

# ENRICHMENT GUIDE



SCHOOL DATES

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FEBRUARY 17 - MARCH 11, 2011

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preparing for the play

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# A Note to Teachers and Parents

Dear Teachers and Parents,

Sing and dance along with a colorful cast of insects and a live Ant-Hill Band in the original musical U:BUG:ME. Join Pico the Fly and his friends as they learn what it means to be a good friend and how to stick up for what's right. All while preparing for the Annual Soil Contest, the cast of characters in U:BUG:ME explore differences, team work, bullying and friendship.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing U:BUG:ME with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets— please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Enjoy the show!

Julia Magnasco  
Education Director  
414-267-2971

## First Stage Policies

- The use of recording equipment and cameras are not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Sales Specialist at (414) 267-2962. Our knowledge of your needs will enable us to serve you better upon your arrival to the theater.

# Setting the Stage: Synopsis

Pico, a fly, arrives late to his earwig best friend Esteban's house on a very important day. Together, they are creating supersoil for The Great Crab Grass Festival. Their special soil is up to win the top prize—a thirty grain sugar certificate to the honey comb and a stay at the roach motel under the Anderson mansion. This is the final day that they can get the soil in tip top shape for the competition. Pico explains that he was caught in a rainstorm (a sprinkler) and Packo, the horsefly bully, has been driving him crazy. Esteban dismisses these excuses and the two get to work on their project. Pico gets a little perturbed when he finds out that Esteban has been working with Packo's cronies, Beezy and Beezo, but the friends quickly work it out for the sake of their project. The friends eagerly work on their project, confident they will surely take home the big prize and be famous for their supersoil. Isabelle, their caterpillar friend, shows up to check out their work. She is clearly impressed by the soil. Esteban expresses his problems with Pico to which Isabelle defends him. She invites Pico to lunch and the two leave for the anthill. Once they are alone, Isabelle confesses that her parents have a problem with their interspecies relationship and she will have to stop seeing him even though she loves hanging out with him. Pico responds by asking her to be his first best friend and without hesitation, she says yes despite the fact that they will be the laughingstock of the whole yard. Just as they are enjoying this moment, Beezo and Beezy, Packo's bee cronies interrupt. They bees try to bully Pico into giving up information about their project and when he doesn't give in, they buzz off. Isabelle says goodbye to Pico as she heads off to cocoon.

The next morning, as Pico is sleeping the bees sneak up on Pico and tie his wings together. He wakes up as they are laughing and teasing him. Pico pleads with them to untie him but they persist in their pranks. They spin him round in circles and he eventually winds up caught in a vacant spider's web. The flies exit as Pico tries to find a way off the web.

Meanwhile, Esteban is working on the soil, waiting for his friend while growing more and more impatient. Beezo and Beezy arrive and bug Esteban about the whereabouts of Pico and his secret soil. The bees tell Esteban that their boss Packo will surely be the winner of the competition this year.

The bees exit just as a timer goes off. It is almost time to add the ingredients and Pico is not there! Just then, Pico enters furiously explaining why he is late. Esteban does not want to hear these excuses and does not believe Pico was tied up by the bees. They agree to start their work and Esteban tells Pico that he needs the meatloaf from the dumpster - fast. Pico exits and Esteban begins to precisely measure the ingredients- rotten banana, dirt, and the secret ingredient, cranberries. Suddenly, Pico flies in too fast, bumps Esteban and spills the ingredients into the soil. Esteban explodes at Pico for ruining the soil. He says he cannot stand him anymore. Despite Pico's pleas and ideas to fix the situation, Esteban says, "You bug me!" and shoos Pico out. As he is leaving, he runs into Isabelle who is unaware of what just happened. He tells her that he is leaving because he is a nuisance to everyone. She pleads with him to stay with no avail.

Meanwhile, Esteban finds some leftover soil samples that will give him a second chance to create the supersoil for the competition. Isabelle enters in a huff, yelling at Esteban for causing their friend to leave. She accuses him of caring more about the soil than his best friend. After she's said her piece, she exits.

Eddie the worm comes to warn Esteban of Packo's imminent arrival. The horsefly lands and begins to bully the earwig into giving him the supersoil so that he will win. Packo and his bees take the soil and destroy Esteban's entire workshop.

In the meantime, Pico falls down, exhausted, in an unknown place.



# Setting the Stage: Synopsis (Cont.)

Two cockroaches, Olive and Tavo, discover him and try to determine whether he is alive or not. After much banter over the way to awake him, Olive kicks him and Pico wakes up in a huff. The frightened cockroaches run for cover. They discover that each other does not pose a threat so the cockroaches leave their hiding spot to meet Pico. Pico tells them that his friends no longer want him around so he was looking for somewhere new and different. The cockroaches welcome him with open arms.

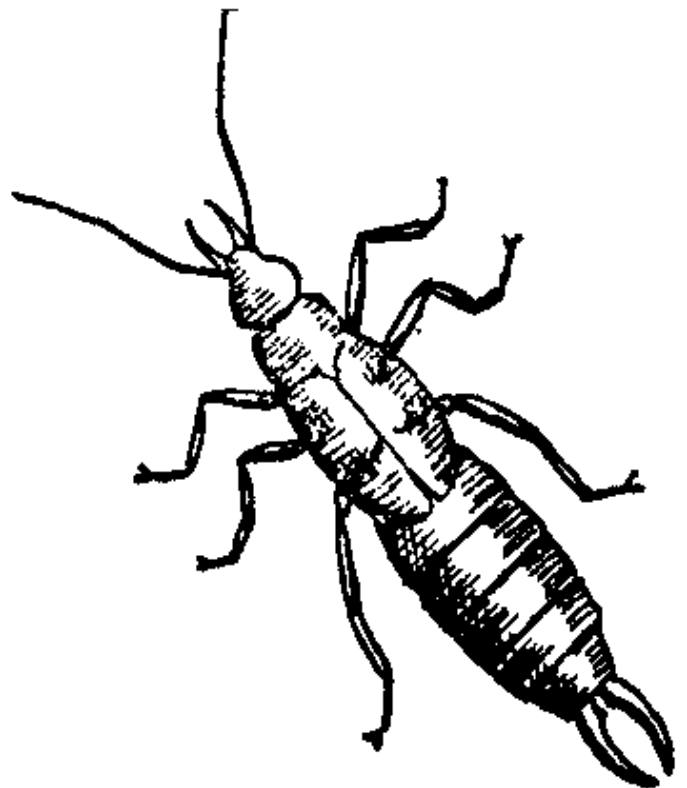
They party and dance together and Pico forgets some of his troubles. Soon after, Pico wishes that his two best friends were with him. Exhausted, the friends go off to sleep. Pico misses his friends dearly. At home, Isabelle and Esteban miss him too.

