

## READING SNIPPETS OUT LOUD

See page 60 for Bully Snippets.

The snippets featured on page 60 are suitable sources for both interpreting and improvising text. These lines of text have been excerpted from poems that are centred on the roles of the bully, the bullied, and the bystander.

The group sculpture is a useful strategy to use for ensemble presentations or assemblies. Students can make decisions about the most effective way to enter the scene. Adding music, props, or masks can enhance the theatrical presentation.

Other sources can be used for this snippet activity to suit a theme explored in class:

- snippets from a script
- snippets from poems; students can highlight the snippets
- newspaper headlines
- voices in the head from an in-role character that has been explored
- graffiti

- Students randomly select one bully snippet from the page. Alternatively, students can sit in a circle and each snippet can be assigned. Once students have one focus snippet, they practice ways to read it aloud; e.g., whisper, shout, angry, frightened, as a question. Students establish eye contact with someone across the circle and say the line to that person. This can be repeated more than once.
- In a circle, students read their lines of text out loud. How do they think the character might read the line? Continue until all snippets are read.
- Repeat the readings in one or more of the following ways. Students may need the security of reading the text from the page. However, through repeated activities, they should become familiar with the text.
  - Students stand as they say their lines.
  - Students add a gesture before or after saying their lines.
  - Students add a gesture and are invited to freeze their action.
  - Each student in turn shares his or her gesture only and freezes the position (no verbal text).
  - Students rearrange themselves in the circle. Students read their line, add a gesture, and freeze.
- Invite students to make a group sculpture using the snippets. Each student enters the space in the circle and says his or her line. They can add their gestures before or after saying the line. Once the line is said, have each student create a still image. As each person enters the circle, he or she can choose a space to perform. Students can, if they wish, attach themselves in some way to someone who has previously entered the circle. The activity continues until each person has had a chance to recite a line. As a final activity, students repeat the final line and create a new final still image.
- Note: An alternative way for students to create the group sculpture is to enter and make the gesture only. Once all participants have entered the scene, each individual, in turn, can say his or her line and create a new gesture.

## IMPROVISING FROM SNIPPETS

See page 60 for Bully Snippets.

- Have each student consider whether the snippet is told from the point of view of a bully, a bullied, or a bystander. Why might someone say this line? Students can share their responses in small groups.
- Randomly assign student partners. Have students create a still image with two characters. Once students are satisfied with their tableaux, the lines of text can be said out loud by each of the characters.

- Invite students to become the characters who might say these lines. To prepare for this, students imagine what happened to the person that would prompt them to have this thought. Partners can take turns to tell their stories in role. As the conversation continues, encourage students to ask questions to uncover the story and find out the person's feelings about what happened.
- Students work in groups of four; i.e., two sets of partners. One student from each pair can introduce his or her partner to the other pair by retelling the story that was just heard: i.e., Partner A tells Partner B's story; Partner B tells A's story.
- Groups of four can create a tableau that would show each of these characters. Challenge the students to come up with a *new* line of snippet text that would represent something that this character might say or how this character might feel.

#### *Extensions*

- a) Students can use the snippets that have been assigned to them or another snippet featured on the page. Invite each student to add a thought to his or her snippet. This could be an idea before the snippet, after the snippet, or before and after the snippet.
- b) Students can share their work with a partner. Invite students to create a free verse poem by rearranging their words randomly on the page. Remind students that, in free verse poetry, the number of words on a single line can vary. Also, students can play with the white spaces to complete a poem.
- c) Students can read their new poems out loud as short monologues about a bully, bullied, or bystander.
- d) Students can create a graffiti wall of bully snippets. The message that they put on this wall should be advice that they would give to someone who is a bully.

## Bully Snippets

I wished I hadn't  
joined in.

Life doesn't frighten  
me at all.

Don't get your pleasure  
from my pain.

Blubber Lips, Blubber Lips  
Here comes Blubber Lips!

I was eight years old  
And I was in his power

Her words are scalpels,  
Cutting self-esteem.

Forgiveness touched me  
like a sea.

I cannot hide  
It hurts inside.

I can light candles in  
my mind.

I do not like the  
company you keep.

This vest I'm wearing  
is wordproof.

Thank you, bullies that built me  
With all of your crumbling hate.

It's hard to fit in with these girls.  
I see them whispering in the hall.

Kids shouting, kids staring  
All this torture I'm bearing

Do all the good you can  
By all the means you can.

One day  
Like the snap of a finger  
She stopped liking me.

Strong as a bear  
Tough  
Never afraid for one second.

I often wake to see  
His ordinary, haunting face, his flaw.  
I hope his mother loved him..

A cat's a wonderful creature  
That does not converse with its  
fleas.

Inside he knows how he made you feel.  
He's the bully that everybody knows.

Cuts and bruises now have healed  
It's words that I remember.