



I AM JACK

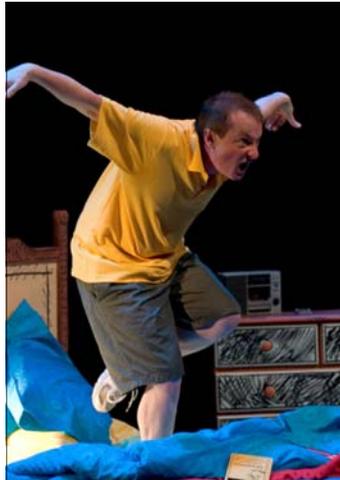
Applause Series Curriculum Guide
February 10-14, 2014



I AM JACK

Dear Teachers,

Thank you for joining us for the Applause Series presentation of *I Am Jack* from Australian theater company Monkey Baa Theatre, a story about a young boy named Jack who finds himself the target of bullying. In a time when bullying is at the forefront of conversation — both nationally and at the classroom level — Jack's story puts a human face on the emotional cost of bullying and sends the powerful message to students that they are not alone, that they can and should speak up if they are bullied or see bullying, and that all student voices have the power to impact their school culture for the better.



We thank you for sharing this special experience with your students and hope that this study guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable. In the following pages, you will find contextual information about the performance and related subjects, as well as a variety of discussion questions and activities. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to “pick and choose” material and ideas from the study guide to meet your class's unique needs.

See you at the theater,

Des Moines Performing Arts Education Team

Support for Des Moines Performing Arts education programs and the Applause Series is provided by:

Alliant Energy, American Republic Insurance Company, Bradford and Sally Austin, Bank of America, Dean and Sandra Carlson, CenturyLink, EMC Insurance Companies, Greater Des Moines Community Foundation, Hy-Vee, John Deere Des Moines Operations, Iowa Department of Cultural Affairs, Richard and Deborah McConnell, Pioneer Hi-Bred - a DuPont business, Polk County, Prairie Meadows, Sargent Family Foundation, U.S. Bank, Wells Fargo & Co., Willis Auto Campus, Windsor Charitable Foundation, West Bancorporation Foundation and more than 200 individual donors.

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This study guide was compiled and written by Bridget Grace Sheaff; edited by Karoline Myers and Michelle McDonald.

ABOUT DES MOINES PERFORMING ARTS



Des Moines Performing Arts is a private, nonprofit organization and is an important part of central Iowa's cultural community. It is recognized nationally for excellence as a performing arts center and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities.

Des Moines Performing Arts presents professional touring productions, including theater direct from Broadway, world-renowned dance companies, family programming, comedy, and concerts.

Education and Community Engagement programs are core to Des Moines Performing Arts' mission as a nonprofit performing arts center.

Public education programs allow audience members and local artists to make meaningful and personal connections to the art they experience on our stages. Guest lectures and Q&As with company members allow audiences to explore the inner workings of the performance. In addition, master classes, workshops, and summer camps taught by visiting performers give local actors, dancers, and musicians the chance to increase their skills by working directly with those who know what it takes to succeed on the professional stage.

Through its **K-12 School Programs**, Des Moines Performing Arts strives to ensure that central Iowa students have affordable access to high quality arts experiences as part of their education. More than 50,000 students and educators attend curriculum-connected school matinee performances through the Applause Series annually. In addition, Des Moines Performing Arts sends teaching artists into the schools to provide hands-on workshops and residencies in special opportunities that engage students directly in the creative process. And, through its partnership with the John F. Kennedy Center, Des Moines Performing Arts provides teachers with in-depth professional development training on how to use the arts in their classrooms to better impact student learning.

DID YOU KNOW?

More than 350,000 people visit Des Moines Performing Arts venues each year.

Des Moines Performing Arts opened in 1979.

Des Moines Performing Arts has three theater spaces:

- *Civic Center, 2744 seats*
- *Stoner Theater, 200 seats*
- *Temple Theater, 299 seats (located in the Temple for the Performing Arts)*

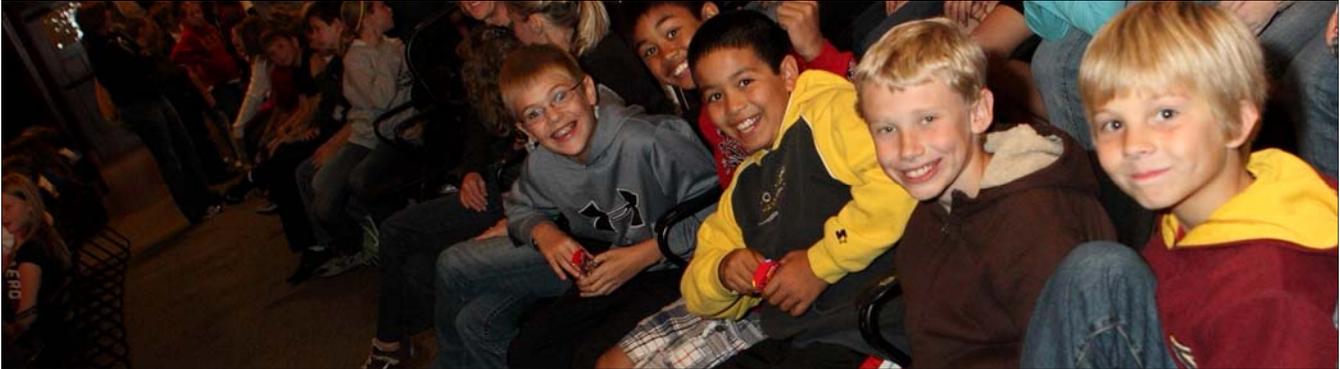
No seat is more than 155 feet from center stage in the Civic Center.

Cowles Commons, situated just west of the Civic Center, is a community gathering space that is also part of Des Moines Performing Arts. The space features the Crusoe Umbrella sculpture by artist Claes Oldenburg.

As a nonprofit organization, Des Moines Performing Arts depends on donor funding to support facilities, programming, and education programs.

The Applause Series started in 1996. You are joining us for our 18th season of school performances.

GOING TO THE THEATER . . .



YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- * What kind of live performance is this (a play, a dance, a concert, etc.)?
- * What is the mood of the performance? Is the subject matter serious or lighthearted?
- * What is the mood of the performers? Are they happy and smiling or somber and reserved?
- * Are the performers encouraging the audience to clap to the music or move to the beat?
- * Are there natural breaks in the performance where applause seems appropriate?

A SPECIAL EXPERIENCE

Seeing a live performance is a very special experience. Although it is not required, many people enjoy dressing up when they attend the theater.

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the theater:

- * Leave all food, drinks, and chewing gum at school or on the bus.
- * Cameras, recording devices, and personal listening devices are not permitted in the theater.
- * Turn off and put away all cell phones, pagers, and other electronic devices before the performance begins.
- * Do not text during the performance.
- * Respect the theater. Remember to keep your feet off of the seats and avoid bouncing up and down.
- * When the house lights dim, the performance is about to begin. Please stop talking at this time.
- * **Talk before and after the performance only.** Remember, the theater is designed to amplify sound. Other audience members and the performers on stage can hear your voice!
- * Use the restroom before the performance or wait until the end. If you must leave the theater during the show, make sure the first set of doors closes before you open the second — this will keep unwanted light from spilling into the theater.
- * Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage — they will let you know what is appropriate.
- * Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

TEMPLE THEATER FIELD TRIP INFORMATION



**Thank you for choosing the Applause Series with Des Moines Performing Arts.
Below are tips for organizing a safe and successful field trip to the Temple Theater.**

ORGANIZING YOUR FIELD TRIP

- Please include all students, teachers, and chaperones in your ticket request.
- After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- Payment policies and options are located at the top of the invoice. (Full payment and cancellation policies may be viewed at DesMoinesPerformingArts.org/education.)
- DMPA reserves the right to cancel unpaid reservations after the payment due date.
- Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Temple for the Performing Arts, and be seated in the theater.
- Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

DIRECTIONS

- The Temple Theater is located in the Temple for the Performing Arts located at Tenth and Locust Streets in downtown Des Moines.
- Directions from I-235: Take Exit 8A (downtown exits) and the ramp toward Third Street. Travel south on Third Street approximately six blocks to Grand Avenue. Turn west on Grand Avenue and travel to Thirteenth Street. Turn south on Thirteenth Street and then east on Locust Street.
- Buses will park on the south side of Locust Street in front of the Nationwide building. See next column for additional parking information.

