Chapter 4

Results

The purpose of this study was to examine the effect of Indian dance on gait and balance of Grade R and Grade 7 children. For the study of gait stride pattern, was examined in terms of stride length, stride frequency and stride speed, through the 10-meter walk test. For the study of balance; tandem gait, open and closed eyed tandem balance was examined, by measuring the distance walked in a heel-toe tandem fashion and the duration in which a balanced stance could be maintained respectively.

Sample Characteristics

Two schools were selected to participate in this study: the participants in the intervention group were recruited from one school and the control group from another school. Both were government schools from the same geographical region, therefore children were considered to be from equal socioeconomic circumstances. One hundred and three (103) children volunteered to participate in this study. The school classified as the control consisted on forty-eight (48) participants and the intervention school consisted of fifty-five participants (55). Each participant provided assent and parental consent prior to any testing being conducted. The children from the two schools consisted of two age groups: Grade R children between the ages of 4-6 and Grade 7 children between the ages of 11-14. The demographic data is supplied below in Tables 4.1 – 4.3.

Table 4.1: Gender demographics of participants

Gender	n	%
Male	50	48.5
Female	53	51.5
Total	**103**	**100**

Table 4.2: Age split per grade

	Age	n	%
Grade R	4	6	5.83
	5	34	33.01
	6	21	20.39
Grade 7	11	4	3.88
	12	17	16.50
	13	17	16.50
	14	4	3.88
Total		**103**	**100**

Table 4.3: Group size and mean ages in each respective grade

	Group	n	Mean Age
Grade R	Control	27	5.30
	Intervention	34	5.21
Grade 7	Control	21	12.62
	Intervention	21	12.38

Analysis of the Data

Results are presented as two parts. Part one consists of an analysis of the gait of children and consists of three stride pattern variables are presented, stride length, stride frequency and stride speed. The results of the analysis of balance are presented in part two and consist of the analysis of tandem gait, tandem balance eyes open (EO) and tandem balance eyes closed (EC).

The analysis of each variable will consists of the means and standard deviations of the pre- and post-test data separately. Following this, results from a paired t-test, which compared the difference between the pre-test and post-test are presented. This includes the, results from an Independent t-test which are presented to describe the difference that existed between the control and intervention groups. The above analysis is presented for both the Grade R and Grade 7 groups for the Stride Pattern and Balance variables.

The presentation of each variable concludes with a correlation coefficient(r) to identify the relationship that existed between the age and the pre-and post-test data of the variable in Grade R and Grade 7 for the children in the intervention group. The strength of the correlation is analysed using the guide of Field (2009), where positive and negative implies increasing or decreasing linear relationship between age and the variable respectively and strong ($r>0.50$) and weak ($r<0.50$) represents the correlation strength.

Stride Pattern

Analysis of Stride Pattern involved three variables: Stride length, measured in meters (m); stride frequency, expressed as the number of steps per second; and stride speed, measured in meters per second ($m \cdot s^{-1}$). The results of these tests are shown in the Tables below

Stride Length

Table 4.4 Stride length data for the Grade R children

Variable	Group	n	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Stride Length	GrRint	34	0.38±0.07	0.40±0.07	0.02	0.093
	GrRcon	27	0.42±0.07	0.43±0.06	0.01	0.051

** Significant at p<0.05*

As can be seen no significant change occurred in stride length for the Grade R groups from pre- to post-test. The pre-test and post-test means for stride length in both GrRint and GrRcon are presented in Figure 4.1 below. However, on further analysis, by means of an Independent t-test conducted between the two groups, it is reported that the two Grade R groups were statistically different at both pre- (p=0.011) and post-test (p=0.018).

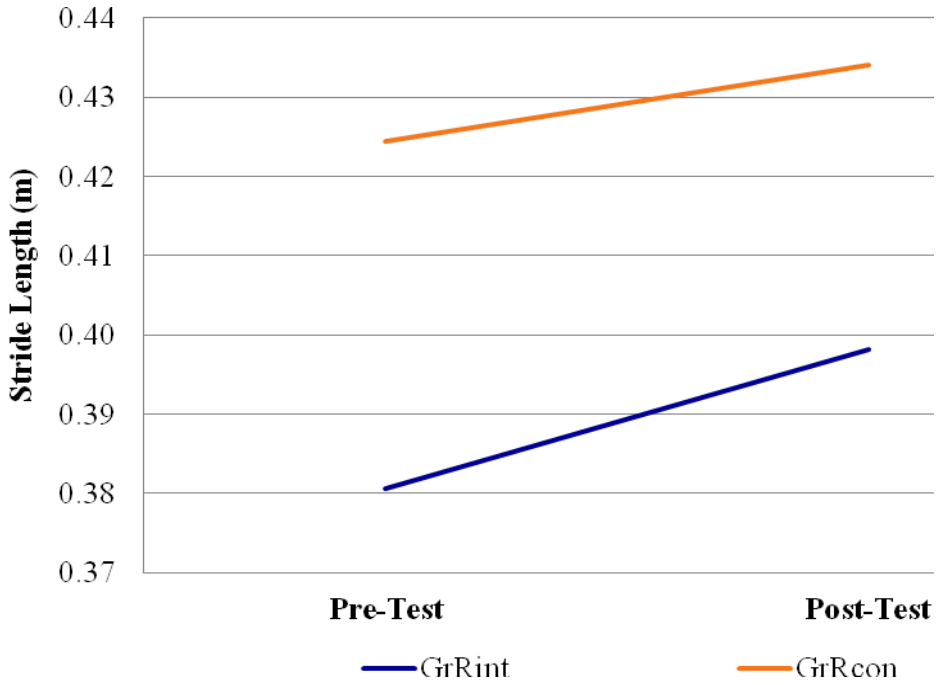


Figure 4.1: Comparison of means for stride length between Grade R groups

Table 4.5: Stride Length for the Grade R children

Variable	Group	n	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Stride Length	Gr7int	21	0.56±0.079	0.55±0.063	0.01	0.262
	Gr7con	21	0.52±0.069	0.52±0.071	0.00	0.427

* *Significant at p<0.05*

Figure 4.2 displays the data for stride length of the Grade 7 children. As can be seen, stride length decreased in the post-test Gr7int group but did not change in the Gr7con group, neither of these changes was found to be significant. A Paired t-test indicated no significant difference for either the Gr7int or the Gr7con group from pre- to post-test. Similarly, an Independent t-test between the intervention and control groups showed no significant difference between the groups at pre-test (p=0.071) or post-test (p=0.100) for stride length of Grade 7 children (Figure 4.2).

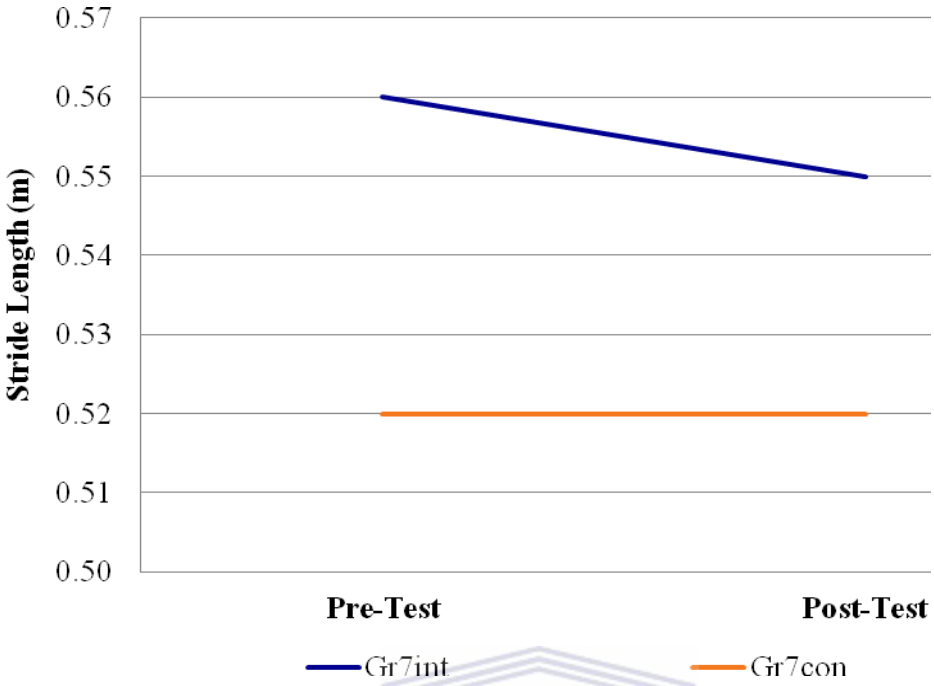


Figure 4.2: Comparison of means for stride length between Grade 7 groups

Grade R and Grade 7 Stride Length Relationship

The relationship that exists between age and stride length for the intervention groups (Grade R and Grade 7) is presented in Figure 4.3 below. This reports a correlation between age (years) and stride length (m) at both pre-test and post-test.

A strong positive linear relationship exists between age and stride length at both pre-test (r=0.77) and post-test (r=0.76). The coefficient of determination (R^2) depicts the variability between age and stride length at both pre-test (R^2=0.59) and post-test (R^2 = 0.58). Both of these R^2 values indicate that more than 50% of the children's stride length is related to age.

