

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



**A SPORT
FOR LIFE**




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.

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.

Sincerely,


Michael S. Downey
President and CEO
Tennis Canada

“ The Long Term Athlete Development model will build the foundation for tennis enthusiasts of all ages. From junior development to recreational players, to the pros, the LTAD will help shape the future of Canadian tennis. ”

Daniel Nestor, Olympic and Grand Slam champion and Olympic Gold Medalist

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.



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  l  ne 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.

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

Why Does Tennis Canada Need a LTAD Plan?	
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.
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.

Ten Keys Factors Influencing LTAD

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.

1. The 10-Year Rule
2. Fundamentals
3. Early or Late Specialization
4. Development Age
5. Optimal Windows of Trainability
6. Physical, Mental, Cognitive and Emotional Development
7. Periodization
8. Calendar Planning for Competition
9. System Alignment and Integration
10. Continuous Improvement

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 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.



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.

The competitive nature of tennis implies that only a few athletes will advance to the Living as a Pro stage. However, the LTAD is a 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.



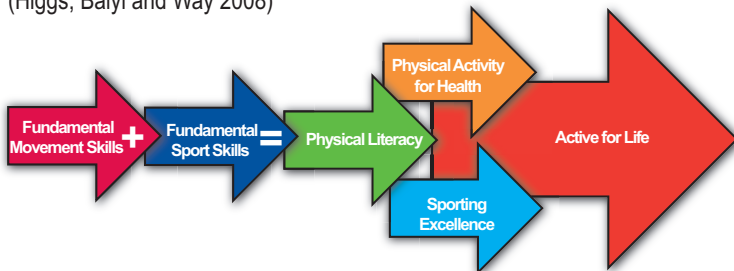
Physical Literacy

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.

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



“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.

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.

Wheelchair Tennis

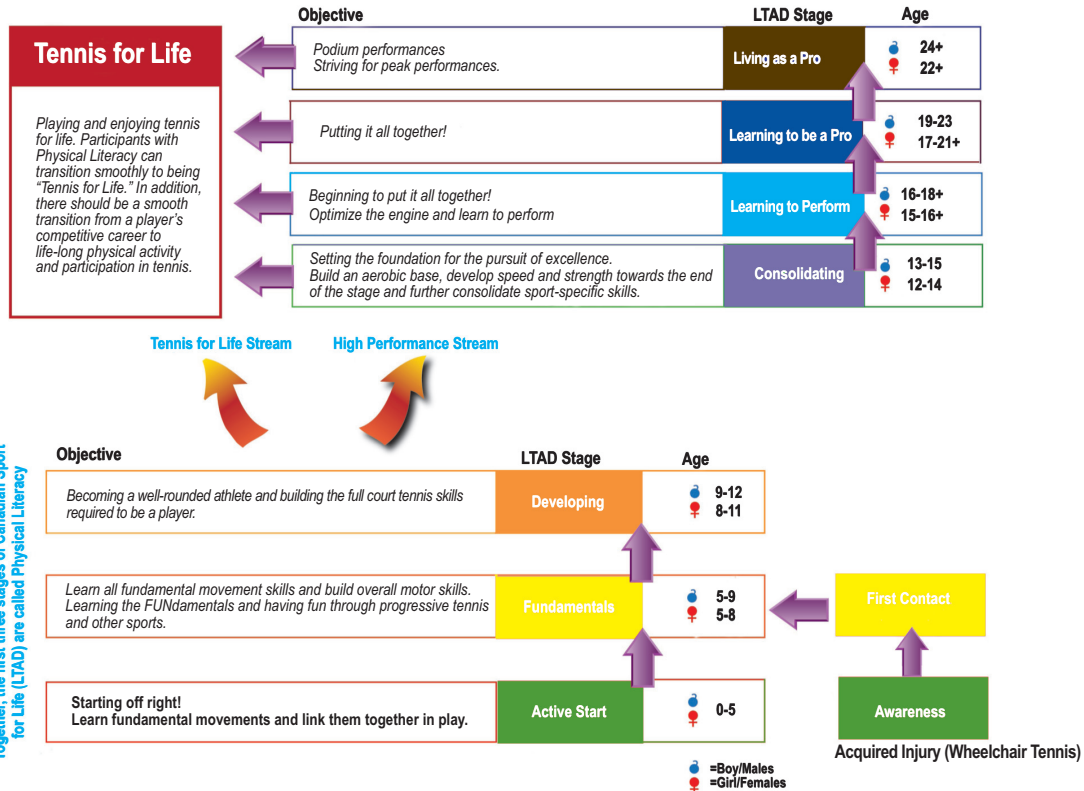
- People with acquired and congenital disabilities must re-learn the fundamentals.



