



Presents:



Teacher's Guide

- ❖ Relate SHOWDOWN 2.0 to the Ontario Curriculum.
- ❖ Learn how Forum Theatre creates a unique relationship with the audience.
- ❖ Discover the W.I.S.E. anti-bullying strategy.
- ❖ Get ideas for project activities in your classroom.

SHOWDOWN 2.0

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1. Introduction

a. Background

SHOWDOWN 2.0 demonstrates that bullying can take many forms (physically, emotional, verbal) and that victimization that can happen anywhere to anyone. With the increased use of technology in schools and at home, cyber-bullying is becoming a prevalent form of bullying which is often hard for guardians and teachers to control. Cyber-bullying includes victimization through email, instant messaging, text messaging, social networks and other forms of virtual communication.

MCT originally created *Showdown* in 2001 to address the growing problem of bullying in Toronto area schools. In the ten years since, *Showdown* has been seen by over 100,000 students across Ontario. This season's re-development and creation of SHOWDOWN 2.0 is a direct response to feedback from students and educators concerning the rising rates of cyber-bullying.

SHOWDOWN 2.0 is aimed at engaging students around the complex issues of bullying and conflict resolution. SHOWDOWN 2.0 addresses these sensitive issues by involving the different groups of people who are affected by it: students (including the bully, victim and bystander), teachers, school administration, parents, guardians and the community at large.

b. The Forum Theatre Format

SHOWDOWN 2.0 is presented in a Forum Theatre format. Forum Theatre is issue-based and interactive, providing opportunities for students to participate in realistic situations. Forum Theatre purposely presents worst-case scenarios in order to stimulate audience members into action. Students reshape the production through intervention, thereby becoming actors themselves, or "spect-actors." Students watch the show once, and can participate the second time through by stopping the action to suggest a more constructive solution to the problems presented. Their interventions are mediated by a trained Mixed Company facilitator who ensures that the work



remains productive and helpful. Students rehearse for reality in a safe, theatrical environment, re-constructing the actions on stage to create positive alternatives to the anti-models presented in the play.

c. The Goals of SHOWDOWN 2.0

SHOWDOWN 2.0 is a production that aims to help teens recognize the different forms that bullying can take: name-calling, exclusion, extortion, threats and physical violence. These forms of bullying are depicted through victimization that occurs in person and online. It calls attention to discriminatory attitudes that may be motivating a bully's behaviour, such as racism, sexism or homophobia. At its centre, SHOWDOWN 2.0 examines bullying from a power perspective, revealing that bullies are not looking for a fight, but want to exert control over a victim. Ultimately, SHOWDOWN 2.0 seeks to provide students with the Mixed Company anti-bullying W.I.S.E. strategy, a toolbox of positive ideas and solutions to bullying behaviour.

Once we recognize and deconstruct the attitudes and power imbalance behind bullying, then interpersonal change is possible. Successful conflict management skills can teach students how to define and manage boundary issues as an important first step to understanding and handling bullying. When victims and bystanders are able to take a stand and deem something unacceptable, then a bully must deal with that new situation. Once the behaviour/response changes, then the interaction can change. SHOWDOWN 2.0 makes these interactions explicit and open to audience members for exploration and debate.

d. 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 have 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.

2. The Play

a. Play Synopsis

SHOWDOWN 2.0 is an interactive, Forum Theatre performance that tackles the issue of bullying in a hyper-connected, ever-changing technological landscape. Developed in consultation with High school students, SHOWDOWN 2.0 is a hard-hitting and realistic portrayal of bullying, exploring how technology is influencing the actions and outcomes of violence and harassment.

Follow the cycle of abuse as it begins at home and is carried through into school and the community. Beginning in the Roberts household, Dad sets the example by yelling, using put-downs and threats of physical violence. His behaviour impacts the household in various ways: Mom pops pills to alleviate her stress, Ashley charms and manipulates Dad to diffuse his anger, and Drew takes out his hurt and resentment on others.

In school, Drew torments Carl Ottey with extortion, theft and physical violence, but witnesses are reluctant to help and Carl is unwilling to report it. Suppressing his fear and anger fuels Carl's thoughts of revenge. 'Loser' Teresa Walcott, desperate for Ashley Robert's attention and friendship, unwittingly walks into a trap of public humiliation. Ashley continues to psychologically torment Teresa, driving her into social isolation. The play ends with hard facts and heartfelt questions. Bullies continue to abuse and victims pay the price. Is this the only way?



Note:

SHOWDOWN 2.0 purposely reflects worst-case scenarios in order to stimulate audience members into action. Therefore, the characters are written with broad strokes and their activities portrayed in this play are meant to represent anti-models. It is the audience's role in the interactive portion of the presentation to positively recreate these characters and events.

b. Character Breakdown

- ❖ **Ashley:** A popular girl with beauty, brains and attitude to spare. Ashley is one of the two main bullies in SHOWDOWN 2.0. She uses her power status to control, manipulate and socially exclude others at her discretion. Ashley must be right and will make sure everyone knows it.
- ❖ **Drew:** Ashley's younger brother is aggressive, imitating his father without succeeding to gain his respect and approval. Drew dominates his peers, displays no remorse for hurting others and refuses to accept responsibility for his behaviour.
- ❖ **Mom:** Overworked and underappreciated and very tired. Mrs. Roberts struggles to cope with her abusive husband and disrespectful kids. She self-medicates to alleviate her stress.
- ❖ **Dad:** Mr. Roberts is worried about his job, his wife, and son – and has a very short fuse. He is a man of little patience, who would rather use his hands than his reason to settle an argument. He demands respect from his family without returning the courtesy and he is 'king of his castle' and no one is allowed to forget it.
- ❖ **Carl:** A grade nine guy, Carl loves music, movies, dance and is becoming very interested in girls. He falls into the pattern of the victim, afraid of the consequences for 'ratting' on Drew.
- ❖ **Sonya:** Also in grade nine, Sonya is shy and curious. She thinks Carl is interesting and sweetly flirts with him in the beginning of the play. She



recognizes that Drew is a bully, and wants to help Carl but is afraid to stand up to him.

- ❖ **Miss Rogers:** The school Vice-Principal, Miss Rogers is an efficient administrator, who tries to maintain order and discipline. Miss Rogers tries to deal with both the bully and the victim and is frustrated by the lack of co-operation by both of them.
- ❖ **Jason:** Ashley's boyfriend is a high school jock who tries to cater to Ashley's every whim. Jason often falls victim to her scathing tongue and manipulations, even though he knows he knows she's using him.
- ❖ **Teresa:** Theresa is smart and inquisitive and frequently knows the answers; though she tries to fit in and make friends, Teresa's awkward style and insecurity targets her as a loser and she is frequently ridiculed and ostracized.

3. Pre-Show Activities

a. Theatre Etiquette

Please review the following theatre guidelines with your students prior to the performance:

- ❖ Please be considerate audience members. Talking, whispering, snacking or shuffling about in seats disrupts the actors and distracts the audience.
- ❖ Please try not to leave and re-enter during the performance. Plan washroom visits for before or after the show.
- ❖ Taking photographs and recording sound or video during a performance is strictly prohibited by Canadian Actor's Equity regulations.

b. Sensitivity in the Classroom

As SHOWDOWN 2.0 tackles the extremely 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:

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

c. A Note on Activities

The following activities relate SHOWDOWN 2.0 to specific outcomes outlined in the Ontario Curriculum for grades 6 -12. Teachers may use this study guide to enhance their classroom's experience of SHOWDOWN 2.0 and to deepen student understanding about the issues explored in the production. These activities are designed to create the opportunity for students to actively and reflectively explore issues of conflict in their own lives. We suggest that teachers encourage a diversity of ideas and experiences, instead of drawing reductionist conclusions. The Guide may be utilized to help achieve expectations outlined in the Ontario Arts, Physical Education and Health, Social Studies, and Language Arts curriculum. Feel free to adopt exercises to suit the needs of your students.

d. Activity 1: Bully Map

The Bully Map encourages students to develop their skills for observation and assessment of personal safety 'hot spots.' This activity can also be used as an environmental assessment for your school in determining the types, the patterns and the severity of bullying occurring in your community.

Create a map of your school. Include the playing fields and the nearest public transportation bus stop(s). Provide students with 3 colour markers (or pens or stickers...) Green represents a zone relatively free of bullying, orange represents a zone with a moderate amount of bullying activity, and red represents a hot spot for bullying.

Students begin by filling in their own map. Then, in a group, the class builds a comprehensive map.

Note: After receiving each student's map at the end of class, you can add any areas to the group map that students may have been hesitant to discuss in class.

- ❖ Which zones is bullying a hot spot?



