

# THE NATIONAL DANCE ASSOCIATION 2011 ADVOCACY KIT



Photo Courtesy Michael T. Ross

**You Can Make A Difference!** | Theresa Purcell Cone, Dawn Clark, Colleen Porter Hearn, Judith  
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# The National Dance Association 2011 Advocacy Kit: You Can Make A Difference!

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The National Dance Association is an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)



Photo Courtesy Steve Clarke

## 1. What is Advocacy?

Advocacy is communication for the purpose of influencing others about a meaningful issue, idea or concern. It is a method of ensuring that representation of your views or the views of others you represent are heard and/or included in the decision-making process.

Your role as an advocate depends upon your interests and skills. You may enjoy gathering information, writing a press release, speaking to a group, talking one-on-one with a legislator, or you may prefer to plan activities and work behind the scenes. There is a role for everyone in advocacy, especially when one passionately cares about and believes in a cause or idea.

## 2. Characteristics of an Effective Advocate

An effective advocate must be:

- Well informed about an area of interest
- Willing to solve problems and collaborate with others
- Cognizant of presenting accurate information
- Open to listening to many points of view
- Respectful of other perspectives
- Prepared when making a presentation to an individual or a group
- Sincere, optimistic and passionate
- Willing to stay involved for the duration of the advocacy effort
- Ready to seize every opportunity to discuss topic(s) of concern

### 3. Why does Dance Education Need Advocacy?

Dance is an integral, profoundly significant component of the social structure in many cultures. People dance to celebrate, share social interactions, increase physical abilities, meet other people, express spiritual beliefs, entertain, and communicate ideas with others.

Yet, dance remains only an extra-curricular activity in many K-12 schools and colleges/universities in the United States. Even when dance has been recognized at both the national and state levels as one of the essential art forms needed for a comprehensive education, it is rarely treated as an equal partner with the visual arts, music and theater education.

We must have a strong voice to clearly articulate the benefits of dance. Advocacy efforts will always be necessary until all students in the United States have the opportunity to learn about dance as a creative, healthy lifestyle for all ages and abilities.



Photo Courtesy Steve Clarke

Will dance become part of the education of all students? Yes, if teachers, parents, community members and leaders unite in their efforts to advocate and ensure that dance is considered and included as a vital component in every student's education

### 4. Advocacy Strategies

Advocacy strategies require tools to effectively plan and implement responses to an issue or concern. A variety of activities, methods and styles may be employed in advocacy. The type of activity needed to communicate a message depends on the goal. Consider your audience and adapt your strategies accordingly.

#### a. Getting Started

Consider the following questions when getting started:

- What is the problem? What issue needs to be addressed? What are some of the problems and root causes? Remember that a crisis situation can be an opportunity to educate others about the value of your program.
- What do you want to change? What are your goals?
- What goals can be achieved with a single effort, and which may require long-term commitment and perseverance?
- Which groups or individuals do you need to target?
- Who are the important decision-makers to affect the success of your efforts?
- Do you already know someone likely to support you and your advocacy?
- Who are your presumed adversaries?
- Is there a timetable for the decisions that will affect you?
- What resources will you use in your advocacy efforts?

### b. Developing an Action Plan

Select a coordinator or consider serving as the coordinator for the advocacy efforts.

- Define and clarify the issue. Get the facts straight.
- Determine who has the authority to make decisions.
- Identify your goal(s). What do you want to achieve or change?
- Develop a clear statement that describes your cause. How can you illustrate what you want to do in one or two brief, concise sentences? Make sure your statement reflects current research, appropriate practices, and **accurate facts**.
- Be aware of any opposing efforts. Be prepared to counter arguments.
- Create a fact sheet to use as talking points during phone calls and personal visits. The fact sheet should contain the following information: current dilemma, what you want to accomplish, including your basic philosophy and/or arguments.
- Prioritize your goals and specifically delineate the tasks you must accomplish.
- Develop a time-line for each task and identify allies who will help you.



## c. Blueprint for Developing an Action Plan

**What:**

Identify the desired outcome. What do you want to accomplish?

**Why:**

Why should this issue or concern be addressed?

