

“KIDS+” project 613242 Erasmus Sports

PADEL MANUAL



Education, Audiovisual and Culture Executive Agency
Erasmus+: Sport, Youth and EU Aid Volunteers



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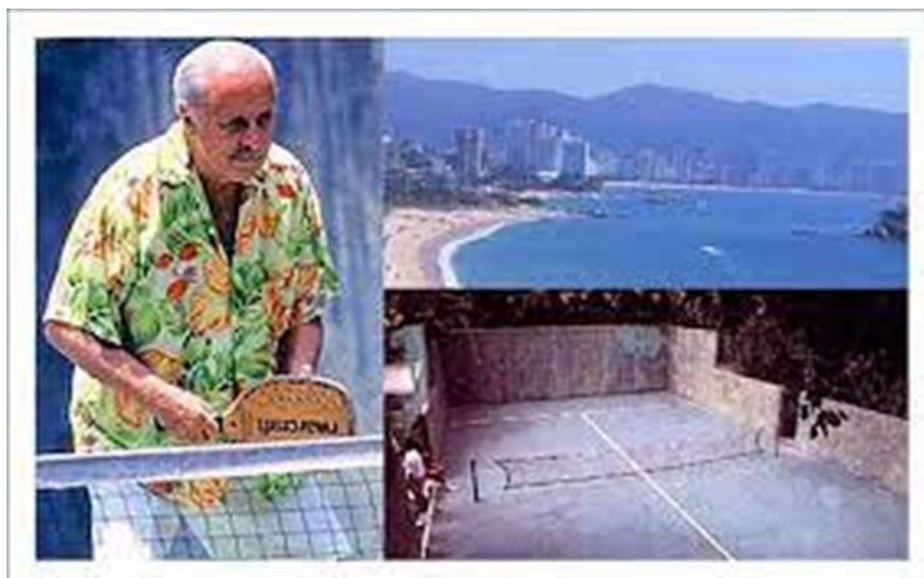
F. How to play Padel

History

How is born the padel

Padel is a relatively young sport, which has spread and is spreading rapidly amazing for her its characteristics of great playability and to be favorable to all bands of age without distinction of sex.

The game of Padel was born in the 70s in Mexico, when Enrique Corcuera known entrepreneur Mexican fan of racket games, he decided to take advantage of the space available in his residence for to build a field from tennis.



However, the space available was smaller than that needed to build one with measurements regulations, and was also limited on some sides by masonry structures. That's why, it camecreated a limited playing area compared to the size of a tennis court, completely surrounded by a suitable combination of concrete walls and wire mesh, which had the task of preventing the ball from leaving the playing field. This particular combination had the undoubted advantage Of create a play area in which there ball was always in movement.

The arrival in Europe of game of the padel

Subsequently thank you to the Mr. Alfonso Hohenlohe friend of the Mr Corcuera, that often traveled to Mexico, the Padel arrived in Spain and more specifically in Marbella, where they were built the first two fields in the 1975. After have shared different summers with the friend Corcuera, the Mr

Alfonso Hohenlohe he decided Of to achieve other fields Of padel but with some changes And improvements.

The padel remained however a game elite until at the start of the Years 80's, when some tourists Americans decided to export this discipline to their country where they built various golf courses game.

Gradually, the game began to convert into a real sport and to spread into various countries: from Argentina (where players are now a few million) to Spain - country of adoption with thousands of players - to France, to Use, al Brazil

In Italy Padel made its official entry in 1991, when a field was built performance during the sports event Show, at the Bologna Fair. On this field They took place dating between the representative of Spain, Argentina ed Italy.

"The debut" he succeeded beautifully, the development it happened quickly, And the interest was right away high, such as to see rapidly increased requests for information on the construction offields And on the possibility to be able to practise such sport.

From that moment in then growth of the padel in Italy was unstoppable.

The 2008 Sara the year more important for the padel, finally And definitely recognized from the

C.O.N.I. through the insertion in scope from the Federation Italian Tennis.

Today yes they matter thousands Of fields in all Italy but mostly many schools padel they stand being born and this and the most importantly for every sport THE GUYS.

The Minipadel

Quality And responsibility of the Teacher Of padel

Having been excellent players and having obtained a qualification is not enough: the effectiveness of the work of the padel teacher is strongly conditioned by his indispensable "didactic" ability for carry out his profession and all the more decisive when has or does-re with the students more young. A didactic ability that is the sum of a series of skills, those that must be acquired because his action is successful.

For carry out with effectiveness there own action didactic, the teacher needs to ask yourself of the requests fundamentals:

- **What is it how do I teach?**
- **To who do I teach?**
- **Where do I do the my teaching action?**

A lot of the success of the coach plays in the relationship between knowledge and ability: in fact, he defines himself competence: "there capacity Of use the knowledge theoretical And the skills operational in real situations of work and in the development professional And instructor staff"

However, knowledge is not enough, even the most up-to-date and advanced on "what to teach", that is there part technical-tactical (mental, physical education), self such knowledge not I am integrated from skills application-practices, that is the skills Of guy didactic. These they solve the other appearance basic in teaching that can to be synthesized in the "how" to teach.

