

FAIRFAX HIGH SCHOOL

Boys and Girls Tennis



2024 Team Handbook

FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL), Class 6, Region C

Patriot District Teams

Alexandria City



Fairfax



James Robinson



Lake Braddock



South County



W.T. Woodson



West Potomac



West Springfield



2024 Girls Schedule

Day and Date	Start Time	Away	Home	
Monday, March 4, 2024	4:00 PM	Westfield	Fairfax	Scrimmage
Wednesday, March 6, 2024	4:00 PM	Fairfax	Washington-Lee	Scrimmage
Tuesday, March 12, 2024	4:00 PM	Alexandria City	Fairfax	
Thursday, March 14, 2024	4:00 PM	West Springfield	Fairfax	
Monday, March 18, 2024	4:00 PM	Fairfax	South County	
Tuesday, March 19, 2024	4:00 PM	Fairfax	Robinson	
Thursday, March 21, 2024	4:00 PM	West Potomac	Fairfax	
Tuesday, April 2, 2024	4:00 PM	Woodson	Fairfax	
Thursday, April 4, 2024	4:00 PM	Fairfax	Lake Braddock	
Monday, April 8, 2024	4:00 PM	Fairfax	Alexandria City	
Thursday, April 11, 2024	4:00 PM	Fairfax	West Springfield	
Tuesday, April 16, 2024	4:00 PM	South County	Fairfax	
Thursday, April 18, 2024	4:00 PM	Robinson	Fairfax	
Friday, April 19, 2024	4:00 PM	Fairfax	West Potomac	
Thursday, April 25, 2024	4:00 PM	Fairfax	Woodson	
Monday, April 29, 2024	4:00 PM	Lake Braddock	Fairfax	

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2024 Boys Schedule

Day and Date	Start Time	Away	Home	
Monday, March 4, 2024	4:00 PM	Fairfax	Westfield	Scrimmage
Wednesday, March 6, 2024	4:00 PM	Washington-Lee	Fairfax	Scrimmage
Tuesday, March 12, 2024	4:00 PM	Fairfax	Alexandria City	
Thursday, March 14, 2024	4:00 PM	Fairfax	West Springfield	
Monday, March 18, 2024	4:00 PM	South County	Fairfax	
Tuesday, March 19, 2024	4:00 PM	Robinson	Fairfax	
Thursday, March 21, 2024	4:00 PM	Fairfax	West Potomac	
Tuesday, April 2, 2024	4:00 PM	Fairfax	Woodson	
Thursday, April 4, 2024	4:00 PM	Lake Braddock	Fairfax	
Monday, April 8, 2024	4:00 PM	Alexandria City	Fairfax	
Thursday, April 11, 2024	4:00 PM	West Springfield	Fairfax	
Tuesday, April 16, 2024	4:00 PM	Fairfax	South County	
Thursday, April 18, 2024	4:00 PM	Fairfax	Robinson	
Friday, April 19, 2024	4:00 PM	West Potomac	Fairfax	
Thursday, April 25, 2024	4:00 PM	Woodson	Fairfax	
Monday, April 29, 2024	4:00 PM	Fairfax	Lake Braddock	

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Patriot District Girls Tennis Schedule

Day and Date	Start Time	Away	Home
Tuesday, March 12, 2024	4:00 PM	Woodson	Robinson
		South County	Lake Braddock
		West Springfield	West Potomac
		Alexandria City	Fairfax
Thursday, March 14, 2024	4:00 PM	Robinson	Lake Braddock
		West Potomac	South County
		West Springfield	Fairfax
		Alexandria City	Woodson
Monday, March 18, 2024	4:00 PM	Robinson	Alexandria City
		Fairfax	South County
		Lake Braddock	West Springfield
		Woodson	West Potomac
Tuesday, March 19, 2024	4:00 PM	Fairfax	Robinson
		South County	West Springfield
		Woodson	Lake Braddock
		Alexandria City	West Potomac
Thursday, March 21, 2024	4:00 PM	Robinson	South County
		West Springfield	Woodson
		Lake Braddock	Alexandria City
		West Potomac	Fairfax
Tuesday, April 2, 2024	4:00 PM	West Springfield	Robinson
		South County	Alexandria City
		Lake Braddock	West Potomac
		Woodson	Fairfax
Thursday, April 4, 2024	4:00 PM	West Potomac	Robinson
		Alexandria City	West Springfield
		South County	Woodson
		Fairfax	Lake Braddock

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West Potomac



West Springfield



Patriot District Girls Tennis Schedule

Continued

Monday, April 8, 2024	4:00 PM	Robinson Lake Braddock West Potomac Fairfax	Woodson South County West Springfield Alexandria City
Thursday, April 11, 2024	4:00 PM	Lake Braddock South County Fairfax Woodson	Robinson West Potomac West Springfield Alexandria City
Tuesday, April 16, 2024	4:00 PM	Alexandria City South County West Springfield West Potomac	Robinson Fairfax Lake Braddock Woodson
Thursday, April 18, 2024	4:00 PM	Robinson West Springfield Lake Braddock West Potomac	Fairfax South County Woodson Alexandria City
Friday, April 19, 2024	4:00 PM	South County Woodson Alexandria City Fairfax	Robinson West Springfield Lake Braddock West Potomac
Thursday, April 25, 2024	4:00 PM	Robinson Alexandria City West Potomac Fairfax	West Springfield South County Lake Braddock Woodson
Monday, April 29, 2024	4:00 PM	Robinson West Springfield Woodson Lake Braddock	West Potomac Alexandria City South County Fairfax

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West Potomac



West Springfield



Patriot District Boys Tennis Schedule

Day and Date	Start Time	Away	Home
Tuesday, March 12, 2024	4:00 PM	Robinson Lake Braddock West Potomac Fairfax	Woodson South County West Springfield Alexandria City
Thursday, March 14, 2024	4:00 PM	Lake Braddock South County Fairfax Woodson	Robinson West Potomac West Springfield Alexandria City
Monday, March 18, 2024	4:00 PM	Alexandria City South County West Springfield West Potomac	Robinson Fairfax Lake Braddock Woodson
Tuesday, March 19, 2024	4:00 PM	Robinson West Springfield Lake Braddock West Potomac	Fairfax South County Woodson Alexandria City
Thursday, March 21, 2024	4:00 PM	South County Woodson Alexandria City Fairfax	Robinson West Springfield Lake Braddock West Potomac
Tuesday, April 2, 2024	4:00 PM	Robinson Alexandria City West Potomac Fairfax	West Springfield South County Lake Braddock Woodson
Thursday, April 4, 2024	4:00 PM	Robinson West Springfield Woodson Lake Braddock	West Potomac Alexandria City South County Fairfax

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Patriot District Boys Tennis Schedule

Continued

Monday, April 8, 2024	4:00 PM	Woodson South County West Springfield Alexandria City	Robinson Lake Braddock West Potomac Fairfax
Thursday, April 11, 2024	4:00 PM	Robinson West Potomac West Springfield Alexandria City	Lake Braddock South County Fairfax Woodson
Tuesday, April 16, 2024	4:00 PM	Robinson Fairfax Lake Braddock Woodson	Alexandria City South County West Springfield West Potomac
Thursday, April 18, 2024	4:00 PM	Fairfax South County Woodson Alexandria City	Robinson West Springfield Lake Braddock West Potomac
Friday, April 19, 2024	4:00 PM	Robinson West Springfield Lake Braddock West Potomac	South County Woodson Alexandria City Fairfax
Thursday, April 25, 2024	4:00 PM	West Springfield South County Lake Braddock Woodson	Robinson Alexandria City West Potomac Fairfax
Monday, April 29, 2024	4:00 PM	West Potomac Alexandria City South County Fairfax	Robinson West Springfield Woodson Lake Braddock

FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL), Class 6, Region C

Post Season Championships

Patriot District Championships

Thursday, May 2, 2024	1st Round - Patriot District Singles
Thursday, May 2, 2024	2nd Round - Patriot District Singles
Monday, May 6, 2024	1st Round - Patriot District Doubles
Monday, May 6, 2024	2nd Round - Patriot District Doubles
Tuesday, May 7, 2024	Semi-Finals - Patriot District Singles
Tuesday, May 7, 2024	Semi-Finals - Patriot District Doubles
Thursday, May 9, 2024	Finals - Patriot District Singles
Thursday, May 9, 2024	Finals - Patriot District Doubles

Occoquan Regional Team Championships

Monday, May 13, 2024	1st Round - Occoquan Regional Team
Tuesday, May 14, 2024	Quarter-Finals - Occoquan Regional Team
Thursday, May 16, 2024	Semi-Finals - Occoquan Regional Team
Friday, May 17, 2024	Finals - Occoquan Regional Team

Occoquan Regional Individual Singles and Doubles Championships

Monday, May 20, 2024	1st Round - Occoquan Regional Singles and Doubles
Tuesday, May 21, 2024	Semi-Finals - Occoquan Regional Singles and Doubles
Thursday, May 23, 2024	Finals - Occoquan Regional Singles and Doubles

VHSL Virginia State Singles, Doubles and Team Championships

Friday, May 31, 2024	Tennis – VHSL Team Quarterfinals
Saturday, June 1, 2024	Tennis – VHSL Team Quarterfinals
Monday, June 3, 2024	Tennis – VHSL Team Semifinals
Tuesday, June 4, 2024	Tennis – VHSL Team Semifinals
Thursday, June 6, 2024	Tennis – VHSL Singles Semi-Finals and Finals
Friday, June 7, 2024	Tennis – VHSL Team Doubles Semi-Finals and Finals

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Alexandria City



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West Potomac



West Springfield



Away Match Bus Schedule – Boys Team

Date	Destination	Depart	Pick-Up	Activity Driver
Monday, March 4, 2024	Westfield	3:15 PM	6:30 PM	
Tuesday, March 12, 2024	Alexandria City	3:15 PM	6:30 PM	
Thursday, March 14, 2024	West Springfield	3:15 PM	6:30 PM	
Thursday, March 21, 2024	West Potomac	3:15 PM	6:30 PM	
Tuesday, April 2, 2024	Woodson	3:15 PM	6:30 PM	
Tuesday, April 16, 2024	South County	3:15 PM	6:30 PM	
Thursday, April 18, 2024	Robinson	3:15 PM	6:30 PM	
Monday, April 29, 2024	Lake Braddock	3:15 PM	6:30 PM	

Away Match Bus Schedule – Girls Team

Date	Destination	Depart	Pick-Up	Activity Driver
Wednesday, March 6, 2024	Washington-Lee	3:15 PM	6:30 PM	
Monday, March 18, 2024	South County	3:15 PM	6:30 PM	
Tuesday, March 19, 2024	Robinson	3:15 PM	6:30 PM	
Thursday, April 4, 2024	Lake Braddock	3:15 PM	6:30 PM	
Monday, April 8, 2024	Alexandria City	3:15 PM	6:30 PM	
Thursday, April 11, 2024	West Springfield	3:15 PM	6:30 PM	
Friday, April 19, 2024	West Potomac	3:15 PM	6:30 PM	
Thursday, April 25, 2024	Woodson	3:15 PM	6:30 PM	

(Note: Driver must be presented with bus voucher. Vouchers stored with Mark Luther, Activities Office.)

Transportation (703-249-7000), School Security (571-423-2000)

Main Contact: Cathy Horacek, 703-219-2237, cshoracek@fcps.edu



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Alexandria City



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West Potomac



West Springfield



Boys Coaches Addresses and Phone Numbers

Alexandria City High School

3330 King St, Alexandria, VA 22302

Coach Gaiell Kercy

Fairfax High School

3500 Old Lee Highway, Fairfax, VA, 22030, 703-219-2200

Coach Steve Gallagher

Lake Braddock Secondary School

9200 Burke Lake Road, Burke, VA, 22015, 703-426-1000

Coach Griffin Graves

Robinson Secondary School

5035 Sideburn Road, Fairfax, VA 22032, 703-426-2100

Coach Paul Fisher

South County High School

8501 Silverbrook Road, Lorton, VA, 22079, 703-446-1600

Coach Tony Black

West Potomac High School

6500 Quander Road Alexandria, VA 22307

Coach Mike Bechtold

W.T. Woodson High School

9525 Main Street, Fairfax, VA, 22031, 703-503-4600

Coach Zachary Carr

West Springfield High School

6100 Rolling Road, Springfield, VA, 22152, 703-913-3800

Coach Jeff Toomer

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W.T. Woodson



West Potomac



West Springfield



Girls Coaches Addresses and Phone Numbers

Alexandria City High School

3330 King St, Alexandria, VA 22302

Coach Artur Marques Kalil

Fairfax High School

3500 Old Lee Highway, Fairfax, VA, 22030, 703-219-2200

Coach Steve Gallagher

Lake Braddock Secondary School

9200 Burke Lake Road, Burke, VA, 22015, 703-426-1000

Coach Dan Maxwell

Robinson Secondary School

5035 Sideburn Road, Fairfax, VA 22032, 703-426-2100

Coach Holli Selman

South County High School

8501 Silverbrook Road, Lorton, VA, 22079, 703-446-1600

Coach Lou Gates

West Potomac High School

6500 Quander Road Alexandria, VA 22307

Coach Martha Carucci

W.T. Woodson High School

9525 Main Street, Fairfax, VA, 22031, 703-503-4600

Coach Emily Pavot

West Springfield High School

6100 Rolling Road, Springfield, VA, 22152, 703-913-3800

Coach Vivien Coleman

FAIRFAX HIGH SCHOOL TENNIS

Contacts

- Steve Gallagher, Head Boys and Girls Tennis Coach, 339-793-0317 (c), scgallagher@fcps.edu
- Becky Puckett, Assistant Boys and Girls Tennis Coach, 571-271-3752 (c), RMPuckett@fcps.edu
- Nancy Melnick, Director of Student Activities, 703-219-4062, namelnick@fcps.edu
- Mark Luther, Assistant Director of Student Activities 703-219-2239, mluther@fcps.edu
- Cathy Horacek, Assistant Director of Student Activities, 703-219-2237, cshoracek@fcps.edu
- Lorie Spelman, Student Activities Administrative Assistant, 703-219-2396, vlspelman@fcps.edu
- Amanda Johnston, Head Athletic Trainer, 703-219-2241, aejohnston@fcps.edu
- Nikki Rhodes, Associate Athletic Trainer, 703-219-2380, grhodes@fcps.edu

On-Line Resources for Team, League and Tennis Information

<https://fairfaxhighsports.org>

<http://novahstennis.org>

<https://www.vhsl.org/tennis/>

<https://www.myutr.com/>

<https://www.usta.com>

(Please note: Schedules, rosters, scores, and results will be posted to fairfaxhighsports.org and novahstennis.org. Tournament information and general league rules are posted on www.vhsl.org/tennis. Information specific to the Fairfax High School Boys Tennis Team such as the Team Handbook will be posted to fairfaxhighsports.org.)

FAIRFAX HIGH SCHOOL TENNIS

Boys and Girls Tennis Tryout Guidelines

Tryouts run for five days. Tryouts begin Monday, February 19 and conclude Friday, February 23. Players or candidates must meet all VHSL and Fairfax High School eligibility requirements to participate in the tryouts. This includes meeting all enrollment, academic and age requirements as defined by Virginia High School League (VHSL) bona fide student, grade, scholarship, age, semester, and enrollment rules as well as submission of the following forms.

1. Registration for tennis through www.fairfaxhighsports.org and **Student Registration for Sports/Activities.**
2. VHSL Athletic Participation/Parental Consent/Physical Examination Form
3. Student-Athlete Sports Education Program (Sports and Concussion Education)
4. Parent Sports Education Program (Sports and Concussion Education)
5. Fairfax County Public Schools Emergency Care Information

The tryouts will include assessments on fitness, agility and complex coordination, stroke technique and execution, court presence and awareness, match play performance, sportsmanship, emotional control, enthusiasm, self-belief and confidence, respect for the game and work ethic. The process will include both on and off court drills, points and point situations and competitive match play. The expectation will be to select 12 to 16 players per team.

At a minimum, selected players will be expected to meet competency level 5 and preferably competency level 4 proficiencies as outlined below:

Competency Level 5

Player...

1. Can (with moderate success) maintain a full-court rally with groundstrokes and volleys.
2. Can (with moderate success) serve from baseline to deuce and ad service boxes.
3. Can (with moderate success) execute shots from backcourt, mid-court and net with reasonably sound technique (e.g., acceptable grips and swing patterns).
4. Demonstrates understanding of basic positioning and tactics.
5. Can play full-court points from baseline.

Competency Level 4

Player...

1. Executes shots from backcourt, mid-court, and net with reasonably sound technique.
2. Can control and vary direction, net clearance, depth, spin and pace of shots (with moderate success).
3. Demonstrates understanding of basic positioning for singles and doubles.
4. Has ability to execute basic patterns of play from backcourt, mid-court, and net.
5. Maintains consistency in response to progressively more difficult shots (as defined by direction, depth, net clearance, spin, and pace).
6. Can execute basic game plan.
7. Maintains focus and intensity in practice and match play.

(Note: A complete description of all eight junior competency levels is included in this Fairfax High School Tennis Team Handbook).

To be considered for selection, all candidates must make a 100% commitment to the team. Prior to final team selection, all potential candidates must commit to attending all weekday practices, matches and scrimmages and extra weekend (and holiday) practice sessions scheduled as necessary and available.

Formal practices begin Monday, February 26 and extend through the conclusion of the season (which could be extended past the last scheduled match due to participation in playoffs and tournament play).

The schedule includes two preliminary scrimmages and 14 Patriot District dual league matches followed by the singles and doubles district tournament competition for qualifying players and the Occoquan Regional team championships:

Players will be notified no later Friday, February 23 of their selection or non-selection to the team.

Players not selected will be given a prescription of things they need to do to improve their skills to be better positioned to make the team in subsequent years.

Questions should be addressed to Director of Tennis Steve Gallagher (scgallagher@fcps.edu)

(Please note: Accommodations may be made for candidates who are unable to attend some or all the scheduled tryouts due to illness, extended VHSL sport commitments or other compelling reasons. Coach Gallagher must be notified in advance of the start of the tryouts of conflicts or potential conflicts to receive consideration for accommodation.)

Steve Gallagher
Director of Tennis
339-793-0317 (cell)
scgallagher@fcps.edu

FAIRFAX HIGH SCHOOL TENNIS

Team Tryouts

At a minimum, selected players will be expected to meet competency level 5 and preferably competency level 4 proficiencies as outlined below:

Competency Level 5

Player...

1. Can (with moderate success) maintain a full-court rally with groundstrokes and volleys.
2. Can (with moderate success) serve from baseline to deuce and ad service boxes.
3. Can (with moderate success) execute shots from backcourt, mid-court and net with reasonably sound technique (e.g., acceptable grips and swing patterns).
4. Demonstrates understanding of basic positioning and tactics.
5. Can play full-court points from baseline.

Competency Level 4

Player...

1. Executes shots from backcourt, mid-court and net with reasonably sound technique.
2. Can control and vary direction, net clearance, depth, spin and pace of shots (with moderate success).
3. Demonstrates understanding of basic positioning for singles and doubles.
4. Has ability to execute basic patterns of play from backcourt, mid-court and net.
5. Maintains consistency in response to progressively more difficult shots (as defined by direction, depth, net clearance, spin, and pace).
6. Can execute basic game plan.
7. Maintains focus and intensity in practice and match play.

(Note: A complete description of all eight junior competency levels is included in this Fairfax High School Boys Tennis Team Handbook).

Selection is based on match results and critical analysis of the following variables/criteria.

1. Groundstroke technique (grips, swing pattern, integration of body segments, timing, footwork)
2. Groundstroke execution (control of depth, spin, direction, trajectory, and pace)
3. Net Play (Volley/Overhead) technique (grip, stroke patterns, integration of body segments, timing, footwork)
4. Net play execution (control of depth, spin, direction, trajectory, and pace)
5. Consistency and ability to keep the ball in play in response to varying spin, pace, trajectory, bounce angle of incidence and depth from backcourt and forecourt
6. Serve technique (grip, swing pattern, integration of body segments, timing, footwork)
7. Serve execution (control of depth, spin, placement, direction, trajectory, and pace)
8. Footwork and court coverage (multi-directional agility and speed, acceleration/deceleration, dynamic balance)
9. Fitness (strength, power, stamina)
10. Work ethic and attitude (temperament, sportsmanship, emotional control)
11. Court presence and awareness (court positioning and coverage, control of tempo, rituals, court vision)
12. Knowledge of rules and positioning requirements for the serve and serve return

FAIRFAX HIGH SCHOOL TENNIS

Administrative Requirements for Participation

To qualify for participation and eligibility for tryouts, players must register for the team through www.fairfaxhighsports.org. To register, hit the Quick Link heading entitled **Student Registration for Sports/Activities**. The first step is to establish an account. Once your account is established, the next step is to designate/choose tennis and then answer all questions as prompted.

The following forms need to be completed and submitted to the Activities Office to ensure pre-season as well as in-season participation eligibility.

1. VHSL Athletic Participation/Parental Consent/Physical Examination Form
https://fairfaxhighsports.org/sites/fairfaxhighsports.org/files/files/Private_User/Iselman/Physical%20Examination%20Form.pdf
2. Student-Athlete Sports Education Program (Sports and Concussion Education)
<https://www.fcps.edu/sites/default/files/media/forms/FCPS%20Sports-Concussion%20Education%20Program.pdf>
3. Parent Sports Education Program (Sports and Concussion Education)
4. Fairfax County Public Schools Emergency Care Information
https://fairfaxhighsports.org/sites/fairfaxhighsports.org/files/files/Private_User/Iselman/Emergency%20Care%20form.pdf

All forms can be found on the Fairfax High School website
www.fairfaxhighsports.org.



FAIRFAX HIGH SCHOOL TENNIS

Why Play High School Tennis?

If you are entering high school and contemplating a decision on whether to play high school tennis (particularly if you are a tournament player and are unsure of the advantages of playing high school tennis versus other paths to develop your game), here are ten plus one reasons to participate in a high school tennis program.

1. High school tennis is fun. Being actively engaged working together collectively with other players who share the same goals and aspirations is fun. The competition, travel to other schools and playing sites, the interaction before, during and after matches and practices with other players on your team all combine to make high school a rewarding and fun experience.
2. There is the opportunity to establish meaningful relationships and friendships. Sharing the same experiences such as the physical demands and the daily regime of practices and matches, pressures of competition, time management and the balancing of course work loads and other school commitments with team requirements and expectations create a common bond and a unique connection with other players on your team.
3. You get coaching support not only during practices but also during match play competitions. Coaching can help overcome adverse momentum swings and mental obstacles characterized by the nature of the sport. Tennis is a tough sport requiring focus, mental toughness, and resiliency. There are times when all players get distracted, lose focus, and experience a loss of confidence. A coach who is not conflicted or bound to you by financial ties who interacts with you daily and knows your strengths as well as your weaknesses, vulnerabilities and insecurities can be an invaluable resource in getting you through rough patches on the court. Help could be as simple as a particular trigger word or general words of encouragement or it could be more specific and concrete such as strategic and/or technical advice on how to establish or reestablish rhythm, timing, composure and/or momentum.
4. You benefit from the support of your teammates to improve your playing skills and match play performance. Your teammates can provide inspiration, motivation, and encouragement to bring your game to a higher level.
5. You will develop complimentary/cooperative hitting skills (perhaps one of the most undervalued skills in tennis) in hitting with other players on your team. It begins with the ability to stay in a rally (get the ball in play) to extend rallies and execute specific shot patterns and progresses as you become more proficient to the ability to adjust your pace, spin, depth, and other controllable variables, mirror the pace, trajectory, spin, etc. of your hitting partner and vary your playing style in different role playing and hitting assignments as required for the benefit of players on your team. Acquiring these complimentary/cooperative hitting skills will not only will help your teammates but will also help you in your skill development and ability to both establish and disrupt rhythm. Plus, in acquiring these skills you will hopefully learn how to become the most valued and sought after player in tennis, a “player” with complete skills who finds joy and benefit in hitting with anyone regardless of level and playing style and genuinely sees the value of supporting others in their efforts to improve their skills.

FAIRFAX HIGH SCHOOL TENNIS

Why Play High School Tennis?

Continued

6. You get to support your school and the athletic program at your school. Achievements take on a greater significance when playing for more than just yourself. Participation alone demonstrates a commitment to your school and commitment to the values established by your school.
7. You gain recognition, respect and acknowledgement for your commitment and effort with your peers. Your standing in the high school community is enhanced by your selection to the team.
8. Play other sports? Tennis provides cross training benefits for all sports. Tennis develops hand eye coordination, complex movement and footwork agility, dynamic balance, linear/multi-directional speed, strength, endurance, flexibility, core and shoulder stability and explosive and reactive power.
9. Your game will develop and improve with the commitment of tennis five to six days per week for the duration of the season. You will have the opportunity with the commitment of deliberate, disciplined, and purposeful practice and match play competition to develop lifetime playing skills and the foundational skills necessary to play tennis at the college level and/or play competitive tennis in adult and adult age-group leagues, tournaments and events.
10. There is an opportunity to take on a leadership role as you advance in grade and gain seniority on the team. Through your actions and leadership by example, you can bolster player confidence and development, elevate team spirit and enthusiasm, build team cohesion, ensure player inclusion, promote a culture of continuous improvement, excellence, and purpose, and most importantly, make things fun. You can take on specific roles such as assisting the coach and/or coaching staff in welcoming and mentoring new players, communications, marketing, public relations, planning, and logistics. Through the process, you can learn team dynamics and how to collaborate, contribute and interact as an integral member of a team, an invaluable skill that can serve you well in life and any future occupation or profession.

Plus...Your prospect for college acceptance (whether pursuing tennis at the college level or not) is enhanced by your commitment and participation in high school tennis. Your high school tennis achievements and the achievements of your team also improve the possibility for recruitment by college coaches for play at the collegiate level. Play on a high school team demonstrates a high level of dedication to the sport of tennis. It also demonstrates your ability and willingness to interact in collaboration with your teammates and coach to achieve the collective and individual goals of the team. For the higher-level player, participation on a high school team shows a willingness to share the spotlight and sacrifice personal ego and self-interest for the advancement and betterment of the team.

FAIRFAX HIGH SCHOOL TENNIS

Sportsmanship and Behavioral Expectations

1. ACTIONS are to be FOR, not against; POSITIVE, not negative or disrespectful!
2. Welcome and extend hospitality and good luck to opposing players, parents and fans.
3. Shake hands with your opponent(s) at the start and conclusion of each match.
4. Respectfully address and thank officials and coaches.
5. Acknowledge and respect all decisions and calls by officials.
6. Acknowledge and respect all line calls by opponents. Question and ask for clarification of line calls as necessary with respect and courtesy.
7. Show concern for injured players.
8. In viewing matches and supporting teammates, be respectful of the opponents by not applauding mistakes (i.e. double faults), yelling derogatory remarks or using profanity.
9. Exercise self-control and regulation on and off the court. Do not lose your temper, throw your racquet, or exhibit any behavior that discredits your team and school.
10. Be supportive of the efforts of your teammates. Be supportive and encouraging regardless of match outcomes.
11. Win with character and lose with character.
12. Honor all time commitments. Be on time and ready to play and compete for all practices and matches.
13. Give 100% effort every conditioning session, practice, and match.
14. There will be no tolerance for hazing or bullying of teammates or classmates.
15. Show respect for school grounds and property. Promptly pick-up balls and equipment and assist with storage of balls and equipment at the conclusion of each practice and match.
16. There is to be no congregation and roughhousing in the locker rooms. The expectation is to use the locker room to shower and change only. Please also remember use of cell phones in the locker rooms is forbidden.
17. Always prioritize academic requirements. Adopt good time management skills and study habits to ensure academic excellence.
18. Be smart about your postings and communications on social media. Do not post or comment on anything that you could possibly regret later or could reflect poorly on your reputation or reputation of the team.
19. Take pride in your membership and association with the team. Appreciate the opportunity to play tennis as a representative of Fairfax High School.

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Tennis Do's and Don'ts

Do

- Have Fun!
- Be respectful of your opponent.
- Say "nice point" to acknowledge a good shot by your opponent.
- Clap your racquet for a good shot.
- Politely confirm the score.
- Return the ball to your opponent nicely.
- Assume the ball **is in** when in doubt.
- Respect the call.
- Respect all players, officials, providers, and spectators.
- Ask a coach or event director for help.
- Give the benefit of the doubt.
- Assume fair play.
- Shake hands with your opponent, team captains and coaches.
- Congratulate the winner.
- Play all scheduled matches.
- Say thank you to the coach and organizers of each match or event.
- Thank your parents and coach(es) for their support.

Do Not

- Use profanity or insensitive language.
- Accuse a player of cheating.
- Bully your opponent or spectators.
- Scream "c'mon" or other pump-up words directly towards your opponent.
- Goad your opponent or spectators.
- Try to manipulate the match through antics.
- Engage spectators in the match.
- Shout or speak disrespectfully.
- Call anybody names.
- Spike the ball.
- Hit the ball away intentionally.
- Bang or throw your racquet.
- Be so loud as to disturb other courts.
- Refuse to shake hands.
- Skip out on matches for no real reason
- Spread rumors about participants.
- Assume an official, monitor or arbitrator will stay on your court.

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Key Indicators and Statistics

We will be tracking individual and well as team results to demonstrate trends and acknowledge performance. We will also be tracking key indicators. The indicators we will track include:

- 1st Serve Percentage
- Return of serves put in play
- Winners
- Unforced Errors
- Length of Rallies

We will be tracking statistics that relate to individual or doubles team targeted goals (as for example the number of forehands hit in a match or the number of times a player closes in to play out the point in the forecourt). Based on the premise that everyone has a role, we will be using reserve team players (players not scheduled to play) to track these indicators and statistics.

Example of One Charting Card

Player		Opponent		Date
FHS Service Points	FHS 1 st Serves	FHS 2 nd Serves	FHS Double Faults	
FHS		Opponent		
Winners	Unforced Errors	Winners	Unforced Errors	
Final Score				
FHS		Opponent		

Record observations on back.

