

COACHING BEGINNER AND INTERMEDIATE PLAYERS COURSE (CBI)

CANDIDATE SCHEDULE



COURSE SCHEDULE SUMMARY

DAY	COURT	LECTURE ROOM	TOTAL
1	6.5	1.5	8
2	6.5	1.5	8
3	7.5	0.5	8
4	7	1	8
5	5	0	5
6	6	2	8
7	DAY OFF	DAY OFF	0
8	8	0	8
9	3.5	4.5	8
10	4	1	5
11	7	0	7
12	6	1	7
12 (INCL OFF DAY)	67	13	80

Notes:

The ITF CBI course is the follow-up course from the ITF Play Tennis course to progress from assistant coach to coach level. The ITF CBI certification course is **delivered through the ITF member Nations**. The ITF CBI course is:

- an **86-hour blended learning course** with face-to-face (80 hours over a recommended 12 days) and online subjects (6 hours) included in the course.
- **assessed** by means of a 30-point 'multiple-choice' written test, tennis ability test, group lesson and individual lesson test at the end of the course.
- the follow-up **certification course** to the ITF Play Tennis course intended to prepare coaches to work independently.
- **available** to all ITF member nations, colleges or universities to use as part of a wider sports or coaching-related curriculum as a follow-up from the ITF Play Tennis course.

The ITF CBI course is suitable for:

- **Age:** participants must be 18 years of age when taking this course.
- **Fitness and health level:** participants should have a personal health and fitness level that will enable them to physically complete the requirements of the course. Course tutors reserve the right to request proof of health and fitness from a medical practitioner.
- **Qualification:** successful completion of the ITF Play Tennis course with recommendation to attend the ITF CBI course.
- **Level of play:** Participants need a minimum level of play (ability to rally / demonstrate basic strokes / feed balls to players). There will be a demonstration test (level of play test) during the course to assess the playing standard of all course participants. Participants are expected challenge beginner and intermediate players through feeding and rally (live ball) situations.

Upon the successful completion of the 12-day ITF CBI course, participants will be able to work with beginner and intermediate players. Participants will continue to develop their knowledge of the role of the coach, player development, methodology strategy, tactics, technique, biomechanics, physical and mental aspects to successfully coach beginner and intermediate players.

Assessments:

The ITF CBI course concludes with all the participants being assessed by means of:

- 'multiple-choice' written test,
- a tennis ability test
- a group lesson test
- and, an individual lesson test.

The written test will cover the key information from the course and the CBI manual. Tutors will be provided with a choice of different written test papers to administer to the participants. Participants must achieve 67% (20/30 answers) to pass the written test. During the course, participants will receive two opportunities for the level of play, group and individual lesson if required. Participants may retake any failed (not yet competent in) assessment(s) at a later stage to complete the course.

Course Resources:

- ITF Coaching Beginner and Intermediate Players Manual (core resource)
- ITF Play & Tennis Manual (ebook)
- ITF STI Teacher's Manual (ebook)
- ITF Rules of Tennis (*)
- ITF Academy (online)
- ITF course workbooks (*)
- ITF course PowerPoints (*)

(*) to be downloaded by the candidates.

Not all the contents included in the resources will be covered during the course. The candidates will be given guidelines on the most relevant contents that will be covered during the course.

Course Content:

Contents in the book and in the course can be divided into three categories:

- **Contents to be mastered** (the most important material that will be covered in detail during the course and on which a lot of questions in the written exam will be based):
 - Chapter 2: Knowing yourself as a coach.
 - Chapter 3: Knowing your beginner and intermediate tennis player.
 - Chapter 6: Playing the game: Tactics and technique.
 - Chapter 10: Coaching beginner and intermediate players to play tennis.
 - Chapter 11: Analysis and improvement of the beginner player's game.
 - Chapter 12: Coaching adult beginner and intermediate players.
 - Important points section at the end of each chapter.
- **Contents to be implemented** (important material that will be introduced during the course and will be included in several questions in the written exam):
 - Chapter 1: Tennis: The name of the game.
 - Chapter 4: Skill acquisition and expertise development in beginner and intermediate players.
 - Chapter 5: Development of young beginner and intermediate tennis players.
 - Chapter 7: Biomechanics and movement.
 - Chapter 8: Physical conditioning for beginner tennis.
 - Chapter 9: Psychology for beginner and intermediate tennis players.
 - Chapter 13: Doubles for beginner and intermediate tennis players.
 - Chapter 14: Competition for beginner and intermediate tennis players.
 - Chapter 16: Equipment and facilities.
- **Contents for information only** (optional material that does not necessarily need to be covered by the tutors during the course, but will be included in a few questions in the written exam):
 - Chapter 15: Programmes for beginner and intermediate players.
 - Chapter 17: Coaching beginner and intermediate players with disability.
 - Chapter 18: Issues in Sports Medicine and First Aid when coaching beginner and intermediate players.
 - Include new ITF 'modified courts and balls resource'.

Maps of Activities and tasks for the Coach of Beginner and Intermediate Tennis Players

