



LESSON

3

Becoming an Upstander Unit

Grade 6 • Ages 11-13

TIME FRAME

Preparation: 5 minutes
Instruction: 20 minutes

MATERIALS

Consequences of Violence sheet, one per student

RAK Journals

[Kindness Concept Posters](#) for Assertiveness, Compassion, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.W.6.7, 8, 9; 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; S.4, GLE.1, EO.a,b,c

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

[Learning standards key](#)

Consequences of Violence and Bullying

Students will discuss the short-term and long-term consequences of violence and bullying with a small group.

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.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Discussing responses in pairs, particularly with someone they feel comfortable sharing.
- Using the Consequences of Violence and Bullying Activity Sheet as a resource for their journal writing.
- Being aware of the dynamics within the classroom; this can bring up difficult feelings and students may need to discuss with an adult.

Resources

Information from www.stopbullying.gov

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.



Share (3 mins)

Have a whole class discussion. Ask students to share popcorn-style adjectives they wrote to describe a person who is an upstander in the Kindness in Action for Lesson 2: Becoming an Upstander Means Taking Risks. If students did not complete this, have them brainstorm qualities of an **upstander**.

Inspire

Brainstorming (5 mins)

Have you witnessed how bullying can have a negative influence on someone else? What types of behaviors did you notice from the person who was being bullied?

Today we are going to talk about the consequences of short and long-term violence and bullying.

- What does short-term mean? Long-term?
- What do you think can happen if we ignore bullying and physical violence?
- Is this a **respectful** or **compassionate** response to someone who is being bullied?
- How do you think that impacts the person who bullies and the victim?
- What are some of the consequences?

Write students' responses on the board, then use lines to connect the ideas into a web to illustrate how outcomes are all interconnected. For example, "Problem becomes worse" can be connected to "they feel worse about themselves."

Empower

Group Discussion (15 mins)

Now you are going to read some of the consequences that have been shown through research. You will look at the list, figure out what are short-term and long-term consequences and answer some questions.

Divide students into groups of three or four. Hand out: Consequences of Violence and Bullying sheet - one per student. In their small groups, have the students take turns reading the facts from the Consequences of Violence and Bullying sheet and discuss the questions together.

Then discuss the questions as a class.

Research Extension Activity (time varies)

To extend this activity or discussion, have students research question 1, 2, or 3 from the activity sheet. Students could prepare a written report or an oral presentation on their research.

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 the difference between the short-term and long-term consequences of bullying on the person who bullies?
- Why are kids who bully more likely to engage in violent behaviors into adulthood?
- Why do you think kids who are bullied might have lower academic achievement?

Reflection Questions

- What piece of information or statistic from the information on the sheet surprised you the most?
- Does anything on the sheet prompt you to want to make a difference? Why or why not?
- Have you ever experienced any of the short-term consequences list on the sheet?

Summary

*There are many short-term and long-term consequences of bullying for the person who bullies, the person who is bullied and those who witness the bullying. You may not always see on the outside how someone who is being bullied is hurting on the inside. It's important we are **assertive** in our classroom, school and community to ensure we help or get help for anyone who is being bullied.*



Act (2 mins)

Kindness Minute

We aren't the only ones who experience short and long-term consequences as a result of our actions or actions of others. When we do not treat the Earth with respect, there can be very serious short-term and long-term consequences that we and others around the world experience. Turning off lights when you don't need them can help conserve energy. Plan an hour to turn off the lights during the day today, either in class or at home.

Kindness in Action

Share your Consequences of Violence and Bullying activity sheet with a parent or guardian. Have a discussion with them about the 4 questions on the sheet and share your responses.



Consequences of Violence and Bullying

From stopbullying.gov

1. Bullying can affect everyone — those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance abuse, and suicide.
2. Kids who are bullied can experience negative physical, social, and mental health issues. Kids who are bullied are more likely to experience:
 - Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
 - Health complaints.
 - Decreased academic achievement—GPA and test scores—and school participation. They are more likely to miss, skip, or drop out of school.
 - A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.
3. Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:
 - Abuse alcohol and other drugs in adolescence and as adults.
 - Get into fights, vandalize property, and drop out of school.
 - Engage in early sexual activity.
 - Have criminal convictions and traffic citations as adults.
 - Be abusive toward their romantic partners, spouses, or children as adults.
4. Kids who witness bullying are more likely to:
 - Have increased use of tobacco, alcohol, or other drugs.
 - Have increased mental health problems, including depression and anxiety.
 - Miss or skip school.

Discussion Questions:

What are the short-term and long-term consequences of bullying for the person who bullies? Why?

What are the short-term and long-term consequences of bullying for the person being bullied? Why?

What are the short-term and long-term consequences of bullying for the bystander? Why?

What are some practical things you can do at your school to become an upstander?
