

The “RIPPLE” Method

HOW TO TEACH WATERinMOTION! WE HAVE A SYSTEM— THE RIPPLE!

By becoming a certified WATERinMOTION® instructor you will learn the secrets of the RIPPLE Method. Using the **R.I.P.P.L.E. METHOD** will help you get the most out of your potential for greatness as an instructor. What does RIPPLE mean?

R	Remember	(The choreography)
I	Instruct	(Verbally cue)
P	Perform	(Visually cue)
P	Personalize	(Teach the individual)
L	Lead	(Teach the group)
E	Excite	(Put it all together with excitement)

So your job as a WATERinMOTION® Instructor is to use the RIPPLE Method, to create a fitness WAVE! What shores do you want to reach?

R - REMEMBER (Choreography)

1) Know your Choreography

WATERinMOTION® requires strict adherence to the choreography. This program has been tested by industry experts, aquatic veterans, and test subjects. As written, it is safe, effective, and fun! Straying from the pre-choreographed format is not permissible.

There is freedom in memorizing your script. Knowing exactly what move will go to which beat of each track makes it easy for WATERinMOTION® instructors to focus on teaching.

The following TIPS will help you learn your choreography:

- **LEARN THE MUSIC:** Knowing the music well will make applying movement easier. Upon receiving a new WAVE (new music kit, new edition, or new release), listen to the soundtrack several times before watching the video or looking over the choreography notes.
- **MIMIC THE MOVEMENTS:** Once you are familiar with the basic soundtrack, watch the video and move along a few times. You will begin to “learn” the wave and understanding the choreography notes will be a natural next step. Be aware that the video is “reversed”. The

presenters are leading so you can learn the movement in mirror image as you will instruct it. The verbal cues remain the same as you would use to direct and encourage your participants.

- **READ THE NOTES:** The notes will become your code, script, guide, outline & lesson plan for your class. We will explain extensively how to use this most valuable component of each new WAVE. Each track has a specific focus that will remain consistent for all future waves of WATERinMOTION®. The first track slowly warms the body using short levers and a limited range of motion. The next 7 tracks focus on cardiovascular exercise using varying aquatic styles to achieve an elevated heart rate. Tracks 9-11 are strength focused for upper body, lower body, and core. The final track enhances flexibility and relaxes/cooling the body to finish an exhilarating workout.

Understanding your Choreography Notes - Reading your Wave Release Kit

The far left column “Time” indicates the iPod, mp3 player, or CD player time stamp at which a move begins or pattern changes. This is listed to assist you as you read your notes so that you do not lose your place. Later, this column will be helpful as you prepare your comments for class. In the 4th minute of a 5-minute track, your cues will be directed toward encouraging students to hang in there.

The next column is not titled but in a full segment of choreography will contain a pattern. Letters “A”, “B”, and “C” will reflect a repeated combination of movements that will be spelled out only the first time it is introduced. “Pattern” learners will become very familiar with this column. The creators of this program have attempted to offer options for learning to address as many learning styles as possible.

“Song part” references the musical section of each track.

- **“Intro”** is the opening of a song in which there may or may not be unique choreography and/or introductions that are not repeated throughout the track.
- The **“chorus”** of a song is the most familiar, identifiable section of a song. It is repeated verbatim numerous times in the track and has “matching” choreography that is repeated to exactly match the phrasing of this section.
- **“Verse”** indicates those segments of a song in which beats and melody are the same, but the words are different. Even so, the choreography pattern will be largely the same for “Verse 1”, “Verse 2”, and subsequent “verses”.
- A **“bridge”** is a short portion of the track that is unique and may only occur once. Often here the choreography will have a short section that differs from other repetitions of a pattern or a new series of movements altogether.

- Finally, “**outro**” refers to the final phrases of some tracks. If/when these occur, the choreography matches exactly to the beats and phrases and may vary slightly.
- **Counts** are the fundamental method of establishing a movement series for experienced fitness instructors. WIM follows a strict 32 count phrase in nearly every track and can be counted in “water tempo” by 8s for those who learn in this way. “2X8” indicates the movement or combination listed occurs for 2 8-beat counts at water tempo. Water tempo, is 2 “land speed” beats per single count.
- **The movement column** provides the details of the exercise being performed. Please be advised that the movement indicated is that of the participant. WIM teachers must watch the video for adaptations for deck instruction. All exercises begin on the down beat. A key of terms and definitions is listed below and will also be included in the choreography notes of each wave.

