ONTARIO TENNIS

PHYSICAL LITERACY HANDBOOK

Ontario Trillium Foundation
Fondation Trillium de l'Ontario

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OTA
ONTARIO TENNIS ASSOCIATION
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For more information on Raise the Net, the LTAD and other useful resources, please visit **tennisontario.com**

INTRODUCTION

The Ontario Tennis Association (OTA) has compiled this Physical Literacy Handbook as a resource for a provincial coaching curriculum that ensures consistency in coach delivery across our community clubs, regions and academies while developing physical literacy through a stage-specific approach for players aged 5 to 12.

It is our intention that through this resource, coaches will be able to create and implement programs that are developmentally appropriate by adhering to the guidelines of the Long Term Athlete Development (LTAD) model for tennis. It is encouraged that all programs and plans follow the coaching philosophy outlined in this resource as it will ensure that all participants are having fun while developing their tennis skills in a low stress, supportive, positive and safe environment.

This resource is designed to allow coaches to focus more attention on their methodology and coaching style by providing 'prescribed' recommendations for practices and lessons. These programs promote the technical, emotional, mental, social and physical skills of tennis players which in turn creates an environment participants will be excited to learn in and eager to return to.

For the purpose of this resource, we have focused on the first 3 stages of the LTAD (Active Start, FUNdamentals, Developing) which work together to develop physical literacy.

For more information on Raise the Net, the LTAD and other useful resources, please visit **tennisontario.com**

WHAT IS PHYSICAL LITERACY?

Physical Literacy is defined as: Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (PHE Canada).

PHYSICAL LITERACY encompasses the development of basic movement and motor skills in young athletes. This is very important for an athlete's growth as it provides a solid foundation for children and youth to develop skills, knowledge and attitudes they need in order to engage with poise, confidence, and enjoyment in whatever activity they choose to participate in.

FUNDAMENTAL MOVEMENT SKILLS

When teaching physical literacy to young athletes, it is not enough to provide a foundation but to go in depth and provide the children with a set of tools that will allow them to become more physically literate by teaching the following: Awareness, Sequencing, Selection and Modification.

Awareness: Being aware of both the space around you and where your body is in context with that space.

Sequencing: Being able to sequence body movements, for example, to run and throw a ball at the same time.

Selection of Movement: Being able to select the best movement necessary.

Modification of Movement: Being able to choose a movement when battling elements like wind and rain.

In conclusion, awareness, sequencing, selection and modification are all vital parts to establish fundamental movement skills for children. All children's movement skills have to be in context of being aware of the space they are in, being able to select the right movement, the ability to sequence those movements together and the ability to modify movements for the right scenario.

COGNITIVE SKILLS

Having cognitive skills are also an important part of physical literacy. Cognitive skills that are vital to an athlete's development are: competence, confidence, motivation and comprehension.

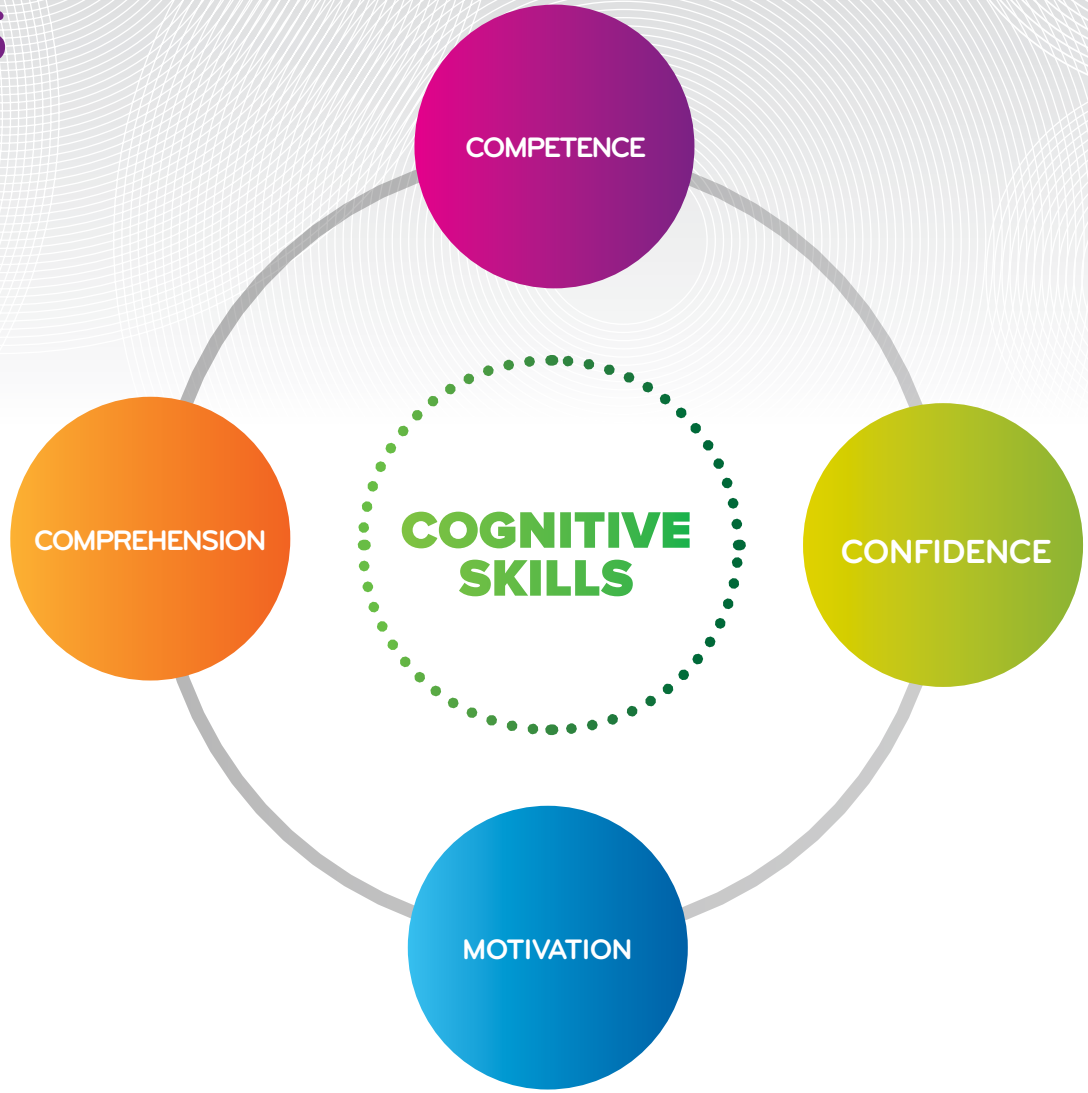
COMPETENCE: The ability to perform a movement successfully and/or efficiently.

