



Topic 8. HOW TO CONDUCT A GROUP LESSON

Module I. Training in sport tactics and physical condition of athletes



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CONTENT

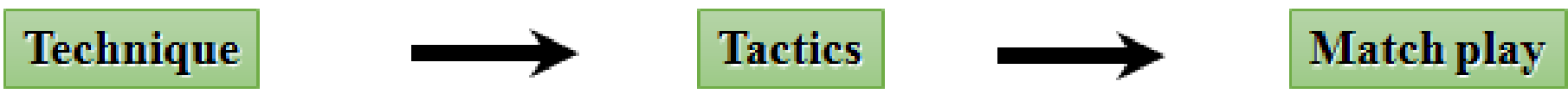
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Modern vs. Classical Teaching Methodology

The Open-Close-Open Era

- Classical (traditional) teaching methodology: technique, tactics and then match play.





Modern vs. Classical Teaching Methodology

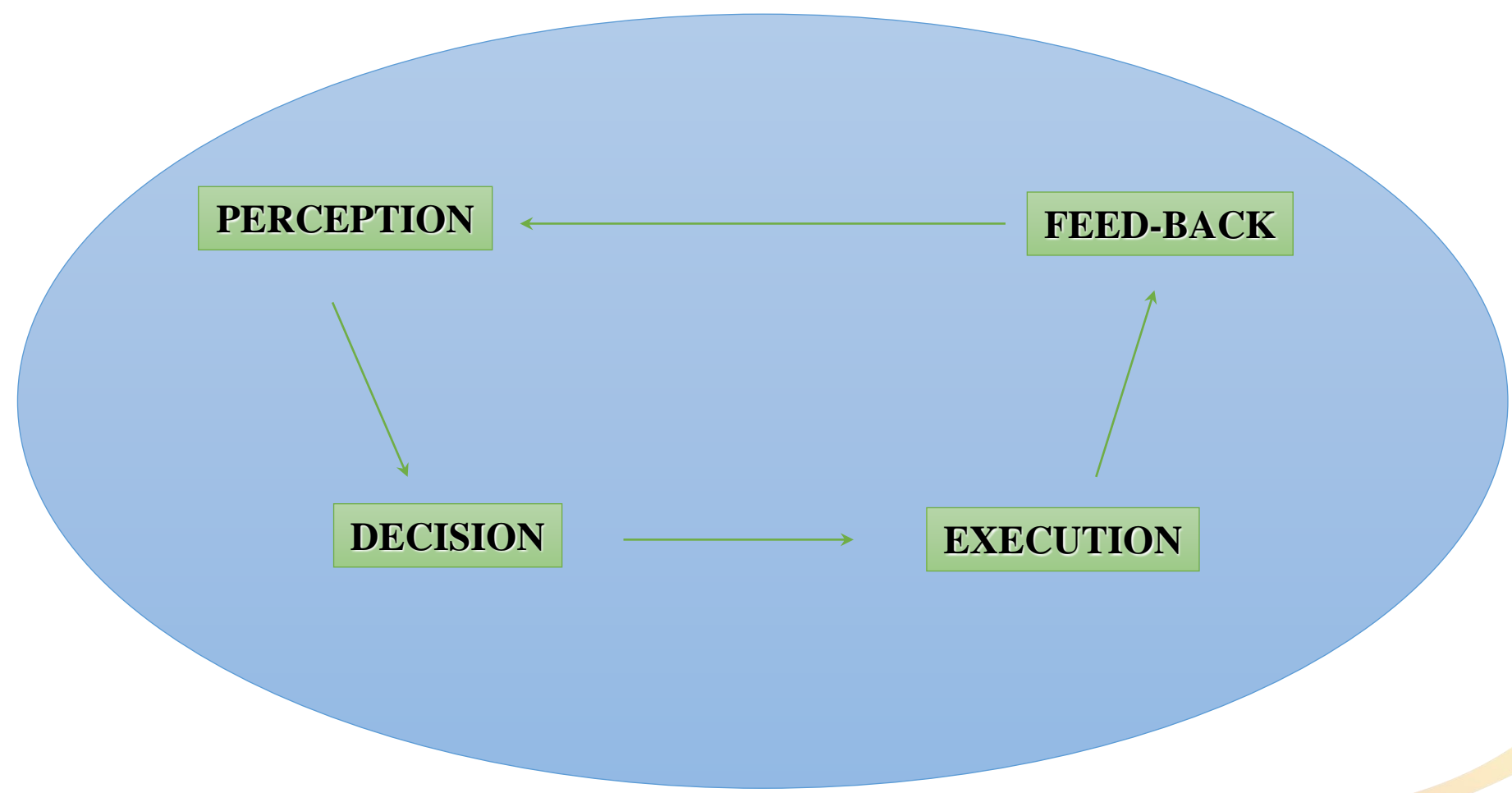
The Open-Close-Open Era

- Modern teaching methodology:
Open – Close – Open
 - Game based
 - Player-centered
 - Based on relevant scientific facts





Modern Approach





Efficient Communication

