

Plymouth State
University
T.I.G.E.R.
Program



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Vol. 13 Issue 5 - **TIGER** ONLINE
CURRICULUM CONNECTIONS



Inside

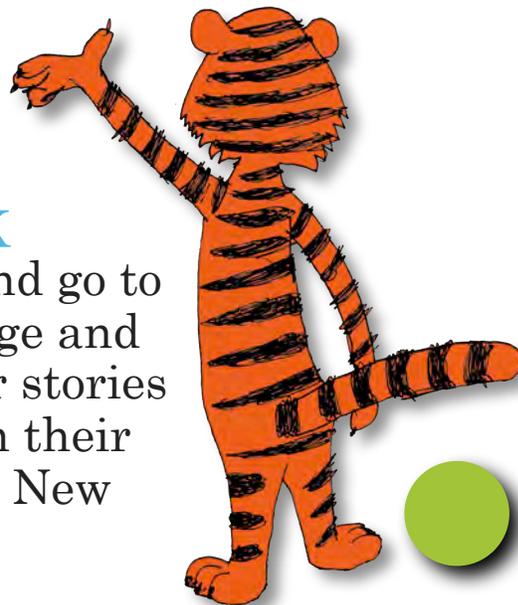
TIGER CUB CLUB.....	2
TIGER TALE.....	3
TIGER TEEN.....	4
TIGER ACTIVITIES.....	5
TIGER TEACHER.....	6
TIGER CONNECT TO CURRICULUM.....	7
TIGER TOMES.....	8
TIGER TUNE.....	9
TIGER TIMEOUT.....	13
TIGER TIME RESEARCH.....	14

TIGER NEWS ALERT
SPRING IS ON IT'S WAY AND
TIGER HAS SOME EXCITING NEWS.

TIGER has performed regionally throughout New England, nationally and internationally. And this summer, we have been invited to perform at the *IDEA World Congress in Paris, France.*

TIGER IS ON FACEBOOK

Click on [TIGER](#) and go to our FaceBook page and "Like." Follow our stories and our Troop in their travels around New England.





TIGER CUB Club

The Caterpillar's Voice

1. Read the story first, then identify the different animals in the story.
2. Identify key characteristics for each of the animals.
3. Discuss the types of homes and the environmental characteristics for each of these animals. (A hare lives in a burrow.)
4. With the students, identify where the Maasai people live in East Africa and discuss the characteristics of their homes.
5. Compare and contrast the homes of the students in the class with the homes of the Maasai people.

Theater

- A. Divide the class by the number of animals from the story. Each cluster works together to create that animal, acting as though they are that animal.
- B. The groups then present their animal to the rest of the class and listen to suggestions that might make their animals more believable.
- C. The teacher then reads the story aloud and the entire class participates as the characters.

Visual Art

- A. Define and discuss the term scene. Identify the characteristics of “scenes” in the story.
- B. Each group draws their “scene.”
- C. Place the drawings on a board and look at them as a class to identify missing scenes. Students then work to “fill in the gaps.”

Maasai People of Kenya - Fast Facts

- Maasai houses are loaf shaped and are made of mud, sticks, grass and cow dung. Women are in charge of making the houses while men are in charge of making kraals. (animal fences and sheds)
- Cattle, goats and sheep are very important for Maasai. They barter these for food, cash and other livestock.
- Most Maasai kids don't have TV to watch or books to read but now have access to education.
- Children play a game called “The Circle Game” The leader(s) call out, "One, two...make a circle...Three, four...a BIG Circle." The children hold hands and form a growing circle. Then, the leaders call out a game. Games are similar to *Duck, Duck, Goose*..a ground version of *Marco Polo* and *Simon Says* (yama yama yama).

[CLICK HERE FOR YOUTUBE](#)



WHISKER WISDOM

DON'T BE A BYSTANDER.
SAY “NO” THIS IS NOT OK!”



TIGER Tale

A Caterpillar's Voice

Folktale from Maasai: East Africa

Once upon a time a caterpillar crawled inside a hare's house when the hare was away, and set about making himself comfortable. When the hare returned home, he noticed new marks on the ground going into the burrow. He called, "Who's in my house?" The caterpillar boomed out in a loud voice, "It is I! Yes, I who crush rhinos to the earth and trample elephants into dust!" The hare hopped about, crying, "What can a small animal like me do with a creature who crushes rhinos and tramples elephants?"

The hare soon met a jackal, and asked the jackal to talk to the terrible creature who had taken possession of his home and to convince him to leave. The jackal agreed, and when they reached the place, he barked loudly and said, "Who is in the house of my friend the hare?" The caterpillar replied in a voice that rocked the earth, "It is I! Yes, I who crush rhinos to the earth, and trample elephants into dust!" On hearing this the jackal thought, "Certainly I can do nothing against such a creature," and he quickly left.

The hare then fetched a leopard, and he begged the leopard to help him. The leopard assured the hare it would be no trouble at all. On reaching the spot, the leopard bared his claws and growled, "Who is in the house of my friend the hare?" The caterpillar replied in the same manner as he had done before. The leopard was alarmed and thought, "If

he crushes rhinos and elephants, I don't even want to think about what he could do to me!"

Next the hare

sought out the rhinoceros. "No doubt, I am the most fearsome of beasts," grunted the rhino. The rhino marched to the hare's burrow, where he snorted and pawed the ground with his massive feet. But when the rhino asked who was inside and heard the caterpillar's booming reply, he thought, "What, he says he can crush me to the earth?" And the rhino thundered away, crashing through the forest.

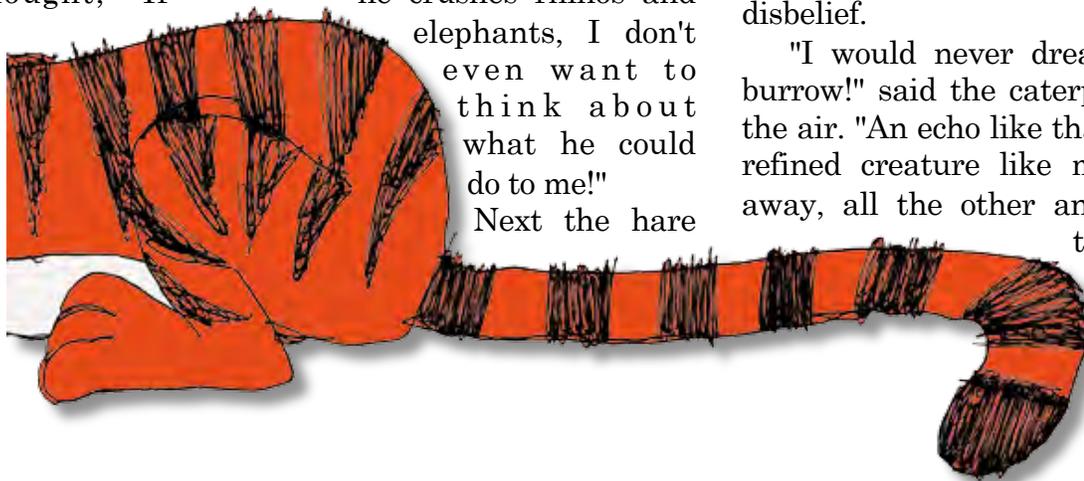
Growing frantic, the hare tried the elephant, and asked him to come to his assistance. But like the others, on hearing what the caterpillar had to say, the elephant knew that he had no wish to be trampled underfoot like dust, and stomped off.

In despair by this point, the hare asked a frog passing by if he could possibly make the creature who had frightened all the other animals leave his house. The frog went to the burrow door and asked who was inside. He received the same reply as had been given to the others. Then the frog went nearer and shouted, "I, who am the strongest of all, have come at last. I am the one who crushes those who crush the rhinos! I am the one who tramples underfoot those who trample the elephants!"

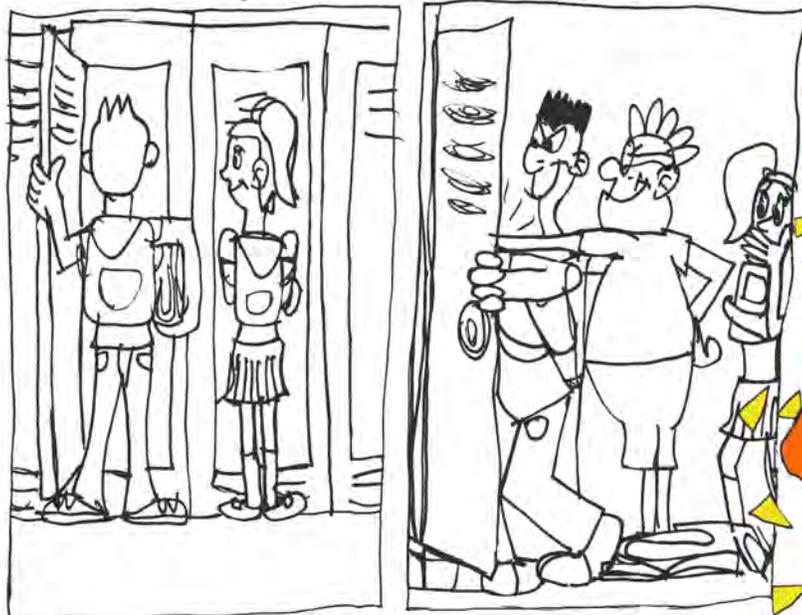
When the caterpillar inside the hare's burrow heard this, he trembled. He sensed the shadow of the frog coming nearer and thought, "After all, I am only a caterpillar!" And the caterpillar inched out of the hare's den along its edge, trying not to be noticed.

The animals who had collected around the hare's house seized the caterpillar and dragged him out. "What, you?" they all cried in disbelief.

"I would never dream of staying in that burrow!" said the caterpillar with his nose in the air. "An echo like that is far too crude for a refined creature like myself!" As he sniffed away, all the other animals laughed at the trouble he had given them.



TIGER Comes To The Rescue by Max Judas



TIGER TEEN



TIGER ACTIVITIES

•Bullying Myths & Facts

from www.bullying.org

•Myth: “Bullying is just a stage, a normal part of life. “I went through it—my kids will too.”

•Fact: Bullying is not “normal” or socially acceptable behavior. We give bullies power by our acceptance of this behavior.

•Myth: “If I tell someone, it will just make it worse.”

•Fact: Research shows that bullying will stop when adults in authority and peers get involved.

•Myth: “Just stand up for yourself and hit them back.”

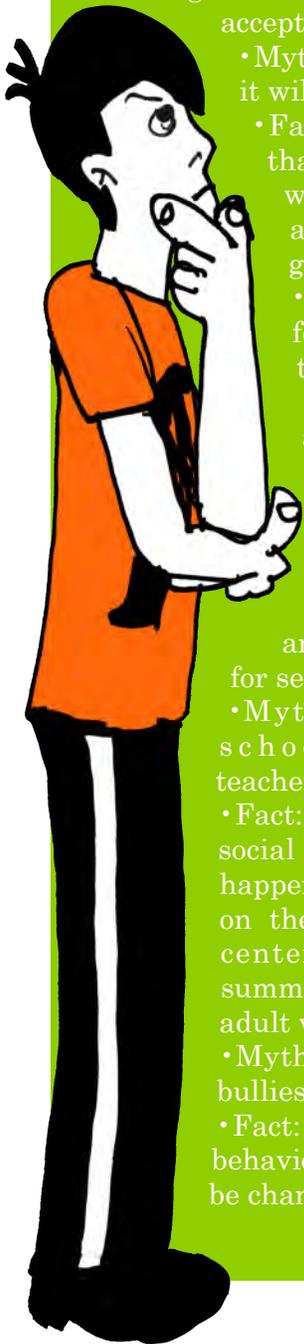
•Fact: While there are some times when people can be forced to defend themselves, hitting back usually makes the bullying worse and increases the risk for serious physical harm.

•Myth: “Bullying is a school problem, the teachers should handle it.”

•Fact: Bullying is a broader social problem that often happens outside of schools, on the street, at shopping centers, the local pool, summer camp and in the adult workplace.

•Myth: “People are born bullies.”

•Fact: Bullying is a learned behavior and behaviors can be changed.



Community Building

1. **THE TRUTH ABOUT ME** - Description: Students share aspects of their lives with each other. A particularly useful activity in a language classroom to encourage students to communicate and comprehend.

Students gather in the center of the space. One student who volunteers to step away from the group says, “The truth about me is . . .” and completes the phrase. For instance, “The truth about me is I like to go hiking.” Everyone who shares that interest moves toward the student and forms a group around her. Another student steps out of the initial group and makes another statement: “The truth about me is I like the television series *The Sopranos*.” One by one, students step out of the various groups that form around the room, stating new “truths” and forming new groups.

In a more structured variation, each student in the class receives a number. When you call out the student’s number, he steps out of the group and gives his statement. Others who agree form a group with the speaker at the center.

In another variation, students form a large circle around the perimeter of the room. With a piece of masking tape, each student marks his spot on the floor. One student is left without a spot. That student stands in the center of the circle and makes a statement. All those who share the same truth move into the center of the circle and stand with the student. The student who made the statement calls out, “1, 2, 3, go!” and everyone runs to capture an empty spot. One student will be left without a spot. She then goes to the center and makes her statement. The activity continues.

Reflection: What are some things you learned about your classmates today? Did you hear anything that surprised you?



TIGER Teacher

BUILDING COMMUNITY

Excerpt from “A Reason To Read: Linking Literacy and the Arts” by Eileen Landay, & Kurt Wootton & Shirley Brice Heath

Landay, E., Wootton, K., & Heath, S.B. (2012). *A reason to read: Linking literacy and the arts*. Cambridge, MA: Harvard Education Press

Note from Timm—I had the pleasure to work the Eileen and Kurt a few years ago. Their work in integrating the arts through building community creates spaces that are caring, safe and work towards the rigor that students need in approaching literacy and academics.

In Literacy, Community, and the Arts, the course we developed and taught from 1998 to 2006 for Brown University undergraduates and graduate students, each student wrote a literacy autobiography. Virtually every one of their stories described a relationship with at least one person—parent, friend, teacher—who loved and mentored them and inspired them to become fluent readers and writers. Many described hearing family members read to them at an early age.⁴ One student wrote, “Me at age five with my older brother and my twin all perched (as I remember it) on my father’s belly while he lay in bed reading J.R.R. Tolkien’s *Lord of the Rings* aloud. If only my father’s voice could continue the story forever!”⁵

While their presence in an Ivy League university classroom testified to their academic achievements, the students who wrote these essays came from a rich mix of ethnic, social, and economic backgrounds. We were struck by how vividly they described the connection between these literacy events and their academic development. What would it take, we wondered, to create classrooms where all students could experience a similar level of support, where in addition to supporting one’s intellectual development, the act of reading and writing would forge warm relationships among it’s members? Such a climate may exist in the very early grades in classrooms but appears to diminish and usually disappears as students grow. Anonymity in daily life in school—especially large, urban secondary schools—is hardly news to anyone who has spent much time in them. The potential for a classroom to be a community often goes unrealized.

Our experience in schools has demonstrated the value of community building in secondary school literacy



What does the Research Say?

85% of bullying episodes occur in the context of a peer group.

83% of students indicate that watching bullying makes them feel uncomfortable.

Bullying stops in less than 10 seconds, 57% of the time when peers intervene on behalf of the victim.

2% reported being both bullies and victims.

Bullying occurs in school playgrounds every 7 minutes and once every 25 minutes in class.

Bullying is reduced in a school if the principal is committed to reducing bullying.

Bullies often come from homes that are neglectful and hostile and use harsh punishment. Bullying may be learned by observing high levels of conflict between parents. Care needs to be given so that they do not model bullying for their children.

Sources: Atlas and Pepler, 1997, Craig and Pepler, 1997, Charach et al., 1995 & Olweus, 1993



work. When students feel they are in a supportive community—filled with what we refer to with the Portuguese word *alegria*—they are willing to focus, work hard, and take risks.⁶ Community is built in students’ and teachers’ hearts, and there are no easy games or gimmicks for achieving it in the classroom. Nonetheless, we have learned the importance of creating an environment in the classroom that encourages students to share their work and make genuine efforts to learn and grow.

Learning takes place most effectively in situations where people feel a sense of belonging to a group whose purposes and activities matter to them and can help them grow in ways they find rewarding. Students benefit from knowing that they are important to the other members of the community.⁷ A productive learning environment is created by establishing a *shared purpose, supportive relationships, and a regular repertoire of routines and activities* in the classroom. “Engagement in social practice is the fundamental process by which we learn and so become who we are”⁸

Building a community “does not necessarily refer to a sense of harmony but, rather, a shared set of social practices and goals.”⁹ When a group of learners sets out to explore, create, and perform their response to a theme or compelling question, the ultimate purpose of their learning is clear and meaningful. Supportive relationships include connections between adults and students as well as between students and between adults. Routines are the daily activities that build group identity. They focus participants’ attention and energy; offer clear,

Continued on page 17

I think tolerance and acceptance and love is something that feeds every community.

~ Lady Gaga
Singer & Activist

We are interested in including your ideas, photography, artwork and writing in upcoming TIGER Publications.

CONTACTING T.I.G.E.R.

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TIGER Newsletter

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Timm Judas, designer, photography, contributor

Max Judas, TIGER drawings

Amy Maki, editor



TIGER Connect To Curriculum

The following suggestions are ways to extend and integrate community building into curricula.

THE BASIC TABLEAU

A. Description: A tableau is a frozen image of an event, activity, or concept.

B. Duration: 20 minutes

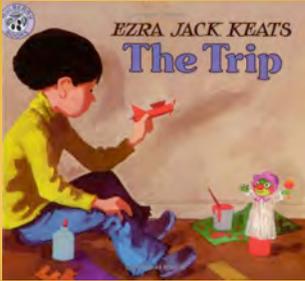
C. Preparation: Students can create tableaus to represent their varied interpretations of a given text or idea. Students can work from words, phrases, or larger narratives where they form images of the “big events.”

