

Teamwork -- Being a Team Player

Meeting the Team – learning names is important in life and how you introduce yourself can leave a last impression on others. We all feel better when we are called by our name – and believe it or not, it gives us better self-esteem and self-confidence and we learn better.

- **Who Am I?** - The participants learn teammates names and then how to make a good first impression by introducing themselves properly, a basic communication and social skill they can use both on and off the court.
- **Warp Speed** - Participants learn each other's names through a fast paced ball passing speed challenge. Can they learn their names and break the world speed record?
- **Name Capture** – Participants learn each other's name by playing a fast paced game of Name Capture. Can the girls beat the boys at this one? Only time will tell.
- **On-Court** – While acquiring on-court tennis skills the participants learn their names and continue to get more comfortable introduce themselves to others, properly by shaking hands at the beginning and end of games, drills and other on-court activities directed by the on-court coaches.
- **Reinforcement** - Heading into the building, going on-court, coming off court and leaving, the STAR athlete will have the opportunity to introduce themselves numerous times to the coach, instructors, staff and volunteers.

Teamwork – The 5 P's of being a STAR team player (modified from USTA First Serve 3 P's). We will emphasize how to use these both on and off the court throughout the 10 sessions.

- **Prompt** – show up on time (be prompt) or better yet, be early
- **Prepared** – have your equipment, body and mind ready to go
- **Polite** - always be nice, polite and respectful of your teammates, coaches, and
- **Positive** – positive thoughts, positive talk and positive actions
- **Practice** – practice, practice, practice to improve

Take Home - Each participant's parents will be challenged to introduce their son/daughter to a minimum of 10 other adults throughout the upcoming week. Parents are also asked to observe their child implementing the 5 P's of being a STAR Leadership player off the court at home, with sibling, with parents and at school.

Teamwork Being a Team Player - Learning Names and How to Introduce Yourself

Possible Activities: **Who Am I?** **Name Capture** **Warp Speed**

Start with *Who Am I* to get the players learning the names of their teammates. After *Introducing Yourself* you could challenge the team to *Name Capture* and *Warp Speed* are great interactive activities to further reinforce the names of teammates. *Warp Speed* might be a little too challenging for the orange ball group and might work best for the green ball group.

Who Am I? (Learning Your Teammates Name and How to Introduce Yourself)

Locations: A 20' x 20' area

Equipment Needed: None or possibly a flip chart

Objectives and Outcomes:

- To learn the names of your teammates
- To learn how to introduce yourself properly
- To be willing to push the limits of their comfort zones

Time Needed: ~10 – 15 minutes

Setup and Instructions: Welcome participants to the STAR Leadership team, and introduce yourself and any other staff. Explain we are going to **have a lot of FUN and learn a TON**, this winter both on and off the court. First it is important to get to know each other, know the names of the people we are playing against.

Who Am I? - Have students form a circle and quickly answer, Who am I? I am ... Dave and I like to volley. Go around the circle and have each student states who they are. On the second time around have them repeat what the previous players said and build on this as you go around the circle.

Introducing Yourself - We just learned our names but it is also important to learn how to introduce our friends and doubles partners to others. Coach introduces themselves to another coach in **an incorrect, silly way** (not looking at them, not shaking their hand, mumble, look down, not smile, have a limp handshake or not shake hands at all, slouch, etc). Then ask the participants if they think that is a “good way” to introduce yourself to someone and if you made a good first impression. They will likely say NO. Ask them why?

Take their comments and put on a flip chart post-it so all can see in the order you want them to remember.

- Stand up straight and tall
- Look at the other person and smile
- Offer a firm handshake
- State your name clearly
- Ask a question if you did not understand

Introduction Activity: Ask the group to stand up and to introduce themselves to another player. Now ask them how that went – OK? Good, now you have two (2) minutes to introduce yourself to everyone in our group. GO!

Debrief and Lessons Learned: Praise them on how well they did and ask them if they think that was easy or hard. Review the characteristics of being able to introduce yourself and your doubles partner to others and make a GREAT first impression:

- Stand up straight and tall
- Look at the other person and smile
- Offer a firm handshake
- State your name loud and clear
- Ask a question

Name Capture

Location: 10' x 10' area

Equipment Needed: One large tarp that is big enough so each team cannot see the person on the other side crouched down behind it when held up by two coaches (assistant). This can be the same tarp used for Flip the Mat and Wizards Maze.

Objectives and Outcomes:

- To remember names of teammates through a FUN game
- To be an active participant in a team setting and part of a team
- To be willing to push the limits of their comfort zones
- Increase self-confidence, self-esteem, collaboration and communication skills

Set Up and Instructions: Time Limit- 10 minutes

Ask the team to stand in a circle. Go around the circle and ask the team members to introduce themselves, (name, school, their favorite tennis stroke, or pet, etc) if you have not done the *Who Am I* activity yet. If introductions are not necessary, go directly into the activity by separating the team equally into two sides. It takes two coaches or two individuals (not team members) to hold up the tarp. Separating the two sides and have them stand so that neither side can see the other when the tarp is raised. Each side will select one team member to stand at the very front of the tarp, and the coaches will count to three and they will drop the tarp! The first team member crouched in front of the tarp to say the other team member's name wins. The loser joins the opposite side since they have been "Name captured" to that side. This activity continues until time is up or all members of the team have moved to one side.

