

AUDIENCE ENRICHMENT GUIDE TEMPLATE

COME FROM AWAY

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HOW TO USE THIS GUIDE

Set the stage for a powerful and entertaining live theatre experience! The Grand Theatre's 2025-26 Season Audience Enrichment Guides are designed to enrich and provide context for educators and students to engage more deeply with the production, both before and after visiting the Grand Theatre.

Each guide contains a range of material such as:

- Background information on the play and artists involved
- Plot synopsis, character lists, themes, curriculum connections
- Exciting insights specific to each production
- Classroom activities and reflection questions to guide discussions

THE ROLE OF THE AUDIENCE

Live theatre requires an audience, so everyone has an important role to play! As we welcome you to the Grand Theatre, here are some **theatre etiquette tips** to remember:

- Before the performance:
 - Please **arrive early**, enabling enough time to find your school's assigned seats.
 - We are a **scent-free environment** that **values respectful behaviour**.
 - **Avoid bringing backpacks/large bulky items** as they will need to remain in the lobby and can not come with you to your seat (due to emergency exit regulations).
 - While there is no dress code, we respectfully ask that **hats are removed**.
 - *Have an open mind and let the performance surprise you!*
- During the performance:
 - Please **turn off your cell phone**/electronic devices. Vibrations, sounds, and screen light during the performance is very distracting for the performers and other audience members.
 - Please remember that **only bottled water** is allowed in the theatre; **no food** during the show.
 - **Using cameras or recording devices during a performance is never permitted.**
 - When the lights dim, that's your cue to stop talking and turn your attention to the stage to enjoy the show.
 - If you **must leave your seat**, wait for an **appropriate break** in the show and quietly head towards the closest exit. An usher will help you.
 - Clap, cheer, laugh, and **feel!** **Make sure your reactions are respectful to those on stage and around you in the audience.** Theatre is LIVE, so remember *you can be seen and heard!*
- After the performance:
 - **Remain in your seats** until your teacher/chaperone instructs you to leave. Exit the theatre in an orderly fashion. Please **take all belongings and any garbage with you.**
 - Take a moment to reflect: What new ideas or perspectives are you leaving with?
 - Theatre is meant to be shared! Tell someone about your experience!

COME FROM AWAY

On the northeast tip of North America, in the town of Gander, Newfoundland, a community receives a message. The U.S.A has shut down its airspace, forcing thousands of planes to be diverted. Among them, 38 flights full of passengers are about to land nearby, and will have nowhere to stay.

Countless “trips to Shoppers” later, the community braces for the displaced and uncertain visitors, ready to meet them with open arms, and open doors. Based on the events of September 11, 2001 (and the days that followed), *Come From Away* tells the true and heartwarming story of kindness in the face of unprecedented circumstances.

This award-winning Canadian musical has captured the hearts of theatregoers since its 2015 world premiere, going on to become a Tony and Olivier Award-winning modern classic. Featuring a toe-tapping and heart-thumping score including the songs "Welcome to the Rock", "Me and the Sky", and "Heave Away," *Come From Away* is a celebrated story about the power of community.

Running Time: 100 minutes, no intermission.

Age Recommendation: 10+

Content Advisory

This play contains references to the violence of the 9/11 terrorist attacks; xenophobia directed toward a Muslim plane passenger; depictions of alcohol consumption; and mature language including words/variations of "fuck", "shit", "ass", "damn", and "hell".

Production elements include theatrical haze or fog.

