SOUTH BEND CIVIC THEATRE



SHEIN TRUST

Between the Lines, Jr.

Music and Lyrics by Elyssa Samuel & Kate Anderson

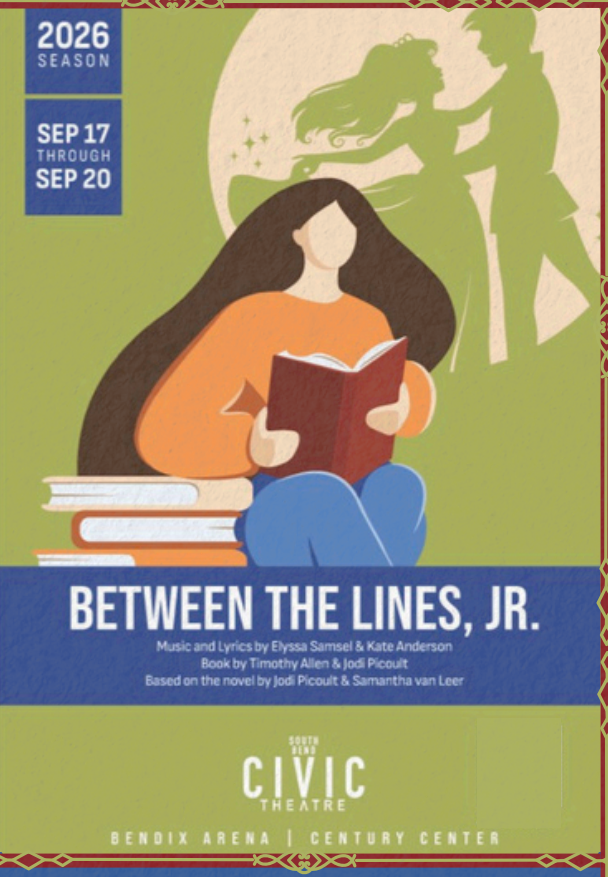
Book by Timothy Allen & Jodi Picoult

Based on the novel by Jodi Picoult & Samantha van Leer

Behind The Curtain

SYNOPSIS | THEATRE ETIQUETTE | VOCABULARY LIST | SUGGESTED READING

Table of Contents



Recommended for Ages 5-18

Thank you for joining us on this journey into Delilah's favorite book! If you've ever dreamed of being on stage, creating sets, or helping bring stories to life, we'd love to have you join our community. There's a place for everyone, both on and off the stage!

03 Theatre Etiquette & Accessibility
04 Synopsis
05 State Learning Standards
07 Profile of Playwright
08 Themes & Discussion Topics
09 Suggested Reading
10 Vocabulary
11 Further Learning
12 The Feelings Wheel
15 Activity: Eng./ Lang. Arts
16 Activity: Visual Arts
17 Work with Us!

Theatre Etiquette & Accessibility

NO PAPARAZZI PLEASE

Leave cell phones, tablets, hand held games, and other distracting electronics at home or turn them off completely. No texting or photography during the performance.

TAKE YOUR SEAT

When the lights dim, the play is about to begin! Take your seat and stay seated. There will be one 15 minute intermission for this performance.

SILENCE IS GOLDEN (UNTIL IT ISN'T!)

