



THE ENHANCEMENT OF SELF-IMAGE AMONG ADOLESCENTS THROUGH GROUP
COUNSELING COMBINED WITH SPORTS DANCE



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SUN LIRONG

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF EDUCATION
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THE THESIS TITLED
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Sports dance is an activity combining music, dance and sports, which plays an important role in improving the self-image of teenagers. The empirical study explores the effectiveness of enhancing adolescent self-image through sports dance. The findings suggest that exercise dancing can significantly improve the physical, social and psychological image of adolescents, thereby improving their self-esteem, social skills and mental health. Therefore, sports dance can be used as an effective educational tool to help teenagers to better understand themselves, shape themselves, and improve their self-image and self-confidence.

Keyword : Sports dance Youth Self-image Self-esteem

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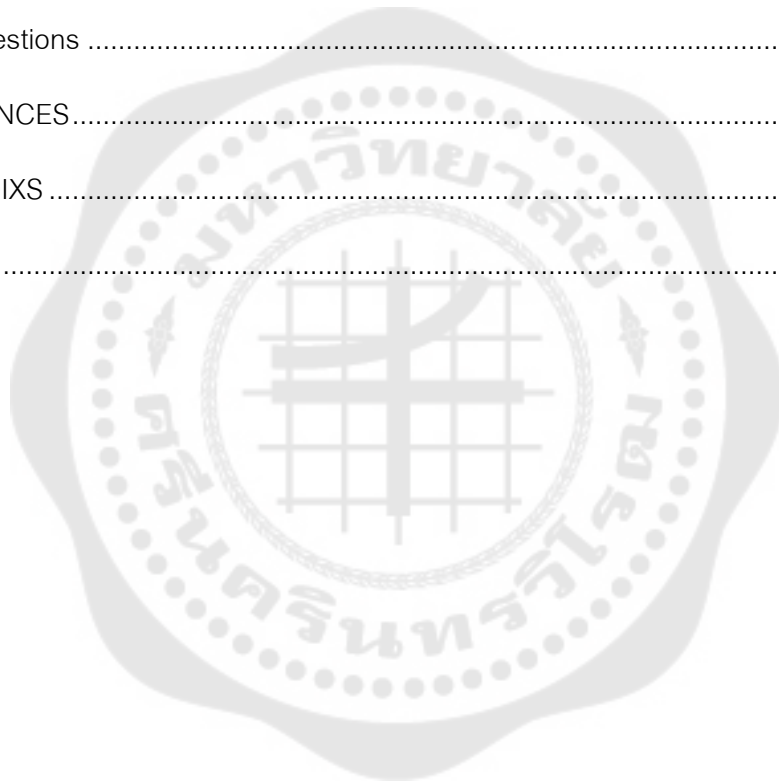
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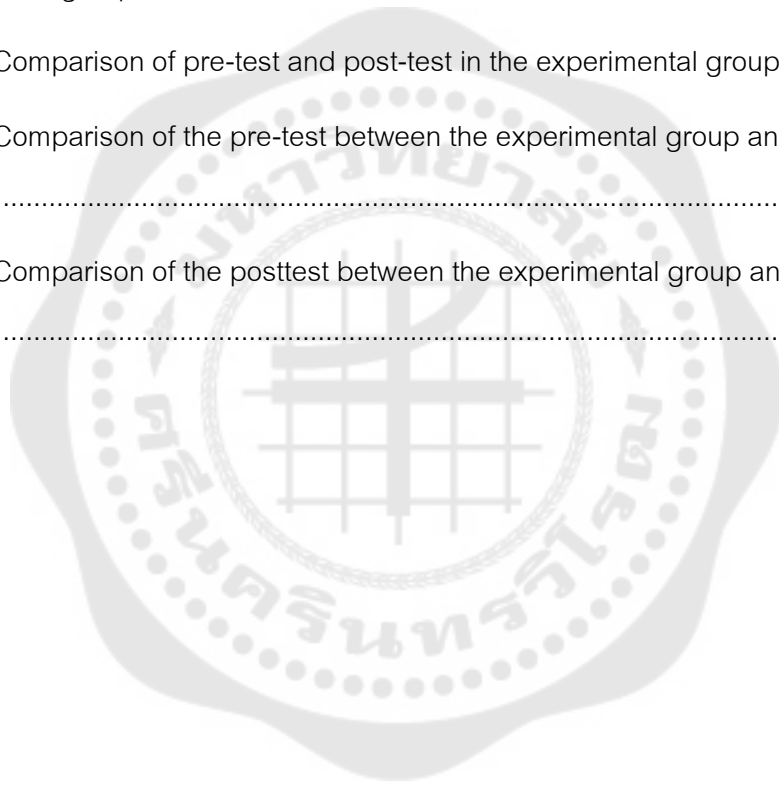
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CHAPTER 1

INTRODUCTION

1. Background

Self-image refers to a person's cognition and view, which have an important impact on personal mental health. Self-image is crucial to a person's mental health, behavioral performance, and growth and development. Attach importance to the shaping and maintenance of self-image, and constantly improve their self-confidence and self-esteem, so as to better face the challenges and opportunities in life.

The concept of self-image was initially introduced by William James (1890) and has since been studied from various perspectives, including self-perception, self-evaluation, and self-concept. Researchers have demonstrated that self-image is malleable and can be shaped by internal processes (e.g., self-perception) and external factors (e.g., social comparisons, feedback from others). Moreover, one's self-image has been found to be closely linked to psychological well-being, interpersonal relationships, and life outcomes (Taylor & Brown, 1988; Swann & Bosson, 2010).

Several theories have been proposed to explain the formation and maintenance of self-image. For instance, James's (1890) theory of self-enhancement posits that individuals have a natural tendency to perceive themselves favorably. In contrast, self-verification theory (Swann & Bosson, 2010) suggests that people strive for coherence between their self-image and their actual behaviors, traits, and circumstances. Additionally, sociocultural factors have been shown to play a significant role in shaping self-image, particularly during childhood and adolescence (Rosenberg, 1965).

People with self-image are usually characterized by self-confidence, self-esteem, self-perception, self-management, self-support, self-appreciation, and self-acceptance. These characteristics help individuals maintain positive attitudes and behaviors in life and work, leading to better development and achievement.

There are many reasons for students' lack of self-image, mainly including the following aspects: 1) family environment: family environment has a significant impact on the formation of an individual's self-image due to a lack of care, excessive protection, or being overly harsh. Family environments can lead to children not being able to correctly understand themselves, thereby affecting the formation of their self-image; 2) Social impact: factors such as social culture, media, and peer pressure can all have an impact on an individual's self-image., especially for teenagers. They are easily influenced by peer pressure, leading to negative evaluations of themselves; 3) Personal experience: Some negative personal experiences, such as bullying, failure, or setbacks, may also lead to damage to an individual's self-image. The lack of self-image is an urgent issue that needs to be addressed in individual growth and development by analyzing the reasons in depth. We can adopt corresponding strategies to help individuals establish a good self-image. Only when we have a correct understanding of ourselves, we better cope with the challenges of life and achieve personal growth.

Adolescence is a critical period for self-image formation, but many teenagers face self-image problems during this stage. These issues may originate from the family environment, social impact, and personal experience. The lack of a good self-image may lead to psychological health problems, interpersonal difficulties, and career development difficulties for adolescents.

Students can develop confidence by learning new skills in sports dance, completing challenging tasks, and gaining successful experience. In the face of difficulties and challenges, they believe that you have the ability to overcome them. Students can improve their self-image by mastering basic dance steps, focusing on body posture, cultivating a sense of rhythm, increasing physical training, learning dance etiquette, attending dance training courses, and maintaining a positive attitude.

2. Research question

Does sports dance enhance self-image?

3. Research Objectives

The objectives of this study are:

3.1 To compare the self-image of the experimental group before and after participating in sports dance

3.2. To compare self-image between the experimental group and the control group

4. Research significance

The empirical research is beneficial to improve the self-image of college students and help them solve the problem of self-image. College students have improved their self-image through the learning of sports dance.

5. Scope of the Study

5.1 Population and sample

Population

This study is mainly aimed at 120 sophomore undergraduate students in the School of Art, Chongqing Vocational University of Mechanical and Electrical Technology.

Samples

The sample for this study was 20 second-year undergraduate students in the Dance Department of the Art School. The 20 students were selected from the population and divided into 10 students for the experimental group and 10 students for the control group.

5.2. Variables

Two variables were:

1. The independent variable was sport dance.
2. The dependent variable was self-image.

6. Definition of Terms

6.1 Self-image

Self-image refers to the image that a person forms about themselves through their perception, thinking, and evaluation of themselves. It includes an individual's perception and evaluation of their appearance, personality, abilities, values, beliefs, and other aspects. In this research, the researcher has used the Body Self-Image Questionnaire - Short Form (BSIQ-SF) that was developed by David Rowe and others (2014). The Body Self-Image Questionnaire has elements of self-image, including:

1. Overall appearance evaluation (OAE) refers to the process of evaluating and judging the overall visual effect and aesthetic degree of an object (such as product, design, environment, etc.). This process usually involves the observation and analysis of the overall appearance characteristics, design style, color collocation, material selection, and other aspects of the object, so as to evaluate and describe its overall appearance effect.

