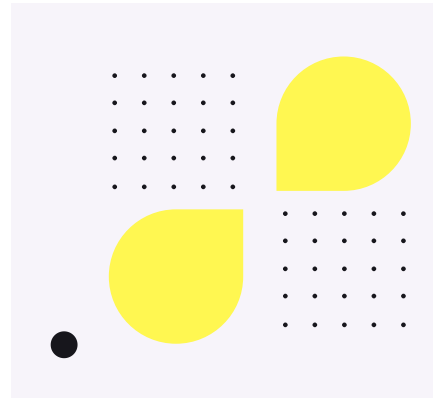




Studio planning in a COVID-19 world

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This is not life as we know it

- what really matters?
 - connection, empathy, support, survival
- adjust expectations
- make choices for YOU
 - make it easy
- people's behaviour is not about you



Your guiding principles

In times of crisis or difficulty, it is more important than ever to stay true to your values. These are the principles that will guide you to finding the right answer when there are 279 options and all of them are less than ideal.


- What is most important to you right now?
- How do you want to feel?
- What do you want people to think and feel on the other side?



In my business

- 1 **Important to me**
 - keeping staff employed
 - business survival
 - strong reputation
- 2 **I want to feel/be**
 - a leader
 - in charge (proactive, not reactive)
 - organised
- 3 **How others remember/think about the business**
 - strong, clear communication
 - leader
 - understanding
 - community

...they will return!



Face to face lessons

Capacity
 Operating within guidelines
 Communicating change
 Lesson plans & content
 Student needs

Face to face lessons

MONDAY				
Studio	Time	Class	Enrolled	Capacity
1	10:00am - 10:30am	Pocket Rockets Launchpad (3-4yrs)	8	10
1	10:35am - 11:05am	Pocket Rockets Countdown (4-5yrs)	10	10
1	3:30pm - 4:15pm	Grade 3-4 Ballet	6	10
1	4:15pm - 4:45pm	Pocket Rockets Blast off (Kindy)	11	10
2	4:45pm - 5:45pm	Grade 5-6 Jazz	18	10
2	5:45pm - 6:45pm	Grade 5-6 Lyrical	10	10

Capacity

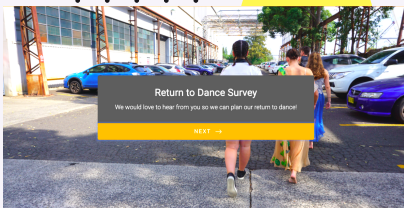
Plan for different levels in one spreadsheet w/ conditional formatting
 if > red
 if = yellow
 if < green

Extra classes if space available and financially viable?

Rotate classes

Boutique model w/ higher price point?

Merge classes with small numbers? >



Don't know?

Ask!

Stop planning things out of thin air (there's enough of that being thrown our way already!)

Send out a super quick survey.

I love jotform for professional surveys

Operating within guidelines

Be on top of an everchanging situation

You can recoup lost students - harder to rebuild a damaged reputation

Allow 10-15 mins a day for reading policies and guidelines from local and national gov sources.

Be prepared to change at any minute.

Re-enrolment agreements, staff temperature checks, screening surveys

Communicating change

Teachers

COVID-Safe policies
 Collaboration
 Updates & changes

Communicating change

Parents, Students

Create a comprehensive COVID-safe plan/policy document, but DO NOT distribute it to families.

- 1) It's a fluid document and will need updating
- 2) Give neurotic parents license to panic and/or question your every decision
- 3) Parents have enough on their plate - emails from EVERY school, activity, sport and club they and their kids are a part of

Handbooks are hard!

If it requires a handbook to get my kid back into dance, I'm probably not going to bother.



we're making some changes... what do they look like for you?

Wash/sanitise your hands before and after class.
You'll be required to wash your hands with soap and water or use an alcohol based hand sanitiser when entering the studio and leaving the studio.

When coughing or sneezing cover your mouth and nose with a tissue or a flexed elbow.
Wash your hands with soap and water or use alcohol based hand sanitiser after coughing or sneezing. Tissues should be disposed of immediately in bins provided.

Avoid touching your eyes, nose and mouth.
You should also avoid contact with others, so no shaking hands, high fives, touching faces, hugging and other intimate contact.

Stay home if you are sick
If you have any of the following symptoms, please stay at home: fever or chills, cough, sore throat, fatigue, aches and pains, headaches, shortness of breath or difficulty breathing. You can make up your missed lesson when you are feeling better.

what are we doing about social distancing in dance?

Stay in your individual dance zone
The studio floor will be marked into individual zones to ensure physical distancing and avoid contact with others. Our lessons will be planned to make sure we stay safe in our zones.

Bring your own water bottle
We've been enjoying this for years, but you will not be allowed to drink or refill your bottles from the tap in the studio.

Less or no equipment used in class
Ballet barres will be disinfected after each use. Rocket Rockets students are given a personal props pack and conditioning students will be given a small equipment pack too. These should be brought to each class in a small bag and not left at the studio.

Drop off/pick up only
For now, only students and staff are allowed on the Dance Domain premises. All parents and carers must drop off and pick up their child from the allocated zones and the front. A staff member will facilitate the safe drop off and pick up of students.

