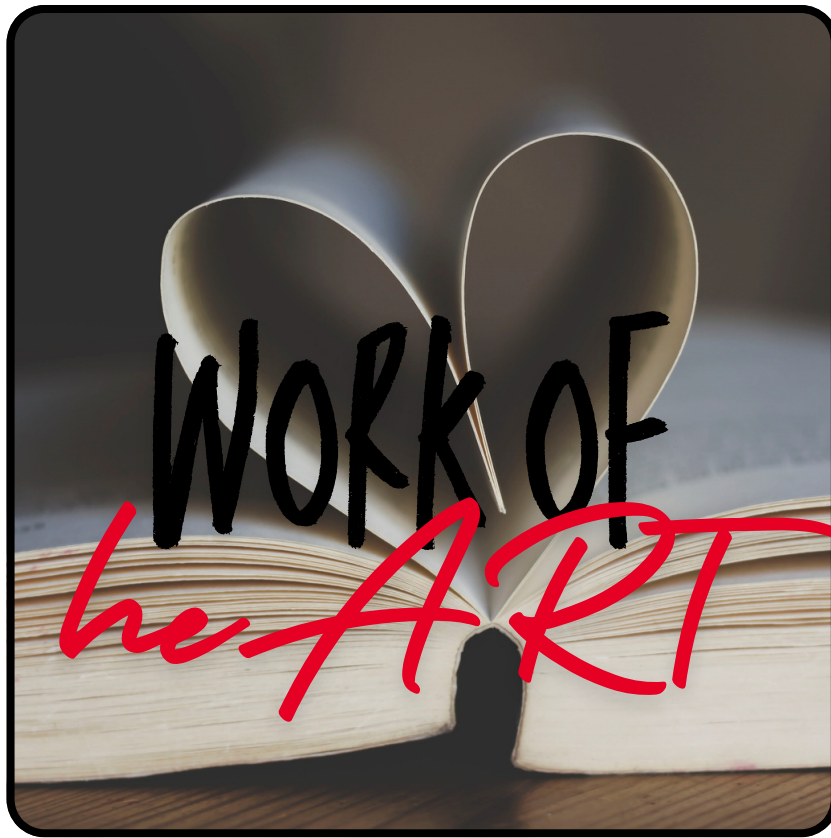


CURRICULUM CONNECTIONS

The Happening: A Theatrical Mix Tape Work of HeART



Major support for the Student Enrichment Through the Arts program has been provided by



Frederick A. DeLuca
FOUNDATION

What's included in Curriculum Connections:

Letter to Teachers...page 2

Theater Etiquette...page 3

Student Theater Review...page 4

About The Happening:...page 5

Pre and Post Show Worksheets/Links and Activities...pages 6-14

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)...page 15

Student to Family Cooperative Activity Ideas...page 16

Florida Standards Alignment...page 17

Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/SecondaryWelcomeSEAS>



Dear **TEACHER**,



We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.



Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!





Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**

About The Happening: A THEATRICAL MIX TAPE

WORK OF THE HEART

THE HAPPENING: A THEATRICAL MIXTAPE IS A MULTIDISCIPLINARY PERFORMANCE SERIES CREATED AND DIRECTED BY DARIUS V. DAUGHTRY AND PRODUCED BY THE FORT LAUDERDALE-BASED ART PREVAILS PROJECT. THE SHOW BLENDS DRAMA, POETRY, MUSIC, DANCE, AND FILM TO EXPLORE THE HUMAN EXPERIENCE.

Work of HeART is a powerful, multidisciplinary performance created through a collaborative process with members of Art Prevails Project. Blending music, poetry, dance, and storytelling, the work explores the transformative and healing power of artistic expression while confronting universal struggles such as fear, self-doubt and loss.

Honest and uplifting, Work of HeART reveals how creativity becomes a pathway to resilience, connection, and freedom. Rooted in love, compassion, and empathy, the performance affirms art as both refuge and release—reminding us that expression has the power to heal individuals and strengthen community.

Rather than a traditional play, The Happening operates like a "mixtape." It features various vignettes, monologues, and musical numbers that collectively tell a broader story or unpack specific societal and cultural themes.



Theater Vocabulary: "From Script to Spotlight"

Play: A story told live on stage by actors in front of a live audience.

Musical: A story told live on stage by actors in front of a live audience that also involves singing and dancing.

Genre: The style of a play.

Plot: The timeline of actions in the story from beginning to end.

Setting: Where a story takes place.

Characters: Who the story is about.

Conflict: A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.

Objective: What a character wants to achieve or solve in the story. In other words, a character's goal.

Protagonist: The story's **hero**. This is the character who is out to accomplish a goal or find purpose.

Antagonist: The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.

Dialogue: a conversation between two or more people in a play or musical.

Moment Before: an acting term that encourages actors to consider what is going on in their character's life just before the present moment.

Blocking: Movement the director give to the actors to show them where to go on the stage

Choreography: A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.

Cue: In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.

Make-Up: Artistically designed cosmetics to enhance an actor's portrayal of a character.

Playwright: The writer or writers of the play. Playwrights write the dialogue between characters in a play.

Composer: The artist who writes music for a musical.

Lyricist: the artist who writes words to the music in a musical.

Actor: the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.

Audience: a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.

Director: the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.

Stage Manager: The artist who manages the onstage and backstage areas before, during, and after a performance.

Costume Design: A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.

Sound Designer: an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

Props: Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

BLACKOUT POETRY



Blackout poetry is taking a written piece of text from a book, newspaper, or magazine and blackout words, in order to create a whole new poem.

THE RULES:

Take a page of text from the basket or use one of your own.

Skim your page of words. Don't read carefully, as the point is just to grab an idea from the words, not take them in. Find a word, phrase, or general theme that you like.

Scan the text and lightly circle the words or phrases you might want to use. Cross out words you don't want. If you need a few connecting words (like "a", "the", "it", etc.), dive back in and see if you can find them between the words you want to connect.

Go back through your poem and boldly box the words you are keeping with pen, sharpie, dark pencil, etc. Erase any circles around words you don't want.

Read through your final poem. Sketch in a few images or symbols on your page that relate to the theme of your poem. Now it's time to start blackening. Using a sharpie, pen, or pencil, black out everything that is NOT a word in your poem or one of your own sketches. Transfer to your paper.

ALL POEMS MUST BE SUBMITTED BY _____

SOUNDTRACK OF MY YEAR



LEARNING OBJECTIVE:

Create a personalized playlist that reflects on your school year so far, capturing memories, emotions, and experiences through carefully selected songs.

INSTRUCTIONS:

1. Take a moment to reflect on the highlights, challenges, and memorable moments over the last few months. Consider your personal growth, achievements, important events and the emotions experienced throughout.
2. Identify themes or categories that represent different aspects of your year. Think about celebrations, challenges overcome, friendship moments, favorite memories or any theme that resonates with your experiences.
3. Choose songs that align with each theme you've identified. Think about lyrics, melodies and overall vibes that capture the essence of each theme. Be creative and diverse in your selections.
4. Write a short reflection about why you chose each song, why it is significant to your year and how it reflects a particular category, memory or experience.
5. If comfortable, share your playlist with classmates or friends. This can be done through a music streaming platform, a collaborative playlist or by creating a shared document with song titles and reflections.
6. **Design your Cover Art** - Enhance the personal touch of your playlist by designing cover art that uses drawings, images, or graphics that visually represent the emotions and memories associated with your songs.



SOUNDTRACK OF MY SCHOOLYEAR (CONTINUED)

Title & Artist	Theme	Reflection

COMPASSION

Barriers to Compassion

Objective: Explore why compassion can be difficult.

Questions:

What prevents people from acting compassionately?

Which barriers have you experienced?

Rank these barriers from most common to least common:

Fear of judgment _____

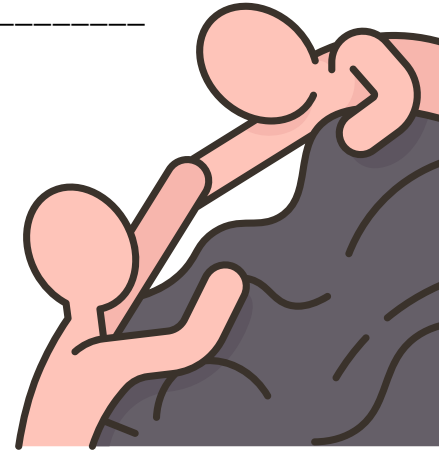
Time pressure _____

Anger _____

Bias _____

Lack of understanding _____

Peer pressure _____



Compassion in Difficult Situations:
Grab a classmate and work on a quick skit to act out one of the scenarios below:

1. A friend fails an important exam.
2. Someone spreads a rumor about you.
3. A classmate is always sitting alone.
4. A teammate performs poorly.
5. A family member is under stress.

For each scenario, conduct a class discussion and answer these questions...

- What emotions might each person be experiencing?
- What compassionate response is appropriate?
- What response would not be compassionate?
- What could happen if no one shows compassion?

Creative Writing

NARRATIVE VIEWPOINT



Narrative viewpoint, also known as **narrative perspective** or **point of view**, refers to the position or perspective from which a story is told. It defines the **distance** and **relationship** between the narrator and characters, setting and events of the story. Narrative viewpoint shapes the **reader's understanding** of the story, influencing how information is presented and interpreted.

Complete the following exercises to practice writing in different narrative viewpoints.

first Person POINT OF VIEW

The story is narrated by **a character within the story**, using first-person pronouns such as 'I' or 'my'. In first-person narration, the narrator is typically a **participant** in the events of the story and provides insights into their own thoughts, feelings, and experiences. This narrative perspective offers readers direct access to the narrator's perspective and can create a sense of intimacy and immediacy.

