

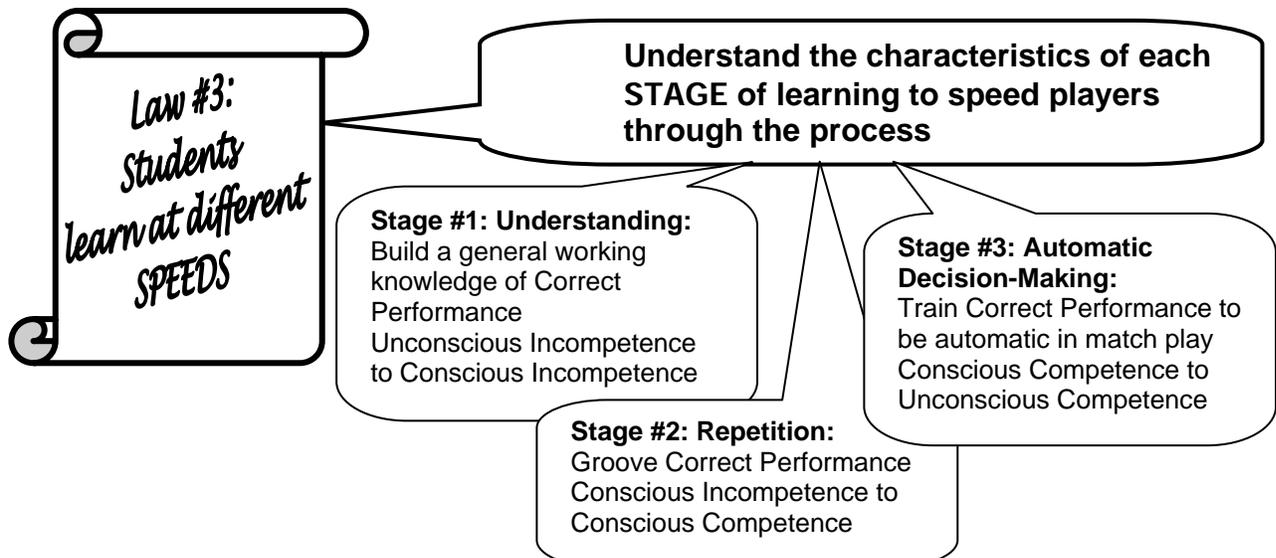
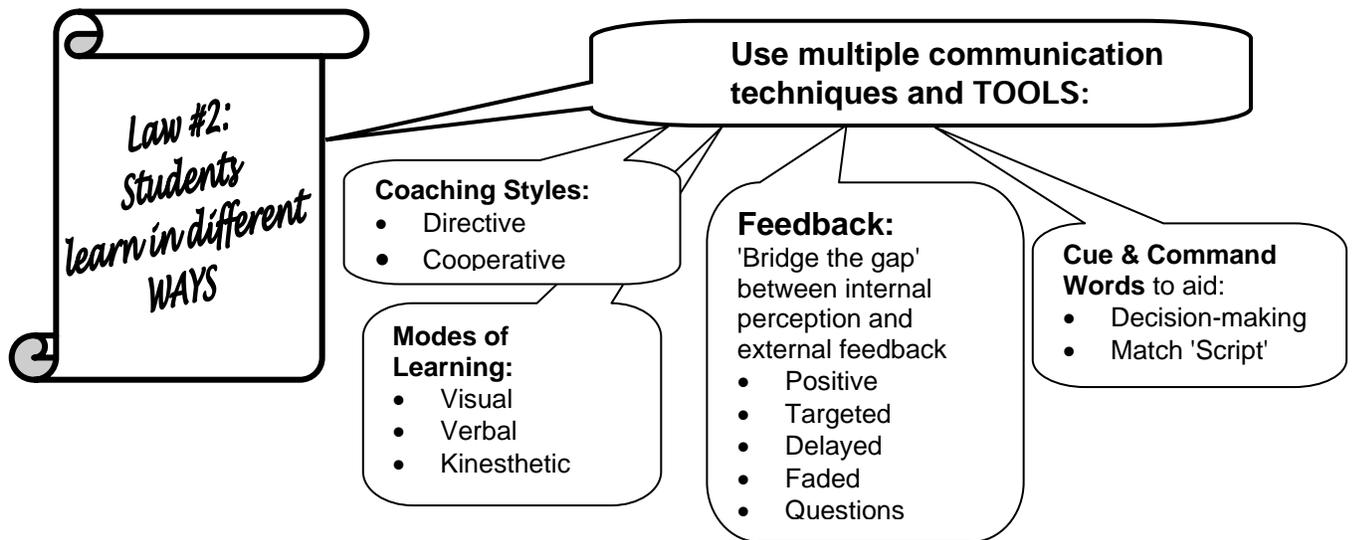
