

Language, Key Phrases, and Announcements

Below are actual words and phrases to use throughout your classes when leading. This is a great tool for new team members to study before they start leading parts of or whole classes.

Techniques

- Talk in a soft voice.
- Change the tone of your voice from loud to soft or vice versa.
- Grab their attention with a command to do something. "Everybody clap your hands, shake your hands, hide them behind your back. Where did they go? Good, now watch my hands." Without realizing it, they're listening again.
- Sit without talking, and wait for the unruly group to calm down. If the class sees the teacher waiting and being quiet, they will eventually do the same.
- Make an example of an attentive youngster by praising him out loud, so the other children take notice. "Look how nicely Joey is waiting."
- If a child is talking or not listening while you're giving instruction or talking to the students, say that youngster's name aloud to gain his attention. "Joey, can you see how straight I made my arms?" This should not sound like a reprimand.
- Explain aloud that only "good listeners" will be able to participate in the next activity. A mild warning.
- Communicate at eye level. Eye contact improves communication. It may be necessary to squat down or to sit in order to be at a level that is physically less intimidating.
- Use good manners yourself. Say "please," "thank you," and "you're welcome" to the children. Not only do children deserve the common courtesies that adults use with each other, children also learn by imitating the speech and behavior of adults.

Younger Classes

Getting to the Circle

- "It's circle time! Everybody come around the circle!"
- "It's circle time! Let's get started. Parents, please bring your children to a spot around the circle."
- "It's circle time! Come on everybody; it's time to start our fun circle."
- "Oh! The music stopped. It's circle time."
- "Yea, it's circle time! Hurry to the circle everyone."

Beginning Circle Time

"Welcome everybody. It's time to start our fun class. Everybody tap the floor with your hands, etc."
(Plus a combination of three or four of the following directions)

- Tap the floor.
- Rub your tummy.
- Rub your cheeks.
- Shake your hands.
- Tap your knees.
- Beep your nose.
- Wiggle your ears.
- Hide your hands behind your back.
- Tickle your sides.

Followed by: "...and clap your hands together. Hi, Hi..." and lead into the My Gym opening song.

During Circle Time (introductions)

- “Well, good morning/afternoon/evening everyone! I am so happy to see everyone today. My name is (your name). Let’s see who else is here.” Proceed to go around the circle asking names.
- “Hi everyone! My name is (your name). Let’s see who came to class today.” Proceed to go around circle asking names.
- For a class with several new students/parents: “Welcome everyone! My name is (your name).... So that we get to know everyone, parents please introduce yourselves and your children.” Gymsters and Terrific Tots are encouraged to say their own names.
- For Tots: “Hi, my name is (Say a silly name. e.g., Mymo). No, is my name Mymo? No, I can’t trick you. My name is (your name).” Proceed to go around circle asking names.

Additional Notes:

- *Always introduce the assistant, or let assistants introduce themselves.*
- *Use good judgment. Do not cause a shy student to be the center of attention.*

Younger Transition Announcements

For the beginning and ending of every ingredient, you want to have an opening and closing.

End of Circle Time (Tykes, Waddlers, Gymsters)

- “Everyone did a great job during circle time today. Now we are going to put on some music, so you can go explore the gym. During this time, we will also bring out our adventure of the week as well as our stations. So go have fun everyone.”
- For Tykes classes, add the following: “Parents, balance your children on the big balls. Sit with your youngsters on the trampoline, and gently bounce up and down. You can put them inside the Molly Ball and rock them back and forth, etc.”

Adventure (Tykes, Waddlers, Gymsters)

- “As you can see, we have our adventure out. This week it’s the _____. The children will be working on _____ skill. The children can take turns (or we will be going _____ direction.). Bring the children by to visit us.”

Skill Stations (Tykes, Waddlers, Gymsters)

- “We have our stations out for today. The children are going to practice some swinging and hanging on the high bar with Eric, and they are going to do some jumping and tumbling on our jump box with me. Come on over and try out both skills!”

Swing Time (Tykes, Waddlers, Gymsters)

- “Parents, as you can see, we are bringing out our swings. Please stay close to your child, and remember to keep the swings low and slow. Our big swing this week is called the _____ Swing. We’re also going to have a really fun ride called the _____ for our Big Deal. Have fun swinging, and remember to share so everyone has a turn.”

Parent Share (Gymsters, Tots)

- “Parents, this is our Parent Share time. I’m going to be teaching some fun activities and concepts... please help your child follow along.”

Independent Time (Tykes, Waddlers, Gymsters)

- Opening: “Parents, this is our independent time. At this time, we are going to let the children interact with one another as well as the teachers. We ask that you please move toward the _____, away from the circle. They will let you know if they need you.”
- For younger Tykes, that parent can stay with child at the circle.

- Ending: "All right everyone, let's give the children a hand for playing independently (clap). Now, we ask that you come back to the circle and help us encourage your children to clean up. This is a great opportunity for them to learn from you through role modeling..."

End of Class

- "This was so much fun.....but now the class is just about over. Awwwww.... everyone get your bye-bye hands up!"
- "Thanks so much for playing with us today. You did such a great job! Let's get those bye-bye hands out..."

Older Classes

Getting to the Circle

- "Everybody, come around the circle and find your own spot. Let's start our fun My Gym class."
- "Oh wow, music is off! Hurry everyone; let's go to the circle and find our spots."
- "I don't hear any music. Where do we go when the music stops?"
- "Music stopped... what does that mean? Let's see whose fast.... I'm fast! Joey's here; he's fast... etc, etc, etc."
- I'm going to count to 5, and I want all of the big kids around the circle with me.....ONE, TWO, etc." (Using counting as a technique will work in gaining attention and control.)
 - o Do not always use the same attention-getters. Try to mix them up.

Starting the Warm-Up

- "I'm going to be very tricky today. Everyone try to do what I do. Put your glasses on and watch me closely." Teacher may then stand up, sit down, stand, turn around, and touch his/her nose, head, knees, etc. "Good watching! Here we go..."
- "Spread out; everyone put your arms out. If you are touching someone next to you, scoot-over more. Find your own spot."

Ending Warm-Up

- "Great warm-up everyone! Lift your arms up, and take a deep breath."
- "Clap for yourselves; you did a great warm-up!"

Additional Notes:

- *Use good judgment in developing and interpreting your methods for beginning a class. Do not over stimulate or excite a group of children and then expect them to immediately settle down.*
- *In older classes (Ninja Training and Gymnastics Level 1 or 2), the silliness should be kept to a minimum.*

Announcing Skill Stations

Tiny Tykes – Gymsters (Music should be stopped.)

- "Parent's we have 2 exciting stations for you to visit today. Over with Krissy, we have the ____ where they will be working on _____. I'll be at the ____ teaching _____. Be sure to visit both of us!"

Terrific Tots (Music should be stopped to announce and turned back on at a low volume during skill stations.)

- When the music stops after Explore time, all the kids will come back to the circle as they do now. You will NOT split them up into groups.
- Make the following announcement inserting relevant curriculum:

- “It’s time for our Skill Stations! Over with me, we’ll be learning front supports and leg swings on the Parallel Bars and climbing across the fireman’s ladder for our Exit Skill! Over with Dominique, we’ll be doing dive rolls over the Hot Dog, followed by working on jumps from mat to mat! Dominique and I each have red, yellow, and green waiting spots for our Skills, so please find a spot to wait on and wait your turn. We will call you up! **Parents** -- We have a total of 6 spots to wait on, so, if no spots are available, we invite you and your child to either watch friends OR explore other areas in the gym together. When a spot opens up, please make your way over, or we’ll call your child’s name to come and stand on a spot as they open up. Alright, ready? Let’s go!”
 - You must explain the stations in your announcement in a bit more detail than you do now, as you won’t be doing a “demo round” when the children arrive at your station. You will simply start by calling the first child waiting and beginning the skill.
 - Adults may need to be reminded of their role during this time; they should stay with their children and encourage them to come try the skills.

