

NOT ME

by Mari Rhian Owen

Arad Goch Theatre Company Production 2021
Director - Carwyn Blayney



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Here is an introduction to Nid Fi. There is also some background to the intention of the production.

The Nid Fi scheme was originally created with the support of the NSPCC because of their desire to see Bullying discussed, understood and prevented.

It became clear that there are many different types of Bullying.

Bullying can affect children, young people and adults, and different forms of bullying are now developing as our lives become increasingly dependent on technology. When Nid Fi was created, there were no mobile phones or the internet - now "online bullying" is a common term.

Our intention in presenting the play is to show some of the different forms of bullying that commonly occur, and the parts played by a bully, victim and witness (the silent majority).

We are always happy to have a response to our productions, so if you have comments - or any product you'd like to share with us - we'd love to receive them.

You can contact us on post@aradgoch.org
or

Arad Goch, Canolfan Arad Goch, Stryd y Baddon, Aberystwyth, SY23 2NN

ARAD GOCH THEATRE COMPANY

Arad Goch:

- creates new theatre for young audiences in Wales by Welsh artists;
- introduces contemporary theatre and specialist theatre to schools in Ceredigion, Carmarthenshire on a regular basis and in other counties where possible;
- takes new theatre productions for children, young audiences and adults to other theatres and venues throughout Wales;
- submits work in both Welsh and English;
- presents work by artists from abroad in Wales;
- takes its work to perform in festivals and theatres abroad.

Arad Goch also offers:

- AGwedd and bIAGur drama clubs
- theatre / drama workshops for students and school pupils and for young people outside school environments
- work experience opportunities
- teacher training courses
- online resources.

Arad Goch's work is funded by:

- Arts Council of Wales
- Welsh Government
- Ceredigion County Council
- Carmarthenshire County Council

For more information about our work please contact us:

Letter: Arad Goch, Stryd y Baddon, Aberystwyth, SY23 1NA

E-mail: post@aradgoch.org



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BULLYING

There is a definition here of the different types of bullying that occur, the types of characters involved in the bullying process and the signs that suggest that bullying is happening

THE BULLY

It is easy to imagine that there is one type of bully, and one common type of victim.

But a child from a comfortable home can be just as vulnerable to bullying as the child from a less privileged background. A big muscular boy is not the only type of bully that exists - a malicious and vulnerable girl can create the same harmful effects on a victim. Often the bully himself is bullied by other people, or at least feel they must appear powerful to avoid being bullied again.

A bully is rarely a strong person - bullying is just a way of hiding weakness and jealousy.



THE VICTIM

It doesn't matter who gets bullied - it could be the boy who gets full marks in every test, the girl who likes to play rugby or anyone at all. Often the victim will be a popular, talented and a successful person - one of whom the bully is jealous of.

They may experience bullying for a day, a week, a month or longer. But they could help stop the bullying by telling someone about it.



THE WITNESS

The silent majority - most of us!

Usually, the bully can still be nasty to a person because no one else is opposed to what he is doing. Many people see and hear what the bully is doing - but let it happen because they don't want the bully to turn their attention to them instead.

Unfortunately, this person adds to the impact of the bullying. They are not much better than the bully himself.

Anyone who knows that bullying is happening needs to do something urgently to end the bullying. Usually, the best thing to do is to tell an adult - a teacher, parent or friend - about it, and ask for their help to stop the bullying.

Another important thing to do is to befriend the person who is the victim of bullying - so that the bully doesn't manage to do make them lonely. Imagine how proud you would be to have a friend if you were bullied.....



COMMON METHODS OF BULLYING

Physical	Deliberately hitting, pushing or kicking someone; arranging for others to injure them;
Ignoring	Deliberately leaving someone out of conversation; Create a group leaving one person out of it; deliberately refusing to look at someone as they pass; chat quieting down as someone enters a room.
Claiming money	Stealing something that belongs to a person - and requiring the person to pay to have his property back; physically threatening someone until he gives his money;
Theft or breaking property	Deliberately stealing or breaking property
Humiliate	Using nasty words; stumble someone in a public place; making fun of someone's work or attempt; insulting someone as they express an opinion; use the face to suggest that the person is not all there.
Mentally	Make someone think that one of the methods of bullying is going to be used – it may not happen, but the victim will be unhappy by worrying about it anyway.
Online	Putting unpleasant pictures of someone on the internet; tell a lie about someone, start a false story about them and spreading it; sending nasty messages privately through 'chat rooms'; publicly humiliate someone on the internet.

WHERE DOES THE BULLYING HAPPEN?

At school, at home, on the mobile phone, on the internet, on social media, at the bus stop, on the school bus, office and many other places.



KNOW THE SIGNS

There are several characteristics that indicate that a child is stressed. This does not necessarily mean that the child is being bullied; various other difficulties (such as grief, sexual abuse, problems at home etc) may also be responsible for these signs.

But every possibility must be considered because it is just as likely that bullying is the cause.

- Missed days of school, without explanation.
- School work deteriorating
- Neglected homework
- Books and property lost or untidy.
- No lunch money.
- Failure to explain bruises and sores.
- 'A tummy ache or a headache' in the morning - reluctant to go to school.
- Require a parent to give a lift in the car.
- Development of speech impairment or disturbance.
- Not socializing - retreating.
- An unwillingness to go out at break time. Staying with a carer or teacher.
- Depression - no appetite - boredom - suffocation - tears for a small reason....
- Give unacceptable explanations for the above.
- Parents expressing concern about bullying.

**WE MUST
ACKNOWLEDGE THE PROBLEM
DISCUSS THE PROBLEM
DEAL WITH THE PROBLEM**

THESE SIGNS MUST NOT BE IGNORED –
SOMETHING MUST BE DONE ABOUT THEM
BEFORE THINGS GO TOO FAR



Anyone can be an object of bullying
and anyone can be a bully!



THE PRODUCTION

Here you will find an introduction to Arad Goch Theatre Company and the crew on tour with Nid Fi, as well as the staging method used in the production.

PRODUCTION INFORMATION

NOT ME is a play to be performed live but this time, due to the limitations of COVID19, it will be filmed and presented over the web to a large number of schools. However, it is not a television drama and it was important for us to keep the theatrical element.

When we perform the play live the production moves from school to school several times in a week - sometimes twice a day - so it's important to be able to create the atmosphere of the play without relying on complex lighting and heavy set that would take hours to install.

The story of the play takes place in many different places - the school yard, the classroom as well as the homes of Lydia, Gareth, Mamgu and Sali.

It is therefore important that the 'stage set' is flexible - with only a few things moved to show different locations.

The actors who perform also play at least two characters - so it's important to keep the costumes simple so that it is easy to switch from one character to another, several times during the performance. The main characters' school uniform is the basic costume of the actors, and one or two extra clothes are worn to represent the different characters when needed e.g. zip top to represent Lydia's mother, a jacket to represent Gareth's mother.



A SUMMARY OF THE STORY OF THE PLAY

Sali's mother has died and her father has had to go abroad to work.

Because of this Sali has moved town to live with her grandmother (Mamgu), starting at a new school.

Gareth is friendly to Sali but is not welcomed by Lydia, who is determined to make Sali's life unbearable.

Sali thinks it's her fault that Lydia is so nasty towards her.

It becomes clear that Lydia worries that she will also have to change school if her father doesn't find a new job - but this is no excuse for making other people unhappy.

Gareth has been a victim of Lydia's bullying for some time - as she threatens him and forces him to do her homework for her. But she is not happy to see how Lydia steals Sali's possessions and money. He can see that Sali is very unhappy.

When Gareth's Mum finds something related to Sali in Gareth's school bag, she warns him that he is in danger of being as nasty as Lydia if he is not brave enough to make things better for Sali. A bully can still be nasty if everyone who knows does nothing to change the situation.