Themes

- Community and Belonging
- Kindness and Compassion
- Identity and Self-Discovery
- Grief and Loss
- Loneliness and Isolation
- Terrorism and Violence
- Faith and Religion

Curriculum Connections

The Arts

- Dance, Grade 1-8
 - A2, A3
- Dance, Grade 9 (ATC1O)
Dance, Grade 10 (ATC2O)
Dance, Grade 11 (ATC3M/ACT3O)

- Dance, Grade 12 (ATC4M/ATC4E)
 - o B1, B2, B3, C2
- Drama, Grade 1-8
 - o B2, B3
- Drama, Grade 9 (ADA1O)
- Drama, Grade 10 (ADA2O)
- Drama, Grade 11 (ADA3M/ADA3O)
- Drama, Grade 12 (ADA4M/ADA4E)
 - o B1, B2, B3, C1, C2, C3
- Exploring and Creating in the Arts, Grade 11 (AEA3O)
- Exploring and Creating in the Arts, Grade 12 (AEA4O)
 - o A1, A2, B1, B2, B3, B4, C1, C2, C3
- Music, Grade 1-8
 - o C2, C3
- Music, Grade 9 (AMU1O)
- Music, Grade 10 (AMU2O)
- Music, Grade 11 (AMU3M/AMU3O)
- Music, Grade 12 (AMU4M/AMU4E)
 - o B1, B2, B3, B4, C2, C3
- Visual Arts, Grade 1-8
 - o D2, D3
- Visual Arts, Grade 9 (AVI1O)
- Visual Arts, Grade 10 (AVI2O)
- Visual Arts, Grade 11 (AVI3M/AVI3O)
- Visual Arts, Grade 12 (AVI4M/AVI4E)
 - o B1, B2, B3, C2, C3

Canadian and World Studies

- History - American History, Grade 11 (CHA3U)
 - o E1, E2, E3
- History - World History since 1900: Global and Regional Interactions, Grade 11 (CHT3O)
 - o E1, E2, E3
- Geography - Regional Geography, Grade 11 (CGD3M)
 - o D2
- Politics - Canadian and International Politics, Grade 12 (CPW4U)
 - o D3

Classical Studies and International Languages

- International Languages, Level 1 (LBABD – LDYBD/ LBABO – LDYBO)
International Languages, Level 2 (LBACU – LDYCU/LBACO – LDYCO)
International Languages, Level 3 (LBADU – LDYDU/LBADO – LDYDO)
 - o A1, A2, A3. C1, C2

English

- English, Grade 9 (ENL1W)
 - o A1, A3, B1, C1, C2, C3, D1, D2)
- English, Grade 10 (ENG2D/ENG2P)
English, Grade 11 (ENG3U/ENG3C/ENG3E)
English, Grade 12 (ENG4U/ENG4C/ENG4E)
 - o A1 Listening to Understand: A1.1-9; A2 Speaking to Communicate: A2.4-7; A3 Reflecting on Skills and Strategies: A3.2; B1 Reading for Meaning: B1.2, B1.5-8; B2 Understanding Form and Style: B2.2-3; B3 Reading with Fluency: B3.2-3; B4 Reflecting on Skills and Strategies: B4.2; C1 Developing and Organizing Content: C1.3; C2 Using Knowledge of Form and Style: C2.1-3; D1 Understanding Media Texts: D1.1-6; D2 Understanding Media Forms, Conventions, and Techniques: D2.1-2
- Presentation and Speaking Skills, Grade 11 (EPS3O)
 - o A1 Identifying Elements of Effective Presentations: A1.1-5; A2 Assessing Presentations: A2.1-5
- The Writer's Craft, Grade 12 (EWC4U/EWC4C)
 - o A1 Writing, Writers, and the Writing Life: A1.1-6; B1 Exploring Ideas, Forms and Styles: B1.1

English As a Second Language and English Literacy Development

- English as a Second Language, ESL Level 1 (ESLAO)
English as a Second Language, ESL Level 2, (ESLBO)
English as a Second Language, ESL Level 3, (ESLCO)
English as a Second Language, ESL Level 4, (ESLDO)
 - o A1 Developing Listening Comprehension: A1.1-2; Socio-cultural Competence and Media Literacy; D4 Developing Media Knowledge and Skills: D4.1-2

Social Sciences and Humanities

- Equity Studies - Equity, Diversity, and Social Justice, Grade 11 (HSE3E)
 - o A1, B3, C1, D1
- Equity Studies - Equity and Social Justice: From Theory to Practice, Grade 12 (HSE4M)
 - o A1, B1, B2, B3

