



Morro and Jasp The Bullying Show

Teachers Guide

Mixed Company Theatre
157 Carlton Street, Suite 201
Toronto, ON M5A 2K3
t. 416.515.8080 f. 416.515.1832
info@mixedcompanytheatre.com
www.mixedcompanytheatre.com
Charitable #: 11903 1870 RR 0001



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Background

Bullying continues to be a serious issue within our schools. The issue of bullying has become increasingly complex. Children are now forced to deal with cyber-bullying, social isolation, explicit name calling, among the more recognizable bullying tactics. Mixed Company Theatre has consulted with elementary students throughout the Hamilton/Wentworth District School Board to create the interactive clown presentation *The Bully Show: Clown in the Round*. The interactive presentation engages students around the issues of bullying and the manipulations that exist within relationships. Sisters, Morro and Jasp are lovable and laughable clown characters, playing with and off of established archetypes and encouraging children to stand up for themselves and for others around them.

Clown: An Interactive Theatre Model

Mixed Company Theatre and U.N.I.T Productions have joined together to create *The Bully Show*, an interactive clown show. Mixed Company Theatre creates Forum Theatre that is issue-based and interactive for its audiences. The clown genre of *The Bully Show* continues to uphold the ideals of Forum Theatre, but the format is far more attainable for elementary school audiences, by breaking the fourth wall and inviting students up onto the stage to interact with Morro and Jasp as helpers in the presentation. The humor of the presentation and the interaction between the audience and actors will engage student interest while dealing with the serious issue of bullying.

The Goal of The Bullying Show

Morro and Jasp may be clowning their way through the issues of bullying, but the over all goal of the presentation is meant to address a serious issue. *The Bully Show* has been designed to teach students about the varying forms of bullying and the manipulations we all use in relationships. In the end students will be able to identify bullying and have a toolkit of ideas on how to deal with a bully.

Caveat: Disclosure

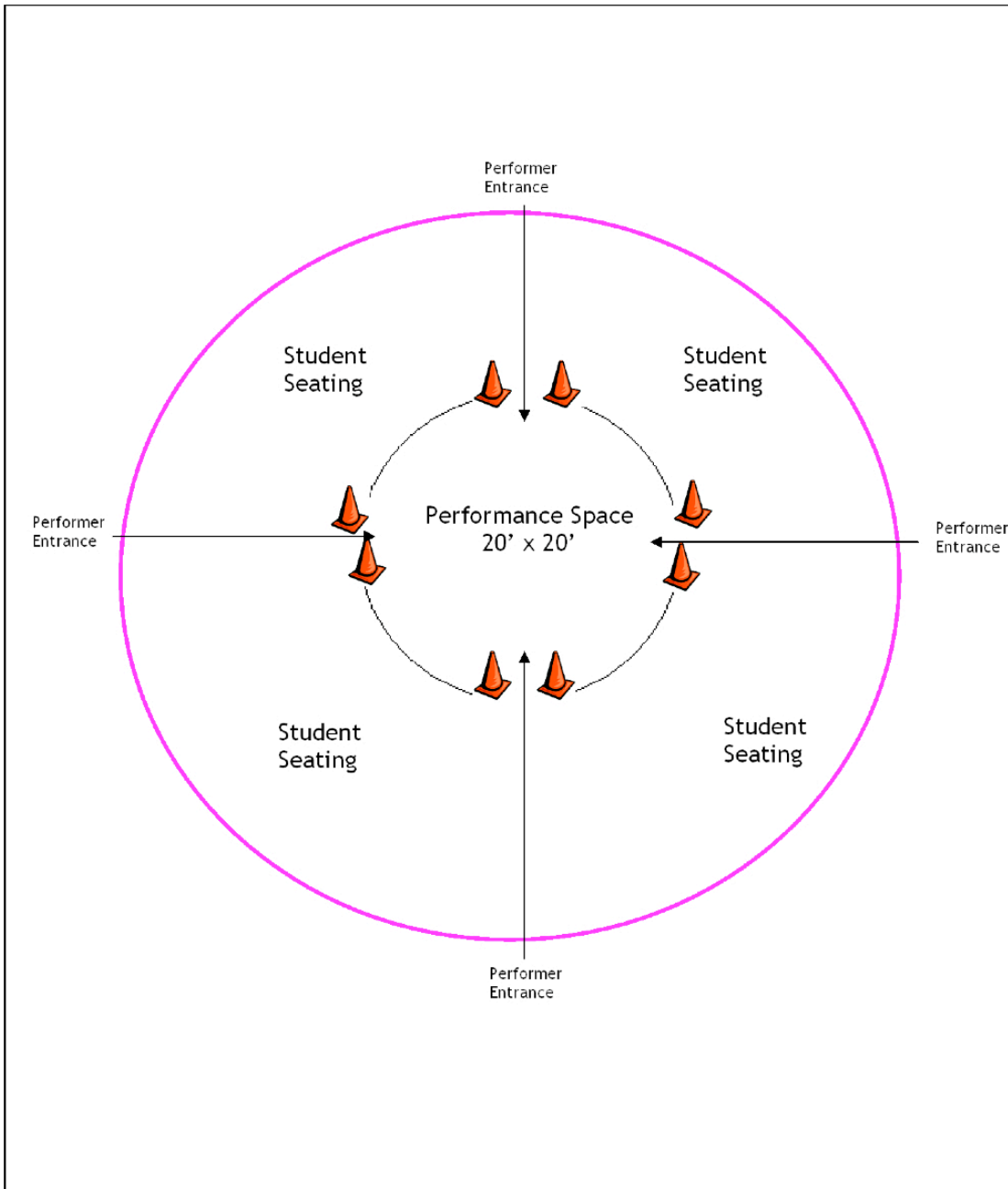
Mixed Company does not ask for or encourage personal disclosure from students during the course of the show. However, the production deals with volatile issues. Sometimes, during the interactive segment of the performance, a student may either disclose or otherwise be adversely affected by recalling incidents of bullying they experienced.

