

# COME FROM AWAY

A NEW MUSICAL

---

## TEACHER PACK AND LESSON PLANS

ENGLISH | PSHE AND CITIZENSHIP | DRAMA | GEOGRAPHY | HISTORY

KEY STAGE 3+

CREATED IN COLLABORATION WITH THE ARTSLINK, TDF EDUCATION DEPARTMENT,  
LA JOLLA PLAYHOUSE AND SEATTLE REPERTORY THEATRE

---

## FROM DAVID AND IRENE

---



**Hello,**

Welcome to the Rock!

When we travelled to Newfoundland in September 2011 on the tenth anniversary of 9/11, we had no idea that our journey would bring us to London.

We spent a month in Gander, Newfoundland and the surrounding communities meeting with the locals, returning flight crews and pilots, and returning “come from aways” (a Newfoundland term for a visitor from beyond the island) who gathered to celebrate the hope that emerged from tragedy.

We didn’t know what we were looking for, but thankfully the people of Newfoundland are incredible storytellers. As we heard numerous tales of ordinary people and extraordinary generosity, it became clear that during the week of 9/11, for the 7,000 stranded passengers and people of Newfoundland, the island was a safe harbor in a world thrown into chaos.

We laughed, we cried, we were invited over for dinner and offered cars. We made lifetime friends out of strangers and we came home wanting to share every story we heard – about 16,000 of them!

Through this journey, we’ve learned it’s important to tell stories about welcoming strangers and stories of kindness. It’s important to honor what was lost and commemorate what was found.

Thank you for joining us on this journey and adding your story.

**David Hein and Irene Sankoff**



# Getting to Know Newfoundland

<b>From David and Irene, the writers</b>	<b>2</b>
<b>How to use this guide</b>	<b>4</b>
<b>Come From Away – background and story</b>	<b>5-9</b>
<b>Lesson 1:</b> To explore different genres and identify devices used to engage audiences and convey messages	<b>10</b>
<b>Lesson 2:</b> To explore culture, identity, tradition and place	<b>11</b>
<b>Lesson 3:</b> To analyse oral storytelling and how stories preserve history	<b>12</b>
<b>Lesson 4:</b> To consider ways in which language varies and how it reflects identity	<b>13-15</b>
<b>Lesson 5:</b> An evaluation of the show's key themes	<b>16</b>
<b>Going further</b>	<b>17</b>



(Original Broadway cast photography by Matthew Murphy, 2017)



# HOW TO USE THIS GUIDE

## Learning opportunities: Examining and thinking about empathy

We are excited to share COME FROM AWAY with you and your students! We invite you to learn more about the history of the production, the real events that inspired the production and engage in classroom activities that examine empathy.

This guide is intentionally designed to be a **flexible teaching tool** for teachers and facilitators. The guide can be explored in its entirety, or in a selected series of learning opportunities that **explore a variety of skills and cross-curricular topics**.

The guide is broken up into five lessons. All but one of the lessons can be used **before or after** seeing the show. The fifth lesson is an evaluation and reflection lesson after seeing the production.

Use the corresponding **Student Background Pack** to equip your students with the context and information surrounding the events of this important time in history.

There are **cast and creative videos** available on the *Come From Away* Youtube channel. Please share these with your students to support the lessons and learning.

We recommend these lessons are suitable for upper Key stage 3 upwards.