The didactic function of the teacher does not end when his pupil has understood the task from carry out. The pupils after have understood what they have to Do, the they have to to achieve practically; they have to that is to put in motorcycle the own body and to execute the task that the teacher has explained And let's hope established. So there competence of the teacher not yes accomplish only in the do understand to the own pupils that is that they have to Do, but rather in accompanying them in execution Of skills motor always more complex and do-you with greater effectiveness. In pursuing this difficult task, the coach must consider that for some of the own pupils this path Sara relatively easy, for other will be able to be more complicated, for some It will be a process very fast, for other they will take times more long.

Even when one's pupil has done the task the teacher's work is not done by everything. That task, to be performed effectively, will have to be performed not just once, but an

exorbitant number of times, it will probably have to be done at a higher speed. Of when the yes is learned, And Sara necessary even one greater precision And speed Of execution. Furthermore, the execution of this movement must also take place in different contexts: not only in training, but also in competition, when the environmental and emotional conditions are very high different.

Other element essential for to compose the painting operating of the teacher is "to who" teach, i.e. the most detailed knowledge possible of each individual characteristics of their students and of the socio-environmental context in which they live and they play to padel.

Last element Of success of the teacher is there own capacity Of to analyze And manage effectively the context in which it operates. The elements of context, which the coach will have to analyze, ranging from the analysis of the type of structure where he exercises his function of the relative environment at the discipline practiced. Of the organization needs to identify there typology (club, Association, sports club, center federal, etc.) noting goals, strategies And relationships between the various actors involved.

Before Of everything, the security.

Those who take care of young people are called, first of all, to guarantee the safety of their pupils. There their safety must be ensured by the careful arrangement of fields, equipment and from the evaluation of the context in which yes Opera.

However, the knowledge of the physical loads of the preparation that comes is equally fundamental proposal They. The exercises chosen by the teacher they have the goal Of to produce improvements technicians And physical in pupils but must to evaluate carefully that these, to the contrary, not behave risks and do not cause damage in the pupils.

Feed the motivation.

Another important task of the teacher is to develop an ever greater interest in the padel discipline. Those called to teach cannot underestimate the role of motivation in the learning process. Even the most gifted athlete can't learn if he isn't animated from a loud interest And not is pushed from a impulse to learn. Responsibility of the teacher is to promote and support the practice of padel as a response to different needs of the students.

Develop motor skills.

From a motor point of view, the teacher must absolutely recover the motor skills of the young people who tend to decrease in recent years. The changed conditions of social life of the new ones generations often they prevent a natural development these skills Of basis how the walk run And jump. There diminished possibility Of movement spontaneous And the increase Of habits sedentary leads very often of the deficiencies motor which the teacher needs to do forehead carrying out activities, even if not related to the practice of padel, which affect the motor patterns of basis. The teacher must therefore be able to rebalance and recover motor skills generate to times a lot compromises; and for do this they are needed skills not alone techniques.

Know how to organize.

For closing the circle, organizational and managerial tasks appear increasingly relevant. In order to effectively carry out their profession, teachers must plan their activities, to produce And To preserve there documentation on They interventions didactic. And to evaluate the adequacy of means and gods methods used.

To teach padel you need interdisciplinary training

IS obvious that the teacher needs to have preparation distinctly interdisciplinary. The knowledge to be able to increase the teaching effectiveness of the teacher comes from many areas disciplinary. The contribution of psychology is of considerable importance: it helps to create a relation positive with the pupils, understanding it the needs And succeeding to to adapt the own behaviors at They different characteristics psychological. The teacher needs to Moreover hold I count also some conditions social of the territory, the family, there school And the club.

The teacher Of padel not can regardless give her knowledge related high methodology of the training and the contents of these disciplines biomedical and neurophysiological. The elements characterizing the physical load, the nature of the exercises, their own succession, their placement inside of of the lessons, the procedures, etc. I am elements essential for be able to to teach effectively. Just as it is essential to know what happens in the student that, asyes exercises change the own behavior respect to a skill.

A multilateral action.

The action of the teacher, the exercises he proposes, their organization aimed at an effective learning from part of the pupils, they depend in first place from the knowledge from part of the teacher of the object of the own teaching: there discipline of the padel in an optics multilateral.

The student in the center.

The pupils they have to to be considered the subjects main of the process Of teaching And learning and therefore must be placed at the center of the teacher's didactic action. These must be able to welcome and motivate them in the best way and to encourage a real and continuous in them learning. The pupils they have to to be sure that the They teach be really interested to thetheir learning, they must clearly

perceive that the teacher because first of all, holds to the done that have success in the They practice sporty, wants that "they succeed", audition satisfaction, yes have fun. The center And the point Of reference Of Everything is fine action of the teacher needs to to be so own the student, as a person as well as an athlete. Therefore the teacher must consider the pupil how the real hero from the lesson/training. And he that, supported from the intervention

of the teacher, must be gratified and satisfied by the practice of padel. Succeed and progress are the keys to this satisfaction. The teacher who manages to trigger this virtuous circlecreate a situation optimal: realize simultaneously the success of the pupil and the own.

