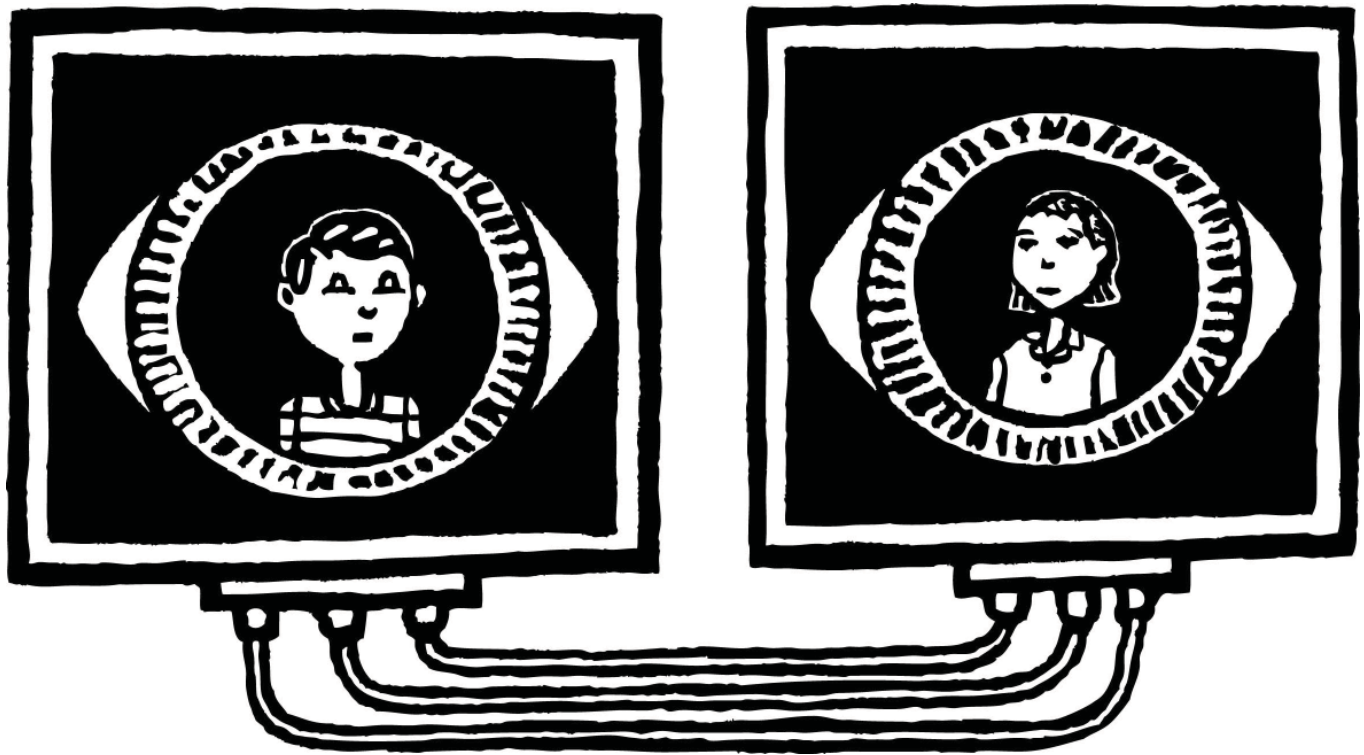




BY BETTY QUAN

Study Guide



Operating Grants



09-10 Corporate Supporter



09-10 Elementary Tour Season Supporter



Green Thumb Theatre presents “**Wired**” written by Betty Quan.

09-10 Production Supporter



Production Credits

“Julia/Mom”	Pippa Mackie
“Simon/Mr. Valencia”	Chris Cochrane
“Damian”	Joel Grinke
Stage Manager	Alex Currie
Set Design	Ian Giles
Director	Patrick McDonald
Playwright	Betty Quan
Video Design	Michael Sider
Costume Design	Naomi Sider

Green Thumb Theatre is a member of the Professional Association of Canadian Theatres and engages, under the terms of the Canadian Theatre Agreement, professional Artists who are members of Canadian Actors’ Equity Association.

