



Dragonfly Aerial Company

Level 1 Teacher Training

Session 4

Last Updated:
2/27/2021

Introduction Activity

Class welcome and introduction as if you are starting a brand-new group of Level 1 Students

Agenda

- Review
- Leadership
- Trust, Boundaries, & Respect for the Industry
- Resistance/Discipline
- Student Variables
- Challenges
- Warm Up by Emma
- Review: Hip Key Drills
- Focus: Climbing, Foot Lock Skills
- Cool Down by Olivia

Session 3 Review Quiz

Free Response:

1. What are the two methods of demonstration?
2. Which method starts by showing the full skill?
3. What are the five fundamental forces?
4. How many steps for a skill should a student be given at one time?
5. Name four different tips for word choice when cueing?
6. What are the two different ways of interpreting special directions?
7. Pointing and Calling is a method of reducing errors by having students do what?
8. Where is the best place for beginner students to be when receiving feedback?
9. Before providing feedback an instructor needs to do what?
10. What spotting method is used for inversions in wrist locks/hitches?
11. What spotting method is used for hip keys?
12. What are some of the classroom management techniques from the spotting discussion?

Discussion

What are the characteristics of some of the leaders you admire?

Leadership

Physical

- Confident posture
- Present and “tuned in” to their surroundings
- Eye contact and human connection
- Communicates assertively without condescension
- Organized with a plan but able to adapt

Emotional

- Empathetic and caring towards your students
- Sets appropriate boundaries
- Uses communication to clarify, not confuse
- Creates a safe place for vulnerability and learning
- Values trust

Reflection:
Do you consider yourself a leader?

“People are influenced most by those they trust, admire, and believe care for them.”

-Brandon Burchard

Teacher-Student Contract

The Unwritten Mutual Agreement

- If you sign up and pay for any type of class, what is your expectation as a consumer/student?
 - Even Exchange
 - Experience/Approach Differential
- As an instructor what do you expect of students that sign up for a class with you?
 - Desire to learn
 - Degree of conformity
- In order for the contract to be successful, both parties need to uphold their responsibilities.
- Necessary elements for this contract to work:
 - Trust
 - Boundaries
 - Respect for the Industry

Trust

“Force without legitimacy leads to defiance, not to submission.”

-Malcolm Gladwell

- Being a student and being a teacher are both vulnerable positions that require trust to thrive
- No one is perfect and treating one another fairly is one way to begin establishing trust
- Creating a safe environment, physically and emotionally, for students is a critical portion of your part of the contract
- Students that do not trust you will not obey you

Boundaries

Safety

- Rules that are designed to protect students and provide a positive experience need to be known
- Announce changes in equipment to help students prepare for a change in their normal experience
- Be clear on pre-requisite requirements for skills

Physical

- Involve respecting in the human body in spotting and training
- Other physical boundaries include time, space, and energy

Emotional

- Staying within your Work Scope when student's inquiries extend past your skill set
- Respecting fear VS Over protecting
- Confiding VS Over sharing

Respect the Industry

Respecting the Art Form

- Focusing on safe technique over student entertainment
- Avoid copy and pasting another work or skills
- Credit others when integrating their content
- Seek professional development
- Support pioneers and /or professional where possible

Diminishing the Art Form

- Teaching students material they are not ready for
- Neglecting progressions or safe form
- Stealing choreography, sequences, or skills without permission
- Never referencing the lineage of a form or skill
- Not engaging in continuous learning

Reflection:
What etiquette should we use with Instagram?

Managing Resistance

- Resistance is a form of protection
- Challenging someone to do a difficult thing can trigger copy mechanisms
- The root of fear is a lack of trust in any of the following: the self, the teacher, classmates, or the world at large.
- Often resistance is not personal, but related to things in a students life outside of class
- Don't be afraid to reflect on if you have breeched a students trust and to make amends

Within Your Control

- Environment
- Rapport
- Content

Outside Your Control

- External Trauma
- Attitude
- Readiness

Resistance Categories

Boundaries

Relate to conflicts with authority, structure, and limitations

Change

Relate to the learning process, growth, and stepping into the unknown

Motivation

Relates to the driving force, goal, or purpose in taking action.

Difference

Relates to gender, culture, beliefs, personality, or background.

Reflection:

What sort of discipline plan should be used to manage resistance?

Knowing Your Students

- Experience

The movement background of your student can greatly impact how quickly they progress in aerial

- Age

During different stages of life, a person's maturation, brain development, physical development and goals can vary

- Adults: Frontal lobe operation, cause and effect
- Teens: Emotion and hormonal changes, self esteem cultivation period
- Children: Temporal lobe, impulsive center, play and imagination

- Level

A student's level in their training can require different focuses for class. How might beginning, intermediate, and advanced classes differ? Also, studios with classes for special needs populations must take extra care in understanding and working with their level.

Knowing Your Students

- Gender

Different genders will have different capabilities and teachers should be prepared with variations to stay inclusive

- Culture

Individuals that are from different parts of the country/world will have unique perspectives and styles that might be new for the instructor

- Health

The body is an integral tool in aerial, so understanding its capacity is critical for an instructor

- Previous injury/recovery
- Hypermobility
- Weight
- Pregnancy
- Emotions

- Personality

Often this will impact teacher/student relationships as students will seek to find a good fit

“Leaders must either invest a reasonable amount of time attending to fears and feelings or squander an unreasonable amount of time trying to manage ineffective and unproductive behavior.”

-Brene Brown

Student Challenges

- Fear of Failure
- Fear of Heights
- Mental & Physical Fatigue
- Unrealistic Expectations
- Comparison
- Body Image
- Returning after a long break or injury
- Scary Tricks
- Performance Anxiety

Classroom Management Tips

1. **Control Working Height**
Provide clear instruction on working a skill for a lower height until cleared
2. **Provide Appropriate Progressions**
Ensure skills have progressions to ensure student readiness
3. **Manage Aerial Points**
Select which points are going to be dropping and the others must wait
4. **Teach Safest Exit First**
Students need to know how to exit the skill safely before they need to do it fancy
5. **Communication Check**
Create a moment for a verbal check in or pass off point and that students observe it
6. **Watch for Fatigue**
Advanced students can still get tired even if they have done a skill many times