GETTING YOU INVOLVED

TENNIS LEADERS WORKBOOK
WHAT IS A TENNIS LEADER?

Tennis Leaders is closely linked to Sports Leaders UK

It is aimed at 13 years plus and the content is suitable for older juniors starting out on the tennis career pathway through to adult volunteers looking to support their local coach, referee or club official.

If you have completed the Sports Leaders UK Level 1 Coaching Assistant Award you will still find the first module of great benefit, as it will provide an overview of the sport and help you to put your leadership skills into practice within a tennis environment.

When can you call yourself a Tennis Leader?

To call yourself a Tennis Leader you must complete the Introduction to Tennis module, plus one additional module. We encourage people to do all four additional modules, as you will gain different skills and a broader range of experience. To further support your learning, part of the course requirement is to get involved and volunteer at your local tennis venues by supporting a qualified coach, teacher or community project manager in your ‘Tennis Leader’ role.

WHAT IS INCLUDED IN THE COURSE?

Core Module (3 hours)

Introduction to tennis

You must take this module before the other Tennis Leaders modules

• Know the basics of tennis; strokes, game formats and variations of the sport
• Understand how these variations of the game are used to introduce tennis to people of all ages and abilities
• Learn about effective communication and organisation skills
• Put your skills into practice on court – in warm up activities and on court drills

Additional Modules (2 hours each)

Volunteering at your tennis venue

• Learn about what makes a successful tennis venue
• Understand the role of the committee and/or management team
• Understand the different ways of promoting a facility and programme
• Consider your own skills and how they can be utilised effectively

Leading a practice session

• Know the attributes and responsibilities of a practice hitter
• Understand the structure of a practice hitting session
• Learn about the different types of feeding
• Understand the five game situations of singles
• Leading a practice hitting session

Helping at your school

• Learn how to organise tennis activities with large groups in small spaces
• Discuss ideas for different activities in schools
• Learn how to organise an informal competition

Helping at a competition

• Consider the key actions before, during and after a competition
• Learn how to be a scorer for a Mini Tennis match
• Learn how to organise a Round Robin group
• Understand how you can support your competition organiser or referee

Throughout the modules, you will also gain a better understanding of other key areas such as use of the appropriate equipment, physical capabilities of players of varying ages and health and safety on and off court.

TUTOR NOTES

As a qualified coach or teacher, Tennis Leaders is a great course for retaining pupils and students within the game, either as scorers and assistants for your coaching programme or helpers for after school clubs and activities.

As the course is open to everyone over 13, it is also an excellent way of engaging parents and volunteers at your club.

Many tennis venues have benefitted from utilising the skills and enthusiasm of players and parents already involved in the game and this simple, informal course is a great resource to support that work.

Share your experiences of being a Tennis Leader with us using @BritishTennis and #tennisleaders
INTRODUCTION TO TENNIS

By the end of this module you will:

• Know the basics of tennis: strokes, game formats and variations of the sport
• Understand how these variations of the game are used to introduce tennis to people of all ages and abilities
• Learn about effective communication and organisation skills
• Put your skills into practice on court – in warm up activities and on court drills

Tennis is obviously a sport, but there are many reasons why people play the game of tennis, the four main ones are competing, improving, socialising and getting fit.

In the first section of this module, the aim is to get a better understanding of all the aspects of tennis, including where you can play and how you can play, through to roles within the sport and what tennis means for you.

Traditionally, clubs have been where people play tennis.

However, tennis courts can be found in a whole host of places including parks, schools, leisure centres, community sites, hotels and even prisons. We now refer to any place with a tennis court(s) as a tennis venue, as this is more representative of the facilities across the country.

 QUICK QUIZ

Name six places that might be a tennis venue:

- Club, park, school, leisure centre, community centre, multi sports hall.
- Anywhere with tennis or Mini Tennis markings – get the students to use their imagination.

Name four activities that a good place to play would offer:

- Competition, social tennis, individual coaching, group coaching, Mini Tennis, Cardio Tennis.
- Get the students to think about all ages and abilities.

What would make you choose a tennis venue?

- No right or wrong answers here - encourage everyone to feedback on their perceptions and wherever possible their experiences.
- What are your top five reasons?

How many tennis venues are there in the UK?

- Approximately 4,500.

Name the main tennis strokes:

- Forehand, backhand, serve, return of serve, forehand volley, backhand volley, smash, drop shot, lob.
- You could go into spin too, slice, topspin, etc.

Name the main tennis strokes:

- Mini Tennis Red
  - Court size: 11m x 5.5m
  - Net height: 80cm

- Mini Tennis Orange
  - Court size: 18m x 6.5m
  - Net height: 80cm

- Mini Tennis Green
  - Court size: Full singles court
  - Net height: Full

TUTOR NOTES

Each module comprises of reading, quick quiz questions and practical exercises.

The time spent on each section will vary depending upon the skill level and experience of the group, so it is worth planning ahead.

Ensure you draw upon your own experiences and share this with the group. Relating the content to the sorts of activities that they will be involved with will also help to bring the context to the lesson.

TUTOR NOTES

It is good to highlight that more and more sports are creating modified options for younger people and for those adults just starting out in the game.

TUTOR NOTES

There is no need to go into lots of detail about the Mini Tennis framework, but provide an overview of the colours, age groups and equipment used.

It may be an idea to have some of this kit available to show the students.

TUTOR NOTES

What sports can you think of that have a variation?

- Football, rugby, basketball, cricket etc.

TUTOR NOTES

How many tennis venues are there in the UK?

- Approximately 4,500.

TUTOR NOTES

What careers would you associate with tennis?

- Tennis coach, referee, umpire, club manager, line umpire, multi sports coach, competition organiser, coach tutor, facility project manager, sports manager.

TUTOR NOTES

Get the students to think about all ages and abilities.

