

	<h2>SUBJECT DESCRIPTION</h2>	MODELO PED.012.03
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Course	Sport					
Subject	Option D - Tennis					
Academic year	2023/2024	Curricular year	3	Study period	1	
Type of subject	Optional	Student workload (H)	Total: 0	Contact: 81	ECTS	45
Professor(s)	Pedro Alexandre Barata Semião					
<input checked="" type="checkbox"/> Area/Group Coordinator <input type="checkbox"/> Head of Department	Teresa De Jesus Trindade Moreira Da Costa E Fonseca <small>(select)</small>					

CLIQUE E SELECIONE A VERSÃO PRETENDIDA

1. LEARNING OBJECTIVES

Acquire knowledge and application of language specific to Tennis;

Provide knowledge about the historical evolution and fundamental aspects of tennis regulations;

Allow students to acquire knowledge about training, as well as the most appropriate methodologies and strategies for teaching tennis;

Learn to characterize the different physical-motor skills developed by practicing this sport;

Acquisition of knowledge about the methodologies and technical and tactical foundations of tennis;

Help a player acquire the basic principles of developing technical gestures; ball control; “swing”; handles and effects;

Describe the basic principles of technical gestures in different game situations;

Apply biomechanical principles in teaching beginner and improvement players;

Organize the process of evaluation, diagnosis and correction of basic technical gestures;

Analyze and suggest exercises to technically and tactically develop beginner and intermediate players;

Describe the fundamental aspects of the physical effort of the sport and its implications for tennis training planning;

Apply the basic principles of physical preparation in tennis;

Identify the stages of maturation, relate them to the specific characteristics of Tennis and select the appropriate stimuli for students;

Organize different approaches to skills development;

Structure training sessions according to the physical and technical characteristics of the students;

Describe aspects of the ball’s trajectory;

Demonstrate the different grips and their applications in different technical gestures;

Execute and master the basic and special technical gestures of the sport;

Identify, apply the passing shot and approach;

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Describe the basic tactical principles;

Exemplify the difference between tactics and strategy, relating patterns to game situations;

2. PROGRAMME

THEORETICAL CONTENT:

The history of Tennis, worldwide and in Portugal, as well as the fundamental aspects of the sport's regulations;

The game of tennis: objective; game cycle action process;

Characterization of the tennis modality in the context of sports; Educational aspects of tennis;

Development stages of a tennis player;

Play and Stay Methodology: definition, main objectives and foundations;

Analysis of equipment and surfaces: rackets, balls, ropes and types of flooring;

Physiological characterization (technical-tactical characteristics; movement characteristics; movement along the baseline; movement to the net; characteristics and priorities of physical effort in beginner and advanced tennis athletes; general principles of physical preparation in Tennis) and biomechanics (approach to some important biomechanical concepts: balance, inertia, action and reaction forces; elastic energy moment and kinetic chain) of tennis;

Learning stages (growth, development and maturation in tennis, physical and psychosocial development, approach to the development of skills and knowledge, multilaterality and variety of skills, early specialization, sensitive phases) and teaching methodologies.

Principles of tennis performance analysis (tactical, technical, physical and mental); types of analysis (subjective or qualitative, objective or predictive) and forms of intervention (key words, equipment manipulation, player models, video, visualization, manual guidance, analogies, specific feeding, use of gadgets, use of adapted material, definition objectives, self-correction, or self-evaluation and through another player's perception);

Training of conditional and coordinative skills in tennis (coordination, resistance, strength, power, speed and flexibility);

Principles of mental training in tennis;

PRACTICAL CONTENT:

Basic Technical Tennis Gestures;

Handles (Continental, Western right and left, eastern right and left): Analysis of the different handles; description of basic handles;

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The elements of the basic technical gestures (technical components): the right drive; the left drive (one and two hands); the service; the network game; the game from the back of the field;

Teaching the technique: basic elements of a class; preparation; security; demonstration of blows; basic positions for demonstrations; ball throws;

Teaching Progressions: static progressions; Exercises for programming initiation-level tennis sessions; dynamic progressions; Play and Stay methodology;

Factors that influence ball control: direction, height, distance/depth, effect and speed; Putting the ball in play: the service and the return;

Background game: Right and left technical gestures (one and two hands);

Net game: right volleyball, left volleyball and smash;

Play against the opponent: Passing Shot and Lob;

Learning through play: Play and Stay methodology;

Basic Tactical Principles: 5 game situations (service, response, both players on the baseline, attack, defense and counterattack);

Playing zones and geometry of the tennis court: back of the court, middle of the court and net area;

Game phases: attacking, neutral and defensive;

Tactical intentions: hitting the ball, consistency (forced and unforced errors, using direction and depth effectively (margin of error and limiting changes of direction));

Recovery for the next hit; Explore the opponent's weak point, shots, ball types and movement; Intelligent choice of shots depending on the ball you receive: Easy – build/attack; moderately difficult – return/neutralize and difficult – defend;

Using rhythm effectively, using power sensibly; Play percentage tennis; Identify and use game patterns;

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The contents are in coherence with the objectives of the UC, as the transmission and learning of the planned contents enable the student to acquire knowledge of a technical-scientific nature, as well as the ability to reflect on practice in order to acquire skills at the level of a deep theoretical and practical knowledge of the technical contents of the modalities, the process of planning, intervention and control related to the modality and also knowledge of its evolutionary trends.

