



Presents
Horror Story
by Greg MacArthur

World Premiere March 10, 2014 at Segal Centre of Performing Arts, Montreal

Study guide created by Véronique Bossé, Louise-Andrée Nadeau & Janna Smith

Available in PDF at youtheatre.ca



Table of content

Presentation

Youthatre	3
About this Guide	3
Production Team	4
Characters	4
Synopsis	4

Pre-Show Activities

HISTORY

Group Discussion: What Frightens Us?	5
--------------------------------------	---

HISTORY & ENGLISH LANGUAGE ARTS

Horror Films: Where Do They Come From?	6
Activity: Create Your Own Horror Story	7

Post-Show Activities

BIOLOGY

What Is Fear?	11
The Teenage Brain and Thrill-Seeking Behavior	14
How Your Brain Differentiates Between Reality and Fantasy	16
Social Anxiety and Escapism	17

SOCIAL SCIENCE

Activity: Research Statement	19
------------------------------	----

ENGLISH LANGUAGE ARTS

Character Motivation	20
----------------------	----

Annexes

ANNEX I: Historical Research Example	22
ANNEX II: Teacher Questionnaire	24



Founded 1968, Youtheatre is Montreal's oldest professional English language theatre company. Youtheatre is committed to the creation, development and production of new works by the finest Canadian playwrights. Most importantly, we consider provocative, intelligent and socially relevant subject matter to be a crucial factor in reaching our audiences. More recently, *The Pencil Project* and *Dreaming Now* reflect the current preoccupation of Youtheatre's Artistic Director Michel Lefebvre with the integration of new media in his work with the hope of making theatre for young audiences relevant and contemporary.

Each year, the company produces three works for Quebec audiences and tours productions from its repertoire on a national level. These works are seen by an average of 30,000 young people each season. Since 2000, Youtheatre has been presenting work in French and considers the francophone community an important part of its audience.

Youtheatre has performed at many important venues in Canada including the National Arts Centre, Lorraine Kimsa Theatre for Young People, Grand Theatre, Imperial Theatre, Manitoba Theatre for Young People, Théâtre la Catapulte and Théâtre la Seizième in Vancouver. On an international level, Youtheatre has performed at The Birmingham Rep, Unity Theatre, Sherman Theatre and The Grand Theatre in Swansea, Wales.

The Canada Council has recognised Youtheatre as a leader among Canadian theatre companies producing work for young audiences, citing the company's "achievements in maintaining high production standards" as well as, "the depth of its commitment to developing new work and original voices" .

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 and (TUEJ) Théâtres Unis Enfance Jeunesse.

ABOUT THIS GUIDE

This guide is meant to be used as a starting point for discussions and to encourage students to get the most out of their theatre experience. We recommend that students be introduced to play's themes before viewing the production. The discussion topics and post-show activities should follow the performance in order to enhance the students' complete understanding of the subjects involved. Feel free to adapt the activities to suit your students and your goals as a teacher. You may photocopy any of the material in this guide.



HORROR STORY PRODUCTION TEAM

Written by	Greg MacArthur
Directed by	Michel Lefebvre
Set & Costumes Design by	Max-Otto Fauteux
Lighthing by	Renaud Pettigrew
Sound Design by	Thierry Gauthier
Featuring	Sean Colby as Wyatt Justin Johnson as Noah

CHARACTERS

Wyatt

A 16 year-old suburban teenager who is fascinated with graphic violence, particularly the realistic depictions in horror films such as *Blood Screams*. Addicted to the adrenaline rush that fear elicits, he must continuously raise the stakes until the only thing left is to confront what truly scares him - becoming the victim or the torturer.

Noah

Wyatt's best friend, who also has an interest in horror films and graphic novels. Hoping to escape a homelife that is sad and depressing, Noah does not question Wyatt's obsession with *Blood Screams* until it is too late.

SYNOPSIS

In the early '90's, near a small town called Blue River, the bodies of two teenaged boys are found dismembered and unrecognizable. Twenty years later, two 16 year-olds living in the suburbs of Montreal, attend a screening of *Blood Screams*, a brutally graphic horror film based on these supposedly true events. Becoming obsessed with the film one boy decides to make a pilgrimage to the site where the actual murders took place. Despite witnessing a scary transformation in his friend, the other boy ignores the warning signs and follows him into the woods near Blue River.

