



WALNUT STREET THEATRE

Touring Outreach Company

The Boy Who Cried Bully

by Tom Quinn
Study Guide

sponsored by:



Play Synopsis

Meet Nate, a typical third-grader who loves playing outside with friends, adding comic relief to Miss Thurgood's class and telling tall tales. Nate's biggest problem is Sam, a fifth-grade bully who has it in for him and his friends. With Sam and her sidekick stealing all of Nate's lunch money, his troubles seem to be getting worse.

Fortunately, Bob the Bully-Buster is invited to Nate's classroom to talk about identifying and preventing bullying in their school. But will Nate's reputation for exaggerating stories keep him from getting the help he needs? This honest examination of bullying - how it starts, why it happens and what to do to stop it - is a fun, theatrical way to deal with this sensitive topic while also showing students the dangers of bending the truth.

Pre-Show Activity

Hang three sheets of poster paper on the board. On the first, write "BULLY." On the second, write "VICTIM." On the third, write "BYSTANDER." Explain to your students that bullying always involves a bully and a victim. Sometimes people are around to witness the bullying and those people are called bystanders. Bystanders must choose to either help the victim, help the bully, or do nothing. Have students suggest words or phrases that describe each of the roles and add them to the poster sheets. Save these sheets and revisit them after the show to decide which characters fell into which categories.

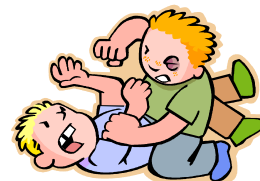
Questions for Before the Show

- * *What do you expect from a show called The Boy Who Cried Bully?*
- * *What does the verb "to bully" mean? Have you ever heard about or seen bullying in your school?*
- * *What should someone do if they are being bullied?*
- * *Have you or someone you know ever stretched the truth to get out of trouble?*
- * *What is an adaptation?*
- * *What do you know about Aesop and his fables?*
- * *Review the plot of The Boy Who Cried Wolf.*



Questions for After the Show

- * *If you are bullied, what should you do? Why?*
- * *Why is it so important to get help from adults when you're being bullied?*
- * *List some reasons why Sam might be so mean to Nate?*
- * *In what ways was The Boy Who Cried Bully similar to The Boy Who Cried Wolf? Which character was the wolf and which character was the boy?*





Anti-Bullying Activities

Celebrate The Positive

Form a big circle with one student in the center. Have all the students in the group, one by one, say one positive thing they can about the person in the middle. Encourage comments that focus on personality and behavior rather than physical characteristics, and every comment must be positive. Continue this activity until all students have had a chance to stand in the center. Also, you can have one student be the recorder of the activity. He or she can hand out the separate lists of compliments to each student at the end of the activity or post them on the bulletin board of your room.

“Bully-Box”

In *The Boy Who Cried Bully*, Bob the Bully-Buster shows Nate’s class a “Bully-Box,” a box for students to tell teachers and other school administrators about a bullying situation. Using a “Bully Box,” students can alert their teachers while remaining anonymous.

In front of your class, take a shoe box and wrap it in a brown paper bag or neutral-colored wrapping paper. With scissors, make a slot in the top of the box and label it “Our Classroom Bully-Box.” Have each of your students use a small piece of paper to write or draw their response to the question, *How can we, as a class, prevent bullying?* Take each of these responses and tape them around the outside of the box. Display the box in a place where all of your students can access it for the rest of the school year.

Two Truths & A Lie

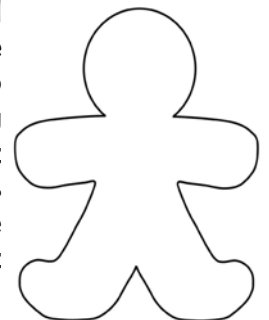
In the play, Nate tends to tell lies far too often. Luckily his teacher is able to tell the truth from a lie in the end and save him from Sam. Have each student think of two truthful statements about themselves. For example, “*I have 2 brothers*” and “*I’ve been to Florida.*” Next have them make up a lie about themselves. Make sure that the lie **could** be possible. For example, “*I have played basketball for 3 years*”, when in reality they play soccer.

Have each student tell their two truths and a lie to the class. Then the class can vote on which statement they thought was the lie. The goal is to try to trick fellow classmates into believing the lie is one of the truths. Therefore, the two truths and a lie can be presented in any order.

When you are finished, talk about what made the activity challenging. Ask your students to identify how they could tell when someone was lying. Discuss the importance of being able to tell the truth from a lie.

Bluey

Sam uses a lot of mean words to lower Nate’s self esteem. Talk to your students about verbal bullying. Using blue construction paper or poster board, trace and cut out a large genderless human figure. Hang the figure, named “Bluey,” in front of the class. One by one, have the students come forward and call out some mean words they have said or heard and rip off a piece of the figure as they say it. Have the students keep their pieces until everyone has gone. Then have the students bring their pieces back to the front of the room, and—using tape—have the students try to put “Bluey” back together. This shows how difficult it is to put people back together after they’ve lost confidence.