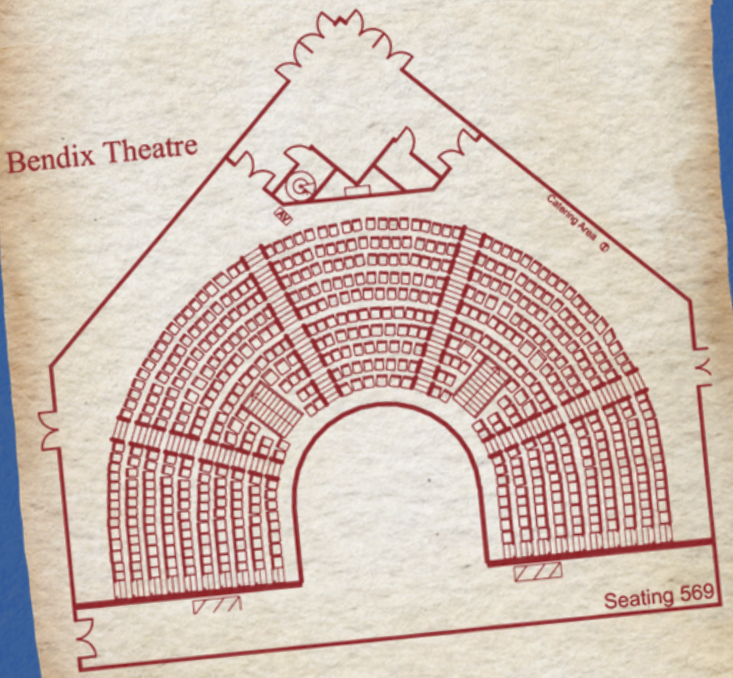
To ensure you and your fellow audience members have the best experience, focus all of your attention on the play. We ask that you refrain from talking to your neighbors as it distracts the actors onstage. Feel free to laugh and react naturally as the play unfolds. Applauding at the end of scenes and at curtain call is encouraged!

Accessibility

Exits located on either side of the theater.

Wheelchair accessible seating is located at the top of the balcony where you enter the theater.

Century Center



Synopsis

Delilah McPhee feels invisible in her new town, finding comfort in the pages of her favorite fairy tale, *Between the Lines*. But when the story's charming Prince Oliver begins speaking directly to her, Delilah discovers that the world inside a book may be far more real than she ever imagined. As their extraordinary friendship grows, the boundary between fantasy and reality starts to blur, opening the door to adventure, laughter, and unexpected possibilities.

Filled with memorable characters, catchy songs, and heartfelt moments, *Between the Lines Jr.* is a magical coming-of-age musical about finding your voice and believing in your own story. As Delilah and Oliver challenge the roles they've been given, they learn that courage, friendship, and a little imagination can change everything. This enchanting tale celebrates the power of books, the strength to be yourself, and the magic that happens when you dare to dream beyond the page.





State Learning Standards

NOTE: Referenced standards listed on the following pages

INDIANA STATE K-12 LEARNING STANDARDS

Behind the Lines, Jr. explores a variety of themes and concepts. A few Discussion Topics we believe are particularly relevant include **the power of stories, finding your voice, breaking free from expectations, facing your fears, belonging,** and **connection**.

Watching this production and engaging with our Behind The Curtain audience guide can foster essential skills for navigating the modern world including: Creative Thinking, Collaboration, Critical Thinking, Perseverance, Communication, and a Growth Mindset.

Additionally, we believe this experience and the accompanying guide can assist educators in meeting various **Indiana State Learning Standards**. We've highlighted some standards that align well with specific articles and activities below. While we've selected a few examples, we encourage you to get creative and find other connections between what your students are learning & this theatrical experience!

ATTENDING A PERFORMANCE OF *Between the Lines, Jr.*

FINE ARTS

THEATRE ARTS | Anchor Standards 7-11

PROFILE OF THE PLAYWRIGHT

FINE ARTS

THEATRE ARTS | Anchor Standards 7-9

ENGLISH & LANGUAGE ARTS

READING COMPREHENSION | 11-12.RC.5-7 & 9, 9-10.RC.4-6, 8.RC.4-5 & 7, 7.RC.5-7 & 9, 6.RC.5-7 & 9, 5.RC.6, 8-9, & 11-13, 4.RC.5, 7-8, &10-13, 3.RC.5-6 & 11-13, 2.RC.1 & 6-7, 1.RC.1 & 6-7, K.RC.1 & 5-6

THEMES & DISCUSSION TOPICS

THEATRE ARTS | Anchor Standards 7-11

ENGLISH & LANGUAGE ARTS

READING COMPREHENSION | 11-12.RC.1-3, 5, & 7, 9-10.RC.1-3 & 6, 8.RC.1-3, 7.RC.1-3 & 7, 6.RC.1-3 & 7, 5.RC.2-3, 4.RC.2-3, 3.RC.2-3, 2.RC.1-3 & 5, 1.RC.1-3, K.RC.1-3 & 5

COMMUNICATION & COLLABORATION | 11-12.CC.1-4 & 6, 9-10.CC.1-4 & 7, 8.CC.1-3 & 6, 7.CC.1-3 & 6, 6.CC.1-3 & 6, 5.CC.1-2, 4.CC.1-2, 3.CC.1-3, 2.CC.1-2 & 4-5, 1.CC.1-2 & 4, K.CC.1 & 3

WRITING | 11-12.W.2-4, 9-10.W.2-4, 8.W.2-4, 7.W.2-4, 6.W.2-4, 5.W.3-4, 4.W.3-4, 3.W.4-5, 2.W.2-4, 1.W.3-4, K.W.3-4

VOCABULARY

ENGLISH & LANGUAGE ARTS

READING FOUNDATIONS | 5.RF.1-2, 4.RF.1-3, 3.RF.1-5, 2.RF.1-4, 1.RF.1-4, K.RF.1-9

READING COMPREHENSION | 11-12.RC.1 & 13, 9-10.RC.1, 9-12, 8.RC.1, 8-10, 7.RC.1 & 10-13, 6.RC.1, 10, 11 & 13, 5.RC.1 & 11-14, 4.RC.1 & 10-13, 3.RC.1, 7, 11-13, 2.RC.7 & 11-12, 1.RC.9-10

SUGGESTED READING

ENGLISH & LANGUAGE ARTS

READING COMPREHENSION | 11-12.RC.1-4, 7 &13; 9-10.RC.1-3, 6 & 12, 8.RC.1-3; 7.RC.1-3 & 7, 6.RC.1-4 & 7, 5.RC.1-6 & 10-14, 4.RC.1-5 & 9-13, 3.RC.1-5 & 10-13, 2.RC.1-5, 1.RC.1-6, K.RC.1-5



State Learning Standards

THE FEELINGS WHEEL

HEALTH & WELLNESS

HS.1.2, 4.1, 4.3, 5.1-2, 5.4-6, 6.2, 6.4, 6.6; 6-8.1.2, 4.1, 4.3, 5.1, 5.4-6, 6.2, 6.4, 6.7; 3-5.1.2-3, 4.3, 5.1, 5.3-4, 6.2, 6.5, 6.7; K-2.1.2, 4.1, 4.3, 6.2-3, 6.5-6

ENGLISH & LANGUAGE ARTS

READING COMPREHENSION | 11-12.RC.1-3, 5 & 7; 9-10.RC.1-3 & 6; 8.1-3 & 5; 7.RC.1-3 & 7; 6.RC.1-3 & 7; 5.RC.1-3, 6, & 11-14; 4.RC.1, 3, 5, 7, & 10-13; 3.RC.1, 3, 5-6, & 11-13; 2.RC.1-3 & 5; 1.RC.1-3; K.RC.1-3 & 5

COMMUNICATION & COLLABORATION | 11-12.CC.1-4; 9-10.CC.1-4; 8-6.CC.1-4; 5.CC.1-4; 4.CC.1-3; 3.CC.1-5; 2.CC.1 & 4-5; 1.CC.1-2 & 4; K.CC.1 & 3-4

