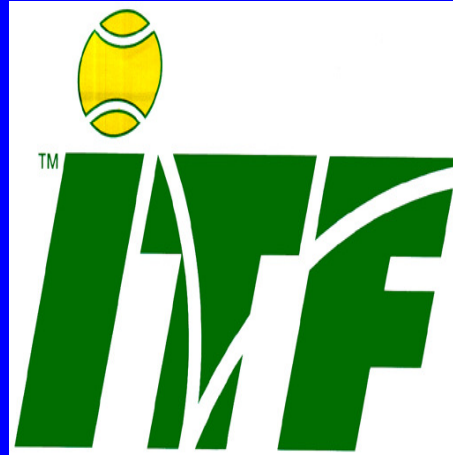


TM

NKF



MODERN TEACHING METODOLOGY OF TENNIS

DTB / VDT Congress 2002

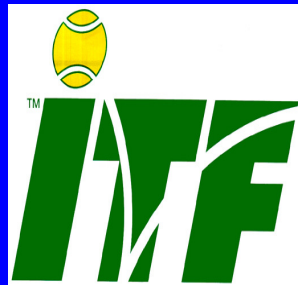
Dr. Miguel Crespo

ITF Development Department



INTRODUCTION

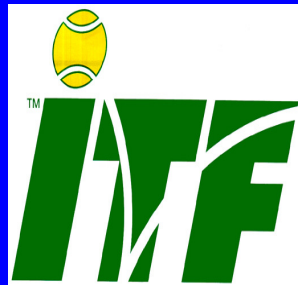
- HAS TENNIS PLAYING CHANGED DURING THE LAST 30 YEARS?



- HAS TENNIS COACHING CHANGED DURING THE LAST 30 YEARS?

PERCEPTION OF TENNIS

- Comparison with other sports
- Strengths
- Weaknesses
- Research done by the ITF



TENNIS IS AN...

- Individual sport
- Knock out competition system
- One to one ranking system
- Need money to play well at competitive level
- OLD COACHING METHODS?



ARE WE USING OLD COACHING METHODS?

- What do you think?
- Do we know much about SPORT SCIENCE?
- Do we APPLY its PRINCIPLES?
- Do we use COMMON SENSE or we TEACH the SAME WAY we were taught?



USUALLY, IN ALL
TEACHING METHODS YOU
START WITH...



TECHNIQUE



TACTICS



PLAYING THE GAME



WHY?



BECAUSE TENNIS WAS CONSIDERED...

- A closed sport (not variation)
- Difficult to master and learn technically
- Mostly **TECHNICALLY** oriented



NOW IT IS TIME TO USE A
NEW METHODOLOGY -
THE GAME BASED
APPROACH



PLAYING THE GAME



TACTICS



TECHNIQUE



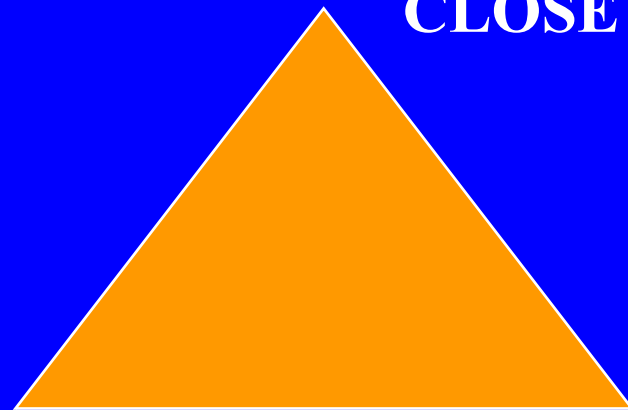
MAIN GOAL OF THE TRADITIONAL APPROACH

- Technique was the priority
- Tactics were taught when the player was able to master the technique
- Matches were played when players were able to rally consistently



CLOSE

ANALYTIC



OPEN

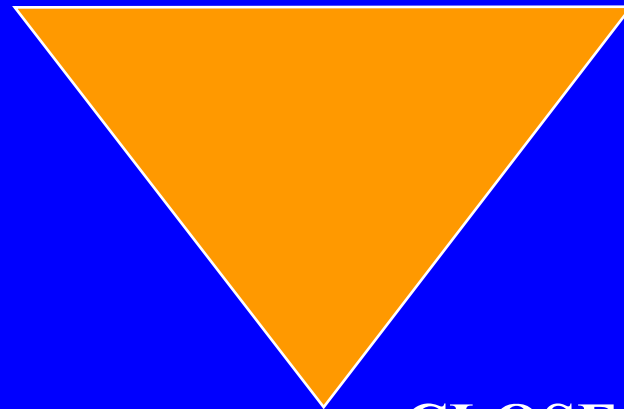


MAIN GOAL OF THE GAME BASED APPROACH

- The priority is UNDERSTANDING THE GAME
- Technique and tactics should be taught at the same time
- Matches should be played as soon as possible

