



A TEACHING MANUAL
for the
BOYS AND GIRLS CLUB PROGRAM

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Introduction: The Program

This guide is designed for you to deliver a program that conforms to the mission of a National Junior Tennis & Learning chapter. As such, there is a strong emphasis on the "learning" or education component.

Our particular program is designed to run for 8 sessions over a single month. Consequently we met twice per week, on Tuesdays and Thursdays. One could vary this schedule, meeting once per week for two months, or run a more compact, accelerated program.

Regarding the learning aspect, we chose to deliver the educational component before the tennis activity. The educational session ran for 30 minutes prior to the tennis program, which ran for 60 minutes. Having said that, we made every effort to integrate the educational components into the tennis sessions whenever possible.

The Team

Our team was composed of a Head Tennis Coach who has a sterling reputation working with young kids. We also had a Head Education Coach with 30 years of elementary school experience, who was also an experienced tennis player. Both were supported by an Assistant Coach with extensive elementary school experience and limited tennis experience. The Head Education Coach and Assistant Coach ran the educational session. They also assisted the Head Tennis Coach with the 60 minute tennis session. For each of the eight session, we also arranged to have a volunteer, a knowledgeable tennis player, to assist and/or act as a back-up in case a coach couldn't attend the session for some reason.

Participants

The ages of our participants ranged from five (nearly six) to nine years of age. Some had attended a summer tennis camp, but most had no tennis experience. They were equally split between boys and girls. For those arriving early, or staying late, we asked them to help us setting up, or taking down the equipment.

Pre- Program Work

You will need about three hours to get things ready. That includes bringing your equipment to the site; determining where it will be stored; laying out/tape three courts. Make sure you bring a large tape measure... and know the dimensions for a 10 & Under court.

Equipment Needed

You will need a minimum of 3 pop up nets. If available, you can use a 4th or 5th net to act as barriers to keep balls from spilling on other courts. Bring foam balls and bean bags to the first session; thereafter use red felt balls #36.

If you can't tape lines, use drop-down line dividers. Have at least a dozen cones; 3 dozen racquets, mainly 21 and 23 inches. 3 Gamma ball baskets/one per court are highly recommended.

Important: Non-Residue DUCT Tape. 7 rolls to mark off 3 courts. Wal-Mart stocks it. Or check online.

Background Checks

Allow sufficient time to get background checks on all coaches.

Attendance

It's important to encourage attendance by taking attendance. Some children will cycle in and out of the program. We don't want to discourage that; however it is important to reward those attending all the sessions at the final session. So you need to take attendance at the start of the educational session.

Facilities Needed

Ideally you need a gym area large enough to have three courts. Just as important is to have a separate room to run the educational session. Access to some computers is also a plus.

Program Direct Costs

You will need to budget two hours per session to account for setting up the courts and the educational session, plus storing nets and other equipment at the end of the session. Also budget 10 to 15 minutes to have a debriefing meeting between the coaches about what went well, what didn't, and what needs to be done at the next session. Budget an extra hour to remove all equipment at the end of the program, and if necessary to remove the low residue tape off the floor.

Direct labor costs, plus materials are approximately \$2200. A fully loaded accounting cost for the first time the program is run is roughly \$4,000.

A Note on Follow-on Programs

So what do you do for an encore? One option is to run the program again with a few minor changes, emphasizing actual play for the tennis component. You can also separate the

players into two groups: newbie's versus those who have progressed to the point where they can keep the ball in the court and play actual games.

Once the first 8 session program concludes, a couple of options exist for integrating the educational component with tennis without repeating the same learning program.

Begin by introducing the first section of the USTA's Life Skills program. A third and fourth program can introduce the second and third sections of Life Skills respectively. Finally, the fifth time you run the program, you can begin to introduce the USTA's ACE curriculum. Make sure you get the training the USTA offers first.

Program Schedule and Learning Objectives for 8 Session Program

1.	October 13	Thursday	Learning about the court and participants
2.	October 20	Thursday	Tennis Monopoly
3.	October 24	Monday	Tennis and the Spin of the Ball.
4	October 27	Thursday	Playing a Match Starts With Opening a Can of Balls
5.	November 1	Tuesday	On Movement, On Shoes, and Court Surfaces
6.	November 3	Thursday	What's in your bag?
7.	November 8	Tuesday	Is it "In" or "Out"? Sportsmanship and Tennis Ethics
8.	November 10	Thursday	Graduating Toward Greatness: Awards and Prizes.

Session #1: Learning about the court and participants

Tennis Objective: Assess existing skills: Agility; Eye/Hand Coordination;
Announce Safety Rules; Learn the lines of the court.

Learning Objective: Diagramming the tennis court. Discuss geometry: Rectangles, squares, etc.

Equipment Needed: Each coach should have (or will be given) a copy of a court diagram with dimensions. (One is attached at the end of this guide or goggle "tennis court dimensions" and take your pick).

EDUCATION SESSION PROCESS: Take attendance.

Meet with group. Take attendance. Get names and ages. Ask and note down on the attendance sheet who has played tennis before versus who is new to tennis.

Art project: have them draw a tennis court. Label lines. Start learning the names of the lines. Talk about the eight rectangles that make up a tennis court. Bring a tape measure. Take them out on the taped court and have them measure the distance. Talk about the goal of tennis: to keep the ball in the court. How does that differ from baseball?

Safety: Have them lay three or four of their court drawings side by side. Talk about how in tennis, we don't run after a ball when it goes on someone else's court. We wait and ask permission. Stress that here we just let a ball go if it goes on another court. For safety reasons we don't run after it.

- Rule No. 1. No running after balls outside of your own court.

- Rule No. 2. The "hug your racquet rule. If you hear two whistles, you hug your racquet. If a coach tells you to hug your racquet, you do it.