SCHEME OF WORK				
LESSON	CURRICULUM/ SUBJECT LINKS	THEMES COVERED	LEARNING OBJECTIVE	TASKS AND EXTENSIONS
1	English Music Drama	Exploring themes and genre; what is a musical?	To explore different genres and identify devices used to engage audiences and convey messages	Discussing theme Devising a musical poem
2	English Geography PSHE and Citizenship	Context Welcome to Gander	To explore culture, identity, tradition and place	Create a travel brochure of Gander
3	English Drama	Storytelling and narratives	To analyse oral storytelling and how stories preserve history	Write your own folk-lore ballad Write a 'Ballad of 9/12'
4	English Drama PSHE and Citizenship	Language, linguistics and identity	To consider ways in which language varies and how it reflects identity	How to speak like a Newfoundlander - matching pairs game Construct a scene in Newfoundland lingo
5	English PSHE and Citizenship Drama	Key themes Kindness Reflection	An evaluation of the show's key themes	'I am an Islander' project and evaluation Hot-seating in character

## COME FROM AWAY – BACKGROUND AND STORY

**On September 11, 2001 the world stopped. On September 12, 2001 their stories moved us all.**

In North America, anyone born before 1995 will remember exactly what they were doing when they heard the news of the terrorist attack on the World Trade Center in New York City and, later that day, the Pentagon. September 11, 2001 was a day when people started their routines, just like any other day, but were suddenly confronted with one of the greatest tragedies in American history.

2,977 lives were lost in a matter of hours and the American and British cultural landscapes changed forever. Meanwhile, as a direct consequence of these events, on the East coast of Canada thousands of lives were also being altered for good. 38 planes, with 6,579 passengers were stranded in a remote town in Newfoundland. The locals opened their hearts and homes, hosting this international community of strangers – spurring unexpected camaraderie in extraordinary circumstances.



New York City skyline before 9/11/01

## SEPTEMBER 11, 2001 – TIMELINE OF EVENTS:

### AN UNEXPECTED MORNING

#### 7:59 AM EST

American Airlines Flight 11, with 92 people aboard, takes off from Boston's Logan International Airport for Los Angeles.

#### 8:14 AM EST

United Airlines Flight 175, with 65 people aboard, takes off from Boston, headed to Los Angeles.

#### 8:19 AM EST

Flight attendants aboard Flight 11 alert ground personnel that the plane has been hijacked; American Airlines notifies the FBI.

#### 8:20 AM EST

American Airlines Flight 77 takes off from Dulles International Airport (outside of Washington, D.C.) to Los Angeles with 64 people aboard.

#### 8:46 AM EST

Flight 11 crashes into floors 93-99 of the North Tower of the World Trade Center, killing everyone on board and hundreds inside the building.

#### 8:47 AM EST

The City of New York Police Department and The New York City Fire Department forces dispatch units to the World Trade Center, while Port Authority Police Department officers on site begin immediate evacuation of the North Tower.

#### 8:50 AM EST

White House Chief of Staff Andrew Card alerts President George W. Bush that a plane has hit the World Trade Center; the president is visiting an elementary school in Sarasota, Florida at the time.

### THE WORLD TURNS ITS ATTENTION

#### 9:02 AM EST

Port Authority officials, who manage the building, broadcast orders to evacuate the South Tower of the World Trade Center.

#### 9:03 AM EST

Hijackers crash United Airlines Flight 175 into floors 75-85 of the World Trade Center's South Tower, killing everyone on board and hundreds inside the building.

#### 9:26 AM EST

The Federal Aviation Administration closes down air traffic to the U.S. All flights from Europe diverted.

#### 9:37 AM EST

Hijackers aboard Flight 77 crash the plane into the western façade of the Pentagon in Washington, D.C., killing 59 aboard the plane and 125 military and civilian personnel inside the building.

#### 9:59 AM EST

The South Tower of the World Trade Center collapses.

#### 10:28 AM EST

The World Trade Center's North Tower collapses, 102 minutes after being struck by Flight 11.

#### 5:20 PM EST

The 47-story Seven World Trade Center collapses after burning for hours.

#### 8:30 PM EST

President Bush declares that America, along with its friends and allies would "stand together" to win the war against terrorism.



