LESSON 2

Bullying / Drama

OVERVIEW
Students will examine the concept of bullying, while also developing their drama skills. Using examples from *Cinderella*, students will identify types of bullying, as well as possible solutions for dealing with these situations. Students will act out these solutions. This lesson will also explore the theme of forgiveness, using the conclusion of *Cinderella* as a springboard for discussion. Qualities of empathy, kindness, respect, and cooperation are promoted throughout.

MATERIALS
- chart paper and markers
- *Cinderella’s Solutions* (Worksheet 2.1)
- Rubric (2.2)

INTRODUCTION: WHAT IS BULLYING?
Discuss the concept of bullying with students:

- Ask students: What do you think of when you hear the word “bullying”? What is a bully? Have students each share a word they think relates to bullying, and record them on chart paper.

- Develop a definition of bullying with the students – some things to keep in mind: Bullying is an aggressive behaviour (physical and/or verbal), is a purposeful act, and includes power (through status or physical size), frequency, and intent to harm.

- Ask students: What types of bullying are there? Does all bullying look the same? Introduce the concept of PVIS: Physical (pushing, spitting etc), Verbal (name calling, teasing, threats, coercion etc), Intimidation (threats, pressure to do something etc), and Social (gossiping, embarrassing, spreading rumors, excluding etc.) bullying. Give examples and ask students to name examples for each type. Can the different types happen together?

2.1 ACTIVITY: BULLYING IN CINDERELLA – WHAT CAN WE DO?
Examine the examples of bullying in *Cinderella* on Worksheet 2.1. Ask students to compare the examples of bullying in *Cinderella* with examples of bullying in their own lives. How do you think Cinderella felt when being bullied? Have you ever been bullied? How did it make you feel?

Explore solutions for students who encounter bullying. What can students do if they are being bullied? What could Cinderella have done? Have students brainstorm solutions. Solutions could include: Writing in a diary, finding a safe place, ignoring the bully, telling an adult, maintaining a positive attitude. (Prompt: What are things you can think of to keep yourself positive? If you have to interact with a bully, how should you act?) Students complete *Cinderella’s Solutions* (Worksheet 2.1), identifying the type or types of bullying in each example from *Cinderella*, then brainstorming solutions for these situations. This can be completed in groups or as a class, depending on the level of the students.

Prompt: At the end of the opera, Cinderella forgives her stepsisters for treating her so badly. Should she have forgiven them for everything they did? Should we forgive people who hurt us?

2.2 ACTIVITY: ACT IT OUT
Choose one of the examples of bullying in *Cinderella*. Decide what Cinderella could have done in that situation – what are some of the applicable solutions to bullying? Write a libretto*, and act out the solutions in a short skit. Things to keep in mind: When writing a libretto, it is important to establish which characters are present, where the scene is taking place, and then write words that clearly explain what is happening and what the characters are thinking. The number of characters, as well as the location for each of the examples is listed on Worksheet 2.1.
EXTENSION
For older or more advanced classes, students can be divided into small groups, and given different examples of bullying from the opera. Each group must come up with a solution and act it out for the class.

ASSESSMENT
Students can be assessed based on discussion and participation throughout this lesson. Skits can be assessed using Rubric 2.2 below.

CULMINATING ACTIVITY
If this lesson is being used as part of the overall unit, keep the libretto or libretti developed here for the final performance in the culminating activity. Keep in mind which characters are present, and where the scene is taking place.

ASHLIE ALERT!
*Are there things to remember when writing a libretto?*

Before you start writing, ask yourself some questions: Who are the characters? When is this happening? Where are they? Why do they meet? And most importantly – what is their conflict? To keep a script active, each character should want something different from the other characters. What happens because of this conflict?

Writing a libretto is just writing a story, but the words that characters say become dialogue and any actions or narrative become stage directions.

"In opera, there is no such thing as a "script." Instead, there is a libretto: the words and the story which are set to the composer's music. The libretto, including all dialogue, is sung throughout the opera – nothing is spoken.