Office Staff

Tour Manager	Nadine Carew
Production Manager	Alex Currie
General Manager	Ivan Habel
Bookkeeper	Jessie Li
Artistic Director	Patrick McDonald
Education Liaison	Samantha Mouchet

This study guide was written by **Sunita Singh Pierce**. Sunita has a BFA in Theatre and a BEd, minor in Curriculum Instruction, both from Simon Fraser University, and has been working in theatre and with children for the past 16 years.

Illustrations used in this guide are provided by **Ron & Joe** and protected by copyright. Financial assistance for this study guide was provided by Green Thumb Theatre and the Imperial Oil Foundation.

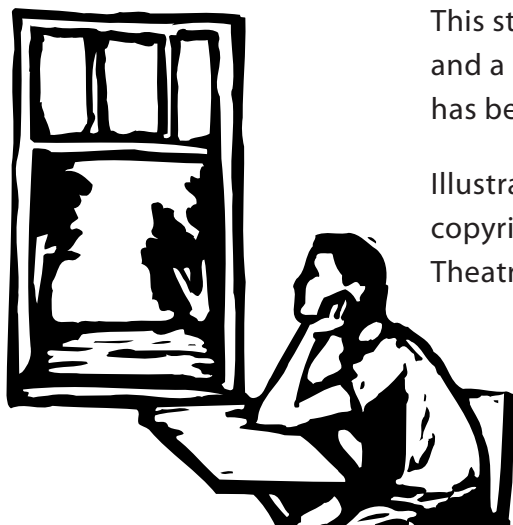


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Note: Many of the exercises in this guide are not original creations of the author. The author of the guide is not attempting to claim the exercises as her own invention. They have been acquired and obtained from other learning materials. Where no credit is given, the original source is unknown.

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Wired and the BC Curriculum

This Study Guide will help you decide how to prepare your students to see the play. Included here are suggestions on how to work the performance into your curriculum and ideas on how to promote classroom discussions about internet bullying and online safety.

Synopsis

Damian is unnoticed in his cliquish grade, and that's just what this shy, self-proclaimed "goof" prefers. He is transformed into a cooler version of himself through online role-playing games, social networking sites, and a multitude of virtual friends. But when Damian has a seemingly innocent run-in with a girl at school, he finds himself in the cross-hairs of a humiliating cyber bullying campaign. Just because it's virtual doesn't make it less real. The online alternate world he created to escape is now something he needs to escape from.

In a time of constantly being wired in, of effortless photo snapshots and uploads from camera phones, and where conversations aren't just taking place face to face, this new play examines the alarming rise of cyber-bullying, where cruelty can be administered instantaneously and anonymously. Bullying in the schoolyards has now been replaced by the simple press of the Enter button, causing apathy and disconnections to arise - ironically- from being connected virtually.

Characters

Damian- a young boy who is constantly wired in

Mom - Damian's Mom

Julia- a classmate of Damian's

Simon- a classmate of Damian's

Mr. Valencia- Damian's teacher



Internet Bullying – How Do Bullies Operate in Cyberspace?

The internet has lead us into a complex new world of communications. We use e-mail, instant messaging (IM), text messaging, blogs, chat rooms and social networking sites (e.g. Facebook, and MySpace) to stay in touch with friends and make new friends.

However, this also means that bullying is no longer restricted to the playground, the classroom or the street. Bullying can now enter our homes without us ever inviting it in.

Here are some revealing statistics:

- ☞ 60% of Canadian students use chatrooms or instant messaging
- ☞ 99% of Canadians have used the internet
- ☞ 27% of Canadian students have reported being bullied online
- ☞ 60% of Canadian students who participated in this study have pretended to be someone else online
- ☞ Of this 60%, 17% admit to doing it to be mean to someone online

Here are some ways online bullies operate:

- ☞ By sending hateful comments about someone or threats through e-mail, instant messaging or postings on websites and blogs.
- ☞ Stealing passwords and/or sending out threatening or misleading e-mails or instant messages using an assumed identity like Julia (aka “prettyinpink” and “destroy damian”) does in **Wired**.

- ☞ Building websites that target specific people.
- ☞ Sending/posting demeaning photos/videos on websites through e-mail and cell phone.



What to do if you are being bullied online?

