

Long Term Athlete Development Plan for the Sport of Tennis in Canada



**A SPORT
FOR LIFE**

Tennis Canada would like to acknowledge the efforts of a number of individuals across Canada who contributed in various ways to the development of this critical document.

LTAD Steering Committee Members

Louis Borfiga, Vice-President, High Performance Athlete Development
Andre Labelle, U12 National Coach
Julie Staples, Director, Community Development
Colin Higgs, Sport Canada LTAD Expert Work Group
Carolyn Trono, LTAD Writer

Debbie Kirkwood, Director, High Performance
Ari Novick, Director, Coaching Development
Andre Parent, National Fitness Coach
Severine Tamborero, National Wheelchair Coach
Charles Cardinal, Sport Canada LTAD Expert Work Group

Stage 1, 2 – Active Start and FUNdamentals

Sub-Committee Chair – Ari Novick
Richard Crowell
Wayne Elderton
Conrad Pineau
Kartik Vyas

Stage 3 – Developing

Sub-Committee Chair – Andre Labelle
Simon Bartram
Peter Cameron
Daniel Cloutier
Christine Picher

Stage 4 – Consolidating

Sub-Committee Chair – Debbie Kirkwood
Ben Armstrong
Bob Brett
Roberto Brogin
Cesar Castandea
Guillaume Marx
Luke O'Loughlin

Stage 5, 6, 7 – Learning to Perform, Learning to be a Professional, Living as a Professional

Sub-Committee Chair – Louis Borfiga
Sylvain Bruneau
Cesar Castaneda
Guillaume Marx
Robbie Menard
Jocelyn Robichaud

Stage 8 – Tennis for Life

Sub-Committee Chair – Julie Staples
Robert Bettauer
Jeff Carmichael
Lisa Kikulis
Richard McInnis
Andrew Nisker
John Payne
Danielle Smith
Irwin Tobias

Wheelchair Tennis Sub-Committee

Sub-Committee Chair – Severine Tamborero
Uros Budimac
Duncan Campbell
Wayne Elderton
Alain Mansuela
Nick Parkin
Janet Petras

Executive, Technical and Senior Regional Directors

Jim Boyce – Ontario Tennis Association
Darryl Szafranski – Tennis Alberta
Ryan Clark – Tennis BC
Rick Bochinski – Tennis Manitoba
Mark Thibault – Tennis New Brunswick
Roger Keating – Tennis Nova Scotia
Ryan Maarschalk – Tennis NFLD
Mike Connolly – Tennis PEI
Rufus Nel, Senior Director Prairie Tennis Alliance
J. F. Manibal – Federation Quebecoise de Tennis
Rory Park – Tennis Saskatchewan

The steering committee would also like to thank the following individuals for their contribution to the development of the model.

Tennis Development Board Committee

Tony Eames, Chair of the Board
Roger Martin
Martin Wostenholme
Michael Downey, President and CEO
Keith Rissling

Jack Graham
Deborah Orange
Andrée Martin
Hatem McDadi, Vice-President Tennis Development
Other contributors: Dr. David Cox, National Team Psychologist,





Many elements need to be in place to achieve ongoing success on the national and international tennis stages. These elements help maximize the contribution that the sport of tennis can make to improve the health and well-being of Canadian society.

The Long Term Athlete Development (LTAD) model has been developed to ensure Canadians have a clear understanding of the eight stages of development and information on the key components of the tennis sport system. These facets are seamlessly integrated into the model to help achieve the above objectives. Tennis

is also a sport that can be played at all levels successfully by people with a physical disability, thus material relating to the wheelchair tennis game has been integrated throughout the model.

The timing to collectively build this framework could not have been better. Tennis in Canada is thriving. Tennis participation was up 22% between 2002-2007 with approximately 1.85 million participants playing regularly in season. National, provincial, community and club leaders have partnered to build long term strategic plans and the level of cooperation among these leaders has reached historic highs, with a clear understanding of the roles and responsibilities. The high performance and community programs have been rejuvenated with the hiring of world-class elite international coaches, and the establishment of a permanent community department. This increase in capacity enhances the strong team currently in place to create a culture of excellence for tennis development.

The results are starting to show as national pride is becoming contagious with each Grand Slam, Olympic or Paralympic performance achieved by our athletes. The high performance clubs and national training centres are becoming well established with a strong base of scientific support. Recruiting, identifying and nurturing talent has been recognized as a strategic priority. In addition, the Progressive Tennis initiative has been threaded throughout the model. Progressive tennis is a terrific tool to introduce new participants and young children in a systematic way using age/skill ap-

propriate modified balls, racquet and court sizes with a goal to play, serve, rally and score in no time. At the grassroots level, the strategy of developing multi-sectoral partnerships to ensure tennis is meeting and addressing community needs has also proved to be a successful and cutting edge approach to grow the game.

This model is a direct outcome of years of work and collaboration with staff, partners, community leaders and volunteers. Best national/international practices and research were used to develop this model. Special thanks to our staff, board, provincial tennis association partners, LTAD steering committee members, sponsors, donors, volunteers, community champions, supporters, players and all those who contributed to building this very important model – many recognized in the acknowledgment section. Special thanks are in order to Debbie Kirkwood for her superb work as project leader on behalf of Tennis Canada.

Your ongoing support and contribution inspires us as we collectively build a world-class system. Delivering well-thought out, effective programs that are adaptable to the diversity within Canadian communities will increase the odds of producing future Grand Slam champions and ensuring Canadians enjoy tennis for life. The conditions are ripe to achieve our vision of being a leading sport and recreational activity nationally and to consistently rank among the world's top tennis nations.

Sincerely,

Michael S. Downey
President and CEO
Tennis Canada



Contributors	2
Foreword.....	3
1. Tennis Canada Mission, Vision and Values	5
2. What is Long Term Athlete Development (LTAD)?.....	6
3. Why Does Tennis Canada Need an LTAD?	7
4. Ten Key Factors Influencing LTAD	9
5. Tennis Canada Long Term Athlete Development Model	20
6. Details on LTAD Stages	21
• Physical Literacy	23
• Stage 1 - Active Start	25
• Stage 2 - FUNdamentals.....	27
• Stage 3 - Developing.....	31
• Stage 4 - Consolidating.....	38
• Stage 5 - Learning to Perform.....	43
• Stage 6 - Learning to Be a Professional	49
• Stage 7 - Living as a Professional.....	55
• Stage 8 - Tennis for Life	60
7. Summary Charts - All Stages.....	66
8. Competition Recommendations.....	69
• Competition Pathways	
9. Coaching Certification and LTAD	73
10. Next Steps: Building the Future - Integration Plan.....	74
11. References.....	75
12. Glossary.....	76



Mission

Tennis Canada shall lead the growth, promotion and showcasing of the sport of tennis in Canada, build a system that helps produce world-class players and foster the pursuit of excellence for all.

Vision

Tennis will be a leading sport and recreational activity nationally in Canada, and will consistently rank among the world's top tennis nations.

Values

Accountability; Collaboration; Diversity and Equity; Ethics; Excellence; Fairness and Respect; Healthy Lifestyle; People; Pride; Responsible Citizenship; Service.

All of the above are defined internally as follows:

- “Growth” refers to growing all aspects of tennis from participation, coaching, officiating, competition and/or being a fan of tennis.
- “Promotion” refers to promoting the advantages of playing, coaching, officiating, competing and/or being a fan of tennis.
- “Showcasing” refers to the advantages of staging or supporting tennis events for public consumption.
- “Being ranked among the world's top tennis nations” refers to being ranked Top 10 internationally as it relates to Davis Cup, Fed Cup, World Team Cup, and with players ranked in the Top 50 on the ATP, WTA, ITF rankings. In addition, we will strive to be the top ranked nation for single week attendance on the ATP and WTA Tour.

Tennis Canada's strategic plan outlines what the organization wants to accomplish over the next four years. Tennis Canada's Long Term Athlete Development Model & Overview document provides a detailed outline on how the organization will grow the sport and produce worldclass players. (Tennis Canada, 2008)

- “Building a system that produces world-class players” refers to developing an elite competitive and training environment so we are able to win at the highest levels (three or more Top 50 players and one Top 30 player ATP/ WTA tour, a pool of Top 10 ITF juniors and wheelchair).
- “Pursuit of excellence for all” refers to achieving the highest standards in all fields of tennis.
- “Leading sport and recreational activity nationally” refers to being ranked Top 5 among domestic sports as it relates to participation and/or popularity.



What is Long Term Athlete Development (LTAD)?

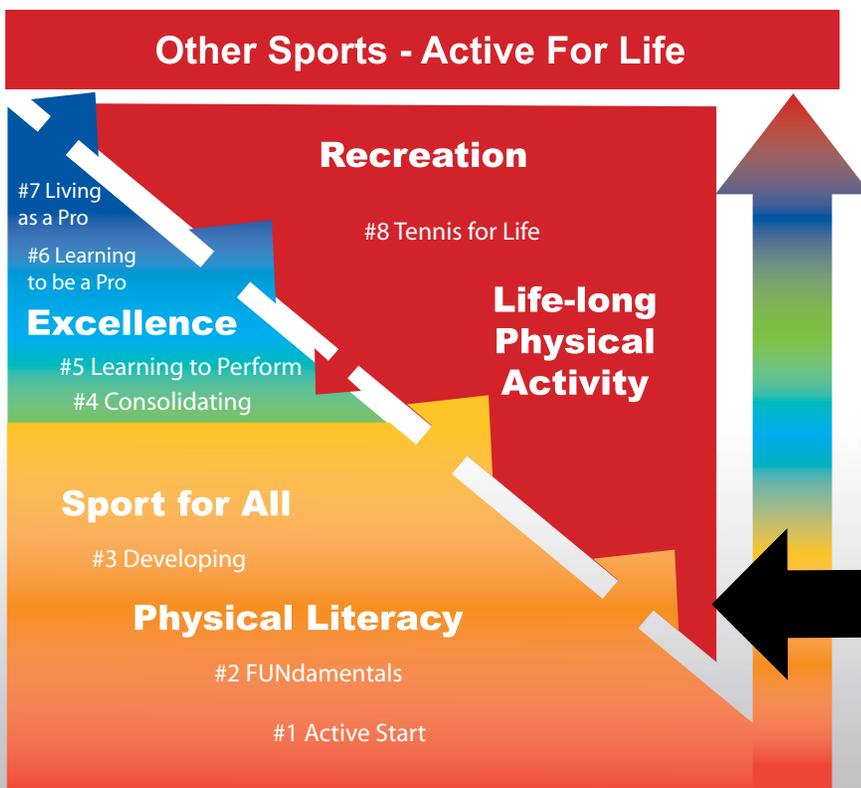
Long Term Athlete Development (LTAD) is a systematic approach being adopted by Tennis Canada to maximize potential and increase the enjoyment of participants and athletes in our sport. It provides a framework for developing physical literacy, physical fitness and competitive ability, using a stage-by-stage approach. The Tennis Canada LTAD model outlines an optimal development plan based on growth, development and maturation for all individuals to participate in tennis.

This LTAD model emphasizes that physical literacy is the foundation for:

- Being active, healthy and engaged in physical activity for life; and/or
- Achieving personal best performances at all levels of competition.

Figure 1.0 Participation in Life-long Physical Activity

(adapted from "Canadian Sport for Life" by Balyi et al., 2005)



The competitive nature of tennis implies that only a few athletes will advance to the “training to win” stage. But as shown in Figure 1.0, LTAD is not just an elite model. The figure below is a representation of the LTAD model for all areas of tennis, providing a route for those who wish to excel, and options that promote “tennis for life” for enjoyment, health, participation and achievement. The players who wish to excel in tennis get the optimal training, competition and recovery in each stage of their athletic development. This approach will also include attention to the holistic development of the player identifying important technical, physical, tactical, mental and emotional components to be integrated into the program. These elements should be applied throughout the player’s development, acknowledging that the model is made up of important stages which are building blocks for thorough athlete preparation. Later, in the document the Tennis Canada LTAD model will provide specific stage-by-stage details that will apply to the development of a tennis player.

These stages apply to all tennis players including those participating in wheelchair tennis. For wheelchair tennis, there are two additional stages – awareness and first contact.

First Contact: Sports have only one opportunity to create a positive environment for any prospective wheelchair tennis player. It may not be easy for them to make the first approach to a sport, and research shows that if they don’t have a positive first experience, they may be lost to the sport and a healthy lifestyle.

Awareness: Wheelchair tennis opportunities for people with a physical disability are not always well known; and someone who acquires a disability may have no knowledge of what sports are available to them. Sports need to develop awareness plans to make their offerings known to potential athletes.



Canada has a proud and storied history of successful tennis players at both the amateur and professional level. Players such as Daniel Nestor, Lorne Main, Grant Connell, Carling Bassett-Seguso, Helen Kelesi, Sebastien Lareau, H el ene Simard, Sarah Hunter and Lee Carter have all been role models for our upcoming wave of professional players. The international tennis arena is rapidly advancing and competing on the world stage is becoming increasingly more challenging. Tennis Canada can use the LTAD process as an opportunity to systematically identify and develop the next generation of successful international athletes.

Furthermore, tennis can help address the nationwide concern about the level of inactivity among children, youth and adults. As obesity rates increase and the level of

physical activity decreases, tennis can provide a fun, social way to stay involved in a game and stay active. The Tennis Canada LTAD model promotes physical literacy that will help provide a foundation necessary to enjoy sport, physical activity and tennis for life.

Using the ten LTAD key factors as guiding principles, a thorough review of Tennis Canada's current tennis development system has been conducted identifying strengths and shortcomings. These factors have provided our organization with the means necessary to review all aspects of our sport including player development.

By developing and implementing a solid LTAD plan, Tennis Canada will move closer to achieving our vision.



The Tennis Canada Vision

“...to be a leading sport and recreational activity nationally in Canada, and will consistently rank among the world’s top tennis nations.” (Tennis Canada, 2008)

The Tennis Canada 2008-2012 strategic plan articulates a vision and key strategies to achieve the vision. One of the strategies is to implement the LTAD recommendations in tennis programs across the country.

System Gaps and Shortcomings

Tennis Canada does many things well. Based on the last Print Measurement Bureau survey more than 1.85 million Canadians play our sport on a regular basis a growth of 22% from the last time the survey was conducted. (Charlton Research 2008) We have programs to develop elite players, wheelchair tennis players and recreational players. Tennis Canada also has extensive and top quality instructor and coach education programs that are recognized in the National Coaching Certification Program. Tennis Canada has excellent relationships with many corporate and private sponsors.

However, after reviewing the generic LTAD model, Tennis Canada has identified some current shortcomings and consequences that negatively impact player development.



Shortcomings	Consequences
Adult training and competition programs are imposed on children and developing players.	Players tend to have unrefined and undeveloped skills due to inappropriate training programs. Are the programs tailored to the growth, development and maturation of the child / adolescent?
Players tend to under-compete and are not getting enough quality matches per year.	Bad habits are developed when training alone and by not having enough quality matches integrated into annual competition schedules.
Preparation is focused on short-term outcomes and a 'winning by Friday' mentality and not necessarily optimal long-term development.	Lack of systematic development of the next generation of successful international athletes. Players neglect the development of critical components which are necessary for long term success.
Parents are not educated about a systematic approach to their child's development for tennis.	Players are pulled in different directions as competing priorities vie for a parent or a coach's attention.
In many cases, the competition schedule (national and international) interferes with long-term player development. International players are very focused on chasing points as opposed to long-term preparation based on a properly periodized plan including the role of rest and regeneration.	Players don't participate in matches that are best for their development but attend ones that will qualify them for the next major event. Players neglect two key factors that impact performance - proper recovery/regeneration and conditioning.
Coaches largely neglect the optimal windows of training.	A player's optimal long term potential is not reached.
Training and competition planning is based on chronological age rather than developmental age.	Remedial programs must be put in place to counteract the weaknesses in athlete preparation.
There is little integration between the physical education programs in schools, recreational community and elite competitive programs.	Little talent identification, poor movement and motor skills education and lack of communication between the different people interacting with the same child / adolescent.
In many cases, the most knowledgeable coaches work at the elite level and the least experienced and trained coaches work at the beginner level where the quality of trained coaches is essential.	There is a lack of quality individualized programming for developing athletes thereby weakening the pool as they move up in the system. There is also a lack of knowledge on the growth, development and maturation process with coaches dealing with children and youth.
There is not enough emphasis placed on developing general athleticism in young players. Too much emphasis is placed on very specific tennis skills early in the player's development.	As players progress to higher levels, they lack the coordination that is required. An athletic foundation is key for building more advanced tennis skills.
Lack of appropriate facilities (court size) and equipment (right racquet and balls) for a beginning player makes it difficult to learn and enjoy the game. There is also a lack of facilities with wheelchair access.	Without appropriate equipment and facilities, this can increase the rate of drop out due to the lack of success and enjoyment.



The ten key factors that influence the long-term development of athletes provides an important lens to evaluate sport programs. (Balyi et al., 2005) The first step toward developing a long-term approach to athlete development is to understand the ten critical factors that influence an athlete's progress.

It is recognized that very few tennis programs in Canada offer programs that are consistent with all LTAD key factors but this is a long-term approach that should assist athletes, coaches and various programs work toward developing the right structures to achieve their goals.

Throughout the rest of the document, additional information on wheelchair tennis will only be included if there is a difference with respect to the system of development for the wheelchair tennis player. All references to running and jumping throughout the document should translate to wheeling for wheelchair athletes.

1. THE 10-YEAR RULE

Several publications have suggested that it takes approximately 10 years or 10,000 hours of serious training (after the development of physical literacy) for an athlete to achieve an international elite level of competitiveness within his/her sport. There are no shortcuts. Player development is a long-term process.

It takes well-planned programming followed over an extended time frame to develop tennis champions. It is important that we plan, track and monitor their progress, not rush it. Short-term performance goals must never be allowed to undermine long term athlete development.

The length of time it takes to become a world-class wheelchair tennis player varies considerably depending on the nature of the physical disability the age of onset of disability and the amount of sport experience prior to injury. Athletes with an acquired disability may move quickly through the stages of development to the high performance level, or take the same time as able-bodied athletes.

Similarly, in Chart 3.0 and 3.1 (pg. 11) one can see that the Top 100 internationally ranked female and male players tend to reach this level by age 18 and 20 respectively. (Kirkwood, 2006) The quality of work done between the ages of eight and 14 plays a critical role in how rapidly this development will progress.

Tennis Canada Recommendations: Coach and parent education must include information on LTAD and proper periodization recognizing that shortcuts will be harmful to the athlete's long-term preparation. It requires sustained commitment, willpower and motivation over a long period, in order to reach the top.

Wheelchair Tennis

- *The length of time it takes to become a world-class tennis player varies considerably depending on the nature of the physical disability, the age of onset of the disability, and the amount of sport experience prior to injury.*
- *Some wheelchair tennis players with an acquired disability may move quickly through the stages of development to the high performance level or take the same time as tennis players, but in general it takes 10 years to move through the system.*

Wheelchair Tennis

- *Wheelchair tennis players with congenital disabilities go through the same stages as tennis players.*
- *Others acquire an injury late in life through illness or injury and have a different development pathway.*
- *Players may engage in wheelchair tennis as a high performance sport or as a lifelong activity for health and social interaction.*
- *The development pathways are the same at the early stages and become more specialized later for those who pursue sport excellence.*



2. Fundamentals

Fundamental movement skills (running, jumping, throwing, catching, striking an object, wheeling), fundamental motor skills (agility, balance, coordination), and fundamental sport skills (balance, lateral movement, hitting, throwing) are the basis for all other sports and are known collectively as physical literacy.

There are three activities that are extremely important to the development of physical literacy:

Athletics: Running, wheeling, jumping and throwing.

Gymnastics: ABCs of athleticism (agility, balance, coordination and reaction speed) as well as spring and object manipulation.

Swimming: For water safety reasons, for balance in a buoyant environment and as the foundation for all water based sports.



FUNDamentals Important for Tennis

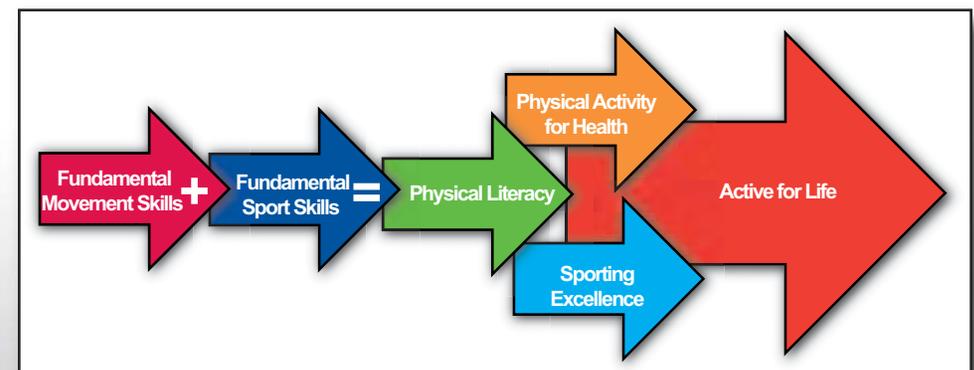
For tennis, a player must have the following fundamental skills to play the game – agility, balance, coordination, running, jumping, striking a moving object (hand-eye coordination), reaction-speed, rhythm, space-time orientation and wheeling for wheelchair tennis and decision-making skills.

Athletes playing wheelchair tennis need to develop physical literacy skills which have the same level of importance as able-bodied athletes. Whether an athlete has a congenital or acquired disability, the player must have fundamental wheelchair mobility skills, and developed hand-eye coordination, before specializing in wheelchair tennis.

Figure 2.0 shows that without a strong foundation in basic movement skills, an individual will have limited options for athletic success in sport and in tennis. There will be fewer choices for sporting activities and lifelong enjoyment of physical activity in a variety of sport activities. An individual who lacks coordination, the ability to move laterally and has poor hand-eye coordination will have great difficulty learning and enjoying tennis as a life-long sport.

Tennis Canada Recommendation: Children need a variety of complementary sports to build physical literacy. Only playing tennis cannot build the motor coordination requirements adequately. Children need to participate in versatile and related activities. Children should participate in foundation sports including basketball, soccer, swimming, hockey and any sports that involve throwing and striking an object.

Figure 2.0 Physical Literacy Leads to An Active Life
(Higgs, Balyi and Way 2008)



Wheelchair Tennis

- People with acquired and congenital disabilities must re-learn the fundamentals.



3. Early or Late Specialization

Sports can be classified as either early or late specialization. Early specialization sports include artistic and acrobatic sports like gymnastics, figure skating and diving. These differ from late specialization sports due to the highly complex nature of the motor skills required. These complex skills are more difficult to master if taught after maturation.

Although tennis requires an early initiation into the sport, it is critical that there is a progressive development of all coordination abilities. A vital period for the development of motor skill coordination (skill window) in children is between the ages of eight and 12 (Balyi and Hamilton, 2003). This early initiation (not specialization) should focus on the coordination requirements that are complementary ensuring a solid coordinative base is being developed through participation in versatile and related activities.

Chart 3.0: Ranking, Progression Rate of Development Comparisons -Females
(Kirkwood, presentation, 2006)

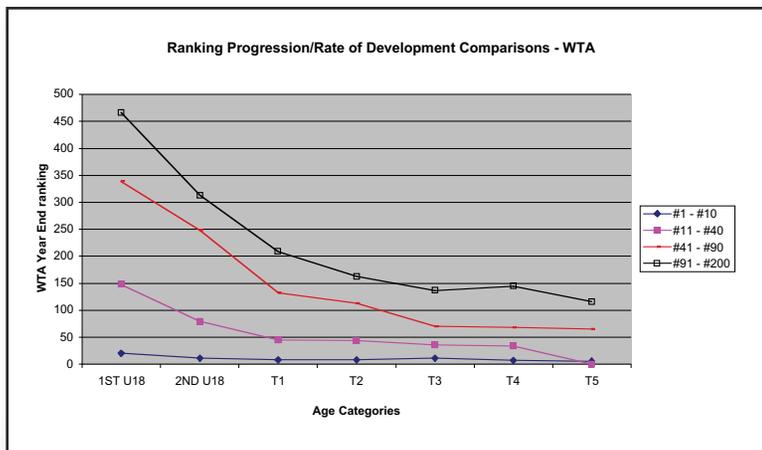


Chart 3.0 illustrates the rate of development (as measured by rankings) for four groups of elite female tennis players aged 17-23.

Chart 3.1: Ranking, Progression Rate of Development Comparisons -Males
(Kirkwood, presentation, 2006)

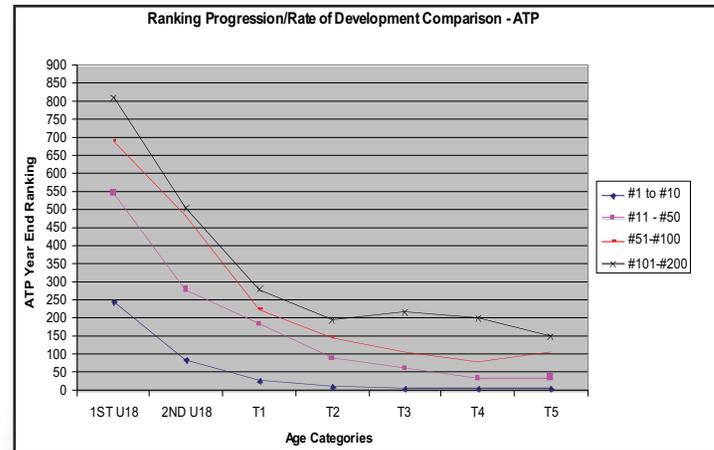


Chart 3.1 illustrates the rate of development (as measured by rankings) for four groups of elite male tennis players aged 17-23.

Wheelchair Tennis

- Specialization may be later for people with acquired disabilities, and may be influenced by previous sport experience.



Early specialization in tennis can contribute to:

- One-sided and inadequate overall athletic preparation.
- Lack of development of basic movement and sport skills.
- Overuse injuries.
- Muscle imbalances.
- Early burnout.
- Early retirement from training and competition.

Early specialization in tennis alone will not develop all of the coordination abilities equally. The inclusion of diverse disciplines with motor coordination requirements that complement one another will ensure a solid coordinative base.

Tennis Canada Recommendation:

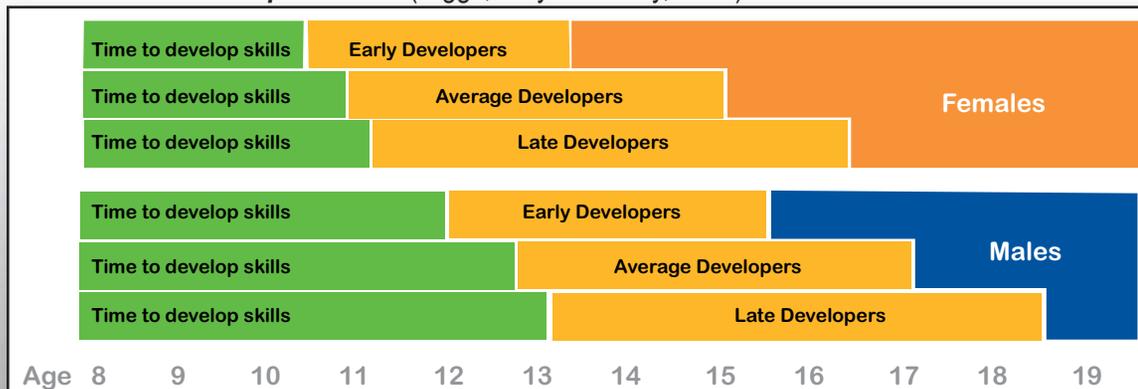
Tennis is not an early specialization sport. However, an early entry and initiation to tennis is critical to develop the movement, coordination, and motor skills required to play the game. Young players should be encouraged to participate a variety of complementary sport activities. Progressive involvement and development is very important to the overall skill development for tennis.

4. Developmental Age

Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity in an individual. Each child matures at different rates and at different ages. Not all children enter adolescence at the same age, and it takes different children different lengths of time to complete the process. This process starts at about the age of 10-11 for girls, and about two years later for boys and usually takes three to four years to complete. However, there can be a variance of two to four years depending on the individual. This difference in developmental age can create advantages and disadvantages for the individual athlete. These advantages and disadvantages create challenges and opportunities for the sport system.

The late developers have a longer period of time to develop physical literacy and important fundamental motor and sport skills. Prior to puberty, the child has a developmental window that is perfectly designed for the acquisition and refinement of sport skills.

Diagram 4.0: Players Who Enter Puberty Late Have A Longer Time Period to Develop Fundamental Sport Skills (Higgs, Balyi and Way, 2008)



Wheelchair Tennis

- Some disabilities change the rate of development.



Late maturing athletes have a longer period of time between the FUNdamentals stage (age 6-8/9) where the focus is on movement and motor skills and the onset of adolescence. Diagram 4.0 (pg. 12) shows the optimal time for the acquisition and consolidation of sport specific skills. However, sometimes the early maturing athletes overshadow their late maturing peers, primarily because they have a significant advantage. Early developers are bigger, stronger, faster and more skilled. In training and in competition matches, the late developer, being beaten by their early maturing peers, may be discouraged and drop out. Yet, the late maturing athlete may have greater potential if this longer skill development window is maximized.

Are the late maturing athletes dropping out of tennis because of this? Do tennis coaches give the early maturing player more coaching because they are more likely to win?

Tennis Canada Recommendation: Coaches should ensure that late maturing athletes focus on sport specific skill development . Tennis programs should be tailored to capitalize on the extended timeframe to develop tennis skills.

5. Optimal Windows of Trainability

There are 10 S's of training that need to be considered and integrated when developing an annual training, competition and recovery plan for the athlete. Five of the S's include physical capacities – stamina (endurance), strength, speed, skill and suppleness (flexibility) (Dick, 1985). Each of these physical capacities is trainable throughout a player's lifetime, but there are critical periods during which training produces the greatest benefit to each player's long-term development. In other words, athletes need to do the right type of training at the right stage. Otherwise they may be good but never as good as they might have been. While the critical periods do follow general stages of human growth and maturation, scientific evidence show that humans vary considerably in the magnitude and rate of response to different training stimuli at all stages.

Wheelchair Tennis

- *In the absence of evidence to the contrary, the windows of trainability are the same as for able-bodied athletes.*



Diagram 5.0 Training Priorities Based on Peak High Velocity (PHV) for Male and Female Athletes (I. Balyi & R. Way, presentation, 2007)

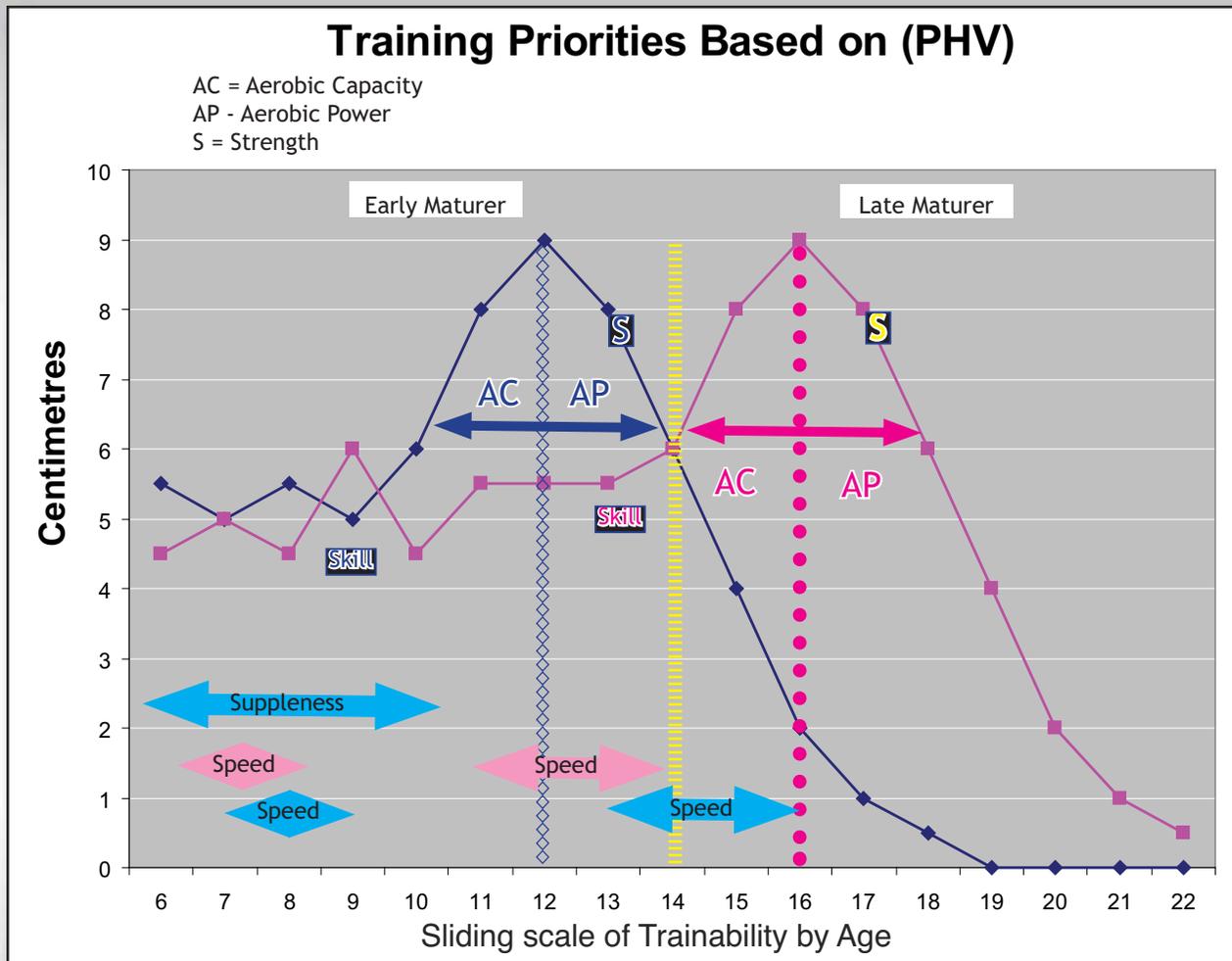


Diagram 5.0 shows how the training priorities are based on when male and female athletes enter puberty. The early maturing male will train aerobic capacity (AC) and strength much earlier than their late maturing peers. Strength training becomes a priority 12-18 months after PHV for boys. Strength training for girls becomes a priority at the onset of menstruation.

The sensitive periods in trainability are referred to as “critical windows of accelerated adaptation to training.”

Stamina (Endurance)

A sensitive period of trainability for stamina occurs at the onset of Peak Height Velocity (PHV). Aerobic capacity training is recommended before athletes reach PHV and is determined by developmental age. Aerobic power should be introduced progressively after growth rate decelerates. Stamina is the ability to resist fatigue and the ability to sustain a given power output over time, without loss of efficiency. The tennis player should be able to run explosively without undue fatigue, even in the third (fifth) set. The player should also be able to play the ball with the greatest possible energy linked with motor coordination and timing.



Strength

The sensitive period of trainability for strength is determined by developmental age and for girls is immediately after PHV or at the onset of menstruation; while for boys it is 12-18 months after PHV. Speed strength and endurance strength can be developed prior to puberty using body weight, lighter loads, medicine balls and swiss balls. Strength is understood as the ability to apply force to overcome resistance. It is an essential component of physical skill development. Strength training, in harmony with technical, tactical, physical and psychological skills, will give players more tools to better express their game. In tennis, strength is utilized to generate speed, explosive-strength and more importantly explosive-strength endurance.

Speed

For boys, the first period of sensitivity for speed training occurs between the ages of seven and nine years and the second period occurs between the ages of 13 and 16. For girls, the first period occurs between the ages of six to eight years and the second period occurs between the ages of 11 and 13 years. The duration of the stimulus, is up to 5/6 seconds for the first window of trainability and extended to 20 seconds for the second window.

Speed is the ability to react to a stimulus (trajectory, speed and landing point of the ball) in the shortest possible time, and to perform movements at the highest tempo for a given resistance. Speed is important to get to the ball because the quicker you can get to a ball, the more time you have to prepare for your shot. The major emphasis is on reaction speed.

Skills for Tennis

The period of sensitivity for skill training for boys is between the ages of nine to 12 years, while for girls it is between the ages of eight and 11 years. This assumes that a foundation of fundamental movement skills and motor skills has been developed prior to these ages, which will help to increase the trainability of new sport skills.

One of the most important components in developing tennis skills is motor coordination. The better the quality of coordination, the more directly, precisely, and effortlessly the tennis skills will be achieved. The main indicators for coordination are economy of movement and precision.

Suppleness (Flexibility)

The period of sensitivity for suppleness training for both boys and girls occurs between the ages of six and 10. Special attention should be paid to flexibility during PHV.

Flexibility characterizes the range of movement in one or more joints. Flexibility depends mainly on the ability to stretch or on the elasticity of the muscles. Good flexibility provides the tennis player with a favourable basis for maximum speed of movement, precise execution of movement and good economy of movement.

To develop strength and stamina, developmental age of the player will determine when these components are integrated into the program. However, for the development of speed, sport specific skills and suppleness, chronological age is the determining factor.



Additional Five S's

An additional five have been identified as important to building a complete and holistic plan for the developing athlete including: stature/structure; schooling; psychology, sustenance and socio-cultural.

Stature/Structure: This component addresses the six stages of growth in the human body linking them to the windows of optimal trainability. It recognizes stature (the height of a human) before, during and after maturation, guiding a coach or parent to the measurements needed to track growth. The tracking of stature as a guide to development age allows planning to address the critical of sensitive periods to develop strength and endurance. Training plans should be adjusted based on peak height velocity (PHV). Diagnostics should be used to identify strength and weaknesses based on structure. Results of the diagnostics must be factored into training plans.

Psychology: Playing tennis is a physical and mental challenge. The ability to maintain levels of concentration, yet remain relaxed with the confidence to succeed, is a skill essential to long-term performance in any sport. This skill also has the potential to transcend sport and affect our everyday lives. To develop the mental toughness for success at high levels, training programs are required which address the specific gender and LTAD stage of players. The training programs should include key mental components identified by sport psychologists: concentration, confidence, motivation, and handling pressure. As a player progresses through LTAD stages, the mental training aspect will evolve from having fun and respecting opponents, to visualization and self-awareness; to goal setting, relaxation, and positive self-talk. To master the mental challenge of sport, these basic skills are then tested in increasingly difficult competitive environments. Ultimately, the planning for high-level competition will have a large impact on podium performances. The mental training program is critical at all stages of LTAD. Dealing with success and failure will determine the player's continuation in the game and physical activity.

Schooling: In designing an effective training program, the demands of school must be considered. This is not only training camps and competition tours should complement, not conflict, with the timing of major academic events at school.

Over-stress should be monitored carefully. Over-stress refers to the every day stresses of life, such as schooling, exams, peer groups, family, and boyfriend or girlfriend relationships, as well as increased training volume and intensities. A good balance should be established between all factors. Athletes, coaches and parents should work together to manage this aspect of life.

Sustenance: Sustenance recognizes a broad range of components with the central theme of replenishing the body. This is to prepare the player for the volume and intensity required to optimize training, competing and living life to its fullest. Areas addressed are: nutrition, hydration, rest, sleep, and regeneration, all of which need to be applied differently to training (life) plans. Variations in sustenance will depend on the athlete's developmental age as well as the objectives pursued in the micro/meso-cycle. As the player advances through the stages, she/he becomes a full-time athlete, placing a high degree of importance on the individual's activities away from the tennis court for proper sustenance. For proper sustenance and recovery management, the coach and/or parent must monitor recovery through the identification of fatigue.

Socio-cultural: The socio-cultural aspects of sport are significant and must be managed through proper planning. Exposure to various cultures provides the broadening of perspectives, including ethnicity awareness and national diversity. Within the travel schedule, recovery can include education related to the competition location, including history, geography, architecture, cuisine, literature, music, and visual arts. Proper planning can allow sport to offer much more than simply commuting between hotel room and the tennis matches.

Sport socialization also must address sport subculture to ensure general societal values and norms that will be internalized through sport participation. Overall socio-cultural activity is not a negative distraction or an interference with competition activities. It is a positive contribution to development of the player as a person.

Tennis Canada Recommendation:

Coaches must be aware and make best use of these sensitive periods of trainability when planning programs. Coaches and parents must support a holistic approach to athlete development recognizing the importance of the 10 S's.



6. Physical, Mental, Cognitive and Emotional Development

A major objective of LTAD is to instill a holistic approach to athlete development.

Coaches, parents and administrators must understand that physical, mental, motor and emotional traits all develop at different rates. All aspects of the program must consider the whole athlete, and not focus only on the technical and physical aspects of the sport. Cognitive, mental and emotional (affective) elements are critical for athlete performance and must be prioritized in long-term athlete development. Beyond these elements, ethical behaviour, fair play, respect and perseverance are qualities that should be fostered within all stages of long-term athlete development. Every player must be exposed to a positive tennis environment and experience at each stage of development in order to ensure long-term involvement in tennis.

Tennis Canada Recommendations: Care must be taken to ensure that a holistic approach is taken when designing and implementing training and competitive plans for all stages of development.

Wheelchair Tennis

- *Injuries to the upper body will not only impact the athlete's ability to play but also the ability to be mobile for everyday living.*
- *There may be an emotional adjustment period after an acquired injury.*

7. Periodization

Periodization is where the science of training meets the art of coaching. It's about sequencing the right activities at the right time to achieve success in an annual or long term plan.

Simply put, designing a yearly plan is time management. It means planning the right activities with the adequate degree of difficulty and in the right sequence to reach the training and competition objectives for the individual player.

The plan must be broken down into workable units. The proper sequencing of these units is critical for success recognizing that all phases of the program are important to the development of the athlete. The plan is comprised of three successive periods, preparatory, competition and transition. Proper periodization requires:

- Knowing the final picture you are trying to achieve.
- Knowing which stage of development your athlete is in.
- The actual training state of the athlete at the start of a yearly plan.
- Knowing the competition calendar and their relative importance.
- Having a clear understanding of the conditions the athlete and the coach will have to deal with when competing (for example what is required to compete successfully at the Nationals on clay).
- Establish the annual goals in all areas of development (technical/tactical/physical/psychological) Wheelchair Tennis.

Tennis Canada Recommendation: Coach and parent education must include information on LTAD and proper periodization recognizing that shortcuts will be harmful to the athlete's long-term preparation. It requires sustained commitment, willpower and motivation over a long period, in order to reach the top.



Tennis Canada Recommendation: Good planning is critical for the overall development of the player. Coaches and parents need to review the overall calendar to schedule proper training and recovery to allow quality competition. This will optimize player development.

Wheelchair Tennis

- Greater recovery and regeneration periods may need to be incorporated to prevent upper body injuries.

8. Calendar Planning for Competition

“The system of competition makes or breaks an athlete.” (Balyi, et al., 2005)

Optimal competition calendar planning allows for the strategic development of the physical, mental, technical and tactical performance factors required to play tennis. This planning will foster success and continued involvement in the sport for the individual player. Different LTAD stages of development have different requirements for the type, frequency and level of competition. At the early stages of development (FUNdamentals, Developing, Consolidating), training skill or other physical capacities should take precedence over results at a competition. In later stages, it is more important for athletes to perform well.

Throughout a tennis player’s career a win-loss ratio of 3:1 has been identified as essential for both developing confidence and ensuring optimal challenge during competitive play. It should be the most important criteria considered in the selection of a competition. For example athletes should look to “play up” only when they are able to consistently achieve this level of success. Conversely, if an athlete is not achieving this level of success, they should adjust their competition selection by entering into lower level events, ensuring that the 3:1 win-loss ratio is met.

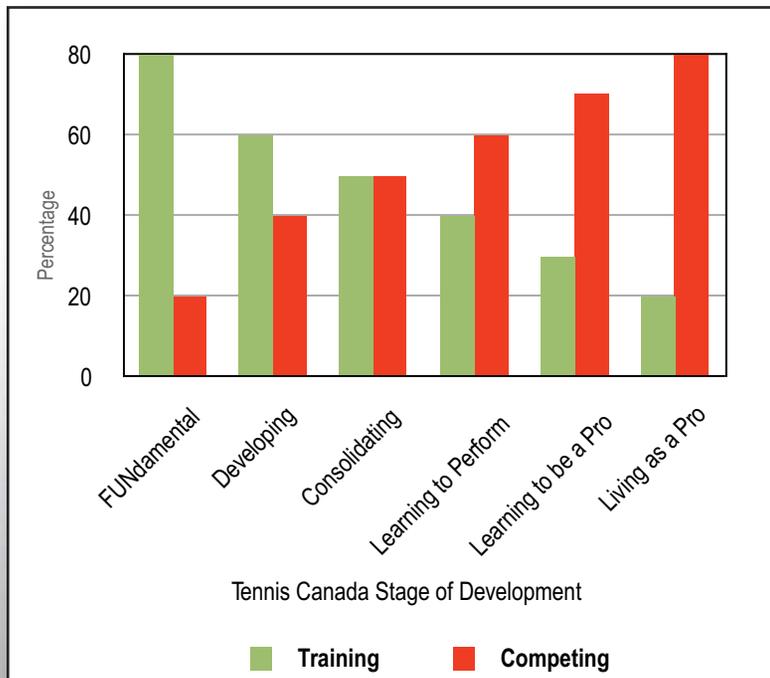


Figure 6.0 Competition and modelled competition training

The type and amount of competition needed is related directly to the stage the athlete is in. Appropriate numbers and levels of competitions need to be in place for proper development of the athlete.

Figure 6.0 illustrates the training-to-competition ratio that is recommended for each stage of development for tennis and wheelchair tennis.

Tennis Canada Recommendation: It is critical that the annual competition plan takes into consideration the stage of development that each participant is in.



9. System Alignment and Integration

“LTAD is athlete-centred, coach driven and administrator supported.”
(Way, presentation, June,2006)

“The health and well-being of the nation and the medal won at major games are simple by-products of an effective sport system.” (Balyi,et al., 2005)

LTAD is a tool to motivate change toward an effective sport system and to enhance the development of tennis in Canada. This requires system organization, integration, collaboration and alignment. It is important that all facets of the tennis and sport community work together to support the right programs for player development. This must include the Canadian tennis sport system including players, clubs, coaches, parents, administrators, sport scientists, spectators, manufacturers, sponsors and supporting national and provincial sport organizations. We must not forget the importance of effective physical education programs, school sports, recreational activities and competitive sport that are critical for an effective and efficient sport development system.

The Tennis Canada LTAD focuses on the development of both able bodied and athletes with a physical disability. System alignment must include partnership to develop awareness of the sport, recruit players and identify players with high performance potential. Tennis players will succeed in system that is clear, seamless and based on a consistent set of coherent principles. The coaching development system and the structure of competition must align with the Tennis Canada LTAD Model.

Tennis Canada Recommendation: All programs and projects are athlete-centered and coach driven, supporting the concepts of LTAD in a coherent well-aligned model.

Wheelchair Tennis

• *Key partners for the continued development of wheelchair tennis should include provincial wheelchair sports associations, rehabilitation centres, medical practitioners such as physiotherapists, recreation, athletic and occupational therapists, the Canadian Armed Forces Soldier On Program and the National Bridging the Gap Program.*

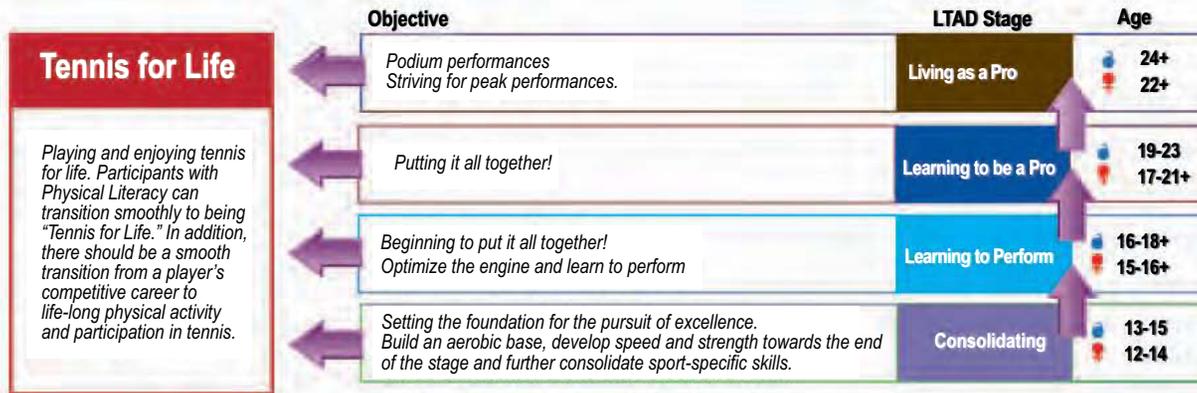
10. Continuous Improvement

LTAD is based on the best available research in sport science and best practices in athlete development around the world. However, knowledge and research continues to advance. Tennis Canada’s LTAD model must respond and adapt to sport innovations that will enhance player development. Tennis Canada’s LTAD model should drive ongoing education, research, promotion and advocacy for the best approaches to long-term player development with all stakeholders.



Tennis Canada Recommendation: Tennis Canada, with the help of all of its partners, should promote continued research at every stage of development.





Together, the first three stages of Canadian Sport for Life (LTAD) are called Physical Literacy



♂ = Boy/Males
♀ = Girl/Females



Tennis Canada has created a stage by stage-by-stage approach that focus on developing the necessary competencies for long term athlete development in both the high performance and the tennis for life stream. The information below highlights the main points regarding Tennis Canada’s LTAD Stages, main areas of focus and the connection of the stages to the LTAD key factors. The LTAD factors are important for all stages. However, there are specific factors that are extremely relevant at particular LTAD stages.

STAGE	TARGET FOR THE PLAYER	MISSION OF THE COACH
#1 - Active Start	Starting off right <ul style="list-style-type: none"> • Agility, balance, coordination • Be active • Introduce striking with racquet 	Factor #2 - FUNdamentals
Awareness (Wheelchair Tennis)	Understand that wheelchair tennis is an option	Factor #6 Physical, Mental, Cognitive, & Emotional Development
#2 - FUNdamentals	Learning the FUNdamentals and having fun through Progressive Tennis and other sports <ul style="list-style-type: none"> • Physical literacy • Introduce and acquire basic tennis skills 	Factor #2 - FUNdamentals Factor #3 - Early or Late Specialization
First Contact (Wheelchair Tennis)	To experience wheelchair tennis	Factor #6 Physical, Mental, Cognitive, & Emotional Development
#3 - Developing	Becoming a well rounded athlete and building the full court tennis skills required to be a player	Factor #1 - 10 Year Rule Factor #4 - Developmental Age Factor #5 - Windows of Optimal Trainability Factor #8 - Competition Structure
#4 - Consolidating	Setting the foundation for the pursuit of excellence	Factor #1 - 10 Year Rule Factor #4 - Developmental Age Factor #5 - Windows of Optimal Trainability Factor #7 - Periodization



STAGE	TARGET FOR THE PLAYER	MISSION OF THE COACH
#5 - Learning to Perform	Beginning to put it all together	Factor #6 - Physical, Mental, Cognitive & Emotional Development Factor #7 - Periodization Factor #8 - Competition Structure
#6 - Learning to be a Professional	Putting it all together	Factor #6 - Physical, Mental, Cognitive & Emotional Development Factor #7 - Periodization Factor #8 - Competition Structure
#7- Living as a Professional	Peak performance <ul style="list-style-type: none"> • Full-time commitment • Solid and consistent preparation for practice and competition • Individualized training programs • Managing other life pressures 	Factor #6 - Physical, Mental, Cognitive & Emotional Development Factor #7 - Periodization Factor #8 - Competition Structure
#8 - Tennis for Life	Playing and enjoying tennis for life <ul style="list-style-type: none"> • Healthy active players • Access to courts and facilities 	Factor #2 - FUNdamentals Factor #4 - Developmental age Factor #5 - Windows of Optimal Trainability



A main area of emphasis in the first stages of the Tennis Canada Long Term Athlete Development model is the development of physical literacy. This is critical for the overall enjoyment of tennis and sport in general but also for development of our top players. Throughout the document, it has been identified that developing overall athleticism and fundamental movement, motor and sport skills is a priority in the first three LTAD stages (Active Start, Fundamentals and Developing).

What is Physical Literacy?

The learning and practice of fundamental movement skills is the basic building block for the development of physical literacy. Similarly, learning the alphabet and phonics are the fundamental skills needed to eventually read Shakespeare. Likewise, identifying numbers and learning to add and subtract are the fundamental skills needed to eventually balance a cheque-book. The development of fundamental movement skills, and fundamental sport skills, is critical if children are to feel confident when they engage in physical activity for fun and for health, or for competition and the pursuit of excellence.

“Physical literacy gives children the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success; and is a key component of Canada’s Long-Term Athlete Development (LTAD) program.”

Many children and youth withdraw from physical activity and sport and turn to more inactive and/or unhealthy choices during their leisure time. (Higgs, Balyi and Way, 2008)

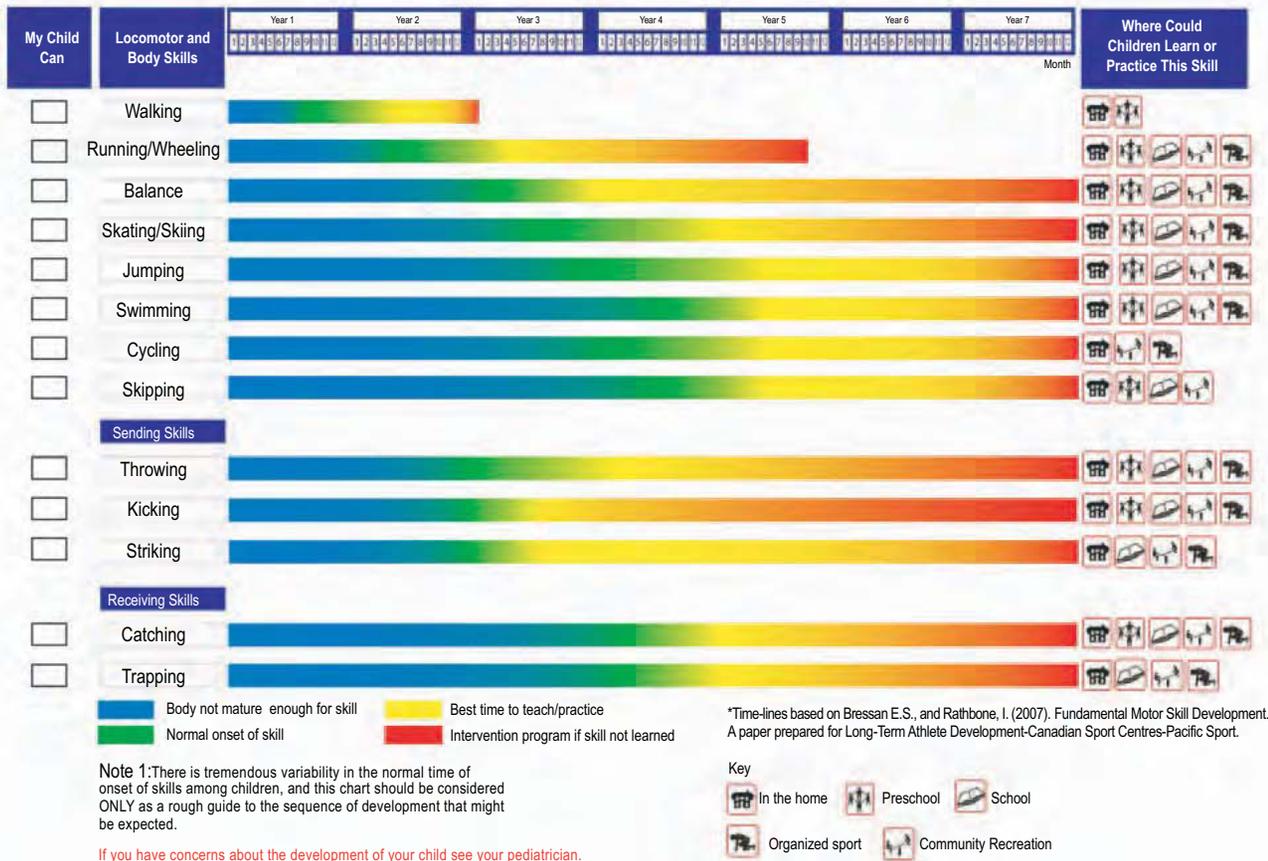
Sidebar: For more information on Physical Literacy, see Developing Physical Literacy.

Who is responsible for Physical Literacy?

	WHERE	PHYSICAL LITERACY	WHO
S T A G E	Rehabilitation Centres	Awareness	Recreation Therapists
	Rehabilitation Centres	First Contact	Recreation Therapists
	Home, pre-schools, day care, sport programs, community recreation	Active Start Girls and Boys: 0-6 Ages: Girls and Boys 0-6	Parents/guardians, day care providers, preschool teachers, kindergarten teachers
	Schools, sports clubs, community recreation, sports programs, home	FUNdamentals Girls 6-8, Boys 6-9 Ages: Girls 6-8, Boys 6-9	Parents/guardians, coaches, teachers, recreation leaders, youth leaders
	Schools, sports clubs, community recreation, sports programs, home	Developing Girls 8-11, Boys 9-12 Ages: Girls 8-11, Boys 9-12	Parents/guardians, coaches, teachers, recreation leaders, youth leaders



Figure 7.0: When and Where Children Learn and Practice (adapted from Higgs, Balyi and Way, 2008)



Fundamental Movement Skills

To become physically literate, children need to master fundamental movement skills, but this mastery does not come all at once, and we need to remember that children are not just “adults in miniature.” For almost every skill, the developing child needs to go through a series of developmental stages. The goal should be to help each child move to the next stage of the skill they are learning, rather than pushing them to perform the skill the way an adult would. The Fundamental Movement Skills Chart shows a number of the most important fundamental movement skills that each child needs to master. It also indicates when readiness for learning each skill emerges. This provides the optimum time to learn the skill. In some cases, if the skill is not learned there may be a need to seek professional help. It also suggests the kinds of programs/locations where the child is most likely to learn and develop the skill. Space is provided for caregivers to track each skill as it is developed by the child.



STARTING OFF RIGHT!

The overall focus in this stage is to promote the love of physical activity while laying the foundation for future enjoyment of sport. The participant learns to move efficiently emphasizing agility, balance and coordination while participating in a variety of physical activities and most importantly, unstructured play. Physical activity creates neural connections across multiple pathways in the brain, particularly when activities integrating rhythm are used. (Council of Physical Education for Children, 2000)

General Objectives:

- Instill a love of sport and being physically active (and a specific interest in tennis).
- Introduce tennis with the appropriate sized ball, racquet and court with children aged five and six.
- Introduce hand-eye coordination (striking an object).
- Introduce, prioritize and promote a variety of fundamental movement skills.
- Promote self- confidence in an enjoyable, safe environment
- Introduce fundamental movement skills (walking, running, jumping, wheeling, catching, throwing).
- Introduce fundamental motor skills (agility, balance, coordination and reaction speed).

Guiding Principles:

- All physical activity should be in a safe, stimulating, fun and enjoyable learning environment.
- Programs should use a variety of modified games to emphasize the development of fundamental movement and motor skills.
- Facilities and equipment should be modified to ensure success and enjoyment of the child.
- All participants should be actively involved and engaged.
- Activities used should emphasize motor patterns that are the building blocks to facilitate the introduction of sport specific skill acquisition at the next stage of athlete development.



Variety throughout the seasons such as:

- ✓ Learn to swim programs or other water activities.
- ✓ Ride a tricycle and progress to a bicycle to promote dynamic balance
- ✓ Learn to ski, slide and skate, enjoying winter sports.

Enjoy and being competent in a variety of physical activities develops athleticism.

Parents and programs should:

- ✓ Ensure that child participates in fun, enjoyable physical activity daily.
- ✓ Encourage active play should be safe and challenging in both structured and unstructured settings.
- ✓ Participate in unstructured games and play with your child.
- ✓ Promote competency in motor and movement skills.

Activities should include:

- ✓ Running/wheeling with stops, starts, changing direction such as tag, chasing games.
- ✓ Catching games with a wide range of soft objects and balls of different sizes.
- ✓ Throwing games using right hand and left hand with objects that can fit into the child's hand
- ✓ Jumping games - two foot jumps, one foot jumps - how high and how far can they jump using imagination to make a game.

Building blocks to “starting off right” to build physical literacy.

Wheelchair Tennis - Awareness/Active Start *

- *Experience lots of wheelchair activities.*
- *Encourage parents to let their children explore their physical abilities.*
- *Promote wheelchair tennis as an option.*
- *The coach must create a welcoming environment.*

** For acquired injuries ages do not apply but athletes follow the same stages.*



Learning the FUNdamentals and having fun through Progressive Tennis and other sports

The most important focus of this stage is to emphasize fun and enjoyment when playing tennis. While participating in other sports to develop fundamental motor skills, the child begins to show a preference for tennis as his/her sport of choice. The child enjoys and acquires basic tennis skills while playing progressive tennis. At the end of this stage, the child is playing with the proper racquet, the right ball and on the appropriate sized court executing the game with proper fundamentals. While this is still an early stage to be solely focused on the competitive stream, the foundation and skill competencies achieved will be a good indicator in regards to the child's likelihood of possessing the abilities to progress recreationally or competitively.

The development of perception skills is fundamental to long term success in the sport. Although the skill may not be mastered until a player reaches Stages #6 (Learning to Be a Pro) or #7 (Living as a Pro), players, parents and coaches can work on these skills both on and off the court.

General Objectives

- Further develop fundamental movement skills.
- Further develop fundamental motor skills.
- Explore the optimal windows of trainability for speed and suppleness (flexibility).
- Develop basic tennis skills (technical/tactical).
- Acquire psychological skills (ability to focus, emotional control, positive attitude, commitment & effort).
- Introduce the rules of the game and tennis ethics.
- Introduce decision-making.

Guiding Principles for Parents and Coaches

- Participation should be fun and enjoyable.
- A safe and stimulating learning environment must be established.
- Basic tennis skills should be acquired through quality group and private lessons.
- Practices should be structured using modified equipment for progressive tennis.
- Game-based play using progressive tennis should be included regularly.
- The development of fundamental movement, motor and basic tennis skills should be integrated motor skills as a part of all group lessons.
- Competition and match play shall be meaningful with the use of progressive tennis.
- Coaches/instructors should be certified with knowledge of growth and development of children.

