# GROUP ORGANIZATION TOOL KIT

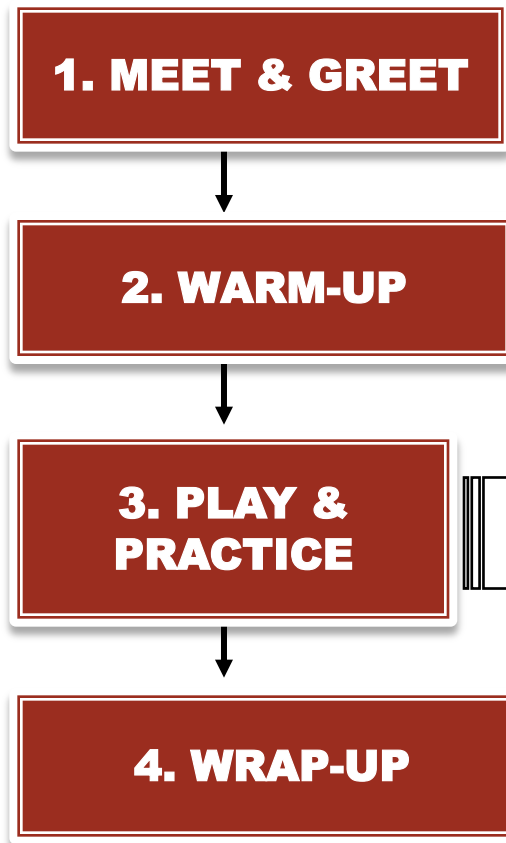Version 7.5

*INSTRUCTOR COURSE RESOURCES*

# GROUP ORGANIZATION TOOLS

To create playing and practice environments that are *active*, *safe* and *challenging*, the group must be organized well. The key tools in the Group Organization tool kit include:
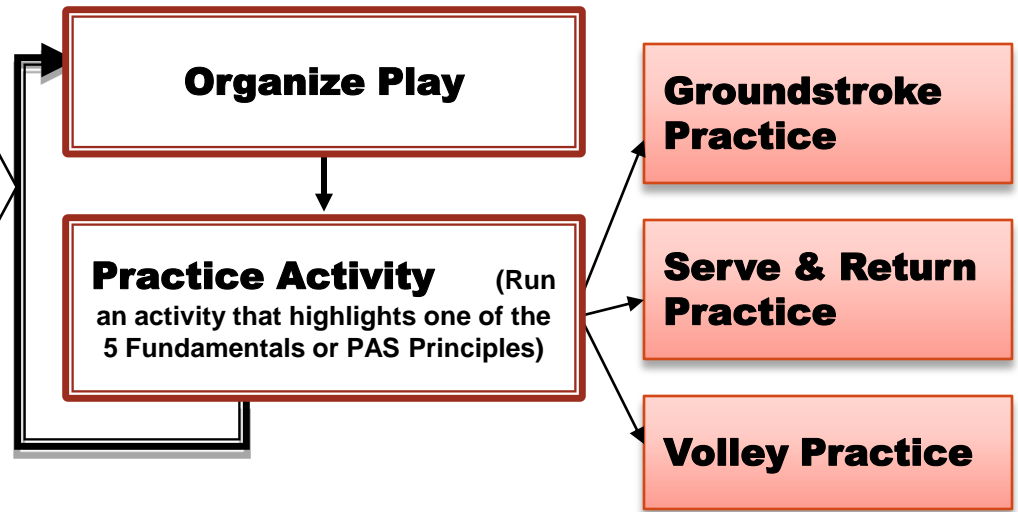
- Unfolding of a Lesson
- Court Management
- Practice Activity Management

TENNIS
CANADA

# UNFOLDING OF A LESSON

**Lesson Steps**

**1. MEET & GREET**

↓

**2. WARM-UP**

↓

**3. PLAY & PRACTICE**

↓

**4. WRAP-UP**

**Play & Practice Steps**

**Organize Play**

↓

**Practice Activity** (Run an activity that highlights one of the 5 Fundamentals or PAS Principles)

**Groundstroke Practice**

**Serve & Return Practice**

**Volley Practice**

TENNIS CANADA

# UNFOLDING OF A LESSON

## 1. MEET & GREET

A friendly and professional greeting sets the tone for the lesson. Even greetings after multiple lessons should include:

- ◦ Names (learn names in first lesson, remember names in subsequent lessons).
- ◦ Ask about background in first lesson. In subsequent lessons, ask about any practice they have done.

