

THE OTHER SIDE OF GOODBYE

A worksheet to accompany Vienna's English Theatre Schooltours'
2025/2026 production

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PRE-READING/VIEWING WARM UP

1. **THE TITLE:** Before reading the play or watching the performance, look at the play's title. What kind of feeling do you get from the title? What could you assume the play is going to be about? Note down your thoughts below and then get together in small groups to compare answers. _____

2. **THE MYTH:** *The Other Side of Goodbye* is inspired by a famous Greek myth called "Orpheus and Eurydice". Have you ever come across this story before? Yes /No

3. What is an Ancient Greek myth? Use Google search to find the answer and write it here.

4. Can you think of any other stories or characters from Ancient Greek mythology that you are already familiar with? _____

5. Use online resources to research the myth of **Orpheus and Eurydice** and note down the important points of the story in your notebook.

6. Below are 8 events from the myth of **Orpheus and Eurydice**. They are out of order! Read each one carefully and then number them from 1 (first) to 8 (last) to show the correct order of events.

a) Orpheus plays such beautiful music that he charms the rulers of the Underworld, Hades and Persephone. _____

- b) Orpheus turns around to see if Eurydice is really behind him, which causes her to disappear forever. _____
- c) The messenger Hermes guides Persephone to the Underworld _____
- d) Orpheus travels to the Underworld to bring Eurydice back. _____
- e) Orpheus and Eurydice fall in love and get married. _____
- f) Heartbroken, Orpheus wanders the world playing sad songs. _____
- g) Hades informs Orpheus that he can lead Eurydice out of the Underworld - but only if he doesn't look back to see if she is following. _____
- h) Eurydice is bitten by a snake and dies shortly after the wedding. _____

7. Below is a painting based on the myth of Orpheus and Eurydice. What moment of the story is being shown in the painting?



8) Many other works of art have been inspired by this myth including the hit musical ***“Hadestown”***.

- a) Watch the trailer of the original West End production of the award-winning musical “Hadestown” online: <https://www.youtube.com/watch?v=xose4ruJXQ0>
- b) How was the playwright/composer/lyricist Anais Mitchell inspired by Orpheus and Eurydice? What style did she choose to tell the story? Write the answers to these questions and describe your reaction to the trailer in your notebook.

9) Why do you think this particular myth is still so popular? Note down your answer here before you go on to the next section. Discuss your answer with a partner or small group.

10. **THE THEMES:** Research the term “**universal theme**”. What does this mean? Use a Google search to help you find the answer and to make a list of some examples of popular themes used in story-telling and literature.

11. Which “**universal themes**” are shown in the myth of Orpheus and Eurydice? Read the following list of possible themes and circle the ones you think apply. Discuss your answers in small groups.

- Love
- Good versus evil
- Loss
- The struggle for power
- Revenge
- The power of music

12. Two “universal themes” that both the myth of *Orpheus and Eurydice* and *The Other Side of Goodbye* share are: the themes of **love** and **loss**. Take a moment to reflect on how these two words make you feel. Write down any thoughts that come up when you think of these words and what they mean to you.

Love:

Loss:

***Bonus task:** Think of other movies, television shows, songs, books that deal with the themes of love and loss. Think of your favourite one and share it with the rest of the class. Note how everyone relates to these topics in different ways but almost everyone can relate to them, this is what makes the topics “universal”.

13. **THE CHARACTERS:** Read the character list at the beginning of the script and see if it gives you any clues as to what the play is going to be about. Write your thoughts in your notebook.

14. On the character list of *The Other Side of Goodbye*, the character of Alix is described as a “**trickster spirit guide**”. Research the words “trickster” and “spirit guide” and see what comes up. Write down the meanings here:

Trickster:

Spirit Guide:

15. Alix is described as “**any gender**” and the playwright uses **they/them** pronouns throughout the script. Why do you think the playwright made this choice? How do you think this would affect the casting of the play? Share your thoughts in partners or small groups.

***Bonus task 1:** Can you think of any characters in other myths, folk stories, books, movies or comic books who may act like a trickster spirit guide? For example the comic book/movie character of Loki.

***Bonus task 2:** What kind of person do you picture in your imagination just knowing the few facts about Alix from the character description? Is there an actor you can think of already that you would cast in this role?

POST-READING/VIEWING WORK-OUT

THE PROLOGUE

1. Which instrument does Ella play at the start of the show? _____
2. The actress playing Ella needs to be able to sing and play guitar live. How do you think this affected the casting process? Discuss with a partner.
3. In the stage directions before Alix speaks it says that they “**speak to the audience as a Greek choral messenger/narrator.**” Why do you think the playwright has Alix start off the show speaking directly to the audience?

***Bonus task:** Research the role of the Greek chorus in Greek tragedies and see how that compares to the character of Alix.

