

# wired



by betty quan

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Green Thumb Theatre presents  
**wired**  
by Betty Quan

**Cast**

Damian	Curtis Tweedie
Julia/Mom	Jennica Grienke
Simon/ Mr. Valencia	Dan Willows

**Production Staff**

Director	Patrick McDonald
Stage Manager	Susan Miyagishima
Set Design	Ian Giles
Video Design	Michael Sider
Costume Design	Naomi Sider

**Office Staff**

Artistic Director	Patrick McDonald
General Manager	Nadine Carew
Production Manager	Rachael King
Tour Coordinator	Michele Frazer
Artistic Associate	Shawn Macdonald
Fundraising Coordinator	Jessica Choi
Marketing Coordinator	Robyn Lamb
Accountant	Susan Cai

*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.*

This Study Guide will help you decide how to prepare your students to see the play. Included here are suggestions on how to work the performance into your curriculum and ideas on how to promote classroom discussions about internet bullying and online safety.

This study guide was written by Amy Clausen. Amy has a BA in Theatre and an MA in Education Studies. She has worked in theatre and arts education for the past 12 years.

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 adapted from other learning materials, including an earlier version of this guide by Sunita Singh Pierce. Where no credit is given, the original source is unknown.

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## Synopsis

Damian is unnoticed in his cliquish grade, and that's just what this shy, self-proclaimed "goof" prefers. He is transformed into a cooler version of himself through online role-playing games, social networking sites, and a multitude of virtual friends. But when Damian has a seemingly innocent run-in with a girl at school, he finds himself in the cross-hairs of a humiliating cyber bullying campaign. Just because it's virtual doesn't make it less real. The online alternate world he created to escape is now something he needs to escape from.

In a time of constantly being wired in, of effortless photo snapshots and uploads from camera phones, and where conversations aren't just taking place face to face, this new play examines the alarming rise of cyber-bullying, where cruelty can be administered instantaneously and anonymously. Bullying in the schoolyards has now been replaced by the simple press of the Enter button, causing apathy and disconnections to arise - ironically- from being connected virtually.



Gord Myren, Graham Newmarch, Susan Coodin  
Photo by David Cooper

## Characters

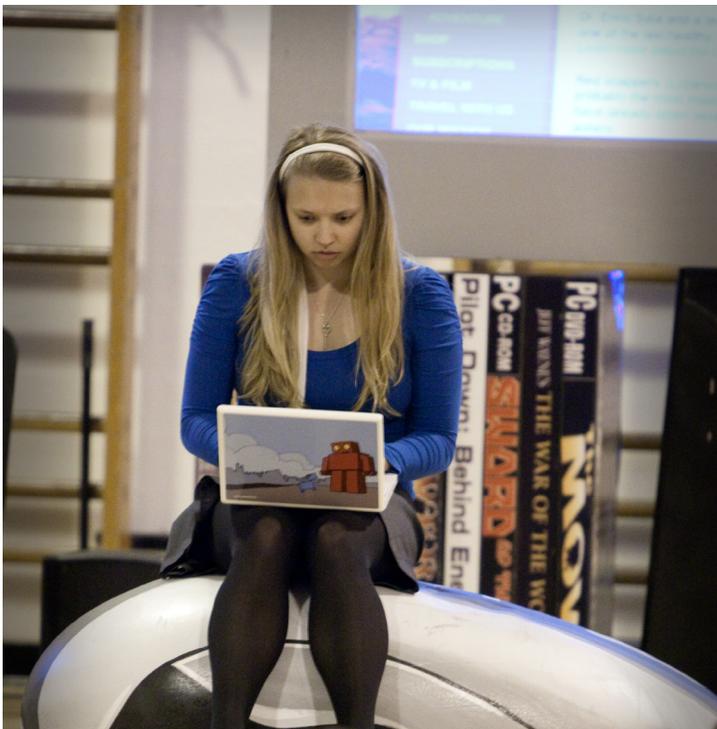
**Damian**- a young boy who is constantly wired in

**Mom** - Damian's Mom

**Julia** - a classmate of Damian's

**Simon** - a student at Damian's school

**Mr. Valencia** - Damian's teacher



Susan Coodin  
Photo by David Cooper

## Internet Bullying – How Do Bullies Operate in Cyberspace?

The internet offers us a wonderful – and complicated – world of communications. We use e-mail, instant messaging (IM), text messaging, blogs, chat rooms and social networking sites like Facebook, to stay in touch with friends and to make new friends. However, this also means that bullying behavior is no longer restricted to the playground, the classroom or the street. Bullying is now affecting our online social worlds, and the frequency and nature of cyberbullying incidents is changing quickly.

