

Activity
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Value: Sport as a human right
Activity: Inclusive dancing

GENERAL GOAL

Students gain understanding of inclusive Physical Education (PE) in an inclusive environment and/or recreational activities through dance.

SPECIFIC GOALS

- To experience different adapted dance movements with a simulated disability.
- To learn about ways to adapt dance for the use of inclusive Physical Education in an inclusive environment.
- To experience that persons with different abilities can dance together (standing, sitting).

ENVIRONMENT

Indoor (sports hall) or outdoor (open area).

SUGGESTED EQUIPMENT

- CD player.
- Varying types of music (a spectrum of ballet to swing dances, see page 4).
- Wheelchairs.

PEOPLE INVOLVED IN THE ACTIVITY

Session leader and assistants.

STARTING THE ACTIVITY

Students are asked to discuss the differences between sitting and standing dance.

The session leader gathers all students and initiates a discussion based on the following questions:

- What kind of experiences do you have with dance?
- What kind of dances do you know?
- In what way do you think persons with different disabilities are able to dance?



RUNNING THE ACTIVITY

After the introduction, the students are divided into pairs by the session leader. Two concentric circles are formed. One student stands in the inner circle facing the other student, who sits in a wheelchair on the outer circle. The session leader starts by introducing a well-known popular dance to the students. Students then start to dance and work together to try to find their own movement patterns to be able to perform the dance. After this trial, the session leader and students discuss how to adapt the dance for a person using a wheelchair. For example:

- Leg movements are replaced by simple wheelchair forward and backward motions.
- Partners change roles (disability/able-bodied) during the session.
- Examples of dances that can be used are folk-dance, popular dances for students, known dances from Physical Education classes.
- Students are encouraged to bring their own music.

GUIDELINES FOR ADAPTATION TO YOUNGER PARTICIPANTS

- Hokey pokey dance (see worksheet provided on the PSD DVD).

GUIDELINES FOR ADAPTATION TO OLDER PARTICIPANTS

- Groups of four to six students create their own dance routine and present it to the rest of the class.

REFLECTION

The students are encouraged to describe how they felt while dancing both roles. The discussion should focus on creating new dance possibilities which will make the Physical Education environment inclusive for all.

Sample questions

- How did you feel during the dance activity? What was most difficult? What did you like?
- Would you like to have a classmate with a disability in your PE class during dance activities? Why?
- How could you include this classmate? How might you adapt the dancing?



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wheelchair dance movements

The student in the wheelchair pushes freely through the space making various patterns.

- Push the wheelchair with one hand and hold on to the partner with the other hand.
- Pull back the wheelchair with one hand and hold on to the partner with the other hand.
- Student in the wheelchair makes free arm movements while partner pushes the handles or the back of the wheelchair.
- Student in the wheelchair and partner face each other, extend arms and place palms together and push and pull through the space (while hands are linked, turns can be added).



movement characteristics

space: direct - indirect.

force: strong - light.

speed: quick - slow.

flow: bound - free.

direction: diagonals, patterns, pathways, facing forwards, backwards, sideways, turning.

movement: high - low.



body awareness

body parts: whole body or isolated body sections.

symmetry: sides of body (left, right, upper or lower).

shape: bent, straight, round, flat, etc.



types of dance

Ballet is a type of very skilled and artistic dancing with carefully planned movements.

Ballroom dance is a type of dancing in which a man and a woman dance together using fixed sequences of steps and movements. Examples include the Foxtrot, the Tango and the Waltz.

Folk dance is traditional or typical of a particular community or nation.

Hip-Hop is a form of popular culture which started among young black people in the United States in the 1980's.

Polka is a fast and lively dance that was popular in the nineteenth century.

Salsa is a type of dance music especially popular in Latin America.

Square dance is a traditional American dance in which sets of four couples dance together, forming a square at the beginning of the dance.

Swing is a style of jazz dance music that was popular in the 1930's. It was played by big bands.



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The official rules of Wheelchair Dance Sport can be found at www.wdance.com.

LINKS

Website: www.paralympic.org/release/Summer_Sports/Wheelchair_Dance_Sport
PSD Manual: Section Two, Chapters 3 and 4

