

ORLANDO REPERTORY THEATRE  
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**WELCOME** TO CUE TO CUE, AN EDUCATIONAL RESOURCE GUIDE CREATED TO HELP TEACHERS, PARENTS/GUARDIANS, AND YOUNG AUDIENCE MEMBERS ENHANCE THE EXPERIENCE OF WATCHING *POLKADOTS: THE COOL KIDS MUSICAL*.

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# CUE TO CUE

A RESOURCE GUIDE FOR EDUCATORS  
AND AUDIENCE MEMBERS

THE FINEST IN FAMILY THEATRE

## POLKADOTS



### THE COOL KIDS MUSICAL

October 23 - November 19, 2017

Book by Melvin Tunstall III

Co-Composer & Lyricist Douglas Lyons • Co-Composer Greg Borowsky

Based on an original concept by Douglas Lyons



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# ABOUT THE PLAY



## BIG IDEAS IN *POLKADOTS THE COOL KIDS MUSICAL*

- Friendship
- Kindness
- Trying new things
- Acceptance
- Bullying
- Change

## SYNOPSIS

Lily Polkadot, an 8-year-old girl, just moved to the small "Squares only" town in Rockaway. Lily is anxious because it is the first day of school and she is the only Polkadot in the entire Square school. As she walks into Ms. Square's classroom, she encounters Penelope Square, a Square student that does not like the idea of having a Polkadot in school. Penelope also does not like that Ms. Square is changing the annual Share Day into a Square Dance. As Penelope throws a fit and storms out of class, Lily finds a seat next to Sky Square (Penelope Square's brother). He tells Lily not

to worry and tells her that Penelope is just mean because she is older than the rest of the students in class. She was held back a year. As Lily and Sky get to know each other a little bit more, Ms. Square brings Penelope back into the classroom. Penelope offers Lily an insincere apology for not welcoming her into the class. Lily does not take offense, she believes that "sticks and stones will break her bones, but words will never hurt her." Shortly after, the class takes a bathroom and water break. Ms. Square tells Lily that the school has not installed the Polkadot Pump yet, but should have it ready soon. When Lily asks Ms. Square where the rest of the kids get their water, she tells them they get it from the Square Sprinkler, which is only for Square children.

That afternoon on the playground, Penelope throws a ball and hits Lily. She bullies her and just as she is about to throw the ball at her again, Sky grabs it and tells her to leave Lily alone. Penelope threatens to tell their mother that he is playing with a "dot." As she leaves, Sky asks Lily why she is not afraid of Penelope. Lily explains that Penelope is actually the one who is scared; she is scared of change and things that are different. That evening at the Square residence, Sky, Penelope, and Mama Square eat their dinner and talk about the day's events. Penelope tells Mama that Sky has made a new friend. When Mama insists on finding out who Sky's new friend is, Penelope tells her she is a Polkadot. Sky asks if Lily can come over for dinner, but Mama says it would be best to speak with his father about the situation. When Mama leaves the dinner table, Sky wonders what happened. Penelope explains that Squares cannot eat with Polkadots, and that Polkadots should not live in Rockaway. When Sky asks what the big deal is, Penelope answers that Squares are awesome because they have four perfect right angles and dots are circles that are just "gross."

The next day at the school lunchroom, Lily approaches Sky with her lunch tray and asks if anyone is sitting with him. He answers no and starts to leave, but decides to turn back and talk to Lily. He asks her if she likes it at Rockaway. Lily says that it is ok and is trying to give it some time to get to know people and make friends. Sky admits that he has never had a girl who is a friend before, and Lily quickly replies "girlfriend?!" Sky quickly explains that he did not mean it that way and does not want a girlfriend. Lily responds by saying that she was kidding and knew what he meant. At that moment, Penelope walks in asking what Lily did to Sky. Lily replied that Sky called her his girlfriend and before she could even finish the sentence, Penelope yells at her to stay away from her brother. Penelope tells her she is ruining their lives and tells her to go back to where she came from. Penelope pushes Lily down and runs off. Lily starts crying just as Ms. Square enters and finds her. Lily explains that she tried to give it time and make friends, but nobody wants her there and she wants to go home. Ms. Square tells her that she wants her and that she likes Lily very much. She also tells Lily that she was the first lady teacher at Rockaway and before her there were only Mr. Squares. Ms. Squares encourages Lily not to give up and be a "first" because she was a "first" too.



