

Bully Busters

Introduction

This drama explores bullying, including homophobic and transphobic bullying, from the perspective of targets, bystanders, and people who bully. The students investigate the bullying in a Mantle of the Expert role, as the Bully Busters, who are an anti-bullying intervention team. The students learn skills and strategies to go from the role of bystander to upstander and forum theatre is used to practice and apply these skills.

Themes

- Identity Based Bullying
- Bullying including Homophobic, Transphobic and Cyber Bullying
- Gender Stereotyping
- Bystanders and Upstanders

Notes

Addressing bullying, in particular identity-based bullying such as homophobic and transphobic bullying, needs to be done in a sensitive way. When in Teacher in Role, the teacher does not need to go into any great detail about what has been said and done, rather to get the idea across that they are being bullied because the way they look and act contradicts gender norms. Before the children go into role, it is important to make clear that a person must volunteer to take on the role of the “person who bullies” and the “target” as these roles may unintentionally bring the drama too close to reality. Students are reminded of the “make believe” element of drama and that real names or real experiences should not be brought into the drama. Be aware that students may want to report bullying during the course of these lessons, and ensure that opportunity is there for them to do so. You may need to remind students that the same rule about bad words applies within the drama as it does with school. Familiarise yourself with the school’s anti-bullying policy.

Resources

Paper and Markers	Clipboard	Newspaper Headline	WhatsApp Rumours	Drum	Eye Witness Accounts	RoW	Crests
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Specific Teacher Language

<u>Lesbian</u>	A woman who has or wants to have a loving relationship with another woman
<u>Gay</u>	A man who has or wants to have a loving relationship with another man. Sometimes this term is also used to refer to lesbians
<u>Gay (used in a negative way)</u>	Words that people use to describe themselves are acceptable (e.g. gay, lesbian, bisexual, transgender). It is not acceptable to use those same words in a derogatory way or to use those words to try to hurt or embarrass others. Some people are gay and being gay is ok, but it is not ok to use that word to hurt or embarrass others.
<u>Bisexual</u>	A person who can have or wants to have a loving relationship with either a man or a woman
<u>Transgender</u>	A person who was born with the physical characteristics of a boy/girl but deep inside they feel like they are a different gender and want to live their life as that gender
<u>LGBT</u>	An acronym used to refer to the lesbian, gay, bisexual, and transgender communities
<u>Homophobic bullying</u>	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are lesbian, gay, bisexual or transgender or because people think they are
<u>Transphobic bullying</u>	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are transgender or because people think they are

Bully Busters Drama

	Drama Strategy	Purpose	Teacher Guidance
1	Setting the scene Teacher Narration	<ul style="list-style-type: none"> ➤ To introduce the school 	<ul style="list-style-type: none"> ➤ The children stand in a circle and each child receives a sticker which symbolises the school's crest. The school crest is worn by all students of Scoil Síomha with great pride. <p><i>Scoil Síomha has an excellent reputation. Every year the school gets into the finals for different sports. Their school choir has won the Singing Championship every year for the last three years. Last year they won the school musical award and performed in the national theatre. There are many flagpoles at the gate of their school symbolising their achievements. What types of flags are at the gate of Scoil Síomha? The students of Scoil Síomha are also very creative and generous and have fundraised for many different charities. Many students receive scholarships to get into the best secondary schools because of their achievements. There is a huge waiting list to get into the school.</i></p>
2	Still Images Captions	<ul style="list-style-type: none"> ➤ To build belief 	<ul style="list-style-type: none"> ➤ Create newspaper photos and headlines that capture some of the achievements of Scoil Síomha so far this year. ➤
3	Notice	<ul style="list-style-type: none"> ➤ To introduce tension ➤ To apply media literacy and critical thinking 	<ul style="list-style-type: none"> ➤ Show the students the newspaper headline “Bullying scandal hits award-winning primary school Scoil Síomha – Department of Education to send in special anti-bullying intervention team to investigate”. What do you think? Could this be true? How can we be sure?
4	Rumour Mill	<ul style="list-style-type: none"> ➤ To see how fast real or fake news can spread 	<ul style="list-style-type: none"> ➤ Distribute WhatsApp messages to students. Once they have read the message they forward it onto another student. There should be minimal communication and eye contact between students other than the tone ‘beep’ as they pass the messages. ➤ Is Scoil Síomha the school we thought it was? What has been happening in the school lately?

5	Group Sculpture	<ul style="list-style-type: none"> ➤ To create a set physically ➤ To learn/imagine more about the yard 	<ul style="list-style-type: none"> ➤ Children build the wall that surrounds Scoil Síomha's yard using their bodies. One by one they enter the space and create a group sculpture of the yard as it has been in recent weeks leading up to the allegations of bullying.
6	Sensory Tour/Thought Tracking	<ul style="list-style-type: none"> ➤ To encourage imaginative narrative 	<ul style="list-style-type: none"> ➤ Imagine you were the student's senses, his/her eyes, ears, mouth, nose and fingers. What can you see, hear, taste, smell, feel?
7	Statement Prompts	<ul style="list-style-type: none"> ➤ To create a shared verbal account of the incidents 	<ul style="list-style-type: none"> ➤ Imagine you were one of the bystanders watching these incidents take place. ➤ Move around the space and when I touch you on the shoulder make a statement starting with the words <i>All I could see was...</i> <i>All I could hear was...</i> <i>All I could do was...</i> ➤ <i>I felt...</i>
8	Discussion Line of Life	<ul style="list-style-type: none"> ➤ To make children aware of different types of bullying ➤ To give children the vocabulary needed to report bullying ➤ To discuss the definition of bullying ➤ To explain identity based bullying to the students <p>*****</p>	<ul style="list-style-type: none"> ➤ Ask the children what different types of bullying there are. ➤ Where Do You Stand? Set up two chairs with "Not so Bad" and "The Worst" signs. Read out one type of bullying at a time and ask the children to place themselves according to what they believe, stressing that there is not always a "right" answer. Examples of types of bullying: Name-calling, physical aggression, threats, damage to personal possessions, gesture bullying, extortion, social isolation/exclusion, ignoring, intimidation, manipulation of friendship groups, spreading of rumours, circulation of notes, graffiti, cyber-bullying, identity based bullying. ➤ Explain the definition of bullying in the school's anti-bullying policy "Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time". <p>*****</p>

9	Paper Activity	<ul style="list-style-type: none"> ➤ To make the students aware that their actions have consequences 	<ul style="list-style-type: none"> ➤ Give each student a piece of paper. Ask them to crumple it, give it a look, make a face, put it behind you, put it beside you, stamp on it, whisper something mean to it, rip it. ➤ Now try to smooth out those lines, try to get the piece of paper exactly as it was at the beginning, hug it, say sorry. ➤ Did you succeed? Why? When we say and do mean things we have no idea what impact our words and actions have. You may not see the scars but they are there and they cannot be erased, even if you apologise.
10	Mantle of the Expert	<ul style="list-style-type: none"> ➤ To take on imagined or real skills and responsibilities and to use them to carry out specific tasks 	<ul style="list-style-type: none"> ➤ The Department of Education has set up a special anti-bullying intervention team. This team, the Bully Busters, are made up of skilled people who investigate reports of bullying in Irish schools. ➤ They are having their weekly meeting and have gotten concerning messages from a local school Scoil Síomha. They have received a few messages from anonymous students in the school who say that they have witnessed the bullying of a student. ➤ They will visit the school tomorrow. What areas do they need to investigate? Who do they need to talk to? How should they approach the students/staff?
11	Interviews	<ul style="list-style-type: none"> ➤ To find out what the school is like ➤ To find out what the principal knows 	<ul style="list-style-type: none"> ➤ TiR as principal, CiR as Bully Busters. Principal is unaware that there is bullying going on and thinks that bullying can be “character building”, “can make or break you”, “prepares students for the reality of life”. She is a bit dismissive of the Bully Busters. She appears to be very proud of her school and is also very busy.
12	Improvisation (devising)	<ul style="list-style-type: none"> ➤ To represent some examples of bullying 	<ul style="list-style-type: none"> ➤ The Bully Buster team access videos online that students (witnesses) have uploaded ➤ Children create a scene to show one incident of bullying that the target(s) been involved in. Ask the children to take on certain roles – person who bullies, accessory, target, bystanders.