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.

LTAD MODEL OVERVIEW



Stage #1 – Active Start Boys and Girls 0-5/6

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).

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.

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.



Stage #2 FUNDamentals Ages: Girls 5-8, Boys 5-9

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.*



Stage #3 DEVELOPING Ages: Girls 8-11, Boys 9-12

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.*



Stage #4 CONSOLIDATING Ages: Girls 12-14, Boys 13-15

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.*



Stage #5 LEARNING TO PERFORM Ages: Girls 15-16, Boys 16-18

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

- 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.
- 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.
- Develop an ability to understand key principles related to training, competition, recovery and equipment.
- Demonstrate good knowledge of the selection and care of equipment including racquets, shoes and strings.
- 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.

Guiding Principles for Players, Coaches and Parents

- A consistent individualized quality training program which takes into account international standards, the athletes present abilities and the long term goals are essential
- An individualized physical development program should be used cashing in on the windows of trainability and monitoring improvements through testing three times per year
- The coaches role becomes even greater as he/she takes on increased leadership in the development of a player’s career and must lead and work with an integrated support team
- 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
- With results becoming more important, it is essential that athletes continue to focus on performance goals in competition



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.*



Stage #6 LEARNING TO BE A PROFESSIONAL Ages: Women 17-21+, Men 19-23

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

- 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.
- Refine the daily implementation of sport medicine and science knowledge e.g. nutrition, strength and conditioning, sport psychology, exercise physiology.
- Introduce and consolidate psychological routines to produce the ideal performance state.
- 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 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

- Guidance and direction should revolve around developing a responsible and autonomous athlete
- The development of an individualized annual plan is essential using single, double, or triple periodization
- Tennis and fitness coaches must meet on a regular basis to ensure a well-balance training program
- While competing on the road, the emphasis on long term development over short term results, continues to be maintained
- The annual competitive plan should strive for a 3:1 win-loss ratio. Evaluation of this plan should include reviewing the athletes win-loss ratio.

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.*



Stage #7 LIVING AS A PROFESSIONAL Ages: Women 22+, Men 24+

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.



Stage #8 TENNIS FOR LIFE Age: After 12 Years of Age

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.



Wheelchair Tennis

- Clubs should make facilities accessible and welcoming.



SUMMARY CHARTS - All Stages

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. (**when physical training is the priority *when tennis is the priority)

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	5-8 (vs 5 -Aug 8)	N/A
Stage #2 7-8	0	7-12	21-36		½ court tournaments – club ¾ tournament s – 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 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
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 (Type of events will vary by age and level)	**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



SUMMARY CHARTS - All Stages

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	3	27-30	54-60 (3:1 ratio)	54-60	<u>AGE 17</u> Canada Summer Games, ITFs (4 Grand Slams), Gr. 2, Gr. 1 and A, Invitational Tournaments Futures or Challengers, Open Tournaments with Prizes	**6-10*	18 (for 1 week of tennis)	48	28	4-5
Stage #6	Up to 6 4 Grand Slams + Davis Cup	27-30	56-60 (2:1 ratio)	54-60	ITF Futures, Challengers ATP Tour, Davis Cup PanAmerican Games, Olympic Games	**6-10*	22-24	N/A	28	4-5
Stage #7	Up to 6 4 Grand Slams + Davis Cup	20-25	40-50 (2:1 ratio)	50	ATP Tour Davis Cup Olympic Games	**6-10*	18-20	N/A	24	5-6

