Section 1

Introduction	Lesson 1	Lesson 2	Lesson 3
Getting into the Learning Zone	Goal Guided Design	Values-Driven teaching	Flow and Class Design
	How to think about a dance	What core values are – and why they matter	Benefits, goal setting and feedback for flow
	How to create class content from what you know	How you can find and define your core values	How to gain cooperation from your students
	How to set goals using our mental models	How to make sure your core values are present in anything you do	Contrasting
	How to align with your students and manage expectations		How to turn what we know into class content
	How to decide what is important		How to combine class contents
	How to continuously improve your lessons		A Teaching Framework for Class Content
			How to get slow and fast learners to enjoy the same class
			How to structure a series of classes, how to create a syllabus

Section 2

Lesson 4	Lesson 5	Lesson 5b	Lesson 5C
Language that Moves	Class Delivery	Toolbox: Building Moves	Toolbox: Working in Groups
How to pick the right words for any task	How to know how much to talk	10 strategies for how to start teaching a move	Strategies for how to work with your partner and students
How to inspire our students	A Communication Framework	6 strategies for how to refine a move	Strategies for how to let the students work together
How to bring more clarity to our explanations	How to handle questions		Strategies for how to handle very mixed groups
How to figure out the essence of a movement or concept	How to decide which group of students should get information first		Strategies for how to handle lead and follow imbalances in partnered classes
A Class Design Framework	How to handle disagreements with your partner or students in class		
How to structure your class prep to make sure you give a great experience	How to connect with each individual student no matter how large the class		
How to present the content from different perspectives	A Framework for Energy in Class		
Working with Symbols	How to think about and plan for the energy in class		
How to use storytelling to communicate more meaning	How to talk less and dance more		
How to use language to form a sense of community	How to build up moves		
How to use easy moments in class to prepare for the harder moments	How to Assign Tasks Clearly		

Section 3

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Cooperation and Trust	Communication and Feedback	Developing Confidence	Emotions and Energy	Inspiration and Implementation
How to think about different modes of progress in class	Active Listening	How to empower students to self-actualise	How to implement concepts from movies to build suspense in class	Staying Inspired
How to understand what kind of progress you're making in class	How to use active listening in a dance class	How to help students build confidence	How to create "a-ha" moments	Managing Stress
How emotional intelligence and mindset affect trust	Question Types	How to empower ourselves as teachers	How to create "cliffhanger" moments	An Implementation Game Plan
Misconceptions about feedback that can break trust	What kinds of questions to ask your students		Planning an Emotional Journey	
How to maintain trust	Feedback		How to set the right mood for the right task	
How to find the right setting for difficult conversations	How to build an intuition between instruction and feedback		Positioning in the Classroom for Self Priming	
How to handle a confrontation without losing your students' or partner's trust	How to help students give themselves better feedback		How to use the different spaces in a classroom for different purposes	
How to build trust	How to help students with motivation and attention			
How understanding "power" can help us build trust	How to help students with self-esteem and efficacy			
How to recognise when trust isn't there	Handling "difficult" students			
	How to facilitate peer-to-peer feedback			