

# TSA Play & Stay Trainer Course Schedule for Candidates

*(February 2017: Tennis South-Africa as adapted from ITF 2014)*



### ITF 'PLAY TENNIS' COURSE SCHEDULE SUMMARY

DAY	HOURS ON COURT	HOURS IN LECTURE ROOM	TOTAL
1	6.5	1.5	8
2	7.5	0.5	8
3	7	1	8
4	6 (plus or minus 1 hour)	2 (plus or minus 1 hour)	8
<b>TOTAL</b>	<b>27</b>	<b>5</b>	<b>32</b>

#### The aim of the course

The aim of the Play Tennis course is to help participants understand how to organise and deliver a tennis session and other tennis activities to beginner level players of all ages.

After the course the coach will be able to work with beginner adult players (ITN 10) and 10 and under children and will have knowledge of basic tactics and technique. The coach will be able to organise simple competitions and use correct equipment and court sizes for beginner players

At the end of the course, participants will be assessed through a short written paper covering the key information from the course.

From January 2014, the Play Tennis course is a pre-requisite for the ITF Coaching Beginner and Improver players course.

#### Notes on delivering the course:

- The ITF Tennis Play and Stay campaign was launched in June 2007. It is an important campaign which aims to promote in the Play Tennis Course many of the objectives of the campaign. It is important that tutors explain the campaign and its objectives, and, if possible, show some of the promotional material available
- Each day of the course includes 7 hours of tutor contact time both on court and in the lecture room, plus lunch and drinks breaks. Drinks breaks are not shown on the schedule. These should be taken at the tutor's discretion and dependent on facility availability.
- It is recommended that a maximum of 24 participants are accepted onto a Play Tennis course
- No players are required for this course. Practical sessions should involve participants, who could play with their non-dominant hand to simulate beginner players.
- This course is about training coaches so that they can introduce the game to beginner players using game based practices. All instruction should be based on the tactics within the 3 game situations for singles since this forms the basis of getting players to play the game at beginner level. Participants should therefore be discouraged from spending long periods of time giving detailed technical information but the most important part of their work is to get the starter players playing the game as soon as possible.
- The Play Tennis manual was rewritten in 2013 and is provided for all participants, it provides the essential information covered in the course, plus additional relevant information to help participants in their beginner tennis programme.
- The participants should be informed that additional information is to be found at [www.tennisplayandstay.com](http://www.tennisplayandstay.com)

#### Notes on equipment

- The entire course is based on the use of slower red, orange and green balls for beginner players of all ages, and the use of smaller courts especially for children 10 and under. It is therefore essential that the following equipment is available for the duration of the course:
  - Red, orange and green balls. The amount of equipment required depends on the number of participants, but the following ratios can be used as a guide:
    - For up to 16 participants – 30 red, 30 orange and 30 green balls, 4 baskets and small rackets
    - For between 16 and 24 participants – 50 red, 50 orange and 50 green balls, 5 baskets and small rackets

## TSA Play & Stay Trainer Course

- Additional equipment required for the course includes:
  - A DVD player or laptop and speakers
  - A screen and projector
  - Cones, lines and markers
  - Small nets and/or barrier tape or rope

**The Play Tennis course has the following course objectives and coaching competencies:**

	<b>Training</b>	<b>Competition and competitive games</b>
<b>Planning and organising activity</b>	<ul style="list-style-type: none"> <li>• understand the Play and Stay campaign and its objective to get starter players to play (serve, rally and score) as soon as possible</li> <li>• is able to explain the key characteristics the game based approach to beginner players</li> <li>• prepare for a practical activity</li> </ul>	<ul style="list-style-type: none"> <li>• understand the role of competition in the Play and Stay campaign and its objective to get starter players to play (serve, rally and score) as soon as possible</li> <li>• prepare for a competition</li> <li>• know the different formats and scoring for beginner adults and children</li> </ul>
<b>Conducting training/ running competition and competitive games</b>	<ul style="list-style-type: none"> <li>• know the tactics (tactical intentions) in 3 game situations</li> <li>• set up 2 activities and rotations for each of the 3 game situations</li> <li>• complete a simple lesson checklist for a group lesson</li> <li>• understand the importance of dressing and acting in a professional manner at all times</li> <li>• operate a safe playing environment (use of equipment, organisation of activity)</li> <li>• is able to explain the differences between yellow ball and the 3 types of slower balls</li> <li>• able to set up the red and orange courts for training</li> <li>• use targets or cones to help players play the game</li> <li>• feed the ball in different ways (hand, basket, rally)</li> <li>• adapt exercises and tasks to help players play the game</li> <li>• speaks clearly and is audible to all players (ability to project the voice over one tennis court)</li> <li>• understand the importance of animation (passion/smiling/fun/enthusiasm)</li> <li>• understand the differences in how children and adults learn</li> <li>• demonstrate practical tasks and activities</li> <li>• give simple teaching points to help beginner players improve effectiveness in the 3 game situations</li> </ul>	<ul style="list-style-type: none"> <li>• able to set up the red and orange courts for competition</li> <li>• set up and run simple competition and competitive games</li> <li>• able to explain the rules of tennis and different scoring methods</li> <li>• introduce the rules to beginner players</li> <li>• know about the ITN, the description of standards and ITN rating levels for beginner players</li> </ul>

