



TENNIS LEADERS

**A GUIDE FOR
COACHES AND TEACHERS**



WELCOME

The LTA believes that young people are crucial to its vision of ‘tennis opened up’ and mission of making tennis relevant, accessible, welcoming and enjoyable. As an accredited tennis coach or teacher, you have the opportunity to nurture the next generation of coaches, officials and volunteers.

Through this course, young people develop leadership, confidence and life skills through tennis. It also helps to retain their interest in the game through their teenage years and beyond. In return, they can become a valuable source of help and expertise for your tennis venue or school.

This guide explains the overall Tennis Leaders programme, its benefits, a guide for delivery of learning modules and how to support your tennis leaders with their ongoing experience. It is underpinned by online resources for you and the tennis leaders, including videos and further learning opportunities.

Watch the short introduction videos online, where coaches and teachers explain more about the programme.

Videos and online resources can be found on the LTA website: www.lta.org.uk/tennis-leader and on the LTA schools website: www.lta.org.uk/schools

Upon completion of the course, you can order a free t-shirt and certificate for each leader. We also encourage you to ask your new leaders to register their details online to access rewards and recognition and additional learning opportunities. Details are at the back of this guide.

Thank you for your interest and support in opening tennis up.

What is the Tennis Leaders programme?

The Tennis Leaders programme, first launched in 2007, is for young people aged 11-18 of all abilities. It consists of face-to-face learning modules, practical experience and additional online learning opportunities.

The modules can be delivered by LTA Level 3 Accredited coaches and by secondary school PE teachers, in tennis venues of all types and in schools. There is no additional training required.

LTA Youth Tennis Leaders is accredited by SLQ Sports Leaders. The core module was developed in collaboration with SLQ Sports Leaders and focuses on key leadership skills that can be transferred to other sports and leadership situations.

Find out more about SLQ Sports Leaders: www.sportsleaders.org/about-us/about-slq





What are the benefits to coaches and teachers?

Knowing you are supporting the development of young people is a commitment to be proud of.

In addition you will benefit from:

- Extra pairs of hands in delivering your tennis programme. Tennis leaders can help with coaching sessions, holiday activities, competitions, open days, off court activities and much more
- Fantastic male and female role models for younger players
- Attracting more young people to club tennis
- A succession of coaches, officials and volunteers for the future
- A fun and rewarding personal development opportunity. The delivery skills differ slightly from other tennis coaching and teaching.

What are the benefits to young people?

Young people who have completed a tennis leaders course have said the benefits go beyond tennis into cross-sport and life skills and many have gone on to enjoy careers in tennis or sport. Parents have fed back that their teenage children have grown in confidence, made friends, found their voice, discovered a love for helping others to learn and continued to enjoy membership at a tennis club because of their newfound purpose and challenge. The benefits are huge!

What are the learning modules?

Core and elective learning modules are delivered by coaches or teachers. Additional learning can be accessed after registering as a tennis leader and can be completed independently online, or as further supported by coaches and teachers. When participants have completed the core and one elective module they can be called a tennis leader, and can embed their learning with hands on experience. Tennis leaders are encouraged to complete more than one elective module where the coach or teacher has capacity.

Learning modules: Core and Elective

CORE MODULE	MODULE NAME	HOURS	CONTENT FOR LEADERS	ON COURT / OFF COURT
	Introduction to Leading Tennis	3	Communication and organisation through a series of activities: warm up; body and ball; racket and ball; game	On court
ELECTIVE LEARNING MODULES	Helping at a Competition	1	How a point is won; basic rules; how to be a confident scorer for a red tennis match.	On court
	Helping at a Coaching Session	1	The role of a leader in a coaching session; helping with demonstrations; ball feeding skills.	On court
	Helping at a Venue	1	Different types of venues and how they are managed; activities and roles in a venue; how a leader can help.	On court
	Helping at a School	1	Using organisation and communication skills to help with large group activities in school.	On court

Timings are for guidance and modules may take longer, depending on your group and what you wish to cover. To develop confident and competent leaders, the more time spent practising the better!

Additional learning

After registering on the LTA website, tennis leaders will be able to access additional learning to continue their journey into tennis leadership and sustain their interest. Content will continue to be developed and added to.

You are encouraged to look at the content available on the LTA website to support the leaders to identify their additional learning and development.

Leader experience

Most learning takes place when tennis leaders are actively involved. They learn from watching you and other experts and from doing things themselves. It is up to you to be innovative, practical and guiding.

If the tennis leaders are from your own venue, this is usually straightforward. If they are from other nearby venues, it may be necessary to follow up with other coaches. Those in schools can also get involved with local school competitions and a nearby tennis venue. Teachers may need to facilitate the links.



Encourage your tennis leaders to register their details

After completion of the course, tennis leaders are encouraged to register their details to gain access to reward and recognition opportunities, and to continue their learning. Find out more by scanning the QR code below.

How to organise and promote the courses

Promote your Tennis Leaders programme as a holistic programme of learning modules and experience. Promote either as one venue or as a cluster of venues.

Order the Tennis Leaders workbooks, one for each person. They keep these and bring them to subsequent modules.

Organise a core module initially. You will need a minimum of five on a course, and a maximum of 16 is recommended. Have a plan organised to deliver the elective modules - you may wish to organise some on the same day.

Follow up with those who attend your courses. Their ongoing development and involvement depend on your encouragement.



TIPS FOR DELIVERY

- 1 Prepare for each module by pre-reading the content and, where needed, research anything you're unfamiliar with.
- 2 Send pre-course information to your attendees. Include what to expect, what to wear and what to bring. See the Inclusion section for more.
- 3 Read the guidance notes in each module.
- 4 Plan where you may need to adapt exercises to suit your tennis leaders, depending on their levels of knowledge, confidence and ability. You have the flexibility to adapt the activities accordingly.
- 5 Empower the leaders and create activities to help them learn. When they have completed an activity give them a chance to reflect on what they have learnt. Encourage them to take the lead and take responsibility, for example in setting out equipment, calling everyone together, and leading discussion feedback.
- 6 Aim to be as practical as possible during on court modules and avoid long discussions and note taking. Delivery is flexible and dependent on your environment, so adapt course notes accordingly.
- 7 Use the Tennis Leaders workbooks at your discretion. Completion of tables and charts is up to you. Participants may prefer to make notes on phones or tablets.
- 8 Always prioritise safety for you and your tennis leaders. Help them understand risk assessment.
- 9 Embed a culture of inclusion throughout your module delivery and follow up. Welcome young people of all abilities, make adaptations for those who need extra help and use appropriate language. In discussions, include comments about tennis for people of all abilities and with disabilities. See the section on Inclusion below.
- 10 Instill an awareness of good safeguarding practice for both them and for other young and vulnerable people they meet in their leadership experience.
- 11 Be a champion of your Tennis Leaders programme. Help other coaches, teachers and volunteers understand how to involve and develop your tennis leaders. Make it a team effort.

HOW TO INVOLVE AND ENGAGE YOUR TENNIS LEADERS

Every learning module has a call to action and opportunities to apply the learning practically. Follow this up by supporting the leaders yourself or signposting them to others who can.

Take a genuine interest in their further development. You have the opportunity to change their lives!

Reward and recognition

In addition to the reward and recognition opportunities offered by the LTA, accessed through registration, consider what opportunities you have to recognise leaders in your own venue or school, such as:

- Announce a tennis leader of the Week/Month/Year
- Offer complimentary or discounted club membership
- Offer free tennis lessons
- Run a social event to say thank you
- Profile a tennis leader on your website or noticeboard to acknowledge good work
- Link to the school's existing reward programme
- Nominate for an award in your local area or for LTA Young Person of the Year. Find out more about the LTA Tennis Awards www.lta.org.uk/awards

Inclusion

Ideally, all courses would be accessible for those with visual impairments, hearing impairments, physical impairments / wheelchair users, learning disabilities and difficulties. This is not always possible, so it is important to think about optimising accessibility. Here are some tips:

- Pre-course information: Ask about any accessibility needs for the course / resources (print and digital). Outline the format you will be using e.g. face to face content / digital resources / paper resources. This will give them time to prepare for the course, access material beforehand and download any relevant software that may be used. Some may require the resources sent to them prior to the session.
- If you are alerted to someone with a special need, have a follow up conversation with them to find out what would make communication and their learning easier such as written instructions, verbal descriptions of images / smaller groups / parent, guardian or support person attending with them.

- For those with visual impairment, it may be helpful give them a description of any videos prior to the session. Some may use screen readers or something similar to verbally read out electronic resources and documents.
- Some learners may not be comfortable in a large breakout group, or may prefer to be 1:1. For those with a hearing impairment, speak clearly while facing them and advise others in your group likewise.
- Ensure you have a range of equipment to showcase accessibility and use modified versions of the activities to make it easier or more challenging.
- Use the STEP framework to highlight the modifications and adaptations. If you have learners with specific learning needs, use the framework along with your own experience and ideas. See the STEP framework diagram in the notes for 'Helping at a School.'

Additional resources for coaches and teachers are available on the LTA website:

- Disability Tennis Coaching Resource
- Coach Education Hearing Impair Factsheet
- Coach Education Learning Disability Factsheet
- Coach Education Physical Impair Factsheet
- Coach Education Visual Impair Factsheet

Support your tennis leaders with their future development

Help your tennis leaders be aware of the many opportunities in tennis, not just as a player. Coaching, officiating and volunteering are the more obvious pathways but there are many more including sports development, marketing, commercial, player management, strength and conditioning, sports psychology, technology and digital equipment. Pathways and careers are discussed in the core module.

Ongoing support for coaches and teachers

The LTA Youth Tennis Leaders programme will evolve and grow continuously. The LTA website includes programme information and is updated as new content is developed. News and updates are included in LTA newsletters for coaches, volunteers and teachers.



CORE MODULE START:

INTRODUCTION TO LEADING TENNIS



COACH / TEACHER NOTES



This core module has been created in partnership with SLQ Sport Leaders to develop leadership skills for all tennis activities as well as providing a foundation for future skills learning.

Throughout this module there are guidance notes and suggested activities. Try to give them a chance to experience different methods of delivery such as leading from the front modelling the activity, setting up an activity and standing back or using their voice to control the activity. They should also experience organising activities in which the children are playing on their own, in pairs, a group or in teams. After each activity, give them time to reflect.

It is likely you will know your tennis leaders well and that your group will have differing levels of knowledge, confidence and ability. You have the flexibility to adapt activities accordingly. We encourage you to draw from your own experience and share this with your group.

This core module provides you with the knowledge and skills you need to support your teacher, coach, community activator or manager and to help open up tennis to more people.

By the end of the core module, you will:

- know the basics of tennis and the LTA Youth programme
- be able to identify the five core leadership skills required to be a tennis leader
- put your skills into practice by leading different elements of tennis
- reflect on your leadership skills and understand how you can use these across different tennis roles.

LET'S GO!

About Tennis

Tennis is a game that is accessible to everyone. Lots of people play but it is important to understand the different reasons why. It will help you in your role as a tennis leader to make the game enjoyable, so that players are engaged and keen to participate.

Tennis courts can be found in a whole host of places including clubs, parks, schools, leisure centres, community sites, hotels and even prisons. A tennis venue includes any place where there is a court or courts and people play tennis. In addition, anyone can create their own court with a pop-up net or even using chairs and a skipping rope for a net.

