



# Urban Improv

## *What Happens at a Bullying Assembly or Workshop?*

<b>1) Opening Song</b>	<i>Each workshop begins with an original song based on the theme of the workshop.</i>
<b>2) Setting the Scene</b>	<i>The actors then move into a prepared scene on the topic. As the scene develops, the director pauses the action, inviting students to discuss what they are observing, and what the characters might be feeling.</i>
<b>3) Freeze!</b>	<i>The scene develops and reaches a point of conflict. At the height of the tension, the director freezes the action.</i>
<b>4) Students Step In</b>	<i>The director invites a student into the scene to replace an Urban Improv actor in the conflict.</i>
<b>5) Addressing the Conflict</b>	<i>The student, now playing the role of a central character, takes control of the scene, making pivotal decisions that affect the outcome of events.</i>
<b>6) Discussion</b>	<i>After participants take turns stepping into the scene, a discussion with the audience follows about the choices made, the consequences that followed, and alternative options available in similar situations.</i>

### Bullying Themes and Questions

- What is Bullying? Why do people bully?
- Inclusion/Exclusion: *What role do cliques play at your school?*
- Understanding of Dynamics Around You: *What do people tease others about?*
- What Role Do You Play: *Do you laugh? Do you stand up for the person?*
- Empowering People to Step Forward
- Role of Bystander: *How can you step forward without putting yourself at risk?*
- Who can you turn to if you are being bullied?

### Sample Scenes

*(cyber-bullying for older audiences)* Two friends, Faith and Merle, have an argument; in retaliation Merle posts an inappropriate video of Faith online. At school the next day Faith discovers that the entire school has seen the video and commented about it. Faith confronts Merle about posting the video. Merle shrugs it off and says it's no big deal.

*(bullying/scapegoating for younger audiences)* During class the teacher introduces a new student "Marty Roaché." After the teacher mispronounces his last name as "Roach" several students start to make fun of Marty. Another student tries to support Marty and then gets teased. At the end of the day the teacher assigns a group project and places Marty in a group with one of the bullies. Can they resolve the conflict?

*(faculty/staff)* A series of interactive scenes demonstrating ways to address bullying as it occurs. This presentation helps faculty/staff develop skills to identify and respond to bullying in an appropriate and consistent manner.

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