CONFIDENCE: Built on a fun and challenging pathway mixed with successes and failures.

MOTIVATION: The desire to keep practicing, playing and growing as an athlete.

COMPREHENSION: The capacity of the mind to perceive and understand the movements being executed.

The foundations of developing cognitive skills are intertwined within each other. In order to get to the end goal of comprehension, one must first be competent when being instructed what movement to perform. Next comes confidence, having the knowledge and tools to successfully complete the movement. Once a child can move confidently, they will be motivated to perform the movement again which brings us back to our end goal of comprehension.



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WHO BENEFITS?

Coaches and tennis program coordinators who are working with athletes in the physical literacy development streams will benefit from this resource as it will allow them to ensure that well-rounded practices and programs are delivered across the province. Following this approach, coaches can create programs and training sessions that are appropriate for the development stage of each player. It is recommended that all coaches follow a participant-centered approach to their coaching methodology, empowering the player to make decisions within practices and/or matches. This way young athletes begin to practice making their own decisions, something they will have to do when on court.

The following diagram illustrates Tennis Canada's Coaching Development System. Coaches have the opportunity to mentor beginner level tennis players when they successfully attain their Instructor status. After becoming an Instructor, the next step in becoming a certified coach is to become a Club Professional 1. After successfully attaining that certification you can then filter into the "Coaching" stream or continue on in the "Club Professional" stream. The Instructor and Club Professional stream courses are delivered by the Provincial Tennis Associations. Courses in the Coach stream are delivered by Tennis Canada. Those who wish to coach provincial and national level tennis players must go into the "Coach" stream.

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COMPLEMENTARY SPORTS:

The eight stages of the tennis LTAD model are based on this concept of complementary sports. Physical literacy focuses on a holistic approach to athlete development while following the Long-Term Athlete Development model to support the development of sport specific skills. Top athletes in every sport are almost always well rounded athletes and are less prone to physical injuries and more equipped with better mechanics due to a higher level of physical literacy. Sport specific specialization is not recommended until the age of 12 as tennis players can benefit from learning movements and skills from different sports. Being involved in multiple sports and a variety of physical activities provides four essential benefits to your child's physical and athletic development:

1. BUILD A SOLID FOUNDATION

By providing diverse opportunities for physical activity, kids will learn many different movement skills which in turn can be transferred to a variety of sports. This will increase their athletic abilities, resulting in staying active and participating in different sports.

2. PHYSICAL BENEFITS

By playing many different sports kids will develop flexibility, core stability, strength, stamina, power and speed while improving their overall physical conditioning levels.

3. INJURY PREVENTION

The possibility of injuries increase when a child plays only one sport as repetitive movements can strain their body and affect the development of muscles.

4. DEVELOPING SKILLS IN LIFE AND SPORT

When being put in different sport environments, kids will develop important skills like problem-solving, effective communication, teamwork and being able to work independently. Playing different sports at a young age can also help build competence, confidence, self-esteem and character!

Many complementary sports can provide young athletes with a wide range of movement skills that can be beneficial for tennis or any sport he/she chooses to pursue.

COMPLEMENTARY SPORTS	MOVEMENTS PERFORMED
Soccer	Learn to run, kick, jump, change direction
Skiing	Learn to balance, move in air
Gymnastics	Learn to balance, jump, hop, run, change direction
Basketball	Learn to run, jump, catch, shuffle, throw
Track and Field	Learn to run, jump, hop
Dance	Learn to balance, hop, twirl

The coach, parent or club should promote full physical literacy by encouraging the development of fundamental movement skills and fundamental sport skills on land, water, on ice and on snow. Each one of these elements bring something different to the development of a child's athleticism.

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DIFFERENTIAL LEARNING

1 ACTIVE START
Ages: 0-5

The LTAD emphasizes well-rounded athlete development via four key components: physical; technical/tactical; social/emotional; psychological/mental. Each component reflects various facets of a player's development.

Children develop physical literacy at different rates and can vary based on the child's age, gender and maturity level. This chart provides the basic framework for coaches to work within. Keep in mind the needs of each player will change accordingly. Some players will need minimal added support while others will require much more applied and specific support.

