



STAND
SPEAK

UP

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BULLY TALK (before or after show)

OVERVIEW: This lesson helps students think about what they can do when they witness an incident of name-calling or bullying, but are not being called names or bullied themselves. Having already done some skill-building around the strategies of SAFE (Lesson 3), students will listen to scenarios involving name-calling or bullying, and will both individually and in groups analyze the different ways one might respond.

OBJECTIVES:

- To help students understand what it means to be a witness or a bystander to bullying or name-calling.
- To help students think about how one might act as a witness or bystander to bullying, and to differentiate between times when a student can “take a stand” and times when a student needs to ask an adult for help.
- To empower students to listen to a variety of name-calling scenarios and then decide how they might act in order to interrupt the bullying behavior.

AGE/EXPERIENCE LEVEL: Adaptable for K-5 (see suggestions in Adaptations section below)

TIME: 1-2 class sessions, 30-45 minutes each

MATERIALS: chart paper; markers (at least three colors); Response Cards Handout (p. 26), copied as needed; scissors, one pair per student; Response Card Suggested Scenarios (p. 25); large drawing paper; crayons/markers/pencils

PROCEDURE: Part 1 – Make a Human Chain (15-20 minutes)

Pose the following questions to students:

- Have you ever seen or heard someone being bullied or called a

name?

- If so, how did it feel?

Give students a few moments to think about the questions, and then give the following instructions for the human chain activity:

One at a time we will share our answers to the questions you just heard. Each person will have up to one minute to answer, and you will decide when it is your turn to share by listening to the answers shared by your classmates. When you hear an answer that is similar to your own or makes you think about something important, you can raise your hand to share your idea next. If more than one person wants to share, we'll figure out the best order, and take turns from there. As each of us shares our answer, we will stand up and link arms with the person who shared before us, and so our class will form a chain of stories about seeing or hearing name-calling and bullying. When someone feels ready to start us off, we will begin.

Engage in this activity with the students; join the chain when it is appropriate. When every student has shared an experience, encourage the class to close up the chain to form a linked circle. Then pose the following questions and allow time for students to respond:

- How did it feel when you were the only one who saw or heard someone being called names or bullied?
- How does it feel now that you know everyone here has seen or heard something similar?

Introduce the terms “witness” and “bystander” to students, and let them know that we've almost all been a witness or bystander to name-calling or bullying at one point or another. Point out to students that one witness or bystander might feel powerless to help, but that linked together with other witnesses or bystanders it is easier to “take a stand” against bullying and name-calling.

Part 2 – Group Discussion (10-15 minutes)

When students have returned to their seats, ask the following questions and record students' brainstormed responses on chart paper:

- What can you say or do when you witness name-calling or bullying?

- Is that SAFE? Say what you feel, Ask for help, Find a friend, Exit the area)

For responses that students list that are not SAFE, ask students to reconsider another option that isn't as likely to involve anyone getting hurt (physically or emotionally). Discuss with students that in a bystander situation, the SAFE options for what to do often fall into one of three categories:

- “Stand Up and Speak Up” by using words or phrases that interrupt or end the name-calling
- Asking for help from an adult
- Ignoring the situation (walk away)

Using three different colored markers, ask students to help identify which of the three categories each of the ideas they brainstormed falls into, and color-code them accordingly.

Pose the following question to students:

- What happens when a witness or bystander ignores name-calling or bullying?
- Why might someone ignore bullying or name-calling when they see or hear it?

Discuss with students that although ignoring it is sometimes the easiest way to deal with being a witness to name-calling, there are usually other options that are SAFE and don't allow the teasing to continue. Emphasize that when you say or do nothing about name-calling or bullying, it allows one or more people to continue to put another person down.

Part 3 – Response Cards (20-30 minutes)

Distribute one copy of the Response Cards Handout (attached) to every student, and allow time for students to cut apart the three cards using the dotted guidelines. Then review with the class what action step each of the three cards represents:

- Take A Stand ! (a person with hands on hips)
- Ask for Help (two people talking)
- Not Sure (a question mark)

Explain to students that they will hear a number of different scenarios

read aloud one at a time, and that for each scenario they hear it will be their job to decide how they think they might act if they were the witness or bystander in the situation. If students have an idea for how they might interrupt the incident, they should raise the “Take A Stand” card. If they feel they might need help in order to stay SAFE in the situation, they should raise the “Ask for Help” card. And if they are not sure what to do, but do not want to just ignore the incident, they should raise the “Not Sure” card.