QUESTIONS?

Please contact the Education department at education@DesMoinesPerformingArts.org or 515.246.2355.
Thank you!

PARKING

- Police officers stationed at the corner of Tenth and Locust Streets will direct buses to parking areas with hooded meters near the theater. Groups traveling in personal vehicles are responsible for locating their own parking.
- Buses will remain parked for the duration of the show.
- Buses are not generally permitted to drop off or pick up students near the theater. If a bus must return to school during the performance, prior arrangements must be made with DMPA Education staff.

ARRIVAL

- When arriving at the theater, please have an **adult lead your group** for identification and check-in purposes. A staff member may be stationed outside the building to direct you.
- DMPA staff will usher groups into the building as quickly as possible.
- Seating in the theater is general admission. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may determine a group's specific location in the theater.
- We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- Please allow ushers to seat your entire group before rearranging seats or taking groups to the restroom.

IN THE THEATER

- In case of a medical emergency, please notify the nearest usher.
- We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- Following the performance groups may exit the theater and proceed to their bus(es).
- If an item is lost at the Temple Theater, please see an usher or call 515.246.2355.

VOCABULARY



BULLYING WORDS

bully: a person who tries to purposefully hurt others with words or actions.

bullying: when someone repeatedly and purposefully says or does harmful things to another person.



Image courtesy of cflparents.



Image courtesy of mycutegraphics.

bystander: someone who witnesses bullying but doesn't get involved.

jokes: words that are meant to make people laugh; jokes are for fun and not for harming other people.



Image courtesy of sunsethomeservices.org

target: someone who is bullied by others.

upstander: someone who knows something is wrong and does something to make it right. These people help targets by getting help or standing up for what is right.



Image courtesy of Youthbeat.

FROM THE SHOW



handball: a sport like soccer where players use their hands instead of their feet to get a ball into the other team's goal.

organic: something that is simple, healthful, and close to nature. Organic foods come directly from nature with no changes



Image courtesy of Fotolia

rugby: a team game similar to soccer that is popular in England and Australia.



Image courtesy of Fotolia

scrum: a fight or a scuffle; in rugby, a scrum is when players huddle and fight over the ball.

THEATER WORDS

one-man-show: one performer on stage entertaining an audience alone. In *I Am Jack*, one actor plays 10 different characters!



Image courtesy of iCLIPART.

sound effects: sounds that are added to the show. There are many sound effects used in *I Am Jack*. Listen for them in the performance.

ABOUT THE PERFORMANCE



I Am Jack is a one-man-show from Monkey Baa Theatre Company in Australia. It is based on the book by Susanne Gervay.

Run Time: Approx. 60 minutes

SYNOPSIS

I Am Jack explores the journey of a smart, funny, 11 year old boy. Jack is being bullied at school and it is not long before the emotional pressure begins to build inside him. What starts as an off-the-cuff joke during a handball competition soon turns into a set of circumstances whereby Jack is no longer safe in the school yard. As much as he wants to tell his Mum, he can't, for at home there is a conflict of a different kind. Jack's Mum's boyfriend Rob is about to move in and Jack's place in the household is about to be usurped. But help is on its way from the most surprising of quarters. With the use of self-expression through photography, Jack begins to make sense of his world, of his relationships with others, and most importantly with himself.

THE EXPERIENCE

A one-man-show is a very unique type of story telling. In this piece, one performer uses his body and voice to play eleven different characters! The actor is aided in telling this story with sound, lights, and a multi-functional set. Look for ways that the actor shows changes in time, place, and character.

THE STORY AND AUTHOR

I Am Jack is based on the true story of author Suzanne Gervay's son, who at the age of 11 experienced being bullied. (See a note from Susanne Gervay about her son's experience on page 8.)



One of the unique things about the character of Jack from other books about bullying is that he does not start out as an outsider. The story explores how peer pressure can grow rapidly and quickly take over and how adults may not always see what is happening to a child who is the target of bullying.

THE ARTISTS

A dynamic and professional theater company,

monkey baa theatre company
Performing. Engaging. Inspiring.

Monkey Baa was started in 1997 by a trio of actors. Monkey Baa is based in Sydney, Australia and has a reputation for producing high quality theater for young people. They are Australia's most widely-reaching touring company for young audiences, having performed in just about every corner of the country across metropolitan, rural and remote Australia.

The performer you will see in *I Am Jack* is Tim McGarry, one of the original founders of Monkey Baa Theatre Company. He also helped adapt the book into a stage play with his fellow co-founders of Monkey Baa.

"A stimulating and valuable piece of theatre.... given the importance of the subject and the care with which it has been handled."

-Newcastle Herald

SUSANNE GERVAY: ON HER SON AND 'I AM JACK'

The following note was written by Susanne Gervay about her son's experience with bullying and her inspiration for writing I AM JACK.

“One in six children is bullied in schools.

“Bullying is so insidious. It starts with nothing. A joke that gets out of control. A casual comment that escalates into a war. A child who comes back to school after being sick and is barred. Jealousy, insecurity, fun, fear. There are all sorts of reasons that begin the process of bullying. **My son Jack, was bullied.** Jack is an average kid. He makes jokes, argues with his sister, kicks a ball, tries to get out of homework, loves to take photographs. The bullying started with a joke. That's all. A joke. Then it got out of control.

“The common factor in bullying is isolating a child, then a group targeting that child. Teasing, physical aggression, humiliation, rejection from social play, scape-goating, loss of friends, are all part of bullying. That is what happened to my son. **Every day, was a day of survival for Jack.** He devised plans and strategies. He read magazines about karate. Maybe that would help. He ignored the bullies. Maybe that would help. He laughed when they attacked him. Maybe that would help. In the end, Jack just had to make it through the day.



Author Susanne Gervay with her popular books JACK books, which were inspired by her SON. Image courtesy of www.sgervay.com.

“The most dangerous times were when there was no teacher or parent around – before school, recess, lunchtime, after school. Jack discovered safe places like the library and hiding behind the toilets. He'd try to arrive late to school and to class. He knew that the most his teacher would do was shout at him, but he wouldn't kill Jack. He wasn't sure of that on the playground. School became a prison for Jack.

“The only real power my Jack had, was to tell. To speak to me or a teacher. **However it's hard to tell.** In Jack's mind, telling could make the bullying worse. If the bullies found out, maybe they'd really kill him. He felt that he had to handle it himself. But how could he? A child being bullied is a victim, which means he has no power. Jack's a great boy and he didn't want to put more pressure on me. I work and raise a family. Jack didn't realize that he is more important than work. Always.

“There were a few times that Jack tried to tell me. **The problem is that children often don't know when to tell.** Sometimes adults can't hear them. Try and get my attention when I'm on the phone. I'm likely to say 'go away.'

Try and tell a teacher when she's in the middle of class activities. She's likely to say 'later'. Children have to learn when to speak. For me it's in the evening, when I'm sitting on the lounge with a cup of coffee. Jack asked at the wrong time. When I said, 'later', Jack thought I didn't care. That I didn't love him. **My Jack felt alone.**

“When I discovered that Jack was being bullied, I fulfilled my Jack's worst nightmare. Yes, I went up to the school. Yes, he was scared. Yes, the school acted. Yes the bully was called up.

“It took six months for things to really change. Eventually my Jack worked through the bullying with the support of family, friends, the school. By the end he felt good about himself, had great friends, loved his school, did his school work, played soccer and learnt that society can be a fair place...

“As an educational specialist, author and **most importantly as Jack's mother, I wrote 'I AM JACK'**. Story journey is a powerful way of developing understanding and strategies stopping bullying. JACK does that.”

