



Herb and Lois Walker's

**SCRIPTS FOR SCHOOLS**

# **The Bully's Choice**

An Anti-Bullying Script Based  
on Some Restorative Justice  
Guidelines

**Choral Version**

**[www.scriptsforschools.com](http://www.scriptsforschools.com)**

## **The Bully's Choice**

By Lois Walker

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### **ESTABLISHING THE RHYTHM**

To find the proper rhythm for this piece, first read-aloud and clap through the sections as you go. Each underlined word or word part falls directly on a beat. As you read, clap on each underlined word, keeping the rhythm steady. Be careful not to read too fast!

This is a rehearsal technique and readers will not clap throughout these sections during performance. After you have established the beat, it is time to start interpreting, experimenting, and having fun with the words by varying tempo, volume, inflection, and expression.

**FORMATTING:** This Choral Reading/Speaking script has been formatted is formatted for 1 to 5 SOLO READERS (use the same solo reader for the solo lines or assign 5 different solo readers), ALL GIRLS, ALL BOYS, AND ALL.

**RESEARCH:** Descriptions of bullying behavior and Restorative Justice suggestions for student involvement in stamping out this kind of behavior came from a variety of online resources. However, most of the information came from an online PDF pamphlet entitled "**Safe to Learn:** Embedding anti-bullying work in schools". More information can be found at: [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

**GUIDE:** A free Choral Reading/Speaking Teacher's guide may be found online at: <http://www.scriptsforschools.com/90.html>

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### **Verse 1**

ALL:                    When a bully strikes  
                             Does something we dislike,  
                             Does something mean and cruel,  
                             We're all hurt...

ALL GIRLS:               The bully,

ALL BOYS:               The bullied,

ALL:                       And everyone at school!

SOLO READER:           So, ask that bully...

*(Draw out the following question as indicated, putting the emphasis on the "ha" in the word "happened").*

ALL:                       Whaaat happened?

ALL GIRLS:               What were you thinking,  
What do you think now?  
Who do you think was hurt,  
And do you know how?

ALL BOYS:               We're always making choices  
Morning, noon, and night...  
So now what do you chose to do  
To put things right?

ALL GIRLS:               Now what do you chose to do  
To put things right?

## Verse 2

ALL:                   It's up to us to heal the harm,  
                          To stand together, arm in arm,  
                          To think about just how we feel,  
                          We feel about...

ALL GIRLS:           The bully,

ALL BOYS:           The bullied,

ALL:                   And all who need to heal!

SOLO READER:       So, ask that bully...

ALL:                   Whaaat happened?

ALL GIRLS:           What were you thinking,  
                          What do you think now?  
                          Who do you think was hurt,  
                          And do you know how?

ALL BOYS:           We're always making choices  
                          Morning, noon, and night...  
                          So now what do you chose to do  
                          To put things right?

ALL GIRLS:                Now what do you chose to do  
To put things right?

**Verse 3**

ALL:                        When bullies misbehave,  
It's our job to be brave.  
We cannot turn our backs,  
And ignore...

ALL GIRLS:                The bully,

ALL BOYS:                The bullied,

ALL:                        Or disregard the facts.

SOLO READER:            So, ask that bully...

ALL:                        Whaaat happened?

ALL GIRLS:                What were you thinking,  
What do you think now?  
Who do you think was hurt,  
And do you know how?

ALL BOYS"                We're always making choices  
Morning, noon, and night...  
So now what do you chose to do  
To put things right?