- Equity Studies – World Cultures, Grade 12 (HSC4M)
 - o A1, B1, B2, C1, C3
- Family Studies - Dynamics of Human Relationships, Grade 11 (HHD3O)
 - o C2, C3
- World Religions - World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11 (HRT3M)
 - o A1, C1
- World Religions – Grade 11: Faith and Culture: World Religions
 - o SC1, SC2, PF3, CM3, PS1, FL1

CHARACTERS

The Locals:

Claude - The gregarious and well-liked Mayor of Gander, Newfoundland, Claude loves his work, the townspeople and his daily traditions, but he's never had to deal with a crisis of this magnitude before.

Bonnie - A no-nonsense mother of 3, Bonnie is the head of the Gander area SPCA. When she discovers animals are trapped on the planes, she stops at nothing to ensure their safety - but in frustration, she often lashes out at those around her.

Beulah - The head of the Gander Legion, with a firefighter son, who walks Hannah to her church and prays with her.

Oz - The quirky constable in the two-person Gander police force. When the town's population suddenly doubles, Oz helps out in unexpected ways.

Doug - An Air Traffic Controller, married to Bonnie, who tries to help his wife and the animals.

Janice - An eager new local TV reporter, Janice is thrown into the deep end on her first day. Initially naïve about the world, Janice must face the pain and confusion around her.

Annette - A local teacher at the Gander Academy and mother to a lot of children.

Garth - The head of the local union, representing the Bus Drivers.

The Come From Aways:

Beverly - The first female captain for American Airlines Pilot, Beverley Bass has always loved flying, when her world suddenly changes.

Diane - A traditional divorcee from Texas, who is terrified that her son may have been flying at the time of the attacks. When she finds out that he's safe, she's given a new lease on life and discovers a wilder, more carefree side of herself.

Nick - An English oil engineer who is focused on his work, Nick's life is turned upside down when he falls for Diane.

Kevin. T - The head of an environmental energy company in Los Angeles, Kevin was on vacation with his boyfriend (and secretary, also named Kevin), when they are stranded in Gander. Inspired by the town's generosity, Kevin creates the Pay It Forward Foundation.

Kevin J - Kevin's boyfriend and secretary. Sarcastic and unhappy, he wants to leave as soon as possible.

Bob - A hardened New Yorker, Bob is suspicious of where he's landed, fearing that it's World War 3, that someone going to shoot him and steal his wallet - but instead, he ends up losing his New York jadedness.

Hannah - The mother of a firefighter in Manhattan, Hannah waits for news about her son and is comforted by Beulah.

Secondary Characters

Crystal	Joey	Ali
Brenda	Customs Officer	Muhumuza
Margie	Mr. Michaels	Captain Bristol
Mickey	Terry	Derm
Britney	Matty	Brenda's Brother
Flight Attendant	Rabbi	Eddie
Delores	Head Cardiologist	Officer Stephenson
Martha	President Bush	Male Townsperson
Reporter	Dwight	

A note on casting: Cast Size = 12. All actors play multiple characters and double as smaller parts including town staff, passengers, children, and animals.



DID YOU KNOW?

Come From Away tells the true stories of Gander locals and stranded passengers.

Meet some of the real people behind the characters:



Beulah Cooper



Beverley Bass



Claude Elliot



Bonnie Harris



Nick and Diane Marson



Kevin Tuerff

Links to **Read More** on page 16

MUSICAL NUMBERS

Welcome to The Rock

38 Planes

Blankets and Bedding

28 Hours / Wherever We Are

Darkness and Trees

Darkness and Trees Reprise

Lead Us Out of the Darkness

Phoning Home

Costume Party

I Am Here

Prayer

On The Edge

Screech In

Me and the Sky

Stop the World

Somewhere in the Middle of Nowhere

Something's Missing

Finale

PLOT SYNOPSIS

It's September 11th, 2001, and different voices from the Gander community recall how their day transformed from an ordinary morning to an unfolding global crisis ('Welcome to the Rock'). Mayor Claude begins his morning at Tim Hortons, meeting new reporter, Janice. However, their routine is disrupted when constable Oz bursts in, urging them to turn on the TV - revealing that 200 planes are being diverted across the country. Chaos erupts at the airport and in the air, as air traffic controllers and pilots work to navigate the disruption. Flight passengers Diane, Nick, Bob, Hannah and Kevin T reflect on why they boarded their flights, and Captain Beverly recounts how flooded the runway was ('38 Planes'). Attempting to navigate the chaos, Claude declares Gander in a state of emergency, and the town quickly mobilizes, determined to support the unexpected passengers ('Blankets and Bedding').

Memories unfold of the passengers' panic confined inside the flight as they find out about the attack ('28 Hours/Wherever We Are'). Meanwhile, Bonnie, the head of Gander's SPCA (Society for the Prevention of Cruelty to Animals), is deeply concerned about the animals aboard as Claude tries convincing union leader, Garth, to deploy school buses. The chaos temporarily comes to a halt when President Bush solemnly addresses the nation. Claude successfully secures the school buses, and passengers are finally released from the flights, processed by customs officers, and board the buses ('Darkness and Trees'). However, Egyptian traveler, Ali, faces hostility and, after being taken aside, later returns to rejoin the other passengers.

As the bus drives off, travelers grow anxious, uncertain of their destination, and request translators for foreign language speakers aboard. Back at the airport, Bonnie is determined to rescue the animals remaining on the flight with the help of her husband, Doug. Ahead of their anticipated arrival in Gander town, the bus drivers brief the travelers and on one of the buses, Nick approaches Diane and they connect. Arriving at the Salvation Army Camp, the passengers are warmly welcomed by soldiers and Garth connects with traveler Muhumuza through a shared language - the Bible ('Darkness and Trees – Reprise'). The passengers, eager to know the details of the tragedy, are greeted by Head of Gander Legion, Beulah ('Lead Us Out Of The Darkness').

Early the next morning, passengers are finally given phones and computers with internet, which they use to call home ('Phoning Home') and, later, enjoy a heartfelt breakfast. However, passenger Hannah is deeply concerned about her firefighter son, who she has not heard from. Captain Beverly also explains to the passengers that they will be forced to stay in Gander for some time given the closing of the American airspace ('Costume Party'). As Beulah caters for the guests, a Rabbi passenger ends up being set up in the faculty lounge making a Kosher kitchen for other passengers. Ali then offers to help with food and Gander citizens begin inviting passengers into their homes. Kevin T and Kevin J, are wary about people's reaction when learning they are a couple, while Nick and Diane get to know each other better.

In an airplane hangar, Bonnie is feeding animals while Doug, eager to return to Air Traffic Control, gets increasingly frustrated. Claude is overwhelmed by a barrage of questions that staff fire at him. While at the

bar, Kevin T accidentally reveals his relationship with Kevin J, and, to his surprise, this is received with warmth and acceptance. The Gander community decides to host a big cook out to take the passengers' minds off of everything happening. Meanwhile, Beulah and Annette, a local teacher, seek more volunteers.

Hannah, still longing to hear from her son, finally receives some news - it was her son's day off, however, more firefighters helped than were scheduled ('I am Here'). Beulah strives to comfort her by telling her a few jokes and, after being joined by Newfoundlanders in a national moment of silence in America, passengers from different faiths join together in a song – each singing their own translation, yet all the same prayer ('Prayer'). Triumphant, Bonnie shares that the animals have finally been let off by Health Canada. Ali's prayer is interrupted when a few passengers confront him, blaming him for the attack ('On The Edge'). Meanwhile, Newfoundland tries to navigate through several mounting setbacks, and Beulah finally accepts Ali's help with the food - discovering that he is an international master chef. People flood the bar, and Claude initiates the idea to make the travelers honorary Newfoundlanders by trying cod tongue. Amidst the celebration, Diane kisses Nick ('Screech In'). Beverly reflects on her groundbreaking journey as a female pilot alongside the devastation of 9/11 ('Me and the Sky').

