

Co-creating a Harmonious School: Stop Bullying

Secondary school drama education

Episode IV of Mike

Rebuilding Friendship

Objectives:	1. To help students understand the needs of others and be considerate by putting themselves into others' shoes so as to build a harmonious relationship. 2. To discuss with students ways to avoid bullying so as to prevent school bullying.
Target:	Secondary 1 to 3 students
Suggested duration:	40 minutes
Teaching aids:	Current hot news

Duration	Teaching steps	Remarks
5 minutes - Warm up exercise	<u>Mirror movement</u> : 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. <u>Interviewing</u> : Divide the students into groups of 6 to 7. Teacher reports a current news story (entertainment / current affairs), then asks the students to choose one person as the protagonist of the story. The selected protagonist has to answer the questions asked by other students.	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. Teacher can collect some pieces of current hot news to share with students.
5 minutes - Story	Students remain in groups. Teacher gives guidance to revise the content of the previous session through	

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introduction	brainstorming. After discussion, students will be gathered together as a class to re-tell the content through brainstorming again.	
5 minutes - Story development	<p>Teacher tells the students: After half a year, Mike has a dramatic change. Everyone accepts Mike and some even starts to like him. He becomes a prefect. Even Michelle has become his friend.</p> <p>Then, Teacher asks, “Why does Mike have these changes? What do you think has happened?”</p>	Teacher should remind students to pay attention to the changes of Mike’s interpersonal relationship.
20 minutes - Feelings Reconstruction: Flash Backward + Still Images + Thought Tracking + Hot Seating	<ol style="list-style-type: none"> 1. Students divide into groups (6-7 persons), discuss what has happened, why he has gone through such changes and acts out the most important reason using ‘still images’. (10 minutes’ discussion) 2. Every group sends one representative in turns to use the method of ‘still images’ and flash backward to present the story within 2 minutes. 3. Teacher asks students to pause halfway, taps the students’ shoulders one by one (thought tracking) and the students have to give statements expressing the thoughts of the role. 4. Lastly, the student acting as Mike is assigned to another group for a hot-seating. Teacher should tell the students in the group to prepare 	Teacher should listen to the discussion of each group and give guidance in order to lead to more in-depth discussion.

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	questions beforehand.	
5 minutes - Reflection and conclusion	<p>Teacher asks the students to share freely their feelings towards the role play and can ask the following questions:</p> <ol style="list-style-type: none"> 1. “Mike was not popular in the past, but now everybody likes him. What do you think he would feel now when he interacts with others?” 2. “What is the most significant change that happened to Mike?” (Teacher needs to guide the students to understand the importance of respect and support to personal growth. Improving oneself eagerly is also essential.) 3. What is the key to making a change in interpersonal relationship? (Interpersonal relationship requires someone to put oneself in others’ shoes, to understand what others need and to consider how others feel.) <p>Conclusion: Interpersonal relationship is important. Mike can enjoy life because his family and classmates support him. In order to gain support from others, one has to put oneself in others’ shoes, to understand what others need and to consider how others feel.</p>	Class sharing

~~The end~~