PHYSICAL	• Still developing gross motor skills • Need variety of different physical activities • Still developing vision SKILLS TO DEVELOP: • Agility • Static and dynamic balance • Simple and complex coordination • Speed • Change of direction
TECHNICAL / TACTICAL	• Use of proper grip (continental, eastern, western, semi-western) • Preparation and swing path • Learning basic footwork patterns and stances • Developing consistency
SOCIAL / EMOTIONAL	• Need to have fun and be active • Need and seek adult approval • Are happy with parents near by • Enjoy taking responsibility for simple tasks • Can share with and help others
PSYCHOLOGICAL / MENTAL	• Able to concentrate for short span (age plus two minutes) • Able to follow simple instructions • Can understand simple rules

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2 FUNDAMENTALS
Ages: 5-8

- More fluent and well developed skills
- Need a variety of different physical activities
- Better able to judge depth

SKILLS TO DEVELOP:
- Running forward and backward
- Throwing overhand
- Catching with one hand
- Core strength
- Reaction and tracking skills

- Developing more advanced stroke technique
- Greater court coverage
- Developing high percentage patterns from baseline
- Developing control of the ball with improved pace, spin, height and depth.

- Need to have fun and be active
- Are appreciative of adult opinions
- More independent
- Need to feel successful
- Are interested in and inspired by people they like
- Aware of who they like and dislike

- More self-reliant and able to solve problems
- Learn visually
- Able to understand concept of winning and losing
- Can make more decisions and choices
- Able to verbalize opinions and ideas

3 DEVELOPING
Ages: 9-12

- Growing rapidly and get tired easily
- Will take time for muscle development to catch up with bone growth

SKILLS TO DEVELOP:
- Complex coordination
- Linear and multi-directional speed
- Flexibility
- Strength equivalent to own body weight
- Endurance

- Have correct grips and swing paths for all strokes
- Higher level of spin, pace and control
- Ability to defend
- Continued development of power and consistency.

- Improving in self confidence
- Beginning to realize other players have more ability
- Friends are now most important of all

- Able to concentrate for longer spans
- Can set short and long term goals
- Understand responsibility and leadership
- Can make decisions and have more self-discipline

A Sport for Life.

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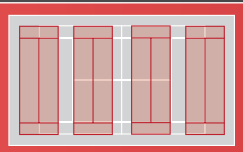
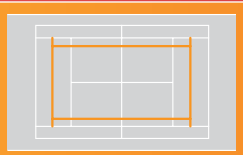
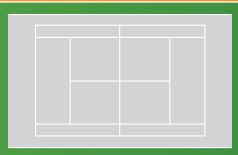
KIDS' TENNIS STRUCTURE

Kids' Tennis introduces the sport of tennis in a fun and interactive way and ensures immediate success for young athletes just learning the game. Using modified tennis equipment (ie: lighter balls and smaller racquets, nets, and court sizes) young players are properly equipped to enjoy longer rallies and learn the fundamentals of the game early on. Using this approach, tennis skills are developed much quicker, allowing for an easy transition to full court tennis and the equipment associated with that level of play.

STAGE STRUCTURE

Age	Ball	Court	Racket *(Dependent on the size of the player)	Scoring Options	Stage Description
5-8 years	(Foam or Felt) 75% slower than a yellow ball	 11-12m (36-39ft) x 5-6m (16-19ft) Net Height: 80cm (31.5 in)	Up to 23" (43-58cm)*	1 x tiebreaker to 7 or 10 Best of 3 tiebreakers to 7 1 x short set to 4 Timed Matches	At Red, slower balls, smaller courts and shorter rackets enable players to play the game from the first lesson. Players start to play fun, team-based matches, and develop good technique and use realistic tactics
8-10 years	50% slower than a yellow ball	 1-12m (36-39ft) x 5-6m (16-19ft) Net Height: 80cm (31.5 in)	23-25" (58-63cm)*	Best of 3 tiebreakers to 7 1 x short set to 4	Players move to a larger court, relevant to their size. The ball is slightly faster, but continues to provide an optimal striking zone and the ability to implement advanced tactics. Matches are longer than at Red, and children play both "team" and "individual" events.
9-10 years	25% slower than a yellow ball	 Full Size Court	25-26" (63-66cm)*	1 x short set to 4 Best of 3 short sets to 4 (3rd set as match tiebreaker)	The ball is faster than at Orange, but slower and lower bouncing than the yellow ball, helping experienced players to continue to develop good technique and implement advanced tactics. Matches are slightly longer than at orange, and both "team" and "individual" events are played.
11 years and over	Yellow Ball	Full Size Court	26-29" (66-73.7cm)*	Any scoring system within the Rules of Tennis	Once players have progressed through the Red, Orange and Green stages, they will usually be ready to train and compete with a yellow ball on the full court.

From 2012, The International Tennis Federation rules will mandate that 10 and under competition is organized using slower Red, Orange or Green balls on the appropriate sized court, with the appropriate sized racket. Players who begin tennis later (e.g. 9 years or above) are still recommended to begin training and competing at Red, before progressing to Orange and then Green.

RED STAGE:

- Aged 5+
- A foam or a 70% slower ball than a yellow ball with a red dot is used
- A mini court with 5.5x11 meter dimensions
- The racquet size should not exceed 23"
- The scoring can either be a tie break to 7 or 10 or a mini set up to 4 games

ORANGE STAGE:

- Aged 8+
- A 50% slower ball than a yellow ball with an orange dot is used
- A ¾ sized court with 18x23 meter dimensions
- The racquet size should not exceed 25"
- The scoring can either be best of 3 tie breaks to 7 or 1 mini set to 4 games

GREEN STAGE:

- Aged 10+
- A 20% slower ball than a yellow ball with a green dot is used
- A full size court is used
- The racquet size should not exceed 25"
- The scoring can either be 1 short set to 4 or best of 3 short sets to 4

PUT YOUR CHILD IN A POSITION TO SUCCEED!

Just like many other sports (e.g mini-soccer, t-ball, etc), scaling the game down to the size of the child speeds up the learning process and makes the game more fun.

The colour coded system is fully endorsed by the International Tennis Federation and has been adopted by many countries worldwide.

Imagine a 5 year old soccer player defending a full sized goal.

Imagine a 5 year old trying to shoot hoops on a 10 ft basketball net.

This is the exact same with tennis, if you put a child in a position where the chances to succeed are slim to none, results will be very hard to come by. Your child will then lose interest in the sport because they don't think they will be able to compete without failure.

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WARM-UP ACTIVITIES:

The warm-up is a very important part of playing any sport as it does multiple positive things for your body by:

- Developing good habits of physically preparing before more rigorous activity
- Increases body temperature and heart rate to reduce risk of injury
- Builds co-ordination

For starter players, the warm-up should be fun and keep everyone involved active. During the warm-up there must be allotted time given to stretch out muscles and other body parts before taking part in more intense training.

The following are some games and activities you can use during your warm-up:

COURT PARTS

In this activity, children are asked to put their foot on a part of the court. The purpose of this activity is to get young players familiar with the geography of the tennis court. Once the players are familiar with the parts of the court, the instructor then calls a part and the players run to it.

SHADOW STROKES

Players run along various lines of the tennis court doing specific footwork (run or shuffle) and performing strokes as they are called upon to do (forehands, backhands, volleys and overheads).

TAG GAMES

Tag games such as freeze tag, octopus and tree tag to name a few can warm-up the athletes heart rate and introduce an element of competition.

CLEAN UP YOUR ROOM

In this activity, all players have a tennis ball to start. The idea of the game is to throw all the balls from your side to the opponent's side using an overhead throw. If no balls are left on your side, you win the game. This game will raise the heart rate of players in a short amount of time.

FOR MORE INFORMATION, AND TO ACCESS SAMPLE LESSON PLANS AND DRILLS, PLEASE REFER TO:

www.tennisontario.com/pages/tennis-in-schools-lesson-plans-manual
www.tpacanada.com/resources/tennis-in-your-community/learn-to-play

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ACTIVE START - STARTING OFF RIGHT!

In the Active Start stage, the overall focus is to promote the love of physical activity while laying the foundation for future enjoyment of sport. The young athlete learns to move efficiently emphasizing movement skills such as agility, balance and coordination while participating in a variety of physical activities and most importantly, unstructured play. Physical activity creates neural connections across multiple pathways in the brain, particularly when activities that integrate rhythm are used.

ACTIVE START PRACTICE OBJECTIVES	
Technical/Tactical	Introduce basic individual techniques, tactical decisions are n/a
Physical	Develop agility, balance, coordination, spatial awareness and reaction speed
Emotional/Social and others	Feel comfortable with your surroundings and others
Psychological/Mental	Create a safe, positive environment that allows kids to fail and succeed

ACTIVE START PRACTICE DISTRIBUTION			
Technical/ Tactical 40%	Physical 40%	Emotional/Social and others 20%	Psychological/ Mental 0%

ACTIVE START GENERAL OBJECTIVES

- Instill a love for the sport and being physically active (and a specific interest in tennis)
- Introduce tennis with the appropriate sized ball, racquet and court
- Introduce hand-eye coordination (striking an object)
- Introduce, prioritize and promote a wide variety of fundamental movement skills
- Promote self-confidence in an enjoyable, safe environment
- Introduce fundamental movement skills (walking, running, jumping, wheeling, catching, throwing)
- Introduce fundamental motor skills (agility, balance, coordination, spatial awareness and reaction speed)

ACTIVE START STAGE GUIDING PRINCIPLES

- All physical activity should be in a safe, stimulating, fun and enjoyable learning environment
- Programs should use a variety of modified games to emphasize the development of fundamental movement and motor skills
- Facilities and equipment should be modified to ensure success and enjoyment of the child
- All participants should be actively involved and engaged
- Activities used should emphasize motor patterns that are the building blocks to facilitate the introduction of sport specific skill acquisition at the next stage of athlete development

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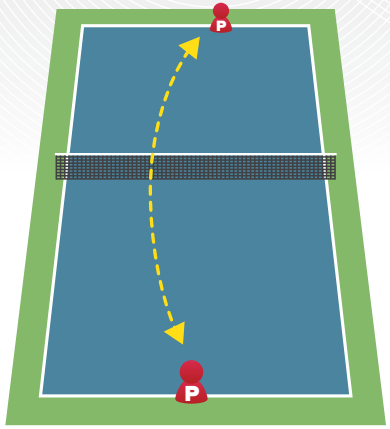
ACTIVE START PRACTICE ACTIVITIES:
"I CAN RALLY"

PRACTICE ACTIVITY 1 — Throw Rally



TACTIC:
Keeping the ball in play longer than the opponent through consistency.

ACTIVITY:
Players in pairs cooperatively **throw underhand** back and forth across court or down the line. Team with the longest rally wins. The rally is over when:

- The ball bounces twice before a player catches it
- The ball goes out of the designated play area or in the net
- A player catches the ball but in the air (doesn't let it bounce)

Fundamental Teaching Points:

1. Players must **recover** to a marker placed in the appropriate recovery position ("home base").
2. Players must throw and catch the ball in a **sideways position**.

