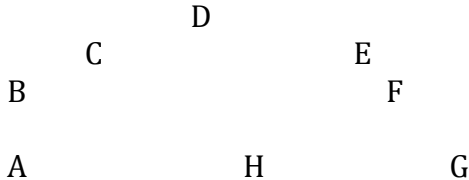


Date: Oct. 25, 2017 Grade Level: 10th	GHS Seminar
Objective(s) / Learning Target(s):	Activities will help students: 1. Identify the 8 roles in the Olweus Bullying Circle (“8 Roles” on Seminar Site next to lesson plan) and the part each plays in a bullying situation. 2. Consider ways roles their role changes in different bullying situations. 3. Consider ways to help students respond in a more helpful manner to bullied peers.
Materials Needed:	Materials: October 25th 1. What’s My Role - Handouts
Suggested Process:	1. What’s My Role (Bullying Circle Activity) * See the diagram below: Arrange 7 chairs or desks in a semicircle with 1 chair or desk placed where the center of the circle would be. Place each of the sheets of the paper with the role facing up on each of the 8 chairs or desks. Making sure that the letter H role sheet is on the center chair or desk. <div style="text-align: center; margin: 20px 0;">  <pre> D / \ C E / \ B F / \ A G \ / H (center) </pre> </div> 2. Ask for 7 volunteers to participate in the role-playing activity. Please be sure to pick the most confident student you have to be in the H position. Even though it is role playing, it is still difficult to hear fake insults. 3. Briefly set the stage by reading the following scenario below: Student H is a new high school student, his/her parents died in a car accident and he/she has been sent to live with grandparents. Grandparents are retired and living on a pension some money is tight. Student H cannot afford to buy new clothing, and his/her clothes were donations giving from a local church, some are worn and outdated. 4. After reading the scenario ask for a volunteer to take on the role of the “student who is bullied” and have them sit in the desk or chair in the center of the circle. 5. Have the volunteer’s read through their role card, IN ORDER to play out the scene. 6. Ask role player H to describe how it felt to be in that situation and what they would wish or hope other students would do to help.

	<p>7. Ask the group if they were sitting in the chair of the student who is bullied, who would it seem had the most power in the circle, and explain.</p> <p>8. Ask the group to take a moment and consider which of these roles they think most students in our school play. Once they have an idea in mind, have them stand behind the person in the role they think applies to them.</p> <p>9. Where in the circle would the power lie now? How has it changed now that you see where most students in the school stand in the circle? What does this view of power tell you about how most students feel when they see bullying?</p>
OTHER CONSIDERATIONS:	<p>Discussion:</p> <p>1. You have plenty of time for the activity, so you do not need to rush the role-playing or the discussion. Students have asked how to stop bullying or what can they say to intervene. Please have those discussions.</p>