What would make you choose a tennis venue?

- No right or wrong answers here - encourage everyone to feedback on their perceptions and wherever possible their experiences.

What do you think the main reasons might be?

- What are your top five reasons?

TUTOR NOTES

What do you think the main reasons might be?

- What are your top five reasons?

MINI TENNIS

Mini Tennis is a great introduction to the sport for young children and adults who are new to the game. It’s just like the real thing, but with smaller courts, nets and rackets and lower-bouncing balls. There are three levels of Mini Tennis: Red, Orange and Green, each with their own court size and type of ball.

Mini Tennis Awards are a progressive series of tasks, ideal for children taking part in a Mini Tennis coaching programme. As players learn new skills in their coaching sessions, they can start to have a go at the awards, as a way of measuring and being recognised for their progress.

Many sports have a mini version including football, rugby and cricket which help to develop young talent in appropriate learning environments.

The low compression balls used in Mini Tennis are now being used by clubs and coaches across the UK to introduce adult beginners to the sport.

The slower and lower bouncing balls make it far easier to learn the game.
**TENNIS LEADERS CORE MODULE**

**KNOW THE BASICS OF TENNIS**

- Zsig net challenge – learners in groups set up Zsig nets and a Mini Tennis Red court.
- Watch your coach/teacher set up a demonstration of Mini Tennis Red.
- Now play some points of Mini Tennis Red with a partner.

**QUICK QUIZ**

Give three ways that you won a point.

**TUTOR NOTES**

Ball bounced twice, ball landed outside the court, opponent failed to return the ball, ball went into the net.

Give three shots you played in the game.

**TUTOR NOTES**

Forehand, backhand, serve, return of serve, forehand volley, backhand volley, smash, drop shot, lob.

If you are unable to play on a full size court, think about your previous experiences of playing tennis on a full court with pressurised balls and then consider the following questions:

**QUICK QUIZ**

What was different when you moved to a different sized court?

**TUTOR NOTES**

These are pretty open questions, so once they have answered, encourage feedback and some open discussion.

What was different about the various types of ball?

Why is tennis easier with smaller courts and softer/shorter equipment?

The four additional modules go into more detail on how you can use your skills in a practical manner:

- Volunteering at your tennis venue
- Leading a practice session
- Helping at your school
- Helping at a competition

Before you think about what areas are of interest, let’s discuss the core skills required by any good leader: organization and communication.

**TENNIS LEADERS INTRODUCTION TO TENNIS**

**HOW CAN I GET INVOLVED?**

Tennis can be a career for everyone and anyone who is passionate about the game; becoming a Tennis Leader gives you the skills you need to support your teacher, coach or manager and is also the first step on the tennis career pathway.

Pathway of opportunities:

- Level 1 Coaching Assistant (UKCC)
- Level 2 Coaching Assistant (UKCC)
- Coaching Apprenticeship
- Volunteer
- Development Officer
- Committee Member
- Club Manager
- Referee
- Line Umpire
- Chair Umpire
- Competition Organiser
- Competition Coach
- Line Judge
- Assistant Coach
- Coach
- Apprentice Coach

**TUTOR NOTES**

Depending upon your own career pathway, now would be a good time to talk them through your tennis journey or association with the game.

**TUTOR NOTES**

Ask the students if there is a particular module they are keen to do next.
Also allow some questions and answers around the four options, as it may be a good opportunity for you to promote your next module.

@BritishTennis and #TennisLeaders
COMMUNICATION CAR PARK

**Practice**
- On the court set up a marker on one baseline which is the car park
- Put obstacles – cones, rackets, etc, all over the court
- Leader A stands on the baseline at the opposite end to the car park and is the leader
- Leader B stands near the net of the same side facing the Leader
- Leader A instructs Leader B to walk backwards around the net and obstacles to the car park
- Note – several players can use the same area

**To practice positive body language and signals**
- Leader A can only use signals to direct the player
- Change roles

**To practice clear verbal communication**
- Leader A cannot use signals, only verbal communication
- Change roles

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**TUTOR NOTES**

The exercise is pretty self-explanatory. Encourage students to feedback on their performance in the ‘My Notes’ section below.

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**MY NOTES**

What worked well?

What was important?

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**TOP TIPS**

- Assess any risks surrounding the net posts and the risk of walking backwards and act accordingly
- Stand confidently using good posture
- Use hands confidently, keeping them in front of the body, use affirmation (nodding, thumbs up) when the partner is doing well
- Use a clear voice, an enthusiastic tone, good use of words, smile

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**GETTING WARMED UP**

Now watch your coach or teacher demonstrate a warm up activity. Try out these warm-up activities:

**Volcanoes and valleys**

Put out a number of cones in a set area, some up the right way called Volcanoes, some upside down called Valleys. Organise players into two teams. Team 1 is the Volcano team and should turn all the cones to Volcanoes. Team 2 is the Valley team and turns all the cones to Valleys. Give them a set time. If the players are good you can add a ball on or in each cone which they have to change as well.

**Things to remember:**
- How many cones do you need?
- What is the space you will define to make the game safe?
- What will you do if you have an odd number of players?
- How long will you do it for and how will you end it?

**On the spot**

Organise players into a line and stand facing them. Ask them to move their feet quickly running on the spot. You then call out a series of instructions, e.g.:
- Turn - turn a quarter turn, keep feet moving quickly
- You also point the direction of the turn
- Back - they turn back to facing forward as above
- Jump and turn - they jump to turn, feet carry on moving
- Jump and back - jump to turn original position as above
- Jump - they jump on the spot, feet continue on landing

**Things to remember:**
- Where will you stand and where will the players stand?
- Will you lead with just words or with action and words?
- How will you help the players do it really well?

