

Use of Drama Programmes in Tackling School Bullying:

A Whole School Approach of OAE in Students' Reflection, Interaction between School Environment and Person

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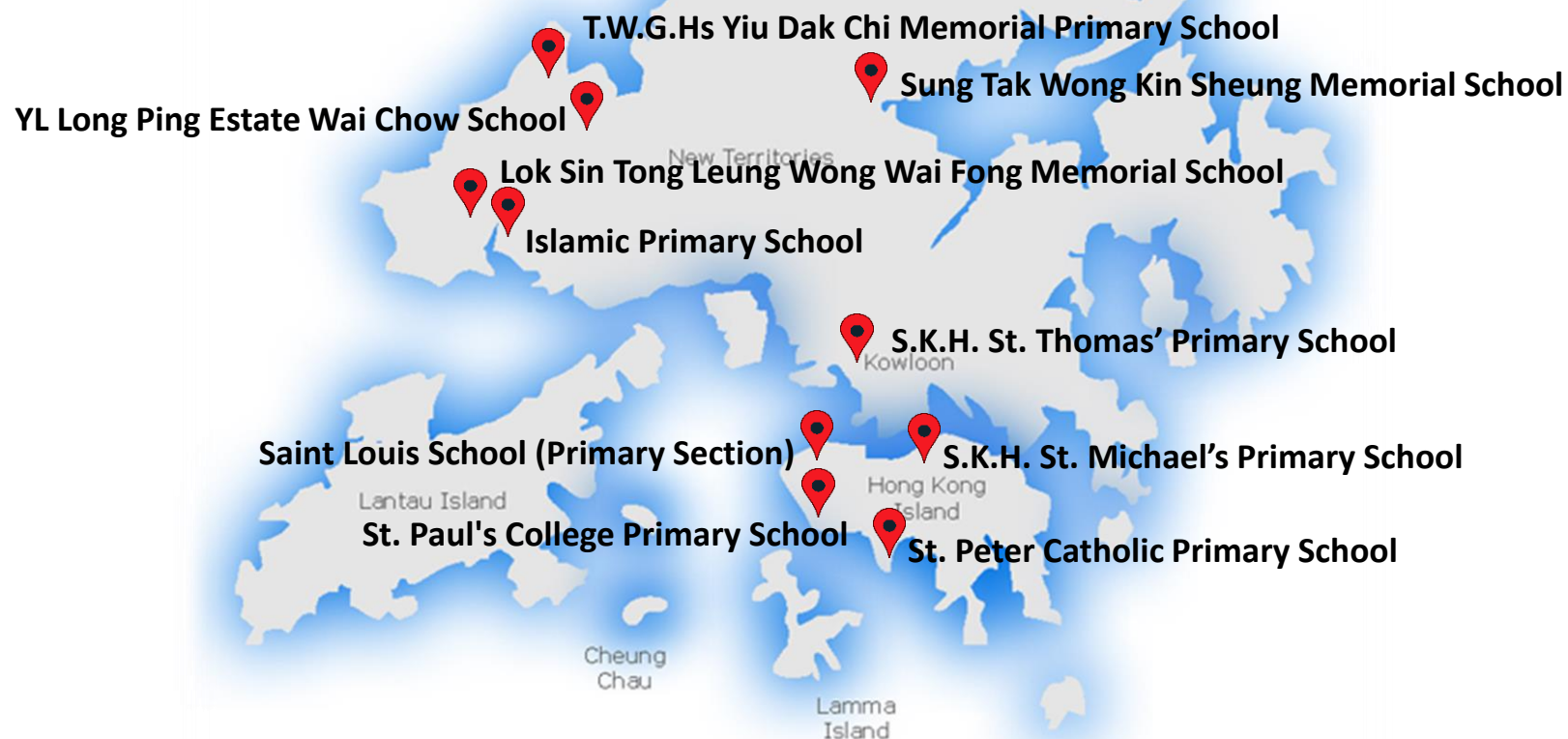
Project Officer BGCA.

Project 友愛 Respect 總動員

- A preventive and innovative project that takes a whole-school approach to tackle bullying problems, with the aim to gradually cultivate a respectful and caring school culture at 10 Primary schools in 3 years.

