Taking a Stand Against Bullying

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

CA Health Standards:

Growth, Development, and Sexual Health

Standard 4: Interpersonal Communication **– 4.2.G** Use health and respectful ways to express friendship, attraction, and affection. **4.3.G** Demonstrate refusal skills to protect personal boundaries.

NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

PS.5.SM.1 – Students will be able to discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied.

PS.5.ADV.1 – Students will be able to demonstrate skills for persuading others to take action when someone else is being teased, harassed or bullied.

TIME: 60+ Minutes

MATERIALS NEEDED:

- Computer with internet access and speakers
- LCD projector and screen
- Handout: "Our Upstander Story" – one per every four students in the class, plus some additional copies (Note: There are two versions of this handout for variety; each group should receive only one)
- Homework: "Making a Difference to Stop Bullying" – one per student
- Sheets of lined notebook paper
- Be an Upstander https://safeshare.tv/x/ss5bfc371404085
- Start Smart: Bullying and What You Can Do! https://tinyurl.com/y7nxt57k
- Bullying and Teens: Take a Stand https://tinyurl.com/yasw82ya

ADVANCE PREPARATION FOR LESSON:

Optional Video Resources:

- Have the videos queued up to the start to avoid any ads or delays at the beginning.
- Log in to ed1stop and click on Learn360 before clicking on the links to the optional video resources below:
  - Start Smart: Bullying and What You Can Do!
  - Bullying and Teens: Take a Stand
- ***Note to the Teacher**: feel free to utilize these videos as a replacement for the ones below or in addition. Please note that if these videos are used as replacements the information in Steps 2 and 3 may need to be adjusted*.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Differentiate between the terms "upstander" and "bystander." [Knowledge, Skill]
2. Describe the four steps involved in being an upstander when bullying is happening. [Knowledge]
3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps. [Knowledge, Skill]
4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying. [Knowledge]

PROCEDURE:

STEP 1: Explain that you know that the students have learned about bullying over the course of their time in elementary school, both at school and out in the world. Tell them that today you are going to quickly review the different types of bullying and then focus on what they can do if they see someone else being bullied. (1 minute)

STEP 2: Show the following video on Being an Upstander: https://safeshare.tv/x/ss5bfc371404085.Once the video is done, say, "Okay, so Zed talked about something called an 'upstander.' Can someone remind me of what he said, and how that's different from being a 'bystander'?" Probe for the idea that they are both what they sound like – that a bystander sits or stands by while something else is going on and doesn't do anything about it. An upstander, however, will see something going on that's wrong and figure out a way to stand up for what's right – without putting themselves in harm's way or getting into trouble. Say, "Zed also shared four things you can do if you see someone being bullied. Can someone remind me of what those were?

Probe for:

- Be a buddy
- Interrupt the bully
- Speak out
- Tell someone

As the students share these four messages, write them on the chalk or wipe-off board. Explain that people can do some or all of these to help someone who's being bullied – but that even doing just one makes someone an upstander.

Say, "What we just saw was a cartoon – but we want to take what they were talking about and apply it to real life." (11 minutes)

STEP 3: Tell the students they are now going to come up with their own scenes that put those four things into practice.

Divide the class into groups of 4. Once they are in their groups, distribute one of the two worksheets, titled, "Our Upstander Story." Ask them to decide who will be the recorder for their group. Have that person write all of the group members' names at the top of the sheet.

Next, ask them to think of a scene they could create where someone is being bullied – and where an upstander makes a difference. They are then to create an actual scene that their groups will act out in front of the class to show upstander behavior. Be sure to tell them that there may not be time for every group to act out their scene.

Give them the following guidelines for the activity:

- They must use at least two of the four upstander steps listed on the board.
- They cannot come up with a scene in which the upstander(s) bully the bully, or get physical in any way.

Tell them you are going to give them about 12 minutes in which to create their scene by completing the worksheet as a group. Emphasize that you are expecting them to take working on this activity seriously. As they start working, walk around the room to give guidance or pass out additional sheets of paper if any groups make mistakes or wish to start over.

Note to the Teacher: *As you are walking around to check in, be sure to eavesdrop on the scenarios they are creating to ensure students do not use inappropriate language or create scenarios that are offensive or attempt to be funny or silly.* (13 minutes)

STEP 4: Call time and ask for groups to volunteer acting out their scenes. Remind the students that there may not be sufficient time to go through all of the scenes. After each, ask the class which of the four steps to being an upstander to bullying they noticed.
(10 minutes)

Note to the Teacher: *In some cases, some inappropriate language or humor you did not catch during their work time may come up. This could include profanity, such as the students calling the bully certain names. If this were to happen, interrupt the scene, ask the students in that group to sit down, and either "take over" the scenario – meaning, continue to discuss the example with the larger class – or simply move on to the next group. You can then address the inappropriate behavior with those students after class.*

STEP 5: Once all the groups have gone, or once there are 5 minutes remaining in class, ask: “What did all of the skits have in common?” The answers will be determined by what the students create; probe for, however, the concept that when there was an upstander in the situation, the bullying stopped.

Say, “Speaking up when you see someone else being treated badly or being hurt takes courage. It can be scary – but it’s really important. Sometimes, all you need to do is have the courage to run and get an adult who can come and make the situation stop. If no one’s nearby, however, now you have some other options for making this kind of behavior stop.”

