



Move4Life



The Commonwealth

**Session 6**

**Dance**

**Be a Good Communicator**

### WELCOME TO SESSION 6 OF THE MOVE4LIFE SERIES

This session will focus on **dance** a physical and artistic activity that can contribute to your physical fitness and the life-skill of **being a good communicator**. Communication is important when you want to dance with others and is important in life when you want to work and collaborate with others. Move4Life sessions link with several personal development domains and contribute to the Sustainable Development Goals. In this session we have chosen to link to the physical and social dimensions and SDG13 – Climate Action.



Physical Dimension



Cognitive Dimension

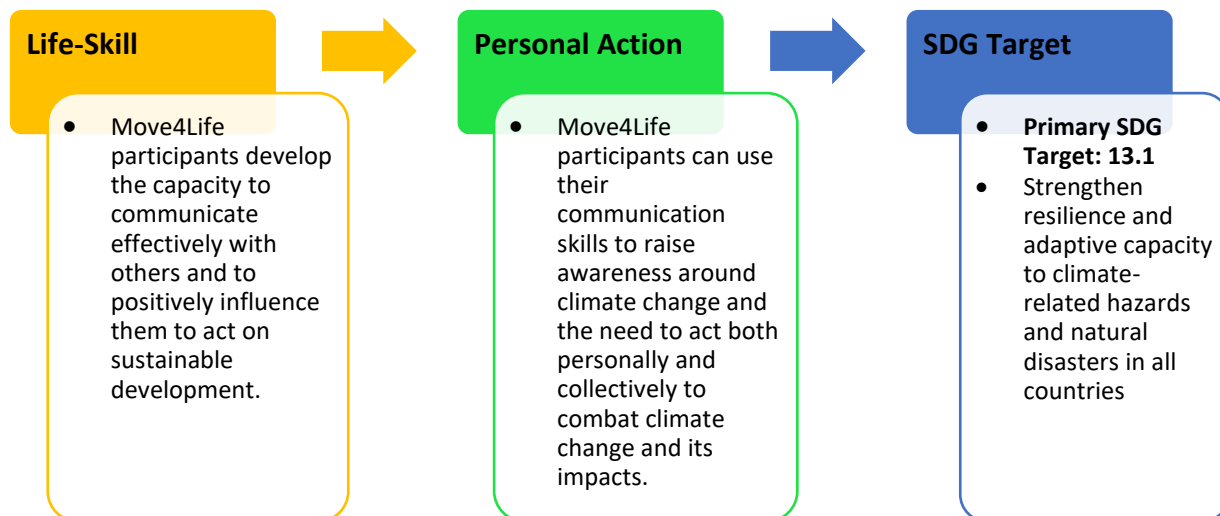


Emotional Dimension



Social Dimension





Click here [Move4Life and the Sustainable Development Goals](#) for further information on Move4Life and the Sustainable Development Goals:

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here [Move4Life Safeguarding Advice](#) for further advice on Move4Life and Safeguarding.

## SESSION OUTCOMES

By the end of the session, participants will be able to

- (i) Perform a basic dance routine with music.
- (ii) Express their own movement expression through dance.
- (iii) Explain the importance of good communication and the consequences of poor communication.
- (iv) Demonstrate good communication skills, speaking, listening, non-verbal communication.



## KEY MESSAGES

### MOVEMENT SKILLS

- Dance is a way of moving that uses the body as an instrument of expression and communication.
- Dance lends itself to self-taught solo expression but also developing teamwork, focus, improvisational skills and communication skills.
- Different cultures and nationalities have developed different dance forms. Participants can also learn more about other nations and cultures through dance.
- Dance is an affordable and accessible way to stay fit.
- Dancing is a good way to make new friends.
- Dance is a good way to create a “happy” atmosphere at home or in the community.
- There are many careers in dancing, either as a teacher or performer.

### LIFE SKILLS

- Participants must be encouraged to communicate with each other. Poor communication is the main cause of conflict.
- Participants must be encouraged to share their thoughts, ideas, opinions, needs and concerns.
- They must assert themselves, make their voice known.
- Stress the importance of non-verbal communication e.g.
  - Body language
  - Eye contact
  - Hand gestures
  - Tone of your voice
  - Know when to smile and laugh and when to be serious.

