



**Presents
Dreaming Now**

Devised by Michel Lefebvre & Guillaume Lévesque

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**Developed in consultation with Pedagogical Services Department of English Montreal School Board
(Melissa-Ann Ledo & Kish Gué)**

Available as a PDF at youththeatre.ca

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DE MONTRÉAL**





Table of contents

Presentation

Youth theatre	3
About the Study Guide	3
Production Team	4
Character	4
Synopsis	4

Pre-Show Activities

Broad Areas of Learning : Media Literacy

Cycle 1	5
Cycle 2	8
Cycle 3	12

Post-Show Activities

Broad Areas of Learning : Media Literacy

Cycle 1	
ENGLISH LANGUAGE ARTS: Competency 3 - To write self-expressive, narrative and information-based texts	16
VISUAL ARTS: Competency 1 - To produce individual works in the visual arts	19
DRAMA: Competency 3 - To appreciate dramatic works	21
Cycle 2	
ENGLISH LANGUAGE ARTS: Competency 2 - To read and listen to literary, popular and information-based texts	24
VISUAL ARTS: Competency 1 - To produce individual works in the visual arts	28
DRAMA: Competency 3 - To appreciate dramatic works	30
Cycle 3	
ENGLISH LANGUAGE ARTS: Competency 2 - To read and listen to literary, popular and information-based texts	34
VISUAL ARTS: Competency 1 - To produce individual works in the visual arts	38
DRAMA: Competency 3 - To appreciate dramatic works	40

Annexes

ANNEX I: Pre-Show Discussion - Notes	44
ANNEX II: Reading Material	45
ANNEX III: Teacher Questionnaire	46





Founded in 1968, Youtheatre's main goals and artistic objectives are stated in its current mandate:

Youtheatre's aim is to engage its audience through compelling theatre which provokes, questions, challenges and entertains. Our major area of focus is the creation, development and production of new works for young people by the finest Canadian playwrights.

More recently, work such as *The Pencil Project* and *Dreaming Now* reflect Artistic Director Michel Lefebvre's current preoccupation with new media. By integrating new technologies, he hopes to make theatre for young audiences relevant and contemporary.

Each year, the company produces work for local audiences and frequently tours nationally and internationally. Since 2000, Youtheatre has also been successfully producing work in French.

Youtheatre has performed at many important venues in Canada including the National Arts Centre, Young People's Theatre, Grand Theatre, Imperial Theatre, Manitoba Theatre for Young People, Théâtre la Catapulte and Théâtre du Nouvel Ontario in Sudbury.

On an international level, Youtheatre has performed at The Birmingham Rep, Unity Theatre, Sherman Theatre and The Grand Theatre in Swansea, Wales.

Youtheatre operates under the jurisdiction of both the (CAEA) Canadian Actors' Equity Association and (UDA) Union des artistes and is a member of (PACT) Professional Association of Canadian Theatres, (TUEJ) Théâtres Unis Enfance Jeunesse and (QDF) Quebec Drama Federation.

ABOUT THE STUDY GUIDE

This guide is meant to be used as a starting point for discussion and to encourage students to get the most out of their theatre experience. You will find that some of the activities are for certain age groups. Feel free to adapt the activities to suit your students. We encourage students to express their opinions by writing letters to Youtheatre. To save on postage, we recommend that you package all of your students' material together, and send it in one envelope. There is also a teacher questionnaire at the end of the guide, which you may wish to fill in and send along to us.



DREAMING NOW PRODUCTION TEAM

Devised by	Michel Lefebvre & Guillaume Lévesque
Directed by	Michel Lefebvre
Software Design by	Guillaume Lévesque
Lighting by	Renaud Pettigrew
Featuring	Jeremy Segal as The Boy

CHARACTER

The Boy

With no specific age, The Boy represents all children of the current Z Generation. Nicknamed "Digital Natives", this generation of children are highly connected having had lifelong use of technology.

SYNOPSIS

In a world where we are subjected to constant digital overload, a boy dreams. In his subconscious world, the images are pixelated, fractalized. His sleeping state is an interface where reality and technology merge. If a person has digital dreams, is this a new kind of human?

Dreaming Now features one performer who never speaks; instead relying on new media and interactive technologies to explore a world where we are all connected.

The show presents a series of 10 sequences, each representing a dream:

- 1- R.E.M. / Synaptic Dream
- 2- Into The Interface
- 3- Pixel Face Dream
- 4- Gamer's Dream
- 5- Fractal Dream
- 6- Dream of The Constellations
- 7- Dream of The Ocean
- 8- Transformation Dream
- 9- Digital Overload
- 10- Dream of The Future

CYCLE 1 PRE-SHOW ACTIVITY

BROAD AREAS OF LEARNING: MEDIA LITERACY

Educational Aim: To develop students' critical and ethical judgment with respect to media and to give them opportunities to produce media documents that respect individual and collective rights.

