

DEL Workshop Model

- Introduction/Framing the Work
- Warm-up
- Exploration
- Development
- Culmination/Sharing
- Reflection
- Application
- Summary/Evaluation
- Closing the circle
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- Assessment (ongoing)
- Deconstruction/Reflection (post-workshop for facilitators)

DEL Workshop Model – Full Overview

Title of Workshop:

Names of DEL Facilitators:

Materials: (Music, visual aids, markers, drum, i-pad, video, camera, charts, etc.)

Handouts: (articles, lesson plans, resources, bibliography etc.)

NOTE: Formative assessment strategies should be imbedded throughout the workshop flow.

Introduction/Framing the Work:

How do you start the workshop? Think about “choreographing” every section of your workshop including transitions from the moment participants enter the space to the final closing.

First, gather the group and introduce yourself and provide a brief introduction.

Your introduction could include:

- A brief introduction of who you are vis a vis the dance education field
- A quick focusing activity to gather and greet the group
- A Do Now activity as participants enter
- A fun icebreaker
- A quick write or small group webbing activity to engage participants in collaborative thinking

NOTE: Any of the above activities can be used to assess participants’ prior knowledge through a group discussion or webbing task to provide you with some baseline information about your participants’ prior knowledge and experience.

Your introduction should include:

- An overview of your workshop including your goals/objectives
- The posted agenda (verbal, PPT, chart) of the flow of the workshop
- Essential questions or big ideas you will focus on in the workshop
- Course expectations and/or syllabus & final project requirements if applicable
- Info to access course materials, online forum, etc.

Movement Warm-up:

How do you prepare your participants’ bodies and minds for the experience of the day?

If you are leading a movement-based workshop, you should include some physical warm-up to prepare participants for the dance work. Be mindful of participants’ physical limitations and differentiate instruction to meet the diverse needs of your group.

Your warm-up could include:

- A guided greeting, name dance or movement game as an icebreaker
- A movement warm-up around the theme of the day
- A technical warm-up linked to a specific cultural style or genre
- A yoga inspired or stretching warm-up
- A guided LMA based structured improv
- An accumulated warm-up based on participants' suggestions

NOTE: You could use a variety of different formations and group organization: circle, whole group, seated in chairs, standing, personal space or general space, traveling, non-traveling, or proscenium facing etc.

Establish Group Norms:

Before you engage your participants in collaborative group work it is essential to establish group norms. You can either state the norms that you have used in the past or engage participants in creating shared group norms. Examples of group norms might be:

- Assume best intentions!
- Equal air time!
- Step forward; step back!
- Be Here Now!

Exploration:

How do you introduce and explore the main theme or concept of the workshop?

NOTE: Please see the *Exploration* handout for more information about this important concept.

Your exploration could include:

- A guided exploration of a section of a lesson plan or unit
- A directed teaching of a phrase of movement or LMA based movement sentence linked to the theme
- An active response to viewing a masterwork or piece of repertory
- An exploration of a theme or idea linked to the content of the workshop
- An analysis of a poem, painting or story linked to the theme.
- Historic or cultural “dance dig” to explore background information about the theme

Development /Elaboration:

How do you develop and expand the theme through dance making and/or other meaningful activities?

Think about how you take your exploration to the next level. This is a perfect section for guided group work which culminates in groups generating material through dance making.

Your development could include:

- Opportunities for dance making by providing a choreographic task linked to the theme in small groups
- Deeper analysis, research or synthesis of information gained
- Formalized development of material in response to task (memorized, recorded, notated)
- A solo or group analysis or synthesis task linked to theme
- Facilitated group work to solve a problem, conduct research or develop a curricula plan etc.
- Process of drafting work to share

NOTE: The next 2 sections of the workshop are interconnected and often happen simultaneously.

Culmination/Sharing:

How do you culminate the development process and share each other's dances and/or work? How do reflect on and talk about each other's dances and/or work?

Provide an opportunity for participants to share their "developed" work to the larger group and receive feedback from facilitators and peers. Think about what your protocols are for sharing group work.

