



## Press Release CALLERLAB

### Experimental Condensed Teaching Order April 1, 2013



The following informational paper should provide greater details as to the work that evolved out of an initial meeting between the American Callers Association (ACA) and CALLERLAB prior to the 39<sup>th</sup> CALLERLAB Convention held in Nashville, TN in 2012. One of the many topics discussed and agreed upon was the urgent need to find a way to reduce the teach time for new dancers. There was consensus between the groups that our current product is obtaining diminishing returns, mostly because it is being offered to the general non-dancing population once a year. If the content was reduced, it could be offered every three months. In an effort to research this dilemma, CALLERLAB formed an ad hoc committee tasked with developing a reduced teaching framework that could be utilized by groups seeking a faster entry point for new dancers to merge with our activity. Two members from ACA were invited to join the committee that worked several months forging the final document entitled, “The Experimental Condensed Teaching Order”.

The resulting “Experimental Condensed Teaching Order” partially reflects dance steps that have a higher frequency of use. It retains fundamental dance actions and includes more dancer-friendly calls. It omits some actions that are redundant, and others less utilized. It was not designed as a new list or a new dance program. It is not a Blast Class or a Fast Track to other dance programs. It is meant to illustrate how one could provide quality entertainment with less material in a reduced teach time. It also questions the necessity of omitted material within our current dance form, with hopes some change could be accepted by our activity.

A condensed teaching order could be utilized by a new stand-alone club in a market without outside influence or area conflicts. A caller could use such an order to establish a quick foundation of new members, by possibly teaching four groups within the timeframe it takes traditional groups one season. As a result, the window of opportunity to teach new dancers is open every three months as opposed to once a year with traditional methods.

One detrimental aspect of this style of teaching, however, is how it affects the mobility of dancers. A group with a limited vocabulary could only dance within their own community unless others outside of it could adopt the change. This could be of little consequence if there are many dancers to support the group. The opinion of the ad hoc committee, however, was that if dancers are being highly entertained, most would not miss the actions that were not initially introduced.

Another way a condensed teaching order could be used is parallel to an existing club. If a current club is willing to support new dancers with a limited vocabulary, they could be integrated at the dances by either alternating tips between the split programs or offering a staggered start time for the newer dancers and the existing club program. Workshops introducing the omitted material could be conducted during the dances as a means to merge the two co-existing groups over an extended period of time.

There may be other ways this idea could be implemented within our activity. What this suggested experimental condensed teaching order demonstrates is how flexible our existing programs could be when it comes to teaching methods. Regional associations could produce an alternative condensed teach format that better suits their needs, as long as the end result is the same. If certain calls or subset family of calls can be deferred to a later time, they could be introduced as directed over an agreed upon schedule within the region.

A group not experiencing any difficulty retaining dancers might not deem this experimental teaching method as useful. However, it may appeal to non-dancers less enthusiastic over the idea of committing to 30 weeks or more to reach a club entry program.

If a current dance group or region is in need of a new teaching approach, it is hoped they might consider adopting a condensed teaching order such as this and provide feedback as to its effectiveness.

If you have any questions, comments, results, or constructive criticism, please contact the CALLERLAB Home Office by phone (1-785-783-3665) or e-mail ([CALLERLAB@aol.com](mailto:CALLERLAB@aol.com)).

## **Experimental Condensed Teaching Order —12 Sessions**

Ad Hoc Committee: **Bill Harrison, Paul Marcum, Tim Marriner and Gary Shoemake**

### **Session 1**

Circle Left/Right  
Promenade  
Wheel Around  
Dosado  
Stars Left/Right  
Swing  
Allemande Left/Arm Turns  
Right & Left Grand/Weave  
Ladies Chain

### **Session 2**

Lead Right/Left  
Right & Left Thru  
Slide Thru  
Pass Thru/Double Pass Thru  
U Turn Back

### **Session 3**

Ladies in Men Sashay/1/2 Sashay  
Bend the Line  
Veer Left/Right  
Trades

### **Session 4**

Cloverleaf  
Grand Square  
Alamo Style  
Swing Thru

### **Session 5**

Run  
Trade By  
Circulates

### **Session 6**

Single Circle to a Wave  
Square Thru  
Wheel & Deal (out facing lines)

### **Session 7**

Touch  $\frac{1}{4}$  / Hinge  
Scoot Back  
Ferris Wheel

### **Session 8**

Pass to the Center  
Zoom

### **Session 9**

Pass the Ocean  
Extend

### **Session 10**

Cast Off  $\frac{3}{4}$   
Fold/Cross Fold

### **Session 11**

Recycle  
Sweep  $\frac{1}{4}$

### **Session 12**

Flutter Wheel/ Reverse Flutter