



# Bully Bully

**Creative Learning**  
Teacher Resource



# ***BullyBully***

## Notes for teachers

*BullyBully* tells the story of two world leaders who, despite their power, act like toddlers—throwing tantrums, engaging in vanity projects (insert dance battle!) and struggling to find common ground.

Their rivalry intensifies as they deliver speeches, dismantle podiums and pose for the world press – the performance humorously reveals the ridiculousness of their behaviour, ultimately leading to a resolution that emphasises friendship and understanding.

Though non-verbal, *BullyBully* is a masterclass in character development and nuanced physicality performed to perfect musical and comedic timing. The production explores themes of leadership, conflict resolution, cultural clashes, and the absurdity of vanity, making it a valuable resource for lessons in English, Human Society and its Environment, PDHPE, and Creative Arts (Drama, Visual Arts and Music).

The following teacher resource contains video links and suggested activities to build on an excursion to *BullyBully*.

## Teaching points:

### Ideas for teaching and learning in the classroom

We recommend using this resource as a starting point, to adapt content in a way that suits the learning needs of your students. Outcomes include:

- **Subject areas:** English, Geography, PDHPE, Creative Arts – Drama, Music and Visual Arts
- **General capabilities:** Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding

In English, students can explore the characters' behaviours and motivations through creative writing and discussion.

Drama activities include re-enacting scenes or improvising new scenarios that reflect the themes of the show.

PDHPE lessons can focus on concepts of leadership, friendship, and conflict resolution, helping students understand how to get along with others and make positive choices.

Visual Arts projects could involve designing costumes, monumental statues or creating caricatures of the characters.

Music lessons might focus on creating or analysing soundscapes and musical numbers that capture the show's playful and thoughtful tone.

## Teaching points: Glossary

- **Flag:** a piece of cloth or similar material, typically oblong or square, attachable by one edge to a pole or rope and used as the symbol or emblem of a country or institution or as a decoration during public festivities
- **Nation:** a large body of people united by common descent, history, culture, or language, inhabiting a particular country or territory
- **Citizenship:** the position or status of being a citizen of a particular country
- **Identity:** A person's conception and expression of individuality or group affiliation, self-concept and self-representation. It is closely connected to culture and language.
- **Parliament:** An assembly of representatives, usually of an entire nation, that makes laws.
- **Statue:** a carved or cast figure of a person or animal, especially one that is life-size or larger.
- **Monument:** a statue, building, or other structure erected to commemorate a notable person or event.

# Maas theatre en dans

## Their story

Maas theatre en dans is the largest theater and dance production company for children, youth, and young adults in the Netherlands, and has its own theater in Delfshaven, Rotterdam.

From their home base in Rotterdam, Maas creates bold youth theater in all possible forms and for all conceivable ages. What their artists share is creating physical work for a young audience, often without language, and choosing personalities on stage instead of characters. Education and interaction are intertwined with every project, and talent grows alongside the company.