Tavo and Olive awake to the sound of many footprints. They hide nearby. Pico wakes up and is greeted by Keno, the centipede that just showed up. Keno poses no threat to these bugs; he just had breakfast. Pico spills his troubles to the centipede and Keno gives him some great advice. "Every being on this earth would get along a lot better if we stopped caring about ourselves and started caring more about others." With that, Pico knows what he has to do. He exits. As the cockroaches come out of hiding, they discover that Pico is gone. After some dispute, they go off to find him.

Back at Pico's house, Packo arrives to tell him that they took the supersoil from Esteban and they will win the competition. Then, Packo grabs Pico and pushes him into a spider web. Packo leaves just as the Spider enters. Pico begs for his life as the Spider gets closer and closer. Tavo and Olive arrive to see their poor friend trapped in the web. In a brief moment of bravery, Olive and Tavo run and jump into the web. The spider begins to wrap up all three just as Keno enters. He jumps on the web but does not get stuck. Keno and the Spider fight. Keno bites the Spider. The Spider stumbles around and then dies. The bugs are free! Tavo quickly unites Pico and Olive as they hurriedly leave to get to the festival.

At the festival, Esteban and Packo are onstage with their soils. The Queen enters to address the crowd and call for the decision of the ant judges. She announces that this year's

winner is...Packo! As Packo is stepping forward to claim his prize, Pico flies in and smashes Esteban's soil. Pico announces to the Queen and the crowd that the festival was fixed. Although the Queen is upset by this disruption she asks him to prove these claims. Packo is furious and states that Pico is crazy. Tavo asks the bugs to prove that the soil is theirs by revealing the ingredients of the soil. Each contestant gives the ingredient list; the ant judges analyze the soil and determine that Esteban was the true creator. Packo grabs the prizes and starts to run off, but the cockroaches catch him and bring him before the Queen. She sentences him to three bee stings and ten seconds on the anthill. The Queen crowns Pico and Esteban as the winners. Pico distributes the prizes to show his gratitude; the vacation at the roach motel for Tavo and Olive and the honeycomb certificate to Keno. Just then, Isabelle emerges from her cocoon as a beautiful butterfly! Pico is impressed and they share, "I love you" as they the crowd looks on. Esteban is slightly upset that Pico gave away their prizes. Pico reminds him that they got the best prize - friends that believe in each other. 🦋



# About the Playwright and Composer

## Jeremiah Clay Neal

Jeremiah Clay Neal comes from a performing family. His parents were professional performers in a duet called Harmony and Me for many years before settling in Las Vegas to raise their two children. Neal began writing plays for a local church and became a teaching artist for Cirque Du Monde in Las Vegas, CYT in Tempe, and PLC Arts Academy in Phoenix. He holds a BA from the University of Las Vegas, and an MFA from Arizona State University. Published musicals include U:BUG:ME! and THE KID WHO RAN FOR PRESIDENT, both through Dramatic Publishing. Neal was also playwright and performer for (DIS)ORIENTATION, THE WORD WAS DUCK, THE SAD OTTER, and THE WATER DOG, all at ASU. His play BREAKING THE SILENCE was performed in 2007 at the American Alliance for Theatre in Education Conference in Vancouver, BC, and SOMEWHERE ELSE, was invited for presentation at the International Arts in Society Conference in Edinburgh, Scotland 2006. He plays musical professionally in Tempe, AZ and in 2009 he cofounded Word of Mouth Tour Company, a nonprofit theatre company for young adult audiences. For more information visit womtour.com.

## A Conversation with Jeremiah Clay Neal

*"Three main themes emerged when I was writing this play: Friendship, Bullying, and Interspecies Relationships. Interspersed is a story about the Golden Rule. A lot of it is based on my own life experiences and relationships. It started out as a play about two friends and how they work together. The insects came to mind simply from the phrase You Bug Me, which I said all the time. The phrase turned into a song, and the show was born. Fly and Caterpillar sounded like a fun song, and therefore Isabelle was created as a cheerful companion, or a "first best friend." Packo was created next... his song was written for all the bullies I had to experience when I was young. My work with clowning inspired the characters Tavo and Olive, and Keno who echoes the Golden rule, comes from my experiences as a youth minister in Las Vegas. I hope the play can inspire audiences to dream big and love those around you!"*



# Recommended Reading

- *The Bugliest Bug* by Carol Diggory Shields
- *The Best Book of Bugs* by Claire Llewellyn
- *Diary of a Worm* by Doreen Cronin
- *Friends to the End for Kids: The True Value of Friendship* by Bradley Trevor Greive
- *Help!: A Story of Friendship* by Holly Keller
- *Owen & Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, Paula Kahumbu, and Peter Greste
- *Stand Up for Yourself and Your Friends: Dealing with Bullies and Bossiness and Finding a Better Way* by Patti Kelley Criswell and Angela Martini



