

STUDY GUIDE

DISCIPLINE:
DRAMA

ARTIST:
ALAN SHAIN

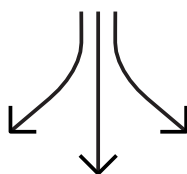


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: DRAMA

STILL WAITING FOR THAT SPECIAL BUS

Program Overview

Artist Name: Alan Shain

Artist Bio: Alan Shain is a multidisciplinary artist working in theatre, dance, storytelling, and stand-up comedy. His work blends humour and honesty, drawing from lived experience to inspire change. He has toured his play Still Waiting for That Special Bus internationally since 1999 and was the only Canadian artist invited to the 2000 Paralympic Arts Festival in Sydney.

Program Description: This performance explores dating, romance and disability, all while waiting for the Para Transpo bus! Students are invited to identify with a young disabled man facing issues of self-esteem, personal integrity and risk-taking.

Artistic Discipline: Theatre, Drama

Recommended Grade Levels: 7 – 12

Session Logistics: In person only

Cultural Context: Disability Awareness

Vocab bank/glossary: [Click here](#)



STILL WAITING FOR THAT SPECIAL BUS

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting / The Creative Process
 - Use drama to explore social/emotional and real-world issues (e.g., disability, self-worth, relationships).
 - Create or respond to performances that explore identity, power, or social justice.
- Strand B – Reflecting, Responding and Analysing
 - Reflect on how drama can challenge perspectives and reveal new insights.
 - Analyse how performance conveys meaning and emotion.
- Strand C – Exploring Forms and Cultural Contexts
 - Understand how dramatic work reflects personal and cultural experiences.
 - Understand how artists use performance to share personal and political stories.

STILL WAITING FOR THAT SPECIAL BUS

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES
7-8

Pre

- What assumptions do people sometimes make about disability and dating?
- How can humour help us talk about personal or uncomfortable topics?
- Have you ever faced a moment where you had to take a social or emotional risk?

During

- How does Alan use humour to reveal deeper truths or challenges?
- Where do you see a conflict between how Alan sees himself and how the world sees him?

Post

- What moment in the performance stood out to you most and why?
- How did the performance challenge or confirm what you know about disability and relationships?
- What connections can you make between Alan's story and your own experiences of identity, inclusion, or self-worth?

GRADES
9-12

Pre

- What assumptions do people sometimes make about disability and dating?
- What does self-esteem mean to you? Where does it come from?
- What does 'personal integrity' mean in friendships or relationships?

During

- Where do you see a conflict between how Alan sees himself and how the world sees him?
- What subtle messages does the performance send about accessibility and independence?

Post

- What stereotypes of disability does this performance confront?
- What connections can you make between Alan's story and your own experiences of identity, inclusion, or self-worth?
- What pressures do people feel to "appear" a certain way in relationships? How does this impact self-esteem?

DRAMA OVERVIEW

Drama is an art form that reflects and shapes culture while promoting equity, diversity, inclusion, and reconciliation. Through storytelling and performance, it fosters empathy and deepens understanding of diverse experiences. Drama education builds essential skills like communication, collaboration, creativity, and problem solving, while supporting student well-being by offering a safe space to explore identity and self-expression.

The creative and critical analysis process guide students in imagining, planning, interpreting, and reflecting on artistic work and can complement artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Drama is inherently an interdisciplinary art form and serves as a powerful tool for cross-curricular learning. The discussion prompts and suggested activities in this guide are designed to help bridge connections across subjects, deepen engagement, and extend the learning in relevant, authentic, and transformative ways.



APPENDIX

Vocabulary bank/glossary:

- **Disability:** A physical or mental condition that may affect how someone moves, learns, or interacts with the world.
- **Self-Esteem:** How you see and value yourself.
- **Accessibility:** How spaces, systems, or relationships allow (or block) full participation.
- **Representation:** Seeing people like yourself in stories, media, or leadership.
- **Ableism:** Discrimination or unfair treatment based on someone's ability or disability.
- **Empathy:** Understanding and feeling what someone else is going through.
- **Stigma:** Negative stereotypes or unfair labels placed on someone.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning