



Exercise ADD

Presented by Caroline Dawson

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Are your students suffering from EADD (Exercise Attention Deficit Disorder)? As Spinning® instructors, we are always looking to provide our students with a fun-filled ride, overflowing with excitement and sexy “stuff.” But sometimes we actually do a disservice to our students, preventing them from building mental discipline and focus because we are trying to entertain them every minute of every ride. Break the overstimulation cycle—but keep the excitement—by implementing techniques to reduce our students’ EADD.

Why Our Students Act Out

- Our students have expectations for each and every class
- Past Spinning instructors have helped to shape these expectations
- These students have a conditioned response to want excitement and distraction *all the time*

The Popular Instructor

- The killer recipe for beginning instructors: great music and a class full of fun, excitement and “stuff”
- Over time, we get positive reinforcement to continue teaching the exact same way
- The popular instructor is sometimes not the most knowledgeable, but the one who works the hardest

Changing Expectations

Changing our students’ expectations begins at home ...ask yourself:

- Do you want to be the most valuable instructor or the hardest instructor?
- Do you measure success by giving your students the information to achieve results or by working them into the ground?
- Will you forego winning the short-term popularity contest for a lifetime of loyal followers?

Build Coaching Skills

- Sometimes providing distraction lets us get away with mediocre coaching.
- Take the time to commit —enhance your coaching skills and raise the bar for yourself.
- Make more with less! While entertainment is part of the equation, this isn’t a Broadway show. Create a delicate balance between inspiration and overstimulation.
- Bridge the gap. Let go of the need to fill every single second. If you can learn to enjoy the silence, your students will too.

Techniques

- Create excitement around the actual ride (not the distraction); make it an *event*
- Provide clear goals and instruction (HR, terrain, resistance or cadence, mental focus)
- Create results-based training and educate on the “why” you train the way you train
- Interject meaning~~less~~ distractions to replace meaning~~ful~~ distractions on an as-needed basis
- Offer individual coaching and ride modifications; praise responsible training
- Build rapport and personal relationships with your students to gain their trust
- Let loose! You don’t have to train meaningfully *all* the time; give a little mindless work every now and then.

Time, Time, Time

- Accept that changing ourselves and our students will not happen overnight
- Create a long-term plan for implementing different strategies. Where do you want to be a year from now?
- Go beyond the studio: What kind of teaching legacy do you want to eventually leave behind? How do you want your students to describe you to others?

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Your feedback is important to us!**