2. Health fitness influence (HFI) refers to the impact of exercise on health. Exercise is beneficial to health. Health fitness impact refers to the positive impact on physical health, mental health, social ability, and other aspects through fitness activities and a healthy lifestyle.

3. Investment in ideals (II) refers to an investment in ideal. It means investing time, money, energy, or other resources in order to achieve a certain ideal or goal. This investment can be made for individual growth and development, to promote social progress, or to achieve greater social goals.

4. Health-fitness evaluation (HFE) refers to health-fitness assessment, which is the process of assessing an individual's health status and fitness outcomes. This assessment usually involves multiple factors, including body composition, cardiopulmonary function, muscle strength, flexibility, balance ability, etc.

5. Attention to grooming (**AG**) refers to paying attention to and maintaining the personal image through the appropriate modification and dressing to show the personal charm, confidence, and good image. This attention is not only respect and love for oneself but also respect and politeness toward others.

6. Height dissatisfaction (**HD**) refers to the psychological state which people are not satisfied with their height, which may have a negative impact on personal psychology and life that needs attention and management.

7. Fatness evaluation (**FE**) refers to the process of assessing the degree of obesity in humans. This often involves measuring body composition, fat content and distribution, and other physiological indicators related to obesity.

8. Negative affect (**NA**) refers to negative emotions, usually including anxiety, tension, depression, anger, dissatisfaction, and other unpleasant emotional experiences. These emotions, relative to positive emotions, can affect the individual's psychological and physical health, such as insomnia, depression, anxiety, etc.

9. Social dependence (**SD**) refers to the degree of dependence of individuals on other individuals or groups in a social environment. This degree of dependence may arise from the role and status of individuals in society and their relationships with others.

6.2 Sports dance

Sports dance is also known as "international standard ballroom dance. "One of the sport programs is a walking pas de deux competition for men and women, divided into two categories with ten dance types. The modern dance group includes waltz, Viennese waltz, tango, foxtrot, and fast step, while the Latin dance group includes rumba, cha-cha, samba, cowboy, and bullfighting. Each dance genre has its own dance music, steps, and styles.

According to the music and movement requirements of each dance type, they are composed into their own sets of movements. Standard ballroom dance originated from ancient folk dance, has undergone the evolution process of pair dance,

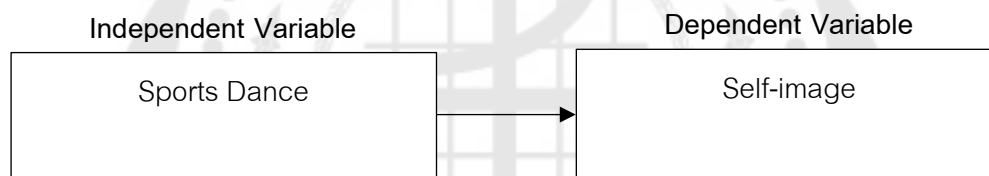
circle dance, row dance, group dance, etc., and has become a widely circulated social dance.

6.3 College Student

College students refers to students of the sports dance professional classroom from the Art College of Chongqing Mechanical and Electrical Vocational and Technical University.

7. Framework of the study

According to the theoretical framework of this paper, the teaching method of Latin dance is designed for sports dance. The self-image is used with the concept of William James (1890) and is assessed by the Body Self-Image Questionnaire - Short Form (BSIQ-SF) that was developed by David Rowe and others (2014)



8. Hypothesis of the Study

8.1 After participating in sports dance program, the experimental group had a higher self-image than before.

8.2 After participating in sports dance program, the experimental group had a higher self-image than those in the control group.

CHAPTER 2

LITERATURE REVIEW

1. Self-image

1.1 Definition of self-image

William James (1890) defines self-image as the concept of "self" or "me," which is an individual's perception of various aspects of themselves, including their physical and psychological states, personality traits, interpersonal relationships, etc.

Campus (1982) believes that self-image is the cognitive structure of a person towards themselves, which includes their views on various aspects of themselves, such as appearance, personality, abilities, values, beliefs, and goals.

C.R. Rogers (1959) defined self-image as an individual's perception of themselves as an organized and unified whole, which includes their perception of various aspects of themselves, such as appearance, feelings, emotions, thoughts, motivations, and abilities.

M.J. Marlowe (2006) Mullen believes that self-image is a subjective perception of oneself, which includes an individual's views on various aspects of oneself, such as appearance, personality, abilities, values, beliefs, and goals. Mullen also proposed that self-image is not a static concept because it can change over time and experience.

Singer (1990) believes that self-image is a person's overall understanding of themselves, which includes their views on various aspects of themselves, such as appearance, personality, abilities, values, beliefs, and goals. Singh pointed out that self-image is subjective, but it is also influenced by social and cultural factors.

He emphasized that self-image is a multidimensional concept that includes individuals' perspectives on various aspects of themselves. Although specific definitions may vary, they generally believe that self-image is a person's perception of themselves as an organized and unified whole.

As a result, self-image is an important part of individual psychology, which has an important impact on the individual's mental health, self-esteem, self-confidence, and interpersonal relationships. Individuals should pay attention to the importance of self-image, control and change their self-image through self-cognition and self-regulation, and improve their mental health level. At the same time, families and society should also provide necessary support and resources to help individuals establish a positive self-image and promote their all-round development and growth.

1.2 Importance of self-image

Erikson's (1968) theory of psychosocial development suggests that the development of self-image plays a crucial role in an individual's growth process. Adolescence is a critical period for self-image formation, and the self-image during this period can affect an individual's future development.

The theory of social comparison (Festinger, 1954) suggests that people evaluate their attitudes, abilities, and traits by comparing themselves with others. Self-image is an important basis for this comparison and has a significant impact on an individual's self-esteem and happiness.

The self-efficacy theory (Bandura, 1977) proposes that self-efficacy is an important factor in self-image, which affects an individual's persistence in tasks and ability to respond to challenges. Individuals with a high sense of self-efficacy are more likely to achieve their goals and achieve success.

Elements of self-image affects an individual's self-esteem and happiness. Individuals with high self-worth are more likely to have healthy interpersonal relationships and good psychological adaptability.

Social psychology research (Leary & Baumeister, 2000) found that self-image is closely related to an individual's interpersonal relationships. Individuals with a positive self-image are more likely to be respected and loved by others, thus establishing good interpersonal relationships.

Research in developmental psychology (Crocker & Wolfe, 2001) has shown that self-image has a significant impact on individual adaptation and development. Children and adolescents with a positive self-image are more likely to have good academic achievements, social adaptability, and mental health.

These studies all demonstrate the importance of self-image. Self-image affects multiple aspects of an individual's mental health, including self-esteem, interpersonal relationships, and happiness. Therefore, maintaining and enhancing one's self-image is of great significance for the comprehensive development of individuals.

In conclusion, self-image has an important impact on individuals' mental health. A good self-image can enhance individual self-esteem and self-confidence, improve individual mental health levels, and reduce anxiety, depression, and other negative emotions. Instead, poor self-image may lead to psychological problems such as inferiority, anxiety, and depression, with negative effects on individual mental health.

1.3 Components of self-image

William James (1890) divides self-image into two parts: the material self and the spiritual self. The material self includes an individual's cognition of their body and appearance, while the spiritual self includes an individual's cognition of their psychological state, personality traits, and values.

Cambus (citing Anthony Kaplan, 1982) believes that self-image includes three aspects: the physical self, the psychological self, and the social self. The physical self includes an individual's cognition of their body and appearance. The psychological self includes an individual's cognition of personality traits, abilities, and values. The social self includes an individual's cognition of social relationships and roles.

Rogers (1959) divided self-image into two parts: the self-concept and the ideal self. The self-concept includes an individual's existing understanding of themselves, while the self-ideal includes the individual's desire to become what they are.

Marlowe (2006) believes that self-image includes three aspects: the physical self, the achievement self, and the relationship self. The physical self includes an individual's cognition of their body and appearance. The achievement self includes

an individual's cognition of abilities and values. The relationship self includes an individual's cognition of social relationships and roles.

Singer (1990) believes that self-image includes five aspects: the material self, the psychological self, the moral self, the social self, and the existing self. The material self includes an individual's cognition of their body and appearance. The psychological self includes an individual's cognition of personality traits, abilities, and values. The moral self includes an individual's cognition of moral principles and beliefs. The social self includes an individual's cognition of social relationships and roles. The existing self includes an individual's cognition of the meaning of life and death.

These studies showed that self-image is a complex structure that includes multiple components. The components of self-image proposed by different scholars may vary, but they all emphasize that self-image is multidimensional, including an individual's understanding of various aspects of oneself.

In conclusion, the components of self-image are multifaceted, including body image, psychological characteristics, social role, emotional attitude, self-cognition, and self-evaluation. These aspects are interrelated and influence each other, and together constitute the individual's self-image.

