



Bill Edwards

FOUNDATION FOR THE ARTS

Youth Educational Programs

**DEFYING LIMITS
THROUGH DANCE**



TEACHER RESOURCE GUIDE

2025/26

REVolutions Dance

- ☒ **September 22, 2025**
- ☒ **Duke Energy Center for the
Arts - Mahaffey Theater**



ClassActs

FLORIDA STANDARDS ALIGNMENT

Activity	Standards (B.E.S.T. & Dance)	SEL Connections
Introduction to Inclusive Dance Discussion of “What is dance?”, REVolutions mission, and the disabled body.	<u>ELA.K12.EE.4.1:</u> <i>Use appropriate collaborative techniques in discussion.</i> <u>DA.68.C.1.2:</u> <i>Interpret themes or meaning in dance.</i>	Social Awareness – Recognizing diverse abilities and valuing perspectives.
Movement Exploration Warm-up, chair-based movement, & reflection.	<u>DA.68.O.3.2:</u> <i>Use body movements to communicate ideas.</i> <u>DA.68.F.1.1:</u> <i>Apply collaboration and communication skills in dance.</i>	Self-Awareness – Understanding personal strengths/limitations through movement.
Exploring Creativity Through Inclusion Partner activities simulating limited mobility.	<u>ELA.K12.EE.1.1:</u> <i>Cite evidence to justify reasoning in reflection.</i> <u>DA.912.H.1.2:</u> <i>Discuss importance of dance across cultures and contexts.</i>	Relationship Skills – Collaborating respectfully with peers to create movement.
Creating Community Through Dance Small-group choreography, class performance.	<u>DA.912.S.1.4:</u> <i>Demonstrate rehearsal strategies to achieve group goals.</i> <u>DA.68.F.1.1:</u> <i>Collaborate to create choreography.</i> <u>ELA.K12.EE.5.1:</u> <i>Use accepted rules to present quality work.</i>	Responsible Decision Making – Contributing positively to an inclusive group performance.
Wrap-Up & Reflection Journaling and group discussion.	<u>ELA.K12.EE.3.1:</u> <i>Make inferences to support understanding.</i> <u>DA.68.C.1.2:</u> <i>Reflect on themes in inclusive performance.</i>	Self-Awareness & Social Awareness – Journaling on empathy, understanding, and inclusion.

REVOLUTIONS DANCE

REVolutions Dance was created with the intention of uniting diverse communities of individuals with and without disabilities through movement, creativity, and artistry. Our efforts to achieve equity and unity in the dance world can be experienced through our education, community outreach programming, and professional performances which are always rooted in our belief that compassion, understanding, and empathy are the building blocks of a diverse and inclusive community.



THE DISABLED BODY...

"The disabled body comes in endless forms and varieties of capabilities. Some that are easily seen and others that are less obvious. While two people using wheelchairs may appear to be functionally identical, it's very possible, in fact it is likely, that they are vastly different in how they move and how they navigate the world around them and the stage beneath them. For me, years of dance training and performing have allowed me to create an illusion. When audiences see me reach across my body, give and share weight with another dancer, flip my wheelchair on its back and return it to its wheels, they imagine a person using superior upper body strength and core muscles. The reality is, I have limited function in my hand, and my core is as limp and paralyzed as my legs. Dance, for a performer with a disability, opens the door to a more complete understanding of their own body and its interesting and unique abilities. I seek to invite others into understanding the complexities and beauty of the disabled body. Through conversation and performance."

~ Dwayne Scheuneman



ABOUT REVOLUTIONS DANCE

In 2005, Dwayne Scheuneman and Amie West set out to introduce their local community to the creative and artistic contributions of artists with disabilities. At that time, there were no professional organizations in the area that were exploring ways to include disabled community members in their training and performance opportunities – and so began the mission of **REVolutions Dance**.

