



Presents the

One Humanity Tour production of

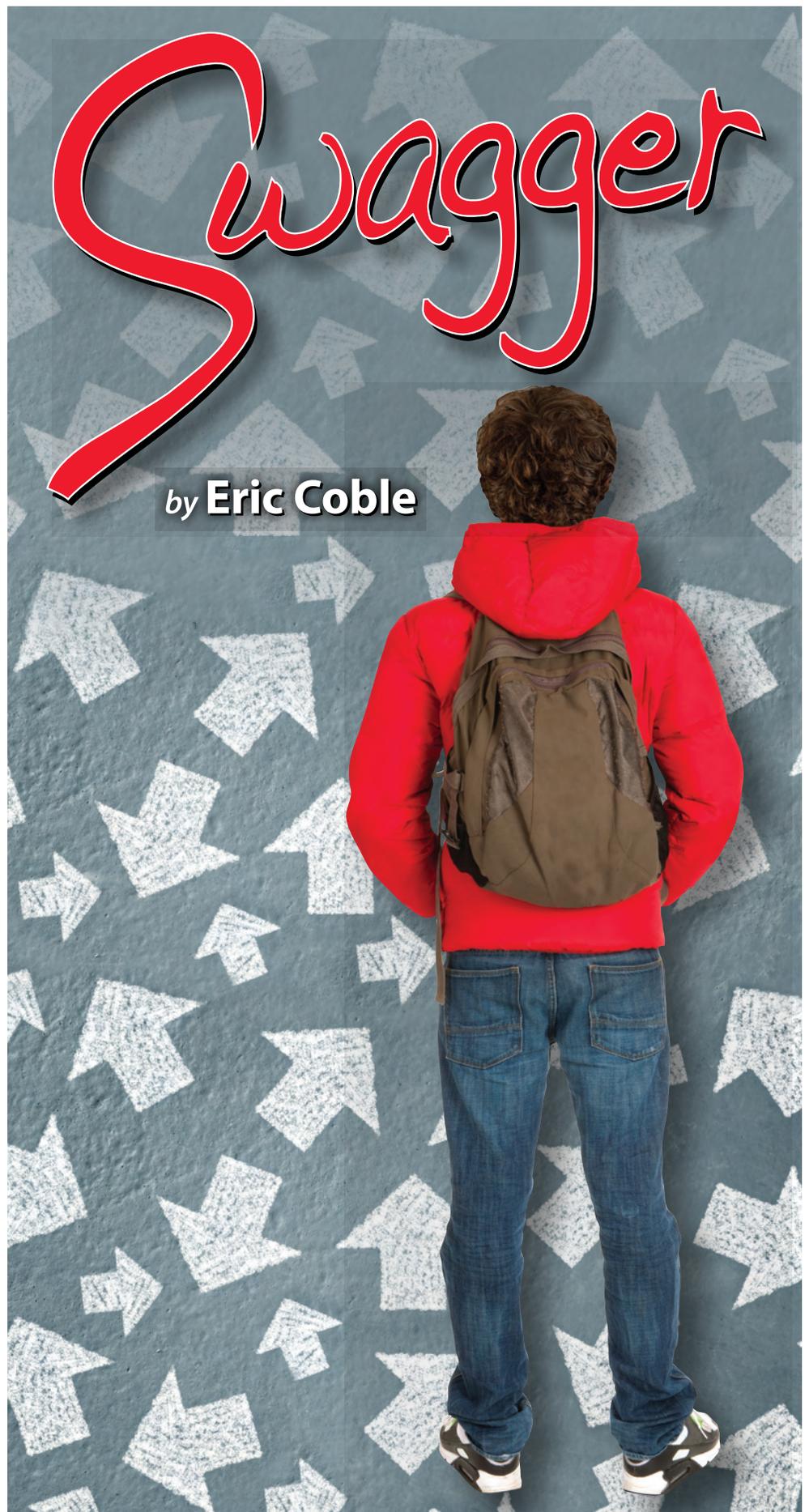
# SWAGGER

by Eric Coble

## Table of Contents

|   | Page |
|---|------|
| Introduction / Welcome . . . . .                        | 2    |
| About the Play . . . . .                                | 3    |
| Trigger Warning Information . . . . .                   | 5    |
| Pre-performance Activities for the Classroom . . . . .  | 5    |
| Post-performance Activities for the Classroom . . . . . | 9    |
| Standards Addressed . . . . .                           | 14   |

This tour is generously funded by:



# Teacher Resource Guide

## Educators,

Thank you for participating in the Palm Beach Dramaworks **One Humanity Tour**, a world premiere production of playwright Eric Coble's play, *Swagger*. We know you will find this educational experience valuable, and one that will leave a positive and lasting impression on your students.

