



Teachers Pack

“Cybershorts”



Emily Beale & Rebecca Duff
Co-Owners of Bamboo Theatre

Why Cybershorts?

This was Bamboo Theatre's first show. We put this show together because we felt then, and still do, passionately about keeping students safe on the Internet. We want to empower them by giving them information so that they are able to make the correct decisions for themselves. Bamboo Theatre prides itself on keeping our plays relevant and up to date. The issues we tackle can be difficult, but if we don't talk about them then we can't combat them. We don't tip toe around any of the issues, we talk to the students like the young adults they are.

Cybershorts is in the format of 3 shorts 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. This is followed by a discussion about the legalities that surround the issues in the play. Cybershorts is designed to engage the students and leave them informed about the social media that they use.

Cybershorts- Planting the seeds of cyber respect

Dealing with the moral and ethical issues faced by the Tech Savvy I-Generation, “Cybershorts”, an interactive performance workshop, looks at the consequences of our online actions. Presented as three short plays using an improvisation workshop and Forum Theatre, this programme confronts cyber safety from many perspectives using drama, comedy, improv and Q&A.

LOL

Lilly and Beth, best friends for years, find their lives beginning to take different directions as they start High School. Lilly has been drawn into the world of online friends and social networking, while Beth is still happy in the ‘real world’. LOL is a comedic introduction into the cyber world and its limitless possibilities.

Generation Text

In love for the first time, Brit’s choices are coming back to haunt her. The photos she took and MMS’d to her boyfriend have resurfaced. The play picks up when Brit and her boyfriend have broken up, and she discovers he has made those photos public property. For every action, there is a reaction, and ‘Generation Text’ explores the consequences that ensue.

Fakebook

Georgia has just met the guy of her dreams, without actually meeting him. He added her on Facebook, they had some mutual friends, so she said yes. After chatting online she thinks that he may be the boyfriend she has been looking for. Little does she know, that this boy, Callan, is actually her former best friend Zara who is playing a prank by creating a character who will eventually break Georgia's heart. She thinks it’s funny, a little harmless fun, until Georgia stops coming to school.

‘fakebook’ looks past the ‘harmless fun’ of the school yard and explores the many consequences that arise from Zara’s actions.

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 the actors prefer 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 need 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 for the day 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, by giving them the option to use their 'favorite colour' they are more likely to participate.

- The play is called 'Cybershorts', what issues do you think will be raised in the production?
- What do you think of when you think of the word 'Cyber'?
- How long would you spend on the Internet each day? (This includes mobile phones that access social networking sites)
- How do you use the Internet? I.e. what games do you play, what social networking sites do you use?
- What issues do students feel they are faced with on the Internet?
- What do they feel are their rights and responsibilities on the Internet and using phones?
- Ask the students who has Facebook and how many 'friends' they each have in the 'friends list'. Make a graph of each student and their number of 'friends'. You will use this graph in the post show activities.

Follow up stuff for after the show

Cybershorts does not tip toe around the issues, we speak to the students as a group of young adults, as that is what they are. Therefore the production raises a lot of questions and creates discussion. As such, 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 students felt were dealt with in the production
- Have them identify which issues most effect people their age
- Mind map the facts that the students learnt from the production.
 - Please note the facts are included at the back of this pack.
- Using the new things they have learnt, have the class create a set of 'rights and responsibilities' for them to use when communicating with each other on the internet.

Discussion specific to each play (seed)

LOL

LOL takes a look at the lingo used on the Internet and how easily people can be drawn into the online world

Characters:

LILLY- the 'ditsy' character that speaks in acronyms and has 2138 Facebook friends

BETH- her friend who thinks Lilly sounds ridiculous

DISCUSSION/CLASS WORK

- What was the main message of the play?
- Why do you think the actors use comedy in this first piece?
- CREATE A CLASS QUIZ- This play pokes fun at the Internet and language that students use whilst on it. For your knowledge the acronyms we use are explained below. We have found that Internet acronyms tend to have a negative connotation.
 - i. In groups have the students create positive acronyms that they can use on line.
 - ii. Each group puts their Acronym on the board
 - iii. For every acronym, every group (including the one that created it) writes down what they think it means.
 - iv. The teacher reads all the definitions out loud and the class must guess which one is the real one.

★ Beware, we have found this exercise tends to lead to a few silly responses and occasionally a few swear words. We suggest you set up the boundaries of what you are willing to accept before you start!

- LOL- Laugh out Loud
- ROFL- Rolling On the Floor Laughing
- LMAO – Laughing My Arse Off
- ROFLMAO- Rolling On the Floor Laughing My Arse Off.
- If you asked the students before the show to tell you how many Facebook friends they have, now ask them to go home and work out how many of those people they actually know. Have them bring back to class the number of friends they have and the numbers they actually know.
- If you have a school that allows Facebook, allow the students to log on so that they can delete anyone they don't actually know and put their entire profile on "friends only."
 - Instructions on how to do this are at the back of this pack.

DRAMA ACTIVITY

- CREATING A SCENE/VIDEO- It could be said that Lilly is a victim of pop culture; she speaks in acronyms, she has her own youtube show and is up to date with celebrities everywhere. In this exercise the students will create an episode of Lilly's youtube show. Depending on your school facilities this can be done as a film exercise using video cameras or as a stage presentation pretending to be on video
 - i. Break the students into groups
 - ii. Have them come up with a name for Lilly's youtube show.
 - iii. Have them decide on a format i.e. does she interview friends or talk directly to the audience
 - iv. Write a script for their episode
 - v. Either film or rehearse the scene
 - vi. Present it to the class

★ By doing this activity the students are able to explore, in a fun way, who Lilly is. They discover for themselves that she is somewhat of a caricature and a victim of pop culture.

Generation text

'Sexting'- we get it, it's an awkward subject! Talking about it can open up some very silly, as well as some very personal conversations- we've seen it all, it can be awkward!! We also know that it is such an important topic and by talking about it we can begin to combat it.

We have some suggested topics to chat about and some drama activities that you can use at your own discretion.

Brit has taken naked photos of herself and sent them to her boyfriend. They have since broken up and to get revenge for dumping him Eli has sent the naked photos of Brit out to everyone in their year.

Characters you met:

BRIT- *The young lady who has taken naked photos of herself and sent them to her boyfriend, when they broke up he sent them out to everyone as revenge*

JESS- *Brit's best friend, she has also taken naked photos of herself, however she is still in a relationship with her boyfriend.*

Characters talked about:

ELI- *Brits ex boyfriend who sent the naked photos of her out to everyone*

OLI – *Jess's boyfriend, he has naked photos of her*

BRIT'S MUM – *has found out her daughter has taken these photos*

TEACHER – *Brits teacher who has had to see the photos and deal with them.*

DISCUSSION/CLASS WORK

- Why do you think teenagers are drawn into this behaviour?
- Do you think it affects both boys and girls equally? Why?
- Do people feel that they should be doing this in a relationship?
- How do you say no when someone asks you to take a photo?

DRAMA ACTIVITY

- **HOT SEATING-** is when a character is questioned by the group about his or her background, behaviour and motivation. It is very useful for analysing a play post-performance. One student sits in a chair in front of the class and plays a character i.e. they are 'in role'. The other students ask the 'character' questions about themselves and their lives. The student playing the character answers as if they are the character. Hot seat each of the characters. Some suggested questions are:
 - What is their name is?
 - How old are they?
 - How do they feel about what has happened?
 - Why did they act the way they did?
 - If they could do it over what would they do differently?

Fakebook.

If there is one thing we have found through performing this play, it is that Facebook and sites like it have taken bullying to a whole new level. When we went to school, you left the bully at the school gates at 3:15pm. That doesn't happen for these guys, because of the Internet and mobile phones bullying is 24/7. The more discussions and activities we have the students partake in that deal with this issue, the more we can begin to combat it.

Fakebook looks at cyber bullying. Zara is angry with her best friend Georgia because Georgia flirted with her boyfriend at a party. As payback Zara creates a fake account on Facebook pretending to be a boy called Callan. Zara pretends that Callan really likes Georgia and sets her up on a fake date. She then posts all the conversations between Georgia and Callan on Facebook so that everyone in their year knows about it.

Characters:

ZARA (Perpetrator)- *the girl who creates the fake Facebook account*

GEORGIA (Victim)- *Zara's best friend who is set up with the fake boy on Facebook.*

MEL (Bystander) - *Both Zara and Georgia's friend, Zara tells her she has created the fake account and Mel does nothing.*

GEORGIA'S MUM

MRS PARKER- *Schools Principal at Zara and Georgia's school*

Characters talked about

JOSH- *Zara's boyfriend who flirted with Georgia*

CALLAN HARRIS- *the fake guy that Zara created on Facebook*

DISCUSSION/CLASS WORK

- Mind map reasons why the students think people cyber bully
- Mind map each of the following words
 - Perpetrator
 - Victim
 - Bystander
 - a. Ask the students which character was the Perpetrator, the Victim and the Bystander
 - b. Do any of the characters fall into more than one category and if so why?
- Ask the students to close their eyes and put up their hand if:
 - a. They have been cyber bullied.
 - b. If they have cyber bullied.
 - Each time count the number of hands.
 - Without naming people discuss the amount of students that had their hands up.
- Have the students write a letter from Zara to Georgia explaining that she created Callan Harris and why she created him.

- Have the students write a character analysis for 3 of the characters. A character analysis can be done as paragraphs, a list or a collage. Some of the information they will be able to take from the play other information they make up based on what they know about the character. They should include:
 - Full Name
 - Age
 - Where they go to school
 - Do they have siblings
 - Who is their Best friend
 - Favourite moment in life so far
 - Least favourite moment in life so far

DRAMA ACTIVITY

- PERFORMANCE ESSAY- is where the students create a self-devised group performance that demonstrates their understanding of a topic and text. The topic in this case is Facebook bullying and their 'text' is the play Fakebook including the talk the actors gave that end. Students can choose to use some lines from the play they feel demonstrate their understanding of the topic. As the teacher you can give them an 'essay question' as stimulus or simply the guideline that they create a play about what they have learnt. Some suggested 'essay' topics are;
 - 'Zara created the fake Facebook account as payback so this makes it okay' – discuss this statement
 - 'Facebook and sites like it create nothing but trouble' do you agree?
 - 'Teenagers who cyber bully have too much time on their hands'- discuss this statement.
 - 'Technology has changed the face of bullying' - to what extent do you agree with this statement?

★ As playbuilding is part of all stages of the Drama Syllabus this activity can be used for all years. However we suggest that you change the length of the performance depending the year group e.g. 3-4 minutes for Years 7 and 8 and 6-8 minutes for Years 9 and 10.

★ This exercise can also be used with HSC Drama students to better understand their texts and build their performance skills. Therefore it is a great introduction to HSC Drama for those students who will be continuing with the subject.

- 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 options all the characters had;
- Mel could have told Zara to take down the fake account
 - Georgia could have apologised genuinely at the start
 - Zara could have talked to Georgia about the fake account and how she felt about Josh and Georgia at the start.
 - Zara could have talked to Josh about what happened.
 - Zara could have told Georgia the truth about Callan when they were on the computers
 - Georgia could have not flirted with Josh
- b) Break the class into groups and have them each role play one of these scenes. Firstly have them each decide on a character and have them improvise a conversation. They should then script what they liked from the improvisation in their log books. Then work on developing their scene and rehearsing it for an in class performance. Each group should consist of the number of actors required as well as a director.

Legal issues and facts raised in 'Cybershorts'

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.
- You have also agreed that Facebook can use anything you put on Facebook as they wish.
- Facebook makes its money by selling your information to advertisers, and recruitment agencies.
 - Facebook has what is called a “Status Update” it is where you can write how you feel, what is going on in your life. It is then broadcast to all your friends on Facebook e.g. Rebecca is really tired after a long day at work.

- Facebook sells these status updates to recruitment agencies so that prospective employers can use what people have written in their “status updates” as a character reference.
- 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.

How to put Facebook on the safest setting of “friends only”

Step 1 – Log on to Facebook

Step 2 – Go to “account” in the top right hand corner

Step 3 – choose “Privacy Settings”

Step 4 – There will be a chart/graph that shows you what your current settings are. On the chart/graph there will be grey dots that will show you what your current settings are.

Step 5 - At the bottom of the chart there is a blue link “customize settings” - click on this link

Step 6 – You will get a list of different things that can be changed; each of them has a drop menu on the right. Click on each one and select “Friends Only”

Step 7 – Press “save changes” – you will be taken back to the chart and you will see that all the grey dots will be in the “friends only” column

Websites we suggest for further information

www.theline.gov.au

This web page is a Government site, which also has a Facebook page. Don’t be put off by the fact it’s a Government website!! It has a lot of great up to date information and links that students, parents and teachers.

www.acma.gov.au

This is the Australian Communications and Media Authorities webpage. It has lots of great information as well as lesson plans for teachers.

www.cybersmart.gov.au

This is more for younger students and parents of younger students but it is also very good if you are new to the Internet.