



Tennis Club Workbook





Triple G: Girls Get Going

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February 2011

Suggested citation:

Eime, R. Casey, M., Joyce, P., Harvey, J., Payne, W. (2011). Triple G: Girls Get Going Tennis Club Workbook. Ballarat: University of Ballarat.

ISBN- 978-1876851-477

Special acknowledgements for development of program material and program support

Amanda Mooney, Amanda Telford, John Smyth, Jill Boatman, University of Ballarat.

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Adam Feiner, Tennis Victoria.

Chris Arena, Football Federation Victoria.

Daryl Clemson, YMCA Victoria.

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Shelley Maher, Victorian Health Promotion Foundation.

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Judy Maguire, Department of Education and Early Childhood Development.

Images supplied courtesy of Andrew Gyopar.

Introduction

This sports club workbook is designed to assist clubs to engage, re-engage and maintain adolescent females in sport. The workbook has been developed as part of the Triple G: Girls Get Going program which aims to develop a co-operative link between school physical education curriculum and community sports clubs and YMCA centres.

Specifically, the Triple G program is about improving the physical activity levels and the physical and mental wellbeing of adolescent girls who live in rural and regional Victoria. As part of the program, Year 7 – 9 female students will participate in Tennis or Football and YMCA-based activities during their school physical education classes. Club coaches from tennis and soccer, and instructors from YMCAs, will help co-deliver some of the sessions during the scheduled physical education classes and then link these students to community-based sports clubs and YMCA centres for an after-school program which may include both recreational and competition opportunities.

We know there are many benefits to participation in sport and active recreation including physical, social and mental health benefits. Participation in sport and active recreation can also contribute to greater social connectedness, social support and peer bonding; increase life satisfaction and self-esteem, and reduce stress, anxiety and depression.

SPORT AND ACTIVE RECREATION CAN BE GREAT! However, we know from previous research that females drop-out of sport and recreation particularly during their adolescent years (13-17 years of age). There has been much research investigating the barriers and facilitators to participation in sport and recreation for adolescent girls. There is also much practical knowledge derived from sports clubs and physical activity providers that assists in understanding why some girls continue to participate and why some do not. One reason that has been provided by adolescent girls is the competitive nature of sport programs and lack of flexibility in membership options. A complete list of factors affecting participation by adolescent girls is summarised in Section 2 of this workbook.

Within the community, there are often many opportunities for participation in sport and recreation. However, most sport and recreation organisations specifically cater for children (or juniors) or adults (senior members) and there are few opportunities with a specific focus on adolescents. Have you ever thought about specific strategies your sports club could try to engage, re-engage and maintain adolescent females in sport? For example, does your club offer flexible membership options or have social and recreational opportunities available to help keep girls within these settings during their adolescent years?

This workbook aims to provide you with some useful strategies on how to engage, re-engage and maintain adolescent females in sport. Many of these strategies are based on what we know from previous research and the experience of club volunteers like you. The sports club workbook includes five key sections. The first section is the warm up activity for your club committee and contains a 'club checklist' to encourage you to reflect and discuss current club practices targeted to young people and specifically adolescent girls. The second section is titled 'key facts and strategies' and provides a summary of the barriers and facilitators to participation in sport by girls. This section requires you to identify key issues that relate to your club and to identify strategies that might help overcome participation barriers that girls experience. The third section provides an example of what a social and recreation program might look like at your club as part of the Triple G program. The fourth section is your club's game plan and includes a 'Club Action Plan' to help your club prioritise activities and implement your strategies to engage, re-engage and maintain participation by adolescent girls. The final and fifth section is about recording participant information and is important for measuring the success of the program.

Section 1: Club Checklist - how does your club “actively” support the inclusion of adolescent females?

Just like your training and competition sessions, this first activity is a warm up to get you thinking and talking about girls’ participation at your club. With your club committee, identify and discuss girls’ participation using the checklist below.

Checklist Item	Response	
1. How many adolescent female members do we have?	_____	
2. Has the number of adolescent female members changed over the past 5-10 years? Up or down? By how much?	_____	
3. Do we see females stop participating in our sport during adolescence?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Do we have one or two people who can be dedicated to the Triple G club program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. Do we actively work to create a welcoming and inclusive club environment to increase the number of adolescent females involved in our club?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Do our social activities cater specifically for, or are they inclusive of, adolescent females?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Do our playing activities/programs cater specifically for adolescent females?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Do our playing activities/programs for adolescent females include a competitive pathway?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Do our playing activities/programs for adolescent females include social, less structured types of play?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Do we have active recruitment, maintenance or re-engagement strategies for adolescent females within our club?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. Do we maximise opportunities available through local newspapers, television or radio to publicise and promote our club activities/programs in general?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12. Do we maximise opportunities available through local schools, newspapers, television or radio to publicise and promote our club activities/programs specifically for adolescent females?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Section 2: Key Facts and Strategies for Engaging Adolescent Girls

So what do we know about girls and their interests in sport and active recreation? The following boxes list some of the main reasons girls participate or stop participating in sport and active recreation.

A quick glance at girls' interests in sport and active recreation.

Girls participate in sport and active recreation...

- To have FUN and ENJOYMENT!
- To be active with their FRIENDS
- For FITNESS and HEALTH
- To improve their skills
- To socialise
- To experience challenge, achievement and personal responsibility

Girls STOP participating in sport and active recreation because they...

