

Sports Leaders UK Level 1 Award in Dance Leadership

Lesson Plan (3)

Session Aims: Basic Communication Skills for Leading a Dance Activity. Unit 3.

Tutor: Hazel Kerr.

Venue: Sans Street Youth and Community Centre. Sunderland

Learning Outcomes: On completion of this Unit the candidate must demonstrate knowledge and skills in the following areas:

- 1. Factors which prevent individuals taking part in health related dance and exercise**
- 2. The use of simple exercises that develop fitness for dance**
- 3. The importance of conducting a warm up and cool down**
- 4. The effects that diet, smoking, alcohol and age have on the maintenance of a healthy lifestyle**
- 5. Leading a routine that promotes health related dance and exercise for a group of people whilst under supervision**
- 6. The continuous use of safe dance practice during events that are organised by the Approved Assessment Centre.**

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 discussion surrounding the issue of constraints and solutions to keeping fit. Flip Chart Task, the group is to split up into 2 small groups. Students should be encouraged to consider factors, which might limit or prevent participation in regular dance related exercise and should discuss some possible solutions to these barriers.	Tutor to make the group feel welcome. Tutor to split the group up into 2 small groups. Each group to be given a piece of flip chart to write their ideas on. Tutor to assist the group where needed.	Education Suite Flip Chart Paper Pens	Students to feel welcome. Students are to understand the task and to work effectively as a group. Students to develop their communication skills. Learning Outcome : 1 / 6

10:00	<p>Healthy Audit Task: Students are to carry out an audit of health related dance and exercise taken by their family. An audit of major users of local dance centres/community dance groups e.g. male/female, young or old. Audit of school aged friends who take part in extra- curricular dance. Audit of school friends who belong to local dance clubs/schools/community dance organisations or take regular health related dance sessions. Students should devise possible solutions where they discover deficits in the audits carried out.</p>	<p>Tutor to explain healthy audit task to the group. Tutor to give the group some ideas of how to start the task. Tutor to assist the group when needed. Tutor to assist the group with finding out information and where research can be gained.</p>	<p>Education Suite Flip Chart Paper Pens Yellow Pages Internet Newspapers</p>	<p>Students are to understand why gathering this information is important and how it can help improve their knowledge of health and fitness. Students are to be aware of possible solutions to help friends/family/the community to take part in physical activities.</p> <p>Learning Outcome: 1 / 6</p>
BREAK 11.00				
11:15	<p>Benefits and Factors Task. Flip Chart Task: Students are to split up into 2 small groups to write down their ideas about the benefits of regular health related dance and exercise. Students are now to think of factors that have a major effect on health. 2 groups are to come back together and share their ideas with the rest of the group. Group to compare their findings.</p>	<p>Tutor to give some examples such as Reduced Heart Disease. Tutor to assist group where needed. Tutor to give some examples such as Smoking. Tutor to make sure everyone has a turn at communicating their ideas to the rest of the group.</p>	<p>Education Suite Flip Chart Paper Pens Yellow Pages Internet Newspapers Magazines</p>	<p>Students are to understand the task and how to find out this information. Students should be able to work in small groups. Students should be able to decide who is doing what, so every member of the group has something to research. Students should be able to communicate their findings to the rest of the group with confidence.</p> <p>Learning Outcome: 1 / 4 / 6</p>

LUNCH 12.00				
1:00	<p>The Dance Circuit Task. Students are to design a dance circuit which has several stations-(like a conventional circuit training class) Exercises should be set up to train a particular muscle group specific to dance and movement. Stations could be types of dance movement-balance elevation, spring, agility etc. Students are to be aware that exercises within the dance circuit could be used to prepare the body for appropriate dance techniques. Students are to plan their own dance circuit for the rest of the group to participate in.</p>	<p>Tutor to give assistance where needed. Tutor to encourage the group. Tutor to give the students ideas of how to plan and prepare this kind of session. Tutor is to show students what equipment and resources are available to them in the centre. Tutor to help each student plan and prepare for running their own session.</p>	<p>Education Suite Sports Hall Sports Equipment C.D Player C.D's Pens Paper Files Organise session planner sheet for the group to plan their session on.</p>	<p>Students are to have worked on planning their own session and encourage the rest of the group to participate. Group members are to think of original ways of planning, organising and running their own dance circuit. Students are to think of ways of exercising different parts of the body. Learning Outcome: 1,2,3,4,5,6</p>
BREAK 1.45				

2:00	<p>The Dance Circuit Task. Students are to design a dance circuit which has several stations-(like a conventional circuit training class) Exercises should be set up to train a particular muscle group specific to dance and movement. Stations could be types of dance movement-balance elevation, spring, agility etc. Students are to be aware that exercises within the dance circuit could be used to prepare the body for appropriate dance techniques. Students are to plan their own dance circuit for the rest of the group to participate in.</p>	<p>Tutor to give assistance where needed. Tutor to encourage the group. Tutor to give the students ideas of how to plan and prepare this kind of session. Tutor is to show students what equipment and resources are available to them in the centre. Tutor to help each student plan and prepare for running their session.</p>	<p>Education Suite Sports Hall Sports Equipment C.D Player C.D's Pens Paper Files</p> <p>Organise session planner sheet for the group to plan their session on.</p>	<p>Students are to have worked on planning their own session and encourage the rest of the group to participate. Group members are to think of original ways of planning, organising and running their own dance circuit. Students are to think of ways of exercising different parts of the body. Learning Outcome: 1,2,3,4,5,6</p>
3:00	<p>Observation Task. Students are to complete observation task of how the health related dance and exercise sessions have ran. Students are to complete Unit 3: Work Sheets 9 /10 /11</p>	<p>Tutor to facilitate observation task Tutor to assist group when needed.</p>	<p>Education Suite Pens Paper Files Organise Unit 3: Work Sheet 9 / 10 / 11</p>	<p>Students are to have completed observation task and understand why this task is important to develop their own skills in leading a diverse dance / fitness session. Learning Outcome: 1,2,3,4,5,6</p>
3:30	<p>Observation Task. Students are to complete observation task of how the health related dance and exercise sessions have ran. Students are to complete Unit 3: Work Sheets 9 /10 /11</p>	<p>Tutor to facilitate observation task Tutor to assist group when needed.</p>	<p>Education Suite Pens Paper Files Organise Unit 3: Work Sheet 9 / 10 / 11</p>	<p>Students are to have completed observation task and understand why this task is important to develop their own skills in leading a diverse dance / fitness session. Learning Outcome: 1,2,3,4,5,6</p>

4:00	Students are to take part in an evaluation of the day. What has been good- what could have been better?	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 for next session.	Education Suite Flip Chart Pens Files	Students should be able to share their thoughts and opinions. Feed Back to the tutor.
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