Swirls Lesson 5: Rolling up Squares

Couple#001: 2	Couple#007: 3	Couple#013: 5	Couple#019: 6	Sngl#025+027: 6
Couple#002: 3	Couple#008: 4	Couple#014: 6	Couple#020: 1	Sngl#026+022: 4
Couple#003: 5	Couple#009: 1	Couple#015: 4	Sngl#021+029: 2	Sngl#027+025: 6
Couple#004: 3	Couple#010: 2	Couple#016: 4	Sngl#022+026: 4	Sngl#028+024: 2
Couple#005: 3	Couple#011: 1	Couple#017: 5	Sngl#023+030: 1	Sngl#029+021: 2
Couple#006: 6	Couple#012: 5	Couple#018: Out	Sngl#024+028: 2	Sngl#030+023: 1

- Press r to roll up a new set of squares (dancers + square assignments).
  You can press r and get a new set of squares from most displays, certainly from the Present display or from the Edit display.

  Swirls keeps track of how many dances a dancer has had and prioritizes dancers based on that.
  Advice: press r only when you're about to begin a new tip (otherwise you may get complaints as people sit out two or even more tips in a row).

- After a tip is over I suggest immediately pressing p to get the Present display. Dancers get feedback from the Present display letting them know if they're in or out.

The Squares Display will show:

lastname: # this means that a couple with the same last name has been assigned to the given numbered square.

name:name: # this means that a couple with different last names have been assigned to the given numbered square.

name1+name2: # this means that two singles have been assigned to the given numbered square.
Note that "name2+name1: #" will *also* be displayed. Singles don't know who they've been assigned with, so showing their names twice this way allows them to find their assignment. Don't worry, the squares still have the correct number of people in them!

(ask) Sometimes Swirls cannot match a single with another single for a tip. In such a case the single will be assigned to a square with "(ask)". Just have them go around the room and ask if someone otherwise sitting out would be willing to dance with them (or just have them raise their hand and ask!). Having more MF, FM, and E dancing style singles will reduce the number of times that "(ask)" occurs, by the way (see lesson 6).