

Family Tennis Initiative – Beginners model

Key Points

- This is presented as a model. You can change order. You choose the amount of time you want to spend on each activity.
- This is presented as a model for Rally The Family- meaning both children- ages 8-13- and adults may be in the class. The difficulty and speed of progression can be adjusted to the skill level of the participants.
- There is no discussion of the mechanics of the strokes. It is left to your preference how you teach mechanics.
- However, do not neglect foundational principles. It is critical to introduce and create self-awareness in the students. Progress will not be as fast or the learning as fun without emphasis on these principles.
- Each session has
 - Greet and connect opening-make the participants feel welcome and have a short social interaction.
 - Warm up activities- Work on skills from previous sessions; create movement and interest
 - Skill development section- focused drills
 - Closing game activity- end with fun drills and/or cardio exercises. Send them home on a high!

If you have children and parents in the same class, the opening and closing activities should be done together. Depending upon skill levels it may be possible that they stay together for the entire class.

- Content throughout the sessions is organized in a developmentally appropriate sequence.
- Desired outcomes are listed. This is what is expected to be accomplished and are the instructional goals.
- There are over 150 drills and games that are listed to choose from to use in the sessions as well as a dozen Cardio Tennis drills.
- There are 50 take home exercises are listed in a separate document to give to your students. Practice on the court, in a driveway or even at home in a basement between sessions should be highly encouraged and even assigned.
- Players will experience the most success starting with a red ball. It is up to the discretion of the coach when to progress to the orange and green ball. Most players will be playing with the green ball by the end of the six sessions.
- ***Play to learn. This means that playing is introduced immediately.*** The old style of teaching was to instruct the mechanics in a detailed way first. Players did not start playing points until well into the lesson sessions. We lose the players. Learning through a game based approach and playing points in the first meeting creates fun and interest.
- ***Sessions are designed for maximum player participation.*** There is constant self rally and group rallying. Having players in line destroys the enjoyment of the class.
- Make every class a great experience! These tools and this format makes that possible.

CURRICULUM

Session Overview

Session one

Teaching points Racquet and ball awareness. Forehand groundstroke.

Desired participant outcomes "I can rally a forehand"

Session two

Teaching points Reading skills. Backhand groundstroke.

Desired participant outcomes "I can play a point with a forehand and backhand groundstroke. I understand the ball travels with different variables. Learning to read them better is key to my improvement."

Session three

Teaching points Forehand and backhand volley. Begin service motion.

Desired participant outcomes "I can play the net and start a serve."

Session four

Teaching points Approach shots; entire service motion; singles play.

Desired participant outcomes "I understand the all court game and can play singles."

Session five

Teaching points Review strokes. Introduce doubles.

Desired participant outcomes "I can play doubles."

Session six

Teaching points Overhead. Play singles and doubles

Desired participant outcomes "I am ready to play singles and doubles."

Session 1 Red ball. Maximum court is service boxes

- Greet and connect Gather students for introductions (on court) (5 minutes)
 - a. Introduce yourself
 - b. Ask students to introduce themselves and describe previous tennis experiences. How many have played tennis before? How many have had lessons before? Ask students to describe participation in other sports.
 - c. Promote benefits of tennis as lifetime sport.
 - d. Provide brief explanation of the program.
 - e. Say, emphasis is on fundamentals and development of basic skills designed particularly for the beginner but could have good application for students with previous lesson and playing experience.
 - f. Fit players to a racquet.

- Begin with general orientation to court and racquet (5 minutes)
 - a. Identify court lines and which lines that will be used in the class. (baseline, service line, side lines, alley).
 - b. Identify parts of racquet (grip, throat, face, head).
 - c. Demonstrate forehand grip (using base knuckle of index finger, heel of hand, bevel number three as main reference points) and ready position.
 - d. Explain why we will use foam, transitional and not yellow balls.
 - e. Explain how important the development of their awareness of their balance and ability to understand ball judgement skills is to their quick success as a player. Say how you will be continually reinforcing that.

- Teach racquet and ball awareness (5 minutes)
 - Place ball on racquet and attempt to roll it around the racquet without letting it fall off the racquet. Flip the racquet over and try with palm down. Add movement while keeping ball off the edge of racquet. Add keeping ball on the racquet as player alternates side.

