

# PICK-A-WORD

## DEFEAT THE BULLIES

**SRT**  
Singapore Repertory Theatre

LEARNING &  
ENGAGEMENT



Funded by

**Rotary**  
Club of Singapore



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# About SRT

Founded in 1993, **Singapore Repertory Theatre (SRT)** is one of the leading English-language theatre producers and presenters in Asia. In addition to its repertoire of original musicals like *Forbidden City: Portrait of an Empress*, the company has produced a number of critically acclaimed plays that include *ART*, *The Pillowman*, and *God of Carnage*. SRT was the first Singaporean theatre company on Broadway in 1998 as Associate Producer of *Golden Child*, which went from Singapore to New York and earned three Tony Award nominations.

SRT's mission is to enrich, engage, and entertain audiences of all ages by staging theatrical productions and learning programmes of the highest calibre, collaborating with the best talent in the world. Our international collaborations include Royal Shakespeare Company's *King Lear* and *The Seagull* starring Sir Ian McKellen, Oscar-winning Sam Mendes *The Bridge Project* (2009-2011) as well as 3 *Titans of Theatre* – a season of works directed by Simon McBurney, Yukio Ninagawa, and Peter Brook. SRT co-commissioned Peter Brook's *Battlefield* in 2015.

SRT produces the very successful Shakespeare in the Park season and is also one of the biggest producers of children's theatre in Southeast Asia – with shows like *The Cat in the Hat*, *The Ugly Duckling* and *The Three Little Pigs*.

SRT is supported by the National Arts Council under the Major Company Scheme for the period of April 2020 to March 2023.



## SRT Learning and Engagement

SRT's Learning and Engagement department is committed to bringing meaningful and relevant programmes to young people, educators and the theatre industry. We believe that theatre has the power to engage and transform. Our mission is to harness the learning power of theatre to **excite**, **enrich**, and **educate** young people, communities, and professionals.

**Excite**

Creating a safe, immersive, and stimulating environment



**Enrich**

Enhancing lives through holistic development



**Educate**

Pushing the boundaries of learning



# Synopsis



Bibi and Bobo are best friends who do everything together, both online and offline. All is fine till the school bullies began making fun of Bobo. The abuse eventually snowballs into the online world – Bobo’s sacred haven. Feeling cornered, Bobo finds it difficult to express himself. As the bullying continues, Bibi turns into a helpless bystander, leaving her best friend in the lurch.

Will their friendship survive the test?  
What could one do when the bullies strike?

Pick-A-Hero is a children’s series that revolves around the issue of bullying and its effects online, as told through the eyes of Bibi and Bobo. Performed and staged for, and by, young people, the series hopes to show how youths can stand up together against bullies; especially in moments that aren’t visible to an adult’s eye.



# Getting Started

## Guidelines

Before getting started on this series, please have a read of the guidelines below. This will allow you and your students to get the best experience out of the episodes and resources provided.

1

### Watch It First

The Pick-A-Hero series contain some sensitive content that may appear uncomfortable or inappropriate. Hence, it is necessary for the class teacher/ lead facilitator to review the materials to better understand the context of each episode before sharing them with the class.

2

### Adult Supervision

When watching the episodes or conducting the activities provided, it is essential for an adult to be present to help set the tone and context of the programme. Some of the content portray sensitive issues such as aggression and harassment, which could potentially cause distress.

3

### Episodes + Learning Pack

The activities in this pack are intended to go hand in hand with the episodes, as the episodes help to set the tone and provide realistic examples of cyberbullying. The activities in the Learning Pack are aimed at contextualising and providing reflection points to the issues presented.

4

### Counselling Support

The summary at the end of the learning pack includes signposting to cyber wellness counselling support services available in Singapore. To safeguard the wellbeing of the students, it is recommended for them to be made aware of these services at the start of the programme.

5

### Self-conduct

Cyberbullying is a devastating issue that affects many young people, and it should not be taken lightly. It is important to remind students to conduct themselves in a mature and sensible manner when watching the episodes/participating in the given activities.

6

### Mimicking

The episodes contain scenes of bullying and distress. Students should be reminded not to mimic the negative behaviours portrayed. Instead, invite them to put themselves in the shoes of the protagonist, Bobo; this will allow them to evaluate how such behaviours may adversely affect an individual's self-worth.

# Episode 1: Being Bobo/Image Alteration

## What is Image Alteration?

Image Alteration is a form of cyberbullying behaviour, in which the image of an individual is altered using Photoshop or other online editing software in order to humiliate them. This can be seen in Episode 1, where the Bullies altered Bobo's image into a Grandmother, Fairy, and Rockstar, without his consent.

Below are two activities which you could explore with your students to help them better understand the concept of Image Alteration and its repercussions.



## Activity 1: Statues

Through this simple activity, students will be asked to ponder on the importance of consent when altering another's image and how it could affect the victim's self-esteem.

### Duration:

20 minutes

### Suitable For:

10 years old and above

### Recommended Group Size:

4 to 40 students

**Materials:** NIL

**Venue:** A large & spacious room

### Instructions

1. Have the students pair up and allocate each pair a space in the room.
2. Instruct each pair to label themselves 'A' and 'B' respectively. 'A' is to become the Sculpture while 'B' will take on the role of the Artist.
3. 'B' is to then sculpt 'A' into a sculpture with a negative connotation or as a villain.
4. After which, 'A' will be asked to express how this perception makes them feel. 'A' will then ask 'B' to mould him/her into an image they would like to be recognised as.
5. The pair then switch roles, and the exercise is repeated.



