

INSTRUCTOR COURSE "In-Course" WORKBOOK C

NAME:

EMAIL ADDRESS:

PHONE #:

CELL#:

RESULT:
(CF Initial)



COMPLETE



INCOMPLETE



The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/ provincial/territorial sport federations, and the Coaching Association of Canada.

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PROFESSIONALISM

The Webster's Dictionary definition of Professionalism is:

adjective

1. Engaged in, or worthy of the high standards of a profession

For the Instructor course our definition will include *communication, attitudes* and *commitment to task*. It is critical to display professionalism as an Instructor to ensure our players have the best environment possible.

Professionalism will be evaluated during the course through matching Instructor Candidate behaviors with the following:

PROFESSIONALISM 'CODE'

"I will:"

- Display an open, engaged and positive attitude in all course activities
- Treat all participants and Course Facilitators with respect/dignity
- Present a professional image (attire/grooming/body language)
- Be punctual & on-time for all course modules and assignment deadlines
- Give and received feedback in a positive & constructive manner
- Lead groups with confidence and clear communication

To evaluate Professionalism during the course, a three-step process will be modeled similar to the discipline process outlined in the Communication & Leadership Tool-Set:

- **Step 1: Warning/Clarification**
The unprofessional behavior of the Instructor candidate will be clarified
- **Step 2: Time out**
The Instructor candidate will sit off until they are ready to display professionalism
- **Step 3: Excluded from Evaluation**
Candidates displaying enough unprofessional behaviors to get to this step will not be eligible to take the final day evaluations with this course. They must arrange evaluations at another time for the full re-take fee.

I will abide by the Professionalism code and am prepared to accept the consequences described for the course if I display inappropriate professional behavior.

Signature: _____

Lesson Observation

Watch the 2 video clips and record your observations regarding each of the categories below.

Instructor's visual & verbal communication	How the skills learned connect to real play
Clip #1	Clip #1
Clip #2	Clip #2
Effect on participants	
Organization Of Practice Activity	Clip #1 Clip #2
Clip #1 Clip #2	Tactical or Technical points Clip #1 Clip #2

A. DEMONSTRATION EVALUATION

SERVE & GROUNDSTROKE SEQUENCE (Full court with 'Green' Ball):

Candidates must complete a sequence of serve (into BH side of service box), and 4 groundstrokes (2 FHs & 2 BHs)

Effectiveness	
<input type="checkbox"/> Consistency (10 balls in a row per player) <input type="checkbox"/> Ability to send a slow, arching, flat ball that will arrive on the decline to partner (appropriate for a 2.0 player)	Personal Notes:

TECHNICAL FUNDAMENTAL DEMONSTRATIONS (Full court with 'Green' Ball):

Candidates must drop a ball to themselves and perform 3-5 demonstrations with verbal highlights

Groundstroke Technical Fundamentals:	
<input type="checkbox"/> Eastern FH & BH Grip <ul style="list-style-type: none"> • Knuckle placement on grip bevels <input type="checkbox"/> Set-up of body and racquet with balance in appropriate location before the bounce <ul style="list-style-type: none"> • Shoulders sideways (unit turn) • Set-up foot on the same side as the ball received • Racquet above wrist • Prepare racquet on same side of body <input type="checkbox"/> Appropriate Impact Point with stable wrist <ul style="list-style-type: none"> • Waist Level • In front of body • Comfortable distance from body <input type="checkbox"/> Hitting zone with low-to-high racquet path (no backspin or extreme topspin) <ul style="list-style-type: none"> • Laid back wrist <input type="checkbox"/> Recovery <ul style="list-style-type: none"> • Dynamic, athletic ready position • Appropriate location ('Home base') • Before ball bounces on opponent's side <input type="checkbox"/> Exhaling at impact	Personal Notes:
Serve Technical Fundamentals:	
<input type="checkbox"/> Continental Grip <input type="checkbox"/> Set-up by coordinating arms to adopt a balanced 'trophy' position <input type="checkbox"/> Toss/impact point in correct location <input type="checkbox"/> Proper throwing action <input type="checkbox"/> Slow/medium rhythm	Personal Notes:
Volley Technical Fundamentals:	
<input type="checkbox"/> Continental Grip <input type="checkbox"/> Set-up of body and racquet before the ball crosses the net ('Catch' set-up) <input type="checkbox"/> Appropriate Impact Point with stable wrist <input type="checkbox"/> Recovery (with dynamic, athletic ready position) <input type="checkbox"/> Exhaling at impact <input type="checkbox"/> Synchronized footwork: (Impact – body weight transfer) <input type="checkbox"/> "Catching Action"	Personal Notes:

DAY 1 & 2 REFLECTIONS

Legend: Not at all – 1 Sometimes – 2 Often/Satisfactory – 3 Most of the time – 4 Always/Completely – 5

Rate your experience at this point in the course:

	1	2	3	4	5
I have had several opportunities to lead or teach an activity	—	—	—	—	—
I have learned the names of the other course participants.	—	—	—	—	—
I feel comfortable exploring teaching and learning activities.	—	—	—	—	—
My confidence in teaching/leading is progressing with each new activity.	—	—	—	—	—
My level of participation is increasing or becoming easier with each activity.	—	—	—	—	—
I understand the objectives of the course.	—	—	—	—	—
I understand the evaluation and testing process.	—	—	—	—	—

Rate the Course Facilitator on the following: Creating a Desire to Learn

	1	2	3	4	5
The CF knows my name and uses it when addressing me .	—	—	—	—	—
The CF makes eye contact with me and is personable.	—	—	—	—	—
The CF is enthusiastic and holds my interest and attention.	—	—	—	—	—
The CF provides clear and concise verbal explanations that I can understand.	—	—	—	—	—
The CF provides clear and concise visual demonstrations that I can understand.	—	—	—	—	—
The CF circulates during the activity, making contact with each individual in the group.	—	—	—	—	—

Rate your Professionalism as a Leader:

	1	2	3	4	5
I am fully engaged in all discussions and activities (When I am acting as an Instructor and when I am a student).	—	—	—	—	—
I present a professional image.	—	—	—	—	—
I give and receive feedback in a positive and constructive manner.	—	—	—	—	—

DAY 1 & 2 REFLECTIONS Cont'd

**What impacted me the most out of everything I learned today?
(This could be a concept, process, or element). Why?**

**Based on today's experiences, what did I find the most
challenging? Why?**

What 3 things will I now start doing when I instruct tennis?

**What did I do well today? What could I have done better if I
could repeat the day over again?**

BEING INTERVIEWED

Role-play interview questions:

Interviewer:

Why should we hire you?

What makes you more qualified than other candidates?

What did you like most & least about your last job?

What are your strengths and weaknesses?

Describe a time when you handled conflict?

Do you have any questions for us?

SCORING (10=Excellent, 1= Poor)

- Interviewee started interview with a firm handshake and a smile (2 points)
- Interviewee looks sharp, neat, clean, and well groomed (2 points)
- Good posture, body language, and eye contact (2 points)
- You felt the Interviewee listened to your questions carefully and made good eye contact (2 points)
- Interviewee stayed calm when under fire with tough questions (2 points)
- Interviewee asked about salary before you brought it up (minus 2 points)

TOTAL SCORE _____

”SELLING” PROGRESSIVE TENNIS

Since Progressive Tennis is a ‘new’ concept in Canada, many parents and coaches have little experience with it. As a result, they are wary and sometimes even against the concept.

Role-play #1: A parent approaches you and brings up the following disagreements they have with Progressive Tennis. Answer their arguments (feel free to add any others you have heard):

Parent disagreement points:

- “I don’t want my son using those ‘fake’ balls”
- He can already play on a real court with real balls
- That is not the way I learned to play tennis.
- No pros learned that way.
- Doesn’t it take away lesson time to set-up all the equipment?
- Isn’t it more expensive?

Role-play #2: A parent approaches you and is curious about this new concept with players using scaled balls and courts. They are not against the concept, but are just looking to be educated:

SCORING (10=Excellent, 1= Poor)

- Instructor ‘sold’ Progressive Tennis with solid logic (2 points)
- Instructor ‘sold’ Progressive Tennis in a friendly, positive, and convincing way (2 points)
- Good posture, body language, and eye contact (2 points)
- The Instructor listened to your questions carefully and made good eye contact (2 points)
- Interviewee stayed calm when under fire with tough questions (2 points)

TOTAL SCORE _____

COMMUNICATING WITH PARENTS

Sometimes, parents may have differing views on how you should teach your lessons. It is important to stay diplomatic, listen to their views, but set boundaries.

Role-play #3: A parent approaches you with the comment, “*My child is too good for this group.*” You think they are not. Lead them through a discussion to keep them in the program but at the correct level.

Parent points:

- “She doesn’t get enough practice when she is with worse players because they keep missing”
- “She is not being challenged enough”
- “You should move her up into the advanced group.”

Role-play #4: A parent approaches you with the comment, “*Why are they playing these silly games, and why don’t you teach proper technique?*” Lead them through a discussion to help them to understand how your lessons will give them a solid foundation.

Parent points:

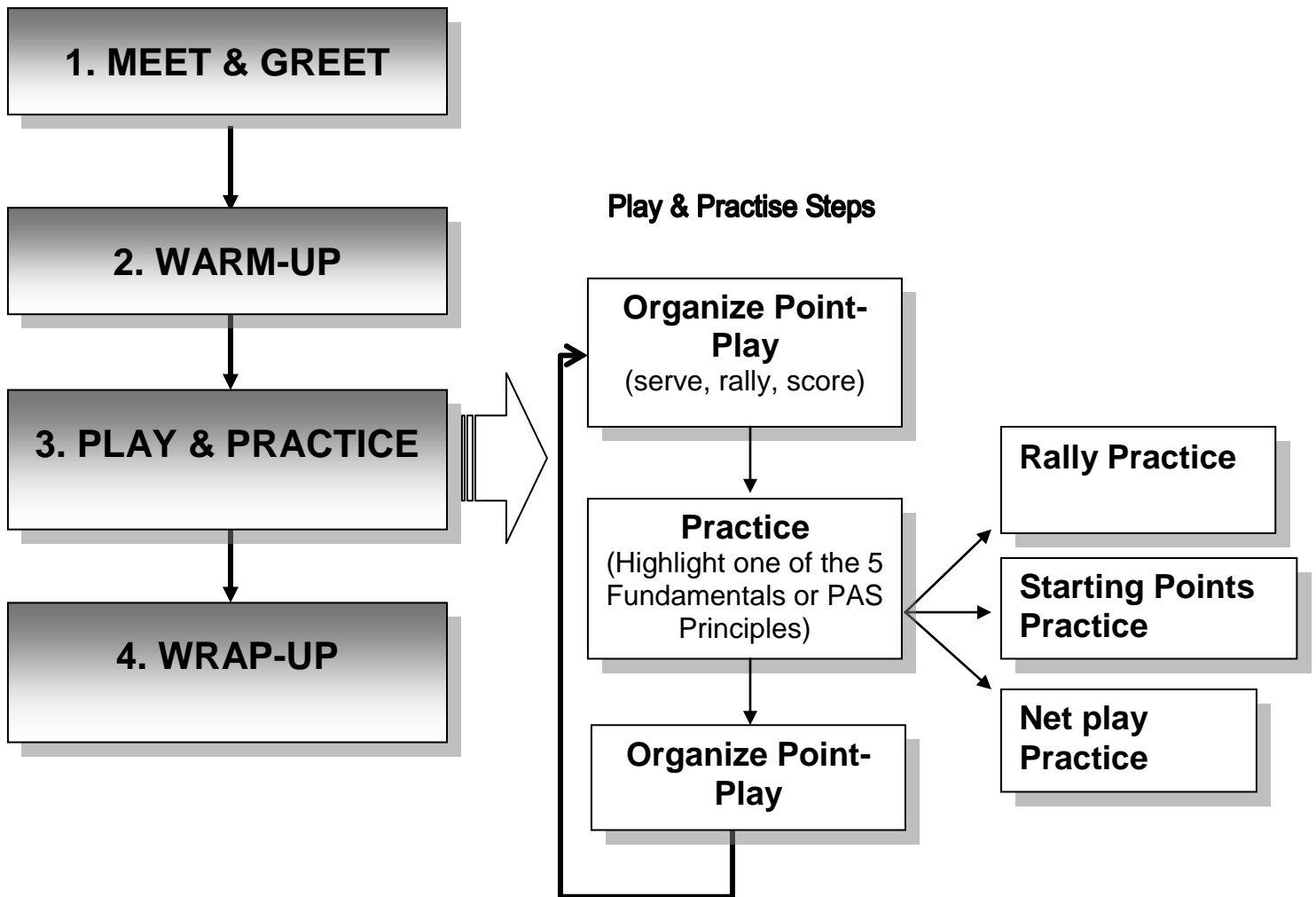
- “You should feed the ball and tell them to follow-through properly!”
- “This isn’t the way tennis is supposed to be taught.”

