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The Virtual Dance Studio Handbook

Running your dance studio during times of disruption requires creative and flexible thinking about how your team can support and retain your dance dancers in their continued training. This handbook offers suggestions for dance studio owners and teachers who are looking to continue offering a dancer-centered learning experience in a remote or online learning environment.

While the process will no doubt feel unfamiliar and at times possibly frustrating, try as much as possible to be patient. There will always be hiccups, but times of disruption are, by their nature, disruptive, and this is to be expected - here in the DSOA our team and community are here to help and support you. Be flexible and willing to switch tactics if something isn't working.

Above all, stay focused on making sure the dancers are comfortable, and keep your goals as the studio owner at the top of your mind.

Your teachers might not be able to teach something exactly the way you/they imagined, as long as you're still providing valuable content for your dancers and minimizing cancellations, you're doing fine.

The Virtual Studio Toolkit

This chart is a list of popular Teaching apps available on most smartphones. It is a great start to discover what our dancers have available to them on their phones to start making decisions about where to host your Virtual Studio.

Search Engines				Classroom Management		
						
Safari FREE	Google FREE	Google Chrome FREE	Discover \$1.99	Socrative Teacher FREE	Nearpod FREE	Class Dojo FREE
Storage						
						
Dropbox FREE	Vox Box \$1.99	Cloud On FREE	iCloud FREE	Google Drive FREE		
SGB Stores: • Documents • Photos • Videos	Linked to SGB Dropbox Stores: • Voice recordings • Links to Dropbox account	SGB Stores: • Edits Office suite • PDFs	SGB Stores: • Mail, Contacts, Calendars, Reminders, Safari, Notes • Photos • Documents	SGB Stores: • Documents • Spreadsheets • Photos • Videos		
						
Flickr PRO A/C	YouTube FREE	Weebly PRO A/C	iTunes U FREE			
Create a class account and set to private. Students can upload agreed photos.	Create a private class account. Ability to upload media files for sharing learning.	Blog can be used to share and store finished work.	Teacher creates folders within courses for work to be submitted.			
Other storage spaces available to teachers: School network (media drive), BCEO My Site (personal documents), teacher laptop. Existing laptops in classroom can also be used to remove data from the iPads.						
Digital Scrapbook		Communication: (Teacher/Student, Peers, Parents, Global)				
						
Evernote PRO A/C	UPad lite FREE	Weebly PRO A/C Website & Blog	Explain Everything \$2.99	Skype FREE	Twitter FREE	Bump FREE
						
		Australian Curriculum FREE				
Multimodal Literacy						
Video		Sound/Music			MULTIMEDIA	
						
YouTube FREE	Brain POP Buy Teacher Acc	iMovie \$5.49	ABC iView FREE	Podcast FREE	Garage Band \$5.49	Dragon Dictate FREE
						
		Aurasma FREE	Sonic Pics \$2.99	Book Creator \$5.49	Keynote \$7.49	
Images & Image/Text Manipulation				General		
						
Guardian Eyewitness Gettymages FREE	Fotobabble FREE	iBook Author FREE iTunes U FREE	Google Earth FREE	Sketch FREE	Be Funky \$1.99	Word Collage \$0.99
						
					Remote FREE	QR Rafter FREE
						
					Calculator \$0.99	Webex FREE
						
					Dictionary FREE	

St Oliver Plunkett Primary School, Cannon Hill 2012/13 Core Teacher Apps - Created November 12



While you are welcome to use any platform, in this Handbook we will be detailing the use of our preferred platforms:

- **Zoom** (to livestream and record online sessions from a single studio/space)
- **Google Meet** (to livestream and record online sessions from a multiple studios/spaces at the same time)
- **Google Classrooms** (As a platform for your dancers and staff to access your videos and resources, set homework and track progress)
- **Google Sites** (As a platform for your dancers and staff to access your videos and resources, set homework and track progress)

There are hundreds of available options outside of these, which is why we will be focusing on the above only. For additional information about alternative software options, [check out this comprehensive guide on the top 13 online course platforms for 2020](#) (article courtesy of Adam Enfroy)



Customer Communication Template

Dear Parents & Students of our [Studio Name] Family,

Firstly I want to say a heartfelt thank you for your support over the past days since announcing our decision to close our in person studio at this time. We have a responsibility to do our part in minimizing the impact of the Coronavirus throughout our community and the safety of our dance families are our number one priority.

While this will impact our classes inside the studio, we will continue to deliver the dance experience you know and love at [Studio Name] just in a slightly different way.

Now more than ever it's important for your child to have normalcy and routine. The last thing we all want is for our children to play video games and watch television shows and movies all day. We need them to be active, move, use their mind and still interact socially with their peers.

This is exactly what we'll be providing you with during the closure of our physical location.

Thanks to technology we will be opening our digital doors and will be providing you with an online dance experience for your dancer to keep them moving, learning, interacting with their friends and having fun during this time.

Here are the details you need to know about our online dance experience:

- [Insert the logistics of how your studio is running online classes]. *Zoom, Google Classroom, Band App etc.*

We'll also be adding some bonuses for your dancer during this time:

- [Insert the bonuses you're offering]. *Make up classes, extended season, FB group etc.*

[I'll be running through all your options for online classes and bonuses you can include in the Studio Rise workshop this coming Tuesday at 12pm EST inside the Dance Studio Owner Hub FB Group - <https://www.facebook.com/groups/203499306847787/>].

We have found ourselves in a new normal for the time being and we are committed to continuing to offer you the best customer service and dance experience during this time.

We deeply thank you for your support during this time. As a small business owner your continued dedication to our mission to provide your child with invaluable life skills through dance ensures we can continue doing the work we do.



DANCE STUDIO
OWNERS ASSOCIATION

If you have any questions please respond to this email otherwise we will be in touch with further details as they unfold.

See you inside our online studio!

My best,

[Studio Owner Name]



Live VS Recorded Teaching

There are two options for your team to teach class or solo sessions remotely:

1. **Live-streamed:** teachers and dancers gather at the same time and interact in “real time” with a very short or “near-real time” exchange between teachers and dancers.
2. **Pre-Recorded:** teachers prepare choreography and classes for dancers in advance. Dancers may access the course materials at a time of their choosing and will interact with each over a longer period of time.

As the studio owner, you and your teachers may choose to run your classes live, or share recordings depending on the choreography or material that needs to be taught. There are many advantages and disadvantages to Live and Recorded teaching options, and it is most ideal for you to use a combination of both.

Advantages of Live-Streaming

1. Immediate personal engagement between dancers and teachers, which may create greater feelings of community and reduce feelings of isolation
2. More responsive exchanges between dancers and teachers, which may prevent miscommunication or misunderstanding

Disadvantages of Live-Streaming

1. More challenging to schedule shared times for all dancers and teachers
2. Some dancers may face technical challenges or difficulties if they do not have fast or powerful Wi-Fi networks accessible

Advantages of Pre-Recording

1. The learning experience is more accessible to different dancers and their families.
2. Increased engagement since dancers will have more time to engage with the classes.

Disadvantages of Pre-Recording

1. Dancers may feel less personally engaged and less satisfied without the social interaction between their classmates and teachers.
2. Choreography and lessons may be misunderstood without the real-time interaction.



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Moving Your Classes Online

There are a number of options for shifting your classes temporarily, and in this handbook we will walk you through the 2 most popular platforms - Zoom and Google Meet.

[Click here to access our Zoom Cheat Sheet](#)

Option 1: Run Your Class Live With Zoom

Teaching Recommendations

- **Use slides and screen sharing** within Zoom to make sure discussion questions are visible to dancers who may have a slow Internet connection or who may struggle to hear the audio for the initial question. (Look for “Share Screen” at the bottom of your Zoom call.)
 - On your first slide, **display an agenda** at the start of the class session so that dancers know what to expect of the shared time together.
- **Use the chat** (bottom of your screen). See In-Meeting Chat.
 - Moderate discussion, i.e., “call on” a dancer with a comment to speak, to help them break into the conversation.
 - For larger classes, assign an admin team member or assistant teacher to moderate the chat and make sure that all dancers are acknowledged, referred to by name, and make sure that important questions and comments are addressed. Even for smaller classes, it may be worthwhile to ask a dancer (or two) to take on special roles as “chat monitors” to voice if there are questions that arise that the teacher has missed.
 - You might use the chat to troubleshoot technical problems. For example, if a dancer is having trouble connecting via audio or video, the chat might be a space for you as the teacher or for fellow dancers to work together to problem-solve. This may, again, be an opportunity to assign a dancer to a special role, especially if you have dancers eager to help on the technical aspect of things.
 - If you have an assistant who can support with technical help, this would also be a good person to respond to troubleshooting tips in the chat.
- **Use Zoom Breakout Rooms** to help dancers talk in smaller groups (just as they would do break-out groups in a larger class environment). See Managing Video Breakout Rooms.
- **Rethink your class activities** to make the class more interactive even if Zoom dancers don’t have ideal connections and aren’t able to hear and see everything perfectly.
 - Have dancers write and comment together on a shared Google Doc.



- Try using [Google Forms](#) to collect dancer responses, and then share results with both in-person and online dancers.
- **Consider making discussion questions available** so that dancers can access the questions if screen sharing does not work. If sharing slides in advance, share as PDFs, as dancers will be able to access the material on their phones/tablets.

A Few Troubleshooting Tips:

- **If your microphone is not working**, use the phone number listed in the Zoom invitation when you set up a Zoom call. You can use your phone as the microphone and audio source for your call rather than your computer's built-in microphone if necessary.
- **If your Internet connection is slow or lagging**, consider temporarily turning off your video stream and only maintaining the audio stream. Sometimes, running the web camera on your computer will use up the Internet's bandwidth in a way that might make communication challenging. Turning off the video should improve communication quality and consistency.
- **If you have earbuds or a headphone set, wear them!** Wearing earbuds or headphones will reduce the amount of noise that your computer will pick up during your class, which will make it easier for your dancers to hear you. Similarly, you may want to advise your dancers to wear earbuds or headphones during the call.
- **Advise dancers to mute their microphones if they are not speaking and unmute the microphones when they wish to speak.** dancers may be joining Zoom calls from all kinds of different locations, many of which may create background noise that could be distracting. Encourage dancers to mute themselves if they're not speaking to minimize unnecessary or distracting background noise. Using the "raise hand" feature or simply seeing the microphone unmuted will give the group a visual cue for when a dancer wishes to speak.
- **Check the "chat" space for dancer questions and contributions.** Some dancers may not have working microphones and, therefore, may be unable to contribute via voice. The chat room is a good place for dancers to contribute, ask questions, and be involved.
- **Check the [Zoom Help Center](#)**

Option 2: Pre-Record Your Lessons With Zoom

Recorded Class Recommendations



- **Keep videos short and lively.** It is often harder to focus on a video than on a person, and with this option you have the ability to deliver content in smaller bursts rather than in one longer class. Make the most of it!
- **Test your microphone** to make sure that you have good sound quality. Consider using a headset with an external microphone to capture better audio.
- **Consider accessibility.** Automatic closed-captioning in Zoom is not perfect. Speak clearly and not too quickly to make the content as accurate as possible. If using a tool other than Zoom for recording your classes, consider **uploading your videos to YouTube** to take advantage of their automatic (though not perfect) closed-captioning.
- [Click here to access our Studio Scheduling template](#) for teachers to book in their recording sessions onsite.

Option 3: Skip the Video

You do not have a video component at all. If you are not sure you have the right equipment and are uncomfortable with the tech setup (especially when getting started), this might be a good option, at least for the short-term.

Teaching Recommendations

- **Annotate your slideshow with notes** and share this with dancers via email or social media
- **Set up a discussion** for dancers online. Use specific, structured questions, and let dancers know expectations for their responses.
- **Share links to outside resources.** Encourage dancers to watch videos, read articles, etc.
- **Use Chat** to have a live, text-based chat session with dancers.

Additional Support: Office Hours

Set up virtual office hours to meet with dancers using your webcam, share your computer screen or collaborate using Zoom's whiteboard feature. If you are more comfortable you can set up an [online chat](#).

Office Hours Recommendations

- **Keep the link to the Zoom room you're using for your dancers in a central place.** The main factor to consider when holding office hours or conferences with dancers via Zoom is your accessibility as an teacher. Make sure they know how to find your "office" (just as you might offer them directions to



your office in the studio).

- **Encourage dancers to share their screen with you.** Screen sharing is possible not just for the teacher in Zoom, but for dancers too. Help your dancers navigate towards a screen sharing option so that they can show you any homework or content on their screen.

Instructions For Your Dancers (Live-streaming)

Please find below instructions that you can share with your dancers to make the most out of their Zoom experience.

Your teacher/studio will provide the URL to the Zoom room. Simply click the URL or paste into your browser of choice to open the meeting.

- **Audio and Video Setup**
 - After launching the Zoom meeting from the meeting URL, you will be prompted to join the room's audio. Click "join audio by computer." Zoom allows audio participation through your computer's internal speakers, a headset, or a phone line.
- **Mute Yourself/Stop Webcam**
 - To mute, click the microphone icon in the bottom-left corner. To unmute, click the microphone icon again. Follow the same process to turn the webcam on and off.
 - Background noise can be minimized if you mute yourself when you're listening.

Share Screen

Participants are able to share applications or documents using Share Screen. After selecting "Share Screen", Zoom will present a list of all active applications and available desktops on your computer. You may also choose to share a whiteboard or iPhone/iPad. When the screen is shared, the bottom navigation menu will move to the top of the screen. To reposition the menu, simply click and drag.

- **NOTE:** By default, screen share opens in full screen. If you have the participants list and chat windows open (they will display on the right-hand side of the meeting), the windows will be hidden in full screen. Either click "Exit Full Screen" in the upper right corner or re-enable the windows by clicking "Manage Participants" and "Chat". The annotation toolbar allows participants to draw and make



comments on the shared screen. Your teacher may choose to disable this feature. To end the screen share, choose “Stop Share”

Instructions For Your Dancers (Recording)

Uses a web camera, the built-in microphone on the computer, and screen sharing software combined to capture your face (in window) as well as the slides on your screen.

Directions:

- Open Zoom
- Click Host a Meeting (don't worry, you don't need anyone else in the meeting!)
- Be sure to activate audio and video (bottom left corner) When you activate video you will have a video window in the upper corner of your ppt where we can see you presenting the material
- Turn on Screen Sharing (center bottom) and you'll be prompted to select what you want to share: go to your desktop (and select your ppt) or you may see your ppt as a direct option, if you have the file open.
- Hit record (bottom center screen) and select “send to cloud” (red record light appears at top of screen)
- When you finish your presentation, hit end recording
- Within a few minutes, you'll receive two links in an email from the Zoom cloud: a shareable link and a second private link where only you can download your video file.
- Upload your file to Box and send me the presentation link. (note: recording can be done multiple times, so please feel free to practice)

More questions? Check out this guide on [recording in zoom](#)

Live-Streaming In-Person Classes Via Zoom

If classes resume being held in person, but some dancers need other ways to access the lesson, you have several options. The one that is best for you really depends on the physical space of your studio and your comfort with technology.

The main challenge of these situations is usually making sure that the sound quality is good enough for dancers to hear.



When Live-streaming

- **Use Zoom**, as you would in small classes. Mute all participants, and make sure someone is monitoring chat.