- Tell an adult you trust, don't keep it a secret.
- Leave the site or stop participating.
- Block the sender.
- Never reply to harassing messages!
- Don't agree to meet the bully in person.
- Save any harassing messages, talk to your parents/guardians and they can alert your internet service provider.
- If you believe that the bully is school based, please tell your teacher and your principal. They need to know and will help you find a solution.
- If you are being threatened, save and/or print copies of the message. You have the right to tell the police and keeping copies will help them investigate.
- If you see someone harassing another person online, talk to them. Most people respond better to their peers and will listen to them more than they would an adult.



Think Before You Press “Send”, Cyber-Bully!

Some forms of online bullying are considered criminal acts. Under the Criminal Code of Canada it is a crime to:

- ➡ Communicate repeatedly with someone if the communication causes them to fear for their own safety or the safety of others.
- ➡ Write something that is designed to insult a person or likely to injure a person’s reputation by exposing them to hatred, contempt or ridicule.
- ➡ A cyber-bully may also be violating the Canadian Human Rights Act, if he or she spreads hate or discrimination based on race, national or ethnic origin colour, religion, age, sex, sexual orientation, marital status, family status or disability.



Vocabulary

Blocking- the act of filtering out or limiting the access to someone/something on the internet.

Chat Acronyms- these are word or phrase abbreviations that are used when people are typing. It is also called internet slang, netspeak, chatspeak and tech-talk.

For e.g., L8R = later or LOL = laugh out loud.

Chatroom- a website where people have interactive discussions with others.

Cyberbully- a person that uses electronic/digital communication to bully another person.

Emoticon- a typed sequence of characters that represent facial features/emotions.

Hack- illegally break into websites/computer systems.

IM- instant message in real time, A typed conversation between people.

Kamikaze- originally a WW2 Japanese pilot trained to execute suicide missions (e.g. directly flying into an enemy ship) when in flight. This term is often used to describe a purposeful act that results in self destruction.

Web Film - a film made for broadcast on the internet

Text (verb)- to send written communication electronically to someone, most often this is done with a cell phone.



Preparing Students for the Play

When young people attend a live theatrical performance for the first time they often do not realize how different it is from watching a movie or television show. Live presentations can be more challenging for performers, because anything could happen and affect their performance. Mistakes cannot be edited out! This makes for a more dynamic experience for both performers and the audience.

Pre-performance

Please remind students of the following:

- It is rude and disruptive to talk, eat and drink during the play.
- Photos or recordings are not allowed.
- Excessive movement can be distracting to others watching the play,

Active Viewing

To make the most out of watching this live performance, **please encourage your students to** not only watch the play for the story, but to also pay attention to the set, costumes, music and lighting. These aspects are an important part of a live performance and will enhance later discussions about the play and the students experience watching it.



Post performance

Now that your students have seen the play it's time to further enrich their experience.

The following activities are provided as suggestions and starting points for further exploration into the themes brought up in **Wired**. Activity sections are divided by grade purely based on suggested suitability but are not necessarily limited to each age group.

Near the end of this guide are several pull-out worksheets that investigate aspects of the performance. All are in keeping with the BC Ministry of Education Curriculum Guidelines.



K

Kindergarten & Grade 1

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Please Note: **Wired** is recommended for students in Grade 2 and up. The following

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suggested starting points and activities are provided in cases where Kindergarten and or Grade 1's also watch the show. All keep within the BC Ministry of Education Curriculum Guidelines.

These suggestions address the Curriculum Standards of:

Health and Career – Healthy Living and Relationships

Personal Planning – Personal Development (Mental Well-Being & Healthy Living)

Language Arts – Self and Society (Personal Awareness, Comprehend and Respond and Working Together)

Fine Arts – Exploration & Imagination, Context

Social Responsibility

Springboard for discussion

- ☞ What happened in the beginning, middle and end of this play?
- ☞ Who was your favourite character? Why?
- ☞ Which character did you not like? Why?
- ☞ *Making Connections:* What is a bully? What do they do? Have you ever been bullied? Have you ever helped someone who was being bullied? How?
- ☞ What can you do if someone is bullying you?
- ☞ Why do you think that some kids are bullies? How do you think they feel?



Activities

➔ Have students fold a piece of paper into thirds so that they end up with three equal frames. Then, use each section to draw Beginning, Middle and End pictures.