## TSA Play &amp; Stay Trainer Course

## DAY 1 (8 hrs)

KEY THEMES	CONTENT/OBJECTIVES	TIME	RESOURCES	Key competencies covered
<b>Introduction to the course</b>  <b>(Lecture Room)</b>	Introduction to course Tutor to cover the following aspects: <ul style="list-style-type: none"> <li>• Timetable, Course content</li> <li>• Expectations of the participants</li> <li>• Course manual, participant schedule and ground rules (punctuality, professional appearance, animator, motivator etc)</li> </ul>	30 min	PP D1-1	
<b>Tennis...Play and Stay campaign</b> <b>(Lecture Room)</b>	<ul style="list-style-type: none"> <li>• PowerPoint introductory presentation on Play and Stay</li> <li>• Show ITF Tennis...Play and Stay, Tennis 10s and Tennis Xpress DVDs and play and stay website</li> <li>• Defining the role of the coach of beginner players – not just techniques, but helping players to play the game better</li> <li>• Tutor to explain the requirements of the course and how it is structured and assessed</li> </ul>	60 min	<b>PP D1-2</b>  ITF Tennis...Play and Stay DVD	<ul style="list-style-type: none"> <li>• understand the Play and Stay campaign and its objective to get starter players to play (serve, rally and score) as soon as possible</li> </ul>

### TSA Play & Stay Trainer Course

<p><b>Introduction to balls and courts</b></p>	<p>Tutor to introduce the different balls and court sizes By the end of this session all participants should understand:</p> <ul style="list-style-type: none"> <li>• that slower balls are available around the world</li> <li>• why they are important for beginner players and young higher level players</li> <li>• that the balls correspond to different court sizes</li> <li>• that many countries now have a system of player development using progressive court sizes which correspond with red, orange and green balls</li> <li>• that slower balls and smaller courts can also help introduce tennis to beginner adults</li> <li>• the different ways to set up the courts for practice and competition</li> <li>• that all activity must be conducted in a safe environment, and that coaches are responsible for ensuring the safety and welfare of all players</li> </ul>	<p>45 min</p>	<p>ITF Court line manual</p>	<ul style="list-style-type: none"> <li>• operate a safe playing environment (use of equipment, organisation of activity)</li> <li>• know the differences between yellow ball and the 3 types of slower balls</li> </ul>
<p><b>Setting up courts</b></p>	<p>Tutor-led session to show how to set up red and orange courts in different ways. This should include:</p> <ul style="list-style-type: none"> <li>• Showing how to make the most of available space</li> <li>• Show how to set up micro courts (any space with a boundary or target area)</li> <li>• Explaining the different between court set up formats for coaching/activity compared</li> </ul>	<p>30 min</p>	<p>ITF Court line manual</p>	<ul style="list-style-type: none"> <li>• know how to set up the red and orange courts for training</li> <li>• operate a safe playing environment (use of equipment, organisation of activity)</li> </ul>

	<p>to competition (safety and space, number of players required to be active at one time, requirement for 'official' court sizes in competition but not for coaching/activity)</p> <ul style="list-style-type: none"> <li>• Showing how to set up 4 red courts for competition or 6 red courts for coaching/activity sessions on one tennis court</li> <li>• Showing how to set up 2 orange courts on one tennis court for coaching/activity sessions</li> </ul>			
<b>Introduction to competition for beginners</b>	<p>By the end of this session participants should know that:</p> <ul style="list-style-type: none"> <li>• competition is not just for good players; beginners of all ages can compete too</li> <li>• competition should be appropriate to age and ability of the players</li> <li>• some competition formats are better suited to beginners than others</li> <li>• whilst many players play tennis for competition, others don't like to compete</li> <li>• competition for beginner players is primarily at local level</li> <li>• resources exist to help coaches set up and run competition in clubs</li> <li>• competition could be during a lesson or as a separate event</li> <li>• coaches are responsible for organising competition in their programmes</li> </ul>	60min	<p>D 4-1 Intro &amp; role of competitions</p> <p>Manual: Section 8</p>	

