

A photograph of four children running through a grassy field. From left to right: a girl in a floral shirt and denim overalls, a girl in a pink hoodie and grey pants, a boy in a green long-sleeve shirt and grey shorts, and a boy in a black long-sleeve shirt and grey pants wearing a white cap. They are all smiling and running towards the right. The background features green bushes and a blue sky with some clouds.

**BORN** LESMILLS  
**TO MOVE**™

VIRTUAL

## COACHES HANDBOOK

We are born to love, born to learn, born to move... our children are our future and we believe they deserve to feel the sheer joy of movement experiences where they can learn and express themselves on a physical platform and develop a lifelong love of movement. Improving our children's wellbeing and habits of a lifetime is everyone's challenge... it is our biggest challenge yet...

**will you join us?**



# THE PHILOSOPHY OF BORN TO MOVE™

BORN TO MOVE is a series of children & teen classes created by Les Mills.

The Virtual classes offer movement and fitness for 4 age groups. Each class is optimised for specific developmental stages, to suit both Early Years 4-5-year olds, and School Years 6-7, 8-12- and 13-16-year olds.

The classes are full of foundation movement patterns and skills over a broad range of disciplines. It's designed to be simple enough for children to learn fast and feel successful and then develop their own style.



# COACHING A VIRTUAL CLASS

As a BORN TO MOVE™ coach, you are facilitating a safe, rewarding & effective fitness class for children & teenagers.

Your role is to welcome the children, manage a safe and inclusive environment and any situations that arise, play games and praise the efforts of every child. Be firm, kind and organised so you and the children enjoy yourselves.

# TEACHING BORN TO MOVE™

BORN TO MOVE has developed a Child Centred Teaching Model! This model enables the children to follow as quickly as possible and feel successful, stimulates learning, and makes our classes playful while still allowing you control of the class.

## #1: 'Call it what it is' – keeping it simple

Coach using simple and effective cues to get the children moving successfully as quickly as possible.

By description eg Step cross, step together or the strongest man in the world

By rhythm eg 1,2,3,pow! Or Da,da,d,pah!

By feel eg 'these boots are so heavy!'

## #2: 'Question with Purpose' – asking purposeful questions

We want to stimulate and deepen the learning experience, and if you ask questions you are allowing the children to focus on themselves and their movement creating an opportunity for intrinsic learning. Open ended questions are the most effective as they ask the child to think and react.

eg 'Where do you feel this in your body?'

'How can you make your legs look like mine?'

“What is your style?”

### **#3: ‘Play’ – creating a fun inclusive environment**

This is super important as we know children are seeking a fun and playful experience which also gets them moving, so think about how you can make tracks even more playful.

How can you build confidence, use authentic praise, encouragement through play. Create a theme and use imagery and visualisation. Set personal challenges, laugh, smile and enjoy yourself

### **#4: ‘25%/75% confidently quiet’**

We talk far less during BORN TO MOVE classes than we would expect in most adult classes. So you need to become comfortable with being quiet. We want to allow the children to experience the moves and the music, let them listen to you and process your instructions. Your coaching needs to be short and effective getting them moving quickly but you still need to be 100% present with your energy, communicating with your presence and energy!

# NOTES

# BORN TO MOVE™ VIRTUAL CLASSES ESSENCE

Each BORN TO MOVE™ Virtual class is specifically designed for the age of the children that come and the classes are split into age groups because of stages of learning and development

Here are the class essences

<b>4-5</b> YEAR-OLDS	<b>4-5:</b> <ul style="list-style-type: none"> <li>• Imaginative</li> <li>• Explanatory</li> <li>• Explorative</li> </ul>
<b>6-7</b> YEAR-OLDS	<b>6-7:</b> <ul style="list-style-type: none"> <li>• Themed</li> <li>• Playful</li> <li>• Empowering</li> </ul>
<b>8-12</b> YEAR-OLDS	<b>8-12:</b> <ul style="list-style-type: none"> <li>• Dynamic</li> <li>• Engaging</li> <li>• Adaptive</li> </ul>
<b>13-16</b> YEAR-OLDS	<b>13-16:</b> <ul style="list-style-type: none"> <li>• Music driven</li> <li>• Inclusive</li> <li>• Expressive</li> </ul>

Be prepared so you can be flexible

Play a class that is suitable for everyone

Variety and flexibility are key!

