

Carousel Players

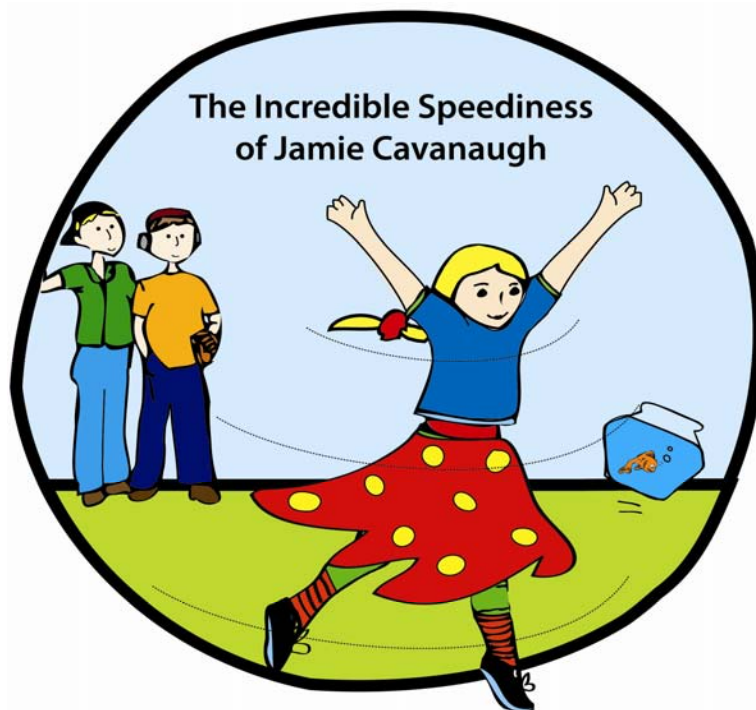
The Incredible Speediness of Jamie Cavanaugh

by Chris Craddock

Produced in association with Roseneath Theatre

Teacher Study Guide

by Erica Strom



Tour Sponsored by



Themes

Being different Accepting yourself for who you are Learning disabilities
Standing up for your friends Bullying Empathy & understanding for others
Character education Having the courage to face life challenges and difficulties

You can download this study guide at www.carouselplayers.com

The Incredible Speediness of Jamie Cavanaugh

by Chris Craddock

Produced in association with Roseneath Theatre

Directed by **Richard Greenblatt***

Set and Costume Design by **Kelly Wolf**

Original Sound Design by **Rick Sacks**

Set Construction by **Chris Greenhalgh**

Study Guide by **Erica Strom**

Stage Management by **Giselle Clarke-Trenaman ***

Cover illustration by **Natasha Pedros**

THE CAST

Jamie	Emma Hunter *
Max	Aaron Willis *
Mother	Madeleine Donohue *
Father	Andrew Moodie *

* members of Canadian Actors Equity Association

Chris Craddock (Playwright) is one of Canada's finest emerging playwrights. He graduated from the BFA Acting Program at the University of Alberta in 1996. Craddock has acted for many theatres all over Canada, is the author of over 15 plays and his work is considered a "must-see" on the fringe festival circuit. Chris won the Enbridge Award for Emerging Artist, three Sterling Awards for his work in Edmonton Theatre and a 2005 Centennial Medal for his contribution to the Arts in Alberta. He wrote a dynamic play for Roseneath Theatre's Annual Teen Theatre series in 2007 called *Wrecked* – a play about teens and alcohol abuse that won the Dora Mavor Moore Award for Outstanding Production in the Theatre for Young Audiences (TYA) category in 2007 and the Canada Council's award for Outstanding TYA play in 2007. His book of plays for teens, [Naked at School](#), received the Alberta Book Award and wide acclaim from students, parents and social workers.

Carousel Players is a not-for-profit charitable organization, a member of the Professional Association of Canadian Theatres, an engager of artists under the Canadian Theatre Agreement who are members of the Canadian Actors' Equity Association. Carousel Players is a member of Downtown Alliance for the Performing Arts, St. Catharines & Area Arts Council, St. Catharines Downtown Association, St Catharines - Thorold Chamber of Commerce and Theatre Ontario. Carousel Players is proud to be a partner of eyeGO to the Arts, encouraging high school students to attend live performing arts through an imaginative \$5 ticket program. Visit www.eyego.org for details.

Roseneath Theatre has been producing original theatre for children, families, teachers and communities for 25 years. The company tours all over the world, and are seen as one of the foremost producing companies of its kind in Canada. The work of Roseneath Theatre consistently garners awards and nominations based on the excellence of the scripts and of production qualities, as well as outstanding critical and audience response. Roseneath Theatre tours 300 performances annually reaching over 100,000 young people, their families and their teachers.

Roseneath Theatre Staff

David S. Craig (Artistic Director), Natalie Ackers (General Manager), Patterson Fardell (Director of Education and Outreach), Carrie Costello (Tour & Production Manager), Heather Landon (Production Manager).

Carousel Players enjoys receiving mail from students and teachers who have seen our plays. Our actors always enjoy answering questions after the show or via email. Write us at info@carouselplayers.com

Carousel Players

Carousel Players is an award-winning professional theatre for young audiences based in St. Catharines that is committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 14 in schools, theatres and other venues. We ensure that our performances, theatre school and classroom programs are affordable for all children regardless of their socio-economic status or situation. Our home is in the Old Courthouse in downtown St. Catharines at 101 King Street and 5 theatre and dance companies regularly perform in our space - the Sullivan Mahoney Courthouse Theatre.

Our Activities

Throughout our 36 year history, over 2 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and frequently tour to theatres in London, Toronto and Orangeville and festivals in Ottawa, Vancouver, Winnipeg, and Calgary. Our award-winning plays have toured as far away as England and Japan. Carousel Players offers theatre school classes, March Break programs and summer drama programs to youth aged 5 to 14. We host student volunteer placements and internships for young professionals.

Our History

Carousel Players is a non-profit charitable organization that was founded in 1972 by Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada in 1970 from Australia where both had gained considerable experience in professional theatre and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie where you can still take a ride for just a nickel. Other artistic leaders of the company include Duncan McGregor (1977 to 1990), Pierre Tetrault (1990 to 1998), Kim Selody (1999 to 2006) and Pablo Felices-Luna (2007 to present).

Carousel Players Staff

Pablo Felices-Luna (Artistic Director), Jane Gardner (General Manager), Jason Woodgate (Production Manager), Donna Vandecoevering (Accounts & Tour Manager)

Carousel Players Board of Directors

Debra McLauchlan (Chair), Carolyn Mackenzie (Vice-Chair/Secretary), Corey Miles (Treasurer), Garry Blain (Past-Chair), Janis Barlow, Shannon Gill, Glen McCann, Margaret Newby, Gyllian Raby.

Carousel Players acknowledges the ongoing support of



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BEFORE THE PERFORMANCE

Before seeing any theatrical performance, discuss with your class the importance of proper conduct and behaviour as an audience member.

Play Introduction

The Incredible Speediness of Jamie Cavanaugh questions the notion of normalcy and illustrates themes of family, friendship, bullying, transformation, and growth. By focusing on tolerance and acceptance of differences, the play relates directly to current topics of interest in schools and society. The purpose of this study guide is to target issues and themes that are threaded throughout the play. As students delve into the activities and create connections between the play and their own lives, ideas and themes will become more meaningful and personally relevant. Students will use critical thinking skills, creativity, brainstorming, and group-work when performing these activities, while simultaneously having fun!

“The presence of children who are struggling with ADHD or other learning disabilities is common to most classrooms in every Ontario school. Carousel Players and Roseneath Theatre have collaborated to produce an outstanding new play that will give your students a great theatre experience as well as a lesson in compassion and empathy for others. The Incredible Speediness of Jamie Cavanaugh offers an entertaining and supportive way to expand student awareness of learning challenges, bullying, and respect for differences.” Dr. Debra McLauchlan, Faculty of Education, Brock University

Plot Synopsis

Fast-paced, funny, and full of energy, *The Incredible Speediness of Jamie Cavanaugh* tackles the issues of bullying, peer pressure, learning disorders, and children’s struggles to fit in. It is an insightful story of three young people who discover hope, tolerance, and friendship in their journey to understanding and acceptance. Jamie and Max are best friends – she’s a trouble magnet who thinks her ADHD is some kind of amazing ‘super speed’ superpower and he’s the smartest kid in his grade. But when Jamie tries to help Max against a bully named Rock, her ‘super power’ ends up creating more trouble for both of them. Jamie learns that to be a good friend, she needs to slow down and listen, and in so doing, she discovers that “turning over a new leaf” and helping others is more valuable than she had ever thought. Although Jamie, Max, and Rock all encounter different problems at home and school, they share similar experiences that bond them through the roots of friendship and acceptance.

Notes From the Playwright

The Incredible Speediness of Jamie Cavanaugh is a play about an eleven-year-old girl named Jamie who has ADHD. It is about her thoughts and feelings and day to day struggles with life and with people in her life, both at home and school. We hope this play will put a human face and a touching story to a condition that too many people know simply as a label or a stereotype that makes these children “different”. Where is the balance between helping those who need it and finding effective strategies for people who come in contact with children with ADHD at school, at home and in the community? The issues are complex, and I believe theatre and the discussion it engenders is an excellent way to start to unpack the arguments and put a human face to the disorder. I consulted many websites in researching this play, including many blogs that represented sufferers of ADHD in their own words. I also spoke to parents struggling with the issue themselves with their children. I thank all those who consented to be interviewed. They helped immeasurably in the creation of the play. I hope that you and your students will enjoy the play and that positive discussions will result.