Mixed Company, therefore, STRONGLY recommends that a representative from your school's Guidance Department be present at the show and available as a referral option for students dealing with these issues. Please feel free to forward this guide to your school's guidance department for their information.



The Bully Show: Clown in the Round Gymnasium Set-Up

Note: students may sit anywhere in the big pink circle, but do not block the performer entrances



Synopsis

Young bystander Wit Ness is faced with a difficult bullying problem. Morro and Jasp are called in to help investigate possible solutions. What better way to do that than through a story?! As the play starts, Jasp arrives for her first day at a new school. She meets Morro, the local bully, who decides that Jasp is the perfect new target. Things go from bad to worse for new girl Jasp.

Discover the power of the bystander through peer mediation. As these loveable and laughable clowns interact with the audience through theatre-in-the-round, they invite students to get involved and suggest their own approaches for dealing with bullies. Students learn to stand up for themselves and for those around them who just might need a helping hand.



Character Development

Empathy

As the bystander for the victim.
How would you feel in their situation?
Would you want to be helped?

Respect

For one each other and ourselves.
What does respect mean?

Responsibility

To do what is right!
What is the responsible action to
take when witnessing bullying?

Integrity

No matter what the situation.
What are your values and morals?
Do you believe that bullying is acceptable?



Pre Show Activities

Theatre Magic and Theatre Rules: How to behave in the Theatre?

Using the Theatre Rules handout and the Magic of Theatre handout, discuss and clarify the rules with your students.

Engage students in a class discussion on their own experiences in the theatre.

-Has anyone been to the theatre before? -What did you see at the theatre?

-What are the differences between a movie theatre and live theatre?

-Has anyone performed in a theatre? -How did it feel to be on stage?

-Why is it ok for the actors to behave like bullies while performing on stage?

-What is the difference between real and pretend?

-How can you tell the difference between real and pretend behaviour?

**The Theatre Magic handout explains how theatre is created and can be used to discuss issues concerning the feelings or behaviours of the actors.

Sensitivity in the Classroom

As the performance does tackle the sensitive issue of bullying, Mixed Company would like to stress the importance of sensitivity and an atmosphere of trust in the classroom.

Students may take emotional risks by opening themselves to the material, so teachers are urged to proceed with awareness and respect.

Before beginning any of these activities, please ask the students to agree to the following terms:

- Do not cause physical or emotional harm to others.
- Do not cause harm to yourself through the revealing or exploring of potentially painful emotions.

The W.I.S.E Strategy

As a class discuss the following strategies.

If you are being bullied, you must remember to be ...

W

Walk Away!

I

Ignore the bullying and inform an adult!

Ignoring the bullying takes power away from the bully, but Do Not ignore repeated bullying! Inform an adult. You Do Not have to deal with this all on your own!

S

Stay strong – Safety in Numbers!

Stand up straight; look the person in the eye and speak in friendly but firm voice. This shows that you Do Not want to fight and that you mean what you say.

Also, find allies. There is power in numbers, but Do Not get violent! Be assertive, Do Not be aggressive!

E

Exercise Humour!

Humour gets a bully off balance! Allow the bully to laugh along with you, not at you.



Post-Show Wrap Up

Class Discussion

- What did you enjoy about the show?
- What did you learn from the show?
- Have you experienced situations similar to what happened between Morro and Jasp during the performance?
- What solutions worked the best when dealing with Morro, the bully?
- Referring to the Bullying Pledge created during the performance, discuss the many situations that can arise with bullying and the best solution for each situation.

Online Interaction

This activity can be completed as a class or in pairs. Using a projection set up or individual computers, students will have a chance to test their newly acquired knowledge on bullying.

Go to http://www.mixedcompanytheatre.com/for_educators_resources.html

Click on The Bully Show – Online Interaction.

A Letter to Morro and Jasp

Morro and Jasp enjoy receiving and sending letters to their new friends.

Write a letter to Morro and Jasp letting them know what you thought of their presentation. Be sure to write a draft first before completing the final letter!

For Teachers: Heather Marie Annis, the actress who played Morro, will write a letter back to your students as Morro within a month of receiving the letters from your students.

Please mail or fax letters to;

157 Carlton St

Suite 201

Toronto ON

M5A 2K3

Fax: (416) 515-1832



Curricular Links

Since 1983, Mixed Company has engaged, educated and empowered more than 350 000 middle and secondary school learners throughout Ontario. Our collaboration with U.N.I.T Productions has recently connected us with elementary schools across Ontario through the environmental presentation *Morro and Jasp Go Green*. The newest production of *The Bullying Show: Clown in the Round* will be touring elementary schools fall of 2009 to engage, educate and empower children on the effects of bullying. The issue of bullying is one that should be considered more seriously within the curriculum, but is often difficult to address due to the overwhelming amount of curricular expectations that teachers are expected to cover during a school year. The following lesson plans incorporate the issues of bullying and responsibility with curricular expectations from the Ontario Ministry of Education Curriculums. These activities are developed to cover a number of curriculum expectations while providing follow up information after students have viewed The Bullying Show presentation. Each lesson is accompanied with worksheets that can easily be photocopied for continued use within your classroom.

We hope you and your students enjoy the show and we hope that the following lesson plans will engage your students in further learning on the issue of bullying.

**Curriculum Expectations:**

Grade 1: -demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face);

-identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).

-distinguish between real and imaginary situations in drama and dance

Grade 2: -solve problems in various situations through role playing and movement in drama and dance

-use language and non-verbal means of communication for a variety of purposes both in and out of role

Grade 3: -solve problems presented in different kinds of dramatic situations through role playing and movement

-demonstrate the ability to concentrate while in role in drama and dance

-identify the themes and subjects found in drama and dance works, and make links between these and their own experiences.

Grade 4: -identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups

-identify their own feelings and reactions in various situations, and compare them with those of a character they have portrayed.

Grade 5: -describe some drama performances, and compare events in them with their own experience.

-solve problems in drama and dance individually and in groups (e.g., negotiate the “best” ending to an improvisation), and evaluate the solutions.

Supplies and Resources

(All Handouts are located at the end of the guide)

-An Open Space

-CD Player with Music

-W.I.S.E. Information Sheet

Focus

The following lesson plan engages students on the issues of bullying. Image theatre techniques, scenario role-playing and class discussion are used as tools for students to express their understanding of the issue.

Warm Up

Freeze Dance - Discuss the meaning of words bully, victim and by-stander. Similar to musical chairs, students will dance around the classroom to music. When the music stops the teacher yells one of the three terms (bully, victim, bystander) and the students must freeze in a tableau that demonstrates the term that is called out. If they move while in the freeze, the student is taken out of the game. The last person standing wins!