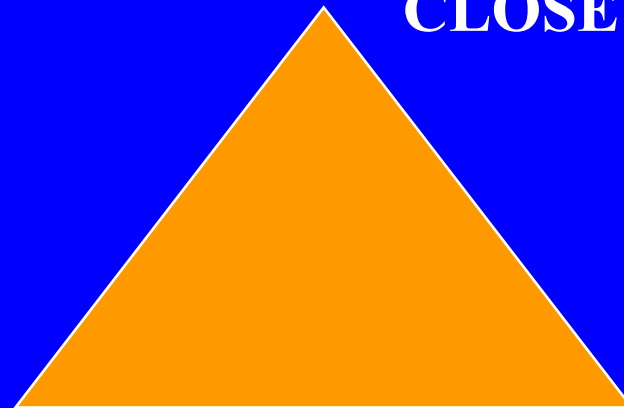


OPEN



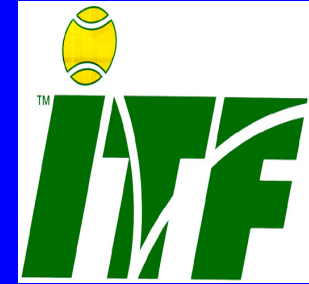
CLOSE

ANALYTIC

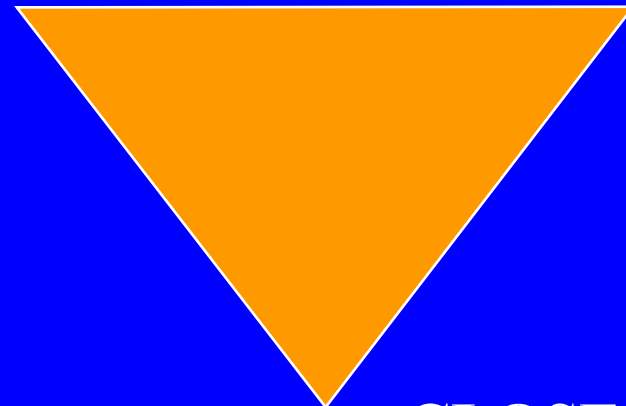


OPEN





OPEN



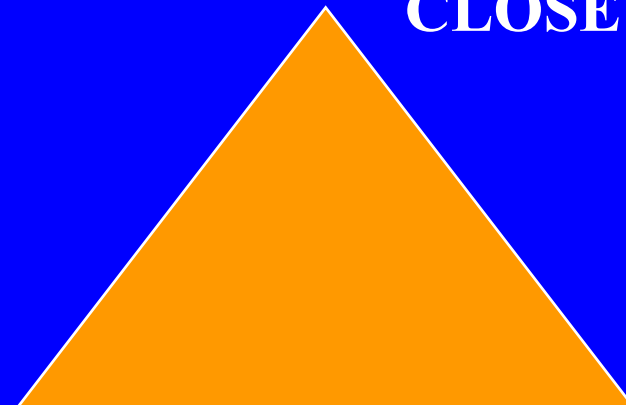
**Game for
understanding**

Basket

CLOSE

ANALYTIC

Rally with coach



Rally among players

OPEN

GAME BASED

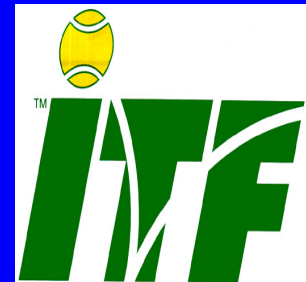
- Student-paced
- Game centered
- Tactical based

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TRADITIONAL

- Class-paced instruction
- Drill centered system
- Technical based approach



MAIN METHOD USED

TRADITIONAL

- Drills
- Repetition of technique
- No decision making

NEW

- Game situations
- Variations
- Decision making



COACH ROLE

TRADITIONAL

- Command styles
- Is there need always for a demonstration?