Hearing Sali talking on the phone, Mamgu finds out that Sali is unhappy - and they both decide to do something to change the situation. Mamgu goes to talk to the Headteacher of the school.

Although Gareth is afraid of being bullied worse, he realizes that he must tell someone about Lydia's behaviour and explains the situation to the Welsh teacher.

Sali admits that she is unhappy with Lydia's behaviour. Then Lydia's concerns come to light in a conversation with Mr Jones.

By talking Sali and Lydia are getting the help they need to stop the bullying. The play ends with Sali and Lydia waiting for a bus to take them to play netball; Lydia's home situation has now been resolved, and the two have a better understanding of each other.

ACTIVITIES

Here are some discussion topics and ideas for activities to do after the performance.

DISCUSSION POINTS

Why do you think Lydia was so hateful to Sali?

What was Lydia's biggest concern in the play?

How was Lydia so effective in her bullying methods?

How was Mamgu able to empathize with Sali's feelings?

Could Sali or Gareth have ended the bullying sooner?

Do you think the teacher dealt with the bullying effectively?

POSTER

After watching the play and discussing it with everyone in the class, plan ways for people to help anyone who is being bullied.

You could offer a Time to Listen / Fab Friends at playtime for other children in your school.

How would children know who to turn to?

How would you organize this service?

Could Year 5+6 pupils take it in turns to be available at break time?

ACTIVITIES

Here are some discussion topics and ideas for activities to do after the performance.

SET DESIGN

'Set' is the word used when talking about the big things on stage – the walls, furniture and other equipment.

Arad Goch's production of Nid Fi is a simple set and costume.

If you were to create a production of the play, what set would you choose to best showcase the play?

Design a set for the play – remembering to identify where the audience will be during the performance.

We need to remember to show where the actors will come and go off the set.

You could create a model of the set.

COSTUME DESIGN

Design costumes for the different characters.

Explain your costume choice and state what type of materials you would use. (e.g. thick, lightweight, patterned, plain, leather, cotton, acrylic...).

You could include accessories in your designs e.g. hat, bag, scarf.

Remember that costume helps the audience better understand the character.

ACTIVITIES

Here are some discussion topics and ideas for activities to do after the performance.

NEWS ITEM

In a group, imagine you are creating a news item for young people.

Create an item – about 2 minutes long – to let people like you know the different types of people who make bullying possible – the bully, the victim and the silent majority.

Do you have advice for these different people?

You can use words, pictures and animation to present your ideas.

Record it all on an i-Pad for the rest of you class to watch.

Evaluation:

What is the audience reaction to your program?

Do they have anything to add to it?

Would they like to propose any changes to the presentation?

Do you want to make changes to you program after hearing the views of the audience?

ACTIVITIES

Here are some discussion topics and ideas for activities to do after the performance.

KNOW THE SIGNS

Read the “Know the Signs” list and select the most likely signs you would see if someone was being bullied in the following places

At home

In the school

At the sports club

On a trip with the school

Are some of the signs common to many locations?

Are there some signs common to all?

ACTIVITIES

Here are some discussion topics and ideas for activities to do after the performance.

WHAT MAKES A GOOD FRIEND?

List the ten qualities that matter in a friend

DIALOGUE 1A

Imagine a conversation between a teacher and a child who knows someone else is being bullied.

Discuss ideas for the dialogue with a partner.

Write the dialogue in script form remembering to put the name of each speaking character before the words he or she says.

Practice the conversation and then record it.

DIALOGUE 1B

- You can create a dialogue for other characters. Here are some ideas:

- Someone who is a victim of bullying and a family member who is worried about him.
- Teacher and someone accused of bullying;
- Victim and her friend;

Remember to think about where the conversation is happening and whether there is a way to change the situation.

ACTIVITIES

Here are some discussion topics and ideas for activities to do after the performance.

DIALOGUE 2

Read the extract from the “Not me” script

[Lydia has stolen Sali’s homework book]

Sali: Bring that to me

Lydia: What?

Sali: To me...it’s mine– bring it to me, please.