Tell Me and I Forget

Teach Me and I May Remember

Involve Me and I Learn

- The very essence of coaching is communication
- Successful coach-player communication = mutual benefit
- Interaction between the coach and the athlete: old-fashioned/traditional (commanding) style vs. modern methods





Efficient Communication

Tell Me and I Forget

Teach Me and I May Remember

Involve Me and I Learn

- The *'what', 'why', 'when'* and *'how'* of effective communication
 - Persuade
 - Evaluate
 - Inform
 - Motivate and inspire
 - Solve problems
- Successful strategies



Description of the Group Lesson

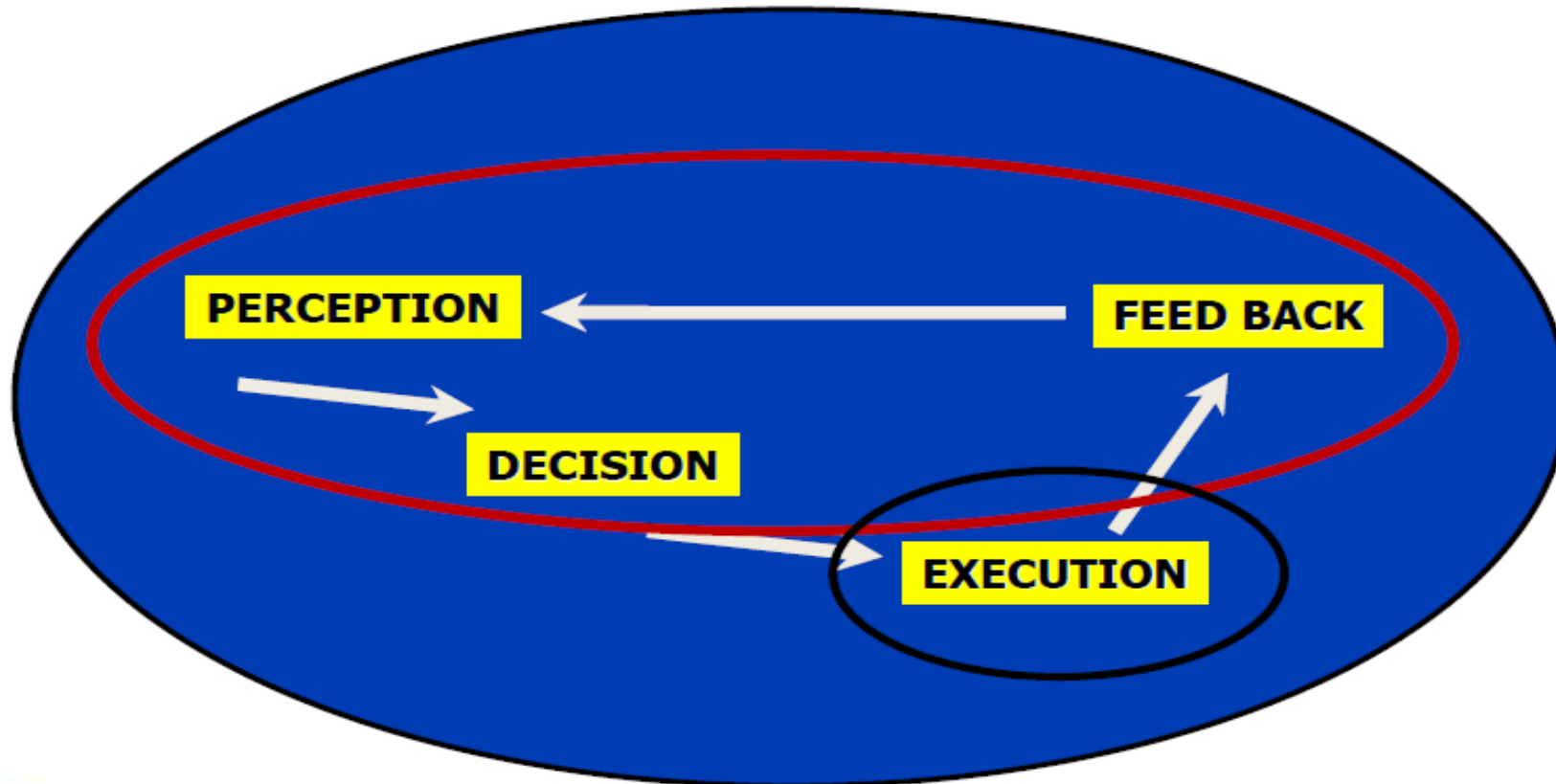
- Tactics
- Skills
- Weaknesses
- Socialization and fun





