

Let's STAMP Out Bullying

Curriculum Relevance: PD & Drama: Interpersonal Relationships, Interacting, Problem Solving, Resilience, Taking Action and Tolerance.

Using the same acronym as the original STAMP show, Let's STAMP Out Bullying combines all new magic tricks and stories to get its simple, effective plan for dealing with bullies across. Illusions and comedy are the two main ingredients that illustrate the 5 simple steps in this practical **STAMP** acronym.

Stay away - How to avoid bullies.

Tell someone – Reporting Bullying is not being a 'dobber'.

Always help – The power of peers.

Make friend - Play with students who are being left out.

Play nicely – Make sure you are not being a bully.

The irrepressible Croc returns with an even more magical Drawing. No matter whether students have seen the first STAMP show or not, the strategies in the STAMP acronym are easily remembered and effective in dealing with bullies.

This time around it is young Croc who is being bullied by a bigger meaner Crocodile who has taken over the swamp. But, when we finally meet this Crocodile, it becomes obvious that young Croc has not been telling the whole truth.

A new improved Drawing also makes an appearance. Drawn right in front of the audience, this adorable cheeky monkey first starts moving his eyes then speaking even without being held by the presenter. Monkey is looking for a friend and finds one in the audience. When this drawing is torn from the pad and given to his new friend in the audience, everyone is baffled. How is that possible?

These mind challenging illusions and charming puppet characters are seamlessly woven into the explanation and demonstration of the five strategies of the STAMP acronym. The result is a most enjoyable theatrical, educational experience.

What schools have said:

Price: \$5.50 per student (**GST included**). **Suitable:** Preps to Year 6. **Minimum Audience Size:** 130 students.

Times: Show 50 Mins. Set up 45 mins & Pack up 30 Mins. **Requires** an indoor performing area 4m x 5m wide.



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