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SCRABBLE®

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 PACER.org/bullying/bpaw/schoolsab.asp. Cut out each member of the cast and attach to a craft (Popsicle) stick.

Letters: Print out block alphabet letters on 3x3 cardstock.

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 in the classroom.)

MRS. BRIDGE: Good morning, Crew!

CREW: Hey, Mrs. B!! Good Morning! Hi!! What's up for today??

MRS. B: Today we are going to solve a puzzle by playing the game Scrabble®.

MATT: Huh? Say what???

PIP: SQUEAK???, *(meaning, "what's Scrabble®?")*

MRS. B: Scrabble®. It's a word game.

CHANDRA: I know that game! Everyone gets some letters, and you try to make words out of them.

MRS. B: That's right. I'm going to give you some letters, and you see what sort of words you can find using them.

MATT: And the winner is whoever makes the most words!! That will be me!! Super Matt!!
(The Matt puppet "flies" around.)

MRS. B: Well, not exactly, Matt. In this version of the game, everyone can win, if you figure out the words correctly.

BRAD: What kind of game is that? Games have to have winners and losers . . . like baseball . . . which I rock at, by the way!!

SHANNON: *(yawns)* Let's start, OK? I'm falling to sleep here.

CARMEN: I think it sounds like fun! Let's do it!!

MRS. B: I will get the letters.

BRAD: (*whispers to MATT and SHANNON*) You guys can be my posse, and the three of us can rule in this silly game!! Grab all the letters you can! (*MATT and SHANNON agree.*)

MRS. B: Here are your letters, Crew. Remember EVERYONE can win this game.

Now everyone take a letter. Get ready, get set . . . (*But before she can say “go”—MATT, BRAD, and SHANNON grab the most of the letters and retreat to the far side of the stage.*)

CHANDRA: Hey! You guys took more than your share of the letters . . . come back here!

MATT: No way!! We’re going to win this game!

SHANNON: Yeah. You still got a few letters. (*laughs*)

BRAD: Just buzz off and work with the letters you have.

MATT: Make some teeny tiny words! While we make the big winning words over here! Super Matt strikes again!!

(*The other crew members are on the far side of the stage, they look at their few letters—they hold them up . . . all are vowels. Meanwhile, on the other side of the stage ---*)

SHANNON: OK. Here’s a good word-FSSR. That spells “fisher”.

MOLLY: Shannon, that doesn’t spell “fisher”.

JAY: That doesn’t spell anything.

NICK: It’s just sounds . . . fssssrrrr

MICKEY: It sounds like a balloon running out of air . . . fssssrrr.

BRAD: Well, there must be some good words here in all these letters. How about this one ---GNS.

JAY: What does that spell?

BRAD: It doesn’t spell anything exactly. It’s an abbreviation for Great! No School . . . GNS!!

ALL: (*Laugh at Brad . . .*)

BRAD: Shut up, losers!

SALLY: You know what the problem is? You guys don’t have any vowels. That’s the trouble.

MOLLY: That’s right. You can’t make words without vowels. Right, Mrs. B?

MRS. B: I’m afraid that’s right, Molly.

CHANDRA: And, look. We have only vowels on this side.

MICKEY: We better team up and work together!

MRS. B: Great point, Mickey! And here’s another clue. If you put all your letters together correctly, it will spell out one very important sentence. Can you solve the puzzle?

MATT: I got a better idea. How about you guys just give us your vowels.

JAY: No way, Matt. Let’s do this by working together . . . the whole crew.

SALLY: I’m sure it will be easier that way, too. Sharing is the best way.

BRAD: I don’t know . . .

(*But, the two sides of the stage are moving to the middle.*)

NICK: Look...if we use your letters and this “I” from our side, we can make S-I-N-G. Sing.

BRAD: OK.

SHANNON: And, we can put these together and make H-U-R-F-S . . . hurfs?

MATT: That's it! HURFS SING!! That's the answer!!

MICKEY: What's a hurf???

CARMEN: No. That's not it.

MATT: See? This isn't working? Just hand over your letters and let Super Matt do this!!

NICK: No, let's not give up. I think I see a word . . . F-U-N. Fun.

BRAD: Are we on the right track, Mrs. B?

MRS. B: You are, Crew. Fun is one of the words.

JAY: Here's I and S . . .

MICKEY: Is!!

CHANDRA: Blank .IS FUN . . . what letters are left?

MOLLY: H S G N R and I

SALLY: S-H-R-I-N-G . . . shring?

CARMEN: Shring is fun? Are you sure there aren't any more letters?

SHANNON: Everybody look around. See if we dropped any letters.

(PIP pops up carrying the letter A.)

MICKEY: Pip!!

PIP: Squeak? Squeak?

ALL: (laugh)

CHANDRA: I see, not "shring" but . . . S-H-A-R-I-N-G

NICK: Sharing is fun!!

MATT: Is that it, Teach?

MRS. B: That's it, Crew!! You did it by working together and sharing your letters and your brains!! Wasn't it easier when everybody cooperated?

PIP: Squeak!!

BRAD: No, Pip, you really weren't much help this time!! (All laugh.)

ALL:

Playing Scrabble® helped us see

That "I" is not as good as "WE."

The Crew will show you when you're done,

Everyone knows that SHARING IS FUN.

THE END

POST PLAY ACTIVITY:

Play Scrabble® like the crew! Decode these sentences.

FERCEESDIFN REA OCOL (Differences are cool.)

ULYNGILB RTSUH (Bullying hurts.)

SENSDIKN SI TNTPROAMI (Kindness is important.)

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 it 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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