

# THE FLYING BOOKWORM



**motivate reading through theatre**

## Resource Guides:

# 'BULLY'

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Scenes included in this guide have at one time or another been part of our presentations over the years. They are included for the sake of completeness only. Therefore, inclusion of any particular scene in this guide does NOT signify that any particular scene is included in current presentations, and any inclusion is at the sole discretion of the Artistic Director of the Flying Bookworm Theatre Co., and will depend on artistic judgements and time constraints. This resource guide is only intended as a post-show discussion guide and may only be used by those schools who have actually booked our production. This guide may be photo copied for classroom discussion purposes only. Use for any other purpose is prohibited. If you intend to use this kit for any other purpose than that intended please write to us for permission specifying your intended purpose.

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# BULLY

By  
Peter Stephenson Jones

The Flying Bookworm Theatre Co. would like to thank everyone involved for contributions to this production and for their support of Australian Educational Theatre. We hope you enjoyed our production of **BULLY**. This guide is provided as a companion to our **BULLY** production and is intended for teacher use only. It is hoped that teachers will wish to use this guide for post-show discussions in the classroom. Feel free to photocopy this guide. The guide is structured to provide teachers and students with a synopsis of the various scenes in the production accompanied by appropriate questions. At the end are some general questions that might be of some use in general discussions. Please note that some scenes in this guide may or may not be included in the actual presentation performed in your school. Inclusion of any particular scene is at the sole discretion of the Artistic Director of the Flying Bookworm Theatre Co., and will depend on artistic judgements and time constraints.

**Attention:** Our presentation, or resource kit, is **NOT INTENDED** to replace (or substitute for) an approved anti-bullying program in your school, or to supply custom made solutions to teachers and/or students. Our presentation is **SOLELY** intended to illustrate to students various situations (hypothetical or otherwise) and show possible, though not necessarily definitive, strategies for resolution. *Nor do we in any way claim or pretend that our performers are experts on bullying strategies, solutions or are qualified in psychological counselling.* Our performers are just that: *performers*, nothing else! Our presentation is designed to lend a supporting hand to teachers and students, and to any existing curriculum (but not necessarily supplying definitive solutions!). We in no way hold or pretend that our presentation can substitute for professional psychological counselling and/or guidance. We do, however, strongly believe that while our presentation is limited to provide an illustrative function, it is nevertheless a valuable tool that can be utilised and explored by properly qualified and skilled personnel.

We hope you'll enjoy our 'Bully'  
presentation!

**B.U.L.L.Y.P.R.O.O.F**



*We've got a better way  
than Fight or Flight.  
We're the Rad duck  
with the Dyna-Kinda  
Might You GOTTA be!*

Now there is a new violence-prevention tool....

...that makes learning *fun*.

Bully Proofing teaches young people to draw on their innate abilities of humour, innocence, fearlessness, and spiritual power to enhance their security and to stand up in the world. The project consists of four components:

- The **BULLYPROOF** acronym spells out the basic steps for overcoming the threat of violence – for living violence-free. (*see poem*)
- The animal spirits in the ten medicine shields bring us 10 wisdoms – to call forth a strength more powerful than guns or weapons. (*see poster/picture*)
- The fun-riculum now being developed will bring **BULLYPROOFING** into the classroom – an enjoyable way to learn conflict-resolution skills. (*call for sample*)
- The musical stage play presents situations young people often encounter, demonstrating how to employ the shield as a natural security system. (*see script*)

Combining native spirituality, childhood fantasy and the hard boiled realism of life in the streets makes **BULLYPROOF** a most unusual “Rap ‘n Roll Opera”. It speaks to young people in a language and music they understand and enjoy – teaching them to appreciate their own culture and to respect others. I love that you are reaching these kids where they are and lifting them to a new level of imagination--empowering them with a vision of how things could be different. --  
*Edward James Olmos, actor*

## Why **BULLYPROOF**?

**YOUR SELF?**  
**YOUR FAMILY?**  
**YOUR SCHOOL?**  
**YOUR COMMUNITY?**  
**YOUR WORLD?**

- ❖ The acronym anchors a way of remembering the steps for effective creative conflict engagement and resolution.
- ❖ The music makes learning fun, imprinting alternative solutions into our right brain subconscious thinking process for ready access in potentially violent situations.
- ❖ The scenarios in the musical teach about the psychology behind such alternatives, and stimulate the empathy that can motivate their use.
- ❖ The tie-in to medicine shields promotes a cross-cultural appreciation of ancient wisdom and ways to bring that spirituality to bear in today’s threatening situations.

