



George Street Playhouse's Playgoer's Guide for the Touring Theatre Production of:

IN BETWEEN

TEACHERS: PLEASE USE THIS GUIDE WITH YOUR CLASS



Photographs that inspired the costume designs for B (left) and Cue (right) by Karen A. Ledger

Synopsis

Cue has just moved to a new school, she is trying to find her way around when she spots Barrett, a.k.a. B, standing in the hallway listening to his walkman. Even though B is not the type of person Cue would normally be friends with, she approaches him to find out where the office is. They talk briefly and B points her in the right direction. Later that morning she meets the popular Tad and is welcomed into his circle of friends when she stands up to his bullying tactics. She also runs into Mrs. Blazer, a math teacher dedicated to her job and students.

Though Cue is a little confused by her first day, she can't deny that her new school isn't all that bad. After all, Tad wasn't a bully all the time and B seemed like an interesting type of guy, even if he was quiet. Still, Cue feels lost without the circle of friends she'd had at her old school and despairs that she'll never make new friends.

The next day, Cue again sees B and asks him for directions to her classroom. She turns to go, but drops all her books. B comes over to help and asks her about her old school, Hillcrest. She tells him she left because her parents were worried about all the fights that went on there.

Later that day, in Math class, Tad harasses B until Mrs. Blazer sends him to the principal's office. Afterwards, Cue and Tad talk about B outside the cafeteria. Cue begins to stick up for him a little, but drawn to Tad's sense of humor, finds herself laughing at B's quirks as well. B overhears their conversation and, after Tad leaves, confronts Cue about it. She stammers a bit, not wanting to hurt B's feelings, and invites him to hang out with her at the school dance that Friday. They talk a bit more and B exits, clearly excited.

A few days later, Cue and Tad are joking around with each other and it gets more violent than either of them intended. Cue makes a remark about Tad's father, who is abusive, and Tad counters that Cue is ruining her chances at making friends by talking to B. At that moment, Mrs. Blazer approaches and Tad leaves. They talk about the dance, and Cue begins to worry about what will happen if B shows up. Should she hang out with him at the dance, and risk losing her new, popular friends? Or should she tell B that talking to him is ruining her socially and that the only reason she ever spoke to him was because she felt sorry for him? Neither option feels like the right thing to do, so she decides to skip the dance completely. That Friday at the dance, Tad begins taunting B as he waits outside the school for Cue to show up, and the two of them get in a vicious fight.

Having heard about the fight, Cue dreads going to school the next Monday. She has no idea how to react to B or to Tad, both of whom are going to be suspended. She tries to apologize to B, but the words won't come out. She tries to ignore the issue entirely, but the other kids won't let her. Tad is frightened at the prospect of having to go to military school when his parents find out about the fight and takes it out on Cue. When B walks up to her a bit later, she takes her feelings out on B, telling him that he's a loser and she doesn't want anything to do with him anymore. In despair, B walks away with a very strange look on his face.

Later in English class, B reads his poetry assignment aloud to the class. It is full of violent imagery, and Tad runs out of the room, sick with the knowledge that the poem could be meant for him. It also reminds Tad of the violence that goes on in his house; he fears what could happen to his mother if he leaves the house to go to military school. Mrs. Blazer takes Tad down to the office so he can get some help, but Cue is left with the responsibility of trying to reach out to B. Frightened by the violent events that have happened in other schools, she becomes convinced that B is going to do something crazy, even something like getting a gun and bringing it to school to get some sort of revenge. She goes to B, talks to him, and convinces him to come with her to the office to talk over the things that are bothering him. In the office, they run into Tad who is waiting while his parents talk with the principal. Tad asks B and Cue if he can wait with them for a while. The three of them wait together.



WRITTEN BY
R.N. SANDBERG

NJ Core Curriculum Content Standards

VISUAL AND PERFORMING ARTS:

Standard 1.1: All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theatre, and visual arts.

Standard 1.4: All students will demonstrate knowledge of the process of critique.

LANGUAGE ARTS LITERACY:

Standard 3.2: All students will write in clear, concise, and organized language that varies in content and form for different audiences and purposes.

LANGUAGE ARTS LITERACY continued:

Standard 3.3: All students will speak in clear, concise, and organized language that varies in content and form for different audiences and purposes.

Standard 3.4: All students will listen actively to information from a variety of sources in a variety of situations.

Standard 3.5: All students will access, view, evaluate, and respond to print, non-print, and electronic text and resources.