Know your pupils.

Everyone the pupils they possess of the characteristics physiological And psychological that the "prepare"to change the own behavior, so to learn. But such characteristics I am present in a very different way among the students, determining strong individual differences of which the coach must take into account to identify the ideal path for each of his students. The teacher must be able to recognize the differences, some of which are very significant, that the different students present. Even if it divides them by gender, age, level of play, and therefore deals with groups enough homogeneous, stay

Anyway determinant know And hold always present the characteristics of each of those students. The main differences that the students present and that they go evaluate carefully from the teacher are:

- **structural (anthropometric, postural, etc.)**
- **motor (coordinating and conditioned)**
- **techniques specifications**
- **psychological (affective, emotional, motivational)**
- **social**
- **cognitive**

From the point Of view motor, there knowledge of the level Of development coordinative And conditional reached up from each student represents a element essential for the teacher for identify the most appropriate activities for each subject. Pupils differ among bulls too for how much it concerns the mechanisms related to attention, anticipation and consequent catch of decision. These processes play a vitally important role in solving problems different tasks that the student faces in sporting practice, especially in padel where the environment and the game are in continuous transformation (environmental game conditions, tactical adaptations due to the indoor/outdoor game situation), continuous changes of trajectories) and where the student will have to in continuation adapt e move up the various situations Of game that they will show up.

The teacher will also have to identify the main psychophysical characteristics of his students they concern their different emotional control, the different ways of managing interpersonal relationships among students themselves e with the teacher, but most of all you wait for him concerning at the motivation.

The teacher must try to understand for each student the reasons why he has chosen to practice the padel and to persist in the commitment to practice it, which is why one dedicates oneself to it with a certain level of intensity and Which expectations feeds in the comparisons Of this sport , how the charm of the game , the attraction Of a player famous, the to stay in the group, the wish Of get better technically And

make new acquaintances, or simply to carry out a healthy physical activity and keep fit, can represent i reasons for which you choose to start to to play to padel.

Motivation is the key to everything

Often the motivations are divided into, **intrinsic motivations** decidedly aimed at the pleasure of learning as such **and extrinsic motivations** that always depend on such external factors there fashion of the moment, friends And the traditions family's.

In this second case there motivation not is really deep And so exists a risk particularly loud Of abandonment or fall of interest.

Naturally the teacher has a task more easy with those that present reasons intrinsic, but to be truly effective it must be able to interact successfully above all with those who are animated by weaker and externally induced motivations. behaviors held by the teacher, his way of proposing padel and communicating is in fact decisive when the learners' motivations are less solid and subject to changes that can lead to a possible abandonment. Changes concerning at the motivation not I am almost never sudden And sudden: it is part of the skills of the good teacher to know how to recognize them and, if possible, counter or indulge.

The social aspects.

Finally, the teacher will also have to take into account some aspects of a social nature. Each pupil belongs to a social status, has its own references and comes from family backgrounds different. The value and meaning that one attaches to sporting practice can be completely different and this can lead to a different internalization of the behaviors required of one sporty and in any case a different approach to learning and/or training. To practice sports approach, intact, children and young people with very different characteristics. Some have significant family or personal sporting experiences; others, on the other hand, don't know it at all discipline they are about to practice but may have gained other sporting experiences. Other still I am sedentary And maybe not I'm from everything convinced Of play sport.

The responsibility to teach.

When a student yes enrolls to a course Of padel, Yup trust at skills And to experience of the teacher, from whom a series of answers to certain needs is expected: a program adequate, an effective climate, an objective and motivating evaluation, the utmost correctness, the respect for educational and sporting values, attention to one's own feelings and aspirations. The teachers not can in any way take no responsibility attributing to causes external (there family, school, bad character, lack of commitment, today's society, etc.) failures, i missed learnings or the abandon of the They pupils. To the contrary, the teacher that wants

improve the own capacity it should to research such causes mostly through careful

assessment of the own skills and responsibility.

360° expertise for complete professionalism

The relationship with the students, while remaining of primary importance, is not the only one to be managed by the teacher. Other figures play different roles within the context where the teacher Operates. Such contexts, even if very simple and small in size, force the teacher to know how to interact at least with the leaders of the club, with parents and with others Colleagues. So the teacher, called to absolve many And different homework, needs to necessarily to possess knowledge And skills that the put in grade Of be able to take decisions And carry out effective actions to more levels.

Such skills yes can split out summarily in following categories:

- the tactical-technical skills
- the skills motor
- the general psychological skills
- the didactic skills specifications
- the skills managerial-organisational

The role of technique . As mentioned, to be able to effectively teach the fundamentals of padel the teacher must also know the meaning of the technique and the role it assumes in the padel. The technique in our discipline it is not the ultimate goal of teaching how in so-called "technical-combinatory" disciplines such as gymnastics, figure skating, diving, etc. where the result is obtained through the best possible technical execution. On the contrary, in games sportsmen And in sport Of combat (And so in the padel), there technique is a factor tools to achieve the result. The result in padel is the sum of many factors, of which one it is the tactical-technical component. Knowledge of the technique and its characteristics, appears absolutely essential but not sufficient for be able to to teach. The teacher needs to own some skills didactic And have a methodology Of teaching

from the technique.

