

Training Your Teachers to Be Louder and Have Appropriate Energy

Here are some tips and ideas on how to train your teachers to be louder and have the appropriate energy in classes.

I. Training Tips

A. Volume Does Not Equal Energy.

1. Teachers' energy and volume should be genuine and sincere.
 - a. All teachers need to be present in the class.
 - b. Echoing is more sincere if you are paying attention to what you are echoing and being specific to what the children are accomplishing.

B. Use Your Diaphragm: Control of your breathing can give you a louder, more powerful voice.

Here are a few tips to help achieve the right balance for a louder, healthier voice that remains healthy and commands control.

1. Breathe out when talking.
2. Put resonance in your voice by contracting your abdominal muscles and speaking from the diaphragm. To correct a nasal tone, put one hand on your abdominal muscles and the other flat on your chest. Say "low, low, low" over and over until you feel vibrations on your breastbone as you speak.
3. When you are on the floor, stand up straight and maintain good posture to maximize the use of your diaphragm.
4. The tone of your voice will also drop and become more compelling. Your voice will not rise in pitch, as it does under stress.
 - a. See *Teaching from Diaphragm* on the Operations Manual.

II. Training Ideas

A. During Weekly Meeting

1. Have the trainee stand at the circle and perform beginning-of-class attention getters, while you stand in the far corner of the gym. Trainee should continue with attention getters until the desired volume is achieved. If necessary, demonstrate by switching roles. Have trainee stand in a far corner of the gym while you mimic her volume, and then use the appropriate volume.
5. Have trainee practice announcements while the rest of the team pretends to be "chatty parents." If the trainee is not powerful enough to stop the chatty parents, reverse roles. Now have the trainee be part of the chatty parents as trainer makes the announcement powerfully enough to make the chatty parents listen.
6. Give the trainee a random object from the gym and have him turn it into a parent share or manipulative (pencil, stapler, stamp, tissue box, etc.). Have trainee practice making that object the most exciting thing in the gym. Trainee should make voice louder, quieter, rougher, softer, and a whisper along with using sound effects. When the music stops, trainee should call everybody over for the "pencil" parent share, and make everyone believe it's exciting!

C. Pre-Shift

1. Have trainee make announcements as if there were 15 parents and children in the class.
 - a. For example, make the adventure announcement, Skill Stations announcement, and swing announcement utilizing these tips:
 - i. Stand on equipment, if necessary (balance beam, jump box, etc.).
 - ii. Walk around, if necessary.
 - iii. Chin up!
 - iv. Use diaphragm.
 - v. Look around to make sure all parents are listening.

D. Post Shift

1. Using the Class Quality Checklist in KNOW app along with the definitions, put extra focus on elements that are affected by volume and energy. For example: fun for children, connection and expertise with children, appropriate energy and atmosphere
2. Be specific in your review.
 - a. It's common to just say, "You weren't loud enough," or "You didn't have enough energy."
 - b. Pick a specific part of class that could have been louder and mock what happened and what should have happened.
 - c. Let trainee know the expectations for the next class he works.

E. On-Floor Training

1. Have the trainee pay attention to the parents during a class.
 - i. Are parents following trainee's directions?
 - ii. Do the parents stop to listen to trainee's announcements?
 - iii. Is trainee using her voice as a tool to control the class and parents?
 - o Starting in a whisper and then exploding?
 - o Making sound effects?
 - o Using excitement and urgency to bring the children to the circle?
 - o Is what trainee is doing more exciting than jumping in the ball pit?
2. Use hand signals if trainee is not being loud enough.
3. Record a class, and watch it together to evaluate.
4. Using a detailed evaluation form from the KNOW app, evaluate trainee's class and then have trainee evaluate yours. Compare notes.

F. Private Training

1. If practice isn't getting the point across, sit the trainee down and have a serious conversation about the importance of energy and being heard by all parents.
 - a. Explain to the trainee that he is in charge of each class he teaches and should be seen that way by the parents. We need to be seen as experts.
 - b. Announcements need to be heard for safety purposes.