



# ***Yes We're Ready***

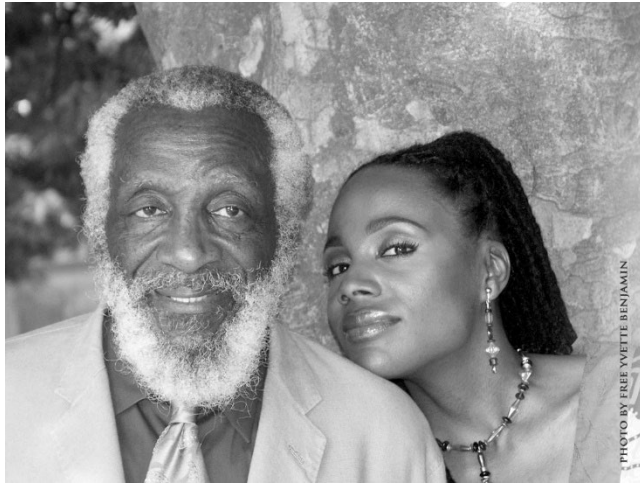
## **Performance Guide**

Through songs, affirmations and powerful information about the human capacity for greatness, singer and activist Ayanna Gregory motivates students to start the school year off with confidence and high expectations. In this high-energy and interactive event, she encourages students to chart their own destiny by setting intentions, moving through distractions and embracing their education. And perhaps most importantly, Ayanna inspires students to co-create a culture of love and community.

### **This performance guide includes:**

- Artist bio
- A warmup activity
- Pre-show thinking prompts
- Key vocabulary
- Suggested Q & A questions
- Post-show discussion questions
- A student survey link
- Post-show exercises
- Related Ohio Learning Standards

# BEFORE THE SHOW



## Meet the Artist

Singer, storyteller, and activist Ayanna Gregory uses the creative arts to inspire her audiences to honor their worthiness and find their unique place in the world. Through music, theatre and motivational speaking, she is committed to using her voice to inspire people everywhere to lead with love and live their best lives. Daughter of legendary human rights activist Dick Gregory, Ayanna focuses much of her performance art on social justice, healing and global transformation. She has recorded

multiple albums and has also written and produced a one woman play, entitled “Daughter of the Struggle”, an autobiographical play about growing up as a child of the Civil Rights Movement.

Find her at [www.ayannagregory.com](http://www.ayannagregory.com) and on Instagram @imayannagregory

## Classroom Warmup

Have you ever thought about something positive, fun, or exciting and the more you thought about it, the better you felt? Have you ever been angry about something or someone and the more you focused on it, the angrier you became?

What we think about and focus on tends to have the most power in our lives. Our brains are so powerful that whatever we believe and say about ourselves and the world around us can become a reality. Why not use our minds to create a phenomenal life?

**“If it was impossible for me to fail, what would I do?”**

**On your own:** Silently answer that question for yourself. Think about everything you want to manifest in your life (personally, at home, at school, in the world, etc.). Dream big with no limits to what is possible. Write them down as a list or a story.

**In partners:** Pretend that an entire year has passed and it is now September 2025. Take turns sharing with your partner all of the good things that became a reality during the “imaginary year” that passed. Speak with excitement and use as much detail as possible. The listening partner’s job is to be very supportive and encouraging.

**As a class:** Take turns sharing out your imaginary year in review. How did it feel to speak life into your dreams? How did it feel to supportively hear your partner’s dreams?

## Think While You Watch

During the performance, Ms. Gregory combines singing, storytelling, movement and audience participation. How does the combination of these different forms of expression keep the audience engaged?

When the audience is singing along or reciting words of affirmation with Ms. Gregory, can you feel the effects of this collective sound vibration in your body? How does it make you feel? How can a performer use the collective voice of an audience to create a bigger impact?

## Vocabulary

Understanding the following concepts and terms will help you to enjoy the artist's performance.