4. Read the following line from Alix’s narration: “***We learn how to celebrate but we are never taught how to grieve***”. Do you agree or disagree with this statement? Circle your answer from the choices below:

Strongly Agree / Agree/ Disagree/ Strongly Disagree

Talk to a partner and compare your answer with others.

5. Circle the words from the following list which are **synonyms** (a word that is similar in meaning) for the word **grief**?

- Sorrow
- Elation
- Distress
- Relief
- Heartache
- Despair

6. A **voice-over** is a voice in theatre that is coming from an off-stage audio recording and not live or in person. Who is Ella talking to in the voice-over in the prologue?

-
7. Why do you think the playwright chose to do this section as a voice-over rather than show Ella and her father speaking in person? Write your thoughts down in your notebook and then share your answers in pairs or small groups.

SCENE 1

1. After reading the first scene write down what you can guess about the relationship between Ella and her mom.

2. Circle which statement you would say is the most accurate based on the conversation between Ella and her mother:

- a) Ella and her mother have a difficult relationship and do not communicate well.
- b) Ella and her mother are close and communicate openly about everything.

3. This conversation between mother and daughter is quite short and simple, but there is a lot of “**subtext**” in the scene. What does the term “**subtext**” mean?

4. Think about the way we speak to each other in every-day life and read the following statement: **People often use subtext in order to protect feelings, or to avoid talking about uncomfortable subjects.** Do you agree or disagree with this statement? Circle your answer from the choices below:

Strongly Agree / Agree/ Disagree/ Strongly Disagree

Discuss your opinion in pairs or small groups.

***Bonus task 1:** Try this acting exercise! With a partner read the following short piece of dialogue with each other

A: “Good morning! Did you sleep well?”

B: “No not very well, but thanks for asking.”

Now repeat the dialogue but add the following subtext: Character A is angry with Character B for staying out too late at a party. Character B is feeling guilty and hoping that Character A doesn’t know that they came so late from a party. Did you notice a difference in tone? Repeat the dialogue again but add the following subtext: Character A feels bad for a terrible argument they had with Character B the night before. Character B is still upset and hurt by Character A and does not really want to talk to them. Try creating more situations that change the subtext of the scene and keep repeating it with your partner.

***Bonus Task 2:** Write a short scene between two characters where nothing important is being said, but there is a lot of “subtext”. First think about the situation and what is being left unspoken and why, then write a simple dialogue. Try the previous exercise of reading the scene out loud

with a partner. First read it exactly as written and then think about the circumstances and what the characters might really want to say to each other and read the text again.

SCENE 2

1. In their monologue to the audience at the beginning of Scene 2, Alix describes the symptoms of anxiety. Put a check beside the symptoms mentioned by Alix.

- ☐ Heart racing
- ☐ Onset of a panic attack
- ☐ Trouble catching your breath
- ☐ All of the above

2. The character of Ella suffers from anxiety which results in **panic attacks**. What exactly is a panic attack? Do a Google search to find the answer and write the definition down here:

3. Have you or anyone you know ever experienced a panic attack? Write about it in your notebook. What are the symptoms? Try to find the words to describe how it feels or how you imagine it might feel to have a panic attack.

4. Alix describes Ella as “*the invisible girl*”. What do you think they mean by this? Circle the answer that you think is most appropriate.

- a) Ella is very small and it is very easy not to notice her in a room.
- b) Ella is very quiet and does not like to draw attention to herself.
- c) Ella is too loud and attention seeking so people do not want to speak to her.

5. A “**traumatic event**” is something that happens in a person’s life that is very upsetting, painful and disturbing. Can you already guess what traumatic event happened to Ella that is causing her anxiety and panic attacks? Are there any clues in the prologue and scene 1? Write your thoughts here so that you can look back at your answer once you have finished the play.

6. Who is Hermes in Greek mythology? Search online and write the answer below.

*In some versions of the myth of *Orpheus and Eurydice*, Hermes guides both Orpheus and Eurydice to the underworld and in other versions he only acts as a guide for Eurydice. For the

purpose of *The Other Side of Goodbye* the author chose the version where Hermes acts as a guide to Orpheus.

7. How surprised is Ella to see Alix appear in her room? Circle the most appropriate answer:

- a) very surprised
- b) slightly surprised
- c) not surprised at all

8. What does Alix respond when Ella asks them why they are in her room? Fill in the blanks of the following excerpt from the script.

Ella: Why are you here?

Alix: To _____, to _____,
to _____, I'm like an imaginary friend but the
_____.

9. After reading Scene 2 has anything changed about your image of Alix? Share your thoughts in pairs or small groups.

***Bonus Task:** Draw a picture or write a detailed description in your notebook of how you imagine Alix should look like now that you have read Scene 2.

10a. How does Alix describe what is going on inside Ella's head? Circle the correct answer.

- a) it's like a noisy city street
- b) it's like the inside of a bee hive
- c) it's like a death-drop on a rollercoaster

10b: This kind of comparison is called a “**simile**”. A simile is a figure of speech involving the comparison of one thing with another, usually using the words *like* or *as*. Match up the words in brackets with the correct simile below. (wolf, lion, mouse, bee, bat)

- a) As quiet as a _____
- b) Busy like a _____
- c) As blind as _____
- d) Brave like a _____
- e) As hungry as a _____

11a. Fill in the missing words in the following excerpt from the text where Alix describes the thoughts that have been playing on repeat in Ella's mind:

“If you don’t _____ you won’t _____, and if you don’t _____, you’ll never _____ and if you _____, you’ll let _____, and if you let _____ then you are, wait for it, the _____!”

11b. Discuss the excerpt with a partner or small group. Does anything about this statement feel familiar to you? Can anyone identify or relate to these thoughts?

12. Which of the following words does Alix use to describe how the world sometimes feels to Ella? Put a check beside the words/descriptions that you recognise from the text.

- ☐ overwhelming
- ☐ boring
- ☐ too much
- ☐ not enough
- ☐ like an ocean
- ☐ like quicksand
- ☐ exciting
- ☐ like standing on the edge of a void.

***Bonus-task 1:** Discuss Alix’s description of the world in small groups or write about it on your own in your notebook. Can you or anyone in your group identify or relate with this description of how the world can feel? Sometimes it is good to talk about these things in a supportive environment and to realise that everyone can feel this way at different times in their lives. It is important to talk about it and reach out for help if needed.

***Bonus-task 2:** An Acting Exercise: Find a partner and act out the scene when Alix first arrives in Ella’s room. Have fun interpreting the characters! Once you have tried out the scene, change characters and do it again. Discuss which character you most enjoyed playing and why.

SCENE 3

1. Why is Ella so startled at the beginning of Scene 3 when Alix says “Good morning, sunshine?”

2. Can Ella’s mom see or hear Alix in this scene? Yes / No

3. Why do you think Ella chooses not to tell her mom about Alix? _____

4. Why does Alix think Ella should stay home from school today? Circle the most appropriate answer.

- a) Alix wants Ella to do badly in school.
- b) Ella has a test that day that she hasn't studied for.
- c) Alix thinks going to school is too stressful for Ella and she should just spend the day in bed and avoid all other people or anything that might make her anxiety worse.
- d) Ella is in an argument with a friend at school.

5. Look at the stage directions on page 12 when Alix leaves Ella alone for the first time. At the end of the stage directions it says "***We are in a flashback.***" What is a "**flashback**?"

6. Why do you think playwrights use "flashbacks" in their writing? What purpose do you think it serves? Write down your answer in your notebook and share your thoughts with a partner.

7. What is the phone call in the flashback about? Circle the answer you think is the most accurate.

- a) Ella's mom wants to know when she will be home for dinner.
- b) Ella's mom tells her that someone is in the hospital.
- c) Ella's mom wants to let her know she will be home late from work.

8. When Ella comes out of the flashback/memory she says she has changed her mind about wanting Alix to go away. Ella says "***I don't care if you're real or not. I am just happy that you are here. I need you.***" Why do you think she says this? Why does she change her mind?

9) Whose suit jacket is Ella wearing to school? Circle the correct answer from the text.

- a) her father's
- b) her mother's
- c) her sister's

REVISION: Prologue- Scene 3

1. At this point in the play we have met three characters. Write the character's name beside the appropriate character description.

- _____ A mischievous and playful spirit guide/invisible friend.
- _____ A woman trying to reach out to her daughter.
- _____ A high school student struggling with anxiety.

2. Write a brief review in point form in your notebook of what has happened in the play so far. What do you think is going to happen in the next part of the play?

3. With all the information you have now gathered from the script, look back at Alix's speech from the top of Scene 1. What do you now think might be the traumatic or unexpected event that is causing Ella to have anxiety?

SCENE 4

1. At the beginning of Scene 4 Alix and Ella have changed location. Where is the new setting? Circle the appropriate answer.

- a) a school hallway
- b) a church
- c) a shopping centre

2. We are also introduced to the character of Mr Pitcher. Who is Mr Pitcher? Circle the appropriate answer.

- a) the school principal
- b) a school friend of Ella's
- c) Ella's English teacher.

3. Choose and circle the following adjectives which best describe Mr Pitcher. Look up any words you are not familiar with.

- | | |
|-------------------|------------------|
| a) short tempered | d) understanding |
| b) good natured | e) encouraging |
| c) sympathetic | f) strict |

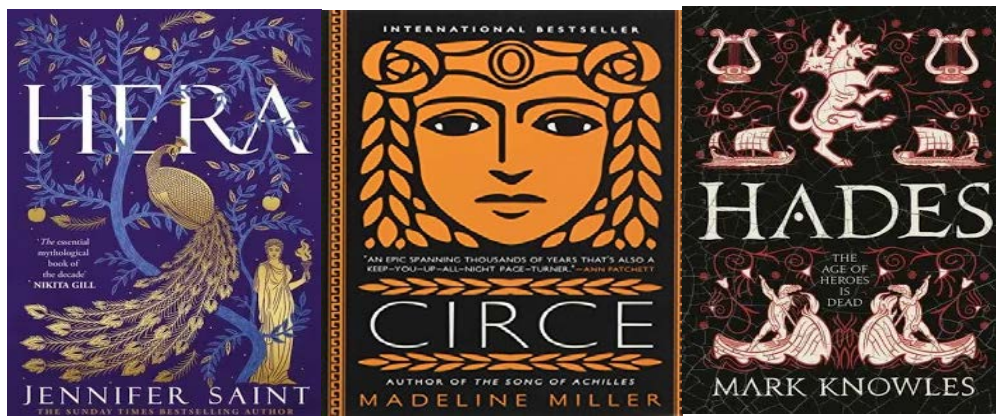
3. It seems like Alix just can't help but play tricks and cause trouble for Ella. What are they doing in this scene that makes things difficult for Ella instead of making things easier?

4. At the end of this Scene 4 Ella says *“It’s just a regular school day and I can get through it as usual.”* Alix responds with *“This is not a regular school day, Ella.”* What do you think they mean by this? Share your opinion with a partner or small group.

***Bonus task:** Mr Pitcher mentions the book *The Song of Achilles* by Madeline Miller. This is a non-fiction novel based on Ancient Greek mythology and Ancient Greek history, a genre of writing that is quite popular at the moment.

Have you ever read this book? Have you read any other books in this genre? Do you find this topic interesting? If yes or no, why?

Here are three more titles you may find interesting:



SCENE 5

1. In Scene 5 the script changes location again. What is the new location?

2. In the previous scene Alix says that Mr Pitcher probably knows a lot of *“Dad Jokes”*. What does the term **“Dad Jokes”** mean? _____

3. Write down the **punch line** to Mr. Pitcher’s joke by filling in the blank below:

“What happened when Zeus threw a lightning bolt at mankind?”
“He _____.”

4. Who is Zeus? _____

5. Try to explain why Mr Pitcher thinks his joke is so funny?

***Bonus-task:** Sit in small groups and share any “Dad jokes” that you know or research some on-line to share with each other.

6. In this scene we meet another new character. What is this person’s name?

7. Have you heard of the phrase “**first impression**”? Research the meaning to see if you are correct and write the answer here: _____

8. What is your “first impression” of the character of Bethany? Circle the following adjectives that you think most describe her:

- | | |
|-------------------|----------------------|
| a) cool | e) a perfect student |
| b) shy | f) soft-spoken |
| c) self-conscious | g) bold |
| d) rebellious | h) friendly |

9. Describe the class project that Mr Pitcher wants the students to do.

10. What is the name of the new student who is starting in the school today?

11. What does Mr Pitcher want Bethany and Ella to do with the new student? Circle the most appropriate answer.

- a) Show him around the school.
- b) Meet him in the library to do a class project with him.
- c) Take him to the school cafeteria for lunch.

SCENE 6

1. Where does this scene take place? Circle the correct answer.

- a) the school cafeteria
- b) the school toilets
- c) the school library

2. In this scene we are introduced to the character of Charlie. The character description at the beginning of the script says he is “*kind and open to new experiences*”. After reading this scene do you agree with this description?

Strongly Agree / Agree/ Disagree/ Strongly Disagree

3. What other words would you use to describe him? Write your answers here:

4. Circle the following adjectives you would use to describe Ella’s behaviour throughout this scene:

- | | |
|--------------|-------------|
| a) confident | d) brave |
| b) awkward | e) arrogant |
| c) shy | f) direct |

5. In this scene Ella tells Charlie that it “*sucks to be new*”. Do you agree with this statement? Have you had any experience being the new person at school or in a friend group? How did you adapt to being new? Was it easy or difficult for you to meet new people? Note down your thoughts in your notebook and discuss with a partner or in small groups.

6. Charlie says that he is an “*army brat*” and that he moves around a lot. Check the meaning of the phrase “army brat” and write it below. (Although the term “brat” is usually a negative expression meaning a spoilt and badly behaved child, in this phrase it is used with affection).

7a. Do you agree that gathering the courage to speak to Charlie is something new for Ella?

Strongly Agree / Agree/ Disagree/ Strongly Disagree

7b. Discuss with a partner if you have ever experienced a situation like this where you were nervous to talk to someone, but you forced yourself to do it anyway.

8. How does Alix react to the situation in this scene? Label true (T) or false (F) beside the following statements:

- Alix does not want Ella to talk to Charlie _____
- Alix makes fun of the awkwardness of the conversation _____
- Alix helps Ella feel comfortable and at ease with Charlie _____
- Alix is surprised to see Ella flirting with Charlie _____
- Alix makes Ella even more nervous and uncomfortable _____

9. Which play does Charlie suggest they do for the English project?

10. Why do you think this suggestion makes Ella upset? _____

SCENE 7

1. In this short scene we finally see Bethany, Charlie and Ella all together. Put the appropriate character name beside the description that Alix gives them at the top of the scene.

- a) Mr Perfect = _____
- b) Miss Too Cool for School = _____
- c) Miss Socially Inept = _____

2. What happens with Ella at the end of Scene 8? Select an answer from the choices below.

- She stays and speaks with Bethany and Charlie, forming new friendships.
- She gets angry at Alix and asks them to leave her alone once and for all.
- She gets very anxious and leaves the library with Alix.

3. In this scene you can really see Ella's **social anxiety** taking hold. Make a list of **physical symptoms** you might recognise as a symptom of social anxiety.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

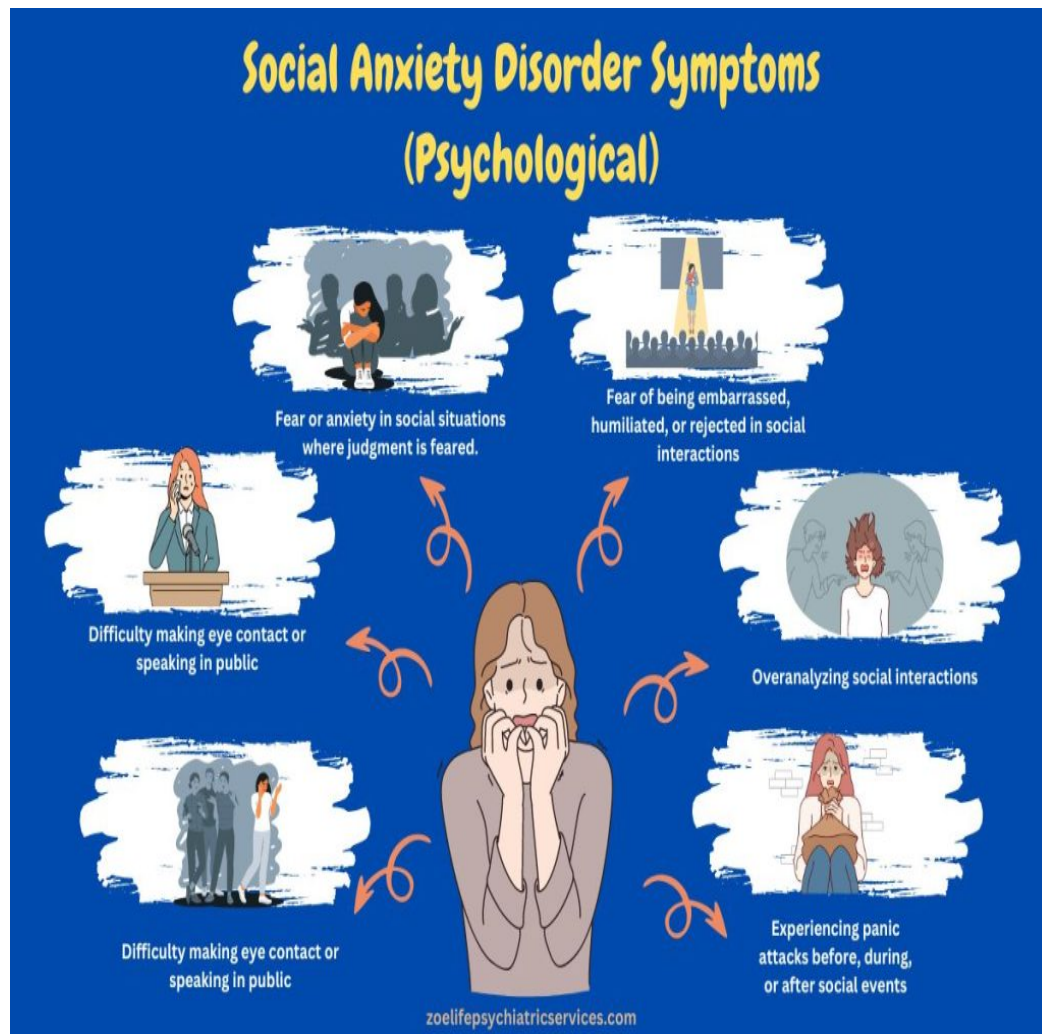
4. Look at the following picture of some of the **physical** symptoms of social anxiety. Check to see that you know the meaning of the words and research any words that you don't know. Check to see if any of these symptoms match your list above.