- ❖ Why do you think bullying occurs more frequently in certain places than others?
- ❖ Are there specific bullying activities associated with certain places on the map?
- ❖ How long do these bullying incidents last?
- ❖ Does bullying occur anywhere off of the map?

e. Activity 2: Auto Sculpting

By using images, groups are able to represent more than they could communicate with words. This is an opportunity for students to begin observing and sharing their own thoughts and feelings on bullying or conflict in general. It is also an expressive opportunity for students to start working with their bodies, exploring gestures, space and character motivation.

All students form a circle and face outward with their eyes closed. Announce a word or phrase associated with bullying (e.g. victim, bully, bystander, teacher, parents, power, loneliness, exclusion, aggression, loyalty, rratting/baiting...) Everyone takes their first impression of that word and shapes their body in whatever image comes to mind, realistic or abstract, whatever it means to them. Ask the students to turn into the circle and open their eyes.

- ❖ What are the similarities/differences of the images?
- ❖ Pick out certain images and ask others to describe what they see.
- ❖ Choose a student/sculptor to share a few words about what they are feeling or thinking in that moment.
- ❖ Which sculpture has the most power?
- ❖ What kind of events can lead to conflict?
- ❖ With what feelings and actions do people respond to conflict?
- ❖ What were the causes of the sculpted conflicts?
- ❖ Are there common causes for conflicts?

f. Activity 3: Summary

Use the images and observations of the above exercise to define the following:

- ❖ What is a bully?
- ❖ What is a victim?



- ❖ What are types of bullying?
- ❖ What are some anti-bullying solutions? (Introduce W.I.S.E. strategy.)

The W.I.S.E. Strategy

Walk Away

- Don't stay in a situation where you might be hurt

Ignore the bullying and inform an adult

- Ignoring the bullying takes power away from the bully. But don't ignore repeated bullying. Inform an adult. You do not have to deal with this on your own.

Stay strong – Safety in numbers

- Stand up straight, look the person in the eye and speak in a friendly but firm voice. This shows that you don't want to fight and that you mean what you say. Also, find allies. There is power in numbers. But don't get violent. Be assertive, **not** aggressive.

Exercise humour

- Humour gets a bully off balance. Get the bully to laugh with you not at you.



4. Information Handouts

What is Bullying:

- ❖ Bullying is an attempt by an individual or group to use power and aggression with the aim of hurting another individual repeatedly. This aggression can be physical, verbal and/or psychological in nature
- ❖ Bullying is an attempt by an individual or group to use power and aggression with the aim of hurting another individual repeatedly. This aggression can be physical, verbal and/or psychological in nature.

(TDSB –Safe and Caring Schools: What is Bullying)

Examples of Bullying Include:

- hitting, tripping or deliberately pushing or hurting another person
- intentionally damaging another's belongings
- threatening another person with physical or relational harm
- name-calling, sneering or gossiping
- teasing or humiliating another student
- making fun of another's appearance, size, disability, race, gender, language, culture, clothing, family or grades
- directing insulting remarks, gestures or actions of a sexual nature towards another
- isolating others or threatening to exclude them from social events, games and conversations
- using telephone or e-mail for intimidating or threatening purposes

(TCDSB, *Responding to Bullying Pamphlet*)

Characteristics of Bullies

- Values the rewards that aggression can bring.
- Lacks empathy for his or her victim and has difficulty feeling compassion.
- He or she tends to lack guilt and fully believes that the victim provoked the attack and deserved the consequences.
- He or she likes to be in charge, to dominate, and to assert with power. A bully likes to win all situations.
- A bully's parent(s) (or other significant role model) often model aggression.
- A bully thinks in unrealistic ways (e.g., "I should always get what I want.").

(C.Garity et al., *Bullyproofing Your School*)



5. Alternative Activities

These activities also encourage sensitivity to dynamics of power and difference in conflict. Concluding activities focus on the practice and development of successful conflict resolution techniques that students can incorporate into their own modes of interpersonal interaction.

“Adolescents play many roles in today's society: they are often different at home, in school, with their friends, and finally, in their fantasy lives. The modern epidemic of peer violence in the school ranges from students with guns and murder at the extreme end of the spectrum, to violence between adolescent friends and peers through rumours, cultural misunderstandings and stereotyping on the other. Teens need the life skills to discover, forge successful relationships, stimulate curiosity, learn positive roles, and make their voices heard. These activities will teach students that there is another option to dealing with conflict, outside of the “fight or flight” dichotomy; this option is collaboration through communication.”

~ Patricia Sternberg, Theatre for Conflict Resolution in the Classroom and Beyond.



Activity 1: Group Definition – What is Conflict?