Focuses of Development:

- Awareness of the place and influence of the media in his/her daily life and in society
- Understanding of the way the media portray reality
- Use of media-related materials and communication codes
- Knowledge of and respect for individual and collective rights and responsibilities regarding the media

DEFINITIONS

Dreams: A series of thoughts, images, or emotions occurring during sleep

Fiction: Something invented by the imagination; an invented story

Digital image: Information transferred to a computer for modification.

Source: Merriam-Webster Dictionary, 2013

DISCUSSION

Feel free to take notes using the page found in Annex I as post-show activities can refer to this pre-show discussion.

Dreams

Begin by having a group discussion on dreams, using the following questions:

- What are dreams?
- Who has had dreams?
- How often? Once a day, a week, a month, a year?
- Do your dreams resemble your day-to-day life?
- If not, what do they look like?
- Can you control your dreams, like you control a video game? How?

Fiction

- What is fiction?
- Where have you seen fiction being used?
- Can your dreams be an example of fiction?
- Give examples of what part of a dream is fictional and what part is real.

DISCUSSION - CONTINUED

As storytelling can be related to digital images and numeric technology, orient the discussion towards these topics by asking the following questions:

Digital

- What are some examples of digital images?
- Can digital images be fiction?
- Can we use digital images to tell a story? If so, how and with what tools?

WRITTEN EXERCISE

Can be used for evaluation of Drama Competency 3: To Appreciate Dramatic Works

See student handout.

Answers to question #3 of student handout:

Television, computer, digital watch, cellular phone, video game, digital camera

NAME: _____

1- *Dreaming Now* tells the story of one boy's dream. Describe one of your dreams in the space below.

2- A) Circle two emotions that you have experienced during a dream:

Fear	Courage	Pain
Anxiousness	Discouragement	Anger
Jealousy	Joy	Shyness
Sadness	Tiredness	Pride

B) Why do you think you felt that way?

3- Circle the objects that you think use digital images. Underline the objects that you have also seen in your dreams.

Clock	Microwave	Radio
TV	Telephone	Book
Computer	Cellular Phone	
Digital Watch	Video Game	
Fan	Digital Camera	

4- Which of these objects have you used? What do they make you think of?

CYCLE 2 PRE-SHOW ACTIVITY

BROAD AREAS OF LEARNING: MEDIA LITERACY

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Focuses of Development:

- Awareness of the place and influence of the media in his/her daily life and in society
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- If not, what do they look like?
- Can you control your dreams, like you control a video game? How?

Fiction

- What is fiction?
- Where have you seen fiction being used?
- Can your dreams be an example of fiction? Why?
- Give examples of what part of a dream is fictional and what part is real.

DISCUSSION - CONTINUED

As storytelling can be related to digital images and numeric technology, orient the discussion towards these topics by asking the following questions:

Digital

- What are some examples of digital images?
- Can digital images be fiction?
- Can we use digital images to tell a story? If so, how and with what tools?

WRITTEN EXERCISE

Can be used for evaluation of Drama Competency 3: To Appreciate Dramatic Works

See student handout.

Answers to question #4 of student handout:

Television, computer, cellular phone, video game, digital camera, video projector, video camera, etc.

NAME: _____

1- *Dreaming Now* tells the story of one boy's dream. Describe one of your dreams.

2- Which elements in this dream are not possible in real life? Name at least two.

3- A) Circle two emotions that you have experienced during a dream:

Fear	Anxiousness	Jealousy
Sadness	Courage	Discouragement
Joy	Tiredness	Pain
Anger	Shyness	Pride

B) When did you feel these emotions and why?

4- A) List the objects that you think use digital images and explain why you chose them.

B) From this list, name the objects that you have also seen in your dreams and explain why you have seen them.

CYCLE 3 PRE-SHOW ACTIVITY

BROAD AREAS OF LEARNING: MEDIA LITERACY

Educational Aim: To develop students' critical and ethical judgment with respect to media and to give them opportunities to produce media documents that respect individual and collective rights.

Focuses of Development:

- Awareness of the place and influence of the media in his/her daily life and in society
- Understanding of the way the media portray reality
- Use of media-related materials and communication codes
- Knowledge of and respect for individual and collective rights and responsibilities regarding the media

DEFINITIONS

Dreams: A series of thoughts, images, or emotions occurring during sleep

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Dreams

Begin by having a group discussion on dreams, using the following questions:

- What are dreams?
- Who has had dreams?
- How often? Once a day, a week, a month, a year?
- Do your dreams resemble your day-to-day life?
- If not, what do they look like?
- Can you control your dreams, like you control a video game? How?

