

YOUTH THEATRE

Presents

Heartbeat Reverie

Devised by V́ea, Jeremy Segal, Cédric Delorme-Bouchard and Tiffanie Boffa

World premiere by Youtheatre Spring, 2022
Heartbeat Reverie was developed with the support of Manulife,
and in partnership with CC NDG

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WELCOME TO YOUTHEATRE

Founded in 1968, Youtheatre is Montreal's oldest professional theatre for young audiences. Over the past 53 years, Youtheatre's productions have been performed to over two million young people throughout Quebec and Canada. Youtheatre engages 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 and creators.



ABOUT THE STUDY 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, and to share any materials from this guide. We hope that if there are any questions, thoughtful responses, or engaging discussions, that you will reach out to us to let us know!

Production Team (2022)

The Boy

Devised by :
|

Véa, Jeremy Segal, Cédric Delorme-Bouchard & Tiffanie Boffa

CURRICULUM COMPETENCIES

ELA

- To read and listen to literary, popular and information-based texts
- To write self-expressive, narrative and information-based texts
- To represent her/his literacy in different media
- To use language to communicate and learn



ERC

The play and study guide discuss

- Health & Well-being
- Media Literacy
- Citizenship & Community Life

The study guide lesson focuses on

- Reflects on Ethical Questions
 - Identifies a situation from an ethical point of view
 - Evaluates options or possible actions

DRAMA

- To invent short scenes
- To appreciate dramatic works, personal productions and those of classmates

SCIENCE

- To communicate in the languages used in science and technology

ABOUT THE PLAY

Characters

The Boy The boy is about to go through one of those most difficult journeys of his life, even though he's still so young! He is placed in a special sleep - or under



anesthesia, as the doctor would say - while he has heart surgery. The boy is already strong and brave as he faces this tough challenge.

The Mother The mother has to wait while her boy goes through surgery. She is also strong and brave because even though she is scared for her son, she uses her voice for encouragement and support, so that the boy is never truly alone.

SUMMARY

Heartbeat Reverie is a new creation for 6-12 year olds that poetically explores the dream-spaces between life and death.

Inspired by personal experiences, *Heartbeat Reverie* takes inspiration from the world of advanced medicine: from the sounds of the machines in a pediatric intensive care room, to the doctors' notes and medical jargon, the piece explores deeper questions related to life, death, and the spaces in between.

A young boy falls asleep under anaesthesia before receiving a heart transplant. He journeys through a series of dreams exploring the wonder of childhood and his fear of hospitals. His mother's voice beckons him back to the waking world, where he receives a brand new heart.

Production photos





ENGLISH LANGUAGE ARTS

Love & Support

Setting of the Play

The boy is in the hospital, about to have heart surgery.

Surgery is when a doctor works inside your body while you're sleeping. It's a different kind of sleep than when you normally sleep - a special doctor makes sure you sleep and don't feel any pain, and that you wake up after the surgery is over.

SOURCE : <https://www.chadkids.org/your-visit/surgery-faqs-kids>

SOURCE : <https://ncdj.org/style-guide/>

We see how the boy journeys through this sometimes scary adventure.

Discussion questions:

- Have you ever done something that is important and/or exciting but maybe also a little scary?
- What helped you feel brave?

Theme of the Play: Love & Support

The boy has someone who loves him, cheering him on! For the boy, it is his mother.

Having love and support from friends or family is really helpful, when someone has to go to the doctor, or go to the hospital.

The mother's love for her son is the main theme of this play, as it is what helps the boy make it through.

Different Families

All families are different! Many of us have mothers, some of us might have more than one, some of us have none, some of us have an aunt or grandma who feels like a mom. So -

Discussion questions:

- Who are some of the different people in your life who make you feel loved?
- How does it feel when someone takes care of you when you are sick or sad?
- How can you show the people you love that you care for them?

Books on similar themes in children's literature:

El Deafo - Cece Bell



Auggie & Me - R.J. Palacio

Smile - Raina Telgemeier

Ghosts - Raina Telgemeier

What Happened to You - James Catchpole

Cycle One Activity

Thank You Heart

1) Make a heart-shaped card for someone you love.