COACH / TEACHER NOTES



If you're keen to get your leaders moving as quickly as possible, this section could be given as an independent learning task before the course, depending on the previous knowledge and experience of the group.

For this activity, choose key words to restrict such as ball, tennis, racket or net. For older or more experienced leaders you might want to restrict more words. After the activity, ask your leaders to reflect how easy or hard the task was. Do they know what skills they were using e.g. communication, teamwork, problem solving? Bear in mind that depending on age and stage of the leader they may use different words to express skills e.g. 'speaking' instead of 'communication'.

Ask the group to get into pairs and talk about why they take part in tennis. Then, as a group, they should come up with their top three reasons why people play tennis. If they are struggling, prompt them with examples such as to meet friends, to keep healthy, to improve and for fun.

ACTIVITY:

Understanding Tennis

Find a partner. You have two minutes to explain what tennis is. You might think this sounds easy! However, you will now be given some rules to follow.

Quick Question:

What skills were you using for the activity?

Notes:

Write down your top three reasons why people play tennis:

1.

2.

3.

LTA Youth

LTA Youth incorporates all elements that make tennis more relevant, accessible, welcoming and enjoyable for young people.

It includes coaching sessions, competitions and primary and secondary school resources and is designed to give young people skills for life. LTA Youth has five stages – Blue, Red, Orange, Green and Yellow – each with their own court size and type of ball. Softer balls and smaller courts, nets and rackets make it an easy sport to pick up.

COACH / TEACHER NOTES



There is no need to go into detail about LTA Youth but it would be useful to provide an overview of the colours and equipment used. It may be an idea to have some of this kit available to show the learners.

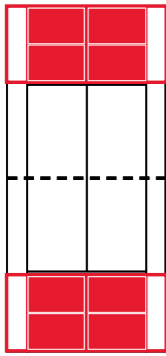
The colouring in this guide shows you the answers (these are not coloured in the tennis leader workbooks). The final court is for both green and yellow. There are no specific dimensions for a blue court – usually played on a red court.

ACTIVITY:

LTA Youth

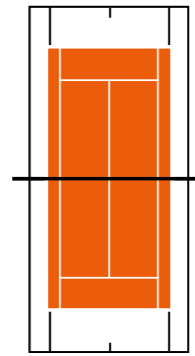
To understand the different stages of LTA Youth, watch these short videos: www.lta.org.uk/play-compete/lta-youth/youth-programme

Now label which stage (Blue, Red, Orange, Green or Yellow) each of the courts below relates to.



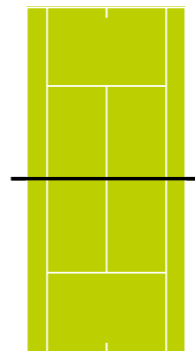
The court varies and can be across a tennis court (11m x 5.5m) or a permanently marked court (12mx6m) or a badminton court; all with an 80cm high net.

Stage: _____



The singles court is 18m x 6.5m. The net is 80cm in the middle.

Stage: _____



The singles court is 23.77m x 8.23m. The net is 91cm in the middle. There are two stages that play on this size court.

Stage: _____

Your Leadership Skills

The LTA has worked with SLQ Sports Leaders to embed five core skills throughout this course.

COACH / TEACHER NOTES

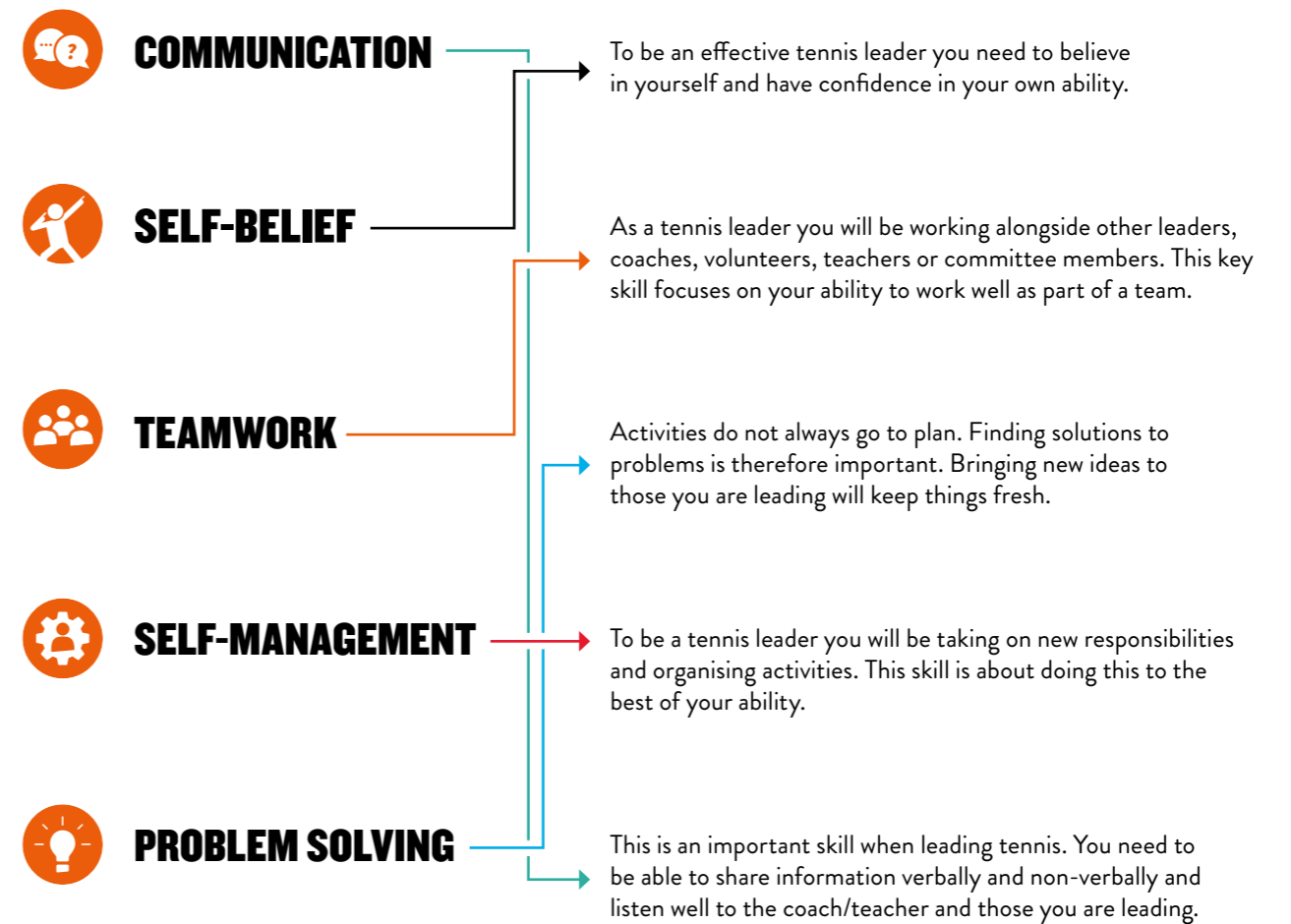


VI or dyslexic learners may find it easier to discuss this activity with a partner, explaining their understanding of the five skills and examples of when they have used them.

ACTIVITY:

Five Skills

Draw a line to match the description to the skill in the diagram below.



As well as helping you with leading tennis activities on and off court, these life skills will help you in education and the world of work as well!

Hopefully in the **Understanding Tennis** activity you will have realised you were practising your **communication skills**, a very important aspect of leading sessions.



RATE YOUR SKILLS:

How do you rate your personal skills?

Mark where you think you are now: 1: Poor 2: OK 3: Good 4: Very Good 5: Excellent

	1	2	3	4	5
COMMUNICATION					
SELF-BELIEF					
TEAMWORK					
SELF-MANAGEMENT					
PROBLEM SOLVING					

You will get a chance to practise and reflect on your skills as we go through this module.

COACH / TEACHER NOTES



Give your tennis leaders some time to think about how they rate their skills currently. Encourage your group to think about when they might already be using these skills, for example in school or education.

TENNIS WARM UP ACTIVITIES



Core Skill Focus: Communication

A warm up is important to prepare mind and body for exercise. As well as the physical benefits, it's an ideal time to learn names of participants and find out more about who you are helping to lead.

Take part in a warm up activity led by your teacher or coach. Then lead one of the warm up activities below:

1

Leader Says...

Working in small groups, practise leading the following warm up.

One person from your group takes on the role of the leader and organises the group into a space. All players need their rackets.

The chosen leader issues clear instructions relating to play, starting with "leader says". For example:

"Leader says..."

- move quickly
- turn
- forehand
- backhand
- serve
- volley

If the leader issues an instruction without starting with "leader says" and someone completes the action, then they become the leader and repeat the game.

2

Meet and Greet (watch for a demonstration)

This activity will help you (and the players!) learn names whilst getting warmed up.

- Organise players in a circle.
- The players pass a ball around the circle, sharing their name when they receive the ball.
- The second time the ball passes around the circle, the group calls out the name of each person (you may want to repeat this several times to make sure you know everyone's name).
- To progress this, ask players to move around a cone and come back into the middle each time they receive the ball.

COACH / TEACHER NOTES



If you have time, learners can lead more than one warm up activity. It is not essential to do all of the warm up activities but less experienced learners will value the opportunity to practice.

For the "Leader Says" exercise, if there is not an obvious switch of roles after 30 seconds, intervene and choose someone else to be the leader. To progress this activity, run the same game but ask the leaders to use non-verbal communication. The leaders will need to demonstrate the movement and get players to copy. How effective was this? If they used demonstration and verbal instruction was the activity more successful?

Throughout this module we will ask questions to help your tennis leaders reflect on their skills. Self-reflection is an important skill that embeds learning. The aim is to help your tennis leaders think about what they have learnt from their experience.

It is important to introduce some of the different methods of communication to your leaders. Help them realise there are different ways to make communication more effective. A range of methods should be used at different times as they progress through leading more activities.

Reinforce the point that your leaders will have also used some of these different communication methods without even realising!



Main Elements of a Tennis Session

We recommend that all tennis sessions include the following elements:

1: WARM UP

2: BODY AND BALL

3: RACKET AND BALL

4: GAME

This module is structured around these elements and we encourage you to have a go at leading different activities whenever you can. This will enable you to practise your skills and gain new ideas for tennis sessions you help with.

More ideas are covered in the elective module **Helping at a Coaching Session**.



3 Tennis Tag

This is an adaptation of the classic game Stuck in the Mud

- Two players are chosen as taggers
- All other players need a ball each
- The taggers need to catch as many players as they can in a set time
- If a player is tagged, they remain 'stuck' to the spot
- They can be freed by another player rolling a ball through their legs or past them
- Depending on the ability of your group, progress this activity by allowing the player who is stuck to free themselves by throwing the ball up and catching it.

4 Tennis Ball Scramble

- Fill a marked area with balls or beanbags
- Players have a set time to collect as many balls/beanbags as possible, one at a time, and return to a designated area
- Progress this by asking the players to balance the ball or beanbag on their racket each time.