Fiction

- What is fiction?
- Where have you seen fiction being used?
- Can your dreams be an example of fiction? Why?
- Give examples of what part of a dream is fictional and what part is real.

DISCUSSION - CONTINUED

As storytelling can be related to digital images and numeric technology, orient the discussion towards these topics by asking the following questions:

Digital

- What are some examples of digital images?
- Can digital images be fiction?
- Can we use digital images to tell a story? If so, how and with what tools?
- Can you name examples of when digital technology represents real life?
- What is the difference between reality and what is represented by digital technology? Why?

WRITTEN EXERCISE

Can be used for evaluation of Drama Competency 3: To Appreciate Dramatic Works

See student handout.

Answers to question #6 of student handout:

Television, computer, cellular, video game, digital camera, video projector, video camera, etc.

NAME: _____

1- *Dreaming Now* tells the story of one boy's dream. Describe one of your dreams.

2- Which elements in this dream are possible in real life? Name at least two and describe why.

3- Which elements in this dream not are possible in real life? Name at least two and describe why.

4- Name the emotions that you experienced during this dream. Why?

5- How would you define digital technology?

6- A) List the objects that you think use digital images and explain why you chose them.

B) From this list, name the objects that you have also seen in your dreams and explain why you have seen them.

CYCLE 1
ENGLISH LANGUAGE ARTS
Competency 3 - To write self-expressive, narrative and information-based texts

DISCUSSION

Referencing the notes taken during the pre-show activity, compare the initial discussion on dreams and digital technology to the story as told in *Dreaming Now*.

Questions to guide the discussion:

- Who is the main character in *Dreaming Now*?
- What is happening to the main character?
- What emotions did the character express in the story?
- What emotions did you feel while watching *Dreaming Now*? Why?
- What is the link between dreams and digital technology?
- Before we went to the theatre, we discussed as a group that digital technology is.... Are you still in agreement? Would you add anything new to that discussion?

INDIVIDUAL EXERCISE

See student handout.

Introduce the written exercise to the students. If you need to, refer to the show's synopsis on page 4.

CYCLE 1
ENGLISH LANGUAGE ARTS
Competency 3 - To write self-expressive, narrative and information-based texts