Whenever I got angry, all my years of conflict resolution would go out of the window – I couldn’t remember a thing. Now I just run through the **BULLYPROOF** steps, asking “‘B’ – how can I break away and come at this another way?” And ‘U’ – Am I really understanding what’s going on inside this person? ...etc. It’s a great check list for empowerment.  
-- *Diane LeResche, 1<sup>st</sup> Ph.D. in Conflict Analysis and Resolution, George Mason U.*

I read **BULLYPROOF Skills** and I cried, I cheered, talked to myself and shared my excitement and joy with my fellow workers. I loved the opera. It is very moving and entertaining. Your integration of the many powerful concepts of power, race, search, culture, and belief is superb.  
-- *Jack Guillebeaux*

When we started rehearsals, some of the kids scared the living daylight out of me. Now after doing the play, these same ‘tough-guys’ greet me with hugs. -- *Bob Thomas, who worked on the performance at Highland Park Jr. High, St Paul MN*

## **The story of Jane**

*In this scene Nick and Tom and some of the girls at school bully Jane. Her mum is dead and she lives with her dad. Jane's dad goes to see the principal. Miss Scott, Jane's teacher does something about the problem.*

1. Has anyone constantly picked on you like the students pick on Jane?
2. What could Jane have done to try to stop the bullying?
3. How could Jane stand up to the bullies?
4. Miss Scott is a good teacher. She felt bad about not believing Jane at first. Can you see Miss Scott's dilemma?
5. Miss Scott tells the boys they might be bullies without even knowing it. Have there been times when you might have been a bully? (Remember admitting that you might have made a mistake is a great first step in getting rid of bullying. Admitting you have been in the wrong takes great courage!)
6. Do girls bully in the same way as boys? What is peer group pressure?
7. If you have seen bullying in the school have you stepped in to help or have you at least reported it?

8. How could you set up an anti-bully program at school?
9. Have you ever laughed when you see a bully harassing another kid?
10. Have you encouraged a bully?
11. Why do bullies often gang up together?
12. Can you think of different kinds of families? (There are lots of different families. Jane is in a single parent family. She's also an only child. Not all families are the same but they can all be great! Some families have two mums!)

## **The story of Steve**

*Steve is a bully and he has been teasing and harassing a smaller kid all year. One day the kid fights back and Steve lays into the younger kid. Suddenly the other kids turn away from Steve and admire the smaller kid's courage. The smaller kid loses the fight but gains the admiration of his peers.*

1. Why do you think Steve bullied the younger kid?
2. Steve's sister tells Steve that she was ashamed of him and pretended that she did not know him. How can you cope with the shame of being related to a bully?
3. Steve's best friend even turns away from him. Will Steve learn from this?

4. If you saw Steve bullying a younger kid what could you do to stop it?
5. The younger kid finally stood up to Steve. He had been pushed too far. Have you ever been pushed too far? Talk about it.
6. What could we do to help Steve or is it too late?

### **The bully and victim case study monologues**

*In this scene the actors present real case studies of both bullies and their victims.*

7. What is a case study?
8. If you were doing research on bullies and the causes of bullying what kinds of questions could you ask the bully and the victim?
9. People say that sometimes victims have to look at themselves and find out if they are doing anything to provoke bullying. What does this mean?
10. Can you identify with any of the case studies in the BULLY production?
11. Have you ever found yourself laughing when a person is bullied? When you stop and think about it why did you laugh?
12. Would it still be funny if you were the victim?

### **The gym teacher bullies a student**

*Mr. O'Brien the gym teacher bullies a boy called Peters because he might be a bit effeminate. The other teacher catches the gym teacher and accuses him of harassing the boy and of being homophobic. Effeminate boys are not always gay and even if they are it is none of anyone's business.*

1. No one should get away with being a bully. Even teachers dislike other teachers who are bullies. There is a difference between a teacher being strict and being a bully. What is the difference?
2. How does O'Brien bully the boy?
3. What is homophobia?
4. How could you educate a person who is homophobic?
5. Have you ever seen bullies harass a student who might be gay and how can we stamp out homophobia?
6. If an adult bullied you who could you get help from?

