



HOW TO STRUCTURE THE FIRST LESSONS OF THE INTRODUCTORY PROGRAM

LESSON 1



Theme: During the lesson, you should try to make the student friends. You have to earn his trust by staying neutral on the sales pitch. Develop a relationship by asking him questions about his job, his life, his interests, etc. He was keen to understand from his body language and his expressions if he \ she is comfortable, and guide him to make him understand the importance of having entered a Dance as Fire school. *The aim is to develop desire and give value to the importance of continuing with future dance programs and give value to the decision he made in buying the first 4 lessons.*

Note: to save time, you can deliver the form containing the benefits of the dance to the student, as an integral part of the initial interview. If this type of procedure is used, it will be necessary to vary some of the aspects described below.

1. Greetings and welcome
2. Summary of enrollment in the introductory program
3. Warm up and review of the material learned in the first lesson
4. Teaching: introduction of new material.

A new dance can be presented if: - the student has expressed interest in wanting to learn new balls, - the student has demonstrated good memorization of what has been learned in the test lesson.

Keep the lessons at a simple level and develop the material they have already learned. Attention should be paid to directional elements and movements.

New students should only be taught the mechanism of the figures, the tempo of the music, the basic guiding / responsiveness principles. The technical aspects of the dance should be reserved for the Bronze program, or for more advanced courses.

5. Explain the value of group lessons and practical sessions, analyzing what the student should expect from them, and how they will help them improve their learning and memorization.

6. Explain and deliver the "Dance Benefits Form".

Note: this can be done as part of the interview

.. 7. Plan future appointments, including group lessons and practices

END OF THE LESSON

LESSON 2

Theme: Propose an exciting and fun lesson, with the aim of solidifying two important aspects in the student's mind. The first is the awareness that he is learning to dance. The second is to make the decision that enrolling in the DANCEASFIRE school is the right choice.

1. Greetings and welcome.

2. Warm up (make him /her come into contact with his physicality)

3. Discussion on the experience of the group lesson

4. Teach a strong and energetic lesson, reviewing the material that was seen in the previous lessons and also introduce new material, if you have confirmed that the student is able to assimilate what you will teach him, adding it to what he has already learned.

5. Explain the learning curve and learning phases

6. Ask the student to reserve time after his next private lesson. THE MANAGER will have

it takes 15-20 minutes for authorization to plan and to chat about the objectives. END OF THE LESSON.

The student should be called for a telephone chat before his next private visit. Conversation topics should include comments on the group experience, if the student had any kind of problem during the practice of the steps, etc. End the call by remembering the next appointment, and the time when the meeting with the Manager was scheduled.

LESSON 3



Theme: Give the finishing touches to the material taught. The student should be confident of his dance, and receptive to seeing what level of dance he can reach if he continues towards an advanced learning plan. All doubts and concerns should be dealt with during the time of authorization to plan and chat about goals.

1. Greetings and welcome.
2. Warm-up dance
3. Remind the student of the value of group lessons and practical sessions, possibly referring to some specific improvements that you noticed in him after he took part
4. Do a complete review of all the material learned so far. You can introduce new material.
5. Point out the other students in the school and introduce them to the

student when you meet them. Use these short presentations to introduce the THROPHY system

6. Draws attention to the lesson preview, which you will see in the fourth lesson with possible delivery PICTURE PAGE (a collage prepared by the teacher with 1 page the student's current emotional state, second page desired emotional state)



7. The Manager talks to the student about authorization to plan and dialogue on the objectives.



8. Conversation with the manager on the topics "authorization to plan and dialogue on objectives", which must end with a reminder on the lesson preview and on the Progress Check in the next lesson.

LESSON 4



Topic: Make anticipations and create enthusiasm thanks to a preview of the lesson, the Progress Check and the advanced program. This lesson is also known by the name "optional lesson". The time when the student will

exercise his option to continue with the next program.

Note: this lesson should be used to summarize the progress of what has been taught to date. (If necessary, the presence of a second teacher may be useful) The student should be satisfied with his basic course, and be interested in having information on future lessons and on the program that has been designed for him.

. Greetings and welcome. Both the manager and the specialist teacher accompany the student in viewing the program preview.

2. Preview of the program that will be purchased

3. Warm-up dance. The Specialist begins by asking for a comment on the video just seen

4. Lesson: clarify any doubts about the previously taught figures. The student must feel encouraged and have a sense of accomplishment.

5. Prepare the student for the Progress Check. Explain that the Manager will check his progress by observing him on both a classical and a rhythmic dance.

6. (OPTIONAL) You can decide to introduce some advanced techniques or materials from the Bronze program, to stimulate the interest of the student.

7. Explanation of the Charts before the Progress Check: analyze them in detail. Here the Manager can be present or not. This explanation should not last longer than eight minutes. Focus on the balls that have been planned and the reasons why you chose them. Talk about the benefits received, based on the specific form. Explain what the program is and why you planned it in this way, then move on to the Progress Check

8. Leave the student with the Manager to check progress and register for the advanced program.

END OF THE LESSON



Tasks of the teacher Front department

I. GREETINGS AND RECEPTION

A. USEFUL ELEMENTS TO CONSIDER DURING THE GREETINGS

An appropriate welcome to the student helps to create a feeling of cordiality in him and makes him feel at ease. Your greeting should be warm, natural, confident and sincere. The greetings set the tone of the meeting. Don't lose sight of the fact that you are a professional and that students are paying customers who deserve your respect. A good initial welcome gives us the opportunity to start the lesson on the right foot and the correct mental state. Teachers should remember that it is essential to avoid embarrassing students or making them feel uncomfortable during a greeting.

Obviously, the type of greeting and welcome you use will evolve over time, based on the frequency of the student within the school. However, there are phrases you could say in greeting a long-term student that could easily be misunderstood during the first few visits for an extension procedure. When

dealing with a student for an extension, it is better that you have a specific goal in mind as you prepare to welcome it. The examples provided correspond to the different lessons of the procedure and are useful to guide the Specialist in proposing a strong lesson, which best fits the general objective of the procedure. The best greeting also includes references to aspects or experiences that the student may have talked about in the previous lessons, and a hint of what he can expect from today's lesson. Remember these key points when you greet a student:

WARMTH, NATURALITY, CONFIDENCE, PROFESSIONALISM AND SINCERITY

B. EXAMPLES FOR THE DIFFERENT LESSONS

LESSON 1

"Good morning Mr. Student. It's nice to see her again. I was looking forward to our lessons, let's start." It is good to refer to the last lesson in the greeting. If you choose this greeting, do it carefully: there is a big difference between "let's review the things we saw in the last lesson" and "I can't wait to see what you remember". The second sentence is not advisable because it causes pressure to remember.

LESSON 2

"Hello Mr. Student, did you bring the" Ball Benefits Form "? Let's start the lesson: we will learn some really great new steps in Swing. Before starting I would like to look at what he did at home, interesting ... "Optional: the" Dance Benefits Module "during the 4-lesson procedure is often distributed and collected during the interview / D.E. If this procedure is in use in your school, edit the greeting above.

LESSON 3

"Hello Mr. Student. Did you enjoy the group lesson? Tell me. Well, because today I would like to review the steps he has learned and add interesting variations that I am sure will amuse you. At the end of the lesson, the Councilor will give you some advice if you decide to continue your studies, beyond the basic course.

"

LESSON 4 (following the preview of the course with the manager)

"Good morning Mr. Student. I think you liked the preview of the course: many students found it useful. I hope that thanks to the vision and conversation of the last time with the Manager, he will be able to make a decision for the future of his dance. For the lesson I planned to review everything we have studied so far: I want to be sure that you have no doubts about what you have learned. "

Note: the video can replace an overview of the live course when there is no staff available.

II. SUMMARY OF THE REGISTRATION TO THE INTRODUCTORY PROGRAM

A. PURPOSE OF THE SUMMARY

It is important to summarize the characteristics of enrollment in the introductory program to the student for two main reasons. First, you wish to congratulate the student for making this wise choice, giving him justifications for his decision to enroll in an Introductory Program. Secondly, you need to confirm the number of lessons for which you have signed up and the type of dance you should expect to learn during the course. You must make sure that there is no misunderstanding or incorrect passage of information between you and the student, before you begin to instruct and prepare him for the extension.

B. EXAMPLE

"Before I start I would like to congratulate you on joining our basic four-unit program. It is undoubtedly a wonderful way to start, especially if you have been waiting for this opportunity to learn to dance for a long time. "

"The basic course is designed to introduce it to three or four dances (singles can also be introduced to five or six dances). The basic program allows you to move in four directions and have fun thanks to the basic steps of the most popular dances and the variations connected to them. *First, we will work on*

the figures, time and basic driving / responsiveness techniques for each dance. "

"Before I begin, I would like to congratulate you on joining our basic four-lesson program. This basic course has been designed to allow you and your partner to start with some simple movements in both ballroom and rhythmic dance. I am very happy that you made the decision to learn to dance. We have many students who thank us every time they go out to dance. "

III. WARM-UP DANCE

In addition to the time of the initial greetings, the warm-up dance is useful to achieve the aim of correctly setting the mind for learning. It is also a good time to implement the "knowledge questions". Make sure to offer the student an opportunity to relax, diverting his thoughts from work and everyday life to focus on dancing. Basically a warm-up dance should be conducted as a neutral moment, with no effort directed towards the sale, but offering only dance and fun!

A. EXEMPLE 1. FIRST LESSON

Nobody would want to be embarrassed or feel his memory put under pressure. The student who was given new material and explanations were given during his interview / D.E., is likely to remember very little of the steps seen. Because of this, we recommend that you make the first lesson something more than a "warm-up and storage check." In other words: "Mr. Student, before I start with today's lesson, I would like to review the components and the steps we saw in the last lesson." Review the dances and steps taught previously, before introducing new material.

2. Second and Third Lessons

When the student knows how to manage a dance well, in terms of maneuverability, we recommend that you always propose a warm-up dance. It is a good idea to keep your student informed by explaining why you are proposing this dance to warm up. Some students will wonder why you are not presenting new material immediately at the start of the lesson and will think that you are just wasting time. By informing them, however, of what you are doing, you will avoid any kind of misunderstanding that may arise. Warming

up can also be considered an excellent opportunity to talk about what type of dancers your students were in the past, how they are now and to emphasize how much better they will be in the future (past, present, future).

3. Fourth lesson

This lesson starts after the student has seen the introductory video to the course, has attended the DEMO. The teacher should try to involve him in a conversation, asking him for comments and reactions to the level of dance he saw in the video. During this moment of discussion it may be useful to refer to Progress Check and advanced programs.

IV. EXPLANATION OF THE TEACHER'S WORK FOR THE PURPOSE OF THE EXPLANATION

This moment serves to make the student aware of the front teacher's homework. He is a teacher who specialized in the most delicate aspects of approach and work with new students:

1. making sure they have a positive start in the school;
2. helping them structure their future lessons and programs;
3. supporting them and ensuring that they get the maximum value from their lessons.

It is important that the student understand the role the Specialist plays in the future of his dance. Below are some examples of how you can best explain these concepts.

B. EXAMPLES

"I am a teacher specialized in teaching new students; in other words, my specialty is to make them start their experience in our school. My job is to study progress in dance and plan techniques that can help improve it from lesson to lesson, in the shortest time possible.