**Shadow shots**

Organise players into a space. Each player has a racket. Leader says “Go” and players run around in area. Leader says “Stop” and a shot name (forehand/backhand/serve/volley) and players shadow the shot named.

**Things to remember:**
- How big will the space be and how is it defined?
- How will you make sure the activity is safe?
- Will you lead with just words or with words and actions?

**There and back**

Arrange cones into two lines side by side 1m apart. Line 1 has cones 1m apart and line 2 has cones 0.5m apart. Players run zig-zag on line 1 and return by running over cones on line 2.

**Things to remember:**
- Where will players start and wait for their turn?
- How will the players take turns?
- How will you help the players to do quality movement?
COMMUNICATION AND ORGANISATION: PUTTING THE SKILLS INTO PRACTICE

Your coach will ask you to:

• Watch the demonstration of a drill
• Organise the drill with four players

Practice one:

• One hitter doing forehands and backhands
• One shadower
• One ball kid
• One player on the activity station
• Rotate individually, leader feeds

Practice two:

• Two hitters doing forehands and backhands
• Two ball kids
• Rotate pairs

TOP TIPS

Stand behind the players and watch the coach or teacher demonstrate. When it is your turn:

• Organise the players into their places so they are all involved
• Check they know what to do
• Check safety
• Rotate players or teams giving them equal turns a certain number of hits or a certain time
• Feed or join in depending upon what is most relevant

Practice three:

• Leader rallies with a player half court
• Two players rally half court
• One counter
• Rotate players, leaders stay in the same place

MY NOTES

What worked well?

What was important?

How can I improve?

TUTOR NOTES

Encourage students to feedback on their performance in the ‘My Notes’ section here.

On completing this module, students need to complete one or more additional modules to become a Tennis Leader. Now is another good opportunity to promote your next course date.
TENNIS LEADERS ADDITIONAL MODULES

VOLUNTEERING AT YOUR TENNIS VENUE

By the end of this module you will:

• Learn about what makes a successful tennis venue
• Understand the role of the committee and/or management team
• Understand the different ways of promoting a facility and programme
• Consider your own skills and how they can be utilised effectively

WHAT MAKES A SUCCESSFUL TENNIS VENUE?

In the box below, write down the name of your favourite shop, along with the reasons for your choice:

What is the name of my favourite shop?

TUTOR NOTES
E.g. Starbucks.

The reasons that make it my favourite?

TUTOR NOTES
Fast service, cool music and comfortable seats, quality and consistent product, reward cards and special offers.

In order to support tennis venues with delivering these key elements, Tennis Clubmark was produced in 2007. This Sport England accreditation provides tennis venues with the practical tools and resources required to support coaches, volunteers and managers run an efficient and effective operation. Benefits of working through this process include ongoing programme development, increased membership, increased participation, staff development, raised profile and access to more funding opportunities.

TUTOR NOTES

The keys factors that determine ‘why’ a place is successful usually fall into the following categories:

Place, people, programme and promotion.

How do these four elements relate to a tennis venue?

Place
Well maintained facility, financial independence

People
Committed coaches, volunteers and staff, motivated workforce

Programme
Inclusive and accessible activities, coaching and competition

Promotion
Clear purpose, sound vision, well publicised

A SUCCESSFUL TENNIS VENUE

Place
Financial independence
Progressive action plan
Facilities sinking fund
Long term plans
Proactive, not reactive

People
Motivated workforce
Satisfied members
Committed coaches
Valued volunteers
Team approach / shared goals

Programme
Available for everyone
Meets needs of all users
Evaluated and evolving
Financially able to last

Financially able to last

TUTOR NOTES

Share your experiences of being a Tennis Leader with us using: #BritishTennis and #TennisLeaders

NOW THINK ABOUT WHERE YOU PLAY TENNIS AND ANSWER THE FOLLOWING QUESTIONS:

Place - well maintained facilities?

What is good?

TUTOR NOTES
These are pretty open questions, so once they have answered, encourage feedback and some open discussion.

What could be improved?

People - motivated workforce?

What is good?

What could be improved?

Programme - quality offer of activities?

What is good?

What could be improved?

Promotion - well publicised?

What is good?

What could be improved?
UNDERSTANDING EFFECTIVE PROMOTION

Getting your resource right can make all the difference when promoting your club, class or event. Below are a few instructions to help you create effective posters.

If you’d like to produce and print your own posters, vouchers or programmes visit allplaytennis.com and get creating.

Choosing the right resource

Make sure you chose the right template for your chosen promotion or message so it’s right for your members.

Do you want a general poster that helps get to new players or one that promotes parents’ and kids’ sessions?

Your details

Keep your details short and sweet. Passers-by should be able to ‘get in’ a quick glimpse. If they’re interested in what you have to offer, they will read on for more detail.

Headline

Here’s were you catch people’s attention. In big, bold lettering you write something like 2 for 1 Membership! or 10% off your first ten sessions! Whatever you think will invite passers-by to take a closer look.

Details - what services are you offering?

Different groups want different things from tennis. Some play to keep fit, others play for a bit of fun and for some, it’ll be a brand new experience. What will you offer? Cardio sessions, family court time, or beginner’s classes?

Who’s it for?

From the under 16s to over 50s, there are plenty of people out there waiting to get involved. Target one group at a time with a promotion that suits them and the area of your business you want to improve.

Session times

The date and time your session or event will be taking place.

Contact details

Your name, phone number and the venue address and website is all that’s needed. Something your audience can quickly jot down without a moments hesitation.

Join allplay today!

Your club logo

At allplaytennis.com you are able to insert your own tennis venue’s logo as well.

Now try and create your own promotional poster for one of the following activities:

• Family open day at your club
• Mini Tennis Red competition
• New adult beginner course
• After school club

You can now buy a ready made one online.

