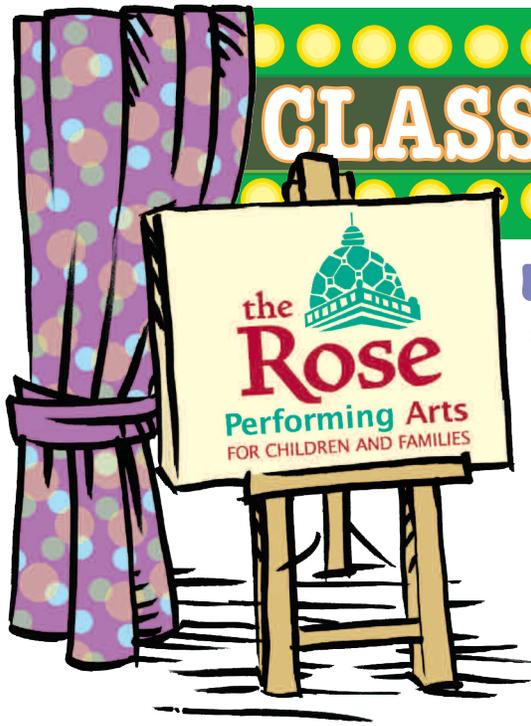


CLASSROOM STUDY GUIDE

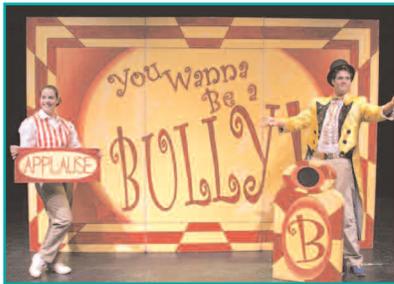


The Bully Show

Dear Educators –

Welcome to The Rose, where we strive to enrich the lives of children through live theater, dance and arts education. We're pleased you have chosen to make The Rose a part of your students' learning experience, and we will do our best to make it both meaningful and educational. This study guide has been created to help identify the themes and lessons from "The Bully Show" and move them into your classroom where they can be further developed through discussions, activities and assignments. Please feel free to take the ideas we've suggested here and modify them to match your classroom's grade level and curriculum.

Sincerely,
Brian Guehring, Rose Education Director



Take A Look Inside!

- Page 1 – Pre-show activities and questions
- Page 2 – A behind-the-scenes look at the show
- Page 3 – Ideas for post-show activities
- Page 4 – References and additional information

Pre-Show Activities

Non-Verbal Communication (Drama)

- Objective:** Students will work together to create a frozen image with their bodies of different types of bullying.
- Discussion:** Break the class into small groups and ask them to discuss their definition of a "bully."
- Activity:** Working with a partner, each student creates a frozen picture (or tableau) that depicts their definition of a bully. One student works as the sculpture and the other student pretends to be the clay. Encourage students to create statues that reflect the various types of bullies in action (ie: popular bullies picking on unpopular students, athlete bullies, angry bullies, etc.)
- Extension:** Working in larger groups, urge the students to create a group picture without words. The picture should illustrate a complete scene where bullying is taking place.
- Side Coaching:** Make sure you include details about where the scene takes place. Make sure you include other characters in the scene: teachers, spectators, and friends.

Did You Know?

- Approximately 10% to 15% of children say they're bullied on a regular basis.
- Bullying most frequently occurs in schools, and is usually verbal opposed to physical.

Behind the Scenes Spotlight on Script Development

A 2005 interview with Dramaturg Michael Miller

The Bully Show

An interactive play about bullies written by Brian Guehring.

Cast

Johnny Michael Wilhelm / Kevin Ehrhart

Carole Mari Martinez / Suzanne Withem

Frederico Brian Guehring / Jim Hoggatt

Production Team

Director Kevin Ehrhart

Costume

Designer Helen Humble

Sound

Designer Kevin Ehrhart

Set Designer Eric Voecks

Dramaturg Michael Miller

Study Guide Brian Guehring,
Amanda Kibler,
Fran Sillau

What is a dramaturg?