There conduction from the lesson. Know to design a programming didactic finalized teaching the technique means possessing skills capable of making a diagnosis Of departure (Start of the activity), know to define of the goals. Know program exercises And entrusting tasks in the field is essential, making practical examples and demonstrating how and why they are the main actions that the teacher must know to

achieve from the point of didactic view.

Building empathy. It is clear that the teacher's action cannot have any probabilities successful if it is not conducted keeping in mind some elements relating to the relational aspects with the pupils. Not you can to be intervention effective self not Yup proves a high level Of empathy. The knowing understand the difficulty of the pupil, recognizing it emotions And feelings, keepingthere awareness from the own individuality, is surely a attitude that facilitates there understanding of what the students feel during their sporting journey. This way yes create the conditions for a relationship of mutual trust to develop between teacher and pupil in therespect of the own role.

Teacher and manager. Finally, the padel teacher must possess type skills managerial. Such skills, very useful also in the conduction of the lessons, I am absolutely necessary to be able to perform other tasks, sometimes required of the teacher in the relationships with the structures for which ones he works or what really manages personally.

The importance from the methodology. To possess an effective methodology Of teaching is essential. This awareness, which might seem obvious, is very often disregarded by many of the same teachers: there are those who think that it is enough to know how to play, to have had experience competitions and possess a good knowledge of the technique to be able to easily transfer it to own pupils. In Genre these instructors they get that self the pupils not they progress is basically They responsibility or Of other factors external. For to avoid this situation the teacher needs to develop continue skills professional. Yup deals with Of a together Of knowledge and skills integrated with each other which defines the specific teaching competence of each one teacher, constituting the characterizing element of his professionalism and, consequently, the his recognition social.

Global practice or practice by parts? How to choose

The choice of the modalities with which to propose the practical exercises to the student appears decisive. We talkindeed Of **Practice Global** when the exercise proposed to the pupil repeats in the her globality the movement to perform in competition. While we talk about **Practice by Parts**

when the proposed exercise is only part of the movement to be learned, in the hope that the individual parts can to be learned And then transferred in the movement global from to execute in competition. A gesture or a movement can be learned using a global method or by splitting it into individual ones set off. In general, the criterion that is chosen to teach is always relative to the difficulty of what is being taught sign. If the

movement is complex, it will always be necessary to proceed with single analysis part of the same, because careful partition said set off that the composes can to produce improvements in learning.

In padel, an alternation of the two forms of practice is preferred. For example, a initial phase realized globally, where the student orients himself with movement in his own entirety and he basically understands its goal. Afterwards, you can use the practice by parts for highlight some key passages of the movement or correct some uncertainties and then come back to to execute the movement globally. There practice global appears more effective for the skills not too complex techniques and to ensure a mental representation of the movement executed.

The use instead of the practice by parts seems more appropriate in the corrective phase or to simplify the process of learning more complex skills. In any case the number of repetitions proposals in practice by parts should never be excessive, favoring a global approach the technique to learn. Another approach, useful in teaching complex actions, avoiding the appeal to mode more analytics, is there simplification reducing there difficulty of the task. Simplification can to be obtained through:

- reduction of the difficulty structural, with changes of the spaces And of the tools for make them moreeasy to check
- decrease of the requests motor And attentive for half of assistance also manualof the teacher
- introduction Of accompaniment rhythmic to action
- reduction from the speed Of execution
- orientation of attention on points key of the action through tips verbal frompart of the teacher.

The Fundamentals in Padel

**PADEL ILLUSTRATED BY ITALIAN NATIONAL TEAM
TECHNICIAN GUSTAVO SPECTOR**

HANDLE



FROM THE END OF THE FIELD

- Service
- Straight
- Reverse
- Lob
- Back wall exit field
- Counter wall

FROM THE NETWORK

- **Volley straight And reverse**
- **Smash**
- **Bandeja**
- **It vibrates**

SERVICE

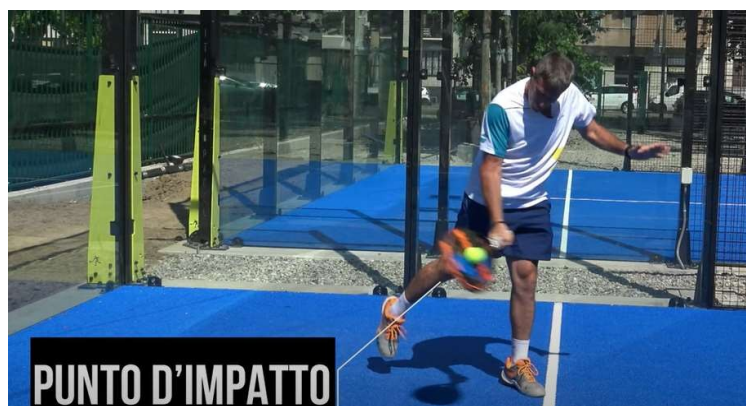
[TO lesson from Gustavus spector: service](#)

It is the shot that starts the game, it must be performed diagonally (right-right, left-left) And with feet behind the white endline.

