

# LESSON 4

## Becoming an Upstander Unit Grade 6 • Ages 11-13

### TIME FRAME

Preparation: 5 minutes  
Instruction: 30-60 minutes

### MATERIALS

Cyber-bullying Role-Plays, cut apart before class, (p. 8)

RAK Journals

[Kindness Concept Posters:](#)

Assertiveness, Compassion, Respect

### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.6.1, 1b-d, 2; CCSS.ELA-Literacy.L.6.1

Colorado: Comprehensive Health S.4, GLE.3, EO.a,b,e; Reading, Writing and Communicating S.1, GLE.1, EO.d,e; Drama and Theatre Arts S.1, GLE.2, EO.b

SEL: Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision making

[Learning standards key](#)

## Cyber-bullying Roleplays

Students will act out different cyber-bullying role-play scenarios and discuss how an upstander might make a difference in the situation.

### Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

### Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**COMPASSION** Feeling empathy for and wanting to help another in need.

**RESPECT** Treating people, places, and things with kindness.

**ASSERTIVENESS** Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

**BYSTANDER** Someone who stands by watches a situation without doing anything about it.

**UPSTANDER** Someone who sees a wrong act and does something to help the situation.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

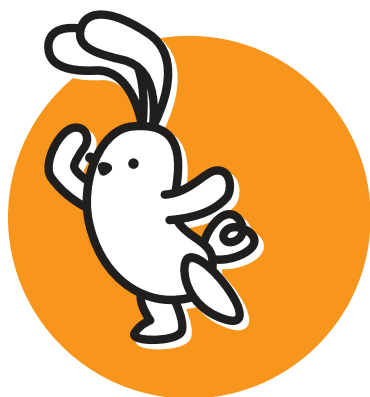
- Being reminded of the different roles they can play in bullying situations. Have them use a highlighter to highlight their role in the scene.
- Reviewing the levels of response introduced during the Levels of Risk Discussion activity while they are creating their role-plays.
- Having the opportunity to write anonymous questions about cyber-bullying that a school resource officer can answer via email or privately.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



## Resources

AC360 "Bullying" - It Stops Here (Anderson Cooper Special)  
<https://www.youtube.com/watch?v=NOMGGhELIL8>

PrevNet "Cyberbullying"  
<http://www.preynet.ca/bullying/cyber-bullying>

What is Cyberbullying? #StopCyberBullying  
<https://www.youtube.com/watch?v=A9Op2KZCb88>

## Share (3 mins)

*Turn to the person next to you and using both of your ideas, write down a definition for cyber-bullying.*

## Inspire

### Discussion (5 mins)

*Cyber-bullying is becoming more and more common among teenagers.*

- Can anyone explain what cyber-bullying is?
- Has it ever happened to you or someone you know?
- Can you give examples of what it looks like or feels like? Does it feel respectful of the other person?
- What problems can it cause?
- Are there ways to compassionately and assertively respond to someone who is cyber-bullying?

*Cyber-bullying is the use of cell phones, computers, as well as social media sites like Facebook, Twitter, Instagram, to repeatedly bully someone. Not just once, but multiple times. This could be intentionally mean text messages or emails, rumors sent by email or posted on social networking sites, embarrassing photos or videos, or fake profiles.*

## Empower

### Role-Play Scenarios (15-45 mins)

Divide students into groups. Give each group a role-play scenario and allow time for students to develop a role-play to perform for the rest of the class.

After each role play, ask the following questions:

- How do you think the upstanders' responses in the role-play could affect the outcome of the situation?
- Do you think that the bully will change their behaviour based on the upstander's actions? Why or why not?

### Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### Evaluation Questions

- What is cyber-bullying?
- How can you respond when you see cyber-bullying?
- In what ways can you be an **upstander** instead of a bystander when someone is being cyber-bullied?

### Reflection Questions

- Is it easier or more difficult to be a bystander or an **upstander** when you witness cyber-bullying?
- How might one instance of cyber-bullying impact a person over and over again? How is this similar or different than bullying that happens in-person?
- How has bullying changed over the years?

### Summary

*Cyber-bullying can come in many forms including emails, text messages, Facebook posts and more. As we develop more advanced technologies, there is an increased risk of cyber-bullying incidents. It is important to be an **upstander** if you notice someone being cyber-bullied.*



### Act (2 mins)

#### Kindness Minute

*The Internet can be filled with negative comments and sometimes people bully others online (this is called cyber-bullying). If you are online this week, make a positive comment online to spread your kindness to others in our community and world.*

#### Kindness in Action

Home Extension Activity: Becoming an Upstander.



## Cyber Bullying Role-Plays

### SCENARIO #1

Carlos is a new kid at school and doesn't have a lot of friends. David, an 8th grader who often bullies new kids, has been repeatedly sending unkind texts to his friends about Carlos. The one he sent today is mean and untrue.

*Create a role-play that shows how you and your friends can be a kind upstander rather than a bystander to Carlos.*

### SCENARIO #2

Lakisha makes the soccer team and can't wait to post this news on Facebook. When she gets home, she discovers that some of the girls who didn't make the team are posting nasty rumours about her, suggesting that she flirted with the coach to make the team and that she told lies about them so they wouldn't make the team. This isn't the first time they have posted comments like this.

*Create a role-play that shows how you and your friends can be a kind upstander rather than a bystander to Lakisha.*

### SCENARIO #3

Mr. Villagomez is known as a really challenging math teacher. One day Marcus is chatting online and posts the following: "I hate Mr. V. I'm going to get even with him."

*Create a role-play that shows how you and your friends might respond to Marcus to help him address his frustration in a positive way when you see this post.*

### SCENARIO #4

Marissa takes a picture of herself wearing jeans and a revealing top. She posts the picture on Facebook, but quickly realizes she made a mistake. She deletes the posting, but not before a fellow student downloads the photo and copies it. The next day when Marissa arrives at school, she discovers the photo has been stuffed in students' lockers.

*Create a role-play that shows what you and your friends can do to demonstrate caring when you see the photo and be an upstander rather than a bystander to Marissa.*

### SCENARIO #5

José is a very talented jazz saxophone player. Daniel also plays saxophone and is jealous of José. He has posted nasty comments about him online before. This time, he secretly records José playing, alters the recording so the piece sounds really bad, and then posts it anonymously on YouTube.

*Create a role-play that shows what you and your friends do when you see and hear the recording and how you can be a kind upstander rather than a bystander to José.*



NAME

PLEASE RETURN BY

# Home Extension Activity Becoming an Upstander

## Background

As part of the Random Acts of Kindness program, we have been talking about bullying and discussed no risk, low risk, medium risk and high risk ways to respond in a bullying situation.

## Vocabulary Words

**ASSERTIVENESS** Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

**COMPASSION** Feeling empathy for and wanting to help another in need.

**RESPECT** Treating people, places, and things with kindness.

## Instructions

Please review the vocabulary words above. Ask your student what he or she has been learning about these levels of risk. Then discuss the following questions and write or have your student write responses below or on the back and return to school by the date shown:

What does no risk, low risk, medium risk and high risk mean to you?

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How do you normally respond in a bullying situation? What are some practical things you can do when you see bullying?

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How can we support you? Do you know who to talk to at school when you see bullying?

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