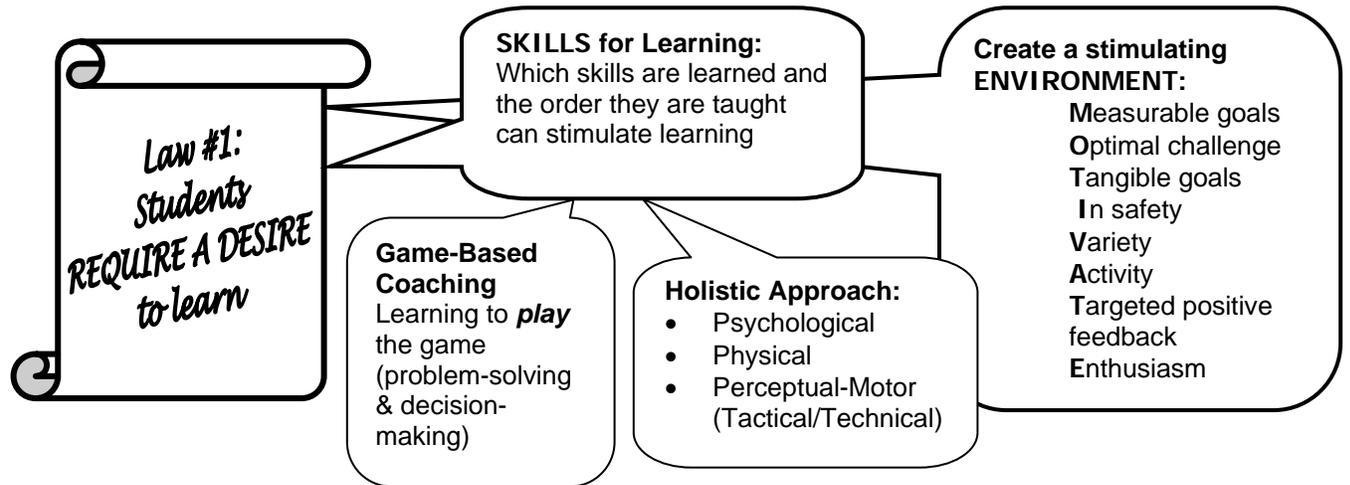