# Pre-Show Questions

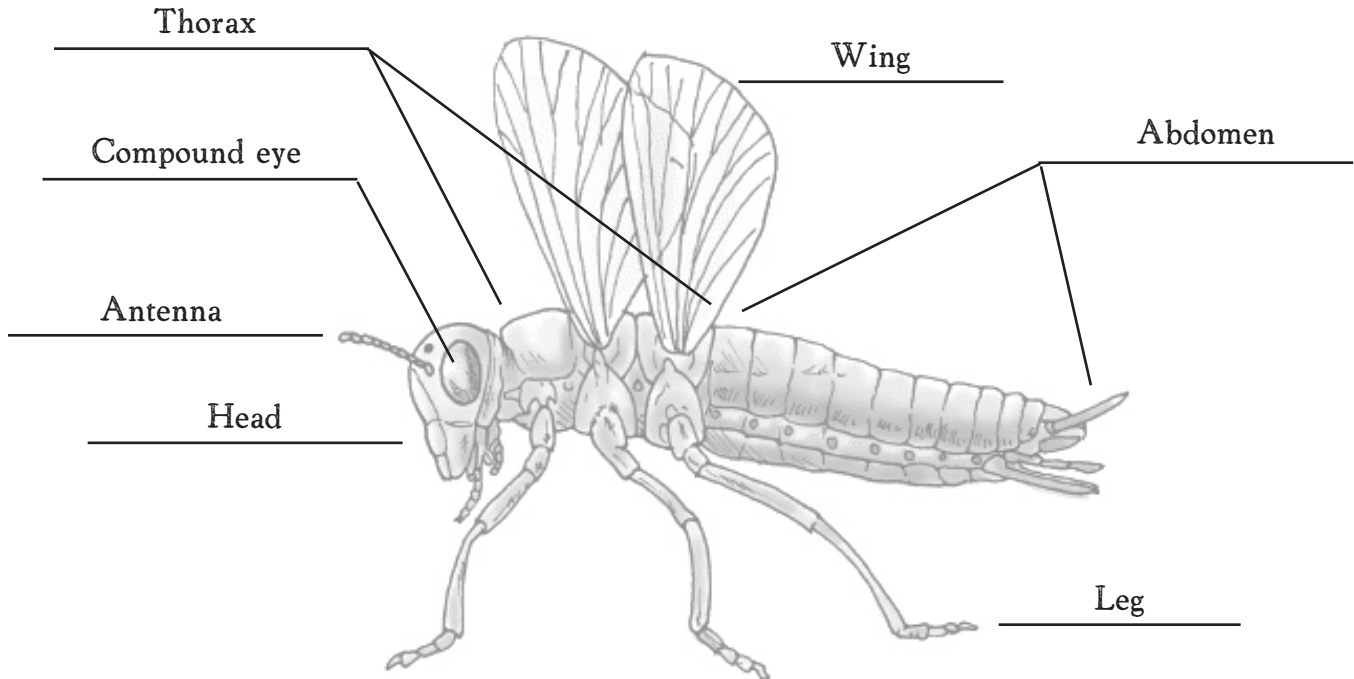
1. U: BUG: ME is a show about friendship and how friends can sometimes have disagreements. Who are your best friends and what do you like about them? Have you ever had an argument? How did you solve it?
2. The two best friend characters, Pico and Esteban, are competing in a very special bug competition. Have you ever competed in anything? What did you do to prepare? What were the results?
3. The character Pico stands up to Packo, a bee who is bullying Pico and Esteban. Have you ever experienced a bullying situation before? What positive choices can you make to combat a bullying situation?
4. Bugs move a lot different than humans. How do you think the actors will use their bodies to communicate to the audience that they are bugs? How will they move across the stage?



# Build Your Own Insect

## SCIENCE CLASSROOM ACTIVITY

Taken from: <http://www.myschoolhouse.com/courses/O11/66.asp>; <http://www.orkin.com/downloads/create-an-insect.pdf>; Enchanted Learning, <http://www.enchantedlearning.com/subjects/insects/label/insectanswers.shtml>, 2010



## What is an Insect? .....

There are many kinds of insects. They may all look different, but they are alike. They are alike in three ways.

- **six legs**
- **three main body sections (head, thorax, and abdomen)**
- **hard skeleton, called an exoskeleton**

One way all insects are alike is that they have six legs, three legs on each side of the body. The legs are attached to the thorax. The thorax is the middle part of an insect's body. Many insects have wings that are attached to the thorax.

Behind the thorax is the abdomen. It is usually the largest part of an insect.

In front of the thorax is the head. Eyes and a mouth are located in the head. Antennae or feelers are also found on the head. These are used to smell, feel, and taste things.

Insects have a skeleton too! Their skeleton is on the outside of their bodies. It is called an exoskeleton. An insect's skeleton is the hardest part of its body.

Examples of insects are: beetles, ants, flies, mantis, and grasshoppers. Insects belong to a group of animals called arthropods. Some arthropods don't have what it takes to be an insect. Crustaceans (crabs, lobsters and shrimp), arachnids (spiders, scorpions, and mites), millipedes, and centipedes are arthropods but they are NOT insects.

Insects have adapted in certain ways to increase their chances of survival in the wild. An adaptation is a special skill or characteristic that helps an animal survive in its environment. An adaptation may help an animal hunt, hide, or attract a mate.



