

by John Lazarus

Study Guide

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SAVINGS

Green Thumb Theatre presents "**Night Light**"

Written by John Lazarus

Production Credits

"Tara"

"Victor"

"Farley"

Agnes Tong

Scott Button

Curtis Tweedie

Directed By

Stage Manager

Scenery & Props Design

Costume Design

Patrick McDonald

Susan Miyagishima

Kate King

Sydney Cavanagh

Green Thumb Theatre is a member of the Professional Association of Canadian Theatres and engages, under the terms of the Canadian Theatre Agreement, professional Artists who are members of Canadian Actors' Equity Association.

Office Staff

General Manager

Artistic Director

Artistic Associate

Bookkeeper

Tour Coordinator

Production Manager

Fundraising Coordinator

Sales and Marketing

Nadine Carew

Patrick McDonald

Shawn MacDonald

Susan Cai

Michele Frazer

Rachael King

Jessica Choi

Robyn Lamb

Table of Contents

Company List	2
Table of Contents	3
BC Curriculum, Synopsis & Characters	4
Show Etiquette and Tips	5
After the Play...	6
Background Information: Overcoming Fears	7
Background Information: Anxiety	8
PRIMARY: Curriculum Connections	9
PRIMARY: Activities	10-13
PRIMARY: Worksheets	14-16
INTERMEDIATE: Curriculum Connections	17
INTERMEDIATE: Activites	18-22
INTERMEDIATE: Worksheets	23-26
Resources for Students	27
Resources for Teachers	28

Note: Many of the exercises in this guide are not original creations of the author. The author of the guide is not attempting to claim the exercises as her own invention. They have been acquired and obtained from other learning materials. Where no credit is given, the original source is unknown.

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This Study Guide will help you decide how to prepare your students to see the play *Night Light*. It includes suggestions on how to work the performance into your curriculum and ideas on how to promote classroom discussion about the themes presented in the play.

Synopsis

There is a monster in Tara’s dresser! Her big brother Victor says it’s just socks and pajamas, but Tara knows better. Whenever she wants to play in her room or tries to go to sleep, that big scary “thing” shows up. And if that’s not enough to worry about, Tara’s dad is in the hospital and he’s really sick. Victor wants to help his little sister feel brave, but he’s got trouble of his own: namely Farley, the school bully. How can Victor teach his little sister about courage when he’s so scared himself? In this Green Thumb classic, Tara and Victor hold their own against monsters and bullies with hilarious – and very effective – results.

Characters

Victor – About 10 years old and a straight-A student.

Tara - Victor’s younger sister, about 7 years old.

Farley – A schoolyard bully who is in Victor’s class.

Monster- Lives in Tara’s sock drawer



Themes:

Bullying / Fears / Cooperation / Family Relationships/
Courage/ Mental Health

Curriculum Connections:

Fine Arts/ Health and Career Education /
English Language Arts / Social Studies

Preparing Students for the Play

When young people attend a live theatrical performance for the first time they often do not realize how different it is from watching a movie or television show. Live presentations can be more challenging for performers, because anything could happen and affect their performance. Mistakes cannot be edited out! This makes for a more dynamic experience for both performers and the audience.

Pre-performance

Please remind students of the following:

- It is rude and disruptive to talk, eat and drink during the play.
- Photos or recordings are not allowed.
- Excessive movement can be distracting to others watching the play.

Active Viewing

To make the most out of watching this live performance, **please encourage your students to** not only watch the play for the story, but also to pay attention to the set, costumes, music and lighting. These aspects are an important part of a live performance and will enhance later discussions about the play and the students' experience watching it.

Post-performance

Now that your students have seen the play it's time to further enrich their experience. Encourage students to talk about the play, what they liked, what was funny, what parts they didn't like and who was their favourite character. There are always many things that can be discussed after any play! Use the performance of *Night Light* and this accompanying guide to enhance your class time!

