

# COME FROM AWAY

THE REMARKABLE TRUE STORY

## DRAMA ACTIVITY 1 - 9/11

### FOREIGN TERRORISM ON AMERICAN SOIL

9/11 significantly altered life in the US in many ways. Security measures in airports have significantly increased since the attacks. Before 9/11, you could comfortably bring your bottled water with you past security, you could have things like small scissors, nail clippers or tweezers in your carry-on and you did not have to limit the amount of liquids (shampoo, conditioner, creams, etc) you carried with you. Now, you are only allowed to go through security with 100ml of liquid in 100ml containers. Any liquids you are carrying must be packed in a see-through sealed bag and run through the X-ray belt.

Another, perhaps more significant consequence of 9/11 is an increase in racial profiling against Muslim people. Racial profiling is a term used when law enforcement officials target individuals for suspicion of crime based on the individual's race, appearance, ethnicity, religion or national origin. Given that the attackers on September 11th were Muslim, many people around the globe started to perceive all Muslims as terrorists.

Crimes against people from Arabic countries increased by 500% between 2001-2009 and discrimination against Muslim people in the workplace increased 150%. You may have heard the story of Ahmed Mohamed who was arrested in 2015 in Texas for bringing a clock to school that, to teachers, looked like a bomb.

Most people 25 and older remember exactly what they were doing when they heard the news of the terrorist attack on the World Trade Center and, later that day, the Pentagon. September 11, 2001 was a day when many of us started our 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 cultural landscape of the USA changed forever. Appendix 3 has a timeline of what happened in different parts of the country on that day, from 8am to 8pm.

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## DRAMA ACTIVITY 2 'AND THE WORLD CHANGED'



### 1

Using the timeline from Appendix 3, have students read independently the day's events. Discuss.

### 2

Have 15 students line up in a straight line, each student will step forward, and read aloud one time marker, and then step back into the line.

### 3

The other students in the room, not the 15 reading, will say aloud and in unison the words "and the world changed" between each time marker.

### GOING FURTHER

- What can you add, as an ensemble, to enhance the presentation?
  - Music
  - Whispers
  - Choreography or movement
  - Sound and rhythm
  - Visual elements
- As an ensemble determine what elements to add.
  - Rehearse, present, possibly film and share

### REFLECT

HOW DID THE  
**WORLD CHANGE?**  
WHAT ARE SOME  
**EXAMPLES?**

WHAT DO YOU THINK WOULD BE  
**DIFFERENT**  
IF THIS HAD NEVER  
**HAPPENED?**

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## DRAMA ACTIVITY 3 'AND THE WORLD CHANGED'



**1**

Split students up into groups of four or five.

**2**

Have students develop three stage pictures (tableaus) to represent each of the events referenced in the timeline.

**3**

Students are to rehearse their presentations to ensure smooth transitions between each stage picture.

**4**

Select one student to recite the timeline events as each group presents their stage pictures to the rest of the class.

### GOING FURTHER

- What more can you add, as an ensemble, to enhance tension and mood in the presentation?
  - A line of dialogue – one line per stage picture
  - Soundscape and/or music to underscore the transitions between each stage picture
  - Transform time to create a scene that depicts key events that transpired before and after the events referenced in the timeline
  - Use puppetry or images to depict the events referenced in the timeline
- As an ensemble determine what elements to add.
- Rehearse, present, possibly film and share.
  - Develop a scene or performance based on one of the events
  - Whispers
  - Choreography or movement
  - Sound and rhythm
  - Visual elements
- As an ensemble determine what elements to add.
- Rehearse, present, possibly film and share.

### REFLECT

**WHAT DIFFERENT PERSPECTIVES**  
CAN YOU IDENTIFY FROM THE TIMELINE?  
E.G. PLANE PASSENGERS, HIJACKERS, FLIGHT STAFF,  
N.Y.P.D. AND F.D.N.Y. FORCES, PENTAGON STAFF,  
PRESIDENT BUSH, WORLD TRADE CENTRE EMPLOYEES, ETC?

**WHAT CONTRASTS & CONNECTIONS**  
CAN YOU IDENTIFY BETWEEN THE DIFFERING  
PERSPECTIVES?

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## DRAMA ACTIVITY 4 EYE WITNESS ACCOUNTS



**1**

Have students improvise a firsthand account of one of the events from the timeline based on the different perspectives identified in the previous activity.

**2**

Ask students to script their account based on their improvisation.

**3**

Split the students into groups and ask students to read their eyewitness accounts to each other.

**4**

Have students select one (or more) of the accounts and develop the account/s into a presentation.

**5**

Students are to rehearse and present for feedback and discussion.

### REFLECT

HOW WAS YOUR  
**UNDERSTANDING**  
OF THE  
**DIFFERING**  
**PERSPECTIVES**  
DEVELOPED THROUGH YOUR  
PARTICIPATION OF THIS ACTIVITY?

WHAT OTHER  
**PERSPECTIVES**  
MIGHT WE EXPLORE TO DEVELOP A  
**BROADER UNDERSTANDING**  
OF THE EVENT? EG FAMILY MEMBERS OF THE VICTIMS,  
OTHER TERRORISTS INVOLVED IN THE PLANNING OF THE  
**SEPTEMBER 11 ATTACKS, ETC?**

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## DRAMA ACTIVITY 5 I AM AN ISLANDER PROJECT



“**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**

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**

Invite students to brainstorm an act of kindness in the face of tragedy. Give examples of anecdotes from recent world events.

**3**

Ask for volunteers to read their gratitude narratives out loud.

**2**

Facilitator will 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.

- Who was this person who exhibited the act of kindness?
  - What is their relationship to you?
  - What made this encounter special?
- If you could say something to that person now, what would you say?

**4**

Facilitator passes 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?

HOW DO YOU REFLECT ON THIS  
**ACT OF KINDNESS?**

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?