The main aspect on which I will work will be to make sure that what we study is well suited to the type of music you like and the places where you expect to go dancing. " Or:

"I have initiated many of the new students he met in school to study. Many of them started out just like her, and we worked together on the dance they needed to learn, and on the level of skill they wanted to achieve. As a teacher, my greatest satisfaction comes when a student of mine becomes the realized dancer he dreamed of being. "

V. THE DANCE BENEFITS FORM

A critical aspect of any extension procedure, involves the ability of the front teacher to determine the reasons why a student wants to become a better dancer, and the subsequent benefits that are connected to these reasons. A valid tool has been developed specifically for this phase, and is known as the "Dance Benefits Module". This document, if used correctly, allows the Specialist to better understand what could inspire the student to invest more time and money to continue his dance study. The "Ball Benefits Module" lists features that can be achieved by becoming a better dancer. It also presents some questions that invite the student to list the dances he wishes to learn.

Note: to save time during a 4-lesson procedure, the "Ball Benefits Module" can be distributed to students during the initial part of the interview. If this procedure is in use in your school, vary some of the tasks highlighted below.

A. GIVE THE STUDENT THE DANCE BENEFITS FORM

When you give the Student the Dance Benefits Form to a student, remember the following: 1. It links, very naturally, to the explanation of your work.

2. The main reason you want the student to fill out this form is: it helps you to help him. It ensures that it is taught correctly, both in the current course and in future programs.

3. Read the paragraph at the top of the sheet and make sure that the student understands to list the most important items

4. Ask the student to give you a short answer to the questions, while reassuring him that you will find useful information to plan his lesson plan.

5. Ask the student to mark the dances listed with "A", "B" or "C" so you can judge if they need more time to devote to each dance, now and in the future.

6. Emphasize the importance of returning the completed form to the next lesson. Tip: it would be better for couples to give them two separate sheets and ask them to fill them out separately or, if it is not possible, create a column for "her" and one for "him" yourself.

"I have a little homework to give you. Could you bring this form with you and mark main reasons why you want to learn to dance? Also take some time to answer the questions. It is important that each of you (when addressing couples) write their answers separately. This will help me to understand what you want to be taught, both in the current course and in any future program. When you are done, you will find on the back of the information sheet about other programs we offer. "

Examples of assignment of the "Dance Benefits Form": "I have a form here that I would like you to fill out and take me back to the next lesson. I believe you can interpret it as a homework. I would like to briefly explain each section to you. The more complete your answers are, the better, because this module is designed to allow me to help you with teaching. When you are done, you will find some information on the back of the sheet about the programs we offer. "

B. COLLECT AND USE THE DANCE BENEFITS FORM

Asking students to fill in the "Dance Benefits Form" is just the beginning. If you have done your job of explaining the importance of this card well, you can be sure that you will be understood and followed, and at the next private lesson you will receive, already in the initial greetings, the completed form.

Examples of collection of the "Dance Benefits Module":

At this time you should read briefly, but thoroughly, the "Benefits of Dance Form". He mentions particular voices marked by students that may be unique or interesting, whether they are common or totally different points (couples). Explain to students that you will read this form yourself and in more detail at the end of the lesson. Remember it is a good idea to let them know that you will also share it with the Manager. This card is how students can help you (as

a specialist) to take the right direction in managing their future lessons. Note: if the "Ball Benefits Form" is delivered together with the welcome letter, it must also be collected at that time. No further reference to the form is needed when it is collected. *"Hello Mr. Student. Did you remember to report the "Ball Benefits Form"? Let's start with today's lesson. We will learn some great Waltz passages, but before starting, take a moment to take a look at this module. This is interesting..."*

"Did you report the "Ball Benefits Form"? Well! Oh, I see that the words "exercise" and "hobby" have popped up, very interesting. I will look more closely at what he wrote at the end of the lesson, and I will probably talk to the Manager about it. Let's begin!"

C. CONTINUOUS USE OF THE MODULE

You can refer to the "Ball Benefits Form" at any time during the extension procedure.

YOU. GROUP LESSONS AND PRACTICES

The dance lessons at DANCEASFIRE are sold in units (DanceCore). Therefore, private lessons are accompanied by group lessons and practical sessions. There are several reasons to justify this custom:

- Private lessons alone do not properly prepare students for dancing in real conditions where, for example, they could change partners frequently, or dance on very crowded floor .
- Students participating in group lessons and practical sessions develop a greater sense of confidence in managing their new skills.
- The unit (dance core) consists of private, group and practical lessons, helps to offer a lower overall cost for each lesson to the student.
- Group lessons are designed to teach students about the figures. In this way

there is no need to use any more time in private lessons. Time, during private lessons, is used to develop driving / correspondence techniques and to perfect technique and style. Practical sessions give students the opportunity to practice their dance in realistic conditions.

The price of the lessons and the composition of them within the units (dancecore) are at the discretion of the school. The key element to keep in mind for both the Specialist and the Manager with regard to group lessons and practices, is to attribute the right value. The ideal structure for the school is to have two Newcomer groups per week, this should meet almost all the needs of participation in the group lessons of all new students. If there is only one Newcomer lesson per week in your school, you should change the amount of group lessons in your initial program in order to meet the needs of your students.

Many instructors feel comfortable not always giving the same value to the group lesson of the private lesson and book both private lessons and group lessons for their students.

B. ATTRIBUTING VALUE TO GROUP LESSONS AND PRACTICAL SESSIONS

Explain exactly what students should expect from this type of lesson:

- Other new students like them.
- Review of steps that have already been introduced to them.
- Possible introduction of new dances.
- Development of driving skills / responsiveness by exchanging partners. (not mandatory but encouraged)
- Frequent teaching by the manager.
- Each taught step is reviewed and practiced in the next lesson.
- Fun and benefits, because this is an opportune moment to relate the value of

attendance to lessons with the benefits that the student wishes to have by becoming a better dancer.

"The best way to get the most out of your investment is to take part in the Newcomer group lessons for new students, between one private lesson and another. You can often combine multiple lessons during a school visit, which is certainly the smartest way to take advantage of the program

C. DISCUSSING EXPERIENCES LIVED DURING THESE LESSONS

After a student has attended a group lesson or a practical session, it is important to understand if he has encountered problems or has concerns related to this type of experience.

The most common expressed concerns are:

- "We don't want to change partners."
- "Too many things have been taught. We were unable to keep up with the material presented. "
- "It wasn't taught enough and it was boring because we already knew everything."

These concerns need to be addressed right away, and explained to students to prevent them from becoming more far-reaching objections later.

"Changing partners is not necessary. You can be with your partner if you prefer. However, varying can prove to be an advantage when he dances later, with other couples of his friends. "

Examples of how to overcome group lesson concerns:

"Since this will be your first group lesson, give yourself the right time. Most of the other couples have already taken a few lessons. Be patient, memory training takes time. "

"Maybe you should consider a more advanced group. I am happy to hear that your ability to store information is so strong. "

"I think it's a good idea that you take part in that class, because the repetition

of the figures will help you develop better technique and coordination, which in turn will improve your driving skills."

VII. LEARNING CURVE AND LEARNING PHASES

A. PURPOSE OF THE EXPLANATION OF THE LEARNING CURVE AND OF THE DIFFERENT STAGES OF LEARNING

It is important to immediately explain the "Learning Curve" and the "Phases of Learning", within the teaching process. Indeed, students should be informed of any ups and downs they will experience during their dance learning journey.

The "Learning Curve" refers to the progress curve that each person experiences when he / she is preparing to learn something new. In the initial stages, usually, the curve is characterized by a steeply increasing slope. This is the result of all the new things that need to be learned, and the excitement and euphoria that characterize a person when he starts something for the first time.

Shortly thereafter, a certain awareness develops on the topic covered. This often marks a sort of setback in a person's journey and will be visible in a decrease in the learning curve. As for the dance, this can occur at any time between the third and eighth private lessons.

The danger in this natural learning process lies in the fact that the student can go from a period of extreme initial enthusiasm which will soon be followed by a slowdown in progress. This drastic contrast can have a deterrent effect for the student if it has not been adequately felt.

This is why it is important for each student to be informed about the natural learning process before reaching the point where things start to seem difficult. If you try to explain the learning curve to the student after the crisis has already occurred, he will think that you are just trying to make him feel better after noticing that he is not doing well. The paternalistic effect of hearing about the learning curve after the collapse has already occurred has been the cause of many canceled programs. The student begins to detach himself from his purchase decision and it will become extremely difficult to proceed with the extension procedure.

VIII. EXPLANATION OF THE TROPHY SYSTEM

The front teacher must better explain the different dance standards, in order to paint a clear and complete picture of our products. There is a wide variety of topics to be covered including the difference between the appearance of a beginner, an average dancer, and an expert and qualified one. For the explanation of this theme, the front teacher must be able to make a comparison both in words and with actual demonstrations if necessary.

When the student has understood what it includes in each of the four levels of a standard, such as Bronze, he can imagine the objectives he wants to achieve. When the student makes a definitive choice in terms of results to be achieved, all that remains is to combine it with the time factor, and with the economic project.

Each level represents a different amount of progress and consequently a large increase in progress compared to the student's initial dance level. Not all students will be able to enroll in a Trophy program in the extension. Those who cannot afford advanced training should feel satisfied and satisfied even by a program with lower objectives, but which is part of their economic resources. Minor plans must be developed, which can however be compatible with more complex programs if the student decides to do so.

IX. AUTHORIZATION TO PLAN / TALK ABOUT THE OBJECTIVES

A. UNDERSTANDING THE ADVANCED PROGRAM

Now you should be able to establish how much the student can have an open mind to think about continuing his dance lessons after the basic course. Did the student respond positively, with interest and curiosity, or did he put up resistance by closing his mind? The front teacher and manager should discuss the appropriate action plan, depending on the student's reaction, before the third lesson.

Below are some examples of dialogues relating to two different scenarios. In the first, you find yourself managing a positive student, who has spent a pleasant course, participating well in group lessons and practical sessions. In

the second scenario, however, you find yourself dealing with a client who is not very ideal. This student probably had some learning difficulties

B. INTRODUCTION TO CHARTS - GOOD PROGRESS

Before the Counselor visits the lesson, the front teacher must have brought the Charts to the lesson, and it is the first time that the student has looked at them in depth from the interview / Dance Evaluation . (seen only briefly).

"I'm going to highlight a couple of variations that I think you should include in your future dance, especially if you consider some of the places where you go dancing and the type of things you like to do. Occasionally you go on a cruise or on vacation, and you need to know how to dance Latin American and Caribbean dances a little more. You also need to know more about freestyle.

"Teacher of front:

"I would like to start planning your future program and I asked the manager to meet you after the lesson, to explain in more detail what it is, allowing me to plan a more complete course. I wish you knew how many benefits you can get thanks to the quality of your dance. It is important that you know that I think you can become the good dancers you want to be. You just need more time. The important thing is that you know how well you are doing in this course. "

"You are really fast, like other couples I have worked with. You are doing the basic figures very well. I think you should consider a bigger challenge, with more fun variations, like the ones on this chart. This is why the Manager will speak to you at the end of the lesson. Let's Dance!"

C. CONVERSATION WITH THE COUNCILOR - GOOD PROGRESS

The front teacher should always give the Manager an adequate presentation of the students. The fact that he intervenes in the conversation allows the front teacher to introduce the next steps of the sales procedure. It also allows the Manager to talk to students about particular topics.

The Manager visits the students at the end of the lesson. The front teacher can tell the Director:

"Manager, I am very happy with the progress of the students. As you know, they are currently in the four-unit basic course. Their original preferences were Foxtrot, Waltz and Swing. They participated in two group lessons, two practical sessions and this is their third private lesson. We had a great lesson. Four dances have been introduced, the last one being the Cha Cha, which we saw today. I also showed them some underarm turns in Swing. In addition, I took the Bronze Chart to our lesson today, so they can see what's expected for their future dance knowledge. "

"Based on the progress they have made so far, I feel they need more material, more steps and style than the basic course can offer."

"Manager, can you spend a few minutes to sit with them and explain the charts and learning differences between the advanced course and the basic course? I'd like their permission to plan a more complete program. I have some really exciting steps in store that I can't wait to teach them. "

The manager then accompanies the students to the office, or to a private area of the ballroom and explains the advanced program, the Bronze Charts and asks the students for confirmation to begin programming.

D. INTRODUCTION TO CHARTS - SLOWER PROGRESS

In this case, the front teacher probably has not introduced the charts or delimited any material that he would like to introduce. Simply let the students know that you want the Manager to visit them at the end of today's lesson, so you can get a second opinion on how they see their progress so far.

"I would like you to sit with the Councilor at the end of today's lesson, so I could have another point of view on your progress. I want to make sure that we are giving you everything you expected to receive from the basic course.

"E. CONVERSATION WITH THE COUNCILOR - SLOWER PROGRESS

The Manager visits the students at the end of the lesson.

Front teacher:

"Mr. manager, I am very happy with the progress of the students. As you know, they are currently in the basic course of four units. Their original preferences

were Foxtrot, Waltz and Swing. They were able to participate in a group lesson and a practical session. Judging all the commitments they have during the day I would say that they have been very good. This is their third private lesson. I think they will agree that it was a lot more fun than I anticipated them initially.

The front teacher can tell the manager:

"We just had a great lesson. Three dances have been introduced. The new dance is the Rumba, which I started to present in today's lesson. Assessing that they had never danced before they got to school, it's pretty impressive to see where they got there. "

"Based on the progress made so far, I feel that they are the perfect candidates for a more tailored dance program that can give them exactly what they need, learning at their own pace."

"Over time, they will be able to learn more material, steps and stylistic notes than the basic course offers. I would like you to explain some of the options available to them when they finish the basic course. I would like you to spend a few minutes to sit with them, explaining the Charts and the differences between a basic course and an advanced course, tailored according to your needs. "

"I also asked for permission to plan a more complete program. They have the skills to become better dancers and they like challenges. I'm interested in finding out what they think. Perhaps you could explain the Bronze Charts, showing how they can be used to make a program much more complete. Let me know what recommendations you will write down, so I can start planning the lessons correctly. "

X. PROGRAM PREVIEW

A. PURPOSE OF THE PREVIEW OF THE PROGRAM

Due to the intangible nature of our product, many tangible elements have been developed over the years, in order to give customers a better assessment of how good dancers are going to become, for the money and time invested. The Trophy system, its Charts, certificates and awards, play an important role in helping the student to relate to what the DAF school has to

offer.

In addition to these elements, you will find that a course preview is useful to solidify in the student's mind what exactly you are proposing. This demonstration, if done correctly, makes the choice of future programming more personalized thanks to the preferences indicated by the student

B. EXPLANATION OF THE PREVIEW OF THE PROGRAM TO THE STUDENT

Students should be advised of the course preview and its purpose before the fourth lesson. Indeed, they should understand that:

- It is an opportunity for them to see the level of dance they can achieve in the future thanks to a more complete program.

“This preview will be a new experience for you. It is a small dance show and its subsequent evaluation, held only for you. I need you to come ten minutes before your fourth lesson, so you can sit down with the manager and watch the video we have prepared. This video will show you the dances that I believe you will be able to achieve in the program I mentioned. You will also see some dances of the full Bronze level and you will be able to judge for yourself how much difference there is between the four degrees of that level. This will help you develop a clear idea of the program I have in mind for you.

I. PROGRESS CHECK

A. PROGRESS CHECK AND EXPLANATION OF CHARTS

Before the Progress Check, the front teacher should propose a detailed explanation of the Charts, with or without the presence of the manager. This illustration should take no longer than eight minutes to complete, and should focus on what dances have been planned and why.

“The dances I have planned for you are Foxtrot, Rumba, Swing, Cha Cha and Valzer. They represent the main dances you are interested in, as we discussed

in the last lesson at the preview of the course. In addition, you will learn some minor dances during group lessons, namely polka, Mambo and Merengue. "

"The figures and variations have been highlighted. As you can see, in Rumba I planned the steps from one to five, and I reported the variations that will most benefit your dance. This was done on most of the dances you have selected. "

"On this page (highlight the lesson assignment page on the chart) I have determined the amount of time you will need to reach your goal. I considered an average of five to eight units per level per dance. I have written how long it will take and if you add them all together it is a total of thirty-five units, from which the four units that you have already used must be subtracted. "

"The manager will answer all the questions you have about this course, but first we will watch our dance and evaluate your progress. Look at the program and then I warn that we are ready. "

OUTLINE OF THE LESSON TASKS IN THE LESSON OF THE MANAGER FOR THE EXTENSION OF FOUR LESSONS

Tasks of the manager

The level of involvement of the Manager also depends to a large extent on the experience of the front teacher with whom he works. The more experienced and capable the front teacher is, the less he will need constant direct supervision at every stage of the extension procedure

BEFORE THE LESSON

1 - CONVERSATION WITH THE FRONT TEACHER

Before teaching the first lesson of the extension, the manager should make sure that the front teacher has brought updated information about the students. In some cases, the Specialist does not administer the interview / D.E.; in other cases, he may have conducted it but he is not aware of everything

that transpired from the original closure. The information the front teacher should know about each student includes but is not limited to:

1. Reasons why you want to take lessons.
2. Type of events in which the student intends to go dancing.
3. Any deadline or time limit expressed by the student.
4. Description of the type of work done by the student.
5. Type of personality.
6. Favorite dances.
7. If the benefits form was given to the student in the interview / D.E., The answers should be read.

LESSON 1

1. Visit the lesson in progress when it is about to end by emphasizing a polite tone, saying "happy to see it", "how is it?", "How is the lesson going?", "What are you working on?", Etc. . The conversation should be very positive and cordial.

1. Remind the student that his next two scheduled lessons will consist of a group lesson and a practical session.

BEFORE LESSON 2

- CONVERSATION WITH THE FRONT TEACHER

1. Review of all comments (both positive and negative) made by the student during the first lesson.

2. Progress in dance. Precautions should be discussed to correct any negative situation, such as a slowdown in progress, or an excessive number of balls and steps taught.

3. Group lessons and practical sessions. Discuss each student's comment about the experience.

4. Reminder to the front teacher to send a welcome card to the student in the school.

Discuss and address any initial concerns that can later become problems. It also highlights any positive factors that can be important starting points in planning

LESSON 2

1. The manager visits the lesson (at any time). The aim is to make sure it is going well.
2. Confirm that the front teacher and the student have allocated some time at the end of the third lesson for authorization to plan and chat about the objectives.
3. If time permits, the manager sits with the student and discusses the benefits form better.

BEFORE LESSON 3

- CONVERSATION WITH THE FRONT TEACHER

1. Discussion of student progress made so far.
2. Verification that the front teacher has well presented the authorization to plan and chat about the objectives. The student should know that he will stay a little after class to talk to the manager.
3. Test with the front teacher the explanation of the DEMO / video course and the Progress Check in lesson 4.

LESSON 3

1. The manager meets the front teacher and the student at the end of the lesson and proceeds directly with the authorization to plan and chat about the objectives. (in the office or in the ballroom)
2. Check the scheduled time for viewing the video before the next private lesson.

BEFORE LESSON 4 –

CONVERSATION WITH THE FRONT TEACHER

1. Complete assessment of the student's reactions to the authorization to plan and chat about the objectives. Discussion with the front teacher about the commitment of money and time, the program and progress.
2. Confirmation that the student will arrive early to watch the video.
3. Highlighting what the front teacher should say to the student after viewing the video.
4. Analysis of the material that should be taught and reviewed in today's lesson.
5. Review of the Progress Check process.
6. Discussion of negativity or objections that you may face in closing the sale. Much more can be done during class and checking progress to overcome worries.

LESSON 4

Before the lesson the manager greets the student and they watch the preview together.

- 1 Explanation of advanced program
2. The manager leaves the student with the front teacher for the lesson.
3. At the end of the lesson, the Manager joins them.
4. The front teacher explains the plan to the student, while the manager is still present.
- 5 Progress Check.
6. Registration for an advanced course.

EXAMPLE

M manager S student

M

"Did you have fun during the lesson?"

S:

"We had fun, it was a lot of fun."

M:

"Is there anything in particular, any dance that has been presented to you that you have any doubts about?"

S:

"We have some doubts about a couple of steps, in particular it is difficult for me not to look down at my feet. And driving, and thinking about what the next step will be is quite complicated ... "

M:

"I fully understand what you mean. Most men find it difficult at this point in learning. Remember, man is responsible for most of the work on the dance floor. In fact, he is the one who leads, and must learn his steps, know how to start driving while the lady takes his steps, and decide in which direction to lead the dance on crowded dance floors. At the very least, she is acknowledging the fact that you need to know more than a couple of steps to be a good dancer. "

"In agreement with your teacher, today we start the fourth lesson. It went quite well in the first three lessons. I think you will like Cha Cha, most of our students appreciate it. Going forward with time, when you start using dances in combination, you will find that you will always remember better how to move from one dance to another with ever greater ease. "

"This is also the place where group lessons and practical sessions are held. You will learn how to relate to the dance floors in various situations when you go out dancing. Did you enjoy the group lessons and the practical sessions you attended? "Negative or positive answer (Be prepared to handle any negative

comments made by the student).

M: "The Basic Course you are enrolled in is designed to get you moving. Thinking back to the level you were in as soon as you got to school, I would say that great progress has been made. Try to think that learning dance is comparable to learning a new foreign language. What is the first thing you think of a foreign language? Idioms, slogans, that help you in basic communication. Phrases like "Hi, my name is ...", etc. Then, if you are passionate about studying, you can deepen it, learning new words, structures for sentences, conjugation of verbs, etc. The next step is to become fluent, until you get to think already in that language. "

"Dancing is exactly the same thing. Initially you need a language of survival, that is, the ability to move along the track in some basic directions, staying on time. As soon as you progress towards and within the Bronze level, you will have more figures at your disposal, the body will begin to look like real dancers, you will acquire a deeper knowledge, greater confidence and appreciation. This brings fluidity and confidence. Finally, you will be able to move beautifully on music with each partner, without having to think too much about what you do. You will simply think and act with the language of dance. "

"When you started, did you have a particular time limit? Are you learning to dance on a travel, wedding, or similar event? "

S:

"No, no special occasion, we just thought it was time to learn to dance."

M:

"Well, I'm sure that you will still have participated in all these events and perhaps you have already tried to dance a few times and that's why you convinced yourself that it was time to learn. I'm curious, which of the two pushed the other to take lessons? "

S:

"It was my wife who brought me."

M:

"Congratulations on having a husband with such an open mind. She is a lucky lady, but when her husband finds out how funny he is and how he will become a leader, he will thank her. I am sure you will both enjoy the lessons. The purpose of my visit with you today is to see how you are doing. "

"The program you are in now is an introductory course on the basic steps of three or four social dances. Do you feel that you are receiving the dances you wanted? Is there a dance for which you have a particular preference? You will have a lot of fun with the introduction to Cha Cha (Rumba) that I intend to offer you for the next lesson. Are there any other dances that may interest you?

"S:

"Everything has been pleasant so far, although we would like to learn more about music that can also be danced in the disco. "

M:

"Okay, I'll take note of it to talk about it with the teacher. Let's look at your Benefits Form. This is a very useful tool for the teacher, because it suggests how to teach you the best, based on the reasons why you want to learn to dance. "

"I see that you have marked the items related to exercise and leisure. I don't know how relaxing it was considering all the reflections you have been doing, but I bet you did some exercise. Can you see dance as the most beautiful distraction, a sort of escape in the middle of the work week. Spending time together is something that most of our couples value as a great deal. "

"As the dance gets a little more advanced, you will really realize that it will be able to cover the points you have selected on the form, and many others. Let's take a look at some of the other points you have marked, such as social reasons. When you go out dancing, is it just you two or are you going with other couples? In other words, in what types of situations do you plan to use dance? "

S:

"We didn't dance much together, but there were multiple situations, both parties, holidays, clubs, etc.