Strategic partner and sponsor:

10 Local Primary Schools as Seed Schools

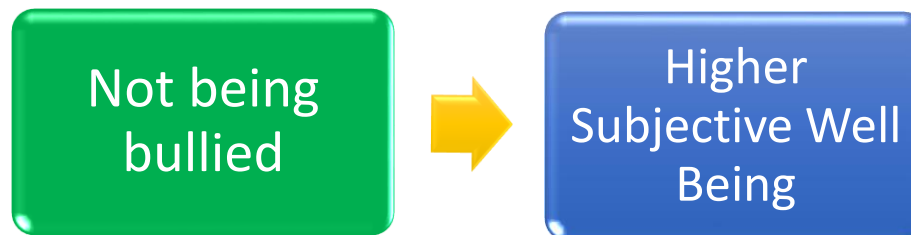




(Nansel et al. 2001; Sraubstein et al., 2006; Klomek et al., 2008)



(Konu et al., 2002)



School-based
Drama Effectiveness

Increase **Knowledge** and Positive **Attitudes** (Joronen et al., 2008)

Positive Effects on Social **Skills** (Wright, 2006; Wright et al., 2006)

Positive **Experiences** in Social Health – increased self-knowledge, team work skills, empathy and empowerment (Toivanen, 2002; Hakamies, 2007)

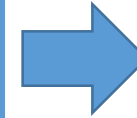
Helps **Emotional** Expression and Emotional Regulation (Moneta and Rousseau, 2008)

Enjoyed by Participants (Perry et al., 2002)

Johnson, 2001

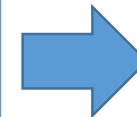
Using Drama on Anti-Bullying

Give space to articulate and respond to emotions concerning bullying



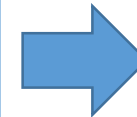
Model and practice non-violent responses to aggression

Consider the consequences of one's actions



Empower children to stand up to bullying

Channel energy into performance



Social Awareness

Innovative Service Model in Whole School Approach



Program to enhance social relationships &
anti-bullying (Joronen et al., 2011)

Applied Drama/Theatre

Theatre

- Theatre of the Oppressed -- Forum Theatre, Image Theatre, Newspaper Theatre, Invisible Theatre, Legislative Theatre, Rainbow of desire
- Playback Theatre
- Theatre in Education -Prison Theatre, Museum Theatre

Drama

- Drama in Education- Literature, Language, Problem solving, Cultures, etc...
- Drama Therapy
- Psychodrama , Sociodrama
- Process Drama
- Enthnodrama

- Forum Theatre:	The performance serves as rehearsal for real life, where participants can develop tactics to fight the oppression they face.
Theatre in Education:	Refers to a style of theatre, which brings audiences of young people face to face with the actors in an interactive theatre piece designed around the exploration of a particular idea. example: Prison Theatre, Museum Theatre, etc...
Drama in Education:	develop a specialized knowledge of the fields of drama and theatre in education, the ability for sustained engagement with communities of learning, as well as a working knowledge of school systems (Brook University)
Drama Therapy:	"Under the guise of play and pretend, we can - for once - act in new ways. The bit of distance from real life afforded by drama enables us to gain perspective on our real-life roles and patterns and actions, and to experiment actively with alternatives." (Renee Emunah, PhD, RDT/BCT)
Psychodrama:	offers the opportunity to practice new roles safely, see oneself from outside, gain insight and change (British Psychodrama Association)

Spectrum

Cultural - Social - Self - Internal



Forum Theatre

Drama/Theatre in Education

Drama Therapy/ Psychodrama

Applied Drama/Theatre

Aim:	To free one self Mentally and Physically, in order to Learn, Understand, Practice, Explore and Transform
Technique:	Sound and Movement, Role playing, Actions, Concretization, Writing, Reading
Emerging:	Emotions, Thoughts and Ideas, Empathy, Engagement, Identification, Metaxis, Transformation

Forum Theatre in OAE model

Forum Theatre is a technique pioneered by Brazilian radical Augusto Boal.