**Who:**

Who is the target audience? Who do you want to influence?

**How:**

What strategies can you use to reach the target audience and accomplish your goal?

**The Message:**

What is the concise message you want to deliver?

**The Network:**

Who are your allies? Who can help you deliver your message?



Photo Courtesy Steve Clarke

#### **d. Building a Network**

- Identify people who will support your goal.
- Prioritize. Decide who is most likely to assist you in your advocacy efforts.
- Identify who can best influence decision makers.
- Test the waters. Talk to people who are receptive.
- Exchange information with individuals and groups who can offer different points of view.
- Be a good listener and be receptive to strategies that may be different from your ideas.
- Ask people to undertake manageable tasks. Don't overwhelm your support team.
- Maintain a list of allies.
- Develop allies among decision makers.

#### **e. Tips for Communicating your Message to Others**

##### **Letter Writing**

Letters are an effective strategy for expressing your message and asking for a response. Be sure to identify yourself, describe your concern(s), provide background information and either thank the person for his or her support, or ask him/her to consider your request. Use action verbs and a positive tone in the letter. Conclude the letter by expressing your appreciation and include your address and phone number. Keep the letter to a standard, one-page, 8½ x 11 format.

Today, many Congressional staffers encourage constituents to relay their support and concerns for important issues via e-mail because there may be a delay in mail delivery due to lengthy security clearances within the postal service on Capitol Hill. If you do send an e-mail, please make the note short and to the point; bulleted items are recommended, as well.

##### **Speaking to an individual administrator, legislator or speaking before a group**

- Act as the main speaker, or coordinate the advocates' presentations: focus, organize and discuss the important and urgent issues with the decision makers.
- Know the rules and etiquette of the Board or group you are addressing. Keep to the time limit for speakers, address people by their titles, and carefully observe the group's reaction to speakers.
- Prepare! Prepare! Prepare! Practice your presentation and anticipate questions.
- Be respectful. Be on time.
- Keep your presentation brief and limit the number of discussion points.
- Use action verbs and colorful adjectives. Make positive, concrete statements and avoid generalizations. Draw from actual experience(s) to illustrate a point. Avoid jargon, including acronyms for organizations.
- Use visual aids such as videos, slides or charts to clarify and illustrate your message.
- Survey the space where you will be speaking. Make sure you know how to operate the equipment you will be using.
- Practice your delivery. Be friendly, relaxed, and make eye contact. Try not to read every word from a speech.
- When possible, end your presentation with time for questions. Q&A follow-up stimulates dialogue. If you don't know an answer to a question, ask if you can get back later with an answer, and follow up as soon as possible.
- Distribute a copy of your presentation to decision-makers.

- Convey your gratitude for the opportunity to make the presentation.
- Send a thank-you note and any materials requested at the meeting.
- Reflect on the meeting's content(s) and delivery. Determine what parts were most effective? Why?

## 5. Influencing a Legislator

Communications, whether by phone, e-mail, letter or through a personal visit with a legislator is an opportunity to express your concerns, provide accurate information and seek support. You may also become a mutual resource, providing legislator(s) with valuable, timely assistance. Thoroughly prepare to discuss issue(s) with other legislators.

When making a personal visit, call in advance to arrange for an appointment. During the visit, be clear and informative; make the conversation an exchange of ideas. Be willing to listen to the legislator's comments; this helps you gauge the legislator's concerns or position on an issue. If you are unable to speak directly with a legislator, you may expect to speak with one of her or his aides. Take full advantage of this opportunity. The aide may influence the legislator and become a very useful ally. Leave your business card and relative written materials; follow up with a letter of appreciation, thanking the legislator, or his or her aide for taking the time to meet with you.

Letter writing and e-mail correspondence are effective tools for expressing your concerns when a personal visit is not feasible. The format can be formal or informal, using personal or school/institution stationary and may be typed or hand-written. Use the following greetings for the various legislative positions.