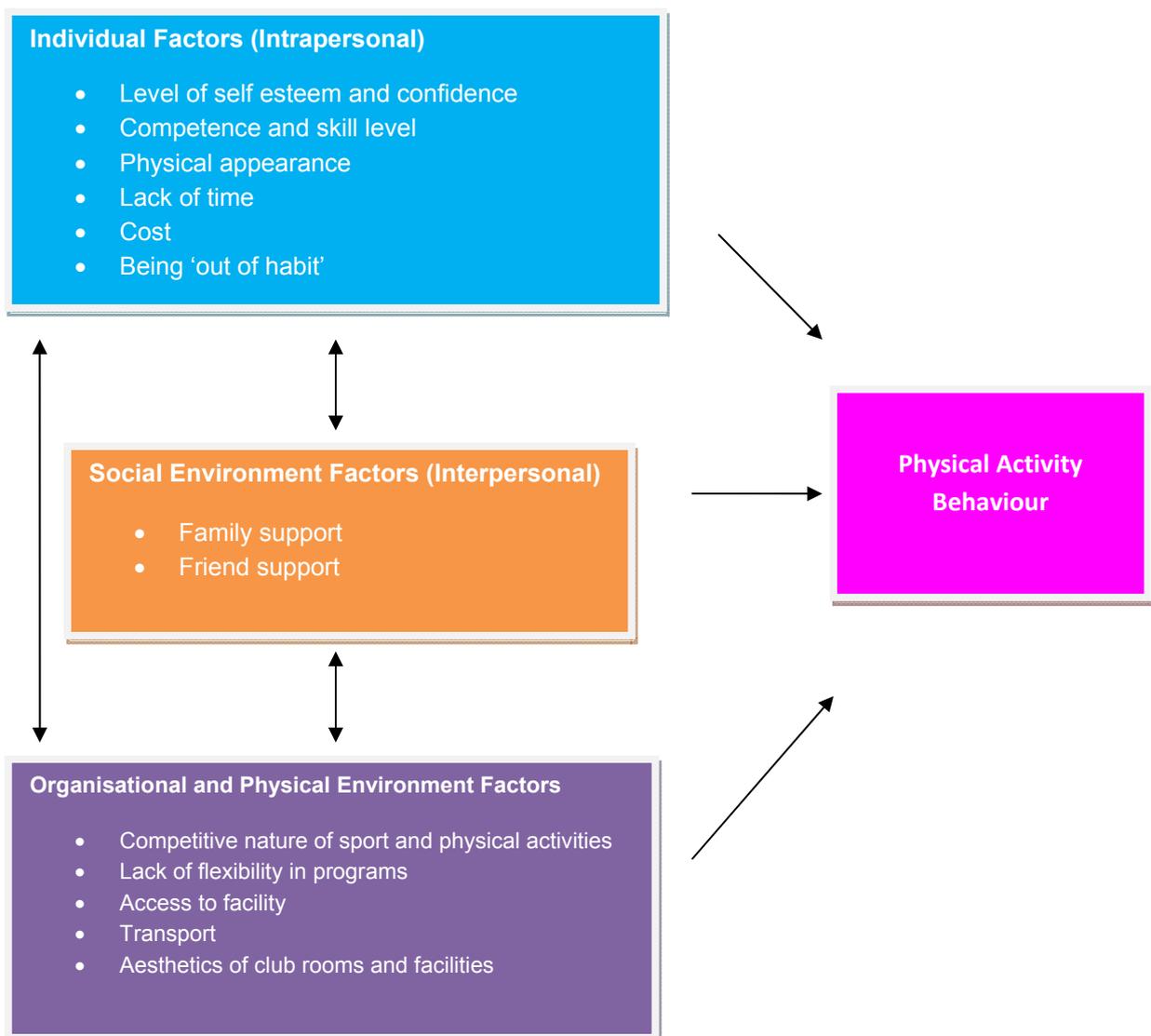
- Fear that they lack the "right" skills to participate
- Have poor self-image and confidence
- Lack motivation
- Feel uncomfortable about their appearance
- Experience and/or fear of peer teasing
- Have to compete against male peers
- Dislike the uniforms (e.g. unflattering or uncomfortable)
- Perceive the setting is unwelcoming or unfriendly
- Dislike the competitive nature of sport
- Perceive the coach to be too hard or too authoritarian or that there is too much emphasis on winning
- Feel that the opportunities available do not cater for their skill levels or interests
- Lack support during the transition from child to adolescent to adult

We know that many factors contribute to an individual's participation in sport and recreation. These include individual, social, organisational and environmental factors. The figure below provides a summary of these factors for adolescent girls. It is important to understand that these influences do not work in isolation from one another; instead there are often multiple influences on physical activity behaviour. When designing programs or strategies to promote participation in sport and recreation by adolescent girls it is important to take all of these influences into account.

Specifically, some of the most frequently reported factors affecting participation in sport and active recreation by girls have included:

- The level of self-confidence in their ability to participate, in terms of both skill and fitness level.
- The level of support from family and friends, such as participating with them and providing transport.
- The social and physical environment of sports clubs and YMCA facilities such as the friendliness of coaches/instructors and other members, and aesthetics of club rooms and change room facilities.

Factors affecting participation in sport and active recreation by adolescent girls



Now that we have identified a range of factors affecting participation in sport and recreation by girls, it is important that you identify what factors are most relevant to your club and what strategies might work for your participants.

Below we have listed some of the most common “facts” about girl’s interests and their barriers to participation in sport and recreation. Each fact is followed by a list of “strategies” that could be implemented to reduce the barriers experienced by girls. Go through each fact and identify whether this is an issue that relates to your club and identify a strategy that might help overcome the barrier at your club. You may find some strategies to be very easy to implement, whilst others may be much harder, depending on your club’s capacity. The list we have provided is by no means exhaustive. There is room to identify your own club issues and strategies if you wish along the way. We hope that this activity helps you start your Club Action Plan in Section 4 of this workbook.

