

## OSKAR AND THE BIG BULLY BATTLE! WALKING IN FRANK'S SHOES

Grade Levels: K-2, with adjustment 3-5

“This Super Duper Deluxe and Special Magic Blue Box is so awesome that  
it makes *me* awesome!”

–Frank

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### OBJECTIVES

- Students will learn to identify and understand the effects of bullying by embodying the emotions of a character from the play.
- Students will relate their findings to their own feelings and lives.

### MATERIALS

- Black or white board; chalk or dry erase markers
- Paper, erasers, markers, crayons, colored pencils, pens, etc.

### PROCEDURE

1. In the play, Oskar and Beth demonstrate several bullying behaviors (i.e., cyberbullying, taunting, and physical bullying). Ask students if they can remember how Oskar and Beth bullied Frank.
2. Moments of physical bullying in **Oskar and the Big Bully Battle!** are never really performed onstage. In fact, the actors don't even touch each other. However, you can still see bullying's effects on Frank, the target. With your students, talk about what Frank did when he was bullied. Make list of what they saw. Encourage your students to think of descriptive phrases (e.g., he looked small, like his heart hurt, or like a balloon with no air in it). Guiding questions for this list include:
  - a. Did he shrink? What did that look like?
  - b. Did he hide? How did he hide?
  - c. Did he frown? What did that say about his feelings?
3. Think back to the moment in the play when Frank gets his Super Duper Deluxe and Special Magic Blue Box. Frank stands up and declares that he is finally somebody. Making sure students have enough safe space around them, have them stand up and act out their best Magic Blue Box moment. They can imagine a flower opening up to the sun, reach up to the sky, or pose like a superhero.
4. From this position, have students start to move downward using the list of terms they created in Step 2. Instruct them to shrink, hide, frown, look like a balloon that has lost its air, etc.

5. Repeat going from the open, happy position to the downward, sad position a couple of times. End with the open, happy position.
6. Discuss how this exercise made them feel. What positions felt good? What positions felt bad?
7. Explain to your class that this is the beginning of walking in someone else's shoes. Explain that stepping into someone else's shoes doesn't mean that you actually put on another's shoes and walk around. It means that you try to understand how another person feels. Are they happy, sad, or angry? Why do they feel this way? Kind and caring friends try to understand how others feel all of the time.
8. During this exercise, students felt what it was like to be Frank. Discuss with the class why this exercise is important and why it is important to relate to others.
9. As a class, make a list of the kinds of bullying that students have witnessed at school without listing other students' names. See if your class can walk in someone else's shoes by drawing a picture about one of these experiences.