### ***Sample e-mail and letter formats***

State Representative:

The Honorable \_\_\_\_\_

Dear Mr./Ms. or Dear Assemblyman or Assemblywoman \_\_\_\_\_

State Senator:

The Honorable \_\_\_\_\_

Dear Senator \_\_\_\_\_

Governor:

The Honorable \_\_\_\_\_

Dear Governor \_\_\_\_\_

U.S. Representative:

The Honorable \_\_\_\_\_

Dear Ms. /Mr. or Dear Congresswoman or Congressman \_\_\_\_\_

*U.S. House of Representatives*

*Washington, D.C. 20515*

U.S. Senator:

The Honorable \_\_\_\_\_

Dear Senator \_\_\_\_\_

*United States Senate*

*Washington, D.C. 20510*

The President:

Dear Mr. President

*The White House*

*1600 Pennsylvania Avenue*

*Washington, D.C. 20500*

The content of the letter or e-mail should state the purpose of your communication, the bill title and number if you are asking for support, or are in opposition to a specific piece of legislation. Correspondence should also include an acknowledgement of the legislator's support (if they support the bill), or a request for a reply to clarify the legislator's position. Conclude by expressing your appreciation for the legislator's time to read and/or respond to your letter or e-mail. Always keep a copy of your letter or e-mail.

### **a. Sample Letter to Legislator**

YOUR LETTERHEAD (If representing an institution/organization)

Date

The Honorable Jane Doe

Member of the Assembly

State Capitol

Somewhere, USA Zip Code

RE: (Number of Bill or issue)

Dear Assemblywoman Doe,

On behalf of the (name of the organization, use this only if that is your assigned/delegated responsibility to speak for the organization otherwise)...

**OR**

As an educator in the field of dance education, I support/oppose this bill/issue (bill number).

In the first paragraph, identify yourself as an individual or group representative, the bill number or issue referenced, and your position.

In the second paragraph, present your cause/argument.

File Photo

In the third paragraph, write a closing statement, such as "I/We respectfully oppose this bill."

Sincerely,

Your Name

Your Title

Your Organization's Name or School Name if you have their permission

cc: Association President

Legislative Committee Coordinator Administrator





## b. Legislative Web Resources

Photo Courtesy Michael T. Ross

- [United States House of Representatives](#)
- [United States Senate](#)
- [Thomas \(Library of Congress\)](#): One-stop Congressional information, including text of the Congressional record and pending legislation
- [Roll Call](#): A Capitol Hill newspaper

## 6. The Advocacy Quiz

Advocacy is an ongoing part of your professional life. How many of the following advocacy activities have you participated in over the past year?

- Written an article about your dance program for the school newspaper or the local paper;
- Contacted a newspaper photographer or reporter to cover a dance performance featuring your students;
- Written and sent a new release about your dance program;
- Collaborated with specialists in interdisciplinary areas on a project;
- Served on a school or district committee;
- Written a “letter to the editor” about the benefits of dance as a creative, healthy lifestyle;
- Publicized dance events in the weekly or monthly school calendar
- Invited your administrator to observe a dance class or attend a performance
- Given a talk about dance education to a community group
- Worked with an education group at the school, district or state level
- Made a presentation to your local or state school board
- Prepared a fact sheet about your program for distribution to parents, administrators and

all decision-makers

- Surveyed community attitudes towards dance and/or arts education
- Presented an in-service workshop on dance education to faculty members in your school district and community center
- Sent letters of invitation with complimentary tickets for your school's dance performances to board of education members, school administrators and community leaders
- Written letters of thanks to media, community and political leaders supporting their efforts to advance dance education
- Volunteered to work at a conference on dance education
- Organized an event such as a "family dance night" to promote dance as a social activity
- Invited community members and parents with expertise in a specific dance form to share their knowledge and skills with your classes
- Attended a conference, workshop or convention on dance advocacy and education to keep updated on current issues and practices
- Contacted your state Association for Health, Physical Education, Recreation and Dance your state Alliance for Arts Education, state dance association or other state arts organization to ask how you can become involved
- Developed a forum to have students involved in dance education perform and discuss their creative and learning process

## 7. The National Standards for Dance Education Standards

The National Dance Association believes that every student in pre-K-12 should have access to a comprehensive and sequential program of instruction in dance taught by qualified teachers. The Standards describe what students should know and be able to do as a result of participating in a dance education program.

