

Multi-Cultural, Multi-Disciplinary Learning Programs

*Enriching Education, Developing Cultural Understanding,
Building Teamwork, Promoting Good Health*

Ethnic Heritage Dance Programs for Schools

*[your school name here]
(your school district name here)*

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(Dancing As a Second Language)

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Dance Photo Gallery - 1



Spring Hill Middle School – Student Dancing at International Festival

Dance Photo Gallery - 2



Chaney Monge School – Student Dance Rehearsal for Multi-Cultural Fair

Dance Photo Gallery - 3



Spring Hill Middle School – Student Dancing at International Festival

Dance Video Gallery



School Dance Videos – Worth A Thousand Words

www.ethnicdance.org/school_dance

Multi-Cultural Residency Programs

◆ For Multi-Cultural Fairs, International Festivals, Diversity Days

- Exposure to ethnic heritage activities from many cultures introduces students to a wider range of knowledge and experience than they are likely to encounter within their school and home environments.
- The program's multi-disciplinary approach challenges students to develop research methodologies and to participate in collaborative team projects. The "Student Research Project" draws upon what students have learned, are learning or will learn in other classes and calls for them post their findings to a "Wall of Knowledge".
- These research activities help students discover, recognize and acknowledge the achievements, contributions and travails of a wide range of ethnic groups. Such exposure helps prepare students to succeed in a society that is becoming more diverse each year. As a by-product students will show significant improvements in many other developmental skills.
- At the end of the residency, students perform dances they have learned without adult assistance or intervention at a school assembly or special event such as a Multi-Cultural Fair, Diversity Day or International Festival.

In-School / In-Community Enrichment

◆ Supplementing and Reinforcing Classroom Learning

- Incorporating ethnic dance activities with in-school / in-community programs combines learning with elements of fun, experiential education and, healthy exercise to the curriculum and offers a different way to learn about the usual academic subjects. Furthermore, ethnic dance programs supplement learning across multiple disciplines including: history, geography, social studies, art, music and physical education.
- Ethnic dance programs can be incorporated easily as units within a curriculum for social studies, physical education, etc. can be integrated with a higher goal of having students perform what they have learned as part of a Diversity Day, Multi-Cultural Fair, International Festival or School/Community Assembly
- Students can also provide service outside of the school by performing what they have learned at local or regional Community Festivals or at Retirement Communities.

Key Outcomes

◆ Research by U.S Dept. of Education and U.S Dept. of Justice

Quality Extra-Curricular school programs enhance the following outcomes:

- **Learning Outcomes:** Such programs play a key role in improving student achievement through focused academic activities or indirect activities that provide challenges and motivation. Students' chances of improving in-school performance increase when they engage in more structured programs.
- **Health Outcomes:** Such programs foster healthier habits for students who might otherwise be more sedentary and less active.
- **Developmental Outcomes:** Such programs provide venues for students to volunteer in their communities, learn leadership skills, and connect with adult mentors as well as opportunities to continue their social and psychological development.
- **Career Outcomes:** Such programs provide an opportunity for student career exploration (music, dance, performance art, anthropology, ethnology, sociology, physical education, etc.).

Dance Photo Gallery - 4



Chaney Monge School – Student Dance Rehearsal for Multi-Cultural Fair

Dance Photo Gallery - 5



Catholic Central High School – 12th Graders Rehearse for Diversity Day Performance

Benefits to Students – Exercise for the Body

- **Students begin to master movement activities: traveling actions (loco motor skills), movement in place (non-loco motor 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**

Dance Photo Gallery - 6



Catholic Central High School – 12th Graders Rehearse for Diversity Day Performance

Dance Photo Gallery - 7



Spring Hill Middle School – 8th Graders at International Festival

Benefits to the Community

- ◆ **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 help teachers link classroom learning with other learning
 - To introduce students to life-long healthy activities that help break down cultural barriers
 - To provide entire school communities (faculty, staff, students, families, community leaders, etc.) with a powerful and memorable 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 from a variety of cultures 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

Dance Photo Gallery - 8



Catholic Central High School – 12th Graders at Diversity Day

Dance Photo Gallery - 9



Spring Hill Middle School – 8th Graders at International Festival

Testimonials

- ◆ As a social studies teacher, I appreciate that Paul not only teaches the dances, but also a little of the history and geography behind them... By the end of the week, the students are ready to flawlessly perform several dances for about 500 visitors.
- ◆ Paul has the ability to motivate even the most difficult students. have seen students who miss several days of school a week never miss a day the week he is with us. He is embraced so warmly that we have added an "alumni" dance to our evening performances... High school students want to relive the experience they had when they were in middle school.
- ◆ As a school board member and former teacher, I must say that the dance performances were always a highlight of the evening's festivities. Paul not only imbued in the students a love of the dance they were performing, but their energetic and skillful performances demonstrated the time and intensity Paul applied in teaching his young charges the intricate steps.
- ◆ Many parents, teachers, and board members have continued to express appreciation and praise for Paul, and for the wonderful seed he has planted in our school community... Paul is a gifted and dedicated teacher, who has an important contribution to offer our school children.
- ◆ I have heard so many fabulous comments regarding the dancing that you could not even imagine. Parents, grandparents, aunts, uncles, teachers, and definitely the students have said how exciting the dances were.
- ◆ The instruction from Paul Collins of Ethnic Dance Chicago addressed some needed attention to Illinois State Standards in dance... But even more exciting to me, was that the more gifted dancers were not the academic stars. It gave them a chance to excel and lead others. And boy did they! I observed students dancing their way to classes.