# ABOUT THE PLAY

## SYNOPSIS CONTINUED...

Later that day, Lily finds Sky in the playground and tells him she just wants a friend, but Sky responds by saying he is not supposed to be her friend. Lily asks Sky to close his eyes and pretend she has squares all over. They both start talking about their favorite foods and colors and realize that they have a lot in common. Sky discovers Lily is the coolest person he has ever met and tells her that he does not want to pretend that she has squares anymore because he likes her dots. Just then, Sky gets up and gets a drink from the Square fountain. He turns around and sees that Lily is staring. Lily asks what it tastes like and Sky asks if she has ever tasted water before. Lily replies by telling him that she has only tasted it from the Polkadot Pump. They both decide to switch places and drink each other's water. Once they drink, they burst into laughter because they realize it is the same water. Penelope walks in and asks what is going on and grabs Sky by the arm and makes him leave.

Later at the bus stop, Ms. Square rushes to give Lily her permission slip for the Square Dance. Lily is excited because she thought the dance was only for Squares and she loves dancing. Ms. Square suggests that she teach some of the other students a new dance. Penelope informs Ms. Square that she created a petition to change the Square Dance back to Share Day. Ms. Square believes this is a very mature solution and will consider embracing the old tradition with the new. She asks Penelope to sing a song for the event. Penelope leaves very excited about the opportunity to sing her song.

Lily asks Sky if he likes to dance and he says that dancing is for girls. Lily says that it is easy, but Sky is concerned that he will get in trouble for dancing with her. Sky tells Lily that he thinks she is really nice and is sorry that everyone is mean to her. He decides to do something about it and comes up with an idea to make people like Lily.

The night of the dance, Ms. Square makes an announcement to all the attendees that Penelope will sing a song. Penelope's song focuses solely on how cool she is and what a pity it is to be a Dot. Ms. Square awkwardly applauds as Penelope tries to find the "one person who needed to hear" the song, but gets frustrated when she does not see Lily and sulks off. Immediately after, Ms. Square introduces Lily. Sky sticks out his arm from under the curtain and Ms. Square announces the change of plans. She introduces both Sky and Lily. As Sky walks out on stage, he has painted dots inside all of his squares. Everyone gasps and he asks the audience not to call him "Sky," but "Squot." Lily enters and has painted squares inside her dots, she asks everyone to call her "Dare." Penelope gets upset and says it is stupid. Sky explains that what is important is what is in the inside not what type of shape or skin color they have. Ms. Square says that it is true, but there are rules. Sky replies that there are rules that do not make sense, like the Square Sprinkler or the Polkadot Pump. They might look different on the outside, but have the same water on the inside. Ms. Square realizes that this is a valuable lesson for everyone to learn. Penelope struggles to accept this, so Sky and Lily dare her to be friends and learn how to do the "Squat-dot" dance. As Sky teaches Ms. Square the dance, Penelope refuses to dance with Lily, so Lily grabs someone from the audience and teaches them. After some more hesitation, Penelope decides to give in and dance with everyone else. After the dance, Penelope high fives Lily and Penelope decides she wants to do it again. Lily tells her in a minute because she is thirsty. Penelope goes over to the Square Sprinkler and brings Lily water from it. Lily, Penelope, and Sky decide to go off and keep dancing. Ms. Square decides that the Polkadot Pump is not necessary anymore and takes it away.

The story concludes on a new day back in the classroom. Ms. Square has another exciting announcement: there is another new student, a Triangle!



# THE CREATORS

## PLAYWRIGHT | MELVIN TUNSTALL, III

Melvin Tunstall, III began his writing career while still a student at the Cincinnati Conservatory of Music as a founding member of the AMP Theatre Company. A proud participant in the Yale Institute for Musical Theater, Melvin took a small break from writing to make his Broadway debut in *Beautiful: The Carole King Musical* after originating the role of Ja'Keith in the Toronto Company of the Broadway smash *Rock of Ages*. The acting bug now quenched, Melvin returned to writing with commissioned adaptations of the Broadway musicals *Wonderland* and *The Wiz*. His original musical *BLooM!* was a finalist in the renowned NAMT Festival in New York City. *Peter, darling...*, his highly anticipated new musical version of the classic *Peter Pan*, was commissioned by and will premiere at Casa Mañana Theatre in TX in the spring of 2018. Melvin currently resides in New York City where he is hard at work writing the book, music, and lyrics to *Higgins In Harlem: A New Musical Pygmalion*.

Source: <https://atlantictheater.org/atlantic-for-kids-2/polkadots/>

## MUSIC, LYRICS, CONCEPT | DOUGLAS LYONS

Douglas Lyons is a composer, lyricist, and actor who originated roles on Broadway in *The Book of Mormon* and *Beautiful*. As a writer, Douglas was awarded the Bully Free Communities Spotlight Award for *Polkadots: The Cool Kids Musical* at Ivoryton Playhouse. Upcoming world premieres: *Five Points* at Theater Latte Da and *Peter, darling...* at Casa Mañana Theatre. With composer Ethan Pakchar, his lyrics have played Lincoln Center, The Old Globe, Seattle Rep, and more. Douglas is currently in residence at The Directors Company and under commission with Seattle's 5th Ave Theatre and Premieres' Inner Voices.

Source: <https://atlantictheater.org/atlantic-for-kids-2/polkadots/>

## MUSIC & LYRICS | GREG BOROWSKY

Greg Borowsky is a songwriter and producer from South Africa, signed to Sony ATV. He is the creative producer and writer behind some of South Africa's biggest SAMA (SA Grammy) winning artists. His debut album, signed to Universal Music SA was nominated for a Metro FM Best R&B Award and his single "Chocolate Vanilla" was nominated for a Best R&B Channel O Africa Award. After co-writing and producing the official *20 Years of Freedom* song for the South African Government, Greg moved to New York to complete his next album, *The Greg Dean Project*, featuring soul and Broadway artists, which reached #1 on the UK Soul Chart and remained on the USA Billboard R&B chart for 6 weeks in 2016. Greg is extremely honored to be a part of this special Polkadots family, and was proud to make his Off-Broadway composer debut with the Atlantic Theater Company production.

Source: <https://atlantictheater.org/atlantic-for-kids-2/polkadots/>



# AFTER THE SHOW

## POST-SHOW DISCUSSION QUESTIONS

1. What did you notice when you first entered the theatre? Describe the stage.
2. What was the setting of the story? Did the set and scenery help to establish the show's location? What specific things did you notice about the set and stage lights: color, shape, and texture? Did you notice anything about the set or lights that you thought was unique?
3. *Polkadots: The Cool Kids Musical* takes place in an imaginary town, Rockaway. How did the costume designer create costumes appropriate to this world? What specific details did you notice about the costumes: color, shape, and texture? What did the costumes say about the characters, their status, and their age?
4. Which character do you relate to the most? Why? What words describe that character?
5. What did the characters learn about themselves or the world in the play? Was there a moral or lesson?
6. What did you notice about the actors and their performances? How did they use their voices and bodies to bring characters to life?
7. What was the story about? Describe the beginning, middle, and end. What was the climax of the story? Why? If you had to summarize the play in one sentence, what would it be?

Standards: LAFS.K-4.RL.1.1, LAFS.K-1.RL.1.2, LAFS.K-4.RL.1.3, LAFS.3.RL.2.6, TH.K.C.3.2, TH.1.S.3.2, TH.2.O.2.1, TH.3.C.1.2, TH.4.C.3.1, TH.1.C.2.2, TH.K.C.2.1, TH.3.O.1.2



# LANGUAGE ARTS

## BELL WORK

**Directions:** In *Polkadots: The Cool Kids Musical*, the students love their “Share Day,” a day in which they can share their special talents. What are your special talents or gifts? Do you like to sing, dance, perform magic tricks, or juggle? Write a short paragraph, one sentence, or draw a picture that describes your special talent.

Standard: LAFS.K-3.W.1.1

## WORD WALL

**Directions:** Draw a line from the word to its meaning. Use context clues from the play, the root word, and if needed, look up the definition using a dictionary resource.

<b>Pleasant</b>	An established set of attitudes held by someone
<b>Announcement</b>	Thinking carefully over something, typically over a period of time
<b>Consideration</b>	Solving a problem or difficult situation
<b>Journey</b>	A feeling or sense of happy satisfaction or enjoyment
<b>Genius</b>	To be careful in one’s speech or actions
<b>Mindset</b>	An excited state or condition
<b>Petition</b>	A public statement
<b>Solution</b>	A traveling from one place to another, usually taking a rather long time, a trip
<b>Excitement</b>	An explanatory series of notes or comments
<b>Gossip</b>	A person who is very intelligent or creative either generally or in some particular respect
<b>Commentary</b>	To talk about, whisper, or spread rumors about someone else behind their back
<b>Discreet</b>	An official or formal written request to change something

Standard: LAFS.K-5.L.3.4

**Extension:** Pick three words from the list and use them in an original sentence or paragraph. You can choose to write about the play or something else. You can also draw a picture, illustrating the definitions in the words you choose.

Standard: LAFS.K-5.W.1.2

# ACTIVITIES ACROSS THE CURRICULUM

## MATH

### Shapes in Real Life

#### DIRECTIONS

In *Polkadots: The Cool Kids Musical*, the characters are known for their different shapes. How many shapes do you know? Draw the following shapes. Compare and contrast each drawing. How many sides, points, and angles does each shape have? What makes them similar or different?

- square
- circle
- triangle
- rectangle
- pentagon
- hexagon
- quadrilateral

**Extension:** We see shapes all the time in our everyday lives. Pick a shape from the list above. Draw as many real life examples of the shape as you can. For example, a circle might look like an apple, a ring, a door knob, or something else! How many different types of objects can you imagine?

Standard: MAFS.2.G.1.1

## SOCIAL STUDIES

### First Day of School

#### DIRECTIONS

Being the new student is very difficult sometimes. Think of a way you can welcome a student to your class. What are some new rules your class can establish when a new student joins the group? How can you make sure everyone feels welcome and a part of the classroom community?

**Activity extension:** Write a journal entry as Lily Polkadot (or draw a picture) after her first day of school. How did she feel? What do you think she was thinking about? What do you think she hoped for her next day at school?

Standard: SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.3

## SOCIAL STUDIES

#### DIRECTIONS

*Polkadots: The Cool Kids Musical*, is inspired by true events during the Civil Rights Movement. Before certain laws were put into place, not everyone had the same rights. Although America was founded on the principle that “all men are created equal,” many different groups of people in our country have not always been treated that way and some still are not. What does the word equal mean to you? Why is it important to treat people fairly? The characters in *Polkadots: The Cool Kids Musical* discover important lessons about valuing difference and treating one another with respect. Compare the story of the Little Rock 9 to that of *Polkadots: The Cool Kids Musical*. What similarities and differences do you see in the two stories? Why is the story important?

Standard: SS.2.C.2.3

**Extension:** Listen to Dr. Martin Luther King Jr.’s “I have a dream” speech. What do you hear? Which part of the speech stays with you? Draw a picture of a dream you have for your community or our country as a whole. Share your dreams as a class.



## VISUAL ARTS AND LANGUAGE ARTS

### Dance Exchange

#### DIRECTIONS

In *Polkadots: The Cool Kids Musical*, the students have a great time at the Square Dance. Working with a friend to create a dance requires collaboration and creativity. Create a dance move that can be repeated. Pair with a classmate and teach each other the moves. Find another pair and teach each other the dance moves. Create a sequence with all four dance moves. Repeat. Share your sequence in front of the class.

Standard: DA.K.F.1.1

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Standard: DA.K.F.1.1



# ADDITIONAL RESOURCES

INSPIRED BY THE SHOW

*Who Was Martin Luther King, Jr.?* by Bonnie Bader and Nancy Harrison

*If You Were a Kid During the Civil Rights Movement* by Gwendolyn Hooks and Kelly Kennedy

*Child of the Civil Rights Movement* by Paula Young Shelton and Raul Colon

*Stick and Stone* by Beth Ferry and Tom Lichtenheld

*The Juice Box Bully: Empowering Kids to Stand Up for Others* by Bob Sornson and Maria Dismondy

*Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are* by Maria Dismondy and Kathy Hiatt

*The Berenstain Bears and the Bully* by Stan Berenstain and Jan Berenstain

*The Berenstain Bears and Too Much Teasing* by Stan Berenstain and Jan Berenstain

*The Judgemental Flower* by Julia Cook and Anita DuFalla

*We're Different, We're the Same (Sesame Street)* by Bobbi Kates and Joe Mathieu

*Whoever You Are (Reading Rainbow Books)* by Mem Fox and Leslie Staub

*A Rainbow of Friends* by P K Hallinan

*What I Like About Me!* by Allia Zobel Nolan and Miki Sakamoto

*She Persisted: 13 American Women Who Changed the World* by Chelsea Clinton and Alexandra Boiger

*Strictly No Elephants* by Lisa Mantchev and Taeun Yoo

*Chocolate Milk, Por Favor: Celebrating Diversity with Empathy* by Maria Dismondy and Nancy Day

*The Day the Crayons Quit* by Drew Daywalt and Oliver Jeffers

*The Sneetches and Other Stories* by Dr. Seuss

*The Butter Battle Book* by Dr. Seuss

*Little Blue and Little Yellow* by Leo Lionni

*Chrysanthemum* by Kevin Henkes

*The Recess Queen* by Alexis O'Neill and Laura Huliska-Beith

*The Hundred Dresses* by Eleanor Estes and Louis Slobodkin

*The Invisible Boy* by Trudy Ludwig and Patrice Barton

*Wonder* by R. J. Palacio



# STANDARDS

NEXT GENERATION SUNSHINE STATE STANDARDS AND FLORIDA STATE STANDARDS  
SATISFIED BY USING THIS GUIDE AND ATTENDING ORLANDO REP'S PRODUCTION OF *POLKADOTS: THE COOL KIDS MUSICAL*

## Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 1: Key Ideas and Details

(Text refers to the play, the script, or the content in this guide.)

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.1.RL.1.1 Ask and answer questions about key details in a text.

LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.

LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

## Language Arts Florida State Standards | Strand: Reading Standards for Literature | Cluster 2: Craft and Structure

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

## Language Arts Florida State Standards | Strand: Writing Standards | Cluster 1: Text Types and Purposes

LAFS.K-3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

LAFS.K-5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## Language Arts Florida State Standards | Strand: Language Standards | Cluster 3: Vocabulary Acquisition and Use

LAFS.K-5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade K-2 reading and content, choosing flexibly from an array of strategies.

## Math Florida State Standards | Domain: Operations and Algebraic Thinking | Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

## Next Generation Sunshine State Standards – Social Studies

SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.

SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.

SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.

## Next Generation Sunshine State Standards – Dance

DA.K.F.1.1 Create free-form dances, using manipulatives, which are personally pleasing and show exploration and imagination.

## Next Generation Sunshine State Standards – Theatre Arts

TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production.

TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.

TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.

TH.1.C.2.2 Identify elements of an effective performance.

TH.4.C.3.1 Identify the characteristics of an effective acting performance.

TH.K.C.3.2 Share reactions to a live theatre performance.

TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

TH.3.O.1.2 Discuss why costumes and makeup are used in a play.