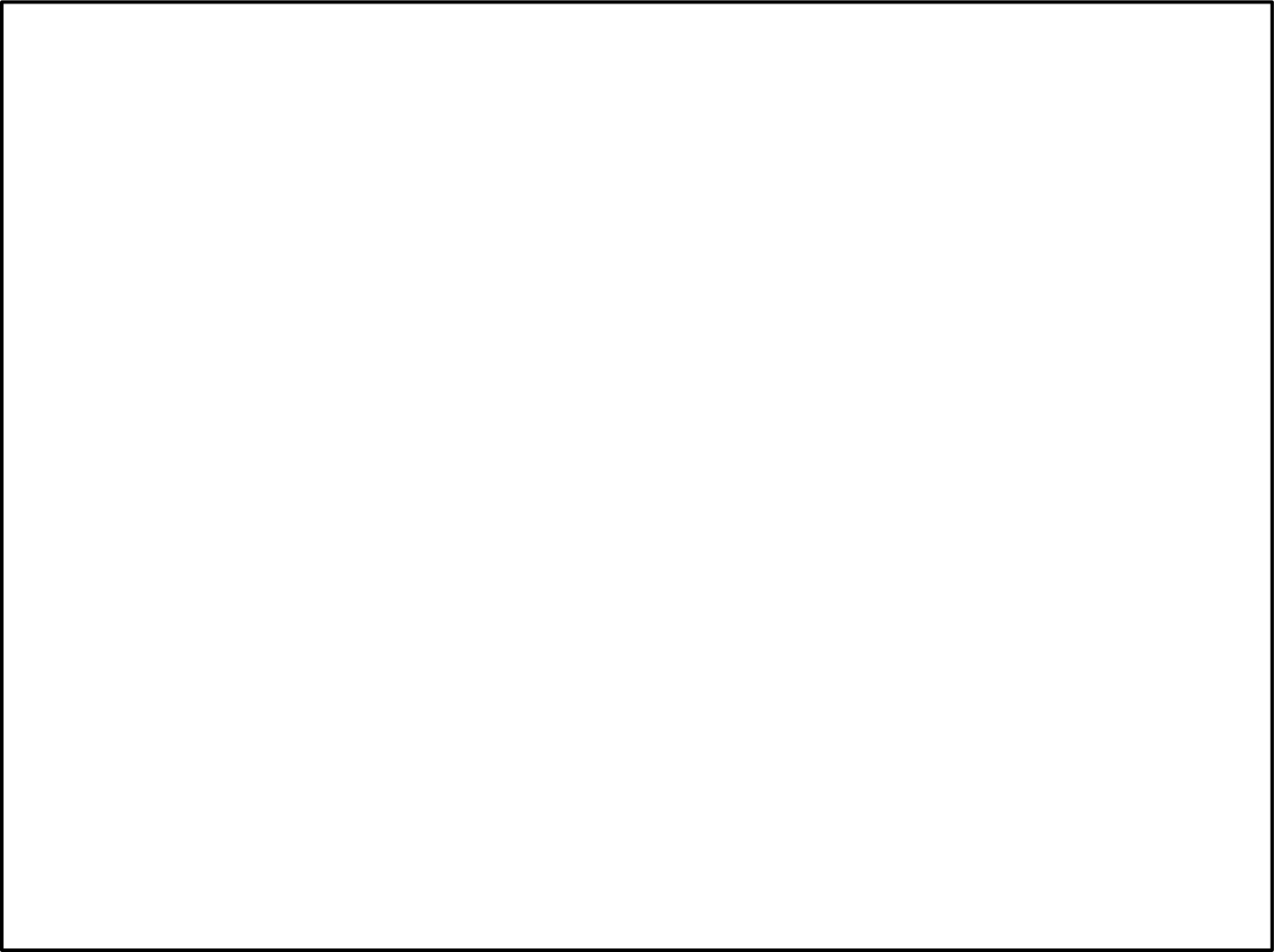
EVALUATION RUBRIC

Evaluation Criteria	Thorough A (4 points)	Adequate B (3 points)	Partial C (2 points)	Minimal D (1 point)	Overall Grade
Ideas and Spelling	Writing has a main idea and enriching details, examples, or descriptions. Spelling is frequently used words and more difficult words is standard.	Writing clearly conveys basic ideas. The main idea is supported by relevant details. Spelling of frequently used words is standard.	The main idea is clear. There are a few supporting details. Writing may include random thoughts. Spelling errors makes the text difficult to read.	The main idea is vague. Thoughts are random and disconnected. Spelling errors prevent understanding of text.	
Organization	Writing includes transition words (first, next, after, finally).	Writing has a logical sequence, which includes a beginning, middle and an ending.	Writing includes a beginning. Writing may have a weak or missing middle and/or ending.	Writing includes some details that are not in a logical, or expected order. Writing may be in list form.	
Written Language Conventions	Sentences vary in length and structure. Writing includes use of more sophisticated punctuation.	Writing includes complete sentences and the sentence length varies. There are few significant errors in capitalization and punctuation.	Sentence length varies. Writing includes some errors in capitalization and punctuation.	Sentences rarely vary in length. Writing exhibits little understanding of capitalization/ punctuation rules.	
Word Choice	Writing includes vivid adjectives, appropriate pronouns, and strong verbs.	Writing includes a variety of nouns and verbs, as well as, some adjectives and pronouns.	Writing includes words that communicate clearly. Word choice lacks variety.	Writing includes a limited vocabulary that does not communicate clearly. Language may be used incorrectly.	

NAME: _____

NAME: _____

1- Draw your favourite moment in *Dreaming Now*.

A large, empty rectangular box with a black border, intended for a student to draw their favourite moment from the play 'Dreaming Now'.

2- Describe your drawing as a story. Do not forget to include a beginning, middle and end.

Five horizontal lines provided for a student to write a story description corresponding to their drawing.

CYCLE 1 VISUAL ARTS

Competency 1 - To produce individual works in the visual arts

To use personal ideas inspired by the stimulus for creation - *Dreaming Now*

To use transforming gestures - Collage

Definition of collage:

Collage is a technique of an art production, where the artwork is made from an assemblage of different forms, thus creating a new whole. A collage may sometimes include newspaper clippings, ribbons, bits of colored paper, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas.

Source: Wikipedia, The Free Dictionary <http://en.wikipedia.org/wiki/Collage>

DISCUSSION

If possible, refer to the written exercise from the previous activity. Begin a discussion by creating a bridge between digital technology and artistic expression.

Here are some sample questions:

- In the production, how are the dreams presented visually?
- Do your dreams follow a straight line or do they jump from one place to another, and from one emotion to another?
- Does that happen in real life when you are awake? Why or why not?
- How can we express a dream in an artistic manner? Collage. As collage involves superimposing one element over another, it would be an interesting technique to use.

INDIVIDUAL ACTIVITY

Ask the students to make an individual collage inspired by *Dreaming Now* and in response to the following question; "If you could have a dream of any kind, what would it be and what would that world look like?"

CYCLE 1 VISUAL ARTS

Competency 1- To produce individual works in the visual arts

EVALUATION RUBRIC

Criteria	A (3 points)	B (4 points)	C (3 points)	D (2 points)	E (1 point)	Grade
Relationship between the his/her reality and the stimulus for creation	Art work offers a pertinent, AND original, AND complex link to the stimulus for creation	Art work offers a pertinent, OR original, OR complex link to the stimulus for creation	Art work offers a strong link to the stimulus for creation	Art work offers a slight link to the stimulus for creation	Art work does not offer a link to the stimulus for creation	
Coherent organization of elements	Innovative use of space and organization highlighting the creative message and ideas	Innovative use of some aspects of space and organization consistent with the creative message and ideas	Presence of aspects of space and simple organization linked to the message	Presence of a limited number of predictable aspects of space and limited organization (e.g. few image components)	Space was disregarded and lack of organization components randomly arranged (e.g. components randomly arranged)	
Effective use of knowledge related to transforming gestures, materials and tools	Judicious and precise use of the properties of materials	Suitable use of the properties of materials	Simple use of the properties of materials	Occasionally inappropriate use of materials	Ineffective use of properties of materials	

COMMENTS

NAME: _____

**CYCLE 1
DRAMA****Competency 3 - To appreciate dramatic works****DISCUSSION**

Begin by determining the students' level of comprehension. Some example questions include:

- What takes place in *Dreaming Now?*
- What are some of the main actions carried out by the character?
- What are some of the emotions expressed by the character?
- What were some of the emotions that you felt while watching the production?
- Why do you think you felt those emotions?

INDIVIDUAL APPRECIATION

See student handout.

**CYCLE 1
DRAMA**
Competency 3 - To appreciate dramatic works

EVALUATION RUBRIC

Overall Grade	
E (1 point)	Student does not make links
D (2 points)	Student makes slight links
C (3 points)	Student makes strong links
B (4 points)	Student makes pertinent, original OR complex links
A (5 points)	Student makes pertinent, original AND complex links
Evaluation Criteria	Making connections between the dramatic work and what he/she has felt and examined

NAME: _____

COMMENTS

1- A) What did you like most about *Dreaming Now*?

B) Why?

2- A) What did you like the least about *Dreaming Now*?

B) Why?

3- At one point, the main character uses digital technology to alter his dream. Do you think that is possible in real life? How?

4- A) Circle at least two emotions that you felt while watching the production:

Fear	Pain	Power
Joy	Weakness	Courage
Strength	Jealousy	Anger
Sadness	Pride	Shyness

B) Why did you feel these emotions? What happened at that moment that made you feel that way?

CYCLE 2 ENGLISH LANGUAGE ARTS

Competency 2 - To read and listen to literary, popular and information-based texts

DISCUSSION

Begin by having a group discussion on the themes and events in *Dreaming Now*. It is recommended that you have the notes taken from the pre-show activity on hand in case you want to refresh the students' memories on what was discussed.

Questions to guide the discussion:

- What is the story being told in *Dreaming Now*?
- Is *Dreaming Now* fiction or non-fiction? Explain.
- Before we went to the theatre, we discussed as a group that digital technology is.... Are you still in agreement? Would you add anything new to the discussion?
- What is the link between dreams and digital technology?
- In your opinion, is the main character very knowledgeable about digital technology? Why or why not?
- Do you believe that he is in regular contact with digital technology? How many times a day?
- How much time do you spend with digital technology?
- Do you ever spend a whole day without your computer, iPod Touch, gaming console, etc?
- If you do go a whole day without these devices, how does it make you feel?

READING

Distribute the reading material entitled, "Dreams and Video Games" and the student handout. In pairs of two, ask students to answer two questions as if they were texting back and forth. Have the first student write one line describing their answer, then the second student should respond with their comment and so on.

Answer Key for "Texting" Activity:

#1 Playing video games. Video games train the mind to take control of a fantasy situation. So when you are asleep and enter a dream state, your brain immediately thinks "Video game!" and you find yourself able to take control of the dreamscape.

#2 As this question is open to interpretation, there can be several answers.

Here are a few possibilities: The main character in *Dreaming Now* controls his dreams just as the article describes is possible to do. Being over-exposed to digital technology can influence a person's brain. Dreams and video games both represent fictional realities.