## 2. WARM-UP

Starter lessons are typically not physically demanding. Warm-ups at this level are to raise body temperature, institute a habit and to build coordination.

http://www.youtube.com/instructorcert#p/u/4/ghtJU7mD8RU

# UNFOLDING OF A LESSON

## 3. PLAY & PRACTICE

▸ ## A) Run Play

- A key role of an Instructor is to be a 'play leader'. Getting people playing right away is key. From there, the practice can unfold in a relevant way.
- After having some fun (and challenge) playing, they will be much more open to engaging in practice activities that will help them improve.

▸ ## B) Run Practice Activities

- Set-up practice Activities based on one element at a time.

Keep flipping back and forth from play, to practice, to play.

Each lesson should include practice on groundstroke skills, serve & return, and volleys. However, learning to rally (exchanging the ball) is the top priority.

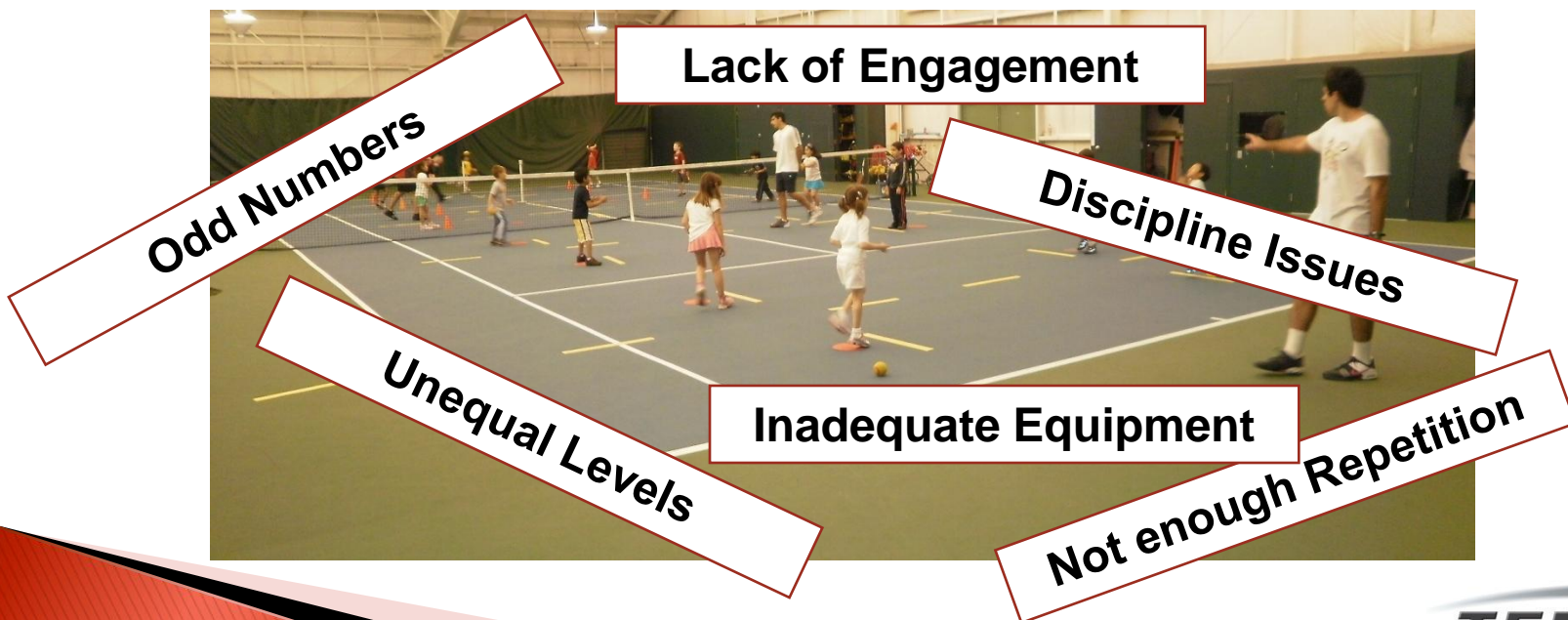# UNFOLDING OF A LESSON

## 4. WRAP-UP

A good summary is a key in good instruction. Make sure all players have something they can 'take home' and remind them to get out on the court if they can.

# COURT MANAGEMENT

**Problem-Solving:**
Whether running play or practice activities, many issues arise to hinder *enjoyment* and *improvement*. Employing good **Court Management** tools ensures an active, safe, and challenging environment is maintained.