An Interview with R.N. Sandberg, Author of *In Between*

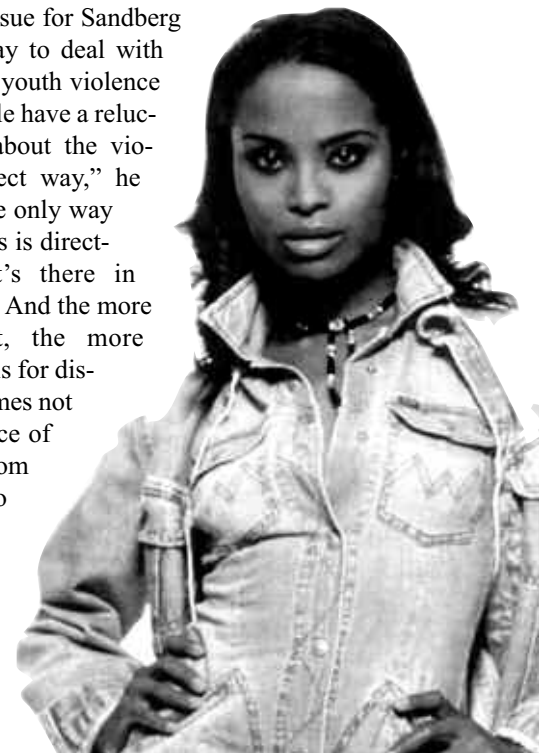
R.N. Sandberg is a man with a message that goes beyond reaching out to our troubled children and strikes right at the core of American culture. “We live in a time of great incivility, where people in public debates stake out positions characterizing difference as evil, and something that needs to be destroyed or banished,” he states. “That kind of thinking permeates our entire culture.” This play is part of his effort to reach out to kids and give them more positive models of thinking about difference. With that in mind, he created teenage characters that take the step toward “being sensitive to other people, and acknowledging that there are differences and that differences are okay.” It’s a challenge for teens to resolve their conflicts in nonviolent ways, to reach out to others, to listen to each other and accept the responsibility that we all share in maintaining peaceful communities.

But according to Sandberg, there’s a challenge to adults in this play as well. With the character of Mrs. Blazer, Sandberg sought to create a positive model of adult intervention. He sees her role as “one of support for the kids, of trying to help while still allowing them their freedom, trying to be pro-active. She’s the one who’s there for the kids, but not in an authoritarian way. Yet she still lays down firm guidelines.” He acknowledges that, of course, not all adults will act as positively. Adults in this play that the audience never sees have “the whole spectrum of positive and negative influences.” But ultimately, he hopes to provide adults with methods of reaching kids “before it gets to the problem stage.”

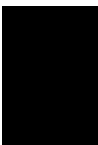
This is a tricky proposition in a world where more and more kids are tuning in to computers and video games and tuning out interac-

tion with real people. “We live in a world where kids spend so much time in this fantasy land,” says Sandberg. “They’re taking abstract action with computers and not seeing the consequences those actions can have.” Concerns raised years ago about the effects on a child of sitting in front of a television set for hours on end today seem valid, and according to Sandberg, the computer is taking it just another step further. “Children are playing these games and not seeing the result of their actions. There’s a lack of empathy there which only leads to further objectification and desensitization.”

But the main issue for Sandberg is finding a way to deal with the problem of youth violence head on. “People have a reluctance to talk about the violence in a direct way,” he states. “But the only way to deal with this is directly, because it’s there in everyone’s life. And the more they avoid it, the more potential there is for disaster. Peace comes not from the absence of conflict, but from the ability to cope with it.”



Photograph that inspired the costume design for Ruth by Karen A. Ledger





What is Conflict?

Conflict is part of everyone's experience. Conflict can reflect difference of opinion, difference in the way something is perceived, or lack of information. But conflict is not necessarily negative. We make it positive or negative by how we deal with it. Poorly managed (or unmanaged) conflict can get in the way of relationships that are important to us. But well-managed conflict can be creative and beneficial. It expands our understanding and teaches people to appreciate and value diverse opinions and perspectives.

Conflict is positive when:

- A problem is resolved and everyone is part of the solution
- People learn to respect different points of view
- People listen and talk honestly with each other about their ideas and opinions

Conflict is negative when:

- Bad feelings, resentment, or a sense of isolation are still there after the argument ends
- People with different ideas and opinions are intolerant of each other
- People do or say things that hurt others and destroy friendships

Conflict Management— Options for Different Situations

You have a conflict. You want to deal with it. What follows are numerous options for managing conflict. No one option is the magic solution. In fact, you'll find that the most successful methods of resolving conflict often use a generous mix of all the options presented below.

Negotiate. Talk about your interests in the conflict and what might be done about it.

Collaborate. Work together to come up with a solution for the problem.

Listen Actively. Restate what you heard the other party say. Let him or her confirm your perception.

Explain. Communicate your position in a conflict clearly without threatening language.

Apologize. Say you're sorry (which is not necessarily saying you're wrong).

Compromise. Give up something to resolve the conflict.

Solicit Intervention. Seek consultation or help when the issue is too difficult to handle.

Postpone. Wait for a more appropriate time to discuss the problem.

Agree to Live With It. Move away from the disagreement without resolution, but with understanding.

Engage by Choice. Decide whether you really need to speak out on this irritation, or can instead simply ignore it.

Use Humor. Defuse the angry feelings associated with conflict in a humorous and constructive way. Don't make fun of anyone.

Share. All parties work out a way to share pieces of the solution.