There ball must perform a bounce on the ground first to be affected below the hip of player.

Hardly the hit to serve gives rise to a point, what is called "ace" in tennis in padel it is difficult to replicate; more likely that you will be able to put your opponent in difficulty with a joke very cut And angled.

The serve can be of 2 types: flat with fast ball exit and back spine or slice with a lot effect .



STRAIGHT

[TO lesson from Gustavus / the straight](#)

The straight is the blow more common And natural, he comes carried out putting on sideways or facing the ball and hitting it with the racket which becomes an extension of our hand. It can be a straight and short flat forehand with more speed and control. The concept of time available to hit the ball is fundamental in padel where the speed of game being high does not allow much room for correction. The flat forehand eases to the max the impact on ball.



REVERSE

[TO lesson from Gustavus reverse](#)

The backhand is a shot opposite to the forehand and a little more difficult to execute. It requires a movement of less natural body, can be done with one hand on the handle of the racket or all and two, ed is how to hit the ball with the back from the but no.



LOB "GLOBE"

[TO lesson from Gustavus: the lob](#)

The lob in Spanish called "Globo" is a mainly defensive "tactical" shot but which can also be used to conquer the net. It can be done both forehand and backhand it can be a direct hit or executed on a ball that returns after bouncing off the glass. With this shot bypasses the opponent who will be forced to retreat towards the baseline for recover there ball allowing us to push forward at the net ready to answer in attack.



EXIT OF WALL OF BACKGROUND

TO lesson from Gustavus: exit Of wall

The forehand or backhand wall exit is a shot that is made after the ball has bounced on the glass. You position yourself laterally with respect to the ball and hit it on the fly after the rebound on the glass. From a wall exit they can have various tactical solutions mainly defense but always ready to become favorable situations to conquer the net and attack the opponent, lob, exit fast tense, short slow exit at the net (chiquita).



THERE COUNTER WALL

[TO Lesson from Gustavus : There Counter wall](#)

There Counter wall is a blow not very easy from to achieve, requires power And the right impact with the ball. It consists of hitting the ball making it impact against the back wall field, the rebound needs to generate a parable in grade Of do arrive there ball in the field opponent.

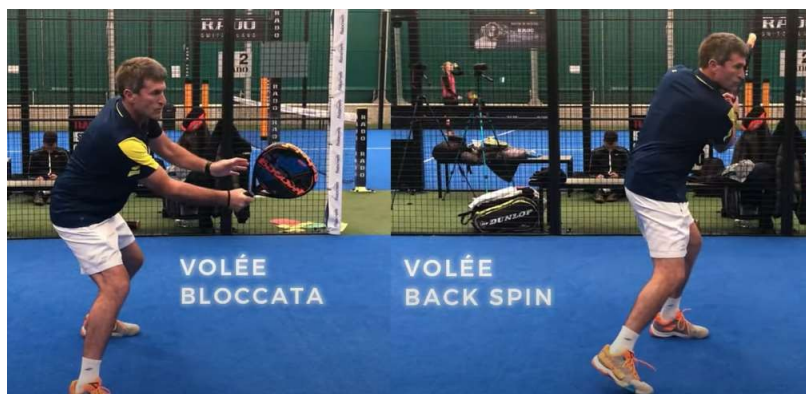
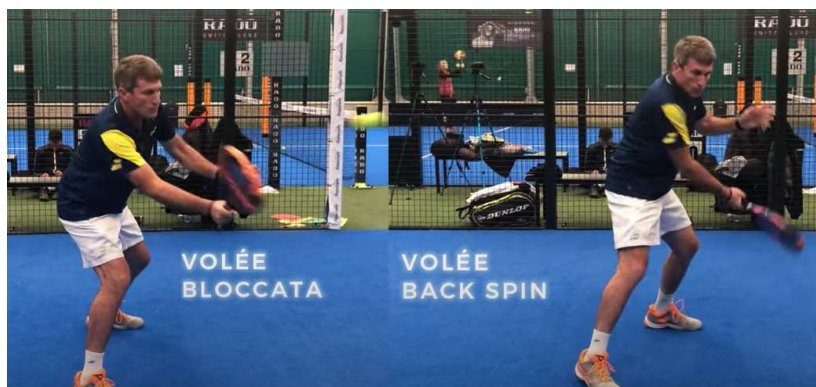
It is a blow that is made in game situations in which we are under pressure from the opponent and we have to play one ball near the back wall on which we are late e therefore having neither the time nor the space to make a different play is preferable break free with an "exit of wall".



VOLLEY

[TO lesson from Gustavus: there volley](#)

Yup performs a movement very similar to the straight Of bottom field, but there ball here yes it strikes to the flight. The position is about 2/2.5 meters from the net and the goal is to pass the net while keeping the play with strokes that can be fast and powerful to mislead the opponent or slow and precise in order to create the conditions to arrive at a definitive following blow for the conquest of the point . The same directions also apply for the Volley by reverse.



