



**Arts4All Florida presents  
“A New Definition of Dance” featuring ILL-ABILITIES™**



ILL-ABILITIES™ is an International Breakdance Crew comprised of eight dancers (bboy/breakers) from around the world: Redouan “Redo” Ait Chitt (The Netherlands), Sergio “Checho” Carvajal (Chile), Jung Soo “Krops” Lee (South Korea), Samuel Henrique “Samuka” da Silveira Lima (Brazil), Tommy “Guns” Ly (U.S.A), Jacob “Kujo” Lyons (U.S.A), Lucas “Perninha” Machado (Brazil), and Luca “Lazylegz” Patuelli (Canada). Created in the summer of 2007 by Montreal-based dancer/motivational speaker Luca “Lazylegz” Patuelli, ILL-ABILITIES™ is an all-star team of differently-abled dancers whose goal was to compete in the breakdance competition circuit, showing the world that anything is possible. In 2013, ILL-ABILITIES™ was nominated for an Olivier Award for “Outstanding Achievement in Dance”.

Once they started performing together, the dancers of ILL-ABILITIES™ quickly realized their potential to inspire audience members with their positive attitudes and unique dance moves so they expanded their goal. Today, ILL-ABILITIES™ spreads positive thinking by sharing their stories with motivational entertainment programs and theatrical dance performances worldwide. Their mission is to redefine society’s view of disability by empowering individuals to live life with limitless possibilities through positive interaction within communities worldwide.

**Definition:**

ILL-A•bil•i•ty [‘il-ə-’bi-lə-tē] – noun, plural ILL-A•bil•i•ties

- an adaptation of power, strength, and creativity.
- believing in yourself to accomplish anything you set your mind to.
- creating advantages from disadvantages.
- exploiting your capabilities to live life to the fullest potential.

## **What to Expect**

ILL-ABILITIES™ will present a new, full-length show “Dis-Connect”, which incorporates an international dance crew comprised of B-boys (breakdancers) that have adapted and accepted their “differences” to become some of the best performers in the world, pursuing their passion: Dance! In this new production, ILL-ABILITIES™ explores the premise of connection. What does it really mean? In a world in which we all appear connected, we are constantly searching for what we really are connected to. At times, we may also feel disconnected with the universe; asking ourselves “where do we belong?” In this show you will discover how these individuals bridge the gap and find their true link among the confusion. This show will be approximately one-hour long and will feature six of the eight ILL-ABILITIES™ crew dancers: Redouan "Redo" Ait Chitt, Jung Soo “Krops” Lee, Samuel "Samuka" Lima, Jacob "Kujo" Lyons, David Sergio "Checho" Miranda Carvajal, and Luca "Lazylegz" Patuelli



## **Preparing for the Performance and Pre-Performance Activities**

The dancers performing in “Dis-Connect” come from around the world and bring both their culture and their disability to the performance. For students to get the most out of the performance, please complete some of the following pre-performance activities.

### **Activity 1:**

Discuss with students what a disability is and have them give examples. Ask students to think about what they do on a daily basis and how those activities might be done differently with a disability.

LAFS.3.SL.1.1, LAFS.4.SL.1.1, LAFS.5.SL.1.1, LAFS.6.SL.1.1, LAFS.7.SL.1.1, LAFS.8.SL.1.1

### **Activity 2:**

Have the students read the artist bios and then locate the home countries for each artist on a map. Determine how far these countries are from Florida. Separate the class into six groups and assign each a country. Have the groups research the countries and come up with 10 interesting facts about the country. Have each group present to the class.

SS.3.G.1.1, SS.3.G.2.6, SS.6.G.1.5, LAFS.3.W.3.7, LAFS.3.SL.2.4, LAFS.4.W.3.7, LAFS.4.SL.2.4, LAFS.5.RI.3.7, LAFS.5.RI.3.9, LAFS.5.W.3.7, LAFS.5.SL.2.4, LAFS.6.RI.3.7, LAFS.6.SL.2.4, LAFS.6.W.3.7, LAFS.7.SL.2.4, LAFS.7.W.3.7, LAFS.8.SL.2.4, LAFS.8.W.3.7

**Activity 3:**

Have the students research breakdancing and create a checklist of moves they might see in the performance. Including pictures or descriptions of the moves on the checklist might help students remember the moves better. Have students bring this checklist with them to the performance.