New York City skyline after 9/11/01



# GETTING TO KNOW NEWFOUNDLAND



## MAKING A MUSICAL

How does the story of Gander, Newfoundland on September 11, 2001 transform into a new musical? That is where David Hein and Irene Sankoff, Canadian husband-and-wife writing team, enter. In 2010, they wrote and performed in their first show together, *My Mother's Lesbian Jewish Wiccan Wedding*. It was the hit of the Toronto Fringe Festival and it was later picked up by Mirvish Productions for an extended run. Michael Rubinoff, who later founded the Canadian Musical Theatre Project and is the Associate Dean at Toronto's Sheridan College, attended a performance of *MMLJWW*. Impressed with the couple's work, he presented the idea for a new show: the story about how a small Newfoundland community welcomed 7,000 passengers on 38 planes that were diverted to their town on 9/11.

David and Irene are the perfect authors for this musical, having connections to both Canada and the United States. Not only are they Canadian writers, but David also holds dual citizenship and the couple lived in New York during 9/11. They recognised this story as one not about 9/11, but set against that backdrop. David and Irene travelled to Newfoundland in September 2011 for the 10th anniversary commemorating the pilots and "Plane People" that had returned to Gander. There, they gathered interviews with everyone they met and experienced the Newfoundlanders' generosity.

From here, they sorted through the interviews, documentaries, and letters from around the world. This surplus of material needed to be streamlined. The playwrights asked themselves, "What is the story? What is the through line?" In 2012, the couple was invited to workshop the show for the inaugural year of the Canadian Music Theatre Project at Sheridan College. They presented 45 minutes of material, essentially the first half of the show. Fourteen student actors played over 100 characters, and sang the music from Newfoundland and around the world.

The musical journeyed to the National Alliance of Musical Theatre Festival in New York in 2013. David and Irene made connections with major regional theatres across the country, including La Jolla Playhouse. Christopher Ashley, director, joined the team and a co-production with Seattle Repertory Theatre was created. *COME FROM AWAY* then travelled to Ford's Theatre in D.C. and the Royal Alexandra Theatre in Toronto before landing on Broadway. The cast of the show has been cut down to twelve and the stories consolidated into one act. It has musically expanded to an eight-piece band. With this musical, the couple hopes the audience will be inspired by these stories and music from Newfoundland, just as they were.





## HISTORY

Gander was chosen for the construction of an airport in 1935 because of its location close to the northeastern tip of North America. In 1936, workers began clearing land, boasting one square mile of tarmac. Captain Douglas Fraser made the first landing at “Newfoundland Airport” now known as Gander International Airport on January 11, 1938. With the onset of WWII, as many as 12,000 British, Canadian and American servicemen lived in crowded barracks beside and between the runways. Gander became a strategic post for the Royal Air Force Ferry command. After the war, efforts were made to move residents a safer distance away from the runways. Construction began in the 1950s on the current town site. During the post-war/Cold War era, Gander emerged as the hub of commercial transatlantic aviation, gaining the name the “Crossroads of the World.”

## CULTURE

As a result of its international heritage, Gander’s residents include individuals and families from countries on five different continents. Gander is primarily an English-speaking community, though many residents also speak French. Warm and friendly, the people of Gander are famous for their hospitality. Newfoundland and Labrador was named one of the top 10 friendliest cultures in the world according to *Macleans* magazine. The community treats non-Newfoundlanders (known to Newfoundlanders as “come from aways”) as family. Visit Gander, and you might find yourself involved in a screech-in ceremony. During this initiation to Newfoundland, outsiders take a shot of screech (Newfoundland rum), perform a short recitation, and kiss a codfish.