SMASH

[TO lesson from Gustavus spectator: the smash](#)

Not easy to perform, requires coordination and power. It is a spectacular shot that is carried out when the opponent tries to override us with a lob but without succeed. In this case we have the possibility to hit the ball hard on the fly trying to close the point by doing bounce the ball away from the opposing player and return it to our half. Watching professional matches it is not difficult to see scenes where a player recovers a "smashed" ball that bounces out of the court. You will see the players exit the field from game attempting truly spectacular recoveries! Some players who have done and still do recoveries extraordinary, you find them in this item dedicated to the players more strong in the padel. The smash can be done flat (fast and powerful) usually in the direction of the glass of bottom field to straight or with effect the kick to the end of do go out there ball from the field sideways from the part of the network high 3 meters " **sacarla por tres** "



BANDEJA

[TO lesson from Gustavus: there bandeja](#)

In Spanish for 'tray', the Bandeja is an important stroke in the game of padel to succeed recover the network. In this action it is the body that moves forward to strike the ball. The point impact is at eye level for a slice and precise shot. It's a very technical shot and characteristic of padel, it is advisable when we have to manage a short lob, with the ball which bounces about halfway across our field. In this case it becomes risky to attack the ball with a smash and at the same time we will offer too many advantages to the opponent if we wait for the ball bounce. The Bandeja born from the opponent's lob is already a shot loaded with speed, so it will not be advisable to charge the speed ball further, rather, it will be important to control the racket as much as possible by directing it towards the outside walls to make again more complicated the reply of the opponent.



VIBORA

TO lesson from Gustavus spector: there it vibrates

Technically it is similar to the bandeja but with the difference that the racket starts from one position side and the shot is cut. The vibora if done correctly becomes a hit really difficult for the opponent who will find himself responding to a cut ball that will have a trajectory "to cross" And minimal bounce.



There Lesson Of padel

General structure

Phase introductory

- 1) **reception** of the students by determining the conditions for them to feel a climate suited and favorable to learning through play.
- 2) **Activation** of the student through exercises of a playful nature which favor not only the warm up muscular, also there correct disposition mental to the work following And Of consequence of learning.
- 3) **Demonstration** (first stimulate the learning process through the channel visual) And next explanation of the contents from the lesson (yes memories Of to define in manner systematically the relevant learning objectives) through simple in-formation e concise that they catch attention immediately of the students.

NB: remember to demonstrate the technical skills in a correct and simplified form and to associate them always to a goal Of guy tactical.

Central stage

The teacher will propose exercises to character multilateral (integration of the four areas relevant for to guarantee a learning optimal of the skills) holding I count that the pupils go through a phase of **coordination rough** with all the difficulty that the same involves in terms of motor control and cognitive skills. The key elements to consider I am the following:

- 1) Simplicity and consequent feasibility these exercises proposals.
- 2) Constant attention towards the o. through adequate verbal communication e Not verbal.
- 3) Teacher-student interactivity (respect the principle of gradually providing the ball first with there but no arranging next to to the pupil And walking away gradually until to arrive to to propose the exercises in phase Of dribble).
- 4) Interactivity pupil-pupil (while two pupils they interact with the teacher, other twowill carry out the exercise autonomously). For example, a pupil provides the ball with the hand while the other strikes performing the different technical skills. The teacher will alternate pupils in such task and will pay attention so that the exercises they are the more possible to comply with indicated objectives at the beginning from the lesson.
- 5) Activity proposed essentially in a playful form and naturally integrated with exercises learning.

Final stage

The teacher will propose competitions, preferably in teams, with objectives aimed at having fun of the students and progressively to the application of technical-tactical skills in real situations game. It is advisable that the tenders proposed in the final phase always have some elements of CO connection with the goals fixed in scope of the lesson.

Structure of the Lesson

Phase introductory

- Familiarization racket ball in the space Of dedicated game
- Demonstration and Explanation
- Ball practice provided by the teacher

Central stage

- Tutorials carried out to interactive character developing the goals didactic of the lesson

Phase the final

- Tutorials carried out under form Of competition recalling the goals from the lesson

Real game situations

- Development situations Of game
- Interactivity
- The teaching from the technique in context of the actual game
- Introduction of the topic "Problems of the Game" for do find garlic pupils the solutionsbest
- Specificity of learning
- Greater Involvement from part of the pupils

Teaching styles

The concept of style

The way of conducting the lesson of presenting the different exercises, the ways of relating and the interventions with the students, end up defining a teaching style, which will be personal and different for each instructor.

But it exists a style of teaching more effective Of a other?

Exist relations between there speed And there quality of learning and it style adopted?

In the concept of style they converge many elements, between Which:

- the guy Of decisions that the teacher he takes
- the strategies didactic adopted
- there responsibility And the grade Of autonomy that comes developed between the pupils
- the methods of control social And Of maintenance from the discipline.

In general line, the styles of teaching can split into two big groups:

- those based on command and on authority of the teacher
- those instead based on participation and on autonomy of the pupils.