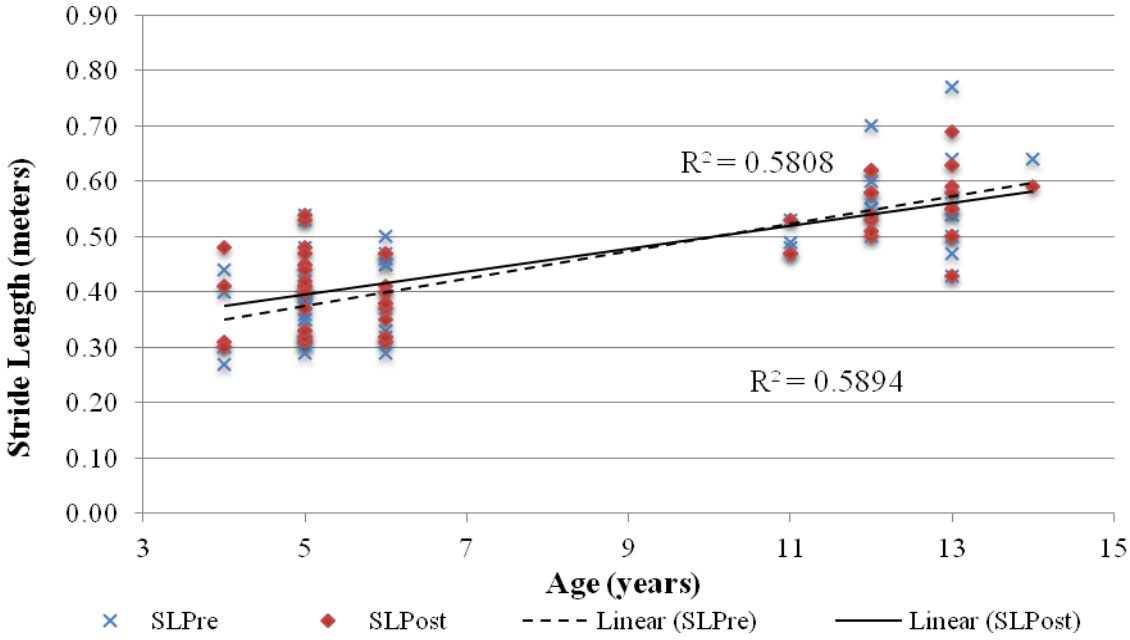


Figure 4.3: Correlation of stride length across the two age groups

Stride Frequency

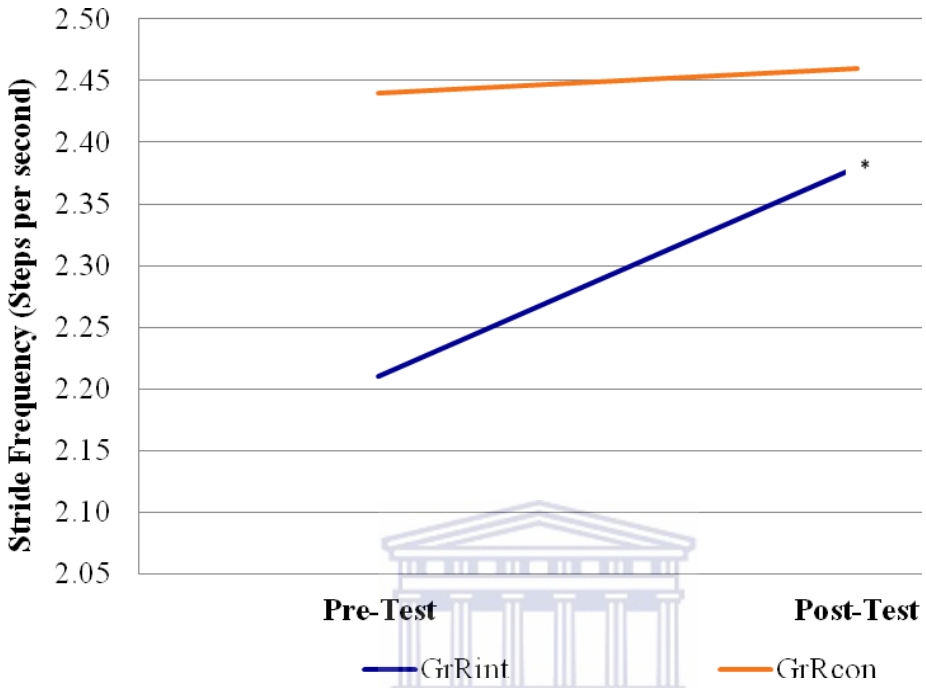
Table 4.6: Stride frequency data for the Grade R children

Variable	Group	n	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Stride Frequency (steps per second)	GrRint	34	2.21±0.29	2.38±0.39	0.17	0.009*
	GrRcon	27	2.44±0.35	2.46±0.35	0.01	0.232

* *Significant at p<0.05*

As can be seen a significant change occurred within the GrRint group and no significant change occurred within the GrRcon group from pre- to post-test. The pre-test and post-test means for stride frequency in the Grade R children are presented in Figure 4.4 below and it can be seen that the post test of both the GrRint and GrRcon group increased. However, on further analysis by means of an Independent t-test conducted between the two groups reported a significant difference between the

Grade R groups at pre- (p=0.004) but no significant difference in the post-test (p=0.218).



* *Significant at p<0.05*

Figure 4.4: Comparison of means for stride frequency of the Grade R groups

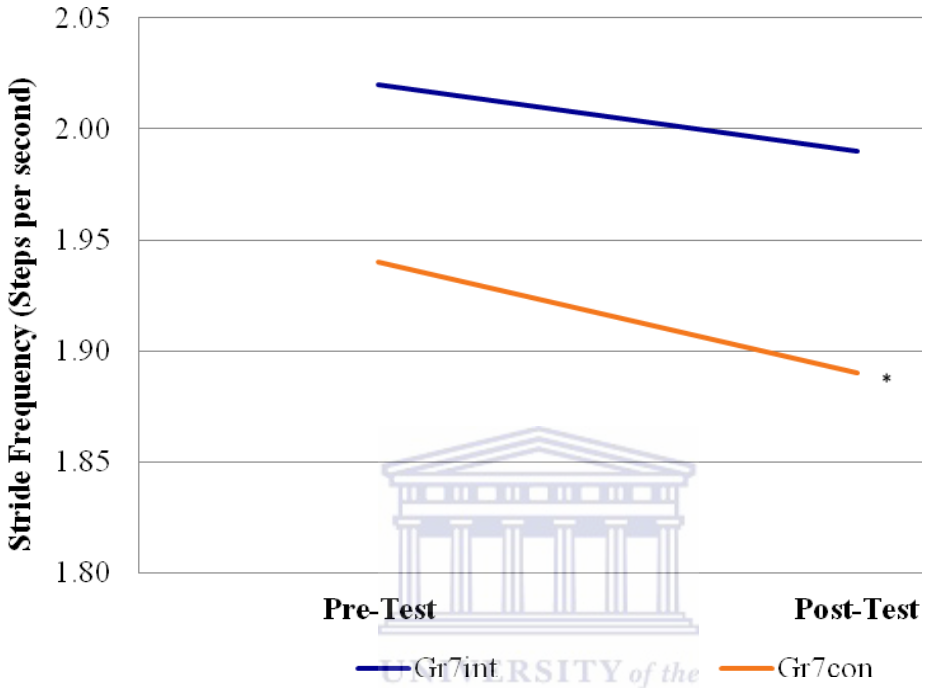
Table 4.7: Stride frequency results for the Grade 7 children

Variable	Group	n	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Stride Frequency (steps per second)	Gr7int	21	2.02±0.17	1.99±0.14	0.03	0.116
	Gr7con	21	1.94±0.21	1.89±0.25	0.05	0.028*

* *Significant at p<0.05*

Figure 4.5 displays the stride frequency scores for the Grade 7 children. As can be seen, stride frequency decreased in the post-test of the Gr7int and the Gr7con groups. Paired t-test (Table 4.6) reported a significant decrease in the Gr7con group with the intervention group showing no significant change. From the Independent t-

test between the intervention and control groups, no significant difference was present at both the pre-test (p=0.084) and post-test (p=0.061) for stride frequency of Grade 7 children (Figure 4.5).



* *Significant at p<0.05*

Figure 4.5: Comparison of means for stride frequency of the Grade 7 groups

Grade R and Grade 7 Stride Frequency Relationship

The relationship that exists between age and stride frequency in the intervention groups (Grade R and Grade 7) is presented in Figure 4.6 below. This depicts a correlation between stride frequency (number of steps per second) and the age (years) at both the pre-test and post-test.

A weak negative linear relationship exists between stride frequency and age at both pre-test (r=0.16) and post-test (r=0.33). The coefficient of determination (R^2) reports the variability between age and stride frequency of both pre-test (R^2=0.03) and

post-test (R^2=0.11). Both of these R^2 values indicated that less than 15% percent of the children's age is related to stride frequency.

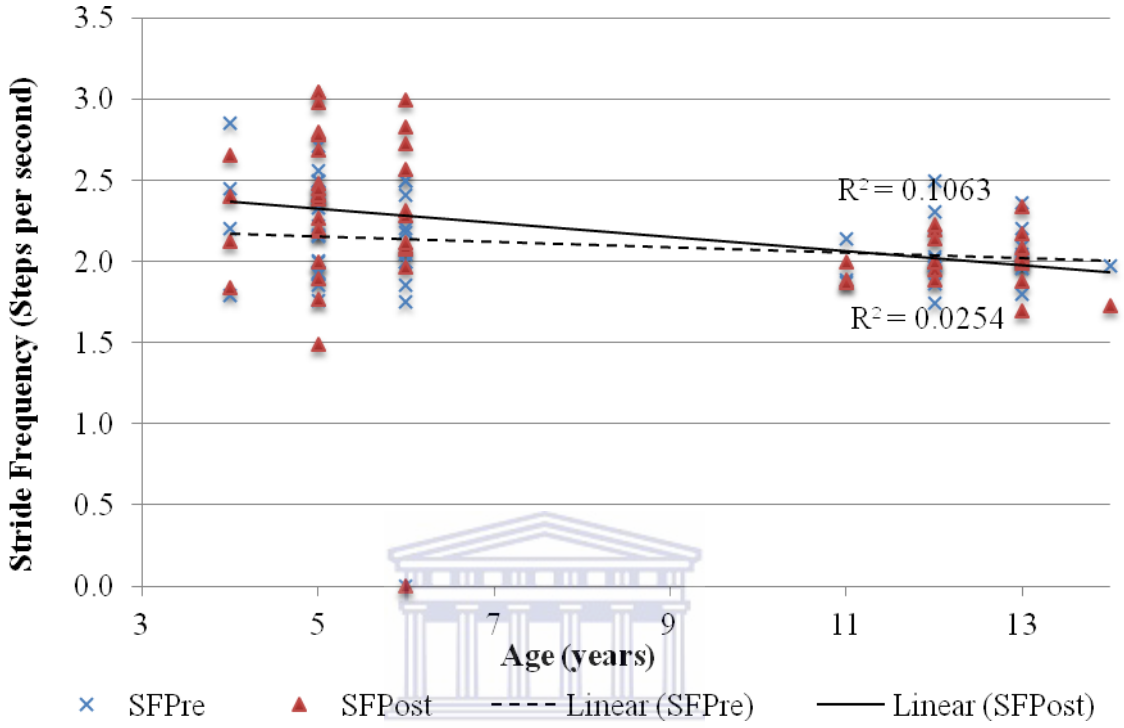


Figure 4.6: Correlation of stride frequency across the two age groups

Stride Speed

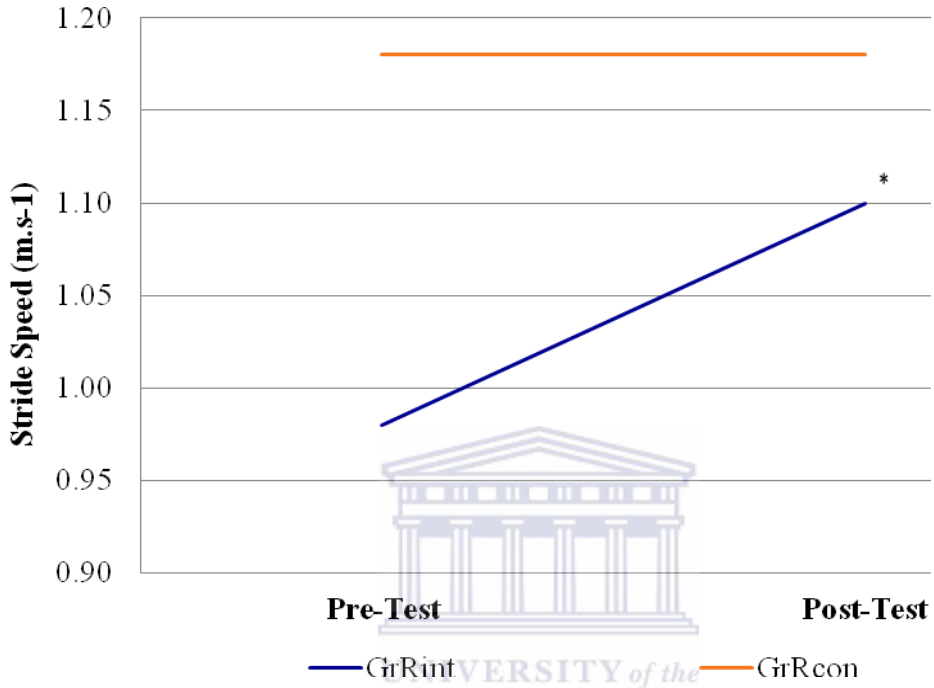
Table 4.8: Stride speed results for the Grade R children

Variable	Group	n	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Stride Speed	GrRint	34	0.98±0.19	1.10±0.16	0.12	0.001*
	GrRcon	27	1.18±0.20	1.18±0.19	0.01	0.300

* *Significant at p<0.05*

As can be seen a significant increase occurred within the GrRint group and no significant change within the GrRcon group from pre- to post-test. The pre-test and

post-test means for the stride speed in the Grade R children are visually displayed in Figure 4.7 below. However, on further analysis by means of an Independent t-test conducted between the two groups a significant difference between the Grade R groups at both pre- (p=0.000) and post-test (p=0.035) was reported.