Safety Considerations: None

Debrief and Lessons Learned: Possible debrief questions could include:

How hard was it to remember some ones name that quickly?

Would it be easier if you had known them for a longer time or as a friend?

Do you want to do it again in a week or two and see if we do better?

Warp Speed

Location: a 10' x 10" area

Equipment needed:

- One foam ball
- Stopwatch/phone with seconds timer

Safety considerations: None.

Objectives and Outcomes:

- To learn each team members names
- To be an active participant in a team setting
- To develop confidence in themselves and others
- To think outside the box and become problem solvers
- To be challenged as a team to problem solve and try to set a team record

Time Needed:

- ~5 minutes to start the activity with coach in the circle and starting the activity
- ~15 minutes to complete the activity

Setup And Instructions:

1. Ask your group to form a circle. You will also form part of the circle the foam ball within easy reach.
2. Explain: "I'm going to start by tossing this ball to someone else in the circle. If you receive it say your name, then toss it to someone else in the circle not immediately on either side of you. That person will say their name and then toss it to another person who has not yet received it and again not immediately on either side of him or her. Throwing continues until the last person tosses the ball back to me. Remember who you tossed to and their name, because we will try to recreate the pattern in the next phase. Any questions?"
3. Toss the ball to someone across from you. The cycle continues until the ball comes back to you. Repeat one more time so that everyone is clear who they toss the ball to and from whom they receive it. The ball must follow the same pattern both times.
4. Explain: "We are now going to see how quickly we can send this one ball from start to finish through the system. The only stipulation is that the ball must pass through the

system in the same order that we have already established. **[Remember these words: how you state this stipulation will define the boundaries for how this task can be accomplished.]** I am going to step out of the system now, so the person that I tossed to will become both the beginning and the end person. Any questions? I will start time as soon as the ball leaves the first person, and I will stop time when it returns to him/her. You may begin when ready."

5. Time their first attempt. Applaud their effort whatever it is (one second per participant or longer is quite normal). And prompt them with "you can do better." Allow for planning, additional attempts and more planning.
6. After several tries challenge them to get it under 10 seconds.
7. At some point the group will ask you how fast this can be done or how fast you've seen it done or what the ultimate goal is. Answer for most groups of 10 – 15 people or less is less than one second. Continue until the group attains the elusive "warp speed" or ceases to be actively engaged in trying to reach it. Process the activity.

Facilitator Notes

- Once the group learns of the goal that they are trying to reach, expect responses like "no way" and "are you kidding?" This will however alert them to the fact that the whole system needs to fundamentally change.
- Fundamental changes that the group should progress through include movement (e.g., moving closer together, changing the position of the participants in the circle, moving out of a circle to a line or some other shape), changing how the ball moves through the system (e.g., from a toss to a hand off to a roll across hands or along the ground).
- How creatively you allow the group to interpret its objective and the stipulation is a function of your assessment of the group and your learning goal. We have had groups ask if they just put the ball on the ground and then touch it in succession, does this satisfies the objective? [Does it? Pause here and reflect ...] Our response in this case is usually to ask the group to answer its own question. Does the ball actually pass through the system in the correct order? Most groups usually choose to continue to seek another solution, and we applaud their "thinking outside of the box" even if it didn't exactly provide the solution - it shows movement in the right direction.

Debrief and Lessons Learned:

Try to let the team debrief themselves but these questions can start or help continue a conversation

- Did you think it was impossible?
- What did you learn from this activity?
- What would you have done differently?
- What did you learn that you will use in the future?
- How will this change the way you think about what is possible?

INTRODUCING YOURSELF

Learning names is important in life and how you introduce yourself can leave a lasting impression on others. We all feel better when we are called by our names - and believe it or not, it gives us better self-esteem, better self-confidence, and we learn better.

So how can you introduce yourself and make a good impression when meeting someone new? It's easy --- just

S_____ U___ S_____ and T_____ (stand up straight and tall)

L_____ at the other person and S_____ (look at the other person and smile)

Offer a F_____ H_____ (firm handshake)

State your name C_____ (clearly)

A_____ a Q_____ if you do not understand or want to talk to them (ask a question)

BEING A VALUABLE STAR SEARCH TEAM PLAYER THROUGH

TEAMWORK AND THE FIVE P's

Learning can be fun, in tennis or at school. To have more fun, be a great team player, and make progress, remember the five P's:

Prompt - show up on time (be prompt) or better yet, be early

Prepared - have your equipment, body and mind ready to go

Polite - always be nice, polite and respectful to your teammates, coaches and

Positive - positive thoughts, positive talk and positive actions

Practice - practice, practice, practice to improve at

**HOW CAN I BENEFIT FROM USING THE 5 P's AND
BEING A TEAM PLAYERS ?**

I can have more F_____. (fun)

I can make more F_____. (friends)

I can L_____ faster. (learn)