



World News of Natural Sciences

An International Scientific Journal

WNOFNS 23 (2019) 56-68

EISSN 2543-5426

Dance-based body-movement as kinesthetic therapy to reduce the impact of Prolonged Periods Classroom Settings Algerian Primary School

Mohammed Zerf

Institute of Physical Education and Sport, University of Mostaganem, 27000 Mostaganem, Algeria

E-mail address: biomeca.zerf@outlook.com

ABSTRACT

In recent years, Dance-based body-movement regulated video games are subject as advance programs school-based physical health activity. Assumed in European primary school to help schoolchildren to obtain a better health-related Classroom Settings. Stimulated the case of Greece Primary School to covers aspects of physical, emotional, social, and mental functioning and well-being. Looks at the correlation between movement and emotion, this study was to investigate the significance of Play Dance and its impact on Based-School Algerian Primary School. Declared by the dance psychotherapeutic studies as support to increase the intellectual, emotional, and motor functions of the body. For purposed, a four-week educational intervention in the field of dance was implied during school recess (morning and afternoon). Accounted as 10 minutes physical daily activity administers in the form imitating dance moves basing on Freeze Game (Just Dance Kids 2014) modal. The sample consisted of 45 male scholars' 4'-class, primary slimani school residence of Naama, municipality of Mecheria. Test before and after the invested program based on battery INDARES. Data analysis was performed based on descriptive statistic indices, Paired Samples Correlations, and Paired Samples Test. The results showed differences between the start and end of the educational intervention. Its recommendation provides very high-grade results with considerable physiological and motor children improvements correlated children overall health, in particular under Algerian primary school guidance system that lessen the time of physical activity appreciated as inconsistent with academic children progress in this age school.

Keywords: Play dance, health-related quality of life, Algerian primary school

1. INTRODUCTION

Research has found that using dance movements as a form of therapy activates several brain functions at once: kinaesthetic, rational, musical, and emotional. This type of movement requires mental, physical, and emotional strength to work simultaneously (Verghese, J, et al 2003).

Admitted by experts through the healthy development of self-image, body appreciation, self-esteem, and self-control (Karff 1969; Joyce 1980; Hanna 1988; Adshead et al. 1998; Stinson 1998). Acknowledgements to its outcomes definite as an exceptional body's movement activity feelings, emotions with satisfactory motor skills (Sanderson 2001). Look at essential keys for the development of behavioural self-control (Hanna 1988; Stinson 1998), communicate ideas and the interpretation of sensory figuratively to body movement forms (Dimondstein 1971). Regarding that dance is more uplifting and enjoyable than other types of exercise. Where many countries included it as a particular component of the physical education curriculum in primary school. Appreciated by dance as "the psychotherapeutic use of movement as a process, which furthers the emotional, social, cognitive, and physical integration of the individual such as a universal approach to developing body movement, expressiveness, and creativity (Stinson 1988; Bergmann 1995; Miller 2007; House, Éireann, Foster & Cliath 2009).

Known by Medical research, sports medicine and training through Dance-based body-movement controlled video games customary by Exergaming that were adjusted for employment as model-based physical activity health promotion programs for all ages and social categories. Support as knowledge of social-cultural patrimony movement art of nation expression (Bergmann 1995; Gilbert 2015). Livelihood in the case of this study as an excellent model based school-physical exercise that can align the body, reorganise the central nervous system, develop focus and concentration, enhance social skills, and release stress (Gilbert 2015). Revealed by several data as positive disciplines classrooms in the benefits of dance school-based physical activity health promotion programs (Dimondstein 1974; Best 1985; Mac Donald 1991; Davis 1995; Gilbert et al. 2006; Swindlehurst & Chapman 2008; Gilbert 2015). Suggesting the professionals in this topic to quantified their research through the Creative Dance (Lobo & Winsler 2006; Lykesas & Zachopoulou 2006; Quin, Frazer, & Redding 2007; Tyrovola 2012; Savrami 2012; Bungay & Vella-Burrows 2013; Tsompanaki 2014).

