

PACER CENTER'S
TEENS
AGAINST
BULLYING

"Where the Artists Go"

Lyrics and activity developed by 15 year old Hayley Reardon

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Where the Artists Go

There's a place you know
where the artists go
and honey colors line the sky
you're alive inside
trust your thunderous mind
always chasing, searching
always something new to find

and someday the walls of this town
are gonna cave in
and oh,
this explosion inside you
is gonna burst through your skin

Chorus

'Cause you see the beauty
with one hand open and one clasped tight
society don't know a damn about this life
and when they ask you for your name
you reply with all you know
saying I,
I am human
I am human

There's a place you know
where the artists go
and nobody holds an unseen light
nobody's masked, there's no stolen skin
cause you're proud to belong
where nobody fits in

and oh, as you burn bright with this youth
hold on to those eyes that cut straight to the truth

Chorus

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“This song was inspired by an in-class assignment that allowed me to get to know a classmate on a deeper level than I ever had before. The purpose of this exercise is to help us, as students, to better understand each other and learn to embrace and accept the things that make us individuals. It is an important step to share and discuss the drawings after they have been completed. Even if a student blew off their own drawing, they can still be affected by a classmate who took the assignment more seriously and drew or wrote something meaningful about themselves.”

Below is a similar classroom exercise:

- Ask every student to complete a drawing of exactly how they see themselves.
- Then label the space inside their body with words describing how they view themselves.
- Then label the space outside of their bodies with words describing how they think that others view them.

Here are some prompts to have them consider while discussing drawings one on one (or in small groups if need be):

- What surprises you about how your classmate views themselves or about how they think that others view them? Discuss this with them.
- Do you think your classmate has different sides? For example, do they maybe act differently in class then they do at home?
- Discuss your “different sides” with your classmate. Which one is the real you?

After everyone has had the chance to share their drawing with 3 or more people, use these prompts to consider and discuss as a class:

- What is one thing you learned from the assignment that was new to you?
- Did anything on your classmate’s paper help you to relate to them in a way you hadn’t before? If so, how?
- Looking back on the assignment, is there anything you wish you had been more honest with yourself about in your drawing?