### TSA Play & Stay Trainer Course

<p><b>Serve rally and score from the first lesson, using red, orange and green courts</b></p> <p><b>Introducing Progressions for baseline game</b></p>	<p>How to get beginner players of all ages to serve, rally and score quickly</p> <ul style="list-style-type: none"> <li>• Kids</li> <li>• Juniors</li> <li>• Adults</li> </ul> <p>Note that this session should cover principles to be used with beginner players, and not become specific to a particular age group</p>	<p>60 min</p>	<p>Manual: Section 5, 6, 9 &amp; 11</p>	<ul style="list-style-type: none"> <li>• apply the game based approach to beginner players</li> <li>• set up and run simple competitive games</li> </ul>
<p><b>Tactics for beginner players – game situations and tactical intentions</b></p>	<p>Introducing 3 game situations:</p> <ul style="list-style-type: none"> <li>• Serve and return</li> <li>• Baseline game</li> <li>• Approach and net game/pass and lob</li> </ul> <p>Introducing the 3 phases (intensions) of play through simple drills. Show and then let participants practise one activity for each of the following:</p> <ul style="list-style-type: none"> <li>• starting or staying in the point</li> <li>• building the point</li> <li>• finishing the point</li> </ul> <p>Explain that within these phases players need to be conscious of the need to:</p> <ul style="list-style-type: none"> <li>• be consistent</li> <li>• move the opponent</li> <li>• recover position</li> <li>• use their best shot</li> <li>• play to weaknesses</li> </ul> <p>(also known as basic Strategy) Clear Definition of: Game Situations, Phases of Play, Strategy and Tactics</p>	<p>60 min</p>	<p>Manual: Section 6 &amp; 9</p>	<ul style="list-style-type: none"> <li>• apply the game based approach to beginner players</li> <li>• know the tactics (tactical intentions) in 3 game situations</li> <li>• set up 2 activities and rotations for each of the 3 game situations</li> </ul>

## TSA Play &amp; Stay Trainer Course

<b>Different types of practices</b>	Tutor-led session to show the difference between cooperative and competitive practices, and how an activity can be quickly and easily changed from cooperative to competitive. The tutor should also use this as an opportunity to highlight at least 2 different scoring systems which can be used for competitive activity.	60 min	Manual: Section 5, 8 & 9	<ul style="list-style-type: none"> <li>• set up and run simple competitive games</li> <li>• set up and run simple competitions</li> <li>• set up 2 activities and rotations for each of the 3 game situations</li> </ul>
<b>Organising activities for beginner players</b>	<p>Aim is to help participants understand how to organise and rotate a group of beginners on a tennis court so that everyone is active and playing the game.</p> <p>The tutor should also point out that more time will be spent on communication for children and adults in days 2,3 and 4 of the course.</p>	30 min	Manual: Section 3 & 4 ITF Court line manual	<ul style="list-style-type: none"> <li>• feed the ball in different ways (hand, basket, rally)</li> <li>• understand the importance of verbal and non-verbal communication</li> <li>• understand the importance of animation (passion/smiling/fun/enthusiasm)</li> </ul>
<b>Communication skills for coaching beginner players</b>	<p>Aim is to help participants understand the importance of good communication skills and energy, and the ability to animate a beginner tennis lesson for players of all ages.</p> <p>Participants should understand what it means to be “an animator” and to understand the importance of animation in beginner coaching.</p> <p>The tutor should also point out that more time will be spent on organising activities and competition for children and adults in days 2, 3 and 4 of the course.</p>	30 min	Communication checklist from Manual: Section 3	<ul style="list-style-type: none"> <li>• understand the importance of verbal and non-verbal communication</li> <li>• understand the importance of animation (passion/smiling/fun/enthusiasm)</li> </ul>