1.4 Measure of self-image

The Tennessee White Self Concept Scale was developed in 1965 by Williams E. Fitts, a psychotherapist at the Tennessee Department of Mental Health, USA. The scale has a total of 70 self-describing sentences, each followed by five different degrees of answers: "identical," "mostly identical," "partially identical, partially identical," "mostly not identical, " and "completely distinct." Participants can choose an appropriate answer based on their perception of themselves. The dimensions of the scale are physical self (PE), moral self (ME), psychological self-personal (PER), family self (FA), social self (SS), self-identification (SI), self-satisfaction (SA), self-action (SA), and self-criticism (SC). Fitts believes that when evaluating the concept of the individual's white self, it is necessary to consider not only the multidimensional nature of the self but also the overall situation of the individual.

Accordingly, he divides the self-concept into two major parts. The first part is the comprehensive situation of the individual, that is, the total self-score and white self-criticism. The second part is divided into two dimensions. The first dimension is the structural dimension of self-mechanism, which can be analyzed from the three aspects of cognition, emotion, and behavior, which can be divided into self-identity, self-satisfaction, self-action, etc. The second dimension is the content dimension of self-concept, which can be divided into physiological self, moral self, psychological self, family self, social self, etc.

In 1890, James first scientifically and systematically studied the self in the *Principles of Psychology*, proposed the word self-concept, and first discovered the duality of the self, that is, the subject self and the guest self. The subject self refers to the positive perception and thinking part of the self, and the guest refers to the object of attention, thought, or perception in the self. He subdivided the self into four parts, namely the physical self, the material self, the social self, and the spiritual self, and believed that the self is hierarchical: the physical self is at the bottom, the spiritual self is at the top, the material self and the social self are in the middle, and the social self is the master of the material self. The bodily self refers to the individual's self-awareness of his or her own body, which is the earliest germination of the individual's self-consciousness, and is an important basic part of self-concept. The bodily self includes three aspects: the individual's cognitive evaluation of his or her body, emotional experience, and physical control. It is dominated by social culture and evaluated by important others, is multi-dimensional and multi-layered, and shows different characteristics as individuals age.

In conclusion, the measure of self-image is one of the most important means to evaluate an individual's self-image. By using a variety of methods and tools to measure their self-image, it can help individuals better understand their self-image, find problems with their self-image, and provide corresponding support and resources to improve their self-image. At the same time, the application of self-image measurement

also needs to pay attention to the scientific validity of the method in order to ensure the accuracy and reliability of the measurement results.

2. Sports dance

2.1 Meaning of sports dance

Sports dance does not have a clear origin, and it is generally believed that it evolved from ballroom dancing, depending on the form of dance. In the world, it was the first British dance to exercise physical restraint, and over time, the old-fashioned dance gradually developed into the current national standard dance. Due to the different requirements of dance styles, several dance styles evolved during their development; the most famous ones are modern dance and Latin dance. The evolution process of sports dance has roughly gone through the development stages of primitive dance, popular dance, folk dance, official court dance, social dance, and sports dance (Tong Liyan, 2013).

The dance movement defines as a form of advanced athletic activity. Without the intention of disappointing the trainees or coaches of the dance movement or, on the contrary, convincing them from the point of view of their interest in the complexity of this phenomenon that the superiority of this sport over other sports can be justified by the superiority of this sport over others, we must be consistent with the contemporary and try to scientifically analyze all its components according to the latest scientific trends and requirements. (Viorel Dan Năstase, 2012).

Dance movements represent competitive ballroom dances, in contrast to social or exhibition dances. In the case of wheelchair dance sports, at least one dancer is in a wheelchair. Dance sports events are approved and regulated by dance movement organizations at the national and international levels, such as the World Dance Council. (Dance Sport, 2014).

In conclusion, in short, sports dance is a kind of sport beneficial to physical health, mental health, and social life and has a wide range of development prospects and application value.

2.2 Characters of sports dance

Graham, Mary Wigman, and Doris Humphrey established the Expressionist Modern School of Dance, characterized by serious themes and highly dramatic movements. Other choreographers, such as Merce Cunningham and George Balanchine, argued that this close attention to theatrical expression could hinder the development of dance as an art form. Balanchine argues that "ballet is such a rich art form that it should not be an illustrator of the most interesting, even meaningful, literary source material." Ballet will speak for itself and for itself. The works of these choreographers emphasize the formal structure and development of the choreography rather than plot, characters, or emotions.

Dance, where the body moves in a rhythmic way, usually within music and a given space, with the aim of expressing thoughts or emotions, releasing energy, or simply being happy with the movement itself. Aristotle's Poetics described dance as a rhythmic movement whose purpose was to "represent the character of men and what they do and suffer," referring to the central role played by dance in classical Greek theater, in which the choir reenacted the theme of the play in lyrical interludes through its movements.

The 20th-century dance critic John Martin almost ignored the formal aspects of dance when emphasizing dance's role as a bodily expression of inner emotions. In doing so, he betrayed his own sympathy for the modern American school of dance expressionism. At the root of all these different forms of dance expression. This is the general impulse to resort to the movement to externalize the state that we cannot externalize by rational means. This is the basic dance.

In conclusion, sports dance is a kind of sport that integrates various elements such as sports, dance, and art. It has various characteristics, such as sports, dance, artistry, and a social and competitive nature. It can not only improve the physical quality and competitive level, but also enhance the aesthetic ability and social ability, which has extensive application value and promotion significance.

2.3 Sports dance and self-image development

Sports dance can effectively improve human body shape. It is mainly manifested in two aspects: sports dance can promote the healthy development of the body and the formation of the correct body posture in adolescents and children; on the other hand, regular sports dance can reduce excess body fat and help form or maintain a self-satisfying body shape, which is conducive to the improvement of self-confidence. The self-satisfied body form is important for all aspects of life, study, and work. Sports dancing can have a significant positive impact on people's psychological well-being as well as their physical and social adaptability.

Many studies have shown that insisting on regular sports dance is not only a positive rest—but also has a positive effect on enhancing physical fitness. Through exercise, it can better improve the nutritional status of the brain, promote the body's metabolism, continuously increase the stability and flexibility of the nervous system, eliminate physical fatigue as soon as possible, and always keep people strong energy (Sun Shaoqiang, 2006).

Before and after the trial, adolescents had significant differences in physical activity, overall body, flexibility, and dimensions in their body self-concept. Sports dance takes body movement as the basic content, and participants cooperate with the movements of the face, head, neck, shoulders, arms, hands, chest, waist, crotch, hips, knees, feet, trunk, and limbs, according to the changeable rhythm and rich rhythm, to form various shapes and then effectively exercise the various muscle groups and joints of the human body. Since all joint muscles of the body participate in sports, the body's metabolism is gradually accelerated, thereby promoting the continuous improvement of the body's level. The longer duration of aerobic exercise also has a better effect on weight control. Therefore, the effects of physical activity, overall body, and flexibility on adolescents' self-concept are obvious (Xu Xiaodi & Xin Yanbo, 2010)

According to Bullock and Kiesel, the system of mind-body interaction is reflected in the overall activity of dance. The author sees dance as the "essence of embodiment" because dance expresses the meaning of embodied existence in the

world (Bullock & Kiesel, 2001). Thus, the human mind is seen as embedded in the body, which in turn is integrated into the environment. Koch emphasizes the hypothesis of bi-directionality between the motor system and the cognitive-emotional system (Koch, 2011). Thus, motor behavior and physical movement can be both a cause and an effect of mental experience (Storch et al., 2011).

In conclusion, sport dance has a positive impact on the development of self-image and the enhancement of self-cognition. It can not only help people shape a beautiful body image and enhance self-confidence and emotional expression ability, but it can also improve people's body perception, self-value, and self-control ability. At the same time, learning sports dance can also expand interpersonal skills, provide career development opportunities, and enrich personal lives. Therefore, sports dance has become a sports that attracts more and more people's attention and love.

2.4 related researches

Anna Duberg and others (2016) explore the experiences of adolescent girls who participated in an 8-month dance intervention. This qualitative study was embedded in a randomized controlled trial of a dance intervention for adolescent girls with internalizing problems. A total of 112 girls aged 13-18 were included in the study. The dance intervention group comprised 59 girls, 24 of whom were strategically chosen to be interviewed. The experiences of the dance intervention resulted in five generic categories: (1) An Oasis from Stress, which represents the fundamental basis of the intervention; (2) Supportive Togetherness, the setting; (3) Enjoyment and Empowerment, the immediate effect; (4) Finding Acceptance and Trust in Own Ability, the outcome; and (5) Dance as Emotional Expression, the use of the intervention. One main category emerged, Finding Embodied Self-Trust That Opens New Doors, which emphasizes the increased trust in the self and the ability to approach life with a sense of freedom and openness.

Downey and others (2009) presented survey data from a sample of 103 belly dancers in Salt Lake City, Utah, addressing issues of body image and gender identity. While research on various forms of dance has emphasized unhealthy body

image influences, belly dance offers a counter-example, indicating broad and inclusive body image norms, a lack of pressure for body image conformity, and high levels of body satisfaction among dancers. Data also indicate that those norms are linked to more generalized challenges to gender roles and structures. Explanations for the maintenance of alternative collective norms focus on two institutional influences: processes of socialization to collective values and the free space provided by a gender-segregated activity.