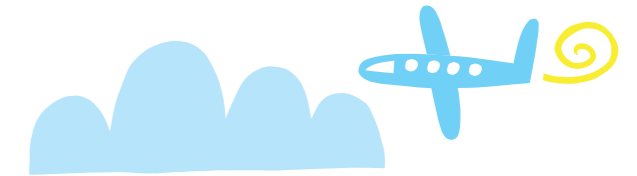
Utilize different class lengths 10-45 mins

Pause the video at any stage to play a game (The exception to this is the 4-5 class, as we do not play games with this age group)

Each virtual class has a different combination of tracks from various movement categories, and it is important for children to experience all the movement categories, so choose different videos regularly to offer a wide movement selection.

Make sure you know what tracks are in each class, how long it is and where you may potentially pause to play a game - that way there will be something suitable for everyone

# CLASS FORMAT



## 5 Step Format

1. Arrival
2. Welcome circle
3. Music and moves
4. Relaxation
5. Say goodbye

BORN TO MOVE classes are real authentic, shared experiences between you as the coach and the class full of individual children.

Each class begins as soon as you arrive and see children getting ready to come and join you. Use the simple five-step format to make sure that you deliver on the essence of each BORN TO MOVE class.



## 8 MOVEMENT CATEGORIES

BORN TO MOVE™ is all about fun movement, and variety is key.

Ask yourself this, what is your favourite type of activity? Do you enjoy dance or maybe martial arts, yoga or athletic training? Children are the same, each child will like a different activity and be good at some and not others. We ensure we have many foundation movement skills to give each child a chance to develop new skills and feel successful at skills they already have.

### IMPORTANT NOTE:

- The School Years classes incorporate the following 8 movement categories for 8-16 year olds.
- The 6-7-year-old class used 6 of these categories - there are no CORE tracks and the PUNCH and KICK are combined into one.
- 4-5-year-old class has different blocks – tracks standing on the spot, moving in a circle and the scarf box and this age group don't play games.

**MOVE** - Simple movement to music tracks for Warmups or active rest tracks.

**PUNCH** - Cardio tracks using Punches, Strikes and High Knees to raise heart rates.

**KICK** - Martial arts style kicks to strengthen legs and teach balance and coordination. May include jumping.

**DANCE** - More complex dance sequences to learn and individualize.

**JUMP** - Jumping and sports-based movements to increase fitness and agility.

**CORE** - Fun body weight exercises to strengthen the core.

**YOGA** - Simple Yoga sequences for flexibility and focus

**GAMES** - Lots of games!

Games: Children love to have fun and a good game is really, really fun! It also gets them moving fast and often and is super engaging. As a BORN TO MOVE™ coach, you can start the class with a game, end with a game or play a game anytime you think the children's concentration is waning or you need to change their focus fast. The children need to know what they are doing, the goal of the game and get moving as fast as possible.

Relaxation: This is a very important part of BORN TO MOVE™ as it gives the child a chance to calm down, relax and transition back into their day. Once the children lie down and are still, it will be up to you as a coach when you 'wake' them up. Encourage them to lie still and listen to the music and coaching on the video.

When they start to become restless finish the class by waking them up and thanking them for attending.

Relaxation can last 2-5 minutes and each day will be a little different so just watch how still they are and allow them as long as you can to rest before finishing. Often this is their favourite part of the entire class!

It is important for children to experience all of the movement categories and BORN TO MOVE™ Virtual gives great options for flexibility. As well as running full classes, each track can be played individually. This means that coaches can play favorite tracks, or change the compilation to keep children engaged.

Here are some examples of when we think playing individual tracks is a good ideal:

- To motivate children with their favorite track
- As a warmup before a sports game or PE
- As a brain break any time during the school day

## GAMES FOR 6 - 16 YEAR OLDS

A huge part of the appeal of BORN TO MOVE™ for children is that they get to play games, race and compete in non-threatening physical activities with nothing at stake. Everyone who participates wins and team members encourage each other to give their best and complete different challenges.

Games can be used anytime during the music and moves section of class; you have a choice to play a game, set up a circuit or run a relay. Introduce some variation from week to week and keep each activity fresh so children stay engaged.

