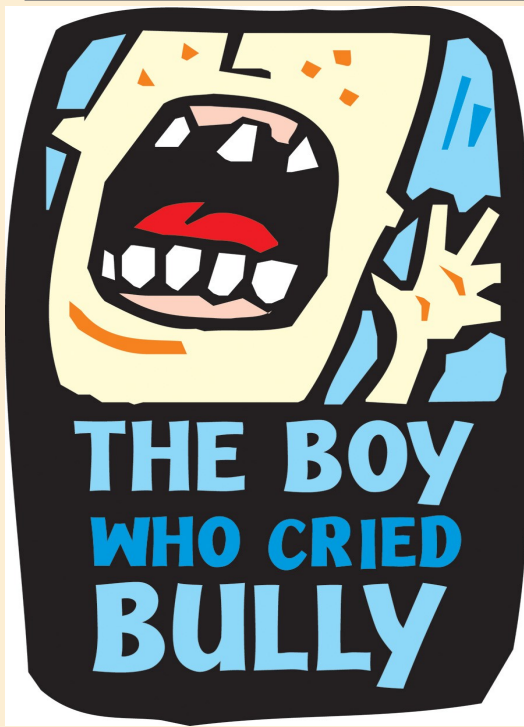




WALNUT STREET THEATRE



TOURING OUTREACH COMPANY STUDY GUIDE

"THE BOY WHO CRIED BULLY"

Written By Thomas Quinn & Directed By Jesse Bernstein

SHOW SYNOPSIS

Meet Nate, a typical third-grader who loves playing outside with friends, adding comic relief to Miss Thurgood's class, and often telling exaggerated tall tales. Nate's biggest problem is Sam, a fifth-grade bully who has it in for him and his friend, Judy. With Sam and her sidekick, Max, 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.

DISCUSSION QUESTIONS

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?
- * Have you or someone you know ever been a victim of bullying? How did it make you feel? What did you do?
- * What should someone do if they are being bullied?
- * Have you or someone you know ever stretched the truth to get out of trouble?

ACTIVITY: SETTING BOUNDARIES

BEFORE THE SHOW

- Hang three large sheets of 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 and sometimes there are bystanders (review vocab terms on right→).
- Have students suggest words or phrases that describe each of the roles and add them to the poster sheets.

AFTER THE SHOW

- Revisit your answers after seeing *The Boy Who Cried Bully* and discuss which characters fell into which categories.

AFTER THE SHOW

- * What did you learn from seeing *The Boy Who Cried Bully*?
- * 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 is *The Boy Who Cried Bully* similar to *The Boy Who Cried Wolf*? Which character was the wolf and which character was the boy?



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 choose 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, Snap Chats, Tweets, or instant messages.



CLASSROOM PROJECT: MAKE YOUR OWN BULLY BOX



WHAT IS A BULLY BOX?



- A “Bully-Box” (as seen in *The Boy Who Cried Bully*) is a box where students can confidentially submit instances of bullying to teachers and other school administrators
- Create your own Classroom “Bully Box” to help achieve a safer classroom environment.

DO IT YOURSELF

- Using a shoe box (with a lid), cut a slit at the top for students to turn in “Bully Box Submissions”.
- Wrap the box in a neutral colored paper and label it “Our Classroom Bully Box”.
- Pick a safe space in the classroom for the bully box to live throughout the year.
- Copy the “Bully Box Submission Forms” (below) or your own creation, and pass out bully slips to students to hold on to.
- Urge students submit to the bully box if they ever feel or see someone subject to bullying
- Stress to your students that just like in *The Boy Who Cried Bully*, Bully Box submissions are taken very seriously. Lying or fabricating an act of bullying could have severe consequences.

