

COME FROM AWAY

**THE NEW MUSICAL BASED ON
A REMARKABLE TRUE STORY**

TEACHER PACK AND LESSON PLANS

RELIGIOUS STUDIES

KEY STAGE 3+

**CREATED IN COLLABORATION WITH 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.

A handwritten signature in blue ink that reads "David Irene". The signature is written in a cursive, flowing style.

David Hein and Irene Sankoff

CONTENTS

From David and Irene, the writers	2
How to use this guide	4
Background and story	5
Lesson 1: Prayer scene	6
Lesson 2: Prayer and Peace	7
Make Me a Channel of Your Peace (Jon Cohen)	8
Shalom Aleichem	9
Lesson 3: Problem of Evil	10
The Inconsistent Triad - brief history and solutions	11
Lesson 4: Ethics	12



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 of **Religious Studies**. The guide can be explored in its entirety for this subject, or in a selected series of learning opportunities in conjunction with the **Cross Curricula Teaching Pack for English, Drama, PSHE, Geography and History.**

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 classes 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**.

OUTLINE OF LESSONS			
LESSON	THEMES COVERED	LEARNING OBJECTIVE	TASKS AND EXTENSIONS
1	Prayer and worship	To explore why people pray To analyse different types of prayer	Discussing theme Recreating scenes from the musical
2	Prayer and worship	To explore the nature and imagery of the Church scene To examine different types of prayer and worship	Using the song 'Prayer' from the soundtrack to analyse Write a poem for peace
3	Problem of Evil	To explore Moral Evil through the events of 9/11	Discuss Epicurus's argument and read The Inconsistent Triad Asking what the characters of Come From Away did in response to Evil?
4	Virtue Ethics	To understand what is meant by the terms 'good' and 'bad' To examine the role of ethics in everyday life To apply the actions of the people of Newfoundland to various types of ethics	'Good' and 'Bad' cards- placing on a continuum Role-playing as characters from Come From Away using different types of ethics

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

LESSON 1: PRAYER SCENE

PRE OR POST-SHOW LESSON

Theme: Prayer and Worship

Learning objective:

- To explore why people pray
- To analyse different types of prayer



STARTER:

Think, Pair, Share: Why do people pray?

Possible answers: Asking God to help/ Praising God: adoration/ Thanking God for good things/gifts: thanksgiving/ To confess sins and ask for forgiveness: confession/ To pray for help for another person: intercession/ To pray for oneself: petition.

MAIN ACTIVITY:

Can you think of the different times characters in the show prayed?

1. Recreate the scene in pairs, one as actor and one as director.
2. Swap roles, think of a character from the show, create a prayer scene for that character that wasn't in the production.

*If pre-show, ask student to think of a time when characters might pray, given what they know about the content of 9/11 and what had happened in the town of Gander (use page 4 and 6 of the Student Background pack to help).

REFLECT

Since we don't know if prayers are answered, is there any point praying?

PLENARY: In pairs, think of the **different positions** religious people have when praying...why do you think people have certain positions when talking to God?

LESSON 2: PRAYER SCENE – PRAYER AND PEACE

POST-SHOW LESSON

Theme: Prayer and Worship

Learning objective:

- To explore the nature and imagery of the Church scene
- To examine different types of prayer and worship



STARTER: Think, Pair, Share: Why do you think the characters in *Come From Away* went to church to pray?

LISTEN: to 'Prayer' from the soundtrack.

MAIN ACTIVITY

Read: Read through the two songs that are prevalent in the church scene (attached below)

Think, Pair, Share: What similarities are there between them? What are they asking God for?

Possible answers: Peace

Write: Write a poem for peace, use *Make Me a Channel of Your Peace* and *Shalom Aleichem* as inspiration.

PLENARY: What makes these two songs powerful to sing together?

GO FURTHER:

1. *The Orthodox Jewish Rabbi couldn't eat the food they were preparing in the primary school because it wasn't Kosher. He set up a kitchen for people of all different religions and dietary requirements. Create a "Kosher Kitchen" of "Halal Hall" considering all the special dietary requirements of each different religion you've seen in the show.*



Make Me a Channel of Your Peace
(Jon Cohen)

**Make me a channel of Your peace
Where there is hatred, let me bring Your love
Where there is injury, Your pardon Lord
And where there's doubt, true faith in You**

**Make me a channel of Your peace
Where there's despair in life, let me bring hope
Where there is darkness, only light
And where there's sadness, ever joy**

**Oh Master, grant that I may never seek
So much to be consoled as to console
To be understood as to understand
To be loved as to love with all my soul**

**Make me a channel of Your peace
It is pardoning that we are pardoned
In giving to all men that we receive
And in dying that we're born to eternal life**

**Oh Master, grant that I may never seek
So much to be consoled as to console
To be understood as to understand
To be loved as to love with all my soul**

**Make me a channel of Your peace
Where there's despair in life, let me bring hope
Where there is darkness, only light
And where there's sadness, ever joy**

Shalom Aleichem

Sha-lom a-lei-chem,
mal-a-chei ha-sha-reit,
mal-a-chei el-yon,
mi-me-lech ma-l'chei ha-m'la-chim,
ha-ka-dosh ba-ruch hu.

Peace unto you, ministerial angels,
messengers of [the] Highest,
from the King,
king(s) of the kings – the Holy,
blessed be He.

Bless me for peace,
envoys of the peace,
messengers of [the] Highest,
from the King,
king(s) of the kings – the Holy,
blessed be He. {In}

[May] your departure [be] to peace,
envoys of the peace,
messengers of [the] Highest,
from the King,
king(s) of the kings – the Holy,
blessed be He.

