

CSUB Spring Tour 2011

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California Visual and Performing Arts Standards

Reference Guide

- TA 1—Artistic Perception: Theatre vocabulary activities
- TA 2—Creative Expression: Students create drama
- TA 3—Historical and Cultural Connections—Theatre History Ideas and Discussions
- TA 4—Aesthetic Valuing—Exploring the meaning of the play's themes
- TA 5—Connections, Relationships and Applications: Activities that connect to other subjects.

Welcome to America!

When Nick and his family immigrate to America from Homeland, they experience lots of differences. The weather is colder, there are new foods to eat and sports to learn about, and there is a whole new language, English, to master. Because of Nick's differences, he doesn't understand the kids at the new school. They speak a kind of gibberish that he doesn't understand, and he often feels left out. One child, Mencha, makes an effort to help Nick feel more comfortable—teaching him games like trotter glob (basketball) and introducing him to baykee lassees (hot dogs). The other kid, Mug, has been told by his father not to play with Nick and instead makes sure that

CSUB'S Theatre for Young Audiences presents



Nick feels very unwanted in his new school. Nick's mom doesn't have it any easier. When she goes to the grocery store she doesn't understand what people are saying to her. One day she panics, spills her groceries on the store floor, and runs away. As a

result, Nick's mom becomes wary of Americans. When Nick makes friends with Mencha it is not only a way for him to be more confident at school when dealing with the bully Mug, but also to help his mother accept her new neighbors, as well.

Looking from the Outside In

Audiences at recent performances of *New Kid* held on the CSUB campus in March commented that the play really helps the audience understand what it is like to be a person who is left out because their culture, language, or

appearance makes them different from the majority. *New Kid* offers teachers a great opportunity to talk about inclusion, exclusion, and stereotypes when it comes to meeting new people, both as the "new kid" and as the group that

receives them. We encourage teachers to address the important topics that our play confronts and use the experience as a means of getting students to talk about these issues.

Things to Discuss before the Show

- Our play is called *New Kid* because it follows the experiences of someone who is new at his school. What is it like to be the new person in a class, club, or on a team? What are some personal experiences of what it is like being new? (TA 4)
- Nick comes from a place called “Homeland” which represents anywhere in the world where the culture may be different from the one here in America. Who in the class has a family from a different culture? What traditions do you keep in your home that aren’t common here in the US? (TA 5)
- In our play there is a character who is afraid of Nick because he is different. When people don’t understand something that is new, sometimes it scares them and they are afraid to get to know about that person, place, or activity. Have you ever been in a situation where something different frightened you at first, but once you understood it your opinion changed? (TA 4)
- In the theatre actors use their bodies to communicate ideas. Our play is going to use gibberish as the language of some of the characters. What might the actors have to do with their bodies so that even



though you don’t know what the words mean, you can still understand what they are saying? (TA 2)

- In our play we need to change location quickly, so you will see the actors enter and move scenery. Parts of the scenery will serve many purposes so that we can move ahead in the story quickly. How do they change locations in film and TV? Why does theatre have to change its locations in a different way? What are the challenges of using a stage and of presenting a show live? (TA 3)

Things to Do Before the Show

Gibberish Commercials

To get a feel for the gibberish in the show, try creating gibberish commercials! Get into groups of three, decide on a product to sell, and act out your commercial. The only catch is that you can’t use a real language to describe your product. (TA 2)

New Kid Speak

Attached is an activity page with gibberish words used in the show and their translation. There are also some that haven’t been completely translated. Have fun deciding what you think the gibberish words refer to! (TA 5—Language Arts)

Welcome in Many Languages

In the activity pages you will find the phrase “Welcome” in various languages. See if you can match up the correct phrases to their language. (TA 5— Foreign Languages)

Pantomime Directions

Sometimes when we meet someone who doesn’t speak our language it is because we are visiting a different country or place. Try acting out a scene where you are the visitor to a new place and you need someone to give you directions. How do we use body language to describe what our words can not? (TA 2)



Across the Waves

Many immigrants to California either traveled North from Mexico, West from the Eastern US, or through the immigration station on Angel Island outside of San Francisco. Visit the Angel Island website at <http://aiisf.org> to find out more about individuals that came to California from the Pacific. (TA 5— Social Sciences)

Word Find

The activity page has a word find with interesting theatre phrases from our show. (TA 1)



Things to Talk About After the Show

- In our play we tried to show differences between Nick, Mencha, and Mug in many ways. What ways in costuming, script, and movement did you see differences between the characters? What choices might you make as the costume designer? (TA 2)
- In the play Nick must stand up to the bully Mug, but Mencha must also make the decision that she wants to get involved. Have there been times when you have seen someone get bullied? Did you stand by and watch or did you step in?
- What are some ways that the bully Mug was handled in the play? What are ways to deal with bullies at your school? (TA 4)
- In the play the bully Mug uses hurtful actions and words to intimidate Nick. What are some ways that people use words or actions to bully one another? Do words hurt as much as actions or do they hurt more? (TA 5)
- When mom goes to the grocery store she becomes scared because she doesn't understand what people are saying to her. Have there been times when your actions have been misinterpreted? Can you think of a time when you thought someone said or did something and then you found out otherwise? How did you handle that problem? (TA 4)
- Nick says, "Picking on people is an international sport." Can students think of other plays, films or tv shows in which bullies have appeared. How did the characters deal with them? (TA 4)

Bienvenido

Things to Do After The Show

Classroom Bill of Rights

As a class, decide upon what are fair rules for the treatment of each other in the classroom with special attention to harmful words and actions. What should the rights of each classmate be? What should each classmate be guaranteed? (TA 5—Social Sciences)