FACTS AND STRATEGIES TO ADDRESS INDIVIDUAL FACTORS

Fact: Competence and confidence are key influences on adolescent females’ participation in sport

- When it comes to participation in sport and active recreation many girls perceive that *“everyone else will be better than me”* and that *“there is no entry level for beginners my age”*. Participation in sport and active recreation can therefore seem daunting, particularly at a time when “fitting in” is crucial to an adolescent. Furthermore, a strong focus on winning and being competitive in club sport can deter the motivation of some girls as they fear being picked last for teams or not qualifying to participate in the “best team”.

Does this relate to your club? Yes, relevant No, not relevant

If yes, what priority should it have for your club to address? High Medium Low

Strategies to help address girls competence and confidence	We already do this	We could try this
Provide a range of participation opportunities that cater for different skill levels and interests (e.g. social, competitive)	<input type="checkbox"/>	<input type="checkbox"/>
Apply a ‘learn through play’ coaching approach (e.g. Game Sense) that includes using modified equipment (racquets, balls, nets), rules and court size to make the game easier to learn for beginners with a focus on tactics and rallying rather than isolated to skill development	<input type="checkbox"/>	<input type="checkbox"/>
Promote beginner opportunities	<input type="checkbox"/>	<input type="checkbox"/>
Promote a focus on participation rather than competition	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)....	<input type="checkbox"/>	<input type="checkbox"/>

Fact: Participation in sport and recreation is associated with socio-economic status

- Girls from low socio-economic families are less likely to be involved in sporting clubs as their family may not be able to afford the participation costs and/or young people must work to supplement the family income.

Does this relate to your club? Yes, relevant No, not relevant

If yes, what priority should it have for your club to address? High Medium Low

Strategies to help address the cost of participation	We already do this	We could try this
Provide short term membership options rather than yearly memberships	<input type="checkbox"/>	<input type="checkbox"/>
Offer start-up or introductory membership/payment options so adolescents can try before they commit to a full-year membership	<input type="checkbox"/>	<input type="checkbox"/>
Have free or discounted equipment to borrow/hire	<input type="checkbox"/>	<input type="checkbox"/>
Offer casual membership options (i.e. pay as you go)	<input type="checkbox"/>	<input type="checkbox"/>
Offer two for one memberships or discounts for friend/family	<input type="checkbox"/>	<input type="checkbox"/>
Offer current participants a discount if they bring a paying friend to the club	<input type="checkbox"/>	<input type="checkbox"/>
Offer membership or participant fee on a sliding scale based on their participation levels (e.g. social, irregular, regular)	<input type="checkbox"/>	<input type="checkbox"/>
Offer participants fundraising opportunities to help offset the cost of uniforms	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)....	<input type="checkbox"/>	<input type="checkbox"/>

Fact: Girls report that the main intrinsic factors motivating them to participate in sport and active recreation is fun and to improve health

Does this relate to your club? Yes, relevant No, not relevant

If yes, what priority should it have for your club to address? High Medium Low

Strategies to help promote participation for fun and health	We already do this	We could try this
Focus on participation for fun and health and not solely on competition	<input type="checkbox"/>	<input type="checkbox"/>
Motivate participation by emphasising intrinsic rewards (e.g. fun, pleasure, challenge) rather than extrinsic rewards (e.g. winning, proving superiority to others) for participation	<input type="checkbox"/>	<input type="checkbox"/>
Do things that make sport and recreation more enjoyable (e.g. ask students to bring music to their session)	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)....	<input type="checkbox"/>	<input type="checkbox"/>

Fact: Lack of time is often reported by adolescents due to their increasingly busy lifestyles and competing priorities (work, study, social interests)

Does this relate to your club? Yes, relevant No, not relevant

If yes, what priority should it have for your club to address? High Medium Low

Strategies to help fit with adolescents' busy lifestyles	We already do this	We could try this
Reduce competition times to allow for busy lifestyles. For example shorter number of weeks, rotating player roster, or reduce competition time formats	<input type="checkbox"/>	<input type="checkbox"/>
Offer flexible competition/program times during the week and/or weekends	<input type="checkbox"/>	<input type="checkbox"/>
Have a rotation system where players are not required to commit to every session each week	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)....	<input type="checkbox"/>	<input type="checkbox"/>

Other key "individual" barriers for your club to address include...

1.
2.
3.

Other Strategies	We already do this	We could try this
	<input type="checkbox"/>	<input type="checkbox"/>

FACTS AND STRATEGIES TO ADDRESS THE SOCIAL ENVIRONMENT

Fact: Social support is one of the most important factors for motivating young people to be active. It can come from family, friends or coaches. There are many forms of support including watching, participation by family and/or friends, providing transport, encouraging or praising participation, coaching, or volunteering.

