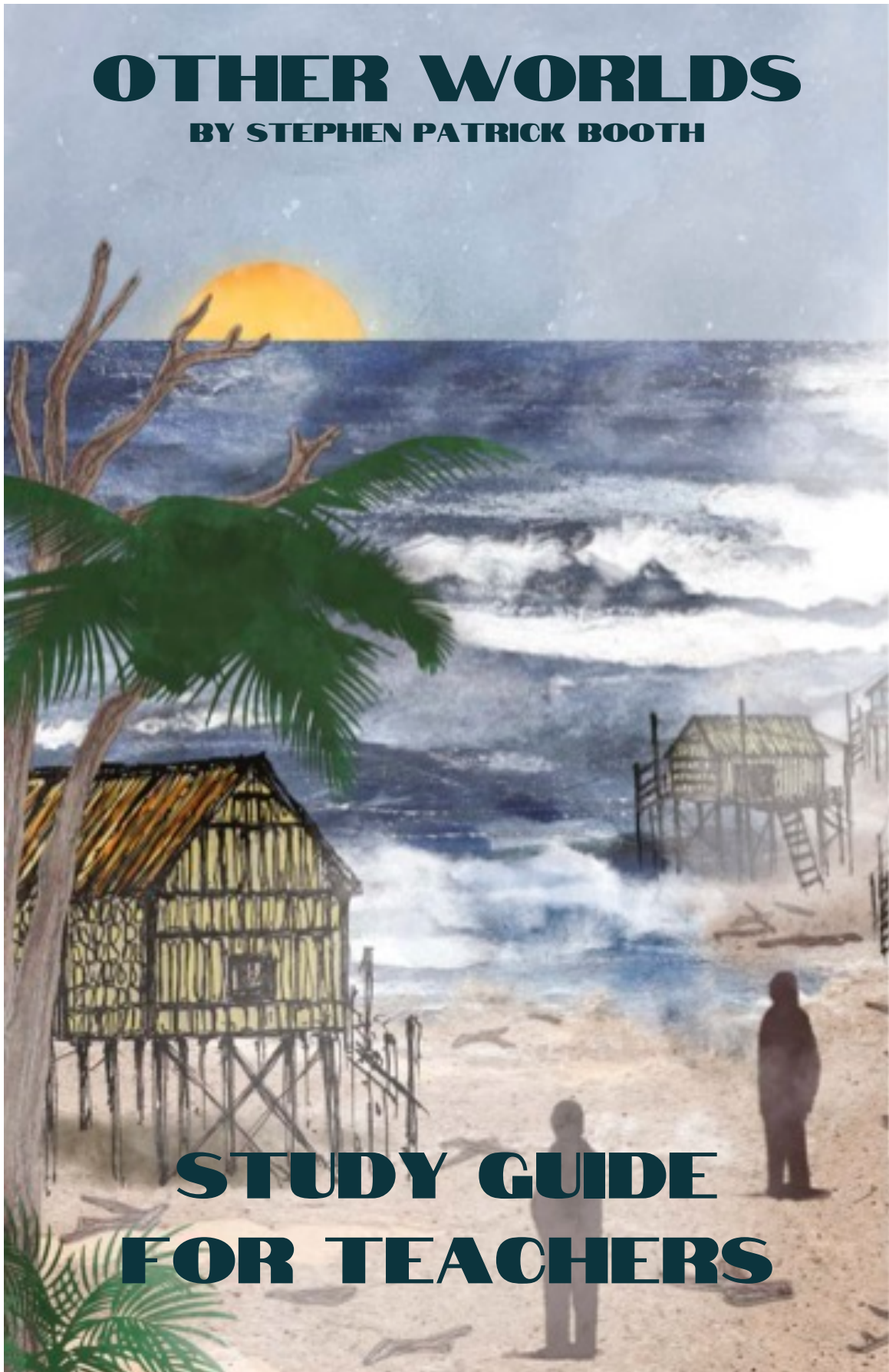


OTHER WORLDS

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**STUDY GUIDE
FOR TEACHERS**

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Introduction

Geordie Theatre is a Montreal-based professional theatre company that has presented live English-language productions for young audiences in Quebec and abroad since 1980. Pushing artistic boundaries with provocative and important stories, Geordie delivers more than 200 performances each season and reaches more than 40,000 young people and their communities annually.

Land Acknowledgement: We would like to begin by acknowledging that the territory on which Geordie Theatre operates is the traditional territory of the Kanien'kehá:ka Mohawk nation of the Haudenosaunee Confederacy. Montreal is known in the Mohawk language as Tiotià:ke or Broken in Two because of the way the river breaks around the island. It is considered unceded territory of the Kanien'kehà:ka nation. This land has also existed as a meeting ground of many peoples including the Abenaki, St. Lawrence Iroquians and Huron-Wendat people. We extend our deepest respect to the elders of these communities and to all Indigenous peoples who carry the history of the land -caring for it and calling it home. We are privileged to share a story with you on this land.

A note on acknowledging territory: A crucial part of Geordie Theatre's visit happens at the beginning of the performance- the Land Acknowledgement. The Land Acknowledgement is researched and customized for the territory on which your school is located, and acts as a crucial bridge between Geordie Theatre and Indigenous Peoples.

About the Study Guide

This study guide was created as a tool for teachers to help engage students more deeply with the themes and concepts developed in *Other Worlds*. The guide contains a synopsis, character and setting information, a list of the themes/concepts, as well as pre- and post-show discussion questions, activity ideas and lesson plans.

The activities in the unit have strong pedagogical grounding and are class-ready for easy distribution to students. Additionally, most activities can be adapted to an online-learning platform. Corresponding cross-curricular and subject-specific competencies from the Quebec Education Plan (QEP) are indicated for each lesson plan.

Should you have any questions, concerns, or feedback regarding the resources listed, please contact schools@geordie.ca

Curriculum Competencies

English Language Arts

- Uses language/talks to communicate and to learn
- Reads and listens to written, spoken and media texts
- Produces texts for personal and social purposes

Cross-Curricular Competencies

- Uses information
- Exercises critical judgment
- Uses creativity
- Adopts effective work methods
- Uses information and communications technologies
- Cooperates with others
- Communicates appropriately

Arts Education - Dramatic Arts Competencies

- Creates dramatic works
- Performs dramatic works
- Appreciates dramatic works

Arts Education - Visual Arts Competencies

- To produce individual works in the visual arts
- To produce media works in the visual arts
- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Synopsis

The play opens on Riley and Kale, two teenagers who have not yet met, who live on a remote island. Kale, who lives in a village on the shore, is social and community-oriented whereas Riley, who lives in a community of stilt houses on the water along the shore, enjoys solitude and values self-sufficiency. Both teenagers have vivid inner worlds; Riley daydreams of a secluded desert oasis while Kale dreams of a life by a freshwater ocean.

Developers have come to the island, promising growth and advancement. Both Kale and Riley oppose the developers as they threaten their simple lifestyle. A powerful storm hits the island and a newscaster, the face of the developers, announces the impact of the storm will be minimal but both Kale and Riley are skeptical. Fearing the worst, they individually set out to find a hidden bunker.

Riley and Kale meet for the first time in the bunker. They are concerned about the storm's effects on their communities. They share their respective passions; Riley carves wooden masks and Kale weaves tapestry. Convinced that their communities might need them, they agree to go through a secret door in the bunker that leads them into a dirt tunnel. The ground falls out from underneath them and they drop into a dark hole where they see their inner worlds blending, offering them new insights into each other, themselves and the world.

As they start to climb out of the hole, they hear the voice of the newscaster and town mayor who have been collaborating with the developers by lying to the town about the storm so they can demolish and evacuate the community for new buildings.

