

Pinocchio

Study Guide

About Carlo Collodi, author of the original “Pinocchio”

Carlo Collodi is the pen-name of Carlo Lorenzini (1826-90). Collodi is the name of the little village in Tuscany where his mother was born. He was born in Florence, the son of a cook and a servant, and spent his childhood as much in the rough and tumble streets of Florence as in the classroom. As a young man, he served two periods as a soldier – once in 1848 when Tuscany revolted against its Habsburg rulers and once again in the war between Italy and Austria in 1859.

Collodi started his writing career as a newspaperman. Later he became a government official, working as a civil servant for the education department and trying to push through much needed educational reforms.

In the 1850’s he began to have a variety of both fiction and non-fiction books published. Once, he translated some French fairy tales so well that he was asked whether he would like to write some of his own. The result was his first major success, “Giannettino” a kind of educational fairy tale. After that, he devoted himself to writing for children “because adults are too hard to please!”

In 1881, he sent a friend, who edited a newspaper in Rome, a short episode in the life of a wooden puppet, wondering whether the editor would be interested in publishing “this bit of foolishness” in his children’s section. The editor did, and the children loved it. The Adventures of Pinocchio were serialized in the paper in 1181-2 and then published in 1892. The 1940 Walt Disney cartoon has ensured that the character of Pinocchio remains familiar, but the book is far richer in the details of the adventures of the naughty puppet in search of boyhood.

About the Show...

The Blue Fairy narrates the story as Geppetto; the poor old toy maker finds a talking piece of wood! With this incredible find he makes an extraordinary wooden puppet named Pinocchio! Pinocchio immediately gets into trouble, learning important lessons about honesty and obedience. He even runs away from home, declaring, I want to do what I want to do! A vagabond’s life for me!” Geppetto goes out to search for the puppet; In the meantime, Pinocchio’s most important lesson begins when he picks on a little cricket. The Blue Fairy steps in, reminding Pinocchio that he must never be a bully, but Pinocchio doesn’t understand.

In the meantime, Geppetto has not returned. Pinocchio sets out to find his father and on the journey, he meets Mr. Big who shows Pinocchio that bullies are liars, Mr. Fox who shows Pinocchio that bullies are clever and Mr. Bunksterburger who shows Pinocchio that bullies are mean, lying and clever! To top it all off, Pinocchio meets the biggest bully of them all!

In the end, Pinocchio learns how it feels to be bullied and that kindness to others is rewarded.

Pre-Performance Activities

Discuss what it will be like going to see a live show. In what ways is theatre different than TV? How should the audience behave in a theatre during a show? Why?

Vocabulary List

Blue	Sight	Wood	Box	Vagabond	Parent
Knew	Birds	Talk	Chair	Want	Truth
Hair	Air	Strike	House	Hungry	Real
Socks	Fresh	New	Spring	Time	Sun
Nose	Pearls	String	Bright	Trickster	Rich
Golden	Coins	Fleas	Voice	Hello	Cage
Good	Real	Break	Obe	Extraordinary	Whale
Donkey	Sneeze	School	Bully	Cricket	Push
Clever	Fox	Fish	Toy	Believe	Magic

Choose the appropriate activities for your class

1. Find the rhyming words in the Vocabulary List. Write a poem with them.
2. Use the vocabulary words to write your own short story of Pinocchio.
3. Make flash cards with the words and have a spelling bee.
4. Make a “word find” where you can circle the words vertically, horizontally or diagonally.

Post-Performance Activities

Discussion Questions

1. Why is the Blue Fairy called, “The Blue Fairy?” *Because of her blue socks!*
2. At the beginning of the show, what does Geppetto find? *A talking piece of wood!*
3. What does Geppetto make the talking piece of wood into? *Pinocchio!*
4. What does Pinocchio say he wants to do? *Pinocchio says, “I want to do what I want to do! I want to lead the life of a Vagabond!”*
5. Who does Pinocchio bully? *The cricket.*
6. In what ways does Pinocchio bully the cricket? *He pushes, calls names, puts the cricket in a jar, and then lies about it.*
7. Is calling names a kind of bullying? *Yes.*
8. Is being mean a kind of bullying? *Yes.*
9. What should you do if you see someone being bullied? *Tell a teacher, parent or adult.*
10. Are you wrong if you don’t tell? *Yes.*
11. Why? *Because if you stand by and let someone be bullied, it is giving the bully the message that he/she can get away with it.*
12. How does the cricket react to Pinocchio’s bullying? *The cricket says, “I hope you find out what it’s like to be bullied!”*
13. Does Pinocchio find out what it’s like to be bullied? *Yes.*
14. How does Mr. Big Bully Pinocchio? *He lies.*

