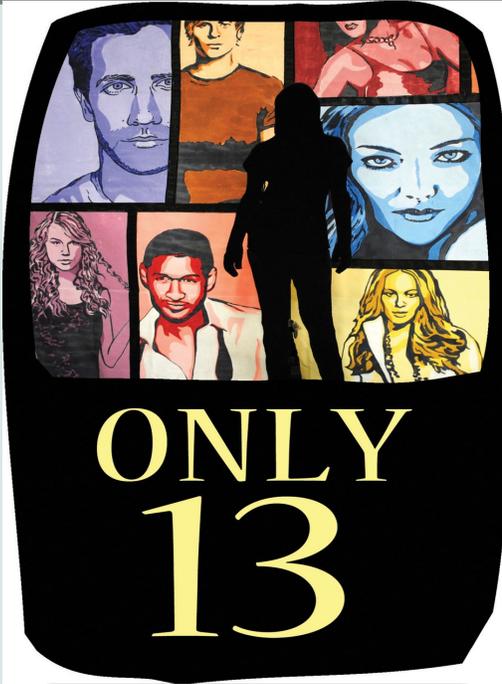




WALNUT STREET THEATRE



TOURING OUTREACH COMPANY

STUDY GUIDE

“ONLY 13”

Written By Thomas Quinn

SHOW SYNOPSIS

Follow Phoebe through thick and thin as she reminds us all that growing up isn't always easy. Phoebe is thirteen years-old and lives with her single-parent father who spends so much time at work, she rarely gets to see him. The “cool kids” at school constantly torment Phoebe and her good friend Carl for being different than they are. Peer pressure at school coupled with a troubled home life, leaves her feeling very alone, isolated, and worthless. Tired of being teased and not sure how else to stand-up for herself, Phoebe finds herself questioning her place in life. Just when she thinks the world would be better had she never existed, the arrival of an unexpected visitor gives her a new perspective on what she has going for her.

DISCUSSION QUESTIONS

BEFORE THE SHOW

- The Golden Rule states: treat others the way you want to be treated yourself. What are some specific examples?
- What does it mean to bully someone? Would you consider teasing, tormenting, stalking, and mimicking all forms of bullying or are they a separate entity?
- *What do you usually do when you see bullying going on?*
- *Have you tried to help someone who was being bullied? What happened?*
- *What would you do if it happens again?*
- What is a bystander? Is a bystander helping or hurting the situation by not taking action?
- What kind of consequences may arise either long-term or short-term from being teased? How can we prevent them from happening?
- What is cyber-bullying? Are the effects of cyber-bullying less harmful just because “you can't see them?”
- Do you ever feel pressure to follow the trend when it comes to clothes, hair, music, hobbies, dating? Have you ever given in to the pressure even if that's not what you wanted to do? Have you ever resisted the pressure and done your own thing? How did it make you feel? How did others react?

AFTER THE SHOW

- What did you learn from *Only 13*? Did the end of the play make you rethink how to treat others who are different from you?
- If you or someone you knew were having feelings of loneliness, unhappiness, or low self-esteem because of how others treated you/them, would you feel comfortable turning to an adult for help? Why or why not?
- In *Only 13*, all characters in some way have a chance to see what could happen to their peers if something is not done to stop the bullying. What are some things you can do as a class to help make all students feel welcome?

BULLY VOCAB

BULLY someone who inflicts unwanted, aggressive behavior amongst peers that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

VICTIM Someone who suffers the consequences of bullying.

BYSTANDER a witness of the act of bullying. Bystanders must chose to help the victim, the bully, or remain silent.

TYPES 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/threatening texts, emails, harassing phone calls, pictures, Facebook posts, chat rooms, or instant messages.

THEMES FROM ONLY 13

Peer Pressure	Identity
Self- Confidence	Strength
New Perspective	Consequence
Choices	Respect

THEATRE 101

Ever wondered how to put on a play?

There are many different elements that go into putting what's written on the page up on its feet. Please review the following terms with your students:

PLAYWRIGHT The playwright writes the script.

DIRECTOR The director is in charge of orchestrating the entirety of the production. They lead the actors, designers, and production crew to put the show on its feet.

COSTUME What the actors wear during the show.

SCENERY Everything on stage (*except props*) used to represent the place at which action is occurring.

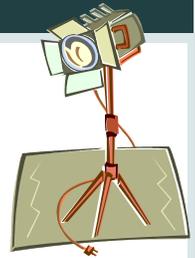
PROPS All physical items on stage with the exception of the scenery. This includes lamps, chairs, pens, paper, books and more!

LIGHTS Stage lights illuminate the actors so that they look their best. The colors used, focus of the light, and amount of lighting can really set the mood and environment of a scene.

SOUND Everything that you hear during a performance that does not come from the actors.

ACTORS The actors are the people that perform the show onstage.

AUDIENCE The lucky people that get to watch the show. New to being an audience member? Follow these rules and you will be a natural!



AUDIENCE RULES

- ◆ Unlike a movie, the actors are performing in front of you. They can see everything that you do. Talking, sleeping, poking your neighbor, or making noise during the performance distracts the actors and others around you.
- ◆ Don't bring electronics to the performance. The use of cell phones, cameras, computers, tablets, and video game devices are **not allowed**.
- ◆ Use your better judgment on when to laugh, clap, and/or cry during the performance. But don't forget to clap at the end of the show!
- ◆ Stay in your seat during the performance.
- ◆ Make sure you go to the bathroom before the show starts.



TRY IT YOURSELF!

DIRECTIONS

Give students a chance to act out our sample scene from *Only 13*. Before jumping into the performance, think about all of the elements that go into a play. Are there any props that we can use to help improve the scene? Where are the characters when this scene is taking place? What might the scenery look like?

CURRICULUM CONNECTIONS

Imagination	Critical Analysis
Group Work	Risk-Taking
Concentration	Creativity

VARIATIONS

- **Write it down!** Before putting this scene up on its feet, have students read through the scene and write down how they would "direct" the scene. Can you find any clues in the script that indicate specific staging or designs?
- **Rehearse it!** Break into groups and assign a director, designers, & actors. Give groups enough time to rehearse & prepare.

ONLY 13 SAMPLE SCENE

Phoebe looks at Amber and Jason.

AMBER: What are you looking at?

JASON: Is there something you want to say?

PHOEBE: No.

AMBER: What's your name again?

PHOEBE: Phoebe.

JASON: That's right. You were wearing that same tired all black outfit last year.

AMBER: Only because judging by the size of her butt she needs a bigger size!

PHOEBE: Hey! How can you say that?

AMBER: Because I can and also because you have a fat butt!

Amber puts a label on her that says "FAT"

PHOEBE: You are incredible.

AMBER: Thank you.

JASON: Incredibly hot.

PHOEBE: No, you are incredibly...

She stops herself.

AMBER: Incredibly what?

PHOEBE: Nothing.



CLASS ACTIVITY: TALK IT OUT

STEP ONE: TALK IT OUT

- Using the questions below and space provided, have students go home and ask an adult that is close to them (*parent, older sibling, aunt, uncle, etc.*) about a hard time they faced regarding peer pressure when they were in middle school.

STEP TWO: WRITE IT OUT

- Using the answers they receive, have students write a letter as if they were the grown-up, writing to a teen (about their age now) who is looking for guidance.
- Encourage students to provide specific examples of things they experienced “when they were their age” in their letter and concrete support that things will get better.
- If it is easier for the students, allow them to make up a character that they are writing as/to.

STEP THREE: ACT IT OUT!

- Perform their letters as monologues either in small groups or to the class.
- Give students the option of performing as if...
 - They are the grown-up talking to the teen in person.
 - They are the grown-up writing the letter.
 - They are the teen reading the letter for the first time.



VARIATION: PEER ON PEER REVIEW

- Instead of (or in addition to) asking an adult, have students answer the questions themselves.
- When they finish, have students discuss their responses with their peers.



INTERVIEW QUESTIONS

Did you ever witness acts of bullying, teasing, or harassment growing up? What was the cause of it? What were the consequences?

CURRICULUM CONNECTIONS

Risk-Taking	Listening	Leadership
Critical Thinking	Writing	Confidence
Creativity		Public Speaking

Was there a time when you were my age when someone, be it a friend, sibling, or classmate, picked on you? What was the cause? How did they make you feel? What did you do to compensate? Was your solution helpful or hurtful to the situation?

Was there a time you remember judging someone else for being different than you were? Did you ever tease them verbally? How did you feel afterwards?

Having lived through it all, what do you have to say to today’s generation of teens that are battling the bully epidemic every day?

LIKE THE SHOW? LET US KNOW!

Send letters or drawings to:

Walnut Street Theatre
ATTN: Education Department
825 Walnut St.
Philadelphia, PA 19107

STUDENT HAND-OUT: 13 THINGS TO TELL YOUR FUTURE SELF

DIRECTIONS

- Have students fill out the worksheet below.
- Seal their responses in an envelope and write "Do not open until 2025" on the front.
- Have students keep this in a special place and do not open it until 13 years from today!
- Stress to students that this exercise is confidential and that no one else will read what they wrote.



1. **Today's Date**
2. **Current Age**
3. **Best Friend at the moment (first and last name)**
4. **Favorite thing to do with my best friend**
5. **Something that always makes me laugh**
6. **Something that drives me crazy**
7. **Something that I am looking forward to in the near future**
8. **Something that I am scared of**
9. **What I want to be when I am older**
10. **Three things that I want to have by the time I read this**
11. **Three Things that I like about myself**
12. **Someone who means the world to me**
13. **Include a picture of yourself at your current age.**

GROUP ACTIVITY: HUMAN MACHINES



OVERVIEW

- In this exercise, using their bodies and voices, students will create a series of “machines” that will examine themes, both positive and negative, addressed in *Only 13*.

PART ONE

- Select a simple type of “machine” to create (*i.e. a machine that wraps a present*)
- With your class, talk through all possible components we may need to see in order to create this machine. (*i.e. a present wrapping machine would need someone to roll out the wrapping paper, someone to cut. Someone to tape, etc.*)
- Chose one student to start the machine. They are to select one vocal sound and one physical action to repeat over and over again (*i.e. mime rolling out some rolling paper while saying “Whoosh!”*)
- Once they have established their sound and action, have a second student join the machine with a different sound and action.
- Make sure student two choses something that will help student one (*i.e. cutting the wrapping paper while saying “snip!”*)
- One by one, let other students join that machine, each doing a different sound and physical action repeatedly, until you have a fully functioning machine.
- Make sure that each additional component of the machine *compliments* the previous. The key is to work together.
- Do a few rounds of this, allowing the students to get the hang of the exercise.

PART TWO

- Now have students depict themes.
- This time, have half the class in to group ‘A’ & ‘B.’
- Using the same set of guidelines as before, ask group ‘A’ to create a machine that represents “**bullying**.”
- Note: Group ‘B’ should keep careful watch.
- Consider all angles of the issue (*i.e. What are all possible ways to bully? What might it look like to be bullied? Consider all vocal & physical aspects, etc.*)
- One student at a time, create a “bullying machine”.
- Once all members of group ‘A’ are participating, now consider how we can transform the machine to represent **empathy and compassion**.
- One by one, have each student of group ‘B’ “tap-in” to the machine, replacing a classmate in group ‘A’ with repeated sounds and actions that represent empathy and compassion.
- Continue this exercise until all parts of the “bullying machine” have been replaced.
- Consider continuing this activity with other themes from the play listed on page 1 of this study guide.

FOLLOW-UP

- What was challenging about doing this activity?
- Did anything surprise you?
- Was it harder to come up with something for

CURRICULUM CONNECTIONS

Peer Collaboration	Observation
Concentration & Focus	Risk-Taking
Team Building	Creativity

STUDENT RESOURCES

IF YOU OR SOMEONE YOU KNOW

is feeling hopeless, helpless, or thinking of suicide.

**Contact the National Suicide Prevention Lifeline
1-800-273-TALK (8255).**

The toll-free call goes to the nearest crisis center in our national network. These centers provide 24-hour crisis counseling and mental health referrals.

STATISTICS

- The 2011 **Youth Risk Behavior Surveillance System** (Centers for Disease Control and Prevention) indicates that, nationwide, 20% of students in grades 9–12 experienced bullying.
- The 2008–2009 **School Crime Supplement** (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, 28% of students in grades 6–12 experienced bullying.

BULLYING OFTEN INCLUDES

- Teasing
- Talking about hurting someone
- Spreading rumors
- Leaving kids out on purpose
- Attacking someone by hitting them or yelling

KIDS WHO ARE BULLIED

Can feel like they are:

- Different
- Powerless
- Unpopular
- Alone

KIDS WHO BULLY OTHERS MAY...

- Want to copy their friends
- Think bullying will help them fit in
- Think they are better than the kid they are bullying



WALNUT STREET THEATRE

BIOGRAPHY



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!

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 33rd season as a self-producing, non-profit theatre company. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 50,000 subscribers, the Walnut is also the most subscribed theatre company in the world!

Each season, Walnut Street Theatre holds a nation-wide search to recruit accomplished young professionals for Acting Apprenticeships. These actors form our Touring Outreach Company. Nearly 350 candidates are considered each year for these four positions. Last season, 180,000 children and adults were impacted by the Walnut's Education Programs- including our theatre school with classes for kids and adults, Camp Walnut, Our Touring Outreach Program to local schools and our artist in residency pro-

WALNUT STREET THEATRE EDUCATION STAFF

DIRECTOR OF EDUCATION	Thomas Quinn
ASSISTANT DIRECTOR OF EDUCATION	Ashley Kerns
EDUCATION PROGRAMS ASSOCIATE	Patrick Shane
EDUCATION PRODUCTION ASSOCIATE	Amanda Gallup
EDUCATION APPRENTICE	Angie Confredo
ACTING APPRENTICES	Jared Calhoun Devon Fields Donovan Lockett Kathryn Miller

ADDITIONAL RESOURCES

WEB

- **Bully Prevention**
www.stopbullying.gov
- **Anti-Bullying Alliance**
<http://www.anti-bullyingalliance.org>
- **Creative Drama & Theatre Education Resource Site**
<http://www.creativedrama.com/theatre.htm>
- **Walnut Street Theatre Touring Outreach Company**
<https://walnutstreettheatre.org/education/outreach.php>



ONLY 13 CREATIVE TEAM

PLAYWRIGHT	Thomas Quinn
DIRECTOR	Ashley Kerns
SCENIC DESIGNER	Andrew Thompson
COSTUME DESIGNERS	Sarah Mitchell Susan Benitez

ABOUT THE PLAYWRIGHT

Tom Quinn is the author of *Only 13*, *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 180,000 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.

THANK YOU

The Walnut Street Theatre Education Department gratefully acknowledges the support from the following:

Aqua America * Cardone Family Foundation * Louis N. Cassett Foundation * Connelly Foundation * The Peter & Audrey Denton Fund * Dow Chemical Company * eBay Foundation Corporate Advised Fund at Silicon Valley Community Foundation * William Goldman Foundation * Hamilton Family Foundation * Hassel Foundation * Haverford Trust Company * Hellendall Family Foundation * Herman Goldner Company * Syde Hurdus Foundation * William Penn Foundation * Virginia and Harvey Kimmel Arts Education Fund of the Philadelphia Foundation * Lincoln Financial Group Foundation * National Corporate Theatre Fund * PECO * TD Charitable Foundation * Truist * United Way of Greater Philadelphia and Southern New Jersey and Greater Portland * Universal Health Services * Vulcan Spring & Mfg. Co.

Walnut Street Theatre Educational Opportunities!

2015-2016
SEASON

WALNUT STREET THEATRE TOURING OUTREACH

BRING A SHOW TO YOUR SCHOOL!

Oskar and the Big Bully Battle (Bullying) Grades K-6
Only 13 (Choices) Grades 6-9
Freedom Riders (Diversity) Grades 6-9
The Berenstain Bears Hospital Friends (Family & Good Health) Grades pre K-3
The Adventures of Nick Nutrition and his Dog Fiber (Nutrition) Grades K-6

Open a dialogue with students about issues that affect them!

Call 215-574-3550, ext. 584

WALNUT STREET THEATRE FOR KIDS

BRING YOUR KIDS TO
WALNUT STREET THEATRE!

Shrek the Musical Jr. (September/October)
Charles Dickens' *A Christmas Carol* (December)
Zombie in Love (February)
Freckle Face Strawberry the Musical (March/April)
Miss Nelson Has a Field Day (June)

Tickets just \$10-\$16

Read the books, then see the stories LIVE!

Call 215-574-3550, ext. 504



The Theatre School at WALNUT STREET THEATRE

CLASSES FOR KIDS, STUDENTS
AND ADULTS

For students from 5 to 105! Great for networking, providing a creative outlet and professional training!

Find your inner star at the Walnut!

Call 215-574-3550, ext. 510

RESIDENCY PROGRAM

LET US DESIGN A DRAMATIC
AND EDUCATIONAL PROGRAM
FOR YOUR SCHOOL!

We support teachers' objectives with personalized programs designed that meet your needs and budget.

Call 215-574-3550, ext. 511

WHEN WE PLAY, LEARNING HAPPENS!