Lack of Engagement

Odd Numbers

Discipline Issues

Unequal Levels

Inadequate Equipment

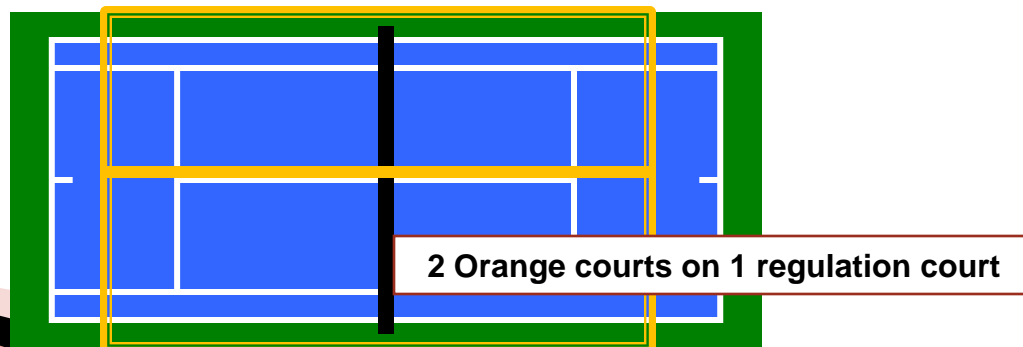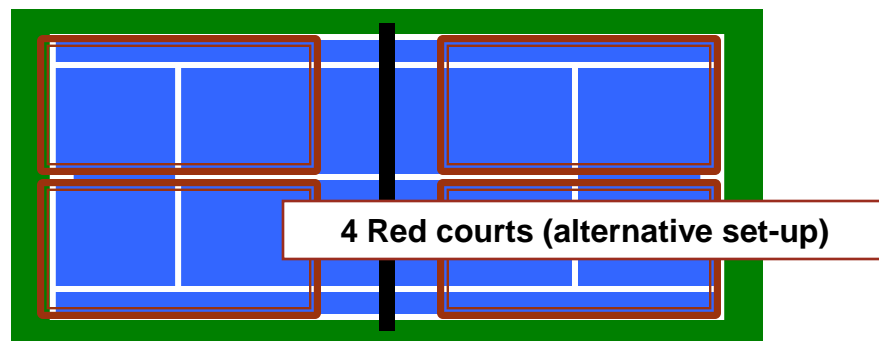Not enough Repetition

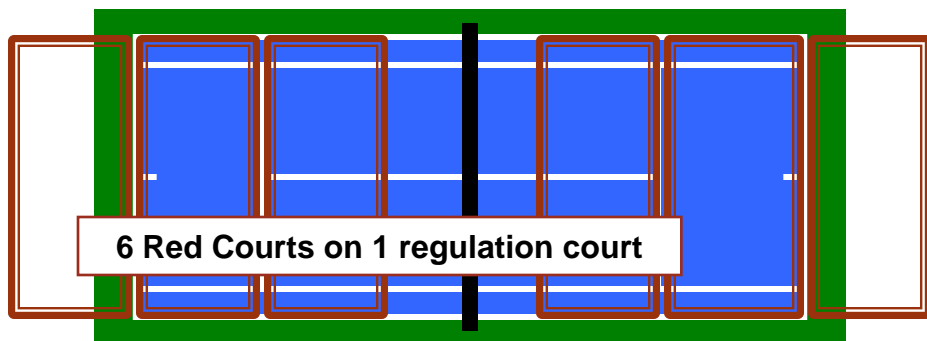TENNIS CANADA

# COURT MANAGEMENT

For managing play as well as practice activities.

- **A) COURT**
  - ◦ Red/Orange/Green
- **B) INSTRUCTOR POSITION**
  - ◦ Instructor-in/Instructor-out
- **C) FORMATIONS**
  - ◦ Lane/Triangle
- **D) ROTATION**
  - ◦ Small Circle/Big Circle/Anchor/Wave/Stations
- **E) FEEDING**
  - ◦ Cooperative/Hand Feeding

TENNIS
CANADA

# COURT MANAGEMENT

## A) COURT:

Using the Progressive Tennis system, courts can be set-up to accommodate any age or skill level. Here is an example of activity set-ups with Red and Orange courts:


6 Red Courts on 1 regulation court


4 Red courts (alternative set-up)


2 Orange courts on 1 regulation court

TENNIS CANADA

# COURT MANAGEMENT

## B) INSTRUCTOR POSITION

The Instructor's role is to keep things organized, safe, and provide feedback.  There are two main positions an Instructor can take:

- **Instructor in**: The Instructor either feeds or becomes a participant in the practice Activity to provide a role model and/or to fill in to make even numbers.
- **Instructor out**: The Instructor does not participate or feed. This option is a good choice when the Instructor wants to be free to circulate among the students for more personalized attention during practice or play.

# COURT MANAGEMENT

## C) FORMATIONS

Effective organization maximizes repetitions each student receives. Instructors can accommodate many students on one court or uneven numbers by how students are set-up (formation). Use markers to create 'safety zones' between players (shaded area).



`Lane` Formation

`Triangle` Formation

`Lane` & `Triangle` combination

TENNIS CANADA
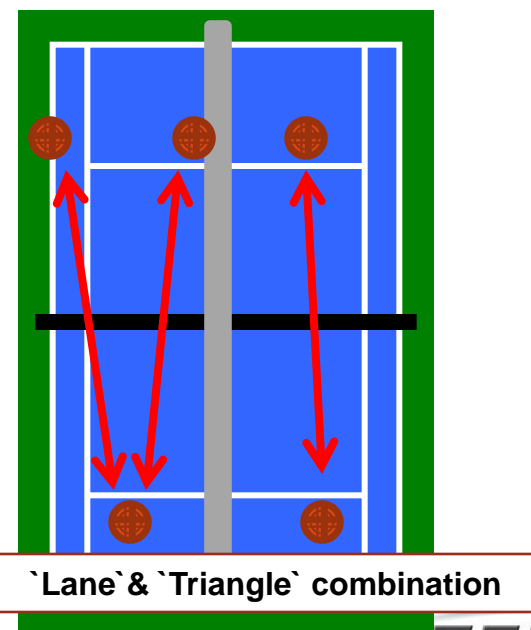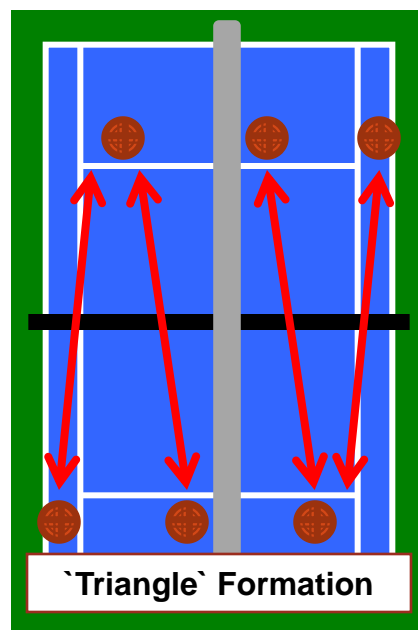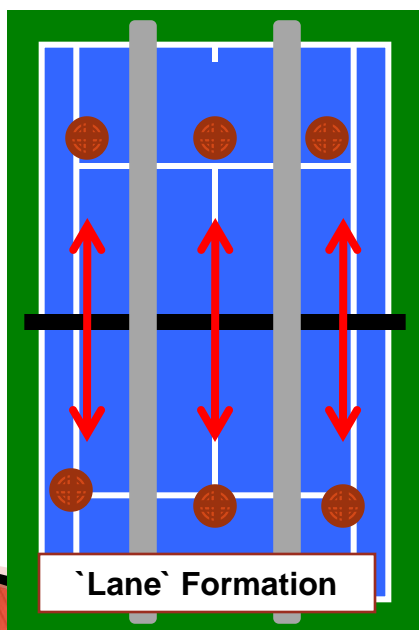
# COURT MANAGEMENT

## D) ROTATION

No matter the formation, it is important all players get equal hitting time (or equal time if Instructor is `in`) and play with other players. This can be difficult with an uneven number of students. Setting up a rotation is one way to meet this challenge. Once the Instructor demonstrates the rotation, they only need to say, *"rotate"* and everyone will know the movement pattern.