LAFS.3.W.3.7, LAFS.4.W.3.7, LAFS.5.RI.3.7, LAFS.5.W.3.7, LAFS.6.W.3.7, LAFS.7.W.3.7, LAFS.8.W.3.7

**Activity 4:**

Students will have a brief question and answer session with the performers following the performance. Have the students write down 1-2 questions they would like to ask the performer.

## Theater Etiquette

The quality of the performance is dependent on your students being prepared to exhibit appropriate behavior. Please read and discuss the following behavioral guidelines with your students AND CHAPERONES prior to the performance. Distributing adult supervision amongst the seated students will help ensure appropriate behavior. Teacher and chaperone behavior is critical as well, so please remember to silence your cell phones and refrain from using your phones for texting or anything else during the performance.

### Your Role as an Audience Member

The audience is an important part of any performance. Your behavior as an audience member will affect the performance you see. Performers are people too and will be working really hard to perform for you. Their performance and everyone's experience of it will be even better if you follow the following instructions:

- Enter the performance space quietly and take your seat as directed.
- Remember that seeing a live show is not like watching TV or a movie. The performers are in the same room with you and can see and hear you. **Please don't talk during the performance.** The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience and is rude and disrespectful.
- Please stay in your seats during the performance. Please show respect for the performers and your fellow audience members by sitting up in your seats and keeping your feet on the floor.
- You can clap at the end of the performance or after a song.
- Using your cell phone, taking pictures or recording is not allowed during the performance.
- Please remain seated at the end of the performance.

### Standards for Theatre Etiquette

TH.3.S.1.1, TH.4.S.1.1, TH.5.S.1.1, TH.6.S.1.1

## **ILL-ABILITIES™ Crew Member Bios**

### **Redouan "Redo" Ait Chitt** (Netherlands)



Redouan "Redo" Ait Chitt was born and raised in The Netherlands. Without any medical explanation, Redo was born with several physical malformations. He has a shorter right arm, which lacks an elbow joint, and has a total of five fingers— two on the right hand and three on the left. He is also missing his right hip, has a shorter right leg, and walks with the aid of a prosthetic. At age 14, Redo spotted a group of people breakdancing at his high school. It was love at first sight. In the beginning, it was difficult for him to learn the basics, because he wasn't able to manage all the

steps. But through determination and creativity, Redo made a style of his own, described as smooth, dynamic, and energetic with moves that look like they are just slithering across the floor. Redo has competed in England, Finland, France, Spain, Slovenia, Switzerland, South Korea, Canada, and the United States. He currently runs his own dance school "ROOTS" in Gorinchem, The Netherlands, performs in various theatre shows, and competes in events all across the world.

### **Jung Soo "Krops" Lee** (South Korea)

Jung Soo "Krops" Lee is from South Korea. Krops was rushed to the hospital because he landed on his neck during a routine practice in 2013. The doctors said he would never be able to walk again, let alone stand, as he was paralyzed from the neck down. Little by little, Krops was able to move parts of his body, with his wrists taking the longest to recover. He had to relearn everything he knew before, from walking to riding a bike to dancing. Krops started to DJ and but he is only able to do 10% of what he used to. He's still working his hardest to get back to 100%. His optimism and perseverance are truly inspiring. Krops shows us that our bodies can do the impossible if we believe!



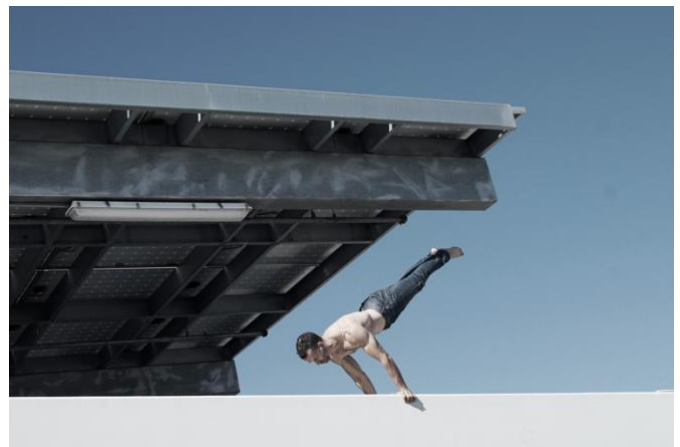
### **Samuel "Samuka" Lima** (Brazil)



