

Co-creating a Harmonious School: Stop Bullying

Secondary School Drama Education

Episode III of Mike -

A Probe into the Mindset and Feelings of the Bully

Objectives:	<ol style="list-style-type: none">1. To help students realize the importance of “ taking multi-perspectives to experience more, to understand more and to care more”.2. To help students understand the reasons behind bullying incidents from different perspectives.
Target:	Secondary 1 to 3 students
Suggested duration:	40 minutes
Teaching aids:	Background music (self-prepared), a photo of 3 persons (including two adults and one child), a piece of torn paper, a P.6 academic report and Role Cards

Duration	Teaching steps	Remarks
5 minutes Warm-up exercise	<p><u>Creating objects</u> Pair up. Teacher asks one of the students to pretend to be an object while another student pretends using it.</p> <p><u>Creating scenes:</u> All students form a big circle. One student stands in the middle and poses (a still image). Another student has to match with the first student to give another posture (a still image) that forms a meaningful scene. (Teacher can ask other students to guess the</p>	<p>Objects to be acted can be a teapot, a car, a television set, etc.</p> <p>Teacher asks students to take turns to act.</p>

Co-creating a Harmonious School: Stop Bullying

	<p>meaning.) Then the first student can return to his / her seat, while the second student holds his / her posture. The third student matches with the second student to give the other posture that forms another meaningful scene.</p>	
<p style="text-align: center;">5 minutes Story introduction</p>	<p>In Episode II of Mike, Teacher asks:</p> <ol style="list-style-type: none"> 1. What happened to Mike and Michelle in the playground? 2. What is Mike’s character? 3. What is Michelle’s character? 	
<p style="text-align: center;">5 minutes Story development</p>	<ol style="list-style-type: none"> 1. “Time flies. Now we enter another episode of Mike. This scene happens a few weeks later than the previous scene,” says Teacher. 2. “Today, Mike’s mother found that Mike had disappeared so she came to school to seek help. You are Mike’s classmate. Although you are not familiar with him, after knowing the situation, you went with other classmates to Mike’s home. Mike’s mother let you go into Mike’s room to understand the situation,” says Teacher. 3. Inside the room, you found 3 unfinished materials: <ul style="list-style-type: none"> ■ A photo with 3 persons (2 adults and one child) and a note with “Dad, Sun 3:30pm” on the photo. ■ A piece of torn paper with “...I 	<p>Play music</p> <p>Teacher has to prepare 3 things in advance: A photo with 3 persons (2 adults and a child), a piece of torn paper and a P.6 academic report.</p>

Co-creating a Harmonious School: Stop Bullying

	<p>hate Mi..." written on it.</p> <ul style="list-style-type: none"> ■ A P.6 academic report: Chinese: A; English: A; Mathematics: A; General Studies: A; Art: B; Music: A; PE: B; Comment: Excellent academic results, quiet and well-behaved. <p>4. "Can you guess what happened to Mike according to these clues if you are Mike's classmates?", Teacher asks.</p> <p>5. Teacher randomly puts the 3 things on the floor and let students investigate them freely and allow them some time (2 minutes) to think about it.</p>	
<p>15 minutes - Reconstruction</p>	<p>After finishing the above tasks, ask students to work in groups for the following activities :</p> <ol style="list-style-type: none"> 1. Form in groups of 6 – 7. Discuss Mike's life experience from different aspects (family, friends, primary and secondary school life) and try to find out how his personality was developed (5 minutes). 2. Use still image to act out Mike's experiences in different facets of life in groups. Teacher can invite students to express the feelings of their roles by tapping their shoulders, while that student needs to use a statement to express his / her feelings (thought tracking). 	<p>While students are thinking, Teacher uses a gentle voice to bring out the content that students need to think.</p> <p>Role Cards</p> <p>Teachers should put students into groups.</p>

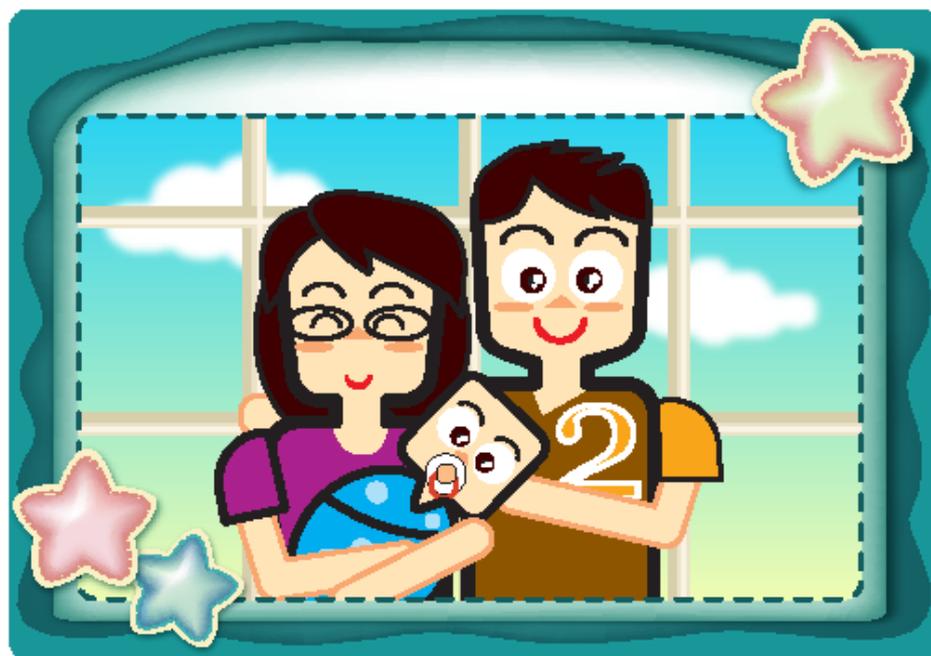
Co-creating a Harmonious School: Stop Bullying

	<p>Teacher can also interview different characters to enable students to understand what each group would like to express (10 minutes).</p>	
<p>10 minutes - Reflection and conclusion</p>	<ol style="list-style-type: none"> 1. After the performance of all groups, Teacher can guide students to discuss and share their ideas on the importance of “ taking multiple perspectives to experience more, understand more, and care more”. 2. Suggested questions for Teacher: <ul style="list-style-type: none"> ■ What is your feeling during the role play? ■ Does it provide you with any inspirations towards your understanding of other’s thoughts, behaviours and feelings? 	<p>Pay attention to the use of debriefing skills.</p>

~~The end~~

Co-creating a Harmonious School: Stop Bullying

Family photos



Co-creating a Harmonious School: Stop Bullying

Academic report Caring Primary School 2008-2009

Name: Mike LEE Gender: M Class: 6A Class no.: 13

Student no.: 1318 Register no.: P1318

Subject	Grade	
Chinese	A	
English	A	
Mathematics	A	
General Studies	A	
Music	A	
Arts	B	
Physical Education	B	
Putonghua	A	
Computer Studies	A	
Class Teacher		Grading (%):
Headmaster		A 86-100
		B 70-85
		C 50-69
		D 30-49
		E 0-29
Parent's signature or Seal		Pass grade: C

Conduct	Grade	
Conduct	A	
Cleanliness	A	
Politeness	A	
Discipline	A	
Responsibilities	A	
Service	A	
Notes / Comments	Excellent in academic results, quiet and well-behaved	
Lateness	0	
Absence	0	

Date: 12-7-2008

Co-creating a Harmonious School: Stop Bullying

A piece of torn paper



Co-creating a Harmonious School: Stop Bullying

Role Cards



Family



Friends



**Secondary school
classmates**

Co-creating a Harmonious School: Stop Bullying

Role Cards



Primary
schoolmates



Kindergarten
schoolmates



Tutorial
schoolmates