Sports Science & Training	Plan and Organize	Conduct	Evaluate
	Applied teaching methods are appropriate to the developmental age, stage of skill development and individual needs of beginner/intermediate players.	Demonstrate professional behavior.	Review the activity effectiveness in relation to aims and objectives.
	Design and document a session plan.	Demonstrate effective leadership before, during and after the activity.	
	Analyze individual and group progress and select appropriate corrective strategies related to technical, tactical, psychological and motor elements.	Apply engaging communication and presentation skills suited to the learning needs of beginner-intermediate players.	
	Demonstrate understanding of the holistic approach in developing players.	Giving appropriate feedback.	
	Explain and apply the key characteristics of the game-based approach to beginner players	Create and maintain a positive learning environment.	
	Develop an improvement program (series of sessions).	Demonstrate through drills the ability to develop a player in 5 game situations, zones and phases of play, according to tactical intentions and other factors that influence tactics.	
		Demonstrate knowledge and apply through drills the key aspects of strategy and tactics for doubles for beginner - intermediate players.	
	Identify and assess constraints and risks associated with delivering the activity.	Appropriate use of different types of feeding skills (hand, drop, basket, and rally).	
	Ensure players are ready to play (i.e. injury free, motivated and ready).	Demonstrate ability to set up the drill	
	Facilities and resources required for the lesson together with needed teaching aids and equipment are identified and ready.	Information is presented to meet the needs of beginner/intermediate players and suit the requirements of the skill to be developed.	
	Organise and effectively implement fundamental first-aid procedures.	Facilitate group dynamics to maintain engagement of all participants and ensure individual and group enjoyment.	
		Demonstrate a playing ability level of ITN 4 or 5.	
		Demonstrate an understanding of fundamental motor abilities as well as perceptual and movement skills to be developed (awareness of standards).	
		Demonstrate knowledge of the fundamental aspects of stroke production applied to each type of stroke.	
		Demonstrate understanding and apply through drills the factors which affect ball control when playing tennis (direction, height, depth, spin, speed)	
		Create situations to observe the skill or skills to be developed.	
		Facilitate skill development through employing appropriate progressions and regressions.	
		Provide correct demonstration of the key technical fundamentals of the basic strokes and drills for beginner-intermediate players	
		Understand and apply the appropriate exercises, drills and games to develop motor skills in beginner - intermediate players	
		Demonstrate key knowledge and apply through drills development of motivation, concentration, emotional control and self-control	
Competition	Plan and Organize	Conduct	Evaluate
	Coach identifies, agrees and designs the player's goal(s) for training and competitions with the player to meet the player's needs.	Be able to set up the red and orange courts for competition	Assesses the player's performance in competition
	Understand the role of competition in the Play and Stay campaign and its objective to get starter players to play (serve, rally and score) as soon as possible	Set up and run simple competition and competitive games	
	Know the different formats and scoring for beginner adults and children		
	Know about the ITN, the description of standards and ITN rating levels for beginner players		
	Prepare for a competition		
Management & Education	Plan and Organize	Conduct	Evaluate
	Establish a basic development/promotion plan for the tennis organisation.	Recognize and manage inappropriate behavior in a fair and equitable manner, to maintain an effective learning environment.	Explain and evaluate the own coaching performance by identifying strengths and weaknesses.
		Demonstrate understanding of the rules of tennis with special emphasis on rules when playing without the chair umpire.	Use a basic assessment tool to evaluate the programme.
		Educates parents about the rules and their role in player development.	
		Be able to explain the rules of tennis and different scoring methods	
		Introduce the rules of tennis to beginner players	

* The additional competencies covered during Play Tennis course are marked in green.

DAY 1 (8 hours)

Lecture Room: 1.5 hours

On-court: 6.5 hours

- Introduction to the ITF Coaching Beginner and Intermediate Players Course
- To explain and discuss with candidates the competencies which the ITF expects them to develop during the Coaching Beginner and Intermediate Players course
- Review the contents of the Play Tennis Course

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
<p>Introduction to the Course (Lecture Room)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to the CBI course</p>	<p>Introduction to course: Tutor to cover the following aspects:</p> <ul style="list-style-type: none"> • Timetable, course content • Expectations of the participants • Role of the tutor • Course manual, participant schedule and ground rules (punctuality, professional appearance, motivator etc.) 	60 min	<ul style="list-style-type: none"> • PowerPoint: Introduction to the course • <i>ITF Academy (prerequisite)</i> 	<ul style="list-style-type: none"> ✓ Describe the course structure incl. the number of days & hours. ✓ List and describe the (4) assessments for the ITF CBI Course. ✓ List the criteria to be accepted into the ITF Coaching Advanced Players Course. ✓ Know (list) the resources use for this course.
<p>Tennis...Play and Stay Campaign (Lecture Room)</p>	<ul style="list-style-type: none"> • PowerPoint introductory presentation on Play and Stay • Show ITF Tennis...Play and Stay, Tennis 10s and Tennis Xpress DVDs and Play and Stay website • Defining the role of the coach of beginner players – not just techniques, but helping players to play the game better 	30 min	<ul style="list-style-type: none"> • PowerPoint: Play and Stay campaign • ITF Tennis...Play and Stay DVD • <i>ITF Academy (prerequisite)</i> 	<ul style="list-style-type: none"> ✓ List the key messages of the Play & Stay campaign. ✓ List the supporting programmes of the ITF Play & Stay campaign. ✓ At the end of the first session, players should be able to... (3) ✓ (.....) drives sport? ✓ Please describe the game-based approach? ✓ Which type of competition should be promoted with beginner players?
<p>Introduction to Balls and Courts</p>	<p>Tutor to introduce the different balls and court sizes. By the end of this session all participants should understand:</p> <ul style="list-style-type: none"> • that slower balls are available around the world • why they are important for beginner players and young higher-level players • that the balls correspond to different court sizes • that many countries now have a system of player development using progressive court sizes which correspond with red, orange and green balls • that slower balls and smaller courts can also help introduce tennis to beginner adults • the different ways to set up the courts for practice and competition • that all activity must be conducted in a safe environment, and that coaches are responsible for ensuring the safety and welfare of all player 	30 min	<ul style="list-style-type: none"> • ITF Court line manual • <i>ITF Academy (prerequisite)</i> 	<ul style="list-style-type: none"> ✓ List the different balls (3) and their characteristics. ✓ List the different racket sizes and their characteristics associated with the campaign. ✓ List the different court sizes associated with the campaign. ✓ List the different net height at red, orange and green.
<p>Serve rally and score from the first lesson, using red, orange and</p>	<p>How to get beginner players of all ages to serve, rally and score quickly</p>	60 min	<ul style="list-style-type: none"> • PT Manual: Section 5, 6, 9 & 	<ul style="list-style-type: none"> ✓ List the 5 game situations in tennis. ✓ List the 3 game situations for the Play & Stay