Written text can include -

‘Thank you for taking care of me by... I love you!’

2) Make a heart-shaped card to be delivered to a children’s hospital. Write/draw something encouraging!

The class can brainstorm possible written text together, and then each student can choose one sentence to write down.

Cycle Two Activity

Letter of Appreciation

1) Write a letter to someone you love. Thank them for how they take care of you. Tell them how you will show them love and care.

Students could also add a drawing, or if they’re skilled at something such as origami, they could also make a small gift for their loved one.

2) Write a letter to be delivered to a child at the children’s hospital. Write something encouraging! The class can brainstorm together what sort of messages children in the hospital might be needing to hear.

Students could also add a drawing, or if they’re skilled at something such as origami, they could also make a small gift.

Cycle Three Activity

Reflection through Writing or Mixed Media

1) Write a personal account about when love and encouragement has helped you get through a challenging time.

Students could also draw a comic to depict this, create a PowerPoint chronicling the event, or create a vlog style video to better differentiate this activity.

Compare & Contrast through Writing or a Powerpoint

2) Can you think of other stories where the main character depended on love or support from their friends and/or family to help them?

Write about how ‘Heartbeat Reverie’ is similar and/or different to another story about ‘love.’



Students could also use a graphic organizer to convey similarities and differences, or convey the information through the creation of a PowerPoint.

3) Write a letter to be delivered to a child at the children's hospital. Write something encouraging! The class can brainstorm together what sort of messages children in the hospital might be needing to hear.

Students could also add a drawing, or if they're skilled at something such as origami, they could also make a small gift.

ETHICS

Disability

Teacher's Note : Not to expect or pressure any disabled children in the classroom to share their experiences for the class during this lesson. Also, some children may not choose to identify as 'disabled,' and that's up to them.

(Source of 'Teacher's Note':

https://thecatchpoles.files.wordpress.com/2021/08/why_year1_resources.pdf)

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In Heartbeat Reverie, the boy is born with a heart problem, or a 'disability.'

Lots of people have different kinds of disabilities.

Discussion question:

- When you hear the word 'disability' - what do you think of? Any ideas?

Perhaps the class can create a brainstorm together on the board.

A disability can be a physical or mental problem that affects whether someone can walk, see, hear, speak, learn or do other important things. Some disabilities are permanent, or last forever. Others only last for a short time. Someone can be born with a disability, or it can be caused by illness or an accident.

SOURCE : <https://kids.britannica.com/kids/article/disability/390729>

SOURCE : <https://www.verywellfamily.com/how-to-talk-to-kids-about-disabilities-4142349>

Some are visible, which means that we can see them when we look at the person, and some are invisible, which means that we can't see their disability. Either way, a disabled person's disability is normal for them.

SOURCE : https://thecatchpoles.files.wordpress.com/2021/08/why_year1_resources.pdf



In the play, the boy was born different and needs some help with his heart. Maybe he will always have to go to the doctor often. Maybe he will have a big scar.

Discussion question:

If you see someone who looks or acts differently than you, you might feel curious to know why they are different.

Which grown-ups can you ask to help you understand why someone is different?

You could also ask something like ‘how are you different?’ because it is great that we are all different from each other!

Sometimes someone might not want to reply, and that is also ok. There is a great book called ‘What Happened to You?’ by James Catchpole about this.

A little boy named Joe is trying to play, but EVERYONE keeps stopping him to ask what happened to his leg.

- In the picture, attached in the slideshow - how does Joe seem to feel about being asked what happened to him?
- How might someone else be feeling when someone asks them?
- What brings a smile to Joe’s face?

Both Heartbeat Reverie, and Joe’s story remind us that no matter our challenges, everyone needs love and kindness.

In Joe’s story, he would like friends who accept him, but let’s learn more about how love and kindness is important to the boy!



Cycle One Activity

Welcome Card

Imagine there is a new student in the class. Make them a welcome card!

Write, 'Me name is _____ . I like _____ .'

Draw a picture of yourself, and the object/food/activity/animal that you like!

Cycle Two Activity

Interview

Imagine there is a student in the class, you don't know very well. What are some questions you can ask them to get to know them?

Write three questions. Show them to the teacher.

Your teacher will choose another student for you to ask the questions to.

Write down the other student's answers.

Draw a picture to go with your interview!

Cycle Three Activity

Community Care Mosaic

Write a journal entry, reflecting on if you have ever felt self-conscious because of questions someone has asked you. If this seems difficult, you may reflect on if you've read other stories, or seen movies about a character who does not quite fit in, and if it was easy for that character to find friends.

With a partner, then think of one to two ways, your classmates could look out for each other. Write one on a piece of paper, and draw a picture to go with it. The teacher could then create a mosaic and visual display of how the class will care for each other.

DRAMA

Lighting and Colours of the Play

'Heartbeat Reverie' takes us into a dreamlike world, while the boy is under anesthesia (a special sleep) and going through surgery.

Discussion questions:

- What did we see on stage that helped us know the boy was in a mysterious, magical place?
- How did the different types of sounds, lights and colours you saw make you feel at different times in the play?



An exciting thing about drama, as you don't have to just depend on words to take an audience to a new wonderful place.

Cycle One Activity

Using Sounds to Travel to a New Land

To demonstrate the way you can use sound to go to a new place, ask the children what kinds of noises you might hear on a farm.

If for example, one child says 'moo' for a cow, then have all of the class repeat that sound together, and so forth for various more noises. Make sure to also write the different sounds being made on the board.

After a few sounds, ask the class to pick one of the sounds written on the board, and encourage them to try to pick different ones. Then count down from 3 to 1, and have all the children make the sounds at the same time, to demonstrate creating a feeling like they might be on a farm!

You can repeat this activity with a zoo, space, the street, and so forth.

Cycle Two Activity

Using Sounds to Create a Scene

To demonstrate the way you can use sound to go to a new place, ask the children what kinds of noises you might hear on a farm.

If for example, one child says 'moo' for a cow, then have all of the class repeat that sound together, and so forth for various more noises. Make sure to also write the different sounds being made on the board.

After a few sounds, ask the class to pick one of the sounds written on the board, and encourage them to try to pick different ones. Then count down from 3 to 1, and have all the children make the sounds at the same time, to demonstrate creating a feeling like they might be on a farm!

Divide the class into groups of 5, and ask them to invent a little scene that occurs somewhere like a farm, the zoo, space, or underwater.

Each scene should only have 4-6 lines of dialogue, and lots of different sound effects. Afterwards children may present their short 5 minute scene to the class, allowing for a fun imagination journey to different places.

Cycle Three Activity

Using Sounds to Create Feeling in a Scene



To demonstrate the way you can use sound to go to a new place, ask the children what kinds of noises you might hear on a beautiful day in a sunny field.

Make sure to also write the different sounds being made on the board.

After a few sounds, ask the class to pick one of the sounds written on the board, and encourage them to try to pick different ones. Then count down from 3 to 1, and have all the children make the sounds at the same time, to demonstrate creating a feeling like they might be on a sunny field!

Ask the students what emotions they felt hearing the sounds of a field.

Repeat the activity but this time with a haunted house.

Have a discussion about how different sounds can add cheerfulness and fun to a moment, or maybe fear or creepiness to another.

Divide the class into groups of 5, and ask them to invent a little scene that occurs somewhere like a castle, space, a forest, or underwater.

Each scene should only have 4-6 lines of dialogue, and lots of different sound effects. Ask the students to not only use noises that let us know what kind of characters inhabit this world, but might make us also feel certain emotions.

Afterwards children may present their short 5-10 minute scene to the class, allowing for a fun imagination journey to different moods in different places.

Science

The Human Heart

Cycle 1

Objective: To learn how to identify the size of the heart, and how to identify it, as well as the ribs on the human body.

Make a fist, and hold it in front of your chest. That's the size of your heart!

Your heart is in the center of your body, protected behind your ribs.

Your heart is a **muscle**. Wiggle your fingers, now wiggle your toes - it's muscles that help your body move. There are over 600 of them in our bodies!