- Identifying and demonstrating movement elements and skills in performing dance
- Understanding choreographic principles, processes and structures
- Understanding dance as a way to create and communicate meaning
- Applying and demonstrating critical and creative thinking skills in dance
- Demonstrating and understanding dance in various cultures and historical periods
- Making connections between dance and healthful living
- Making connections between dance and other disciplines



## 8. Characteristics of a Quality Dance Education Program

The National Dance Association's *Opportunity to Learn Standards for Dance* is a document developed by the NDA to establish a basis for providing all students

a fair opportunity to achieve the knowledge and skills described in the content standards. The *Opportunity to Learn Standards for Dance* identifies safety guidelines and includes standards for curriculum, scheduling staffing, materials, facilities and equipment.

A quality program includes the following characteristics:

- A program based on a set of national, state, and/or local standards
- Qualified teachers
- Systematic forms of assessment to measure program effectiveness with student achievement
- Content that is developmentally appropriate and relevant to the needs of the students
- Dance space that is conducive to effective learning by all students
- Opportunities to create, perform and respond to dance
- Respect for individual differences and a positive, structured learning atmosphere
- Length of class time developmentally appropriate for the student and number of class periods taught in a day are conducive to accomplishing goals



File Photo

## 9. NDA on Dance Education

### A Child's Bill of Rights

#### A Proclamation in the International Year of the Child Pertaining to Dance Education

#### In Honor of Our Dance Educators and Students



*Note: Margie Hansen, past NDA Executive Director, dedicated her life to dance education for all ages and abilities. Here, in her memory, we wish to reprint this proclamation prepared by Ms. Hansen and other leaders of the National Dance Association and the Commission on Children's Dance. Published by the National Dance Association, this document stands the test of time in support of dance education for all ages and abilities.*



Photo courtesy Krista Lesko

#### WHEREAS

The arts are universally viewed as an essential ingredient in the quality of life;

#### WHEREAS

A child's body and senses are the primary vehicle for understanding and appreciating the self, and relating to the world;

#### WHEREAS

Dance as an art form involves the whole self through processes of sensing, moving, thinking, and feeling;

#### WHEREAS

Quality children's dance includes opportunities to be a spectator of appropriate and varied dance forms, a creator, including self-expression and the shaping of that expression into form; and a performer, including both original work and traditional forms;

#### BE IT RESOLVED THAT

We support the objectives of the International Year of the Child, and commit ourselves to the task of designing programs for effective change as we work toward the realization of this proclamation.

## 10. Make your Voice Heard Twice on Capitol Hill!

Advocate for dance in Arts Education and in Health, Physical Education, and Recreation.

### a. Arts Advocacy Day

As an Arts Advocacy Day National Co-Sponsor, the National Dance Association (NDA) joins America's leading organizations seeking enlightened cultural policies through a strong united message to the United States Congress and new administration. Professional arts educators and college/university students are welcome to participate in Arts Advocacy Day. Your involvement does make a difference!

The event kicks off with legislative training sessions and guest speakers. Participants learn about arts issues circulating on Capitol Hill and how to effectively lobby Congress for increased public funding for the arts. They meet with attendees from their states to strategize how best to reap the benefits from these Congressional visits. They attend the Annual Nancy Hanks Lecture on Arts and Public Policy at the John F. Kennedy Center for the Performing Arts. The second day commences with talks by guest Members of Congress and celebrities, and the presentation of the Congressional Arts Leadership Award. This assembly rallies advocates to action as they prepare for lobbying their state delegations. *(Call the Americans for the Arts at 202.371.2830 for more information.)*

### b. AAHPERD's Emerging Leaders Forum

AAHPERD offers a great opportunity at its summer Leadership Development Conference for members of the National, State and District associations to develop advocacy skills, increase their knowledge of the Alliance and network with colleagues from across the country. Participants learn how to promote federal support for all disciplines: dance, health, physical education, recreation and sport.