STATISTICS

1. One out of every four students (22%) report being bullied during the school year. (National Center for Educational Statistics, 2015)
2. 64 percent of children who were bullied did not report it; only 36 percent reported the bullying. (Petrosina, Guckenburger, DeVoe, and Hanson, 2010)
3. More than half of bullying situations (57 percent) stop when a peer intervenes on behalf of the student being bullied. (Hawkins, Pepler, and Craig, 2001)
4. School-based bullying prevention programs decrease bullying by up to 25%. (McCallion and Feder, 2013)
5. The reasons for being bullied reported most often by students were looks (55%), body shape (37%), and race (16%). (Davis and Nixon, 2010)

UTILIZING YOUR BULLY BOX



DIRECTIONS

- It is important that students feel comfortable submitting to the classroom bully box and for students remember that it is there.
- Consider the following activities to help utilize your classroom bully box and to help promote a safe classroom environment!

DECORATE IT

- Ask students: *How can we as a class prevent bullying?*
- Pass out small pieces of paper (about the size of a post-it) for students to write or draw their responses.
- Display their responses either on or around the bully box as a constant reminder.

WRITE IT OUT

- Ask students the following questions and have them submit their answers to the Bully-Box. Assure them that other students will not know what they wrote.
 - *Was there a time in your life that you felt bullied or pressured to do something that you didn't want to? Explain the situation. How did it make you feel?*
 - *Was there a time in your life that you will admit to pressuring a friend, classmate, or sibling into doing something they didn't want to do? Why did you turn to bullying? How did it make you feel afterwards?*

FOR THE ADVANCED LEARNER...

- Use student's submissions from “Write it Out” as a prompt for the exercise “Act Out Against Bullying” on page 3 (see instructions).
- In this activity, students will use personal experiences with bullying submitted by their peers as a prompt for a scene.
- They will then use the prompts as a starting point to create a dialogue about bullying.
- *Note: before handing out prompts, be sure to eliminate all traces of names and direct connections to individual students. It is important that students feel very comfortable that they will not be made fun of for what they write.*



CURRICULUM CONNECTIONS

Anti-Bullying	Risk-taking
Critical Thinking	Written skills
Anti-Bullying	Honesty

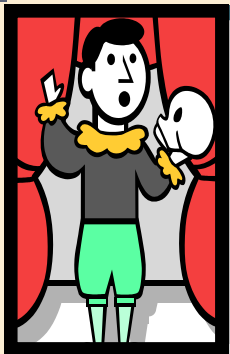
BULLY BOX SUBMISSION FORM

NAME OF STUDENT (OPTIONAL): _____ I WAS A (circle one): Victim Bully Bystander

WHEN: _____ FOR HOW LONG: _____ WHERE: _____

DESCRIBE (In detail) WHAT HAPPENED: _____

DID YOU OR ANYONE ELSE TRY TO STAND UP TO THE BULLY? _____ IF YES, WHAT WAS THE RESULT? _____



ACT OUT AGAINST BULLYING

DIRECTIONS

- Divide the class into groups of 3-6.
- Have each group brainstorm different scenarios about bullying.
- Create a dialogue or short scene about using the space below.
- Make sure scenes include the point of view of the bully, victim, and bystander. Present your scene to your class.

- Have students rehearse their scenes and perform it for their peers.
- When Rehearsing, Consider all aspects of theatre (see terms below).

VARIATIONS

- Pull suggestions from the “Bully Box” exercise (see p. 2) as prompts for your script.



THEATRE 101



Ever wondered how to put on a play?

There are many different elements that go into putting a show up on its feet. Please review the following 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!