* *Significant at p<0.05*

Figure 4.7: Comparison of means for stride speed of Grade R groups

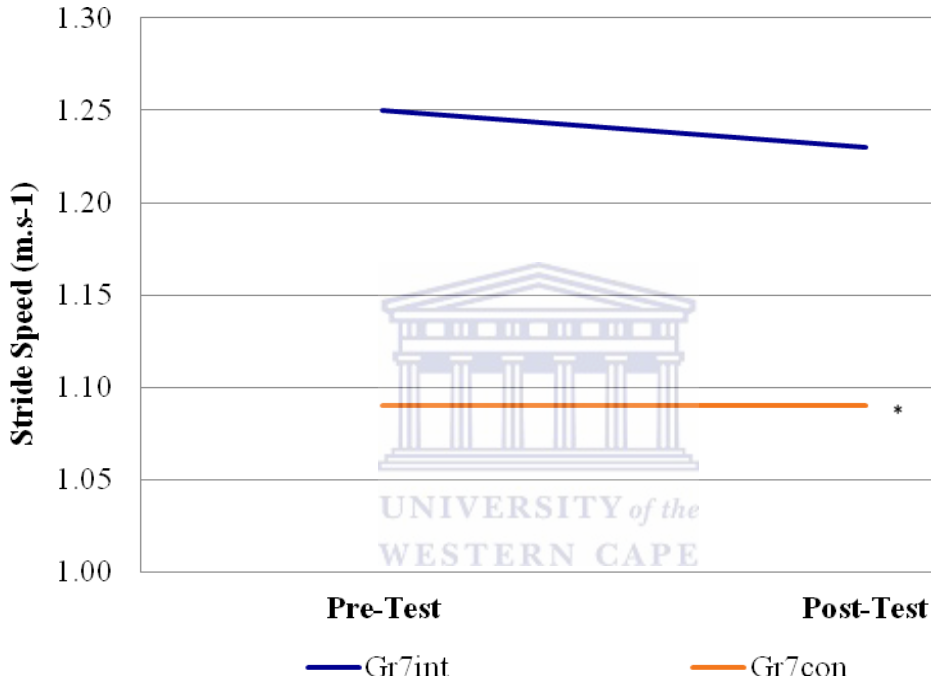
Table 4.9: Stride speed results for the Grade 7 children

Variable	Group	n	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Stride Speed	Gr7int	21	1.25±0.12	1.23±0.12	0.02	0.076
	Gr7con	21	1.09±0.16	1.09±0.16	0.00	0.004*

* *Significant at p<0.05*

The Figure 4.8 displays the stride speed data for the Grade 7 children. As can be seen, stride speed decreased from pre- to post-test in the Gr7int group and

remained constant for the Gr7con groups. A Paired t-test (Table 4.6) indicated a significant difference in the Gr7con group only, with no significant differences found in the Gr7int group. However an Independent t-test between the intervention and control groups, reported that both the Gr7int and Gr7con display a significant difference between the groups at pre-test (p=0.001) and post-test (p=0.001) for stride speed of Grade 7 children (Figure 4.8).



* *Significant at p<0.05*

Figure 4.8: Comparison of means for stride speed of Grade 7 groups

Grade R and Grade 7 Stride Speed Relationship

The relationship that exists between age and stride speed for the two intervention groups (Grade R and Grade 7) is presented in Figure 4.9 below. This graph reports a correlation between the group age (years) and stride speed ($m.s^{-1}$) at both the pre-test and post-test.

A strong positive linear relationship exists between age and stride speed and age at pre-test (r=0.65) however a positive but weak correlation exists at post-test (r=0.43). The coefficient of determination (R^2) displays the variability between age and stride speed of both pre-test (R^2=0.43) and post-test (R^2=0.19). The R^2 values identified that 43% for pre-test and 19% for post-test of the children's age is related to stride speed.

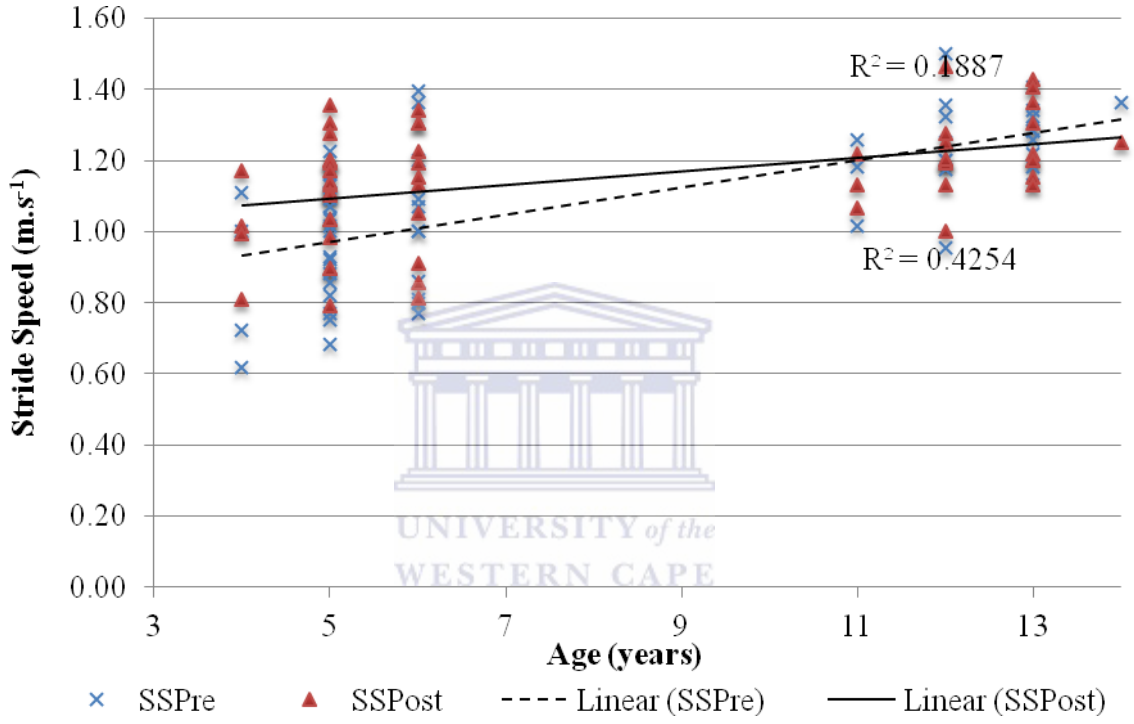


Figure 4.9: Correlation of stride speed across the two age groups

Balance

Analysis of balance tests tandem gait measured in meters (m); tandem balance eyes open measure in seconds (s) and tandem balance eyes closed measured in seconds(s), results are shown in the tables below.

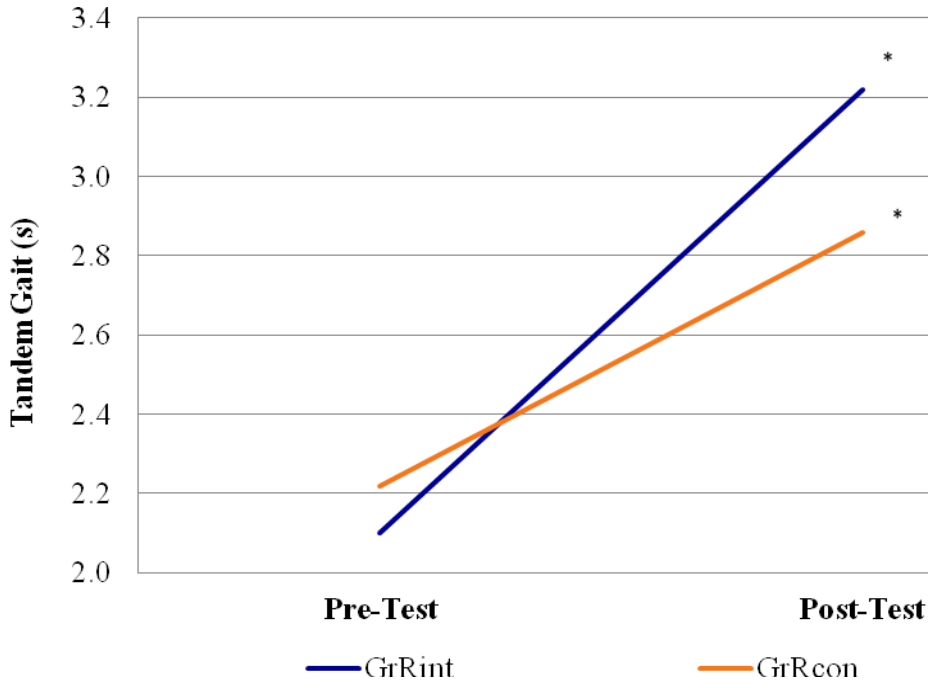
Tandem gait

Table 4.10: Tandem gait results for the Grade R children

Variable	Group	N	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Tandem Gait (m)	GrRint	34	2.10±1.50	3.22±1.58	1.13	0.000*
	GrRcon	27	2.22±1.55	2.86±1.62	0.63	0.001*

* *Significant at p<0.05*

As can be seen a significant change occurred within both groups from pre- to post-test. The pre-test and post-test means and standard deviations of the tandem gait for Grade R children are visually displayed in Figure 4.10 below. However, on further analysis by means of an Independent t-test conducted between the two groups that no significant difference (p<0.05) between the Grade R groups at both pre- (p=0.379) and post-test (p=0.189) occurred.



