining an undue advantage.

22. No preliminary feints or movements to distract the receiver before he contacts the

shuttle are allowed. A preliminary feint is any movement by the server that has the effect of breaking the continuity of the serve after the two players have taken their ready positions to begin the point. Such action is termed a balk, and a balk is a fault. It is also a fault if the server delays hitting the shuttle for so long to be unfair to the receiver.

23. A serve that lands outside the boundaries of the service court is a fault.

24. A player may not serve out of turn or from the wrong court and the receiver may not be in the wrong court. The consequences of an infraction of this rule depend upon when the mistake is discovered. If the player who commits one of these serving or receiving errors wins the rally, and the mistake is then discovered, a let is called. If the player at fault loses the rally, the mistake stands, that is, not let. If the mistake is not discovered before the next point commences, the already altered serving and receiving order is not changed until the end of the game regardless of which team won or lost the rally.

25. A serve may not be received twice in succession in an inning by the same player in doubles. If this occurs and points are scored, the error stands and the next serve is delivered to the other player.

26. The receiver's partner may not strike a serve meant for his partner.

27. If the shuttle falls outside the boundaries, passes through or under the net, fails to pass the net, touches the roof or side walls, or touches a person or the dress of a person, the rally ceases and the player committing the fault is penalized. However, a serve hitting the top of the net and going into the correct service court is legal and "in play."

28. A player may not reach over the net to contact a shuttle. He may, however, contact the shuttle on his side of the net and follow through with his racket on the opponent's side, providing the net is not touched.

29. When the shuttle is "in play" a player may not touch the net or the net posts with his body, his racket or his clothing. If he should hit the net following a stroke and after his shot has struck the floor, a fault does not result because the shuttle is not "in play" after it strikes the floor.