- Teach body awareness and ball judgement skills through self rally (10 minutes)
 - a. Each player takes a ball. They drop and catch; add awareness of stability as they catch; add awareness of holding their head still as they catch; add a dropping a few feet away, move and catch. Have them continue now being aware they catch waist high. Have them say bounce & catch; then bounce & waist (understanding waist high is the ideal contact height); then bounce & peak (they need to understand if they are hitting the ball at the peak of the bounce or their relationship to the peak).
 - b. Practice alone ups, downs and up-bounce-ups with the racquet. Mention importance of establishing feel for length of racquet and contact point and developing control of racquet face.
 - c. Add in target. Have them bounce, then tap up and land inside 3x3 ft. square or on court dots.

- Begin rally with a partner (10 minutes)
 - a. Add a partner. Have them toss underhanded to each other, repeating the above as the ball comes to them. Teach them to toss, have it land and peak 5 feet in front of their partner. Have them count to 3 out loud holding their finish before they can throw back to their partner.
 - b. Up-bounce-ups with partner five feet apart on same side of net focusing on a block at contact point only. Add a square target on the court 6 feet per side. Players must tap the ball inside the lines to each other and alternating hits.

- Initiate the forehand groundstroke. (5 minutes)
 - a. Have students stand with open stance, strike a self-fed ball at contact point. Explain where the optimal contact point is in relation to them. Say how they want to hit a ball at the peak of the bounce- waist high. Waist high is the “strike zone.” Do a block only. Then have them stand sideways, take step and block at contact point. Gradually add full swing. Have them hit over the net. Have them hold their finish until ball bounces. Another possibility is to hit into side divider net or back fence so player focuses on their form and not where the ball goes **If available, use teaching aids such as an Eye Coach to assist understanding of contact point and balance.**
 - b. Have a slightly closed racquet face in backswing, low to high swing, forward extension through hitting zone and catch of racquet with non-hitting hand at finish.

- Practice how to initiate a rally. (15 minutes)
 - a. Reinforce how to feed balls so they bounce waist high and peak at the perfect contact point.
 - i. Assign two lines – feeders & hitters. Students hit six balls and then rotate.
 - b. Ask students to aim for specific targets (left and right sides of court) and to vary height over net (primarily aim high). Place target on the court. It will still be a one dimensional ball. Feed so they must take 3 steps and hit. Begin with shadowing you after explanation.
 - c. Have players hold their finish until their ball bounces.
 - d. Add movement. Throw away from partner. Player moves to catch the ball and returns to home base marker. Throw back with 2 hands- like a stroke.

- Practice and rally forehand groundstrokes with movement. (10 minutes)
 - Play out points with a drop and hit. In pairs, with one player on the doubles sideline and one player on the singles sideline, players place a target in front of each other, line up their racquet faces forehand to forehand, gently hit the ball up and aim for each other’s target. Progress to hitting over the net- starting close to the net and progressing back to the service line. See how many consecutive hits they can attain.

Wrap Up (5 minutes)

- Emphasize in a unifying manner the common first tennis experiences students just shared. Did you have fun? Are you sore? Did you experience any frustrations? Did you experience a sense of achievement? Did you feel awkward? Did you feel in control? Reinforce the fun and challenge in learning a new skill. Bolster the students' confidence in their ability to master the skills necessary to become capable players. Relate success stories of students who have progressed from the program. Help eliminate any doubts students may feel in their ability to learn and develop.

- Instruct students to go directly to assigned courts for the remaining classes unless explicitly told of change in court assignments. Explain that pros will bring the racquets directly onto the courts if loaners are given out.
- Briefly review curriculum for next class- continued review of strokes learned today. Distribute practice schedule times- if appropriate. Explain reservation and usage rules and policies. Need to identify yourself as a student to take advantage of special practice times. Encourage students to take advantage of practice opportunities.
- Give out take home exercise handouts.
- Ensure all loaner racquets are returned.
- Mention: Practice courts may be reserved up to xx days in advance.