* *Significant at p<0.05*

Figure 4.10: Comparison of means for tandem gait of Grade R groups

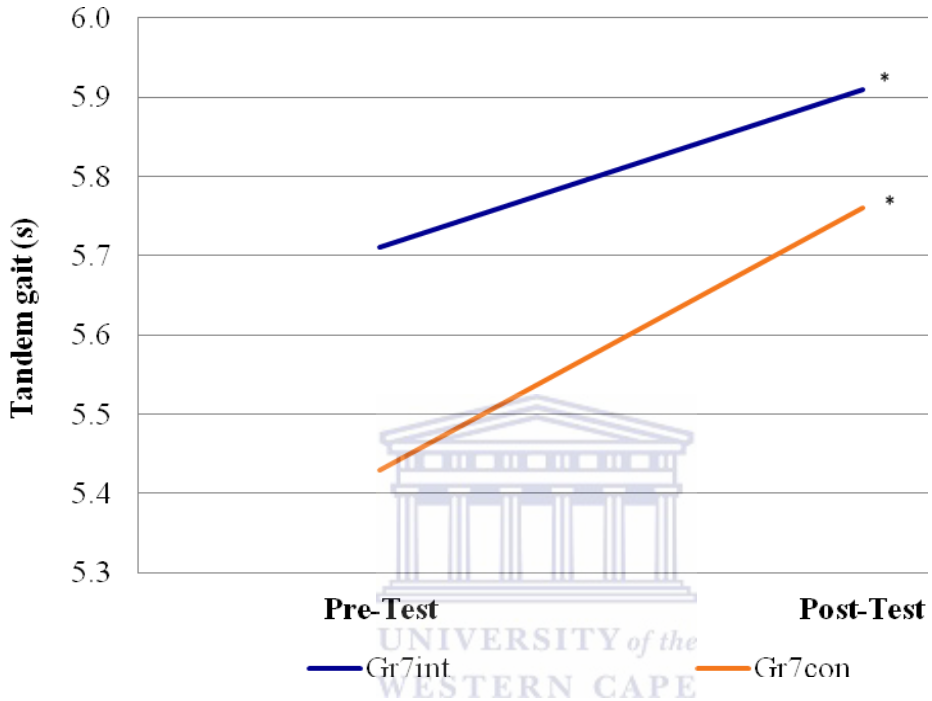
Table 4.11: Tandem gait results for Grade 7 children

Variable	Group	N	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Tandem Gait (m)	Gr7int	21	5.71±0.51	5.91±0.29	0.2	0.010*
	Gr7con	21	5.43±0.87	5.76±0.41	0.33	0.006*

* *Significant at p<0.05*

Figure 4.11 displays the results of tandem gait for the Grade 7 children. As can be seen, tandem gait increased significantly in the post-test of both the Gr7int and the Gr7con groups. A Paired t-test (Table 4.8) indicated that a significant difference exists in both the Gr7int and the Gr7con groups. However an Independent t-test between the intervention and control report no significant difference between the

groups at both pre-test (p=0.104) and post-test (p=0.093) for tandem gait of Grade 7 children (Figure 4.11).



* *Significant at p<0.05*

Figure 4.11: Comparison of means for tandem gait of Grade 7 groups

Grade R and Grade 7 Tandem Gait Relationship

The relationship that exists between age and tandem gait for the intervention groups of (Grade R and Grade 7) tandem gait is presented in Figure 4.12 below. This reports a correlation between age (years) and tandem gait (m) at both the pre-test and post-test measurements.

A strong positive linear relationship exists between age and tandem gait at both pre-test (r=0.80) and post-test (r=0.70). The coefficient of determination (R^2) reports that the variability between age and tandem gait of both pre-test (R^2=0.64) and

post-test (R^2 = 0.50). The R^2 values indicated that 50% of the children's age is related to tandem gait.

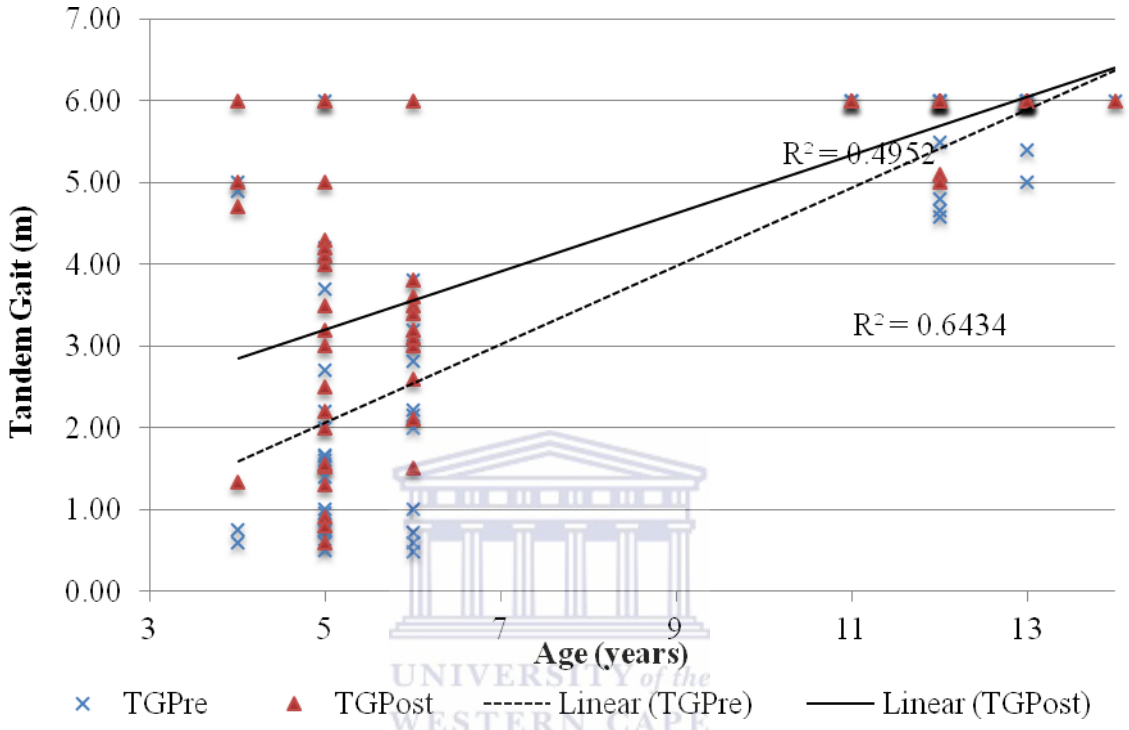


Figure 5Figure 4.12: Correlation of tandem gait across the two age groups

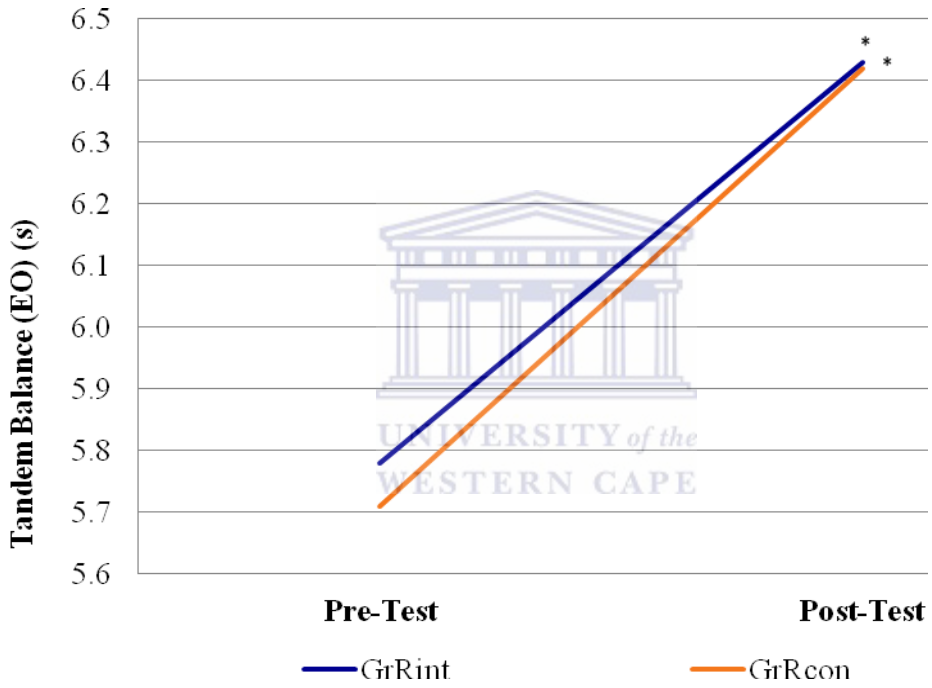
Tandem Balance Eyes-open (EO)

Table 4.12: Tandem balance (EO) results for the Grade R children

Variable	Group	N	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Tandem Balance (EO)	GrRint	34	5.78±1.55	6.43±1.80	0.65	0.006*
	GrRcon	27	5.71±2.06	6.42±1.60	0.71	0.003*

* *Significant at p<0.05*

As can be seen a significant change occurred within both the GrRint and GrRcon groups from pre- to post-test. The pre-test and post-test means and standard deviations of the tandem balance (EO) for Grade R children are visually displayed in Figure 4.13 below. However, on further analysis by means of an Independent t-test conducted between the two groups, no significant difference between the Grade R groups at both pre- (p=0.438) and post-test (p=0.498) is reported.



* *Significant at p<0.05*

Figure 6Figure 4.13: Comparison of means for tandem balance (EO) of the Grade R groups

Table 4.13: Tandem Balance (EO) results for Grade 7 children

Variable	Group	n	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Tandem Balance (EO)	Gr7int	21	15.55±6.46	15.13±4.52	0.41	0.380
	Gr7con	21	14.63±5.54	14.61±4.93	0.02	0.479

* *Significant at p<0.05*

The tandem balance (EO) scores for the Grade 7 children are displayed in Figure 4.14. As can be seen, tandem balance (EO) decreased from pre-test to post-test of the Gr7int group and remained constant in the Gr7con group, however neither change was significant. A Paired t-test (Table 4.8) indicated that no significant difference was found in the Gr7int group and Gr7con group. An Independent t-test between the intervention and control groups, reported that there was no significant difference between the groups at pre-test (p=0.312) or post-test (p=0.361) for tandem balance (EO) of Grade 7 children (Figure 4.14).

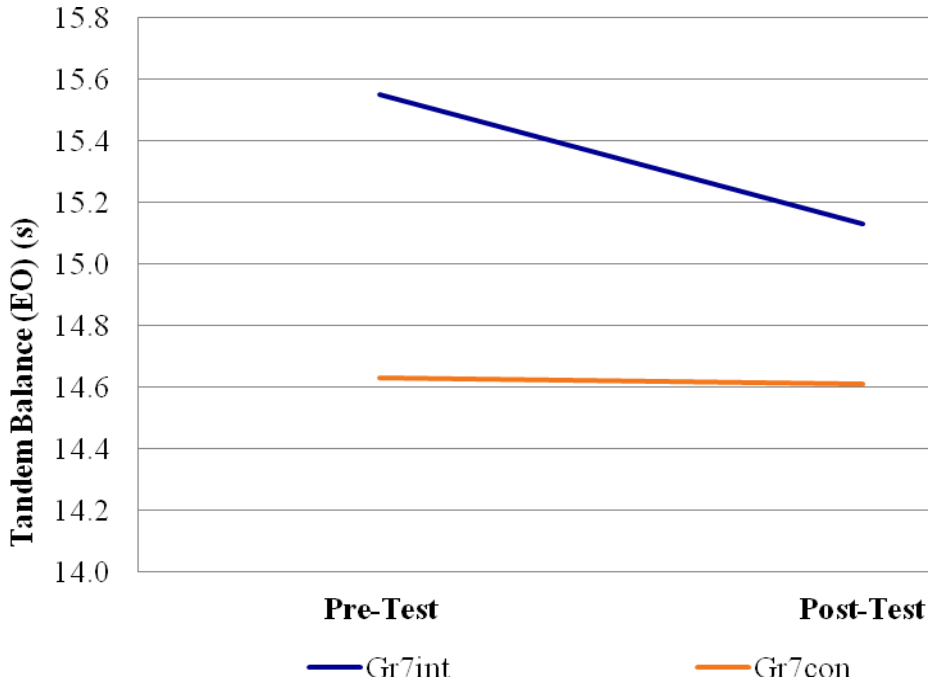


Figure 7Figure 4.14: Comparison of means for tandem balance (EO) of the Grade 7 groups

Grade R and Grade 7 Tandem Balance (EO) Relationship

The relationship that existed between age and tandem balance (EO) for the intervention groups (Grade R and Grade 7) is presented in Figure 4.15 below. This reports a correlation between age (years) and tandem balance (EO) (s) using both the pre-test and post-test measurements.