As Friday, September 14th settles in, the passengers are informed it is time to leave. However, Nick is disheartened as a hungover Diane fails to recall their kiss, and Kevin T and Kevin J navigate a temporary obstacle in their relationship. Filled with an overwhelming sense of gratitude, the plane passengers bid farewell to the Newfoundlanders. But as Ali prepares to board, he is pulled out of line, taken into a private room and thoroughly searched before being released. Beverly explains to the passengers her commitment to take them back to the United States as soon as she can, but is faced with resistance as they argue about America's safety. Unfortunately, due to a plane with a flat tire blocking the runway, the flights do not take off, enabling the travelers to rejoin the Newfoundlanders. Seizing his opportunity, Nick accompanies Diane as she takes one last look around and he captures a scenic picture of her ('Stop the World').

On Saturday morning, after Bonnie embraces her last moments with the animals, the flights finally take off ('Somewhere in the Middle of Nowhere'). Following their safe arrival in the United States, Nick and Diane are forced to part ways. Back in Newfoundland, the Gander community grapples with the weight of the travelers' absence as they return to their own lives. When the other passengers arrive at their respective destinations, Hannah finds out the tragic news of her son's passing ('Something's Missing'). Eventually, life goes back to normal with Claude starting his morning off at Tim Hortons.

The lasting impact of 9/11 in Gander, Newfoundland is profound with an outpouring of global support and gratitude that unfolded. In America, the lives of the passengers are all forever changed and, together, they celebrate the spirit of Gander ('Finale').

ABOUT THE SHOW

Understanding 9/11

On September 11, 2001 – now famously known as 9/11 - the United States experienced a devastating terrorist attack that profoundly shaped the modern world. 19 members of the extremist group, al-Qaeda, hijacked four commercial airplanes, targeting major American landmarks. Two planes struck the World Trade Center towers in New York City, leading to their collapse, while a third plane hit the Pentagon in Washington. A fourth plane crashed in Pennsylvania after passengers intervened. As a result, 2,977 lives were claimed, and the world was left with lasting global and emotional impacts. Below is a timeline highlighting events as they unfolded on September 11th, 2001:

AN UNEXPECTED MORNING

7:59 AM

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

8:14 AM

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

8:19 AM

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

8:20 AM

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

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

NYPD and FDNY 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

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

Port Authority officials broadcast orders to evacuate the South Tower of the World Trade Center.

9:03 AM

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

The FAA closes down air traffic to U.S. All flights from Europe diverted.

9:37 AM

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

The South Tower of the World Trade Center collapses.