Using The Study Guide

The following activities are provided as suggestions and starting points for further exploration into the themes brought up in *Night Light*. Activity sections are divided by primary and intermediate purely based on suggested suitability but are not necessarily limited to each grade group. The sections include a list of some possible curriculum connections, a springboard for discussion and a couple of worksheets or activities related to the play or its themes. Please be sure to browse through the whole guide and select which activities you feel are best suited for your class (as some of the activities may suit both primary and intermediate students)

All activities and reproducibles are created with the BC Ministry of Education Curriculum Guidelines in mind. They are general activities that leave room for variation and adaptation to the particular needs of your class.

If you have any questions about the play, comments about the study guide or are looking for further resources and support, please contact Green Thumb Theatre:
info@greenthumb.bc.ca

Overcoming Fears

One of the main themes of *Night Light* is overcoming fears. Each character struggles with something that scares them and they have to find ways to get past their fear, with a little help along the way. Fears are a natural and normal part of growing up. However, childhood fears that are avoided have the potential to evolve into limiting and sometimes dangerous, adult phobias.

The first important step to helping a child to overcome fears is understanding what makes a child fearful. At the most basic level, fear comes with physical, cognitive and behavioural responses and so all three of these aspects need to be included in a strategy to overcome fear.

Physical: Shortness of breath, butterfly stomachs and dry mouth are all normal responses to fear. Children can be encouraged to recognize these responses and take deep breaths or choose other methods that help them relax.

Cognitive: Clarifying exactly what the fear is and then helping to correct misinformation or transform scary images into positive ones will help to relieve anxieties on a cognitive level.

Behavioural: Gradually exposing the child to the fearful situation, while still allowing them to have some control or power, is a behavioural strategy to overcoming fear. One way to help the child feel in control is to have them measure the fearful situation using numbers or hand gestures that you work out together.

**this section adapted from Green Thumb's Night Light Study Guide by Theresa Goode.*

Anxiety and Overcoming Fears

Tara's anxiety about her dad being sick in the hospital triggers a monster that haunts her from her sock drawer. Farley's anxiety about not understanding math causes him to pick on Victor rather than ask for help. Victor's anxiety about being bullied by Farley makes him feel trapped into doing Farley's homework and also makes it hard for him to be patient with Tara and her fears.

According to the Canadian Mental Health Association, there is an upsurge in stress disorders among younger students in elementary schools (kindergarten to grade 6) that manifests in increased rates of anxiety, phobias and obsessive-compulsive disorder. Helping students to understand anxiety and providing them with ways to relax or deal with a stressful situation is important to mental health resiliency. We hope that by watching *Night Light* and engaging in activities and classroom discussions, your students will be able to relate to what is happening for Victor, Farley and Tara and come up with ways to problem solve around their own fears and anxieties.

Some helpful tips for working with students with anxiety:

1. Try to discover the root of the anxiety so that you can help to build confidence or correct misinformation in this area.
2. Encourage the student to make a list, a drawing or a collage of all the things that make them feel happy and relaxed that they can keep with them at their desk or hang in their bedroom at home.
3. Help the student come up with simple strategies to calm down when they are feeling overwhelmed (breathing deeply, drawing a picture, writing a list of what is making them feel anxious or nervous)
4. Help the student to develop a routine or structure that they feel comfortable with.
5. Try to incorporate a relaxing activity into your daily lessons.

The following section includes activity ideas as well as pull out sheets for use with primary students.

Fine Arts: *Responding to a Drama Presentation*

Health and Career Studies: *Career Development/ Goals and Decisions/ Healthy Living*

Social Studies: *Skills and Processes (Self, Family, School)*

English Language Arts: *Writing and Representing*

Springboard for Discussion

- Who was your favourite character? Why?
- What was your favourite part of the play?
- What do you think the play was about?
- What do you think was the message of the play?
- Why did Tara want a night light?
- What would you have done if you were Victor and Farley was picking on you?
- Do you think that Farley and Victor will be friends?
- How do the different characters act when they are scared?
- Have you ever been scared of something? What did you do to get over your fear?



Writing/ Imagination Prompts:

Imagine/Write/Draw about what you would do if you were Victor. Would you help Farley with his homework? What would you do to help your sister get over her fear?

Imagine/Write/Draw about a time when you felt scared. What happened? What did you do to feel better?

