

CONSOLIDATION

Ages: Girls {12-14 Years Old}, Boys {13-15 Years Old}

Setting the foundation for the pursuit of excellence

This is a critical stage of development for the athlete/tennis player, as it sets the foundation for learning to be a competitive junior. In addition, this stage can determine if an athlete has an opportunity to compete at a high international level in the future. This is the stage where "you make or break an athlete" by doing the right things at the right time of the athlete's development. The development of perception skills is fundamental to long term success in the sport. Although the skills may not be mastered until a player reaches Stages #6 (Learning to Be a Pro) or #7 (Living as a Pro), players, parents and coaches can work on these skills both on and off the court.

General Objectives

1. Monitor players' growth spurt through frequent anthropometric measurements in order to optimize the development of flexibility, speed, strength and aerobic endurance in all the physical skills.
2. Consolidate learned skills from practice and apply in competitive situations.
3. Balance the increase in training demands with lifestyle issues.
4. Become increasingly competent in the selection and care of tennis equipment.
5. Continue to develop and refine technical skills in practice.

6. Consolidate a specific game style emphasizing the execution of skills in a game situation.
7. Use the sport sciences in the areas of physical preparation and psychological routines to produce the ideal performance state.
8. Introduce the concept of recovery and pre-habilitation through sleep, good hygiene, sport massage, hydro -therapy, nutrition, and effective warm-up in all aspects of preparation.
9. Develop necessary decision making skills to practice and compete effectively.

Guiding Principles for Coaches, Parents and Players

1. The development of an individualized annual training and competition plan is essential.
 2. Athletes are encouraged to become responsible and autonomous.
 3. With results becoming more important, it is essential that athletes continue to focus on performance goals in competition.
 4. Using a consistent individualized quality daily training program with consideration of international standards, the athlete is given a program based on their long term development and their developmental age.
 5. As travelling and competing become more prevalent, the priority remains on the overall development of the player. The emphasis on the

athlete's long term development over short term results continues to be maintained.

6. The coach's role becomes even greater as he/she takes on increased leadership in the overall planning of a player's developing career.
7. The annual competitive plan should strive for a 3:1 win-loss ratio. Evaluation of this plan should include a regular review of the athlete's win-loss ratio.
8. Decisions and choices of competition must include age appropriate number of matches, favor long term athlete development not short term wins and participation in one practice match per week.
9. Ongoing testing and evaluation of the individual athlete's physical development is critical. This should be incorporated into the program three times per year.

Components to Focus On

GIRLS	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
12-14 Years Old	? Maintaining enthusiasm and enjoyment both in practice and competition despite the ups and downs experienced during this stage. ? The development of an identity as a "tennis player",	AGES: Girls {11-13}; Boys {12-14} Priority 1: <u>Coordination skills</u> ? Skip rope using different kinds of footwork. ? Throw with one or two hands using	? Developing the ability to execute to all of the tactics from the stage above at a higher tempo and precision (include everywhere) ? Developing the ability	The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:

<p>intrinsically motivated to train and compete.</p> <p>? Becoming resourceful in competitive situations.</p> <p>? Developing a ?going for it? mentality ? hitting the right shot under pressure? regardless of the score or situation.</p> <p>? Enjoys the pressure of competition.</p> <p>? Has an awareness of the importance of different situations and what is required.</p> <p>? Developing a ?no excuse? style i.e.- always tries to find a way to be competitive mentality?.</p> <p>? Acquiring the skills to control the pace of the match via both an understanding of match</p>	<p>different kinds of throws.</p> <p>? Adapt to changing rhythms.</p> <p>? Maintain balance in different situations.</p> <p>? Perform several tasks at the same time.</p> <p>Because of morphological changes a decrease in coordination skills affects the fine motor skills. It is therefore important to go back to less complex exercises, as well as to consolidate and improve the execution of already learned movements and techniques.</p> <p><u>Speed and agility</u></p> <p>To be able to:</p> <p>? React quickly to multiple signals.</p> <p>? Have good multi- directional running techniques.</p> <p><u>Decision making skills</u></p> <p>? The child should refine reaction speed, time-space analysis and coordination under more difficult</p>	<p>to play percentage tennis, playing the right shot at the right time (rally, attack or defend).</p> <p>? Developing the ability to reduce space and time by playing early with quick recognition and proper positioning.</p> <p>? Developing consistent aggressive baseline play with big targets.</p> <p>? Developing the ability to hit through the court.</p> <p>? Developing the ability to change rhythm with precision through the use of angles, slice and high topspin and the</p>	<p><u>Groundstrokes:</u></p> <p>? Ability to hit at the top of the bounce (all reception skills, perception skills and footwork skills associated with this).</p> <p>? Ability to hit a ?clean ball? with a minimal effort, through greater use of the ground, increased rotational forces and great timing.</p> <p>? Greater emphasis on set-up and timing skills becomes important as ball tempo and court coverage demands increase.</p> <p>? Exhibit a full repertoire of adaptation skills necessary to counterattack and defend.</p> <p><u>Volley (given increases in reception</u></p>
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	<p>momentum and the use of routines and rituals.</p> <p>? Developing an understanding of the critical factors that effect the ideal performance state.</p> <p>? Developing the ability to reduce arousal levels through breathing and relaxation techniques while recognizing that emotions can be used positively.</p> <p>? Displaying positive self-talk, belief thinking and body language.</p> <p>? Respects players, other coaches and officials.</p>	<p>conditions. Perform several tasks at the same time.</p> <p>** Coordination in the form of timed contests/ games or competitions context.</p> <p><u>Priority 2:</u> <u>Endurance</u></p> <p>To be able to:</p> <p>? Run 20 to 30 min., skip rope from 2 to 5 min. (non-stop).</p> <p><u>Priority 3:</u> <u>Flexibility</u></p> <p>? Range of motion for shoulders and hips.</p> <p>? Muscular elasticity for the quadriceps, hamstrings, calves, adductors, pectorals and back especially.</p> <p><u>Strength</u></p> <p>? Core stability</p>	<p>necessary skills to deal with this tactic.</p> <p>? Developing the ability to play aggressively down the middle in order to earn a weak ball before opening up the court.</p> <p>? Developing the ability to stay in the point with good countering and neutralizing skills.</p> <p>? Developing the ability to earn more points when serving by hitting more aggressively and using of more variations.</p> <p>? Developing the ability to take control of the points from the return of serve especially</p>	<p><u>challenges)</u></p> <p>? Developing a quicker hand.</p> <p>? Greater use of legs is evident.</p> <p>? Mastery of their swing volley technique.</p> <p><u>Serve:</u></p> <p>? The increased use of ground forces and rotational forces to generate ball speed and spin.</p> <p>? Developing the skills required to Effectively hit topspin and slice serves.</p> <p><u>Return:</u></p> <p>? Increased adaptation skills between first and second serves are required.</p> <p>? Use of open stance and ability to transfer the weight</p>
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		<p>? Muscles tone up ? Muscular symmetry ? Muscular general training ? Initiation to exercises with additional load <u>Pre-habilitation</u> ? To prevent injuries (S.A.M. principle) and to strengthen deep muscles.</p>	<p>second serve via: ? Hitting from inside the baseline. ? Use of a variety of targets (three zones). ? Developing the ability to finish points at the net (primarily through the use of swing volleys and big targets). ? Developing an awareness of their opponents strengths, weaknesses and tendencies and how to neutralize and exploit them. ? Developing the ability to combine strengths</p>	<p>through the ball from this position. Footwork: ? The full repertoire of footwork should be well executed by the end of this stage.</p>
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			of their game to gain a competitive advantage.	
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BOYS	PSYCHOLOGICAL	PHYSICAL	STRATEGICAL/TACTICAL	TECHNICAL
13-15 Years Old	<p>? Maintaining enthusiasm and enjoyment both in practice and competition despite the ups and downs experienced during this stage.</p> <p>? The development of an identity as a "tennis player", intrinsically motivated to train and compete.</p> <p>? Becoming resourceful in competitive situations.</p> <p>? Developing a ?going for it? mentality ? hitting the right shot under pressure? regardless of the score or</p>	<p>AGES: Girls {14-15}; Boys {15-16}</p> <p>Priority 1: <u>Endurance</u></p> <p>To be able to:</p> <p>? Run 30 to 45 min.</p> <p>? Make intermittent efforts from 10?? to 30??.</p> <p><u>Strength</u></p> <p>? Consolidation of the basic muscular strength movements,</p> <p>Introduction to explosive-strength with resistance.</p>	<p>? During this stage, the use of power becomes much more pronounced when executing all strokes as players begin to go through puberty.</p> <p>? Developing the ability to play percentage tennis, playing the right shot at the right time (rally, attack or defend) at a higher temp.</p> <p>? The ability to play wider (angles) and higher (via the use of heavy spin) and the ability to deal with both of these tactics.</p> <p>? Developing the ability to use change of rhythm and spins in order to take control of the point.</p> <p>? Development 1-2 weapons emerge.</p> <p>? (extremely high level of consistency,</p>	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities. Some key fundamentals include:</p> <p><u>Groundstrokes:</u></p> <p>? Greater use of the ground, increased upper body rotation, forearm and hand as power requirements become more prevalent.</p> <p>? Greater emphasis on set-up and timing skills becomes important as ball</p>

