



Connect with Kids

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For the Classroom

Silent Witness

Discussion Questions – Segment 5

1. What is “social improvisation” or “social theatre?” Do you think it is a positive step toward changing attitudes toward bullying? Why or why not?
2. Agree or disagree with the following statement: “Students are learning about the power they have to stop bullying and learning how telling not only protects victims, it can protect them, too, from one day becoming victims themselves.”
3. Mary Ann Byrne, a school counselor, says, “There’s not a person in this country that’s not involved in [bullying]. You’re either the bully, the victim, or the bystander. And we’re all affected by it.” Respond to this quotation and explain your answer.

Activity

You Be the Judge

PROJECT AND PURPOSE

Students will analyze short skits about bullying and determine the consequences for those involved. Students will ...

- Act out brief original scenarios about bullying
- Act as jury to decide if bullying occurred
- Determine consequences for behaviors

MATERIALS

- Copies of school policy on bullying
- Bullying scenarios
- Pens, pencils
- Paper
- Black/white/green board
- Open space for rehearsal and presentation

NOTE: Previous experience preparing, rehearsing and presenting skits will be helpful for this lesson.

PROCEDURE

1. As a class, review the school’s policy on bullying.

2. Break class into groups of no more than four and give each group one of the bullying scenarios. The group's job is to prepare a one or two minute skit of the scenario to present for the class. Give them 15 minutes to prepare their presentation.

3. Gather the group back together and have groups present their skits one at a time. Explain to the class that after each skit, the audience will need to decide the following:

- Identify the bully or bullies
- Identify the victim
- Identify the bystanders (if any)
- Identify the type of bullying going on (physical, verbal, emotional, racial, sexual, other)
- Determine the consequences for the behaviors exhibited by all participants
- Discuss other possible actions and outcomes

4. When all the groups have gone and all the consequences have been assigned, ask each student to write a response to one of the skits from the victim's point of view. Will the consequences make him or her feel better? Why or why not? What else, if anything, should be done?

EXTENSION

Have the students perform their skits and judgment sessions for another class or for a student assembly.