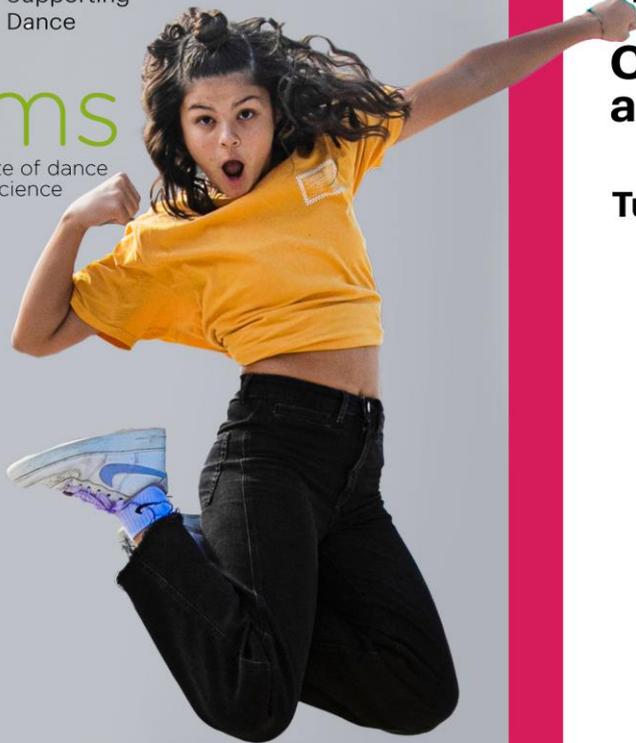




nidms
national institute of dance
medicine and science



RETURNING TO DANCE

Considerations for children
and young people

Tuesday 4 August, 1pm- 2pm

Who we are

One Dance UK

Sector support organisation for dance

Subject association for dance in schools

Dance Medicine and Science Expert Panel



National Institute of Dance Medicine and Science

Enhancing dancers' health, wellbeing and performance



TRINITY LABAN CONSERVATOIRE
OF MUSIC & DANCE



UNIVERSITY OF
BIRMINGHAM

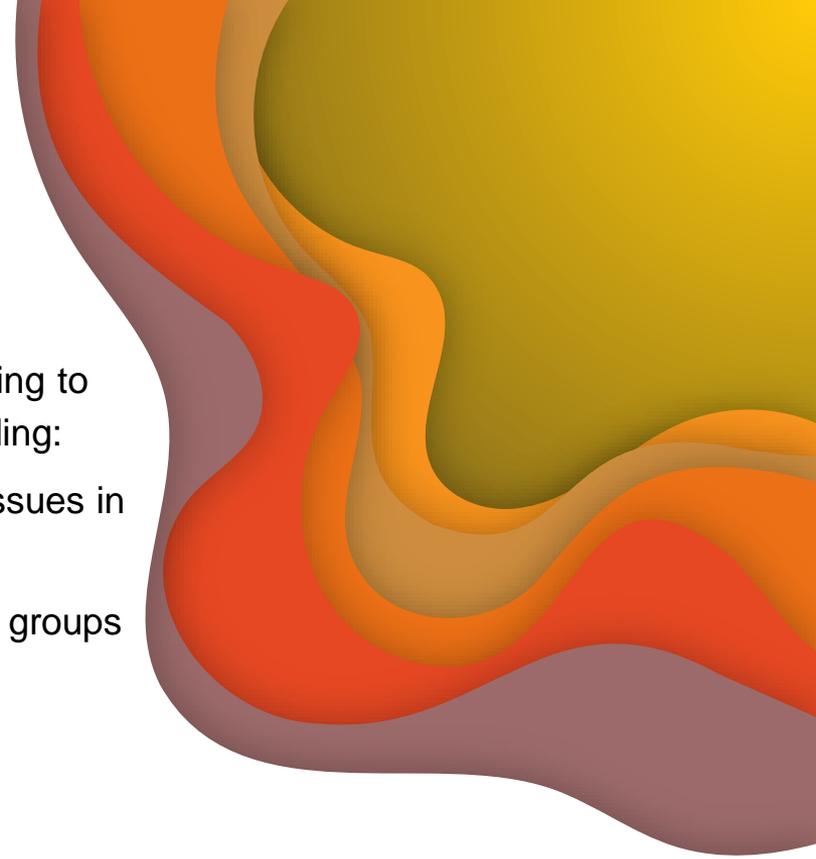


By the end of this webinar, we hope to

Discuss considerations for children and young people returning to dance in relation to relevant UK government guidance including:

- **Why dance is perhaps more important than ever** and issues in returning to dance activity in different settings
- **Considerations for practice** including footwear, spacing, groups and bubbles, masks, and changing rooms, water and kit
- **Teaching approaches** with regards to contact, floorwork, travelling, and creative teaching strategies

Provide an opportunity to ask questions



Context of these webinars

- Public health is a devolved issue. Some references to government guidance in this presentation are **specific to England. Guidance for Northern Ireland, Scotland and Wales varies.**
- You should always consider whether there are **local restrictions in place in your area or region.** If so, you should first read the guidance relevant to your area as this may supersede guidance in this webinar.
- **Government guidance will evolve with science. No one has all the answers,** as medical and scientific understanding of coronavirus disease is developing – we are learning together!
- We aim to:
 - Provide a space to discuss, raise questions, identify issues and share practice
 - Support practical implementation of government guidance across the dance sector to help everyone to return to dancing safely

Recommendations

We encourage you to take the following steps to support your return to dance activities

- **Read the relevant government guidance for your planned work. If you are unsure of which guidance to follow, please seek advice**
- Use creativity as well as common sense to think about how you can address the requirements set out in the guidance for your work
- Consider the resources available to you and think realistically about how you can address guidance within your available resources
- Discuss ideas with others and test/pilot ideas to see how they work in practice

How to use this webinar

Type questions into the Q&A box

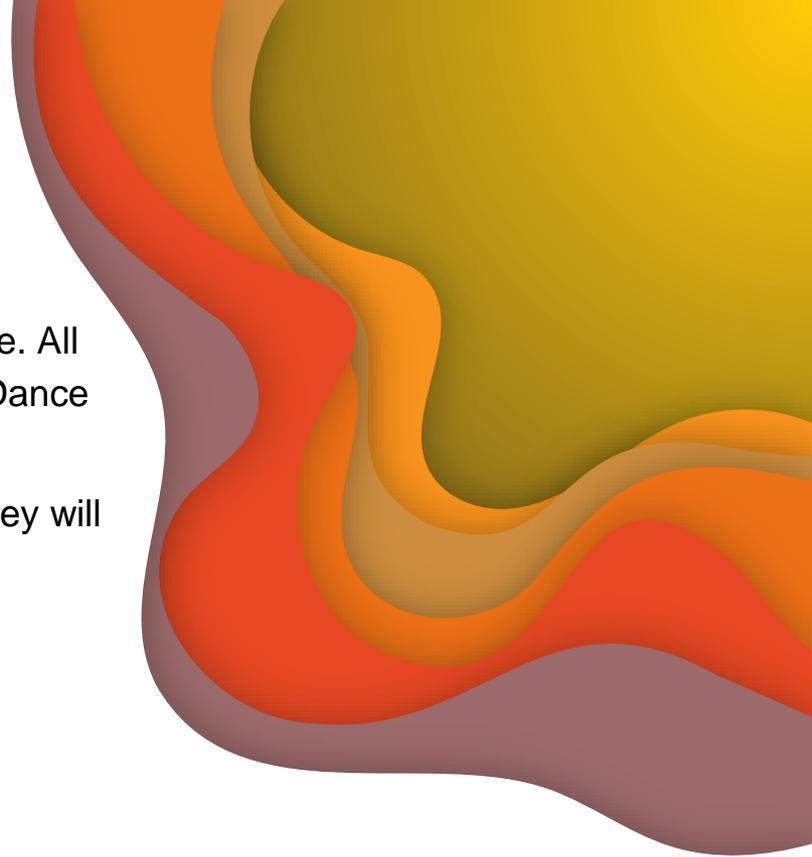
- We will try to address as many questions as possible live. All answered questions will be available in writing on One Dance UK's website after the session
- You can upvote questions you see in the Q&A box so they will move to the top of the list to be answered



CHAT



QUESTIONS



Our panel today

**Chair: Laura
Nicholson**

Head of Children
and Young
People's Dance



Amy Williams

Dance in
Education
Manager



Tori Drew

Dance in
Education
Manager



Erin Sanchez

Health, Wellbeing
and Performance
Manager

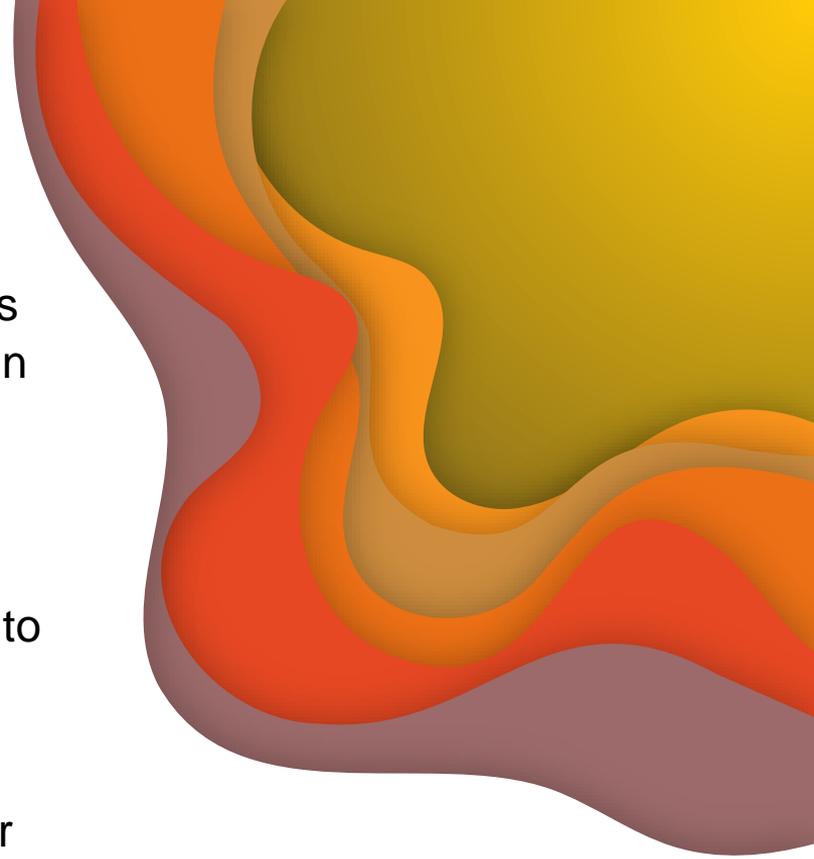


Context of your work

Dance activity for children and young people takes place in a wide variety of contexts and settings – in school, out of school, recreational sector, pre-vocational sector, community settings and more.

It is vital that you consider all guidance in relation to your own unique context.