Credit: All lessons for the Cinderella School Tour Study Guide were developed by former OISE intern, Miriam Greenblatt.
<table>
<thead>
<tr>
<th>Bullying in Cinderella</th>
<th>Type(s) of bullying (PVIS)</th>
<th>Solutions</th>
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| Cinderella’s stepsisters make her do all the housework – she cleans, cooks, and sews for them. They threaten her if she doesn’t do it.  
*Number of characters: 3*  
*Location: kitchen/Cinderella’s room* | | |
| When Cinderella starts to sing, her stepsisters pretend they can’t hear her, blocking their ears and singing “la la la la la la.”  
*Number of characters: 3*  
*Location: kitchen/Cinderella’s room* | | |
| The stepsisters hit Cinderella when they find out she gave the beggar some bread.  
*Number of characters: 4*  
*Location: kitchen/Cinderella’s room* | | |
| When the invitation for the ball arrives, the stepsisters don’t let Cinderella come with them.  
*Number of characters: 4*  
*Location: kitchen/Cinderella’s room* | | |
| The stepsisters are getting ready for the ball, and they order Cinderella around. They make her run around, working hard to help them prepare.  
*Number of characters: 3*  
*Location: stepsisters’ room* | | |
| The stepsisters make fun of the mysterious girl from the ball (who is, of course, actually Cinderella), calling her a “cow” and a “nobody.”  
*Number of characters: 3*  
*Location: stepsisters’ or Cinderella’s room* | | |
| The stepsisters pretend to humiliate the mysterious girl by ignoring her until she leaves.  
*Number of characters: 3*  
*Location: stepsisters’ or Cinderella’s room* | | |
| When the Prince arrives with the shoe, looking for its owner, the stepsisters try to prevent Cinderella from trying it on.  
*Number of characters: 4*  
*Location: kitchen/Cinderella’s room* | | |
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<tbody>
<tr>
<td>Comprehension</td>
<td>Demonstrates little knowledge of bullying, solutions are not offered or are not</td>
<td>Demonstrates an emerging knowledge of bullying, solutions offered are helpful but not</td>
<td>Demonstrates good understanding of bullying and offers appropriate solutions to situations.</td>
<td>Demonstrates deep understanding of bullying, and offers appropriate and original solutions to situation.</td>
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<td></td>
<td>conducive to problem solving in situation.</td>
<td>the most appropriate to situation.</td>
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<td>Presentation skills: staying in character</td>
<td>Rarely speaks in role as the character in the story. Tells the story but assumes minimal facial expressions or movements of the people they are playing.</td>
<td>Sometimes speaks in role as character in the story, the student tries to assume facial expressions and movements of the people they are playing.</td>
<td>Mostly speaks in role as character in story, assuming the facial expression and movements of the people they are playing.</td>
<td>Always speaks in role as character in story, assuming facial expression and movements of the people they are playing. Characters are believable and story is easily understood.</td>
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<td>Presentation skills: voice</td>
<td>Volume is too low to be heard by the audience, who may have trouble understanding.</td>
<td>Volume is inconsistently loud enough to be heard by the audience. Mostly speaks loudly and clearly, but could speak a little louder or more slowly.</td>
<td>Volume is loud enough to be heard by most audience members throughout the presentation. Usually speaks loudly, slowly and clearly.</td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation. Always speaks loudly, slowly and clearly.</td>
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<td>Performance</td>
<td>Puts little effort into the performance. Is apathetic about the group and gives limited support to the project.</td>
<td>Gives a good effort in the performance. Gets flustered or angry at their own or others mistakes. Shows some support towards their group either on or off stage.</td>
<td>Gives their best during the performance. Does not get flustered or is able to regain calm if mistakes occur. Supports group consistently.</td>
<td>Gives their best effort in the performance. Does not get flustered if mistakes occur. Supports the group before, during, and after the performance.</td>
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<td>Working with others</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often distracts other group members and does not display team player qualities.</td>
<td>Sometimes listens to, shares with, and supports the efforts of others, but can improve on skills required to be a good team member.</td>
<td>Usually listens to, shares, with, and supports the efforts of others. Does not cause problems or discomfort in the group.</td>
<td>Always listens to, shares with, and supports the efforts of others. Uses appropriate team member skills such as cooperation, encouragement and positive communication.</td>
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