

Coaching a Continuum of Challenge canfitpro 2022

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THEORY SECTION

Coaching vs Teaching

| Coaching | Teaching |
|-----------------------------------------------------|------------------------------------------------------------|
| Discover your best workout | Tell participants to follow the class |
| Where do you feel this movement? | This exercise works the quads |
| You choose the best option for you | Follow the choreography |
| I invite you to work at your own pace | This is a pre-choreographed class so follow the instructor |
| I am your guide for this workout | I am the expert and I lead the workout |
| I give you permission to take breaks as you need to | Keep up with the class |

The Value of coaching ...

- A coaching approach helps build self esteem and unlocks potential in participants
- Coaching builds self awareness and body awareness
- Coaches make an emotional connection with their participants
- Coaches assess who is in their class today and what do they need to be successful
- Coaching builds relationships with participants and helps them learn and grow over the long term (builds class connections) instead of just delivering the workout today
- Coaching creates an inclusive and non-judgemental environment that is collaborative
- Coaches teach participants the “why” of the exercise choices instead of a “work as hard as you can” approach which develops an educated participant with improved body awareness and confidence over time

Continuum

What is a continuum and why is this coaching approach useful to maximize participant success?

- A continuum is a spectrum of stages that progressively get more difficult
- We use RPE (rating of perceived exertion) on a continuum to help participants define their workout intensity and determine what works best for them
- We use a spectrum of training intensities in muscle conditioning by challenging endurance (more reps less load), then strength (less reps more load), then power (less reps more tempo) then explosive strength (less reps less load more tempo)
- We also use a learning continuum in our workouts / classes when we provide different cues and demonstrations to meet the needs of visual, auditory or kinesthetic learners (visual cues + verbal cues + demonstration / rehearsal of an exercise)

- We can also use this concept when creating a workout or group exercise class where as coaches we give the participant many different options / choices of exercise challenge based on their individual and unique abilities

Challenge

Let's review some exercise science to determine all the different variables we can manipulate to make an exercise more / less difficult

We can define challenge many ways

- Physically challenging = more force, more joints, more balance, more complexity
- Mentally challenging = more effort, more complexity, more mental processing (cognitive load)
- Emotionally challenging = more energy, group enthusiasm, motivation
- Complexity = An exercise or movement pattern grows in complexity when it requires a combination of all three of these elements = Physical + Mental + Emotional = an example would be a multi joint movement with a tempo change and a balance challenge (Rear Lunge to Single Leg Knee Drive with an explosive hop)
- Complex exercises challenge our mind (cognitive abilities to process information), our body awareness (body execute what the brain commands) and our motivation (tackle the I am capable mindset)
- Adding complexity in a workout / class format makes the exercise both interesting and challenging

We can increase the challenge of a movement pattern by:

| Variables | Movement Progression | | |
|-----------------|----------------------|-----------------------|-----------------------------------------------|
| | Foundation | Challenge | Greatest Challenge |
| # Joints | Single Joint | Multi Joint | Link Upper + Lower |
| Tempo / Pace | Slow | Moderate | Fast / Mixed |
| Base of Support | Wide | Moderate | Narrow / Single |
| Range of Motion | Small | Partial | Full |
| Lever Length | Short | Moderate | Long |
| Direction | Forward / Back | Forward / Back / Side | Forward / Back / Side / Rotate (all 3 planes) |
| Speed | Static / Slow | Dynamic | Explosive |
| Equipment | Light Load | Moderate Load | Heavy Load |
| Complexity | Keep it simple | Offer some | Go Big |

We will learn to build up and break down movement patterns / exercises to increase or reduce the challenge to meet the unique needs of each participant in our workout / class

Cueing

To create an inclusive and enjoyable workout / class environment we use a variety of participant cues that promote learning and ability = visual cues, verbal cues, demonstration + rehearsal

Here are some sample cues that we speak – direct and demonstrate

- Name the exercise
- Describe the muscle focus
- Set up the body position = feet + core + upper body + arms + posture
- Define the range of motion
- Permission / invitation to modify the exercise to meet your abilities
- Correct posture / core
- Correct lower body / upper body / arm movement
- Provide effort / intensity options
- Challenge / motivate / congratulate / encourage participants for their efforts
- Timing cues for number of reps or counting up / down to start or finish
- Breath cues = exhale on exertion, rhythm follows the exercise, always breathing (no holding your breath), breath to activate the core
- Non Verbal = demonstrate, mirror, use hand signals, make eye contact
- Giving participants permission to exercise at their own pace with welcoming language such as “you choose – you use”, “if this exercise doesn’t suit you, try this option”, “I invite you to start here with me”, “choose comfortable but challenging”, “change happens with challenge”, “challenge is unique to you for today”

How can we create a welcoming and inclusive environment?

- Challenge yourself to change your language = do not say “guys” say everyone, all of us, friends, folks, team
- Pick 3 new options to intentionally replace “you guys”
- Use people’s pronouns as a welcoming gesture that shows respect = start with introducing yourself using your pronouns
- Don’t assume that you know who is in the room, be open to who could come and how they want to be treated / spoken to
- Use non-science terms that are professional (not booty) to help build physical literacy (understanding how my body works)

PRACTICAL APPLICATION

Movement Patterns

- Squat continuum of challenge
- Row continuum of challenge
- Combine squat + row to understand and experience complexity

- Take a complex exercise and walk it back to the foundation to move it forward again for more challenge

Concepts to Master

- Build the foundation of the movement pattern, cue technique, manage tempo and teach participants to “Feel” the movement
- Always focus on movement quality before you add on any type of intensity = it impacts participant experience
- Encourage participants to master the movement pattern before you increase the challenge
- Remember that making a movement pattern more challenging is adding cognitive load or more mental processing, not just physical load

Summary

- Always read the room = who is here today and what do they need?
- Exercise with a purpose = how does this movement pattern support daily life?
- We have given you structure, now you add your creativity to intentionally progress your classes
- Intuitive teaching is good, now be more **intentional** with your choices by adding
 - New language
 - New approaches
 - New layers
 - New exercises
 - New options or inclusions

“I am not a teacher, I am an awakener“ by Robert Frost

Inspire your participants to learn to feel movement and embrace it.