

COURSE MISSION:

To create a positive motivating Instructor who will stimulate tennis growth & retention by creating playing and practice environments where players can meet, mix and experience **enjoyment & improvement**

INSTRUCTOR COMPETENCIES:

Instructor competencies required to achieve the mission statement above, and which form the framework for the course, are listed below. A competent tennis instructor is one that is able to:

1. Lead and Communicate Effectively

- a) Display professionalism and enthusiasm
- b) Control the focus and attention of a group
- c) Present clear and correct visual demonstrations with concise explanations
- d) Provide positive interventions that apply **Tactical /Technical Tools** to improve performance

2. Manage Play and Practice Environments

- a) Plan & implement LTAD "FUNdamentals Stage" curriculum employing "Progressive Tennis" so starter players can successfully serve, rally & score.
- b) Set-up and maintain a group environment that is *active, safe, and challenging* by applying **Group Organization Tools**
- c) Organize play and apply **Competition Tools** using a variety of competitive formats, set-ups and scoring

3. Follow a process for making ethical decisions that are consistent with the Tennis Canada Code of Ethics

MODULES

0 – Introduction

1 – Play-Leader

2 – Warm-up Activities

3 – 5 Technical Fundamentals

4 – Practice Activity Organization

5 – Making Ethical Decisions (MED)

6 – Off-Court Skills

7 – 'Pre-Rally' Development

8 – Improving Set-up & Recovery Footwork

9 – Ball Control/PAS

10 - Doubles

NOTES TO COURSE FACILITATOR ON DELIVERY OF INSTRUCTOR COURSE:

Note CF stands for Course Facilitator

1. The course must be delivered using an interactive approach that engages the participants and promotes activity, discussion, and problem-solving (Note: The intention is not to conduct a lecture). See the section on delivery options below for details.
2. The course is geared to taking children (U12) through the introductory development process. For the most part, CF's should try to recreate children's lessons in the practice teaching situations (which can be challenging if only adults are in the course). Keep in mind, it will be easier for Instructors to modify a dynamic kids environment to fit adults than switching adult processes to kids.
3. CF's should be very familiar with all the evaluation procedures and deliver the course in a way that prepares the participants to be successful in the evaluations and more importantly, in their instructional endeavors.

COURSE DELIVERY METHODS:

There are 3 levels of learning candidates will need to progress through in order to gain a working mastery of the competencies covered in the course:

- **Informed:** Candidates will improve their understanding of course information. This option is not the main method used to deliver core competencies but rather, it is used to give a foundation of knowledge as a starting point.
- **Formed:** Candidates will get to practice practically applying course information
- **Transformed:** This is the ultimate goal of the course. Candidates will gain an initial mastery of course content and be able to apply the competencies learned. They adopt and display the values and behaviors of an Instructor.

In order to transform the candidates so they can meet standard on all evaluated competencies, the CF uses 6 different delivery options. Each one has its own advantages and disadvantages:



Information download: In this option, the CF passes information to increase the candidate's knowledge. The primary way this is done is through the Pre-Course Workbooks. Another method (that should be used sparingly), is to have short 'mini-lectures' during the course. In both these methods, candidates will not get to interact with the material and CF's should not make the assumption that candidates have 'learned' the material just by hearing about it. The goal is for candidates to be **informed** about the specific topic so they know where to find more details about it when the need arises.



Discussion: In this option, the CF guides candidates to think and interact with the material by asking questions and sharing answers. This option allows for more participation. Although candidates are still being **informed** through this activity, they gain a better understanding of the information by interacting in this way.



Visual Demo: In this option, the CF shows a specific topic with examples (e.g. CF demonstrates Ball Control information). Candidates are being **informed** about the topic but will not get a chance to interact and practice it. The visual input will help candidates remember the topic easier. This is also a useful activity to improve the candidates observational skills.



Practical Experience: In this option, the CF organizes candidates to experience the material. For example, when candidates get to try technical fundamentals on their own (or in pairs). Candidates are being **formed** through this process as their experience will help them to understand the material at a deeper level



Instruction Simulations: This is the primary means by which the course material is delivered. In this option, the CF organizes participants to act as simulated students with an Instructor. There is often a candidate who observes and gives feedback as well. In this activity, candidates are **formed** to put all the instructional elements they have learned together in a 'live' instructional situation.