Wheelchair Tennis - First Contact/FUNdamentals

- *Practice all movement skills with a racquet in hand.*
- *Have straps and tape available to ensure the optimal positioning in the tennis chair.*
- *Focus on mobility.*
- *Get child into tennis chair*
- *Ensure it's a positive experience*
- *Make sure that the facility is wheelchair accessible.*
- *Wheelchair tennis players may let the ball bounce twice.*
- *All footwork skills are replaced by mobility skills.*
- *Quad players may need to tape the racquet to their hand.*



Competitive Stream - Components to Focus On

Age	Psychological	Physical	Tactical	Technical
Boys and Girls 5-6	<ul style="list-style-type: none"> Enjoys playing and practicing . Learning to cooperative well with others. Learning to focus on task (knowing the drill, keeping score, calling the lines). Learning emotional control. Learning to display good sportsmanship. 	<p>To develop conditioning and skills through movement and fundamental motor skills.</p> <p>Priority 1</p> <ul style="list-style-type: none"> Movement through general coordination exercises (Skipping, jumping, running, wheeling, agility...) Hand-eye coordination, time-space orientation (Throwing, catching, hitting, dribbling) <p>Priority 2</p> <ul style="list-style-type: none"> Body self-control (Balance, laterality, body awareness...) Work against opposition (Running/wheeling and throwing games, other sports (kicking)) 	<ul style="list-style-type: none"> Learning to keep score and play with the basic rules of tennis. Learning to use of quality rally balls (medium speed and arch trajectory to out-rally opponent). Introduction to playing an opponent's BH. Introduction to using the FH when receiving balls down the middle. Introduction to increasing the arch of the ball if a more defensive shot is required. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <ul style="list-style-type: none"> Ground strokes, including returns – grip, set-up, impact point, hitting zone, recovery Volley – grip, impact point, catching action Serve – grip, balance, toss It is important for children just starting the game, to learn to hit their strokes using fundamentally sound grips. As they make their way through the later stages of the pathway (Consolidating through Living as a Professional), depending on a variety of factors the grip a player uses can evolve to include different variations.
Boys 7-9 Girls 7-8	<ul style="list-style-type: none"> Enjoys competing. Developing a competitive spirit. Cooperative with practice partners. Developing good practice habits. Developing the ability to give best effort through" a getting to every ball" attitude. Demonstrates determination to put every ball in the court. Developing the ability to stay focused on the task. Learning to maintain a positive image and attitude when playing. 	<p>Priority 1</p> <p>To further develop fundamental movement skills and fundamental motor skills</p> <p>Speed and agility</p> <p>To be able to:</p> <ul style="list-style-type: none"> react quickly at only one signal. have good linear running techniques. <p>Coordination skills</p> <p>To be able to:</p> <ul style="list-style-type: none"> skip rope. throw with both hands. follow a rhythm. be able to keep balance. <p>Decision making skills</p> <p>The child should develop reaction speed, time-space analysis and coordination under difficult conditions.</p> <p>* Coordination in the form of timed contests/ games or competition context.</p> <p>Priority 2</p> <p>Flexibility</p> <p>General flexibility using global postures.</p> <p>Priority 3</p> <p>Strength</p> <p>Introduction to strength-endurance exercises without additional load (body weight)</p> <p>Priority 4</p> <p>Endurance</p> <p>To be able to:</p> <p>Run 10 to 15 min., skip rope from 1 to 2 minutes (non-stop)</p> <p>** <i>Playing other sports will help to develop speed and agility, coordination, balance, decision making, strength and endurance.</i></p>	<ul style="list-style-type: none"> Learning the importance of competing with a high level of consistency. Learning to use quality rally balls to keep opponent back (including returns). Learning the use of spin to change trajectory and/or direction to move opponent. Learning to play opponent's weakness (often at this stage. this is the BH) including serves and returns. Learning to use their FH when receiving a ball that is down the middle. Learning to finish points at net. Learning recovery patterns. based on shot quality and direction. Learning to choose proper response: offence, rally, or defence according to the characteristic of the ball received. 	<p>The technical skills worked on must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p>Ground strokes, including returns and grips:</p> <ul style="list-style-type: none"> Forehand (eastern) Backhand – 1 hand (eastern), 2 hand (top hand eastern, bottom hand continental) Early preparation Set-up, impact point, hitting zone, recovery <p>Volley – continental grip, impact point, catching action, recovery.</p> <p>Serve – continental grip, balance, toss, throwing action.</p>



Tennis for Life Stream - Components to Focus On

Age	Psychological	Physical	Tactical	Technical
Boys 5-9 Girls 5-8	<ul style="list-style-type: none"> Enjoys playing and practicing. Is able to focus on task (knowing the drill, keeping score, calling the lines). Is developing emotional control. Displays good sportsmanship. Cooperative with practice partners. Gives best effort through "a getting to every ball" attitude. Demonstrates concentration to put every ball in the court. Maintains a positive image and attitude when playing. Demonstrates ability to make friends. 	<p><u>For 5 - 6 year olds</u> To develop conditioning and skills through movement:</p> <ul style="list-style-type: none"> Body self-control (Balance, laterality, body awareness...) Movement through general coordination exercises (Skipping, jumping, running/wheeling, agility...) Hand-eye coordination, time-space orientation (Throwing, catching, hitting, dribbling) Work against opposition (Running and throwing games, other sports (kicking)) <p>Speed and agility</p> <p><u>For 7 - 9 year olds</u> To be able to:</p> <ul style="list-style-type: none"> React quickly at only one signal. Have a good linear running techniques. Coordination <p>To be able to:</p> <ul style="list-style-type: none"> Skip rope. Throw with both hands. Follow a rhythm. Be able to keep balance. <p>Flexibility</p> <ul style="list-style-type: none"> General Flexibility using global postures <p>Strength</p> <ul style="list-style-type: none"> Introduction to strength-endurance exercises without additional load (body weight). <p>Endurance* To be able to:</p> <ul style="list-style-type: none"> Run 5 - 10 min., skip rope from 1 to 2 minutes (non-stop). <p>Playing other sports will help to develop speed and agility, coordination and endurance.</p> <p><i>* Note the time listed here is reflective of what can be expected by the end of the stage.</i></p>	<ul style="list-style-type: none"> Keep score and play with the basic rules of tennis. Use of quality rally balls (medium speed and arch trajectory to out-rally opponent), including returns. <ul style="list-style-type: none"> Look to move opponent or play the weaker stroke (BH when serving). Look to play with your best stroke when possible (in tennis this is usually your forehand). Can play the ball higher when in defense. Can increase the arc of the ball if a more defensive shot is required. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p>Groundstrokes, including returns,</p> <ul style="list-style-type: none"> Grips: <ul style="list-style-type: none"> Forehand (eastern) Backhand – 1 hand (eastern), 2 hand (top hand eastern, bottom hand continental) Set-up before the ball bounces. Impact point in front at waist height. Keep racket moving toward target. Recovery back to centre. <p>Volley – between eastern forehand and continental grip, impact point, catching action, recovery.</p> <p>Serve – between eastern forehand and continental grip, balance, toss, throwing action.</p>



Playing & Practicing Guidelines (Competitive and Tennis for Life Streams)

AGES	PLAYING				PRACTICING				Rest and Regeneration weeks per year (break from tennis)
	# of Peaks	# of tournaments per year	# of tournament matches per	Types of Competition	Physical Training (By the end of this stage)	Tennis Training	Other Matches (practices/ leagues, etc.)/yr	Total # of hours/week	
5-6 years	0	0	0	1/2 court, within the club	4 hours (which includes 2.5 hours in other sports)	1-4 hours	15 -25	5-8	N/A
Boys 7-9 Girls 7-8	0	7-12	21-36	1/2 court tournaments – club 3/4 tournament s - club/provincial Full court transition ball competitions – club or provincial	4.5-5 hours (which includes 2.5-3 hour in other sports)	4-9 hours	25-40	8-12	8 weeks
Recreation stream 5-9 years	<ul style="list-style-type: none"> - Introduction to non-elimination competitions such as Rookie Tours and Community Team Tennis - Activities take place in schools, parks and recreation programs, community centres and clubs - National Badge System caters to 5-7 year olds on half-court 				<p><u>Tennis = up to 2 hrs/week</u> One hour of organized instruction/play per week One hour of unstructured play with parent/friend per week</p> <p><u>Other sports/physical activity = 5+hrs/week</u></p>				

Historically in tennis, children who were first introduced to the sport of tennis via “playing with their parents (Williams, Hingis, Safin, Connors, Evert, Agassi, Kelesi, Bassett, Wozniak, just to name a few) acquired the basic fundamentals quicker, due to a combination of the one-on-one interaction and the quality of time spent. In cases where parents are unable to do this, Tennis Canada encourages them to seek out a qualified instructor to insure a “portion” of their child’s overall introduction to the sport is done in a one-on-one environment.



Becoming a well-rounded athlete and building the full court tennis skills required to be a player

The focus of this stage is building physical literacy through continued development of tennis skills moving from progressive tennis to full court during the latter part of the developing stage. This is the ideal time to learn, further develop and consolidate tennis skills. Participants continue to participate in a variety of sports to develop the versatility required for tennis. During this stage, the player will continually demonstrate competence in the identified physical, technical, tactical and psychological skills that will indicate whether he/she should participate in the competition or recreation stream.

The development of perception skills is fundamental to long term success in the sport. Although the skills may not be mastered until a player reaches Stages #6 (Learning to Be a Pro) or #7 (Living as a Pro), players, parents and coaches can work on these skills both on and off the court.

A. High Performance Stream

General Objectives

- Further develop and consolidate all fundamental tennis competencies (technical, tactical) in match play.
- Develop basic psychological skills (ability to focus, emotional control, effort/determination, positive attitude).
- Develop basic competitive skills through learning to cope with basic competitive environments.
- Introduce general physical preparation and further develop fundamental motor skills through participation in other sports.
- Continue to develop decision making skills.

Guiding Principles for Parents, Coaches and Players

- Long-term development must take precedence over short term results.
- Individual athletes continue to pursue individual goals in a group training environment.
- Training programs are customized based on developmental age and optimal windows of trainability (speed, suppleness or flexibility).
- The child should participate in a variety of sports and physical activities to develop athleticism.
- Training sessions must be well planned and structured to ensure that the preparatory period is long enough to develop solid foundations.
- An official competition period must be designated and planned.



Wheelchair Tennis

- *Ensure tennis and gym facilities including showers are wheelchair accessible.*
- *Practice transferring into and out of the tennis chair.*
- *All footwork skills are replaced by mobility skills.*
- *Quad players may need to tape the racket to their hand.*
- *Make sure the tennis chair fits the player.*



Components to Focus On

GIRLS	Psychological	Physical	Tactical	Technical
<p>8-11 years</p>	<ul style="list-style-type: none"> Higher level of focus and engagement in training. Developing and understanding the love of competing. Projecting a calm and positive attitude. Learning to effectively manage mistakes in a positive manner. Consistently working hard and being committed to improvement. Developing an ability to self-manage and be responsible while away from home. Fostering the concept of respect for coaches, officials and other players. 	<p><u>Priority 1</u></p> <p>Coordination skills</p> <ul style="list-style-type: none"> Skip rope using different kinds of footwork . Throw with one or two hands using different kinds of throws. Adapt to changing rhythms. Maintain balance in different situations. Perform multi- tasks at the same time. <p>Speed and agility</p> <p>To be able to:</p> <ul style="list-style-type: none"> react quickly to multiple signals, have good multi- directional running techniques <p>Decision making skills</p> <p>The child should further develop reaction speed, time-space analysis and coordination under more difficult situations. Perform multiple tasks at the same time.</p> <p>* Coordination in the form of timed contests/games or competitions context.</p> <p><u>Priority 2</u></p> <p>Flexibility</p> <ul style="list-style-type: none"> Working on the basics of flexibility using global postures. <p><u>Priority 3</u></p> <p>Strength</p> <ul style="list-style-type: none"> Strength-endurance exercises without additional load (body weight); core stability is introduced. <p>Endurance</p> <ul style="list-style-type: none"> To be able to run 15 to 25 min., skip rope from 1 to 3 min. (non-stop). <p>Pre-habilitation</p> <ul style="list-style-type: none"> Introduction to prevention injuries (S.A.M. principle) to strength deep muscles. <p><i>** Playing other sports will help to develop speed and agility, coordination, balance, decision making, strength and endurance.</i></p>	<p>While learning to become consistent:</p> <ul style="list-style-type: none"> Developing an understanding of the importance of hitting to big targets. Learning the skills to play early, usually at the top of the bounce with a closer position at the baseline. Learning the ability to hit a flatter ball with consistency at a higher tempo. Learning the ability to "hit through the court" via depth and tempo. Learning to change rhythm with precision through the use of angles, slice, high topspin and the necessary skills to deal with these tactics. Learning to stay in the point and neutralize with good defensive skills. Developing a clear intention of putting a high percentage of first serves in play. Learning to return consistently with a quality ball when receiving a first serve. Learning the ability to take control of the points from the return of 2nd serve via hitting from inside the baseline and through using a variety of targets (3 zones). Learning the skills required to win points with swing volleys Learning to play percentage tennis, playing the right shot at the right time (rally, attack or defend) at a higher tempo. Learning to be aware of their opponents strengths, weaknesses and tendencies and how to neutralize and exploit them. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p>Ground strokes and returns</p> <ul style="list-style-type: none"> Master impact point (good timing) and long hitting zone (the technique required to hit through the court with light topspin). Introduction to underspin skills. Grip eastern to semi-western (on forehand). Increased amplitude on strokes (preparation). Adaptation to stroke in emergency situations. <p>Serve</p> <ul style="list-style-type: none"> continental grip and proper pronation balance and toss, synchronization of the arms, followed by a proper throwing action. use of legs only when the above has been achieved. <p>Volleys</p> <ul style="list-style-type: none"> Continental grip. Establish solid impact point. Hand above the wrist. Develop a feel in the hand. Step-out first step footwork. Development of their swing volley technique. <p>Overhead</p> <ul style="list-style-type: none"> Proper set-up and impact point. Throwing action and pronation. <p>Footwork</p> <ul style="list-style-type: none"> To ensure proper set-up and recovery for all tactics required at this stage.



Components to Focus On

Boys	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
9 -12 years	<ul style="list-style-type: none"> Higher level of focus and engagement in training. Developing and understanding the love of competing. Projecting a calm and positive attitude. Learning to effectively manage mistakes in a positive manner. Consistently working hard and being committed to improvement. Developing an ability to self-manage and be responsible while away from home. Fostering the concept of respect for coaches, officials and other players. 	<p><u>Priority 1</u></p> <p>Coordination skills</p> <ul style="list-style-type: none"> Skip rope using different kinds of footwork. Throw with one or two hands using different kinds of throws. Adapt to changing rhythms. Maintain balance in different situations. Perform multiple tasks at the same time. <p>Speed and agility</p> <p>To be able to:</p> <ul style="list-style-type: none"> React quickly to multiple signals. Have good multi- directional running techniques. <p>Decision making skills</p> <ul style="list-style-type: none"> The child should further develop reaction speed, time-space analysis and coordination under more difficult situations. Perform multiple tasks at the same time. * Coordination in the form of timed contests/games or competitions context. <p><u>Priority 2</u></p> <p>Flexibility</p> <ul style="list-style-type: none"> Working on the basics of flexibility using global postures. <p><u>Priority 3</u></p> <p>Strength</p> <ul style="list-style-type: none"> Strength-endurance exercises without additional load (body weight); core stability is introduced. <p>Endurance</p> <p>To be able to:</p> <ul style="list-style-type: none"> Run 15 to 25 min., skip rope from 1 to 3 min. (non-stop). <p>Pre-habilitation</p> <ul style="list-style-type: none"> Introduction to prevention injuries (S.A.M. principle)to strengthen deep muscles. <p><i>** Playing other sports will help to develop speed and agility, coordination, balance, decision making, strength and endurance.</i></p>	<ul style="list-style-type: none"> Learning the ability to play with a high level of consistency (sustaining a quality rally all) via the use of big targets. Learning to play percentage tennis, playing the right shot at the right time (rally, attack or defend) at a higher tempo. Learn to take control of the middle of the court through the use of the forehand. Leaning to play wider (angles) and higher (via the use of heavy spin) and the ability to deal with both of these tactics. Learn to use change of rhythm and spins in order to take control of the point. Learning to recognize and able to exploit/challenge opponent's weaknesses. Learning to recognize and take advantage of attacking opportunities from 3/4 court forward utilizing 1-2 shot sequences. Learning to stay in the point and neutralize with good defensive skills Learn to create attacking opportunities/errors with your first serve (first through directing serve to weakness, then through additional precision). Learning to effectively neutralize with a quality ball when returning first serves Learning to dictate points on the 2nd serve return via hitting from inside the baseline. Learning to add or reduce speed of balls with a variety of volleys i.e. angle, drop, put away. Learning to combine all aspects of their game/strengths to gain a competitive advantage. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p>Groundstrokes and returns</p> <ul style="list-style-type: none"> Master impact point (good timing) and Long hitting zone. The technique required to hit spins (topspin and underspin). Increased amplitude on strokes (preparation). Adaptation to stroke in emergency situations. Grips semi western (on forehand). <p>Serve</p> <ul style="list-style-type: none"> Exhibit proper pronation; Balance and toss, synchronization of the arms, followed by a proper throwing action. Use of legs only when the above has been achieved. <p>Volleys</p> <ul style="list-style-type: none"> Continental grip. Establish solid impact point. Hand above the wrist. Develop a feel in the hand. Step-out first step footwork. <p>Overhead</p> <ul style="list-style-type: none"> Proper set-up and impact point. Throwing action and pronation. <p>Footwork</p> <ul style="list-style-type: none"> To ensure proper set-up and recovery for all tactics required at this stage.



TRAINING/COMPETITION GUIDELINES - GIRLS (COMPETITIVE STREAM)

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (At the end of stage)	Tennis Training hr/wk 6-8	Other Matches (practices/ leagues, etc.)/yr.		Total # of hours/week
			Singles	Doubles						
9	0	8 - 10	24 - 30	16 - 20	Full court transition ball U10 – club/provincial Full court regular U12 – club and provincial * Top 10 year olds could be participants in the U12 Nationals and international U10 events.	4.5 - 5.5 (includes 3 hours in other sports)	(including 2-3 lessons)	30 - 40	10 - 15	8 weeks
10	0	10 - 15	30 - 45	20 - 30	U10 provincials U12 provincials, U12 national events * Top players of this age could be competing in U14 Nationals and international U12 events.	5 - 6 (which includes 3 hours of other sports)	8 - 10 (including 2-4 hours of private lessons)	30 - 40	12 - 17	8 weeks
11	0	10 - 15	30 - 45	20 - 30	U12 provincial, national events U14 provincial, national events * Top players of this age could be competing in U14 Nationals and international U12 or U14 events.	5.5 - 7 hrs (which includes 3 hours of other sports)	10 - 12 hrs (including 2-4 hours of private lessons)	30 - 40	15 - 18	6- 8 weeks

TRAINING/COMPETITION GUIDELINES – BOYS (COMPETITIVE STREAM)

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (At the end of stage)	Tennis Training	Other Matches (practices/ leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
9 - 10	0	10 - 15	30 - 45	20 - 30	<u>AGE 9</u> U10 provincial (full court transition ball) U12 provincial events <u>AGE 10</u> U12 provincial events U12 Jr. Nationals	5 - 6 (which includes 3 hours of other sports)	8 - 10 (including 2 - 4 hours of private lessons)	30 - 40	14 - 16	8 weeks
11 - 12	0	15	45 - 60	30	U12 and U14 Provincial events U12 and U14 National events International age group events U12 and U14	5.5 - 7 hrs (which includes 3 hours of other sports)	10 - 12	48	16 - 18	6- 8 weeks



B. Tennis for Life Stream

General Objectives

- Independently select tennis as a desired activity by participant.
- Continue to improve basic movement and stroke fundamentals leading to greater rallying consistency.
- Continue to use progressive tennis as a learning tool, with an introduction to full court tennis by the age of 10-11.
- Develop basic psychological skills (ability to focus, emotional control, effort/determination, positive attitude).
- Develop basic competitive skills through learning to cope with basic competitive environments by participating in other sports.
- Introduce general physical preparation plus further develop motor skills.

Guiding Principles for Parents and Coaches/Instructors

- Progressive tennis formats are used to provide more opportunities for game-based competition.
- Individual development is supported and encouraged within a group training environment.
- Positive and enjoyable tennis experiences are emphasized and valued as opposed, to only focusing on winning.
- The holistic development of the participant is valued and recognized as important.
- Participants are encouraged to continue their involvement in other complementary sports.
- Participants are encouraged to development life skills in nutrition, hygiene, fitness and social interaction.
- Certified instructors and coaches will lead all programs, supported by parents and volunteers.
- Certified coaches will have strong knowledge of the basic principles of child development and have experience working with large groups of children.
- Programs should include teaching basic sport specific skills and basic tactics essential to participate in tennis.
- Programs should introduce physical conditioning and fundamental motor skills.
- Sport specific skills are coupled with motor skill development activities.