Overall Objectives:

- ✓ To become aware of personal beliefs or attitudes concerning conflict and how influences such as family, friends, the media, and one's personal experiences have affected these beliefs and attitudes.
- ✓ To practice active listening in terms of forming skills such as clarifying (checking that what you've heard is accurate to what is felt), paraphrasing and reflecting.
- ✓ To collate impressions around the concept of conflict to form a definition that sufficiently encompasses the range of experiences.

Curriculum Connections:

Grade 6: *Language* – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 7: *Language* – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 8: *Language* – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 9: *English* – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 10: *English* – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 11: *English* – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 12: *English* – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Materials: Chart paper and markers.

Activity:

1. As a class, students will brainstorm words or phrases/common sayings (from their own lives, from childhood, or the media) that they associate with the word “conflict.”
2. From the list, each student chooses four or five words they feel are the most meaningful for them and the most important in defining “conflict.” They vote for these words in a straw vote to narrow down the list to less than ten words or phrases.
3. The teacher posts the words or phrases remaining for the word “conflict” around the classroom, and the class will “vote” on their feet, by moving to the phrase or word they prefer. This



organizes them into small task groups of approximately five or six students from the different definition groups around the room.

Group Discussion:

In a circle, the class holds a “talking stick” discussion (passing around a stick or rock to share talking time). Each student paraphrases the feelings of the person before him/her, and then contributes by offering his/her view on the following:

- Why did I choose the word I did?
- How do I feel during conflicts?
- Why do I think that conflicts happen between people? What creates conflict?
- What kinds of conflicts exist in the world? In your native culture? In theatre?

Activity 2: Sculpting Images: How does Conflict Happen?

Overall Objectives:

- ✓ To look at examples of conflict from personal experience with different perspectives contributed by classmates.
- ✓ To explore common processes of conflict from the cause to the crisis.
- ✓ To explore different influences on individual responses to and behaviour within conflict (with special sensitivity to issues of power and difference).

Note to educator:

As the students will be in close physical contact with each other, please restate the “no harm” rules noted at the start of this guide to ensure that each student feels physically comfortable with this activity.

Curriculum Connections:

- Grade 6: *Drama* – B1.1, B1.2, B1.3
Language – 1.2, 1.4, 2.2, 2.3 (Oral Communication)
- Grade 7: *Drama* – B1.1, B1.2, B1.3
Language – 1.2, 1.4, 2.2, 2.3 (Oral Communication)
- Grade 8: *Drama* – B1.1, B1.2, B1.3
Language – 1.2, 1.4, 2.2, 2.3 (Oral Communication)



Grade 9: *Drama* – A1.2, A1.3 (Creating and Presenting)
English – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 10: *Drama* – A1.2, A1.3 (Creating and Presenting)
English – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 11: *Drama* – A1.2, A1.3 (Creating and Presenting)
English – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Grade 12: *Drama* – A1.2, A1.3 (Creating and Presenting)
English – 1.2, 1.4, 2.2, 2.3 (Oral Communication)

Activity:

1. The class is divided into small groups of approximately 5 students.
2. Within each group, each student in turn “sculpts” the others into a still image of conflict from their own experience (not scenes from TV or movies). The creator of the sculpture should focus on the events and feelings leading up to the conflict, as well as how it progressed.
3. Each student has two turns to create two different sculptures, and the group chooses two of them to present to the class.

Group Discussion:

- According to what we have shared with each other, how does conflict happen?
- What kinds of feelings or perceptions (beliefs, attitudes) often lead to conflict?
- How is the status of each character within each sculpture portrayed?
- Who has the most power in each of these sculptures?
- What kinds of events can lead to conflict?
- With what kinds of feelings and actions do people often respond to conflict? (Optional: How is this influenced by culture?)

Journal Activity:

Students can respond around the following questions:

1. What were the causes of the conflicts I sculpted?
2. Are these common causes for the conflicts that happen in my life?
3. How do I tend to respond to conflict?



Activity 3: Factors in Behaviour: How do I Handle Conflict?

This activity continues the process of examining experiences with conflict by focussing more on one's own personal responses to conflict, using the perceptions of peers to develop a broader perspective.

Overall Objectives:

- ✓ To review past conflicts with the aid of the perspectives of others.
- ✓ To explore personal responses to conflict and some of the factors which affect how we respond in different situations.

Note to educator:

This activity allows self-disclosure in front of other students. It is necessary here to restate the rules of the class to ensure that each student is heard and respected.