- *Affirmation*: the assertion that something exists or is true; declaration, statement, promise, pledge, confirmation
- *Inspire*: to excite, encourage or breathe life into
- *Visualization*: the process of creating a mental image or intention of what you want to manifest or achieve
- *Manifest*: to make something happen; to make evident or certain by showing or displaying. To manifest something means to make your dreams, goals and aspirations a reality by believing you can achieve them.
- *Worthy*: having worth or value; deserving, important
- *Activist*: a person who campaigns to bring about political or social change; someone who strives to make their world a better place.
- *Purpose*: the reason for which something exists or is done or created. Purpose acts as a guiding light, helping you set meaningful goals and make decisions aligned with your values
- *Transformation*: a dramatic change in form or appearance; renewal, metamorphosis

## The Q & A

Artists love to answer thoughtful questions! If you are having trouble thinking of a question, here are some that Ms. Gregory would love to answer for you.

- How did you learn to sing?
- How does someone find their gifts if they don't know what they are?
- What was it like being in a family that was part of the Civil Rights Movement?
- What can we as young people do now to help change our world for the better?
- What advice would you have for someone wanting to follow in your footsteps?

# AFTER THE SHOW

## Post-Show Discussion

*Discuss or write a reflection:*

Review the “Think While You Watch” prompt. How did the combination of singing, storytelling, movement and interaction keep you involved? Has your mood, mindset, or thinking about the new school year changed as a result of this experience? Why or why not?

### Follow-up Questions

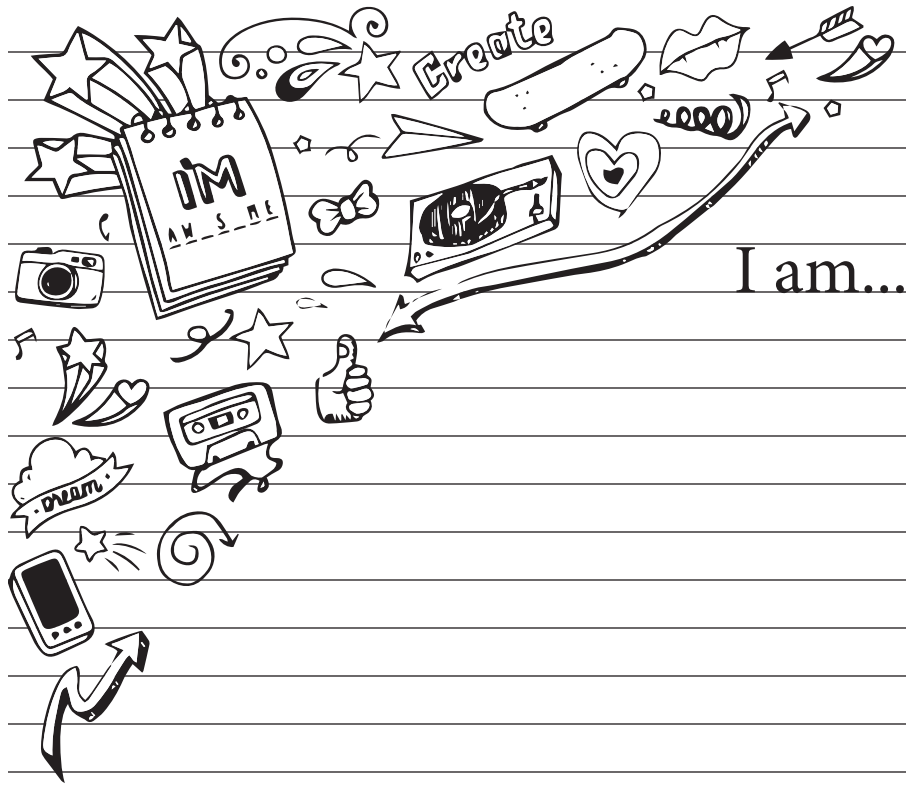
- What parts of the performance stood out for you and why?
- Why are music and the creative arts a good way to inspire people?
- Do you believe that you can help to create your reality with your thoughts and words? Can you think of a time when you used positive words and thoughts to achieve something?
- What did you learn or appreciate about the performance that can help you stay motivated to do your best during the school year?
- Why is it important to care about what’s happening in our world?