<p>green courts (Introduction to Game Situations)</p> <p>Introducing Progressions for Baseline Game</p>	<ul style="list-style-type: none"> • Kids • Juniors • Adults <p>Note that this session should cover principles to be used with beginner players, and not become specific to an age group.</p> <p>Introducing 3 game situations:</p> <ul style="list-style-type: none"> • Serve and return • Baseline game • Approaching and passing the net player 		11	<p>campaign.</p> <ul style="list-style-type: none"> ✓ Give reasons why the game situations are combined in this phase of development. ✓ List the 3 zones of the court and explain how it relates to the game situation. ✓ Show how you can adapt the game situation (10 steps) to help players 'serve, rally and score' from the first lesson. ✓ Develop 10 steps (from rolling to hitting with the racket – rally) in the (identified) game situation.
<p>Playing the Game: Strategy & Tactics</p>	<p>Introduce strategy, tactics, phases of play & zones of the court. Consider the following:</p> <ul style="list-style-type: none"> • starting or staying in the point • building the point • finishing the point <p>Explain that within these phases' players need to be conscious of the need to:</p> <ul style="list-style-type: none"> • be consistent • move the opponent • recover position • use their best shot • play to weaknesses <p>Clear definition of: Game situations, phases of play, zones of the court, strategy and tactics.</p>	60 min	<ul style="list-style-type: none"> • PT Manual: Section 6 & 9 • <i>ITF Academy (prerequisite)</i> 	<ul style="list-style-type: none"> ✓ What is the definition of strategy? ✓ What is the definition of tactics? ✓ Please list the phases of play. ✓ Develop/work on 3 x drills, one in each game situation combined with a specific strategy/tactic and deliver these drills within the group.
<p>Organising Activities for Beginner Players</p>	<p>Aim is to help participants understand how to organise and rotate a group of beginners on a tennis court so that everyone is active and playing the game.</p> <p>The tutor should also point out that more time will be spent on communication for children and adults in days 2, 3 and 4 of the course.</p>	30 min	<ul style="list-style-type: none"> • PT Manual: Section 3 & 4 • ITF Court line manual 	<ul style="list-style-type: none"> ✓ List the benefits of group coaching (4). ✓ List the possible ways to rotate players within a lesson (3). ✓ List the guidelines for setting up effective and safe activities for groups (6). ✓ List the different types of feeding (5). ✓ Deliver a lesson(s) and demonstrate effective organisation (no waiting in lines) with various group sizes (4 to 8 players per court – sessions with even and uneven numbers).
<p>Communication Skills for Coaching Beginner Players</p>	<p>Aim is to help participants understand the importance of good communication skills and energy, and the ability to animate a beginner tennis lesson for players of all ages.</p> <p>Participants should understand what it means to be "an animator" and to understand the importance of animation in beginner coaching.</p>	30 min	<ul style="list-style-type: none"> • Communication checklist from Manual: Section 3 • <i>ITF Academy (prerequisite)</i> 	<ul style="list-style-type: none"> ✓ List the (2) types of communication. ✓ List the (3) learning styles and provide an example of each. ✓ List the laws of learning (3). ✓ List some possible roles of the coach. ✓ List and describe the coaching styles (3) and provide an example of where the style can be used (which situation).

	The tutor should also point out that more time will be spent on organising activities and competition for children and adults in days 2, 3 and 4 of the course.			<ul style="list-style-type: none"> ✓ What are the stages of learning (3) and how does this relate to the lesson structure? ✓ List the rules (6) for demonstrating task to beginner players.
Adaptation of Activities for Players	Tutor to explain that in a group of young children it is likely that there will be different abilities. Therefore, differentiation and adaptation of the activity is important.	30 min	<ul style="list-style-type: none"> • Manual: Section 5 	<ul style="list-style-type: none"> ✓ Why do many players stop tennis? ✓ List the methods/ways to adapt a session to create optimal challenge (7). ✓ Apply differentiation in a lesson / create optimal challenge.
Different Types of Practices	Tutor-led session to show the difference between cooperative and competitive practices (hourglass structure), and how an activity can be quickly and easily changed from cooperative to competitive. The tutor should also use this as an opportunity to highlight at least 2 different scoring systems which can be used for competitive activity.	60 min	<ul style="list-style-type: none"> • Manual: Section 5, 8 & 9 • <i>ITF Academy (prerequisite)</i> 	<ul style="list-style-type: none"> ✓ Show 3 examples of a cooperative drill. ✓ Show 3 examples of a cooperative/competitive drill. ✓ Show 3 examples of a competitive drill. ✓ At the end of the session: Deliver a 20-minute group lesson incorporating: Introduction, assessing the players, drill 1, drill 2, & drill 3 and successfully closing of the session. ✓ Deliver multiple lessons within groups.
Competition Formats for Tennis 10s	<p>Tutors run through principles of competition for Tennis 10s:</p> <ul style="list-style-type: none"> • Children can compete through rally-based activities, through throw-catch or other modified games • Formats which allow children to play many short matches are better than those with a few longer matches • No elimination formats • Keep rules and scoring very simple. • Children may need help from older juniors or adults • Coaches should explain and insist on Fair Play between players 	60 min	<ul style="list-style-type: none"> • PowerPoint: Competition formats for Tennis10s • Manual: Section 8 • <i>ITF Academy (prerequisite)</i> 	<ul style="list-style-type: none"> ✓ Describe how Tennis10s fit into the Play & Stay campaign. ✓ What is the ITF rule with regards to competition for players 10 & under? When (which year) was this rule implemented? ✓ According to the ITF rules of tennis, please list the ball/court/racket combinations players should be using at: a) up to 8 years, b) between 8 & 10 years and c) 9 to 10 years old?
Summary of the Day	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 2 (8 hours)

