



S.D.G. Knowledge



Our school has been part of the World's largest lesson since 2015. As a school and as a team, we know that the United Nations Sustainable Development goals require us to step up and lead the change to support the goals being achieved by 2030. By looking at the targets of these goals, we can see that the actions of individuals are just as powerful as collective actions. Creative thinking is critical so see new possibilities. One of our favourite clips is "There Is No Point Going Halfway." <https://www.youtube.com/watch?v=DdLqiTvFwjK> We aim to use our gifts and talents to help make our learning count.



Highlight



In the workshop we ran, we got the following results:

Pre-survey data showed :

- 4 students were energised
- 9 were happy
- 21 excited
- 5 feeling confident
- 5 feeling nervous.

The end of session data was:

- 3 energised
- 15 happy
- 8 excited
- 16 confident
- 5 proud



SKILLS DEVELOPED

there were multiple skills we developed as individuals and as a team,, some key skills mentioned in our reflection survey included:

- use of inclusive language
- Comparing and contrasting research
- Valuing and acknowledging others strengths
- Confidence with public speaking
- time management
- working with students we didn't know
- communication skills
- Planning for different ability levels

KEY LEARNING



Our new learning showed changes in our perspectives at local, national and global levels.

Locally we uncovered the close connection between mental health, sense of belonging and self-confidence and how this can be supported or challenged through dance based on the focus on equality.

Nationally we became more aware of poverty as an issue and how it contributes to inequalities in the arts.

Globally we learnt dance could be used to communicate issues within all the sustainable development goals.

Stereotypes are informed from the beliefs we have. Therefore, it is important to visually show people that they can be part of something so we can break down beliefs informed from previous experiences and thoughts.

Many dance groups globally are invested in working on the issue of reducing inequalities in dance. Some key findings for us were :

- <https://www.youtube.com/watch?v=O6i6yaEU8wM>
- <https://www.youtube.com/watch?v=0iFD-pLPvX0&t=4s>
- <https://www.onedanceuk.org/breaking-barriers-to-dance/>
- <https://www.youtube.com/watch?v=Hr0yWrC3b4w>
- <https://borgenproject.org/ballet-and-poverty/>
- <https://www.dancespirit.com/misty-copeland--gender-equality-ballet-2566818402.html>
- <https://worldwideballet.net/blogs/news/54300420-changing-the-perception-of-the-ballet-body>

Changing The Face Of Dance

Pre Survey

After completing our tuning in research, we decided our target audience was Yr 7-10. To get more detailed information on why students did and didn't dance, we completed a confidential survey.

Key Results

Which of these reasons might stop you from attending a dance class in or out of school time? 131 responses

- Cost 23.7%
- Worried about how I will look 32%
- Worried about my skill level, 38%
- Never found an interest in this area 46.6%
- Performing in front of others 38.9%
- Travel 15.3%
- Uniform costs 6.1 %
- Health reasons 8.4%
- The time involved 17.6%
- Friends perception 8.1%
- The pressure of exams 22.9 %



Aim

- To reduce inequalities in dance by raising awareness of the impact stereotyping has in terms of gender, body image, health and disabilities.
- To increase awareness of the health benefits of dance.

Key Actions

Following on from our research and survey data we decided on the following key actions:

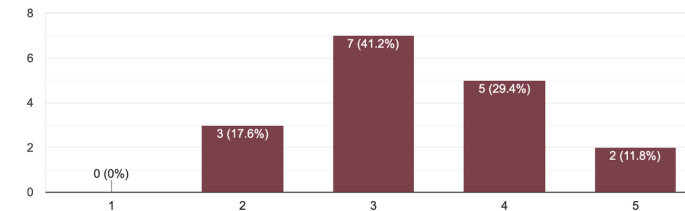
- Contact the Royal New Zealand Ballet for them to hold education workshops at our school.
- One of these workshops for new dancers and one for experienced dancers.
- Create a website with resources for teachers to use with classes of different examples of groups who promote reducing inequalities in dance.
- Run a workshop for Yr 7 students to teach new dance styles, introduce dance captain and teachers, and promote dance benefits.
- Two team members volunteered at local junior dance competitions.

Impact

We collected data before and after each action. This is an example showing how students new to dance felt before and after the workshop.

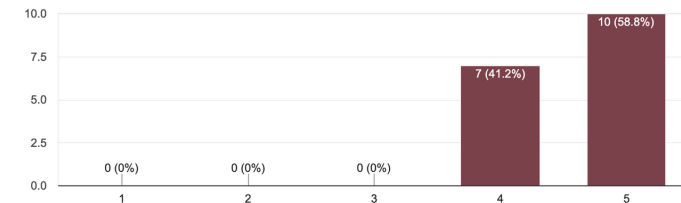
How confident did you feel at the start of the session?

17 responses



How confident did you feel at the end of the session?

17 responses



- 57 Yr. 7-10 students attended the workshop held by the Royal New Zealand Ballet Education Teacher.

- 21 Year Seven Students attended the Yr. 7 workshops we ran as a team.

We met each week as a team and followed up in our own time to complete jobs.

All workshops were hour-long.

Other people involved included our school dance teachers and school dance captain.

We hope the workshop to introduce Yr 7 students to dance at S.G.H.S. is part of the programme for all new students in the future. The web site when finished with resources for teachers will also sustain the project.