

# **A Rationale for Offering Ethnic Folk Dance Programs in the School Curriculum**

*Pathways to Health, Teamwork and Multi-Cultural Understanding*

***Programs for Grades 5 through 12 – 2009***

**Paul Collins**  
**Ethnic Dance Connection**  
*(Dancing As a Second Language)*

Mobile: (847)-846-8139 – Office: (773) 463-2288

info@ethnicedance.org - www.ethnicedance.org



# Photo Gallery - 1



**Catholic Central High School (Burlington, WI) – 12th Graders at Diversity Day**

# Photo Gallery - 2



**Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival**

# About Paul Collins

- ◆ **Paul Collins** is a management consultant, providing high performance techniques and technologies that support collaborative problem solving and decision-making in web-based meetings. His clients, generally Fortune 1000 Companies and Government Agencies, have included, **NASA**, the **US EPA**, **BP/Amoco** and **Motorola**. He is currently a part-time student in Northwestern University's Leadership and Organization Behavior program.
- ◆ Paul has had a passion for dance since he started dancing at the age of eight and called his first Square Dance at the age of twelve. He has taught ethnic dance programs at the **Old Town School of Folk Music**, the **University of Chicago** and the **University of Illinois at Chicago**, has been a popular instructor in downtown dance programs at **SummerDance in Grant Park**, **Millennium Park** and the **Cultural Center**, and has taught dance workshops throughout the United States, Canada and Europe.
- ◆ In 1989, Paul founded **Ethnic Dance Chicago** which now meets weekly at the **Chicago Latvian Cultural Center** and the **S.P.A.C.E. Academy Center for the Arts** as a recreational activity for a multi-ethnic and multi-generational group of people who enjoy dance and music of many countries from around the world. In 2009, Paul founded **Ethnic Dance Connection** which delivers dance programs to schools and community programs.
- ◆ Paul directed the **University of Chicago International Folk Festival** for twelve years and is co-director and managing partner of the **Door County Folk Festival**, now in its 30<sup>th</sup> year.
- ◆ Since the 1980s, Paul has designed and delivered accelerated dance programs for students in public, parochial and private schools in in the U.S. and Canada and has developed In-Service Workshops and Teacher Continuing Education Programs for which teachers can earn Illinois State Board of Education CPDUs and CEUs.

# Representative Clients

## ◆ **Public Schools**

- Budlong School, Walker School, Schubert School, Wisconsin Dells School District (WI), Sheboygan County School District (WI), Chaney Monge School (District 88, Crest Hill, IL), Kenwood High School, Lane Tech High School, Glenbard East High School, Shaughnessy Park School (Winnipeg, MB Canada)

## ◆ **Parochial Schools**

- Notre Dame High School, St. Theresa Elementary School, St Sabina Academy, St. Scholastica Academy, Catholic Central High School (Burlington, WI), Messmer Catholic High School (Milwaukee)

## ◆ **Private Schools**

- Lake Forrest Academy, Roycemore School, University of Chicago Lab School, MacNeal School, Marklund School

## ◆ **Higher Learning Institutions**

- National Louis University, North Park University, Lake Forrest College, University of Chicago, University of Illinois at Chicago, De Paul University, Loyola University, Illinois Institute of Art, Galladet University (Washington, DC), Lane Community College (Eugene, OR)

## ◆ **Park Districts, Libraries, Museums**

- Chicago Park District, Skokie Park District, Wheeling Park District, Elk Grove Village Park District, Chicago Public Library, Arlington Heights Public Library, Des Plaines Public Library, Children's Museum of Chicago

## ◆ **Foundations/Associations**

- Lifelink Adoption Agency, The Cradle Foundation, Cargill Foundation, Danforth Foundation, Ravinia Association, American Contract Bridge League

## ◆ **Other**

- Old Town School of Folk Music, Chicago Department of Cultural Affairs, Institute of Cultural Affairs, Leo Burnett, Health Care Service Corporation, von Stiehl Wineries

# Video Gallery – 1

## Worth A Thousand Words

[Chaney Monge School – Crest Hill, IL – Video #6](#)  
(click link to view YouTube movie)