Keeping the waiting area safe for students
We are removing the couches and kids play area and will have spaced out areas for any belongings. Unless you are coming directly from school, please avoid bringing a bag if you are only attending one class. We will have marked areas so you can safely talk with friends before class.

Relevant to audience/program

DANCE DOMAIN ADULTS' CLASSES COVID CHANGES

Make sure to wash your hands
You'll be required to wash your hands with soap and water or use an alcohol based hand sanitiser when entering and leaving the studio.

Don't come to class if you're sick
Please do not come to the studio if you are sick or are displaying symptoms such as a runny nose, sore throat, cough, headache, fever, fatigue. We will honour any missed classes, so just send us an email if you have booked to and aren't feeling well so we can record a class credit for you.

Maintain social distancing
In class or at the barre, please maintain a safe distance between you and others. We will also have floor decals marking safe dance spaces.

Please don't arrive too early
Please arrive on time to class to avoid congestion afterwards to avoid congestion. This will also be to maintain safe distancing between children and adult dancers.

Fill out a contact tracing form
Our contact tracing processes, you will also need to fill out an attendance form on the way home. This will be completed on an iPad and hand sanitiser will be available.

Wipe down equipment after use
You'll be asked to wipe down any props or barres used during class with facilities provided.

when we get back to the studio, there are a few changes we have to make... what do they look like for you?

Less or no equipment used in class
Ballet barres will be disinfected after each use. Rocket Rockets students are given a personal props pack and conditioning students will be given a small equipment pack too. These should be brought to each class in a small bag and not left at the studio.

Drop off/pick up only
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Repeat messaging via socials

Bite size reminders on insta/Fb stories

Impact

Will manifest in different ways

Some classes will return more hardworking and focused than ever, others you'll be going back to the start.

Spectrum of responses

disconnected/connected
uncertain/confident
struggling/thriving
disengaged/engaged
scared/excited

Student needs

how do we get everyone back on the same page?

- 1 Where are they succeeding?
- 2 Where are they struggling?
- 3 What do they need to be able to know or do?
- 4 By when?
- 5 How do we get them there?

Reverse engineering

- Week 1-2 to gauge where they're at
- team meeting
- check-in every 2 weeks
- teachers support their students, you support your teachers

Zoom

Duration

Structure

Engagement over achievement

Gamification

Zoom lessons

Duration

- Less is more
- 25-30 mins --> 3-6yrs
 - 40 mins --> 7-10yrs
 - 45-50mins --> 11+

Add a bonus stretch & strength class to make up for 'lost' time

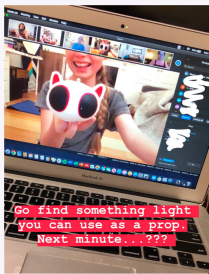
- some parents concerned about fitness/activity levels
- siblings can join in
- even parents

Reduced schedule?

Co-teaching, shorter blocks, week on/off to reduce burnout?



Structure



A mix between familiar and new

- Props help to anchor exercises
- give props packs
 - ask to find their own from common items around the house

- Break up the flow of exercises
- swapping the type of exercise
 - Brain breaks/digital breaks

Allow time for semi-structured connection (e.g. show & tell, question of the day, prompts etc)



Engagement over achievement



You've likely ditched your student goals and financial goals, so reassess your expectations of your students too.

Zoom is not the place to develop mastery.

- maintain a baseline
- celebrate the little wins

Kids need:

- structure
- connection
- creativity
- exercise



Gamification

Use elements of game play, such as

- point scoring
- competition (carefully)
- special rules/conditions
- leaderboard
- challenges
- levels
- constraints (time, space etc)
- rewards

Increases engagement

External motivation

Light, laughter and joy



Hybrid lessons



Why hybrid?

What is blended learning?

Different models

Hybrid test findings

Hybrid lessons

Why hybrid?

Financially viable

- keep students enrolled:
- capacity
 - health/vulnerable populations
 - area-specific lockdowns

A complex solution

- differences between teaching online and in-person
- whose experience?
- keeping schedules on track

2-week rotation

- Mix of F2F and online (zoom or pre-recorded)
- Suitable for broader age group

Affords doubling class capacity where restrictions are in place

- Need good communication - complex for parents

Rotation Example 1

Group	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
A	In studio	Online	In studio	Online	In studio	Online
B	Online	In studio	Online	In studio	Online	In studio

3-week rotation

- Mix of F2F, online and private/semi-private lessons
- Suitable for broader age group

- Requires staff & studio space to facilitate private lessons

Rotation Example 2

Group	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
A	In studio	Private/Semi-private lesson	Online	In studio	Private/Semi-private lesson	Online
B	Online	In studio	Private/Semi-private lesson	Online	In studio	Private/Semi-private lesson
C	Private/Semi-private lesson	Online	In studio	Private/Semi-private lesson	Online	In studio

4-week rotation

- Mix of F2F, online, private/semi-private lessons, & personal study
- Suitable for older, more focused dancers

Requires staff & studio space to facilitate private lessons

- Affords a rest or planning week for teachers

Rotation Example 3

Group	Week 1	Week 2	Week 3	Week 4
A	In studio	Private/Semi-private lesson	Online	Personal study
B	Online	In studio	Private/Semi-private lesson	Personal study
C	Private/Semi-private lesson	Online	In studio	Personal study

Personal study program

Via LMS, Google Classroom, Email printouts, handwritten in a journal, Spreadsheets

- Provide a program of self-directed learning
- never introduce new content unless it is a research/explore task
 - list the exercises, reps & focus/intent
 - can hyperlink exercises (Vimeo, S3)
 - how will they give feedback/leave comments?