There are two types of dramaturgs: research and development. Research dramaturgs collect information that helps the director, designers and actors understand the world of the play. For example, if the show is set during the Civil War, the dramaturg would research what life was like during the mid 1800s.

Development dramaturgs work with the playwright and director to help improve the script. They would read the early drafts and offer feedback, ideas and suggestions to help the playwright make revisions. Just like students often have to write several drafts of a paper or homework, playwrights do the same thing.

Why do you like dramaturgy?

I find it interesting to closely examine the ideas in a play. I like talking with the playwright about his or her characters and exploring the decisions he made with regards to what the characters do and say. I also like helping the playwrights improve their show.

Did you have to go to school for this?

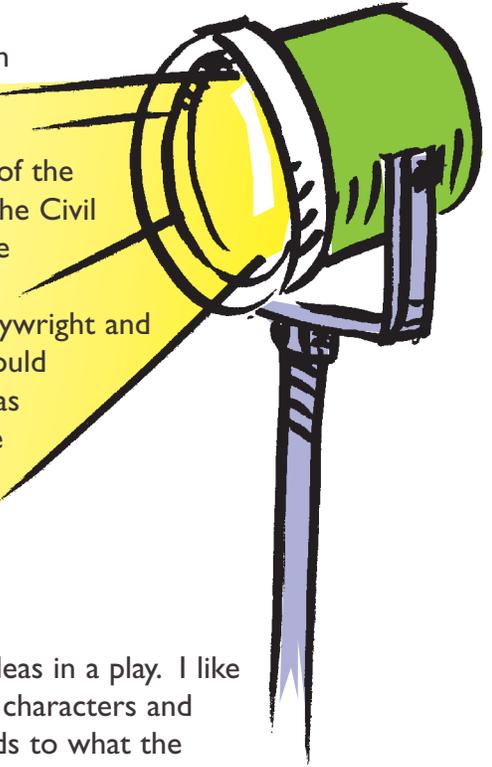
Yes. I went to Yale University and studied American Studies, where I learned about American History and culture. I also studied theater and education. I have acted, directed, written plays and designed sets. These experiences have helped me to understand a play from many different viewpoints.

Where do you go to research a play?

I like to spend time in the library looking for books with pictures and stories. I also look on the Internet.

How long did you work to develop The Bully Show?

I started working with the playwright in January of 2002, a full year before the first show. We talked about the game show idea before he even started writing. The play then went to the Kennedy Center in Washington D.C. where the playwright worked with another dramaturg. He received audience feedback to continued to develop the script. The playwright is still making changes and fine-tuning the script today, three years later.



More to think about...

- Estimates show that 160,000 children miss school every day for fear of being attacked or intimidated by other students.
- 56% of students surveyed have personally witnessed bullying at their school; one in seven students is either a bully or a victim.

Post Show Activities

These activities are designed to help the students further explore themes from the show through discussion, drama, art, and writing.



“The Championship Round” (Writing)

Objective: Students will review what they have learned during the show by creating some true/false statements about bullying to test the rest of the class.

Discussion: What information did you learn about bullying from the production? What else do you know about bullying? How can knowing this information help students stop bullying?

Activity: Have the students create a championship round for a new game show about bullying. Each student should write three statements about bullying that are either true or false. Select three volunteers to “play,” and ask them to vote on whether or not the statements are true. Repeat with new contestants and new statements. Examples: Bullying is a normal part of growing up (false). Girls are never bullies (false).

Identifying Bullies (Drama)

Objective : Students will create short scenes that demonstrate various types of bullying.

Discussion: In round one of the game show, the actors acted out five different scenes: four demonstrated bullying and one did not. What are some different types of bullying? (i.e. physical threatening, shunning, name-calling, teasing...)

Activity: Put students in pairs to act out a scene to share with the class. Each pair can decide to show a scene about bullying or a non-bullying scene. The audience then votes if the scene showed bullying or not.