<p>situation.</p> <p>? Enjoys the pressure of competition.</p> <p>? Has an awareness of the importance of different situations and what is required.</p> <p>? Developing a ?no excuse? style i.e.- always tries to find a way to be competitive mentality?.</p> <p>? Acquiring the skills to control the pace of the match via both an understanding of match momentum and the use of routines and rituals.</p> <p>? Developing an understanding of the critical factors that effect the ideal performance state.</p> <p>? Developing the ability to</p>	<p><u>Speed and agility</u></p> <p>? To move and run fast in specific situations.</p> <p>? To master multi-directional movements.</p> <p>? To have the capacity to accelerate quickly.</p> <p><u>Coordination skills</u></p> <p>? To master sport fundamentals. Specific coordination.</p> <p><u>Flexibility</u></p> <p>? To master the stretching techniques - emphasis on shoulders and hips (Lower and upper body dissociation).</p> <p><u>Pre-habilitation</u></p> <p>? To prevent injuries</p> <p>? (S.A.M. principle) to strengthen deep muscles.</p>	<p>great countering ability, exceptional shot variety).</p> <p>? Dominating FH, Serve.</p> <p>? The ability to have proper positioning (both up and back and lateral) becomes essential.</p> <p>? Developing the ability to execute 3 shot sequences/combinations around their strengths.</p> <p>? Developing the ability to recognize and take advantage of all attacking opportunities (relative to their emerging gamestyles) ? the ?transition game? approach shot development.</p> <p>When returning:</p> <p>? taking advantage of all opportunities when presented on 2nd serve.</p> <p>? ability to effectively neutralize first serves.</p> <p>? Developing their defensive, neutralizing and counter-attacking skills to stay in the</p>	<p>tempo and court coverage demands increase.</p> <p>? Exhibit a full repertoire of adaptation skills necessary to counterattack and defend.</p> <p><u>Volley (given increases in reception challenges)</u></p> <p>? Developing a quicker hand.</p> <p>? Greater use of legs is evident.</p> <p><u>Serve:</u></p> <p>? The increased use of ground forces and rotational forces to generate ball speed and spin.</p>
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	<p>reduce arousal levels through breathing and relaxation techniques while recognizing that emotions can be used positively.</p> <p>? Displaying positive self-talk, belief thinking and body language.</p> <p>? Respects players, other coaches and officials.</p>		<p>point or neutralize attacking opportunities (increased ability to cover the court).</p> <p>? When serving (either 1st or 2nd serves) developing the tactical skills required to serve effectively (via the use of spin, precision and later power). The development of an effective 2nd serve becomes critical at this stage.</p> <p>? Developing the tactical skills which will be required to play the net effectively (positioning, anticipation, proper shot selection).</p> <p>? Developing the tactical skills required to effectively counter attack when opponent is coming to the net.</p> <p>? Developing the developing an awareness of their opponents strengths, weaknesses and tendencies and how to neutralize and exploit them.</p> <p>? Developing the ability to combine all aspects of their game/strengths to gain a</p>	<p>? Developing the skills required to Effectively hit topspin and slice serves.</p> <p><u>Return:</u></p> <p>? Increased adaptation skills between first and second serves are required.</p> <p><u>Footwork:</u></p> <p>? The full repertoire of footwork should be well executed by the end of this stage.</p>
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			competitive advantage.	
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TRAINING/COMPETITION GUIDELINES ? GIRLS