Problem-solving Activities: In this approach, participants not only must know information, but how to apply the information in practical situations as well. This process is superior to just delivering the content on an informational level. This approach allows participants to start learning from their personal starting point. If learners don't start with where they are at, they won't know where to get to. The process the CF will take the participants through includes:

1. Introduce a problem or situation to allow participants to reflect on their current level of knowledge and practices.
2. CF brings new knowledge (emphasizing a structure and new way of doing things)
3. Participants compare their current practices with the new framework presented
4. Participants reflect on changes they need to make to 'evolve' their practices

It is important for the CF to constantly ask: *"What have they learned, what can they do?"* Rather than, *"What do I need to teach?"*

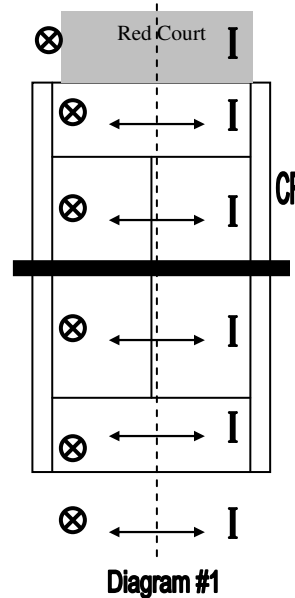
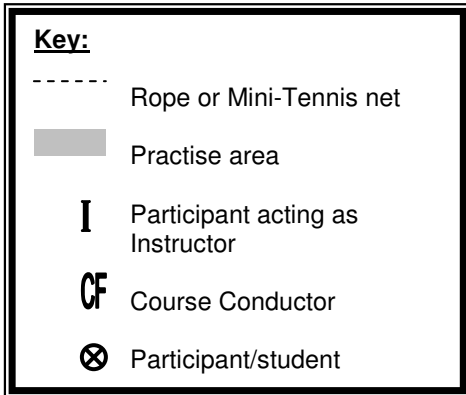
These options can be delivered in combination (e.g. a problem solving activity that uses Instruction Simulations) and a good CF will use the combinations to maximize the candidates learning. The following activities are examples of how Instruction Simulations can be set-up.

PRACTICAL LEARNING ACTIVITIES (PLA):

It is important participants practise their newly acquired skills. The easiest way to accomplish this during the course is in Instruction Simulations. Participants take turns being the Instructor and conversely, act as introductory students. In this type of practice it is critical for the CF to set up effective ways participants can receive feedback on their performance. With feedback, participants can have their coaching behaviors **formed** with the view to have them **transformed** in their coaching career.

Listed below are a number of ways this type of practise can be set-up. These activities are flexible. The same ones can be used for practicing different Instructor skills (technical, tactical, communication, etc.)

Pairs Activities: Participants are placed in pairs. One acts as the Instructor, one as the introductory student. To maximize activity and repetition, the court can be split up into 6 Red tennis courts (one pair per court). See diagram #1.



Group Activities:

Creating Groups: To maximize practice time, it is important that time spent organizing participants into groups is minimized. For many of the practical learning activities, participants need to know:

- Which group they are with
- Which court they are on
- Who acts as the Instructor first, second, etc.

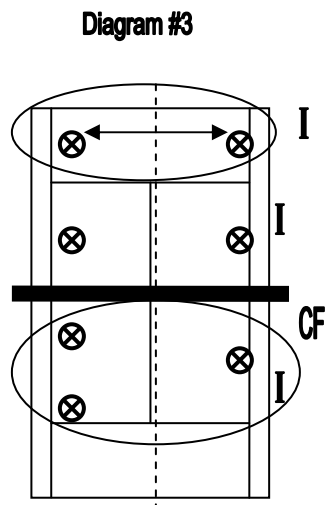
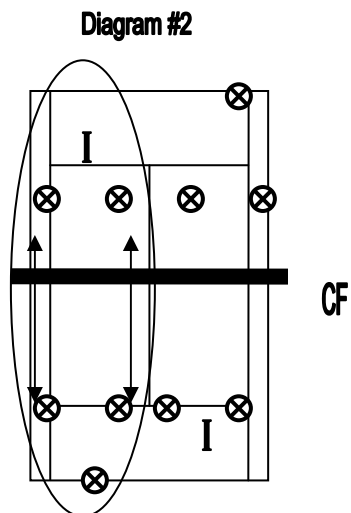
The quickest way to organize participants into groups is to number them off (1, 2, 3, etc.) This number represents the court they are on (make sure to number all courts or practice areas. E.g. designate the 6 Red tennis courts created on one full court as court #1, #2, etc.) Within each group of participants now on each court, letter them off (a, b, c, etc). This represents the order they will instruct in (“a” is first, “b” is second, etc).

“Group Teaching”: *(To practise leading students through the steps of a drill)*

This is one of the most common activities in the course.

Set-up: CF splits participants into groups. Typically, with 12 participants on one court, there would be 2 groups of 6. Each group would consist of one instructor and 5 ‘students’. Each group would use one half of the court (see diagram #2). Rotate participants acting as Instructors (12 participants would take 6 rotations). This size of group is good for practicing any of the instructor skills as well as small group management.

