

OPEN THE DOOR

A bullying education, conflict resolution primer for Grades K – 6.



Scot Cannon

www.scotcannon.com

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A Bullying Education, Conflict Resolution Primer for Grades K - 6

written and performed by
SCOT CANNON

OPEN THE DOOR is a 45 - 50 minute stage presentation using pantomime, music and audience participation to look at the subject of bullying, cyber-bullying, anger and what to do when you are mad.

OPEN THE DOOR offers: honesty, tolerance, communication and the search for common ground as alternatives to the use of violence as an expression of anger.

OPEN THE DOOR does not pretend to give all the answers and solutions. Its main objectives are to start the students talking and let them know that they have choices when they are angry.

OPEN THE DOOR is an interactive presentation that uses fifteen children as an integral part of the performance. Each grade will have a different activity to work on to prepare for the show. Teachers are asked to select students from each grade (total of 15) who will be attending the presentation to participate on stage with Scot. Scot will meet with the students 30 minutes prior to the start of the show.

The major objectives of **OPEN THE DOOR** are:

- 1.) STOP, LISTEN, THINK, and TALK
- 2.) THINK BEFORE YOU **TALK** & THINK BEFORE YOU **CLICK**.
- 3.) ONCE YOU PUSH, HIT or CALL SOMEONE A NAME, you can NEVER TAKE IT BACK.
- 4.) WHEN YOU ARE ANGRY - **OPEN THE DOOR** - TELL SOMEONE WHAT IS WRONG!
If you do not know what is wrong, ask someone - that is what your friends,
parents and teachers are for.

While the following preparation activities will enhance the understanding and enjoyment of the show, it is not mandatory for the success of the program. These activities are useful before or after the show.

Scot uses his emotional struggle overcoming a childhood speech problem along with his years of teaching, performing, and being a foster-adoptive parent as his resources for this program.

All he wants the children to learn how to do is.....OPEN THE DOOR !

It is hoped that you will make copies of the guide and conduct many of the activities with your class.

Scot would love to hear from your students. If you have any questions or comments about the performance, or if you would like to mail student packets to Scot, you can address mail or email to:

scotthemime@comcast.net or 114 Congress Street, Belfast, ME 04915

OPEN THE DOOR

THE MAD POEM

by Scot Cannon

I AM MAD!!!!
THIS HAD TO BE THE WORST DAY I EVER HAD.
I WOKE UP TOO SOON,
I WOKE UP TOO LATE.
WHATEVER IT WAS,
I WAS IN TROUBLE BEFORE I ATE.

MY MILK WAS WARM,
MY TOAST WAS COLD AND HARD.
THE JELLY LOOKS FUNNY,
I LOST MY REPORT CARD.
MY PANTS DO NOT FIT,
MY SOCKS ARE WAY TOO LONG.
WHEN I MADE IT TO THE BUS STOP,
THE BUS HAD ALREADY GONE.

I RAN AND RAN UNTIL THE BUS CAME TO A STOP.
I CHECKED MY FEET, MY SHOES WERE HOME,
THERE GOES MY SOCKS.

THE BUS WAS FULL...MY MIND WAS BLANK.
WE THEN LEARNED WHY THE BUS HAD STOPPED,
NO GAS IN THE TANK.

WE ALL WALKED TO SCHOOL,
I HAD NO SHOES OR SOCKS.
MY FEET STARTED TO HURT,
AFTER WALKING SEVERAL BLOCKS.

ONCE WE MADE IT INSIDE THE SCHOOL,
AND I FINALLY SAT DOWN.
I REALIZED WHAT HAD HAPPENED,
I HAD LEFT: MY SOCKS, MY SHOES, MY HOMEWORK,
MY GYM CLOTHES, MY LUNCH MONEY,
MY PENCILS AND PENS AND BOOKS...
MY BRAIN, MY LIFE, AND MY GOOD LOOKS.....THANK YOU!
I HAD LEFT IT ALL...LEFT IT ALL SOMEWHERE ELSE
BEFORE MY DAY HAD STARTED.
I WAS MAD AT MYSELF !!!

OPEN THE DOOR

SONG

Music and lyrics by Scot Cannon
© 3/31/93

OPEN THE DOOR
WHEN YOU FEEL TRAPPED
INSIDE OF THAT MASK
THAT'S KEEPING YOU SAD

OPEN THE DOOR
LET SOMEONE IN
TRY TALKING INSTEAD
OF TRYING TO WIN

LET'S BEGIN

THE KID IS SO BIG, HE SITS NEXT TO ME
WHEREVER I MOVE ON THE BUS, THAT'S WHERE HE WANTS TO BE.
HE HAS CALLED ME NAMES, HE STARES AND HE GROWLS.
WHAT AM I SUPPOSED TO DO WHEN HE SNAPS ME WITH A TOWEL?

CHORUS

MY BROTHER IS DRIVING ME CRAZY, HE STEALS ALL MY STUFF,
HE PUTS PEANUT BUTTER IN MY SNEAKERS, AND HE THINKS HE'S SO TOUGH.
SOMETIMES I WANT TO HIT HIM, I JUST HIDE AND HOPE HE WILL MOVE AWAY.
I KNOW WE WILL BE GREAT FRIENDS TOMORROW, WHAT CAN I DO ABOUT TODAY?

CHORUS

THIS NEW KID IN OUR SCHOOL, HE LOOKS DIFFERENT FROM ME.
HE CAN'T WALK TOO FAST, HE WEARS THICK GLASSES TO SEE.
SOME KIDS LAUGH AT HIM, THEY SAY HE IS STRANGE.
NO ONE PLAYS WITH HIM, I THINK I'LL ASK HIM HIS NAME.

CHORUS

MY PARENTS TELL ME TO DO THINGS I'VE ALREADY DONE.
I DO THEM AGAIN, THEY DO IT JUST FOR FUN.
I WANT TO GET MAD, I'D LIKE TO EXPLODE.
THERE'S GOT TO BE A WAY TO DO WHAT I WANT AND DO WHAT I'M TOLD.

CHORUS

OPEN THE DOOR

Scot Cannon

Guitar

DMaj GMaj DMaj

o pen the door when you feel trapped in

3

GMaj DMaj CMaj DMaj

side of that mask thats kee ping you sad o pen the door

6

GMaj DMaj GMaj DMaj CMaj

let some one in try talk ing in stead of try ing to win

9

Emin A7 DMaj

Let's be gin.

To Verse

13

16

19

2/21/03

A DIFFERENT APPROACH TO A CONFLICT

Often when there is a conflict, the people who disagree will try to win. When this happens, both people focus on winning and it becomes difficult to find a way to make the changes necessary to resolve the conflict. When people approach a conflict as a win/lose proposition, they are likely to be left with feelings of anger and the problem may get worse instead of better. As long as the goal of dealing with conflict is winning, both people will remain stuck in the conflict.

If the word “conflict” is stripped of all of its values, what remains is a process which signals a need for change. That process is neither positive nor negative, neither good nor bad; it simply is. Conflict can be expressed clearly and directly in terms of the problem it creates. It is also possible for conflict to be resolved in such a way that all concerned parties are winners. Furthermore, if conflict is expressed peacefully and if all parties work to solve the problem to their mutual advantage, then there is another very positive outcome: learning. When people try earnestly to resolve conflict, they will learn new things about themselves and about each other, whether or not a resolution is reached immediately.

The notion of conflict as a positive force or process is not a common viewpoint in our society. Many people approach a conflict as a win-or-lose, sink-or-swim proposition and they fight to win, sometimes as if their lives depended on it. Often we see people will avoid the situation and suppress their anger. These people have been taught since childhood that it is inappropriate to be angry and that engaging in conflict is unacceptable.

When people express their feelings in constructive ways and work together to get what they want, conflicts can be addressed when they first occur and are very small. This approach reduces anxiety and prevents escalation of the dispute by addressing problems. Then they can be resolved quickly and easily.

Working together to resolve disputes can lead to better, stronger relationships and better feelings about others and ourselves.

ACTIVITY: OBSERVING A CONFLICT

1. Observe a conflict. It can be one that involves you or other people. It can be at school, at home, in your neighborhood, or on television.
2. Watch and listen carefully. Do not try to decide who is right and who is wrong.
3. Answer these questions about the conflict:
 - A. What was the conflict about (what are the facts)?
 - B. How did the people feel?
 - C. How did the conflict end?
 - D. Did change happen? If yes, what happened and how?
 - E. If there was no change, why not?
 - F. Was there a different way to resolve the conflict?
4. You may be asked to role play the conflict with another student in class.

DISCUSSION: CONFLICT and COMMUNICATION

Discuss the word “conflict.” A conflict is a struggle, opposition, contest, or disagreement. A conflict is not necessarily a bad thing. We learn and grow by working through conflict. Communication is the key to conflict resolution. There may be no right or wrong. It may be a conflict that no one has to win. A common ground must be found so life can go on.

OPEN THE DOOR

THE QUESTIONNAIRE, ROLE PLAY AND IMPROVISATION

Copy the question sheet for the students to answer in class. If that is not possible, ask the questions orally. Whatever you do, follow it with a discussion of the answers. The next step is to act out some of the responses.

Once you have discussed the answers to the questionnaire use questions 4, 5, and 6 as outlines for two improvisations. Try at least two different endings for each scene. Discuss the consequences of each situation.

MORE ACTIVITIES

Teachers: Please use any of the following activities that you feel are appropriate for your class.

EMOTIONS

Discuss how you can tell how other people are feeling (i.e., how they act, look, talk, move).