# LEARNER-CENTRED "MIND MAP" CHART

## S.E.T.S: Skills, Environment, Tools, Stages

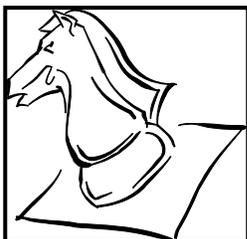
### 3 LEARNING LAWS

### LEARNING CONCEPTS



## 2. THE GAME-BASED APPROACH

(This section adapted from Tennis Australia Developmental Coaches Manual  
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When it comes to technical and tactical skills, there are different ways to teach tennis. Internationally, the trend in tennis coaching is moving to a more “Game-based” approach. In this approach, the fun of playing tennis is introduced right from the beginning by re-creating playing situations adapted to the level of the players. As they play, students learn they must accomplish certain tasks to be consistent or win more points. Students discover what to do (tactics) by being placed in situations that promote problem-solving and decision-making.

Technical skills are then presented to implement the solution to problems encountered in these situations. With such a direct link to playing tennis, all the skills learned in the lesson transfer easily into match play. This approach promotes students being active and fully involved in their learning process. With children, the situations are adapted to their size and skill level by using skill development games.

This approach will help you begin a challenging and enjoyable journey with your students. It will provide plenty of tools and ideas for activities that meet your student's need to learn, exercise, and **play the game!**

Coaches exposed to this approach will typically ask some basic questions:

“What is the Game-based Approach?”

“What is the philosophy behind it?”

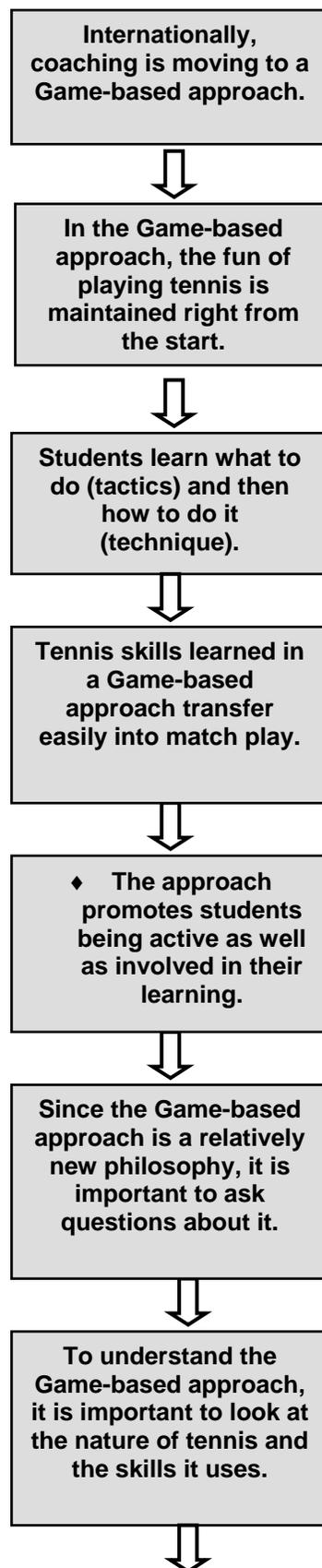
“Why is it considered a new trend?”

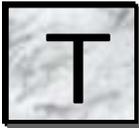
“Why do we need a new approach?”

Before we answer those questions, it is important to understand the nature of tennis and what kind of sport it is. In motor learning literature, sports are classified according to the types of skills they use. This knowledge is critical to identify the best approach for teaching and learning those skills.

### A) THE NATURE OF TENNIS

There are many ways to classify sports skills. Two classifications have major impact and implications for tennis coaches, “**Motor**”/“**Cognitive**”, and “**Open**”/“**Closed**”.





# TOOLS FOR LEARNING

## PRACTICAL EXAMPLE

*"Coach Tammy was starting to wonder if what she was teaching was really sinking in to her students? She could feel that sense of irritation welling up in her again. She liked it when teachers gave clear explanations of the details, and that was what she was doing for her students. Some seemed to understand but others didn't get it. She got tougher on those students and told them exactly what to do on every turn. When they played, she wished she could be beside them on the court to remind them. Sometimes, they would remember pieces and sometimes it was like they never had a lesson. How could she make the information she taught stick? How could they be equipped to do it on their own?"*

One of the keys to shortcut the learning process is communication. Coaching is an interactive exchange between people. The more effective the exchange, the better the coaching. Communication can improve if we take into account different styles coaches use and the process used in feedback. This section will introduce four learning tools that will enhance a coach's communication with their students.

