



**LTA**

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**COACH**  
*Development*



# **LTA ASSISTANT** Training Manual



**TENNIS**  
FOR BRITAIN



# WELCOME

Our vision is 'Tennis opened up', and our mission is to grow tennis by making it relevant, accessible, welcoming and enjoyable.



TENNIS  
FOR BRITAIN

Tennis is an amazing sport. Anyone can play; whatever their motivation or ability, from all communities and backgrounds. At any age and for a whole lifetime, tennis provides physical, social and mental rewards both on and off the court.

We want tennis to be open to as many people as possible, across the whole of Britain. Coaches play an essential role in the future of our sport; without you, tennis can't exist.

We are here to help many more people pick up a racket, whether it's for the first time, or the first time in a while. We want to enable men and women of all ages and abilities to play more often, all year round.

Starting early is crucial to playing for the long-term. We need more children to start playing and will do what it takes to make it as easy as possible for parents and kids across the whole of Britain to choose tennis. We will also build new and develop existing relationships with schools and local communities, so more kids and young people than ever before are able to pick up a racket.

We want to thank you for embarking on the exciting journey towards becoming a Coach. Have a great course, work hard in your training, and good luck in your assessments!

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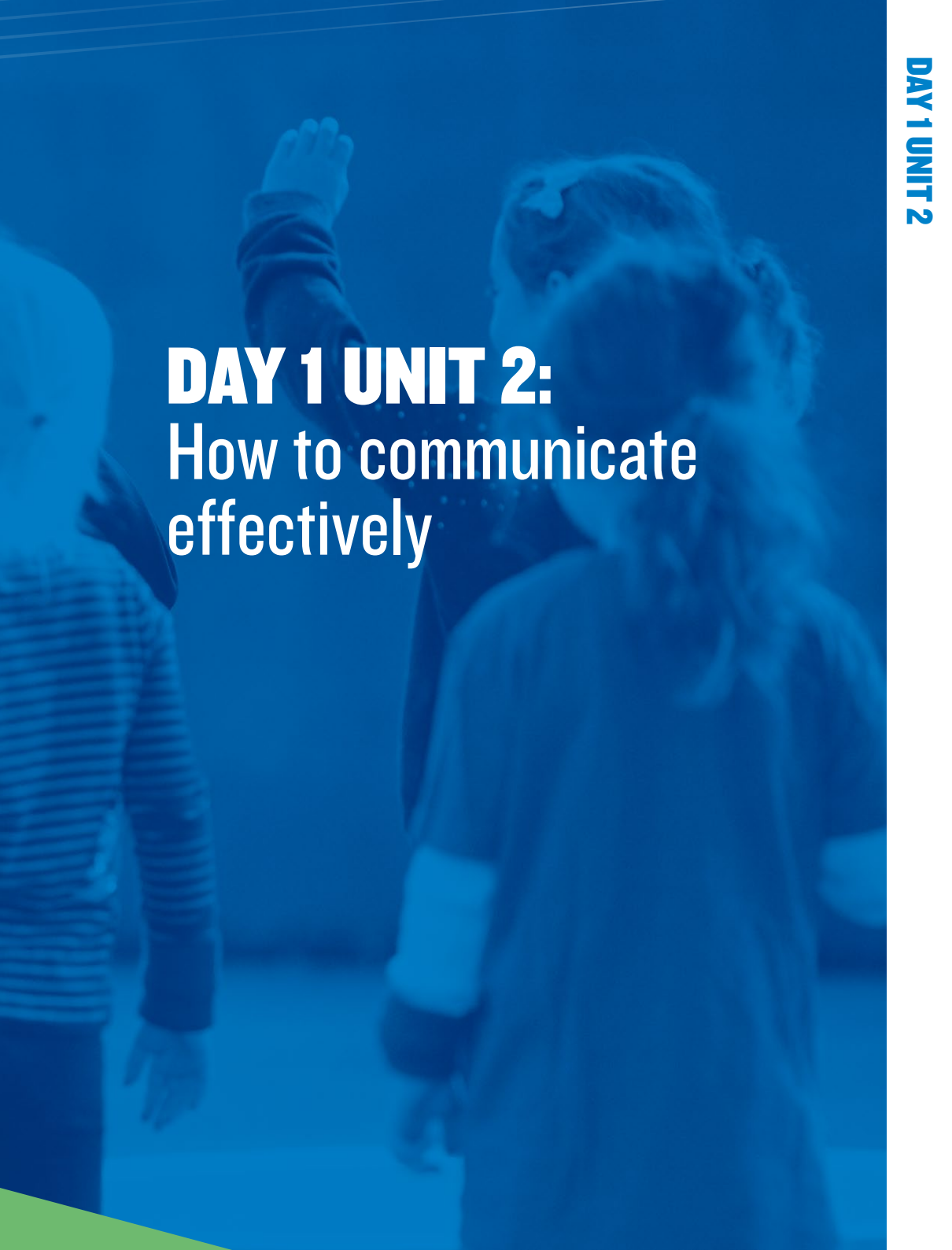
# DAY 1

## Overview

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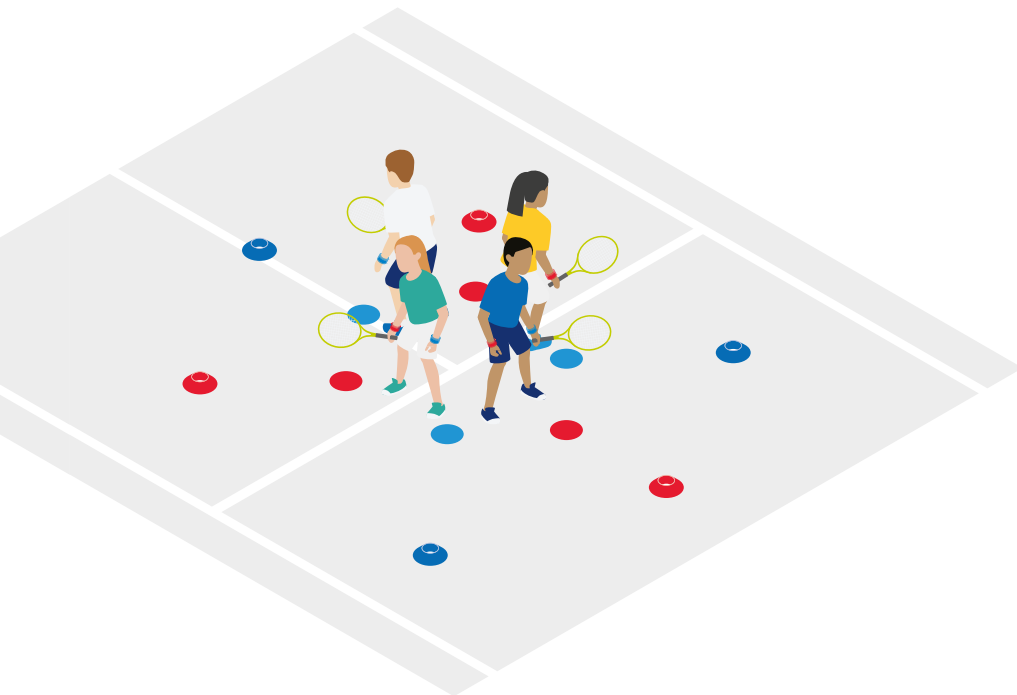
TENNIS  
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# **DAY 1 UNIT 2:** How to communicate effectively

# B1.1 WARM UP

## Meet & Greet



### Equipment (quantity based on group of 4):



Red (4) and blue (4) wristbands



Rackets (4)



Marker spots (2 red, 2 blue)



Mini cones (4 red, 4 blue)



Large balls (1)

## KEY LEARNING OUTCOMES:

- Players learn each others' names.
- Agility moving around the cones.

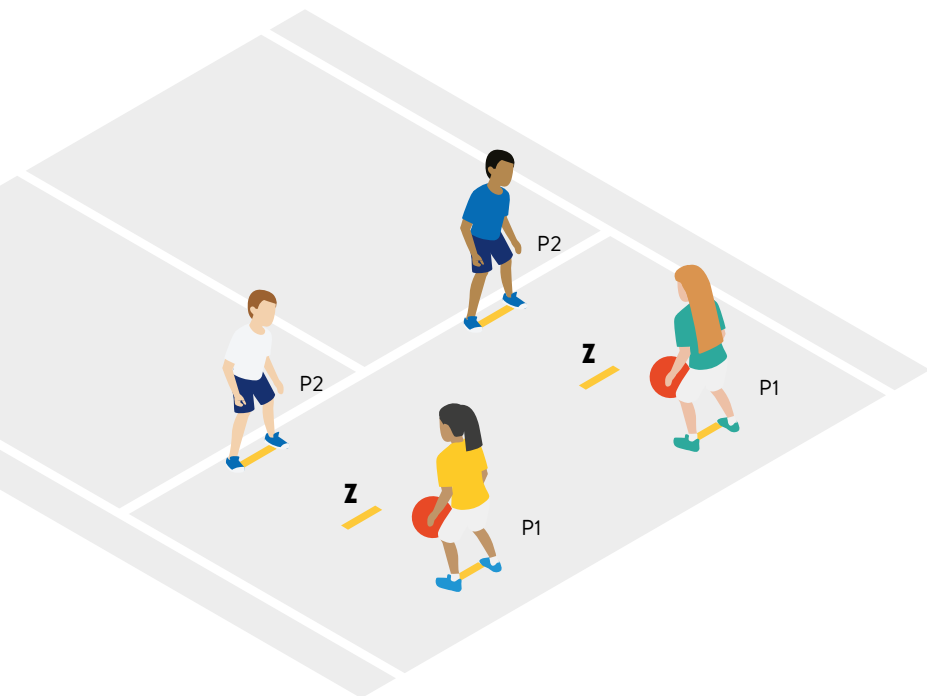
### B.1.1.1 Organisation & Rotation:

1. Players stand on a spot facing into the centre of the circle.  
Players put their racket on their spot.
2. Coach passes the ball to the first player who calls their own name out.  
Players pass the ball around the circle calling their own names.
3. The ball is passed to all players again. This time all players have to call out the name of the player holding the ball.
4. Fist pump or equivalent.
5. Players pick up rackets. When Coach shouts 'GO' the players run to a cone of the same colour that they were standing on. Players run around cone then come back to a different colour cone.
6. The exercise is repeated several times.



# B1.2 BODY & BALL

## Roll and Recover



**Equipment** (quantity based on group of 4):



Red (4) and blue (4) wristbands



Blue stage balls (2)



Throw down lines (6)

## KEY LEARNING OUTCOMES:

- Players learn to recognise and control direction.