➔ *Grade 1's:* Have students fold a blank piece of paper in half, so that they have two equal frames. In the first frame, at the bottom, have students write "Problem", in the second frame have students write "Solution." Discuss as a class what the problem and solution was in the play. Then ask the students to draw a picture in the frame that depicts the problem and solution.

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2 **Grade 2 & 3**

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The following activities are provided as suggestions and starting points for further exploration into the themes brought up in **Wired**. Activity sections are divided by grade purely based on suggested suitability but are not necessarily limited to each age group.

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Near the end of this guide are several pull-out worksheets that investigate aspects of the performance. All are in keeping with the BC Ministry of Education Curriculum Guidelines.

These suggestions address the Curriculum Standards of:

Health and Career - Healthy Living and Relationships

Language Arts – Self and Society (Personal Awareness, Comprehend and Respond and Working Together)

Fine Arts – Exploration & Imagination, Context

Social Responsibility



Springboard for Discussion

- What is cyberbullying? What are some ways someone might cyberbully you? (use the worksheets at the end for examples)
- How do you feel about the characters? Who did you like? Who didn't you like? Why?
- *Making Connections*: Have you ever been bullied before? How did Damian feel in the play? Did you feel like he did? What did you do to help yourself?
- What do you think you would have done if you were Damian and someone was bullying you over the internet?
- Why do you think that the playwright and director wanted the audience to see what was being typed on Damian's computer?
- What happened in the beginning, middle and end of the play?

Activities

Please refer to the following activities in the worksheets section:

- A Tricky Situation
- What Does Cyberbullying Look Like?
- News Travels Game
- Information Leak
- Acronym and Emoticon Matching Worksheet



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Grade 4 & 5

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The following activities are provided as suggestions and starting points for further

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exploration into the themes brought up in **Wired**. Activity sections are divided by grade purely based on suggested suitability but are not necessarily limited to each age group.

Near the end of this guide are several pull-out worksheets that investigate aspects of the performance. All are in keeping with the BC Ministry of Education Curriculum Guidelines.

These suggestions address the Curriculum Standards of:

Health and Career - Healthy Relationships (Bullying: effects, consequences and passive participation)

Language Arts – Self and Society (Personal Awareness & Working Together)

Fine Arts – Exploration & Imagination, Context

Social Responsibility



Springboard for Discussion

- Discuss the production. How did the set/costumes/sound/acting/writing/directing get the story across?
- What worked? What didn't? Why?
- Why do you think that Damian spent so much time on his computer?
- What words would you use to describe Damian? His mom? Simon? Julia? Mr. Valencia?
- Do you think that Julia really meant to hurt Damian? Why or why not?
- Were Simon and Julia both bullies? Was one better than the other?
- What does bullying look like? List the different ways someone might be cyber-bullied and how someone may be bullied on the playground. You may want to use a Venn Diagram for this.

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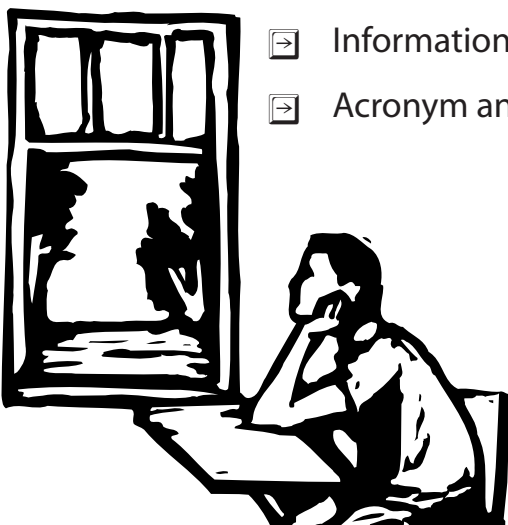
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Activities

Please refer to the following activities in the worksheets section:

- In the Computer Lab - At the end of this study guide there is a list of websites about internet safety and cyberbullying. Students (in a group or on their own) can use them as research to create a poster that promotes and lists ten ways we can fight cyberbullying.
- A Tricky Situation
- News Travels Game
- Information Leak
- Acronym and Emoticon Matching



1 6

6 Grade 6 & 7

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7

The following activities are provided as suggestions and starting points for further exploration into the themes brought up in **Wired**. Activity sections are divided by grade purely based on suggested suitability but are not necessarily limited to each age group.