You must reference the relevant guidance for your setting, in conjunction with guidance from your employer and any governing bodies.



Relevant guidance in England

[Department for Education - Guidance for full opening: schools](#)

[Department for Education - Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

[DCMS – Guidance for providers of grassroots sport and gym/leisure facilities.](#)

“For activities regarding school aged children, this guidance should be read in conjunction with the relevant sports safeguarding guidance and any other relevant guidance provided by the Department for Education. This guidance does not supersede any guidance provided by the Department for Education.”

[DCMS - Guidance for people who work in performing arts](#), including arts organisations, venue operators and participants.

This guidance is aimed at professional settings.

Relevant guidance in Wales, NI, and Scotland

Northern Ireland

- [Re-opening schools guidance: new school day](#)
- [Guidance on the safe phased return of sport, leisure and recreation in Northern Ireland](#)

Scotland – route map

- [Schools and childcare settings](#)
- [Sport, culture and leisure](#)

Wales

- [Education and childcare: coronavirus](#)
- [Sport, recreation and leisure: guidance for a phased return](#)

CONSIDERATIONS: Guidance for Northern Ireland references [UK Active A Framework for reopening the gym and fitness industry](#)

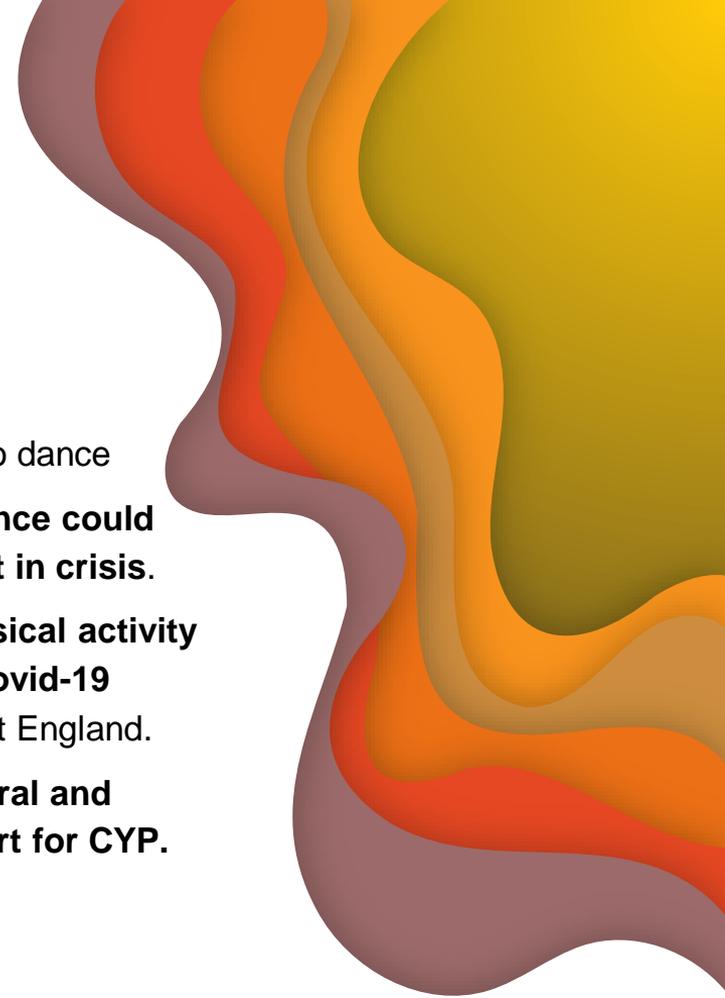
Dance activity for children and young people (CYP) is perhaps more important than ever

Pre-COVID-19 context

- Dance for children and young people, particularly within the **mainstream education system, was already in a precarious position.**
- The Children's Society had identified that **CYP mental health was now at crisis point.**
- According to Diabetes UK, **20% of children are obese upon leaving primary school.**

Context of our return to dance

- Concerns that **dance could now be a subject in crisis.**
- **A decline in physical activity in CYP during Covid-19** according to Sport England.
- **A need for pastoral and wellbeing support for CYP.**



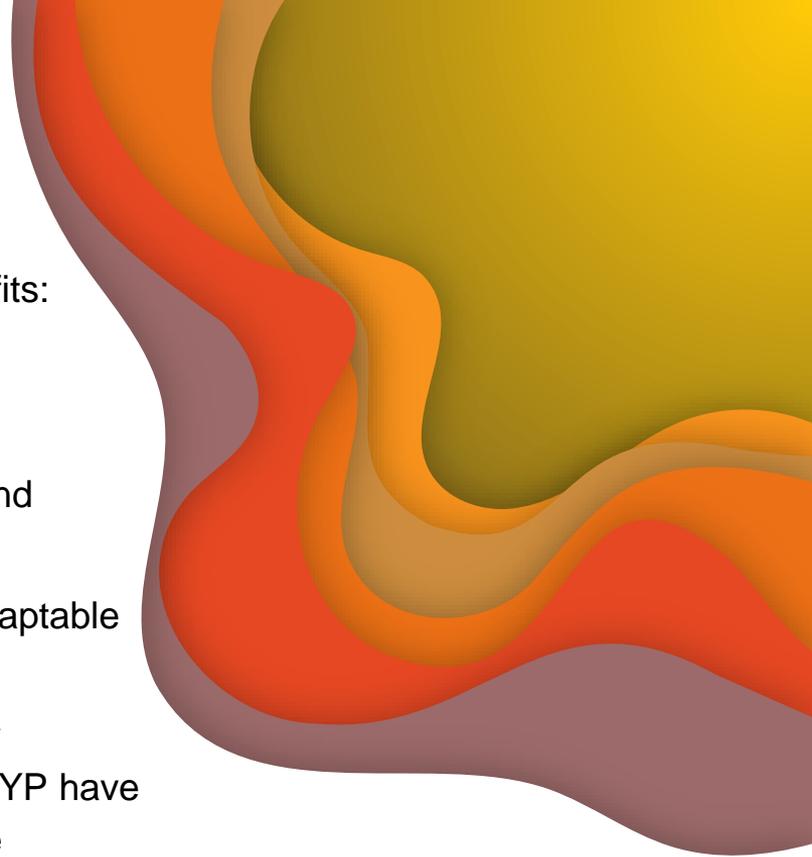
Benefits of dance

We know dance has a huge number of proven positive benefits:

- Contributing to both physical and mental wellbeing
- Promoting creativity and problem solving
- Developing teamwork skills, independence, resilience and confidence

We are without doubt a creative, resilient, passionate and adaptable sector.

It is vital that we learn together and implement the necessary adaptations and risk mitigation strategies to ensure that all CYP have access to safely-delivered, high quality, life-enhancing dance experiences.



Groupings and bubbles

- [Full school guidance – England](#) Keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals.
- [Full school guidance Northern Ireland](#) organising younger children into small groups (‘protective bubbles’) with consistent membership appropriate to the size of the setting.
- [Protective measures for out-of-school settings](#) Consistent groups of no more than 15 children and one or two staff members.
- Full School Guidance states that ‘external coaches’ can teach curricular and extra curricular activity
- [Early years and childcare providers](#) If students in mixture of ages of both under 5 and over 5: small consistent groups of 15
- [Providers of grassroots sport and gym/leisure facilities](#)
 - Follow out of school guide
 - Children as spectators not allowed indoors
 - Chaperones to children may wait outside premises / activity area in a socially distant manner or in their car unless the child has special needs.

CONSIDERATION: Offer remote/online teaching if a school still doesn't have you back from September.

Space

- [England](#), [Scotland](#), [Wales](#) and [Northern Ireland](#) all suggest social distancing to be upheld by students and staff. Noting that it maybe difficult in younger years.
 - Possibility of teacher to be facing away from students
 - [Providers of grassroots sport and gym/leisure facilities](#): Dance and exercise studios: Where possible, temporary floor marking defining required spacing per individual should be provided
- Wales: [Sport, recreation and leisure: guidance for a phased return](#) The regulations do not stop any particular type of exercise or outdoor activity but in practice, but dance studios remained closed. More news on re-opening of indoor spaces from 10th August coming out soon. From 3rd August children and young people under 11 will not need to socially distance.
- Scotland: [Sport, culture and leisure](#) Indoor sport facilities must remain closed at this time.
- Allow a sufficient break time between classes held in studios in order to appropriately clean the studio and equipment and to prevent waiting in groups. The guidelines for England are a minimum of 10 minutes for cleaning between classes. In Northern Ireland the minimum is 30 minutes [UK Active A Framework for reopening the gym and fitness industry](#)

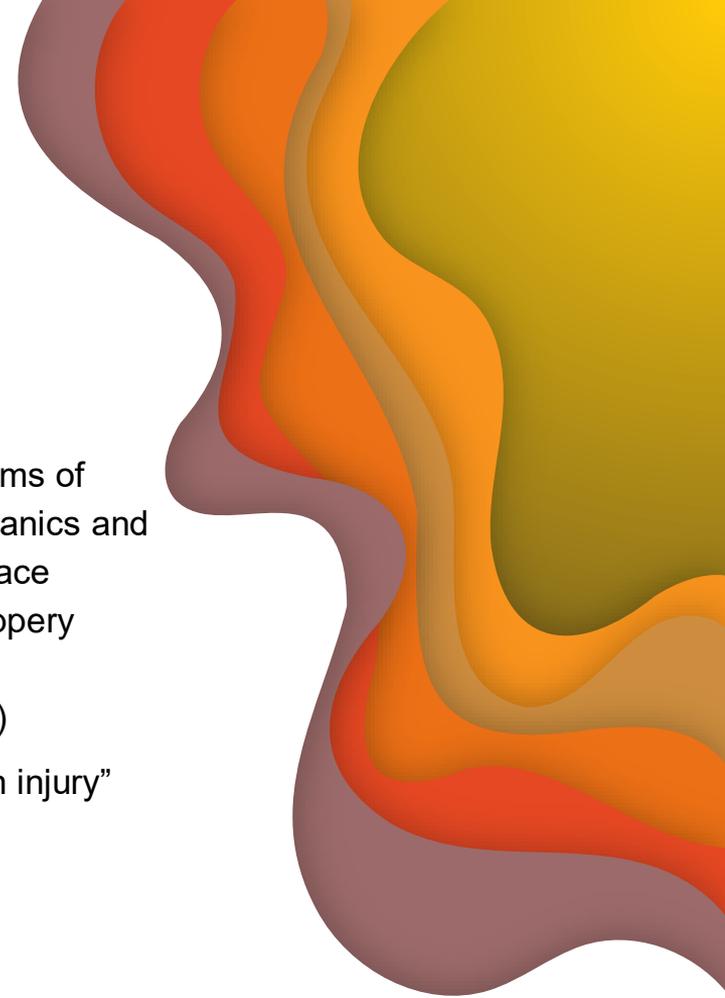
CONSIDERATION: Check type of markings for inclusion