SCORING (10=Excellent, 1= Poor)

- Instructor stayed calm, friendly and diplomatic (5 points)
- Instructor gave a reasonable rationale to support their opinion (5 points)

TOTAL SCORE _____

UNFOLDING OF A LESSON



DESIGN A LESSON

Using the structure of a lesson (diagramed above) and the lesson planning sheet provided, design a lesson for a group of 9-10 year old beginner players (Lesson # 4 in a series of 6).

LESSON PLANNER (1 hour)

Instructor:	Date:
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1. MEET & GREET (5 min.)

Key Notes:

2. WARM-UP (10 min)

Warm-up Activity description (1-3 activities)

3. PLAY & PRACTICE (40 min.)

PLAY (“I Can Play Points”) ACTIVITY: Set-up: Rules:	
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PRACTICE ACTIVITY: Tactic: Technical Highlight: Activity Description:	
--	---

PRACTICE ACTIVITY: Tactic: Technical Highlight: Activity Description:	
--	--

PLAY (“I Can play Points”) ACTIVITY: Set-up: Rules:	
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5. WRAP-UP (5 min.)

Key Summary Points:

**What impacted me the most out of everything I learned today?
(This could be a concept, process, or element). Why?**

Based on today's experiences, what did I find the most challenging? Why?

What 3 things will I now start doing when I instruct tennis?

What did I do well today? What could I have done better if I could repeat the day over again?