10:28 AM

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

5:20 PM

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

8:30 PM

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



Aftermath and Impact

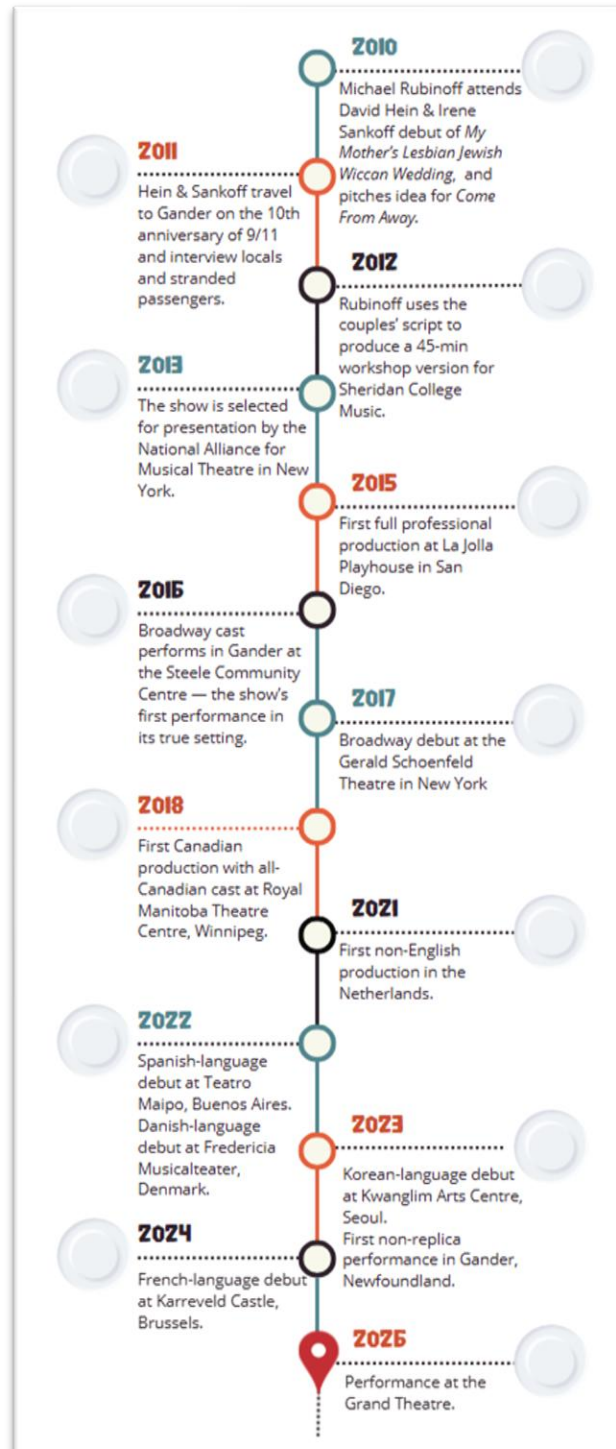
9/11 significantly altered life in the United States and around the world in many ways. Security measures in airports have significantly increased since the attacks. Before 9/11, you could comfortably bring your bottled water with you past security; you could have things like small scissors, nail clippers 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 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.

Evolution of *Come From Away*

Ten years after 9/11/2001, Canadian couple David Hein and Irene Sankoff travelled to Newfoundland. That visit marked the beginning of what would become *Come From Away*. Below is a timeline tracing the show's evolution and its journey across stages around the world.



Welcome to the Rock: Get to Know Gander



Fun Facts

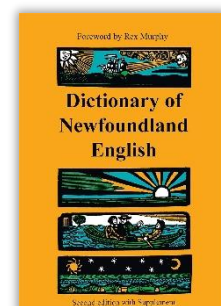
- In 1907, Newfoundland was given dominion status by the UK along with New Zealand, Australia and Canada and remained so until 1949 when it joined the Canadian confederation.
- The first known European presence in North America was not Christopher Columbus, but rather the Vikings. They arrived at L'ase 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.
- 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 equaled 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.
- Gander International Airport boasted Newfoundland's first 24-hour alcohol license and the province's first escalator.
- The island has its own time zone, 30 minutes ahead of Atlantic Standard.
- 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.
- 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.
- 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.
- 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.
- Gander's town roads are shaped like the head of a goose.



Flag of Newfoundland and Labrador



Newfoundland Airport, Gander 1943



Newfoundland Dictionary



Google map image of Gander

CLASSROOM ENGAGEMENT

Pre-Show - Whether you have a few minutes or a whole class period, here are a few ways to thoughtfully engage with the themes, history and characters of *Come From Away* before watching the production.

If You Have 15 Minutes: Think-Pair-Share

Question 1: If you had to suddenly leave a plane and stay in a strange place for several days, what's one thing you would want with you, and why?

Question 2: What's a small act of kindness someone has done for you that made a big difference?

- **Think:** Reflect and jot down your thoughts.
- **Pair:** Share with a partner. What do you agree on? What surprised you?
- **Share:** Share key takeaways with the class

If You Have 30 Minutes: Who Would You Sit With?

