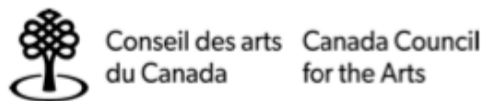




PRESENTS  
**Bang Boy, Bang!**  
by Ed Roy

Study Guide created by Janna Smith  
Available in PDF at [www.youtheatre.ca](http://www.youtheatre.ca)



# TABLE OF CONTENTS

WELCOME TO YOUTHEATRE	3
BANG BOY, BANG!	3
ABOUT THE STUDY GUIDE	3
PRODUCTION CREW	
PRE-SHOW READINGS	
WHAT IS SEXUAL ASSAULT?	5
SEXUAL ASSAULT: THE LAW YOU MAY BE AT RISK	7
POST-SHOW ACTIVITIES	
DISCUSSION TOPICS	9
<i>THE VIEW FROM A ROOM</i>	10
QUIZ ON DATING VIOLENCE	11
ANSWERS	12
EXPRESS YOURSELF	11

## **READINGS**

DATING VIOLENCE (1997)

MAKING THE DECISION TO CARE:  
GUYS AND SEXUAL ASSAULT (1995)

WHEN TEENAGED GIRLS HAVE BEEN  
SEXUALLY ABUSED (1994)

## Welcome to Youtheatre

Youtheatre is one of Montreal's oldest professional English-language theatre companies. We have been performing for young audiences since 1968, and are committed to offering world-class theatre written by Canadian playwrights. The company has performed in some of Canada's most prestigious theatres, including The National Arts Centre, Lorraine Kimsa Theatre for Young People, Imperial Theatre and Manitoba Theatre for Young People. To date the company's work has been seen by children as far East as New Brunswick and as far West as British Columbia. In 2007, Youtheatre toured to Wales and England with *Bang Boy, Bang!*.

## Bang Boy, Bang!

*Bang Boy, Bang!*, written by award-winning Canadian playwright Ed Roy, was first produced by Youtheatre in 1996. Students and educators alike applaud this compelling, multi-media one-man show for its honest exploration of the causes of violence in relationships. Due to its popular demand, the production is now part of the company's permanent repertoire and is also available in French.

The story centers on Rod Clark, a seemingly normal sixteen year-old growing up in an age of confusing expectations. Like most of his peers, Rod has a deteriorating relationship with his parents, has problems identifying with others and a strong desire just to be accepted.

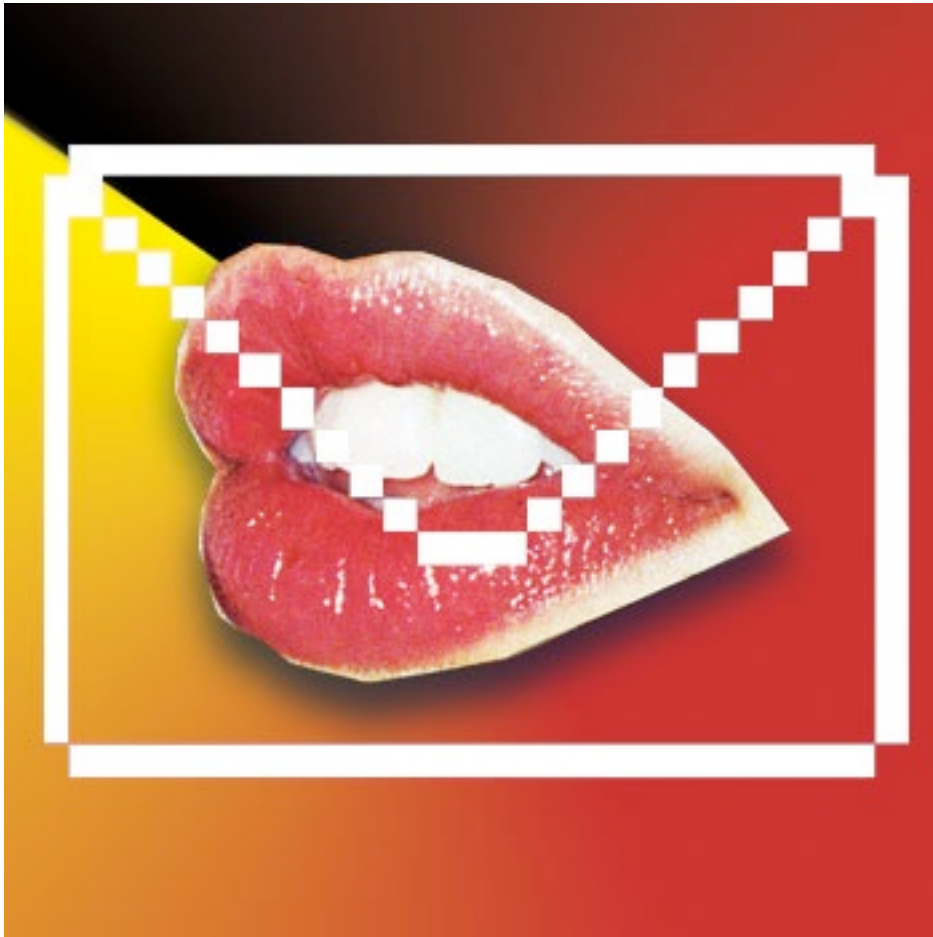
One night Rod uses alcohol to escape his reality and that's when it happens. He rapes a girl. A girl he liked. The morning after the party, Rod locks the door to his room. Afraid to talk about what happened, he re-lives the nightmare that is his life.