Session 2 Red ball & service boxes

- Greet and connect. (3 minutes)
Ask how many practiced? Reinforce importance of practicing. Ask what school (if children) do they go to or what school did they go to (if they are adults).
- Warm-up (7 minutes)
 - a. Dynamic: Shuffle across courts moving arms side to side; carioca across court; move rolling balls to each other, 4 standing lunges.
 - b. Develop general racquet skills (ups, downs, up-bounce-ups, up-bounce-ups, alternate sides of racquet as tapping ball, with partner with specific targets). Focus: No backswing; Cross step to aid in continued movement. Have them count their longest number of consecutive hits. Move with ball on racquet. Stop how and when pro commands, "On one foot, two feet, split step".
 - c. In pair players play a throw and catch game of singles in the service boxes. Throw same type of ball each time working on 3 steps and catch.
 - d. In pairs, player A on the doubles sideline and player B on the singles sideline. Both players face the court. Player A says 1, 2 or 3 and throws the ball underarm over the shoulder of player B. Player B chases the ball when player A says their name letting the ball bounce either 1,2 or 3 times before catching. Players change after 30 seconds. Mix pairs after 3 mins. Choose a new partner with a birthday in your month or closest to your birthday.
- Introduce reading skills. Explain how tennis – in reality- is a three dimensional sport- not one dimensional. That the ball will come at different depths; different speeds; different heights. (10 minutes)
 - a. Coach feeds different types of ball to players.
 - i. Higher ones where players back up and do adjustment steps forward to catch with balance.
 - ii. Lower ones where player moves forward.
 - iii. Each time player says "high" or "low" moves and catches ball while holding their finish for a balance check.
 - b. Have players feed balls that have a variety -are shorter- right to them; deeper. Have them catch only- trying to always have a perfect contact point and waist high. Have them keep score for how many balls they catch with balance and at the ideal contact point. (**Refer to reading skills module for more information**)
 - c. If you have teaching aids: Have them start from different beginning spots and take three steps and hit off of the Eye Coach; tennis twist ball machine; pro feeding; players feeding to each other. Rotate positions so that each player gets to hit with others and each teaching aid.
- Rally forehand groundstroke. (10 minutes)
 - a. In 6x6 ft. squares or court dots; players pair off and hit the ball up alternately trying to hit same dot or keep within the 6X6 area.
 - b. Players drop and hit over net from service line. Give them a spot for the ball to land so hitting partner a better chance to return. Have them line up forehand to forehand racquet.
 - c. While some rally, pro feeds a variety of types of balls to reinforce reading skills- have them catch only at first- focus is on reading – not success or failure of shot.
 - d. Players count and try to get the longest rally. Emphasize balance and reading skills. Have players say short or deep or high or low when they can recognize the ball variety.
 - e. Drop and hit. Play a game when winner reaches four points scoring 1-4.

Shift to backhand groundstroke- follow same progression (15 minutes)

- Demonstrate backhand grip.
 - a. Explain backhand grip using base knuckle of index finger, heel of hand and bevel number one as reference points.
- Major components of backhand groundstroke stroke. Both one and two hands (continental and left hand in eastern forehand grips)
 1. First reaction/unit turn
 2. Complete turn and backswing
 3. Contact point/hitting zone
 4. Follow through and finish

Mention function of non-hitting hand and compare overall stroke to forehand.

- Practice Backhand ground strokes.

Develop confidence in ability to track moving ball. **Mention how – for most players- reading skills on the backhand side are much more difficult. Until tennis- you do not “read” anything that way. Also- with the shoulder in front- the ball judgment must be “perfect or failure.” You cannot get your body out of the way and adjust as on a forehand groundstroke.**

 - a. Work on standing and moving backhands in same learning progression as forehand. First tosser feeds, players catches ball in 2 hands at perfect backhand contact point. Toss feeding a variety of balls. Always hold finish to check contact point and increase body awareness. Rotate.
 - b. Practice backhand ground strokes. Then with partner throwing; hitting; catching (on either side of net).
 - c. Develop confidence in ability to interchange grips and hit alternate sequence of forehand and backhand ground strokes. Feed alternating sides.
- Play first fun competition. (5 minutes) Use the service boxes. Play 2 out of 3 points with a drop and hit to start point. Winner stays on.

Closing Activity (5 minutes)

Choose 1 appropriate game from the list of drills.

- Wrap up (5 minutes)
 - a. Is anyone confused? Is this presentation helping to clarify and support what is being said and demonstrated on court? Allow and encourage discussion, involvement and questions by students. Without embarrassing anyone or putting anyone on the spot, ask select students to play back what they have just learned and heard.
 - b. Review backhand groundstroke. Compare with forehand:
 - I. mirror image with racquet
 - II. lead with hitting shoulder
 - III. more complete turn with shoulders for backswing
 - IV. hips and shoulders rotate together
 - V. contact zone further out in front of body
 - VI. less open with hips and shoulders at finish
 - VII. different grip
 - VIII. function of non-hitting hand
 - c. Ask students if they are enjoying the class and the process of learning and developing new skills. Reinforce premise that tennis is easy to learn with the proper instruction, support and practice and that anyone can become a good player. Provide emotional support and encouragement.
 - d. Collect loaner racquets; remind them of practice courts and home practice.

Session 3 Transition red or orange ball. Use orange court if appropriate

- Greet and connect. (3 minutes) Ask how many practiced? Ask if there any questions. Do you own a pet- if so- what is it?

