

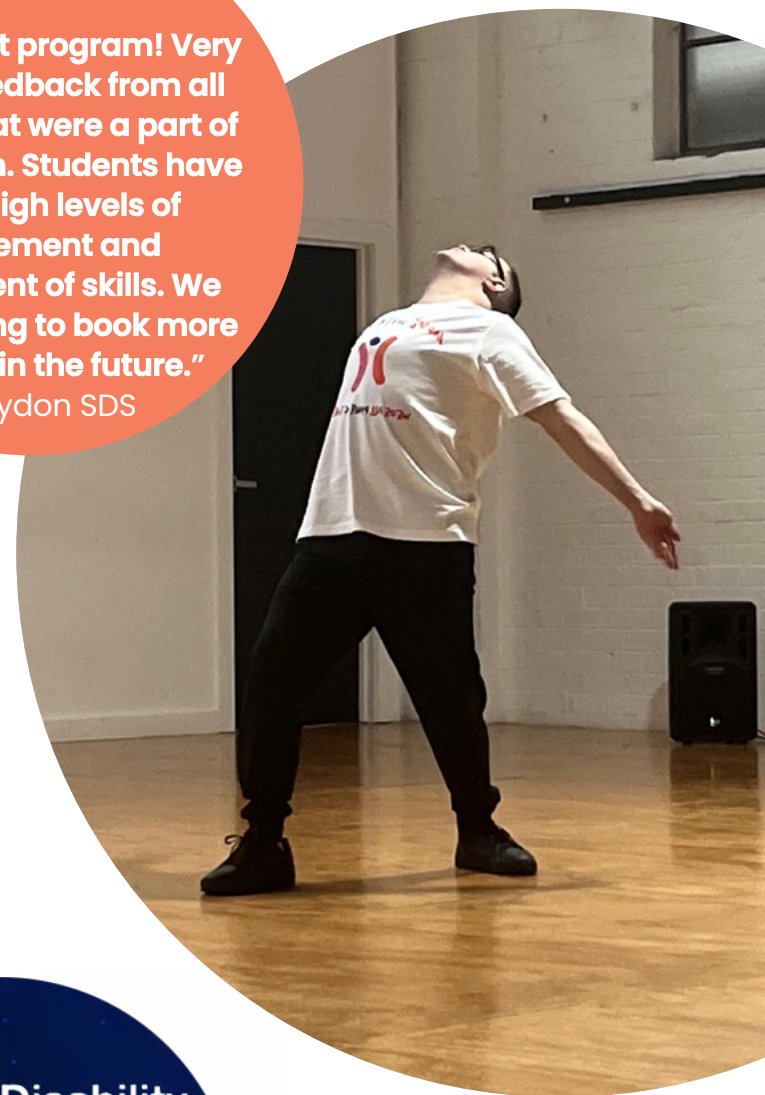
# Diversity & Inclusion Dance Incursions



# Inclusive dance & fitness, co-led by our teachers with Down syndrome

Students take part in experiential learning about inclusion and diversity through learning from people with Down syndrome. This is delivered in an engaging, educational setting through the accessible format of dance, fitness and creativity. This program represents a shift from theoretical or passive learning about inclusion and diversity to a powerful personal experience, through participation and interaction.

"Really great program! Very positive feedback from all students that were a part of the program. Students have shown high levels of engagement and development of skills. We will be hoping to book more incursion in the future."  
- Croydon SDS



# Curriculum



## Introduction & Personal Stories

Our instructor with Down syndrome begins the class with an engaging talk about their own life journey, in relation to becoming a dance and fitness instructor, breaking down societal preconceptions about intellectual disabilities.



## Energise & Engage:

This segment, led by our instructor with Down syndrome, combines warm-up routines, fitness activities, and light aerobics. It's a multifaceted approach to getting everyone physically and mentally geared up for the session.



## Core Choreography

Students learn dance routines created by our instructor with Down syndrome. This presents a unique opportunity for students to experience dance and movement through the lens of someone with Down syndrome, enriching their perspective on life, the art form, and the capabilities of diverse bodies.



## Q&A and Reflections

The class comes to a close with a structured, yet comfortable and conversational, Q&A session that encourages open dialogue and deepens the understanding of disability and inclusion. It is a chance to develop meaningful connection after a shared experience.

# Additional Customisation

Beyond the core elements, additional optional units can be seamlessly integrated, tailoring the program to specific needs such as number of engagements, length, year level, and curriculum requirements.

## **Social Media Trending Dances**

Led by our instructor with Down syndrome, this unit taps into popular youth culture, serving to normalise and bond students through shared social experiences.

## **Interactive Collaboration**

This is a peer-led collaborative exercise where the instructor serves both as a leader and a collaborator, aiding students in crafting their own dance routines and in honing their interpersonal skills.

## **Storytelling Through Dance**

This allows students to engage in narrative dance styles that are informed by their own and our instructor's life experiences, providing a fresh perspective on storytelling.

## **Inclusive Performances**

The program may culminate in a group performance, a vibrant celebration led by our instructor that encapsulates the principles of inclusion and diversity.