### Reflection

At the end, conduct a reflection exercise by asking the students to express how they felt when their image was altered against their will in comparison to when they were given the opportunity to dictate how they would like to be perceived.

## Activity 2: Mime Down the Alley

In *Mime Down the Alley*, students will be able to realise how an individual's image could be misconstrued when transmitted or shared without the individual's approval. This activity could be conducted independently or as a follow up to **Activity 1**.

### Duration:

15 minutes

### Suitable For:

10 years old and above

### Recommended Group Size:

8 to 40 students

### Materials:

NIL

### Venue:

A large & spacious room

### Instructions

1. Begin by grouping the class into equal groups of about 8 to 10 students each.
2. Have each group line up in a straight row.
3. Instruct the students to turn around with their backs facing you, aside from the first person in the row who will be appointed as the Leader.
4. Invite all Leaders up and share with them a secret character/show title that you would like them to mime out.

**Hot Tip:** Begin by choosing a popular character or show title which your students are familiar with. As the students become more familiar with the exercise you may proceed to challenge them by suggesting more advanced or abstract subjects.

5. Going back to their row, the Leader will then tap the first person in line who is to turn around. The Leader is to then mime out the given subject without using any words or sounds.
6. The first person in line is to remember the actions shown by the Leader while attempting to guess what the subject could be.
7. Upon which, the first person will then tap the next person in line to turn around and share the given actions. This process is repeated until it reaches the last person in line.
8. At the end, the last person of each row is to guess what the given subject was. The first group who gets the correct answer wins!
9. This exercise can be repeated multiple times with different subjects or themes. It is also a good idea to switch up the Leader by sending the Leader of each round to the back of the row to become the Guesser.

### Reflection

After the activity, have the students reflect on the consequences of sharing another's image without their consent and how it could be misconstrued when made viral.

# Episode 2: Meet Our Class/Stereotypes & Public Shaming

## What is Public Shaming?

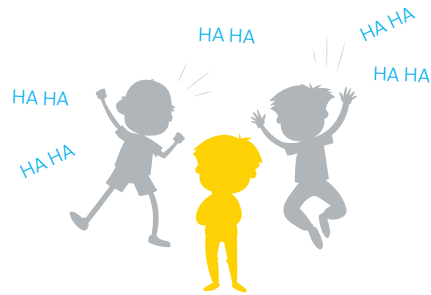
**Public Shaming** is an act or a form of punishment where its main objective is to ridicule or disgrace an individual in a public space or online. As seen in Episode 2, where the Bullies intentionally pulled down Bobo's trousers to photograph him in his underpants.

Students should be informed that this was an act of malice and such behaviour is highly discouraged in school and in the public sphere.



## Activity 1: The Secret

The activity below is specifically designed to help students understand the effects of **Public Shaming** and how it could affect a victim immensely.



**Duration:**  
10 minutes

**Suitable For:**  
10 years old and above

**Recommended Group Size:**  
5 and above

**Materials:** NIL

**Venue:** A classroom/ workshop space

### Instructions

1. Begin by selecting 2 or more students to become the Observers.

**Hot Tip:** It is important to select more than 1 students so that the Observers do not feel singled out.

2. Ask the Observers to step outside the classroom. They should be out of earshot, and not able to hear the following instructions.
3. Inform the rest of the class that they are to become a Collective and laugh continuously when the Observers return to the classroom. They are to only stop laughing should the Observers begin laughing as well. This will be the secret.
4. Invite the Observers back into the classroom and execute the instructions with the Collective as stated.
5. After about 5 minutes, stop the exercise. Ask the Observers to suggest what they think the secret was.
6. This activity can be repeated by selecting a different group of Observers and changing the Collective's reaction when the Observers return.

### Examples:

- The Collective is to remain in absolute silence until an Observer jumps five times
- The Collective is to clap vigorously until the Observers take a seat



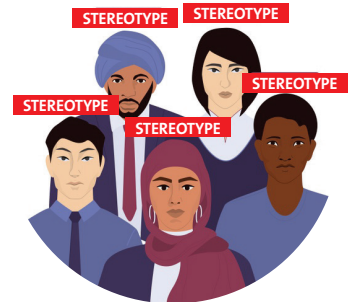
### Reflection

At the end of the activity, ask the Observers to share their thoughts and emotions about the reactions received. On the other hand, ask individuals from the Collective to also share how they felt being an insider. Students can also be asked to consider if they preferred the role they were given. Why or why not?

## Why Do Stereotypes Exist?

Stereotypes exist as they help humans to categorise their surroundings and make sense of the world through predictability. They are often learned through our immediate connections, such as family members, social environment, and the media. However, in doing so, we may mislabel or reduce multifaceted individuals into a simplified category. In this regard, stereotypes are ever so often linked to toxic prejudices surrounding gender, age, race, and multiple other social distinctions.

The activities below are opportunities for you and your students to examine the negative effects of **Stereotypes**; and in doing so, rethink one's perception of others.



## Activity 1: Thought Tracking

Through this exercise, participants will be asked to ponder and suggest what the characters were thinking when Bobo was being bullied.

