

Question sheet

Excuse Me I Was Here First

Remembering and commenting about the performance

The show was made up of six different segments.

- A. Two people arrive and they both want to perform their show. The teacher (puppet) tells them they need to work together
- B. The two Babies learn to share and sing and dance together
- C. The two Cavemen argue over who is going to eat the bird (Pterodactyl)
- D. The Two French gentlemen argue over the painting of the Asparagus.
- E. The performers resolve conflict that may occur while playing games.
- F. The magic tricks at the end of the show.

Answer the following questions by circling one of the letters

Which segment did you think was the funniest? A B C D E F

Which segment did you think was the most visual, had the best costumes, props and puppets. A B C D E F

Which segment made you think about the way you treat others and the way they treat you? A B C D E F

Which segment made not just you but the whole audience laugh the most?
A B C D E F

There were a number of puppets used in the show. Which was your favourite puppet?
Write a sentence telling why this puppet was your favourite.

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The teacher is a full body puppet.

The baby girl & boy are humanette puppets - puppeteers use their own head as the puppets head. ('ette' means small so a small human).

The bird (Pterodactyl) is called a rod puppet because the puppeteer uses rods attached to the puppet to operate it.

It's okay to have opinions about things. What did you think of the painting of a piece of asparagus that the two French gentlemen were arguing over. Circle the word or words that describe the way you felt about the painting. Was it:-

Interesting Valuable Did NOT look like asparagus I didn't like it

I would hang it on my wall It was plain Colourful Amazing.

Do you think the painting is only now considered valuable because of it representing a change in attitude toward painting for pleasure? ie it's place in history with this controversy it created? YES NO

Write a sentence describing the way you felt about the painting.

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Even the best of friends have disagreements and argue from time to time. Some people even enjoy arguing. There are words other than argue and argument to describe when people disagree about something.

debate disagree conflict argue dispute quarrel discuss fight

Arrange these words in order from the best way to describe a difference of opinion that you wish to resolve to the worst way to describe it.

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The next time you have an argument will you will stop and think - imagine yourself in the other person's position? YES NO

Do you sometimes cry when you have an argument? YES NO

Do you cry because (you are sad) or because (it may get you what you want)?

Draw a picture of your favourite bit of the performance.

The Strategies used in Excuse Me I Was Here First to resolve conflicts

Self control and understanding other people is important. It may take a bit of extra effort but it is worth it, as it will usually result in a more peaceful and satisfactory outcome to a situation.

The show uses the words (Win and Lose) to explore the possible outcomes of any conflict.

When two people resolve a conflict the possible outcomes are:-

1. Both people can lose - A Lose, Lose situation.
2. One person can Win and one person can Lose - A Win, Lose situation.
3. Both people can Win - A Win, Win situation.

The best resolution of any conflict is the Win, Win scenario. To achieve this both people will give the other person something they want. If both people want the same thing the solution maybe to take turns. Or it may be possible for both people to do the same thing.

The steps the show promotes to achieve a Win, Win outcome are:-

1. Tell your story.
 2. Listen to the other person's story.
 3. Work together.
 4. Find a solution.
5. and there is one DON'T Don't make the situation worse.

The show elaborates on the four steps and further exploration after the show in class, while the ideas are fresh in student's minds, will obviously help to reinforce and refine the resolution process.

1. Create a scenario to get students to **Tell your side of the story.**

A suggestion for a scenario. There is only one set of cricket equipment at the school and the same group of students gets the equipment and play cricket every day. You and your group want to use the equipment.

Keep your side of the story short. Between thirty seconds to a minute should be enough time for each person to tell their side of the story. Stick to the facts.

Also get the students thinking about solutions. Sharing, each group playing of alternate days, making the two teams larger, asking the principal if the school can get a second set of cricket equipment.

When telling your story DON'T accuse the other person.

For example DON'T say "You make me so angry when you... etc etc." but instead say "I get really upset when you ... etc. etc."

DON'T say what you think the other person is doing, say what you want to do. For example DON'T say "You never let me have a turn on the ... etc, etc" instead say "I would like to have a turn on the .. etc, etc."

2. **Listen to their side of the story.**

Actively listen by looking at the person as they speak to you. If they say something that you agree with, nod your head to show them you agree with them.

When Listening DON'T interrupt; DON'T put an angry look on your face.

3. When **Working together** remember that there are only three possible outcomes to the conflict and only one of the outcomes (the Win, Win outcome) will guarantee that you win.

Make a list of important words and phrases that come to mind when people work together to find a solution.

Example:- share, compromise, generosity, calm, give some ground, be kind to each other, etc.

Make a list of important words and phrases that come to mind that will NOT help people work together to find a solution.

Example DON'T:- shout, scream, push, get upset, etc.

4. **Find a solution.** Why is it important for you to find your own solution to your problems? Why not just go to a teacher and get them to sort out any and every problem that arises? Example of answers. There is not always going to be another person around to help you sort out life's problems. Unless both people are willing to co-operate and compromise, most often, the only solution a teacher or any third party can offer is a Lose, Lose outcome to your situation.

Get your class to suggest a situation where two people are in conflict. Then discuss multiple outcomes to the conflict ensuring that at least one of the suggested outcomes, falls into one of each of the three categories set out in the show (Win, Win) (Win, Lose) and (Lose, Lose).

Activities suggestions:

Scenario: You have turned up to sit in a pre-booked seat at the Concert or Movie to find that someone else is sitting in the seat. Play out this situation to see how the best way you can make this a Win Win situation. (This happened to me and the people had tickets for the same seats that we had, but their tickets were for a different day – they had come on the wrong day.)

Scenario: Each paint or draw something very uninteresting and then do your best to describe its merits, what is good about it.

References

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http://www.adpca.org/Journal/vol9_2/conflict_children.pdf

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