PRE-SHOW ACTIVITY

History

GROUP DISCUSSION: WHAT FRIGHTENS US?

Fear can be an individual or collective experience, depending on the situation. Those lucky enough to live a life without daily threats, may want to feel scared from time to time. There are many different ways to fulfill the need to be scared such as, watching a horror film, riding a roller coaster, skydiving, swimming with sharks, or thinking about conspiracy theories related to world events like 911.

As a class or in groups of 4 students, initiate a discussion about horror films, fear and how it changes with the evolution of our society. You can use the following questions.

Questions on horror films:

- Who is a horror film fan?
- Which horror film is your favourite? Why?
- Do you prefer to be scared or repulsed when you watch a horror film?
- What makes a horror film scary- the visual effects or the storyline?

Questions on fear and its place in society:

- Why do you think people like to be scared?
- What is scarier: real events or fiction?
- What scares individuals today compared to fifty years ago?
- As a society, what are we scared of?
- Are fearful events different in each generation? What were your parents scared of at your age? Your grandparents?
- How does the Internet influence our collective and/or personal fears?

PRE-SHOW ACTIVITY

History & English Language Arts

HORROR FILMS: WHERE DO THEY COME FROM?

Humans began telling stories in order to better understand the world. Throughout history, many stories include demons, darkness and the existence of a world beyond the physical. Classic mythology is full of monsters and stories about an underworld: the Minotaur, the Sirens, Cyclops, the journey of Hercules through hell, etc. Myths and stories were told to entertain an audience, to warn the younger generation of certain taboos or to explain the inexplicable. In literature, authors began to adapt classic stories and create new ones inspired by the society that they lived in. During the Age of Enlightenment (18th Century), writers were pre-occupied with the advancement of science and how it contradicted previously held beliefs. The ground breaking work of Sigmund Freud (1856-1939) greatly inspired authors, and soon psychologically disturbed villains replaced the fear of the supernatural.

Horror fiction inspired by the Gothic genre (horror and romanticism) and Freud's work:

-  *Frankenstein* (1818) by Mary Shelley
-  *The Signalman*, best known as *A Christmas Carol*, (1843) by Charles Dickens
-  *The Strange Case of Dr Jekyll and Mr Hyde* (1886) by Robert Louis Stevenson
-  *Dracula* (1897) by Bram Stoker

By studying the horror films of each historical era, we can determine the events that influenced society.

Horror films and historic events that inspired them:

-  *Nosferatu* (1922) The first vampire movie echoes the random fatalities suffered during World War I.
-  *Dracula* (1931), *Frankenstein* (1931), *King Kong* (1933) Stories set in a far-off land with foreign characters was an escape from the miseries suffered during the Great Depression.
-  *Werewolf of London* (1935) Hitler himself identified strongly with the legends of the wolf.
-  *Godzilla* (1954). The collective fear of a nuclear attack during the Cold War brought the Japanese mutant to the screen to symbolize a consequence of radiation.

As of 1960, the number of social changes inspired the horror film genre to renew itself. Women began to play a more prominent role in the storyline as nudity and graphic violence became more and more acceptable on screen. Rather than focusing on external threats, horror films also offered an examination of internal issues. Audiences wanted horror films that were more rooted in reality, exploring societal changes through internal monsters, troubled families, malevolence of nature and skepticism of the supernatural.

The film *Alien* (1979) began a preoccupation with graphic violence that continued all through the 1980s. As visual effects improved, the horror film industry became divided into two categories; image versus imagination. Some films that do not depict monsters manage to terrify through suggestion, while others take a visceral approach, challenging the audience to keep watching despite their revulsion. These two categories still co-exist today; on one side of the industry are the gore movies, with blood baths, monsters and special visual effects, and on the other side, villains are more in line with the 1960s and 1970s where horror and thriller are intertwined.