Bare feet vs footwear

Coronavirus is not transmitted through sweat

CONSIDERATIONS

- “The interaction between the footwear and the floor surface, in terms of shock absorption, stability and friction, affects the body’s biomechanics and therefore affects the potential for injury...socks can affect the surface properties of a dance floor by polishing it and actually creating slippery patches, as well as presenting a slip hazard due to reduced grip”
 - Safe Dance Practice (Quinn, Rafferty and Tomlinson, 2015)
- “Floor variability, rather than hardness, have a greater influence in injury”
 - (Hopper et al, 2014)
- Carpeted floor may need trainers



Masks and breath

- [Full school guidance UK](#): Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting
- [Guidance](#) on mask exemptions: 11's and those with a physical or mental illness, impairment, or disability that means they cannot put on, wear or remove a mask
- [Providers of grassroots sports and leisure/gym guidance](#): No loud music
- UK Active recommend head mics, but these are to not be shared by teachers unless cleaned in-between. [UK Active – Framework Q & A](#)

CONSIDERATIONS

- Teachers may consider wearing masks, and use of masks, visors, and transparent masks may depend on your group
- Consider keeping the room well ventilated will help to keep risk lower

Changing rooms, kit and equipment

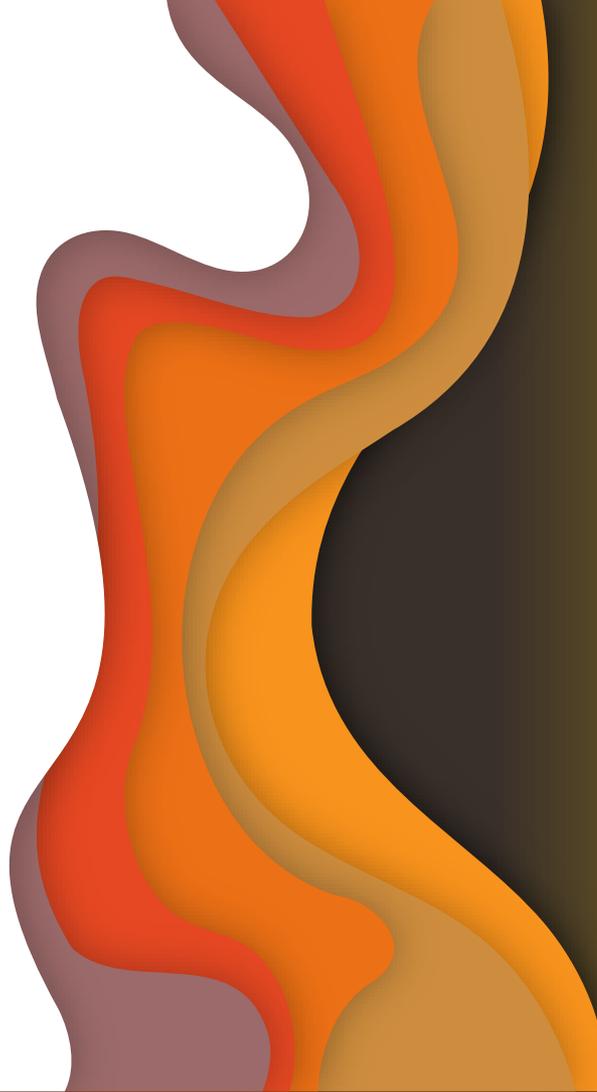
- [Full schools guidance – England](#) state that sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. They recommend [AfPE](#) for guidance who encourage students to wear kit to school and minimise time spent in changing rooms
- [Providers of grassroots sports and leisure/gym](#) state use of changing rooms and showering facilities should in general be avoided where possible, although these must be available for participants with disabilities or special needs and are likely to be needed after swimming.
- [Northern Ireland safe return to sport guidance](#) state that no communal changing or showering is currently permitted and is up to management on equipment sharing
- Sweat towels are not permitted on the gym floor or in studios. Students to bring own water bottles to schools and venues. Water fountains used as bottle fill ups only. [UK Active A Framework for reopening the gym and fitness industry](#)

CONSIDERATION: Encourage participants to come in kit

Class content

The next few slides will address class content, specifically the use of contact work, floor work and travelling phrases. We will also explore some creative options for dance in and out of schools

It is important to remember there are differences in the guidance for those working in a professional and non professional Performing Arts context. The information in this webinar focuses on teaching in non-professional environments, however you still need to refer to the guidance for your specific context



Contact

[HSE guidance](#) It is acceptable to provide and administer first aid - Try to assist at a safe distance from the casualty as much as you can and minimise the time you share a breathing zone

CONSIDERATIONS

- Outside a professional training environment, contact work is currently advised against and should be avoided if possible.
- There may be concerns over contact due to exam specifications requiring students to demonstrate contact work – you need to **refer to guidance from your exam board or dance organisation** according to any adaptations that may be made to the specification or syllabus.
- Dance genres where students are required to be ‘in hold’ – consider whether this can be avoided? Some teachers and dance schools are choosing to focus on technique and building stamina and strength over this first term at least.

