

# Social Narrative

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I'm Going to a BSO Rehearsal!

# Notes for Teachers

## Social stories serve 2 functions:

1. Help preview a social situation with your students to reduce anxiety by letting them know what to expect.
2. Teach students what is expected of them in these situations so they can demonstrate expected behaviors.

After editing, feel free to print and bring this book with you so you can use it in the moment to prompt a student of expected behaviors. Even without the book, you can still use consistent language from this story to remind students of the expectations that have been set.

# Notes for Teachers

**This social story is designed to be customizable to your unique students and situation.**

On **slides 5-6 and 19**, please edit the text and photo to reflect the transportation your students should be prepared for.

**Slide 11** is only relevant if you are attending the pre-rehearsal Musician Interview. If not, you may delete this slide.

– Lynn Rubin, BSO Educators Advisory Council



- I am going on a field trip to see and hear the Boston Symphony Orchestra with my teacher and classmates.



**Teachers – please edit this slide for your situation.**

Ideas include:

1. Time you will leave school
2. Bus or train expectations
3. Walking down the street expectations



- Once we get off our **bus/train**, we will walk to **Symphony Hall**.
- This area is very busy, and there will be a lot of people and cars.
- It will be important to **stay with our teachers so we can be safe**.

- A security team will check our bags, and I will walk through a metal detector to keep everyone safe. **I will listen to directions and cooperate during this process.**





- When we enter, someone will check us in.
- There will be many other people from many other schools, so the lobby may be crowded.
- **I will stay with my class as we walk into the concert hall.**



- Symphony Hall is very big. There will be signs to help to us find our seats.
- Our seats may be close to the stage, or they may be in a balcony up high!
- If our seats are in the balcony, we will walk up the stairs or take an elevator.
- **I will stay with my class.**



- To get to our seats, we may need to walk in front of other people or other people may need to walk in front of us.
- If someone accidentally bumps me, it is no big deal, and I will say “Sorry.”
- **We will do our best to find our seats to get ready for the show.**



- Before the rehearsal, we may get to listen to an interactive, pre-concert interview with a **musician**.
- If the presentation has already started when my group arrives, **I will enter the room and take my seat quietly.**
- **I will listen quietly to the interview.**
- If I think of a question and don't get a chance to ask it, I will try to remember it so I can ask it later!



- Once I am seated, it is OK to quietly talk to my neighbors before the interview or rehearsal starts.
- While I am waiting, I may see some of the musicians on stage with their musical instruments. They are getting ready, too!
- I will know the rehearsal is about to begin when the concertmaster (a violin player) plays the pitch 'A' for the other instruments to tune to.
- **I should remain quiet during tuning so the musicians can hear.**



- Just before the concert starts, the conductor will arrive on the stage.
- The conductor is very special and important because they lead the musicians, so **I can clap for them!**
- When the clapping is finished, **I will try to be quiet so everyone can focus.**

## HS Open Rehearsal Program

Anna Handler, conductor

**Gabriella SMITH**, *Bioluminescence Chaconne*

**MOZART**, Sinfonia concertante for violin and viola

**TCHAIKOVSKY**, Suite from *Swan Lake*

The orchestra will likely practice these songs in program order, but the conductor may change the order for rehearsal if they need to.

- During the rehearsal, we will hear the pieces that are on the program.
- The conductor and orchestra will take breaks so the conductor can make suggestions for the musicians.
- I might see them write reminders in their musical scores! **I will listen attentively.**
- I will wait until the conductor puts down their arms and the orchestra gets very quiet before I clap.

- When the orchestra is playing, my job is to **watch the musicians and listen quietly**. I may be able to see the conductor from the orchestra's perspective on a screen in front of the stage. After the orchestra finishes a song, I can clap my hands.





- I can bring my own **noise-reduction headphones** to wear during the concert if the music or the audience is too loud.

If I forget them, there will be some at Symphony Hall that I can borrow.

- If I need to take a break, use the restroom, or solve a problem, I can **ask my teacher between songs.**



- If I start to feel overwhelmed and **need a break**, I can take a break in the hallway or in a Quiet Room.
- The bathrooms are also in the hallways just outside the concert hall. I may have to wait my turn to use the bathroom.
- I will tell my teacher or chaperone if I need a break.



- After the very last song, **I can stand up and clap** to show the orchestra and conductor that I thought they did a great job!
- They might bow to thank me for being a good audience member, too!
- The clapping may be loud, and it's OK to wear my headphones or cover my ears if I need to.



- Then, the lights will come back on. Now that the rehearsal is over, members of the audience will start heading toward the exits.
- **I will stay with my class and my teachers.**
- We will wait our turn to use the aisle and exit through the doors.
- Once we are outside, we will return to our **bus/train** that will bring us back to school.

I am now ready to attend a Rehearsal at the Boston Symphony Hall!