D. Procedure: Groups of four to six students form a tableau that may reflect the vision of a single “sculptor” or a collective creation of the group. Before beginning the activity, offer a simple set of guidelines, suggesting, for example, that everyone in the tableau is physically connected or positioned at different levels in space. Many variations are possible, including creating snapshots—tableaus presented in a series with carefully orchestrated transitions—or tableaus that move or speak.

Music played as tableaus are formed and displayed to the group contributes to the activity. When the activity is completed, discussion about both the content and the process increases awareness and understanding.

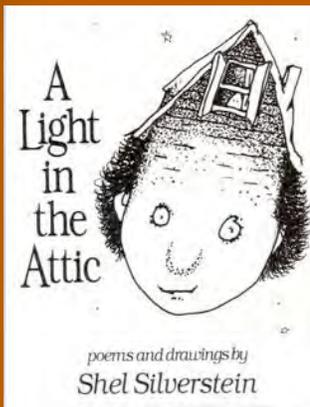
E. Reflection: Where did we see similarities across the images? Where did we see variations? What are the limitations of tableaus? Did those limitations help you or hinder you?

TIGER Tomes



The Trip
by Ezra Jack Keats
PreK-3rd Grade

One of Keats's best-loved characters, Louie, stars in this poignant story about the loneliness of moving to a new place. Homesick for his old neighborhood, Louie finds a way to return—by making a shoe box model of where he used to live, and pretending he is inside it. But soon, Louie will discover that he doesn't need to use his imagination to find friends; in fact, they may be as close as his new front door.



A Light in the Attic
by Shel Silverstein
3rd-6th Grade

Here in the attic of Shel Silverstein you will find Backward Bill, Sour Face Ann, the Meehoo with an Exactlywatt, and the Polar Bear in the Frigidaire. You will talk with Broiled Face, and find out what happens when Somebody steals your knees, you get caught by the Quick-Digesting Gink, a Mountain snores, and They Put a Brassiere on the Camel.

From the creator of the beloved poetry collections *Where the Sidewalk Ends* and *Falling Up*, here is another wondrous book of poems and drawings.



Three Times Lucky
by Sheila Turnage
Middle School

Rising sixth grader Miss Moses LoBeau lives in the small town of Tupelo Landing, NC, where everyone's business is fair game and no secret is sacred. She washed ashore in a hurricane eleven years ago, and she's been making waves ever since. Although Mo hopes someday to find her "upstream mother," she's found a home with the Colonel--a café owner with a forgotten past of his own--and Miss Lana, the fabulous café hostess. She will protect those she loves with every bit of her strong will and tough attitude. So when a lawman comes to town asking about a murder, Mo and her best friend, Dale Johnson III, set out to uncover the truth in hopes of saving the only family Mo has ever known. Full of wisdom, humor, and grit, this timeless yarn will melt the heart of even the sternest Yankee.



TIGER Tunes

TIGER Theme Song

Lyrics by Trish Lindberg

Music by William Ögmundson

I can make it happen, I can make it right. I can tell a teacher,
I can tell some friends. I can tell my mother
Together we'll make it end.

I can make it happen, I can make it right. I can tell them
“stop it!”

I can tell them “whoa!”

I can be the strong one.

The person who just says no.

Tell an adult what's going on and say “no” right away. Please
don't gossip with your friends, exit don't stay. Everyone
deserves respect each and every day.

You can make it happen. You can make it right. If you tell a
story.

If you dis your friend.

It starts a cycle that never will have an end.

You can make it happen. You can make it right. When other
kids are fighting they're putting on a show. Though it seems
exciting you really ought to go.

Tell an adult what's going on and say “no” right away. Please
don't gossip with your friends
There's not point in acting that way.

Everyone deserves respect, each and
every day. We can make it happen. We
can make it right.

Bullies love attention, they want to be
a star. You can take their power by
respecting who you are.

Everyone deserves respect each and
every day. Everyone deserves respect
each and every day!





TIGER Theme Song

Lyrics by Trish Lindberg
Music by William Ogmundson

Allegro ♩ = 116

Voice

I can make it hap - pen I can make it right. I can tell a teach - er

D C Am D

Piano

mp

Voice

I can tell some friends I can tell my moth - er To - geth - er we'll make it end.

G A Bm Em Dmaj7/F# G Cmaj7 Am/C

Pno.

Voice

I can make it hap - pen I can make it right I can tell them "stop it!" I can tell them "whoa!" I can be the

D C Am D G A

Pno.

fp



2

12

Voice

strong one — The per-son who just says no. You can make it hap- pen —

Pno.

Bm Em Gmaj7 A D G/D D D

f

16

Voice

You can make it right If you tell a stor - y — If you dis- your friend It starts a cy - cle — That

Pno.

C Am D G A Bm

20

Voice

nev-er will have an end You can make it hap- pen — You can make it right When

Pno.

Em Dmaj7/F# G Cmaj7 Am/C D C Am

24

Voice

oth-er kids are fight-ing. They're put-ting on — a show. Though it seems ex - cit - ing — You real-ly ought to

Pno.

D G A Bm Em G A



28

Voice

go. We can make it hap- pen We can make it right

Pno.

D C Am

31

Voice

Bul-lies love at - ten - tion They want to be a star You can take their pow - er By

Pno.

D G A Bm

34

Voice

re - spect - ing who you are 'cause Eve - ry one de - serves re - spect each and eve - ry day.

Pno.

Em G A D C Am

37

Voice

Eve - ry - one de - serves re - spect each and eve - ry day!

Pno.

D C Am D

ff

T.I.G.E.R. at Plymouth

TIGER (Theatre Integrating Guidance, Education, and Responsibility), recipient of a 2011 New Hampshire Partners in Education Gold Circle Award, is a powerful and exciting collaboration between the integrated arts and the counselor education graduate programs at Plymouth State University. TIGER is a professional theatre company designed to help children, schools, parents, and communities deal proactively and positively with social issues and concerns facing children in schools today.



TIGER Time Out

Activities for Teachers & Students to do Together

Plymouth State University

T.I.G.E.R. Program

To Book **TIGER** please contact Pamela Irish, TIGER Tour Manager call (603) 535-2647 fax (603) 535-2879.

Poetry Matters

April is National Poetry Month - Students create grade appropriate poetry with the theme of Anti-Bullying, Community, Friendships, Diversity or Tolerance. If this were a school-wide event perhaps each classroom or grade could present poetry around a different theme from the above suggestions.

1. Teachers facilitate a discussion with students about the theme around which the students will be writing their poems. Creating a word bank or important words that could be used in the poetry.

2. Teach is done in connection to grade appropriate poetry style that students will use in writing their poetry.

3. Students write their poems and present them to the class.

4. Teachers facilitate discussion about how to adjust the poems. "What do we like about the poem?" "What would we adjust if it were our poem?"

5. Draw and cut out colorful letters spelling out Poetry Matters. Black marker can be used to add details as needed. Place letters on bulletin board.

6. Students place their final printed poems on the board.

7. Pick a special day for students to read their poems aloud to other classes. If a school-wide project, rotate between classrooms where classes can present their poems to others.

8. Students write a thank you for a poem that they especially liked and give it to the young author, or post them on the bulletin board next to the poems.



See you next issue.

TIGER TALKS RESEARCH

SECURITY/LIFE SAFETY

Bullying Prevention

Through modern bullying-prevention strategies, schools can be more efficient in their response, more collaborative and more accountable.

BY KATIE JOHNSON

The nation watched in shock recently as four middle school boys barraged 68-year-old bus monitor Karen Klein with jabs about her weight, attacks on her fam-

ily, and chuckled as they made violent and graphic threats.

We also watched as Klein remained quiet, taking the abuse and failing to respond to the students. This incident

might have gone unnoticed and unreported, had not one of the teenagers posted a 10-minute video of the harassment on YouTube.

As the video went viral and support



Students don't report bullying for many reasons: they may fear retaliation from a bully; they may feel the reports will be ignored or that the bullying will become even worse; and often, students don't know where to turn.

SECURITY/LIFE SAFETY



Cyberbullying via text or the Internet is another way students can be bullied, and it is important for schools and universities to have reporting measures in place.

poured in for Klein, many education institutions and parents began asking themselves: “Could that happen on our buses, in our community, at our school?”

LESSONS LEARNED

Valuable lessons may be learned from this incident that could help prevent such incidents from occurring or escalating in schools.

Do school administrators have any clue what is happening to students, bus monitors or drivers on the way to and from school?

And perhaps more important, are bus monitors and drivers trained properly with the right information on how to respond if students are abusing or bullying them? Do the bus monitors understand their roles and

responsibilities for responding to the bullying or harassment of students? What role do the monitors have in the safety of the students on the bus?

In the recent documentary, “Bully,” one of the students featured was tortured and bullied daily on the bus, but because of a lack of awareness and reporting, school administrators and parents were clueless about the situation. How can institutions ensure that they are made aware of these incidents?

A FAILURE TO REPORT

These incidents and others clearly show drastic disconnects between school administrators and policy, and what is happening on buses, in locker rooms, in hallways, at sporting events, online and numerous other locations

where bullying and abuse is taking place.