TENNIS FOR LIFE: PRACTICING AND PLAYING GUIDELINES

AGES	PLAYING	PRACTICING
Boys and Girls 8-12	<ul style="list-style-type: none"> - Participation in one Community Team Tennis activity per season and/or 2-3 non-elimination tournaments per year. - Activities take place in schools, parks and recreation programs, community centres and clubs. 	<p><u>Tennis = 3 hrs/week</u> 1.5 hours of structured play per week 1.5 hours of unstructured play per week <u>Other sport/physical activities = 4 hrs/week</u></p>



Tennis for Life Competencies

AGES	Psychological	Physical	Tactical	Technical
<p>Boys & Girls 8-12</p>	<ul style="list-style-type: none"> Enjoys playing and practicing. Has the ability to focus on task. (knowing the drill, keeping score, calling the lines). Developing emotional control. Displays good sportsmanship. Cooperative with practice partners. Gives best effort through "a getting to every ball" attitude. Demonstrates concentration to put every ball in the court. Maintains a positive image and attitude when playing. Enjoys peers and social component of tennis. 	<p><u>Priority 1</u> Coordination skills</p> <ul style="list-style-type: none"> Skip rope using different kinds of footwork. Throw with one or two hands using different kinds of throws. Adapt to changing rhythms. Maintain balance in different situations. Perform multiple tasks at the same time. <p>Speed and agility To be able to:</p> <ul style="list-style-type: none"> React quickly to multiple signals. Have good multi-directional running techniques <p>Decision making skills</p> <ul style="list-style-type: none"> The child should further develop reaction speed, time-space analysis and coordination under more difficult situations. Perform multi-tasks at the same time. <p><i>* Coordination in the form of timed contests/games or competitions context.</i></p> <p><u>Priority 2</u> Flexibility</p> <ul style="list-style-type: none"> Working on the basics of flexibility using global postures. <p><u>Priority 3</u> Strength</p> <ul style="list-style-type: none"> Strength-endurance exercises without additional load (body weight); core stability is introduced. <p>Endurance</p> <ul style="list-style-type: none"> To be able to: run/wheel 15 to 25 min., skip rope from 1 to 3 min. (non-stop). <p>Pre-habilitation</p> <ul style="list-style-type: none"> Introduction to injury prevention (S.A.M. principle). To strengthen deep muscles. 	<ul style="list-style-type: none"> To learn basic court positioning and tactics (singles and doubles). Learning to adapt proper response; offence, rally, or defence according to the characteristic of the ball received. Learning to play with a higher degree of consistency, direction and depth on groundstrokes including the return. Learning to change direction on serve. Learning to play points at net. Gaining awareness of opponent's strengths and weaknesses. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p>Groundstrokes, including returns,</p> <ul style="list-style-type: none"> Grips: <ul style="list-style-type: none"> Forehand (eastern) Backhand – 1 hand (eastern), 2 hand (top hand eastern, bottom hand continental) Set-up before the ball bounces. Impact point in front at waist height. Long hitting zone: keep racquet moving toward target. Recovery back to centre. Introduction of ball control and "PAS" principles. <p>Volley – between eastern forehand and continental grip, impact point, catching action, recovery.</p> <p>Serve – between eastern forehand and continental grip, balance, toss, throwing action.</p> <p>Overhead – proper set-up and impact point, throwing action.</p> <p>Footwork – increase court coverage and ability to set-up and recover for each shot.</p>



The mission of the parent...

- Support and provide the necessary guidance to ensure that your child's tennis experience is enjoyable.
- Understand the tennis player pathway that outlines how your child can progress in the sport.
- Discuss the player pathway with the coach.
- Maintain a long term perspective about your child's development in the sport.
- Support the child's competitive experiences by focusing on the process not on results.
- Continue to encourage unstructured play with you and with their peers.
- Always maintain composure demonstrating neutral body language while your child is in competition.
- Encourage and support participation in another complementary sport at a competitive level.

The mission of the coach....

- Teach the basic sport specific skills and elementary tactics essential to participate in tennis.
- Introduce physical conditioning and fundamental mental skills.
- Encourage participation in other sports.
- Meet on a regular basis with fitness coaches to ensure a well-balanced training program.
- Measure peak height velocity and the growth spurt three times per year to take advantage of optimal windows of trainability.
- Select appropriate number and level of competition based on individual athlete and long-term objectives.
- Develop a strong relationship and commitment with other players beyond the tennis court.
- Relentlessly pursue technical expertise that positively influence the player's tennis skills.
- Select appropriate matches for athletes.

The mission of the athlete....

- Develop some skills demonstrating the ability to manage and be responsible for certain aspects of "tennis life."
- Warm up, stretch and cool down independently.
- Make appropriate hydration and nutrition selections for training and competition.
- Practice good hygiene by showering and changing clothes after every training session or match.

During Stages #1 - #3, the athlete will have focused on physical literacy and basic tennis skills. At this point, the player will have demonstrated skills, abilities and the desire to participate in the Tennis for Life stream (Stage #8) or will begin to pursue excellence via the High Performance stream (Stages #4, #5, #6, #7).



Setting the foundation for the pursuit of excellence

This is a critical stage of development for the athlete/tennis player, as it sets the foundation for learning to be a competitive junior. In addition, this stage can determine if an athlete has an opportunity to compete at a high international level in the future. This is the stage where "you make or break an athlete" by doing the right things at the right time of the athlete's development.

The development of perception skills is fundamental to long term success in the sport. Although the skills may not be mastered until a player reaches Stages #6 (Learning to Be a Pro) or #7 (Living as a Pro), players, parents and coaches can work on these skills both on and off the court.

General Objectives

- Monitor player's growth spurt through frequent anthropometric measurements in order to optimize the development of flexibility, speed, strength and aerobic endurance in all the physical skills.
- Consolidate learned skills from practice and apply in competitive situations.
- Balance the increase in training demands with lifestyle issues.
- Become increasingly competent in the selection and care of tennis equipment.
- Continue to develop and refine technical skills in practice.
- Consolidate a specific game style emphasizing the execution of skills in a game situation.
- Use the sport sciences in the areas of physical preparation and psychological routines to produce the ideal performance state.
- Introduce the concept of recovery and pre-habilitation through sleep, good hygiene, sport massage, hydro -therapy, nutrition, and effective warm-up in all aspects of preparation.
- Develop necessary decision making skills to practice and compete effectively.

Guiding Principles for Coaches, Parents and Players

- The development of an individualized annual training and competition plan is essential.
- Athletes are encouraged to become responsible and autonomous.
- With results becoming more important, it is essential that athletes continue to focus on performance goals in competition.
- Using a consistent individualized quality daily training program with consideration of international standards, the athlete is given a program based on their long term development and their developmental age.
- As travelling and competing become more prevalent, the priority remains on the overall development of the player. The emphasis on the athlete's long term development over short term results continues to be maintained.
- The coach's role becomes even greater as he/she takes on increased leadership in the overall planning of a player's developing career.
- The annual competitive plan should strive for a 3:1 win-loss ratio. Evaluation of this plan should include a regular review of the athlete's win-loss ratio.
- Decisions and choices of competition must include age appropriate number of matches, favour long term athlete development not short term wins and participation in one practice match per week.
- Ongoing testing and evaluation of the individual athlete's physical development is critical. This should be incorporated into the program three times per year.

Wheelchair Tennis

- *Develop a slice and pronated topspin backhand if possible.*
- *All footwork skills are replaced by mobility skills.*
- *Quad players may need to tape the racquet to their hand.*
- *Due to the excess stress of moving the tennis chair, the number of tournaments should be reduced.*
- *Learn to maintain and adjust the chair.*



Components to Focus On

GIRLS	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
<p>12-14 years</p>	<ul style="list-style-type: none"> Maintaining enthusiasm and enjoyment both in practice and competition despite the ups and downs experienced during this stage The development of an identity as a “tennis player”, intrinsically motivated to train and compete. Becoming resourceful in competitive situations. Developing a “going for it” mentality “ hitting the right shot under pressure” regardless of the score or situation. Enjoys the pressure of competition Has an awareness of the importance of different situations and what is required Developing a “no excuse” style i.e.- always tries to find a way to be competitive mentality”. Acquiring the skills to control the pace of the match via both an understanding of match momentum and the use of routines and rituals. Developing an understanding of the critical factors that effect the ideal performance state. Developing the ability to reduce arousal levels through breathing and relaxation techniques while recognizing that emotions can be used positively Displaying positive self-talk, belief thinking and body language. Respects players, other coaches and officials. 	<p>AGES: Girls 11-13; Boys 12-14</p> <p><u>Priority 1</u> Coordination skills</p> <ul style="list-style-type: none"> Skip rope using different kinds of footwear. Throw with one or two hands using different kinds of throws. Adapt to changing rhythms. Maintain balance in different situations. Perform several tasks at the same time. <p><i>Because of morphological changes a decrease in coordination skills affects the fine motor skills. It is therefore important to go back to less complex exercises, as well as to consolidate and improve the execution of already learned movements and techniques.</i></p> <p>Speed and agility To be able to:</p> <ul style="list-style-type: none"> React quickly to multiple signals, Have good multi- directional running techniques <p>Decision making skills</p> <ul style="list-style-type: none"> The child should refine reaction speed, time-space analysis and coordination under more difficult conditions. Perform several tasks at the same time. <p><i>** Coordination in the form of timed contests/ games or competitions context.</i></p> <p><u>Priority 2</u> Endurance To be able to:</p> <ul style="list-style-type: none"> Run 20 to 30 min., skip rope from 2 to 5 min. (non-stop). <p><u>Priority 3</u> Flexibility</p> <ul style="list-style-type: none"> Range of motion for shoulders and hips. Muscular elasticity for the quadriceps, hamstrings, calves, adductors, pectorals and back especially. <p>Strength</p> <ul style="list-style-type: none"> Core stability Muscles tone up Muscular symmetry Muscular general training Initiation to exercises with additional load <p>Pre-habilitation</p> <ul style="list-style-type: none"> To prevent injuries (S.A.M. principle) and to strengthen deep muscles. 	<ul style="list-style-type: none"> Developing the ability to execute to all of the tactics from the stage above at a higher tempo and precision (include everywhere) Developing the ability to play percentage tennis, playing the right shot at the right time (rally, attack or defend). Developing the ability to reduce space and time by playing early with quick recognition and proper positioning. Developing consistent aggressive baseline play with big targets. Developing the ability to hit through the court.. Developing the ability to change rhythm with precision through the use of angles, slice and high topspin and the necessary skills to deal with this tactic Developing the ability to play aggressively down the middle in order to earn a weak ball before opening up the court. Developing the ability to stay in the point with good countering and neutralizing skills. Developing the ability to earn more points when serving by hitting more aggressively and using of more variations. Developing the ability to take control of the points from the return of serve especially second serve via: <ul style="list-style-type: none"> Hitting from inside the baseline. Use of a variety of targets (three zones). Developing the ability to finish points at the net (primarily through the use of swing volleys and big targets). Developing an awareness of their opponents strengths, weaknesses and tendencies and how to neutralize and exploit them. Developing the ability to combine strengths of their game to gain a competitive advantage. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p>Groundstrokes</p> <ul style="list-style-type: none"> Ability to hit at the top of the bounce (all reception skills, perception skills and footwork skills associated with this). Ability to hit a “clean ball” with a minimal effort, through greater use of the ground, increased rotational forces and great timing. Greater emphasis on set-up and timing skills becomes important as ball tempo and court coverage demands increase. Exhibit a full repertoire of adaptation skills necessary to counterattack and defend. <p>Volley (given increases in reception challenges)</p> <ul style="list-style-type: none"> Developing a quicker hand. Greater use of legs is evident. Mastery of their swing volley technique. <p>Serve</p> <ul style="list-style-type: none"> The increased use of ground forces and rotational forces to generate ball speed and spin. Developing the skills required to Effectively hit topspin and slice serves. <p>Return</p> <ul style="list-style-type: none"> Increased adaptation skills between first and second serves are required. Use of open stance and ability to transfer the weight through the ball from this position. <p>Footwork</p> <ul style="list-style-type: none"> The full repertoire of footwork should be well executed by the end of this stage.



BOYS	PSYCHOLOGICAL	PHYSICAL	STRATEGICAL/TACTICAL	TECHNICAL
<p>13-15 years</p>	<ul style="list-style-type: none"> Maintaining enthusiasm and enjoyment both in practice and competition despite the ups and downs experienced during this stage. The development of an identity as a "tennis player". intrinsically motivated to train and compete. Becoming resourceful in competitive situations. Developing a "going for it" mentality " hitting the right shot under pressure" regardless of the score or situation. Enjoys the pressure of competition. Has an awareness of the importance of different situations and what is required. Developing a "no excuse" style - always tries to find a way to be competitive mentality. Developing an understanding of the critical factors that effect the ideal performance state. Developing the ability to manage arousal levels through proper breathing and relaxation techniques. Acquiring the skills to control the pace of the match via both an understanding of match momentum and the use of routines and rituals. Displaying positive self-talk, belief, thinking and body language. Respects players other coaches and officials. 	<p>Girls 14-15; Boys 15-16</p> <p><u>Priority 1</u></p> <p>Endurance To be able to:</p> <ul style="list-style-type: none"> Run 30 to 45 min. Make intermittent efforts from 10" to 30". <p>Strength</p> <ul style="list-style-type: none"> Consolidation of the basic muscular strength movements, Introduction to explosive-strength with resistance. <p>Speed and agility</p> <ul style="list-style-type: none"> To move and run fast in specific situations. To master multi- directional movements. To have the capacity to accelerate quickly. <p>Coordination skills</p> <ul style="list-style-type: none"> To master sport fundamentals. Specific coordination. <p>Flexibility</p> <ul style="list-style-type: none"> To master the stretching techniques - emphasis on shoulders and hips (Lower and upper body dissociation). <p>Pre-habilitation</p> <ul style="list-style-type: none"> To prevent injuries (S.A.M. principle) to strengthen deep muscles 	<ul style="list-style-type: none"> During this stage, the use of power becomes much more pronounced when executing all strokes as players begin to go through puberty. Developing the ability to play percentage tennis, playing the right shot at the right time (rally, attack or defend) at a higher temp. The ability to play wider (angles) and higher (via the use of heavy spin) and the ability to deal with both of these tactics. Developing the ability to use change of rhythm and spins in order to take control of the point. Development 1-2 weapons emerge. (extremely high level of consistency, great countering ability, exceptional shot variety). Dominating FH, Serve. The ability to have proper positioning (both up and back and lateral) becomes essential. Developing the ability to execute 3 shot sequences/combinations around their strengths. Developing the ability to recognize and take advantage of all attacking opportunities (relative to their emerging gamestyles) – the "transition game" approach shot development. <p>When returning;</p> <ul style="list-style-type: none"> taking advantage of all opportunities when presented on 2nd serve. ability to effectively neutralize first serves <ul style="list-style-type: none"> Developing their defensive, neutralizing and counter-attacking skills to stay in the point or neutralize attacking opportunities (increased ability to cover the court). When serving (either 1st or 2nd serves) developing the tactical skills required to serve effectively (via the use of spin, precision and later power). The development of an effective 2nd serve becomes critical at this stage. Developing the tactical skills which will be required to play the net effectively (positioning, anticipation, proper shot selection). Developing the tactical skills required to effectively counter attack when opponent is coming to the net. Developing the developing an awareness of their opponents strengths, weaknesses and tendencies and how to neutralize and exploit them. Developing the ability to combine all aspects of their game/strengths to gain a competitive advantage. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Key fundamentals include:</p> <p>Groundstrokes:</p> <ul style="list-style-type: none"> Greater use of the ground, increased upper body rotation, forearm and hand as power requirements become more prevalent. Greater emphasis on set-up and timing skills becomes important as ball tempo and court coverage demands increase. Exhibit a full repertoire of adaptation skills necessary to counterattack and defend. <p>Volley (given increases in reception challenges).</p> <ul style="list-style-type: none"> Developing a quicker hand. Greater use of legs is evident. <p>Serve</p> <ul style="list-style-type: none"> The increased use of ground forces and rotational forces to generate ball speed and spin. Developing the skills required to effectively hit topspin and slice serves. <p>Return</p> <ul style="list-style-type: none"> Increased adaptation skill between first and second serves are required. <p>Footwork</p> <ul style="list-style-type: none"> The full repertoire of footwork should be well executed by the end of this stage.



TRAINING/COMPETITION GUIDELINES – GIRLS

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (At the end of stage)	Tennis Training hrs/wk	Other Matches (practices/ Leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
11-12	0	15-20	45-60	30	Provincial National International Age Group (TE U12 and U14)	4-5	12-14	48	16-18	4-6
13-14	2-3	15-20	45-60	30	Western Canada Summer Games Atlantic Summer Games Ontario Summer Games Provincial National International Age Group ITF Junior (Group 5,4, & 3)	5-8	12-14	48	18-24	4-6

TRAINING/COMPETITION GUIDELINES – BOYS

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (At the end of stage)	Tennis Training hrs/wk	Other Matches (practices/ leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
13-15	2	15	45-60	30	Western Canada Summer Games Atlantic Summer Games Ontario Summer Games U14 and U16 Provincial events U14 and U16 National events International age group events U14 and U16 Top players of this age may begin playing ITF events	5-8	12-14 (including group and private)	48	20	4-6



The mission of the player ...

- Be well-prepared for training and competition including well-organized, rested, hydrated.
- Become increasingly more responsible for own preparation.
- Discuss goals and aspirations with your coach and parents.
- Love training, playing and competing.
- Participate in a complementary sport that is enjoyable.
- Be an ambassador of your provincial/national associations and the sport of tennis while in Canada and abroad.

The mission of the coach ...

- Meet regularly with the fitness coach to ensure a well-balanced and coordinated training program.
- Raise the performance capacity of the players.
- Prepare players to perform at identified competitions, reaching a peak performance at the priority competition of the year.
- Pursue professional development that includes new learning about technical and tactical information and appropriate training for consolidating stage where strength and stamina should be emphasized.
- Encourage decision-making and self-responsibility for aspects of tennis training and competition.

The mission of the parent ...

- Be supportive of the child-player by ensuring that he/she loves tennis as the pressure to perform increases.
- Provide guidance but listen to child to ensure that training and competing is enjoyable.
- Discuss child's goals and aspirations with your child but recognize that increased pressure from parent may result in decreasing motivation to play.
- Understand the long term player development model and pathway.
- Encourage child to become responsible for their preparation for tennis.
- Reinforce values such as hard work, personal excellence and sacrifice as they are necessary to be successful.
- Support your child's decision if he/she wants to switch to recreational tennis.
- Ensure that schoolwork is attended to and that the child is given other normal childhood responsibilities.



Beginning to put it all together

The participant has made a conscious decision to pursue a potential career as a “professional player”. All aspects of preparation will now focus on consistent quality performances in training and in competition. The player’s lifestyle demonstrates that of an individual who is a “24/7” athlete and is learning to manage the variables that will contribute to their overall performance. The development of perception skills is fundamental to long term success in the sport. Although the skill may not be mastered until a player reaches Stages #6 (Learning to Be a Pro) or #7 (Living as a Pro), players, parents and coaches can work on these skills both on and off the court.

General Objectives

- Continue to develop and refine technical skills.
- Become a responsible and autonomous athlete.
- Refine all basic skills at competition intensity and to consolidate skills learned at the 11/12-15/16 stages.
- Improve in the implementation of learned skills in competitive situations.
- Develop flexibility, speed, strength and aerobic endurance – in all the physical skills.
- Refine the daily implementation of sport medicine and science knowledge, e.g. nutrition, strength and conditioning, sport psychology, exercise physiology.
- Learn to cope with the challenges of different competitive situations such as different surfaces, altitude, game styles and wind.
- Introduce and consolidate psychological routines to produce the ideal performance state.
- Develop an ability to understand key principles related to training, competition, recovery and equipment.
- Adopt a positive lifestyle such as no tobacco, no alcohol, no drug, to respect good sleep habits and practice good hygiene.
- Demonstrate good knowledge of the selection and care of equipment including racquets, shoes and strings.
- Demonstrate quality and consistency in the warm-up, recovery and diet.
- Ensure pre-habilitation exercises for wrists, shoulders, hips and abdominals are managed effectively.
- Use recovery techniques such as oxygenation stage, sport massage, relaxation, meditation and hydrotherapies.
- Incorporate a regular medical follow-up and physiotherapist follow-up if necessary.





Guiding Principles for Players, Coaches and Parents

- With results becoming more important, it is essential that athletes continue to focus on performance goals in competition.
- A consistent individualized quality daily training program which takes into account international standards, the athlete's present abilities and the long term goals are essential.
- The windows of optimal trainability should be emphasized to ensure the strength component is being maximized.
- While competing on the road, the emphasis on long term development over short term results continues to be maintained.
- The coach's role becomes even greater as he/she takes on increased leadership in the overall development of a player's career and must lead and work with an integrated support team.
- An individualized physical development program should be used cashing in on the windows of trainability and monitoring improvements through testing three times a year with the support of an integrated support team.
- The annual competitive plan should strive for a 3:1 win-loss ratio. Evaluation of this plan should include reviewing the athlete's win-loss ratio.
- Competitions should be selected based on an age appropriate number of matches per year with the emphasis on the athlete's continued development, participating in 2-3 practice matches per week.