Near the end of this guide are several pull-out worksheets that investigate aspects of the performance. All are in keeping with the BC Ministry of Education Curriculum Guidelines.

These suggestions address the Curriculum Standards of:

Health and Career - Healthy Relationships (Bullying: effects, consequences and passive participation)

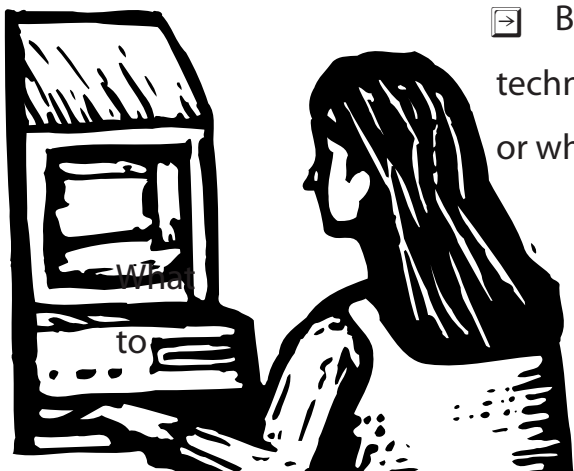
Language Arts – Self and Society (Personal Awareness & Working Together)

Fine Arts – Exploration & Imagination, Context

Social Responsibility

Springboard for Discussion

- ➡ Discuss the production. How did the set/costumes/sound/acting/writing/directing get the story across? What worked? What didn't? Why?
- ➡ What is "cyberbullying"? Why do you think some people bully others in that way, rather than in person?
- ➡ Both Julia and Simon are bullies. How are their bullying techniques different? Is one bully better than the other? Why or why not?
- ➡ What were the effects of cyberbullying on Damian? Were the consequences for Julia and were they enough to teach her a lesson?



Activities

Please refer to the following activities in the worksheets section:

- In the Computer Lab - At the end of this study guide there is a list of websites about internet safety and cyberbullying. Students, in a group or on their own, can use them as research to create a poster that promotes and lists 10 ways we can fight cyberbullying.
- A Tricky Situation
- News Travels Game
- Information Leak
- Acronym and Emoticon Matching
- In the Real World – A research and presentation project using CBC coverage from a real case of cyber bullying. Please find this project in the worksheets section.

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In the Computer Lab

Here are some great websites about internet safety and bullying for you to explore the next time you're online.

Bullying Canada, Youth Anti-Bullying Website: <http://www.bullyingcanada.ca>

Cyberbullying.ca: <http://www.cyberbullying.ca/>

Cybercops- classroom resources: <http://www.ophea.net/cybercops.cfm>

Kids Help Phone- Cyber Bullying: <http://www.kidshelpphone.ca/en/informed/cyberbullying/cyberbullying13.asp?gclid=C1bM0PKAn5gCFRFWagod7hudnQ>

Media Awareness- there are lots of educational games and classroom activities about web awareness and safety: <http://www.media-awareness.ca/english/games/index.cfm>

Netsmartzkids- internet safety games, songs, videos and information. Excellent for Kindergarten's, Grade's 1& 2: <http://www.netsmartzkids.org/indexFL.htm>

Cybersafe with Steve Dotto - great informational video clips about neat cyber tools and how to use them safely!: <http://www.learnnowbc.ca/lmbcresources/cybersafe/default.aspx>

Stop CyberBullying- a great website with loads of information!: <http://www.stopcyberbullying.org/kids/index.html>

Web Aware- be safe online: <http://www.bewebaware.ca/english/CyberBullying.aspx>



A Tricky Situation

Get together in a group and go over the following people. Who do you think is a 'bad seed'?

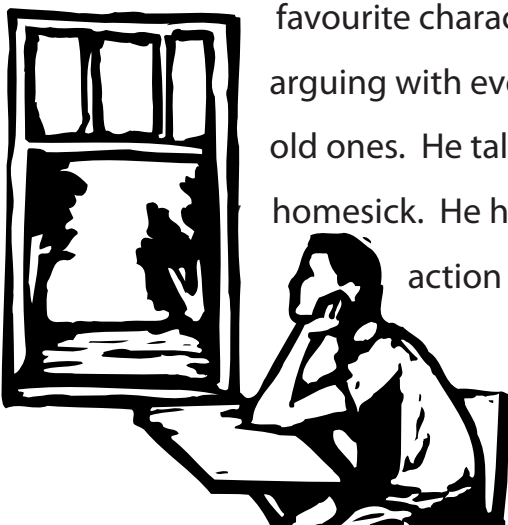
Here's the situation: you belong to a chatroom for people who collect Star Wars toys. You've chatted with all kinds of cool people – they tell you all kinds of interesting things about themselves.

Person A: Her name is Colleen and she is in Grade 4. Her favourite characters are Queen Amidala and Obi Wan Kenobi. She loves to swim and also has a collection of glass marbles. She says lots of funny things that make you laugh. You are thinking about giving her your phone number so you can talk "for real".

Person B: His name is Ben, he is in Grade 7 and lives about 20 minutes away from you. His favourite characters are Darth Vader and Darth Maul. In his spare time, he likes to draw pictures of jungle animals killing their prey. He also has a collection of arrowheads. He's unique and even though he sometimes says weird stuff – it's always interesting. You are thinking about inviting him to your birthday party next month.

Person C: His name is Junho. He has just recently moved here from Korea. His favourite characters are Yoda, Luke Skywalker and Chewbacca. He's always arguing with everyone about how the latest films are not as good as the old ones. He talks a lot about his friends in Korea. You get the feeling that he is homesick. He has suggested that you meet and so that he can show you his action figure collection.

Now you decide- Who is "safe" on this list?



A Tricky Situation- Answers

The Answer? None of them are safe! They could be anyone! You don't know that any of what they are saying is true. It could be anyone, of any age, nice, not nice- you just don't know. So you need to stay safe. Never give out personal information or agree to meet someone that you've met on the internet.

If you find yourself in situation where someone is asking you questions online that you think are inappropriate – tell an adult you trust!



What does CyberBullying Look Like?

Do you know when you are being cyberbullied?

You might want to work on this with a partner. Circle the letter B beside what a cyberbully would do or the letters NB if it's not bullying.

- | | | |
|---|---|----|
| 1. A friend sends you an email that says "they can't play with you at lunch." | B | NB |
| 2. Someone sends a nasty, hateful email about you to your friends. | B | NB |
| 3. Someone posts a picture of you on the classroom website crying on the playground, titled "Crybaby". | B | NB |
| 4. Everyone in your class gets e-mailed a party invitation except you. | B | NB |
| 5. A friend posts a picture of you covered in mud from last week's soccer game on your team website. | B | NB |
| 6. You get an Instant Message from someone who calls you names and says that they are going to steal your bike. | B | NB |

Now that you've answered the questions above, describe what you think cyberbullying is!



What does CyberBullying Look Like?- Answers

Do you know when you are being cyberbullied?

You might want to work on this with a partner. Circle the letter B beside what a cyberbully would do or the letters NB if it's not bullying.

1. A friend sends you an email that says "they can't play with you at lunch." B NB
2. Someone sends a nasty, hateful email about you to your friends. B NB
3. Someone posts a picture of you on the classroom website crying on the playground. titled "Crybaby". B NB
4. Everyone in your class gets e-mailed a party invitation except you. B NB
5. A friend posts a picture of you covered in mud from last week's soccer game on your team website. B NB
6. You get an Instant Message from someone who calls you names and says that they are going to steal your bike. B NB



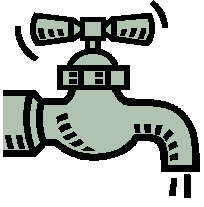
News Travels

This drama game exemplifies how quickly information can be spread by word of mouth. Can students imagine how much quicker this can happen over the internet? Under what circumstances would this be good? Under what circumstances could this be bad?

1. Leaving one student out, place the remaining students in small groups (3?).
2. The teacher poses a personal preference question to the single student (e.g. What's your favourite colour/movie/book...etc.)
3. The single student then goes to one of the small groups and whispers her answer to them. The members of this group immediately splinter off and approach other groups and tell them. Those groups then splinter off and repeat until all groups have been told.

The teacher can be timing this. See how long it takes for the news to travel. Does it change?





Information Leak

The Internet is a place where we can meet new people and talk about things we have in common. However, you have to be careful with the people you meet and the information you give out. Why do you think you have to be careful?