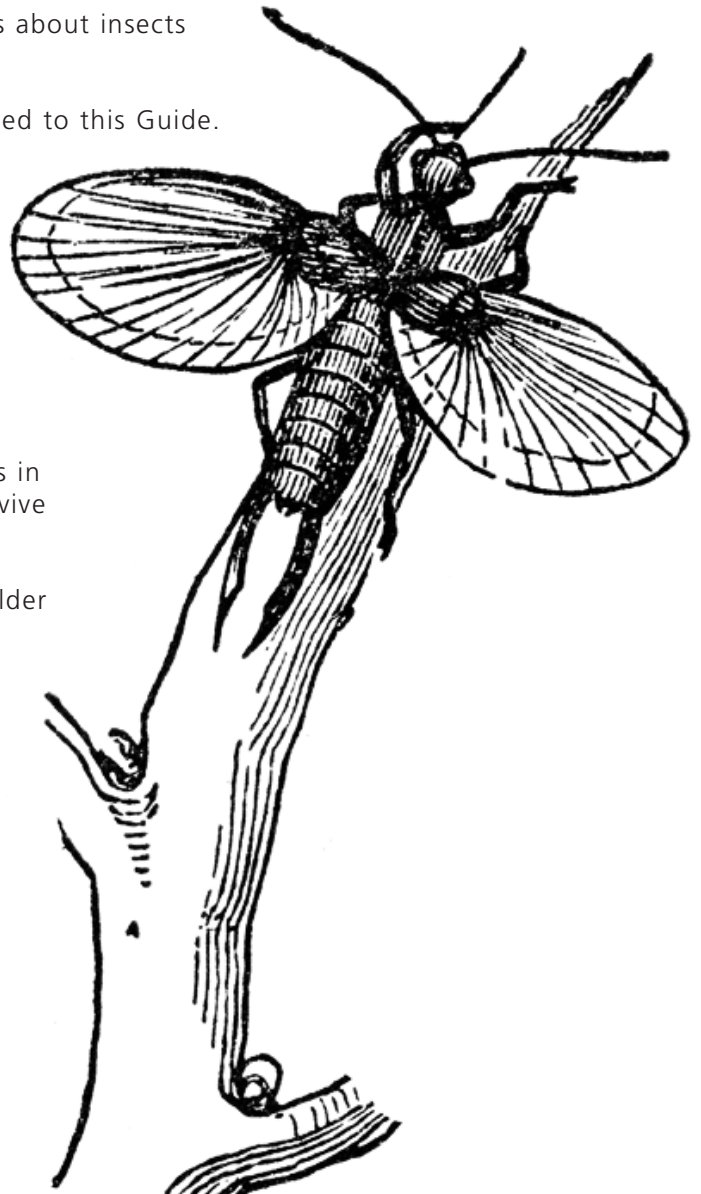
# Build Your Own Insect (cont.)

## SCIENCE CLASSROOM ACTIVITY

Taken from: <http://www.myschoolhouse.com/courses/OI1166.asp>; <http://www.orkin.com/downloads/create-an-insect.pdf>; *Enchanted Learning*, <http://www.enchantedlearning.com/subjects/insects/label/insectanswers.shtml>, 2010

### Activity.....

1. Discuss with students the standard and optional equipment that make up insects. Share information about other arthropods and display pictures of insects to the class. Ask them to identify the insects and point out the "standard" or "optional" equipment of each insect.
2. When students seem familiar with the primary rules of what an insect is, introduce the concept of adaptation. Ask students to identify various characteristics that insects can use to help them hunt, hide, or attract a mate. Identify adaptations on the pictures of insects used in the previous part of the discussion.
  - a. Allow students time to look through the resources about insects to discover other kinds of adaptations.
3. Distribute the "Create An Insect" activity sheet attached to this Guide. Place students in small groups of pairs and give them the task of using their creative skills to design a new insect.
  - a. Their insects must include all the standard parts of an insect and may include some optional parts.
4. Using the questions in the handout, have students think of adaptations their insects might have. The adaptations will be determined by the answers to the questions on the activity sheet.
  - a. For example, if the student's imaginary insect lives in the arctic, it will have adaptations that help it survive the cold.
5. After they have completed their activity sheets have older students write a paragraph describing their insects on the back of their activity sheets. Younger students should draw pictures of what their imaginary insects look like.
6. Display the drawings and paragraphs on a class bulletin board all about insects.



# Build Your Own Insect (cont.)



## SCIENCE CLASSROOM STUDENT WORKSHEET

*Taken from: <http://www.orkin.com/downloads/create-an-insect.pdf>;*

Name \_\_\_\_\_ Date \_\_\_\_\_

1. My insect's habitat (where my insect lives) is:

2. This is how my insect moves:

3. My insect eats:

4. This is how my insect eats:

5. My insect is eaten by:

6. My insect avoids its predators by:

7. My insect is named \_\_\_\_\_



# Fly Off to a New Land

## SCIENCE/LANGUAGE ARTS CLASSROOM ACTIVITY

Taken from: <http://iitc.tamu.edu/1998and2000/lessons/lesson18.html>

Through creating a travel brochure/poster ad campaign for an insect, students will gain a better understanding of how insects play a role in the environment. Students will also be able to discover for themselves what elements are necessary for a healthy habitat and what needs different organisms have.



## Activity .....

1. Begin by asking students to think about their favorite vacation. Where do they go? Why do they like this vacation best? Was their vacation near or far from home? What did the students find on vacation that was similar to their home? What was different?
2. Next, hold up various travel guides to show how different places advertise for people to come and visit.
3. Share with students that they will be creating a travel brochure/ad campaign that will try to entice a particular insect to come for a visit.
4. Working individually or in pairs, students can choose any insect they'd like to design a vacation spot for.
  - a. They will need to utilize the library as well as Internet resources in order to learn as much as they can about their particular insect.
5. Students must then think of creating their own imaginary land that would be best suited to their chosen insect.
  - a. Are the students looking to please a herbivore, carnivore, or omnivore? What places should there be for the insect to dine? What types of housing arrangements (sheltered areas) are available to the insect? How will this insect's basic needs of food, water, shelter, and air be met? All of these questions should be fully answered in the students' travel brochure or poster ad campaign for the imaginary land.
6. The brochure or poster campaign should include a picture of the insect, as well as drawings of the locale. Students can be as creative as they like, as they try to share what they know about the particular organism's needs.
7. Once all the students have finished their brochures/posters, allow the pairs to share their travel ads with the class. Students will be free to provide constructive criticism, while asking questions of their peers.



