Everyone’s A Winner!
A Study Guide for Grades 2-6
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THE COMPANY

At Beth & Scott and Friends, we strive to educate and entertain children and adults through the writing and performance of original songs, shows and workshops. Beth and Scott Bierko, the owners and principal performers of Beth & Scott and Friends, are a husband and wife team of singer/songwriters and arts-in-education specialists. Since 1993, Beth & Scott have performed thousands of school assemblies and workshops for children. They are parents of two daughters, Helen and Stephanie.

EVERYONE’S A WINNER - PLOT & THEME

"Everyone’s A Winner!" is a one-act musical comedy written by Beth and Scott in 1995-6. It's the story of two twelve year olds, Harold Webster and Victoria Champion, who meet one summer at Camp Wackapoopoo.

As the play opens, Harold, a straight "A" student without any experience in sports, and Victoria, a consummate athlete who cannot seem to pass muster in school, establish that they are incompatible as friends. In fact, their disdain for one another borders on hatred.

As the plot unfolds, their parents (also played by Beth and Scott) arrange for their children to be tutored and coached by one another. Harold helps Victoria pass her summer reading assignment and Victoria teaches Harold how to enjoy sports. In so doing, Harold and Victoria come to appreciate and respect one another and themselves. Like all of us, the characters learn how important and necessary it is to face one's fears with self-determination and accept help from those around us.

EVERYONE’S A WINNER - GOALS

1) To help students understand that diversity is a strength. Everyone, themselves included, has strengths, weaknesses and fears.

2) To encourage self esteem as well as respect and tolerance for others.

3) To teach and sustain the importance of conflict resolution among friends, family and others.

4) To improve students' knowledge and understanding of a theatrical production and acceptable audience behavior.
NOTE TO K-2 TEACHERS

At the beginning of the show, “Everyone’s A Winner”, the two main characters tease one another in a song entitled “That’s All I’ve Got to Say.” This song contains a section which is approximately 10 seconds in length and is essential to: a) setting up the conflict between the two characters; and b) providing a realistic representation of two children having a heated disagreement. In this segment the two children call each other the following names: sweatball, goofball, jockface, jerkbrain, musclehead, pointdexter, pointless, batbrain, no brain, four eyes, thunder thighs, no hope, big dope

By the middle of the play, the two characters realize that “name calling” is hurtful and they eventually become good friends who treat each other with respect. We hope that you agree with us that a dramatization of this situation can be very helpful in teaching children the difference between correct and incorrect behavior. If necessary, we recommend that you open up a discussion concerning “name calling.” See discussion questions below.

SUGGESTIONS FOR TEACHERS

To help students think about the themes of Everyone’s A Winner, Beth and Scott suggest some of the following activities and discussion topics as an enhancement to their assembly program. Please feel free to select those options which best fit your style and your students' age and maturity level. Of course, we welcome your creativity in presenting ideas of your own to your class. Let us know if you come up with any brilliant ideas! Above all, have fun and keep it positive.

ACTIVITIES

1) Introduce your students to Musical Theater

• A great way to familiarize students with musical theater is to let them see one on video. There are many child-friendly shows to choose from including: Oklahoma, The Music Man, The Sound of Music, My Fair Lady, Bye, Bye Birdie, Dr. Doolittle, Chitty Chitty Bang Bang, etc.
• Review the attached glossary of terms to help them understand the vocabulary associated with the theater.

2) Encourage self-esteem and respect for others

• Using pictures, words, phrases and drawings have students create a collage that represents who they are (what they like to do, favorite colors, foods, etc.). Make sure their names appear on the collage and display them in the class or hallway.
• Have students put three items in a bag that represent different aspects of themselves (talents, hobbies, etc.). Then have each student describe how these items represent them. An alternate idea is to guess who the bag belongs to based on the items in it.
• Create a "friendship circle", where students take turns saying something positive about the person to their right until everyone has had a turn.

3) **Write a school cheer**

• Just as Camp Wackapoopoo (the fictitious camp in the show) has a camp cheer, it can be fun for the students to make up their own school or class cheer. Writing a cheer can increase school spirit, help students define the positive aspects of their school and reinforce poetry skills like rhyme and meter.

4) **Have a hoe-down and encourage stretching**

• To prepare for or reinforce the dance performed in the show, find records or tapes that can teach simple square dance steps. If the students get really hooked, organize a dance for the school. It's vitally important to focus on the fun of dancing - not individual proficiency.
• Lead the class in some stretches. Try toe-touches, raising arms above the head, pivoting at the waist, etc. Stress the importance of regular stretching (in addition to aerobic exercise) to increase agility and avoid stress related injuries. Don't try anything too hard!

