

# Lesson 8: Standing Up for Others

## Preparation

Suggested time: 40-60 minutes

## Resources and materials

Student Activities 1, 2, 3

Internet You Tube video, **Speak Up:** [http://www.youtube.com/watch?v=jjOKxou\\_D0](http://www.youtube.com/watch?v=jjOKxou_D0)

Internet You Tube video, **Anti Bullying Motivation:**  
<http://www.youtube.com/watch?v=EZ9MXhoKZU>

## Lesson goals

Students will demonstrate their understanding of these key points:

- The concept of social responsibility as applied to standing up for others
- How your response to bullying can encourage the bully
- How bullies also bully bystanders by making them feel anxious and uncomfortable

## EALRs and GLEs Addressed

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRs and GLEs		
<b>Reading</b>	<b>1.1</b>	Uses word recognition skills and strategies to read and understand text
	<b>1.2</b>	Uses word meaning strategies to comprehend text
	<b>1.3.1</b>	Understands and applies new vocabulary
	<b>1.3.2</b>	Understands and applies content vocabulary critical to the meaning of text
	<b>2.1</b>	Demonstrate evidence of reading comprehension
	<b>2.4.6</b>	Analyzes ideas and concepts in multiple texts
	<b>3.1</b>	Reads to learn new information
	<b>Writing</b>	<b>2.3.1</b>
<b>3.1</b>		Develops ideas and organizes writing
<b>3.1.1</b>		Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and examples
<b>3.1.2</b>		Uses appropriate style

<b>Writing</b>	<b>3.2</b>	Uses an effective organizational style
<b>Communication</b>	<b>1.1</b>	Uses listening and observation skills and strategies to focus attention and interpret information
		Applies a variety of listening skills/strategies to interpret information
	<b>1.1.2</b>	
	<b>2.2</b>	Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks
	<b>2.2.1</b>	Uses communication skills that demonstrate respect
	<b>3.2</b>	Uses media and other resources to support presentations
	<b>3.3</b>	Uses effective delivery

## Vocabulary

### General terms

These concepts are introduced or re-introduced in this lesson.

- **Social responsibility:** Taking responsibility for our actions towards others.
- **Environment:** In the context of bullying, this refers to any sense of anxiety or fear that is produced in people who witness or participate in the bullying.
- **Desensitized:** To no longer feel an emotional response to certain actions or conditions.
- **Anxious:** Extremely uneasy or fearful.

### Teacher background

People often refer to online and offline bullying environments, thus implying a vast difference between the two. But in reality we only have one environment—the one we live in everyday. Cyberbullying may be the activity that most immediately highlights the way online and offline experiences blend into one never-ending threat for victims. But it is critical to understand that actions taken in a virtual world can inflict real pain.

We all have a social responsibility to behave according to certain rules. Social responsibility in the case of cyberbullying may include not joining in with the negative behavior, and/or standing up against it. If students do neither, their silence may be seen as acceptance of the bullying behavior. If a student is afraid to stand up to the bully, he or she can report the bullying behavior to an adult, and befriend the victim to provide support.

If bystanders take no action the bullying climate of the school will not change. In addition, bystanders themselves may become anxious and stressed by observing this behavior, or they may become desensitized to it over time and join in, becoming part of the problem.

## Lesson: *Standing Up For Others*

### Topic 1: Social responsibility applied to standing up for others

#### Activity 1: Revisiting social responsibility

Post the words SOCIAL RESPONSIBILITY on the overhead, and ask the class if they remember from Lesson 1 what the meaning of this word is. Discuss as a class, encouraging students to share as much as possible, with the hope that standing up for someone weaker than you is part of their idea of this concept. The following definition may provide a starting point:

**Social responsibility:** An obligation to act responsibly and respectfully towards our friends, family and others in society.

Show the Internet You Tube video, **Speak Up**, to the class. (Although this video depicts an incidence of bullying, rather than specifically cyberbullying, the point it makes applies to both.)