Alternatively, when the CF needs more repetition for participants to practice teaching, and group management is not the topic to be focused on, make smaller groups (e.g. groups of 3 with one instructor and 2 students or, groups of 4 with one instructor and 3 students). See diagram #3.



Feedback: After the drill, students gather around their Instructor and give feedback on what they thought was done well and what didn't work in their view. CF must give clear points to feedback on. To make it friendly competition, score points when the Instructor has performed an action correctly.

For example, the CF may say that, *"Students will now group and give 2 minutes of feedback to your Instructor. Only give points (and feedback) on the communication elements of using names and making eye contact"*.

CF NOTE: "Parking Points"
 For maximum effectiveness and learning, CF must keep things flowing and not let conversations and questions take things off track. A good technique is to "Park" the comment and write it down for future consideration. CF sets up a page somewhere (a flip chart or clip board) to record the comments or questions.

For example, a group who was supposed to give feedback on how well the instructor managed the rotations in a volley drill, started talking about the proper footwork for the volley. The CF might say, *"That is a good point about volley footwork, let's "Park" the issue and I will write it down. We will be dealing with that in our technical section. For now, let's stay on task and keep the feedback to rotations."*

“Hide & Seek”: *(To practise scanning for, and correcting technical elements)*
 4-6 players rally in pairs. CF ‘plants’ an error in a student. CF picks one participant to be the Instructor. The acting Instructor must find the planted mistake and correct it. The CF circulates during the drill moving from player to player. The CF should only plant errors in some participants (even though all are spoken to).

This activity can be used as a pairs activity as well. The CF would gather all the participants who will act as students and tell them which error they are to act out.

“Buzz-in”: *(To practise scanning for, and correcting technical or organizational elements)*

CF sets-up students in a drill. Participants not in the drill are in pairs (or individuals) outside the court. If they see any technical or organizational element missing, they “Buzz-in” and take over the group. Once the element is functioning, they are finished and another team (or individual) must buzz-in with additional items.

“Replacement”: *(To practise scanning for, and correcting communication, organizational, or technical elements)*

CF picks one Instructor to set-up and run a drill. If the CF sees they are missing any element, they stop the drill, show all participants what was missing, how to fix it, and ‘replaces’ the Instructor with another from the group outside the court. CF should make sure all participants get a chance to act as Instructor. The goal is to make sure everything is in place so you are not replaced.

NOTE: This is a good activity to play regularly throughout the second weekend of the course to maintain all skills and keep participants sharp.

“Group Eye/Individual Eye”: *(To practise scanning for, and correcting technical elements)*

½ the group is rallying in pairs. Out of the off-court group, the CF picks one Instructor and gives them one technical element to scan & maintain (e.g. laid-back wrist, unit turn, etc.). The players rallying are unaware of the particular element being scanned. Meanwhile, the group on the side scans the same element. They must chart each player rallying and record if each one is doing it (“yes” or “no”) and give a rating out of 5 (1=not doing it, 3=poor, 5=well done) before the Instructor intervenes, and then after.

“Train”: *(To practise scanning for, and correcting technical elements)*

½ the group is rallying in pairs. All other participants are in a single file line outside the court. CF gives each participant a technical element to improve and sends them into the players. Each sent instructor circulates clockwise from one player to the next, improving the element they have been given. Once they go to the second player, the next Instructor is sent in, then the next, and so on (making a train). (see diagram #5)

- Set-up for:
- Hide & seek
 - Buzz-in
 - Replacement
 - Group Eye/Individual eye

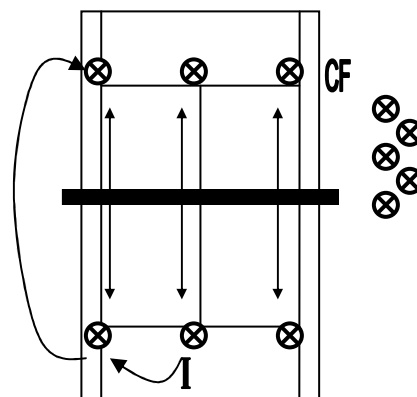
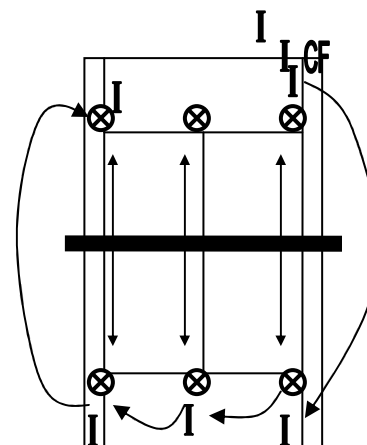