Wheelchair Tennis

- *Ensure appropriate rest and recovery especially for upper body injury prevention.*
- *All footwork skills are replaced by mobility skills.*
- *Due to the excess stress of moving the tennis chair, the number of tournaments should be reduced.*
- *Know proper tennis chair maintenance.*
- *Re-evaluate tennis chair to determine if it still meets the athlete's needs.*



Components to Focus On

GIRLS	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
15-16 years	<ul style="list-style-type: none"> Developing ownership of their career. Development of an identity as a “tennis player” and displaying intrinsic desire to train and compete. Learning about the pressures associated with the game (e.g. rankings, travel issues, social issues, school issues, being judged). Developing “mental flexibility” and the ability to find solutions (i.e. “finding a way”). Developing a strong professional presence on court. Seeking out competitive situations during training on a consistent basis. Improving their ability to train and work as part of a group or “team” and deal with team dynamics. Becoming aware that at “some point in the future” they will need to deliver. Having a comprehensive understanding of the critical factors that affect your ideal performance state. 	<p><u>Priority 1</u> Strength</p> <ul style="list-style-type: none"> To further develop strength. To develop explosive-strength and to introduce explosive-strength endurance. <p><u>Priority 2</u> Endurance</p> <p>To be able to achieve:</p> <ul style="list-style-type: none"> Level 12 (Léger) 3’30 (1000m) 1’10 (400m) <p>Pre-habilitation</p> <ul style="list-style-type: none"> To prevent injuries (S.A.M. principle) To strengthen deep muscles <p><u>Priority 3</u> Speed & Agility</p> <ul style="list-style-type: none"> To move and run fast in specific situations. To master multi- directional movements. To have the capacity to accelerate, decelerate and change direction quickly. <p>Coordination skills</p> <ul style="list-style-type: none"> To take advantage of the physical qualities on court (transfer from general to specific). <p>Flexibility</p> <ul style="list-style-type: none"> To master the stretching techniques, emphasis on shoulders and hips; lower and upper body dissociation. 	<ul style="list-style-type: none"> Ability to implement all the tactics from the stage above but at a higher precision and tempo. The ability to reduce space and time by playing early with quick recognition and proper positioning. Ability to play percentage tennis, playing the right shot at the right time (rally, attack or defend). Consistent aggressive baseline play with big targets. The ability to hit through the court. The ability to change rhythm with precision through the use of angles, slice and high topspin and the necessary skills to deal with this tactic. The ability to play aggressively down the middle in order to earn a weak ball before opening up the court. An ability to stay in the point with good countering and neutralizing skills. The ability to earn more points when serving by hitting more aggressively and through the use of more variation. The ability to take control of the points from the return of serve especially second serve via: <ul style="list-style-type: none"> Hitting from inside the baseline. Use of a variety of targets (three zones). The ability to finish points at the net (primarily through the use of swing volleys and big targets). Having an awareness of their opponents strengths, weaknesses and tendencies and how to neutralize and exploit them. Continuing to develop the ability to combine strengths of their game to gain a competitive advantage. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities.</p>

To achieve excellence at this stage, the player needs to have at least one element of their game that is exceptional and at a world-class level. For example, the player could have a 10/10 on one of a number of elements such as one stroke, fitness level, serves etc.



Components to Focus On

BOYS	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
<p>16-18 years</p>	<ul style="list-style-type: none"> Developing ownership of their career. Developing a comprehensive understanding of the critical factors that affect their ideal performance state. Developing "mental flexibility" and the ability to find solutions (i.e. "finding a way"). Developing a strong professional presence on court. Displaying the conviction to execute the appropriate shot confidently under pressure. Their competitive identity should be emerging at this stage i.e. their "personal identity" as a tennis player is becoming clear. Becoming aware that at some point in the near future he will need to deal with pressures associated with the game (e.g. rankings, travel issues, social issues, school issues, being judged). 	<p>The game is wider and athletes need the physical skills to counteract this.</p> <p><u>Priority 1</u> Strength</p> <ul style="list-style-type: none"> To further develop strength. To develop explosive-strength and to introduce explosive-strength endurance. <p><u>Priority 2</u> Endurance</p> <p>To be able to achieve:</p> <ul style="list-style-type: none"> Level 13 (Léger) 3' (1000m) 1' (400m) <p>Pre-habilitation</p> <ul style="list-style-type: none"> To prevent injuries (S.A.M. principle) To strengthen deep muscles <p><u>Priority 3</u> Speed and agility</p> <ul style="list-style-type: none"> To move and run fast in specific situations. To master multi-directional movements. To have the capacity to accelerate, decelerate and change direction quickly. <p>Coordination skills</p> <ul style="list-style-type: none"> To take advantage of the physical qualities on court (transfer from general to specific). <p>Flexibility</p> <ul style="list-style-type: none"> To master the stretching techniques with emphasis on shoulders and hips; lower and upper body dissociation. 	<ul style="list-style-type: none"> The ability to play percentage tennis, playing the right shot at the right time (rally, attack or defend) at a higher tempo. Their game style should be clear at this point and should include 1-2 weapons. Starting the point (from either the serve or return) and the shots following become more critical at this stage than at the stage before. The ability to execute 3 shot sequences/ combinations around their strengths. The ability to recognize and take advantage of all attacking opportunities (relative to their) – the "transition game" approach shot development. The ability to open the court and the ability to counter and defend effectively against this tactic. The ability to defend, neutralize and counter-attack to stay in the point or neutralize attacking opportunities. The ability to cover the court and get to all balls becomes essential. The ability to maintain an offensive advantage once initiated, but when lost, have the ability to defend effectively. The ability to effectively finish the point at net (Note: overall volleying skills will be dependant on game style). Possesses the tactical skills required to effectively counter attack when opponent is coming to the net. Continuing to develop the ability to combine strengths of their game to gain a competitive advantage. Players need to become adept at understanding, or reading, the responses of their opponent in planning and executing their game plan. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities.</p>

To achieve excellence at this stage, the player needs to have at least one element of their game that is exceptional and at a world-class level. For example, the player could have a 10/10 on one of a number of elements such as one stroke, fitness level, serves etc.



TRAINING/COMPETITION GUIDELINES – GIRLS

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (At the end of this stage)	Tennis Training hrs/wk	Other Matches (practices/ Leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
15-16	3	24-28	72-84	48-56	Canada Summer Games National Junior Championships Fed Cup French/Wimbledon US Open Florida/Australia Fed Cup (near end of stage) <i>(Type of events will vary by age and level)</i>	6**-10*	18-22 (when a tennis week)	48	28	4-5

* When physical is the priority ** When tennis is the priority

TRAINING/COMPETITION GUIDELINES – BOYS

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (At the end of this stage)	Tennis Training hrs/wk	Other Matches (practices/ Leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
16-18	3	27-30	71-90 (3:1 ratio)	54-60	Canada Summer Games <u>AGE 17</u> ITFs (4 Grand Slams); Gr. 2, Gr. 1 and A Invitationals Futures or Challengers Prize money Open events <u>AGE 18</u> 8 ITFs, 18-20 Futures or Challengers, 1 or 2 Open events, potentially National championships	6**-10*	18-20 (when a tennis week)	48	28	4-5

* When physical is the priority ** When tennis is the priority



The mission of the player ...

- Be a responsible and independent player by demonstrating some self reliance in areas such as time management, attention to good nutrition, hydration and recovery, being ready for training and competition.
- Include variety in your life during “downtime” such as keeping in touch with friends and pursuing a hobby.
- Discuss your goals and aspirations with your coach and parents.
- Be an ambassador of your provincial/national associations and the sport of tennis while in Canada and abroad.
- Be responsible for schoolwork and academic achievement.
- As a developing professional player, who represents Tennis Canada, it is important that you become aware of your responsibilities with respect to community, corporate and media affairs and look to extend your services in these areas services whenever possible.

The mission of the coach ...

- Integrate the performance factors to enable the player to perform consistently at identified major domestic and international events.
- Raise the performance capacity of the players.
- Pursue professional development that includes new learning about technical, tactical, recovery and competition preparation information and appropriate training for “learning to perform” stage.
- Continue to encourage decision-making and self-responsibility for aspects of tennis training and competition.
- Recruit and work with an expanded group of experts to help prepare the player for training and competition.

The mission of the parents ...

- Assist your child in balancing training demands and educational needs and possibly explore alternative education options.
- Begin exploring the NCAA route as a potential development option, considering the player’s results and in consultation with the personal coach.
- Encourage your child to have interests outside of tennis to maintain a “balanced” lifestyle.
- Discuss and listen to your child to ensure he/she is still enjoying tennis.
- Discuss goals and aspirations to ensure your child is genuinely interested in pursuing the high performance path. Most important is that the child enjoys all aspects of tennis (most of the time).
- Continue child’s involvement in decisions, independent time management and self-responsibility for tennis training and competition.
- Encourage child’s independence by allowing him/her to travel independently or with the team.



PUTTING IT ALL TOGETHER

This stage is characterized by a complex and harmonious blend of the performance factors that contribute to the athlete's ability to perform in competition.

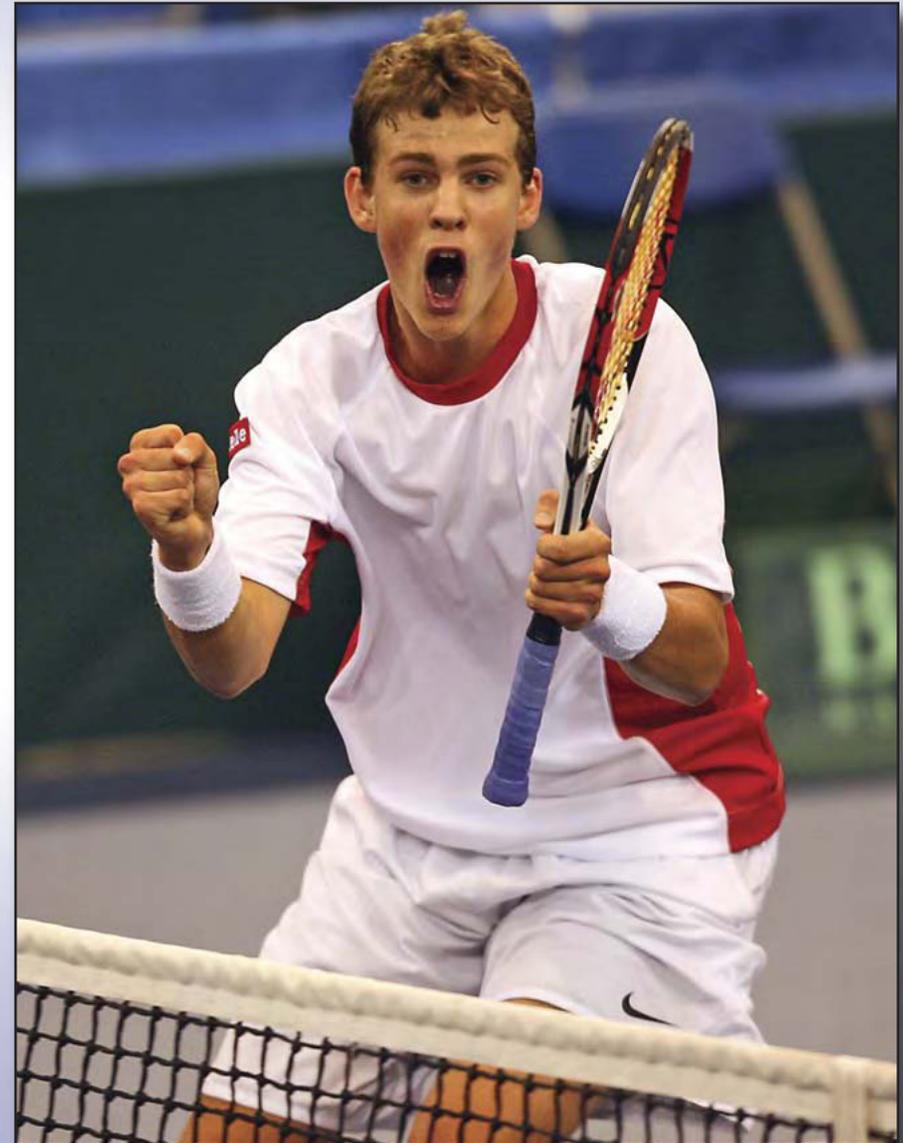
General Objectives

- Continue to develop and refine technical skills.
- Consolidate specific game style which at this age it is still developing and/or acquiring skills.
- Refine all technical skills at competition intensity.
- Focus on performance goals in competition.
- Improve and demonstrate the implementation of learned skills in competitive situations.
- Develop flexibility, speed, strength and aerobic endurance – in all the physical skills.
- Refine the daily implementation of sport medicine and science knowledge e.g. nutrition, strength and conditioning, sport psychology, exercise physiology.
- Become responsible and autonomous athlete.
- Keep up-to-date on new research on sport science and medicine related to being a 24/7 athlete.
- Learn to cope with the challenges of different competitive situations (surfaces, altitude, game styles, wind).
- Introduce and consolidate psychological routines to produce the ideal performance state.
- Develop their ability to understand key principles related to their training, competition, recovery and equipment.
- Maintain a positive lifestyle: no tobacco, no alcohol, no drug, to respect good sleep habits and practice good hygiene.
- Demonstrate the ability to select and care for their equipment including racquets, shoes and strings.
- Ensure quality and consistency in diet, warm-up and recovery activities.
- Ensure pre-habilitation exercises for wrists, shoulders, hips and abdominals are managed effectively.
- Continue the use of recovery techniques such as oxygenation stage, sport massage, relaxation, meditation and hydrotherapies.
- Maintain the use of regular medical follow-up and physiotherapist follow-up if necessary.



Guiding Principles for Players, Coaches and Parents

- The development of an individualized annual plan is essential using single, double or triple periodization.
- Guidance and direction should revolve around developing a responsible and autonomous athlete.
- Tennis and fitness coaches must meet on a regular basis to ensure a well-balanced training program.
- A consistent individualized quality daily training program which takes into account international standards, the athlete's present abilities and the long term goals are essential.
- While competing on the road, the emphasis on long term development over short term results continues to be maintained.
- The coach's role becomes even greater as he/she takes on increased leadership in the overall development of a player's career and must lead and work with an integrated support team.
- An individualized physical development program should be used cashing in on the windows of trainability and monitoring improvements through testing three times a year with the support of an integrated support team.
- The annual competitive plan should strive for a 3:1 win-loss ratio. Evaluation of this plan should include reviewing the athlete's win-loss ratio.
- Competitions should be selected based on an age appropriate number of matches per year with the emphasis on the athlete's continued development, participating in 2-3 practice matches per week.



Wheelchair Tennis

- *Due to the excess stress of moving the tennis chair, the number of tournaments must be reduced.*
- *Acquire a customized chair.*
- *Manage medication/physical issues while travelling.*



Components to Focus On

WOMEN	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
17-21 years	<ul style="list-style-type: none"> • Taking full responsibility for career. • Ability to find solutions mentally i.e. "finding a way", with the ability to adapt to anything that is thrown at them. • Developing the psychological skills they need to be able "to deliver". • Seeking out competitive situations during training on a consistent basis. • Displaying the ability to deal with the pressures associated with the game (e.g. being judged, ranking, travel issues, social issues). • Develop an ability to deal/handle adversity and injury. • Attention to detail moves to another level at the beginning of this stage. Having the right team is essential. • Making the adjustment from junior to pro's and the associated competitive issues needs to be managed. 	<p>Crucial phase for the physical preparation. Physical qualities and motor skills are the cornerstone for tennis efficiency in competition.</p> <p><u>Priority 1</u></p> <p>Strength To be able to achieve:</p> <ul style="list-style-type: none"> • 1.0 x B.W. on bench press • 4.5 x B.W. on Leg press • 50 cm on vertical jump <p>**Priority should be placed on explosive-strength and explosive strength-endurance.</p> <p>Pre-habilitation</p> <ul style="list-style-type: none"> • To prevent injuries (S.A.M. principle) • To strengthen deep muscles <p><u>Priority 2</u></p> <p>Endurance To be able to achieve:</p> <ul style="list-style-type: none"> • Level 12'30" (Léger) • 3'20" (1000m) • 1'05" (400m) • Capacity to play 4 sets <p>Speed and Agility</p> <ul style="list-style-type: none"> • To move and run fast in specific situations. • To master multi- directional movements. • To have the capacity to accelerate, decelerate and change direction quickly. • Specific arm speed (Serves and strokes). <p>Coordination skills</p> <ul style="list-style-type: none"> • To take advantage of the physical qualities on court (transfer from general to specific). <p><u>Priority 3</u></p> <p>Flexibility</p> <ul style="list-style-type: none"> • To master the stretching techniques, emphasis on shoulders and hips. Lower and upper body dissociation. 	<ul style="list-style-type: none"> • The goal is just to solidify their game, execute their game at a higher speed with a higher level of consistency so that she may be able to impose her gamestyle when competing at the professional level. • Note if changes are being made now, this means that the game style and identity were wrong. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities.</p> <p>Some key fundamentals include:</p> <ul style="list-style-type: none"> • Skills executed at a higher level, higher tempo, with higher quality. • Continued small technical refinements are evident as players continue to develop (especially the serve). • The ability to take advantage of offensive opportunities by finishing points at the net continues to evolve during this stage.



Components to Focus On

MEN	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
<p>19-23 years</p>	<ul style="list-style-type: none"> • Taking full responsibility for their career • Ability to deal with the pressures associated with the game (being judged, ranking, travel issues, social issues). • Develop an ability to deal/handle adversity and injury. • Attention to detail moves to another level at the beginning of this stage. Having the right team is essential. • Making the adjustment from junior to pro and the associated competitive issues needs to be managed. 	<p>Crucial phase for the physical preparation. Physical qualities and motor skills are the cornerstone for tennis efficiency in competition.</p> <p><u>Priority 1</u> Strength To be able to achieve: • 1.2 x B.W. on bench press • 5.5 x B.W. on Leg press • 60 cm on vertical jump “Priority should be place on explosive-strength and explosive strength-endurance”.</p> <p>Pre-rehabilitation</p> <ul style="list-style-type: none"> • To prevent injuries (S.A.M. principle) • To strength deep muscles <p><u>Priority 2</u> Endurance To be able to achieve: • Level 13’30” (Léger) 2’50” (1000m) 58” (400m) • Capacity to play 5 sets</p> <p>Speed and Agility</p> <ul style="list-style-type: none"> • To move and run fast in specific situations. • To master multi- directional movements • To have the capacity to accelerate, decelerate and change direction quickly • Specific arm speed (Serves and strokes). <p>Coordination skills</p> <ul style="list-style-type: none"> • To take advantage of the physical qualities on court (transfer from general to specific). <p><u>Priority 3</u> Flexibility</p> <ul style="list-style-type: none"> • To master the stretching techniques with an emphasis on shoulders and hips; lower and upper body dissociation. 	<ul style="list-style-type: none"> • The goal is just to solidify their game, execute their game at a higher speed with a higher level of consistency so that he may be able to impose his gamestyle when competing at the professional level. • Note: If changes are being made now, this means that the game style and identity were wrong. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p>Skills executed at a higher level, higher tempo, with higher quality.</p> <ul style="list-style-type: none"> • Continued small technical refinements are evident as players continue to develop (19 and 20). • Volleying skills are still evolving here, where ground strokes tend to evolve earlier. Will execute this better at the end of the career rather than early on.



TRAINING/COMPETITION GUIDELINES – WOMEN

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (By the end of this stage.)	Tennis Training	Other Matches (practices/ Leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
17-21	3 French/Wimbledon US Open Florida/Australia	22-26	66-78	44-56	WTA Challenges Grand Slam Qualifying Fed Cup Pan American Games Olympic Games	6**-10*	22	N/A	28	4-5

* When physical is the priority ** When tennis is the priority

TRAINING/COMPETITION GUIDELINES – MEN

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (By the end of this stage.)	Tennis Training	Other Matches (practices/ Leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
19-23	6 4 Grand Slams + Davis Cup	27-30	56-60 (2:1 ratio)	54-60	ITF Futures Challengers ATP Tour Davis Cup Pan American Games Olympic Games	6**-10*	22-24	N/A	28	4-5

* When physical is the priority ** When tennis is the priority



The mission of the player ...

- Be a 24/7 athlete and therefore, be 100% at training and competition.
- Fit in ongoing education when possible using distance education or other ways of obtaining degrees or diplomas.
- Communicate with coach on training, competition and recovery issues.
- Be an ambassador of your provincial/national associations and the sport of tennis while in Canada and abroad.
- As a developing professional player, who represents Tennis Canada, it is important that you become aware of your responsibilities with respect to community, corporate and media affairs and look to extend your services in these areas services whenever possible.