"M:

"So, I believe you will follow us in some of the events that we organize, such as parties, New Year's Eve, shows inside and outside the school. These are very fun occasions. I would like to tell you that the benefit points you have marked on the form are really interesting. I have no doubt that you will get them in the time you spend with us. Believe me, you will start to see that those you thought were good dancers, are not actually so good, you will re-evaluate them. Instead, you will have the style, the technique, and the knowledge. "

"Your teacher asked me to show you the Bronze Charts. I would also like to explain how and why they are used. You have seen the introductory welcome form you are working on in the Basic Course. It presents only three variations for each dance and only superficially introduces the figures, the time and the guide / correspondence phases. As you may have noticed, it does not offer stylistic insights to make interesting combinations. "

"Frankly, there is no comparison between this level and the Bronze level. It's like a dictionary, it contains all the variations and different combinations you've always wanted to know. Many of the other students you have seen dancing well are learning from the Bronze program like this. "

"Your teacher specializes in program planning and works with new students to plan advanced courses. He asked me to get your permission to study a more complete course for you. He thought of the Bronze II program, which represents an intermediate level of the Charts. "

"Thanks to it, you will be introduced to five or six dances and their first five figures, plus some variation for each one. These variations will make you able to dance on crowded slopes, at weddings. If you would like to learn some Country Two Step steps, it can be included in the course as a minor dance, in group lessons. This is the kind of thing that we plan individually. Based on what we talked about today, I will be able to give the teacher tomorrow permission to start planning future programs. "

"The teacher will explain and record your progress on the charts as you progress through the basic course. We do not intend to take any time from your lessons, but your teacher will record your progress day by day, which will help him in planning. "If the student objects, you can say the following:

M:

"At this point in the lessons, you may not be sure if a more complete program is for you. It costs you nothing to find out what's available. We will explain the programs we offer at the end of the next lesson. "

"Before our next lesson, I would like to watch a preview of the course with you. It will show you some of the things your teacher has in mind for you, based on the comments you have given us. You should try to come to school about 15 minutes before class starts. "

"An advanced program offers many possibilities, and can be tailored in many ways, in terms of the number of variations, style and technique. This is a great target for you. "

TIME

"Time should be taken into consideration, and you are currently coming to school once or twice a week. I plan to avoid any problems by letting you continue with at least one visit per week. Clearly, the more often lessons are taken and the faster you learn, because you will see rapid progress. The main aspect of such a program is that it requires only one private lesson per week. Is it something you would see yourself doing, say six months to a year? Are you interested in this type of program? "

INTEREST AND DESIRE:

"I see that you are interested in taking your dance to a higher level. Answer this question: if you were in a club, or in a club, you:

- 1. Would you still be sitting in your chair thinking if you have the courage to get up and dance?*
- 2. Would you be on the track, but would you be struggling?*
- 3. Would you be having fun, freely following the music, in perfect harmony with your partner?*
- 4. Would you be standing out in the crowd, capturing most of the public's glances? "*

"Which dances are of interest to you, and you would like them to be included in the program

"Now that we know which dances you want to learn, there is only one last question from the Specialist to complete the program. Is there anything else you would like to include in the program? Thanks to the amount of interest and desire you have, I am sure you will enjoy the next program. "

Recognize and treat students' answers to your questions. A negative answer may require multiple discussions to arrive at a decision that is acceptable to the student. Once you agree, proceed with setting the next goal.

MONEY :

M:

"You are probably wondering how much this will cost and how we can organize the payment. There are several ways to pay for courses. The program the teacher has planned to plan for you will take eight to ten months to complete. Some students prefer to pay in cash, enjoying a 5% discount. Others tend to dilute the cost of the lessons for the duration of the program. With an advance of about a third we can easily organize an installment plan. "

"As an example we use a figure of 450 Euros per month, let's say that you pay a third of the value as a form of down payment and the remainder on a monthly basis."

S:

"Well, maybe it's a little too much."

M:

"What figure can it go to?"

S:

"350 Euros would be more comfortable."

M:

"Let's put it this way, whatever payment organization you choose, it won't be

forever but it will only depend on you. We can always adjust it, upwards or downwards, because it is very flexible. What do you think?"

S:

"We should be able to accept, but we need to discuss it first."

M:

"It is natural that you would like to talk about these aspects before the next lesson."

S:

"So how much will the whole program cost us?"

M:

"If the plan were about 40 units, you will need about 36 additional lessons (40-4 = 36). This would be a figure of around 3,800 Euros. As I said before, you can pay in cash and take advantage of the 5% discount, or pay a third of the amount as a deposit and pay the rest throughout the course. What do you think?"

Recognize and treat students' answers to your questions.

V. TERMINATION OF THE SALE / REGISTRATION

A. CLOSURE - REGISTRATION FOR AN ADVANCED PROGRAM

A successful sales closure is the natural conclusion of the many mini-sales that took place during the extension procedure. The more information you need about students' needs and wishes, the more prepared you will be for the time of sale.

Students enroll in advanced courses to earn the benefits of a consolidated program tailored to their needs. They must strike a balance between their feelings / emotions and their logical part to be truly convinced of their decision. The conclusion is an attempt to reach this end through negotiation and discussion.

At the end of the Progress Check, the manager must accompany the student from the ballroom to the office.