15. How does Mr. Fox Bully Pinocchio? *He lies and is very clever.*
16. How does Mr. Bunksterburger bully Pinocchio? *He captures him and tries to turn Pinocchio into a donkey.*
17. Who is the biggest bully of all? *The Whale.*
18. How does Pinocchio prove his goodness? *By saving his father and promising to never be a bully again.*
19. What does Pinocchio do when he meets the cricket again? *He apologizes.*
20. How is Pinocchio rewarded? *He becomes a real boy.*

Classroom Activities...

1. Act out a bullying scene from the show. For instance, the scene where Pinocchio bullies the cricket. Then discuss the scene as a class.
2. Discuss the different types of bullying. Is calling names bullying? Is being mean bullying? Why?
3. Discuss ways to help a bully. What could you say to a bully to help them stop?
4. As a class, make a list of ways to intervene or help out in a bully situation.
5. Draw a picture of your favorite character or scene in the show and discuss it as a class.
6. Practice singing The Hokey Pokey, Oh Mister Sun and This Little Light of Mine so you can sing-along during the show!

Fun Pages!

Have fun with the attached fun pages!

FOR THE TEACHERS...

About Bullying...

The Characters in a Bullying Situation:

1. The Bully

Bullies come in all shapes, sizes and types. However, there are some common traits among bullies:

- Bullies feel contempt for their targets.
- Bullies like to dominate.
- Bullies believe the target is worthless, inferior or undeserving of respect.
- Bullies lack a sense of guilt and believe that the target deserves to be attacked.
- Bullies are lacking in empathy, compassion or shame.
- Bullies are often intolerant to differences.
- Bullies believe they have the right to exclude others.
- Without help, bullies can develop anti-social thinking and behavior.

2. The Target

Targets have one thing in common; a bully or group of bullies have singled them out as objects of scorn. Targets are often bullied because they are different in some way. There are two types of targets: passive and provocative. Passive targets are often more anxious and

insecure than other students. They often yield easily to bullying. When attacked, they respond by crying and withdrawing. They are often isolated, lonely and/or depressed and may be emotionally fragile. The provocative target is a child who is restless, irritable and who teases and provokes others. They are children who are easily emotionally aroused. These children fight back in bullying situations, but the bully always wins. Some children believe that this type of target deserves to be bullied. Remember... no one deserves to be bullied.

3. The Bystander

Bystanders watch a bullying situation. Depending on the actions (or lack of response), bystanders can either aid the bully or be the greatest deterrent to the bullying. Bystanders may stand idly by or look away. They may actively encourage the bully or join in and become one of a bunch.

In many instances, bystanders choose not to take action when they witness a bullying situation. They fear the attack will spread to them. Sometimes, they feel guilty that they have not stepped in to help. However, if a bystander standup and speaks out, this child can effect change. The bystander can let the bully know that the bully's behavior will not be looked up to, nor will the bully's cruel acts be condoned or tolerated.

Positive School Climate

Violence prevention and anti-bullying models which focus on the whole school reap the fullest gains. By creating a safe and secure school environment, adults enrich the lives of all students, fostering both personal growth and academic learning. Whole school models develop and maintain an environment in which attention is given to the social and ethical development of students, as well as to academic standards in order to create effective learning conditions for every student to succeed. Moral, ethical and legal conduct is emphasized within a balance of individual rights and common good, stressing responsibility, integrity, citizenship and a sense of community. Programs that focus on overall positive school climate stress: 1.) The development of the student's sense of self worth and acceptance; 2.) Student safety; 3.) Mutual trust; 4.) Value for individual differences; 5.) A sense of caring among individuals, and 6.) A collective sense of responsibility for student success. The school staff, in such an environment, possesses an in-depth knowledge of all students resulting in a comfortable and challenging classroom environment in which every student feels important.

-Bullying Task Force Report