AGE S	COMPETITION					TRAINING				Rest and Regenerati on weeks per year
	# of Peak s	# of tourname nts per year	# of matches per year		Types of Competitio n	Physic al Traini ng (At the end of stage)	Tennis Trainin g [hrs/w k]	Other Matches (practices/Lea gues, etc.)/yr	Total # of hours/wee k	
			Singl es	Doubl es						
11-12	0	15-20	45-60	30	Provincial National Internatio nal Age Group (TE U12 and U14)	4-5	12-14	48	16-18	4-6
13-14	2-3	15-20	45-60	30	Western Canada Summer Games	5-8	12-14	48	18-24	4-6

					Atlantic Summer Games Ontario Summer Games Provincial National Internatio nal Age Group ITF Junior (Group 5,4, & 3)					
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TRAINING/COMPETITION GUIDELINES ? BOYS

AGE S	COMPETITION				TRAINING				Rest and Regenerat ion weeks per year	
	# of Pea ks	# of tourname nts per year	# of matches per year		Types of Competiti on	Physic al Traini ng (At the	Tennis Training [hrs/wk]	Other Matches(practices/Le agues, etc.)/yr		Total # of hours/w eek
			Singl	Doubl						

			es	es		end of stage)				
13-15	2	15	45-60	30	Western Canada Summer Games Atlantic Summer Games Ontario Summer Games U14 and U16 Provincial events U14 and U16 National events International age	5-8	12-14(including group and private)	48	20	4-6

					<p>group events U14 and U16 Top players of this age may begin playing ITF events</p>					
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The mission of the player ...

- ? Be well-prepared for training and competition including well-organized, rested, hydrated.
- ? Become increasingly more responsible for own preparation.
- ? Discuss goals and aspirations with your coach and parents.
- ? Love training, playing and competing.
- ? Participate in a complementary sport that is enjoyable.
- ? Be an ambassador of your provincial/national associations and the sport of tennis while in Canada and abroad.

The mission of the coach ...

- ? Meet regularly with the fitness coach to ensure a well-balanced and coordinated training program.
- ? Raise the performance capacity of the players.
- ? Prepare players to perform at identified competitions, reaching a peak performance at the priority competition of the year.

- ? Pursue professional development that includes new learning about technical and tactical information and appropriate training for consolidating stage where strength and stamina should be emphasized.
- ? Encourage decision-making and self-responsibility for aspects of tennis training and competition.

The mission of the parent ...

- ? Be supportive of the child-player by ensuring that he/she loves tennis as the pressure to perform increases.
- ? Provide guidance but listen to child to ensure that training and competing is enjoyable.
- ? Discuss child's goals and aspirations with your child but recognize that increased pressure from parent may result in decreasing motivation to play.
- ? Understand the long term player development model and pathway.
- ? Encourage child to become responsible for their preparation for tennis.
- ? Reinforce values such as hard work, personal excellence and sacrifice as they are necessary to be successful.
- ? Support your child's decision if he/she wants to switch to recreational tennis.
- ? Ensure that schoolwork is attended to and that the child is given other normal childhood responsibilities.