Furthermore, the UC prioritizes practical experiences with the aim of improving technical gestures, in order to consolidate the quality of the pedagogical intervention;

In summary, this UC was structured with content with the aim of contributing to the student's understanding of the importance of the modality, bearing in mind the growing relevance of the technical

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and scientific instruments necessary for the improvement and perfection of their intervention as a technician

4. MAIN BIBLIOGRAPHY

- Coutinho, C. (2016): Inside Out – Technical Analysis from Bottom to Top;*
- Brown, J. (1989): Teaching Tennis: Steps to success. Champaign, IL:Leisure Press;*
- Coutinho, C. (2008): Success in Tennis; The Science behind the results;*
- Crespo & Reid (2008): Coaching Beginner and Intermediate Tennis Players, (ITF Coaching Manuals);*
- Daalen, M. (2011): Teaching Tennis Volume 1: The Fundamentals of the Game (for coaches, players and parents). USA, Xlibris, Corp.;*
- Daalen, M. (2017): Teaching Tennis Volume 2: The Development of advanced players, USA, Xlibris Corp.;*
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- Laranjinha, A. (Org. 1999). Racket manipulations and games. Lisbon: School Sports Coordinating Office;*
- Roetert, P. and Ellenbecker, T. (2000) Complete Physical Preparation for Tennis. Madrid Ediciones Tutor S.A.;*
- Willimans, J. (2020): A Modern Guide for Tennis improvement: How to improve at Tennis if you really want to. Independently published;*

5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

TP classes favor face-to-face teaching and are centered on the student's teaching-learning process, meaning that the improvement of students' knowledge takes place by confronting the difficulties encountered in solving the tasks proposed in classes with the knowledge acquired. The theoretical component of the exhibitions is emphasized through examples and/or practical demonstrations, stimulating interest and research on the part of students. The same spirit will underlie the work methodology to be developed by the student, with tutorial guidance, aiming to consolidate knowledge

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as well as carry out small research work, outside contact hours. The continuous assessment methodology of this UC is based on assessments of the sport's technical skills (with ball control in analytical situations and in formal game situations), class questions and group work. The exam assessment consists of a written and practical test.

The assessment to be carried out in this curricular unit follows the stipulations of the ESECDG Assessment Regulations. The student is entitled to two types of assessment: Continuous assessment and final assessment.

Tennis:

PRACTICAL MASTERY: students will be assessed on their motor performance throughout classes, as well as by completing a practical test. This domain will be worth 70% of the final grade.

THEORETICAL DOMAIN: students will be assessed through a written test and group work. Theoretical domain will be worth 20% of the final grade.

Students' attitudes in the socio-affective domain (attendance, punctuality and participation) will also be considered, with a weight of 10% of the final grade.

practical component. All students who are unable to fulfill any assessment requirement due to permanent physical limitation or disability must submit to administrative services, within the first two weeks after the start of the semester, a medical certificate proving this. They also have to agree, within the same period of time, with the teacher of the area(s) in question, the training and assessment alternatives”.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The achievement of the learning objectives presented involves the transmission of scientific-technical content that seeks to consolidate through practical experiences with the aim of improving the basic technical gestures of tennis, in order to consolidate the quality of the student's pedagogical intervention, supporting themselves in question questions as a strategy to guide students in directed research, which is in coherence with the objectives of the Curricular Unit which aim to enrich specific knowledge of tennis and mastery of its fundamentals in order to develop skills of knowing, being, being and doing . In summary, this UC was structured with content with the aim of contributing to the student's understanding of the importance of the modalities, bearing in mind the growing relevance of the technical and scientific instruments necessary for the improvement and perfection of their intervention as a technician.

7. ATTENDANCE

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“Following the deliberation at a meeting of the ESECD Technical-Scientific Council, dated 13/09/2023, which provides that “each teacher must define the attendance criteria that they consider most appropriate for promoting academic success, depending on the specific of the Curricular Unit, without prejudice to the fact that guidelines in this regard may be established by scientific/disciplinary area”, to access continuous assessment in this Curricular Unit, students must participate (in an active and practical way) in at least 22 classes.

8. CONTACTS AND OFFICE HOURS

pedrosemiao@ipg.pt ; Tuesday 17h00;

DATE

26th of september of 2023

SIGNATURES

Professor

(Pedro Alexandre Barata Semião)

Area/Group Coordinator

(Teresa De Jesus Trindade Moreira Da Costa E Fonseca)

Assinatura na qualidade de (clicar)

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