A strong positive linear relationship exists between age and tandem balance (EO) at both pre-test (r=0.79) and post-test (r=0.74). The coefficient of determination (R^2) displays the variability between age and tandem balance (EO) at both pre-test (R^2=0.55) and post-test (R^2 = 0.63). The R^2 values indicated that more than 50% of the children's age is related to tandem balance (EO) at both time points.

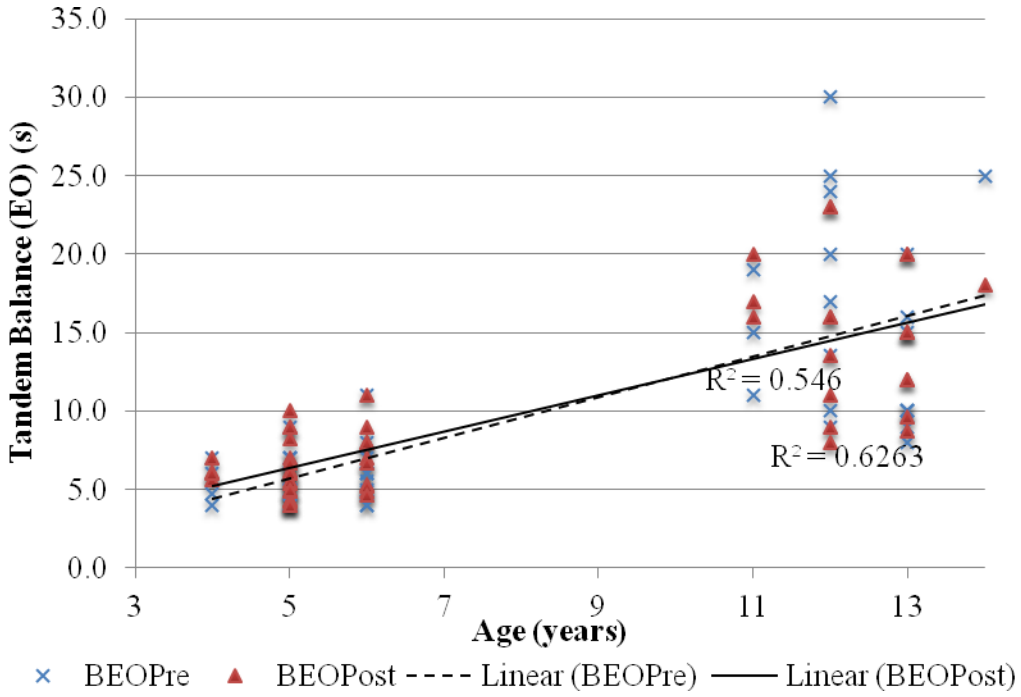


Figure 4.15: Correlation of tandem balance (EO) across the two age groups

Tandem balance Eyes Closed (EC)

Table 4.14: Tandem balance (EC) results for the Grade R children

Variable	Group	n	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Tandem Balance (EC) (s)	GrRint	34	3.39±1.49	3.65±1.51	0.26	0.300
	GrRcon	27	3.20±2.41	3.31±1.86	0.11	0.608

* *Significant at p<0.05*

From Table 4.7 it can be seen that no significant change occurred within the GrRint group and GrRcon group from pre- to post-test. The pre-test and post-test means and standard deviations of the tandem balance (EC) for Grade R children's are visually displayed in Figure 4.16 below. However, on further analysis by means of an Independent t-test conducted between the two groups, no significant difference

between the Grade R groups at both pre- (p=0.352) and post-test (*p*=0.213) were noted.

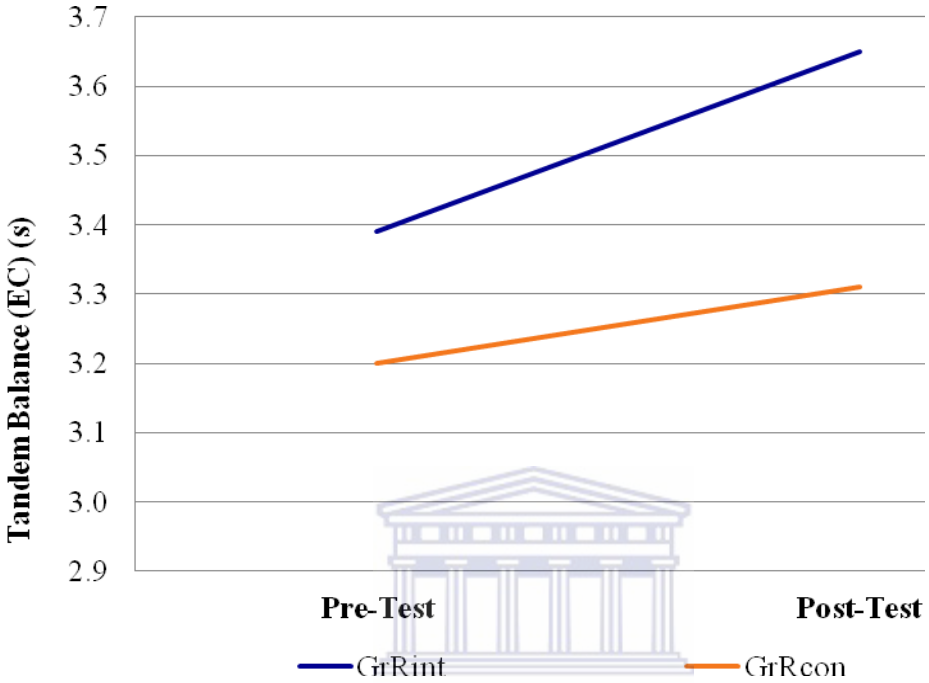


Figure 4.16: Comparison of means for tandem balance (EC) of the Grade R groups

Table 4.15: Tandem balance for Grade 7 children

Variable	Group	N	Pre-test Mean±SD	Post-test Mean±SD	Mean Difference	*p*-value
Tandem Balance (EC) (s)	Gr7int	21	9.03±4.07	8.90±3.28	0.13	0.839
	Gr7con	21	8.09±3.49	8.45±2.71	0.36	0.312

* *Significant at p<0.05*

Figure 4.17 displays the tandem balance (EC) scores for the Grade 7 children. As can be seen, tandem balance (EC) decreased in the post-test of the Gr7int group and increased in the Gr7con group, neither of these changes were significant. A Paired t-test (Table 4.8) indicated no significant differences were found in the Gr7int

group and Gr7con group. Similarly, an Independent t-test between the intervention and control groups, reported that no significant difference between the groups at pre-test (p=0.213) or post-test (p=0.315) for tandem balance (EC) of Grade 7 children (Figure 4.17).

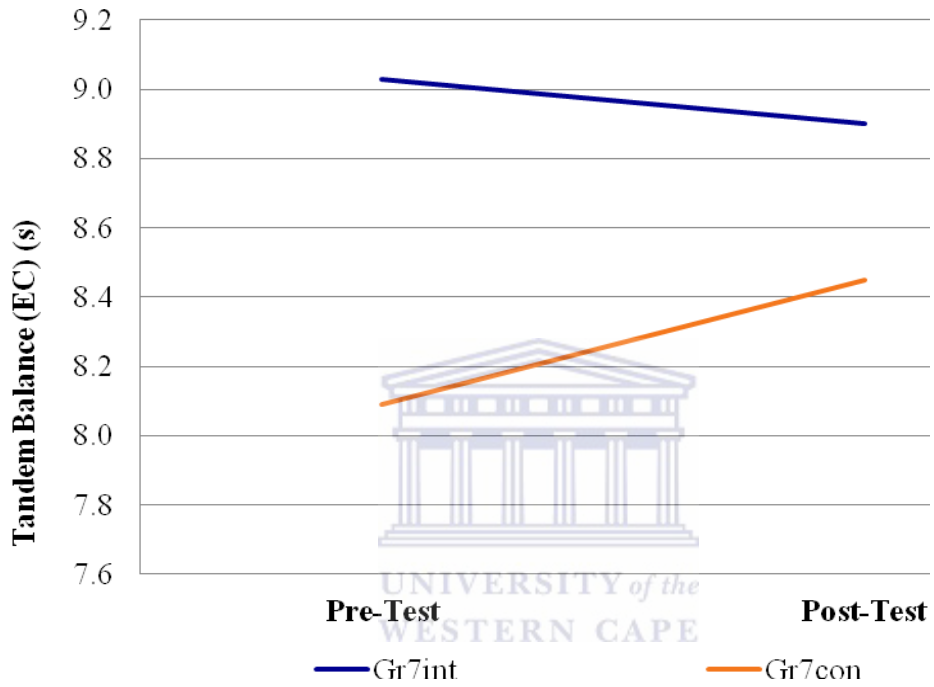


Figure 4.17: Comparison of means for tandem balance (EC) of the Grade 7 groups

Grade R and Grade 7 Tandem Balance (EC) Relationship

The relationship that exists between the age of the intervention groups of Grade R and Grade 7 and tandem balance (EC) is presented in Figure 4.15 below. A Pearson's correlation between of age (years) and tandem balance (EC) (s) using both the pre-test and post-test measurements was conducted.

A strong positive linear relationship exists between age and tandem balance (EC) at both pre-test (r=0.68) and post-test (r=0.75). The coefficient of determination (R^2) displays the variability between age and tandem balance (EC) at both pre-test

(R^2=0.47) and post-test (R^2=0.56). The R^2 values indicate that, at pre-test, 47% of the childrens' tandem balance (EC) is related to age, and was 56% at post-test.