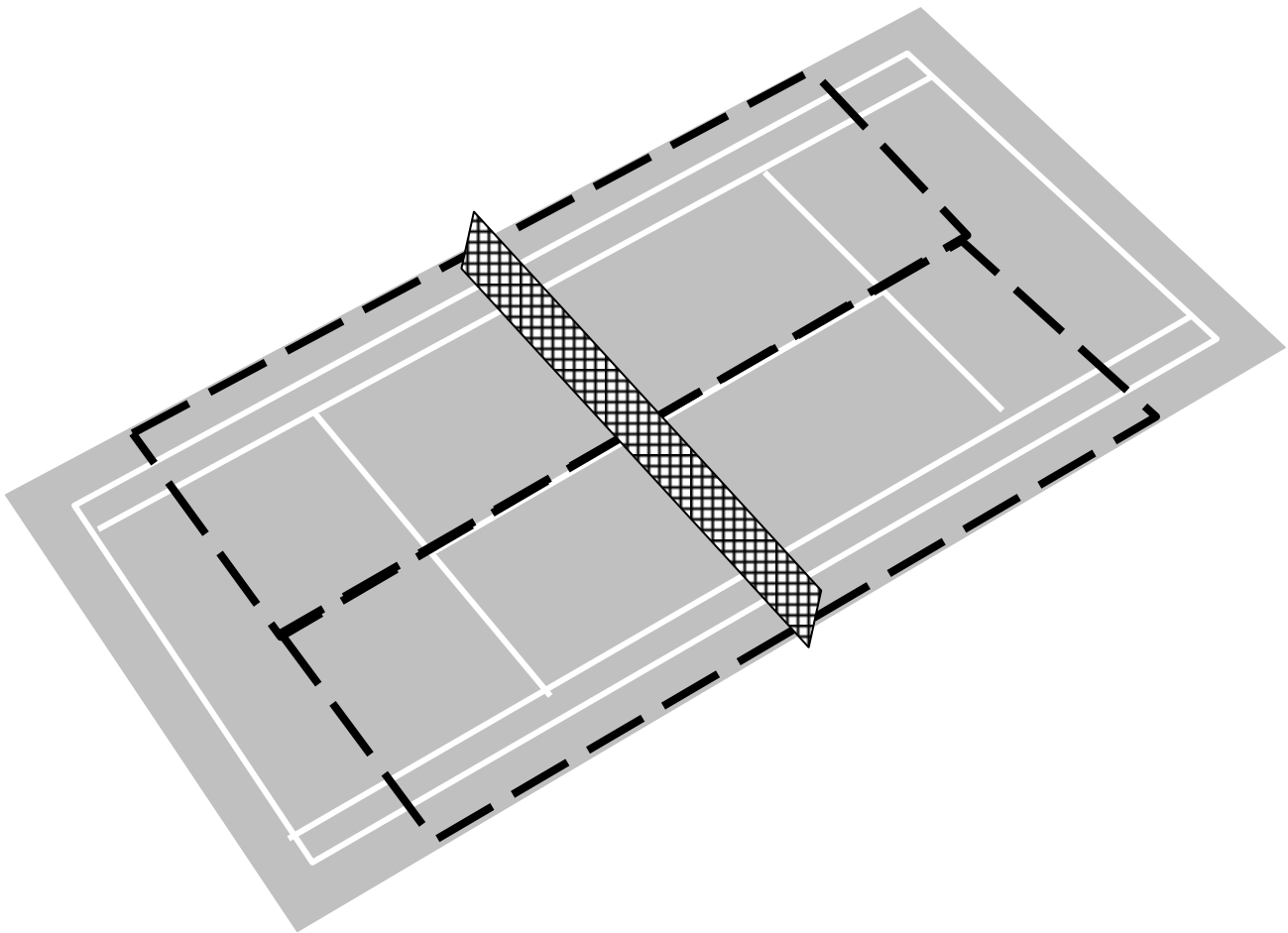
DESIGNING A PRACTICE ACTIVITY

PROBLEM: Design a Practice Activity for 6 students on 2 orange courts.

Topic: “*Receiving wide groundstrokes*”

Key:

P=Player **I=Instructor** \longrightarrow =Player movement \dashrightarrow =Ball flight



DAY 4 & 5 REFLECTIONS

**What impacted me the most out of everything I learned today?
(This could be a concept, process, or element). Why?**

**Based on today's experiences, what did I find the most
challenging? Why?**

What 3 things will I now start doing when I instruct tennis?

**What did I do well today? What could I have done better if I
could repeat the day over again?**

COURSE REFLECTIONS

Describe your journey throughout the Instructor course; specifically, have you experienced a transformation with regards to your attitudes, thoughts, or priorities in relation to your initial starting point of the course?

In what ways did the CF lead the course in the same ways you should be teaching lessons? What was modeled well that you could copy to help you teach more effectively?

What 3 goals will you commit to as a result of taking the course?

Rate your Professionalism as a Leader:

Place an "S" (where I started the course) and a "N" (where I am now) and rate these items on a scale of

1 (excellent) to 5 (poor)

1 2 3 4 5

I presented a professional image.

— — — — —

I gave and received feedback in a positive and constructive manner.

— — — — —

I was punctual in all course activities & assignments.

— — — — —

I communicated (gave & received feedback) as a positive, confident and respectful leader.

— — — — —

LESSON PLANNER (1 hour)

Instructor:

Date:

1. MEET & GREET (5 min.)

Key Notes:

2. WARM-UP (10 min)

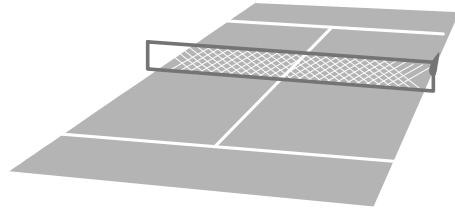
Warm-up Activity description (1-3 activities)

3. PLAY & PRACTICE (40 min.)

PLAY ("I Can Play Points") ACTIVITY:

Set-up:

Rules:

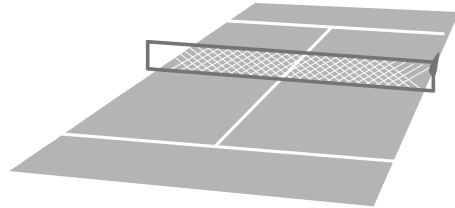


PRACTICE ACTIVITY:

Tactic:

Technical Highlight:

Activity Description:

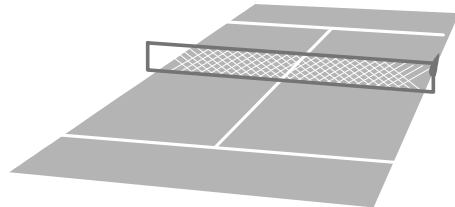


PRACTICE ACTIVITY:

Tactic:

Technical Highlight:

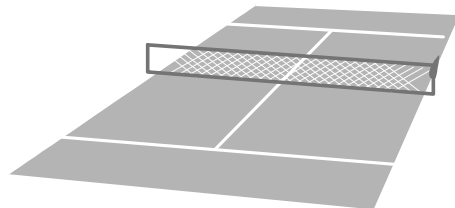
Activity Description:



PLAY ("I Can play Points") ACTIVITY:

Set-up:

Rules:



5. WRAP-UP (5 min.)

Key Summary Points:

NOTES:

