

The In-Between



Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

The In-Between

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2024), Social & Emotional Learning (2019) and Social Studies (revised 2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Avery LaMar Pope in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



ABOUT THE SHOW

Lily feels trapped. A conflict between her best friend Brit and the guy she likes, Karim, breaks out after other students share racist, anti-Muslim memes and a misunderstanding leads to a school lockdown. Lily finds herself right in the middle, forced to make hard choices about which friend's truth she's going to believe. Illustrating the real-life challenges of immigration, income inequality and fears of violence in our schools, *The In-Between* is a realistic, relatable exploration of the complex social circumstances students must navigate in today's world. With strong dialogue, moments of choreography, and a landscape of social media-embedded design, the performance tackles hard questions with humor, sensitivity and a deft ear for how young people negotiate the problems they encounter.

The In-Between play is loosely based on the real-life experience of Ahmed Mohamed, a 14-year-old student who was arrested in Texas after bringing a homemade clock to class. The incident, which stemmed from misunderstandings and racial profiling, quickly gained national attention. Mohamed's family, through their legal representatives, sought \$15 million total in damages from the city and school district. The case sparked widespread support for Mohamed, including an invitation to the White House from President Obama. Ultimately, his family decided to withdraw him from school, despite an offer for him to return after a suspension. This event ignited nationwide dialogue about the challenges faced by students from diverse backgrounds.

***The In-Between* is inspired by a true story and addresses sensitive topics from the perspective of the student characters, including bullying, xenophobia, Islamophobia, alcohol addiction and school violence. Content may not be appropriate for students under the age of 12. More information is available upon request.**

Key Themes

Discrimination

Treating someone unfairly because of how they look, where they come from or what they believe is wrong and can hurt people.

Empathy

Trying to understand how another person feels can help prevent misunderstandings and show kindness.

Empowerment

Finding the confidence to speak up when something is unfair can help make schools and communities better.

Respect

Everyone deserves to be treated kindly and fairly, even when people have different backgrounds or experiences.

ABOUT THE COMPANY

Geordie Theatre is Montreal's leading English-language theatre for all ages. Since 1980, it has toured Quebec and abroad with bold, relevant productions for young audiences. Each season, Geordie presents over 200 performances, reaching more than 41,000 youth and community members. Its work sparks imagination, inspires dialogue and addresses the real experiences and challenges of today's young people. *Credit* geordie.ca



PREPARATIONS FOR EDUCATORS

Primer Video

It is highly recommended that all teachers view the primer video.



Run time: 12:03
(timestamp 2:02-6:50
for Roberts interview)

Guest star: Elen Roberts,
Social Studies & History Chair,
Laurel School in Shaker Heights

This informational video resource is intended to prepare teachers for conversations that may be generated through participation in *The In-Between* streaming performance. Playhouse Square teaching artists Ananias and Molly host the video, giving a brief overview of the play and interviewing an expert educator on how to discuss the themes in the show. They will also introduce the classroom activities that students will do in the pre- and post-show videos.

Be sure to practice **I-Statements** in the classroom, which will help students avoid trying to speak for others.

I-Statements

speaking from one's own truth when sharing thoughts in conversation

3, 2, 1 Strategy

3 things that really stood out

2 questions that remain

1 piece that resonated with my identity

Remind the class:

- How can I feel seen, heard and respected?
- What do I need from my peers to be able to share?

Credit: Facing History and Ourselves

Please note that the performance of *The In-Between* is inspired by a true story and addresses sensitive topics from the perspective of the student characters, including bullying, xenophobia, Islamophobia, alcohol addiction and school violence. Content may not be appropriate for students under the age of 12. More information is available upon request.

KEY TERMS & EVENTS

alcoholism – a long-lasting and serious condition where a person feels a strong need to drink alcohol and has trouble stopping, which can harm the mind and body

censor –

Noun: (root of censorship) a person who reviews content to remove or restrict objectionable parts

Verb: to examine material and suppress or remove anything considered objectionable

conflict – a disagreement or struggle between ideas, interests or people

dialect – a version of a language spoken in a certain place, with its own words, grammar and ways of speaking, but still part of the same language

immigrant – a person who has moved or migrated permanently from their country of origin to another country

incite – to push, encourage or stir someone to act, often in a harmful or negative way

