

Sample Provincial Tennis Association Orientation Session Course Facilitator Orientation for Instructor Course

Agenda

General Warm-up

- Welcome
- Introductions
- Icebreakers

Tennis Specific Warm-up

- Roles of Course Facilitator
- Evaluation and Advancement Process

Present the Topic

- Finding a Starting Point: DVD and Reflection Exercise

Emphasize the Skill

- Overview of the Course: Enjoyment and Improvement = Retention and Growth

Set Up and Run the Drill

- Evaluation Process: Criteria and Implementation
 - Demonstration
 - Leadership
 - Teaching
 - Ethics

Provide Feedback

- Facilitator Pedagogy = Candidate Pedagogy

Wrap Up and Cool Down

- Beginning the Process
 - Apprenticing Your First Course
 - Assigning a Facilitator Mentor
- National Coaches Conference
- Other Business

Icebreaker – Team Game

- Create 4 teams using birthdays
- Each person must lead at least once
- Need a team name and a team mascot

Things to be drawn out of a hat:

1. Lead your team in learning a camp song that has actions and gestures as well as words and ensure all team members know all the song.
2. Teach your students the game of Boggle. Create as many 2, 3, 4 and 5 letter words out of the following. You have two minutes.

E	T	S	O
N	O	L	N
N	P	E	G
I	S	T	A

3. Explain and play a game of charades. Act out “compassionate”.
4. Explain and play a game of Pictionary. Draw an “all court player”.

Reflection exercise:

1. How comfortable were you with playing the game?
2. What did you learn about yourself?
3. What did you learn about each other or the group?
4. If you were to play this game, what and how would you need to prepare in order to lead the activity?
5. How did I lead the game?

**CF Development Module:
Icebreaker + Mapping Course Competencies**

Time	Working Group	Focus	Materials (Overheads)
		Ice breaker: Create four groups (sequential building of skills) <ul style="list-style-type: none"> • Positive facial and body language expression, holding it for 10 seconds • Add encouraging words, 15 seconds • While maintaining eye contact, 20 seconds • While circulating around the room, 20 seconds • While rubbing your tummy, 30 seconds • While getting others in the group to rub their tummies, 40 seconds • While patting your head, 50 seconds • While getting others in the group to add this action, 60 seconds • While providing feedback and correcting the group, 60 seconds 	
		Reflective tool sheet <ul style="list-style-type: none"> • Teaching versus Teaching a Candidate to Teach a Skill • What did you learn about yourself? • What did you learn about others? 	
		Relate this to CP1 Course competencies <ul style="list-style-type: none"> • Give an example of a skill and its trajectory • Come up with as many end skills 	
		Take one and break into its component parts, prioritizing the order of learning acquisition <ul style="list-style-type: none"> • Introduce (Sell it, awareness that they have it, talk about its importance) • Improve (extend its range, make it more complex, fine tune) • Maintain (increase standard while introducing other skills or other contexts) • Integrate (adding other elements or processes or contexts) • Automate (groove, differentiate, unconscious competence) 	
		Discuss and connect to course overview and flow of course	

Reflection Worksheet

Teaching a Skill	Teaching a Candidate to Teach a Skill

Setting Expectations Exercise

Setting expectations by the way we describe a job to be done.

Half of the group: Using the following table, record after each statement Y (yes) or N(no)

Statement	1	2	3	4	5	6	7	8	9
I want to do this!									
This is a job for me!									

The other half of the group: Using the following table, record after each statement an X (I don't know) or the answer (school bus driver)

Statement	1	2	3	4	5	6	7	8	9
The job is _____									

Read the following, and ask anyone if they want to do it.

What Task Is This?

1. This task involves working in a noisy, smoke filled environment with poor lighting.
2. It involves repeatedly picking up a heavy solid object from one location, bending over and moving the object to another location.
3. Someone is constantly monitoring your performance, and generally making verbal comments on how well you do.
4. You may begin by using two hands, but will learn that it is easier to use only one.
5. Sometimes the lights flash off and on while you are working. Sometimes the lights shine directly into your eyes.
6. It involves using a repetitive wrist motion, and precision.
7. It can cause back strain.
8. Even as you become proficient, you will not be allowed to move more than one these objects at a time.
9. The more proficient you become, the more people you will have observing and critiquing your performance.

Answer: If you haven't guessed, it's Bowling.

Debrief around how we affect people's perceptions by the way we talk about things.