5. In small groups brainstorm some of the **Psychological Symptoms** of social anxiety. For example: **over-analysing or over-thinking**. See if you can write down 3 more examples here.

1. _____
2. _____
3. _____

6. Look at the picture below to see the **psychological** symptoms of social anxiety. Check to see that you know the meaning of the words and research any that you don't recognise. Check to see if some of these symptoms match your list above.



7. Discuss in small groups how social anxiety can impact or affect a young person's life. Write down your thoughts on the lines below:

Social Anxiety can impact a young person's life by

8. How can we recognise when someone is struggling with anxiety? How can we help to make things easier for them? Brainstorm a list of ideas in pairs or in a small group and share your list with the class.

9. Compare your list with the following on-line tips on how to support a person who is struggling with social anxiety:

1. Be Patient. ...
2. Be Kind and Understanding ...
3. Don't Criticize. ...
4. Use Distraction Techniques if you see them beginning to panic or withdraw ...
5. Help Reframe Their Thoughts...
6. Remain Positive. ...

10. Read through the following **self-help** tips for reducing social anxiety from the National Health Society (NHS) in the UK:

- Try to understand more about your anxiety and what may be causing it by writing down and keeping a diary about what goes through your mind and how you behave in certain social situations.
- Try some relaxation techniques like breathing exercises for stress. There are many options and guided examples online.
- Reach out and speak to someone you trust and do not be afraid to ask for help when you feel you need it. People are often far more understanding than we think they will be.
- Break down challenging situations into smaller parts and work on feeling more relaxed with each part rather than thinking of the whole challenge as one.
- Try to focus on what people are saying rather than assuming the worst or worrying about what they might be thinking about you.

Do you agree with these steps? Can you think of anymore? Discuss your thoughts in pairs or small groups.

REVISION Scenes 4 - 7:

1. At this point in the play we have now met five characters. Write the character's name beside the most appropriate character description.

1. _____ A cool and rebellious high school student
2. _____ A mischievous and playful spirit guide/invisible friend

3. _____ A kind young man who is new to the school
4. _____ A woman trying to reach out to her daughter
5. _____ A high school student struggling with anxiety

2. What do you now think is the “**traumatic or unexpected event**” that is causing Ella’s anxiety? Has your opinion changed in any way? If yes, what caused it to change?

3. Below are 8 events from the play so far. They are out of order! Read each one carefully and then number them from 1 (first) to 8 (last) to show the correct order of events.

- a) Mr Pitcher asks Ella and Bethany to do a school project with a new student. _____
- b) Ella has a flashback to a phone call with her mother. _____
- c) Ella finds the courage to approach Charlie in the library. _____
- d) Ella’s mother comes in to say goodnight and asks if Ella wants to talk. _____
- e) Alix goes to school with Ella and they meet her teacher, Mr Pitcher, in the hall. _____
- f) Alix tries to convince Ella to stay home from school. _____
- g) Ella panics and leaves the library after Bethany joins them at the table. _____
- g) Ella is visited in her room by Alix, a mischievous spirit guide. _____

SCENE 8

1. Why is Ella so upset with Alix at the top of Scene 8? _____

2. What does Alix say that finally makes Ella yell “**STOP! LEAVE ME ALONE!**” Choose your answer from the options below.

- ☐ They tease Ella for her awkward behaviour with Charlie and Bethany.
- ☐ They talk about how Ella behaved in her last conversation with her dad.
- ☐ They talk about Ella’s relationship with her mom.

3. What does Alix mean when they say Ella “*pushes everyone away*”? Why would someone want to push people away? What kind of things can a person do in order to push other people away? Discuss these questions in small groups.

4. Read the following statement: **Some people don’t allow themselves to trust other people because they don’t want to get hurt again.** Do you agree or disagree with this statement? Circle your answer from the choices below:

Strongly Agree / Agree/ Disagree/ Strongly Disagree

Discuss your opinion in pairs or small groups

5. Alix admits that bringing up Ella’s behaviour with her father the last time she saw him was a “*low blow*”. Check the meaning of this phrase. Does this mean that Alix feels bad about what they just said or that they feel good about having said it?

6. Where does Ella go in the second **flashback** on page 22? Circle the correct answer.

- a) Her old school.
- b) A funeral parlour.
- c) A hospital waiting room.

7. Who is Ella looking for there? _____

8. What important information about Ella’s father do we learn in this flashback?

9. What happens to Ella after the flashback? Circle the most appropriate answer:

- a) She apologizes to Alix.
- b) She has a panic attack.
- b) She goes home to talk to her mother.

10. How does Bethany know how to deal with Ella’s panic attack?

11. List the steps Bethany takes to help Ella through her panic attack. Use the script to help find the answers.

1. _____
2. _____
3. _____
4. _____

12. How does Alix feel about Bethany helping Ella? Circle the most appropriate answers. There are more than one possibilities. Compare and discuss your choices with a partner.

- a) They are jealous that Bethany knows how to handle the situation.
- b) They are pleased that someone else is there to help.
- c) They don't trust that Bethany has Ella's best interests in mind.
- d) They are angry that Bethany and Ella are excluding them from the conversation.

13. What is Bethany's secret passion that she reveals to Ella? Check the text to find the answer. _____

14. After Bethany leaves, Alix admits that they are not really sure what the best way is for them to help Ella. They say "*there is no 'how to' manual for spirit guides*"? What is a "*how to*" manual? _____

15. Alix also admits that maybe "*isolation and distraction*" are not the right choices to help Ella through her grief. Match the definition to the correct word.

Isolation =

- a. the process of being separate from others/ alone
- b. to prevent someone from concentrating on something by moving their attention somewhere else

Distraction =

- a. the process of being separate from others/ alone
- b. to prevent someone from concentrating on something by moving their attention somewhere else

16. What does Alix now say is the best way to deal with the problem? Circle the most appropriate answer:

- a) to finally face the truth
- b) to run away from home
- c) to distract Ella with something else
- d) to continue to avoid the reality of the situation

17. What does Ella finally ask Alix to do for her that Alix says is not possible? Use the text to find the appropriate answer.

SCENE 9

1. At this point in the play it is clear that whenever Ella tells Alix to leave, Ella is pulled into a memory from the past. The first time was the phone call with her mother and the second was a memory of the hospital when she was first told that her father had died. What memory does she return to at the beginning of Scene 9?

2. In this scene we learn important information about Ella's mother. Write down in your notebook how you think Ella's mother reacted to the loss of her husband. Compare your answers in small groups.

3. Read the following statement: **After her father's death Ella's mother was not able to give Ella the support she needed because of the intensity of her own grief.** Do you agree or disagree with this statement?

Strongly Agree / Agree/ Disagree/ Strongly Disagree

4. Who does Ella meet in the hallway after her latest flashback which allows her to calm down a little bit? _____

5. Where does Charlie offer to drive Ella after school and what are they doing there?

SCENE 10

1. Where does this scene take place? _____

2. How do you imagine the actors will solve the problem of building a car onstage?

3. Which of the following statements is true (T) and which one is false (F):

- a) _____ Alix returns in this scene and apologizes to Ella and asks if they can stay.
- b) _____ Alix returns and tries to convince Ella not to trust Charlie.

4. Read the following statement: **Compared to their conversation in the library Ella seems more comfortable opening up and speaking to Charlie** Do you agree or disagree with this statement? Circle your answer from the choices below:

Strongly Agree / Agree/ Disagree/ Strongly Disagree

Discuss your opinion in pairs or small groups.

5. Search the text for the answers to the following questions:

a) What personal information does Ella share with Charlie?

b) Where does Ella's mother work? _____

c) What do Ella and Charlie find that they have in common?

d) What does Ella want to do after she graduates? _____

e) What did Bethany text Charlie? _____

***Bonus task:** During this scene Ella opens up to Charlie and they both share things about themselves. How easily do you open up to new people? How well do you have to know someone before you are comfortable speaking about yourself? Write your thoughts in your notebook and discuss with a partner and see if you share similar or different responses.

SCENE 11

1. What has Bethany been doing to prepare for the rehearsal of the school project? Circle the appropriate answers. There are more than one possibilities.

- a) Building a set
- b) Writing songs
- c) Creating masks
- d) Sewing costumes

2. Fill in the blank to complete the sentence Bethany says to Charlie about singing:

“It’s like singing in the shower only _____.”

