



The Shape of a Girl

Author: Joan McLeod
Director: Amanda Kellock

Teachers' Guide for *The Shape of a Girl* created
by Toni Hakem for Geordie Productions



Production Team

Cast

Braidie:	Alarey Alsip
Braidie's Brother:	Jade Hassoune

Creative Team

Director:	Amanda Kellock
Set & Costume Designer:	Sarah Yaffe
Scenic Construction:	Christopher Brown
Stage Manager:	Stéphane Rousseau
Sound Designer:	Troy Slocum

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About The Shape of a Girl

Joan MacLeod's *The Shape of a Girl* is loosely based on the tragic beating death of Victoria teenager Reena Virk in 1997, an event that captured news headlines around the world.

The play follows a teenage girl's (Braidie's) thoughts as she wrestles with her own moral dilemma, and tries to figure out whether anything can be done to resolve it. The problems she faces are relatively common to teenagers: bullying, cliques, and alienation to name a few.

Synopsis

Braidie addresses her story to her absent older brother, Trevor, a hero in her eyes for his ability to defend his beliefs and act independently. Unlike Trevor, Braidie is a follower. Her willingness to fit in, to lapse within her safe haven of tightly knit friends, has brought her to a point at which she is faced with difficult choices about right and wrong behaviour.

Braidie's concern is heightened by a news story which she follows closely. The story is about a group of teens involved in a horrific act of violence. On television, the group appears like any average group of teens, perhaps even like Braidie and her friends:

And then I realize who these girls are. They are supposed to look distorted because they are young offenders and we aren't allowed to see who they are. They are accused of assault, accused of murder, accused of killing another girl - a fourteen year old girl. And one of them is wearing these big high heel runners like Amber's. They are all standing out front of the courthouse while the judge is taking a break. They are laughing like maniacs. Me and Adrienne often laugh like maniacs. Honestly, totally unprovoked.

As the news story unfolds, Braidie becomes more and more intrigued by the youths involved and the roles they play. She fearfully admits an understanding of those accused:

These girls in Victoria: they're a mess (...) The fight with the dead girl starts when someone butts out a cigarette on her forehead. This is terrible enough in itself but it also opens a door.

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"Look what I did?" (. . .) And what scares me, what freaks me right out Trevor is that I know the way in. I don't know how else to put it. I know the way in.

Braidie also confesses an awareness of how the victim became a target of abuse:

When I look at her picture, when I look at the picture of the dead girl in the paper, part of me gets it. And I hate it that I do, I hate to be even partly composed of that sort of information. But right now, if you put me in a room filled with girls, girls my age that I've never seen before in my life - I could divide them all up. I could decide who goes where and just where I fit in without anyone even opening their mouth. They could be from this island, they could be from Taiwan. It doesn't matter. Nobody would have to say a word. You know something Trevor? I could have divided up a room like that when I was in grade two."

But when it comes to the role of the bystanders, Braidie finds herself puzzled, disturbed, and without explanation:

The ones that watched the girl get beat up, they aren't accused of anything. To be accused you have to have gotten in there, down and dirty. I suppose that to be a teenager, even to be a little kid is to often be witness to very hideous behaviour from your peers. If you reported everyone you would certainly have to watch your back at all times and look no one in the face, ever. You would have to go through your entire life using only your peripheral vision.

Through a series of scenes and flashbacks during which Braidie reflects on her own actions and the behavior of her select group of friends, the play presents an honest and revealing account of how early bullying starts, how effortlessly it evolves, and how destructive it becomes. Struggling at "middle ground" between a victim - Sofie, a girl she has known since elementary school, and an attacker - Adrienne, a leader among her own group of friends, Braidie must choose to either take action and risk the unpopular consequences, or to watch in silence as violence and abuse escalates among her peers.

Geordie Productions Theatre Rules and Etiquette

Before attending *The Shape of a Girl* performance, please discuss theatre etiquette with your students.

Some topics to discuss:

- Have they ever attended any live cultural events outside of school?
- What did they like and dislike about them?
- Respect for performers during live events.
- No talking or text messaging during the performance.
- Appropriate audience interaction (clapping, laughing etc...).
- Staying seated during the performance, and if it is absolutely necessary to get up, to do so in a quiet and respectful manner.