# The Dirt on Soil

## SCIENCE CLASSROOM INFORMATION

<http://www.brainpopjr.com/science/land/soil/grownups.weml>, [http://www.sierraclub.org/john\\_Muir\\_exhibit/lessons/science/grade\\_2\\_soil.html](http://www.sierraclub.org/john_Muir_exhibit/lessons/science/grade_2_soil.html)

**S**oil is one of Earth's most important natural resources. Plants rely on soil to grow. Animals rely on soil for shelter and rely on plants for food. People rely on plants and animals for food and shelter.

Soil contains living and nonliving things including rocks, plants, and animals. There are also bits of dead plants and animals in soil. When living things die, they decompose and release nutrients into the soil. Plants use these nutrients to grow. Plants also use minerals from the soil. Many of these minerals come from rocks.

Not all soils are alike—there are different soils in different places. For example, forest soil tends to be dark, damp, and contain a lot of humus. This allows the growth of a wide range of plants and the ability to support different kinds of animals. Dark soil is able to hold plenty of water. In contrast, sandy soil drains water. Sandy soil can be found in drier areas like deserts or in some areas near lakes or ponds. Sandy soil tends to be loose, dry, and light brown. There is less humus in sandy soil than in forest soil. Some clay soils are dark red in color. Its color comes from minerals in the soil. Clay soil holds plenty of water and tends to be thick when wet. Certain kinds of plants can grow well clay soil.

The soil can be divided into three main layers: topsoil, subsoil, and bedrock. Topsoil contains the most humus, which is the dark part of the soil that is rich in nutrients. Under the topsoil are several layers that make up the subsoil. These layers have less humus. Under the subsoil is bedrock, which is solid rock.

## Activity.....

1. Have students fill a one-quart plastic bag about 2/3 full of soil either from their yard at home or near the school. Encourage them to find samples of soil from areas other than their school yard so a wider range of soil types can be examined. Also have samples of sandy and clay soils for the purpose of demonstration.
2. Once students bring their soil samples in, have them pour their sample onto a paper plate and carefully look at all of the material in the soil. Have the students answer the following questions:
  - a. What is the color of the soil? (Dark brown, light brown, reddish-brown, etc.)
  - b. How does it feel? (Gritty, sandy, smooth, etc.)
  - c. What kinds of things can be seen in the sample? (Leaves, small twigs, rocks, etc.)
  - d. What is the texture of the soil? Is it soft, or does the sample have hard clumps in it?
3. Ask the students how they think the soil may have formed. Remind them that soil is a mixture of organic material such as leaves and twigs that have decomposed, and pieces of larger rocks that were broken down by the process of weathering.
4. Ask the students which kind of soil they think would be best for plant growth. Continue this conversation by explaining to students how important soil is for holding the water that plants need for growth.
5. Conduct the following experiment to show the water retention capacity for different soil types:
  - a. Take three different samples of soil. The first should be a sample of very sandy soil, the second a sample of fertile soil, and the third a sample of hard, clay-like soil.
  - b. One at a time, put each sample in a strainer and hold it over a pan. Pour water over the soil sample to see how well it absorbs the water. Water will not be absorbed as readily for the clay samples, and water will make the sandy sample unstable. Ask the students how this will affect a plant that tries to grow in this soil. Have them write down their observations and conclusion.
  - c. Extension: Choose three very different types of soil from the samples brought to class by the students. Have students plant flower or vegetable seeds in each type of soil, water them and place them in the window. Have the students continue to water the plants over the course of a couple of weeks, and monitor the development of the seeds into plants. Ask the students to determine if one kind of soil was better for plant development than the others, and ask why they believe this was the case.



# The Magic of Metamorphosis

## SCIENCE CLASSROOM INFORMATION

Taken directly from: [http://www.harrysbigadventure.com/default/documents/Magical\\_Metamorphosis\\_Lesson\\_Plan.pdf](http://www.harrysbigadventure.com/default/documents/Magical_Metamorphosis_Lesson_Plan.pdf)

Insects that undergo metamorphosis have four distinct stages in their life: egg, larva, pupa, and adult. These insects look very different from stage to stage. Beetles, butterflies, moths, flies, mosquitoes, ants, wasps, and bees all undergo complete metamorphoses.

### Egg .....

The first part of an insect's life starts when an adult insect lays an egg.

### Larva .....

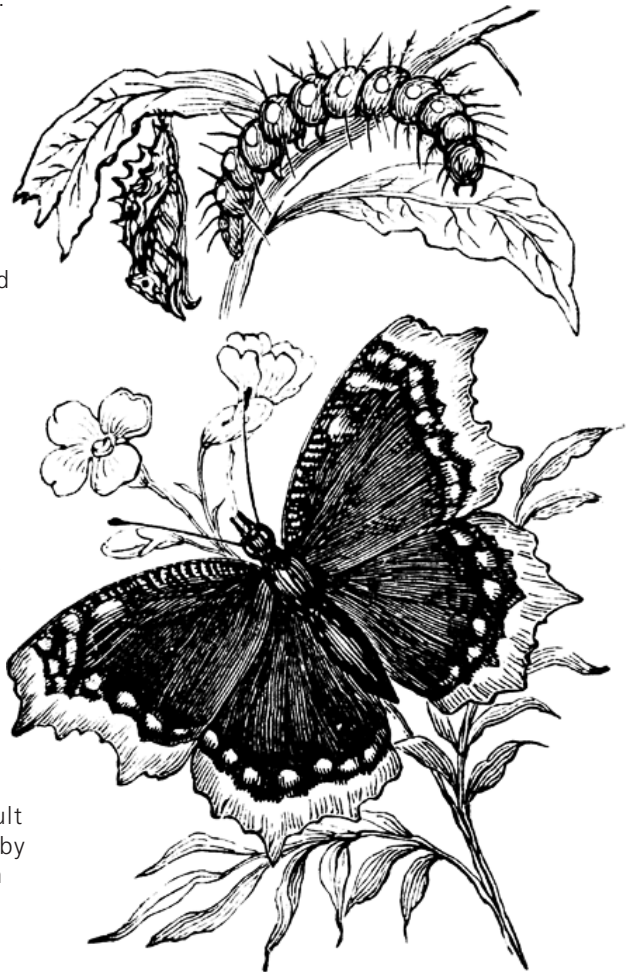
The egg hatches and produces a larva. Larva is a wormlike animal that looks very different from the adult. Does a butterfly look like a caterpillar? When the larva emerges from the egg it begins eating immediately. It starts by eating its own egg. The larva will then feed on different sources of nutrition that are near the location where it hatched from its egg. Most larvae will shed their skin (molt) and then re-grow their skin several times before they move to the pupa stage.