## TSA Play & Stay Trainer Course

### DAY 2 (8 hrs)

KEY THEMES	CONTENT PRESENTATION	TIME	RESOURCES	Key competencies covered
<p><b>Recap from Day 1</b></p> <p><b>Introduction of ITF Tennis 10s</b></p>	<p>Tutor to explain the ITF Tennis 10s programme, using the Tennis 10s presentation:</p> <ul style="list-style-type: none"> <li>• Importance of slower balls and smaller courts for 10 and under players</li> <li>• The ITF rule change from 2012</li> </ul>	30 min	<p>ITF Tennis 10s DVD</p> <p>Tennis 10s Parents leaflet</p>	<ul style="list-style-type: none"> <li>• understand the Play and Stay campaign and its objective to get starter players to play (serve, rally and score) as soon as possible</li> </ul>
<p><b>Introducing key rules and how to score for beginners</b></p>	<p>Tutor-led session to show participants how to introduce the important rules of the game through simple throw-catch and rally activities for kids</p> <p>Tutor-led session to show participants how to check that adult beginners know the important rules of the game</p>	45 min	<p>D 4-3</p> <p>Scoring progressions</p> <p>Manual: Section 8</p>	<ul style="list-style-type: none"> <li>• know the different formats and scoring for beginner adults and children</li> </ul>
<p><b>Serve, rally and score at red</b></p> <p><b>Introduction progressions for net game and serving/returning</b></p>	<p>Tutor to show how young beginner players can serve rally and score from the first lesson, including:</p> <ul style="list-style-type: none"> <li>• emphasis on playing the game using small courts, red balls and creative use of equipment and space</li> </ul> <p>This session should build on session 4 from day 1</p>	90 min	Manual: Section 5, 6, 7, 9 & 11	<ul style="list-style-type: none"> <li>• apply the game based approach to beginner players</li> <li>• place targets or cones relevant to the tactical intention</li> <li>• adapt exercises and tasks to help players play the game</li> </ul>

<b>Adaptation of activities for young children</b>	Tutor to explain that in a group of young children it is likely that there will be different abilities. Therefore differentiation and adaptation of the activity is important	60 min	Manual: Section 5	
<b>'5Rs' and Receiving skills</b>	<p>Tutor to explain that the ability to rally with simple technique relies on the ability of players to:</p> <ul style="list-style-type: none"> <li>• receive the incoming ball</li> <li>• control the outgoing ball</li> </ul> <p>Participants should also understand that many of the errors made by beginners are because of problems in receiving the ball, and specifically to:</p> <ul style="list-style-type: none"> <li>• lack of balance</li> <li>• poor positioning</li> </ul> <p>5 R's:</p> <ul style="list-style-type: none"> <li>• Ready</li> <li>• Read</li> <li>• React</li> <li>• Racket</li> <li>• Recover</li> </ul>	<b>60 min</b>	<p>Explain the ready, read, react, racket, recover process</p> <p>Manual: Section 7</p>	<ul style="list-style-type: none"> <li>• give simple teaching points to help beginner players improve effectiveness in the 3 game situations</li> </ul>



	<ul style="list-style-type: none"> <li>• it is not a race to yellow!</li> <li>• Players should be able to start and then maintain the rally before moving to the next court/ball</li> <li>• simple 'player competencies' are suggested for coaches to know when players are ready to move to green</li> <li>• once a good foundation has been developed at red, the bigger orange court and the faster ball allow the game to develop further</li> <li>• in practice it is possible to have 2 orange courts on one full court</li> </ul>			
<b>Serve, rally and score at green</b>	<p>Tutor-led session introducing the game at green. Participants should understand that:</p> <ul style="list-style-type: none"> <li>• beginners will benefit from playing on the orange court before they progress to green</li> <li>• it is not a race to yellow!</li> <li>• players need to have simple but sound technique before they move to the next level</li> <li>• simple 'player competencies' are suggested for coaches to know when players are ready to move to using a yellow ball</li> <li>• once a good foundation has been developed at orange, the bigger green court and the faster green ball allow the game to develop further</li> </ul>	30 min	Manual: Section 5, 6, 9 & 11	<ul style="list-style-type: none"> <li>• apply the game based approach to beginner players</li> <li>• know what to consider when progressing players from red, to orange to green</li> </ul>

