

THAT'S WHAT BULLIES DO
A Readers Theater Script in Rhyme

Written and Formatted by Lois Walker
For Intermediate and Upper Intermediate Students

ANTI-BULLYING PLEDGE:

This script was conceived and written as a way to involve student readers in a campaign to stamp out bullying. The "pledge" referred to in the script is an Anti-bullying Pledge that concerned students are asked to sign. A copy of the pledge can be found at the end of this script and can also be found online at:
www.drphil.com/advice/bully/students.html

FORMATTING AND READER PARTS:

This script is formatted as a read-aloud piece and contains a simple Readers Theater staging suggestion below. The piece is written for 8 solo readers, but can easily be reassigned so that either a smaller or slightly larger group may participate.

ESTABLISHING THE RHYTHM:

To find the proper rhythm, first read-aloud and clap through the piece 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 the entire piece during performance. NOTE: There are a number of times during the reading when readers are asked to clap and these are clearly indicated below. Example: Clap, clap, clap/clap/clap (Count: one, two, 123).

READING WITH EXPRESSION:

It's important to read with expression both vocally and physically. Use your voice, facial expressions, and gestures to give the reading energy and make it come alive for your audience. Keep up the pace and rhythm, but don't be afraid to slow down occasionally for dramatic effect. Above all, work as a team and practice the piece over and over until all readers are comfortable with their parts and able to anticipate what will happen next.

AUDIENCE PARTICIPATION:

Older readers performing for younger students may wish to encourage their listeners to join in on the clapping and repetitive line: THAT'S WHAT BULLIES DO!

READING POSITIONS:

All readers enter and position themselves behind music stands.

(Music stands are helpful in this type of performance since they allow scripts to rest on stands and free each reader's hands for gesturing and clapping as indicated in the script).

Readers face audience. When all are in position, readers turn in unison and face away from the audience (BTA – Back To Audience).

VERSE 1

(READERS 1, 2, 3 turn to face audience
and the reading begins):

READER 1: Pushing, pulling, picking on,

READER 2: Hitting, holding, Sitting on,

READER 3: Punching, poking, Spitting on,

ALL READERS: THAT'S WHAT BULLIES DO!

(Clap, clap, clap/clap/clap)

ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 2

(READERS 4, and 5 turn to face audience):

READER 4: And sometimes they invade your space

And sometimes grab your pencil case

READER 5: And leave you feeling out of place.

ALL READERS: THAT'S WHAT BULLIES DO!

(Clap, clap, clap/clap/clap)

ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 3

(READERS 6 and 8 turn to face audience):

READER 6: Making fun of, never pleasing,

Taunting, laughing,

READER 8: Ever teasing,

 Friendly talk, forever freezing,

ALL READERS: THAT'S WHAT BULLIES DO!

 (Clap, clap, clap/clap/clap)

ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 4

READER 1: And sometimes they insult your race

 Are sometimes rub it in your face

READER 7: And leave you feeling in disgrace.

ALL READERS: THAT'S WHAT BULLIES DO!

 (Clap, clap, clap/clap/clap)

ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 5

READER 2: Name-calling, causing stress

READER 6: Excluding someone too, I guess

READER 3: Ignoring someone in distress?

 (Reader 3 pauses and looks around,
 waiting for an answer).

**ALL READERS
(except 3): YES...**

ALL READERS: THAT'S WHAT BULLIES DO!

 (Clap, clap, clap/clap/clap)

ALL READERS: THAT'S WHAT BULLIES DO!