In recent studies, 65 percent of victims said bullying was not reported by them or others to teachers or school officials. Even when a bullying victim had suffered injury, 40 percent of the time the students said the bullying was not reported. In fact, studies show only one or two out of every 10 incidents are being reported; 80 to 90 percent of incidents are unreported and school leaders remain in the dark.

These incidents remain unnoticed for many reasons. Students may fear retaliation from a bully or don’t want to be embarrassed. They may feel their reports will be ignored or that reporting it will make the situation worse. Many times students don’t know where or whom to turn to; they don’t trust the administration or law enforcement, or they may have not a way to report an incident anonymously.

PREVENTION STRATEGIES

The Office of Civil Rights requires schools to investigate bullying incidents, and take immediate action to stop harassment and prevent its recurrence. If a school knows or reasonably should know about student harassment and fails to address its effects and take appropriate action, it is opening themselves up to federal investigations and expensive lawsuits. School districts and higher-education institutions must establish comprehensive policies and procedures for identifying, reporting, investigating and responding to incidents of bullying and harassment.

Several Midwest schools, including Tulsa Public Schools, are taking proactive action to empower their students, personnel, parents and others to report incidents (anonymously or not).

These schools are using innovative risk and incident management and threat assessment tools to encourage students, teachers, staff and others to confidentially and anonymously

A comprehensive incident-management system ensures all incident reports are tracked, documented and addressed proactively.

report bullying or other potentially harmful student behavior. In addition to bullying and cyber-bullying, an incident-management system enables students and staff to anonymously report weapons possession, drug/alcohol use, harassment or intimidation, school vandalism, physical assault, threats of violence, suicide risk, abuse and other incidents.

REPLACING THE STATUS QUO

A comprehensive incident-management system ensures all incident reports are tracked, documented and addressed proactively. With a Web-based platform, for example, school administrators can access on-demand reporting to see when reports are made, when team members received and acknowledged each report, and what steps were taken to address the report.

A comprehensive platform will ensure incident reports (and videos,

screenshots, etc.) get to the right people immediately so they can investigate, intervene and prevent incidents before they lead to tragedy or go viral, ending in costs (legal, reputation, media, parent outrage, stress, investigations, fines, etc.) that could have been prevented.

Innovative platforms are replacing traditional incident-reporting processes and programs and automating what was once a labor-intensive and expensive manual process of documentation. Team members collaborate through the platform to share ongoing findings and help connect all the dots needed to ensure a safe and responsive approach. The ability to load mandated policy, training, updates to

process or procedure, etc., make this approach cost-efficient for institutions trying to cut costs.

Schools can be more efficient in their response, more collaborative in interventions and investigations, and more accountable to students and their families. ■

JOHNSON is the director of client services and marketing for Awareity, Lincoln, Neb., a provider of risk management, incident reporting and prevention platforms.
WWW.AWAREITY.COM •
WWW.TIPSPREVENT.COM

ON THE WEB

Read the related article "Tackling Bullying Behavior for School Security" in the Security article archives at ASUmag.com.





Continued from page 7

specific ways for people to connect and interact; and establish a tone of active engagement, play and pleasure combined with seriousness of purpose. They are designed to introduce community members to one another, to foster respect for the resources that each person brings, and to build a positive learning environment.

Bobby stands in the classroom doorway at the beginning of every class and shakes his students' hands as they enter the room. As teacher and coach of the school's championship soccer team, Bobby gives his students an infusion of encouragement and energy. His students joke and laugh with him. When visitors enter the classroom, Bobby makes sure the students are not anonymous by asking them to introduce themselves.

From the beginning of the school year, Bobby leads students in physical warm-ups and vocal activities. These include stretches and movement exercises. Calling out tongue twisters like "red leather, yellow leather" and "you know you need unique New York," students practice oral language skills and hear their voices speaking out in a classroom setting. Trust-building activities give community member opportunities to know one another, to respect the resources that each person brings to the classroom, and to build supportive relationships. Community-building activities provide a foundation for text-based work by ensuring a supportive learning environment. Students know from the outset their work has a purpose and that they are creating a performance that will tell their stories to the community at large. To accomplish this purpose, they engage in questioning, collaboration planning, improvisation, reading, writing, discussion, critique, and reflection. Bobby and Kevin know that after having worked through the "Performance Cycle" once, the class will begin a second round with a far greater sense of cohesion and solidarity.

Although Bobby has been working for some time to build a strong sense of community, on the morning when Kevin asked the students to step on the stage to form a circle, Russell immediately took hold of the stage's curtain and wrapped himself in its many layers. After encouraging Russell to come out, Kevin joined the other students and began to lead them in community-building activities. Russell remained behind the curtain. When we asked Bobby how he reacted to Russell hiding in the curtain, he said, "I tried to talk him out. The curtain was old and dusty. When that didn't work, I said, 'Russell, you don't have to participate but just stand there.'" Bobby didn't cajole Russell out of the curtain

or threaten to send him to the office. He encouraged but didn't force him to give up the protection of the curtain. Instead, they engaged in conversations designed to draw him back into the "classroom." Together Bobby and Kevin moved ahead to create the kind of interesting and supportive community they believed Russell would eventually want to join.

4. Shirley Brice Heath addressed this topic in detail in *Ways with Words*, a landmark study of the language socialization of children from different sociocultural groups and the impact of that socialization on children's school experiences.

5. Sarah Blakely-Cummings, "Feliciliteracy," unpublished paper, Brown University, 2005.

6. Students in the ArtsLiteracy Project's Brazil Lab School, piloted in July 2006, used the word *alegria* to describe their learning experiences, defining it as containing elements of joy, happiness, and celebration.

7. Lave and Wenger, *Situated Learning*.

8. Wenger, *Communities of Practice*, 1.

9. Lee and Smagorinsky, *Vygotskian Perspectives*, 5.





Plymouth State
UNIVERSITY

TIGER TALK!

Roaring reviews from schools who enjoyed TIGER
during last year's 2011-2012 Season

Per usual, the troupe was OUTSTANDING!!!
I have been a fan of the TIGER program
for years, it has been presented each year
in the various districts I have worked
in...Your longstanding team members are
still as fresh and dynamic as ever...
Thank you for coming to our school.

Bonnie Jean Kuras
Principal
Sanbornton Central School
Sanbornton, NH



The performance was awesome! All
the kids and adults keep talking about
how wonderful it was. The staff was
professional, courteous and couldn't be
more friendly. I'm excited to work with you
all again.

Stephen Adams
School Counselor
Berkshire Elementary School
Richford, VT

It was excellent! The whole school really
enjoyed the performance and I received
wonderful feedback regarding the breakout
sessions. I was so excited and pleased
with how it all worked out. I believe
strongly in the message you are spreading
and the creative ways you are doing so.
I have all intentions of spreading the
word to other schools about how great and
worthwhile TIGER is.

Jennifer Lee-Feinberg
School Counselor
Unity School
Unity, NH



I thought it was wonderful...
and I have heard comments
from students who I feel
really needed to get
the message and did! The
parent workshop presenter
was awesome as well...
looking forward to
another presentation
another year.

Maureen Sodaro
School Counselor
Richford Elementary
Richford, VT



TIGER TALK

The show was better than ever! **EVERYONE** loved it! We will definitely be booking again for next spring, and I am hoping to get the OK for you to come in the fall as well.

Wayne VanGorden, Principal
Jennie D. Blake School, Hill, NH

*Best show yet!
Students were riveted by
the performance.*

*Robin Hogan, School Counselor
Ashland Elementary, Ashland, NH*

Mary Beth Thompson
School Counselor
Sunset Heights Elementary
Nashua, NH

Lauren Keefe-Matava
4th Grade Teacher
Broken Ground School,
Concord, NH

*The show was fantastic!!!
Everyone loved it. One of our
2nd graders told his teacher
after it was over that "this
was the most beautiful
music I have ever heard in
my life". And he meant it—
isn't that sweet?*

The show was great.
The students really like the
skits and the information that is
presented is very appropriate.
Thank you for accommodating us
on such short notice.



Melissa L. Chase
4th Grade Teacher/ETAP
Smyth Road School
Manchester, NH



*It was great! The
children really seemed to
enjoy the performance and the
actors were very friendly and
professional. Hopefully we
will be able to have you
back in the future!*

What an
awesome program !!!!!
Such talent and
what a message.
Thank you
sooooo much.

Pat Glasson
School Counselor
McClelland Elementary School,
Rochester, NH

The performance "Just
Between Friends" was
wonderful! Students and
staff talked about how
much they liked it all
afternoon and even the
next morning! The TIGER
performers do a wonderful
job balancing humor and
sending an important
message.

It's
always fascinating to me to see the
power of theater in terms of delivering a message
and what a strong impact it has on kids' and adults'
minds and actions. Thanks so much. We are proud to
be a TIGER school and can't wait for the next
CD to come out.



Suzanne Pyszka
Principal
Maple Avenue Elementary, Goffstown, NH

*It was
well received and very enter-
taining. Our students were engaged.
The performers were wonderful and well
spoken. Very impressive. Thanks for
everything!*



Sara Pennock, School Counselor
Morristown Elementary School, Morrisville, VT

Michelle Cavalle, MEd
Assistant Principal/High School Coordinator
Henry W. Moor School, CANAAN, NH