ACTIVITY PAGES

FINE ARTS

VISUAL ARTS | VA:Cr3.1.1-2, VA:Cr2.2.2-5, VA:Cr2.2.2-5, VA:Cr2.1.K-5, VA:Cr.1.2.K-3, VA:Pr4.1.K

ENGLISH & LANGUAGE ARTS

WRITING | 5.W.3 & 6-7, 4.W.3 & 6-7, 3.W.1, 4, 7-8, 2.W.1, 4, 6-7, 1.W.1, 4-5 & 7-8, K.W.2-3 & 7-8

COMMUNICATION & COLLABORATION | 5.CC.1,4.CC.1, 3.CC.1, 2.CC.1-2, 1.CC.2 &5, K.CC.4



Common Core

Fine Arts

THEATRE ARTS

Anchor Standards View Theatre Arts Standards

VISUAL ARTS

Anchor Standards View Visual Arts Standards

Health & Wellness

Anchor Standards View Health & Wellness Standards

Eng. & Lang. Arts

READING COMPREHENSION, COMMUNICATION & COLLABORATION, AND WRITING

11-12.RC./W./CC. View 11-12th Grade Standards
9-10.RC./W./CC. View 9-10th Grade Standards
8.RC./W./CC. View 8th Grade Standards
7.RC./W./CC. View 7th Grade Standards
6.RC./W./CC. View 6th Grade Standards
5.RC./W./CC. View 5th Grade Standards
4.RC./W./CC. View 4th Grade Standards
3.RC./W./CC. View 3rd Grade Standards
2.RC./W./CC. View 2nd Grade Standards
1.RC./W./CC. View 1st Grade Standards
K.RC./W./CC. View Kindergarten Standards



PROFILE OF THE PLAYWRIGHT

Jodi Picoult



PC Rainer Hosch

Jodi Picoult is a bestselling American author and playwright whose stories explore chalenngeing questions about family, justice, identity, and personal choices. Born in New York in 1966, she knew from a young age that she wanted to be a writer. She studied creative writing at Princeton University and later earned a master's degree in education from Harvard University. Before becoming a full-time author, Picoult worked in several fields, including teaching eighth-grade English and directing school plays. Her first novel, Songs of the Humpback Whale, was published in 1992, and she has since written dozens of novels, many of which have become #1 bestsellers.

What makes Picoult's work unique is her commitment to researching complex topics and presenting different sides of a variety of issues. Her novels have explored subjects such as medical ethics, school violence, civil rights, faith, and the meaning of justice. Rather than offering simple answers, she encourages readers to think critically and consider multiple perspectives.

In addition to writing novels, Picoult has written and co-written original musicals for young performes through a community theater group she helped create in New Hampshire. Her passion for storytelling across different mediums continues to inspire audiences around the world.

Themes

THE POWER OF STORIES

The musical celebrates how books and stories can provide comfort, inspiration, and new perspectives. Delilah discovers that stories have the power to help people navigate challenges and imagine new possibiliites.

FINDING YOUR VOICE

Delilah's journey is one of self-discovery and confidence. She learns to speak up for herself, embrace who she is, and take control of her own story rather than letting others define her.

BELONGING & CONNECTION

Many characters struggle with feeling isolated or misunderstood. The musical explores the importance of friendship, acceptance, and finding people who truly see and value you.

BREAKING FREE FROM EXPECTATIONS

Both Delilah and Prince Oliver challenge the roles that others expect them to play. The story encourages audiences to question limitations and pursue their own dreams, even when the path is uncertain.

FACING YOUR FEARS

Throughout the musical, characters take risks, face fears, and make difficult choices. Their experiences highlight the importance of believing in yourself and having the courage to create your own happy ending.

Discussion Topics

Why do you think Delilah loved escaping into books? Have you ever found comfort, inspiration, or excitement in a story? Write a one-page paper about your experience to share with the class.

If a character from your favorite book could talk to you, who would it be and what would you ask them? What do you think they might teach you?

When did Delilah begin finding her voice? What helped her become more confident? Break into groups and discuss.

Have you ever felt like you didn't fit in somewhere? What helped you feel accepted or connected to others?

Prince Oliver wanted more than the role he was given. Have you ever wanted to try something that others didn't expect from you?

What fears did Delilah and Oliver have to face throughout the story? Which fear do you think was the hardest to overcome?

How did friendship change the characters in the musical? What qualities make someone a good friend? Break into groups and discuss.

This musical shows that stories can change people. Can you think of a book, movie, or song that changed the way you think about something?

If you could rewrite one part of your own story, what would you change, what your you keep the same, and why?

If someone were telling your story, what would you want them to understand about you that they might not see on the outside?