B. FORM TO COMPLETE THE SALE / REGISTRATION

- Prepare some cards in advance with examples of quotes and payments.
- Briefly summarize the student's progress so far.
- Confirm the goals or level of the dance the student has chosen for himself.
- Clarify why it needs a more complete program:
 - the objectives cannot be achieved only with the remaining lessons,
 - the program represents the best and fastest way to achieve the desired results.
- Review the recommended course and how it was planned:
 - the student chose the dances, - the front teacher planned the program based on the student's ability to learn and absorb. - participation in group lessons and practical sessions.
- Submit the price for registration with a quote form.
- Negotiate and fine-tune the sale until an agreement is reached.
 - discuss the objections and sell the benefits of the course again, - submit a new quote, lowered if necessary, - submit a different quote, lowered if necessary.
- Complete the sale by filling in the registration contract.
- Congratulate the student on the choice made, and begin post-enrollment procedures.
- Show students who have not enrolled (no sales) that you have been happy to have them as students, and hope that they can return soon or recommend our school to their friends.

C. THE STAGES OF THE CLOSURE

1 LISTING AND CLOSING:

Do you prefer the cash payment option or do you want to define a different payment plan? Do you want to pay by credit card or check? If there are no objections, you can register the registration and complete the registration contract.

OBJECTIONS:

Time and / or money

RESALE OF BENEFITS AND CLOSURE:

Refer to the Benefits Module, the program that was planned or the conversations you had with the student about the objectives, even during the discussion after the course preview. Discuss the emotional / personal reasons, and the reasons why this is the best program for ADJUST PAYMENT AND RESELL:

Readjust the value of the down payment or monthly payment of the planned program, to best adapt it to the student's financial situation. If there are no further objections, register the program and complete the registration contract.

WHEN YOU NEED TO LOWER. REDUCE THE NUMBER OF DANCES AND RESELL

During closing it may be necessary to decrease the size of the program to meet the client's finances. Going down to a smaller course can be done in different ways, the important thing is to justify to the student the reasons for this type of option, not to let him believe that he will have the same level of

dance, but in fewer dances. Example: lower from Bronze I with 6 dance programs

Bronze I with 4 programs.

WHEN YOU NEED TO LOWER AGAIN. REDUCE TOWARDS A LOWER LEVEL OF THE SAME PROGRAM AND RESELL

When finances require an even tighter schedule, you can go down to a lower level than the planned schedule in certain dances. Example: lower from a Bronze I with 4 programs

Pre-Bronze I with 2 dances

WHEN YOU NEED TO REDUCE MORE, TO A SOCIAL VARIETY PROGRAM:

Reduce from a Pre-Bronze I with 2 programs to a half package program (half unit 1 group 1 practice)

E. EFFECTIVE PHRASES TO BE USED DURING THE CLOSURE OF THE SALE

"The greatest benefit that she will receive will be complete confidence as she dances, as she said when attending local parties, evening events in dance clubs, events, or on vacation. (List the places and situations where the student told you they would like to use their dance knowledge) In other words, all the lost opportunities of the past will not be repeated again. "

"The program includes enough variety for Foxtrot, Waltz and Swing, to dance confidently and confidently in all those social occasions that have been lost in the past."

"We based ourselves on the things you want and the things you told us in the Benefits Form." *"What do you think?"*

“It is logical that in the world someone can imitate us and sell lessons at a cheaper price, we assure you that we are very proud of our teaching method. Our lessons and our teachers are always the most accurate and professional. ”

Throughout this manual there are numerous examples of how you could respond to a student and sample sentences from which you can draw inspiration to bring the best to him, using the most appropriate terms. In fact, you will find many sentences suitable for particular situations in which you will have to deal with delicate issues with your students. It is of the utmost importance that these phrases are used only when they prove necessary, to strengthen the concept of the benefits they will receive from dance in the minds of students.

Remember that in the promises or compliments you make there must always be a fund of truth, in all circumstances. Our goal is to reassure our students without resorting to false praise or by using the expedient of non-sincere flattery.

There are many ways to say the same thing. Make sure you always believe in what you are saying: in this way your words will be decidedly more convincing.

I. GROUP LESSONS AND PRACTICAL SESSIONS

A. FORMAT OF GROUP LESSONS FOR NEW ARRIVALS

- They should be taught by the study manager, or an experienced teacher
- The atmosphere inside the classroom should have a fair balance between instruction and fun.
- No more than two dances should be taught in any group.
- The material taught should emphasize the directional elements and movements, to complement

what is seen during private lessons.

- Teachers under training are invited to assist. In addition, every teacher is not busy

or booked for private lessons, should be encouraged to participate.

- In the group lesson the time should be divided as follows:

80% dance and 20% study.

- Each new class of students (even if none of the students are new) should start with a speech

introductory welcome, to excite the spirits.

EXAMPLES OF WELCOME SPEECHES

"I would like to welcome you all on this Tuesday evening dedicated to the new arrivals. I am, My name is ..., I will be your instructor for the evening and will be assisted by a truly capable Specialist, Mr. ... (nominate each teacher present, except for those still in training). "

"The purpose of the new class of students is basically to reinforce and review everything that is taught during private lessons. The goal is to increase your sense of confidence in the dance and towards your partner. I would move on to try Foxtrot and Swing, two of the first balls that you will probably need to know for Friday's practice session. "

"From time to time I will ask you to change partners. We recommend this practice because it helps you develop your driving / responsiveness skills. However it is certainly not mandatory, you can dance with your partners. Let's begin."

The best result of participation in the practical sessions occurs when you have previously been in the class for group lessons. The primary purpose of these practical sessions is to help new students improve their dance as they are educated on their future goals. This is done by creating a comfortable environment for students where they can gain experience by putting their new social dance skills into practice.

B. FORMAT OF PRACTICAL SESSIONS FOR NEW ARRIVALS

- All staff must be present.
- Staff must be available to assist all new students in the dance

. • Music must be selected in advance and allow only dances known by students.

• The duration of the dances must not exceed two minutes.

POINTS TO REMEMBER FOR THE FORMAT OF THE PRACTICAL SESSIONS FOR NEW STUDENTS:

• General welcome

. • Staff presentation.

• General dance.

• Communication of scheduled events.

• Student spotlights (maximum three).

• Spotlight of the teachers (demonstration of different Bronze levels, starting from the base, the level of the participants to make a comparison.