Lecture Room: 1.5 hours

On-court: 6.5 hours

- Knowing yourself as a coach
- The development of young beginner and intermediate tennis players
- Game situations, strategy & tactics
- Phases of play, zones of the court and court geometry
- Coaching through feeding

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
<p>Knowing Yourself as a Coach (Lecture Room)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to knowing yourself as a coach (1)</p>	<p>Prerequisite: Completed on ITF Academy: CBI - Introduction to knowing yourself as a coach (1)</p> <ul style="list-style-type: none"> • Define tennis coaching • List the different jobs in tennis Coaching • List the competences to fulfil these roles • Know and list the different pathways in tennis coaching • List the basics of communication for the tennis coach • List and describe how do players learn • List and describe different coaching styles • Apply the principles of motivation in coaching • Describe the importance of leadership and appropriate knowledge • Identify the myths of tennis coaching 	45 min	<ul style="list-style-type: none"> • PowerPoint: Knowing yourself as a coach • ITF CBI manual: Chapters 2 and 3 • Workbook: Knowing yourself as a coach • ITF Academy 	<ul style="list-style-type: none"> ✓ What is the definition of tennis coaching? ✓ List the activities and tasks of a tennis coach (4). ✓ List the different roles/jobs required of tennis coaches (5). ✓ List the stages of Long-Term Coach Development (5). ✓ What is the definition of competence (1)? What constitutes competence in coaching (5)? ✓ Good communication is typically (6). ✓ List the recommendations for creating a motivational environment (10). ✓ List the qualities required to be a good leader (8). ✓ Identify and list (4) myths in tennis coaching.
<p>Development of Young Beginner and Intermediate Tennis Players (Lecture Room)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to the development of young beginner and intermediate tennis players (1) CBI - Introduction to sports medicine, growth and development for beginner and intermediate players</p>	<ul style="list-style-type: none"> • Be aware of the consequences of early specialization • List 3 benefits of multi-skill/lateral development • List the various phases of player development • List 3 competencies for each phase of development: Technical, Tactical, Mental, & Physical • Identify and explain the 'windows of optimal trainability/sensitive periods • Implement a periodisation plan for Players 14 & under 	45 min	<ul style="list-style-type: none"> • PowerPoint: Development of young beginner and intermediate tennis players • ITF CBI Manual: Chapter 5 • Workbook: Development of young beginner and intermediate tennis players • ITF Academy 	<ul style="list-style-type: none"> ✓ List the consequences of early specialisation in tennis? (3) ✓ List the benefits of multilateral or multi skill development (3). ✓ Identify and explain the 'windows of optimal trainability/sensitive periods (6). ✓ List (2) long term player development models and the various phases associated with each LTPD model (10). ✓ List at least (8) elements of a development plan (LTPD). ✓ List the following as appropriate per phase of development below. Age period, training principles, physical, technical, tactical, psychological and social competencies, as well as education, competition/tournaments and the various loads associated with each level.
<p>Playing the Game: Strategy & Tactics (On-court)</p>	<p>Playing the game:</p> <ul style="list-style-type: none"> • 5-game situations • Zones of play 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 6 • Workbook: 	<ul style="list-style-type: none"> ✓ List the (5) game situations ✓ List the (3) zones of the court ✓ List the (3) phases of play

<p>Prerequisite: ITF Academy: CBI - Introduction to strategy and tactics for beginner and intermediate players</p>	<ul style="list-style-type: none"> • Phases of play <p>Strategy & tactics:</p> <ul style="list-style-type: none"> • Consistency • Moving the opponent • Maintain good court position • Use your strength • Exploit the weakness • Consistency versus risk taking • Hit the ball deep • Margin for error • Simple shot selection • Other factors affecting tactics 		<p>Strategy & tactics</p> <ul style="list-style-type: none"> • ITF Academy 	<ul style="list-style-type: none"> ✓ List a minimum of (5) basic strategies/tactical intentions. ✓ List and explain the (4) classic game styles. ✓ Create and deliver minimum of (5) basket drills (minimum 1 drill per game situation).
<p>How to Develop Decision-making Skills (On-court)</p>	<ul style="list-style-type: none"> • Developing decision-making skills according to: <ul style="list-style-type: none"> ➤ Incoming ball ➤ Position ➤ Opponent ➤ Environment 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 4 & 6 • Workbook: Strategy & tactics • ITF Academy 	<ul style="list-style-type: none"> ✓ Explain the term decision making. ✓ Explain relationship between decision-making and anticipation. ✓ List at least (3) factors that influence decision making (my position, opponent, ball, environment). ✓ Create and deliver (5) drills that incorporate decision-making (minimum 1 drill per game-situation).
<p>Court Geometry for Beginner and Intermediate Players (On-Court)</p>	<p>Principles of high percentage tennis:</p> <ul style="list-style-type: none"> • Developing decision-making according to the court geometry • According to own position on the court • Big vs small targets (margins for error) • When to change direction 	60 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 4 & 6 • Workbook: Strategy & tactics • ITF Academy 	<ul style="list-style-type: none"> ✓ Create and deliver (5) drills based on high-percentage tennis (minimum 1 drill per game-situation).
<p>Learning How to Coach Beginner and Intermediate Tennis Players with Feeding (On-court)</p>	<p>Importance of feeding:</p> <ul style="list-style-type: none"> • 4 types of feeding • Common problems with feeding; • Frequency of feeding; • Demonstration guidelines. <p>* Note: This topic is introduced now so that the candidates can practice feeding and demonstrations during the course</p>	60 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 and 12 • Workbook: Feeding 	<ul style="list-style-type: none"> ✓ List the types of feeding and order of progression ✓ List key characteristics of feeding. ✓ When would you use each type? ✓ Position of coach during feeding (game-based approach). ✓ Apply the type of feeding (4) in a lesson as required to assist the player.
<p>Summary of the Day</p>	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 3 (7 hours)