Player <i>List player first and last name</i>		Opponent <i>List opposing school</i>		Date <i>List date of match</i>
FHS Service Points <i>Total # of service points. The # in this column should be the sum of the three columns to the right.</i>	FHS 1st Serves <i>This is the # of 1st serves put into play.</i>	FHS 2nd Serves <i>This is the # of 2nd serves put into play after the player failed to put his 1st serve into play.</i>	FHS Double Faults <i>This is the # of double faults. The player missed both his 1st and 2nd serves.</i>	
FHS		Opponent		
Winners <i>This is the # of shots not returnable by opponent. Includes outright winners where the opponent is unable to get a racquet on the ball and forced errors.</i>	Unforced Errors <i>This is the # of shots hit into the net or outside the court lines. Includes mistakes not forced by the opponent.</i>	Winners <i>This is the # of shots not returnable by opponent. Includes outright winners where the opponent is unable to get a racquet on the ball and forced errors.</i>	Unforced Errors <i>This is the # of shots hit into the net or outside the court lines. Includes mistakes not forced by the opponent.</i>	
Final Score				
FHS <i>List games won</i>		Opponent <i>List games won</i>		

Record observations on back.

Universal Tennis Rating (UTR)

We have also set up a Fairfax High School UTR page to post high school dual match (with cooperation from other team coaches), tournament and challenge match scores to provide players with more exposure (which could be beneficial for college recruiting) and to help track improvement and standing in the tennis community.

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Awards and Lettering Requirements

All players who regularly attend practices, conditioning sessions and matches and fulfill shared sport team lettering criteria/expectations (as defined by the school) and other coach designated requirements such as charting of matches will receive a letter acknowledging their contributions and accomplishments to the team whether they play in a scheduled team match or not.

Lettering Criteria/Expectations

1. Cooperation – punctuality for practices, matches and events, attentiveness, adherence to policies
2. Attitude – respect, self-discipline, support of team and teammates
3. Sportsmanship – fair calls, honor opponents, win with character and lose with character
4. Competition – participation in matches either as a player or in support of teammates
5. Care of Facilities and Equipment – picking up balls, assistance with storage of carts, balls, and hoppers, display of scorecards, etc.
6. Training – commitment for continuous improvement
7. School Citizenship – represents team with honor and pride, prioritizes academic requirements

There will be two awards issued at the conclusion of the season, one award for the **Most Valuable Player** and a second award for the **Most Improved Player**. The **Most Valuable Player** award will be issued to the player who exhibits the highest level of tennis athletic performance and achievement. The **Most Improved Player** award will be issued to the player who demonstrates the most improvement in skills and playing performance from the previous year and through the course of the current season of play. There will also be players recognized each match for their achievement and contribution to the success of the team.

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Team Apparel and Dress Code Requirements

Team Uniform

Each player on the boys team will be required to purchase (at a subsidized rate) one royal blue home and one grey away team crew shirt. Each player on the girls team will be required to purchase (at a subsidized rate) two royal blue team shirts (either one tank and one tee shirt or two tanks and or two tee shirts). Players must wear these team shirts for all team matches, scrimmages, and tournaments. Boys must also wear black shorts or black athletic pants (with pockets) for all scrimmages, matches and tournaments. Girls must wear black shorts, skirts, leggings, or athletic pants (with provision to be able to hold a second ball while serving) for all scrimmages, matches and tournaments.

Team Apparel

Players may also purchase additional team crew shirts, long-sleeve shirts, and sweatshirts at the beginning of the season (prior to a date to be determined).

Dress Code for Practices

Although preferred, it is not required for players to wear team apparel at team practices. It is required for players to wear tennis athletic wear to practices. Players must also wear non-marking tennis shoes to all matches and practices.



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Team Practices

Team practices are scheduled Mondays through Fridays and periodically on Saturdays beginning Monday, February 26 through the conclusion of the season in June. Practices typically last for one-and-one-half hours and will run on most days from 3:15 – 4:45 PM for the girls and 4:15 – 5:45 PM for the boys. Players are expected to attend all practices unless officially excused for illness, injury, co-curriculum activity or approved outside tennis training/lesson program.

General practice themes include:

1. Skill development and refinement
2. Defensive point patterns (how to sustain a rally, stay in a point and shot tolerance)
3. Offensive point patterns (how to dictate and control play and how to close out and finish a point)
4. Opportunistic recognition and opportunistic transitional patterns (how to recognize and take advantage of opportunities to transition from a neutral or defensive position to a position of strength)
5. Serve and serve return first-strike capabilities and patterns
6. Percentage play and risk management
7. Playing styles and role playing
8. Dynamic court coverage and footwork

A more detailed synopsis of practice themes and targeted skill development are included in subsequent pages of the handbook.



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How to be the “ultimate” team player

1. Win Matches – Your number one and most important responsibility is to win matches (or do everything possible to put yourself in a position to win matches).
2. Help teammates win matches – Your number two and second most important responsibility is to support your teammates in their efforts to win matches. To do everything possible to put yourself and your teammates in a position to win matches should be your main overriding focus for everything you do for and with the team.
3. Be positive. Be positive not only to benefit your game but also to benefit the conviction and attitude of the other players on your team.
4. Never give up. It's extremely important for the psyche, morale, and spirit of your team to know that every player is committed to giving 100% each match no matter the score or circumstance.
5. Continuously try to improve. Establish a goal to incrementally get better each time you go on the court and to help your teammates incrementally improve their skills as well.
6. Offer no excuses or cast blame. If every player is positive in attitude, gives 100%, is trying to get better and is truly committed to doing everything possible to win matches, then it really doesn't matter if you or one or more other players has a bad day or loses a match. You're all in it together good or bad.
7. Communicate – A shared vision requires a shared dialogue and open (constructive) communication.
8. Support your coach. Respect the judgment and decisions of your coach. Take advantage of his/her expertise and perspective (particularly as it relates to recognizing your strengths, weaknesses, best matchups, and partner combinations). Also, respect and acknowledge constructive criticism and feedback you receive from teammates.
9. Take nothing personally. In any team situation, there will disappointments and things said and done that may hurt your feelings. Team dynamics are not always clean and easy. Assume the best intentions and stay true to your main objective to win matches and support your teammates in their efforts to win matches.
10. Have fun. Choose to have fun and to make things fun for your teammates. Of course, being actively engaged on the court working hard and trying to get better (collectively as a team) is fun.

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Training (Practice) Themes

1. Groundstrokes (baseline play)
 - a. Consistency, rhythm, depth, and net clearance – rally ball
 - b. Spin - topspin (how and when to vary) and underspin (how and when to vary)
 - c. Cross court, down-the-line, down-the-line redirection, cross-court angles
 - d. Winners, unforced errors, percentage play and risk management
 - e. Targets and four target zones (deep corners, angles)
 - f. Dominant forehand, dominant backhand, inside-out forehands, and inside-out backhands
 - g. Court coverage (footwork and balance) – left, right, up, back, and recovery
 - h. Court position and shot selection based on court position (behind, on or inside baseline)
 - i. Offense/defense
 - j. Disguise of directional intent and other control variables (e.g., spin)
 - k. High ball/low ball response and control of bounce and projection (carry)
 - l. Pace – response to pace, how to generate pace and how to take pace off the ball
 - m. Timing of contact (ball rising, peaking, or descending) and time of response (less time, more time)
 - n. Point of contact in relation to strike zone (strike zone, above strike zone, below strike zone) and point of contact in relation to court position (behind baseline, inside baseline, forecourt)
 - o. Response to pressure – when ahead, when behind, when tight, playing conditions
 - p. Play patterns – cross court/down-the-line, cross court angle, short/deep, drop shot/lob, passing shots, varying pace, varying spin, high bounce/low bounce
 - q. Shot combinations – groundstrokes combined with volleys, serves...
 - r. Singles/doubles
2. Volleys/overheads (net play)
 - a. Consistency and rhythm
 - b. Drive, block and touch (finesse) volleys
 - c. Depth and angles
 - d. Spin
 - e. Coverage (footwork and balance) – closing patterns, left, right, in and back
 - f. High ball/low ball response
 - g. Court position – hitting from three-quarter court, service line and inside service line
 - h. Response to time (less time/more time)
 - i. Disguise of directional intent and other control variables (e.g. pace)
 - j. Targets and target zones
 - k. Shot combinations – volleys/overheads combined with groundstrokes...
 - l. Play patterns – approach and volley, volley/overhead, serve and volley, passing shot response, lob rundown coverage
 - m. Specialty – lob volleys, drop volleys
 - n. Singles/doubles

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Training (Practice) Themes (Continued)

3. Serves/serve returns
 - a. Serve
 - (1.) 1st serve/2nd serve
 - (2.) 1st serve percentage, risk management, net clearance and margin of error
 - (3.) Rhythm, service ritual
 - (4.) Utilizing serve to disrupt rhythm and timing of opponent(s)
 - (5.) Targets and target zones
 - (6.) Spin – topspin, slice, flat
 - (7.) Pace – how to generate pace, how to vary pace
 - (8.) Shot combinations and play patterns – serve and stay back and serve and come in (follow serve into net)
 - (9.) Response to pressure - when ahead, when behind, when tight, playing conditions
 - (10.) Singles/doubles
 - b. Serve return
 - (1.) Defensive response - neutralize serve (stay in point)
 - (2.) Offensive response – attack, gain advantage
 - (3.) Targets and target zones – server stays back, server comes in
 - (4.) Handling serve control variables – pace, spin and location
 - (5.) Serve coverage – right, left and at body
 - (6.) How to read server, improve anticipation
 - (7.) Shot combinations and play patterns – serve return and stay back, serve return and come in
 - (8.) Response to pressure - when ahead, when behind, when tight, playing conditions
 - (9.) Singles/doubles
4. Specialty shots (i.e. drop shots, lob volleys, half volleys) and emergency response shots (shots requiring special adjustments of hands and/or feet)
5. Playing styles and role playing
 - a. Aggressive baseline
 - b. Defensive baseline (counterpuncher)
 - c. Attacking style of play (net rushing/serve-and-volley)
 - d. All court play (opportunistic)
6. Tactical options/choices - shot selection responses based on nature and difficulty of oncoming shots and positioning of opponent(s) for singles/doubles
 - a. Neutral position (no advantage/disadvantage)
 - b. Position of strength
 - c. Position of weakness
7. Competition – singles and doubles (with variables, manipulation of score, requirements to hit a specific number and type of shots, number of bounces per point, directional patterns, etc.)

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Training Themes (Continued)

8. On and off-court tennis-specific fitness conditioning
 - a. Flexibility and range of motion – upper and lower body dynamic and static stretching
 - b. Strength Training - Muscular balance (how it relates to mechanical shoulder alignment), upper extremity strengthening, lower extremity strengthening and core strengthening
 - c. Footwork and court coverage – linear and multi-directional foot speed, foot quickness, lateral, forward, backward, and vertical agility, interval training and plyometrics
 - d. Court stamina and endurance - cardio-fitness conditioning, interval (fatigue) training and plyometrics
9. Psychological (mental) training
 - a. Emotional control, regulation, and intelligence
 - b. Self-awareness and understanding
 - c. Thought control
 - d. Self-talk and body language
 - e. Motivation and intrinsic motivation
 - f. Rituals and routines
 - g. Goal setting – SMART, process versus outcome
 - h. Self-belief, confidence and self esteem
 - i. Concentration and focus
 - j. Work ethic
 - k. Resilience
 - l. Autonomy
 - m. Coping with pressure
 - n. Desire to achieve and succeed
 - o. Accountability
 - p. Court awareness and presence



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Targeted Skills/Skill Development

Physical Skills

- | | | |
|--------------------------------------|--------------------------------|---|
| 1. Complex coordination and movement | 4. Strength | 9. Injury prevention and fitness testing/tracking |
| 2. Dynamic Balance | 5. Endurance | 10. Nutrition/hydration |
| 3. Linear/multi-directional speed | 6. Flexibility | 11. Rest and recovery |
| | 7. Core and shoulder stability | |
| | 8. Power | |

Tactical Skills

- | | | |
|--|---|--|
| 1. Knowledge of game style | 5. Adjustment to different surfaces, opponents and environments | 8. Control of points with pace, accuracy and quality passing shots |
| 2. Use of strengths | 6. Well-defined game style | 9. Sound shot selection for different tactics |
| 3. Tactics against different game styles | 7. Higher percentage play | |
| 4. Scouting opponents | | |

Technical Skills

Phase One

- | | | |
|--|---|--|
| 1. Sound technique on lob, overhead, drop shot, etc. | 5. Preparation for next shot especially after the serve | 8. Shot placement to move opponent |
| 2. Developing use of spin | 6. Appropriate footwork patterns | 9. Taking control of the point |
| 3. Developing racquet head speed | 7. Ball speed control for serve, volley and groundstrokes | 10. Developing sense of shot selection |
| 4. Consistency and shot tolerance | | |

Phase Two

- | | | |
|--|---|--|
| 1. Sound technique related to game style | 3. All shots with appropriate power and racquet head speed | 5. Baseline play uses power and variation even when under pressure |
| 2. Weapon development/solid dependable weapons – serve and at least one other shot | 4. Adaptable technique for different surfaces and demands of the game | 6. Sound footwork with excellent recovery skills |

Mental and Emotional Skills

- | | | |
|--------------------------|---------------------------------|---|
| 1. Quality goal setting | 6. Sound decision-making skills | 11. Positive self-talk and body language |
| 2. Increasing confidence | 7. Self-reliant and independent | 12. Excellent spirit and courage |
| 3. Concentration | 8. Intrinsic motivation | 13. Desire to win with pride in performance |
| 4. Relaxation skills | 9. Anxiety and stress control | |
| 5. Resilience | 10. Well-established routines | |

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Film Library Stroke References

Forehand Groundstrokes

https://youtu.be/Nw_2l2ksX3U

<https://youtu.be/yjZDREUfm0I>

https://youtu.be/ZjKgM6huV_Ahttps://youtu.be/0a_DL1l4q38

https://youtu.be/BvGcP_iWMqg

Backhand Groundstroke – One Hand (Topspin)

<https://youtu.be/-FSgLC6x5xM>

https://youtu.be/LdDwMj3_WMA

Backhand Groundstroke – One Hand (Underspin)

<https://youtu.be/NDXKBSJTnvg>

<https://youtu.be/df8uGh58sVk>

Serve

<https://youtu.be/Tlhj2HPIJYM>

https://youtu.be/k4OhGE_5Q7A

Volleys

<https://youtu.be/cbEKVw20b8Q>

https://youtu.be/ZjKgM6huV_A

Overheads

<https://youtu.be/fd3INXK2qN8>

<https://youtu.be/UvKF6KnYrRQ>

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Competitive Points and Point Situations

Competitive Point and Point Situation Games

In point situational play, general rules of play and playing formats are manipulated to place specific demands and expectations on players. Examples include point-situational formats requiring players to close out games when ahead or recover when behind, to execute specific shot combinations and sequential patterns either prior to playing out points, throughout the entirety of a point or at predetermined or non-predetermined times during a match, to increase or slow down the tempo and flow of play and decrease or increase the use of certain shots or shot sequences.

The objectives of point-situational play are to improve:

1. Problem-solving skills,
2. Response under pressure,
3. Ability to hit targets and target areas,
4. Ability to execute specific patterns,
5. Score management,
6. Response to different playing styles and situations,
7. Ability to utilize strengths and mask weaknesses,
8. Weaknesses and strokes and stroke patterns most difficult to successfully execute,
9. Ability to control the tempo and flow of a match,
10. Ability to disrupt rhythm of your opponent,
11. First strike capabilities with the serve return,
12. Ability to dictate and control play with an aggressive, offensive style of play,
13. Ability to extend the point with a consistent, defensive style of play,
14. Ability to transition from defense to offense,
15. Dynamic court coverage (complex coordination and movement, dynamic balance, linear/multi-directional speed, and agility),
16. Level of fitness (strength, endurance, flexibility, core and shoulder stability and power),
17. Variety and the ability to utilize the entire court with a range of different shot options,
18. Ability to vary stroke variables (spin, trajectory, direction, pace, bounce, depth and net clearance),
19. Intensity, focus and concentration, and
20. Shot tolerance and ability to win points of different rally lengths (short points lasting 1 – 4 shots, medium length points lasting 5 – 9 shot and long points lasting 10 and more shots)

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Competitive Points and Point Situations Continued

Score/Risk Management

Learn how to assess risk based on the score. Learn when to “lock down” and refuse to make a mistake and when to be more free swinging. Learn how to close out a game, set, and match when ahead and how to stay in a game, set and match when behind. Learn how to establish and sustain momentum to build a lead and how to reverse momentum when down in the score. Learn how to recognize which points in a match have more consequence to the outcome and which points have less consequence and although there should be a mentality to fight for every point, learn how to manage effort and to be peak performance at the most pivotal points of the match. Examples of point situations include:

1. Start each game up x number of points or start each game down x number of points.
2. Start each game up or down x number of points based on results of previous game(s).
3. Continue play until one player is ahead by x number of point (or games). End game and declare winner when one player (or team) is ahead by x number of points (or games).
4. Play points until one player or team wins x number of points in a row.
5. Continue serving complete games until broken. Serve then transfers to opposing player to continue serving until broken.
6. Using a time clock, reduce time between points to no more than x number of seconds between points.
7. Using a time clock, extend time between points by requiring no less than x number of seconds between points.
8. Play timed matches. With use of multiple courts, have players move up one court or spot after winning a match or move down one court spot after losing a match.
9. Play point games (with or without a serve to start the point) to x number of points.
10. Play point games to x number of points where the same player serves for the entire game.
11. Play first to seven point and first to 10-point tiebreakers.
12. Modify set scoring. For example, play first to three and four game sets. Play eight and 10 game pro sets.
13. Assign weight or extra value to predetermined games (i.e., the fourth and fifth games of the set).
14. Handicap play by providing a player or team with x number of points to be judiciously claimed at any time.

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Competitive Points and Point Situations Continued

Shot Tolerance/Consistency

Learn how to stay in a point as long as necessary to win the point. Learn how to sustain intensity and focus through the entire duration of a point. Learn to how get into a point and establish consistency, tempo and rhythm. Examples of point situations include:

1. Exact a penalty or subtract a point for hitting an unforced error, hitting the ball into the net and/or hitting the ball wide of the sidelines, etc.
2. Reward a bonus point for each point won when the rally exceeds x or a greater number of shots (i.e., for a rally of 9 or more shots). As an alternative, offer points of escalating value for each point won for rallies of 1- 4 shots, 5 – 8 shots and 9 or more shots.
3. Require a rally of x number of shots to start each point.
4. Require completion of a specific rally pattern of x number of shots to start each point. For example, hit a six-shot cross-court, down-the-line rally prior to the start of each point.
5. Allow only one serve to start each point.
6. Track and total the number of unforced errors. Establish a limit to the number of unforced errors. If a player or team exceeds the established limit, the player or team loses the match (regardless of the score). As an alternative, track both unforced errors and winners. Establish a limit to a negative differential. If the established differential is exceeded (x number more errors than winners), the player or team loses the match (regardless of the score).

Offense/Defense Patterns and Tactics

From an offensive perspective... Learn how to execute offensive play patterns. Learn how to gain and maintain a positional court advantage. Learn how to take time away from your opponent by taking the ball early. Learn how to attack short balls. Learn how to aggressively finish a point with a winner or forced error. Learn how to create situations to hit your strongest, most offensive shots for the majority of shots played during a match. Learn how to shorten the average length of points played to your advantage. From a defensive perspective... Learn how to stay in the point by extending the rally, absorbing pace, changing the tempo, and varying pace, spin, and net clearance. Learn how to disrupt rhythm and do whatever is necessary first to neutralize the point and then to transition to offense.

Examples of point situations include:

1. Reward a player or team with a bonus point or points for finishing the point with a winner or forced error.
2. Reward a bonus point or points when a point is finished at the net with a volley or overhead (or if one player closes, hits a volley or overhead and ultimately wins the point).
3. Play a game where bonus points are awarded to a player who can both win the point and touch the net with his/her racquet during the point (prior to conclusion of the last shot).
4. Require one player to only hit forehands (backhands) or hit no more than x number of backhands (forehands) per point.

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Competitive Points and Point Situations Continued

5. Designate one player with the role of being the first player allowed to dictate play with redirection. Require both players to hit cross-court until the designated player changes the direction (redirects the ball down-the-line) and then both players can play the point out with no restrictions on placement of the ball.
6. Require one team or player to finish the point in x number of shots.
7. Play an offense/defense game with one player (or team) positioned at the net to start each point. Require the first volley (or first feed if initiated from the player or team positioned at the net) to be hit past the service line to start the point. As an option, have the player or team who won the previous point start the next point at the net.
8. Have both players start each point hitting past the service line. If a player hits a ball short of the service line, the player receiving the short ball must approach the net and finish the point at the net.
9. Allow one player or team (or both players or teams) only x number of bounces (or no bounces) each point. All shots must be hit in the air prior to the bounce after the bounce limit has been reached.
10. Start each point with a floating high feed. Require the player or team to approach the net from the baseline with a volley and play the point out at the net. As options, require a swinging volley and/or require the approach volley to be hit down-the-line or to a designated target area.
11. Play an offense/defense game where one player must conclude the point by hitting no more than x number of shots. If the player tasked on offense must hit one more shot past the designated number of shots, he/she loses the point. From the defensive perspective, the player on defense tries to win the point by requiring the player on offense to have to hit one more shot past the designated number of shots.
12. Designate role-playing offensive and defensive assignments. Have one player or team play an aggressive, attacking, high-risk offensive game. Have the opposing player or team respond as necessary. Likewise, designate one player or team to play a defensive “get everything back in play” strategy. Have the opposing player or team respond as necessary.
13. Start each point with a short feed. Require the player or team to approach the net from the baseline with the feed and play the point out at the net. As an option, require the approach shot to be hit down-the-line or to a designated target area.
14. Require player to close and play the point out at the net x number of times each game, set or match.
15. Require one or both players to play from inside the baseline (i.e., no stepping behind the baseline).
16. Start each point with an overhead. As an option, require the overhead to be hit to a predetermined side or target area.

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Competitive Points and Point Situations Continued

Serve and Serve Return and First Strike Capabilities with the Serve and Serve Return

Learn how to dictate play with the serve by hitting specific targets and target zones and executing specific serve patterns. Learn how to take time away from your opponent and apply pressure with the serve and subsequent shots. Learn how to attack and dictate play with the return (by similarly taking time away and applying pressure). Learn also how to neutralize the advantage of the server and get into the point with the return and subsequent shots following the return. Examples of point situations include:

1. Require the serve to be hit to a designated target area to start each point. To increase the complexity of the game, require the return to be hit cross-court, down-the-line or to a designated target area based on the target hit by the server. For example, require a cross-court (preferably angled) shot in response to receiving a serve hit out wide to the outside corner of the service box.
2. Require the server (serve returner) to finish the point in less than three shots (or lose the point regardless of the ultimate outcome). On a more positive note, award bonus points in escalating value if the server (serve returner) can successfully conclude the point in three shots, two shots or one shot (which in the case of the server would be an ace or unreturnable serve).
3. Choreograph the start of each point in a collaborative effort by both the server and serve returner. Require the server and serve returner to hit a two or more shot pattern hitting specific designated targets (including the serve) with specific designated shots after the serve. For example, require the server to hit a serve out wide, followed by a forehand approach hit deep to the opposite corner concluded with a forehand angled cross court volley.
4. Assign extra value or points won when returning serve.
5. Require one player to return serve from a starting position x feet inside the baseline (or x feet behind the baseline).
6. Require the server to state his/her plan for the first two (or more) shots hit prior to each point. Award bonus points whenever the shot pattern follows according to plan.

Mental Toughness/Concentration/Focus

Learn how to establish and maintain composure, focus, concentration, intensity and confidence.

Examples of point situations include:

1. Start and maintain a two-ball rally until a mistake is made with one of the balls. Then play out the point with the remaining ball.
2. Require one player or team to play all points from a disadvantage of playing on the court side looking into the sun or playing with other adverse playing condition (such as playing against a fierce headwind).
3. Require all players to play with noise distractions.
4. Require players to be silent (no talking or negative or positive outbursts) during match play. Players are to use only hand signals to make calls and not say anything (except to call out the score) during all play (including during changeovers between games and sets).

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Competitive Points and Point Situations Continued

5. Start playing points or games with a set format or set of requirements. The playing format and requirements (restrictions) are then changed periodically without advance notice by the coach in the middle of play.
6. Rally Games. With the goal of executing repetitive hitting patterns and the discipline and focus required to execute repetitive hitting patterns, have pairs or teams of players compete against each other to hit the most number of consecutive shots according to the pattern requirements before the end of the allotted game time or have pairs or teams of players compete against each other to be the first to hit x number of shots in a row according to the pattern requirements. Patterns can be designed to be progressively more complicated and difficult to perform as players improve in ability and execution.

Several point situations listed under Score/Risk Management have application for mental toughness/concentrations/focus training as well Specifically,

7. Start games or tiebreakers up or down x number of points.
8. Use a time clock to reduce or extend the time between points.
9. Apply more weight to specific games.

Touch, Feel and Finesse

Learn how to absorb and vary pace, mix spins, hit acute angles, execute short and deep patterns, manipulate the bounce, etc. Examples of point situations include:

1. Require one or both players to hit groundstrokes with only slice (topspin).
2. Play a volley, no bounce game with a requirement to hit the ball up only. Limit the court to the service box only.
3. Play a mini-court game using only the service box(es). Require balls to be hit with no pace.
4. Play two bounce points (ball must bounce twice in the court prior to hitting each shot).
5. Play two-touch points where both players must first trap the ball (as the first touch) and then hit the ball back in play (with the second touch).
6. Play short court (within the service box) points where each player must project or bounce the ball over the net by first hitting the ball down onto the court of his/her own side of the net. This one bounce hit down onto the court constitutes the only bounce allowed each shot.
7. Play a lob game with four players. One player on each team is positioned in the forecourt (with the requirement not to step past the service line) and a second player on each team is positioned at the baseline. The goal is for the baseline players to hit lobs over the extended reach of the opposing players at the net. If one of the net players is able to intercept and hit an overhead or volley, the point is then played out to conclusion with all players then allowed to move anywhere on the court as necessary.

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Competitive Points and Point Situations Continued

Dynamic Court Coverage/Footwork/Fitness

Develop multi-directional speed, quickness, and agility. Develop endurance, power and strength. Develop strength, muscular endurance, core and shoulder stability and power. Examples of point situations (with an emphasis on escalating density) include:

1. Players play points with one player required to only cover half the court but free to hit to the full court while the other player must only hit to half the court but cover the full court. Roles are reassigned after the conclusion of each point. The winner of the previous point covers only half the court, and the loser covers the full court. The winner of each point can choose which side to cover (or which side the opponent must hit to) or sides can be designated by rotation or by the identified needs of the players.
2. Require players or teams to run wide left or right, up (to cover a drop shot) or back (to run down a lob) to start each point.
3. Require player(s) to run to, run around and/or touch a marker (such as a cone) or defined court area after each shot for x number of shots prior to start playing out the point.
4. Require players to execute a specific timed fitness pattern at the conclusion of each point or game. Examples includes push-ups, squats, squat jumps, ladder and/or cone agility drills, resistance band rows/presses, and burpees.
5. Require one player to only hit to one defined target area (i.e., left or ad side of the court) or rephrased, have one player limited to hitting to only one target area while having to defend the entire court.
6. Require one or both players in singles to cover the doubles alleys.
7. Require one player to hit all forehands (backhands).
8. Play no volley full-court points.

Point Construction/General Application

Through repetition and situation-based live competition, learn how to construct a point and develop better court and match presence. Learn by a “games theory” model of sequential repetition of basic patterns how to approximate and better determine probabilities and outcomes leading to better shot selections and choices. Examples of point situations include:

1. Play team singles. Players stay in and play points until they lose a point or until they win x number points in a row. When a player comes out, he/she is replaced by a team partner who similarly stays in until he/she loses a point or wins x number of points in a row.
2. Play a version of table tennis doubles. Players alternate hitting each shot with a team partner.
3. Require player or team to execute a specific pattern (such as a drop shot/lob pattern for singles or a poaching pattern for doubles) x number of times per game, set or match.
4. Require one player to only hit cross-court (down-the-line).
5. Designate (mark off) an area on the court players cannot hit without losing the point. For example, mark a mid-court area where the center service line intersects with the service line.
6. Allow one or both players up to two, three or more bounces.
7. Play points where players are required to hit an underhanded serve.

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Competitive Points and Point Situations Continued

8. Rally Games - Play a rally game where a pair of players or team of players collaborate to execute a specific pattern or hit x number of designated shots in a row in less time than other opposing pairs or teams. Rally games can progress by increased demands for volume and complexity. Rally games can also include competition for pairs or teams of players to compete to see who can be the first to execute a specific stroke combination pattern or sequence x number of times.
9. Players win x number of points for hitting designated targets (as well as one point for winning x number of points in a row).
10. King or Queen of the Court (Attack and Defend) - One or two players defend or receive on one side of the court. The remaining players on the opposite side of the court take turns trying to win a designated number of points or consecutive points to replace the player(s) on the receiving end of the court. Players vie to win x number of points or x number of consecutive points while defending or receiving to win the overall game. Points can be initiated by a serve, drop hit courtesy feed or a feed requiring players to hit or move to hit a specific shot or shot sequence. There are two basic rotational options. Players can either rotate out after each point until they win the designated number of points or consecutive points or they can stay in until they lose or win the designated number of consecutive points. With six or more players, the game could include points running simultaneously on each half of the court. After losing a point, players rotate to the end of the adjacent line until winning the designated number of points or consecutive points. When a player proceeds to win the designated number of points or consecutive points, the player then replaces the player he/she last defeated. Options can extend to multiple courts. Players work up to a top court by winning x number of designated points or consecutive points from lower court positions. Players get bumped down should they fail to win points to provide space for players moving up. (e.g., Player X wins two consecutive service points on court 3, replaces Player Y to then return serve, proceeds to win three service return points, then moves up to court 2 and in the process bumps down Player Z who takes his old spot to return serve on court 3.)

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Competency Levels

These competency levels and skills outline a progression in development from a beginner to an established and successful tournament player (a possibility for all aspiring juniors). The progression recognizes an introductory and foundation phase of development (where the focus is on fun and fundamentals), a refinement and transitional phase of technical and match play development (where the focus is on training and competition) and a competitive high-performance phase of development (where the focus is on personal excellence).

Competency Level 8

Player has limited or no previous tennis experience and is just learning how to get the ball in play.

Competency Level 7

Player...

1. Can drop/hit groundstrokes with moderate directional success to specific target areas (cross court, down-the-line, short and deep),
2. Can hit groundstrokes with moderate directional success to specific target areas (cross court, down-the-line, short and deep) in response to balls directed (fed) by pro,
3. Can hit volleys with moderate directional success to specific target areas (cross court, down-the-line, short and deep) in response to balls directed (fed) by pro,
4. Has the ability to hit serves from service line over net and with moderate directional success to deuce and ad services boxes,
5. Can maintain limited rally from short court (court area inside service line) with pro, and
6. Can recite basic rules for play and scoring.

Competency Level 6

Player...

1. Can maintain a short-court (court area inside service line) rally with groundstrokes and volleys
2. Can serve with moderate directional success from service line to deuce and ad service boxes.
3. Can successfully track and return balls directed by pro/coach up, back, left and right.
4. Can successfully respond to balls directed by pro/coach with varying pace, spin, trajectory and height of bounce.
5. Has the ability to execute series of different shot combinations and patterns in response to balls directed by pro/coach.
6. Can play short-court points demonstrating knowledge of rules and scoring with full complement of shots (serves, serve returns, groundstrokes, volleys and overheads) and full-court points with limitations.

Competency Level 5

Player...

1. Can (with moderate success) maintain a full-court rally with groundstrokes and volleys.
2. Can (with moderate success) serve from baseline to deuce and ad service boxes.
3. Can (with moderate success) execute shots from backcourt, mid-court and net with reasonably sound technique (e.g. acceptable grips and swing patterns).
4. Demonstrates understanding of basic positioning and tactics.
5. Can play full-court points from baseline.

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Competency Levels

Competency Levels 4 and higher enter a competitive high-performance phase of technical, tactical, physical and mental/emotional training. The goal is personal excellence with a mastery of skills.

Competency Level 4

Player...

1. Executes shots from backcourt, mid-court and net with reasonably sound technique.
2. Can control and vary direction, net clearance, depth, spin and pace of shots (with moderate success).
3. Demonstrates understanding of basic positioning for singles and doubles.
4. Has ability to execute basic patterns of play from backcourt, mid-court and net.
5. Maintains consistency in response to progressively more difficult shots (as defined by direction, depth, net clearance, spin and pace).
6. Can execute basic game plan.
7. Maintains focus and intensity in practice and match play.

Competency Level 3

Player...

1. Can execute shots from backcourt, mid-court and net with sound technique.
2. Has ability to control and vary direction, net clearance, depth, spin and pace. Distinctions from Competency Level 4 include ability to change direction of shots (cross court ↔ down-the-line), hit groundstrokes with a greater degree of topspin, generate underspin off both sides and hit serves with spin.
3. Maintains consistency and accuracy in response to progressively more difficult shots (as defined by direction, depth, net clearance, spin and pace). Distinctions from Competency Level 5 include ability to cover more court, take balls on the rise and successfully hit balls below and above strike zone.
4. Has ability to execute specific offensive and defensive patterns of play from backcourt, mid-court and net. Distinctions from Competency Level 4 include ability to open court and create opportunities with serve and stay back, serve and volley, approach and volley and cross court/down-the-line groundstroke patterns.
5. Is developing defensive skills to counter and neutralize opponent ("stay in point") from progressively more difficult positions and situations.
6. Demonstrates understanding of dynamic positioning for singles and doubles.
7. Is beginning to identify a weapon or major shot.
8. Has established specific and measurable performance and outcome-based goals.
9. Participates in a defined fitness program (age appropriate) to improve tennis-specific conditioning.
10. Can map out and execute specific game plan to maximize strengths and to expose weaknesses of opponent(s).
11. Has flexibility to vary and change tactics if initial game plan is not working.
12. Can self-analyze and evaluate "what worked," "what didn't work" and "what needs to be improved" following conclusion of a match.

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Competency Levels

13. Demonstrates application of percentage tactics. Is beginning to make sound tactical shot selections based on score, court surface, court position, opponent's court position, playing conditions, strengths and weaknesses and strengths and weaknesses of opponent.
14. Is present-focused, intense, emotionally in control and positive during practice and match play.
15. Exhibits honesty and integrity on and off the court.

Competency Level 2

Player exhibits all competencies of Competency Level 3. Distinctions differentiating Level 3 include...

1. Beginning mastery of specialty shots (half volley, drop shot, drop volley and topspin lob).
2. Ability to hit groundstrokes with heavier topspin and greater underspin penetration and "bite."
3. Use of disguise in execution of patterns of play.
4. More pinpoint accuracy in hitting targets specifically with angles (e.g. passing shots).
5. Improved consistency – more positive winner to error ratios (fewer unforced errors).
6. Ability to attack (take balls earlier on the bounce with more pace and spin) particularly in response to second serves and to balls left in middle of court.
7. Extended and wider range of court coverage (to the ball and in recovery).
8. Improved ability to defensively respond to more difficult shots (specifically with better control of lob height and depth, underspin groundstroke height and angle and reflex volley reactions).
9. Established inside/outside forehand groundstroke drive.
10. Greater success in changing direction of ball with groundstrokes.
11. Improved ability to "stick" volleys (hit solid volleys with control of depth and angle) particularly with approach and volley and serve and volley patterns.
12. Improved mastery of major weapon to dominate and control point.
13. Variety and disguise with serve.
14. Flexibility and versatility to change game plan as necessary.
15. Consistency in making "good" decisions (sound tactical choices and shot selections).
16. Improved application of sound mechanics to maximize power (age appropriate) and control with all shots.
17. Ability to maximize benefit of practice sessions.
18. Ability to independently organize and implement practice sessions.
19. Utilization of periodization principles (phases of preparation) to peak for specific events.
20. Success in setting and accomplishing performance and outcome goals.
21. Improved ability to concentrate and focus/re-focus (applying rehearsed cues and rituals) during practice and competition.

Competency Level 1

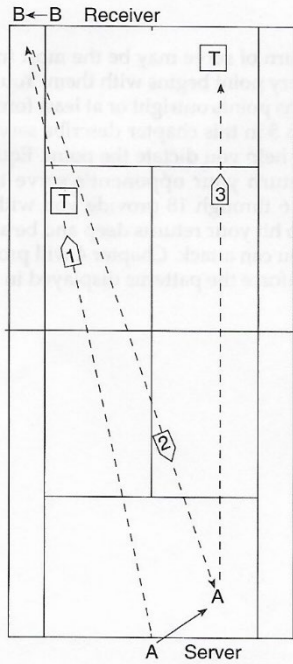
Player has refined and improved competencies defined in Competency Levels 3 and 2. Player...

1. Is fundamentally sound with a complete arsenal of shots to dictate play and respond to all playing styles.
2. Has developed an outstanding shot or attribute by which to control points and win matches.
3. Is highly ranked in USTA/Mid-Atlantic Section (MAS) point standings and competes successfully in USTA national championships.

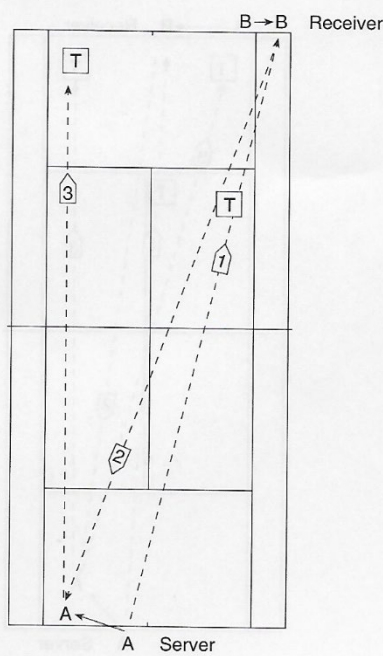
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Serve and Return Singles Patterns

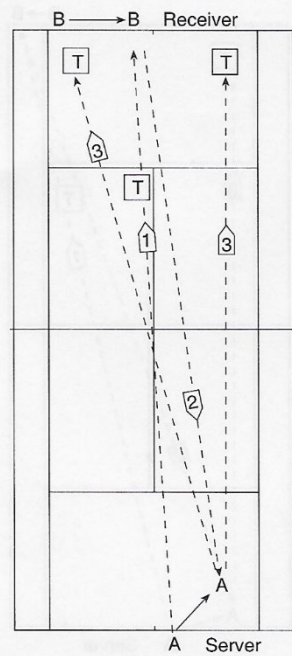
Serve Wide to Open Court



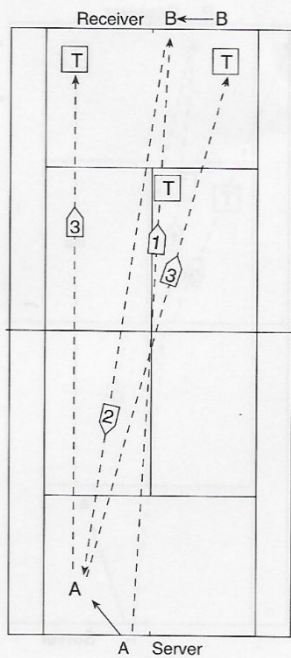
Serve Wide to Open Court



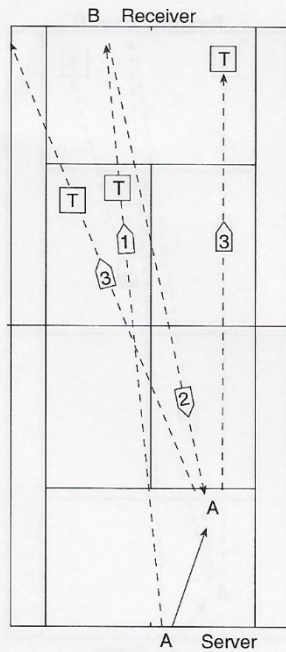
Serve to T to Reduce Angles



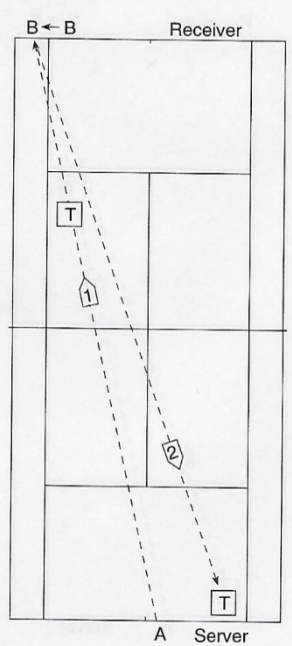
Serve to T to Reduce Angles



Serve to Body to Jam Receiver



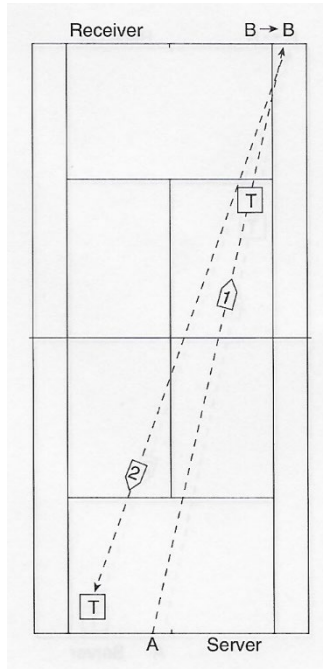
Return Against a Wide Serve (Deuce Court)



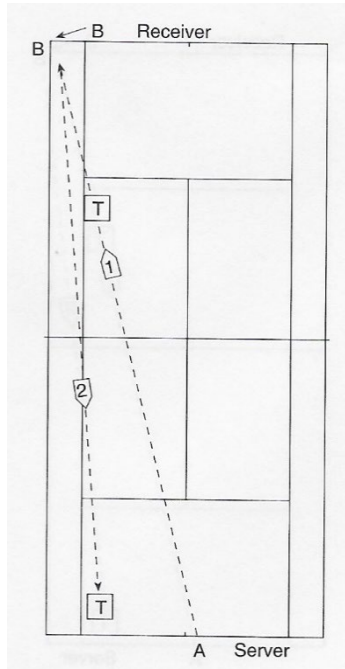
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Serve and Return Singles Patterns

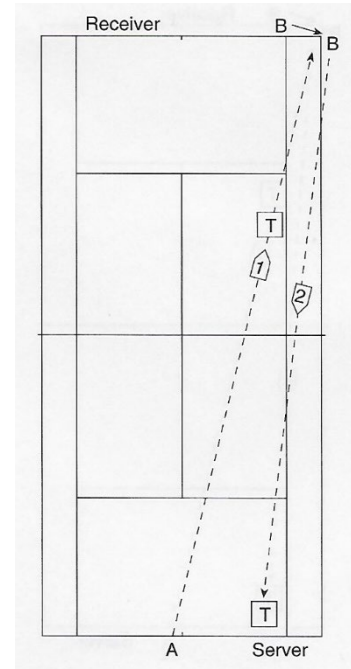
Return Against a Wide Serve
(Ad Court)



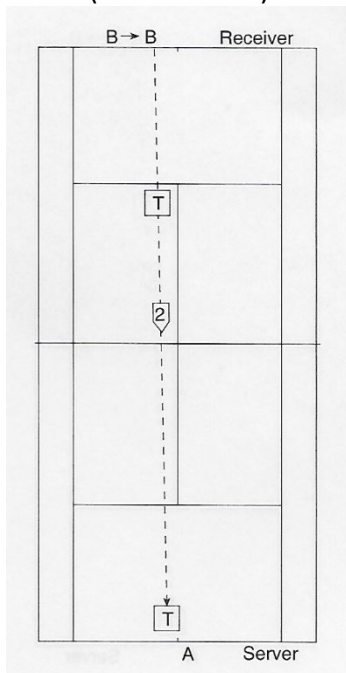
Return Against an Extreme Wide
Serve (Deuce Court)



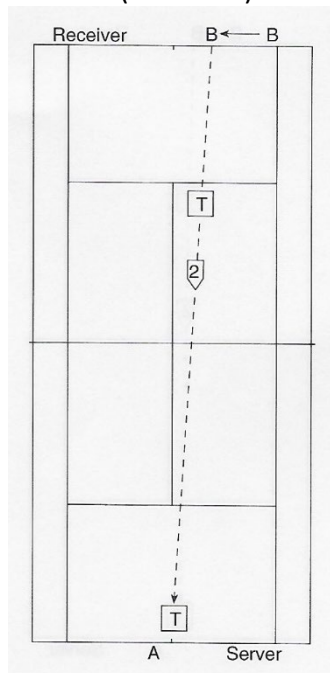
Return Against an Extreme Wide
Serve (Ad Court)



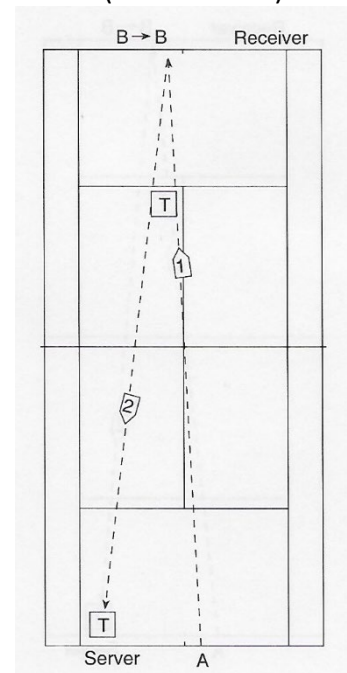
Return Against a Serve to T
(Deuce Court)



Return Against a Serve to
T (Ad Court)



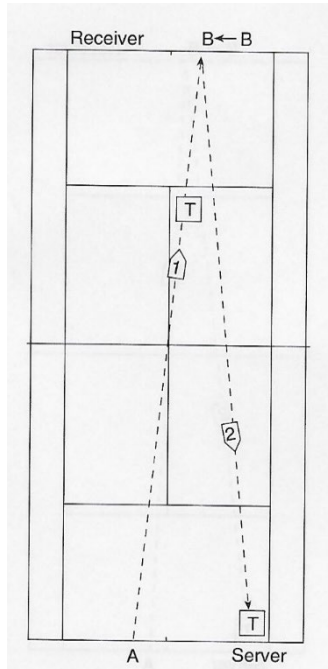
Return Against a Serve to
T (Deuce Court)



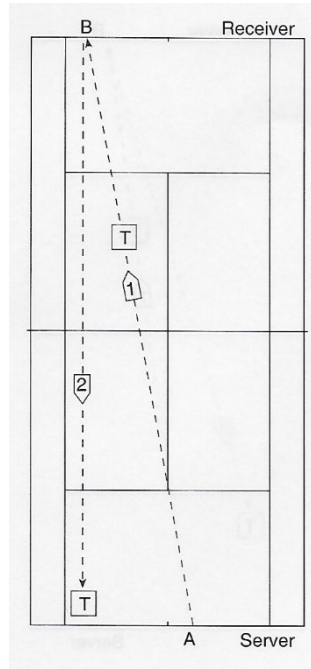
FAIRFAX HIGH SCHOOL TENNIS

Serve and Return Singles Patterns

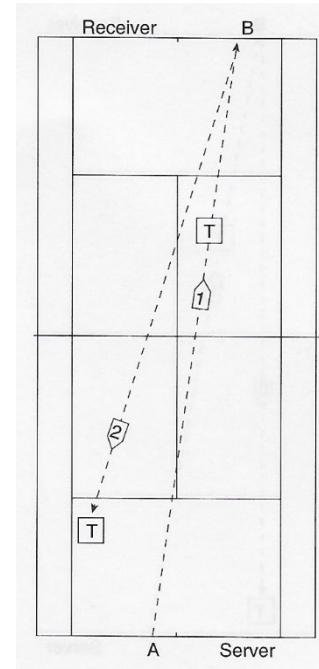
Return Against Serve to
T (Ad Court)



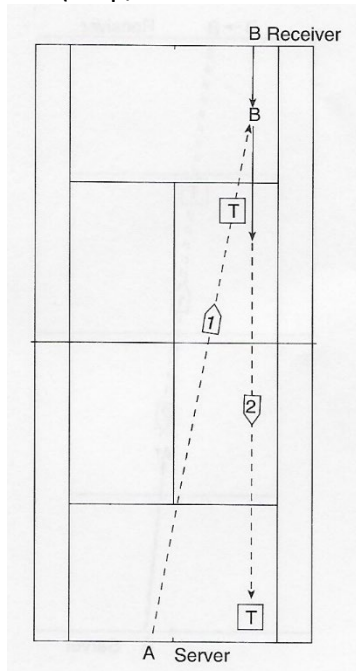
Return Against Short,
Weak Serve



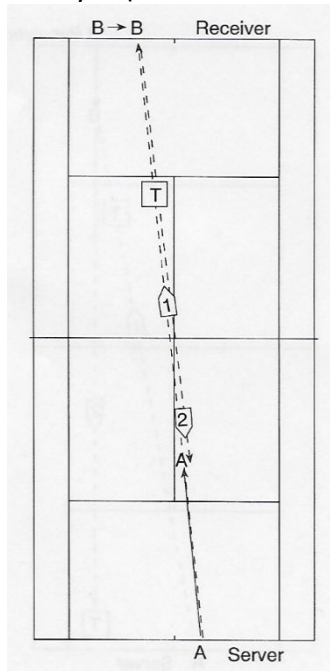
Return Against Short,
Weak Serve



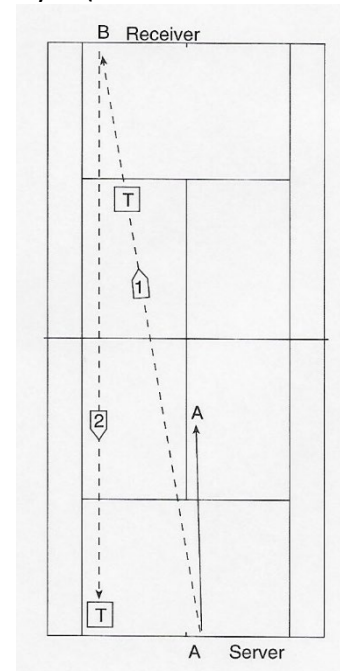
Return Against Short, Weak
Serve (Chip/Drive and Come In)



Return Versus Serve-and-
Volleyer (Hit Low at Feet)



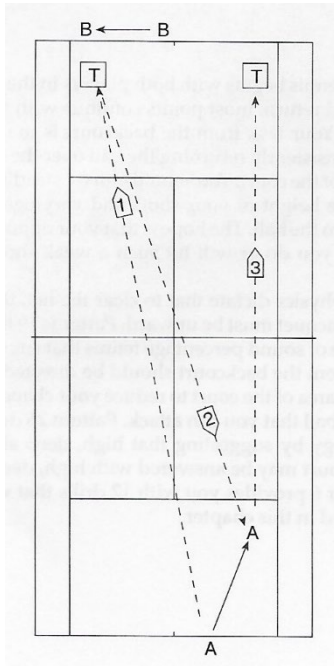
Return Versus Serve-and-
Volleyer (Return Down-the-Line)



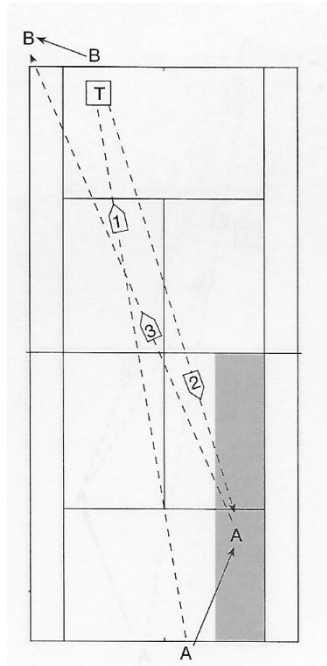
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Groundstroke Singles Patterns

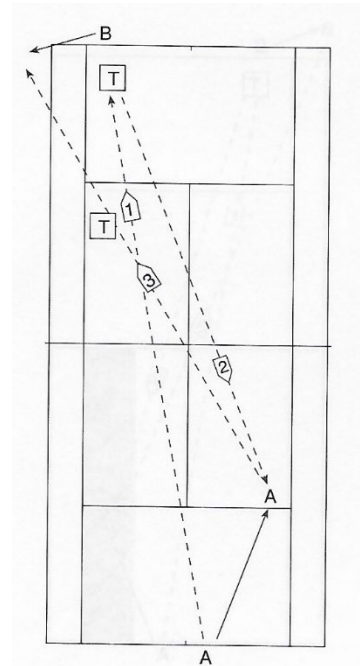
Crosscourt Rally, Attack Short
Ball Down-the-Line



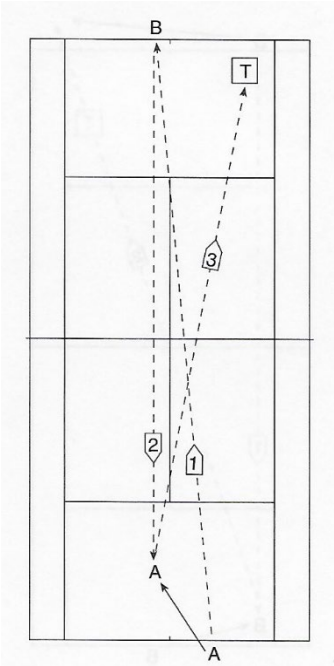
Crosscourt Rally, Attack Short
Ball Cross Court



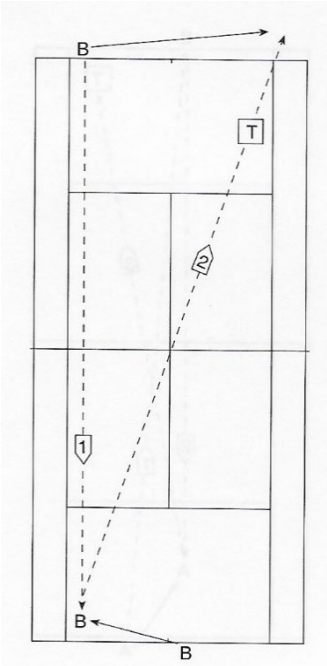
Hit Severe Wide Ball in
Response to Short, Wide Ball



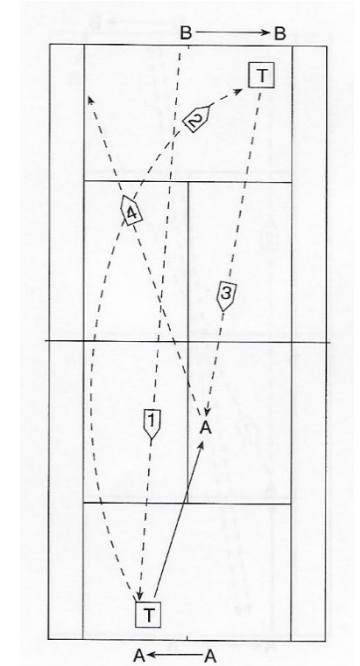
From Ball Hit to Middle of Court,
Drive Inside-Out Through Court



From Ball Hit to Left Side of
Court, Drive Inside Out Off Court



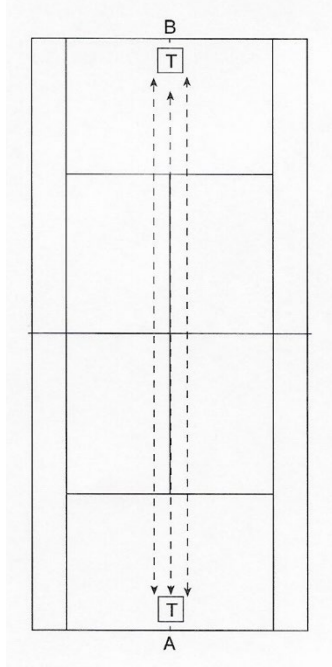
When Driven Deep Hit Looping
Drives to Backhand of Opponent



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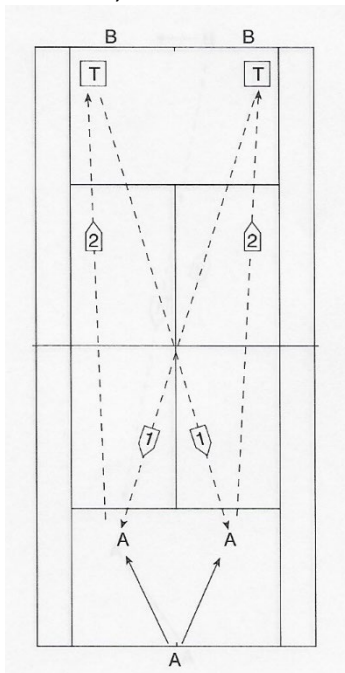
Groundstroke Singles Patterns

Hit High and Deep and Down
Middle in Response to Deep
Balls Hit Down the Middle

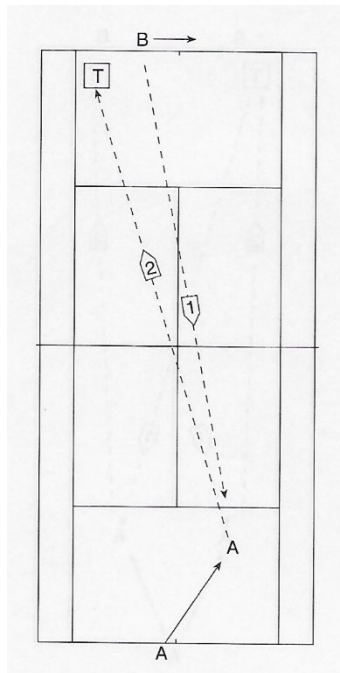


Midcourt Singles Patterns

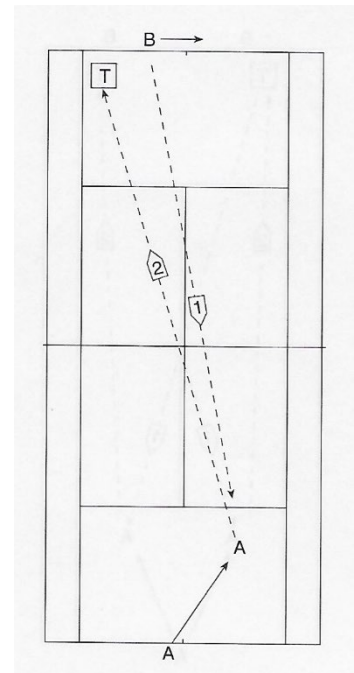
In Response to Ball Above Net,
Drive Hard, Flat Down-the-Line



In Response to Ball Above Net,
Hit Cross-Court for Winner



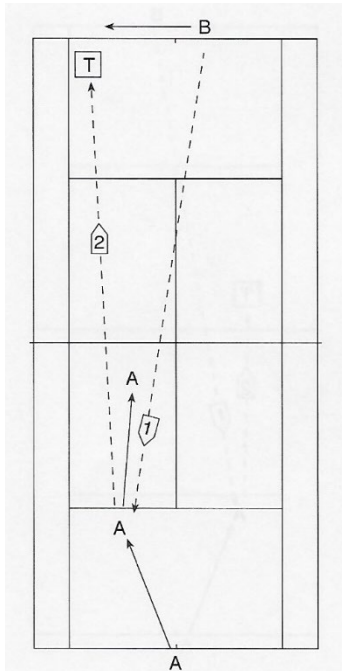
In Response to Ball Above Net,
Hit Cross-Court for Winner



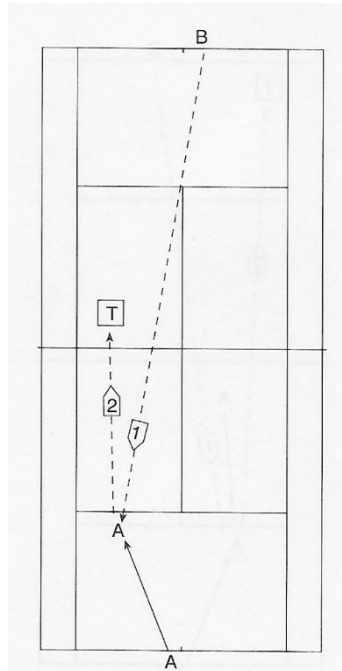
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Midcourt Singles Patterns