CLASSROOM ACTIVITIES – BEFORE THE PERFORMANCE

Turning Over a New Leaf

(Visual Arts)

The expression “turning over a new leaf” can imply starting something new, usually something positive. This notion of positive transformation becomes a theme in the play. The characters of Jamie and Rock both turn over a new leaf, sending the audience a message of personal growth and accomplishment. ***This activity can be linked to the Ontario Ministry of Education Character Development initiative.***

Materials:

Construction paper
Scissors

Blackboard
An area to display student work

Instructional Steps:

- Ask students if they know the meaning of the expression “turning over a new leaf.”
- In their notebooks, have students brainstorm ways they have already “turned over new leaves” in their lives. (Examples: rescuing pets from the humane society, including new students at recess, sharing, eating healthy food, playing fewer video games, getting more exercise, doing chores around the house, volunteering, etc.)
- Have students cut out leaves (approximately the size of half a sheet of construction paper) **OR** bring the students on a walk around the school and find leaves to glue on construction paper.
- Have the students write on the leaf (or construction paper) positive changes they have already made.
- In a different colour, have the students identify one or two new plans to “turn over a new leaf” in the near future.
- Display the students’ leaves in the classroom.
- As a whole class, decide on “new leaves” that can be turned over as a group. In particular, discuss ways the class can help someone or something in need. Brainstorm ideas in the form of a mind map.
- Write these deeds on new leaves (bigger than the individual leaves). Display them in the room. Refer to them frequently to remind the class to “turn over these leaves!”

Is it Weird to be Weird?

(Language Arts and Critical Thinking)

Jamie believed that because she had ADHD (attention deficit hyperactivity disorder), she possessed a super-power of speed that made her feel weird and definitely NOT normal.

Instructional Steps:

- In chart formation, write the words “normal,” “weird” and “unique” on the board.
- Have students brainstorm synonyms for these words. This can be done in small groups or have students “Think, Pair, Share” their ideas.
- Discuss with the class why some words have negative or positive connotations and which words people usually do not want to be associated with.
- Have the students copy the chart into their notebooks.
- Ask students to write a sentence about themselves under each category.
- For example: *I am normal because I like pizza.*
- *I am weird because I eat pickles with cheese whiz. I am unique because I am a fast reader.*
- Ask students to volunteer some of their answers.
- Explain to students that sometimes labels like “weird” are just ways of saying that someone is different, and being different is not always a negative attribute. Sometimes, what seems weird to one person is normal to another. The goal of this exercise is to get students thinking about how society labels people because of their differences. (Students can also have a giggle revealing their “weird” traits!)

Debate: Normal or Different?

Have students debate whether they would rather be considered “normal” or “different.” Be sure to establish rules of proper debating (i.e., speak to prove a point and not to target particular individuals, establish turns and time limits for speaking). Afterwards, discuss as a class whether or not one side actually won the debate. Ask the class if the debate swayed anyone’s original opinion. Discuss the question: “Do labels really matter?”

Defining ADHD

(Health)

Targeting and defining the symptoms of ADHD (attention deficit hyperactivity disorder) is an important thread in this play. Before the play, students might research the disorder in the school’s computer lab. Students should:

- Define the disorder
- Differentiate between ADHD and ADD
- List possible symptoms of the disorder
- List possible treatments of the disorder
- Suggest the negative effects of having ADHD
- Provide statistics of people in Canada (or Ontario) with the disorder
- Identify famous and/or successful people who have suffered from ADHD (This builds equity in the classroom for students who may struggle with ADHD).

Have students work alone, in pairs, or in small groups. Students can either research all of the above areas, or different groups can research one particular area and then present the information.

Vocabulary

(Language Arts)

Instructional Steps

- Teach the students the following nouns and verbs from the play (in boxes below).
- Have students complete the Vocabulary Matching Activity (on the next page).
- On a small card, write one vocabulary word on the front and the definition on the back. Create 3 or 4 copies of each word and definition. Pair students and distribute one card to each pair.
- Have the pairs create a short mime to act out the definition of the word.
- Have the pairs then present their word and the other students guess what the word is.

Nouns

Consistency: constant connection to the same principles, course, form, etc.:

There is consistency in his pattern of behavior.

Regulation: A principle, rule, or law designed to control or govern conduct.

Dexterity: Skill and grace in physical movement, especially in the use of the hands; mental skill or cleverness.

Friction:

- a) The rubbing of one object or surface against another.
- b) Conflict, as between persons having dissimilar ideas or interests; clash.
- c) A force that resists the motion of two bodies in contact.

Verbs

Rectify: to make, put, or set right; remedy; correct: (He sent them a cheque to rectify his account.)

