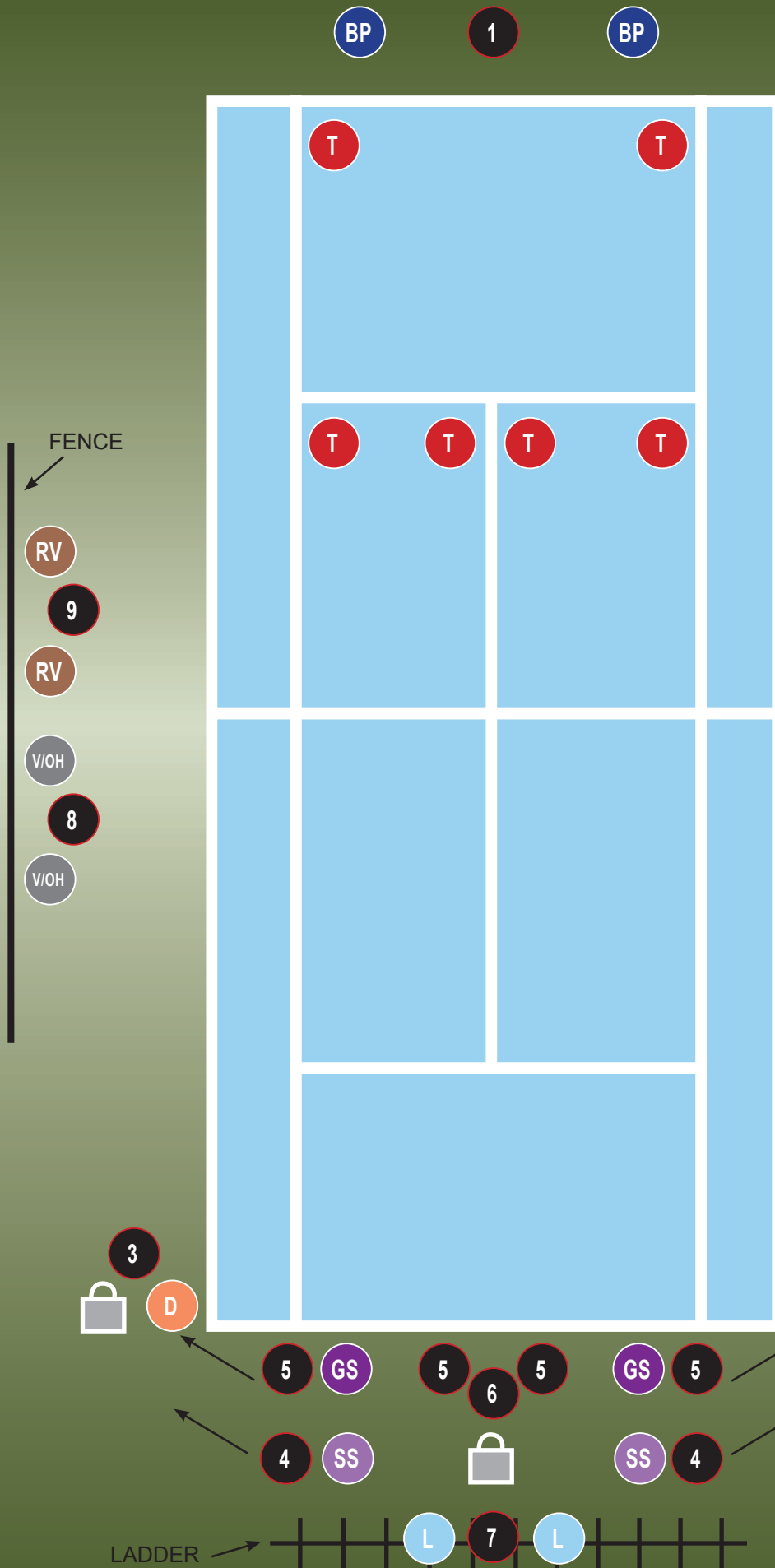


High School Coach Tennis Lesson Template

#/TIME	SUBJECT	DESCRIPTION	NOTES
I./10 min	Roll Call/ School News/ Life Lesson / Overview of Practice	The champions approach to practice and match play.	Efficient use of time in practice with emphasis on quality shot selection will pay dividends in match play.
II./15 min	Warmup	Dynamic warmup/Short court emphasizing change of spins	Dynamic warmup #2 -Using topspin and underspin play points in the service box with your partner.
III./40 min	Today's Practice Subject(s)	Practice Subjects: #3 -Transition and #7 -Return of Serve	#3 -Transition-move up to the short ball with a short backswing, have a target above the net, get into correct position for the return. #7 -Return of Serve-"In-Split-Turn-Hit", down the middle of the court in singles gets more points started.
IV./20 min	Points & Games to Work on III.	Transition-P & G #5 Return of Serve- #2	Transition-Emphasize 1 shot at a time and not to overcook the approach shot. R of S-focus on getting the point started.
V./15 min	Burnout & Stretchout	BO- #1 & #4	
VI./5 min	Review & Dismiss	Review Life Lesson & what was emphasized today at practice/tomorrow	Seniors/captains talk with players and dismiss