Please discuss the following Geordie Productions Theatre Rules prior to attending *The Shape of a Girl* performance.

- Because of union rules and safety issues, **NO CAMERAS, CELL PHONES, VIDEO CAMERAS, or other RECORDING DEVICES** are permitted during the performance
- **NO FOOD OR DRINK** is allowed during the performance.
- Please have your students **REMAIN SEATED** throughout the performance. If you must take students out of the theatre, please do so quickly and quietly so as not to disturb those around you.

On-line Intimidation

Overview: To discuss current examples of internet and high school violence being played out in the media.

Discuss concrete examples of bullying with your class - some being:

Megan Meier Myspace case

- <http://abcnews.go.com/GMA/Story?id=3882520>
- <http://www.msnbc.msn.com/id/21844203/>
- <http://www.latimes.com/news/printedition/asection/la-na-myspace24-2008-jul24,0,6132981.story>

Boy bullied over musical tastes

- <http://www.guardian.co.uk/technology/2008/jun/12/socialnetworking.internet>

Teens put fight video online

- <http://www.abcnews.go.com/GMA/story?id=4609528&page=1>

B.C. girl convicted in school bullying tragedy

- <http://www.cbc.ca/canada/story/2002/03/25/wesley020325.html>

These examples were chosen because they are current and most of your class has probably heard of them. If you know of any other instances please include them in this discussion with your class.

Discussion

- Ask students if they know of any instances and what they thought of it when they saw it posted online.
- Why are these videos being posted online?
- Is this type of situation happening more now, or does it only seem that way due to the media and internet?
- Why do we treat each other so badly?
- Are kids embarrassed to see their negative actions shown to the world? Or do they feel good about it? Why would they feel good about it?
- Do you think public outrage changes anything?
- If you watch a video of someone getting beaten up, are you then a part of the problem?

Resources

Criminalize cyber bullying, teachers urge

<http://www.educationinthenews.ca/2008/07/criminalize-cyberbullying-teachers.html>

Frontline Documentary: Growing up Online

<http://www.pbs.org/wgbh/pages/frontline/kidsonline/>

General Play Discussion

Overview: To discuss the play *The Shape of a Girl* with your class in order to garner attitudes and opinions.

Discussion

Upon returning from *The Shape of a Girl*, discuss the play with your class:

- What was the general feeling of the play?
- What does the title of the play mean?
- What types of reactions did the students have?
- What scenes stood out? Did any grab their attention?
- What was their opinion of Braidie, Adrienne and Sofie?
- What do you think Trevor’s reaction is to Braidie’s story?
- Could they relate to the story?
- What can you do to help someone in Sofie’s position?
- How do girls bully? How do boys bully?
- Why do they bully differently?
- Why do they think people bully?
- What were the main themes of the play?

Themes to discuss if the class doesn’t come up with any


- | | |
|------------|---------------|
| Alienation | Peer Pressure |
| Friendship | Silence |
| Oppression | Ethics/Morals |
| Violence | Bullying |

In small groups, have students come up with defining moments in the play: this could be certain phrases, actions or overall moments.

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Essay: In Braidie's shoes


Pose the following question to students "What would you have done if you were in Braidie's position?" and have them write their answer out in an essay.



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Letter from Trevor

In the play *The Shape of a Girl*, we see Braidie's side of the story as she writes a letter to her brother Trevor explaining recent events. Have students take on Trevor's role as he writes Braidie a response to her letter.



Resources

Bullying affects girls far more than boys

<http://news.scotsman.com/bullyingatschool/Bullying-affects-girls-far-more.3857607.jp>

Girls and Bullying

<http://www.ncpc.org/topics/by-audience/parents/for-girls/girls-and-bullying>

Character Analysis

Overview: To create a detailed sketch of a character in the play *The Shape of a Girl*, in order to demonstrate comprehension and analytical skills.

In small groups, have students choose a character from the play to discuss and analyze. Have students present their findings to the class.

Questions to think about:

- Choose a character from the play (ie. Braidie, Adrienne, Sofie, Braidie's mom...)
- Analyze her strengths and weaknesses.
- Describe her role in the story.
- What role did this character play in the bullying of Sophie?
- Do you agree or disagree with the actions she chose in the story?