### Key Teaching Points:

- **Players start with shoes outside of the yellow line**

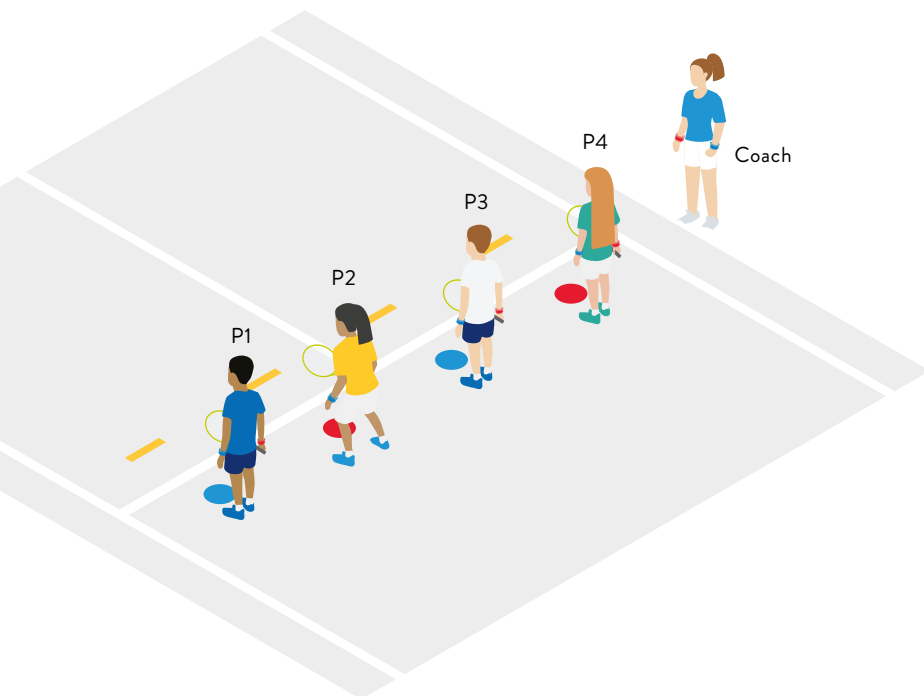
#### B.1.2.1 Organisation & Rotation:

1. Players stand with shoes either side of the yellow line, facing each other.
2. Players roll large ball on floor towards their partner.
3. Players aim the ball to travel over the yellow line (Z).
4. If ball rolls over the yellow line, Player moves their yellow line back to behind their shoes.
5. If ball does not cross yellow line (Z), Player moves their yellow line forward toward (Z).
6. First Player to reach either the service line or the baseline is the winner.
7. Rotate the players after someone has won the game.



# R2.1 WARM UP

## Machine Run



### Equipment (quantity based on group of 4):

-  Red (4) and blue (4) wristbands
-  Blue stage balls (4)
-  Rackets (4)
-  Throw down lines (4)
-  Marker spots (2 blue, 2 red)

## KEY LEARNING OUTCOMES:

- Players improve balance, hitting and racket handling skills.

### Key Teaching Points:

- **Technical:** Roll, push and stop the ball in front of the shoes.
- **Technical:** Moving around the ball.

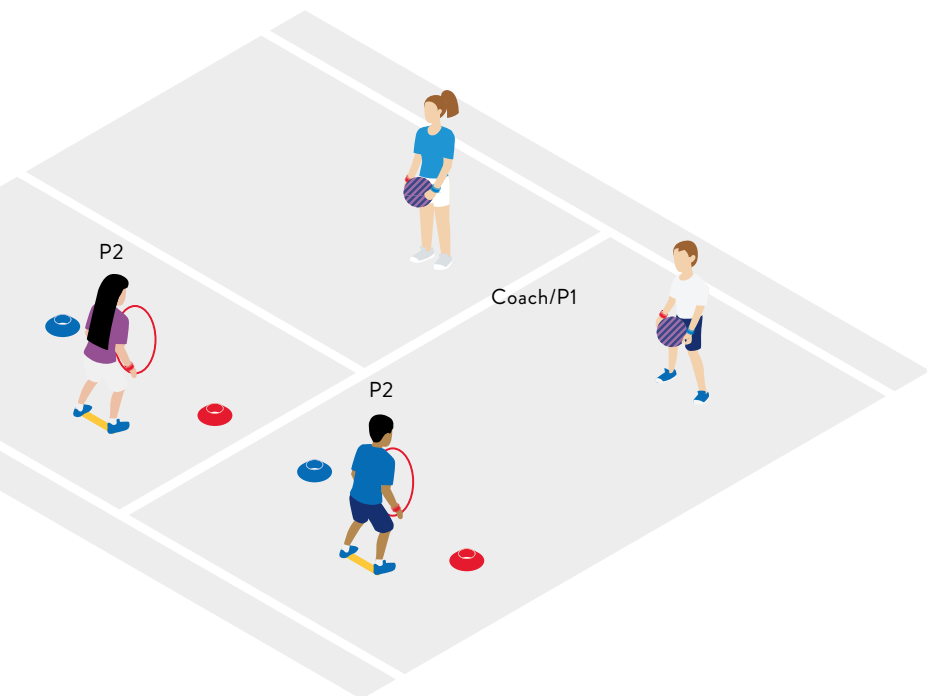
#### R.2.1.1 Organisation & Rotation:

1. Players push the balls with their rackets from blue or red cone towards the yellow line. They use the corresponding hand to push the ball. If the spot is blue, they push with the blue hand / red spot with red hand.
2. Upon reaching the yellow line the player moves around the ball to stop it in front of the shoes with the racket.
3. They pick up the ball and move to the next spot in sequence and repeat. They move through the activity continually changing spots and hands.



# R3.1 WARM UP

## Hoops & Loops



### Equipment (quantity based on group of 4):



Red (4) and blue (4) wristbands



Throw down lines (2)



Hoops (2)



Blue stage balls (2)



Mini cones (2 blue, 2 red)

## KEY LEARNING OUTCOMES:

- Sending a ball with the Red side and Blue side.
- Reading an incoming ball in preparation for groundstrokes.

### Key Teaching Points:

- **Technical:** Getting behind the ball with hoop in front of shoes.
- **Technical:** Shoes outside the yellow line – athletic stance.

### R.3.1.1 Organisation & Rotation:

1. Player starts with shoes either side of yellow marker holding a hoop. There will be two players ready and two players acting as coaches (based on 4 children).
2. Acting coaches roll the ball to either the red or blue side.
3. Players track the ball and hold the hoop out in front of the shoes. They let the ball pass through the hoop.
4. Players then move back to get behind the ball.
5. Players hit the ball back to the coach with the corresponding colour.
6. Repeat with the coach rolling the ball to the other side.
7. Repeat by mixing up the colours.
8. Rotate players so everyone gets a go at being a player.



# CHECKLIST FOR DEMONSTRATION SKILLS

## Demonstration Purpose:

To provide a visual to enhance learning

Being able to demonstrate tactically and technically accurate shots, as well as other elements of the game, is vital.

Your success as a coach depends on it. Use this peer review checklist to help your fellow trainee Assistants improve their demonstration skills, and in doing so you will improve yours.

Use the checklist below as a guide to ensure that all steps are followed:

## WHAT?

## HOW?

### 1. When to demonstrate

- ☒ Every time a new drill or skill is introduced.
- ☒ When players are struggling and need a visual.

### 2. Court position

- ☒ Always in correct court position. Always facing the net.
- ☒ Exception – beginner players may not yet rally and serve from the back, so demo from closer in.

### 3. Players

- ☒ Players on action/racket side.
- ☒ Players are already engaged.

### 4. What to show

- ☒ At the right level for the learner – simple is best.

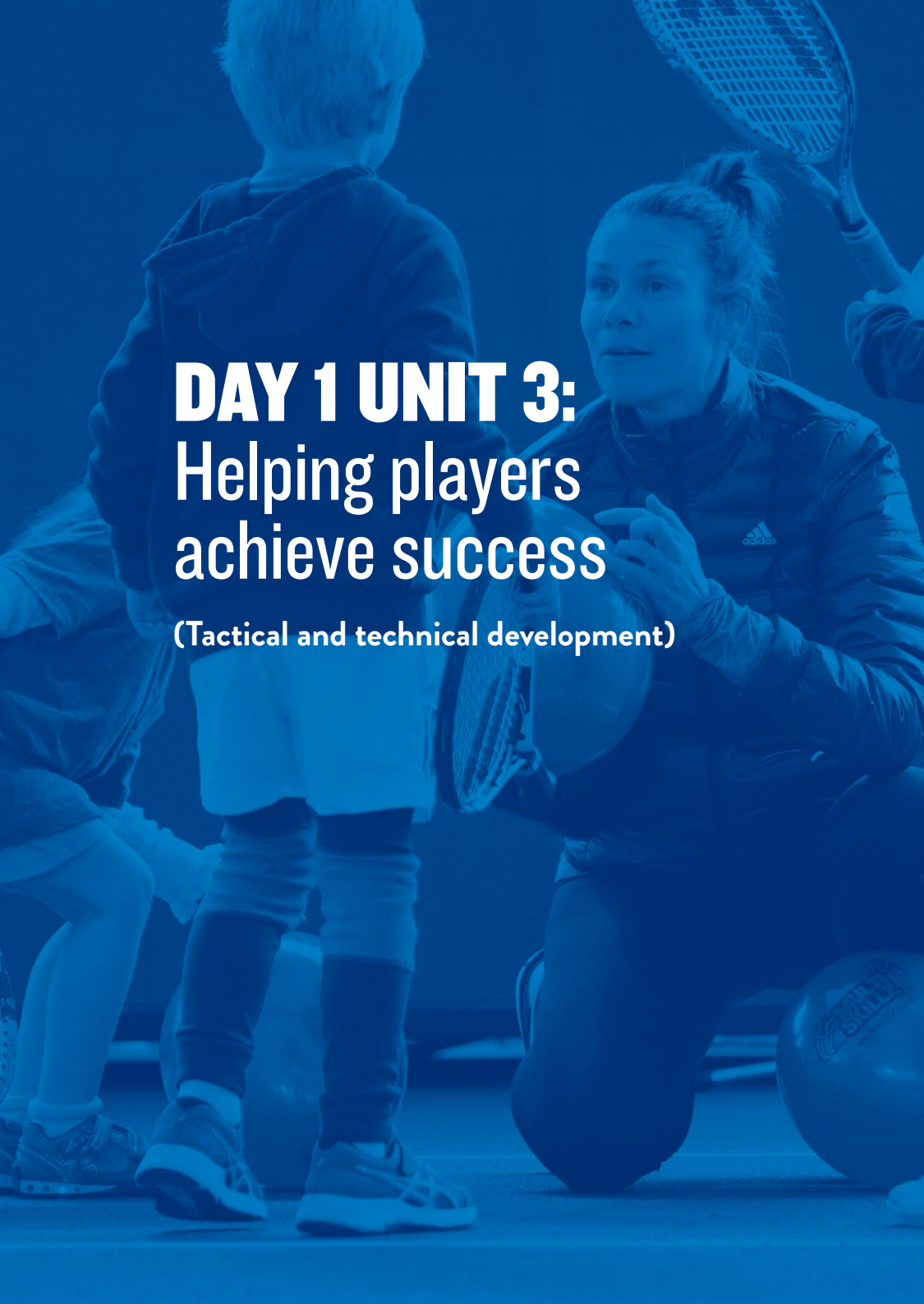
### 5. How to do it

- ☒ 1 teaching point
- ☒ 2 parts – show and tell together
- ☒ Hit 3 balls
- ☒ Check 4 understanding

# DAY 1 UNIT 3:

## Helping players achieve success

(Tactical and technical development)



# TACTICAL DEVELOPMENT FRAMEWORK

|                                  | When serving                    | When returning                   | Both back                                     | At or approaching the net |
|----------------------------------|---------------------------------|----------------------------------|-----------------------------------------------|---------------------------|
| Consistency                      | Get the serve over and in.      | Get the return over and in.      | Get forehands and backhands over and in.      |                           |
| Controlling space                | Control where to hit the serve. | Control where to hit the return. | Control where to hit forehands and backhands. |                           |
| Controlling time                 |                                 |                                  |                                               |                           |
| Playing to strengths             |                                 |                                  |                                               |                           |
| Playing to opponent's weaknesses |                                 |                                  |                                               |                           |

| Opponent at or approaching the net | Both the at net |
|------------------------------------|-----------------|
|                                    |                 |
|                                    |                 |
|                                    |                 |
|                                    |                 |
|                                    |                 |
|                                    |                 |

# GAME SITUATIONS:

## Serving

Starting the point with a first or second serve.

## Returning

Starting the point by returning a first or second serve.

## Both back

Both players at the baseline.

## At or approaching the net

At, or moving to, the net with the other player at the baseline.