Islamophobia – unfair fear, dislike, or mistreatment of Islam or people who practice the religion

monologue – a long speech delivered by one person, typically addressed to another character rather than spoken alone (unlike a soliloquy)

negligence – not being careful in a situation where a reasonable person would be more responsible

racial profiling – treating or suspecting someone differently because of the race or ethnic group that person is believed to belong to

refugee – a person who leaves one place to go somewhere else to escape danger, war or mistreatment

social worker – a trained professional who helps people facing money problems, health issues or other challenges by offering support and resources

soliloquy – a long speech given by one person who is talking to themselves, often used as a device in theatre to disclose a character's innermost thoughts

stereotype – a simple and often unfair idea about a group of people that assumes everyone in the group is the same; a type of prejudice



PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades 8-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL.8.1, W.8.4, SL.9-10.1, W.9-10.4, SL.11-12.1, W.11-12.4

Fine Arts: Drama: 8.6CO, 8.6CR, HSAD.3CO

Social & Emotional Learning: C1.2.c, C1.3.c, C3.1.c, C3.3.c, C4.3.c, C1.1.d, C1.2.d, C1.3.d, C3.1.d, C3.3.d, C4.1.d, C4.3.d, D3.1.d

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Ananias and Molly as they engage with the Moral Compass, consider the makeup of personal identity and learn about Ahmed Mohamed, whose real-life story inspired the show.

Run time: 8:37

Moral Compass Activity

Teachers read a moral statement and label corners of the classroom as AGREE, SOMEWHAT AGREE, DISAGREE, and SOMEWHAT DISAGREE. During the activity, students will go to corresponding corners of the room. There are no wrong answers. This activity is about gauging student perspectives and thinking through moral questions.

Prompts ideas:

1. It is okay to laugh at a joke, even if it might hurt someone, as long as you didn't mean it that way.
2. Real friends should always defend each other no matter what.
3. People should be forgiven if they apologize sincerely.
4. Sometimes, staying silent is safer than speaking up.
5. Your background and culture define who you are.
6. Being accepted by a group sometimes matters more than doing the right thing.
7. You're responsible for the impact of your words, not just your intention.
8. It's better to confront a problem directly than to avoid conflict.
9. People can change after they make a serious mistake.
10. Standing up for someone else is harder than standing up for yourself.



11. Losing a friendship is sometimes the cost of doing what's right.
12. Doing nothing is still a choice
13. It's possible to care about someone and still hurt them.
14. Protecting yourself sometimes matters more than protecting others.
15. Intent matters more than outcome when judging someone's actions.
16. Calling someone out publicly is sometimes the only way to stop harm.

Tips:

- Start with low-stakes statements before diving into harder topics
- Encourage evidence-based reasoning
- Model respectful disagreements
- Use movement to re-energize the class between statements (Ex: quick group shake, make a circle as a class in 5, 4, 3, 2, 1)
- The goal is to think critically while listening empathetically

Key Term Slideshow (Grades 8-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.8.4, SL.8.1, L.9-10.4, SL.9-10.1, L.11-12.4, SL.11-12.1

Students should work in pairs to create short, engaging presentations that teach the others in the class about the Key Terms related to the show. Pair students and assign each pair a different Key Term listed on pg. 6 so the class covers the entire list. The format is inspired by the popular “PowerPoint Night” trend, where young people share stories or topics creatively using slides.

The next steps are “choose your own adventure” format. Here are the two pathway options for the slideshow presentations:

1. Tell a personal story that relates to the word, exemplifying the definition

or

2. Explain how the word appears in the community, identifying a related problem and proposing solutions/resources

Students should research definitions, notable examples and real-world connections related to their word and then decide whether they want to present a personal story or a community issue.

Next, have them create a short and quick slide deck using tools like Google Slides or Microsoft PowerPoint. The slides should include bullet points, visuals and an overall creative, engaging design. Pairs should present to the class while audience members should take notes and ask relevant questions. The learning goal is for students to prepare informational and relatable presentations so that, when they present, everyone gains a fuller understanding of all the Key Terms.