### TSA Play & Stay Trainer Course

<b>Demonstrations</b>	<p>Participants should understand the importance and key aspects of demonstrations for all beginners, but especially for children:</p> <ul style="list-style-type: none"> <li>• people learn most by watching and copying</li> <li>• children rely even more on visual learning</li> <li>• demonstrations should be simple and appropriate to the player</li> <li>• coaches will need to demonstrate activities and tasks, organisation/rotations and simple technique at any stage during a lesson</li> <li>• to understand the value of checking understanding by getting one of the players to show what coach has demonstrated</li> </ul>	30 min	Section: 3 & 7	<ul style="list-style-type: none"> <li>• understand the differences in how children and adults learn</li> <li>• demonstrate practical tasks and activities</li> </ul>
<b>6. Summary of the day</b>	<ul style="list-style-type: none"> <li>• Tutor-led summary of the day - what have we learnt?</li> </ul>	15 min		

## DAY 3 (8 hrs)

KEY THEMES	CONTENT PRESENTATION	TIME	RESOURCES	Key competencies covered
<b>Recap from Day 2</b>	Tutor to recap on day 2 and check for understanding of the key themes. This could be done as a simple group quiz.	15 min		
<b>Competition formats for Tennis 10s</b>	Tutors run through principles of competition for Tennis 10s: <ul style="list-style-type: none"> <li>• children can compete through rally based activities, through throw-catch or other modified games</li> <li>• formats which allow children to play many short matches are better than those with a few longer matches</li> <li>• no elimination formats</li> <li>• keep rules and scoring very simple.</li> <li>• Children may need help from older juniors or adults</li> <li>• Coaches should explain and insist on Fair Play between players</li> </ul>	60 min	D4-2 Competition formats  Manual: Section 8	<ul style="list-style-type: none"> <li>• set up and run simple competitions</li> </ul>
<b>Preparing for a practical session</b>	Objective is to give participants time to prepare a rally-based activity suitable for between 4 and 6 children on a red court, and which is specific to a game situation covered earlier in the course. The activity may be one already shown on the course, or a new idea thought up by the participant	30 min	Manual: Section 11	<ul style="list-style-type: none"> <li>• prepare for a practical activity</li> <li>• complete a simple lesson checklist for a group lesson</li> </ul>

### TSA Play & Stay Trainer Course

<b>Practical session</b>	<p>Objective is allow participants to implement ideas covered so far in the course. It is suggested that participants are used as players, some of whom may use dominant hand and some using non-dominant hand (to require differentiation):</p> <ul style="list-style-type: none"> <li>• setting up activities using game situations and intentions</li> <li>• organisation and rotation of players</li> <li>• demonstrations and communication suited to young children</li> <li>• simple teaching points using the 5 Rs and PAS</li> </ul>	<b>120 min</b>	Manual: Section 5, 6, 7, 9 & 11	<ul style="list-style-type: none"> <li>• set up 2 activities and rotations for each of the 3 game situations</li> </ul>
<b>Introduction of ITF Tennis Xpress</b>	<p>Tutor to explain the ITF Tennis Xpress programme, using the Tennis Xpress presentation:</p> <ul style="list-style-type: none"> <li>• Importance of slower balls and smaller courts for beginner adults</li> <li>• Take them through the website and the hour by hour schedule so they see how user friendly it is (videos etc)</li> </ul>	<b>30 min</b>	Tennis Xpress DVD  D3-1 Tennis Xpress presentation  Tennis Xpress leaflet if available  Tennis Xpress course schedule  Manual: Section 10	<ul style="list-style-type: none"> <li>• understand the Play and Stay campaign and its objective to get starter players to play (serve, rally and score) as soon as possible</li> </ul>
<b>Tennis Xpress – serve, rally and score for adults</b>	<p>Tutor-led session to present and go through course content for Tennis Xpress. By the end of this session the participants should:</p> <ul style="list-style-type: none"> <li>- know about Tennis Xpress</li> <li>- understand the course philosophy and course content</li> <li>- have experienced 2 sessions from the Tennis Xpress course as players</li> </ul>	<b>60 min</b>	Tennis Xpress course schedule  Manual: Section 10	<ul style="list-style-type: none"> <li>• apply the game based approach to beginner players</li> <li>• understand the differences in how children and adults learn</li> </ul>