Your culmination or sharing could include:

- Sharing and discussing group work (E.g. dance making tasks, lesson plan and/or curriculum planning tasks, assessment tasks, etc.) following a reflection protocol
- Peer share, whole group, witnessing, gallery walk, ½ group performs, inter and intra small group share
- Video and assess, journal response, dance response etc.
- Performing for an audience and following a feedback protocol

Revision/Reflection:

What was the experience we just had? What kinds of revisions can we make? How do we get to the next level with this work?

This section of the workshop allows participants to revise and reflect upon their work individually or in small groups.

Ongoing moments of reflection and revision can be embedded within the workshop at different points along the way or be a stand-alone section at the end of the group work.

Your revision/reflection could include:

- Verbal or written protocol for decision about what kinds of revision are necessary based on feedback from peers and facilitators
- Deconstruction of group creative work related to own learning and teaching context

- Creation of another draft of dance or group work to share based on peer feedback and group reflection protocol
- Individual, small group or whole group facilitated reflection to gather data about level of understanding and skills gained from workshop
- Individual, small group or whole group reflection relating back to essential questions posed or big ideas posted at beginning of workshop
- Deconstruction of group process (What did we do? What did you see? What worked well? What could be improved upon?)

Application:

How do we apply newly gained knowledge, skills and understanding to your own teaching context?

Encourage participants to apply their new knowledge and understanding to their own teaching and/or performance context. Draw connections to other disciplines and guide participants to apply their learning to their unique teaching context. Move from the abstract to the concrete so that participants leave the workshop with a plan of action!

Your application could include:

- Ask participants to design a new lesson plan or outline of a curricular unit based on the theme and content of the workshop
- Guide participants to revise a previous lesson plan or curricular unit in order to apply new information gained in the workshop
- Brainstorm with participants further applications of this work across disciplines or grade levels
- Invite participants to identify connections and extensions within their own instructional practice and teaching context where they could apply this new knowledge

Summary/Evaluation:

What are your next steps? What did you gain from this experience?

Summarize the workshop content and experience. Provide a clear summary of the workshop's big ideas. Reflect back to the essential questions and enduring understandings. Organize a final sharing of group work if applicable. Determine how you will ask participants to evaluate your workshop.

Note: The workshop summary can be facilitated or arise organically from group contributions and reflections.

Your summary and evaluation could include:

- Draw conclusions as a group or individually
- Revisit initial “do now”
- Reflect back on essential questions or KWL charts posed at beginning of workshop
- Reflect back on entire experience and deconstruct knowledge and understandings gained
 - *I used to think...*
 - *Now I think...*
- Share new perceptions and observations gained
- Reiterate big ideas imbedded in workshop
- Share group work/or new applications after reflection process
- Provide time for evaluations (written)
- Reflect on final assessment of participants’ learning
- Implement an exit ticket as participants leave the workshop to assess learning

Closing the Circle:

How do you conclude your workshop and say goodbye in an interactive and meaningful way?

Think of how to *close the circle* with authenticity and meaning.

Your closing could include:

- Lead participants in an “ending dance” which is linked to the workshop theme
- Create a goodbye movement based ritual with participants
- Conclude with a group circle share-out

Assessment (Note: Assessment is embedded throughout your workshop to help you know where your participations are in their learning, so you can adjust instruction accordingly.)

- Pre-assessment- pre-survey, do now, warm-up, whip around
- Formative assessment- periodically throughout workshop to assess understanding
- Summative assessment- final culmination of group work

Post Workshop Deconstruction/Reflection (For DEL Facilitators only)

After the workshop spend some time with your co-facilitator or do a personal reflection about the success of the workshop.

Think about these reflection questions:

- What worked?
- What did not work?
- How did we vary the plan and what was the impact?
- What needs to be tweaked for next workshop?

- How else can we improve the overall workshop?
- If co-facilitated, how did we do as co-facilitators?
- What insights or big takeaways did we gain as a result? What is our evidence that the workshop was successful?

Take time to review participants' work (dances co-created, small group research tasks, share outs, etc.) and engage in a dialogue about how the workshop went overall. Make sure you keep track of how you altered your internal agenda (if you did) and keep track of these changes in a shared doc.