LET ME PLAY

A PLAY FOR STICK PUPPETS

By Barbara Roy

AUDIENCE: Appropriate for elementary school students.

RESOURCES/MATERIALS NEEDED:

Puppets: Download a print copy of each member of the Club Crew from http://www.pacer.org/bullying/bpaw/schoolsab.asp. Cut out each member of the cast and attach to a craft (Popsicle) stick.

Stage/Theater: Create a stage by turning a large table on its side. Students can draw and color a setting for the front of the table. The setting could include the name of the play or a scene. Actors hide behind the table, and the puppets appear over the edge.

PURPOSE: The role play is an interactive method designed to creatively engage elementary school children to learn options for handling bullying situations.

GOAL: Children learn what to do when they see bullying or are bullied.

CAST: Mrs. Bridge, Carmen, Chandra, Molly, Sally, Shannon, Brad, Jay, Matt, Mickey, Nick, and Pip.

THE PLAY

(The crew is at recess or at the park.)

BRAD: Hey! Come over here everybody! Let’s get a basketball game going!

SALLY: (comes over in her wheelchair) OK. I want to play! That sounds like fun!

BRAD: Not YOU! You can’t play sitting in that weirdo red wheelchair of yours.

CARMEN: Sure she can! Why can’t she play?

BRAD: Because she will ruin MY game, that’s why!

MICKEY: May I play?

BRAD: No, you cannot!

MICKEY: But I played basketball for Special Olympics.

CHANDRA: That’s mean, Brad. Sally and Mickey want a chance to play, too. Remember, kindness is important.

JAY: How about me?

BRAD: Of course not. You can’t hear.

SALLY: Well, who can play with you, Brad?

BRAD: Only people like me can play.

CARMEN: Brad, nobody’s the same as you. Everybody’s different.

BRAD: I don’t care. I still get to decide who can play, and I only want people like me!

CHANDRA: Brad, if only people who were exactly alike could play, then no one could play together.

SALLY: That’s right. If everyone had to be the same, then everyone would have to be in a chair and be able to do spin and do wheelies like I can! (She demonstrates.)

JAY: If everyone had to be the same, then everyone would have to be able to sign their moves...
secretly to your team to confuse the other side like I can! *(He signs something.)*

MICKEY: If everyone had to be the same, then everyone would be in Special Olympics like I was!

CHANDRA: Everyone would have to wear glasses like me!

MATT: Everyone would have a striped shirt like me!

PIP: Everyone would have to be furry with whiskers, like ME!! *(Squeaks.)*

CARMEN: See, Brad, everybody’s different. We are all special and unique. We’d all have to play alone.

*(Brad looks sad and starts to leave.)*

JAY: Or we could be friends and all play together.

MOLLY: Hey, Brad!! Come back! Let’s count off by 2’s and play a game.

MICKEY: I’ll play forward.

SALLY: I’ll be a guard. Will you, too, Chandra?

CHANDRA: Sure! Brad, will you be center?

BRAD: *(returns gratefully)* OK. Thanks for being so nice to me. I wasn’t very nice to all of you, was I?

CHANDRA: You know what the crew says—Kindness is important.

SALLY: Everybody is different in some way and that’s cool.

CARMEN: And if everybody is kind to each other, everybody wins.

MICKEY: I still want to play. Doesn’t everyone?

ALL: Yes!!

Each of you has a special thing you can do,

It is good to work together as a crew.

And remember you will find,

Life is nicer when you’re kind.

**THE END**

**POST PLAY ACTIVITY:** Invite each student to enter the Kids Against Bullying contest at [http://www.pacer.org/bullying/bpaw/schoolsab.asp](http://www.pacer.org/bullying/bpaw/schoolsab.asp)

**POST PLAY DISCUSSION:** Students can benefit from group discussion about the how the bullying scenario was handled in the play and by brainstorming other methods to handle the situation. Questions for the group could include:

- What was the bullying scenario in the play?
- Who was involved in intervening in the situation? What did they do?
- What are other options for handling the situation?

In discussing options, it is important to note that students often will decide on “direct confrontation”, such as telling the person bullying “to stop.” This can be effective, but for many students is the most difficult method to implement. Encourage students to reflect on indirect options—such as asking the other student to play or telling them “that no one deserves to be bullied.”

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*PACER Center’s Bullying Prevention Project is for all children, including children with disabilities, and promotes bullying awareness and teaches effective ways to respond to bullying. Visit PACERKidsAgainstBullying.org.*