The duo filed as a 501(c)3 nonprofit organization in August of 2005 and **REVolutions Dance** became more than an idea; it became a living organization that would eventually grow into a cornerstone of the Tampa Bay Arts community. Dwayne and Amie began by collaborating with local dancers and choreographers to gain visibility and access to performance opportunities. In 2008, **REVolutions Dance** produced their first full length concert at Ruth Eckerd Hall Performing Arts Center. Since that time, **REVolutions Dance** has maintained a steady and consistent performance schedule and has established a national and international performing presence. Over the years, **REVolutions Dance** has performed nationally throughout the United States and internationally in Russia, Italy, China, and Palestine – to mention just a few.

In addition to performing, **REVolutions Dance** very quickly discovered a strong need for community outreach and education that moved beyond the stage and focused on creating opportunities for participants to engage in inclusive dance themselves. In 2010, team members from **REVolutions Dance** began to conduct a variety of community outreach and education programs which include dance classes for adults and children in the Tampa Bay area. The education and community building efforts provided by **REVolutions Dance** now extend beyond Tampa Bay to other areas of the US and around the globe.

Serving as one of the founding members and the current Artistic Director, Dwayne Scheuneman, continues to lead **REVolutions Dance** as it navigates 2020 and looks forward to the future even in these uncertain times.



REVOLUTIONS DANCE IS...

an inclusive mixed ability dance company composed of professionally trained and accomplished dancers and dance educators who have danced and taught in schools, professional studios, universities, and in community settings in the US and around the world.

REVOLUTIONS DANCE SERVES...

disabled and nondisabled dancers of all levels, as well as those who are simply interested in movement and creativity as a means of strengthening the connection between disabled and non-disabled populations.

REVOLUTIONS DANCE SEEKS...

artists with varying backgrounds in order to create a diverse team with a broad set of skills and tools for creating high-quality dance that is aesthetically unique and accessible to all.

REVOLUTIONS DANCE HOPES...

to encourage creativity, self-awareness, understanding, and connections between diverse communities around the world.

REVOLUTIONS DANCE STRIVES...

to strengthen communities by building long-lasting relationships that will continue to create opportunities for inclusion of people with disabilities in dance and the arts.



EXPLORING MOVEMENT AND INCLUSION

Objective

Introduce students to the mission and work of REVolutions Dance, fostering an understanding of inclusion, diversity, and creativity in dance through activities and discussions

Materials

- Open space for movement (gym, classroom, or outdoor area).
- Music playlist (variety of tempos and genres).
- Projector or printed materials to showcase REVolutions Dance (optional).
- Chairs or props to simulate movement with limited mobility.

Introduction to Inclusive Dance

Understand the mission and history of REVolutions Dance and explore the concept of diverse abilities.

Discussion

- Begin with a conversation: *What do you think of when you hear the word "dance"?*
- Share the story of REVolutions Dance, emphasizing their goal of uniting diverse communities through movement and artistry.
- Highlight the concept of the disabled body, quoting Dwayne Scheuneman:
 - "Dance opens the door to a more complete understanding of their own body and its unique abilities."
- Discuss how dance can be inclusive for people with varying physical abilities.

Movement Exploration

Warm-Up: Lead simple stretches, focusing on upper body and arm movements.

Adapted Movement:

- Have students sit in chairs and explore moving only their upper body to the music (reaching, swaying, clapping).
- Encourage students to explore creating shapes and movements with their arms and hands.

Reflection

Discuss how it felt to dance in this way.

Wrap-Up

- Share videos or photos of REVolutions Dance performances
- Ask: *What surprised you about the performances?*

<https://www.youtube.com/watch?v=x5TaBVM0Z90>



WATCH VIDEO



EXPLORING CREATIVITY THROUGH INCLUSION

Objective

Use movement to explore the theme of unity and creativity in a diverse group.

Discussion

- Review REVolutions Dance's values: compassion, understanding, and empathy.
- Ask *"How can dance connect people who move differently?"*

Partner Movement Exploration

Warm-Up: Lead simple stretches, focusing on upper body and arm movements.