To ensure equal rotation, base the rotation on something easily tracked. Avoid switching at random times. Rotations should be based on:
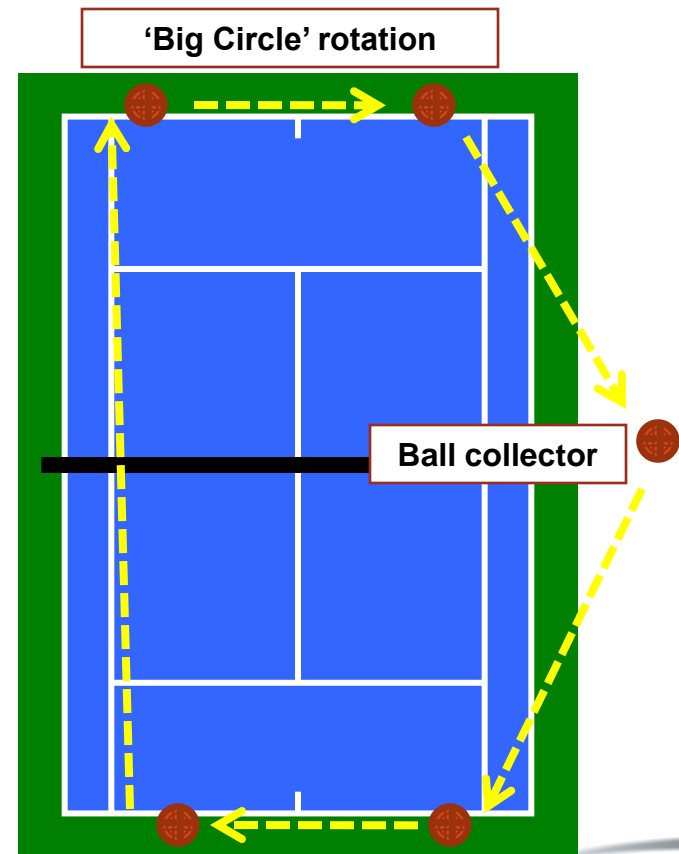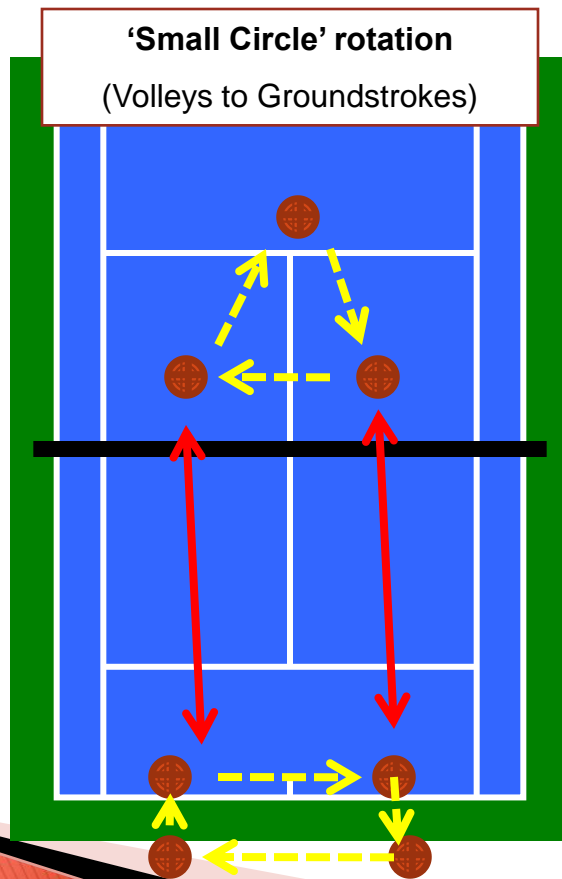
- **Time** (e.g. rotate after 2 minutes)
- **Score** (e.g. rotate after the 1st team gets to 3 points, etc.)

The following slides illustrate the various rotation types.

TENNIS CANADA

# COURT MANAGEMENT

## D) ROTATION
Rotation Types: 'Small Circle' & 'Big Circle' rotations

**'Small Circle' rotation**
(Volleys to Groundstrokes)

**'Big Circle' rotation**

**Ball collector**

TENNIS
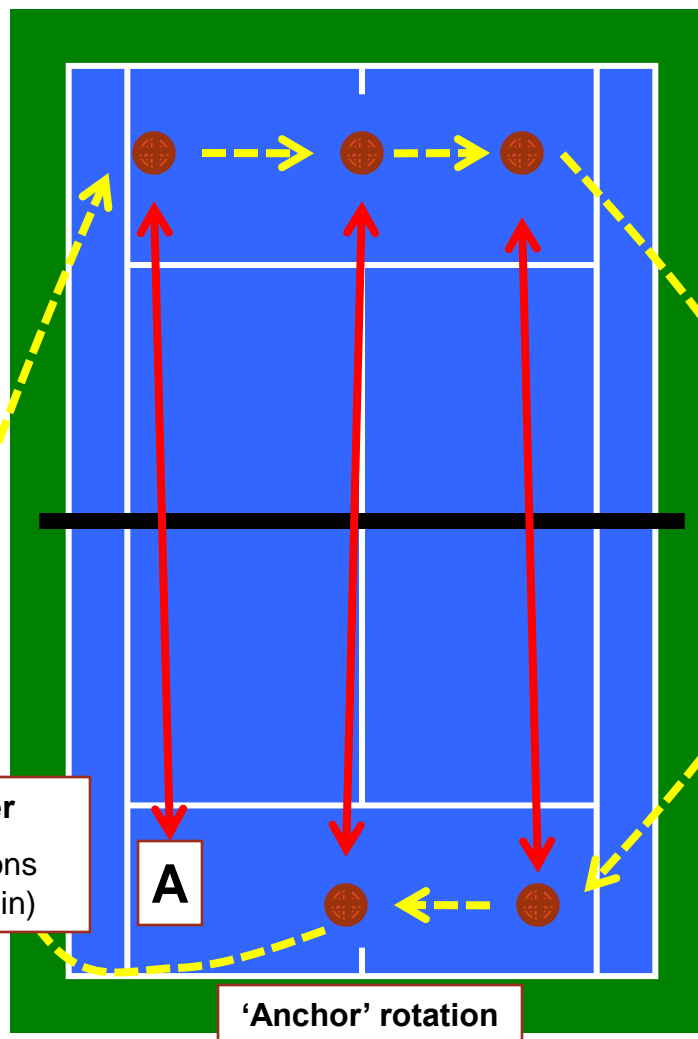CANADA

# COURT MANAGEMENT

## D) ROTATION

**Rotation Type: 'Anchor' Rotation**

In an Anchor Rotation, everyone rotates around the anchored player. Using this rotation, everyone will have a turn with all the other players.



**'Anchor' Player**

(Instructor positions here if Instructor-in)
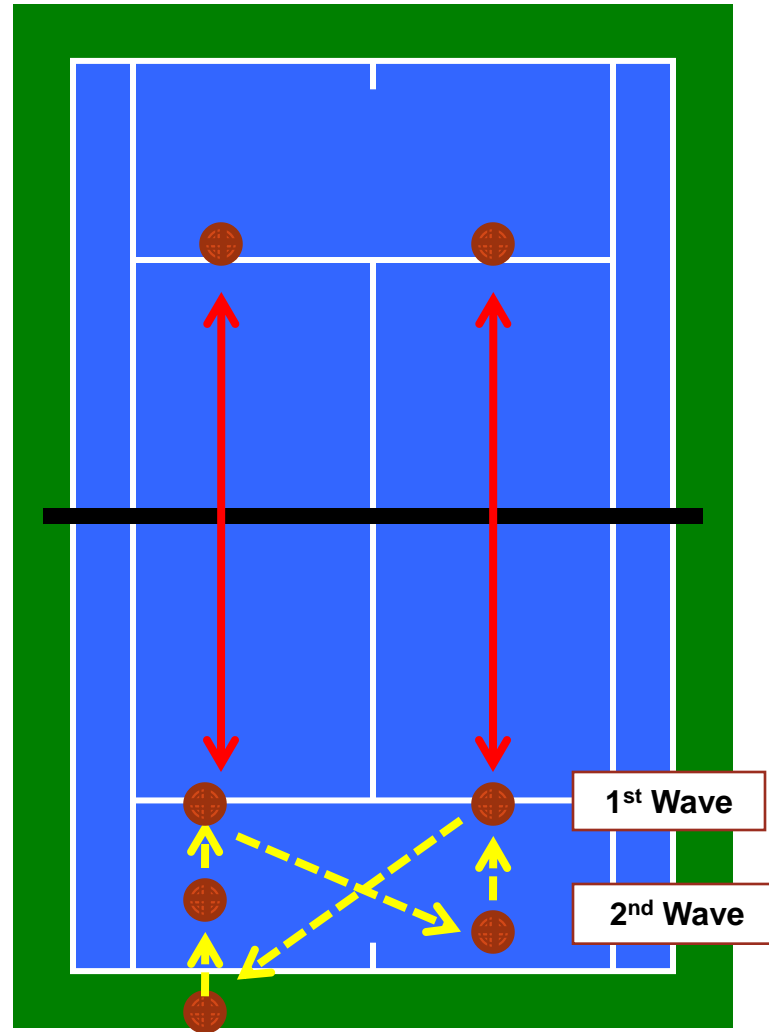
A

