**Evidence-based BIODANZA in institutions to increase wellbeing and to reduce the stress in children**

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The body is the greatest thinking organ for children. It means that a child feels this world, because than younger a child is than less the cortex is developed. So the basic of the childs wellbeing is first of all linked to the possibility to play (Krenz, 2006), to express the instincts, needs and feelings and to feel connected with others (Stueck, 2010). This wellbeing in children needs first of all support and stimulation of the adults and teachers. (1) When adults are not present, than children cant experience the environment fully with their body and they can not develope a self concioussness, describes the biologist Humberto Maturana. (2) Second needs the child a relaxed healthy environment and (3) third empathic links to the teachers and adults. This 3 steps presence, relaxation and empathy Stueck defines in the Masterplan Healthy education as the basics in human relations. In this context empathy is the basic of wellbeing as a biologically, affective, cognitive and behavioural connection between child and teacher or parents. It needs trust, autonomy, interest in others, giving up controlling ambitions. Stueck and Villegas where developing evidence based Biodanza programmes for teachers to increase empathy and wellbeing with themself and with others and especially with nature. Also a systemic stress reductive interventive approach was testet in german schools (Stueck, 2007). This theory shows, that to increase wellbeing in children means first of all to work with adults in a systemic approach and first of all in a nonverbal way to express their own identity. One of the methods to reach this aim is BIODANZA.

Biodanza for children was adapted from the Rolando Toro System by Cecilia Luzzi in Chile in the 1980s. Dance experiences for children are based on dances along the lines of vitality, affectivity, creativity and transcendence. In 2010 Marcus Stueck and Alejandra Villegas (Stueck, Villegas, 2013) undertook in a project of the ministry of Health and Education of Germany the first research worldwide on Biodanza with children. They prepared this method for the work in institutions by developing an evidence-based Biodanza programme (TANZPRO-Biodanza for children / the dance of Life / way from head to Body) as the  nonverbal part of the School of Empathy (SOE; Stueck, 2013). The verbal part of the School of Empathy is the Evidence-based Programme “Respectful Communication®“ (Language of Life / way from the body to head) based on Marshal Rosenberg‘s Nonviolent communication (Mueller, Poerschmann, 2010; Schoppe, Stück, 2012). The verbal and nonverbal part of the development of empathy under the use of Biodanza are well integrated and with this concept Biodanza was brought to many Educational Fields in Indonesia, Latvia Germany. This Evidence-based programme TANZPRO-Biodanza for children exists in a kindergarten version (10 sessions ages 4-6) and a school version (10 sessions ages 7-12) and was investigated at the University of Leipzig. Each session is accompanied by music and supported using activating exercises with faster music to promote not only the vitality but also the creativity of children. Then quieter exercises together with slower music are used to promote relaxation and encounters with appropriate (partner) exercises. These can improve the perception and acceptance of emotions as well as emotional regulation and empathy with others. Thus findings were made in the studies as well as a series of biochemical, physiological and immunological parameters which were investigated. Especially, the reduced testosterone levels in the saliva of children after these meetings show positive effects of the method on the immune system towards the development of more sensitivity (Stueck, Villegas, 2012). Also the reduction of cortisol and the specific effects of TANZPRO-Biodanza on heart rate and blood pressure show the improvement of physical autoregulatory processes. The results confirmed that cognitive performance in children (concentration and emotion recognition) can be developed by dancing and the effects are on average greater when participants have lower cortisol levels in their saliva after the TANZPRO-Biodanza sessions than with higher levels of cortisol. The measured cortisol reduction  suggests that TANZPRO-Biodanza (with its stress-reducing, pro-social nature) has the capability of promoting the development of emotion recognition abilities, thus enhancing the social skills of young children (Stueck, Villegas, 2013). This research under the use of the evidence-based Biodanza-Training TANZPRO-Biodanza will be repeated in Latvia mainly with the aim of reducing chronic stress and hypersensitivity in young children as the basis of nonviolent behaviour in schools and kindergardens (Balzer, Stueck, 2013). Embedded should be the work with children in a masterplan Healthy Education or similar meta plans where teachers and the conditions are involved (Stueck, 2009, 2013) by using 7 steps: presence, relaxation, empathy, supervision, educational abilities and frame conditions. This is also undertaken using wide research with teachers under the use of Biodanza (Stueck, 2007, Stueck, Villegas, 2008).

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