Side Coaching: If your scene includes physical contact, keep it safe. Go in super slow motion.

Spectator (Drama)

Objective: Students will act out different ways to persuade a bully to stop teasing.

Discussion: How can a spectator of bullying react in a way that is making the problem worse? What are the ways a spectator of bullying can help the situation?

Activity: Have a student sit in chair in front of the room. He/she is playing the role of a teasing bully. Have the students take turns trying to convince the bully to stop.

Side Coaching: Think of all the different ways you can persuade the bully to stop.

Point of View (Writing)

Objective: Students will write a short monologue from the point of view of a character in a bullying scene.

Definition: A monologue is a part of the play where one character speaks alone.

Discussion: In the last round of the game show in the play, the audience heard monologues based on three real victims of bullying. Discuss the feelings of those victims and how the bullying affected their lives.

Activity: Each student should choose a spectator or victim of bullying and write a short monologue exploring how bullying affected their life.

Side Coaching: Be specific. How old is your character? What type of bullying took place? Did they try to stop it? How did that make your character feel?

Design Activity (Art)

Objective: Students will draw a set for a new game show about bullying.

Definition: A set design is a drawing that shows what the background of a play will look like.

Discussion: At the end of the play, Johnny, Frederico and Carole decide to redo the show in a positive way. What could the new show be called?

Activity: Have the students design a new background for the positive game show.

Side Coaching: What is your title? What does the set look like? What does the color of your set say about the show?

Bibliography

Below is a list of resources that were used in the creation of “The Bully Show!”
You may wish to explore these for use in your classroom:

Please
feel free to
contact us!

Letters may be
written to:

The Rose Theater
2001 Farnam Street
Omaha, NE 68102

Emails may be sent to:
Brian Guehring at
briang@rosetheater.org

Please
call James
Larson at
502-4618
for more
information.

Books

Resources for Teachers

- *The Bully Free Classroom* by Allan L. Beane, PhD
This book was the main resource used when developing “The Bully Show!”
- *You Can’t Say You Can’t Play* by Vivian Gussin Paley
The author describes her yearlong experiment with the rule “you can’t say you can’t play.”
- *Waging Peace in Our Schools* by Linda Lantieri and Janet Patti
This is practical guide to creating a peaceful classroom.

Resources for Students

- *I Am Not a Short Adult* by Marilyn Burns (suggested for grades 4-6)
This book asks children to decide what kind of kid they want to be and discusses the role of vocal tone, body language and facial expressions.
- *Bully on the Bus* by Carl W. Bosch (suggested for grades 2-6)
Readers help a boy decide what to do about a bully. Should he ignore the bully, ask an adult for help or fight back?
- *Fighting Invisible Tigers* by Earl Hipp (suggested for grades 6 and up)
This book discusses the pressures and problems facing teens and provides information on how to deal with them.

Web Sites

Kidscape • www.kidscape.org.uk/kidscape/

This site is good for teachers, students and parents. It focuses on preventing bullying before it begins.

National Crime Prevention Council • www.ncpc.org

This site is good for students. McGruff the Crime Dog offers fun games and advice on bullying.

Beginning Teachers’ Toolbox • www.inspiringteachers.com/articles

This site is good for teachers. Information on bullying can be found under “Character/Life Skills.”

Bring The Rose to your classroom!

The Rose offers a variety of touring productions and classroom drama workshops. For your next engagement with The Rose, consider one of the following:

“*NebraskaLAND!: The New Nebraska History Themepark*” - an educational play about famous Nebraskans.

“*Women of the 20th Century*” - an educational one-woman play about famous women of the 1900s.

“*Ancient Greek Heroes: Odysseus*” - a hilarious one-woman rendition of Homer’s “The Odyssey.”

Three- to five-day workshops include *Bringing Literature to Life, Acting & Characters, The American Revolution, Dr. Seuss, The Civil War and Conflict Resolutions.*

Half to full day drama workshops, dance workshops and teacher enrichment workshops are also available.

Sponsored By