### 6 POINT GAME SET UP

1. Setup
2. Explain goals
3. Demonstrate moves
4. Rules
5. Ask for understanding
6. Recap

#### In The Pond

For 6-7 year old age-groups with age-appropriate movements

##### PREPARATION

CONES: Mark out the edges of the pond with lightweight equipment, such as cones or drink bottles.

##### BASIC SETUP

Ask your class to form a big circle around the imaginary pond.

##### EXPLAIN THE GOALS

- Whenever you call out a command your class must respond as quickly as possible.
- The commands could be to: "jump in the pond", "run around the pond", or "swim through the pond"

##### DEMONSTRATE THE MOVES

A demonstration is not necessary here, as part of the fun is allowing your class to be creative with the moves.

##### DEFINE THE RULES

"Do not bump into each other."

##### ASK FOR UNDERSTANDING

"Where's the pond?"

##### RECAP FOR SUCCESS

"All I need you to do is to listen! We might move around the pond, through the pond, or over the pond. The only rule is that you don't do what? ... Yes, that's right – bump into each other!"

##### TEACHING TIPS

- You can try different movements & challenges (depending on the age group), like:
- Running around the pond.
- Jumping into the pond.
- Swimming through the pond.
- Getting out of the pond really quickly (because a crocodile appears)!
- Hopping through the pond.



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- You can try different movements & challenges (depending on the age group), like:
- Running around the pond.
- Jumping into the pond.
- Swimming through the pond.
- Getting out of the pond really quickly (because a crocodile appears)!
- Hopping through the pond.
- Rowing/canoeing across the pond.
- What happens if the class becomes too excited? Simply change the commands to calmer ones.

## Circuits

### For 8–16 year old age-groups with age-appropriate movements

- Explain that each corner of the room is a different station
- Pre-teach the movements at each station so everyone understands
- Ask the children at each station to show you the movement before you begin to make sure they understand
- Alternate upper and lower body movements
- Time at each station:
  - 8–12 year olds: 30 seconds
  - 13–16 year olds: 45 seconds

**NB: Adjust time to suit fitness of your class.**

MOVEMENTS AT EACH STATION	
Lower body movements	Upper body or core movements
Double foot jumps – forward and back, side to side	Pressups from knees or toes
Jumping Lunges	Punching in time to music – Squat Stance
Tuck Jumps	Mountain Climbers
Squats – touch floor and jump up	Burpees – squat, hands to floor, step or jump feet back, feet in, stand or jump up

## Relays

### For all age-groups with age-appropriate movements

- In pairs, or in groups of three, line the children up at one end of the room. Explain the relay by demonstrating the starting movement, locomotive movement and non-locomotive movement at the other end of the room.
- Always ask the children if they understand what they are going to do before starting the relay.
- If your room is small, run through the relay two or three times with each pair before moving to the next movement.
- The winning group may suggest the next movements.

### Starting position

- Standing
- Sitting
- Lying, facing the runner
- Any non-locomotive move

### Locomotive moves

- Run
- Jump
- Hop
- Run sideways
- Bunny Hop
- Lunges
- Crocodile Crawl

### Non-locomotive moves (at end of room)

- Jumping Jacks/Star Jumps
- Own movement then partner has to copy
- Partner calls movement

### Example:

**1<sup>st</sup> time:** Person 1 starts lying down on back – on your call the children jump up and run to the other side and perform five Jumping Jacks, then run back and tag their partner who is lying down waiting – each person does two rounds.

**2<sup>nd</sup> time:** Person 1 starts sitting down – on your call they hop to the other end and perform five Punches, then hop back and tag their partner who is waiting sitting down.

**3<sup>rd</sup> time:** Person 1 lying down on their front – on your call they push up onto their hands and crab crawl to the other end, stand up and run for five counts then crab crawl back to tag their partner who is waiting lying down.

# WATCH, ADAPT & RESPOND

## WATCH

### WATCH

Watching is an essential skill to develop. The class will flow smoothly if you are able to anticipate potentially disruptive situations. Always be watchful and observant. If you see anything that may cause issues, deal with it immediately. Blow out the match, rather than fighting the fire!

- Look at the children all the time to maintain their attention.
- Watch and notice.
- Understand how to read their signals.

Turn your **EYES ON** so you can really see what's happening.

**Simple, positive and playful – these are key ideas to create a safe, fun and successful experience for the class.**

## ADAPT

### ADAPT

You can adapt what you're doing to re-connect with children who are disengaged or not taking part.

- Keep the class dynamic and enjoyable for every child.
- You can pause the video and play a game to re-engage and energize the class.

## RESPOND

### RESPOND

Remember you are responsible and need to show that you are in charge. You show respect for all the children in the class when you intervene and respond to bring those who are not fully engaged back into the class.

- Redirect or divert the child rather than bring attention to their behaviour. This allows the class to flow with minimal interruption.
- Always give the child the choice, to either join in or sit down (or leave - if their parents are waiting).
- Never punish, just offer 2 clear choices: 1. To participate 2. Sit down at the side until they want to join in again.
- Utilize the 5 second rule. You have 5 seconds to deal with a situation.
- Be clear and kind.
- Quickly responding to what you see happening in the room.



## ESSENCE

### IMAGINATIVE, EXPLANATORY, EXPLORATIVE

A fun, captivating class allowing pre-schoolers to explore how their bodies move while immersed in an imaginative world.

Wonderful music written specially for these classes with instructions woven into the lyrics so children can listen, follow and sing-along. Children learn to dance, hop, jump, and hold their balance.

The Virtual classes for 4-5 are a complete class and do not require any games.

## WELCOME CIRCLE

- Gather the children in a circle seated on the floor, introduce yourself and welcome them to class.
- Tell them if they need to ask a question they can raise their hand or their foot! Keep it fun but reassure them that you are the person they can come to during class.
- Point out the things they need to stay away from in the room.
- Give them each their own spot in front of the screen – a spot that they need to look after. It is their spot for the entire class.

## CLASS FORMAT

One class each release will have a scarf box track that requires each child to have a scarf. It is fun to have a colourful bag or box to keep the scarves in. Alternatively, the children can bring a scarf from home. Then the

The Virtual classes are 45mins, 25mins, 20mins, 15mins & 10mins

Make sure you know what tracks are in each format



# GAMES

This age group do not play games, they only follow the virtual tracks.

# RELAXATION

Wake each of the children by touching their foot.  
Thank them for coming and make sure their parents/caregivers are outside to collect them.

# SITUATIONS

- **Water:** It is easier to leave water bottles outside as drinking during class will mean lots of toilet stops. As you cannot leave the room, you will need another adult or teenager to take a child to the bathroom during class.
- **Attention:** Give a distracted child 2 options; to do the class or to sit and watch. Neither is a punishment, just an choice. Sometimes children of this age will just watch intently and then do everything at home. It may take 2-3 sessions before they want to join in. Also be mindful that this is not for every child; some children may just want to play football or go to ballet. If a child seems disinterested, talk to their parent/caregiver. The best solution is for the child to come back if the child wants to.
- **Pushing each other:** Watch the children carefully during the class and if a child starts to push another child, quickly bring the child to your side so they can do the class alongside you. Be kind but firm.

Blow out the match before you have to fight the fire!



# 6-7 YEAR-OLDS VIRTUAL CLASS

# ESSENCE

## THEMED, PLAYFUL, EMPOWERING

Most of the music is written specially for this class. The themed lyrics describe the steps to encourage children to sing and dance and to learn new skills. Short tracks and plenty of games constantly engage energetic and playful 6-7 year old boys and girls! Children of this age are primarily visual learners, so they watch and learn new movement patterns quickly – feeling successful and empowered. They love to have fun so games are very important. The games designed for this age group allow them to learn speed, agility, coordination, strength and teamwork.

# WELCOME CIRCLE

- Gather the children in a circle seated on the floor, introduce yourself and welcome them to class.
- Ask them how they can keep themselves and others safe during class and point out the things they need to avoid during class.
- Ask them who is in charge today. This will reassure them that you are the person they can come to during class.
- Ask them to find a spot in front of the screen and stretch out their arms to make sure they have enough room to move.