Observation

- A scene, that usually indicates some kind of oppression, will be shown twice.

Action

- During the replay, any member of the audience ('spect-actor') is allowed to shout 'Stop!', step forward and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome.

Education

- The other actors remain in character, improvising their responses. A facilitator (Joker) is necessary to enable communication between the players and the audience.

Observation

- To remind students observing what had happened in the scenario.
- To arouse common concern to solve the problems through action.



Scene 1 – on the playground



What had happened?

- Ah-on was teasing Hung as a “Boogers Monster”.
- Hung was instructed to count 1 to 100 in different languages, whilst no one was involving in the game.
- Although Shan and Nam did not seen Hung pick his nose, they supported Ah-On to laugh at him.
- Hung had been isolated among his classmates.

Put thoughts to “Action”

- To encourage students to call for a “STOP”. It became a signature sign to stop bullying in school environment.
- To facilitate students to step forward and to replace any characters in the scene.



Intervene to make some changes



What did the audience (Spect-actor) do to make change?

- The audience took the place of Shan.
- She tried to stop the quarrel between Ah-On and Hung.
- She advised Ah-On to stop teasing Hung, and at the same time, suggested Hung paying attention to his personal hygiene.
- The characters in the scene kept improvising their response to facilitate her action.

Facilitating Student Reflection

- Adrian Jackson says as a facilitator you shouldn't concern yourself too much with the terms 'should' and 'would'. 'Could' is a much better term - it opens up possibilities, questions what's possible, doesn't pass judgement.
- Engages the audience both on and off stage in conversation throughout the process.
- Exploring consequences of an action after the play.



Facilitating reflections



What did the facilitator (Joker) do?

- The facilitator unfolded her thoughts by asking questions.
“I saw you stunned when Nam pushing you to start the game. What have you been thinking at that moment?”
- He clarified the student’s feeling by asking “I’m curious about...”.
- He allowed other student to join the helping process by giving her tissues.
- He encouraged the exploration of consequences of an action.
- He encouraged to put thoughts into action in a safe and non-judgmental place.