- The role of **family support** changes during the adolescent years. For example, younger adolescents rely heavily on parents for moral support and transport; whereas late adolescents look more to their peers for support and have greater independent mobility.
- The social nature of sport is a key reason why most people participate in sport and recreation. In particular, **friends play a critical role** to facilitate female adolescents' participation in sport as most adolescent females participate to be with friends and to make new friends. In fact some girls' main reason for participation is for the social opportunities and not skill development or competition.
- **Coaches and club volunteers** also play an important role for female adolescents' participation in sport. Adolescent girls prefer friendly and welcoming coaches, whereas, aggressive or unsupportive coaches are a deterrent and particularly for those just starting out. In addition, coaches who focus too much on competition can deter some adolescent females. In fact, a friendly and welcoming club environment is often more important than any other club policy or practice. For example, did you know some girls will only approach and join a club if they know someone there or have been personally invited?
- It is also important that coaches are able to recognise the different skill levels of girls to prevent boredom for those that are highly skilled and minimise feelings of intimidation by those with less skill.
- Word-of-mouth via social networks (e.g. school setting, Facebook) is the one of the fastest way to promote your club among young people.

Does this relate to your club? Yes, relevant No, not relevant

If yes, what priority should it have for your club to address? High Medium Low

Strategies to help promote social benefits of participation	We already do this	We could try this
Encourage parents to play an active role at the club via coaching, volunteering, watching, car pooling rosters, or even participating with their child	<input type="checkbox"/>	<input type="checkbox"/>
Promote "bring a friend" or family member	<input type="checkbox"/>	<input type="checkbox"/>
Run social events for adolescents (e.g. movie night, BBQ)	<input type="checkbox"/>	<input type="checkbox"/>
Provide youth-friendly spaces at the club by asking girls to design their own club room space and set rules for how the space should be looked after	<input type="checkbox"/>	<input type="checkbox"/>
Provide single-sex as well as co-gender activities (where appropriate)	<input type="checkbox"/>	<input type="checkbox"/>
Consider youth-friendly messages and communication strategies (e.g. promotional material that specifically targets specific age groups, skill levels, and interests e.g. beginner groups)	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)....	<input type="checkbox"/>	<input type="checkbox"/>

Fact: Some girls have reported that they “don’t feel accepted” by others in the club or group. These feelings may be real or perceived and it is important to promote “inclusion” within the club.

- It can be very daunting for a young person to enter a club environment. They often worry about how they look to others in terms of their appearance and performance. Take a good look at your club environment and the social dynamics from a new member’s perspective.
- Sometimes clubs can be perceived by outsiders as ‘exclusive’, especially when teams are strong and well established.
- Some adolescent girls dislike participating with or around males. This is sometimes due to a difference in motor skills between the sexes, but may also be due to males’ behaviour toward females (e.g. teasing, intimidating or dominating club activities).
- Adolescents are heavily influenced by stereotypes of what a female should be like, and often females do not view competitive physical activity or sport as part of that stereotype.

Does this relate to your club? Yes, relevant No, not relevant

If yes, what priority should it have for your club to address? High Medium Low

Strategies for an inclusive club environment	We already do this	We could try this
Designate a ‘welcoming’ person (e.g. club ambassador) whose responsibility is to meet and greet new members, run induction sessions to provide information on membership options, club events and policies, and/or link the new member with a peer mentor.	<input type="checkbox"/>	<input type="checkbox"/>
Promote an inclusive club environment to your club members	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)....	<input type="checkbox"/>	<input type="checkbox"/>

Other key “social” barriers for your club to address include...

1.
2.
3.

Other Strategies	We already do this	We could try this
	<input type="checkbox"/>	<input type="checkbox"/>

FACTS AND STRATEGIES TO ADDRESS THE ORGANISATIONAL AND PHYSICAL ENVIRONMENT

Fact: Girls' interest in club sport can range from a competitive focus to non-competitive. Does your club cater for all types of girls?

- Girls' interest in club sport may vary because all girls are not the same. They have different interests and these often change as they make the transition from childhood to adulthood. For example, girls have reported wanting changes from competition to social play or changes from a performance focus to a health and fitness focus. Girls have also reported having to manage competing priorities (e.g. work, study and social interests) and sometimes sport is the first to be sacrificed.

Does this relate to your club? Yes, relevant No, not relevant

If yes, what priority should it have for your club to address? High Medium Low

Strategies to address the organisational environment	We already do this	We could try this
Increase choice in type of activities available (e.g. competitive, non-competitive/social, semi-structured, unstructured)	<input type="checkbox"/>	<input type="checkbox"/>
Match activities to adolescent age, skill level and interests	<input type="checkbox"/>	<input type="checkbox"/>
Provide specific opportunities for beginners in a friendly, welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>
Review times for girls programs	<input type="checkbox"/>	<input type="checkbox"/>
Review length and commitment of traditional competition season	<input type="checkbox"/>	<input type="checkbox"/>
Invite girls to participate in decision-making about programs – girls can be motivated by having choice, control, and a sense of belongingness (e.g. include adolescent girls on club committee)	<input type="checkbox"/>	<input type="checkbox"/>
Offer 'come and try' days whereby girls can have time to trial, observe and experiment before signing up as a yearly member	<input type="checkbox"/>	<input type="checkbox"/>
Offer casual court hire times where people from the community can book in at times that suit them	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)....	<input type="checkbox"/>	<input type="checkbox"/>

Fact: Adolescents participation in club sport is sometimes hindered by the physical environment (transport options, club facilities and aesthetics)

Does this relate to your club? Yes, relevant No, not relevant

If yes, what priority should it have for your club to address? High Medium Low

Strategies to address the physical environment	We already do this	We could try this
Encourage members and participants to car pool	<input type="checkbox"/>	<input type="checkbox"/>
Organise to meet a group of girls (e.g. at the school gate) and walk to the club grounds for the first session	<input type="checkbox"/>	<input type="checkbox"/>
Implement a cleaning roster to help keep club facilities tidy; maybe you could link the roster to some incentives	<input type="checkbox"/>	<input type="checkbox"/>
Girl-friendly change rooms (e.g. clean, private changing spaces, male/female shared spaces maintained in a condition acceptable to females)	<input type="checkbox"/>	<input type="checkbox"/>
Apply for grants to upgrade club rooms and facilities	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)....	<input type="checkbox"/>	<input type="checkbox"/>

Other key organisational and physical environmental barriers for your club include...