Horror films intertwined with thriller genre:

-  *Psycho* (1960)
-  *The Birds* (1963)
-  *The Exorcist* (1973)
-  *The Texas Chainsaw Massacre* (1974)
-  *Carrie* (1976)
-  *Halloween* (1978)
-  *Silence of the Lambs* (1991)
-  *Scream* (1996)
-  *The Blair Witch Project* (1999)

Horror films showing gore:

-  *Dawn of the Dead* (1979)
-  *The Shining* (1980)
-  *The Thing* (1982)
-  *Ghostbusters* (1984)
-  *Child's Play* (1988) with the famous Chucky
-  *Se7en* (1995)

Sources: [<http://www.horrorfilmhistory.com/index.php?pageID=home>] *Horror Film History* by Karina Wilson;
[http://en.wikipedia.org/wiki/Gothic_fiction] *Gothic Fiction*.

ACTIVITY: CREATE YOUR OWN HORROR STORY

1) Historical Research

By answering Part 1 of the questionnaire included in the Student Handout, each student is asked to research a historical event that had an effect on society. See Annex I for example.

2) English Language Arts : Short Story Composition

Each student is asked to write a short story inspired by their historical research and the horror genre. They can structure their characters and storyline by referring to Part 2 of the questionnaire included in the Student Handout.



PRE-SHOW ACTIVITY
Part 1: Historical Research

NAME : _____

1- Period or historic event and dates

2- Describe each of the main parties in conflict during that period. Who or what were they? Who were the leaders? Where did the conflict take place?

3- What influenced the period or the event? Explain.



PRE-SHOW ACTIVITY
Part 2: Short Story Structure & Characters

NAME : _____

1- Between the two parties described in Part 1, chose one to be the victim and one to be the villain. Explain your choices.

2- For each category, explain how your villain could be symbolized?

As a fantastic or supernatural creature:

As a human being:

As a natural disaster:

As a Science Fiction creature:

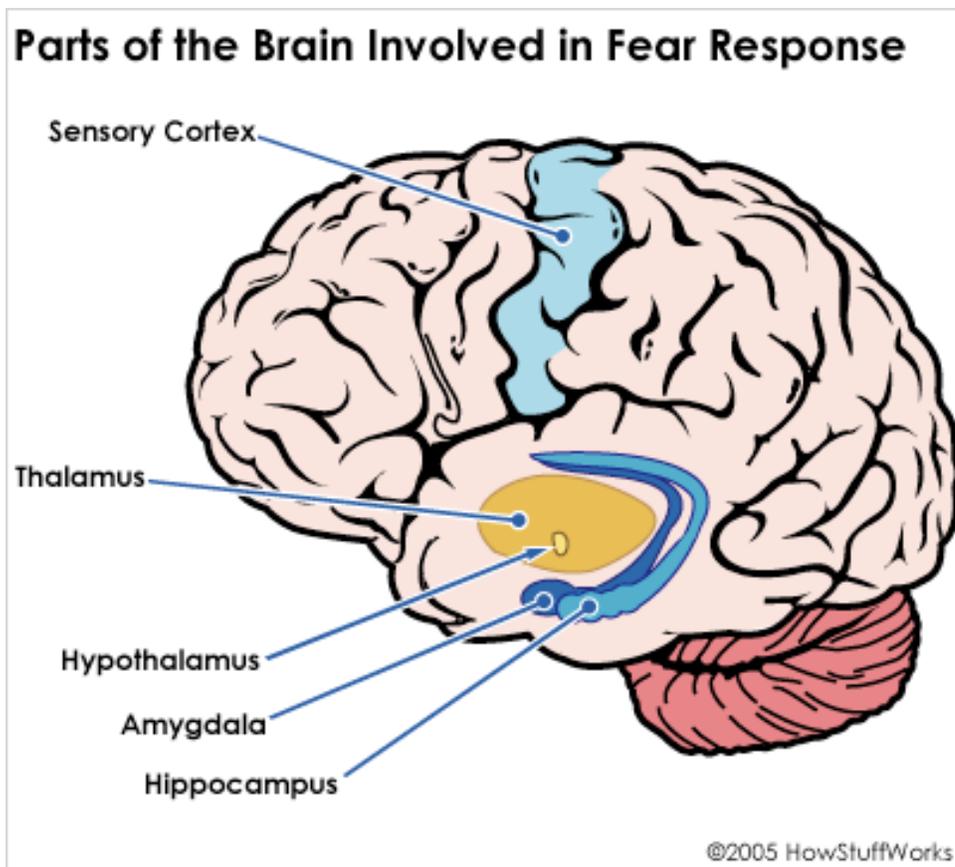
POST-SHOW ACTIVITY
Biology

NAME : _____

WHAT IS FEAR?

