**TAKE THE LEAD-Transferring skills learned through the arts to life**

**Chapter 3: Who Deserves a Teacher’s Attention: (10:30- 11:55)**

1. Are kids who have a chance the only ones who deserve a teacher’s attention? Why or why not?
2. Are the kids who try the only ones who deserve a teacher’s attention? Why or why not?

**Chapter 4 & 5: Trying to help. Detention (13:54-22:00)**

1. What assumptions got in the way of the principal and Mr. Dulane actually problem solving? Did they resolve the problem for the right reasons?
2. Do you think Mr. Dulane will find a way to inspire and teach these students?
3. What do you think gets in the way of them learning?

**Chapter 8: Tango Scene-motivation: Check this out-providing a glimpse of what’s possible (36:41-39:15) (2:34)**

1. How did Mr. Dulane get the students to buy into ball room dancing?
2. How important to learning is giving students something to aspire to?

**Chapter 14: Concerned Parents-Wasting time on impractical? Some kids are entitled to art.**

**(1:16:00 – 1:19:07) (3:07 min)** Is ballroom dancing practical?

1. Should fear of failure stop you from trying?
2. How does dancing teach trust in others and in self? Respect? Teamwork? Dignity?
3. Why are kids whose families can afford to send them to dance class the only ones entitled to learn dance?
4. How important to learning is giving students a vision of the future they could have?

**Homework Question:** Why is it important to help students develop into “well-rounded” individuals? How do the arts curriculum in schools assist in accomplishing this? Should classes that focus a trade skill be included in a school’s curriculum. How would these types of classes contribute to the students education and shaping of their future?