

Peer reviewed

Xi, Selina. 2024. "Impact of Adolescent Dance Participation on the Development of Disordered Eating Habits." *Journal of High School Science* 8 (4): 350–71.

A good paper, well researched and well written. However, in order to meet the Journal's guidelines and expectations of a review paper (see: <https://jhss.scholasticahq.com/for-authors>, Types of manuscripts, Review papers), the following concerns must be addressed in the manuscript; possibly under a subheading titled "recommendations" or "perspectives". Please ensure that you add appropriate references.

1. You mention recreational dance in the manuscript. I would like you to recommend rec-dance as a specific PE related or after-school extra-curricular activity in public schools. This could be set up along the lines of conventional sports such as rec-soccer, where the participants do not, have not and will not participate in competitive events throughout the school year.
2. Rec-dance could involve any dance-related activity that does not rely on 1]. rapid, continuous, heart-rate increasing motion and 2]. does not necessarily involve tight fitting attire. For example, folk dances (there are as many of these as there are cultures), or dances where face expressions are stylized and have meaning such as the Kabuki, Bharatnatyam or Haka (there may be others, please perform a thorough search of the literature). This could also be set up as an assignment in a world history class (for example, to encourage cross-cultural learning).
3. These rec-dancing classes (as part of the school curriculum - similar to games that are played off campus) can also be performed at the local library or in senior living spaces which encourage the citizens to participate in the performances. High school students can be then also awarded volunteer points (a certain number of which may be necessary to graduate high school). These performances will actually help the senior community (cognition and dance among senior citizens is directly correlated, please perform a search of the literature).
4. Any other recommendation that you can provide.

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Response: this is an excellent suggestion, for which I express my gratitude in the acknowledgment section. I have added a subsection titled "4.3 Promoting Diversified Recreational Dance Opportunities in Public Schools" to address your comment. Corresponding updates have also been made to the abstract and conclusion sections.

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Response: I added a discussion on the types of recreational dances, highlighting the benefits of promoting cultural and folk dance. Please refer to the second paragraph of the new subsection titled “4.3 Promoting Diversified Recreational Dance Opportunities in Public Schools.” Accordingly, I have included new references, numbered 74 and 78.

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Response: I added a discussion on strategies for expanding recreational dance into school curricula and community settings. Please refer to the fourth and fifth paragraphs of the new subsection titled “4.3 Promoting Diversified Recreational Dance Opportunities in Public Schools.” Accordingly, I have included new references, numbered 74, 78, 80, and 81.

4. Any other recommendation that you can provide.

Response: the original manuscript included some recommendations to address disordered eating among adolescent dancers under the subheading titled “Challenges in Addressing Disordered Eating Among Adolescent Dancers,” which has now been revised to “Recommendations for Addressing Disordered Eating Among Adolescent Dancers.” For instance, one recommendation to break ingrained disordered eating habits early is to encourage dance teachers to embrace diverse body types and allow adolescents more freedom in choosing their attire and costumes (please refer to subsection 4.1). Another recommendation for early prevention involves leveraging social media to shift the dance community's focus from thinness to overall health. Dance influencers, for example, can use their platforms to share content emphasizing physical and mental well-being, along with insights on proper nutrition, rest, injury prevention, and mental health practices (please refer to subsection 4.1). Additionally, to address the long-term impacts of disordered eating and coexisting emotional disorders, it is recommended to establish dedicated programs that help adolescent dancers manage stress, thereby reducing the likelihood of using disordered eating as a coping mechanism. These programs could incorporate peer support groups, providing young dancers with a safe, supportive space to openly discuss their emotional challenges and eating concerns (please refer to subsection 4.2).

Thank you for addressing my comments. Accepted.