Drama workshops for Teachers

Observation



Collective Ideas



Collective Actions



Intervention



Drama Workshops for Parents

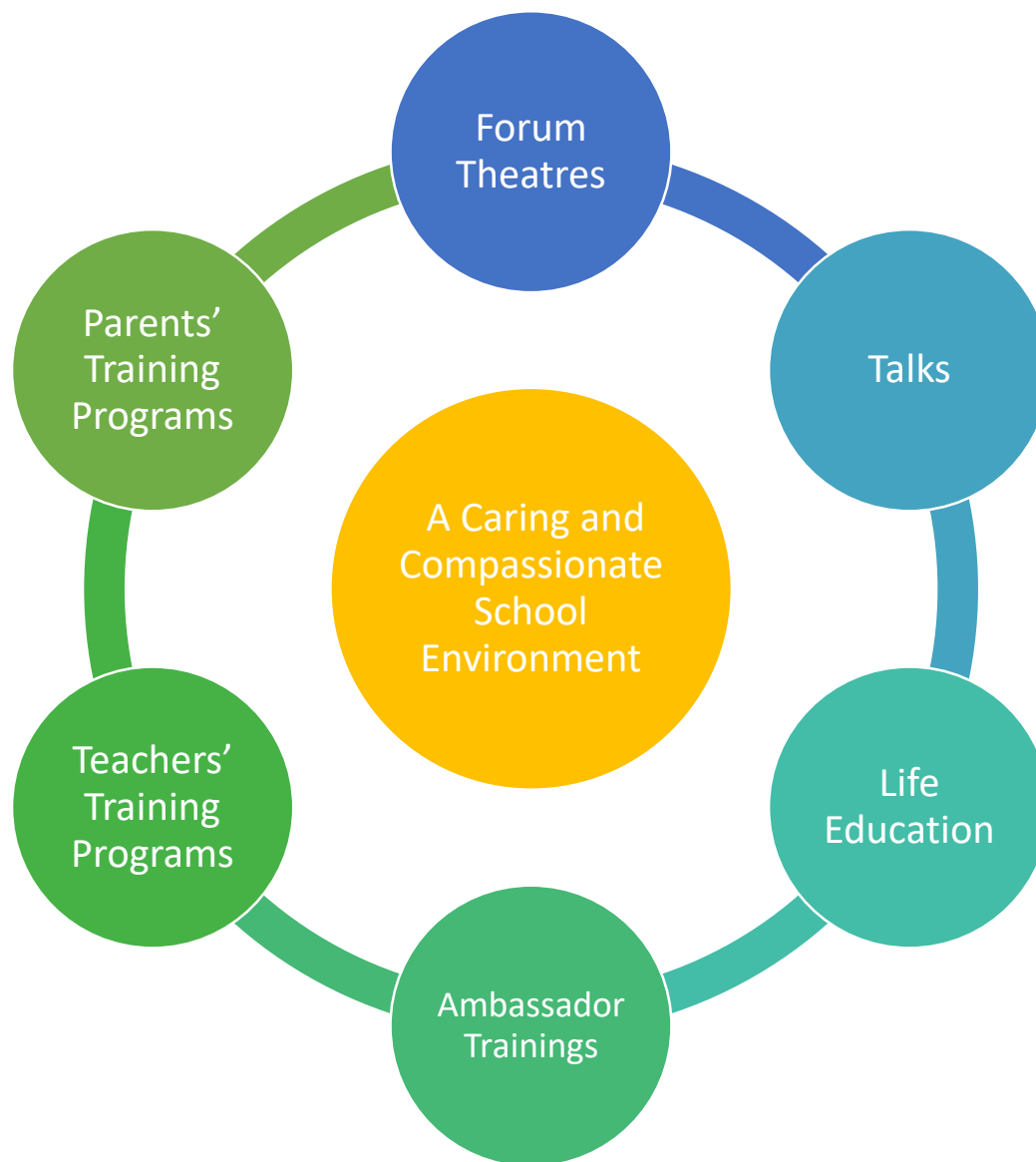
Observation



Resources

Mutual Support

Collective Ideas



Application of OAE in Whole School Approach

Programs	Observation	Action	Education
Forum Theatres (Students, Teachers, & Parents)	Dramas	Intervention, Collective ideas	Collective Action- Call for a Stop in Bullying
Talks	Story-telling	Interesting rituals, Interactive questions	Commitment- for a bully-free environment
Life Education	Quality Time Sharing from Teachers	Interactive art jamming Class Meeting	Build connections & classroom norms
Ambassador Training Programs	Role Models	Fun Day, School Performance, Service	Empowerment- stakeholders to maintain and enjoy peaceful school environment

