

BEHIND THE CURTAIN

A CREATIVE & THEATRICAL STUDY GUIDE FOR TEACHERS



By LINDA DAUGHERTY

Not Suitable for children under 13
Contains strong situations and language

FEBRUARY 16 - 18 STUDENT MATINEE

FEBRUARY 12 – FEBRUARY 21 PUBLIC SHOWS

As part of DCT's mission to integrate the arts into classroom academics, the ***Behind the Curtain Resource Guide*** is intended to provide helpful information for the teacher and student to use before and after attending a performance. The activities presented in this guide are suggested to stimulate lively responses and multi-sensory explorations of concepts in order to use the theatrical event as a vehicle for cross-cultural and language arts learning.

Please use our suggestions as springboards to lead your students into meaningful, dynamic learning; extending the dramatic experience of the play.

Your Family Arts Center

DALLAS CHILDREN'S THEATER

Astonishing kids & families with the fun of Broadway-like plays & much more!

Dallas Children's Theater

BEHIND THE CURTAIN

A Creative & Theatrical Resource Guide for Teachers

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Playdont u luv me?

by.....Linda Daugherty

Director of Production.....Nancy Schaeffer

DALLAS CHILDREN'S THEATER, one of the top five family theaters in the nation, serves over 250,000 young people from 196 zip codes, 146 cities and 78 counties and 32 states each year through its main stage productions, touring, educational programming and outreach activities. Since its opening in 1984, this award-winning theater has existed to create challenging, inspiring and entertaining theater, which communicates vital messages to our youth and promotes an early appreciation for literature and the performing arts. As the only major organization in Dallas focusing on theater for youth and families, DCT produces literary classics, original scripts, folk tales, myths, fantasies and contemporary dramas that foster multicultural understanding, confront topical issues and celebrate the human spirit.

DCT is committed to the integration of creative arts into the teaching strategies of academic core curriculum and educating through the arts. Techniques utilized by DCT artists/teachers are based upon the approach developed in *The Integration of Abilities and Making Sense with Five Senses*, by Paul Baker, Ph.D.

DCT founder and Executive Artistic Director, Robyn Flatt defines the artistic mission and oversees the operations of the organization, consisting of twenty-five full time staff members and more than 200 actors, designers, theater artists and educators.

TEKS that your field trip to Dallas Children's Theater satisfies are listed at the back of this guide.

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CURTAINS UP ON THE AUTHOR



LINDA DAUGHERTY Ms. Daugherty's plays have been produced at the Dallas Children's Theater; The Kennedy Center; Stage One, The Louisville Children's Theatre; Baltimore's Children's Theater Association; Atlanta's Alliance Theatre; Kansas City's Theatre for Young America; Richmond's Theatre IV; Portland's Northwest Children's Theatre; The Children's Museum of Indianapolis; Fort Worth's Casa Mañana Theatre; The Children's Theatre of Charlotte; Savonlinna City Theatre, Finland; The Edinburgh Festival; New York University's Department of Educational Theater; and in community theaters, colleges and schools throughout the United States. National touring productions of her plays have been presented in more than 150 cities in 41 states.

Over twenty of Ms. Daugherty's plays have premiered at the Dallas Children's Theater, named as one of the country's top five children's theaters by Time Magazine. Her play, *Bless Cricket*, *Crest Toothpaste*, and *Tommy Tune*, is a winner of the Bonderman/Indiana University/Purdue University/Indiana Repertory Theatre Playwriting Competition, the Dallas-Ft. Worth Theater Critics Forum Award for New Plays, and the Southwest Theatre Association's Coleman A. Jennings Award for Best Children's Script. In addition, *Bless Cricket...* is included in the book, *Theatre for Children: Fifteen Classic Plays* published by St. Martin Press and is excerpted in the book, *Scenes and Monologues for Young Actors*, published by Dramatic Publishing Company. *Bless Cricket...* is also featured in the April, 2000, issue of *American Theatre* and the ongoing community education program, *The Jellybean Conspiracy*, affiliated with the University of Missouri-Kansas City Institute for Human Development. Ms. Daugherty has received the Southwest Theatre Association's Playwright Award for Best New Children's Script, the Orlin Corey Outstanding Playwright Award and five Dallas Theatre League nominations for Outstanding New Play. The National Endowment for the Arts has awarded grants to Dallas Children's Theater productions of Ms. Daugherty's *African Tales of Earth and Sky* and *Coyote Tales* which was also a recipient of a Theatre Communications Group grant. She has dramatized three books by celebrated children's author and illustrator, Steven Kellogg. Ms. Daugherty has served as a consultant to the San Antonio Independent School District's Learning About Learning creative arts program and as Education Director of the Dallas Children's Theater where she is currently Playwright in Residence. As an actress, she has appeared on Broadway, at The Manhattan Theater Club, and in regional theaters including the Ivanhoe Theater in Chicago (where she received a Jefferson Award nomination), Seattle Repertory Theater, Dallas Theater Center, Indiana Repertory Theater, Casa Mañana Theater in Ft. Worth, and Dallas Children's Theater.