Collect the worksheets with the scenes written on them. Distribute the homework sheets and ask them to complete them for the next class session. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The discussion following the video, as well as the creation of the skits, will help the teacher determine whether the students understand the differences between being an upstander and a bystander. The skit creation will enable the teacher to determine whether students understood the four bystander steps based on how they apply them to their scenes, which will be handed in at the end of class. The homework assignment will provide individual feedback on whether the last learning objective was met.

HOMEWORK:

Distribute the worksheet: “Making A Difference to Stop Bullying” and ask them to hand it in during your next class.

Taking a Stand Against Bullying

Homework

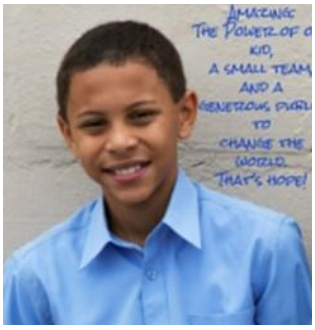
Name:_____ Date: _____

Directions: A lot of times, kids experience or witness bullying and don't feel like they can do anything to make a difference. That's not true! These are just a few of the many young people who have experienced or witnessed bullying, and used what they went through to work to reduce bullying toward other kids. Once you've read the descriptions, please answer the questions that follow.



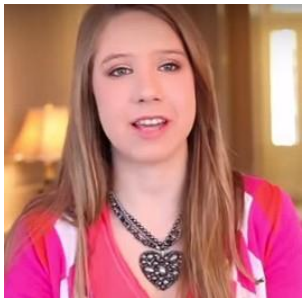
Vanessa VanDyke

At 13, Vanessa was teased by other kids because she wore her curly hair natural, without any products or treatment. She was told that her hair was a "distraction" and that she needed to style it differently. This made Vanessa feel awful about herself – so she and her family stood up on behalf of people who are made fun of just because of how they wear their hair by creating a line of natural hair care products for girls with naturally coily, curly, wavy, and kinky textured hair. They call it Vanessa's Essence Hair Care, and their mission is to make sure that no one is made to feel badly about how their hair looks just because it may be different from others'.



Jaylen Arnold

When Jaylen was 8, he was teased at school because he had motor and vocal tics associated with Tourette's Syndrome. That's a condition that causes people to make unwanted twitches, movements, or sounds. Instead of being discouraged by it, he stepped up and became a leader, starting a campaign called "Jaylen's Challenge" to stop school bullying. He accepts donations and sells anti-bullying wristbands that fund educational programs that help schools address bullying and teach students about accepting and celebrating differences. Celebrities who have worn Jaylen's bracelets include Leonardo DiCaprio, Anthony Anderson and Sam Waterston. (http://www.jaylenschallenge.org)



Brigitte Berman

As a middle schooler, Brigitte was taller than a lot of the other kids, and describes herself as a "geek" who was really into science. Because of these things, she was teased and bullied -- and witnessed others being bullied as well. She decided to do something about it. She wrote a book called "Dorie Witt's Guide to Surviving Bullying," which also has a website: http://www.doriewitt.com. When she was in high school, this "geek" became the youngest person ever to become involved in a NASA mission, and now gives talks at different schools about making bullying stop.

Questions:

1. All three of these students were harassed or bullied in some way. Their inspiration to make changes came from their experiences. How can students who are NOT being bullied stand up for those who are?

2. Vanessa created a hair care line; Jaylen sold money to support educational programs; Brigitte wrote a book. If you wanted to make a difference in bullying outside of your school, what would you do?

Our Upstander Story

Names: _____

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Calvin is a 5th grader who is bigger than the other 5th graders. Whenever he's around teachers, he's very nice and respectful – but the minute adults aren't looking, he trips kids in the hallway and steals their lunches. He has three close friends who tell the kids that if they say anything, it'll get ten times worse for them. Kids are fed up, but they're scared about what will happen if they try to do anything about it.

Questions:

1. What is the name of the upstander in your scene? _____

2. What is the name of the student who's being bullied in your scene? _____

3. How does Calvin bully that student? _____

_____

_____

_____

4. What does the upstander do in your scene to make the bullying stop? _____

_____

_____

_____

5. What two upstander skills does your upstander use to try to stop the bully?

a. _____

b. _____

Our Upstander Story

Names: _____

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Jenny, a 5th grader, is considered the most popular student at school. Everyone wants to be her friend. She doesn't like to focus on school work, and makes fun of anyone who actually likes and does well at school. For the past few months, she has focused on one student, who is very smart, but awkward. When that student gets a good grade, Jenny grabs the assignment after class, crumples it up, and throws it away. When the teacher's back is turned, Jenny throws something at the student or says something mean to them. Most of the other students in the class think this is funny and laughs along with her – but not everyone.

Questions:

1. What is the name of the upstander in your scene? _____

2. What is the name of the student who's being bullied in your scene? _____

3. How does Jenny bully that student? _____

_____

_____

_____

4. What does the upstander do in your scene to make the bullying stop? _____

_____

_____

_____

5. What two upstander skills does your upstander use to try to stop the bully?

a. _____

b. _____