Example:

"I never thought a place so small could feel so vast. Standing on the edge of the football field after everyone had gone home, I felt the weight of the upcoming graduation pressing down on me. The stands, empty and silent, had witnessed every triumph and failure over the past few years. Now, they loomed like silent sentinels, guarding those memories"

Now, practice your creative writing skills and demonstrate your understanding of first person narrative viewpoint by extending the following story opening.

I stared at the text message on my phone, my fingers hovering over the keyboard as I struggled to find the right words. My mind raced with what-ifs and worst-case scenarios, each one more daunting than the last...

Second Person POINT OF VIEW

The narrator **addresses the reader directly** using second-person pronouns such as 'you.' In this narrative perspective, the reader is placed in the role of the protagonist, experiencing the events of the story as if they were happening to them directly. Second-person narration is relatively uncommon in literature and is often used in self-help texts, 'choose-your-own adventure' novels or experimental or avant-garde fiction.

Example:

"You wake up in a dark room, disoriented and confused. The concrete floor is cold on your cheek and the air is stale. A sense of dread washes over you as you try to remember where you are and how you got here. Your heart races as you realize you are not alone; someone else is breathing in the darkness."

Now, practice your creative writing skills and demonstrate your understanding of first person narrative viewpoint by extending the following story opening.

You walk down the deserted street, the sound of your footsteps echoing in the silence. You can't shake the feeling that someone—or something—is watching you...

Third Person Omniscient **POINT OF VIEW**

In this narrative perspective, the narrator has an **all-knowing** viewpoint and uses third person pronouns such as 'he/she', 'they' or 'them'. This type of narrator can **see and understand everything** happening in the story, including the thoughts, feelings, and motivations of all the characters. The omniscient narrator is not limited by time or space and can provide the reader with a **comprehensive** and **multi-faceted** understanding of the narrative.

Example:

Everyone in the cafeteria could see the way Mia looked at Jordan with eyes full of hope, heart racing with every glance. What they didn't know was that Jordan had spent the entire morning rehearsing what to say to her, terrified of messing it up. Across the room, their friends watched with curiosity, each silently wondering what it felt like to be so brave. The truth was, love made everyone a little nervous. Mia with her quiet dreams, Jordan with his clumsy courage, and even their classmates, who pretended not to care but secretly longed for a moment just like this.

Now, practice your creative writing skills and demonstrate your understanding of third person omniscient narrative viewpoint by extending the following story opening.

Roxy found herself seated at her usual table in the coffee shop on the corner, her fingers tapping anxiously on the worn wooden surface. Each glance at her phone brought a flicker of hope followed by a sinking feeling of disappointment...

FREYTAG'S PYRAMID

A method of storytelling for writers:

What is Freytag's Pyramid?

Freytag's Pyramid is a framework for telling stories made up of five sections:

Exposition, Rising Action, Climax, Falling Action, and Denouement. Closely related to the five-act story structure, Freytag's Pyramid has been a favorite of writers across all storytelling genres for centuries because it reflects the way we tell stories instinctually. It's sometimes called "Freytag's Triangle."



Identify the parts of the musical or play you watched at the theater:

1. Exposition: _____

2. Rising action: _____

3. Climax: _____

4. Falling action: _____

5. Denouement: _____

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

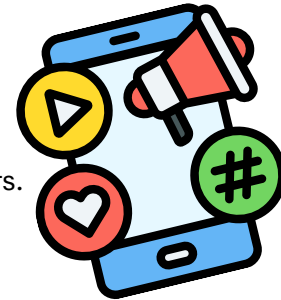


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

This turns curiosity into a cooperative learning activity.



M/H Student to Family Cooperative Activity Ideas:

- Cook a themed meal: If the play had cultural or culinary references, consider cooking a themed meal together as a family. Research recipes from that culture or recreate dishes mentioned in the play. This culinary exploration can add a delicious dimension to your theater experience and allow you to immerse yourselves further in the production.
- Watch a related film or documentary: If there are any film adaptations or documentaries related to the play or its subject matter, plan a family movie night to watch them together. This can provide additional context, offer a different perspective, or deepen your understanding of the themes explored in the theater production.
- Share impressions and discuss the play: Sit down with your kids and have a conversation about the play you all watched. Share your impressions, thoughts, and emotions. Discuss the elements that stood out to each of you, such as the performances, the set design, or the storytelling. This exchange of perspectives can deepen your understanding and appreciation of the production.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Theater	
TH.K.C.3.2	Share reactions to a live theatre performance.
TH.1. H.3.1	Identify similarities between plays and stories.
TH.2. O.3.1	Identify theatrical elements and vocabulary found in everyday life.

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