These Emerging Leaders participate in advocacy training sessions to prepare them for visits with their Congressional representatives on Capitol Hill. This forum includes sessions on Orientation to the Alliance, Leadership Styles, and Running Successful Meetings. *(Contact AAHPERD Vice President, Judith C. Young, at [jyoung@aahperd.org](mailto:jyoung@aahperd.org) for information.)*

## 11. Reasons to Support Dance Education

Experiences and opportunities to learn about and participate in dance result in the following:

### a. Academic and Social Benefits of Dance

- Develops a positive attitude toward dance as a social activity and as an expressive art form
- Develops self-esteem and self-confidence through goal attainment
- Encourages self-expression and communication skills
- Increases sensitivity, understanding and appreciation of others for both their similarities and their differences
- Promotes positive behavior
- Enhances mathematical and scientific skills
- Provides opportunities to learn skills in many related disciplines
- Increases problem-solving skills, concentration, critical thinking and self-discipline
- Strengthens an understanding of the role of dance in the cultural beliefs, traditions and customs of a diversity of people
- Teaches the basic skills for success in the workplace, such as conflict-resolution, creative decision-making, organization, responsibility, self-management, teamwork and motivation
- Expands the range of career options including writer, teacher, scholar, musician, dance medicine specialist, dance and physical therapist, costume designer, stage manager, lighting designer or technician, dancer, choreographer, historian



Photo Courtesy VSA Arts

### b. Physical Health Benefits of Dance

- Increases strength, flexibility, improves circulation and develops muscle tone
- Builds endurance by elevating the heart rate and increasing stamina
- Improves posture, balance, and coordination
- Elevates brain activity and memory-retention while fighting Alzheimer's Disease
- Fights obesity
- Promotes release of serotonin, adrenaline and other healthy endorphins

### c. Scientific Studies Support Dance for Brain Power and Healthy Lifestyles

- “Regular Physical Activity – including dance – can significantly lower your lifetime risk for cancer.” – American Cancer Society
- “Dancing... can help your heart. Whether it is included in a structured exercise program or just part of your daily routine, all physical activity adds up to a healthier heart.” – American Heart Association
- “Good health has its rewards – Go Dancing!” – American Diabetes Association

**d. Dance Education = Quality of Life = Jobs =  
Economic Growth in our Communities!**

- In this serious financial climate, we petition Congress to enact policy and funding initiatives that provide broader access to dance in our arts, health and physical education programs at all levels, from preschools to universities, to recreation centers, all the way to our senior citizens' centers located in communities across this great nation.
- Our arts and physical activity organizations, as part of the business community, generate over \$200 billion in economic activity every year, proving to our constituencies that these programs produce economic growth for our districts and our nation.
- Support dance education programs — when our citizens have freedom to access creative, active lifestyles, we are assured economic growth that benefits us all!



File Photo

### e. Dance Education Quotes

- “When you learn to move your body on a note of music, it’s exciting. You have taken control of your body and, by learning to do that, you discover that you can take control of your life.” Jacques d’ Amboise, Dancer, Choreographer, Educator
- “The Arts— and Dance in particular—transmit culture, teach skills and fulfill the human spirit. There is perhaps no better description of education than this.” Carolyn Adams, Professional Dancer
- “The Dancer believes that his art has something to say which cannot be experienced in words or in any other way than by dancing...there are times when the simple dignity of movement can fulfill the function of a volume of words. There are movements, which impinge upon the nerves with a strength that is incomparable, for the movement has power to stir the senses and emotions, unique in itself. This is the dancer’s justification for being and his reason for searching for deeper aspects of his art.” Doris Humphrey, Dancer, Choreographer
- “Dance is the hidden language of the soul and the body.” Martha Graham, Dancer, Choreographer

## 12. Common Problems Facing Dance Education Programs

### **Problem:**

Scheduling Difficulties – Students cannot add another subject to their schedules.

### **Response:**

Check with the State School Board regulations to see if dance can be substituted for credits in another subject area. Include teaching dance as a strong component of the Physical Education curriculum, Theater curriculum or Music Curriculum.

### **Problem:**

Students must concentrate on improving math, science and language skills to upgrade test scores.

### **Response:**

Collaborate with colleagues to integrate the dance curriculum with other subject areas.