(To do this, click on the link below or cut and paste this URL into the address box in Internet Explorer, then click to bring it up).

**Speak Up:** [http://www.youtube.com/watch?v=jjOKxou\\_D0](http://www.youtube.com/watch?v=jjOKxou_D0)

Before running the video, post these two questions on the overhead and ask the class to watch for information regarding them in the video. If it's not possible to post the questions, just read them to the class to prep them for seeing the video:

- What social responsibility was not demonstrated in this video? (the girl in the stall did not come out and speak in the target's defense during the bullying attack)
- What example of social responsibility was demonstrated in this video? (the girl in the stall comforted and verbally supported the target after the bullies had left)

#### **Student Activity 1** (Lesson 8 SA1.doc): Social responsibility applied to cyberbullying

Hand out Student Activity 1 and have student volunteers read aloud the three paragraphs regarding social responsibility. Discuss briefly, asking for any questions or comments from the class.

Then have students work in small groups, working together to discuss and answer the four questions posed by the worksheet.

Debrief their answers as a whole class.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

## Topic 2: How your response to bullying can encourage the bully

### Activity 1: Thinking about your response to a bullying situation

**Student Worksheet 2, part 1 and 2** (Lesson 8 SA 2-1.doc, Lesson 8 SA 2-2.doc)

In preparing for this lesson, copy Student Resource 8-2, part 1 and 2 back to back on one sheet of paper. Before handing out this worksheet, post the following scenario on the overhead:

**You become aware that a school mate of yours (not really a friend, but you see them in class everyday and know them to say hi), is the subject of some very embarrassing comments on a MySpace page that a lot of your friends see and use often. You also know that this school mate is very upset by these remarks and has been absent from school the last few days.**

Ask students the following question, and take time for as many responses as students want to share.

**Has a situation like this ever happened here in our school?**

Hand out Student Activity 2, part 1 and part 2 (one sheet of paper, back to back)

Ask students, in small groups, to discuss together and answer the four questions. After allowing about 5-10 minutes, debrief their responses, getting reactions from as many groups as possible.

**Homework assignment:** Ask students to take Student Worksheet 8-2 home and talk about the concept of social responsibility with their parents. Parents then should sign the sheet at the bottom of part 2, and indicate any comments or questions they have.

Debrief parent comments/questions at the beginning of the next class.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

## Topic 3: How bullies also bully bystanders

### Activity 1: How should a bystander react to bullying?

Post the following question on the overhead and ask the class:

**How does bullying behavior impact the bystander?**

Write the class responses beneath the question.

**Student Activity 3** (Lesson 8 SA 3.doc) Bullying and the bystander: What to do

Hand out Student Activity 3. Have student volunteers read the three paragraphs aloud, and then ask if the class has more questions about the impact of bullying on bystanders. Discuss those questions.

Show the Internet You Tube video, **Anti Bullying Motivation**, to the class. (To do this, click on the link below or cut and paste this URL into the address box in Internet Explorer, then click to bring it up).

**Anti Bullying Motivation:** <http://www.youtube.com/watch?v=EZ9MXhoKZU>

After viewing the video, discuss with students the following questions:

**What is the message of this video?**

**Is it a realistic and do-able message that could be accomplished at our school?  
Why? How?**

The How part of the second question is very important. You may want to have students work in their small groups to brainstorm ideas as to how this anti bullying atmosphere could be accomplished more fully at your school site.

### **Journal Activity**

Post the three concepts, from this lesson, below on the overhead, and ask students to write one paragraph about each from what they have learned from this lesson:

- **Social responsibility applied to standing up for others**
- **How your response to bullying can encourage the bully**
- **Bullying and the bystander, and how to react as a bystander**

Debrief at least one student's paragraph for each of the three concepts in the next day's lesson. Or, if time allows, students could share their paragraphs in the small groups.