

# Kinetic Arts Center's Teacher Training

Today's two-hour teacher training session will cover the following information:

## Overview of Handouts

- What material is inside and how it is organized
  - Class subjects
  - Time management for different classes
  - Progressions - Age-Based and Skill Based
  - Rolling Enrollment
  - Session Classes
  - Performance Classes

## Classroom Management

- "Tell Them" tool
- Teaching tools for a successful classroom environment
- Expectations and system of consequences
- Tools For Managing Students and Classroom Dynamics that are Challenging

## Teaching Towards Different Learning Styles

- The seven learning styles
- Teaching to reach as many students as possible

## Practical Teaching

- Demonstrating Basics
- Spotting Basics

## Safety and Rigging

- How the Kinetic Arts Center's rigging system is set up
- Proper equipment use
- Visual check each time: If something doesn't look right say something
- How to manage emergencies
- Fire Exits

## Tour of the Space

- Where rigging and equipment lives
- Where the *Curriculum Standards and Teaching Manual* is Located
- Where the First Aid Kit is located
- Where timesheets are and how to fill them out
- Teacher hangout spaces
- Kitchen location and systems
- All Fire Exits

## Classroom Management:

**Tell them what you are going to tell them**  
**Tell Them**  
**Tell them what you told them**

### 3 Expectations

- Be Aware
- Be Respectful
- Be Warm

### System of Consequences in Five Steps (Using the “Tell Them” Method)

**Soft Warning** (No preliminary step or setting up for future steps)

Just a minute ago I gave you a “Soft Warning”.

**Firm Warning** - Now I am really asking.

If I have to ask again there will be a “Consequence”.

Just a minute ago I gave you a “Firm Warning.”

**Consequence** - Now it's time for the “Consequence” we previously discussed.

When the “Consequence” is over you can join back in.

Ok, it's time to end the “Consequence”, just to let you know if it happens again there will be a “Bigger Consequence”.

Just a minute ago I told you there would be a “Bigger Consequence”.

**Bigger Consequence** - Now it's time for the “Bigger Consequence” we previously discussed.

When the “Bigger Consequence” is over you can join back in.

Ok, it's time to end the “Bigger Consequence”.

I wanted to let you know that I will be talking to the person who picks you up today to let them know how the class went and to see if we can find some solutions to help our next time together go better.

I also want to let you know that If it happens again I will ask you to be done for today.

Just a minute ago I told you that if it happened again you would be done for today.

**5 strikes and you are out** (Talk to Parents, Sit out for the Day, etc.) - It's time to be done for today.

You can try again... next class, tomorrow, after we talk with your parents, after lunch... etc.

## **Teaching Towards Different Learning Styles:**

If your student doesn't understand what you are trying to convey it is your responsibility to find a different path of conveying the same concept until they have an "Aha Moment"

### **The Seven Learning Styles**

- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands, and sense of touch.
- **Logical (mathematical):** You prefer using logic, reasoning, and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.

### **Teach to reach as many students as possible**

- Say it as you do it
- Exaggerate movement for emphasis
- Ask questions
- Give students opportunities to work alone or in groups
- Explain the "why"
- Have students practice movements on the ground as you demo
- Use catchy phrases, rhymes, and songs to convey important information
- Ask students to talk you through each step as you demo

## Classroom Management:

Everyone likes to be in the know!

Use the “Tell Them” method as a baseline for all teaching applications from demonstrating and spotting to creating boundaries and establishing expectations.

*Tell Them What You Are Going To Tell Them*

*Tell Them*

*Tell Them What You Told Them*

## Teaching Tools for a Successful Classroom Environment

- Be Consistent
  - Use the “Tell Them” method
  - Maintain expectations from class to class
  - Maintain similar energy and demeanor from class to class
- Create Focus Moments
  - Ask students to centrally locate and sit down when demonstrating
  - Provide clear stations, numbers, and goals
- Clear Language
  - Offer the right amount of information for the student's skill level
  - Make eye contact
  - Project
  - Eliminate unnecessary words: like, um, and, ok so etc.
- Repetition
  - Class structure should include skill repetition from class to class giving students time to practice familiar skills. - Similar to a ballet bar class
  - Apparatus warmup and conditioning should have familiarity and routine
  - Say the same thing several times in different ways
  - Ask students to repeat what you said
  - Ask students to work the same skills on both sides
  - Ask students to work the same skills higher
  - Give numbers (Practice the skill 10 times)
  - At the end of class verbally review the skills that were covered
- Find Different Methods to Get Concepts Across
  - Access the Seven Learning Styles - Say it, do it, ask about it, and be larger than life
  - Use visual aids
  - Creative language - songs, rhymes, and silly phrases
- Use the Language of Why
  - Why is it important? - Does it protect, engage, or provide extra strength?
  - What body part does it work?
  - What skill does it lead to?
- You Should Only Have to Be in One Place at a Time (Rotations and Stations)
  - Make sure you can see all your students at all times
  - **Rotate** the students around you
  - Coach moves from one **station** to the next

Students should practice skills they are familiar with when you are not directly working with them.

## Classroom Management:

### Tools For Managing Students and Classroom Dynamics that are Challenging

#### Students

- Separate the student from the action when correcting or giving feedback
- If you show frustration you will lose them - Try not to take it personally
- Create clear boundaries and be consistent in how you maintain them.
  - Follow the “Tell Them” method - ***Everyone likes to be in the know!***
    - Everyone likes to know where the boundaries are, it helps us know how far to push
    - Everyone feels safer when they know what is happening
- Give them options that fit within the expectations you have previously set
  - Examples:
    - You don’t have to do the skill but you can’t be distracting to the other students
    - You don’t have to try it but until you do I can’t give you the next progression
    - I will come back in 5 minutes to see if you want to try again
    - I can go through it with you in one minute. In the meantime do handstands
    - I can let someone at the front desk know that you would prefer to draw or color
    - Why don’t you watch this round and see if you would like to join in for the next round
- Be willing to have a conversation with parents
  - You can learn so much!
    - What happens at home
    - If the issue has come up in other situations
    - If there is a struggle that requires compassion
  - You don’t have to do it alone - It’s always good to have backup
    - Abigail, Jen, or Carrie can offer support
    - If one of those people is not available reach out to the front desk
- Filling other teachers and staff in on your experience with the student
  - Email Abigail at [Abigail.kineticarts@gmail.com](mailto:Abigail.kineticarts@gmail.com) to get support and brainstorm ideas on how to improve the dynamic
  - When teaching camp, filling in the staff helps create consistency
  - People at the front desk may be able to offer insight into the student

## Classroom Management:

### Classroom Dynamics

- Students working at different skill levels within the same class
  - Offer progressions
  - Group students with similar skill levels and rotate through the groups to offer coaching and feedback
- Students of different ages within the same class
  - Treat each student in an age-appropriate manner
  - Check-in with students individually to make sure they are comfortable
- Subbing or working with students who have multiple coaches
  - Student wants to work on a skill that is unfamiliar to you
    - Assess the student
      - Does the student have good movement and body awareness
      - Watch them during warm-up
      - Can they talk you through the skill
      - How many times have to done the skill before
    - Assess the classroom dynamics
      - Is there enough time and focus in the class to give the student the attention needed to work the skill with them
      - Are there distractions
        - Other Students
        - Loud noises
    - Assess yourself
      - Is your own skill level within the range of the unfamiliar skill
      - Are you sick, tired, or feeling unfocused
    - **Don't be afraid to say NO!**  
Examples:
      - I know we did it last week but this week there are too many distractions.
      - I would like to stick with my lesson plan. Maybe I can build it into next week's class.
      - There are endless aerial skills and I am not familiar with that one. It's cool that you learned it with \_\_\_\_\_. If you learn the skills I was planning to teach then you will have even more skills in your repertoire. You can work on that skill with your other teacher.
- A student wants to work a skill with a different technique that you are teaching
  - Assess the student, classroom dynamics, and yourself
  - **Don't be afraid to say NO!**  
Example:
    - There are endless aerial skills and I am not familiar with that one. It's cool that you learned it with \_\_\_\_\_. If you learn the skills I was planning to teach then you will have even more skills in your repertoire.
  - Think about their method. Is it better? Why or Why not? Is it just different?
    - Encourage students to use good technique and form without putting down other coaches. Give students the "why" for your technique.
- Play to your strengths and mix it up!
  - Play with musicality or performance skills
  - Play games that strengthen group dynamics
  - Work on sequencing familiar skills
  - Ask them to try familiar skills on their harder side

## **Demonstrating**

### **Respecting the Art Form**

We can value a subject more highly by honoring all of its traditions and quirks and avoiding watering down the material. Students need to understand the immense training needed to become an aerialist.

**What you choose to teach demonstrates what you think is important.**

**When demonstrating you should focus on emphasizing proper shoulder alignment, abdominal engagement, and engaged muscles (straight legs and pointed toes!) alongside detailing the correct sequence of movements necessary to accomplish the skill.**

**Communication**: includes body language, facial expressions, and tone of voice, as well as your choice of words in written and verbal expression.

Think about what you say to others and how it might be interpreted; as intention and interpretation are two different things. If a student seems confused, find another way to say/show what you mean rather than repeating yourself.

## **Demonstrating**

- Use the “Tell Them” method
- Ask students to centrally locate and sit down
- Exaggerate movements to increase emphasis
- Make eye contact
- Break things down into smaller pieces
- Offer progressions
- Ask questions
- Say it as you do it
- Offer the right amount of information for the student's skill level
- Find different ways to say the same thing
  - Access the seven learning styles
  - Use catchy phrases, rhymes, and songs to convey important information
- Use clear language
  - Project
  - Eliminate unnecessary words: like, um, and, ok so etc.

## **Spotting**

**Risk Management and Prevention** - Catching a fall should be a last resort when all else fails.

**Risk Management:** the process of evaluating risk and identifying necessary steps for preventing incidents from happening.

**Prevention:** To be in readiness for (something, such as an occasion). To act ahead of.

- Be Proactive!
- Break down the steps into smaller pieces
- Practice on the floor first
- Do it LOW the first time
- Always spot a new skill or drop
- Test the waters
  - Watch closely during warm-up
  - Have Them Describe the Skill
  - Ask them to wrap in and out of skill
  - Show strength on the floor (hollow body and proper body engagement)

## **Spotting**

### Self Spotting

- Student slows themselves down
- Doing a skill low and landing on the mat
- Wrapping in and out of skill

### Visual Spotting

- Using your eyes and intuition to assist a student who no longer needs a physical spot but is still getting familiar with a skill

### Psychological Spotting

- Light physical contact for reassurance
- Gradually moving farther away from the student
- Offering verbal cues

### Physical spotting

- Get consent - have a verbal check-in
- Communicate about the amount of spotting given
- Use appropriate touch
  - Bathing suit safe
  - Kinesthetic touch that goes along with what you are asking of student
  - Use a grounding touch
- Get close
- Protect the head and neck
- Cradle the body
- Guide weight to the mat
- Make eye contact
- Protect your own body
  - Use mats and blocks to assist and gain leverage
  - Engage your core
  - Get low and close
  - Assess the student
    - Do they know where their body is in space?
    - Are they ready for the skill?



## Safety and Rigging

### **Kinetic Arts Center's Aerial Rigging**

#### Main Space

Static trapeze beam

Eight points on pulley systems (height at 24 feet)

#### Studio

Two double points on pulley systems (height at 18 feet)

Two single points on pulley systems (height at 18 and 16 feet)

The equipment end of each pulley system always maintains one scale, one swivel, and one carabiner.

The anchor end of each pulley system always maintains one carabiner and one rope

Each anchor point has a daisy chain attached with a shackle

#### Proper equipment use

One system (carabiner) to each anchor plate

Do not cross wires

Rigging single-point equipment to the pulley system

Rigging a double-point apparatus to a single-point pulley system

Hardware:

Carabiner

Delta (Triangle)

Shackel

Spreader (Bear Claw)

Software:

Use of Daisy Chain

Adding Slings and Straps

- An eight-inch crashmat should be under all aerial equipment if anyone is training on it above the height of their head when they are standing under the equipment.
- When training in the studio at a low height without a crash mat, the 2-inch foam floor must be under the equipment.

### **Visual check each time: If something doesn't look right say something - Look Up!**

- Pulleys
- Carabiner
- Techline
- Fabric
- Rope
- Shackles
- Swivels
- Anchor Points
- Daisy Chain
- Quick Link with Daisy Chain
- Equipment hardware such as thimbles and figure eights

Please ask any questions about anything related to rigging at any time. There are no stupid questions when it comes to aerial safety. Jaron, Abigail, and Jen are always happy to talk with you about Kinetic's rigging setup and proper use of equipment.

Teach rigging safety to your students! Ask them to check our equipment every time they get on the apparatus. Teach them how important it is for them to be responsible for their own safety. Encourage them to ask questions!

**CLEAN UP** - You are in charge of making sure all equipment and mats you use during your class are put away. Please be respectful of the space and other coaches may need to create their own unique teaching environment before their class starts.

## Safety and Rigging

### How to manage emergencies

In the case of an injury, the coach should control the location and activity of the class and attend to the injured student.

Maintain as calm, cool, and collected as possible

Maintain adult supervision for all students

Call to front desk or ask a reliable student to get help from the front desk

Ask non-injured students to centrally locate and sit down if needed

First aid should be applied immediately and further medical consultation should be called if necessary. If a medical consultation is necessary parents should be notified as soon as it is safely possible. The front desk can assist in the process.

#### Injury Protocol

- Control the location and activity of the class
- Apply First Aid
- Inform other staff - Primarily the front desk. Other coaches should be informed if necessary, i.e. camp. Use reliable students or other coaches on the floor to assist you in notifying the front desk.
- Call for further medical consultation if necessary
- Inform parent - front desk can assist
- Fill out an accident report
  
- Call parents to check out students' process if necessary

The First Aid Kit is located behind the main door to the office

Ice Packs are located in the fridge behind the front desk

Fire Exits - note green exit signs.