Working through and resolving conflict is tough. Some people are great at avoiding conflict, but few are really great at managing it. Many schools, community centers, and local organizations are now offering courses in conflict resolution and anger management. If you find yourself consistently discouraged by conflict around you, or if you'd like to learn more about methods of working through disagreements, contact your school or other local agencies and ask about available classes.

Taken from "Co/Motion: Guide for Youth Led Social Change"



Action Steps for Students

There is a lot students can do to help create safe schools. Talk to your teachers, parents and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried.

- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.

- Organize an assembly and invite your school psychologist, school social worker, and counselor—in addition to student panelists—to share ideas about how to deal with violence, intimidation, and bullying at your school.

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult—such as a school psychologist, counselor, social worker, leader from the faith community, or other professionals. If you are very concerned, seek help for them. Share your concerns with your parents.

- Create, join, or support student organizations that combat violence, such as “Students Against Destructive Decisions” or “Young Heroes Program.”

- Get involved in planning, implementing, and evaluating your school’s violence prevention and response plan.

- Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood and community.

- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.

- Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share your ideas with the officer.

- Help to develop and participate in activities that promote student understanding of differences that respect the rights of all.

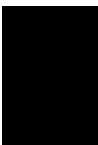
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers.

- Know your school’s code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying and intimidating peers. Question your own behavior.

- Be a role model—take personal responsibility by reacting to anger without psychologically or verbally harming others.

The full text of this public domain document is available at the Department of Education’s home page at <http://www.ed.gov/offices/OSERS/OSEP/earlywm.html> and in alternate formats upon request.

**For more information, contact:
U.S. Department of Education
Special Education and
Rehabilitative Services
Mary E. Switzer Building,
Room 313
Washington, D.C. 20202-2524
www.edu.gov**



Renderings from the set design by David Zinn

Do You Agree?

The following is a list of some of the solutions proposed to reduce school violence by the United States Conference of Mayors—mostly adult men. Do you agree with these proposals? Why or why not? Do you think they are practical solutions? What could be accomplished by following them? Would you modify or change these suggestions at all? Do you have suggestions of your own? What might they be? Discuss with your class and teachers.

- School uniforms should be worn by all students to promote discipline and help equalize students from all socio-economic backgrounds, in order to enhance learning and make schools safer.
- School campuses should be closed to outsiders and lunch required on school premises to reduce crime and violence during school hours.
- Weapons/Crisis hotlines should be available for students to report knowledge of other students carrying weapons, as well as students who make threats of violence or talk about suicide.
- Metal detectors help reduce violence and should be made available to schools that need them.
- Police officers in and around schools help reduce violence and provide role models. Police must be allowed to conduct random searches of lockers and backpacks as a preventive effort to reduce violence.
- Violent juvenile offenders should be prosecuted as adults so that they understand and are held accountable for the consequences of their actions.
- Domestic violence must be addressed to interrupt the cycle of violence. Independent living options are needed for some 16- and 17-year-olds to get them out of abusive or dangerous home situations.
- Alternative schools must be available for

dropouts, students who are suspended or expelled, and others not able to learn in a typical school setting. Community service must be required for kids who are disruptive in school.

- Zero drug and alcohol tolerance must be enforced at every school. Critical substance abuse treatment and other support services should be provided to students found to be in need.
- Transportation to after-school programs outside of the school system should be provided by school systems.
- Safe weekend and summertime programs are needed, especially for latchkey kids.
- Parks, recreation, physical fitness and sports programs can play a powerful role in helping kids stay out of trouble and must be supported. Sports and physical fitness programs must be supported as part of the school curriculum for all students.
- Arts and music programs must be supported because they increase learning skills, help reduce violence and truancy, and give kids a positive outlet for self-expression.
- Junior ROTC for high school students should be considered as an inexpensive resource which provides the opportunity for collaboration, and offers discipline, structure and recreation.
- Curfews reduce youth violence and crimes committed by youth and should be enforced. Youth car cruising must be eliminated.
- Gang prevention and early intervention strategies to prevent young students from becoming involved in gangs must be a top priority. Youth must be provided a safe means to report gang activity.
- Sensationalist coverage of violence in local and national news must end.
- Commercials and sponsorships promoting products such as video games, toys, music,

movies, and other television programs that implicitly or explicitly encourage violence should be rejected by news programs which air in the morning hours before school or the afternoon and early evening hours.

- Schools must reach out to the media in order to get more positive messages aired.
- The news media should identify local youth heroes and show them weekly on TV.
- More follow-through coverage of criminal cases showing guilty verdicts and punishment is needed.
- Teen pages for kids to write articles about positive youth experiences should be provided by newspapers.
- Parents must monitor and restrict entertainment choices in TV, movies, music, video games and the Internet, and be provided technology which allows them to limit access to inappropriate content. TV should not be used as a babysitter.
- A boycott should be implemented against products whose commercials fund violent TV programs.
- Programs with high levels of violence, including "reality" shows, should be aired during late night hours.
- Violent Saturday morning cartoons must be eliminated.
- Young people need media literacy training to help them understand and evaluate what they are viewing, and programs should be offered in schools.

