



Dragonfly Aerial Company

Level 1 Teacher Training

Session 2

Introductions

- Name
- What you remember most from last week?
- What you remember the least about from last week?

Agenda

- Review
- Planes of Motion
- Forces on the Body
- Spotting
- Warm Up by Joy
- Review: Climbing & Foot Locks
- Focus: Inverting (Knot & Wrist Locks), Hip Keys, and Double Foot Locks
- Skills catch up in Lessons 3-4
- Skills in Lessons 5-8
- Cool Down by Bela

Session 1 Review Quiz

True & False:

1. You must have developed all the core competencies before you begin teaching a class.
2. The training area is for registered students only.
3. It is optional to be considered a professional after you begin teaching.
4. Part of warming up should include preparing the body for the required range of motion for the skills in the lesson.
5. Class performance during warm up should be used to modify the lesson plan as needed.
6. It is required to teach all of the skills listed in the lesson plan for that day.
7. It is required to teach climbing on the first day.
8. The four aspects of cool down are reducing heart/breathing rate, cooling body temperature, stretching, and calming the nervous system.
9. Meditation can be utilized during cool down.

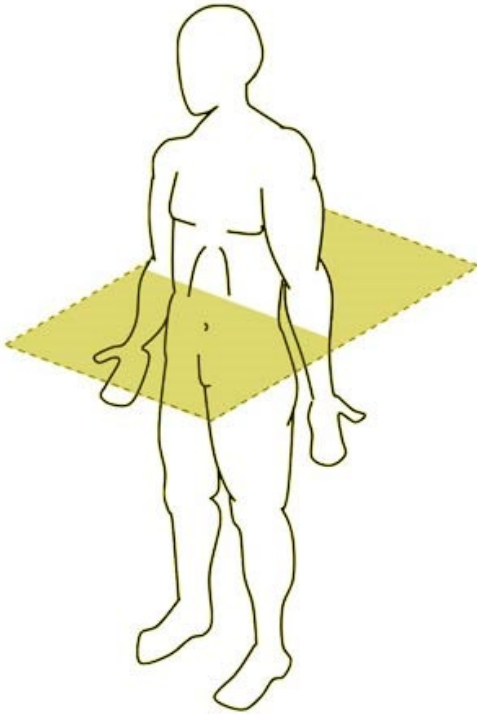
Session 1 Review Quiz

Multiple Choice

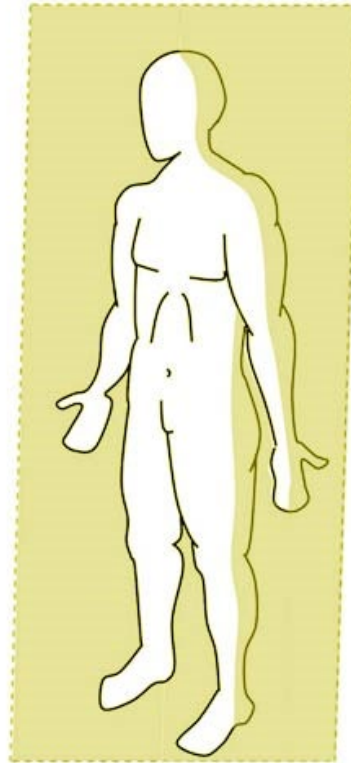
1. Using a plank in warm up is an example of which type of muscle fiber activation:
A. Fast Twitch B. Slow Twitch
2. Which of the following was NOT listed core competency for an instructor:
A. Class Management B. Instruction
C. Performing D. Collaboration
3. Which core competency was compared to being like eyebrows?
A. Safety & Rigging B. Technique
C. Creativity D. Anatomy
4. A Basic Stand can be used as a pre-assessment for which skill:
A. Russian Climb B. Wrist Lock
C. Tucks in a Knot D. None of the above
5. In a Back Stag, how many poles and tails are there?
A. One pole, one tail B. Two poles, one tail
C. One pole, two tails D. Two poles, two tails

Understanding Movement

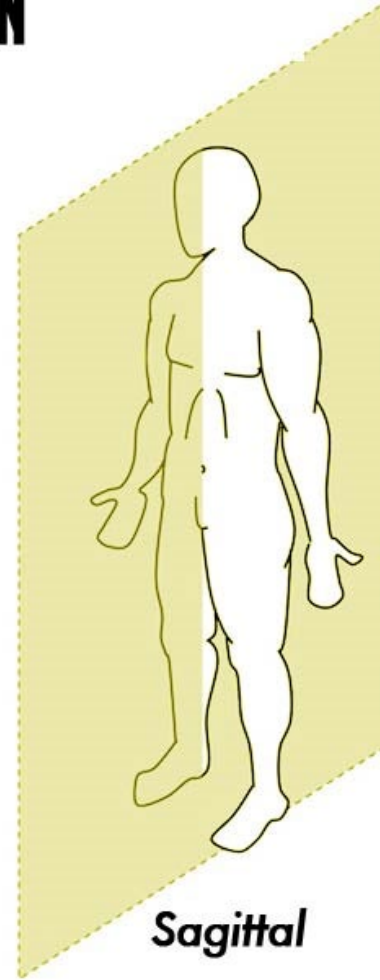
THREE PLANES OF MOTION



Transverse



Frontal



Sagittal

Understanding Movement

Laban Bartenieff Terminology

- Transverse = Table Plane
- Frontal = Door Plane
- Sagittal = Wheel Plane

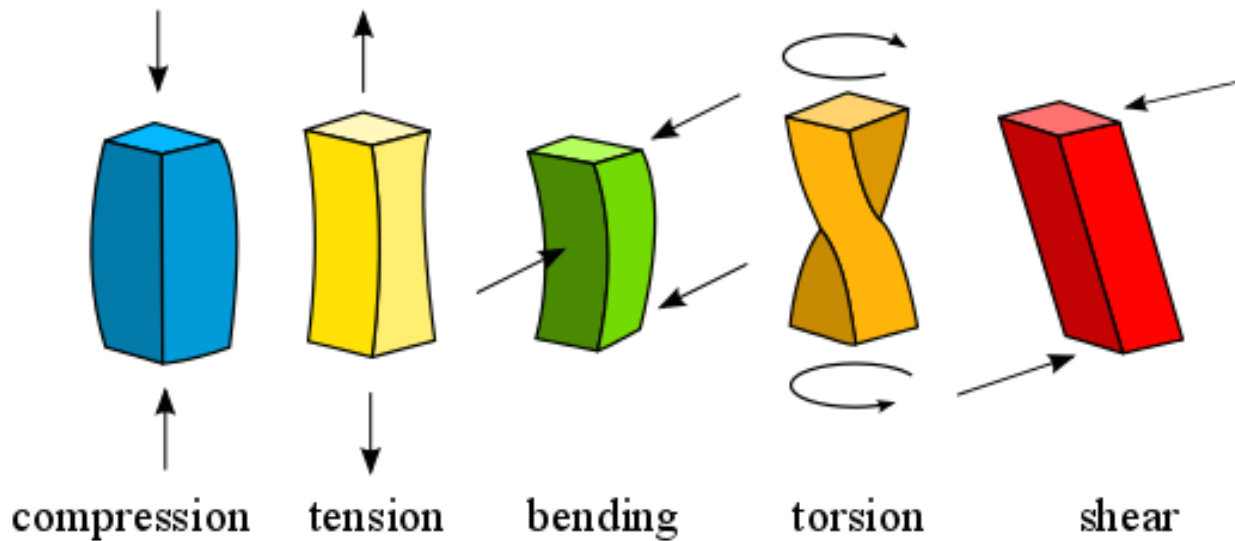
Applying this Information:

- Use planes of motion to help prepare students during warm up for the skills that will be taught during class.
- Helps instructor provide additional clarification on how to move certain joints to achieve success.
- Knowing what plane of movement a skill occurs in will help you understand where to be and how to best spot the student in the skill.
- Knowing the movement patterns will also help an instructor understand the forces on the body that movement creates.
- What skills do you know in each plane?