Suggested Reading

Find these and other titles at the St. Joe Public Library

The Day You Begin
by Jacqueline Woodson
THEMES EXPLORED: Finding Your Voice, Belonging & Connection
AGES 5-9

Alma and How She Got Her Name
by Juana Martinez-Neal
THEMES EXPLORED: Finding Your Voice, Belonging & Connection
AGES 5-8

Julián Is a Mermaid
by Jessica Love
THEMES EXPLORED: Breaking Free from Expectations, Finding Your Voice
AGES 5-8

Yasmin the Explorer
by Saadia Faruqi
THEMES EXPLORED: Facing Your Fears, Finding Your Voice
AGES 5-8

Anna Hibiscus
by Julie Berry
THEMES EXPLORED: Belonging & Connection
AGES 6-9

Zoey and Sassafras
by Asia Citro
THEMES EXPLORED: The Power of Stories, Facing Your Fears
AGES 6-9

A Boy Called Bat
by Elana K. Arnold
THEMES EXPLORED:Belonging & Connection, Finding Your Voice
AGES 6-10

Front Desk
by Kelly Yang
THEMES EXPLORED: Facing Your Fears, Finding Your Voice
AGES 8-12

Rick
by Alex Gino
THEMES EXPLORED: Breaking Free from Expectations, Finding Your Voice
AGES 9-13

A Very Large Expanse of Sea
by Tahereh Mafi
THEMES EXPLORED: Breaking Free form Expectations, Finding Your Voice
AGES 14-18

Firekeeper's Daughter
by Angeline Boulley
THEMES EXPLORED: Facing Your Fears, Finding Your Voice
AGES: 14-18

The Astonishing Color of After
by Emily X.R. Pan
THEMES EXPLORED:The Power of Stories, Belonging & Connection
AGES 14-18



Vocabulary



ALL DEFINITIONS SOURCED FROM
THE MERRIUM WEBSTER DICTIONARY

Caved- (v) to fall in or down especially from being undermined
When your world has caved and it can't be saved, it's like you're swimming against the tide.

Capacity- (n) the maximum amount or number that can be contained or accomodated
That princess has the brain capacity of a sea cucumber.

Eternity- (n) infinite time
Try having hot flashes for eternity.

Dalliance- (n) a playful act
I myself have had a 38-year dalliance with the hero of this classic.

Fixate- (v) to focus or concentrate one's gaze or attention intently or obsessively
'Til I fixate on this fairy tale.

Libertine- (n) a freethinker, a person unrestrained by convention or morality
If you need to use a label, I prefer libertine or reprobate. Maybe pariah.

Reprobate- (n) an unprincipled or depraved person

Pariah- (n) one that is despised or rejected: outcast

Harrowing- (adj) acutely distressing or painful
Last night I was drifting off and thought about a childhood memory- a harrowing memory.

Bower- (n) an attractive dwelling or retreat, a lady's private apartment in a castle
I will take you up to your bower.

Elated-(adj) marked by high spirits
Now I'm elated to find that between the lines there's a way we can connect.

Woefully- (adv) (of a bad situation) extremely; very (synonym: sadly)
Mr. Darcy would be the standard upon which I would judge all other men... and find them oh, so woefully inadequate.

Isolated- (adj) set apart from others
I've always felt isolated.

Ejected- (v) to throw out especially by physical force, authority, or influence
And since you play no part in our little fiction, you too will surely be ejected.

Further Learning

WHAT MAKES A HERO? | TED-ED

What trials unite not only Harry Potter or Frodo Baggins but many of literature's most interesting heroes? And what do ordinary people have in common with these literary heroes? Matthew Winkler takes us step-by-step through the crucial events that make or break a hero. AGES 7-10 | TIME 4m34s