THE ROLES AND RESPONSIBILITIES OF THE WORKFORCE

Every tennis venue has a management structure, some are volunteer led, and others are paid management positions. Regardless of the format, there are normally key roles within any well managed venue, each of which has a clear set of responsibilities.

Have a look at the key roles and responsibilities that are normally found within most tennis venues below:

**Chairperson or manager**

- Well informed about the activities of the tennis venue, along with the financial position
- Able to keep the meeting to the agenda and make sure that all issues are covered
- Unbiased and impartial

**Secretary**

- Is the first point of contact for all enquiries
- Organises and attends all management committee meetings
- Ensures that all delegated tasks are actioned

**Treasurer**

- Keeps up to date records of all the financial transactions
- Reports regularly to the management committee on the financial status
- Prepares year end statements of accounts to be presented to the auditor

**Coach**

- Sets up and delivers a quality, comprehensive tennis programme that caters for all ages and abilities
- Works with the committee and other key personnel to meet shared aims and goals
- Has excellent communication and organisational skills

**Communications co-ordinator**

- Raises the profile of the tennis venue locally (in the community) and in the county
- Ensures the website and information on the website is kept up to date
- Regularly attends and has a good understanding of all aspects of the programme and activities

**Competition co-ordinator**

- Works with the fixtures secretary and committee to schedule the club competition calendar
- Develops competition opportunities for all at the club
- Seasonally monitors and evaluates competition opportunities and report back to the committee or management team

**Volunteer co-ordinator**

- Confident and effective communicator
- Recruits, recognises, rewards and retains volunteers
- Ensures that each volunteer understands their job and their role within the organisation
- Conﬁdent and effective communicator

**Junior team manager**

- Ensures the club is represented appropriately in available team competitions at a junior and adult level
- Is a point of contact for all junior team activity at the club
- Works with the club coach to select parent captains for each age group

**Social co-ordinator**

- Is sociable!
- Motivated with an ability to motivate other key volunteers
- Brings all members together to develop and enhance relationships

**Welfare officer**

- Promotes safety and well being of all tennis people at risk
- The main point of contact for any concerns or issues that arise
- Has undertaken relevant LTA training and understands conﬁdentiality and how to respond sensitively to children, young people and adults at risk

TUTOR NOTES

The more creative the better for this exercise, so encourage students to come up with catchy strap lines and offers.

If you have an open day, a new course about to start or a disability taster session, why not use this activity to support the marketing and promotion?

Asking the students to create something that may get used may motivate them to come up with something amazing!

ADDITIONAL MODULES

• Mini Tennis Red competition
• After school club
• Family open day at your club
• New adult beginner course
• 1 on 1 sessions for all ages and levels
• 10% off your first ten sessions!

TENNIS LEADERS VOLLUNTEERING AT YOUR TENNIS VENUE

There are a number of other roles found within commercial venues, local authority sites and school sites, such as rackets manager, multi-skills coach and teacher respectively.

TUTOR NOTES

There is a lot of information to absorb here, so again, it may be worth talking through a couple of examples of people who carry out these roles, it would be even better if it was people associated with the place to play where the students are based.
Each role has a clear purpose, some are specialist positions that require some professional knowledge, like the treasurer role, whereas others require a more subtle skill set, like the welfare officer. All positions are equally important and having a mix of people, with different backgrounds and experience ensures the committee is well represented and balanced.

Consider your own skills – what words would you use to describe yourself and what role would you envisage taking on if you were to volunteer on a committee or management team?

**MY NOTES**

What key skills do I have? i.e. enthusiastic, good at IT, writing skills, organisation, etc.

How could I use these skills where I play tennis? i.e. write the newsletter, court helper at an event, etc.

**CASE STUDY**

“I have always enjoyed sport and been a member of a tennis club, so taking the Tennis Leader course seemed an obvious way to progress my learning and develop my skills. I really enjoy working with children and as a result of the course have learnt how to manage groups, particularly being friendly but firm!”

Alice Chase

Leads on player practice sessions at her local tennis club

**TUTOR NOTES**

These are pretty open questions, so once they have answered, encourage feedback and some open discussion.

It is definitely a good opportunity to find out more about career aspirations and where they see themselves supporting tennis activities.
TENNIS LEADERS ADDITIONAL MODULES

LEADING A PRACTICE SESSION

By the end of this module you will:

• Know the attributes and responsibilities of a practice hitter
• Understand the structure of a practice hitting session
• Learn about the different types of feeding
• Understand the five game situations of singles
• Leading a practice hitting session

As a Tennis Leader, you will not be acting as a ‘coach’ on court, more so as a ‘practice partner’ to support a player who has regular coaching. You will be helping that player practice specific shots or game situations using simple drills and exercises. There are several things to consider before, during and after the session to ensure you provide a quality service:

Before

• Book a court if you need to
• Plan the session with the player’s coach
• Write all the drills/practices down on a piece of paper
• Arrange the next session with the player and their coach - arrange the time, book a court if necessary
• Make sure the court area is safe at all times

During

• Make sure you know the order of the practices/drills
• Ensure that you explain and demonstrate the drills so the player knows exactly what’s happening
• Make sure the court area is safe at all times

After

• Summarise the session - what went well, etc.
• Arrive in plenty of time to sort out the equipment
• Make sure you know the order of the practices/drills
• Ensure that you explain and demonstrate the drills so the player knows exactly what’s happening
• Make sure the court area is safe at all times

During the session you will need to adapt the exercises and practice to best suit the players’ ability and level of development. In order to do this well, you will need to know about the different types of feeding, along with the different tactical situations of the game.

DIFFERENT TYPES OF FEEDING

There are three main types of feeding: hand feeding, racket feeding and rally feeding. Different types of feeding allow a player to work on specific parts of their game at a level that best suits them. Players that are new to the game often require hand feeding to begin with, as they have less developed reception skills; the more you practice the better you will become at deciding which type of feeding best suits the activity.