Taken from "A National Action Plan on School Violence and Kids from 2:00 to 8:00 PM; Proposals adopted at the National Summit, Salt Lake City, September 24, 1998"

Renderings from the set design by David Zinn





Photographs that inspired the set design by David Zinn

Pre-Play Discussion

1. There has been much discussion over the past few years and on the previous page about the role the media plays in teen violence. Do you think violent TV shows and movies may have played a role in the shootings that have occurred over the past few years in schools across the country? Why or why not?
2. Do you consider video games to be an influence on teen violence? Why or why not?
3. Who do you think bears more responsibility for the actions of a violent teen—the teenager who committed the acts or that teenager's parents? Society? Media? Schools? Why?

Post-Play Discussion

1. Do you think Cue made a good decision by not going to the dance? Why or why not? What would you have done if you were in a similar position?
2. In the play, we learn that Tad comes from an abusive home where his father often beats him and his mother. Do you think this is a reasonable excuse for Tad's bullying? Why or why not?
3. There are several instances in the play in which original assumptions about the characters are later seen to be incorrect or incomplete. Can you name some of those instances? What did you learn about the character that helped you better understand them? Have you ever been in a situation where you had an impression of someone that later turned out to be false? What happened?
4. Cue says at one point that she hadn't meant the mean things she said about B. Do you think she's telling the truth? Should she have defended B instead of going along with the things Tad was saying about him? Why or why not?
5. Do you think Ms. Blazer is a positive influence in her student's lives? Why or why not?
6. What do you think could have happened if Cue hadn't found B at the end of the play? What would you have done in her or B's situation?
7. Tad tries to use humor at several points in the play to be noticed. Do you think his humor is positive or negative? Why?
8. Each of the characters in this play deals with conflict in very different ways. What are some of the methods that Tad, Cue, B and Ms. Blazer use to deal with conflict? How are they different? Are they similar at all? Who do you think handles conflict the best?

Post-Play Activities

1. *In Between* ends with a somewhat unclear resolution. Have students write their own story or scene with B, Cue, and Tad addressing the following questions (or any additional questions you feel pertinent): What do you think might happen to the characters later on? It can be the next day, next week, next year, ten years past the events in the play. How have they learned to deal with peer pressure and conflict? Has anything changed, or is the situation still relatively the same?
2. Play the telephone game. Have students sit in a large circle. Pick one student and give them a sentence written on a slip of paper. Let the student read it, then take it away. The student will then whisper that sentence to the student next to him. Each student will do this to the person next to them until you have gone all the way around the circle. Have the last student say the sentence. How has it changed?
3. Involve students in an improvisational conflict resolution exercise. Pick two students from the class to act out the scene. With the rest of the students, choose the nature of the conflict, where it takes place, the characters involved, what each wants in order to settle the dispute, etc. Allow the students to improvise the scene, stopping as necessary to address issues that may arise. Recast the same basic scene several times to allow the class to see several methods of dealing with the same conflict.
4. From the previous page, let students choose an issue to research. Stage a debate or have them write an essay in which they explain their position based on what they learned during the course of their research. Try to engage the class in using as much evidence (as opposed to opinion) as possible in their arguments.



Books for Further Reading

- Grades 6–8 *Wonder*, Rachel Vail
Seventh Grade Weirdo, Lee Wardlow
Space Demons, Gillian Rubenstein
- Grades 6–9 *Scorpions*, Walter Dean Myers
The Trial of Anna Cotman, Vivien Alcock
- Grades 6–10 *The Two Faces of Adam*, Carolyn Myers
- Grades 7–9 *Gruel and Unusual Punishment*, Jim Arter
- Grades 7–10 *Jumping the Nail*, Eve Bunting
My Name is Nobody, Maureen Crane Wartski
No Time For Rabbits, Jane McFann
Ronnie Finklehof, Superstar, Alan W. Livingston
The Cheerleader, Caroline B. Cooney
What Daddy Did, Neal Shusterman
- Grades 7–12 *How Could You Do It, Diane?*, Stella Pevsner
Where'd You Get The Gun, Billy?, Fran Arrick
Making Sarah Cry, poem by Cheryl L. Costello-Forshey
 from *Chicken Soup for the Teen's Soul II*
- Grades 8–12 *Incident at Loring Groves*, Sonia Levitin
One of the Boys, Scott Johnson
We All Fall Down, Robert Carmier
- Grades 9–12 *Desperate Pursuit*, Gloria Miklowitz
- Grades 10–Adult *Way Past Cool*, Jess Mowry



Installation Piece by Barbara Kruger, which serves as the inspiration for the set design of "In Between" by David Zinn.

Resources

U.S. Department of Education
www.ed.gov

U.S. Department of Justice
www.usdoj.gov

National Institute of Mental Health
www.nimh.gov

Center For Mental Health Services
 Knowledge Exchange Network
www.mentalhealth.org/index.htm

National Association of School Psychologists
 4340 East West Highway, Suite 402
 Bethesda, MD 20814
www.naspweb.org/center.html

Violence Institute of New Jersey at UMDNJ
 30 Bergen Street, Room 208, University Heights
 Newark, NJ 07107-3000
 973-972-1700 - www.umdnj.edu

Center for the Study and Prevention of Violence
 Institute of Behavioral Science
 University of Colorado
 Campus Box 442, Building #10
 Boulder, CO 80309-0442
 303-492-8465 - www.colorado.edu/cspv

National Center for Conflict Resolution Education
 Illinois Institute for Dispute Resolution
 110 West Main Street
 Urbana, IL 61801
 217-384-4118 - www.nccr.org

Big Brothers Big Sisters of America
 230 North 13th Street
 Philadelphia, PA 19107
 215-567-7000 - www.bbsa.org

National Clearinghouse on Alcohol & Drug Info.
 PO Box 2345
 Rockville, MD 20852
 301-468-2600 - www.health.org

National Clearinghouse on Families & Youth
 PO Box 13505
 Silver Spring, MD 20911-3505
 301-608-8098 - www.ncfy.com

National Crime Prevention Council
 National Youth Network
 1700 K Street N.W., Second Floor
 Washington, DC 20006
www.ncpc.org

NATIONAL YOUTH CRISIS HOTLINES

Boystown	800-448-3000
Covenant House Neline	800-999-9999
Childhelp USA	800-422-4453
National AIDS Hotline	800-342-2437
National Youth Crisis Hotline	800-448-4663
National Runaway Switchboard	800-621-4000
National Center for Missing & Exploited Children	800-843-5678

Our Classroom is a Place Where . . .

- We don't all have to be the same.
- We don't all have to think the same.
- We don't all have to act the same.
- We don't all have to talk the same.
- We don't all have to dress the same.
- We don't all have to believe the same things.
- We have the right to be ourselves.
- We like it that people are different.
- We know that our differences make us interesting and UNIQUE.
- We honor different ways of being, acting, and believing—even when we don't agree with them.
- We do our best to solve problems peacefully.
- We speak up if we see others being treated unfairly.
- We treat each other the way we'd like to be treated.
- We treat each other with respect.

Excerpt from *The Bully Free Classroom*, by Allan L. Beane, Ph.D., ©1999. Used with permission from Free Spirit Publishing, Minneapolis, MN; 1-800-735-7323; www.freespirit.com, ALL RIGHTS RESERVED.



Available From The New Jersey State Bar Foundation

The New Jersey State Bar Foundation has a number of free resources to enhance tolerance and conflict resolution curriculum. For more information on any of the following programs, publications or videos, visit the Foundation online at www.njsbf.org or call 1-800 FREE LAW. All of the Foundation's programs and publications are made possible by funding from the IOLTA Fund of the Bar of New Jersey.

The Legal Eagle Diversity Issue

This special edition of the Foundation's free legal newspaper for kids, *The Legal Eagle*, focused exclusively on issues of tolerance and diversity. The Diversity Issue featured articles on hate crimes, eyewitness identification and affirmative action. Also included in the special edition is an opinion poll answered by students from a local middle school, who give their opinions on how cultural background could affect a person's view of the justice system. An essay written by a young Japanese-American student rounds out the issue. In the essay, the student recounts her family's struggle for identity during World War II when Japanese-Americans were forced into internment camps.

Respect Newsletter

Based on the popularity of *The Legal Eagle's* special Diversity Issue, in October 2001 the Foundation launched *Respect*, a free newsletter about law, tolerance and diversity geared for students in grades 7 to 12. *Respect* is published three times a year and has tackled such controversial issues as Arab-American discrimination, cross-burning, Native American mascots and reparations for slavery.



Conflict Resolution and Peer Mediation Program

Established in 1994, the New Jersey State Bar Foundation's Conflict Resolution and Peer Mediation Program consists of **free** training sessions for educators and curriculum guides. Training is offered in both one-day and two-day sessions on the elementary and middle/high school levels for teachers, administrators and para-professionals. The intense one-day training sessions focus exclusively on conflict resolution techniques and how to utilize the curriculum guides provided by the Bar Foundation. The two-day trainings offer a peer mediation component on the second day building on the concepts of conflict resolution learned from the first day. All training sessions are held at the New Jersey Law Center in New Brunswick.

The Conflict Resolution and Peer Mediation guides contain lesson plans and student handouts aimed at issues such as resolving con-

flict, developing listening skills, dealing with peer pressure, managing anger and developing peer mediation programs. Available in elementary, middle and high school levels, the lessons demonstrate how students can take appropriate steps to prevent a potentially harmful situation. A colorful poster depicting the "Win/Win" guidelines for resolving conflicts accompanies each volume I guide. A second volume of original lesson plans is also available through the Bar Foundation. The volume II guides, available in elementary and middle/high school grade levels, build on concepts introduced in the first volume. Stressing the idea of character education, the volume II lesson plans highlight issues of diversity, self-esteem and gender equity. Each guide comes with a colorful poster to be hung in the classroom. Titled *Honor Each Other*, the poster is the basis of two lessons contained in the guide that encourage students to respect one another.

Teasing and Bullying Training Sessions

Launched in September 2001, "**An Introduction to Teasing and Bullying**" complements the Foundation's Conflict Resolution and Peer Mediation Program while focusing on issues relating to combating teasing and bullying.

Separate teasing and bullying training sessions are conducted for administrators and educators, tailoring the training for the special needs of both professions. The administrator training focuses on implementation at the managerial level, while the educator training is designed for those that deal with the student body on a regular basis and will witness bullying behavior first-hand. Among other things, the interactive training sessions: dispel the myths

and educate about the facts of bullying; allow attendees to differentiate teasing from bullying and tattling vs. reporting; explore strategies for creating a peaceful classroom and helping students who are targets of bullying as well as the students who bully; and examine ways to develop a school-wide approach to combat bullying. Attendees to "**An Introduction to Teasing and Bullying**" receive a training packet to assist them in introducing the concepts they have learned as well as eight colorful posters that promote bully-free classrooms. Anyone interested in attending the Foundation's teasing and bullying training session should visit the Foundation's Web site at www.njsbf.org to obtain future training dates.



New Jersey State Bar Foundation Video Loan Library

The Foundation maintains an extensive video loan library to help enhance a teacher's ability to expose students to the concepts of teasing and bullying, conflict resolution and tolerance. The following videos may be borrowed with a \$50 refundable security deposit, made payable to the New Jersey State Bar Foundation.

Requests to borrow videotapes, which are loaned for a period of two weeks, must be made in writing and videotapes must be returned via insured U.S. mail, certified mail or UPS so that shipments may be tracked. Address your requests to: Video Loan Library, New Jersey State Bar Foundation, New Jersey Law Center, One Constitution Square, New Brunswick, NJ 08901-1520, Attn: Video Loan Library.

BULLYING

All About Respect (grades 5-8) — This video provides a hands-on workshop designed to help students think critically about the role of respect in their lives, encouraging young teens to not only give respect to others, but

earn it for themselves. (28 minutes)

Broken Toy (grades 4-6) — This video tells the story of Raymond, a 12-year-old boy who is constantly picked on by his classmates. The "bullies" see nothing wrong with what they do until they go too far. (25 minutes)

Bullying at Schools: Strategies for Prevention (staff development) — This video is designed to help administrators and teachers explore ways for creating a school culture and climate in which bullying is not allowed and all children feel safe.

Bully No More: Stopping the Abuse (grades K-8) — Host Ruby Unger talks with a wide range of kids who discuss how to keep from being a target of bullies; how to stop bullies and get them help; and what to do if you're a witness to bullying. Animation and humor are used to illustrate the teaching points while role-playing examples demonstrate "win-win" techniques for handling bullies. (20 minutes)

Don't Call Me Names (grades K-2) — This program uses vignettes to highlight the reasons behind name-calling, the effect it has on others and how children can be more assertive and stop others from calling them



New Jersey State Bar Foundation Video Loan Library continued

names. (15 minutes)

Don't Pick on Me (grades 5-9) — This program examines the dynamics behind teasing and being teased, and models effective responses to being harassed. The video challenges viewers to explore the issue of peer cruelty through thought-provoking discussion questions. (21 minutes)

Gossiping, Taunting, Bullying: It's All Harassment (grades 5-9) — This program presents vignettes that show teens what behaviors constitute harassment. Real students talk about their own experiences dealing with harassment. (22 minutes)

Joey (grades 5-12) — This story is a powerful statement on the bullying problem and the consequences this behavior has on all involved. The video chronicles the life of Joey, a young boy who is harassed by his peers wherever he goes until finally, out of desperation, he attempts suicide, alerting his parents to the problem. (32 minutes)

How I Learned Not to Be Bullied (grades 2-4) — Presenting two children's first-person accounts of their success in learning not to be bullied, this program helps students understand how their behavior and attitudes affect how others treat them. (14 minutes)

Names Can Really Hurt Us (grades 6-12) — In this video, teenagers will come face-to-face with the issues of prejudice and stereotyping as they watch students in an ethnically diverse school talk about their own bigotry and reveal painful experiences as victims. These revelations lead to healing, self-confidence and the courage to challenge bigots and bullies. (24 minutes)

Put Yourself in Someone Else's Shoes (grades 2-4) — Open-ended scenarios prompt classroom discussion about the important issue of empathy in this video. The video shows that empathetic kids bring sensitivity to their interactions with others, and can more readily resolve conflicts. (16 minutes)

Stick and Stones (grades K-3) — The theme of this video is about name-calling and the reaction of the victim. In the story, several older children make fun of Cat-a-lion by calling him names. Cat-a-lion feels hurt and powerless and reacts by calling another classmate names. (15 minutes)

Suppose That Was Me (grades 5-8) — This program asks viewers to think about and discuss how they would feel if they were made a target by other students. The video shows short, open-ended scenarios that students will easily relate to. (18 minutes)