### BRAINSTORM IT!

**Think of a story that you think would make a great musical. This story can be about a personal experience, a historical moment or a fictional character.**

- **Why do you think this story would make a great musical?**
- **How will music enhance the telling of this story?**
- **What characters would be central to the story?**

## GEOGRAPHICAL LOCATION

Gander lies in the northeastern tip of the island of Newfoundland in the province of Newfoundland and Labrador







## HOW DO PEOPLE MAKE MONEY IN GANDER?

Residents of Gander make money by working in these main industries:

- **Transportation**  
e.g. Bus Driver or Air Traffic Controller
- **Communications**  
e.g. Local TV Reporter
- **Public Administration and Defense**  
e.g. Mayor or an administrator for the Gander government

## HOW MANY PEOPLE LIVE IN GANDER?

**12,732** (SEPT 2018)

## FUN FACTS

- At the time of its completion in 1938, the then 'Newfoundland Airport' was the largest airfield on the planet, with four huge paved runways. These tarmacs equalled one square mile. Today the world's largest airport is the King Fahd International Airport in Saudi Arabia with a land area of 301 square miles.
- In St. John's, Newfoundland, you can find moose wandering about. Because of this, residents advise tourists not to drive on the highway at night.
- A crater on the surface of Mars has been named for the town of Gander, in recognition of the airport town's history of pioneering aviation and aerospace technologies.
- The province of Newfoundland and Labrador has its own dictionary. The province's language and dialect are so diverse, different communities spread throughout the island often have their own, unique accent.
- Newfoundland has no crickets, porcupines, skunks, snakes or deer, native to North America. It does, however, have over 100,000 moose. They were introduced over 100 years ago.
- The island has its own time zone, 30 minutes ahead of Atlantic Standard Time.
- The first known European presence in North America was not Christopher Columbus, but rather the Vikings. They arrived at L'ase aux Meadows, located at the very northern tip of the island, which is believed to be the location of a Viking colony. It was discovered in 1960 and it is believed that the settlement was founded around the year 1,000.
- Newfoundland used to be an independent country. In 1907, Newfoundland was given dominion status by the UK along with New Zealand, Australia and Canada and remained so until 1949 when it joined the Canadian confederation.
- Gander's town roads are shaped like the head of a goose.
- Gander International Airport boasted Newfoundland's first 24-hour alcohol license and the province's first escalator.
- Nearly all of Gander's streets are named for famous aviators, including Amelia Earhart, Alcock and Brown, Charles Lindbergh, Eddie Rickenbacker, Marc Garneau and Chuck Yeager.
- Newfoundland and Labrador was named one of the top 10 friendliest cultures in the world according to *Macleans* magazine.

# LESSON 1:

## PRE OR POST-SHOW LESSON

**Theme:** Exploring themes and genre - what is a musical?

**Learning objective:** To explore different genres and identify devices used to engage audiences and convey messages.



### STARTER:

**Discussion question:** *What is home?* Ask students to write or draw a definition of what they think home is. Is home more than a physical space? Share and discuss.

### MAIN ACTIVITY:

1. Ask each student to write one line that describes how they feel about the place they identify as 'home.' Home is where they are from, where they live, or a place that has an influence on them as an individual.

### EXAMPLE

- In South Korea, I felt the loneliness of missing family holidays at home in Massachusetts.
  - New York is my best friend and nemesis.
  - Walking through the old gates and roads, being greeted by a sense of familiarity in Greece.
2. Gather students into a standing circle, and go around and have each student recite their line. Try and find a natural rhythm to the recitation.
  3. Ask students to reflect on what they heard- what works? What doesn't work so well? What is the impact of adding repetition, rhyme and rhythm?
  4. Ask students to listen to "38 Planes" from COME FROM AWAY.

### REFLECT ON THE SONG

- How did the music enhance the song?
  - How does music communicate emotion, or convey what words can't?
5. Ask students to re-visit their circle poem. Now ask them to adapt their original work and create a beat by clicking or clapping. (If you want to be more advanced, add a chorus, or musical instrumentation). Allow time for everyone to get the beat.
  6. Go around the circle, repeating step 2, while everyone keeps the beat.

## REFLECT

### Extension or homework:

Students could set their poetry to music and record their work.

They could also make a slide show with accompanying images- as discussed in the starter activity.



## LESSON 2:

### PRE OR POST-SHOW LESSON

**Theme:** Context of the musical. Welcome to Gander!

**Learning objective:** To explore culture, identity, tradition and place.



### STARTER:

Newfoundland is an island off the East Coast of Canada, known by its residents as 'the Rock'.