When recording

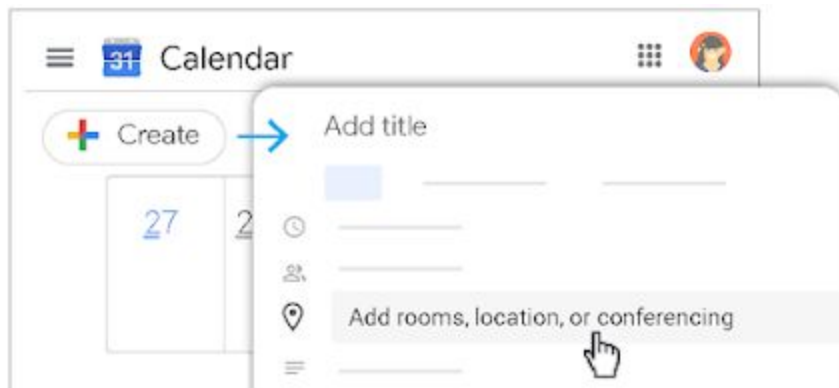
- **Record lessons using your phone, or video cameras or audio recorders.** Upload to your studio website, cloud storage or dancer-portal when you're done, along with any additional resources.

Live-Streaming In-Person Classes Via Google Meet

[Click here to view our Google Meet Video Tutorial.](#) This is recommended when running multiple classes simultaneously

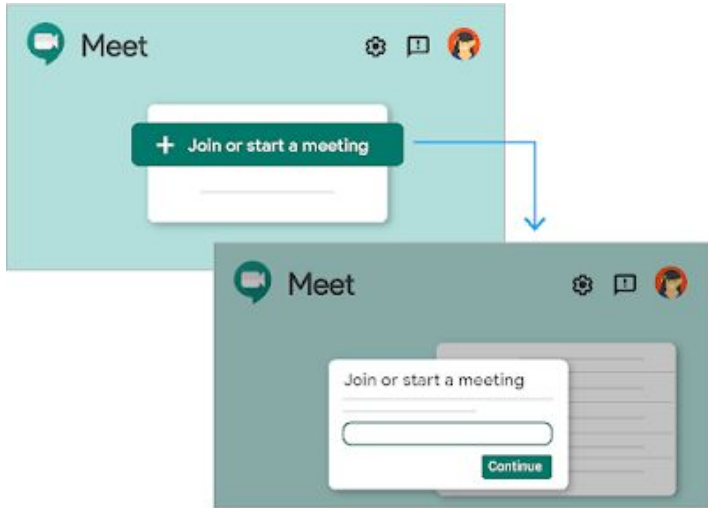
1. Set up your Virtual Studio meeting from Google Calendar. If using multiple studios at the same time, name these 'Studio 1', 'Studio 2', 'Studio 3' etc. It is OK for these rooms to overlap, as each will have its own unique joining link for your dancers to join.

Go to [Google Calendar](#) and create an event.

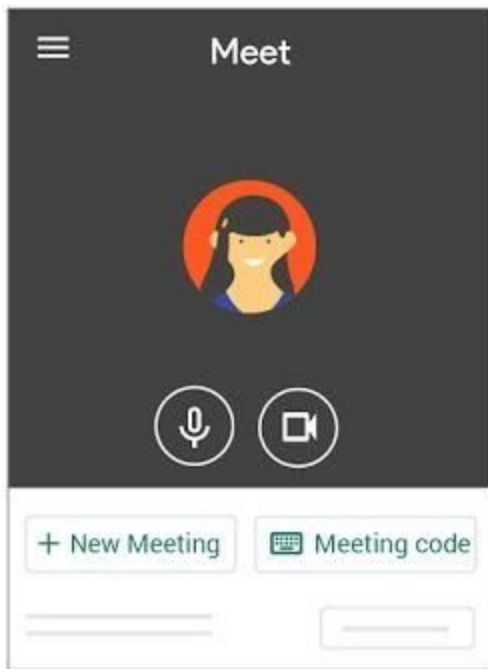


2. Start your 'Virtual Classroom' livestream by starting the video meeting:

From a browser: Enter <https://meet.google.com> in Chrome Browser.



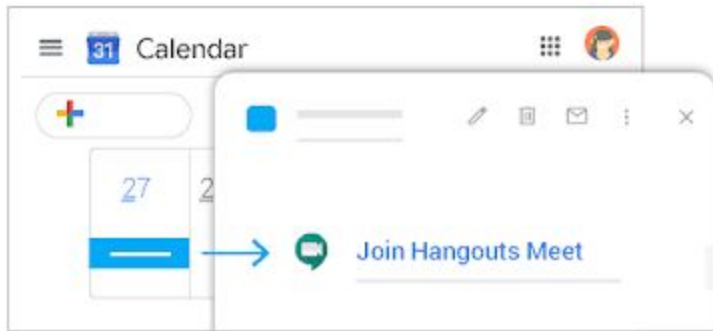
From your mobile device: Open the Meet app on your Android ([Play Store](#)) or Apple® iOS® ([App Store](#)) mobile device.



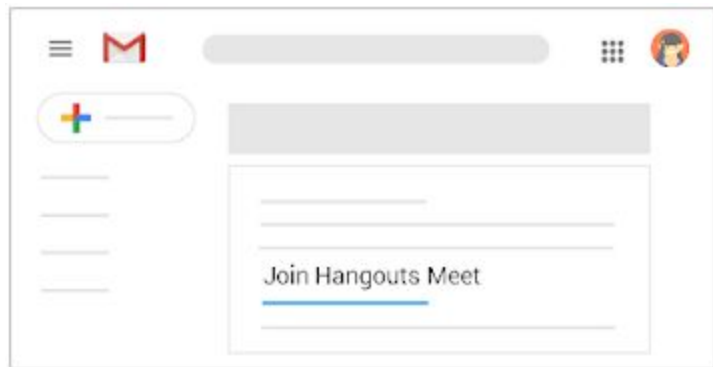


3. Join or host a studio livestream by clicking on the 'Google Hangouts Meet' link in your calendar.

From Calendar: In [Calendar](#), click the event you want to join.



From Gmail: Click the meeting link in a text or email.



4. Connect with your dancers and attendees using the following features in each livestream session:



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The image shows a Zoom meeting interface with several callouts pointing to specific features:

- View meeting participants:** Points to the 'PEOPLE (3)' header in the top right corner.
- Chat with meeting participants:** Points to the 'CHAT' header in the top right corner.
- Share meeting details with guests:** Points to the 'Team meeting ^' dropdown menu in the bottom left.
- Turn microphone on or off:** Points to the microphone icon in the bottom center.
- Leave meeting:** Points to the red 'Leave Meeting' button in the bottom center.
- Turn camera on or off:** Points to the camera icon in the bottom center.
- See additional settings, such as recording the meeting or changing your video resolution:** Points to the three-dot menu icon in the bottom right.
- Share your screen or give presentations:** Points to the 'Present now' button in the bottom right.



Video Tutorial: Getting Started With Zoom

[Click here to request a live Zoom Demo](#), or [join our members-only walk-through LIVE here](#).

Step 1: Download Zoom, if you've never used it

Download "Zoom Client for Meetings."

Mac users, go to the Apple on the top left -> System Preferences -> Security and Privacy. Give Zoom access to the following: Camera, Microphone, and Screen Recording. PC users, you don't need to worry about this step.

Step 2: Schedule your lesson

"Schedule a New Meeting"

- **Name** meetings clearly to indicate what each class is
- If you have a recurring class, select "**Recurring Meeting**" while setting it up
- Select "**Record Automatically**" and "**In the Cloud**" if you would like classes to record and automatically upload to your Zoom account after recording (recommended)
- If creating this meeting for someone else in your team or planning to have an assistant (recommended), **add Alternative Hosts**.



Your current Time Zone is (GMT-08:00) Pacific Time (US and Canada). [✎](#)

[All My Zoom Meetings/Recordings](#)

[Schedule a New Meeting](#)



Upcoming Meetings

Previous Meetings

Personal Meeting Room

Cloud Recordings

[Get Training](#)

Show my course meetings only

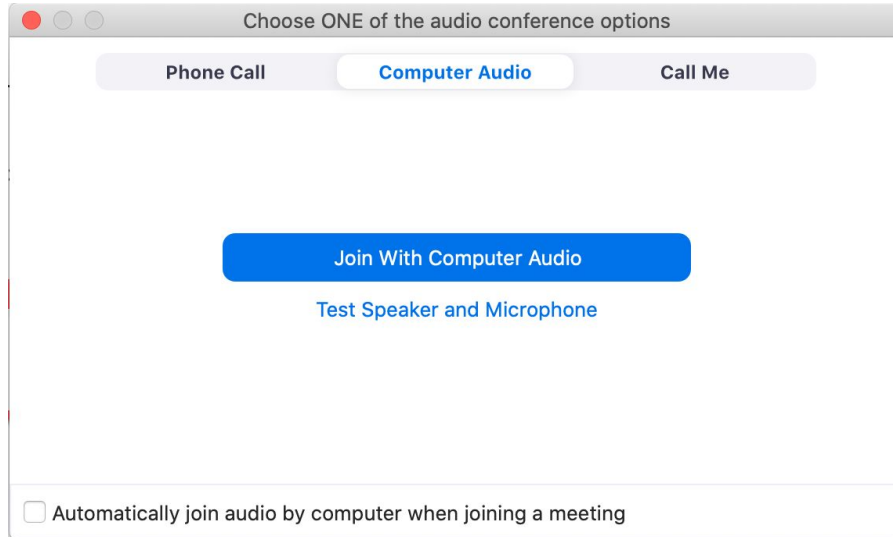
Start Time	Topic	Meeting ID		
Mon, Mar 9 (Recurring) 12:00 PM	Lecture	726-817-880	Start	Delete
Mon, Mar 9 1:00 PM	Beth's Discussion Section	904-303-818	Start	Delete
Tue, Mar 10 11:00 AM	Office Hours	252-596-883	Start	Delete

Record the meeting automatically On the local computer In the cloud

Step 3: Start Your Session

Mon, Mar 9 (Recurring) 12:00 PM	Lecture	726-817-880	Start	Delete
------------------------------------	---------	-------------	-------	--------

When it prompts you, allow it to open Zoom.



The first time, you might want to test your speaker and microphone before hitting “Join With Computer Audio.”

Step 4: Check your video, sound, and configuration

You’ll see the following bar at the bottom of the screen. This is where you control different functions of the course.



- The left icons let you **Mute** and **Start Video** to control whether others can see or hear you. We recommend that you start your video to let dancers see your face.
- **Manage Participants** lets you see dancers, and, if necessary, mute them.
- **Chat** lets dancers post messages to you and to the course as a whole. It’s especially useful for troubleshooting, so you might want to assign a moderator.

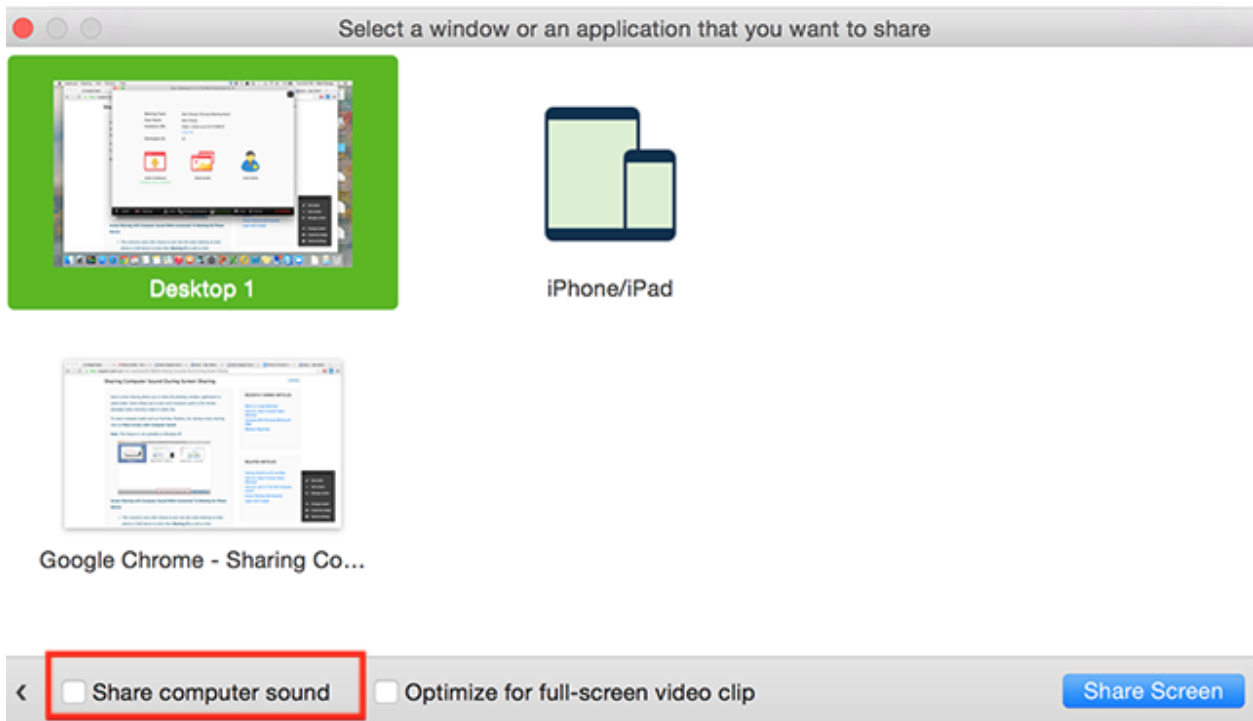
IMPORTANT - Sharing Sound / Music

You can use Zoom to share your desktop, window, or application with meeting attendees. If you are sharing a video or audio clip from a website such as YouTube or Pandora, the audio from that clip can be shared through Zoom as well. In order to use this feature, you must use the Zoom Client on a Mac or Windows PC.



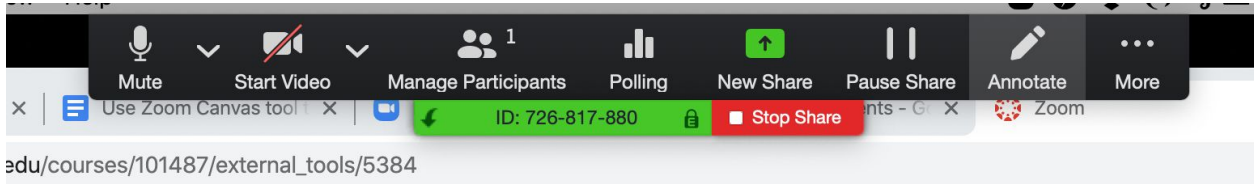
Note: If multiple screens are being shared, the sound from any particular screen can not be shared.

- Click the Share button in the toolbar screenshot showing the Zoom toolbar with the Share button highlighted
- Check the box to Share computer sound at the bottom of the Share pop-up window
- If you want to share your computer sound while you are connected to the meeting via a telephone instead of via computer audio, see the Zoom Help Center for more information.



Step 6: Share your slides

You'll also see **Share Screen** on this bottom menu. When you launch this, you'll see options to share your whole desktop, a specific window, or a "whiteboard" you can draw on. (If you don't see your slides, try making sure they're open in the background, and try again.) Once you're presenting, a top menu will appear with more options, including Annotation and the ability to "Stop Share."



Step 7: Wrap up

When you're done, use the red "End Meeting" button on the bottom right.

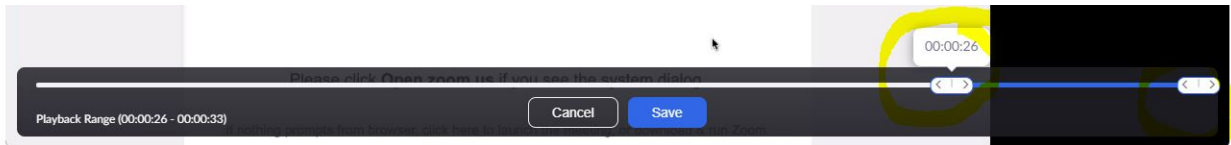
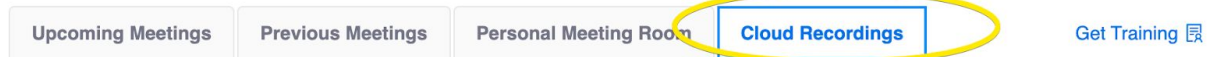
If you recorded, your meeting will be uploaded within several hours to a day, depending on the length. You and your dancers can access the recording from Zoom -> Cloud Recordings Tab.