Fear is a chain reaction in the brain that starts with a stressful stimulus and ends with the release of chemicals that cause a racing heart, fast breathing and energized muscles, among other things, also known as the fight-or-flight response. The stimulus could be a spider, an auditorium full of people waiting for you to speak or the sudden thud of your front door against the doorframe.

The brain is a profoundly complex organ. More than 100 billion nerve cells comprise an intricate network of communications that is the starting point of everything we sense, think and do. Some of these communications lead to conscious thought and action, while others produce autonomic responses. The fear response is almost entirely autonomic: We don't consciously trigger it or even know what's going on until it has run its course.



To produce the **fight-or-flight response**, the hypothalamus activates two systems: the sympathetic nervous system and the adrenal-cortical system. The sympathetic nervous system uses nerve pathways to initiate reactions in the body, and the adrenal-cortical system uses the bloodstream. The combined effects of these two systems are the fight-or-flight response.

When the hypothalamus tells the sympathetic nervous system to kick into gear, the overall effect is that the body speeds up, tenses up and becomes generally very alert. If there's a burglar at the door, you're going to have to take action -- and fast. The sympathetic nervous system sends out impulses to glands and smooth muscles and tells the adrenal medulla to release epinephrine (adrenaline) and norepinephrine (noradrenaline) into the bloodstream. These "stress hormones" cause several changes in the body, including an increase in heart rate and blood pressure.

At the same time, the hypothalamus releases corticotropin-releasing factor (CRF) into the pituitary gland, activating the adrenal-cortical system. The pituitary gland (a major endocrine gland) secretes the hormone ACTH (adrenocorticotropic hormone). ACTH moves through the bloodstream and ultimately arrives at the adrenal cortex, where it activates the release of approximately 30 different hormones that get the body prepared to deal with a threat.

The sudden flood of adrenaline, epinephrine, norepinephrine and dozens of other hormones causes changes in the body that include:

-  Heart rate and blood pressure increase
-  Pupils dilate to take in as much light as possible
-  Veins in skin constrict to send more blood to major muscle groups (responsible for the "chill" sometimes associated with fear -- less blood in the skin to keep it warm)
-  Blood-glucose level increases
-  Muscles tense up, energized by adrenaline and glucose (responsible for goose bumps -- when tiny muscles attached to each hair on surface of skin tense up, the hairs are forced upright, pulling skin with them)
-  Smooth muscle relaxes in order to allow more oxygen into the lungs
-  Nonessential systems (like digestion and immune system) shut down to allow more energy for emergency functions
-  Trouble focusing on small tasks (brain is directed to focus only on big picture in order to determine where threat is coming from)

All of these physical responses are intended to help you survive a dangerous situation by preparing you to either run for your life or fight for your life (thus the term "fight or flight"). Fear -- and the fight-or-flight response in particular -- is an instinct that every animal possesses.

Source: [<http://science.howstuffworks.com/life/fear2.htm>] *How Fear Works* by Julia Layton

1- List the physical traits that Wyatt describes he feels when scared.

2- Is Wyatt addicted to scenes of graphic violence or to the adrenaline rush they elicit? Explain.

3- What are other ways to feel an adrenaline rush? Are some more socially accepted than others? Are they less effective? Explain.

4- How does Wyatt’s biological response to fear relate to his obsession with finding out the truth about *Blood Screams*?

