



Dance For Us

by Sissy Piteli

Experiential dance learning for the development of social and emotional intelligence



LEARNING BY DOING

The original model for dance instruction at Dance for Us is based on experiential learning. This approach focuses on the teaching method and the learning process, where knowledge is built upon the students' experiences and the communal dynamics of the group. Knowledge is generated through the interaction of individuals and their environment, as well as the interaction between individuals themselves and the cognitive subject matter.





Dance for Us employs modern teaching methods and focuses on a collaborative form of transmission, while relying on equal participation of all students. The success of one individual largely depends on the success of others. The aim is to combine individual autonomy with collective action and learning.





Experiential activities enhance long-term learning, motivate children for better results, engage them in goal-setting processes, and make the lesson more interesting and entertaining. Simultaneously, the child becomes engaged with what is being taught, develops motivation and initiatives, and highlights their physical and individual skills. Most importantly, it utilizes and explores every knowledge offered to them in a comfortable and friendly learning environment.



For younger ages, experiential activities can include:



Role-playing games



Themed crafts



Cooking/baking for a dancer's proper nutrition



Relay races based on exercise



Outdoor activities



Makeup and costume design



For older ages, experiential activities can include:



Collaborative teaching (inclusive education)



Choreography



Improvisation



Photography



Makeup and costume design



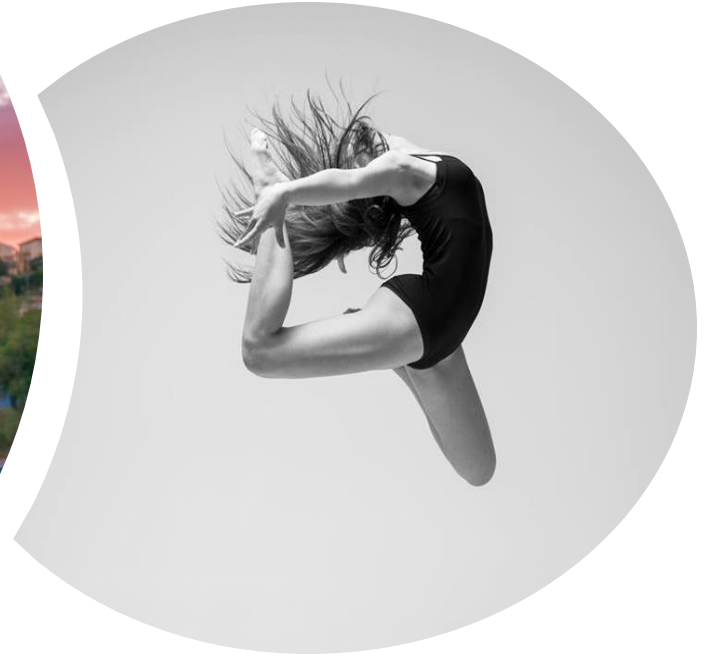
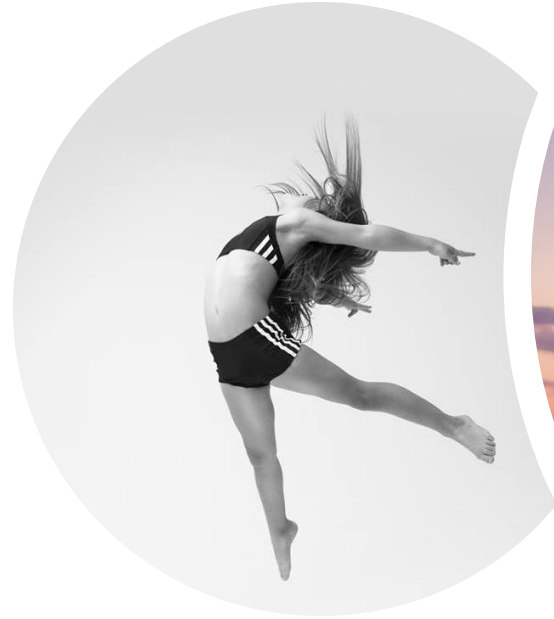
Music video production



Team-building exercises

- ❖ Experiential activities can be common for all age groups or involve the participation of parents as well.





















And collaboration among them is redefined!









Video Clip Activities



DANCE ACTIVITIES



BIG DANCE SHOWS





The fundamental principle of Dance for Us and the reason it innovates through experiential dance learning for the development of social and emotional intelligence is to prioritize children's mental well-being. Additionally, their performance in dance and the knowledge they acquire is distinguished and without the need for forced assimilation. As a result, the school nurtures happy children with strong artistic knowledge who will thrive and leave a lasting impact.





What is social and emotional intelligence (EQ)?



Social intelligence is the ability to accurately communicate and interact with others within a social context. Specifically, individuals with developed social intelligence are effective listeners and show interest and attentiveness in conversations. They are able to continue discussions using humor, sincerity, and discretion.



Additionally, socially intelligent individuals are able to manage their image and present themselves in a way that attracts others, without losing their authenticity. Finally, they are able to maintain a conversation without conflicts, as they do not reject the opinions of others but rather, as open-minded individuals, they accept them and successfully contribute their own ideas.











