

Program Name: I'm Good! No Braggin' or Bullyin' Here!

Artist: Susansylvia Scott

## Special Requirements:

Large open space; a chair & small table; sound system w/ microphone; wireless body mic preferred but not required

## Performance Description

This school performance is chock full of fascinating stories that make good values inspiring and winning. The program includes highly creative audience participation. Between stories, Susansylvia presents each value to the audience, encouraging the students to come up with ways to solve these problems. Utilizing this method, the student's ability to choose right over wrong is enhanced. The children are powerfully engaged in the tale and then immediately invited to picture a similar situation

in the classroom atmosphere, with suggestions for solutions. Some of the values represented in the stories include sharing, bullying alternatives and belief in one's self. The power of sharing helps encourage positive friendships and teamwork in the classroom, and in life. This performance explores meaningful, troubling issues that children deal with. Performer and students will take a look at these situations together during this dramatic participatory performance.

## Educational Objectives & Standards

### Students will:

- Learn a variety of techniques for dealing with bullies.
- Learn the difference between self-esteem and bragging.
- Compare accounts of one story from multiple perspectives.

### Standards Addressed:

- Can talk about characters and their actions in stories
- Engages in active listening
- Understands that group and cultural influences contribute to human development, identity, and behavior.



## Artist Bio: Susansylvia Scott

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**Master Teaching Artist**  
Susansylvia Scott is a creative and innovative storyteller. She holds a Master of Arts in Theater from the University of Missouri, Kansas City. Two of her mentors are Vincent Dowling, of the Abbey Theater in Dublin, Ireland and John Houseman, a teacher at the Julliard School of Drama and featured in the *Paper Chase*.

Based on her experiences on the stage and screen, Susansylvia

specializes in unique and creative audience participation. She is also a successful private tutor for children with dyslexia and learning challenges.

Susansylvia's workshops, residencies, and master classes for teachers and students emphasize reading comprehension and creative writing. She is the Lighton Prize winner for Teaching Excellence in 2006.

### List of Resources:

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#### **Books:**

[Ricky Ricotta's Mighty Robot](#) by Dav Pilkey, pictures by Martin Ontiveros, Pub. By Scholastic

[Friendship According to Humphrey](#) by Betty G. Birney, Pub. By Puffin

[Benjamin and Tulip](#) by Rosemanry Wells, Pub by Dial

[Aesop's Fables](#) by Michael Morpurgo, illustrated by Emma Chichester Clark

[Days with Frog and Toad](#) by Arnold Lobel

Contact KCYA for more information about this and other programs

816.531.4022  
KC YA.org

### Vocabulary

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**Bully:** to frighten or pick on people who appear weaker than you.

**Bragging:** to talk in a boastful way about how good you are at something.

**Sharing:** to divide something between two or more people who can use it.

**Personal Experience Story:** a story told from one's own life experience.

**Fable:** A story that teaches a lesson.

**Folk Tale:** Stories spread by word of mouth by the people and passed on generation to generation. It is one form of oral tradition.

**Sody Saleratus:** In the Ozark hill country, in the old days, this is what baking soda was called.

### Post-Performance Activities

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1. Have the children practice storytelling. One student begins telling a made up story. After a few lines, the teacher says "freeze" and then the next student continues the story. Repeat this until all students have had a turn to tell the story, with the last student telling the end.

2. Break students into groups and make up a scene that deals with the topic of sharing. Side one is willing to share and side 2 is

unwilling to share. The scene should have a beginning, middle and end. Groups take turns presenting to the class. Then discuss how it feels to be around someone who doesn't share. Re-do the scenes where both sides share and discuss the difference.

3. Choose a story from the list above and have students retell it from another characters point of view.