



International Tennis Federation

Coaches Education Programme

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

Candidate Workbook

Planning and organisation

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Written by Miguel Crespo
ITF Coaching
Bank Lane Roehampton
London SW15 5XZ
coaching@itftennis.com
www.itftennis.com/coaching
Tel./Fax. 34 96 34 61 90

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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:

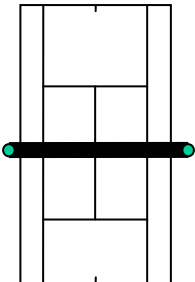
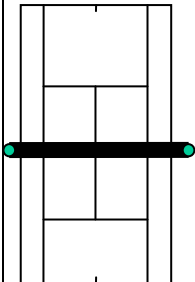
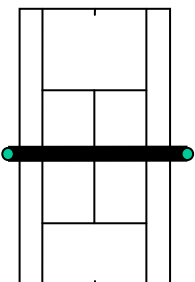
Course tutors:

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	5
Title	Teaching methodology: Planning and organisation
Unit	<ol style="list-style-type: none"> 1. Coaching beginner and intermediate players 4. Educating beginner and intermediate players
Sub-units	<ol style="list-style-type: none"> 1.1. Training theory – sport science – Planning 4. Educating beginner and intermediate players
Resources	ITF Manual Coaching beginner and intermediate players – Chapter 10 –
Content title	Teaching methodology: Planning and organisation
Competencies	<p>General:</p> <ul style="list-style-type: none"> • Identify the fundamental benefits of planning. • Understand the fundamental principles of goal-setting (long, mid, short-term). • Plan the session in advance, individually or with assistant coaches. <p>Understanding the players:</p> <ul style="list-style-type: none"> • Consider the fundamental different elements affecting the long-term development of tennis players as related to beginner - starter players. • Collect relevant information from players to plan the session. • Get to know the players' fundamental characteristics, motivations, etc. <p>Understanding the game:</p> <ul style="list-style-type: none"> • Consider the different elements of the game as they affect the fundamentals of session planning. • Plan both singles and doubles training sessions. <p>Planning the resources:</p> <ul style="list-style-type: none"> • Identify and gather physical and human resources in a basic manner. • Identify fundamental contingency plans to manage adverse weather conditions. • Identify the fundamentals of the different types of coaching sessions (individual and group). <p>Ensuring inclusion principles of the plan:</p> <ul style="list-style-type: none"> • Ensure the fundamental plan enables everyone to take part to the best of their ability, according to their needs and avoids discrimination or stereotyping. <p>Demonstrate and apply adequate tennis and sports science knowledge in the plan:</p> <ul style="list-style-type: none"> • Demonstrate the appropriate basic sport science knowledge in elaborating the plan. • Identify and document the basic fundamental perceptual, motor and movement skills to be developed (awareness of standards). <p>Organising the assistant coaches (if any) prior to the session:</p> <ul style="list-style-type: none"> • Ensure assistant coaches (if any) are available. • Assign assistant coaches (if any) to different courts. <p>Organising the equipment and the facilities prior to the session:</p> <ul style="list-style-type: none"> • Ensure equipment and facilities are available. • Know the fundamental characteristics of most appropriate equipment and facilities for beginner - starter players (racquets, balls, courts, etc.). • Distribute the equipment and facilities accordingly. • Appropriately group and assign players according to fundamental sound methodological and or level of play, age, gender, developmental and other criteria. <p>Plan tennis and non-tennis education basic activities for beginner - starter players, fellow coaches and parents off-court:</p> <ul style="list-style-type: none"> • Plan tennis and non-tennis basic educational activities off-court. • Collect basic information to help out in the planning process.
Time allocated	120 minutes
Materials needed	Pen and paper

1. **Elaborate 5 lesson plans for a group of 8 beginner or intermediate players. Plan different goals for each lesson in a progressive fashion.**
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: _____			
Game situation for the session (tick one): <input type="checkbox"/> Serving <input type="checkbox"/> Returning <input type="checkbox"/> Baseline rally <input type="checkbox"/> Approach & net game <input type="checkbox"/> Passing the net player	Tactical goal (tick one): <input type="checkbox"/> Consistency <input type="checkbox"/> Accuracy/Moving the opponent <input type="checkbox"/> Recovery/Maintain court position <input type="checkbox"/> Using a strength <input type="checkbox"/> Playing to the opponent's weakness <input type="checkbox"/> Other: _____	Basic techniques for the session: <input type="checkbox"/> Reception skills <input type="checkbox"/> Projection skills <input type="checkbox"/> Movement/Footwork <input type="checkbox"/> Stroke production & phases <input type="checkbox"/> Diagnosis & improvement <input type="checkbox"/> Other: _____	
Warm up/recap from last session			Time: _____
Game w. no equipment:	Game with balls:	Game with racquets:	Game w. balls & racquet:
Modified tennis game / situation: - Rules: - Description: - Time: ____		Analysis of the coach: - Q & A: - Guided discovery: - Players competence:	
Practice progressions (drills and games)			Time: _____
1. Task/Goal/Organisation: 		2. Task/Goal/Organisation: 	
Modified final tennis game: Rules. Time: _____ 		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.