

Guidelines for Peer Teaching – Seattle Rueda

General

- Use 10 to 15 minutes.
- Be positive, respectful, and joyful—even if things don't go as you planned.
- Involve people by asking questions (Socratic method) and by demoing with different people.
- Don't take for granted what people know. Watch, listen, and determine what they know.
- Use both showing *and* telling. Show it from different angles.
- Teach to the level of the majority.
- Count out loud or have someone count for you. Count the beats as 123-567- (*not* 123-456-).
- Try, even if it's not perfect. We all learn from experience. The process below is just a guideline.

10-Step Process

1. Turn off the music.
2. Announce the name of the step, and the level.
3. Demonstrate the whole step.
4. Give a verbal overview.
 - Does it change partners?
 - What call is it related to?
5. Name the component steps and ask if everyone knows them. (Demo it again first if needed.)
6. Break it down into components or segments of 4 or 8 counts. Have the group practice each.
 - Show the lead's role. Show grips/hand positions, any pre-leads, and note how *not to hurt* the follow. *Move* to another part of the circle and show it again.
 - Show the follow's role.
 - Point out any footwork that's part of sueltas.
 - Emphasize it's LRL RLR for leads and RLR LRL for follows. Talk through any departures from this rule.
 - Show snapshots on counts 1 and 5. Stop on these counts to check position.
7. Let the dancers practice at their own pace. Be a helper, answering questions.
8. Practice as a group several times *without* music, with several different partners.
 - Show technique that dancers can work on once they have the basics down.
 - Give advanced dancers options to embellish (body movement, alardes).
9. Practice *this call only* a few times with music.
10. Call a song. Call the new step a lot the rest of that day and the next few practicas. Call related moves too.

Some additional things to build into your teaching

- Be aware that some folks have trouble hearing the beat. Help if possible.
- Be aware that some folks have trouble dancing up to speed when a step is new.
- Don't expect everyone to get everything. If someone is slow, make sure they have learned 1 thing in their head even if it's not yet in their body.
- Don't be afraid to defer some questions or say it's time to move on.
- Provide feedback to the community about what worked and didn't work in teaching.
 - What did you teach?
 - What was the background of the dancers?
 - What worked and didn't work?