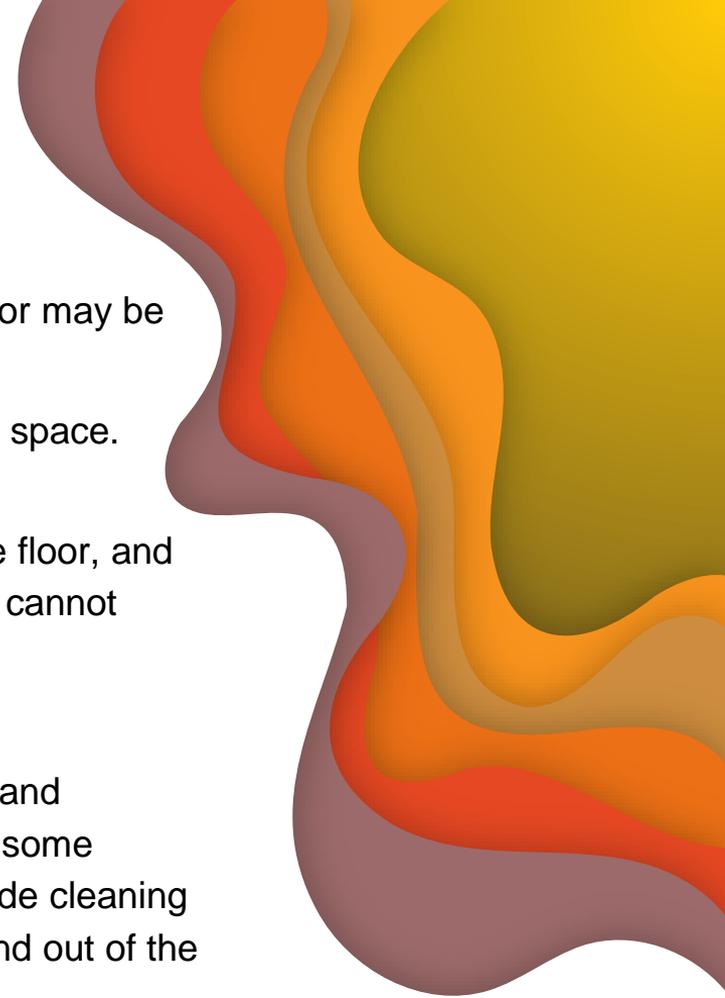
EXAMPLE: London Contemporary Dance School will not be encouraging partner work whilst social distancing measures are in place.

Floor work

CONSIDERATIONS

- All common touch points should be cleaned regularly. The floor may be considered a common touch point.
- The floor should be cleaned in between each group using the space. This mitigates the risk of using bare feet.
- Many dance genres require dancers to travel in and out of the floor, and so providing these risks are mitigated, there is no reason you cannot include floorwork.

EXAMPLE: At Trinity Laban, whilst they will be focusing on Ballet and Cunningham technique for the first term, they will still be teaching some Release technique and floorwork. Steps taken to reduce risk include cleaning the floor between each group and hand sanitising on the way in and out of the studio.

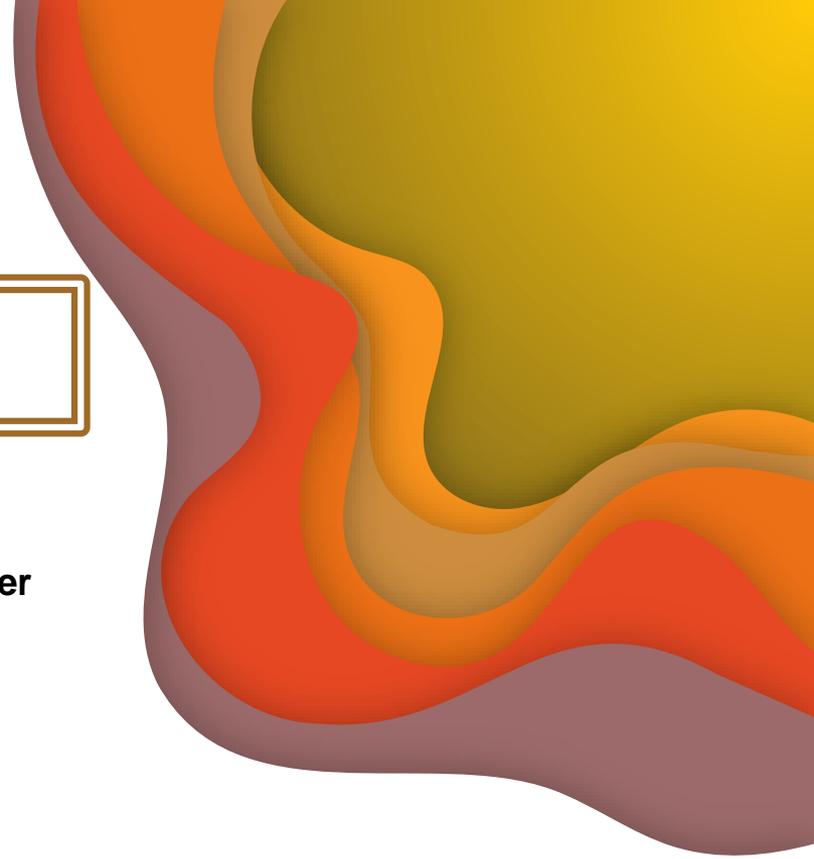


Travelling phrases

Please note that where possible it is advised to keep socially distanced and within floor markings.