### Pupa .....

After the larva has eaten the right amount of food, it is ready to rest as a pupa. The larva surrounds itself with a new outer skin or husk. There are different types of pupa for each insect. Inside the pupa the muscles, nerves, and other structures are dissolved and new limbs, muscles, and nerves are formed. Pupae often blend into their surroundings for protection.

### Adult .....

When the insect emerges from its pupa it has all the features of the adult insect that we are familiar with. The insect leaves the shell of the pupa by splitting it open or breaking through. Once the adult is totally free from the pupa it begins looking for a mate so the life cycle of the insect can begin again.



# Butterfly Life Cycle Mobile

## SCIENCE/ART CLASSROOM ACTIVITY

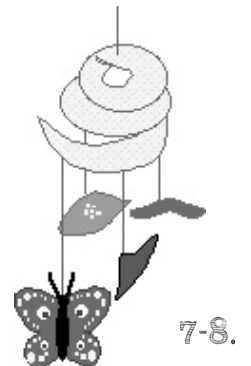
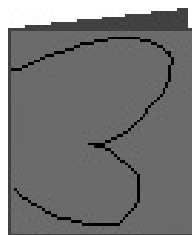
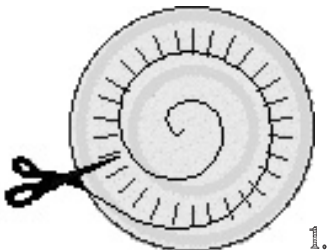
Taken from: Enchanted Learning, <http://www.enchantedlearning.com/crafts/butterfly/lifecyclemobile/>, 2002-2010

### Materials

- Many colors of construction paper
- Pencil
- Scissors
- Yarn or string
- Glue stick
- A sturdy paper plate
- Markers, crayons, or paint
- Stapler or tape

### Activity

1. Draw a spiral on a paper plate. Cut along the line.
2. Decorate the paper plate using markers, crayons, or paint.
3. Using green construction paper, draw a leaf and cut it out. Either draw tiny butterfly eggs on it or glue on tiny paper circles (either cut them out or use a hole punch to make some). A cluster of butterfly eggs are usually laid on the underside of a leaf; the eggs are white or yellow or greenish, and are circular to oval.
4. Draw and cut out a caterpillar (the egg hatches into a caterpillar, which spends its entire time eating leaves). Decorate it.
5. To make butterfly wings, fold a small piece of paper in half, and draw half a butterfly along the fold line.
6. Using dark paper, make a body for your butterfly. Glue the body to the wings and decorate your butterfly.
7. Staple or tape the stages in the butterfly's life cycle to string and then to the paper plate. Attach another short length of string to the plate; it will be used to hang the mobile up.
8. You now have a great butterfly life cycle mobile.



# What Makes a Good Friend?

## SOCIAL AND EMOTIONAL WELLBEING CLASSROOM ACTIVITY

Taken from: <http://www.goodcharacter.com/YCC/BeingFriends.html>

### Activity.....

1. Write on the board, "To have good friends, you must be a good friend." Ask students to explain this statement and tell why they either agree or disagree with it.
2. Ask them to think of different ways good friends treat each other. List their answers on the board and discuss each one.
3. Provide students with magazines and periodicals they can cut pictures out from. Have students cut out examples of friendship behaviors based on the list created by the class.
4. Provide a large poster board for the students to use to create a classroom friendship collage. Place the poster board at the front of the class and have students paste their pictures on the board until the entire board is covered with these friendship examples. They can also contribute slogans or mottos about friendships to the board.
5. Once the board (or two boards if your class easily filled the first poster up!) is filled with the friendship pictures, display the poster in the classroom as a constant reminder of what being a good friend looks like!



# Bullying: Tips for Students

## SOCIAL AND EMOTIONAL WELLBEING STUDENT WORKSHEET

*Taken directly from: <http://www.tolerance.org/activity/bullying-tips-students>*

*Drawn from Stop Bullying Now, an initiative of the U.S. Department of Health and Human Services.*

### If you are being bullied...

#### **Reach Out**

- Tell an adult. Sometimes you may have to tell more than one trusted adult.
- Ask your friends to help you. There is safety in numbers.
- Practice what to say the next time you're bullied with your parents, teachers or friends.

#### **Be Cool in the Moment**

- Stay calm and confident. Don't show the bully that you're sad or mad.
- Ignore the bully and walk away.
- Remember: Fighting back can make bullying worse.

#### **Change the School Community**

- Work with others to stop bully behavior; your whole school will benefit.
- Remember: A lot of kids have to cope with bullying. You are not alone. No one deserves to be bullied.

### If you witness bullying...

#### **Interrupt It**

- Stand next to, or speak up for, the person being bullied.
- Ask the bully to stop.
- Comfort the person being bullied and offer friendship.

#### **Get Help**

- Walk away and get help.
- Find an adult who can intervene.

### If you are the bully...

#### **Make a Commitment to Change**

- Talk to an adult, like a teacher or parent, about how to get along with others.
- Ask a friend to help you stop your bully behavior.
- Apologize to the kids you have bullied.

#### **Focus on Empathy and Responsibility**

- Think about what it feels like to be bullied -- would you want to be treated that way?
- Before you speak, think about whether your words will help or hurt another student.

#### **Change Your Behavior**

- Resist peer pressure to bully.
- If you start to bully, walk away and find something else to do.
- Remember: You don't have to like everyone around you, but you have to treat everyone with respect.