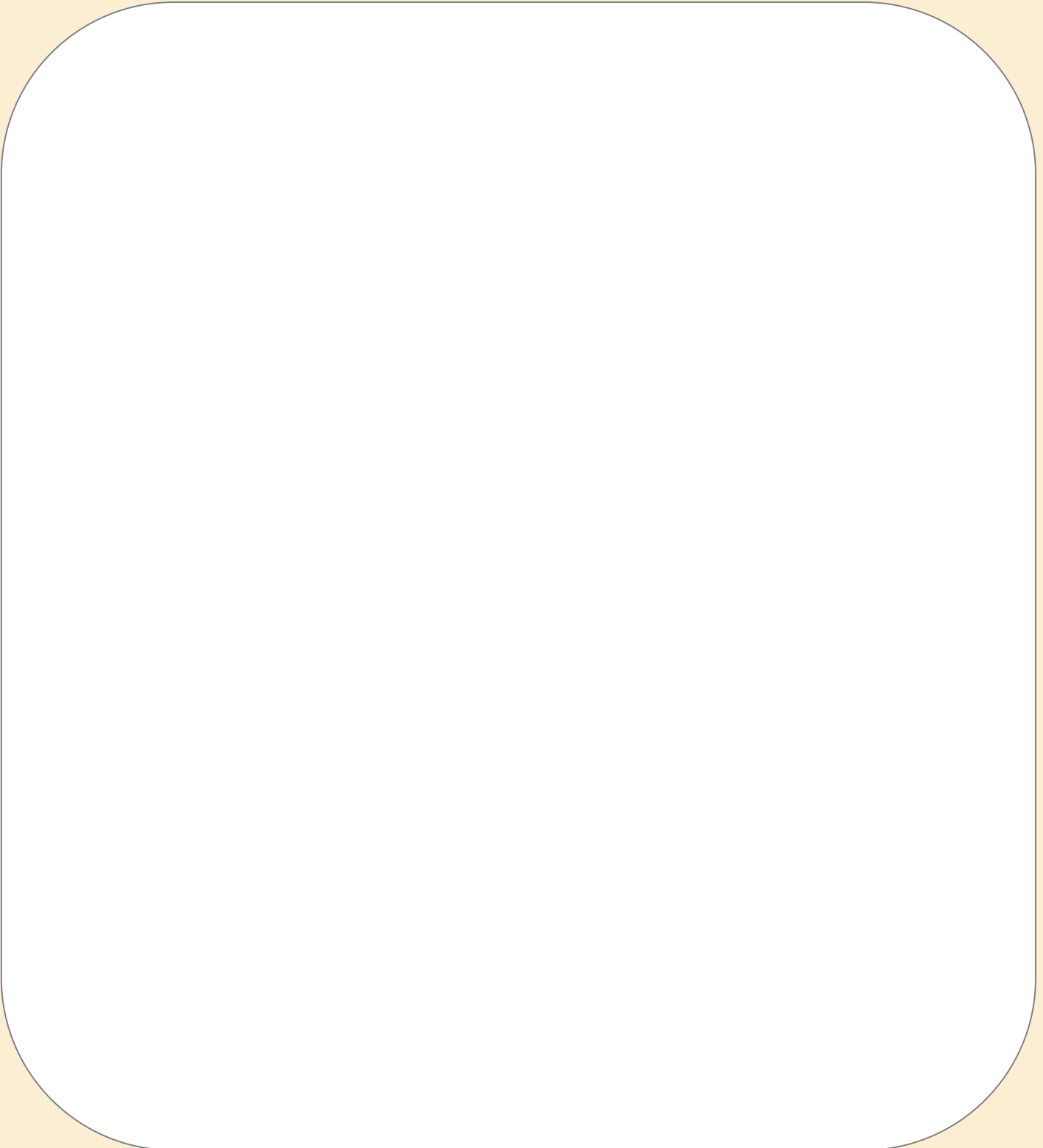
AUDIENCE RULES

- ◆ 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.

STUDENT WORKSHEET: "WHAT I LIKE ABOUT ME!"

DIRECTIONS

- Victims of bullying often do not feel good about who they are.
- Have the students take some time to reflect on what they like about themselves.
- Draw or glue a picture of themselves in the space below and have them draw images and activities around it displaying what makes them special.
- Have the students share their picture with their class or hang their drawings up in the classroom.



GROUP ACTIVITY: SAY SOMETHING NICE!



DIRECTIONS

- Divide students into pairs.
- Have students take turns saying one thing positive that they really admire about their partner.
- **Encourage students to really focus on personality and behavior rather than physical traits** (i.e. “I really like that you are always so willing to share your lunch when I forget mine on the bus,” “I like that you are the only person who loves Justin Bieber as much as I do”, etc.)
- After a few rounds of compliments have students switch partners.
- Repeat this process, allowing students to hear from multiple classmates.