THE TEENAGE BRAIN AND THRILL-SEEKING BEHAVIOR

The **prefrontal cortex** is the section of the brain that weighs outcomes, forms judgments and controls impulses and emotions. This section of the brain also helps people understand one another. The prefrontal cortex communicates with the other sections of the brain through connections called **synapses**.

Scientists have found that teenagers experience a wealth of growth in synapses during adolescence. At this stage of development, the brain begins pruning away the synapses that it does not need in order to make the remaining ones much more efficient in communicating. In teenagers, it seems that this process starts in the back of the brain and moves forward, so that the prefrontal cortex is the last to be trimmed.

An area of the teenager's brain that is fairly well developed early on, though, is the **nucleus accumbens**, or the area of the brain that seeks pleasure and reward. It is the combination of the undeveloped prefrontal cortex and a heightened need for reward that drives some of the most risky teenage behavior. For most adults, climbing hotel balconies or skateboarding off roofs of houses sound like awful ideas. Their prefrontal cortex curbs any impulse to do so, because the possible negative outcomes outweigh any potential thrill. But teenagers may try these things because they're seeking a buzz to satisfy that reward center, while their prefrontal cortex cannot register all the risks these actions entail. Even though the teenager can vaguely register that there will be parental punishment later on, the appeal of fun now is too strong.

Source: <http://science.howstuffworks.com/life/teenage-brain2.htm> *Are Teenage Brains Really Different from Adult Brains?* by Molly Edmonds

1- How does teenage brain development relate to the actions taken by Noah and Wyatt?

It is not uncommon for individuals to push the envelope, seeing how much fear they can tolerate, and ultimately feeling a sense of satisfaction when they are able to endure the anxiety.

What is the appeal of the fright associated with horror stories? Psychologists believe that humans are intensely curious about the 'dark side,' and are continually trying to make sense of it. For adolescent boys in particular, they may consider these kinds of films to be a rite of passage, exposing themselves to images and stories that were taboo when they were younger.

As most of these films depict transgressions of conventional values and morality, there is an attraction to their 'forbidden' nature, in the same way that many adolescents want to know what it is like to drink too many beers, smoke cigarettes, or drive their car too fast.

Source: [<http://www.webmd.com/a-to-z-guides/features/exploring-thrill-seeking-personalities>] *Thrill-Seekers Thrive on Scary*

2- What thrill-seeking behaviours have you undertaken? What need or desire was that experience attempting to fulfill? Were you successful or not?

HOW YOUR BRAIN DIFFERENTIATES BETWEEN REALITY AND FANTASY

The term 'real' refers to something that objectively exists. What may be real to one person, may not be real to another person.

Recent research has identified two areas of the brain that are more strongly activated when people see real characters than when they see fictional characters. These brain regions - in the anterior medial prefrontal and posterior cingulated cortices (amPFC and PCC) - are known to be involved during autobiographical memory retrieval and self-referential thinking. Based on this finding, scientists have hypothesized that our brains may distinguish between reality and fantasy because real things tend to have a higher degree of personal relevance than fictional things do.

“It”’s hard to tell the difference these days- what’s real and what’s not.” - Noah

Source: [<http://phys.org/news157029052.html#jCp>] *What is 'Real'? How Our Brain Differentiates Between Reality and Fantasy* by Lisa Zyga

1- What is Noah referring to in this statement?

2- Why have reality TV shows and Internet reality sites become so popular? What do people want to experience that

SOCIAL ANXIETY AND ESCAPISM

Escapism is focusing one's attention on something pleasant and enjoyable instead of the harsh reality of the real world. And here's the thing: **Escapism isn't always a bad thing.** Escapism is something that is profoundly human. In some ways the ability to escape is a close cousin to the ability to create- to imagine. It's a very good thing. But for some of us escaping has become harmful. For some, it can be a fine line.

1- Give examples of healthy escapism.

2- Give examples of unhealthy escapism.

3- What are key factors that make an activity unhealthy?

4- Do you believe that Wyatt in particular is viewing graphic violence as a form of escape? Explain.

The phenomenon known as **Internet addiction** is being closely studied by scientists; is it escapism or a psychological disorder? American clinicians are split on whether there is such a thing as Internet Addiction Disorder. Those who do not believe IAD is a medical disorder argue that the Internet is just a new modality for escaping the world. For example, although people read or watch television to excess, medical science does not recognize “book addiction” or “TV addiction.”