13	Performance Carousel	<ul style="list-style-type: none"> ➤ To find out more about motivations of characters ➤ To encourage empathy for others 	<ul style="list-style-type: none"> ➤ Each group performs their piece, as one group finishes, the next group starts. ➤ Possible extension strategies: <table border="1" data-bbox="1010 316 2051 491"> <tr> <td data-bbox="1010 316 1357 352">Hotseating</td> <td data-bbox="1357 316 1704 352">Thought-tracking</td> <td data-bbox="1704 316 2051 352">Image theatre</td> </tr> <tr> <td data-bbox="1010 352 1357 421">Flashbacks and Flashforwards</td> <td data-bbox="1357 352 1704 421">Change the people or place</td> <td data-bbox="1704 352 2051 421">Writing in role (see below)</td> </tr> <tr> <td data-bbox="1010 421 1357 458">Image of the Ideal</td> <td data-bbox="1357 421 1704 458">Freeze and justify</td> <td data-bbox="1704 421 2051 458">Ask one question</td> </tr> <tr> <td data-bbox="1010 458 1357 491">Role on the wall</td> <td data-bbox="1357 458 1704 491">Offer advice to target</td> <td data-bbox="1704 458 2051 491">Conscience Alley</td> </tr> </table> 	Hotseating	Thought-tracking	Image theatre	Flashbacks and Flashforwards	Change the people or place	Writing in role (see below)	Image of the Ideal	Freeze and justify	Ask one question	Role on the wall	Offer advice to target	Conscience Alley
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14	Eye Witness Accounts	<ul style="list-style-type: none"> ➤ To recount the incidents of bullying 	<ul style="list-style-type: none"> ➤ Bystanders write what they have seen and heard. 												
15	Still images and captioning *****	<ul style="list-style-type: none"> ➤ To investigate the role of social media in cyberbullying <p>*****</p>	<ul style="list-style-type: none"> ➤ The Bully Buster team receive screenshots of snapchat snaps and instagram posts sent to the target. ➤ Students create still images of the picture along with emojis and captions written on them <p>*****</p>												
16	Gossip Mill	<ul style="list-style-type: none"> ➤ To recount the incidents of bullying ➤ To explain things from different perspectives 	<ul style="list-style-type: none"> ➤ <i>A lot has been happening in Scoil Síomha recently that the teachers are not aware of. What has been going on? What exactly has happened? Where and when has the bullying been happening? What impact has it been having on others, in particular the target and the bystanders?</i> ➤ Gossip mill: Create a doughnut shape with everyone facing one other person. Every time the school bell rings move one place to the right. ➤ When the teacher went out of the classroom during Maths, you saw what happened to Sam that made her leave the room in tears, try to tell your friend during English without the teacher noticing ➤ You were waiting outside the Science room when you saw Julie and Emer laughing at something on their phone, they showed you the message they just sent to Sam, what did it say? ➤ You are a soccer coach and you thought you noticed something suspicious with a group of students as you passed the cloakrooms, express your concern to another teacher over coffee ➤ You are a bus driver, recently you've noticed messing going on upstairs on the bus, tell your wife as you're making dinner 												