Vanquish: To defeat or conquer in battle; subjugate. To defeat in a contest, conflict, or competition.

Concentrate: To direct or draw toward a common center; focus.

Integrate:

- a) To bring together or incorporate (parts) into a whole.
- b) To unite or combine.
- c) To give members of all races, religions, and ethnic groups an equal opportunity.

NAME: _____

DATE: _____

Vocabulary Matching Activity

Match the following words in the word bank with its correct definition.

Word	Definition
1.	To direct or draw toward a common center; focus.
2.	A principle, rule, or law designed to control or govern conduct.
3.	Constant connection to the same principles, course, form, etc.
4.	To make, put, or set right; remedy. To correct.
5.	To defeat or conquer in battle; subjugate. To defeat in a contest, conflict, or competition.
6.	The rubbing of one object or surface against another. Conflict between persons having dissimilar ideas or interests; clash. A force that resists the motion of two bodies in contact.
7.	Skill and grace in physical movement, especially in the use of the hands; Mental skill or cleverness.
8.	To bring together or incorporate (parts) into a whole; To unite or combine. To give members of all races, religions, and ethnic groups an equal opportunity.

WORD BANK

Dexterity	Vanquish	Integrate	Friction
Rectify	Concentrate	Consistency	Regulation

CLASSROOM ACTIVITIES—AFTER THE PERFORMANCE

Show Some Emotion!

(Drama)

This play communicates several emotions from various characters. Examples include:

- Frustration (Jamie, Jamie’s mom, Rock’s parents, Max’s parents, Max)
- Fear (Max)
- Confusion (Jamie)
- Anger (Jamie, Max, parents)
- Acceptance (Jamie, Jamie’s parents)
- Happiness (Rock, Max, Jamie)
- Loneliness (Rock, Max, Jamie)

Instructional Steps:

- In an open space, have students walk at a moderate pace.
- Call out various emotions from the play and have students freeze as a statue that represents each one.
- Ask volunteers to demonstrate an emotion to the class. (Have four or five students present their chosen emotion at the same time.)
- Have the audience identify the emotions conveyed.

Expressing Emotion Through Colour and Line

(Visual Arts)

Materials:

Paper
Paint/pastels and markers

Not only can facial expression and actions show emotion, but also the world of colour.

Instructional Steps:

- As a class, identify colours that might express different emotions.
- As a class, identify shapes or lines that might express different emotions.
- Ask students to select an emotion they want to represent from the play.
- Ask students to “draw” their emotion using colours, lines, and shapes only.
- Display the students’ work as a Gallery of Human Emotions.

Characteristics of a Good Friend

(Language Arts & Health)

Instructional Steps:

- Discuss the notion that friendship is a support structure for most families. Ask students whom they talk to, outside their families, when they are upset or sad.
- In the play, Jamie was so involved with her own problems that she had difficulty being a good friend to Max. In partners, have students recall the different friendships in the play. Ask students to determine whether or the friendships were “true”.
- Ask students to write characteristics of being a good friend/bad friend
- (i.e. not listening, caring about one another) pertaining to the following relationships:
 - Jamie and Max
 - Rock and Hard Place
 - Rock and Jamie (before and after his transformation)
 - Rock and Max (before and after his transformation)

The Needs of Pets and People

(Science & Health)

Jamie had difficulty taking care of her pet goldfish at the beginning of the play because not all of the pet's needs were being met. Rock was experiencing difficulty in school because some of his needs were not being met.

Instructional Steps:

- Assign students into groups of 3 or 4. Have the groups brainstorm the needs of pets.
- Have the students brainstorm the needs of people.
- In a class discussion, compare the needs of pets and animals.
- Identify specific needs Rock was able to satisfy at the end of the play.

Tip for Teachers: Use Maslow's Hierarchy of Needs to group the different need types.

Maslow's Hierarchy of Needs

Biological Needs: Consist of the needs for oxygen, food, water, and a relatively constant body temperature. These are the strongest needs because they relate to physical survival.

Safety Needs: When all biological needs are met, the needs for security can become active. Examples include shelter, sufficient money, safe neighborhoods, etc.

Need for Love, Affection, and a Sense of Belonging: People seek to overcome feelings of loneliness and alienation. This involves giving and receiving love and affection, and experiencing a sense of belonging to a group.

Need for Esteem: People need respect from others. When this need is satisfied, people feel self-confident and valued. When this need is frustrated, people feel inferior, weak, helpless, and worthless.

Need for Self-Actualization: Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." People feel most satisfied in life when they are achieving their full potential.

Classifications of Families

(Language Arts & Health)

The theme of family is an important component of *The Incredible Speediness of Jamie Cavanaugh*. Notions of fighting parents, divorce, and the frustrations of parenthood all emerge in the plot. The following activity builds awareness and acceptance of different family types.

Instructional Steps:

- Have students brainstorm different types of families (nuclear/traditional, blended, single-parent, multi-generational, same-sex).
- Identify characteristics of a good family. (Prompt students to think of attributes like "having fun" or "spending time together" instead of "mom and dad".)
- Communicate the idea that good families are all based on love, no matter what their family type.
- Ask students to write three things they love about their own family.
- Invite volunteers to read their work to the class.



Healthy Eating

(Healthy Living, Dramatic & Visual Arts and Science)

Health Log

Have students create a T-chart of Rock's behaviour after eating two different types of lunches. Using Rock as an example, discuss the effects of negative and positive eating.

Rock's Behavior after Bad Lunches (Effects of Unhealthy Eating)	Rock's Behavior after Good Lunches (Effects of Healthy Eating)

Creating a Cafeteria Menu

- Have students create print-form menus for a school cafeteria (or restaurant). This menu should be designed to promote healthy eating.
- Students may work in small groups and present their menus to the class. These presentations could be in the form of short scenes from the cafeteria or a promotional commercial for the cafeteria.
- The following are suggestions that can be included on the menu:
 - A creative name of the cafeteria
 - List and prices of the foods and drink available at the cafeteria
 - Colourful illustrations of the food and drink (Drawn illustrations, clip-outs from magazines, computer clip-art, etc.)
 - A section that lists positive effects of healthy eating.

Fast and Slow Motion: The Race

(Science and Physical Education)

Jamie believed she possessed the super-power of speed. This activity demonstrates the ability to portray different speeds dramatically and physically.

Instructional Steps:

- Assign students into groups of 3. Clear away desks and create an open area where students can gather with their group.
- As a whole class, students will practice running on the spot. Have the students demonstrate three different running on the spot speeds: Normal speed, super-slow speed, and super-fast speed.
- After all students have practiced the speeds individually, each group will demonstrate a race. Have each group designate the letter A, B or C to each student. Student A will portray normal speed,
- Student B will demonstrate super-slow speed, and Student C will portray super-fast speed.
- Have the students line up in a horizontal line as if they are at the starting line. Say "Go" and the students will demonstrate the speeds of the race.

Remember: The students will continue to run on the spot and not move across the room.

- Have a couple of groups perform their "race" for the class.
- Discuss the difficulties of running in slow and fast motion.

What Happens Next?

(Language Arts)

Focusing on the theme of transformation and change, have students individually write a short story that continues the story line of the play. Prompt some ideas for students by suggesting that Hard Place may have no friends because Rock underwent transformation and stopped being a bully, or possibly how Jamie continues to “turn over leaves” for classmates. Students can be creative with their story, however, ensure that their follow-up (or sequel) must portray transformation or growth from at least one character. Encourage students to even make up new characters in their story. Give students the opportunity to share their stories when completed.



Character Sketch

(Language Arts)

Characters in this play are known as multi-dimensional because they have personal strengths and weaknesses. This is especially highlighted in the character of Jamie. As well, the play allows the audience to learn how characters view themselves versus how other people view them. In this activity, students create character sketches for the main characters of the play (Jamie, Max and Rock).

Instructional Steps:

- On chart paper, have students draw a sketch of a person (similar to a gingerbread cut-out). A template is provided at the end of this study guide.
- On the inside of the drawing (the body of the person) write words that describe how each character views him/herself as well as physical characteristics such as “talkative” or “athletic.”
- On the outside of the person (the background of the chart paper), write words to describe how others view the person (such as “bully”).
- Students may complete this activity individually or in small groups and then have the groups present their sketches to the class.

Personal Character Sketch

This activity can be done in a journal or as a self-reflection for the students.

Instructional Steps:

- As a class, have students brainstorm human attributes. Use the Ontario Ministry of Education “Character Education” traits as a guide to prompt the children to give specific characteristics.
- Ask students to list their own strengths and weaknesses and then include what they believe others think about them.
- Give students time to ask at least five classmates what some of their characteristics are.
- Have students bring their personal character sketch home and ask their family for their opinions.
- Students might decorate their personal character sketch and include a picture of themselves.

Extension Activity: Appearance versus Reality

As a conclusion, the theme of “*appearances versus reality*” could be discussed, especially in relation to the character of Rock, who portrayed the image of a bully at school and a very different portrait of himself at home. Discuss specific examples from the play to support the idea of this theme.

Making a Superhero Out of Me!

(Language Arts, Visual & Drama)

Jamie Cavanaugh believed her ADHD was actually a superpower of speed. Individually, students will decide on a personal attribute of themselves that they will use for their unique superpower. If students have already completed a personal character sketch, have them refer to it for help and ideas. Students may use a weakness such as “disorganized” and make it into a positive superpower such as “Super-Organized.” Students may also take a characteristic and exaggerate it, such as “good at math” becomes “Calculator-Brain.” Students may draw a picture of the superhero.

