

8) PLANNING FOR VIRTUAL DELIVERY - RECORDING A SESSION OR DELIVERING A LIVE SESSION

Please read and internalise these guidance points. This approach to set up and delivery aims to provide standardisation across delivery approaches in the team you are working within.

Take the time to conduct test sessions, then watch yourself back, critically analyse what you have shot against the points given in this guidance.

Perhaps even share amongst other members of your team for them to offer critical analysis too. There is opportunity here for us to self-reflect and plan for greater success here.

Remember to speak with your PSI coordinator if creating a pre-recorded video as LRS are centrally coordinating a library so we don't want you to duplicate.

Please operate within your professional boundaries as defined by the sectors professional standards <https://www.cimspa.co.uk/standards-home/professional-standards-library?cid=18&d=130>

And utilise the CIMPSA national guidance- <https://www.cimspa.co.uk/library-and-guidance/delivering-sport-and-physical-activity-online-policy>

Remember that you are being invited into someone's home through an online platform, if you become concerned about a participant's wellbeing or safety please follow your organisations safeguarding procedures.

Please ensure that you have read the online/digital risk assessment for your organisation and take necessary steps to ensure yours and the participant's safety.

In the event of an accident or incident of a participant please remain on the call and manage the situation. Ensure you have an emergency contact number for the participants to hand and the ability to call another member of your team to support in the matter and/or 999. More information can be found in the risk assessment.

Equipment set up (camera/device, chair, band, other support options and other equipment)

- Check the memory on your device (especially if filming for a library of sessions)
- Consider how you might transfer the files for them to be uploaded to your organisations platform/website
- For live sessions, you will need to check your connectivity (Wifi or 4G) to avoid glitches during the live session
- Height of camera angle- if you set up in portrait this will be better viewing for your participants.
- Some platforms change who is on the screen at different times, ensure that you remain on screen during all exercises planned
- Make sure you have a stable and level position of your device
- If using a tripod check the positioning of the tripod around your device to ensure it does not obstruct the camera lens (observe for a glow/hue on the picture)

- Consider space to work in with external support/wall space available for demonstrations if needed
- Select a chair that is appropriate according to risk assessment (lead by example- must be stable!)
- Position the chair to enable easy transitions and demonstrations. Avoid moving the chair around too frequently during a filmed/live session
- Consider where equipment is placed - adhere to safe practice of not having items on the floor potentially in your way as you move around your exercise space
- Show a single floor surface that is plain in its appearance. Move obstructions such as rugs - work on either carpet or wood/tiled flooring and avoid busy patterned rugs and carpets
- Consider any personal items or family pictures in view on camera and remove identifying or expensive items

Lighting/shadow)

- Be aware of shadows and dark spots, check this before filming
- The time of day and weather on that day may affect lighting
- Avoid position where a window is behind you and check for glare
- If it is darker around the area of the feet, is there a way you could have additional lighting set up to support vision
- Generally having the light on in the room where working provides adequate lighting
- Consider colour contrasts. Check that what you are wearing is a different colour to the background.
- If you are outside, consider shadow/shade/direct sunlight that may affect the quality of the filming. Conduct a test, watch back and review

Sound and distractions inside and outside filming

- Do a test and check sound levels and clarity of your voice
- Minimise background noise. Check that you have turned off things like; heaters, extractors and TV (even if it is on in another room).
- Wind may interrupt your sound if outside- again perform a check and watch back for sound issues
- Check family members know you are filming or doing a live and consider pets- they can be troublesome!

Instructor clothing and footwear

- Wear contrasting clothing or footwear - for example if there is shadow near your feet wear bright footwear or if there is a dark wall behind you wearing dark clothing would not be suitable
- Wear your uniform to represent your job role
- Check this works - do a test and watch back
- Avoid clothing that is too baggy - participants need to see posture and alignment

Instructor positioning during

- Do a test and watch the test back - review your positioning and device set up
- Ensure space to show various angles of activities - front and side profile and seated alternatives

- Your head and legs and feet should always be visible on screen (suggest portrait for device set up)
- Check your whole body remains on screen for the exercises you are using
- Provide accurate, specific demonstrations showing good form and posture - from different angles
- Avoid showing demos with your back to the device
- Engage with the camera - look and talk towards the device
- Ensure you are not too far from the device during filming - the watchers may not see the demo/exercise clearly

Communication - is everything!

- Consider what script you would use in your introduction and welcome and when you finish
 - Give a verbal disclaimer (refer back to corporate written disclaimer),
 - talk about safe workout space/environment (suitable temperature, suitable and well maintained equipment, clear floor space, adequate space for type of activity),
 - Discuss external support options - type of chair, banister, window ledge
 - adequate footwear and clothing
 - importance of home exercise
 - Explain who the session is for and how long will it last
- Plan in breaks – let them know when they will be
- Name the component and the exercise and provide the purpose and relevant ADL's - set the scene.
- When introducing the component outline what the 'normal' response to the exercise is (e.g. strength - feel ache, some muscular discomfort, challenge, lactic acid and increased challenge in the last few reps) explain how exercise should feel to educate your participants on the components of fitness, benefits and gains to be achieved.
- Offer some adaptations - they may be standing with or without support or in a seated position
- Communicate the correct information about the exercise you are delivering - avoid showing them what not to do or what is the incorrect way to perform that exercise
- Always begin with a warmup activities for virtual live sessions and ensure circulation boosting/warm up activities for 2-3 mins if you are filming separate components for a video library
- Words chosen should offer specific, descriptive cues for what you are doing - relate to base of support/stance (feet positioning), alignment, posture, pace, timings etc.
- Include the words 'think about', 'notice', 'feel', 'look', 'be aware' these words allow the person to understand their body and understand the movement or exercise
- Allow choice (you will not be able to tailor/progress/adapt as effectively, so the person must be able to choose for themselves depending on how they feel. Offer choice - remember not 1 size fits all!
- Consider the positive messages that you can embed into your live or recorded video clip - 'sit less move more' 'little and often' 'break up long periods of inactivity' link an exercise to a ADL
- Use simple easy to follow language! Avoid technical 'instructor' talk!
- Project your voice - see sound check info

When advising on rep numbers or timings offer a range. Cool down stretches can be held for between 12-20 secs (not just 20 secs) offering choice on reps and timings according to the evidence base

Progression is key

- Exercise selection and baseline progressions – informed by pre-exercise assessment resulting in appropriate ‘matching’ of individual to the most suitable virtual session, selected from specific exercise libraries
- Individual progressions and tailoring options – allowing for individuals to complete their own number of repetitions ‘for them’ and avoiding the generic one size fits all comment, ‘do 10 of these’. This requires instructors and leaders to describe how optimum strength prescription should feel (the muscles targeted are tiring and warm), how feeling wobbly is what we want and ‘how’ to feel safer in these moments. These are the skills that are required to achieve fidelity (as per the research). Effective instructors and leaders are more than demonstrators and counters of repetitions
- Monitoring of performance and adherence – participants want to know the instructor or leader is interested in how they are progressing and may want to discuss challenges and successes with them and is why regular contact and ‘check ins’ is vital for longer term participation.

Checklist

Have you checked;

If you have enough memory/ charge?	
If you have good connectivity	
Camera angle	
Your space around you	
The chair and equipment you are using	
No personal items are on show	
The lighting and colour contrasts	
Sound levels and minimized background noise	
Your clothing and footwear	
You have an introduction ready	
Have a delivery plan in place for components including warm up	
Be ready to offer adaptations	
Participants emergency contact details	