Begin to read the first scenario, and give students a few moments to digest the story. Then ask students to raise the response card that feels right for them. When students all have their cards raised, direct students to look around and form a group with those who raised the same card. In these groups, students should spend a few minutes discussing why they chose the card they did, and what exactly the options are for action in this scenario. Students who chose the “Not Sure” option can talk about why the scenario seems difficult, and what the pros and cons of each of the other two actions (taking a stand or asking for help) might be.

Bring the group back together and process the scenario, giving each group a chance to speak about why they chose the response they did. Help students flesh out some very specific action steps (i.e. tell the person calling names that you don’t like the words they are using, go to a playground aide for help, etc.), and record these on chart paper. Continue with the subsequent scenarios, making sure to communicate to students that there are always multiple ways to deal with any situation involving bullying or name-calling. Emphasize that while there are not “right” answers in this activity, it is important to remember that calling names back or hurting the person doing the teasing is never a SAFE option, and that there are always other things that can be done instead.

Part 4 – Tracing Feet (15-20 minutes)

To close this lesson, distribute large paper to students and ask them to use a marker or crayon to trace the outline of both of their feet onto the paper. Inform them that these feet represent their own understanding

of how to “take a stand” as a witness or bystander to bullying or name-calling.

Give students time to decorate their outlined feet with words and pictures that represent their ideas about ways to take a stand against name-calling. Allow students to share their pieces with the class, and then post the work around the room to represent the class’ commitment to not ignoring bullying when they see it happening.

ADAPTATIONS: For lower grade levels:

- Start the human chain with a story of your own, so as to provide a concrete example of what it’s like to witness someone else being called a name.
- Ask students to repeat the words “witness” and “bystander” a number of times together, and provide as simple and concrete a definition for these words as possible. Introduce a hand motion to signal the meaning of these words – for example, raise your hand to your forehead to indicate you are looking out for something each time you mention being a witness or bystander.
- Emphasize the symbols on the Response Cards Handout, and enact physical cues to accompany these options as well. For example, have students actually stand up when “Take a Stand” is their answer. Ask them to raise their hand to indicate they would “Ask for Help.” Demonstrate that students can shrug their shoulders when they are “Not Sure” of what to do.
- Run the discussion in Part 3 as a large group activity rather than grouping students to discuss their responses independently. Help draw out why each student responded the way they did, and suggest simple language that summarizes their response in a way that is quick and easy to remember.
- Pair students up for the tracing activity so they can trace their partner’s feet instead of their own. Ask students to represent in pictures how they might help someone who is being called names or bullied.

For higher grade levels:

- Allow students to generate the definitions of witness and bystander based on the stories they shared during the human chain activity.
- In Part 2, ask students to do the first brainstorming piece on their own before coming back together to share ideas for how one can respond to incidents of name-calling or bullying that one witnesses.
- During Part 3 of the lesson, ask students to jot down on the back of their response card why they have chosen that response for the scenario prior to raising the card and then grouping up for discussion.
- Extend the activity in Part 3 by asking students to toss out some scenarios of their own based on real experiences they've had. Request that students not use the real names of those involved in the incidents they describe. If students choose to share the real outcome of the situation, discuss as a group some very concrete ideas for how the student(s) involved could act if that situation were to arise again.
- Encourage students to include a written personal statement in or around the tracing of their feet that summarizes what they think the most important elements of taking a stand against name-calling and bullying are, based on the previous activities and discussion.

EXTENSION/ASSESSMENT:

- Ask students to work in groups or individually on a "Take A Stand" pledge that details how other students who witness bullying or name-calling can act to help solve the problem. Allow students to make short presentations to other classes in the building, asking their peers to sign the pledge to "Take A Stand" when they hear or see name-calling in the school. Display signed pledges in a central spot in the school for all to see
- Help students develop their own individual "Quick List" of phrases or statements that they feel comfortable using when they hear or see someone calling names or bullying. Encourage the use of "I" statements and assertions of feelings. Allow students to practice using phrases from their "Quick List" in role-plays in which one student acts as the bully, one acts as the victim of the name-calling, and one acts as

the bystander and practices taking a stand in a way that feels comfortable to them.