Diagram #4

Diagram #5

Set-up for: Train



INSTRUCTOR COURSE MAP Version 7.2

Course Mission

*To create a positive motivating Instructor who will stimulate tennis growth & retention by creating playing and practice environments where starter players can meet, mix and experience **enjoyment & improvement***

COMPETENCIES REQUIRED TO CREATE ENJOYMENT & IMPROVEMENT

1. Lead and Communicate Effectively










- a. Display professionalism and enthusiasm
- b. Control the focus and attention of a group
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2. Manage Play & Practice Environments




- a. Plan & implement LTAD “FUNdamentals Stage” curriculum employing “Progressive Tennis” so starter players can successfully serve, rally & score.
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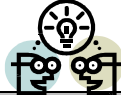


COURSE OVERVIEW
WEEKEND #1: Friday

DAY & TIME	MODULE/GOAL	ACTIVITY SCHEDULE														
Friday 6:30pm-6:50pm (20 Min.)	MODULE 0: Introduction	<ol style="list-style-type: none"> 1. Introduce yourself and Candidates (10 min.) 2. Canadian Certification System overview (5 min.) 3. Provide overview of course and review evaluation procedures (5 min.) 														
Friday 6:50pm-7:00pm (10 Min.)	<i>Sensitize candidates to professional standards of behavior</i> <i>Workbook C: Pg. 3</i>	<p>PLA: Go over 'Professionalism code' and relevance to course. Have candidates sign commitment form.</p> <p><i>Workbook C: Pg. 3</i></p> 														
Friday 7:00pm-7:10pm (10 Min.)	MODULE 0: Introduction to TPA	<ol style="list-style-type: none"> 1. Introduce Candidates to benefits and responsibilities of maintaining a TPA membership (10 min.) 														
Friday 7:10pm-7:35pm (25 Min.)	Introduce Course Mission and why this method will achieve more effective lessons	<p>PLA: Review video examples of instruction and reflect (20 min.) By using video clip comparison, lead candidates to discover how the GBA lesson (Clip #2) improves retention & growth and produces enjoyment & improvement</p> <p>Review Progressive Tennis Concept as the format for tennis instruction At the starter levels (Juniors & Adults) (5 min.)</p> <p><i>Workbook C: Pg. 2</i></p> 														
Friday 7:35pm-7:40pm (5 Min.)	MOVE ON-COURT Introduce Unfolding of a Lesson	<p>Introduce Unfolding of a Lesson steps</p> <ul style="list-style-type: none"> ❖ Meet & Greet ❖ Warm-up ❖ Play & Practise ❖ Wrap-up <p><i>Workbook C: Pg. 9</i></p> 														
Friday 7:40pm-8:30pm (50 Min.)	MODULE 1 Play-Leader: Experience setting-up Red Courts and Point-play games (to be used during lessons)	<ol style="list-style-type: none"> 1. Set-up Red ½ Courts PLA #1: Candidates are placed into groups ("Line set-upers" and "Net set-upers" and given the task to set-up Red courts. They must solve: <ul style="list-style-type: none"> ❖ Where to place drop-down lines ❖ How to set-up nets with Mini-nets and/or rope 2. Experience Point-play games PLA #2: Candidates are organized by CF to play Red Tennis (like they were players in a lesson). They will play as many of the designated games from in the Communication Tool-set as time permits <ul style="list-style-type: none"> ❖ "Team Cones" ❖ "Tag Team" ❖ "Stop Tennis" ❖ "Up & Down" <p>Reflections:</p> <ul style="list-style-type: none"> • Candidates unpack the fun and power of Progressive Tennis. • Ensure candidates are objectively observing the organization required for the games and unpack what the CF modeled.  														
8:30-8:45pm (15 Min.)	Break															
Friday 8:45pm-9:50pm (35 Min.)	MODULE 1 Cont... Set-up Orange Courts and organize Point-play games with players to introduce basic tactics	<ol style="list-style-type: none"> 1. Set-up Orange ¾ Courts PLA #1: Candidates are placed into groups and given the task to set-up 'Double' Orange courts. They must solve: <ul style="list-style-type: none"> ❖ Where to place drop-down lines (or masking tape) 2. Organize Point-play games PLA #2: Candidates act as Instructors and students and organize players in Point-play games on double Orange Court (Introduce basic tactics and why tactics precede technique) <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Games</th> <th style="text-align: left;">Tactics</th> </tr> </thead> <tbody> <tr> <td>❖ "Team Cones"</td> <td>Keep the ball in play</td> </tr> <tr> <td>❖ "Tag Team"</td> <td>Place the ball</td> </tr> <tr> <td>❖ "Stop Tennis"</td> <td>-To the open court</td> </tr> <tr> <td>❖ "Up & Down"</td> <td>-To a weakness</td> </tr> <tr> <td></td> <td>Control height for defense</td> </tr> <tr> <td></td> <td>Take the Net</td> </tr> </tbody> </table>  	Games	Tactics	❖ "Team Cones"	Keep the ball in play	❖ "Tag Team"	Place the ball	❖ "Stop Tennis"	-To the open court	❖ "Up & Down"	-To a weakness		Control height for defense		Take the Net
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	Take the Net															
Friday 9:50pm-10:00pm (10 Min.)	Wrap-up (Give homework of: View warm-up videos)	<p>Key Points: (CF ensures Candidates leave with these Learnings)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progressive Tennis maximizes achieving goals of <i>Enjoyment & Improvement</i> <input type="checkbox"/> Playing Point-play games during lessons maximizes fun and tennis tactical understanding (far more than traditional 'line-feeding' type lessons) <input type="checkbox"/> Understand Unfolding of a Lesson steps <input type="checkbox"/> Red Court Set-up <input type="checkbox"/> 'Double' Orange court Set-up <input type="checkbox"/> Exposure to principles involved in setting-up a variety of Point-play games 														