# CLASS FORMAT

Be prepared to be adaptive in this class and have lots of Games ready to play whenever you need to

Virtual classes are: 45mins, 25mins, 20mins, 15mins & 10 mins

Make sure you know what tracks are in each class and plan to pause the video to play games throughout

# GAMES

Games are highly effective in engaging the children and a very important part of the BORN TO MOVE™ virtual class. In this age group, play a game any time the children need to be re-energised or re focussed. Be very clear in your setup and help out to get the game started. Eg when playing Chinese Wall, help the tagger tag the first person. 6-7 year olds love to play games!

# RELAXATION

The 2 minute relaxation allow children to rest and relax before going back into their day. It lowers their energy and calms their minds. Always play the relaxation at the end of every virtual class no matter how long the class has been. At the end thank the children for coming – they are often very talkative at this age and may want to tell you what they like about the class or what their favourite track was.

# SITUATIONS

- If you can participate in the class from the side or back, the children will know you are engaged with them. Watch carefully for any situations and quickly move a child to your side to diffuse the potential situation.
- Swapping lines during class is a good way to give everyone a turn at the front and changes the focus of the class.
- Use games anytime you need to with this age group to refocus them.



# ESSENCE

**DYNAMIC, ENGAGING, ADAPTIVE**

Five movement categories and many games build foundation movement skills, strength, agility, speed and co-ordination in a team environment. The class uses a wide selection of current music to appeal to the diverse nature of this age group as they learn basic moves from martial arts, dance, sports conditioning, plyometrics and yoga. Create an experience uniquely suited to the class and be a fun, assertive yet adaptive leader.

# WELCOME CIRCLE

- Gather the children in a circle seated on the floor, introduce yourself and welcome them to class.
- Ask them how they can keep themselves and others safe during class and point out the things they need to avoid during class.
- Ask them who is in charge today. This will reassure them that you are the person they can come to during class.
- Ask them to find a spot in front of the screen and stretch out their arms to make sure they have enough room to move.

# CLASS FORMAT

Be prepared to be flexible and adaptive, observe the children closely and pause the video to play games at any time.

Virtual classes are: 45mins, 25mins, 20mins, 15mins & 10 mins

NB: The Martial Arts tracks and Plyo tracks can be paused half way through if your class is still building fitness. Doing half the track will not exhaust them but leave them feeling successful.



# GAMES

Games are highly effective in engaging the children and a very important part of the BORN TO MOVE™ virtual class. In this age group, play a game any time the children need to be re-energised or re focussed. 8-12 year olds learn games very fast so change the games often. They also get highly competitive so at any time lower the energy in the room by asking everyone to sit down to slow the game down.

# RELAXATION

The 2 minute relaxation allows children to rest and relax before going back into their day. It lowers their energy and calms their minds. Always play the relaxation at the end of every virtual class no matter how long the class has been. At the end of class thank the children for coming.

# SITUATIONS

- Participate in the class from the side or back, and enjoy yourself while keeping a good eye on the children.
- Separate children that are distracting each other keeping your manner kind, clear and consistent.
- Swapping lines during class is a good way to give everyone a turn at the front and changes the focus of the class.
- Offer 2 options to children not engaging – participate or sit down at the side of the room and watch. When you setup a game ask the child sitting down to help you set up or become the first tagger. Invite them to participate rather than insisting.
- Play games anytime you need to with this age group to refocus them.



# VIRTUAL CLASS



# ESSENCE

## EXPRESSIVE, MUSIC DRIVEN, INCLUSIVE

Simple expressive moves set to a variety of their music encourages participation in a fun, inclusive environment. A variety of big, bold music encourage teenagers to move expressively as they learn foundation movements from authentic disciplines such as dance, martial arts, plyometrics, hip hop, sports conditioning and yoga. Facilitate a fun, inclusive movement experience that is uniquely suited to them.

# WELCOME CIRCLE

- Welcome the teenagers & introduce yourself.
- Ask them to be careful of others and of the equipment in the room during class.
- Ask everyone to find a place they can see the screen easily.
- Just begin...keep your welcome brief for this group.

# CLASS FORMAT

Observe the teens in your class and play a class and tracks that keep them engaged

Virtual classes are: 45mins, 25mins, 20mins, 15mins & 10mins

\*NB: The Martial Arts tracks and Plyo tracks can be paused half way through if your class is still building fitness. Doing half the track will not exhaust them but leave them feeling successful.WOW! How did I do that??



