



FOR GRADE 6 LANGUAGE AND SOCIAL STUDIES

(ALSO SUITABLE AS A FURTHER INTRODUCTION FOR ALL STUDENTS)

A TEACHER'S
GUIDE
FOR THE
DVD-ROM
DANCE
in the
SHADOW
PDF 2

The *Dance in the Shadow* kit may be used to support the following Learning Expectations:

Grade 6 Language, related to oral texts:

Understanding: 1.4 Understanding of information and ideas in increasingly complex oral texts (summarizing, explaining ideas, citing important details, asking questions)

Making Inferences: 1.5 Interpreting texts (What ideas are stated by the narrator? What ideas are implied?)

Extending Understanding: 1.6 Extending understanding by comparing and contrasting ideas with their own knowledge, experience and insights. (Ask students, What are some of the ideas expressed in the video? How do they compare with your own experiences?)

Analyzing Texts: 1.7 Analyze oral texts to evaluate how well they communicate ideas. (Ask students to compare their impression of the narration in the video with that of another student in the class. Discuss in larger class setting.)

Point of View: 1.5 Identify whose point of view is present in a media text. 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?

Purpose and Audience: 3.1 Describe in detail the topic, purpose and audience. 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?

Grade 6 Social Studies: To help meet expectations for People and Environments: Canada's interactions with the global community.

Introductory note from Rebecca's dance partners on the choreography of this

dance: The poem "*I Can Dance !!!*" comes purely from Rebecca's relationships with each of her dance partners. Together they co-create a series of moments led by their collective impulses, intuition, wheelchair exploration and play. Each dance partner accompanying Rebecca in sharing her poem has had to learn to be still in order to connect with Rebecca's unique impulses that come through a breath, a gaze or slow head movements or sharp subtle gestures. These co-creative processes inspire themes, colours, moods, and of course, important messages through the body in the moment.

Vocabulary question: Choreography

Play the video *I Can Dance!!!* (2:30 min.)

Questions for *I Can Dance!!!*

(suitable for Elementary students and others)

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

The following page includes the poem that is read during the dance. It was written down by Rebecca's long-time friend and dance partner Anna Bruno:

*“To discover who I am
is also to discover a unity
between the head
and the heart.”*
—Jean Vanier

A NOTE ON THE POEM *I CAN DANCE!!!*

The poem *I Can Dance!!!* was written as a piece for Rebecca to express the depth of experience and the capacity living within her that others on first glance often fail to see. As Rebecca communicates mainly through expressions and the common knowledge that comes through deep relationships, it was important that the poem really was a collaborative effort. While it was recorded by one writer, the phrases are a collection of expressions, stories, and ideas shared by many people who know Rebecca well. In drawing upon the perspectives of many, we are able to more closely come to understand the complex and unique individual that Rebecca is, and therefore better reflect this in creating a poem such as she would have written.

I Can Dance !!!

Me dance?

Me?

Who, me?

Yes...

Freely, whirling, with grace

And a teacher too

Teacher of life

Teacher of joy

*Spreading laughter in the midst of
Bombs clashing and words which strike us.
Advocate of strong will and continued hope.*

I am a voice

Sometimes fun, silly

Sometimes certain, firm

Working for justice

Working for peace

A strong spirit, a woman of faith.

I live my faith

I dance it.

And I dance...

I dance for joy in life's gifts

I dance in sorrow for friends lost

I am a friend

The bonds I make are rooted

Deep within.

These bonds weaving a web,

A network

A heart network.

I am a connector

Bringing people together

Bringing people to encounter

A way of just being

People transforming

Ideas

Bodies

Hearts

When I dance

Yes

I dance



by Rebecca Beayni
(as recorded by
Anna Bruno)
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Teachers may also want to play the *Anna Bruno* clip (5 min.) in which Anna describes the development of her friendship with Rebecca over several years since they were in high school. (Click on SCENES in the DVD-ROM to find this video.) Suggested questions:

1. (a) What struck you about Anna's description of getting to know Rebecca?
(b) 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?