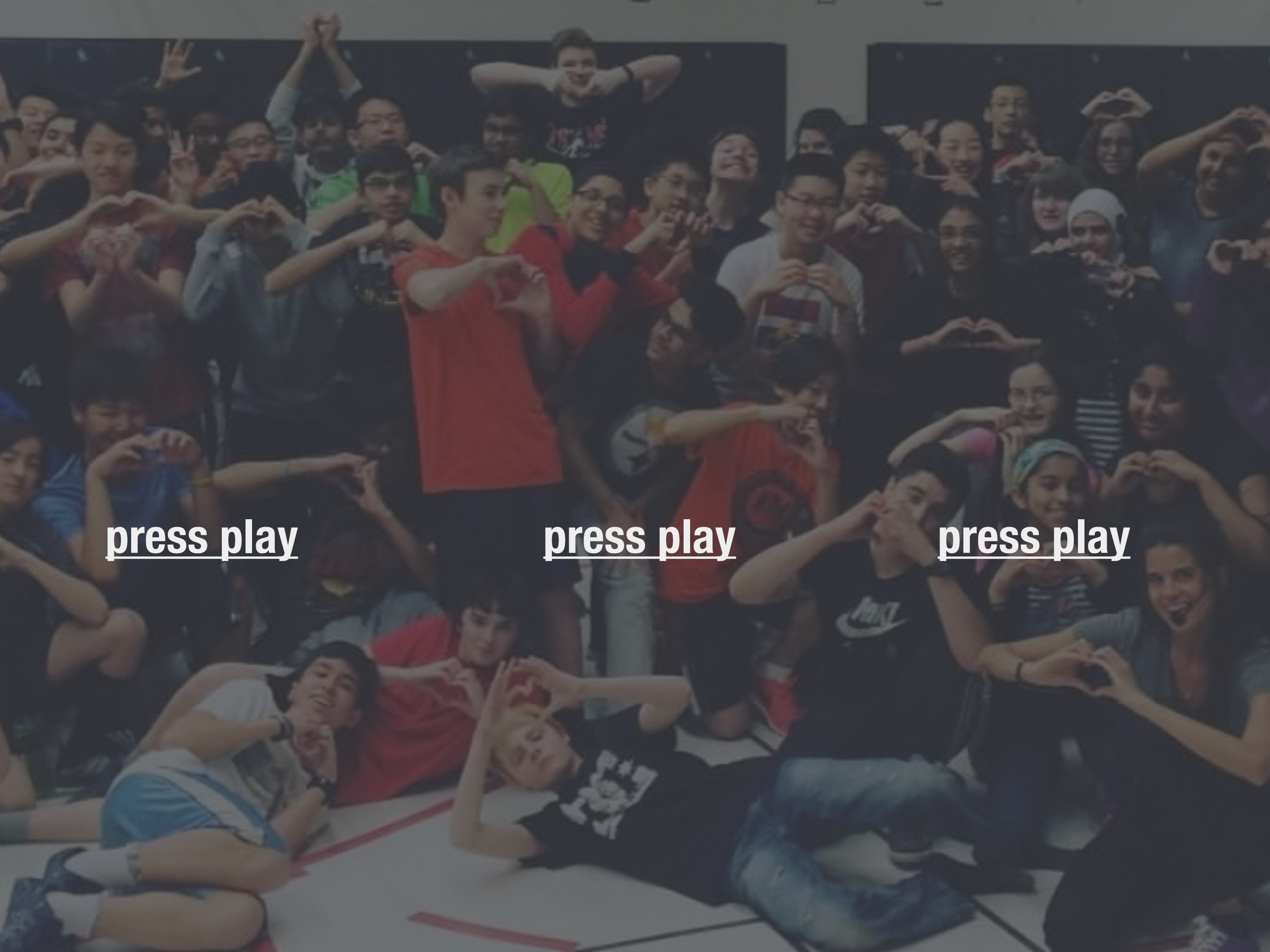




The Groove for kids facilitator training

Part 2: Grooving Teens

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Focus and approach

The focus working with this age group shifts to building confidence, encouraging them to explore their own autonomy and motivating them just to MOVE! We use similar Grooves as the previous age group but how we facilitate is slightly modified to suit their unique needs.

You can expect to...

- Discuss practicing not caring what other people think or say about them and show that you don't care what they think of your dance moves too!
- Explain to them that we don't want them to be in "cliques," glued to their friends or traveling in circles. You will need to practice this in the pre-warm up walk (sometimes even physically break them up!) and reiterate this multiple times throughout the session.
- Show them what they are doing and what you want them to do by demonstrating full expression. You may even need to stop the music and talk with them.
- Have back up "fitness style" grooves to cue up if they aren't dancing.
- Hear offensive remarks and practice not taking it personally.
- Witness a lot of laziness and be very motivating to push them to break through their own mental blocks.

Introduction



I'd prepare for a slightly longer introduction with this age group due to the fact that you have to address common fears that come up when grooving. Because Groove is different and we focus on exploring our own creativity, this can be very intimidating for them because they care a lot about what other people think and they are looking to fit in and belong. Not talking about these common fears is like not acknowledging the "purple elephant" in the room and it will show when trying to get them to dance.

You will find your own way to talk to them about not caring what other people think, but here's what I have found to work really well: After I have explained what grooving is, I usually ask them: "Who here loves to dance? Who doesn't? Why?"

They usually respond with "because it's embarrassing." Having them speak helps break the ice. I remind them that feeling insecure about dancing is normal, but what we're practicing today is silencing our judgements of what our bodies look like dancing and what other people look like dancing. I simply ask them to practice not caring just for the purpose of the exercise. I tell them, we're going to play like children and let ourselves be ridiculous, dramatic and maybe even bizarre and I want everyone to support each other in this exercise of self-expression. At the end of the day, you cannot control what other people think. Why do we allow other peoples' judgements and opinions affect how we feel about our own selves?

Drawing from your own experience and sharing from your heart is powerful because it shows that you human and also experience the same fears but we're going to practice "breaking through" together.

I like to end my intro on a high note and get them to tell each other they can't get it wrong before we get up.

Pre-warm up walk

My pre-warm up walk with this age group is much like the younger students. You want to break it down for them because they are resistant to everything. I first get them to spread out (go somewhere different from your friends). Then I ask them to go for a walk. They will start walking in a circle. I ask them to pause and observe. Notice, are you walking in a circle? Are you following your friend? Try changing your direction. Try walking backwards. Try walking sideways. Try turning. Now on the count of three, jump and land in the most ridiculous pose possible. I usually have to get them to do this 2-3 times to get them to be more expressive. Sometimes I even have to show them what they are doing and help them to express more.

My "go to" Grooves



	Corpus Rex Safri Duo – Origins	2008	Singer/Songwriter	2:25
	Ciganka Medley Shantel & Bucovina Club Orkestar – Shantology // The Bucovina Club Y...	2017	Pop	4:00
	Beware of the Boys (Mundian to Bach Ke) Punjabi MC – Beware	2004	Hip-Hop/Rap	4:05
	Urban Babylon Benjamin Bidlack – Groove Kids! - Vol. 1	2011	Dance	...
	Unethical Cleansing Martyred – Exemplifying Their Defeat	2007	Metal	2:59
	O... Saya A. R. Rahman & M.I.A. – Slumdog Millionaire (Music from the Motion Pi...	2008	Soundtrack	3:34
	Chakra Beatbox MC Yogi – Elephant Power	2008	World	1:37
	Yumeji's Theme (Theme from "In the Mood for Love") Shigeru Umebayashi – Yumeji's Theme (Original Motion Picture Soundt...	2013	Original Score	2:31
	Comptine d'un autre été, l'après-midi Yann Tiersen – Le fabuleux destin d'Amélie Poulain (Bande originale du...	2001	Musique francophone	2:21
	Planet Beth Quist – Silver	2003	World	9:48

The average class length is 40-60 minutes, including introduction and stillness.

Breaking it down...



Song	Moves	Purpose
Corpus Rex	Drums, Stomps, Stomps & Jump	Warm-up, getting grounded, making sound, and connecting
Ciganka Medley	Dramatic poses, kicks, high knees, Swing your partner	Get heart rate up, explore drama and connecting
Beware of the boys	Poses, claps, lightbulbs, drive your car	Explore bhangra style, build confidence with poses
Unethical Cleansing	Warrior poses, bounce, stomp stomp claw, slice	Full body strength, confidence and personal expression
O....Saya	Creep, run, hide, crawl	Work on fundamental movement skills and imagination
Urban Babylon	Egyptian inspired statues, mummy shuffle	Explore symmetrical and asymmetrical shapes
Chakra Beatbox	Shakes at energy centres	Release tension from the body
Yumeji's Theme	Sway, Waltz, Partnering	Play with waltz energy & rhythm and partnering
Comptine d'une autre été	Play with balance, Tippy toe runs	Work on balance and play with ballet runs (jumps, turns, leaps)

Stillness & silence



If I have the time, I will spend a couple minutes discussing the benefits of the practice with this age group as well. I like to motivate them by saying this practice strengthens the mind and will benefit all areas of their lives if practiced regularly.

I usually share with them the Harvard study that scientifically proves the health benefits of a regular practice.

I usually don't do any kind of visualizations with this group, I keep the facilitation very simple and ask them to practice being the observer of their breath, the sensations they feel in their body and the thoughts that come up. I bring the focus back to being still, silent and observing.

Sometimes I will do a back to back breathing exercise with them instead of laying on the ground so they can practice feeling connected with another person and I draw attention to feeling supported by their peers. You can also end this with some gentle partner stretches. Always reminding them to go slow and be gentle.

Try to get them to practice stillness and silence for a minimum of 5 minutes. Encourage them they are more than capable doing the on their own and to keep practicing every day.



Practice

Review class demo and tutorial videos of “Celebration of Birth” and “Tangoed.” Practice facilitating on your own. You can write down key facilitation points or dance around in your living room facilitating aloud. Plan a time to meet your partner on a video chat and practice together, each leading one song. After facilitating each other, provide some feedback. What worked really well and what maybe didn’t? Be honest and caring with how you share.

Embody

This week I’d like you to practice embodying Groove Truth: Nobody Cares What You Look Like. This is a challenging thing to practice because of course naturally we want to be accepted and loved. Of course people will always have opinions and judgments, but our work is in detaching ourselves from those narratives and connect in a more authentic way to our own Truth. One of the most powerful ways to practice this is by iPod grooving in public places. Push yourself this week to do that. Feel the freedom really not caring. Journal about that experience.

Write

In your journal or notebook, write out different strategies that come to mind when you visualize having to motivate this particular age group to dance. What would you say? What would you do? Reflect on how you think you would have been inspired at that age. Write as much as you need to and share your reflections with your partner.