Activity #1

Creating a Character:

-Draw three body outlines on the board and label them Bully, Victim, Bystander.

-Place half the students in audience formation and the other half to stand in front of the audience. Have the standing students begin walking around the “stage” and ask, “How does a bully walk?” Tell the audience to remember what they saw.

-Bring all the students into audience formation and ask the students to describe what they saw.

Prompt answers by asking what the walk looked like or reminded them of, the speed or weight of the walk ect. Write the answers in the body outline of the “Bully”.



-Now have the students, who were at first the audience, to switch places and go on stage. Ask the students to each come up with one thing they might hear a bully say. Ask the audience to remember what they heard and the tone of voice used.

-One at a time have the students on stage speak as a bully to the audience. Remind them to act like a bully as they say their line.

-Bring all the students into audience formation and ask them to describe what they heard. Write their answers in the bully outline.

-As a group, create a list of “feeling” words that describe a “Bully” and write them beside the bully outline.

-Repeat this process for the Victim and the By-Stander until all the body outlines are filled in and the students have had a chance to understand the different characteristics for each role.

Activity #2

Bullying Scenes

-In groups of 3 or 4 ask students to develop a scene with a bully, bystander and victim using the character information from Activity #1. The scene must shortly demonstrate an example of bullying that they have seen at school.

*Please instruct students to not use stereotypes of victims in bullying situations.

-Allow groups to present their scenes. After each scene allow students to show how they would deal with those situations. Discuss the WISE strategies and allow students to practice these strategies within the bullying scenes.

-As a class discuss why it is important to address bullying. Would you be able to point a bully or a victim? Is it ok to be a by-stander who only stands by? What are the best ways for a by-stander to help a victim? How does WISE allow a victim to help themselves?



Title: I Won't Be Bullied: Defining the Issue Grades 1-5

Time: 80 Min

Curriculum Expectations

Grade 1: Describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them.

Dance – Use movements that part of their daily experience in a variety of ways in dance phrases.

Grade 2: describe types of verbal and physical violence (name calling, kicking, hitting)

Dance – Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas

Grade 4: Apply decision-making and problem solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting)

Dance – Use dance as a language to explore and communicate ideas derived from a variety of literature sources.

Grade 5: Explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others

Dance – Use the element of relationship in short dance pieces to communicate an idea.

Supplies and Resources

- W.I.S.E. Information Sheet
- CD Player and music
- Instrumental Music

Focus

Students will learn about the different types of bullying (What they look like). Students will express their understanding of the physical expression of bullies and victims through dance.

Mental Set

-Put students in groups of 4-5. Ask the groups to create a list of bullying behaviours. As a class discuss the different types of bullying.

Moving and Expressing

-As a class, create a list of behaviours and expressions that describe a bully and a victim.

-Divide the class into four groups. Ask two groups to develop movements that express the behaviours and expressions of a victim and two groups to develop movements that express the behaviours and expressions of a bully.

-Once the groups have each developed five different movements, create groups of 4-5 mixing the bully groups and victim groups together.

-In the groups, ask students to develop a dance demonstrating bullying at school. Ask the students to consider the following questions:

-What is the relationship between the bully and victim? -What story do you want to convey to your audience? -How will you express the emotions of the bully and the victim?

-Allow the groups to present their dances. After each dance, allow the students to discuss the following questions:

-What types of bullying were expressed? -How did the victim feel and react to the bullying?

-Describe the story that was told? -How could the victim have better expressed their feelings and dealt with the bully?



Title: I Won't Be Bullied: Defining the Issue Grades 1-6

Time: 40 Min

Curriculum Expectations

Grade 1: Describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them

Grade 2: Identify safety rules to be followed in the home, school, and community (e.g., electrical safety, school yard rules, bus safety);

-describe types of verbal and physical violence (e.g., name calling, kicking, hitting);

-explain the importance of being able to say no to exploitative behaviours

(e.g., improper touching), and describe how to seek help

Grade 4: Apply decision-making and problem solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting)

Grade 5: Explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others

-apply strategies to deal with personal-safety and injury-prevention situations.

Supplies and Resources

(All handouts are located at the back of the guide)

-Photocopy and cut up the Word Sort sheet for each group.