## About the Study Guide

This guide is meant to be used as a starting point for discussions and to encourage students to get the most out of their theatre experience. We recommend that students be introduced to the issue of date rape before viewing the play. Any of the material and the discussion questions should follow the performance to augment students' complete understanding of the issues. Feel free to adapt the activities to suit your students and your goals as a teacher. You may photocopy any of the material in this guide. All Literature was donated by Health Canada.

## PRODUCTION CREW

Playwright	Ed Roy
Director	Michel Lefebvre
Set Designer	David Gaucher
Sound Designer	Martin Rodriguez
Video Sequences	Foumalade
Lighting Designer	Renaud Pettigrew
Stage Manager	Seamus Ryan
Featuring	Nathan Barrett as Rod Clark



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## Pre-show Activities

### What is Sexual Assault?

Sexual abuse is a terrible crime with serious consequences. It can hurt a victim's sex life, cause anxiety or depression and can destroy a person's self-esteem. These consequences can haunt a victim for the rest of their life. If the abuse is frequent, committed by a family member or involves full-blown sex, things are likely to be even worse. Sexual abuse will make you feel alone, worthless and scared. Sadly, many cases are never reported, particularly when a family member is involved.

Your body belongs to YOU AND ONLY YOU. No one - not a parent, not a relative, not a friend that you trust - should ever have control over it. Both guys and girls can be victims of sexual assault or rape

You may think, "but sex feels good and people have sex all the time, so why is sexual assault such a big deal?" Sexual assault isn't about sex. It's about fear and control, and it changes a victim for the rest of their lives. It robs them of their sense of security, something that may never fully come back. So yeah, it's a big deal. In fact, it's just about as big a deal as deals can get.

**Date rape, or rape by someone you know is much more common than sexual assault by a complete stranger.**

Sexual assault is any sexual activity without consent, and it is against the law. Sexual violence is not about sex: it is about power. It happens to men, but it's almost always an issue of men trying to hold power over women.

### Sexual Assault: The Law

#### Level 1 - Sexual Assault

It is a crime if someone forces any form of sexual activity on someone else (e.g. kissing, fondling, touching, sexual intercourse, etc.) without that person's consent.

#### Level 2 - Sexual Assault with a Weapon

It is a crime if, during a sexual assault

- \* the attacker either uses a weapon or threatens to use a weapon (imitation or real)
- \* the attacker causes bodily harm to the victim
- \* the attacker threatens to harm a person other than the victim
- \* more than one person assaults the victim in the same incident

#### Level 3 - Aggravated Sexual Assault

It is a crime if, while committing a sexual assault, the attacker

- \* wounds, maims, disfigures, or brutally beats the victim

\* endangers the life of the victim.

### **Sexual Interference (against children under 14)**

It is a crime if someone, for a sexual purpose, touches any part of the body of a child (under the age of 14).

Invitation to Sexual Touching (against children under 14)

It is a crime if someone, for a sexual purpose, encourages a child to touch them with any part of the child's body or with an object.

Invitation to Sexual Touching (against children 14-17)

It is a crime if someone who is in a position of trust or authority towards a young person (someone between the ages of 14 and 17) or a person with whom the young person is in a relationship of dependency (guardian, foster-parent, parent) commits the offence of "sexual interference" or "invitation to sexual touching" described above.

Incest

It is a crime if a blood relation has sexual intercourse with another blood relation (e.g. parent, brother, half-brother, sister, grandparent, etc.).

Exposure

It is a crime if someone, for a sexual purpose, exposes his or her genitals to a person who is under the age of 14. (If this happens to someone over the age of 14, it is only against the law if it happens in a public place.)

Offence in Relation to Juvenile Prostitution

It is a crime if someone buys or attempts to buy the sexual services of a person who is under the age of 18.

### **Sources [www.sexualityandu.ca/teens](http://www.sexualityandu.ca/teens)**

1. Metropolitan Action Committee on Violence Against Women and Children (METRAC) (1998) Preventing Sexual Assault. Toronto: Author.

2. Victoria Women's Sexual Assault Centre (1994) Today's Talk About Sexual Violence: A Booklet for Teens. Victoria: Author.

3. Education Wife Assault (1993) Preventing Violence in Dating Relationships: A Teaching Guide. Toronto: Author.

### **You may be at risk of dating violence if your partner:**

- \* Is violent. He has a history of fighting, losing his temper quickly, or brags about mistreating others.
- \* Gets too serious about the relationship too fast.

- \* Has a history of bad relationships and blames the other persons for all the problems. "Girls just don't understand me."
- \* Believes that men should be in control and powerful, and that women should be passive and submissive.
- \* Is someone your family and friends warned you about, or told you they were worried for your safety with.
  
- \* He's trying to control you and make you dependent on him if:
  - \* He's very jealous and does not want you to talk to other men, wants you to stop seeing your girlfriends and has to know where you are and who you are with all the time.
  - \* He tries to control your contact with your family.
  - \* He puts down what you wear, do and say.
  - \* He tries to control you by being very bossy, giving orders, making all the decisions, and does not take your opinion seriously.
  - \* He is scary. You worry about how they will react to things you say or do.
  - \* He abuses drugs or alcohol and pressures you to take them.
  - \* He's putting you down so you will lose self-esteem, confidence and control
  - \* He tells people things you did or said that embarrass you and make you feel stupid.
  - \* He says it's your fault when things go wrong for him.
  - \* He calls you stupid, lazy, fat, ugly or a "slut".
  - \* He blames you when he mistreats you. He says you provoked him, pressed his buttons, made him do it, lead him on.
  - \* He's threatening you and in some cases using physical violence if:
    - \* He drives fast and likes to do dangerous things to scare you.
    - \* He gets carried away when you are playing and hurts you, or holds you down to make you feel helpless or humiliated, and give in to him.
    - \* He threatens you and/or uses or owns weapons.
    - \* He threatens to hit you, hurt your friends, pets or family if you do not do what he wants.
    - \* He says he will leave you or kill himself if you do not obey him.
    - \* He gets very angry about small, unimportant things. He will not tell you his feelings when you ask and then he blows up.
  
- \* He pressures you for sex, or is forceful or scary around sex. He thinks women or girls are sex objects. He attempts to manipulate or guilt trip you by saying "If you really loved me you would. . ."
- \* He hits you - he may be sorry afterward, but he hits you.

**If you are an abused teen:**

You are not alone and you are not to blame. You cannot control his violence. But you can make yourself safer by:

- \* Calling the police if you have been assaulted.
- \* Telling someone and keeping a record of all incidents of violence.
- \* Talking to a trusted adult such as a parent, teacher, guidance counsellor or school psychologist, and/or calling a community agency for advice.
- \* Considering ending the relationship as soon as possible. The violence may get worse.

### **If you are an abusive teen:**

- \* Recognize you have a problem. Take responsibility for your behaviour.
- \* Talk to a trusted adult such as a teacher, guidance counsellor or school psychologist, and/or call a community agency for advice.
- \* Abuse is a crime. You could face fines or imprisonment if convicted.
- \* Realize that nobody deserves to be abused. If you come from an abusive home, you may be re-enacting the abusive behaviour you experienced or witnessed. You can get help to stop the violence and have healthy, caring relationships.

### **How teens can help prevent violence:**

- \* Become more aware of verbal and physical abuse in your own relationships.
- \* Help students "break the silence".
- \* Promote other ways to deal with anger and resolve conflict, for instance through talking through feelings and creative problem solving.
- \* Beware of jokes, movies, television programs, advertising, and rock videos that are demeaning to women and may promote violence against women.

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## Post-show Activities

### **Bang Boy, Bang!**

#### Discussion Topics

On a separate sheet of paper answer the following questions.

Note: Students may find it beneficial to work in small groups.

#### **The Clark Family**

- Did Rod have a healthy relationship with his parents based on good communication and trust? Explain.
- How did Arthur and Rod react to their father's infidelity?
- Are Rod's parents really helping him through this transitional period or are they making Rod's life more difficult? What should they be doing to help their son?