Lecture Room: 0.5 hours

On-court: 7.5 hours

- Assess the level of play
- Teaching methodology
- To elements of a group lesson

SUBJECTS	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
<p>Teaching Methodology (Lecture Room and On-court)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to teaching methodology (1)</p>	<ul style="list-style-type: none"> • Modern teaching methodology • Communication • How players learn • Teaching/coaching styles • Relate coaching style with teaching method • When to use the different styles available (match style to player) 	<p>30 min (LR)</p> <p>60 min (OC)</p>	<ul style="list-style-type: none"> • PowerPoint: Knowing yourself as a coach & Skill acquisition • ITF CBI Manual: Chapters 2, 4 & 10 • Workbook: Coaching behaviour • ITF Academy 	<ul style="list-style-type: none"> ✓ List and describe the (2) general coaching approaches. ✓ List (2) coaching styles and (3) examples of each (a) prescriptive and (b) discovery styles. ✓ List the advantages (2) and disadvantages (2) for each of (a) open drill and (b) closed drills. ✓ List and describe the stages of skill learning (3). ✓ List and provide examples of the (3) learning styles. ✓ List the phases and characteristics that define tennis as an open skill sport (4). ✓ Create and deliver drills using various types of communication according to the needs of the player. ✓ Create and deliver drills using various coaching styles and teaching methods according to the needs of the player.
<p>The Elements of a Typical Group Lesson (On-court)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to the group lesson structure</p>	<ul style="list-style-type: none"> • The structure of a group lesson • Organisation during a group lesson • Safety considerations during a group lesson 	180 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 & 12 • Workbook: Planning and organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a well organised and safe 20-min group lesson. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Introduction of the theme ➤ Open (create situation and assess players - what do I see, not see and want to see) ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 - progression (tactical/decision, ball, target, feeding) ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing.
<p>Level of Play Assessment (On-court)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to the CBI course</p>	<ul style="list-style-type: none"> • Level of play assessment • Level of play assessment sheet as guideline • Consistent play in all 5 game-situations • Demonstrate modern technique 	60 min	<ul style="list-style-type: none"> • Workbook: Playing level • ITF Academy 	<ul style="list-style-type: none"> ✓ Consistently apply/demonstrate the basic strokes according to the 5 game-situations while rallying. ✓ Application in lessons: Rally with and appropriately challenge beginner and intermediate players using all basic strokes.

Tutor Feedback on Level of Play Test (One-on-one)	<ul style="list-style-type: none"> • Feedback on level of play test (individually) • Identify areas to improve 	60 min	<ul style="list-style-type: none"> • Workbook: Playing level • ITF Academy 	<ul style="list-style-type: none"> ✓ Consistently apply/demonstrate the basic strokes according to the 5 game-situations while rallying. ✓ Application in lessons: Rally with and appropriately challenge beginner and intermediate players using all basic strokes.
The Elements of a Typical Group Lesson (On-court) Prerequisite: ITF Academy: CBI-Introduction to the group lesson structure (Flexible hour)	<ul style="list-style-type: none"> • The structure of a group lesson • Organisation during a group lesson • Safety considerations during a group lesson 	60 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 & 12 • Workbook: Planning and organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a well organised and safe 20-min group lesson. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Introduction of the theme ➤ Open (create situation and assess players - what do I see, not see and want to see) ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 - progression (tactical/decision, ball, target, feeding) ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing.
Summary of the Day	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 4 (8 hours)

Lecture Room: 1 hour

On-court: 7 hours

- Skill Acquisition
- Biomechanics and movement
- Analysis and improvement
- Playing the game: Technique development
- **Hand out mock written test**

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
<p>Skill Acquisition and Expertise Development (Lecture Room)</p> <p>Prerequisite: ITF Academy: CBI - Skill acquisition and expertise development</p>	<ul style="list-style-type: none"> • What is skill and ability? • Motor learning (how players learn) • Stages of learning • Motor processing 	60 min	<ul style="list-style-type: none"> • PowerPoint: Skill acquisition • ITF CBI Manual: Chapter 4 • ITF Academy 	<ul style="list-style-type: none"> ✓ What is the definition of skill and provide 3 examples? ✓ What is the definition of ability and provide 2 examples? ✓ List (3) and describe the stages of learning. ✓ List the different stages (4) of motor processing.
<p>Biomechanics and Movement (On-court)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to biomechanics and movement</p>	<ul style="list-style-type: none"> • What drives effective technique? • Using biomechanical principles to analyse and improve players • Review the phases of strokes and the key elements covered during the Play Tennis course 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 7 • Workbook: Biomechanics & movement • ITF Academy 	<ul style="list-style-type: none"> ✓ What is the definition of biomechanics? ✓ List, explain and provide examples for the BIOMECH acronym. ✓ Explain what is meant by 'conformity (technique) and effectiveness (biomechanics)'. ✓ List and explain (6) myths in teaching technique. ✓ Use biomechanical principles to improve the strokes of beginner and intermediate players. ✓ Identify the biomechanics within the different phases of all tennis strokes.
<p>Analysis and Improvement of Tactics and Technique (On-court)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to analysis and improvement of tactics and technique</p>	<ul style="list-style-type: none"> • The process of analysis and improvement • Technical and tactical analysis • Observation methods • Analysis methods • Interventions • Use of effective questioning • Value of creating a situation to create the desire to learn/change • Observation: <ul style="list-style-type: none"> - What I see... - What I don't see... - What I want to see... 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 11 • Workbook: Analysis & improvement • ITF Academy 	<ul style="list-style-type: none"> ✓ List and explain the (3) types of performance analysis in tennis. ✓ List and explain the process (4) of the qualitative analysis. ✓ List, explain and provide examples on how to observe the technical or tactical performance of players. ✓ List (10) different intervention techniques and provide an example of each. ✓ Apply the process of analysis and improvement (4-step) to improve the tactics and technique of beginner and intermediate players.
<p>Playing the Game: Technique (On-court)</p>	<ul style="list-style-type: none"> • Technique and biomechanics • Conformity vs effectiveness • Candidate demo practice opportunity for individual lesson purpose • Elements to cover and include biomechanical 	150 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 6 • Workbook: Biomechanics • ITF Academy 	<ul style="list-style-type: none"> ✓ List and describe the elements/phases of each stroke in tennis. ✓ Compare the elements/phases of the strokes to the biomechanical principles to apply within each element/phase.