## Opponent at or approaching the net

A player at the baseline who is playing against a player at, or moving to, the net.

## Both at the net

Both players at the net. This rarely happens in singles, so this would be considered a doubles game situation.

# TACTICAL DESCRIPTIONS

## Consistency

**There are two areas to which we'd apply consistency:**

- Outcome: the aim is to get the ball over the net and in the court
- Process: this is the 'how', e.g., low to high with the forehand swing

A consistent outcome usually requires the process, or technique, to also be consistent.

## Controlling space

**There are two spaces we want to help players control:**

- The other side of the court: move the ball/opponent around.
- The player's side of the court: reposition after each shot.

## Controlling time

Control how fast, or slow, an opponent receives the ball. This could mean hitting it up high in the air to buy more time, or hitting it faster or earlier to take away time. The earliest shot to play is a volley.

## Playing to strengths

**Understanding what works well, and trying to do more of it in points - for example:**

*"I have a strong forehand, therefore I'm going to run around and hit as many inside out forehands as possible."*

## Playing to opponent's weaknesses

**Observing and analysing what an opponent's strengths and weaknesses are, and actively planning to play on weaknesses - for example:**

*"My opponent has a weak backhand, so I'm going to play to her backhand corner."*



# TECHNICAL DEVELOPMENT FRAMEWORK



INCOMING  
BALL

READY  
READ  
REACT

SET  
UP

## PREPARE





**CONTACT**



**OUTGOING  
BALL**

**REPOSITION**

**HIT**

**RECOVER**

# COACHING CHALLENGES

**Working in groups, can you find solutions to these challenges? Use the Technical Development Framework to guide you when creating an exercise.**

Practice within your group. Once you have practiced one STOP. The Tutor will ask all groups to feedback with their exercise before moving onto the next challenge.

- **Challenge 1.**

- **Both Back – rallying**

- Players are not concentrating.

- **Challenge 2.**

- **Both Back – rallying**

- Players run to the bounce of the ball rather than letting it come down to a comfortable height to hit.

- **Challenge 3.**

- **When Serving**

- Players have an inconsistent serve because of an erratic ball toss.

- **Challenge 4.**

- **When Returning Serve**

- Players hit the ball wide when returning serve.



- **Challenge 5.**

- **Both Back.**

- Players seldom recover to the middle of the court.

- **Challenge 6.**

- **Both Back.**

- Players let the ball bounce twice.

- **Challenge 7.**

- **At or Approach Net.**

- Players hit volleys in front of their body and the ball travels upwards at contact.

- **Challenge 8.**

- **At or Approach Net.**

- Players keep travelling as they transition from a groundstroke to a volley.

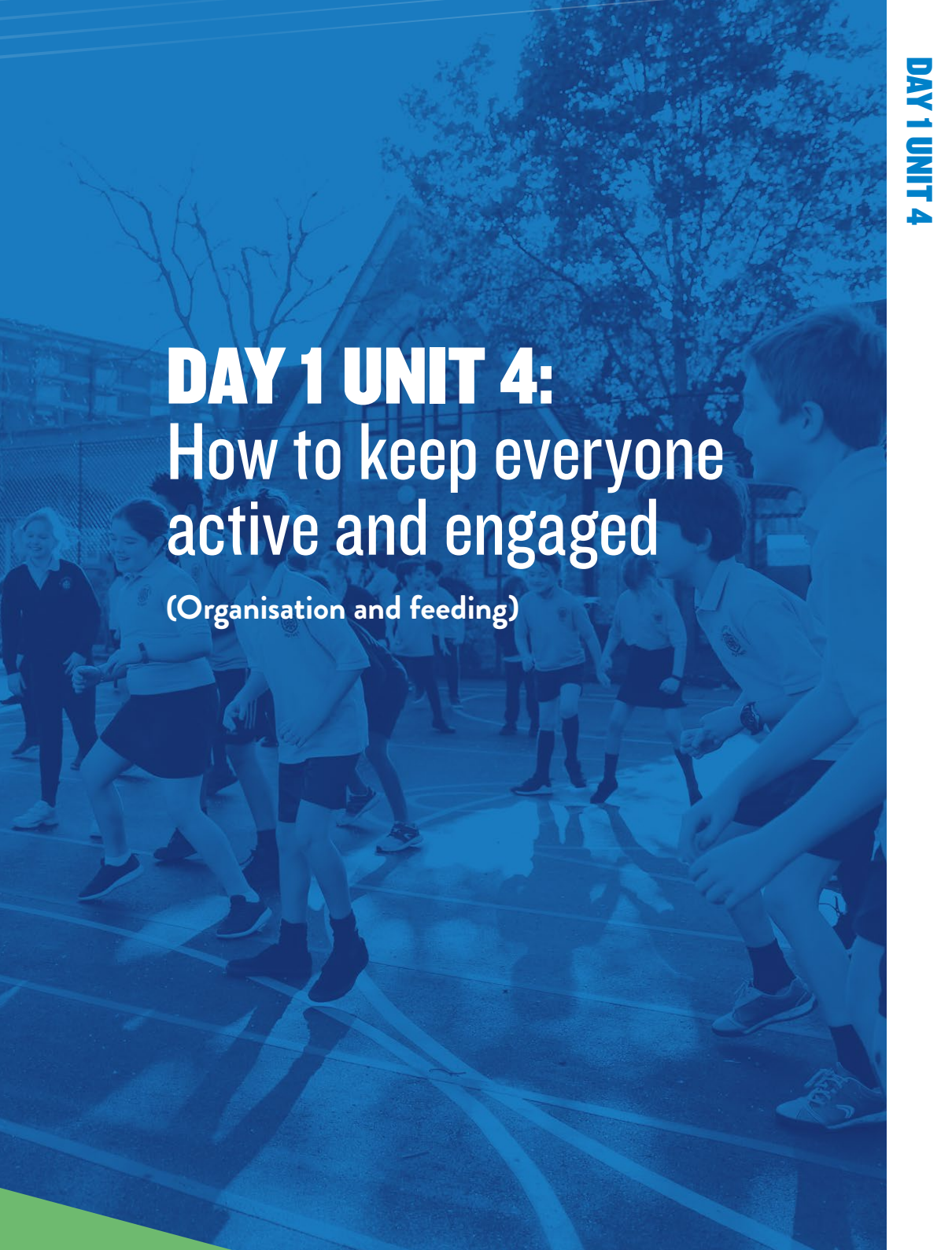


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# DAY 1 UNIT 4:

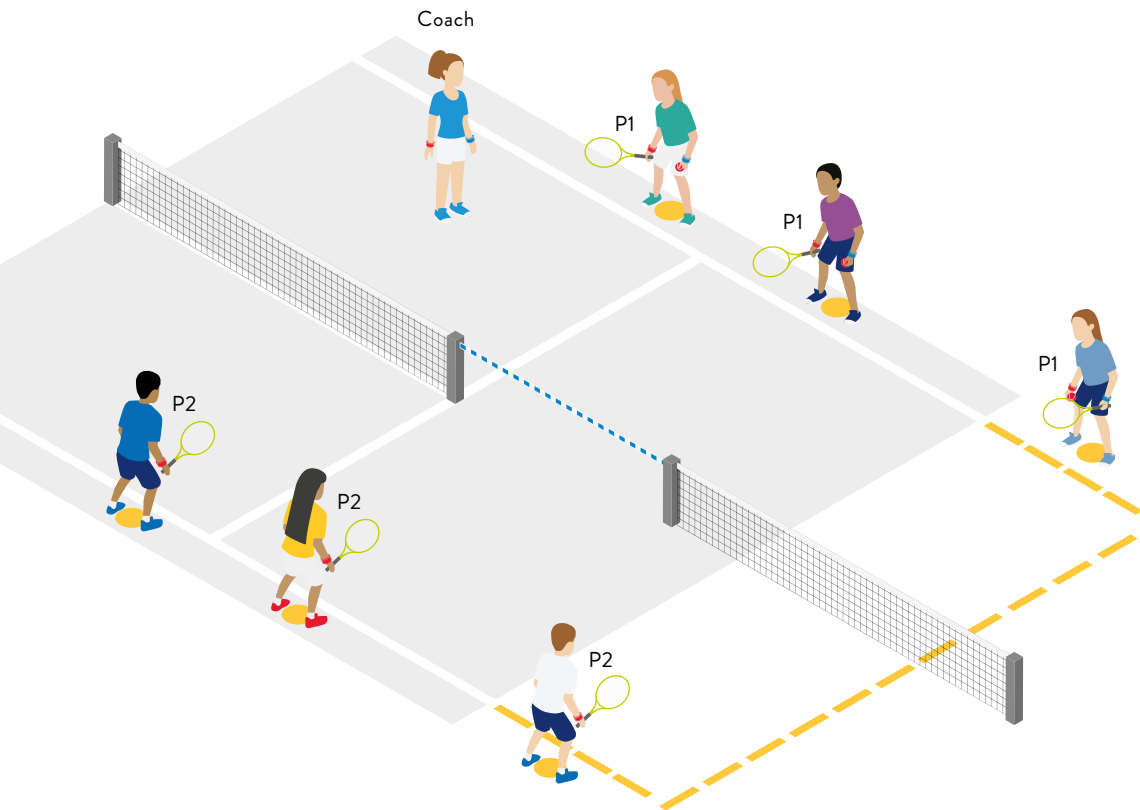
## How to keep everyone active and engaged

(Organisation and feeding)



# R6.3 RACKET & BALL

## Start & Play Up



**Equipment** (quantity based on group of 4):



Red (4) and blue (4) wristbands



Rackets (4)



Felt or foam balls



Spots (4)

## KEY LEARNING OUTCOMES:

- Players learn to throw overarm with direction.
- Players learn to build rallies co-operatively.

### Key Teaching Points:

- **Technical: Overarm throw releasing above head.**
- **Technical: Shoes either side of the spot.**
- **Tactical: Consistency. Getting the ball over and in during a baseline rally.**

### R.6.3.1 Organisation & Rotation:

1. Players stand with shoes either side of yellow spots outside 'court' area.
2. Player 1 throws ball, using dominant hand, over arm to Player 2.
3. Player 2 hits ball, using racket in dominant hand to Player 1.
4. They count 1 hit.
5. Player 1 catches ball using hand and racket. Both Players have scored 1 point and move to rally of 2.
6. Players call "out" if ball bounce is outside of 'court', and start rally count again.
7. Repeat Steps 1 and 3.
8. Player 1 hits ball, with racket in dominant hand to Player 2.
9. Player 2 catches ball using hand and racket. Both Players have scored another point, and move to rally of 3.
10. Player 2 now starts rally throwing ball over arm to Player 1.
11. Repeat until Players reach a rally to 5.
12. Coach initiates rotation so all Players have a different partner.



# STEP FRAMEWORK FOR TENNIS

This guidance provides a framework for organisation and differentiation. It gives examples of how tennis activities and practices can be organised and adapted to meet the needs of all learners.

By using the STEP framework for organisation, you can maximise the space, find the right level of challenge in your task, select appropriate equipment, and keep people active and engaged.

By using the STEP framework for differentiation, you can tweak different elements to make an activity easier or harder.

## SPACE

Where is the activity happening?

### Organisation:

- Indoors or outdoors?
- What type of playing surface?
- How much space is around the court?  
At the back? To the side?
- Are there any hazards to avoid?

In group coaching sessions, when trying to keep all players active and engaged, it's important to use all available space. This means having several stations on court, including feeders, hitters, and catchers/ball collectors. With lots of players it could also mean introducing off-court stations, e.g., players shadowing the hitter, and an area for working on movement or skills, these could be moving through a ladder, playing floor tennis or aiming at targets.

### Differentiation:

- Make the space larger, smaller, wider, narrower.
- Introduce target areas, recovery zones.
- Make the net/barrier tape higher or lower.