You will also begin to understand how to develop from one feeding type to another, as the player’s skill level improves.

Try these feeding practices below:

<table>
<thead>
<tr>
<th>Practice</th>
<th>What to do</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand feed</td>
<td>Stand a few steps behind the net on the opposite side to your player. Underarm throw feed ten balls to the forehand and then the backhand. The player should have to move two steps to the side to hit the ball. Use targets to help with placement of the feed.</td>
<td>• Score yourself out of ten • A point every time it is in the hoop</td>
</tr>
<tr>
<td>Racket feed</td>
<td>Stand between the service line and the net on the opposite side to your player. Use the racket feed to the forehand and then the backhand. The player should have to move two steps to the side to return the ball. Use targets to help with placement of the feed.</td>
<td>• Ten feeds • Score yourself out of ten • A point every time it is in the hoop</td>
</tr>
<tr>
<td>Rally feed to ground-strokes</td>
<td>Stand on the opposite baseline to your player. Feed to either the forehand or the backhand. Feed the ball to behind the service line on the appropriate side and count continuous shots in a rally. If your player misses the ball or you miss the target area stop counting.</td>
<td>• Three attempts • Your highest number in a row is your score • Max ten</td>
</tr>
<tr>
<td>Serve feed</td>
<td>Serve ten serves. The first five from the right must go alternately into wide and middle halves of the box. • Ten serves • Score one for every serve in the box • Max ten</td>
<td></td>
</tr>
<tr>
<td>Rally combo 2</td>
<td>From the baseline, feed the player the following combination of shots in a continuous rally and using the whole court: 1. Forehand groundstroke 2. Backhand groundstroke 3. Approach shot 4. volley As in challenge five, continue scoring if player misses the ball.</td>
<td>• Max ten</td>
</tr>
</tbody>
</table>

WHAT ARE THE FIVE GAME SITUATIONS OF TENNIS?

Tactics lie at the very heart of the game of tennis and they should be key in the training of players at all skill levels. Tactics can be linked to virtually every other component of the game: technical, physical and mental. For players of all ages and abilities, an understanding of the spectrum of tactical possibilities, coupled with success in using them, will help increase their interest and enjoyment of the game.

Play a few singles points against your partner and try to figure out which phase of play you were in when the point was won. All of these situations relate to players of all ages and abilities, including Red, Orange and Green Mini Tennis players. The courts vary in size depending upon the age of the player, but the court structure is the same, just scaled down, therefore tactics remain the same.

• When serving
• When returning
• When both players are back
• When attacking the net
• When defending against a player attacking the net
When defending against an opponent at the net:

<table>
<thead>
<tr>
<th>Aim of session</th>
<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>• Feeds from the net for player to hit balls to each side and over the head of the leader</td>
<td></td>
</tr>
<tr>
<td>• Feeds sequence for baseliner to hit back to leader and then pass or lob</td>
<td></td>
</tr>
<tr>
<td>• Conditioned points – if player wins point with a pass or a lob + three points</td>
<td></td>
</tr>
</tbody>
</table>

TUTOR NOTES
There is lots of practical application during this session, which is great. But be sure to encourage some self-reflection so that students get an understanding of their strengths and weaknesses.

When attacking the net:

<table>
<thead>
<tr>
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<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>• Feed balls for the player to hit volleys to deep and angled targets</td>
<td></td>
</tr>
<tr>
<td>• Feed sequence of groundstroke, approach shot, and volley for player to hit to targets</td>
<td></td>
</tr>
<tr>
<td>• Conditioned points – if player wins point with a volley + three points</td>
<td></td>
</tr>
</tbody>
</table>

When both players are back:

<table>
<thead>
<tr>
<th>Aim of session</th>
<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>• Set target number of shots – rally to that number cross court – repeat for down the line</td>
<td></td>
</tr>
<tr>
<td>• Rally ten shots and then play out the point</td>
<td></td>
</tr>
<tr>
<td>• Conditioned points – point only becomes live (counts towards the score) after three/four/five shots</td>
<td></td>
</tr>
</tbody>
</table>

When returning:

<table>
<thead>
<tr>
<th>Aim of session</th>
<th>Return the serve deep and cross court</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>• Position a target area near the baseline for the returner to aim for</td>
<td></td>
</tr>
<tr>
<td>• Points – point can only begin if return is beyond the service line</td>
<td></td>
</tr>
<tr>
<td>• Points – player automatically loses point if the return does not go cross court</td>
<td></td>
</tr>
</tbody>
</table>

When serving:

<table>
<thead>
<tr>
<th>Aim of session</th>
<th>Consistency of serve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>• Start every rally with a serve, even in the service boxes, throughout the session</td>
<td></td>
</tr>
<tr>
<td>• Serve ten serves (score out of ten) from each side, repeat drill aiming to beat previous score</td>
<td></td>
</tr>
<tr>
<td>• Points but player gets only one serve (no second serve)</td>
<td></td>
</tr>
<tr>
<td>• Play games where player automatically loses game if double faults</td>
<td></td>
</tr>
</tbody>
</table>

DRILLS PRACTICE
Your coach will now ask you to practice some sessions within each of the five game based situations below. Each session has three to four progressions.