# GAMES

Games are highly effective in engaging the class and a very important part of the BORN TO MOVE™ virtual class. In this age group, organise a circuit or play a game any time the group need to be re-energised or re focussed. Choose games/relays/circuits that challenge the group you are working with.

# RELAXATION

The 2 minute relaxation allows everyone to rest and relax before going back into their day. It lowers their energy and calms their minds. Always play the relaxation at the end of every virtual class no matter how long the class has been. At the end of class thank the teenagers for coming and praise their efforts.

# SITUATIONS

- If you participate in this class with the teenagers do so in a respectful way. This is their class with their music and they like to be with others their own age.
- Let them have their own experience of the class but do not tolerate any pushing, teasing or disruptive behaviour. Participate or sit down are the 2 options and neither is a punishment – it is their choice.
- Teens have much going on in their lives and exercise can help maintain an equilibrium. Whatever energy they have, however much they want to join in, is enough. If they know they can trust you not to criticise or push too hard, they will know it is safe to come back and do whatever they can...and it will be okay.
- Play a circuit, relay or game with appropriate challenge anytime you need to.

# NOTES





# STRATEGIES FOR SITUATIONS

## 4-5 year old class

This is a really fun class to join in with the children, as long as you are at the side, in a position you can observe all the children in your class

### **ALWAYS stay in the room with the children for the whole class and watch everyone, all the time!**

Being observant will help you manage any arising situations fast. Remember: Blow out the match rather than trying to fight the fire!

**Explain how the class runs to the children at the beginning in the Welcome Circle** and then give each child their own spot to dance on.

**Minimise distractions** – keep water bottles out of the room (yours also) as it is best that this age group drink after class to avoid lots of toilet trips!

**Speak to all the children** - They will join in when they are ready and if not that's OK. Sometimes children will stand and watch the entire class and then re-enact the class at home.

**If a child cannot let their parent's hand go**, ask the parent if they can please let go of the child's hand so that they can come to dance and play today? This makes it the parent's responsibility which makes it easier for the child. Then take the child by the hand and lead them to their very own spot. "This is your place right here, now today we are going to meet a 'Kangaroo'". This may be enough to distract the child to try the class.

**Latecomers are always welcome.** Find them a space up the front of class. If you make them feel comfortable quickly, they will develop trust in you to make things right in the class environment.

**Focus on good behaviour.** For example, "I thought I saw you pushing Mary but you weren't... that's good." "I knew you could stand beside Joe and not touch him." "I love how straight you can stand up".

**Move near to the distracted child and then lead them back to stand next to you without saying anything.** If 2 children are playing, place 1 on either side of you until you think they are ready to be in the main group again. Or use the 5 second rule to offer effective solutions and offer only 2 clear choices always. "You can dance or sit down here and wait." If another child wants to sit down, say "you can't because that space is occupied."

**Always praise good behaviour, especially following a distraction.**

## 6-12 year old class

6-12-year olds can be very talkative, this is particularly true for 6-7 year olds. It is important that the children know you are listening to them as it develops their trust in you. Quite often everyone wants to tell you a story in the Welcome Circle, listen to 1 or 2 then ask if the child can remember to tell you after class.

If a child discloses a bad situation at the beginning of class say directly to the child that "We will talk about it after class"

### **Be aware of group dynamics between friends and those who may get left out.**

- Take control of pairing children

- Separate children that interact too much, and if they ask to be together give them the opportunity to show you they can work alongside each other.

- If a child is shy or left out, put her/him with someone else who she/he will be comfortable with.

- If a child feels they can't do the movements, remind them what they are good at or what they did well last week.

**Always focus on the positives and tell the truth so the child develops trust in you.**

**Tell the children you expect good behaviour** because you trust them and demonstrate this during class. Always praise effort and participation.

**Watch and adapt throughout the class as you need to by pausing and playing a game.**

## 13-16 year old class

Finally, for the teenage classes, remember this is their class and it is best to stand at the back, watching for engagement, seeing which tracks work best for the group and when you need to pause to play a game.

### **Use the Welcome Circle to observe the teenagers and get to know them better.**

If they are self-conscious and stand at the back, let them and praise their participation.