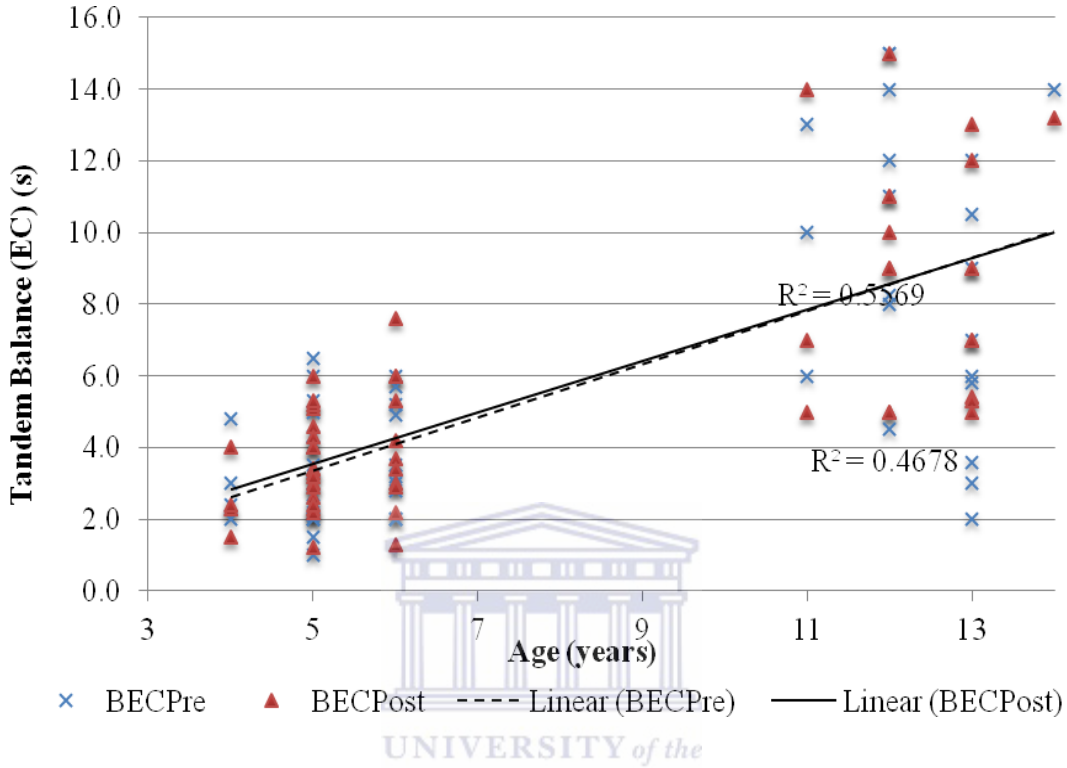


Figure 4.18: Correlation of tandem balance (EC) across the two age groups

Chapter Summary

This chapter has reported on the findings two-group, controlled intervention study. It was found that between the control and intervention groups the stride length of only the Grade R group and the stride speed of both the Grade R and Grade 7 groups displayed a significant (p< 0.05) difference. Therefore it can be said that the dance intervention had a significant effect on the stride length and speed. When comparing the control to intervention groups both the stride length and speed

displayed a strong positive correlation with age, therefore stating that as a child gets older stride speed and stride length increase.

Through the investigation of the parameters of balance and stability it was identified that between the pre and post-test for tandem gait, both Grade R and grade 7 groups were significantly different ($p<0.05$). In other words, tandem gait increased over time, regardless of the dance intervention. A significant difference ($p<0.05$) for tandem balance eyes-open (EO) was noted for the Grade R group only, therefore the dance intervention had a significant effect on the younger group. Across all three variables of balance a strong positive correlation with age exists, therefore stating that as a child gets older balance increases.

The following chapter findings will be discussed in relation to previous research along with concluding factors of the study and recommendations for future research in this field.

Chapter 5

Discussion

This study made use of a pre-test post-test design in order to collect data. Data was collected to investigate and identify the effects of Indian dance on biomechanical and motor control variables of school children. The sample consisted of two age groups, Grade R and Grade 7, from two schools.

An important factor that affected the results of this study was the age group of children who participated, which was between two phases of the long-term athletic development (Balyi & Hamilton, 2004). The Grade R children were crossing over from 'Active Start' where fundamental skills are acquired into the 'FUNdamental' phase where skills are learned, practiced and developed. The Grade 7 children were in the 'Training to Train' phase of LTAD, where children are refining their sport-specific skills and building strength to execute these skills. This means that everything the Grade R children participate in will engage their fundamental motor development, therefore resulting in an enhanced sensorimotor effect. Whereas, the Grade 7 children, well-developed motor skills are already set and they would have to 'unlearn' to learn new skills.

In various studies, dance is seen as an enjoyable physical activity for children as well as a beneficial form of movement, which improves cardiovascular fitness and biomechanical factors, such as balance, gait, motor control and mechanical strength on both the physical and mental domains (Huang et al., 2012). It is reported that today's youth are at risk for obesity, thus fun activities, such as dance, can promote a healthier lifestyle and would help to fight this trend (Dehghan, Akhtar-Danesh, & Merchant, 2005).

The nature of this study incorporated a focused analysis of the effect of dance at two age groups. Specific tests were used in order to investigate the six objectives that were set to identify changes occurring in gait and balance in the individual age groups, plus a correlation coefficient between the age groups.

Stride Pattern

In children, stride pattern is dependent on various aspects including: age, gender and body composition, including variables such as height and leg length (Hausdorff, Zemany, Peng & Goldberger, 1999). Yet stride pattern can also be governed by external factors such as walking surface, carrying load, stride swing, time and various other aspects, all of which affect the way in which people walk (Tanawongsuwan & Bobick, 2003). Even though the electronic movement analysis systems such as the GAITRite electronic walkway has been identified as the gold standard for gait analysis, Chagas et al. (2013) found that an easily accessible and cost effective 10-meter walk test with videography provides similar gait analysis results with respect to stride length, cadence and velocity.

The normal human stride pattern is executed in a symmetrical alternating rhythm, this encourages greatest stability and less control requirements during locomotion (Shumway-Cook & Woollacott, 1995). This study used temporal distance factors such as stride length the distance between the toes at heel strike, stride frequency (the number of steps per second) and stride speed (the distance covered per second). The stride pattern findings and observations of literature compared to data from this study are presented below.

Stride length

The stride length of an individual will continuously increase until limb length and height have reached complete maturation and linear growth (Encheff, 2008). This is as a result of the pendulum gait pattern in which limb length directly influences stride length (Andrews, Goosey-Tolfrey, & Bressan, 2009; Rodriguez, Chagas, Silva, Kirkwood, & Mancini, 2013). From the pre- to post-test, the current study found that no significant increase took place for the Grade R intervention groups stride length. This lack of significance could be a result of the phase in which the Grade R children find themselves, i.e. in the 'FUNdamental' phase of The Mountain of Motor Development (Haibach et al., 2011), in which all manipulation and locomotor skills are gained. The intervention period lasted only six weeks, which may not have been sufficient time to display increases in height. This then could have resulted in the non-significant effect that dance had on stride length of children aged Grade 7, who would be in the 'Training to Train' phase of LTAD and the 'Skilfulness' phase of The Mountain of Motor Development (Haibach et al., 2011). During this phase, skilful behaviour and mechanically efficient work are enhanced, meaning that children aged Grade 7 have already developed their stride length. Therefore dance cannot be identified as the sole contributor to any increases in stride length.

Stride frequency

Hackney and Earhart (2010b) found that, when movement is synchronised to a rhythm and music, the facilitation of movement is enhanced. The current study

observed that the Grade R intervention group reported a significant increase (p=0.009) in their stride frequency. This could be as a result of the rhythmic movement done to music stimulating the sensory integrating system. Thus motor calibration sensory feedback is enhanced for the use of controlled motor skill execution, especially in terms of rhythmical gait, increasing cadence, rate and frequency of walking (Sahli et al., 2013).

At the age of 4-7, children are developing their fundamental motor patterns, examples being walking and skipping (Haibach et al., 2011). Contralateral rhythm and patterns enhance coordination (Phillips, 2011), therefore dance skills, and, the age of Grade R is an effective time during the motor development of children to enhance rhythm and coordination of movement.

In accordance with the study by Chagas et al. (2013), where stride frequency decreased as age increases, the current study observed that stride frequency significantly decreased in the control group of children aged Grade 7. However this study found that only 15% of age is related to stride frequency, therefore variability across all ages can be expected. Therefore dance cannot be considered to be effective for this age group.

Stride Speed

Encheff (2008) stated that stride speed may be one of the best gauges for functional locomotion, which is simply calculated using speed or velocity; when distance and time walked are known. Changes in gait speed have also been found to result mostly from changes in stride length rather than frequency (Danion et al., 2003). However this study found that, upon the increase in Grade R stride frequency,

which leads to increased stride speed, stride speed increased in the Grade R, contrasting with Grade 7 in which stride frequency and stride speed significantly decreased.

It appears that the significant increase in the stride speed in the Grade R children was influenced by the dance intervention. This can therefore be considered to be related to the fundamental phase of motor development in which these children find themselves. This means that dance has a positive, increasing effect on the Grade R children and a negative, decreasing effect on the Grade 7 control group. A dance intervention for people with Parkinson's Disease (Hackney & Earhart, 2010a) showed that, after 10 weeks of 1-hour partnered dance lessons, the six-minute walk test distance increased by small but continuous improvement. In the present study, six weeks of dance may have been an influencing factor on the improvement of stride speed, as shown in the significant change in Grade R children.

Therefore, from this study the dance intervention would effectively improve stride speed of children in Grade R, therefore resulting in greater motor proficiency and mobility.

Summary of stride pattern findings

Table 5.1 provides a summarised description of the stride pattern variables from the gait observed in the Grade R, Grade 7 and between the Grade R and Grade 7 children. This study found that stride frequency and stride speed increased in the Grade R intervention group and decreased in Grade 7 control group. This effect is a result of the dance intervention for the Grade R children and, specifically a result of the development stage at which the children are in.

Table 5.1: A summary of all stride pattern variables

	Grade R	Grade 7	Between Grade R & Grade 7	Contributing Factors
Stride Length	Significant differences at pre and post-test between the control and intervention	No significance observed	Strong positive correlation between age and stride length.	Small Height and lower limb length increases
Stride Frequency	Significantly increased between pre-and post-test of the intervention group	Significantly decreased between the pre- and post-test of the control group	Weak negative correlation. Stride frequency decreases with age.	Increased rhythmic skills.
Stride Speed	Dance significantly increased the stride speed.	Significant differences at pre- and post-test between the control and intervention	Strong positive correlation between age and stride speed.	Increased motor proficiency.

The stage of motor development for the Grade R children is the fundamental stage and for the 11-14 year old children is the skilfulness stage. The fundamental period stimulates the building up of a "*diverse motor repertoire*" which enables basic coordination for manipulation of objects and locomotion in an environment (Clark & Metcalfe, 2002). Whereas the skilful stage allows for confident application of motor behaviours with increased work output and decreased physical effort (Clark & Metcalfe, 2002). It was observed that the 4-6 year old children presented with increased coordination, by means of a significant stride frequency increase, and the 11-14 year old with a significantly decreased stride frequency which emphasises a possible decreased physical effort. Stride pattern was shown to develop with age, specifically stride length and stride speed increased as age increased. The study

conducted by Chester, Tingley and Biden, (2006) suggests that five year olds display adult-like hip and knee kinetic patterns whereas adult-like ankle joint patterns are only revealed in children nine years and older. In the current study it can be the added resultant that stride pattern effects develop with age. The ankle joint patterns would also result in the increase of stride speed with age, as children develop stronger limb and joint stability, and a more confident stride pattern is then executed. These differences in stride pattern during the developmental periods of children are often the result of the changes in dimensions of the child's body which also to have an effect and impact on the child's motor development (Chagas et al., 2013). These include the onset of puberty which takes place at 11-13 years old where an increase in growth and strength are observed (Clark & Metcalfe, 2002).

The study conducted by Boonyong, Siu, van Donkelaar, Chou and Woollacott. (2012) explained that, throughout the gait cycle, an individual is required to constantly maintain stability and attention to control.