Imagine/Write/Draw about a time when you helped someone else who was scared or worried. How did it feel to help?

Suggested grade level: K-2

Preparation time: 15 minutes

Materials:

-2 pieces of plain paper for each student*

-coloured paper, markers, glitter, ribbons, buttons and other craft supplies.

1. On one piece of paper invite your students to draw/create the scariest monster(s) they can imagine.
2. Next, put your monsters inside the closet by stapling the second piece of paper on top (if you are using the template, help the students to cut and fold the closet door before stapling)
3. On the top piece of paper (the closet door) invite students to create images of things and people that make them happy.
4. When you open the door you can see the scary monster but when you close the door you defeat the monster with all the images that make you happy and strong.

Variations to this activity:

1. Make a big monster wall in your classroom: have each student design their own monster and hang them on the wall. Beside it you can make a Monster fighting wall with pictures of all the happy thoughts!
2. Monster puppets: Using paper sandwich bags and any craft supplies you can find, encourage each student to make a scary monster puppet. Then split the students into groups or pairs and have them imagine a scene where the monsters are actually friendly.

*see page 14 for a template of a monster closet door.

Suggested grade level: 1-3

Preparation time: 10 minutes

Materials:

-Enough cardboard boxes for each student (take out containers from a restaurant, tissue boxes, cereal boxes, will all work).

-coloured paper, markers, glitter, ribbons, buttons, and other craft supplies

-scissors and glue

***if you are having trouble finding enough boxes, try paper sandwich bags instead.**

Sometimes our imaginations can come up with pretty big worries and fears. Getting the worries out of your head and on to a piece of paper can help to make them seem less scary.

1. Let each student decorate their “worry box” or bag however they want
2. Find a place in the classroom to keep the worry boxes or bags
3. Have each student draw a picture, or write a note about something that worries them or makes the scared and tell them to fold it up and put it in their “worry box”. (have them do more than one if there is time and encourage them to be specific)
4. Tell students they can add worries to their worry box whenever something is bothering them and remind them that worry boxes are a secret place so to respect each other’s privacy.
5. Find time, especially before tests and other stressful activities to ask students to stick a new worry in their box.

Suggested grade level: K and up

Preparation time: 10 minutes

Materials:

-a cd player/ipod station

-relaxing music

Lead your students through a relaxation exercise.

1. If there is room in the space that you are in, have all the students lie down on their backs and close their eyes. (they can be in a circle with their feet facing in or spaced out randomly)
2. Turn on some quiet, soothing music to set the mood.
3. Lead the students in slow, steady breaths. Breathe in 1-2-3-4 and breathe out 1-2-3-4. Do this up to 10 times until everyone is breathing steadily in unison.
4. Ask the students to keep breathing like this while you talk about where their breath is going.
 - First fill up your lungs and feel how your chest rises and falls (3 breaths)
 - Now put your hands on your stomachs and slowly breathe deeply so that you can feel your diaphragm (or say stomach) rising and falling.
5. While your students are breathing you can instruct them to think about a time that they were really relaxed or happy. AND/OR instruct them to see if they can feel their breath reaching different parts of their body
6. At the end of the activity, return to counting breaths and then invite your students to open their eyes and slowly stand up.
7. Sit in a circle and talk about what it felt like before the exercise and after the exercise.

Helpful Hint: With younger students, try “shaking the sillies out” before starting the activity. (give students a chance to fidget, scratch or release some pent up energy before moving into the relaxation).

Suggested grade Level: K and up

Preparation time: 10 minutes

Materials:

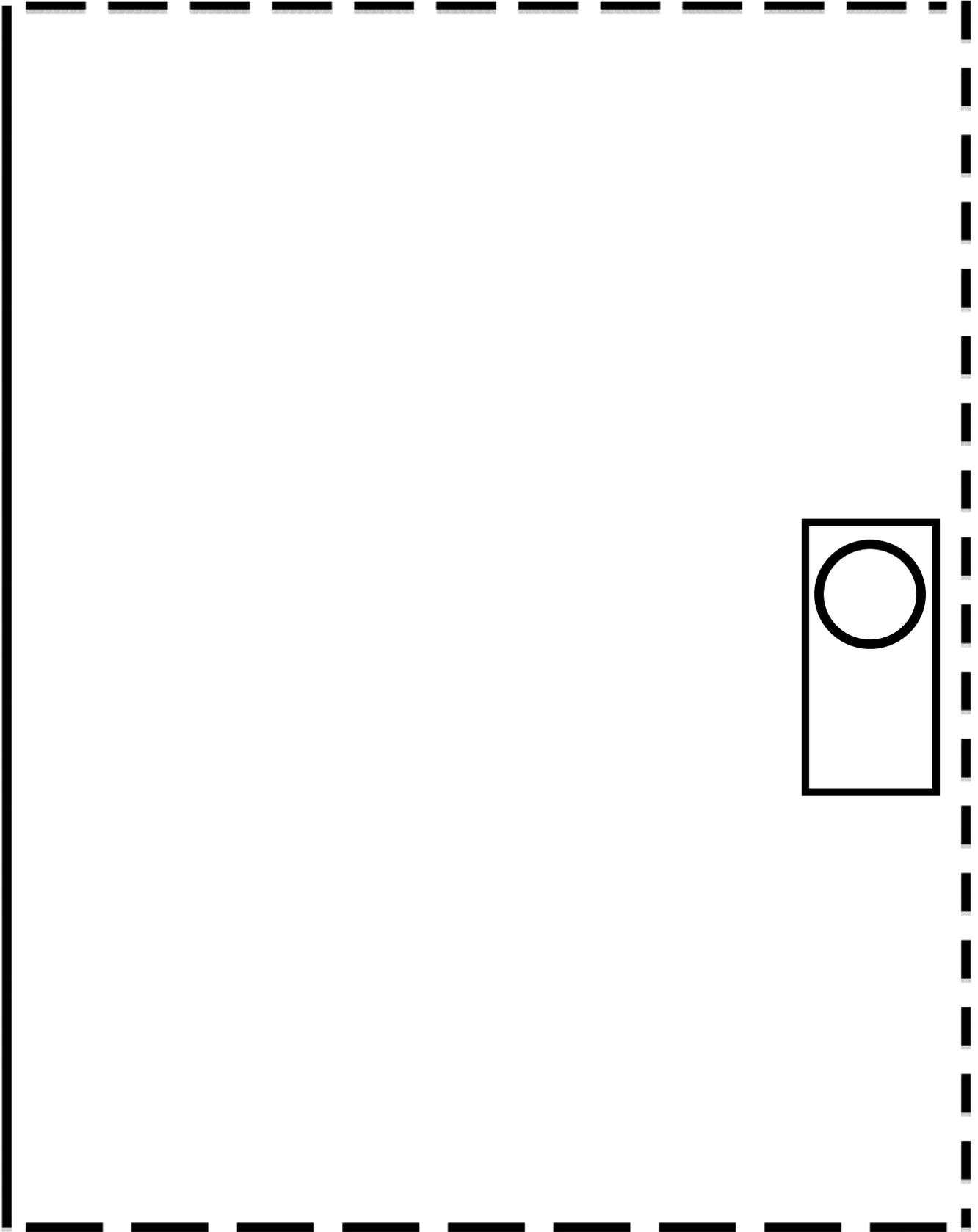
-Note Cards

-a hat or container

When you get scared, your eyes might get really wide and your mouth might open in shock. We use our faces to show how we are feeling (just like the actors in the play used their faces and their bodies to help us understand what they were feeling).

1. As a class, make a list on the board of different feelings (try to start with the six primary emotions: Happiness, Sadness, Anger, Fear, Disgust, Surprise and then if your students can think of other feelings include those as well)
2. As you put each emotion up on the board, talk about what your body feels like when you experience that emotion and what your face might be doing.
3. Model some of the facial expressions so your students can see what they might look like and practice.
4. Put all the emotions onto individual cards (you can prepare this ahead of time or have students copy them off the board), fold the cards and place them in the hat.
5. Have a student come up and select one of the emotions out of the hat and make a facial expression to match.
6. Let the other students guess what emotion he/she chose. (The first person to guess can be the next person to draw an emotion)
7. For older groups you can split the class into two teams and have two students perform the emotion at once and whichever team guesses first gets a point.