Riley and Kale go back to the town to warn their communities but everyone has already evacuated. Their blended dream worlds become real, tapestry threads literally falling from the sky. In the darkness, they find a boat, the possibility of hope.

Themes/Concepts

- ↔ Unique intelligences/traits and alternative lifestyles
- ↔ Development and capitalism
- ↔ Community versus seclusion
- ↔ Connection and friendship

Meet the Characters



Riley, a teenager: Self-sufficient and values independence. Their hobby is wood carving and they live in a reclusive community of stilt houses on the water.

"The people out on the shore are always rushing but luckily I live out on the water. A secluded lifestyle, nothing big to maintain. I have little possessions so they don't own me."

Played by Robyn Vivian

Kale, a teenager: Kale is community-oriented and open-minded. Their hobby is tapestry weaving and they live in a tight-knit community on the shore.

"In my head I need everyone to get along all the time. I'm friends with all of my neighbours. I trust everyone... even the town mayor."



Played by Christopher de Varennes

Setting

- A small remote island community that includes people who live on the shore and people that live in stilt houses on the water
- A mysterious bunker that keeps Riley and Kale safe during the storm
- The rich inner worlds of Riley and Kale, which reflect their passions and dream

Pre-Show Discussion Questions

The following discussion questions may be used to initiate conversation and build background information of the main themes in *Other Worlds*. They might also be used as writing prompts or as an introduction to lesson plans. Please select the questions that are most suited to the age group you teach.

Diversity

- In which ways can humans be different from one another?
- What makes you different from others?
- What are the difficulties of being around others who are different from ourselves? What can we do to lessen those difficulties?
- What are the benefits of being around others who are different from ourselves?
- What can we do to be inclusive of other people's differences in a school?

Inner world

- Do you prefer to spend time alone or with others? When are times you prefer to spend alone? When are times you prefer to spend with others?
- What do you think about when you are by yourself?
- What parts of ourselves are difficult to share with others? Why?
- Do you dream of a better world that reflects ideas that are important to you? Describe it. Do you share these thoughts with others? Why or why not?
-

Community and connection

- When do you enjoy being with other people? In which situations?
- When connecting with others, does this mean you need to change who you are or how you act? How do you choose friends?
- When you are playing sports or putting on a play, what is the benefit of teamwork, how can working together be successful? Does it help that all the team players share a goal? How so?
- Can that be true for other situations? When a group of people share a dream, how might that help the dream come true?

Standing up for yourself

- What does it mean to stand up for yourself? During which situations is it important to stand up for yourself?
- When is a time in a TV show or movie where a character stands up for themselves? What about in real life? What was the situation? Did it work?
- How is standing up for yourself against another student different from an adult?
- How does it feel to stand up for yourself? Is it difficult? Have you ever felt guilty? Have you ever felt proud?

Lesson Plans & Post-Show Activities

Lesson Plans:

1. Inner World and Big Dreams: Students are invited to reflect and explore their own feelings and thoughts, their dreams, and how they respond to and interact with the world around them. This self-awareness will eventually help students develop self-understanding and self-love, as well as compassion, self-regulation and resilience.
2. A Community's Dream: One of the major themes of the play is that dreams can become more of a possibility through connection with others. Students will come together to build a classroom-wide STEM/STEAM project while developing problem-solving and interpersonal skills, and strengthening your classroom's community.

Proposed Post-Show Activities:

Post-Show Discussion Questions

Students are presented with discussion questions to help unpack and further understand the themes presented in the play *Other Worlds*. The questions may initially be assigned individually or in small groups but a class-wide debrief, guided by a teacher, is advised.

Quotation Station

Students are presented with relevant excerpts to analyse and discuss individually, in small groups or as class.

Theatre in Review

Using the Theatre in Review handouts provided, students are invited to write a review of the play for their school newspaper, using the following sections: introduction, plot summary, main message, performance and design elements, and personal reaction.

Lesson Plan I:

Inner World and Big Dreams

OVERVIEW & PURPOSE

- Students are invited to reflect and explore their own feelings and thoughts, their dreams, and how they respond to and interact with the world around them. This self-awareness will eventually help students develop self-understanding and self-love, as well as compassion, self-regulation and resilience.

COMPETENCIES

- **English Language Arts:** Uses language/talks to communicate and to learn, Reads and listens to written, spoken and media texts
- **Cross-Curricular Competencies:** Uses information, Exercises critical judgment, Cooperates with others, Communicates appropriately

MATERIALS

- *Who Am I?* handout
- *Outside Me, Inside Me* handout

ACTIVITY

1. Explain to the class that everyone has an outer self and an inner self. The outer self is what others see - how we interact with the world, how we behave in social situations, what people assume about us when they see us. The inner self is who we are on the inside - our thoughts and feelings, our fears and dreams, our passions and drives. Explain to them that in the play *Other Worlds*, they are going to meet two characters with interesting and different inner worlds.
2. Inner self exploration: Have students complete the *Who Am I?* handout to get them thinking about themselves, their internal thinking and how they react to different situations.
3. In small groups of 3-4 students, have them play *Two Truths and A Lie*. To play this game, each student gives three statements about themselves - two are true and one is a lie - and the others must guess which one is the lie. Make sure students use statements that focus on their inner thoughts, interests and feelings as opposed to things they have done or places they have been, such as *I get nervous on elevators* or *I love to be myself* or *I hate football*.

4. Have students complete the *Outside Me, Inside Me* handout. Have them describe their inner feelings and thoughts on the inside of the bubble, and their observable behaviours or traits on the outside of the bubble. It might help for the teacher to model this activity using themselves or perhaps a character from a recent class novel.
5. To conclude the activity, have students create a work of art representing their inner world or their dream world. It can be:
 - A monologue of them sharing their inner thoughts of their dream world while acting out an activity that they love
 - A painting, drawing or collage representing a dream world with a self-quote reflecting an important thought or idea
 - A video edit of images of a dream world with audio describing their state of mind
 - A creative writing piece describing their inner or dream world
6. Give students an opportunity to present their inner and dream world to the rest of the class by sharing and describing their work of art.

EXTENSION ACTIVITIES / ADDITIONAL READINGS & RESOURCES

- Students can keep a journal for the next few weeks, to reflect and express their inner thoughts and feelings. The questions from the *Who Am I?* handout could be used as prompts.
- Students create a [I Am poem](#) to be posted on a bulletin board.

Who Am I?

Choose two questions to answer on the following page. Give specific examples to illustrate your answers.

What are my favourite activities to do by myself?

What is an example of a situation that makes me feel stressed?

What is the "perfect day" for me?

What is my dream life?

What do I love most about myself?

What makes me happy?

What is a skill that I am good at? How did I learn it? Was it easy or difficult?

Why?

What is a life lesson that I learned lately? Why is it important?

What are three things I would love to learn or improve on?

What is my deepest fear?

What are three traits that I hope to develop in the next five years?