Balance

Postural control is an integral part of human orientation and stability. As the tasks of daily living vary and increase, so the sensorimotor system is required to adapt in order to enable controlled, stable motion (Shumway-Cook & Woollacott, 1995). Various studies have found that dance provides positive effects on balance and improves stability (Ricotti & Ravaschio, 2011; Rival et al., 2005; Shigematsu et al., 2002). Dance has also been considered an ideal physical activity for children, older adults, individuals with kinesthetic difficulties and lack of balance (Loeffler, 2007; Tsimaras, Giamouridou, Kokaridas, Sidiropoulou, & Patsiaouras, 2012). Hence, this study used traditional Indian dance as an intervention and assessed the effect it had on

the Grade R and Grade 7 children. The intervention used a variety of Indian dance steps performed to music in the typical Indian style. Previous music and movement intervention programmes executed for long periods of time have shown to improve the dynamic balance of pre-school children (Scott, 2010; Zachopoulou et al., 2003).

This study allowed for both dynamic and static balance assessments. Both static and dynamic balance tests have been used to determine neuromuscular control, muscular strength, muscular endurance and range of motion (Condon & Cremin, 2014). In this study tandem gait assessed dynamic balance and both open eyed, and closed eyed tandem balance tests assessed static balance. These assessments were used in order to identify the effect of dance on the core components of an individual's stability and balancing ability within a narrow base of support. The balance findings and observations of literature compared with this study are presented below.

Tandem gait

Tandem gait is a simple test in which practice takes place as part of life (Krasnow, 2013), and at the age of five, children can usually manage the balance beam alone (Pica, 2008). The current study found that tandem gait improved significantly for all children aged 4-6 and 11-14 years over the six-week period of the intervention. This improvement, however, also occurred in the control group, suggesting that either a learning effect or motor skill development took place in the time frame that passed. When motor learning occurs, motor skills are remembered (Krasnow, 2013), in turn improving motor competency. Dynamic balance entails postural control while in motion and is a constantly engaged task used in all locomotion. The Grade R children were engaging in their first term of formal schooling when testing occurred, and the increase seen could have simply resulted

from the increased time spent outdoors, or in their school playground, where they would be practicing tandem gait automatically. Similarly the Grade 7 children also presented with a significant increase in both the control and intervention group, which could have resulted from a learned effect where new motor tasks stimulate and result in increased performance (Dozza, Wall, Peterka, Chiari, & Horak, 2007). It was expected that dance would increase dynamic balance, however the results found that dance had no effect on the dynamic balance of children across both age groups.

Tandem balance (EO)

Dancers depend on their vision when learning to dance, in which skills such as 'spotting', or the delayed rotation of the head by fixed focus on one point when performing a pivot, are taught in order to assure balance and spatial orientation (Krasnow & Wilmerding, 2015). During a tandem stance the body is required to quickly focus its attention on controlling balance, preventing excessive sway (Sozzi, Honeine, Do, & Schieppati, 2013). Therefore the tandem stance was expected to improve post a dance intervention. However the current study found that tandem balance significantly increased in both the intervention and control group of the Grade R children and no significant difference was found in the Grade 7 children's tandem balance (EO). This shows that dance was not the factor resulting in the balance increase seen in Grade R children.

Pre-school children are at the phase in which fundamental motor skills and locomotion rely on balance, stability and postural control (Condon & Cremin, 2014; Shumway-Cook, & Woollacott, 2007). According to Balyi and Hamilton (2004), the Grade R children are at the FUNdamental stage of Long-Term Athletic Development

(LTAD), where these fundamental motor skills become autonomous. Any form of activity or motion should then result in improvements in balance, therefore over the intervention period of six weeks, children's balance and stability was constantly being engaged. As expected, open-eyed static balance duration of the current study improved with age and this is in agreement with the study by Condon and Cremin, (2014), who found that balance is constantly improving at 6-7 years of age where the pattern of balance becomes more adult-like by the age of 10 years.

Tandem balance (EC)

With the elimination of visual inputs, an individual's stability is carried out by vestibular and somatosensory inputs (Shumway-Cook & Woollacott, 1995). Shumway-Cook and Woollacott (1995) state that static balance is maintained for a longer duration with eyes open as opposed to eyes closed as all sensory mechanisms are in use. During a tandem stance with closed eyes an individual is unable to reduce sway regardless of instruction this is as a result of the unstable equilibrium and the demands of the task (Sozzi et al., 2013). As age increases so too does the ability to maintain a stable stance for a longer duration (Rival et al., 2005). The Grade 7 children presented with a more adult-like balance than the Grade R children while, most importantly, they were able to maintain a stance without visual feedback therefore establishing an enhanced sensorimotor system. They would have already developed and refined these skills, whereas the Grade R children would still be developing their fundamental movement skills. It was hypothesised that closed-eyed tandem balance would increase as a result of dance affecting the sensorimotor systems. However the dance sessions did not stimulate and engage movement without

visual feedback, which then resulted in dance having no significant effect on the closed eye tandem.

Summary of balance findings

Table 5.2 provides a summarised description of the observed findings of balance in the Grade R, Grade 7 and between the Grade R and Grade 7. This study found that the tandem gait of both Grade R and Grade 7 and the tandem balance of only the grade R children increased significantly. This increase was found in the intervention as well as the control group, and this therefore means that the dance effect on the static and dynamic balance in this study was not significant. The phases of development these two groups found themselves in as well as the ability of these tests to be practiced would all increase the learned effect which would have altered the results.

Table 5.2: A summary of all balance variables

	Grade R	Grade 7	Between Grade R & Grade 7	Contributing Factors
Tandem Gait	Significantly increased between the pre- and post-test of both intervention and control.	Increased significantly between the pre- and post-test of both intervention and control.	Strong positive correlation between age and tandem gait	Learned effect in both Grade R and Grade 7
Tandem Balance (EO)	Increased significantly between the pre- and post-test of both intervention and control.	No significance observed	Strong positive correlation between age and tandem balance (EO)	Phase of motor development and learned effect
Tandem Balance (EC)	No significance observed	No significance observed	Strong positive correlation between age and tandem (EC)	Dance steps had no closed eye steps

However a strong correlation between age and all three parameters of balance was found, meaning that as age increased and children matured so did their balance. This can be as a result of the developed and enhanced ability to perceive and process sensory information and execute a controlled balance. From the age of eleven children have the ability to switch between different balancing strategies, with respect to feedback and feedforward control (Dhanani & Parmar, 2014). The feedforward system engages body sway without sensory input as opposed to the sensory feedback system which allows for switching between proprioceptive, vestibular and the visual systems in order to identify the body's orientation for balance control (Ting & Allen,

2014). With these systems matured movement becomes more stable as the most suitable orientation and balance strategy is used.

This study found that, in terms of a dance effect, a longer intervention period or an isolated setting in which children are not exposed to motor development would be the ideal to determine the balance parameter changes, however this defeats the purpose of dance and child development. The study is then found that dance had no direct effect on balance.

Conclusion

Movement can become effortless and automatic: with practice, skills become '*overlearned*' and the basal ganglia is activated, which in turn results in automatic, skilful execution of motor sequences (Adolph & Robinson, 2013).

Children need to be encouraged to play and participate in any form of physical stimulation. With the increase in obesity rates, any and all activities that promote movement should be encouraged. Dance can play a role in promoting this movement and healthier lifestyle and can play a great role in the somatosensory system and stimulate motor behaviour throughout an individual's development. Dance enables the mind and body connection and synchronisation. This results in stimulation of movement pattern which can be carried across all age groups. However, in this study, only the children aged 4-6 years old (Grade R) presented with a significant increased stride frequency. The possible cause of this change was that dance engaged the rhythmical pattern aspect of an individual's motor development. This then affected

the stride frequency which can be seen in the rhythm aspect of stride pattern. Stride frequency is not necessarily affected by growth and changes with respect to age. Therefore, from this study, it can be seen that dance is an effective activity in significantly changing stride pattern in terms of stride frequency for the 4-6 (Grade R) children only. This is probably due to the nature of the movement in dance where children need to respond at a particular frequency to the music of the dance.

Furthermore, this study has found that regardless of the dance intervention the balance of all the children improved, meaning the dance intervention in itself was not an effective activity in improving balance alone. The 4-6 year olds just started school and were exposed to a new environment with varied movement opportunities. This therefore emphasises the effect of change and exposure to a variety of tasks which in turn engage the motor learning of children. Rival et al. (2005) found that balance improvements are greatest at the age of six; therefore children are at a point where any activity and form of play would result in balance enhancements. As for the 11-14 year old (Grade 7) children, a well-structured form of physical activity where the instructor focuses on improving motor skills would enhance and improve the daily activity.

This study then emphasizes the importance of diverse physical activities at a younger age. As one ages, rhythm and motor pattern are enhanced, which support a constant regular pattern of gait (Danion et al., 2003; Chagas et al., 2013; Rodriguez et al., 2013). Like the saying, "*You can't teach an old dog new tricks*". The 11-14 year old (Grade 7) children would require a longer period of time to change (re-learn) their current motor skills. One can therefore conclude that children in the younger age group and fundamental motor development phase will respond and should show increased benefits of dance, whereas children aged 11-14 (Grade 7) would be required

to practice regularly in order to similarly respond to the benefits of dance. In this light, all training should be started at the young age, and that physical activity programs like dance are good and diverse options to consider when designing such activities.

Limitations

This study consisted of numerous limiting factors however key limitations are discussed below:

The small sample size many have existed due to the programme running as an extra mural activity and parents were unable to consent because the children were already committed to other activities. Children were engaged and committed to pre-arranged extramural activities consisting of religious as well as sport and physical activities. Transportation systems were already arranged before the year commenced and this also restricted a child from participation in this study. A larger sample would have added statistical power to the study, which enhances the ability to detect an effect whilst avoiding a Type II error or false negative (Field, 2009).

This research period took place at the commencement of the first term of the school year. The Grade R children coming either from home or a nursery school were at various stages of development and this first term allowed for exposure to increased new activities, play and motor learning therefore resulting in more motor patterns being stimulated and possibly affecting the findings.

The stability tests were simple and allowed for practise, this then may have increased the learned effect. A basic stability test had to be used to cater for the 4-6 (Grade R) children; however this test may have been very simple for the 11-14 (Grade 7) children, therefore affecting the results.

Traditional Indian dance styled steps were taught for the intervention, this then decreases the ability of this study to be easily replicated for different populations. Huang et al. (2012) made use of social dances which would have been more appealing in the cross-cultured school used for this study. The children also requested non-traditional, popular music for dancing. This may have resulted in a decreased effort and enthusiasm in which the children participated in the dance sessions.

The school environment that was used for the testing may have resulted in distractions when testing the stride and balance variables. Children were assessed in groups, and peers may have either distracted them or added pressure for performance. This may possibly have been the barrier in achieving the best executed balance and stride variables.

Lastly, the intervention period could have lasted two terms (or 20 weeks) and may have resulted in a larger effect of dance in the children aged 11-14(Grade 7).

Recommendations

For Research

Further research can be done making use of the vast biomechanical factors affecting locomotion, stability and environmental manipulation of children. The age groups used for the study can be increased or cover the entire primary school age group, this will assure and assist in identifying what form of motor development is taking place. Equipment with enhanced technological features can be used for example the GAITRite and force plate; however assurance of the mobility and efficiency would need to be considered.

Practical implications

For the purpose of teaching dance to children, small groups of no more than 10 children should be taught, unless an assistant teacher or control is present. This will result in more focused attention, which would provide for a more correct learning of the motor skills involved, and possibly an increased motor development.

