

DANCEFIT



TEXAS A&M
AGRI LIFE
EXTENSION

AGENT IMPLEMENTATION GUIDELINES

> BACKGROUND & VISION

The 4-H Cooperative Extension Service created Dancefit from The University of Kentucky College of Agriculture, Food, and Environment to get youth moving! It teaches youth that physical activity can be fun. Youth learn easy dances, have fun, and improve their health.

> PLANNING COMMITTEE

School officials or youth organization staff and any agent or specialist involved. The planning committee should include the agents who are working together to implement the Dancefit and other community volunteers.

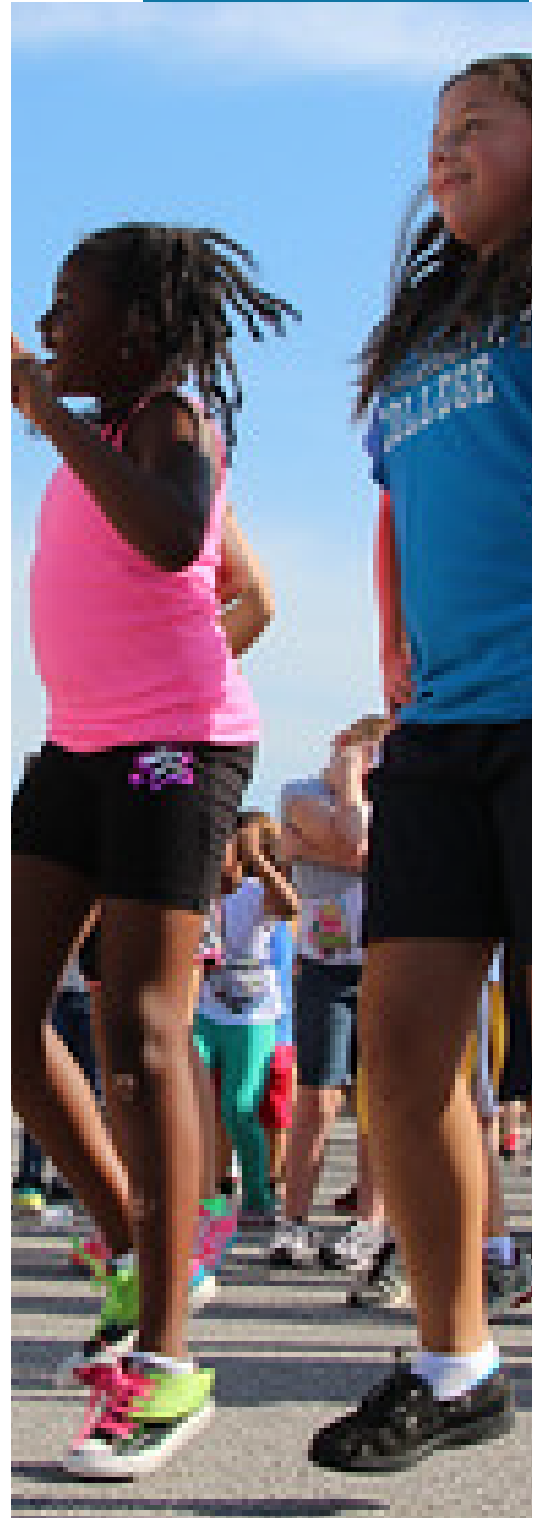
Begin meeting with your committee at least six months before the event to allow for proper planning and coordination. Some of the items the committee will focus on include:

- Event date, time, and location
- Recruitment of school or youth organization – Promotional flyers
- Technology and equipment need
- Curriculum expectations – start and end date for program implementation
- Pre- and post-survey submission- each student must fill out a survey at the discretion of the agent and partner (paperwork survey)
- Additional volunteer recruitment – In addition to the planning committee, agents will likely need other volunteers to assist with registration, food preparation, etc.