In conclusion, self-image is an important concept in the field of psychology and has an important impact on individual mental health, self-esteem, and self-confidence. Establishing a good self-image can help individuals better adapt to society and life, and improve their quality of life and happiness. Therefore, future studies should further explore the mechanisms and influencing factors of self-image to provide more help and support for individual development.



CHAPTER 3

METHODOLOGY

This study aims to 1) compare the self-image of the experimental group before and after participating in sports dance and 2) compare the self-image between the experimental group and the control group. The research design is a quasi-experiment pre-test post-test control group design.

1. Scope of the Study

Population

The population was 120 students in the sports dance professional classroom at the Art College of Chongqing Mechanical and Electrical Vocational and Technical University. Gender, grade, and major were not limited, as were normal vision and voluntary participation. The publicity methods used to recruit participants included posters, WeChat, QQ publicity, and telephone registration, resulting in a total of 120 students.

Sample

The samples of this study are 20 second-year undergraduate students in the Dance Department of the Art School who completed the preliminary Body Self-Image Questionnaire - Short Form and had a 25 percentile lower than self-image mean score. The 20 students were selected from the population and divided into 10 students in the experimental group and 10 students in the control group.

2. Research Design

In a quasi-experiment pre-test post-test control group research design, the experimental group and control group were tested before and after the experiment. In the stage of sports dance, the experimental group participated in the auxiliary intervention course of sports dance in the form of a class. Participants in the control group were not treated in the study. The sports dance intervention was pre-curricular, with the dependent variable being adolescent self-image.

Table 1 Pretest -Posttest Control Group Design

Group	Pretest	Experiment	Post -test
E	O _{1E}	X	O _{2E}
C	O _{1C}	-	O _{2C}

Meaning of symbolic in pretest -posttest control group design

E	=	Experiment Group
C	=	Control Group
X	=	Experiment
-	=	no treat
O ₁	=	Pre -test
O ₂	=	post -test

3. Research Instruments

3.1 Body Self-Image Questionnaire

Body Self-Image Questionnaire - Short Form (BSIQ-SF) was developed to measure body image perceptions. The development and cross-validation of the BSIQ-SF were reported in a poster presentation at the 2005 ACSM Annual Meeting by Rowe (2005), using factorial validity and cross-validation of the Body Self-Image Questionnaire (Short Form) in young adults. Subscales are: OAE = Overall Appearance Evaluation; HFI = Health Fitness Influence; II = Investment in Ideals; HFE = Health-Fitness Evaluation; AG = Attention to Grooming; HD = Height Dissatisfaction; FE = Fatness Evaluation; NA = Negative Affect; SD = Social Dependence. Items are scored on a 1-5-point scale, with a = 1, b = 2, c = 3, d = 4, and e = 5. The BSIQ should not be used for a summed "total body image" score. Each subscale score ranges from a minimum of 3 to a maximum of 15 and item 1 should be reverse-scored, i.e., a = 5, b = 4, c = 3, d = 2, and e = 1.

Body Self-Image Questionnaire - Short Form (BSIQ-SF) had an index of objective congruence (IOC) of 1.00.

3.2 Sports Dance Program

Table 2 Sports dance program

session	Objective of session	Activities and skills
1	Self -understanding	Dance and group assistance techniques
2	Cognition of Self	Method of group discussion
3	try to please	Group Competition
4	Pleasant acceptance of oneself	Game interaction
5	Improving self -image	Q&A interaction
6	External image, internal cultivation	On site testing method
7	Changing Inferiority and Self doubt	Prop method
8	improving self -image	form a connecting link between the preceding and the following
9	Recognizing oneself	
10	Summarizes the content of the self-image	sum up

Sports dance program had the Index of Objective Congruence (IOC) is between 0.67- 1.00.

4. Data Collection

4.1 Data collection in pretest

Before the start of the experiment, the researcher predicted the confidence level of the experimental and control groups, established the baseline data, and ensured the accuracy and anonymity of the data and the protection of participants' privacy. Data processing and analysis methods were developed using Excel. The experimental group conducted 10 sports dance program sessions, and the control group was not treated in the study.

4.2 data collection in posttest

The researcher collected confidence data for the experimental and control groups at the end of the experiment and used Excel to calculate and analyze the data, including descriptive statistics and hypothesis testing, to determine the scientific accuracy of the experimental results.

5. statistics of analyzing

5.1 Descriptive statistics were mean and standard deviation (S.D.)

5.2 Statistic for analyzing the research instrument was an index of objective congruence (IOC).

5.3 Hypothesis testing statistics were dependent sample t-test and independent sample t-test.

CHAPTER 4

DATA ANALYSIS

The participants were divided into an experimental group and a control group to examine the change in self-image before and after participating in the sports dance program.

Hypothesis 1: After participating in sports dance program, the experimental group had a higher self-image than before.

Table 3 Mean and standard deviation of self-image in the pre-test and post-test of the experimental group

Self -Image	pre -test		post -test	
	M	S.D.	M	S.D.
OAE	3.56	1.16	3.89	1.56
HFI	3.56	1.16	3.89	1.56
II	3.50	1.05	3.85	1.50
HFE	3.62	1.07	4.06	1.62
SD	3.50	1.21	3.62	1.50
HD	3.23	1.02	3.44	1.23
FE	3.56	1.16	3.85	1.56
NA	3.50	1.05	4.06	1.50
AG	3.62	1.73	3.62	1.62
overall	3.52	1.18	3.81	1.52

In Table 3, the results of the pre-test and post-test tests in the experimental group showed that after participating in the sports dance program, the overall and self-image subscales, except the AG subscale, were higher than before participating in the sports dance program.

Table 4 Comparison of pre-test and post-test in the experimental group

Self -Image	Pretest		Posttest		t	p-value
	M	S.D.	M	S.D.		
OAE	3.56	1.16	3.89	1.56	14.17**	<0.001
HFI	3.56	1.16	3.89	1.56	13.34**	<0.001
II	3.50	1.05	3.85	1.50	11.43**	<0.001
HFE	3.62	1.07	4.06	1.62	13.10**	.007
SD	3.50	1.21	3.62	1.50	0.10	.488
HD	3.23	1.02	3.44	1.23	-0.70*	.014
FE	3.56	1.16	3.85	1.56	-2.01*	.011
NA	3.50	1.05	3.56	1.50	-.98	.153
AG	3.62	1.73	3.62	1.62	-.76	.592
overall	3.52	1.18	3.81	1.52	5.30	.141

* significance at level .05

** significance at level .01

In table 4, the results of the pre-test and post-test comparison of the experimental group showed that after participating in the sports dance program, the self-image subscale scores in OAE, HFI, II, and HFE were significantly higher than before participating in the program at a level of .01. At the same time, after participating in the sports dance program, the self-image subscale scores in HD and FE were significantly higher than before participating in the program, at a level of .05. Meanwhile, the overall self-image score was not significant.

Hypothesis 2: After participating in the sports dance program, the experimental group had a higher self-image than those in the control group.

Table 5 Comparison of the pre-test between the experimental group and the control group

Self-Image	Experimental group		Control group		t	p-value
	M	S.D.	M	S.D.		
overall	3.52	1.18	3.59	1.34	3.641	.137

In table 5, the results of the comparison of the pre-test between the experimental group and the control group showed that before participating in the sports dance program, the experimental group had no higher overall self-image score than that in the control group.

Table 6 Comparison of the posttest between the experimental group and the control group

Self -Image	experimental group		control group		t	p-value
	M	S.D .	M	S.D .		
overall	3.74	3.52	3.34	1.35	5.683*	.011

* significant at level .05

In table 6, the results of the comparison of the pretest between the experimental group and the control group showed that after participating in the sports dance program, the experimental group had a significantly higher overall self-image score than that in the control group, at a level of .05.



CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTION

Conclusion

The results of this study are concluded as follows:

1. After participating in the sports dance program, the self-image subscale scores in OAE, HFI, II, and HFE of the experimental group were significantly higher than before participating in the program, at a level of .01. At the same time, after participating in the sports dance program, the self-image subscale scores in HD and FE were significantly higher than before participating in the program, at a level of .05. Meanwhile, the overall self-image score was not significant.

2. After participating in the sports dance program, the experimental group had a significantly higher overall self-image score than that in the control group, at a level of .05.

Discussion

The discussion is provided as follows:

1. Overall, college students participating in the Dance Harbor program showed a significant improvement in self-image, with no significant change in the control group. These results support hypothesis 1 that college students enrolled in the sports dance program had a higher self-image score than before. The current sports dance program seems to have a positive effect on self-image and be very effective. This could be seen as one of the factors for the success in this course.

2. After a period of sports dance training in the experimental group, it found that the experimental group had a significant improvement in their self-image, and the students in the control group had a more serious learning atmosphere, less initiative, and less enthusiasm for learning. These findings support hypothesis 2. The students in the experimental group showed a significant improvement in their body image. They have a clearer understanding and positive evaluation of their body shape, posture, and body lines. Students in the experimental group also showed significant improvements in

social skills when faced with the dance activity task. They learned how to interact, communicate, and cooperate with others in dance to create better relationships.

Therefore, a deeper understanding of the teaching content can effectively help students retain the knowledge they have learned. When students complete the dance, they are given timely rewards to build their confidence in learning and become more engaged in classroom learning activities.