If they are moody, don't judge their mood; just understand that teenagers do not leave their problems at the door of class. Allow them to use the class to express their emotions.

**Watch and adapt class if you need to. Play a track that you know they love to re-engage them.**

**Teach them foundation moves well and clearly so they can learn authentic movements.**

**Observe this group.** Look out for things like too

much weight loss. If you are concerned talk to the teenager and, if you have further concerns, talk to their parents.

**Understand that 16 year olds may not want to do this class with 13 year olds and you may need to set up separate classes for younger and older teenagers.**

## IMPORTANT

If you are concerned about a child always speak to the child's parents.

Bullying is never tolerated: always act fast, speaking directly to the children involved to ensure the children know your class is safe for everyone.

Refer any injury or medical condition to a doctor.

Keep yourself safe. The appropriate use of touch requires discretion and professionalism. Engage and connect warmly and kindly while maintaining a professional distance. Only hug a child if they have initiated it.

## NOTES

# E-LEARNING ACTIVITY ONE

## LEARN & PRACTICE FACILITATING A GAME UTILIZING THE 6 STEPS TO SET UP

### STEP ONE:

Find your chosen game digitally and download it.

In the Pond for 6-7 year olds

Relays for 8-12 year olds

Circuits for 13-16 year olds

Using the video and notes from your Coaches Handbook, learn the game and prepare to teach it to the group.

Script and plan the 6-point set up in the box below

### STEP TWO:

Set up and facilitate your chosen game

### STEP THREE:

After setting up and facilitating the game, reflect on and evaluate the following areas of your coaching

- Clarity
- Speed of setup
- FUN

*Did you give a clear, concise and precise explanation of the set up?*

*Were you quick and effective?*

*Did you get the participants moving as quickly as possible?*

*Did you create a fun and inclusive environment?*

### STEP FOUR:

Write your reflections below and create an action plan of 3 points you will do to improve for next time.



## MY REFLECTIONS

## MY ACTION PLAN

### ACTION 1

### ACTION 2

### ACTION 3

Remember once you have run a few classes, game set up will become more and more effective and natural.  
Just give it a go!

# E-LEARNING ACTIVITY TWO

## BORN TO MOVE AGE GROUPS & CLASS FOR

Watch examples of 4-5, 6-7, 8-12 & 13-16 BORN TO MOVE virtual class & teach a game

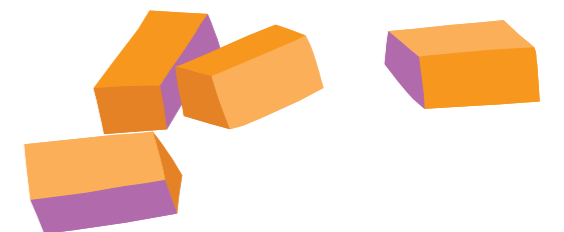
Identify any differences you notice and write these observations below.

4-5 BORN TO MOVE class

6-7 BORN TO MOVE class

13-16 BORN TO MOVE class

8-12 BORN TO MOVE class



# E-LEARNING ACTIVITY THREE

## SAFETY, RULES & SITUATIONS

### STEP ONE:

You have just watched the video on Safety, Rules & Situations. Use this information to consider these potential situations which could happen during a class and reflect on how you would react and deal with them.

#### SITUATION # 1

Children pushing each other

#### SITUATION #2

Sitting down

#### SITUATION #3

A group of children picking on or excluding a single child

#### SITUATION #4

Talking over the top of the video

#### SITUATION #5

How do you keep yourself safe?

### STEP TWO:

You have also learnt about the importance of the Welcome Circle in creating a safe and fun learning environment. Now it is time to apply this knowledge and practice scripting for and running a Welcome Circle.

Script and prepare and then practice delivering a Welcome Circle.

### MY WELCOME CIRCLE SCRIPT

Now reflect and evaluate the following areas of your coaching

- Clarity
- Speed
- EffectivenessW

*Did you create a fun and inclusive environment?*

*Were you give a clear and concise?*

*Were you quick and effective?*

Write your reflections in your below and create an action plan of 3 points you will do to improve for next time.

### MY REFLECTIONS

### MY ACTION PLAN

#### ACTION 1

#### ACTION 2

#### ACTION 3









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