#### **Sexuality & Relationships**

- How did Rod and his friends speak of women? Why?
- Did their actions match their words? How?
- What did you think of Rod's first sexual experience? Why did he feel compelled to go through with it? How has it affected his life?
- When Rod first met Laura, he said he felt, "weird and out of it, like he always does."  
Do you think that inadequacy is a common sentiment felt by many adolescents?  
How is this feeling expressed?

#### **Violence**

- Violence can take on many forms. It can be physical, verbal, psychological and/or sexual. Apart from the rape, were there other forms of violence in the play?
- Is the violence presented in the play comparable to your own experiences or that of your peers?
- How did alcohol affect Rod's behavior? What should he have done differently?
- How did Laura feel the morning after? Was her course of action appropriate? How would you react in the face of such a violation?
- Reflecting on your own experience, did you feel that Rod's character was realistic? Why or why not?

## ***The View From A Room***

The victims of violence or rape in relationships are very often young women of high school or university age. *Bang Boy, Bang* demonstrated how easily such a crime can transpire, even between friends and how despite regrets, rape is not an accident. Since the story is told from the perspective of the aggressor, the audience knows little about the victim's thoughts and feelings. Based on the messages left by Laura, we know that she refuses to live in silence, like so many victims, yet what are her true feelings?

### **Brainstorm**

In a small group, think about how different the story would be if it were staged in Laura's bedroom. Try to recreate Laura's reality; her room, her relationships with family and friends, her idea of what a relationship should be, her desires, insecurities, etc... Imagine her thought process while responding to the violence committed against her.

### **A New Creation**

Write a synopsis of this new play complete with character descriptions and a set design. Next, create a scene break down, listing the main themes and activities of each. Finally choose one such scene and write the lines from beginning to end.

### **Performance**

Perform your scene in front of the class (you may choose to memorize your lines or read from the script).

### **Discussion**

Discuss the differences and similarities of what was presented. How did your peers interpret the situation? How different is Laura's story from that of Rod's?

\*\*\* This activity could be the starting point of a more elaborate project to be completed in a small group or on an individual basis. The possibilities are endless! Here are a few suggestions: create/present a short piece of theatre, research and write an article/essay on date rape and violence in relationships, create a short fictional story based on an interview or testimony of a victim, launch a special awareness campaign in your school to educate students on the frequency of date rape and its prevention.

**QUIZ ON DATING VIOLENCE**

Circle your response: True or False

- |   |   |   |
|---|---|---|
| 1. Dating violence only happens to teenagers.   | T | F |
| 2. Jealousy is an expression of love.   | T | F |
| 3. The abuse will stop if there is enough love. Things will improve.                          | T | F |
| 4. Alcohol and drug abuse are the causes of violence in a relationship.                       | T | F |
| 5. There is a significant connection between violence and ethnic origin, education or income. | T | F |
| 6. Women do not resort to physical violence in a relationship.                                | T | F |
| 7. Violent behaviour always has its roots in the abuser's family situation.                   | T | F |
| 8. Some women stay in a violent relationship because they like it.                            | T | F |
| 9. Once women decide to leave the relationship, the risk of violence is over.                 | T | F |

Answers found on page 12.

## ANSWERS TO THE QUIZ ON DATING VIOLENCE

1. **False.** Dating violence can happen at any age. Older people as well as younger people can experience dating violence.
2. **False.** Jealousy relates to feelings of insecurity. Acting on those feelings is a controlling behaviour, not a loving behaviour.
3. **False.** Violence increases as emotional dependency and commitment increase. Dating violence usually gets worse, not better.
4. **False.** Alcohol and drug abuse do not cause violence, but they are often present and are common excuses for dating violence.
5. **False.** Dating violence crosses ethnic, education and income boundaries.
6. **False.** Although men are the primary initiators or aggressors in abuse, women do use violent physical behaviours at times. Studies show that women are likely to be acting in self-defence or reacting to emotional abuse.
7. **False.** Violence is not always learned in the family of the abuser. However, males who witness their father's violence are more likely to use violence as a solution to problems in their own personal relationships.
8. **False.** Emotional abuse over a period of time leads to loss of self-esteem. Women who are abused may come to believe that they deserve the abuse and may find it increasingly difficult to assert themselves and leave the situation.

9. **False.** Women are more at risk once they have decided to leave, because violence is about power and control.

## **EXPRESS YOURSELF**

We would enjoy hearing your opinion, so please fill in the following page and mail it to:

YOUTHEATRE  
5333 Casgrain, SUITE 507  
MONTREAL, QC H2T 1X3  
Or fax it to: (514) 844-2330

1- How did you react to the play's theme?

2- Do you agree that the play was valuable as an educational tool?

3- What did you think of the actor, set, costumes and music?