In a 2007 survey conducted by Kids Help Phone, over 70% of young people aged 13-15 reported having been bullied online; 44% reported having bullied someone at least once [1]. A follow-up report in 2011 revealed that cyberbullying behaviour is now most rampant on social networking platforms. Also, as young people abandon email in favour of phone-based text messaging, texting now replaces email as the second most common platform for cyberbullying [2].

Children as young as toddlers are using smartphones and apps. Primary school students in North America are engaging in social media platforms and texting with family and friends. Nearly 50% of children aged 8-12 own cellphones. 90% of tweens (10-12) play online games. And kids 11 to 14 spend, on average, 73 minutes a day texting. [3]

### Here are some more revealing statistics:

- One million children were harassed, threatened or subjected to other forms of cyberbullying on Facebook during the past year. (Consumer Reports, 2011)
- 95% of social media-using teens who have witnessed cruel behavior on social networking sites say they have seen others ignoring the mean behavior; 55% witness this frequently. (Pew Internet Research Center, FOSI, Cable in the Classroom, 2011)
- 66% of teens who have witnessed online cruelty have also witnessed others joining; 21% say they have also joined in the harassment. (Pew Internet Research Center, FOSI, Cable in the Classroom, 2011)
- 90% of social media-using teens who have witnessed online cruelty say they have ignored mean behavior on social media; 35% have done this frequently. (Pew Internet Research Center, FOSI, Cable in the Classroom, 2011)
- 81% of youth agree that bullying online is easier to get away with than bullying in person.

More statistics about cyberbullying in Canada can be found at [Defnetheline.ca](http://Defnetheline.ca)

[1] Elizabeth Lines, "Cyberbullying: Our Kids' New Reality," Kids Help Phone (April 2007).

[2] Lila Knighton et al, "Cyberbullying Reality Check," Kids Help Phone (2012).

[3] Tammy Erickson, "How Mobile Technologies Are Shaping a New Generation" Harvard Business Review blog (18 April 2012).

“Cyberbullying is the use of a range of digital media and/or communication devices to post or distribute offensive and demeaning forms of expression. Cyberbullying contains all of the elements of traditional bullying, but extends them into a highly public, online environment.”  
(Definetheline.org)

### What do online bullies do?:

- Send hateful comments about someone or threats through e-mail, instant messaging or postings on websites and blogs.
- Steal passwords and/or send out threatening or misleading e-mails or instant messages using an assumed identity like Julia (aka “prettyinpink”) does in *Wired*.
- Build websites or social media accounts that target specific people.
- Send, post or share demeaning photos or videos on websites or through e-mail and cell phones. Send, post or share any photos or videos of you without your permission.

### What to do if **YOU** are being bullied online?

- Leave the site or stop participating.
- Tell an adult you trust. **Don’t keep it a secret.**
- Block the sender.
- Never reply to harassing messages!
- Don’t agree to meet the bully in person.
- Save any harassing messages, talk to your parents/guardians and they can alert your internet service provider.
- If you believe that the bully is school-based, please tell your teacher and your principal. They need to know and will help you find a solution.
- If you are being threatened, save and/or print copies of the message. You have the right to tell the police and keeping copies will help them investigate.
- If you see someone harassing another person online, talk to them. Most people respond better to their peers and will listen to them more than they would an adult.