The mission of the coach ...

- Model all aspects of training and performance to help the athlete reach identified goals at major international events.
- Pursue professional development that includes new learning about technical, tactical, recovery and competition preparation information and appropriate training for “learning to be professional” stage.

The mission of the parents ...

- Be supportive of your child’s pursuits and to provide guidance where necessary.
- Recognize the intensity and pressure at this stage of development.
- Encourage your child to pursue ongoing education.
- Begin exploring the NCAA route as a potential development option, considering the player’s results and in consultation with the personal coach.



PEAK PERFORMANCE

At this stage the full-time athlete is committed to tennis and producing consistent performances on demand. All aspects of the player's life are centred on being well prepared for practice and major events. The challenge in this stage is keeping variety in the training to ensure that the athlete continues to be interested and enthusiastic about all aspects of tennis. While the primary focus for athletes reaching this stage is peak performance, there are other life activities that may enhance the athlete's performance or could distract the athlete. These life activities may include marriage, having a family, financial distractions, or dealing with aging parents. These issues may be considered when developing the training and competition schedule.

General Objectives:

- Consolidate all objectives from the "Learning to be a Professional" stage.
- Further develop and refine technical skills.
- Implement their game style integrating learned skills in high intensity competitive situations.
- Gain all advantages by continuing to improve flexibility, speed, strength and aerobic endurance – in all the physical skills.
- Refine the daily implementation of sport medicine and science knowledge e.g. nutrition, strength and conditioning, sport psychology, exercise physiology based on current results of monitoring and evaluation.
- Effectively manage with the challenges of different competitive situations (surfaces, altitude, game styles, wind).
- Implement psychological routines to produce the ideal performance state.
- Maintain a positive lifestyle: no tobacco, no alcohol, no drugs.
- Ensure use of pre-habilitation routines and recovery techniques to maximize overall performance.

Guiding Principles for Players, Coaches and Significant Others

- The development of an individualized annual plan is essential.
- The athlete should be a responsible and autonomous player being accountable for his/her performances.
- With results becoming more important, it is essential that athletes continue to focus on performance goals in competition.
- A consistent individualized quality daily training program is essential. This program must take into account international standards, the athlete's present abilities and the player's long term goals.
- With the training and competition environment becoming more complex and intense, the player must manage distractions to ensure solid performances.



Components to Focus On

WOMEN	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
<p>22 years+</p>	<ul style="list-style-type: none"> Ensuring that they have the mental skills "to deliver" at this level. Ability to implement those routines required to have an ideal performance state. Have the mental skills required to handle competitive stress at this level. Ensuring that there is a good team available to them (e.g. strength and conditioning coach, agent, travelling coach, physiotherapist, psychologist, financial planner). Displaying a complete commitment and focus on their tennis performance. 	<p><u>Priority 1</u></p> <p>Strength</p> <ul style="list-style-type: none"> To maintain or further develop the strength qualities, especially explosive-strength and explosive-strength endurance. <p>Pre-habilitation</p> <ul style="list-style-type: none"> To prevent injuries (S.A.M. principle) To strengthen deep muscles <p><u>Priority 2</u></p> <p>Speed and Agility</p> <ul style="list-style-type: none"> To move and run fast in specific situations. To master multi- directional movements To have the capacity to accelerate, decelerate and change direction quickly. Specific arm speed (serves and strokes). <p>Endurance</p> <p>To be able to achieve:</p> <ul style="list-style-type: none"> Level 12'30" (Léger) 3'20" (1000m) 1'05" (400m) Capacity to play 4 sets <p><u>Priority 3</u></p> <p>Coordination skills</p> <ul style="list-style-type: none"> To take advantage of the physical qualities on court (transfer from general to specific). <p>Flexibility</p> <ul style="list-style-type: none"> To master the stretching techniques with an emphasis on shoulders and hips. Lower and upper body dissociation. <p>Note: Complex and harmonious blend of physical preparation and tennis refinement-improvement.</p>	<ul style="list-style-type: none"> Must continue to evolve their game and bring it to a new level through added variety or improved offensive skills 	<ul style="list-style-type: none"> The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include: Continued small technical refinements are evident as players continue to develop.



Components to Focus On

MEN	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
24 years+	<ul style="list-style-type: none"> Ensuring that there is a good team available to them (strength and conditioning coach, agent, travelling coach, physiotherapist, psychologist, financial planning). Ensuring appropriate annual planning and recovery and regeneration in order to maintain motivation and the mental fitness to compete and train. Displaying an ability to deal with adversity and injury. Ensuring that they have the mental skills "to deliver". Displaying a complete commitment and focus on their tennis performance. 	<p><u>Priority 1</u> Strength</p> <ul style="list-style-type: none"> To maintain or further develop the strength qualities, especially explosive-strength and explosive-strength endurance. <p>Pre-habilitation</p> <ul style="list-style-type: none"> To prevent injuries (S.A.M. principle) To strengthen deep muscles <p><u>Priority 2</u> Speed and Agility</p> <ul style="list-style-type: none"> To move and run fast in specific situations. To master multi- directional movements. To have the capacity to accelerate, decelerate and change direction quickly. Specific arm speed (serves and strokes). <p>Endurance To be able to achieve:</p> <ul style="list-style-type: none"> Level 13'30" (Léger) 2'50" (1000m) 058" (400m) Capacity to play 5 sets <p><u>Priority 3</u> Coordination skills</p> <ul style="list-style-type: none"> To take advantage of the physical qualities on court (transfer from general to specific). <p>Flexibility</p> <ul style="list-style-type: none"> To master the stretching techniques, emphasis on shoulders and hips. Lower and upper body dissociation. <p>Note: Complex and harmonious blend of physical preparation and tennis refinement-improvement.</p>	<ul style="list-style-type: none"> Must continue to evolve their game and bring it to a new level through added variety or improved offensive skills. 	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p>Skills just executed at a higher level, higher tempo, with higher quality.</p> <ul style="list-style-type: none"> Continued small technical refinements are evident as players continue look to stay competitive.



TRAINING/COMPETITION GUIDELINES – WOMEN

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (At the end of this stage)	Tennis Training hours/week	Other Matches (practices/ Leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
22+	up to 6 (4 Grand Slams + Fed Cup)	22-26	66-78 3:1 win-loss ratio	44-56	WTA Tour Grand Slams Fed Cup Olympics	6**-10*	22	N/A	24	4-6 weeks

* When physical is the priority ** When tennis is the priority

TRAINING/COMPETITION GUIDELINES – MEN

AGES	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (At the end of this stage)	Tennis Training hours/week	Other Matches (practices/ Leagues, etc.)/yr		Total # of hours/week
			Singles	Doubles						
24+	up to 6 (4 Grand Slams + Davis Cup)	20-25	40-50 (2:1 ratio)	50	ATP Tour Davis Cup Olympics	6**-10*	18-20	N/A	24	5-6 weeks

*When physical is the priority ** When tennis is the priority



The mission of the player ...

- Be a 24/7 athlete and therefore, be 100% at training and competition.
- Manage any distractions that may interfere with training, competition and recovery.
- Communicate with coach on training, competition and recovery issues.
- Be an ambassador of your provincial/national associations and the sport of tennis while in Canada and abroad.
- Include variety/balance in your life during downtime, such as pursuing a hobby and keeping in touch with friends.
- As a professional player, who represents Tennis Canada, it is important that you become aware of your responsibilities with respect to community, corporate and media affairs and look to extend your services in these areas services whenever possible.



The mission of the coach ...

- Model all aspects of training and performance to help the athlete reach the podium at major international events.
- Pursue professional development that includes new learning about technical, tactical, recovery and competition preparation information and appropriate training for the "living as a professional" stage.



The mission of the parents ...

- Encourage your son/daughter to have outside interests to maintain a balanced lifestyle.
- Assist your son/daughter in planning for a post-tennis life including financial and career planning.

PLAYING AND ENJOYING TENNIS FOR LIFE

“Tennis has helped me in so many ways. It has made me more fit, I have made a lot of new friends and I feel more confident about everything I do. It has helped me stand up for myself and others at school and made me eager to try new things like joining Drama Club.”

Leah Jasmin Hamid, Age 11
Jane/Finch Tennis League participant

General Objectives

- Participants see tennis as their sport of choice.
- Participants recognize tennis as a healthy lifestyle activity that provides a complete mental, physical and social experience.
- Participants recognize the unique contribution tennis can make to the development of healthy communities by addressing the needs of all segments of the population (i.e. youth, senior, new immigrant).
- Participants are able to access and enjoy the game at the frequency and skill level they desire.
- Participants are comfortable entering the tennis community regardless of race, age, sex, or ethnic/religious background.
- Participants consider tennis as a second or complementary sport if they already have a primary sport.

GUIDING PRINCIPLES FOR INSTRUCTORS, VOLUNTEERS, PARENTS AND PLAYERS

- Introduction to tennis offers a welcoming and fun environment to all participants.
- Programming focuses on games-based approach with a variety of opportunities for competition to cater to all levels.
- Competencies should match challenge level to ensure positive experience and feeling of immediate satisfaction and achievement.
- Access to play and competition opportunities are equitable and inclusive.
- Social and personal development aspects of tennis are promoted within all activities.
- Progressive tennis is primary teaching tool for all introductory activities regardless of age.
- Volunteer or career opportunities exist within coaching, officiating, sport management or event organization as part of the complete tennis experience.
- Clubs and tennis facilities offer scheduling support, childcare opportunities and family tennis activities to accommodate busy schedules.



Who plays Tennis For Life?

Within the Tennis For Life stage, there are three types of participants – the new participant entering at any age, the recreational participant who is active for life, and the competitive (or former High Performance) participant who is no longer training to be professional but still enjoys competing regularly. There are additional opportunities for participation, both volunteer and professional, that exist off the court in the areas of coaching, officiating, event organization or sport management. These areas are critical to keeping valued tennis enthusiasts engaged in the sport for life.

New Participant

The emphasis is on making tennis fun and enjoyable for the participant. A welcoming environment will attract new participants of all ages. Progressive Tennis helps to meet the individual needs of the recreational player providing regular learning and playing opportunities. These key ingredients that attract and retain that ensures that individual needs are met contribute player retention.

Recreational Participant

The emphasis for this participant is to provide a balance of opportunities to both learn and compete. The recreational participant can determine his/her desired level of involvement both on the court and off the court in other volunteer positions.

Competitive/Former High Performance Participant

The emphasis for this participant is on regular match play and practice time. Participants enjoy challenging competition and maintaining a healthy and active lifestyle to accommodate high intensity training. Leadership opportunities within the tennis community should be available and encouraged at this level.

INTRODUCTION

Why play tennis?

Many benefits come from playing tennis which are unique to our sport, and include the following:

- Tennis is a sport for life and offers organized play and program opportunities from pre-schoolers to seniors at all ability levels. A person can begin playing at any age. If a former player leaves tennis for any length of time, he or she can re-enter at any age.
- Tennis is a sport that is accessible year round and can offer participants a choice of active, recreational and age-specific competitive lifestyles.
- Tennis is one of the few sports where able-bodied and wheelchair players can play together.
- Tennis has become remarkably affordable at the recreational level compared to many other leisure activities.
- Tennis is a great family activity allowing parents and children to learn and participate together.
- Tennis can be both a team and an individual sport.
- Tennis is a low-impact, non-contact sport that offers a number of essential physical benefits, including cardiovascular, mobility, strength, and coordination. Tennis can be as strenuous as one chooses and can contribute to an overall sense of well-being.
- Tennis allows for a high degree of personal customization based on an individual's personal needs and interests (social, physical, competitive)
- Tennis is an effective tool for contributing to the health of local communities across Canada. This is being done by building social cohesion through community and club activities, by bringing in economic benefits through tournaments and events, and by offering positive outlets for children and youth to develop life skills leading to actively engaged Canadian citizens.

Wheelchair Tennis

- *Clubs should make facilities accessible and welcoming.*



How is tennis learned?

The recognition of Progressive Tennis as a key developmental tool has revolutionized the way new participants learn to play the game. Progressive Tennis is an overall game-based methodology of teaching the game, and features appropriate sized equipment and courts based on the age and skill level of the participant. This approach enables new participants to progress to a rally situation, allowing them to quickly enjoy the game. This accomplishment results in a new player's continued desire to play tennis regularly.

What is the tennis pathway?

The tennis pathway has a wide range of both recreational and competitive programming options that cater to all levels. These options are attractive to a new player who is young or old, a lifelong social player with a weekly doubles game, a highly competitive senior or a returning high performance player. The tennis pathway moves a player from entry-level to the ability to play and compete on a regular basis if the player wishes to progress. An important element in the success of the tennis pathway is to ensure that pathway programs are accessible and well-aligned. Accessibility and alignment will create a seamless pathway for the participant to continually enjoy, improve and advance. Participants should be aware of the next pathway option and continually be encouraged to take advantage of appropriate options based on their ability and desire.

Key strengths of the tennis pathway are the opportunities for both structured and unstructured play that exist in this "tennis for life" stage. Most community facilities and clubs offer skill development opportunities for drop-in, first time tennis participants. A wide range of competition opportunities are key to attracting the Tennis for Life player at any age or life stage including team tennis and league play. League play is one of the most effective retention programs offered by clubs and community facilities. Whether offered internally by the club or organized by an external association, this type of programming can provide an opportunity for members at all levels of proficiency to play and compete on a regular basis. The progression of a league system

from the local to provincial to national levels increases the chance for players to engage in a team environment. It also provides opportunities to promote and showcase tennis at the national level.

Well-trained instructors are available to implement pathway programs in communities and clubs across the country. These pathway programs are supported by a strong network of volunteers who assist both on-court and off-court.



Where is tennis played?

Tennis is accessible and affordable through a variety of private and public facilities. Additionally, with the advent of Progressive Tennis, opportunities exist to play tennis in non-traditional playing environments including school gyms, community centres and a variety of open-space configurations. Both the club and community structures offer accessible options for regular participation and can accommodate the entry-level participant. The club system often caters to the more active recreational participant or competitive player. Public community clubs exist for spring/summer season play (and a limited number with winter facilities), with memberships generally starting as low as \$50 per season per person. A limited number of facilities offer “pay-as-you-go” options where no membership is required. Some private clubs offer attractive packages as incentives for returning college or high performance players to join and increase the quality of play at their clubs, while many have reduced rates for various age groups.

Partnerships with all of the key community sectors is critical to building a strong foundation of participation at the community level. Working with local schools, parks and recreation sites, community centres and various community groups offers the clubs potential to promote the game and increase the club membership, while at the same time offering an activity to citizens that can ultimately increase the overall health of the community. Additionally, these types of partnerships will result in tennis becoming a sustainable activity in the community based on the mutually beneficial goals of increased participation and a healthier community. Within schools, tennis offers an ideal program to meet the increased physical activity requirements of the school system.



AGE	PSYCHOSOCIAL	PHYSICAL	TECHNICAL / TACTICAL	PLAY / COMPETITION
13 to 18	<ul style="list-style-type: none"> Initiating the development of social networks and personal relationships. Sense of belonging through group activities. Development of essential mental skills (i.e. concentration, focus, emotional control, motivation). Development of essential life skills (i.e. goal setting, time management, critical thinking, discipline, management of success/failure). Development of self-esteem and self-confidence 	<ul style="list-style-type: none"> Build physical and cardiovascular endurance and muscular strength. Enhance agility, flexibility, coordination and balance. Contribution to the development of 3 energy systems (aerobic, anaerobic, alactic). 	<p>New Participant</p> <ul style="list-style-type: none"> Progressive Tennis as key learning tool <p>Recreational Participant</p> <ul style="list-style-type: none"> Teaching and reinforcing fundamental tennis skills (i.e. grip, depth, ball control, pass principles, movement, zones of play). <p>Competitive Participant</p> <ul style="list-style-type: none"> Maintenance and enhancements based on personal aspirations. 	<p>Compete at any level based on individual skills, with frequency of competition a matter of personal choice.</p> <p>New and Recreational Participant</p> <ul style="list-style-type: none"> Junior local and provincial tournaments. Jr. ladders, junior leagues. Family and community events. High school team play. Individual unstructured play. <p>Competitive Participant</p> <ul style="list-style-type: none"> Regular unstructured singles/doubles match play. Local and provincial junior tournaments, City, provincial and national leagues.
19 to 34	<ul style="list-style-type: none"> Helps establish a personal identity as an active, achievement oriented individual. Build social relationships and networks. Enhancement of essential mental skills (i.e. concentration, focus, emotional control, motivation). Exploration of career opportunities within the tennis infrastructure (i.e. coaching, officiating, event management, media, sport administration). Ability to use healthy coping mechanisms when dealing with life issues. Enhancing sense of personal competencies thereby increasing self-esteem. 	<ul style="list-style-type: none"> Help individuals achieve final stages of physical maturation in late teens and early twenties. To meet all Health Canada fitness and health indicators for respective age and gender categories (i.e. weight, BMI, cardio, blood pressure etc). Maintain fitness to support an active, healthy lifestyle. Maintain overall fitness, core strength, flexibility and balance. An extensive range of fitness requirements based on an individual's personal goals and the level and number of competitions. To meet the minimum fitness standards of 30 min/day, 5 days/week (TBD) through a variation of tennis and complementary physical activities (i.e. yoga, pilates, jogging, hockey etc). 	<p>New Participant</p> <ul style="list-style-type: none"> Progressive Tennis as key learning tool. <p>Recreational Participant</p> <ul style="list-style-type: none"> Teaching and reinforcing fundamental tennis skills i.e. grip, depth, ball control, pass principles, movement, zones of play. <p>Competitive Participant</p> <ul style="list-style-type: none"> Maintenance and enhancements based on personal aspirations. 	<p>Compete at any level based on individual skills, with frequency of competition a matter of personal choice.</p> <p>New and Recreational Participant</p> <ul style="list-style-type: none"> Self-rating tournaments. Ladders, house leagues, drop-ins. Local and city leagues. Family and community events Canadian university team play. <p>Competitive Participant</p> <ul style="list-style-type: none"> Regular unstructured singles/doubles match play. Local, provincial and national open level tournaments. City, provincial and national leagues. International friendship matches. American university scholarships.



AGE	PSYCHOSOCIAL	PHYSICAL	TECHNICAL/ TACTICAL	PLAY/COMPETITION
35+	<ul style="list-style-type: none"> • Opportunities for social interaction and engagement • Maintenance of essential mental skills (i.e. concentration, focus, emotional control, motivation). • Personal satisfaction of setting and meeting individual challenges and goals • Ability to use healthy coping mechanisms when dealing with life issues • Enhancing sense of personal competencies thereby increasing self-esteem • Opportunity to coach/mentor juniors, or give back to the sport (officiating, sport admin, volunteer board etc), achieving an overall sense of belonging and purpose 	<ul style="list-style-type: none"> • To meet all Health Canada fitness and health indicators for respective age and gender categories (i.e. weight, BMI, cardio, blood pressure etc) • Maintain fitness to support an active, healthy lifestyle • Maintain overall fitness, core strength, flexibility and balance • An extensive range of fitness requirements based on an individual's personal goals and the level and amount of competitions • To meet the minimum fitness standards of 30 min/day, 5 days/week through a variation of tennis and complementary physical activities (i.e. yoga, pilates, jogging, hockey etc). 	<p>New and Recreational Participant - Teaching and reinforcing fundamental tennis skills (i.e. grip, depth, ball control, pass principles, movement, zones of play).</p> <p>Competitive Participant - Maintenance and enhancements based on personal aspirations</p>	<p>Compete at any level based on individual skills, with frequency of competition a matter of personal choice.</p> <p>New and Recreational Participant</p> <ul style="list-style-type: none"> • Self-rating tournaments. • Ladders, house leagues, drop-ins. • Local and city leagues. • Family and community events. <p>Competitive Participant</p> <ul style="list-style-type: none"> • Regular unstructured singles/ doubles match play. • Local, provincial, national and international Masters level tournaments. • City, provincial and national leagues. • International friendship matches.



The following tables provide a summary of all stages with respect to competition, training and recovery considerations for both women and men. As a competition stream player progresses, the training focus and competition intensity changes. It is important to note the shaded part of the table, this indicates the ideal window to develop the athletic foundation critical for excellence.