-W.I.S.E. Strategy Work Sheet

Focus

Students will learn about the forms of bullying and the characteristics of the three roles involved in bully. Students will learn the W.I.S.E. strategies.

Mental Set

-Hold a class discussion, ask the students to finish the following statements and write the answers on the board.

- Words that make me feel safe -Actions that make me feel safe -I feel safe when I am...

In the discussion, ask students if everyone has the right to feel safe? What are some situations when a person would not feel safe? Is bullying a problem at school?

-Place the class in an audience formation. Have half the class on the "stage" and half the class in the "audience". Ask the "actors" to create a statue of a Bully.

Ask the audience to describe what they see and write their responses on the board.

-Have the class switch places. Ask the new "actors" to create a statue of someone who is being bullied (a victim). Ask the audience what they see and write their responses on the board.

Word Sort

-Divide the class into groups of 3 or 4 students and provide each group with a set of words. Explain that the words describe different types of bullying. Ask the groups to sort the terms into Physical, Verbal, and Social categories.



Title: I Won't Be Bullied: Defining the Issue Grades 1-6

Time: 40 Min

- Ask the groups to rank the top 5 types of bullying that would make them feel the most unsafe and unhappy.
- Allow students to discuss why they chose their top 5.

Be W.I.S.E

- Present the students with the WISE Strategies, to deal with bullying.

Grades 1-2

Have the class stand in a circle. Tell them to turn to a partner and copy your actions. 1) Stand Tall 2) Say their partners name while looking them in the eyes 3) Say, "You are (Bullying Term), I want you to stop!" *If the bully continues to hurt you W- walk away and I-ignore them and inform an Adult S- Stand Up and stay strong in numbers. E- Exercise Humour.

Grades 3-6

Introduce the WISE Strategies to the class (See the WISE Strategies sheet. Ask the students to get into groups of 3 or 4 and create a skit demonstrating how to use the WISE strategies when dealing with a bully.

Extension: If there are any scenes that did not deal with the bullying in their scene appropriately, ask the students to restart the skit. Tell the students to freeze at the point when the scene goes wrong, and ask students in the "audience" to come up and change the scene by replacing one of the characters.

Conclusion

Discuss how it feels to be bullied. Would you want to be bullied? Why not? Is it appropriate to just stand by and do nothing to stop bullying? What should you do if you see someone being bullied? What are the different types of bullying?



Title: My Responsibility: The Rules Grades 1-2

Time: 80 Min

Curriculum Expectations

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- explain how and why relationships, rules, and responsibilities may change over time, and in different places.
- describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering)

Supplies and Resources

(All handouts are located at the end of the guide)

- Vocabulary Worksheet
- Chart Paper

Focus

Students will examine their roles and responsibilities at school, home and community. As a class students will develop a set of rules that can be used in an out of the classroom.

Plan

- Provide students with the Vocabulary hand out. As a group, answer and complete the hand out.
- Hold a class discussion on the different roles that students take on in their lives. Write the headings: Son/Daughter, Student, Sibling, Citizen on the board. One by one create a list of rules that each role has. Prompt the students with the following questions.
 - Son/Daughter: How do you help mom and dad around the house? What are some of the rules you have to follow at home? Will mom and dad give you more responsibility when you are older? What will you be allowed to do as a teenager? Why are you not allowed to do those things now?
 - Student: What rules do you have to follow at school? (Ex- places that are off limits, uniforms, good behaviour, homework)
 - Sibling: What are your responsibilities as an older sibling? What are your responsibilities as a younger sibling? How should you treat your siblings? What happens if you become an older sibling one day?
 - Citizen: When you are in a public place (mall, restaurant, park) how should you treat everyone? What manners must you use? What is a law?
- Once each category is complete. Ask students to point out rules that are similar in each category. Create a list of rules for everyone to follow. Ask students to suggest rules that should be included even though they are only in one category.
- As a class, discuss why we have rules. What should you do when you see someone breaking a rule? Discuss the difference between tattling and telling on someone. What happens when some breaks a rule that involves personal safety? (Bullying, abuse or harassment)
- Present the WISE Strategies. Have students show what each one looks like.
- Conclusion: Have students sign their names to the new class rules as their promise to be safe and respectful.