Your current Time Zone is (GMT-08:00) Pacific Time (US and Canada). ↗

[All My Zoom Meetings/Recordings](#)

[Schedule a New Meeting](#)





Teacher Best Practices For Running An Outstanding Online Experience

As you make plans for moving your class online, focus on what exactly you are trying to accomplish.

Communicate with dancers

Keeping in touch with dancers is vital during any changes to your classes. You'll want to let dancers know about changes in schedules, homework, procedures, and broader expectations. Early and frequent communication can ease dancer anxiety, and save you dealing with a backlog of individual questions.

Keep these principles in mind:

- **Communicate early and often:** Let dancers know about changes or disruptions as early as possible, even if all the details aren't in place yet, and let them know when they can expect more specific information.
- **Set expectations:** Let dancers know how you plan to communicate with them, and how often. Tell dancers both how often you expect them to check their email, and how quickly they can expect your response.
- **Manage your communications load:** You will likely receive some individual requests for information that could be useful to all your dancers, so consider keeping track of frequently asked questions and sending those replies out to everyone.
- **Distribute course materials and readings**
- **Make sure dancers know when new videos or resources are posted.**
- **Keep things phone friendly:** In a crisis, many dancers may only have a phone available, so make sure you are using mobile-friendly formats; MP4s and PDFs being the most common.
- **Increase interaction in other ways:** classes are often about having time for direct dancer interaction, so consider other ways to replicate that level of contact.

Fostering communication and collaboration among dancers

Fostering communication among dancers is important because it maintains a sense of community that can help keep dancers motivated to participate and learn. It helps if you already had some sort of



dancer-to-dancer online activity (for example, a closed Facebook group) since dancers will be used to engaging online.

Inside The Virtual Classroom

- **Show Up to Class**

Good teaching requires you to be in the classroom with your dancers. When you teach in person, you don't leave dancers to their own devices - you're with them, engaging in any number of teacherly activities: explaining, guiding, asking, demonstrating and answering questions. You arrive early to set up for class. You stay a few minutes afterward to talk one-on-one with a dancer or parent who needs extra support. You're present and actively involved. You're there for your dancers. You need to do the same in your online environment.

- **Schedule the same amount of time each week to be visibly present and engaged**

When you are regularly present and engaged in the online classroom, your dancers are more likely to be, too. Try some of these tips:

- Post a weekly announcement to provide an overview of the upcoming classes
- Respond to questions posted online or sent to you by email.
- Hold online 'office hours'
- Post a quick video to clarify any frequently asked questions

- **Be Yourself**

Most dance teachers enjoy teaching in person because of the opportunity to interact with dancers, and share our passion. We feed off the energy in the room.

In an online classroom, your teaching style can get lost in translation. Make sure to share your personality and your passion in ways that are different from what you might do in person, yet authentic.

Infuse your teaching with warmth - for example, in your weekly announcement don't write, *"Some of you have skipped the past few online lessons. You won't be in the recital dance if you continue to do so."* Instead, write, *"Thank you for your hard work in this class. I know it's a lot to manage. Just a reminder, make sure you're joining all the classes to help you continue to grow, learn and improve as a dancer. Please contact me if I can help or answer any questions"*



- **Put Yourself in Their Shoes**

Your online dancers aren't physically near you or other dancers when they're "in class." That leads to a strong sense of isolation and creates a need for support — different from the kind you offer when you teach in person.

In a physical studio, you can pick up on nonverbal cues. Are dancers bored? Tuning out? Confused? You can observe the signals and adjust what you're doing.

Imagine that you are the dancer, on your own, trying to make sense of what is in front of you on the screen. Get outside your own head, and try to imagine how your dancers are experiencing the class.

- **Make Class an Inviting, Pleasant Place to Be**

Ask yourself: Do you enjoy going into your online studio? Do you like being there? Do you look forward to communicating with your online dancers in the same way you look forward to interacting with dancers in a physical studio?

If you struggle to enjoy the online learning environment as a teacher, it's not hard to imagine that this struggle is even harder for dancers.

When you teach in person, you do a lot of things to help dancers feel welcome and comfortable in the classroom. You greet dancers. Smile. Make eye contact. Answer questions. You show your support in countless ways.

Apply that same principle to your online classes. A deliberate effort to make them more inviting and pleasant is likely to result in more interesting classes. Dancers will want to be in your online class if you:

- Use plenty of visuals, media, interactive tools, and learning activities.
- Convey positivity and optimism that dancers can succeed.
- Demonstrate compassion and caring for your busy online learners.
- Respect their time and engagement by being present and engaged yourself.

By making your online class more enjoyable, you make dancers want to show up. And dancers have to want to be in class before they can learn anything.



Virtual Lesson Walkthrough

Lesson Script

Hi _____ class. Add something personal (eg: hope you are doing well, so excited to see you!)

We miss you so much, but are excited to be working in class together online - how lucky are we to have this technology!! It's important that we continue running classes together so we can keep training up for when we come back and can perform.

SAFETY WARNING:

It's important you are in a safe place to dance. No sharp objects, hazards, or distractions.

You need to be on even, hard ground and wear your correct footwear, clothing and hair tied back.

For this class you will need (INSERT EQUIPMENT)

Let's get into our (INSERT WARM-UP / EXERCISE)

Class Format

- 1) Welcome exercises
- 2) Centre exercises
- 3) Combinations
- 4) Choreography (with and without music)
- 5) Routine
- 6) Cool down, exercise to close the class.
- 7) Explain other non-dance exercises, resources or ideas (eg - Journaling, Homework type exercises)
- 8) Say goodbye, and get the dancers excited for next week!



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Virtual Studio Checklist

Action Item	Things to Consider
<p>Managing Your Online Platform Eg - Google Classroom, Google Sites, Teachable, Thinkific, Facebook Group etc</p>	<ul style="list-style-type: none"> • Can I organize information into modules (i.e lessons, choreography, activities, etc.) • How can I support dancers in using my platform? • How will I communicate these changes to dancers?
<p>Syllabus Place your syllabus and course documents in your platform</p>	<ul style="list-style-type: none"> • Does my syllabus need to be updated with information specific to online learning? • Is my syllabus clearly posted in the course? • Are detailed assignment and/or project directions posted or linked to the course?
<p>Communication & Attendance Clarify your communication plan with dancers and make sure they have a place to communicate with you and each other to answer questions..</p>	<ul style="list-style-type: none"> • Let dancers know the 'best means of communication' (i.e. email, Slack etc) • Set up a Q&A Discussion Forum where general questions can be asked and answered so everyone benefits from your response • Set up regular days/times for office hours in Zoom/Google Meet
<p>Tasks and Feedback: Develop a plan for submission of any set tasks (eg, practicing new choreography)</p>	<ul style="list-style-type: none"> • Are due dates clearly stated? • Can dancers submit homework in multiple ways (i.e. Google Doc, File upload, text entry, etc.)? • Is homework marked with 'To Do' Date? • Do you need to make a quiz available online? • How will you provide feedback on a dancer's progress?
<p>Additional Resources:</p>	<ul style="list-style-type: none"> • Is there any recommended online texts / videos? • Are dancers aware of recommended apps and technology?



The Dance Studio Owner's Guide to Google Classroom

[Join us LIVE for a Google Classrooms walk-through](#)

Google Classroom is a free application designed to help students and teachers communicate, collaborate, organize and manage assignments, go paperless, and much more!

Google Classroom makes teaching more productive and meaningful by streamlining assignments, boosting collaboration, and fostering communication. Educators can create classes, distribute assignments, send feedback, and see everything in one place. Classroom also seamlessly integrates with other Google tools like Google Docs and Drive.

Things You Should Know

- Schools and nonprofits get Classroom as a core service of [G Suite for Education](#) and [G Suite for Nonprofits](#), which are free. Individuals with a personal Google Account can also use Classroom for free. For organizations, Classroom is an additional service in [G Suite products](#) like G Suite Enterprise or G Suite Business.
- **Grade levels:** Google Classroom can be used for any dance level, depending on the skills of the teacher and the skills of the students. Dancers (or their parents) will need to be able to login to Google Classroom using their Google Apps credentials.
- **Google Chrome:** To maximize the features in Google Classroom, teachers and dancers should use the [Google Chrome Browser](#). Some features work in other browsers, but not all.
- **Menus:** Google uses two symbols across Google Classroom, and other Google applications (including mobile applications) to represent menus and more actions:



three lines = menu (usually the main menu)



three dots = more actions (additional options and actions)



Anytime you see these symbols, there are additional features, actions or options to explore.

First Login

Go to classroom.google.com.

The first time you arrive at the Google Classroom website you will see a screen like the one to the right. **Scroll down** and choose your role: teacher or student.

- **Teacher role:** Can create and join classes in Google Classroom.
- **Student role:** Can ONLY join classes in Google Classroom.

Note: You cannot change your role later, so be sure to select the correct role. If you or your students select the incorrect role, you must contact your Google Apps IT administrator to correct the error.



Create and Customize Your Class

Create and Name Your Class

Click the + to create a class. Use a logical naming convention for your class name, and be consistent across all of your classes.

Take the Tour (It's good!)

There is a valuable tour built into Google Classroom for both teachers and students. It is worth your time to take a few minutes to get acquainted with the application.

Select a Theme or Upload Photo

Select a theme from the gallery or upload your own image. (Note: The image must be at least 800x200 pixel)

Add Class Details

The About tab is also a great hub for your classroom resources. Consider adding files like:

- Syllabus,
- Studio Rules,
- Google Doc, Google Slide, or Google Drive folders that you re-use throughout the session,
- Other files that students will need throughout the dance year.

Add Materials

Click **ADD MATERIALS**.

Add the title of your materials and attach your files and resources from local storage, Google Drive, YouTube videos or links. Click **POST** to save.

Invite Teachers

On this page, you will see the option to invite your teaching staff on the left-hand side. Click the **INVITE TEACHER** button to invite co-teachers to your class. Co-Teachers have the same permissions as teachers in the class.

Here you can *optionally* add additional class details and links to other information.

Click to view the Class folder that has been automatically created in Google Drive. Click to view your class calendar in a new tab.

Click **SAVE** to save your changes.

Add Students with the Class Code:

When you create a class, Classroom will generate a class code that you can give to your students that will



allow them to join your class. This six digit code is unique to your domain and your class. The class code can be found in the left sidebar of the Stream, and in the Students tab.

If necessary, you can reset this code or completely disable it once all your students have joined.

How Students Join With the Class Code:

Give this code to your students. Students will follow the steps below.

Go to classroom.google.com. If it is their first login, be sure to direct them to select their role as Student.

Click the + on the top right of the page to Join Class.

Enter the Class Code and click Join.

How to Invite Students:

This method requires a bit more work on the part of the teacher. So most of the time, I recommend using the class code method. Follow the steps below to invite your students individually.

- In order to invite students, they must be in your Google contacts. Your Google Apps admin may have created student contacts or groups for you. If not, you must add all of your students to your contacts. To do so, go to google.com/contacts, and create a new contact for each student OR create a contact group for each of your classes.
- After setting up your class, go to the Students tab and click the Invite button.
- Search for each student or group and check the box to select.
- Click Invite Students

Directions and Reminders for Students.

- Add a Student Post to the Stream:
- Click the + in the bottom right of the screen, and then choose
- Create Post.
- Add the text of your class post. Remember, this is viewable by your teacher and the entire class.
- Use the post to ask a relevant question about class or assignments, collaborate with other students in your class, or to share relevant resources related to the class subject and topics.
- Note: Your comments are saved, even after they have been deleted. Your teacher can always see what you share so keep it appropriate!

Optionally add other content to your posts:

- File Attachments: files saved locally on your computer or device.



- Google Drive: Files saved in your Google Drive.
- YouTube videos
- Web Links to outside websites, resources, etc.

Announcements & Questions

Create an Announcement:

- Click on the + in the bottom right corner of the screen.
- Click create announcement.
- Add the text of your announcement.
- Select the class(es) you want to see the announcement.
- Optionally add attachments, files, or links.
- Click POST to add to the stream, or save it as a draft to post later.

Create a Discussion Question:

- Click on the + in the bottom right corner, then click create question.
- Add the text of your question and a description if you like.
- Assign a due date.
- Select the class(es) to which you want to pose the question.
- Optionally add attachments, files, or links.
- Click ASK to add to the stream, or save it as a draft to post later.

Student's View of Announcements:

- Announcements will appear in the Stream, and are generally read-only, but students have the option to leave a class comment if this has been enabled by the teacher. Class comments are viewable by the teacher and all students in the class. If the announcement has attachments, the students can also view the files, links or videos.
- Student's View of Questions in the Stream:
 - When a discussion question has been assigned to students, it will immediately appear in the Stream. Students will see the following options in the Stream.
 - Completion Status (not done or done)
 - Due Date (Students will also see if their assignment is Late.) Title and Description of the Discussion
 - Your Answer: This is where students type their answer. Students must first submit their own answer before can they view other students' responses.
 -
 - Add a Class Comment: Use this space to ask questions or for general comments. This is NOT where you type your answer to the question.



Private Comments vs. Class Comments

There are two types of comments: private comments and class comments, which are viewable by the entire class (if this has been enabled in your comment settings). These are clearly labeled in the comment space, but students have to pay attention. Be sure to give clear directions on where you want them to comment.

Google Classroom Navigation

To navigate to your Google Classroom homepage and the other classes you have created, click on the menu in the top-left of your screen (three lines). Note: this is also how your students will toggle between classes.

In this menu, you will see the following options:

- Classes (Google Classroom Homepage) Classroom Calendar
- Assignments & Classes (that you are teaching)
- Assignments & Classes (that you are enrolled in as a student if any)
- Archived Classes Settings

Google Classroom Homepage:

Below is an example of a Google Classroom homepage. There is a “card” for each class that you have created and for those in which you enrolled in as a student.

- Click the title of the class to go directly to that class.
- Click the folder icon in the bottom-right of each card to go directly to the folder for that class in Google Drive.
- Click the more actions button (three dots) to:
 - Rename the class
 - Archive the class (teacher option) OR Unenroll (student option) (Yes, students can unenroll from your class. If they do, they will have to rejoin via class code or invitation to access the class again)

Google Classroom Global Settings:

The last option at the bottom of your main menu on the Google Classroom homepage is Settings. Here, you and your students can:

- Change or add a profile picture
- Go to your Google account settings
- Turn on/off email notifications



Setting Up Your Virtual Team & Online Workplace

The following are general considerations that will help you, the studio owner, prepare to implement and support virtual work arrangements.

Clarity: You need to talk to your team; what communication technology can you all use to communicate? (We recommend Zoom.us - see the end of this section for resources) What access do your team need to do their job? What are expectations in this new context? What does your staff have access to? Set expectations for completing projects or performing ongoing duties, put the details in writing wherever possible, and implement a project-management system like Asana or Trello.

- Define expectations and timelines.
- Establish a regular meeting schedule so everyone knows the cycle of when work should be completed. Send an agenda for the meeting so people have time to prepare.
- Have clear deliverables.

Check in regularly using virtual communication tools (see our Slack / Asana recommendations below). Make sure each person knows what tools should be used for communicating different types of information and the right contacts. For example: what system will you be using for conference calls vs. one on one check-ins? Are there channels available for informal conversations (remember that people will be missing the information that comes from passing in the hallway)? How will you communicate information that is time-sensitive or emergencies?