What'd You Hear? (Grades 8-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: SL. 8.1, SL. 9-10.1, SL.11-12.1

Social & Emotional Learning: C4.3.c, D1.1.c, C4.2.d, C4.3.d, D1.1.d, D2.3.d

Social Studies: 8.GOV.21, CWI.9-12.6, CWI.9-12.8

Conversation (or the absence of it) shapes nearly every moment in *The In-Between*. Throughout the performance, misunderstanding, frustration and assumption often grow not from silence alone, but from what is said and how it is said. This activity invites students to explore these themes personally, even before they meet the characters, helping them build empathy and connection without relying on context from the play itself. By grounding the discussion in the student experience, the class can remove the internal distance that sometimes forms when encountering a new story. The goal is to help them see themselves in the themes long before they see them on stage.

Form a class circle and guide students through an open, reflective conversation starting with one of the prompts below. The tone should remain relaxed: popcorn-style, loose and naturally flowing. Students are encouraged to speak freely, respond to each other and have dialogue that unfolds organically.

Discussion Prompts

- Would you define talking behind someone's back as a good thing or a bad thing? Why?
- Can you think of a time when you talked about someone behind their back? How did you feel? How did they feel?
- What connection does the saying "misery loves company" have with gossiping or bonding over shared disapproval?
- If you had to think of a few root causes, why do we gossip?
- What are some ways you've stood up for someone who wasn't around?
- Can you think of a time someone stood up for you when you couldn't defend yourself? How did that make you feel?
- How does the way we talk about people shape the way others view them, especially if those listeners haven't met the person yet?
- We see anti-bullying policies all around the school, but how much attention do we pay to these posters? Why so much or so little?

.....

Feel free to build additional questions from the energy in the room and the interests of the group. Students can pose their own questions to the group as well. There is no required conclusion or "correct" takeaway. The aim is exploration, honesty, curiosity and community-building. Let the students connect with one another through shared reflection, openly!

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Words that Stick... and Stones (Grades 8-12)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Social & Emotional Learning: C1.3.c, C1.3.d, C3.1.c, C3.2.c, C3.1.d

Social Studies: 8.GOV.21, CWI.9-12.6, CWI.9-12.8

Students will see during the performance of *The In-Between* how words can hurt or help, sometimes without realizing it. This activity encourages students to explore those same themes in their own lives. By reflecting before they encounter the characters, students enter the story already connected and open to its message. Encourage students to focus on words spoken directly to or by them, not secondhand examples. This keeps the activity personal, honest and grounded.

Part 1: Exploring Hurtful Words

Allow students to confront the emotional impact of negative language in a safe and anonymous environment.

Give students 10 minutes and a stack of sticky notes. Ask them to write:

- Hurtful things that have been said to them
- Hurtful things they have said to others
- Hurtful things they have said to themselves

Students should not identify who said what. Anonymity helps maintain emotional safety.

Once they finish, have students place their sticky notes on a shared wall or board. Facilitate a discussion in small groups or as a whole class, depending on what works best for your room. Keep the tone gentle, reflective, and focused on gathering a hypothesis of the findings, rather than focused on specifics.

How did it feel to remember or write these words? What did they notice when seeing all the notes together? How does negative language shape self-perception?

Part 2: Reclaiming with Positive Words

Students should shift their attention to the ways positive language encourages connection and resilience.

Ask students to gather small stones from around the school grounds (or provide a bucket of stones to the class). On each stone, students should contribute and write:

- A positive thing someone has said to them
- positive thing they've said to someone else
- positive thing they've said to themselves

In small groups or as a whole class, students should use their stones to build a small structure: a tower, arch, a castle or something more abstract. This might be challenging. As they build, occasionally place some of the earlier sticky notes into their structure, creating instability or disruption. Negative words can fracture, distract or attempt to tear down, while positive words help build stability and shared strength. Encourage students to notice which materials—stones or sticky notes— are stronger, more reliable and more constructive.

Reflective Wrap-Up

Bring students together and invite them to respond (verbally or in writing) to one or two of the following questions:

- What themes did you notice in the hurtful words that appeared? What might that tell us about what young people face today?
- Which positive words showed up the most? Why do certain kinds of encouragement stick with us?
- Did anything in this activity shift the way you think about the words you use (with others or with yourself)?
- What is one small change you want to try this week in the way you speak?

Keep the conversation open and supportive. Focus on growth, empathy and awareness rather than revisiting pain points.

