

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
KIM KILPATRICK

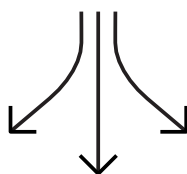


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

TRAVELS WITH A GUIDE DOG

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: When you see a person who is blind walking down the street with a guide dog, do you ever wonder, what is it like to walk with a guide dog? What does the guide dog do at home when not working? Can a guide dog go everywhere the person goes? Is a guide dog perfect? What happens when you need to get a new guide dog? Come and hear guide dog stories that will entertain, engage, and educate. Taken from Kim Kilpatrick's popular show Raising Stanley/Life With Tulia, this session will answer many of the questions children have about life with guide dogs.

Artistic Discipline: Literary Arts, Drama

Recommended Grade Levels: K - 12



Session Logistics: In person or Online

Cultural Context: Disability Awareness

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



TRAVELS WITH A GUIDE DOG

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Explore and express ideas about accessibility, inclusion, and disability through performance or creative activities.
 - Demonstrate understanding of orientation, mobility, and teamwork with a guide dog through role-play or storytelling.
- Strand B – Reflecting, Responding and Analyzing
 - Analyze how the performer communicates challenges, independence, and advocacy.
 - Discuss the effectiveness of creative choices in conveying accessibility and empowerment.

TRAVELS WITH A GUIDE DOG

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
K-3

Pre

- What is a guide dog, and how do you think it helps someone?
- What does accessibility mean?
- How do you think someone with a visual impairment moves safely?

During

- How does the performer show feelings or challenges?
- How does the guide dog help the performer?
- What actions show teamwork between the person and the dog?

Post

- What did you learn about living with a guide dog?
- How can we help make places easier for everyone to use?

GRADES
4-6

Pre

- How do assistive technologies help people live independently?
- Can you think of ways to make your school more accessible?

During

- How does the performer show independence and problem-solving?
- How do tools or strategies help navigate challenges?
- What moments show empowerment or courage?

Post

- How can we apply lessons about accessibility and advocacy in our daily lives?
- What surprised you about living with visual impairments?

GRADES
7-8

Pre

- What barriers might people with visual impairments face in public spaces?
- Why is representation important in theatre and media?

During

- How does the performer communicate challenges and successes effectively?
- What techniques help the audience understand the performer's experiences?
- How do teamwork and trust between the person and guide dog appear in the performance?

Post

- How could storytelling be used to raise awareness about accessibility and inclusion?
- What did you learn about advocacy and empowerment?

GRADES

9-12

Pre

- Why is it important to understand the experiences of people with disabilities?
- How can advocacy influence public policy or social attitudes?

During

- How does the performer use movement, voice, and expression to communicate accessibility challenges?
- How are inclusion and empowerment represented in the performance?
- What messages about independence and teamwork emerge?

Post

- How can the storytelling performance inspire action to improve accessibility or support advocacy efforts?
- What connections can you make between the performance and current disability rights issues?

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:

- **Guide Dog:** A trained dog that assists people with visual impairments.
- **Orientation & Mobility (O&M):** Training to navigate safely and independently.
- **Mobility Aid:** Devices or tools that help people move safely (e.g., cane, guide dog).
- **Accessibility:** Making environments, products, or services usable by everyone.
- **Advocacy:** Supporting rights and inclusion for marginalized groups.
- **Braille:** Tactile writing system for the blind.
- **Assistive Technology:** Tools or software that aid people with disabilities.
- **Service Animal Etiquette:** Rules for interacting respectfully with working animals.
- **Inclusive Theatre:** Performances designed to be accessible to all audiences.
- **Disability Representation:** Portraying the experiences of people with disabilities in media and arts.

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