Trust is essential. If employees trust you and their team to be working toward common goals and a shared vision, they naturally collaborate and engage more with each other. Reiterate your mission and vision regularly, especially as it changes based on current context and work needs of your dance studio. Establish shared goals and connect the work of individuals and teams to those goals.

Make sure that everyone is on the same systems. Be sure that there are guidelines for how documents will be stored and edited. If you have one team member editing a document in a separate platform, information will get lost in translation. Use project management tools (again, we recommend Asana and Slack) document what you can about work that gets done. If you are not comfortable with this technology yourself, know where to get tech support. Consider doing some individual and team training with the tools you need/want to use.



Discuss professional work environments. For example, where will your team members sit during video conferences or virtual meetings. Prepare to get a window into the lives of your team members and don't be judgmental. Not every colleague has a home office. Some may be sitting on a couch surrounded by kids' toys. In this situation, many may not have been planning for a virtual work environment. Discuss appropriate attire to wear during a video call (unless you're comfortable with someone logging in wearing their pajamas).

Discuss work hours to be sure they overlap. While a traditional 9am-5pm schedule may not work for your entire team given potential family care challenges, make sure employees are working at least some hours of the same time so problems can be addressed in real-time. If employees are taking time off, this needs to be marked on how your team records time.

Be intentional. Physical distance and communicating through a screen make it easier for miscommunication to happen and make it harder to listen. You may also face accessibility concerns for employees. Use active listening techniques, ask people to repeat what you've said/check for understanding, and build action plans so everyone is on the same page. Follow-up with emails/action plan in writing.

Check in with employees more often. Remote workers are more likely to feel alienated or disconnected. Ask these team members about their work, but also talk with them about how they are feeling (physically and emotionally) as they cope with the new normal. Choose video channels over email and phone whenever possible.

Be clear about your availability. While everyone may be working virtually, that does not mean you, (or your staff), must be accessible every moment of the day. Use tools like Google Calendar to mark out lunch times, time off, etc. Let your team know when they should call you with questions. Be sure to let people know how you prefer to be contacted after hours and how they should contact you in case of an emergency.

Skills of Effective Virtual Team Leaders

- Encourage team members to lean into their strengths and pair them with members whose strengths are complementary to theirs.
- Promote a feeling of inclusion.
- Provide information in a timely fashion.



- Promote trust and collaboration.
- Encourage discussion and remain open-minded.
- Manage conflict.
- Demonstrate sensitivity
- Develop systems that encourage accountability and commitment.
- Provide adequate resources and support.

Please see the below Zoom guides and resources to help you set up and run your meetings efficiently:

- [Zoom Webinars Training Reference Guide.pdf](#) (4 MB)
- [Zoom Meetings Training Reference Guide.pdf](#) (1 MB)
- [Zoom Online Event Best Practices.pdf](#) (100 KB)
- [Deployment Guide for Admins.pdf](#) (400 KB)
- [Zoom Meetings Housekeeping.pptx](#) (9 MB)
- [Zoom Video Webinar Housekeeping.pptx](#) (5 MB)



Virtual Team Meeting Templates

1/ Meeting Invitation Template

Send your team meeting invitations via email, or through your preferred communication channels (for example, Slack, Asana, Trello or Noticeboards)

** Tip - if the meeting is held online via Zoom / Google Hangouts etc, you can provide a video tutorial on how to login, attend, use the chat function, etc. [Click here for an example.](#)

Dear *<insert participant's name>*

I hope you're having a great week so far!

I am so proud of the hard work and progress from our dedicated team here at *<insert studio name>* and am really excited to invite you to our upcoming *<team/one-on-one>* meeting where we will be discussing *<describe purpose of meeting - use dot-points if the meeting covers multiple topics>*.

The meeting will take place on *<insert date>*, starting at *<insert time>* and finishing at *<insert time>*. It will be held at *<insert location and address>*. As per our team handbook, it is expected that all team members attend. Please advise in writing if you are unable to attend in person by *<insert date>*.

All attendees will be compensated at the administration rate of *<insert hourly rate>*.

I have attached *<describe documents - for example, team handbook, feedback forms, 1-on-1 evaluation etc>* to provide some background information on *<insert details>*.

An agenda will also be sent to you shortly.

Looking forward to seeing you there!

Kind regards



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<Insert name>

<Insert contact details> <Insert position/title>



2/ One-on-one Staff Appraisal Template - Page 1 (for employee to complete)

- What are the three things you enjoy most about your role? - Non task based
- What are the three things you enjoy least about your role? - Non task based
- What are the three things you enjoy most about your role? - task based
- What are the three things you enjoy least about your role? - task based
- What are your top three attributes you bring to the team?
- What are the one to three attributes you believe you need to work on?
- Would you like further training in a particular area that you believe would up-level your personal and professional life? If so, what training and why?
- How could we (the management) support you further in your role within the studio?
- How do you see your role evolving over the next 6-12 months. What would you like to be doing more and/or less of? What would be your dream role inside our studio?
- Is there anything currently you see us doing that you believe we could improve on?
- Is there anything we are not doing that you believe we could or should be doing to grow the studio?
- What is one thing you would like me (the studio owner) to stop doing?
- What is one thing you would like me (the studio owner) to start doing?
- What is one thing you would like me (the studio owner) to keep doing?
- Any other thoughts or comments.



3/ One-on-one Staff Appraisal Template - Page 2 (for employer to complete)

- What are the three things your employee excels at in their role (task based and non task based)?
- What are the three things your employee could improve on in their role (task based and non task based)?
- What are the top three attributes you believe your employee brings to the team?
- What are the one to three attributes you believe your employee needs to work on?
- What further training would you like to see the employee undertake, and why?
- How do you see your employee's role evolving over the next 6-12 months.
- Any other thoughts or comments.

4/ Team Agenda and Feedback Template

[Click here to download your customizable spreadsheets.](#)

5/ Team Communication and Software Systems

[Click here to download our Asana and Slack recommendations](#)



Launching Your Online Studio - 6 Week Marketing Plan Template

Marketing Campaign Overview

Overview:	
Theme Word:	
Dates:	
Offer - Main & Secondary:	
Audience:	
Placements:	
Budget:	

Objectives/Goals

Leads - Opted in or contacted:	
Trials/Taken the offer - Come into the studio:	
Enrolled - New students signed up:	
Other:	



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The Campaign In Detail

Dates

Week	Activity	Dates
1	Brand Awareness	
2	Brand Awareness	
3	Main Offer Start Date	
3	Main Offer	
4	Main Offer	
5	Main Offer	
6	Last Chance Main Offer - Last Week	
6	Offer Ends Date	
7	Last Chance Secondary Offer	

Offer - How Are You Getting Them In The Door? Explain the offer in detail including any terms and conditions:

Offer	Explanation
Brand Awareness #1	



Brand Awareness #2	
Main Offer	
Secondary Offer	

Examples of brand awareness: Videos on social, blog post, FB lives daily. The idea to build trust, credibility and likeability with potential customers that don't know anything about you. There is not call to action on these.

Examples of main and secondary offers: Trial class, 7 day unlimited class pass, 2 classes for \$2, \$1 for 7 days or class bundle (class and merch). These have strong call to actions - call us, inbox us, click here (landing page or website) etc.