The six primary emotions may be easy to guess but secondary emotions (like boredom, bravery, curiosity, desire, disappointment, envy, hate, jealousy, loneliness, love, optimism, paranoia, shame, thankfulness, worry, etc) will be more subtle and likely more difficult to act/guess. After the game, discuss with your class which emotions were the hardest to portray and guess and what it felt like if people were having trouble guessing or when the emotion was understood right away.



NAME: _____

Instructions: Using Pictures or Words, please fill out the chart

Something that I worry about:	
What my body feels like when I am scared or worried:	
What my brain feels like when I am scared or worried:	
Things that I can do when I am scared or worried to help me feel better:	
This is me when I am not scared or worried anymore:	

See how many hidden words you can find!

See how many words from Night Light you can find in this puzzle! Remember that the words can be hiding vertically, horizontally, diagonally and even backwards. Good luck!

T	A	R	A	K	N	B	U	H	B
A	F	X	J	Z	I	S	G	M	U
P	A	M	Y	O	G	C	U	O	L
G	R	A	O	E	H	H	J	N	L
L	L	V	I	C	T	O	R	S	Y
P	E	Y	I	N	L	O	H	T	B
M	Y	Z	E	R	I	L	G	E	A
O	F	E	A	R	G	P	E	R	R
F	R	C	L	M	H	Z	E	D	X
G	H	V	A	C	T	O	R	A	W

ACTOR
BULLY
FARLEY
FEAR

GREENTHUMB
MONSTER
NIGHTLIGHT
PLAY

SCHOOL
TARA
VICTOR

The following section includes activity ideas as well as pull out sheets for use with intermediate students.

Fine Arts	Demonstrate an understanding of how social values are communicated in drama Apply established criteria to reflect on their own and others' presentation Explain thoughts, images and feelings derived from a music experience
Language Arts	Speaking and Listening Use writing and representing to express personal responses
Health and Career Studies	Healthy Living/Healthy Relationships (C1,C5,C6) Career Development/ Goals and Decisions

Springboard for Discussion:

- Discuss the production. How did the set/ costumes/ sound/ acting/ writing/ directing get the story across.
- What worked? What didn't? Why?
- In your opinion, what was the message of the play?
- Was there a character in the play that you could relate to? Why or why not?
- What kinds of bullying did you see in *Night Light*?
- If you were Victor would you help Farley cheat on his test? Why or why not?
- Have you ever been scared to take a test? What did it feel like? What did you do?
- What did each of the characters do to overcome their fear? Would you have done anything differently? If so, what?



Writing Prompts:

- Write about a time that you were bullied or you witnessed bullying. What did you do? Is there something you wish you could have done differently?
- Write about a time that you were scared or you helped someone else who was scared.
- Pretend you are friends with Victor. What advice would you give him about dealing with Farley?
- Pretend you are the monster in the sock drawer and write a note to Tara about what it is like to live there and how it feels to be so scary.
- Write a letter to one of the actors in *Night Light* and tell them what you thought about the play

Suggested grade level: 3 and up

Preparation time: Minimal

Materials: - paper
- a hat/ container
- art supplies for collage/drawing /or painting
- enough note cards for each student

Before starting this activity, remind students that it is normal to have fears and that different people are afraid of different things. Students need to feel comfortable sharing their fears, even anonymously, without the fear of being made fun of.

1. Have each student think of something they are afraid of and write it down on a piece of paper, without their name.
2. Put all the pieces of paper into a hat. Have each student draw a “fear” out of the hat
3. Give students a few minutes to imagine that they are afraid of what is on the card
4. Have each student make a postcard that represents the fear they have selected from the hat.
5. On the back of the postcard have them write a note to someone with this fear (–an encouraging message, a list of things one might do to relax when they are scared, advice they have heard about overcoming fears, etc)
6. Hang a clothesline along one wall of the classroom (using string and some pushpins) so that the students can hang their postcards up, or have them present them to the class.
7. Have students write a journal entry/reflection about what it was like to learn about someone else’s fear and imagine experiencing it, or do a class debrief.

