

Class Act theatre INCORPORATED

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'BULLY BUSTERS PRIMARY'

Teachers' Notes

Writer: Angelique Malcolm
Director: Bianka Demets
Music: Craig Williams
Scenic artist: Robert Cocks
Actors : Lisa Maree Mitchell and Josh Night.

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'Bully Busters' was first produced in 1994 and is continually being updated.

www.classact.com.au



DISCUSSION POINTS

(1) How can you tell the difference between a victim and a bully?

e.g.	VICTIM	BULLY
	timid, shy	aggressive behaviour
	limp arms	hands on hips

What other things can you think of?

What they generally both have in common is *low self esteem* – they just express it in different ways.

(2) How can someone (like Bo) stop behaving like a victim?

(3) How can we understand bullying without being really bullied?

Try *rôle playing* to act out bullying situations, and let each person play both a victim and a bully. Some scenarios could be:

- (a) Bully stealing victim's lunch;
- (b) Bully calling victim names;
- (c) Bully excluding victim from game.

(4) What was important about the *bully mask* in the play?

Every one of us is capable of being a bully; it is a *rôle* we choose to play.

(5) What's the difference between Jake 'the Ape' and Sally Simper as bullies?

- (6) **What is the difference between physical and verbal bullying? Can verbal bullying be just as painful as physical?**
- (7) **What are some different types of bullies?**
They can be narrowed down to two – *Introvert* and *Extrovert* bullies; but can even they be boiled down to just *'I'm better than you because ...'*?
- (8) **What are some ways kids can bully their parents?**
- (9) **What are the causes of bullying?**
- Having to fight to survive;
 - Historical (who are some famous bullies? – Saddam Hussein, George W Bush, Hitler, etc.);
 - Family – bullying between family members;
 - Friends and peer pressure;
 - Media – TV, movies, cartoons depicting violence in positive light;
 - Computer games;
 - Rôle models and heroes, fictional or real (e.g. the Terminator, football players);
 - Toys and games – toy guns, war games, etc.;
 - Example of adults (e.g. politicians, police).
- (10) **How can we stop bullying?** What are the pros and cons of things like:–
- Making friends with the bully;
 - Trying to understand what makes makes the bully act badly;
 - Running away from the bully;
 - Learning a form of self defence, e.g. karate;
 - Using humour – making the bully laugh;
 - Tricking the bully, e.g. pretending you can't speak English;
 - Agreeing with the bully;
 - Standing up to the bully;
 - Yelling and screaming;
 - Going to a Safety House;
 - Getting the bully to repeat what they said to you
 - Not showing what you are feeling on your face (“cool” or “calm” face)
 - Confiding in and getting help from a parent or teacher?
- (11) **Would class members feel comfortable about 'dobbing'? Why/why not?**
- (12) **Do you want your school to be a *Bully Free Zone*?**
What are some of the options? Perhaps group sessions could be set up where bullies and victims can settle their disputes in the open. Perhaps rôle playing can be used so that pupils can get more idea about other points of view.

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Any other ideas?

Class Act is always looking for suggestions to make their shows better and more effective. Please fill out and return the feedback sheet provided at the show, or ring Angelique Malcolm on (08) 9337 2060 or (mobile) 0411 122 064.