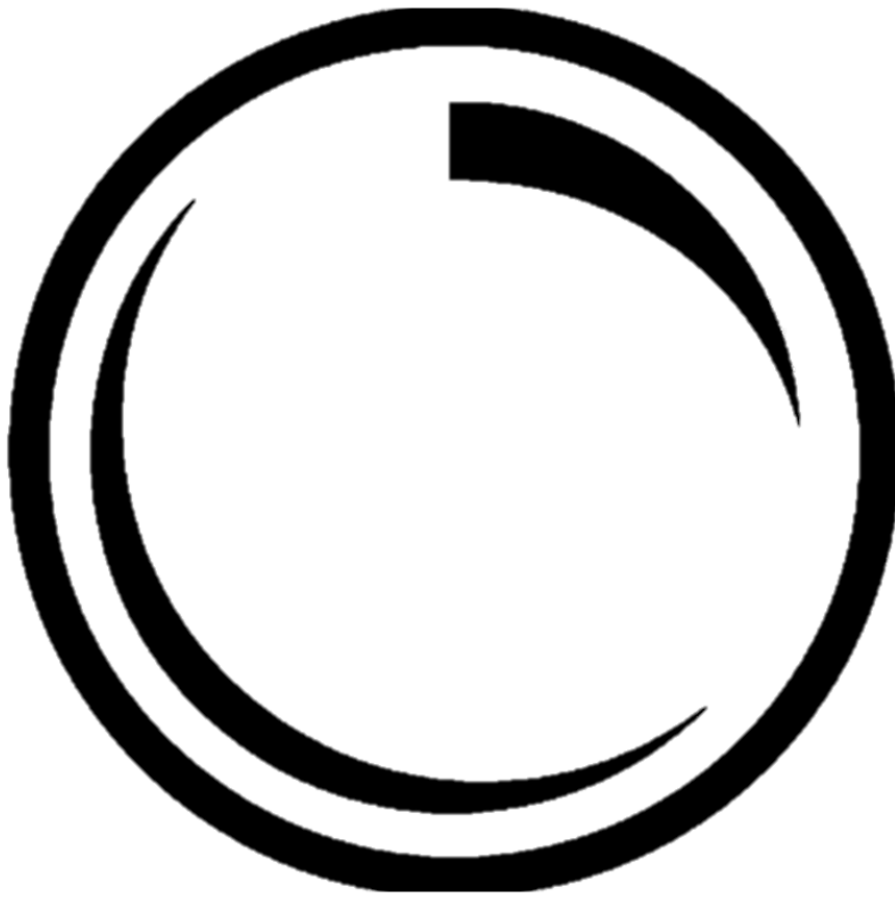
Who Am I?

Question # _____

Question # _____

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Outside Me, Inside Me



Lesson Plan I: A Community's Dream

OVERVIEW & PURPOSE

- One of the major themes of the play is that dreams can become more of a possibility through connection with others. Students will come together to build a classroom-wide STEM/STEAM project while developing problem-solving and interpersonal skills, and strengthening your classroom's community.

COMPETENCIES

- **English Language Arts:** Uses language/talks to communicate and to learn, Reads and listens to written, spoken and media texts
- **Cross-Curricular Competencies:** Uses information, Exercises critical judgment, Cooperates with others, Communicates appropriately, Adopts effective work methods, Uses information and communications technologies

MATERIALS

- Whiteboard or poster paper for initial class brainstorming
- Depends on the selected project

ACTIVITY

1. As a class, begin by brainstorming ideas or concepts that are important to students that are either problem- or interest-based. For example, you can ask about issues in their community (home, class, school, city, world, etc.) and brainstorm solutions to work towards. Alternatively, you can brainstorm based on common and current interests of your students.
2. Select the type of project:
 - a. Class-wide project to be done as a class activity selected by vote from the list of brainstorm projects. Students will likely need to be organized into smaller groups for different components of the larger project.
 - b. Group projects for which students select one project from the ideas from the original brainstorm and work towards it in groups of 4-5 students.

Ideas for in the classroom:

- a. Select a research question based on student interest and have students research and demonstrate knowledge in a variety of ways in smaller groups (blog post, poster board of facts, informational video, build a hands on experiment or other representational item, etc.)
- b. Built [a marble wall](#) in the classroom.
- c. Redesign and redecorate the classroom based on determining the needs and desires of the teacher and students.
- d. Decorate a bulletin board in or outside the classroom based on an area of interest.