WEEKEND #1: Saturday



DAY & TIME	MODULE/GOAL	ACTIVITY SCHEDULE
Saturday 9:00am-9:30am (30 Min.)	MODULE 2: Warm-up Activities <i>Experience examples of standard warm-up activities</i>	1. Warm-up Activities PLA: Candidates experience Warm-up routine elements: <ul style="list-style-type: none"> ❖ Court Parts (Learn the parts of the court) ❖ Shadow Strokes (FHGS, Split & Volley, Side Shuffle, Sprint) ❖ Throw/Track/Catch Coordination (Toss & Catch) <i>“What is it called when we take the ball in the air, on the bounce?”</i> Can also introduce crosscourts/down-the-lines. <ul style="list-style-type: none"> ○ Two hands no bounce (static/dynamic) ○ Two hands with bounce (static/dynamic) ○ Two Hands 1 bounce, 1 in air (static/dynamic) ○ 1 hand Dominant/non-dominant (static/dynamic) ○ Double ball beside (static/dynamic) ○ Double ball on top (static/dynamic) ❖ Tag Games (can use ‘fast walk’ for safety) <ul style="list-style-type: none"> ○ ‘Tree’ tag ○ ‘Toilet’ tag ○ ‘Heel’ tag  <p>Note: In all these activities, players should experience different footworks (Run, Shuffle, Crossover)</p>
Saturday 9:30am-10:45am (45 Min..)	MODULE 3 (A): 5 Fundamentals <i>Experience Practice activities on the 5 Fundamentals to improve personal skills and understanding</i>	1. Lessons on the 5 Fundamentals PLA : CF runs Practice Activities (as if Candidates were players in a lesson). Model the tips and progressions used to help players understand these concepts. Cover Groundstrokes and Volleys (save Serve for Sunday Afternoon) <ul style="list-style-type: none"> ❖ Grip ❖ Set-up ❖ Impact point ❖ Hitting Zone ❖ Recovery  <p>Note: The candidates are experiencing these elements to improve their own game and demonstration skills, but also to have a deeper understanding of the Fundamentals by experiencing the process of development themselves.</p>
10:45-11:00pm (15 Min.)	Break	
11:00-11:15am (15 Min.)	Warm-up	PLA: Candidates run a physical warm-up activity after returning from Break
Saturday 11:15am-12:30pm (1 HR. 15 MIN.)	MODULE 3 (A): 5 Fundamentals	Continued...
12:30-1:30pm (60 Min.)	Lunch	
1:30-1:45pm (15 Min.)	Warm-up	PLA: Candidates run warm-up activity after returning from Break
Saturday 1:45pm-4:45pm (3 Hrs.)	MODULE 4 (A): Practise Activity Organization Organize Group Practise Activities for developing the 5 Fundamentals using Group Organization Tools	1. Organizing Practice Activities on the 5 Fundamentals PLA: Candidates rotate running Practice Activities with small groups of players. CF sees which Group Organization Principles arise ‘organically’ and reinforce them. All principles that do not arise should be covered as well. <ul style="list-style-type: none"> <input type="checkbox"/> Court (Red/Orange/Green) <input type="checkbox"/> Instructor Position (In/Out) <input type="checkbox"/> Formations (Lane/Triangle) <input type="checkbox"/> Rotation (Big Circle/Little Circle/Anchor/Wave/Stations) <input type="checkbox"/> Feeding (Live-ball/Dead-ball) 
3:00-3:15pm (15 Min.)	Break	
3:15-3:30pm (15 Min.)	Warm-up	PLA: Candidates run a physical warm-up activity after returning from Break
Saturday 4:45pm-5:00pm (15 Min.)	Wrap-up	Key Points: (CF ensures Candidates leave with these Learnings) <ul style="list-style-type: none"> <input type="checkbox"/> Personal experience of standard Warm-up Activities <input type="checkbox"/> Personal experience of 5 Fundamentals Practice Activities <input type="checkbox"/> Exposure to Group Organization Tools to set-up Practice Activities for 5 Fundamentals <p><i>Reflections:</i> Workbook C: Pg. 5, 6</p>

WEEKEND #1: Sunday


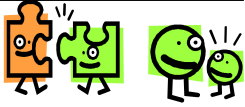


DAY & TIME	MODULE/GOAL	ACTIVITY SCHEDULE
Sunday 9:00-11:00am (2 Hrs)	MODULE 5: Making Ethical Decisions	<ol style="list-style-type: none"> Ethics: Take candidates through NCCP process for making ethical decisions Online Evaluation: Ensure candidates understand online evaluation process and timeline. 
11:00-11:15am (15 Min.)	<i>Break</i>	
Sunday 11:15-11:35pm (20 Min.)	MODULE 6; Off-Court Skills Interviewing well	<ol style="list-style-type: none"> PLA: Interview Exercise: Role play with an interviewer and an Instructor looking for a job. Cover key points to interview well. <i>Workbook C Pg. 7</i>
Sunday 11:35-12:10pm (35 Min.)	“Selling” Progressive Tennis	<ol style="list-style-type: none"> PLA: Communication Exercise: Role- play with an “Instructor” and “Parent” to make a case for Progressive Tennis. PLA: Role- play with an “Instructor” and “Parent” to respond to the comment, “My child is too good for this class” (when they are not). PLA: Role-play with an “Instructor” and “Parent” to respond to the comment, “Why are they playing these silly games, and why don’t you teach proper technique?” <i>Workbook C Pg. 8, 9</i>
Sunday 12:10-12:30pm (20 Min.)	Make a Lesson Plan	<ol style="list-style-type: none"> PLA: Make a lesson Plan: Using the sheet provided in Workbook C, design a lesson: Orange ¾ Court lesson #4 in a series of 6 (for the evaluation, candidates will have to fill in a lesson plan). <i>Workbook C Pg. 10, 11</i> Review the Tennis Canada Fundamentals Curriculum
12:30-1:30pm (60 Min.)	<i>Lunch</i>	
1:30-1:45pm (15 Min.)	Warm-up	PLA: Candidates run a physical warm-up activity after returning from lunch
Sunday 1:45-3:15pm (90 Min.)	MODULE 7: ‘Pre-Rally’ Development Experience and organize Practise Activities for pre- rally players	<ol style="list-style-type: none"> PLA: Organize drills for small groups (using ½ Court Drills) Candidates watch drill from DVD and then perform it in small groups (Small groups of 4-6 players on Red Court) <ul style="list-style-type: none"> ❖ Block #1: Track/Catch/Throw Skill Block (30 Min.) ❖ Block #2: Racquet Skill Block (20 Min.) ❖ Block #3: Body Work Skill Block (5 Min.) ❖ Block #4: Rally Skill Block (35 Min.) 
3:15-3:30pm (15 Min.)	<i>Break</i>	
3:30-3:45pm (15 Min.)	Warm-up	PLA: Candidates run a physical warm-up activity after returning from break (Throwing warm-ups) (‘Clean-up Your Room’ game)
Sunday 3:45-4:45pm (60 Min.)	Experience Throw- Serve Development progression	<ol style="list-style-type: none"> Lessons on Throw-Serve development PLA: CF runs Practice Activities (as if Candidates were players in a lesson). Model the development progression for serve (1/2 court DVD). (May have candidates use non-dominant hand) <ul style="list-style-type: none"> ❖ Throw (pairs) ❖ Wrist engagement ❖ ‘Turn & reach’ from ‘Trophy’ position ❖ Elbow direction ❖ ‘Double ball’ Toss & throw coordination ❖ Full serve action <p>Note: The candidates are experiencing these elements to improve their own game and demonstration skills, but also to have a deeper understanding of the Fundamentals by experiencing the process of development themselves.</p> 
Sunday 4:45pm-5:00pm (15 Min.)	Wrap-up	<p>Key Points: (CF ensures Candidates leave with these Learnings)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Process for Making Ethical decisions <input type="checkbox"/> Presenting a good image when Interviewing for jobs <input type="checkbox"/> Solid reasoning for Progressive Tennis <input type="checkbox"/> Making a Lesson Plan <input type="checkbox"/> Understanding and applying the 4 Pre-Rally ‘Bronze’ Skill blocks <ul style="list-style-type: none"> o Throw/Track/Catch o Racquet Skills o Body work Skills o Rally Skills <input type="checkbox"/> Development Progression for Throw-Serve development <p><i>Reflections: Workbook C Pg. 12</i></p>