■ POST-SHOW ACTIVITIES

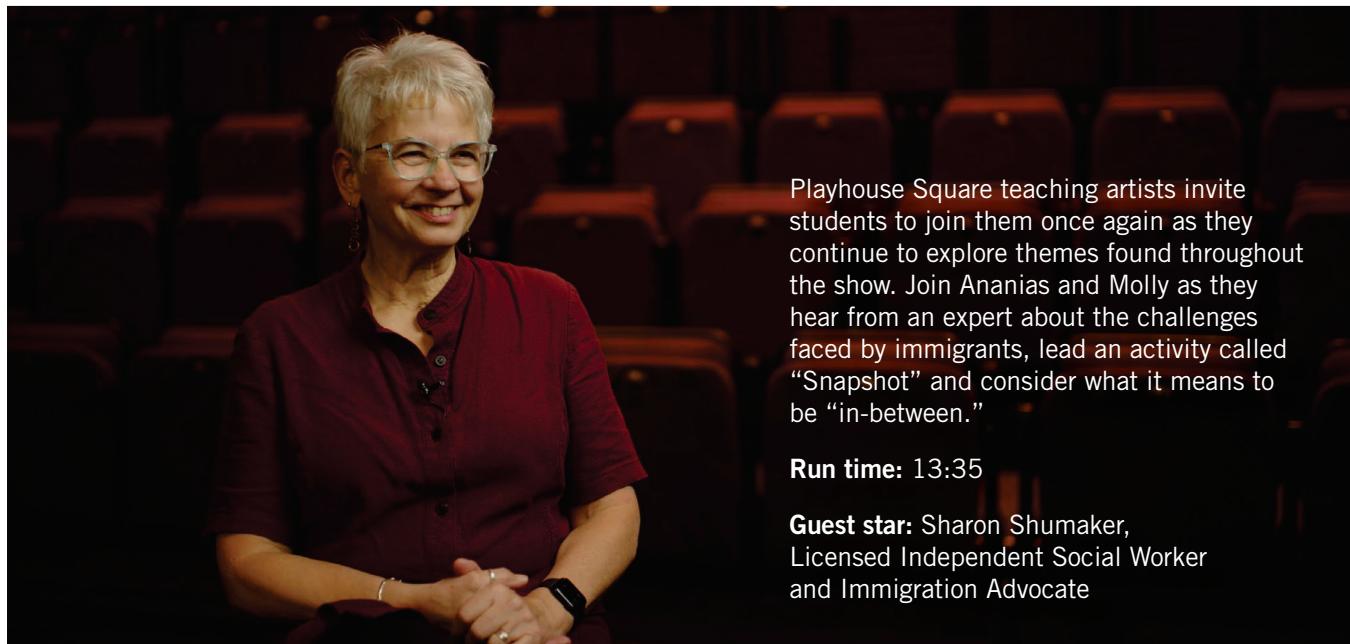
Classroom Connections Video Workshop (Grades 8-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: SL.8.1, SL.9-10.1, SL.11-12.1

Fine Arts: Drama: 8.2CO, 8.6CO, 8.6CR, HSAC.1CO, HSAC.3CO, HSAC.6CR, HSAD.3CO, HSAD.6CO, HSP.2CR

Social & Emotional Learning: C1.2.c, C1.3.c, C3.1.c, C3.3.c, C4.3.c, C1.1.d, C1.2.d, C1.3.d, C4.1.d, C4.3.d, D3.1.d



Playhouse Square teaching artists invite students to join them once again as they continue to explore themes found throughout the show. Join Ananias and Molly as they hear from an expert about the challenges faced by immigrants, lead an activity called “Snapshot” and consider what it means to be “in-between.”

Run time: 13:35

Guest star: Sharon Shumaker, Licensed Independent Social Worker and Immigration Advocate

Snapshot Activity

Students should work collaboratively to create a frozen picture to show an idea or scenario with no words, just images using:

Posture	Levels
Facial Expressions	Spacing

1. Divide the class into groups of 3-5
2. Give a different prompt to each group
3. Encourage each group to keep their prompt secret
4. Give students a few moments to create their snapshots
5. Have the groups share their snapshots with the class

Prompt ideas

- A moment when someone realizes they don't belong anymore
- Friends sharing a secret that could change everything
- A joke that lands wrong- and the instant after
- Choosing whether to speak up or stay silent
- Standing with the group while knowing it's wrong
- Someone being excluded while others pretend not to notice
- A relationship breaking in a single moment
- An apology that may or may not be accepted
- Trying to fit in with a group that already has an inside joke
- The moment everyone realizes they misunderstood each other
- Friends laughing just a little too loudly

(Post-show questions continue on the next page).