Cycle 1 & 2: Just like the muscles in your legs that help you run. Your heart is one of the strongest muscles in your body!

Cycle 3: There are three types of muscles in our body. 'Smooth muscles' such as those that



help us digest food. 'Skeletal muscles' which are the ones we can control to kick a ball, or run fast. Finally, there are 'Cardiac muscles' which make up the heart.

Resource:

<https://kidshealth.org/en/kids/muscles.html#:~:text=Smooth%20muscles%20%E2%80%94%20sometimes%20also%20called,you%20even%20thinking%20about%20it.>

Cycle 1 - 3: The same way an air pump can push air into a balloon, the heart 'pumps' to move blood around the body. This helps our body do everything from moving our legs to digesting sandwiches!

Cycle 2 & 3: Blood carries a lot of what our body needs, especially **oxygen**. Oxygen is the gas we breathe in, to live. Our heart receives oxygen from our **lungs**, and is able to pump the blood and the oxygen around the body through the **arteries**. Afterwards, it is also able to pump a gas our body doesn't need - **Carbon Dioxide** through our **veins**, back to our heart, and out of our bodies.

Our heart is able to do this, at the same time, in less than one minute! Amazing!

If our heart beats faster when we're exercising, that's because it is working extra hard to do its job. But the good news is, the more we exercise and strengthen our bodies, the more we do the same for our hearts!

SOURCE : <https://www.youtube.com/watch?v=tF9-jLZNM10>

SOURCE : <https://kidshealth.org/en/kids/muscles.html>

Cycle 3: Show this video to students: <https://www.youtube.com/watch?v=e3JV0DigQWQ>

The video we just watched introduced some new terms to us! The heart has two **atria** and two **ventricles**.

The **right atrium** is where blood enters the heart. The blood then travels into the **right ventricle**. The **pulmonary valve** and **pulmonary artery** then send the blood to the lungs, where the blood fills up on oxygen. The blood returns to the heart through the **pulmonary vein** into the **left atrium**, and the **left ventricle**, and finally out to the rest of the body through the **aorta**.

It then loops through the body and back to the right atrium, where it starts the process all over again!

An image can be found in Science Annex Cycle 3, to add a visual as you recap this with the students.

The same image but with blanks, can also be found which students can label. This will be similar to Cycle 3 Activity. However, if a class really needs the scaffolding, this could be useful.



Cycle One Activity

Colour, Cut and Glue the Human Heart

Each student will receive A3 paper or construction paper, they will also receive two colouring pages of the ribs, and one of the heart. **(Attached in the Annex).**

Children may colour the heart, cut it out and glue it on to their paper. They can then colour the ribs, and cut them out. They can either glue the ribs on either side of the heart, or the teacher can have the student place glue on just the outer side of the ribs, so that the ribs cover the heart, but can open up like two little doors to see the heart behind them.

Cycle Two Activity

'My Circulatory System' - Draw, Colour and Label

Use the worksheet, placed under Cycle Two Activity in the Science Annex. Either project the image, or draw a similar image on the board.

Also attached is a simple outline of the human heart, and the lungs.
Give each student a large sheet of paper.

Have them draw themselves at the bottom first. Then they may cut out a heart and a pair of lungs, and glue them on their sheet as demonstrated in the diagram.

Children can then add the arteries, veins, and some red circles as the blood cells. Finally, they can colour and label the entire image.