Samuel "Samuka" Lima, a young up and coming dancer, is from Brasilia, Brazil. Diagnosed with cancer in his right leg, Samuka had a full leg amputation just below his hip. Just after the surgery, Samuka was quickly introduced to Breakin' and hiphop. He has not stopped since. His dance style is energetic, dynamic, and strong.

### **Jacob "Kujo" Lyons** (USA)

Jacob "Kujo" Lyons was born and raised in Los Angeles, California. He was born with 100% sensor neural deafness in his right ear, and suffered several instances of conductive hearing loss in his left ear. This mixed hearing loss left him largely unable to communicate verbally, and he endured major speech impediments, including an awful stutter, throughout most of his childhood. He started dancing at 15 and had difficulty hearing the music. This forced him to compensate by focusing more on strength and power moves as opposed to the musicality of toprock and footwork. Kujo instantly became recognizable due to his wild personality and his incredibly dangerous and difficult moves. He and his crew "Soul Control" quickly became famous as power move innovators. Kujo has been dancing for over 20 years, performing, competing and judging competitions as well as teaching in over forty countries. He is the founder and artistic director of the award-winning Lux Aeterna Dance Company, which fuses Breaking, Circus Arts, Ballet, Modern Dance, and Body-to-Body partnering, to create original dances. He is also an award-winning choreographer and a freelance circus acrobat/aerialist, has consulted for Cirque du Soleil on multiple occasions, appeared in "Step Up 2: The Streets", Run DMC's music video, "It's Like That" and the feature film "Battle of the Year".



### **David Sergio "Checho" Miranda Carvajal** (Chile)



David Sergio "Checho" Miranda Carvajal was born with a major malformation in his legs. Raised in Valdivia, a city at the southern tip of Chile, Checho started dancing when he was 6-years-old with the group "Symbols of The Street." Being one of the youngest dancers, he faced a lot of adversity and prejudice from the community and quickly left, as he didn't feel welcome. In 2002, Checho decided to come back to dance with a new group called "Party Part." He still had difficulty getting accepted within the community and received a lot of discrimination. This time, however, he used this negative energy to give him the strength to progress quickly in this dance style. He says, "the more people talk bad about me, the more desire you give me to prove you wrong!" Checho's dance style is largely based on the strengths of his arms, making his movements look like he is constantly floating across the dance floor.

### **Luca "Lazylegz" Patuelli** (Canada)

Born with Arthrogryposis Multiplex Congenita, a rare disorder that causes limited joint movement and poor muscle growth, Luca "Lazylegz" Patuelli has been dancing (B-boying) since he was 15-years-old. He has developed a unique dance style incorporating his crutches and the strength in his arms, that has gotten him worldwide recognition. Lazylegz has been featured on *Ellen*, *So You Think You Can Dance Canada*, *America's Got Talent*, and many more. Luca is the creator and current manager of the ILL-ABILITIES™ Crew. Luca co-founded Projet RAD, which was Canada's first inclusive urban dance program offering people of all ages and all abilities the possibility to participate in accessible dance studios. Luca is now planning on combining what he has learned with ILL-ABILITIES™ and Projet RAD to take his career to the next level, while constantly sharing his message to the world "It's about taking the bad and making it good" and that there are "No Excuses, No Limits"!





## **Post-Performance Activities**

### **Activity 1:**

Have students review their checklist of breakdancing moves and discuss which moves they saw in the performance. Ask students which moves were their favorites and why.

DA.3.C.3.1, DA.4.C.2.2, DA.5.C.3.1, DA.68.C.3.1, LAFS.3.SL.1.1, LAFS.4.SL.1.1, LAFS.5.SL.1.1, LAFS.6.SL.1.1, LAFS.7.SL.1.1, LAFS.8.SL.1.1

### **Activity 2:**

All of the dancers in this show have a disability. Ask the students to think about each dancer's disability and discuss what they needed to learn and how they've overcome any challenges they faced to become a successful dancer. Have students think about what they would like to do when they are an adult. Have the students write an essay explaining what they want to do, what they need to learn to do it, and what challenges they may face as they try to achieve their goal.