When serving:

- Start every rally with a serve, even in the service boxes, throughout the session
- Serve ten serves (score out of ten) from each side, repeat drill aiming to beat previous score
- Points but player gets only one serve (no second serve)
- Play games where player automatically loses game if double faults

When returning:

- Position a target area near the baseline for the returner to aim for
- Points – point can only begin if return is beyond the service line
- Points – player automatically loses point if the return does not go cross court

When both players are back:

- Set target number of shots – rally to that number cross court – repeat for down the line
- Rally ten shots and then play out the point
- Conditioned points – point only becomes live (counts towards the score) after three/four/five shots

When attacked at the net:

- Feed balls for the player to hit volleys to deep and angled targets
- Feed sequence of groundstroke, approach shot, and volley for player to hit to targets
- Conditioned points – if player wins point with a volley + three points

When defending against an opponent at the net:

- Feeds from the net for player to hit balls to each side and over the head of the leader
- Feeds sequence for baseliner to hit back to leader and then pass or lob
- Conditioned points – if player wins point with a pass or a lob + three points

TUTOR NOTES
It is good to ask students to consider what they would find useful from a practice session, as it may prompt them to think a bit more.

CASE STUDY
“I am a keen tennis player and represent the ladies first team at my own club in Dorset. I am looking to be a tennis coach, so currently in the process of taking my Level 1 and Level 2 Coaching Assistant (UKCC) Courses.

Tennis Leaders was the first step for me and completing all four modules gave me a good understanding of the different ways in which I could support my coach and teacher. Interacting with the children and understanding how to motivate and praise them were also key skills that I picked up.”

Emma Lewns
Assistant Coach, East Dorset Lawn Tennis & Croquet Club

SUMMARY
Look at the work involved in leading a practice session, answer the following questions:

What are the key skills?

<table>
<thead>
<tr>
<th>Off court skills:</th>
<th>On court skills:</th>
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What areas do I need to work on and why?

<table>
<thead>
<tr>
<th>Off court skills:</th>
<th>On court skills:</th>
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How can I work on these areas for improvement?

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TUTOR NOTES
As you have a captive audience, it is also a good opportunity to provide the group with details of players that would be interested in practice sessions.

What are the key skills?

- Conditions – point if player wins point with a volley = three points
- Feed sequence of groundstroke, approach shot, and volley for player to hit targets
- Rally to ten shots and then play out the point
- Points – player automatically loses point if the return does not go cross court
- Points – point can only begin if return is beyond the service line
- Play games where player automatically loses game if double faults

Off court skills:

- Feeds from the net for player to hit balls to each side and over the head of the leader
- Feeds sequence for baseliner to hit back to leader and then pass or lob
- Conditioned points – if player wins point with a pass or a lob + three points

On court skills:

- Position a target area near the baseline for the returner to aim for
- Points – point can only begin if return is beyond the service line
- Points – player automatically loses point if the return does not go cross court

TUTOR NOTES
Again, lots of open questions, so worth asking for feedback and having some discussions within the group?

It is good to ask students to consider what they would find useful from a practice session, as it may prompt them to think a bit more.

TUTOR NOTES
It is good to ask students to consider what they would find useful from a practice session, as it may prompt them to think a bit more.
TENNIS LEADERS ADDITIONAL MODULES

HELPING AT YOUR SCHOOL

By the end of this module you will:

• Learn how to organise tennis activity with large groups in small spaces.
• Discuss ideas for different activities in schools.
• Learn how to organise informal competition.

Tennis is fun, great for fitness and for developing hand eye co-ordination. It can be played by all ages and abilities - boys and girls can play together, so it’s ideal for mixed classes.

Schools give most children their first experience of sport and their early experience can often decide whether they stay in the game. You don’t need tennis courts to play – it can be played in school halls, playgrounds or sports halls and a range of adapted equipment and modified or alternative versions of the game are available.

Leading sessions in schools will often involve working with a large group of children in a small space, so organisation is very important.

QUICK QUIZ

What different ways can you think of organising the class into smaller groups?

______________________________________________________________________________

______________________________________________________________________________

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ACTIVITIES WITH LARGE GROUPS

Grouping children into zones is a great way to organise a large group within a small space. Setting up an activity in each zone, either ABCs, skills, tricks or drills, then rotating the groups from zone to zone not only utilises the space available but ensures that everyone is kept active and engaged at all times. Working with a group in a sports hall would be a good situation for using zoning or circuits.

Watch your teacher set up the sports hall, establish different work stations (i.e. four-eight stations), assign a different activity to each station, and then assign a group to each station. Each group stays at its station for an allotted time before being instructed to move to the next station.

For the talent

Identify

Future

Identify Talent For The Future

TOP TIPS
Here is what to consider when organising circuits:

• Keep the activity simple and quick to demonstrate
• Keep the activity at each station within the same family of skills
• Keep the set-up of stations simple and obvious
• Use equipment such as cones, wall, ropes, hoops, targets, etc. to help make the activity self-explanatory
• Explain clearly the station boundaries and rotation system
• Enforce definitive starts and ends - think about using a whistle!

ACTIVITIES WITH LARGE GROUPS

The activity cards from Level 1 and Level 2 Coaching Assistant (L1CA) resource packs are excellent for this exercise. Hand out the A5 cards and let people try setting up different exercises.

If you do not have a set of these cards, you are able to download them from the LTA website, within the Schools Tennis section.

If students go on to do a Level 1 or Level 2 Coaching Assistant (L1CA) course, they will also be familiar with the resource cards from this course, which should build on their confidence.

TUTOR NOTES
This module is useful for those people interested in helping out within school sessions, fun clubs, informal competitions or coaching sessions.

It covers the key essentials of managing large, mixed ability groups in limited spaces.

It may be useful to refer to some existing Tennis Leaders who already help out, perhaps even within other sports, to help paint a picture of the sort of activity they could become involved in.

This can be in any sport or activity - encourage students to think about their own experiences of organising and being organised.

Now try and run an activity with your group - your teacher will provide you with some activity cards.

When leading sessions in schools, you will often work with mixed ability groups. It is important that sessions are achievable for all, but challenging for the most able.

AS THE PLAYERS IN YOUR GROUP MAY VARY IN ABILITY – HOW COULD YOU MAKE THE ACTIVITY EASIER OR HARDER?