In the process of unity and cooperation, completing the dance, letting students strengthen interaction, and being immersed in an interesting, interactive, and challenging learning environment not only promote the development of sports dance and improve students' knowledge and skills, but also improve the communication ability between students to create a relaxed and happy learning atmosphere.

Based on the results, we can conclude that the self-image score of the experimental group after participating in the sports dance training is significantly higher than that of the control group, who continued the traditional training. It found that sports dance had a positive impact on self-image promotion.

Through training and practice, people can better understand their body shape, improve self-confidence, and enhance social and sports skills so as to better show their self-image. This result may contribute to improving individual self-confidence.

Limitations of this study

Despite the several important findings of this study, there are some limitations to consider:

1. **Sample size limitations:** The sample size in the study may not be sufficient to represent the entire target population. The sample of in this study from only one university is too small, and the results may not be representative, which may bias the conclusions.

2. **Study design:** Despite the quasi-experimental design, this study has limitations in its internal validity. Future studies could consider a paired experimental design that can reduce the variability between subjects and improve the reliability of the experiment.

3. **Intervention:** The study is relatively short and may not capture long-term effects. Further research could consider expanding the intervention to explore the long-term effects of sports dance.

Suggestions

The suggestions for the application of research results and future studies are as follows:

1. Suggestions for the application of research results

The research results are applied to the practice of sports dance teaching, training, and performance by improving teaching methods and providing personalized guidance.

2. Suggestions for the future study

2.1 The future study could expand the scope of students from different schools, ages, and cultural backgrounds to verify the generalizability of the findings.

2.2 A variety of research methods can be combined, such as empirical research, case analysis, questionnaires, in-depth interviews, etc., to obtain more comprehensive and in-depth research results.

2.3 The future study should conduct a long-term study to assess the long-term effects of physical dance on student confidence. This will facilitate a more comprehensive understanding of the intervention's effects.

2.4 The future study should explore the impact of physical dance on students' overall mental health, including emotional health, social interaction, and quality of life.

2.5 The future study should expand the scope and object of research, pay attention to the level of educational psychology, conduct comparative research, and

strengthen popularization and publicity in order to promote the in-depth development of sports dance and self-image research.



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APPENDIXS



APPENDIX A

List of Experts

List of Experts

1. Assoc.Pro.Dr.Monthira Jarupeng Guidance and Educational Psychology Department,
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3. Dr.Sitthiporn Kramanont Behavior Science Research Institute,
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APPENDIX B

1. Result of Index of Objective Congruence (IOC) in Body Self -Image Questionnaire
– Short Form(David Rowe et al., 2014)
2. Result of Index of Objective Congruence (IOC) in Sport dance Program

Result of Index of Objective Congruence (IOC) in Body Self-Image Questionnaire –
Short Form(David Rowe et al., 2014)

STATEMENTS	Results of IOC
OAE : Overall Appearance Evaluation	
1.I think my body is unattractive.	1.00
2.I look good in clothes.	1.00
3.My body looks good.	1.00
HFI : Health Fitness Influence	
1.How well my body is functioning influences the way I feel about my body	1.00
2.I feel better about my body when I'm fitter.	1.00
3.The way I feel about my body improves when I exercise regularly.	1.00
II : Investment in Ideals	
1.Having a well-proportioned body is important to me.	1.00
2.Body size matters to me.	1.00
3.I care about how well-shaped my legs are.	1.00
HFE : Health-Fitness Evaluation	
1.My overall fitness level is high.	1.00
2.My body is healthy.	1.00
3.My body is in shape.	1.00
SD : Social Dependence	
1.I compare my body to people I'm close to (friends, relatives, etc.).	1.00
2.Being around good-looking people makes me feel bad about my body.	1.00
3.I'm more aware of my body when I'm in social situations.	1.00
HD : Height Dissatisfaction	
1.I've often wanted to be taller.	1.00
2.I wish I were a different height.	1.00
3.If I were a different height, I'd like my body better.	1.00
FE : Fatness Evaluation	

STATEMENTS	Results of IOC
1.I think my body looks fat in clothes.	1.00
2.My body is overweight.	1.00
3.I wish I were thinner.	1.00
NA : Negative Affect	
1.My naked body makes me feel sad.	1.00
2.I feel depressed about my body.	1.00
3.Most days I feel bad about my body.	1.00
AG : Attention to Grooming	
1.I pay careful attention to my face and hair, so that I will look good.	1.00
2.I'm usually well-dressed.	1.00
3.I spend time making my appearance more attractive.	1.00

Result of Index of Objective Congruence (IOC) in Body Self-Image Questionnaire is
1.00

Result of Index of Objective Congruence (IOC) in Sport dance Program

Lists	Results of IOC
Session 1	
1. Theme	1.00
2. Concept	1.00
3. Activities and Skills	1.00
4. Main Content	1.00
5. Process	1.00
6. Evaluation	1.00
Session 2	
1. Theme	1.00
2. Concept	1.00
3. Activities and Skills	1.00
4. Main Content	1.00
5. Process	1.00
6. Evaluation	1.00
Session 3	
1. Theme	1.00
2. Concept	1.00
3. Activities and Skills	1.00
4. Main Content	1.00
5. Process	1.00
6. Evaluation	1.00

Session 4	
1. Theme	0.67
2. Concept	0.67
3. Activities and Skills	0.67
4. Main Content	0.67
5. Process	0.67
6. Evaluation	0.67
Session 5	
1. Theme	0.67
2. Concept	0.67
3. Activities and Skills	0.67
4. Main Content	0.67
5. Process	0.67
6. Evaluation	0.67
Session 6	
1. Theme	1.00
2. Concept	1.00
3. Activities and Skills	1.00
4. Main Content	1.00
5. Process	1.00
6. Evaluation	1.00
Session 7	
1. Theme	1.00
2. Concept	1.00
3. Activities and Skills	1.00
4. Main Content	1.00
5. Process	1.00
6. Evaluation	1.00

Session 8	
1. Theme	1.00
2. Concept	1.00
3. Activities and Skills	1.00
4. Main Content	1.00
5. Process	1.00
6. Evaluation	1.00

Result of Index of Objective Congruence (IOC) in Sport dance Program is between 0.67-1.00





APPENDIX C

1. Body Self -Image Questionnaire – Short Form(David Rowe et al., 2014)

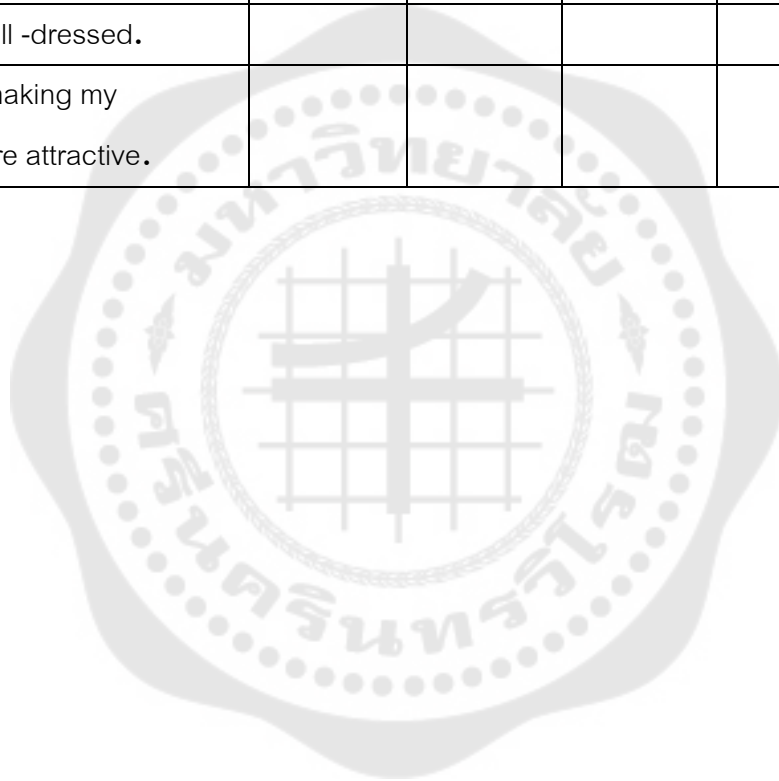
2. Sport dance Program

Body Self -Image Questionnaire – Short Form(David Rowe et al., 2014)

STATEMENTS	<u>Not at all</u> True of Myself (a)	<u>Slightly</u> True of Myself (b)	<u>About</u> <u>Halfway</u> True of Myself (c)	<u>Mostly</u> True of Myself (d)	<u>Completely</u> True of Myself (e)
OAE : Overall Appearance Evaluation					
1.I think my body is unattractive.					
2.I look good in clothes.					
3.My body looks good.					
HFI : Health Fitness Influence					
1.How well my body is functioning influences the way I feel about my body					
2.I feel better about my body when I 'm fitter .					
3.The way I feel about my body improves when I exercise regularly.					
II : Investment in Ideals					
1.Having a well -proportioned body is important to me.					
2.Body size matters to me.					
3.I care about how well -shaped my legs are.					
HFE : Health -Fitness Evaluation					
1.My overall fitness level is high.					
2.My body is healthy.					
3.My body is in shape.					

