Hearing impaired students against addiction and violence

‘Feeling of butterflies in the stomach’
Why dancing? - Learning for life!!

Integral education of teenagers is challenging various fields of development. A lack of respect against people is a result of a loss of self-respect and self-confidence. Multi-sensory effects of dancing help the students to develop a healthy body consciousness. The feeling of rhythm may equally be developed like expressiv abilities and creativity. Self-respect is increasing and the body is like an instrument of language (body language). Students should get the opportunity to escape from the vicious circle of poverty, isolation, prejudice, violence, drugs and discrimination by dancing.
Dancing!

When assessing the quality of education, we want to see if we can develop students who have self-respect and confidence, who can communicate effectively, who can look behind the information for the hidden message, who can question, who can work as part of a team and independently and who are creative, resourceful and have an appreciation of the wider world and their responsibility to it.

Character and form of our attitudes are therefore nourished by the critical self-respect and the respect towards others.
Target Group
Dancing with hearing impaired students?

Rhythm and music education as well as dancing lessons ought to be important elements for hearing impaired students. They feel the music and perceive the vibration. They have a very strong visual perception. They are used to communicate in sign and body language. They notice quickly the sequences of movements. The whole body is involved.
Dancing with hearing impaired students!

They can feel deep and moderate sounds in the stomach- and chest region and the high sounds in the throat region.

Most of the people with a hearing impairment (moderate hearing loss, sever hearing impairment, profound hearing impairment and deafness) have got a residual hearing. They can perceive special frequencies.
Theory and Practice

Brainstorming:

- Addiction and drugs

What has it to do with dancing?

Aerobic – Warm up

Girls and boys work in separate teams:

- Your hobbies – where are you good at?
- Learning to be a team by games: ‘Magic stick’
- Super Power Training (heart circulation system)

Two adults report about their experience with drugs.

Jazz standards

Warm up physical contact – standard dance Freestyle, Hip Hop, Break Dance

Closing presentation: dancing choreographies
Projectpartners

LIS Landesinstitut für Schule
Projektleitung: Margrit Hasselmann
Gesundheit und Suchtprävention
Durchführung: Christine Witte
Choreographin, Dozentin und Tänzerin

AOK Bremen/Bremerhaven
Hauptsponsor

Teilnehmende Schule:
Ansprechpartner: Hans-Werner Noffke