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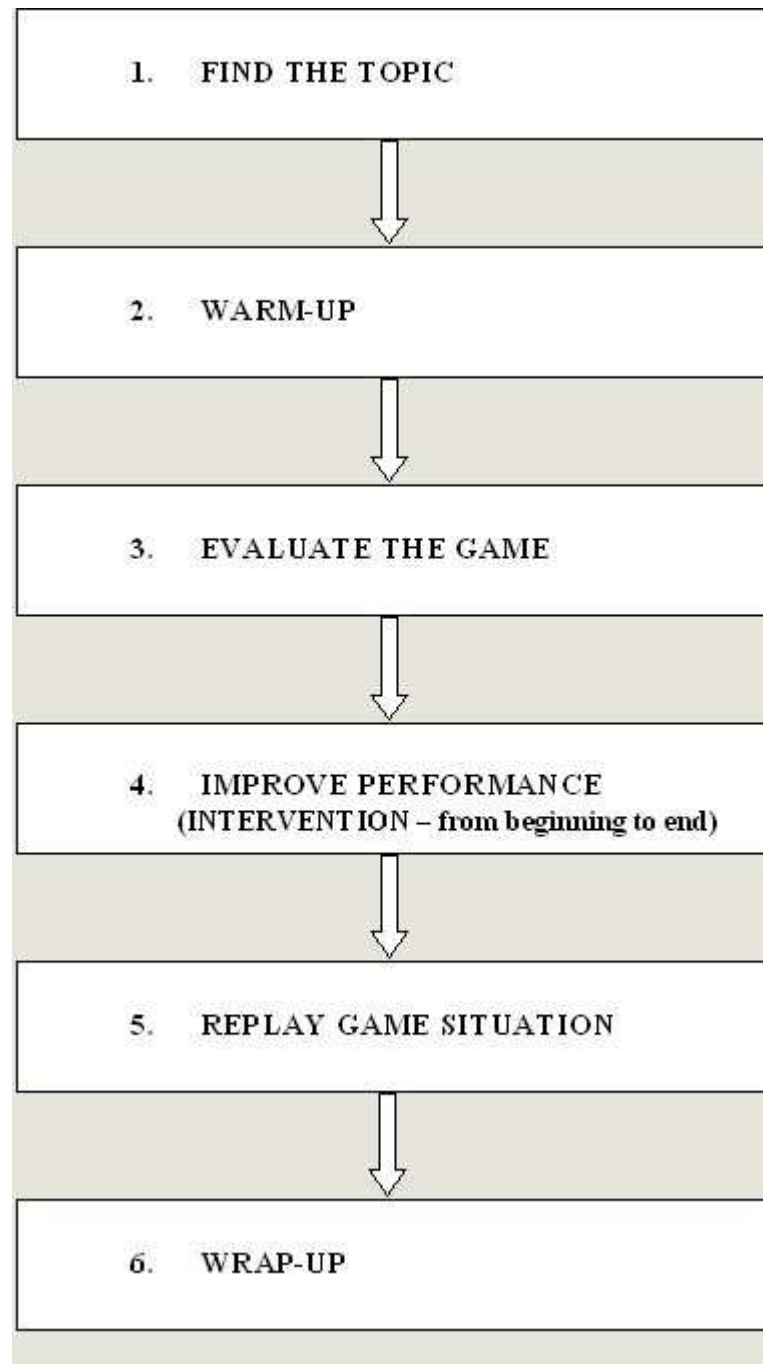
Game Based Private Lesson - Part 1

by Louis Cayer

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This article will be presented in two parts. The first part will look at the first three steps of the "game-based private lesson process" in detail. The second article will look at the last three steps of the process in detail.

GAME-BASED PRIVATE LESSON PROCESS (for a Specific Stroke or Specific Shot) by Louis Cayer



DETAILED GAME BASED PRIVATE LESSON PROCESS

1. FIND THE TOPIC

1. Develop Rapport: smile, be friendly, make eye contact, use your students name in opening dialogue, show interest in your student
2. Be Professional: dress, body language
3. Interactive Process: ask questions to find out what the student would like to work on or improve upon; continue to probe until it is clear; be sure to ask if it is for doubles or singles). If the student seems unsure on specifics, propose a specific situation frequent for their level. Keep interaction friendly (should not feel like an interrogation)!

2. WARM UP

Although it is possible to evaluate technical elements through a warm-up, eventually we will need to evaluate their stroke(s) either in the specific game situation selected by the student or through the most frequent playing situations proposed by the coach (Assume that they have completed a physical warm-up prior to the start of the lesson).

3. EVALUATE THE GAME

1. Sell the overview of the different game situations (there may be only one depending on request of the student) upon which you will evaluate the stroke (start with most frequent).
2. Set-up and run the drill in a game based situation to evaluate (observe and analyze) the skill:
 - A. Set up drill to evaluate (six organizational elements)
 - People Organization: realistic positioning of both the player and the coach
 - Movement Pattern: realistic, no cheating, use of constraints as required
 - Feeding: Find out what type of feed your student wants (this should be directly related to the tactical context); adjust feed accordingly in order to find out specifically the situation in which your student would like to work); ensure feed is consistent, respects topic agreed upon and challenges the student in the way that was originally agreed. Mix the feed to simulate real open game situations. (Note: this will help avoid any form of cheating, i.e. if the player knows that everything is coming to the backhand, she may immediately adopt the correct grip and make a quicker preparation or movement than she normally would in a real open situation)
 - Projection: Play points in a realistic and open manner. You can either let her experience the situation without any specific tactical intention (this will allow you to see her decision making) or propose a frequent tactical intention (this will allow you to see how she attempts to accomplish it
 - Goal: Play a competitive game with scoring and with a competitive attitude
 - Rotation: In the lesson is private, the rotation is used mainly to provide breaks during this drill, i.e. play two games or five points, let's try to do 10 in a row. Upon completion of the game, the teaching will begin
 - B. Run Drill and Observe/Analyze game situation
 1. Run and provide feedback on the game situation (five scanning elements)
 - A. Well done:
 - Is it safe?
 - Does it respect organizational instructions?
 - Does it respect topic?
 - B. Fun:
 - Optimal Challenge:
 - Is it challenging her physical capabilities?
 - Does she look motivated? Is the goal motivating?
 - Maximum Activity: Does she play enough points to evaluate skill?
 2. Observation and Analysis of tactical/technical intention
 - A. Observation: What is happening?
 - Outcome: Observe (describe)
 - What was she attempting tactically?
 - Was it effective? If not, from a tactical standpoint, should she try a different shot selection; from a technical standpoint, was the shot lacking: speed, direction, distance, height, spin?
 - Process: Observe (describe)
 - How she is focusing, moving, setting-up, using proper biomechanics, recovering

B. Analysis: Why is it happening?

- What prevents the student from attaining the outcome?
 - Mental: lack of concentration, anxiety
 - Physical: too slow, reflexes
 - Tactical: wrong intention or choice of trajectory and/or target, incorrect recovery
 - Technical: effectiveness (5 ball controls); conformity (reception projection fundamentals)

Note: Steps 4, 5 and 6 will be covered in next month's article.

YOUR PRIVACY