Snapshot Activity (continued)

After sharing the snapshot performances, initiate a classroom conversation to reflect on the lessons learned.

FOR THOSE VIEWING THE SNAPSHOTS:

- What is going on in this snapshot?
- What is the story?
- If we unfroze this moment, what might happen next?
- Did anyone see something completely different?

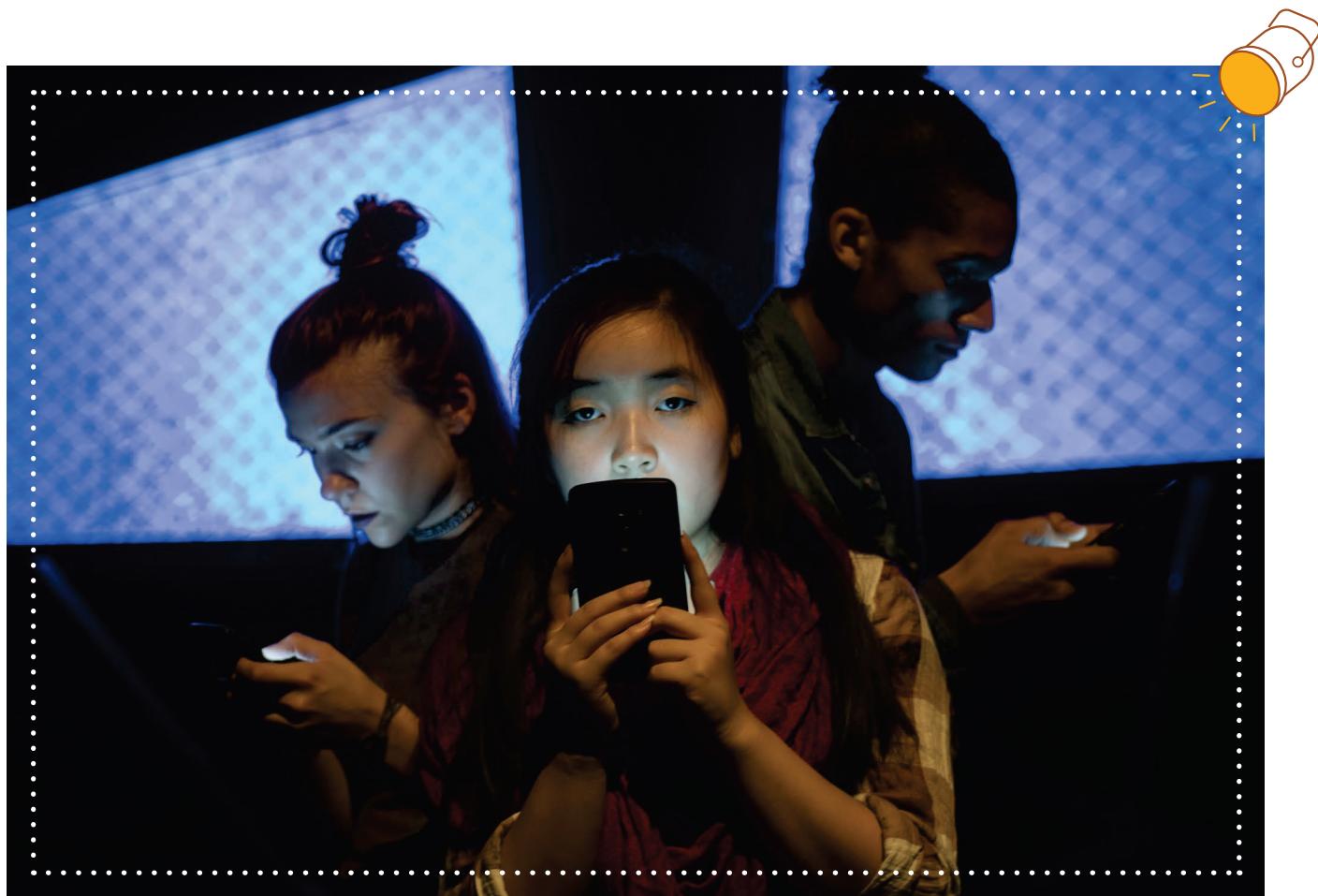
FOR THOSE IN THE SNAPSHOT:

- Why did you choose this pose?
- How did it feel to assume this posture?
- Did anything come up for you?

FOR THE WHOLE CLASS:

- If you were to title any of the snapshots, what would you call them?
- What might you do if you found yourself in that picture?

*Remember, if the conversation shifts in an unproductive way, reset by referring to the characters and the play as anchors.



What I Really Want to Say (Grades 8-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: W.8.3, W.9-10.3, W.11-12.3

Fine Arts: Drama: 8.1PE, HSP.2CR, HSAD.6CO

Social & Emotional Learning: C1.2.c, C1.3.c, C1.2.d, C1.3.d, C3.1.d

As shown throughout the performance, multiple viewpoints can collide as characters navigate tension, relationships, misunderstandings and the weight of lived experience. Many conflicts in the play can be traced back to limited empathy or a lack of openness to difference. This activity encourages students to imagine the internal voice of a character whose experience feels unfamiliar or distant to their own, or perhaps, even more alike than they think.

To begin, have students select a character from *The In-Between* who feels the most different from them. Then, introduce a monologue writing exercise. A monologue

should be written from the chosen character's perspective in response to the character's major climactic moment. When read aloud, the monologue should be 45-90 seconds in length.

For example, students could write a monologue:

– From the perspective of Kareem while being detained due to the false claim of hiding a bomb.

or

– From the perspective of Lily after the falling out between her and Britt.

What is a Monologue?

monologue – a long speech delivered by one person, typically addressed to another character rather than spoken alone

In theater, a monologue is more often a section of text in response to someone present in the scene. It is not the same as a soliloquy, which is a speech delivered alone to express inner thoughts.

Monologues usually appear in moments when a character needs to:

1. Set the scene by providing information

Ex: the opening monologue to *Tangled*, where Rapunzel tells us about the lights, or Olaf's explanation of Elsa and Anna's relationship in *Frozen 2*

2. Express strong emotions

Ex: Simba's monologue to the stars/Mufasa in *The Lion King* or Superman's monologue to Lex Luthor at the end in DC Studios *Superman*

A strong monologue should include:

- A person to speak to (a partner in the scene)
- A clear point of view (agreeing with or opposing the other character)
- A beginning, a middle and a powerful ending

One helpful method is to begin with an emotional line the scene partner says. Then let the character respond with depth, detail and feeling.

EXAMPLE 1

Scene Partner: "You're just like your father."

You: "I'm nothing like my father. He is... I am..."

[Monologue continues]

EXAMPLE 2

Scene Partner: "I don't know if you ever loved me."

You: "How could you say that? I loved you with..."

[Monologue continues]

Allow students time to draft their monologue by typing it or writing it in pencil in a journal. Once complete, have students share them in small groups to build understanding and spark conversation.

Share Your Song, Share Your Why (Grades 8-12)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

English/Language Arts: SL.8.1, SL.9-10.1, SL.11-12.1

Fine Arts: Music: 8.2CO, 8.7RE, HSP.1CO, HSI.3RE, HSAC.4CO

Social & Emotional Learning: B1.3.c, C1.3.c, D2.3.c, B1.3.d, D2.3.c, D2.3.d

During *The In-Between*, harmful coping mechanisms rippled outward, affecting not only the person struggling but also the surrounding community. Some characters turned to substances, others to anger or withdrawal. This activity invites the classroom community to explore healthier approaches to coping, especially connecting to music!

Students should spend around 10 minutes thinking of music that offers comfort, relief or some sort of relatability for them. Devices and headphones are allowed.

Have students narrow their selections to three songs, each paired with a brief note describing the emotional circumstance the music supports.

Examples:

“Hurt” by Christina Aguilera - grieving a lost parent

“Un-Break My Heart” by Toni Braxton - mourning the end of a relationship

“Close Enough to Hurt” by Rod Wave - navigating gossip or tense friendships

This encourages self-awareness and reflective thinking. The emphasis remains on what feels personally meaningful, rather than on correctness.

Next, students will choose one of their three songs. Have them look up the lyrics and copy them into a document. They should go through line by line and highlight lyrics that:

- Resonate emotionally
- Help them reflect or cope with experiences, or
- Provide comfort, grounding or clarity

Invite students to share one or two highlighted lines and describe:

- Why those lines stood out
- What experiences or emotions they connect to, and
- How the lyrics offer insight, relief or release

Sharing can happen in small groups or as a whole-class conversation. Keep the tone natural and open.

To expand the conversation around supportive strategies, present several other positive coping options students may already practice or may wish to explore:

- Journaling thoughts, feelings or significant events
- Physical activity such as walking, stretching or exercise
- Creative expression including poetry, drawing, music or coloring
- Quality time with trusted family members or friends
- Talking with a therapist or another supportive, unbiased listener

These examples reinforce a central message: numerous healthy pathways exist for processing strong emotions, and music can serve as one powerful entry point.

RESOURCES

BOOKS

Long Way Down, by Jason Reynolds



Look Both Ways: A Tale Told in Ten Blocks, by Jason Reynolds

Speak, by Laurie Halse Anderson

The Hate U Give, by Angie Thomas



**Recommended reads curated by
Cleveland Public Library**

All My Rage, by Sabaa Tahir

Love Fumbles: A High School Romance Novel About a Quarterback, Race and Relationships in 1960s Louisiana, by Regina Smith

Othello, by William Shakespeare

Other Side of the Tracks, by Charity Alyse

Split the Sky, by Marie Arnold



For more information,
visit CPL Youth Services
or go to cpl.org.

WEB



Classroom Connections Video Workshops

The In-Between Primer Video for Educators.

Password: middl323

<https://vimeo.com/1148154443>

The In-Between Pre-Show Video. Password: middl323 <https://vimeo.com/1148154140>

The In-Between Post-Show Video. Password: middl323 <https://vimeo.com/1148153491>

“Preventing the Next Ahmed: How Tough Talks Create Better Teachers,” *Resilient Educator*.

<https://resilienteducator.com/classroom-resources/teachers-prevent-the-next-ahmed>

“Study Guide for The In-Between,” *Geordie Theatre*.

https://geordie.ca/wp-content/uploads/2025/01/InBetween_study-guide.pdf

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	8	Key Term Slideshow	8
SL. 8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.	8	Pre-Show Video Workshop Key Term Slideshow What'd You Hear? Post-Show Video Workshop Share Your Song, Share Your Why	7 8 9 11 14
W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8	What I Really Want to Say	13
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	8	Pre-Show Video Workshop	7
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	9-10	Key Term Slideshow	8
SL. 9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	9-10	Pre-Show Video Workshop Key Term Slideshow What'd You Hear? Post-Show Video Workshop Share Your Song, Share Your Why	7 8 9 11 14
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	9-10	What I Really Want to Say	13
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9 -10	Pre-Show Video Workshop	7
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	11-12	Key Term Slideshow	8
SL. 11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	11-12	Pre-Show Video Workshop Key Term Slideshow What'd You Hear? Post-Show Video Workshop Share Your Song, Share Your Why	7 8 9 11 14

W. 11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12	What I Really Want to Say	13
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12	Pre-Show Video Workshop	7

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
8.1PE	Develop scripted or improvised characters using appropriate voice, posture, movement, or language to reveal a conflict and develop a resolution	8	What I Really Want To Say	13
8.2CO	Examine a community issue through multiple perspectives in a dramatic or theatrical work.	8	Post-Show Video Workshop	11
8.6CO	Use different theatrical forms to examine contemporary social, cultural, or global topics.	8	Pre-Show Video Workshop Post-Show Video Workshop	7 11
8.6CR	Engage in complex ensemble-building activities to develop character goals and tactics.	8	Pre-Show Video Workshop Post-Show Video Workshop	7 11
HSAC.1CO	Analyze how social, cultural, and individual emotional perspectives influence audience interpretation and response to a dramatic or theatrical work.	9-12	Post-Show Video Workshop	11
HSAC.3CO	Integrate other art forms and academic disciplines in a theatrical experience.	9-12	Pre-Show Video Workshop Post-Show Video Workshop	7 11
HSAC.6CR	Devise a scene surrounding a topic of interest as an ensemble.	9-12	Post-Show Video Workshop	11
HSAD.3CO	Use drama and theatre heritage and art forms to communicate a philosophical, ethical, or social issue.	9-12	Pre-Show Video Workshop Post-Show Video Workshop	7 11
HSAD.6CO	Develop a theatrical work that explores global and cultural belief systems.	9-12	Post-Show Video Workshop What I Really Want To Say	11 13
HSP.2CR	Present contrasting motivations and reactions of characters in similar situations.	9-12	Post-Show Video Workshop What I Really Want To Say	11 13