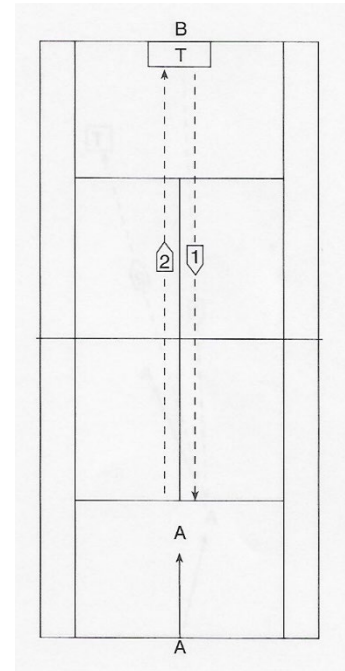
In Response to Ball Below Net,
Slice Down-the-Line



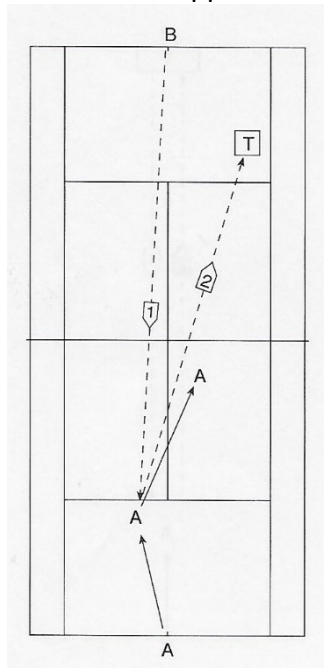
In Response to Ball Below Net,
Drop Shot Down-the-Line



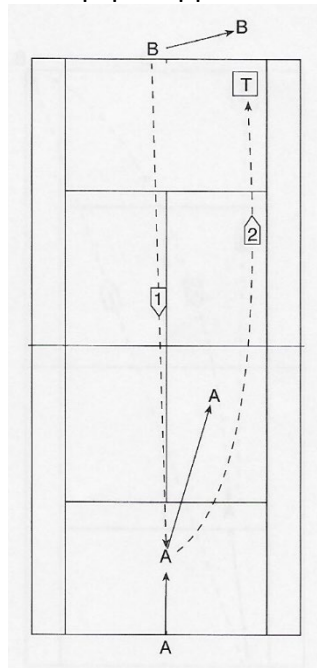
From Ball Down the Middle,
Approach Down the Middle



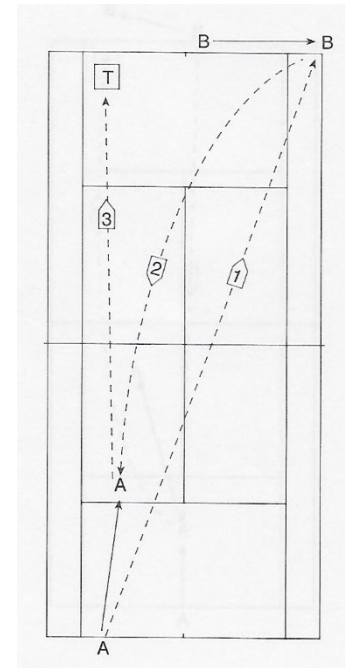
In Response to Ball Down the
Middle, Hit Inside-Out
Forehand Approach



In Response to Deep, High
Bouncing Shot Use Looping
Topspin Approach



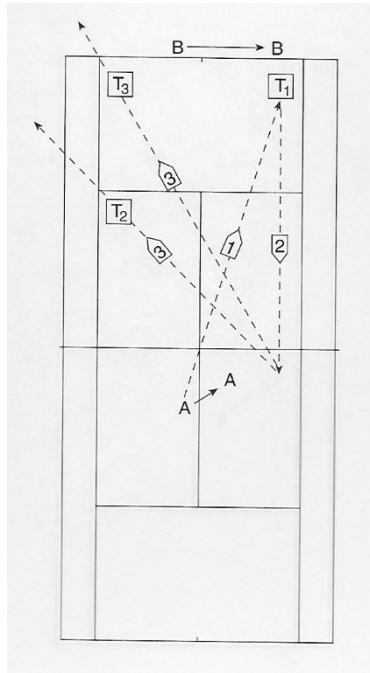
From a Looped Shot, Hit
Approach Volley
Down-The Line



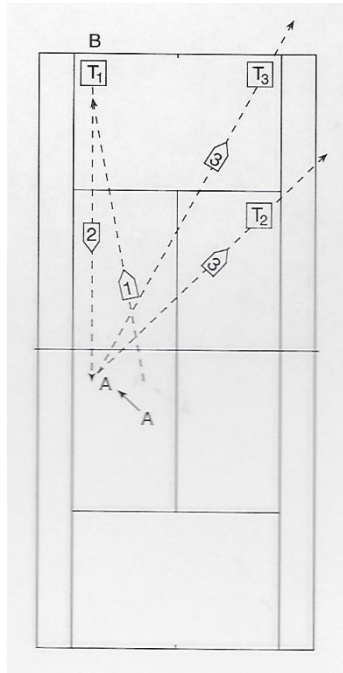
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Net Play Singles Patterns

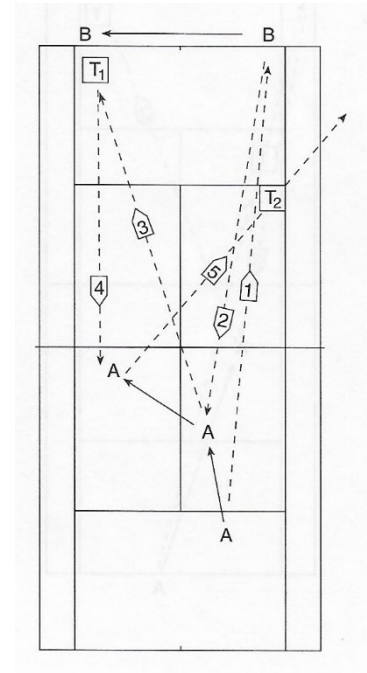
Ball Above Net, Volley to Weakness



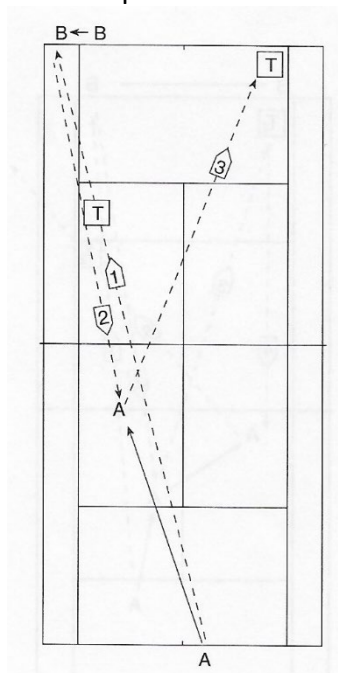
Ball Below Net, Volley Deep Down-the-Line



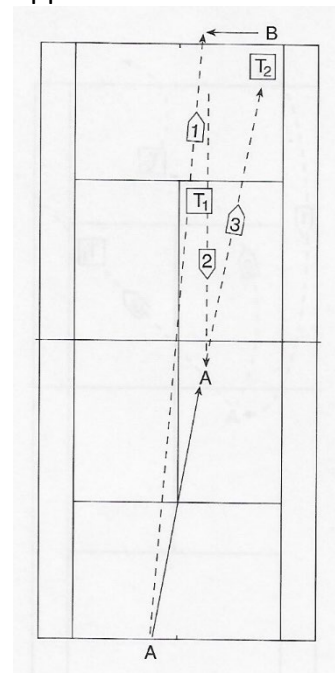
After Approach Shot, Ball Above Net, Volley Deep Cross Court



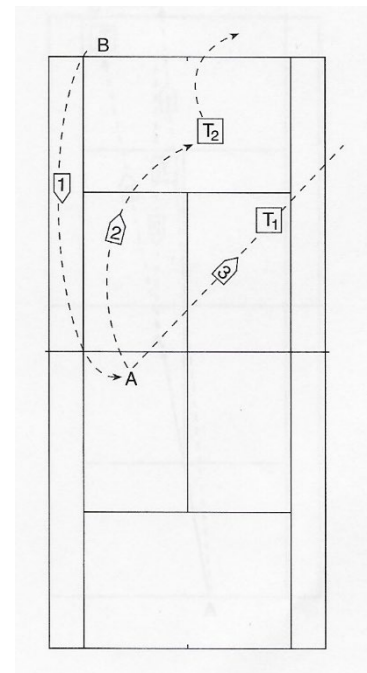
Serve Wide and Volley to Open Court



Serve to T, Volley Behind Opponent or to Weakness



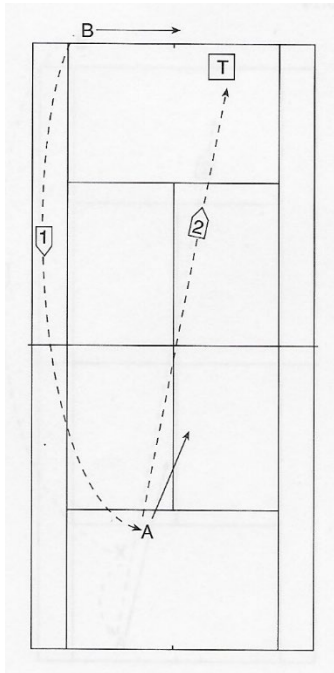
Short Lob, Hit Angle Overhead



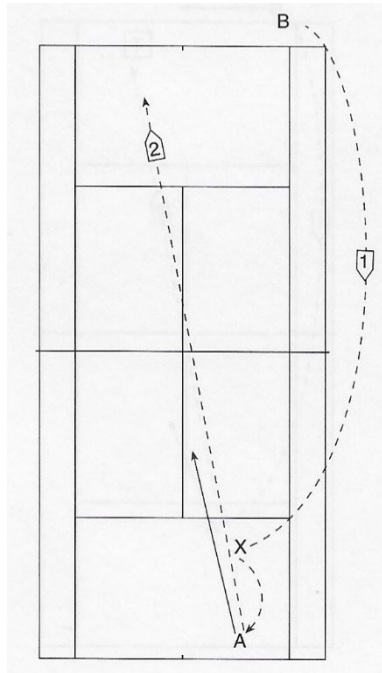
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Net Play Singles Patterns

Lob Deep, Hit Overhead Cross Court

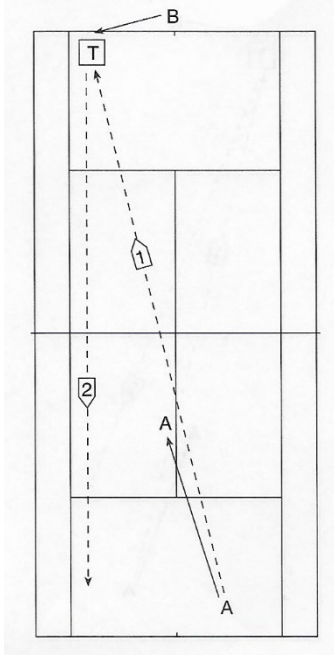


High Lob, Let Bounce and Hit Cross Court

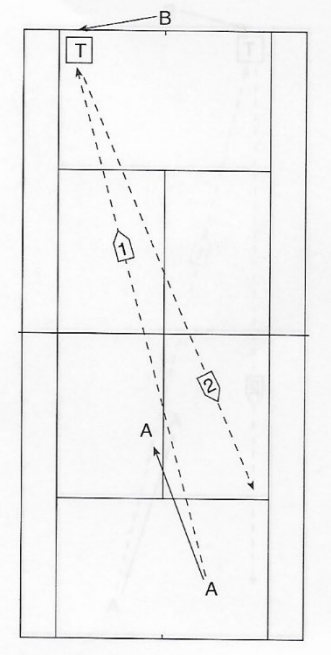


Defensive Singles Patterns

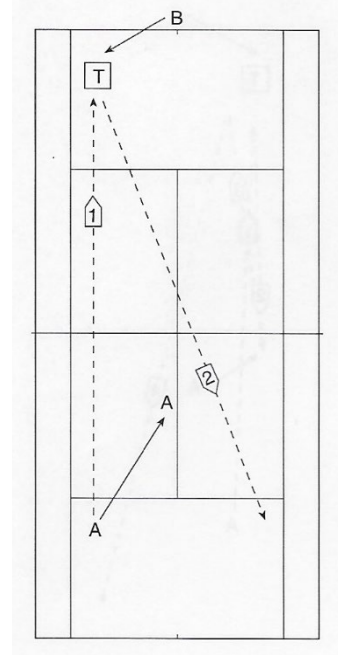
Against Deep Cross Court Approach, Pass Down-the-Line



Against Deep Cross Court Approach, Pass Cross Court



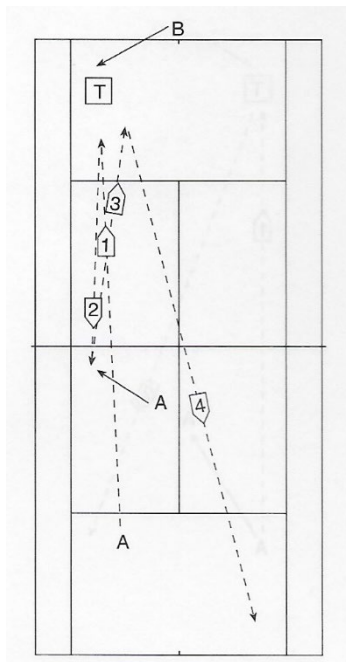
Against Moderate Down-the-Line Approach, Pass Cross Court



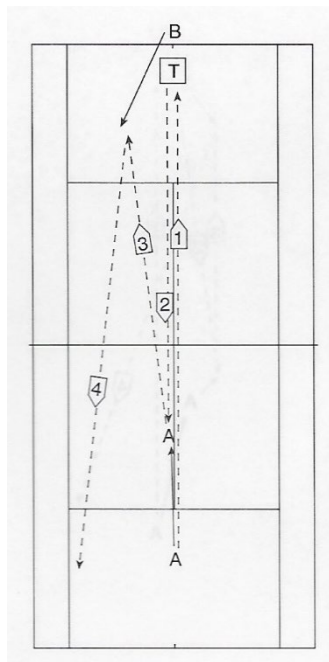
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Defensive Singles Patterns

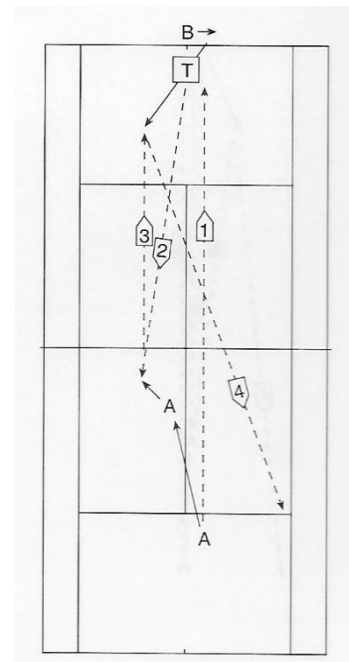
Against Moderate Down-the-Line Approach, Use Two-Shot Pass



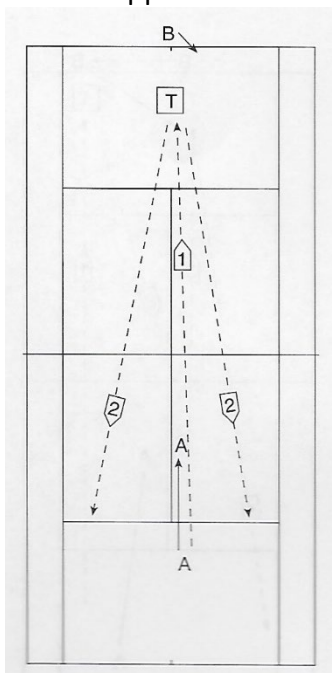
Against Approach Up the Middle, Use Two-Shot Pass



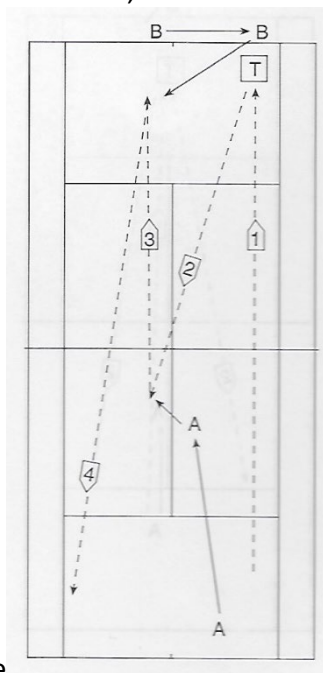
Against Approach Up the Middle, Use Two-Shot Pass Inside Out



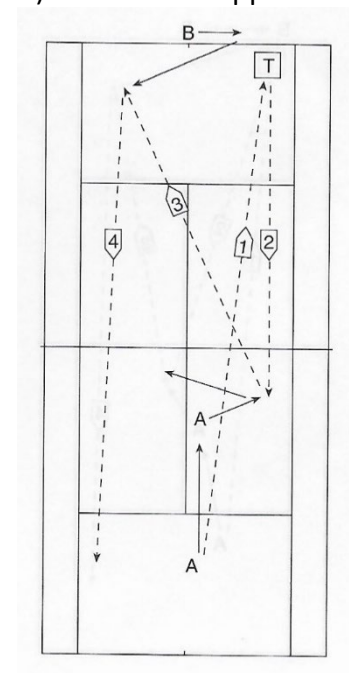
Against Weak Approach Up the Middle, Overpower Opponent



Against Deep, Slice Approach to Backhand, Use Two-Shot Pass, 1st Cross Court, then Down-the-



Against Deep, Slice Approach to Backhand, 1st Down-the-Line (DTL) then DTL to Opposite Side

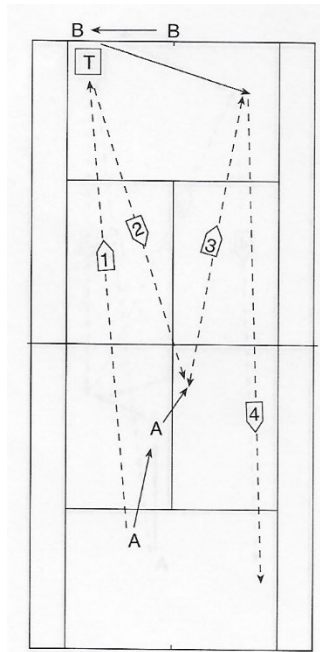


Line

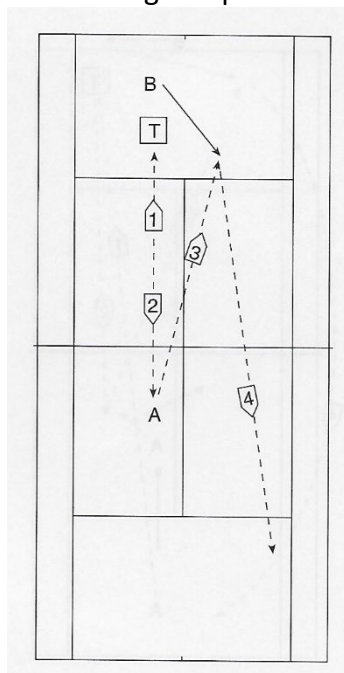
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Defensive Singles Patterns

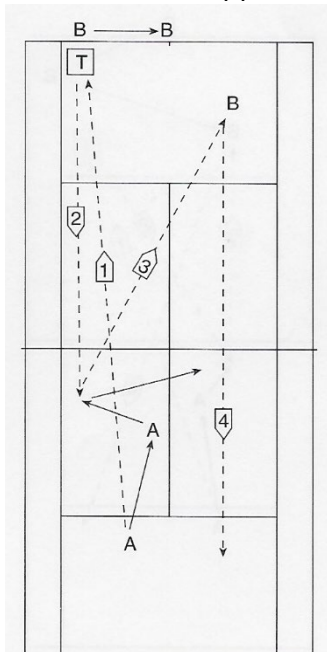
Against Deep, Slice Approach to Forehand, Use Two-Shot Pass



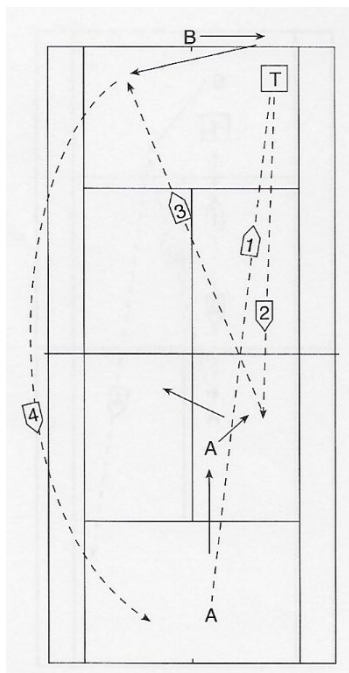
Against Short, Weak Volley, Hit to Right Hip



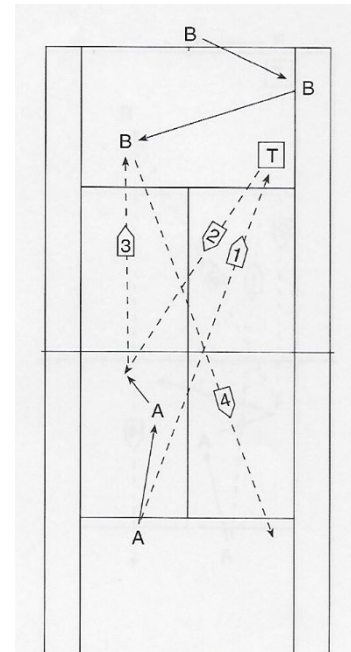
Against Deep, Slice Approach to Forehand, Use Two-Shot Pass, 1st DTL, 2nd DTL to Opposite Side



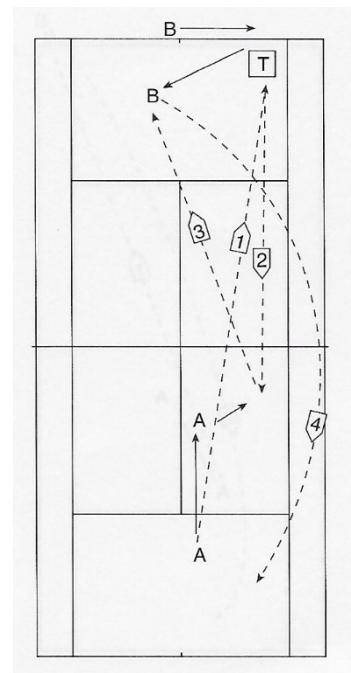
Against Approach to Your Backhand, Drive then Lob Down-the-Line



Against Short, Slice Approach to Forehand, Use Two-Shot Pass



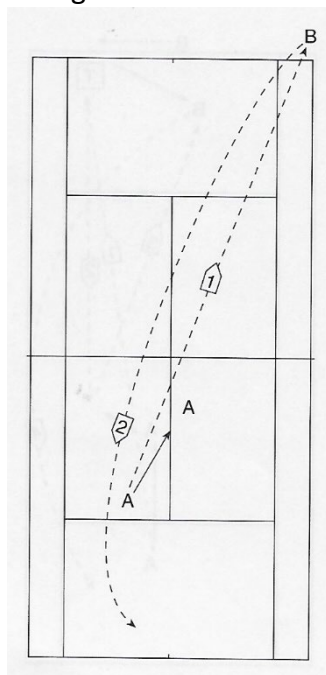
Against Approach to Your Backhand, Drive then Lob Cross Court



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Defensive Singles Patterns

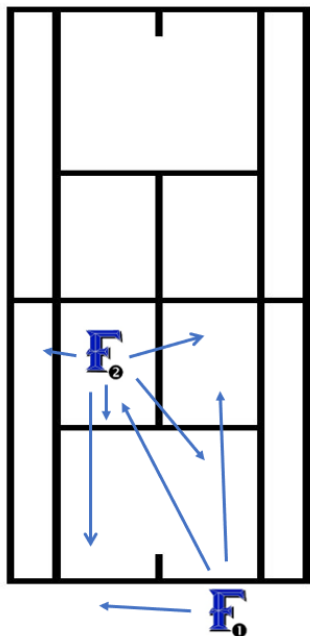
Against Deep Approach Shot, Hit
High Defensive Lob



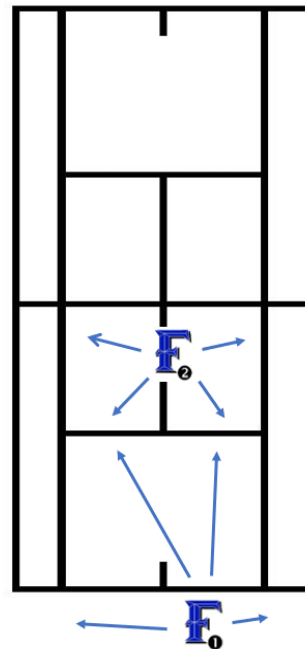
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Doubles Starting Positions for the Serve and Possible First Move Options (Following the Serve)

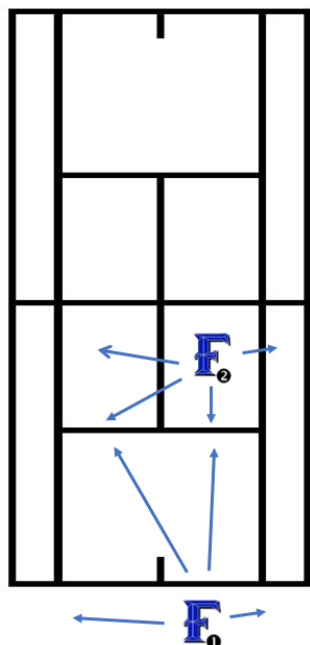
Starting Positions #1



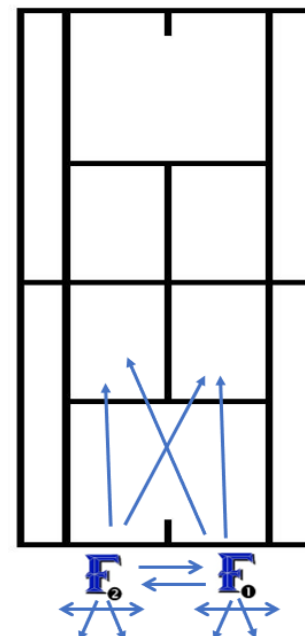
Starting Positions #2



Starting Positions #3



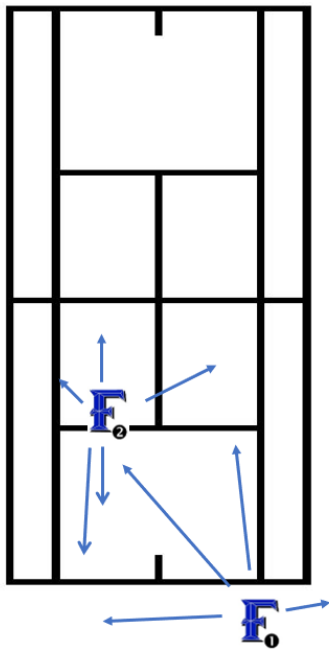
Starting Positions #4



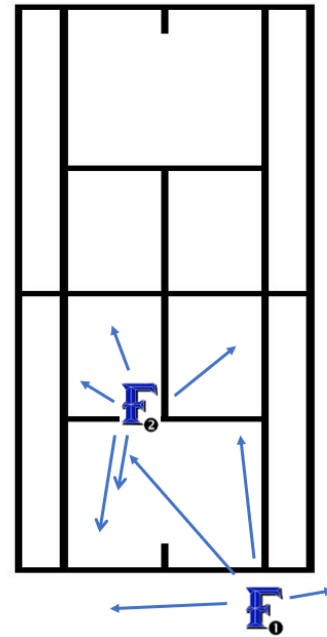
FAIRFAX HIGH SCHOOL TENNIS

Doubles Starting Positions for the Serve Return and Possible First Move Options (Following the Return)

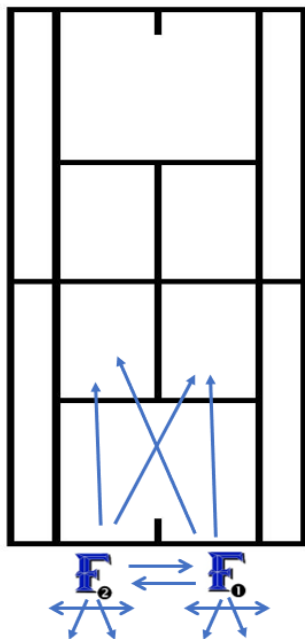
Starting Positions #1



Starting Positions #2

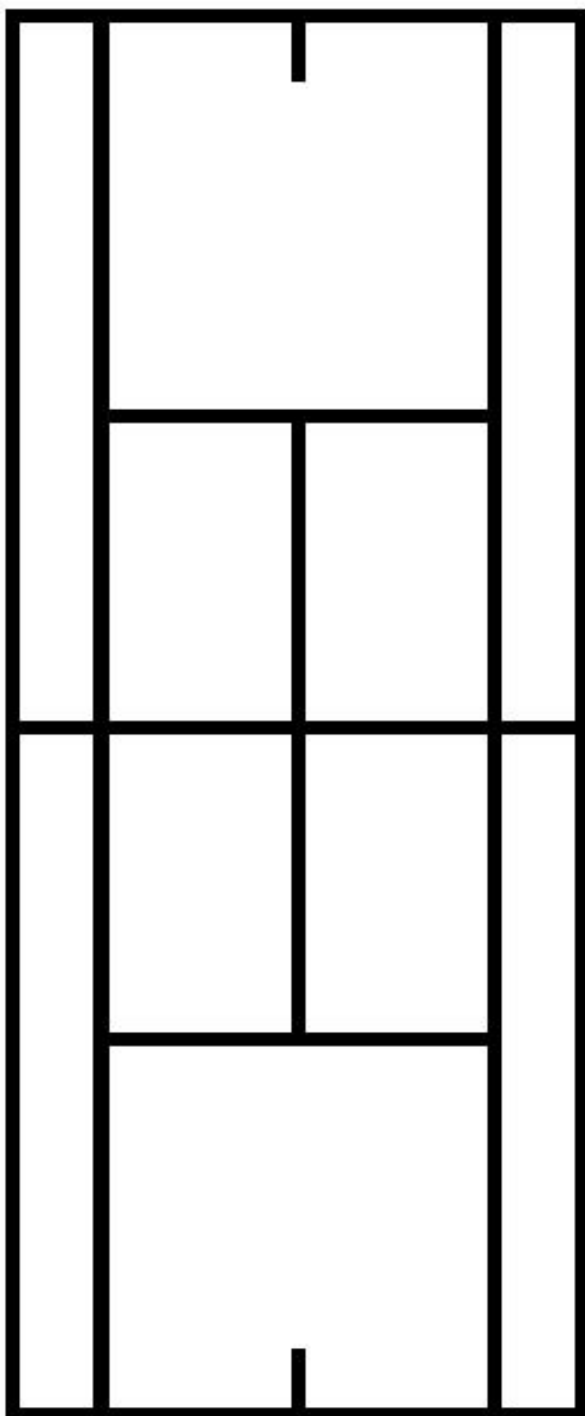


Starting Positions #3



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Play Diagrams and Patterns



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1,000 Ball Rally Challenge
1,000 Wall Ball Rally Challenge

Post results to: Steve Gallagher

Email: scgallagher@fcps.edu

Text: 339-793-0317

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1,000 Ball Rally Challenge Requirements

1. Two players must successfully maintain a consecutive rally of 1,000 or more groundstrokes (500 groundstrokes each).
2. 1,000 shot rallies must be initiated and maintained from the baseline (backcourt).
3. Balls must land within the singles court boundaries.
4. Players must retrieve each shot after one bounce (no volleys).