> OTHER SUPPORT MATERIALS

The following Dancefit support materials are posted on the FCH website:

- Dancefit Curriculum
- Texas A&M AgriLife Dancefit YouTube instructional videos were created by Healthy South Texas Specialists Erica Reyes and David Leal along with Hidalgo County Extension agents and 4-H members
 - o These dances are instructional videos for the Dancefit curriculum created by the University of Kentucky College of Agriculture, Food, and Environment, Cooperative Extension Service. Most of these dances are designed for music found on the following CD: Kidz Bop 22 (2012). Label: Razor & Tie. Due to copyright purposes, the music chosen for the demonstrational videos is Texas A&M AgriLife Extension approved.
- Leader training materials
 - o Checklist
 - o PowerPoint
 - o Agenda
 - o Sign-in sheet
 - o Pre and Post Test survey (same survey used for both)
 - o Leader training evaluation



> AGENT RESPONSIBILITIES

- Follow the Agent implementation checklist
- Provide a leader training
 - Use PowerPoint and talking points provided
 - Be familiar with the curriculum
 - Learn the dances that will be demonstrated during the training
- Aid and support for implementation leader(s)

> LEADER RESPONSIBILITIES

- The leader must have youth fill out a pre-survey before the program begins and post-survey at the end.
 - YouTube instructional videos will be available with a 75-80% pre-survey return rate
- Determine the start and end date for program implementation.
- Implementation of curriculum must be consecutive six-weeks
 - Only exception is during a holiday break

> DANCEFIT CURRICULUM IMPLEMENTATION

Agents and their volunteers will decide how to handle the distribution of the curriculum. The curriculum may be included inside of the leader packet or emailed as a PDF file to participants.

- 6 Lessons
- 19 Dances

> LEADER IMPLEMENTATION EXAMPLE

Focus on one lesson per week.

- Choose 1 or 2 dances to review/ dance and perform them every day for the entire week.
- Move on to the next lesson for week two and choose 1 or 2 other dances to learn.
- There will be dances 'leftover' which you can choose to use if you revisit a lesson and continue for another six weeks.
- At the end of the six weeks, have each student fill out an evaluation form. PreK students answer the questions on the evaluation as a class and include the number of students per class.

The leader may choose any dance(s) based on time allowed and age group. Below are steps to take to ensure a proper demonstration of each dance:

- Go through each step to ensure proper movement:
- For example, demonstrate Step 1, then practice as a group a couple of times. Next, demonstrate Step 2, practice as a group, and then combine steps 1 & 2. Practice a combination of Steps 1 and 2 a couple of times, and then go on to step 3. Go through the whole dance, demonstrating each step, combining steps, and reinforcing proper technique.
- For more complex dances, teach a small piece and add it to it. Allow participants to practice the steps several times before adding to the dance.
- Go through the dance without music and then with music
- Demonstrate proper form, especially for squats and lunges
- More tips in the curriculum booklet on page 5

> CLASS EXAMPLE

30 minute class

- Choose 1- 2 dances that have minimal or easy to learn steps:
 - Explain the objective at the beginning of class
 - 10 minutes for choreography overview
 - 3-4 mins. Dance with music
 - Water Break then demonstrate and practice 2nd dance (if applicable)

OR

- One dance that has more complex steps
 - 15 mins. Objective and step overview
 - 10 mins. Dance with music a few times
 - 5 mins. Water break

40 minute - 1 hour class

- Choose 2-3 easy to learn dances
- Choose 1 or 2 more complex dances
- Follow the instructions for 30 minute class

> DANCE TRAINING CHOREOGRAPHY DEMONSTRATION LIST

Use for all teacher in-service or organization leader training.

All staff must stand up, spread out on the gym floor, and participate!

- Demonstrate dances using the steps in the previous section
(the number of dances will depend on how much time is allowed)
 - o Stronger
 - o Kung Fu Fighting
 - o Dance, Dance, Dance
 - o Eye of the Tiger
 - o Footloose
 - o Dynamite
 - o Celebration
 - o YMCA

> ACKNOWLEDGEMENTS

The University of Kentucky College of Agriculture, Food, and Environment, Cooperative Extension Service.

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