

The Purpose of this Course:

*The objective of the Tennis Canada (TC) 3/4 Court Workshop is to help TC Certified Instructors & Coaches (and interested volunteers) to become familiar with using the TC Progressive Tennis Curriculum and DVD as a tool for 7-9 years olds to **learn and play**. It provides a working knowledge of the “Progressive Tennis” system of scale appropriate **balls, racquets, courts, and scoring** as well as developmentally appropriate physical, tactical, technical, and psychological training procedures. This is a ‘supplemental’ course designed to be used in conjunction with the TC Certification Course information and materials.*

Note CF. stands for Course Facilitator

Course Competencies

The Progressive Tennis Workshop is organized around 3 main competencies:

1. **Tactical/Technical knowledge:**
 - Understand Progressive Tennis 4 Integrated System Components (racquets, courts, balls, scoring) and rationale.
 - Understand tactical, technical and physical development for 7-9 year olds.
2. **Implementation:**
 - Be able to introduce, set-up, and run the drills outlined in the TC Progressive Tennis Curriculum & DVD.
 - Be able to evaluate, train, and progress basic effectiveness and conformity elements by using the tools provided in the curriculum and DVD.
 - Be able to take 3/4 Court players through a basic annual development path.
 - To be able to set-up 3/4 Court Competitions.
3. **Coaching Communication:**
 - Be able to communicate in an enthusiastic, professional and caring manner.
 - To be able to modify language and provide visual demonstrations appropriate for 7-9 year olds.

Course Structure

The course is organized into 8 Modules:

0. **Introduction to Progressive Tennis**
1. **Organizing 3/4 Court Tennis Competition**
2. **Fundamentals and Drill Progressions**
3. **Physical Development**
4. **Bronze Level: “Pressure Through Consistency”**
5. **Silver Level: “Pressure by Increased Precision & Power”**
6. **Gold Level: “Pressure by Moving Opponents and Playing an All-Court Game”**
7. **Education & Marketing**
8. **Reflections**

Notes to Course Facilitator on Delivery of Workshop

1. The course must be delivered using an interactive approach which promotes discussion, problem-solving, etc. (Note: The intention is not to conduct a 6-hour lecture). Many of the sections include **Practical Learning Activity (PLA)**. These are interactive ways participants can learn through activity.
2. The CF should refer to the TC Progressive Tennis Curriculum throughout the course, using it as references to help in their own delivery of the material and to help candidates understand the materials.
3. Throughout the course, the CF should outline what is happening in your Province as it relates to Progressive Tennis programming (events, ‘best practices’ to observe, etc.). Help participants see the various initiatives and resources available to start, improve, and grow Progressive Tennis in their facility and beyond.
4. **There is no evaluation process for this course.** 100% attendance and TC Instructor Certification or above are required to receive credit. Upon completing the Course, the CF will provide all previously certified participants with a TC 3/4 Court Workshop Certificate (Participants not previously certified do not receive certification credit for this course).

Equipment Required

- **The workshop is run on one court per 6 participants**
- DVD Player (3/4 Court DVD/Long-term Physical development DVD)
- 12 Markers for dividing the court for drills and physical exercises
- 2 Low-compression Balls per participant
- Samples of 23, 25 & 26 inch racquets (for 3/4 Court Players)
- Court creation materials (Drop-down-lines, Roll-down-lines, masking tape, tape measure or yardstick)
- Equipment for physical Development exercises (Skipping rope, Swiss ball, light medicine ball or basket ball)