**Learning Connections and Standards:** Watching this performance, participating in the post-performance discussion, and applying the pre-performance and post-performance discussion prompts and activities found in this guide satisfy the **Florida State Standards** found on page 14.

### How to Use This Guide

To help prepare your students for the performance, **Palm Beach Dramaworks** collaborated with Emily Freeman and Courtney Hess to develop a series of pre- and post-performance discussion prompts and activities. These activities and extensions address developmental issues including self-esteem, self-discipline, impulsivity, empathy and making difficult choices – all of which students will see in the play, *Swagger*. You may choose to incorporate all or some of these activities in your classroom. You may decide to complete them over one or two classes just prior to or after the performance, or within the week. In any case, we hope you will take a few moments to review the variety of resources included here, and use them with your students to help them get the most out of this thought-provoking experience.

### More Information About This Production

The **One Humanity Tour** program is a world premiere project created exclusively for The School District of Palm Beach County. Written by Broadway and popular YA playwright Eric Coble, *Swagger* is a compelling story told in a “direct address” style by three characters: Jordan (an 8<sup>th</sup> grade student), Daniel (a police officer), and Leela (a small business owner). Their lives intersect in a gripping moment captured on video, and the story is articulated by multiple perspectives. This program was designed to develop informed, thoughtful, and compassionate citizens, and provides a thoughtful discussion about empathy for others.

### Palm Beach Dramaworks

PBD is a professional, not-for-profit theatre company that engages and entertains audiences with provocative and timeless productions that personally impact each individual. We are dedicated to our vision "to enhance the quality of life through the transformative power of live theatre." The One Humanity Tour is **free to all schools**, and is funded by a generous grant from **Impact the Palm Beaches** and other private donors.

**To learn more about us**, please visit our website at [palmbeachdramaworks.org](http://palmbeachdramaworks.org), or contact Gary Cadwallader, Director of Education, at 561/514-4042, ext. 123 or [gcadwallader@palmbeachdramaworks.org](mailto:gcadwallader@palmbeachdramaworks.org).

**Running Time:** 35 minutes

**Post-Performance Discussion:** 20 minutes

### The Characters

**Jordan** – an 8<sup>th</sup> grade student, 15. Quiet and complex; seeks to find his place in the world.

**Leela** – the owner of a small clothing store, 30s. Ambitious, intelligent, and mother of two.

**Daniel** – a police officer, 30s. Funny, shy, always striving to do the right thing.

### The Setting

In and around Leela’s shop.

### Time

Now

### Detailed Synopsis for Teachers

© **Note:** This guide is written for educators to prepare students for *Swagger*, and to discuss the topics after seeing the play. This moment-to-moment retelling of the dramatic action is for you, the educator, so that you may understand the characters and the conflict the students will see in the play. *This synopsis should **not** be distributed or read to students prior to seeing the production.*

Jordan, Leela, and Daniel all have unique perspectives on an event that occurred between them. All three characters directly address the audience and describe a grainy, shaky video about two people in a physical altercation. The video has become popular on television and social media. All three characters declare that what is contained in the video is “not the truth.”

Jordan, Leela, and Daniel prepare for the day. Jordan asserts that, in life, it is important “how you carry yourself,” and he feels that even when he’s not “out there, like confident, I can LOOK like I know what I’m doing.” Daniel says that his job as a police officer is exciting and fulfilling, and while he feels like the same person inside, he is aware that others look at him differently when he is not in his uniform. Leela says that she’s always had a sense of style and a good head for business, and opened her clothing store, Leela’s Swagger, to make “other people feel good on the outside and on the inside.”

Jordan says that everything changed when Leela’s store opened in his neighborhood.