SOURCE : <https://www.pinterest.ca/pin/625789310705613177/>

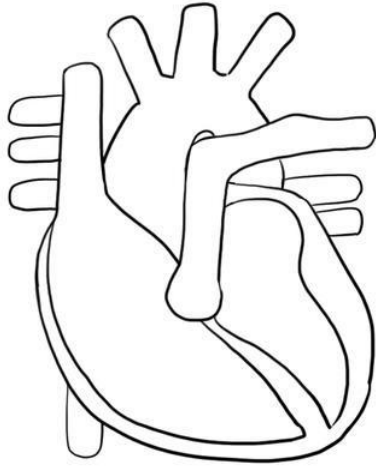
Cycle Three Activity

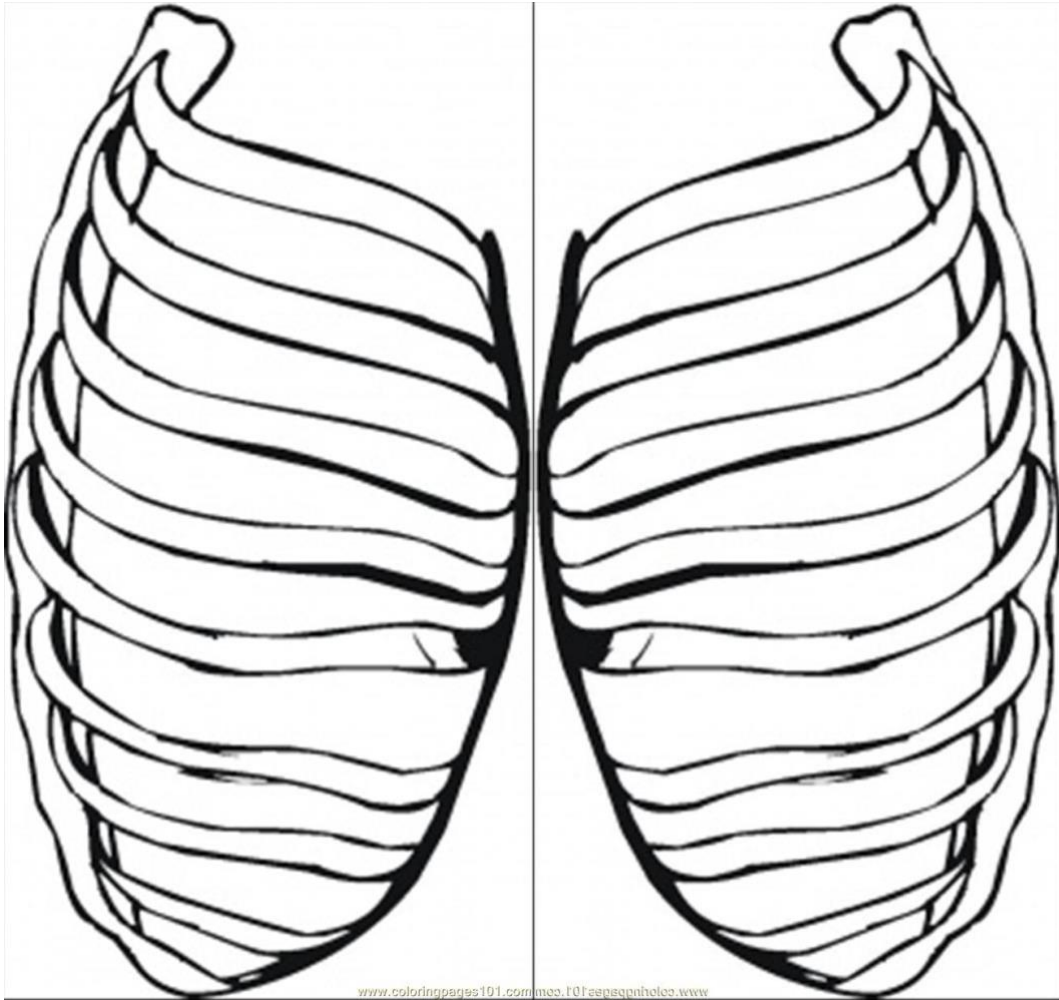
'The Chambers of my Heart' - Draw, Colour and Label

Students will receive a copy of an anatomical heart, attached under 'Cycle Three Activity' in the science annex. They will then cut it out and glue in the center of a larger piece of paper. They can draw themselves around the heart, label the diagram, and finally colour it in.