	principles as appropriate to the strokes (serve, forehand, backhand, volleys, smash): <ul style="list-style-type: none"> - Movement - Stance - Preparation/backswing - Forward swing and contact - Follow-through <ul style="list-style-type: none"> • Opportunity for candidates to work on their demonstration of strokes identified in the level of play assessment 			<ul style="list-style-type: none"> ✓ To demonstrate all strokes according to the set standard to coach beginner and intermediate players. ✓ Apply the technical and biomechanical principles/information gained during the individual lesson.
Summary of the Day	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 5 (6 hours)

Lecture Room: TBC hours

On-court: 5 hours

- Elements of the individual lesson
- Flexible time to review important content (hours must be maintained)

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
The Elements of a Typical Individual Lesson (On-court) Prerequisite: ITF Academy: CBI - Introduction to the individual lesson structure	<ul style="list-style-type: none"> • The elements of the individual lesson • Analysis and improvement • Use of intervention • Demonstration of strokes (Global-Analytical-Global +ball) • Technical to tactical progression 	180 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 & 12 • Workbook: Planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a 20-min individual lesson, analysing and improving a technical element/aspect. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Open (create situation and assess player - what do I see, not see and want to see) ➤ Demonstration ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 – tactical progression ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing.
Flexible Time (On-court or Lecture Room)	<ul style="list-style-type: none"> • As identified by the tutor or candidates 	90 min	All resources	
Summary of the Day	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 6 (8 hours)**Lecture Room: 2 hours****On-court: 6 hours**

- Competition for beginner and intermediate players
- Competition and training goals for beginner and intermediate players
- Introduction to doubles
- Doubles in a group lesson
- Group lesson practice

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
Competition for Beginner and Intermediate Players (Lecture Room) Prerequisite: ITF Academy: CBI - Introduction to competition for beginner and intermediate players	<ul style="list-style-type: none"> • The importance of competition for beginner and intermediate players. • Performance vs. Outcome. (<i>Process vs Result driven</i>) • Ranking and rating systems • How much should players play 	30 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 3, 5 & 14 • ITF Academy 	<ul style="list-style-type: none"> ✓ The importance of competition for beginner and intermediate players. ✓ Creating a positive competition environment for beginner and intermediate players. ✓ The best competition formats for beginner and intermediate players. ✓ Know what an appropriate amount of play at the beginner and intermediate levels is.
Defining Competition and Training Goals (Lecture Room)	<ul style="list-style-type: none"> • The phases of players development • The phases of player development for beginner and intermediate players 	90 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 3, 5 & 14 • Workbook: Development of beginner and intermediate players 	<ul style="list-style-type: none"> ✓ List (5) and provide an overview of the phases of development. ✓ List (3) and describe in detail the phases of development for beginner and intermediate players. ✓ Know the training and competition loads appropriate for beginner and intermediate players.
Introduction to the Doubles Game (On-court) Prerequisite: ITF Academy: CBI - Introduction to doubles for beginner and intermediate players	<ul style="list-style-type: none"> • Doubles game situations • Doubles phases of play • Tactical principles for doubles • Game-styles in doubles • Create doubles drills (basket drills) 	90min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 13 • Workbook: Strategy & tactics • ITF Academy 	<ul style="list-style-type: none"> ✓ List and describe the (2) doubles game situations. ✓ List the (3) phases of play in doubles. ✓ List and describe the (8) basic tactical principles for doubles. ✓ Apply competencies gained in this session during to conduct a doubles group lesson.
The Doubles Game in a Group Lesson (On-court) Prerequisite: ITF Academy: CBI - Introduction to the group lesson structure	<ul style="list-style-type: none"> • The structure of a doubles group lesson • Organisation during a group lesson • Safety considerations during a group lesson 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10, 12 & 13 • Workbook: Strategy & tactics, planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a well organised and safe 20-min doubles group lesson. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Introduction of the theme ➤ Open (create situation and assess players - what do I see, not see and want to see) ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 - progression (tactical/decision, ball, target, feeding)

				<ul style="list-style-type: none"> ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing.
Group Lesson Practice (On-court)	<ul style="list-style-type: none"> • Drill progressions • 'Open-close-open' structure • Decision making • Differentiation/optimal challenge • Organisation • Communication • Safety 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 & 12 • Workbook: Planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a well organised and safe 20-min group lesson. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Introduction of the theme ➤ Open (create situation and assess players - what do I see, not see and want to see) ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 - progression (tactical/decision, ball, target, feeding) ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing
Summary of the Day	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 7: Recommended Day Off

DAY 8 (8 hours)**Lecture room: 0 hour On-court: 8 hours**

- Group lesson practice
- Individual lesson practice

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
Group Lesson Practice (On-court)	<ul style="list-style-type: none"> • Drill progressions • 'Open-close-open' structure • Decision making • Differentiation/optimal challenge • Organisation • Communication • Safety 	240 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 & 12 • Workbook: Planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a well organised and safe 20-min group lesson. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Introduction of the theme ➤ Open (create situation and assess players - what do I see, not see and want to see) ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 - progression (tactical/decision, ball, target, feeding) ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing.
Individual Lesson Practice (On-court)	<ul style="list-style-type: none"> • Progressions • Analysis and improvement • Use of intervention • Demonstration of strokes (Global-Analytical-Global +ball) • Technical to tactical progression • Differentiation 	210 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 & 12 • Workbook: Planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a 20-min individual lesson, analysing and improving a technical element/aspect. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Open (create situation and assess player - what do I see, not see and want to see) ➤ Demonstration ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 – tactical progression ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing.
Summary of the Day	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 9 (8 hours)