The Process of Decision Making

Tennis = Open skill





The Process of Decision Making

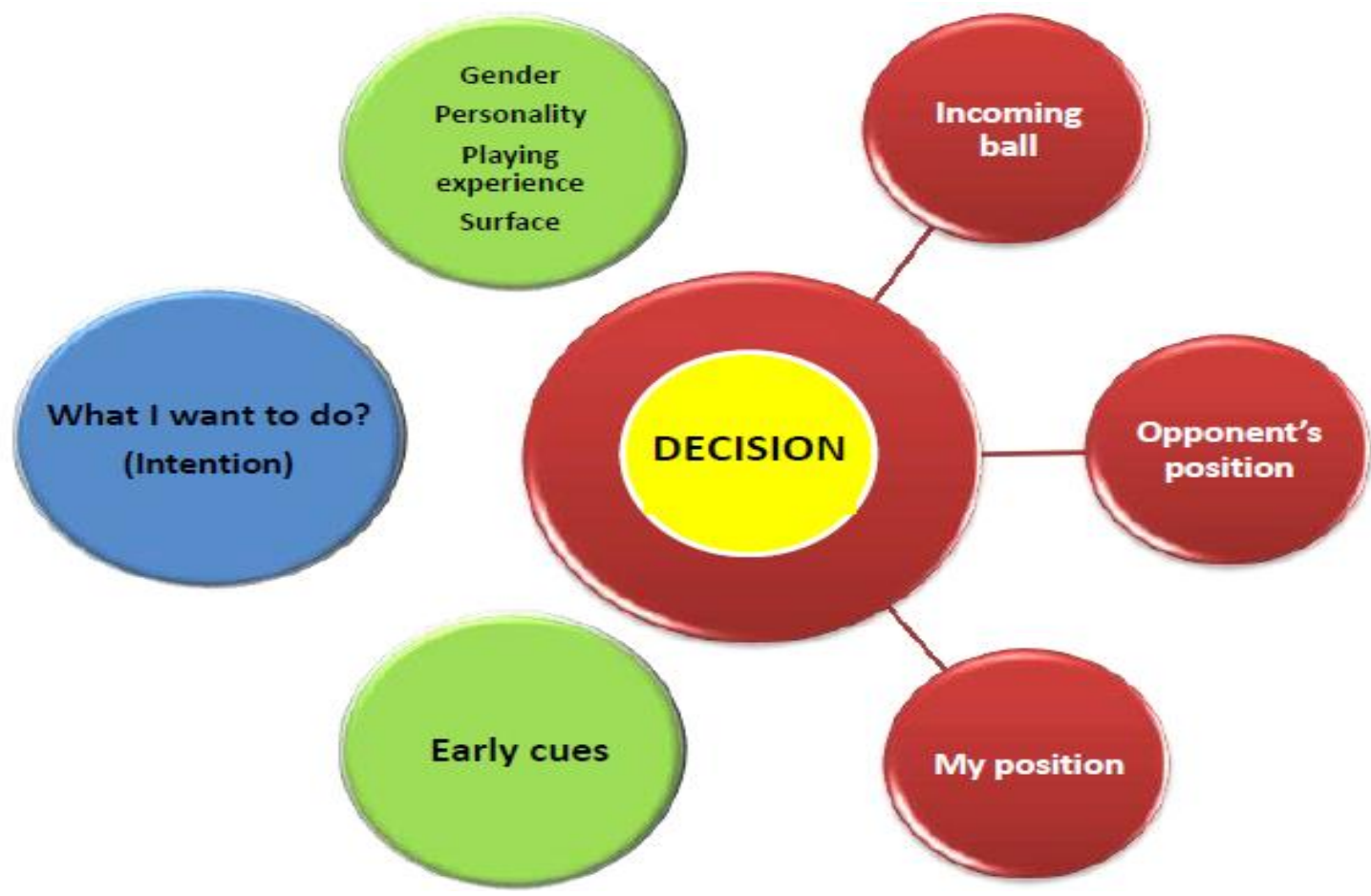
What (Tactical intention) & How (Where and Which shot)