# Stand Up!

## SOCIAL AND EMOTIONAL WELLBEING CLASSROOM ACTIVITY

Taken directly from: <http://www.tolerance.org/activity/stand>

This activity will remind students that no one deserves to be bullied and that everyone has a responsibility to report unkind acts.



### Materials

- index cards
- markers
- images from magazines or clip art
- glue

### Activity.....

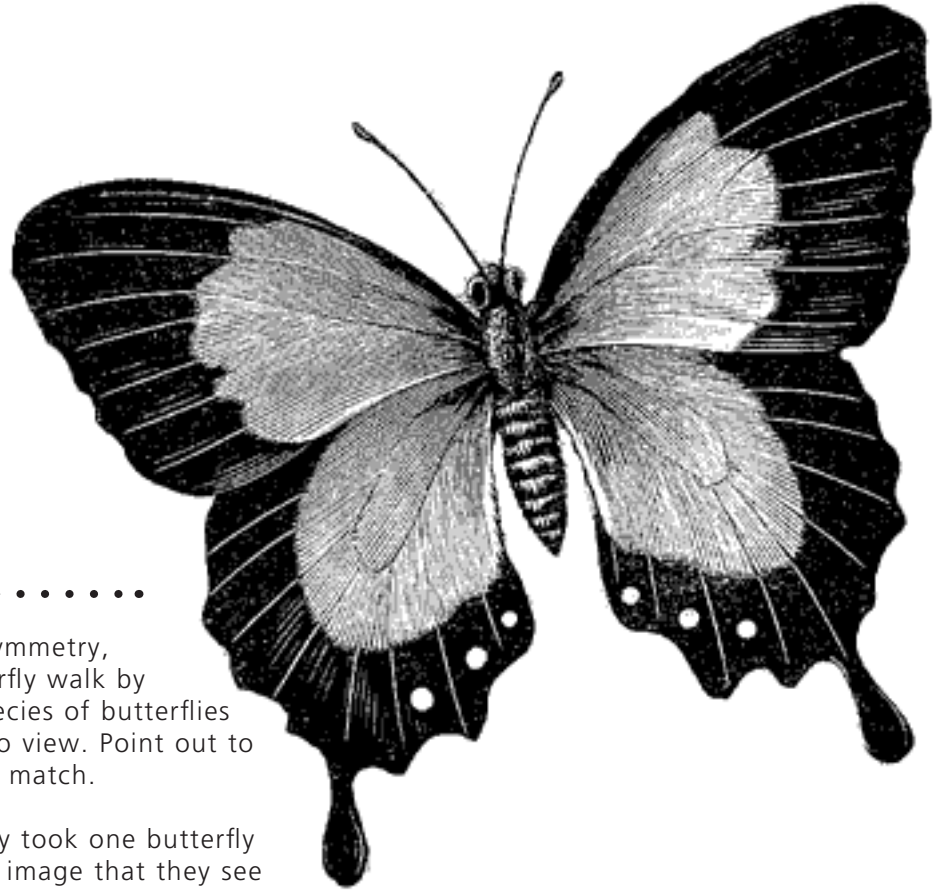
1. Prior to the lesson, the classroom teacher should create four "Fear Factor" cards by writing the following statements on separate index cards:
  - a. "Tease someone for being a 'nerd'"
  - b. "Take someone's dessert in the cafeteria"
  - c. "Exclude someone from a group"
  - d. "Gossip about what someone is wearing."
2. Using the same method as above, create four "Stand Up" cards for each of these statements:
  - a. "Don't React. Walk away – without emotion – ignore the browbeater"
  - b. "Smile or Laugh. If you do the opposite of what the person expects, they can't have any fun"
  - c. "Talk it Out. Calmly tell the perpetrator how you feel. When you're calm, harassment loses its power"
  - d. "Inform an Adult. When you're being hassled, you're not snitching, you're standing up for yourself and your peers."
3. Using clip art or magazines, find images that reflect the "fear factor" and "stand up" cards previously described. Glue the image on the side opposite the statement. (Students also could illustrate the images themselves.)
4. To begin the activity, ask students to explain the difference between snitching/tattling and asking an adult for help. In addition, have students discuss the positive and negative outcomes of standing up for someone.
5. Call for volunteers to come to the front of the room two at a time. One student will choose a card from the "Fear Factor" deck and the other should choose a card from the "Stand Up" deck.
6. Have the two volunteers act out the statements found on their card, beginning with the "Fear Factor" card and ending with the "Stand Up" card.
7. Continue this until all four sets are used or until each child has had a chance to participate.



# Symmetry in Butterflies

## MATH CLASSROOM ACTIVITY

Adapted from: Megan Sheakoski, <http://www.suite101.com/content/caterpillar-butterfly-math-lesson-plan-a101060>



## Materials

- Coffee filters (one per student)
- Finger paints

## Activity.....

1. To introduce the math concept of symmetry, begin by taking students on a butterfly walk by placing large photos of different species of butterflies around the classroom for students to view. Point out to students how the butterfly wings all match.
2. Next, explain to the class that if they took one butterfly wing and held it up to a mirror, the image that they see in the mirror will look just like the other wing. Share with students that things that are mirror images of each other are symmetrical.
3. Pass out coffee filters and fingers paints to the students.
4. Tell students that they can decorate half of the circular coffee filter using the finger paint, but they are not allowed to decorate the other side of the filter.
5. When students are finished with decorating their filter, instruct them to fold the filter in half, so the blank side is now sandwiched on top of the decorated side.
6. When the students open their filters up, they will see that both sides have symmetrical designs.
7. When the paint dries, help students turn the coffee filter into butterfly wings by placing a wooden clothespin in the center of the design.