Variations:

This can also be done as a class discussion activity. The fears can be drawn from the hat one at a time and written on the board or a big piece of poster paper and the class can discuss ways they would help someone with that fear, or what they would do if they were in that situation.

Suggested grade level: 4 and up

Preparation time: Minimal

**Materials: -a whiteboard/chalkboard or piece of large chart paper.
-a paper sandwich bag for each student**

1. In the middle of the board write the word "stress"
2. As a class, brainstorm what "stress" is and how it feels.
3. Come up with a list of things that might cause "stress"
4. Invite each student to create their own "stress survival kit". Ask them to decorate their paper bag and use it to hold their kit. On the outside of their bag ask them to write at least 3 things they are good at or like about themselves (give class time to decorate the bag and to come up with a list of what to include)
5. They can fill up their paper bag with things that help them to relax or relieve stress.

For things that are too big to fit in the bag, encourage them to include a representation. The students may need to bring some things from home to fill up their kit so give them a couple of days to get everything ready.

6. On another day, each student will have a chance to present their stress survival kit to the class.

Suggested grade level: 3 and up

Preparation time: 30 minutes

Materials: - 3 pieces of music with different emotional tones (at least one should be relaxing and another should be tense or scary)

-a cd player or ipod dock.

-a box of recycled containers/found objects (optional: see extension)

1. Play the pieces of music to the class one by one. While the song is playing (with eyes open or closed depending on your preference), have each student draw what the mood of the music is (or write down words that come to mind while the music is playing)
2. After all three pieces, talk about what students felt while they were listening to the music and what the differences were between the three songs.
3. Talk about how music is used in plays and movies to help tell the story. What other ways are we able to tell how people are feeling in a scene?
4. Invite each of your students to select a song that triggers a certain feeling for them (relaxation, happiness, sadness, etc) and share it with the rest of the class.

Extensions: If you are feeling ambitious, bring a box of recycled objects to class and, in groups of 3 or 4, encourage your students to select an emotion, come up with their own instruments (out of the found objects), and make a short piece of music together. Have the rest of the class guess what emotion each group was hoping their song would trigger.



Suggested grade level: 4 and up

Preparation time: 30 minutes

**Materials: -conflict cards (see page 24)
-a large piece of chart paper/posterboard**

1. Split the class into groups of three and give each group one of the “conflict cards”
2. For each conflict, the group needs to come up with two different solutions or ways of handling the problem.
3. Each group will present their conflict to the class and the two possible solutions. (This can be written and read aloud or can be turned into a role playing activity)
4. The class will vote on which solution they would choose if they were in that situation.
5. Debrief after each group presents and take note of problem-solving techniques used.
6. As a class, develop a Conflict Resolution Charter, which lists qualities of good or healthy conflict resolution. (In a conflict I will ...).
7. Have all the students sign the charter and hang it on the classroom wall.

Extension: Your students could make posters for each of the conflict resolution charter points and hang them around the school.

Suggested grade level: 4 and up

Preparation time: 30 minutes

Materials: -copies of the bullying worksheet (see page 25)

1. In groups of two, have students use online research to fill out the bullying worksheet. (please see list of student resources for some recommended sites)
2. As a class, discuss the “anti-bullying” campaigns they saw online (or in school, on tv, etc). What do they think works the best at getting the message to students their age?
3. Invite students to come up with a creative way to share the information they learned about bullying. It could be a poster, a song, a poem, a dance, a letter to the editor, a powerpoint presentation, a video, a skit, etc.
4. Present the new “anti-bullying campaigns” to the class.



See how many words from Night Light you can find in this puzzle! Remember that the words can be hiding vertically, horizontally, diagonally and even backwards.
Good luck!