LESSON 3: PROBLEM OF EVIL

PRE/POST-SHOW LESSON

Theme: Problem of Evil

Learning objective:

- To explore Moral Evil through the events of 9/11



STARTER: Think, Pair, Share: What is Moral Evil?

Definition: Mankind has chosen to act in such a way that their actions cause harm and suffering to others.

READ: Page 4. Timeline of 9/11

MAIN ACTIVITY

Class discussion: How might the problem of Evil lead some people to question God's existence?

READ: *Epicurus's argument is that God is either malevolent or impotent (willfully cruel, or powerless). The Inconsistent Triad is a logical problem and is reducible to a single deductive argument that works as follows:*

Premise 1: *An all-loving, all-powerful, all-knowing God would stop evil.*

Premise 2: *Evil exists*

Conclusion: *God is not all-loving, all-powerful, all-knowing*

DEBATE: There is too much moral evil in the world to justify a belief in an all-loving, all-powerful, all-knowing God.

PLENARY: What did the people of Newfoundland do in response to Moral Evil they experienced?

REFLECT:

Irenaeus and Hick argue that we can learn from suffering. This helps us to develop our soul.

"While our world is not designed for the maximisation of human pleasure and the minimisation of human pain, it may nevertheless be rather well adapted to the quite different purpose of 'soul-making.'" Hick

Do you think the people of Newfoundland developed their soul?

THE INCONSISTENT TRIAD – BRIEF HISTORY AND SOLUTIONS.

An inconsistent triad consists of three propositions of which at most two can be true.

In ancient Greece, Epicurus said:

“If God is all-powerful, if God is all-loving, if God is all-knowing, how does suffering exist?”

This is a strong argument against the validity of God’s existence, for if He is omnipotent and omnibenevolent, why does He allow evil to be present amongst us?

In 1960 David Hume described Epicurus thought as “the rock of atheism”.

The Inconsistent Triad as we know it today was formed in 1977 when J. L. Mackie gave the following three propositions:

1. God is omnipotent
2. God is omnibenevolent
3. Evil exists

Mackie argued that these propositions were inconsistent, and thus, that at least one of these propositions must be false. Either:

- God is omnipotent and omnibenevolent, and evil does not exist.
- God is omnipotent, but not omnibenevolent; thus, evil exists by God’s will.
- God is omnibenevolent, but not omnipotent; thus, evil exists, but it is not within God’s power to stop it (at least not instantaneously).

Irenaeus and Hick’s solutions:

Irenaeus saw evil as a necessary part of life, something that will eventually make us into better people.

Hick agrees and argued that the world is best placed for the full moral development of humans, as it presents genuine moral choices

Furthermore Swinburne proposed that, to make a free moral choice, humans must have experience of the consequences of their own actions and that natural evil must exist to provide such choices.

LESSON 4: ETHICS

PRE/POST-SHOW LESSON

Theme: Virtue Ethics

Learning objective:

- To understand what is meant by the terms 'good' and 'bad'
- To examine the role of ethics in everyday life
- To apply the actions of the people of Newfoundland to various types of ethics

STARTER: Place the cards (on the following page) along a continuum of good to bad to show how good/bad you think those things are.



STEALING	MURDER	KILLING
CHEATING	GIVING MONEY TO CHARITY	HELPING SOMEONE WITH THEIR HOMEWORK
LETTING SOMEONE OFF A DETENTION	LYING	LOVING SOMEONE
HELPING SOMEONE ACROSS THE ROAD	PREVENTING BULLYING	BULLYING
USING SOCIAL MEDIA	BREAKING THE LAW	DOWNLOADING STREAMING FILMS
LISTENING TO SOMEONE	BETRAYING A FRIEND	BEING A FRIEND
DRINKING ALCOHOL	FOLLOWING A VEGAN DIET	EATING MEAT
VOTING	RECYCLING	BUYING CLOTHES FROM COMPANIES THAT USE SWEAT SHOPS

CLASS DISCUSSION:

Does the context of the thing change whether you see it as good or bad

RELIGIOUS ETHICS

What is morally good is what God says is good. In order to determine a morally correct action I follow God's teachings.

KANTIAN DEONTOLOGY

The morally correct action is to follow our duty. We work out our duty by deciding whether the moral rule can be applied to everyone everywhere.

UTILITARIANISM

What is morally good is to provide the greatest happiness for the greatest number. In order to determine a morally correct action I just need to calculate how many people it will make happy.

VIRTUE ETHICS

It is not about doing the right thing but being a virtuous person. All I need to do is develop good characteristics.

SITUATION ETHICS

What is morally good is to do the most loving thing. In order to determine a morally correct action I just need to calculate how loving my action is.

IMAGINE YOU ARE FROM NEWFOUNDLAND, USING YOUR TYPE OF ETHICS DECIDE HOW YOU WOULD REACT TO THE FOLLOWING SCENARIOS:

1. You are on board a plane home to Texas from Paris and you are diverted to Newfoundland.
2. You are off duty from work at the airfield; you hear planes are being diverted to Newfoundland.
3. You are a local news reporter and hear that a disaster has happened in New York that could affect people in your town.
4. You are a teacher in a Gander primary school and you hear that lots of people will be landing in your local area.
5. You work for an animal charity and you think that there may be animals on board.
6. You are a bus driver on strike, the mayor has asked you to transport the stranded plane people.

PLENARY:

Which theory do you like the best? Why?

Which do you think is the most effective? Why?

Which is the least effective? Why?

GO FURTHER:

1. Interview three people at home. What do they think is good/bad or right/wrong? How do they know?

GOING FURTHER

- Create a classroom art display using the gratitude narratives.
- Visit comefromawaylondon.co.uk to further explore the stories behind COME FROM AWAY.



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THIS GUIDE WAS CO-CREATED AND PRODUCED BY REBECCA YEOH
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