# Photo Gallery - 3



**Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival**

# Photo Gallery - 4



**Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival**



# Benefits to Students – Exercise for the Body

- **Students begin to master movement activities: traveling actions (locomotor skills), movement in place (non-locomotor skills), and object handling (manipulative skills)**
- **Students experience exercise that requires large bursts of energy over shorter time periods (anaerobic exercise) that helps withstand the onset of fatigue**
- **Students are exposed to health-enhancing leisure time activities and begin to understand the relationship between participation in physical activities and wellness**
- **Student movement competency increases as they learn to adapt to different music, rhythms and dance-styles while executing movements of increasing complexity in more structured physical activities**
- **Students learn to make more strategic use of movement skills and to apply concepts from other disciplines as they are exposed to body and spatial awareness, qualities of movement, and relationships to others**
- **Students learn to recognize their personal strengths, skills, likes and dislikes, and as their self-esteem, self-confidence and physical skill levels increase, they learn to use these criteria to choose physical activities for enjoyment**
- **Students begin to see participation in physical activity as a venue for interaction with those they know and enjoy being near and for initiating and developing relationships with those they do not yet know**
- **Students experience social interaction in individual and group activities and pursue opportunities for personal growth in physical skills**

# Benefits to Students – Exercise for the Mind

- **Students experience cooperative and collaborative skills in group activities, learn where teamwork is critical to success and how to participate both as a leader and as a follower**
- **Students learn to apply rules for both school and life situations through individual and group decision making while dealing with issues of culture, race and gender in a safe environment**
- **Students begin to understand and model social responsibility, increase personal responsibility levels, show empathy for individuals of varying abilities and seek opportunities to help those in need**
- **Students begin to understand that competence in a physical activity requires practice and learn that they may need encouragement to be more expressive and less self-conscious**
- **Students develop problem solving skills in choosing to participate in physical activities and demonstrate an understanding of positive conduct by following rules and policies**
- **Students are exposed to the influence of culture on individuals and society and how individuals learn the relationships, structures, patterns and processes to become members of society**
- **Students learn to compare contributions of different cultures to society, appreciate the richness of cultural differences and display more inclusive behavior in group activities**
- **Students increased cultural awareness and the experience of “dancing in new shoes” helps cast away stereotypes and assumptions about those with whom they have limited or no contact**
- **Students have fun in an active learning environment**

# Video Gallery – 2

## Worth A Thousand Words

[Spring Hill Middle School – Wisconsin Dells, WI – Video #2](#)  
(click link to view YouTube movie)

# Photo Gallery - 5



**Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival**

# Photo Gallery - 6



**Catholic Central High School (Burlington, WI) – 12th Graders at Diversity Day**

# Benefits to Schools & Communities

- ◆ **Purpose:**
  - To supplement student learning about many of the world's countries and ethnic groups, to celebrate cultural diversity and to honor the outstanding work of youth
  
- ◆ **Objectives:**
  - To provide teachers a way to link classroom learning to other learning
  - To provide schools with activities that help break down cultural barriers
  - To provide the entire school community (faculty, staff, students, parents, guests, board members) with a powerful experience
  
- ◆ **Service Experience:**
  - Students present an assembly to the entire school community
  - Schools provide students with a significant learning experience and a fun performance experience
  
- ◆ **Instructional Procedure:**
  - Students review accomplishments of previous classes or of other schools (videos, photos)
  - Students learn a variety of dances and songs in an active learning environment (learning by doing)
  - Students are exposed to a variety of different cultural norms
  - Students use videos, books and the internet to research for maps, flags and interesting facts about other countries and ethnic groups
  
- ◆ **School/Home Connection:**
  - Support of an extended network of family and friends is important as students may be immigrants themselves or may have family and friends from other countries or ethnic groups
  
- ◆ **Experiential Component:**
  - Ethnic dance programs provide students with first-hand experience of cultural diversity as they dance, sing and share information from other countries and ethnic groups

# Program Descriptions

These programs & budgets are representative of curricula tailored to match specific school and community needs.

- ◆ **Sample School & Community Ethnic Dance Programs:**
- ◆ **(1) A 6-8 week after school series (20 students minimum)**
- ◆ **(2) Single-event for in or after school program (1 class)**
- ◆ **(3) Series of 4+ single-events for in or after school program**
- ◆ **(4) One-day residency program, multiple-events for in or after school program (4-6 classes for 1 day plus end-of-day program)**
- ◆ **(5) Series of 4+ multiple-events for in or after school program**
- ◆ **(6) Extra-curricular evening/weekend activity for adults, students, families or a school fundraiser**
- ◆ **(7) One-week residency program in conjunction with a school assembly, multi-cultural fair, diversity day or international festival (5-6 classes per day for 1 week plus end-of-week program)**
- ◆ **(8) One-quarter residency program in conjunction with developing a sustaining school program (1 day per month with 5-6 classes per day)**
- ◆ **(9) On-site in-service workshops for teachers, recreation staff, librarians, etc. (2-3 hours, providing 1.5 CPDUs)**
- ◆ **(10) Teacher Continuing Education Programs (providing CPDUs and/or CEUs)**