1. Coaching Styles
2. Learning Modes
3. Feedback
4. Cue & Command Words.

## 1. COACHING STYLES

We can categorize how coaches convey their message into two distinct teaching styles, **directive** and **cooperative**. In the directive style, the coach says what is going to be done, how to do it, and gives the solutions to any problems. In the cooperative style, the coach presents the material in ways to get the student's agreement, sets-up situations for problem-solving, and asks questions so students can be involved in discovering solutions. Coaches tend to choose a style based on their personality. However, using both styles is required to adapt to the needs of the student, and to best fit particular situations. Let's look at both styles in more detail.

Good communication allows a coach to shortcut a student's learning process.

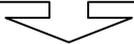


Four learning tools that improve communication are: Coaching Styles, Learning Modes, Feedback, and Cue & Command Words.

Two basic styles of coaching are: Directive and Cooperative.



**DIRECTIVE**



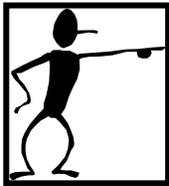
STUDENT'S LEARNING PROCESS IS DICTATED BY COACH

**COOPERATIVE**



STUDENT FULLY INVOLVED IN DIRECTING THEIR OWN LEARNING

## A) DIRECTIVE



In this style the coach is master. The role of the coach is to make the students perform correctly by getting them to do what the coach says. Feedback is always in the form of instructions (e.g. "Do this, Don't do that", etc.) The student has little power or input in the learning process.

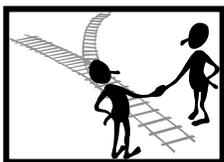
### I. Advantages:

- This style may get students initially to respond quicker.
- If a student is unfocussed, being directive may help them get back on track.
- A coach may be able to minimize management time with younger children by simply telling them what to do and when.

### II. Disadvantages:

- The majority of students will only make short-term changes with this approach. For example, they may do the movement the coach suggested in the lesson, but may not understand it (or believe it) enough to practice or use it on their own.
- The emphasis on constantly obeying may hurt a player's confidence and self-sufficiency. Players may become dependant on the coach's directions rather than developing their own sense of problem solving and decision making.
- It is very easy for the coach to become negative using this approach. They may forget that learning is a process and get frustrated if the student cannot perform what they ask.

## B) COOPERATIVE



In this style, both coach and student share in the learning process with the goal being to form a 'team' with the student. The coach's role includes setting up a learning environment where tactics and techniques are presented as problems to be solved to improve consistency or win more points. Through the use of questions, students discover and experience solutions and establish agreed upon objectives on what to do, and how to do it.

### I. Advantages:

- Students are involved in their own learning process, which increases their motivation and increases the chance that long-term changes will be made.
- A better relationship is set-up between coach and student which increases the amount, and quality, of information exchanged.

In the Directive Style, the coach is the master and commands what to do and when to do it.

The advantage of this style is that things get done immediately.

The disadvantage in the student is not engaged in their own learning.

Under this style they may not develop self-sufficiency and problem-solving.

It is easy for a coach to become very negative in this style.

In the Cooperative Style, the coach and student form a 'team'

Skills are presented as tools to solve problems encountered while playing.

An advantage of this approach is the relationship it creates between coach and student.

# S STAGES OF LEARNING

## PRACTICAL EXAMPLE

*"Coach Tim felt inadequate. He was uncertain about what to do with his students. Many were at different levels and some had been with him for over two years. He knew they all needed to hit balls, and common sense told him to treat them differently, but what were the principles? What was the path each one was supposed to be on? The beginners were a challenge. They were keen but he could see they didn't fully understand what they were supposed to do to improve. The intermediates were great in drills but couldn't use the skills in match play. The advanced players were breaking down under pressure. Every new skill seemed to start the process all over again. Was there a method to progressing them all?"*

## 1. LEARNING STEPS

Learners acquire skill at different speeds. This is because there are different steps in learning. While every learner will progress through the same process, the amount of time each individual remains in a step varies depending on their natural aptitudes and amount of practice. Both mind and body must be involved for tennis learning to occur. Regarding the mind/body connection, learners will progress through the following 4 steps:

