

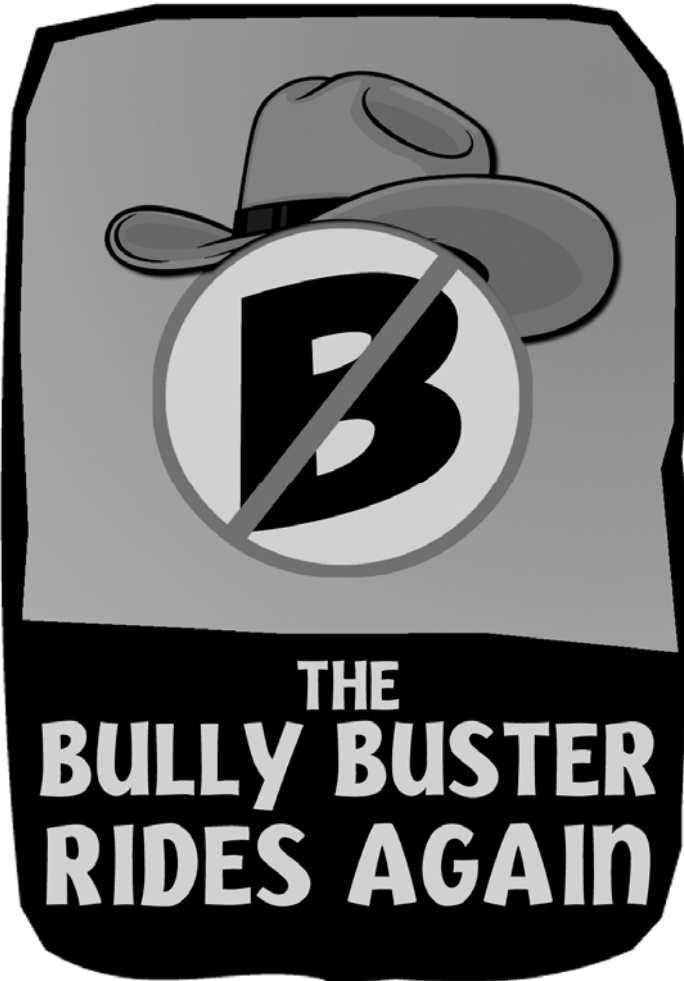
WALNUT STREET THEATRE

Touring Outreach Company

sponsored by:



Study Guide

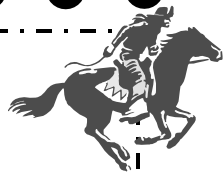


Summary:

Meet Timmy a third grader who is the victim of bullying by Alex an older fifth grader who shows no signs of mercy! While Timmy and his friends dream of what their favorite heroes like Harry Potter and Luke Skywalker would do to stop the bullying, Principle MaGilicuddy tries to prevent bullying in the school with the help of Bob the Bully Buster! There are a lot of surprises along the way as everyone learns that bullying effects everyone, not just the victim.



Theater Etiquette



- Stay in your seat until the end.
- Save questions until the end.
- Laugh and clap when appropriate, especially at the end of the show!

By Tom Quinn

Questions for Before the Show

- What is bullying?
- Have you ever been a victim of bullying? What did you do?
- How did it make you feel?
- Have you ever seen someone else getting bullied? How did you handle the situation?

Questions for After the Show

- What did you learn about bullying?
- What makes someone a bully?
- What can you do to prevent bullying in your school?

ACCORDING TO THE BUREAU OF JUSTICE STATISTICS & STANFORD UNIVERSITY RESEARCHERS:

**BULLY
FACTS**

6 out of 10 students in grades three through six report being bullied by their peers.
Each day 160,000 students miss school for fear of being bullied.
43% fear harassment in the bathroom at school.
Every 7 minutes a child is bullied.
Over half of elementary school students report having participated in some type of bullying.



Secret Mailbox:

Have each student create their own mailbox out of envelopes and decorate them themselves. Then write a list of every student's name. Have the students write a personal nice thing about each of their classmates, and put the notes in their classmate's mailbox so that they can read what their classmate's have said about them.

You can also . . .

Assign each student a secret buddy. They will write encouraging secret notes to each other and leave them in their mailbox throughout the year.

Our Class Rules!

Get students involved in fighting bullying. Have them create their own set of rules saying how they will treat each other kindly, and keep bullying out of the classroom. Put the list on a board with the heading, "In this classroom we will . . ." above the classroom's own Bully Buster Box, just like in the play. When any student sees or experiences bullying they will be able to write a note and leave it in the box for the teacher. This allows students who are afraid of speaking out to do so without fear of their other classmates reaction.

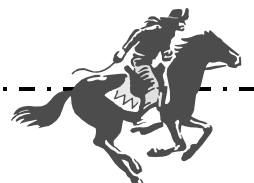
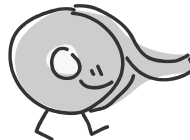
Mix it up day!

Often lunch is the most difficult time for victims of bullying. They may sit alone, or even with other students who bully them. Have a Mix-It-Up day at your school where the students have a chance to sit with different people, and get to know their classmates better. Find out more information at <http://www.tolerance.org/mix-it-up>



Which side of the Room?

Tape a line down the center of the classroom and have the students stand on either side facing each other. Create a list of interests and experiences they may have in common. Begin with simple ones (ex. people who like chocolate ice cream) , and lead into experiences with bullying (ex. people who have felt bullied) . As the statements are called out, students will step onto the line, if they feel the statement describes them. The students will have a chance to learn more about what they have in common with their classmates, and what experiences others in the school have had with bullying.

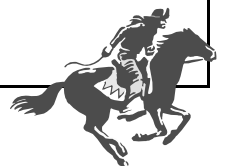


Make a Scene!

As a class, break up into groups of three or four. Together write down different bullying scenarios, and choose one to write into a scene in the space below. Make sure your scene includes the point of view of the bully, victim, and bystander. Present your scene to your class.

Who can you go to when you feel bullied?

Draw a comic strip of a situation real/fictional involving bullies. What should the characters do, and who should they go to for help.



DID YOU KNOW . . . THERE ARE SEVERAL KINDS OF BULLYING

Physical: kicking; hitting; taking and damaging belongings

Verbal: Name calling; taunting, threats; making offensive remarks

Indirect: Spreading nasty stories about someone; gossip; excluding people from social groups

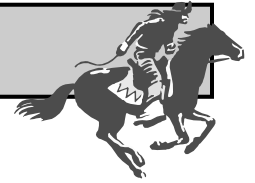
Cyber: sending nasty or threatening texts or emails; phone call bullying via mobile phone; picture/video clip bullying; chat-room bullying; bullying through Instant Messages (IM) and bullying via websites

What I like about me!

Victims of bullying often do not feel good about who they are. Have the students take some time to reflect on what they like about themselves by gluing a picture of their face on a piece of paper. Have them draw images and activities around it displaying what makes them special. Have the students share their picture with their class.



Who What and Why . . .



Who is affected by bullying?:

- A. **Bully**-The student who starts the bullying.
- B. **Followers** (also a bully)- React positively towards the bullying, but do not start it.
- C. **Supporters** (also a bully)- Openly support the bullying by laughing or drawing attention to it.
- D. **Passive supporters** (also a bully)- Students who support the bullying but do not outwardly show it.
- E. **Disengaged onlookers** (also a bystander)- Students who do not get involved, do not participate, and do not take a stand.
- F. **Bystander**- Students who do not like the bullying, feel bad for the victim and want to help but do nothing.
- G. **Defender** (also a bystander)- They want to help the victim, and do something to help them.
- H. **Victim**- The student being bullied.

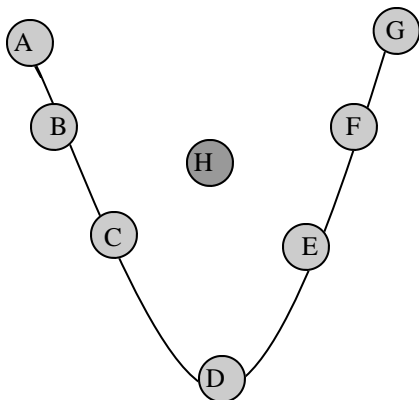
What is Bullying-Aggressive behavior that involves unwanted negative actions. It involves repeated behavior over a period of time, and an imbalance of power or strength.

Why- Student's bully because they have a strong need for power or dominance. They feel satisfaction from making others feel bad, and they receive either a mental or material reward for their actions.

How many people are bullying?

Explain to the students when there is bullying everyone is involved, so there is *always* something they can do about it.

Have a volunteer stand up in front of the class. Explain to the class that this person is the victim, giving them a sign that says "victim" on the front. Walk through the definitions above. As you do this have volunteers come upfront and form the diagram below around the victim, also holding a sign. Helping the students see how many people are really effected by bullying.



Cyberbullying hurts too . . .

With the growing use of technology, a new form of bullying has begun: *cyberbullying*. Whether it is through texts, Facebook or email, cyberbullying can do as much damage as any other type of bullying.

With partners, have your students write or type out a fictional Facebook Chatting conversation involving cyberbullying. Encourage them to model their conversation off of cyberbullying situations they have been involved with themselves.

Next, have your students read aloud their conversation. Ask, *Is it different hearing the words aloud instead of reading them in print?*

Discuss how cyberbullying involves the "*I Can't See You*" thought process. When one is looking at a screen instead of a person, they cannot visibly see the damaging impact they can have on the other person. When online, people often say things they never would say to someone's face.

Point out that just like how they wrote/typed the conversation, someone can always save or print out a conversation online and those hurtful words will be in print forever.

WEB RESOURCES



Who What and Why . . .

<http://www.olweus.org/public/bullying.page>

Mix it up Day!

<http://www.tolerance.org/mix-it-up>

Bullying Statistics

<http://www.anti-bullyingalliance.org>

More on bullying

www.stopbullying.org

About the Playwright

Tom Quinn is the author of *Freedom Riders*, *No Easy Road to Freedom, Martin and Malcolm*, *The Boy Who Cried Bully* and *Mean Girls R Bullies 2*. Quinn also serves as the Director of Education at Walnut Street Theatre overseeing a program that reaches over 111,000 students each year. Quinn was a recipient of the Dorothy Haas Acting Fellowship from Walnut Street Theatre in 1991-92. Tom also performed in regional theatre across the country before obtaining a teaching degree and Masters in Education from West Chester University, along with a Masters in Educational Administration from Gwynedd-Mercy College. A former high school teacher and school administrator Quinn has also worked as a grant reviewer for the US Department of Education.

This production was directed by Heather Krause

Walnut Street Theatre Education Department Staff

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.....*Nate Golden*
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WALNUT STREET THEATRE



Walnut Street Theatre has the unique distinction of being the oldest, continuously operating theatre in the English-speaking world, having served Philadelphia audiences for over 200 years! It is also the Official State Theatre of Pennsylvania, and a National Historic Landmark.

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 30th season as a self-producing, non-profit theatre. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 56,000 subscribers, the Walnut is also the most subscribed theatre company in the world!

The Walnut Street Theatre is celebrating over 25 years of bringing high-quality professional theatre to schools across the Delaware Valley. Our multi-cultural Touring Outreach Company introduces students to the world of theatre through age-appropriate, curriculum-based pieces, that are socially relevant, entertaining, and exciting. Last season, 111,464 children and adults were impacted by the Walnut's Education Programs.

Touring Actors

Each season, Walnut Street Theatre holds a nation-wide search to recruit accomplished young professionals for Dorothy Haas Acting Apprenticeships. These actors form our Touring Outreach Company. Nearly 350 candidates are considered each year for these four positions.

The Walnut Street Theatre Educational Programs gratefully acknowledge support from the following:

*Aqua America * The Barra Foundation * Bazelon, Less and Feldman, P.C. * Connelly Foundation *
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Cumberland County, Delaware, Greater Portland, Southeastern PA, and Tri-State **