### **The work place**

*A young apprentice is bullied so much he is scared to go to work. He gets the sack for taking days off. He does not tell because he is scared of the bullies. An old man called Jack lets the bullies know that what they have done is unfair.*



1. Why do you think there is bullying in the work force?
2. What is the difference between a practical joke and bullying?
3. Can you think of other kinds of bullying in the work force?
4. What is a union? Could a union have helped the young man?
5. How could the new employee be given a chance?
6. Even the main bully might think that their best friends really like them. Often their best friends join them because they are scared. Do you think this is true?

### **Scenes from *Diary of Anne Frank***

*This is one of the most famous books ever written. It is a diary written by a teenage girl who was Jewish and was forced into hiding for two years in Holland.*

1. Who were the Nazis?
2. Ann and her family were victims of bullies, the Nazis! If you had to join the Hitler Youth and were told that another group of people were inferior to you, do you think you would follow? What if you were made to?
3. What is genocide?
4. The Nazis practised genocide on Jews, gypsies, gay people,

and other people who were different. Of course this doesn't happen today! Or does it?

5. Has Australia ever practised genocide?
6. Do you think it is important for all young people to read Ann Frank's famous diary? And why?

## **Pick a Bully**

*We do our own quiz show called Pick A Bully. We pick three students from the audience to play the bullies. The scene is great fun, but behind the fun is a very important message. Bullies are not funny! Nor is bullying, but humour can often be used to get a very important message across.*

1. The winner of the quiz show 'Pick a Bully' ends up getting a really horrible prize. What was the prize?
2. What sort of prize would you like to give a bully?
3. What is the important 'message' in this scene?
4. Should you ever bully a bully?
5. This is really a satirical scene. What is satire?

## **Bully Buster**

*In this scene we use comedy and participation to study the issues of bullying and ways to stop it. We set*

*this in a gangster movie presentation.*

1. If you took part in this scene what did you learn about acting? What did you learn about bullying? Do you think there were bullies in the audience? What do you think or hope they learned? By the way a big thank you for getting up.



2. Lots of teachers and students tell us that this scene is a great way of learning about the issue. Why is comedy a very good way of learning something even about a very serious issue? Can you think of other issues that could be confronted using comedy?
3. Now set up some guide lines and rules for your own anti bully squad.

4. Do your own improvisation and finish the scene you saw today.

## **Strategies**

*In our show today there were many suggestions of ways you can protect yourself if you are a target of bullying. These were covered in a few scenes.*

1. Boys bully different from girls. How? Name five ways boys bully.
2. Name five strategies you can use to bully proof yourself if a boy bullies you.
3. Name five ways that girls bully.
4. Name five ways you can bully proof yourself if girls bully.
5. Some experts say that it is better to use the word target rather than the word victim. What is your opinion?

## **Examples**

*In this scene we see examples of a more subtle form of bullying such as the silent treatment. We also give examples of how to handle bullies*

6. In some ways the silent treatment can be described as a more subtle form of bullying. What does this mean?

7. Imagine you are being given the silent treatment. How could you cope with it?
8. Imagine you see another student being bullied in a more subtle way. How could you step in and do something about it?
9. Imagine your best friend starts saying a few nasty things about another student behind his/her back. How could you educate your friend?
10. Are girls less likely to bully than boys are? Or the other way round?
11. What are some of the sneaky things bullies do? How could you bully proof yourself against these things happening?

## **General Questions**

*Questions for use in classroom discussion*

1. In the production of BULLY two boys Nick and Tom pick on Jane. Has anyone constantly picked on you? If a friend of yours was trying to get you to join in bullying another person what could you do to prevent this from happening? What could you do if they call you a wimp for not joining in the bullying?
2. If you are a victim of bullying what kind of support or assistance could you get?

3. There are many theories about what causes people to become bullies. Often these people have real problems themselves. What is your theory?
4. How could you set up a bully control in your school? How can you bully proof yourself?
5. Bullies say that you must not DOB. Why do you think they say this?
6. There is a new student teacher or relieving teacher in your school. The other kids say they want to *rag the teacher* or use bully tactics. How are you going to cope when you refuse to join in?
9. How can you educate the bullies?
10. Ann Frank was a young Jewish girl who was a victim of a political system that bullied people. This doesn't happen any more! Or does it?
11. What is the difference between an adult being strict and being a bully?
12. Some people think that it is quite alright to bully people sometimes, e.g. the armed forces. What is the difference between bullying and discipline?



7. How can you assist in preventing the bullying?
8. People are bullied for many reasons. Why do you think
13. You see a girl or boy bullying an adult or an old woman at the station. You might see him or her bullying someone whom is Asian or gay or an indigenous Australian. What

could you do? Remember you have to think of your own safety but is it all right just to ignore it? What if you were the victim?

14. Tom says he would bash in the heads of bullies. Do you know of some people who are bullies but don't know it? What is wrong with Tom's solution to the problem or do you agree?
15. Sometimes women in the work force are bullied. What is harassment?
16. What does sexism mean?
17. What is racism and homophobia?
18. Can you think of other kinds of discrimination?
19. Sometimes parents of bullies do not believe their own children are bullies. Do you know why some parents think this of their children?
20. What would you say to these parents?
21. In some shows like BULLY, comedy can be used to present a serious topic. Can you think of any other examples where comedy is being used this way?
22. Can you think of books other than 'Lord of the Flies' and 'The Diary of Ann Frank' which has examples of bullying?

## ***Bully Alert!***

Always tell your parent or another grown-up if there is a bully bothering you. They are better able to help you and your friends'

If there is a bully bothering you at school, stick close to your friends and try not to pay too much attention. If the bully becomes very troublesome, be sure to play close to a teacher.

Always refuse a bully if he or she tries to take something that belongs to you.

Be firm with bullies and they'll often back away.

NOTE: Parents: self-confidence is a good defence against a bully. Give your child opportunities to exercise independence, which will help build self-esteem. Talk to your children about their friends, how they get along, and to communicate openly. Encourage social opportunities but watch the way the children treat each other.

## ***Times have changed***

"GET OUTTA MY FACE!"

"I'll meet you on the school ground after school."

"Watch your back!"

"I saw that look; you can't fool me."

"Fork it over; it's your cap or your skull."

At one time or another, we have all faced acts of intimidation. Whether it was the kid kicking us under our desk, the punk waiting for us after school or someone ripping off our homework, we have all tackled or dodged the school bully. But today's school bullies are more difficult

to deal with and we require more strategies to cope with their intensity, lack of fair play and ruthlessness.

Intimidation is the main weapon used by bullies. They invade the space of teachers and pressure fellow students to hide weapons or drugs in their school lockers, threatening them with violence if they tell. Often in groups, bullies steal from kids who wear trendy clothes like Doc Martens, Bulls Jackets and purple caps.

"In the past when a fight broke out and a body hit the ground, the other party would back off and let that person get up. She or he wouldn't put the boots to that person once they were unconscious, or once they were conscious they wouldn't pull out a knife and stab them". That has changed, says Mitch

acceptable in a fight; it's as tough as anything goes."

"Physical violence is usually a male form of bullying, which reaches a peak around Grade 6. Verbal abuse or insulting body language is a more female form of bullying, peaking in Grades 7 or 8,  
Lois Cox, Project Officer, Task Force on Combating Bullying, Toronto Board of Education. - Vancouver Sun, 1993

### ***Why do bullies bully?***

"Typically, bullies come from violent backgrounds where children have little or no control over their own environment, and are often sad, lonely or afraid," reports Mark LaLonde, former Vancouver Police School Liaison Officer. He suggests, In order to do away with these feelings, and to feel a



Bloomfield, Youth Coordinator, Burnaby School District. "Today, there isn't that same definition of what is socially

sense of power, as well as to gain attention, they terrorize others who they perceive are weaker than themselves."

From his experience, LaLonde has found that bullies are not usually the strongest person at school and often they will back down when they realize that the "victim" is not intimidated by them. Many students in schools get bullied. LaLonde estimates that one in 10 students is regularly harassed or attacked. Often a new student will be bullied to initiate him or her into the school and to test his or her resilience. Bullies test people's limits and demand attention. Bullying behaviour often escalates into other forms of violence and crime. If left without help or counselling, bullies have a far greater chance of going to jail when they become adults," says LaLonde.