STATEMENTS	<u>Not at all</u> True of Myself (a)	<u>Slightly</u> True of Myself (b)	<u>About</u> <u>Halfway</u> True of Myself (c)	<u>Mostly</u> True of Myself (d)	<u>Completely</u> True of Myself (e)
SD : Social Dependence					
1.I compare my body to people I 'm close to (friends, relatives, etc .).					
2.Being around good -looking people makes me feel bad about my body.					
3.I 'm more aware of my body when I 'm in social situations.					
HD : Height Dissatisfaction					
1.I 've often wanted to be taller.					
2.I wish I were a different height.					
3.If I were a different height, I 'd like my body better.					
FE : Fatness Evaluation					
1.I think my body looks fat in clothes.					
2.My body is overweight.					
3.I wish I were thinner.					
NA : Negative Affect					
1.My naked body makes me feel sad.					
2.I feel depressed about my body.					
3.Most days I feel bad about my body.					

STATEMENTS	<u>Not at all</u> True of Myself (a)	<u>Slightly</u> True of Myself (b)	<u>About</u> <u>Halfway</u> True of Myself (c)	<u>Mostly</u> True of Myself (d)	<u>Completely</u> True of Myself (e)
AG : Attention to Grooming					
1.I pay careful attention to my face and hair, so that I will look good.					
2.I 'm usually well -dressed.					
3.I spend time making my appearance more attractive.					



sport dance program

Session 1

1. **Theme:** Basic hand position of sport dance and Latin dance
2. **Concept:** The extension of the hand makes the language more rich. The Latin dance of the arm is very graceful
3. **Activities and skills :** Sport dance use acting methods to inspire students to understand interpersonal communication and self-situation, role playing usually play different roles in daily life
4. **Main content:** Through the basic hand teaching of sport dance and Latin dance, let the students know the body comfortable and relaxed learning, relax the spirit and abandon the trouble can indulge in the world you think of you. The most important reason is its strong Latin style. Dance is a dynamic art of the body. Most people who learn Latin dance are outgoing and cheerful, and they show their beauty.

5. Process

Teaching content: Learn the basic position of basic Latin dance

Teaching goal: dance is the premise of training the understanding of music, sport dance teaching the first solve the problem of students' music, the second is the team consultation in role, the purpose of the class is organic to combine both, through Latin dance basic hand combination practice, feel the relationship of sport dance team consulting.

Class routine:

1. Team up together
2. Report the teacher.
3. Say hello to teachers and students.

4. Teacher attendance.
5. Announce the content and task of this class
6. Preparation: warm-up: 1, head and neck exercise 2, shoulder and chest exercise 3, waist exercise 4, leg pressing exercise 5, kick exercise

Teaching part: learn the basic hand position

arm position

- 1, mountain arms flat raised in the side, height and shoulder flat, open and chest flat, forearm slightly forward flexion, arm into an arc, palm to the side, fingertips slightly up.
- 2, the arm into an arc, on the front of the forehead, the palm forward and above, the index finger to the brow.
- 3, press the palm arm into an arc, palm down, press on the chest, in the stomach, a palm apart.
- 4, the front arm in the arc beside slightly forward, arm drooping, clenched fist, wrist buckle, tiger mouth to the hipbone, from the crotch.

Conclusion :

1.The whole team, summary after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together

“Through the sport dance can effectively overcome the timidity, fear to cultivate self-confidence, self-improvement, perseverance and determination. Relax the spirit, in the face of great pressure in work and life, people's spirit is often in a tense, depressed state, in the melodious, passionate dance a few dances, enjoy the freedom of happiness to make the psychological adjustment. Then, the whole team, summary

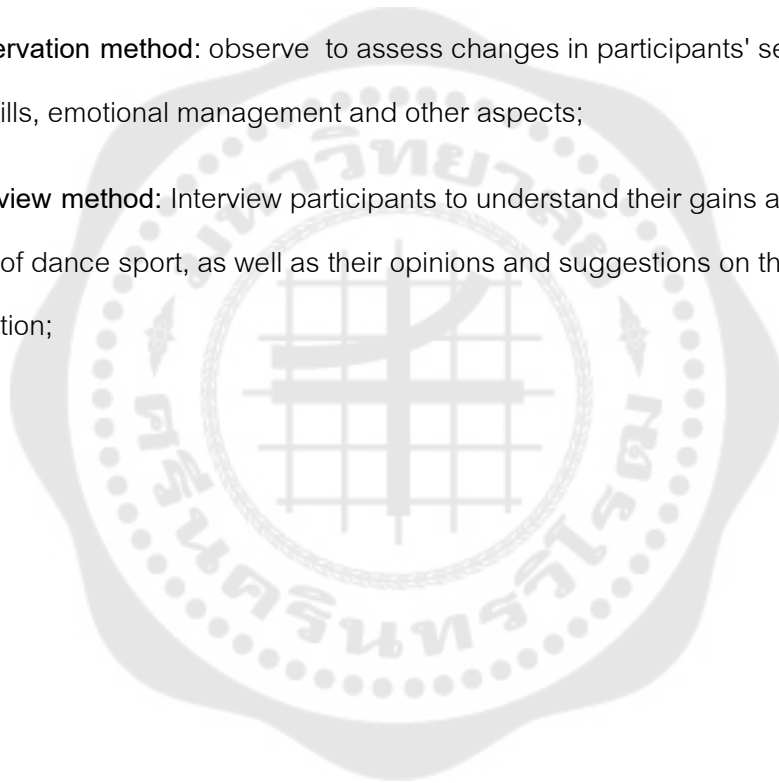
after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together”

2. relax the joints and muscles of all parts of the body and announce the homework.good-bye

6. Evaluation method

6.1 **Observation method:** observe to assess changes in participants' self-awareness, social skills, emotional management and other aspects;

6.2 **Interview method:** Interview participants to understand their gains and growth in the process of dance sport, as well as their opinions and suggestions on the activity organization;



Session 2

1. **Theme:** Basic foot position of sport dance and Latin dance
2. **Concept:** Each step is the position of the field, the body or the other foot
3. **Activities and skills:** Sport dance and group coaching skills, Method of group discussion (example: brainstorming method)
4. **Main content:** Through the basic foot teaching of sport dance and Latin dance, let the students know the body comfortable and relaxed learning, relax the spirit and abandon the trouble can indulge in the world you think of you. The most important reason is its strong Latin style. Dance is a dynamic art of the body. Most people who learn Latin dance are outgoing and cheerful, and they show their beauty.

5. Process

Teaching content: Learn the basic foot position of basic Latin dance

Teaching goal: dance is the premise of training the understanding of music, sport dance teaching its first solve the problem of students' music, the second is the team consultation in role, the purpose of the class is organic to combine both, through Latin dance basic foot combination of practice, feel the team consulting sport dance.

Class routine:

1. Team up together
2. Report the teacher.
3. Say hello to teachers and students.
4. Teacher attendance.
5. Announce the content and task of this class
6. Preparation: warm-up: 1, head and neck exercise 2, shoulder and chest exercise 3, waist exercise 4, leg pressing exercise 5, kick exercise

Teaching part: learn the basic foot position

A foot is to the right leg as the center of gravity, (center of gravity foot) left leg forward straight, (power foot) with the little toe point on the ground, stretch the ankle, stretch straight knee.

Two feet are the same with the right leg as the center of gravity, the left leg presses the floor with the big toe, slide to the left, straight on the left side, parallel with the right leg, with the big toe point, waist hip drive the heel external rotation, stretch the ankle, knee.

The three feet are to continue to move the left foot backward, in the rear of the right foot straight, the big toe point. The focus is still to drive the thigh to rotate outside, turn the heel to the right, which is very important, turning the left heel is to open the left waist hip. It is difficult for the children to complete without strict training.

Conclusion :

1.The whole team, summary after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together

“The deeper meaning of the footwork is: the problem of the distribution of the center of gravity, namely the problem of balance. But the pace is chaotic, the rhythm is not right, there is no direction, always give the bystander a sense of upset.”

2. relax the joints and muscles of all parts of the body and announce the homework.good-bye

6. Evaluation method

6.1 Observation method: Professional observers can observe the participants during the process of sport dance and group tutoring, and record their performance and behavior changes in the process of participating in the activities. Through the analysis of these behavioral data, we can better understand the growth and harvest of the members;

6.2 Self-evaluation method: participants can regularly self-evaluate their performance in the process of sport dance, such as recording their progress and deficiencies in the process of participating in activities, as well as their satisfaction and expectations for activities.



Session 3

1. **Theme:** The basic posture of sport dance and Latin dance
2. **Concept:** Reflect the posture and temperament of Latin dance, and change the overall state of students
3. **Activities and skills:** Sport dance and group coaching skills

Application team consulting skills to change students at the beginning of the class, easy to fall into the number of dancing skills to measure the number of flower steps ", blindly pursue the number of flower steps, that" the more the better ". Such a "fancy work" in the real competition is bound to withstand the test of the referee and the audience. If students can lay a solid basic skills, and then selectively learn some flower steps according to their own characteristics, can achieve "icing on the cake".