Forces on the Body

“For every action, there is an equal and opposite reaction.”
-Newton’s 3rd Law of Motion

Fundamental Forces

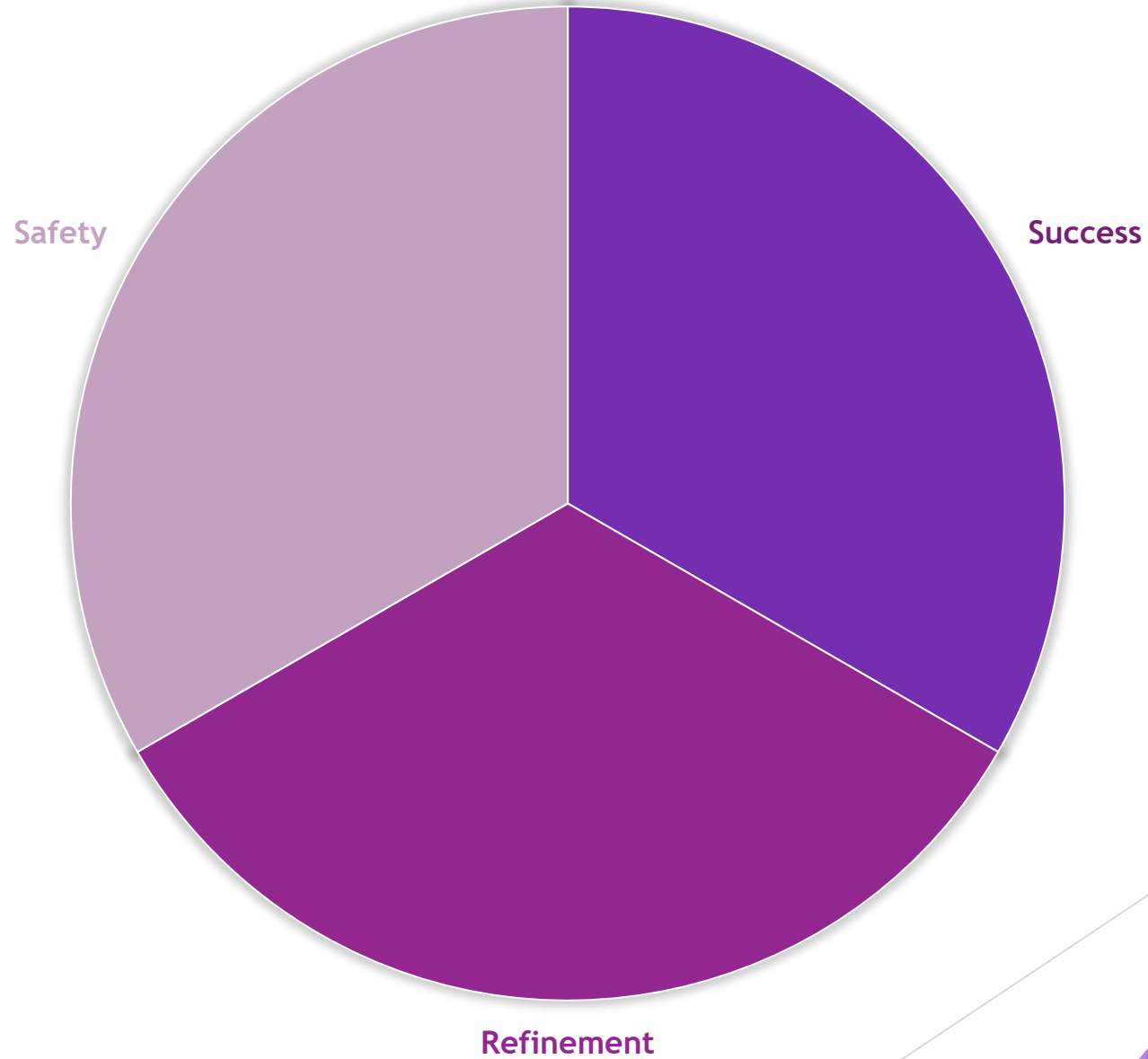


Applying this Information:

- Joints not appropriately prepared for these forces are likely to experience injury.
- Listen to how your students talk about their discomfort in class, this can be an indication of poor form creating force on a joint that needs correction.