18 PLAYERS 9 STATIONS



- BP** Ball Pickers 1
- ∞** Figure 8 Footwork 2
- VF** Volley Footwork 2
- D** Ball Droppers 3
- SS** Shadow Stokers 4
- GS** Ground Stokers 5
- S** Servers 6
- L** Ladder 7
- V/OH** Volley/Overhead 8
- RV** Reflex Volley 9
- T** Targets
- Ball Hoppers



CONE
MOVEMENT

GROUND
STROKES



VOLLEYS



SOUTHERN

High School Coach Tennis Lesson Template

PRACTICE FORMAT

Pre-Practice: Players arrive and jog about 440 yds and then hit 50 serves.

Lesson Plan Format:

- I. (10 min) Roll Call; School & Tennis News; Life Lesson*; Overview of Today's Practice
- II. (15 min) Warmup-Dynamic*; Cone Drills*; Shadow Patterns*; Short Court*; Consistency Drills*
- III. (40 min) Practice Subject(s) of the Day* (examples: volley-overhead, defense, transition, doubles movement & positioning, 2nd serve, how to play the score, etc)
- IV. (20 min) Points & Games* to Practice what was learned in III
- V. (15 min) Burn Out*: rapid paced of strokes learned; ladders; footwork; Tabata; spider; Mississippi, etc
- VI. (5 min) Review Day; What's Coming Up; Seniors Meet with the Team and Dismissal

This comes to 105 minutes. With breaks and discussion, 120 minutes

RAIN DAYS

EFFICIENT USE OF COURTS-1 CT/6-8 PLAYERS

SETTING UP GROUPS (Quadrant play for large numbers).....LADDER

CHALLENGE MATCHES

INTERACTIVE---add as we go

IDEAS & EXAMPLES

I. Life Lessons:

- Champions approach to practice & competition
- Getting better every day
- Confidence-how to find it
- Credit Card vs Debit Card
- Defensive Driving
- Helping Out Around the Home (before being asked)
- Time Management-Juggling School
- Athletics and a Social Life

High School Coach Tennis Lesson Template

II. Dynamic Warmups:

On court-jog, laterals, karaoke, high knee skips, lunges, zig zags, butt kicks, etc

Cone Drills: figure 8's (1 step, 3-step, 5-step), lateral & vertical,

Shadow Patterns: With cones-forehand to backhand; forehand-backhand-approach shot-volley-overhead; forehand to inside out forehand; first volley-second volley-overhead-into another volley

Short Court: Service box rally with change of spins; one player closes to net takes 3 volleys then backpedals to service line while the other player comes in (reduce to 2 volleys then 1 volley to make it quicker); volley to volley (forehand only, backhand only, X)

Consistency Drills: On baseline half court-5 x 5 x 5 (5 groundstrokes then both players advance to the service line for 5 shots either bounce or in the air then they advance to volley position and keep 5 shots in the air (if that is done without a mistake go to 10 x 10. If a mistake is made start from the beginning at the baseline)

III. Practice Subjects:

- Singles & Doubles Positioning
- Defense-The Art of the Lob
- Approach Shots and Transitioning
- Drop Shots and Touch
- Spin of the Ball
- Individual Shots from Serve to Finishing Shot
- Being Consistent Doesn't Mean You Are a Pusher
- The Score Matters
- Pre Match Preparation and Post Match Lessons to Learn
- DNO-Defense, Neutral, Offense and Knowing When to Employ Each
- Second Serve-The Most Important Shot in Tennis
- Points Won (and Lost) on Second Serves;
- Changing Strategies in a Match
- Different Tactics but the Same Strategy;
- The Moon Ball and Sneak In
- Effective Volleys and Overheads