-Susanne Gervay



From Susanne Gervay's family photo album, the real Anna, Samatha, Rob, and Jack. Image courtesy of www.sgervay.com.

ABOUT BULLYING

Bullying is when someone repeatedly and purposefully says or does harmful things to another person. There are many different ways that someone can be bullied.

Forms of bullying:

- ◇ Verbal bullying (name calling, taunting, teasing, gossip/ rumors, etc.)
- ◇ Emotional bullying (rejecting, isolating, terrorizing, etc.)
- ◇ Physical bullying (punching, poking, beating, inappropriate contact, etc.)



Image courtesy of Fotolia.

WHAT IT MEANS TO BE BULLIED

People who are the target of bullying might feel helpless when someone is picking on them. They might feel like there is no way to get help. And they might not understand why they are being bullied. Bullies often pick on:

- ◇ People they perceive as different
- ◇ People who are smaller than they are
- ◇ People who don't have anyone to stand up for them or who they think won't stand up for themselves
- ◇ People of whom they are secretly jealous

If you are being bullied, understand that it is not your fault. When someone bullies you, it says more about them than it does about you.

WHAT IT MEANS TO BE A BYSTANDER

If you see someone being bullied, you might feel scared or sad. You might not know what to do. In situations like this, sometimes it feels like you only have a few options.

Sometimes kids who see bullying ignore it and walk away because they don't want to be bullied either.

Sometimes they even join in and bully other people, too.

If you see bullying, remember that you are not helpless. You can do something about it. On the next page, explore options of what to do if you see bullying.

WHAT IT MEANS TO BULLY

Bullies can come in all shapes and sizes. Bullies can be boys or girls. A lot of things can make someone choose to bully others. Some reasons people bully include:

- ◇ To impress other people or make their friends laugh
- ◇ They think that being angry or mean will get them what they want
- ◇ They are being bullied by someone else
- ◇ To get attention

People who bully might not really realize that what they are saying or doing is harmful. Sometimes they might think that what they are doing is funny and not understand that people are being hurt.

If you think you might be bullying someone, the best thing to do is talk to an adult you trust about what is going on.



What do you think is happening in the photo above? Can you tell who is doing the bullying? Who is the target? What role to you think the others are playing in this situation? Photo courtesy of pbskids.org

Look for examples of these roles in *I Am Jack*.

Who is being bullied?

Who is doing the bullying?

Who is a bystander?

HOW TO COMBAT BULLYING



Image courtesy of Astor Services

There are many ways to stand up to bullies.

Who stops the bullying in *I Am Jack*? How do people help Jack combat the bullying?

IF YOU ARE BEING BULLIED

The best thing to do if confronted by a bully is to tell an adult you trust about what is happening. Keeping what is going on a secret isn't going to help. It's not tattling to tell an adult that someone is hurting you. Don't be afraid to get someone on your side. Here are some other tactics for dealing with bullies:

- ◇ Ignore the bully. If you don't pay attention to the person bullying you, then they won't get any satisfaction from your reaction. Don't fight back. Just ignore it.

- ◇ Remove yourself from the situation. Walk away.
- ◇ Turn what they say into a joke. It's hard to make fun of someone if they are making everything funny.
- ◇ Hang out around other people. Bullies target people who are alone because they think they can get away with it. Get some friends on your side.



Image: lynndove.com

IF YOU SEE BULLYING

You can help stop bullying by being an up-stander. Here are some ways to stand up to bullying:

- ◇ Simply tell the bully to stop. It's scary, but sometimes saying something can make all the difference.
- ◇ Help the target move away from the situation. Get some of your other friends to help the target and lead them away from the bully.
- ◇ Tell an adult. Get someone you trust to intervene by explaining what is happening.
- ◇ Try and be friends with the target and the bully. Everyone deserves to be treated with respect.

ABOUT AUSTRALIA



I Am Jack is coming to Des Moines from Monkey Baa Theatre, which is from Australia. Learn more about Australia prior to seeing the show.

GEOGRAPHY

Australia is the world's sixth-largest country. It is in the southern hemisphere on the opposite side of the globe as North America. Many Americans call it the land "down under."

It is the only country in the world that covers an entire continent. Although it is rich in natural resources and has lots of fertile land, more than one-third of Australia is desert.



Map of Australia. Image: lonelyplanet.com

ANIMAL LIFE

The kangaroo, koala, and platypus are all animals native to Australia. The emu, a very large bird, can be found there, too.



Koala. Wildlife-extra.com

KNOWN FOR

Sights well associated with Sydney, Australia's largest city, include the Sydney Opera House and the Sydney Bridge.



Sydney Opera House.

Australia is also home to the Great Barrier Reef, the world's largest coral reef system. The Coral Reef is so large that it can be seen from outer space!



Image: nationalgeographic.com

ABOVE: The Kata Tjuta (*Joota*), large domed rock formations in Australia's Northern Territory. Image courtesy of lonelyplanet.com.

Famous inventions from Australia include:

- * The notepad
- * Aspirin
- * Penicillin
- * Plastic disposable syringe
- * Dual-flush toilet
- * Anti-counterfeiting technology for banknotes
- * Long-wearing contact lenses

OTHER FACTS:

Language: English

Currency: The Australian Dollar

Capital: Canberra



ABOVE: The Australian flag. Research challenge: find out what each of the elements on the flag symbolize.

PRE-SHOW EXPLORATION, pg. 1

1) SOUND EFFECTS

Goals: To explore how sound effects can enhance a story and to practice writing a narrative.

Explanation: The performance of *I Am Jack* uses sound effects to help tell the story. Some of these include applause, laughter, other voices, and footsteps. The sound effects help create the world of the story. In this activity, students will tell a story that is enhanced through sound effects.

Materials:

- ◇ Paper and writing utensils
- ◇ Classroom items that can be used to make sound effects

Activity:

1. Divide students into groups of 3-4.
2. As a group, have them write a short story that meets the following criteria:
 - ◇ Takes place in a location where there are many interesting noises, such as a train station or a zoo.
 - ◇ Includes at least two characters.
 - ◇ Additional elements of focus in your literacy studies, such as beginning, middle, and end.See an example story below with the sound effects noted in parenthesis.
3. After students write the story, have them practice performing it. Designate one student as the reader while the others provide sound effects. Students may create sound effects using their voices or items they find in the classroom.
4. Have groups perform for one another.

Example Story:

One day, my mom and I decided to just have fun so we got in the car and we drove to our favorite place. (waves and seagulls). I brought my favorite truck to play with in the sand (beeping and revving an engine). Suddenly, a crab came up where I was playing (snapping of claws). He climbed up into the back of my truck and started to drive it away! (A car speeding away) We decided to go home after that.

Follow-up Questions:

1. What do sound effects add to a story?
2. What can we learn about a story through the sounds that we hear?
3. What other elements, besides sound, help us determine the setting of a story?

2) MAKE EM' LAUGH!

Goals: To explore the difference between jokes that are funny and jokes that hurt.

Explanation: Jack loves to tell jokes. However, sometimes he tells jokes that don't go that well. In this activity, students will explore different kinds of jokes and reflect on an excerpt from *I Am Jack*.

Materials:

- ◇ Class copy of the book *I Am Jack* (optional)

Activity:

1. Read *I Am Jack* as a class if you have a copy of the book.
2. Re-read the following excerpt.

"We've got to understand jokes. What they mean. What they're used for. Sometimes people make jokes that hurt. They're not meant to be funny. Some jokes blame people for problems, turn them into scapegoats." Nanna puts her hand over mine. "You'd never do that, would you, Jack?"

-I Am Jack by Susanne Gervay

3. Lead a discussion on how there are differences between jokes that are meant to be funny and jokes that are meant to hurt people. What type of joke is Nanna talking about in the excerpt?
4. At the end of the discussion, ask for volunteers to share their favorite funny joke.

Examples of funny jokes:

Why did the skeleton stay home from the party?
Because he had no BODY to go with!