5) **Share stories**

• Ask students to recount a real event in their life that featured a conflict or share one of your own. Ideas may include: a school or summer camp experience, making a friend or fighting with one, working hard at something and having it pay off, being forced to work with someone you would not choose, having parents make unfair demands, being afraid to try something, or saying good-bye to a good friend. Stress conflict resolution, working hard to better oneself, helping others, etc. This could also be a creative writing assignment.

6) **Write a sequel to Everyone's A Winner**

• The continuing adventures of characters can be great fun. Have students write "the next chapter" of what happens to Harold and Victoria. It can take place at the Summer Camp Olympic Games, back at school, during the following summer, or even twenty-five years later at a reunion. Encourage the students to create characters that are complex and diverse and not without conflict. We'd love to hear their ideas on this one!
DISCUSSION TOPICS

1) Audience Behavior

• What makes up good audience behavior? For example, arriving on time, giving full attention to the performance, showing appreciation for the work by applauding, etc. Audience members (including teachers!) have rights and responsibilities during a play. Are these the same for a movie, television show or concert? How are they different?

2) Self Esteem

• What are some of the things that make us unique or special? Can you name somebody else's talents? How does it feel when someone compliments you?

3) Teasing

• How does it feel to be teased? What can you do if someone makes fun of you?
• Why is it important not to tease or call names? Why do you think some people do it?

4) Conflict Resolution

• Have you ever had a fight with another student, family member or friend? When you have a problem or disagreement with someone, what is the best way to handle it? Are there others who can help?

5) Fear of failure

• Have you ever been afraid to try something new? Were you able to conquer your fear? If so, how? If not, why not? What advice would you offer to someone else with the same kind of fears?

6) Dealing with parents

• Are there times when you feel your parents set unfair rules or standards? Have you ever hated a rule your parents made, only to find out later there was a good reason for it? Sometimes we may think our parents expect more than they actually do. Has this ever happened to you? (You can also discuss this using the word teacher in place of parent.)

• How do you handle disagreements in your family (or classroom)?

7) Working with others

• Have you ever had to work with someone new? What are some good rules for working with others who you don't know or would not choose to be your partner?
GLOSSARY

**Act** - 1. (n.) One of the major divisions of a play or opera. 2. (v.) The process of performing something.

**Actor** - A theatrical performer.

**Cast** - The actors in a theatrical production.

**Character** - A person portrayed in an artistic piece such as a drama or novel.

**Choreography** - The art of creating and arranging dances or ballets.

**Comedy** - A play or film that is light and funny and often has a happy ending.

**Director** - A person who supervises the creative aspects of a play or film and instructs the actors and crew.

**Lyrics** - The words of a song.

**Musical** - (n) A play or movie in which an often simple plot, developed by dialogue, is interspersed with songs and sometimes dances.

**Overture** - An instrumental composition written as an introduction to a play. It usually contains small segments of the songs from the show.

**Play** - A literary work written for performance on the stage.

**Plot** - The plan of events or main story in a narrative or drama.

**Scene** - A subdivision of an act in a play in which the setting is fixed and the time continuous.

**Scenery** - Often referred to as "the set". The scenery can range from a single colored curtain (usually black) for a stark, dramatic effect to a fully representational background with furniture (set pieces) of interiors and/or exteriors. Depending upon the playwright's needs, the set may remain constant for the duration of the play or switch repeatedly to represent the different locations where the action takes place.

**Setting** - The time, place and circumstances in which a book, play or film takes place.
References on Conflict Resolution

Books for Teachers


Kreidler, William J. We’re All in This Together: Fun-filled games that promote community. Oct. 1995


Fiday, Beverly; *Respect*

McFarland, Rhoda; *Coping through Self-Esteem*

Osborn, Kevin; *Tolerance*

Avery, Charles; *Everybody Has Feelings*

DeRolfe; *Crayon Box That Talked*

**Books for Children**

Scieszka, Jon, *The True Story of the Three Little Pigs*

Berenstain, Stan & Jan; *The Berenstain Bears’ Sam;ler - The Best of Bear Country:* E Berenstain, 1993

Berenstain, Stan & Jan; *The Berenstain Bears and the Bully:* E Berenstain, 1993

Grunsell, Angela; *Let’s Talk About Bullying,* 1989

Romain, Trevor; *Bullies are a Pain in the Brain:* 1997

Amos, Janine; *It’s Your Choice-Bully:* 1994

Amos, Janine; *It’s Your Choice-Liar:* 1994

Amos, Janine; *It’s Your Choice-Selfish:* 1994

Simon, Norma; *Why Am I Different?:* 1976

Berry, Joy Wilt; *Let’s Talk About Fighting:* 1982

Ernst, Lisa Campbell; *Zinnia and Dot:* 1992

Aliki; *Communication:* 1993

Hoban, Russell; *Best Friends for Frances:* 1969

Clifton, Lucille; *Three Wishes:* 1974

*For Information about Mediation (Community)*

*Meditation Centers*


Other counties have Mediation Centers. Please call the above center for the center in your area.