NEW

- Discovery styles
- More interaction



PLAYER ROLE

TRADITIONAL

- Line formation
- Coach always plays

NEW

- Task formation
- Rotation
- Stations
- Group class



BASIC CONTENTS

TRADITIONAL

- The tennis strokes
- Variations of technique

NEW

- The game situations
- Variations of the game situations



TECHNIQUE

TRADITIONAL

- Follow a model
- Conformity
- Grip, swing, impact, follow through, footwork

NEW

- Many models: Ex. Of drop-shot
- Effectiveness
- B I O M E C



CORRECTIONS

TRADITIONAL

- Tips
- Coach active
- Player passive

NEW

- Facilitate the task
- Add a new thing
- Use what the player has



TACTIS

TRADITIONAL

- Learned after the technique
- Learned while playing matches

NEW

- Learned at the same time
- Learned during training



TEACHING STYLES

TRADITIONAL

- Command
- Coach has the knowledge
- Player is passive

NEW

- Guided discovery
- Problem solving
- Coach is a facilitator
- Player is active



TEACHING METHODS

TRADITIONAL

- Analytic for everybody
- Do not respect individuality

NEW

- Start with global
- Decide according to players and task



CLASS ORGANISATION

TRADITIONAL

- Queuing
- Line formation
- Hitting only when coach feeds

NEW

- Stations
- Task assignement
- Rallying with peers

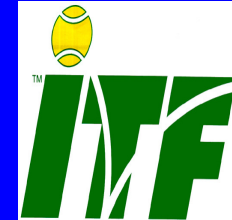


TYPICAL LESSON STRUCTURE USING THE TRADITIONAL APPROACH

1. **Introductory** activity: warm-up.
2. **Explanation** and **demonstration** of skill by the coach
3. **Practice** time for the players:
 - a. Skills are taught in drill situations.
 - b. Structured and designed to enhance skill acquisition.
 - c. Usually static during the initial practice and became more dynamic over the course of each lesson.
4. **Feedback** or **correction** (individual/ group) by instructor.
5. **Game** (singles or doubles) and skill feedback or correction by the coach.
6. **Cool down** and **closing**.



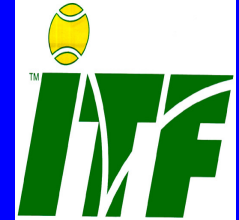
TYPICAL LESSON STRUCTURE USING THE GAME BASED APPROACH



1. **Introduction** activity: warm-up.
2. **Modified tennis game.**
 - Designed by the coach to encourage tactical thinking (what to do in specific game situations).
 - The coach observes how players cope. The coach has to describe of the basic rules of this game.
 - The rules provide shape to the game and determine the range of tactics and skills that are required for successful performance.
 - The game is used as a point of reference to assist players in learning to make appropriate decisions in light of tactical awareness.



TYPICAL LESSON STRUCTURE USING THE GAME BASED APPROACH



3. Analysis. The coach and students will speak (question and answer, guided discovery) about the tactical situation (problem) and potential tactical and technical solutions.

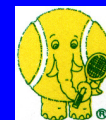
4. Practice.

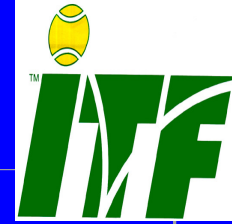
- Using a game related to the situation.
- Students recognize their need to learn, improve and develop specific technical skills to solve their tactical problems.

5. Modified tennis game or game.

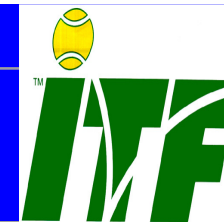
- Students return to game play to apply the skills learned.
- Coach and players evaluate together their success in solving the situation.

6. Cool down and closing.





Lesson	Contents
1	Footwork, basic grips and stances. Ball sense games.
2	Forehand: grip, stance, backswing, forwardswing, contact, follow through.
3	Backhand: same.
4	Serve: same.
5	Forehand volley: same.
6	Backhand volley: same.
7	Lob: same.
8	Smash: same.
9	Drop shot: same.
10	Singles game (half court or full court).



Lesson	Tactical problem	Lesson Focus/Objective
1	Setting up to attack by creating space on opponent's courts	Court awareness/creating space using ground strokes
2	Setting up to attack the net – depth.	Getting to the net/approach shot.
3	Defending space on your own court.	Recovery to centre of baseline/footwork.
4	Setting up to attack by creating space on opponent's court.	Starting the point on attack/use flat serve to put opponent on defence.
5	Setting up to attack by creating space on opponent's court.	Ground stroke variations/cross court and down the line or lob.
6	Winning the point/Defending against an attack.	Using the volley/smash to win the point/Returning the smash.
7	Winning the point/Defending against an attack.	The attacking drop shot/ returning the drop shot.
8	Defending as a pair.	Two-back formation (doubles).
9	Attacking as a pair.	Side-to-side offence (doubles).
10	Attacking as a pair when serving.	Setting up a winning volley (doubles).

CONCLUSIONS

for coaches

- Should be acutely aware that this approach can be used with players of all levels, ages and skill abilities.
- This is not solely a beginners' teaching method.
- The modified game situations and the game based methodology will also benefit advanced players.