- Warm-up (7 minutes)
 - a. Run and set. Students pivot; run a short distance laterally; set their feet in a sideways stance; recover to their starting point with a shuffle step.
 - b. Feed balls to each other with a variety of placements. Have them underhand toss balls with different heights and depths to each other. Have them move to ball; perfect their ball judgment skills; catch balls. Have them hold their finish to emphasize body self-awareness. Place players on opposite sides of the net. Observe and comment on that they catch at the waist and they hold their finish. Make it a game where can keep track of their partners good contact points and balance. Try difficult tosses to give partner a more difficult time to read.
 - c. Set up cones on opposite side of net. Have players drop & hit aiming for the cones. Hold finish until ball lands on the court.
 - d. Play racquet quickness. Players hold their racquet with grip up. Let go- move to grab partner's racquet before it falls.

- Introduce forehand and backhand volley (15 minutes)
 - a. Demonstrate stroke (grip - eastern), ***Focus on how the contact point is the most important idea in tennis- that you will discuss the optimal contact point for each shot as you go along.***
 - Place students in two rows. Set racquet at volley ideal contact point, have them toss and tap. Have them feed balls perfectly onto each other's racquets and tap the ball back to the feeder. Have them standing open stance, then have transfer weight forward by stepping across and in with foot, eyes and nose in line with racquet face. Have hitter hold their finish until feeder catches the ball. Look for stability and balance and racquet and ball control.
 - b. Depending upon the age and ability of players, demonstrate graduated length progression (catch with hand, hand at throat of racquet, hand on racquet handle).
 - c. Practice forehand volley with partner (toss) now on either side of net using graduated length progression if needed. Pair off players- have them toss to others volley contact point. Tap back- catch- toss again
 - d. Rotate everyone around so that they participate with others.
 - e. Demonstrate how position of racquet face at contact can change directional placement and trajectory.
 - f. Have player direct the tap and racket face to the direction you want the ball to land- first one off to the side, second one back to thrower.

- Demonstrate backhand volley
 - a. Opposite hand sets racquet and facilitates change of grip.
 - b. Step across and in (to transfer weight) with foot.
 - c. Eyes and nose positioned in line with ball and racquet face.
 - d. Practice backhand volley
 - i. Tosser and hitter taps/catches ball on strings.
 - i. Tosser; partner hitting; tosser catching on other side of net.
 - ii. Use the Eye Coach; ball machine if available.
 - iii. In pairs, one player hits forehand groundstrokes to the other player's backhand volley at net.

- Begin serves (15 minutes)
 - a. Focus on proper grip: pronation and contact point
 - b. Start teaching with the toss. Standing sideways, have them place ball up and catch ball with tossing arm for accuracy of toss. Toss (it really is a placement) ball up; leave arm extended and pointing toward ball; let ball drop on target on court beneath tossing arm for accuracy.
 - c. Place ball up and catch with racquet hand fully extended.
 - d. Place racquet on shoulder- toss and tap. Gradually add follow through when a consistent contact point is achieved.
 - e. Do not allow them to move their feet chasing after an errant toss. Make them toss to their swing- not swing to their toss.
 - f. Progression from net back to the service line.

- Play points (10 minutes) One player serves overarm and the other player returns. Keep score by one point for each point won.

- Closing activity (10 minutes) Choose one game from list and one from Cardio tennis list.
- Give Scoring and singles & doubles strategy handouts to read for next class. Give terminology handout.

Note: It would be advantageous to host a tennis social event after the third and sixth class to help with participant retention.

