

teacher resource guide

**schooltime  
performance  
series**



**10 seconds**

**arts  
education  
njpac**



## about the performance

Set in Washington D.C., *10 Seconds* tells the story of Ray and Jimi, two African American high school students who have a police encounter that changes their lives forever. This interactive play asks students to question their assumptions and consider the possibilities for change.

*10 Seconds* was written by Miriam Gonzalez, directed by LeeAnét Noble and produced by Imagination Stage. Development for the play began in 2017 with creative sessions and interviews with local youth and police officers in Washington D.C. In 2020, the script was still being workshopped when the COVID-19 pandemic began. The company continued to workshop the play virtually and recorded a performance that was shared online. The touring production of *10 Seconds* debuted in late 2022.

Based in Bethesda, Maryland, Imagination Stage commissions new works for children every year. These productions have been recognized with awards and productions by other companies around the world. The company believes “theater experiences are a fundamental aspect of children’s lives, nourishing their creative spirit, inspiring them to embrace the complexity and diversity of their world and helping them overcome their challenges with hope, courage and, above all, creativity.”

## njpac on the mic podcast

with Travis Xavier Brown



**How to listen to this episode of NJPAC On the Mic**  
Scan the QR code or visit [njpac.org/arts-education/teacher-resources](https://njpac.org/arts-education/teacher-resources) to access the podcast and the following show notes:

**Part 1: About** | *Pre-show audio, 6 minutes*

**Includes:** An introduction to the performance, artists, venue and welcome message

**Welcome message voiced by** Travis Xavier Brown

**Part 2: Connect** | *Post-show audio, 8 minutes*

**Includes:** Reflection question, a look at literature about issues between youth and police

**Opening question voiced by** Travis Xavier Brown

**Part 3: Spotlight** | *Post-show audio, 10 minutes*

**Includes:** An interview with Imagination Stage’s Theatre for Change manager, discussion starters

**Interview guest:** Travis Xavier Brown

### Additional Episode Credits

**Series producers:** Michael Aquino and Dania Ramos

**Written and hosted by** Dania Ramos

**Additional writing by** team behind *10 Seconds*

**Theme and outro music:**  
NJPAC’s Hip Hop Arts & Culture program

**Additional music from** Epidemic Sound

**Sound editing, sound design and voiceover by** Michael Aquino



Scan the QR code to access the NJPAC On the Mic Podcast & show notes

### About NJPAC On the Mic

*NJPAC On the Mic* allows students to engage their listening skills and deepen their understanding of creative content. This installment features three exclusive, curriculum standard-aligned episodes that supplement the play *10 Seconds*, presented as part of NJPAC’s 2023 – 2024 *SchoolTime* Performances series.

# inspired ideas in the classroom

## Teacher Focus

## Student Activity

## NJ Student Learning Standards

P

**Prepare for the performance**

Create a **Community/Classroom Agreement** that fosters a space where students feel safe, heard and respected.  
 Define racial bias and implicit bias. Play **the trailer** for *10 Seconds* by Miriam Gonzales.  
 Discuss the following as a class or in small groups:  
 1. Describe what you saw in the trailer  
 2. How would you describe the relationship between police and the community?  
 3. What do you think the officers and teenagers were feeling?  
 Play this **CNN news clip** of the police's response to a mall fight.  
 Discuss the following as a class or in small groups:  
 1. How might racial bias influence the actions of all participants in this incident?  
 2. How would you advise the participants (officers and youth), so the incident could be resolved differently?  
 3. Why is it important to avoid making assumptions based on appearance, especially during interactions with the police

Think about what makes you feel heard and respected during difficult discussions.  
 Use these elements to create a **Community/Classroom Agreement**.  
 Watch and discuss **the trailer** for *10 Seconds* and the **news clip** from CNN.

**English Language Arts**  
 NJLSA.SL1., NJLSA.SL2.  
**Visual & Performing Arts**  
 Anchor Standard 7, 8  
**Social-Emotional Learning**  
 Social Awareness Sub-competency 8  
**Social Studies**  
 6.1.5.CivicsCM.1

E

**Experience the performance**

**Before the show:** Have students listen to the podcast episode *NJPAC On the Mic: About*.  
 Play the videos **What is Implicit Bias?** and **Brené Brown on empathy**.  
**After the show:** Have students complete **Activity Sheet 1**. Initiate a class discussion by having each student choose two answers to share.

**Before the show:** Listen to the podcast episode *NJPAC On the Mic: About*.  
 Watch the videos **What is Implicit Bias?** and **Brené Brown on empathy**.  
**After the show:** Complete **Activity Sheet 1** and participate in a class discussion about the play.

**Visual & Performing Arts**  
 Anchor Standard 7, 8, 9  
**Social-Emotional Learning**  
 Self-Awareness Sub-competency 1  
 Social Awareness Sub-competency 8  
**Social Studies**  
 6.1.5.CivicsCM.1

R

**Reflect, respond and read**

**Read:** Have students listen to *NJPAC On the Mic: Connect*.  
 Break the class into small groups and have them choose one of the following TED Talks to watch:  
 "How to Build Bridges Between Police Officers and Youth" (05:00 – 08:37)  
 "How Racial Profiling Hurts Everyone, Including the Police" (00:00 – 03:47)  
 "We All Have Implicit Biases. So, What Can We Do About It?" (00:00 – 03:45)  
 Have students create a synopsis of their video and share with the class. Ask students to discuss whether or not they've seen or heard about someone treated unfairly because of their identity.  
**Reflect:** Have students write their answers to the following prompts: ways to build positive interactions with youth, what youth need from the police, conversation starts to engage and interact with youth, ideas for police-community engagement partnerships.  
**Respond:** Have students complete **Activity Sheet 2**.

Listen to *NJPAC On the Mic: Connect*.  
 Select and discuss a TED Talk in your small group.  
 Complete **Activity Sheet 2** by creating an identity collage and considering the impact empathy and understanding could have on relations between law enforcement and young people of color.

**Visual & Performing Arts**  
 Anchor Standard 7, 8, 9  
**Social-Emotional Learning**  
 Self-Awareness Sub-competency 1  
 Social Awareness Sub-competency 8  
**Social Studies**  
 6.1.2.CivicsPD.1, 6.1.2.CivicsPI.4

F

**Focus**

Have students listen to the podcast episode *NJPAC On the Mic: Spotlight*.  
 Have students read the **CNN article** on the dangers of racial profiling.  
 Facilitate a discussion about **Ways to Engage Youth and Police in Conversation**.  
 Focus on the following sections:  
 1. Ways to build positive interactions with youth  
 2. What do youth need from the police?  
 3. Conversation starters to engage and interact with youth  
 4. Ideas for police-community engagement partnerships  
 In small groups, have students create a list of ideas for engagement between youth and police.  
 Ask each group to share and discuss the pros and cons.

Listen to the podcast episode *NJPAC On the Mic: Spotlight*.  
 Read the **CNN article** on racial profiling and the document about **engagement between youth and police**.  
 Then, brainstorm ideas to foster and build better relationships with your local police. Discuss the pros and cons of these ideas in groups and share your ideas with the class.

**English Language Arts**  
 NJLSA.SL1., NJLSA.SL2.  
**Social-Emotional Learning**  
 Self-Awareness Sub-competency 1  
 Social Awareness Sub-competency 8  
**Social Studies**  
 6.1.2.CivicsPD.1, 6.1.5.CivicsDP.2  
 6.1.2.CivicsPI.4

O

**Originate**

Have students watch **The Importance of Empathy**, and ask them to write a list of things and people they love. Next, play **Monologue and Soliloquy**. Lastly, play Melissa Kovacs's **What makes a poem ... a poem?**  
 Discuss the differences between a poem, monologue and soliloquy. If time allows, share a dramatic monologue from *Fences* by August Wilson, a **monologue for a casting call**, a soliloquy from *Hamlet* by William Shakespeare and a soliloquy from *The Ghosts of Detention* by D. Larson. Ask students to write a 60-second monologue, soliloquy or poem about their reaction to *10 Seconds* or an item on the list of people and things they love.

Watch **The Importance of Empathy** and write a list of people and things you love. Explore the difference between a monologue, soliloquy and poem. Write an original monologue, soliloquy or poem based on how *10 Seconds* made you feel or one of the items on your list of things you love.