1,000 Wall Ball Rally Challenge Requirements

1. One player must successfully maintain a consecutive rally of 1,000 or more shots against a wall or rebound net.
2. The rally can include both groundstrokes and volleys.
3. Balls can be hit after more than one bounce and below the net height line (if marked on the wall).

Video Your Successful Effort to Validate, Publicize and Promote Your Accomplishment



Steve Gallagher's successful 1,000 Wall Ball Rally is documented on this YouTube video.

https://youtu.be/-J-32_Hq79U

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How to Hit 1,000 Balls in a Row

1. Increase your margin for error by hitting high over the net. Raise the height of the ball with a lob or semi-lob in response to a difficult "get" to allow time to get back into position.
2. Maintain good footwork. Keep your feet constantly moving. Take several adjustments steps in preparation for each shot. Be prepared to scramble to retrieve an errant or misdirected shot.
3. Hit past the service line (preferably having the ball bounce midway between the service line and the baseline) and to the middle 1/3 of the court.
4. Maintain a sound stroke pattern with a long extension through the strike zone and a consistent finish and look to your stroke.
5. Relax your grip and support the racquet with your non-hitting hand between shots to reduce fatigue.
6. Hit at a manageable pace. Take pace off the ball (with spin) when the tempo of the rally starts getting out of control.
7. Keep your head down at the point of contact (through the finish of the stroke) to maintain your racquet plane and to ensure solid and consistent contact in the sweet spot of the racquet and extension of the racquet through the hitting zone.
8. Count out loud (one to keep track of where you are in the count and two to help your rhythm and timing).
9. Pick a good partner (someone with compatible hitting skills and patience).
10. Choose a smooth-surfaced court and pray for favorable bounces.



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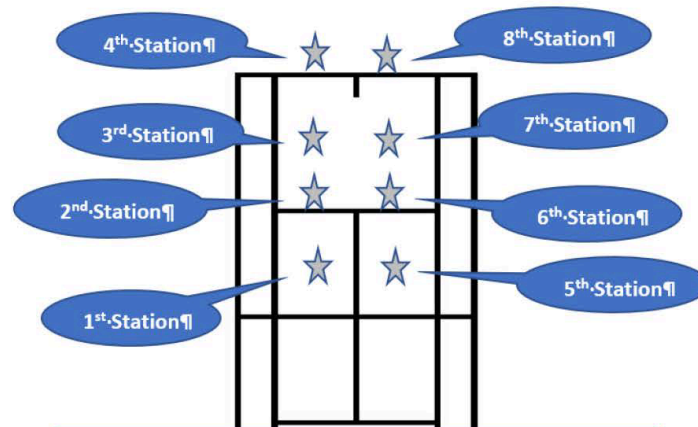
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40 Ball Serve Challenge

Five Serve Count Down, Eight Serving Stations

Here is how it works...

There are eight serving stations or locations. You serve counting down (or counting up) from five to zero through each of the eight serving stations. Every time you make a serve the count goes down by one. Every time you miss a serve the count goes up by one. You continue serving until you get to zero at each station. After you get to zero at one station, you then move to the next station to begin another count down to zero until you complete all eight stations. You count the total number of serves you hit (in or out) to successfully count down to zero through all eight stations. The goal is to make 40 serves in a row and get a perfect score of 40. Miss one serve and the best you can score is 42. Miss two serves and your score is 44. The challenge is to see who can get a score of 40 or the lowest score on the team.



Check out this video for instructions!

<https://youtu.be/72redlozyS8>

Report results to Steve Gallagher

(scgallagher@fcps.edu)

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40 Ball Serve Challenge

Five Serve Count Down, Eight Serving Stations



Instructional Video Explaining Challenge

<https://youtu.be/72redlozyS8>



Steve Gallagher

1st Attempt at 40 Ball Serve Challenge

Includes one mistake (41 of 42 serves)

for a score of 42.

https://youtu.be/X_CpAcQjG_Q

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How to Improve Your Serve Accuracy

1. Develop racquet head awareness, feel and control. With racquet head awareness, feel and control, the racquet becomes an extension of your hand. This control is very much influenced by forearm pronation. The process begins with the extension of the racquet face up and out toward your point of contact leading with the butt end of the racquet. The next step is to pronate the forearm (using the continental grip) to position the racquet face through the strike zone. Control of this forearm pronation will allow you to make the subtle adjustments with your hand necessary to hit your service targets.
2. Develop a fluid swing pattern with acceleration up to and through the point of contact. Focus initially on the mechanics of the upper body and the motion of the swing through the backswing, loading phase, extension up to the point of contact, contact and follow through. The goal is to develop elasticity and a lively arm and a swing pattern that will hold up under the pressure of competition.
3. Establish a solid base of support and balance prior to more engagement with the lower body. A good drill to establish balance is to first serve with both feet planted, no lifting of the feet (including heels) off the ground and no knee flexion (bend). This drill develops angular rotation and a loose, upper body coil and motion as well as balance and a solid base of support. With proficiency, step two is to add knee flexion. Step three is to allow the back heel to come off the ground. It is important to maintain balance as you incorporate more knee flexion and ground force drive. One focus is the back leg. When the front leg and foot propels up and into the court, the back leg and foot should kick back for balance and body equilibrium. There are two options with the hitting stance, a platform stance in which the back leg stays back and a pinpoint stance which brings the feet together. In most cases, the platform stance sacrifices power but provides better balance and support and more accuracy with serve placement.
4. Focus on keeping the tossing arm up and fully extended before dropping into a tuck position with your elbow. At the same time keep your chin up and maintain your eyes focused on the point of contact through the finish. There is a tendency to prematurely drop the tossing arm and head and redirect the focus to the target versus the ball which invariably leads to a mistake into the net. Think tall on your serve. Try to get full reach and extension. The higher your point of contact, the bigger your acceptance window (the window you need to hit to clear the net and get the ball into the service box).
5. Learn to utilize spin for more consistency (particularly for the second serve). Develop a kick and/or topspin serve for higher net clearance and margin for error. The process for a kick serve requires brushing or slicing up and out on the ball. The racquet follows a circular path from behind your head out to the right (for right-handed players) in line with the baseline and then down and around to your belly button. The path to the point

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10 THINGS TENNIS

How to Improve Your Serve Accuracy

Continued

of contact is from seven to two o'clock. Draw the butt end of the racquet up first as if throwing a dart into a ceiling as you bring the racquet up from the backswing to the point of contact. Next follows elbow extension, forearm pronation and ulnar deviation through the point of contact. It's important to lead with the tip of racquet (keeping your elbow up) as you circle the racquet out to the right, down and around to the finish. Spin is facilitated with a toss over your left shoulder (versus your right shoulder) and with a continental grip or a grip that edges more towards the eastern backhand grip. Remember also to load with your legs and keep your chest up as you extend your arm up for the toss.

6. Start serving up close to establish range, accuracy and confidence. Start serving right on top of the net. Progressively work your way back to baseline with success.
7. Establish progressively more narrow and defined targets. As a beginner, the first target is getting the ball over the net into the court and then the service boxes. Next divide the service box to two halves and then by thirds. The final step is to establish three specific and smaller service targets, one down the T, two at the body and three out wide. Your ability to hit each of these three targets determines your ability to be successful holding serve and dictating play with your serve.
8. Have a purpose and identify a service target prior to each time you set up to serve. Establish a plan as part of your service ritual every point.
9. Play points where you only give yourself one serve to start each point. This is a great way to develop a strong, reliable second serve.
10. If possible, track your results in match play. Things to track (or chart) are first serve percentage, first serve points won, second serve points won, doubles faults, aces, first serve velocity, second serve velocity, first serve revolutions per minute (RPM's), second serve RPM's, serve target locations (plot diagram), serve target locations for service points won and serve target locations for service points lost and serve target locations for aces. It's probably not realistic to get tracking information on all these variables but any quantifiable data is helpful in identifying your strengths, weakness and areas to direct your training attention.

Above all else, get onto a court and hit 1,000's of balls. There is no substitute for repetition and hitting a lot of serves in a meaningful, purposeful way.

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Tennis Conditioning

Tennis is unpredictable with variability of point length and length of match times. While points last on average from three to 15 seconds depending on styles of play, court surfaces and playing conditions, players must prepare to play points that last for as little as one second to points that last well over one minute. The longest men's point on record at a grand slam event between Gael Monfils and Gilles Simon (won incidentally by Simon) lasted one minute and 40 seconds and included a rally of 71 shots. Match duration also varies based on scoring formats, player matchups and competitive balance, playing styles, court surface, playing conditions, etc. with matches lasting less than one hour and matches lasting four or more hours. The longest match in tennis history between John Isner and Nicholas Mahut (won by Isner) lasted 11 hours, five minutes.

Tennis is a game of intermittent play with periods of activity followed by breaks for recovery, collection of balls, change sides for service and return and change of ends during odd games and sets. Factoring in time between points, games, and sets (20 seconds between points, 90 seconds during changeovers and two minutes between sets), average work to rest ratios range from 1:2 to 1:5.

In addition to a variability in point length and match duration, tennis is also unpredictable with variability in shot selection and tactics, court coverage, strategy, and choice of playing style, match tempo and duration, weather (climate), court surface and opponent playing style, strategy, shot selection and tactics. Players must respond to varying levels or degrees of pace, spin, and trajectory. There is a requirement to hit from different court positions, respond to balls hit from different angles and lines of direction, maintain or redirect ball path direction, hit balls in the air with volleys or after the bounce as the ball is rising, at peak height or dropping, hit balls at varying heights and distances (spacing) from the body, generate pace or take pace off the ball and maintain, change, increase and/or decrease spin and the type of spin.

The game of tennis requires a considerable amount of dynamic court coverage with explosive starting and stopping, linear and multi-directional footwork patterns, acceleration, deceleration, and repeated short sprints up to an extreme distance of approximately 80 feet. Tennis includes an average of three to five changes of direction per point. With an average of 60 points per set, that amounts to 360 to 600 changes of direction per two-set match. On average, 70% of court movement is in a lateral direction, 20% in a forward direction and 10% in a backward direction. In an analysis of 2016 ATP singles playing data, the average court distance covered per point was 65 feet. The average court distance covered for points with rallies of five or more shots was 138 feet and the average court distance covered per match was 2.8 miles. On average the serve returner had to cover 10% more court distance per point (12% more if the first serve was put in play and 7% more for second-serve points). Although not always a correlation due to different playing styles and match ups, on average players covering more court distance lost 58% of points played.

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Tennis Conditioning

With periods of low and high periods of intensity, stop/start requirements of play and repeated short explosive bursts of energy in sprinting to the ball, stroke execution and recovery after the shot, tennis can be categorized as primarily an anaerobic sport. Tennis predominantly taps the ATP-PCr (phosphocreatine) system (the first and most immediate source for energy) and the anaerobic glycolysis system (the second source for short-term energy utilized as stores of phosphocreatine are depleted). There is also an aerobic component to the sport in recovery (and replenishment of energy resources) between points and after play and to maintain stamina (and the ability to repeatedly generate explosive actions) through the duration of match play. The mean maximum heart rate for competitive match play ranges from 60 to 80% (with heart rates reaching 95% of maximum heart rate during long and intense rallies). Elite male tennis players have VO_2max levels above 60 milliliters of oxygen used in one minute per kilogram of body weight (mL/kg/min) with mean maximum VO_2 levels ranging from 60 to 70% during competitive match play. Average blood lactate concentration levels range from 1.7 to 3.8 mmol and can increase to 8.6 mmol during high intensity play. In terms of ventilatory zones, elite players generally spend 77% of match time at or below VT1 (aerobic threshold), 20% at a moderate to high level of exertion between VT1 and VT2 (anaerobic threshold) and 3% at a high level of intensity above anaerobic threshold.

Tennis requires complex coordination and movement, dynamic balance, linear/multi-directional speed, strength, endurance or stamina, flexibility, core and shoulder stability and explosive and reactive power. Success in tennis requires keen hand-eye coordination (particularly in the relationship between the hand and racquet face). A slight deviation in the angle and position of the racquet face at the point of contact can be the difference between hitting a shot two inches inside the line or two inches outside the line.

Force production begins in the legs and is transferred throughout the body to the finer control muscles of the hand and wrist. Force is transferred through a kinetic chain involving many different body segments. Power is transferred in sequence from the feet in pushing off the ground to the lower legs, upper legs, hips, trunk, shoulders, upper arms, forearms, and hand(s). More body segments are engaged in an extended kinetic chain when the requirement is to generate high racquet head acceleration at the point of impact such as with the serve and groundstrokes. A reduced number of body segments operate more as a unit where more precision (and less racquet head acceleration) is required for strokes such as the volley.

All tennis strokes and movement patterns follow a strength curve with descent (eccentric), amortization and ascent (concentric) phases of energy distribution. Tennis force production includes a stretch-shortening cycle of eccentric and concentric contractions, loading and unloading of weight distribution, horizontal and vertical linear momentum, and angular momentum.

Footwork requires an explosive first step and an efficient, quick, and agile step pattern to the ball to facilitate the shot and in recovery after execution of the shot. It requires dynamic balance with a quiet upper body, head positioned within the shoulder triangle and centered over the hips, controlled center of gravity and a wide and low base of support.

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Tennis Conditioning

Multidirectional movement in tennis requires concentric strength (particularly in the propulsion or push-off phase), eccentric strength (most exemplified in deceleration) and stabilization strength (strength to stabilize the musculature of the trunk and lower extremities). Efficient movement in tennis requires hitting from open and closed positions and technical mastery of many different footwork patterns and steps including split, adjustment, shuffle, crossover, skip, gravity, drop, scissors kick, carioca, and backpedal steps.

Tennis operates in multiple anatomical planes. In the sagittal plan, actions include flexion, extension and foot dorsiflexion and plantarflexion. Actions in the frontal plane include abduction, adduction, scapula elevation and depression and foot inversion and eversion. In the transverse plane, actions include rotation, hand pronation and supination and horizontal flexion and extension. Other multiplane actions include hand ulnar and radial deviation, thumb opposition and reposition and circumduction. Tennis requires execution of all five movement patterns – bending and lifting (e.g., squatting), single-leg movements (e.g., single-leg stance and lunging), pushing movements, pulling movements and rotational (spiral) movements.

Muscles engaged in the first link of the kinetic chain include the gastrocnemius and soleus muscles -of the lower legs. Power and energy are next transmitted utilizing the hamstring and quadricep muscle groups of the upper legs and then transferred to the core muscles via the glute and other hip extensor and flexor muscles through hip flexion, extension, and rotation. The abdominals, obliques, latissimus dorsi and erector spinae are the main core or trunk muscles engaged in the next link of the kinetic chain. The abdominal muscles consist of the rectus abdominis transverse abdominis muscles. The kinetic chain then extends to the upper body. The upper-body kinetic links include the major muscles of the chest, shoulders, upper back, and arms. The main chest muscles are the pectorals. The shoulder muscles include the deltoids and rotator cuff muscles, and a group of four muscles (supraspinatus, infraspinatus, teres minor and subscapularis) supporting the shoulder joint. The main upper back muscles are the rhomboid and trapezius muscles. The major muscles are the biceps and triceps in the upper arm and the flexor and extensor muscles in the lower arm or forearm. The fascial system (fibrous myofascial web) and other connective tissues (such as tendons and ligaments) also play an important role in the kinetic chain with proprioception (ability to sense and respond to stimuli arising within the body regarding position, motion and equilibrium) and the distribution and transfer of elastic energy.

Physical training to prepare for the complexity and variability of the game of tennis needs to include the following:

1. Dynamic stretching exercises (mimicking the movements patterns of tennis) to warm and prepare the body for more strenuous effort
2. Exercises to stabilize and strengthen the shoulder and the glide and ball-and-socket functions of the shoulder
3. Extended kinetic chain (whole body movement) exercises

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Tennis Conditioning

4. Tennis-specific exercises with comparable work intervals and work-to-rest ratios
5. Exercises to stabilize and strengthen the core
6. Exercises to build foundational leg (lower body) strength
7. Exercises to build explosive power in the legs to enhance ground force (push-off) in the first kinetic chain link
8. Movement patterns to improve dynamic balance, coordination and agility
9. Movement patterns to develop speed and quickness (particularly in the first step to the ball), acceleration and deceleration
10. Adaptive and reactive movement patterns to simulate variability of play
11. Exercises to improve flexibility and range of motion
12. Unilateral (both contralateral and ipsilateral)/offset patterns and exercises to correct strength imbalances and increase core stability, strength and dynamic balance through anti-rotation, torsional buttressing of the core muscles to support offset weight loads and to maintain position, posture and balance
13. Other applicable exercises to address imbalances in muscle length tension relationship (inherent in the nature of the game with one-arm dominance and the requirement for a lower center of gravity)
14. Steady-state and interval-based cardio training to improve stamina and endurance
15. Static, myofascial (with foam roller or ball), proprioceptive neuromuscular facilitation (PNF) hold-relax, contract-relax and/or hold-relax with agonist contraction) and/or active isolated stretching (AIS)

There should be an emphasis on vertical-based exercises from both universal athletic and split-stance positions and compound (multi-joint) exercises (versus isolation exercises). A tennis conditioning program should encompass the five movement patterns - bending and lifting (e.g. squatting), single-leg movements (e.g. single-leg stance and lunging), pushing movements, pulling movement and rotational (spiral) movements and should be progressive with a linear and/or undulating progression in frequency, volume, load, repetitions, intensity and/or difficulty. The program should include scheduled days (times) for rest and recovery (active recovery) but not extended gaps in training with the risk for loss of gains (as per the theory of use and disuse). Ideally, the program should include a periodization schedule with a preparation phase, pre-competition phase and a competition phase.

What does this all mean?

1. Tennis is a complex sport with many variables.
2. Tennis players should train for all contingencies.
3. Tennis is an anaerobic sport requiring a series of intermittent short explosive sprints.
4. Tennis players need a strong foundational level of strength to execute stroke and movement patterns.
5. Tennis players need an aerobic base to help with recovery and to sustain effort.

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Tennis Conditioning Program

Acknowledging the difficulty of access to weight equipment, a good starting point for a tennis-specific preparation phase program is to focus on bodyweight exercises and exercises utilizing (more easily attainable and affordable) resistance bands and loops, dumbbells, kettlebells, and medicine balls.

Options or components include:

1. Dynamic stretching
2. Planks and push-ups
3. Squats and squat-based exercises
4. Lunges/Split Squats (Split Leg Stance Patterns)
5. Pull-ups
6. Shoulder and Upper Extremity Strengthening and Stabilization Patterns
7. Core Exercises
8. Agility and Speed Drills and Patterns
9. Plyometrics
10. Post-Workout Stretching

Component #1 Dynamic Stretching

Dynamic Stretching

Unlike static stretching, dynamic stretching requires the use of continuous movement patterns that mimic the exercise or sport to be performed (in this case tennis). The purpose of dynamic stretching is to improve flexibility for a given sport or activity and to warm and activate the body in preparation for more strenuous effort. An example of dynamic stretching would be a sprinter doing long, exaggerated strides to prepare for a race.

Dynamic Stretching Movement Patterns (Applicable for Tennis)

- Small Arm Circles Fingers Up
- Small Arm Circles Fingers Down
- Left and Right Arm and Back Arm Swings
- Alternating Arm Crossover Swings
- Bow Draw Torso Twist (Transverse Plane) Rotations
- Bow Draw Torso Twist Variation with Released Arm
- Alternating Toe Touches
- Jumping Jacks
- Crossover Jacks
- Walking Leg Kicks (Feet to Hands)
- Walking Knees to Armpits
- Walking High Knee Pulls (Hugs)
- Walking Quad Pulls
- Side Shuffles (Low Profile)
- Walking Lunges
- Walking Lunges with Elbow Knee Pushouts
- Walking High Knee Hug Lunges
- Skipping
- High Knee Skipping
- Carioca
- High Knee Carioca
- Butt Kicks
- Butt Kick Pulls
- Inchworms
- Bear Crawl

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Tennis Conditioning Program

Component #2 Planks and Push-Ups

Plank (Body Weight) Progressions

- Low Plank Hold
- High Plank Hold
- Single Leg Plank Hold
- Single Arm Plank Hold
- Single Leg Arm and Leg Hold
- Low to High (Military) Planks
- Plank Leg Raises
- Plank Arm Raises
- Plank Leg and Arm Raises
- Side Plank Hold
- High Side Plank Hold
- Side Plank Leg Raise Hold
- Side Plank Leg and Arm Raise Hold
- Side Plank Kick
- Side Plank Tree Pose
- Side Plank Side Bend (with Legs Crossed)
- Side Plank Elbow to Knee
- Side Plank Hand to Toes
- Side Plank Two Way Elbow to Knee followed by Hand to Toes
- Side Plank Alternating Elbow to Knees
- Side Plank Oblique Twist (Hand Behind Head, Elbow to Floor)
- Side Plank Leg Raise
- Side Plank Leg Raises (with Arm Up)
- Side Plank Leg Raise and Arm Reach
- Side Plank with Hip Drop/Dip
- Side Plank Elbow to Knee
- Side Plank with Rotational Reach
- Side Plank Hip Dip with Rotational Reach
- Side Plank Mountain Climbers
- Side Plank Side Plank to Table-Top Kick
- Side Plank Adductor Lift
- Side Plank Clams
- Reverse Plank
- Plank Jacks
- Spider-Man Planks
- Shoulder Tap Planks
- T Planks
- Alternating T Planks (Low and High)
- Bear Crawl Planks
- Mountain Climbers
- Downward Dog (Pike) Planks
- Spider Walk Planks
- Single Leg Planks
- Hip Swivel (London Bridge) Planks
- Medicine Ball Pass Planks
- Lateral Walk
- Plank Leg and Arm Raises Resistance Band Rows
- Inchworms
- Plank to Squat (Squat Thruster)
- Plank Skiers
- Around the World Planks
- Groiners
- Froggers
- Alligator Walks
- Rolling Planks
- Plank Sit Throughs
- Plank Kick Throughs
- Mule Kicks

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Tennis Conditioning Program

Component #2 Planks and Push-Ups Continued

Push-Up Progressions

- Incline Push-Ups
- Wall and Wall Bounce Push-Ups
- Hands Free Push-Ups
- Standard Push-Ups
- Decline (Elevated Feet) Push-Ups
- Single-Leg Push-Ups
- Dive Bomber Push-Ups
- Pike Push-Ups
- Close Grip Push-Ups
- Wide Grip Push-Ups
- Diamond Push-Ups
- Scapula Push-Up with Protraction and Retraction
- Loop Band Push-Ups
- Weighted Push-Ups
- Plyometric Push-Up (Hands off Ground, Clap Hands)
- Plank Jack Push-Ups
- T Plank Push-Ups
- Dumbbell (DB) T Plank Push-Ups
- Spider-Man Push-Ups
- Jumping Spider-Man Push-Ups
- Shoulder Tap Push-Ups
- DB Renegade Push-Ups
- Pike Push-Ups
- Alligator Walk Push-Ups
- Bear Crawl Push-Ups
- Medicine Ball Pass (One-Arm) Push-Ups
- Around the World Push-Ups
- Around the World Explosive Push-Ups
- DB Side Plank with Extension
- Pseudo Planche Push-Ups
- Staggered Hand Push-Ups
- Rotational Push-Up
- X Push-Ups

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Tennis Conditioning Program

Component #2 Planks and Push-Ups Continued

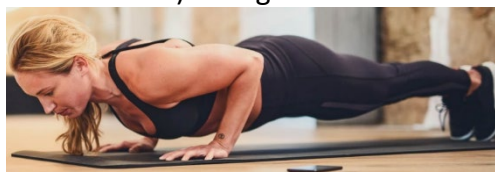
To get started, begin with proper execution of a push-up-and low and high plank and then work on volume (multiple reps). If you can do one, you can two, if you can do two, you can do three... The proper technique is:

- Feet and ankles dorsiflexed
- Knees aligned with hips, ankles and feet
- Knees horizontally aligned
- Ankles, knees, and shoulders aligned
- Torso neutral and aligned with hips
- Braced torso centered over base of support
- Neutral lumbar spine
- Shoulders Level and horizontally aligned
- Neutral head position
- Neutral scapula
- Stable shoulders with torque generated through hands (spread floor apart with hands)



Additionally, for push-ups...