High School Coach Tennis Lesson Template

IV. Points & Games:

- 1) **Mississippi Doubles**-1 or 2 courts (side by side) with 9-12 players per court. 1 coach per court. On one baseline is a doubles team (Bryan Bros.) the other 7-10 players (challengers) are on the other side of the court. 2 challengers step up to the baseline and the coach feeds (from next to the net post) to the challengers a short ball. The challengers attack the net and play the point out vs the Bryans. If the Bryans win the point the challengers go to the back of the line (or switch courts if two courts are used) and the Bryans stay at their baseline. If however the challengers win the point then they must run to the other side of the court (both go around the same net post that was determined by the coach) before the coach counts "one Mississippi, two Mississippi, 3 Mississippi" and feeds another ball to the next set of challengers. This can be a very quick paced game with some different partners if there is an odd number of players. It teaches the players to come into the net as a team, positioning, and hopefully finishing points at the net.
- 2) **Offense & Defense (Doubles or Singles)**-Both players (teams) start with their racquets touching the net. The coach is stationed at the net post and feeds a lob over one player's (team's) head(s). The point is played out with the player (team) being lobbed chasing and lobbing back to the player (team) at the net. Other players (teams) can be waiting on deck at the net posts ready to jump into action after the point is finished.
- 3) **Toss & Approach (Doubles or Singles)**-A player (team) at one baseline. A line of attacking players (teams) at the other baseline. The attacker(s) toss a ball into the court and hit an approach shot and get to the net. The point is played out. The attacker(s) take the place of the defender(s) when so many points are won.
- 4) **Second Serve Importance-**

V. Burnout:

Players are grouped in teams of 3 (2-4 player teams work best. This puts 12-16 players on or around 1 court). Player A is hitting serves (5?), player B is jumping rope and player C is shadow stroking forehands & backhands. 4 servers spread safely across the baseline and room behind the and to the sides of the court for the rope jumpers and shadow strokers. The coach says go and as soon as player A can get 5 serves in he takes B's place as a jumper, B takes C's place as a shadow stroker and player C becomes the server. Continue until player A returns as the server-this is 1 round. Do 3 or more rounds.

VI. Review Practice, Dismissal:

High School Coach FAQs

Why is my child not playing in more matches?

- At this time your child needs to improve in certain areas (your coach can be specific on the areas) of his/her game in order to move into the lineup on a more consistent basis.
- Your child is young and lacks the playing experience of the older teammates. So I am purposely inserting your child in certain matches for him/her to gain match experience and match confidence this year.
- Many coaches use a challenge ladder to determine the lineup for matches, and players are encouraged to challenge teammates in a higher position throughout the season.
- At times, players not in the lineup may be able to play an exhibition match depending on court availability and the opponent's number of players.

Should my child be taking tennis lessons?

- Yes. In order to improve on certain technical and tactical aspects of his/her game, one-on-one tennis lessons can be extremely productive.
- Yes. Our team practices do not allow individual instruction as we have many athletes at practice and only one coach presiding. So I would suggest arranging private lessons in addition to team practices in order to work on your son/daughter's individual needs.
- You should confirm that the player wants to participate in lessons and that these lessons do not conflict with high school practice times.

What can I do to help my child improve?

- Your child needs to work with a certified tennis professional once a week for an individual tennis lesson focusing on the areas in his/her game that need improvement.
- Keeping your child in tennis during our off-season through private lessons and group clinics.
- Finding local or district tournaments during the off-season for your child to compete in.
- Enrolling your child in a summer tennis camp. Many college and universities offer these in the summer months.
- Extra hitting before or after practice, along with parent/player on-court activities may be beneficial.

Why do players play high school tennis?

- To be involved in a team sport that they enjoy and to represent their school.
- To develop friendships and learn to support each other through athletic challenges.
- To work toward a common goal with a group of friends and peers.
- To develop discipline and time management skills.
- To learn to encourage others and develop empathy.
- To add to their resume for college admittance.

High School Coach FAQs

What should players do in the off-season to get better?

- Players should work with a certified tennis professional in the off-season to improve their game.
- Players can attend group tennis clinics two to three afternoons a week after school.
- Players can enter local or state USTA tennis tournaments to improve their match toughness and competitive drive.
- Players can attend summer tennis camps.
- Players can do off-court conditioning to improve their stamina, agility, power and speed.

What are some good team building exercises?

