



LESSON

2

Choosing Kindness Unit Grade 8 • Ages 14-16

TIME FRAME

Preparation: 5 minutes
Instruction: 30 minutes

MATERIALS

Locker and Cafeteria videos from values.com website:
Locker (45 sec.) <http://bit.ly/c4LYnZ>
Cafeteria (1 min.) <http://bit.ly/cmZWYq>

RAK Journals

Kindness Concept Posters:

Assertiveness, Caring, Responsibility, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.8.1, 2

Colorado: Comprehensive Health S.4,
GLE.5, EO.a,b,c; Reading, Writing and
Communicating S.1, GLE.1, EO.a,b

SEL: Self-awareness, Social awareness,
Relationship skills

[Learning standards key](#)

Become an Upstander!

Students will watch two video clips and discuss what it means to be an upstander in a bullying situation.

Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Key Terms for Students

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

ASSERTIVENESS	Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.
CARING	Feeling and showing concern for others.
RESPONSIBILITY	Being reliable to do the things that are expected or required in your life, home, community and environment.
UPSTANDER	Someone who sees a wrong act and does something to help the situation.
BYSTANDER	Someone who stands by watches a situation without doing anything about it.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Writing down what they noticed in the clips and talking with a partner about their reactions before discussing the questions as a class.
- Discussing the questions in small groups; consider projecting the questions on a Smart Board or printing them out for the groups.
- Discussing feelings or reactions to the clips with you, the school counselor or another adult after class, particularly if they seem distressed during the discussion.

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

The Ned Show video, "You Can be an Upstander" (4 mins.) is a good resource that you could share with students if time permits:

<http://www.thenedshow.com/upstander.html>

Share (2 mins)

As a class, ask students to share how their discussion using the Responding to Bullying activity sheet from What is Bullying? Lesson with a family member went. Was there anything in the discussion that surprised them? Any "a-ha" moments that they were left with? Did members of their family have a different response for any of the questions?

Inspire

Video Clips (5 mins)

Being assertive and standing up to a bully isn't easy. However, there is strength in numbers. Did you know that in a school most people are not bullies and most people are not being bullied? Most people are what we call bystanders, who don't do anything when they witness bullying. This large group of people can make a difference at your school or in the community!

In the video clips, watch as students stand up for someone who is being bullied and think about whether the bystander becomes an upstander, or someone who stands up for those being bullied.

Show the two videos one at a time:

Locker <http://www.values.com/inspirational-stories-tv-spots/72-locker>

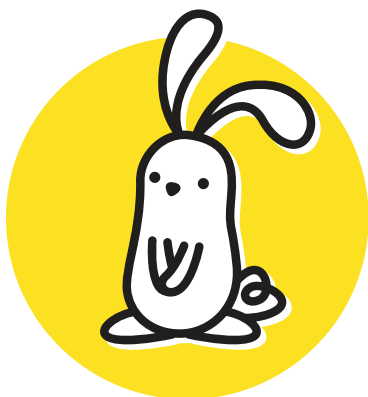
Cafeteria <http://www.values.com/inspirational-stories-tv-spots/66-cafeteria>

Empower

Discussion (10 mins)

After showing the Locker video clip, ask the following questions:

- What does the group of teens do after they knock into Travis? (Answer: They laugh at him, call him a loser, and tell him to get some friends.)
- What does the football player do? (Answer: He walks over to Travis, helps him pick up his books, and says "See you around.")
- What do you think the football player's action shows? Do you think he was an upstander? Why or why not?
- Is it hard to stand up for someone who is being bullied? Is it easier to stand up for someone if he or she is your friend?
- What if the teens who knocked into Travis were your friends? What would you do then?
- What if the teens weren't your friends but were popular kids? Would that make it harder to stand up for Travis? Why or why not?
- Have you ever felt pushed around like Travis? Did someone help you out like the football player? (If students are reluctant to share, you can describe a time when you were bullied or witnessed bullying and what you did.)
- Have you ever taken responsibility and stood up for someone who was being bullied and what happened as a result? How did you feel?
- Do you think that you could ever be a bully?



After showing the Cafeteria video clip, ask the following questions:

- What does the new girl do after she gets her food? (Answer: She looks for a place to sit.)
- What happens when she sits down with a group of girls? (Answer: They get up and leave.)
- What happens next? (Answer: Another girl joins her at the table and they start talking.)
- What do you think that girl's action shows? Do you think that she was an upstander? Why or why not?
- Have you ever been a new kid at school? How were you treated?
- Have you ever helped out someone who was new? How did you feel?
- If you were in this situation, would you stand up to the girls who left the table? If the girls who were being unkind to the new student were your friends would that make it easier or difficult to stand up to them?

Wrap Up (5 mins)

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

Evaluation Questions

- *What does it mean to be an upstander and how is it different from being a bystander?*
- *Describe what happened in one of the video clips and outline the role the bystander and/or upstander played in the situation.*
- *What are a few ways that you can be an upstander if you see someone is being bullied?*

Reflection Questions

- *Do you think that learning to become an upstander is something that would benefit our school community?*
- *Would it help our school to become kinder, more caring, compassionate and understanding?*
- *When do you find it most difficult to be an upstander? Is it different when it is your friend or a stranger on the street who is being bullied?*

Summary

Although sometimes it might feel scary, being an upstander is socially responsible. It is the right thing to do. It takes courage, assertiveness and compassion to take action, be a leader and speak up for someone that is being bullied. Being an upstander can make a huge difference for someone who is being bullied and may even stop the bullying behavior.



Act (2 mins)

Kindness Minute

Write the word BULLYING vertically down the left side of a piece of paper. For each letter, write a word or sentence that describes what you might do to help someone who is being bullied. For example:

- **B**e assertive and brave.
- **U**se my head to make a plan.
- **L**isten closely.
- **L**et an adult know.
- **Y**ell, "stop!"
- Invite the person being bullied to hang out with me.
- **N**ever give into peer pressure and stand up for the victim.
- **G**o get help.

Kindness in Action

As the week goes on, pay attention to the different music, TV shows and movies that you see. Which ones promote upstander behavior and kindness? We will share what you find out next lesson.

