

# PROGRAM BLUEPRINT



**It's My Game!**

The Global Kids Tennis Conference

August 14<sup>th</sup> - 23<sup>rd</sup> 2020



## **Thanks for attending the It's My Game Kids Tennis Conference!**

We are determined to help you to not just have a great conference but to provide information and support to help you to take the steps to make an even better place to play for young children. We are sure that you are well on your way or you wouldn't have signed up for this conference, so this document is both reflective and developmental. More than this you we want to be there for you to help you in any way that we practically can. You thought you were signing up for a conference, but you actually signed up to being part of a network that is determined to pull together to help make better places to play for young children!

### **The Process**

We have designed this document as a structured notepad for your program! It is not linear, so we don't expect you to move through it page by page! But the pages are sign posted to presentations to help you navigate through it in a way that meets your needs.

## Contents

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Notes

## **What Does Success Look Like?**

Use this sheet to list the areas that are important to you! Don't try to fill it at the start instead write the key points from the conference that stand out and you wish to incorporate into your program!

**At the start of the conference I would like to gain more knowledge and understanding of?**

**Key Points to Remember – Notes During the Event!**

## What is a Kids Tennis Program?

A tennis program is not all about lessons! To be a real program the child must be provided with what they need to

- Become engaged in the game
- Actually play the game
- Progress within the game
- Achieve their ambitions

A kids tennis program will have **an ethos or mission that umbrellas all aspects of the program** plus

### Structured delivery

1. Instructional element – usually lessons which will include a curriculum
2. Competitive Element – some kind of provision to get kids actually playing the game through competitions and tournaments
3. Training, Practice and Free Play
4. Social Element – opportunities to create relationships and really belong including events, parties and socials
5. Progressive Opportunities – able and committed players should be able to play more and fulfil their ambitions
6. Take home opportunities to really hook players into the game
7. Other tennis opportunities such as camps and trips

### Logistics

8. Staff – coaches, assistants, administrators
9. Facilities – these could include marked courts, nets, a room to socialize in for parents, changing facilities and a child friendly environment
10. Session times, and durations
11. Administration process
12. Safe Processes

### And effective Communication

13. Support Systems for Parents, carers and siblings
14. Connections to partners – for example links to schools
15. Marketing

## Program Overview

What opportunities does your program provide to meet these key program elements? Is there an area where you are really strong and one that could be better?

Instruction
Practice
Competition
Social /Belonging
Parent Support & Relationships

*Sign Posted Presentations that will help:*

- *K1 The Big Picture – Laramie Gavin*
- *K2 – Motivating Kids to Play - Mike Barrell*
- *B3 - Positioning Tennis in your community – Emma Wells*
- *B7 – Build it and they will come – Juan Sala Ramos*

## **Additional Program Elements**

List here any other elements that you feel are a important to your program for example:

- Player Development stream for committed players
- Increased belonging elements (TEAM)
- Community Outreach
- Mentoring
- Links to other programs within your facility

*Sign Posted Presentations that will help:*

- *B1 – My World Same Game – Alex Johansson*
- *B3 – Positioning Tennis – Emma Wells*
- *K7 – Moving on UP – Howard Green*
- *K16 Tennis Max – Ruben Neyens*

## Program Philosophy – Notes

The boxes below are designed for your notes. You will need to be able to explain your philosophy to customer and partners concisely, with passion and vision. This is an on-going task that we will discuss as part of Locker Room One! Remember to use this document as a notepad and evolve your ideas. Consider the needs of your customers and also the elements of the program from the earlier pages at that you consider important.

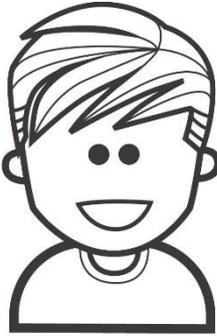

*Sign Posted Presentations that will help:*

- *K9 – Finding the Why of Your Lesson – Deanna Penman*
- *K2 – Motivating Kids to Play - Mike Barrell*
- *K10 – Stop Teaching and Let the Learn – Wayne Elderton*
- *K13 – Developing Smart Kids – Kris Soutar*

## Fundamental Needs

What are the needs of the players and parents that they are trying to meet through tennis?

### Needs of the Player



. *To make friends*

- .
- .
- .
- .

### Needs of the Parents



. *To find something that my child is really good at*

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- .
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- .

*Sign Posted Presentations that will help:*

- *K2 – Motivating Kids to Play - Mike Barrell*
- *K9 – Finding the Why of Your Lesson – Deanna Penman*
- *K12 – The Developing Child – Dr Anne Pankhurst*
- *K11 – Its not all pink and blue – Rosemary Owino*
- *B9 – Why boys ask so many questions*

## Do you get me? Understanding Children

As coaches we spend a lot of time believing that knowledge is power, but how much time is spent on understanding how children learn. It is the vital ingredient in becoming effective coaches. If we accept that the university professor delivers the lesson in a different way to a first schoolteacher then maybe learning in the U10 age group should also be structured differently.

### Being a Kid

What are the immediate differences between young players and pros that might change the way in which we teach?

*. Shorter attention spans mean drills are not for shorter periods*

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*Sign Posted Presentations that will help:*

- *K2 – Motivating Kids to Play - Mike Barrell*
- *K9 – Finding the Why of Your Lesson – Deanna Penman*
- *K12 – The Developing Child – Dr Anne Pankhurst*
- *K11 – Its not all pink and blue – Rosemary Owino*
- *B9 – Why boys ask so many questions*

## I am because I belong!

As fundamental human need it is to breathe, so it is to belong and yet Tennis does a terrible job of connecting kids both on and off the court

To start list a few ways you make players feel connected to your program.

- *Team uniforms...*

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## The way the world does it?

From the presentation list other ideas on belonging that could be implemented in your program.

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*Sign Posted Presentations that will help:*

- *B3 – Positioning Tennis in your community – Emma Wells*
- *B8 – What Game Designers Know – Kate Zgaga*
- *B10 – The Tipping Point – Jason Wass*

## Gamification – Motivating Young Players

You may think that computer games are the enemy of the tennis coach, making kids more sedentary and dragging kids from the courts but over 91% of all 2 to 17 year olds are involved in some sort of gaming annually. On further examination maybe we should move with the times and develop a greater understanding of the ways in which the computer games formula (gamification) is actually in use all around us.

Principles to consider

- Missions
- Tools and Weapons
- Multiple levels
- Collecting
- Challenge
- Reset

How can you use any of these principles in your program?

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*Sign Posted Presentations that will help:*

- *B3 – Positioning Tennis in your community – Emma Wells*
- *B5 – The Magic Key – Espen Lilleaas*
- *B7 – Build it and they will come – Juan Sala*
- *B8 – What Game Designers Know – Kate Zgaga*

## Coaching Principles & Philosophy

Developing key principles is key to creating direction in your program. It is not what you teach but how you go about teaching that is key. Rather than be prescriptive you should list the things you really believe in below. You will have lots of things to pick and choose from in the presentations you see. Try to limit your principles to eight, any more and your team will struggle to stick to them!

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*Sign Posted Presentations that will help:*

- *K5 - Skill Development – Severine Tamborero*
- *K4 - Leading from Within – Simon Gale*
- *K6 - Black and White and Grey – Nick Jacques*
- *K8 - Action Stations – Martin Rocca Coco*
- *K10 - Stop Teaching and Let them Learn – Wayne Elderton*
- *B6 - Learning Frameworks – Craig Jones*

## Tactical Technical Framework – Notes RED

The next few pages are provided to help you to prepare you competency based pathway through red, orange and green.

Serve & Return		
Baseline Neutral		
Baseline Attack		
Baseline Defend		
At Net		

## Tactical Technical Framework – Orange

Serve & Return		
Baseline Neutral		
Baseline Attack		
Baseline Defend		
At Net		

## Tactical Technical Framework – Green

Serve & Return		
Baseline Neutral		
Baseline Attack		
Baseline Defend		
At Net		

*Sign Posted Presentations that will help:*

- *All of Module 4 plus*
- *K5 – Skill Development – Severine Tamborero*
- *K8 – Action Stations – Martin Rocca Coco*

## Competition

What are the tennis skills and knowledge players must have to make competition fun?

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What are the emotional and competitive skills players need to enjoy competition?

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What format ideas do you like that might help to create the ideal club based competition environment?

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*Sign Posted Presentations that will help:*

- *K2 – Motivating Kids to Play – Mike Barrell*
- *B10 – The Tipping Point – Jason Wass*
- *K13 – Am I Ready to Play – George Papachatzis*

## Community

At the heart of community is the process of exchange. Some people give and gain a sense of fulfilment while others give in return for something more concrete. Making a community work always means being aware of the needs of the people that you are working with. Free is not a term that you should use to build your tennis community. Instead think about what you need and what your partners need or want in return. By being more aware of the other side of the fence relationships are placed at the heart of everything that you do and like all good relationships this means understanding the other person or party.

What you need!	Who has it!	What they need!

*Sign Posted Presentations that will help:*

- *B3 - Pointing Tennis – Emma Wells*
- *B4 – Making Social Media Work – Christina Mihaela Carare*



<b>Basic Program Audit</b>		
	<b>Rate 1/2/3</b>	<b>Action Plan</b>
<b>Section One</b>	<b>Structure</b>	
Instruction		
Competition		
Training Provision		
Social / Belonging		
Parent Support		
Progressive Opportunities		
Take Home Opportunities		
Other Tennis		
<b>Section Two</b>	<b>Logistics</b>	
Staff		
Facilities		
Times / Duration		
Administration		
Safety		

<b>Section Three</b>		<b>Communication</b>	
<b>Support</b>			
<b>Connections</b>			
<b>Marketing</b>			
<b>Ratings are based upon subjective measures and should be 1 = unsatisfactory, 2 = satisfactory, 3 = exceptional</b>			

## Notes