What do you get when you cross a chicken and centipede?
Drumsticks for everyone!

What did the ocean say to the beach?
Nothing, it just WAVED!

Follow-up Questions:

1. What is the difference between jokes that hurt people and jokes that are just funny? Why would someone decide to tell a joke that hurts?
2. What should we do if a joke hurts our feelings? What should we do if we see one of our jokes hurt someone else's feelings?

PRE-SHOW EXPLORATION, pg. 2

3) TABLEAU STORY TELLING

Goal: To understand the roles of bully, target and bystander in creating and resolving bullying situations.

Explanation: Students will create stories about bullying and visually share their stories by creating tableau (“frozen picture” with their bodies) to show the progression of the scenario.

Activity:

1. Divide the class into small groups of 3 or 4.
2. Have each group create a story about bullying that is broken into four parts:
 - ◇ Someone is being bullied
 - ◇ The bullying gets worse
 - ◇ Turning point that causes the story to reach a positive conclusion for all involved
 - ◇ Conclusion
3. Invite students to create a tableau (“frozen picture” with their bodies) to show the main idea of their section. The tableau should use various levels — not everyone sitting, nor everyone standing. Give students just a few minutes to design their tableau.
4. Next, ask each group to come up with one or two sentences that explains the main idea that their tableau conveys. Each student in the group should be prepared to act as the narrator.
5. Give students a few more minutes to revise their tableau. Encourage them to think about the level of expression on their faces and in their body.
6. Finally, have each group share their tableau.
7. In order, each group should take the position of their tableau and other students in the class should interpret what is happening in the story
8. After the observers have had a chance to share what they see in the tableau, call on one student in the group to speak the one or two sentences the group has prepared to describe their tableau.

Follow-up Questions:

1. How did people’s body language change throughout the story?
2. Who was doing the bullying? Who was being targeted? Who was a bystander? What helped you identify each role being portrayed?
3. What would happen if the story didn’t have a positive turning point? What else could have happened in the story that would have changed the result?

4) COMBAT BULLYING

Goal: To empower students to combat bullying

Explanation: In this activity, students will create posters and slogans in support of a school environment where bullying is not tolerated.

Materials:

- ◇ Paper or poster board
- ◇ Pencils
- ◇ Markers, crayons, colored pencils
- ◇ Other art materials as desired

Activity:

1. Explain to students that in the play *I Am Jack* that they will be seeing a major issue is bullying and that the story was inspired by real events.
2. Lead a discussion on whether students have seen or experienced bullying in their school.
3. Invite students to come up with slogans and to create anti-bullying posters that can be displayed in the school. Examples of posters made by Jack’s school in *I Am Jack* include:

“BULLIES ARE COWARDS”

“WHAT’S THE DIFFERENCE
BETWEEN THE FLU AND A
BULLY?
THE FLU MAKES YOU SICK.
THE BULLY IS SICK.”

“BULLIES ARE WEAK. NO BULL!”

4. Provide students with art supplies and time to create their posters.
5. When finished, display the posters around the school.

Follow-up Questions:

1. What do you hope people will think about when they see the poster you made?
2. What message do the posters send to someone who bullies? To someone who is targeted by bullying? To someone who sees bullying?

These activities are adapted in part from materials from The Arts Centre Melbourne.

POST-SHOW DISCUSSION AND ASSESSMENT

DISCUSSION

Bullying

1. In what ways was Jack bullied? How did he react?
2. What does Jack discover about George Hamel at the end of the play? Why might this explain George's behavior towards Jack?
3. What are some ways that we can respond to bullying in our schools or neighborhoods?
4. How did Jack feel about what was happening to him at school?
5. If you were friends with Jack, what would you say to him?
6. Do you think that Anna did the right thing by telling her parents about Jack's problem?

Family and Friends

1. In the story and in the play, Jack's family is changing. How does this make Jack feel?
2. Why did Jack feel like he couldn't talk to his mom about what he was going through? Do you ever feel like you can't talk to your parents or adults in your life about things that are bothering you?
3. Jack has a lot of friends and family to help him with his problem. What are some of the ways the people Jack trusts help him in the story?