**Career Readiness, Life Literacies, & Key Skills**  
 9.4.8.GCA.1, 9.4.8.GCA.2  
 9.4.12.CI.1  
**Visual & Performing Arts**  
 Anchor Standard 1, 2, 3, 4, 6, 8, 10  
**English Language Arts**  
 NJLSA.W4., NJLSA.W5.  
**Social-Emotional Learning**  
 Self-Awareness Sub-competency 1  
 Social Awareness Sub-competency 8

R

**Rehearse**

Divide students into pairs and have them rehearse their monologue, soliloquy or poem.

Collaborate and rehearse with your partner, focusing on vocal projection and characterization.

**English Language Arts**  
 NJLSA.W4., NJLSA.W5.  
**Visual & Performing Arts**  
 Anchor Standard 6, 10  
**Social-Emotional Learning**  
 Self-Management Sub-competency 6

M

**Make magic**

Revisit the **Community/Classroom Agreement** established in the first section to help foster a safe space for student shares.  
 Have them share their work one at a time.

Be brave and perform your scene with integrity, commitment and confidence!

**Visual & Performing Arts**  
 Anchor Standard 6, 10  
**Social-Emotional Learning**  
 Self-Management Sub-competency 6

# curriculum standards

## NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 4: Selecting, analyzing, and interpreting work.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 9: Applying criteria to evaluate products.
- 10: Synthesizing and relating knowledge and personal experiences to create products.

## FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS

[corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)

NATIONAL SOCIAL STUDIES STANDARDS

[socialstudies.org/standards](http://socialstudies.org/standards)

NATIONAL CORE ARTS ANCHOR STANDARDS

[nationalartsstandards.org](http://nationalartsstandards.org)

# common core state standards

## Career Readiness, Life Literacies, & Key Skills

### 9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect.

### 9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### 9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas. (12th grade benchmark)

## English Language Arts

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## New Jersey Social-Emotional Learning

### Self-Awareness Sub-competency 1

Recognize one's feelings and thoughts.

### Social Awareness Sub-competency 8

Recognize and identify the thoughts, feelings and perspectives of others.

### Self-Management Sub-competency 6

Recognize the skills needed to establish and achieve personal and educational goals.

## Social Studies

### 6.1.5.CivicsCM.1

Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

**6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

**6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.



# vocabulary

## Empathy

Identification with or the vicarious experiencing of the emotions, thoughts, or attitudes of another person that helps people relate to one another

## Implicit Bias

Bias or prejudice that is present but not consciously held or recognized

## Monologue

A speech delivered by one person, or an extended, one-sided conversation

## Narrator

A person who narrates, especially a character who recounts the events of a story or personal experience

## Playwright

A person who writes stage plays by developing characters, setting, and a storyline- often with a conflict, a climax and a resolution

## Poem

A spoken or written piece that is nearly always rhythmical, often using literary devices, meter, rhyme and stanzaic structure

## Racial Bias

A personal and sometimes unreasoned judgment based solely on an individual's race

## Racial Discrimination

Discriminatory or abusive behavior towards members of another race

## Racial Profiling

The practice of targeting particular people because of their ethnic background or race

## Racism

Policies, behaviors, and rules that result in a continued unfair advantage for people of a historically privileged racial group, and unfair or harmful treatment of a historically oppressed racial group

## Restorative Justice

Dealing with crime in a way that invites the offender to take responsibility for the effect of their crime on others by trying to do something that makes things better for the victims

## Soliloquy

A monologue when spoken to oneself, without regard for whether other listeners are present (often used as a device in drama to disclose a character's innermost thoughts; sometimes called "inner monologue")

## Stereotype

A preconceived notion, especially about a group of people. Many stereotypes are divisive, harmful and rooted in prejudice

## Systemic Racism

Policies and practices that exist throughout a whole society or organization that result in and support a continued unfair advantage to people of a historically privileged racial group, and unfair or harmful treatment of a historically oppressed racial group



## resources

### NJPAC

About NJPAC  
[njpac.org/about](http://njpac.org/about)

NJPAC's Arts Education programs  
[njpac.org/arts-education](http://njpac.org/arts-education)