The most important element is success – players need to experience it to enjoy the session. If players are not appropriately challenged, i.e., an activity is too hard or too easy, they may lose interest. Changing the space in which an activity is taking place is a great way of controlling the challenge.

## TASK

What is happening?

### Organisation:

- What is the activity?
- If it involves hitting a ball, is it drop fed, hand fed, racket fed, rally fed, or in a game?
- How much time is allocated for each player?
- Is the activity done individually, in pairs, or in groups?
- Are all players doing the same activity?

### Differentiation:

- Change the objective, e.g., make the process the key objective.
- Change the rules or scoring, e.g., award more or less points for different elements, like recovery = extra points.
- Feed differently to increase or reduce the challenge, e.g., change a rally feed to a drop feed.
- Allocate more or less time for some players, or all players.
- Give different players a different activity, or different focus, e.g., player 1 is hitting whilst player 2 is hitting with recovery.

### Sending and receiving:

- Roll or Throw (underarm or overarm) with hands.
- Use a racket to roll the ball.
- Use a racket to hit the ball.
- Splat the ball when rolled then roll back.
- Catch the ball then place on floor and roll back.
- Catch the ball then self-feed and hit back.
- Tap the ball up to self, let it bounce, then hit back.
- Hit the ball straight back.

# STEP

## EQUIPMENT

What is being used?

### Organisation:

- What do we need for the planned activity?
- Do we have what we need?
- If not, how can we adapt the activity or the equipment?

### Differentiation:

- Racket hands, Hit Mitts, rackets with short handles and large hitting areas, gradually building up to use rackets with longer handles (19", 21", 23") when ready.
- Balloons, beach-balls, bean bags, fluff balls, softer balls, harder balls, larger and smaller balls.
- Consider using brightly coloured balls or balls with bells inside to assist pupils with visual impairment.
- Gradually build up to using red balls when ready.

## PEOPLE

Who is involved?

### Organisation:

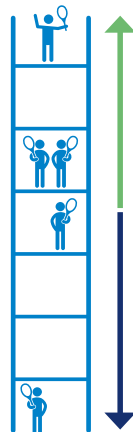
- What is the age and stage of the players?
- Are there any additional needs or considerations?
- How many players are there in total? In each coaching group?
- How are the players working? Individually, in pairs, or in groups?
- Where are the parents/guardians/ other coaches located? We don't want balls being hit in that direction!

### Differentiation:

- Working individually is easier, but less social, so ideally players will be doing activity in pairs but with some individual activity within.
- Working in large teams can be difficult for lower ability players.

### Climbing the STEP Ladder

- Players aim to climb the ladder.
- Players sometimes go up, or sometimes go down.



# CHECKLIST FOR FEEDING SKILLS

**Feeding correctly means your players get the ball they need to progress, your drills and activities will be more fun and engaging, and you will build your credibility as an Assistant.**

Use this peer review checklist to help your fellow trainee Assistants improve their feeding skills, and in doing so you will improve yours.



## WHAT?

## HOW?

### 1. Feeder's Position

- ✓ Feeding from tactically accurate court position – where the ball would come from in a match
- ✓ Exception – beginner players, or those with an impairment or disability, may not rally or serve from the back, so your feeds can be from closer in

### 2. Type of Feed

- ✓ Right decision to feed drop, hand, racket, rally

### 3. Basket Position

- ✓ Drop feed – close by, probably behind
- ✓ Hand feed – close by to side or front
- ✓ Racket feed – close, non-racket side
- ✓ Rally feed – out of the way, safe

### 4. Racket Work

- ✓ Neutral chopper grip. Open strings facing target. Small swing. No spin on the ball.

### 5. Observe

- ✓ Observe player to check readiness first
- ✓ Never release a ball to disengaged player
- ✓ Engaged body language: active, focused, engaged
- ✓ Accurate feeds, which bounce at the right height and challenge for players
- ✓ Tempo of feeds right for needs of players





# DAY 2

## Overview

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FOR BRITAIN

# DAY 2 UNIT 2:

## How to build confidence in young players



# THE 5 Cs FRAMEWORK

## C ONCENTRATION

The ability to focus our attention on the right things at the right time and not get distracted.

For example, Coaches can help players to develop **Concentration by:** Asking players what they were focusing on and guiding them to focus on relevant cues (e.g. watching the ball onto the strings).

---

## C OMMITMENT

Giving unconditional effort regardless of the score and persisting after mistakes.

For example, Coaches can help players to develop **Commitment by:** Focusing on a player's effort and self-improvement (as opposed to comparing them to others).

---

## C ONFIDENCE

Having the self-belief to approach and persist with challenging tasks.

For example, Coaches can help players to develop **Confidence by:** Challenging players at the right level where they are able to build up small successes at a task.

# C OMMUNICATION

The ability to have positive interactions with peers, Coaches, parents and referees.

For example, Coaches can help players to develop **Communication** by: Setting up drills where players have to work together to achieve a goal and debriefing how they used communication to achieve this.

# C ONTROL

Understanding emotions and using strategies to manage them to respond well after mistakes.

For example, Coaches can help players to develop **Control** by: Discussing and normalising feelings players experience and helping them to develop strategies to manage these (e.g. between point routines).

## PROCESS AND OUTCOME GOALS

### Process Goal:

#### How you do something:

Things that are in the players' control to achieve, self-referenced behaviours that can be executed every time (with effort and focus) and help a player to perform well.

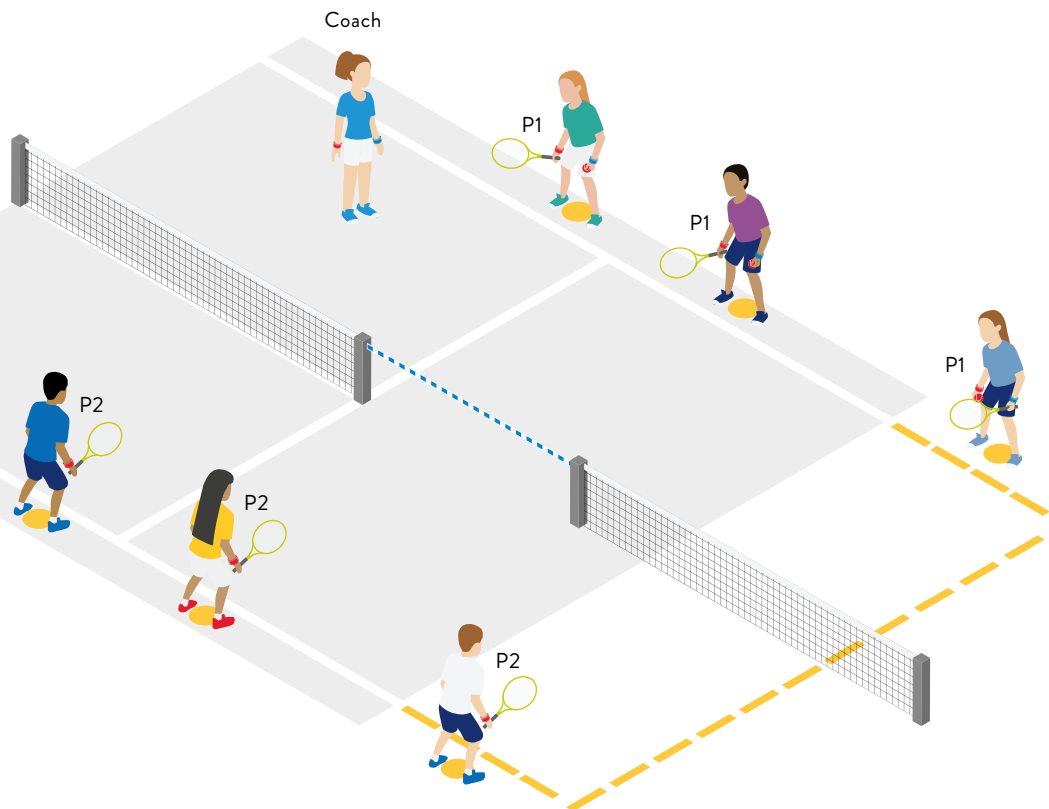
### Outcome Goal:

#### What the result is:

The result of something you do, which is often less controllable, and its success is often defined by reference to others.

# R6.3 RACKET & BALL

## Start & Play Up



**Equipment** (quantity based on group of 4):



Red (4) and blue (4) wristbands



Rackets (4)



Felt or foam balls



Spots (4)

## KEY LEARNING OUTCOMES:

- Players learn to throw overarm with direction.
- Players learn to build rallies co-operatively.

### Key Teaching Points:

- **Technical: Overarm throw releasing above head.**
- **Technical: Shoes either side of the spot.**
- **Tactical: Consistency. Getting the ball over and in during a baseline rally.**

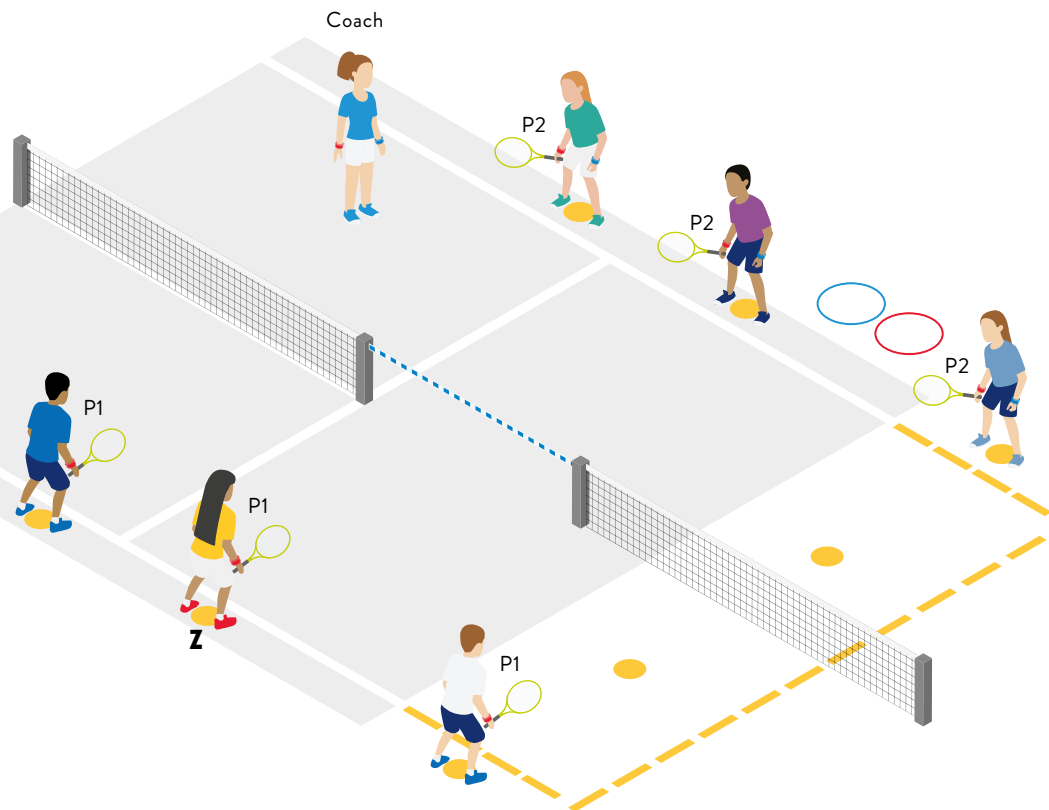
### R.6.3.1 Organisation & Rotation:

1. Players stand with shoes either side of yellow spots outside 'court' area.
2. Player 1 throws ball, using dominant hand, over arm to Player 2.
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4. They count 1 hit.
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11. Repeat until Players reach a rally to 5.
12. Coach initiates rotation so all Players have a different partner.



# R6.4 GAME PLAY

## Longest Rally



**Equipment** (quantity based on group of 4):



Red (4) and blue (4) wristbands



Spots (4)



Rackets (4)



Hoops (1 blue, 1 red)



Felt or foam balls

## KEY LEARNING OUTCOMES:

- Players learn to throw overarm with direction.
- Players learn to build rallies co-operatively.
- Players know where on the court is 'in' or 'out.'
- Players learn how to keep score.

### Key Teaching Points:

- **Technical: Overarm throw releasing above head.**
- **Technical: Shoes either side of the spot.**
- **Tactical: Consistency. Getting the ball over and in during a baseline rally.**

### R.6.3.1 Organisation & Rotation:

1. Coach splits group into two teams (red and blue).
2. Players are split into pairs, partnered with someone from the same team.
3. Players stand on yellow spot at back of marked 'court' area.
4. Players start rally by throwing ball using dominant hand, over arm to partner.
5. Players then begin to rally with rackets.
6. Players have three minutes to get the highest rally. If ball bounces outside marked 'court' area, Players call 'out' and rally begins anew.
7. After 3 minutes (or appropriate), highest rally puts a felt ball in their team hoop.

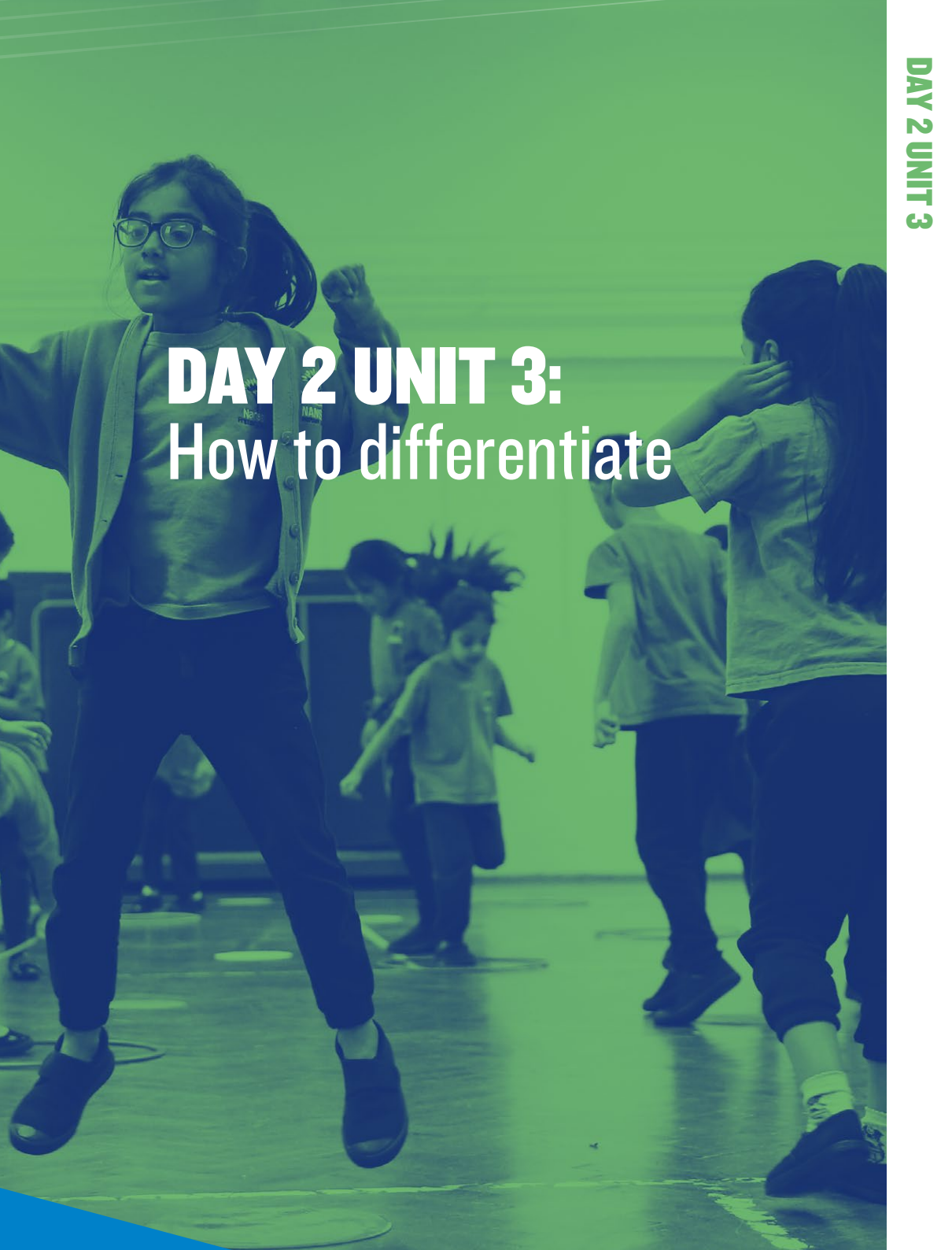




**TENNIS**  
FOR BRITAIN

# DAY 2 UNIT 3:

## How to differentiate



# STEP FRAMEWORK FOR TENNIS

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By using the STEP framework for organisation, you can maximise the space, find the right level of challenge in your task, select appropriate equipment, and keep people active and engaged.

By using the STEP framework for differentiation, you can tweak different elements to make an activity easier or harder.

## SPACE

Where is the activity happening?

### Organisation:

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- What type of playing surface?
- How much space is around the court?  
At the back? To the side?
- Are there any hazards to avoid?

In group coaching sessions, when trying to keep all players active and engaged, it's important to use all available space. This means having several stations on court, including feeders, hitters, and catchers/ball collectors. With lots of players it could also mean introducing off-court stations, e.g., players shadowing the hitter, and an area for working on movement or skills, these could be moving through a ladder, playing floor tennis or aiming at targets.

### Differentiation:

- Make the space larger, smaller, wider, narrower.
- Introduce target areas, recovery zones.
- Make the net/barrier tape higher or lower.

The most important element is success – players need to experience it to enjoy the session. If players are not appropriately challenged, i.e., an activity is too hard or too easy, they may lose interest. Changing the space in which an activity is taking place is a great way of controlling the challenge.

## TASK

What is happening?

### Organisation:

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- How much time is allocated for each player?
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- Are all players doing the same activity?

### Differentiation:

- Change the objective, e.g., make the process the key objective.
- Change the rules or scoring, e.g., award more or less points for different elements, like recovery = extra points.
- Feed differently to increase or reduce the challenge, e.g., change a rally feed to a drop feed.
- Allocate more or less time for some players, or all players.
- Give different players a different activity, or different focus, e.g., player 1 is hitting whilst player 2 is hitting with recovery.

### Sending and receiving:

- Roll or Throw (underarm or overarm) with hands.
- Use a racket to roll the ball.
- Use a racket to hit the ball.
- Splat the ball when rolled then roll back.
- Catch the ball then place on floor and roll back.
- Catch the ball then self-feed and hit back.
- Tap the ball up to self, let it bounce, then hit back.
- Hit the ball straight back.

# STEP

## EQUIPMENT

What is being used?

### Organisation:

- What do we need for the planned activity?
- Do we have what we need?
- If not, how can we adapt the activity or the equipment?

### Differentiation:

- Racket hands, Hit Mitts, rackets with short handles and large hitting areas, gradually building up to use rackets with longer handles (19", 21", 23") when ready.
- Balloons, beach-balls, bean bags, fluff balls, softer balls, harder balls, larger and smaller balls.
- Consider using brightly coloured balls or balls with bells inside to assist pupils with visual impairment.
- Gradually build up to using red balls when ready.

## PEOPLE

Who is involved?

### Organisation:

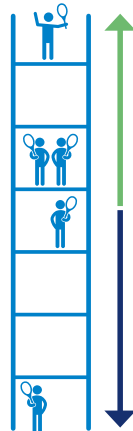
- What is the age and stage of the players?
- Are there any additional needs or considerations?
- How many players are there in total? In each coaching group?
- How are the players working? Individually, in pairs, or in groups?
- Where are the parents/guardians/ other coaches located? We don't want balls being hit in that direction!

### Differentiation:

- Working individually is easier, but less social, so ideally players will be doing activity in pairs but with some individual activity within.
- Working in large teams can be difficult for lower ability players.

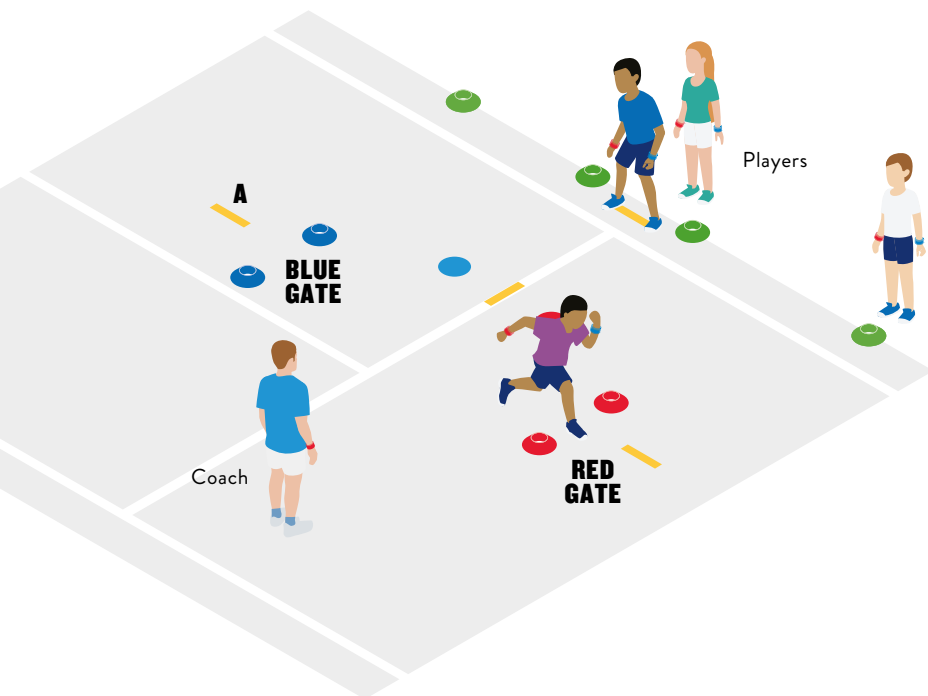
### Climbing the STEP Ladder

- Players aim to climb the ladder.
- Players sometimes go up, or sometimes go down.



# R1.1 WARM UP

## Colour Stations



### Equipment (quantity based on group of 4):

-  Red (4) and blue (4) wristbands
-  Mini cones (4 green, 2 blue, 2 red)
-  Spots (1 blue, 1 red)
-  Throw down lines (4)

## KEY LEARNING OUTCOMES:

- Players are aware of both sides of the body and the corresponding coloured Red (right) and Blue (left).

### Key Teaching Points:

- **Technical: Shoes outside the yellow line – athletic stance.**

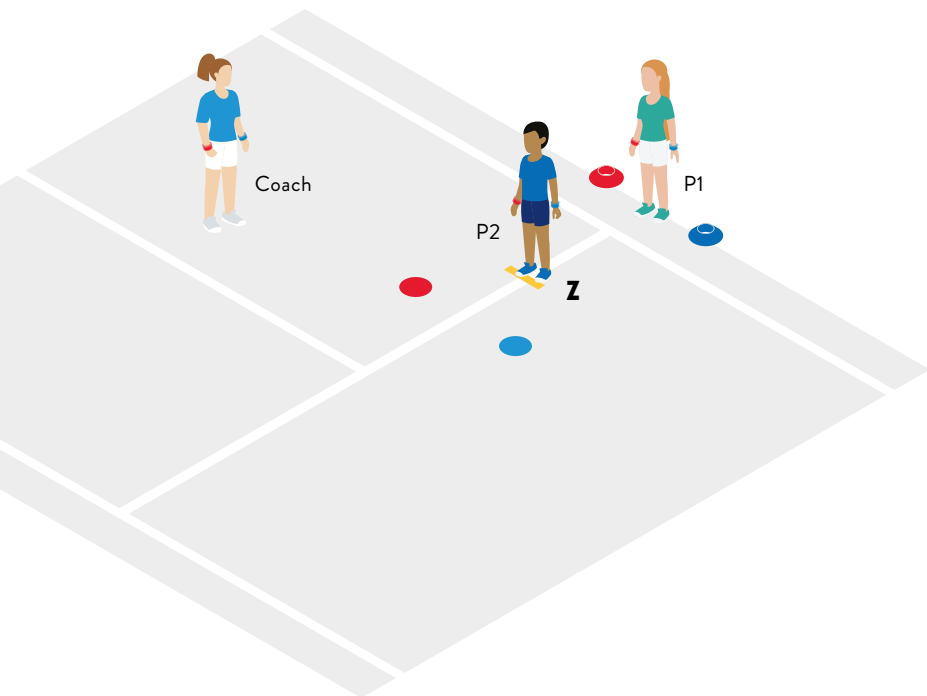
#### R.1.1.1 Organisation & Rotation:

1. Coach asks players to hold up their blue or red hand when prompted.
2. Players start with feet either side of the yellow line just inside the two green cones.
3. Player moves forward and touches a red or blue spot.
4. Player moves through the corresponding coloured gate (blue to blue etc) to the yellow line. They put their shoes either side of the line.
5. Players run to the cone, jump over it and turn 180 degrees.
6. Players move back to the start between the green cones. Repeat.



# R1.2 BODY & BALL

## Puma Play



### Equipment (quantity based on group of 4):



Red (4) and blue (4) wristbands



Spots (1 blue, 1 red)



Racket (1)



Throw down line (1)



Blue stage balls (2)



Mini cones (1 blue, 1 red)

## KEY LEARNING OUTCOMES:

- Players know how to adapt and move to different ball speeds and directions.

### Key Teaching Points:

- **Technical:** Alertness, shoes outside of yellow line in ready position.

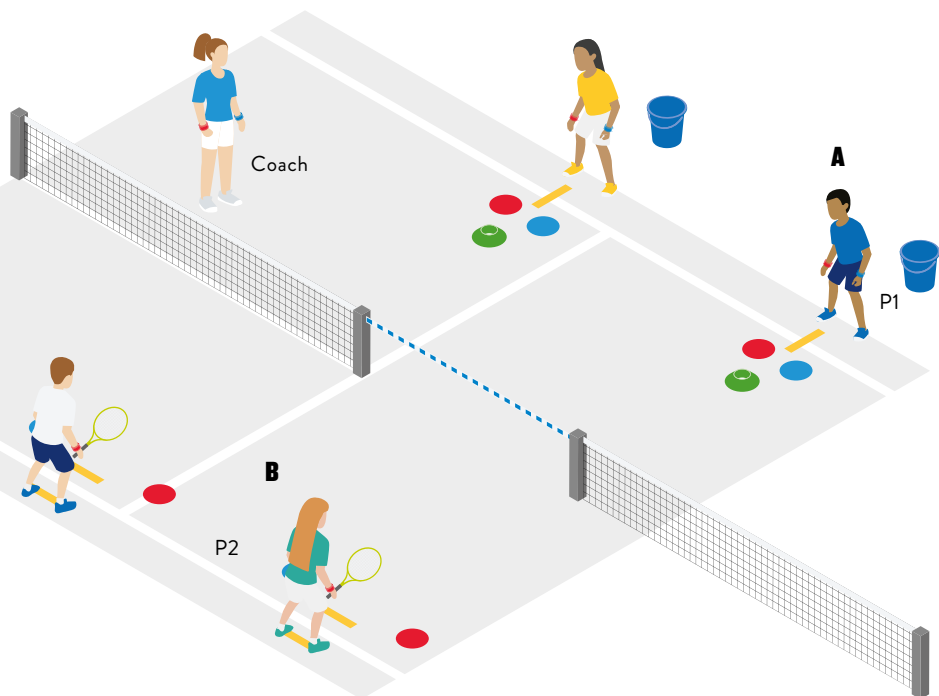
### R.1.2.1 Organisation & Rotation:

1. Player 1 stands behind Player 2, who has shoes outside yellow line.
2. Player 1 rolls ball from behind Player 2 over the blue or red spot past Player 2.
3. Player 2 tracks and stops the ball with the corresponding colour hand and picks it up.
4. All players have a go at rolling and tracking.
5. Progression for the player behind to roll the ball off the cone with their racket.
6. All players to have a go at hitting with racket and tracking rolling ball.



# R1.3 RACKET & BALL

## Double Defender



### Equipment (quantity based on group of 4):

- |                                                                                     |                                 |                                                                                     |                        |
|-------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------|------------------------|
|   | Red (4) and blue (4) wristbands |  | Mini cones (2 green)   |
|   | Rackets (2)                     |  | Throw down lines (6)   |
|  | Red felt or foam balls          |  | Buckets or baskets (2) |
|   | Spots (4 red, 4 blue)           |                                                                                     |                        |

## KEY LEARNING OUTCOMES:

- Players learn to throw with direction (opening court).
- Players learn to control the middle with Red and Blue side FH.
- Players develop both sides of the body.

### Key Teaching Points:

- **Technical:** Alertness, shoes outside of yellow line in ready position.
- **Technical:** roll or push the ball in front of the shoes in a topspin action.

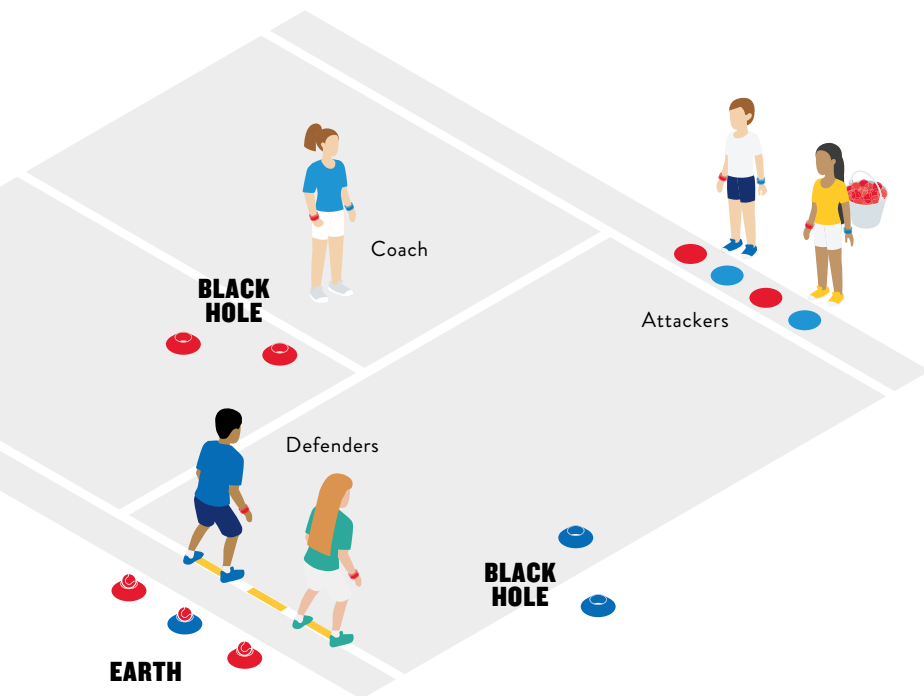
### R.1.3.1 Organisation & Rotation:

1. Player 1 stands on 'Coaches side' (A), Player 2 stands with shoes outside yellow line on 'Players side' (B).
2. Player 1 uses red hand to roll red felt ball to red target on opposite side of net.
3. Player 2 uses green cone, held in blue hand to stop ball, then push the ball back in-front of their shoes using racket, held in red hand to Player 1, aiming for green target.
4. Player 1 throws ball in same direction, from red to red. Player 2 catches the ball by trapping it between green cone and racket.
5. Player 2 lets ball bounce in-front of their shoes and hits to Player 1, aiming for green target.
6. Once red side has been completed, Player 1 begins the same sequence on the blue side.
7. Repeat exercise using all 5 balls. Players then switch roles.



# R1.4 GAME PLAY

## Guardians of the Galaxy



### Equipment (quantity based on group of 4):

- |                                                                                     |                                 |                                                                                     |                            |
|-------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------|----------------------------|
|  | Red (4) and blue (4) wristbands |  | Mini cones (4 red, 4 blue) |
|  | Red felt balls                  |  | Throw down lines (4)       |
|   | Spots (2 red, 2 blue)           |                                                                                     |                            |

## KEY LEARNING OUTCOMES:

- Players continue to improve receiving skills.
- Players continue to improve sending skills.

### Key Teaching Points:

- **Technical: Accuracy with throwing skills.**

### R.1.4.1 Organisation & Rotation:

1. Coach sets up Players in to two teams: Attackers and Defenders.
2. Defenders start in an athletic position behind yellow lines.
3. Attackers choose either a red or blue spot, and roll ball towards 'Earth' using corresponding coloured hand.
4. Attackers aim for yellow cones, behind the defenders.
5. Defenders try to stop ball before it hits the target. If they stop and catch the ball using red hand, they roll ball through red gate (the 'black holes'). If they stop and catch ball using blue hand, they roll ball through blue gate.
6. Coach times 1 minute before counting how many balls got knocked off yellow cones.
7. Attackers and defenders swap positions.
8. The team who knocks off most balls during Attack wins the game.



# CHECKLIST FOR DEMONSTRATION SKILLS

## Demonstration Purpose:

To provide a visual to enhance learning

Being able to demonstrate tactically and technically accurate shots, as well as other elements of the game, is vital.

Your success as a coach depends on it. Use this peer review checklist to help your fellow trainee Assistants improve their demonstration skills, and in doing so you will improve yours.

Use the checklist below as a guide to ensure that all steps are followed:

## WHAT?

## HOW?

### 1. When to demonstrate

- ☒ Every time a new drill or skill is introduced.
- ☒ When players are struggling and need a visual.

### 2. Court position

- ☒ Always in correct court position. Always facing the net.
- ☒ Exception – beginner players may not yet rally and serve from the back, so demo from closer in.

### 3. Players

- ☒ Players on action/racket side.
- ☒ Players are ready and engaged.