Lecture room: 4.5 hours

On-court: 3.5 hours

- Physical conditioning theory and practical
- Psychology theory and practical
- Dealing with parents
- Coaching players with disability
- Introduction to safeguarding: Child protection

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
<p>Physical Conditioning for Beginner and Intermediate Players (Lecture Room)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to physical conditioning for beginner and intermediate players</p>	<ul style="list-style-type: none"> • Physical characteristics of beginner and intermediate players • Physical demands for beginner and intermediate players • Physical skill/competency development for beginner and intermediate players • Fundamental ABCs development • Windows of optimal trainability • Warm-up and cool-down • Rest and recovery 	60 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 8 • Workbook: Physical conditioning • ITF Academy 	<ul style="list-style-type: none"> ✓ The physical characteristics and priorities for beginner players age 6 to 11 years old. ✓ List (9) physical attributes for beginner and intermediate players age 6 to 11 years old. ✓ Identify and explain the 'windows of optimal trainability/sensitive periods (6). ✓ List the (7) principles of physical conditioning and provide a definition/example for each.
<p>Physical Conditioning for Beginner and Intermediate Players (On-court)</p>	<ul style="list-style-type: none"> • Practical examples • On-court circuit • Agility • Balance • Coordination • Speed (and agility) • Strength • Rhythm • Orientation and differentiation • Aerobic and Anaerobic 	90 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 8 • Workbook: Physical conditioning • ITF Academy 	<ul style="list-style-type: none"> ✓ Prepare and deliver an on-court circuit with a minimum of 8 stations including the ABCs.
<p>Psychology for Beginner and Intermediate Players (Lecture room)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to psychology for beginner and intermediate players</p>	<ul style="list-style-type: none"> • Psychological characteristics of beginner and intermediate players • The psychological/mental skills • Examples of psychological skills • Ideal performance state • Motivation • Goal setting • Parents (introduction) 	60 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 9 • Workbook: Psychology • ITF Academy 	<ul style="list-style-type: none"> ✓ List the psychological characteristics for beginner/intermediate players age: 4 to 6, 7 to 9 and 10 to 12 years old. ✓ List the (4) psychological skills and provide examples (2) for each skill. ✓ Independence: Description and provide ways to develop independence for plyers: under 10, under 12 & under 14.
<p>Psychology for Beginner and Intermediate Players (On-court)</p>	<ul style="list-style-type: none"> • Practical application • Psychological/mental skills • On-court drills 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 9 • Workbook: Psychology • ITF Academy 	<ul style="list-style-type: none"> ✓ Provide minimum (2) examples of an on-court drill for each of the psychological skills in each of the game-situations.
<p>Dealing with Parents</p>	<ul style="list-style-type: none"> • The parent-coach-player relationship 	30 min	<ul style="list-style-type: none"> • ITF CBI Manual: 	<ul style="list-style-type: none"> ✓ The role of the parent and the coach.

<p>(Lecture Room)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to dealing with parents</p>	<ul style="list-style-type: none"> • Parental behaviour • Guidelines to assist when dealing with parents • How to educate parents 		<p>Chapter 9 & 14</p> <ul style="list-style-type: none"> • Workbooks: Psychology & Competition • ITF Academy 	<ul style="list-style-type: none"> ✓ Introduction to parental behaviour. ✓ Guidelines for coaches when dealing with parents. ✓ Guidelines for parents.
<p>Coaching Beginner and Intermediate Players with Disability (Lecture Room)</p> <p>Prerequisite: ITF Academy: CBI - Introduction to coaching beginner and intermediate players with disability</p>	<ul style="list-style-type: none"> • Considerations • Player access • Equipment • Rules • Tactics and technique 	30 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 17 • ITF Academy 	<ul style="list-style-type: none"> ✓ Introduction: Considerations when coaching beginner and intermediate players with disability. ✓ Considerations: The player and access. ✓ Considerations: The equipment, court and rules. ✓ Tactics and technique when coaching beginner and intermediate tennis players.
<p>Safeguarding: Introduction to Child Protection</p> <p>Prerequisite: ITF Academy: CBI - Safeguarding: Introduction to child protection</p>	<ul style="list-style-type: none"> • Key principles • Rights • Relationships • Coach and player • Right of the individual 	30 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 17 • ITF Academy 	<ul style="list-style-type: none"> ✓ Participating in sport promotes an active lifestyle for everyone to stay healthy and happy throughout their lifetime. ✓ Regular fitness regimes can reduce the risk of certain diseases later in life and often provide some of the most effective ways to achieve personal physical and mental well-being. ✓ Sport is often a powerful social tool that brings people together from diverse ethnic, cultural, religious, linguistic and socio-economic backgrounds. ✓ Sports environments at all levels of performance should be welcoming, safe and inclusive for all participants. ✓ To encourage people to play sport, governing bodies and organisations must strive to ensure that all participants have a positive experience.
<p>Summary of the Day</p>	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 10 (5 hours)**Lecture room: 0 hours****On-court: 5 hours**