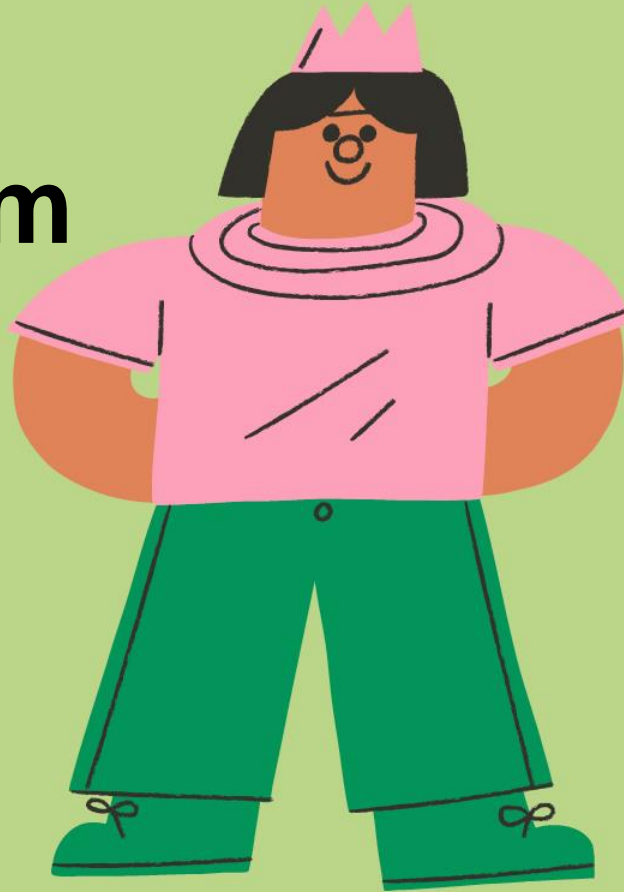
# BullyBully

## Power, politics and play

What does a toddler have in common with the average world leader? Could there be presidents who throw tantrums in supermarket aisles or scream until they get their way? If you squint your eyes while looking at a speaking toddler and an adult man in a suit who is talking nonsense, you might not even see the difference. Yet one of them has a say in everything while the other has to do everything they're told.



# Classroom activities



# Teaching points: Characters and play

## Activities in the classroom after you see the show

- **Character Feelings Chart:** Have students create a chart showing how the two world leaders feel at different points in the story. They can use emojis to represent emotions – discuss how and why these feelings change throughout the performance.
- **Pretend Play: Leaders in Action:** Set up a simple space in the classroom where students can act out scenes from BullyBully.
  - Provide props like hats or simple costumes to help them get into character.
  - Guide them through scenarios such as meeting for the first time, arguing over a decision, and eventually making up and becoming friends.
  - Encourage students to think about how the leaders might feel and how they can resolve their differences.





# Teaching points: Characters in conflict and celebration

Activities in the classroom after you see the show

- **Puppet Show:** Provide students with simple materials like paper bags, socks, or paper cut-outs to create their own puppets representing the characters from *BullyBully*.
  - Once the puppets are made, divide the class into small groups and have each group perform a scene from the story.
  - Encourage them to focus on how the puppets can show emotions like anger or happiness, and how the characters can resolve their conflicts.
  - After each performance, discuss what the students learned about friendship and getting along with others.
- **Dance Battle:** Building on emotions explored in the previous activity, and how characters can resolve their conflicts, get into small groups to have a mini-dance battle!
  - Consider how movements, music, choreography and gestures can symbolise the stages of moving through conflict resolution – such as tension, frustration, resolution, or persuasion

# Teaching points: Being a leader

## Activities in the classroom after you see the show

- **What makes a leader?** Brainstorm as a class everything from clothing, catch phrases, where they might live or work, important responsibilities they might have
- **'If I Were in Charge' Writing and Drawing Prompt:** Have students complete a simple writing and drawing activity where they imagine what they would do if they were in charge of their home, school, or the world to encourage them to creatively about leadership and responsibility.
- **Classroom Leader for the Day:** Assign each student a day to be the 'classroom leader' giving simple tasks like choosing the next activity, leading the line, or helping to organise materials.
  - After their turn, have a brief discussion about what it felt like to be in charge and how they made decisions.
  - Encourage them to think about how they can be a kind and fair leader, both in the classroom and in other areas of their lives by doing a show and tell or writing a reflection.



## Teaching points: Symbolism and set design

### Activities in the classroom after you see the show

- **Colour in costume and propmaking:** using characters or images developed in previous activities, consider what colours, symbols, shapes, costumes and props your leaders or characters might use – in *BullyBully* we can see things like flags, statues, crowns and microphones.
- Make a series of drawings or models that could help your characters come to life on stage.
- What colours represent the emotions or actions or your characters?
- What props do they need to communicate their message or build their national worlds?