- Pair students together. One partner will sit in a chair or simulate a limited range of movement, while the other explores movement with them.
- Partners work together to create a short movement sequence (e.g., one partner reaches, and the other mirrors or complements the movement).
- Groups perform their sequences for the class.

Reflection

- What did you learn about working with someone who moved differently than you?
- How did it feel to collaborate?



https://www.youtube.com/watch?v=w_vJe6DDUjc

WATCH VIDEO



CREATING COMMUNITY THROUGH DANCE

Objective

Create a group performance inspired by the mission of REVolutions Dance.

Discussion

- Review the mission of REVolutions Dance: building connections between disabled and non-disabled communities through movement.
- Ask “What kind of message would you want to share through dance?”

Group Choreography

- Divide the class into small groups.
- Each group creates a dance sequence that represents inclusion and connection.
- Encourage the use of varied levels (standing, sitting, reaching).
- Include moments of partnering or group movements to symbolize unity.
- Combine sequences into a single class performance.

Performance and Reflection

- Perform the group dance for each other or another class.
- Ask “What did you learn about inclusion through this process?”
- Ask “How did working as a group bring the message of REVolutions Dance to life?”

Wrap-Up

Have students write a journal entry:

How does dance help build empathy and understanding?

Key Takeaways

- Dance is a powerful way to express individuality and connect with others.
- Inclusion in the arts fosters empathy, creativity, and community.
- Every body has the capacity to move and contribute to the beauty of dance.



ADDITIONAL ACTIVITIES

VISUAL STORYTELLING WITH MOVEMENT

- **Activity:** Students create a short “movement drawing.” Using crayons or markers, they draw lines and shapes that represent how their body feels when moving in different ways (curves for sways, zigzags for sharp motions).
- **Standards:**
 - VA.68.S.1.1: Experiment with different media to create visual art.
 - DA.68.O.3.2: Express ideas through movement.
- **SEL:** Self-expression through multiple art forms.

DANCE & POETRY CONNECTIONS

- **Activity:** After watching REVolutions Dance, students write a short poem inspired by what they saw, focusing on inclusion, movement, or empathy. Poems can then be performed aloud with simple gestures or movements.
- **Standards:**
 - ELA.K12.EE.2.1: Read and comprehend texts.
 - ELA.K12.EE.5.1: Create quality work in a chosen format.
 - DA.68.C.1.2: Identify meaning in dance.
- **SEL:** Deepening emotional expression and empathy.

MOVEMENT & MATH PATTERNS

- **Activity:** Students explore dance sequences using repetition, symmetry, and patterns (e.g., clap-tap-clap-tap, or arm-arm-turn). Older students can “notate” their dance patterns like equations or fractions.
- **Standards:**
 - MA.K12.MTR.5.1: Use patterns and structure to solve problems.
 - DA.68.S.1.1: Demonstrate simple movement patterns.
- **SEL:** Critical thinking and collaboration.

HISTORY & CULTURE CONNECTIONS

- **Activity:** Students research a dance form from another culture that highlights inclusion (e.g., traditional circle dances, social dances). They compare it with REVolutions’ approach to community-building.
- **Standards:**
 - DA.912.H.1.2: Research the role of dance in cultures.
 - SS.68.A.1.3: Analyze primary and secondary sources (for older students).
- **SEL:** Social awareness and cultural empathy.

“ACCESSIBILITY CHALLENGE” REFLECTION

- **Activity:** Students complete a daily task (like writing or drawing) with a constraint (using their non-dominant hand, closing eyes, or sitting while working). Then reflect: *What did you learn about adapting? How does this relate to inclusive dance?*
- **Standards:**
 - ELA.K12.EE.3.1: Make inferences to support understanding.
 - DA.68.C.1.2: Reflect on themes in dance.
- **SEL:** Building empathy by experiencing difference.