17	Hot-seating	<ul style="list-style-type: none"> ➤ To develop empathy for the target ➤ To provide information ➤ To introduce homophobic bullying into the drama if not already mentioned ➤ To acknowledge that cyberbullying can happen through messaging, gaming, social media apps 	<ul style="list-style-type: none"> ➤ The Bully Buster team hot-seat Sam <p>Sam describes what has been going on using information from still images, soundscapes and scenes. Add information: Old friends have turned against her and it seems to her everyone is ganging up on her. They are bullying her since she cut her hair and because of the way she dresses. On Musical.ly lots of musers give her thumbs down. People have sent her snaps of her taken without her permission. They've also said written mean things about her on Instagram. People are excluding her and saying "It's only for girls" or "You're not a real girl". Someone scrawled "Gay" on her desk and when she came in from yard everyone was laughing. When she's with one of her friends people snigger and whisper "lesbian".</p> <p>If the target is a boy: Use the same information from images, soundscapes and scenes. Add information: Old friends have turned against him and it seems everyone is ganging up on him. They are bullying him because of the way he walks, the way he talks and the way he dresses. He doesn't understand because he is just walking and talking the way he always has. On Minecraft he has received anonymous threatening messages. He has received rude snaps on Snapchat and abusive messages on Twitch. People are excluding him and saying "It's only for boys" or "You're not a real boy". Someone scrawled "Gay" on his desk and when he came in from yard everyone was laughing. When he's with one of his friends people snigger and whisper "gay".</p>
18	Role on the Wall	<ul style="list-style-type: none"> ➤ To examine the feelings and actions of the main characters and find the language to record those feelings 	<ul style="list-style-type: none"> ➤ The Bully Buster team create character profiles of the people involved ➤ Make five roles on the wall – bully, target, bystander, accessory ➤ Words, actions, feelings at different stages of the bullying – pre bullying, during bullying, post bullying ➤ Write on the RoW's what they are thinking and feeling, what they are saying and doing.

19	Talking objects	<ul style="list-style-type: none"> ➤ To build visually a shared and imagined environment ➤ To support their understanding of personification 	<ul style="list-style-type: none"> ➤ The Bully Buster team investigate the classroom where an incident of bullying took place. Every object in the room is important in some way. If an object could speak it could tell you why it is so important, for example, 'I am the marker and I am important because I am the one used to sprawl hateful words on the whiteboard', 'I am the clock and I am important because I mark the time that Sam has left before she can escape from this school'. ➤ Talking objects could also be examined in Sam's bedroom.
20	Hot-seating CiR	<ul style="list-style-type: none"> ➤ To examine the feelings and actions of characters 	<ul style="list-style-type: none"> ➤ The Bully Buster team hot-seat some bystanders they have received messages from or seen in the videos during the incidents of bullying. They don't like what's happening but feel powerless to stop it. Brief the CiR before hotseating them.
21	Conscience Alley	<ul style="list-style-type: none"> ➤ To provide alternative options for the characters 	<ul style="list-style-type: none"> ➤ Give the bystanders reasons why they should or should not stand up to the bullying.
22	Introduce BUSTER and CALM skills	<ul style="list-style-type: none"> ➤ To empower bystanders with tools to support them to stand up to bullying 	<ul style="list-style-type: none"> ➤ BUSTER skills for the bystander (Michelle Borba) <ul style="list-style-type: none"> Befriend the target Use a distraction Stand up, Speak out Tell or text for help Exit alone or with others Reason or Remedy ➤ CALM skills for the target <ul style="list-style-type: none"> Cool down Assert yourself Look them in the eye Mean it
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23	Playmaking	<ul style="list-style-type: none"> ➤ To represent some examples of bullying 	<ul style="list-style-type: none"> ➤ Narrate: The bullying was getting worse for Sam and happening almost every day now. Sam doesn't think she can face another day in school. She can't tell her mam she's sick again, she'll never believe her. Maybe she could pretend to go to school but not go? She might get in trouble but anything was better than this. ➤ Create a scene and freeze at its climax that shows why Sam feels she can't go back to school.
24	Forum Theatre	<ul style="list-style-type: none"> ➤ To apply BUSTER and CALM skills to a situation to see how it will work out 	<ul style="list-style-type: none"> ➤ Perform scenes of bullying. Repeat exact scene twice. The second time, a member of the audience can intervene by shouting Stop! That person can offer advice to a character to try and change events for the better or they can tap a character out and take on that role. The rest of the characters improvise.
25	ROW	<ul style="list-style-type: none"> ➤ To examine feelings and actions of the characters and find the language to record those feelings 	<ul style="list-style-type: none"> ➤ Add to ROWs ➤ Words, actions, feelings at different stages of the bullying – pre-bullying, during bullying, post bullying, conflict resolution
26	Line of life	<ul style="list-style-type: none"> ➤ To see if understanding, opinion have changed 	<ul style="list-style-type: none"> ➤ Where Do You Stand? Set up two chairs with "Agree" and "Disagree" signs. Read out one statement at a time and ask the children to place themselves according to what they believe, stressing that there is not always a "right" answer. Pupils standing near each other can discuss their decisions and students can explain why they have chosen their particular location. Following this, children can change position if they have formed a new opinion. Possible statements include: <ul style="list-style-type: none"> ▪ It's best to do nothing if you see bullying ▪ You should fight back if you're being bullied ▪ If you see somebody in trouble you should try to stop the bullies ▪ It's OK to call someone a name if you are only messing ▪ It's better to tell a friend about bullying than to tell the teacher ▪ It's easier to tell a teacher about bullying than to tell a parent ▪ I'm not sure what I would do if I witnessed bullying ▪ If you ignore bullies they will go away