### Discuss the questions:

- What does it mean to be 'an island'?
- What are the connotations of somewhere called 'the Rock'?

Share and discuss.

### MAIN ACTIVITY:

1. Read over the student background pack on Newfoundland and Gander (pages 1-5)

- Focus on the History and Culture section on page 3 and brainstorm these questions together:

- Gander was once known as the 'Crossroads of the World'- what does this mean? How does this link to what was happening in the post-war period of the 1950s.
- Kiss a codfish: What are your first impressions of this community? What would be your expectations of these people?
- Why do people and communities have initiations? Would you kiss a fish?
- What other rituals or initiations can you think of in other cultures or communities?

2. **Student activity:** Design a travel brochure for tourists travelling to Newfoundland for the first time. Think about including the following:

- History and culture
- Local knowledge
- Maps
- Sight-seeing
- Food and drink
- Language
- Traditions

## GO FURTHER

Think of a story that you think would make a great musical. This story can be about a personal experience, a historical moment or a fictional character.

- Why do you think this story would make a great musical?
- How will music enhance the telling of this story?
- What characters would be central to the story?



## LESSON 3:

### PRE OR POST-SHOW LESSON

**Theme:** Storytelling and narratives

**Learning objective:** To analyse oral storytelling and how stories preserve history



Use this lesson to link oral storytelling with folklore and tradition tales. Discuss how history is preserved through the art of storytelling- what are the techniques used so that stories and messages were remembered and passed along a generation.

### STARTER: CHINESE WHISPERS

- Split the class in half and hand out some written statements about something familiar to the students; an event in school, a forthcoming lesson or a trip. Play Chinese Whispers with these statements and discuss the outcomes.
- Play this again but this time use something unfamiliar for students, such as a statement about Come From Away or Gander as a place.

Which statements were the most successful? Why?

### MAIN ACTIVITY:

1. Discuss folklore and traditional tales. What is folklore? What is oral storytelling and why has it died out? Use this [BBC article](#) for research.
2. Newfoundlanders are excellent storytellers, which is how the musical came about. Songs also share stories of home, culture and community. Examine this traditional Newfoundland and Labrador folk ballad to learn more about this unique community.

### “JACK WAS EVERY INCH A SAILOR”

#### VERSE 1 :

‘Twas twenty-five or thirty years since Jack first saw the light,  
He came into this world of woe one dark and stormy night;  
He was born on board his father’s ship as she was lying to,  
‘Bout twenty-five or thirty miles southeast of Baccalieu.

#### CHORUS :

Oh, Jack was every inch a sailor,  
Five and twenty years a whaler;  
Jack was every inch a sailor,  
He was born upon the bright blue sea.

#### VERSE 2 :

When Jack grew up to be a man he went to the Labrador,  
He fished in Indian Harbour where his father fished before;  
On his returning in the fog he met a heavy gale,  
And Jack was swept into the sea and swallowed by a whale.

#### CHORUS

#### VERSE 3 :

Oh, the whale went straight for Baffin Bay,  
‘bout ninety knots an hour,  
And every time he’d blow a spray he’d send it in a shower;  
Oh, now, says Jack unto himself, I must see what he’s about,  
He caught the whale all by the tail and turned him inside out.

## REFLECT

### Extension or homework:

Ask students to write their own ballad about themselves, or about a well-known person of their choice.

If giving this activity post-show, ask students to write a ballad about a memorable character in the production that stood out for them.

## LESSON 4:

### PRE OR POST-SHOW LESSON

**Theme:** Language, linguistics and identity

**Learning objective:** To consider ways in which language varies and how it reflects identity

#### STARTER:

**Discussion question:** Why do you think people speak differently in different parts of the world?

Looking at differences. Ask students to list as many differences in everyday words as possible, between American and British English. E.g. sidewalk or pavement/ sneakers or trainers/ trunk or boot.