Session 4 Red and orange ball. Transition to orange court

- Greet and connect. (3 minutes) Welcome them. Ask how many practiced? Ask if there any questions. Were the handouts clear? What is your favorite type of food?
- Warm-up (7 minutes)
 - a. Shadow tennis without a ball. Ask student to be a leader and others to shadow hit forehand/backhand groundstrokes. Then volleys. Then groundstroke, move forward for an approach shot and fake a volley.
 - b. Have them throw a ball overhand like a service motion. Partner moves around and catches ball sideways and at the ideal contact point with balance. Throw back with two hands mimicking a stroking motion.
 - c. Cooperatively throw underhand back and forth to team mate. Players are in pairs. One player starts in the FH corner and alternately throws a cross-court then a down-the-line. The other player returns the ball directly to the first player.
- Volleys (10 minutes)
 - a. Pair off players- have them toss to others volley contact point. Tap back- catch- toss again
 - b. Have them now move 3 steps and tap volley.
 - c. Drop ball and feed ball to volleyer 5 feet back from the net. Feeder is at the service line. They try to keep a groundstroke to volley rally going.
 - d. Explain concept of ready position.
- Demonstrate and practice serve motion (10 minutes)
 - a. Reaffirm the four major components of serve.
 - Service grip (eastern but continental if pro approved)
 - Stance (front foot pointing toward net post with back foot parallel to baseline)
 - Toss and tossing motion (refer to one o'clock/eleven o'clock, out in front position and lifting/ball release technique)
 - Introduce "contact point - racquet back - toss and hit " from service line
 - b. Practice toss. Call it a ball placement.
 - c. Practice serves with ½ motion
 - d. Introduce the full swing. Practice full swing.
 - e. Hit serves from service line
 - f. Explain foot fault
- **Work on approach shot** (10 minutes) Practice forward movement/running forward to hit short ball. Learn how to execute an approach shot/volley combined sequence.
 - a. Explain mechanics of forward movement.
 - a. Run directly to ball.
 - b. Set racquet in front of body while running.
 - c. Use abbreviated backswing to avoid over hitting.
 - d. Slow down prior to reaching ball.
 - b. Pro feeds alternately to two lines of students positioned shoulder to shoulder in center of court behind baseline. Students move forward to hit forehand/backhand approach shot, continue forward movement, split step and flare wide and around to end of opposite line. Use Eye Coach & Tennis Twist for stations to work on approach shots.
 - c. Same as above but this time introduce split step. This time pro feeds second ball for forehand/backhand volley after split step.

- d. All back: Feed short ball: Students attack with groundstroke and play point; attacking team must win X points before a rotation; it doesn't matter how many points baseline team wins; students must backpedal after each point; emphasis on staying off of heels.
- Explain basic scoring and rules for singles (how to win a point, game scoring, set and match scoring, fault/double fault, service rotation, lets, calling lines). (10 minutes) Play singles.
- Closing activity (10 minutes) Choose one game from list and one from Cardio tennis list.

Session 5 - Red and orange ball. Orange court transition to full court. Green ball if appropriate.

- Greet and Connect (3 minutes) Ask them what they think of the scoring system. Ask what their favorite junk food is.
- Warm up (7 minutes)
 - a. Set up an obstacle course and have players go through it.
 - b. Tag- pro starts w a ball. Tags someone- they take ball- do the same staying within a designated space.
 - c. Lay ½ of 20 cones right side up- others down. 2 teams try to turn over others cones.
 - d. Run to line coach yells (baseline) and stop on it with a split step in the ready position.
 - e. Players start with one ball in each hand in a serve position. Using a service toss, the player lifts a ball into the air and then, using a throwing action, throws the ball in the racquet hand at the tossed ball. Every hit of the tossed ball gains a point.
- Players have forehand and backhand exchanges from service line, progressing back to sixty foot line then to baseline. Explain importance of cooperating with partner to extend length of rally. Play two balls and out rotation if there are a-lot of players. (5 minutes)
- Continue to rally. (5 minutes) Move forward when possible hitting approach shots and volleys when possible. Players may hit the ball anywhere in the opposing player's service boxes but should try to hit away from the opponent to make them move. Critiques ball judgement skills and level of balance.
- Review and practice serve. (10 minutes)
 - a. Demonstrate serve, coordinating tossing and hitting motions.
 - b. Practice the full swing
 - c. Hit serves from progressing from service line to baseline
- Explain basic doubles strategy, positioning and service rotations. (20 minutes). Play doubles with 60 foot court.

Basic tactics for doubles:

 - a. Get your first serve in.
 - b. Hit away from the net person.
 - c. Come to the net on short balls.
 - d. In the most basic doubles sense, players are either in the backcourt or they are at the net. Players in the backcourt are in a defensive or neutral position and should hit their shots back to opponents who are deep in the court. Players at the net are in an offensive position and have the ability to win points with a single, well-placed shot to the side where the opponent is close to the net. If players in a doubles match are positioned with one at the net and one at the baseline, the baseline players should be thinking deep to deep and the net players should be thinking close to close. That is, the baseline player should be hitting to the opposing baseline player, while the net player should be hitting at the opposing net player.

Doubles Play. Can have with pro feed and/ or serve to start. Rotate one player each point on both sides. Pro can hit the return as well.
- Closing activity (10 minutes) Choose one game from list and one from Cardio tennis list.

Session 6 - Green ball and full court

- Greet and Connect (3 minutes) Welcome them. Do they have a favorite tennis player?

- Warm up Show class how to warm up for actual play (7 minutes)
 - Mini court (starting on services lines) to Full court (back to baselines)
 - Volleys
 - Serve

- Introduction to Overheads (10 minutes)
 - a. Demo with them on same side; serve grip, turn, racquet straight back (no loop), shuffle or crossover, plant and swing.
 - b. In pairs, one player at service line feeds lob (or underhand toss feed) to player on opposite side of the net. Player catches after the bounce. Player at net starts sideways with hand on shoulder and catches feed at good contact point- holds finish for balance. Next, racquet in back-scratch position, reaches up to bump each feed followed by fully extended swing. Then catches, bumps a lob in the air followed by a full swing. Switch roles.
 - c. One side feeds lob to player on other side. Hit and try to rally.

- Play singles. Introduce singles positioning; strategy. (15 minutes)

Introduce the concept of target. Basic tactics for singles:

 - a. Get your first serve in.
 - b. Hit high over the net.
 - c. Hit past the service line.
 - d. Hit cross court.
 - e. Hit safely within the side lines.
 - f. Let players play with regular scoring. Mention emphasis now should be on trying to promote longer rallies. Ideally playing situations should be limited or conditioned with specific parameters (i.e. ball must cross net three times before point can be won). Promote cooperative (not competitive) exchanges between students.

- Play doubles. (15 minutes) Quickly review doubles positions. Review idea of deep to deep; close to close. Play doubles. Have them keep score. players rotate their position clockwise around the court so each player has a new role

- Closing activity. Choose a drill and a fast paced cardio tennis activity (10 minutes) Thank them for their participation in this class. Explain options and pathways going forward. Get them signed up for something on their pathway.

Lesson plan

Greet and Connect
Exercises

Time

Warm Up
Exercises

Time

Skill Development
Theme

Activity 1

Time

Activity 2

Time

Activity 3

Time

Closing Activity

Game 1

Time

Game 2

Time

Scoring:

1. Always say the server's score first.
2. One player needs to win 4 points to win the game. Points are scored as follows: "love" (0 points), "15" (one point), "30" (two points) and "40" (three points). If the score is tied at "40" (three points each) it is called 40 all or **deuce**. A player must win those four points by a margin of two to win a game. Whoever wins the next point has an advantage and the score is stated **advantage IN** if the server wins the point and **advantage OUT** if the receiver wins the point. Since you have to win two points in a row after deuce then if the player who has the advantage wins the next point they win the game if not it goes back to deuce.

To Win a Match:

A player must win six games by a margin of two to win a set. With the exception of competition at major professional events, a player must win two sets to win a match. A 12-point tiebreaker (where a player has to win seven points by a margin of two) is often used to determine the outcome of the set when the game score totals six-games all. A player must win two out of three sets to win a match. A set is when a player wins six games by a margin of two. In reporting the score, always mention the winning player's games first (i.e. 6-3, 6-4, rather than 3-6, 4-6).

Singles Rules:

1. The choice of ends (of the court) and service (who serves first) is determined by a toss. The player winning the toss may choose or require his/her opponent to choose the following:
2. The right to be the server or receiver
3. The end to serve or receive on. If the player winning the toss chooses an end (rather than the right to serve or receive), his/her opponent is then given the choice to serve or receive.
4. In delivery of the serve, the server stands alternately on the right (deuce) and left (ad) sides of the court beginning on the right (deuce) side. The serve is hit across the net diagonal to the opposite service box. The server has two opportunities per point to put the serve in play. If the server misses the first serve (hitting it outside of the proper service box), it is referred to as a "fault". If the server misses the second serve, it is referred to as a "double fault" and the server loses the point. If the serve hits the top of the net and bounces in the proper service box, it is referred to as a let and the serve is repeated.
5. Following completion of a game, service is rotated (server becomes the receiver, the receiver becomes the server).
6. The receiver must allow the ball to bounce in the proper service box before hitting the return.
7. Players are to change ends of the court at the completion of the first, third and every subsequent alternate (fifth, seventh, etc.) game of each set.
8. In exchanges following the serve and return, the ball may be struck in the air (with a volley) but may not consecutively bounce more than once on one end of the court.
9. The singles court does not include the outside alleys. Balls landing on any part of a line are considered in play.
10. In non-umpired matches, each player is responsible for the calling the balls (in or out) on his/her end of the court.

Doubles Rules (additional rules that apply to doubles):

1. The doubles court includes the outside alleys.
2. Service is rotated among all four players. The order of serving is decided at the beginning of each set. The team to start serving the set chooses which player will serve the first game. After completion of the first game, the opposing team chooses which player will serve the second game. The partner of the player who served the first game serves the third game and the partner of the player who served the second game serves the fourth game.