TOP TIP



Think about where you position yourself when demonstrating an exercise. Players need to:

- see or hear the activity clearly
- be in a safe place
- be able to see and hear you

COACH / TEACHER NOTES



It is worth highlighting to your tennis leaders that there may be circumstances when players can't see due to a visual impairment or hear due to a hearing impairment. Talk about what you might do to help such players understand the activity.



REFLECTION:

Your Communication Skills

During the warm up activity you led, which different communication methods did you use? In the list below, circle which ones you used.

Giving instructions:

- Demonstrating
- Using signals and gestures
- Projecting your voice
- Asking questions (and listening to answers)
- Positioning (making sure everyone can see and hear you)
- Positive body language or actions (smiling, nodding, thumbs up, eye contact etc.)

Quick Question:

What communication method(s) will you practise next time?

COACH / TEACHER NOTES



Throughout this module we will ask questions to help your tennis leaders reflect on their skills. Self-reflection is an important skill that embeds learning. The aim is to help your tennis leaders think about what they have learnt from their experience.

It is important to introduce some of the different methods of communication to your leaders. Help them realise there are different ways to make communication more effective. A range of methods should be used at different times as they progress through leading more activities.

Reinforce the point that your leaders will have also used some of these different communication methods without even realising!

How would you rate your communication skills now?

	1	2	3	4	5
COMMUNICATION	Poor	OK	Good	Very Good	Excellent

TENNIS BODY AND BALL ACTIVITIES



Core Skill Focus: Self-Management

Hitting a ball with control is a difficult skill to learn, so this technique is always delivered within a tennis session by combining different body movements. The aim is to get players used to receiving, sending and handling a ball to improve co-ordination.

For a tennis session to be successful, it is important that it is well-organised and that tennis leaders have the self-management skills to organise themselves, the equipment and players. Practise leading one of the activity ideas below. This will help you work on your leadership skills, including self-management, and gain some new ideas.

COACH / TEACHER NOTES

Ask your leaders to organise themselves in small groups and allocate each group one of the body and ball activities.

Ask each group to plan out what they would need in terms of equipment and court space. Encourage them to think about how they will organise the players they will be leading. For example, will they allow players to choose their own groups or partners? Will they use a game to get them into groups such as allocating numbers? They can write or draw their plans in their workbooks. Finally, they should practise organising their activity.

TOP TIPS

These tips will help you organise your equipment and players to optimise activities.

Equipment

- Check equipment before you start to make sure you have everything you need
- Set up equipment in advance so that players are not waiting around
- Use the equipment safely, avoiding potential slips and trips
- Clear away the equipment at the end (think about how you can get players to help!)

Players

- Get your players organised quickly to maximise playing time
- Count your group at the start and have a plan as to how you will organise them e.g. pairs or groups
- Use different games or methods to organise your players so you mix up who is playing with who

ACTIVITY:

Organising your Activity

You are going to practise organising a body and ball activity. You will be given one of the four activities below:

1 Roll and Recover

- Organise players into pairs
- Your pairs need a ball between them and three flat markers (or use cones and existing court lines).
- Each pair starts about 3 metres apart behind a flat marker. One marker should be placed in the middle of the pair as a target.
- Ask the players to roll the ball to their partner, aiming to hit the target. Each time they hit the target they can move backwards.
- If the ball misses the marker, they move forwards.

2 Bounce Ball

- Organise players into small groups.
- All players need a ball.
- Players need to move around the area, bouncing their ball.
- You can then issue different instructions such as moving forwards, moving backwards, moving quickly and moving sideways.
- Progress this activity by asking players to use different hands.
- You can make it easier by using a bigger ball, going back to walking pace or doing the activity whilst not moving.

3 Ball Tracking

- Organise players into pairs.
- Each pair needs a ball between them.
- Pairs stand 1 metre apart and roll the ball to each other.
- They can then move on to throwing the ball at waist height.
- Ask players to do a combination of the different throws so players practise tracking the ball at different heights.
- Progress this activity by asking players to move sideways whilst throwing the ball, or move further away from each other.
- You can make it easier by using a bigger ball or practising a type of throw.

4 Battleships

- Across the court, place several targets (battleships) into each of the service boxes. You can use cones, flat markers, or hoops.
- Players throw a ball from behind the service line (diagonally) to try and hit as many targets as they can.
- The first player to hit all targets wins.
- You can ask players to guess how many targets they will hit first time.
- Progress this activity by moving players further away from the targets. To make it easier, allow players to move forwards.

ACTIVITY:

In this box, write or draw the equipment and space that you will need and think about how you will organise your players for the activity you have been asked to organise. The equipment can be more than a racket and ball!

**COACH /
TEACHER NOTES**



Emphasise the Top Tips about getting organised and making sure all the equipment is ready. It is important to get into good habits like checking and organising equipment, regardless of the activity they are leading.

Quick Question:

Why do you need to be organised?

REFLECTION:

Your Self-management Skills

1. During the body and ball activity, list two things you did well to help with organisation:

2. Is there anything you would do differently next time to improve your organisation?

How do you rate your self-management skills now?

	1	2	3	4	5
SELF-MANAGEMENT					
	Poor	OK	Good	Very Good	Excellent



TENNIS RACKET AND BALL ACTIVITIES



Core Skill Focus: Teamwork

The next part of a tennis session involves introducing the racket with the ball. You will have the opportunity to lead an activity and practise your teamwork skills at the same time. Working as a team with others can make leading more enjoyable for everyone, including yourself!

TOP TIP



Teamwork is an important skill but many of the other leadership skills are also needed for successful teamwork! For example, you need clear and varied communication skills when working with others.

Quick Questions:

What does teamwork mean to you?

As a tennis leader, who might you need to work well with?

COACH / TEACHER NOTES



Ask your tennis leaders to think about what will help them work well with others and who they may need to work well with, such as other tennis leaders, coaches, players, parents and committee members.

ACTIVITY:

A Racket and Ball Activity

You will now be put into groups. In your groups, work as a team to invent a new racket and ball activity.

- Plan what space and equipment you will need and how you will organise your players
- Think about how you can make the activity easier and progress the activity to make it more challenging
- Agree roles in your teams (who is going to do what?)
- Practise leading your activity to at least one other group

ACTIVITY:

Notes: A Racket and Ball Activity

Some racket and ball activities have been added below to inspire you, or to use at another time when helping with sessions.

1

Floor Tennis

- Organise players into pairs.
- One player is the feeder and the other has a racket.
- Pairs start approximately 3 metres apart.
- The feeder rolls the ball along the ground. The player with the racket controls the ball and returns it by hitting it along the ground.
- Progress this activity by increasing the distance between the pairs or by asking the player with the racket to aim towards a target.
- To make it easier, shorten the distance between pairs.

2

Walking the Dog

- All players need a racket and a ball each.
- The ball is placed on the ground and players push their ball around as if they have a dog on a lead.
- They need to keep the ball on the end of the racket.
- Progress this activity by asking players to move around the lines or adding in obstacles.
- To make it easier, change the size of the area or ball.

3

Captain of the Ship

- All players need a racket and a ball each.
- Players need to balance the ball on the racket whilst moving around the area.
- The captain of the ship (the leader) calls out actions using sea conditions:
 - The seas are high (hold racket as high as possible)
 - Low tide (hold racket low)
 - Sailboat ahoy (take one hand off the racket and lift in the air as a sail)
 - Speed boat ahoy (move more quickly around the area)
 - Rough seas (roll the ball around on the racket).



REFLECTION:

Quick Questions:

1. What positive contributions did you make to your team?

2. Would you do anything differently next time?

**COACH /
TEACHER NOTES**



Get your leaders to reflect on their ability to work as a team. Effective teams have different roles that need to be filled. A good leader knows when to listen to suggestions from others. Not everyone can be the person in charge but sometimes they will need to take the lead! Ask your leaders whether they ensured everyone had the chance to contribute ideas.

How do you rate your teamwork skills now?

TEAMWORK

- 1**

Poor
- 2**

OK
- 3**

Good
- 4**

Very Good
- 5**

Excellent

TENNIS GAME ACTIVITIES



Core Skill Focus:
Problem Solving

Problem solving is a key skill you will need as a tennis leader. It is important to be able to spot possible problems and think quickly. During this section you will learn some different game activities and also work on your problem solving.

ACTIVITY:

Popcorn Tennis

Watch demonstration.

- Organise groups of at least four players.
- Split each group into two teams.
- Each team forms a line behind the middle of each baseline.
- After each player hits the ball once, they move to the back of the line and keep the point going until one side misses.
- Each team keeps score of their points.

Quick Questions:

How could you make this game easier?

How could you make this game more challenging?

**COACH /
TEACHER NOTES**



Set this game up and demonstrate it to the group. Include a suggestion of how you can make it easier and harder.



On the following pages are some more game activities you can use as a tennis leader.



ACTIVITY:**Change the Game**

Pick at least one of the games and suggest a way to make it easier and also more challenging for players.

1 Battleship tennis

This is similar to the Battleships game explained in the Tennis Body and Ball Activities section but this version introduces rackets.

- Organise players into pairs, with one racket and one ball.
- Across the court, place several targets (battleships) into each of the service boxes. You can use cones, flat markers, or hoops.
- One player feeds the ball diagonally from behind the service line. The player with the racket tries to hit as many targets as they can.
- Pairs swap roles.

Quick Questions:

How could you make this game easier?

How could you make this game more challenging?

**COACH /
TEACHER NOTES**

For all the previous activities we have included suggestions to make them easier or harder. Ask your tennis leaders to problem solve and adapt one or all of the games provided.

2**Longest rally**

- Organise players into pairs, each with a racket and ball.
- Pairs hit the ball back and forth to each other whilst counting rallies.
- You can set a time limit or simply see who gets the highest number of rallies.

Quick Questions:

How could you make this game easier?

How could you make this game more challenging?

3**Champions of the court**

Watch demonstration.

- Organise your players into groups of six or more.
- Nominate two players to be the Champions. The other players are the Challengers.
- The Challengers try and win a point against the Champions. If they win, they then become the Champions and take on another pair of Challengers.
- If the Champions win, they stay on and play different Challengers.

**Quick Questions:**

How could you make this game easier?

How could you make this game more challenging?

ACTIVITY:

Problem Solving

Imagine you are helping with a game activity as a tennis leader.

Below we have provided three scenarios you could encounter.

Work on your problem solving skills and choose what you would do in each case:

SCENARIO 1:

The game is going well, but a player falls and hurts themselves.

What would you do? (Tick one answer)

- A. Run over and try to help the player
- B. Find your coach or teacher and help keep the rest of the group occupied
- C. Ignore the player and carry on with the activity

Why did you choose this answer?

SCENARIO 2:

You are helping your coach organise a game and notice the group do not seem to understand.

What would you do?

- A. Ask the coach to come and explain it again
- B. Try and help the group to understand the game
- C. Do nothing

Why did you choose this answer?

SCENARIO 3:

Some of the players are struggling to play the game as they are not able to rally yet.

What would you do?

- A. Adapt the rules e.g. allow two bounces
- B. Do nothing
- C. Ask them to sit out for now

Why did you choose this answer?

COACH / TEACHER NOTES



Depending on time you could get your leaders to work on this activity as a group or individually.

Answers are highlighted in yellow. For question two, there are two possible answers, depending on the leader's confidence. It would be great for the leader to try and help the group understand what is required, especially as the coach may be busy with another group. However, it is okay to ask the coach if they need to!