Title: Sticks and Stones: Anti-Bullying Poetry Grades 1-6 Time: 40 Min

Curriculum Expectations

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

Supplies and Resources

(All handouts located at the end of the guide)

- Chart Paper
- Poetry Worksheet
- Examples of acrostic poems

Focus

Students will use the Acrostic poem format to organize thoughts, terms, ideas about bullying while developing a vocabulary of words on the issue of bullying.

Mental Set

- Hold a class discussion about bullying at school. When you hear the word bully, what do you think? Feel? See? Write the responses on the chart paper.
- Inform your students that Mixed Company Theatre is holding a No More Bullying Poetry Contest. The winner will have their poem displayed in class and possibly published in the Mixed Company newsletter.

Acrostic Poetry

- Provide students with the Acrostic Poetry worksheet and work through the activity as a class.
- Instruct students to complete a rough draft and a peer editing session before creating their good copy. Instruct the students to draw a picture above (for grade 5-6, around) the good copy of their poem.

Extended Activity

Divide the class into groups of 3 or 4 and provide each group with one of the poems completed in class. You may want to have students volunteer their poem to share with the groups.



Curriculum Expectations

- interpret and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., precipitation or temperature data in the newspaper, data from the Internet about heights of buildings and other structures) ,presented in charts, tables, and graphs (including broken-line graphs)
- describe, through investigation, how a set of data is collected (e.g.,by survey, measurement, observation) and explain whether the collection method is appropriate.

Supplies and Resources

- (All handouts are located at the end of the guide)
- Class Survey and Data Information worksheet
 - Graph Paper

Focus

Students will participate in a class survey on bullying. The survey results will be compared to Canada wide bullying statistics. Students will create a graph to present their findings.

Mental Set

- Hold a class discussion about bullying at school. Have students guess how many students they think get bullied at school.

Survey and Graphs

- Ask students to fill out a short survey. While the teacher tallies the surveys, ask students to read the short hand out on bullying.
- Hold a class discussion about the statistics on the worksheet. Do you think the survey results will reflect the same findings as these statistics on bullying?
- Provide students with the survey data and ask them to create a chart to organize the data.
- Ask each student to find similarities and differences between the data collected in class and the data on the hand out.
- Hold a class discussion on their findings. What were the similarities and differences? What is problematic about these surveys on bullying? Why do more people report witnessing bullying then being bullied?



Worksheets

Theatre Rules

Theatre Magic

The W.I.S.E Strategies

Drama – Bullying Scenarios

Health – Word Sort

Heritage and Citizenship – Vocabulary

Language Arts – Acrostic Poetry (Grades 1-2)

Language Arts – Acrostic Poetry (Grades 3-4)

Language Arts – Acrostic Poetry (Grades 5-6)

Math – Class Survey (Grades 5-6)

Math – Teacher Information Sheet

Theatre Rules

How do you behave in the Theatre?



The actors and the audience can hear everything!
No talking, whispering or shuffling! How would you feel if someone interrupted your performance?

The actors and audience can see everything!
Plan to visit the washroom before the show begins.
Please do not leave during the show.

There is no food allowed in the theatre!

Never put your feet on the chairs!

Be polite! The seats and isles are very tight and you must cooperate with other audience members.

Please do not take pictures or video recordings of the production.
It is prohibited by Canadian Actor's Equity regulations.

During a Forum Theatre Performance, you must be respectful of the spect-actors who participate in the show. It is important to make them feel comfortable and appreciated for participating. You might be the spect-actor and would appreciate the same respect!

Enjoy the show!

Theatre Magic

Understanding The Theatre Arts



Theatre is magical! Unlike the movies, a play can never be duplicated; every performance is different in its own way. The theatre allows us to stretch our imaginations, suspend our disbelief and enter a new world where anything can happen!

Making the magic of theatre come alive requires a large team of artist working cooperatively together. Although the actors may be very convincing they have rehearsed and practiced every word and every action. The sounds and lighting we specifically designed and created for every moment and the costumes, props and sets were design to create a specific illusion. It's all make-believe and that's what makes it so much fun!

Here is what it takes to create Theatre Magic!

Important Roles

Director

- The leader for the production
- Guides the actors, collaborates with the designer, plans with the technicians.