- **Character Cards:** Each student will write a brief bio of a fictional character who is about to board a plane. Include information such as their age, interests, or feelings about flying. Collect all character cards in a hat and have students draw a different character bio. They will embody this passenger for the rest of the activity.
- **Find Your Seatmate:** Mingle with other fictional passengers in the classroom and ask questions to determine who would be your character's most appropriate seat mate on a long flight.
- **Reflect:** Introduce to the class who you "sat" with and why. Optional writing and discussion questions:
 - *How do we connect with strangers?*
 - *What makes us feel safe?*

If You Have 1 Hour: Unexpected Arrivals

- **Assign:** In groups of 4–6, assign half of the group members as locals (mayor, teacher, vet, etc.) and the other half as 'come from aways' (tourist, child, musician, etc.). Together brainstorm and select a conflict or problem that needs to be solved (e.g. lost luggage, no food, missing pet).
- **Create:** Write a short scene that includes the moment of discovering your problem, working through possible solutions, and the resolution. Rehearse and present your scene.
- **Debrief:** After all students have performed their scenes for each other, re-group as a class and discuss:
 - *What emotions came up for your characters?*
 - *How did your characters work through moments of confusion or conflict?*

Post-Show - Having watched *Come From Away*, use these questions and activities to deepen your understanding of the story's message and reflect on how the show made you feel:

If You Have 15 Minutes: Think-Pair-Share

The characters of *Come From Away* unite in community when faced with an unexpected situation. Strangers found comfort in each other and learned to look beneath the surface to connect.

Question 1: How have you been inspired to think differently about someone you meet from a different walk of life?

Question 2: What lessons did the people of Gander learn that others can apply in moments of turmoil or conflict?

- **Think:** Reflect and jot down your thoughts.
- **Pair:** Share with a partner. What do you agree on? What surprised you?
- **Share:** Share key takeaways with the class

If You Have 30 Minutes: Communication Beyond Words

- **Select:** In small groups, choose a scene or event from the show where characters felt powerful emotions. Ensure there is a character for each group member and talk through three key moments of this event.
- **Prepare:** Tableaux are frozen images that communicate the story without words. Think about body language and facial expression while your group creates three tableaux representing different emotions or actions in your chosen scene.
- **Present:** Groups present their tableaux without explanation. Classmates identify the emotions and the scene or event being shown.

If You Have 1 Hour: A Letter to a Loved One

- **Select:** Using the character list in this study guide (pages 7-8), choose a character whose identity is different from your own in at least two ways. Pulling from the character description and your experience of the show, write a rough list of character traits and things that we know about this character from the show.
- **Write:** Now, embody this character as you write a letter to a loved one about your experience during 9/11. Consider and include your answers to the following prompts as you write this letter:
 - Who are you writing to and what is their relationship to you?
 - Describe at least one highlight and challenge you experienced.
 - How did you misunderstand someone else, or how were you misunderstood?
 - Is there anything that you would have done differently?
 - What insights about yourself or your community did you learn?

REFERENCES

Come From Away: Arts Education and Activation

https://comefromaway.com/incl/CFA_P146_study_guide_LO_M2B.pdf

Come From Away: Teacher Pack and Lesson Plans

https://comefromawaylondon.co.uk/app/uploads/2022/04/CFA19_Q1_098_Education_Pack_Teacher_Guide_AW.pdf

Read more about the real people behind *Come From Away* characters:

Beulah Cooper: <https://www.saultstar.com/opinion/we-did-whatever-we-could-for-them>

Beverly Bass: <https://www.miamiaviation.org/speaker-captain-beverley-bass/>

Claude Elliot: <https://www.abc.net.au/listen/programs/newcastle-breakfast/claude-elliott-mayor/101628066>

Bonnie Harris: <https://letmeentertainyou.podbean.com/e/come-from-away-bonnie-harris-the-real-bonnie/>

Nick and Diane Marson: <https://www.theguardian.com/stage/2021/jun/08/the-real-come-from-aways-weve-seen-the-show-118-times>

Kevin Tuerff: <https://giving.utexas.edu/the-real-kevin-t/>

CONTACT US

If you have any questions about this Audience Enrichment Guide or Education at the Grand Theatre, please reach out to...



Visit our website for future events and
information!



We look forward to seeing you!