Warmup	Day 1	Day 2
Cardio	Follow Warmup Video A	Follow Warmup Video B
Rises	2 x 10 reps	2 x 8 reps with a 2 second hold at the top
Ankle CARs	8 reps each side	8 reps each side
Bandaid crawl walks	2 x 30 seconds (rest 60 seconds in between)	2 x 30 seconds (rest 60 seconds in between)
Standing rolldown	3 reps slow	3 reps slow
Exercises	Day 1	Day 2
Plié	1 x each side, thinking about the coordination	1 x each side focusing on the accents in the music
Tendu	2 x focusing on ball/heel alignment	-
Rond de jambe	-	1 x each side, don't bend the working leg knee when passing through 1st
Grand battement	-	1 x each side thinking control on the eccentric
Port de bras	2 x focus on smooth transitions between pictures	1 x rep
Centre Practice	-	2 x thinking about pushing into the parterre and clean strong arms finishing the turn
Skill-based Strength & Mobility	Day 1	Day 2
• Release with yoga block (eccentric handings)	2 x 5 reps plain, 2 x 5 reps 1/4 turn	-
• 90/90 External Rotation Forward PIRs	2 x 10 reps	-
• Ankle Puffs & Rolls	30 second hold, 2 x 10 secs P & R	-
• 90/90 Internal Rotation	-	2 x 5 reps (optional leg weight)
• 90/90 to 4 leg lifts	-	2 x 4 reps with 5 second hold in last rep
• Active Second Split	-	2 x 30 second holds


Hybrid Considerations >

- Tech & Set Up**
 - laptop, mic, lighting, screen
 - placement
- Communication**
 - voice, mask, microphone
 - eye contact
 - body language
- Human Resources**
 - Teachers, assistants, older students
 - Buddy system
- Approach**
 - go slow
 - don't try to tackle too much
 - be patient
- Focus**
 - Primary & ancillary
 - targeted
- Connection**
 - teacher:student
 - student:student

sound

Use stereo sound + microphone


- RODE NTUSB Mic
- Blue Yeti USB Mic



Hybrid lessons

- Camera Placement**
 - easily moved and two different levels
 - stool, table, trolley
 - different placement for different parts of the lesson
- Lesson**
 - assign at-home students to an in-studio line/group
 - provide alternatives
- Feedback**
 - proximity to zoom screen
 - groups
 - go slow, repeat
 - don't stress about timing
 - user experience more important than teacher experience

warmup & choreography




"laptop larry" in class, facing teacher front side positioning

technique/travelling



front corner, facing into the room in a place where the teacher can view students in the room and those on screen

little ones



opposite the teacher on a 'spot' in the circle may be distracting for in-studio kids

Pre-recorded content

Pre-recorded lessons

Pros & cons

Production

Delivery

Pros


- not time-bound (flexible options for busy/stressed/stretched families)
 - helpful for kids with additional needs
- can watch it again and again
- siblings get bonus lessons
- content can be repurposed across lessons, (and styles or grades to some extent)
- much easier for ages 3-6yrs

Cons

- quite a bit of up front work
- creation time + upload time
- a little tech capability required (or delegate to staff member)
- need to put in a bit of planning and effort to make it decent quality (poor quality pre-recorded content is worse than poor quality zoom)
- poor engagement for above 8+ years

Filming

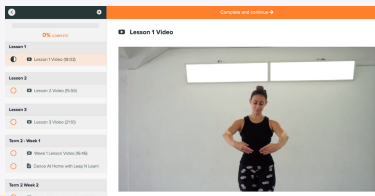
- decent lighting and sound (lapel mic is ideal)
- can do it with or without editing (wait 1 sec after record & hold position at end)
- create a recording schedule record in small segments that can be reused and repurposed
- borrow equipment (extra batteries and SD cards)



- Automated as possible
- Email, website, Vimeo, learning management system (Teachable, Learndash)
- Drip feed content weekly
- Create and follow an uploading schedule (set upload days)
- Be consistent

[Teachable backend](#)

Delivery



Other income sources

What else can you monetise?

At-home learning kits? Could be digital downloads or could physically mail out items

- dance class videos
- craft (including supplies and directions if not digital)
- colouring book
- find-a-word

Conditioning/technique/choreography videos?

Private lessons?
Online adults lessons?
Hire your studio space to businesses in warehousing/delivery

Summary


Easy & Engaging

It's ok to change

Don't be afraid to chop and change
If something isn't working, scrap it
Try - you might be surprised!

Ask!

Don't guess, don't go at it alone



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