Designer

- Designs and oversees the creation of the costumes, props and sets.

Stage Manager

- Organizes all aspects of the production
- Takes notes, organizes props and costumes, creates schedules, updates the script
- During a performance they call lighting, sound and actor cues.

Actors

- Rehearse and perform in the production.

Technicians

- Build, design and run all technical aspects of the production.
- Hang and focus lights, build sets, create sound effects and control lights and sound

How To Create Your Own Theatre Production

- 1) *Decide on a script and cast actors in the roles!* (You can write your own or choose a script. How about Shakespeare?)
- 2) *Rehearse the lines and block the staging!* (Wow, that sounds technical. It means memorize your script and create a map of where the actors should be moving on the stage)
- 3) *Decide on costumes, props and sets!* (The script will mostly tell you what you need but sometimes you will have to choose what works best. Props and sets are often mimed in theatre but it is still important to decide on the invisible item and rehearse with it exactly the same way every time! Very important!)
- 4) *Find a location and invite your audience!* (Theatre can be performed anywhere. Although being on stage is fun, it's not a requirement!)
- 5) *It's Show Time! Invite your friends and family! Break-a-leg!* (Not literally, it just means good luck in the theatre)

The W.I.S.E. Strategies



W

Walk Away!
Do Not stay in a situation where you might get hurt.

I

Ignore the bullying and inform an adult!
Ignoring the bullying takes power away from the bully, but Do Not ignore repeated bullying!

S

Stay strong – Safety in Numbers!
Stand up straight; look the person in the eye and speak in friendly but firm voice. This shows that you Do Not want to fight and that you mean what you say. Also, find allies. There is power in numbers, but Do Not get violent! Be assertive, Do Not be aggressive!

E

Exercise Humour!
Humour gets a bully off balance! Allow the bully to laugh along with you, not at you!

What is Bullying?

Physical...

Hitting, Kicking, Punching, Pushing, Stealing

Emotional...

Insults, Name Calling, Comments on how someone looks or talks, Comments about someone's ethnicity, culture or religion.

Social....

Gossiping, Ignoring, Excluding, Rumours.

[http://www.publicsafety.gc.ca/res/cp/bully_4211-eng.aspx]

Characteristics of a Bully...

- difficulty controlling their behaviour.
- need to be in control and have the power.
- tend to be disruptive.
- do not accept responsibility for their own actions.
- attracted to aggression.
- very little or no remorse for hurting someone.

Characteristics of a Victim...

- appear desperate to fit in with others.
- may lack physical and emotional strength.
- low self-esteem.
- symptoms of depression
- afraid to tell someone they are being victimized.



Date: _____

Dear Morro and Jasp,

My own experience with bullying has been

The most important lesson I learned from the play was...

The next I am bullied or witness bullying I will...

From,

Role Playing Reality

Scenarios - Provide one to each of the "bullies" in the activity!



No one likes you, go away!

You better watch out, I'm going to beat you up after school!

You have really ugly clothing, yucky!

You smell! You're so gross!

Gently poke your partner and make mean faces at your partner.
(Remember this is pretend, do not hurt your partner!)

You suck at sports and at school! What a loser!

Why are you so dumb? Go away!

I'm going to punch you in the face!

I heard that you are afraid of the dark, I'm going to tell everyone!

I hate you! I'm going to tell everyone that you say mean things behind
their backs!

Gently push your partner and say, "What are you going to do about it?"
(Remember this is pretend, do not hurt your partner!)

You suck! You smell! You're dumb!

Make mean faces at your partner and laugh at them.

You are a loser!

I Won't Be Bullied: Defining the Issue



Word Sort

Physical Verbal Social

Hit Name Calling Kick

Threat Ignore Push

Teasing Exclude Punch

Gossip Steal Rumours

Name _____

My Responsibility: The Rules



Vocabulary - The Roles I Play

Copy the word in each box and write a definition in the next space.

<p>Son / Daughter</p> <p>_____</p>	
<p>Student</p> <p>_____</p>	
<p>Sibling</p> <p>_____</p>	
<p>Citizen</p> <p>_____</p>	
<p>Bully</p> <p>_____</p>	

Name _____

My Responsibility: The Rules



Vocabulary - The Roles I Play

Copy the word in each box and write a definition in the next space.

Victim _____	
By-stander _____	
Rules _____	
Manners _____	
Responsibility _____	

Name _____



Acrostic Poetry
“An acrostic poem uses letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word.”
Read.write.think.org

Create a list of words that relate to the word...

Bully

Create a poem about staying safe from bullying.

Safety First

S is for _____

A is for _____

F is for _____

E is for _____

T is for _____

Y is for _____

Name _____

No More Bullying



Safety First

S is for _____

A is for _____

F is for _____

E is for _____

T is for _____

Y is for _____

Name _____



Acrostic Poetry
“An acrostic poem uses letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word.”
Read.write.think.org

Create a list of words that relate to the word...

Bully

Victim

Safety

Create full sentences for each letter in the topic word.

B is for _____

U is for _____

L is for _____

L is for _____

Y is for _____

Name _____

No More Bullying



B is for _____

U is for _____

L is for _____

L is for _____

Y is for _____

Name _____



Acrostic Poetry
“An acrostic poem uses letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word.”
Read.write.think.org

Create a list of words that relate to the words...

Bully

Victim

Safety

Assignment:

- 1) Write an acrostic poem about stopping bullying!
- 2) Choose a Topic Word! Write that word down along the side of the paper.
- 3) Create full sentences that begin with the letters from your topic word.
- 4) Every sentence must relate to the one before it. Think of this as a short story!
- 5) Remember to use your brainstorming lists from above to help form your sentences.
- 6) Create a good copy of the poem and decorate the boarder with words or images that support the message of your poem!

Staying quite about bullying is wrong.
Asking for help is the right thing to do.
Feelings can get hurt or injuries could happen.
Everyone must take a stand against bullying!

Name _____



A large, empty rectangular box with a blue border, intended for a drawing or response related to the 'No More Bullying' theme.



Bullies in the Classroom

Survey

Circle One...

1) Have you ever bullied a classmate?

Girl Boy
Yes No

2) Have you ever been bullied?

Yes No

3) Have you ever seen someone being bullied?

Yes No

Cut on the dashed line and give this survey to your teacher.



Bullying: The Facts

Name: _____

Students from across Canada completed a survey on the topic of Bullying in Schools. Here were the researchers findings...

14% of Boys and 9% of Girls reported that they had bullied their classmates.

5% of Boys and 7% of Girls reported that they had been bullied at school.

85% of the students reported that they had seeing a classmate being bullied.
[http://www.publicsafety.gc.ca/res/cp/bully_4211-eng.aspx]

State your opinion...

Do you think that the class survey will report similar or different results from the statistics above? Why?

Do you think bullying is a problem in schools? Why?

Using the Class Survey Statistics, create a graph!
Listen to your teacher for further instructions.



Bullies in the Classroom: The Facts

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This means that in a class of 30 boys and girls ...

Approximately 4 boys and 3 girls would have reported bullying another student.

Approximately 2 boys and 2 girls would have reported being bullied.

Approximately 25 boys and girls would have another student being bullied.

Do these numbers seem right? Do think more or less students experience bullying?
Why are there more bullies than victims?
How could so many students have seen another student being bullies when so few reported being bullied?
How could those 25 students have stopped the bullying they witnessed?

Types of Bullying

Kicking

Gossip

Name-Calling

Pushing

Exclusion

Cyber

Punching

Teasing

Steal

Rumours

Threaten

Ignore



Resources

Works Cited

Showdown Teachers Guide by Tamara Romanchuk

Boal, Augusto. 1992. Games for Actors and Non-Actors. Routledge Publishing, Londc

http://www.publicsafety.gc.ca/res/cp/bully_4211-eng.aspx

http://www.publicsafety.gc.ca/res/cp/res/bully_exec-en.asp

http://www.deal.org/content/files/Toolbox/Bullying/Presentations/Additional%20presentations/bullying_elementary.pdf

http://www.deal.org/content/files/Toolbox/Bullying/Presentations/Additional%20presentations/bullying_primary.pdf

<http://www.lfcc.on.ca/bully.htm>

read.write.think.org

<http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18curr.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/health18curr.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/math.html>

Suggested Resources:

www.bullying.org

www.talk-helps.com

<http://www.deal.org/>