THE first they have a accent directive And prescriptive while the seconds they value the involvement Andthe discovery from part of the students.

There are many approaches to studying teaching styles, but those that have had one significant relapse didactic they analyze the three stages more important in the process related teaching/learning to management of the lessons, that I am:

- planning of the process
- decisions on how to run the contents (difficulty, intensity)
- evaluation of exercises

depending on who decides the characteristics of the three phases of the teaching proposal, one is identified style Of teaching. To example self is the teacher to to decide what Do the exercises (fatigue intensity), and it is always the teacher who evaluates the execution we are in the presence of a **style of command** .

Continuing the example, if the teacher decides which exercise to perform but the student decides with which of difficulty or how to organize the exercise, but it is the teacher who evaluates its effectiveness e neither provides any corrections, we are in presence Of one style named " **practice style** ".

This style is probably the most used as the teacher defines motor tasks specific by explaining to the pupils what they must do and what they must not do. The students though they can autonomously manage the adjustments and changes during the execution and decidetherefore also the methods of execution of the movements. But it is the teacher who, during practice, provides judgments and evaluates the students' performance. This allows you to run for a while adjusted the different exercises ensuring an effective workload and, at the same time, say involve the students in the construction of the path. An even more collaborative style is adopted if the students are also entrusted with the function of evaluating the outcome of the exercises: the teacher chooses the exercise, the students decide the modalities and give an opinion about how she's gone. This style he comes termed " **style from the reciprocity** ".

Man but no that the responsibility of the pupils increase, yes they adopt styles that they combine the decisions of the teacher with those of the pupils. Greater student involvement in conduction, if not also in the planning of the lessons, favors the achievement of a greater autonomy And independence of the pupils. This compels However the teacher to carefuland competent management of the teaching situation: an instructor who adopts a participatory style e collaborative does not delegate responsibilities to students, but increases its own because it must be able manage a situation that does not control in direct way.

The adoption Of one style respect to a other and in any case affected from different factors, between the Which:

- the target didactic
- the characteristics of the pupils
- the context where is it yes Opera
- The conditions operational
- the time available

As for the Minipadel, the most appropriate style seems to be the "practice style". The teacher proves the action Of game, neither illustrates the elements key, indicate the result from achieve; however, the students have the right to be able to adjust and modify the exercises with a certain freedom, thus trying the possible solutions.

All this leads in a natural way and with sufficient motivation the student to pass from the phase of coordination rough to to phase Of coordination end of the movements.

A greater involvement of the pupils in the to decide the elements constitutive from the lesson identifies styles like that of "self-verification and guided discovery".

How to play Padel

Padel is a fun game played in pairs, two against two, like tennis, with the same score but with various differences:

- there racket not has the "plate ropes " but is made up from a chassis rigid in carbon(external) And material expanded (indoor) pierced for make it more light , there which lengthmaximum does not exceed the 45.50 cm.
- movement strategies and tactics are different as there are many trajectories which the ball can follow and suffer during the exchanges especially for the use of the side walls e rear (first in wall Now predominantly in glass) And for there grill metallic, that surroundthe field .
- the fields I'm both outdoors than indoors.



THE SCORE

It is calculated as in tennis (15, 30, 40, game, set) and is played in the best of three sets (whoever win two sets). In case of 40 all (tie), from the beginning of 2020, in the

professional circuit of the World Padel Tour the novelty of the golden point (or killer point) has been inserted instead of the classic advantages. TO amateur level it is still common to use the old advantage rule, as in tennis. The set yes wins to the achievement Of 6 games (with at least 2 games Of benefit on opponents). On the eventual 6-6 yes plays a tie-break at 7 (or to beyond, fine to have at least 2 points of benefit).

BOUNCES AND WALLS

There ball can to be affected indifferently from one (And alone one) of the two players from the squad, in any area of the field, to the flight or after a alone rebound for earth. So that there ball replayed

is good, it must bounce on the ground in the opponent's court before hitting the back walls or the side walls and wire mesh. If the opponent does not hit the ball before the second bounce for earth, is point.

It is possible to send the ball back into the opponent's court by bouncing it off one or more walls of the own court (but not on the metal net), provided that the next rebound is on the ground in the field opponent.

If the ball bounces at the junction between the floor and the wall, it is considered good and yes continues to to play.

It is mandatory to hold the racket using the safety lanyard. It's forbidden, besides dangerous, to hit there ball throwing there racket. There ball can to be affected alone and exclusively with the racket. If the ball touches any part of the body or clothing of a player, it is point for the opponent.

Only one hit is allowed: if you accidentally hit the ball twice before hitting it field opponent, it is point for the rivals.

If the opponent hits the ball and it goes out of bounds after bouncing on the ground, the ball is still in play. game. IS possible replay there ball towards the field opponent first of the second rebound, doing it to pass from the brings or to the Of on of the walls side:

If the ball hit by the opponent bounces in our court and returns to the opponent's court without that no else you touch it, it is point of the opponent.

External elements such as ceiling, lights and their supports are not part of the field. If the

ball bounces directly on one of them, it is the opponent's point. If the ball bounces on the court and subsequently hits an external element, it is the point of whom made the hit.