4. Main content:

Skeleton type

Its fundamental feature is that the local connection of the main body and the branch, and the connection between the main body and the branch through the joint tissue, forming a new spatial structure. Some joint tissue is fixed motionless, some so can move according to the necessary law and produce different spatial structure relations. Such as plants, animals, bicycles, and so on belong to this kind of structure, mainly showing loose, movement, worry, weak and other feelings. The body structure of this kind of object is not intuitive, it must be imagined through the overall inspection, and the expression of its volume, space and sense of quantity must also be strong induction and generalization. Skeleton structures contain components of modular structures, such as subjects and branches

5. Process

Teaching content: Learn the basic posture of basic Latin dance

Teaching goal: dance is the premise of training the understanding of music, sport dance teaching its first solve the problem of students' music, the second is the team consultation in which a role, the purpose of the class is organic to combine both, through Latin dance basic body combination practice, feel the team consultation.

Class routine:

1. Team up together
 2. Report the teacher.
 3. Say hello to teachers and students.
 4. Teacher attendance.
 5. Announce the content and task of this class
 6. Preparation: warm-up: 1, head and neck exercise 2, shoulder and chest exercise 3, waist exercise 4, leg pressing exercise 5, kick exercise
- Review the basic foot positions of the Latin dance taught in the three classes

Teaching part: Learn the basic posture of Latin dance

First, keep the upper body upright, the head, neck and tail vertebrae must be on a vertical line. The dancer's eyes flat, his forehead slightly backward, and his head and neck straight in a straight line. When practicing, looking up is wrong. Secondly, the tail vertebrae should be vertically downward, the movement abdomen inward contraction, the effect is a lot of wrinkles on the stomach. If it is a straight up and butt, the tail vertebrae is tilted 45 degrees back and the abdomen is tightened. This is the natural posture in life, not the correct posture that Latin dance needs.

Second, the knee should keep the straight at any time, the knee does not have the feeling of bending. And the knee should not be concave back like the pressure leg, but to pull up. This practice trains a long, beautiful leg over time

Third, note the application of the ankle. Usually do not pay attention to the ankle, will lead you to appear in the process of learning to dance hoe foot. Dancing in this way, the feet and legs will be separated and can not be connected into a line, which very affects the overall line and is not beautiful.

Conclusion :

1. the whole team, summary after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together

“Through the basic posture teaching of sport dance Latin dance, let the students should pay attention to the beauty of posture in learning Latin dance. Stretch tall and straight, elegant and generous posture makes the dancer spirit doubled, pleasing to the eye. Therefore, when dancing, always keep the head, chest out, abdomen, waist, shoulder flat, knee relaxation, thighs and buttocks clamp up posture. Increase students' self-confidence.”

2. relax the joints and muscles of all parts of the body and announce the homework.good-bye

6. Evaluation method

6.1 Results display method: Participants can be organized to show their results after the sport dance, such as sharing the skills, knowledge and experience they have learned in the process of participation. Through this form, participants can better understand their own progress and growth, enhance self-confidence.

6.2 Team work method: the effectiveness can be evaluated by organizing some teamwork activities. The difficulty and challenges of these activities can be adjusted to the level of the participants to better reflect their growth during the process.

Session 4

1. **Theme:** Sport dance, Latin dance, basic standing posture
2. **Concept:** The body forms a long straight line from the upper body to the right toe, which can show a very beautiful shape and body shape in the dance.
3. **Activities and skills:** Sport dance and group coaching skills
4. **Main Content :** Sometimes the subject will be vague, at this time, we should pay attention to: the subject is vague place is often the place where he wants to escape. At this time, we should guide the students to say the specific experience, specific performance, specific have those feelings. When asking the other party to be specific, you should be careful not to use the right "or" not " closed statement. Of course, there are also some situations, the other side is not want to talk about a problem, we have to give appropriate care, when the time is ripe

5. Process

Teaching content: learning, Latin dance basic standing posture

Teaching goal: dance is the premise of training the understanding of music, sport dance teaching its first solve the problem of students' music, the second is the team consultation in which, the purpose of the class is organic to combine both, through Latin dance basic posture combination practice, feel the relationship of sport dance team consulting.

Class routine:

1. Team up together
2. Report the teacher.
3. Say hello to teachers and students.
4. Teacher attendance.
5. Announce the content and task of this class

6. Preparation: warm-up: 1, head and neck exercise 2, shoulder and chest exercise 3, waist exercise 4, leg pressing exercise 5, kick exercise
Review what was taught in the last lesson

Teaching part: Learn the basic standing posture of Latin dance

1, hands crossed, palms up, feet open, heel to the inside toe out, upward thrust. Keep the floor forward, slowly, hand first, thrust up, left back to the middle, right back to the middle

2, hand open, close feet, palm opposite, hands crossed, lift up, foot thrust up

Conclusion :

1. the whole team, summary after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together
2. relax the joints and muscles of all parts of the body and announce the homework.good-bye

6. Evaluation method

6.1 Results display method: Participants can be organized to show their results after the sport dance and group consultation, such as sharing the skills, knowledge and experience they have learned in the process of participation. Through this form, participants can better understand their own progress and growth, enhance self-confidence;

6.2 Team work method: the effectiveness can be evaluated by organizing some teamwork activities. The difficulty and challenges of these activities can be adjusted to the level of the participants to better reflect their growth during the process.

Session 5

1. **Theme:** the basic posture of sport dance and modern dance
2. **Concept:** All the basic postures and movements of the dancer during the waltz
3. **Activities and skills:** Sport dance and group coaching skills

The teaching of sport dance needs to pay attention to the psychological well-being of students to promote the teaching effect. First of all, teachers should grasp the scientific nature of sport dance teaching and try to avoid students feel anxiety and pressure. Secondly, in the selection of songs and dances, we should achieve the ability to adapt to the students. besides. Teachers should also pay attention to factors to encourage students to break their own restrictions and expand their development skills. Finally, teachers should communicate with students more to further stimulate students' interest and establish students' enthusiasm for sport dance. Sport dance also has the function of artistic expression, which not only helps to explore children's ability to show themselves, but also helps to improve children's social skills.

4. **Main content:** take sport dance as a warm-up, let everyone know each other in dancing happily finish self-introduction. In the process of sport dance, the movements are beautiful, stretch, and the cheerful music accompaniment. At the same time, the exercise will enjoy beauty, which is conducive to adjusting the body and mind, so that the practitioner can relax the body and mind. Comfortable and relaxed social interaction is one of the four major personal needs. Dancing makes you better at interpersonal relationships, improve interpersonal skills, public relations and social skills.

5. Process

Teaching content: to learn the basic physical posture

Teaching goal: dance is the premise of training practitioners of music understanding ability, sport dance teaching its first solve the problem of students' music, the second is the team consultation in which, the purpose of the class is organic to combine both, through the basic pace of waltz and combination of practice, feel the team consulting sport dance relationship.

Class routine:

1. Team up together
2. Report the teacher.
3. Say hello to teachers and students.
4. Teacher attendance.
5. Announce the content and task of this class
6. Preparation: warm-up: 1, head and neck exercise 2, shoulder and chest exercise 3, waist exercise 4, leg pressing exercise 5, kick exercise

Review part: Waltz left foot exchange step, summarize what you learned in the last lesson **Teaching part:** learn the basic physical posture

1. The essentials of the body posture: legs together, knee clamped, arms inside, the waist, shoulder and chest naturally extended open, the chin slightly up, two eyes straight ahead.

2. Waltz center of gravity lifting technology preparation posture: stand naturally with heels together

Action essentials: heel together to stand naturally, do the ankle knee joint to control the rhythm of the movement, hands back behind the body, maintain the upper body

Conclusion :

1. The whole team, summary after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together

“Through the sport dance team consultation can effectively overcome the timidity, fear to cultivate confidence, self-improvement, perseverance and determination. Relax the spirit, in the face of great pressure in work and life, people's spirit is often in a tense, depressed state, in the melodious, passionate dance a few dances, enjoy the freedom and happiness of the psychological adjustment.”

2. relax the joints and muscles of all parts of the body and announce the homework.good-bye

6. Evaluation method

1. **Interview method:** One-to-one or group-type in-depth interviews with group consultation participants to understand their gains and growth in the process of dance sport and group consultation, as well as their opinions and suggestions on the activity organization;

2. **Team work method:** the effectiveness can be evaluated by organizing some teamwork activities. The difficulty and challenges of these activities can be adjusted to the level of the participants to better reflect their growth during the process.

Session 6

1. **Theme:** Basic pace of modern sport dance
2. **Concept:** Focus and acceptance
3. **Activities and skills:**... Sport dance and group coaching skills

In the process of team consultation, I pay attention to the movements and expressions of each person, and I can face the students in parallel and integrate into them. In the consultation process, I can keep the visual contact with the students, lean forward slightly, and convey the care of the consultant to everyone with my body language. With a light smile on his face, he should pay attention to the tone and tone, so that the participants can feel the respect and acceptance of the consultant in the activities.

4. Main Content:

Learn the basic steps of Waltz 1 Waltz slide forward: support the center of gravity with one leg, the other and explain the movement with the side foot and back foot.1-2-3 (and) action tips: support the center of gravity with the right foot, the front foot of the left foot near the right foot, the left foot forward, from the front foot to the heel, and finally transition to the full foot landing do not sit on the buttocks, keep the upper body upright center of gravity on the left foot, the left foot drive the right foot slowly retracted, put it next to the left foot...2 Waltz slide back into the preparation position:

use one leg to support the center of gravity, the other toe on the side, keep the body upright. The movement points are the same as for sliding forward, but in a different direction

5. Process

Teaching content: learn the basic pace of basic modern dance

Teaching goal: dance is the premise of training the understanding of music, sport dance teaching the first solve the problem of students' music, the second is the team consultation in which a role, the purpose of the class is organic to combine both, through modern dance basic pace of practice, feel the sport dance team consulting.

Class routine:

1. Team up together
 2. Report the teacher.
 3. Say hello to teachers and students.
 4. Teacher attendance.
 5. Announce the content and task of this class
 6. Preparation: warm-up: 1, head and neck exercise 2, shoulder and chest exercise 3, waist exercise 4, leg pressing exercise 5, kick exercise
- Review the basic foot positions of the Latin dance taught in the three classes

Teaching part: Learn the basic pace of modern dance

1, Waltz forward slide preparation posture: one leg support the center of gravity, the other foot tiptoe in the ground, hands back behind. Password: 12-3 (and) Action essentials: the right foot supports the center of gravity, the front foot of the left foot beside the right foot, the left foot forward step, from the foot of the front foot to the heel to the last of the full foot of the ground, the center of gravity on the left foot, the left foot drives the right foot to slowly back and beside the right foot.

Conclusion :

1. The whole team, summary after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together

“When we watch, from the atmosphere to the body, the feeling is completely different, compared to the enthusiasm of Latin dance, modern dance, the same warm and romantic dance, men in tuxedo, white collar, women with elegant, gorgeous dress, two people with music sometimes passionate, sometimes sexy, delicate action, dance floor, as if telling a desirable love story. And the gentlemanly demeanor of the male dancer, let a person like the spring breeze, the female dancer's luxurious, beautiful, elegant, boudoir of the beauty, itself is also a beautiful beautiful scenery.”

2. relax the joints and muscles of all parts of the body and announce the homework.
good-bye

6. Evaluation method

1. **Results display method:** Participants can be organized to show their results after the sport dance, such as sharing the skills, knowledge and experience they have learned in the process of participation. Through this form, participants can better understand their own progress and growth, enhance self-confidence.

2. **Self-evaluation method:** participants can regularly self-evaluate their performance in the process of sport dance such as recording their progress and deficiencies in the process of participating in activities, as well as their satisfaction and expectations for activities.

Session 7

1. **Theme:** Sport dance modern dance waltz left foot exchange step
2. **Concept:** the main leg to break the ankle, twist the hip, drive the center of gravity, move the leg to give the ground the corresponding pressure, balance the body
3. **Activities and skills:** Sport dance and group coaching skills

Through interpersonal interaction within the group, individuals are encouraged to understand and accept themselves through observation, learn and experience, adjust and improve the relationship with others, and learn new attitudes and behaviors, so as to develop a good adaptive process of helping others.

4. Main Content:

The man's left hand should light hold the woman's right hand, the right hand light on the left side of the woman's waist, can not exceed the middle. The woman's left hand should be lightly placed on the man's right shoulder, the right hand gently placed on the man's left hand palm. The face of both sides should not be raised, should not put the head on the other's shoulder body should not be too tight. Both sides should be natural and relaxed when dancing, and achieve the harmony and unity of dance beauty and music beauty through the coordination of perfection and perfection.

5. Process

Teaching content: learn the basic modern dance waltz left foot exchange step

Teaching goal: dance is the premise of cultivating practitioners 'understanding of music, sport dance teaching the first solve the problem of students' music, the second is the team consultation in role, the purpose of the class is organic to combine both, through

modern dance waltz backward dance combination practice, feel the team consulting sport dance relationship.

Class routine:

1. Team up together
 2. Report the teacher.
 3. Say hello to teachers and students.
 4. Teacher attendance.
 5. Announce the content and task of this class
 6. Preparation: warm-up: 1, head and neck exercise 2, shoulder and chest exercise 3, waist exercise 4, leg pressing exercise 5, kick exercise
- Review what was taught in the last lesson

Teaching part: Learn the modern dance waltz left foot exchange step

Learn the waltz left foot exchange step

Learn the waltz left foot exchange step

Action essentials: male: left foot forward (fall) - -right foot transverse side (slow rise) - - - -
- -left foot and right foot (rise)

Back- - - - -right foot and left foot

Female: right foot back- - - - -left foot to the side single slightly

Key points:

- (1) do first step backward, ask backward leg hair
- (2) Practice walking and get power in the soles of your feet
- (3) Requirements the required to reduce the action
- 4) In the three steps, the center of gravity should keep up quickly.

Conclusion :

1. The whole team, summary after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together

“The reason why modern dance is more attractive than other recreational activities is that it has a wide range of social functions. It is not only a mass cultural entertainment activity, but also a beneficial way of social communication. At the same time, modern dance can also cultivate people's ability and cultivation in all aspects, such as: grace, etiquette, language and wisdom. In particular, people can learn how to respect and trust each other in the contact with the opposite sex, to be generous and polite, and enhance the cultivation of people's cultural accomplishment.”

2. relax the joints and muscles of all parts of the body, and announce the homework after class.good-bye

6. Evaluation method

6.1 Questionnaire survey method: a questionnaire can be designed for the participants of the group consultation to collect information about their feelings and changes before and after participating in the group consultation. For example, questions can be designed to assess changes in participants' self-awareness, social skills, emotional management and other aspects;

6.2 Achievement display method: Participants can be organized to show their results after sport dance, such as sharing the skills, knowledge and experience they have learned in the process of participation. Through this form, participants can better understand their own progress and growth, enhance self-confidence.

Session 8

1. **Theme:** Sport dance modern dance hand position
2. **Concept:** clearly understand the basic hand position of modern dance
3. **Activities and skills:** Sport dance and group coaching skills

In the process of activities, they can stand in the other party's point of view and let the other party can realize the consultant question, respond, is to be able to feel their own pain is to understand their own, bitter or happy. The premise of empathy is to focus on listening to understand the explicit or implicit expression of learning the spleen.

4. **Main Content :** After experiencing the long history, sport dance gradually developed and gradually became an indispensable "body language" in human movement.

Understanding dance can be divided into different dance, dance content, forms of two categories: artistic dance and sport dance.

5.Process

Teaching content: learn basic modern dance position

Teaching goal: dance is the premise of training the understanding of music, sport dance teaching its first solve the problem of students' music, the second is the team consultation in its role, the purpose of the class is the organic combination of both, through the modern dance hand step combination practice, feel the team consulting sport dance.

Class routine:

1. Team up together
2. Report the teacher.
3. Say hello to teachers and students.
4. Teacher attendance.

5. Announce the content and task of this class
 6. Preparation: warm-up: 1, head and neck exercise 2, shoulder and chest exercise 3, waist exercise 4, leg pressing exercise 5, kick exercise
- Review what was taught in the last lesson

Teaching part: Learn modern dance position

Male companion ° feet together, all feet on the ground, knees relax, to feel very high, try to pull the body to the limit. Also feel their body is very wide arms flat lift, hands elbow tip and heart become a straight line to the oblique left forearm upper lift and left upper arm into slightly greater than 90° right forearm to the oblique front lower flat extension.

Female companion should pull up the body high likewise, when the hands tip becomes a straight line, gently on the arm of male companion, female companion should feel the body into two arc, one is the arc that looks back from the chest waist to the head, another is the arc that leans left to the head. Four contact points:

1, the male companion left hand light grip of the right hand of the female companion. The left thumb and middle finger of the male partner slightly hard, the female partner with the middle finger slightly hard.

2. The vertical center line of the body of both men and women overlaps with the waist part of the vertical middle line between the right line of the body

4. The left hand of the female partner is open and placed on the lower part of the deltoid muscle of the right upper arm of the male partner. The thumb on the inside other four fingers on the outside, the wrist and forearm flat. Do not protrude.

Conclusion :

1. The whole team collection, the summary after class, the teacher comments on this class, the teachers and students discuss the problems encountered in learning together

“Sport dance is a perfect combination of sports and art, the number of people involved in the sport dance, and is listed as the Olympic performance project, it close to life, according to the physiological characteristics, under the music rhythm, through the human body joints rhythmic changes, express their emotions and show their skills, to achieve the purpose of joy, enhance physical fitness.”

2. relax the joints and muscles of all parts of the body, and announce the homework after class. good-bye

6. Evaluation method

6.1 Questionnaire survey method: a questionnaire can be designed for the participants of the group consultation to collect information about their feelings and changes before and after participating in the group consultation. For example, questions can be designed to assess changes in participants' self-awareness, social skills, emotional management and other aspects;

6.2 Self-evaluation method: participants can regularly self-evaluate their performance in the process of sport dance, such as recording their progress and deficiencies in the process of participating in activities, as well as their satisfaction and expectations for activities.

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