Discuss as a whole class. Make sure students know the difference between different words and different accent (e.g. tomatoes).

#### MAIN ACTIVITY:

Explain that even in the UK different areas call objects different words:

- E.g. trainers, daps, kicks, gumshoes, plimsolls, runners, gutties.

Can you guess which area of the UK uses which word?

Which words do you say differently to your friends?

Where and when do you use different language? (school, home, work)

Who do you use different language with? (elders, children, teachers, boss)

1. Give out the matching pairs game 'How to speak like a Newfoundlander' on the next page to students.
  - Ask students to match the translation to the original Newfinese dialect.
2. Ask students to construct a scene using Newfoundland speech. Write a 20 line dialogue where they use at least 3 Newfinese phrases, and 3 phrases unique to them. Share dialogues with the class.

## REFLECT

How did the phrases change the tone of the dialogue?

Why did the writers use this language?

## LESSON 4:

# HOW TO SPEAK LIKE A NEWFOUNDLANDER

THIS REMOTE COMMUNITY HAS ITS OWN COLOURFUL LANGUAGE.

MATCH THE NEWFINESE ON THE LEFT WITH THE 'ENGLISH' (AS WE KNOW IT),  
ON THE RIGHT. DRAW A LINE TO MATCH THE PAIRS UP.

COME  
FROM  
AWAY

CHUMMY JIGGER

COME ON, WE GO'S

STAY WHERE YOU'RE TO 'TILL  
I COMES WHERE YOU'RE AT

HAVING A TIME

WHERE Y'LONGS TO?

WHO KNIT YA'?

A SCOFF AND  
A SCUFF

HE/SHE'S GOT ENOUGH MOUTH  
ON HER FOR THREE LIPS

NOT FIT

LONG MAY YOUR  
BIG JIB DRAW

STUNNED

BIVVERIN'

I DIES AT YOU

'OW'S SHE GETTING ON?

GOD LOVE YOUR COTTON SOCKS

I'M GUTFOUNDERED,  
FIRE UP A SCOFF

BEST KIND

BUDDY  
WHASSISNAME

CROOKED AS SIN

NOW THE ONCE

RIGHT

LIKE A BIRCH  
BROOM IN THE FITS

BUDDY, B'W, M'SON,  
M'DARLING, M'LOVE,  
DUCKY, COCKY, TROUT

PROPER THING

Messy hair

They got what they deserved

Thank  
you

A thingamajig

A traveler to  
Newfoundland - someone  
who wasn't born there

Who's your mother/parents?

Exceptionally  
bad weather

Stay there until  
I get there

He/She won't stop  
talking/is a big gossip

Really grumpy

Really cold weather - imagine  
the sound of chattering teeth

Dinner and  
a dance

May you  
have good  
fortune

In a minute

Let's go

You're funny

To express satisfaction

Where do you  
come from?

Terms of  
endearment

Synonym for "very" - She's right  
pretty, It's right cold outside

How are you doing?

