



Lesson Plans

LEVEL 1 Lesson 1 (9th-12th = 45 minutes)

Lesson Objectives (Students Will Be Able To): Orient to ballroom via visual aids and wristbands; march in time to music using each foot equally; maintain practice frame with his/her partner during movement; recognize counterclockwise movement around ballroom and line of dance; implement base elements of dance (forward steps, backward steps, side steps left and right).

NASPE Physical Education Standards: 1, 2, 3, 4, 5

Adapted Physical Education National Standards: 1, 2, 3, 4, 6, 7, 8, 9, 10, 13, 14

Materials Needed: The “ballroom” should be set up ahead of time. The following materials should be displayed in the gymnasium; Code of Conduct Sign, Lesson Plan for Level 1, Lesson #1, wristbands ready for student use, visual aids (2 fish, 4 stars, 2 smiley faces, 2 flowers), 8 floor clings for line of dance, 10 cones to create boundaries of the ballroom.

Checks for Understanding:

- A. Why is it useful for the instructor to observe dancers from different positions?
- B. What movement skills are necessary to complete the dance steps?
- C. How should I start class?
- D. What points of technique matter most for beginners?

INTRODUCTION (5 minutes)

Once all students are paired by the teacher with a dance partner (partnering dancers should be done ahead of time) and have their wristbands on, each dancer will approach the line of dance.

Males or “leads” will always wear the wristband on their LEFT hand while females or “follows” will always wear them on their RIGHT hand. Males will face the stars while females will face the fish when they meet their dance partner at the line of dance.

Teaching Suggestion:
Utilize high school partners and teacher aids to help apply wristbands to each dancer.



INTRODUCTION TO BALLROOM (5 minutes)

Introduction to the Ballroom: The instructor says... "Good morning class. Welcome to your first ballroom dance class! Today, we will be learning the foundations of moving to music and become familiar with our ballroom set up. Next, we will learn our practice frame, warm-up march and the four base elements of each dance you will be learning!"

Orient to Ballroom: The instructor says...

A. "Let's review our ballroom. Can you find where our friendly fish are? Great! Now, point towards our stars! Fabulous! Point toward the smiley faces, point towards the sparkly flowers. Point at the paw line. Wonderful!"

B. "Show me your wristband hand. Show me your opposite hand. Bounce your wristband foot. Bounce your opposite foot. Excellent!"

Note: This must be repeated 15-20 times or until every student is able to identify each visual aid.

Teaching Suggestion:

The more enthusiastic you get conducting the lesson the more dancers will get excited about the lesson. Prep partners ahead of time to increase excitement towards lesson.

PRACTICE FRAME (5–7 minutes)

Teaching Practice Frame: (Refer to page 6)

A. Students will get into practice frame with their partner at the paw line. Move around each pair of dancers to ensure their practice frame is correct and give feedback accordingly.

B. Separate partners and bring them back into practice frame.

Note: Repeat 8-10 times.

Teaching Suggestion:

Try to pair students of similar height to dance together. Partners who are paired with a small dancer should lower their center of gravity by bending at the knees to dance at eye level.



WARM-UP MARCH (3–4 minutes)

Introducing Warm-Up March: (Refer to page 9)

The teacher will say... "Let's begin with the warm-up march. Please meet your partner at the paw line and get into practice frame. We're going to march in straight time to a song with our partner. Shake your wristband hand, now bounce your wristband foot! 1-2-3 HERE WE GO, were marching!"

Note: Students will march in place to a song played by the instructor. It is important to demonstrate everything that you are asking students to do before they attempt the skill, including both male and female roles. Utilize partners who excel at dancing to demonstrate patterns and base elements with you.

Teaching Suggestion:

Make it clear to students to transfer their weight fully from one foot to the next, no tapping feet. Also make sure students begin their march with the correct foot (left for males, right for females).

Sample



BASE ELEMENTS (12–14 minutes)

Forward Steps: (Refer to page 9)

- A. The teacher says... "Pick a side of the paw line with your partner. If you are a boy and picked the side of the fish, face the flowers. If you're a boy and picked the side of the stars, face the smiley faces. This will ensure that we are moving in a counterclockwise direction around the line of dance. Let's get into practice frame and we will begin moving in the line of dance practicing forward walking steps. Shake that wristband hand, now stomp that wristband foot. 1-2-3 here we go."
- B. Students will move in a counterclockwise direction around the line of dance practicing forward walking steps.
- Note:** Make sure partners are aware that they acclimate to their dancer. If their dancer is moving slow, they move slow. As long as they are moving, they are correct and doing a great job.

Teaching Suggestion:

Tell students that males move using their torso or stomach forward first, with leg and foot following. Females will keep torso toward their partner and extend foot back first (not leaning) as they walk. Partners are trying to maintain an even stride length with their dancer.

Let's Walk: (Refer to page 9)

The teacher says... "Give your partner a high five! Now, let's practice backward walking steps. This time, females will be moving forward and guys will be walking backwards. In practice frame, shake that wristband hand, bounce wristband foot, 1-2-3 LETS WALK!"

Note: Each dancer couple should be moving counterclockwise around the line of dance. Make sure couples do not cross the paw line while dancing.

Teaching Suggestion:

Males extend foot back behind torso, keeping toes in contact with floor. Females move torso forward first with leg and foot following. Observe for consistent stride length (half a stride) and that students begin with correct foot.

Side Step: (Refer to page 9)

The teacher says... "Let's meet our partner back at the paw line and practice our next base element, the side step. In practice frame, we will side step towards the smiley faces then back towards the sparkly flowers. Shake that wristband hand, stomp that wristband foot, 1-2-3 HERE WE GO! OPEN CLOSE, OPEN CLOSE."

Note: Use verbal cues as students practice each base element. Phrases like "open, close" or "apart, together" help students grasp the rhythm of straight time and how to move to the music.

Teaching Suggestion:

Start with feet together, extend wristband foot to the side shoulder width, landing on toe. Close with opposite foot by changing weight so your lead foot is ready to move again. Step sizes should be consistent.



MERENGUE - STRAIGHT BASIC (8 minutes)

Introducing the Merengue: (Refer to page 11)

- A. The instructor says... "The Merengue is the first dance we will be learning. It is a Latin dance performed using straight time. The first pattern we will learn is the straight basic. The straight basic is side steps towards your wristband hand."
- B. "Let's practice. Pick a side of the ballroom, either the side of the fish or stars. Boys on the side of the fish, face the fish. Boys on the side of the stars, face the stars. In practice frame, we will move using our side steps around our paw line."
- C. At first, do not play music as students practice the straight basic. Verbally say "Open, close, open close" as students dance around the line of dance in a counterclockwise direction.

Teaching Suggestion:

Explain to students that when they get to the end of the paw line, they will rotate their pelvis in the direction they want their dancers to move and guide them around the corner of the line of dance to maintain counterclockwise movement.

CLOSURE (2 minutes)

Closing the Lesson: Wrap up lesson by reviewing what students learned; marching to music using straight time, base elements of each dance they will be learning (moving forward, backward, side steps), and the very first dance, the Merengue's straight basic.