From this evidences, this study was carried out to explore the impact of play Dance on school setting admitted in Algerian educational sectors as sedentary immobile time. Indexed in similarities as a risk factor of obesity allied with the decline of physical/psychological health and social well-being (Zhao & Badler 2001; Mooney 2006; Lykesas et al. 2018). Support by this study via the integration of play-dance as based school physical activity. Affirmed by the Laban Theory of Movement Analysis (Laban 1975) as indispensable activities for primary school setting of physical education (Tyrovola 1989; Kraus et al. 1991; Lachapelle, Murray, & Neim 2003; Koutsouba 2004; Pedagogical Institute 2011). Topic rehearsal in develops country at deference educational sectors primary, middle school, secondary school, and universities (Barmpousi 2004; Gkousdova & Koutsouba 2006; Lai Keun & Hunt 2006; Tyrovola & Koutsouba 2007).

Support in the case of Primary School as a form of activity-based physical movement (Stinson 1988; Lykesas et al. 2009, 2014). Confirmed by Bergmann (1995), as an easy method to teach at elementary schools (Bergmann 1995). Candidates by Ireland as based school curriculum (Irish National Teachers' Organization 2009), applied at schools in the United States

(Baltimore County Public Schools 2012), Taiwan (Wu et al. 2012) and Greece (Savrami 2012; Tsompanaki 2014). Advances through their practical tendencies, according to (Ward 1974; Sherborne 1990; Stinson 1998; Swindlehurst & Chapman 2008). Report by Davis (1995) through motor skills, cooperation, leadership, and a supportive environment. Advocate by Best (2005) thus physical, mental, and emotional advantages. Confirm by Mac Donald (1991) via social development. Estimated by Finally, Lykesas and Zachopoulou (2006) through motivation for the increased contribution of primary school scholars' developmental movement (Hackney 2003; Bloom 2006; Gilbert et al. 2006; Billingham 2009; Shusterman 2012; Gilbert 2015). In particularity upper/lower body, right/left side, head/tail, cross-lateral, breathing, tactile, core-distal/spine, vestibular movements (Hackney 2003; Gilbert 2015). Specified by Laban's theory of Human Movement Analysis above eight movement fundamentals (Guest 1977; Groff 1995; Hackney 2003; Billingham 2009; Theocharidou 2017). Accounted by Rudolf Laban's through fifteen dance concepts (Body: parts, shapes, relationships, balance; Space: place, size, level, direction, pathway, focus; Time: speed, rhythm, duration; Force/Dynamics: energy, weight, flow).

However, success in our educational system lies reducing time spent in physical education to increase academic performance. Issued by the World Health Organization (WHO) via the consequences of inactive practices (WHOQOL Group 1998). Reported by Dalkey and Rourke (1973) via the well-being and happiness, shown by Pavot and Dienar (1991) through feeling of life satisfaction, economic, social, psychological, medical (Yfantopoulos 2001, 2007; Petraki & Koutsouba 2013; Theocharidou 2017; Venetsianou & Koutsouba 2017; Lykesas et al. 2018) and individual perceptions, according to (Ikonomou et al. 2001; Cummins 2005).

Sited as charges daily active lifestyle to improve physical, psychological, and people wellbeing (Chodzko-Zajko 2005), established by similarities as aims of benefits "Health-Related Quality of Life" (Chen et al. 2005). Recorded by (Mooney 2006) through the requirement of physical and psychological health and social well-being. Suggested by Kaplan and Bush (1982) as challenges physical volumes for a healthy mental status, affirmed by (Theodoropoulou et al. 2012; Ware et al. 1998; Vidalis et al. 2002; Kidscreen Group Europe 2006) in the interests of children involving in 30 minutes of moderate-intensity physical activity at least 5 days per week.

2. MATERIALS AND METHODS

The study follows the experimental method. Using the program and pre-test and post-test results of the corresponding sample. To conduct tests, we included a warm-up at lasting 10 minutes. After that, we explain to schoolchildren the ideal execution of the motor tests (including one trial run) and reports their results within the record-keeping sheet. For motivation aspects, we explain to our nominees the advantages of physical fitness in relationships with health and their well-being.

2. 1. Subjects

The sample consisted of 45 male scholars' 4'-class primary slimani school residence of Naama municipality of Mecheria., aged 10 to 11 years old and sex male. After the adored with their teachers and administration, we have applied our intervention, which was programmed the month of May school years 2017–2018.