Dance Photo Gallery - 10



Spring Hill Middle School – 8th Graders at International Festival

Dance Photo Gallery - 11



Spring Hill Middle School – 8th Graders at International Festival

Wall of Knowledge Research Project - 1



Chaney Monge School – Students Post Their Findings to the “Wall of Knowledge”

Wall of Knowledge Research Project - 2

Wall of Knowledge Student Research Project

XYZ School – Dance Week / Multi Cultural Fair

June 5-8, 2016

1. Select a Country or Ethnic Region for your Research Project – item 1.
2. Complete items 1-12 for the Country / Ethnic Region you choose.
3. Attach a printed or drawn image of the FLAG and a MAP of the Country / Ethnic Region.

1. Country / Ethnic Region: _____

Dance(s) from this Country / Ethnic Region: _____

- | | |
|-----------------------------------|----------|
| 2. Capital City and Largest City: | _____ |
| 3. Area in Square Miles: | _____ |
| 4. Form of Government: | _____ |
| 5. Major Language(s): | _____ |
| 6. Population: | _____ |
| 7. Principle Waterway(s): | _____ |
| 8. Currency: | _____ |
| 9. Major Exports: | _____ |
| 10. Current Leader(s): | _____ |
| 11. Image of Flag: | (Attach) |
| 12. Map: | (Attach) |

XYZ School – Handout for “Wall of Knowledge Research Project”

Addressing Illinois Teaching Standards

- ◆ **(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.
- ◆ **(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.

Addressing Illinois Learning Standards

◆ Learning Areas

- English, Math, Science, Social science, Physical development & health, Fine Arts, Foreign Languages, Social Emotional Learning (SEL)

◆ Applications of Learning

- Solving problems, Communicating, Using technology, Working on teams, Making connections

◆ Goals Addressed

- (4) Listening and speaking effectively
- (5) Acquiring, assessing and communicating information
- (8) Applying analytical methods to describe patterns and relationships
- (11) Using scientific inquiry, solving problems
- (13) Seeing relationships in historical and contemporary contexts
- (16) Comprehending events, trends, individuals and movements shaping history
- (17) Appreciating world geography and its effects on society
- (18) Identifying social systems
- (19) Utilizing movement skills, enhancing physical health
- (21) Developing team building skills
- (24) Employing effective communication & decision making
- (25) Recognizing organizational principles, expressive qualities, similarities, distinctions, connections
- (26) Employing processes, tools, and technologies and applying necessary skills
- (27) Learning how dance functions in, shapes and reflects history, society and everyday life
- (28) Communicating within and beyond the classroom
- (29) Understanding customs, art, literature, history, geography
- (30) Making connections, reinforcing knowledge and skills across disciplines

◆ Social & Emotional Learning (SEL)

- (1) personal behavior, personal qualities, personal support systems, personal & academic goals
- (2) feelings & perspectives of others, individual & group differences & similarities, effective interaction, constructive resolution of interpersonal conflict
- (3) considerations in decision making, responsible decision making in academic & social situations, well-being of school and community

Representative Schools

- ◆ **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), Lincoln Elementary (Port Washington, WI)
- ◆ **Parochial Schools**
 - Notre Dame High School, St. Theresa Elementary School, St Sabina Academy, St. Scholastica Academy, Catholic Central High School, 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, Families for Russian and Ukrainian Adoption, Cargill Foundation, Danforth Foundation, Ravinia Association, American Contract Bridge League, International Association for Public Practitioners, Northern Door YMCA
- ◆ **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

Ethnic Dance Connection / Paul Collins

- ◆ **Paul Collins** is a management consultant, providing high performance techniques and technologies for collaborative and collective problem solving and decision-making to organizations in the private, public and not-for-profit sectors. Paul has also been 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.
- ◆ Paul directs Ethnic Dance Chicago, an adult and family recreational dance and performance dance group, that meets weekly at the Latvian Cultural Center and the S.P.A.C.E. Academy Center for the Arts in Chicago.
- ◆ Paul founded **Ethnic Dance Connection** to specialize the delivery of multi-cultural dance programs to school and community programs.
- ◆ Paul directed the University of Chicago International Folk Festival for many years and is a director and managing partner of the Door County Folk Festival.
- ◆ Paul has designed and delivered accelerated dance programs for students in public, parochial and private schools in in the U.S., Canada and Europe and has developed In-Service Workshops and Teacher Continuing Education Programs for which teachers can earn Illinois State Board of Education (ISBE) CPDUs and CEUs.



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Your Next Steps – Contact Us:

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