Leela’s business is on Daniel’s beat, and he stops by to introduce himself. As he leaves, Jordan enters the store, meets Leela, and looks at the merchandise. We learn that during Leela’s childhood her family moved constantly, so she is committed to putting down roots and raising her two daughters in one place. She estimates that two years of good business will allow her to save up and buy a home. She states that “All I gotta do is keep my store running.” Daniel expresses his concern that shoplifting and robberies by a gang of kids are affecting his precinct.

Another day after school, Jordan and his unseen friends, ‘Z’ and Tyler, enter Leela’s store. After leaving the store, ‘Z’ reveals that he has stolen a pair of shoelaces. Jordan is upset and tells him that he “can’t just steal stuff...” ‘Z’ replies, “...you gotta take what you want in this world.”



Detailed Synopsis for Teachers, continued...

Later, Daniel stops into Leela’s store and she tells him that she is having problems with young people stealing her merchandise. Daniel stresses that she should report any theft, and to call him when she suspects someone is stealing.

Another day after school, Jordan returns to Leela’s shop. When she asks him how she can help him, he tells her that he wants to “just look good.” She shows him a beautiful blue jacket and, after trying it on, he says, “I just look like me in it. A better me. The best me.” However, the jacket is very expensive. Upset that he cannot afford it, he leaves the store, bumping into Daniel on the way out. After asking why the boy was leaving in a hurry, Leela surmises that Jordan is disappointed because the jacket is too expensive. Daniel tells Leela that he had a job in high school and he was saving to buy a Capuchin monkey. However, they were too expensive, and he wasn’t able to purchase one until years later. Leela tells Daniel that she is a single mother with two daughters, and he tells her that he is currently single.

Jordan expresses his joy at graduating from the 8<sup>th</sup> grade, but no longer wants to be the “kid me” but rather the “adult me.” He can’t stop thinking about the jacket at Leela’s Swagger and how it would allow him to feel like a man. Worried that it might be sold, he returns to the store, telling Leela he “just wanted to see it again.” He stares at it and leaves.

Daniel shares with us that he and many police officers are on edge due to the rash of police shootings. He and Leela discuss a recent shooting where a man was pulled over for speeding and used a gun on officers. Leela asks him if he’s ever had to fire his gun, and Daniel responds by saying “No. I’ve pulled it before. It’s been close. I don’t want to be that guy.”

Leela reveals that business at the store has been poor, adding stress to her life and affecting her relationship with her daughters.

Daniel states that a senior citizen was assaulted by a teenager the night before, and the police chief is adamant that the perpetrator be found.

Jordan admires superheroes and reasons that many “did some awful stuff, but it doesn’t stop ’em from doing some good stuff later.” Jordan admits that he keeps thinking about the jacket. Jordan’s inner thoughts reveal that “he deserves that jacket.”

It is the last day of school and Jordan “empties his locker” into a duffle. Daniel is preparing to make his rounds, and Leela is at her store. Jordan walks into the store with his duffle bag, sees that Leela is busy with customers, and walks to the jacket. When Leela greets Jordan, she notices that he isn’t looking her in the eye, and that the jacket is no longer in its place. Leela asks Jordan why he has a duffle bag and asks him “where’s the jacket?” Jordan doesn’t respond, and begins to run just as Daniel arrives to check in with Leela. Leela yells for Daniel to stop Jordan, but Jordan is already through the door.

Daniel chases Jordan into the alley and Leela follows. A garbage truck blocks the alley, trapping Jordan from running any further. Jordan says to himself, “I can’t go to jail,” reverses course, and tries to run past Daniel. Daniel catches Jordan, and both fall to the ground. Daniel orders Jordan to cease his struggle, but Jordan does not. **(Please see the Trigger Warning at the top of p. 5\*)**

Leela, Daniel, and Jordan reveal what occurred after the incident. An ambulance was called and an injured Jordan was taken to the hospital. Leela discovers that the jacket is actually in the store, but moved behind the other jackets on the rack. She says, “He’d covered it up for some reason. Like he didn’t want to see it anymore.” Jordan talks about missing his 8<sup>th</sup> grade graduation and, due to the video taken by a bystander, the tremendous amount of media attention given to the incident. All three talk about how the incident has greatly impacted their lives.

### Detailed Synopsis for Teachers, continued

#### \*Trigger Warning Information

The play's climax is an altercation between a police officer, Daniel, and an 8<sup>th</sup> grade student, Jordan. The play is written in a stylized, "direct address," format, and actual physical violence does not occur. However, the text during the climax recounts the physical action and confusion during the altercation. Sound effects will be used to heighten the moment.