**'Anchor' rotation**

# COURT MANAGEMENT

## D) ROTATION

**Rotation Type: 'Wave'**
In a Wave rotation, players switch with the player behind them.
Waves still work with an uneven amount of players.
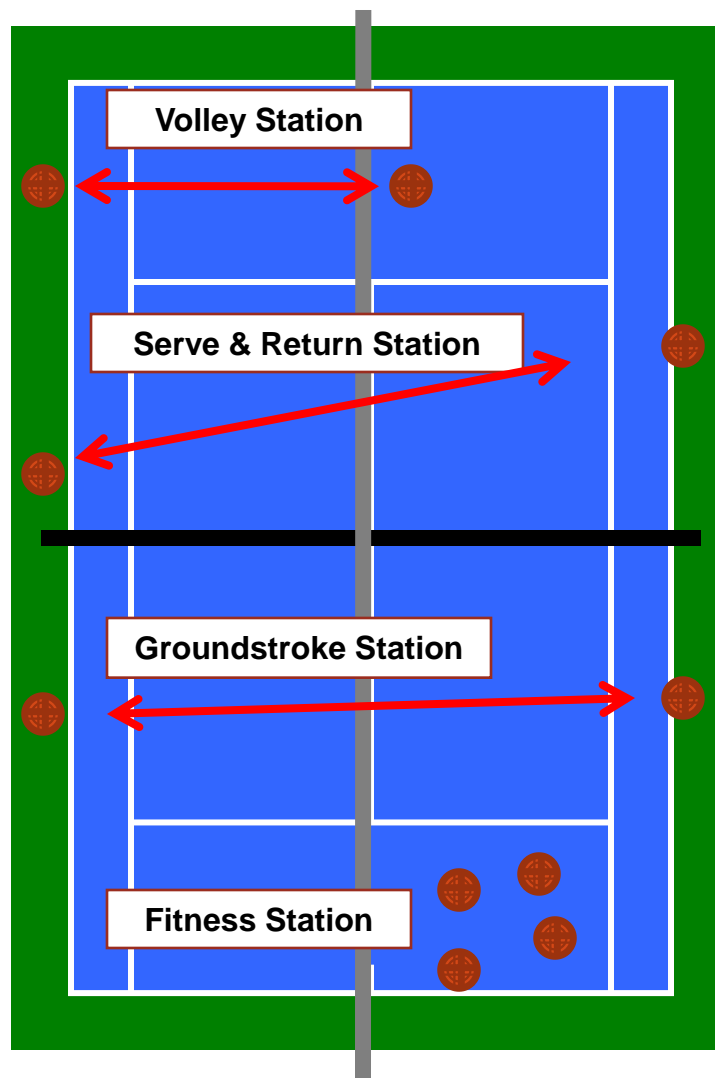


1st Wave

2nd Wave

TENNIS CANADA

# COURT MANAGEMENT

## D) ROTATION

**Rotation Type: Stations**

With Stations, players can work on different skills all in one session. Stations are an excellent way to handle many players on one court.
Here is a example using Red Courts. Everyone rotates Stations at regular intervals.

# COURT MANAGEMENT

**E) FEEDING**

"Feeding" refers to how a ball is delivered to a player (for practice repetition). The two main types of feeding used in this course are:

- ◦ **"Live-ball" Cooperative** (Where players hit with each other).
- ◦ **"Dead-ball" Hand-Feeding** (Where the coach or another student tosses the ball underhand to a partner.

*Using Live ball cooperative feeding is the most recommended for starter players, as it empowers players to practice with each other, and improves their rally skills more effectively. Players can be taught to Hand-feed each other to get extra repetition on a specific skill. Instructors should avoid feeding as it typically distracts them from managing the group well.*

TENNIS
CANADA

# COURT MANAGEMENT

## E) FEEDING

In Set-up "A", each individual hits **14-16** balls in 1 minute (each pair hitting 4 shots every 8 seconds). The individuals in Set-up "B" would only hit **7-9** balls in 1 minute (the instructor feeds 2 balls every 3 seconds and rotates players to the end of the line).

Doing the drill for 10 minutes once per week for 4 weeks means Group 'A' players hit **280** more balls.

