

STORY THEATRE CO

ON TOUR

JIM LEARD, ARTISTIC DIRECTOR



Hey... Bully, Bully!

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Illustration by Danielle Caners, Winnipeg, MB

A TEACHER'S GUIDE



A Teacher's Guide

TO

A 50-minute show for The Elementary Levels (K-7)

HEY . . . BULLY, BULLY!

Written and adapted by Jim Leard

This highly original production is back by popular demand! The Story Theatre Company looks at the problem of bullying by merging classical folk tale characters and stories with modern events.

Story Theatre Performances have a direct relationship to school curriculum in the areas of LITERATURE, LANGUAGE ARTS, STORYTELLING, and MUSIC

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Specialists in Theatre for Young Audiences

Creator and Artistic Director Jim Leard

STORY THEATRE COMPANY

THE STORY THEATRE COMPANY from Victoria, British Columbia began touring across Canada and The United States in **1981**, and since those early days it's kept right on going, traveling from coast to coast visiting schools and communities with its infectious blend of storytelling, music, and games. This company receives rave reviews wherever it plays ... and is always invited to return as soon as possible. The simple imaginative staging of traditional folklore, fairy tales, and legends brings well-known stories to life in a style that is fun for everyone from the younger ones in the front rows through the upper Elementary kids, as well as for the teachers and adults who have come along with them. The music and storytelling games lift the performance beyond the ordinary and make it a truly memorable event that will keep the audience enthralled, entertained, and wishing for more. Besides traveling through almost every Province in Canada with notable stops at a number of Children's festivals and several appearances at the National Arts Centre in Ottawa, this professional troupe from Victoria is also becoming well-known along the Eastern seaboard from Florida to Washington, DC to New York City.

ARTISTIC DIRECTOR
JIM LEARD

JAMES (Jim) LEARD is an accomplished writer, director, educator and actor. He trained at the University of Victoria, receiving a Bachelor of Fine Arts in 1970. Practical work over the next few years included Theatre Calgary, Playhouse Holiday, and Company One, mixed in with part time teaching at Norfolk House School and the University of Victoria. He obtained a Master's Degree in 1978 from Northwestern University in Evanston, Illinois, where he also took workshops with Second City, Chicago. In 1981 Jim returned to full time work at the University of Victoria's Phoenix Theatre and also founded The Story Theatre Company. This company became his prime focus as he created productions that were invited to tour across Canada and into the United States. His work for young audiences has been featured at The Brooklyn Academy of Music, The Smithsonian Institute, Wolftrap, The National Arts Centre, as well as International Children's Festivals in Calgary, Winnipeg, Vancouver, and Ottawa. The Company is always invited to return and is well known for its work throughout British Columbia and has developed a touring market along the Eastern Seaboard from Florida to Newfoundland. He continues this live theatre work while developing a children's television series and working as a freelance film and television actor.

"...the company is a storytelling group that exudes fun and excitement. The social and educational values are naturally a part of what we create but first and foremost it has to be entertaining... I figure if I have a good time putting it together then the audience will have a good time too"

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WHAT TO EXPECT DURING THE PERFORMANCE

I.i HEY...BULLY, BULLY! STORY OUTLINE

This is a deductive, problem-solving play: a problem is introduced, and possible solutions to the problem are discovered through dramatic situations. By the end of the performance, the issues of bullying are opened up for audience engagement and discussion.

I. Robbie faces a bully at school.

- He doesn't tell anyone about the bullying behaviour.
- It becomes a repeated event.

II. At home he doesn't face the problem or talk about it.

- He pretends everything is OK.
- He begins to dislike school.
- He faces his problems and the feelings they have provoked as he goes to bed.

III. Robbie faces the problem of bullying in a series of nightmares that involve characters from classical Fairy Tales and Folk Tales.

- Like Alice in Wonderland, Robbie finds himself in a different world.
- He becomes involved with Little Red Riding Hood and the Wolf.
- He travels over a bridge owned by a terrible troll.
- He meets up with a terrifying giant.