Enjoying yourself  
Having a party

I'm hungry, make  
me some food

Really stupid

Someone you  
can't remember



## HOW TO SPEAK LIKE A NEWFOUNDLANDER

THIS REMOTE COMMUNITY HAS A COLOURFUL LANGUAGE ALL ITS OWN.  
SOME OF OUR FAVOURITE WORDS AND PHRASES ARE BELOW

**COME FROM AWAY** A traveler to Newfoundland - someone who wasn't born there

**COME ON, WE GO'S** Let's go

**STAY WHERE YOU'RE TO 'TILL I COMES WHERE YOU'RE AT** Stay there until I get there

**STUNNED** Really stupid

**HAVING A TIME** Enjoying yourself  
Having a party

**WHERE Y'LONGS TO?** Where do you come from?

**LONG MAY YOUR BIG JIB DRAW** May you have good fortune

**WHO KNIT YA'?** Who's your mother/parents?

**A SCOFF AND A SCUFF** Dinner and a dance

**HE/SHE'S GOT ENOUGH MOUTH ON HER FOR THREE LIPS** He/She won't stop talking/is a big gossip

**CHUMMY JIGGER** A thingamajig

**NOT FIT** Exceptionally bad weather

**BIVVERIN'** Really cold weather - imagine the sound of chattering teeth

**BUDDY WHASSISNAME** Someone you can't remember

**I DIES AT YOU** You're funny

**'OW'S SHE GETTING ON?** How are you doing?

**LIKE A BIRCH BROOM IN THE FITS** Messy hair

**GOD LOVE YOUR COTTON SOCKS** Thank you

**I'M GUTFOUNDERED, FIRE UP A SCOFF** I'm hungry, make me some food

**PROPER THING** They got what they deserved

**BEST KIND** To express satisfaction

**CROOKED AS SIN** Really grumpy

**NOW THE ONCE** In a minute

**BUDDY, B'W, M'SON, M'DARLING, M'LOVE, DUCKY, COCKY, TROUT** Terms of endearment

**RIGHT** Synonym for "very" - She's right pretty, It's right cold outside

## LESSON 5:

### POST-SHOW LESSON

**Theme:** Evaluation and reflection – kindness and empathy

**Learning objective:** To consider ways in which language varies and how it reflects identity

#### STARTER:

- Ask students to summarise the key message in *Come From Away* in: 15 words, 10 words, 1 word.
- Show students the following quotation:

***“COME FROM AWAY for me is about the kindness inherent in all of us, it’s the goodness of people and the love we have in us that we sometimes forget.”***

– David Hein, Co-Creator

- Discuss the success of delivering this message.

#### MAIN ACTIVITY:

##### I AM AN ISLANDER PROJECT

**THE “I AM AN ISLANDER” PROJECT FURTHERS THE MESSAGE OF COME FROM AWAY BY ENCOURAGING PARTICIPANTS TO TELL THEIR PERSONAL GENEROSITY NARRATIVES TO INSPIRE OTHERS TO “PAY IT FORWARD.”**

1. Ask students to brainstorm an act of kindness in the face of tragedy. Give examples of anecdotes from recent world events.
2. Pass out pieces of paper in the shape of a globe. Invite students to think about a time he or she was a recipient of an act of kindness, large or small. Ask students to consider the following aspects of this act of kindness as they write a short gratitude narrative.
  - A. Who was this person who exhibited the act of kindness? What is their relationship to you?
  - B. What made this encounter special?
  - C. If you could say something to that person now, what would you say?
3. Ask for volunteers to read their gratitude narrative out loud.
4. Pass out an additional globe to students and asks them to make a promise to themselves to continue this chain of kindness by making a promise to “pay it forward.” Students are invited to make a kindness pledge, record the pledge on the globe, and keep the globe as a reminder.

## REFLECT

- **Would others consider this act of kindness large or small?**  
**Do you consider this act of kindness large or small?**
- **Did this person expect you to show gratitude?**
- **How did being a recipient of kindness make you feel?**  
**Did this experience change your way of thinking?**
- **If you could return an act of kindness to this individual, what would you do?**



## GOING FURTHER

- Create a classroom art display using the gratitude narratives.
- Visit [comefromawaylondon.co.uk](https://comefromawaylondon.co.uk) to further explore the stories behind COME FROM AWAY.



The  
**Arts**  
**Link.**

**tdf**

LA  
JOLLA  
PLAY  
HOUSE

**srt**

THIS GUIDE WAS CO-CREATED AND PRODUCED BY REBECCA YEOH  
AT THE ARTSLINK AND SECONDARY ENGLISH TEACHER, IZZY SIDWELL.

IT WAS CO-PRODUCED WITH TDF EDUCATION DEPARTMENT,  
LA JOLLA PLAYHOUSE AND SEATTLE REPERTORY THEATRE