

## **Disrupting Normalcy In Dance Series of Lessons**

This unit aims to change the mentality regarding dance stereotypes, redefining what dancing really means, and the incorrect ideas of what a dancer needs to do or look like. This is a first approach to start a discussion, breaking the silence, about inclusiveness in classical ballet environments, and create awareness about disabilities in this same ambience.

**[Lesson 1: What Disability Really Means](#)**

**[Lesson 2: Stereotypes of classical ballet](#)**

**[Lesson 3: Disability and inclusiveness in a dance class](#)**

**[Lesson 4: Creating inclusive environments in a typical ballet class](#)**

<b>Title of Lesson:</b> <i>What disability really means</i>		
<b>Date of Creation:</b> 29 / 07 / 2022	<b>Creator of the Lesson:</b> Elena Rojas	
<b>Grade Level:</b> Grade 5 - RAD levels	<b>Subject:</b> Ballet Class	<b>Time Duration:</b> 1 hr
<b>Summary of Lesson:</b> This lesson will be designed to understand the historical view of disability and the common idea of normalcy within society. Students will analyze and discuss their previous knowledge of what they believe and will compare it with new knowledge they gained after this lesson.		
<b>DSE Alignment:</b> <i>Contextualize disability within political and social spheres.</i>		
<b>Lesson Objectives and Assessments:</b>  <u>Objective 1:</u> Students be able to create and analyze a personal perspective with previous knowledge toward disability Assessment 1: Active participation by talking and listening - with respect- to their peers' perspective. Students will be able to identify and understand many perspectives.  <u>Objective 2:</u> Students have a base of the historical views of society toward disability, either negative or positive. Assessment 2: Application of new understanding when explaining what they've gained after the lesson		
<b>Teacher Guide:</b>  <u>Anticipatory Set:</u> Prepare the classroom for a theoretical class and expose the title of the lesson for a students first approach. <i>What disability really means.</i>  <u>Lesson Progression:</u> STEP 1: With that first approach to the question, students will answer the following questions to engage class discussion. 1. In your own words, how would you describe a disability? 2. What do you think are the "standards" for someone to be "normal"?  STEP 2: Review vocabulary: - Disability / Empowerment / Empathy / Advocacy / Normalcy		

\* Clarify definitions with students by engaging in a class discussion about what they found.

STEP 3: Group Discussion: Teacher presents a brief summary of chapter 3 of the book *Rethinking Disability: A disability approach to inclusive practices* by the authors Valle & Connor and *Who may be Literate? Disability and Resistance to the Cultural Denial of Competence* by the authors Kliewer et al.

#### Closure:

Ask students to think back to their beginning beliefs about disability and how they changed after receiving all the information and research of the class. Students will write their answers and insights in their journal and will share their comparisons with the rest of the group if they feel comfortable with it.

#### **Required Materials/Equipment:**

- *Rethinking disability* (2019) Chapter 3. Have the link of the chapter in case someone wants go further in research
- *Who may be literate* (2006) pp. 163 - 192. Have the link of the chapter in case someone wants go further in research
- Laptop, tablet or smartphone with internet access
- Pen, pencil and notebook.

#### **Extensions/Practice (Continuation of Engagement):**

Take the lesson to your home: Ask students to engage in a disability conversation in their homes to create a more inclusive and open minded society.

#### **References:**

Kliewer, C., Biklen, D., & Kasa-Hendrickson, C. (2006). *Who May Be Literate? Disability and Resistance to the Cultural Denial of Competence*. American Educational Research Journal.

Valle, J. W., & Connor, D. J. (2019). *Rethinking disability: A disability studies approach to inclusive practices*. Taylor & Francis Group.

<b>Title of Lesson:</b> <i>Stereotypes of classical ballet</i>		
<b>Date of Creation:</b> 29 / 07 / 2022	<b>Creator of the Lesson:</b> Elena Rojas	
<b>Grade Level:</b> Grade 5 - RAD levels	<b>Subject:</b> Ballet Class	<b>Time Duration:</b> 1 hr
<b>Summary of Lesson:</b> Throughout the development of this lesson students will recognize and analyze the stereotypes of ballet. Either physical or behavioral stereotypes. We will evaluate the effect this misbeliefs have on dancers and the negative impact on students' lives.		
<b>DSE Alignment:</b> <i>Promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society for people labeled with disability/disabled people</i>		
<b>Lesson Objectives and Assessments:</b> <u>Objective 1:</u> Students will learn and understand about the various negative stereotypes in classical ballet. Assessment 1: Recognition of stereotypes they have heard  <u>Objective 2:</u> Understand what repercussions can have in anyone's life Assessment 2: Active listening and responding to peers comments.  <u>Objective 3 :</u> Students will empathize with peers that have ever ever felt part of any stereotyped group. Assessment 2: Class Discussions		
<b>Teacher Guide:</b> <u>Anticipatory Set:</u> Students will need to understand the correct definition of what a stereotype really is and how it affects someone's life.  <u>Lesson Progression:</u> STEP 1: Students will start a conversation about what they know about the stereotyping of classical ballet either physical, emotional and/or psychological.  STEP 2 : Video presentation. Students will watch the video <i>The Pain and Euphoria of Ballet</i> . After watching the video students will engage in conversation answering the following questions: 1. Do you feel identified with what the video exposed? 2. Do you think that feeling uncomfortable with your body is right?		