REFLECTION:

Quick Question:

What have you learned about problem solving?

How do you rate your problem solving skills now?

	1	2	3	4	5
PROBLEM SOLVING					
	Poor	OK	Good	Very Good	Excellent

SKILLS COOL DOWN

 **Core Skill Focus:**
Self-Belief

To be an effective tennis leader you need to believe in yourself and have confidence in your own abilities. Self-belief is important to be able to communicate, organise, work as a team and problem solve.

By showing you are confident, others will trust in your ability to make tennis activities enjoyable, safe, professional and action packed.

One recognised way to improve confidence is to focus on positivity. Write down three positives from this core module. For example, I have improved my communication skills.

1. _____

2. _____


























3. _____

Thinking of the positives that you have experienced, now reflect on your confidence in each of the skills that you have learned about.

REFLECTION

Your Personal Skills

How do you rate your personal skills now?

	1	2	3	4	5
COMMUNICATION					
SELF-BELIEF					
TEAMWORK					
SELF-MANAGEMENT					
PROBLEM SOLVING					
	Poor	OK	Good	Very Good	Excellent

COACH / TEACHER NOTES 

Ask your tennis leaders to re-rate their skills. Hopefully, they will be feeling more confident in their skills now!

NEXT STEPS

Well done on completing this core module, the first step of your tennis career pathway. Keep practising your skills and reflecting on them to get better and better!

To be recognised as a tennis leader, you need to complete at least one elective module from the choice below:

- **HELPING AT A COMPETITION**
- **HELPING AT A COACHING SESSION**
- **HELPING AT A VENUE**
- **HELPING AT A SCHOOL**

Your coach or teacher may choose your next module for you. However, if you can, think about your pathway and indicate modules that appeal to you. For example, if you are interested in becoming a competition organiser you might request the module on 'Helping at a Competition.' We encourage you to complete all four elective modules if possible, as you will gain different skills and a broader range of experience.

Tennis Careers

Tennis can open up a career for everyone and anyone who is passionate about the game.

The diagram below shows some of the pathways of exciting opportunities available to you following completion of the Tennis Leaders course. You can find out about these at www.lta.org.uk

Start thinking about how and where you could put your tennis leadership skills into action!



COACH / TEACHER NOTES 

Ask your tennis leaders if there is a particular module they are keen to do next. Also allow some questions and answers around the four options, as it may be a good opportunity for you to promote your next module.

Depending upon your own career pathway, you could share your tennis journey or association with the game. You could invite other coaches, teachers or volunteers to do the same.

CONGRATULATIONS

on completing the core module of the Tennis Leaders course: Introduction to Leading Tennis. We hope you enjoy putting your skills and knowledge into practice and working through your next module(s).

COACH / TEACHER NOTES

Add a summary comment for your tennis leaders to highlight what they have achieved or excelled at during this module.

Your comments:

Coach or teacher comments:

Coach or teacher signature: _____



ELECTIVE MODULE 1 START:

HELPING AT A COMPETITION

People play tennis for a number of reasons: to improve, get fit, socialise and more often than not, compete! This module covers the competition basics of rules and scoring. If you can get these core elements correct, you will be valued by qualified referees or experienced competition organisers.

To ensure tennis is accessible and inclusive the game can be adapted to help disabled players (or players with impairments) compete. Should you wish, or be asked, to get involved with any disabled events, there are currently four impairment groups with competitive pathways in tennis: Deaf Tennis, Visually Impaired Tennis, Wheelchair Tennis and Learning Disability Tennis. There is more information on this on the LTA website.

By the end of the core module, you will:

- know the basics of tennis and the LTA Youth programme
- be able to identify the five core leadership skills required to be a tennis leader
- put your skills into practice by leading different elements of tennis
- reflect on your leadership skills and understand how you can use these across different tennis roles.

COACH / TEACHER NOTES

This module is ideal for those interested in supporting an organiser or coach with low level competition, where they will be helping to score. It covers the basics of tennis rules, scoring (specifically tie-breaks), and tips on how to be a confident scorer.

Should you also want to go through the different adaptations of competition for disabled groups, there is more information on the LTA website.

COACH / TEACHER NOTES

The answers are on the next page. However, as a bit of an ice breaker, it is worth getting them to spin and take it in turns to go through all the options.

LET'S GO!

The Basics of Scoring

Tennis is a game and therefore has its own rules and scoring system. Even at high level, competition should always be enjoyable for those taking part.

QUICK ACTIVITY:

Imagine you are about to play a game with your friend. Spin your racket or toss a coin and decide how the match will start.

What are the options after the toss?



Choice of Ends and Service

The choice of ends and the choice to be server or receiver in the first game is decided before the warm up starts. The player/team who wins the toss may choose:

- to be server or receiver in the first game of the match, in which case the opponent(s) shall choose the end of the court for the first game of the match; or
- the end of the court for the first game of the match, in which case the opponent(s) shall choose to be server or receiver for the first game of the match; or
- to require the opponent(s) to make one of the above choices

Winning a Point

In cooperative play, players learn rules such as in and out, one bounce/two bounces/etc.

In competitive play, they understand that they win a point if an opponent breaks a rule.

Write down the five ways to lose the point:

1. _____
2. _____
3. _____
4. _____
5. _____

As they progress, they can learn other rules:

- Serving rules:
 - Bounce and hit not allowed
 - Do the action but miss the ball is a service fault
 - Players get two serving chances – first and second
 - Two service faults = double fault and loss of the point
 - Players must be fully behind the baseline or it's a fault
- In returning the serve, the ball must bounce first
- Touching the net with the racket is not allowed
- When a volley is hit at the back of the court, even if the ball is going out, play continues
- If the ball hits the net and goes in:
 - on a serve, it's a 'let' and the server serves that serve again
 - in a rally, play on
- If a ball hits a player or their equipment, the opponent wins the point
- Play the point again if a ball or another player gets in the way, or if players are unsure of a call being in or out (a 'let').

COACH / TEACHER NOTES

The recommended way to run this activity on court is to ask leaders to play some points and work out the five ways of winning a point. When the leaders have an answer, they could then come up to write it on a flip chart to collate answers.

Answers below:

When the ball goes in the net it means the rally or point ends.

Missing the ball means the rally or point ends.

If the ball bounces twice the rally or point ends (except for wheelchair players).

Missing two serves is a double fault, and the point ends.

When the ball goes out the point ends. 'Out' is defined as all of the ball bouncing outside of the relevant line. If any part of the ball touches the line when it bounces, this is 'in'.

Ask the leaders then to write the answers in their booklets.

Scoring

There are different methods of scoring in a set. The one we will focus on here is a 'match tie-break.'

'Tie-Break Set'

The first player/team to win six games wins that 'set', provided there is a margin of two games over the opponent(s). If the score reaches six games all, a tie-break game shall be played (first to seven points).

'Match Tie-Break'

A match tie-break is first to 10 and is used in replace of a full set.

In Red and Orange Ball matches, just the tie-break is played to determine the whole match. For example:

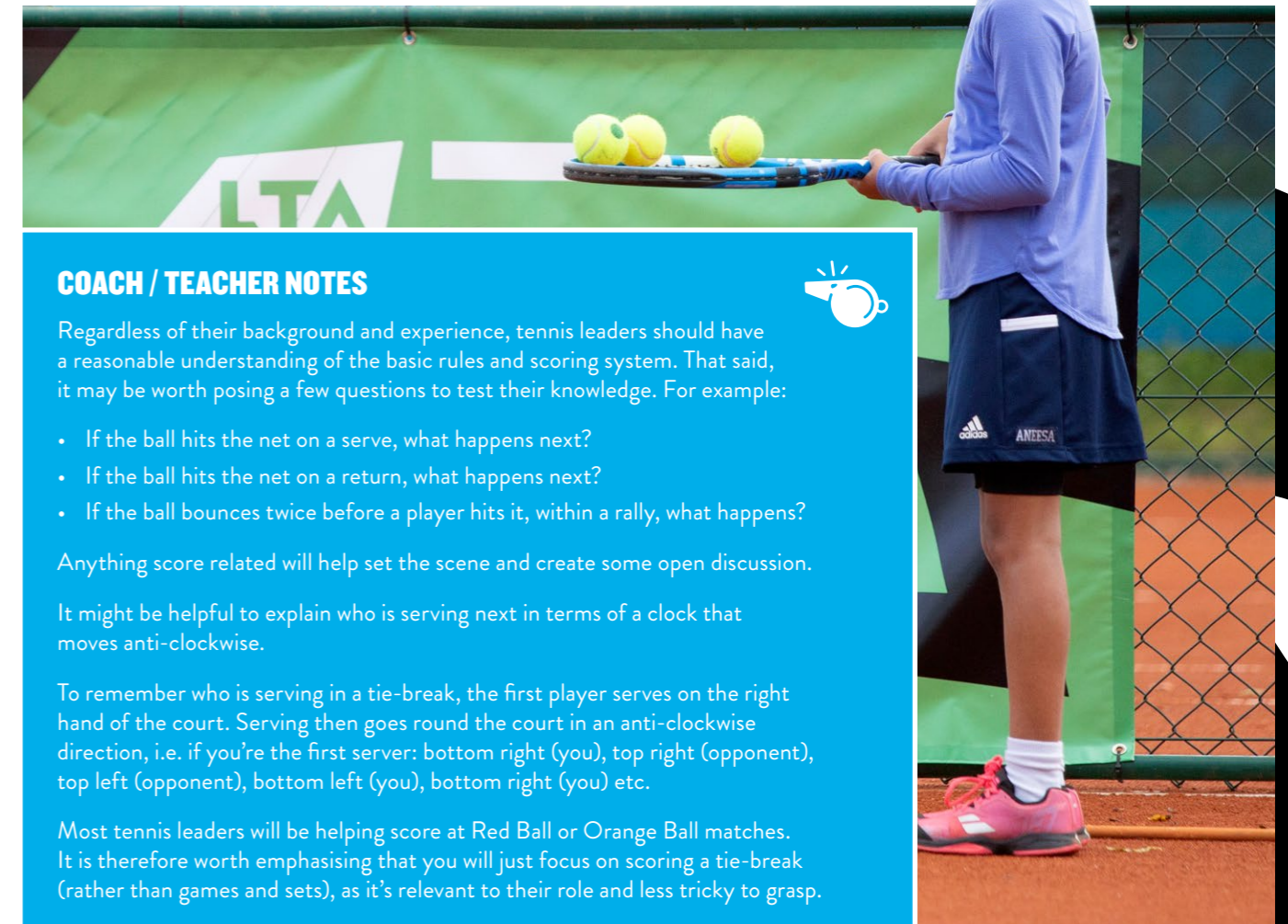
Red Ball usually plays just one match tie-break up to 10 points. You can either play by one clear at 9-9, or the winner has to win by two points.

Orange Ball can also use this format, or play best of three tie-breaks, to seven points each (either sudden death at 6-6 or win by two points).

Scan the QR Code to watch some top tips on how to be a good scorer.

TOP TIP FOR ORDER OF SERVE

- First Player A serves one point diagonally from the right.
- Next Player B serves from the left then the right, for two points.
- Players now take turns to serve twice each, from the left then the right.