Fine Arts – Music

Standard	Description	Grade	Activity	Page
8.2CO	Describe how music performance and settings affect audience response.	8	Share Your Song, Share Your Why	14
8.7RE	Justify opinions about music based on culture, environment, values, and personal experiences.	8	Share Your Song, Share Your Why	14

HSP.1CO	Identify moods and meanings of selected music pieces and identify social events/situations where the music would be appropriate.	9-12	Share Your Song, Share Your Why	14
HSI.3RE	Analyze how elements of music are used in a standard and iconic notation, in a variety of creating and arranging music. work to create images or evoke emotions.	9-12	Share Your Song, Share Your Why	14
HSAC.4CO	Develop and articulate a personal philosophy about the purpose and value of music.	9-12	Share Your Song, Share Your Why	14

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
B1.3.c	Apply productive self-monitoring strategies to reframe thoughts and Behaviors.	6-8	Share Your Song, Share Your Why	14
C1.2.c	Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ.	6-8	Pre-Show Video Workshop Post-Show Video Workshop What I Really Want to Say	7 11 13
C1.3.c	Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective.	6-8	Pre-Show Video Workshop Words that Stick...and Stones Post-Show Video Workshop What I Really Want to Say Share Your Song, Share Your Why	7 10 11 13 14
C3.1.c	Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.	6-8	Pre-Show Video Workshop Words that Stick...and Stones Post-Show Video Workshop	7 10 11
C3.2.c	Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups	6-8	Words that Stick...and Stones	10
C3.3.c	Demonstrate respect for human dignity virtually and in person.	6-8	Pre-Show Video Workshop Post-Show Video Workshop	7 11
C4.3.c	Recognize that personal and group needs can differ and identify positive actions to balance the needs of all.	6-8	Pre-Show Video Workshop What'd You Hear? Post-Show Video Workshop	7 9 11
D1.1.c	Demonstrate the ability to actively listen and understand multiple perspectives.	6-8	What'd You Hear?	9
D2.3.c	Utilize strategies to manage social pressures.	6-8	Share Your Song, Share Your Why	14
B1.3.d	Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors.	9-12	Share Your Song, Share Your Why	14
C1.1.d	Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others.	9-12	Pre-Show Video Workshop Post-Show Video Workshop	7 11

C1.2.d	Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.	9-12	Pre-Show Video Workshop Post-Show Video Workshop What I Really Want to Say	7 11 13
C1.3.d	Demonstrate empathy through compassion in self and encourage in Others.	9-12	Pre-Show Video Workshop Words that Stick...and Stones Post-Show Video Workshop What I Really Want to Say	7 10 11 13
C3.1.d	Examine and address explicit or implicit personal biases toward an individual or group.	9-12	Pre-Show Video Workshop Words that Stick...and Stones What I Really Want to Say	7 10 13
C3.3.d	Analyze how one can build community that respects all human dignity virtually and in-person.	9-12	Pre-Show Video Workshop	7
C4.1.d	Evaluate how societal and cultural norms influence personal interactions.	9-12	Pre-Show Video Workshop Post-Show Video Workshop	7 11
C4.2.d	Respond to social cues that differ depending on the societal and cultural norms of the environment.	9-12	What'd You Hear?	9
C4.3.d	Use positive problem-solving skills to balance personal and group needs and foster respectful group Interactions.	7, 8	Pre-Show Video What'd You Hear? Post-Show Video Workshop	7 9 11
D1.1.d	Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.	9-12	What'd You Hear?	9
D2.3.d	Develop techniques to empower, encourage, and affirm oneself and others, maintaining positive, healthy relationships.	9-12	What'd You Hear? Share Your Song, Share Your Why	9 14
D3.1.d	Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict.	9-12	Pre-Show Video Workshop Post-Show Video Workshop	7 11

Social Studies

Standard	Description	Grade	Activity	Page
8.GOV.21	Informed citizens understand how media and communication technology influence public opinion.	8	What'd You Hear Words that Stick...and Stones	9 10
CWI.9-12.6	Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	9-12	What'd You Hear Words that Stick...and Stones	9 10
CWI.9-12.8	Beliefs about civil and human rights vary among social and governmental systems.	9-12	What'd You Hear Words that Stick...and Stones	9 10