



Teachers Pack

“Crisis of a Female Kind”



Emily Beale & Rebecca Duff
Co-Owners of Bamboo Theatre

Why 'Crisis'?

"Crisis of a Female Kind" is Bamboo Theatre's third High School show and our first 'girls only' show. As we tour we get told so many stories and the majority are about girls. We think there really is a 'crisis' amongst young girls at the moment. So yes, we are kicking the boys out because we feel that this conversation is better had with just the girls!

Being a teenage girl is hard, as 30-year-old women we wish we could get hold of our 15 yr old selves and tell them things we've learnt... sadly time travel has not been mastered, so this show is our way of combating current issues and reminding girls to take back some respect.

'Crisis' 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 in the play.

Crisis of a Female Kind - Planting the seeds of self respect

As an all female Theatre Company, Bamboo Theatre feels an affinity with teenage girls. We've been there, we know how hard it is, and that you do survive. There are many issues that are currently affecting teenage girls and whilst we are not out to "boy-bash", we have come to realise that some conversations are simply better said without the boys in the room! "Crisis of a Female Kind" aims to tackle problems facing teenage girls head-on. Through these plays we hope to get teenage girls of the 21st Century to understand the consequences of their behaviour but more importantly, to take back a little respect.

A play for girls, about girls, written by girls!

Mirror mirror on the wall.....

Alice is fashionable, thin and happy. Felicity is not! On their way to a party, Felicity has a minor melt down over a pair of skinny jeans and confesses to Alice she is tired of not feeling good enough. Alice refuses to apologise for being happy with how she looks and tries to get her friend to realise that what *she* sees in the mirror, is not what the world sees. **This play is a lighthearted look at what some girls dislike the most; their own reflection.**

The 'S' word

Lucy has a bad reputation and she has had enough. Alison has created a Facebook group about her that is full of rumours and everybody is commenting and making it worse. After confronting Alison, Lucy is pulled into her teachers office and is told to start taking responsibility for her behaviour or risk losing her place at the school. Turning to her sister, Lucy confesses why these rumors hurt so much; she is still a virgin.

This play looks at name calling, cyber-bullying, and being proud of your virginity.

Frenemies

Polly's boyfriend wants some nude photos of her so, before she sends them, she forwards them on to her best friend Clare for approval. Days later, Clare gets in to a fight with another girl at school. When Polly films the fight on her mobile, Clare begs her not to show anyone as she barley fought back. Under pressure from her mum, Polly hands the video footage over to the police and Clare seeks the ultimate revenge; she prints off Polly's photos and puts them up all over school.

This play looks at the consequences of bullying, filming fights, breaking trusts and the ever-damaging topic of 'sexting'.

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.

Are boys allowed in the show?

If you are a Co-Education school the male students are not invited to this show. This is a show just for girls. Male teachers, are of course, permitted to watch the show.

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.

If you are a co-ed school we suggest, if you can, that you do the pre show chats and post show activities with just the girls.

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 "Crisis of a Female Kind", why do you think it is called this?
- What do you see as being a crisis that affects females?
- What does being Female mean to you?
- Define the words Perpetrator, Victim and Bystander

Follow up stuff for after the show

We all know girls love to talk and 'Crisis' 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.

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 girls felt were dealt with in the production.
- Have them identify which issues most effect girls their age.
- 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 girls create an agreement between themselves about how they are going to RESPECT themselves.
- In life you always have 3 keys roles. 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 all 3 roles.
*The answer is Perpetrator, Victim, Bystander.

Discussion specific to each play (seed)

Mirror Mirror

Body Image, we've heard it a thousand times from every generation. Why? Because it is one of the things that affects women across every era at all ages. We wanted this play to look at body image from different angles, from disliking what you see in the mirror, to liking it, with the message that not being perfect is totally okay!

Mirror Mirror is about the person we see in the mirror. Felicity feels as though she is not good enough, she feels overweight and out of touch with fashion. Alice is confident with who she is and how she looks. Felicity confides her self doubt to Alice who helps her see that we don't have to be perfect to like what we see in the mirror.

Characters

ALICE- *Is confident with who she is, she knows she's not perfect but it doesn't bother her, she is happy with what she sees in the mirror*

FELICITY- *Felicity is not happy with what she sees in the mirror, although she is a slim, she feel as though she is not good enough.*

DISCUSSION/CLASS WORK

- Ask the girls which of the characters they most associate with.
- Mind map what they think influences body image.

DRAMA ACTIVITY

- **INTERNAL MONOLOGUE-** In "Mirror Mirror" Felicity talks to the mirror and tell us how she sees herself. This is a staged internal monologue. Have each girl write a comedic internal monologue for each of our characters.
- **POSITIVE AFFIRMATIONS-** have the students sit in a circle, one by one each girl must turn to the girl on their left and tell her one positive thing about her. The girl who has received the compliment must simply reply "Thank you".

The 'S' Word

Somewhere along the line what it means to be female seems to have been lost. Some young girls are using derogatory terms as though they are greetings and terms of endearment, getting in fights and giving away their virginity. How can we expect teenage boys to understand how to respect us, when we seem to have lost that understanding ourselves?

'The S Word' looks at the names we call each other and the labels we give. Lucy is always in trouble at school. She has just broken Alison's phone, a girl who created a Facebook page against her. In a conversation with her sister, Michelle, she reveals that the reason she gets so angry when people call her 'easy' is because she is a virgin.

Characters

LUCY – *is always in trouble. Despite being a virgin, has a reputation of being easy*

ALISON- *Girl in Lucy's year who has created a Facebook page called "Loosey Lucy"*

MRS PATERSON – *Lucy's Teacher*

MICHELLE- *Lucy's older sister*

DISCUSSION/CLASS WORK

- Put the words Perpetrator, Bystander, Victim on the board, have the students remember who each of the characters are and then decide which of these categories they fit into and why?
- Ask the students how many of them have ever created a Facebook page or group? (This doesn't have to be a negative group or page; it is simply to gauge how many of them use this online function).
- Ask students how many of them have ever commented on a page and they didn't know who created it?
- Mind map why they think people create Facebook pages to vilify someone.
- Lucy has been judged without people knowing the truth, do you think we are quick to judge as a society and why?
- The actors discussed the "S" word, discuss how as females we can stop the use of this word.

DRAMA ACTIVITIES

- **PLAY BUILDING-** play building is creating performances for an audience. In this activity students will pair up and explore one of the following scenarios. They should rehearse their play and present it to the class
 - Alison talks to Mrs. Patterson and we learn why Alison has created the page about Lucy.
 - Michelle tells her mum that she got an F in her Biology exam
 - Lucy tells her mum about the Facebook page and why she is on detention again.

- **SCRIPT WRITING-** Alison created the page “Loosey Lucy” to hurt Lucy. Write a monologue for Alison, in this monologue she should explain why she created the page.

- **SPEECH WRITING-** you have been invited to speak to a school assembly about RESPECT. In your speech you must address in what ways we seem to have lost respect as a society as well as giving suggestions about how we can regain that respect.
 - If you are at a co-ed school this could be a speech to the whole school and the girls could also explain what they have learnt about respect to the boys.

Frenemies

Gone are the days of leaving bullies at the school gates at 3pm, and when getting revenge meant writing a mean note. "Frenemies" looks at how quickly fights can get out of control. Please use the following activities at your own discretion.

Frenemies looks at bullying, revenge and the ever-present topic of 'sexting'. Polly has sent naked photos to her boyfriend, but first sent them to her best friend Claire for approval. After Claire ends up in a fight at school and Polly films it, Polly hands over the information to the police. In retaliation Claire prints of 100's of copies of Polly's naked photos and posts them around the school.

Characters

POLLY – *Claire's best friend, she has taken naked photos of herself and sent them to Claire for approval. After she shows the police the footage of Claire's fight, Claire sends the photos of Polly out to the whole school*

- *Legally Polly has 'created child pornography by taking naked photos of herself.*
- *Legally Polly should submit the video footage of Claire's fight to the police.*

CLAIRE – *Polly's best friend, she gets into a fight at school. Polly has filmed the fight and handed the video footage into the police. As revenge Claire posts Polly's naked photos around school.*

- *Legally Claire has 'distributed child pornography' by printing off Polly's naked photos and posting them around school.*
- *Legally Claire could face charges for being in a fight.*

MRS ANDERSON- *Polly's mum, she is disappointed and is not sure how to deal with Polly's actions*

POLICE OFFICER- *lets Polly know she is doing the right thing handing over the video footage*

DISCUSSION/CLASS WORK

- 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.
- Polly takes naked photos of herself to send to her boyfriend, why do you think girls feel the need to do this?
- Revenge is a major theme in this play, discuss why Claire took such huge revenge and if you think it was warranted.
- Make a flow chart of each character and how they fit into the roles of Perpetrator, Victim, Bystander

DRAMA ACTIVITY

- TRUST- There is a lot of trust broken in this play. Although trust exercises are traditionally icebreaker games, use them to have the girls bond.
 - Falling backwards and letting other girls catch them
 - Directing a friend around with a blindfold on by simply giving them vocal directions.

 - 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:
- Polly could never have taken the photos of herself, she could have told Claire that Felix had asked and Claire could have talked her into not sending them.
 - Polly could not have taken the footage to the police
 - Polly could have convinced Claire that showing the police the footage was the right choice and gone together
 - Claire could have not sent the photos out and talked to Polly more about how she felt
- 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 pervious page)
 - They will probably have to answer no.
 - Discuss why the answer is no.
 - The answer is no because, in this play each character took on the roles of Victim, Perpetrator and Bystander at different times. To arrive at a completely positive outcome, all characters must change their big choices.

EXTRA BITS

The activities below can be used with any of the plays. They focus on the overall themes of “Crisis of a Female Kind.”

- Write a letter to 30 year old you. Tell her about your fears and your aspirations.
- Pretend you are 30yrs old, write a letter to you now. Tell yourself things that you have learnt and how all your fears and aspirations turned out.
- PERFORMANCE ESSAY- a performance essay is essentially a branch of play building
 - Have the students mind map the overall themes of ‘Crisis’ 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 ‘Crisis’
- RAP/SONG- make it fun! Go back to the agreement that the girls wrote about respecting themselves and have the girls write a rap or a song about respect. Add back up dancers!!! make it fun!!!!

Statistics and Legal Stuff

Sexting – taking naked or sexually explicit photos of yourself or someone else and sending them out over the Internet or text message

- If you are under the age of 18 it is illegal to take a naked or a sexually explicit photo of yourself or of someone else who is under the age of 18. Legally it is called “The intent to create child pornography.”
 - The penalty for these actions can include up to 10 years in jail.
- If you receive a text message or email that contains a photo of someone under the age of 18 that is of a sexually explicit nature and then you forward it on to someone else; legally it is considered “The intent to supply child pornography.”
 - The penalty for these actions can include up to 10 years in jail.
- If you receive a text message or email that contains a photo of someone under the age of 18 that is of a sexually explicit nature and you don't show it to an adult but instead leave it on the device it was received on you can be charged with “receiving child pornography”.
 - The penalty for these actions can include up to 10 years in jail.
- All of the above offences are considered Child Sex Offences. If you are found guilty of committing a Child Sex Offence in Australia you are put on the Child Sex Offence Registry. This happens even if you were a minor when you committed the crime.
- The ramifications for ‘sexting’ can include; never being able to travel overseas, not being employed, never being able to work with children.

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.

- 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."

Filming fights

- If you are filming a fight and a judge deems your actions to be contributing to the fear of the victim you can be charged with Affray. Affray is an indictable offence which holds a sentence of up to 2yrs in jail.
- If you have filmed footage and you hand it over to the police you must give your name when handing it over.
 - If it is only used in the investigation your involvement can remain anonymous
 - If the footage is used as evidence in court then you can not remain anonymous
- If you film a fight and put it on Facebook, YouTube or any internet site you can be charged with "Intimidation"
 - The penalty for Intimidation is jail time as well as a \$50,000 fine.
 - The way intimidation works is; the bigger the distribution the bigger the punishment. Once you put something on the Internet you can't control how many people see it, therefore you automatically receive the harshest penalty.
- If you beat someone up you can be charged with Inflicting Grievous Bodily Harm
 - The penalty can include up to 25 years in jail.
 - If you had also pre planned to film the fight your charge can be changed to include premeditation, which means your jail time can be extended.
- If you are watching a fight and do nothing to stop it and you call out abuse or encourage the fight you can be charged with affray
 - Affray can be up to 2 years in jail
 - If there is more than 12 of you in a group you can be classed as a Riot which can hold a penalty of up to 15 years in jail

Timeline of Australian Women

Key Milestones

- **1895**: Women vote for the first time in an Australian election (South Australia)
- **1902**: *Commonwealth Franchise Act* passed, enabling all women (with the exception of Aboriginal women in some states) to stand for federal parliament and vote in federal elections
- **1921**: Edith Cowan becomes the first woman elected to an Australian parliament (in Western Australia)
- **1943**: Dame Enid Lyons and Senator Dorothy Tangney become the first women elected to Federal Parliament
- **1947**: Jessie Street appointed as the Australian representative to the newly established United Nations Commission on the Status of Women
- **1966**: Bar on married women as permanent employees in the federal public service abolished
- **1969**: Equal pay determination by the Commonwealth Conciliation and Arbitration Commission introduces the principle of 'equal pay for work of equal value'
- **1983**: Australia ratifies the UN Convention on the Elimination of All Forms of Discrimination Against Women
- **1984**: *Federal Sex Discrimination Act* passed, to implement the UN Convention domestically
- **1988**: Prime Minister launches the first National Agenda for Women, based on the UN Nairobi Forward-Looking Strategies for the Advancement of Women
- **1989**: Rosemary Follett becomes the first female head of a government in Australia when she is elected Chief Minister of the Australian Capital Territory
- **1992**: Justice Elizabeth Evatt, President of the Australian Law Reform Commission, becomes the first Australian elected to the UN Human Rights Committee
- **1999**: *Equal Opportunity for Women in the Workplace Act* introduced into parliament on 22nd September, replacing the *Affirmative Action Act*

Facts about modern Australian WOMEN

- Women make up 52% of the population
- 30% of all small business owners are women
- More women get University degrees than men
- More girls come first in their HSC subjects than boys
- Women make up 57% of the public workforce
- Women can now hold 88% of the jobs in the Defence Force
- The richest person in Australia is a Woman
- The Governor General is Woman
- The Prime Minister is a Woman

Butterfly Foundation Details

Website: www.thebutterflyfoundation.org.au

Free Phone Call: 1800 ED HOPE
1800 33 4673

Email: support@thebutterflyfoundation.org.au

Kids Helpline

Free Phone Call: 1800 55 1800

Website: www.kidshelp.com.au