SCIENCE ANNEX

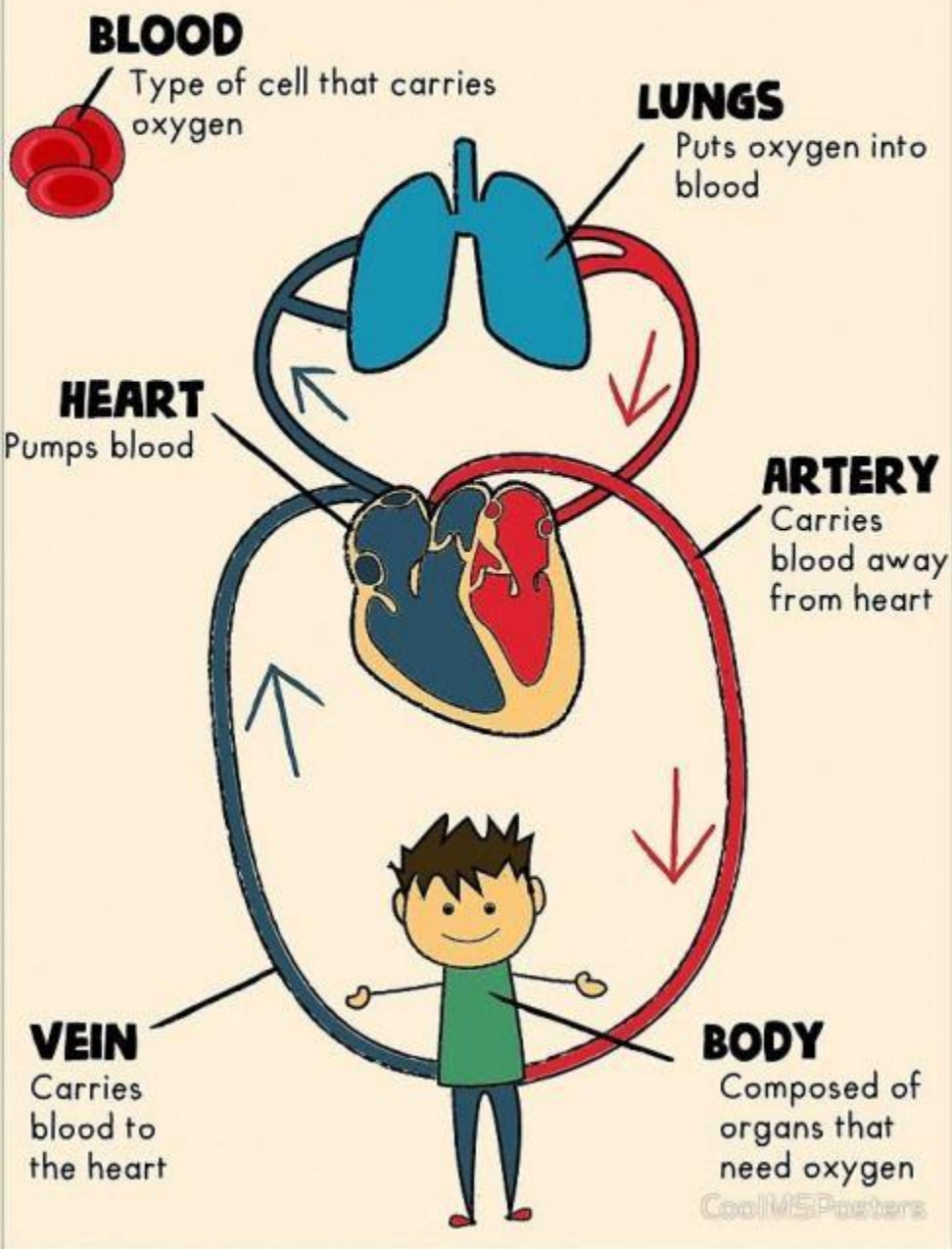
Cycle 1 Activity

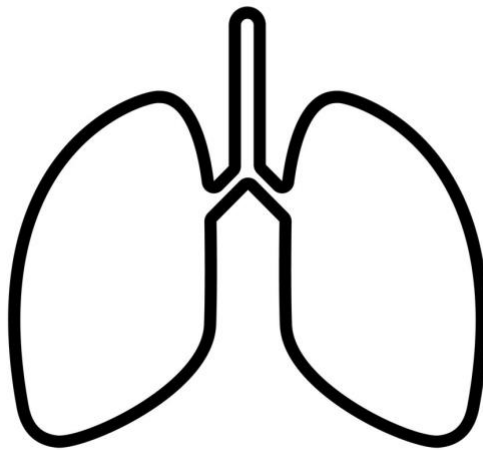


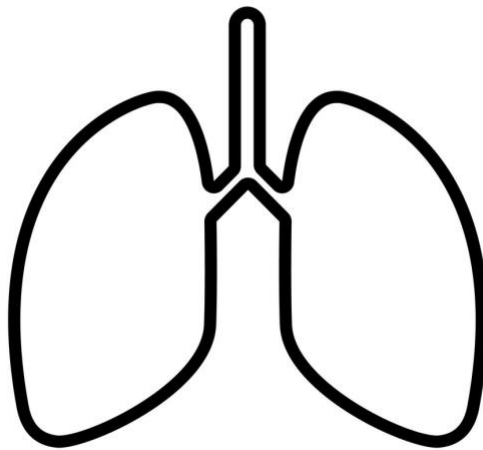


CIRCULATORY SYSTEM

Delivers oxygen to the body

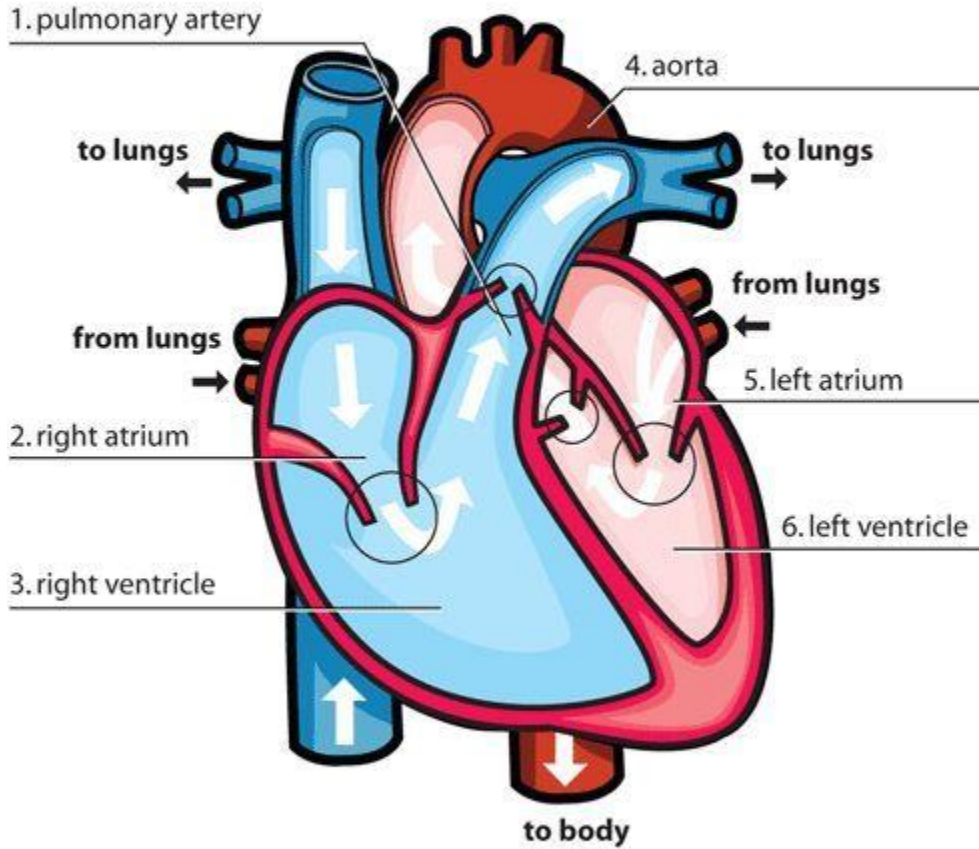