- Rule No. 3. Always be the length of a tennis racquet away from the person nearest to you.

Session #1 (Cont.)

TENNIS SESSION PROCESS

Floor Plan:

- Area #1:** set up as an obstacle course... slalom style... for kids to push the large foam ball around the cones.
- Area #2:** set up to do various exercises with bean bags for kids who have had zero tennis instruction.
- Area #3:** use a pop up net and lay-out circular dots of different colors, but where every station equidistant from the net are the same color. Coach is on one side and kids are on the other. Coach feeds the ball and the kid who misses returning the ball across the net is replaced with a new kid.

On Court Process

Warm-up: Lead through some warm-up. Talk to the kids about games approach. Tell them about how prizes will be awarded at the end of the program. These prizes will be mainly for good sportsmanship; who listens best; who helps other players; who helps with setting up the court and/or putting things away.

- Form the kids into teams with 4 to 6 per team depending on what you want to do in each area.
- Have the kids rotate across all three areas, spending about 10 minutes at each one.
- End of session #1: (allocate at least 10 minutes)
- Have the kids compete to see who can collect the most balls off the floor. No winners/losers yet: it is always a tie.
- Review session by Head Tennis and Education Coaches: go over what learned about the court; review the basic rules.
- Review geometry and diagram of the tennis court. Hand out our diagram with all dimensions. Talk about rectangles (the court) and circles (the ball) and ovals (the racquet head).
- Have them name lines. Final Game: run to the line called.

Session #2: Tennis Monopoly

Tennis Objective: Agility; eye/ball coordination; communication; having fun.

Learning Objective: Reading, counting, communication between team captains and team members. Learn about the tennis racquet. Materials science introduction.

Equipment Needed: Scholastics set from USTA. Different kinds of racquets: wood, graphite, aluminum, composites, nano-based materials. Also bring different size racquets, from junior racquets from 19" to 25", plus adult racquets from 27" to 28" in length.

Education Session Process: Take attendance.

The tennis racquet. Hitchhike off of lesson on geometric shapes to talk about the shape and parts of a racquet. Segway from rectangles in last session to the oval shape of the racquet face. Have kids draw the racquet and label its parts. Talk about different sizes of racquets, their different compositions over time.

Tennis Session Process

Floor Plan: Set up the tennis monopoly big map in a far corner of the gym so team members have to run to get to it. That's where the Team Captain will be the first on to roll dice to see the number of moves and tennis tasks to be completed. **IT'S IMPORTANT FOR ONE OF THE COACHES TO BE STATIONED HERE AT ALL TIMES SO THEY CAN BE SURE TEAM MEMBERS CAN READ, UNDERSTAND, AND GO BACK AND COMMUNICATE WHAT NEEDS TO BE DONE.**

Areas #1, #2, #3: Set up smaller maps, one either side of a net. 4 or 5 kids per team.

On-Court Process: Have the kids form in two lines for warm up exercises. Count off 1 to 4 to form four teams and have each person go to a designated area. Start by naming a Team Captain. Send them to the designated spot and have others join them.

End of session #2:

End up having a tennis competition between the same four teams. Have each player serve one point and keep score. Introduce tennis scoring. Kids will have problems here getting the ball into the proper service box. They will also have a bigger problem getting into a rally. This is a good time for the coach to rally with one of the better players or even having two coaches demonstrate a rally. Use it to introduce how we will learn to hit proper forehand and backhand strokes next time.

Finally, have the kids compete to see who can collect the most balls off the floor. Head Coach and Education Coach review the session and talk about next session.

Session #3: Tennis and the Spin of the Ball

Tennis Objective: Introducing the Forehand and Backhand.
Start instructing how to hit with the Forehand grip

Learning Objective: The Tennis Ball: geometry continued. Ball pressure; chemistry and physics...and the spin of the ball. How to make yellow tennis balls green: intro to environmentalism and green movement.

Equipment Needed: Bring in different kinds of tennis balls; foam, red felt; orange; green, yellow. Hand out information on the green tennis ball movement.

Educational session process: Take attendance. Go over different kinds of balls. Ask students what is different about them. Discuss pressure. Why are balls with high pressure harder to control? Discuss the spin of the ball when hitting low to high. Relate to physics without using the word "physics". Demonstrate topspin, under spin or slice; side spin. Use a large foam tennis ball to demonstrate how the ball spins.

Have a regular tennis ball that's cut in half. Discuss how it is made. Cover the environmental negatives. Talk about the new green movement to recycle used tennis balls.

Tennis Session Process

Floor Plan: same arrangement

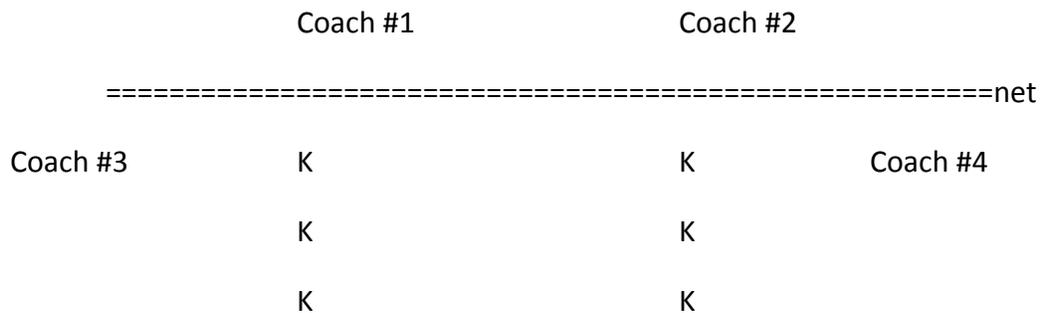
Warm-up Process: Warm-up. Break immediately into smaller groups and have each coach/volunteer lead a warm session that emphasizes movement...and pointing the racket. No swinging or shadow stroking yet.

