***Peer Mistreatment Scene***

**Circumstance for Performance**

For several weeks, we have been exploring the theme of Peer Mistreatment and Bullying. We have discussed the issue concerning situations that we have heard of in the news and in our own school. Through various activities such as “Agree/Disagree”, “Gallery of Thoughts”, and Tableaux images, we examined this “Hot Button” problem for adolescents. In addition, we wrote monologues assuming the persona of a Bully, Victim or Onlooker.

***Task***

Using one of these monologues as the basis for a scene answer the following basic structural questions :

* ***Who are the characters?***

Think about their status, appearance and history and provide a strong, compelling motivation for all characters that causes them to act and/or think as he/she does in the scene.

* ***Where does the scene take place?***

Create a compelling environment that will impact on the action in exciting ways.

* ***Why do the characters behave as they do?***

Give us a clear and compelling reason for all the characters to act and/or think as they do in the scene.

* ***When does the scene take place?***

Choose a time of day or time period that will have an impact on the scene.

* ***What is the core conflict or inciting incident that sets the action of the scene into motion?***

Identify and clearly state, describe and identify the structural elements of your scene Beginning / Exposition and Inciting incident, Middle with Rising Action and Climax, End with Falling Action and Resolution.

Using your answers from above, collaborate with a partner(s)to create a scene around Peer Mistreatment.

***Criteria for Success***

* Engage the reader/audience by establishing:
* A topic relevant title
* Detailed setting
* A description of the characters(name, age, how they look)
* Developing character revealing dialogue (thoughts, feelings, wants, wishes or regrets)
* A synopsis setting up the stage (a description to let the audience know what is happening)
* Use narrative strategies throughout the play such as:
* Dialogue
* Pacing (unfolding ) the story by:
* Describing the setting,
* Developing the conflict

And by

* Introducing character(s) (2-4) (Bully, Victim, Onlooker/Supporter)
* Use a variety of literary devices to create cohesion (organized structure) by:
* Using bold capital letters to identify character speaking and a colon,
* Stating the actions or behavior the character displays (stage directions- they are in parentheses and written in italics)
* Describing what happens on stage during the scene (stage directions- entrances, exits, major movements of characters, new characters, fights, etc. – they should be written in parentheses)
* Placing events in chronological order
* Transition words
* Phrases and clauses to convey sequence and develop events, moments and complex characters
* Building to a climax without unexplained gaps
* Use strategies throughout the scene such as:
* Precise language (appropriate language relating to Peer Mistreatment)
* Domain specific vocabulary (vocabulary that is specific to Peer Mistreatment)
* Descriptive details
* Sensory language
* Natural sounding language that advances the plot
* Provides a strong conclusion that follows and reflects on the narrated experiences and establishes a sense of closure for the reader and audience by:
* Creating dialogue that either resolves the conflict or points to the need for resolution not yet found.
* ***Gallery of Thoughts*** Using chart paper placed at varying points around the room, one for each type of bullying, students will be asked to anonymously record a personal experience of this behavior – again identifying the event and the players.
* ***Thought Tracking*** Instructor tours the room, prompting via a snap of the fingers or tap on the shoulder, individual students to vocalize or give vocal expression to their physical tableau via sounds, words and/or phrases.