For example, the Biomechanics of dance such as balance, counterbalance, weight and velocity can be addressed in the science/physics curriculum, dance as an interpretation of creative writing or literature can be included in language arts classes, or dance as a representation of social, cultural and historical events can be included in history, sociology and social studies. Mathematical concepts such as sub-division of beats, mixed meter of score, use of canon, and use of formations in the space may be explored and applied. In addition, the skills of concentration, visual memory, creativity and collaboration as taught through dance are relevant to learning in all curricular areas.

See Article, Critical Evidence: How the Arts Benefit Student Achievement (2006)

### **[Arts Education Partnership](#)**

### **Problem:**

Lack of community, school board, or administrative support for initiating a dance program

### **Response:**

Develop an action plan to address, and write to key decision-makers to raise awareness of the benefits of dance, including incorporating a dance program into a student’s education. Plan and implement a multicultural arts festival in the community or school and use dance to represent the different cultures existing within the community.

**Problem:**

The school, district, department or college/university is planning to decrease or eliminate the dance program to help balance the budget.

**Response:**

**Understand the budget process;** stay current with what is being/has been discussed at budget meetings. Attend open budget meetings and request a time/time slot to speak on behalf of your dance education program. Organize a letter-writing campaign to support your program. Include letters from students, parents, and community members who can articulate the benefits of dance education in the school and community.

**Problem:**

There are no certified dance educators to teach dance programs.

**Response:**

Investigate the licensure procedures for teachers in your state and if none is in place, work with other arts institutions to organize an action plan to develop certification. This is not a task you can easily do alone; however, your enthusiasm may motivate others to organize and develop a plan to bring about a change.

Seek out appropriate alternatives to dance education certification as sanctioned by the public school district, such as long term Artist-In-Residence programs, hiring a dance educator as a full-time substitute, or elicit dancers with teaching certification in other subject areas such as music, physical education, visual art, or world languages.



Photo Courtesy Steve Clarke

**Problem:**

Students are resistant to participating in a dance program.

**Response:**

Develop a dance program in cooperation with a committee of students to gather ideas for the types of dance and content of interest to them. Ask community members who have an expertise in a particular dance form to teach several classes.

Investigate students who may be interested in teaching several dance classes. This approach recognizes the ability and interests of students while providing opportunities for leadership.

Begin a dance unit of study, course or program using content that is of interest to students and helps them feel less vulnerable and insecure about moving in a new way.

Teach dance as a representation of the cultural traditions and beliefs of students in your school or institution.

Teach dance in collaboration with another subject area. In this way, dance becomes a vehicle for exploring another content area, especially for a student who learns best through a kinesthetic mode.

### 13. Ideas for Ongoing Advocacy

- Celebrate International Dance Week, scheduled in the spring of each year
- Assign your students to illustrate posters and logos advertising an event or to express their positive feelings about being in the dance program. “I like dance because ...”
- Invite parents or community members with an expertise in a particular form of dance to teach a dance class
- Be aware of scheduled budget meetings that pertain to your program or arts programs
- Be aware of recent school board or legislative activities that affect dance education, arts education or physical education programs
- Communicate regularly with your administrators, parents, teachers, faculty members, community leaders, or the local media about your program
- Inform parents of your program goals; include the skills and knowledge that students gain as a result of participating in the dance program.
- Become involved with local or state arts education agencies and organizations
- Invite families to a “night of dance” during which the participants create together; discuss the creative process
- Conduct after-school classes with the goal of a performance for the community
- Attend dance classes to train and develop as a dancer and/or choreographer.
- Emphasize to your students what they are learning. Clearly articulate goals, assessment strategies and keep your students actively involved in class
- Create a bulletin board to highlight what students are learning in their dance classes; include pictures and student drawing or essays
- Become familiar with advocacy efforts in other areas to help you or your students plan strategically to increase awareness of your/their cause
- Find public places, like community centers, where students may perform or exhibit their work beyond a stage or classroom
- The more others see dance, the more likely they will begin to understand the importance of dance in the educational system



Photo Courtesy AFTA

### 14. What Should Parents Do to Support Dance Education?

- Encourage their children to become familiar with and participate artistically in a variety of cultural, social, and recreational dance forms.
- Volunteer to help with their children’s dance programs. Provide technical expertise if possible and other assistance, i.e. sew costumes, and organize fundraisers, etc.