CYCLE 2
ENGLISH LANGUAGE ARTS
 Competency 2 - To read and listen to literary, popular and information-based texts

EVALUATION RUBRIC

Meaning						

NAME: _____

COMMENTS

1- According to the reading, what helps a person to control their dreams? Can you control your dreams and if so, why?

Student name:

Student name:

2- In your opinion, what are the links (connections) between the reading and the play *Dreaming Now*?

Student name:

Student name:

CYCLE 2 VISUAL ARTS

Competency 1 - To produce individual works in the visual arts

To use personal ideas inspired by the stimulus for creation - *Dreaming Now*
To use transforming gestures - Collage

Definition of collage:

Collage is a technique of an art production, where the artwork is made from an assemblage of different forms, thus creating a new whole. A collage may sometimes include newspaper clippings, ribbons, bits of colored paper, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas.

Source: Wikipedia, The Free Dictionary <http://en.wikipedia.org/wiki/Collage>

DISCUSSION

If possible, refer to the written exercise from the previous activity. Begin a discussion by creating a bridge between dreams and artistic expression.

Here are some sample questions:

- In the production, how are the dreams visually presented?
- Do your dreams follow a straight line or do they jump from one place to another, and from one emotion to another?
- Does that happen in real life when you are awake? Why or why not?
- There are a total of ten dream sequences in *Dreaming Now*. Describe at least three. Give each one a title.
- How did these dreams make you feel?
- How can we express a dream in an artistic manner? Collage. As collage involves superimposing one element over another, it would be an interesting technique to use.

INDIVIDUAL ACTIVITY

Ask the students to make an individual collage inspired by *Dreaming Now* and in response to the following question; “If you could have a dream of any kind, what would it be and what would that world look like?”

CYCLE 2 VISUAL ARTS

Competency 1- To produce individual works in the visual arts

EVALUATION RUBRIC

Criteria	A (5 points)	B (4 points)	C (3 points)	D (2 points)	E (1 point)	Grade
Relationship between the his/her reality and the stimulus for creation	Art work offers a pertinent, AND original, AND complex link to the stimulus for creation	Art work offers a pertinent, OR original, OR complex link to the stimulus for creation	Art work offers a strong link to the stimulus for creation	Art work offers a slight link to the stimulus for creation	Art work does not offer a link to the stimulus for creation	
Coherent organization of elements	Innovative use of space and organization highlighting the creative message and ideas	Innovative use of some aspects of space and organization consistent with the creative message and ideas	Presence of aspects of space and simple organization linked to the message	Presence of a limited number of predictable aspects of space and limited organization (e.g. few image components)	Space was disregarded and lack of organization (e.g. components randomly arranged)	
Effective use of knowledge related to transforming gestures, materials and tools	Judicious and precise use of the properties of materials	Suitable use of the properties of materials	Simple use of the properties of materials	Occasionally inappropriate use of materials	Ineffective use of properties of materials	

NAME: _____

COMMENTS


**CYCLE 2
DRAMA****Competency 3 - To appreciate dramatic works****DISCUSSION**

Begin by determining the students' level of comprehension. Some example questions include:

- What takes place in *Dreaming Now*?
- What are some of the main actions carried out by the character?
- What are some of the emotions expressed by the character?
- What were some of the emotions that you felt while watching the production? Why?
- What part(s) of the play were fictional? Explain.
- What part(s) of the play were real? Explain.
- What links can you make between our everyday use of digital technology and what was seen in the play?
- What do you think the overall message of the play was?
- Was there a message? Why or why not?
- Did you like the fact that there were no words spoken in the play? Why or why not?

INDIVIDUAL APPRECIATION

See student handout.

**CYCLE 2
DRAMA**
Competency 3 - To appreciate dramatic works

EVALUATION RUBRIC

	Student does not make links		Student does not make links			
	Student makes slight links		Student makes slight links			
	Student makes strong links		Student makes strong links			
	Student makes pertinent, original OR complex links		Student makes pertinent, original OR complex links			
	Student makes pertinent, original AND complex links		Student makes pertinent, original AND complex links			
Making connections between the dramatic work and what he/she has felt and examined		Making connections between the dramatic work and sociocultural references				

NAME: _____

COMMENTS

1- A) What did you like most about *Dreaming Now*?

B) Why?

2- A) What did you like the least about *Dreaming Now*?

B) Why?

3- A) Name at least two emotions that you felt while watching the play.

B) When did you feel these emotions and why?

4- In *Dreaming Now*, a kinetic camera captures the performer's movements. A computer then transforms these movements into the images we see projected on stage. Can you think of ways in your life when technology has changed or influenced the way you experience something? For example, an HD video camera records a hockey game, which allows you to watch it at home. Without that technology you would have to have been in the arena in order to watch the game.