Terms	Definitions
OP	Opposite
BK	Back
UP	Upper Body (all arm patterns will be in italics)
ALT	Alternating
LVL	Level
DBL	Double
CC	Cross-Country
SSD	Single - Single - Double
LVL	Left
TVL	Travel
R	Right
FWD	Forward
JJ	Jumping Jack

- The **“Reps”** column indicates the number of times a movement is repeated in the specified number of counts. **“Lead”** simply refers to the lead leg you should cue for participants. WIM instructors are to deliver the class in mirror image meaning that you will say “left” and move “right”. For WIM format, the lead leg refers to the standing leg, not the lifting leg. The exceptions to that are for suspended movements (your lead leg is the one in front) and for the lower body track (your lead leg is the working leg). When performing a jog, Cue “right” and land on your actual left foot.
- **“Music cue”** is the word, sound, or other significant marker in the track that will assist you in knowing when a transition or new move is taking place. By learning the music first, you can make better use of these cues. Be sure, also, to cue participants at least 2 beats ahead of the actual movement change.
- Lastly we have **“verbal cues”**. These are the concise, creative cues delivered on the DVD to lead the class through transitions. Feel free to learn what the presenters scripted for themselves, but also practice writing in creative cues of your own. This is the free section of the choreography. We want you to be YOU when teaching WIM. Make use of your creative juices and teaching experience to communicate with your class about the choreography.

1 - INSTRUCT (Cue)

2) Cue Participants with precision

Once you know the choreography and can credibly demonstrate the on-deck movements necessary to conduct a class, you need to be able to get participants to move on cue. Great cueing is essential to an excellent aqua experience. The following tips will help you develop all the skills necessary to master cueing.

- **Know your audience.** Be aware of the language your group will best understand. Be louder for your older populations.
- **Prepare in advance so you are not at a loss for words when the time to cue arrives.** Practice in front of a mirror to avoid getting off beat when verbalizing instructions. When you practice the movement and cueing together they become seamless!
- **ALWAYS cue on beats 4, 5 or 6 prior to a change on 1.** If the change is complex, prepare the class ahead of time, e.g.: “Coming up is a big change...” Cueing too late in the phrase will prohibit coordinated movement of class members.
- **Use visual cues whenever possible to confirm the verbal cues you are giving.** Move arms toward the direction in which participants

will be turning or motion for the class to come toward you. Remember: In mirror image, you move forward and so does the class. You will be moving toward one another. Prepare the class for this so there is no confusion.

- **Cueing is the most critical factor to your teaching success.** Practice out loud and make sure you know what you will say on what beat of each phrase to make sure you can communicate upcoming choreography clearly, concisely, and creatively whenever possible. Use of both initial and follow-up cues allows your participants to move safely through the water.
- **Be loud!** Use a microphone whenever possible, choose your words carefully, and try to shorten cues so that you are heard and followed effectively. Remember, sometimes when you say less it means more!

Be sure to use WATERinMOTION® terminology. The moves must be used in a consistent fashion to better lead your students.

P - PERFORM (Technique)

3) Demonstrate proper form and technique:

Mastery of both the movements in the water and on the deck is of utmost importance to WATERinMOTION® instructors. In order to effectively teach this program, you must be capable of credibly demonstrating the moves on deck for participants. Be careful on deck to protect your knees and back. Keep your own abdominal muscles engaged and utilize a mat or cushioned teaching surface whenever possible. Make every effort to perform suspended and rebounding movements exactly as demonstrated in the wave DVD. Strong, crisp, resisted movement will communicate clearly to your participants. In order to emerge from Instructor Training with permission to teach, you must properly demonstrate all of the exercises in your Wave Release Kit and the ability to present the entire track that you were assigned at registration.