Put kids in each team in a small circle. The coach starts out in the center of the circle and bounces a ball to each one. Hand bounce only at first, then have them step back a step and make it more difficult. You can then have each kid take a turn in the center of the circle bouncing to other kids. A further advancement would be to have the coach bounce the ball using his/her racquet and having the kids bounce the ball back to the coach with their racquets. A further modification is to assign points for catching or hitting the ball back to the person in the center... making a game out of it. First one to 10 points is the winner.

Session #3 (Cont.)

Other options are to assign each coach at least two of the Scholastics card exercises.. For instance, the card that describes the task of bouncing the ball straight up and clapping twice before the person who bounces catches the ball. etc.

Forehand Process: One or two coaches stand on the other side of a pop-up net and feed balls to the FH side to two lines of kids. Each kid gets two tries to hit a forehand and then rotates to the back to the line. One or two coaches/volunteers stand on the side of the court and instruct each child on the FH grip and swing path. The objective for each child hitting is to see if they can hit the coach with a felt ball.



Process: FH and BH practice rotating two lines. Basically the same formation as the preceding exercise. Two lines are created, one a Forehand line and one a Backhand line. The difference is the kid who hits a FH rotates back into the Backhand line, and the kid who starts out in the BH line rotates into the FH line after hitting a stroke.

Process: FH and BH Hit the Cone game between two teams. The Blue Team and the Red Team

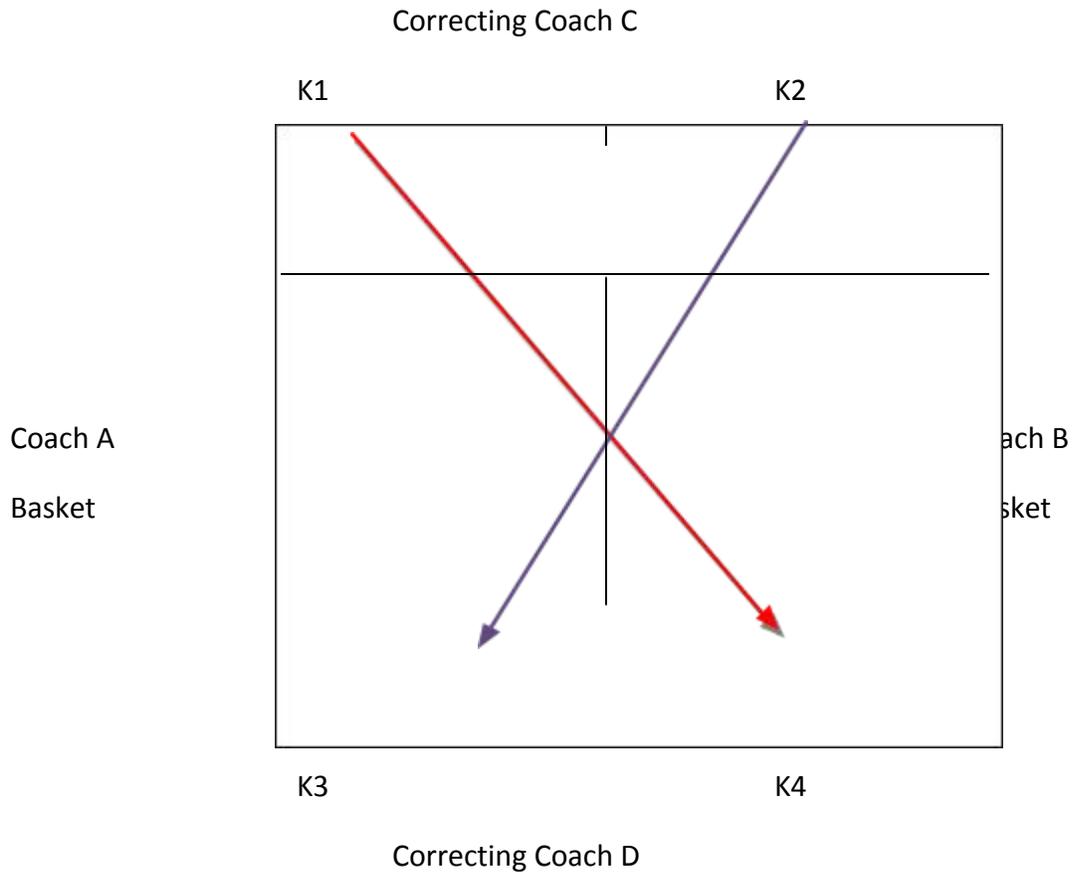
Same format: Kids are on deck, waiting a turn to hit two or three balls at cones and baskets that are set up on the other side of the net. Two coaches feed balls to their respective teams to keep things moving quickly. The object is to hit a cone (10 points), hit a basket (100 points)... or get it in the basket (500 points). You can start out just hitting forehands, then only backhands, and/or alternating one ball to the FH; and one ball to the BH. Team captains should be responsible for having the next player ready. Other coaches should be correcting technique.

Process: Final Four game: doubles between same two teams. Each player gets a chance to hit a FH into the appropriate box which can be returned and played out. Each player gets one point for every shot successfully executed. Coaches are on hand to

Session #3 (Cont.)

correct technique which now involves actual movement. The session should/could end with the coaches giving a demonstration of how it is

done. The final four game requires a court that is taped with non-residue duct tape to represent a 10 & Under court without the alley singles line.



End of session #3:

Assign homework: Identify one great tennis player and bring to next pre- session.

Session #4: Playing a Match Starts With Opening a Can of Balls

Tennis Objective: Start getting participants used to playing a mini match. Review of the forehand and Backhand. Introduce the serve, introduce court etiquette: spinning a racquet; opening a can of balls.

Learning Objectives: The Tennis Can. Safety, Pressure, Chemistry

Equipment Needed: A few cans of tennis balls. Different manufacturers: Penn, Wilson, Dunlap. Bring enough empty tennis cans and demonstrate how you can use them as targets on the tennis courts.

Education Session Process: Take attendance.

If you hand a tennis can to kids, most will immediately open it up. They'll be surprised by the release of air. They may also cut themselves on the metal lid. So be forewarned and use the experience to teach safety.

Also ask why you think the tennis balls are stored in a can under pressure? What is the difference between a "flat" (pressureless) tennis ball and a ball that has air pressure.

Tennis Session Process

Warm-up Process: Similar to Session #3. Form kids into four teams of 4 to 5 each. End up having each coach review the FH/BH grips with their teams

FH/BH Review Process: Keep the same teams. Use two courts with two teams per court. See the diagram below. One coach stands on the other side of a pop-up net and feed balls to the FH side to two lines of kids (K). Each kid gets two tries to hit a forehand and then rotates to the back to the line. Another coach stands between the two lines and instructs each child on the FH grip and swing path... low to high in order to impart top spin on the ball. The objective for each child hitting is to see if they can hit a cone or target (Use a ball basket or ball hopper for the target). Repeat the process on the backhand side.

Session #4 (Cont.)

Empty Basket

cone cone cone cone cone

Coach #1

=====net

K	Coach #2	K
K		K
K		K
K		K

Process: Learning the Serve: Use progressions. The toss and catch only. Start without full wind up. Without ball, start with their racquet up. Demonstrate the simple tap up on back wall. Basic waiter serve without pronation for now.

End of session #4

Review the session. Tell briefly what will be covered next session.

Session #5 On Movement, On Shoes, and Court Surfaces

Tennis Objective: Continue working on the FH, BH, Volley, and Serve. Shadow warm-ups of FH and BH with unit turn plus one to two steps to introduce TURNING AND MOVEMENT before striking the ball. Introducing the volley by moving to the ball.

Learning Objective: Tennis shoes, materials, health. Moving and lateral support. Where to get inexpensive tennis shoes. How the court surface affects movement

Equipment Needed: Some old and newer tennis shoes... or use some tennis shoe advertisements.

Education Session Process: Take attendance.

History lesson: tennis shoes used to be no different than sneakers. Then improvements were made that made them more supportive for quick changes in direction. You might ask: why are football shoes different from tennis shoes? Football: running on softer grass surfaces; need cleats to make cuts; need cleats when playing in rain or snow. Tennis: varies depending whether the surface is cement, grass, or clay. Need for a lighter shoe than a football shoe. Modern tennis shoes are often 13 to 15 ounces and sometimes even less. New materials make it possible.

Tennis Session Process

During warm-up, organize the kids into teams of 4, with up to 4 teams for 16 kids maximum. Have kids name a captain and pick their teams. Assign each team a coach.

Forehand Competition: Team 1 plays Team 2 on Court One. Team 3 vs Team 4 on Court 2. Each kid must hit a FH into the court from one of three polydot positions.

Backhand Competition: Team 1 plays Team 3; Team 2 plays Team 4. Same format

Service and Return Competition: Team 1 plays Team 4; Team 2 plays Team 3.

End of session #5

Coaches single out at least one player they thought a) did the best; b) listened the best.

Session #6: What's in your bag?

Tennis Objective: Review Ground Strokes and Serve, More on The Volley, and Start of Testing. Improving form/technique for the FH, BH, and Serve.

Learning Objective: The Tennis Bag and tennis clothes.

Equipment Needed: A tennis bag. A tennis backpack. Both filled with items that players often carry with them to matches.

Education Session Process: Take attendance.

You can begin by noting how pro players carry all this stuff on the court in one or two big bags. Ask... what do you think is in there? After discussing, you can say most recreational players don't need as many racquets as the pros, or as much stuff. But some things are good to have. Then go over the contents. Pull out some band aids, gauge, scissors, and explain how to deal with blisters on fingers and feet.

Tennis Session Process

Form Teams of 4 similar to Session 5. Start with Volley. Then do FH, BH, and Serve review. Regarding the volley, set up cones and award points for each cone they hit. Extra for hitting the basket. Make sure kids are stepping forward with the opposite foot when they hit their FH and BH volleys.

Optional Individual Assessment: One of the coaches can take one player at a time and assess how they are doing. Assess their FH, BH, Serve, and Volley. Half today and half during Session #7. Purpose: Develop a "report card" for each student. One copy for us and one for them to be given with Certificate at Session #8.

End of session #6

Coaches single out who did best today. Who was most helpful. Tell group again about end of session festivities a week from Thursday. Invite parents to attend.

Session #7: Sportsmanship and Tennis Ethics

Tennis Objective: On keeping score. Who keeps the score? Who is the umpire in tennis? Continue playing doubles.

Learning Objective: Ethical behavior. Tennis etiquette; Sportsmanship

Equipment Needed: White board or chalk board helps

Education Session Process: Take attendance.

Keeping Score: Tennis is composed of points, games, sets, and a match. Define the terms used. For instance, the term, *Love*, for zero comes from the French word for egg, *oeuf*, which is an oval shape that was French slang for zero. (As kids to draw a picture of an egg). Then ask, what does this have to do with tennis?)

You can continue by defining the following: Ad-in; Ad-out; Deuce; "all" as in 15-all; how certain scores are abbreviated, like "45" to mean 40-15.

Tennis Ethics/Sportsmanship. Use score keeping to discuss Sportsmanship and Tennis Ethics. On introducing sportsmanship, ask who determines in tennis if a point is good or bad, won or lost? Emphasize that tennis is relatively unique because, except for professional matches, your opponent decides if your shot is in or out. That means people must be honest even when the call goes against them.

To demonstrate other ethical decisions in tennis, play a game called "What happens if...."

What happens if:

a ball hits your partner and then goes over the net?

you think a ball was good, but your partner doesn't?

your opponent says you are wrong, the ball is good?

you hit the net as you are making a shot that is good but no one else notices that you hit the net?

Session #7 (Cont.)

Tennis Session #7 Process

Warm up; form teams.

Doubles: Coaches will help with technique but will also put a special emphasis on making sure the players know who is supposed to call the score and who calls whether a ball is in or out.

Floor Plan: Assign a coach to each court. For example:

- Court 1....Assistant #1
- Court 2.... Head Coach (important that Head Coach is between the other two courts)
- Court 3... Assistant #2

Optional: You may want a coach to roam and record who are promising players or more advanced for future programs.

End of session #7

Summarize session. Go over what will happen in the final session.

Session #8 Graduating Toward Greatness

Tennis Objective: Completion ceremony. Validate/demonstrate what has been learned. Awards. Have fun.

Learning Objective: Great tennis players and how did they become great? Historical perspective.

Equipment Needed: Certificates of completion. Gift racquets, balls, wrist bands, head bands, medals for those who excelled.

Special awards for best sports, most helpful, most improved; best boy player; best girl player

Education session process Great tennis players. Do research on the tennis player you selected. Why did you select him or her? Why were they great? What can we learn from them. "Two great tennis players you've probably never heard of!" (Focus on one of the following, describing why they are important historically: 1) Rafael Osuna (the first Rafa! an example of how great movement trumps having a dominating shot, whether it be a serve, forehand, backhand, or volley); 2) Beverly Baker Fleitz (an ambidextrous U.S. Champion who shows there is no one right way to strike a tennis ball. Information on both can be found at the International Tennis Hall of Fame website. Make kids aware of this website. <https://www.tennisfame.com/>

Tennis Session #8 Process

Divide the kids into different proficiency levels so <https://www.tennisfame.com/> players are playing against better players where they can sustain a rally.

End of Session #8 (allow 20 minutes minimum)

Have the kids get into a circle, sitting on the floor. Go over what they have achieved.

Hand out certificates to each child. Make sure their name is printed (by hand) on their certificate.

Hand out prizes for all. Let them keep their racquet. Provide used felt red balls. We also handed out a bag that had a wrist bands and/or head bands.

The coaches then awarded special medals for those who exhibited good sportsmanship, were most helpful, etc.

EXHIBIT 1

Session #1: Tennis Court Dimensions for a Full-Size Regulation Court

Tennis Court Dimensions & Layout

In total, tennis courts measure 78 ft. x 36 ft. or 2,808 sq. ft., however the full area of the court is only used for doubles matches. The singles court measures 78 ft. x 27 ft. or 2,106 sq. ft. Every court is composed of quite a few elements, so let's take a look at each individual component.

Here's a diagram that you can use as a point of reference as we cover each part of the court.



EXHIBIT 2: Session #1
10 & UNDER TENNIS
RULES, RACQUETS, BALLS, NETS, DIMENSIONS, ETC
(Source: USTA Northern Section)

10 and Under Tennis



10 and Under Tennis, featuring the QuickStart Tennis play format, is quickly becoming a top priority for the USTA and the Northern Section as it is the future of tennis. 10 and Under Tennis is designed and structured for kids to learn, rally and play quickly in a way that is both enjoyable and rewarding.

Although different than what most adults grew up with, tailoring tennis equipment and court sizes for those under the age of 10 makes sense. Think about it...you do not see kids playing soccer or baseball with adult-sized equipment or on regulation size fields, and now with 10 and Under Tennis using the QuickStart Tennis play format, you will not see tennis players doing that either. You also won't see players waiting in lines to hit the ball or see tennis balls bouncing over a child's head. What you will see is kids having success and enjoying the game right away, while wanting to come back for more and developing a passion for this lifetime sport.

"Scaling tennis down to the size of children promotes greater participation and ensures that young kids can play tennis much more quickly," said **Kurt Kamperman**, Chief Executive, Community Tennis, USTA. "10 and Under Tennis is critical to the long-term growth of our sport, and ultimately will help us develop new generations of talented players."

One of the biggest challenges facing 10 and Under Tennis is educating the masses, whether it is parents, facilities, teaching professional and others, about the advantages of using the modified equipment, court sizes and training techniques found with the QuickStart Tennis play format.

“Kids have immediate SUCCESS with QuickStart Tennis,” former USTA Northern President and Rochester Athletic Club Teaching Professional **Brent Frueh** said. “We have to sell this concept to everyone that is working with tennis. Many people are afraid to change, but once you witness the success...it means everyone will be having more fun.”

USTA Northern has over 200 registered 10 and Under Tennis programs which use the QuickStart Tennis play format. To find a program in your area, visit www.10andundertennis.com or contact **Tony Stingley** in the USTA Northern office at (952) 887-5001.

QuickStart Tennis Play Format: 101

Racquets

For an adult player to succeed at tennis, racquet control is essential. Same goes for kids. But since kids are smaller than adults, kids have trouble controlling full-size racquets. They're too long, they're too heavy, and the grips are too large. Kids need racquets that are proportionate in length and weight and have a grip that fits their smaller hands.

- For 8 & under, the racquet should be 19, 21 or 23 inches
- For 10 & under, the racquet should be 23 or 25 inches

Balls

Kids need a ball that's sized and paced to their playing abilities. A regulation tennis ball moves too fast, bounces too high and is too heavy for their smaller racquet. Each age group, therefore, uses a ball better suited to their size and unique playing ability.

For 8 and Under, a foam ball or a very low compression ball moves slower, bounces lower and travels less distance.

For 10 and Under, a low compression ball moves a little faster and travels farther than the ball used with the younger group, but it still has a lower bounce than the original.

Court Dimensions

The Quick Start Tennis play format uses courts and nets that are scaled to the size and ability level of young children.

For 8 and Under, children will play on a court that is 36-feet long and 18-feet wide. The net is 18 feet long and 2-foot, 9-inches in height. Portable nets and support systems are available from many manufacturers, or temporary nets can be constructed using tape or caution tape tied to existing nets, fences or even chairs.

For 10 and Under, a regulation net is used on the 60-foot court. If you are not using an existing court and net, the net height for the 60-foot court is three feet.

Scoring

The scoring system has been modified as well. Gone is the traditional 15, 30, 40, deuce system.

For 8 and Under, there are only seven points in a game, so match play is short and sweet. Kids play the best of three games; the first to score seven points wins the game. The first to win two games wins the match. The longest the match will last is approximately 20 minutes.

For 10 and Under, players should play the best-of-three sets; the first to win four games wins a set. For the third set, the first player to win seven points wins the match.

Tournament Play

The USTA just passed a new rule effective for the 2012 competition season that is similar to the International Tennis Federation rule adopted earlier in 2010.

For kids ages 9 & 10, tournaments must be played on 60-foot courts using orange low-compression tennis balls and regulation nets (3 feet at the center) or, for those more experienced and more skilled players, on 78-foot courts with green lower-compression balls. ***USTA Northern is adopting the 60-foot, orange ball option only and will implement the rule effective one year earlier than both the USTA and ITF starting January 1, 2011.***

Tournaments for those 8-and-under are to be played on 36-foot courts using red foam balls and nets at a height of 2 feet, 9 inches.

EXHIBIT 3: SESSION #3 THE TENNIS BALL

Specifications



Tennis ball at the [2011 Rakuten Japan Open Tennis Championships](#)

Modern tennis balls must conform to certain criteria for size, weight, deformation, and bounce criteria to be approved for regulation play. The [International Tennis Federation](#) (ITF) defines the official diameter as 6.54–6.86 cm (2.57–2.70 inches). Balls must have [masses](#) in the range 56.0–59.4 g (1.98–2.10 ounces). Yellow and white are the only colors approved by the ITF, and most balls produced are a fluorescent yellow known as "optic yellow", first introduced in 1972 following research demonstrating they were more visible on television.

Tennis balls are filled with air and are surfaced by a uniform felt-covered rubber compound. The felt delays [flow separation](#) in the [boundary layer](#) which reduces [aerodynamic drag](#) and gives the ball better flight properties.^{[3][4]} Often the balls will have a number on them in addition to the brand name. This helps distinguish one set of balls from another of the same brand on an adjacent court.^[5]

Tennis balls begin to lose their bounce as soon as the tennis ball can is opened. They can be tested to determine their bounce. Modern regulation tennis balls are kept under [pressure](#) (approximately two atmospheres) until initially used; balls intended for use at high altitudes have a lower initial pressure, and inexpensive practice balls are made without internal pressurization. A ball is tested for bounce by dropping it from a height of 254 cm (100 inches) onto [concrete](#); a bounce between 135 and 147 cm (53 and 58 inches) is acceptable—if taking place at [sea-level](#) and 20 °C (68 °F) with [relative humidity](#) of 60%; high-altitude balls have different characteristics when tested at sea-level.^[6]

EXHIBIT 4 SESSION 3
TENNIS BALLS AND THE GREEN MOVEMENT

Disposal

Each year approximately 325 million balls are produced, which contributes roughly 20,000 tonnes (22,000 tons) of waste in the form of rubber that is not easily [biodegradable](#). Historically, tennis ball recycling has not existed. However, in 2015 three companies (Advanced Polymer Technology, Ace Surfaces and reBounces) joined together to create a recycling system that incorporates recycled tennis balls into a tennis court surface.^[13] Balls from [The Championships, Wimbledon](#) are now recycled to provide field homes for the nationally threatened [Eurasian harvest mouse](#).^[14]

EXHIBIT 5 SESSION #4 THE TENNIS CAN AND SAFETY

Packaging

Before 1925, tennis balls were packaged in wrapped [paper](#) and paperboard boxes. In 1925, [Wilson-Western Sporting Goods Company](#) introduced cardboard tubes. In 1926, the [Pennsylvania Rubber Company](#) released a hermetically sealed pressurized [metal tube](#) that held three balls with a [churchkey](#) to open the top. Beginning in the 1980s, [plastic](#) (from recycled [PET](#))⁽¹²⁾ cans with a full-top [pull-tab](#) seal and plastic lid fit three or four balls per can. Pressureless balls often come in net bags or buckets since they do not need to be pressure-sealed.

EXHIBIT 6 SESSION 6 WHAT'S IN YOUR BAG

Different for recreational players versus the pros. Most recreational players will have:

- 2 racquets
- 1 or 2 cans of balls
- towel
- hat
- sunglasses
- band aids
- an extra shirt
- bottle of water or energy drink

Here's what one pro carries to a tournament: Actually two bags and cooler!

Head bag and Adidas small duffel:

Now I got 12 Youtek Radical MPs (trying out strings but I think Im gonna go with X-One) *only carry 4-6 racquets at a time*

- 2 spare Adidas tennis shirts (1 sleeveless and 1 crew or polo)
- 1 spare pair of Adidas tennis shorts
- 1 spare pair of Adidas Barricade Vs
- 1 pair of slippers
- 1 cotton Adidas shirt
- 1 Adidas track jacket
- 1 pair of shorts or jeans
- 2-4 extra pairs of crew socks
- 1 Adidas tennis hat
- 1 pair of Oakleys
- 1 extra pair of boxers
- 1 reel of Tourna Grip (and electric tape)
- 1 pair of scissors
- 1 reel of med tape
- a ton of bandaids
- 1 box of KT Tape

1 container of pain pills
1 medium towel
1 notebook and pen
1 tub of Accelerade
1 large bag of Whey Protein Shake mix
1 water jug
and 1 MP3 player with a ton of Lamb of God!!!

Cooler:

2 16oz bottles
2 bananas
1 energy shot
1-2 fiber bars
1 bag of ice

EXHIBIT 7: SESSION #7
KEEPING SCORE

You have two options:

- a) stick to the simple scoring system for 10 & Under (recommended for first-time beginners, aged 6 to 9).
- b) introduce the traditional tennis scoring system. There are many articles that discuss the traditional system. The following is drawn from:
<http://www.tennistips.org/tennis-scoring.html>

The Tennis Scoring System

'Game-Set-Match'

The tennis scoring system is a well thought out set of rules and guidelines specifically designed to guarantee a winner at the end of a tennis game, set, or match.

Contrary to a number of sports, the outcome in tennis competition never results in a 'tie'. The competition must play out until a tennis competitor or a tennis team is crowned with the championship for that tournament.

Spectators unfamiliar with the game of tennis are typically fascinated and pleasantly entertained by the competitive nature of the sport.

Without a doubt, tennis is a high-spirited inspiring sport to watch, but many these spectators eventually find themselves disconnected at various stages of the competition due to the lack of tennis scoring knowledge.

Problem Solved...

The solution is to gradually learn the tennis scoring system and eventually master the official rules and guidelines acknowledged by tennis communities and tennis organizations around the globe.

The terminology in tennis scoring is easy to learn and understand.

"Game-Set-Match" is the habitual announcement voiced by tennis players and tennis officials to end a competition when the final point is played.

This notification officially finalizes the tennis scoring for that match and if this is the 'finals' competition this announcement ends the tournament.

Breaking down the details of the Game-Set-Match concept simplifies the ability to grasp and interpret tennis scoring. Now let's get down to the 'nuts and bolts' of the tennis scoring system.

Here we go...

Competitive tennis athletes are always striving to advance to the next round of competition in a tournament. The ultimate goal is to play for the championship in the 'finals'.

To achieve this goal, a competitive tennis athlete must...

- earn a minimum of 4 points to win a game.
- play at least 6 games to win a set.
- win no less than 2 sets (at times 3 sets) to close out a match.

Prior to playing a match, competitors must decide who or which team will serve first and which sides of the court each competitor or team will initiate game play. A coin toss or racquet spin is the typical action performed to determine the privilege of picking first.

The winner(s) of the coin toss or racquet spin determines either the serving options or which end of the court to initiate game play. The competitor(s) who lost the toss or spin determines the second option.

Tennis Scoring: Game

A tennis serve initiates game play and the player serving serves the entire game. In order to win the game, a tennis competitor must win a number of points. Each game consists of a series of points and remember a competitor must accumulate at least four points to win the game.

The servers score is always announced first the entire game with tennis terminology voiced in a manner unique to tennis.

- Points Earned 0 = 0 Games Points or 'Love'
- Points Earned 1 = 15 Game Points
- Points Earned 2 = 30 Game Points
- Points Earned 3 = 40 Game Points
- Points Earned 4 = Game Over (2 Point Advantage Required)

Exhibit 7 (Cont.)

The winner of a tennis game must win with a two point advantage. In other words, if the score is 40-0 and the server wins the next point, the server wins the game.



Consequently, if the server loses the next point the score is 40-15 and the server must continue to serve and play out that game.

Deuce is the terminology expressed when the score in the game is 40-40. Remember, in order to win the game, a tennis competitor must gain a two point advantage over his or her opponent.

To win the game when the score is deuce, a competitor must score two consecutive points (one immediately after the other) --- otherwise the score reverts back to deuce.

The first competitor to score after the score is deuce is ahead by one point and now has what is termed in tennis as having the **Advantage** or '**Ad**' for short. Remember the server's score is announced first.

If the server was the first player to score after the game score is deuce, then the score is announced "**Advantage In** or **Ad In**" by the server prior to serving the next point.

If the receiver was the first player to score after the game score is deuce, then the score is announced "**Advantage Out** or **Ad Out**" by the server prior to serving the next point.

The tennis term '**game point**' is announced when a competitor (server or receiver) is ahead by one to three points and only needs one point to win the game.

Exhibit 7 (Cont.)

For instance, if a tennis competitor's score is ...

30-40 and the competitor only has one point to win the game, this tennis competitor has a **'game point'**. This means this tennis competitor has one chance to close out and win the game.

40-15 and the competitor only has one point to win the game, this tennis competitor has a **'double game point'**. This means this tennis competitor has two consecutive chances to close out and win the game.

0-40 or love-40 and the competitor only has one point to win the game, this tennis competitor has a **'triple game point'**. This means this tennis competitor has three consecutive chances to close out and win the game.

This systematic process can also be announced in sets and matches utilizing the terms **'set point'** and **'match point'** respectively.

The tennis term **'break point'** is announced when the receiving competitor is ahead by one to three points and only needs one point to win the game and 'break' the server's serve. For instance, if a receiving competitor's score is...

30-40, the receiver only has to score one point to win the game. The receiver has a **'break point'**. This indicates that the receiver has one chance to break the server's serve to close out and win the game.

15-40, the receiver only has to score one point to win the game. The receiver has a **'double break point'**. This indicates that the receiver has two consecutive chances to break the server's serve to close out and win the game.

0-40, the receiver only has to score one point to win the game. The receiver has a **'triple break point'**. This indicates that the receiver has three consecutive chances to break the server's serve to close out and win the game.