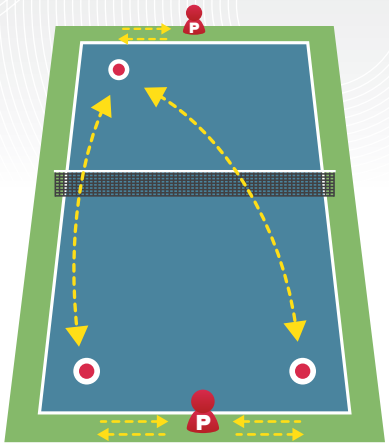
LESS CHALLENGING:

1. Decrease size of playing area
2. Allow players to stand on the same side of the net
3. Allow more than one bounce before player catches the ball

MORE CHALLENGING:

1. Increase the size of playing area
2. Throw and catch with dominant and non-dominant hand

PRACTICE ACTIVITY 2 — Throw Cross Court & Down the Line



TACTIC:
Playing the ball cross-court and down the line to move the opponent.

ACTIVITY:
Players in pairs cooperatively **throw underhand** back and forth. One player starts by throwing the ball cross-court then down the line. The other player always throws the ball back to the same corner. The rally is over when:

- The ball bounces twice before a player catches it
- The ball goes out of the designated play area or in the net
- A player catches the ball but in the air (doesn't let it bounce)

Fundamental Teaching Points:

1. Players must **recover** to a marker placed in the appropriate recovery position ("Home base")
2. Players must throw and catch the ball in a **sideways position**.

LESS CHALLENGING:

1. Decrease size of playing area
2. Allow players to stand on the same side of the net
3. Allow more than one bounce before player catches the ball

MORE CHALLENGING:

1. Increase the size of playing area
2. Throw and catch with dominant and non-dominant hand

KEY: Instructor (I) Player (P) Feeder (F) Hitter (H) Server (S) Returner (R) Target Drop Down Lines —— Ball Flight ←- - -→ Player Movement - - - →

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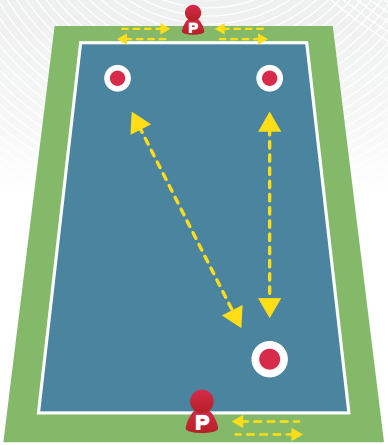
PRACTICE ACTIVITY 3 — Floor Rally with Recovery



TACTIC:

Moving the opponent around by playing the ball cross-court and down the line.

ACTIVITY:

Using the red court area players stand at home base (recovery) with one player **pushing the ball cross-court** then down the line while the other player always pushes back to the same corner. Players **continuously exchange the ball along the ground**. The rally is over when the ball goes out of the playing area or bounces off the ground. Players with the longest rally win.

Fundamental Teaching Points:

1. Players must always **recover** using shuffle steps back to centre after pushing the ball.
2. Players are **set up sideways** when projecting and receiving the ball.
3. Ensure players are contacting the ball in front of the leading foot with the **racquet facing target**.

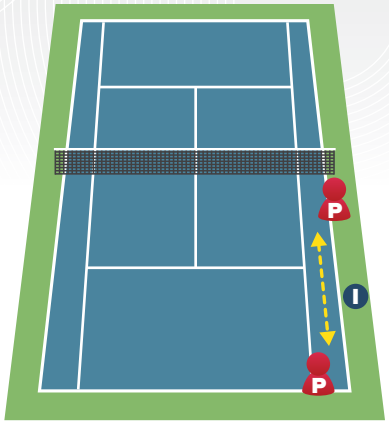
LESS CHALLENGING:

1. Allow players to push down the line or only cross-court.
2. Allow players to stop the ball before pushing

MORE CHALLENGING:

1. One players pushes cross-court while the other pushes down the line.
2. Increase the number of passes in a specified time (eg. 2 minutes).

PRACTICE ACTIVITY 4 — Floor Rally in the Alley



TACTIC:

Keeping the ball in play through control.

ACTIVITY:

Players in pairs cooperatively **push the ball** back and forth in between the doubles and singles line. Players recovering the ball must stop it before pushing it back. To gain one point players must keep the ball on the ground and the ball must not go out of the doubles alley. Play to a designated number of points. Make sure to practice the backhand side.

Fundamental Teaching Points:

1. Players must use a continental **grip**.
2. Players start from a ready position turning **sideways** when recovering and sending the ball.
3. Players push the ball with their raquet **strings pointing towards their target**.
4. Players stop and send the ball **in front of their front foot** while placing both feet on either the singles or doubles line.

LESS CHALLENGING:

1. Allow players to send ball by using forehand or backhand only.
2. Make the playing area shorter.

MORE CHALLENGING:

1. Allow players to alternate between forehand and backhand.
2. Allow players to push the ball without stopping.

KEY: Instructor (I) Player (P) Feeder (F) Hitter (H) Server (S) Returner (R) Target Drop Down Lines Ball Flight Player Movement

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FUNdamentals

LEARNING THE FUNDAMENTALS AND HAVING FUN THROUGH PROGRESSIVE TENNIS AND OTHER SPORTS!

During the FUNdamentals stage, the most important focus is to emphasize fun and enjoyment when playing tennis. While participating in other sports to develop fundamental motor skills, the child begins to show a preference for tennis as his/her sport of choice. The child enjoys and acquires basic tennis skills while using progressive equipment and tactics. At the end of this stage, the young athlete is playing with the proper racquet, the right ball and on the appropriately sized court executing the game with basic fundamentals. While this is still an early stage to be solely focused on the competitive stream, the foundation and skill competencies achieved will be a good indicator in regards to the child's likelihood of possessing the abilities to progress recreationally and competitively.