27	Forum Theatre	<ul style="list-style-type: none"> ➤ To teach younger children apply BUSTER and CALM skills ➤ To model correct behaviour to a younger class <p>*****</p>	<ul style="list-style-type: none"> ➤ Brainstorm characters, build a background, history of the target, bystander, accessory, advocate and the person who bullies. What are the characters' relationship to each other? How did the bullying start? What has been happening? What are you going to show? How are you going to show it? ➤ Start writing the script. ➤ Try it out. ➤ Edit script. ➤ Forum theatre: Perform scenes of bullying for a younger class. Repeat exact scene twice. The second time, when a student intervenes, students must decide how that intervention would change the scene and improvise from then on. Discuss. <p>Possible extension activities:</p> <ul style="list-style-type: none"> ➤ Conscience alley – give each target good advice to assert themselves positively, give each target bad advice that might result in them continuing to be a target. ➤ Angels and Devils – bystander in the middle and the target and bully talk to the bystander and try persuade them ➤ Hot-seat the bully – consider questions first, ask clearly and dispassionately, bully must answer honestly. ➤ Collective voice – middle empty chair, bullies facing inwards – offer advice as advocates to try and persuade the bully to change their ways. ➤ Freeze and justify - diffuse the situation satisfactorily for all involved <p>.....</p>
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28	Videos	<ul style="list-style-type: none"> ➤ To bring all the knowledge together ➤ To act as mentors to younger classes ➤ To use creativity and imagination to create interesting, informative videos 	<ul style="list-style-type: none"> ➤ Bully busters Awareness Campaign: Create videos that show <ul style="list-style-type: none"> The effects of bullying How to recognise bullying How to stop bullying
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Writing in role:

- Letters –
 - Write a journal entry from the perspective of the target, bully, bystander, accessory. Halfway through be distracted by online messages, notifications etc., receive a direct message from someone
 - Write a message online to a friend who was absent from school today to describe what happened
 - Write an anonymous message in the teacher’s problem box
 - Write a genuine apology letter to the person you bullied
 - If you were a bystander write a note to the target during class-time explaining why you said and did nothing
 - Write a script for the conversation that takes place between an upstander and a trusted adult