## **HOW TO PROTECT YOU AND YOUR FRIENDS FROM BEING BULLIED**

- Do not carry a weapon (it could be used against you)
- Retreat from the bully if possible
- If cornered, talk in a firm, positive manner
- Do not appear timid or scared
- Do not physically attack the other person
- Don't stand around and watch other students get bullied. Go for help.
- Talk with your classmates and promote an environment where bullying is not cool or acceptable

- Promote programs and discussions around school violence
- Reward students for dealing with conflict in a non-violent manner
- Learn about conflict resolution, peer mediation, and anger management techniques
- Get assistance from school counsellors or police
- Help make your school environment a place where it's cool to be kind

Bullying is the deliberate, repeated, hurtful mistreatment of a person (the Target) by a cruel perpetrator (the bully), driven by the bully's insatiable need to control others. A national disgrace! A "Silent Epidemic"! Unconscionable, unacceptable behaviour! A costly, counterproductive phenomenon that destroys lives and careers of individuals and drains organizations of productive, committed people!

How Kids can put Bullies in their Place - without force of violence. Violence in the schools is on the rise. Consequently, children need to learn how to protect themselves against the 'schoolyard bully' - without having to resort to such unacceptable behaviour themselves.

STAY ALERT ... STAY SAFE (SASS), a national street proofing organization concerned about children's safety, believes that the best strategy to ensuring children's safety is to empower them to resolve their conflicts on their own. First and foremost, we as parents and educators must work to raise our

children's level of self-esteem. The more positive an outlook children have about themselves and their abilities, the more equipped they are to defend themselves in any situation. And the less likely they are to become a bully - realizing that most bullies become that way because they don't like themselves very much.

There are many things that we can do to help children build inner strength. Recognizing low self-esteem in a child is the first and most important step. And there are many simple and practical tips that we can offer children if they are ever confronted by negative or potentially abusive behaviour. Here are a few suggestions to share with your kids:

Believe in yourself. Have confidence that you can deal with bullies in a peaceful manner. If a bully is in your class, try to pick a time when you ask for their help in doing schoolwork, Remember, most bullies don't feel very good about themselves.

If you are concerned about a bully at recess time at school, play close to the teacher on yard duty. Inviting a bully to join a game that you and your friends are playing is a good idea. If the bully's harmful behaviour continues, tell your parent, teacher, principal, or another adult that you trust. They are there to help!

## ***Bullying Resources***

- ❖ Education Queensland have a [Behaviour Management Unit Web Site](#) encouraging direct school to school contact in extending the use of strategies that have been found effective in minimising bullying, and includes examples of workable

solutions to bullying in schools.

- ❖ [Lucky Duck](#) is a British publishing company which produces resources for psychologists, teachers, and parents to support the "no blame" approach to combating bullying and difficult behaviour in schools.
- ❖ [Angries Out](#) is an American website to help children and adults learn how to deal with their anger constructively.
- ❖ [Tearaway](#) magazine - the country's leading magazine for teenagers with a readership of 233,000 - looks at bullying and your rights, both social and legal
- ❖ [Kidscape](#): Kidscape is a British charity teaching children how to keep safe before becoming victims. Kidscape's message is prevention.
- ❖ [Kids Help Line Australia](#) is Australia's largest children's charity, and provides a 24-hour phone service, e-mail counsellor, parentline, information, suicide prevention program, and links to games and fun sites.
- ❖ [Queen's University](#) (Kingston, Ontario) study links [childhood bullying](#) with sexual harassment and violence in teens.
- ❖ [Dr Ken Rigby's Bullying Pages](#) provide information on resources

concerned with bullying in schools in Australia. The site includes descriptions of the author's book, "Bullying in Schools and What to do About It." and of questionnaires for use with school children, parents and teacher, and describes the author's current research projects.

❖ "Taking The Bully By The Horns" is an American book aimed at helping children and young teenagers handle bullies at school. Authors Kathy Noll and Dr. Jay Carter interviewed children who had been bullied, and came up with solutions to their problems. Some of this information is on her website, at

<http://members.aol.com/kthynoll/bully.htm>  
. The book costs US\$9.95 (plus \$2.00 shipping & handling per book,' or \$5 for 3 or more copies) and is available from Kathy Noll, 3300 Chestnut St., Reading, PA 19605, e-mail [Kthylloll@aol.com](mailto:Kthylloll@aol.com)

### ***A few Internet links that may be useful***

<http://www.workdoctor.com/>

<http://www.sass.ca/bully.htm>

<http://www.luckyduck.co.uk>

<http://www.solnet.co.uk/kidscape/>

<http://www.kidshelp.com.au/>

<http://members.aol.com/kthynoll/bully.htm>

