



# **Teachers Pack**

**“Proud2BMe”**



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### Why 'Proud'?

Proud2BMe is the first play of its kind in Theatre in Education. It deals solely and directly with sexuality and homophobia. Bamboo Theatre has always prided itself on tackling confronting issues that affect teenagers and we are extremely proud of this new production.

Proud2BMe deals with social issues but also deals directly with the PDHPE curriculum. The play combats homophobia whilst looking at sexual health, supportive relationships, gender roles and discrimination. It gives students the opportunity to explore issues that impact on themselves and others.

'Proud' is in the format of 3 short plays. We have done this as research shows that teenagers lose concentration after 20 minutes. To further engage the students we run 2 interactive workshops during the production. These are followed by a discussion about the legalities that surround the issues that were raised in the production.

## Proud2BMe- Planting the seeds of acceptance

Performance is an effective way of dealing with a sensitive issue and there is none so sensitive in schools than sexuality! However, times are changing. 'Proud2BMe' tackles the tough questions head-on and opens the dialogue to encourage respectful behaviour from all students. This performance uses comedy, drama and interactive workshops to create a positive message about a tough subject.

**This performance deals directly with sexuality and homophobia and is recommended for Years 9-12 only.**

### Play one - 'Dr iPhone'

Gemma believes she is pregnant, even though she is still a virgin. Totally confused she turns to her iPhone application to seek advice. When her best friend Christina sits her down to give her the facts, will she believe her or rely on her \$3.99 iPhone app?

**This play takes a very light-hearted look at how iPhone apps and the internet have changed the way we learn about life's big lessons.**

### Play two- 'Confession of the confused'

When you have been best friends since kindy, you know everything about your friend, right? So when Crystal sits Helen down to tell her that she has been questioning her sexuality, Helen already knows. The problem for Crystal is that she is just not sure what she is and what she isn't. Helen helps her see that it is okay not to have an answer.

**This play looks at sexual identity and explores the idea that you do not need to have an answer about your sexual orientation at this age. It encourages the students to talk about how they feel and to seek advice.**

### Play three- 'Secrets'

Harrison is the Captain of the rugby team- he is good looking, charismatic and all the girls like him. What they don't know is that he is gay. When Sophie's younger brother Ben comes home with a black eye and claims Harrison tried it on with him, Sophie seeks the ultimate revenge and tells everyone Harrison's secret on Facebook. When Sophie discovers that Ben lied and that he is also gay, she must face the consequences of posting homophobic comments online and causing her brother to run away.

**The first step in responding to homophobia is to acknowledge that it exists. Homophobic bullying may be less visible than other forms of bullying but it still takes place in our schools. This play takes a look at what defines homophobic behaviour, and how quickly things can get out of control when that behaviour is broadcast on the internet.**

## **What we get asked...and you need to know....**

### **Have the performers had child safety/protection checks?**

Yes all our actors have passed child protection checks and also carry Blue Cards for QLD Schools

### **What time will the actors arrive?**

The actors will arrive 30minutes before the show is booked to start so that they can set up in the space.

### **What Space is needed for the performance?**

If the show is in a school hall or gym we prefer that that students sit on the floor and the actors will perform on the floor on the same level as the students.

Our actors will stand out the front and help direct the students to where they want them to sit.

For schools that have a tiered theatre space, the actors will perform on the stage and the students can sit in the seating.

### **How long does the show go for?**

The show goes for 1 hour. This includes the performance as well as the Q&A at the end. This does not include getting the students seated and settled.

### **What will the actors need on the day?**

The actors will bring everything that they need for the performance.

They will to be able to get their vehicle as close to the performance space as possible as they will need to unpack the set.

You will need to provide the actors with the number of students who attended the performance so that they can provide you with an invoice. If whole year groups are attending we suggest that you ask the front office to minus your absentees from the whole year number.

## Pre Show Chats...

We understand that time is precious in a school, however, if you have time we've found that a pre show chat can help students gain a greater understanding of the issues raised in the production.

Bamboo Theatre would prefer that you do not discuss the specific storylines of the shows with the students before they see the performance; this way the impact of each plot is not lost. However there are some topics you may wish to discuss.

### Suggested chat topics

Our shows are interactive and we find that getting kids up and involved engages them. When mind mapping, get each student who has a suggestion to come up and write it on either the smart board, butchers paper or whiteboard. If you are using butchers paper or white board, have different coloured markers for the students to use. Research has shown that students respond well to colour, giving them the option to use their 'favorite colour' they are more likely to participate.

- The play is called "Proud2BMe", why do you think it is called this?
- Define the word acceptance.
- Define the words perpetrator, victim and bystander
- Discuss what they think the difference is between a 'passive bystander' and an 'active bystander'.
  - A 'passive bystander' is someone who stands by and watches, who does not agree with what is happening but does nothing to stop it.
  - An 'active bystander' is someone who stands up for that they believe in, who speaks up when they don't agree and takes safe actions to stop someone being bullied.

## Follow up stuff for after the show

We all know that the themes of 'Proud' have traditionally been taboo, however, times are changing and this play has been written to generate conversation. We don't tip toe around issues and we understand that our play may bring up many discussions; because of this we have put together some suggested chat topics and activities for after the show to guide you in this process.

Post show activities are broken down into general discussions and discussions specific to each of the 3 plays (the seeds). We have created classroom activities as well as some drama activities.

### General Discussion

- Using the white board or smart board, mind map the issues that the students felt were dealt with in the production.
- Do they feel that in this day and age it is still hard for students to express their sexuality?
- Mind map the facts that the students learnt from the production (at the back of this pack you will find a list of all the facts and statistics that the actors spoke about during the production)
- Using the new things they have learnt, have the class create an agreement between themselves about how they are going to ACCEPT themselves and each other.
- In life you always have 3 key roles, perpetrator, victim, bystander. Ask the students to remember the 3 key roles and the definitions they came up with before they saw the production. What do each of these roles mean to the students?
- Discuss how easily you can find yourself in each of the above 3 roles, perpetrator, victim and bystander.
- Discuss the difference between a 'passive bystander' and an 'active bystander'

## Discussion specific to each play (seed)

### Play 1 - Dr iphone

'Dr iphone' is about how we gather our information about sexuality and sex education. It is a comedic piece designed to relax the audience and make them laugh, but ultimately gain their permission to tackle some of the bigger issues later in the show. The underlying message of this piece is to raise awareness of where students should and shouldn't; get their sexual information from.

*Gemma has bought a new iphone app and it has told her that she is pregnant. So caught up in her world of technology she actually believes what her iphone has told her!*

*Characters*

**GEMMA-** *Has never asked her parents about sex, she has turned to her iphone apps for information. She now believes that she is pregnant despite never having sex.*

**CHRISTINA-** *Gemma's best friend who tries to explain to her that iphone apps do not give out correct 'sex education' information and that she should be asking a parent or an adult she trusts.*

### DISCUSSION/CLASS WORK

- Ask the students how many of them use 'apps' on their mobile phones.
- Ask them which are some of the most ridiculous 'apps' they have come across.
- Ask them where they get their sex education information.

### DRAMA ACTIVITY

- **CREATE AN APP-** in groups students must come up with an idea for a new iphone App. Students have 2 choices
  - They can be the App; the students get into groups of 3 or 4 and create a 1-2 minute skit that details what the App can do. They can get creative and add music, a dance routine- anything they like.
  - They can try to sell the App as a sales person trying to convince us to buy it.

## **Play 2 - Confession of the Confused.**

We live in a society of labels, so it is not surprising that teenagers see a need to label everything about themselves. Questioning your sexuality can be a really hard and confusing time. 'Confessions of the confused' reminds students that it is okay to question your sexuality and that you don't need answers and labels.

*'Confession of the Confused' looks at finding your sexual identity. Crystal thinks she might be gay, but she's not sure. She confesses to her best friend, Helen, who reminds her that she does not need to have an answer and that it is totally okay to question your sexuality.*

### *Characters*

**CRYSTAL** – *is confused because she thinks she might be gay.*

**HELEN**- *Crystal's best friend who has suspected Crystal might be gay and reminds her that she doesn't actually have to know.*

### DISCUSSION/CLASS WORK

- In the workshop the students discussed how they use the word Gay. Take this discussion further and not only re cap what was said in the workshop but look at other words that they use in day to day life which may be offensive or used out of context.
- Posters- Create posters that encourage students to stop using the word Gay out of context. If you visit [www.glsen.org](http://www.glsen.org) you will find some great posters that you may wish to show the students to inspire their posters.