What Do You See: Giving Stereotypes a Second Look (grades 7-12) — This video addresses the problem of stereotyping and the pain it creates for those in the stereotyped group. The program challenges students to take a second look and discover what others are all about instead of stereotyping them. (28 minutes)

What It's Like to Be Different (grades 2-4) — In this video, four true-to-life scenarios reveal how a personal attribute or opinion can make youngsters the target of teasing, putdowns and ridicule. Questions that prompt discussion about feelings and encourage the celebration of differences follow each vignette. (14 minutes)

What We Learned About Bullying (grades 2-4) — In this program, real kids speak about how it felt to be a bully and victims of bullying openly discuss how they felt when they were bullied. The victims detail strategies that empowered them to handle bullies without becoming one themselves. (16 minutes)

CONFLICT RESOLUTION

Anger, Violence and You: Taking Control (grades 7-12) — Probing the reasons people get angry, this video helps students understand this natural

emotion. The program examines how violence results when anger is not addressed, and asks a series of questions to help students realize that while they can't change others, they do have the power to change their own angry behavior. Shows viewers how to let out their anger in a healthy way, and presents ten steps to resolving conflict that can help them stay in control. (42 minutes)

Getting Better at Getting Along: Conflict Resolution (grades 2-4) — This video shows kids that when they express themselves clearly and listen carefully, they improve their ability to solve problems, take greater responsibility for themselves, and get better at getting along, in and out of school. (16 minutes)

I Get So Mad (grades K-2) — When young children get angry, their strong feelings can propel them into inappropriate or destructive behavior. This program makes kids aware that anger is a natural emotion everyone experiences at times. Showing them that it's not the getting angry that counts, but what they decide to do about it, the video offers easy ways to cope. (13 minutes)

Increase the Peace: Conflict Resolution (grades 7-12) — Shot in a city setting with streetwise kids, and using scenarios and language viewers will recognize as straight out of their own lives, this program teaches specific, easy-to-learn skills and effective strategies for conflict resolution. (32 minutes)

Stop Teasing Me — encourages children to develop greater respect for others and to learn how to cope with being teased. For grades K-2, includes 13-minute videotape, workbook and audiotape.

Student Workshop: Anger-Management Skills (grades 7-12) — This hands-on workshop teaches the anger-management skills that enable teens to get along better with friends, family and authority figures. The program uses an MTV-style format to help students discover the things that trigger their anger and understand the consequences of angry behavior. (40 minutes)

We Can Work It Out: Conflict Resolution (grades K-2) — This program teaches young students age-appropriate strategies for resolving conflicts. Shows how asking questions, listening, and thinking of ways to do things differently can provide solutions. Using scenarios and a storyteller to emphasize the points made helps viewers get better at getting along. (11 minutes)

Working It Out: Conflict Resolution (grades 5-9) — Introducing pre-teens and young teens to conflict resolution, this video shows students how good communication skills and mediation can turn conflict into a positive experience, build self-esteem, and improve relationships. (28 minutes)

TOLERANCE ISSUES

A Class Divided (grades 6-12) — A follow-up to Iowa teacher Jane Elliott's original experiment where she taught her third-graders about the effects of prejudice by dividing the class on the basis of eye color. In this PBS Frontline documentary, filmed 15 years later, she meets with some of her former students to analyze the experiment and its impact on their lives. (60 minutes)

Beyond Hate (2-part series) (grades 9-12) — In these two programs, Bill Moyers attempts to take us beyond hate by exploring its origins and dimensions through the eyes of world leaders, human rights activists, Arabs and Israelis, high school students, youth gangs, and an American white supremacist group.

The Heart of Hatred - This program features conversations with a variety of people who have explored the heart of hatred. A Los Angeles gang

member uses hate as a survival weapon. White supremacist leader Tom Metzger defends his policies of hate both in a court of law and in interviews. A former Israeli soldier tells how he disguised himself as a Palestinian to better understand the source of his own hatred. High school students in Bensonhurst, New York discuss the beating death of a black youth in their neighborhood, and Myrlie Evers, wife of assassinated civil rights leader Medgar Evers, talks about her own triumph over hate after her husband's untimely death. A man who physically abused his wife is presented as an example of people who act hatefully when their identity and self-esteem are threatened. (52 minutes)

Learning to Hate - In this program, Moyers focuses on how children learn to hate, and how attitudes toward hatred differ from culture to culture. A youth of Arab-Israeli descent becomes friends with a young Orthodox Jew at an international training center that teaches youngsters the tools for dialogue and understanding. High school students in Bensonhurst analyze the origins of hatred against gays. In Washington, D.C., a Holocaust survivor teaches children how stereotyping breeds hatred, and how that hatred can lead to persecution. Jimmy Carter, Nelson Mandela, Elie Wiesel, Vaclav Havel, Li Lu and Northern Ireland peace activist Mairead Corrigan Maguire share their own experiences with hatred and discuss the resolve that helped them deal with it. (39 minutes)

Crimes of Hate (grades 6-12) — In an era when bias crimes are increasing in frequency and intensity, this documentary reveals the twisted thinking of perpetrators, the anguish of their victims, and how law enforcement deals with these crimes. The video consists of an overview of hate crimes in three segments—the crime of racism, the crime of anti-Semitism and the crime of gay bashing. (27 minutes)