1. Divide students into smaller groups and ask them to make a list of things that students consider private, such as their name, address, school, age, phone numbers, passwords, birthdates, the names of family members etc...
2. After completing this list, have the groups share some of the things they came up with.
3. Compile a class list, discuss how these pieces of information could be misused.
4. Post this list in the classroom and computer room as a reminder!

Extension: make this a poster contest and have groups create a simple, effective poster using your class' list of rules.



In the Real World

Wired is a fictional play about cyberbullying, but this does happen in real life and can have very serious consequences for the people involved. Use the link below to read an article about a real life example.

Cyber-bullying- **David Knight**: http://www.cbc.ca/news/background/bullying/cyber_bullying.html

Materials: computer/overhead projector to project article or photocopies for each student

1. Have students read the article out loud (take turns per paragraph)
2. Break into groups of 4 or 5, appoint a secretary and reporter and have students discuss and list anything they found either surprising or that they connected to in the article.
3. Regroup as a class. The reporters relay their group's findings.
4. Discussion as a class: what did we find the most surprising? Did many of us connect with the same things? How do you think this situation got so far?



Chat Acronyms

Can you match the acronyms to their meanings? Draw a line to the matching pairs. Good luck!

JK
4RL
CUL8R
ASAP
B4
BFN
BBL
BRB
CIO
EOM
GL
GR8
L8R
LOL
LMK
OIC
PLS
RU
TTYL

call you later
be back later
are you
before
talk to you later
just kidding
bye for now
end of message
be right back
please
good luck
as soon as possible
check it out
let me know
oh I see
for real
great
laugh out loud
later



Chat Acronyms- ANSWERS

Can you match the acronyms to their meanings? Draw a line to the matching pairs. Good luck!

- | | |
|----------|------------------------|
| 1. JK | 3. call you later |
| 2. 4RL | 7. be back later |
| 3. CUL8R | 18. are you |
| 4. ASAP | 5. before |
| 5. B4 | 19. talk to you later |
| 6. BFN | 1. just kidding |
| 7. BBL | 6. bye for now |
| 8. BRB | 10. end of message |
| 9. CIO | 8. be right back |
| 10. EOM | 17. please |
| 11. GL | 11. good luck |
| 12. GR8 | 4. as soon as possible |
| 13. L8R | 9. check it out |
| 14. LOL | 15. let me know |
| 15. LMK | 16. oh I see |
| 16. OIC | 2. for real |
| 17. PLS | 12. great |
| 18. RU | 14. laugh out loud |
| 19. TTYL | 13. later |



Match the Emoticons:)

Draw a line to match the emoticon with it's meaning!

((H))

: ' -(

:V

:-*

@(*O*)@

X-(

*<|:-)

: -)

: -))

: -(

: -O

}: ->

: -/

very happy

talking

sad

big hug

mad

Koala bear

kiss

happy

crying

Santa Claus

sarcastic

surprise

mischievous



Match the Emoticons:- ANSWERS

Draw a line to match the emoticon with it's meaning!

- | | |
|------------|-----------------|
| 1. (((H))) | 9. very happy |
| 2. :'-(| 3. talking |
| 3. :V | 10. sad |
| 4. :-* | 1. big hug |
| 5. @(*0*)@ | 6. mad |
| 6. X-(| 5. Koala bear |
| 7. *< :-) | 4. kiss |
| 8. :-) | 8. happy |
| 9. :-)) | 2. crying |
| 10. :-(- | 7. Santa Claus |
| 11. :-o | 13. sarcastic |
| 12. }:-> | 11. surprise |
| 13. :-/ | 12. mischievous |



T H A N K Y O U

Thank you for taking the time to use and review the **Wired** Study Guide as a resource to further enrich your students' experience watching the play.

We want to hear from you and your students!



Visit our website at **greenthumb.bc.ca** and tell us what you thought about the play, your experience and future play ideas- we welcome letter's as well. You can also add our link to your classroom website to explore the site as an activity.

Good luck in the school year and we hope to see you next year!

Contact Information



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08-09 Education Supporter

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Great-West Life
ASSURANCE COMPANY

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STRONGER COMMUNITIES TOGETHER™

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green
thumb
theatre

A green hand-drawn spiral graphic, similar to the one in the center of the page, positioned above the text 'green thumb theatre'.