- “Get to Know Me” exercise where you give each team member the same list of 3-5 questions about themselves or their family. Allow time to have each team member answer them in front of their teammates. Coaches should participate. Questions are encouraged as well.
- Group dinners or any gatherings off the court are productive for the team to promote bonding.
- Community service activities are excellent! Allows the team to work together to serve a cause greater than themselves.
- Ropes courses are always fun and interactive and the cost is minimal.
- If the season is in the fall, the team can carve pumpkins together.
- Coach can google team building activities that are easily administered and throw in one every week or before a BIG match to lighten up the spirits.
- Varsity players work with the jr. varsity players 15-20 minutes before practice.
- Take the team to a college tennis match.

Should the team consider a community service project?

- Yes. This a a great way to develop team chemistry.
- Yes. This is an excellent way for the kids to see a world bigger than themselves.
- Yes. Learning to give back and volunteer is a valuable characteristic to instill in young people.
- Yes. Give the team a list of different community service projects and let them choose the one they want to participate in. Let them have a voice; this will develop greater commitment.

How should a captain be chosen?

- Team vote.
- Coach chooses.
- Seniors are always captains.
- Productive to discuss what being a team captain means and what are the responsibilities of a team captain before one is chosen.

High School Coach FAQs

How should I run the challenge and ladder system?

- Use last year's lineup as a starting point and schedule the rotation of challenges.
- Play a round robin where everyone plays everyone then chart the results.
- Winning percentage is an excellent way to make a lineup after you have lots of results. You divide the number of sets won by the number of sets played to get the percentage. List the players in order from highest percentage to lowest. If two players are close or have the same percentage, as a coach you could choose the more experienced player to play higher or have them play each other for the position.
- Some coaches use a shortened format (play 8 games total with tie break at 4 all, 8 game pro set, etc) for the initial challenge ladder and then utilize a longer match format when players challenge each other throughout the season.

How do I get the parents involved?

- Set up a player/parent meeting before the season to discuss team rules, expectations and ways parents can assist.
- Have the parents be in charge of drinks and snacks at home and away matches.
- Have the parents host a team dinner.
- Have the parents help with any needed fundraising.
- Have the parents purchase school team t-shirts to wear at all matches.
- Parents with tennis experience may be asked to help feed balls during practice.

How can players practice together when there is a large discrepancy of ability levels?

- Group players by ability levels for live ball drills, competition games and match play.
- Mix up the ability groups for dynamic warmup, fitness, serving practice and dead ball drills.
- Assistant coaches or volunteers may be useful by working with intermediate level players.

How do I keep the enthusiasm alive when the season finishes?

- Plan a fun dinner together after the season.
- Encourage input from the team on how to do this and see what they come up with.
- Plan a few get togethers once a month or an optional hit-around to create enthusiasm.
- Use technology to send group texts or tweets of encouraging and inspiring thoughts.
- Communicate with players about instructional articles or local tennis tournaments and encourage them to enter.
- Send them an off-season fitness packet eight weeks before season starts.
- Take them to a team tennis camp in early summer. (UGA offers one.)

High School Coach FAQs

How do you handle the situation of a top player who wants to play for the team but does not want to attend practices?

- If the team agrees to this situation and has no hard feelings, a coach could accept the situation.
- A coach could try to meet the player halfway and ask him/her to attend one practice per week.
- A coach may disagree totally with this situation and tell the player the only way she/he can play on the team is to attend practices like every other player.
- Meeting with players/parents about this topic is crucial to make sure that the team policy is clear.

What are key indicators to help me pair up my doubles combinations?

- Many times your top singles players will make up your doubles pairs but sometimes you will have a doubles specialist that you need to look out for. This player is usually aggressive, moves well, energetic, has good volleys and overhead but is not consistent enough to play singles.
- Mixing a steady player with an explosive player can be a good combination.
- Mixing a player that loves the net with a player that loves the baseline can be a successful combination.
- Positive chemistry and strong enthusiasm between the two players is important.

How do I handle an inter-team personality conflict or group clicks?

- Addressing this issue early is key. Otherwise it will build and be a poison to your team.
- Face-to-face communication is vital. A coach might have to meet individually or with a small groups (captains/seniors) to address this situation.
- It's always important to "do what is best for the team" and instilling this concept into players that are exhibiting selfish actions or choices.
- Have the players answer the questions on what behavior is best for the team and what they can do to be a better team member.
- Setting a few team rules at the beginning of the season could benefit a coach if this situation arises later in the season. For instance, "Inappropriate behavior is not allowed on the team. This includes any behavior that is disrespectful, harmful or hurtful to any team member, opponent, official, coach, parent or spectator."
- If the situation becomes a poison after several attempts to correct it, then a coach can choose to dismiss players from the team. Written documentation should be kept at all times.