## At Home Activity

### HEALTH & SAFETY

- Make sure you have enough space free of any obstacles to perform your dance moves.
- Wear comfortable shoes and clothing.
- Choose appropriate music, not music with swearing and gender insensitive lyrics.
- Find a space where you can practice dancing safely. Clear away any hazards or obstacles.
- Do not play dance music too loudly or too late at night so that you disturb others in the community.
- Dance is fun and enjoyable for people of all ages. Encourage family members such as parents and siblings to join you.

## SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for participants practicing Move4Life sessions at home:



- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.

- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people

online that you know in real life.

- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).

## OPENING REFLECTIONS

On your own or with a family member take five minutes to reflect before you start the session.

What role has dance played in your life thus far? Who in your family likes dancing, are they good at dancing? Do you follow any of the dance competitions on television? E.g. Strictly Come Dancing? Do you have any favourite dance movies?

Now think about communication.

Are you a good communicator? What do you think is a good communicator? Are you a good speaker, are you a good listener? Do you communicate well with your parents and other family members? Do you have secrets that you hide from them? Do you communicate well with your friends? If there are family members or others doing the session with you ask them for their opinions. Listen to their opinions carefully and repeat their thoughts to check if you understood correctly.



## WARM UP

### TIME

5 Minutes



## EQUIPMENT

Sound system, USB / laptop with selected music for the session. A mobile telephone may be loud enough.



## SET UP

Mark out a space at home suitable for the dance activity and the number of participants that will join you.

## ACTIVITY

Choose your favourite dance music and try the following moves:

- Clap the beats of the music while walking on the spot. Say the instructions out loud. If you have people with you, they must repeat the instructions after you.
- Start walking in any direction with the use of rhythm of the music (always start with the Right foot).
- Perform a sequence of 4 walking steps – 4 skips.
- Perform a sequence of 4 walking steps – 4 skips - 4 straddle close jumps.
- Add another activity to the sequence of 3 different movement forms: step Right foot and lift Left knee, then step Left foot and lift Right heel.
- Perform this sequence of 4 different movements continuously until you feel that you have mastered the movements.



For a demonstration [click here](#)

## MAIN PART

### TIME

15 - 20 Minutes



### EQUIPMENT

Music system



### SET UP

Same as warm up

## ACTIVITY

- Watch the video insert and perform the dance moves on your own or with a few people in your household.
- Now come up with a few solo dance movements expressing different emotions such as :
  - Sadness
  - Fear
  - Joy and fun
  - Happiness
  - Frustration.
- Discuss with your family if you communicated effectively through your dance.
- Try to get other family members to share a dance with the rest of the family. Try out a few different dance moves.
- Let them share what memories difference dance moves brings. E.g. your parent's 1<sup>st</sup> dance at their wedding. Dances they learnt at school.
- What would be traditional dances in your culture?

For demonstration [click here](#)



## COOL DOWN

TIME : 5 MINUTES

Do simple cool down stretches

- Lean against a wall, keep back heel on the ground and feel the stretch in the back of the legs.
- Hold one arm on the wall, bend your knee and lift your foot with your freehand.
- Stand in a straddle position with your hands stretched above your head. Stretch to the left and then to the right.
- Stretch out your back and the backs of your legs by keeping them perfectly flat and straight and bend your body at right angles.
- Keep stretches for at least 20 seconds.

## CLOSING REFLECTIONS

ON YOUR OWN

- Write down a few notes in your “Move4Life” Diary.
- Write down what movement activities you did during this session.
- How do you feel about the movement activities? What was easy and what was difficult?
- What life skill did you learn?
- How can you apply this life skill in your daily life?



## ADAPTATIONS

Dance activities can be adapted quite easily to include persons of all ages and abilities. Amongst others:

- The elderly can do seated activities.
- Wheelchair dancing has become quite popular.
- Dancing can be learnt by imitation so verbal communication is not a prerequisite for learning dancing.

## At the Sports Field

### HEALTH & SAFETY

- The facilitator must mark out a space where the participants can perform the activities safely.
- Identify participants who can “specialise” in marking out areas. These are typically participants who do not excel at physical activities, but they are good with numbers. Let them take charge of the “Measuring tape” and mark out your required area with cones, ropes etc. This will build their self-esteem.
- The facilitator should check that the area is free of any hazards such as broken glass, wet floors, holes in the grass, etc. Involve the participants.
- The facilitator must ensure that there is enough space free of any obstacles to perform the activities.
- The facilitator must ensure that the participants wear comfortable shoes and clothing.
- Choose appropriate music, not music with swearing and gender insensitive lyrics.
- Find a space where you can practice dancing safely. Clear away any hazards or obstacles.
- Do not play dance music too loudly to disturb classroom activity if at a school or the nearby community if at a sports field.

### SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.
- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

## OPENING REFLECTIONS

- Form a circle with the participants. (Remember, you are part of the circle, NOT in the middle).
- Welcome the participants and create a friendly, safe environment.
- Facilitate a brief conversation with and amongst the participants.
- Introduce the objectives for the session through questions such as:
  - Who likes dancing?
  - Who here is good at dancing?
  - Would you like to show us?
  - Does anybody in your family like dancing, what about your parents?
  - Are you a good communicator? What do you think is a good communicator?
  - Are you a good speaker, are you a good listener?
  - Do you communicate well with your parents and other family members? Do you communicate well with your friends?

## WARM UP

### TIME

5 Minutes



### EQUIPMENT

Sound system, USB / laptop with selected music for the session.



### SET UP

Mark out a space suitable for the activity and the number of participants.

## ACTIVITY

Let one of the participants assist to choose the music before the session starts. By now the participants are familiar with basic stretches. Choose a participant to lead a basic stretch.

Choose another participant and take them one side to brief them to lead a step. Go through each step interspersed with stretches led by different participants and warm up steps as below led by different participants.

- Clap the beats of the music while walking on the spot.
- Start walking in any direction with the use of rhythm of the music (always start with the Right foot).
- Perform a sequence of 4 walking steps – 4 skips.
- Perform a sequence of 4 walking steps – 4 skips - 4 straddle close jumps.
- Add another activity to the sequence of 3 different movement forms: step Right foot and lift Left knee, then step Left foot and lift Right heel.
- Perform this sequence of 4 different movements continuously until you feel that you have mastered the movements.

Reflect briefly after the warm-up while the participants catch their breath

- How did it feel to lead an activity?
- How effectively did they communicate with the group? Did they give the instructions loud enough and clear enough?
- Facilitator reflects whether the participants “listened” to the instructions correctly.

For a demonstration [click here](#)

## MAIN PART

### TIME

15 - 20 Minutes



### EQUIPMENT

Music system



### SET UP

Same as warm up

## ACTIVITY

- At least one week before the session, choose two participants, one male and one female to learn the dance sequence from the video clip. In the previous week’s session tell the group that you are looking for the two best dancers in the group. Let the group decide on the two participants.
- The two participants must be given the video insert and facilitate the dance moves with the group of participants.
- After the dance activity, allow for a few minutes of dancing with free expression of movement.
- Let the participants work in pairs. Give them a few minutes to come up with their own movement for one minute as a pair. Different pairs must show different emotions in their dance, such as
  - Sadness
  - Fear

- Joy and fun.
- Happiness
- Frustration
- Reflect briefly on the two chosen “dance instructors”
- Facilitate “feedback” to the instructors, focusing on their communication skills.

Reflect on how the pairs communicated through dance.

For demonstration [click here](#)

## COOL DOWN

TIME: 5 MINUTES

The facilitator leads simple cool down stretches.

- Leans against a wall, keep back heel on the ground and feel the stretch in the back of the legs.
- Hold one arm on the wall, bend your knee and lift your foot with your freehand.
- Stand in a straddle position with your hands stretched above your head. Stretch to the left and then to the right.
- Stretch out your back and the backs of your legs by keeping them perfectly flat and straight and bend your body at right angles.
- Keep stretches for at least 20 seconds.

## CLOSING REFLECTIONS

- Form a circle, this time you may be seated since the session may have been quite strenuous.
- Review the session outcomes. Ask the participants to tell you what they learnt about the movement skills. Which skills were easy? Which were difficult?
- Ask the participants to reflect on the Life Skill. Ask leading questions to reinforce the Key Messages.
- Ask the participants to pair up and reflect on how the Life Skill impacts on their daily lives using the Think, Pair and Share method.
- Ask the participants to give you feedback on the session. What did they enjoy, what did they find difficult? Do they have any suggestions?
- Close the session, make any announcements, confirm time of next session, etc.

## ADAPTATIONS

- Dance is by its nature quite inclusive and adaptable to any age and ability.
- Free expression allows any participant to perform at a level that they are comfortable with.
- The facilitator should by now be aware of the abilities of the participants but remember you are also trying to develop life skills so you may need to push the participants slightly outside of their comfort zone.