Bill Edwards

FOUNDATION FOR THE ARTS

Youth Educational Programs

BE A STAR AUDIENCE!

Going to the theater is different from watching a movie or a YouTube video — it's LIVE! That means the actors, dancers, and musicians can see and hear you.

Here's how to help make the show magical:

★ SIT SMART

Stay in your seat with both feet on the floor. Lean in and watch — the best view is when everyone is still.

★ TALK LESS, LISTEN MORE

Save your thoughts for after the show. Even whispers can distract the performers and your classmates.

★ APPLAUD LIKE A PRO

Clap when the show begins, after songs or dances, and at the end. Performers love your energy!

★ NO SCREENS, NO SNACKS

Phones, tablets, candy wrappers — all of these take away from the live magic. Keep them put away.

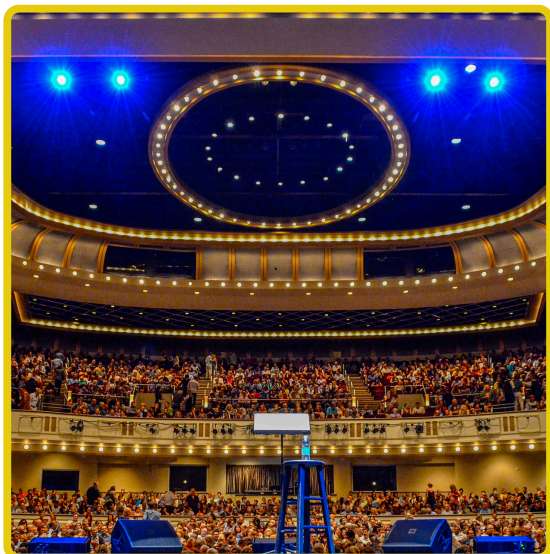
★ RESPECT THE SPACE

The Mahaffey Theater is a special place. Treat the seats, aisles, and stage with care.

★ ENJOY THE EXPERIENCE

Laugh, clap, gasp — just do it at the right times. Being part of the audience is half the fun!





LIVE PERFORMANCES

Imagine sitting in a giant theater as the lights dim and the curtain rises. Suddenly, the stage bursts into life with actors, dancers, and musicians performing right in front of you. That's what makes live theater so special — it's happening right now, and every performance is a little different. Through Class Acts, you'll see stories connected to your school subjects come alive on stage, from history and science to literature and music. You'll laugh, clap, and maybe even learn something new along the way!

BAM! FESTIVALS

BAM! is more than a field trip — it's a hands-on adventure in the arts. Instead of just watching, you'll get to do. Students rotate through stations like drumming circles, theater games, dance workshops, and art projects. One moment you might be painting, the next you're learning choreography or acting out a scene with friends. Each festival has a different theme, but every BAM! day is packed with creativity, fun, and discovery.



SUMMER CAMP

Not every student can easily get to the theater, so we make sure the arts reach everyone. Every summer, the Mahaffey Theater transforms into a Broadway-style training ground for kids and teens. Over three weeks, campers learn singing, dancing, acting, and even behind-the-scenes skills like stagecraft and costume design. The experience ends with a full-scale production on the Mahaffey stage — lights, microphones, costumes, and all! It's more than camp; it's a chance to build confidence, make friends, and shine in the spotlight.

A stylized, blue, cursive signature of "Bill Edwards" is centered at the top of the page. The signature is contained within a white, cloud-like shape that has a soft drop shadow against the yellow background.

FOUNDATION FOR THE ARTS

Youth Educational Programs

Questions?

info@mahaffeyclassacts.org

Teacher Resource Guide created and developed by:

Polly Croucher and Katrina Young

The "Class Acts" logo is located in the bottom right corner of the blue banner. It features the words "Class" and "Acts" in a white, serif font, with "Class" positioned to the left of "Acts". The text is enclosed within a white, rounded rectangular border that has a slight 3D effect with a shadow.