P - PERSONALIZE (Relationship)

4) Build a personal relationship

So you've mastered the manuscript, motion, and method of communication. With these skills in your arsenal, you may already be a better than average instructor. In order to move on to the next level, you must dig deeper and begin developing relationships with your individual participants. You may be wondering how you relate to an entire class in one hour, but it can be done. To create a relationship you must make a personal connection with someone. Connecting with people requires only that you are so adept at delivering the class, performing the movements, and providing instruction that you are free to engage your participants on a personal level. Making eye contact, using their

names occasionally, smiling, singing, making jokes, i.e. being yourself, is all that is required. Being careful to make a personal connection with as many participants as possible prior to class can help you when you inevitably need to provide gentle correction or redirection throughout the class. Unless you establish a sense of trust, there will be no appreciation for your commitment to the ultimate success of all who attend your WATER*in*MOTION[®] classes. Congratulate the group or individual you need to address prior to giving a corrective statement. “Great job guys... now make sure that you are keeping your torso lifted and core tight for great posture in the pool”. Also important is your follow up commendation of their adjustment. “That’s it, just like that”. Keeping the class moving forward with the choreography, with proper form, in sync with you and one another, and also progressing in their workout is up to you. Connecting before correcting is the key to your success.

L - LEAD (Group Dynamics)

5) You are the leader

This is your party - make it memorable! There’s a bit of a star in everyone who steps in front of a class. Let him/her out! This is your opportunity to create a memorable experience for your participants by showing your star power! Creative intros, choreographed finishes, and playful instruction are the icing on the cake for a competent communicator. Your ability to become a superstar on deck will determine how many lives you touch effectively. Develop your own style of instruction that sets you apart from the pack. Borrow from the presenters on the DVD or at MANIA[®], or create some special moments all your own. While the choreography is non-negotiable, costuming, performing, and final poses are completely up to you. Let yourself go and create a class environment that is irresistible to your participants. WATER*in*MOTION[®] should feel more like a party than a workout! BE A SUPERSTAR!

E - EXCITE (Celebrate Success)

6) Be excited and celebrate with your class

End the class with a splash! Let your personality and humor be the finishing touches on an awesome exercise experience. Be real with your class and celebrate! Learn about the goals and accomplishments of your class members. Your celebration will affirm the validity of their goals and acknowledge their hard work. Five pounds lost, five minutes of endurance gained, minor health problems resolved...these are all worthy of your praise. Endearing yourself to your participants will ultimately determine your success. Be careful to NEVER be fake or feign interest. The only thing worse than a disinterested instructor, is a disingenuous one.

Know why you want to be in fitness and appreciate the purpose for which we exist: To serve others and guide them toward improved health, wellness, fitness, and quality of life. What we do matters and we need to recognize that. You are the droplet that starts the RIPPLE that can change the world!

1. The “RIPPLE” method stands for which of the following? *
 - a. Remember, instruct, practice, perform, lead, and execute
 - b. Read, instruct, perform, practice, lead, and excite
 - c. Read, instruct, perform, practice, lead, and execute
 - d. Remember, instruct, perform, personalize, lead, and excite
2. True or False: As an instructor, it is okay to stray from the Wave choreography when teaching a class and improvise your movements. *
 - a. True
 - b. False
3. Presenters in the video are performing in the _____, the same way as you will be required to instruct your class. *
 - a. exact way
 - b. opposite position
 - c. mirror image
 - d. all of the above
4. Which part of the acronym RIPPLE includes different kinds of cueing, such as verbal and musical cues? *
 - a. Remember
 - b. Personalize
 - c. Instruct
 - d. Performance
5. Instructors want to build a(n) _____ relationship with class participants by connecting through eye contact, smiling, and addressing individual class participants by name. *
 - a. open
 - b. personal
 - c. honest
 - d. fun
6. When instructing using verbal cues, you always want to cue on beats _____. *
 - a. 1, 2 or 3
 - b. 2, 3 or 4
 - c. 3, 4 or 5
 - d. 4, 5 or 6
7. TRUE or FALSE: Instructors should encourage their students to discuss their personal goals and accomplishments. *
 - a. True
 - b. False
8. The “RIPPLE” method addresses how instructors should pull the group together and interconnect the students with each other. An instructor who lets out their own personality during their teaching is using which letter in RIPPLE? *
 - a. L- Lead
 - b. R- Remember
 - c. P- Performance
 - d. P- Personalize
9. Which letter in the acronym RIPPLE talks about demonstrating proper form and technique during your class? *
 - a. P – Perform
 - b. I - Instruct
 - c. R - Remember
 - d. L- Lead
10. There are 3 blocks of music you will address in the choreography located in the “Song Part” column of the choreography notes. These 3 blocks of music are _____: *
 - a. Verse, chorus and bridge
 - b. Melody, bridge and hook
 - c. verse, bridge and refrain
 - d. None of the above