1.
2.
3.

Other Strategies	We already do this	We could try this
	<input type="checkbox"/>	<input type="checkbox"/>

*All these strategies sound good,
but we need help!*

Who can help us?

There are a range of local organisations that can help you plan and implement these strategies including...your State Sporting Association, Regional Sports Assembly or Local Government.

Why not ask them for help in establishing a strategic direction and program structure for engaging adolescent females in sport.

Section 3: So what might a Triple G program look like at your club?

Below is an example of how a Triple G program might evolve in community sports clubs. The description is based on fictional schools and clubs.

The Club Introduction

Over the last few weeks coach Carter had been at Odessa College helping the physical education (PE) teachers run a school tennis program. The last week of the school program was then held at the Valley Tennis Club which involved students going to the local club during their PE class. This was a great opportunity for the girls to familiarise themselves with the location and facilities of the club grounds. The Valley Tennis Club was able to send a club volunteer to this session as well so that the girls would recognise a familiar face when they returned to the club for the after-school programs. During the PE class at the club coach Carter and the club volunteer spoke with the girls about what they had enjoyed about tennis during the school program and discussed whether they would like to participate after school at the club. Coach Carter and the club volunteer discussed a variety of flexible participation options for the girls. These included: the regular club competitions, coaching lessons, and also a new social program (see *Appendix 1: Social program example*). After this initial discussion, some girls were really excited about joining club competitions and felt very confident in their skill to do so. Others girls talked about wanting to play tennis for fun, to be with their friends and maybe it might help improve their fitness. Details about the club programs were given to the girls and notices were put in school newsletters advertising when the programs would start – including both the competition and social programs.

Club Program Structure and Support

The Valley Tennis Club decided to run an eight week program in addition to their existing club competitions for girls from Odessa College. Most of the activities in the eight week program were modified rules with an emphasis on participation for fun (see *Appendix 1: Social program example*). These sessions were with girls of similar ages, interests (e.g. social play) and skill level. Equipment was available for them to use free of charge during the eight week program, and the club was flexible with the type of clothing that could be worn on the courts (i.e. no uniforms required). Participants paid \$3 for each session they attended. Other committee and club members were made aware of the new program and were encouraged to make the girls and their families feel welcome to be a part of the club. A club volunteer was delegated the position of the Welcoming Officer, whose role was to speak to the girls and their parents (where necessary) about the variety of participation options available to them as well as for their family members. Parents were encouraged to come and watch the girls participate, whilst having a cup of coffee or tea.

Club Environment and Ongoing Participation

During the girls' time at the club program, the girls were invited to make suggestions about how to make the club and the program they were involved in more welcoming. Some of the girls talked about including posters in the change-rooms, some healthier food options in the canteen, and others wanted a space where they could hang out in to chat or have a juice or coffee after their session. These girls were invited to put their ideas down on paper, including how they would help implement these changes and look after the club rooms. These ideas were discussed by the club committee and approved.

In addition to the participation program, the club had many existing social opportunities including sausage sizzles and trivia nights. However the girls were more interested in a pizza and movie night. The club decided that the girls could organise the pizza and movie night for their last club

session and were encouraged to bring a friend along for this session. The club then provided information to any girls who were new to the club about participation options available at the club.

After the eight week club program, the girls were also asked whether they would like to continue playing tennis and how they would like to continue. The girls mentioned that involvement in decision making would help improve the program and it helped motivate them to keep coming back to the club. At least 50% of the girls stated that they would like to continue to come once a week to a semi-structured session led by a coach or club volunteer. Importantly, the session was flexible in its delivery with an emphasis on some skill development but mainly involved fun and participation in a social manner (like the one they had just been participating in). However, several of the girls opted to join the weekly club competition structure. A few others wanted to just come and play tennis outside of the programs. The club then decided to make arrangements for some courts to be available during 4 – 6 pm weekdays and for two – three hours on weekends for \$10/hour for these girls to have an informal hit with friends or family.

The club also offered a 3-month membership option for girls which allowed girls to attend the social program, but also allowed the girls to come and use the tennis courts during the specified casual times.

Section 4: Club Action Plan

The table below provides a space for you to plan your club program as part of Triple G program.

Your Club Program Details	
Organiser	
Coach	
Location	
Day of the week	
Time	
Weeks that the program will run	
Participation fees	
Program Communication Strategy (both within and outside the club)	
Other details	

Your Club "on-court" Activities

Court Activities	Description

Your club strategies to help engage girls in sport after-school

The table below provides a space for you to plan specific strategies to engage, re-engage and maintain girls in your programs.

