



This document contains guidelines on how to structure student role-plays as well as two sample role-play scripts that students can act out. For more information on role-playing, see chapter 7 in the Teacher Guide.

Note: As written, these role-plays are appropriate for students in grades 4 and up. Role-plays with somewhat younger students (second- or third-graders) may be done, but much more simplified situations and questions should be used.

Role-Play Activities

Establishing Role-Play Groups

To prepare for role-playing, divide students into several smaller groups, each with approximately the number of students required to act out each scenario. You could group students by cooperative learning groups if they have already been established in your classroom.

You can change the gender of the students in the role-play scripts to match the genders of the students in each small group, or you could create small groups of all boys (for the “Joshua” role-play) and all girls (for the “Natalie” role-play). You can, of course, also ask students to play the roles of persons of the opposite sex, but do not exert pressure to do this.

If there are more students in a group than there are roles in the script, have some students act as bystanders. Another alternative is to have each group perform its role-play several times with different players so everyone has an opportunity to play a role.

Preparing for the Role-Plays

It is recommended that students stick closely to the script when you first start doing role-plays with your students. Then, as students gain experience in doing role-plays, encourage them to be creative, develop a deeper understanding of their characters, and “give substance to their roles.”

If possible, the groups should be assigned space in the room (or in adjoining rooms) so they can talk about their role-play without being disturbed by other groups. The groups should be given a reasonable amount of time to prepare for their role-play.

Each student could prepare for his or her role by filling out the Character Sketch Worksheet (found on page 5 of this PDF document). This helps students better understand the

bullying situation and the motivations or feelings of their characters.

Students could also discuss the following questions as a group as part of their preparation:

- What is Anthony (or Maria, or Natalie, or Joshua, and so on) really like?
- What is he or she thinking and feeling?
- Why does he or she act that way? What is driving this character?
- What kind of relationship is there between the students in the scenario?
- How do you think the relationships came to be this way?
- What are the other students in the scenario/class thinking about him or her?
- What is it like for him or her at home?

These types of questions can spark students' thoughts and emotional reactions to the bullying situation. The students can also use the Bullying Circle to identify the different roles students are playing in the situation.

By filling out the worksheet and having this group discussion, students will develop a stronger sense of their character, which they can then explain in the discussion after the role-playing.

When the students are more or less finished with framing their roles, they should also discuss where and how the role-play should be performed. Perhaps they can use some simple props to enhance the role-play.

Note: It is important that students not act out any physical bullying. Be sure to warn students to stop their role-play before it reaches that point.

Processing the Role-Plays

As described in detail in chapter 7 of the Teacher Guide, after each role-play hold a class discussion about the bullying situation and the characters in the role-play. Ask students to explain their characters and why they may be doing what they are doing and what role they are playing in the Bullying Circle.

At first you should have students act out the role-plays without talking about a solution. In these cases, the goal is to help students understand the feelings and tremendous negative impact bullying has on the students involved.

Once students develop empathy for the bullied student, move to talking about solutions to the role-play situations (see chapter 7 of the Teacher Guide for details). As part of this activity, each student in a group could fill out the Role-Play Solutions Worksheet (found on pages 6–7 of this PDF document).

Role-Play 1

JOSHUA

Number of students needed: 5

(Joshua, Anthony, Tyler, Marcus, and a student to play the teacher)

. . .

Joshua asks the teacher for a pass to go to the restroom. He likes to go to the restroom during class. He thinks there won't be as much of a chance that he will be bullied then.

Unfortunately, that is not the case today. Joshua goes to the restroom. But Anthony, Tyler, and Marcus are in the restroom too. Before Joshua can turn and leave, Anthony grabs his arm and pulls him into the restroom.

"Hey punk," Anthony says, "Where are you going? I thought we told you never to come into this part of the school again."

"Leave me alone, Anthony," Joshua says. "You don't own the bathroom."

"Oh, he thinks he's a tough guy," Anthony says. Tyler laughs, but Marcus looks kind of uncomfortable.

Tyler shoves Joshua toward the sink, and Anthony sprays running water on him, getting him all wet.

A teacher yells in the door, "Hey, what's going on in there?" But the teacher doesn't come in.

Anthony gives Joshua one last push and says, "We'll finish this later. You better not say anything about this." Turning toward Marcus, he says, "You either, Marcus!" Tyler follows Anthony out the door.

The End

Role-Play 2

NATALIE

Number of students needed: 5

(Natalie, Tanya, Maria, Jennifer, and a student to play the teacher)

. . .

Natalie is walking down the hall at school. As she passes a group of girls, they look at her, then start whispering and laughing.

Natalie sees that Tanya is in the group. Tanya is one of her best friends.

Natalie says, "Hi, Tanya. Do you want to eat lunch together today?"

Maria, the leader of the group, says, "You can't eat with any of us. We don't hang out with people like you."

Natalie looks at Tanya, but Tanya looks away and doesn't answer. The rest of the group laughs at Natalie.

Later at lunch, Natalie sits down at a table to eat. It is near where Maria, Tanya, and the group of girls are sitting.

Maria walks over to Natalie and says, "You can't sit there. You're too close to our table. Find somewhere else to sit."

The rest of the girls at Maria's table start laughing. Tanya doesn't say anything.

Jennifer, another girl at Natalie's table, says, "Knock it off, Maria. She can sit wherever she wants."

Maria gets in Jennifer's face and says, "You want to make trouble for yourself too?"

The girls at Maria's table laugh and cheer Maria on.

Jennifer becomes quiet and starts eating her lunch.

A teacher walks over and asks, "Is there anything wrong here?"

Maria gives Natalie and Jennifer a mean look.

Natalie says, "No, ma'am."

Maria goes back to her table and sits down. After the teacher leaves, the girls at Maria's table start laughing.

The End

Name: _____ Class Period: _____

Character Sketch Worksheet

To help you understand your role-play character better, fill out this worksheet. Then discuss your answers with your group.

Name of your role-play character: _____

1. How would you describe your character's personality? What is this person like?

2. What do you think he or she is thinking or feeling in this situation?

3. Why do you think he or she is acting this way?

4. What is the relationship between this character and the other students in the scene?

5. What do you think might have led up to this scene?

6. What do the other students in the story think of him or her?

7. What other things do you think about this character? (What are things like at home, how does this person act outside of school, and so on?)

Name: _____ Class Period: _____

Role-Play Solutions Worksheet

List all the possible solutions that you can think of to your role-play situation. Then go back and check whether each solution is realistic, whether it is safe for everyone involved, and whether it follows your school's rules and explain why. Choose the solution you think would work best and practice acting it out.

Solution 1: _____

Solution Questions	Yes	No	Why or Why Not?
a. Is it realistic?			
b. Is it safe for everyone?			
c. Does it follow your school rules?			

Solution 2: _____

Solution Questions	Yes	No	Why or Why Not?
a. Is it realistic?			
b. Is it safe for everyone?			
c. Does it follow your school rules?			

Solution 3: _____

Solution Questions	Yes	No	Why or Why Not?
a. Is it realistic?			
b. Is it safe for everyone?			
c. Does it follow your school rules?			

Solution 4: _____

Solution Questions	Yes	No	Why or Why Not?
a. Is it realistic?			
b. Is it safe for everyone?			
c. Does it follow your school rules?			