Everybody's Different (grades K-2) — Young children are sometimes uncomfortable with being different. This song-filled video helps them accept and enjoy the diversity around them, depicting the various ways in which people are different: color, shape, size, skills, food, or clothes. Focusing on three areas of diversity: skill levels, ethnic backgrounds, and physical challenges, the program illustrates how young people can deal graciously with unfamiliar diversities. (14 minutes)

Eye of the Storm (grades 6-12) — Iowa teacher Jane Elliott conducts an eye-opening test of prejudice in her classroom. In a two-day experiment, third-graders are separated into "superior" blue-eyed children and "inferior" brown-eyed children. On the second day, the roles are reversed. This documentary explores the behavioral effects, attitudes and classroom performance of the children as they suffer from the segregation, discrimination and prejudice of the experiment. (25 minutes)

Heil Hitler: Confessions of a Hitler Youth (grades 7-12) — Alfons Heck, one of the millions of impressionable German children, recalls in this video how he became a high-ranking member of the Hitler Youth Movement. While all societies try to influence their youth to follow their values, what makes things go out of control? Students will be encouraged by this video

to think more critically about the dangers to society from pressures to conform. Archival footage depicting Nazi violence may be upsetting to some viewers. (30 minutes)

No More Teasing (grades 2-4) — This video presents effective strategies that kids can use to protect themselves against teasing or bullying. With the help of the "No More Teasing Team"—peer hosts who introduce common teasing situations and offer solutions—the program shows how students can change their own behavior to lessen the impact of teasing or bullying. (14 minutes)

The Truth About Hate (grades 6-12) — Hosted by Leeza Gibbons, this program explores the origins of hate through the eyes of today's teenagers as they come face-to-face with their own racism, ethnic bigotry, religious hatred and sexual discrimination. (32 minutes)

What's Hate All About (grades 7-12) — This video helps young people understand the dynamics underpinning this most dangerous of human emotions. Using an MTV-style format, the program examines through the personal stories of real teens the many reasons people hate and the stereotypes that hate fosters. The program helps students recognize their own negative feelings toward others, and shows them that they can make a difference by speaking out against hate in all its varied forms. (24 minutes)

Whitewash: Building Racial Harmony (grades 3-6) — This moving drama helps raise the subject of racism and hate crimes. Using music, believable dialogue, and interesting animation, this video tells the true story of Helene Angel, who was attacked and had her face spray painted white while walking home in the Bronx in 1992. Traumatized, Helene goes into hiding, but overcomes her fear with the help of her grandmother, teacher and schoolmates. The video shows the power of love, courage, community and friendship to overcome hate, and delivers an inspiring message. (20 minutes)

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GEORGE STREET PLAYHOUSE THE 2007-2008 TOURING THEATRE REPERTORY/EDUCATION PROGRAMS

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- PEACEMAKER (Grades K-4), by David Holman

A charming parable of our increasingly diverse society, this story of an unexpected friendship between a Blue and a Red promotes an end to prejudice based on what people look like or where they come from.

- NEW KID (Grades K-8), by Dennis Foon

Students will relate to the issues in NEW KID: moving to a new place, being the outsider, making and keeping friends. The play is a useful presentation for new student orientations, back-to-school nights, multi-cultural celebrations, conflict resolution programs, and school themes such as peace, respect, and tolerance.

- IN BETWEEN (Grades 6-9), by R.N. Sandberg

This play focuses on the fragile identities and mercurial emotions that make decision-making difficult for young people. In a world marked by social pressure and peer disrespect, Tad, Cue and Barrett must find the inner courage to negotiate a peace they all can live with, without resorting to violence.

**- AND THEN THEY CAME FOR ME:
REMEMBERING THE WORLD OF ANNE FRANK**

(Grades 5 to adult), By James Still

And Then They Came For Me: Remembering the World of Anne Frank is appropriate for grades 5 through adult. This powerful play is about the hidden children of the Holocaust. Two surviving friends of Anne Frank participate on video, while live actors re-enact their experiences as teenagers hiding in concentration camps during World War II. *And Then They Came For Me* places students at the center of the learning process, providing them with a structured opportunity to explore actively the choices they must confront each day: Who do they include or exclude from their lives and why? In whom do they invest authority and why? How can they try to eliminate prejudice in their own communities? *And Then They Came For Me* complies with the New Jersey mandate for Holocaust Education. Theatre companies throughout the world have performed it.

- WASTED (Grades 6-8), by Kirsten Childs

A cautionary tale of a young woman who looks back at her wasted life, her wasted relationships, and her wasted state of being, due to drugs. Through flashbacks, we follow ambitious, smart, young Ashley as she enters into a devastating relationship with drugs and with Ty, the boy who introduces her to them.

- Theatre Classes

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Peacemaker 2001-2002 Season - photo by Justin Romeo



New Kid 2001-2002 Season - photo by Justin Romeo



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