Re-write The Shape of a Girl

Using a character in the play, students will re-write *The Shape of a Girl* from their perspective. Considering the events from their perspective, would they be described the same way Braidie described them? Changes to the play can be made, for instance the title of the play may be changed to suit the character.

Role of Silence

Overview: Thought provoking activity focusing on Braidie's role in the bullying of Sofie, hopefully helping students to reflect upon their actions.

Short answer questions for students to answer individually:

Braidie didn't speak up or defend Sofie because she was afraid; afraid that Adrienne would no longer be her friend, and afraid that she would be next. She also didn't speak up because she didn't know how, nor did she fully realize the severity of the situation.

Q1: By not speaking up, does this make Braidie a bully too? Describe her actions and role in this situation.

Q2: Is remaining silent cowardly?

Q3: What consequences do you think await Braidie for speaking up?

Q4: This was a significant moment in Braidie's life, how will it change her?

Q5: Have you ever witnessed an instance of bullying or violence and not known what to do?

Q6: Write a monologue about a time you stood up for someone, for yourself, or wish you had.

*Appendix A has a print out version of these questions to be handed out to students.

Alternative activity

Students will write a personal essay discussing their experiences in either being bullied and/or if they've ever felt like a bully.

Compare and Contrast: A book review

Overview: To compare and contrast the play *The Shape of a Girl* to a piece of literature.

The situation Braidie experienced is a common occurrence for young adults. Have students choose a book (see list below or create your own list). Once they've completed reading the book, have them contrast and compare the 2 works.

Book Review

Choose a book from the list below or add your own choice of literature to the list. Contrast and compare the two stories.

- Provide a synopsis of the story
- Describe the main characters and their relationships with one another
- Describe (if any) the bullying, oppression and alienation felt by the characters in the story
- Are there any similarities between the two stories?
- What main differences are there in the two stories?

Examples of books to choose from:

For older students:

- Carrie by Stephen King
- The Chocolate War by Robert Cormier
- Outsiders – S. Hinton
- Lord of the Flies- William Golding
- Thirteen Reasons Why by Jay Asher
- The Gossip Girl Series- Cecily von Ziegesar

For younger students:

- Blubber by Judy Blume
- Inventing Elliot by Graham Gardner
- Slam Book by Ann Martin
- Alice, I Think by Susan Juby

Acting: Becoming your parents

Overview: For students to actively put themselves in the shoes of others by acting out different roles.

Discussion

- Discuss Braidie's mom
- Is this an accurate portrayal of the mom of a teenager?
- Is it similar to their relationship with their mother?
- What about the other adults mentioned in the play? What role did they provide?

Acting Activity

In small groups, act out parents giving advice to their children.

Topics to cover

- Friendship
- Alienation at school
- How to act in school
- Building networks to help others fit in

Reverse the roles of the parents and teenagers.

Once the activity is complete discuss with the class the following

- Was it challenging giving the appropriate advice?
- How did they know what advice to give?
- Do they feel more sympathetic to parents having to deal with high school aged kids?
- Did they end up using any of the advice that their parents have given them? If so, what was it? If not, why not?

Sofie's perspective

Overview: Through creative writing students will focus on Sofie's experiences and life.

Even though this play is from Braidie's perspective, her experiences aren't the only ones of importance. What about Sofie's perspective? Braidie describes her as a bit more naïve than the others, more innocent. She found a way to become invisible and realized she could get through high school if she stayed that way, until Adrienne found her again of course.

Discussion

- Did Sofie do anything to put herself in this position?
- Could she have done anything to change it?
- How are Sofie and Braidie alike?
- Will remaining invisible help someone get through their high school years?
- What type of experiences does this give Sofie?
- What actions does she take to remain invisible?
- Does she feel proud doing this?
- Is this her only way to survive being at school? What alternatives does she have?
- What other outlets would someone in Sofie's position have? (Joining groups and activities outside of school, such as dance, sports, clubs etc...)

Take a walk in Sofie's shoes

Based on class discussions, and their own opinions, students will write a short story about a day in the life of Sofie as she attends high school and the experiences and obstacles she endures while she tries to remain invisible.

Sofie's Experiences

Overview: By using creativity, imagination, art and writing skills, students will describe Sofie's feelings and points of view during 6 events in her life.

Having Braidie explain to the viewer what has happened to Sofie has given us the details of these events. The only thing missing is Sofie's perspective and humanizing her story.

Explain the following events in Sofie's life from her perspective. You can choose to have students only work with 1 event from Sofie's life, all 6 events, or however many you think would provide an enriched experience for your students so that they may empathize with Sofie.

Events to focus on:

- Sofie as a young girl playing horses
- The first instance where Sofie was ignored for the day and became IT
- The school trip where Sofie is hanging out of the bus window due to Adrienne's words
- Adrienne's first attack on Sophie where Trevor helped her
- When Adrienne beat her up in the bathroom
- After Adrienne beat her up in the bathroom

Students have the choice of completing this activity using either Option A or Option B.

Option A: Choose a song, poem or piece of art that you feel best explains Sofie's perspective and emotions during each these moments in her life.

Option B: Write an entry in Sofie's diary for each of these events.

*Appendix B has a print out version of these questions to be handed out to students.

Express Assignments 1

Overview: The following are 3 assignments that you can give to your class without much discussion beforehand. They are straight to the point and also creative in nature. The purpose is for students to use their comprehension of the play, *The Shape of a Girl*, along with their imagination and creativity to complete the assignments.

The Braidie Institute of Higher Learning

Students will design their own institute of higher learning. They should think about the following:

- Describe the institute
- Write a mission statement
- Name of Institute
- Curriculum
- Laws, principles and values
- Whatever else they feel is important in making their Institute unique

Art

Create a piece of art inspired by a line in the play.

Some lines from the play students may choose to use:

“A girl in the shape of a monster, a monster in the shape of a girl”

“We’ve done a good job. Even Sophie hates Sophie.”

“All the work she’d put into being invisible, down the drain.”

“All that’s left is the shape of a girl.”

What’s next?

What do students think happens the next time Braidie sees Adrienne? What about the next time Braidie sees Sofie?

Describe this encounter by poem, art piece, writing, graphic novel etc... This could be about the next time Braidie sees Adrienne and/or Sofie. It’s up to students to come up with the next piece of the story.

MEDIA

Media's Role

Overview: To discuss and theorize on the media's role in perpetuating violence amongst young adults.

Discussion

- Discuss the way the media portrays teenagers, young adults etc...
- Discuss the way the media (specifically news organizations) portrays controversial and violent stories, for instance, the media onslaught after the Dawson shootings.
- Does the media sensationalize and glamourize these stories? What about the people involved (victims and perpetrators, their friends and family)?
- How do they feel when they read or hear about these stories? Are they accurate perceptions of young adults?
- Is there more violence in high schools? Or is it just being reported via mainstream news more?

Media Literacy

Have students select a controversial news story, it could be one currently being played out in the media, or one that has recently occurred.

Make sure that the story they choose has one of the themes found in *The Shape of a Girl*:

- Alienation
- Peer Pressure
- Bullying
- Friendship
- Silence
- Violence
- Ethics/Morals
- Oppression

Have them gather various types of articles and other media representations of this story in order to analyze it from various sources and perspectives.

MEDIA

Questions for them to answer:

- Dissect the media's role in this story.
- Does everyone cover the story from the same angle?
- Describe the role of the protagonist. Is this the victim or the perpetrator?
- Does the media help by covering the story in great detail and ensuring that it's in the public eye constantly? Or by covering a story to such great lengths does it create copy-cat scenarios?
- Does the media's portrayal of victims and accused, propagate these violent trends?
- How should the media cover these sensitive issues?

Resource

Mean Girls' Fights Haven't Increased Teen Violence

<http://www.abcnews.go.com/GMA/story?id=4626462&page=1>

Television: friends or foes?

Overview: To describe how friendships are portrayed to us via the media. Is this where we get our basis for social interactions and relationships?

Discussion

- How do the media (mainly television and film) portray teen girls? What about teen boys?
- Are these portrayals accurate?
- Do these portrayals shape our definitions and experiences?
- Do we use these portrayals as examples of social interactions?
- How are excluded teens portrayed on television and in films? (ie. Their appearance, interests, stereotypes, labels)

Friends or Foes?

Ask students to watch a television show and describe the friendship between 2 people on it.

- Describe the 2 characters and their relationship to each other.
- What type of relationship was it (high school friends, work friends, siblings etc...).
- Did they have a positive relationship?
- Was it a negative relationship?
- Explain why and what improvements could be made.
- Are these relationships based in reality?
- Or do we base our relationships on what we see?

Ex: The Simpsons – Bart and Millhouse
 30 Rock – Tracey Jordan and Kenneth
 Seinfeld- Jerry and George
 Gossip Girl- Serena and Blair
 The OC- Seth and Ryan

Reality Television

Overview: This assignment is to get students to think and share the positive aspects of their life and of being in high school. Also it will see them use their creativity and imagination as they design their own television show.

There's a new television show out in the United States, called "Queen Bee". Here's a brief description of its premise:

The eight-episode series takes an introspective look at seven self-centered, narcissistic 'mean girls,' who have been nominated by family members, boyfriends and friends in the hopes that they will better themselves from the inside out. While the girls think they are competing to be the biggest diva in the house, they quickly learn that they are there because people want them to change. Each young woman will take a closer look at who they are and re-examine their not so nice ways. The girl that changes the most will win \$25,000. But will these 'Queen Bees' accept the challenge once their true colors are exposed?

Full description found here: http://www.breitbart.com/article.php?id=prnw.20080618.NYW072&show_article=1

Spotlight's on you

Students will come up with their own TV show (reality or script based) that focuses on the positive (and accurate) aspects of high school students, their culture and friendships.

MEDIA

They should focus on the following:

If a script based show:

- Main premise of the show
- Describe the characters, their personalities, their flaws, how they connect to one another
- Write a description of the show, and include a sample script (ex. a scene between 2 characters).

If a reality show:

- Main premise of the show
- Prize and how it is to be awarded (Do people get voted out? Is it based on who performs the best?)
- The host of the show
- The type of participants, how many, and why they're there.
- Write a description of the show, and include a sample script (what that narrator or host may say to introduce the show to new viewers).

Express Assignments 2

Media Report

Students will share with the class a book, TV, show or movie that they have seen that demonstrates positive relationships between teenagers.

Newspaper Article

Have students write a newspaper article on what happened to Sophie at school.

They should focus on the Who, What, When, Why and How and also the outcome and effects on Sophie.

Opinion Piece: Life without Internet

Have students write an opinion piece on what they think life would be like for teenagers if the internet didn't exist.

Topics for them to think about:

- Would life be less stressful for you? More stressful?
- Would it eliminate cliques?
- What would the advantages and disadvantages be to you, and to high school culture?

Friendship

Overview: The purpose of this section of the study guide is to focus on the positive; building friendships and relationships, what makes them work, what characteristics are important in a friend. Also for students to reflect on their own actions; to focus on putting out positive energy and continue focusing on their positive attributes and friendships. Some of these assignments may be better suited to a younger audience, please use discretion and use what will work best for your students.

On the board write

TO HAVE A GOOD FRIEND, YOU MUST BE A GOOD FRIEND

Discuss with your class the meaning of that statement.

- What makes a good friend?
- What qualities and characteristics do you think are important in a friend?

(From <http://www.goodcharacter.com/YCC/BeingFriends.html>)

Individual short essay assignment

Based on class discussion, continue to brainstorm the meaning of being a friend. What characteristics are important to in a friend? Do you portray these characteristics?

Write a short essay based on their brainstorming, and class discussions.

- Did Braidie and Adrienne have a good friendship?
- What characteristics made it a good friendship?
- What characteristics made it a bad one?

Answer the same questions but with Sofie, instead of Adrienne.

Building Networks

Overview: To discuss the issue of alienation with students. A short assignment is designed to help determine students' views and ideas concerning fitting in and finding fulfilling outlets outside of school.

One of the main themes in *The Shape of a Girl* was alienation and being left out. After being excluded and ignored Sofie became invisible, partly by choice but also due to pressure.

