

# 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. Scot removes his make up on stage about 25 minutes into the show and lets the kids see who he really is. 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 also teaches how to stand beside someone and not just be a bystander.

Scot always ends with a mime lesson that helps them remember the other lessons he came to teach.

## **General Objectives**

My goals, using pantomime, movement, music, talking about my speech problems and audience participation, are to engage and inspire children to make the right choices and be accountable for their actions. I also want them to be aware of their own potential as positive role models in their community. I want them to see how music & mime changed and saved my life, gave me direction and purpose. If they can empathize with me they can do the same for those in their life. My hope is to change a few negative behaviors and support positive action. I want them to see what the arts can do for the heart, the mind and the spirit.

## **“I can” objectives for students**

1. I can recognize when someone is having a bad day.
2. I can say something or find an activity to help someone in distress feel better.
3. I can "save someone's' day" with a kind word or action.
4. I can develop a toolbox of positive responses & actions to respond to negative words and actions.
5. I can stand beside someone and not just be a bystander when they are in need.
6. I can support someone in my school that has an emotional or physical challenge.
7. I can listen to others when they speak.
8. I can change a classmates' negative attitude with a handshake, a wave, an offer of help, a pat on the back or a trip outside to play.
9. I can empathize with Scot's childhood speech problems.
10. I can relate and transfer the behavior lessons learned today to my daily school and home life.
11. I can teach someone else the basic mime lesson I learned in the show today.
12. I can understand how vital the arts were in helping Scot through his childhood struggles.
13. I can sit, focus and enjoy a 45-minute stage program.

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## ACTIVITIES

### Pre-program questions for discussion

1. If you couldn't see, would that mean you couldn't go outside and play with your friends?
2. If you couldn't hear, would that mean you couldn't go on a field trip with your class?
3. If you were in a wheel chair would that mean you couldn't go down the street to get an ice cream?
4. If you could not talk, how could you tell friends something you wanted them to know?
5. What would you say or do, if in school, someone called you a name that really hurt your feelings?
6. What would you say to or do with your friend, if someone called them a name? The person at fault has already walked away. It's just you and your friend.
7. What does it mean to "save someone's day"?
8. What is the difference between standing beside someone and being a bystander?
9. How can you tell if you're having a bad day?
10. How can you tell if someone you know is having a bad day?
11. Have you ever saved someone's day? How did it feel? Describe it.
12. Have you ever had someone save your day? How did it feel? Talk about it.
13. If you think you are in any kind of "trouble", what do you do?

**In We Care, Scot also talks about differences & challenges. Here are a few ideas to talk about before he comes.**

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

How could you let a person who could not hear know what a piece of music sounds like? It can be as easy as slow or fast music

Draw – illustrate the emotions in the music. Use the board.

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 if appropriate. Try to use a few instrumental selections (classical / movie soundtrack). Instrumental music is great for the imagination. You can play this as a game of charades.

### **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 find the objects. Then use outdoors! Use the color, shape, size and location of the object as clues.

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

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 too. 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 have a friend that cannot see. A group of your friends are going on a trip to see the historical sights of Boston, MA. Would you ask your friend to go? If you did, how would you help them 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 almost hyperventilates. Some of the kids in the class make fun of him and laugh. Would you...

- a) join in and laugh at him
- b) tell the other kids to stop laughing
- c) walk up and ask the teacher to do something.
- d) wait until the class is over to talk with him about how he feels and how you can help.

Discuss the possible outcomes of each choice above.

### **Situation #5 –**

**(Question #5 from above.)**

**What would you say or do, if in school, someone called you a name that really hurt your feelings?**

Role-play the different outcomes you would achieve using your answers from above. Talk about the risks/rewards, consequences & results for both participants. Think about the short and long term.

**(Question # 6 from above)**

**What would you say to or do with your friend, if someone called them a name?**

Role-play the different outcomes you would achieve using your answers from above. Talk about the risks/rewards, consequences & results for both participants. Think about the short and long term

### **Situation #6 –**

**(Question #7 from above.)**

**What does it mean to “save someone’s day”?**

Role-play the different outcomes you would achieve using your answers from above. Talk about the risks/rewards, consequences & results for both participants. Think about the short and long term.

**(Question #8 from above.)**

**What is the difference between standing beside someone and being a bystander?**

Role-play the different outcomes you would achieve using your answers from above. Talk about the risks/rewards, consequences & results for both participants. Think about the short and long term.

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## FOLLOW UP QUESTIONS

Use the questions that you feel are appropriate.

1. What was the challenge Scot faced growing up?
2. Where does Scot feel the most comfortable speaking?
3. Why does he feel the most comfortable speaking there?
4. Did you stand beside Scot or were you a bystander during his show?
5. What negative choices did Scot make after someone made fun of his speech?
6. What negative and positive events does Scot remember from his childhood?
7. Which ones does he remember the most?
8. How can you “save someone’s day” with just one hand?
9. Where did the voice come from Scot heard while wiping raviolis out of his hair?
10. If you were there, what would you have done to help Scot?
11. What happens to you when you help someone else?
12. Why was the boy in **Boy or Toy** upset at his right arm?
13. In the **Conductor** what was Scot chasing and what did he do when he caught it?
14. In **Tough Guy** what was the lesson Scot was trying to teach?
15. Why did Scot take his make up off?
16. Do you remember the song Scot was humming before he came out from behind the screen? Just checking!!!

**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.**

## ANSWERS TO FOLLOW-UP QUESTIONS

1. Speaking
2. On stage
3. The support from the audience; listening, watching, paying attention, respect, their time.
4. Standing beside him
5. Ran, yelled, banged on the lockers, bumped into the principal.
6. The names he was called and the kids that decided to “save his day”
7. The kids that saved his day.
8. With a wave, a handshake, a pat on the back, an offer of your help or (while pointing outside), let’s go outside and play a game.
9. The new boy in school that noticed he was in trouble and could use a friend to save his day.
10. Help him clean up and do any of the things the students mentioned during the show: stay with him, let him talk, tell a joke, go outside to play, anything to make him feel better.
11. You feel better too.....and any other answers from the students during the show.
12. It didn’t change into a real boy like the rest of him. Because he was a little selfish he lost it all. No one can be perfect. Be happy with who you are and what you have.
13. A fly. In school Scot spent a lot of time “chasing” and thinking about the fact he could not talk. He should been thinking about all the things he could and was proud of.
14. You can never judge a book buy it’s cover. You should never judge people at all. Learn who they are by spending time with them.
15. So he could talk
16. The National Anthem.....of course! Nice work!!!!!!

**One more page.**

If Scot gets the chance he will tell the story about the “Bully” that decides to “save his day” one day in the hallway.

If he does, here is question # 17, and the answer:

17. Why did the “Bully” decide to save Scot’s day?

- a. He wanted to change his ways
- b. He wanted a real friend
- c. He was bullied himself and was tired of it.
- \*\*\*d. He knows how Scot feels. – best answer**
- e. He wants to feel good about himself
- f. Any other answers from the audience.

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