Curriculum Connections:

Grade 6: *Drama* – B1.1, B1.2, B1.3

Language – 1.2, 2.2, 2.3 (Oral Communication); 1.2, 1.4 (Writing)

Grade 7: *Drama* – B1.1, B1.2, B1.3

Language – 1.2, 2.2, 2.3 (Oral Communication); 1.2, 1.4 (Writing)

Grade 8: *Drama* – B1.1, B1.2, B1.3

Language – 1.2, 2.2, 2.3 (Oral Communication); 1.2, 1.4 (Writing)

Grade 9: *Drama* – A1.2, A1.3 (Creating and Presenting)

English – 1.2, 2.1, 2.2, 2.3 (Oral Communication); 1.4 (Writing)

Grade 10: *Drama* – A1.1, A1.2, A1.3, A2.1 (Creating and Presenting)

English – 1.2, 2.1, 2.2, 2.3 (Oral Communication); 1.4 (Writing)

Grade 11: *Drama* – A1.1, A1.2 (Creating and Presenting)

English – 1.2, 2.1, 2.2, 2.3 (Oral Communication); 1.4 (Writing)

Grade 12: *Drama* – A1.2, A2.1 (Creating and Presenting)

English – 1.2, 2.1, 2.2, 2.3 (Oral Communication); 1.4 (Writing)

Materials: Chart paper and markers.

Activity:

1. The class brainstorms together all of the people in their lives with whom conflict arises (E.g. fellow students, parents, guardians, etc). It may be useful to categorize the answers into parents/guardians, older siblings, younger siblings, male friends, female friends, older students,



younger students and teachers, principal, employers, etc. This raises the idea that we respond very differently to conflict depending upon the relationship between ourselves and the other person, as well as events, feelings, and circumstances surrounding the conflict.

2. The students then reflect on conflicts they have had in the recent past and choose two categories where they have had the most memorable or frequent conflicts.
3. The class is divided into three groups. In each group, each student will sculpt the two types of conflict with two people from the categories they have chosen.
4. The students will present the images to the class.
5. Students may chart the categories of people with whom conflict arises in terms of “power” and “familiarity or things in common:”

Less power _____ More power

Less in common _____ More in common

younger students	older students	teachers	principals	parents
female friends	male friends		younger siblings	older siblings

Journal Activity:

Students may reflect around the following questions:

1. Was my portrayal or the other person’s portrayal in the conflict different from how I remember or perceived it?
2. What could this be telling me about my perceptions or about the conflict?
3. What were my responses to these conflicts? Are these typical responses to conflict for me?
4. What factors influence my response in these instances? What effect did factors (like my feelings, culture, relative power and our familiarity or things in common) have on my response?
5. How often do factors like these affect how I respond to conflict situations?



Activity 4: Unfinished Dialogues: Escalation vs. De-Escalation

Overall Objectives:

- ✓ To explore an unfinished dialogue through improvisation to negotiate a solution, if possible.
- ✓ To explore the ambiguous roles and contexts of the dialogues to unearth the power dynamics of conflict.
- ✓ To make students more aware of their own emotional “triggers” in a variety of situations, thereby increasing practice of their conflict resolution skills.

Curriculum Connections:

- Grade 6: *Drama* – B1.1, B1.2 (Creating and Presenting)
English – 1.2, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)
- Grade 7: *Drama* – B1.1, B1.2 (Creating and Presenting)
English – 1.2, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)
- Grade 8: *Drama* – B1.1, B1.2 (Creating and Presenting)
English – 1.2, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)
- Grade 9: *Drama* – A1.3, A2.1, A2.2, A3.2 (Creating and Presenting)
English – 1.2, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)
- Grade 10: *Drama* – A1.3, A2.1, A2.2, A3.2 (Creating and Presenting)
English – 1.2, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)
- Grade 11: *Drama* – A1.3, A2.2, A3.2 (Creating and Presenting)
English – 1.2, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)
- Grade 12: *Drama* – A1.3, A2.2, A3.2 (Creating and Presenting)
English – 1.2, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)

Materials: Unfinished dialogue slips (dialogues 1 and 2 provided below).

Activity:

1. Students follow these unfinished dialogues until they reach a conclusion, or until the dialogue heats up. The facilitator can also add characterization to the dialogues, providing variety and building role-playing skills.
2. Different members of the classroom, evoking different responses can perform the same dialogue. The dialogue topics range in complexity as they progress.

Dialogue 1: Time to go:

- Student 1 It's time to go.
- Student 2 I don't want to go.



Student 1 We'll be late.

Student 2 I don't care.

Student 1 Well, I do care, let's go.

Student 2 Stop bugging me!

Student 1 You always do this.

