



# BORN TO FLY PRACTICUM PLAN

Submit to the Director of Training (borntoflyaerial@gmail.com) for approval as soon as you have developed your plan. When finished with your practicum hours, please submit all documents together. Do not send in pieces.

Name (First, Last): \_\_\_\_\_

Certificate Working Towards (Apparatus & Level): \_\_\_\_\_

City/State/Country: \_\_\_\_\_ E-mail: \_\_\_\_\_

Prior to the teacher training, how much experience have you had teaching specifically in the area in which you are now applying for certification? Describe length of time teaching, and briefly describe target student population.

What areas do you want to focus on for personal growth as a teacher?

How many hours was your live training? \_\_\_\_\_

How many hours will be required in your practicum?

(Hint: Take 50 hours and subtract the number of hours of your live training) \_\_\_\_\_

The practicum hours are flexible so that you can create the best plan that fits your goals for personal growth as a teacher. Please see the following pages for a detailed description of each category.

How will your Certificate Hours Add-Up?		
Live Training	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
Observation Hours (2 recommended)	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
Being a Student Hours (2 max)	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
Lesson Planning (2 max)	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
Mentorship Hours (optional)	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
Assistant Teaching Hours (optional)	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
Teaching Hours (min. 7 required)	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
Online Modules (1 hrs. for Level 1)	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
RTAP Submission (2 minimum)	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
(2 videos + one hour credit for optional online chat)		
Other - Please describe	_____	<input type="checkbox"/> Finished <input type="checkbox"/> Still Working on it
<b>Total:</b>	<b>50 Hours</b>	

## Observation Hours (2 recommended)

As you are observing the class, note WHY the teacher is making the decisions that they are. Observe things such as...

- What skills are being taught? How was the class warmed up for these skills?
- What skills were reviewed? Why were these skills selected?
- What cues really helped students to learn the move?
- How did the teacher manage the class? What was the flow of the class like?
- How did the students seem to be enjoying class? What were they gaining from taking the class?

**For each observation hour, record the following data:**

- (1) Date of observation
- (2) Class observed (note apparatus and level)
- (3) Teacher Observed
- (4) Brief Outline of Observations

## Being a Student Hours (2 max)

“Being a Student” Hour is similar to an observation hour, however you get to be an active participant in the class. Just like an observation hour, note WHY the teacher is making the decisions that they are. Observe things such as...

- What skills are being taught? How was the class warmed up for these skills?
- What skills were reviewed? Why were these skills selected?
- What cues really helped students to learn the move?
- How did the teacher manage the class? What was the flow of the class like?
- How did the students seem to be enjoying class? What were they gaining from taking the class?

**For each class hour, record the following data:**

- (1) Date of class
- (2) Class taken (note apparatus and level)
- (3) Teacher & Studio where class was taken
- (4) Brief Outline of Skills or “Ah-ha moments” Learned

## Lesson Planning (3 max)

*Lesson Planning is an important part of teaching. Most of your first few years will be spent in copious amounts of over-planning. As you get more experienced, your lesson plans will shorten and you will refine the process. Eventually, you'll be able to launch off into class with only a very brief idea of what you will teach and the rest will flow.*

For these hours to count for your certification hours, please record the following information and submit with your final practicum packet. **\*\*Note\*\*** A detailed lesson plan is required for your RTAP so you can use your lesson plan for your RTAP to count for your certificate hours as long as you detailed your plan ahead of your teaching time.

**Include Detailed Plan of Class including:**

- (1) An overview of the goal of the class and target student population  
(Ex: Week 3 of an 8-Week Intro-to-Fabric Class, learning basic footlocks and climbs)
- (2) Warm-Up Plan with actions and purpose behind those actions (Ex: jumping jacks - cardio)
- (3) Apparatus Warm-Up & Review -- which skills will you review and why? What concepts are you focused on?
- (4) Gut of the Class -- what key concepts or skills are you teaching in this class?
- (5) Cool-Down plan -- what parts of the body were focused on in class and could use extra attention in cool-down?
- (6) How did the actual class compare to your lesson plan? What changed in real life?  
(include what date your class was taught)

## **Mentorship Hours (optional)**

This is a great way to learn from someone who has more experience teaching. If you are struggling in a particular area (how do I manage those crazy kid classes? etc), or perhaps are struggling with a specific skill-set (how do I get students to cleanly invert for the first time), a more experienced teacher can help immensely.

These are hours that you can schedule with a Master Teacher. These must be Born to Fly Teachers or an approved mentor. If you have someone mentoring you, send us a request for approval to have those hours count for your certificate hours. You can schedule hours online from our website [www.BornToFlyTeachers.com](http://www.BornToFlyTeachers.com).

### **For each mentor hour completed, record the following:**

- (1) Name of Mentor Met With
- (2) Date of Meeting
- (3) Topic of Meeting

## **Teaching Hours (min. 7 required)**

Teaching hours are the most important hours in your practicum. There is no teacher quite like experience! As part of the practicum process, we require that you film two of your teaching hours and submit them via our RTAP program (RTAP = Remote Teacher Assessment Program). You will meet with a mentor who will observe your classes and see how things are going. This is a great opportunity to check in and see how things are going, as well as get some ideas for areas of growth or to challenge yourself to prevent teaching ruts or burnout (esp for those of you with more teaching experience).

### **For each teaching hour completed, record the following:**

- (1) Date of Teaching
- (2) Apparatus and Level Taught
- (3) Brief outline of skills taught that day

## **Assistant Teaching Hours (optional)**

If you are new to teaching, it can be helpful to assist an experienced teacher with their classes before teaching classes on your own. Help lead warm-ups, cool-downs, demo the skills of the day, help spot students through moves, and more!

### **For each assistant-teaching hour completed, record the following:**

- (1) Date of Assistant-Teaching
- (2) Apparatus and Level Taught
- (3) Brief outline of how you assisted in class

## **Online Modules (1 hrs. for Level 1)**

For Level 1, we currently have two online modules: safety and rigging. Each are worth 30 min credit. If you have other courses you have taken that would replace these modules, feel free to make substitutions. Just let us know when you submit your practicum packet.