

Sports Leaders UK Level 1 Award in Dance Leadership

Lesson Plan (2)

Session Aims: Basic Communication Skills for Leading a Dance Activity. Unit 2.

Tutor: Hazel Kerr.

Venue: Sans Street Youth and Community Centre Sunderland

Learning Outcomes: On completion of this Unit the candidate must demonstrate competence in the following areas:

1. Knowledge and basic proficiency in dance activities in order to demonstrate:

Verbal Communication

Non-Verbal Communication

2. Communicating with groups and individuals involved in a dance activity.

3. Using a variety of motivational methods whilst leading a dance session.

TIME	CONTENT	TEACHING / COACHING STRATEGY	LEARNING / EQUIPMENT AIDS	ANTICIPATED OUTCOMES
9.00 am	Tutor to welcome the group and explain session content. Students are to participate in a range of activities set out by the tutor. Verbal Projection (10 mins) Mirror Drawing (15 mins) Guess Who? (10 mins)	Tutor to make the group feel welcome. Tutor to organise verbal and non-verbal activities for the group to take participate in.	Education Suite Sports hall Paper Pens	Students to feel welcome. Students are to understand the activities they are taking part in. Students are to understand why these activities are important to assist developing their communication skills. Learning Outcome : 1 / 2
10:00	Mirror Movement (15 mins) Students to participate in a verbal and non-verbal activity set out by the tutor (15 mins)	Tutor to organise verbal and non-verbal activities for the group to take participate in. Tutor to encourage the group to participate in the activities.	Organise tutor resource book with activities in. Sports hall	Students are to understand why these activities are important to assist developing their communication skills. Learning Outcome: 1 / 2
BREAK 11.00				

11:15	<p>Students are to be given Unit 2 Work Sheet 7 to read before they participate in the tutor's session.</p> <p>Students are to observe a tutor lead session demonstrating good verbal and non-verbal communication skills.</p> <p>Students are to make notes of the types of communication skills you see demonstrated.</p> <p>Use the question in Work Sheet 7 to structure your observations.</p> <p>Students are to participate in the session ran by the tutor and make notes.</p>	<p>Tutor to organise verbal and non-verbal activities for the group to take participate in.</p> <p>Tutor to encourage the group to participate in the activities.</p> <p>Tutor to run the session using a range of communication skills such as verbal and non-verbal whilst teaching a dance routine.</p>	<p>Organise Unit 2 Work Sheet 7 Observation task for the group.</p> <p>Sports hall</p> <p>C.D Player</p> <p>C.D's</p>	<p>Students are to observe the tutor running a session where verbal and non-verbal communication skills are used.</p> <p>Students are to understand the importance of developing these skills if they would like to be a dance leader.</p> <p>Learning Outcome: 1 / 2</p>
LUNCH 12.00				
1:00	<p>Students are to complete Unit 2: Work Sheet 7 Observation Task.</p> <p>Students are to continue planning preparing and organising their own 15 minute session to run for the rest of the group.</p>	<p>Tutor to give assistance where needed.</p> <p>Tutor to encourage the group.</p>	<p>Education Suite</p> <p>Organise Work Sheet 7</p> <p>Pens</p> <p>Files</p> <p>Organise session planner sheet for the group to plan their session on.</p>	<p>Students are to have worked through the Observation and Evaluation Tasks.</p> <p>Students should be able to ask for the tutors help when needed.</p> <p>Learning Outcome: 1 / 2 / 3</p>
BREAK 1.45				
2:00	<p>Students are to individually run their own 15 minute session for the rest of the group</p> <p>Students to fill in Unit 2: Evaluation Skills Work Sheet 8 after each session.</p>	<p>Tutor to organise an evaluation session after each student is finished running their own session.</p> <p>Work Sheet 8</p> <p>Tutor to assist group when needed.</p>	<p>Sports Hall</p> <p>C.D Player</p> <p>C.D's</p> <p>Sports Equipment</p> <p>Organise Work Sheet 8.</p>	<p>Students are to plan, prepare, organise and run their own 15-minute session with confidence and practice the skills they have been observing by watching the tutor.</p> <p>Learning Outcome: 1 / 2 / 3</p>

3:00	<p>Students are to individually run their own 15 minute session for the rest of the group</p> <p>Students to fill in Unit 2: Evaluation Skills Work Sheet 8 after each session.</p>	<p>Tutor to organise an evaluation session after each student is finished running their own session. Work Sheet 8</p> <p>Tutor to assist group when needed.</p>	<p>Sports Hall C.D Player C.D's. Sports Equipment Organise Work Sheet 8.</p>	<p>Students are to plan, prepare, organise and run their own 15-minute session with confidence and practice the skills they have been observing by watching the tutor.</p> <p>Learning Outcome: 1 / 2 / 3</p>
3:30	<p>Students are to individually run their own 15 minute session for the rest of the group</p> <p>Students to fill in Unit : 2 Evaluation Skills Work Sheet 8 after each session.</p>	<p>Tutor to organise an evaluation session after each student is finished running their own session. Work Sheet 8.</p> <p>Tutor to assist group when needed.</p>	<p>Sports Hall C.D Player C.D's. Sports Equipment Organise Work Sheet 8.</p>	<p>Students are to plan, prepare, organise and run their own 15-minute session with confidence and practice the skills they have been observing by watching the tutor.</p> <p>Learning Outcome: 1 / 2 / 3</p>
4:00	<p>Students are to take part in an evaluation of the day. What has been good- what could have been better?</p>	<p>Tutor to facilitate an evaluation session of how the day has ran. The group should discuss thoughts and opinions. Tutor to write the comments on the flip chart and have them typed up ready for next session.</p>	<p>Education Suite Flip Chart Pens Files</p>	<p>Students should be able to share their thoughts and opinions. Feed Back to the tutor.</p>