The Performance

1. What ways did you see the performer use his face and body to change characters? How did he use his voice?
2. The set looked like a bedroom, but had to become many other locations as well. How did the performer use the set to suggest other places in the story?
3. How were sounds and lights used to help the performer tell the story? Where were any sections of the story that stood out because of the use of sounds and lights?

POST-SHOW ASSESSMENTS

1) WRITE A REVIEW

Ask students to imagine that they are a critic for the school newspaper. They are going to write a review of *I Am Jack* to inform others about what they experienced. They should describe with detail: what they saw; what they heard; how the performance made them feel; what the performance reminded them of; and what their favorite part was and why. Remind students that they must paint a picture of the experience with their words so that others who did not see the performance can imagine it.

2) YOUR ARTISTIC IMPRESSION

Jack uses photography to tell stories. Using photos from magazines or newspapers, have students create a collage that gives their artistic impression of *I Am Jack*. Have them express through art how the performance made them feel, what they saw, what they heard, etc.

3) WRITE TO THE ARTISTS

Once you have seen the performance and you and your students have had a chance to discuss what you saw and heard, write to the *I Am Jack* artists.

Letters may be sent to:

Education Department
Des Moines Performing Arts
221 Walnut Street
Des Moines, IA 50309

4) CREATING CHARACTERS

Have students choose some of the characters from *I Am Jack* (see the list below). Have students move freely about the room, listening and watching their classmates. Call out a character's name, and have them freeze in a position that embodies that character. How does each character look? (This might lead to an interesting discussion on how we stereotype bullies and victims.)

- Jack
- Nanna
- Mum
- Rob (Mum's Boyfriend)
- Anna (Jack's almost best friend)
- George Hamel (Bully)
- Mr. Angelou (Teacher)

RESOURCES AND SOURCES



More Books by Susanne Gervay:

- ◇ *Always Jack*
- ◇ *Butterfielis*
- ◇ *Daisy Sunshine*
- ◇ *Gracie and Josh*
- ◇ *Ships in the Field*
- ◇ *Super Jack*
- ◇ *Terror Incognito*

More Books on Bullying:

- ◇ *Jake Drake, Bully Buster* by Andrew Clements (Gr 2-5)
- ◇ *Chrysanthemum* by Kevin Henkes (Gr K-3)
- ◇ *The Bully Book* by Eric Kahn Gale. (Gr 5-7)
- ◇ *Stand Tall, Molly Lou Melon* by Patty Lovell (Gr K-3)
- ◇ *Hokey Pokey* by Jerry Spinelli (Gr 5-7)
- ◇ *Bully* by Patricia Polacco (Gr 4-6)
- ◇ *Super Emma* by Sally Warner (Gr 3-6)

CLASSROOM RESOURCES

Anti-Bullying Resources from Teaching Tolerance.Org.

<http://www.tolerance.org/toolkit/anti-bullying-resources>

Contains classroom activity ideas and documentary suggestions.

Commonsense Media. Educators' Cyberbullying Toolkit.

<http://www.common sense media.org/educators/cyberbullying-toolkit>

A free cyberbullying toolkit for educators with resources for elementary, middle, and high school grade levels.

Kids Against Bullying

<http://www.pacerkidsagainstabullying.org/#/home>

A student-friendly, interactive website from the National Bullying Prevention Center.

StopBullying.Gov. <http://www.stopbullying.gov/>

Information from government agencies on what bullying is, who is at risk, and how you can prevent and respond to bullying.

STUDY GUIDE SOURCES

I Am Jack by Susanne Gervay.

I Am Jack: Teacher's Resource Kit by Monkey Baa Theatre Company.

Kalamazoo College's Stop School Bullying.

http://www.kzoo.edu/psych/stop_bullying/for_kids/what_is_a_bully.html

National Bullying Prevention Center.

<http://www.pacerkidsagainstabullying.org/#/home>

Public Broadcasting Station. "It's My Life: Bullies."

<http://pbskids.org/itsmylife/friends/bullies/index.html>