

Are you as free as you can be?

Imagine if you were given an intricate and multi layered piece of choreography and were asked to teach it without any breaks, step by step, gradually layering elements and knowing exactly how to get from the beginning of the move all the way to the end of the class...all for 50 minutes.

To some people this may seem like a massive undertaking...a nightmare scenario.

Now imagine that same scenario with a system at your disposal of simple solutions and suggestions that perhaps adhere to set rules and guidelines (thus removing the guess work) all combined together in the form of a fool proof Choreography Construction Checklist. The end result being choreography that is both achievable and enjoyable.

Perhaps with these tools in place making your choice from what was once mysterious and unknown could become rudimentary and a breeze.

Would you like a fresh approach to your freestyle? Are you in need of some added style to your repertoire? Are you a potential a 'fresh style' teacher?

Current fitness industry teachers can be categorized by their level of skill in passing on information to their students which can be gauged by their experience with certain modalities. Where some are trained extensively in projection, interpretation and communication others may have had more focus on the intricacies of development, construction and creation of movement.

Currently with focus on different ends of the spectrum education may be missing the steps needed to bridge the gap between these requirements.

What kind of teaching skills do you have that set you apart from others?

Teacher Profile

A teacher who has freestyle education training will have a number of different teaching skills at their fingertips. This type of training has allowed perhaps a broader understanding of the skills needed to command an entire class under their own steam. The main focus will have been creation and development of movements as well as how to progress, refine and modulate them.

A new teacher entering fitness based classes today requires a comprehensive understanding of what the teacher to student translation of information feels like. If a new instructor has a limited amount of information concerning what would be classed as Freestyle teaching techniques perhaps these teachers will be limited to teaching what is available to them without the possibility of expansion.

Pre choreography education has yet another set of skills. The focus for any kind of education in program form concentrates on skills that enable the teacher to better perform and function within the guidelines set forth. In effect the guidance strings are in place to help the teacher process and consistently pass on a quality program. A teacher who has entered the industry learning only this type of program may be missing teaching techniques that enable progression of ones own creativity and flexibility.

If it was possible to have all of these skills rolled into one instructor it would surely be advantageous...for everyone!

More proof that fitness systems are an ideal way of teaching and controlling a product is not needed. The idea of working outside of this guidance is perhaps now less common than ever before. The security of having something supplied to you that is known to work is consistent and requires minimal creative input is advantageous to our industry. It does not rely on individual taste and skill as it works on a more general and broad spectrum goal.

If freestyle had a similar system could it also work so successfully?

'Fresh style'

Freestyle teaching is very complex when encouraged to learn, understand and master it from scratch in a short time. When a freestyle teacher is in the mode of teaching they are calling upon skills that were learnt one by one over a long period of time. This allowed for greater understanding of each new skill before moving on to and mastering the next. Such knowledge is difficult to learn when there is little reason or platform for teachers to want to hone their skills. These ideas have almost been deemed obsolete by the newer phase in fitness as many systems shortcut the finer points of teaching in lieu of repeat visits and subsequent practice to achieve the desired results.

When freestyle class development was at its peak new workshops, concepts and systems were constantly available. As presenters and educators grew so to did the instructors and the students. It was a symbiosis of change and gradual growth. Teachers who have learnt from the early freestyle days will know that the skills that gradually became automatic were generally acquired over a long period of time. It is proof that learning these skills one by one or in stages enabled one to learn, practice and master them 1 in classes before a new skill was developed and then introduced. It was not possible to short cut this process then as it was still in development.

Is it possible to provide a shortcut for new instructors to learn, understand, practice and then master these skills gradually and over time? Can a system of gradual learning and experience create a short cut to greater knowledge and teacher finesse?

Free 2 Be Instructor Teaching Philosophy

When you know more about the mechanics of teaching you become more aware of the finite link between what you think is right and what is in fact right for most people. Knowledge of this kind gives new instructors the ability to

discern what is right and fitting for their clients needs. Thus adding a greater connection to the importance of making them happy. This positive pressure will also add a certain sense of accountability and in turn responsibility to a teacher's presentation and perhaps allow the teacher a greater empathy towards striving to make the class work

Any instructor will know that the only way to really see if something works is to test it on a client. These ideas then over time become proven solutions and subsequent confidence in the product is increased because it has been seen to work in its natural habitat.

The beauty of thinking 'fresh style' and understanding these methods is that they have all been tried, tested and proven many times over. The only thing that was missing was the system...until now.

Fresh style Fundamentals

A new instructor entering the industry needs to understand the fundamental elements of teaching. These elements are the same no matter what the mode. The true essence of teaching freestyle or any style is truly being able to comprehend these ideals.

The following examples of freestyle tools are sometimes taken for granted by experienced teachers but are essential in ensuring that the information transfer is smooth, clear and prepared.

Phrasing

This is the essence of exercise to music! Moving to the beat and understanding the highs and lows in music enabling instructors to use the music as their guide in cueing a move and creating energy and a complete experience.

Cueing

The what, where, why and how of movement teaching. Effective cueing results in your participants following and learning how to receive information. This is the transfer of information which will enable participants to follow. To have success in cueing, the instructor must not only have excellent timing, fore thought and complete comprehension of the following progression, but also include prompting via auditory, kinesthetic and visual

Puzzle Pieces - Base Moves

Viewing a finished product of any kind can be daunting when trying to figure out how on earth it was created. Viewing a finished piece of sequential movement or choreography by an untrained eye can seem overwhelming, as the elements appear to be enormous. However when viewed by someone with freestyle training a clearer picture is immediately apparent. Where someone else may see twists, turns and body contortions another will see a few grapevine, jog and step touch movements with added arm, direction and rhythm added. The total picture is like a finely tuned and fueled machine. However this clarity only comes when you know of what the fuel consists. Base Moves are the fuel that make the engine move; if you rev to fast in the beginning you threaten flooding the machinery / brain.

Speed Bumps

When driving on a smooth and even highway a journey is relaxed and enjoyable. When a bump in the road is encountered then the journey becomes more restless. So too the sensation of performing choreography should be similar to a smooth ride.

All roads lead to...

The beauty of teaching in a natural and methodical fashion is its allowance of many routes to the same conclusion. Given an end product to pass on each teacher will use their experience and expertise to get to it in a way that suits them. This also allows for a greater number of first timer successes.

These and more Fresh Freestyle ideas will be highlighted in the Free 2 Be National Instructor Workshop and Masterclass Tour in September. Zosha Piotrowski and Marcus Irwin will be focusing on these and many more ideas in their Systemized Choreography Re Education Workshops and support materials.

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