Most parents and carers would like their children to be active throughout life. Concerns about health, crime and national well-being have brought sport and physical activity into the political debate. All this, along with a generally held belief that, taught well, sport and physical education can develop qualities like self-esteem, leadership and teamwork, has a potential force for good. Many people remember the fun of sport, while others with less-enjoyable experiences might welcome a more logical approach to the development of their children.

BADMINTON England is determined to develop players at all levels of the game. The need for a long-term approach to the development of talent is needed. The Long-term Athlete Development (LTAD) model, as applied in badminton, establishes a route – a player development continuum – for each player to develop within the sport.

The badminton model is based on the LTAD model developed by Dr Istvan Balyi, which focuses on best practice at each stage of development and level of performance. There are a number of important factors to the six-stage badminton LTAD model. It enables coaches, teachers and leaders to develop a vital core set of motor skills in young children that help them gain a sense of achievement. These skills are transferable to other sports and increase the chance that children will be lifelong participants in sport.

The model is based on the premise that, if a long-term approach to a player’s planning is not adopted, then development is likely to plateau when growth and development slow. The player is then unlikely to reach their full potential. In addition, the model is not adopted, then development is likely to plateau when growth and development slow. The player is then unlikely to reach their full potential. In addition, the model will not make the seamless progression to sport-specific skills in secondary school.

The primary school PE lesson should concentrate on the basic and core skills that underpin all sport and fitness. In fact, if young people do not learn these skills at primary level, they will not make the seamless progression to sport-specific skills in secondary school.

Is LTAD yet another gimmick or is it here to stay?

The principles of LTAD have been well researched and developed by experienced coaches. The principles have always been there, but have only recently been formalised, so LTAD is not new and is here to stay.

I think my 14-year-old daughter does too much serious training. What can I do?

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Training loads, rest and recovery, and the content of training schedules, as well as the amount, frequency and type of competition at different ages, have all been covered in the BADMINTON England resource. So your daughter’s coach is well aware of the volume of training she should be undertaking. If you are still concerned, however, you should ask to speak with the coach for reassurance.

Does LTAD fit into the new coaching qualifications under the UK Coaching Certificate?

LTAD is so important in developing and training athletes, whether for performance or recreational sport, that it is an integral part of the new qualifications at every level. All coaches will, therefore, receive training in delivering the principles of LTAD.

I have been coaching badminton successfully for many years, so why do I need to know about LTAD?

It is highly likely that in your coaching, you have been using many of the principles of LTAD. It is only recently that much of the high-quality work undertaken by coaches for many years has been developed into the structure of the ages and stages of LTAD.

Why should I make LTAD part of the primary school lessons when primary school PE has little to do with secondary school sport?

The primary school PE lesson should concentrate on the basic and core skills that underpin all sport and fitness. In fact, if young people do not learn these skills at primary level, they will not make the seamless progression to sport-specific skills in secondary school.

The focus of this leaflet is not to turn primary school PE into a competitive sport. For information on the role of primary school PE, please contact the Primary PE Network or visit their website. For information on the role of primary school PE, please contact the Primary PE Network or visit their website.
In 2007, BADMINTON England Coach Levels 1–4 are planned to be introduced as part of the UKCC. The above is a guideline as to the desired coaching level to fit in with the UKCC.

<table>
<thead>
<tr>
<th>Coaches*</th>
<th>Enjoyable opportunities to play and keep active throughout their lives.</th>
<th>I know that sport has the power to change people’s lives. I have always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2+ (Level 1 can assist).</td>
<td>Entertainment.</td>
<td>Informal.</td>
</tr>
<tr>
<td>Junior clubs.</td>
<td>Counties.</td>
<td></td>
</tr>
<tr>
<td>Schools.</td>
<td>Local Authority schemes.</td>
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<td>Local Authority development squads.</td>
<td>Local Authority schemes.</td>
<td></td>
</tr>
<tr>
<td>Junior County Squads.</td>
<td>School.</td>
<td></td>
</tr>
<tr>
<td>Private coaching.</td>
<td>Local Authority schemes.</td>
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</tr>
</tbody>
</table>

At 3–6 years concentrate on:
- Basic Movement Skills.
- Strength using own body weight.
- Agility, balance, coordination and speed.
- Running, throwing, jumping and catching.

Volume/Intensity of training:
- Low intensity.
- High volume.

Number and length of sessions:
- 10 hours of physical activity per week, of which 5–7 hours should be badminton-related, excluding 2 hours of school sport.
- Each session should be 30–60 minutes.

Type of competition:
- Informal.
- Unlimited.

Amount of competition:
- 10 hours of physical activity per week, of which 5–7 hours should be badminton training, plus 3–4 hours of matchplay.
- Each session could be up to 120 minutes.

Concentration on:
- Fundamental motor-skill learning – basic badminton skills.
- Shot consistency.
- Endurance.
- Strength.

Important for:
- Refining, optimising, maximising performance.

Concentrate on:
- Speed.
- Strength.
- Endurance.
- Shot consistency.
- Tactical development.
- Patterns of play.

Volume/Intensity of training:
- High volume.
- High intensity.

Number and length of sessions:
- 26 hours of physical activity per week, of which 14–16 hours should be badminton training, 5–10 hours of off-court training.

Type of competition:
- Competitive, around international and major competitions.

Amount of competition:
- 6–9 competitive weekends per 3 months in competitive phase. | 0–2 weekends in training phase. | 7–10 competitive weekends per 3 months in competitive phase. | 6–9 competitive weekends per 3 months in training phase. |

Venue in the training environment:
- High Performance centres.
- Elite National squads.
- Personal coaching.

Coaches* |
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Level 3+. | Level 4+ .