## Think Before You Press “Send”

Not only is cyberbullying hurtful to victims, it can land bullies in a lot of legal trouble too. Some forms of online bullying are considered criminal acts. Under the Criminal Code of Canada it is a crime to:

- Communicate repeatedly with someone if the communication causes them to fear for their own safety or the safety of others
- Write something that is designed to insult a person or likely to injure a person’s reputation by exposing them to hatred, contempt or ridicule.
- A cyberbully may also be violating the Canadian Human Rights Act if he or she spreads hate or discrimination based on race, national or ethnic origin, marital status, family status or disability

## Vocabulary

**Block** (*Verb*) - To filter out or limit access to someone/ something on the Internet.

**Chat Acronyms** (*Noun*) - these are word or phrase abbreviations that are used when people are typing. It is also called Internet slang, netspeak, chatspeak and tech-talk. For example, L8R = later, and LOL = laugh out loud.

**Chat Room** (*Noun*) - a part of a website where people have interactive discussions with others; this could be within a game environment or another online forum.

**Cyberbully** (*Noun*) - a person that uses electronic/digital communication to bully another person.  
(*Verb*) - To engage in acts of bullying using electronic/ digital communications.

**Emoticon** (*Noun*) - A typed sequence of characters that represent facial features/emotions. For example, a colon followed by a close-parentheses = :) = ☺

**Hack** (*Verb*) - To illegally break into websites/computer systems.

**IM (Instant Message)** (*Noun*) - A typed conversation between people in real time.

**Web Film** (*Noun*) - a short video made for broadcast on the Internet i.e. YouTube

**Text** (*Noun*) – an electronic communication normally received on a phone or other handheld device.  
(*Verb*) - To send written communication to someone via text message; most often this is done with a cell phone or other handheld device.

## Before the Performance

The theatre is a place where many people gather together to enjoy live performance. It is important to remember that other students and teachers would like to see and hear the show. It is also interactive and the performers can be distracted by disruptions from the audience. As such, here are a few things to consider when watching any live performance. Please take a minute to review the following notes and share them with your students.

### Some Notes on Theatre Etiquette

- Anything that beeps, buzzes or chimes needs to be turned off completely. The light your phone creates when texting is often just as distracting so that is why you should turn your phone off, rather than just muting it.
- Photos and videos are not permitted in the theatre. While it is true that flash photography is particularly distracting, it is also important to know that it is not legal to record or photograph a professional production in any way.
- Please do not bring any food into a theatre. You are here to watch a show and it can be distracting in terms of both sound and smell. It is also impolite to unwrap candy or gum during a show as this can make a lot of noise.
- It is never okay to talk during a show. It is appropriate to laugh when things that are funny, gasp when things that are shocking and, most definitely, to show your appreciation to the performers by applauding when the play has finished. The sounds we make naturally when we are really listening to a story are great. The sounds we make when we stop listening should be saved for after the show.
- Fidgeting and wiggling in your seat is often distracting to your neighbour. While it may be unavoidable to some extent, it is best to try as much as possible to keep still throughout the performance.

### More Info for Teachers

Students and teachers should remain seated during the performance.

Washroom trips should be discussed as a group and planned prior to the performance. Tell students the length of the performance so they can anticipate when they will be able to get to a washroom AFTER the show.

Students need to be supervised during the performance.

Please seat teachers and parent helpers in a position where they can respond quickly to disturbances that might arise. Please quietly remove disruptive students that continue to act up, call out or disturb others during a performance.

## 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 to also pay attention to the set, costumes, music and props. These aspects are an important part of a live performance and will enhance later discussions about the play and the students' experience watching it.

## After the Performance

Now that your students have seen the play, it's time to further enrich their experience.

The following activities are provided as suggestions and starting points for further exploration into the themes brought up in *Wired*. Activity sections are divided by grade purely based on suggested suitability but are not necessarily limited to each age group.

Near the end of this guide are several pull-out worksheets that investigate aspects of the performance. All are in keeping with the BC Ministry of Education Curriculum Guidelines.

Remember, theatre companies love getting feedback from students and teachers! If your classroom has a strong reaction to the show, has more questions for the company or the performers, or wants to respond with some ideas of their own, encourage them to get in touch!



Gord Myren, Graham Newmarch  
Photo by David Cooper

## Kindergarten, Grades 1 & 2

**Please Note:** *Wired* is recommended for students in Grade 3 and up. The following suggested starting points and activities are provided in cases where Kindergarten and or Grade 1's and 2's also watch the show. All keep within the BC Ministry of Education Curriculum Guidelines.

