

OSKAR AND THE BIG BULLY BATTLE!
ROLES: BULLY, TARGET, BYSTANDER, AND UPSTANDER

Grade Levels: K-5

OBJECTIVES

- Students will build awareness and understanding of the four key roles of bullying identified in the play.
- Students will learn about the additional and lesser-known roles involved in a bullying scenario.
- Through role-playing, students will gain insight into the various mentalities that contribute to bullying.

PROCEDURE

1. Write the following roles on the board and explain the meanings.
 - A. **STUDENTS WHO WANT TO BULLY:** These students start the bullying and play a leader role.
 - B. **FOLLOWERS/HENCHMEN:** These students support their bullying peer by taking an active part, but they don't lead the action.
 - C. **SUPPORTERS OR PASSIVE BULLYING:** These students actively support the bully by doing such things as laughing and calling attention, but they don't actively bully.
 - D. **PASSIVE SUPPORTERS OR POSSIBLE BULLYING:** These students like their bullying peer but don't show outward signs of bullying.
 - E. **DISENGAGED ONLOOKERS:** These students think it's none of their business or say, "Let's see what happens." They don't take a stand.
 - F. **POSSIBLE DEFENDERS/UPSTANDERS:** These students dislike the bullying and think they should help but don't.
 - G. **DEFENDERS/UPSTANDERS:** These students don't like the bullying and are willing to do something about it.
2. Now, have students sit in a circle. Ask for one volunteer to come to the center and make a statue that shows someone who wants to bully. Tell them to freeze in their position.
3. Continue to ask students to create statues of each role. You may have multiple followers or supporters. Once all of the roles have been filled, ask each student to say something that character might say.

PUPPET ADAPTION

- Have younger students create paper bag puppets to act out their own bullying scenarios, using characters based on the different roles listed above.