NJPAC *In The Mix*  
[njpac.org/education-program/in-the-mix](http://njpac.org/education-program/in-the-mix)

NJPAC Resources | *10 Seconds*  
[njpac.org/education-program/10-seconds-resources](http://njpac.org/education-program/10-seconds-resources)

### Websites

Imagination Stage | Learning guide for 10 Seconds  
[imaginationstage.org/wp-content/uploads/2023-10-Seconds-Learning-Guide-1.pdf](http://imaginationstage.org/wp-content/uploads/2023-10-Seconds-Learning-Guide-1.pdf)

Developing Community Agreements  
[nationalequityproject.org/tools/developing-community-agreements](http://nationalequityproject.org/tools/developing-community-agreements)

Identity Charts  
[facinghistory.org/resource-library/identity-charts-0](http://facinghistory.org/resource-library/identity-charts-0)

CNN | This is why everyday racial profiling is so dangerous  
[cnn.com/2018/05/11/us/everyday-racial-profiling-consequences-trnd/index.html](http://cnn.com/2018/05/11/us/everyday-racial-profiling-consequences-trnd/index.html)

Ways to Engage Youth and Police in Conversation  
[https://www.theiacp.org/sites/default/files/243806\\_IACP\\_CPE\\_Youth\\_Engagement.pdf](https://www.theiacp.org/sites/default/files/243806_IACP_CPE_Youth_Engagement.pdf)

The Best Diction Exercises for Actors  
[backstage.com/magazine/article/diction-exercise-tips-for-actors-72659](http://backstage.com/magazine/article/diction-exercise-tips-for-actors-72659)

ACLU | What is Racial Profiling  
[aclu.org/issues/racial-justice/race-and-criminal-justice/racial-profiling](http://aclu.org/issues/racial-justice/race-and-criminal-justice/racial-profiling)

Bias, Race as defined by  
Encyclopedia of Child Behavior and Development  
[link.springer.com/referenceworkentry/10.1007/978-0-387-79061-9\\_329](http://link.springer.com/referenceworkentry/10.1007/978-0-387-79061-9_329)

### Videos

*10 Seconds* official trailer  
[facebook.com/imaginationstage/videos/2811857559127600](https://facebook.com/imaginationstage/videos/2811857559127600)

CNN | Video showing how police treat Black and White teens in mall fight sparks outrage  
[youtube.com/watch?v=dpS8-YWNadE](https://youtube.com/watch?v=dpS8-YWNadE)

What is Implicit Bias?  
[youtube.com/watch?v=G9i3tgq2j7k](https://youtube.com/watch?v=G9i3tgq2j7k)

Brené Brown on Empathy  
[youtube.com/watch?v=1Ervgu369Jw](https://youtube.com/watch?v=1Ervgu369Jw)

What is empathy  
[youtube.com/watch?v=KnHDwPocH64](https://youtube.com/watch?v=KnHDwPocH64)

The Importance of Empathy  
[youtube.com/watch?v=UzPMMSKfKZQ](https://youtube.com/watch?v=UzPMMSKfKZQ)

Monologue vs. Soliloquy  
[youtube.com/watch?v=cs3twor2Z8I](https://youtube.com/watch?v=cs3twor2Z8I)

What makes a poem ... a poem?  
[youtube.com/watch?v=JwhouCNq-Fc](https://youtube.com/watch?v=JwhouCNq-Fc)

*There Is No Calm*: Monologue Dedicated to all Black Men & Women  
[youtube.com/watch?v=WEKFMxw7MSQ](https://youtube.com/watch?v=WEKFMxw7MSQ)

*Fences* by August Wilson  
[youtube.com/watch?v=XOSMPP3U6yU](https://youtube.com/watch?v=XOSMPP3U6yU)

*Good Enough* Monologue  
[youtube.com/watch?v=zF1MkWiay7Q](https://youtube.com/watch?v=zF1MkWiay7Q)

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## NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

## the arts in your school

**In-School Residencies:** NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

**Professional Development:** Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at [artseducation@njpac.org](mailto:artseducation@njpac.org). Or visit [njpac.org/education](http://njpac.org/education)

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+ deceased