CURTAINS UP ON DEFINING TEEN DATING VIOLENCE

Section 71.0021 of the State of Texas Family Code defines it thusly:

“Teen dating violence is the intentional use of physical, sexual, verbal or emotional abuses by a person to harm, threaten, intimidate or control another person in a dating relationship.”

Dating Violence is a pattern of controlling and abusive behaviors of one person over another within a romantic relationship. It can include verbal, emotional, physical, sexual, and financial abuse. Dating Violence is not specific to any race, social, educational level or economic status and can occur with males as well as females.

IT CAN HAPPEN TO ANYONE!



Provide students with the definitions of Dating Violence and the types of violence. Discuss each with the students and allow them to ask questions and offer input of their own. It is important not to assume students fully understand each of the types of violence so allow time for a full discussion of each.

Coordinate with your school nurse or health teacher to provide a question box in which students may place questions or comments they are uncomfortable bringing up in a group setting.

TYPES OF VIOLENCE

Physical Violence - may seem obvious and does include hitting, slapping, biting, squeezing, punching, kicking, choking, pushing, shaking, twisting your arm, grabbing, pulling hair, spitting on or burning you, but can also include trapping you or hiding your keys and sabotaging your car to keep you from leaving.

Verbal or Emotional Violence - includes name-calling, put downs, accusing, blaming, lying, yelling, showing jealousy, embarrassing you or humiliating you either alone or in front of others, controlling behavior like constantly keeping track of where you are and who you are with through constant phone calls, text messaging, e-mailing, or instant messaging, threatening you with any sort of harm, outbursts of anger and breaking, smashing, or otherwise destroying your possessions, threatening self-harm or suicide, or telling you nobody else loves you. It can also include putting down your friends, family or co-workers and isolating you from them by trying to control the time you spend at work or with friends and family.

Sexual Violence - may include forcing you to have sex against your will, rape, unwanted rough or violent sex, or not allowing birth control with the intention of getting you pregnant so you are tied to them through a child.

Financial Violence - is possible and occurs when you are asked to place someone else's name on your credit card or other account and then become responsible for the payment of the bills. It may also occur when you are asked or coerced to pay for gas, meals, entertainment or other costs that you might not be responsible for. Financial violence also includes monitoring a partner's use of money, providing "allowance," etc.

CURTAINS UP ON DEFINING TEEN DATING VIOLENCE (CONT'D.)

CREATE A MULTIMEDIA HALLWAY MURAL

Allow students to work in groups to create a collage mural using the following guidelines:



You will need:

- Old magazines, newspapers, and other print media
- Scissors
- Glue
- Markers, colored pencils, pastels, poster or watercolor paints
- Fabric scraps, glitter, buttons, tissue paper, feathers and other items
- Poster paper or large sheets of bulletin board paper

Here's How

Divide the class into groups and assign each group one of the five definitions you have discussed: Dating Violence, Physical abuse, Emotional/Verbal abuse, Sexual abuse, or Financial abuse. Allow them time and materials with which to find images and words depicting their group's specific definition. Encourage them to use found images as well as ones they create and paste them into a collage. When each collage is complete, display them together on a large sheet of bulletin board paper for a hallway or classroom display.

CURTAINS UP ON WARNING SIGNS

Before attending DCT's performance of *dont u luv me?*, review the following common signs of unhealthy relationships and dating violence with your class. Be certain to encourage students to speak to a trusted adult or to contact the National Domestic Violence Hotline if they have noticed these behaviors in their own relationships.

