***Dance in the Shadow* Kit**

**Appendix 2: Questions for Students in Grade 6 Language and Social Studies**

**(also suitable for other students)**

**Further Questions on the video *Revel in the Light*** (following PDF 1—Introduction)

1. What are some of the ideas expressed in the video? Compare them with your own experiences.

2. Compare your impression of the narration in the video with that of another student in the class. Discuss in larger class setting.

3. Identify whose point of view is present in a media text (what is said in the video). What is the point of view of the narrator? Evaluate this point of view? What does it contribute to our understanding of someone like Rebecca? Are there biases in the point of view that is expressed? What are alternate or missing points of view?

4. What do you think is the purpose of the filmmaker in making this video? In the video we see Rebecca’s activism—dancing in public, visiting small school children. Rebecca helps to make the world a better place. How? Where are you using or could you use your gifts and talents to make the world a better place?

**Questions on the video *I Can Dance!!!!***

1. What are some indications that Rebecca understands the words of the poems?

2. What is happening in the video? Ask yourself: How do I feel? How do the people in the video feel? How do the spectators feel?

3. How do the Spirit Movers (the L’ARCHE dance group that is rehearsing in this video) show the idea of “spreading laughter”?

4. How does Rebecca show “working for justice”? “working for peace”?

5. How does Rebecca show sorrow?

6. In your opinion, what is the theme of this dance?

**Questions on the *Anna Bruno* video clip**

1. What stuck you about Anna’s description of getting to know Rebecca? What strikes you about their relationship?

2. What might you carry of their experience into opportunities you may have (now or in the future), to relate to someone who communicates differently or uses a wheelchair?