Discussion

- What can be done to not feel left out?
- Discuss various types of clubs and groups that are within the school and also outside of school.
- Do the students belong to any?
- What do they like about it?
- Why do we react negatively to people who are different from us?
- What can we do to accept people and their differences?
- How can we accept our own differences?
- Do any school activities make them feel left out? (i.e. Choosing team leaders to pick teams in class and in gym)
- Are there any other ways to choose teams without singling people out?

Survey: Fitting in

Have students design a short questionnaire about alienation and friendship. Some areas they may want to consider:

- What have you done to help someone fit in?
- Have you ever felt left out?
- How did it make you feel?

- What did you do to change your situation?
- How do you treat people who are different from you?
- What characteristics are important in a friend?
- Do you belong to any groups, clubs etc... inside or outside of school?
- What role does that play in your life?

You may wish to discuss designing questionnaires with your class
 What types of questions should be used in the survey?
 How should the questions be written?

For more information please use the following resources:

How to Design a Questionnaire

http://student.bmj.com/back_issues/0601/education/187.html

Survey Says

<http://www.atozteacherstuff.com/pages/434.shtml>

Once students have designed their questionnaire, have them pass it out to classmates and fellow students to fill out anonymously. With their questions returned to them, they will tabulate their results (bar graph).

With results tabulated, have students work in small groups and compare their results from the alienation and friendship survey they handed out before seeing *The Shape of a Girl* play.

Once they've had a chance to discuss their results and to hypothesize on their significance, they will begin to create their "fitting in" campaign or school program.

They should also come up with a name, slogan, and/or poster for their campaign/program.

Some areas they may wish to address:

- How to assist students who are new to the school
- How to work with classes that have new students enrolled
- How to build networks at school
- How to include their results in the program
- Based on their results, can they recommend any clubs or groups for students to join?
- How long would this program or campaign run for?
- How would it be considered a success or a failure?



Resources

Bullying In Order To Win Friends

<http://www.medicalnewstoday.com/articles/76577.php>

Grade 6 boys launch site to stop bullying

<http://www.cbc.ca/canada/prince-edward-island/story/2007/06/20/bullying-website.html>

Express Assignments 3

Anonymous Thank You

Students will write an anonymous letter to a friend, apologizing for something they did or didn't do that made her/him feel bad about her/himself and their friendship. They should explain how they have learnt from their past and how they hope to make positive changes based on it.



Short Story - Loneliness

Write a short story about a student who feels alienated or is on the outside looking in and how they deal with it.



Expression through Art

Each student will create a piece of abstract art on how they felt when a friend hurt them and also a moment when one of their friends made them feel happy.



Friendship Recipe

Write a "Friendship Recipe" telling someone else how to be a good friend. Include the "ingredients" of a friendship and the "recipe" (steps) for being a good friend or making new friends.

(From <http://www.goodcharacter.com/YCC/BeingFriends.html>)

Appendix A

Short answer questions

Braidie didn't speak up or defend Sofie because she was afraid; afraid that Adrienne would no longer be her friend, and afraid that she would be next.

Q1: By not speaking up, does this make Braidie a bully too? Describe her actions and role in this situation.

Q2: Is remaining silent cowardly? Why or why not?

Q3: What consequences do you think await Braidie for speaking up?

Q4: This was a significant moment in Braidie's life, how will it change her?

Q5: Have you ever witnessed an instance of bullying or violence and not known what to do?

Q6: Write a monologue about a time you stood up for someone, for yourself, or wish you had.

Appendix B

Explain the following events in Sofie's life from her perspective using either Option A or B:

Option A: Choose a song, poem or piece of art that you feel best explains Sofie's perspective and emotions during the following events in her life.

Option B: Write an entry in Sofie's diary for each of the following events.

Describe the following events from Sofie's perspective:

- 1) Sofie as a young girl playing horses
- 2) The first instance where Sofie was ignored for the day and became IT
- 3) The school trip where Sofie is hanging out of the bus window due to Adrienne's words
- 4) Adrienne's first attack on Sophie where Trevor helped her
- 5) When Adrienne beat her up in the bathroom
- 6) After Adrienne beat her up in the bathroom