A	R	U	T	K	I	L	X	M	O	N	J	A	R	A	T	B	S	L	K
P	T	H	E	A	T	R	E	T	J	K	A	I	O	R	M	O	S	N	L
O	E	D	O	S	P	M	L	Z	C	H	E	K	I	L	B	V	W	I	G
P	A	R	H	C	M	O	R	E	T	S	N	O	M	S	L	Q	J	G	O
E	N	I	L	A	G	H	Z	A	M	E	I	L	W	B	A	F	E	H	R
R	I	Z	O	R	E	F	E	C	T	R	M	I	B	O	L	B	S	T	A
A	T	O	E	E	G	H	B	I	V	N	M	O	E	Y	M	A	A	L	S
T	Y	L	M	D	C	I	E	J	N	I	G	H	Z	U	K	B	Q	I	P
I	D	R	A	N	X	E	L	I	O	R	C	K	H	I	I	B	A	G	X
O	K	I	D	A	Y	R	G	H	U	F	O	T	I	V	A	W	N	H	O
N	F	A	R	L	E	Y	U	P	Y	E	N	O	O	L	Z	I	B	T	G
S	B	U	A	L	L	J	X	C	A	E	R	A	W	R	T	A	L	K	E
S	K	O	W	I	D	Y	O	K	E	P	I	T	D	A	B	I	K	I	E
R	L	J	E	O	U	R	D	R	O	W	K	O	I	R	U	P	F	E	H
O	D	A	R	Z	F	I	G	O	N	F	I	S	D	R	L	A	Q	E	R
T	S	W	H	O	S	M	I	W	A	E	C	V	I	A	L	B	T	A	R
C	G	U	L	T	I	P	R	E	J	A	B	E	Y	R	Y	W	O	C	U
A	K	L	I	N	G	R	A	M	I	R	L	A	D	C	O	U	R	K	N
F	R	E	N	D	T	H	E	O	A	S	T	R	E	U	Z	M	A	T	H
U	L	A	T	I	P	S	O	H	M	O	T	L	A	R	B	H	I	E	D

ACTORS
 BULLY
 CHEAT
 DRAWER
 FARLEY
 FEARS

GREENTHUMB
 HOMEWORK
 HOSPITAL
 MATH
 MONSTER
 NIGHTLIGHT

OPERATION
 PLAY
 SCARED
 TARA
 THEATRE
 VICTOR

<p>You are working on a school project and your partner isn't doing their share. What do you do?</p>	<p>You see someone on the schoolyard push down a younger student. What do you do?</p>
<p>Your favourite sweater (or something you love) went missing and you find it in your sister's room, with a hole in it. What do you do?</p>	<p>You overhear someone in the bathroom talking about one of your friends behind their back. They are planning to embarrass her in gym class. What do you do?</p>
<p>You find out that someone in your class has been telling lies about you. What do you do?</p>	<p>Two of your friends got in a fight and aren't talking to each other and keep trying to put you in the middle. What do you do?</p>
<p>You are at a friend's house and someone decides it would be funny to post embarrassing pictures of a girl in your class with mean comments. What do you do?</p>	<p>Someone passes you a note that says something mean about a girl in your class. What do you do?</p>
<p>You are standing with a friend of yours when suddenly they start yelling mean things at a kid who is new to the school. What do you do?</p>	<p>Someone asks you to help them cheat on a test and says if you don't do it they will reveal one of your secrets to the whole class. What do you do?</p>
<p>It seems that everyone in the class is invited to a pool party except you. What do you do?</p>	<p>Your parents won't let you go to a sleepover that everyone else is going to. What do you do?</p>
<p>There is a group of kids in your class who always pick on one kid, calling him "fat" and "ugly" and imitating him while the rest of the class laughs. What do you do?</p>	<p>Someone sends you a text message that says you a "loser" and "nobody likes you". What do you do?</p>
<p>Your friend threatens that if you keep hanging out with the "weird kid" you won't be able to be friends with him anymore. What do you do?</p>	<p>Someone makes fun of your clothes and tells everyone that you are "poor" and "smell bad". What do you do?</p>
<p>Someone is spreading an embarrassing rumour about your best friend and you are pretty sure you know who it is. What do you do?</p>	<p>You lost something that belongs to one of your friends and you know if you tell them they will be mad at you. What do you do?</p>
<p>Someone pushes you down in gym class, pretending it was an accident but when the teacher isn't looking pushes you again. What do you do?</p>	<p>One of your friends breaks big promise they made to you. What do you do?</p>

What is the definition of "bullying"?