Ideas for outside the classroom:

- a. Create a [Public Service Announcement \(PSA\) for the school](#) on a topic students are passionate about by making short videos and pamphlets to share amongst students, and posters to post around the school.
 - b. Found a donation drive in the school (clothes, food, baskets, etc.) for a charity that is important to the students.
 - c. Park or neighbourhood clean-up
 - d. Visit [Organizing a Classroom Service Project](#) for more ideas and a step-by-step guide.
3. Using a SMART-goal outline, determine your specific outcome and timeline. On a large poster board or calendar sheet, visually show the timeline of the project by using sticky notes to indicate due dates towards the final due date of the project.
 4. Use reflection exit tickets at the end of each project-building session to keep track of their projects and needs.
 5. The project's completion may be celebrated with presentations to others (parents, other classes, all teachers, etc.) and a class party to highlight the success of the project.

EXTENSION ACTIVITIES / ADDITIONAL READINGS & RESOURCES

[25 Creative Ways to Incorporate More Project Based Learning in the Classroom](#)
[6 Student-Centered Projects for the First Week of School](#)

Post-Show Discussion Questions

The following discussion questions may be used to initiate the conversation and discussions of *Other Worlds*. They might also be used as writing prompts. Please select the questions that are most appropriate to the age group you teach.

1. How are Riley and Kale different? Does that make it harder or easier for them to be friends? When did they show teamwork? How might their meeting each other change them?
2. Riley and Kale have vivid inner worlds. Describe each. How can they make these inner worlds become reality? What are ways to make your dreams become reality (use an example to explain)? How can sharing your dreams with someone else help you manifest them into reality?
3. Riley and Kale each have a passion; Riley makes masks and Kale weaves tapestry. When do they do these activities? What do these activities provide them? Do you have any activities you do by yourself?
4. The developers want to change the island community. Why? What are some of the reactions the people who live there might have?
5. The developers are driven by capitalism. What does capitalism mean? Why are people attracted to capitalism? Is capitalism a fair system to everyone in society? What are the consequences on capitalism? On those who profit? On those who work for wages? On the environment?
6. How can Riley and Kale save their community? Do you think they will be successful?

Quotation station

1.

KALE. *What does self-sufficiency even mean?*

RILEY. *It means lack of dependence, it means being able to rely on yourself because you can't always trust everyone.*

KALE. *Yeah, but some people are trustworthy.*

RILEY. *Not from my experience. Self-sufficiency means you have the skills to survive. No one in the community on the shore thinks that way. What does community living even mean?*

KALE. *Community living means having a group of people that you care for and knowing that they care for you. Why would you want to go through life alone?*

What differences between Kale and Riley are highlighted in this quote? What do they learn from each other over the course of the storm? Who can you relate to the most? Why?

2.

Here are some of the things the newscaster said about the people in the community after they believed what they heard on TV about the storm.

"I can't believe they bought it"

"People will believe anything"

"Some people are just so small minded"

How does media (TV, social media, movies) influence how people think? Why might it be dangerous when media is created and diffused by a small group of people? Is it true that people will believe anything they hear on TV? Why or why not?

3.

The rain slows and the thunder clears for a brief moment. They keep wading forward, Kale holding onto Riley. Riley spots a boat in the distance and points. They look back at Kale.

RILEY. *A boat! See?*

KALE nods yes.

RILEY. *Ready?*

KALE. grabs onto the back of Riley's life jacket.

KALE. *Right behind you.*

Write the epilogue (a type of conclusion) of the play. Think about how Kale and Riley will work together to save and rebuild their community. How will they achieve this?

Theater In Review

Write an article review of the play *Other Worlds*, using the guidelines below.

Title: Use a catchy title.

Introduction: State the name of the play and where you viewed it.

Plot summary: Who were the characters? What was the story about? Don't ruin the ending!

Main message: What is the main message of the play? What might someone learn as a result of viewing the play?

Design Elements & Performances: Discuss the set design, prop design, costume design, sound design, and how the play was performed.

Personal reaction: How did this play impact you? Did this play make you think? Did it change your perspective? What were the aspects of this production that you enjoyed the most and the least? Would you recommend it to others?