RESPONSE CARD

SUGGESTED SCENARIOS

Scenario #1

Isabelle notices that Jose is sitting by himself in the cafeteria. As she walks by him to find a seat for herself, she hears two other students seated nearby laughing and saying that Jose's lunch is "gross" and that his mom must only know how to cook "stinky food" for her family. Jose keeps on eating, but his head is down. What can Isabelle do?

Scenario #2

Darnell and Samuel are both trying to use one of the only open swings on the playground. Both students have one hand on the swing and as Lee walks by he hears Darnell say, "You're too fat for the swing Samuel! It will break if you get on it." Samuel answers by saying he was there first, and Darnell begins to kick sand up and tug at the swing. What can Lee do?

Scenario #3

Shelly brings her two dads to parent night to show them around her classroom and to meet her friends and teacher. The next day, Rachel turns to Masha and says she doesn't want to be Shelly's friend anymore because her family is "weird." Shelly comes over to color with Rachel and Masha, and Rachel says "Eew, we don't want any weirdos over here. Go sit somewhere else." What can Masha do?

Scenario #4

Raj notices that Lila has been staying behind after school to get help on her math homework. One day Raj stays late too to volunteer in the library, and sees Lila standing outside the school waiting to be picked up. As Raj watches, two older students approach Lila and begin grabbing her homework papers and laughing at the mistakes they see there. One student begins ripping Lila's paper. What can Raj do?

Scenario #5

Antonio and Sabine are good friends, and sit together every day on the bus to and from school. Shomi sometimes sits near them, but has stopped recently because a group of students who also ride the bus have started sitting behind Antonio and Sabine and throwing balls of paper and other garbage at them for the whole ride. Shomi also hears the group calling Antonio gay and saying Sabine must really be a boy because otherwise she would have friends who are girls. What can Shomi do?

RESPONSE CARDS TAKE A STAND!



ASK FOR HELP!



NOT SURE



THEATRE LESSON SUGGESTIONS

At Your Show

The following are suggestions you may go over with your students in order to prepare them to become live theatre audience members.

As audience members, your students have an important role to play in the show.

Using basic theater etiquette will help ensure a wonderful performance for everyone.

Students can play their role by:

Making bathroom trips before or after the show.

Remaining seated throughout the performance

Giving their full attention to the activities on stage

Responding appropriately to activities on stage by laughing at things that are funny and responding to actors if asked

Showing appreciation for the actors by applauding

Showing respect for the actors and audience by not talking with neighbors or making inappropriate comments

Giving the actors a standing ovation at the end of the performance

After Your Show

Have students reflect on the performance and how all the individual elements came together to create the show.

What did the sets (backdrops, scenery) look like? How did they help establish the different scenes in the play?

What did the costumes (clothing, makeup, wigs) tell you about each character?

What was the funniest part in the play?
What did your students learn from the play?

What questions or conversations did the play bring up for your students?

What role did the audience play in the production?

If you were an actor, what role would you want to play?

There are lots of people who make a play who are not actors. What kinds of things do you think they do?

Theater Vocabulary

Actor: A person who performs a role in the play.

Audience: The group of people that watch and respond to the play.

Backstage: The area of the stage that cannot be seen by the audience.

Blocking: The planned way actors move on stage.

Cast: The group of actors who portray the roles in the play.

Character: The role, or personality, the actor portrays.

Costume: The clothes worn by the actors on stage.

Design: The creative process of developing and implementing how the play will look and feel. Costumes, lighting, sets, and make-up are all designed.

Director: The person who oversees the entire process of bringing the

play to life on stage.

Dress Rehearsal: The final practice performances when the play is done in full costume and with all of the technical elements (light, sound, effects) in place.

House: The area where the audience sits.

Performance: The live event shared by the cast and the audience.

Play: A story written for the stage.

