



Scripting Lesson Plan 1

Training Objectives

- The student will learn the meaning of “Scripting.”
- The student will learn about situations in which he can use a script.

Materials

Model Me Confidence and Bullying Prevention DVD
 Model Me Confidence and Bullying Prevention CD-Rom
 Home Instructions (Send to Parents)
 Model Me Confidence and Bullying Prevention Student Workbook

Introduction

Print for each student and go over the “Scripting” storyboard photos which may be found on the photo CD-Rom accompanying the video. These will be referred to as the Model Me Rules.

Model Me Rules for “Scripting”

- Practice What to Say
- Speak With Confidence
- Ready to Handle

Transition

We are going to learn how to do scripting.

Social Skills Activities

Video: Watch the Model Me Confidence and Bullying Prevention video chapter “Scripting” (With narration).

Review: Base a discussion of the video chapter on the questions below to ensure comprehension. You may need to pause and replay scenes when understanding is not complete.

Q: What kind of trouble is Conor having at school?

A: Being bothered by a classmate in PE.

Q: What did Conor’s dad instruct him to do when he was teased?

A: To say “whatever” and walk away.

Q: It’s not just what you say. Just as important as what you say is.....

A: How you say it.





Q: How does Conor speak in a way that shows he means what he says?

A: Stands tall. Stays calm. Speaks confidently.

Have each student fill in the What Do You Remember? worksheet. Go around the room and have each student read part or all of her answers to check comprehension of the video.

Discuss: Engage the students in a discussion on the following points:

- What is the purpose of scripting? This is a skill that allows you to have something ready to say so that you can handle teasing.
- Who can help you make up a script and practice it? Your parents, siblings, relatives, and friends are great people with whom you can role play a script.

Practice: Read the scenarios to the students. Have them divide into groups and choose a role. Engage in role play. Videotape the performances and have each students comment on their impressions of the scripts that were generated. Brainstorm alternative scripts that could be used.

Scenarios (You may change character names to accommodate student genders):

1. Ed and Nancy are sitting in the cafeteria eating lunch. Brett comes over and teases Nancy about sitting with Ed.
2. Caleb is in PE class. The class is playing basketball. Caleb goes to shoot and misses the shot. His classmate Andrew laughs at Caleb for missing the shot.
3. Ella and Theresa meet up with their friend Michelle after school. When Michelle walks over, Ella comments on the unattractiveness of the shirt that Michelle is wearing.

Have each student take turns playing different roles in each of the scenarios so that each student has the opportunity to experience different perspectives. You may videotape performances to solicit student feedback on the scripts that were generated and how they were performed. Brainstorm alternative scripts that might have been used.