FUNdamentals PRACTICE OBJECTIVES	
Technical/Tactical	Introduce basic individual techniques and tactics
Physical	Develop agility, balance, coordination, spatial awareness and reaction speed
Emotional/Social and others	Increase confidence on court and with others
Psychological/Mental	Create a safe, positive learning environment

FUNdamentals PRACTICE DISTRIBUTION			
Technical/ Tactical 50%	Physical 35%	Social 15%	Psychological 0%

FUNDAMENTALS GENERAL OBJECTIVES

- Further develop fundamental movement skills
- Further develop fundamental motor skills
- Explore the optimal windows of trainability for speed and suppleness (flexibility)
- Develop basic tennis skills (technical/tactical)
- Acquire psychological skills (ability to focus, emotional control, positive attitude, commitment and effort)
- Introduce the rules of the game and tennis ethics
- Introduce decision-making

FUNDAMENTALS STAGE GUIDING PRINCIPLES FOR PARENTS AND COACHES

- Participation should be fun and enjoyable
- A safe and stimulating learning environment must be established
- Basic tennis skills should be acquired through quality group and private lessons
- Practices should be structured using modified equipment for progressive tennis
- Game-based play using progressive tennis should be included regularly
- The development of fundamental movement, motor and basic tennis skills should be integrated as a part of all group lessons
- Competition and match play shall be meaningful with the use of progressive tennis
- Coaches/Instructors should be certified with knowledge of growth and development of children

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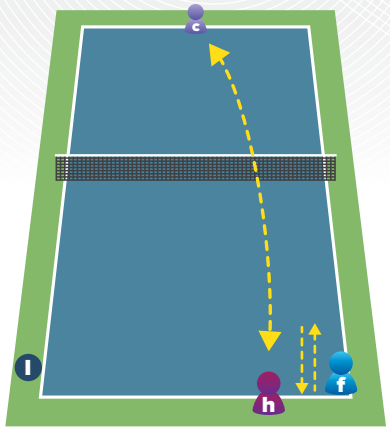
FUNdamental PRACTICE ACTIVITIES

"I CAN RALLY"

PRACTICE ACTIVITY 6 — Feed, Hit & Catch



TACTIC:

Keeping the ball in play and gaining advantage through consistency.

ACTIVITY:

Players are divided into teams of three players (**feeder, hitter, catcher**). Feeder and hitter start at the same home base on the same side of the net. Feeder starts by tossing the ball underhand gently to their partner who hits a forehand over the net toward the playing area of the catcher. Every time the catcher succeeds in catching the ball after one bounce the team wins a point. Team with the longest rally wins. Make sure players alternate roles. The rally is over when:

- Catcher unable to catch the ball after one bounce (double bounce).
- Ball goes outside of the designated play area or in the net.

Note: This activity can be done in pairs (feeder & hitter) when more courts are available or with less number of players. Players gain points by sending the ball to a specific area.

Fundamental Teaching Points:

1. Players must **recover** to a marker placed in the appropriate recovery position ("home base").
2. Players must throw and catch the ball in a **sideways position**.

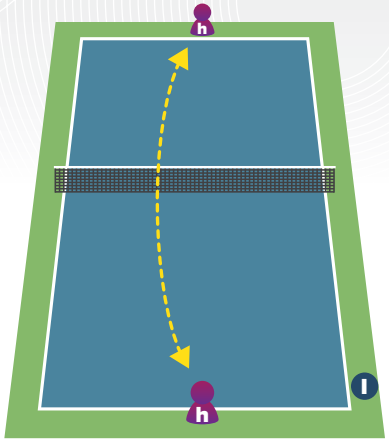
LESS CHALLENGING:

1. Allow hitter to self-rally before sending ball from a sideways set up position.
2. Allow catcher to catch the ball with two hands.
3. Allow players to stand closer to the net.

MORE CHALLENGING:

1. Use backhand only.
2. Alternate one forehand and one backhand.
2. Catcher uses non dominant hand.

PRACTICE ACTIVITY 8 — Groundstroke Feed & Control



TACTIC:

Keeping the ball in play through coordination and consistency.

ACTIVITY:

Players in pairs cooperatively **share a ball using a forehand groundstroke**. One player starts by dropping and hitting the ball over the net towards their partner's play area. Player receiving the ball must **catch (trap)** the ball on the racquet before dropping and hitting it back to their partner. This counts as one sequence and gains the team one point.

Fundamental Teaching Points:

1. Ensure players have proper **grip**.
2. Ensure players catch and **impact point** is out in front and body in sideways set up position.
3. Ensure racquet is **facing target**.
4. Players must **recover** to home base after every shot.

LESS CHALLENGING:

1. Allow the players to catch the ball using hand only.
2. Allow players to self rally before hitting the ball.
3. Allow player to block the ball with the racquet and catch the ball.
4. Allow players to stand closer to the net.

MORE CHALLENGING:

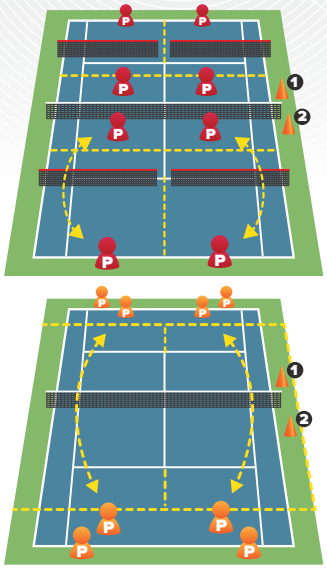
1. Catch the ball using the racquet only.
2. Use backhand only.
3. Alternate forehand and backhand.