### Springboard for discussion

- What happened in the beginning, middle and end of this play?
- Who was your favourite character? Why?
- Which character did you not like? Why?
- **Making Connections:** What is a bully? What do they do? Have you ever been bullied? Have you ever helped someone who was being bullied? How?
- What can you do if someone is bullying you?
- Why do you think that some kids are bullies? How do you think they feel?

### Activities

#### Kindergarten:

Have students fold a piece of paper into thirds so that they end up with three equal frames. Then, use each section to draw Beginning, Middle and End pictures.

#### Grade 1's & 2's:

Have students fold a blank piece of paper in half, so that they have two equal frames. In the first frame, at the bottom, have students write "Problem", in the second frame have students write "Solution." Discuss as a class what the problem and solution was in the play. Then ask the students to draw a picture in the frame that depicts the problem and solution.

These suggestions address the Curriculum Standards of:

*Health and Career – Healthy Living and Relationships*

*Personal Planning – Personal Development (Mental Well-Being & Healthy Living)*

*Language Arts – Self and Society (Personal Awareness, Comprehend and Respond and Working Together)*

*Fine Arts – Exploration & Imagination, Context, Social Responsibility*

## Grade 3

## Springboard for Discussion

- What is cyberbullying? What are some ways someone might cyberbully you? (use the worksheets at the end for examples)
- How do you feel about the characters? Who did you like? Who didn't you like? Why?
- **Making Connections:** Have you ever been bullied before? How did Damian feel in the play? Did you feel like he did? What did you do to help yourself?
- What do you think you would have done if you were Damian and someone was bullying you over the internet?
- Why do you think that the playwright and director wanted the audience to see what was being typed on Damian's computer?
- What happened in the beginning, middle and end of the play?

## Activities

Please refer to the following activities in the worksheets section:

- A Tricky Situation (pg. 16 - 17)
- What Does Cyberbullying Look Like? (pg.18-19)
- News Travels Game (pg.20)
- Information Leak (pg.20)
- Acronym and Emoticon Matching (pg.22 - 24)

These suggestions address the Curriculum Standards of:

*Health and Career – Healthy Living and Relationships*

*Language Arts – Self and Society (Personal Awareness, Comprehend and Respond and Working Together)*

*Fine Arts – Exploration & Imagination, Context, Social Responsibility*

## Grade 4 &amp; 5

## 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?
- Why do you think that Damian spent so much time online?
- What words would you use to describe Damian? His mom? Simon? Julia? Mr. Valencia?
- Do you think that Julia really meant to hurt Damian? Why or why not?
- Were Simon and Julia both bullies? Was one better than the other?
- What does bullying look like? List the different ways someone might be cyberbullied and how someone may be bullied on the playground. (*You may want to use a Venn Diagram for this.*)

## Activities

**Please refer to the following activities in the worksheets section:**

- A Tricky Situation (pg.16-17)
- News Travels Game (pg.20)
- Information Leak (pg.20)
- Acronym and Emoticon Matching (pg. 22 - 24)
- In the Computer Lab - On page 15 of this study guide there is a list of websites about Internet safety and cyberbullying. Students (in a group or on their own) can use them as research to create a poster that promotes and lists ten ways we can fight cyberbullying. (pg.15)

These suggestions address the Curriculum Standards of:

*Health and Career – Healthy Living and Relationships*

*Language Arts – Self and Society (Personal Awareness, Comprehend and Respond and Working Together)*

*Fine Arts – Exploration & Imagination, Context, Social Responsibility*

## Grade 6 &amp; 7

## 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?
- What is "cyberbullying"? Why do you think some people bully others in that way, rather than in person?
- Both Julia and Simon are bullies. How are their bullying techniques different? Is one bully better than the other? Why or why not?
- What were the effects of cyberbullying on Damian? What were the consequences for Julia and were they enough to teach her a lesson?