IV. In the Fairy Tale world, Robbie discovers possible solutions to the problems of bullying.

V. Robbie awakes, and returns to school armed with new strategies for dealing with bullying.

VI. Robbie is no longer a victim, and chooses to help others who are being bullied.

***I.ii* HEY...BULLY, BULLY! SONG LYRICS.**

SONG: To the tune of "Woolly Bully"

Jenny told Johnny
About a thing she saw
A big mean bully pushing kids round the hall...
Bully, bully,
He's a bully,
He'll bully you...

I grab their hair
Push kids down the stair
Then I throw their books way up high the air.
Bully, bully
I'm a bully
I'll bully you.

I steal lunch money
Make jokes not funny
Call people names and I wreck their games
I'm a bully
He's a bully
I'll bully you...

"WITS SONG": To the tune of "Jeremiah was a Bullfrog"

Danny Dempster was a bully
He tried to bully me
But I just split, I used my wits
my wits are gonna set me free.

There will always be a bully
Who will try to bully you
Lots of people can help you out
and know just what to do.

Walk the other way
Ignore the words they say
If you try to talk it out and it just don't pay
Seek help right away.

DISCUSSION AND ACTIVITY RESOURCES

II.i STORYTELLING and LANGUAGE ARTS ACTIVITIES

A. STORYTELLING GAMES

One of the trademark events in a Story Theatre performance is making up stories on the spot. Information is taken from the audience and becomes the content of a structured game that leads to new stories every day. Here are a couple of simple games teachers can adapt and use in their own classrooms, followed by some tips for getting the most out of each activity.

ONE WORD GAME

Best played in groups of 2-5. The players take turns speaking just one word at a time in order to improvise a story. The teacher can give suggestion for stories (*e.g. It is about a cat, it is about someone with a problem*), and start out with an emotion for the story (*e.g. someone is upset, sad, happy*). Students should be encouraged to speak in the third person, quickly and without too much consideration since the first word that makes sense is usually best. While this game almost always begins slowly and a little bit awkwardly, if the students are given space without too much supervision or performance pressure they will quickly find their own rhythms and create funny, exciting stories.

PHRASE GAME

A fun game for 2 or more people to play. Players are allowed to say more than one word but never too many: emphasize yielding to other people's ideas and co-operating to create a story. Again, make sure that players have an opportunity to create stories in small groups without performance pressure.

TIPS FOR STORYTELLING GAMES

1. Listen and add to the previous person's story ideas: this is a **yielding** principle essential to success of the game. We've found that many players when first starting out try to insert their own ideas rather than first following ideas that are already there.

2. Simple ideas dealing with action are often best: describe **WHAT** the characters are doing.

3. Remember to describe **WHERE** the action takes place.

4. Name the characters and describe them and their emotions: **WHO** they are and **HOW** they approach the action or their situations.

5. Stories should have only one main character and that character should go through a change, such as:

- a. Simple emotional change (sad to happy, tired to excited)
- b. Circular emotional change (happy to sad to happy)
- c. Simple status change (poor to important)
- d. Circular status change (poor to important to poor)

6. The best stories often start with very ordinary ideas and grow from a simple beginning. Ideas that are too complicated, while often appealing, are not ideal for group storytelling.

B. NURSERY RHYMES

The Story Theatre company often takes nursery rhymes and plays with them by singing the rhymes to the tunes of popular songs, and even by changing some of the lines. Here are a few ways teachers can get their students involved in learning and performing some nursery rhymes of their own:

- One exercise for getting everybody involved is “**choral speaking**,” where the whole class learns a short poem or rhyme and then recites it in unison. Everybody can take pleasure in the sounds and rhythms of the words, without feeling put on the spot.
- More advanced forms of this exercise, which can increase individual engagement with the language of the nursery rhymes, might include assigning alternate lines of the rhyme to groups or even individuals within the class, or of course acting out the actions of poems like the Eensy Weensy Spider.
- Other exercises which may allow more advanced groups to take creative ownership of the material might include singing traditional nursery rhymes to the tunes and rhythms of modern pop songs, or even encouraging students to brainstorm ways that they could rewrite the nursery rhymes!

