

CURRICULUM CONNECTIONS

Where Did We Sit on the Bus?



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Frederick A. DeLuca
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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**



Where Did We Sit on the Bus? is a one-person autobiographical play by Brian Quijada that explores identity, culture, and belonging in America. The story begins when a young Latino student asks his teacher during a lesson about Rosa Parks, “Where did we sit on the bus?” Unable to get an answer, he begins a lifelong search to understand his place in American history and society.

Using live music, hip-hop, spoken word poetry, and storytelling, the play follows the character from childhood through adulthood as he navigates family expectations, cultural heritage, and the challenges of growing up as the child of immigrants. Through humor, personal memories, and powerful reflections, the play examines what it means to be Latino in America and celebrates the journey of discovering one’s identity and voice.

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.

“WHERE DID WE SIT ON THE BUS? THAT ONE QUESTION CHANGED EVERYTHING.”

ABOUT THE PLAYWRIGHT



Brian Quijada

Playwright | Actor | Musician

Brian Quijada is an award-winning playwright, actor, and educator known for blending music and storytelling in his work. His play *Kid Prince and Pablo* premiered at The Kennedy Center in 2019, and his cumbia-hip-hop musical “Somewhere Over the Border” earned critical acclaim during its world premiere productions.

His work has been developed and commissioned by major theater organizations, including The Kennedy Center, Ars Nova, and the Oregon Shakespeare Festival. As an actor, he has appeared on stage with leading theater companies and on television in *Blue Bloods*, *Search Party*, and *Manhattan Love Story*.

Quijada has also taught theater and performance at Harvard University and other institutions. He is a two-time Jeff Award winner, a two-time Drama Desk Award nominee, and a member of Ensemble Studio Theatre in New York City.

Lesson Plan: three stanzas, one story

Grade Level: 5th Grade +

Connection to the Play: Where Did We Sit on the Bus?

Objective:

Students will reflect on a meaningful experience from their lives and express it through a three-stanza rap or spoken-word poem, inspired by the way the playwright uses storytelling, rhythm, and personal memories to share his journey.

Materials:

Paper or writing journals

Pencils

Optional: examples of age-appropriate spoken-word poetry

Highlighters or colored pencils

Time: 45–60 minutes

Ask students:

What is a memory you will never forget?

What event helped shape who you are today?

How can music, poetry, or storytelling help us share our experiences?

Explain that the play tells the story of important moments in the playwright's life, almost like a "mixtape" of memories.

Activity Instructions: (25–30 minutes)

Students will write a three-stanza rap or spoken-word piece about a defining moment in their lives.

Stanza 1: The Moment

Describe the event.

What happened? Where were you? Who was involved?

Stanza 2: Feelings and Challenges

Describe how you felt. Were you excited, nervous, proud, or scared? What obstacles did you face?

Stanza 3: What You Learned

Reflect on the experience. How did it change you? What lesson did you learn? Why is it important to remember?

Grade Level: 5–8

Subject: Social Studies

Time: 45 minutes

Objective: Students will explore the themes of belonging, fairness, and segregation in *Where Did We Sit on the Bus?* and examine how rules and social expectations can affect people's lives.

Who gets to belong?

Warm-Up (5–10 Minutes):

Take a Stand

Designate three areas of the room:

YES, NO, IT DEPENDS

Read statements aloud and have students move to the area that matches their opinion.

Examples: Rules are always fair.

Everyone should be allowed to participate in school activities. People should speak up when they see unfair treatment.

Briefly discuss student responses.

Activity: 20 minutes

The Invisible Rules Challenge

Give students different colored cards or stickers. Create temporary rules such as:

Only certain colors may sit in specific seats.

Only certain colors may answer questions.

Only certain colors may use selected classroom supplies.

After a few minutes, stop and discuss:

How did these rules make you feel? Were they fair? How did it feel to be included or excluded?

Connect the discussion to segregation and the experiences explored in “Where Did We Sit on the Bus?”

Discussion (10 Minutes)

What does it mean to belong?

How can unfair rules affect a community? Who decides what is fair or unfair?

How does the playwright use personal experiences to help us understand history?

Why is it important to hear different perspectives?

Assessment (Exit Ticket): What is one thing you learned about belonging or fairness? How did segregation affect people's lives? Why are personal stories important in understanding history?

This is MY seat on the bus!



Grade Level: 5+

Objective:

Students will explore themes of identity, belonging, and self-expression by creating an artistic representation of themselves. Like the narrator in *Where Did We Sit on the Bus?*, students will reflect on the people, experiences, and values that help shape who they are.

Materials:

Bus seat template (or blank paper)
Colored pencils, markers, or crayons
Construction paper (optional)
Scissors and glue (optional)
Magazines for collage (optional)

Directions:

In *Where Did We Sit on the Bus?*, the narrator reflects on his identity and where he belongs. Imagine you have your own special seat on a bus. Decorate the seat to tell the story of who you are.

Your artwork should include:

Symbols of your hobbies and interests

Images, words, or colors that represent your family, culture, or traditions

A value or character trait that is important to you

A dream or goal for the future

Anything else that helps tell your unique story

Fill the entire seat with pictures, designs, words, and symbols that represent different parts of your identity.

Artist Statement:

On the back of your artwork, write 3–5 sentences answering the following prompt:

"This is my seat on the bus because..."

Explain:

What symbols or images you included

Which part of your artwork is most meaningful to you

What you hope others learn about you from your seat

Finding Your Place

Grade Level: 5+

Objective:

Students will use acting and improvisation to explore themes of identity, belonging, and inclusion.

Materials:

None

In *Where Did We Sit on the Bus?*, the narrator struggles with questions about where he belongs and how others see him. In this activity, students will use acting to explore similar situations.

Working in pairs or small groups, choose one of the following scenarios:

- You are the new student in a classroom.
- You want to join a game at recess, but everyone already seems to know each other.
- You move to a new town and do not know anyone.
- You discover something important about your family history.
- Someone makes an assumption about you before getting to know you.

A group must decide how to include everyone in an activity.

Create a 30–60 second scene that shows the situation. The scene should have a beginning, middle, and end, and should show how the characters respond to the challenge.

Performance & Discussion

After each performance, discuss:

- What challenge did the characters face?
- How did the characters try to find their place or connect with others?
- What choices helped create a sense of belonging?
- How does this connect to the experiences explored in the play?

Reflection

Think about a time when you felt included, excluded, or misunderstood. How did that experience shape the way you treat others?

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.

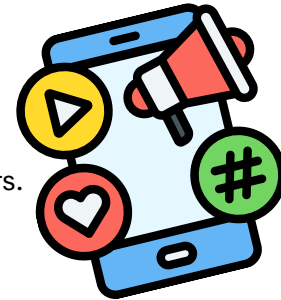


2. Create a Mini Review Together

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.



K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **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:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- 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!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

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: Where Did We Sit on the Bus

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.
Social Studies 6-8	
SS.6.W.1.1	Use timelines to identify chronological order of historical events.
SS.6.W.1.6	Describe how history transmits culture and heritage and provides models of human character.
SS.7.C.2.5	Distinguish how the Constitution safeguards and limits individual rights.
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

CURRICULUM CONNECTIONS DONORS

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