# Video Gallery – 3

## Worth A Thousand Words

[Chaney Monge School – Crest Hill, IL – Video #5](#)  
(click link to view YouTube movie)



# Photo Gallery – 7



Catholic Central High School (Burlington, WI) – 12th Graders at Diversity Day

# Photo Gallery - 8



**Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival**

# Defining Ethnic Dance

- How does one determine what is ethnic dance and what is folk dance? Is there a difference between ethnic dance and folk dance? Do all folk dances fall under the category of ethnic dance and do all ethnic dances fall under the category of folk dance?
- Definitions of ethnic dance include:
  - Expressive movement
  - Incidental movement as from excitement or emotion
  - Movement to rhythm
  - Movement to music
  - Movement for its own sake
  - Movement outside the normal movements of life
- Ethnic dance is any dance form which can be identified as originating with an ethnic culture and expressing the movement aesthetics of that culture.
- It would cover all ethnic cultures, whether European, American, African, Polynesian, Asian, Middle Eastern. It would also include village folk dance, urban popular dance (swing, tango), classic dance (Kathak, Bharat Nayan), tribal dance, tap/step dance, educational dance and many more types.
- The primary criteria is simply identification with an ethnic culture of origin

# Defining Folk Dance

Folk dance requires not only an ethnic identification, but a participatory and aesthetic tradition. It is dance which is an integral and anticipated behavior in the culture and defined by the aesthetics of that culture whether rural or urban. Members of the folk dance tradition would include village dances, national dances, ritual dances, social dances, and educational dances such as:

- **Eastern & Southern Europe**
  - ◆ Oro, Kolo, Horo, Kopanica, Drmes, Syrto, Hasapiko, Tsamiko, Csardas, Verbunk, Legenyés, Briul, Sirba, Rustemul, Invirtita, Hopak, Khorovod, Kujawiak, Mazur, Oberek, etc.
- **Western and Northern Europe**
  - ◆ Hambo, Reinlander, Polska, Pols, Bourree, Tarentella, Salterello, Jota, Fado, Roshina, An Dro, Zwiefacher, Dreisteyrer, Schuplattler, Dreher, Reel, Strathspey, Jig, etc.
- **North & South Africa**
  - ◆ Pata-Pata, High Life, Concumba, Maracatu, Shango, Etida, Debki, etc.
- **Polynesia, Melanesia & Micronesia**
  - ◆ Hula, Bora-Bora, Kaparima, Ura, etc.
- **East & West Asia**
  - ◆ Bushi, Ondo, Hora, Debki, Halay, Sheikhani, Karsilima, Papuri, Horon, Bar, Tamzara, Kathak, Bharat Nayam, etc.
- **North & South America**
  - ◆ Contra, Square, Round, Clog, Schottische, Jarabe, Ranchera, Tango, Milonga, Chacarera, Fado, Gigue, Reel, Branle, Quadrille, etc.

# Video Gallery – 4

## Worth A Thousand Words

[Spring Hill Middle School – Wisconsin Dells, WI – Video #8](#)  
(click link to view YouTube movie)

# Photo Gallery - 9



Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival

# Photo Gallery - 10



**Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival**

# Addressing Illinois Teaching Standards - 1

- ◆ **(1) Content Knowledge**
  - The teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
  
- ◆ **(2) Human Development and Learning**
  - The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
  
- ◆ **(3) Diversity**
  - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
  
- ◆ **(4) Planning for Instruction**
  - The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community and curriculum goals.
  
- ◆ **(5) Learning Environment**
  - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.



