

PLANNING

3.5

From Bystander to Upstander

The role of the bystander is critical when dealing with bullying. We can give students strategies to deal with bullying but strategies aren't always enough. It takes confidence and courage for students to intervene in what can be stressful situations.

SEL COMPETENCIES

Social Awareness, Relationship Skills

SKILLS self-confidence, self-efficacy, ethical responsibility

MATERIALS

- ✓ Discovering Projectable 3.5.1
- ✓ Discovering Projectable 3.5.2
- ✓ Connecting Projectable 3.5.3
- ✓ Reflecting Projectable 3.5.4
- ✓ Student Handout: Practicing
- ✓ Student Handout: Applying
- ✓ Family Connection Worksheet

CLASSROOM CONFIGURATION

- D** whole class **C** whole class
P small groups **A** individuals

OBJECTIVES

Students will

- ✓ review the strategies to prevent and confront the different types of bullying;
- ✓ learn strategies to become an active bystander to prevent bullying.

SKILLS Progression

LAST YEAR, students learned strategies to prevent and confront the different types of bullying.

THIS YEAR, students will discuss and explore the ways they can overcome their reluctance to intervene in bullying situations.

NEXT YEAR, students will examine sexual bullying/sexual harassment.

DISCOVERING

10 MINUTES



INSTRUCTION

Welcome the students and tell them that today's lesson will focus on one of the most important issues in school outside of academic progress – bullying. Review the definition of bullying - repeated verbal, physical or psychological abuse accompanied by a real or perceived imbalance of power. (Perhaps have a student write it on the board.)

ASK: *Let's review the basic types of bullying. Last year you discussed four basic types. Do you remember what they are?*

Reinforce their answers as you guide them to identify the following four basic types — physical, verbal, social/relational, and cyberbullying. (Cyberbullying will be covered in the next lesson.) There are variations, but most can fit into these broad categories.

Show the **Discovering Projectable 3.5.1** and make sure students understand the types of bullying.

ASK: *Last year you also discussed strategies for dealing with bullying, both as the bullied and as a bystander. This lesson will focus on the role of the bystander in a bullying situation.*

Time permitting you may ask students if they recall some of the strategies for dealing with physical, verbal, and social bullying, or you may go directly to **Discovering Projectable 3.5.2** and review the strategies with the class, asking for examples as you cover the material.

3.5.1 Types of Bullying		
TYPE	CHARACTERISTICS	EXAMPLE
Physical Bullying	Tries to control or gain power	<ul style="list-style-type: none"> Punching, pushing, shoving Breaking someone's things Rude gestures
Verbal	Using words or statements	<ul style="list-style-type: none"> Insults Name-calling Inappropriate sexual comments Threatening to cause harm
Social/Relational	Attempt to sabotage a peer's social standing and increase their own social standing	<ul style="list-style-type: none"> "Mean girls", "frenemies" Insulted, ignored, or excluded Spreading rumors Embarrassing someone in public
Cyberbullying	Use of the internet	<ul style="list-style-type: none"> Hurtful images Threats Emails, texts

3.5.2 If you're a bystander	
RESPONSE	EXAMPLE
Group intervention <ul style="list-style-type: none"> Get others to stand up - there's strength in numbers. It can create a ripple effect, once someone steps in others will follow. 	<ul style="list-style-type: none"> Connect with other bystanders through eye contact and body language. Support the victim. See how they're feeling after the incident is over.
Show disapproval <ul style="list-style-type: none"> Show the bully that their behavior is not normal. 	<ul style="list-style-type: none"> Sometimes a hard stare is enough.
Distract the bully <ul style="list-style-type: none"> Ask them something totally unrelated. 	<ul style="list-style-type: none"> "What time is the game on Saturday?" "I like your shirt, where'd you buy it?"
Reason with the student doing the bullying <ul style="list-style-type: none"> Point out what they're doing is wrong. Tell them to stop. Do not provide support. Do not gang up on the victim. 	<ul style="list-style-type: none"> "You're bullying, we don't do that at this school." "This whole thing is getting old and I need you to stop."
Counter or change the focus of the bully <ul style="list-style-type: none"> Lessen the severity of the situation. 	<ul style="list-style-type: none"> "Take it easy, we all make mistakes."
Exit <ul style="list-style-type: none"> Help the victim exit the situation. 	<ul style="list-style-type: none"> "Hey, Mr. Smith needs to see you in his classroom. Come with me."

CONNECTING

15 MINUTES

ACTIVITY 1

Tell the students that it's one thing to say that you should all be active bystanders to stop bullying, but it's another thing to actually step forward to help. When bullying occurs there are some very formidable issues involved in what can be a very intense situation.

Community Connection

Have students research the community resources that are available to combat bullying and address student mental health issues. Students could work individually or in groups to create posters that identify the resources, explain the purpose, and provide the contact information.

Family Connection

Recognizing the warning signs is an important first step in taking action against bullying. Send home the Family Connection Worksheet and have students share the warning signs of bullying with their family or caregivers.

Applying Across the Curriculum

SOCIAL STUDIES As a class meet with your school administration and student council to examine the role that students can play in improving school climate. What is currently being done and how could the students play a more consistent and active role in reducing bullying and harassment, improving student mental health, and creating a safer and more secure school?

SCIENCE The bystander effect is a well-known psychological phenomenon. Have students conduct research on the bystander effect and why it occurs in many people. Have them prepare a short presentation about what they learned and explain how their knowledge can be applied to bullying prevention in their school.