KEY: Instructor (I) Player (P) Feeder (F) Hitter (H) Server (S) Returner (R) Target Drop Down Lines Ball Flight Player Movement

For more information on Raise the Net, the LTAD and other useful resources, please visit **tennisontario.com**

"I CAN PLAY POINTS"

PLAY ACTIVITY G5 — Team Cones



TACTIC:
Being more consistent than the opponent.

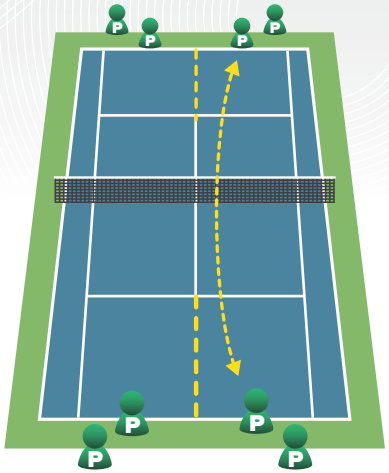
ACTIVITY:
Players are split into two teams (designated by colors, names or numbers). Each team has a base (large cone) placed on the side of the court. Players compete individually against a player from the other team. Players spin for serve and play a game up to 5 or 7 points (alternate serve every 2 points). Once a player wins, they put a small cone on their team's cone. Players wait for a new opponent from the other team. Keep playing and changing partners for whatever the designated time frame is set by the coach (e.g. 10, 15, 20 minutes). Team with the most cones on their base wins.

Fundamental Teaching Points:
During play, instructor can evaluate the fundamental teaching points and give feedback when needed while maintain flow and fun of play during these games.

LESS CHALLENGING:
1. Allow players to self rally.
2. Allow players to use smaller playing area.

MORE CHALLENGING:
1. Encourage players to win points from the net.
2. Encourage players to hit the open spaces on the court.

PLAY ACTIVITY G7 — Tag Team Tennis



TACTIC:
Being more consistent than the opponent.

ACTIVITY:
Players are divided into teams of two on each team. The first player plays 2 points against an opponent from the opposite team (they serve one point, the opponent serves one point) they then 'high five' their partner who comes and plays for 2 points. The score is continuous regardless of which partner plays. Play up to 7 or 10 points. In order to not play the same opponent, one tag team can have players stay for 3 points (while other plays 2).

Fundamental Teaching Points:
During play, instructor can evaluate the fundamental teaching points and give feedback when needed while maintain flow and fun of play during these games.

LESS CHALLENGING:
1. Allow players to drop, bounce & hit the serve.
2. Allow players to self rally.
3. Allow players to use smaller playing area.

MORE CHALLENGING:
1. Serve to the opponent's backhand.
2. Encourage players to win points from the net.

KEY: Instructor (I) Player (P) Feeder (F) Hitter (H) Server (S) Returner (R) Target Drop Down Lines —— Ball Flight ◄- - - - ► Player Movement - - - - ►

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DEVELOPING STAGE

BECOMING A WELL-ROUNDED ATHLETE AND BUILDING THE FULL COURT TENNIS SKILLS REQUIRED TO BE A PLAYER!

The focus of this stage is to build physical literacy through continued development of tennis skills moving from progressive tennis to full court during the latter part of the developing stage. During this stage, learning is paramount to further develop and consolidate tennis skills. Participants continue to participate in a variety of sports to develop versatility required to play tennis. In the latter part of this stage, the player will demonstrate competence in the identified physical, technical, tactical and psychological skills that will indicate whether he/she should participate in the competition or recreation stream.

DEVELOPING PRACTICE OBJECTIVES	
Technical/Tactical	Further develop individual techniques and tactics
Physical	Further develop agility, balance, coordination, spatial awareness and reaction speed with and without the racquet
Emotional/Social and others	Increase confidence on court, with coaches and others
Psychological/Mental	Create a positive, challenging learning environment

ACTIVE START PRACTICE DISTRIBUTION			
Technical/ Tactical 60%	Physical 20%	Social 10%	Psychological 10%

DEVELOPING GENERAL OBJECTIVES

- Further develop and consolidate all fundamental tennis competencies (technical/tactical) in match play
- Develop basic psychological skills (ability to focus, emotional control, effort/determination, positive attitude)
- Develop basic competitive skills through learning to cope with basic competitive environments
- Introduce general physical preparation and further develop fundamental motor skills through participation in other sports.
- Continue to develop decision making skills

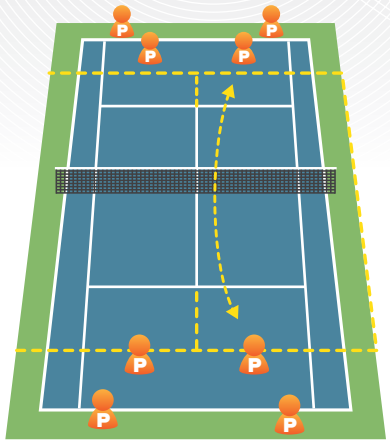
DEVELOPING STAGE GUIDING PRINCIPLES FOR PARENTS, COACHES AND PLAYERS

- Long-term development must take precedence over short term results
- Individual athletes continue to pursue individual goals in a group training environment
- Training programs are customized based on development age and optimal windows of trainability (speed, suppleness or flexibility)
- The child should participate in a wide variety of sports and physical activities to develop athleticism
- Training sessions must be well planned and structured to ensure that the preparatory period is long enough to develop solid foundations
- An official competition period must be designated and planned

DEVELOPING PRACTICE ACTIVITIES

"I CAN PLAY POINTS"

PLAY ACTIVITY G9 — No Ad Game



TACTIC:

Being more consistent than the opponent.

ACTIVITY:

This is a standard game of tennis. This game provides the opportunity to introduce tennis scoring (15, 30, 40) and to use full court (orange or regular). One player serves for the whole game. In each game the regular tennis scoring is used except for the point played at 40-40 (No Ad scoring).

