

# Drama in Education

Drama in Education – Use this activity to enhance empathy and challenge bullying through the use of different drama techniques



Bullying and Cyberbullying



Role Playing



13-30



15-20 participants



A4, markers, post-its, tape



For a larger audience could be to utilize Mentimeter for the adaptation of the play.



#1 Explanation and group creation of world – 20 minutes  
#2 Short scene and discussion – 10 minutes  
#3 Participation of audience in the scene – 30 minutes  
#4 Debriefing and Reflection – 10 minutes



YOU.TH. Manual for youth workers  
– 3.2.1 Theatre Methodologies –  
The Scene Creation

<https://youth-theatre.eu/>



<https://youth-theatre.eu/>



We need an open space where it has enough chairs for the participants to sit. We also need enough space to be used as a stage, where all participants can have visual access.

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## Implementation:

1. Introduction from the facilitator. In case it is the first time she/he is meeting the group they could introduce themselves as well. "I brought you a story that we could look at together".

2. Warm-up game: to learn names/an energiser/to get the group concentrating and ready. The use of this can depend on the needs of the group (optional element in the structure).

3. Discussion: What will make a difference to how a young person feels in his/her school?

4. Marking the space: a bus stop near Thessaloniki. The bus stop is marked using three chairs by the facilitator. The surrounding is described through the participation of the group; what can be seen, what the feeling of the space is, what are the smells, etc. The chairs have strips of masking tape stuck on them. We ask the participants to write/draw the graffiti that is on the bus stop on to strips. The graffiti on the strips are then shared with the group, and discussed.

5. The facilitator narrates: she/he will take on the role of Peter, who is 11 years old. We will see him on a school day in the afternoon. A short scene: Peter is fleeing, he throws his bag on the ground. "Fuckers." Reads the graffiti, takes out a pen and writes something on top of one of them.

6. Discussion: what did you see?

→ Analysing the situation from the victim's side

7. Narration: a teacher from the school saw Peter running away, but did not see what happened. The teacher follows Peter to the bus stop. Improvisation: one of the participants can play the teacher. The facilitator remains in the role of Peter and he does not reveal what happened but tries to diverge the discussion, saying everything is fine.

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8. Discussion: What is holding Peter back from talking? The facilitator puts masking tape between the spot where the teacher sat and the spot where Peter sat and writes the things the participants say are stopping Peter talking.

→ Analysing the situation from the perspective of the bully, the accomplice and the bystander

9. A whole group still-image: Something happened at the school gate. The site is created with the group and the school's motto is put on the gate. We discuss what might have happened, but do not fix the role of all the participants. Whether the bullying brought in is physical or verbal and the extent of it, is decided by the participants.<sup>4</sup> The image is set up step by step with the active participation of the group. Everyone should place themselves in the image of the school gate scene. The facilitator stays in the role of the victim. Thought tracking: The facilitator goes around and asks those she/he touches on the shoulder to say something or do a gesture. They can say something which their character would actually say or do in that situation, or a thought that remains in their head.

10. Creating depth: the bully, an accomplice and a bystander is chosen by the facilitator. They are all given fictional names. We discuss the following in all three cases: · action - what is she/he doing? · motivation - why is she/he doing it? · investment - what is at stake for her/him?

11. Working in groups on images or scenes: three groups work on a different role, either the bully, or the accomplice or the bystander, and look at the model for their action. Where did they learn to act like this? These scenes or images are shared. Whilst they are shared the facilitator discusses: what is the characters' outlook on life - how do they show this through their action

→ Analysis of the situation from the parents' perspective

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12. Narration: Peter arrives home and locks himself in his room. Short discussion about the space: Peter's room is set up as described by the participants. Still image: Peter in his room alone. The facilitator is directed by the participants.

13. Forum theatre: the participants are offered the role of the parent who tries to talk with Peter. The situation starts with the doors closed and the question is how the parent could get in. Peter only says as much as would be appropriate in such a situation; he might hint that the bullying is happening on other forums as well, e.g. the internet.

→ Analysis of the situation from the teachers' perspective

14. Meeting: the whole group is in the role of the school's teaching staff. The facilitator is in role as an "unmotivated" head teacher. Some parents have complained that there is too much aggressive behaviour among the students. The head teacher is not very motivated to deal with this problem, but worries about the reputation of the school. We don't know who the aggressors are or what is happening really, so it would be useful to get to know more and participants decide how to do this.

15. Improvisation in pairs: The participants form pairs, one of them is a teacher, the other one is a student. The teacher tries to find out what is happening among the students. The student was present at the incident at the school gate but can decide if she/he was a bystander or an accomplice (she/he cannot take on the role of the bully or the victim), and can decide how much and what she/he says. (Try to be realistic, how much would a student tell a teacher?)

16. Meeting: the participants that had taken on the role of the teachers make a circle together with the facilitator in the role of the head teacher, and they report back on what they found out and what could be done. The participants who played students earlier can watch the discussion. They can reflect on what they saw after the meeting is finished.

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→ Possibilities to change the victim's situation

17. Small group discussion: what could the different actors do to improve the situation? The participants collect ideas about what the following people could do: · classmates who are bystanders · teachers · parent · victim. The groups share their ideas with each other.

18. Whole group improvisation: There will probably be suggestions for the bystanders to do something in the group discussion. We then choose a situation where this could actually happen and test it out in an improvisation. The victim is not present in this moment, and the role of the bully is taken on by the facilitator. The situation should be directed so that the bully (facilitator in role) is placed standing opposite to the group. This should be make it possible for the group to get their message through to the real life bullies in the group by aiming it at the facilitator in the safety of their fictive roles.

→ Reflection and closing the process

19. Discussion about any issues arising from the whole group improvisation. Possible directions for this could be to discuss the responsibility of different people in the bullying situation, or what could have been done at other stages of the bullying? 20. Closing the process: Everyone can send a message to Peter. They are written on post-it notes and can be placed on the graffiti in the bus stop.

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## Instructions for debriefing:

### Key Takeaways:

Ask participants to identify one or two key takeaways from the activity. What lessons or realizations will they carry with them?

### Action Planning:

Encourage participants to consider how they can apply the insights gained from this activity to their future goals and dreams. Are there specific actions they can take to leverage their strengths?

### Closing Thoughts:

End the debriefing session by summarizing the key points discussed and thanking participants for their contributions. Reiterate the importance of recognizing and utilizing their strengths to achieve their dreams.

Remember to foster a supportive and non-judgmental atmosphere during the debriefing, allowing participants to share their thoughts and feelings openly. The goal is to help participants gain deeper self-awareness and insights that they can carry forward in their personal and professional journeys.

## Tips and notes to the facilitator:

- The role of the victim of a bullying behaviour is always played by the facilitator
- The facilitator should be very careful in the emotions management of the participants.
- Be flexible. You need to always adjust your training according to how the participants response to an exercise