Set-up "A"

Set-up "B"
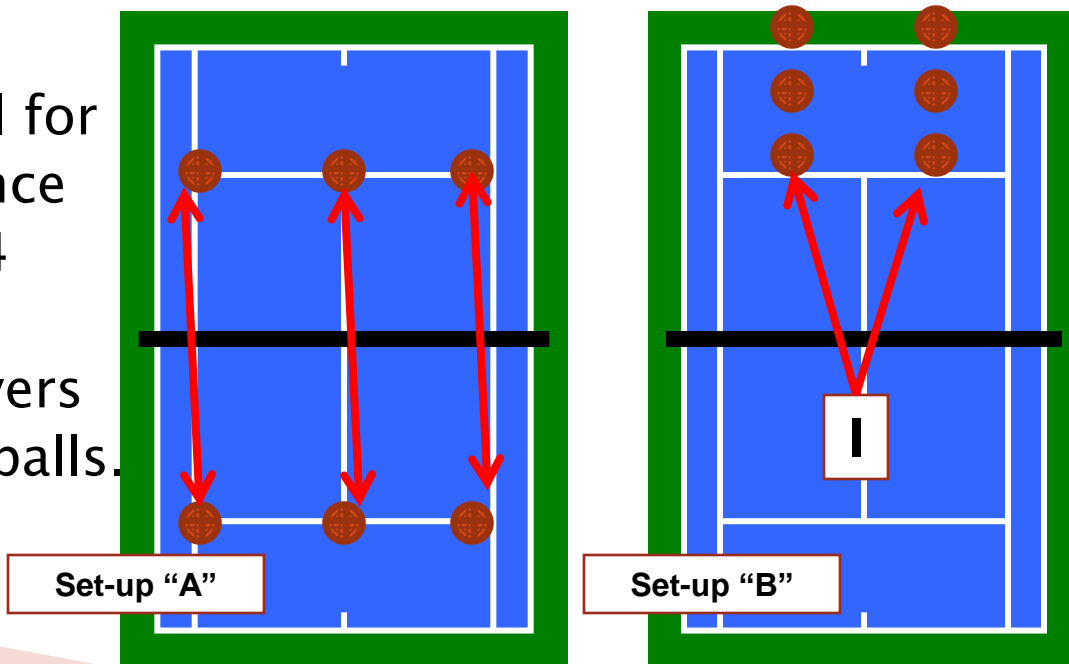
# COURT MANAGEMENT

**Helping players understand the organization:**

▸ It is highly recommended the Instructor demonstrate activities with everyone in position. Start all activities by taking participants through a slow-motion 'walk-through' of the activity (explaining as you go) and simply speed it up to full pace.   In this way, everyone will know what to do and what is expected.  **Avoid verbally explaining organization** as it is the least effective way to get students to understand what to do.

# practice ACTIVITY MANAGEMENT

To manage practice activities, it is critical to constantly 'scan' the environment to keep it on track. The 3 'Scan Questions' are:

- A) Is it SAFE?
- B) Is it CORRECT?
- C) Is it ENJOYABLE?

A 'no' answer to any of the 3 scanning questions requires the Instructor to immediately intervene.

TENNIS CANADA

# PRACTICE ACTIVITY MANAGEMENT

**"Is it SAFE?"**

This is the #1 question an Instructor must constantly ask. Elements that must be monitored include:

- **Balls** (ensure no balls are where players step)
- **Equipment** (make sure ball baskets, ropes, etc. are not in the way)
- **Player Spacing** (ensure players have enough room to swing and don't rotate into the path of others)
- **Court** (play shouldn't occur on outdoor courts that are wet or have leaves or puddles)

**TENNIS**
**CANADA**

# PRACTICE ACTIVITY MANAGEMENT

"Is it CORRECT?"

For maximum effectiveness, the instructor must ensure the activity is being repeated appropriately. Poor repetition lead to poor skills.

- **Is the ACTIVITY running correctly?** (Make sure players are doing what they are supposed to)
- **Is the TECHNIQUE being performed correctly?** (Players need feedback if they are not executing technique well)

TENNIS
CANADA

# PRACTICE ACTIVITY MANAGEMENT

"Is it Enjoyable?"

If an activity is not enjoyable, it can cause many issues (like lack of engagement and even discipline concerns). Making an activity enjoyable is not a random occurrence but a specific formula of "Fun Factors" that make activities challenging and engaging.

# PRACTICE ACTIVITY MANAGEMENT

## FUN FACTORS:

▸ Add Competition
- ◦ Team/Opposition/Self

▸ Have an Enthusiastic Instructor
- ◦ Communication
- ◦ Body Language

▸ Add Movement
- ◦ Related to exercise
- ◦ Unrelated to exercise

▸ Optimal Challenge

(Participants should be successful at the activity 50-70% of the time. Both too easy or, too hard, makes an activity less enjoyable)

▸ Activity (no waiting or standing in lines)