

Co-creating a Harmonious School: Stop Bullying

Secondary School Drama Education

Episode II of Mike -

A Probe into the Mindset and Feelings of the Victim

Objectives:	<ol style="list-style-type: none">1. To enhance students' understanding of the feelings and experience of the victims through role play.2. To help students realize the importance of mutual understanding and support.
Target:	Secondary 1 to 3 students
Suggested Duration:	40 minutes
Teaching aids:	Role Cards

Duration	Teaching Steps	Remarks
5 minutes Warm-up exercise	Mirror movement: Pair up students. Student A will pose any action and facial expression, and Student B will imitate simultaneously whatever Student A does, like a reflection in the mirror.	Remind students when they imitate others' body movement, they should also pay attention to their feelings. Moreover, they should not do any indecent body movement.
5 minutes Story introduction	Teacher introduces the background of the story: <ol style="list-style-type: none">1. Mike, a Form 3 student, is talkative and inclines to chat in class. He also enjoys compliments.2. At school, Mike likes to nickname his schoolmates, thus	

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	<p>he does not have many close friends.</p> <p>3. Michelle is a short and chubby girl whom Mike likes to tease most.</p> <p>4. Today, Mike is found surrounded by a crowd of students at the playground, with Michelle irritated and crying next to him. In fact, she has been bullied by Mike again, which, as a matter of fact, often happens.</p>	
<p>5 minutes</p> <p>Story development</p>	<p>1. How does Mike usually bully Michelle? Teacher can adopt the ‘someone says’ method and invite students to discuss in groups of 6 to 7 using the wording ‘someone says’ before they express their points.</p> <p>2. “Mike always bullies Michelle, someone says...”</p>	<p>Students create the story by themselves.</p>
<p>10 minutes</p> <p>Reconstruction</p>	<p>1. Teacher tells the students that Michelle suffers from frequent nightmare because she is always bullied by Mike.</p> <p>2. Teacher asks students to divide into groups of two, one of them plays the role of Michelle who recalls her nightmare (2 minutes) and then tells the other student about her nightmare (2 minutes).</p>	

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	<p>3. The other student has to grasp her feelings in the nightmare. After listening, he has to put himself into her role and act out her feelings through body movement, sound and gesture.</p>	
<p>15 Minutes Reflection and conclusion</p>	<p>1. The students are divided into two rows. One student plays the role of Michelle (in role), and the rest of the students choose to be Michelle's friends, family or classmates who have bullied her. Students are given one minute to think of a helpful statement to tell Michelle. (It could be encouraging words or it could be the feelings Michelle had.) After that, Michelle stands in the front between the two rows, and the classmates from each row come to the front one by one and tell Michelle the roles they are playing and the statements they prepared. At the end, Michelle talks about her feelings after listening to all the classmates.</p> <p>2. Teacher explains to the class the importance of understanding other people's thoughts and feelings. If you were Michelle's friend, what would you do in order to help and support her?</p>	<p>Role Cards: Michelle's family, friends, secondary school classmates, primary school classmates or those who have bullied her before</p>

~~The end~~

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Role Cards



Family




Friends



Secondary school
classmates

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Role Cards



Primary
schoolmates



Kindergarten
schoolmates



Tutorial
schoolmates