Note: Secondary offers are something you offer them during the final week of promotion when they didn't take your main offer (Remarketing)

Audience

Parent	Student
- Age Range	- Age
- Gender	- Gender
- Relationship status	- Where they live
- Occupation	- What school they go to and their year level
- Salary	- Interests and other hobbies
- Hobbies and other interests	- Dreams – Why are they coming to your studio? Fitness, social, professional
- Media consumed and groups apart of	- Fears-What's stopping them – parent support, finances, bullying, lack of time
- Dream for their child – be a professional performer	
-Fears – why not support their child – low in funds, no time, can't see the value in dance	



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Placements & Budget

Offer	Placements	Budget
Brand Awareness #1	Facebook Ads & Instagram Ads	\$
Brand Awareness #2	Facebook Ads & Instagram Ads	\$
Main Offer (4 weeks)	Facebook Ads, Instagram Ads and Google Adwords (Remarketing)	\$
Secondary Offer (1 week)	Facebook Ads, Instagram Ads and Google Adwords (Remarketing)	\$
TOTAL:		\$

Online Placement Options:

- Affiliates/Partners
- Blogging
- (On Your Website And Guest Websites)
- Database Marketing (Buying Databases)
- Direct Mail (Letters)
- Facebook Advertising (Video, Picture, Carousel And Remarketing)
- Facebook Groups
- Google Adwords
- Local Blog Pr
- Local School Online Newsletter
- Online Banners (Local Business Websites)
- Online Directories (Yelp, Local, Child Activities)
- Posters (Local Stores Or In Studio, Bathrooms)
- Social Media (Facebook Page, Instagram, Pinterest)
- Strategic Partnerships
- Webinar
- Website



- Youtube

Brand Awareness #1 - Video Reel *(A day in the life)*

Dates:

Done	To Do	Who
	Create storyboard for video reel	
	Collate the vision, music, voice over, copy etc	
	Have the video edited (Fiverr or Upwork)	
	Create 3 type of copy to go with the video. Remember this is about awareness not selling	
	Upload to your Facebook page on Monday and then upload again with new copy on Wednesday and Friday.	
	Boost or run ads through the ads manager in Facebook for 7 days each (there will be overlap).	
	Write an email about the video to send to your database linking them straight to the Facebook page link. Encourage them to share the video - you could even run a competition around it.	
	Create a FB Cover photo with a screenshot of the video, along with your campaign theme and link the FB video in the description of the cover photo. You could also use the video as your cover photo (just check dimensions).	
	Write a blog on your website with the video around 1-3 values that are spoken about in the video.	
	Have 3 images created that go along with each talking point in the blog so that you can share them on social.	



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	Promote the blog on social media during the same week Monday, Wednesday and Friday. Use a value or talking point each of these days in the copy and use a different image to mix it up.	
	Boost each blog on your Facebook page for 7 days or make an advert out of it as mentioned above with the video.	

Brand Awareness #2 - FB Lives (*one a day for 5 days with your teachers, parents, students, live in summer camp etc*). Note Zoom.US (webinar membership) is the best to stream calls to FB pages.

Dates:

Done	To Do	Who
	Create a schedule of what content you want to cover Monday to Friday on week 2 of the campaign for your FB Lives.	
	Lock in guests and times (teachers, parents etc) for the week.	
	Get a graphic created with the schedule that can be used in email and also through social.	
	Send an email to you database on the Friday before the beginning of your second brand awareness week with the schedule for the FB Lives so that they can tune in live, comment and share!	
	Create artwork for each of your guests along with copy so you can send it to them before the date so that they can promote they will be on a FB live with you.	
	Include 1 hour and 5 minute FB live reminders inside your FB group (current customers) so that your tribe get on live with you and encourage sharing!	



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	Once you have completed the FB live go in and add copy about the interview. Join Miss Jane and Mr Clint and they talk about how to get the most from your Jazz class etc. Remember this is to build your studio as the authority. No selling just yet.	
	After your FB live give it 3 hours to have organic reach. After that time boost it for \$X amount over 7 days. It will depend on the audience you target to determine the ad spend. Once you get into week 1 of your offer then alter the copy in these to talk about the offer in the end paragraph.	
	Send out a reminder email on Wednesday to catch the next 3 days of FB lives along with links to the last 2 days. Make these story based and sell the benefit of them tuning in.	

Main Offer - Week #3 to #6

Dates:

Done	To Do	Who
	To have designed around main offer: <ul style="list-style-type: none"> - 3 x rectangle image adverts for FB ads - 1 x FB carousel set (4 square images in total) - 1 x Video image advert (use the images from the carousel) - 3 x square images IG Adverts - Google Adwords Remarketing Images 	
	To have designed the main offer for the last week (week 4): <ul style="list-style-type: none"> - 3 x rectangle image adverts for FB ads - 1 x FB carousel set (4 square images in total) - 1 x Video image advert (use the images from the carousel) - 3 x square images IG Adverts - Google Adwords Remarketing Images <p><i>Note: It's the same as above but you want to include copy in</i></p>	



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	<i>the advert that says “Last Week To Get Your Pass”. Also a 72, 48, 24 and less than 12 hours ads created.</i>	
	Copywriting: Create copy for your Facebooks and IG ads, landing page and emails. Also create copy for responding to FB enquiries that come through so it’s streamlined and can be passed onto team members.	
	Set up landing page for the offer (leadpages). If this is too techy you can make all your adverts say inbox us to take up the offer or use a lead advert in Facebook to remove the landing page.	
	Create thank you page with a share incentive (if you are using a leadpage). The incentive could be share this on social media to get an extra week of dance classes or a gift on arrival.	
	If using a landing page to capture details create an email sequence that gets them into booking in for the offer.	
	Call or contact each contact who enquires about your offer and follow the 11 step enrollment process .	
	Publish one blog at the start of each week (4 in total) on your website. Also share on social and boost for 7 days as mentioned in the awareness phase. These blogs should be of public interest. Have a bit of the blog copy in the FB post then get them back to your site where you have multiple times in the blog where they can apply for the offer. You can create artwork to go with these as mentioned above in the awareness phase.	
	Set up Google retargeting ads if you are using your website or landing page to get people to opt into the offer. This goes to people who click on an advert but don’t follow through and opt in.	



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	Create a Facebook cover photo or video with your offer on it.	
	2 x FB lives each week across the 4 weeks. Same ideas as mentioned in the awareness week. Make them parent and experience focused.	

Secondary Offer - Week #7

Dates:

Done	To Do	Who
	<p>To have designed the secondary offer:</p> <ul style="list-style-type: none"> - 3 x rectangle image adverts for FB ads - 1 x FB carousel set (4 square images in total) - 1 x Video image advert (use the images from the carousel) - 3 x square images IG Adverts - Google Adwords Remarketing Images 	
	<p>Copywriting: Create copy for your Facebooks and IG ads, landing page and emails. Also create copy for responding to FB enquiries that come through so it's streamlined and can be passed onto team members.</p>	
	<p>Set up landing page for the offer (leadpages). If this is too techy you can make all your adverts say inbox us to take up the offer or use a lead advert in Facebook to remove the landing page.</p>	
	<p>Create thank you page with a share incentive (if you are using a leadpage). The incentive could be share this on social media to get an extra week of dance classes or a gift on arrival.</p>	



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	If using a landing page to capture details create an email sequence that gets them into booking in for the offer.	
	Call or contact each contact who enquires about your offer and follow the 11 step enrollment process .	
	Publish one blog during week 7 on your website. Also share on social and boost for 7 days as mentioned in the awareness phase. Have a bit of the blog copy in the FB post then get them back to your site where you have multiple times in the blog where they can apply for the offer. You can create artwork to go with this as mentioned above in the awareness phase.	
	Set up Google retargeting ads if you are using your website or landing page to get people to opt into the offer. This goes to people who click on an advert but don't follow through and opt in.	
	Create a Facebook cover photo or video with your offer on it.	
	4 x FB lives this last week. Same ideas as mentioned in the awareness week. Make them parent and experience focused.	

Partners

Done	To Do	Who
	Create list of local partners for campaign.	
	Write 2 x emails to potential partners (initial approach and follow up). Include the benefits to them.	
	Call partners and put the deal together, sign off.	
	Send partners promotional materials for customer emails and in store promotion.	



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Member Referral Campaign

Done	To Do	Who
	Create referral campaign with prizes for current families. Follow the 4 weeks when the offer is available.	
	Develop email campaign to send to customers about how they get involved.	
	Create artwork for the referral competition and send to current customers.	
	Create email campaign when the 4 week offer campaign kicks off to build excitement.	
	Keep your current customers engaged during the 4 weeks.	