CYCLE 3 ENGLISH LANGUAGE ARTS

Competency 2 - To read and listen to literary, popular and information-based texts

DISCUSSION

Begin by having a group discussion on the themes and events in *Dreaming Now*. It is recommended that you have the notes taken from the pre-show activity on hand in case you want to refresh the students' memories on what was discussed.

Questions to guide the discussion:

- What is the story being told in *Dreaming Now*?
- Is *Dreaming Now* fiction or non-fiction? Explain.
- What is the difference between watching a film on television and watching a play?
- Before we went to the theatre, we discussed as a group that digital technology is.... Are you still in agreement? Would you add anything new to the discussion?
- What is the link between dreams and digital technology?
- What did you understand about our use of digital technology?
- Do you believe that the main character is in regular contact with digital technology? How many times a day?
- How much time do you spend with digital technology?
- Do you ever spend a whole day without your computer, iPod Touch, gaming console, etc?
- If you do go a whole day without these devices, how does it make you feel?

READING

Distribute the reading material entitled, "Dreams and Video Games" and the student handout. In pairs of two, ask students to answer two questions as if they were texting back and forth. Have the first student write one line describing their answer, then the second student should respond with their comment and so on.

Answer Key for "Texting" Activity:

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#2 As this question is open to interpretation, there can be several answers.

Here are a few possibilities: The main character in *Dreaming Now* controls his dreams just as the article describes is possible to do. Being over-exposed to digital technology can influence a person's brain. Dreams and video games both represent fictional realities.

CYCLE 3
ENGLISH LANGUAGE ARTS
Competency 2 - To read and listen to literary, popular and information-based texts

EVALUATION RUBRIC

	<p>Meaning</p>	<p>deeper meaning, noting important elements embedded in the text. Understanding is supported with insightful references to the text.</p>	<p>Draws a complete meaning from the text, noting key elements. Understanding is supported with logical references to the text.</p>	<p>Draws a general meaning from the text, noting obvious elements. Understanding is apparent and supported with general references to the text.</p>	<p>Summarizes what is illustrated. Partial understanding is evident and may allude to events in the text.</p>	<p>Lists objects in the text. Understanding is unclear.</p>
	<p>Connections</p>	<p>Reflects on, and integrates own experiences extending information from the text. Connections are perceptive.</p>	<p>Connects with own experiences and makes associations with the text. Connections are relevant and thoughtful.</p>	<p>Identifies connections or related experiences to the text. Connections are obvious/or simplistic.</p>	<p>Offers obvious connections to the text. Connections seem forced or superficial.</p>	<p>May offer connections that are illogical or unrelated.</p>

NAME: _____

COMMENTS

1- According to the reading, what helps a person to control their dreams? Can you control your dreams and if so, why?

Student name:

Student name:

2- In your opinion, what are the links (connections) between the reading and the play *Dreaming Now*?

Student name:

Student name:

CYCLE 3 VISUAL ARTS

Competency 1 - To produce individual works in the visual arts

To use personal ideas inspired by the stimulus for creation - *Dreaming Now*

To use transforming gestures - Collage

Definition of collage:

Collage is a technique of an art production, where the artwork is made from an assemblage of different forms, thus creating a new whole. A collage may sometimes include newspaper clippings, ribbons, bits of colored paper, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas.

Source: Wikipedia, The Free Dictionary <http://en.wikipedia.org/wiki/Collage>

DISCUSSION

If possible, refer to the written exercise from the previous activity. Begin a discussion by creating a bridge between dreams and artistic expression.

Here are some sample questions:

- In the production, how are the dreams visually presented?
- Do your dreams follow a straight line or do they jump from one place to another, and from one emotion to another?
- Does that happen in real life when you are awake? Why or why not?
- There are a total of ten dream sequences in *Dreaming Now*. Describe at least three? Give each one a title.
- How did these dreams make you feel?
- How can we express a dream in an artistic manner? Collage. As collage involves superimposing one element over another, it would be an interesting technique to use.

INDIVIDUAL ACTIVITY

Ask the students to make an individual collage inspired by *Dreaming Now* and in response to the following question; "If you could have a dream of any kind, what would it be and what would that world look like?"

