

## CCSDL12

### Deliver safe and effective dance leading



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#### Overview

This standard is about ensuring that you are able to protect the health and safety of yourself and participants to be able to draw out the most effective learning, taking into account the whole experience of the dance session including the safeguarding before and after a session.

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### Performance criteria

- You must be able to:*
- P1 identify the needs of your dance participants and determine what you will do to meet their needs in the session(s)
  - P2 structure sessions for safe and effective delivery to participants that protects physical and emotional wellbeing and sets appropriate goals
  - P3 facilitate a safe and effective learning environment that puts individuals at ease
  - P4 carry out a risk assessment
  - P5 involve other professionals to support safe practice in and outside of your dance sessions
  - P6 take responsibility for and present yourself professionally as a role model to the group
  - P7 establish ground rules for equality, respect and safety of participants and yourself in your dance sessions
  - P8 communicate with clarity and respect with your group(s)
  - P9 take responsibility for your physical and emotional wellbeing as a role model for your group(s)

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### Knowledge and understanding

*You need to know and understand:*

- K1 the importance of theoretical and experiential awareness of how the body works in relation to the dance style you are leading including key aspects of applied anatomy and physiology
- K2 principles of safe and effective dance practice including key aspects of nutrition, biomechanics, and injury prevention and management, in addition to the above
- K3 the importance of detailed observation of participants to assess safe and effective practice
- K4 the importance of clear communication with participants so that they understand what is asked of them and how they should behave in relationship to others in your session
- K5 how to assess, respond and be flexible to your participants current needs within the session taking into account previous knowledge gathered when planning the session with your group
- K6 how to consider the emotional wellbeing of participants in your session and where appropriate refer to other support networks
- K7 how to be aware of equality with your use of language and division of individual attention in your dance sessions
- K8 the importance of differentiating activity to achieve inclusion for individuals with the group
- K9 group dynamics and the importance of responding with appropriate content, duration, intensity, pace and tasks for the session(s)
- K10 how to take responsibility for your wellbeing and the wellbeing of your participants whilst they are being led by you in the dance session
- K11 risk assessment for a dance session considering environment, temperature, numbers of people, support workers, before, during and after session policies
- K12 ethical, legal and professional responsibilities in a dance environment
- K13 how to conduct and present yourself with the group in a professional manner

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### Additional Information

#### Links to other NOS

#### Useful reference points for this standard from other NOS suites:

Sector Skills Council: **Training and Development Agency for Schools**  
Suite: **Supporting Teaching and Learning in Schools**

The whole suite will be of interest to people working with young people but the following standards give you an indicator of what you will find there:

STL34 Support gifted and talented pupils

STL38 Support children with disabilities or special educational needs and their families (CCLD 321)

STL39 Support pupils with communication and interaction needs

STL41 Support pupils with behavior, emotional and social development needs

STL54 Plan and support self-directed play (PW9)

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**Suite** Dance Leadership

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