2. 2. Intervention

For this purpose, a four-week educational intervention in the field of dance was implied during school recess (morning and afternoon). Accounted as 10 minutes physical daily activity administers in the form imitating dance moves basing on Freeze Game (Just Dance Kids 2014) modal (4 weeks x 20 MN per schooling day). The sample consisted of 45 male scholars' 4'-class, primary slimani school residence of Naama, municipality of Mecheria. Test before and after the invested program based on battery INDARES. The program utilises based on Freeze Game (Just Dance Kids 2014). Report by (Hannah Brewer, Mary Renck Jalongo, 2018) as one great way to introduce children to imitating dance moves by following the video. Indicate by Gilbert (2015) within the body movement, space, time, and dynamics/force. Executed in the case of this study as a complementary program to enhance (Mosston and Ashworth, 2008; Derri & Pachta 2007; Lykesas et al. 2010, 2014) teachers creativity under the instructions of Laban Theory of Movement Analysis (Lykesas 2002; Koutsouba 2005; Pedagogical Institute 2006; Lykesas & Koutsouba 2008).

2. 3. Measurement Instrument

Our approach is related to studies (Kidscreen Group Europe 2006; Ravens- Siebereretal 1998; Tountas & Tsiantis 2005; Ottova et al. 2012; Olweus 2013; Theocharidou 2017).

The participants underwent self-testing of physical fitness as a part of school-based physical education. Based on Project INDARES (International Database for Research and Educational Support) as System developed in cooperation with the Centre for Kinanthropology Research at Faculty of Physical Culture of Palacký University in Olomouc.

The research included four motor tests:

- a) Push-ups – tested muscle strength and endurance of the upper body and upper limbs.
- b) Modified curl-ups – tested muscle strength in the area of the abdomen and torso.
- c) V-sit and reach – tested joint mobility in the area of the lower back and hamstrings.
- d) Shoulder stretch – tested joint mobility of the upper arm, especially in the shoulder joints.

2. 4. Statistical Analysis

The statistical data were analyzed with the use of descriptive statistical indices (mean values and standard deviations) and Paired Samples Correlations, and Paired Samples Test at p values set at 0.05 (Thomas et al. 2003).

3. RESULTS

Our sample consisted of 45 male scholars' 4'-class primary slimani school residence of Naama municipality of Mecheria.

Our results **Table 1** confirmed that dance recess provides physical, psychological, and social benefits. Admitted in this study as messing strategy adopted by the majority of develops countries during physical education classes or outdoors sports practices, especially in our primary schools, because of its positive collegiate opportunities looks to their followers. Revealed in the present study by the significance of paired sample test strongly correlate with

lower body content and muscle power, as well as cardiovascular health fitness improvements in the benefits of post-test.

Table 1. Shows the pre-test and post-test measurements

N = 45		Mean	S. D
BMI	Pre-test	21.39	1.76
	Post-test	19.43	1.88
Push-ups	Pre-test	8.85	2.22
	Post-test	10.92	2.27
Curl-ups	Pre-test	29.43	2.01
	Post-test	31.65	1.63
V-sit and reach	Pre-test	3.23	0.62
	Post-test	5.46	0.66
Shoulder stretch	Pre-test	14.76	0.85
	Post-test	11.74	0.82

Table 2. Shows the Paired Samples Test pre-test Vs post-test measurements

		Mean	S.D	T	DF	P≤0.05
BMI	Pre-test & Post-test	1.96	0.81	8.44	44	0.000
Push-ups	Pre-test & Post-test	-2.06	0.72	-7.31	44	0.000
Curl-ups	Pre-test & Post-test	-2.22	1.95	-7.63	44	0.000
V-sit and reach	Pre-test & Post-test	-2.25	0.88	-8.48	44	0.000
Shoulder stretch	Pre-test & Post-test	3.03	0.91	6.65	44	0.000

Shows via the correlation set in **Table 3.** Interpret in this study as the potential exchange between sample performance before and after dance program that decreases body max index and increases, strength, coordination, agility, balance, endurance and timing.