## TSA Play &amp; Stay Trainer Course

<b>Practical session</b>	<p>Objective is allow participants to implement ideas on Tennis Xpress. Players should be course participants. In addition to familiarising themselves with the content and delivery of Tennis Xpress, tutor should check that they can</p> <ul style="list-style-type: none"> <li>• set up activities using game situations and intentions</li> <li>• organise and rotate players</li> <li>• demonstrations and communication suitable for adults</li> <li>• give simple teaching points using the 5 Rs and PAS</li> </ul>	<b>90 min</b>	Tennis Xpress Schedule & Course  Manual: Section 10	<ul style="list-style-type: none"> <li>• set up 2 activities and rotations for each of the 3 game situations</li> </ul>
<b>Differentiation &amp; adaptation of the drill</b>	<p>Tutor to remind participants of the simple ways shown on Day 2, in which activities can be made easier or harder.</p> <p>By the end of this session, participants should be able to differentiate activities for beginner adults, and know that the progression from red, to orange and green is not always simple because:</p> <ul style="list-style-type: none"> <li>• beginners may start playing at different ages</li> <li>• beginners vary in size, strength and athleticism</li> <li>• players progress at different rates</li> <li>• adults come to tennis with different life and sporting experiences</li> <li>• the red, orange and green ball can be used as learning tools for all beginners</li> </ul> <p>Tutors show ways to differentiate rally activities for adults</p>	<b>60 min</b>	Manual: Section 5	<ul style="list-style-type: none"> <li>• understand differentiation and optimal challenge – speak to DM – adapt or differentiation?</li> <li>• adapt exercises and tasks to help players play the game</li> <li>• place targets or cones relevant to the tactical intention</li> <li>• demonstrate practical tasks and activities</li> </ul>



### TSA Play & Stay Trainer Course

<b>6. Summary of the day</b>	<ul style="list-style-type: none"><li>Tutor-led summary of the day - what have we learnt?</li></ul>	15 min		
------------------------------	---	--------	--	--

## DAY 4 (8 hrs)

KEY THEMES	CONTENT PRESENTATION	TIME	RESOURCES	Key competencies covered
<b>Recap from Day 3</b>	Tutor to recap on day 3 and check for understanding of the key themes. This could be done as a simple group quiz.	15 min		
<b>Competition formats for Tennis Xpress</b>	Tutors run through principles of competition for Tennis Xpress: <ul style="list-style-type: none"> <li>• reminder that the aim of Tennis Xpress is that beginner adults can play a friendly or fun match on an orange or green court by the end of the course</li> <li>• whilst many adults don't want coaching, but do want to compete, there are others who are not so keen on competition</li> <li>• formats which allow adults to enjoy playing in a social environment are very popular and important</li> <li>• competition for adults should be kept short and arranged at convenient times to fit in with busy lifestyles</li> </ul>	45 min	D 4-2 Competition formats  Manual: Section 8	<ul style="list-style-type: none"> <li>• set up and run simple competitions</li> </ul>
<b>Preparing for and running a competition</b>	Candidates prepare and deliver Competition planned on day 3	60 min  Preparation is for homework on day 3	16 Primary school children  Competition organisers training book  Manual: Section 8	<ul style="list-style-type: none"> <li>• prepare for a competition</li> <li>• know how to set up the red and orange courts for competition</li> <li>• set up and run simple competitions</li> </ul>
<b>Brief explanation of ITN</b>	Tutor-led explanation of ITN	15 min	Manual: Section 8	<ul style="list-style-type: none"> <li>• know about the ITN, the description of standards and ITN rating levels for beginner players</li> </ul>

### TSA Play & Stay Trainer Course

<b>Level of Play Test</b>	Orange Court with Orange Ball: All participants complete the test, with following exception's: Players who had an ITF Junior Ranking or a Professional Ranking (ATP/WTA Points)	45 min	<b>All Course Content &amp; Manual Section 7</b>	Serve, Rally and Score with a Partner
<b>Written Assessment</b>  (Lecture Room)	All participants to complete the written paper which accompanies the course	45 min <i>15 min for instructions and preparation</i> <i>30 min for written paper</i>	<b>All Course Content</b>	<ul style="list-style-type: none"> <li>understand the importance of dressing and acting in a professional manner at all times</li> </ul>
<b>Group Lesson Mock Test: 20min Red Court with 2 to 4 Players</b>	All participants complete the Group Lesson Mock Test as part of the Course. Tutor explain the Video Assessment Procedures to follow: <ul style="list-style-type: none"> <li>2 x Lessons within 3 months</li> <li>1 x 5min warm-up within 3 months</li> </ul>	240 min	<b>All Course Content</b>	
<b>Summary of the course</b>  (Lecture Room)	Tutor-led course summary and conclusions: <ul style="list-style-type: none"> <li>summary of the day - what have we learnt?</li> <li>reminder of key principles covered on the course.</li> <li>reminder of ITF Tennis Play and Stay campaign, including key objectives</li> <li>information about Level 1</li> <li>presentation of certificates</li> </ul>	15 min	Course summary presentation	