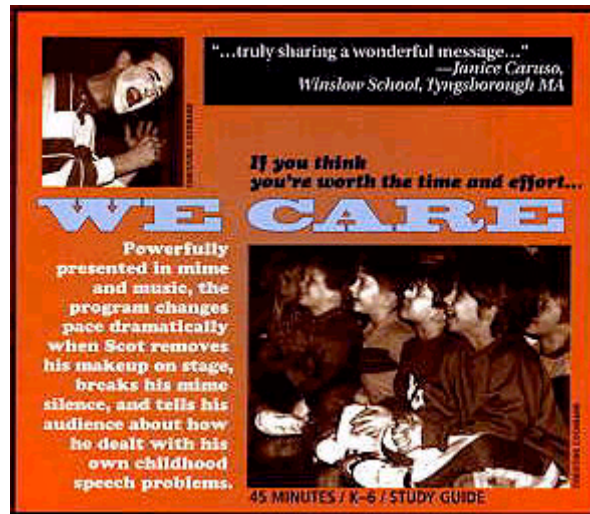


# SCOT CANNON



## **WE CARE**

Elementary School Audiences  
A Mime and Music Presentation  
Tolerance, Differences and how to  
“SAVE SOMEONE’S DAY”

(Curriculum Guide for Teachers)

# WE CARE

## INTRODUCTION

Scot begins the program in make up and brings the students through a series of fast paced skits.

On the surface it seems like just another wonderful time for everyone.

Scot removes his make up and lets the kids see who he really is and why he is there.

Scot talks about his speech problems as a child, tolerance & how to....

**“SAVE SOMEONE’S DAY”**

A kind word, an extra moment spent with someone or a simple wave can change a bad day.

These simple things we all need. They can be remembered for a lifetime.

It can be the defining moment when attitudes change and a new life begins.

Scot uses the skits in the show to reinforce his simple lesson of kindness and tolerance.

Scot always ends with a mime lesson that sticks right next to the simple lesson he came to teach.

The following is a description of a typical program:

The program starts with questions to the audience basically asking, “If you couldn’t see, hear, walk or talk, what could you still do?” Scot then performs a series of mime skits with messages of self worth and self-esteem including: **Boy or Toy** - a mechanical toy doll almost turns human. Everything is like a real boy except for his arm. Is he happy with what he has, or does he want everything? This is followed by **Man Tries to Fly** - the message being “even if I look ridiculous and people laugh, the only way to learn is to try”. **Rock Opera** - once again nothing is impossible if you believe you can do it, **Tough Guy** - sometimes the big guy can’t do the things a little guy can do (don’t be so quick to judge); and **The Conductor** - a dramatic representation of how Scot handled his stuttering while in school. The conductor lets a fly capture his complete attention, just as Scot let stuttering capture him. Scot forgot the positive important elements in his life as the conductor forgot his orchestra. Scot wants the kids to see that a handicap or other difference one may have does not have to rule that person’s life.

Scot then removes his make up and finds out if the audience knows how to “SAVE SOMEONE’S DAY”

The mime lesson helps to reinforce everything.

# WE CARE

The following activities will help prepare the students for the performance.

## ACTIVITIES

### **AWARENESS #1 (HEARING)**

How could you let a person who could not hear know what a piece of music sounds like?

Draw – illustrate the emotions in the music.

Dance – move to the rhythm and feeling of the music.

Act – use the story line of the song or create a story line and act out a scene that matches the mood or lyrics of the music.

Pop songs the kids know can be one choice. Try to use a few instrumental selections (classical / movie soundtrack). Instrumental music is great for the imagination.

### **AWARENESS #2 (SEEING)**

Someone who cannot see wants to know what the classroom is like. Go up and down the rows and let each student describe one thing that they see. Keep this going as long as you can. It can end up as a contest between the last few students who can still see things. Then use outdoors!

Examples: chalk, board, wall, flag, paper, poster....

The next step is to have students close their eyes, hand them classroom objects, and have them guess what is in their hands.

### **TWO-WORD MIMES**

This game is a form of charades. Each student must go to the front of the class and act something out that can be described in two words. Each word must start with the same first letter. The first word is always to be an “ing” verb followed by a noun: **Bouncing Ball**, **Doing Dishes**, **Making Meatballs**. The charade must be identified using two words - the only clue given is the first letter.

## SITUATIONS FOR ROLE-PLAY OR DISCUSSION

The following activities are useful before or after the performance.

### **SITUATION #1**

Your new friend uses a wheelchair and everyone else is going to play football. You know he can't play, but you really want to – what do you do? If it were you in the wheelchair, what would you want your friend to do?

### **SITUATION #2**

You are having some friends over to your house to listen to music, dance and have a good time. Would you invite a friend that could not hear? If you would, what would you do once they were there?

### **SITUATION #3**

You are blind. A group of your friends are going on a trip to see the historical sights of Boston. Would you go? If yes, how could you still enjoy it?

### **SITUATION #4**

There is someone in your class that has a bad speech problem. You really don't know him very well. He tries to read a report in front of the class. He turns red, stutters, drops the paper, starts to sweat, stamps his feet to try to get out the words and then chokes. Some of the kids in the class make fun of him and laugh. Would you...

- join in and laugh at him
- tell the other kids to stop laughing
- ask the teacher to do something
- wait until the class is over to talk with him about how he feels and how you feel

# WE CARE

## FOLLOW UP QUESTIONS

Use the questions that you feel are appropriate.

1. What did Scot have a hard time doing when he was in school?
2. What would you do if someone called you a name and it really hurt you?
3. What would you do if you saw a friend really upset because someone made fun of him or her?
4. How many of you can tell if someone is having a bad day?
5. What does it mean to **save someone's day**?
6. What is the one thing a mime cannot do on stage?
7. Why was the boy in **Boy or Toy** mad?
8. What did the boy want?
9. Is it possible to be perfect?
10. In the **Conductor** what should Scot have been doing instead of chasing the fly?
11. When Scot was in school, he spent a lot of time thinking about his stuttering. What should he have been spending his time on?
12. Why did Scot take off his make up?
13. A boy with a lot of his own problems helped Scot in the hallway one day. Why did he do that?

**Please remind the students that they have learned something new today and to practice at home in front of a mirror to see how it looks. Tell them how important it is to think of someone else and to save someone's day.**