

Student Instructional Strategies Plan

Objective 1	Stand in the proper stance.
Gain attention of the learner	The importance of the proper stance will be explained in the instruction. This will include benefits of proper form and disadvantages of improper form.
Inform learner of the objective	The users will be presented with a picture of a couple in a proper stance. This will give the users an idea of what they are to strive for. The objective will also be in a bold header at the beginning of the section.
Stimulate recall of prior knowledge	No prior knowledge needs to be recalled at this point.
Present content	The steps will be presented in text form with many references to the pictures that are accompanied with it. Descriptive words will be used to ensure the instruction delivers the material without confusion.
Provide guidance	Checkpoints will be provided to keep the user aware and on track. If the user has not completed a step or has completed a step incorrectly it will be recommended that they visit a previous step.
Elicit performance	The user will be asked to put their body in the same position it was in before the instruction was read. The user will then be asked to stand in the proper stance without looking at instructional material.
Provide corrective/supportive feedback	If the user is standing in the correct stance according to the instruction, they will be congratulated and asked to move on to the next step. If not, their errors will be pointed out.
Assess the performance	A checklist at the end of the instructional segment will assess the stance of the user. If they are not compliant with all of the items, then they will be asked to revisit certain steps based on the skills they missed.
Enhance retention and transfer	At the end of the instructional segment all of the individual steps included in the segment will be listed one more time for the user to see. After these steps, the next topic or step of instruction will be introduced.
ARCS Model	Attention: Attention will be gained by explaining the importance of a good stance. Relevance: This step is very relevant to making the dance look good. A bad stance can make the waltz look sloppy. Confidence: Stance is directly correlated to the dancer's confidence. They will feel more confident if they are standing up straight with proper form. Satisfaction: If a before and after image

	is shown to display the difference between a good stance and a bad stance the user should be satisfied.
Objective 2	Execute the correct arm hold with partner.
Gain attention of the learner	Explain importance of correct arm hold and its importance to the waltz.
Inform learner of the objective	The users will be presented with a picture of a couple in a proper arm. This will give the users an idea of what they are to strive for. The objective will also be in a bold header at the beginning of the section.
Stimulate recall of prior knowledge	This section will be right after standing in the proper stance. If the user is reading the information straight through a recall of prior knowledge should not be necessary. For the users that are looking specifically at this section, a subsection will be inserted that has all of the previous steps.
Present content	The steps will be presented in text form with many references to the pictures that are accompanied with it. Descriptive words will be used to ensure the instruction delivers the material without confusion.
Provide guidance	Checkpoints will be provided to keep the user aware and on track. If the user has not completed a step or has completed a step incorrectly, it will be recommended that they visit a previous step.
Elicit performance	The user will be asked to put their body in the same position it was in before this section of instruction was read (In this case standing in the proper stance). The user will then be asked to execute the correct arm hold with their partner without looking at instructional material.
Provide corrective/supportive feedback	If the user executes the correct arm hold according to the instruction, they will be congratulated and asked to move on to the next step in the instruction. If not, their errors will be pointed out and they will be asked to review certain parts of the section based on their errors. A checklist of common mistakes will be created. Each mistake will have a corresponding step that would need to be revisited.
Assess the performance	A checklist at the end of the instructional segment will assess the arm hold of the user. If they are not compliant with all of the items then they will be asked to revisit certain steps based on the skills they missed.
Enhance retention and transfer	At the end of the instructional segment all of the individual steps included in the segment will be listed one more time for the user to see. After these steps the next topic or step of instruction will

	be introduced.
ARCS Model	Attention: The users attention was gained by explaining this step's importance related to the performance of the waltz. Relevance: This step is very relevant. Without it the partners would not be touching during the dance, and it would not look like a typical waltz. Confidence: Once you contact your partner you can feel a surge of confidence or very anxious. Satisfaction: For those eager to learn how to waltz coming into contact with your partner can feel like the first major step to completing the dance.

Objective 3	Close the gap between you and a partner.
Gain attention of the learner	Add a quick note in the beginning of the module that the dance cannot properly take place if you and your partner are too far away from each other.
Inform learner of the objective	The user will be presented with a picture of a couple that are the proper distance away from each other. This will give the users an idea of what they are to strive for. The objective will also be in a bold header at the beginning of the section.
Stimulate recall of prior knowledge	This section will be right after execute the correct arm hold with your partner. If the user is reading all of the instruction straight through, a recall of prior knowledge should not be necessary. For the users that are looking specifically at this section, a subsection will be inserted that has all of the previous steps in order.
Present content	The steps will be presented in text form with many references to the pictures that are accompanied with it. Descriptive words will be used to ensure the instruction delivers the material without confusion.
Provide guidance	Checkpoints will be provided to keep the user aware and on track. If the user has not completed a step or has completed a step incorrectly it will be recommended that they visit a previous step.
Elicit performance	The user will be asked to put their body in the same position it was in before this section of instruction was read (In this case standing in the proper stance with correct arm hold). The user will then be asked to close the gap between their partner without looking at instructional material.
Provide corrective/supportive feedback	If the user closes the gap correctly according to the instruction, they will be congratulated and asked to move on to the next step in the instruction. If not, their errors will be pointed out and they will be asked to review certain parts of the section based on their errors. A checklist of common mistakes will be created. Each mistake will have a corresponding step that would need to be revisited.

