



# BORN TO FLY™ CERTIFICATE APPLICATION

Submit to Director of Training (info@borntoflyaerial.com)  
concurrently with submission of final RTAP.

Name (First, Last): Laura Stricker

Address: Doerflistrasse 7 Phone: +41792944071

City/State/ZIP: 8903 Birmensdorf, Switzerland E-mail: vonfurstenbach@tiscalinet.it

Which certificate are you applying for? (circle one)

Aerial Yoga: Level 1 Level 2

Aerial Hoop: Level 1 Level 2

Aerial Trapeze: Level 1 Level 2

Aerial Rope: Level 1 Level 2

Aerial Fabric: ~~Level 1~~ Level 2 Level 3 Level 4

Dates of Live Trainings: September 2016

Master Teacher: Sarah B. Holmes

Location of Trainings: Vienna (Austria)

How did you distribute your 20 hours?

Observation Hours 3

Being a Student Hours 3

Self-Practice Hours 3

Mentorship Hours 2

Assistant Teaching Hours \_\_\_\_\_

Teaching Hours 5

RTAP Submission: 3

Online Modules (check the website for the requirements/suggestions for your course)

Rigging Module (1 hr) x

Anatomy Module (1 hr) \_\_\_\_\_

Spotting Module (1 hr) \_\_\_\_\_

Cueing Module (1 hr) \_\_\_\_\_

Official Use Only	
Observation Hours Completed	_____
Being a Student Hours Completed	_____
Self-Practice Hours	_____
Mentorship Hours	_____
Assistant Teaching Hours	_____
Teacher Hours Completed	_____
Private Lessons	_____
Group Lessons	_____
RTAP Submission Completed	_____
Mentor Completing RTAP:	_____
Online Modules Completed:	_____
Notes:	_____
	_____
	_____

How do you feel you have grown as a teacher through the completion of your practicum hours? \_\_\_\_\_

\_\_\_\_\_ I think that this program was very useful to me to gain insights on how to work with different people with different body awareness levels. In particular it gave me new tools to deal with students with little strength and/or self-perception.

\_\_\_\_\_ The program also gave me more knowledge and confidence concerning basic spotting techniques, not only from the point of view of keeping the students safe, but also from the point of view of avoiding injuries for the teacher.

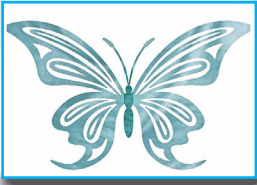
\_\_\_\_\_ Overall it also gave me a chance to think about appropriate progressions, kinesthetic approaches and long-term body preservation in the aerial practice and how to implement them into a class.



## CERTIFICATE APPLICATION: Observation Log

During each observation, pick a focus area for yourself to pay attention to. Example: cueing, spotting, warm-up techniques, how a teacher ensures safety, etc. Reference the Aerial Teacher's Handbook for many more ideas on what to look for when you are observing a class. Record both things that you found were effective and things you noticed that were not effective, whichever is applicable.

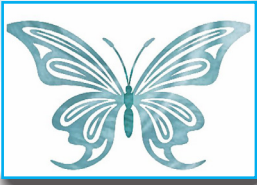
Class Information	Notable Lessons Learned from Observation
Date: 18.11.2016	<b>Conditioning.</b> Small-steps progression to build up shoulder and core strength, with different levels of difficulties, adapted to different strength levels. <b>Exercises</b> to learn to isolate specific muscles groups (especially lat, traps, rhomboids) Use of the knot in interesting ways, both as a didactic instrument for specific movements (e.g. to practice the use of the leg for the hiplock) and as an instrument for safe creative exploration (e.g.: move letting one part of the body drive the whole motion)
Apparatus: Tissue	
Level of Class: Beginner	
Length of Class: 1.5 hours	
Studio/Location: University Sport Center, Göttingen	
Teacher Observed: Natalie Nowak	
Teacher Signature:	
Date: 24.11.2016	<b>Warm up.</b> Thorough 30 minutes warm up, with 30 min cardio (running, jumping, rolling, 4 legs walking), followed by exercise specific to the area that had to work more afterwards, with joint mobilization (hips, legs and feet to prepare for footlock-based figure). <b>Transitions.</b> Puzzles to make the student find ways to transition from one position to the other. <b>Positions</b> adapted to skills of students (e.g. hiplock/footlock, right/left footlock)
Apparatus: Tissue	
Level of Class: Beginner	
Length of Class: 1.5 hours	
Studio/Location: University Sport Center, Göttingen	
Teacher Observed: Natalie Nowak	
Teacher Signature:	
Date:	
Apparatus:	
Level of Class:	
Length of Class:	
Studio/Location:	
Teacher Observed:	
Teacher Signature:	



## CERTIFICATE APPLICATION: Being a Student Log

During each class that you attend, pick a focus area for yourself to pay extra attention to. Examples: cueing, spotting, warm-up techniques, how a teacher ensures your safety, how the teacher gave modifications if applicable, etc. Record both things that you found were effective and things you noticed that were not effective, whichever is applicable.

Class Information	Notable Lessons Learned from Taking Class
Date: 27.11.2016	Safety focus. Front-salto from the knot. Natalie made sure that each student was able to get into the position and walk out of it without dropping (reversing the entry), before proceeding to the actual drop. She always checked that the free tissue was wrapped around one leg to avoid people catching it by mistake when dropping and going thorough. She was checking the body engagement: based on that she would allow the drop with her spotting or had the student walk out without dropping. Spotting technique: one hand under stomach and one hand over the legs.
Apparatus: Tissue	
Level of Class: Beginner	
Length of Class: 1.5 hours	
Studio/Location: University Sport Center, Göttingen	
Teacher: Natalie Nowak	Breathing focus. Exercises to give more awareness on breathing, starting from the warm-up and continuing on the tissue. We worked in pairs: one person was leading making loud breaths choosing and changing the rythm. The other person had to follow adapting her/his movements and breathing accordingly, starting from the floor, then continuing with a climb. More advanced students could add a figure in the air after the climb. The descent was supposed to follow the same pattern.
Teacher Signature:	
Date: 02.12.2016	
Apparatus: Tissue	
Level of Class: Beginner	
Length of Class: 1.5 hours	
Studio/Location: University Sport Center, Göttingen	
Teacher: Natalie Nowak	
Teacher Signature:	
Date:	
Apparatus:	
Level of Class:	
Length of Class:	
Studio/Location:	
Teacher:	
Teacher Signature:	



## CERTIFICATE APPLICATION: Self-Practice Log

This time is designed for you to spend some soak time working out the details of class planning. This time can be spent doing things such as creating a sequence for a class, designing and breaking apart a progression chain, rehearsing your cues for skills, etc.

Date: 05.12.2016

How did you spend your hour? \_\_\_\_\_

I went over the progression for hip-lock on both sides, checking with a mirror which were the key spots for each exercise with both bent and long arms. I tried to understand which mistakes one could do (e.g. opening hips, not engaging legs, not putting enough weight) and I thought about exercises to fix those issues (research for shelves where to lean upon inside the knot, exercises on the floor in pairs, e.g. one person leaning on a side in a similar position than hiplock resisting the other which was trying to make him/her roll on the back pushing the upper hip). I also practiced an alternative entry that requires less strength (from Russian climb and sitting) and thought on how to break the movement down into minimal pieces, to slow it down the and have better control.

Date: 26.01.2017

How did you spend your hour? \_\_\_\_\_

I looked for kinesthetic approaches to teach how to install the cross back from the inversion between the tissue. In particular, I tried to use the knot to find ways to teach the correct engagement of the legs: first one by one, crochet, pointed feet, pushing on the tissue to feel the tension and using the free leg, then both legs with crochet, trying to cross them. I also thought about ways the student can practice the movement of the hands behind their back to put up the cross, still inside the knot (with the tail passed inside the loop for safety), so that they would not have the additional problem of the weight. I looked for positions where the movement of the hands would feel similar (e.g. lying on the floor between the tissues, face down, tissues passing under the shoulders and armpit)

Date: 20.02.2017

How did you spend your hour? \_\_\_\_\_

I looked for exercises to make the students more aware of the meaning of turned out/turned in legs as well as hips positioning when inverted and incorporate them in warm-up and conditioning. Standing next to the wall for balance, leg up turning in and out. On the floor: sitting with flat back, pulling up one leg, turning it in and out. Exercises with therabands lying on the side. Inside the knot: sitting inside trying to keep the balance and the tissues well apart without using hands, inverting inside the knot experimenting with turn out of the legs and hip positioning, inversions with the focus on turn-out. For stronger students, already able to invert from the floor, this can developed in further conditioning exercises (e.g. a simplified version of Canadian inversion technique on straps, from the floor, with a spotter - one leg extended to the side, kept up, the second leg passing in between the tissues when inverting with the rotation of the first leg leading the movement). I also spent some time trying out stretches for the involved muscles. I decided to spend time on these specific topics even for beginners, because I have seen them making a big difference later in many context, e.g. helping to reduce struggling in inversions, to hold weight (e.g. in crochet), and to optimize work of muscles



## CERTIFICATE APPLICATION: Mentorship Log

This is to document what you covered during your time with your Born to Fly mentor. Spend time discussing ideas such as curriculum planning, class planning, troubleshooting issues with specific students, etc.

