***Dance in the Shadow* Kit**

**Appendix 1: Questions for all Students on PDF 1 (Introduction)**

**Part A: Questions on *Revel in the Light***

**Theme 1: Communication**

1. How does Rebecca communicate?

2. How are Rebecca’s ways of communicating similar to the ways others communicate?

3. During the day Rebecca needs a break from sitting in her wheelchair and Anna lies with her as she rests. Anna says, “I can be totally silent with her and it feels like we are having a conversation.” What does she mean by that? Have you ever had a similar experience where you communicated with someone in silence? What was this experience like? How did you know you were still communicating if there was silence?

4. Do you know someone with special needs? How do you communicate with this person?

**Theme 2: Differing Abilities / “Diss-Abilities”**

1. In the teenage culture, what does it mean if you “diss” someone’s abilities?

2. Anna says, “Once I learned about her care, it was easy to let go of her…disabilities” What do you think Anna means? Why is this revelation for Anna?

3. In our society we often value independence, in the L’ARCHE communities and other communities which value differing abilities; interdependence is often a major focus. How was the blowing out of the candles by her family and friends at her birthday celebration an example of how interdependence is important? Where is there interdependence in your life?

4. The narrator in the film says Rebecca is a teacher. How does the film show her to be a teacher?

**For Pondering:**

*Where are those places where we can meet each other in our difference? Or do we remain just in our group, my group…?* Jean Vanier

- By assuming the specialness of every person, we build a culture of respect that generates energy, creativity, and magnetism—something that people can sense and feel, and to which they are drawn.

- In our daily lives we can create a culture of respect with every personal interaction we have, whether it is with a store clerk, another student or colleague, or an elder or dignitary.

**Theme 3: Reveling in the Light (“being a discerning believer”)**

1. At first, Rebecca’s parents tried to get specialized education for Rebecca. Rebecca ended up going to regular classrooms and community centres. Her mom comments that this was the best thing for Rebecca.

(a) How was this beneficial to Rebecca?

(b)How is this integration beneficial to other students?

(c) How is this integration beneficial to teachers?

(d) Does the video bring to your mind any personal stories of a family member or friend who has a disability?

2. Why is the film entitled “Revel in the Light?” How does the metaphor of the subway (underground train) emerging from the tunnel speak to this theme of reveling in the light?

3. Most of the people in the train don’t seem to notice either Rebecca or the light, but Anna does. What does it take for us to see a situation differently, or to notice the gift in a situation?

4. The narrator says, “Rebecca is the teacher and the course is Life.” How is this revealed in Anna’s account of the subway trip?

**Theme 4: Dance / Artistic Expression (being “a Creative Thinker”)**

1. Throughout the film, Rebecca is seen in her role as a dancer with the Spirit Movers. Why do you think this troop is called the Spirit Movers?

2. Rebecca performed with the Spirit Movers for the Pope at World Youth Day 2002. What is the significance of Rebecca participating in this performance that was televised widely around the world?

3. Anna and Rebecca rehearse their dance every Friday; Rebecca expresses her joy when she twirls in her wheelchair. (a) How does Rebecca’s role shape the way you would define dancing? (b) Using Rebecca as an example how is the power of dance used to communicate spirituality? (c) To communicate unity? (d) How does it overcome verbal barriers?

4. (a) What would others say are your gifts?

(b) Identify a friend or family member who is having a positive impact on you or on the community. What are their special gifts?

5. How do your feelings change throughout the video?

**Part B: Questions for the video clip of John Delazzari and Michael Barrett**

1. What strikes you about the relationship between John and Michael?

2. How does Michael communicate his enjoyment of being with John? (Mention at least 3 ways.)

3. When they are sitting together, John briefly begins talking about Michael and then quickly changes to talking to Michael. What does this show about their relationship? What does John model for us?

**To continue deepening these questions, go to the following:**

**Appendix 2, Part C – Questions for Grade 6 Language and Social Studies and for other students** (focused on the video ***I Can Dance!!!***)

**Appendix 3, for Grade 10 and 11 Arts—Dance** (focused on the video ***First Encounter***, ***Heryka Miranda*** on its choreography, and includes questions for all the other dance videos in the kit)

**Appendix 4, for Grade 11 Leadership/Peer Support OR Guidance** (focused on the videos ***Revel in the Light, Anna Bruno, First Encounter, John Delazzari and Michael Barrett* ,** and ***Dance in the Shadow*** .

**Appendix 5, for Grade 10 Religion** (focused on ***Revel in the Light, Anna Bruno, Gratitude*** and ***Dance in the Shadow*** videos).