# The Sounds of a Story

## LANGUAGE ARTS/MUSIC CLASSROOM ACTIVITY

Taken directly from: Hanna Mathey, <http://www.lessonplanspage.com/MusicTellingFolktalesWithMusic23.htm>

### Activity.....

1. To set up this lesson, have students watch a musical, such as U: BUG: ME or Serge Prokofiev's *Peter and the Wolf* (from the 1946 Disney production, *Make Mine Music*).
2. Discuss with students how music can help to tell a story, represent characters, and move the action.
3. Choose a folk tale (such as *The North Wind and the Sun*, *The Tortoise and the Hare*, or *The Three Little Pigs*). Tell the story to the students, then discuss what happened.
4. Using hand drums, rhythm sticks, tambourines, and any other kinds of classroom instruments, have the students discuss ideas on how to represent characters and action with instruments.
  - a. Here's an example of how *The Tortoise and the Hare* was told through music: The Tortoise was represented by playing the hand drums slow and steady. The Hare was represented by rhythm sticks "hopping" quickly. Maracas were used to emulate the Hare snoring (while the hand drums continued as the Tortoise moved on). The triangle woke the Hare from his nap as he saw the Tortoise moving to the finish line, where the crowd--tambourines--cheered him on to victory!
5. A continuation of the activity could be creating a full on production with musicians playing instruments and performers acting out the scene, with masks and/or costumes, and even background sets.



## Post-Show Questions

1. Esteban became really annoyed with his best friend Pico and said things that hurt Pico's feelings. Have you ever become annoyed or upset and said things that you wish you hadn't? Has a friend ever said something hurtful to you? How did that make you feel? What did you do to resolve the situation?
2. Isabelle told Pico that they couldn't be friends because they were too different. Do you have friends that are very different than you? What do you like about being friends with them?
3. Packo and his bees are bullies to Pico. How did Pico stand up to Packo without becoming a bully himself?
4. At the end of the play, everyone discovers that Packo stole the soil from Esteban and he was sentenced to ten seconds on the anthill and three bee stings. At school, what are the consequences of stealing? What about at home?
5. In the end, Esteban, Pico and Isabelle are friends again. What do you think the three friends will do next?



# Who Said It?

1. And that's not all. Packo has been driving me crazy. He's the biggest bullies that ever bullied.
2. I added a little bourgeois and feng shui and badda bing, badda boom, the PH scale quadrupled.
3. Don't be so hard on him. He's got like 800 eyes. Just like them, his mind's always going in 800 directions.
4. Oh Pico, I'd love to be your first best friend.
5. We've got a killer soil recipe this year. Should be easy money for the boss this weekend.
6. The bees, they tied my wings, and spun me around, and I fell into a spider web!
7. I can't stand being around you anymore. You show up late. You're clumsy. You're discombobulated...You bug me.
8. Didn't you hear me? Can't you take a hint? I don't want to talk to you or anyone! No one wants me around. I'm a big nuisance to everyone, and I'm leaving and I'm never coming back.
9. I know, but he's particularly mean today. Something's gotten under his exoskeleton!
10. Go ahead and try! Earwigs are wussies! Everybody knows that. You may look scary, but looks ain't everything now are they!
11. I think we should kick him.
12. If you're looking for friends, you came to the right place!
13. Lights? We don't need no stinking lights! We will dance beneath the moonlight.
14. Goodnight lightning bugs! Keep Shining! Isabelle, Esteban, wherever you are, goodnight.
15. I just had a big cockroach for breakfast.
16. I know all about your stupid soil, or should I say, supersoil.
17. Hey you big, dumb, ugly spider! Here I am! Eat me! I'm bigger and tastier!
18. Who do you think you are? Ow! You stupid bug. You're bite is no match for me!
19. Ha ha! I told you we would save him! Beg for mercy spider! Never mess with...the cockroaches!
20. Packo...you are hereby sentenced to three bee stings and ten seconds on the ant hill. You will then serve parole with the Centipede while you are rehabilitated.



# Who Said It? (Answers)

1. And that's not all. Packo has been driving me crazy. He's the biggest bullies that ever bullied. **PICO**
2. I added a little bourgeois and feng shui and badda bing, badda boom, the PH scale quadrupled. **ESTEBAN**
3. Don't be so hard on him. He's got like 800 eyes. Just like them, his mind's always going in 800 directions. **ISABELLE**
4. Oh Pico, I'd love to be your first best friend. **ISABELLE**
5. We've got a killer soil recipe this year. Should be easy money for the boss this weekend. **BEEZO**
6. The bees, they tied my wings, and spun me around, and I fell into a spider web! **PICO**
7. I can't stand being around you anymore. You show up late. You're clumsy. You're discombobulated...You bug me. **ESTEBAN**
8. Didn't you hear me? Can't you take a hint? I don't want to talk to you or anyone! No one wants me around. I'm a big nuisance to everyone, and I'm leaving and I'm never coming back. **PICO**
9. I know, but he's particularly mean today. Something's gotten under his exoskeleton! **EDDIE**
10. Go ahead and try! Earwigs are wussies! Everybody knows that. You may look scary, but looks ain't everything now are they! **PACKO**
11. I think we should kick him. **TAVO**
12. If you're looking for friends, you came to the right place! **TAVO**
13. Lights? We don't need no stinking lights! We will dance beneath the moonlight. **OLIVE**
14. Goodnight lightning bugs! Keep Shining! Isabelle, Esteban, wherever you are, goodnight. **PICO**
15. I just had a big cockroach for breakfast. **KENO**
16. I know all about your stupid soil, or should I say, supersoil. **PACKO**
17. Hey you big, dumb, ugly spider! Here I am! Eat me! I'm bigger and tastier! **OLIVE**
18. Who do you think you are? Ow! You stupid bug. You're bite is no match for me! **SPIDER**
19. Ha ha! I told you we would save him! Beg for mercy spider! Never mess with...the cockroaches! **TAVO**
20. Packo...you are hereby sentenced to three bee stings and ten seconds on the ant hill. You will then serve parole with the Centipede while you are rehabilitated. **QUEEN**