## Student Survey

Tell us about your experience at <https://www.surveymonkey.com/r/K62QQMG>

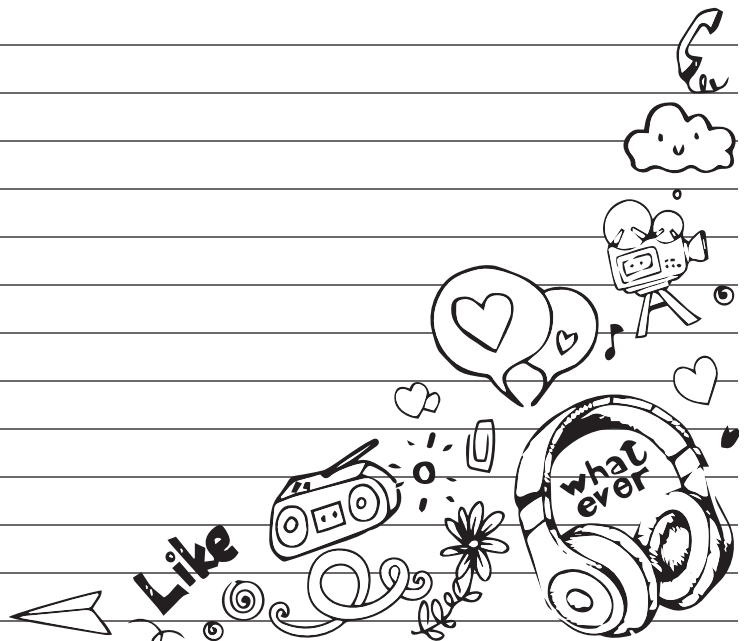
## Post-Show Exercises

- 1.** As you move throughout your day, pay attention to the words you speak. Are your words lifting you and others up, or bringing the energy down? Be intentional about the words you speak in each moment.
- 2.** In your journal or on the following pages, write down 10 positive affirmations that begin with “I am.” Everyday, say these affirmations out loud.
- 3.** Draw a picture of you in the world living your best life. Fill the space with pictures, words, colors, etc.
- 4.** Create a playlist of 10 or more songs that you love that uplift and inspire you.



I am...

# My playlist!



# FOR TEACHERS

## Related Ohio Learning Standards

The following standards are linked to the artist’s performance and/or the activities in the performance guide. Teachers may be able to make additional connections.

### Music

<i>Enduring Understandings:</i> Artists/students engage in analysis and interpretation to understand and evaluate artistic works. Artists/students understand and communicate the value of creative expressions in internal and external contexts.	
<b>Responding (RE)</b>	
6-8.5RE	Identify criteria based on elements of music to support personal preferences for specific musical works.
HSI.3RE	Analyze how elements of music are used in a work to create images or evoke emotions.
<b>Connecting (CO)</b>	
6.1CO	Describe the connection between emotion and music in selected musical works using elements of music.
6.2CO	Attend and critique live music performances and demonstrate appropriate audience behavior for the context and style of music performed.
6.3CO	Explain and apply skills developed in music to other subject areas and/or other art forms.
6-8.4CO	Identify how music is important in everyday life.
6-7.5CO	Identify different careers in music.
6.7CO	Identify different functions and uses of music in American and other cultures.
8.2CO	Describe how music performance and settings affect audience response.

### Drama/Theatre

<i>Enduring Understandings:</i> Artists/students engage in analysis and interpretation to understand and evaluate artistic works. Artists/students understand and communicate the value of creative expressions in internal and external contexts.	
<b>Responding (RE)</b>	
7.3RE	Explain how production elements work together to affect an audience.
8.5RE	Identify ways actors and designers adjust aspects of performance to adapt to different settings, audiences, and contemporary social influences.
<b>Connecting (CO)</b>	

7.7CO	Develop a personal stance about why the theatrical or dramatic arts are important in schools and defend that opinion.
HSP.1CO	Describe how drama and theatre can affect social change, both globally and locally.

## Writing

CCR Anchor Standard 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCR Anchor Standard 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR Anchor Standard 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR Anchor Standard 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening

CCR Anchor Standard 1	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.
CCR Anchor Standard 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR Anchor Standard 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Social and Emotional Learning

Self-Awareness	A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges A4: Demonstrate a sense of personal responsibility, confidence, and advocacy
Social Awareness	C1: Recognize, identify, and empathize with the feelings and perspectives of others C2: Demonstrate consideration for and contribute to the well-being of the school, community and world.
Relationship Skills	D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups D2: Develop and maintain positive relationships
Responsible Decision-making	E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable