Unit 6: Role of the Bystander

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **3 Weeks**
Status: **Published**

Unit Overview

All members of the school community have a responsibility to prevent bullying. Witnesses, as bystanders, have a tremendous amount of power to help create a climate that either accepts or rejects bullying behaviors. Students can use a number of strategies to refuse bullying directly and to provide support to those who are targets. In this unit, students will understand that bullying has profound consequences on both individuals and communities. Eliminating bullying involves recognizing behaviors that perpetuate it and taking on the responsibility to refuse and report it. Students will recognize that it is their responsibility to create a caring community where all people are treated with respect.

Standards

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.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Essential Questions

- Why should I take on responsibility for others?
- What are the best choices (tactics) for dealing with bullies in school or at home when I am not directly involved?
- How can the skills learned in this program be applied to other day-to-day problems?

Application of Knowledge and Skills...

Students will know...

- bystanders are more powerful than the bully.

- each person is responsible for his/her own behavior.
- silence as a consequence of fear perpetuates bullying.
- they are responsible for modeling respectful behavior to all students in the school community.

Students will be able to...

- a. define the term, bystander.
- b. list nine responsible behaviors the bystander can do to support the target.
- c. evaluate a bullying situation to determine if it is safe to refuse or if it is necessary to report immediately.
- d. role-play situations that call for individuals to recognize inner feelings and to provide support for the target.
- e. identify the responsibilities of older students as models for younger.
- f. explore the possible effects on individuals and society if no one took the responsibility to stop bullying.

Assessments

- Role of the Bystander Pre-Test Diagnostic: Instructional/Assessment Focus A diagnostic assessment on the definition and the role of the bystander and how a bystander can become involved in the anti-bullying process.
- The Nine Poster Summative: Personal Project A student-created poster about the nine ways a bystander can get involved in the anti-bullying process. Students will choose one of the nine methods and create an advertisement trying to persuade other students that their way is the most effective.
- Role of the Bystander quiz Formative: Written Test A quiz that assesses knowledge of the role of the bystander and his/her responsibilities in the anti-bullying process.
- Bullying Benchmark Final Formative: Benchmark Assessment A benchmark on all of the information taught during the bullying unit. Students will be able to: • identify the three “R’s” of bully prevention • use the three questions to recognize bullying • compare and contrast situations that must be reported and those that can be refused • list safety concerns before refusing bullying • define the assertiveness skills outlined in the acronym, B-E-S-T • list the circumstances under which it is necessary to report bullying • outline the five “W’s” of a bullying report • define a confidential report • list at least three strategies to use as a responsible bystander to support a target

Activities

- Bystander Introduction/Response Packet: A bullying poster, handout, and video that give students a complete description of a bystander and the bystander's role in the bullying situation.
- "Helpful Hank" Letter: A letter to an advice columnist named *Helpful Hank*. The students will write a letter describing a situation of bullying and asking for advice.
- "You Decide" Role Play/Rubric: A role-play in which students create a scenario that encompasses all

the information learned in the unit on bullying.

Activities to Differentiate Instruction

- Modified rubric for the "You Decide" role play, decreasing the length of time or having the students present in a PowerPoint form.
- Provide detailed study-guides and modify tests for the appropriate learners.

Integrated/Cross-Disciplinary Instruction

Connection to performing arts: role-play activities

Connection to English language arts: letter writing

Resources

- Teacher-created handouts, worksheets, and instructional packets
- Bullying Poster: *The Role of the Bystander*
- "Be Part of the Solution" Video