CONSIDERATIONS

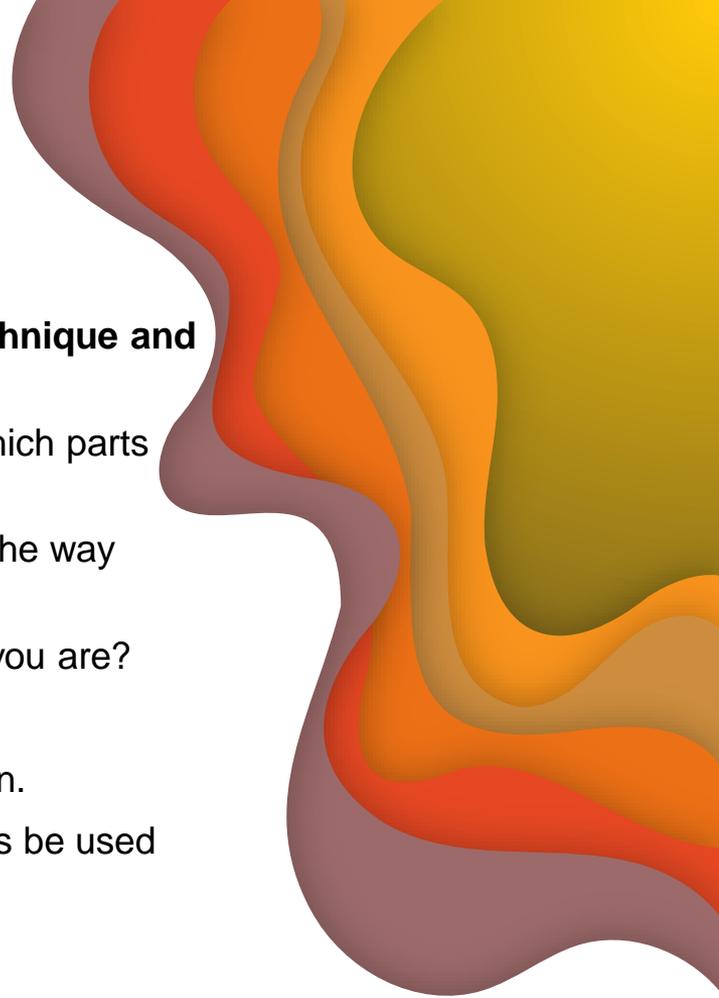
- Try to **travel side by side, facing forward, or in another direction.**
- Try **allowing more time between students travelling** through the space.
- Consider implications for clothing if travelling work is included.



Creative Content

CONSIDERATIONS

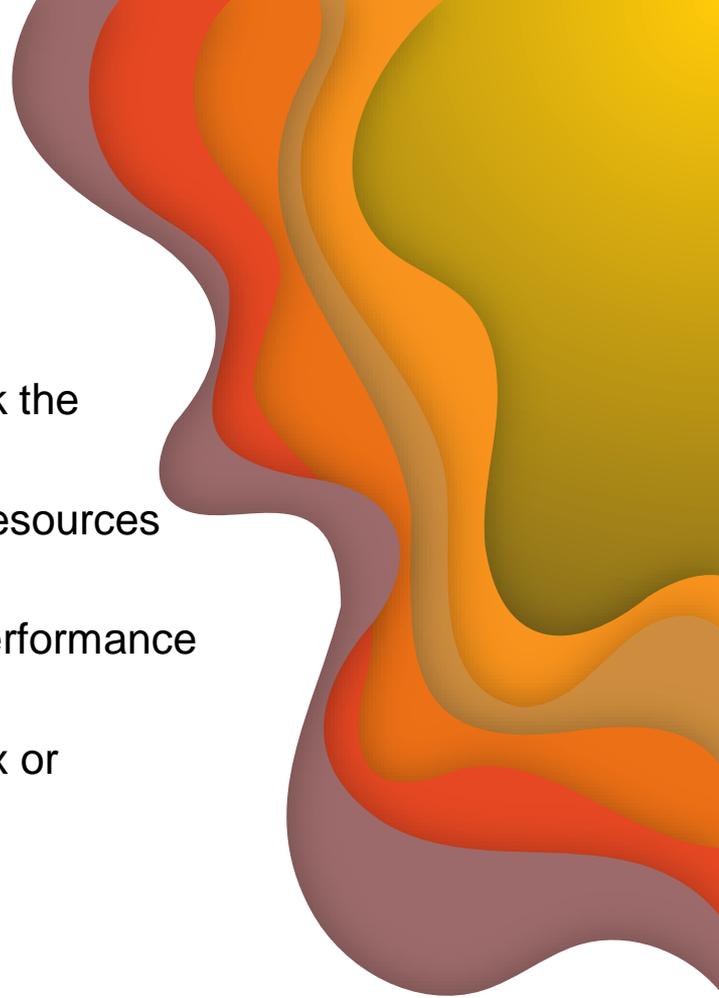
- As mentioned previously, it could be a good idea to **focus on technique and building specific skills**.
- If you are teaching an exam specification or syllabus, consider which parts can be delivered effectively with these restrictions in place.
- In both primary and secondary dance, **shorter projects** may be the way forward rather than a half term/term long scheme of work.
- Can you use **outdoor spaces**? What do you need to consider if you are?
- If you are classroom based; **what will be engaging to teach**?
- **Teacher-led routines** in order to maintain sufficient risk mitigation.
- Are you using **floor markers/ a grid on the floor**? How could this be used effectively as part of a topic or task?