Tennis Scoring: Set

A tennis set is determined when a competitor has won a minimum of six games with at least a two game advantage over his or her opponent. The potential score outcome for a set could be 6-4, 6-3, 6-2, 6-1, or 6-0.

Did you notice I did not mention 6-5? Think about that for a second. Did you figure out why? Chances are, you did. Just in case though, let's clarify this justification.

Exhibit 7 (Cont.)

Keep in mind that a tennis competitor can only close out a set when leading by two or more games. As a result, 6-5 continues game play until a final score such as 7-5 or 8-6 is achieved by one of the tennis competitors.

A competitive tennis set can last as long as an hour or even more unless [tie-breaker scoring](#) or [no-ad scoring](#) was predetermine as part of the rules for that match.

Tournament rules could dictate a '**Pro Set**' in an effort to speed up matches if time is of the essence in a competition. When playing a 'Pro Set' also known as an '**8 Game Pro Set**' the winner of the match must win at least 8 games leading with a minimum advantage of two or more games.

Rotation of sides on the tennis court is continuous during a match when the total number of games in a set is an odd number. For instance, let's say the total game score in a set is 5-4. Just add $5 + 4 = 9$. 9 is an odd number, so the competitors rotate sides before starting the next game.

On the other hand, let's say the total game score in the set is 2-0. Just add $2 + 0 = 2$. 2 is an even number, so the competitors do not rotate sides.

Tennis Scoring: Match

The structure of a tennis match is deliberately designed with an odd number of sets to ensure a winner emerges at the end of the match. Typically, tennis competitors play the best 2 out of 3 sets to determine a winner of a match. The potential outcome could end up in a final score of 2-0 or 2-1 for the winner of a match.

Men's professional tennis competitors play the best 3 out of 5 sets in Grand Slam tournaments such as the Australian Open, the French Open, Wimbledon or the U.S. Open. The potential outcome could end up in a final score of 3-0, 3-1 or 3-2 for the winner in this type of match.

In a 'nutshell'... The tennis competitor who wins the majority of sets within a match is the **WINNER** of that match competition.

The exhilarating sport of tennis is viewed on numerous household television screens as well as countless tennis arenas around the nation and throughout the world. Watching top-notch athlete's battle for each point, game, set, and match is impressive to say the least. Watching is one thing, understanding the battles and results is another.

Knowing the tennis scoring system rules and guidelines detailed here is the key to maximizing your tennis experiences when watching a tennis match or a tennis tournament.

Exhibit 8: Subsequent Programs The USTA Life Skills and ACE Programs

These materials are too extensive to include here... so....

For the **Life Skills Program**, visit this site

http://www.ustafoundation.com/resources/life_skills_curriculum/

where you can access their curricula, child playbooks, graduation certificates, and graduation challenges for three different multi-week programs called "Game," "Set," and "Match."

For the **ACE Program**, visit this site

http://www.ustafoundation.com/njtl_education/

where you will learn more about the ACE curriculum, the Arthur Ashe Contest, and College Scholarships.



Arthur Ashe co-founded the National Junior Tennis League (NJTL) in 1969 with Charlie Pasarell and Sheridan Snyder. During its 40th anniversary in 2009, it was renamed National Junior Tennis & Learning (NJTL) to more accurately portray the importance we place on education.

Their vision was to use tennis as a way to gain and hold the attention of young people in hopes they could teach them about matters more important than sport.

For Ashe and the founders, lives could be changed and spirits reclaimed through tennis, just as our chapter leaders have done for more than 45 years, and continue to do today.

ACE: Academic Creative Engagement

The Academic Creative Engagement (ACE) is an out-of-school academic curriculum connected to the Common Core State and National Educational Standards and the sport of tennis. Math, literacy and nutrition activities encourage academic achievement, health and wellness and social and emotional skills. When combined with a tennis program, it provides children with important Developmental Assets that also empower youth to become more successful through a focus on life skills.

National Student Athlete Competition

AYTEF is a National Junior Tennis & Learning (NJTL) chapter participating in the 2015-2016 National Student Athlete Competition (NSAC). NSAC is a 12 month point based competition where youth earn points from their School Report Cards, Arthur Ashe Essay and Art Contest entries, tennis tournament participation, as well as Junior Team Tennis

participation and performance. Students in the NSAC program are competing for scholarships that are awarded on the national level. At the end of the 12 month period, 1st, 2nd, and 3rd place winners are determined in both the boys and girls high school divisions. The 1st place winners in each division receive a \$5,000 scholarship and a trip to the US Open, 2nd place winners receive a \$3,000 scholarship, 3rd place winners receive a \$2,000 scholarship, and 4th through 10th place winners will receive \$1,000. Want to know how your high school student can participate? E-mail Kristina Felton at Kristina@ustaatlanta.com

Arthur Ashe Essay Contest Winners Recognized at US Open

By Ashley Marshall, USTAFoundation.com

Young tennis players from across America were honored at the US Open after winning a competition that highlighted local National Junior Tennis and Learning heroes in their community.

A group of 10 students ages 9 and 18 were honored as the recipients of the 2015 Arthur Ashe Essay Contest awards. As part of their award, the honorees got to watch the 2015 Arthur Ashe Kids' Day celebration as VIP guests in the President's Box inside Arthur Ashe Stadium. They also received an honorary plaque at a celebration luncheon hosted by USTA Foundation Chairman and former world No. 4 James Blake and former New York City Mayor David Dinkins.

The Foundation, the charitable arm of the USTA, invited NJTL participants to write an essay about a leader in their community who shared the same vision of NJTL co-founder Charlie Pasarell. Pasarell, along with Arthur Ashe and Sheridan Snyder, founded NJTL in 1969 to develop a program that would have a positive impact on under-resourced children by introducing them to tennis, keeping them off the streets and encouraging them to stay in school.