**The following statements should be read to students just before seeing the play. This information is repeated within the pre-performance activities found on page 8.**

- **Show Prep:** "The show we're going to see is about three very different characters. Each character has a different point of view and perspective. As we watch the show together, try to put yourselves in each character's shoes. Where do you think they might be coming from? What would it feel like to be them? What do you think they see, smell, understand, know, on a day to day basis?"
- **Trigger warning:** "*Swagger* discusses but does not show a moment of physical violence. If you feel unsafe or need support at any time during the show or after, please let me or another teacher know as soon as possible."

## Pre-Performance Activities for the Classroom

### Before Seeing the Play...

- Please review the *Show Preparation* and *Trigger Warning* above and on page 8.

### Action: Pre-Performance Survey

5-7 minutes

*Swagger* is presented by a generous grant from **Impact the Palm Beaches** and other private donors. In order to offer this performance at no cost, and to bring this show back to your school annually, our funders are interested in assessing student knowledge about the play's topics before and after seeing the performance. Thank you in advance for having your students complete all surveys.

- It is important that the **pre-performance survey** be completed prior to seeing the play, and prior to using the following activities in the classroom.

### ⦿ Directions

- Surveys will be distributed to your classroom by the school contact. For your information, reference copies are included at the end of this guide.
- Please return completed surveys to the school contact **48 hours** before seeing the performance. The surveys will be given to a **Palm Beach Dramaworks** representative immediately following the performance.



❑ **Essential Questions for *Swagger***

- What does **empathy** mean? What are examples of **empathy**? Why is it important to understand multiple perspectives? How do perspectives impact our world?

❑ **Learning Goals**

- Students will understand the term and concept of empathy.
- Students will identify the challenges of being empathetic toward someone who is somehow different than they are, or someone they don't agree with.
- Students will explore the concept of "walking in someone else's shoes" and multiple perspectives in preparing to see the show, *Swagger*.

❑ **Warm Up Activity: Key Word Brainstorm**

5 minutes

⊙ **Directions:**

- Write the word **empathy** on the board.
- Invite the class to share words, phrases, symbols, definitions, and ideas that come to mind when they hear the word **empathy**.
- Ask students:
  - Describe the word **empathy**.
  - What does it mean?
  - What other words, phrases, and symbols come to mind when you hear the word **empathy**?
  - Turn to the person next to you and describe a specific example of **empathy**.

⊙ **Activity Extension:** Allow students to share specific stories and examples with the entire class.

❑ **Introductory Activity: Exploding Atom (Spectrum Activity)**

15 minutes

⊙ **Directions:**

- Invite participants to move to a standing circle in an open space in the room.
- All participants will be asked to respond to a series of statements related to themes in the show
- Each participant will respond for themselves.
- If students agree with a statement, they will walk to the center of the circle. If they disagree, they will "explode" out to the edge of the circle.
- Participants can respond anywhere in between if they feel like they are somewhere in the middle for a particular statement.
- After each statement, ask students to reflect on their current position in the circle.

⊙ **Statements:**

1. I can clearly identify the difference between right and wrong.
2. I understand what it feels like to be under enormous pressure.
3. I know what it feels like to feel misunderstood.
4. A video can't tell a lie.
5. Appearance matters.
6. How someone is viewed by others is always in their control.
7. How someone is viewed by others is never in their control.



☐ **Activity #1: Complete the Image**

15 - 20 minutes

“A picture speaks a thousand words.” Invite students to respond to what this statement means to them.

- What does it mean?
  - Why do images, videos, and pictures hold such weight?
  - When do they misrepresent situations or cause harm?
- To explore the different ways we form opinions and how diverse perspectives can impact how we “see” certain situations, invite students to play the theatre game, “**Complete the Image.**”

⊙ **Directions**

- Invite students to sit and face an open space.
- Ask two volunteers to come up front and shake hands. While they shake hands, say “freeze.”
- The volunteers should freeze their position, including their facial expressions, and prepare to hold it for some time.
- Turn to the class and ask:
  - **What do you see?**
  - **There are two people, but what else is going on?**
  - **Who are these people?**
  - **What might be happening between them?**
  - **What is their relationship?**
  - **What is the story?**
  - **What are they thinking about right now?**
  - **What might they be saying out loud?**
  - **What happens next?**
- **There are no wrong answers**, so encourage multiple interpretations and perspectives.
- Next, invite one person to relax and sit down (the other person should remain frozen).
- Invite someone else to come up and create a new image by placing themselves in a position in relation to the already frozen person. They can be touching or separate. The two people should create a completely new image together.
- Once the second person has found their place, they freeze.
- Once again, ask the audience to interpret the image. Replace the participants several times and create multiple images. If there are really dynamic images, continue to inquire using the questions above.