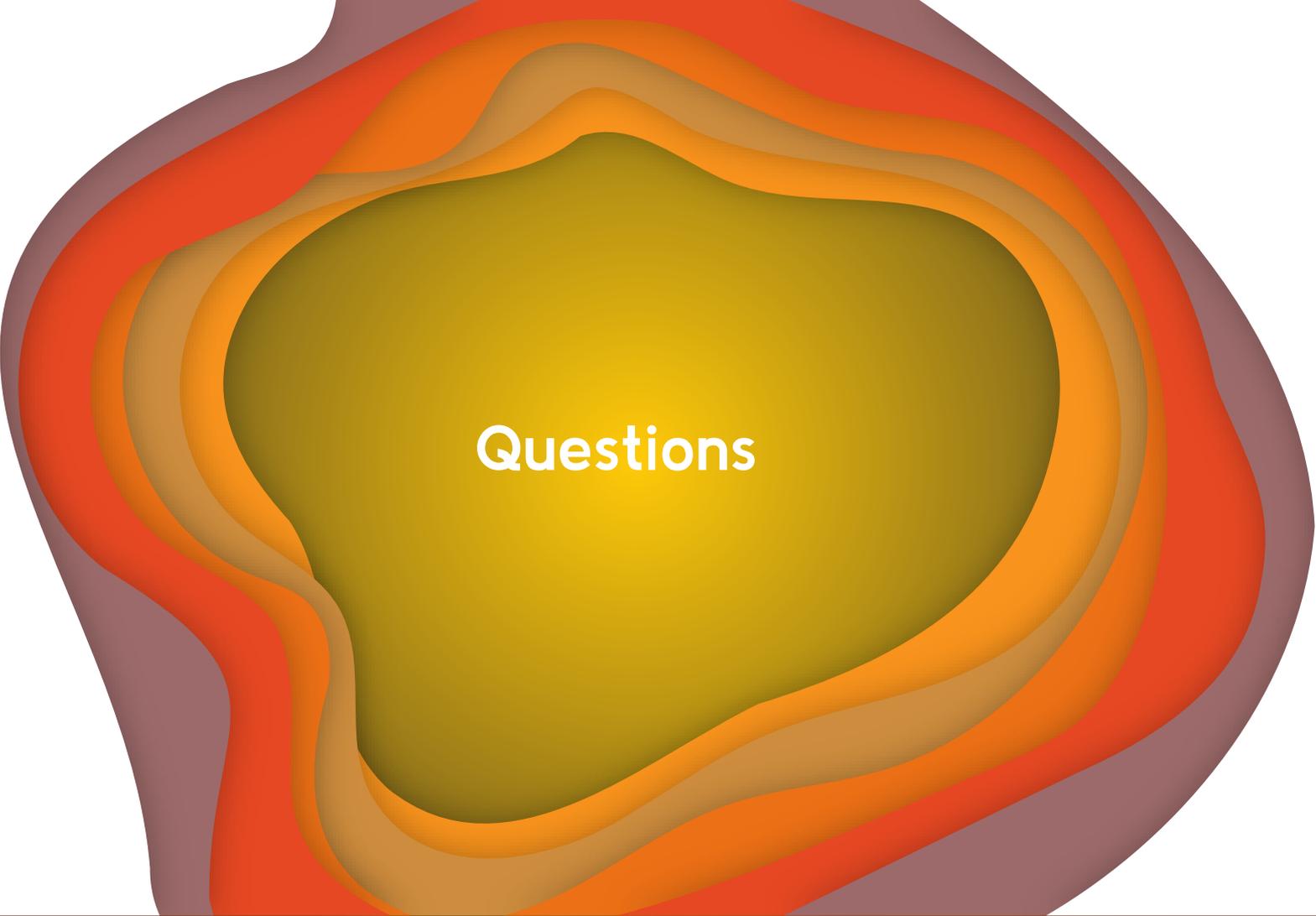


Creative Content

CONSIDERATIONS

- Mental health – can dance be used to explore and unpick the student experience of COVID19?
- Freelance artists – can you create video packages and resources that could be used by schools?
- Considerations for extra-curricular dance and creating performance work.
- The need for contingency planning – both ways – to relax or strengthen measures.



A stylized, layered graphic with a central yellow-green area and concentric layers of orange, red, and purple. The layers are irregular and wavy, creating a sense of depth and movement. The central area is a bright yellow-green, surrounded by a layer of orange, then a layer of red, and finally an outer layer of purple. The word "Questions" is centered in the yellow-green area.

Questions

Attend our upcoming webinars

- Thursday, 6th Aug: Physical and mental preparation for returning to dance: Part 1 Mental health and injury management
- Friday 7th Aug: Alternatives to face to face: outdoor activity, blended learning, and addressing digital poverty
- Friday 14th Aug Physical and mental preparation for returning to dance: Part 2 Nutrition and fitness

Future webinars will cover:

- Transport, touring, and travel



Resources from around the sector

People Dancing

- [Webinar](#): Dance and physical distancing in – and beyond – primary school settings with Louise Jaggard, Claire Pring and Jo Cone - webinar on **Thursday 6th August 2 - 3pm** To book: <https://bit.ly/2MtaQxg>
- [Resources](#) – example risk assessment and accident form
- [Overview of government guidance](#)

Council for Dance, Drama and Musical Theatre

- e-booklets: [Accredited Professional Schools offering Vocational Training in Dance, Drama and Musical Theatre](#), [Covid-19: Graded Exams and Practical Lessons in Music, Dance and Drama](#)



**People
Dancing**
the foundation for
community dance



Resources from around the sector

- Sport England: [Coronavirus: tools and support to help you now](#)
- Sport and Recreation Alliance: [COVID-19 Support](#), [Return to Play guidance](#)
- ISTD: [Coronavirus guidance](#), [Webinar](#): Introduction to Box Dance: to keep dancers dancing in a social distancing environment by challenging the conventional two-partner dance in Dancesport genres and inspire creative dancing and technique in the already expressive genre
- Royal Academy of Dance: [RAD@home](#) and support for members
- NATD: support for members via the [NATD website](#) “Back to Work” “New projects” “Training Courses” and e- bulletins
- bbodance: Weekly Zoom support sessions for new members and existing members with Julie Bowers, email Julie.bowers@bbo.dance Fortnightly Zoom sessions with Head of Teaching Qualifications Sam Le Bihan to support dance teaching students with their ongoing personal practice onsite and online, email sam.lebihan@bbodance