Playwright: A person who writes stories for the stage.

Prop: Any item on the stage used (carried, moved, manipulated) by the actors.

Scene: A section of a play, also called an act.

Set: The physical environment that creates the time, place, and mood of the play.

Stage Manager: The person who coordinates all aspects of the play during production and performance.

Draw What You Saw!

*Choose your favorite moment from **The Big (Not so) Bad Wolf** and draw a picture. Use your own colors and style to show that scene however you want to. When you finish, share your picture with your class. Be ready to answer questions about your picture, such as:*

- Who does your picture show?
- What is happening in your picture?
- Why did you choose the colors you used?
- How did you show emotions (feelings) in your picture?
- What happened just before the moment you drew?
- What will happen just afterward?
- Did anyone else draw the same moment you drew?
- How is their picture similar?
- How is it different?

Questions about bullying (After the Show)

1. Who was the bully in the show?
2. Why were the forest animals afraid of Chulo Wolf and his friends?
3. What good advice did the book give the forest animals?
4. What was the first thing the animals decided to do after they read the book? (tell Mamma Rabbit)
5. Was Big Bad Wolf a real bully?
6. Have you ever done something you knew was wrong just because you were afraid of someone?
7. Do you think Ya-Ya is a bully?
8. How did Big Bad prove he had changed in the story? (He stood up to Chulo wolf)
9. How did Ya-Ya prove he had changed in the story?
10. How did the forest animals stand up and speak up towards the biggest bully in the forest? (They stood together and said stop it.)
11. Have you ever stood up to someone who was treating you unfairly?
12. What do you think will happen later in the story?
13. What would you do if you were a forest animal?

**CHILDREN'S BOOKS RELATED TO BULLYING
(listed by ascending age-group)**

The Sneetches

Dr. Seuss

All ages

This Dr. Seuss tale deals with the common peer problems of exclusion and prejudice. The Star Belly Sneetches have a star on their bellies to symbolize superiority and prestige, and they reject the Plain Belly sort. All of the Sneetches fall prey to a money-hungry stranger, and as a result join together and learn a lesson about inclusion and tolerance in the end.

Move Over Twerp

Martha Alexander

Ages 4–7

The first day that Jeffrey rides the bus to school, older boys shout at the youngster and remove him from his seat in the back of the bus. Jeffrey makes a daring plan to deal with the boys, and he gets just what he wants.

The Big Bad Bully Bear

Ginnie Hofmann

Ages 4–7

Arthur and his friend Emmy Bear teach Bully Bear an important lesson when they recruit all of their friends to join together. Bully Bear learns what he needs to do to make friends and keep them.

The Berenstain Bears, No Girls Allowed

Stan and Jan Berenstain

Ages 4–8

In this classic tale of sibling rivalry, Brother Bear and the other male cubs try to exclude Sister from their new club after she beats them at baseball and other “boy” activities. Sister then plans a way to win the guys over.

The Berenstain Bears and the Bully

Stan and Jan Berenstain

Ages 4–8

Sister Bear learns self-defense after she is beaten up by a class bully, and together they learn about forgiveness and getting along. Brother teaches Sister Bear the basics of self-defense while reminding her to avoid the

Bully, but Sister and the Bully do fight. Children can discuss other non-aggressive ways to deal with bullies and get along with peers.

Mean Maxine

Barbara Bottner

Age 5–7

Ralph works up enough courage to confront Mean Maxine who has called him names and picked on him repeatedly. The ending of the story takes an interesting and friendly turn.

Tyrone the Horrible

Hans Wilhelm

Age 5–8

The earth's first bully, Tyrone the Horrible, bullies little Boland dinosaur. Tyrone teases, punches, and steals from Boland who seeks the advice of his dinosaur friends. He solves the problem in a way that provides an opportunity for discussion.

Maxine in the Middle

Holly Keller

Ages 5–8

In this easy-to-read story, Maxine, the middle child, often feels left out and rejected. She believes that her older sister and younger brother are the only children who get new clothes and toys. Maxine runs away to the family tree house, where she later becomes cold and hungry. Maxine returns home and realizes how much she enjoys spending time with her brother and sister and that "sometimes middle things are best."