Lydia: Well, what about your lunch money? I think I could let you have it back for that.

Sali: What? For something that belongs to me anyway?

Lydia: [Pretending to start ripping the book]

I don’t think dinner money is a lot to ask, do you, Sali Mali?

Sali: [About to cry] DON’T!!Bring it back.

Lydia: C’mon. Let me at it! Quickly!

[Sali pulls money out of her pocket and gives it to Lydia]

Write another scene to follow this. How should Sali respond?

DISCUSS THE CHARACTERS

Note to teachers.

In every play and story, the characters go on some sort of emotional journey taking us, the audience or the reader, along with them. Sometimes we as audience members like a character and the next minute we hate him.

Being able to recognize feelings and how people's behaviour changes is part of the development of children's 'emotional literacy' or emotional awareness.

The play NID FI offers many ways of objectively discussing emotions by discussing the characters rather than discussing the pupils' own emotions. The next few pages offer two ways:

1. how the characters are perceived by others and how they feel about themselves;
2. how the characters changed between the beginning and the end of the play, and why.

You can do this activity in pairs, in small groups - with each group focusing on one character - or as a whole class.



DISCUSSING THE CHARACTERS - LYDIA

Sometimes people seem different to how they feel.
Here is a list of words. Discuss the words and character.
Put a blue circle around the words that describe how other people think of LYDIA.
Circle the words that describe how Lydia feels about herself.
Not all words have to be used.



Then, put a red square around how LYDIA was at the beginning of the story and put a green square around how LYDIA was at the end of the story.

Discuss why she changed.

Discuss how you felt about Lydia while watching the play.

DISCUSSING THE CHARACTERS - SALI

Sometimes people seem different to how they feel.
Here is a list of words. Discuss the words and character.
Put a blue circle around the words that describe how other people think of SALI.
Circle the words that describe how SALI feels about itself.
Not all words have to be used.



Then, put a red square around how SALI was at the start of the story and put a green square around how SALI was at the end of the story.

Discuss why she changed.

Discuss how you felt about Sali while watching the play.

DISCUSSING THE CHARACTERS - GARETH

Sometimes people seem different to how they feel.

Here is a list of words. Discuss the words and character.

Put a blue circle around the words that describe how other people think of GARETH.

Circle the words that describe how GARETH feels about himself.

Not all words have to be used.

Welcoming
Full of fun
Unsure
Angry
Strong
Strong willed
Gwan
Lazy
playful
Noisy



Active
Naughty
Naughty
Quiet
Scared
Disappointed
Full of fun
Honest
Good

Then, put a red square around how Gareth was at the beginning of the story and put a green square around how Gareth was at the end of the story.

Discuss why he changed.

Discuss how you felt about Gareth while watching the play.

WORK SKILLS

How many people created the production NID FI?

List the types of people you think contributed to the production and list what kind of skills they need to do their job.

Then list your skills.

PRODUCTION CREW

Script	Mari Rhian Owen
Actors	Cadi Beaufort (LYDIA), Elin Gruffydd (SALI), Aaron William-Davies (GARETH)
Director	Carwyn Blayney
Technical Manager/ Stage Manager	Dyfan Rhys
Set and Props Designer	Erin Maddocks
Music	Marc Thomas
Lighting design	Elanor Higgins.
Filming and editing	Catrin M.S. Davies/Cwmni Unigryw, Stephen Hart, Aled Jenkins a Dafydd Baine
Teacher's pack	Mari Rhian Owen a Jeremy Turner

PERMANENT MEMBERS OF THE COMPANY

Jeremy Turner	(Artistic Director)
Nia Wyn Evans	(Administrative Manager)
Carwyn Blayney	(Assistant Director)
Ann Penny	(Clerk)
Mari Rhian Owen	(Participatory children's workshop leader)
Lowri Steffan	(Sponsor Officer)
Dyfan Rhys	(Technical Manager)
Owain Brodrick	(Marketing Officer)
Anne Evans	(Schools and Community Liason Officer)
Marc Thomas	(Technician)