- Neutral scapula with fluid-controlled movement against rib cage
- Arms extended with palms directly under shoulders and arms tucked to sides in up position
- Arms flexed with upper arms parallel, or slightly below parallel to ground with elbows tucked to sides and cubital fossa (inside of elbow) facing forward in down position



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Tennis Conditioning Program

Component #3 Squats

Squat (Body Weight)

- Squat
- Bench (Chair) Squat
- Wall Squat
- Back to Wall Squat
- Arm Driver Squat
- Prisoner Squat
- Arms Overhead Squat
- Squat Jump
- Squat to Tuck Jump
- In and Out Squat Jump
- Squat Hold
- Squat Pulses
- Knees (Kneeling) to Squat (Up and Down)
- Knees (Kneeling) to Squat Jump
- Squat with Alternating Unilateral Arm Press
- Squat Rocks - Heels to Toes
- Squat Scissor Jump
- 180° (Surfer or Switch) Squat Jump
- Squat Jump to Double Lunge Jump Matrix
- One Leg Squat
- Pistol Squat
- Levitation Squa
- Shrimp Squat
- Box Jumps
- Burpees
- Burpees with Kick Throughs
- Squat Thruster (Plank to Squat with Hands to Prayer Position)

Squats with Dumbbells (DB) or Kettlebells

- DB Goblet Squat
- DB Two-Arm and One-Arm Overhead Squat
- DB Arm Driver Overhead Squat
- DB Squat Overhead Thrust/Press
- DB Squat Unilateral Overhead Thrust/Press
- DB Squat with Hammer Curl and Overhead Press
- DB Squat Jump
- DB Sumo Squat
- DB Sumo Squat with High Pull
- DB Simba Squat

Squats with Medicine Balls

- Medicine Ball Goblet Squat
- Medicine Ball Two-Arm and One-Arm Overhead Squat
- Medicine Ball Arm Driver Overhead Squat
- Medicine Ball Squat Overhead Thrust (Press)
- Medicine Ball Squat Unilateral Overhead Thrust (Press)
- Medicine Ball Squat Wall Ball
- Medicine Ball Squat Jump
- Medicine Ball Sumo Squat
- Medicine Ball Sumo Squat with High Pull
- Medicine Ball Simba Squat

Squats with Resistance Band

- Resistance Loop Band Squat (with hands supporting loop band in rack position)
- Resistance Loop Band (Around Thighs) Squats
- Squat Resistance Band Row
- Squat Resistance Band Unilateral Row
- Resistance Band Squat Overhead Thrust (Press)

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Tennis Conditioning Program

Component #3 Squats (Continued)

Begin with proper execution of the squat and then work on volume (multiple reps). The proper technique is:

- Feet neutral with no more than 12% turn-out
- Feet flat and stable heels (driving up and down through weight of heels)
- Knees aligned with hips.
- Knees over feet
- Knees push out with depth
- Hips flexed and horizontally aligned
- Torso and tibia are parallel (with tibia and torso as vertical as possible)
- Lumbar spine remains neutral and centered over base of support
- Head neutral (with eyes fixed forward)



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Tennis Conditioning Program

Component #4 Lunges/Splits Squat (Split Leg Stance Patterns)

Lunge Progressions (Body Weight)

- Forward Lunge
- Reverse Lunge
- Side or Lateral Lunge
- Diagonal Lunges
- Curtsy or Drop Lunge
- Lunge Spectrum
- Split Squat (Static Lunge)
- Bulgarian Squat (Elevated Foot Split Lunge)
- Lunge Pulses
- Speed Skaters
- Lunge Jump
- Double Lunge to Squat Jump
- Side Lunge to Curtsy Lunge
- Side Lunge to Leg Lift
- Side Lunge to Tuck Jump
- Reverse Lunge to High Knee Up
- Walking Lunge
- Box Step-Ups
- Forward Lunges with Upper Body Twist (Rotation)
- Diagonal Lunge with Upper Body Twist (Rotation)
- Pendulum Forward to Reverse Lunge
- Reverse Lunge to Explosive Knee Drive

Lunges with Dumbbells (DB) or Kettlebells

- DB Goblet Split Squat (Static Lunge)
- DB Suitcase Split Squat
- DB Walking Lunges
- DB Bulgarian Split Squat
- DB Walking Lunges with Hammer Curl and Overhead Press
- DB Suitcase Split Squat
- DB Waiter Carry Single Arm (Offset/Unilateral) Split Squat
- DB Rack Position Single Arm (Offset, Unilateral) Walking Lunges with Overhead Press
- DB Box Step Ups

Lunges with Resistance Bands and Loops

- Reverse Lunge with Bilateral Resistance Band Row
- Reverse Lunge with Single Arm, Unilateral Resistance Band Row
- Forward Lunge with Resistance Band Fly
- Forward Lunge with Resistance Band Bilateral Chest Press
- Forward Lunge with Resistance Band Single Arm (Unilateral/Offset) Chest Press
- Resistance Band Split Squat
- Resistance Band Bulgarian Split Squat
- Resistance Band Split Squat with Bilateral Overhead Press
- Resistance Band Split Squat with Single Arm (Unilateral/Offset) Overhead Press

Lunges with Medicine Ball (MB)

- MB Goblet Split Squat (Static Lunge)
- MB Split Squat Overhead Press
- MB Walking Lunges with Arm Driver Twist (Rotation)
- MB Reverse Lunge to Explosive Knee Drive Reverse with Side Throw to Partner or Wall
- MB Upward Toss, Lunge and Catch
- Walking Lunges with MB and Alternating Side Bounce and Catch
- Split Squat with MB Throw to Partner or Wall
- MB Split Squat Wall Balls
- Lunge Switches/Jumps with MB Wall Balls

Lunge Derivative (Single-Leg Deadlifts)

- Single Leg Deadlift (with/without) Resistance Band
- Single-Leg Deadlift Hop
- Single Leg Deadlift to Knee Drive
- Single-Leg Deadlift with Hands Behind Head

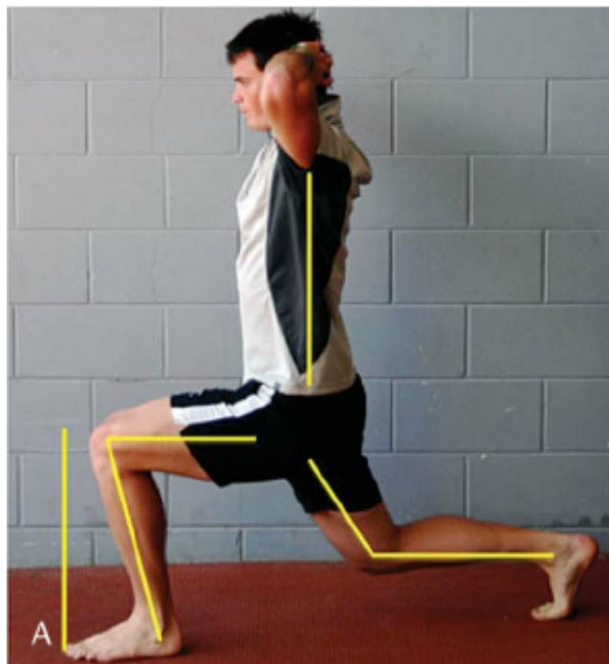
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Tennis Conditioning Program

Component #4 Lunges/Split Squats (Split Leg Stance Patterns) Continued

To get started, begin with proper execution of a basic lunge patterns and then work on volume (multiple reps). The proper technique is:

- Front foot flat and stable
- Back foot on the ball of foot with toes flexed
- Knees Aligned with hip and feet
- Front knee directly over the lead ankle (some allowances depending on body structure)
- Hips flexed and horizontally aligned
- Torso vertical with shoulders directly above hips
- Lumbar spine remains neutral
- Torso remains centered over base of support



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Tennis Conditioning Program

Component #5 Pull-Ups

Grip Options

- Supinated grip (chin-up)
- Pronated (pull-up)
- Neutral
- Mixed (or alternate) grip with one hand supinated and one hand pronated
- “Suicide” grip (no thumbs)
- Thumbs over bar/thumbs under bar
- Commando
- One-arm supinated
- One-arm pronated
- Narrow and progressively more narrow grips (until hands touch)
- Wide and progressively wider (spacing between hands) grips

Bar Options

- Standard
- Floating or swinging “trapeze-type” bar
- Rings
- Ropes
- Towel looped over bar
- Perpendicular bars for neutral grip
- V-bar draped over bar

Basic Technical Options

- Create constant tension by not quite fully extending arms (constant tension pull-ups)
- Fully extend and relax arms and pause at the bottom (“dead hang” pull-ups)
- “Cheat” by keeping everything tight to bar (less range of motion)
- Use gymnastic hip snap to create momentum and swing (“kipping” or “butterfly” pull-ups)
- With supinated grip extend down and out away from bar and then pull up and in bringing forehead to bar to perform a bicep pull-up



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Component #5 Pull-Ups Continued

Other Options and Progressions

- Start with chin level with bar (either by doing a standard pull-up or by stepping up onto a box) and then hold this position for X number of seconds (static hold)
- Start with chin level with bar (either by doing a standard pull-up or by stepping up onto a box) and then slowly lower down from top to bottom in X number of seconds (eccentric pull-up)
- Hang suspended for as long as possible after completing pull-up repetitions
- Place your head behind bar
- Raise up to place your chin progressively higher above the bar (until your chest reaches level of bar)
- Extend one arm out across bar in an archer pose (as your chin reaches bar)
- Release your grip off bar as your chin draws level to bar (plyo pull-up)
- Release and regrip the bar from a supinated to pronated grip as your chin draws level with bar (plyo-variation grip)
- Release and regrip bar from left hand supinated/right hand pronated mixed grip to a right hand supinated/left hand pronated mixed grip (plyo-variation grip)
- Use a band (looped around bar and under one or both knees or feet) to assist with pull-up (band assisted pull-ups)
- Hold your chin level with bar for X number of seconds or for a specific count in time at the top of each pull-up
- Pull-up jumps (jump up to bar, do one or more pull-up, jump down and repeat)

Just like push-ups, if you can do one pull-up, you can do two and if you can two, you can do three, etc. If unable to do pull-ups, start at chin level and hold this position for as long as possible and then after dropping down continue to hang onto the bar with arms fully suspended for as long as possible.

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Tennis Conditioning Program

Component #6 Shoulder and Upper Extremity Strengthening and Stabilization Patterns

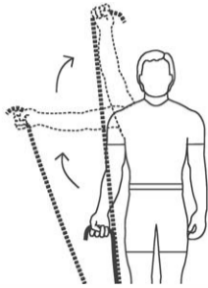
Resistance Band and Loop

- Single-Arm Shoulder Abduction to 90°
- Single-Arm Shoulder Flexion to 90°
- Single-Arm Shoulder Extension from 90° to 45° Extension
- Bilateral (Two-Arm) External Rotation with Shoulder at 0° Abduction and Elbow at 90° Flexion with Neutral Grip (Scapular Retraction)
- Bilateral (Two-Arm) External Rotation with Shoulder at 0° Abduction and Elbow at 90° Flexion with Supinated Grip (Scapular Retraction)
- Single-Arm External Rotation with Shoulder at 0° Abduction and Elbow at 90° Flexion
- Single-Arm Internal Rotation with Shoulder at 0° Abduction and Elbow at 90° Flexion
- Single-Arm Internal Rotation with Shoulder at 90° Abduction and Elbow at 90° Flexion
- Single-Arm External Rotation with Shoulder at 90° Abduction and Elbow at 90° Flexion
- Shoulder Scaption from 0° to 90°
- Band Pull Apart (Bilateral Reverse Fly with Shoulder at 90°)
- Split Stance Fly
- Forward Lunge Fly
- Lat Pulldown
- Straight-Arm Lat Pulldown
- Bilateral Universal Athletic Stance Row
- Bilateral Split Stance Row
- Single-Arm (Unilateral, Offset) Universal Athletic Stance Row
- Single-Arm (Unilateral, Offset) Split Stance Row
- Squat Bilateral Row
- Squat Single-Arm (Unilateral, Offset) Row
- Split Squat Bilateral Row
- Split Squat (Reverse Lunge) Alternating Leg Bilateral Row
- Split Squat Single-Arm (Unilateral, Offset) Row
- Bilateral Chest Press
- Alternating Arm Chest Press
- Single-Arm (Unilateral, Offset) Chest Press
- Bilateral Chest Press with Forward Lunge
- Single-Arm (Unilateral, Offset) PNF D2 (Diagonal Low to High)
- Single-Arm (Unilateral, Offset) PNF D1 (Diagonal High to Low)
- Overhead Press
- Serratus Press
- Ulnar and Radial Deviation
- Pronation and Supination
- Triceps (Elbow) Kickback
- Concentration Curl
- Bent-Over Row
- Band Pull Apart (Reverse Fly)
- Diagonal Lift
- Diagonal Chop

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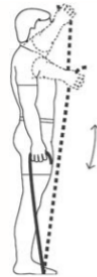
Tennis Conditioning Program

Resistance Band Exercise Patterns



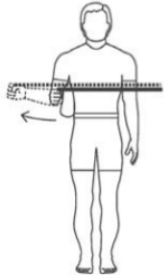
Shoulder Abduction*

- Stand on elastic.
- Begin with arm at side, elbow straight, holding elastic, palm forward.
- Raise arm upward, out to side and over head.
- Slowly return to starting position.



Scaption (Abduction in Scapular Plane)

- Stand on elastic.
- Begin with arm at side, elbow straight, holding elastic, thumb up.
- Raise arm in a position halfway between the front and side, over head.
- Slowly return to starting position.

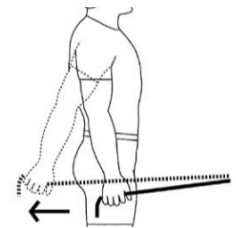


Shoulder External Rotation

- Attach elastic to secure object at waist level.
- Place pillow between elbow and body.
- Grasp elastic in hand, elbow bent to 90 degrees.
- Rotate arm outward and return.
- Slowly return to start position and repeat.

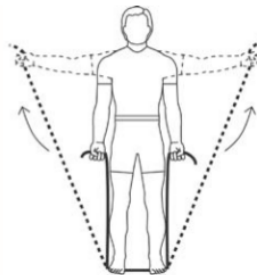
Shoulder Extension

- Secure elastic at waist level as shown.
- Grasp elastic and pull arm backwards keeping elbow straight.
- Slowly return to start position.



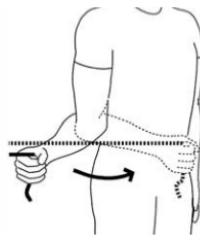
Lateral Raise

- Stand on elastic.
- Hold elastic in both hands.
- Begin with arms at sides.
- Position palms forward.
- Keep elbows straight and lift arms to shoulder level.
- Slowly lower and repeat.



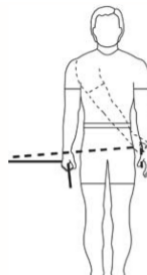
Shoulder Internal Rotation

- Secure elastic at waist level.
- Sit or stand with involved side to elastic, elbow at 90 degrees, arm at side.
- Grasp elastic and pull hand inward, across body, as shown.
- Slowly return to start position and repeat.



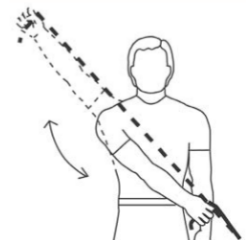
Shoulder Adduction

- Attach elastic to secure object at waist level.
- Grasp elastic in hand.
- Pull arm inward, keeping elbow straight.
- Slowly return to start position and repeat.



Shoulder Diagonal D2 Flexion*

- Attach elastic to secure object at floor level.
- Begin with arm crossed over trunk, holding elastic, palm inward, at opposite hip.
- Raise arm up and diagonally across, ending with palm facing forward.
- Slowly return to start position and repeat.



Front Raise*

- Secure elastic at waist level as shown.
- Grasp elastic and pull arm backwards keeping elbow straight.
- Slowly return to start position.



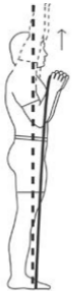
Shoulder Flexion*

- Stand on elastic.
- Begin with arm at side, elbow straight, thumb up.
- Grasp elastic.
- Raise arm in front over head, keeping elbow straight.
- Slowly return to starting position.

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Tennis Conditioning Program

Resistance Band Exercise Patterns Continued

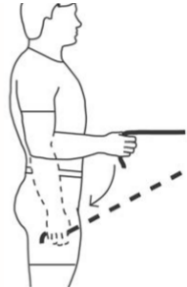


Overhead Press*

- Stand on elastic.
- Grasp elastic in hands, arms at side, elbows bent, as shown.
- Push arms up and overhead.
- Slowly return to start position and repeat.

Elbow Extension

- Attach elastic to secure object at waist level.
- Grasp elastic, thumb up, elbow bent, as shown.
- Straighten elbow, keeping elbow at side.
- Slowly return to starting position.



Shoulder Diagonal D2 Extension*

- Attach elastic to secure object above head level.
- Begin with arm up and out from side as shown.
- Grasp elastic, palm forward and pull down and across.
- End with hand at opposite hip, palm inward.
- Slowly return to start position and repeat.



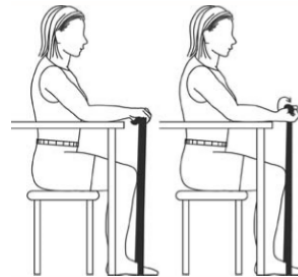
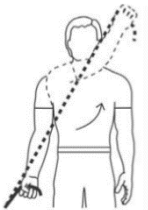
Wrist Extension

- Secure elastic under foot.
- Grasp elastic with hand.
- Place forearm on table with hand off edge of table, palm down as shown.
- Move wrist upward.
- Slowly return to starting position.



Shoulder Diagonal D1 Flexion*

- Secure elastic to secure object at floor level.
- Sit or stand, arm at side.
- Grasp elastic in hand, palm forward.
- Lift arm upward and across body to opposite shoulder, bending elbow, ending with palm inward.
- Slowly return to start position and repeat.



Supination

- Secure elastic near floor.
- Support forearm on table or armchair.
- Position hand palm down with elastic crossing over thumb as shown.
- Rotate hand to palm up, elastic should resist this movement.
- Slowly return to start position.

Pronation

- Secure elastic near floor.
- Support forearm on table or armchair.
- Position hand palm up with elastic crossing under thumb as shown.
- Rotate hand to palm down, elastic should resist this movement.
- Slowly return to start position.



Elbow Flexion*

- Stand on elastic
- Grasp elastic in hand, palm up, arm straight.
- Pull upward, bending at elbow.
- Slowly return to start position and repeat.



Wrist Flexion

- Secure elastic under foot.
- Grasp elastic in hand.
- Place forearm on table with hand off edge of table, palm up, as shown.
- Move wrist upward.
- Slowly return to starting position.

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Tennis Conditioning Program

Resistance Band Exercise Patterns Continued



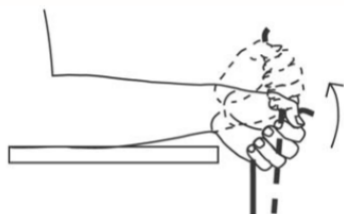
Ulnar Deviation

- Sit and secure ends of the band under your feet, creating a loop in the middle.
- Keep elbow at side, grasp middle loop of band, keeping thumb forward.
- Keep elbow next to side and move wrist backward.
- Hold and slowly return and repeat.



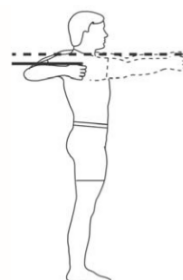
Concentration Curl*

- Attach elastic to secure object at floor level.
- Grasp elastic in hands, palms up, arms straight.
- Pull upward, bending at elbows.
- Keep trunk straight
- Slowly return to start position and repeat.



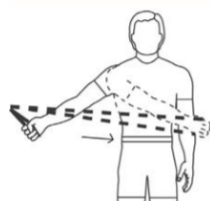
Radial Deviation

- Secure elastic under foot.
- Support forearm on table or knee as shown.
- Hold elastic in hand, thumb up.
- Move hand upward.
- Return to start position and repeat.



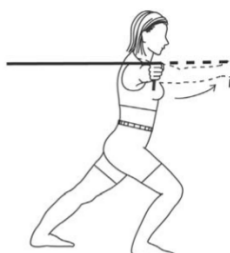
Chest Press

- Attach elastic to secure object at shoulder level.
- Sit or stand as shown.
- Hold elastic in hands, arms out from side, elbows bent, as shown.
- Push forward, straightening elbows.
- Slowly return to start position and repeat.



Horizontal Adduction*

- Attach elastic to secure object at shoulder level.
- Grasp elastic in involved hand and pull inward, across body, as shown.
- Keep elbow straight and do not twist at waist.
- Slowly return and repeat.

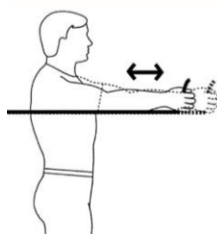


Chest Flies

- Secure middle of elastic to stationary object at shoulder level.
- Face away from attachment in a staggered step, one leg in front of other as shown.
- Grasp bands at shoulder level with your elbows straight.
- Keep elbows straight and pull inward with palms inward.
- Slowly return and repeat.

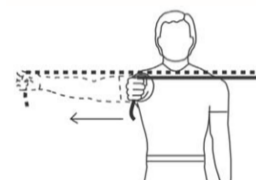
Serratus Press

- Attach elastic to secure object at shoulder height.
- Face away, grasp elastic in hand with elbow straight, arm in front, as shown.
- Push arm forward.
- Slowly return to start position.



Horizontal Abduction*

- Attach elastic to secure object at shoulder level.
- Grasp elastic with hand, as shown.
- Pull arm outward, keeping elbow straight.
- Do not twist at waist.
- Slowly return to start position and repeat.

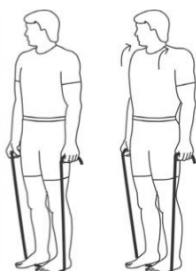


Shrug*

- Stand, arms at sides.
- Stand on elastic as shown, holding elastic in hands.
- Raise shoulders upward towards ears, and roll backwards.
- Keep elbows straight.
- Slowly return to start position.

Elbow Kick Back*

- Hold elastic in hand of involved arm.
- Place one end of elastic under opposite foot.
- Slightly bend hips and support upper body with other arm as shown.
- Pull up on elastic, raising elbow to shoulder height.
- Extend elbow backward, contracting Triceps.
- Slowly return to start position and repeat.



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Tennis Conditioning Program

Resistance Band Exercise Patterns Continued

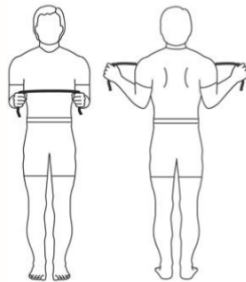
Dynamic Hug

- Begin with band wrapped around upper back, holding each end in hands.
- Abduct shoulders to 60 degrees and bend elbows to 45 degrees.
- Keep shoulders elevated and push arms forward and inward in a hugging motion.
- When hands touch, hold, slowly return to start position and repeat.



Scapular Retraction

- Hold arms at sides with elbows bent, holding ends of elastic in each hand.
- Squeeze shoulder blades together by moving hands outward slightly.
- Slowly return to starting position.



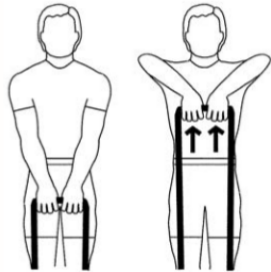
Lat Pull Down*

- Attach elastic overhead to secure object.
- Grasp elastic in hands as shown.
- Pull down, bending elbows, squeezing shoulder blades together.
- Slowly return to start position and repeat.



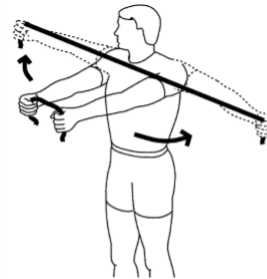
Bent Over Row*

- Secure elastic under opposite foot.
- Hold elastic in involved arm.
- Slightly bend hips and knees and support upper body with other arm as shown.
- Pull up on elastic, raising elbow to shoulder height.
- Slowly return to start position and repeat.



Upright Row*

- Stand on elastic.
- Grasp elastic in both hands in front of hips, elbows straight.
- Lift upward toward chin, bending elbows.
- Keep hands close to chest.
- Slowly lower and repeat.



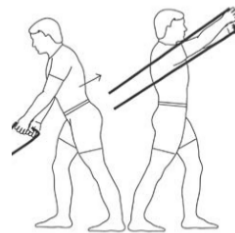
Reverse Flies*

- Grasp elastic in hands, elbows straight, as shown.
- Move arms away from each other, out to sides.
- Slowly return to start position.



Seated Row

- Attach elastic to secure object.
- Grasp elastic in hands.
- Sit in chair with back unsupported, maintaining proper posture.
- Keep elbows near sides, elbows bent.
- Squeeze shoulder blades together, pulling arms back.
- Slowly return to start and repeat.

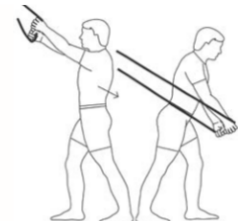


Diagonal Lift*

- Secure elastic at floor level.
- Grasp elastic in both hands.
- Bend at hips (knees if needed) and rotate trunk, pulling upward and across as shown, keeping back in neutral position.
- Slowly return and repeat.

Diagonal Chop*

- Secure elastic above head.
- Grasp elastic in both hands.
- Pull downward and across, rotating trunk, bending at hips and knees as needed, but keeping back neutral, as shown.
- Slowly return and repeat.



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Tennis Conditioning Program

Component #7 Core Exercises

Prone Position (Lying Face Down)

- Supermans
- Supermans with Heel Touch
- Swimmers
- Snow Angels
- T's, Y's, W's, O's and I's
- Back Extension with Hands Under Chin

Supine Position (Lying or Positioned Face Up)

- McGill Curl
- Leg Raises
- Leg Kicks
- Leg Marches
- Curl Ups
- Dead Bug
- Sit Up to Hip Up
- Knee Drops
- Windshield Wipers
- Back Bridge
- Supine Toe Touches
- Human Pullover

Quadruped Position (Hands and Knees)

- Donkey Kicks
- Leg Raises
- Fire Hydrants
- Bird Dog
- Bird Dog Resistance Band Rows
- Shoulder Blade Squeeze/Tailbone Tuck
- Mountain Climbers
- Cat and Camel

Hollow Core

- Hollow Hold
- Hollow Rocks
- DB Single Arm (Offset, Unilateral) Press

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Tennis Conditioning Program

Component #7 Core Exercises (Continued)

Glute Bridge

- Leg Raises
- Hip Dips
- Marches
- DB Fly
- DB Bilateral Press
- DB Single Arm (Offset, Unilateral) Press
- DB Pullover

Planks

(See Reference Component #2)

Anti-Rotation

Anti-rotation exercises work to build core stability and strength by training the primary core muscles to resist force and prevent rotation and torque. Anti-rotation exercises include torsional buttressing, unilateral, unilateral loaded and force resistance moves.

- Resistance Band Pallof Press
- Resistance Band Half Kneeling Pallof Press
- Resistance Band Kneeling Pallof Press
- Resistance Band Lateral Pallof Press
- Resistance Band Reverse Lunge Pallof Press
- Resistance Band Squat Pallof Press
- Resistance Band Anti-Rotation Chop
- Bird Dog
- Bird Dog from High Plank Position
- Resistance Band Bird Dog High and Low Plank Position Row
- Plank One Arm Pull Through
- Resistance Band Plank Row
- Shoulder Tap/DB Renegade Plank
- Plank Medicine Ball Pass
- Single-Arm (Unilateral/Offset) Resistance Band or Cable Squat Row
- Single-Arm (Unilateral) Resistance Band Chest Press
- Single-Arm (Unilateral) DB Rack, Waiter, Suitcase Carries
- Single-Arm (Unilateral) Wall Push-Up
- DB Single-Arm (Unilateral) Inverted Row
- DB Suitcase Deadlift
- DB Suitcase Squat

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Tennis Conditioning Program

Component #7 Core Exercises (Continued)



McGill Curl-Up



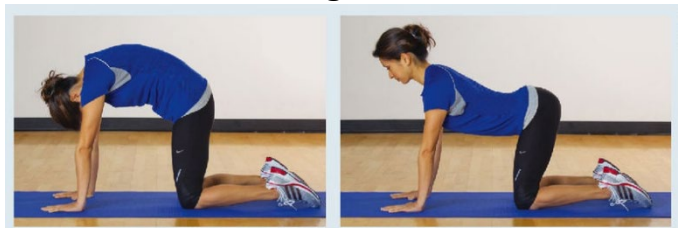
Bird Dog



Glute Bridge



Glute Bridge Variation



Cat and Camel



I's, Y's W's, O's

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Tennis Conditioning Program

Component #8 Agility and Speed Drills and Patterns

Cone and Line Drills

- Slalom Cone Run
- Cone Pattern Variations (L, M, X etc.)
- Spider Drill
- Alley Jumps
- Ball Drops
- Shadow Training
- Pro Agility (5-10-5)
- Illinois Agility
- Line Twists
- Court Line Suicides
- Forward and Backward Line Hops
- Single Leg Forward and Backward Line Hops
- Lateral Line Hops
- Single Leg Lateral Line Hops
- Scissors Line Drill
- Forward and Backward Line Hops (Traveling Laterally)
- Lateral Line Hops (Traveling Forward and Backward)
- Traveling Scissors
- 180° Hops
- 180° Traveling Hops
- In and Out Circles
- Line Jacks
- High Knees Heisman
- Diagonal Skaters to High Knees

Ladder Drills

- One in the Hole
- Two in the Hole
- Lateral Two in the Hole
- Lateral One in the Hole
- Cha-Cha
- Ickey Shuffle
- Carioca
- Crossover In and Two Steps Out
- Hopscotch
- Ali Shuffle
- Slaloms
- Cherry Pickers
- 180's

- Two In, Two Out (Traveling Laterally)

Sprint Drills

- Ankling
- A Skip
- B Skip
- C Skip
- Power Skip
- Push-Up Start
- Rolling Start
- Mountain Climber Start
- Straight Legs
- High Knees
- Bounding
- Backward Running
- Boom Booms - Leg Switches
- Squat Runs
- Triple Jump
- Wall Steps and Runs
- Squat and Split Squat Runs w/ or w/o DB

Sprint Intervals

1:3 - 1:5 work to recovery ratios; 5 - 30 second sprints at high intensity (e.g., 10 second sprint at high intensity followed by 30 second slow jog or walk, repeat 12 times for total time of eight minutes or 20 second sprint at high intensity followed by one minute slow jog or walk, repeat six times for total time of eight minutes)

Stairs

- Two-Foot Stair Jump
- Stair Sprints
- Two-Step Stair Climb

Hill Repeats

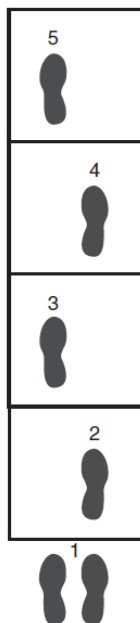
Jumping Rope and Jumping Rope Patterns

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Tennis Conditioning Program

Ladder Drill Diagrams

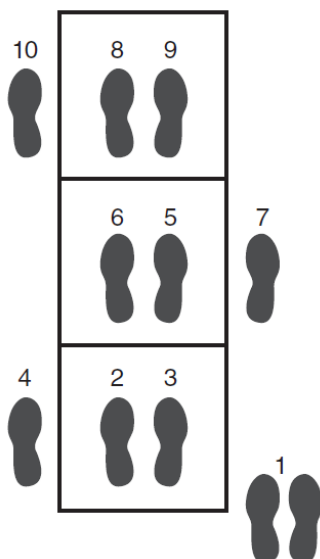
One in the Hole



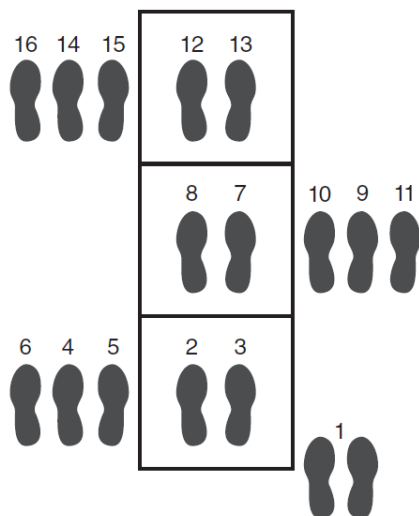
Two in the Hole



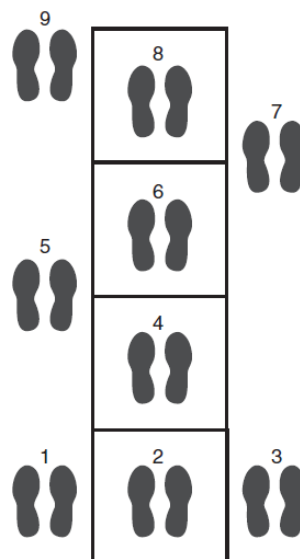
Ickey Shuffle



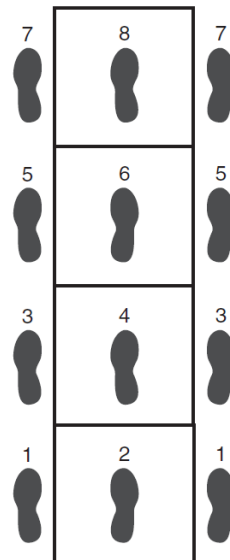
Cha-Cha



Slaloms



Hopscotch

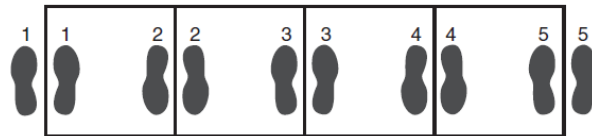


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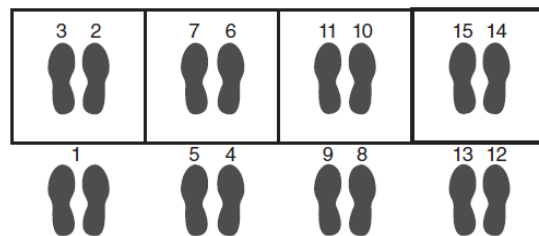
Tennis Conditioning Program

Ladder Drill Diagrams

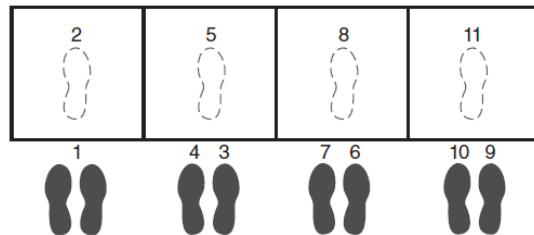
180's



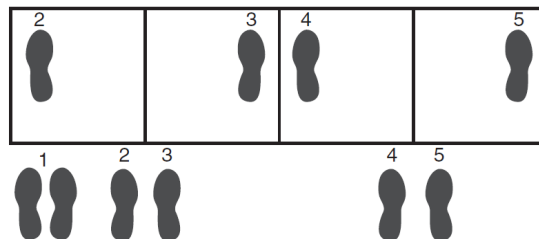
Two In, Two Out (Traveling Laterally)



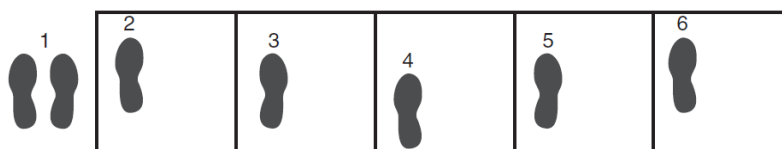
Lateral One in the Hole (Tap Foot in Hole)



Ali Shuffle



Carioca



Lateral Two in the Hole

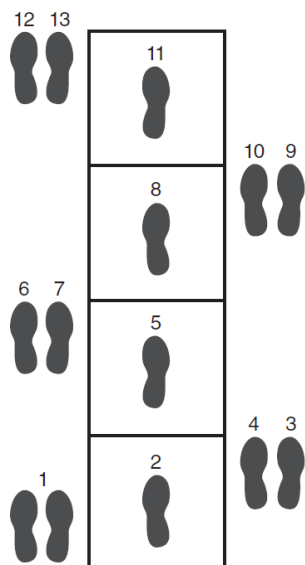


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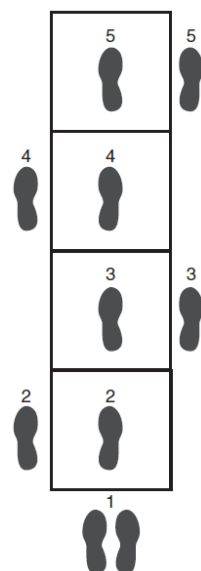
Tennis Conditioning Program

Ladder Drill Diagrams

Crossover In and Two Steps Out



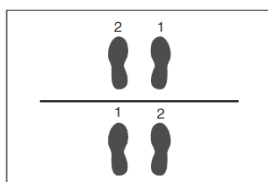
Cherry Pickers



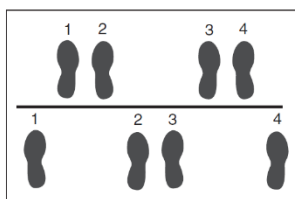
(Cherry Picker Note: Touch ground in box in front of foot with hand opposite foot in box before hopping to next ladder rung.)