CATEGORIES OF SPOTTING

Last Updated:
2/11/2021



Spotting for Safety

Category Characteristics:

- Scariest category to deal with as an instructor.
- Students are unable to complete or successfully exit a skill and require assistance safely returning to the ground.
- Primary focus is for the instructor to protect the head and neck all the way to the ground.
- This is the category where catastrophic falls can occur.
- Do NOT be a hero and attempt to catch a falling person, you are not a crash mat.
- Instructors need to be able to handle the emergency and not become a part of it.
- This category is why crash mats and lower out rigging an important element of studio safety.
- The best way to minimize situations where this is necessary is through good **CLASSROOM MANAGEMENT!**

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

Spotting for Success

Category Characteristics:

- Instructor bridging the strength gap to help a student successfully complete the present skill or progression.
- Acquire permission to spot, but do not allow students to continue without a spot if unsafe.
- Protect yourself as an instructor with appropriate stance for taking on more weight.
- Do not try to lift the full body weight of a student, be sure to provide appropriate progressions for the student to feel successful and to protect your back.
- Use the arms to provide varying levels of support: cradle, forklift, palms, and fingertips.
- Students might need mental or emotional comfort during this stage of skill learning and spotting.

Success Spotting Tips

1. Watch Your Hands!

Avoid the “bathing suit” area as much as possible. Generally, bones are a better landmark for spotting than soft tissue is.

2. Get Out of the Way!

Make sure that how you are spotting is not inhibiting the movement pathway of the skill. You need to be close enough to control the student, but not in the way of where the student needs to move.

3. Be Reassuring!

Students that feel nervous or uncertain might need a spot with more contact to feel safe. A nice wide palm applying firm pressure conveys more spotting support than a hovering touch.

4. Keep the Apparatus Still!

Keeping one hand on the apparatus and one on the student is sometimes better than having both hands on the aerialist.

Spotting for Refinement

Category Characteristics:

- Spotting to adjust the shape, line, form, or engagement happening in a skill.
- Least physically involved category and can be done through verbal cueing a lot of the time.

Refinement Spotting Tips

1. Use Specific Cues

When upside down, the frame of reference for vague verbal cues can be different from student to student. Choose cues that reference something that is fixed.

2. Mold the Student

Gently move the body or cue into the desired position and instruct them to hold it on their own.

3. Use Activation to Fix Lines

Use pressure in one direction and instruct the student to resist you to activate the chain of muscles for the problem area.

Reference Table

| Category | Spot | Connection | Plane | Skill |
|----------|--------------|------------------|-------------------------------|-------------------------------|
| Safety | Cradle | Back/Knees | Any | Any |
| | | Armpits | Any | Any |
| | Forklift | Torso | Table | Mermaid, Star, Angel Roll Ups |
| Success | Sandwich | Apparatus + Hips | Wheel | Ship's Mast |
| | | Apparatus + Back | Wheel | Back Stag |
| | | Shoulder + Hip | Door | Katniss Press |
| | | Back + Legs | Wheel | Tuck or Pike |
| | | Hips | Wheel | Skater |
| | J-Hook | Hips | Table | Hip Lean, Hip Key |
| | | Hips | Door | Back Balance |
| | Lift/Push | Hips | Table | Pinwheel |
| | | Back | Table | Pinwheel |
| | | Hips | Door | Beats, Scissor Kicks |
| Hips | | Wheel | Fulcrum Split | |
| Back | | Wheel | Exit Cross Knee or Ankle Hang | |
| Refine | Resist/Press | Calves | Wheel | Front Balance |
| | Reach | Fingers/Toes | Any | Any |
| | Tapping | Any | Any | Any |

Vocabulary

Apparatus

- Silk/Tricot
- Panel
- Tail (of the Fabric)
- Pole (of the Fabric)
- Lock/Hitch
- Knot
- Daisy Chain

Shapes

- Ball/Tuck
- Pencil
- Pike
- Straddle
- Split
- L-Sit
- Crow/Frog
- Skater
- Nutcracker
- Fang/Verakai
- Arabesque

Actions

- Wrist/Stand Wrap
- Invert
- Knee Hook
- Crochet
- Key/Shoe Fly
- Block
- Lever Arm
- Scoop
- Fulcrum
- Cross
- Roll
- Press
- Tilt Up
- Open Panel

Body Positioning

- Hip Crease
- Sacrum
- Back Pack/Arm Pit Hang
- Point
- Flex
- Sickle
- Symmetrical
- Asymmetrical
- Same Side
- Opposite Side
- T Arms
- Flamenco