Preschool Gymnastics – Ninja Training

- When you are dividing the children into their groups, it is important to take into consideration two criteria. First, separate difficult or unruly children. This is the most important factor in making your Skill Stations move smoothly. Second, group the children according to ability or size (for hanging skill stations).
- Explaining the Skill Stations and Exit Skills
 - “We have two exciting stations with exit skills today.” “Look over at Miss Addie; she is going to be teaching you fun skills on the Stall Bars and then you’ll walk up and over the Soft Stairs for the Exit Skill, and I will be doing some balancing on the Rocking Boat followed by working on froggy jumps from Poly Spot to Poly Spot! Listen for your name to go sit/stand on Miss Addie’s mat.”
- Once the children are in your group, use the following techniques to get them to pay attention while they wait for a turn.
 - “I’m going to call only the children who are being great listeners.”
 - “Put your special listening ears on.”
 - “Does anyone know what we call this?”
 - When someone identifies the proper skill, let her/him go first.
 - “You have to be very strong to do this trick.”
 - Use imagination and storytelling with kids in Preschool Gymnastics and Ninja Jr. to help keep them engaged until it is their turn or throughout the skills.
- To keep the attention of the group while you’re working with one child, try the following:
 - Talk to the children sitting/standing on the mat, standing and waiting on deck (poly spot), as much as the children trying the Skill and on the Exit Skill.
 - Ask the children who are waiting for their turn to describe the actions of the child performing the skill.
 - Ask the children who are waiting if they think they will be able to perform the skill.
 - Say aloud the names of the children who are paying attention and watching attentively. “Joey is waiting so nicely; I think he’s going to get to go next.”

** These techniques should be used in addition to constant positive support and encouragement.*

Playtime Rules

Terrific Tots & Preschool Gymnastics

- Getting to the circle

- “Everyone put your toes (tummies for Terrific Tots) in the circle. Let's make a pizza.”
- “Everyone lie on your tummy. Good night. Hey! Wake up; there's no sleeping in the gym.” (This technique works well for kids in Preschool Gymnastics. Proceed to explain the playtime rules).

In the Circle

- “Let’s look at our watches. Who knows what time it is?”
- “When the music starts, we get to go play and explore the gym, get a drink of water, and use the bathroom. When the music stops, we come back to the circle.” Proceed to ask the children to say, “(Name of assistant), start the music please.”

Ninja Training/Gymnastics/Older Kids Ancillary Programs

- When all the children are at the circle with the teacher, explain the playtime rules in a more mature fashion than what you typically explain to younger age groups.

End of Class

- “I’m sad; it’s time to go. Our class is over.”
- “Everyone is doing so great and getting so strong. Great job guys!”
- “Who had fun today? I couldn’t hear you. Who had fun? Yea! This was so much fun for us too, but now it’s time to do our cheer.”
- “Kids, let’s blow the roof off with our cheer!”
- “You guys did great with your (any ingredients).” Acknowledge any gymnastic skills that the class performed well.

Class Ending

- **Cheer**
 - “Everyone, put your hand on top of mine, count to three, and say together...”
 - “We are terrific!” (TOTS)
 - “We are the best!”
 - “We are (class name)!”
 - “Happy (seasonal holiday)!”

Attention-Getting Phrases

Used anytime throughout a class - These phrases are especially useful during circle time or when you are introducing a class ingredient (relay, gymnastics skill , etc.).

Verbal Phrases

- “Put your thinking caps on.”
- “Put your glasses on.”
- “Everybody say skill stations (or another ingredient)!”
- “Everybody say shhhh.”
- “Everybody tap the floor.”
- “Put your listening ears on.” or “Turn up your good listening ears.”
- “Zip up your mouth.”
- “Buzz like a bee.”

These techniques and phrases are very helpful to command class control. The lead teacher will be able to give clear, concise direction and instruction throughout the class when applying these announcements.