# Addressing Illinois Teaching Standards - 2

## ◆ (6) Instructional Delivery

- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

## ◆ (7) Communication

- The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

## ◆ (9) Collaborative Relationships

- The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

## ◆ (10) Reflection and Professional Growth

- The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

## ◆ (11) Professional Conduct

- The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

# Sample Backward Curriculum Design for a 1-Week Residency Dance Program

- **Essential Learning**
  - Students present ethnic dances they have learned and rehearsed at a school's Multi-Cultural Fair, International Day or Dance Assembly without adult assistance
- **Key Assessments**
  - Student's ability to associate a dance with specific music and to recall the steps
  - Student's ability to distinguish one dance from another and to recall the formation
  - Student's ability to remember the culture from which a dance originates
  - Student's ability to recall the geographic location of a country or an ethnic group
- **Key Strategies**
  - Teaching easily accessible dances (initially) to provide a sense of accomplishment
  - Increasing the complexity (gradually) appropriate to each class and the time-frame
  - Selecting dances that are fun for the students to do
  - Requiring students to take responsibility for their own learning
  - Providing feedback, encouragement and/or interventions when and where needed
  - Urging (continuously) students to give their best at all times
  - Helping students succeed beyond their own expectations (stretch goals)
  - Placing students into positions of leadership and of helping others
- **Time**
  - Three to four days of learning and rehearsing prior to the performance
  - Individual coaching outside class time for those who request (or need) it
- **Resources**
  - A sub-set of dance music (out of 10,000 titles) appropriate for the age group
  - Maps, photographs, websites, costumes, artifacts, foods, experiences, etc.

# Sample Backward Curriculum Design for a 1-Day Residency Dance Program

- **Essential Learning**
  - Students present ethnic dances they have learned and rehearsed at a school's Multi-Cultural Fair, International Day or Dance Assembly without adult assistance
- **Key Assessments**
  - Students' ability to associate a dance with specific music and to recall the steps
  - Students' ability to distinguish one dance from another and to recall the formation
- **Key Strategies**
  - Teaching easily accessible dances to provide a sense of accomplishment
  - Selecting dances that are fun for the students to do
  - Requiring students to take responsibility for their own learning
  - Providing feedback, encouragement and/or interventions when and where needed
  - Urging (continuously) students to give their best at all times
  - Helping students succeed beyond their own expectations (stretch goals)
  - Placing students into positions of leadership and of helping others
- **Time**
  - Three to five classes each spend a full class period (forty to fifty minutes) learning dances prior to the performance
- **Resources**
  - A sub-set of dance music (out of 10,000 titles) appropriate for the age group
  - Maps, photographs, websites, costumes, artifacts, foods, experiences, etc.

# Photo Gallery - 11



**Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival**

# Photo Gallery - 12



**Spring Hill Middle School (Wisconsin Dells, WI) – 8th Graders at International Festival**

# Now Would Be a Good Time for Your Questions!

◆ ?

◆ ?

◆ ?

◆ ?

◆ ?

◆ ?

◆ ?

◆ ?

◆ ?

◆ ?

# My Questions and Comments

◆ How might Ethnic Dance Connection be of assistance to your school's programs?

◆ How might we help your school implement Ethnic Dance programs as an interdisciplinary fine-arts component, integrating music, dance, history, geography, social studies, physical education, and multi-cultural experiences?

◆ A integrated curriculum could consider:

- The arts have both intrinsic and extrinsic value
- The arts play a valued role in creating cultures and building civilizations
- The arts are a way of knowing
- The arts have value and significance for daily life
- Lifelong participation in the arts is a valuable part of a life fully lived
- Appreciating the arts means understanding interactions among the various professions and roles involved in creating, performing. Studying, presenting and supporting the arts
- Folk arts and their influence deepen respect for one's own community and for other's communities
- Respect for work, openness, and contemplation when participating in the arts as an observer/audience member are attitudes that enhance enjoyment
- The arts are indispensable to freedom of inquiry and expression
- Those who study the arts become acquainted with many perspectives on the meaning of "value"
- The methods and mode of thinking in the arts can be used to creatively solve situations in other disciplines
- Self-discipline, a cooperative spirit, and other attributes necessary to the arts can transfer to the rest of life
- The arts provide forms of nonverbal communication that strengthens the presentation of ideas and emotion(s)
- The arts encourage responsibility for advancing civilization itself, and provide the skills and perspective for doing so

# Visit Our New Website

The screenshot shows a Mozilla Firefox browser window displaying the Ethnic Dance Connection (EDC2) website. The browser's address bar shows the URL <http://www.ethnicdance.org/>. The website has a green header with the title "Ethnic Dance Connection (EDC2)" and the tagline "Dancing As a Second Language". Below the header, the website lists contact information: [www.ethnicdance.org](http://www.ethnicdance.org), [info@ethnicdance.org](mailto:info@ethnicdance.org), Mobile: (847)-846-8139, and Office: (773)-463-2288. The main content area features the heading "Serving Youth in School and Community Programs" and a sub-heading "Introducing Ethnic Dance As a Healthy Social and Recreational Activity Integrating Dance with Developmental Issues for Grades 5-12 in a Safe and Fun Environment". A list of skills is provided, including movement skills, physical fitness, social skills, leadership skills, team skills, collaboration skills, negotiation & conflict resolution, building self-esteem, developing self-confidence, cultural and gender diversity, social responsibility, and new movements, rhythms and music. Below the list, there are two sections: "Offering Teacher & Recreation Leader Continuing Education Programs" and two links: "Click Here for Photo Gallery" and "Click Here for Video Gallery". The photo gallery link is accompanied by a small image of a large group of people sitting at tables in a room. The video gallery link is accompanied by a small image of a group of people dancing. On the right side of the website, there is a sidebar with a list of navigation links: "Ethnic Dance Connection (Dancing As a Second Language) (click links below for menus)", "About the Organization", "Programs & Benefits", "Client Satisfaction", "Photo Gallery", "Video Gallery", "Media Articles", "Related Links", "Event Calendar", "Donor Opportunities", "Staff Opportunities", "Download Files", "Contact Us", and "Home". The browser's status bar at the bottom shows "Done" and a broken image icon with the text "<a href=

**Ethnic Dance Connection - [www.ethnicdance.org](http://www.ethnicdance.org)**



# Ethnic Dance Chicago - Door County Folk Festival

- **Ethnic Music-Dance Related Resources for Teachers**
  - **Summer 2009 Teacher Continuing Education Program (DCFF)**
  - **Ongoing Recreational Ethnic Dance Program (EDC)**

# Teacher Continuing Education Program



at The 30<sup>th</sup> Door County Folk Festival  
Wed-Sun, July 8-12, 2009

Sister Bay, Ephraim and Baileys Harbor, Wisconsin

African Dance Connection - All Rights Reserved - July 1, 1994-2009

# Teacher Continuing Education Program

## Wed-Sun, July 8-12, 2009      Door County, Wisconsin

### Learning Objectives

- Acquiring new material
- Connecting to school and culture
- Selecting appropriate dances
- Adapting dances as appropriate
- Observing and learning best practices
- Relating to all ages
- Finding links to valuable resources
- Developing practical program formats
- Developing learning outcomes for students
- External groups and program neutrality
- Understanding the music
- Understanding dance notes
- Reviewing some points on dance style
- Separate tracks: K-5 (Wed-Thu) & 6-Adult (Fri-Sat)

### ◆ Instructors:

- Sanna Longden
- Paul Collins
- Warren Kubitschek

### ◆ Contact us for a brochure & registration form:

- Paul Collins
- Mobile: (847)-846-8139
- Office: (773)-463-2288
- [info@ethnicedance.org](mailto:info@ethnicedance.org)
- [www.ethnicedance.org](http://www.ethnicedance.org)

**TCE Program Schedule**

Day	Time	Hours	CPDUs
Wed	6:30pm – 9:00pm	2.50	<b>3.00</b>
Thu	9:00am – 12:00pm	3.00	<b>3.00</b>
Fri	9:00am – 12:00pm	3.00	<b>3.00</b>
Sat	9:00am – 12:00pm	3.00	<b>3.00</b>
<b>Total</b>		<b>11.50</b>	<b>12.00</b>

**Optional Dance/Singing Workshop Schedule**

Day	Time	Hours	CPDUs
Thu	1:15pm – 3:00pm	1.75	<b>1.00</b>
Thu	3:15pm – 5:00pm	1.75	<b>1.00</b>
Fri	1:15pm – 3:00pm	1.75	<b>1.00</b>
Fri	2:00pm – 3:15pm	1.25	<b>1.00</b>
Fri	3:15pm – 5:00pm	1.75	<b>1.00</b>
Sat	1:15pm – 3:00pm	1.75	<b>1.00</b>
Sat	2:00pm – 3:15pm	1.25	<b>1.00</b>
Sat	3:15pm – 5:00pm	1.75	<b>1.00</b>
Sun	9:00am – 11:00am	2.00	<b>1.00</b>
Sun	11:15am – 12:30pm	1.25	<b>1.00</b>
Sun	1:30pm – 3:15pm	1.25	<b>1.00</b>
Sun	3:30pm – 5:00pm	1.50	<b>1.00</b>
<b>Total</b>		<b>up to 16.50</b>	<b>up to 10.00</b>

# Ethnic Folk Dance as Recreational and Social Dance



## Ethnic Dance Chicago – Ongoing Friday Dance Programs

# Dancing As A Second Language

- ◆ Why do people dance?
- ◆ Participating in dance & music celebrations is a strong unifying factor among the many ethnic groups.
- ◆ Ethnic Dance Chicago provides a safe haven where all folks are accepted & no one has to give up their own ethnicity to participate.
- ◆ Join us in order to:
  - Keep in touch with your roots
  - Learn & do dances & songs of different traditions
  - Enjoy cultural celebrations of others
  - Experience good physical & mental exercise
  - Meet interesting people you might not otherwise encounter
  - Be challenged by new music rhythms & dance forms
  - Introduce friends to new & challenging experiences
  - Make new friends
  - Get some exercise
  - Have fun

- ◆ For more info and to get on the mailing list:
  - Events held weekly at the Chicago Latvian Cultural Center and the S.P.A.C.E. Academy Center for the Arts
- ◆ Contact:
  - Paul Collins
  - Mobile: (847)-846-8139
  - Office: (773)-463-2288
  - [info@ethnicedance.org](mailto:info@ethnicedance.org)
  - [www.ethnicedance.org](http://www.ethnicedance.org)

## EDC Dance Locations

**Fridays 8pm-midnite**

Chicago Latvian Community Center  
4146 N Elston Ave  
Chicago, IL 60625

SW Corner of Elston (NW Diag) & Hamlin (3800W)

Last Fridays 9pm-midnite

S.P.A.C.E.S. Academy Art Center  
3433 W Peterson Ave  
Chicago, IL 60659

2<sup>nd</sup> short block W of Kimball on Peterson (6000N)

## EDC Overview

◆ Ethnic Dance Chicago (EDC) is a multi-ethnic group of people of all ages who enjoy dance & music of many countries from around the world. You might say the participants think of "Dancing As A Second Language". Ethnic Folk Dancing is a great social mixer and an aerobic workout.

◆ Since 1987, EDC has promoted the enjoyment, sharing, understanding and preservation of the dance and music heritage of Chicago's many ethnic groups as well as the heritage of traditional American dance and music.

◆ You can find more detailed information about ethnic dance and music (including a calendar of events, travel directions, and some music to play while you surf) at: [www.ethnicedance.org](http://www.ethnicedance.org)

# Program Pricing

These programs & budgets are representative of curricula tailored to match specific school and community needs.

<u>Sample School &amp; Community Ethnic Dance Programs:</u>	<u>Program Investment:</u>
◆ (1) A 6-8 week after school series (20 students minimum)	◆ (1) \$25 per student
◆ (2) Single-event for in or after school program (1 class)	◆ (2) \$200 per event
◆ (3) Series of 4+ single-events for in or after school program	◆ (3) \$150 per event
◆ (4) One-day residency program, multiple-events for in or after school program (4-6 classes for 1 day plus end-of-day program)	◆ (4) \$1,000 per day
◆ (5) Series of 4+ multiple-events for in or after school program	◆ (5) \$850 per day
◆ (6) Extra-curricular evening/weekend activity for adults, students, families or a school fundraiser	◆ (6) \$200 per event
◆ (7) One-week residency program in conjunction with a school assembly, multi-cultural fair, diversity day or international festival (5-6 classes per day for 1 week plus end-of-week program)	◆ (7) \$3,000 per week
◆ (8) One-quarter residency program in conjunction with developing a sustaining school program (1 day per month with 5-6 classes per day)	◆ (8) \$7,500 per quarter
◆ (9) On-site in-service workshops for teachers, recreation staff, librarians, etc. (2-3 hours, providing 1.5 CPDUs)	◆ (9) \$500 per event
◆ (10) Teacher Continuing Education Programs (providing CPDUs and/or CEUs)	◆ (10) Contact Us

# A Rationale for Offering Ethnic Folk Dance Programs in the School Curriculum

*Pathways to Health, Teamwork and Multi-Cultural Understanding*

*End Presentation*

**Paul Collins**  
**Ethnic Dance Connection**  
*(Dancing As a Second Language)*

Mobile: (847)-846-8139 – Office: (773) 463-2288

info@ethnicedance.org - www.ethnicedance.org