3. Search the text for the answers to the following questions:

a) Which myth has Bethany prepared the scripts for?

b) Why does Bethany want Ella to play Orpheus and not Eurydice?

c) Whose guitar is Ella playing? _____

d) Who is playing Eurydice? _____

d) What roles does Bethany play? _____

e) What animal is responsible for the death of Eurydice? _____

4. At this point in the script the story of Orpheus and Eurydice plays a big part in helping Ella come to terms with the loss of her father. Put the following events in order of when they take place in the scene. Number them from 1 - 10:

a) Bethany narrates how Eurydice died and Ella begins to feel increasingly uncomfortable. _____

b) Eurydice, played by Charlie, meets Orpheus, played by Ella, and they share a connection through music and fall in love. _____

c) Bethany contacts Ella’s mother, while Alix and Charlie try to calm Ella down. _____

d) At the point of the story when Orpheus turns around to see Eurydice, Ella starts to panic and sees her own father instead. _____

e) Hades, played by Bethany, tells Orpheus that he can bring Eurydice back as long as he passes this test: He must not turn around to see that she is following. _____

f) Ella, as Orpheus, and Charlie, as Eurydice, start the journey back to the world of the living. _____

g) Alix appears at Ella’s side as Bethany narrates how the grieving Orpheus is visited by the messenger Hermes to guide Orpheus to the underworld. _____

h) Ella begins to shout at her father, angry at him for leaving her alone, finally expressing her anger and grief. _____

i) Bethany describes how Orpheus and Hermes crossed the River Styx and meets Hades, the God of the Underworld. _____

j) Bethany leads Ella and Charlie through a rehearsal for their class presentation. She starts the story off in the role of the narrator and Ella accompanies her on guitar. _____

SCENE 12

1. At the beginning of Scene 12 Ella is speaking to her mother. Why is the conversation they have here so important to Ella's journey? Compare this conversation with the one in Scene 1.

2. Read the following statement: **If Ella and her mother had the conversation from Scene 12 at the beginning of the play there would have been no need for Alix to appear at all.** Do you agree with this statement? Circle your answer from the choices below:

Strongly Agree / Agree/ Disagree/ Strongly Disagree

Discuss your opinion in pairs or small groups.

3. Why does Alix say goodbye to Ella at the end of this scene? Circle the most appropriate answer.

- a) They are hurt that Ella was speaking to her mother and not to them.
- b) They are still jealous of Bethany and Charlie.
- c) They feel that Ella now has the support she needs in the real world in order to let go of her grief.

4. What present does Ella's father give her in the voice over at the end of the play?

5a. What would you say is the **main message** of the play? What did the playwright most want you to take away from reading or watching it? Write your answer down here and then compare and discuss your answer with a partner.

5b. Make a check beside the following statements that you personally agree with and discuss your choices with a partner or small group.

- ☐ Everyone grieves differently.
- ☐ An unresolved traumatic event can lead to anxiety and other mental health issues.
- ☐ It can be important to reach out for help during emotionally difficult times.
- ☐ It can be difficult to reach out for help during emotionally difficult times.
- ☐ The loss of a loved one is something that all people will have to deal with at some point in their lives.

- It is just as important to talk about loss and grief as it is to talk about love and happiness.
- The people you lose in life cannot be brought back but they can live on in your memories.

***Bonus task 1:** For Ella music is a big part of her grieving process. What part does music play in your life? Do you listen to music as a way of working through your own emotions? Write down your thoughts in your notebook and discuss your answer in pairs or small groups.

***Bonus task 2:** Think back to the line from the myth of Orpheus and Eurydice “*He played such beautiful music people said it could bridge the gap between the living and the dead.*” What are your thoughts about this line? Can music really do something like this? Write a short opinion essay on the subject.

POST-READING/VIEWING COOL-DOWN

1. Now that you are finished reading/watching the play it is time to reflect on what you have taken away from the experience. Look back at the very first question of this worksheet. What did you think the play was going to be about based on the title? How was the play similar or different to those expectations? _____

2. Do you agree that the title “*The Other Side of Goodbye*” is a suitable one for this play? Can you think of another title? Write down two other possible title suggestions for the play.

1. _____

2. _____

3. Think back to the first section of this worksheet where we talked about “**Universal Themes**”. What would you say are some of the universal themes of “*The Other Side of Goodbye*”. Brainstorm with a partner or small group and write your answers here:

4. Which, if any, of these themes or topics did you find personally relevant? Why?

5. Were there any moments in the play where you could feel yourself getting emotional? When was it? Why do you think you felt that way?

6. Would you describe this play as:

- a) a drama
- b) a comedy
- c) a dramedy (a combination of both)

7. What is your overall impression of the play? Did you like the story? Circle the respective marks and write why you chose this number on the lines below:

- 1= super
- 2= good
- 3= ok
- 4= not good
- 5= terrible

8. If you answered 4 or 5 what would be your suggestions on how to make improvements to the script?

9a. Did you have a favourite character? If yes, describe why you liked this particular character.

9b. Look at the table below. Fill in the table by writing a few words about your opinion of each character beside the name. *Also note down how this character changed throughout the play.

<i>Character</i>	<i>Your Comments</i>
Ella	
Alix	
Ella's Mom	
Mr Pitcher	
Bethany	
Charlie	

10. Write down here any final thoughts you have when you think back on what you have read and/or seen. If you don't want to write you can always draw a favourite memory from the play.

My space....my impressions...