### DRAMA ACTIVITIES

- THE GAY DEBATE-
  - This is a performance debate: The class splits into 2 groups, one group is in support of the argument and one is against.
  - There are 3 debaters for each team and the other members of the class become the evidence of supporting material.
  - This means that during the debate the debate may stop and make reference to supporting material such as earlier footage, an expert or a reenactment. The other members of the group will then perform these sections.
  - The Topic they are to debate is **“its okay to use the word ‘Gay’”**
  - This exercise should be done over 2 or 3 lessons 1 or 2 lessons to research and rehearse and 1 lesson to perform.

## Play 3 - Secrets

Homophobia is still such a prominent issue in society. 'Secrets' looks at how our behaviour can be homophobic even when we don't realise it. This play also looks at the difference between a 'passive' and an 'active' bystander how by being an 'active bystander', and via Forum Theatre, details how by being an 'active bystander' we can stop homophobic behaviour.

*Sophie and Bree have decided that Harrison is the hottest guy in their year. Later that day Sophie's brother, Ben, comes home with a black eye. He claims that Harrison hit on him and when he turned down the advances Harrison punched him. Angry that her little brother is hurt Sophie decides to "out" Harrison on Facebook. What she doesn't know is that Ben had lied and that he is actually in a relationship with Harrison.*

*Characters*

**SOPHIE** – Bree's best friend, thinks that the Captain of the Rugby Team, Harrison, has hit on her little brother Ben. What she doesn't realise, is that Ben and Harrison are in fact in a relationship. She creates a homophobic Facebook campaign against Harrison.

**BREE** – Sophie's best friend, she does not agree with Sophie's Facebook campaign against Harrison

**TEACHER** – Sophie and Bree's teacher who has to explain to Sophie that her behaviour is in fact homophobic.

**SOPHIE'S MUM** – is very disappointed in her daughter's behaviour. Although she has had her suspicions about Ben's sexuality, she has never been certain.

*Characters talked about*

**HARRISON**- Captain of the schools rugby team. He is gay and has been in a relationship with Sophie's brother Ben.

**BEN** – Sophie's younger brother. He is gay and was in a relationship with Harrison.

### DISCUSSION/CLASS WORK

- Mind Map the word Homophobia; what it means and what behaviours are indicative of homophobia.
- Ask the students if they have ever seen homophobic behaviours in the movies or TV shows that they watch.
- Mind Map the facts and legalities the class remember from the show and then add in what they cannot remember (all facts and legalities are attached at the back of this pack). Discuss all of this information with them: what they knew before the show and what is new information to them.
- Discuss Sophie's reaction to Harrison; was it appropriate? How would you react? Were her actions homophobic?

- Make a flow chart of each character and how they fit into the roles of Perpetrator, Victim, Bystander (passive and active)

## DRAMA ACTIVITIES

- FLASH MOB – The play is about homophobia but also about **acceptance**. Have the students create a Flash Mob about acceptance.
  - Spend a lesson learning about Flash Mobs. Flash Mobs grew from the idea of Invisible Theatre, which was created by Augusto Boal, the same practitioner behind Forum Theatre, which we use in our productions.
  - Show the students a few flash mobs
    - <http://www.youtube.com/watch?v=7EYAUazLI9k>
    - <http://www.youtube.com/watch?v=WhcNLsSGApI>
    - <http://www.youtube.com/watch?v=MhYyAa0VnyY>
  - Allow the students a few lessons to rehearse their performance
  - Have students present their flash mob during the week at lunchtime in the playground.
- VIDEO- Create a TV ad. This ad is to educate about what homophobic behaviour is and how we can stop it. The ad can be 30 seconds, 45 to 1 minute in length.
  - Lesson 1:
    - Break the students into groups of 4 or 5,
    - In their group they must come up with an ad slogan
    - They must decide on what is going to happen in their ad.
    - They must decide on roles
    - Before they start to film they need to story board their ad - draw a picture of each scene they are going to film. A story board helps to keep the students focused when they are filming.
  - Lesson 2:
    - In this lesson they will start to film their ad. You can either have them use school video cameras or allow them to film on their smart phones if they have them.
  - Lesson 3:
    - Depending on your school facilities lesson 3 can be a lesson to edit their video in a computer lab. If your school does not have these facilities the students can edit at home and bring the video back in for presentation.
  - Lesson 4
    - The last lesson is to watch and evaluate each of the ads.

- FORUM THEATRE- Forum Theatre is a type of Theatre that was created by Augusto Boal where the audience is able to change the final outcome of the play. Bamboo Theatre loves Forum Theatre; we use it in all of our productions. We feel it is a great way to demonstrate that we are in control of the choices we make and every choice has a different consequence.
    - This play has numerous outcomes. You saw the actors perform one outcome, however, there were many places where one of the characters could have done something different.
- A. Discuss what other options the characters had:
- Bree could have tried to stop Sophie creating the Facebook page
  - Sophie should have realised what she was doing was wrong and not created the page
  - Sophie could have spoken to her mum about what Ben told her
  - Ben could have told Sophie the truth about his injury.
- B. Break the class into groups and have them each role play one of these scenes. Each group will need as many actors as the scene requires, a director and a scribe to write down the script as they create it.
- C. Have the students present their scene to the class.
- D. In a group discussion ask the students if by changing one of the characters big choices they managed to create a completely positive outcome?
- Remind them of where all the characters stood legally (see box on previous page)
  - Discuss their answers.

## EXTRA BITS

The activities below can be used with any of the plays. They focus on the overall themes of “Proud2BME.”

- PERFORMANCE ESSAY- a performance essay is essentially a branch of play building. In a performance essay the students are given a question as they would in a written essay. Rather than writing an essay they create a performance that demonstrates their understanding of the question and the text. For example the essay question could be: “The Themes of Proud2BMe are relevant to a modern audience” Discuss this statement.
  - Have the students mind map the overall themes of ‘Proud’ as well as the themes of each of the individual plays.
  - Have them choose 1 theme they wish to explore
  - Students will create a self devised 3-6 minute piece based on that theme and what they learnt about it whilst watching ‘Proud’

RAP/SONG- make it fun! In the talk at the end of the performance the actors spoke a lot about the passive and active bystander, have the students create a rap song or any type of song about being an active bystander. Add back up dancers!!! Make it fun!!!!

- Have the students create posters to go around school that explain/encourage others to be ‘active bystanders’. Below are some suggestions from the website “Not So Straight” of what are considered ‘active’ behaviours.
  - Make it clear to your friends that you won’t be involved in bullying behaviour
  - Never stand by and watch or encourage bullying behaviour
  - Do not harass, tease or spread gossip about others, this includes on social networking sites like Facebook
  - Never forward on or respond to messages or photos that may be offensive or upsetting
  - Support the person who is being bullied to ask for help e.g. go with them to a place they can get help or provide them with information about where to go for help
  - Report it to someone in authority or someone you trust e.g. at school to a teacher, or a school counsellor; at work to a manager; if the bullying is serious, report it to the police; if the bullying occurs on Facebook, report it to Facebook.

## Statistics and Legal Stuff

### Facebook

- You must be 13 years and older to join Facebook
- By ticking “I agree” when you create an account on Facebook you are agreeing that you have read the terms and conditions and will abide by them. This agreement is legally binding.
- Because Facebook is a public domain you are agreeing that everything you put on Facebook now belongs to Facebook; this includes photos, Inbox messages, instant chat, status updates and wall posts.
- Using a telecommunication carrier (i.e. the internet or phones) to vilify harass or intimidate someone is a Federal crime. Cyber bullying comes under this law so do pages that contain homophobic comments against an individual.
- Intentionally creating a Facebook account in someone else’s name without their knowledge or consent is legally considered “taking or creating a fake identity with the intent to deceive.” This carries a jail sentence of up to 10 years.

### STATS and INFO

- Latrobe University interviewed 3000 school students for their “writing themselves in 3” report. They found that 61% of students interviewed had been the victim of homophobic comments and that 18% of them had been the victim of violence because of homophobia
- Both the New South Wales Anti-Discrimination Act and the New South Wales Department of Education Anti-Discrimination and Anti-Harassment Policy state that people/students can not be discriminated against because of their sexuality.

## USEFUL WEBSITES

- <http://www.safeschoolscoalitionvictoria.org.au>

This web site is from Victoria and is made in conjunction with the Safe Schools Program that is being taken into schools in Victoria

- [www.glesn.org](http://www.glesn.org)

This web site is full of AMAZING lesson plans for teachers. The lesson plans are comprehensive and informative, we highly recommend this site.

- [www.itgetsbetter.org](http://www.itgetsbetter.org)

This is an American based site with Australian affiliates.

- [www.notsotraight.com.au](http://www.notsotraight.com.au)

This website is great for people who are questioning their sexuality and for those who already know. It also has great lesson plan ideas.

- [www.workingitout.org.au](http://www.workingitout.org.au)

This is a Tasmanian based site for gender and sexuality support.