⊙ **Reflection:** After the activity, invite students to again explore the phrase, “a picture speaks a thousand words.”

- What does it mean?
- How did this activity relate to the phrase?
- What surprised you about this activity?
- What did you learn, or what will you remember?



☐ **Activity #2: “Walk a Day in My Shoes” Writing Activity**

15 minutes

- ⊙ **Directions:** Invite your students to respond to the following prompt by writing an essay or poem: **“Walk a day in my shoes and you will see, smell, understand, know, learn...”**
  - After writing their essays or poems, instruct students to find a partner. Invite students to share their writing. Partners should respond positively with the following:
    1. **I liked when you said...**
    2. **I was surprised to hear...**
    3. **I can/can’t relate to...**
  - Be sure each partner thanks the other for sharing.
- ⊙ **Reflection:**
  - What did you notice about yourself as you responded to this prompt?
  - What similarities and differences came up for you as you listened to your partner’s writing?
  - How do you think this prompt relates to our conversation about empathy?
  - Why is it important to know, listen, and relate to one another even if it’s someone who is really different from you?

**It is important that the following statements be read to students just before seeing the play.**

- ⊙ **Show Prep:** “The show we’re going to see is about three very different characters. Each character has a different point of view and perspective. As we watch the show together, try to put yourselves in each character’s shoes. Where do you think they might be coming from? What would it feel like to be them? What do you think they see, smell, understand, know, on a day to day basis?”
- ⊙ **Trigger warning:** “*Swagger* discusses a moment of physical violence. If you feel unsafe or need support at any time during the show or after, please let me or another teacher know as soon as possible.”

☐ **Closing Activity: “It Made Me Think”**

2 minutes

- In a standing circle, invite students to share a word or phrase that made them think critically during the above activities.
- Invite everyone in the circle to first share their thought, and then complete the phrase by saying “...it **made me think.**”
- For example:
  - “the difference between right and wrong...**it made me think.**”
  - “empathy...**it made me think.**”
  - “videos as truth...**it made me think.**”
  - “Whether someone can control how others view them...**it made me think.**”

## After Seeing the Performance...

- It is important that students complete the post-performance survey within 24-hours of seeing the performance. We also recommend completing the survey before starting the classroom discussion and activities that follow.

## Post-performance Activities for the Classroom

- **Action:** Complete the Post-Performance Student Survey and Write a Play Review  
15 Minutes

- **Directions**

- Surveys will be distributed to your classroom by the school contact. A reference copy is included at the end of this guide.
- Please return completed surveys to the school contact **48 hours** after seeing the performance. **Palm Beach Dramaworks** will retrieve the surveys at that time.
- The instructions for writing a play review are found on the survey. Prompts are included to assist students in starting their review.

**Swagger** is presented by a generous grant from **Impact the Palm Beaches** and other private donors. In order to offer this performance at no cost, and to bring this tour to your school annually, our funders are interested in assessing student knowledge about the play's topics both before and after seeing the performance. Thank you in advance for having your students complete the post-performance survey.



☉ The following activities support the themes of the play, and support **Social and Emotional Learning Standards** and **Florida State Standards**. They are designed to help students reflect upon the events that occurred in the play. The standards are listed on page 14.

☐ **Essential Questions for *Swagger***

- What does empathy mean? What are examples of empathy? Why is it important to understand multiple perspectives? How do perspectives impact our world?

☐ **Learning Goals**

- Students will understand the term and concept of empathy.
- Students will identify the challenges of being empathetic toward someone who is somehow different than they are, or someone they don't agree with.
- Students will explore the concept of "walking in someone else's shoes," and multiple perspectives after seeing the play, *Swagger*.

☐ **Warm-Up Activity: Empathy Connection**

5 minutes

☉ **Directions:** Please write the following Sentence Starters on the board and discuss with your students.