COACH / TEACHER NOTES

Regardless of their background and experience, tennis leaders should have a reasonable understanding of the basic rules and scoring system. That said, it may be worth posing a few questions to test their knowledge. For example:

- If the ball hits the net on a serve, what happens next?
- If the ball hits the net on a return, what happens next?
- If the ball bounces twice before a player hits it, within a rally, what happens?

Anything score related will help set the scene and create some open discussion.

It might be helpful to explain who is serving next in terms of a clock that moves anti-clockwise.

To remember who is serving in a tie-break, the first player serves on the right hand of the court. Serving then goes round the court in an anti-clockwise direction, i.e. if you're the first server: bottom right (you), top right (opponent), top left (opponent), bottom left (you), bottom right (you) etc.

Most tennis leaders will be helping score at Red Ball or Orange Ball matches. It is therefore worth emphasising that you will just focus on scoring a tie-break (rather than games and sets), as it's relevant to their role and less tricky to grasp.

Scoring a Tie-Break

How to use a tie-break score sheet:

Name:	R			L	R			L
Name:		L	R			L	R	

Spare score sheets have been included at the end of this module in the student's Workbook.

How to be a Confident Scorer

It's really important that you feel confident as a scorer of a match. The players will often be very inexperienced so will need a lot of help to keep score, reminders of when the ball is in or out and who serves next.

If the matches are being played outside, you'll also need to remember when they change ends during the match (usually after every 6 points in a match tie-break).

Scorers should:

1. greet the players at the court and ask one player to spin their racket so they can decide who serves first
2. prepare the scoresheet
3. tell players how long they have to warm up e.g. five rallies or two minutes
4. tell the players the length of the match e.g. first to seven points, ten points and whether it is one clear or two clear
5. stand in a good position so you can see all the lines and the players can see you and hear your voice (by the end of the net is ideal)
6. after each point write the score on the scoresheet
7. then call the score with a clear, loud voice, or you can use visual cues
8. during the match you may need to give instructions to the players about which side to serve from
9. if the point is won or lost and the players continue hitting, you may need to stop the point by stepping onto the court
10. when the match is over, congratulate both players and let them know who won and the final score.

You will often find that parents of the players stay to watch them compete, which is great. However, parents should be given friendly instructions by the competition organiser at the start about where to stand (off-court) and to refrain from trying to intervene in the matches or undermine your scoring and decisions. If parents have any concerns, they should speak directly to the organiser, not you.

COACH / TEACHER NOTES

It is worth working through the example, ideally on court, but this could be done on a table using a salt and pepper pot, as long as they understand the correct side of the court and the scoring system. Now they understand the theory, let the leaders have a go at playing and scoring their own tie-breaks.

You might want to introduce a wheelchair, ear defenders or SIM Specs (if available) to have a go at inclusive tennis! We recommend you contact disabilitytennis@LTA.org.uk for more information. You can borrow equipment from local people or ask for local coaches to come and help.

TOP TIP

If the player stops play because they think the ball is out, but you believe the ball landed in, play a let (play the point again). When you are completing your score sheet, don't just use tally marks, put in the actual score as numbers.

COACH / TEACHER NOTES

Our tennis leaders are still young people themselves and should be safeguarded against any potential conflict parents (or other spectators) may cause. Please always ensure a fair and supportive environment is provided for your leaders to fulfil their role confidently at competitions. The organiser should always clearly outline the leader's roles and responsibilities on court (just calling score / also calling lines etc.)



COACH / TEACHER NOTES

Place leaders in groups of three or four.

Use the rotation below (or similar dependent on numbers) so each participant has the opportunity to score.

Encourage feedback to be given by the other leaders as well as teachers/coaches to the line caller and scorer. Consider voice projection or visual cues (relevant to the players they are communicating with), correct application of the rules, overall control of the match and correct use of the score sheet. If there are three in a group, the scorer should also call the lines.

If you have a particularly experienced group of leaders, consider including some scenarios on court that they have to deal with, e.g. ask 'players' to question a line call. What would the leader do in this scenario?

NB: please make the situation as realistic as possible. If the leaders are to go on to help at a real event and score alone on their court, make sure they can both score and call lines without help from anyone else.

TOP TIP

If your scorers are new or have little experience, buddy them up to allow them to gain confidence.

Practice Competition

Play matches up to 5, 7 or 10 points, ensuring that the time of each round will give every leader a chance to score.

- 2 – Player
- 1 – Line caller
- 4 – Scorer
- 3 – Player

After each match, scorers ensure that players shake hands (or tap rackets/acknowledge with a head nod, if uncomfortable with shaking hands). When both players are together, give the final score making it clear who won! The score sheet is then given to the competition organiser. Leaders then rotate to the next position.

Wrap Up

Tennis is a game for everyone, and competition is no different. Competition can be played at any level, no matter how experienced the players are, or if they have a disability.

As long as the right format and level is provided for the players, and is played against others of a similar standard, anyone can take part in (and enjoy) competition!

Optional Additions

QUIZ:

Name: Sally Server	R	0	0	1	L	R	2	3	3	L	R	3	3	4	4	L	R	4	5	6	6	L	6	
Name: Rashid Receiver	1	L	R	2	2	3	L	R	3	4	5	6	L	R	6	7	8	8	L	R	8	9	R	10

1. Which player served first in the match?

Sally Server

2. What was the score after three points?

Sally Server 1, Rashid Receiver 2 or 2-1 to Rashid Receiver

3. On the 7th point, who served, and which side did they serve from?

Rashid Receiver served from the right hand side

4. What was the score after the 13th point?

Sally Server 5, Rashid Receiver 8 or 8-5 to Rashid Receiver

5. At the end of the match what was the score?

Sally Server 6, Rashid Receiver 10 or 10-6 to Rashid Receiver

6. Who won the match?

Rashid Receiver

Continuing your learning

There are many opportunities for you to continue your pathway into officiating by:

- Obtaining additional learning online after you have registered as a leader – see how to register at the back of the workbook.
- Volunteering at your venue, helping the coach or competition organiser to deliver events, and taking on more responsibility.
- Completing a Competition Organiser Course (3 hours course) – min age 16.
- Completing a Referee Course (2 day, pass/fail course, with 3 days shadowing of a qualified referee) – min age 16.

Scan the QR Code to watch the rules of red tennis with Sabrina Stocker.



COACH / TEACHER NOTES



If you have a particularly experienced group of leaders, you can extend this module by giving them additional activities - e.g. helping input the scores into the round robin box, helping identify the next players/matches to put on court.

You can also do the quiz above with them.

CASE STUDY



I completed my Tennis Leaders course when I was 15 and was quickly asked to help at a school competition and also weekly coaching at my club. I loved the course and it helped me a lot with my communication and organisation. I have now completed my level 1 course, building on the skills I learnt as a tennis leader. Having the opportunity to work with the coaching teams at my club has been brilliant!"

Bradley Triffitt

Wetherby Tennis Club & Knaresborough
King James Tennis Club



My Notes:

CONGRATULATIONS

on completing this elective module of the Tennis Leaders course: Helping at a Competition. We hope you enjoy putting your skills and knowledge into practice.

Your comments:

Coach or teacher comments:

Coach or teacher signature: _____



ELECTIVE MODULE 2 START:**HELPING AT A
COACHING
SESSION****COACH /
TEACHER NOTES**

This module is practical, either on court or in appropriate space. Please consider the environment you are delivering in and to whom. You may want to tweak the content to make it more relevant. In addition, tennis leaders will have a range of prior experience and knowledge. You therefore may need to take longer going through some of the content.

As a tennis leader, your role in a coaching session is to support the lead coach. This can be done in various ways such as setting up equipment, assisting with demonstrations, ball feeding players, organising a small group of players within a larger group and perhaps helping players with some tips that your lead coach has asked you to reinforce.

By the end of the core module, you will:

- know the roles and responsibilities of a leader within a coaching session
- know about the different types of feeding
- be able to help with demonstrations
- understand the structure of a tennis coaching session.

LET'S GO!

Successful tennis coaching sessions for young players should:

- involve activities that look and feel like tennis
- keep all kids active
- be fun and engaging
- encourage decision making
- contain appropriate levels of challenges and competition.

There are several things to consider before, during and after the session to ensure you provide a quality service:

BEFORE

- Arrive early to speak to the lead coach about his or her expectations of you for the session, along with any relevant medical information or learner needs
- Be on hand to help out with setting up equipment

DURING

- Make sure you observe your lead coach and his or her instructions
- Be engaging and friendly in your communication with players
- Ensure you're a great role model, by setting high standards on court
- Make sure the court/your area is safe at all times

AFTER

- Say goodbye to all the players, making sure to use their names
- Clear the equipment and store it safely for next time
- Thank the lead coach for the session

Understanding the structure of a tennis coaching session

When you're on court helping your lead coach, you will notice that the lesson is divided up into different parts.

Your lead coach may deliver a traditional coaching session, or they may be following the LTA Youth structure, which you were introduced to in the core module. If your lead coach is delivering an LTA Youth coaching session, the lesson is structured in much the same way, but using the terms 'body and ball' and 'racket and ball' for the main theme section of the lesson.

The table below shows the different types of sessions that your lead coach will be using.

Traditional coaching session	How they're used	LTA Youth coaching session
WARM UP	<ul style="list-style-type: none"> Gets the players active right from the start Gets them focused This is a chance to improve their tennis in some way, e.g. movement 	WARM UP
MAIN THEME	<ul style="list-style-type: none"> Working towards the theme of the session Activities should be simple to start with so all players can achieve them 	BODY AND BALL
MAIN THEME (Progression)	<ul style="list-style-type: none"> Still working towards the session theme Activities can be more challenging, e.g. in LTA Youth the introduction of a racket 	RACKET AND BALL
GAME	<ul style="list-style-type: none"> A chance to end the session with high energy and lots of fun Introduces children to competition 	GAME

Whichever format your lead coach is using, the sessions should be similar in their quality and all the elements they contain.

REFLECTION:

COACH / TEACHER NOTES

It's important to share the roles and responsibilities with tennis leaders at this point.

For example, their lead coach will show and tell them what to do when delivering the different lesson parts, ask them to help set up equipment, assist with demonstrations, feed balls to players, organise a small group and give encouragement and coaching tips. This is a good opportunity to give the group their first interaction with each other. After you have gone through the roles and responsibilities, put them into small groups.

Get them to introduce themselves and discuss what they think are good skills to help them be great tennis leaders to support their lead coach. Go around each group listening to their feedback. If one person from each group feels comfortable, ask them to share their ideas with the rest of the group, or alternatively share what you heard from the group discussion.



COACH / TEACHER NOTES

Get practical! This part is to show tennis leaders the role they will have in helping set up activities across the tennis court or space. Before letting leaders have a go, demonstrate exactly what you would like them to do when setting up the activity above, referring to the notes. Start with where the relevant equipment is and be specific about the number of cones you would like them to set out, and where, across the court. There should be an equal number of valleys and volcanoes. Following your demonstration, put them into smaller groups and get them to set up the activity. Once they have set up the equipment, bring them back in and ask for a number of volunteers to demonstrate the activity verbally and visually. Then let each group have a go at the activity themselves. After the activity, get them to count the cones and clear the equipment away safely.

Helping set up equipment for activities

Here is a warm up activity that your lead coach may ask you to help set up.

