



the national governing body for group exercise

Effective cueing tips for virtual classes

With the sudden growth in online classes, we wanted to revisit some of the basics with regards to some of our core skills of teaching to an online market.

Online training will become a vital part of keeping and gaining numerous clients during these phases and beyond. The group exercise model has changed for good and online training will allow you to offer current and new clients to access your classes.

We need to revisit the types of attendees we may engage with alongside with the types of ways we know people learn.

We know people learn in one of three ways:



AUDITORY



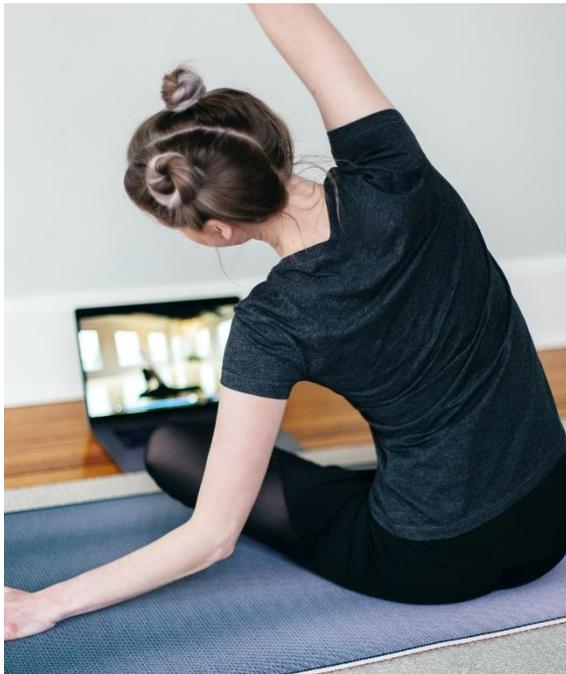
VISUAL



KINESTHETIC

It's imperative, especially now we are using technology to deliver classes that allowing all types of learners to enjoy our content.

Step away from the need to fill the awkward silence with comments. If there is constant noise in a class, attendees will switch off and possibly miss important teaching points, particularly around safety and correct form /technique.



CUEING

Pre-Cueing: with delays in virtual platforms and technology being a 2-way streak, your users may not have speedy Wi-Fi or great speakers. It is important to ensure you are pre cueing your next move, exercise. E.g. With 8 counts left of the last move, pre cue with "coming up we are moving to e.g., hook, grapevine, squat". This then gives you time to count them down the rest of the last move and transition smoothly into next exercise.

- Stop saying left and right

A great way of directing your class, rather than using left and right think about using landmarks such as point to

windows at beginning of class and wall as other, then use those directions throughout the class. This will also help dyslexics within your community as well direct people when you are unaware of if your camera is mirrored or not.



- Sometimes the best way to cue, is using your body, turn to the left or right to show participants better form.
- Frontal plane: Lateral flexions: abduction and adduction, inversion eversion. This is where you should be facing the corners.
- Sagittal or transverse plane movements: show from the side to they can see the flexion and extension and rotations. Make sure you alternate sides for form.

A tip from teaching abroad where language barriers are involved. We need to ensure we are using nonverbal communication by accentuating your movements and duplicate your verbal commands with visual cues, e.g. Hold 4 fingers up to represent countdown, point the direction they need to move and thumbs up to check if all ok.

- The next time you record yourself teaching, watch back your teaching on mute. Then analyse your teaching as a participant to see if they can follow your class.
- Use gestures

AUDITORY COMMUNICATON

- Become more positive in your auditory cues. Keep breathing, keep shoulders back and down, rather than do not...
- Reinforce and praise correct alignment and movement
- Praise for effort and reassure its ok for them to stop and take a break if they need to.

DEFINE AND ANCHORING YOUR CUES

Brace the core? What does that mean to a new participant? Your regular attendees may know what you mean but make sure you cater for the new. If you are going to refer to core, teach them at the beginning of the class where the core is and how they can engage those muscles.

Inspirational Cues:

Imagine you are on the beach and are about to have a photo taken from the side, what do you do? Pull your tummy in? If you walking in a room in a little black dress? What do you do...?

Make sure you breathe?

Explain breath patterns where this may be integral to the exercise or enhance a movement.

How are you feeling?

Most teachers have got into the habit of using numbers, people refer to Borg Scale, RPE, Heart Rate Max, but how are the attendees going to know what that means if they haven't had it explained to them. We need to put in in terms of how the are "actually" feeling. Put this into layman's terms.... that are relevant to them. I.e. level 1, is walking to the shops. To 10 chasing after the bus to get to a night out.



CUEING KINESTHICALLY

We are always telling people how to or what they should be doing next, whereas we should be expressing how they should feel during a class. Empower them by allowing them to gauge how they feel and empower them by using language that refers to them. Use simple cues like pretend. Pretend that you are trying to climb a tree, open a jar. Allow them to decide what level they work at and enjoy the class.

SPATIAL AWARENESS

- Remind people to check the space around them before they start.
- During movement ensure you reinforce the need to check out what's around them. They may be exercising in a room where there is limited space and lots of furniture / items that may cause injury.

TECHNOLOGY

Check your platform delivery method

Some of the platforms that you are using may be set to a default mode and not of mirror image. So therefore, your right is the classes left etc. If you go into settings, you will be able to adjust these (How to set mirror image on zoom)

Always check you can be seen and heard clearly – test the speaker and mic.

Once you start the class, Put all participants on mute to avoid background noise, such as dogs and children.