Children have a tendency to become uninterested in constant repetitive activities, therefore change in music and structures of lessons are in order. The promotion of dance for all is vital, therefore all race and genders need to be included, and well catered for when teaching dance.

Dance in schools

The participation in physical activities such as dance can be seen as an important factor for self-esteem, health, education and, importantly, coordination. An increased amount of school-based extra-murals using dance would ensure that an enjoyable source of physical activity is taking place. With children being engaged in activities such as dance, it can become a habit and life-skill, which in turn can fight against global sedentary behaviours, the increased depression status, and encourage people to lead enjoyable, active lifestyles.

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Appendix A: Information Sheet – Parent/Guardian

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959-3688, Fax: 27 21-959-3137
E-mail: bandrews@uwc.ac.za

INFORMATION SHEET – PARENT/GUARDIAN

Project Title: The effect of Indian dance on the gait and balance of children: Comparing Grade R and Grade 7 children.

What is this study about?

This is a research project being conducted by Nikita Cara at the University of the Western Cape. We are inviting you to participate in this research project because your children are at a developmental phase, where many changes are occurring. The purpose of this research project is to identify which age group of children would display the greatest effects of dance on the gait (walk pattern) and balance. This study will also be a guideline in order to determine whether dance would have physical benefits to children.

What will I be asked to do if I agree to participate?

You will be asked to participate in a gait and balance test prior to any form of activity. Gait is simply known as walking pattern. The children will be divided into two groups, a control and a test group (dancing group). Those in the test group will be taught a series of dance items for a period of six weeks. This testing will be done at both Grade R and Grade 7 levels. The children will participate at their school, for one hour after school. This study will last for a period of 10 weeks.

Would my participation in this study be kept confidential?

Your personal information will be kept confidential. To help protect your confidentiality, our information will remain anonymous. All we require from your children would be there age, gender, height and weight. We will make use of videography, where videos will be stored without facial recognition. Our report or article about this research project will ensure your identity remains protected.

In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities information that comes to our attention concerning child abuse or neglect or potential harm to you or others.

What are the risks of this research?

There may be some risks from participating in this research study. During physical activity there would be a risk of possible injury. There is always a risk of straining or spraining a

muscle during the dance sessions. Further risks may occur, if all physical and medical history is not disclosed.
There are no known risks associated with participating in this research project.

What are the benefits of this research?
This research is not designed to help you personally, but the results may help the investigator learn more about the effects of dance therapy on gait and balance. We hope that, in the future, other people might benefit from this study through improved understanding of the benefits that dance would have on children**.**

Do I have to be in this research and may I stop participating at any time?
Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

What if I have questions?
This research is being conducted by Nikita Cara of the Sports Recreation and Exercise Science Department *at* the University of the Western Cape.
If you have any questions about the research study itself, please contact:
Nikita Cara
0844615688
caranikky@gmail.com.

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

HOD: **Prof A Travill**
Supervisor: **Dr. Barry Andrews**
University of the Western Cape
Private Bag X17
Bellville 7535
Telephone: (021) 959 2350
E-mail: atravill@uwc.ac.za

Dean of the Faculty of Community and Health Sciences: **Prof. J. Frantz**
University of the Western Cape
Private Bag X17
Bellville 7535
021-959 2631
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.

Appendix B: Information Sheet – Child

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959, Fax: 27 21-959 3137

E-mail: bandrews@uwc.ac.za

INFORMATION SHEET - CHILD

Title of research

The effect of Indian dance on the gait and balance of children: Comparing Grade R and Grade 7 children.

The aim of this research is to determine the effect of dance training on the performance of gait and balance of Grade R and Grade 7 children, and to investigate which age group would best demonstrate these effects.

About the study

Motor skills such as balance and gait are vital for the development of Movement. Dancing is a good to improve skills as it requires balance and helps one learn how to control their body movements. The purpose of this study is to investigate the effects that a series of eight weeks of dance lessons would have on the walking pattern and balance of two different age groups of children. Each group will each undergo a Star Excursion Balance Test and a Ten meter walk test for stride pattern analysis. The balance test will assess dynamic stability by providing a reach distance of eight points. The stride pattern analysis, will consist of comparisons between stride length, stride frequency and stride velocity by means of using videographic analyses.

Stopping the study

You will not be forced to join this study and you may stop taking part whenever you want to or need to. If you do stop the study, you will not get into any trouble and no one will force you to join again.

Permission

You will be asked to fill in a form saying that you agree to join the study.

Questions

Feel free to ask any questions at any time.

Our contact details:

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact:

Study Coordinator's Name: Miss Nikita Cara

Study Coordinator's Name: Dr Barry Andrews

University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021) 959 – 3137

Cell: 082 658-1552

Fax: (021) 959 – 3688

Email: bandrews@uwc.ac.za

Thank you for your time and effort, it is much appreciated.

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.

Appendix C: Consent Form

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 3137, Fax: 27 21-959 3688
E-mail: bandrews@uwc.ac.za

CONSENT FORM

Title of Research Project: The effect of Indian dance on the gait and balance of children: Comparing Grade R and Grade 7 children.

The study has been described to me in language that I understand and I freely and voluntarily agree to allow my child to participate. My questions about the study have been answered. I understand that my child's identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Participant's Parent/Guardian's name……..

Participant's Parent/Guardian's signature…….

Date…….……

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Dr Barry Andrews
University of the Western Cape
Private Bag X17, Belville 7535
Telephone: (021) 959 – 3137
Cell: 082 658-1552
Fax: (021) 959 – 3688
Email: bandrews@uwc.ac.za

Appendix D: Assent Form

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 3137, Fax: 27 21-959 3688
E-mail: bandrews@uwc.ac.za

ASSENT FORM

Title of Research Project: The effect of Indian dance on the gait and balance of children: Comparing Grade R and Grade 7 children.

I have been told what this is all about in language that I understand and I have been told I do not have to do it if I do not want to, or that I can stop if I want, without getting into trouble. All my questions about what we will be doing have been answered. I understand that no one will know it was me in this study.

Participant's name…….....……..

Participant's signature……

Date…….....……

If I am not able to sign for myself, I verbally agree to participate in this study.

I testify to the fact that verbal consent was given

by……..……. on

the……

Witness name..... Sign.....

Should you have any questions regarding this study or wish to report any problems

you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Dr Barry Andrews

University of the Western Cape

Private Bag X17, Belville 7535

Telephone: (021) 959 – 3137

Cell: 082 658-1552

Fax: (021) 959 – 3688

Email: bandrews@uwc.ac.za

Appendix E: 10-Meter Walk Test

Gait Analysis is a method used in which to assess the way in which one walks. With the use of the 10-meter walk test, gait speed can be assessed over a 10-meter distance.

Verbal and visual demonstration needs be provided prior to testing. Participants will be asked to walk on a 10m walkway. The basic temporal gait parameters (gait speed, step length, and step frequency) will be collected during normal gait in order to identify stride pattern.

The camera and tripod is to be set straight to ensure angle of shot is accurate. Information will be recorded onto a memory card and transferred to a computer where the data will be analysed. The video recording will be taken of the participant's feet walking towards and away from the camera. For clear video recording there should be no disturbance in the surrounding environment hence a quiet setting will be ensured throughout the duration of videoing.

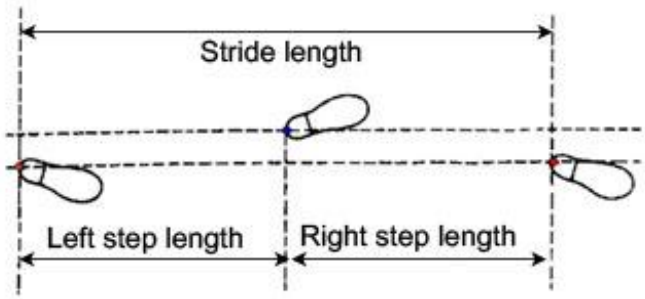

Figure 1: Display of step length versus stride length.
This measure is taken from heel strike to heel strike.

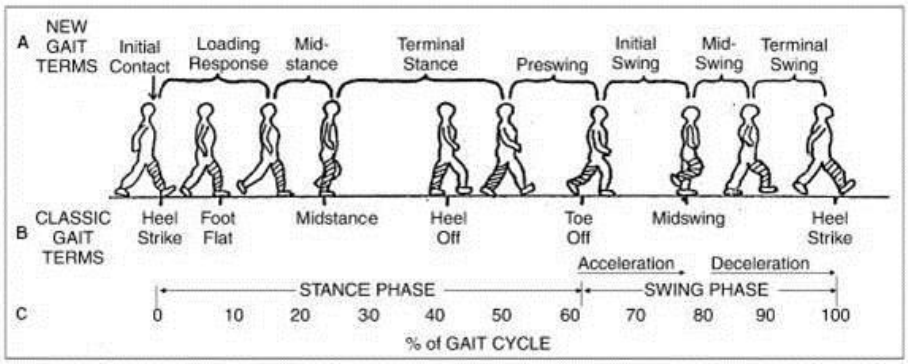

Figure 2: A diagram of the gait cycle, displaying the various patterns in which one walks.

General Test Instructions:

1. The child walks for 10 meters and the time is measured for the intermediate 6 meters to allow for acceleration and deceleration
2. Start timing when the toes of the leading foot crosses the 2-meter mark
3. Stop timing when the toes of the leading foot crosses the 8-meter mark

Set-up:

1. Measure and mark a 10-meter walkway
2. Add a mark at 2-meters
3. Add a mark at 8-meters

Patient Instructions (derived from the reference articles):

Normal comfortable speed: "I will say read, set, go. When I say go, walk at your normal comfortable speed until I say stop.

Figure 3: Various floor structure and markings that will be used for assessing gait.

Appendix F: Dance sessions

Duration: (3 February 2015 – 31 March 2015)

Instructional material:

- Tape recorder
- A CD with traditional and Bollywood Indian music

Session	
Week 1	Introduction to Indian dance steps by means of displaying a sequence. Teaching of the basics footwork: • Step-dig-step (tai tai tai) • Step-hop-step-dig • 3 Basic garba steps Teaching of basic hand work movements and Hastas (hand gestures): • Basic garba clapping Teaching of basic pattern work • Circles • Lines Application of work learnt to music repeatedly. Slow and medium tempo of music used
Week 2	Recap of previous lesson Footwork: • 4 Basic garba • And re-teaching of previous lessons footwork Arm movements • Basic garba clapping • Alaptmukha • Kataka mukha Teaching of basic pattern work • Circles • Lines • Doing steps while moving to different places Application of work learnt to music repeatedly. Slow tempo of music used

Week 3	Recap of previous lesson Application of steps to Gujarati garba music. Incorporation of steps at specific beats and adding pattern.
Week 4	The sound track Hookah Bar (dandiya garba mix) was used. The track was 2 minutes long Teaching of two new garba steps. Handwork included • clapping, • clicking • Alaptmukha • Kataka mukha
Week 5	The full track was choreographed.
Week 6	Practice of choreographed piece of music. Fixing and polishing of steps. Fun and different steps of which were shown and copied. Different Bollywood music tracks used.

Provisions and safety considerations:

- No chewing of gum
- Sufficient water supply
- Lavatory use prior to lesson