If you are using a full competition orange court the returner gets to choose to play this point on the Deuce or Ad side. If there are more players than courts, each player plays one game and then rotates off or each pair plays 2 point and rotates off for 2 points. Make sure players say the score out loud before starting each point.

Fundamental Teaching Points:

During play, instructor can evaluate the fundamental teaching points and give feedback when needed while maintain flow and fun of play during these games.

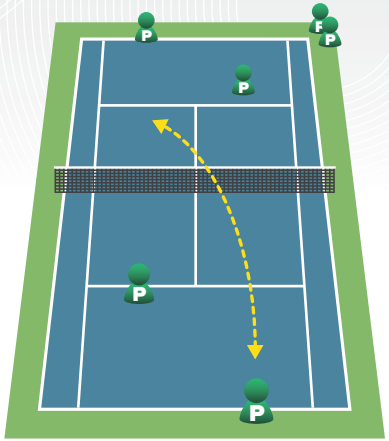
LESS CHALLENGING:

1. Allow players to drop, bounce & hit the serve.
2. Allow players to self rally.
3. Allow players to use smaller playing area.

MORE CHALLENGING:

1. Encourage players to serve to their opponent's backhand.
2. Encourage players to win points from the net.

PLAY ACTIVITY G10 — Doubles Tennis



TACTIC:

Working as a team in doubles to be more consistent than their opponents.

ACTIVITY:

Players are in pairs (doubles team). Each team plays one regular scoring game as server and then rotates off. Returning team becomes the serving team. New team coming on the court will be returning. Ensure every player plays an entire game at every position.

Regular serve and return games should be experienced. Use regular tennis coring (15, 30, 40, Deuce, Advantage).

Fundamental Teaching Points:

During play, instructor can evaluate the fundamental teaching points and give feedback when needed while maintain flow and fun of play during these games.

LESS CHALLENGING:

1. Allow players to stay at the baseline.
2. Allow players to drop, bounce & hit the serve.

MORE CHALLENGING:

1. Encourage players to move to the net.
2. Encourage players to hit the open spaces on the court.

KEY: Instructor (I) Player (P) Feeder (F) Hitter (H) Server (S) Returner (R) Target Drop Down Lines Ball Flight Player Movement

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CONCLUSION

This resource was designed to assist coaches, parents, clubs and academies, with the planning and delivery of quality learning experiences that support the development of Fundamental Movement Skills related to the sport of tennis. This handbook will help athletes develop the physical literacy skills that are necessary for acquiring the knowledge, skills and attitudes to lead healthy, active lives and enjoying success in all levels of sport participation. With the implementation of this resource we aim to achieve our LTAD vision: a clear integrated pathway; consistency in all coaching programs; and a strong base for all athletes to succeed.

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ACKNOWLEDGMENTS

The OTA appreciates the time and support put into this resource from technical leaders around the world. We would also like to acknowledge the different sport organizations worldwide and their resources referenced in creating this handbook.

ONTARIO TENNIS ASSOCIATION

The Ontario Tennis Association (OTA) is the provincial sport governing body for tennis in Ontario. It is a non-profit organization, incorporated under the Corporation Act. It is the largest provincial tennis association in Canada, boasting more than 255 clubs and over 58,000 adult and child tennis players. The OTA promotes participation in tennis as part of a healthy lifestyle and encourages the pursuit of excellence for all players.

www.tennisontario.com

References: Long-Term Athlete Development model (tennis); Kids' Tennis structure

TENNIS CANADA

Tennis Canada is a non-profit, national sport association responsible for leading the growth, promotion and showcasing of tennis in Canada. Tennis Canada owns and operates the Rogers Cup presented by National Bank and operates junior national training centres/programs in Toronto, Montreal and Vancouver.

www.tenniscanada.com

References: Learn to Play Curriculum

ONTARIO TRILLIUM FOUNDATION

The Ontario Trillium Foundation (OTF) is an agency of the Government of Ontario and Canada's leading grant-maker. The Foundation's mission is to build healthy and vibrant communities throughout Ontario by strengthening the capacity of the voluntary sector, through investments in community-based initiatives.

www.otf.ca

For more information on Raise the Net, the LTAD and other useful resources, please visit **tennisontario.com**

INTERNATIONAL TENNIS FEDERATION

The International Tennis Federation (ITF), the world governing body of tennis, oversees the following areas of the game: administration and regulation; organizing international competition; structuring the game; developing the game; promoting the game.

www.itftennis.com

References: The ITF Guide to Organising 10 & Under Competition

ONTARIO SOCCER ASSOCIATION

The Ontario Soccer Association (OSA) supports players (and their parents), coaches, referees and administrators in building the Beautiful Game in the province of Ontario.

www.ontariosoccer.net

References: Grassroots Soccer Provincial Curriculum

CANADIAN SPORT FOR LIFE

Canadian Sport for Life (CS4L) is a movement that promotes quality sport and physical activity. It is led by Sport for Life Society, a federal not for profit society, and comprises experts from sport, health, recreation and academia who are employed as independent contractors, yet work cooperatively to promote the movement's goals.

www.canadiansportforlife.ca

References: CS4L LTAD

UNITED STATES TENNIS ASSOCIATION

The United States Tennis Association (USTA) is the national governing body for the sport of tennis and the recognized leader in promoting and developing the sport's growth on every level in the United States, from local communities to the crown jewel of the professional game, the US Open.

www.usta.com

References: Professional Tennis Registry

For more information on Raise the Net, the LTAD and other useful resources, please visit **tennisontario.com**

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