Emotional Intelligence is the ability of individuals to recognize their own emotions as well as the emotions of others, to distinguish between different emotions and label them appropriately, and to use emotional information as a guide for thinking and behavior.





Personalities with emotional intelligence have the ability to:

-  Empathize with others.
-  Act with maturity, sobriety, and composure.
-  Exercise patience and perseverance.
-  Adapt to difficulties and changes.
-  Control their impulses.
-  Regulate their emotional state and manage their psychological fluctuations, so as not to affect their judgment and disposition.
-  Maintain an optimistic mindset and outlook on life.



As evident from the above, social intelligence shares many similarities with emotional intelligence, although they are not identical. Emotional intelligence originates from introspection and is more concerned with how individuals manage themselves before engaging with others. When you begin to interact with others, social intelligence comes into play and, in collaboration with emotional intelligence, brings about the best possible outcome.





Why is it important for a dancer to acquire social and emotional intelligence?



The body remembers and acquires the intelligence provided by the mind and soul. A dancer is called upon to utilize multiple functions simultaneously, thus demonstrating that the complexity of neural connections is the key to a healthy mind and a balanced artistic outcome.

"Anyone who invokes the principles of dance does not use their understanding but rather their memory to embody them "

Leonardo da Vinci





The scientists at the Clinical Neurosciences department of the University of Oxford have found that the substance GABA, depending on its level in brain cells, facilitates or hinders the learning of new movements. This substance exhibits significant fluctuations in dancers who attempt to learn sequential movements. GABA, among other things, plays an important role in regulating muscle tone and the functions of the motor cortex, which designs and controls the coordinated movements required when walking or dancing.



MEANINGFUL INFORMATION



Therefore, for a skilled dancer, it is not enough to rely solely on their body, but they also need the involvement of their mind and soul.

"Your creator gave you a body that can handle most things. It is your mind that you need to convince."

Vincent Lombardi



Dance in "Dance for Us" is not a one-sided pursuit, nor does it confine individuals to the world of art. On the contrary, it has a positive impact on all aspects of a dancer's life. It begins with the transfer of developed social and emotional intelligence gained through dance to any other demanding activity, and it culminates in the sensitivities required for an individual to navigate the rhythms of contemporary society.





In essence, the intelligence of a dancer and their inner serenity align with their ability to adapt their body's movement to any challenge posed by the art. Because a dancer of such caliber mobilizes not only the strength of their legs but also their mind, soul, and imagination to achieve the best possible outcome according to their personal expectations!



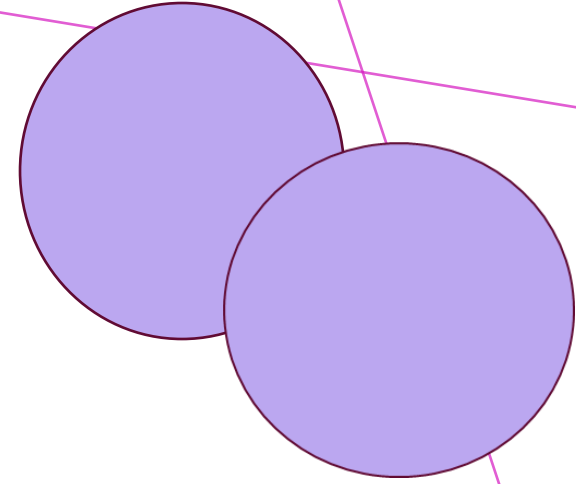


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Participating in Dance for Us means:

- Recognizing and managing my emotions.
- Recognizing all dance styles
- Strengthening my character
- Having good psychological well-being
- Finding solutions and becoming creative
- Discovering elements of myself that I didn't know
- Communicating, assisting, sharing, and collaborating within a group
- Making new friends
- Being myself
- Being disciplined
- Having fun and dancing with my heart
- Accepting myself
- Valuing my abilities and learning how to showcase them
- Learning dance through contemporary teaching methods





Learning experientially in Dance for Us means:

- Building self-confidence and creativity
- Engaging in group interaction and knowledge exchange
- Continuous and upward artistic development
- Sequence of experiences
- Developing the child's overall personality
- Continuous observation and construction of knowledge
- Participating in the teaching process
- Developing social and emotional intelligence
- Applying knowledge in new contexts outside the classroom





Learning multiple dance styles in Dance for Us means:

- Finding something that suits me for sure
- Never getting bored
- Being alert and attentive
- Being focused, because I find it interesting
- Acting with time management
- Strengthening my memory and information retention
- Creating personal learning conditions
- Gaining comprehensive knowledge
- Helping where I excel and accepting help where I lack





Method "choreo" (Embodied choreography) at Dance for Us means:

- New choreography, recognizing rhythm and dance styles
- The child feels excited and challenged
- It increases their dynamism
- Choreography becomes an experience
- They internalize the movements and memorize them
- They gain confidence and add their personal expression
- They begin to share and help others
- They become more autonomous and gain self-confidence
- They eagerly await new choreographies/experiences



<<The greatest success for a teacher is their disappearance. They should be able to say, I don't exist, and work as if you are alone. And their absence should become a true presence.>>



With pride, I can say that this is my students! Curious about learning, independent, and valuable elements of their own selves. In fact, they are a team!

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THANK YOU



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