Student 2 Me? You're the one who started it.

And so on...

Dialogue 2: Listen

Student 1 You never listen to me.

Student 2 You never say anything worth listening to.

Student 1 That's some attitude.

Student 2 I don't have an attitude, you do!

Student 1 Me!

Student 2 Yes, you. You always try to start an argument.

Student 1 You're the one who's starting it.

Student 2 Just shut up, will you?

And so on...

Group Discussion:

- Ask students what the scene was about. The students, surprisingly, will often have very different ideas of what they were creating. Reverse roles to create a new scene.
- Discuss variations, the ideas of escalation vs. de-escalation.
- Ask the students: Where did the change begin (specifically, which line)? This is very important for the students to consciously build their own conflict resolution skills. It raises awareness of emotional buttons, escalating words, and the students' own prejudices and assumptions.



- Students can then offer their own alternative lines to the dialogue that they feel might de-escalate the situation.

Suggested Topics for Dialogues:

Students can script these short unfinished dialogues after practising dialogues 1 and 2.

Dialogue 3: Whispers (rumours)

Dialogue 4: Decisions

Dialogue 5: Forget

Dialogue 6: Help

Dialogue 7: Learning

Dialogue 8: Trust

Dialogue 9: Nobody Knows

Dialogue 10: Attitude

Dialogue 11: All You People (cultural stereotyping)

Activity 5: Scenes from the Play - Different Responses to Conflict:

Overall Objectives:

- ✓ To extend the play forum process by allowing every student to choose a conflict or oppressive scene from the play then inviting them to personally change it.
- ✓ To explore the different responses to conflict in an oppressive relationship.

Curriculum Connections:

Grade 6: *Drama* - B.1.1, B1.2, B1.3, B2.1, B2.2 (Creating and Presenting)

Language - 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)

Grade 7: *Drama* - B.1.1, B1.2, B1.3, B2.1, B2.2 (Creating and Presenting)

Language - 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)

Grade 8: *Drama* - B.1.1, B1.2, B1.3, B2.1, B2.2 (Creating and Presenting)

Language - 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 2.2, 2.3, 2.4, 2.5, 2.6 (Oral Communication)

Grade 9: *Drama* - A1.1, A1.2, A1.3, A2.1, A2.2, A3.2 (Creating and Presenting);

B1.1, B1.2 (Reflecting, Responding, and Analysing)

English - 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, (Oral Communication)



Grade 10: *Drama* - A1.1, A1.2, A1.3, A2.1, A2.2, A3.2 (Creating and Presenting);
B1.1, B1.2 (Reflecting, Responding, and Analysing)
English - 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, (Oral Communication)
Grade 11: *Drama* - A1.1, A1.2, A1.3, A2.1, A2.2, A3.2 (Creating and Presenting);
B1.1, B1.2 (Reflecting, Responding, and Analysing)
English - 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, (Oral Communication)
Grade 12: *Drama* - A1.1, A1.2, A1.3, A2.1, A2.2, A3.2 (Creating and Presenting);
B1.1, B1.2 (Reflecting, Responding, and Analysing)
English - 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, (Oral Communication)

Activity:

- In groups of three, students choose a scene that bothered them, and in which there clearly was a conflict, or poor choice made by one of the actors.
- They role-play the scene twice, each taking a turn playing the bully, the victim and the bystander (this part can be improvised into the scene).

Definition of terms:

Oppression: a situation in which one person(s) uses his/her power to improve his/her physical, social, economic, political or emotional state at the expense of another person(s) E.g. Someone is put down, disrespected or manipulated.

Some guidelines for students in role:

Oppressed Role: React naturally, but try to find a more effective resolution to the conflict so that the scene is changed and ends more fairly and peacefully.

Oppressor Role: React in character, trying to ensure that the conflict ends up being resolved (or not) in the same oppressive way. Please also consider what will realistically change the oppressor. An oppressor will not magically alter his or her ways. Remember: Someone who has power will do everything they have to retain it.

Bystander Role: An extremely important role: in most of the conflict we have contact or experience with, we are playing this role. This role is also a position of tremendous hope and power to potentially change a situation (or call in an authority that can). Take it seriously: think and try as hard as you can to mediate or change the conflict to a more positive resolution.



Group Discussion:

1. How did it feel to be the oppressed? As the oppressor?
2. What was the oppressor doing that made it difficult to resolve the conflict fairly and peacefully?
3. What were different tactics tried by the oppressed?
4. How did it feel to be the bystander?
5. How much was possible?
6. What were the restrictions to these possibilities?