Table 3. Shows the Paired Samples Correlations

N = 45		Correlation	P≤0.05
BMI	Pre-test & Post-test	0.98	0.000
Push-ups	Pre-test & Post-test	0.91	0.000
Curl-ups	Pre-test & Post-test	0.45	0.003
V-sit and reach	Pre-test & Post-test	0.96	0.000
Shoulder stretch	Pre-test & Post-test	0.95	0.000

4. DISCUSSION

From the above our findings confirmed that play dance Based-School is a psychotherapeutic movement of sedentary time support by dance as beneficial practice to enhance child, emotional, and motor functions of the body. Admitted by the results of the battery test in the benefits of post-test. Established by Quin, Frazer, and Redding (2007) due to the facts that dance is harmonious with emotional benefits. Explained by Karff's findings (1969) in play Dance and their correlation between movement and emotion. Reports by Joyce (1980) and Gilbert (2015) as guidance particles to highlight the emotional and cognitive challenges. Shown by Zachariadou, Douka, and Alexandris (2012) and Zisi et al. (2014) as helpful Health-Related Quality of Life intervention in elderly children engaging into Greek traditional dance programs. Accounts through this study as confirmed Based-School Health-Related Quality of Life. Confirmed by Lai Keun and Hunt (2006) through Dance stimulates as fundamentally bodily/kinesthetic intelligence that must be fulfilled during first-graders primary school tutoring program. Reached by Lobo and Winsler (2006) and Lykesas, Tsapakidou, and Tsopmanaki (2014) through the design and organisation investigated within Dance program that their aims at primary school students to improve basic kinaesthetic skills, overall motor behaviour, social skills, reduction of aggressive behaviour, integration of children in society (Sanderson, 1988). Supplementary to emotions developments including the improvements in motor skills, according to Koutsouba (2000, 2007) and Tyrovola (2012).

From the above, our investigation confirmed the procedure adopted by the United States and New Zealand, which made dance as physical education curricula. Approved in this study as a complementary program for stimulating children daily lifestyle including physical health and activate fitness routine daily life. Exposed in this study by the significance of Paired Samples Correlations, and Paired Samples Test tables 2 and 3. Allowed based on the efficacy of video games that consolidate exercise and body movement as play part of the game, which could promote physical activity by making it more engaging. Reported in this study as an intervention that encourages interactive mental and physical exercise resulted in healthier cognitive performance reports by investigations regarding exergaming benefits about mental and aerobic activity related to cognitive growth.

Our outcomes via this study are to emphasise our teachers to integrate the active video games that stimulate greater physical activity during gameplay by challenging players' body

movement to cooperate with the games that have the potential to promote physical activity, improve balance, and function in a certain status. Considered through this study as beneficial additional dance programs for 20 minutes daily school-based activity reserving to children health-related to fitness and well-being.

Support by the validity of INDARES battery test (International Database for Research and Educational Support) in the knowledge of well-known intensifications regarding physical qualities speed, balance, muscle mass, heart rate, oxygen consumption and energy expenditure. Suggest our institutional policy health or education to encourage children to perform a necessary level of physical fitness and to add or maintain physical activity in their lifestyle. From this logic, we agree the used of our approach to imply this physical component in physical education Algerian primary curricula classrooms as well as benefits children daily active lifestyle.

5. CONCLUSIONS

Our outcomes confirmed that Dance is "the psychotherapeutic use of movement as a process which furthers the emotional, social, cognitive, and physical integration of the individual. Demonstrated by our approach as effective method that increases time physical activities without restricting the time of physical education lessons or academic daily sections. Requiring our health care and educational system to adopt this approach to secure the demands of our children grow under the impact of Prolonged Periods Classroom Settings support by Algerian studies as sedentary time consequence of further health risk. Affirmed by the present as habits easy practice for our primary teachers to implement those strategies to intensify learners' performance and encourages them to achieve prosperous motor, cognitive, and social learning (Derri & Pachta 2007). Indicted in similarities as fundamentally bodily/kinesthetic intelligence that must be fulfilled during first-graders primary school tutoring program.

Acknowledgement

According to the study outcomes, it is evident that play Dance as a supplementary program has a beneficial influence on primary school students mainly through health, physical performance and well-being. Pointed through this study as guidance for Algerian primary teachers to implement those policies to intensify learners' performance and help them to achieve prosperous motor, cognitive, and social learning.

References

- [1] Adshead, J., Hodgens, P., Briginshaw, V., & Huxley, M. (2007). *Dance analysis: Theory and practice*. (Greek trans: V. Tyrovolas & M. Koutsouba). Athens, Greece: Pasxalidis Publications.
- [2] Baltimore County Public Schools. (2015). Office of dance education. Retrieved March 2, 2017, from <https://www.bcps.org/offices/dance/curriculum-programs.html>
- [3] Barmpousi, V. (2014). *The art of dance in Greece in the 20th century*. Athens, Greece: Gutenberg.

- [4] Bergmann, S. (1995). Creative dance in the education curriculum: Justifying the unambiguous. *Canadian Journal of Education / Revue canadienne de l'éducation*, 20(2), 156-165.
- [5] Best, D. (1985). Feeling and reason in the arts: The rationality of feeling. In P. Abbs (Ed.), *The symbolic order: A contemporary reader on the arts debate* (pp. 67–70). Philadelphia: The Falmer Press.
- [6] Billingham, L.A. (2009). *The complete conductor's guide to Laban movement theory*. Chicago, IL: GIA Publications. Bloom, K. (2006). *The embodied self: Movement and psychoanalysis*. London, UK: Karnac.
- [7] Bungay, H. & Vella-Burrows, T. (2013). The effects of participating in creative activities on the health and well-being of children and young people: A rapid review of the literature. *Perspectives in Public Health*, 133 (1), 44–52.
- [8] Chen, T.H., Li, L., & Kochen, M.M. (2005). A systematic review: How to choose appropriate health-related quality of life (HRQOL) measures in routine general practice? *Journal of Zhejiang University Science B*, 6 (9), 936–940.
- [9] Chodzko-Zajko, W.J. (2005). Psychological and sociocultural aspects of physical activity for older adults. In C.J. Jones & D.J. Rose (Eds.), *Physical Activity: Instruction of Older Adults*. (pp. 23–36). New Zealand: Human Kinetics.
- [10] Cummins, R.A. (2005). Moving from the quality of life concept to a theory. *Journal of Intellectual Disability Research*, 49 (10), 699–706.
- [11] Dalkey, N.C. & Rourke, D.L. (1973). The Delphi procedure and rating quality of life factors. In EPA, *The Quality of Life Concept*. Washington, DC: Environmental Protection Agency.
- [12] Davis, J. (1995). Laban Movement Analysis: A key to individualizing children's dance. *Journal of Physical Education, Recreation & Dance*, 66 (2), 31–33.
- [13] Derri, V. & Pachta, M. (2007). Motor skills and concepts acquisition and retention: A comparison between two styles of teaching. RICYDE. *Revista Internacional de Ciencias del Deporte*, 3(9), 37-47.
- [14] Dimondstein, G. (1971). *Children dance in the classroom*. New York, NY: Macmillan Publishing.
- [15] Dimondstein, G. (1974). *Exploring the arts with children*. New York, NY: MacMillan Publishing. Gilbert, A.G. (2015). *Creative dance for all ages* (2nd Ed.). Champaign, IL: Human Kinetics.
- [16] Gilbert, A.G. & Rossano, A. (2006). *Brain-compatible dance education*. Reston, VA: National Dance Association.
- [17] Gkousdova, M. & Koutsouba, M. (2006). Presentation of Panhellenic Students Artistic Games and art forms to them. *Theatergrafies*, 14, 98–105.
- [18] Groff, E. (1995). Laban movement analysis: Charting the ineffable domain of human movement. *Journal of Physical Education, Recreation & Dance*, 66 (2), 27–30.

- [19] Guest, A.H. (1977). *Labanotation: The system of analyzing and recording movement* (3rd ed.). New York, NY: Theatre Arts Books.
- [20] Hackney, P. (2003). *Making connections: Total body integration through Bartenieff fundamentals*. London, UK: Routledge.
- [21] Hanna, J.L. (1988). *Dance and stress: Resistance, reduction, and euphoria*. New York, NY: AMS Press Inc.
- [22] Ikonomidou, M., Kokkoni, M., Triantafyllou, E., & Christodoulou, G. (2001). Quality life and mental health. Conceptual approaches, clinical applications and evaluation. *Archives of Hellenic Medicine*, 18 (3), 239–253.
- [23] House, V., Éireann, C., Foster, Á., & Cliath, B. (2009). *Creativity and the Arts in the Primary School. Discussion Document and Proceedings of the Consultative Conference on Education*. Dublin, Ireland: Irish National Teachers' Organisation. Retrieved March 4, 2017, from <https://www.into.ie/ROI/Publications/CreativityArtsinthePS.pdf>
- [24] Joyce, M. (1980). *First steps in teaching creative dance to children*. Palo Alto, CA: Mayfield Publishing Company.
- [25] Kaplan, R.M. & Bush, J.W. (1982). Health-related quality of life measurement for evaluation research and policy analysis. *Health Psychology*, 1 (1), 61.
- [26] Karff, J. (1969). Dance in the urban school. *Journal of Health, Physical Education and Recreation*, 50, 43–44.
- [27] KIDSCREEN Group Europe. (2006). *The KIDSCREEN Questionnaires – Quality of life questionnaires for children and adolescents. Handbook*. Lengerich, Germany: Pabst Science Publishers. <http://www.kidscreen.org>
- [28] Koutsouba, M. (2004). The contribution of Greek traditional dance teaching in modern Greek multicultural society. In E. Avdikos, E. Loutzakis, & C. Papakostas (Eds.), *Dance Singles* (pp. 213–226). Athens: Ellina Grammata.
- [29] Koutsouba, M. (2005). *Notation of the dance movement: The passage from history of dance history*. Athens, Greece: Propompos.
- [30] Kraus, R.G., Hilsendager, S.C., & Gottschild, B.D. (1991). *History of the Dance in Art and Education*. Englewood Cliffs, NJ: Prentice Hall.
- [31] Laban, R. (1975). *Modern educational dance*. London, UK: Mac Donald and Evans.
- [32] Lachapelle, R., Murray, D., & Neim, S. (2003). Aesthetic understanding as informed experience: The role of knowledge in our art viewing experiences. *The Journal of Aesthetic Education*, 37 (3), 78–98.
- [33] Lai Keun, L. & Hunt, P. (2006). Creative dance: Singapore children's creative thinking and problem-solving responses. *Research in Dance Education*, 7 (1), 35–65.
- [34] Lobo, Y.B. & Winsler, A. (2006). The effects of a creative dance and movement program on the social competence of head start preschoolers. *Social Development*, 15 (3), 501–519.

- [35] Lykesas, G. (2002). The teaching process of traditional Greek dances in primary education implementing the method of music and movement education. Ph.D. Thesis, Aristotle University of Thessaloniki, Greece.
- [36] Lykesas, G. & Zachopoulou, E. (2006). Music and movement education as a form of motivation in teaching Greek traditional dances. *Perceptual and Motor Skills*, 102, 552–562.
- [37] Lykesas, G. & Koutsouba, M. (2008). The teaching of Greek traditional dance in the school education with the adoption of creative methods of teaching. *Journal of Health and Sport Performance*, 3, 37–49.
- [38] Lykesas, G., Koutsouba, M., & Tyrovola, V. (2009). Creativity as an approach and teaching method of traditional Greek dance in secondary schools. *Studies in Physical Culture & Tourism*, 16 (2), 207-14.
- [39] Lykesas, G., Koutsouba, M., & Tyrovola, B. (2010). Comparison of teacher and child-centred methods of teaching Greek traditional dance in primary education. *International Journal of Physical Education*, 3, 25–32.
- [40] Lykesas, G., Tsapakidou, A., & Tsoymanaki, E. (2014). Creative dance as a means of growth and development of fundamental motor skills for children in first grades of primary schools in Greece. *Asian Journal of Humanities and Social Studies*, 2 (1), 211–218.
- [41] Lykesas, G., Giosos, I., Theocharidou, O., Chatzopoulos, D., & Koutsouba, M. (2018). The effect of a traditional dance program on health-related quality of life as perceived by primary school students. *Journal of Education and Training Studies*, 6 (1), 97–104.
- [42] Mac Donald, C.J. (1991). Creative dance in elementary schools: A theoretical and practical justification. *Canadian Journal of Education / Revue Canadienne de l' Education*, 16(4), 434-441.
- [43] Miller, J.P. (2007). The holistic curriculum. Toronto, Ontario, Canada: OISE Press.
- [44] Mooney, A. (2006). Quality of life: Questionnaires and questions. *Journal of Health Communication*, 11 (3), 327–341.
- [45] Mosston, M. & Ashworth, S. (1994). Teaching physical education. New York, NY: Macmillan.
- [46] Olweus, D. (2013). School bullying: Development and some important challenges. *Annual Review of Clinical Psychology*, 9, 751–780.
- [47] Ottova, V., Erhart, M., Rajmil, L., Dettenborn-Betz, L., & Ravens-Sieberer, U. (2012). Overweight and its impact on the health-related quality of life in children and adolescents: Results from the European KIDSCREEN survey. *Quality of Life Research*, 21 (1), 59–69.
- [48] Pavot, W. & Diener, E. (1991). A manual for the satisfaction with life scale. Urbana, IL: University of Illinois.
- [49] Pedagogical Institute. (2006). Physical education in primary school and curriculum: Book of teacher. Athens: Greek Ministry of Education and Religious Affairs.

- [50] Petraki, B. & Koutsouba, M. (2013). Greek traditional dance as a medium promoting the positive psychology of the individual: Study review. In Proceedings of the 31st World Congress on Dance Research (pp. 1–26). Retrieved June 15, 2017, from https://docs.google.com/file/d/0B_79atJAGDeaaUgwMERPZWhHOWM dit?pli=1
- [51] Quin, E., Frazer, L., & Redding, E. (2007). The health benefits of creative dance: Improving children’s physical and psychological wellbeing. *Education and Health*, 25 (2), 31–33.
- [52] Ravens-Sieberer, U. & Bullinger, M. (1998). Assessing health-related quality of life in chronically ill children with the German KINDL: First psychometric and content analytical results. *Quality of Life Research*, 7, 399–407
- [53] Sanderson, P. (1988). Physical education and dance. In T. Roberts (Ed.), Encouraging expression: The arts in primary school (pp. 32–67). London, UK: Cassell.
- [54] Sanderson, P. (2001). Age and gender issues in adolescent attitudes to dance. *European Physical Education Review*, 7 (2), 117–136.
- [55] Savrami, K. (2012). Dance in education: The Greek reality. *Research in Dance Education*, 13 (1), 99–106.
- [56] Sherborne, V. (1990). Developmental movement for children: Mainstream, special needs and pre-school. Cambridge, UK: Cambridge University Press.
- [57] Shusterman, R. (2012). Thinking through the body: Essays in somaesthetics. Cambridge, UK: Cambridge University Press.
- [58] Stinson, S. (1988). Dance for young children: Finding the magic in movement. Reston, VA: National Dance Association/American Alliance for Health, Physical Education, Recreation.
- [59] Stinson, S. (1998). Creative dance for preschool children. *Journal of Physical Education, Recreation & Dance*, 59 (7), 52– 56.
- [60] Swindlehurst, G. & Chapman, A. (2008). Teaching dance: A framework for creativity. In J. Lavin (Ed.), Creative approaches to physical education: Helping children to achieve their true potential (pp. 29–54). Abingdon, UK: Routledge.
- [61] Theocharidou, O. (2017). The effectiveness of a creative dance program based on the Laban theory, relating to the quality of life perceptions associated with the health of students/three in primary education. Master’s thesis, Aristotle University of Thessaloniki, Greece.
- [62] Theodoropoulou, E., Karteroliotis, K., Nassis, G., Koskolou, M., & Geladas, N. (2012). Methods of assessing health-related quality of life. *Kinesiology*, 5 (1), 58–66.
- [63] Thomas, J.R. & Nelson, J.K. (2003). Methods of research into physical activity. Athens, Greece: Paschalidis.
- [64] Tountas, G. & Tsiantis, G. (2005). The kidscreen study: Assessing the quality of life-related to the health of children and adolescents. Retrieved June 22, 2017, from http://www.neahygeia.gr/UserFiles/File/MELETH_KIDSCREEN.pdf

- [65] Tsompanaki, E. (2014). Is there a need for a higher dance institution in Greece? The reality in Greek contemporary dance institutions. *Research in Dance Education*, 15 (3), 271–288.
- [66] Tyrovola, V. (1989). Traditional dance as a means of aesthetic treatment. *Reason and Act* 39, 44–53.
- [67] Tyrovola, V. & Koutsouba, M. (2007). Prologue. In J. Adshead (Ed.), *Dance analysis: Theory and practice* (pp. 17-29; Greek Trans: V. Tyrovola & M. Koutsouba). Athens, Greece: PX Pasxalidis Publications.
- [68] Tyrovola, V. (2012). Leadership and R. Von Laban: The invisible aspects of birth of creative-expressive dance. Social- historical approach. *Scientific Journal Kinesiology - Humanistic Direction*, 5, 7–22.
- [69] Verghese, J; Lipton, R.B.; Katz, M.J.; Hall, C.B.; Derby, C.A.; Kuslansky, G; Ambrose, A.F.; Sliwinski, M; Buschke, H (2003). Leisure activities and the risk of dementia in the elderly. *The New England Journal of Medicine* 348: 2508–2516. doi:10.1056/nejmoa022252. PMID 12815136.
- [70] Venetsianou, F. & Koutsouba, M. (2015). The study of the dancers' physical fitness: Present state of art and future trends. *Science of Dance*, 8, 1–26.
- [71] Vidalis, A.A., Syngelakis, M., Papathanasiou, M., Whalley, D., & McKenna, S.P. (2002). The Greek version of the Nottingham Health Profile: Features of its adaptation. *Hippokratia*, 6 (1), 79–82.
- [72] Ward, W. (1974). Creativity in young children. *The Journal of Creative Behavior*, 8, 101–106.
- [73] Ware, J.E., Kosinski, K.M., Gandek, B., Aaronson, N.K., Apolone, G., Bech, P., Braizer, J., Bullinger, M., Kaasa, S., Lepelge, A., Prietol, L., & Sullivan, M. (1998). The factor structure of the SF-36 Health Survey in 10 countries: Results from the IQOLA Project. *Journal of Clinical Epidemiology*, 51 (11), 1159–1165.
- [74] WHOQOL Group. (1998). The World Health Organisation Quality of Life Assessment (WHOQOL): Development and general psychometric properties. *Social Science & Medicine*, 46, 1569–1585.
- [75] Wu, Y., Tseng, C., & Lin, M. (2012). The action of implementing creative dance in school education in Taiwan. Retrieved May 3, 2017, from <http://ausdance.org.au/uploads/content/publications/2012-global-summit/teaching-dance-rp/the-action-of-implementing-creative-dance-in-school-education-in-Taiwan-1.pdf>
- [76] Yfantopoulos, J. (2001). Quality of life and QALYs in the measurement of health. *Archives of Hellenic Medicine*, 18 (2), 114–130.
- [77] Yfantopoulos, J. (2007). Measurement of quality of life and European health model. *Archives of Hellenic Medicine*, 24 (1), 6–18.
- [78] Zachariadou, Z., Douka, S., & Alexandris, K. (2012). Investigating the relationship between the perceived quality of life and the degree of blending in a program of Greek

- traditional dances, Thrace, Greece. In The Proceedings of the 20th International Congress of Physical Education & Sport, 18–20 May 2012 (pp. 3–6). Komotini, Greece.
- [79] Zhao, L. & Badler, N.I. (2001). Laban Movement Analysis. In L. Zhao & N.I. Badler (Eds.), *Synthesis and acquisition of Laban movement analysis qualitative parameters for communicative gestures* (pp. 38–43). University of Pennsylvania, PA: Penn Libraries.
- [80] Zisi, V., Gianni, A., Bougiesi, M., Pollatou, E., & Michalopoulou, M. (2014). Systematic participation in folk dance or physical activity? Effects in quality of life in the elderly. *Inquiries in Sport & Physical Education*, 12 (1), 1–8