# Unit 3: Role of the Bystander

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **4 Weeks**
Status: **Published**

## Unit Overview

Bystanders are witnesses to bullying situations. Those who do not actively refuse bullying become "part of the problem". In order for them to become "part of the solution", they must exhibit socially-responsible behaviors. This unit focuses on skills and behaviors that serve to empower the bystander to help create a safe, caring, and respectful school environment.

## Standards

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

## Essential Questions

- What is a "bystander"?
- What can I do when I see someone being bullied?
- What can I do to keep our school bully-free?

## Application of Knowledge and Skills...

## Students will know...

- how to refuse to let others be bullied
- that they can create positive changes to negative bystander behaviors
- that they can maintain control of their behavior in the face of bullying
- the definition of "bystander"
- when it is safe to refuse bullying

## Students will be skilled at...

- a. define "bystander"
- b. identify feelings experienced when observing bullying
- c. evaluate and classify bystander behaviors as being "part of the solution" or "part of the problem"
- d. distinguish situations in which it is either safe or unsafe to refuse bullying
- e. practice the assertiveness skills necessary to refuse to let others to be bullied

## Assessments

- End-of-Program Test: Stop Bullying Now! Summative: Benchmark Assessment Students will list the steps necessary to make a new friend. They will define bullying, recognize refusal skills, and outline the parts of a bullying report. They will list at least three behaviors a bystander can exhibit to stop bullying in the school.

## Activities

- What is a Bystander? Through the use of a photo card and handout, students will define the term "bystander" and identify personal feelings when observing a bullying situation. They will distinguish positive bystander behaviors from negative behaviors in given situations.
- Bystanders Can Be Part of the Solution: Through the use of role-plays, students will evaluate bullying situations for safety and will practice assertive, respectful speech and behaviors that refuse to let peers be bullied.

## Activities to Differentiate Instruction

- modified tests
- study guides
- modified performance rubrics
- teacher-guided role play

## Integrated/Cross-Disciplinary Instruction

- Language Arts: Students will write responses to given role-play scenarios.
- Performing Arts: Students will act out role-plays.
- Art: As part of their role-play, students will draw a map of the school to designate "bullying hot spots"

and design their role-play for one of those specific locations.

## Resources

*Committee for Children's; Steps to Respect: A Bully Prevention Curriculum*

- photo card: F
- handout 5: *Is It part of the Solution or Part of the Problem?*
- role-plays

Teacher-made tests