3. Do you think that having these physical and psychological stigmas in dance can create an inclusive environment?

STEP 3: Teacher presentation. Teacher will create a brief presentation about the physical and emotional struggles dancers experience everyday. based on the article *Behind The Curtain: Ballet dancers Mental Health* and *Body Dissatisfaction Among Ballet Dancers*.

STEP 4: Personal experience. Students will write in their journal an experience they have had or seen in ballet class that propagates a negative stereotyping of dance. If they feel comfortable with sharing, students will discuss and explain that experience with the rest of the class.

Closure:

After listening to their peers' stories, students will write in their journal, next to the negative action, how they can prevent experiencing something like that again. Teacher will complement their strategies in class discussion.

**Required Materials/Equipment:**

1. One YouTube video
2. *Behind the Curtain: Ballet Dancers Mental Health* article. Have the link in case someone wants go further in research
3. *Body Dissatisfaction Among Ballet Dancers* article. Have the link in case someone wants go further in research
4. Notebook, pencil, pen, laptop, Tablet or Smartphone

**Extensions/Practice (Continuation of Engagement):**

Ask students to continually try to break those negative stereotypes. Intervene when they listen to any negative comment about classical ballet and inform people of the positive impact instead of the negative.

**References:**

- Barlaan, I. F (2019) Body Dissatisfaction Among Ballet Dancers. Dominican University of California  
<https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1152&context=senior-theses>
- Gregory, J. C., & Claudia, G. (2021). *Behind the Curtain: Ballet Dancers' Mental Health* | *The Professional Counselor*. TPC Journal.  
<https://tpcjournal.nbcc.org/behind-the-curtain-ballet-dancers-mental-health/>
- The Pain and Euphoria of Ballet*. (2018). YouTube.  
<https://www.youtube.com/watch?v=oy6bA4VQfCI>

<b>Title of Lesson:</b> <i>Disability and inclusiveness in a dance class</i>		
<b>Date of Creation:</b> 29 / 07 / 2022	<b>Creator of the Lesson:</b> Elena Rojas	
<b>Grade Level:</b> Grade 5 - RAD levels	<b>Subject:</b> Ballet Class	<b>Time Duration:</b> 1 hr
<p><b>Summary of Lesson:</b></p> <p>In this lesson, students will focus on examining historical views of inclusiveness in dance history specifically. Also, students will analyze how a classical ballet can have a positive or negative impact on people's life, either people with or without disabilities. They will use knowledge gained in lesson 2 to have a wider perspective.</p>		
<p><b>DSE Alignment:</b> <i>Privilege the interest, agendas, and voices of people labeled with disability/disabled people.</i></p>		
<p><b>Lesson Objectives and Assessments:</b></p> <p><u>Objective 1:</u> Understand how the stereotypes can have a negative impact for those in the disability community. Assessment 1: Active listening and participation in class discussions</p> <p><u>Objective 2:</u> Students will learn about new institutions and dance companies that are inclusive in dance. Assessment 2: Students will present in front of the class their research about an inclusive dance company / institution / program</p>		
<p><b>Teacher Guide:</b></p> <p><u>Anticipatory Set:</u> Present Joffrey's Ballet Nutcracker version of an inclusive ballet.</p> <p><u>Lesson Progression:</u> STEP 1: Professor will present the question: <i>have you seen / known anyone with any type of disability in ballet class?</i> This will start a class discussion about previous personal experiences.</p> <p>STEP 2 : Video Presentation. Students will watch the following videos</p> <ol style="list-style-type: none"> <li>1. Disabled leaders in Dance</li> <li>2. Joffrey's Adaptive Dance Program</li> <li>3. RADiate program of the Royal Academy of Dance</li> </ol>		

STEP 3 : After watching the videos students will answer the following questions in class discussion

- How do those videos make you feel?
- Do you think it is important to create an inclusive environment in dance classes?
- How can dance have an impact in someone's life?
- How can it create a difference in society by creating inclusive dance classes?
- How does creating an inclusive classroom strike with classical ballet stereotypes?