3. The order of receiving is decided at the beginning of the each set. The partners of each team together decide who will receive serve on the right (deuce) or left (ad) side of the court prior to the start of their first receiving game. Once established, players alternately receive serve on the same side of the court for the entire set.
4. Following the return of serve, players on each team do not have to alternately hit each shot.

Good to Know Tennis Terms

(to impress your tennis playing friends and relatives)

Ace	An unreturnable serve
Baseline Play	Play that takes place in the backcourt (usually on or near the baseline)
Chair Umpire	A person who calls the score and rules on line calls and other decisions in an officiated match
Fault	A serve that lands outside of the designated service box
Double Fault	Two consecutive faults leading to the loss of the point
Foot Fault	When a server's footsteps on or inside the baseline or outside an imaginary extension of the center mark or (singles/doubles) side line before the serve is hit
"5 All"	An abbreviated term for 15 points all
"40 - 5"	An abbreviated term for 40 - 15
Grand Slam	A player (or team) who wins all four major tennis championships (Wimbledon or All-England Championships, United States Open, French Open and Australian Open) in the same calendar year
"In The Zone"	When everything comes together and you can't miss
Let	An interruption in play that leads to the replay of a point or when a serve hits the top of the net and lands in the designated service box resulting in the replay of the serve.
Love	Zero points, zero games
Net Play	Play that takes place in the forecourt (area of the court inside the service line)
"Nice Get"	A successful effort to return a difficult shot
"Not Up"	When a ball is not hit before the second bounce
A "Player"	A player who knows what he/she is doing on the court (what you will soon be if you stay with it)
Poach	When a player crosses in front of his/her partner to hit a volley
A "Pusher"	A good player who rarely misses (usually by hitting with high net clearance and no pace) and rarely goes for big shots
Rally	An exchange of shots
Seeding	A process in tournaments to ensure that players of recognized ability do not play each other in early rounds
"Tank"	When a player quits trying and deliberately loses a match

A 12-Point Tie-breaker

A series of points to decide the outcome of a set after the score has reached six-games all (The 12-point tie-breaker is won by the first player or team to win seven points by a margin of two.)

Serve and Volley

When a player approaches the net for a volley immediately following the serve

Passing Shot

A groundstroke that passes by a net player for a winner

Frequently Asked Questions

1. What is the skill level for beginners?

Answer This is a beginner lesson program but we encourage players who have not played in awhile to take Adult 101 as way to get back into the game.

2. What kind of shoes do I need?

Answer Non-marking tennis shoes that can be found in any sporting goods store and our pro shop.

3. Do I need to have a racquet?

Answer No - we have loaner racquets for participants. We will also have a special racquet for purchase during the session.

4. What if I miss a class?

- a. If you miss a class, we will try arrange a makeup class, depending upon current class ratios. Remember that the classes are taught in a specific sequence so try to make up the class you missed.

5. Is child care available?

Answer. Whatever your facility does

6. How do I sign up?

Answer Your place in a class is not confirmed until you have paid. Please sign up at the tennis desk.

7. Where do I go for my first class?

Answer Come to the club about 15 minutes before your first class and we will have a tennis desk to check you in.

8. Why use a progression of tennis balls?

Answer It is important to put a beginning player in a program that have the best chance of success. In tennis this means the right racquet, the right court and the right type of ball. 101 format is to use up to three types of balls...oversized foam, low compression and regulation.

9. What's next ... The best way to improve is through lessons and regular practice. The focus should be in developing better consistency and control over placement. For most players, it takes about one year of regular play to refine basic skills. What's great about tennis is that the better you get the more fun the game becomes. The rallies become longer and more varied. Movement becomes more dynamic and strategy plays a bigger role in influencing the outcome of matches. **So stay with it and have fun.**

Teaching Aids

Eye Coach:

This is not the app but a metal stand which has a ball attached to the top of it. The height can be changed from waist high for a groundstroke to higher for a volley. It can be used to help teach the following:

1. Teach contact point. Learn what the optimal contact point is.
 - Have the player stand and reach out and tap the ball.
 - Have the player stand and reach out and stroke the ball.
 - Have the player take a few steps and stroke the ball.
2. Have students hold their finish to enhance self awareness of balance levels.
3. Learn to keep the head down. Most club players lift their head up prematurely on shots. Have student stroke and keep head down until the racquet is still.
4. Use in a station teaching situation to accomplish any of the above.
5. Make sure to study manual that comes with the Eye Coach before using.