FEMALES

AGES (females)	COMPETITION				TRAINING				Rest and Regeneration weeks per year	
	# of Peaks	# of tournaments per year	# of matches per year		Types of Competition	Physical Training (By the end of this stage)	Tennis Training	Other Matches (practices/ leagues/yr)		Total # of hours/week
			Singles	Doubles						
Stage #2 5-6	0	0	0		½ court, within the club environment Festival events (1/2 court combined with other things)	4 hrs (which includes 2.5 hrs of other sports)	1-4 hrs	15-25 matches/ year	5-Aug-08	N/A
Stage #2 7-8	0	7-12	21-36		½ court tournaments – club ¾ tournaments – club/provincial Full court transition ball competitions – club or provincial	4.5-5 hrs (which includes 2.5-3 hours of other sports)	4-9 hrs	25-40	8-12 hrs	8 weeks
Stage #3 9	0	8-10	24-30	16-20	Full court transition ball U10 – club/provincial Full court regular U12 – club and provincial * Top 10 year olds could be participants in the U12 Nationals	4.5-5.5 (includes 3 hrs in other sports)	6-8 hrs/wk (including 2-3 lessons)	30-40	10-15	8 weeks
Stage #3 10-11	0	10-15	30-45	20-30	U10 Provincials U12 Provincials, U12 National events * Top players of this age could be competing in U14 Nationals and International U12 events	5.5-7 (which includes 3 hrs of other sports)	10-12 (including 2-4 hrs of private lessons)	30-40	15-18	6-8 weeks
Stage #4 11-12	0	15-20	45-60	30	Provincial National International Age Group (TE U12s, U14s)	4-5	12-14	48	16-18	4-6 weeks
Stage #4 13-14	2-3	15-20	45-60	30	Provincial National Western Canada Summer Games Atlantic Summer Games Ontario Summer Games International Age Group ITF junior (Group 5, 4, 3)	5-8	12-14	48	16-18	4-6



FEMALES continued

Stage #5 15-16	3	24 -28	72-84	48 - 56	National Junior Championships Canada Summer Games International Team events (U16) ITF Gr. 2 ITF Gr. 1 Grand Slams ITF Futures Challenges <i>(Type of events will vary by age and level)</i>	**6-10*	18-22 (when a tennis week)	48	28	4-5
Stage #6 17-21	3 French/ Wimbledon US Open Florida/Australia (Fed Cup)	22-26	66-78	44-56	WTA Challenges Grand Slam Qualifying French/Wimbledon US Open Florida/Australia PanAmerican Games Olympics Fed Cup (end of stage)	**6-10*	22	N/A	28	4-5
Stage #7 22+	Up to 6 4 Grand Slams + Fed Cup	22-26	66-78 (3:1 win-loss ratio)	44-56	WTA Tour Grand Slams Fed Cup Olympics	**6-10*	22	N/A	24	4-6

** when physical training is the priority *when tennis is the priority



MALES

	COMPETITION				Types of Competition	TRAINING				Rest and Regeneration weeks per year
	# of Peaks	# of tournaments per year	# of matches per year			Physical Training (At the end of this stage)	Tennis Training (includes group, privates, & practice matches)	Other Matches (practices/ leagues, etc.)	Total # of hours/week	
			Singles	Doubles						
Stage #2 5-6	0	0	0	0	½ court, within the club environment	4 hrs (which includes 2.5 hrs of other sports)	1-4 hrs (may include up to two private lessons)	15-25	5-8	N/A
Stage #2 7-8	0	7-12	21-36	0	½ court tournaments – club ¾ tournaments - club/provincial Full court transition Ball competitions – club or provincial	4.5 - 5 (includes 2.5-3 hrs in other sports)	4-9 hrs/wk	25-40	8-12	8 weeks
Stage #3 9-10	0	10-15	30-45	20-30	<u>AGE 9</u> U10 Provincial (full court transition ball) U12 Provincial events <u>AGE 10</u> U12 Provincial events U12 Jr. Nationals	5-6 hrs (which includes 3 hrs of other sports)	8-10	30-40	14-16	8 weeks
Stage #3 11-12	0	15	45-60	30	U12 and U14 Provincial events U12 and U14 National events International age group events U12	5.5-7 (which include 3 hrs of other sports)	10-12	48	16-18	6-8
Stage #4 13-15	2	15	45-60	30	U14, U16 Provincial events U14, U16 National events International age group events U14 Western Canada Summer Games Atlantic Summer Games Ontario Summer Games *Top players at 14 may begin playing ITFs and U18 National events <u>AGE 15</u> U16 and U18 Provincial events U16 and U18 National events International age group events U16 Top players of this age will play ITF events	5-8	12-14 (including group and private)	48	20	4-6
Stage #5					<u>AGE 17</u> ITFs (4 Grand Slams), Gr. 2, Gr. 1 and A					

** when physical training is the priority *when tennis is the priority



Athletes should:

- Play more frequently.
- Participate in competitions/tournaments that help develop their game, not earn them the most points.
- Select competitions that are fair and challenging, using a 3 to 1 win loss-ratio to determine the suitability of the competition.
- Include doubles in practice and competition.
- Participate in the recommended number of matches per year based on the LTAD stage of development.
- Ensure adequate time for skill training and individual development based on stage, not age.
- Play on clay court surfaces.
- Play Progressive Tennis in the early stages as a way to develop skills in a competitive environment.



Organized Competition Pathway for Competitive and High Performance Stream (Overview)

Stages of Development	Local/Regional	Provincial Competitions	National Competitions	International Competitions	
Stage #4 Consolidating	Not Applicable	Provincial Western Canada Summer Games Ontario Summer Games Atlantic Summer Games	National Junior championships	International Age Group (TE U12 and U14) International Team events (U16) ITF Gr. 3 ITF Gr. 4,5 Grand Slams ITF Futures Challenges	Stage # 8 Tennis for Life
Stage #3 Developing	Full court transition ball U10 – club/provincial Full court regular U12 – club and provincial U10 Provincials U12 Provincials		U12 Jr Nationals U14 Jr Nationals	U12 & U14 events	
Stage #2 Fundamentals	1/2 court tournaments – club 3/4 tournaments - club/provincial Full court transition ball competitions – club or provincial	Not applicable	Not applicable	Not applicable	
Stage #1 Active Start	Not applicable	Not applicable	Not Applicable	Not applicable	

* There is evidence to show that the NCAA is a development route for players on track to achieve a Top 100 ATP ranking



Organized Competition Pathway for High Performance Stream (Overview)

Stages of Development	Local/Regional	Provincial Competitions	National Competitions	International Competitions	
Stage #7 Living as a Professional	Not Applicable	Not Applicable	Not Applicable	NCAA* WTA Tour ATP Tour Grand Slams Fed Cup Davis Cup Olympic Games World Team Cup Paralympic Games	Stage # 8 Tennis for Life
Stage #6 Learning to be a Professional	Not Applicable	Not Applicable	Not Applicable	NCAA* WTA Challenges Grand Slam Qualifying Fed Cup ITF Futures Challengers ATP Tour Davis Cup Pan American Games	
Stage #5 Learning to Perform	Not Applicable	Not Applicable	National Jr. Championships Canada Games	International Team events (U16) ITF Gr. 2 ITF Gr. 1 Grand Slams ITF Futures Challenges Fed Cup Invitationals Futures of Challengers Prize money Open events	

* There is evidence to show that the NCAA is a development route for players on track to achieve a Top 100 ATP ranking



Organized Competition Pathway for Tennis for Life Stream (Overview)

Stage of Development	Local/Regional	Provincial	National	International
Stage #8 Tennis for Life	<ul style="list-style-type: none"> League Non-ranking and ranking tournaments (class A/B/C or 3.0, 4.0 etc as well as open and senior tournaments) House Leagues 	<ul style="list-style-type: none"> League playoffs (in development – Miele League Challenge) OFSAA or equivalent High School championships University Regional Championships Ranking Tournaments – Open and Senior 	<ul style="list-style-type: none"> League playoffs (Miele League Challenge) University Championships Senior National Championships 	<ul style="list-style-type: none"> Senior World Championships International Friendship Exchanges NCAA Championships
Stage #3 Developing	Full court transition ball U10 – club/provincial Full court regular U12 – club and provincial U10 Provincials U12 Provincials		U12 Jr Nationals U14 Jr Nationals	Not applicable
Stage #2 Fundamentals	1/2 court tournaments – club 3/4 tournaments - club/provincial Full court transition ball competitions – club or provincial Community Team Tennis	Not applicable	Not applicable	Not applicable
Stage #1 Active Start	Not applicable	Not applicable	Not applicable	Not applicable



COACHING CERTIFICATION PROGRAM AND LTAD

Throughout this document, it has been articulated that the role of the coach is critical to the development of the athlete. Tennis Canada has aligned the National Coaching Certification Program (NCCP) with the stages of Long Term Athlete Development.

HIGH PERFORMANCE STREAM	
COACH 2 (Competitive) Development)	Stage #2 FUNdamentals: <ul style="list-style-type: none"> • Girls 5-8 • Boys 5-9
	Stage # 3 Developing: <ul style="list-style-type: none"> • Girls 8-11 • Boys 9-12
COACH 3 (Competitive) High Performance)	Stage #4 Consolidating <ul style="list-style-type: none"> • Girls 12 - 14 • Boys 13 - 15
COACH 4/5 (Competitive) High Performance)	Stage # 5 Learning to Perform <ul style="list-style-type: none"> • Girls 15 -16 • Boys 16 - 18
	Stage #6 Learning to be a Professional <ul style="list-style-type: none"> • Women 17 - 21 • Men 19 - 23
	Stage #7 Living as a Professional <ul style="list-style-type: none"> • Women 22+ • Men 24+

TENNIS FOR LIFE
<p>Instructor (instructor/beginner) Trained to work with introductory players in large for 1.0 to 2.5 level groups</p> <p>Wheelchair Tennis Instructor Workshop</p>
<p>Club Professional 1 (comp intro) <i>(formerly Coach 1)</i> Has the skills to teach private and group lessons for 1.0 to 3.5 level and run basic club programs.</p>
<p>Club Professional 2 Has the skills to plan and deliver a full array of club programming and can work with players up to 4.5 level.</p>
<p>Club Professional 3 Has the skills to occupy the position of Tennis Director or Head Pro. Strong understanding of overall tennis and club business.</p>



Tennis Canada is continually improving the professional development opportunities for tennis coaches. Other workshops are in place or currently being developed and these include the volunteer certificate, wheelchair certificate, Progressive Tennis (1/2 court and 3/4 court) certificates, and school certificate.

Tennis Canada has developed a strategic plan for 2008-2012. The implementation of our Long Term Athlete Development Model is consistent with Tennis Canada's Strategic Plan. All Tennis Canada programs will be adapted to incorporate LTAD initiatives and guidelines.

This document is the first step in implementing a LTAD model for tennis. It provides an overview of LTAD, defines the principle on which LTAD is based, outlines the framework of the stages and the key objective and elements of each stage and highlights some of the practical implications for the Canadian tennis system.

In subsequent steps, Tennis Canada intends to:

1. Integrate LTAD information for coaches into the National Coaching Certification Program.
2. Respect LTAD guidelines in the design of the Tennis Canada competition structure.
3. Integrate LTAD guidelines in the Tennis Canada National Team program including U12, U14, the full time NTC program, Transition and Professional programs.
4. Establish selection procedures that are consistent with LTAD guidelines.
5. Assist and train coaches in training program design to ensure that the sensitive periods for the windows of optimal trainability are optimized.
6. Communicate and educate parents about LTAD and program considerations for their children.
7. Adapt facilities as outlined in the LTAD guidelines for younger athletes such as scaling the court size and equipment to increase success and to development of proper fundamentals.
8. Develop organizational policies and procedures that are consistent with LTAD guidelines and recommendations.
9. Work with our partners to ensure that LTAD is integrated throughout the entire sport system including provincial associations, clubs, schools, parks and recreation departments, government agencies, coaches, instructors, parents, athletes, officials and tournament organizers.



Balyi, I., & Hamilton, A. (2003). Long-term athlete development, trainability and physical preparation of tennis players. In M. Reid, A. Quinn, A. & M. Crespo (Ed.), *Strength and Conditioning for Tennis* (pp. 49-57). London: ITF

Balyi, I., Way, R., Norris, S., Cardinal, C. & Higgs, C. (2005). Participation in Life-long Physical Activity [Figure 3]. In *Canadian Sport for Life*. Vancouver, BC: Canadian Sport Centres.

Balyi, I., Way, R., Norris, S., Cardinal, C. & Higgs, C. (2005). *Canadian Sport for Life*. Vancouver, BC: Canadian Sport Centres.

Charlton Research Inc. (2008). *PMB Tennis Participation Tracking: PO8-1040 – April 2008*. Report produced for Tennis Canada.

Council of Physical Education for Children(2000). *Appropriate practices in movement programs for young children ages 3–5: A position statement of the National Association for Sport and Physical Education*.

Dick, Frank W. (1985). *Sports training principles*. London, UK: Lepus Books.

Higgs, C., Balyi, I. & Way, R. (2006). *No accidental championships: Long-term athlete development for athletes with a disability*. Vancouver, BC: Canadian Sport Centres

Higgs, C., Balyi, I. & Way, R. (2008). *Developing physical literacy: A guide for parents of children ages 0 to 12: A supplement to Canadian sport for life*. Vancouver, BC: Canadian Sport Centres.

Royal Canadian Golf Association/Canadian Professional Golf Association. (2007). *Long term player development guide from golf in Canada*. Ottawa, ON: Author.

Taylor, B. (2005). *Long-term athlete development plan for rowing: An overview*. London, ON: Rowing Canada Aviron.

Tennis Canada (2008). *Tennis Canada strategic plan 2008-2012*. Unpublished.



Acquired disability is the result of an accident or illness.

Adaptation refers to a response to a stimulus or a series of stimuli that induces functional and/or morphological changes in the organism. Naturally, the level or degree of adaptation is dependent upon the genetic endowment of an individual. However, the general trends or patterns of adaptation are identified by physiological research, and guidelines are clearly delineated of the various adaptation processes, such as adaptation to muscular endurance or maximum strength.

Adolescence is a difficult period to define in terms of the time of its onset and termination. During this period, most bodily systems become adult both structurally and functionally. Structurally, adolescence begins with an acceleration in the rate of growth in stature, which marks the onset of the adolescent growth spurt. The rate of statural growth reaches a peak, begins a slower or decelerative phase and finally terminates with the attainment of adult stature. Functionally, adolescence is usually viewed in terms of sexual maturation, which begins with changes in the neuroendocrine system prior to overt physical changes and terminates with the attainment of mature reproductive function.

Ancillary Capacities refer to the knowledge and experience base of an athlete and includes warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, restoration, regeneration, mental preparation, and taper and peak. The more knowledgeable athletes are about these training and performance factors, the more they can enhance their training and performance levels. When athletes reach their genetic potential and physiologically cannot improve anymore, performance can be improved by using the ancillary capacities to full advantage.

Childhood ordinarily spans the end of infancy — the first birthday — to the start of adolescence and is characterized by relatively steady progress in growth and maturation and rapid progress in neuromuscular or motor development. It is often divided into early childhood, which includes preschool children aged 1 to 5 years, and late childhood, which includes elementary school-age children, aged 6 through to the onset of adolescence.

Chronological age refers to “the number of years and days elapsed since birth.” Growth, development, and maturation operate in a time framework; that is, the child’s chronological age. Children of the same chronological age can differ by several years in their level of biological maturation. The integrated nature of growth and maturation

is achieved by the interaction of genes, hormones, nutrients, and the physical and psychosocial environments in which the individual lives. This complex interaction regulates the child’s growth, neuromuscular maturation, sexual maturation and general physical metamorphosis during the first two decades of life.

Congenital disability refers to an anomaly present from birth.

Critical periods of development refers to a point in the development of a specific behaviour when experience or training has an optimal effect on development. The same experience, introduced at an earlier or later time, may delay later skill acquisition.

Development refers to “the interrelationship between growth and maturation in relation to the passage of time. The concept of development also includes the social, emotional, intellectual and motor realms of the child.”

The terms “growth” and “maturation” are often used together and sometimes synonymously. However, each refers to specific biological activities.

Growth refers to “observable, step-by-step, measurable changes in body size such as height, weight and percentage of body fat.”

Maturation refers to “qualitative system changes, both structural and functional in nature, in the organism’s progress toward maturity; for example, the change of cartilage to bone in the skeleton.”

Peak height velocity (PHV) is the maximum rate of growth in stature during growth spurt. The age of maximum velocity of growth is called the age at PHV.

Physical literacy refers to the mastering of fundamental motor skills and fundamental sport skills.

Pronated backhand refers to a backhand hit with the palm facing forward.

Puberty refers to the point at which an individual is sexually mature and able to reproduce.

Quad refers to wheelchair tennis players who qualify for the quad division and have a permanent mobility related disorder in a minimum of three limbs (one or more upper, and one or more lower).



Readiness refers to the child's level of growth, maturity and development that enables him/her to perform tasks and meet demands through training and competition. Readiness and critical periods of trainability during growth and development of young athletes are also referred to as the correct time for the programming of certain stimuli to achieve optimum adaptation with regard to motor skills, muscular and/or aerobic power.

Skeletal age refers to the maturity of the skeleton determined by the degree of ossification of the bone structure. It is a measure of age that takes into consideration how far given bones have progressed toward maturity not in size, but with respect to shape and position to one another.

Trainability refers to the genetic endowment of athletes as they respond individually to specific stimuli and adapt to it accordingly. Malina and Bouchard (1991) defined trainability as "the responsiveness of developing individuals at different stages of growth and maturation.

Training refers to the systematic and integrated actions aimed at influencing the development of performance in a goal-oriented way. The various processes and methods of periodically administering controlled stress on the organism to a series of principles, and organized into a coherent plan, in order to induce general and specific adaptations to various systems, organs and/or tissues, and improve performance capacity." (Marion, 2000).

International Sport Governing Bodies:

International Tennis Federation (ITF) – the world governing body of tennis.

Women's Tennis Association (WTA) – is the organization for women's professional tennis worldwide.

Association of Professional Tennis (ATP) – the organization for men's professional tennis worldwide.

European Tennis Association (ET) – is the organization for tennis in Europe.

Major International Competitions:

Grand Slams events – Australian Open, French Open, Wimbledon, US Open.

Challengers - \$25,000 - \$75,000 professional prize money events.

Futures - \$10,000 - \$15,000 professional prize money events.

Davis Cup – international team competition for men.

Fed Cup – international team competition for women.

Junior Davis, Fed Cup – U16 international team competition for boy and girls.

World Junior Tennis – U14 international team competition for boys and girls.

World Team Cup – international team competition for wheelchair tennis.

Olympic Games – major multi-sport event for athletes, held every four years between competitors from all over the world.

Paralympic Games – parallel Games to the Olympic Games for athletes with a physical disability.

National and Provincial Sport Governing Bodies:

Tennis Canada – formed in 1890, the non profit, governing body of tennis in Canada.

Provincial Tennis Associations (PTAs) – sport governing bodies for each of Canada's provinces or territories.

Provincial Wheelchair Associations – sport governing bodies for each of Canada's provinces and territories.

Major Domestic competitions:

The Rogers Cup (Men's and Women's event) – organized and operated by Tennis Canada, it is the pinnacle professional prize money event for male and female players in Canada

Jeux Canada Games – major domestic multi-sport competition in Canada.

Junior/Senior Wheelchair Nationals – closed championships for junior, senior (35+) and wheelchair players.

Western Canada Games – a multi-sport competition for residents of Western Canada.

Ontario Summer Games – a multi-sport competition for residents of Ontario.

Atlantic Games – multi-sport competition for residents of Atlantic Canada.

Open events – provincially based events for players age 18 years or older of varying levels.



Major Government Agencies:

Sport Canada (SC) – part of the department of Canadian Heritage, works to help Canadians participate and excel in sport.

Canadian Olympic Committee (COC) – is the private, non-profit organization representing Canadian athletes in Olympic, Paralympic and Pan Am Games.

Canadian Paralympic Committee (CPC) – is the private, non-profit organization representing Canadian athletes in the Paralympic and ParaPanAm Games.

Tennis Canada Programs:

Tennis Matters – Tennis Matters is the campaign to raise critical funds for tennis development programs across Canada, from community tennis to high performance athlete development, competitions and coaching.

Building Tennis Communities Strategy (BTC) – Tennis Canada’s strategy to grow tennis at the grassroots level.

Community Tennis Associations (CTA) – A non profit association of volunteers who come together to support community tennis programs.

Community Champions (CC) – individuals identified within the BTC strategy to promote and support tennis in their community.

Community Team Tennis (CTT) – a program that allows children to learn and play tennis quickly via the use of progressive equipment and a team format.

Tennis Development Centres (TDC) – designated indoor facilities running high performance programs.

National Training Centres (NTC) – facilities and programs providing world class training and competitive development for the nations best athletes.

Other Terminology:

Transition Players – players graduating from juniors or college and pursuing a full time tennis career.

Performance Standards – ranking and performance benchmarks for male and female players aged 13 through 23.

Performance Levels – performance benchmarks for boys and girls U12 and 1st year U14

PAS (Path, Angle, Speed)

S.A.M. Principle - **Stability** vs Instability

Alignment vs Mal Alignment

Movement vs Stiffness/Immobility



Provincial and Regional



REXALL CENTRE

1 Shoreham Drive, Suite 100
Toronto, Ontario, M3N 3A6
1.877.2TENNIS Fax : 1.416.665.9017
tenniscanada.com

UNIPRIX STADIUM

285 Faillon West
Montreal, Québec, H2R 2W1
514.273.1515 Fax : 514.276.0070
tenniscanada.com



We acknowledge the financial support of the Government of Canada through Sport Canada, a branch of the Department of Canadian Heritage