TIME	TOPICS & REFERENCES	IMPLEMENTATION
9:00am to 9:30am (30 min.)	<p>MODULE 0: INTRODUCTION</p> <p>Tennis Canada Progressive Tennis Curriculum</p>	<p>Welcome Participants</p> <ol style="list-style-type: none"> 1. Introduce yourself: Provide some background on your tennis experience. 2. Have participants introduce themselves listing their: <ul style="list-style-type: none"> • Tennis Background • Interest in being in this course 3. Show DVD of skillful Progressive Tennis players 4. Provide an overview of the Progressive Tennis system and the ‘key messages’ that Tennis Canada is communicating: <ol style="list-style-type: none"> 1. Rationale for Scale appropriate racquets, balls, courts & scoring 2. Kids <u>can</u> play skillfully 3. The ‘power’ is in the systematic progressive package. Scale appropriate for each age range, using the 4 Integrated Components (Balls, Courts, Racquets, Scoring) 4. Keep the players longer at each stage 5. Ensure there is fun competitions 5. Hand out Tennis Canada Curriculum & DVD and provide a brief overview <ul style="list-style-type: none"> • 3 Levels of development (Bronze, Silver, Gold) • Annual plan (primarily for year-round TDC’s) • Development vs Competitive practices • Recording tool • Competencies, evaluations for each level <p>Main Goal of this Module: CF ensures that the key messages (listed above) are well communicated.</p>
9:30 am to 10:45 am (75 min.)	<p>MODULE 1: ORGANIZE PLAY</p> <p>Tennis Canada Progressive Tennis Curriculum</p> <p>Competitive Format Appendix Pg: 32-40</p>	<ol style="list-style-type: none"> 1. Have participants set-up and experience ¾ Court play (15 min) <ul style="list-style-type: none"> • Participants are shown the 3 main court set-up configurations: <ul style="list-style-type: none"> • Half-width Training set-up • Double ¾ Court Training set-up • Single ¾ Court Competition set-up • PLA: Participants set-up a Half-width Training court. Participants experience the ball (racquets optional) and court size by playing. If there is more than one adult court, participants should experience the different set-up options available. Each group should use a different set-up option for their courts (e.g. roll-down lines, masking tape). • Set-up the scale-appropriate 3/4 Court competition set-up (Single ‘Competition court’ configuration) 2. Progressive Tennis Competition Formats (60 min) <ul style="list-style-type: none"> • PLA: Participants are placed into 3 groups (2-5 participants/group). Each group sets-up one of the competitive formats listed below (makes the draws, and runs the competition using the appropriate sheets included in the Curriculum). When one group runs a competition, all other participants act as players. To move players through the simulated draw quickly, play one point to represent a set. A simulated match is best out of 3 points. <ul style="list-style-type: none"> • Timed Flight Tournament (simulate with 20 second rounds) • Team Competition – Round Robin Format • Compass Format <p>Main Goal of this Module: CF ensures that participants experience setting-up 3/4 Courts for Training and competition and become familiar with scoring and various non-elimination formats. CF should ensure they use the 3/4 Court Curriculum as a reference to become familiar with using it.</p> <p>Note: CF needs additional round robin and flight sheets for participants to fill in.</p>
<p>Break 10:45-10:55am</p>		

TIME	TOPICS & REFERENCES	IMPLEMENTATION
10:55 am to 12:30 pm (1 hr 35 min.)	MODULE 2: FUN-DAMENTALS AND DRILL PROGRESSIONS Tennis Canada Progressive Tennis Curriculum	<p>1. Fundamentals (10 min)</p> <ul style="list-style-type: none"> CF demonstrates the 5 key fundamentals emphasized through all the drills: <ul style="list-style-type: none"> Grips Set-up Impact point Hitting Zone Recovery <p>2. Drill Formats and Progressions Between Levels</p> <ul style="list-style-type: none"> Set-up Double ¾ Court configuration. Go over the drills in the curriculum that start at the bronze level and how they upgrade in Silver and Gold: <ul style="list-style-type: none"> Groundstroke Development Drills Net Play Development Drills Serve & Return Development Drills PLA: Each participant is given a drill from the Bronze Curriculum. They must read over and familiarize themselves with the basic drills at each level. In addition, they must be able to show the differences between a drill as it ‘upgrades’ at each level. Show how to practice coaching (use other participants as students): <ul style="list-style-type: none"> Standard conformity Drill 1.1 Note: CF should spend additional time on this drill as it is central in developing the fundamentals on groundstrokes. Rally Skills BH to BH 1.3 Rally with Movement BH 1.4 Rally Skills use of FH in the middle 1.6 Volley consistency FH and BH 2.2 Volley sequence drill (B-2.4, S-2.5, G-2.7) Serve (B-3.2, S/G – 3.1) <p>Main goal of this module: CF ensures that participants understand the core battery of drills and how they upgrade through each level. Note: CF may use DVD to show an example of the drill</p>
Lunch 12:30-1:30pm		
1:30 am to 2:00 pm (30 min.)	MODULE 3: PHYSICAL DEVELOPMENT Tennis Canada Progressive Tennis Curriculum Pg: 15, 19 27-29	<p>1. Physical development at Bronze Level (10 min)</p> <ul style="list-style-type: none"> PLA: CF takes participants through Bronze Physical Development exercises. <p>2. Physical development at Silver & Gold Level (20 min)</p> <ul style="list-style-type: none"> PLA: CF takes participants through Silver & Gold Physical Development exercises (use appropriate equipment). <p>Main Goal of this Module: CF ensures that participants understand and experience the different physical development exercises, and their progression through the levels. Note: CF can show the Tennis Canada Long-term Physical development DVD resource</p>
2:00 am to 2:30 pm (30 min.)	MODULE 4: BRONZE LEVEL: “Pressure Through Consistency” Tennis Canada Progressive Tennis Curriculum Pg: 10, 18	<p>1. Bronze Level: “Pressure Through Consistency”</p> <ul style="list-style-type: none"> Outline goals and competencies for Bronze Level. Ensure participants have a clear picture of the ‘final product’ of the program. Understand progressions to build to a rally and be able to create games for each step. PLA: Participants must read the Tactical Development drills. A volunteer acts as a coach and takes a group of participants through the drill. <p>Main Goal of this Module: CF ensures that participants understand the competencies for the Bronze level and can implement the Tactical development drills provided in the materials.</p>

