

# Where We Stand?

Goal - How can we develop a sense of responsibility in students and help them understand the importance of standing up for what they believe in? Students will:

- be able to identify ways to respond to unkind behavior;
- practice assertiveness skills and “I” messages;
- be able to decide when to intervene or not intervene; and,
- commit to being an upstander.

Age group - 10/11 year olds

## Part 1 - Warm up

Enter the class

Start writing stuff on the board

Turn around and ask if anyone has any questions

Ask students if a teacher has asked if anybody had any questions, and you had one but didnt realise your hand because nobody else did and you were scared.

Ask about why they didn't raise their hands. Discuss.

Make everybody raise their hands and ask stupid and fun questions.

## Part 2- In your shoes

Make groups.

Give each group a scenario. There will be a bystander and an upstander.

Let them act it out and then reverse the roles.

Example scenario - Your friend is being mistreated on the bus. Every day she sits beside you, and another girl bothersher by pulling her hair, making mean comments about her outfits and saying rude things about her mother. Your friend tries to ignore the taunts, but often she ends up crying.

With ech scenario and role reversal, discuss with the whole class what you would do. Why this is wrong. Why should they speak up. And what should they say to the bystander.

Ask students the critical question of what they would do if they were presented with this dilemma.

## Part 3 - Explain the concepts

“Raise your hand if you have ever witnessed someone else being bullied or treated unkindly by other people.”

(IMPORTANT: Remind students not to use anyone's name in order to respect privacy.) Or discuss any one particular scenario.

“Think of one of those times you saw someone being treated this way. What did it feel like to witness someone being treated that way?”

“How did you respond when you saw that happen?”

“How did you feel about your response?”

“Would you do the same thing again?”

Have a few volunteers share their responses.

Explain that you are going to turn your attention to what we can do when we see, or witness someone being treated unkindly.

“Sometime when a person witnesses something happen, we say that the person was a “bystander,” which can mean that the person is “standing by” or not taking any action.”

It could be argued that the person who chooses not to act, or that by not acting, they are implicitly supporting the bullying.

“You may think the person who is bullying has all the power, but witnesses or bystanders have tremendous power, especially if they work together and support each other. The more people who make the choice to help, the greater the chance the bullying will stop. Ultimately, there is only one bully, but so many of you.”

Write “Upstander” on the board. Write the following definition: Someone who takes action or stands up for someone when he or she witnesses someone being bullied or being treated unkindly or when he or she is being bullied or treated unkindly

**IMPORTANT:** Emphasize to students that if they see someone being hurt physically or see an interaction that might escalate into physical violence, they should not confront the bully. Rather, they should quickly go and get help from an adult.

#### **4. Superman/superwoman?**

Talk about how doing a simple thing or being kind and standing up is equivalent to being a superhero/superwoma. Discuss how superheroes are upstanders  
Make your own superhero posters about yourself and list down your qualities or powers you would have.

Have students create a large self-portrait, including their whole body to show themselves being an upstander. Students make speech bubbles that show something they can imagine themselves doing to help someone who is being bullied. Have students start with “I can....” “I can give someone a compliment.”; “I can ask a friend to help with me.” “I can say, ‘Don’t listen to them.’

Display these where others can see them.

Discuss about how this doesn’t only imply in their school or classrooms but also in other scenarios

#### **Closing: A Wave of Kindness: (Integrated Arts) (10 Minutes)**

Show this video made by students about how standing up in one small way can make a big difference.

Have students draw a picture of themselves on a surfboard in the ocean. Have them write a sentence or two on their picture about a “small act of kindness” they could do for someone being bullied. Post the Waves of Kindness around your room.