Make it easier:

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Make it harder:

______________________________________________________________________________

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______________________________________________________________________________

Now swap activity card with the person to your left and try again. This time make the activity easier first, then complete the standard activity and then progress to make it slightly harder.
To avoid playing the same person each time, if there is an even number of players on court - can you come up with any more? Below are some ways of organising and rotating players during play:

- Consider the use of scoring to aid rotations - swap after x number of points/sets/ends
- To avoid playing the same person each time, if there is an even number of players at each end, ask one end to stay on for two points and the other end swaps after every point. Now take turns to run some informal competition with your group - your teacher will provide you with some activity cards.

### TOP TIPS

When you have a group with an odd number ensure the ‘odd one out’ is given an activity until it is their turn:

- Collecting
- Buddy coaching
- Measuring performance
- Keeping score
- If you are working in a skill or specific area you should have the players focusing on that skill all at the same end of the court - this will mean:
  - Your feedback is more effective as you will not have to cover both ends of the court
  - It is also safer as all the balls are being hit in the same direction

### MY NOTES

What are the key skills required when assisting with large groups?

**TUTOR NOTES**

Good communication, voice projection, keeping track of time, ensure that everyone is moving and has a purpose/role, consistent and efficient rotations. The organisation of safe activities and appropriate spacing is also essential.

### OFF COURT SKILLS AND ON COURT SKILLS

What areas do I need to work on and why?

**TUTOR NOTES**

Again, lots of open questions, so worth asking for feedback and having some discussions within the group. Perhaps give some examples of a good Tennis Leader working in a school environment, highlighting what skills make them effective in their role. Get the students to use their imagination.

How can I go about working on these areas of improvement?

### OTHER FOLLOW-ON ACTIVITIES IN SCHOOL

The offer of sport in schools varies dramatically, depending upon year group, the experience of the teachers involved in delivering and the level of engagement from local clubs and organisations.

<table>
<thead>
<tr>
<th>Curriculum activity</th>
<th>Can you add a brief line to describe each one?</th>
</tr>
</thead>
<tbody>
<tr>
<td>After school club</td>
<td></td>
</tr>
<tr>
<td>School club link</td>
<td></td>
</tr>
<tr>
<td>Tennis assemblies</td>
<td></td>
</tr>
<tr>
<td>Schools competition</td>
<td></td>
</tr>
<tr>
<td>What does your school offer?</td>
<td></td>
</tr>
<tr>
<td>How could you get involved?</td>
<td></td>
</tr>
</tbody>
</table>

**CASE STUDY**

“I play tennis at school and had lessons when I was younger. I wanted to take the Tennis Leaders course to gain a qualification as well as improve my knowledge and skills. The course taught me about making activities fun and engaging for younger children; it was also great fun using my skills to help run a schools festival day for our local school sports partnership.

After completing Leaders I have gone on to take my Level 1 Coaching Assistant (UKCC), allowing me to work as a Coaching Assistant. I have also completed my Competition Organiser Workshop, which has given me the skills to run fun Mini Tennis competitions.”

Laura Palmer
Leads on tennis activities in school, Parkstone Grammar School
HELPING AT A COMPETITION

By the end of this module you will:
- Consider the key actions before, during and after competition
- Learn how to be a scorer for a Mini Tennis match
- Learn how to organise a Round Robin group
- Understand how you can support your competition organiser or referee

This module covers the basics: scoring and organization. If you can get these core elements correct, you will be a great help to any qualified referee or experienced competition organiser. Additional training is available if you want to progress your officiating career, which we will discuss later.

Tennis is a game and therefore has its own rules and scoring system. People play tennis for a number of reasons: to improve, get fit, socialise and more often than not, compete! Competition needn’t be serious or high level, but should always be enjoyable for those taking part.

Most well run competitions ensure that time and effort is put into the before and after as well as the during part of the event. Have a look at the diagram to the right, which outlines all three stages and tasks related to each one.

TUTOR NOTES
This module is ideal for those interested in supporting an organiser or coach with low level competition. It covers the basics of scoring, specifically tie breaks and also runs through the areas to consider when planning or assisting at an event. It may be useful to give examples of people who already help out with competitions at your tennis venue, running through their role and what is involved.
WINNING A POINT

In cooperative play, players learn rules such as in and out, one bounce/two bounces/etc.:
- When the ball goes in the net it means the rally or point ends
- Missing the ball means the rally or point ends
- If the ball bounces twice the rally or point ends (except for wheelchair players)
- Missing two serves is a double fault
- When the ball goes out the point ends

In competitive play they understand that they win a point if an opponent breaks a rule. As they progress they can learn other rules:
- Serving rules:
  - Bounce and hit not allowed
  - Do the action but miss the ball is a service fault
  - Players get two serving chances - first and second
  - Two service faults = double fault and loss of the point
  - Both feet must stay behind the lines or it’s a foot fault
- In returning the serve the ball must bounce
- Touching the net with the racket is not allowed
- When a volley is hit at the back of the court, even if the ball is going out, play continues
- If the ball hits the net and goes in:
  - ...on a serve, it’s a ‘let’ and the server serves that serve again
  - ...in a rally, play on
- If a ball hits a player, the opponent wins the point
- Play the point again if a ball or another player gets in the way, or if players are unsure of a ball being in or out (a ‘let’)

SCORING SETS

There are different methods of scoring in a set. The two main methods are the ‘Tie-break Set’ and ‘Short Set’. Either may be used provided that the one to be used is announced in advance of the event.

‘Tie-break Set’
The first player/team to win six games wins that ‘Set’, provided there is a margin of two games over the opponent(s). If the score reaches six games all, a tie-break game shall be played.

Tie-breaks are usually won when one player gets to seven (two clear points) but sometimes can be first to ten in Mini Tennis and when playing championship tie-breaks. The player/team whose turn it was to serve first in the tie-break game shall be the receiver in the first game of the following set.