Closure:

After listening to all peers opinions, students will write in their journal a personal and summarized interpretation of the impact of inclusiveness in dance classes

**Required Materials/Equipment:**

1. Pen, pencils, notebook
2. Computer, tablet or smartphone
3. Three YouTube video clips

**Extensions/Practice (Continuation of Engagement):**

Students will research any other dance company or academy that has an inclusive program in their syllabus. Students will create a brief presentation about what they found.

**References:**

*Disabled Leaders in Dance.* (2016). YouTube.

<https://www.youtube.com/watch?v=2A7AjmfpNY4>

*Learn About the Joffrey's Adaptive Dance Program.* (2019). YouTube.

<https://www.youtube.com/watch?v=bn9ILv-ILkM>

*A New Nutcracker Role for Dancers with Disabilities.* (2019). YouTube.

<https://www.youtube.com/watch?v=AlvedJjCppU>

*RADiate - Full Film.* (2018). YouTube.

<https://www.youtube.com/watch?v=H357qRtv1pQ>

<b>Title of Lesson:</b> <i>Creating inclusive environments in a typical ballet class</i>		
<b>Date of Creation:</b> 29 / 07 / 2022	<b>Creator of the Lesson:</b> Elena Rojas	
<b>Grade Level:</b> Grade 5 - RAD levels	<b>Subject:</b> Ballet Class	<b>Time Duration:</b> 1 hr
<b>Summary of Lesson:</b> Students will evaluate and analyze all the knowledge gained in previous lessons-what society considers "normal" and how classical ballet responds to this- and with that information they will construct and create personally what they think an inclusive classroom really is.		
<b>DSE Alignment:</b> <i>Assume competence and reject deficit models of disability.</i>		
<b>Lesson Objectives and Assessments:</b>  <u>Objective 1:</u> Students will comprehend the different needs of an inclusive classroom Assessment 1: Discussion about the personal needs and peers needs in a ballet class / Active listening and participation in class analysis  <u>Objective 2:</u> Students will be able to create an inclusive classroom in classical ballet environment Assessment 2: Understanding and comprehension of the knowledge gained in the four lessons		
<b>Teacher Guide:</b> <u>Anticipatory Set:</u> Prepare the class in groups - the number of members will change according to the assistance of the day - for a class activity  <u>Lesson Progression :</u> STEP 1: Teacher will create a summary of the past three classes, to construct and generate a final and group idea of what a disability really means.  STEP 2 : After the discussion, the teacher will present the multiple ideas of an inclusive classroom presented by Paula Kluth in her book <i>You are going to love this kid</i> . This will establish a base of theoretical knowledge for the students  STEP 3: Teacher will explain the different discomforts an autistic student can experience within a dance class. Readings of the article		

*Ballet Could Be a Home for Autistic Dancers Like Me* and *Philip Martin-Nielson: an autistic life transformed by dance*.

STEP 3: Group Activity. After analyzing the information presented by the teacher, students will work in teams to create their own inclusive classroom.

STEP 4: Class Discussion. Each group will present their ideas of how an inclusive classroom should be for an autistic dancer. Students will enter in discussion after each presentation to compare ideas.

Closure:

After listening to all groups' presentations, students will create one final inclusive classroom including the best ideas of each group.

**Required Materials/Equipment:**

1. Notebook, pen, pencil
2. Paula Kluth Book, *You are going to love this kid*. Have the book in the classroom of someone wants more information
3. *Ballet Could be a Home for Autistic Dancers Like Me* article. Prepare the link for students reading
4. *Philip Martin - Nielsen: an autistic life transformed by dance* article. Prepare the link for students reading
5. Computer, tablet or smartphone

**Extensions/Practice (Continuation of Engagement):**

Students will research if there are any inclusive schools in GDL, if there are, then they will have to see what is it that they are doing that is similar to the "inclusive classroom" they learned about during class.

**References:**

DeMaioNewton, E. (2022,). *Ballet Could Be a Home for Autistic Dancers Like Me*. Dance Magazine.

<https://www.dancemagazine.com/ballet-autism/>

Mackrell, J. (2015, 7 septiembre). *Philip Martin-Nielson: an autistic life transformed by dance*. The Guardian.

<https://www.theguardian.com/stage/2015/sep/07/philip-martin-nielson-autism-les-ballets-trockadero-de-monte-carlo>

Kluth, P. (2010). *"You're Going To Love This Kid"* (2nd ed.). Brookes.