VARIATIONS

- Instead, divide students into groups of 4-8 and have each group form a circle.
- Chose one student to stand in the center of the circle.
- One by one, have each student in the outside of the circle say their compliment about the center student to the group.
- After everyone in the circle has said something nice, rotate in a new person to stand in the center.
- Continue this exercise until all students have had a chance to stand in the center
- No repeats during a single round.

VARIATIONS (CONT'D)

- Designate one person per group (*student or teacher*) to be the scribe and have them write down all of the compliments.
- At the end of the exercise, give each student their list of compliments or display them all in the classroom.

FOLLOW-UP

- Discuss the following with your students after completing the exercise:
 - What did you like about this exercise?
 - How did it make you feel hearing your classmates compliment you?
 - How did it feel complimenting your classmates? Did you learn anything new?
 - How else can we find ways to incorporate

CURRICULUM CONNECTIONS

Team Building Communication
Vulnerability Creative Thinking Risk-Taking

ACTIVITY: “ME TOO!”

DIRECTIONS

- Have students form a circle with chairs.
- For this activity, you must have one less chair than participants.
- There will always be one person standing in the center.
- Have a volunteer or assign a student to be the first person in the center.
- They then say something about themselves that may be true of certain classmates as well (i.e. “*anyone with a summer birthday*” “*anyone who is wearing blue*” “*Anyone that was born in Philadelphia*”, etc.)
- Students are to run and find a different seat if the characteristic announced also pertains to them.
- The person unable to find a new seat will now be the person in the center and announce a new characteristic.
- The object of the game is to give students a chance to learn and celebrate the commonalities and differences between their classmates that they may not ordinarily know.



VARIATIONS

- Once you get through a few rounds of basic characteristics, focus the conversation around bullying (i.e. *people who have felt bullied*)

CURRICULUM CONNECTIONS

Public Speaking Leadership Peer Collaboration
Risk-Taking Listening Focus

LUNCH ROOM CHALLENGE: MIX IT UP DAY



- Often lunch is the most difficult time for victims of bullying. They may sit alone, or even with other students who bully them.
- Have a Mix-It-Up day at your school where the students have a chance to sit with different people, and get to know different groups of classmates a little better.

ACTIVITY: SECRET CLASSROOM BUDDY

DIRECTIONS

- Pick names out of a hat to assign each student a secret, classroom buddy.
- Throughout the year, have students leave encouraging note, jokes, pictures, snacks, etc. for their secret buddy to find.



LIKE THE SHOW? LET US KNOW!

Send letters or drawings to:

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





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 34th 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 500 candidates are considered each year for these four positions. Last season, **172,000** 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 programs.

WALNUT STREET THEATRE EDUCATION STAFF

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ACTING APPRENTICES

Anne Bragg

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Dana Orange

Austin Turner

ADDITIONAL RESOURCES

WEB

- **Bully Prevention**
www.stopbullying.gov
- **Additional Bullying Statistics**
<http://www.anti-bullyingalliance.org>
- **Educational Drama Activities**
<http://plays.about.com/od/activities/>
- **Walnut Street Theatre Touring Outreach Company**
<http://walnutstreettheatre.org/education/touring.php>



BOY WHO CRIED BULLY CREATIVE TEAM

PLAYWRIGHT

Thomas Quinn

DIRECTOR

Jesse Bernstein

ABOUT THE PLAYWRIGHT

Tom Quinn is the author of *The Berenstain Bears Hospital Friends*, *The Return of Nick Nutrition and His Dog Fiber*, *Only 13*, *No Easy Road to Freedom*, *A Philly Pairytale*, *The Bully Buster Rides Again*, and *Mean Girls R Bullies 2*. Quinn also serves as the Director of Education at Walnut Street Theatre overseeing a program that reaches over 172,000 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

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