

DANCING CLASSROOMS

Teaching Children to Take a Bow

1994-2009



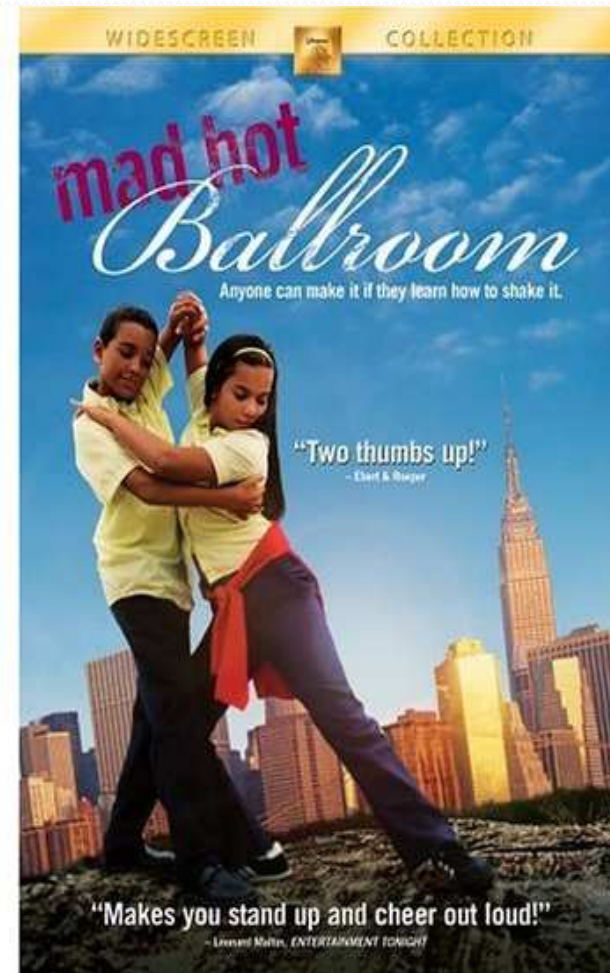
Changing Lives Through Dance



- 1994: Pierre Dulaine & American Ballroom Theater begin *Dancing Classrooms*
- Standards-based social development program for 5th & 8th grade boys & girls
- 10 weeks, twenty 45 minute classes
- In school vs. afterschool
- All 5th & 8th grade classes in a school
- Merengue, Foxtrot, Rumba, Tango, Swing, Waltz
- 2007-2008: 35,000 children in 300 schools in 7 cities

National Interest

- *Mad Hot Ballroom*: 2005
- *Take the Lead*: 2006
- Pilot Sites: Omaha, Ft. Worth/Dallas, Newark, Toronto, Philadelphia, Suffolk County, NY, and Ft. Myers, Florida
- 2009 Sites: Cleveland, Florida Keys, Geneva (Switz), Lake Charles (Louisiana), Las Vegas, Monterey, Pittsburgh, and St. Louis
- National Network Plan & Director



Dancing Classrooms has enjoyed ongoing media fascination: the program and its founders are frequently featured on network television, in national publications and newspapers, including outlets such as the New York Times, The CBS Early Show, and Time magazine.

LIFE

**USA
TODAY**

TIME

Chicago Tribune

NEW YORK POST

DAILY NEWS

THE WALL STREET JOURNAL

The New York Times

Newsday

**THE
early show**

National Network Goals

by June 2010



- 15-20 US sites; 2-3 International
- 150,000 5th & 8th graders annually
- 1-2 Regional Training Centers
- 20 Senior Teaching Artists
- 3 *Dulaine Method* Teaching Artists
- Annual National Conference in NYC

Research: Social Development

- Philliber Research Associates, *St. Louis, Missouri*
- Student pre & post, teacher, parent, and Teaching Artist questionnaires
- Student demographics: 25% African-American, 25% Hispanic, 30% Asian, 20% Anglo
- Research goals: does program:
 - Improve social skills,
 - Improve self-confidence,
 - Increase awareness of student cultural heritage,
 - Increase levels of physical activity and exercise.
- Respondents agreed that *Dancing Classrooms*:
 - helped students overcome social anxieties
 - enhanced respect and increased social skills
 - increased student confidence and self-esteem
 - increased student awareness of other cultures
 - increased student physical development, coordination and participation in physical activity
- Teacher Comment: *many learned how to interact better with their peers; many learned to be more respectful of one another.*
- Student Comment: *it helped me feel more confident to dance and work with boys.*

