



FOR GRADE 10 RELIGION (ONTARIO CATHOLIC SCHOOLS)

A TEACHER'S
GUIDE
FOR THE
DVD-ROM
DANCE
in the
SHADOW
PDF 5

Learning Expectations: *The Dance in the Shadow* kit may be used to support a number of learning expectations related to the human person, social justice, and prayer. These are listed below. (You may access the short videos free of charge in this online kit on the larche.ca Education page or purchase the DVD-ROM from inclusion.com.)

Overall Expectations:

PFV.01B – demonstrate a profound respect for the dignity of and mystery of the human person, as both blessed and broken (CCC – 356-412), created, loved and redeemed by God (CCC – 559-618,651-655);

Knowledge and Understanding:

PF1.01B – identify justice as an essential ingredient in the liberation of human persons and a key expression of Christian love;

PF1.04B – recognize the spiritual and sacramental dimension implicit in human experience and the created world. (Use one or more of the dance clips from EXTRAS.)

Communication:

PF3.01B – explain the Christian meaning of persons as created in the image and likeness of God

Application of Gospel Values, and Christian Moral Development:

PF4.03B and CMV.11B – engage in community service learning and assess the experience in light of the Christian call to discipleship

PF4.04B – acknowledge that the love of God for all people demands justice

CMV.09B – use the preferential option for the poor as the criterion for analyzing social injustice issues

*“The vision of God is that
we can meet each other,
love each other, and create
in our world a place
of peace.”
—Jean Vanier*

Prayer and the Sacramental Life:

PSV.05B – appreciate how prayer involves the whole person (i.e., mind, body, spirit)
(CCC – 2700-2719)

PS4.03B – value the importance of the use of the body in prayer

Family Life:

FLV.08B – evaluate healthy and unhealthy attitudes to the human body
and physical appearance;

(Source: <http://www.carfleo.org/documents/courseprofiles/10fullprofile.pdf>)

Using the *Dance in the Shadow* kit: Work with PDF 1, the introductory PDF, first. It includes general questions on the video *Revel in the Light* (12 min.). This introduces students to Rebecca as a child and adolescent, her family, her church and some of her friends, particularly Anna. Follow this with the clip called **Intro** (3-min—from the SCENE Select menu). This presents Rebecca as the adult woman she is today. Use questions you find relevant in the Introductory PDF and then explore the questions below.

1. Rebecca's family had a strong connection with their local parish church. (a) What are some of the differences this has made in Rebecca's life and opportunities?(b) How do you think her presence has changed or transformed her family members and some of her friends? (c) How do you think Rebecca may have led them closer to God?
2. What do you think has been Rebecca's contribution to the other parishioners who attend Rebecca's church?
3. (a) What has been her contribution to Anna? (b) How has Anna grown and changed because of knowing Rebecca?
4. All people are created in the image of God. What might Rebecca help us to understand about God?
5. In the video *Revel in the Light*, we see Rebecca performing in a church with other dancers in the L'Arche dance troupe known as "The Spirit Movers." The arts in their various forms, when found in sacred spaces, are meant to raise our hearts and minds to God. (a) What is the contribution that sacred dance can make to our experience of worship? (b) Is it a form of prayer? (c) How is it different and similar to beautiful church music or stained glass and other art that we find in churches? (d) Why is it helpful and important to use our bodies in prayer?

6. **Play the *Anna Bruno* video clip** (5 min. —in SCENE SELECT menu). Anna speaks of the growth of her relationship with Rebecca from being friendly to a genuine friendship, and of coming to value interdependence, not just independence. What is the difference between “being friendly” and “being friends”? What are some things that Anna receives from Rebecca? What does Rebecca receive from Anna? What does reciprocity look like in a relationship of friendship? Why do you think it is important?
7. (a) How might coming to know a person such as Rebecca, who has special needs, lead you or others towards wanting to act for social justice? (b) Rebecca has a network of support. It is a network of her friends who would like to ensure that she has as many opportunities as possible. Why is this important for her? (c) Why should we as Christians see this as important?
8. Rebecca has a circle of friends—a network of people who want to support her to lead a full life. (a) Do you think everyone needs such a network? (b) What is your situation—do you form a part of a (perhaps informal) support network for some of your friends and family? How committed are you if they are in need? (c) Do you have a support network yourself? If not, is it something you might want to explore with some people you trust? (d) Why might it be good to choose friends from your faith community to be in that network? What might a person with a faith perspective bring that is more than a secular perspective?
9. Rebecca and her family have long worked for justice, which in Rebecca’s case means acceptance and inclusion and opportunities to participate in the life of her church and school and neighbourhood and the world around her. What does a faith community—and society in general—lose when they do not include people like Rebecca?
10. **Communication: Advocating for “Supported Decision-Making”** – Rebecca and her family are strong advocates for justice for people who are easily marginalized because they cannot communicate in the usual manner. Rebecca, Anna, and Rebecca’s mother and sister travelled to the United Nations in New York to present Rebecca’s story (*Revel in the Light*) and her request that in the UN Convention on the Rights of Persons with Disabilities the concept of “supported decision making” be included—not just “substitute decision making”. (a) For someone like Rebecca who can respond to Yes and No questions with her eyes and facial expression, supported decision-making is empowering and substitute decision-making would be disempowering. Why? (b) Name one or two important decisions Rebecca may need to make where her ability to indicate her preferences might be very important. (c) What do you think are some everyday decisions where Rebecca already indicates her preferences? (E.g. what she wears, where she goes, what she does in a day, who she dances with.)

11. (a) Should Rebecca and others in similar situations have equal rights with other people? Why? (b) What difference does it make in our world that Rebecca and others like her can have access to their human rights? (c) Name some of the situations in our world where people such as Rebecca do not experience this form of justice. (d) Why is it important to work for justice?
12. **View the 2-3 min. dance video *Gratitude*.** In this dance Rebecca's two dance partners place themselves on the floor, so that Rebecca is looking down at them and they are looking up at her. This is very different from our usual position in looking at someone who is in a wheelchair. (a) How do you think assuming this position might change the perspective of the dance partners in non-physical ways? (b) What do you think Rebecca might be thinking or experiencing?
13. What do you think their rolling perhaps symbolized? (Rebecca also rolls in her wheelchair. Rolling gives a different perspective—like Rebecca, they do not have the usual use of their legs.)
14. (a) Did you find it at all disturbing or shocking that the dancers rolled on the floor? (b) Why do you think people tend to be disturbed when others do something they are not expecting, especially in a church context? (c) Is it wrong—or can it be helpful? What is the difference?
15. Do you know someone who uses a wheelchair? When talking with them, try to place yourself in a position where you are at eye level with each other or you are lower. (a) How does this positioning change your feelings about the person? (b) How does it change your capacity to listen to them or to communicate in other ways?
16. **If time permits:** View the dance video *I Can Dance!!!*
What can we learn about Rebecca's capacities and the sensitivity of her dance partners from this video? See other questions for this video in PDF 2.
17. View the dance video *First Encounter*. This dance of Grade 12 student SarahAnn and Rebecca depicts the stages that they went through in getting to know each other. What do we learn about respect in relationships from this video? See other questions for this video in PDF 4 (Leadership/Peer Support).