Students must include the following with their superhero:

- A name for the superhero
- An attribute that makes the superhero special
- Something the superhero does that helps people/environment
- Where the superhero lives
- A costume for the superhero

Superhero Story

Using their imaginations, students write a story about the adventures of the superhero.

Tips For Teachers:

Use the elements of a story to help guide the students:

<u>Elements of a Story</u>	
Introduction	Begins the story, outlining setting and characters
Rising Action	Conflict and problems begin
Climax	The highest, most intense part of the story (How will the conflict be resolved?)
Falling Action	The result of the conflict (How was the conflict solved?)
Conclusion (Dénouement)	Ends the story, and ties up loose ends

Superhero Comic Books

Students can transfer their story into comic book format. Provide students with samples of illustrated novels (or ask them to bring some in). Discuss how a comic book uses the drawings to tell the story with minimal text. Have students create storyboards for their characters with text and drawings of the action. Have students include a cover for their comic book as well as a title. When the final products are completed, have students read their stories to the primary grade classes.

Superhero Fashion Show

Students will prepare their superheroes for a “Superhero Fashion Show.” At home, have students search for old clothes and past Halloween costumes. Students should not purchase a costume. Give students time to make pieces of their costume by using hot glue guns, fabric paint, permanent markers, tape, etc.

Students will also write a paragraph about their superhero to be read during the fashion show. The paragraph should include:

- The name of the superhero
- What makes the superhero special/different/unique
- A description of the different parts of clothing/costume the superhero wears and its function
- Other personal attributes of the superhero
- The superhero’s greatest accomplishment.

Students can also provide music to be played as they model their creation. This can add much flare to the fashion show!

Select two students to host the fashion show. Have them model their creations first. The fashion show may be presented on the school stage or in the gym. Be sure to have a dress rehearsal first, as many students will be very nervous! Invite administration, staff, parents and other classes to watch their superheroes come alive. Have fun!

“Dear Diary...”

(Language Arts & Drama)

Rock’s diary reveals Rock’s true, inner feelings. With his entries, we see his most vulnerable self, thus portraying Rock as a real person with feelings and troubles at home.

Instructional Steps:

- Begin the activity by brainstorming common activities that people view as therapeutic (as the diary was for Rock). Ask what students do when they need to relieve stress.
- Explain that writing can be a form of sorting through ideas and feelings, especially if one does not have someone to confide in (like Rock when he experienced trouble at home and school).
- Ask students to choose a character and select a specific moment from the play. In role as their selected character, students will write a diary entry disclosing the character’s inner thoughts and feelings at that moment. (Have students choose from the following characters: Max, Hard Place, Jamie’s Mom, and Rock’s Mom.)
- Before students begin writing their diary entries, have students brainstorm ideas and thoughts in point form (a pre-draft).
- If students are having trouble identifying inner thoughts, group students together and have them brainstorm the inner thoughts of these characters.
- Remind students to write in the first person because they are pretending to be that character!
- Invite students to peer edit the diary entries.
- Working in groups of three, give students the opportunity to perform their diary entries as monologues.
- Remind students about the importance of facial and vocal expression to communicate emotions.
- Allow volunteers to perform their monologues for the entire class.

Note: Memorization, costumes, and music are optional.

Why do Bullies Bully?

(Language Arts, Health & Drama)

Bullying is a significant theme in this play. Jamie and Max were both bullied by Rock and Hard Place. In this activity, students will explore the character of Rock.

Pre-Activity Brainstorming and Discussion

- Bullies pick on other people and bring them down. However, the reason that bullies behave the way they do has very little to do with their victims, and a lot to do with the bully himself/herself.
- Define the words bully, victim, and bystander.
- Pose the question: *Why do bullies bully?*

Bullies might bully because:

- they have been picked on before or are being picked on by someone else
- they need to feel tough
- they want to be in control of someone as a way of making up for areas of their own weakness
- they are afraid
- they feel alone and friendless
- they have trouble communicating
- they do not know how to have fun.

Voices in the Head

- Assign students into groups of 5.
- Have students brainstorm various characters' opinions of Rock the bully: Jamie, Max, Rock's mother, Hard Place and Rock himself.
- Have students turn these opinions into statements that each character might say about Rock. For example, Rock's mother might say, "Rock is a rotten kid. I just want a good boy!" and Jamie might say, "Rock called me a freak again today."
- Have groups assign a character statement to each member.
- The statements will represent "voices" in Rock's head that tell him negative things about himself.
- Have the student assigned to Rock's character sit in a chair. All other characters will stand behind him in a semi-circle (This way, Rock can hear them, but not see them.)
- In their groups, have students practice each character saying their statement about Rock in turn. Finally, have Rock say his statement. Encourage students to use facial and vocal expression.
- Have each group perform for the class.
- Discuss the performances generally when all groups have finished presenting; What was effective about the performances? Did they somewhat simulate the mind of a bully? Does this activity help in understanding why bullies bully?
- Discuss the conclusions students have drawn about bullies.

Transformation: Not as Easy as 1, 2, 3!

(Language Arts)

The theme of transformation, growth and change is an overall, defining theme of this play. Significantly, the characters of Jamie and Rock underwent some personal transformation, in order to "turn over a new leaf."

Instructional Steps:

- Discuss the theme of transformation. Use the example of a caterpillar transforming into a butterfly, or an ugly duckling turning into a swan.
- Divide class into small groups. On a piece of chart paper have students record the characters that have undergone transformation. Have them include specific examples of HOW and WHY they transformed.
- Present and discuss these to the class.

Chain Reaction: Jamie's Bad Day

(Science & Drama)

As a result of Jamie's "super speed" (or ADHD), Jamie's clumsiness created accidents in the home. One accident led to another thus creating a chain reaction of accidents.

Instructional Steps:

Pose the question "*What is a chain reaction?*"

Discuss a scientific chain reaction:

Tips for Teachers:

A *chain reaction* is a sequence of reactions where a reactive product causes additional reactions to take place. It is a chain of events, which usually occurs one after another.

Examples to help students grasp the concept of a chain reaction:

- Dominoes falling
- The "wave" at a sporting event
- The spreading of a fire (especially forest fires)
- Spreading of viruses and contagious disease

Warm-up Activity:

- Assign students in groups of 4 or 5.
- In their groups, have students stand in a straight horizontal line.
- Students should all crouch down in a small ball position.
- Tell students they are going to portray a combustion chain reaction.
- Have students combust one at a time by exploding (jump up and creating a loud noise such as "boom" or "ka-pow"). Students must only explode in the correct order.
- Have students experiment with sounds, actions and different tempos.

Jamie's Bad Day Tableaux

1) In the same groups of 4 or 5, students will create a series of 4 tableaux (frozen still images usually showcasing emotion and action, like a photographed "action shot"). The series of tableaux will portray a student's "bad day", like Jamie experienced at the beginning of the play:

- *Jamie reaches for the alarm clock and turns fish bowl over, then...*
- *The fishbowl drops and breaks, she goes to sweep it and breaks the coffee pot with the broom, then...*
- *She runs to catch the bus and misses it, then...*
- *Jamie is late for school, gets in trouble and is sent to the office*

2) Students will create their own series of a chain reaction (real or fiction). They will create a "Bad day" but not the same as Jamie's.

- Remind students about effective tableau elements:
 - Different vertical levels and effective use of space
 - Effective facial expression and effective portrayal of action and emotion
 - Contrasting elements (such as emotions and levels)
 - Smooth, slow, melt-like transitions in between tableaux
- Have students present their tableaux sequences to the class. Discuss with the class strengths and weaknesses of all the tableaux (constructive criticism).

ONTARIO MINISTRY OF EDUCATION CURRICULUM EXPECTATIONS

This study guide relates to the following Ontario Ministry of Education curriculum expectations from a variety of subject areas. Expectations listed here are relevant for Junior/Intermediate grade levels.

THE ARTS: VISUAL ARTS

- Identify the elements of design and the principles of design and use them in ways appropriate for this grade when producing and responding to works of art.
- Explain student interpretations of a variety of art works, supported by examples of how the elements and some of the principles of design are used in the work.

Knowledge of Elements

- Identify the most appropriate tools, materials, and techniques for the size and scope of the work and use them correctly.
- Describe how line may be used to define shapes and forms and to create movement and depth.
- Identify monochromatic colour schemes.
- Identify the emotional quality of lines.
- Demonstrate awareness that the overlapping of shapes is one way of creating the illusion of depth.

Critical Thinking

- Explain how the principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology.

THE ARTS: DRAMATIC ARTS

- Demonstrate understanding of some of the principles involved in the structure of works in drama and dance.
- Interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques.
- Communicate, orally and in writing, their response to their own and others' work in drama.
- Identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups.

Knowledge of Elements

- Use drama and dance vocabulary in describing and interpreting their own and others' work.
- Demonstrate the ability to sustain concentration in drama and dance.

Creative Work

- Create characters and portray their motives and decisions through speech and movement.
- Rehearse and perform small-group drama and dance presentations drawn from novels, poems, stories, plays, and other source materials.
- Write in role in various forms, showing an understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed.

SCIENCE AND TECHNOLOGY

- Demonstrate an understanding of the basic needs of animals and plants.
- Investigate the characteristics and needs of animals and plants.
- Demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals.
- Investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat.
- Describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats.

HEALTH AND PHYSICAL EDUCATION

- Describe the benefits of healthy eating for active living.