# Our teachers with lived experience

Our teachers with lived experience add a fresh, skillful, and inspiring perspective. They are instrumental in the co-design of the program curriculum and play a critical role in empowering their students by role modelling their independence and leadership skills.



## Emily Woodward

Emily has 3 years experience teaching dance classes. In addition to teaching at emotion21, Emily runs classes at Greenbrook Community House, and several other community groups. Dancing with emotion21 since 2010, Emily's performance highlights include World Down Syndrome Congress in South Africa and India and collaborating with The Australian Ballet School, Melbourne Symphony Orchestra and Circa.



## Jamie Halliday

Jamie is a passionate dancer and dedicated to developing his skills as a choreographer. He wants to create dance that makes both the dancer and the audience feel and think. Jamie is a choreographer and has co-created shows for the Melbourne Fringe Festival.



## Daniel Palmer

Daniel has had a lifelong passion for dance, as it makes him stronger and relaxes him. He has previously worked as an assistant dance teacher for secondary school students and is currently an Assistant Dance Teacher for classes at his local emotion21 Rowville class.



## Catherine Annable

Catherine started her love affair with dance when she was only four years-old. After joining emotion21 in her late teens, Catherine has represented Australia at the World Down Syndrome Congress in India, performed with the Australian Ballet, and the Melbourne Symphony Orchestra. She now teaches at emotion21 in Cranbourne.

# Alignment with Curriculum

| Curriculum Aspect                       | Level              | Specific Objective                           | How The Program Meets It  |
|---|--------------------|--|---|
| <b>Health &amp; Physical Education</b>  | <i>Levels 7-8</i>  | Motor Skill Development                      | Dance activities in the program promote development and refinement of motor skills.   |
|   |                    | Physical Activity Engagement                 | Dance activities encourage active participation, particularly dance may engage students who are less interested in other offerings, such as sport.              |
|   |                    | Positive Outlook & Behaviour Expectation     | Establishes positive behavioural expectations in diverse situations through inclusive dance.  |
|   | <i>Levels 9-10</i> | Emotional Responses & Identities             | Helps students explore emotional responses and understand their identities in different contexts.   |
|   |                    | Personal & Social Skills in Group Activities | Promotes the refinement of personal and social skills through collaboration among peers and also with people with different-abilities, such as Down syndrome.   |
| <b>Personal &amp; Social Capability</b> | <i>Levels 7-8</i>  | Self-Awareness & Management                  | Encourages self-expression, boosting confidence, and helping students identify their personal strengths and biases through a unique and stimulating experience. |
|   |                    | Emotional Management                         | Facilitates understanding and management of emotions through interaction with instructors with Down syndrome.   |
|   | <i>Levels 9-10</i> | Appreciating Diverse Perspectives            | Students gain a first-hand experience of diversity and learn to appreciate different perspectives.  |
|   |                    | Informed Decisions                           | The Q&A sessions and interactive collaboration help students make more informed social decisions.   |

|  |                    |                                    |   |
|--|--------------------|------------------------------------|---|
| <b>Humanities - Civics &amp; Citizenship</b> | <i>Levels 7-8</i>  | Understanding Multiculturalism     | Fosters understanding and appreciation of diversity and inclusion.  |
|  |                    | Justice, Rights & Responsibilities | The interactive components of the program educate students about justice, rights, and responsibilities by highlighting the life experiences of a person with a disability and the differences and similarities to their own life. |
|  | <i>Levels 9-10</i> | Active & Responsible Citizenship   | The interactive collaboration and Q&A components promote active learning about disability, inclusion, and diversity, cultivating responsible citizenship.   |
| <b>Ethical Capability</b>                    | <i>Levels 7-10</i> | Understanding Ethical Concepts     | Provides a practical understanding of complex ethical concepts like inclusion, diversity, and human rights.   |
|  |                    | Reasoning in Decision-Making       | Collaborating with instructors with Down syndrome may foster better decision-making skills through understanding and respecting different perspectives and identities.  |

| <b>VCE Curriculum Aspect</b> | <b>Specific Objective</b>                          | <b>How The Program Meets It</b>  |
|------------------------------|--|--|
| <b>Physical Education</b>    | Applying Movement Concepts and Strategies          | Provides a unique, practical context for understanding and applying movement concepts and strategies.  |
| <b>Sociology</b>             | Understanding Social Inequality and Social Justice | By working with instructors with Down syndrome, students may gain unique insights into social inequality and the importance of social justice. |
| <b>Drama</b>                 | Development of Expressive Skills                   | The expressive nature of dance in the program enhances students' development of expressive skills, crucial for drama studies.                  |
| <b>Dance</b>                 | Practical Approach to Choreography and Performance | Participation in the dance program, students can enhance their practical understanding of choreography and performance.                        |
| <b>Theatre Studies</b>       | Collaborative Creation of Theatre                  | Components of the program can provide a practical platform for understanding the collaborative creation of theatre.                            |

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# Get involved

emotion21 has several opportunities for community engagement.



**Book a special workshop for your school or community group**



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