Note: Inform Provincial Tennis Association of all candidates who have attended the MED training


WEEKEND #2: Friday

DAY & TIME	MODULE/GOAL	ACTIVITY SCHEDULE
Friday 6:30pm-6:45pm (15 Min.)	WELCOME	<ol style="list-style-type: none"> 1. CF welcomes all candidates back 2. Check to see if any have practiced? 3. Check who has completed MED online evaluation
Friday 6:45-7:00pm (15 Min.)	Warm-up	PLA: Candidates run a physical warm-up activity
Friday 7:00pm-8:00pm (1 Hr.)	MODULE 8: Reception Footwork Reception Fundamentals using increased footwork on Set-up	<p>PLA #1: Problem-Solving Set-up for increased reception challenge (Solve problem presented in Workbook C Pg. 7) (Small groups of 3-4 players on Double Orange Court)</p> <p>PLA #2: Set-up for increased reception challenge Candidates run Practice Activity on improving reception footwork. (Small groups of 3-4 players on Double Orange Court) (Students in cooperative partner rally) (Footworks: Shuffle, run, crossovers)</p> <ul style="list-style-type: none"> ❖ Side to side at baseline ❖ Up and back (at baseline) ❖ Approach net ❖ Side to side at net ❖ Chase lob <p><i>Workbook C Pg. 13</i></p> 
8:00-8:15pm (15 Min.)	BREAK	
8:15-8:30pm (15 Min.)	Warm-up	PLA: Candidates run a physical warm-up activity to develop coordination
Friday 8:30pm-9:55pm (1 Hr. 25 Min.)	MODULE 9: Ball Control/PAS Principles Observe Ball Control issues and implement corrections to improve effectiveness	<p>PLA: Ball Control Instruction: Using PAS (Small groups of 3-4 players on Double Orange Court) (Students in cooperative partner rally)</p> <ul style="list-style-type: none"> ❖ Groundstrokes: Keeping the ball in play to win with consistency <ul style="list-style-type: none"> -Projection Emphasis: Can't direct ball to partner (Direction) -Projection Emphasis: Keeps hitting net (Height) -Ball goes too far (Distance/speed) ❖ Volleys: Maintain consistency and use time and space <ul style="list-style-type: none"> -Projection Emphasis: Can't direct ball to partner (Direction) -Projection Emphasis: Ball Keeps going too far (Distance/speed) ❖ Serving: Projection emphasis: Can't direct it to BH side (Direction) <ul style="list-style-type: none"> -Projection emphasis: Ball goes too high (Height) -Projection emphasis: Can't direct it to BH side (Direction) 
Friday 9:55pm-10:00pm (5 Min.)	Wrap-up	<p>Key Points: (CF ensures Candidates leave with these Learnings)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improving reception through footwork <input type="checkbox"/> Using PAS Principles to improve effectiveness