Assess the performance	A checklist at the end of the instructional segment will assess how the user closed the gap. If they are not compliant with all of the items, they will be asked to revisit certain steps based on the skills they missed.
Enhance retention and transfer	At the end of the instructional segment all of the individual steps included in the segment will be listed one more time for the user to see. After these steps, the next topic or step of instruction will be introduced.
ARCS Model	Attention: The user's attention was gained by the contribution this step has to performing the dance. Relevance: Relevance was added to the step when the section discusses how it is necessary for the waltz to be completed correctly. Confidence: Confidence is added in this step with the positive reinforcement that is shared when the user completes the instruction correctly. Satisfaction: Satisfaction occurs when the user completes the step and realizes they are closer to their end goal.

Objective 4	Determine if frame is tight between you and your partner.
Gain attention of the learner	Briefly explain the importance of a tight frame. Without a tight frame it is much harder for the female partner to feel the physical instructions of the male partner.
Inform learner of the objective	The user will be presented with a picture of a couple in a tight frame. This will give the users an idea of what they are to strive for. The objective will also be in a bold header at the beginning of the section.
Stimulate recall of prior knowledge	This section will follow close the gap between you and your partner. If the user is reading all of the instruction straight through, a recall of prior knowledge should not be necessary. For the users that are looking specifically at this section, a subsection will be inserted that has all of the previous steps in order.
Present content	The steps will be presented in text form with many references to the pictures that are accompanied with it. Descriptive words will be used to ensure the instruction delivers the material without confusion.
Provide guidance	Checkpoints will be provided to keep the user aware and on track. If the user has not completed a step or has completed a step incorrectly, it will be recommended that they visit a previous step.
Elicit performance	The user will be asked to put their body in the same position it was in before this section of instruction was read (In this case standing in the proper stance, with the correct arm hold, with the gap closed between their partner). The user will then be asked to determine if the frame they formed with their arms is tight and provides tension without looking at instructional material.

Provide corrective/supportive feedback	If the user determines that the frame that they formed with their partner is indeed tight, they will be congratulated and asked to move on to the next step in the instruction. If not, their errors will be pointed out and they will be asked to review certain parts of the section based on their errors. A checklist of common mistakes will be created. Each mistake will have a corresponding step that would need to be revisited.
Assess the performance	A checklist at the end of the instructional segment will assess how the user checked for the tightness of the frame. If they are not compliant with all of the items then they will be asked to revisit certain steps based on the skills they missed.
Enhance retention and transfer	At the end of the instructional segment all of the individual steps included in the segment will be listed one more time for the user to see. After these steps the next topic or step of instruction will be introduced.
ARCS Model	Attention: Attention will be gained by explaining the added benefits of a tight frame while waltzing. Relevance: The step will be seen as relevant, because of its necessity in communication between the partners. Confidence will be gained when the partners feel how secure a tight frame feels. Satisfaction: The male partner will achieve satisfaction when he realizes that this is the last step he must achieve before beginning the dance. The female partner will gain satisfaction when she realizes she only has one minor step before she is done with the form of the dance.
Objective 5	Tilt the head.
Gain attention of the learner	Explain to the female partner that this is the last part of instruction that focuses on form.
Inform learner of the objective	The user will be presented with a picture of a female with the proper head tilt. This will give the user an idea of what they are to strive for. The objective will also be in a bold header at the beginning of the section.
Stimulate recall of prior knowledge	This section will follow determine if frame is tight between you and your partner. If the user is reading all of the instruction straight through, a recall of prior knowledge should not be necessary. For the users that are looking specifically at this section, a subsection will be inserted that has all of the previous steps in order.
Present content	The steps will be presented in text form with many references to the pictures that are accompanied with it. Descriptive words will be used to ensure the instruction delivers the material without confusion.

Provide guidance	Checkpoints will be provided to keep the user aware and on track. If the user has not completed a step or has completed a step incorrectly it will be recommended that they visit a previous step.
Elicit performance	The user will be asked to put their body in the same position it was in before this section of instruction was read (In this case standing in the proper stance, with the correct arm hold, with the gap closed between their partner). The user will then be asked to tilt their head to the left at a 2 o'clock angle without looking at instructional material.
Provide corrective/supportive feedback	If the user tilts their head correctly according to the instruction, they will be congratulated and asked to move on to the next step in the instruction. If not, their errors will be pointed out and they will be asked to review certain parts of the section based on their errors. A checklist of common mistakes will be created. Each mistake will have a corresponding step that would need to be revisited.
Assess the performance	A checklist at the end of the instructional segment will assess how the user tilted their head. If they are not compliant with all of the items then they will be asked to revisit certain steps based on the skills they missed.
Enhance retention and transfer	At the end of the instructional segment all of the individual steps included in the segment will be listed one more time for the user to see. After these steps, the next topic or step of instruction will be introduced.
ARCS Model	Attention: The user's attention will be gained when they are informed of the contribution this step brings to the waltz. Relevance: This step is relevance, because it adds a degree of elegance to the dance. Confidence: When the user of the instructional material looks good (they do when they tilt their head) they feel good. Satisfaction: This is the last step that pertains to form in the instruction. The form for both partners should be set.