Psychiatrist Ivan Goldberg actually composed criteria for IAD as an “impulse-control disorder without an intoxicant.” Some of them include:

-  Users have persistent thoughts about stopping their Internet behavior, but cannot stop;
-  Users develop tolerance to the Internet and begin staying on their computers for longer and longer periods of time;
-  They experience withdrawal symptoms such as moodiness when they are off the Internet;
-  They think about or fantasize about what they are missing when they are not on the Internet;
-  They spend hours reading and searching for new computer accessories;
-  They give up healthy activities such as sports, socializing and family time;
-  Their Internet use disrupts relationships with spouses, parents or friends, and they become defensive or secretive about their Internet use. ;
-  Internet use puts their jobs or academic careers at risk.

“Interactive” use of the Internet is more addictive than surfing or reading Internet articles. The most common IADs are online gaming and gambling. However, some become obsessed with interactive social networks like Facebook or interactive spaces like chatrooms and forums. Other common forms of Internet addiction are eBay shopping and pornography.

Source: [<http://www.crchealth.com/troubled-teenagers/internet-addiction/>]

Take a moment and think about the criteria listed above. Does any of it apply to you or to anyone you know? If so, you could consider seek help.

**IF YOU OR A FRIEND NEEDS HELP, SPEAK TO A TRUSTED ADULT OR CALL THE KIDS HELPLINE
1-800-668-6868.**

POST-SHOW ACTIVITY

Social Science

Social science is an academic discipline concerned with society and the relationships among individuals within a society. It is a discipline that relies primarily on observation (or empirical approaches) as a tool to understand its subject.

ACTIVITY: RESEARCH STATEMENT

Beginning with your observation of the characters in *Horror Story*, propose a statement (also known as a hypothesis) and defend this statement with further research. Your essay should be a maximum of 500 words.

Possible statements include:

“Exposure to fictional violence desensitizes people to real life violence.”

“Boredom among teenagers leads to extreme, sometimes dangerous behaviour.”

“Worshipping fictional characters in pop culture has become a modern-day substitute for religious faith.”

POST-SHOW ACTIVITY
English Language Arts

CHARACTER MOTIVATION

In a story, as in life, motivation is the power behind a sequence of events. A person, or character, will not act unless he or she is motivated to act, and motivation is derived from one's prior experiences, values, and ability to recognize problems as problems. When interacting with people, or when trying to understand a character in a novel or a play, it is important to identify the internal things, things that make him/her behave as they do.

Everything a person does is based on a motivation that can be interpreted as a balance of competing forces. A person will always have dozens of things he/she might do at any moment- the final decision to act is the sum of all the influences, internal and external, that bear on the moment.

People are biologically hard-wired for two things:

- 1) To repeat experiences that give pleasure, and avoid those that give pain (positive and negative feedback)
- 2) To pay more attention to unique and/or unexpected experiences.

These basic biological biases can conflict, to produce the individual who ignores or seeks out experiences that are unpleasant because a) it's become familiar enough to be tolerated or b) the drive for unique/unexpected overcomes the drive to avoid pain.

Resource: www.elizabethmoon.com/writing-motivation.html

Reflect on the two characters in *Horror Story*. Keeping in mind the definition of motivation and the biological biases as described above, answer the following questions.

A) What motivates Wyatt to act like a bully towards Noah?

B) What motivates Noah to accept this behaviour and follow Wyatt's lead?

C) What are the influences that contribute to Wyatt's decision to bring Noah to the house in the woods?

ANNEX I Historical Research Example

1- Period or historic event and dates

Terrorist attacks on the World Trade Center in New York City on September 11, 2001.

2- Describe each of the main parties in conflict during that period. Who or what were they? Who were the leaders? Where did the conflict take place?

On September 11, 2001, 19 militants associated with the Islamic extremist group al Qaeda hijacked four airliners to be used in suicide attacks on The World Trade Center in New York City and the Pentagon in Washington D.C., two of America's most important symbols of wealth and power. Over 3 000 people died including more than 400 firefighters and policemen.