CYCLE 3 VISUAL ARTS

Competency 1- To produce individual works in the visual arts

EVALUATION RUBRIC

Criteria	A (5 points)	B (4 points)	C (3 points)	D (2 points)	E (1 point)	Grade
Relationship between the his/her reality and the stimulus for creation	Art work offers a pertinent, AND original, AND complex link to the stimulus for creation	Art work offers a pertinent, OR original, OR complex link to the stimulus for creation	Art work offers a strong link to the stimulus for creation	Art work offers a slight link to the stimulus for creation	Art work does not offer a link to the stimulus for creation	
Coherent organization of elements	Innovative use of space and organization highlighting the creative message and ideas	Innovative use of some aspects of space and organization consistent with the creative message and ideas	Presence of aspects of space and simple organization linked to the message	Presence of a limited number of predictable aspects of space and limited organization (e.g. few image components)	Space was disregarded and lack of organization components randomly arranged	
Effective use of knowledge related to transforming gestures, materials and tools	Judicious and precise use of the properties of materials	Suitable use of the properties of materials	Simple use of the properties of materials	Occasionally inappropriate use of materials	Ineffective use of properties of materials	

NAME: _____

COMMENTS

**CYCLE 3
DRAMA****Competency 3 - To appreciate dramatic works****DISCUSSION**

Begin by determining the students' level of comprehension. Some example questions include:

- What takes place in *Dreaming Now*?
- What are some of the main actions carried out by the character?
- What are some of the emotions expressed by the character?
- What were some of the emotions that you felt while watching the production?
- What part(s) of the play were fictional? Explain.
- What part(s) of the play were real? Explain.
- What links can you make between our everyday use of digital technology and what was seen in the play?
- Does the play represent an alternate reality similar to a video game? Explain.

What do you think the overall message of the play was?

- Was there a message? Why or why not?
- Did you like the fact that there were no words spoken in the play? Why or why not?

INDIVIDUAL APPRECIATION

See student handout.

**CYCLE 3
DRAMA**
Competency 3 - To appreciate dramatic works

EVALUATION RUBRIC

Student does not make links	Student does not make links	
Student makes slight links	Student makes slight links	
Student makes strong links	Student makes strong links	
Student makes pertinent, original OR complex links	Student makes pertinent, original OR complex links	
Student makes pertinent, original AND complex links	Student makes pertinent, original AND complex links	
Making connections between the dramatic work and what he/she has felt and examined	Making connections between the dramatic work and sociocultural references	<div> <div>NAME: _____</div> <div>COMMENTS</div> </div>

1- A) What did you like most about *Dreaming Now*?

B) Why?

2- A) What did you like the least about *Dreaming Now*?

B) Why?

3- A) Name at least two emotions that you felt while watching the play.

B) When did you feel these emotions and why?

4- In *Dreaming Now*, a kinetic camera captures the performer's movements. A computer then transforms these movements into the images we see projected on stage. Can you think of ways in your life when technology has changed or influenced the way you experience something? For example, an HD video camera records a hockey game, which allows you to watch it at home. Without that technology you would have to have been in the arena in order to watch the game.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ANNEX II READING MATERIAL

Dreaming and Video Games

Have you ever woken up in the middle of a dream to realize that you were able to control what was happening? Maybe you were able to ride a bike wherever you wanted, hang out with your favourite movie star, or battle dragons to rescue your pet dog. If you have, that is called a lucid dream. A psychologist from the Grant MacEwan University in Edmonton has found that people who play video games have more lucid dreams as compared to the rest of the population. Jayne Gackenbach has been studying dreams for over ten years and believes that, "video games train the mind to take control of a fantasy situation." For people who play a lot of video games, their brain is often tricked into thinking that a dream state is actually a video game, which allows them to take control. This can be very useful for people who suffer from severe nightmares. In a lucid dream, they would be able to respond to a threatening situation (like a zombie attack) by fighting back. Gamers' nightmares tend to be more violent, but less scary.

Summary adapted from article entitled "Video Gamers Can Control Dreams" by Jeremy Hsu published in Live Science on May 25, 2010. <http://www.livescience.com/6521-video-gamers-control-dreams-study-suggests.html>

ANNEX III TEACHER QUESTIONNAIRE

DREAMING NOW

Your name: _____
 School's name: _____
 Ages of students: _____

1- What were your students' impressions of the play?

2- Did you think the production was valid from an educational perspective?

3- Artistic Quality

	Excellent	Very Good	Good	Fair	Poor
Actor	0	0	0	0	0
Set/Costumes	0	0	0	0	0
Music	0	0	0	0	0

Please comment: _____

**ANNEX III
TEACHER QUESTIONNAIRE**

4- Did you experience any problems (i.e. scheduling, punctuality)?

5- Did you use the Study Guide that was provided by Youtheatre? Yes _____ No _____
Why or why not?

6- Would you book Youtheatre again? Yes _____ No _____
Why or why not?

Additional comments:

**Please send your response by fax (514) 844-2330, email diffusion@youthetre.ca or mail it to
Youtheatre 5333 Casgrain #507, Montréal (QC) H2T 1X3**