## Activities

**Please refer to the following activities in the worksheets section:**

- A Tricky Situation (pg.16 -17)
- News Travels Game (pg.20)
- Information Leak (pg.20)
- Acronym and Emoticon Matching (pg.22 -24)
- In the Computer Lab - On page 15 of this study guide there is a list of websites about internet safety and cyberbullying. Students, in a group or on their own, can use them as research to create a poster that promotes and list 10 ways we can fight cyberbullying. (pg.15)
- In the Real World – A research and presentation project using news coverage from a real case of cyberbullying. Please find this project in the worksheets section. (pg.21)

These suggestions address the Curriculum Standards of:

*Health and Career - Healthy Relationships (Bullying: effects, consequences and passive participation)*

*Language Arts – Self and Society (Personal Awareness & Working Together)*

*Fine Arts – Exploration & Imagination, Context, Social Responsibility*

Here are some great websites about Internet safety and bullying for you to explore next time you are online.

**mediasmarts.ca**

"Canada's Centre for Digital and Media Literacy." A Canadian site with tons of educational games and classroom activities about web awareness and safety aimed at kids age 5-13. Lots of resources for teachers and parents.

**netsmartzkids.org**

A great site for K-2 with Internet safety games, songs, videos and information.

**nsteens.org**

This net smartz site has games, videos, comics, information and teaching materials geared towards teens.

**stopbullying.gov**

This site features ideas for preventing and dealing with bullying including webisodes, games, and information. There are also resources and support for parents and teachers; the site is primarily focused on the United States.

**kidsmart.org.uk**

A great website with information for kids about Internet safety including chat, music, filesharing, social networking, digital footprints, mobile phones. The site has quizzes, videos, tip sheets, downloadable posters and links to safe and fun websites. Kids can also contribute their own artwork or advice to the site to help other kids learn about Internet safety. This site is from the UK.

**thinkuknow.co.uk**

A website about general Internet safety, and great tips for ensuring your privacy on social media accounts. Check out the games, videos, and information on rights and responsibilities. This site is also from the UK.

**digizen.org**

A website for kids, parents and teachers about being a digital citizen. It has films, games and resources and also plenty of opportunity for users to contribute to the site. There is also a handy evaluation chart and guide to different social networking sites.

**cyberbullying.us**

The Cyberbullying Research Centre has articles, fact sheets, handouts and other resources. There are also online quizzes to help test your knowledge about cyberbullying and how to deal with it. This site is from the United States.

## A Tricky Situation

**Here's the situation:** you belong to a chatroom for people who collect Star Wars toys. You've chatted with all kinds of cool people – they tell you all kinds of interesting things about themselves.

Get together in a group and go over the following people. Who would you feel safe meeting with in the real world? Why or why not?

### Person A:

Her name is Colleen and she is in Grade 4. Her favourite characters are Queen Amidala and Obi Wan Kenobi. She loves to swim and also has a collection of glass marbles. She says lots of funny things that make you laugh. You are thinking about giving her your phone number so you can talk "for real".

### Person B:

His name is Ben, he is in Grade 7 and lives about 20 minutes away from you. His favourite characters are Darth Vader and Darth Maul. In his spare time, he likes to draw pictures of jungle animals killing their prey. He also has a collection of arrowheads. He's unique and even though he sometimes says weird stuff – it's always interesting. You are thinking about inviting him to your birthday party next month.

### Person C:

His name is Junho. He has just recently moved here from Korea. His favourite characters are Yoda, Luke Skywalker and Chewbacca. He's always arguing with everyone about how the latest films are not as good as the old ones. He talks a lot about his friends in Korea. You get the feeling that he is very homesick. He has suggested that you meet and so that he can show you his action figure collection.

**Now you decide- Who is "safe" on this list?**

## A Tricky Situation - Answers

### The Answer?

None of them are safe! They could be anyone!

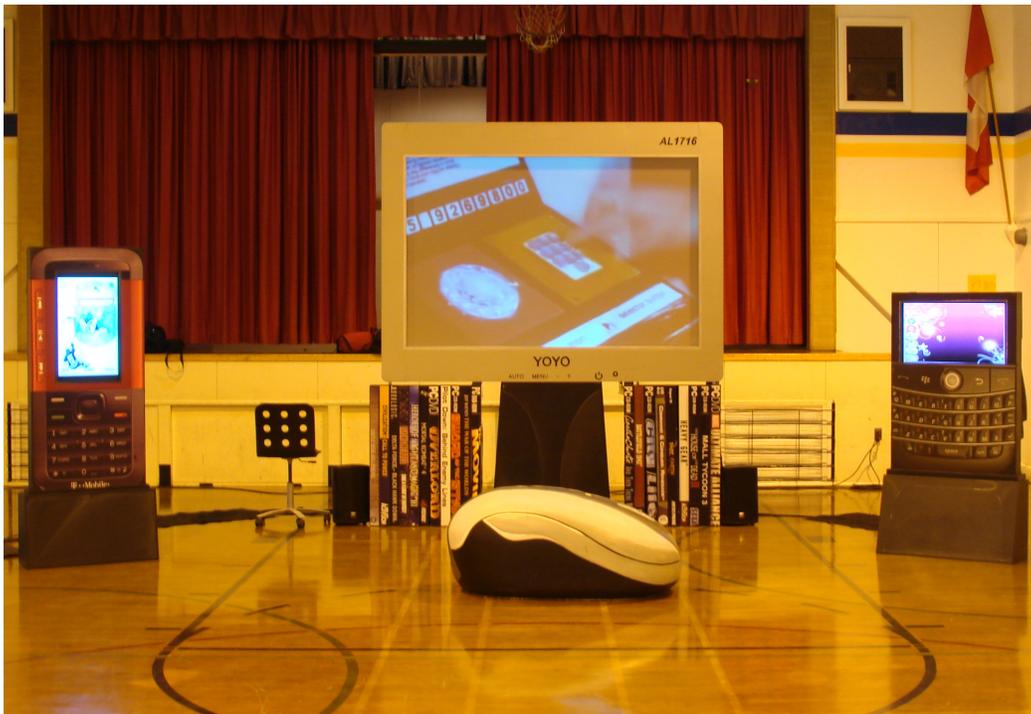
You don't know that any of what they are saying is true.

It could be anyone, of any age, nice, not nice- you just don't know.

So you need to stay safe.

Never give out personal information or agree to meet someone that you've met on the Internet.

If you find yourself in a situation where someone is asking you questions online that you think are inappropriate – tell an adult you trust!



Set design by Ian Giles  
Photo by David Cooper

## What does Cyberbullying Look Like?

### Do you know when you are being cyberbullied?

You might want to work on this with a partner. Circle the letter **B** beside what a **cyberbully** would do or the letters **NB** if it's **not bullying**.

- |   |   |   |    |
|---|---|---|----|
| 1 | A friend sends you an email that says "they can't play with you at lunch"                                 | B | NB |
| 2 | Someone sends a nasty, hateful email about you to your friends.   | B | NB |
| 3 | Someone posts a picture of you on the classroom website crying on the playground, titled "Cry baby".      | B | NB |
| 4 | Everyone in your class gets e-mailed a party invitation except you.                                       | B | NB |
| 5 | A friend posts a picture of you covered in mud from last week's soccer game on your team website.         | B | NB |
| 6 | You get an Instant Message from someone who calls you names and says that they are going steal your bike. | B | NB |

Now that you've answered the questions above, describe **three** more actions and explain whether they are **bullying/cyberbullying** (B), or **not bullying** (NB).

1)

2)

3)

## What does Cyberbullying Look Like? - Answers

- 1 A friend sends you an email that says "they can't play with you at lunch" B **(NB)**
- 2 Someone sends a nasty, hateful email about you to your friends. **(B)** NB
- 3 Someone posts a picture of you on the classroom website crying on the playground, titled "Cry baby". **(B)** NB
- 4 Everyone in your class gets e-mailed a party invitation except you. B **(NB)**
- 5 A friend posts a picture of you covered in mud from last week's soccer game on your team website. B **(NB)**
- 6 You get an Instant Message from someone who calls you names and says that they are going steal your bike. **(B)** NB

## Information Leak

The Internet is a place where we can meet new people and talk about things we have in common. However, you have to be careful with the people you meet and the information you give out. Why do you think you have to be careful?

1. Divide students into smaller groups and ask them to make a list of things that students consider private, such as their name, address, school, age, phone numbers, passwords, birthdates, the names of family members, etc...
2. After completing this list, have the groups share some of the things they came up with.
3. Compile a class list, discuss how these pieces of information could be misused.
4. Post this list in the classroom and computer room as a reminder!

**Extension:** make this a poster contest and have groups create a simple, effective poster using your class' list of rules.

## News Travels

This drama game exemplifies how quickly information can be spread by word of mouth.

1. Leaving one student out, place the remaining students in small groups (2 or 3).
2. The teacher poses a personal preference question to the single student (e.g. What's your favourite colour/ movie/book...etc.)
3. The single student then goes to one of the small groups and whispers her answer to them. The members of this group immediately splinter off and approach other groups and tell them. Those groups then splinter off and repeat until all groups have been told.

The teacher can be timing this. See how long it takes for the news to travel. Does the message change?

Can students imagine how much quicker this can happen over the Internet? Under what circumstances would this be good? Under what circumstances could this be bad?

## In the Real World

*Wired* is a fictional play about cyberbullying, but this does happen in real life and can have very serious consequences for the people involved. Ask students to look for stories in the news about cyberbullying. Note that some cyberbullying stories in the news contain graphic or disturbing details; be sure to direct students towards examples that are age-appropriate.

You may use this link below to read an article about a real life example.

Cyber-bullying - David Knight:

[http://www.cbc.ca/news/background/bullying/cyber\\_bullying.html](http://www.cbc.ca/news/background/bullying/cyber_bullying.html)

Use a computer/overhead projector to project an article, or provide photocopies for each student

1. Have students read the article out loud (take turns per paragraph).
2. Break into groups of 4 or 5, appoint a secretary and reporter and have students discuss and list anything they found either surprising or that they connected to in the article.
3. Regroup as a class. The reporters relay their group's findings.
4. Discussion as a class: What did we find the most surprising? Did many of us connect with the same things? How do you think this situation got so far?

## Chat Acronyms

Can you match the acronyms to their meanings? Draw a line to the matching pairs. Good luck!

JK	call you later
4RL	be back later
CUL8R	are you
ASAP	before
B4	talk to you later
BFN	just kidding
BBL	bye for now
BRB	in real life
CIO	be right back
IRL	please
GL	good luck
GR8	as soon as possible
L8R	check it out
LOL	let me know
LMK	oh I see
OIC	for real
PLS	great
RU	laugh out loud
TTYL	later

## Chat Acronyms - Answers

- |          |                        |
|----------|------------------------|
| 1. JK    | 3. call you later      |
| 2. 4RL   | 7. be back later       |
| 3. CUL8R | 18. are you            |
| 4. ASAP  | 5. before              |
| 5. B4    | 19. talk to you later  |
| 6. BFN   | 1. just kidding        |
| 7. BBL   | 6. bye for now         |
| 8. BRB   | 10. in real life       |
| 9. CIO   | 8. be right back       |
| 10. IRL  | 17. please             |
| 11. GL   | 11. good luck          |
| 12. GR8  | 4. as soon as possible |
| 13. L8R  | 9. check it out        |
| 14. LOL  | 15. let me know        |
| 15. LMK  | 16. oh I see           |
| 16. OIC  | 2. for real            |
| 17. PLS  | 12. great              |
| 18. RU   | 14. laugh out loud     |
| 19. TTYL | 13. later              |

## Emoticons!

Emoticons are a series of letters, numbers or punctuation marks that create a miniature picture. Some emoticons depict a face or other character in a side-ways position, for example:

;)	Winking Face
----	--------------

8^D	Cartoon Face
-----	--------------

*< :-)	Santa Claus
--------	-------------

Some other emoticons depict a funny face straight on:

@(*0*)@	Koala Bear
---------	------------

And others communicate a concept or other meaning, for example:

((H))	Big Hug
-------	---------

In groups of 2 or 3, create brand new emoticons from the keys on a computer keyboard, including numbers, symbols and punctuation. Get creative! Can you design a face that others in your class will recognize? Who can make the biggest emoticon, using the most symbols? Ask the teacher to act as a judge in a group emoti-competition!



Graham Newmarch  
Photo by David Cooper

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

## We want to hear from you and your students!

Visit our website at [greenthumb.bc.ca](http://greenthumb.bc.ca) and tell us what you thought about the play, your experience and 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.

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

### Contact Information

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