HOW THE BODY WORKS

The Heart Solution



WORD BANK

left ventricle
right ventricle

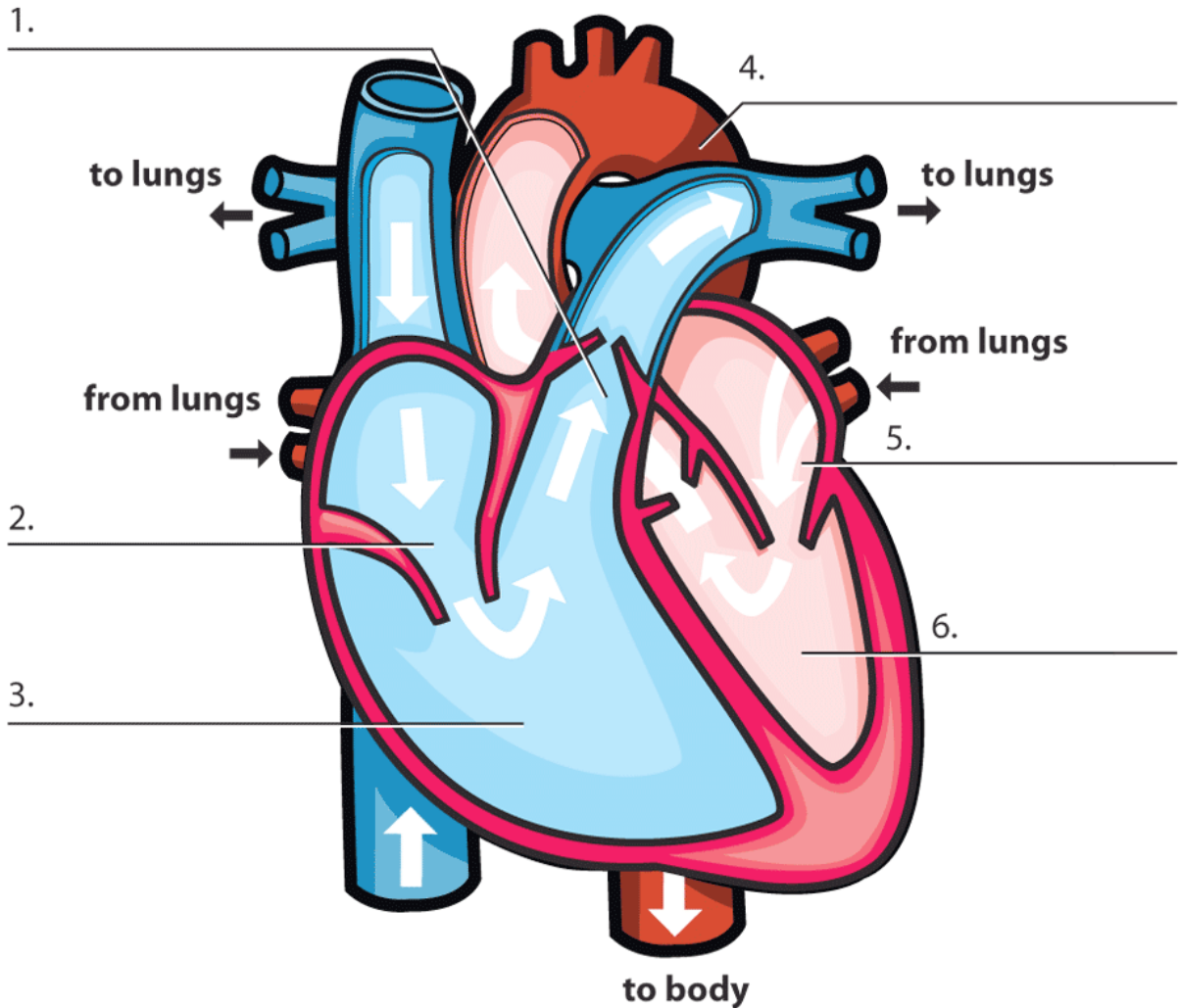
right atrium
left atrium

pulmonary artery
aorta

HOW THE BODY WORKS

The Heart

Directions: Print out, label the parts of the heart, and circle the four valves.



WORD BANK

left ventricle
right ventricle

right atrium
left atrium

pulmonary artery
aorta

SOURCE: <https://kidshealth.org/en/kids/bfs-csactivity.html>

Cycle 3 Activity