<b>Duration:</b> 15 minutes	<b>Suitable For:</b> 10 years old and above	<b>Recommended Group Size:</b> NIL
<b>Materials:</b> Video of Episode 2, projector screen and a computer device.		<b>Venue:</b> A large & spacious room

**Instructions**

1. After watching Episode 2, pause the video at the end (02:49).
2. Ask the students to ponder what each character is feeling/thinking during that point. This could be an emotion or a short sentence/word. (Characters: Bobo, Bully 1, Bully 2, & Bully 3.)
3. Have some students voice their suggestions of what each character could be thinking. Encourage the students to share their suggestions by expressing the emotions that the characters could be feeling in the moment.

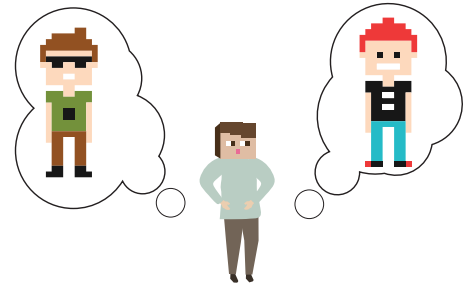
**Hot Tip:** Consider challenging your students to think of alternative intentions. Could there be more than meets the eye?

### Reflection

Discuss with your students why the Bullies acted as such and what could be the possible ramifications of recording an individual being humiliated in public.

## Activity 3: Character Walk

As part of this activity, students will have the opportunity to walk in the shoes of another. Through this, students will be able to gain an understanding of how humans are multifaceted individuals.



### Duration:

20 minutes

### Suitable For:

10 years old and above

### Recommended Group Size:

5 to 40 students

**Materials:** (Optional) Ambience Music & Speaker

**Venue:** A large & spacious room

### Instructions

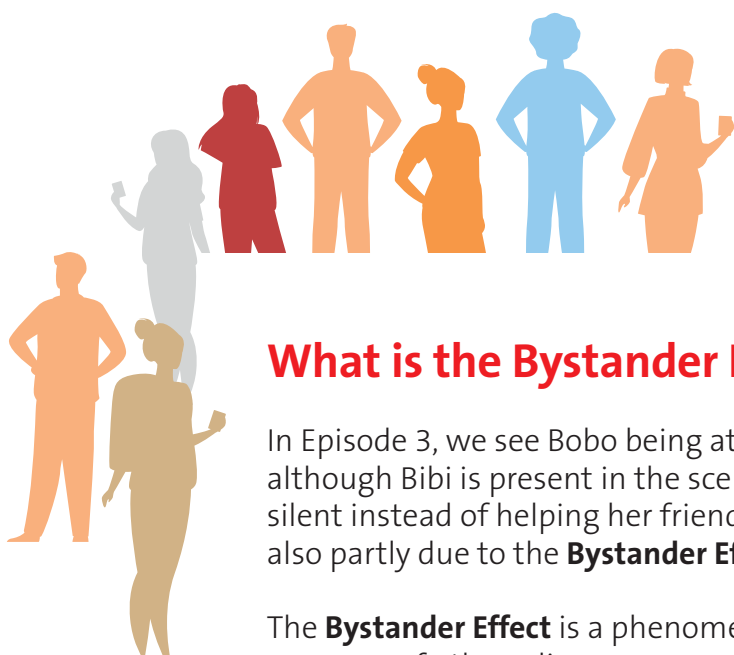
1. In this dramatic exercise, have the students space themselves equally out from one another.
2. Having demarcated the space, invite the students to visualise an imaginary bubble around themselves. The participants are to use this self-space to help them get into character in the following steps.
3. Next, invite the students to each select a common stereotype to become. Such as a Popular Kid, Nerd, Athlete, High-Achiever etc.
4. In their imaginary bubble, the students are to physicalise the appearance of their chosen character. Encourage students to utilise their whole body from the top of their head to the tip of their toes to better transform into character.
5. Now, have the students walk around in space as the selected character. Ask the students to consider the speed and posture of the character when walking. Would they hold their heads high or low? Is the character always in a hurry?
6. After a while, have the participants freeze on the spot. Inform the participants that they are to create a secret for their character that is unlike how they are stereotypically perceived. For example, the High Achiever could wish to become a hairdresser.
7. Upon deciding, have the students to walk around in space again. At certain moments shout 'Freeze' or pause the music and ask some students to share their secrets while remaining in character.
8. Repeat this a couple of times until everyone in the room has had a chance to share.

### Reflection

Conclude the activity, by asking the students to reflect on how they felt when their characters were wrongfully stereotyped. Follow up the discussion by asking students to consider when stereotypes are ineffective or otherwise.

# Episode 3:

## The Lockers/Bystander Effect



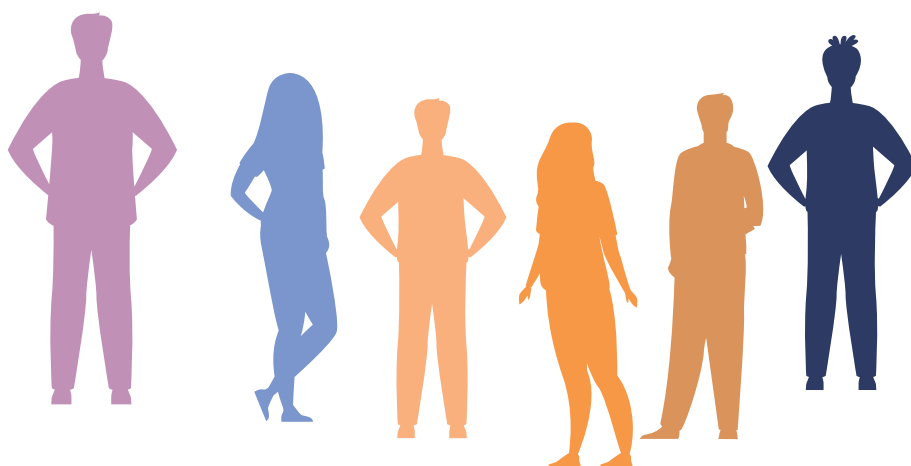
### What is the Bystander Effect?

In Episode 3, we see Bobo being attacked by the Bullies, although Bibi is present in the scene. She decides to remain silent instead of helping her friend. Mainly out of fear, but also partly due to the **Bystander Effect**.

The **Bystander Effect** is a phenomenon that occurs when the presence of others discourages an individual from intervening in an emergency - such as stopping a bully, or during a crime. Individuals are more likely to take action during a crisis when there are little to no witnesses present.

Why does the **Bystander Effect** happen? The phenomenon is attributed to two major reasons. Firstly, when a large group is present, it creates a perception that the responsibility is diffused. As there are others present, individuals feel the lack of pressure to help. Secondly, humans have the innate desire to behave in a socially acceptable way. Thus, when the majority group fails to react, individuals conform to the majority's behaviour as they perceive the action to be not favourable or necessary.

The activities provided below are designed to help students understand the effects of the **Bystander Effect** and its consequences.



## Activity 1: Stuck in the Mud

Here is an interactive activity to allow students to visualise the impacts of the Bystander Effect and how it could be detrimental.

### Duration:

15 minutes

### Suitable For:

10 years old and above

### Recommended Group Size:

8 to 40

**Materials:** NIL

**Venue:** A large & spacious room

### Instructions

1. Select a student to become the Catcher.
2. Like a game of Catching, the remaining students are to avoid being tapped by the Catcher.
3. Should they be caught, the student is to remain still with their legs apart as though they have been “stuck in the mud”.
4. Other students are to rescue their peers by crawling between their legs. The once “stuck” individual will then be able to participate again.

**Hot Tip:** If students are uncomfortable crawling in between their peer’s legs, have students suggest another unique way of rescuing one another.

5. However, should they be caught by the Catcher during a rescue they too become “stuck”.
6. The game concludes after a time limit (10 to 15-minutes) or when all individuals have been caught by the Catcher.



### Reflection

Follow up the activity, with a discussion and ask the students to reflect if they chose to rescue their peers or otherwise. In doing so were they able to better outlast the Catcher? Why so?

## Activity 2: Tableaus (Forum Theatre)

In this episode, we see Bibi remaining passive while Bobo was cornered by the Bullies. The activity below provides an opportunity to suggest alternative solutions to prevent this negative outcome from occurring.

**Duration:**  
30 minutes

**Suitable For:**  
12 years old and above

**Recommended Group Size:**  
5 to 40

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**Materials:** Video of Episode 3, projector screen and a computer device.






**Venue:** A large & spacious room

**Instructions**

1. After watching Episode 3, pause the video at 0:53.
2. Inform the students, that they will be working on possible alternatives to prevent this negative outcome from occurring.
3. Divide the class into groups of 4 to 5, have each student take on a character from the moment. (Characters: Bobo, Bibi, Bully 1, Bully 2, & Bully 3.)
4. Instruct the students to create a Tableau to replicate the moment at 0:53.

**Hot Tip:** A Tableau is a theatre technique where actors freeze in the moment like a photograph.

5. Have each group present their Tableau, whilst so have each character share a sentence or sound to express how they are feeling at that point.
6. Still in their groups, ask the students to discuss an alternative solution of what could be done to avoid this negative outcome. Emphasize to the students that the solutions should be realistic, and that it is not possible to create a magical solution to resolve the issue. For example, a magical Fairy who makes The Bullies disappear.
7. Then ask the students to create a second Tableau to demonstrate their solution.
8. Taking turns, have each group present their Tableaus shifting from the first to the second Tableau. Similarly, at the end of each Tableau have the students to state a line or expression to communicate how they are feeling.

### Reflection

At the end, conduct a reflection with the class to discuss the various solutions that were offered. Ask the students to share if the solutions presented would be effective in preventing Bobo from being bullied. Why or why not?

# Episode 4:

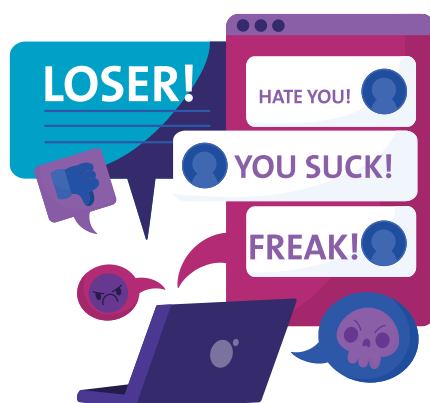
## At Home/Online Harassment

### What is Online Harassment?

In Episode 4, we witness the Bullies intruding into Bobo's and Bibi's game. How did this happen? When participating in online platforms, it is important to keep your account details secure, and lodge a report should these details be compromised.

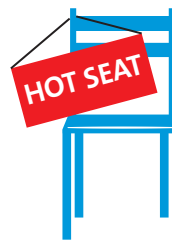
We then see the Bullies using the online platform to hurl rude remarks and offensive comments at Bobo. Such behaviour can be described as harassment and can occur in various settings - including the digital world. **Online Harassment** is defined as the act of repeatedly sending offensive, rude, and insulting messages to someone through a virtual platform such as SMS, message boards, or social media accounts.

Here are two activities that will allow you and your students to understand the severe impacts of Online Harassment, and why it should be discouraged.



## Activity 1: Hot Seating

Hot-Seating is a useful activity to have students understand the thought processes and emotions of a character. It helps students to develop a greater sense of empathy for unfamiliar situations or individuals.



### Duration:

15 minutes

### Suitable For:

10 years old and above

### Recommended Group Size:

3 to 40

**Materials:** Chair & a Costume Item for Bibi/Bobo such as an accessory or a piece of clothing.

**Venue:** A large & spacious room

### Instructions

1. Start by asking the students to watch Episode 4.
2. After which inform the students that are to take on the role of the School Counsellor to question Bibi/Bobo about how he/she felt during that moment. Share with students that as the School Counsellor, they play an important role to help students feel safe and at ease when disclosing personal information. A School Counsellor would also listen intently without judgement.
3. In role as the School Counsellor, have each student think of a question that they would like to ask Bibi/Bobo.
4. Then place an empty chair in front of the class, facing the students. Share with the students that the individual who sits on the chair will become Bibi/Bobo.
5. Turn your back towards the audience and put on the selected costume item. Then take your place on the chair as Bibi/Bobo.

**Hot Tip:** When taking on the role of a character it is a good idea to change the tone of your voice and posture to help add to the believability of the character

6. In character, tell the students that you have been asked to visit them to share about what happened online.
7. Have the students take turns to ask you questions. Remember to respond in role as the chosen character.
8. After about 10 minutes or having answered to all of the students' questions, make an excuse that it is time for you to leave, such as being late for your next class, etc.
9. To step out of character, turn your back against the class and remove the chosen costume piece.
10. The process can be repeated by Hot Seating a different character which a selected student can take on the role as.

### Reflection

After each round of Hot Seating, ask the students to share about their experience of speaking to the given character. Did they learn anything new or interesting about that character?

## Activity 2: Conscience Alley

Through this activity, students will have the opportunity to simulate the thought processes of Bibi after witnessing Bobo being harassed by the Bullies online. This allows the students to view the situation from multiple perspectives, and to derive a possible solution, should they find themselves in a similar encounter in future.

### Duration:

15 minutes

### Suitable For:

10 years old and above

### Recommended Group Size:

6 to 40

### Materials:

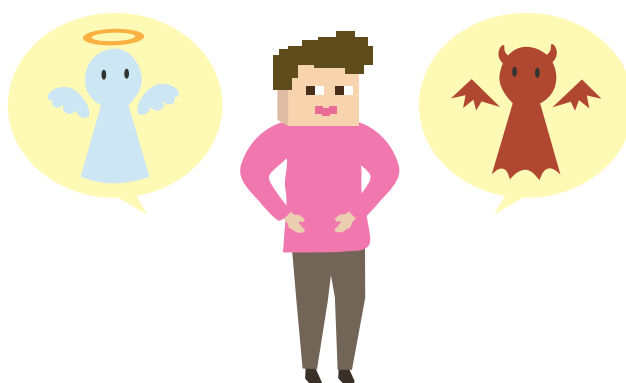
NIL

### Venue:

A large & spacious room

### Instructions

1. Divide the class into two groups.
2. Inform each group that they are to become the Good/Bad Conscience of Bibi, respectively.
3. Then have both groups line up in a row facing one another.
4. Give the students' a moment to thinking of a convincing statement as to why they should/should not help their friend who is in the lurch. For example, a Good Conscience could say "He is your best friend, and you should stand up for him". While a Bad Conscience might say, "If you speak up about this, you will be targeted next".
5. After a while, share with the class that you will be taking on the role of Bibi who is unsure of what to do.
6. As you walk down the centre of the aisle, have both sides take turns to share their remark as to why Bibi should/should not help Bobo.
7. After reaching the end of the line, thank the students' in character for their suggestions and that you will need some time to think about what to do next.



### Reflection

At the end of the activity, ask the students to take part in a discussion about why it is important to hear from both perspectives. Then, conduct a poll by asking the students to decide who would help Bobo. Why or why not?

# Episode 5: Everything Alright? / Parental Support & Slamming

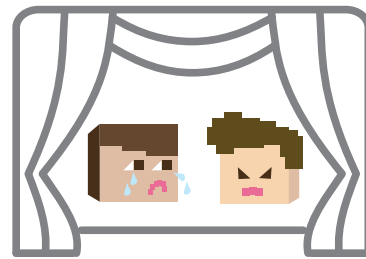
## What is Slamming?

We've all seen it happen on social media, and even in real life. Someone posts a negative comment or post about someone like Bobo, and we see that negativity amplified as others share and retweet it online. That comment or post could go viral, and becomes uncontrollable. This phenomenon is referred to as 'slamming', and it is defined as the act of participating in the mass criticism or harassment of another individual as a bystander.



## Activity 1: Amplification Machination

In this activity, your students will understand the effects of amplification, and how working together constructively or destructively can affect the operation of everyone's machine!



### Duration:

30 to 45 minutes

### Suitable For:

Ages 10 years and above

### Recommended Group Size:

5 – 20 students

**Materials:** None needed; just your imagination!

**Venue:** A room with ample floorspace, and minimal obstructions

### Instructions

1. All participants are lined up against a wall in a corner of the room – leave the centre of the room empty for their creations to take form!
2. The first student in line will be asked to think of a machine, and once they're ready, they will enter the empty space and start to embody / act that machine out.

**Hot Tip:** They can add sound effects and noises to accompany their movements. If they are a toaster, they could use their body to form the shape of a toaster, and they could verbalise the sounds of a toaster at work.

3. The second person in line will join the first in the centre – using just their body and voice as well, the second participant will be an extension of the first person's machine.

**Hot Tip:** Following from the previous example, they could be the wings of this toaster (making it a flying toaster), or they could give it wheels! They are improving the first machine in whatever way they like, using their own interpretation and imagination.

4. Step 3 will be repeated for the remaining participants in line. They will join everyone else in adding and improving this incredible machine with their own portrayals of moving parts. The original machine could now be a completely new creation!
5. The resultant massive machine will now have a task to complete - all participants will have to work together to move to the other side of the room to collect an item. How will all of its separate parts move as a unit? What kind of sounds would this machine make as it transports itself?
6. To finish this activity, the machine will now be switched off, and participants will have to collectively power down in their own way. Be creative!
7. As an additional challenge, all participants could form multiple contraptions in smaller groups, and allow all of their machines to interact with each other.

### Reflection

Through this activity, we can see how a group can unintentionally – or intentionally – work together to distort information, and to amplify the original content to unexpected or unwanted results. If possible, your students should be aware of how large their machine has become. Does it all look intimidating? How would one feel if they are faced with negativity and harassment of this scale?

## Why is Support At Home So Important?

Communication is the key to every relationship, even the ones at home! For a child, having a support system is essential to dealing with the effects of bullying. When they know that they can talk to a trusted adult about issues that bother them, and that they do not have to face them alone, it can make a world of difference. Parents or guardians can model and take the opportunity to introduce healthy ways of coping with frustration, and to encourage inclusivity in their children's interactions with friends and classmates.

### Activity 1: Dear Mum...

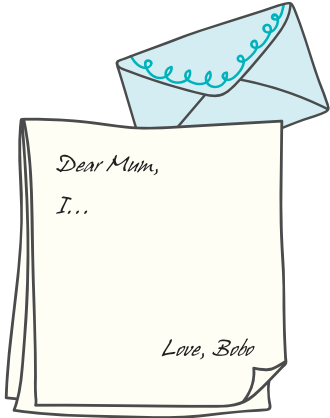
There are some things that children would feel uncomfortable to speak to their parents about. Bobo's mother finds out about what has been going on at school – however Bobo is unable, or unwilling, to confide in his mother about the online and offline harassment he is encountering every single day.

Let's all write a letter in Bobo's shoes and encourage him to step out of his room to talk.

<b>Duration:</b> 20 to 30 minutes	<b>Suitable For:</b> 10 years old and above	<b>Recommended Group Size:</b> Any
<b>Materials:</b> Writing materials, tables		<b>Venue:</b> A classroom/workshop space

**Instructions**

- All participants should have a piece of blank A4 paper with them, and a pen to write with.
- With reference to Bobo's story and his experiences thus far, they will now spend 15 minutes crafting a letter as Bobo to his mother, explaining what is happening and how he feels. Start with "Hi Mum" or "Dear Mum" and sign off as Bobo.
- As they are writing from Bobo's perspective, they should try to put themselves in his shoes:
  - Why do you dislike speaking about how your classmates are treating you at school?
  - How are you feeling right now?
  - How do you feel about your friendship with Bibi? Do you think she could have done more?
- There are no right or wrong answers! This is a chance for participants to explore Bobo's inner world, and to voice his opinions.



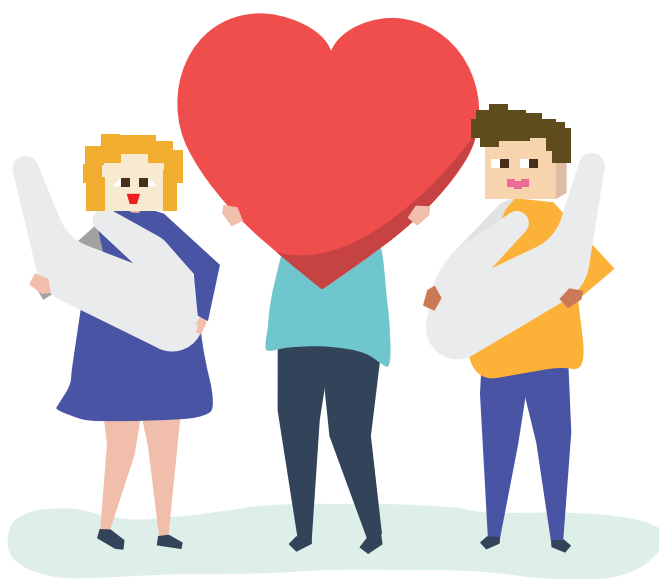
### Reflection

After the initial 15 minutes of planning and writing, ask for one or two volunteers who would like to share what they've written. Start a discussion about good / effective communication, and how it made the participants feel as they were writing their letters. Were they challenged by the activity, or were they able to empathise with Bobo's situation better?

# Episode 6: Standing Up / Voicing Out

## Why is Peer Support Important?

We've all heard the old adage, "No man is an island (unto himself)". We are all creatures who depend on interpersonal interactions for both work and play. During their maturing years, children will view their friendships and peers as an increasingly important part of their lives, and they can feel very conscious about the ways they are perceived and treated by their social circles. Due to this influence, it is essential that they have a healthy support system within their friendship groups, and the communities they build in school.



## Activity 1: Dragons and Shields

In this activity, your students will discover how Bobo and Bibi might feel amidst the tension in the scene they have just watched, and how everyone has the potential to be the villain, or the saviour. It is Pick-A-Hero all over again!

**Duration:**  
15 to 20 minutes

**Suitable For:**  
10 years old and above

**Recommended Group Size:**  
5 to 25 students

**Materials:** NIL

**Venue:** A room with ample floorspace, and minimal obstructions

### Instructions

1. Arrange all participants to stand in a circle, facing inwards and each other.
2. All participants will now be asked to secretly assign the role of 'Dragon' and 'Shield' to two separate individuals in the circle.
3. The goal of the activity would be for all participants to successfully avoid their Dragon, and they are to do this by ensuring that their Shield is always physically in between them and their Dragon.
4. All participants will now walk around the room, at a relaxed and even pace.
  - They should be spread out across the room, alert, and scanning the room for where their Dragon might be, and how their Shield should be walking in between them and their Dragon.
5. Once participants are more comfortable with the activity, up the ante a little! Get them to walk at increasing speeds, still keeping the rules of the game in mind.



### Reflection


Conclude the activity with a reflection, asking students to consider their emotions when they found themselves nearer or farther away from their Dragon. Did they feel safer knowing that their Shield was protecting them? How did they feel when they lost sight of, or couldn't follow, their Shield – and that they were now fully visible? Does hiding from Dragons always work in real life? What can we do when we are faced by our Dragons in real life?

## Activity 2: Take a New Picture

How can you diffuse a conflict (de-escalation)? How can you react to a dangerous situation without hurting anyone? What should have Bobo, Bibi, and their classmates, done differently?

In this interactive activity, your students will evaluate and engage with the various ways in which they could fight those Dragons together.

Activity 2 can be conducted independently – it is not necessary to have carried out Activity 1 beforehand.



<b>Duration:</b> 20 to 30 minutes	<b>Suitable For:</b> 11 years old and above	<b>Recommended Group Size:</b> 5 to 25 students
<b>Materials:</b> Video of Episode 6, a projector screen, and a computer	<b>Venue:</b> A room with ample floorspace, and minimal obstructions	

**Instructions**

1. Arrange all participants to stand in a circle, facing inwards and each other.
2. Ask for three volunteers from the group. Bring them to stand in the centre of the circle.
3. With reference to the cliff-hanger ending in the video (timestamp: 02:18 – 02:20), the three students in the centre will now recreate the scene they have just watched – the Bully (the ‘Dragon’) about to land a punch on Bibi (the ‘Shield’), with Bobo standing in the background.

**Hot Tip:** Try to complete this task without any physical contact!

4. The three participants in the centre should now freeze in their positions, creating a silent tableau of the scene they are portraying. The image should be vivid and dynamic, despite being still – encourage them to use their entire bodies and facial expressions.
5. The three participants will now form another tableau, portraying what they believe would happen next. Does the bully hit Bibi in the end?
6. You can now invite another participant from the circle to replace the person representing Bobo. The ‘new’ Bobo will join the remaining two group members and will freeze in a new posture or gesture to suggest how they would have reacted.

**Hot Tip:** Perhaps the ‘new’ Bobo would have stepped in front of Bibi to scare the Bully. Or the ‘new’ Bobo might just run away. What could the consequences be?

7. The other two members of the group image will now improvise their responses to this addition from the ‘new’ Bobo and change their postures accordingly. And freeze! It is now a different scene.
8. Repeat Steps 6 and 7 with different participants, and characters.

### Reflection

Close the activity with a group evaluation, discussing what might be the possible aftermath / consequences of certain tableaus, and how every individual has the potential to create the change they want to see, and to fight and speak for what they think is right.

# Episode 7:

## Speaking Out / School Support

### Are There Other Forms Of Support That Students Can Look For?


Absolutely! Many schools have their own counsellors and mental health professionals on-site – and students should definitely be aware of what’s available. Nevertheless, external helplines and organisations that one can approach on their own are great sources of support and advice as well. However, this is a community effort – we all have a part to play in standing up for what’s right, and this involves being more understanding and empathetic.



## Activity 1: Space Invaders!

Would the episode have had a different – or quicker – resolution, if more of Bobo’s classmates had stepped in too? The Bullies were able to do what they did as there were all three of them against a single individual. Look at how disconcerted and small the Bullies seemed to be in the previous episode, when the rest of the class rallied together to say, “I am!” in solidarity with Bibi and Bobo.

In this activity, your students will see just how teamwork can make a goal easier to achieve!



<b>Duration:</b> 15 to 20 minutes	<b>Suitable For:</b> 10 years old and above	<b>Recommended Group Size:</b> 10 to 30 students
<b>Materials:</b> A chair for each student & ambient music (optional)	<b>Venue:</b> A room with ample floorspace, and minimal obstructions	

**Instructions**

1. The chairs needed for this activity should be evenly scattered across the room, in no particular order. All participants should be seated on a chair.
2. Pick, or call for, a volunteer (the Space Invader) to stand at the furthest corner of the room, directly opposite to the chair they were sitting on. This results in an empty chair.
3. The Space Invader now walks slowly through the group to their original seat.
4. The goal of the activity is to prevent the Space Invader from sitting down. To do this, someone has to leave their seat, and occupy the original empty chair. However, this leaves again their chair empty, which the Space Invader can sit on. Another student will have to fill that empty seat, and so on. All students will have to keep moving (one at a time) to stop the Space Invader from taking an empty chair!
5. Once someone has moved from their seat, they are not allowed sit back down. They would have to find a different chair.
6. The Space Invader can move as they wish - they can change direction or start brisk walking. **Try not to run though!** The group will have to respond in kind to the Space Invader’s movements.
7. If the group is alert, and working together, they will be able to keep the Space Invader walking as they communicate and strategise as a team.
8. Once the Space Invader manages to sit down, the person who is left standing will become the next Space Invader, and so on!
9. When your students are more familiar with the game, consider having multiple Space Invaders (and thus multiple empty chairs) to keep them all on their toes! Discuss how they can collaborate better as a team using their own verbal and non-verbal communication and cues.


### Reflection

After the activity, have students consider if it is always necessary to have a leader in these situations, or does every team member have to take some initiative as the group works towards the same objective? How does this activity relate to Bibi and her classmates coming together to stand up against the Bullies?

## Activity 2: Story Circle – What might happen next?

Hooray! The bullies will finally be taken to task by Mr Tweedle and the school, and they will be punished for their misdeeds. It all seems well with the world... doesn't it? Does the story simply stop there?

In this activity, your students will discuss and analyse each other's proposed sequels to the Pick-A-Hero narrative.



<b>Duration:</b> 15 to 25 minutes	<b>Suitable For:</b> 10 years old and above	<b>Recommended Group Size:</b> 5 to 20 students
<b>Materials:</b> A whiteboard, and whiteboard markers in different colours (you could consider using an A2-sized piece of blank paper placed in the middle, with pens or markers, for smaller groups)	<b>Venue:</b> A room with ample floorspace, and minimal obstructions	

### Instructions

- All participants should sit in a circle, facing inwards and each other.
- Using the pens / markers, they will now – as a group – write one to two sentences detailing what they personally think would happen after the ending of the video. This can be done on the whiteboard, or on paper. They can present this in any way they choose, and they could illustrate their ideas as well.
- Once they are done, all participants should return, and sit back in the circle. There should now be a colourful collage of words and doodles on the whiteboard / piece of paper.
- Spend some time exploring each of the suggestions put forward and ask your students to offer more details if needed.
- If possible, draw and categorise them into groups (such as characters, perspectives, storylines, et cetera) that might offer more structure in the discussion.
 

- For example, sentences that mention the bullies turning over a new leaf, or returning to seek revenge, or a backstory explaining why the bullies are the way they are – they could be grouped under the heading 'PERPETRATORS'. The class can proceed to talk about these possible scenarios, and how likely they are in reality.
- As an extension, why not let them direct, improvise, and perform their own ideas as scenes in a hypothetical Pick-A-Hero sequel?
 

**Hot Tip:** You could incorporate some elements from the 'Take a New Picture' activity that was introduced in Episode 6, to allow for more participation and interactivity.

### Reflection

After examining the suggestions presented, have students share their reasonings behind them. Lead into school and external support –and have students reflect how such support systems could have changed the story dramatically. Conclude the activity, by sharing the relevant resources and personnel available in your school.

# Summary

## Moving Forward

Watching these videos, and carrying out these activities, are just some of the many first steps we can all take towards effectively navigating cyberbullying in our communities. We hope that this companion to the Pick-A-Hero series has provided you with a few ideas regarding the different ways you could broach this urgent topic – with your students and fellow educators alike. There is so much more we could do, and it all starts with engendering a space for discussion.

The school environment is a fantastic place to spark this conversation. As was previously mentioned, your students could be given the opportunity to write, perform, and film their own sequels to Pick-A-Hero; this allows them to suggest themes they would like to explore, and to have more creative ownership in the effort against cyberbullying. Alternatively, you could consider starting an anti-cyberbullying campaign by putting up posters or setting up a social media channel sharing about the dangers of cyberbullying and the various support systems available.

This allows students to interact with the issue in a more tangible manner and to understand about navigating the dangers inherent in the online sphere.

Learning through play is one of the core tenets of our work here at Singapore Repertory Theatre, and we look forward to seeing how this programme could expand within your classroom.

To identify and understand more about the different types of cyberbullying, and other possible prevention and intervention strategies, you can find more resources here:

1. Bully-Free Programme by Singapore Children's Society: [bullyfree.sg/children-youth](http://bullyfree.sg/children-youth)
2. Samaritans of Singapore: 1800 221 4444
3. Coalition Against Bullying for Children and Youth: [cabcy.org.sg](http://cabcy.org.sg)
4. Tinkle Friend: 1800 2744 788
5. ECounselling Centre: [ec2.sg](http://ec2.sg)

Thank you once again for using our Learning Pack, and we hope you and your students had a great time with it!