Valleys and Volcanoes

- Place an equal number of cones across a specified area. Some cones will be facing upwards (valleys) and some facing downwards (volcanoes).
- Organise the group into two teams.
- Depending on numbers, your lead coach may split the group to create more games for safety.
- One team has to turn over all the valleys into volcanoes. The other team has to turn over all the volcanoes into valleys.
- You may be asked to time the game.
- You should encourage the players to give their best effort.
- At the end, help the teams count their volleys or volcanoes.
- The winning team is the one with the most volleys or volcanoes.

If you are supporting a coaching session within a school environment, here's an activity that your lead coach may ask you to help set up.

It's important to remember that your coach will show you exactly what they would like you to do, so observe by listening and or watching carefully.

WARM UP 1

The Outer Circle

Pupils work individually. Place a circle of spots in the middle, with a circle of cones approx. 2m from the spots to make a larger outer circle. Then place rackets, with the handles on the spots and the racket heads towards the cone.





Pupils have a ball each and start on a spot in the middle:

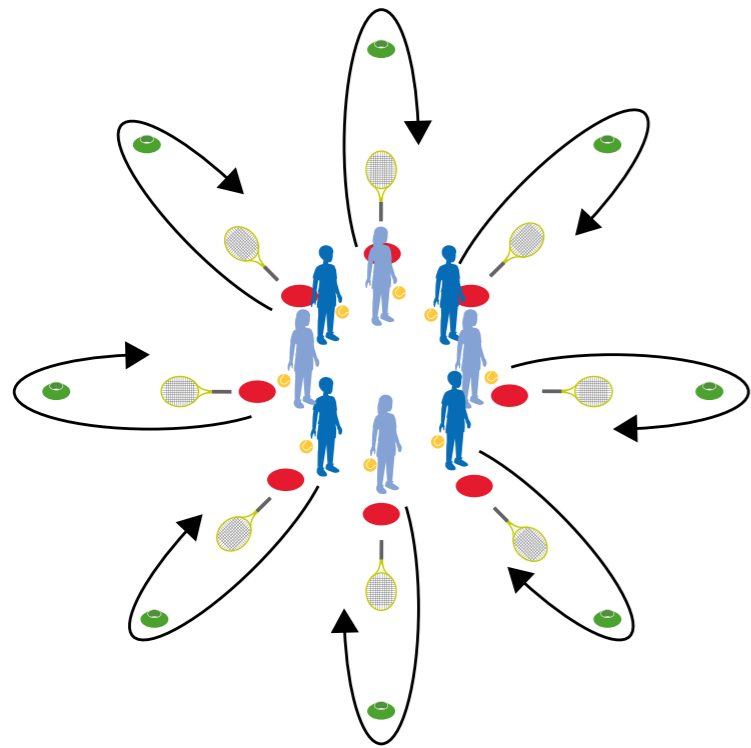
1. holding a ball they run / move around the outer cone and back to the spot in the centre.
2. Throw the ball up and catch as they run / move around the outer cone and back to the spot in the centre.
3. Balance the ball on the racket and walk / run around the cone and back to the spot.
4. Dribble the ball around the cone and back to the spot.

Teaching Points:

- Keep the head up.
- When dribbling the ball keep the racket face behind the ball.
- Tracking the ball when catching / bouncing.

Equipment:

-  Balls
-  Rackets
-  Throw down spots
-  Cones



Skill UP:

- When throwing the ball up and catching, pupils use their red (right) hand only; then blue (left) hand only; then throw with the red (right) hand and catch with the blue (left) hand, throw with the blue (left) hand and catch with the red (right) hand.
- Bounce the ball downwards as they walk / run around the cone and back to the spot.
- Bounce the ball upwards on the racket strings as they walk / run around the cone and back to the spot.

REFLECTION:

After having a go at the activities, what did you observe? How did you feel afterwards?

You can write in the below box or verbally describe.



Helping with Demonstrations

As a tennis leader, your lead coach will probably ask you to help with demonstrations. This is your chance to be a great role model for the players in the group. Listen and watch carefully to what your lead coach has asked you to do and make sure you are engaged, ready and focused on the activity.

Your lead coach may also ask you to perform the drill or skill demonstration, which means you will be showing the players exactly what you would like them to do. Below is a great example of a demonstration for the body and ball activity Throw and Go.

Throw and Go

Watch demonstration.

- Organise players into two equal teams (no more than four per team, to help players stay active).
- One team starts in a line opposite the other team (distance depends on ability)
- Player 1 from team 1 starts with the ball (any size, depending on ability) and moves forward to the line, stops and throws the ball using two hands.
- The throw is done sideways with the player turning. The ball bounces in front of the player at the other team, who catches it. After throwing the ball, the players follow the ball to move across the court to join the back of the opposite team's line.
- All players continue to catch, run, throw and move to the back of the opposite line until the activity ends.

Quick Question:

As a tennis leader, what do you need to remember when helping your lead coach / teacher with demonstrations? Write / type your thoughts here or verbally describe them.



COACH / TEACHER NOTES



Time may only allow you to do one of these activities. Explain to the tennis leaders that helping show participants a skill or activity will help them understand exactly what is required. Remind them that their role will be observing the lead coach who will ask them to help demonstrate. When you decide which activity you are going to do from the above (or both), the key is to show them exactly what you would like them to do when completing a demonstration with you, including the exact movements, teaching point(s) and energy required. Ask for a number of tennis leaders to do a demonstration with you in front of the others. After this, split them up into groups and let them have a go at completing the demonstration. Ensure they are doing the demonstrations correctly.

If you are supporting a coaching session within a school environment, here's an activity that your lead coach may ask you to help demonstrate.

BODY & BALL 2




Roll & Recover

Pupils work in pairs. Two cones are placed in the centre (approx. 2 m apart) with a throw down line placed in between the cones. From the central line, Pupil 1 & Pupil 2 take three big steps back away from the line and each other, and place a throw down line as their starting position. Pupil 1 has a ball.

Pupil 1 rolls the ball on the floor aiming to roll it through the space between the cone and the middle line. Pupil 2 moves so their shoes are facing the ball direction, letting the ball roll through their legs. Once the ball has passed through, Pupil 2 quickly changes direction and aims to run behind the ball and stop the ball in front of their shoes.

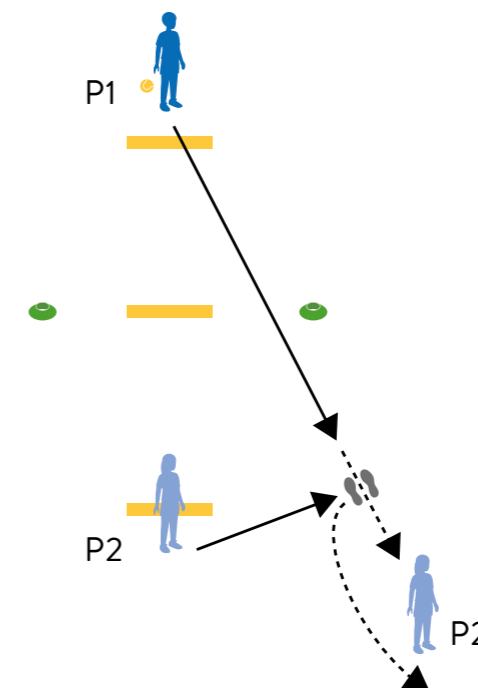
Pupil 2 then returns to their starting position and rolls the ball for Pupil 1 to do the same.

Equipment:

-  Balls
-  Throw down lines
-  Cones

Teaching Points:

- Start in the ready position.
- Adapt to the ball.
- When rolling the ball, point the palm of the hand towards the direction of travel.
- Quick reactions to let the ball roll through legs and to get behind the ball.
- Senders should roll the ball at an achievable speed.
- Stop the ball in front of the shoes.



Skill UP:

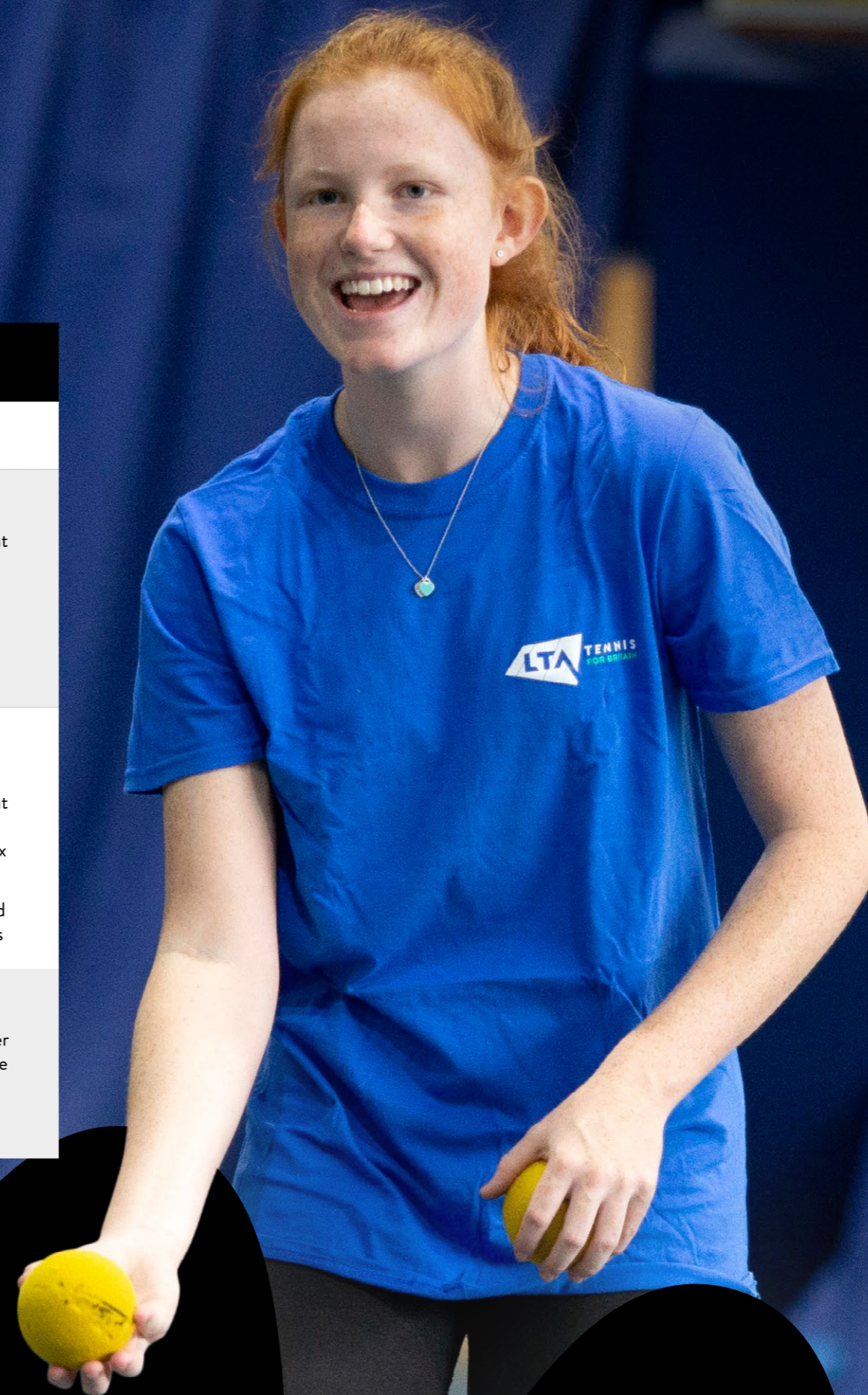
- Use a variety of ball sizes.
- Make the distance between the middle throw down line and cones larger/smaller.
- Pupils can tap the ball back with their hand along the floor (instead of stopping the ball and taking it back to the starting position).