Jealousy - is exemplified when a partner wants to be with you all of the time, accuses you of cheating if you spend time with others, or follows you around during the day. Odd behaviors such as checking up with others on your whereabouts or checking your car's mileage can be strong signs of a dangerously unhealthy relationship.

Controlling Behavior - can be hidden behind the pretense of concern for you and your safety or that you are using your time well. Be cautious when your partner treats you as if you are unable to make good decisions on your own, questions you constantly about where you spend your time, requires that you ask permission in what you wear, who you are with, or how you spend your time, or becomes extremely angry when you are late.

Quick Involvement - includes pressuring you for commitment, claiming love at first sight, or telling you are the only one who could make him or her feel as "in love".

Unrealistic Expectations - watch out for statements like, "All we need is each other," "I'm nothing without you." Expectations may include an unrealistic dependence upon you to meet every need or compliments that make you feel superhuman.

CURTAINS UP ON WARNING SIGNS (CONT'D.)

Isolation - occurs when your partner tries to cut off your resources refuses to let you talk on the phone or use the car independently and makes it difficult for you to get to work, school, or other activities.

Blames Others For Problems - problems are always someone else's fault, whether at work, school, extra-curricular activities, or in family and friend relationships. Anything that goes wrong in the relationship is your fault.

Hypersensitivity - refers to being easily insulted and seeing everything as a personal attack. Watch for extreme reactions to small irritations and tantrums when "injustices" occur.

Disrespectful or Cruel to Others - don't overlook the behaviors directed at animals, other friends, or children. Unhealthy behavior may include insensitivity to pain and suffering, cruel teasing and put downs, or a general lack of empathy and respect.

Abusive in Previous Relationships - be aware that a strong denial of previous problems in relationships or characterizing previous partners as liars or crazy if they mention previous violence or abuse.

"Dr. Jekyll and Mr. Hyde" Personality Swings - sudden drastic mood swings or mood changes as if a different personality.

Other warning signs of unhealthy or abusive relationships can include:

Breaking, throwing, or hitting objects

Use of any force during an argument

Threats of violence

Verbal abuse

Disrespect of your property or privacy



Encourage students to be aware of the warning signs of dating violence and watch for them during the performance.

Ask these questions:

How early in the relationship did you notice a problem?

What was the early "red flags" in CJ's behavior?

What impact did the violence/CJ's controlling behavior have on Angela?

Why do you think Angela continued in her relationship with CJ?

CURTAINS UP ON WARNING SIGNS (CONT'D.)



“RED FLAGS” OF AN UNHEALTHY RELATIONSHIP

You will need:

“Red Flags” templates

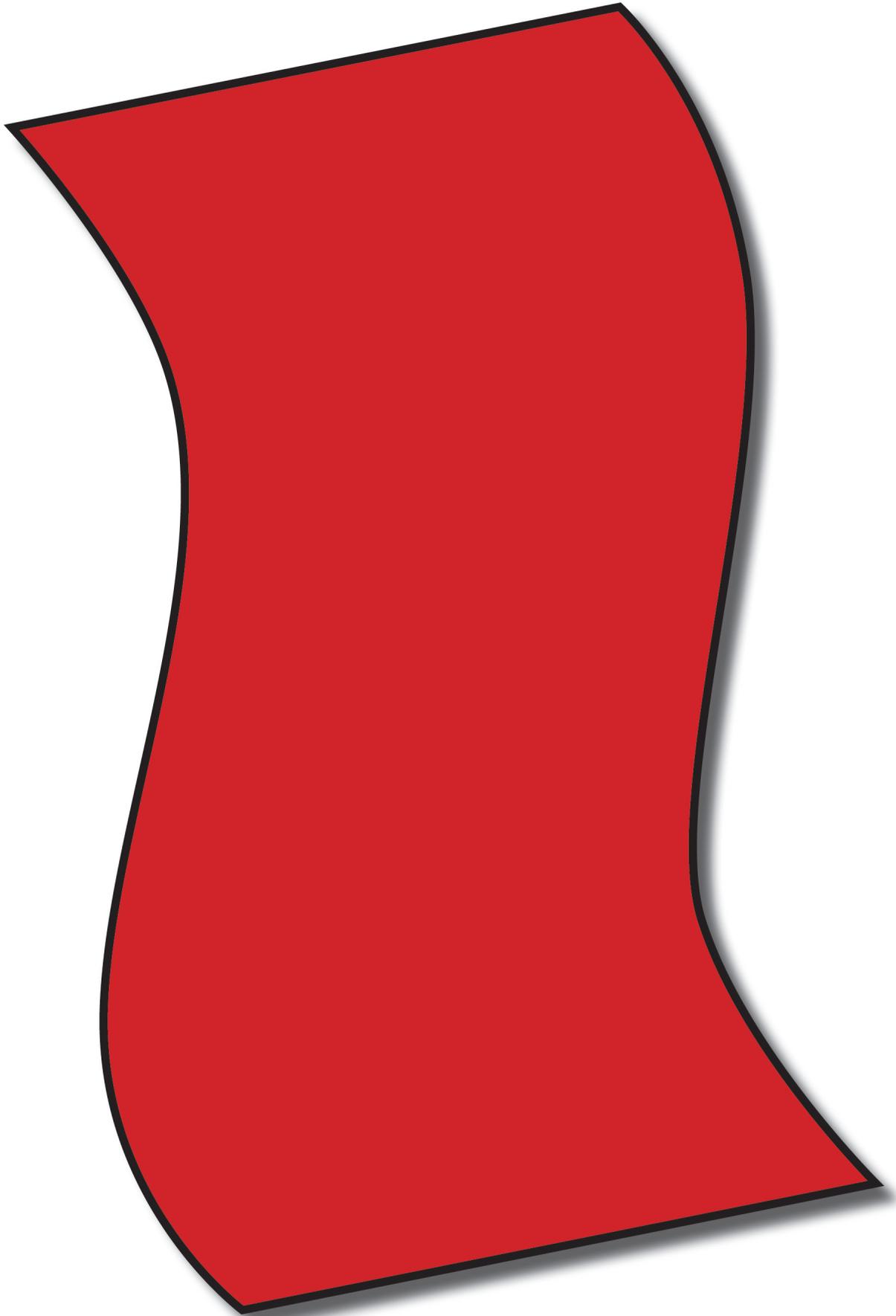
Tag board or other sturdy cardstock

Markers

Scissors

Glue

Provide students with copies of the “Red flags” templates (found on page 8). Encourage them to write examples of common warning signs of dating violence. Students may use specific quotations from the play, examples they develop on their own, or examples of behaviors common to abusers. Once the students have decorated their flags, they should cut them out, paste them to sturdy cardstock and allow them to dry for display.



CURTAINS UP ON THE NUMBERS

Share the following statistics by posting them or handing out individual copies to students. Many of the statistics are reinforced in DCT's performance of *Don't U Luv Me?* While others are from the US Department of Justice, the U.S. Centers for Disease Control and Prevention, and the Liz Claiborne Inc. teen dating violence survey.

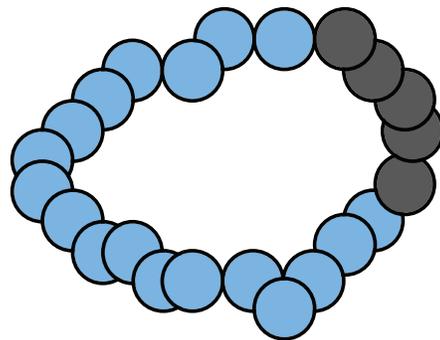
1. 75% of teens in Texas report having experienced dating violence or knowing someone who has.
2. 81% of parents surveyed either believe teen dating violence is not an issue or admit that they don't know if it's an issue.
3. 1 in 5 high school girls is physically or sexually hurt by a dating partner.
4. Only 33% of teens who've been in or known about an abusive relationship report having told anyone about it.
5. 25% of victims say they have been isolated from family and friends by a dating partner.
6. More than 50% say they have compromised their own beliefs to please a partner.
7. 1 in 3 teens say they are text messaged 10, 20 or 30 times an hour by a partner keeping tabs on them.
8. 82% of parents of teen victims are unaware of the abuse.
9. Nearly 1.5 million high school students report physical dating violence each year. (See statistic #4 and consider the staggering number of unreported cases!)
10. On average, victims tend to leave and return to an unhealthy relationship 7 times before leaving permanently.