Discuss the reasons people are reluctant to intervene

SAY: *Let's say you and some other students are in the hallway and a few feet away one of your classmates is confronting another. The aggressor is both verbally and physically abusing the other student — calling them names, shoving, invading their personal space, an obvious bullying situation. You know enough to know that it's wrong.*

ASK: *What might be some reasons that you or others are reluctant to intervene?*

Guide the discussion to encourage students to respond. You or a volunteer can write their responses on the board. To sum up and categorize their responses display **Connecting Projectable 3.5.3** and discuss any items that were not mentioned by the students.

ASK: *Does anything change if you are a friend one of the participants? Does it make it harder or easier to intervene?*

3.5.3 CONNECTING	
Five Reasons Bystanders Choose Not to Intervene in Bullying Situations	
Someone else will surely step in.	In school, students often think an adult will always be there to step in, but often they are not.
If I say anything, he/she will go after me next.	People do not want to become the next victim.
I don't like what she/he is doing, but she/he is still my friend.	People know that bullying is wrong, but they don't want to hurt their friendship.
I would say something, but she and I aren't really friends.	Bullies often pick victims they know few other classmates will defend. These people are already isolated, may be members of a group that is easy to target, and be the subject of bias and prejudice.
I don't want to stand out.	It's very difficult to call attention to yourself in many situations. People like to be part of the "herd."

PRACTICING 20 MINUTES

ACTIVITY 2

Use a creative grouping strategy to divide the class into groups of 3-5. Distribute **Student Handout: Practicing** and tell students that they're going to do an activity that has them explore strategies they can use to overcome these issues and move from being a passive bystander to an active bystander — an "Upstander."

Be an upstander

Review the instructions and assign each group one of the issues. Duplication is preferred i.e. it would be best if at least two different groups had the same issue. Allow 10 minutes for the students to complete their portion of the activity, then have the groups share their responses and discuss as a class. Use the following questions to help discuss each of the reasons bystanders are reluctant to intervene.

- What are the reasons you may be reluctant to help?
- What can you do to breakthrough your reluctance and intervene? Is there an opposite reason you can use to intervene? (Is this really the kind of friend I want? Who will stand up for me if I'm bullied? Maybe I need to be part of a different herd.)
- Is there a way you could get other bystanders to support or join in your intervention?
- Once the bullying has ended are there things you can do to support the victim?
- Would it help if the majority of students at this school were active bystanders? i.e. Would bullying decrease if it was common for other students to intervene? Is their strength in numbers?

Have students hand in their Practicing Handout after the discussion is complete.

Reflecting

Display **Reflecting Projectable 3.5.4**. Students use their class notebooks to reflect individually and as a class on what they learned in this lesson.

What?	Why is the role of the bystander so important in stopping bullying?
So What?	What is the main reason that would prevent you from becoming an active bystander?
Now What?	What are some strategies you can use to overcome your reluctance and intervene when you see bullying?

A APPLYING 5 MINUTES

Two of the biggest reasons that students don't intervene in a bullying situation are opposite sides of the same coin. They are either good friends of the bully, or they don't know or may even dislike the person being bullied. Distribute **Student Handout: Applying** which asks students to further examine ways they can become an active bystander in these two difficult situations.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Review student responses to the Practicing Activity to assess how well they have learned the strategies they can use to become an active bystander.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review student responses to the Applying Activity to assess how well student completed the lesson objectives.



Practicing Resource: Student Handout

3.5 **PRACTICING**

Your group will be assigned one of the five reasons that people don't intervene in bullying situations. Complete the handout as you discuss strategies you can use to overcome your reluctance to intervene in a bullying situation and become an active bystander — an "apostander."

Your group's reason (A-E)

Is this often an issue at your school? Does your school have a lot of cliques and social groups? Is it a large school where a lot of students could be isolated or is it a small school with whom everyone knows everyone else? Are there populations that can be picked on easily?

Why would this be a reason to be a passive bystander?

What are some strategies, reminders, ideas, or things you can tell yourself to break down your reluctance to help and become an active bystander?

Are there things that can be done schoolwide to help?



Applying Resource: Student Handout

3.5 **APPLYING**

Two of the biggest reasons that students don't intervene in a bullying situation are opposite sides of the same coin. They are either good friends of the bully, or they don't know or may even dislike the person being bullied.

- 1 Do you have a friend or friends that bully? Are you part of a group or clique that often targets other students?
- 2 How does it make you feel?
- 3 How do you think the bullied student feels?
- 4 What can you do to stop your friend from bullying?
- 5 Have you seen someone bullied that you don't know or may even dislike? Do you think that it's either not your business, or that they deserve it?
- 6 How does that make you feel?

BUILDING SKILLS BEYOND THE LESSON

Brown Bag It!

PRACTICING Some schools have adopted a "no one sits alone at lunch" program. Students can search the web to discover the way in which other schools have introduced the program or they can develop the goals/outcomes and strategies themselves.

Research It!

PRACTICING Have students work together in teams to research and create a presentation that explores the issue of "othering" and how to combat it. "Othering" is a human behavior that divides people into "us and them" by singling out some for aggression once they are branded as the despised "other." The common denominator is cruel speech and actions.

REINFORCEMENT

Campaign!

APPLYING Have students create a plan to organize and conduct a schoolwide anti-bullying campaign. Guest speakers can be contacted, signage and posters can be created, events can be held, merchandise (t-shirts) can be created, and local community organizations may be able to help fund or support the program.

Film It!

APPLYING Have students work together to write, act, and record short dramatic videos that demonstrate ways students can transform from passive to active bystanders. They can be presented at the end of the Lions Quest course at a school anti-bullying "film festival."

ENRICHMENT