Different types of Feeding

There are four main types of feeding: drop feeding, hand feeding, racket feeding and rally feeding. Your lead coach should help you choose the right one for your players' ability, as some are more challenging than others.

Players new to the game often require drop or hand feeding to begin with, as they have not yet developed the skill of reading the ball. The more you practise, the better you will become at the various types of feed. The below feeds are what you will most likely do as a Tennis Leader (out of the 4 given above):

BALL FEED TYPE	WHAT TO DO	SCORING
ALL INSTRUCTIONS BELOW ARE BASED ON RED COURTS		
DROP BALL FEED	Position yourself on the baseline where your player would be. Mark out a square of one racket by one racket using throw down lines. Position yourself at the side of the square. Stretch your arm out straight above the square and drop ball from shoulder height (if tennis leader is in a wheelchair they should gently throw it up in the air to help give a higher bounce to the player). Let the ball bounce twice to ensure you are getting a straight bounce up and down into the square.	<ul style="list-style-type: none"> • Ball feed 10 balls • Give yourself a point each time the ball bounces twice in the box
HAND BALL FEED	Position yourself two metres behind the net with the ball bucket / basket by your side. On the service line on the other side of the net from you, mark out two squares that are a racket's length on each side, using throw down lines. Use an underarm throw feed, with a straight arm, and release it out in front of your body. Have a go at throwing 10 balls to the left hand side and right hand side boxes.	<ul style="list-style-type: none"> • Ball feed 10 balls to one side • Give yourself a point each time your ball feed lands in the box • Score out of 10 alternating forehand then backhand sides
RALLY BALL FEED (from back of mini red court)	Place yourself on the opposite baseline to your player. Ball feed to either the forehand or the backhand. The aim is to keep the ball going. Send the ball to approximately the service line or a certain target area (your lead coach will set this up) on the appropriate side and count continuous shots in a rally. If your player misses the ball or you miss the target area, stop counting.	<ul style="list-style-type: none"> • Three attempts • Your highest number in a row is your score



COACH / TEACHER NOTES

Ask the tennis leaders to set up LTA Youth Red courts (if they have less tennis knowledge, set up court to show them how to do it first). Before you get them to do the activities, show them the drop ball feed using the information in above table. Put them into pairs and allocate a maximum of four tennis leaders per LTA Youth Red court. Let them have a go with the above feeding and move around courts giving them advice and help. Once they have had a go at the drop ball feed, complete the same process for the hand and rally ball feed. For the rally feed, you may want to use a different racket and ball activity such as 'Move Back Rally', or LTA Youth 'Start and Play Up,' which is a Red, week 6, racket and ball activity.

TOP TIPS

- Observe your lead coach to copy what they do.
- Remember you are helping players develop, so don't make it too difficult for them to achieve success!
- Ideally a drop feed should go upwards before dropping to the ground.
- Control the racket face by pointing the strings to where you would like the ball to go to.
- Avoid putting spin on the ball (your coach / teacher will show you this).
- If the player you are rally feeding to uses two or three bounces (for example, a wheelchair tennis or visually impaired tennis player), then try and also use two or three bounces yourself. This will give the player time to recover and also simulates match play.

COACH / TEACHER NOTES

Go through each of the ball feeding types with the leaders and let them practice. We have explained three out of the four feeding types here. You may want to also cover racket feeding, depending on your leader ability, or only focus on those most relevant to the environment you are delivering in.

REFLECTION:

Now that you have had a go, write down, type, discuss or share your thoughts about each type of feeding activity. Did you find them easy? What were the challenges? How are you going to improve your feeding skills?

You will also witness your lead coach or teacher encouraging young players to feed balls to each other, particularly in large groups, to increase activity and engagement for all participants. Your role will be to help the players achieve this skill, by observing your lead coach and showing the players how to do it.

CASE STUDY

“

Being a tennis leader has allowed me to grow my understanding of the sport and gain satisfaction from helping others to improve their tennis skills. It has also given me the self-confidence and skills to successfully complete my level 1 coaching course and to embark on my level 2. This has fueled my interest in the psychology of tennis and is a driving factor in starting my upcoming masters in sports and exercise psychology at Loughborough.”

Sam Perkins
Bromley Tennis Centre

**CONGRATULATIONS**

on completing this elective module of the Tennis Leaders course: **Helping at a Coaching Session.** We hope you enjoy putting your skills and knowledge into practice.

Your comments:

Coach or teacher comments:

Coach or teacher signature: _____

ELECTIVE MODULE 3 START:

HELPING AT A VENUE

Tennis is great for developing your sports skills and your life skills, not just as a player but in other ways, including volunteering. You've already completed the Tennis Leaders core module, improving your communication, problem solving and teamwork skills.

This module explores other opportunities for learning from both on and off court experiences at a tennis venue, whilst having fun and making a difference.

By the end of the core module, you will:

- know about the different types of venues where tennis is played
- understand the activities and tasks people carry out at your club or venue
- understand how you can help to make exciting things happen at your venue.



TOP TIP

- You may want to invite one or more inspirational volunteers or venue managers to deliver this module with you.

COACH / TEACHER NOTES

This module is delivered off court and equips tennis leaders with knowledge and information that can be applied in a non-coaching capacity, with a specific focus on venue management. It is relevant in any type of venue setting such as a club, park or community tennis centre. For ease, we use the word 'venue' throughout.

This module includes a broad discussion about different types of tennis venues, a deeper dive into your specific venue and how it is run, then exploring the opportunities for leaders to help and identify tangible tasks they

can do upon completion of the module. It is up to you to provide the relevant information about your venue. If this module is delivered outside, a discussion forum works well, with all participants sat in a circle on the court.

Tennis leaders can be a great asset to your venue. By encouraging them to get involved, you are also helping to develop the next generation of coaches, officials, tennis administrators and volunteers.

LET'S GO!

About Tennis

Tennis venues vary in their structure and operation. Many member clubs are run by committed volunteers. Some also have professional roles such as club managers, coaches, ground staff and bar managers.

Many of the bigger clubs and community centres are managed by companies and employed staff who carry out the majority of the tasks. In all venues, volunteers play a big part. They give their time and enthusiasm because they have a passion for tennis and enjoy helping others.

Now talk about the different places you have ever played tennis, or you know about. Decide what type of venue they are and how they might run. Some examples have been listed below. Add more if you wish.

COACH / TEACHER NOTES



Discuss with your tennis leaders the different types of venues and the ones they have played at or know.

Facilitate a discussion. You could instead facilitate a discussion about the types of venues you are aware of. You could also ask them to watch the content before coming to the course.

NAME OF VENUE	WHAT TYPE OF VENUE ARE THEY?
Anytown Tennis Club	A small club with 2 courts run by volunteers. It has coaching and run competitions.
Midtown Park	Four courts in a park. The courts have a gate with a code and you can book online. Sometimes there is coaching.

Who runs your venue and what do they do?

There are many people involved in running your tennis venue to make it an exciting place for players and families. They include those who lead the club, manage finances, carry out administrative tasks, plan and deliver coaching, competitions and open days and those who look after its maintenance.

After hearing from your coach or teacher about all the people and roles in your venue, talk about some of the specific roles that you want to know more about. You might be surprised what you learn! Use the table on the next page to list the roles that interest you and what they do. There are some examples to start you off.



Volunteer roles

ROLE	WHAT THEY DO
Volunteer Club Chair	Leads the management committee and organises meetings every 2 months. The Chair helps the committee create a plan for the venue and attends County meetings to find out what opportunities there are for the venue from the County and the LTA.
Head Coach	Leads the coaching team, manages the coaching programme and gives individual lessons. Also runs competitions and holiday programmes.
Welfare Officer	The point of contact for any concerns around safeguarding issues. Responsible for making sure the venue has all the right policies and procedures in place.

COACH / TEACHER NOTES



This is a chance for tennis leaders to think about the running of their own venue and to learn about different roles and responsibilities. The idea is to give them a broad overview and excite them about the ways they can help out.

To bring this to life, be sure to give a clear overview of your own venue and focus on the people they know. Try to give different examples of roles including the

committee, the team, coaches, team captains and perhaps some less obvious ways that volunteers help out such as open days, maintenance, greeting new members etc. They will be interested to hear about your own role and how you work with your committee or manager (if you have one) and any other volunteers or staff.

Encourage them to write down some of the examples where relevant.

How can you help make exciting things happen at your venue?

The LTA's vision is 'Tennis opened up'; ensuring tennis is relevant, accessible, welcoming and enjoyable. As a tennis leader you can play a hugely important part in this at your venue. The best ideas often come from young people and you have the power to make great things happen.

ACTIVITY:

Discuss what you think 'Tennis opened up' means for you and your venue. Then discuss the meaning of the following questions:

- How do we make tennis relevant?
- How do we ensure tennis is welcoming?
- How do we make tennis accessible?
- How can we make sure tennis is enjoyable for everyone?

Think about all the ways in which a tennis leader can help out in your venue and how you can support this vision. If you wish, write down the activities or tasks you have thought about and what the specific role of a tennis leader is. Some examples are included.

ACTIVITY OR TASK	WHAT IS THE ROLE OF A HELPER?
The venue website	Review it and give suggestions to make it better and more welcoming for new readers. Write news articles and help with the technology and layout.
Organising Box Leagues	Promote to players and help with organising and chasing results. Help the organiser with the calculations at the end of the sessions and prepare for the new sessions. Help with the technology to make it accessible online and easy to organise matches.
Helping with disability tennis sessions	Assist a coach, following instructions about feeding balls to hit, rallying with players, helping with equipment, talking to the players and encouraging them. Learn about the different types of disability tennis and the appropriate language to use.

COACH / TEACHER NOTES



Having heard about how their venue is run, this section is to empower and excite tennis leaders to think about the LTA vision and mission and take action in their own venue. Before the session, read the LTA vision and mission document on the LTA website so that you can talk about it knowledgeably. Share a summary and then organise small group discussions to get them thinking and sharing their thoughts.

In preparation for the discussion about activities they might be interested in, consider getting some suggestions from others in your venue beforehand so that there can be some genuine opportunities to follow up. Some ideas which may be applicable to your venue include coaching, competitions, team challenge, club teams, box leagues

and ladders, website, social media, newsletter, a committee, a youth committee, publicity, photography, open day, fundraising, IT/technology, social/quiz nights and greeting new players.

Ask them to complete the table if you think it is relevant.

For helping with coaching sessions and competitions, signpost tennis leaders to the corresponding elective modules – Helping at a Coaching Session and Helping at a Competition. Additional learning may also be appropriate to help them gain the knowledge and skills they need. Details of how to register to access this content is at the back of the workbooks.