### 4. What to show

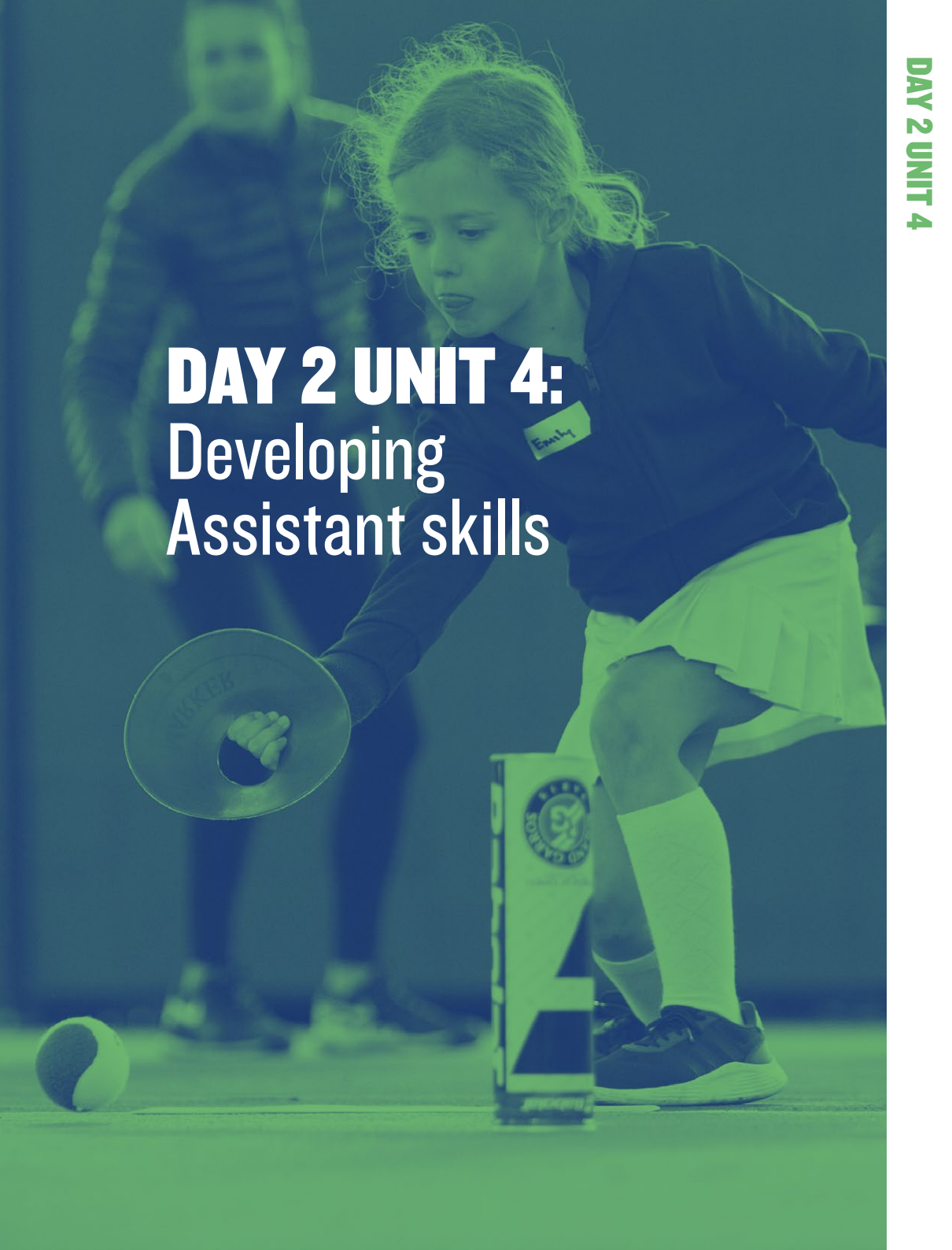
- ☒ At the right level for the learner – simple is best.

### 5. How to do it

- ☒ 1 teaching point
- ☒ 2 parts – show and tell together
- ☒ Hit 3 balls
- ☒ Check 4 understanding

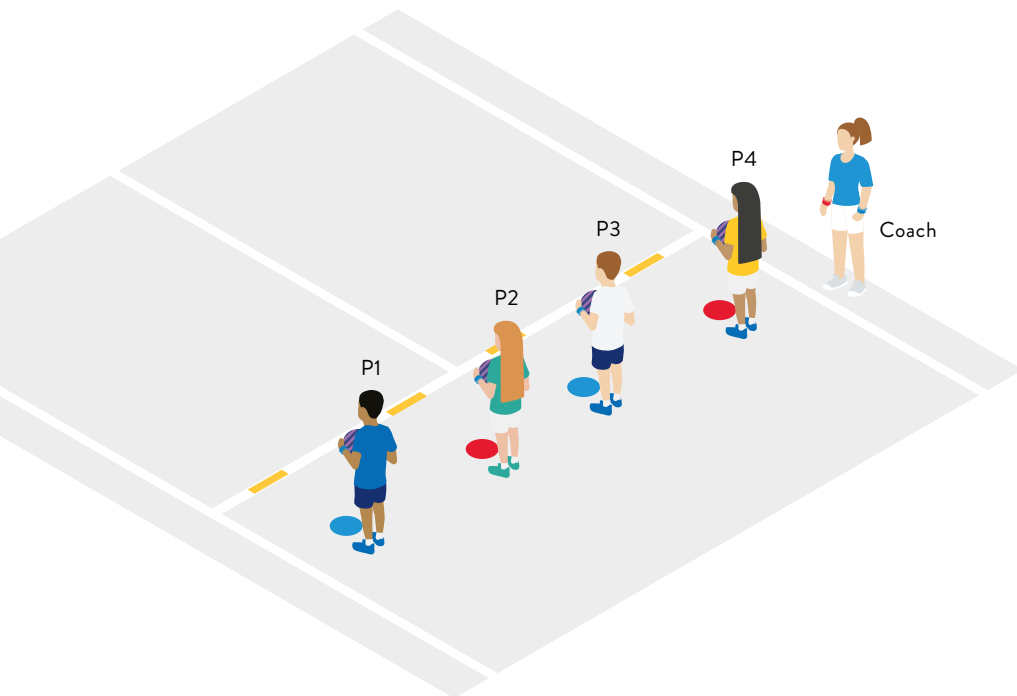
# DAY 2 UNIT 4:

## Developing Assistant skills



# R2.1 WARM UP

## Machine Run



**Equipment** (quantity based on group of 4):



Red (4) and blue (4) wristbands



Rackets (4)



Blue stage balls (4)



Throw down lines (4)



Spots (2 red, 2 blue)

## KEY LEARNING OUTCOMES:

- Players improve balance, hitting and racket handling skills.

### Key Teaching Points:

- **Technical: Flat hand to control the ball.**
- **Technical: Coordinating both red and blue sides of the body.**

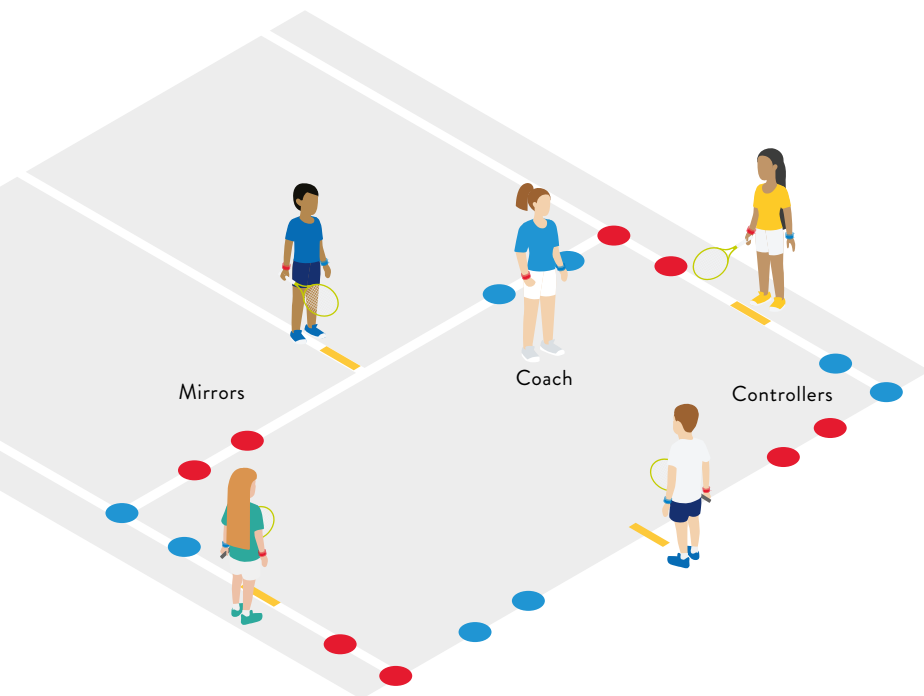
### R.2.1.2 Organisation & Rotation:

1. Players start at red and blue spots with blue stage ball and racket in hands.
2. Players move towards the yellow line and tap up the ball with the corresponding coloured hand to the cone they start on.
3. After every tap up they catch the ball in between the hand and racket until they reach the yellow line.
4. They then take the ball to the next available cone and start again with the other hand.



# R2.2 BODY & BALL

## Peter Pan's Shadow



### Equipment (quantity based on group of 4):

-  Red (4) and blue (4) wristbands
-  Red felt or foam balls (4)
-  Rackets (4)
-  Throw down lines (4)
-  Spots (8 red, 8 blue)

## KEY LEARNING OUTCOMES:

- Players understand how to cover the middle of the court.
- Players understand how to react to stimuli.

### Key Teaching Points:

- **Tactical: responding to the opponent.**

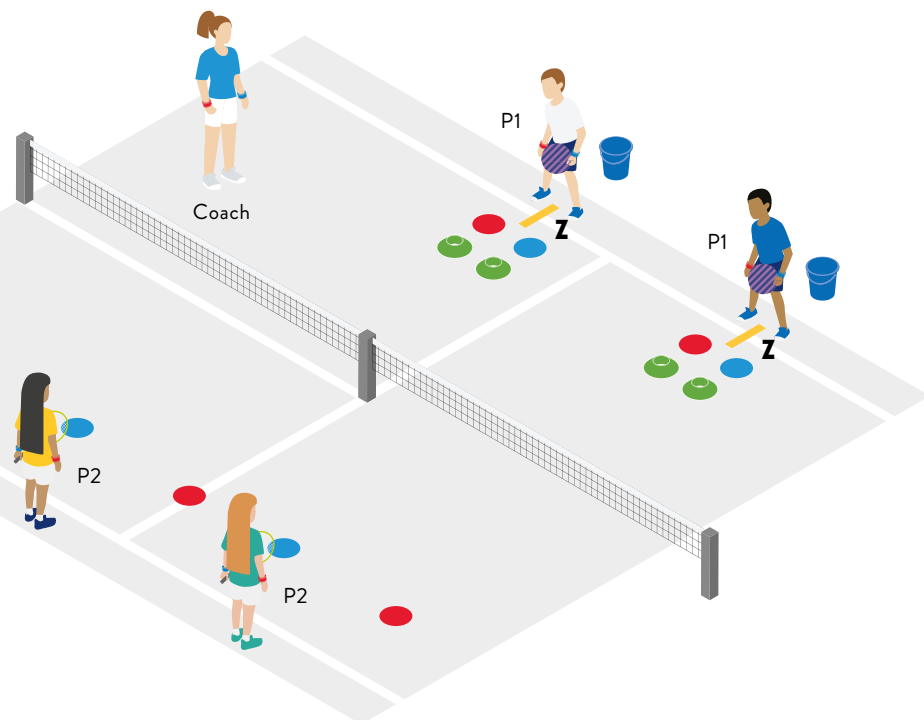
### R.2.2.2 Organisation & Rotation:

1. Coach assigns two controllers and two mirrors. One controller is paired with a mirror.
2. Controller rolls the ball to either the closest or furthest spot.
3. Controller adds in a movement pattern on the way to the spot. The mirror copies the Controller.
4. When coach shouts 'change' the players roll their balls to the opposite side of the court and start again.
5. Swap over the controllers and mirrors after a set length of time.



# R2.3 RACKET & BALL

## Colour Up



### Equipment (quantity based on group of 4):

- |                                                                                     |                                 |                                                                                     |                        |
|-------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------|------------------------|
|  | Red (4) and blue (4) wristbands |  | Throw down lines (6)   |
|  | Red felt or foam balls          |  | Buckets or baskets (2) |
|   | Spots (4 red, 4 blue)           |  | Green cones (4)        |
|   | Rackets (2)                     |                                                                                     |                        |

## KEY LEARNING OUTCOMES:

- Players understand how to throw with direction and depth.
- Players understand control of the racket face and sending the ball.

### Key Teaching Points:

- Sideways on to throw.
- Control with the racket face in front of the shoes.

