

LIVE CALL

Sunday

Nov 14, 2021

Jorge Capestany





Q 1: I'm a new Head Coach and would love your thoughts on conditioning for high school tennis. Running? **Beth**



Q 2: I have a HS player. She is a very strong player but allows her opponent to “get into her head”

Tennis Training - The 4 Major Areas

TECHNIQUE



FITNESS



STRATEGY



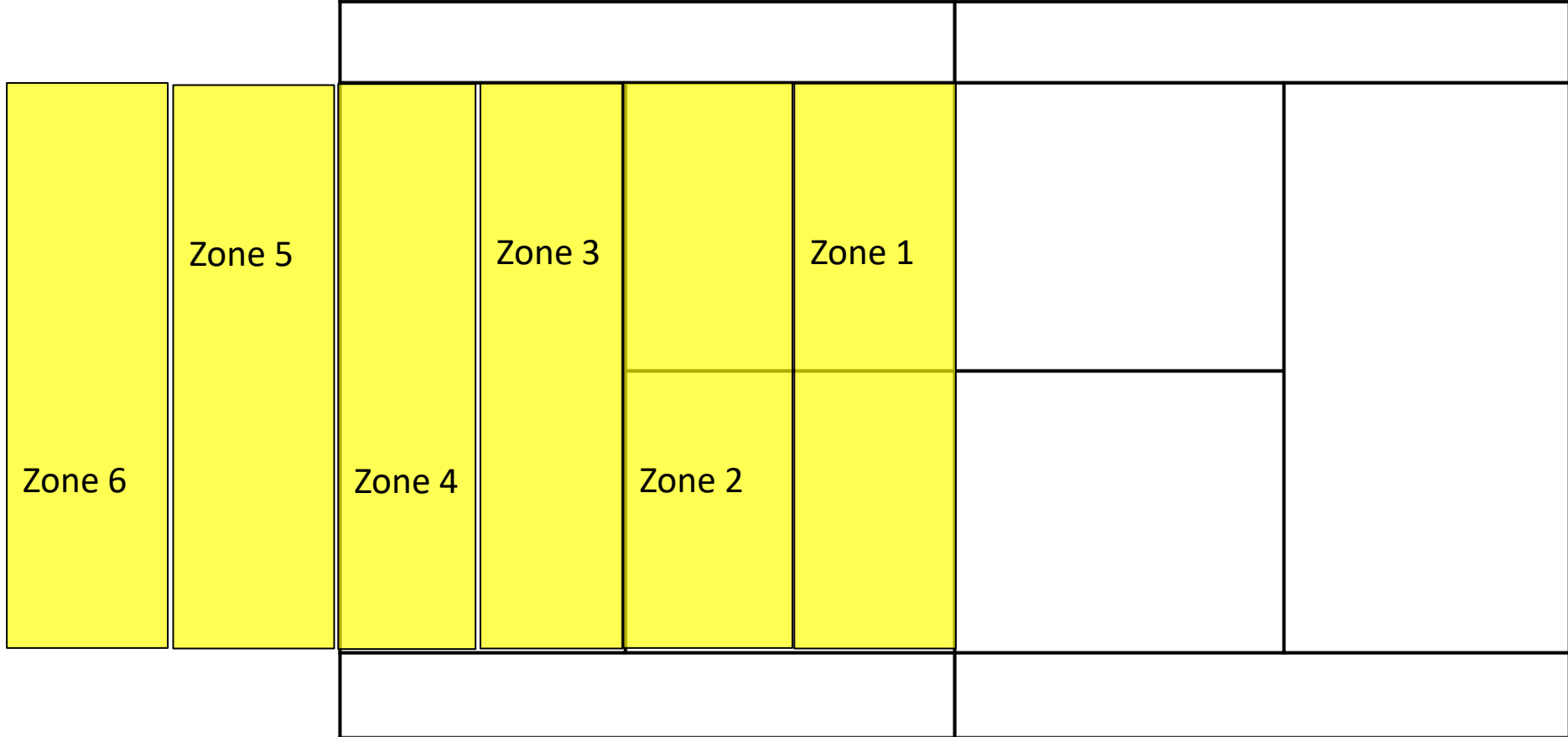
MENTAL





Q 3: How would you teach, the zones, rally, attack and, defend?

The Six Zones





Q 4: Any ideas for red court players that are young. They can't seem to do much. **Jim**

Kids Characteristics (Ages 5-6)

1. Great difficulty with fine motor skills
2. Reactions and anticipations skills are slow
3. Self-centered, lack a sense of time, and are impatient
4. Listening and following instructions can be very difficult
5. Scoring, winning, and losing are not understood
6. Throw with limited rotation and catch with two hands
7. Rallying over the net may be too advanced
8. 30-minute practice sessions are optimal
9. Practice sessions should be fun, active and interesting

Kids Characteristics (Ages 7-8)

1. Gross motor skills are developing
2. Reaction speed is improving, tracking skills remain difficult
3. Beginning to cooperate and share with others
4. Better at following directions
5. Learning the concepts of winning and losing
6. Throw has more body turn and weight transfer
7. Beginning to understand scoring and line calling
8. 45-60 minute practice sessions are optimal
9. Practice sessions should be fun, active, and positive



Q 5: when an adult who has played years ago and has been taught the old-fashioned way if they then come back after and play once a week into a group lesson what is your approach with them? **Matt**



Q 6: I have no access to indoor courts in the cold months. What are some good drills/activities to do in gym space?
Darin



Q 7: When to intro
competition to
young players - **Kyle**

Below are the seven stages of competition:

1. Individual tasks and scoring / no partners / just players working on their personal best.
2. Add a **partner** / the activity is cooperative / still no scoring
3. Still with a partner / still cooperative / but now **you add scoring**, but the scoring is against **another team**.
4. Partner becomes an opponent / the activity is competitive / keep the scoring as part of a team score.
5. Keep the opponent / the activity is still competitive / but the scoring is now **head-to-head**. (I win or lose, this is the first form of opposition)
6. Keep the opponent / but the activity moves to **point or match play** / but the scoring is part of a **team score**.
7. Keep the opponent / still point or match play / but the scoring is now **head-to-head**. I'm on my own (I win or lose).

Summary: First players just try to get better compared to yourself, then you can add partners, then add team competition, lastly 1-on-1 competitions.

It is also recommended that competitions move from:

1. Inside of the class they player is already attending
2. Then to a competition outside of class, but still at the players club
3. Then a competition outside of the player's club at another club (i.e tournaments).



Q 8: Coaching a D3 college women's team. All were singles players in high school. Only 2 of 6 had any idea how to play doubles. How would you get a passive net player to be more aggressive? **Doug**