

# STUDY GUIDE

**DISCIPLINE:**  
**LITERARY ARTS**

**ARTIST:**  
**KIM KILPATRICK**

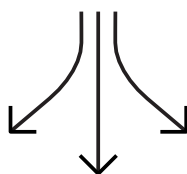


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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: LITERARY ARTS

## FLYING IN THE DARK

### Program Overview

**Artist Name:** Kim Kilpatrick

**Artist Bio:** Kim is a storyteller with over 15 years of experience, known for her autobiographical works and a wide range of stories from folktales to epics. She has performed solo shows across Canada and is developing online versions with stories and music. Kim enjoys sharing her art as a MASC artist for schools and seniors.

**Program Description:** "A character in one of the wonderful books my parents read to me said she was afraid of the dark. Afraid of the dark? I couldn't understand it. Why would anyone be afraid of the dark?" Thus begins Kim's one-woman show "Flying in the dark". A show about a child, blind since birth, figuring out that she isn't like everyone else. And that she is. Filled with colourful characters: parents, sibling, friends and teasing kids. Filled with senses: hearing, touch, smell and texture. Filled with humour and insight. How does Kim learn to read? Walk to the store? Ride a bike? Meet Kim, hear her Paralympic stories and you'll realize that Kim is, in most respects, just like everyone else.

**Artistic Discipline:** Literary Arts

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person or online



**Cultural Context:** Disability Awareness

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



# FLYING IN THE DARK

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Create a perform stories inspired by imagination, adventure, and suspense.
  - Experiment with narrative structure, characters, and sensory details.
- Strand B – Reflecting, Responding and Analyzing
  - Discuss and analyze how suspense, conflict, and resolution shape a story.
  - Reflect on how sensory experiences enhance storytelling.

# FLYING IN THE DARK

## 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.

**K**

### Pre

- What is something that makes you special?
- What do you know about your five senses?
- How do we help someone who can't see very well?

### During

- What sounds or voices are you hearing?
- What does Kim use to know what's around her?
- Can you tell how she is feeling in the story?

### Post

- What was your favorite part of Kim's story?
- How do you think Kim felt when she tried something new?
- What is something new that you want to try?

**GRADES**  
**1-3**

**Pre**

- What makes everyone unique, even if they look or act differently?
- How do you think Kim might tell stories without using sight?
- What do you know about Paralympic athletes?

**During**

- What other senses does Kim talk about using?
- Who are some of the characters in her story?
- How does Kim describe her world?

**Post**

- What did you learn about blindness or not being able to see?
- What part of Kim's story made you think or feel something?
- How can we include and support people who do things differently?

**GRADES**  
**4-6**

**Pre**

- What might it be like to experience the world without sight?
- Why do personal stories help us understand others better?
- What does it mean to be resilient?

**During**

- How does Kim describe her environment using non-visual senses?
- What challenges does she face, and how does she respond to them?
- What do you notice about how she tells her story (tone, emotion, pacing)?

**Post**

- How can stories help change how we think about people with disabilities?
- If you could ask Kim one question, what would it be?



**GRADES**  
**7-8**

**Pre**

- What does the phrase "flying in the dark" make you think of?
- How can lived experience shape a powerful story?
- Why is it important to hear stories from people with diverse abilities?

**During**

- How does Kim use language and storytelling to help us "see" her world?
- What role do humor and vulnerability play in her story?
- What moments of resilience stood out to you?

**Post**

- How did Kim's story challenge your ideas about disability?
- What storytelling techniques did she use to connect with the audience?

**GRADES**  
**9-12**

**Pre**

- How can storytelling disrupt stereotypes or assumptions about disability?
- In what ways can adversity lead to growth or empowerment?
- What makes a personal story impactful?

**During**

- What emotions did Kim convey through her storytelling?
- How did she balance moments of struggle with humor and lightness?
- What does the story reveal about identity, inclusion, and perception?

**Post**

- How does Kim's story reflect broader societal themes (accessibility, equity, perception)?
- What did you learn about yourself while listening to her experience?

# LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The **creative and critical analysis process** guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



# APPENDIX

## Vocabulary bank/glossary:

- **Blindness:** The condition of being unable to see or having very limited sight.
- **Resilience:** The ability to recover and keep going even when things are hard.
- **Paralympics:** International sports competition for athletes with disabilities.
- **Storytelling:** The art of sharing stories using voice, expression, and emotion.
- **Perspective:** A point of view or way of seeing and understanding something.
- **Accessibility:** Making sure everyone can use and enjoy places, tools, or activities.
- **Empathy:** Understanding and caring about how someone else feels.
- **Narrative:** A story that describes events and people, real or imagined.
- **Representation:** When people of different backgrounds are included and seen in stories.
- **Courage:** The ability to face fear or challenges bravely.
- **Discovery:** Finding or learning something new.
- **Sensory experience:** Using the senses (sight, sound, touch, taste, smell) to perceive the world.

# 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