FAIRY TALES & FOLKTALES COLLECTION | PBS

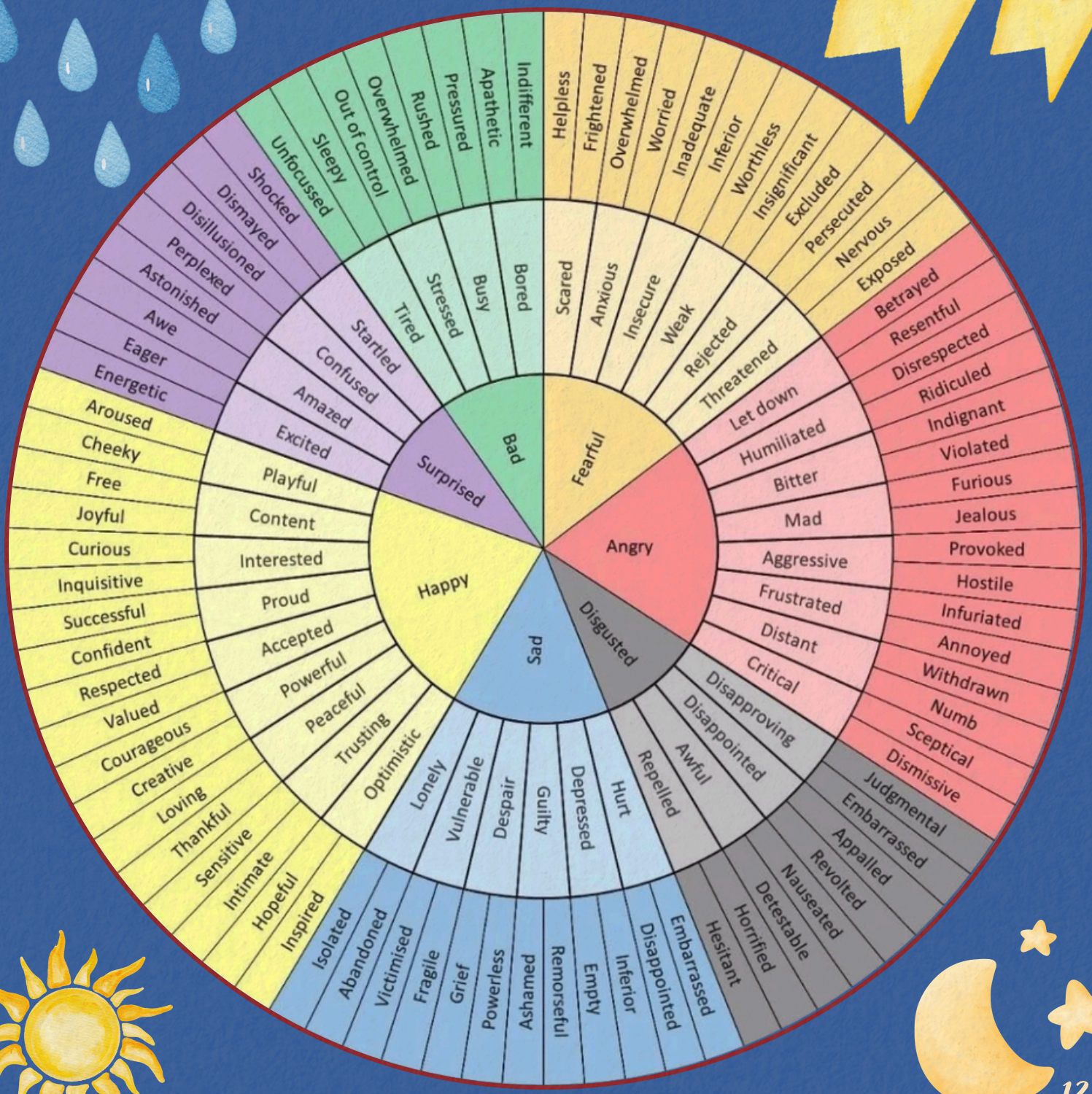
A folktale is a story or legend passed down from generation to generation. Often these stories are used to teach young people about their culture. They are also used as cautionary tales. In this collection, there are traditional folktales told in their native languages as well as English. AGES 5-11| TIME 12m13s & 5m8s

WHY DO WE TELL STORIES | TED-ED

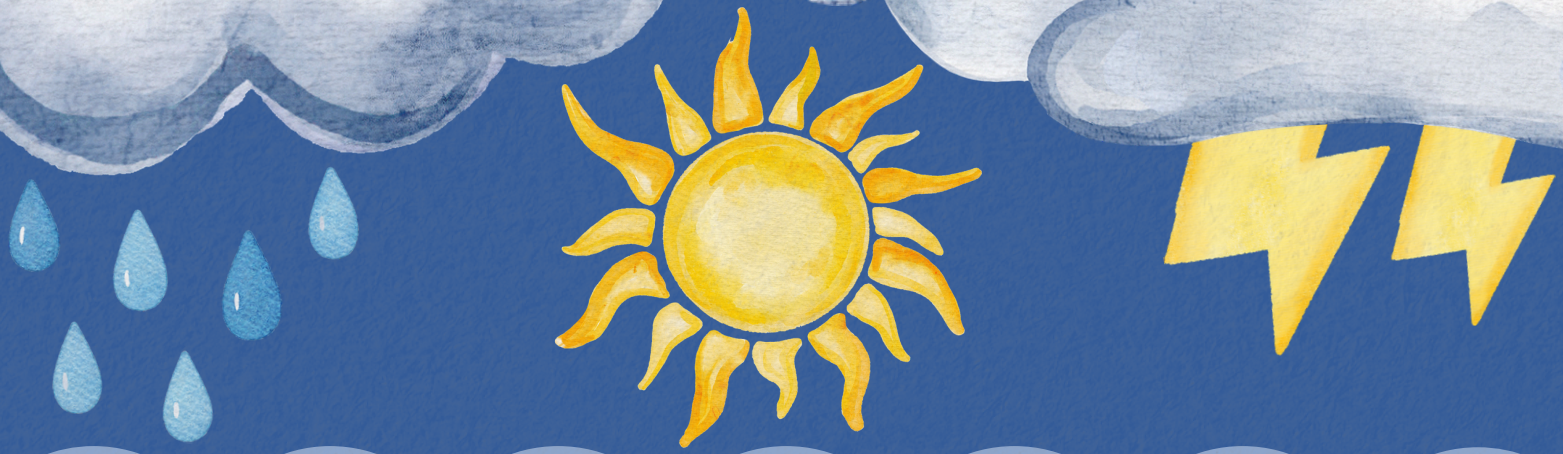
Stories are the key component of communication. We tell, share, and listen to stories every day. However, stories are not just a simple means of communication, but rather a part of an intricate strategy for business, politics, and advertisement. AGES 11-14| TIME 8m46s



The Feelings Wheel



The Feelings Wheel



WHAT IS THE FEELINGS WHEEL?

A feelings wheel is a visual tool that helps us name and understand different emotions. It shows that feelings can be simple or complex and that many emotions are connected to each other. At the center of the wheel are the core emotions, and the closer you get to the center of the wheel, the more intense the emotions become. As you go further toward the edge of the wheel, you find combined emotions; for example, "successful" and "confident" create the feeling "proud".

BELONGING & CONNECTION WHY DO WE USE THE FEELINGS WHEEL?

We use a feelings wheel to help us better understand what we are feeling and the words to describe it. It can also help us notice how our emotions change, connect to each other, and are shaped by our experiences.

HOW TO USE THE FEELINGS WHEEL

1. Identify the emotion closes to how you are feeling
2. Try to figure out the trigger
3. Analyze connections
4. Make changes or take other action

The Feelings Wheel



Start with a heightened moment (big emotional moment) for your favorite character in *Between the Lines, Jr*:

1. What emotion on the wheel do you think is closest to what that character is feeling?
2. What do you think happened to make the character feel that way? This could be one event or a string of events.
3. Do you think that character's emotion connects to any other emotions on the wheel? What combinations can you find and what does that tell you about the character's core feelings in that moment?
4. Based on what you've discovered, what is one positive action that character could take toward feeling a more positive emotion?

Next time you are feeling a big emotion, try to work through the feelings wheel to identify what you're feeling, find the trigger, discover any emotional connections, and make changes to take positive action toward joy.

REMEMBER:

It is okay to have any feeling! What is important is that you allow yourself to feel the feeling so you can identify it, understand it, connect it, and begin to move in a positive direction.

Activity

EXERCISE: Found in a Story
GRADES: K-5th Grade
TIME: 45min+

SUPPLIES: Pencil & Paper

OVERVIEW:
Students will have the opportunity to craft an original story based on an existing one. Students will choose their favorite book, movie, TV show etc. and insert themselves into the story, similar to how Delilah enters her favorite story in *Between the Lines, Jr.* Students will tell a story of being transported to this world, and talk about the day they have exploring the settings or characters of their favorite story.

INSTRUCTIONS:

1. Introduce this activity with a discussion about your students favorite media and characters. These can be from books, movies, TV, video games, anything your students are excited by. Ask students to first think about their favorite media, and why it is their favorite. Ask guiding questions such as: do you like a certain character? Do you like how it looks? Are the stories really good? Do you watch it with someone special?
2. After students have had time to speak with their partners, ask students to share out what their partner shared with them. If any students share a favorite piece of media, take this opportunity to compare and contrast what they like about it and why.
3. Next introduce students to the main topic of the day, writing a story set in the world of their favorite piece of media. Students will write a story based on the world and characters of their favorite piece of media, but with themselves as the main character. For lower elementary students the story can be about a single day exploring the world, however, for upper elementary, I would recommend them having a story with a beginning, a middle, and an end.
4. After students have completed their stories, invite volunteers up to read their story for the full class, emphasizing the importance of speaking loudly and clearly so that everyone can hear them.

ASSESSMENT:

- Were students able to tell a story that made sense? Where did they struggle?
- Did anyone struggle with sharing with their partner? How can we better facilitate positive relationships in the classroom?
- Were students who volunteered to share their story verbally able to do so clearly and concisely? If not how can we better help students practice their public speaking skills?

Activity

EXERCISE: Designing Your Cover
GRADES: K-5th Grade
TIME: 45min+

SUPPLIES: Pencil, White Paper, Construction Paper, Markers/Crayons. If making a collage: Magazines, Scissors, Glue Sticks

OVERVIEW:

Delilah in the musical *Between the Lines, Jr.* struggles to find her place in the world, in part because she won't accept herself, you will help your students do just that! Students will use visual art to draft and design an original book cover for a theoretical book about themselves. Students will use elements from themselves to craft this cover. The cover should be uniquely them, feature their personality, their favorite things. etc. anything at all that they believe is important about or to them.

INSTRUCTIONS:

1. Introduce today's topic by letting students know that this project is all about themselves. As such, students must first become familiar with themselves. Students will begin today by making a list of facts about themselves. This can include favorite things, things about themselves, special skills, information about their friends and family, anything that is important.
2. Following the creation of their lists, ask students to share a few things off their list with a partner. Following this partnering, have students share what their partner said in the larger group.
3. Now that students have their list, let students know that today they will be designing their own book cover for a book all about themselves. It will be their job to incorporate things from the list into their cover. Have students begin with a draft of their cover, before doing anything permanent. Encourage them to make a pencil sketch of their cover first, emphasizing that this first sketch does not have to be perfect.
4. Once sketches are completed, students may begin creating their final product in color. Emphasize to students that their final product should resemble and in some way improve on their first draft.
5. Once students have finished their book cover, allow students the time to talk about their art, share what they have created with the class, and explain how it represents them. If possible, display your students art work in your classroom or hallway.

ASSESSMENT:

- Were students able to make comprehensive lists describing themselves? How can we better support our students making lists on a topic in the future?
- Did students create and use a first draft of their cover to create the final product? Did anyone not complete a first draft at all? What may be holding students back?
- Did students use artistic materials at the developmentally appropriate level? Why or why not? Are there any skills your students need to review?

Work With Us

SOUTH BEND CIVIC THEATRE

Whether you like to be "in the spotlight," or prefer to stay "behind the scenes," South Bend Civic Theatre offers plenty of opportunities to volunteer in every aspect of theatrical production, including field trips, learning new skills, and even opportunities to see shows for free! Checkout our website to learn more!







LEARN MORE AT SBCT.ORG