Unit 5: Role of the Bystander

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Marking Period 3**
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.CRP6	Demonstrate creativity and innovation.
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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Essential Questions

- Why should I be responsible for other people?
- As only one person, how can I make big changes in my community?
- Although I may want to have a respectful community, how can I make others want the same?

Application of Knowledge and Skills...

Students will know...

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

Students will be able to...

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

Assessments

- Unit Pre-test Diagnostic: Other written assessments Students will identify at least three out of nine possible behaviors they can exhibit to assist the target of a bully. They will identify their responsibility for stopping bullying in the school community.
- Bystander Role Plays Formative: Dramatization Students will design and role-play a bully scenario, beginning with the bullying incident, progressing through the three "R's" of bully prevention (recognize, refuse, report), and concluding with at least one bystander activity to address the situation.
- Final exam Summative: Benchmark Assessment Students will list the questions needed to recognize bullying. They will be able to distinguish bullying from harassment and alternate aggression. They will identify the acronym, B-E-S-T, as a way to remember assertiveness skills used to refuse bullying: body language, eye contact, say, tone of voice. They will list five specific situations that compromise their safety in refusing, as well as situations that require immediate reporting. Students will identify the five "W's" necessary when making a confidential report: who, what, when, where, witness. Students will list at least five out of nine possible behaviors a bystander can exhibit to assist the target of a bully.

Activities

- Bystanders Can Help: Students will recognize bullying situations and will identify uncomfortable feelings associated with the settings. They will learn to recognize situations where safety is a concern and the reporting should be done immediately. They will list nine behaviors they can exhibit to assist the target.
- Taking Responsibility to Stop Bullying in the Community: Students will design and role-play bullying scenarios from recognizing, refusing and reporting to the role of the responsible bystander.
- Bully Booklets: Students will fashion Bully Booklets to be presented to third-grade students during Third Grade Orientation to the Middle School. The booklets will serve as a summary of what they have learned about bully- prevention over three years of instruction. Students will summarize each aspect of

the program and will design puzzles and games.

Activities to Differentiate Instruction

- Modified performance rubric
- Teacher-assisted role-plays
- Study-guides
- Modified tests

Integrated/Cross-Disciplinary Instruction

- Performing Arts: Students will reinforce skills in acting and public speaking through role-plays
- Visual Arts: Students will use creative, artistic skills in designing Bully Booklets
- Writing: Students will reinforce writing skills as they create Bully Booklets

Resources

Committee for Children's: Steps to Respect, A Bully-Prevention Curriculum

- Handouts
- Parent Letters
- Photo Cards

Teacher-made rubrics

Teacher-made tests

Assorted paper, pencils, crayons, etc for Bully Booklets