What are four common types of bullying?
 (Fill out the table below)

Type of Bullying	What is it?	An example

List 3 things you can do if you are being bullied:

List 3 things you can do if you see someone being bullied:

List 2 new things that you learned in your research (that you haven't already mentioned)

List 2 websites that you would recommend to other students your age. Include a reason why you liked each one.

Describe what you think a "safe school" is.

--

What is the number for Kids Help Phone Canada?

--

www.kidshelpphone.ca

The kids section on this website has information about bullying, anxiety and stress with helpful tips and lots of links to resources. It also has an anonymous online “ask us” section and a place for kids to express themselves and share their experiences. The game “worry rockets” lets kids write down a worry and launch it into cyberspace.

www.cyh.com

An excellent Kids Health Website from Australia. Information for kids about a wide variety of health topics including mental health, anxiety, bullying and stress. Includes games and activities.

www.stopbullying.gov/kids

An anti-bullying website from the U.S. with facts about bullying, advice on what to do and games. There is also a section of animated webisodes with quizzes which give students a chance to think critically about what is happening in the video.

www.canadiansafeschools.com/students

A website with information about bullying and safe schools and some suggestions for activities you can do to learn more about bullying.

www.pacerkidsagainstbullying.org

A website (by the National Bullying Prevention Centre in the U.S.) for kids about bullying with clear information, a couple of games and a place for kids to suggest ways to combat bullying at school.

Most of the websites listed on the “Resources for Students” page also have sections for teachers or professionals. Below is a list of other sites that may help you gather information and design lesson plans around the themes of *Night Light*.

www.kidsmentalhealth.ca

The Children’s Mental Health Ontario website includes a section for teachers with a comprehensive list of some of the available resources and access to research.

www.anxiety.bc.ca

Anxiety British Columbia’s website which has lots of resources about different anxiety disorders. It is geared towards youth, adults and parents but the information is helpful and the “parent” section includes specific information about younger children with anxiety.

www.bced.gov.bc.ca/sco/resourcedocs/bullying.pdf

This link goes directly to the British Columbia Ministry of Education’s elementary school bullying prevention program “Focus on Bullying”. It is a comprehensive resource with complete lesson plans for each grade level.

www.edu.gov.mb.ca/k12/safe_schools/nims

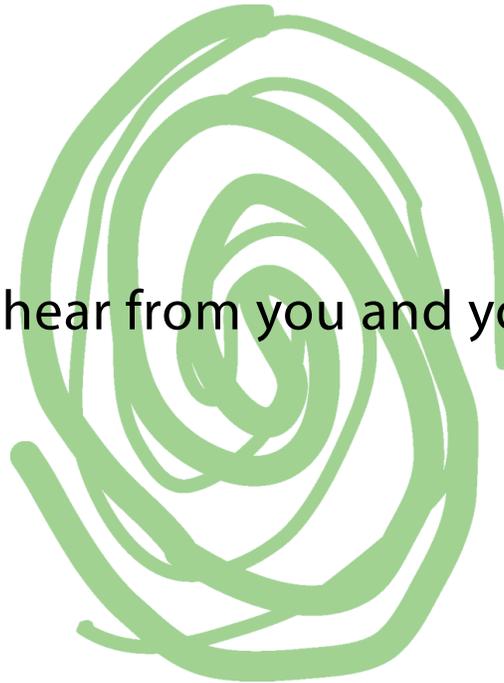
The Not in My School campaign in Manitoba has clear definitions and lots of anti-bullying classroom activity ideas.

www.kzoo.edu

An older site that is nothing fancy but has a good list of online resources and has solid, basic information about bullying for parents, teachers and kids.

Thank you for taking the time to use and review the **NIGHT LIGHT** Study Guide as a resource to further enrich your students' experience of the play.

We want to hear from you and your students!



Visit our website at **greenthumb.bc.ca** and tell us what you thought about the play, your experience and any future play ideas- we welcome letters as well. You can also add our link to your classroom website to explore the site as an activity.

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Good luck in the school year and we hope to see you next year!

12-13 Elementary Tour Supporter



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