



International Tennis Federation

Coaches Education Programme

**Coach of beginner -
intermediate players**
(former ITF Level 1)

Candidate Workbook

Physical Conditioning

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How to use this workbook

This workbook has been designed to assist you on your journey to becoming an ITF Coach of beginner and intermediate players of the activities you will cover during the course on-court sessions is outlined in this workbook. There are also sections where you can reflect on your coaching knowledge and skills and how you think you are going at different stages of the course.

The ITF Coach of beginner and intermediate players' course is made up of four units. The assessment tasks for many of the units have been integrated (that is, several performance criteria from several units are assessed at the same time). This **Off-Court Workbook** focuses on all units of competency.

You will be required to bring this workbook to all on- and off-court sessions and it should serve as a useful resource in completing your course assessment tasks and during your coaching career.

PERSONAL DATA

Name:

Contact details:

- e-mail:

- phone:

Course venue:

Course dates:

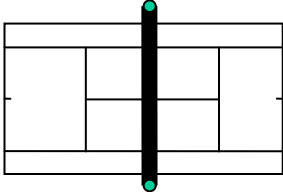
Course tutors:

COACH OF BEGINNER - INTERMEDIATE PLAYERS COURSE UNIT CONTENTS

| Coach of beginner - intermediate players | | Contents | |
|--|---|--|--|
| Unit N° | Unit Title | Content title | Content general description |
| Unit 1 | <i>Coaching beginner - intermediate players</i> | | |
| Sub Unit 1.1. | Level of play | Level of play | Show competency at ITN 7-8 |
| Sub Unit 1.2. | Training theory (Sport Science) | Philosophy of coaching Biomechanics Teaching methodology Motor learning Psychology Physiology Growth and development Sports Medicine and First aid Physical conditioning Planning and organisation Tactics | Understand and apply the basic training theory principles to coaching beginner – intermediate players |
| Sub Unit 1.3. | Training practice (individual & group) | Communication Biomechanics Teaching methodology Motor learning Tactics Psychology | Understand and apply the basic training practice principles to coaching beginner – intermediate players |
| Sub Unit 1.4. | Equipment and facilities | Balls Racquets Courts Teaching aids | Understand and apply the basic equipment and facilities to coaching beginner – intermediate players |
| Unit 2 | <i>Organising competitions for beginner - intermediate players</i> | | |
| | Organising competitions | Rules of tennis Competition formats Code of conduct ITN Scoring systems | Understand and apply the fundamentals of competitions to organise basic competitions for beginner – intermediate players |
| Unit 3 | <i>Managing and marketing tennis programmes for beginner – intermediate players</i> | | |
| | Managing and marketing tennis programmes | Leadership Management Administration Marketing Planning Ethics and Legal issues | Understand and apply the fundamentals of management and marketing to organise basic programmes for beginner – intermediate players |
| Unit 4 | <i>Educating beginner - intermediate players, parents and coaches</i> | | |
| | Education | Well-being Awareness Personal development Anti-doping Educational programmes | Understand and apply the fundamentals of education to organise basic educational programmes for beginner – intermediate players |

| | |
|-------------------------|---|
| ACTIVITY | 10 |
| Title | Teaching methodology: Physical conditioning |
| Unit | 1. Coaching beginner and intermediate players |
| Sub-units | 1.1. Training theory – sport science – physical conditioning |
| Resources | ITF Manual Coaching beginner and intermediate players – Chapter 8 – |
| Content title | Teaching methodology: Coaching |
| Competencies | <p>Demonstrate physical / motor skills knowledge and application of relevant tennis contents to the session:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the fundamental aspects of perceptual motor skills needed for beginner - starter' tennis. • Understand how motor skills are learned and identify the characteristics of each stage. • Identify the fundamentals of the perceptual, physical and motor skill characteristics of the sport of tennis. • Describe factors which affect the learning of a motor skill. • Outline different practice schedules for learning a motor skill. • Describe key elements of providing feedback of motor skill learning. • <u>Warm-up</u>: Understand and apply the fundamentals of the appropriate and safe warm-up routines for beginner - starter players depending on age, ability of the players, weather conditions, type of session, etc. • <u>Cool-down</u>: Understand and apply the fundamentals of the appropriate and safe cool-down routines for beginner - starter players, depending on age, ability of the players, weather conditions, type of session, etc. • <u>Fundamental perceptual motor skills</u>: Understand and apply the fundamentals of the appropriate exercises, drills and games to develop these skills (tracking, throwing, catching, striking, and locomotion) in beginner - starter players. • <u>ABC (agility, balance, co-ordination)</u>: Understand and apply the fundamentals of the appropriate exercises, drills and games to develop these skills in beginner - starter players. • <u>EPS (endurance, power, speed)</u>: Understand and apply the appropriate exercises, drills and games to develop these skills in beginner - starter players. |
| Time allocated | 120 minutes |
| Materials needed | Pen and paper |

1. **Elaborate 5 conditioning circuit training sessions for a group of 8 beginner or intermediate players. Plan different goals for each lesson.**
2. **You can use the lesson plan template provided below.**
3. **Conduct the lessons and ask a fellow coach to assess them using the appropriate checklist.**
4. **Review and evaluate your performance after each lesson and modify the lesson plans accordingly.**

| | | | |
|---|----------------------------|---|------------------------------|
| Date: | Venue: | | |
| Time: | Length of session: | | |
| Number in group: | Ability of players: | | |
| Equipment needed: <input type="checkbox"/> Nets: <input type="checkbox"/> Red <input type="checkbox"/> Orange <input type="checkbox"/> Green <input type="checkbox"/> Regular <input type="checkbox"/> Cones <input type="checkbox"/> Hops <input type="checkbox"/> Lines <input type="checkbox"/> Other: _____ | | | |
| Conditioning goal (tick one): <input type="checkbox"/> Co-ordination <input type="checkbox"/> Speed <input type="checkbox"/> Endurance | | <input type="checkbox"/> Power-strength <input type="checkbox"/> Agility <input type="checkbox"/> Flexibility <input type="checkbox"/> Other | |
| Warm up/recap from last session | | | Time: _____ |
| Aerobic part: | | | |
| Flexibility part: | | | |
| Tennis-specific part: | | | |
| Game w. no equipment: | Game with balls: | Game with racquets: | Game w. balls & racquet: |
| | | | |
| Conditioning session (drills and games) in a circuit | | | Time: _____ |
| Task/Goal/Organisation: | | | |
|  | | | |
| Cool down/summary | | | Time allocated: _____ |
| Evaluation | | | |

1. What is new? Write 3 new ideas you have learned from this chapter and indicate how you will apply them in your coaching.

1.

2.

3.

2. Write down where you can access information that will help you continue your knowledge on this area when working with beginner and intermediate tennis players.

1.

2.

3.