How do you know when you are happy, sad or mad?

Discuss a big word – COMMUNICATION!

It is important to think of other people's feelings and to let people know how you feel. In groups of five or less, have the students stand in front of the class and act out:

HAPPY • SAD • MAD • SHY • CONFUSED • and any other emotions they can think of.

PHYSICAL CHARACTERISTICS

This can easily be combined with the activity above. Use the same discussion as above then take it one step further:

1. **TONE OF VOICE** Have the students say one line seven times, each time with a different emotion. Example: "What is your problem?" (thoughtful, sarcastic, etc.)
2. **GESTURES** Compare different gestures: wave, smile, make a fist, point...
3. **EYE CONTACT** What effect does this have? Try no eye contact, staring, looking around...
4. **POSTURE** Sit up straight, slouch

All of these things communicate to people before they really know who you are.

GRAPHICS

Graphics are inanimate objects and machines acted out by people.

Examples: **ELEVATOR** – Start with two children standing side by side as elevator doors. Have them move apart for a third child to enter, push the button and they come together.

FORK – Stand straight, lift arms with elbows even with shoulders, and lift hands up in "touchdown signal." Keep elbows even with shoulders.

TWO-WORD-MIMES – a form of charades. The only clue given is the letter. The charade must be identified using two words. Both words start with the same letter and the first word is always and "ing" verb followed by a noun: **Bouncing Ball, Doing Dishes, Making Meatball**

CYBER –BULLYING

We all have a voice inside our head that talks to us all day. All we have to do is listen.

It will usually keep us out of a lot of trouble.

The problem as always is when we don't **think before we talk or think before we click.** Words are powerful things, spoken or written. They can save someone's day or destroy someone's life.

One word said in anger can hurt and last a long time in someone's heart. A word or threat sent as a text message, emailed, or posted on a website not only lasts forever, it will spread like a virus and be seen by everyone. It can result in laws being broken and an individuals civil rights being violated.

Worst of all is when someone cannot go on living because of the pain, disgrace and desperation.

We are talking about communication here.

How do we avoid things getting this far?

Use the example above again.

Tone & attitude is everything: Say WHAT'S YOUR PROBLEM? These different ways:

1. Thoughtful
2. Quick – not concerned
3. Sarcastic
4. Threatening
5. Scared
6. NOW...READY...TEXT IT!!!!!!

Here is the problem. You have no idea looking at a written word in a text or email what the motivation is. It could be any of the above. So many jokes taken the wrong way can destroy.

THINK BEFORE YOU TALK! THINK BEFORE YOU CLICK!

DIFFERENCES, DISABILITIES, AND STEREOTYPES

Mention to the students that you understand the performer in the show, SCOT CANNON, has a speech problem. When he was in school, kids treated him differently. Some called him names and laughed. Some felt bad and didn't quite know what to do.

Sometimes people are afraid of differences and fear can lead to anger and violence. All this can happen before you even talk to or learn about someone.

Discuss the words STEREOTYPE and SCAPEGOAT.

STEREOTYPE – The belief that all people from a certain group are the same and will act the same way.

SCAPEGOAT – Blaming someone for something they didn't do just because of the group they belong to.

Have the students in groups of five or less act out how they think these different groups behave:

CHEERLEADERS
SPORTS KIDS
SMART KIDS
KIDS WHO LISTEN TO RAP, DANCE & HIP HOP.
KIDS WHO LISTEN TO HEAVY METAL

Ask the kids what they think about each group and what they base their feelings on. Find out if they ever have judged someone and then changed their opinion after they had a chance to know them.

LESSONS

The major objectives of **OPEN THE DOOR** are:

STOP, LISTEN, THINK, and TALK

THINK BEFORE YOU TALK & THINK BEFORE YOU CLICK

ONCE YOU PUSH, HIT or CALL SOMEONE A NAME,
you can NEVER TAKE IT BACK.

WHEN YOU ARE ANGRY - **OPEN THE DOOR** - TELL SOMEONE WHAT IS WRONG!
If you do not know what is wrong, ask someone - that is what your friends,
parents and teachers are for.

VOCABULARY

COMMUNICATION – being able to express your feelings and listen to the feelings of others.

NON-VERBAL – communication without speech.

GRAPHICS – visually acting out objects and machines.

MAD ENERGY – energy created through anger.

CONFLICT – a struggle, opposition, contest, or disagreement.

COMMON GROUND – a solution to a conflict that both sides can live with.

STEREOTYPE – The belief that all people from a certain group are the same and will act the same way.

SCAPEGOAT – Blaming someone for something they didn't do just because of the group they belong to.

Civil Rights - rights all citizens in a society are supposed to have ..example - fair treat under the law., to live safe, peaceful and not be mistreated.

Bullying – to be harassed, mistreated, and singled out for differences, appearances or habits.