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sociable
advice

Grade 6 • Ages 11-13

Becoming an Upstander

Recognizing and understanding the consequences of violent and bullying behaviors is important for learning how to respond as an upstander.

Unit Objective

Students will describe the short and long-term consequences of violence on perpetrators, victims and bystanders. They will be able to explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violence. Students will also demonstrate the ability to identify a trusted adult to whom school or community violence should be reported and finally, analyze what cyber-bullying means, the impact it has on others, and how to be an upstander when they see cyber-bullying.

Introducing This Unit To Your Students

For the next few days we are going to focus on bullying, what it means to be a bystander in a bullying situation and how to become an upstander instead. Can anyone tell me what a bystander is? an Upstander?

Allow time for students to respond and discuss, either as a class or in small groups. This is a sensitive topic; be mindful of the dynamics of the class during this unit and of those who have been bullied or are bullying others. You can also use this time to introduce the Kindness Concepts (assertiveness, compassion, respect) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters *for assertiveness, compassion and respect as a way to reinforce learning.*

> **Kindness means being friendly, generous or considerate to ourselves and others through our words, thoughts and actions.**

These lesson plans were created by The Random Acts of Kindness Foundation. For more information, please visit randomactsofkindness.org

If you have questions or comments, please email us at teacherhelp@randomactsofkindness.org

Kindness Concepts

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

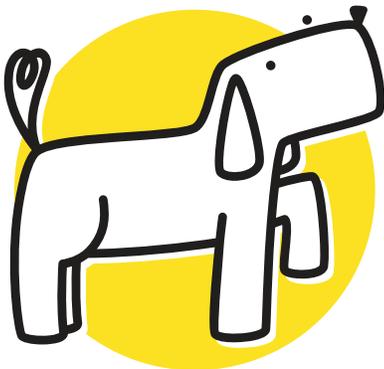**COMPASSION**   Feeling empathy for and wanting to help another in need.

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.

Unit Lessons

There are four lessons in this unit plus an optional lesson if you have time.

LESSON TITLE	LESSON GOALS	LESSON MATERIALS
Lesson 1: What is Bullying?	Students will watch a video and explore the definition of bullying responses.	• RAK Journals • "Video Bully" (3 min 54 sec) from the Bully Project: https://www.youtube.com/watch?v=PBymTVjBYHg • Kindness Concept Posters: Assertiveness, Compassion, Respect
Lesson 2: Becoming an Upstander Means Taking Risks	Students will participate in a discussion about risk taking to better understand how they can be an upstander in a bullying situation.	• Wizard of Oz Clip: The Cowardly Lion (2 min 40 sec): https://www.youtube.com/watch?v=z2itQkiQUOE • Index Cards (or scraps of paper) – 4 per student • RAK Journals • Kindness Concept Posters: Assertiveness, Compassion, Respect
Lesson 3: Consequences of Violence and Bullying	Students will discuss the short-term and long-term consequences of violence and bullying with a small group.	• RAK Journals • Consequences of Violence sheet, one for each group of three students
Lesson 4: 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.	• Cyber-bullying Role-Plays, cut apart before class • RAK Journals • Kindness Concept Posters: Assertiveness, Compassion, Respect

Unit Notes

The activities in this lesson focus on a central theme and connect to different academic curriculum areas.

The lessons are intended to be easy to teach and fun to use while helping to develop social and emotional skills.

Lesson activities use a variety of modalities to address different learning styles and build on each other.

Each lesson includes choice of evaluation or reflection questions, which can be written, discussed or used as journal entries. Consider writing these on the board before the lesson begins.

The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Educator Guide and Building Trust in the Classroom for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.

Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.

The Kindness Tool Kit is another way to meet the needs of diverse learners. See the RAK Educator Guide for how to create and use this tool kit.

RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the RAK Educator Guide for more information about incorporating those strategies into the unit.

Establishing kindness as the norm in your classroom positively influences class-room culture. By setting kindness as the expected behavior and having everyone agree to that norm, your students gain responsibility for maintaining an environment that is kind to everyone

Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.

The Common Core, 21st Century, SEL and Colorado P-12 Academic Standards met in this unit are listed at the start of each lesson. A Learning Standards Key is provided on the website for your reference.