- Talk with their children about dance performances/routines they've seen on television or in movies
- Take their children to live dance performances and concerts
- Ask the local school board about the role of dance in the education curriculum, including what types of dance are offered
- Share their own cultural dance heritage with their children
- Select literature for children with dance content

## 15. Dance Education Links (Actual Links Subject to Change)

### NDA Publications

#### [Online Store](#)

#### Free Publications

**Critical Links:** Learning in the Arts and Student Academic and Social Development (2002)

**[Why Your Child Needs the Arts Advantage and How You Can Gain It](#)**

**Champions of Change:** The Impact of the Arts on Learning  
Champions of Change - [Executive Summary](#)

**[Gaining the Arts Advantage:](#)** Lessons from School Districts that Value Arts Education

**[The Art of Collaboration:](#)** Promising Practices for Integrating the Arts and School Reform

**[Third Space:](#)** When Learning Matters (2005)



Photo Courtesy Steve Clarke

#### Advocacy

[Arts Advocacy Day 2011](#)

Arts Advocacy Day [Facebook Page](#)

[AAHPERD/National Dance Association](#)

National Dance Association [Facebook Page](#)

## 16. Status of Dance Education

[AAHPERD/National Dance Association](#)

[National Center for Education Statistics](#)

[President's Committee on the Arts and the Humanities](#)

**[Academic and Performance Success:](#)** *Dance and Education: Intelligent Moves for Changing Times* by Judith Lynne Hanna

**[At Risk Students:](#)** North Central Regional Educational Laboratory

#### Advantages:

**[National Dance Education Organization:](#)** The Benefits of Dance

**[President's Committee on the Arts and Humanities:](#)** *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education, with Arts Education Partnership*

#### Current Issues:

[AAHPERD/National Dance Association](#)

### **Education/Professional Development:**

**Principles Art Education Forum:** Kennedy Center Education

**Children's Learning:** *Young Children and Art: Making Creative Connections*

[National School Boards Association](#)

[Arts Education Partnership](#)

### **Research Funding for Dance Education:**

[Foundation Funding for Arts Education](#)

[Current State Arts Agency Budgets](#)

National Art Education Association: [Grants and Opportunities](#)

National Endowment for the Arts: [Grants](#)

[Dance Standards and Assessment](#)

[National Endowment for the Arts](#)

[Americans for the Arts/Arts USA](#)

### **2010 Dance Directory**

Dance Education/Arts Advocacy Resources

### **Pending Legislation**

[AAHPERD Advocacy Legislative Action Center](#)

[National School Boards Association](#)

[National Endowment for the Arts](#)

[Americans for the Arts/Arts USA](#)

[Arts Education Partnership](#)

[American Arts Alliance](#)

### **Funding Information**

[The US Department of Education](#)

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### **Advocacy Task Forces**

[AAHPERD Advocacy Legislative Action Center](#)

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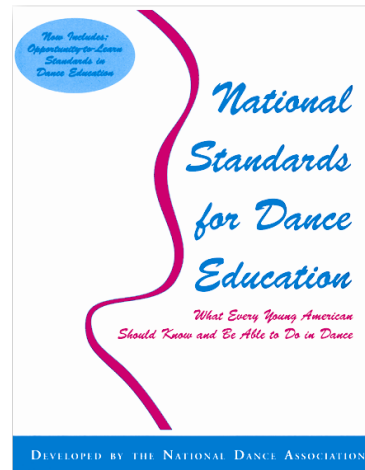




Photo Courtesy Steve Clarke

Join your colleagues who lead in advocating for dance education —become a powerful leading member of:



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The National Dance Association is an affiliate of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), uniting with

- National Association for Sport and Physical Education (NASPE)
- American Association for Health Education (AAHE)
- National Association for Girls and Women in Sport (NAGWS)
- American Association for Physical Activity and Recreation (AAPAR)
- Research Consortium (RC)

Our membership of professionals and future professionals unites a strong and growing network of 20,000 educators, administrators, artists and researchers!



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