‘Short Sets’
The first player/team who wins four games wins the set, provided there is a margin of two games over the opponent(s). If the score reaches four games all, a tie-break game shall be played.

Your coach will now play and talk through how to score a tie-break.

SCORING A TIE-BREAK

How to use a tie-break score sheet:

<table>
<thead>
<tr>
<th>Name</th>
<th>R</th>
<th>L</th>
<th>R</th>
<th>L</th>
<th>R</th>
<th>L</th>
<th>R</th>
<th>L</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Server</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Robbie Receiver</td>
<td>0</td>
<td>L</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

TUTOR NOTES

Regardless of their background and experience, students should have a reasonable understanding of the basic rules and scoring system.

That said, it may be worth throwing out a few questions to test the water, for example:
- If the ball hits the net on a serve, what happens next?
- If the ball hits the net on a return, what happens next?
- What happens at 40 - 40 and what is it called?

Anything score related will help set the scene and create some open discussion.

Scoring games and sets is relatively simple, so no need to spend much time on this. It is therefore worth emphasising that more time will be spent on scoring a tie-break as not only is it tricky, but it is used a lot in Mini Tennis matches, something they are more likely to get involved in as a Tennis Leader.

It is worth working through the example, ideally on court, but this could be done on a table using a salt and pepper pot - as long as they understand the correct side of the court and the scoring system, anything goes!

How they understand the theory, let the students have a go at playing and scoring their own tie-breaks.
UNDERSTANDING GROUP COMPETITION

The most common group competition format is known as ‘Round Robin’ or ‘Box League’ and is easy to use and very popular. Follow the guidelines and complete the box below for your own group competition. You can use the box for a group of three, four or five.

This is how it works:
• Set the group up
• Put players names into A, B, C and D
• Follow the order of play

Sample completion of a box:

<table>
<thead>
<tr>
<th>Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Wins</th>
<th>Points for</th>
<th>Points against</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ahmed</td>
<td>10 W</td>
<td>5 L</td>
<td>3 L</td>
<td>1</td>
<td>18</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Brad</td>
<td>5 L</td>
<td>6 L</td>
<td>10 W</td>
<td>1</td>
<td>21</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Clara</td>
<td>10 W</td>
<td>10 W</td>
<td>10 W</td>
<td>3</td>
<td>30</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>Daniella</td>
<td>10 W</td>
<td>4 L</td>
<td>4 L</td>
<td>1</td>
<td>18</td>
<td>23</td>
<td>3</td>
</tr>
</tbody>
</table>

THINGS TO CONSIDER ABOUT GROUP COMPETITION

When you plan your competition, it is important to consider the following variables, as it determines the success and smooth running of your event.
• How much time do you have allocated?
• How many courts do you have available?
• How many players will be playing?
• What format will you be using?

The table below provides guidance on time scales of matches; this is only a guide, but it should help you calculate the feasibility of events, including the number of courts required and the number of players allowed to play.

Scoring method of age group | Approximately length per match
--- | ---
8 and under/red ball | Match tie break to ten (one or two points clear) | 10 minutes
9 and under/orange ball | One short set | 20-25 minutes
9 and under/orange ball | Best of three tie breaks | 20-25 minutes
10 and under/green ball | One short set | 30 minutes
10 and under/green ball and 11+/yellow ball | Two short sets plus match tie break | 60 minutes
10 and under/green ball and 11+/yellow ball | Two tie break sets plus match tie break (recommended format all junior doubles matches) | 80 minutes
11+/yellow ball | Best of three tie break sets | 75-90 minutes

TUTOR NOTES

The next two pages contain lots of information, so allow plenty of time for a good read through and then perhaps allow for some questions on areas where people are unsure.

It is good to emphasise that these are only guidelines. It is also unlikely that they will be asked to set up a competition as a Tennis Leader, especially if they have little or no experience in this area.

The next part of the session will give them an opportunity to practice. Confidence comes with practice, so it is something that they can try with a group of friends in the first instance. Shadowing a competition organiser or referee will also provide an opportunity to be involved but from the sidelines.
The final standings of each group should be determined by the following priority:

a. Number of wins
b. If two players are tied, the head to head result
c. If more than two players are tied, the highest percentage of points won to points played

Now try and run a competition for your group - the coach/teacher will put you into groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>Wins</th>
<th>Points for</th>
<th>Points against</th>
<th>Position</th>
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<tbody>
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<td>A</td>
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</tr>
</tbody>
</table>

Order of play based on number of players in a group:

5  A, E, B, D, A, C, B, E, C, A, B, C, E, A, D, B, C, D, E
4  A, B, C, D, A, C, B, D, A, D, C, B
3  A, B, C, A, B, C
BRITISH TENNIS MEMBERSHIP APPLICATION FORM

Don’t skip anything! All fields are mandatory to process your membership.

Personal details

Surname: ______________________________ Date of birth: ____________________
Forenames: ____________________________ Age: _________________________
Are you: □ Female □ Male (please tick as appropriate) Title: ______________

Permanent address: ______________________________________________________
Postcode: ______________ Telephone number - home: ____________________________
Work: ____________________________ Mobile: ____________________________
Email address: ______________________________ Name of your club: ______________________

Name of your school: _____________________________________________________

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By signing this form you agree to the following:
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Occasionally, we may also use your details to:
□ Send you information about our offers and offers from third parties that we work with. Please tick this box if you do not want to hear about these offers.
□ Pass your contact details on to carefully selected third parties so that they can send you, by post, details of their products and services. Please tick this box if you do not want to hear about these offers.

Signature of parent or guardian: ___________________________________________

Now please send to:
BTM Team, The National Tennis Centre
100 Priory Lane, Roehampton, London SW15 5JQ
T: 020 8487 7000