- The character I most empathize with is \_\_\_\_\_ because I agree with \_\_\_\_\_.
- I understand where \_\_\_\_\_ (character from the play) is coming from even though I don't agree with how they \_\_\_\_\_.
- My favorite character was \_\_\_\_\_ because I liked it when he/she \_\_\_\_\_.

☉ **Activity Extension: Discussion**

- Ask students which character in the play (Jordan, Leela, or Daniel) they most identify with.
- Have students explain, in their own words, why they feel a connection to that character's story.

☐ **Activity #1: Three Corners**

10 Minutes

☉ **Directions:**

- Set aside an area of the classroom to represent each of the three characters: Daniel, Leela, and Jordan.
- Have students consider which character they are most curious about and then have them move to the area that represents that character.
- Ask them to discuss the following questions: Describe your character. What do we know? What questions do you have about them? If they were here, what would you ask them? What do you wish they knew?
- Give each group an opportunity to share with the class highlights from their discussion.
  - **Challenge 1:** Ask all groups to rotate. Students must repeat the exercise with a new character.
  - **Challenge 2:** Have students brainstorm on the board (group discussion) using a Venn Diagram with three circles (one per character). Using all the information we know, fill out the chart with their qualities – what are their similarities and differences?



☐ **Activity #2: Teacher Guided Discussion: Age, Gender, Race, And Socioeconomic Status**  
 10 minutes

☉ **Directions:** Discuss with your class the following questions:

- If Jordan were not a young, white male, how might his relationship to Leela be different? How might his relationship to Daniel be different? How do you think identity (both gender and race) plays a role in incidents like the one illustrated in the play? What if Jordan were older?
- What role does money, or the lack thereof, play in the story's conflict?
- At the beginning of the play, each of the characters presents their own perspective on the moment that changed each of their lives. How are these perspectives different from before the incident? Could any of the characters have predicted this event?

☉ **Activity Extension: Stereotypes**

- Discuss the word "stereotypes." What does it mean?
- What assumptions do people make about one another based on age, gender, race, and socioeconomic status?
- Think about the play. How did stereotypes impact the characters' choices or perspectives? Did they?
- How does it feel when someone makes an assumption about you?

☉ **Optional Writing Activity**

- As a young person, how does it feel when someone makes an assumption about you based on your age or some other factor? Adults experience these same emotions. They, too, experience feeling misunderstood or put into a box based on labels or categories created by society.
- Put yourself into Leela or Daniel's shoes. What assumptions do people (or maybe even young people like you) make about adults and/or police officers?
- Write a diary entry from the perspective of one of the adult characters. What stereotypes do they face on a day to day basis? How does it make them feel? What do they wish would be different? What are their biggest hopes or dreams? Biggest fears? Be creative.
- Share your entry with someone else in class. What did you each discover while writing from a perspective different than your own? Why might this be an important exercise for building empathy?



☐ **Activity #3: Teacher Guided Discussion: What if? (Cause and Effect)**

10 minutes

☉ **Directions:** Discuss with your class the following questions:

- What if the play had an alternate ending? What do you think might have happened if the circumstances were different?
- What would have happened if Leela saw Jordan hide the jacket?
- What would have happened if less people were in the shop?
- What would have happened if Jordan’s friend “Z” never stole the shoelaces?
- What would have happened if Daniel didn’t enter the shop? Or if Daniel had plainclothes on?
- What would have happened if Jordan didn’t run?
- What do you think happened to Leela, Daniel, and Jordan after the trial?
- What if Leela and Jordan had never had a conversation?
  - Would Leela have shown him the jacket?
  - Would Leela have gone to visit him in the hospital?
- What if Daniel had never introduced himself and befriended Leela? Would he have run after Jordan?

☐ **Activity #4: Classification Game**

15 minutes

☉ **Directions:** Discuss with your class the following topic and question:

- One of the themes of *Swagger* is the power of appearance. We learn that Daniel is treated like a different person in Home Depot when he wears his uniform. Leela refuses to wear the clothes her mother picks out for her as a child and grows up to own a fashion boutique. Jordan thinks a unique jacket will make him stand out and be less shy.
- What do your clothes say about you?
- Why are clothes important/not important?
- Do you think school uniforms would level the playing field and make appearance less of an issue for students? Why/Why not?

☉ **Activity Extension:** Classification Grouping

- **Round 1:** As you count backwards from 10, have students group themselves according to their shoes. After the countdown, point to each group and have them ‘justify’ the category they created.
- **Round 2:** Repeat the countdown, but this time students may not use the same reason to classify. (For example: if they used the color red in the first round, none of the groups may use red as a category).
- **Round 3, etc.:** Continue to play until students exhaust the reasons for classification.

☉ **Reflection:** What did we do in this activity? What did you notice about the categories we created? How do these categories or classifications relate to our earlier conversation about appearance? Do students categorize or classify themselves in other ways? How so?



☐ **Activity #5: Observation Game**

10 Minutes

⦿ **Directions:**

- Pair students throughout the room, and give them 10 seconds to visually scan their partner.
- Next, have students turn back to back.
- On your command, students change three things about the way they look (i.e.: moving a bracelet to another hand or changing a facial expression).
- After counting backwards from 10, students then turn to face one another and try their best to identify all three changes. Students then change partners and repeat.

- ⦿ **Reflection:** What did you learn about your observation skills? Did they improve as you played the game? How does this activity relate to the play? How strong are the characters' observation skills? How do these skills impact the outcome of the story? Can we always rely on what we think we see?

☐ **Activity #6: "No, It's Mine." Game with a Prop**

10 minutes

⦿ **Directions:**

- Arrange students close enough to one another so that they can easily pass an object between them.
- Using an article of clothing (a jacket would be perfect), have the first student offer one reason why it belongs to them. Students should use Tactics, Persuasion, or Storytelling.
- The item is then passed to and claimed by the next student, who offers a different reason why it belongs to them.
- Continue passing the jacket until all students give a strong reason why the item belongs to them.

- ⦿ **Activity Extension:** Try playing this game in an improv setting where students choose to jump up and claim the object using tactics and persuasion to get the object from the person currently working with it.

- ⦿ **Reflection:** How does this activity relate to the play? Did you want the object (jacket) because it would get you noticed, just as Jordan thought in the story? What reasons did you use to give importance to the object? Why are clothes such an important commodity for people; and for young people, specifically?

# Standards Addressed

By watching *Swagger*, and participating in the post-show discussion and classroom conversation after the show, students will address the following Florida State Standards.

---

## RESPONSIBLE DECISION-MAKING

1. HE.68.CE.2.1 Analyze possible solutions to a problem to determine the best outcome for yourself and others.
2. HE.68.CE.2.2 Construct a plan to organize and prioritize responsibilities while anticipating challenges.
3. HE.68.CE.3.3 Apply ethical and responsible decision-making that considers multiple perspectives.
4. HE.7.B.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
5. HE.7.B.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.
6. HE.7.B.5.1 Predict when health-related situations require the application of a thoughtful decision-making process.
7. HE.7.B.5.2 Select healthy alternatives over unhealthy alternatives when making a decision.
8. HE.7.B.5.4 Determine when individual or collaborative decision-making is appropriate.
9. HE.7.B.5.5 Predict the short- and long-term consequences of engaging in health-risk behaviors.

## RELATIONSHIP SKILLS

1. HE.68.CE.1.1 Describe the benefits of compassion building and sustaining relationships.
2. HE.68.CE.3.1 Demonstrate empathy in a variety of contexts and situations.
3. HE.68.CE.4.1 Describe the benefits of kindness and trust on building and sustaining relationships.
4. HE.68.CE.5.1 Develop and apply conflict resolution skills in a variety of contexts.
5. HE.68.CE.5.2 Analyze ways to pursue common goals as a part of a team or group.

## SOCIAL AWARENESS

1. HE.68.CE.3.1 Demonstrate empathy in a variety of contexts and situations.
2. HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents.
3. HE.7.C.2.5 Analyze how messages from media influence health behaviors.

## SELF-MANAGEMENT

1. HE.7.C.2.9 Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
2. HE.7.B.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

## SELF-AWARENESS

1. HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents.
2. HE.7.C.2.5 Analyze how messages from media influence health behaviors.
3. HE.7.C.2.9 Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

## ELA (B.E.S.T.)

1. ELA.7.R.3.2 Paraphrase content from grade-level texts.
2. ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.

## THEATRE STANDARDS

1. TH.68.H.1.2 Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.
2. TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.