Interactive Student Talks



Interesting rituals and activities



Interaction

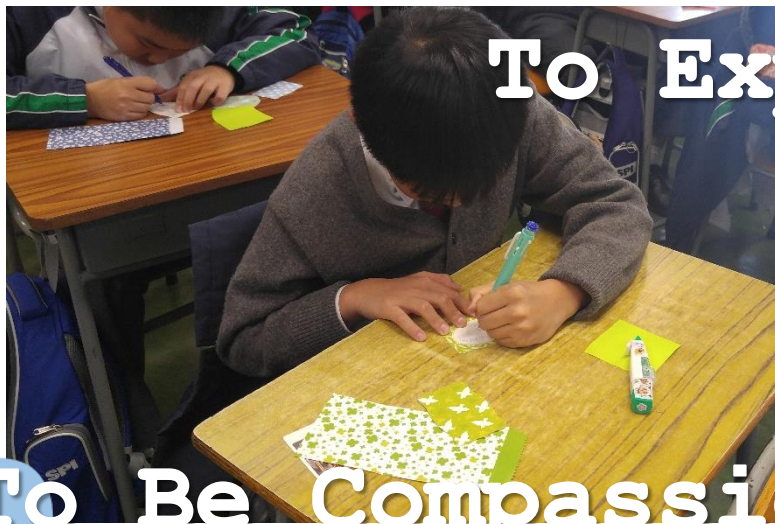
Action @ Life Education

To Express Feelings

To Be Compassionate

To Resolve Conflicts

Celebrate Diversity

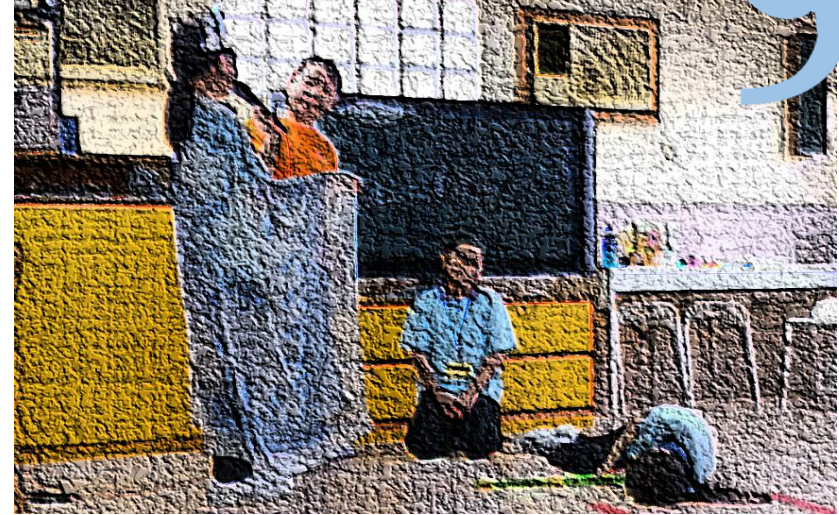


Ambassador Training Sessions

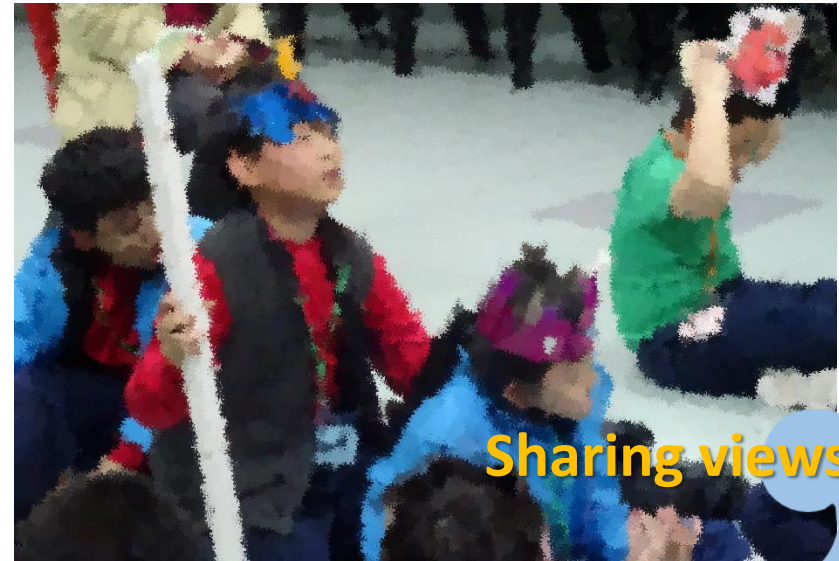
To Ustand against Bullying



Role-playing



Facilitating reflections



Sharing views

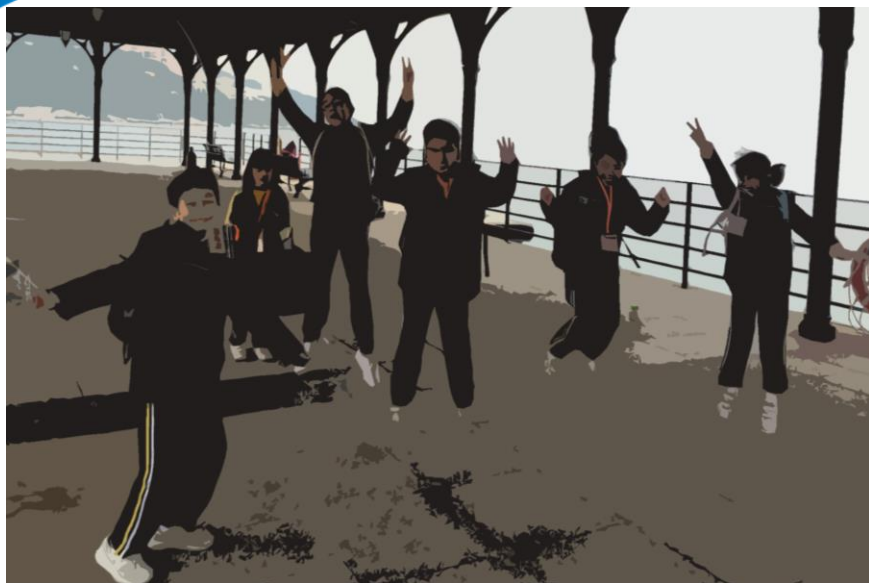
Action @ Schools



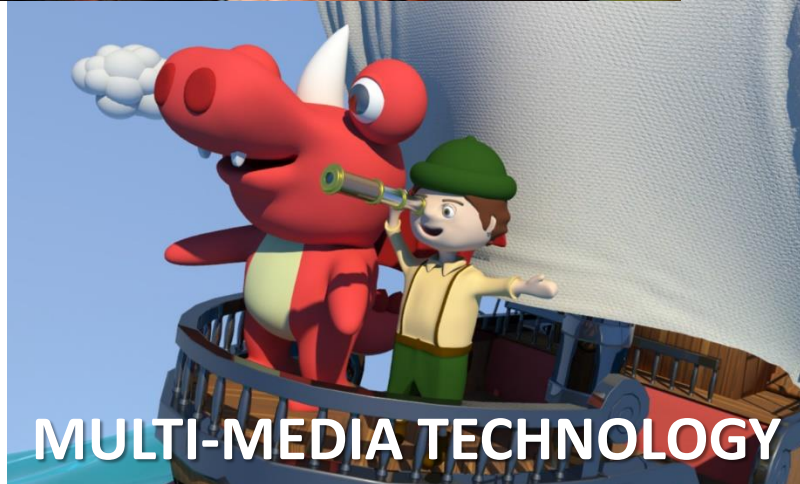
Action @ Family



Action @ Community



Use of Expressive Arts in 5 Ways



Jackie and the magic dragon



Support from Like-minded Collaborates

We had a successful start with the Kick-off concert in June 2015. Peter Yarrow, the Legendary Peter, Paul, and Mary, and over 800 participants from local primary schools, NGOs, education sectors and other caring companies, including Consulate General of the United States, Education Bureau, Lee Hysan Foundation, The University of Hong Kong - Department of Social Work and Social Administration, shared our call for a bully-free environment for our children.



Feedbacks

from students' drama workshops

9. 其他意見:

互動強 反應好

9. 其他意見:

學生表現投入。

9. 其他意見:

辯很吸引, 謝謝你們, 孩子很投入欣賞, 也很尊重。

9. 其他意見:

欣賞工作人員和演員能配合孩子的高度(在台上表演時)
常付減低小朋友的緊張。

9. 其他意見:

大部份學生都看得很投入這工作
均引起學生關注關愛校園。

- 80% teachers agreed that interactive drama encourages students to put ideas into action when resolving conflicts. They are able to learn appropriate attitude to deal with ridicule and calling names.

Feedbacks

from teachers' drama workshops

3. What did you like the best in the seminar?

Very interactive & fun ☺

4. What did you like the least in the seminar?

acting (roleplay)

5. Other:

3. What did you like the best in the seminar?

Atmosphere

4. What did you like the least in the seminar?

Not enough time for warmup

5. Other:

3. What did you like the best in the seminar?

Encourage myself to aware more about anti-bullying

4. What did you like the least in the seminar?

What did you like the best in the seminar?

Adding the 'stop & replay' intervention.

What did you like the least in the seminar?

- 81.3% of teachers agreed that they possess more reflection on handling students' conflict.
- 78 % of teachers gain sufficient information on anti-bullying
- 80 % of teachers showed positive on the usefulness of activities we suggested.

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攜手共建關愛校園 齊心培育尊重友愛新一代

Joining Hands For A Caring And Compassionate School Environment

Nurturing Children To Affirm Acts Of Love And Care

Thank You! ☺