TIME	TOPICS & REFERENCES	IMPLEMENTATION
2:30 pm to 3:00 pm (30 min.)	MODULE 5: SILVER LEVEL: “Pressure through Increased Precision and Power” Tennis Canada Progressive Tennis Curriculum Pg: 11, 22	1. Silver Level: “Pressure through Increased Precision and Power” <ul style="list-style-type: none"> • Outline goals and competencies for Silver Level. Ensure participants have a clear picture of the ‘final product’ of the program. • PLA: Participants must read the Tactical Development drills. Assign a coach one of the Tactical development drills (1 drill per coach, 5 drills total) The coach takes a group of participants through the drill. <p>Main Goal of this Module: CF ensures that participants understand the competencies for the Silver level and can implement the Tactical development drills provided in the materials.</p>
3:00 pm to 3:30 pm (30 min.)	MODULE 6: GOLD LEVEL: “Pressure by Moving an Opponent and Playing an All- Court Game” Tennis Canada Progressive Tennis Curriculum Pg: 12, 25, 26	1. Gold Level: “Pressure by Moving an Opponent and Playing an All-Court Game” <ul style="list-style-type: none"> • Outline goals and competencies for Gold Level. Ensure participants have a clear picture of the ‘final product’ of the program. • PLA: Participants must read the Tactical Development drills. Assign a coach one of the Tactical development drills (1 drill per coach, 6 drills total) The coach takes a group of participants through the drill. <p>Main Goal of this Module: CF ensures that participants understand the competencies for the Gold level and can implement the Tactical development drills provided in the materials.</p>
3:30 pm to 3:45 pm (15 min.)	MODULE 7 MARKETING & EDUCATION	1. Overcoming Barriers (10 min.) <ul style="list-style-type: none"> • PLA: On a white-board or flip chart, list all the barriers the participants can brainstorm to implementing Progressive Tennis. Typical ones include: <ul style="list-style-type: none"> • ‘Traditional’ attitudes of coaches (Kids can’t play so just ‘have fun’) • ‘Traditional’ attitudes of parents (‘That’s not ‘real’ tennis) • Additional Equipment/set-up required • Better court management skills required 2. Show Resources (5 min.) <ul style="list-style-type: none"> • Tennis Canada DVDs (Progressive Tennis DVD’s and Curriculums. Long-term Physical Development Program DVD) • Tenniscanada.com (TPA website) • ITF: Tennisplayandstay.com • acecoach.com <p>Main Goal of this Module: CF helps participants with solutions/examples to overcome the typical (and their own unique) barriers to implementing the program and to see the TC DVD and its usefulness as a reference.</p>
3:45 pm to 4:00 pm (15 min.)	MODULE 8 REFLECTIONS	1. Take down courts/equipment (5 min.) <ul style="list-style-type: none"> • Participants take-down courts and put away equipment (experience what an actual class would do) 2. Reflections (10 min.) <ul style="list-style-type: none"> • Have participants share what impacted them most from this workshop.