Focus on one activity

Take a look at the list on the previous page and select one activity that interests you the most. You might want to think back to the core module (Introduction to Leading Tennis) where you identified your own skill strengths. Does one of these activities complement your skills or help you develop them further?

Taking this example, think about how you can find out more about this activity by asking yourself the following questions:

1. What does this activity or task involve?
2. What skills might be needed?
3. What new skills would I learn from helping with this?
4. What do I need to consider to ensure that everyone is safe, including me, when leading this activity?
5. What support will I need and who do I need to speak to?
6. What shall I do first to get started?

COACH / TEACHER NOTES



The activity asks each tennis leader to identify which task(s) from those you have discussed they want to explore further. Without dampening their enthusiasm, be realistic about what they can do and encourage them to think about the ways in which they could actually help. The goal is to for them to identify something they will take away and action.

Do this section within your session or make it a takeaway activity if you have limited time. As a minimum, help each tennis leader identify a role they would like to follow up. They can do this after the session with you or another member of your team.



Wrap Up

Checklist for what I have learned in this session:

1. The different types of tennis venues in Britain
2. What type of venue my own is
3. How my venue is managed and by whom
4. Example roles that people do and what they involve
5. The LTA vision and mission
6. How I can help make exciting things happen at my venue and what I need to do next

Here are some questions to help your coach or teacher guide you through your tennis leader journey.

1. What extra Tennis Leaders modules would you like to do?
2. What else would you like to learn about?
3. Lastly, you may not realise that by completing this programme you will be seen as a leader by other young people in your club and many will look up to you. It's a real opportunity to prove yourself as a role model, help others and be trusted with responsibilities.
4. If you take on any additional roles, it's important that they are fun and safe. As a tennis leader, you are encouraged to be aware of safeguarding policies and speak to your welfare office if you're ever worried about anything.

COACH / TEACHER NOTES



This is your chance to encourage your leaders to further develop their skills and confidence and for you and your venue to gain some extra help. Summarise what you have covered in the session and confirm how they will follow up. Help them make contact with the relevant people and check how they are getting on. Arrange more modules from those available, following up on the interests they have expressed and tell them about the additional learning they can do in their own time online.

CASE STUDY



Being a tennis leader has helped to develop my confidence, co-ordination, punctuality, patience and organisation. There is always a friendly atmosphere out on the court! It's such an opportunity to watch the children I work with progress in tennis and further their skills. Working with the children has taught me much about responsibility and has positively impacted my social skills."

Joella Binns
Bromley Tennis Centre



My Notes:

CONGRATULATIONS

on completing this elective module of the Tennis Leaders course: Helping at a Venue.
We hope you enjoy putting your skills and knowledge into practice.

Your comments:

Coach or teacher comments:

Coach or teacher signature: _____



ELECTIVE MODULE 4 START:

HELPING AT A SCHOOL



COACH / TEACHER NOTES



This module is useful for those interested in helping out with school sessions, extra-curricular clubs, informal competitions or festivals. It covers the key essentials of managing large, mixed ability groups in limited spaces. It may be useful to refer to some existing tennis leaders who already help out, or perhaps leaders within other sports/sectors, to help paint a picture of the sort of activities they could become involved in. Encourage participants to think about their own experiences of organising and being organised.

Many children gain their first experience of sport, including tennis, from school. The quality and enjoyment of this experience can often influence whether they stay in the game.

Tennis is a fun fitness activity that can be played by all ages and abilities in schools, teaching core skills such as hand-eye coordination. Boys and girls can play together, so it's ideal for mixed classes, and you don't even need tennis courts. School halls, playgrounds or sports halls work just as well. Leading sessions in schools will often involve working with a large group of people in a limited space, so organisation is very important. A range of adapted equipment and modified or alternative versions of the game is also available.

By the end of the core module, you will:

- be able to apply organisation skills to lead tennis activities within a school setting
- understand effective communication skills
- be able to identify and discuss opportunities for tennis at school.

LET'S GO!

Quick Quiz:

What different ways can you think of organising the class into smaller groups?

COACH / TEACHER NOTES



Challenge the leaders by encouraging them to think of active ways to arrange a class into smaller groups. For example, ask children to move round an area until the leader calls out a number, then form a group of that number. After the quick quiz, ask leaders to share their ideas and put the favourite ones into practice – the more active the better!

Activities with large groups

Grouping players into zones is a great way to organise a large group within a small space.

Setting up an activity in each zone (either ABCs (agility, balance, co-ordination), skills, tricks or drills) then rotating the groups from zone to zone not only utilises the space available but ensures that everyone is kept active and engaged. Working with a group in a sports hall would be a good scenario for using zones or circuits.

Watch your coach or teacher set up a circuit. They will establish 4-8 activity stations (whatever is practical), assign a different activity to each station and then send each group to a starting station. Each group performs the activity for an allotted time before being instructed to move to the next station.

TOP TIPS



- Make the activities simple and quick to set up and demonstrate
- Keep the activities at each station within the same family of skills
- Use equipment such as cones, a wall, ropes, hoops and targets
- Explain the station boundaries and rotation system
- Indicate clearly when to start, stop or get their attention – think about using a whistle
- Always make sure the activities are safe and within the group's capabilities!

Activities with large groups (continued)

Now try and run an activity with your group. You can create your own activity or ask your coach or teacher for ideas. To help you plan, think of STEP! Space, Task, Equipment and People.

ACTIVITY:

Space – where is the activity happening? How much space is needed for the activity?

Task – what is the aim of the activity? What do participants have to do to complete the activity?

Equipment – what equipment is needed?

People – how many people are involved? What is each person's role?

COACH / TEACHER NOTES



There is a wealth of activity cards and videos available to download and watch via the Schools Website or the Coach Secure Area, with activities that are suitable for Key Stage 1 upwards. Provide leaders with access to these if they are struggling for ideas, to give them experience of leading different activities, or if they need specific knowledge for an event they will be supporting such as a Primary Skills Festival, Primary Out of School Hours or Secondary Red Ball.

ACTIVITY:

When leading sessions in schools, you will often work with mixed ability groups. It is important that sessions are achievable for all, but also challenging for the more able children. You will need to use your problem solving skills!

How could you make the activity easier or harder? Link your ideas to STEP.

To make it easier:

To make it harder:

COACH / TEACHER NOTES



Give learners guidance on the STEP framework (Space, Task, Equipment, People) as elements that can be adapted to make an activity easier or harder.



STEP Framework for Tennis

This guidance provides a framework for differentiation. It gives examples of how tennis activities and practices can be adapted to meet learning outcomes.

By tweaking the different elements of the STEP framework to make an activity easier or harder, either in separation or in combination will ensure a progressive and inclusive learning experience for all children.

STEP

SPACE

Where is the activity happening?

- Indoors or outdoors, what type of playing surface?
- Can the area or distance in the activity be modified?
- Can the level from which the task is being completed be changed?
- Can the surface be altered or changed?

Designate a space without a net:

- Make the space larger, smaller, wider, narrower
- Introduce target areas, service box, baselines as appropriate.

Designate a space with a net:

- Line on the floor, skipping rope on the floor, cones, bench, low net, barrier tape, portable net
- Gradually increasing the height of the net /barrier.

Using a wall area:

- Basic wall space for rebound games, wall with a low line marked gradually increasing the height to mini red.

TASK

What is happening?

- Can the objective be changed?
- Can the rules, scoring or time allocation be modified?
- Can the speed of the activity be altered to allow more time to react?
- Can the individuals / group do different tasks at the same / different times?

Sending:

- Roll or Throw (underarm or overarm) with racket hands; using a racket roll the ball; using a racket hit the ball.

Receiving:

- 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.

EQUIPMENT

What is being used?

- Can the type of racket and / or ball being used be changed?
- Can the size or type of targets being used be changed?
- Can additional or alternative equipment be used?
- Can the height or type of the net be altered?

Rackets:

- Racket hands, Hit Mitts, rackets with short handles and large hitting areas then gradually building up to use rackets with longer handles (19", 21", 23") when ready.

Balls:

- Balloons, beach-balls, bean bags, fluff balls, softer balls, harder balls, larger & smaller balls. Consider using brightly coloured balls or balls with bells inside to assist pupils with visual impairment. Gradually build up to using the mini red balls when ready.

PEOPLE

Who is involved?

- Are pupils working independently, in pairs or in groups?
- Do the pupils have the same roles?
- Are the pupils grouped by age, size, ability or friendships?

Recommendation:

- Individual, pairs, groups, teams, large teams for different activities and practices gradually building to mini red singles.



ACTIVITY:

Now lead another activity. Make the activity easier at first, then progress to make it slightly harder. Activity (think about STEP)

Easier version

Harder version

If you are working on a skill or specific area in the activity, get the players to practise that skill at the same end of the court. This will make your feedback more effective as you will not have to cover both ends of the court. It is also safer as all the balls are being hit in the same direction.

My Notes:

What are the key leadership skills required when assisting with large groups?

Which leadership skills do I need to work on and why?

How can I go about working on these areas of improvement?

CASE STUDY



I chose to do the Tennis Leader course at my school because I really enjoy playing tennis. I wanted to learn more about the game and support other players. From the course I have gained more skills in the game and I feel more confident in showing other players what to do. I would recommend the course to other young people interested in developing their skills in tennis."

Rubie Jones
Stafford Manor High School



Tennis leadership opportunities at school

The provision of sport in schools varies dramatically, depending upon year group, the teachers involved in delivering and the level of engagement from local tennis venues and organisations.

- What does your school currently offer?
- How could you get involved?
- What ideas do you have to grow tennis further at your school or with a local primary school?

COACH / TEACHER NOTES



Encourage students to be creative with their answers, as you may pick up some good ideas or secure their support for an upcoming event or session. It is also a chance to see what existing knowledge they have, especially if they have been part of a club, link or competition themselves.

As a coach or a teacher, it is worth discussing the link(s) already in place. Talking through the way it works and who is involved provides a point of contact for the students, should they wish to take part moving forwards. If short on time, this section could be completed as an independent learning task.

ACTIVITIES

MY IDEAS

After school club:

Schools competition:

School club link:

Tennis assemblies:

Wider school
community event:

Next steps to make this happen:

CONGRATULATIONS

on completing this elective module of the Tennis Leaders course: **Helping at a School.**
We hope you enjoy putting your skills and knowledge into practice.

Your comments:

Coach or teacher comments:

Coach or teacher signature: _____



ORDER YOUR FREE RESOURCES

Every successful tennis leader will receive a free t-shirt, and a certificate for each module they complete!

To order your free t-shirts and certificates visit the Tennis Leaders page on the website.

Just remember to ask them what size they'd like (t-shirts are available in small, medium or large adult sizes).


Encourage your leaders to register

Tennis leaders can now access additional learning, and reward and recognition opportunities by registering their details online. Leaders will have access to:

- Additional online learning to continue their pathways or careers into tennis
- Reward and recognition opportunities
- Further information, communications and opportunities from the LTA relevant to young people

Further information

We hope you enjoy running the tennis leaders course and that you find the resources useful – if you need further support or information, or want to provide feedback, please visit: www.lta.org.uk/about-the-lta/contact-us

 Share your experiences of running a Tennis Leaders course using: [@the_LTA](https://twitter.com/the_LTA) and: [#tennisleaders](https://twitter.com/tennisleaders)

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