

Would You Stand Up?

Time needed: 15-20 minutes

Recommended Level: All grades

Categories: Bystanders, Role-playing

Common Core Standard (s): Speaking & Listening

Purpose: Students will see what it looks like to be a bystander when witnessing bullying.

DISCUSSION:

Tell the class they are going to do an activity. In order to learn during the activity, complete cooperation and quiet are key. If they have anything to say they need to raise their hands. (Though this is a common classroom procedure, it helps to preference this because the students tend to be more serious.)

ACTIVITY:

Choose five or so students and separate them from the class (desks and all). Give these five students a comprehensive worksheet to do. For the rest of the class, give them something enjoyable to do (eat a piece of candy, play a game, etc.). Tell both groups they have X number of minutes to complete their assigned task. When time is up, pose and discuss the discussion questions.

- Was it unfair that certain students had to do the worksheet and certain students didn't?
- Why didn't the non-worksheet people stand up for the worksheet people? (Or why didn't the worksheet people stand up for themselves?)
- Ask a student in the fun group if they are friends with a worksheet person? (Knowing the answer is yes). Then ask why they didn't stand up for their friend?
- Does anyone know what a bystander of bullying is? (if they don't, explain)
- Do you want to be a bystander? What can you do to prevent yourself from being a bystander?

FOLLOW-UP:

Create a list of options you have when you see someone being bullied. Create a list of options you have when you are bullied.



Helping Everyone with Anti-Bullying,
Respect & Tolerance

Duplication and distribution of this lesson plan is permitted and encouraged.

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