Al Qaeda is a terrorist organization whose leader in 2001 was Osama bin Laden. The attackers involved in the 9-11 events were all Islamic and members of this extremist organization. Some of them had been living in the United States before the attacks while others joined them shortly before September 2001.

The U.S. President at the time, George W. Bush, made it his mission to “hunt” down the organization behind the attacks, which led to a war in Afghanistan where the Taliban regime was protecting Osama bin Laden. The United States also invaded Iraq in 2003 as it was believed that the country's leader, Saddam Hussein, was hiding chemical weapons that could be given to terrorists.

3- What influenced the period or the event? Explain.

Al Qaeda claimed that the attacks were in retaliation for America's support of Israel, its involvement in the Gulf War and its continued military presence in Middle Eastern countries. As a terrorist organization, Al Qaeda uses violence to achieve their political and/or religious goals. By attacking America's symbols of wealth and military force, Osama bin Laden and al Qaeda hoped to show to the rest of the world that the U.S. was not the most powerful nation on earth.

4- Name three turning points that occurred during that period or event and list the consequences. For each turning point, explain why you think those moments were key.

1) At 9 PM, on September 20, 2001, U.S. President George W. Bush delivered an address where he declared: “Either you are with us, or you are with the terrorists.” That statement was a call to other countries to join the United States in getting revenge on al Qaeda and other terrorist organizations. It shaped the military forces involved in the invasion of Afghanistan and Iraq.

2) In October 2001, the United States and its allies invaded Afghanistan in order to locate Osama bin Laden and fight the Taliban regime that protected him. The invasion removed the Taliban from political power in Afghanistan, and put in place a “democratic” leader that would not support terrorist activities. The war was difficult for both the U.S. and the Taliban with many casualties on both sides. It was only in 2011, that the U.S. military found Osama bin Laden who had been hiding in Pakistan.

3) On March 19, 2003, the U.S. military, in alliance with the United Kingdom, Australia and Poland, invaded Iraq. The invasion lasted two-and-a-half months and started the conflict later known as the Iraq War. The Coalition forces lead by the U.S. President George W. Bush, justified their actions by claiming that their intention was to disarm Iraq of weapons of mass destruction, to end Iraqi President Saddam Hussein's support for terrorism, and to free the Iraqi people. Canada did not join the Coalition as then Prime Minister Jean Chrétien refused to offer military support to the U.S. because the invasion was not sanctioned by the United Nations. Like Canada, many other nations declared that a diplomatic solution should have been raised before starting a military conflict.

5- Describe each party as they were perceived by the the other side.

For the United States, al Qaeda and its leader Osama bin Laden, were perceived as enemies of freedom and democracy. In his speech on September 20, 2001, President George W. Bush described members of al Qaeda as using force and fear in order to impose their beliefs and went on to call them traitors to their faith. He went on to declare that the fight was against Islamic extremists who support terrorism and not the rest of the world's Muslim population.

For the terrorist organizations, America's continuous military presence in the Middle East is perceived as a threat to the Islamic faith. Also, al Qaeda described Americans as being ruthless when it comes to money, not questioning the use of violence in order to gain control of resources (namely oil).

Sources: [<http://www.history.com/topics/9-11-attacks>] *9/11 Attacks*;
 [<http://www.scholastic.com/browse/article.jsp?id=3756477>] *What Happened on 9/11?* by Natalie Smith;
 [<http://georgewbush-whitehouse.archives.gov/news/releases/2001/09/20010920-8.html>] *Address to a Joint Congress and th America People* by George W. Bush.



ANNEX II
Teacher Questionnaire

HORROR STORY
2013-14 Season

Your name: _____

School's name: _____

Age 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
Actors	0	0	0	0	0
Set/Costumes	0	0	0	0	0
Music	0	0	0	0	0

Please comment:



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

5- Did you use the Study Guide that was provided by Youthatre? YES _____ NO _____
Why or why not?

6- Would you book Youthatre again? YES _____ NO _____
Why or why not?

Additional comments:

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