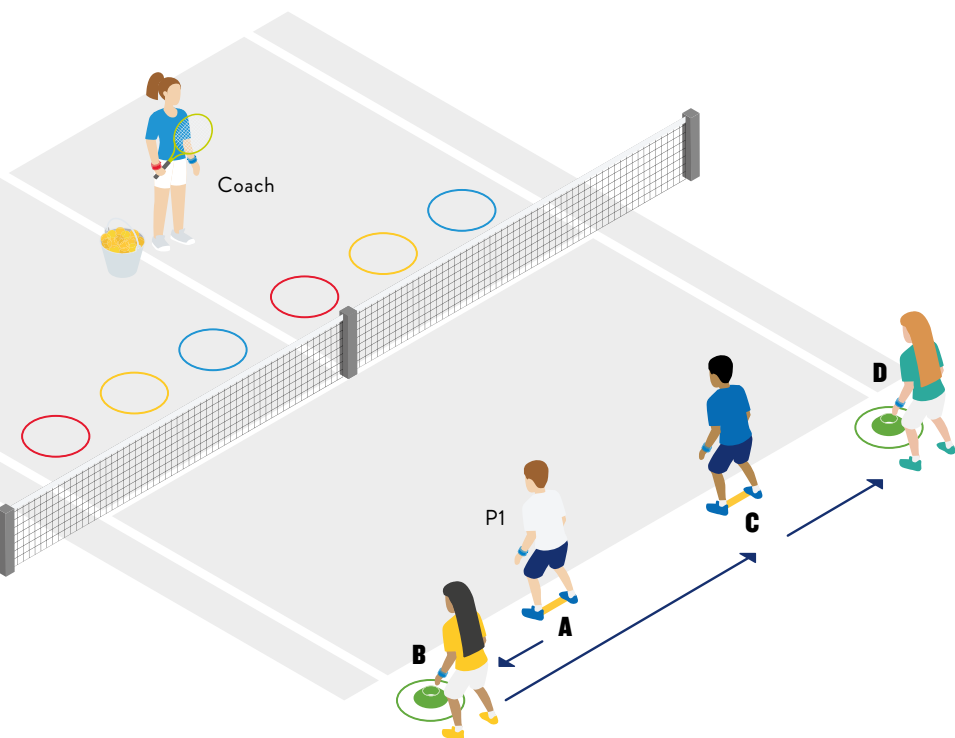
### R.2.3.2 Organisation & Rotation:

1. Player 1 states whether ball will be aimed at red or blue spot.
2. Player 2 states whether they will be standing on yellow line closer or further back.
3. Player 1 throws ball aiming at spot stated.
4. Player 2 taps up ball allows bounce then hits a low to high ball to Player 1 aiming for the green cone.
5. When ball has been thrown twice, Player 1 puts it next to bucket.
6. Complete with 4 balls and Players swap places.



# R2.4 GAME PLAY

## Isle of Tennis



### Equipment (quantity based on group of 8):

- |                                                                                     |                                     |                                                                                     |                                          |
|-------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------|
|  | Red and blue wristbands (16)        |  | Throw down lines (2)                     |
|   | Spots (2 green)                     |  | Hoops (2 red, 2 yellow, 2 blue, 2 green) |
|  | Mini tennis sponge balls (a basket) |                                                                                     |                                          |

## KEY LEARNING OUTCOMES:

- Players have begun work on their serving skills.
- Players can receive incoming balls at different speed and heights.
- Players practice playing FH & BH 'Return.'

### R.2.4.1 Organisation & Rotation:

#### Progression 1:

1. Player 1 shoes on either side of yellow line (A).
2. Coach hits a low to high ball to Player. Player receives 1 point for catching ball after one bounce.
3. Player moves to green area (B) states which colour hoop they're aiming for (red, yellow or blue 'fishes').
4. Player throws ball overarm to 'fish' they stated. If lands in correct place, Player receives 2 more Points.
5. Player 1 moves to yellow line (C) to catch ball.
6. Once caught, Player moves to green section (D) to throw overarm.
7. First Player to 10 points wins.



# REFLECTIVE LEARNING



## COMMUNICATION

### For example:

I need to project my voice more loudly when delivering sessions



## DEMONSTRATIONS

### For example:

I need to make sure I provide high quality demonstrations so my players learn well



## ORGANISATION

### For example:

I must ensure I rotate my players during my sessions



## FEEDING

### For example:

I must ensure my feeding is appropriate for the needs of my group



## TACTICS & TECHNIQUE

### For example:

I must make sure that I plan tactically and technically for the age, stage, and ability of my players



## KNOWLEDGE

### For example:

I must improve my knowledge of all areas of coaching to help attract and retain players

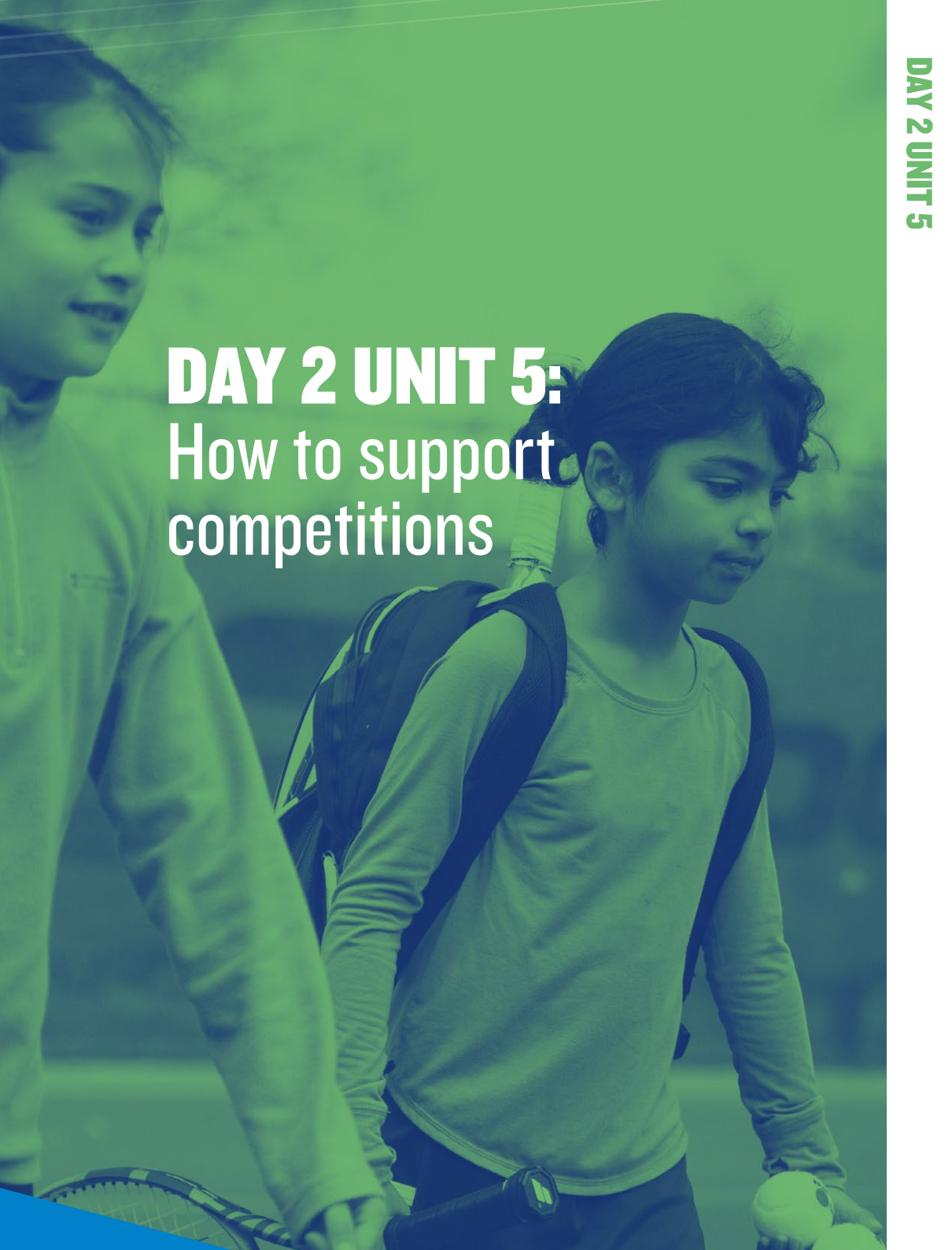




**TENNIS**  
FOR BRITAIN

# DAY 2 UNIT 5:

## How to support competitions



# TIE BREAKS

**Tie break scoring is the best scoring format for U10 tennis. Use it flexibly in sessions to suit your time and court availability. Options are:**

- Play a normal tie break to 7 or a match tie break to 10.
- Play a shortened tie break to any number you choose.
- Play a timed tie break.
- Play a set number of points – an odd number if you want a winner, an even number if you are happy to allow ties.

## Timing guide

**Matches are usually slightly quicker in Red than Orange and Green. Approximate times are as follows:**

- Tie break to 7 = 7 mins
- Match tie break to 10 = 10 mins

## How to fill in the score sheet

Use one column for each point and accumulate the score (1-2-3 etc) as the tie break progresses, so that you can see the score quickly. See the example below.

| Name            | R |   |   | L | R |   |   | L | R |   |   | L |
|-----------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Sally Server    | 1 | 1 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 |
| Name            |   | L | R |   |   | L | R |   |   | L | R | R |
| Robbie Receiver | 0 | 1 | 1 | 1 | 1 | 2 | 3 | 4 | 5 | 6 | 6 | 7 |

# ROUND ROBINS

## Groups of 4

The most common group competition format is known as a 'Round Robin' or 'Box League' and is easy to use and very popular.

Follow the guidelines and create a box league below for your own group competition. You can copy the box on this page for a group of four or the boxes on the next couple of pages for groups of five or six.

This is how it works:

- Set the group up and give the event a name
- Put players' names into A, B, C and D
- Follow the order of play

| Event | Date |
|-------|------|
|-------|------|

| Group | A | B | C | D | Wins | Points for | Points played | Positions |
|-------|---|---|---|---|------|------------|---------------|-----------|
| A     |   |   |   |   |      |            |               |           |
| B     |   |   |   |   |      |            |               |           |
| C     |   |   |   |   |      |            |               |           |
| D     |   |   |   |   |      |            |               |           |

Order of play:

AvC BvD AvD BvC CvD AvB

# Groups of 5

|       |      |
|-------|------|
| Event | Date |
|-------|------|

| Group | A | B | C | D | E | Wins | Points for | Points played | Positions |
|-------|---|---|---|---|---|------|------------|---------------|-----------|
| A     |   |   |   |   |   |      |            |               |           |
| B     |   |   |   |   |   |      |            |               |           |
| C     |   |   |   |   |   |      |            |               |           |
| D     |   |   |   |   |   |      |            |               |           |
| E     |   |   |   |   |   |      |            |               |           |

## Order of play:

AvD CvE BvD AvE BvC DvE AvC BvE CvD AvB

## Groups of 6

|       |      |
|-------|------|
| Event | Date |
|-------|------|

| Group | A | B | C | D | E | F | Wins | Points for | Points played | Positions |
|-------|---|---|---|---|---|---|------|------------|---------------|-----------|
| A     |   |   |   |   |   |   |      |            |               |           |
| B     |   |   |   |   |   |   |      |            |               |           |
| C     |   |   |   |   |   |   |      |            |               |           |
| D     |   |   |   |   |   |   |      |            |               |           |
| E     |   |   |   |   |   |   |      |            |               |           |
| F     |   |   |   |   |   |   |      |            |               |           |

### Order of play:

AvD BvE CvF DvE AvC BvF AvE BvC DvF CvE AvF BvD BvF CvD AvE