Objective	Strategy	Level of Priority	Actions or tasks	Measure of Success
<i>Example: Provide affordable membership options</i>	<i>Implement pay-as-you-go participant fee</i>	<i>High</i>	<i>Participants pay \$3 per session during Triple G club program. After the 8-week program participants can deduct these fees from their registration fees if they wish to become member. Alternatively, we will offer girls the opportunity to continue in a pay-as-you-go social program.</i>	<i>Number of girls in the club program. Number of girls who take up club membership and/or stay in a social participation program.</i>

Objective	Strategy	Level of Priority	Actions or tasks	Measure of Success

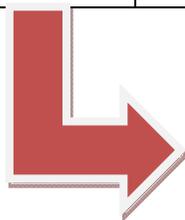
Objective	Strategy	Level of Priority	Actions or tasks	Measure of Success

Section 5: Recording Participation Information

- As part of the Triple G research study we need you to collect and record some important information about the girls who participate in your club program, specifically their attendance record and any follow-up after the Triple G club program finishes.
- Below is an example of the participation log sheet, which we will send you soon. On the next page, we also have an example of the Triple G membership card which identifies girls who are involved in the Triple G program and the associated Triple G research study.
- The log sheet that we send you will already include the names and ID numbers of the registered participants, as in the first example below. You may wish to collect extra information such as email addresses and telephone numbers. The bold handwriting font indicates the sections you fill in.
- You may like to make your program and discount participation fees accessible to girls without membership to the Triple G program and research study. This is OK, but we also need you to record details of the participation of these girls in the log sheet as in the second example below. This will provide evidence about any wider impact of the Triple G program. However, you should delete (electronically) or mask out (hard copy – use a black felt pen) the **names and contact details** of these extra non-Triple G participants before you send us the completed log sheet.

Example of participation log sheet

First Name	Last Name	Triple G Id Number	Email	Phone	Date Attended Tennis Club Club Program in 2011								Follow-up after club program (e.g. continued participation in other club activities or programs)
					2/5	9/5	16/5	23/5	6/6	20/6	27/6	4/7	
Meghan	Casey	00123	<i>m.casey@ballarat.edu.au</i>	5327 9658	2/5	9/5	16/5	23/5	6/6	20/6	27/6	4/7	<i>Continued social program and joined U.16s team</i>
<i>Rochelle</i>	<i>Eime</i>	<i>n/a</i>	<i>r.eime@ballarat.edu.au</i>	5327 5237	2/5	9/5	16/5	-	-	20/6	-	4/7	<i>Continued social program</i>



What is this?
To identify girls in the Triple G program and research study

Membership of Triple G program: Girls will present their membership card (shown below) to access your program and any discount participation fees that are part of your program.

Example of Triple G membership card for those girls registered in the Triple G program and research study

Front of card



Back of card



Appendix 1: Social Program Example

Triple G Tennis at Tennis Clubs and Centres: The eight-week club program

Traditional competition is ineffective for starter players and most of the girls who might be involved in the Triple G club program. Traditional competition is too long, too serious and often too much pressure.

The formats and rules described below will help ensure your club's Triple G program is short, simple and has plenty of matches for every player. The program is flexible in being able to cater for any number of participants in any one session (e.g. a maximum of 24 girls on a minimum of four courts). These formats offer the chance for the girls to play with other players of similar abilities in a fun and friendly atmosphere. By manipulating factors such as flexible rules on different court formations, and easier scoring with a range of match formats and rotations clubs can provide the Triple G players with the fun and experience most girls seek.

Club volunteers and organisers can combine the suggested formats and rules with their own ideas and further suggestions from your club professionals which will help to make this club program and social days/nights more accessible and enjoyable for all players.

The games and formats explained in this workbook are just a few of the many different modified activities that you can play tennis. There are plenty of 'multi-match' formats at International Tennis Federation www.tennisplayandstay.com that are available for you to use. Some of the activities suitable for incorporating into Triple G include: Team cones; Team round robin; and Switch doubles by Mike Barrell (www.evolve9.com). There are also resources available via Tennis Australia and Tennis Victoria such as MLC Tennis Hot Shots Manual, Family Friendly Social Competition Formats Booklet, Ladies Social Tennis Guide, and Club Open Day Manual. To request resources, please contact your Community Tennis Officer from Tennis Victoria on 03 8420 8420.

Success = Confidence = Fun

10 Club Starter Program Tips

1. Never, never use single elimination or knockout formats.
2. Use match formats that involve players playing more than one match, in singles and/or doubles format (challenging, rotation, round robin & feed in matches).
3. Let them play the game and don't get too technical!
4. Encourage team games, give the players roles with names and avoid individual challenges.
5. Matches should only last for a short duration.
6. Use modified rules and scoring.
7. Scoring to a number or to an allocated time is essential for participation and concentration.
8. Bonuses or rewards points are great for reinforcing success of a skill or tactics.
9. Girls will need to be accountable for their own score and entry on team scoresheet.

SCORING FORMATS

Scoring points

- Score in numbers 1, 2, 3 etc as opposed to love. 15, 30, 40, game
- Fast matches, first player or doubles team to 5. Matches to 10 points maximum

Short sets to 4

- Instead of playing first to 6 games, play first to 4 games.
- First player or doubles team to 4 points wins the game. (No ad scoring)
- At 3 games all, next game wins
- At 3 games all, play a tiebreak to 7.

Best of 3 tiebreakers

- Playing best of 3 tiebreakers takes less time and keeps the scoring simple.

Serving

- Allow underarm (bounce and hit serves)
- Progress to one over arm first serve and second underarm
- Allow serves to land anywhere and then progress to service boxes
- Be flexible with number of serves per player. Alternate or 2 serves then change
- The no let rule, serves that hit the net cord and land in are live and are played.

Tip *Serving is eventually an essential part of playing the game: If the girls are at the underarm serving stage in matches, set up a practice or serving activity on an alternative court to the matches*

Timed Games

- Timed games or games to an allocated number of points allow you (the coach or volunteer) to have total control over when all games start and finish. This makes it far easier for you to run an event as all players start, finish and change opponents at the same time. You can use and vary any length of game you want, but a maximum of 10-15 minutes per match is advised.

TRIPLE G COURT AND GAME FORMATIONS

GAME # 1 – HALF-COURT SINGLES

- Organise players into two groups of 6 (blue team and red team)
- Allocate two court playing areas. Can be $\frac{3}{4}$ (yellow markers) or full length
- Divide court in half lengthways with markers (blue line)
- Games are singles: played either on one side lengthways with or without alley or crosscourt with or without alley
- Waiting players score and encourage their team players
- The aim of the game is to develop rallying consistency
- Games are first to ten points
- Use serving and scoring system as outlined above

GAME # 2 – ALL BACK 4'S

- Organise players into two teams
- Four players starting from the baseline
- Encourages baseline rallying, teamwork and out positioning other team
- One player has five tennis balls and starts the point with an underarm serve
- The ball can land anywhere within the doubles court
- The players take turns to serve once the five points have been played
- The total score is 20 points
- After one game is complete, swap player partners and play another pair from the opposite team

Variations

- Players take it in turns to start all five points with an over arm serve and if the serve does not land anywhere within the court, use an underarm serve for the second serve
- Once players feel competent in serving they can attempt to serve over arm to the service box

GAME # 3 – CHARGE DOUBLES

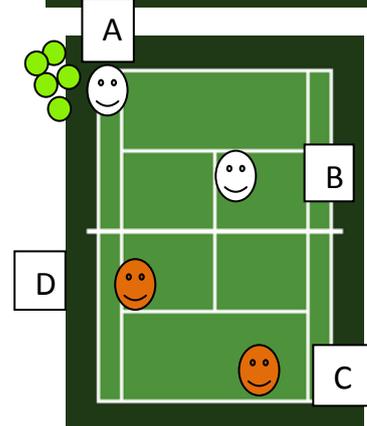
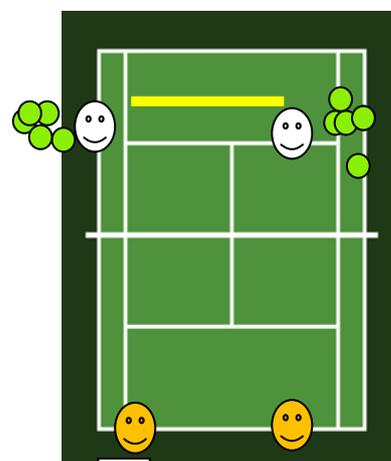
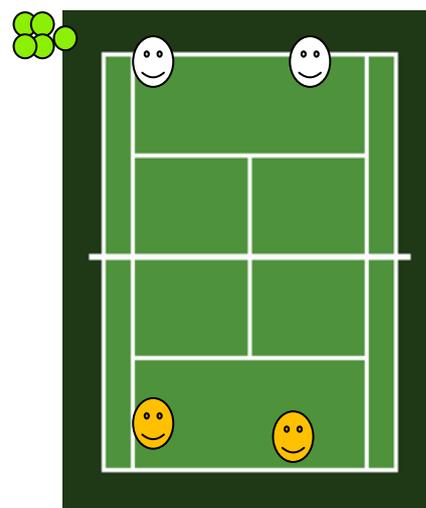
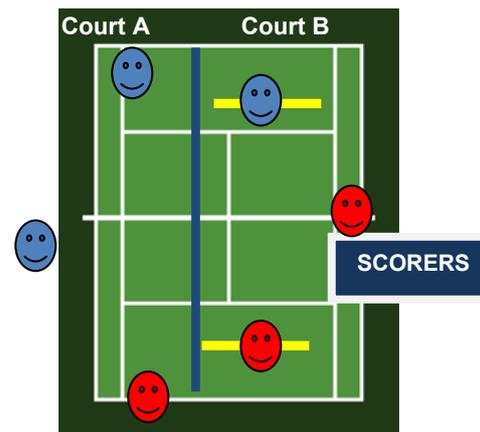
- White team starts the point from $\frac{3}{4}$ court (yellow line)
- White team starts the point with an underarm serve and then both players charge to the net position to play the point out
- White team players take in turns to serve
- Orange team plays from the baseline
- Once ten points have been played, the teams swap ends and roles
- The total score is 20 points

GAME # 4 – TRIPLE G DOUBLES

- Players position themselves in the traditional doubles formation
- Player A serves five points to player C, and all players play out the point
- Player C serves five points to player A, and all players play out the point
- Repeat for player D and B
- The total score is 20

Variations

- Repeat the above format then player A serves to player D; player D to player A; player B to player C and player C to player B
- The total score is 40 points
- Once players feel competent in serving they can attempt to serve over arm to the service box



Players will eventually progress to playing traditional doubles format with the roles as described below.

It is important that once the players have reached this level of play, the games described above are still incorporated into the sessions.

The Serving Team Traditional Doubles- one up one back	The Receiving Team Traditional Doubles- one up one back
<p>The Server's role is to start the point with a serve and:</p> <ul style="list-style-type: none">• If the serve is effective it allows the net player to intercept the return• If the return is back to the server, the server will rally crosscourt to create an opportunity for:<ol style="list-style-type: none">1) the net player to intercept2) server to play down the line3) the server to transition to the net to volley <p>The role of the net players is to:</p> <ol style="list-style-type: none">1) intercept any crosscourt balls2) protect the down the line shot3) intercept any volleys from the opponents	<p>The Receiver's role is to attempt to return the serve and:</p> <ul style="list-style-type: none">• If the return is effective it allows the net player to intercept the server's return play• If the return is back to the server, the returner will rally crosscourt to create an opportunity for:<ol style="list-style-type: none">1) the net player to intercept2) the returner to play down the line3) the returner to transition to the net to volley <p>The role of the net players is to:</p> <ol style="list-style-type: none">1) intercept any crosscourt balls2) protect the down the line shot3) intercept any volleys from the opponents

TRIPLE G ROTATION FORMATS

Sample Draw and Scorecards for Triple G club based program - 12 v 12 Doubles

“Sample Draw 12 V 12 Doubles” is adapted from ITF’s Mark Tennant, 8 V 8 doubles (www.tennisplayandstay.com) to accommodate 24 players.