Date: 09.12.2016

What ideas did you brainstorm with your mentor? Shoulder protection workshop with Jennifer Crane

Exercises to verify shoulder strenght and health: 5 tests to be regularly incorporated in warm up in order to have a quantitative measure of the weak points of students

Exercises to correct weakness of specific stabilizing group mucleus (combination of conditioning, active flexibility and soft tissue release through peanut). These exercises will be alternatively incorporated, with a lower number of repetitions/sets, in each warm up, in order to have these muscles 'wake up' before the actual work.

Soft tissue release exercises for the cool down and to be given as homework to the students

Date: \_\_\_\_\_

What ideas did you brainstorm with your mentor? \_\_\_\_\_

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Date: \_\_\_\_\_

What ideas did you brainstorm with your mentor? \_\_\_\_\_

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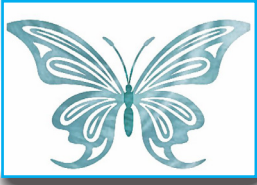
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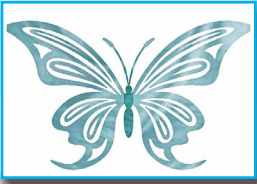
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## CERTIFICATE APPLICATION: Teaching Assistant Log

During each class that you attend, pick a focus area for yourself to pay extra attention to. Examples: cueing, spotting, warm-up techniques, how a teacher ensures your safety, how the teacher gave modifications if applicable, etc. Record both things that you found were effective and things you noticed that were not effective, whichever is applicable.

Class Information	Notable Lessons Learned
Date:	
Apparatus:	
Level of Class:	
Length of Class:	
Studio/Location:	
Teacher:	
Teacher Signature:	
Date:	
Apparatus:	
Level of Class:	
Length of Class:	
Studio/Location:	
Teacher:	
Teacher Signature:	
Date:	
Apparatus:	
Level of Class:	
Length of Class:	
Studio/Location:	
Teacher:	
Teacher Signature:	



# CERTIFICATE APPLICATION: Teaching Hours Log

Note: Your RTAP submission should be separate from the hours logged here.

Class Information	Brief Description of Class/Note Teachable Moments
Date Completed: 11.12.2016	<p>Floor warm up: cardio, active stretching, joint mobilization, focus on shoulders, side abs and legs (30 min), conditioning exercises on tissue: shoulder shrugs, long and short arm hanging, ball/roll, (15 min), progression for hiplock in 2 groups (on the floor/ from one climb, leg fan on the floor/leg exercise in the knot) (30 min), cool down (partner stretching, peanut rolling) (15 min)</p>
Apparatus: Tissue	
Level of Class: Beginner	
Length of Class: 1.5 hours	
No. of Students: 8	
Date Completed: 13.01.2017	<p>Floor warm up: cardio, stretching, joint mobilization, focus on coordination, legs and feet (30 min), conditioning on tissue: shoulder shrugs, short &amp; long arm hanging, in the knot tissue under armpit pushing down (15 min) progression for 3 wraps on legs (back on the floor legs up, sitting on a bar with tissues, in the knot with tissue under armpits, eggbeater; challenges for stronger students: legs together, pointed feet (30 min), cool down (stretching) (15 min)</p>
Apparatus: Tissue	
Level of Class: Beginner	
Length of Class: 1.5 hours	
No. of Students: 8	
Date Completed: 27.01.2017	<p>Floor warm up: cardio, stretching, joint mobilization, focus on balance, breathing and core (30 min), conditioning: shoulder shrugs, hanging, in the knot: star position on the back, slowly up and down front balance, rolling front/back (with or without help of hands) (15 min) cross back straddle from 3 wraps on legs (20 min) exploration in the knot: shelves exercise to feel where weight is well sustained (10 min) cool down (stretching, breathing exercises) (15 min)</p>
Apparatus: Tissue	
Level of Class: Beginner	
Length of Class: 1.5 hours	
No. of Students: 8	
Date Completed: 22.02.2017	<p>Warm up: cardio, active stretching, joint mobilization, focus on shoulders, hips, legs, feet (30 min), conditioning on tissue: planks with feet in the knot hands on the floor, inversions-opening to vertical-closing both slow and with impulse, exercises in the knot for legs (turn out/in) and hips (15 min) progression for cross-back from between tissue (on the floor and in knot) (30 min), cool down (stretching with wall, floor and knot, focus on shoulders, abs and upper back) (15 min)</p>
Apparatus: Tissue	
Level of Class: Beginner	
Length of Class: 1 hour	
No. of Students: 8	
Date Completed:	
Apparatus:	
Level of Class:	
Length of Class:	
No. of Students:	