Growth and Development

- Identify the characteristics of healthy relationships.
- Identify factors that enhance healthy relationships with friends, family, and peers.
- Identify challenges and responsibilities in relationships with family and friends.

Personal Safety and Injury Prevention

- Explain how people's actions (bullying, excluding others) can affect the feelings and reactions of others.
- Apply strategies to deal with personal-safety and injury-prevention situations.

LANGUAGE ARTS

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.
- Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to students' own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Reading

- Demonstrate understanding of a variety of texts by summarizing important idea and citing supporting details.
- Predict the meaning of and rapidly solve unfamiliar words using different types of cues

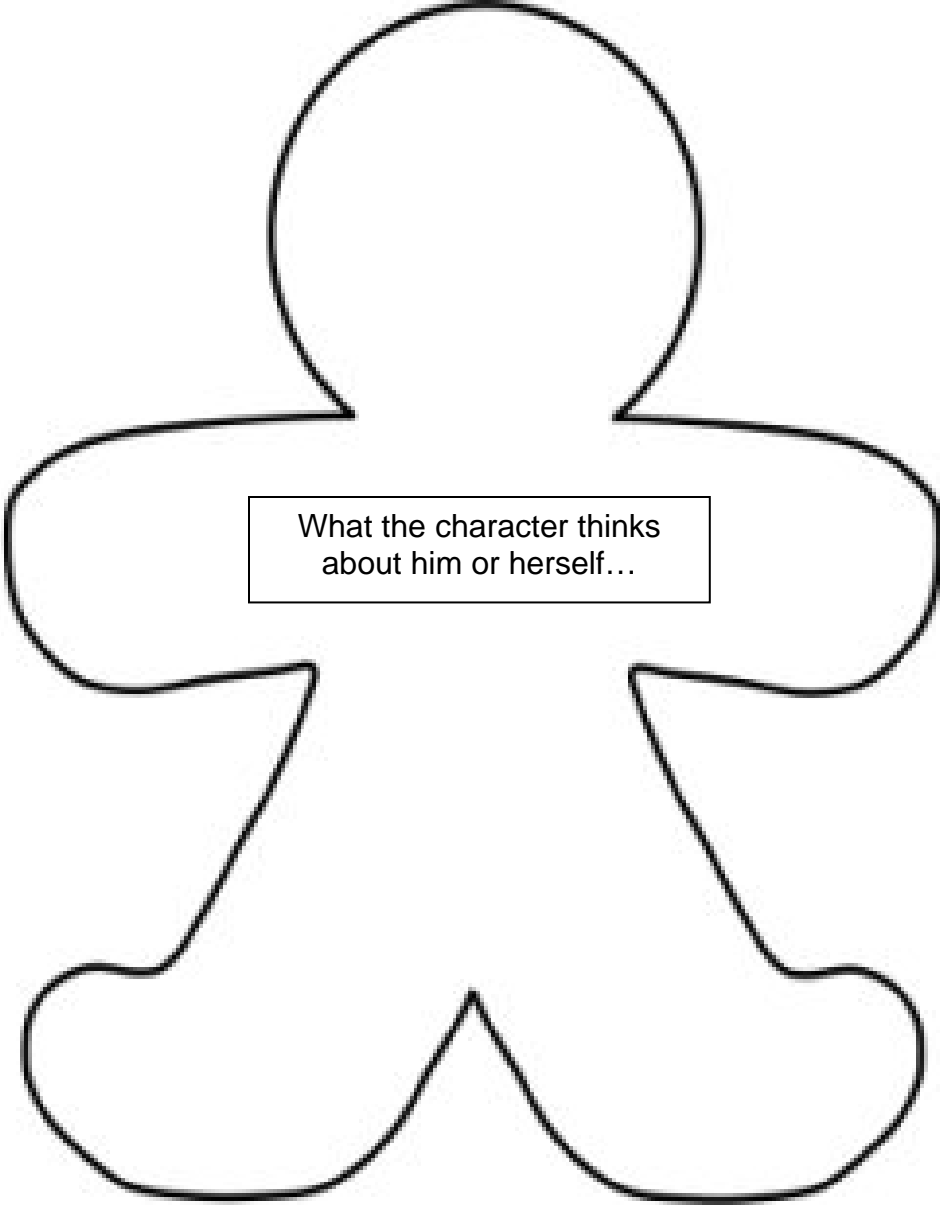
Oral Communication

- Make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views.
- Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.
- Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small and large group discussions.

Writing

- Identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies.
- Generate ideas about a potential topic using a variety of strategies and resources.
- Write longer and more complex texts using a wide range of forms.
- Establish a distinctive voice in writing appropriate to the subject and audience.
- Proofread and correct writing using guidelines developed with peers and the teacher.
- Confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose.
- Sort and classify ideas and information for writing in a variety of ways.
- Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.

THE CHARACTER OF _____



WHAT OTHERS THINK ABOUT HIM/HER...