INVASIONS

It is not allowed to touch the net with the racket, with parts of the body or with clothing. If you touch the network, the point is assigned to the opponent.

THE GREAT DOUBT

Yup can't hit the ball overstepping the network with the racket ? depends !

In the shots to the flight, not yes can't hit the ball in space to the Of there from the net. But, after the impact with the ball in one's court, the racket can, in the inertia of the movement, invade the space of field opponent, as long as this doesn't disturb them opponents themselves.

When yes can't hit the ball invading the space of the field opponent?

Only and exclusively when the ball has previously rebounded into our field and returns to the opponent's field. This is the case, for example, with powerful bouncing shots on the back wall to return to the field of those who made the smash, or shots with spin how for example a volley muffled. And who it serves the does for the whole game: how in the tennis, the

service is cross. The player who serves will start from the right side and will have to address the ball towards the left square of the opponent's court. The next service will be from left to right, and so on. The serve must be made from behind the line, without stepping on it and without jump.

The serving player must bounce the ball on the ground before hitting it, and impact cannot be to the Of on of the height from the belt of the player. The ball is good self after have rebounded in the opposite square, hits the side or back wall, while it is invalid if, after the rebound, hits the net metallic.

For who he answers to the service, not is possible to hit to the flight, but must always

wait the rebound. Self there ball bounces two times for earth without to be hit, is point Of who has carried outservice.

If, when serving, the ball touches the net, the following situations may occur: Touch the network and bounces off of the square corresponding: not good

After touching the net, it bounces into the square and bounces off the wire net - not good Touch there net, bounce in the square And bounces on a wall: service null, yes repeats

Touch there net, bounces in the square And perform a second rebound in field: service null, yes repeats

In case of error at the service, the player has to arrangement a second attempt. A second mistake in the same service assign the point to the opponent.

TO purpose of service, you have already read these advice on how to train him?

These I am the rules basis of the padel. Following the yes they will be able to to solve some doubts And to play avoiding discussions.

In case Of different opinions respect to a point, there solution improve remains always that Of repeat the point same.

Obviously the padel rules are many more and there are also other cases but they will bego deeper during lessons didactic And the workouts

TIPS FOR TO PLAY IN PADEL

Let's find out some of the most important aspects to keep in mind right from the start matches.

- Pull more loud not guarantees a point more easy, indeed...for a bit' would be well forget the power!
- Self not there they were the walls lateral And Of bottom not would be padel, so take advantage of it !Often is better wait the bounce rather than move up the

shot.

- THE points yes win at net: no stay at bottom field And train the shots on the fly.
- move together to the your company, to network yes salt together And he backs off together.
- Play the more possible with always different opponents And learn from whom play from more weather.
- Train the lob, neither You will play to tens Everything is fine match. IS one of the shots more underestimated, but one of the most important.
- A volley played to the center is a good way for start the point And bring the opponents outside position.
- Wins who makes the least mistakes, is well remember it.
- Yup learn a lot too observing the Padel in TV or on Youtube channel .

Videos List

Link YouTube channel " A lesson from Gustavo Spector "

1. [At class from Gustavus Spector: the service](#)
2. [At class from Gustavo Spector: the smash](#)
3. [At class from Gustavo Spector: the reply at the service](#)
4. [At class from Gustavus: there bandeja](#)
5. [At class from Gustavus: there bandeja](#)
6. [At class from Gustavus / the straight](#)
7. [At class from Gustavus reverse](#)
8. [At class from Gustavus: output of wall](#)
9. [TO lesson from Gustavus: the lob](#)

10. [At class from Gustavo Spector: the it vibrates](#)
11. [The technique from the vibora explained from coach Spector](#)
12. [The rules of the service a padel \(with some surprise\)](#)
13. [TO lesson from Gustavus: there first volley](#)
14. [TO lesson from Gustavus: the locations](#)
15. [At class from Gustavus: there defence on Double wall](#)
16. [TO lesson from Gustavo Spector: vibrates vs. bandeja](#)
17. [At class from Gustavus: There counter wall](#)
18. [TO lesson from Gustavus: Go through the center](#)
19. [Q&A with coach Gustavus Spector part THE](#)
20. [At class from Gustavus: requests And answers part II](#)
21. [At class from Gustavus requests and answers part III](#)
22. [At class from Gustavus Spector response / 1](#)
23. [At class from Gustavus Spector response / 2](#)
24. [At class from Gustavus Spector response / 3](#)
25. [At class from Gustavus Spector response / 4](#)
26. [At class from Gustavus Spector response / 5](#)
27. [At class from Gustavus Spector / reply 6](#)
28. [At class from Gustavus Spector / reply 7](#)
29. [TO lesson from Gustavus: the service / special tips](#)
30. [At class from Gustavus: the service plate](#)
31. [At class from Gustavus: service / technique](#)
32. [TO lesson from Gustavus: service / tactics](#)
33. [At class from Gustavus: Defense position](#)
34. [TO lesson from Gustavo: Australian training](#)