# Curriculum connections

# Curriculum Links

## NSW Curriculum

### Human Society and It's Environment

- HS1-GEO-01: describes ways people connect to and care for places, water environments and each other, using geographical information
- HS2-GEO-01: explains how people care for Australia's environments and participate in Australian society, using geographical information
- HS3-GEO-01: examines global citizenship and how people organise, protect and sustainably use the environment, using geographical information
- HS3-DEM-01 describes the origins and features of Australia's democratic system of government and laws

### English

- ENE-OLC-01: communicates effectively by using interpersonal conventions and language with familiar peers and adults
- EN1-OLC-01: communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
- EN2-OLC-01 communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

# Curriculum Links

## NSW Curriculum

### Creative Arts (Drama)

- CAE-DRA-01: experiments with and identifies ways feelings, ideas, roles and situations are embodied and enacted in drama
- CA1-DRA-01: makes and performs drama to embody and enact characters, ideas and stories, and describes ways that drama communicates ideas
- CA2-DRA-01: makes and performs drama to embody and enact characters, ideas and stories for an audience, and describes ways the dramatic elements are used to convey meaning
- CA3-DRA-01 makes and performs drama to shape meaning using the dramatic elements, and explains how meaning is conveyed to audiences and ways contexts influence drama

### Creative Arts (Visual Arts)

- CAE-VIS-01: experiments with and identifies ways materials and techniques are used to represent subject matter and ideas in artworks
- CA1-VIS-01: makes artworks using materials and techniques to represent subject matter and ideas, and describes ways artists convey ideas in artworks
- CA2-VIS-01: makes artworks using art forms to represent subject matter and ideas, and describes ways artists convey ideas about their world to audiences through artworks
- CA3-VIS-01: makes artworks in intentional ways to represent ideas about their world, and explains ways artists are influenced by contexts and how artworks are interpreted by audiences
- CA3-CWT-01: creates written texts to communicate ideas and understanding in Dance, Drama, Music and Visual Arts

# Curriculum Links

## NSW Curriculum

### **Creative Arts (Music)**

- CAE-MUS-01: experiments with and identifies ways sound is organised in music through singing, moving, playing instruments and using listening skills
- CA1-MUS-01: performs, uses listening skills and composes to communicate ideas through sound, and describes ways musical ideas are conveyed
- CA2-MUS-01: performs, uses listening skills and composes to communicate musical ideas, and describes ways the elements of music are used to convey musical ideas
- CA3-MUS-01: performs, uses listening skills and composes to communicate musical ideas using the elements of music, and explains how musical ideas are conveyed and ways contexts influence music

### **Personal Development, Health and Physical Education**

- PHE-RRS-01: identifies how respectful relationships and safety contribute to wellbeing
- PHE-SMI-01: identifies and demonstrates self-management and interpersonal skills
- PH1-RRS-01: describes and demonstrates actions that support respectful relationships and safety offline and online
- PH1-SMI-01: describes and demonstrates self-management and interpersonal skills in a range of contexts
- PH2-RRS-01: describes and applies skills and strategies to strengthen respectful relationships
- PH2-SMI-01: explains and applies self-management and interpersonal skills in a range of contexts
- PH3-CWT-01: creates written texts to communicate understanding of health, safety and wellbeing

# Resources

## More about the Sydney Opera House

### Sydney Opera House: Our Story

- <https://www.sydneyoperahouse.com/our-story>

### How we work – strategic plans and programs

- <https://www.sydneyoperahouse.com/about-us/how-we-work>

### Community projects

- <https://www.sydneyoperahouse.com/about-us/in-the-community>

### Careers and opportunities

- <https://www.sydneyoperahouse.com/about-us/careers-and-other-opportunities>

### Creative Learning resources

- <https://www.sydneyoperahouse.com/learn/teachers-and-students/classroom-resources>



## Get in touch

Got questions? Contact us with any enquiries about our education programs for schools via phone or email.

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