- Group lesson practices
- Individual lesson

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
Individual Lesson Practice (On-court)	<ul style="list-style-type: none"> • Progressions • Analysis and improvement • Use of intervention • Demonstration of strokes (Global-Analytical-Global +ball) • Technical to tactical progression • Differentiation 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 10 & 12 • Workbook: Planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a 20-min individual lesson, analysing and improving a technical element/aspect. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➢ Introduction ➢ Open (create situation and assess player - what do I see, not see and want to see) ➢ Demonstration ➢ Feedback and set-up of drill 1 ➢ Basket drill 1 ➢ Basket drill 2 – tactical progression ➢ Rally with the coach 1 ➢ Rally with the coach 2 - progression (continue point with player or coach) ➢ Open play (based on situation) ➢ Feedback and closing.
Group Lesson Practice (On-court)	<ul style="list-style-type: none"> • Drill progressions • 'Open-close-open' structure • Decision making • Differentiation/optimal challenge • Organisation • Communication • Safety 	120 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapter 10 & 12 • Workbook: Planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a well organised and safe 20-min group lesson. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➢ Introduction ➢ Introduction of the theme ➢ Open (create situation and assess players - what do I see, not see and want to see) ➢ Feedback and set-up of drill 1 ➢ Basket drill 1 ➢ Basket drill 2 - progression (tactical/decision, ball, target, feeding) ➢ Rally with the coach 1 ➢ Rally with the coach 2 - progression (continue point with player or coach) ➢ Open play (based on situation) ➢ Feedback and closing.
Preparation for Assessment on Day 11	<ol style="list-style-type: none"> 1. Candidates draw themes for their lessons 2. Tutor hands out additional lesson planners 	30min	All	<ul style="list-style-type: none"> ✓ Prepare to deliver group and individual assessment.
Summary of the Day	<ul style="list-style-type: none"> • Tutor-led summary of the day - what have we learnt? • Tutor-led preparation for following day 	30 min	All	All

DAY 11 (7 hours)

Lecture room: 0 hours

On-court: 7 hours

- Group lesson practice
- Individual lesson practice
- On-court assessment

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
Individual Lesson Practice (On-court)	<ul style="list-style-type: none"> • Progressions • Analysis and improvement • Use of intervention • Demonstration of strokes (Global-Analytical-Global +ball) • Technical to tactical progression • Differentiation 	60 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 & 12 • Workbook: Planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a 20-min individual lesson, analysing and improving a technical element/aspect. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Open (create situation and assess player - what do I see, not see and want to see) ➤ Demonstration ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 – tactical progression ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing.
Group Lesson Practice (On-court)	<ul style="list-style-type: none"> • Drill progressions • 'Open-close-open' structure • Decision making • Differentiation/optimal challenge • Organisation • Communication • Safety 	60 min	<ul style="list-style-type: none"> • ITF CBI Manual: Chapters 10 and 12 • Workbook: Planning & organisation • ITF Academy 	<ul style="list-style-type: none"> ✓ Deliver a well organised and safe 20-min group lesson. ✓ Follow the structure of the lesson as described: <ul style="list-style-type: none"> ➤ Introduction ➤ Introduction of the theme ➤ Open (create situation and assess players - what do I see, not see and want to see) ➤ Feedback and set-up of drill 1 ➤ Basket drill 1 ➤ Basket drill 2 - progression (tactical/decision, ball, target, feeding) ➤ Rally with the coach 1 ➤ Rally with the coach 2 - progression (continue point with player or coach) ➤ Open play (based on situation) ➤ Feedback and closing.
Group Lesson Assessment (On-Court)	<ul style="list-style-type: none"> • 1st try of the assessment 	120 min	All	<ul style="list-style-type: none"> ✓ Pass the on-court test
Individual Lesson Assessment (On-court)	<ul style="list-style-type: none"> • 1st try of the assessment 	120 min	All	<ul style="list-style-type: none"> ✓ Pass the on-court test
Preparation for Re-assessment on Day	1. Candidates draw themes for their lessons	30min	All	<ul style="list-style-type: none"> ✓ Prepare to deliver group and individual assessment

12	2. Tutor hands out additional lesson planners			
Summary of the Day	<ul style="list-style-type: none"> Tutor-led summary of the day - what have we learnt? Tutor-led preparation for following day 	30 min	All	All

Note:

- Individual and group lessons test: 20 minutes lesson - 1-minute introduction; 15-20-minute main part (1 technical goal for individual lesson and 1 tactical goal for group lesson); at least 3 progressive drills (from closed to open, i.e. from technique to tactics) should be introduced; 1-minute wrap-up.
- Individual lesson: more technical input.
- Group lesson: more input on tactics, communication, group organization, drill differentiation, etc.
- Technical goals for the individual lessons can include the following: forehand, backhand, serve, volley, smash.
- Tactical goals for the group lessons can include the following: serving game, returning game, baseline rally, when approaching the net, passing the net player, developing a margin for error, consistency vs. risk taking, hitting the ball deep, moving the opponent, maintaining a good court position (recovery), using your strength, exploiting your opponent's weakness, doubles serving team, doubles returning team.
- The goal of the lesson (group lesson) will be given to the candidate the day before for the candidate to produce a lesson plan and hand it to the tutor before doing their lesson.

DAY 12 (7 hours)**Lecture room: 1 hour****On-court: 6 hours**

- Written test
- Group lesson practice
- Individual lesson practice
- On-court assessment
- Closing of the course

SUBJECT	CONTENT/OBJECTIVES	TIME	RESOURCES	SPECIFIC OUTCOME
Written Test (Lecture Room)	<ul style="list-style-type: none"> • To test the overall theoretical knowledge of the candidates 	60 min	All	✓ Pass the written test
Group Lesson Assessment (On-Court)	<ul style="list-style-type: none"> • 2nd try of the assessment 	120 min	All	✓ Pass the on-court test
Individual Lesson Assessment (On-court)	<ul style="list-style-type: none"> • 2nd try of the assessment 	120 min	All	✓ Pass the on-court test
Level of Play Assessment (On-court) Prerequisite: ITF Academy: 100 - CBI - Introduction to the CBI course	<ul style="list-style-type: none"> • 2nd try of the assessment 	60 min	<ul style="list-style-type: none"> • Workbook: Playing level • ITF Academy 	✓ Pass the level of play test
Closing of the Course (*)	<ul style="list-style-type: none"> • Candidate feedback • Certificates of attendance 	60 min		✓ Closing the course

(*) It may be good to organise a party (meal, dinner) together with the closing ceremony.