Basic Line Drill Diagrams

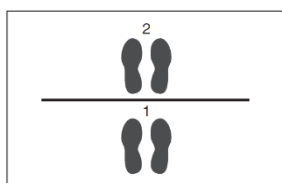
Scissors



Traveling Scissors

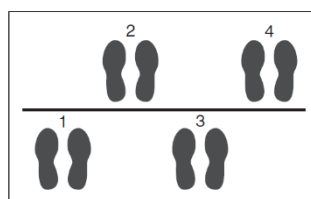


Forward/Backward Hops

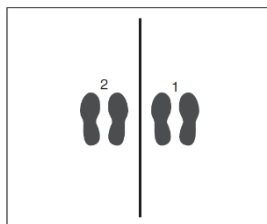


Traveling

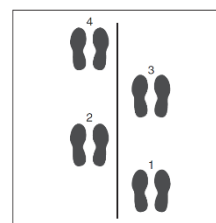
Forward/Backward Hops



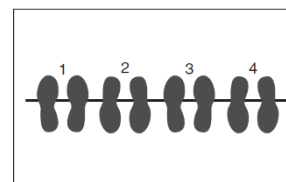
Lateral Line Hops



Traveling Lateral Hops



Traveling 180° Hops

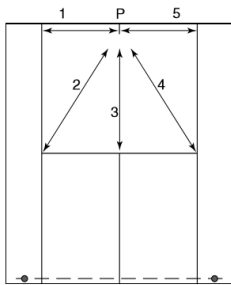


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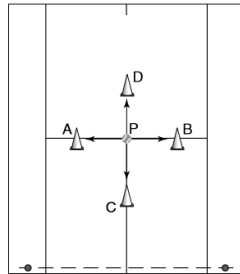
Tennis Conditioning Program

Basic Court Line and Cone Drills

Spider Drill

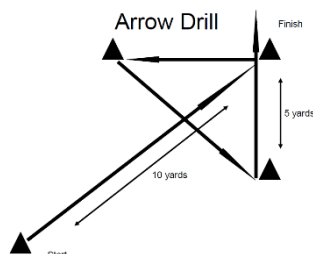
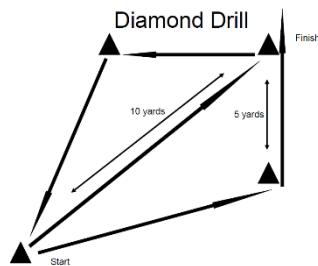
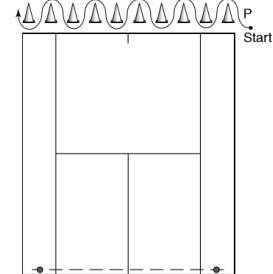


Cross Cone Drill

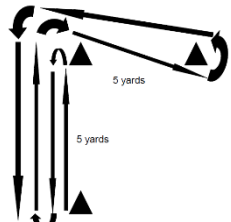


Shuffle between cones A and B until command to sprint to cone C(D) then D(C).

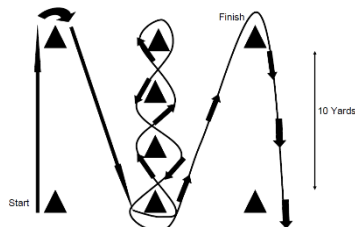
Lateral Slalom Cone Drill



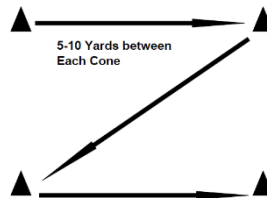
L Drill



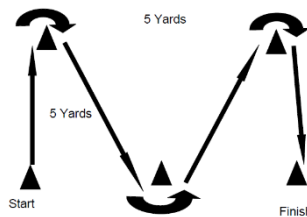
Illinois Agility



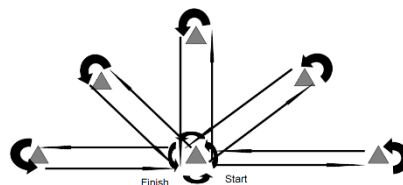
Z Drill



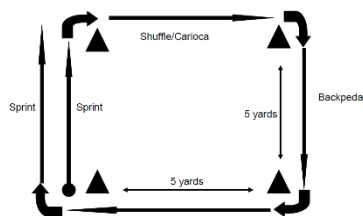
M Drill



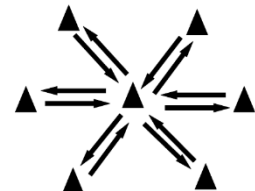
Sunburst



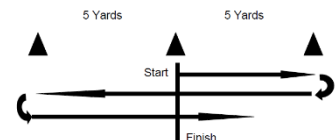
4 Cone Drill 1



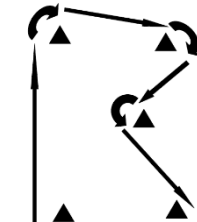
6 Cone Wheel Drill



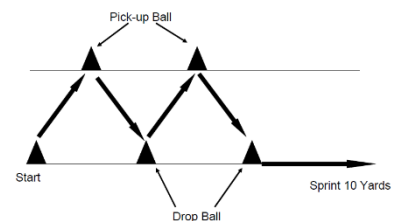
Pro Agility



R Drill



Tennis Ball Shuttle



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Tennis Conditioning Program

How to rate intensity and exertion when performing running, sprint, line, and cone drills

Rate of Perceived Exertion (RPE), Heart Rate Training Zones, % Maximum Heart Rate (MHR),
% Functional Threshold Power (FTPw) and %Functional Threshold Pace (FTP)

RPE #	Intensity	Heart Rate Training Zone	% MHR	%FTPw or %FTP
10	Max Effort Activity Feels almost impossible to keep going. Completely out of breath. Unable to talk. Fast twitch muscle fiber recruitment	Zone 6 Anaerobic Capacity Training Neuromuscular/Power, Anaerobic Capacity	94 – 100%	More than 120%
9	Very Hard Activity Pace and intensity are challenging and difficult to sustain. Can barely breath and speak a single word. Fast twitch muscle fiber recruitment	Zone 5 Lactate Tolerance and Aerobic Capacity Training VO2 Max/Speed, Speed Endurance, Aerobic Capacity	89 – 94%	105-120%
7 - 8	Vigorous Activity Intensity is difficult. Pace is uncomfortable. Short of breath. Conversation is difficult. F.O.G muscle fiber recruitment	Zone 4 Lactate Threshold Training Anaerobic Threshold, Muscular Endurance	82 – 89%	90 – 104%
5 - 6	Moderate Activity Pace and intensity are moderate. Breathing is heavy and more labored. Can hold short conversation. F.O.G muscle fiber recruitment	Zone 3 Tempo Endurance Training Stamina/Tempo, Intensive Endurance	75 – 82%	75 – 89%
3 -4	Light Activity Breathing rate increases slightly. Pace and intensity remain comfortable and conversation is still possible. Slow twitch muscle fiber recruitment	Zone 2 Aerobic Endurance Training Aerobic Threshold, Extensive Endurance	65 – 75%	55- 74%
1 - 2	Very Light Activity Pace, intensity, and breathing are comfortable and relaxed. Slow twitch muscle fiber recruitment	Zone 1 Active Recovery Recovery, Basic Endurance	60 – 75%	Less than 55%

Anaerobic Threshold

A level of effort above which an athlete will fatigue quickly and below which can be sustained for longer duration (>1 hour). Can be defined by heart rate (Lactate Threshold Heart Rate or LTHR) for all sport types, power (Functional Threshold Power Wattage or FTPw) for rowing, running, and cycling, and pace (FTP or T-Pace) for swimming and running.

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Tennis Conditioning Program

Component #9 Plyometrics

Plyometrics

- Plyometric Push-Ups (Hands up, Hand Clap)
- Box Jumps
- Wall Bounce Push-Ups
- Explosive Box Jumps
- Lateral (Side) Box Jumps
- Box Shuffle (Lateral Direction)
- Split Squat (Lunge) Jumps
- Split Squat (Lunge) Jumps with Medicine Ball Wall Balls
- Squat Jumps
- Tuck Jumps
- Squat to Lunge Jumps
- Squat to Tuck Jumps
- Forward Bounds
- Triple Jump
- Long or Broad Jumps
- Plank to Squat
- Burpees
- Burpees to Tuck Jumps
- Plyometric Jacks
- Single-Leg Deadlift Jumps
- Squat Ins and Outs
- Jumping Spider-Man Push-Ups
- Single-Leg X Hops
- Single-Leg Box Hops
- Plank Skiers
- Medicine Ball Press Jacks
- Medicine Ball Alternating Rotational Wall Throws
- Shuffle Medicine Ball Wall Chest Press
- Plyometric Pull-Ups (Hand Release)
- Kneeling Squat Jump
- Squat Thruster (Plank to Squat)
- Box Blasts
- Depth Drop
- Depth Drop to Box Jump

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Tennis Conditioning Program

Component #10 Post-Workout Stretching

Static Stretches

- World's Greatest Stretch
- Crescent to Hamstring Stretch
- Seated Hamstring Glute and Spinal Twist Complex
- Cross-Body Shoulder Stretch with Extended Arm
- Cross-Body Shoulder Stretch with Bent Arm
- Pectoralis Split-Stance Doorway Stretch
- Standing Bent-Over T Stretch
- Standing Hamstring Stretch
- Piriformis Figure 4 Stretch
- Lunge with Spinal Twist
- Wrist Flexors and Extensors
- Standing Calf Stretch
- Butterfly Groin Stretch
- Hip Flexor Stretch
- Standing Quadriceps "Stork" Stretch
- Scorpion Stretch
- 90°/90° Stretch
- Frog Stretch
- Hamstring Stretch
- Spinal Twist
- Anterior Deltoid Stretch
- Squat Adductor Stretch
- Oblique Stretch
- Pretzel Stretch
- Reclining Bound Angle Pose
- Knees to Chest
- Upper Trapezius Stretch
- Quadruped Thoracic Rotation Stretch
- Child's Pose
- Handcuff Drill
- Thread the Needle
- T-Spine Windmill Stretch
- Elbow-Out Rotator Stretch
- Overhead Triceps and Shoulder Stretch
- Reverse Shoulder Stretch
- Iron Cross Stretch
- Eagle-Arm Stretch
- Side-Lying Thoracic Rotation
- Cow Face Pose
- Pigeon Pose

Myofascial Release (Foam Rolling)

Proprioceptive Neuromuscular Facilitation (PNF)

- Hold-Relax
- Contract-Relax
- Hold-Relax with Agonist Contraction)

Active Isolated Stretching (AIS)

Note: The program can benefit with the use of free weights and free-weight-based benches, racks, plate-loaded equipment, and accessories (for both barbells and dumbbells) and single and multi-function selectorized machines (if available). The first exercise to add to the program with access to free weights would be the deadlift. The deadlift is one of the three primary lower extremity and posterior compound exercises most beneficial to tennis players (with the other two being lunges and squats).

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Tennis Conditioning Program

World's Greatest Stretch

#1



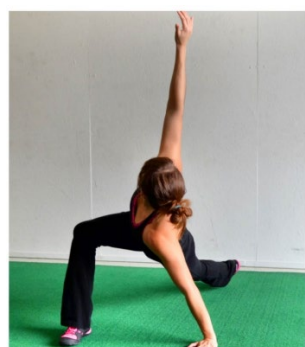
#2



#3



#4



#5



#6



Crescent to Hamstring Stretch

#1



#2



#3



#4



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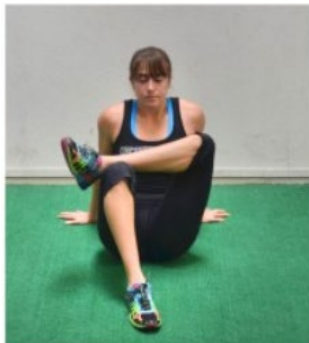
Tennis Conditioning Program

Seated Hamstring Glute and Spinal Twist Complex

#1



#2



#3



Myofascial Release

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Tennis Conditioning Program

Other Components (Options)

The program can benefit with the use of free weights and free-weight-based benches, racks, plate-loaded equipment and accessories (for both barbells and dumbbells) and single and multi-function selectorized machines (if available). The first exercise to add to the program with access to free weights would be the deadlift. The deadlift is one of the three primary lower extremity and posterior compound exercises most beneficial to tennis players (with the other two being lunges and squats).

Deadlift Options

- Conventional
- Sumo
- Stiff Legged
- Single-Leg, Stiff-Legged



The TRX also provides additional applicable options for tennis-specific training.

TRX Patterns

- | | |
|--------------------------------|--------------------------|
| • Split Squats | • Power Pulls |
| • Reverse Lunge | • High Bicep Curls |
| • Reverse Lunge with High Knee | • Triceps Extensions |
| • Forward Lunge | • Flyes |
| • Pendulum Lunges | • Lunge with Flyes |
| • Rows | • Push-Ups |
| • Deep Squat with Row | • Suspended Leg Push-Ups |
| • Deep Squat with Reverse Fly | • Atomic Push-Ups |

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Tennis Conditioning Program

Introductory General Individual Workout

1. Walking High Knee Hugs (10 Strides, 2 – 3 Sets)
2. Walking High Knee Hug Lunges (10 Strides, 2 – 3 Sets)
3. Bear Crawl (10 Reps, 2 – 3 Sets)
4. Low Planks (20 – 30 Seconds, 2 – 3 Sets)
5. Rolling Planks (20 Reps or 10 Reps Each Side, 2 – 3 Sets)
6. Jack Planks (10 Reps, 2 - 3 Sets)
7. Spider-Man Planks (10 Reps, 2 - 3 Sets)
8. Push-Ups (5 – 20 Reps, 2 – 3 Sets)
9. Jack Plank Push-Ups (5 – 10 Reps, 2 Sets)
10. Spider-Man Plank Push-Ups (5 – 10 Reps, 2 – 3 Sets)
11. Pull-Ups (2 – 10 Reps, 2 - 3 Sets)
12. Air Squats (10 – 20 Reps, 2 – 3 Sets)
13. Split Squats (10 – 20 Reps Each Leg, 2 – 3 Sets)
14. Glute Bridge Hip Dips (10 Reps, 2 – 3 Sets)
15. Glute Bridge Leg Raises (10 Reps Each Leg, 2 – 3 Sets)

Introductory General Group Supervised Workout

1. Dynamic Warm-Up (5 - 10 Minutes)
 - a. Small Arm Circles Fingers Up
 - b. Small Arm Circles Fingers Down
 - c. Alternating Arm Crossover Swings
 - d. Bow Draw Torso Twist (Transverse Plane) Rotations
 - e. Walking Leg Kicks (Feet to Hands)
 - f. Walking High Knee Pulls
 - g. Inchworms
2. Glute Bridge Hip Dips, 10 – 20 Reps, 2 Sets
3. Glute Bridge Leg Raises, 10 – 20 Reps with Each Leg, 2 Sets
4. Low Planks, 20 to 60 Seconds, 2 Sets
5. High Planks, 20 to 60 Seconds, 2 Sets
6. Military Low to High Planks, 10 Reps, 2 Sets
7. Alternating High T Planks, 10 Reps, 2 Sets
8. Push-Ups, 10 – 30, 2 Sets
9. T Plank Push-Ups, 10 Reps, 2 Sets
10. Air Squats, 10 – 30, 2 Sets
11. Medicine Ball Goblet Squats, 10 Reps, 2 Sets
12. Medicine Ball Partner Toss and Catch Squats, 15 Reps, 2 Sets
13. Resistance Band Bilateral Universal Athletic Stance Row, 15 Reps, 2 Sets
14. Resistance Band Squat Rows, 15 Reps, 2 Sets
15. Resistance Band Pull Apart (Bilateral Reverse Fly with Shoulder at 90°), 15 Reps, 2 Sets
16. Single-Arm (Unilateral, Offset) PNF D2 (Diagonal Low to High), 15 Reps Each Arm, 2 Sets
17. Single-Arm External Rotation with Shoulder at 0° Abduction and Elbow at 90° Flexion, 15 Reps Each Arm, 2 Sets
18. Single-Arm Internal Rotation with Shoulder at 0° Abduction and Elbow at 90° Flexion, 15 Reps Each Arm, 2 Sets
19. Split Stance Fly, 15 Reps Each Arm, 2 Sets
20. Spider Drill
21. Lateral Slalom Cone Drill
22. World's Greatest Stretch

FAIRFAX HIGH SCHOOL TENNIS

Tennis Conditioning Program

T-Plank Fitness Challenge

The challenge is to do 10 (10 to each side) rolling T planks, followed in succession by 10 (10 to each side) high T planks and then 10 (10 to each side) high T planks combined with 10 push-ups (one push-up after each left and right side plank) in a time of less than two minutes. The challenge has two parts. The first challenge is to do one complete set in less than two minutes. The second challenge is to continue to do complete sets every two minutes (two minutes to complete a set and two minutes to recover) until you cannot do a complete set or until you cannot do a complete set in less than two minutes. For this second part to the challenge, the objective is to see how many complete sets you can do every two minutes until fatigue no longer allows you to continue.

This challenge shows how you can make a basic exercise progressively more complex and difficult to accomplish.

I have included below a link to a video demonstrating the challenge. It shows me performing one set (albeit not with the best form particularly in raising my left arm).

https://youtu.be/My_0GWNLaHo

There are a lot of things you can do at home to get in the best possible shape. Use the tennis conditioning reference material in the Fairfax High School Tennis Handbook as a roadmap.

Good luck!

FAIRFAX HIGH SCHOOL TENNIS

Food Sources and Intake

Fat

- 1 For a balanced diet, fat should represent 20 to 35 percent of your total calories.
- 2 Fat is a major source of energy, plays a role in hormone secretion, provides cushioning for vital organs and helps the body absorb vitamins A, D, E and K.
- 3 Stored fat and free fatty acids offer almost an unlimited supply of energy at steady-state levels of exercise.
- 4 Fat contains 9 calories per gram.
- 5 Monounsaturated and polyunsaturated fats (e.g. olive oil, fatty fish, nuts and seeds) are considered more heart healthy.
- 6 Saturated and trans-fat can be detrimental to cholesterol levels.

Carbohydrates

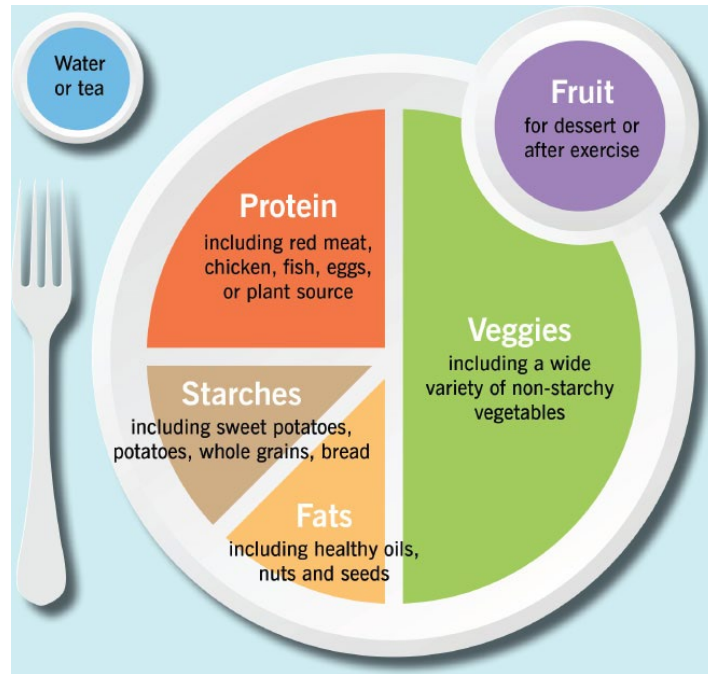
- 1 The primary function of carbohydrates is to provide your body with energy.
- 2 Carbohydrates are converted into sugar glucose. The body uses the glucose it needs for immediate energy use and then stores the rest as glycogen in the liver and muscles for later energy use.
- 3 For a balanced diet, carbohydrates should represent 45 to 65 percent of your total calories.
- 4 Carbohydrates contain 4 calories per gram.
- 5 The best choice is to eat whole foods rich in carbohydrates, as well as fiber, vitamins and minerals. Fruits, starchy vegetables, beans and other plant foods are healthy carbohydrate sources.

Protein

- 1 Protein, like carbohydrates, has 4 calories per gram.
- 2 For a balanced diet, protein should represent 10 to 35 percent of total calories.
- 3 Requirements of protein vary drastically depending on your activity level. If you work out regularly or are training for an athletic event, you may need the higher end of the recommendation, but if you are relatively sedentary, your protein requirements are lower.
- 4 Animal-based foods and seafood provide complete proteins, meaning they have all the essential amino acids your body needs.
- 5 Plant-based proteins, like tofu, beans, whole-grains and other foods, are rich in protein. However, these foods are incomplete protein sources. While you can meet your body's needs by consuming solely plant-based proteins, you need to have a variety of different types throughout the day to ensure you're getting all the required amino acids.

FAIRFAX HIGH SCHOOL TENNIS

Food Sources and Intake



Dietary Guidelines

- Eat slowly and stop eating when you're 80% full.
- Follow hunger cues. Eat based on your appetite.
- Choose mostly whole foods with minimal processing.
- Choose local or organic foods when possible.
- Use smaller or larger plates based on your own body size.

Dietary Resources

<https://www.choosemyplate.gov/>
<https://www.myfitnesspal.com/>

FAIRFAX HIGH SCHOOL TENNIS

Hydration

Hydration Basic Facts

1. Water regulates body temperature, cushions and protects vital organs and aids the digestive system.
2. Water composes 75% of all muscle tissue and about 10% of fatty tissue.
3. Water acts within each cell to transport nutrients and dispel waste.

Water Loss

1. According to the Food and Nutrition Board, it is recommended women consume 2.7 liters (91 oz) daily and men consume 3.7 liters (125 oz) through various beverages (80%) or in food (20%).
2. Other sources recommend a minimum daily intake of water in ounces totaling one-half your body weight in pounds (e.g. a man weighing 160 pounds should drink 80 ounces of water each day).
3. Water intake is especially important when exercising in hot weather and 24 hours prior to vigorous exercise.
4. In one hour of exercise the body can lose more than a quart of water. Variables influencing water loss include exercise intensity and air temperature.

Dehydration

1. For regular exercisers, maintaining a constant supply of water in the body is essential to performance.
2. If there is not enough water for the body to cool itself through perspiration, the body enters a state of dehydration.
3. Dehydration leads to muscle fatigue, cramping, loss of coordination and if not addressed, heat exhaustion and possibly heat stroke.
4. To prevent dehydration, exercisers must drink before, during and after each workout.

Fluid Balance and Replenishment

1. It is important to drink even before signs of thirst appear.
2. One way to check your hydration level is to monitor your urine. It should be plentiful and pale yellow unless you are taking supplements (which can darken the color for several hours after consumption).
3. During exercise, water is the best fluid replenisher for most individuals, although sports drinks help replace lost electrolytes during high-intensity exercise exceeding 45 to 60 minutes.
4. Individuals who sweat profusely during exercise and whose sweat contains a high amount of sodium should choose sports drinks and ensure their diet contains adequate sodium to prevent hyponatremia (water intoxication).
5. Contrary to popular belief, scientific evidence suggests that moderate caffeine intake does not compromise exercise performance or hydration status. However, alcohol consumption can interfere with muscle recovery from exercise and negatively affect a variety of performance variables.

Hydration Tips for Exercise

1. Drink 17 to 20 ounces of water two hours before the start of exercise.
2. Drink 7 to 10 ounces of fluid every 10 to 20 minutes during exercise.
3. Drink 16 to 24 ounces of fluid for every pound of body weight lost after exercise.

FAIRFAX HIGH SCHOOL TENNIS

Performance Enhancing Substances

The use of recreational and performance-enhancing substances is contrary to the mission and purpose of interscholastic athletics. We also discourage the use of over-the-counter dietary supplements. Most supplements are not regulated. Products are often contaminated with stimulants and anabolic androgenic steroids and claims as to their effectiveness are often exaggerated and unsubstantiated. Gains in fitness and health are best accomplished with a healthy lifestyle (regular activity, balanced diet and good sleep) and a structured fitness regime.



FAIRFAX HIGH SCHOOL TENNIS

Concussion Fact Sheet

CONCUSSION FACT SHEET FOR ATHLETES



CONCUSSION FACTS

- A concussion is a brain injury that affects how your brain works.
- A concussion is caused by a bump, blow, or jolt to the head or body.
- A concussion can happen even if you haven't been knocked out.
- If you think you have a concussion, you should not return to play on the day of the injury and until a health care professional says you are OK to return to play.



CONCUSSION SIGNS AND SYMPTOMS

Concussion symptoms differ with each person and with each injury, and may not be noticeable for hours or days. Common symptoms include:

- Headache
- Confusion
- Difficulty remembering or paying attention
- Balance problems or dizziness
- Feeling sluggish, hazy, foggy, or groggy
- Feeling irritable, more emotional, or "down"
- Nausea or vomiting
- Bothered by light or noise
- Double or blurry vision
- Slowed reaction time
- Sleep problems
- Loss of consciousness

During recovery, exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse.

WHY SHOULD I REPORT MY SYMPTOMS?

- Unlike with some other injuries, playing or practicing with concussion symptoms is dangerous and can lead to a longer recovery and a delay in your return to play.
- While your brain is still healing, you are much more likely to have another concussion.
- A repeat concussion in a young athlete can result in permanent damage to your brain. They can even be fatal.

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

DON'T HIDE IT. REPORT IT.

Ignoring your symptoms and trying to "tough it out" often makes symptoms worse. Tell your coach, parent, and athletic trainer if you think you or one of your teammates may have a concussion. Don't let anyone pressure you into continuing to practice or play with a concussion.

GET CHECKED OUT.

Only a health care professional can tell if you have a concussion and when it's OK to return to play. Sports have injury timeouts and player substitutions so that you can get checked out and the team can perform at its best. The sooner you get checked out, the sooner you may be able to safely return to play.

TAKE CARE OF YOUR BRAIN.

A concussion can affect your ability to do schoolwork and other activities. Most athletes with a concussion get better and return to sports, but it is important to rest and give your brain time to heal. A repeat concussion that occurs while your brain is still healing can cause long-term problems that may change your life forever.



► **"IT'S BETTER TO MISS ONE GAME,
THAN THE WHOLE SEASON."**



JOIN THE CONVERSATION AT www.facebook.com/CDCHeadsUp

TO LEARN MORE GO TO >> WWW.CDC.GOV/CONCUSSION

Content Source: CDC's Heads Up Program. Created through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).



FAIRFAX HIGH SCHOOL TENNIS

Coaching Staff

Head Coach

Steve Gallagher

scgallagher@fcps.edu

Steve Gallagher has been teaching tennis, coaching teams, and running tennis programs for over 45 years. He is a certified United States Professional Tennis Association (USPTA) Elite Professional, certified American Council on Exercise (ACE) personal trainer and group fitness instructor, certified International Sports Sciences Association (ISSA) personal trainer and strength conditioning coach, licensed and certified USA Cycling Coach and certified Advanced Spinning and SpinPower Instructor. Steve is also the President of the Northern Virginia High School Tennis Coaches Association (NOVAHSTCA) and the USTA high school tennis representative for the Middle Atlantic Tennis Association.