Tennis Twist Ball Machine:

The Match Mate ball machine can also be used. The Tennis Twist is a great addition because:

1. It is light & portable.
2. It runs on batteries.
3. It feeds balls at a speed and distance that beginner players can handle.
4. In classes for more advanced students, it can be set up to teach strategy and also be used for shot sequences.

Example of a station for a beginner class.

Example # 1: Standing groundstrokes or volleys

1. Player stands still and hits on the Eye Coach.
2. Player drops ball and self feeds.
3. Players 3 & 4 take turns on the Tennis Twist hitting stationary shots.

Example # 2: Groundstrokes or volleys with movement

1. Player moves 3 steps and hits on the Eye Coach.
2. Player drops ball and self feeds.
3. Players 3 & 4 take turns on the Tennis Twist moving to the ball.

This permits to pro to circulate among the students.

Example # 3: Transition shots

1. Player moves 3 steps moving forward and hits on the Eye Coach.
2. Player moves forward to hit a ball on the Tennis Twist and continues toward the net.
3. Players move forward for a volley feed from the pro.

This permits to pro to work a sequence with the students. There are unlimited types of sequences that can be used with more advanced players.

Example #1: Inside out forehand

1. Have machine set up around service line. Have it feed so player runs around forehand.
2. Add on – they run back to good court ready position.
3. Add on- player on other side of net hits a backhand shot down the line.
4. Add on the player moves in after shot and pro on other side feeds a volley they put away.

Example # 2: Doubles strategy

1. Place Tennis Twist on lowest setting. Place machine in front of doubles player just behind the service line in deuce box. Player tries to keep ball low to opponent behind other service line; opponent hits it back to correct target depending upon their contact point. Original player's partner reads if partner's ball was low; middle; high – moves accordingly and tries to pick off or defend.

Eye Coach (for advanced players)

1. Have them hit to work on head down.
2. Add steps to make more difficult.
3. Hit to improve balance.
4. Send High Performance players to it for a minute or two in the drill.

Teaching Aids Further Application and Purpose

(How to utilize the Great Base Backboard – Eye Coach and the Tennis Twister ball machine)

As stated above:

- The first focus on establishing effective stations is to provide students a progressive way to learn their strokes.
- Next, the student needs reps to solidify their newly learned technique. The more balls they hit -and hit correctly- the faster they will progress.
- Third, there are sequences that can be taught with the Tennis Twist.

Use these tools to revolutionize Cardio Tennis

Statistics:

In a normal tennis game

- You will hit roughly 150 balls per hour in a match.
- A ball machine will be roughly 650 balls per hour.
- The Eye Coach will give you roughly 16 hits per minute with some footwork involved.
- The Tennis Twists feeds a ball every 5 seconds. (12 balls per minute or 6 if you are alternating.) The Tennis Twist holds 28 balls.
- If you are able to get a Steve Smith Backboard
The Great Base Backboard = 40 ball a minute, 400 balls in ten minutes, 1200 balls in thirty minutes
- You need to be in good shape to hit on the backboard for 30 minutes.
- 10 minutes will tire you out!

Therefore, it is worthwhile to work these tools into your teaching scheme.

1. A court can be set up with 2 Eye Coaches; a Backboard; 2 Tennis Twisters.
2. The Steve Smith backboard is meant to get a player moving and hitting a lot of balls. 5 minutes is a decent amount of time- you hit 200 tennis balls and you move your feet a-lot. Two players on the GBB can easily be done, but it would cut down on the number of hits and the workout.
3. 8 people can actively be engaged in hitting at the same time.
4. Other stations could be added on court such as the footwork ladder; jump rope; heavy weight ball toss.
5. It is possible to add 2 people on the ladder – 2 people jumping rope – 2 people tossing heavy weight ball. This would add 6 more people to the drill.
6. Also, people could shadow stroking while waiting to get on a station.

7. Sequences and volleys, serves, overheads, and approach shots can be added in. A server and return station could be on an adjacent court.
8. This would be very physically demanding and I don't think they could go for an hour- so players could be switching to the serve court for serves and return practice or add in a feeding drill. You could use the court with the three tools for only for 30 minutes.
9. This would be a great workout for high performance players or for development of junior development players.

It is worthwhile to experiment with these tools.

Benefits:

1. Player hitting many more balls.
2. The workout becomes even better.
3. Pro does not have to feed as often.
4. Pro can be next to student- teaching- which cannot be done now.
5. More creative drills & sequences can be used.

Good luck with all of this information!! Be creative!! Give your students a great experience!!