Chrysanthemum

Kevin Henkes

Ages 5–8

Chrysanthemum is a brightly illustrated book that addresses the troubles a young girl faces after being picked on because of her unique name. Before going to school, she is proud of her name and loves the way it sounds. After being taunted by her peers, Chrysanthemum wants to change her name.

Not until a teacher that the children admire compliments Chrysanthemum on her name do the other children accept her.

Loudmouth George and the Sixth Grade Bully

Nancy Carlson

Age 5–8

On the first day of school, a huge sixth grader startles George on his way to school and steals his lunch. From then on, every day starts the same way. By the end of the week, George is a nervous wreck and hungry all of the time. George turns the tables with a little help from his friend Harriet. Discussion could include other ways for George to deal with Big Mike, the bully.

Camp Big Paw

Doug Cushman

Ages 5–8

Cyril and his friends run into trouble with the bully of Camp Big Paw, Nigel Snootbutter. During field day competitions, Nigel sets out to make sure Cyril and his cabin mates lose every field day event, but Cyril saves the day with some smart thinking.

Who's Afraid of the Big, Bad Bully

Teddy Slater

Ages 6–8

In this easy-to-read chapter book, big, mean Bertha threatens everyone, especially Max. Max learns self-defense, but he is reluctant to stand up to the bully until she tries to take his dog, Fang. Max is assertive and, along with his friends, refuses to hand over his puppy. At the end of the book, the children are getting along with the reformed bully.

The Berenstain Bears and the In Crowd

Stan and Jan Berenstain

Ages 6–10

In this Berenstain Bears tale, Sister Bear is teased by the new cub in town, Queenie McBear. Queenie steals Sister's Double Dutch partners before the big jump rope tournament and excludes Sister from their fun. The tournament proves to be a success for Sister as she learns how to deal with being left out.

What a Wimp!

Carol Carrick

Age 7–10

Barney and his family move from the city to the country where his Mom said that people were so friendly. But, he soon becomes the target of Lenny Coots who targets Barney as his easy, smaller, and younger victim. Lenny waits for Barney daily after school. Although his teacher, mother, and brother are sympathetic and intervene, Barney learns he must face up to Lenny and do something on his own.

Joshua T. Bates Takes Charge

Susan Shreve

Age 7–10

Joshua T. Bates struggles with the biggest decision of his life as he decides whether to disclose who is victimizing the new kid in fifth grade, Sean O'Malley. No stranger to bullies, Joshua flunked third grade and knows what it is like to be the target of Tommy Wilhelm and his gang, the Nerds Out. An excellent book that tells what it is like to be an outcast and what it takes to be a hero.

Bully on the Bus

Carl W. Bosch

Ages 7–11

Written in a “choose your own ending” format, the reader decides what action to take while dealing with a bully. The reader can choose from many alternatives that include ignoring, talking to an adult, confronting the bully, fighting, and reconciling. There are many options and opportunities for excellent discussions with this book.
School Bus

Finding the Green Stone

Alice Walker

Ages 7–11

In this tale set in a friendly rural neighborhood, Katie and her brother Johnny each possess an iridescent green stone with special powers. When Johnny loses his stone, he accuses Katie of stealing it. Later, he tries to steal her stone, and the stone immediately loses its luster. When he finds the stone, Johnny learns that it embodies his character and integrity. The stone loses its power and radiance as a result of its owner's failings and mean-spirited actions.

Mitch and Amy

Beverly Cleary

Ages 8–12

In this amusing book, twins Mitch and Amy put aside their squabbles and rivalry and join together to deal with a neighborhood bully, Alan Hibbler. Mitch and Amy try various ways of dealing with Alan, even choosing fist fighting. There are numerous opportunities to discuss the benefits and consequences of all of the possible ways to handle Alan.

Bullies are a Pain in the Brain

Trevor Romain

Ages 8–13

Funny and easy to read, this book describes truths about bullies and offers advice on how to effectively cope with them. For bullies, this book also helps explain how to get along with other kids and feel good about yourself. The book is loaded with practical suggestions for kids to help them gain the confidence to handle themselves and become more “bully proof.”