This format is an example of a session that can be flexible to suit the available number of courts. The format allows players to change team partners regularly enhancing fun as opposed traditional round-robin match format.

Sample Draw – 12 v 12 Doubles					
Round 1			Round 2		
Court 1	Red 1&12 V Blue 4&9		Court 4	Red 6&7 V Blue 4&9	
Court 2	Red 2&11 V Blue 3&10		Court 5	Red 1&12 V Blue 3&10	
Court 3	Red 3&10 V Blue 2&11		Court 6	Red 2&11 V Blue 2&11	
Court 4	Red 4&9 V Blue 1&12			Red 3&10 V Blue 1&12	
Court 5	Red 5&8 V Blue 6&7			Red 4&9 V Blue 6&7	
Court 6	Red 6&7 V Blue 5&8	<p>At the end of the round, Red team move to the next court (e.g., Red 1 v 12 move from Court 1 to Court 2 and will now challenge Blue Team 3 & 10).</p>		Red 5&8 V Blue 5&8	

12 v 12 Doubles Scoresheet

This is an adaptation of 8 V 8 Doubles (Presented by Mark Tennant, ITF)

RED TEAM								
V'S BLUE	RED TEAM NAMES	1	2	3	4	5	6	TOTAL
Player 1								
Player 2								
Player 3								
Player 4								
Player 5								
Player 6								
Player 7								
Player 8								
Player 9								
Player 10								
Player 11								
Player 12								
							RED TOTAL	

BLUE TEAM

V'S RED	BLUE TEAM NAMES	1	2	3	4	5	6	TOTAL
Player 1								
Player 2								
Player 3								
Player 4								
Player 5								
Player 6								
Player 7								
Player 8								
Player 9								
Player 10								
Player 11								
Player 12								
							BLUE TOTAL	

Tennis Volleyball



This format is designed to give participants the experience of playing in every part of the court as a team.

You can play with three to six players on each side of the net. The server serves by bounce hitting a ball to either the forehand or backhand court. The point is then played out by all participants. Play first to 11, 15 or 21 points. Teams can only win points off their own service. If a team loses a point on their serve, service is given up to the opposing team. Each time service is recovered from the opposition, players rotate clockwise to change positions.

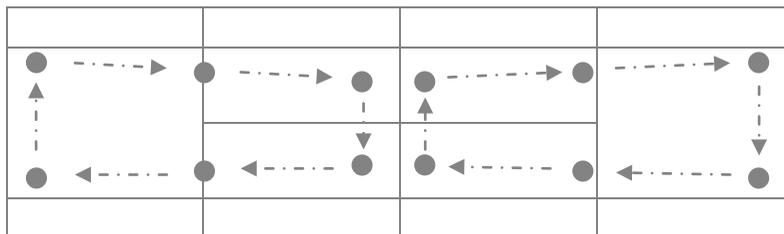
Another feature of this format is that it fits into a variety of different draw formats such as a round robin draw etc.

Pros

- Ability to play in all parts of the court
- Play many different players
- Easy to understand and follow type of format

Cons

- If one player withdraws mid-way through the event, this impacts the setup of the teams



Tennis Triples



This format involves teams of three players at each end and surprisingly there is plenty of room on court for everyone. Rallies are often long and entertaining and encourage a wide range of different shots to be crafted to win a point. The key rule to remember is that **one member of the receiving side receives serve for an entire game, both in the deuce and advantage courts.**

A round robin draw format works well for organising a triples event. A suggested scoring format for each match is to have each match consisting of six games in total plus a tiebreaker if the score is 3–3. Playing all six games regardless of the score (e.g. 4–2, 5–1, 6–0) keeps matches on court for about the same time and can be useful if a count back is required.

Playing matches of six games in length ensures that each player serves one game. Another suggestion to keep all the matches being of a similar length is to have the games being a sudden death deuce whereby a winner takes all point is played when a game reaches deuce. As already stated, one member of the receiving team receives serve for an entire game with the other two players able to stand anywhere.

To even out the matches, the strongest player in each team must serve and receive against the strongest player in the opposing team. Similarly, the second ranked players in each team will serve and receive against each other and so forth. This is important as it makes for a fair contest.

If a tiebreaker is needed, it should be the first to five points with each player serving one point in rotation.

Keep teams the same throughout the event, as great camaraderie soon develops. As matches go on, the teams will begin to develop and implement a range of strategies.

Tennis Triples



Pros

- More players on court
- Matches finish at a similar time making for a fast-paced event
- Different point-ending shots need to be developed
- More strategic play needed
- Multiples matches for all
- Play many different players
- All matches count for the end result
- Easy to understand and follow type of round robin draw format

Cons

- Teams need to be very similar in the standard differential
- No ability to even out standard mid-way through the tournament
- Can be many matches to play so court usage can be quite high
- If one player/team withdraws mid-way through the event, this can impact on the final result

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