ACCORDING 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.

More Classroom Activities!



LOL TTYL

With the growing use of technology, a new form of bullying has begun: cyberbullying. Whether it is through texts, Instant Messenger, 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 Instant Message conversation involving cyberbullying. Encourage them to model their conversation off of cyberbullying situations they have been involved with themselves.

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. Next, have your students read aloud their IM conversation, with each partner taking on the persona of one of the screen names. Ask, *Is it different hearing the words aloud instead of reading them in print?*

Also, point out that just like how they wrote/typed the conversation, someone can always save or print out an Instant Message and those hurtful words will be in print forever.

Me, Too!

Have your students stand in a circle. One by one, have them step into the center and announce to the group something they like or dislike. Other members of the group who like or dislike the same thing should then raise their hands and shout “*me, too!*” For example, a student might say “*I like pizza!*” Then all students who like pizza as well would raise their hands and shout, “*me, too!*”

Bullystiltskin

The Boy Who Cried Bully is an adaptation of one of Aesop’s fables. The playwright used the plot of the original fable set in a more familiar setting to teach students a lesson about bullying. In the fairy tale Rumpelstiltskin the miller’s daughter is bullied by the king to spin gold for him. When she can’t, Rumpelstiltskin says he’ll do it for her in exchange for gold and her first born child. With your class, role play a scene where someone is being forced by a bully to give up something valuable to them. Pick four students to play the roles of bully, victim, bystander, and adult. Ask the class to suggest where the story takes place and what the bully is trying to take from the victim. When the setting and the plot are established, have the actors improvise a scene. Repeat this with four different actors in the roles. Change the plot and the setting slightly each time you start over, resulting in multiple different scenes.



Ya~Yas

One of the keys to putting an end to bullying in your school is to make school a safe, warm and supportive place for children. Have your students stand in a circle. One by one, have each student step into the circle and say some goal they’d like to achieve at school. At this point, all of the students in the circle should raise their hands in the air and shout “*ya-ya!*” This simple activity helps to create a supportive classroom where bullying is less likely.

Outside Words, Inside Feelings

Almost 60% of students in grades three through six report being bullied by their peers. Explain that, for every ten students in this country, about six of them have been bullied in some way. Give each student a piece of cardstock with a gingerbread man-shaped figure drawn, traced, or copied onto it. On the outside of the figure, have students write mean, hurtful things that bullies might say to their victims. On the inside of the figure, have the students write some words and phrases that would describe the way a bullying victim might feel. Hang all of the figures up on the wall. At random, with a big red marker, draw a large “X” on six out of every ten figures. This exercise gives students the chance to see that 60% is actually a very large number.

Did you like the show? Let us know!

Write to us at:

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Education Department
825 Walnut Street
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LEARN FROM THE BEST!

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 *MeanGirlz*. Holding a bachelor's degree from Bucknell University, Quinn was a recipient of the Dorothy Haas Acting Fellowship from Walnut Street Theatre in 1991-92. Quinn also performed in regional theatre and Los Angeles before obtaining a teaching degree and Masters in Education from West Chester University, along with a Masters in Educational Administration from Gwynedd-Mercy College. Quinn also helped to create and write the anti-bullying initiative and policy for the Central Bucks School District and has conducted workshops on using drama in the classroom for elementary and secondary teachers. He is currently a teacher of American History at Conestoga High School in Berwyn.

This production was directed by Meghan Heimbecker.

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WEB RESOURCES

<http://www.AesopFables.com>
(Full text versions of Aesop's Fables.)

<http://facs.pppst.com/bullying.html>
(Lesson plans and activities about bullying.)

<http://www.safeyouth.org/>
(Resources and information on preventing youth violence in schools.)

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 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 26th 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 season ticket holders, the Walnut is also the most subscribed theatre company in the world!

The Walnut Street Theatre is celebrating 24 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, 111,505 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:

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ANTI-BULLYING POSTER

Name: _____

Date: _____

Bullies should know that we think what they're doing is wrong! In the box below, design a poster to stop bullying in your school.

Underneath the poster, write a slogan to go with it. A good example of a slogan would be, "SAY NO TO BULLIES!" or "LET'S BUST BULLIES NOW!"

Post these posters outside of your classroom to let bullies know that their bullying days are over!

SLOGAN:



Match the definition to the correct word !

Definition

Word

- ___ 1.) Someone who picks on another person by calling them names or physically hurting them
- ___ 2.) A person who witnesses bullying
- ___ 3.) Someone who gets picked on by another person

- A.) Victim
- B.) Bully
- C.) Bystander

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

Look at the three pictures below. What types of bullying do you think are happening in each picture?



☆ **BONUS** ☆

With a group, choose one of the pictures above. Write a story about what you think is happening in the scene!