Journal Activity:

Students can respond to the following questions:

1. What were my feelings as the oppressed?
2. How did I feel when playing the oppressor?
3. What were the motivations behind my actions in each role?
4. What seemed to be the approach to resolving the conflict that I identified with the most?
5. Which one did I find to be most effective?
6. How did it feel to be a bystander who stepped in?
7. Is there usually something that deters me from doing this?

Activity 6: Resolution Styles - Avoidance/Aggression/Resolution

PLEASE SEE APPENDIX I

This activity builds on the explorations of conflict in the play as well as in students' personal experience by attempting to understand behaviour in conflict situations and organize it into a conceptual framework.

Overall Objectives:

- ✓ To reconsider the various conflicts examined thus far in the activities in terms of 3 broad conflict resolution styles.
- ✓ To re-think one's own conflict resolution style in these terms.



Curriculum Connections:

Grade 6: *Language* – 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication);
1.2 (Writing)

Grade 7: *Language* – 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication);
1.2 (Writing)

Grade 8: *Language* – 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication);
1.2 (Writing)

Grade 9: *English* – 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication)

Grade 10: *English* – 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication)

Grade 11: *English* – 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication)

Grade 12: *English* – 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication)

Materials: 5' x 3' space on the wall or bulletin board, covered with white paper, divided into vertical columns with the titles “avoidance”, “aggression” and “resolution;” Cue cards and markers.

Activity:

1. In pairs, students brainstorm different ways of responding to conflict that they are aware of, from past experiences and the play.
2. Each pair writes their answers on cue cards.
3. They post the cue cards on the papered area under one of the three categories.
4. The whole class reads and discusses the categories and cue cards. The teacher may introduce other cards/styles that do not fit under one of the three headings (i.e. mediation, arbitration, and conciliation). If so, make a fourth heading for this category.

Homework:

Each student receives the Conflict Resolution Styles Guide (*Appendix I*). During the pre-determined number of days to follow, each student is responsible for making notes on 5 conflicts they observe. These can be handed in or taken up as a class.



Activity 7: Friend of the Year - Effective Conflict Resolution Styles

PLEASE SEE APPENDIX II & III

This activity begins the effective communication and conflict resolution skill section of the unit.

Overall Objectives:

- ✓ To begin exploring effective and non-effective listening skills.
- ✓ To examine the feelings and attitudes which underlie and result from the different conflict resolution styles.
- ✓ To develop an awareness of the importance of attitude in conflict resolution.

Curriculum Connections:

- Grade 6: *Drama* - B1.1, B1.2 (Creating and Presenting)
Language - 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 (Oral Communication)
- Grade 7: *Drama* - B1.1, B1.2 (Creating and Presenting)
Language - 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 (Oral Communication)
- Grade 8: *Drama* - B1.1, B1.2 (Creating and Presenting)
Language - 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 (Oral Communication)
- Grade 9: *Drama* - A1.3, A2.1, A2.2, A3.2 (Creating and Presenting)
English - 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 (Oral Communication)
- Grade 10: *Drama* - A1.3, A2.1, A2.2, A3.2 (Creating and Presenting)
English - 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 (Oral Communication)
- Grade 11: *Drama* - A1.3, A2.2, A3.2 (Creating and Presenting)
English - 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 (Oral Communication)
- Grade 12: *Drama* - A1.3, A2.2, A3.2 (Creating and Presenting)
English - 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1 (Oral Communication)

Materials: Appendix II: Listening and Non-Listening Techniques and Appendix III: Observer's Record.

Activity:

1. Teacher hands out Listening and Non-Listening Techniques. Students are divided into groups of three to form "Active Listening Triads." In each triad, there is a Listener, a Speaker and an Observer.
2. Each Speaker chooses to talk about an appropriate topic of his/her choice (eg. family, vacation plans, favourite book/movie, etc.)
3. The Listener chooses 4 or 5 non-listening techniques and demonstrates them while "listening" to the Speaker. The Observer notes down the techniques he/she notices.



4. The three students switch roles so that the Listener is now using 4 or 5 Listening Techniques. The new Observer notes down those techniques observed.

The triads discuss the following questions:

- How did the Speaker in each case feel during the “conversation?”
- What did they want to do in each conversation?
- What did the speakers appreciate the most, or feel irritated by the most?
- What did the Listeners feel about what the Speaker was saying in each conversation? How did the Speaker feel?
- Which techniques did the Listeners find the most difficult to do?
- What can we conclude from this activity?
- How would the activity change if the communication happened virtually (online through instant messaging, virtual chatting or email, or on a phone through verbal conversation or text messaging)? How would the Speaker and Listener feel? What difficulties might exist when communicating virtually, rather than face-to-face?