- Tactical intentions
 - (Starting) Staying in the point
 - Creating advantage
 - Finishing the point





What influences the decision making process?





The Process of Decision Making

General guidelines

1. Do players know what they are doing and what for?
2. Let them play
3. **HELP** them!
 - Competitive rally (beginners aged 4-6 years)
 - To play FH or BH
 - To move or not / toward or away
 - Consistent precision (competitive players aged 6-7 years)
 - When to play “safe” or “away”
 - depending on height & direction
 - Where and when to cover the court (middle)



The Process of Decision Making

Court space & competitive players aged 8-9 years

- Placement depending on the “difficulty” of the incoming ball
- When to change direction depending on:
 - ball quality
 - opponent’s position
- When to use a better shot
- How to optimally cover the court



The Process of Decision Making



Creating "decision making drills"

1. Define decision by "question": *When & Where (+ How)*
2. Create the situation ('options')
3. Define the "decision" criteria (visual cues)
4. Define "key word" (if appropriate)





The Five Game Situations

- Serving
- Returning
- Both Back
- Approaching & at Net
- Passing





The Five Game Situations

- The GPS:
 - **G:** Game Situations
 - **P:** Progression of tactics to techniques
 - **S:** Shot Cycle





Game lessons for different age stages and levels

- Group Lesson (GL) – Tactics
 - Beginners (4-10 yrs)*
 - Intermediate (11-14 yrs)*
 - Advanced (14 yrs and over)*

*Age frames are given for children and young athletes. This, however, does not exclude adults from falling into the same categories.

Questions for the auditory: How can the GL be more technical? How can it be Physical development? How about a GL oriented more towards mental development?



Possible situations where improvement will be needed

Example:

- The position of the feeder
- Determine the key decisions required in the situation
- Determine the appropriate Phase of Play for the hitter (Neutral, Offense, Defense?)
- Characteristics of the ball in game
- Re-create a competitive environment
- Provide optimal challenge for the players
- Other.



Structure

Open game (15%) - Basket drill (30%) - Coach drill (30%) - Modified game (25%)

- Duration: 60 -90-120'
- Setting: between 2-8 players / 1 court
- Focus on improvement of
 - decision-making skills
 - communication, organization, differentiation



THANK YOU!

*For more information follow the presentations of **TC4DC** program*