WEEKEND #2: Saturday

DAY & TIME	MODULE/GOAL	ACTIVITY SCHEDULE
Saturday 9:00-9:30am (30 Min.)	Warm-up	<p>PLA: Candidates experience a 'hitting' warm-up (as if candidates were players in a lesson)</p> <ul style="list-style-type: none"> • Groundstrokes • Volley to Groundstrokes • Serves & Returns
Saturday 9:30am-10:45pm (1 Hr. 15 Min.)	MODULE 3 (B): 5 Fundamentals Fundamental Demonstrations	<p>PLA: Demonstration Olympics Candidates in groups of 2-3. Group members take turns being the Instructor. Each Instructor must perform one of the Demonstration topics for the evaluation in front of their group. The group must rate the quality of the Demonstration (Bronze Silver, or Gold rating) any scores below 'gold' and the Instructor must do it again with improvement. Rate based on::</p> <ul style="list-style-type: none"> ❖ Clarity (one element at a time) ❖ Correctness of Demo ❖ Word & image together ❖ Observers in position so they can see the Instructor's 'belly-button' 
10:45-11:00am (15 min.)	Break	
11:00-11:15am (15 Min.)	Warm-up	<p>PLA: Candidates run a Hitting warm-up</p>
Saturday 11:15pm-12:30pm (1 Hr. 15 Min.)	MODULE 4 (B): Practise Activity Organization Scanning and Problem-solving in Practise Activities	<p>1. Scanning for safety</p> <ul style="list-style-type: none"> ❖ Courts/Balls/Equipment/Spacing <p>2. Scanning for 'correct'</p> <ul style="list-style-type: none"> ❖ Is the Practise Activity running correctly? ❖ Is the Skill being performed correctly? <p>Note: Ensure candidates perform 5 Fundamentals Demonstrations in every simulated teaching exercise</p> <p>PLA: Problem-solving As Candidates run activities, CF introduces various 'problems' which can be solved by applying the Group Organization Tools. Inform candidates the evaluation topics will be used.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Odd numbers <input type="checkbox"/> Lack of Engagement <input type="checkbox"/> Unequal Levels <input type="checkbox"/> Not enough Repetition <input type="checkbox"/> Inadequate Equipment <input type="checkbox"/> Discipline Issues (Note: For discipline issues, CF secretly assigns players to be uncooperative) <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Use Evaluation Topics:</p> <p>Red Court</p> <ul style="list-style-type: none"> -Toss & Catch Progression -Rally Improvement -Volley to Groundstroke Rally <p>Orange Court</p> <ul style="list-style-type: none"> -Grip Change -Throw-serve Progression -Crosscourt Rally <p>Green Court</p> <ul style="list-style-type: none"> -Height Control in a Rally </div> 
12:30-1:30pm (60 Min.)	Lunch	
1:30-1:45pm (15 min.)	Warm-up	<p>PLA: Candidates run a Hitting warm-up</p>
Saturday 1:30-3:00pm (90 Min.)	Module 4B	Continued... 
3:00-3:15pm (15 min.)	Break	
3:15-3:30m (15 min.)	Warm-up	<p>PLA: Candidates run a Hitting warm-up</p>
Saturday 3:30pm-4:45pm (1 Hr. 15 Min.)	Adjusting the enjoyment and challenge of a Practise Activity through 'Fun Factors'	<p>1. Scanning for 'Enjoyable'</p> <p>PLA: Making activities 'Fun'</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add Competition (Team/Opposition/Self) <input type="checkbox"/> Have an Enthusiastic Instructor (Communication/Body Language) <input type="checkbox"/> Add Movement (Related to exercise/Unrelated to exercise) <input type="checkbox"/> Optimal Challenge <input type="checkbox"/> Activity <p>Note: Use Self Rally and Serving Topics</p> 
Saturday 4:45pm-5:00pm (15 Min.)	Wrap-up	<p>Key Points: (CF ensures Candidates leave with these Learnings)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand a 'hitting' warm-up to maintain skills <input type="checkbox"/> Components of good fundamental demonstrations Scanning Play & Practise Activities for 'Safe', "Correct" and "Enjoyable (using the 'Fun Factors' to increase enjoyment) <input type="checkbox"/> Group Organization Tools can be used to solve Problems <p><i>Reflections: Workbook C: Pg. 14</i></p>

WEEKEND #2: Sunday

DAY & TIME	MODULE/GOAL	ACTIVITY SCHEDULE
Sunday 9:00-9:15am (15 Min.)	Warm-up	PLA: Candidates run warm-up activity (physical)
Sunday 9:15-10:45am (90 min.)	MODULE 10: Doubles Experience basic doubles strategy through group Play & Practice Activities	1. Doubles Competitive Formats: (<i>Green Court</i>) <ul style="list-style-type: none"> Mix & Split 2. Doubles Tactics: <ul style="list-style-type: none"> Positions & roles The 'Wall' Who covers lobs (1up/1 back, Both up) PLA : CF runs Practice Activities (as if Candidates were players in a lesson). Model the tips and progressions used to help players understand doubles concepts. 
10:45-11:00am (15 Min.)	Break	
11:00-11:15am (15 Min.)	Warm-up	PLA: Candidates run warm-up activity (Hitting maintenance)
Sunday 11:15-12:15am (1 hr.)	CF Buffer	CF can use this time to practice any of the course competencies they think the group needs
Sunday 12:15-12:30pm (15 Min.)	SUMMARY & COURSE REFLECTIONS	<ul style="list-style-type: none"> Share what impacted each candidate most from their course experience? Go over evaluation procedures <i>Workbook C: Pg. 15</i>
12:30-1:30pm (60 Min.)	Lunch	NOTE: Candidates receive group lesson evaluation topics at the beginning of lunch they must fill out a copy of a full lesson plan (Workbook C Pg. 12)
EVALUATIONS		
Sunday 1:30-2:30pm (1 Hr.)	DEMONSTRATION EVALUATION	1. Point-play Demonstration: <ul style="list-style-type: none"> Serve/Return/FH & BH Groundstrokes 2. Volley to Groundstroke Demonstrations 3. Fundamental Demonstrations: (On 3 Stroke Families) <ul style="list-style-type: none">
Sunday 2:30-5:00pm (2 Hr. 30 Min.)	GROUP TEACHING EVALUATION	Group Lesson: Candidates take students through the 'Play & Practice' steps of a lesson.
Sunday 4:55-5:00pm (5 Min.)	Wrap-up	<ul style="list-style-type: none"> Inform candidates results will come within 2 weeks by email Review possible results and course of action