

WALNUT STREET THEATRE

Touring Outreach Company
Study Guide



QUESTIONS BEFORE THE SHOW:

- Discuss these terms with your students before they see the show?

Bully-The student who starts the bullying.

Bystander- Student who may or may not like the bullying but stands by and does nothing.

Victim- The student being bullied.

- Do you think anyone else may be involved with bullying?
- Has it become a larger or smaller issue as you have gotten older?
- What forms of Bullying do you experience in your life?
- Have you heard anything about bullying on TV? Online?
- Do you find that you like to do the same things as your friends? Do you think your friends influence what you do and how you think? Is that ever a bad thing?

PERFORMANCE ETIQUETTE

Please share the following guidelines with your students:

- Please save all comments and questions until the end; we will be happy to talk to you after the show.
- Use your best judgment for applause and laughter.
- Stay seated during the performance
- Please do not talk during the performance

QUESTIONS AFTER THE SHOW:

- Which character in the play do you relate to the most? Why?
- In *Only 13* Carl turns to suicide as a way to deal with his problems. What are some better ways he could have coped?
- In *Only 13* Carl uses music to help deal with his troubles at school. Do you find music helps you? Which songs?
- Phoebe feels pressure from her parents, school, and friends. Do you relate to this? What types of things do you feel pressure to accomplish?
- Do you ever feel pressure to look a certain way? Where do you get your ideas about beauty?
- There are many laws that have been recently passed regarding bullying. How does this relate to the play? Do these laws prevent bullying or not?

Classroom Activities

Bullying Facts

- An estimated 66% of U.S. Middle School students say they are teased at least once a month.
-(statistic from Tolerance.Org).
- A British Study claims verbal and psychological abuse is just as, if not more, harmful to a child's self-confidence than physical bullying.
-(statistic from Tolerance.Org).

10 Things I Think about ME

Have your students cut or rip a piece of paper into ten strips. On each strip have them write a word or a phrase that describes them. **No one is allowed to see another student's ten strips.** Then tell your students to arrange the strips in order from what they most like about themselves to what they least like. Ask your students if they like what they see. Now ask them to give up one strip. Ask them how that makes them feel to lose that personal quality. Now ask them to give up another strip. Then ask them to give up three more traits. Ask your students: *"OK, now that you've given up five strips what kind of person are you?"* Next, give your students the opportunity to regain only two of the five traits they gave up. After the activity, have your students write a short paragraph about what traits they kept and what they learned about themselves from the experience.



What is bullying?

It can sometimes be hard for everyone involved in bullying to have empathy for those they are bullying. To help them develop empathy for a victim, bully, or bystander create a list of experiences and feelings each person has (ex. loneliness, or gossip). Call out one of the experiences or feelings and have one student come to the front and freeze in a position that conveys that word. Have a second student step in and join the first student in a different position that conveys the same idea and connects to the first student. Once the image is set have the first student exit and send in a third student to connect with the image. Afterwards ask your students how they felt about the activity. Did they experience a different situation or conflict that they had not experienced before?



Create your scene

Think of a time you have either witnessed or participated in bullying. Write a monologue based on your experience from a different perspective as your own (Ex. If you were the victim write it as a bystander). What may have gone on in their heads to lead them to act as they did? How would the school's climate be effected by your character's choices?

Explore cyber-Bullying

As a class discuss the way cyber-Bullying effects the school environment. Is it something that has been a problem at your school in the past? Using magazine clippings create a collage in the space below showing the way Cyber-bullying effects people personally and at school.



Cross the Room if...

Line up all the students on one side of the room. If they agree with the statement, they should walk across to the other side of the room; if they do not agree they should stay where they are. Start by making simple statements (All Americans should exercise; Everyone should learn a second language; School should be seven days a week, etc.) and progress to statements concerning cliques and popularity (I worry about what my friends think when I make a decision; I hang out with people who are like myself; I want to know more about my classmates, etc.). To end the activity have a discussion with your students: *When the teacher said a statement, did you take a peek at what your friends were going to do? Why or why not? What did you think about people who crossed the room? Did you see your friends on the other side of the room?*

Climbing the social ladder

When someone at school is being bullied it is often easier to avoid the conflict to protect yourself instead of stepping in and helping the victim. Naturally no one wants to make themselves a victim as well. Play this game to explore social status in school. Everyone walks around the room with a card on their forehead facing away from them so everyone but them can see their card. The object of the game is to find a partner that when the numbers on their card and your card are added together you will have the highest total. When students find their partner they should step to the front of the classroom so everyone knows they are "taken," leaving the lower numbered cards in the middle of the room without a partner. After the game is over go through and see which partners had the highest card, and which partnership won. *Discuss how those with lower cards were less desirable partners than those with higher cards, and how this relates to social roles at school and with your friends.*

Bullying is an ongoing problem and it can take many forms:

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

-(statistic from *Anti-Bullying Alliance* website)

WEB RESOURCES



<http://www.tolerance.org/index.jsp>
(Resources for teaching tolerance in the classroom.)

<http://www.antibullying.net>
<http://www.anti-bullyingalliance.org>
(Information and resources for dealing with bullying.)

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**

Director of Education*Thomas Quinn*
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.....*Nate Golden*
.....*Samantha Joy Pearlman*
.....*Dominic Santos*



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 *
The Peter & Audrey Denton Fund * Gelman & Pelesh, P.C.*
** William Goldman Foundation * Hamilton Family Foundation * Hassel Foundation * Haverford Trust
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*JAMS Foundation * Virginia and Harvey Kimmel Arts Education Fund of the Philadelphia Founda-
tion * Lincoln Financial Group Foundation **
**PECO * Penn Liberty Bank * The Rosenlund Family Foundation * Salmon Ricchezza Singer & Turchi
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Cumberland County, Delaware, Greater Portland, Southeastern PA, and Tri-State **