VISUAL IMPACT DISPLAY



You will need:

- Multicolored pony beads or other items you can string
- Strong string like kite string, plastic lanyard string, or cotton yarn
- Scissors



Create a visual impact bracelet using some of the statistics you have discussed. For example, create a bracelet representing the percentage of teens in Texas who report having experienced dating violence or know someone who has. Choose a number of one colored bead to represent the 75% and another color to represent the 25% of students who have not experienced dating violence. String the beads in any pattern you choose and wear as a reminder of the seriousness of this issue.

Allow your class to brainstorm ideas for sharing the bracelets or other creative visual impact displays with others.

CURTAINS UP ON TAKING ACTION

DESIGN YOUR OWN CAMPAIGN AGAINST DATING VIOLENCE

Encourage your students to do their part in preventing dating violence by creating their own public service campaign. Use these activities to help them get started:

- **Design posters and bookmarks using text messaging language to display and handout.**

You will need:

Bookmark templates (on page 11)

Poster board or craft paper, Markers, Ribbon, Scissors

Allow students to brainstorm ideas for campaign slogans using text message language. (i.e.- b dfrnt) Apply the slogans to posters and bookmarks along with images and contact information for the National Domestic Violence Hotline. Encourage students to research local agencies and websites for information to include in their campaign. (There are several good sources listed at the end of this resource guide)

Produce the posters and bookmarks and make them available to students through the library or school health office.

- **Write a PSA of your own and record it for video or radio airing.**

Encourage students to work in groups to write and record a Public Service Announcement for the recognition and prevention of teen dating abuse. Each announcement should be one minute in length and should include the contact information for local hotlines or the National Domestic Violence Hotline.

Students should choose a specific theme for their message and be certain to research carefully the information they plan to present.

- **Set up a webpage on your school's website**

Discuss ideas for what might be included the site. These ideas should include:

- Explanation of dating violence, both emotional and physical
- Facts and statistics about dating violence, especially teen dating violence
- Warning signs
- Myths and facts
- Why it's often difficult to get out of an abusive relationship
- Local, state, and national resources for help
- The laws concerning dating violence
- Other online resources that relate to the subject

Check out www.seeitandstopit.org which was designed by teens in Massachusetts for ideas and inspiration.

- **Establish a "Bill of Rights for Relationships"**

Research healthy relationship behaviors and incorporate them into a "Bill of Rights" modeled after our own country's. Work as a class and when your Bill of Rights for Relationships is complete, post it and make copies for students to carry with them.

CURTAINS UP ON MORE

RECOMMENDED READING

Why Does He Do That? by Lundy Bancroft

In Love and Danger by Barrie Levy

You can find more information and curriculum ideas on the web. Try some of these sites:

www.labmf.org

www.chooserrespect.org

<http://www.endabuse.org/programs/teens/>

www.loveisrespect.org - This site includes the national teen dating violence hotline and live chat line – an important resource for teens

www.abanet.org/unmet/teendating/teachersguide.pdf

<http://www.loveisnotabuse.com>

www.healthyteendating.org

familyplacebeproject.org

**IF YOU OR SOMEONE YOU KNOW IS A VICTIM, CALL THE NATIONAL DOMESTIC VIOLENCE
HOTLINE 1-800-799 SAFE**

T.E.K.S. satisfied by DONT U LUV ME

117.37 - Theatre, Grade 7.

7.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Identify and demonstrate appropriate audience behavior at various types of performances.

D - Compare career and avocational opportunities in theatre.

117.40 - Theatre, Grade 8.

8.5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Analyze and practice appropriate audience behavior at various types of live performances.

D - Compare career and avocational opportunities in theatre.

117.64 - Theatre, Level I.

5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Analyze and apply appropriate behavior at various types of live performances.

117.65 - Theatre, Level II.

5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Judge and apply appropriate audience behavior at various types of performances.

117.66 - Theatre, Level III.

5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Compare behavior at various types of performances and practice audience etiquette.

117.67 - Theatre, Level IV.

5 - Response/evaluation. The student responds to and evaluates theatre and theatrical performances.

A - Evaluate and practice appropriate audience behavior at various types of performances.