II.ii BULLYING DISCUSSION ACTIVITIES and RESOURCES

True or False: These “true or false” questions could provide a helpful tool for introducing classroom discussion about some of the key themes explored in HEY ... BULLY BULLY! Allow students time to read over and consider each point, but consider starting the discussion on each point yourself so that students don't feel singled out if they get the answer “wrong.”

Bully Brainstorming: This exercise allows students to be creative and have fun, while establishing a vocabulary to describe bullying behaviour and a more complex sense of the difference between bullying somebody and being “a bully”

A. TRUE OR FALSE

1. Bullying behaviour is mean behaviour that happens again and again.
2. All bullying behaviour is physical – like kicking, punching, spitting, or hitting.
3. It is not your fault if you are being bullied.
4. If you are bullied you might feel very mixed up and confused, afraid one moment and angry the next.
5. Only physical bullying is dangerous.
6. Students who bully others are often very good at keeping their bullying behaviour a secret from adults
7. A good way to deal with bullying behaviour is to fight or yell back.
8. To deal with bullying, students should try assertive behaviour, and if that doesn't work they should ask an adult for help.

B. BULLY BRAINSTORMING

What kinds of behaviours in and out of the classroom would you describe as bullying? Allow students to make a list of behaviour they have observed that feels like bullying. Here are some examples to help get started:

1. Running in front of others and knocking them down.
2. Budging in line in front of the same person all the time.
3. Poking with a pencil.
4. Pushing and shoving and making ugly faces
5. Showing off how to make others cower.
6. Making a fist.

7. Grabbing clothes.
8. Taking things from others.

What is it like to be a bully?

1. How do bullies feel?
2. What do bullies do when they're alone?
3. What other things are bullies good at doing?
4. What is it like to be a bully's friend?
5. Do bullies ever get bullied?
6. What happens when a bully needs help?

If bullying were a disease, how would you treat it? Would you recommend a dose of its own medicine? Or would you treat it with kindness?

Make up a medical prescription that might help this "disease."

II.iii ONLINE RESOURCES FOR TEACHERS and PARENTS

- There are many online resources that provide information about, and suggestions for addressing, issues of bullying inside and outside the classroom. This list includes just a few of the many great resources that are out there.
 - www.bullying.org is a Canadian-based website that provides some great information and resources, including teaching and learning ideas, bullying myths and facts, and their own very expansive list of resources.
 - www.safecanada.ca, the government of Canada public safety information and resources portal, has some amazing resources for bullying prevention. You can search for bullying from the homepage, or, to go straight to anti-bullying resources, type in: www.safecanada.ca/link_e.asp?category=28&topic=166
 - www.lfcc.on.ca/bully.html: Bullying information for teachers and parents from the **Centre for Children and Families in the Justice System**.
 - **The Non-Bystander**: presents the results of a University of Alberta research study, showing the effects of positive intervention by students into bullying situations: <http://www.ualberta.ca/~bullying>
 - **Positive Steps Against Bullying**, a teacher's guide from the National Film Board and the Canada Safety Council: www.bullying.org/bullyingdev/client_files/text_documents/nfb_teachers_guide_bullying.pdf
 - **Call it Safe**: a guide for parents from the BC government, for dealing with bullying in elementary schools: www.bced.gov.bc.ca/sco/elem_callsafe.pdf

- With the increasing role of the internet and social networking in the lives of younger and younger students, many people are becoming aware of the issue of **cyberbullying**. Here are some online resources:
 - www.cyberbullying.org, created in affiliation with bullying.org, offers many resources for understanding and dealing with issues of bullying on the internet.
 - The Media Awareness Network (www.mediaawareness.ca) has some great resources, including lesson plans for grades 5-12 at :
www.mediaawareness.ca/english/resources/educational/lessons/cyberbullying.cfm
 - Cyberbullying resources from the government of Alberta's **Bully Free Alberta Program**:
http://www.bullyfreealberta.ca/cyber_bullying.htm