Group Discussion:

The entire class can discuss their responses. The teacher may acknowledge that all of the conflict resolution techniques will not succeed without a determined will or desire to reach a mutually understanding and respectful agreement. What options remain if one party to the conflict does not wish to resolve it?

Activity 8: Conflict Resolution in Life: 10 Commandments

Overall Objectives:

- ✓ Based on their knowledge, students create “Ten Commandments of Conflict Resolution” for the classroom and in life as a guide.
- ✓ Students will consolidate their classroom and life experiences to create a working model for the classroom environment, which can be later enforced by all students.



Curriculum Connections:

Grade 6: *Language* - 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication);
1.2 (Writing)

Grade 7: *Language* - 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication);
1.2 (Writing)

Grade 8: *Language* - 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4 (Oral Communication);
1.2 (Writing)

Grade 9: *English* - 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4, (Oral Communication);
1.1, 1.2, 1.4 (Writing)

Grade 10: *English* - 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4, (Oral Communication);
1.1, 1.2, 1.4 (Writing)

Grade 11: *English* - 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4, (Oral Communication);
1.1, 1.2, 1.4 (Writing)

Grade 12: *English* - 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 2.3, 2.4, (Oral Communication);
1.1, 1.2, 1.4 (Writing)

Materials: Chart paper and markers

Activity:

1. Students work in small groups to create their “Ten Commandments.”
2. The class reconvenes to create a “master list” for the classroom, which will be on display in the classroom.
3. Alternatively, students can work as a class to create a “master list” for the classroom together.

Group Discussion:

Students can reflect upon this unit, and discuss what they feel they have learned about conflict resolution. Alternately, students can complete a culminating journal activity discussing the following:

- What are the best methods of conflict resolution?
- Why are your group’s “Ten Commandments” effective methods of conflict resolution?
- What have I learned about effective conflict resolution?
- Has my style of dealing with conflict changed since completing this unit?
- Who would benefit from this type of training/experience?
- Can you think of a past experience that you might have handled differently, knowing then what you know now?



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Toronto Board of Education and King-Squire Films. Bullying at School: Strategies for Prevention. film. Toronto. King-Squire films. Contact: (416) 922-6509.

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Internet Resources

www.bullying.org (Canadian; elementary school focus)

www.cyberbullying.ca (Canadian; focused on cyber-bullying)

<http://www.stopcyberbullying.org>

www.bullybeware.com (Canadian: B.C. site): This organization offers a book, video and posters to help students (Grades K-8), parents, guardians and administrators called "Take Action Against Bullying".

Contact: 1-888-55BULLY

www.antibullying.net (Established by The University of Edinburgh)

www.nobully.org.nz (New Zealand Youth Education Services)

"Bullies" CBC National documentary: contact CBC Non-Broadcast Sales.



Email: edsales@toronto.cbc.ca

www.cfchildren.org : (Committee for Children Leaders in Social Emotional Learning)



APPENDIX I

(Please See Activity 6)

Major Conflict Resolution Styles

Avoidance:

- ✓ denial
- ✓ accommodation: apology, justifying, agreeing, changing behaviour

Aggression:

- ✓ verbal abuse
- ✓ use of power (physical, social, political, etc.)

Resolution:

- ✓ compromise
- ✓ collaboration

Formal Negotiation:

- ✓ third-party resolution: conciliation, mediation, arbitrate

APPENDIX II

(Please See Activity 7)

Listening and Non-Listening Techniques

Active Listening

How to pay attention:

- Appear interested
- Look at partner
- Face partner
- Nod in response
- Wait until the partner is finished

How to empathize:

- Encourage partner to tell you more
- Ask what partner thinks s/he should do next
- Try to understand the facts
- Paraphrase objectively
- Validate partner's feelings and efforts

Non-Listening

- Appear bored
- Look elsewhere
- Turn body away
- No response
- Interrupt

- Change the subject
- Lecture partner/Tell him/her what you think he/she should do next
- Ask irrelevant and distracting questions
- Judge your partner
- Minimize or ridicule partner's feelings



APPENDIX III

(Please See Activity 7 Observer's Record:)

Name:

Speaker:

Listener:

Non-Listening Techniques:

1.

2.

3.

4.

5.

Name:

Speaker:

Listener:

Listening Techniques:

1.

2.

3.

4.

5.