LAFS.3.SL.1.1, LAFS.3.W.1.2, LAFS.4.SL.1.1, LAFS.4.W.1.2, LAFS.5.SL.1.1, LAFS.5.W.1.2, LAFS.6.SL.1.1, LAFS.6.W.1.2, LAFS.7.SL.1.1, LAFS.7.W.1.2, LAFS.8.SL.1.1, LAFS.8.W.1.2

### **Activity 3:**

Time to get the students dancing! Breakdancing takes considerable strength and flexibility. In general, students will not be able to do what they saw in the performance and, for safety's sake, you should not try to teach them unless you are a certified dance teacher. Remind students not to try these moves at home or in class.

That doesn't mean you can't dance though! Here are some easy activities you can do in class that don't require a dance degree to teach.

DA.3.S.1.2, DA.3.S.1.4, DA.3.S.2.2, DA.4.S.2.2, DA.5.C.2.1, DA.5.S.1.4, DA.68.S.1.2

Joint mobilization- Try to mobilize as many areas of the body as possible, isolating one area at a time. Progress with rhythmic changes, quality changes and speed.

Movement circle- Have students stand in a circle. Have one student make a movement and all students mirror that movement. Have the next student do the first movement and add another movement and then have all students mirror those two movements. Continue adding on until all students have added a movement.

Movement throw and catch- Have students stand in a circle. Have one student make a movement and then "throw" the movement to a partner. The partner "catches" the movement on a part of their body. That student then "throws" a movement to another student. Continue until all students have participated.



Select a dance move- Have two cups. In one cup, put pieces of paper with *shape* and *form* words like circle, line, wave; and in the other cup put *time* and *weight* words like fast and slow or heavy and light. Have students draw a slip of paper from each cup and perform an action that uses those characteristics. Have all the other students mirror the movement. Continue until all students have participated.

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## **List of Standards**

### **Dance**

DA.3.C.3.1- Examine one element of a dance piece and judge how well it expressed or supported the given intent.

DA.3.S.1.2- Respond to improvisation prompts, as an individual or in a group, to explore new ways to move.

DA.3.S.1.4- Create dance sequences, based on expanded, everyday gestures and/or movements.

DA.3.S.2.2- Learn and repeat movement using observation and listening skills.

DA.4.C.2.2- Demonstrate the ability to participate in objective feedback sessions as a means of evaluating one's own and others' work.

DA.4.S.2.2- Recall and perform movement in short sequences to improve memorization and speed of replication.

DA.5.C.2.1- Visualize and experiment with a variety of potential solutions to a given dance problem and explore the effects of each option.

DA.5.C.3.1- Critique a dance piece using established criteria.

DA.5.S.1.4- Use kinesthetic awareness to respond to shared movement with one or more dancers.

DA.68.C.3.1- Analyze an artist's work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent.

DA.68.S.1.2- Experiment with improvisational exercises to develop creative risk-taking capacities.

### **English Language Arts**

LAFS.3.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

LAFS.3.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.3.W.3.7- Conduct short research projects that build knowledge about a topic.

LAFS.3.SL.2.4- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

LAFS.4.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly.

LAFS.4.SL.2.4- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.4.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.4.W.3.7- Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LAFS.5.RI.3.7- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.RI.3.9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.5.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

LAFS.5.SL.2.4- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.5.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.5.W.3.7- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

LAFS.6.RI.3.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LAFS.6.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6.SL.2.4- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.6.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LAFS.6.W.3.7- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LAFS.7.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.7.SL.2.4- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.7.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LAFS.7.W.3.7- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

LAFS.8.SL.1.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.8.SL.2.4- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

LAFS.8.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LAFS.8.W.3.7- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

## **Social Studies**

SS.3.G.1.1- Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

SS.3.G.2.6- Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

SS.6.G.1.5- Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

### **Theatre**

TH.3.S.1.1- Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1.- Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1- Describe the difference in responsibilities between being an audience member at live or recorded performances.

TH.68.S.1.1- Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.