

Teaching (experienced) By Bill Harrison

Teaching Order / Lesson Plan

A Teaching Order and Lesson Plans are essential tools for an instructor. They allow control and consistency to teaching. Teaching Orders are available from CALLERLAB and other organizations. Use these as a template to fit your theory of how you want your lessons to be planned.

All Position Dancing

Formations can lead to a high degree of difficulty and the instructor must be aware of these formations and their complexity.

Arrangements of dancers for many of the Basic and Mainstream calls are what I call intuitive, if the call is taught very well and understood by the students they will be able to execute the call with any arrangement with very little difficulty.

Note: An arrangement that is Half Sashayed can be a higher degree of difficulty than all boys or girls executing a call.

Tricks of the Trade

Explain the call very well and articulate without a long winded explanation.

Demonstrating a call can be very helpful.

The use of Mini Squares is a great tool to use to clearly help the students understand the call without having extra people involved. The use of Heads demonstrating and letting the Sides watch is one example or actually separating the dancers into mini squares in order to have all learning the action at the same time.

Avoid Under Teaching

Rushing to get through a session or meet a deadline may lead to under teaching.

This can hurt the students understanding of the call that was rushed through and possibly take a while for them to really understand later on.

Not fully explaining an action can also lead to angels pulling new dancers through on their own creating a disconnect between the teacher and student. The new dancer will disengage listening to the caller to focus on the angels pulling them through the calls.

Avoid Over Teaching

Do not let students stand for a long time while explaining a call. This can create the loss of concentration on the students' part during the explanation.

If you find a couple of students are having a problem with the explanation try to find the correct words that will connect with them but do not stay on the explanation for a long time. This can lead to over teaching for others hindering the learning process for others.

Encourage Slow Learners

Get these students during a break and work with them one on one. If possible have them attend a private workshop at another time to catch them up before the next session.

Offer all available resources for them to review, such as definitions, booklets, DVD, and web sites.

Let them know there is not a test nor a trap door underneath them that will open up when they make mistakes to take the pressure off the need to be perfect.

Split them up with helpers or a mixer especially for the teach.

Learning Occurs in spurts

There will be nights when everyone is clicking on all cylinders, and there will **be** nights when no one is learning.

Take advantage of both; good nights teach the bigger calls and slower nights teach easier and review on other aspects of the lessons.

Progression Of Difficulty

Start with standard applications then slowly progress into other applications.

Example:

Right and Left Grand, once the students have a good understanding the “Transferrable Technique” can lead to teaching Weave The Ring successfully and even Wrong Way Grand successfully.

KEEP IT FUN!