Flag of Your Own

Nick and his mother come from the pretend country of "Homeland". Based upon your cultural background, create your own flag on the activity sheet that shows your personal heritage and history. (TA 5—Art)

Original Words

In our play there are a lot of gibberish words for everyday things, like "lock-u-ben-tor" for "calculator." In pairs, see if you can come up with your own gibberish for favorite foods, songs, or objects. Once you have the words, try out some improvised scenes with your new language. (TA 2)

Personal Journal

In the play Nick relates his first day at school and all the different and awful things that happened. Choose a "first day" experience of your own and write a personal narrative about how you were feeling, who you met, and what you remember happening. (TA 5—Writing)

"I felt great. Mom liked Mencha and Mencha liked Mom. They got along like, like they were from the same country. But not Mug. He still didn't like me. Whenever he had a chance he'd call me names. And now that I spoke a little English, I knew what he meant and I hated it." - Nick

Becoming a Citizen

Using the internet, research the process of becoming a legal resident and then a citizen. Go to www.usimmigration.org to get started. (TA 5—Social Studies)



Show Word Search

Can you find these theatre words and words from the show?

(TA 1)

New Kid	actor
Foon	setting
chorus	stage
immigrant	gibberish
school	pantomime
Homeland	communication
Dennis	language
performance	English
	tour
	CSUB
	America

epgnspamerica
mtatreanpuic
erantegomon
hgnetfbtlmolt
eiowcoauismfs
ggokarmgsnrnu
altitmrhcger
uupdnalemohno
godennisnei ih
noitacinummo c
agibberishmp i
loohcsi l gsmhg
nrbestontiaon

New Kid Speak

Here are some gibberish words from the play with their translations.

Glob = Ball

Trotter glob = Basketball

Cheetah Chumps = Bananas

Su shee = Okay

Now see if you can match these gibberish words with their translation!

Bakee Lassie _____

Grosta Mack _____

Greese Spudniks _____

Georgie Disk _____

Me popeye _____

Glob Gripper _____

Choices:

quarter, Big Mac, my dad, french fries, baseball glove, hot dog.

“Tweet shtay mik freezee moomoo
mik cheetah chumps mik bakee
sludge mik wing wong mik snicker
giggle la tip top. “

Three scoops of ice cream with
bananas, hot fudge, peanuts,
sprinkles and a giant Snickers bar
on top!

Welcome Matching

See if you can match the correct language with the corresponding "Welcome"

1 ברוכים הבאים

2 أهلاً وسهلاً

Willkommen

3 Üdvözlök

4 5 Bienvenue

ENGLISH

DUTCH

SPANISH

SWEDISH

CROATIAN

FRENCH

GREEK

HEBREW

HUNGARIAN

GERMAN

ARABIC

6 Välkomna

7 Καλώς ήρθατε

8 Welkom

9 Dobro došli

10 Bienvenido

11 WELCOME

1) Hebrew 2) Arabic 3) German 4) Hungarian 5) French 6) Swedish 7) Greek 8) Dutch 9) Croatian 10) Spanish 11) English

Create your own flag using your culture, favorite colors, and hobbies.

Advice for Kids on Dealing With a Bully from kidshealth.org

The key to helping kids is providing strategies that deal with bullying on an everyday basis and also help restore their self-esteem and regain a sense of dignity.

It may be tempting to tell a kid to fight back. After all, you're angry that your child is suffering and maybe you were told to "stand up for yourself" when you were young. And you may worry that your child will continue to suffer at the hands of the bully.

But it's important to advise kids not to respond to bullying by fighting or bullying back. It can quickly escalate into violence, trouble, and someone getting injured. Instead, it's best to walk away from the situation, hang out with others, and tell an adult.

Here are some other strategies to discuss with kids that can help improve the situation and make them feel better:

- **Avoid the bully and use the buddy system.** Use a different

bathroom if a bully is nearby and don't go to your locker when there is nobody around. Make sure you have someone with you so that you're not alone with the bully. Buddy up with a friend on the bus, in the hallways, or at recess — wherever the bully is. Offer to do the same for a friend.

- **Hold the anger.** It's natural to get upset by the bully, but that's what bullies thrive on. It makes them feel more powerful. Practice not reacting by crying or looking red or upset. It takes a lot of practice, but it's a useful skill for keeping off of a bully's radar. Sometimes kids find it useful to practice "cool down" strategies such as counting to 10, writing down their angry words, taking deep breaths or walking away. Sometimes the best thing to do is to teach kids to wear a "poker face" until they are clear of any danger (smiling or laughing may provoke the bully).

- **Act brave, walk away, and ignore the bully.** Firmly and clearly tell the bully to stop, then walk away. Practice ways to ignore the hurtful remarks, like acting uninterested or texting someone on your cell phone. By ignoring the bully, you're showing that you don't care. Eventually, the bully will probably get bored with trying to bother you.
- **Tell an adult.** Teachers, principals, parents, and lunchroom personnel at school can all help stop bullying.
- **Talk about it.** Talk to someone you trust, such as a guidance counselor, teacher, sibling, or friend. They may offer some helpful suggestions, and even if they can't fix the situation, it may help you feel a little less alone.

Remove the incentives. If the bully is demanding your lunch money, start bringing your lunch. If he's trying to get your music player, don't bring it to school.

This guide was written by Kamala S. Kruszka as part of the CSUB Young Audiences

Tour. Questions on the guide or comments can be addressed to:

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Support materials for the guide were found at:

Citizenship Ideas: Childsplayaz.org

Article on Bullies: kidshealth.org

Pacific Imigraiton to Angel Island : <http://aiisf.org>