He worked for Tennis Corporation of America (TCA) as Director of Tennis for Midtown Athletic Club in Chicago (where he established the largest indoor tennis teaching program in the country) and as General Manager/Director of Racquet Sports for Midtown Athletic Club in Rochester, New York, The Vertical Club in New York City and Windy Hill Athletic Club in Atlanta. Steve also served as Director of Tennis for the Weymouth Club in Weymouth, Massachusetts (where he established the largest and most successful junior high performance training center in New England) and most recently as Director of Tennis for the Country Club of Fairfax in Fairfax, Virginia.

Steve presently works at George Mason University as an adjunct professor teaching credit courses in tennis, squash badminton, pickleball, weight training, fitness walking and cardio conditioning and as a personal trainer and cycling instructor. He also coordinates all 18+ adult league play for USTA NOVA. Steve has an extensive competitive sports background. He was a highly sectionally ranked player in tennis, squash, and racquetball. He played NCAA intercollegiate ITA Division I tennis for Colgate University. He is also a competitive masters road cyclist and was ranked number one in the country in his age division in 2013 and 2014.

He maintains a tennis blog www.tenthingstennis.com and developed and trademarked a program called RallyGames® which has applications as a learning tool as well as a collaborative, competitive game format.

Steve has a B.A. degree from Colgate University and master's degree in Community Planning and Area Development from University of Rhode Island (where he also served as assistant men's tennis coach).

FAIRFAX HIGH SCHOOL TENNIS

Coaching Philosophy

1. Teach players how to have the most possible fun on the court. Demonstrate how tennis is more fun and rewarding with the development of skills (the ability to do more with the ball, cover and incorporate more of the court, sustain a rally, execute specific stroke patterns and combinations, etc.) and when players are working hard and actively engaged on the court.
2. Be prepared with a plan for each practice to maximize time on and off the court and to take advantage of limited time, court availability and opportunities for meaningful face-to-face contact time with the players. In establishing daily plans, ensure all players learn something new, have fun and get a good workout each practice. Clearly articulate the plan to the players in advance of each practice. State how each daily plan relates to both incremental and overall process and performance goals for the season.
3. Be enthusiastic and energetic. Get players excited and eagerly looking forward to getting on the court for both practice and match play.
4. Get players excited about hitting, playing and physical training/conditioning throughout the year (not just during the playing season). Provide opportunities and avenues for players to get more hitting and playing time during the off-season. Establish and implement programs and incentives to get players to make a year-long commitment to physical training and activity.
5. Recognize and appreciate individuality and different personalities, characteristics and playing styles. Tailor training and player development to take advantage of positive player attributes, talent and strengths. Help articulate and define a playing style for each player based on prior experience, talent, mentality, etc. to maximize potential. Devise game plans to provide players with more opportunities to do what they do best on the court. Provide players with the knowledge and skill so they can game plan and make match adjustments to best play to their strengths, talent and playing style.
6. Actively engage players in the process of learning and acquiring new skills. Encourage dialogue, questions, and input, particularly in defining direction and goals. Involve players in the process to improve critical self-awareness and to provide players with the tools and skills necessary to be better independent thinkers and problem-solvers on and off the court.
7. Approach each player with the firm belief that anyone can be a great player regardless of prior athletic training or ability. Be consistent in conveying to players two related messages. One, hard work and effort are better determinants of success than athletic ability and natural talent, particularly for a skill-based sport such as tennis which requires a considerable amount of time hitting balls in repetition to achieve the highest levels of accomplishment. Two, players willing and able to put in the time required with purposeful, disciplined work on and off the court generally surpass those who do not put in the same amount of time and effort regardless of natural athletic talent and ability.
8. Maintain versatility in the approach to teaching and coaching. Be prepared to vary teaching and coaching methods based on the personality, temperament and needs of each player and the collective needs of the team.

FAIRFAX HIGH SCHOOL TENNIS

Coaching Philosophy

9. Be results-oriented. Believe in the importance of setting and reaching specific, measurable, attainable, reachable, and timely (S.M.A.R.T) goals. Emphasize process and performance-based goals (as part of a task-based emphasis) versus outcome-based goals. Establish short and long-term player and team goals. Track progress in meeting goals. Regularly reevaluate and modify goals as necessary.
10. Don't cut corners or look to short-term fixes to solve problems. Do the first things first, build foundations, follow progressions, and employ long-term solutions. Value the importance of repetition and staying with something until you get it right. Systematically, progressively and incrementally increase demands and levels of difficulty as players demonstrate success in their ability to execute and perform specific tasks. In establishing strong foundational skills, initially focus attention and training on improving consistency (the ability to sustain and extend a rally), shot tolerance (a willingness to stay in a point) and first-strike capabilities with the serve and serve return. Next emphasize the importance of developing all-court skills and the ability to vary playing styles based on the situation and the requirements of play.
11. Emphasize the importance of hard work and dedication. Set high standards and expectations for hard work and effort.
12. Value patience, positive reinforcement, and encouragement. Recognize the importance of building relationships, trust, and confidence with players.
13. Foster team spirit and mutual support. Clearly articulate the responsibility of each player to support and encourage other teammates. Ensure players:
 - a. Understand their role to work hard in a collaborative effort as for example in interactive hitting sessions where players need to hit for rhythm and repetition at a compatible pace, depth, and spin and during point situations which require execution of specific patterns or number of shots prior to the start of play.
 - b. Understand the importance of accountability to the team, how their personal actions and conduct impacts the standing and reputation of the team (whether good or bad).
 - c. Recognize and appreciate the opportunity, honor, and privilege to play for the team in representation of the school.
14. Establish a positive and supportive environment where player development, progress and achievements are recognized and rewarded and where players can build self-esteem and confidence as they grow and develop in stature. Take advantage of every opportunity to provide players with positive constructive, feedback, support, encouragement, and recognition.
15. Emphasize the importance of physical conditioning and fitness. Ensure players are physically prepared for the demands of tennis. Focus on developing complex coordination and movement, dynamic balance, linear and multi-directional speed, core and shoulder stability, functional strength, endurance, flexibility, and power. Establish training blocks or periodization schedules. Stress the importance of rest, recovery and the dangers of overtraining, nutrition, hydration, and injury prevention. Educate players on safe-practice training procedures. Monitor and track player development.

FAIRFAX HIGH SCHOOL TENNIS

Coaching Philosophy

16. Focus on improving tactical awareness, decision-making ability, and ability to execute required shots and patterns technically and physically through increasingly more demanding point situations and point-situation modifications.
17. Recognize that the purpose of competition is to promote the physical, mental, social, and emotional well-being of the individual players and that the most important values of competition are derived from playing the game to the best of your ability with 100% effort, enthusiasm, composure, integrity, fairness, respect for your opponent and a love for the game.
18. Set a goal for continuous player improvement. Provide players with meaningful, regular and tangible feedback on how best to improve their performance and to meet their short-term and long-term goals.
19. Establish and maintain player records and key metrics. Analyze results to track progress and to quantify results, target areas of coaching focus and attention and to provide players with measurable data and feedback on what they personally need to do to improve their performance on the court.
20. Exemplify the highest possible standards for conduct, behavior, attitude, and demeanor and expect and demand the same standards of the players.
21. Make a commitment for personal continuous improvement particularly as it relates to my role as coach, teacher, and mentor. Make it a priority to expand my base of knowledge and understanding of the game and to be a resource for all things to do with tennis.
22. Exhibit professionalism on and off the court in all situations and interactions. Be professional in advance planning and preparation, clearly articulating purpose and intent, communications and messaging, honoring commitments and promises (say what you do and do what you say), conduct, demeanor, composure, respect for others, empathy, accountability for actions (including accountability for mistakes), dependability, punctuality, conflict resolution, competency/job knowledge and the pursuit for continuous improvement.
23. Promote the lifestyle benefits of tennis and the life values learned from playing and competing in tennis.
24. Reinforce the principle that for all players it is student first and athlete second. Ensure the priority is the educational mission of the school and educational development of each student/player on the team. Participate in the educational process and facilitate the learning of important life lessons using competitive athletics as the vehicle to assist in this process.



FAIRFAX HIGH SCHOOL TENNIS

Captain Responsibilities

1. Model good behavior, sportsmanship, and citizenship.
2. Help to establish a team culture of hard work, continuous improvement, enthusiasm, and mental composure by exhibiting the highest possible standards of excellence on and off the court.
3. Support and bolster the spirit and efforts of teammates.
4. Assist the coach with informing and reminding teammates of schedules, deadlines and commitments.
5. Arrive early to practices and matches to help with set-up of balls, carts, hoppers, equipment, etc.
6. Assist coach in welcoming opposing team players and coaches, introducing players and announcing team line-ups prior to the start of home matches.
7. Help to communicate teammate concerns, suggestions and observations to the coach.
8. Help to recognize and promote the achievements of the team to the student school body, faculty, parents and community.
9. Represent team in outreach and fundraising events and programs.
10. Encourage teammates to continue to work on skills and improve playing performance during the off season.
11. Promote team participation during the off season. Help to recruit possible candidates for the team.
12. Promote tennis and the lifestyle benefits of tennis.
13. Perform other team-related functions as requested by the coach.



FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL)

Rules Regarding Eligibility

Fairfax High School is a member in good standing with the Virginia High School League. With membership, the Principal, Director of Student Activities, Coaches, and Students agree to abide by all rules and regulations of the VHSL.

Bona Fide Student Rule

The student shall be a regular bona fide student in good standing of the school that he or she represents.

Grade Rule

The student shall be enrolled in the last four years of high school. In Fairfax County Public Schools, 7th and 8th grade students cannot participate in high school sports.

Scholarship Rule

To ensure normal progress toward graduation, the student must have passed five subjects in the immediately preceding semester and be enrolled in five subjects for the current semester.

Age Rule

The student shall NOT have reached the age of 19 on or before the first day of August of the school year.

Transfer Rule

To prevent students from arbitrarily changing schools and prevent schools from proselytizing students, a student shall not have enrolled in one high school and subsequently transferred to another without a corresponding change in the residence of his parent, parents or guardian. A student whose transfer is not accompanied by a family move must sit out of competition for one full year (365 days). The definition of a legal residence has been tightened to ban dual residences for eligibility purposes and to require that a previous residence be abandoned by all members of the family. Exceptions:

1. Can transfer one time from non-member school back to the attendance area of his parents.
2. School Board or Division Superintendent may transfer a student by name within the division by specifically waiving the Transfer Rule.
3. The student may move one time from one parent to the other without a corresponding move.

Semester Rule

To ensure standard progress toward graduation, a student shall not have enrolled in the last four years of high school for a period of more than eight consecutive semesters.

Enrollment Rule

The students shall have been regularly enrolled in the school, which he represents not later than the fifteenth school day of the semester.

FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL)

Tennis Rules

SECTION 82: TENNIS.

82-1-1 Schedules

Each school shall make its own playing schedule and allow practice within the dates published on the current year's VHSL Activities Calendar.

82-1-2 Schedule

Each school team shall be limited to 16 matches, per season, exclusive of district, conference, regional and state championship matches.

82-2-1 Minimum Practice Requirement

There is no minimum practice requirement for tennis.

82-3-1 Suspended/Interrupted Matches

Matches which are suspended or interrupted prior to completion shall be resumed from the point of interruption unless both schools agree to accept the score at the time of interruption as final. When resuming from the point of interruption, the line-ups and game/set/match scores shall be the same as when the suspension occurred.

82-4-1 Special Rules/State Association Adoptions

82-4-2 Team Match

A team match shall consist of nine matches—six singles and three doubles. One team point shall be scored for each singles or doubles match won.

82-4-3 Regular Season Match Format

Districts may adopt one of two match formats for regular season play:

- (1.) Best of three sets using "traditional" (advantage) scoring with seven-point tie- breaker at six games all; or
- (2.) Eight- or ten-game "pro set" matches with a seven-point tie-breaker at eight or ten games all.

82-4-4 Post Season Match Format

All post-season play will be best of three sets using "traditional" (advantage) scoring with seven-point tiebreaker played if a set score reaches six games all.

82-4-5 Player Limitations

Individuals are limited to three "traditional" matches per day, or four eight- or ten-game "pro set" matches per day.

82-4-6 Team Composition and Line-up

Each team shall consist of six singles players and three doubles teams. Singles players may be members of a doubles team. The six singles players on a school team shall be seeded according to their ranking and ability when compared to other players on that school team. Accordingly, the team's best player shall play in the Number 1 division, the second best player shall play in the Number 2 division, and so forth, with the weakest player in the Number 6 division. The doubles teams shall also be seeded according to their ranking and ability when compared to other doubles teams on that school team. The school's best doubles team shall play in the Number 1 division, the second-best team shall play in the Number 2 division, and the weakest doubles team shall play in the Number 3 division.

FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL)

Tennis Rules

82-4-7 Substitution

Substitutions shall be made by the following provisions or the match at the vacated division shall be forfeited.

- (1.) Substitute alternate in the vacated position; or
- (2.) In singles, substitute alternate in the 6th singles division and move all other players up one division until all divisions are filled; or
- (3.) In doubles, substitute alternate in the 3rd doubles division and move all other players up one division until all divisions are filled.

82-4-8 Exchange of Line-ups

Prior to the start of a team match, coaches shall exchange line-ups. Each team's line-up should be in compliance with 82-4-6. Unless there has been a successful challenge in practice, the team's line-up/ladder shall be the same as that used in the most recent preceding match. If a coach elects to play a substitute(s), the coach shall draw a line through the name(s) of the player(s) for whom he/she is substituting and write the name(s) of the substitute(s) on the same corresponding line(s). Substitution for doubles play may be made until the first doubles match begins. All substitutions must comply with the substitution rules prescribed in this section.

Note: Coaches should be prepared to show proof of any challenge matches.

82-4-9 Playing Etiquette

A player shall not display unsportsmanlike conduct such as, but not limited to, throwing/abusing equipment; hitting a ball in the direction of an opponent, official or spectator; using profane or obscene language in any way that may be heard by other persons; using obscene gestures; or threatening bodily injury.

82-4-9 (1) Penalty

Apply the penalty designated by the current USTA Rule Book.

82-4-10 Use of Tobacco

A player shall not use tobacco or tobacco-like products during the match.

82-4-10 Penalty

First Offense Loss of game; Second Offense - Loss of match

82-4-11 Tennis Apparel

All contestants are required to wear appropriate tennis apparel. Any major lettering or pictures on clothing must pertain to the school name or emblem and must be approved by the school's principal and appropriate tournament or match director.

82-4-12 Forfeits

For purpose in ranking, a forfeiture shall count as a match won by the school receiving the forfeit and as a match lost by the school forfeiting. In determining singles or doubles champions and runners-up, a singles player or doubles team shall play more than one-half of the matches in the team's first division.

FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL)

Tennis Rules

82-4-13 Determining Regional Championships

Qualifications for regional tournaments shall be set by the appropriate Regional Council, except that the official line-up for team tennis listed on the official Conference and Regional Tournament Entry Forms shall be the same line-up, including alternates, as used for the last regular season district contest.

Subsequent substitution of an alternate listed on the official Conference and Regional Tournament Entry Forms is permissible if it conforms to the regulations listed in Section 82 of this Handbook.

82-4-14 Determining State Championships

Each classification shall determine the state team, singles and doubles team champions for girls and boys on the date specified on the VHSL Activities Calendar.

82-4-15 State Tournament Entries

Eligibility of teams and contestants shall be governed by the following provisions:

- (1.) Regional team champions and runners-up, singles champions and runners-up, and doubles champions and runners-up will play in the state tournament. In the event a team, singles or doubles qualifier(s) cannot participate, the next-place team, singles or doubles winner may participate. Scratches of the regional team, singles or doubles team qualifiers must be announced to the state tournament director at least 24 hours prior to the beginning of the state tournament or a forfeit will result.
- (2.) Only entries which are submitted on the official state entry form (available on the website) received not later than the deadline date will be accepted.
- (3.) The official list of entries shall be the same as the list of finalists of the regional tournament, unless the substitution of alternates conforms with substitution regulations.
- (4.) No changes in the official list of entries shall be permitted after the entry form has been received by the tournament director, unless the substitution of alternates conforms with substitution regulations.
- (5.) Any player listed on the entry form as an alternate may be a substitute. Any of a school's top six singles players who is not in the school's top three doubles team line-up is considered an alternate for doubles competition. Any member of a school's top three doubles teams who is not in the school's top six singles line-up is considered an alternate for singles competition.
- (6.) Substitutions shall be made by the provisions in Section 82.



FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL)

Code for Interscholastic Athletics

The School Administrator Should:

- (1) Encourage and promote friendly relationships and good sportsmanship throughout the school by requiring courtesy and proper decorum at all times, by acquainting students and others in the community with ideals of good sportsmanship and by so publicizing these concepts and attitudes that all members of the school community will understand and appreciate their meaning.
- (2) Insist upon implicit compliance with all rules and regulations of the Virginia High School League.
- (3) Secure qualified officials for all contests.
- (4) Insist upon adequate safety provisions for all activities, for both participants and spectators.
- (5) Approve only those activities and schedules which are educationally and physically sound for the school pupil.
- (6) Encourage all to judge the success of the athletic program on the basis of the attitude of the participants and spectators, rather than on the basis of the number of games won or lost.
- (7) Insist that the school cheerleaders exemplify the highest standard of good sportsmanship as a means of inculcating desirable spectator attitudes.
- (8) Provide adequate hygienic, sanitary and attractive facilities for the dressing and housing of visiting teams and officials.
- (9) Provide for the efficient handling of all athletic funds, with such safeguards as audits, insurance and proper bookkeeping, in order that maximum benefits may be had from available funds.
- (10) Review with staff the Sportsmanship Rule.

The Spectator Should:

- (1) Realize that he/she represents the school just as definitely as does the member of a team and, therefore, has an obligation to be a true sportsman, encouraging through this behavior the practice of good sportsmanship by others.
- (2) Recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill and outstanding examples of sportsmanship and fair play exhibited by either team.
- (3) Recognize that since the primary purpose of interscholastic athletics is to promote the physical, mental, moral, social and emotional well-being of the players through the medium of contests, victory or defeat is in reality of secondary importance.
- (4) Treat visiting teams and officials as guests, extending to them every courtesy.
- (5) Be modest in victory and gracious in defeat.
- (6) Respect the judgment and integrity of officials, realizing that their decisions are based upon game conditions as they observe them.

FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL) Code for Interscholastic Athletics

The Athlete Should:

- (1) Be courteous to visiting teams and officials.
- (2) Play hard and to the limit of his/her ability, regardless of discouragement. The true athlete does not give up nor does he/she quarrel, cheat, bet or grandstand.
- (3) Retain his/her composure at all times and never leave the bench or enter the playing field/court to engage in a fight.
- (4) Be modest when successful and be gracious in defeat. A true sportsman does not offer excuses for failures.
- (5) Maintain a high degree of physical fitness by observing team and training rules conscientiously.
- (6) Demonstrate loyalty to the school by maintaining a satisfactory scholastic standing and by participating in or supporting other school activities.
- (7) Play for the love of the game.
- (8) Understand and observe the rules of the game and the standards of eligibility.
- (9) Set a high standard of personal cleanliness.
- (10) Respect the integrity and judgment of officials and accept their decisions without questions.
- (11) Respect the facilities of host schools and the trust entailed in being a guest.

The Coach Should:

- (1) Exemplify behavior that is representative of the educational staff of the school and a credit to the teaching profession.
- (2) Demonstrate high ideals, good habits and desirable attitudes in personal behavior and demand the same standards of the players.
- (3) Emphasize to his/her players and bench personnel the importance of proper sideline behavior and the necessity of restraining from entering the playing field/court to engage in a fight.
- (4) Recognize that the purpose of competition is to promote the physical, mental, social and emotional well-being of the individual players and that the most important values of competition are derived from playing the game fairly.
- (5) Be a modest winner and a gracious loser.
- (6) Maintain self-control at all times, accepting adverse decisions without public display of emotion or of dissatisfaction with the officials.
- (7) Cooperate with the school principal in the planning, scheduling and conduct of sports activities.
- (8) Employ accepted educational methods in coaching; giving all players an opportunity to use and develop initiative, leadership and judgment.
- (9) Pay close attention to the physical condition and well-being of players, refusing to jeopardize the health of an individual for the sake of improving his team's chances to win.
- (10) Teach athletes that it is better to lose fairly than win unfairly.
- (11) Discourage gambling, profanity, abusive language and similar violations of the true sportsman's code.

FAIRFAX HIGH SCHOOL TENNIS

Virginia High School League (VHSL)

Code for Interscholastic Athletics

The Coach Should (Continued):

- (12) Refuse to disparage an opponent, an official or others associated with sports activities and discourage gossip and questionable rumors concerning them.
- (13) Properly supervise student athletes under his/her immediate care and specifically observe a coach's responsibilities in conjunction with district and state contests.

The Official Should:

- (1) Know the rules and their interpretations and be thoroughly trained to administer them.
- (2) Maintain self-control under all conditions.
- (3) Report for duty well in advance of game time, in a rested condition and with an alert mind, and dressed appropriately in the specified uniform.
- (4) Make clear all interpretations and rulings during the progress of a game, yet conduct the game in an unobtrusive manner.
- (5) Be impartial and fair, yet firm, in all decisions. A good official does not attempt to compensate later for an unpopular decision.
- (6) Refrain from commenting upon or discussing a team, play or game situation with those not immediately concerned.
- (7) So conduct the games as to enlist the cooperation of players, coaches and spectators in the interests of good sportsmanship.
- (8) Honor all commitments and abide by all school, district, conference, regional and League regulations in a professional manner.

To assist schools in the implementation of this program, the Code for Interscholastic Athletics must be in place.

FAIRFAX HIGH SCHOOL TENNIS

In-Season and Out-of-Season Participation Requirements

SEPTEMBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
					1	21
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2023

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

In-Season	No Contact	Development	Conditioning	No Play	Principal App

FAIRFAX HIGH SCHOOL TENNIS

In-Season and Out-of-Season Participation Requirements

February 2024

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	20
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH 2024

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2024

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2024

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

In-Season	No Contact	Development	Conditioning	No Play	Principal App

FAIRFAX HIGH SCHOOL TENNIS

In-Season and Out-of-Season Participation Requirements

JULY 2024

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2024

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

In-Season	No Contact	Development	Conditioning	No Play	Principal App

FAIRFAX HIGH SCHOOL TENNIS

Parent Support

We would like the parents of each player to support the team by providing beverages and food and snacks for one of our home or away dual matches. The requirement would be to provide water and/sport drinks and food and snacks for a total of 17 players for the boys and 24 players for the girls. Food options include bagels, fruit (bananas, oranges, apples, etc.), croissants, sandwiches (peanut butter and jelly, cheese, etc.), nuts and nutrition bars. Food should be clearly labeled or identifiable to avoid an issue for players with food allergies.

FAIRFAX HIGH SCHOOL TENNIS

Emergency Action Plan

(In the event of an injury or serious medical illness)

Steve Gallagher (as Head Tennis Coach) will be the designated leader and point-person in the event of a player medical injury, illness or related incident. He will have direct access to a cell phone and will have on-hand Emergency Care Card information for each team player. He will be responsible for providing and/or coordinating immediate care, treatment and/or CPR and contacting the Emergency Medical System (EMS) 911 for assistance as necessary. He will be responsible for providing EMS with important details of the incident and location and direction assistance for the EMT's. He will be responsible for remaining with the injured athlete, providing necessary first aid and care until someone with equal or more qualified experience arrives on the scene. Steve Gallagher (as Head Tennis Coach) will also be responsible for notifying the Director of Student Activities, Athletic Training Staff and parents of the injured player. He will assume responsibility for ensuring a parent or school representative is there to meet the player at the hospital should immediate hospital care is required. Steve Gallagher will also be responsible for completing an incident report documenting the details for each incident and filing all incidents reports with the Activities Office and Athletic Training staff. With no assistant coaches, Steve Gallagher will rely on team captain(s) and parent match liaisons as necessary.

Key Reference Points

Person Responsible for calling 9-911

- Steve Gallagher

Information to be provided to 911/EMS:

- Athlete name and age
- Nature of injury
- Current status
- What care is currently being provided
- Location of incident

Accessible Phones

- Steve Gallagher Cell Phone (339-793-0317)
- Student Activities Office Phone (703-219-2396)

FAIRFAX HIGH SCHOOL TENNIS

Emergency Action Plan (Continued)

Important Contacts

- Steve Gallagher, Head Boys Tennis Coach, 339-793-0317 (c)
- Nancy Melnick, Director of Student Activities, 703-219-4062, 703-219-2239 (c)
- Mark Luther, Assistant Director of Student Activities 703-219-2239
- Tom Horn, Assistant Director of Student Activities, 703-219-2240
- Cathy Horacek, Assistant Director of Student Activities, 703-219-2237
- Lorie Spelman, Student Activities Administrative Assistant, 703-219-2396
- Amanda Johnston, Head Athletic Trainer, 703-219-2241
- Nikki Rhodes, Associate Athletic Trainer, 703-219-2380

Location of First Aid Kit

- Tennis Hut

Location of nearest AED

- Access through door #13. Go to end of hallway. Take right and then turn left into cafeteria hallway. AED is mounted halfway down the hall on right side by Senior Dining Room (F101C)

Tennis Court Address

- 3500 Old Lee Highway, Fairfax, VA 22030 (immediately adjacent to door #13)

CPR, AED and First Aid Certification

- Steve Gallagher

Person responsible for coordinating and delegating responsibility for crowd control, getting first aid supplies, AED, etc. as necessary

- Steve Gallagher

Location of nearest "safe shelter"

- School building immediately adjacent to tennis courts with entrance through door #13

Boys Tennis Team

Fairfax High School

3500 Old Lee Highway

Fairfax, VA 22030



FAIRFAX HIGH SCHOOL TENNIS

Home Pre-Match Set-Up Requirements

1. Open (unlock hut).
2. Set up practice balls, carts and hoppers for warm-up.
3. Set up table for water containers
4. Set up water containers. Fill with ice and water. Position on table.
5. Set up scorecards on each court. Set scoring numbers to zero.
6. Check net height and adjust as necessary.
7. Clear debris from courts.
8. Cordon off road with fence gate and rebound net.
9. Get match balls. Assign odd number balls for odd number positions (courts) and even number balls for even number positions (courts).
10. Set and confirm line-up and alternatives for doubles and exhibition matches based on outcome of first six singles matches.
11. Assign charting assignments.
12. Pick up practice balls, carts, and hoppers.
13. Make introductions and announce line-ups.

Home Post-Match Requirements

1. Pick up balls and debris. Place balls in ball carts.
2. Collect charting cards and clipboards.
3. Empty and redeposit water containers to athletic training office.
4. Reopen fence gate and remove rebound net from road (driveway).
5. Confirm and record scores.
6. Lock hut.

FAIRFAX HIGH SCHOOL TENNIS

Manager Responsibilities

Assist Coaches, Players and Captains as follows:

Help...

1. Record and organize player fitness/agility statistics and results.
2. Set up and take down balls and equipment for team practices.
3. Check and adjust as necessary net heights and tensions.
4. Clear courts of leaves, debris, and loose balls. Dry courts with brooms and squeegees as necessary.
5. Organize and inventory tennis balls, hoppers, carts, scorecards and other supplies in tennis shed.
6. Sort tennis balls (weeding out balls that are dead).
7. Set up and take down balls, equipment, scorecards, water and food for home team matches. Perform other logistical requirements for home matches such as closing off the street from traffic.
8. Announce line-ups and introduce players for home and away matches.
9. Load and unload team bus with balls, equipment, water and food for away team matches.
10. Chart player matches and compile statistical match results.
11. Record results and scores for home and away matches.
12. Record results and scores of challenge matches and intra-team tournaments.
13. Post team match results and scores on UTR website.
14. Post results and match highlights on Fairfax High School Sports website.
15. Coordinate school sports and tennis-specific fundraising drives and efforts.

In this capacity, the expectation will be to attend team practices and matches.

FAIRFAX HIGH SCHOOL TENNIS

Student Driving Form



STUDENT WITH STUDENT RIDER & DRIVER FORM

PARENTAL AUTHORIZATION & ACKNOWLEDGEMENT OF RISK ATHLETIC PROGRAM

Fairfax County Public Schools does not provide transportation for the _____
athletic program or the program has opted to self-transport.

STUDENT RIDING WITH ANOTHER STUDENT

I, _____, give permission for my son/daughter, _____,
(Printed Parent Name) (Printed Student Name)
to be a passenger in a vehicle operated by another student (designated driver), for the purpose of driving to
and from athletic practices, competitive meets, and/or team functions during the _____ sport
season. (i.e. 2016 School Year)

STUDENT DRIVING ANOTHER STUDENT

I, _____, give permission for my son/daughter, _____,
(Printed Parent Name) (Printed Student Name)
to operate a personal passenger vehicle (designated driver) for the purpose of driving team members to and
from athletic practices, competitive meets, and/or team functions during the _____ sport season.
(i.e. 2016 School Year)

STUDENT AGREEMENT

My son/daughter (by signature below) agrees to abide by these terms and understands that any deviation will
automatically revoke this authorization and will place his/her position and status at risk on the
_____ Team. My son/daughter agrees to travel ONLY directly to and from
practices, meets, and other team functions.

GENERAL INFO

I further understand that this permission may be revoked at any time by contacting the Head Coach or the
Director of Student Activities, at _____ School.

IMPORTANT

No student can be a designated driver without the completion of the form, FS-142 Field Trip Driver's License and Vehicle Insurance
Information by the designated driver's parents. The personal vehicle liability insurance of the owner/driver will be the primary coverage
in the event of an accident.

Department of Motor Vehicles (DMV) Passenger Restrictions, described below must be followed:

As a driver under the age of 18, you may transport only one passenger under the age of 21 during the first year that you hold your
driver's license. After you have held your license for one year or until you reach age 18, you may carry only three passengers under
age 21. Violation of the passenger restrictions can result in the suspension of your driver's license.

Signed _____
Student Signature

Date _____

Signed _____
Parent Signature

Date _____