Research: Social Development

- Dr. Larry Nelson, UTA College of Education, Arlington, Texas 2006
- Pre & post test protocol on 624 5th graders (1/3rd in control group)
- *Sense of Mastery Global Scale:*
 - Optimism & Confidence subscale
 - Self-Efficacy & Motivation subscale
 - Health & Wellness subscale
- *Sense of Relatedness Scale:*
 - Trusting Others subscale
 - Social Support subscale
 - Comfort & Connectedness subscale
 - Diversity & Compassion for other subscale
 - School Environment subscale
- *Very Strong Statistical Difference:*
 - If I try hard it makes a difference.
 - There are people who will help me if something bad happens.
 - I get a lot of encouragement at my school.
 - School will help me be successful.
- *Strong Statistical Difference:*
 - I will be happy and successful when I grow up.
 - I am getting the exercise that I need.
 - People accept me for who I am.
 - I feel supported.
 - It makes me sad to see a girl or boy who cannot find anyone to play with.
 - I respect people who are different than I am.
- *Social Support within the Sense of Relatedness scale) showed a Very Strong Statistical Difference*

Research: Childhood Obesity

- Shirley Huang, MD., Weill Cornell Medical College, 2007
- *Objective:* to determine if Dancing Classrooms engages children in moderate to vigorous physical activity (MVPA) at least 50% of class time.
- *Measurements:*
 - Random classes during first half and second half of the program
 - Physical Activity Assessments
- *Conclusions:*
 - Dancing Classrooms does meet national recommendations of providing at least 50% of class time in MVPA
 - Increasing time in MVPA is demonstrated as program progresses
 - Dancing Classrooms may be an appropriate means for children to achieve MVPA.
- Dr. Larry Nelson, UTA College of Education, Arlington, Texas 2008
- *Reason for research project:* study examines how different types of Dancing Classrooms activities influence heart rate responses in 5th graders' target heart rate zones. Students (N=200) measured wearing Polar E-600 heart rate watches to determine Dancing Classrooms impact on fitness and overall contribution to daily physical activity.
- *Preliminary findings:* passive data entry findings as of November 2008 may suggest that all of the dances, except Waltz, will closely meet the MVPA. Tango will likely exceed the other dances entering into a 65% max heart rate range, and Swing is likely to meet "vigorous" standards upwards of 75%. Specific conclusions and variations in data relationships are yet to be determined.



Research & Validation

- Other research issues:

- *Impact on School Climate:* relationships, system change, absenteeism, academic success
- *Teacher Turnover:* by improving School Climate can a school district reduce teacher turnover
- *Teen Pregnancy:* by improving respect between 5th grade boys & girls, can you reduce teen pregnancies in middle school
- Implementing a nationwide first semester evaluation
- All sites are being encouraged to do research & evaluation; results to be shared throughout the Dancing Classrooms network

- Program validity:

- the *Dancing Classrooms* curriculum has been reviewed in New York, California, and Ohio and meets or exceeds:
 - New York State Standards for the Arts
 - New York Blueprint for Teaching and Learning in the Arts
 - California Visual and Performing Arts Framework
 - Ohio's Academic Content Standards

The Dulaine Method

- What is a Method?
 - Clear & compelling philosophy
 - Rigorous & systematic training
 - Replicate on a large scale
- Comprehensive survey of Teaching Artists
- What is the Dulaine Method philosophy?
 - Respect & Compassion
 - Being Present
 - Creating a Safe Place
 - Command & Control
 - Language: Body & Verbal
 - Humor & Joy



Curriculum Integration



- Social Studies:
 - Customs & Costumes
 - Family History
 - Community Studies
- Physical Education:
 - Body Awareness
 - Nutrition
 - Sportsmanship
- Visual Arts:
 - Dance Art
 - Bookmaking
 - Dance In Art

Colors of the Rainbow Team Match

- Once a year
- 2-4 weeks after the last class
- 12 young ladies & gentlemen from each school
- 5-8 schools compete
- Dance frame, Following music and Knowing the Dances: *Merengue, Foxtrot, Rumba, Tango, and the Swing*
- Judges, Emcee, Awards
- Marketing & Fundraising





Becoming a DC Site:

Four Key Building Blocks

- *Non-profit home:*
 - contract for the right to offer *DC*
 - contract with school districts to provide *DC*; collect revenues
 - generate funding from foundations, corporations and individual donors
 - manage *DC* daily operations; recruit, train, hire, and manage Teaching Artists
 - coordinate marketing
- *Customer:*
 - School District commitment
 - 1st Semester Pilot: 3-5 schools
 - School district funding partner
- *Start-up capital:*
 - Funding partnership between foundations, corporations, individual donors and school districts
 - Depending on size of start-up: \$50,000 - \$100,000 for Pilot School Year
- *Your own Pierre Dulaine: the Creative Director*
 - Qualified Educator with Ballroom Dance experience
 - Recruits, provides follow-up training, manages Teaching Artists
 - Manages program initially