



Becoming an Upstander Unit

Grade 6 • Ages 11-13

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

RAK Journals

Video Bully (3 min 54 sec) from the Bully Project: <https://www.youtube.com/watch?v=PBymTVjBYHg>

[Kindness Concept Posters:](#)
Assertiveness, Compassion, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.6.1, 1c-d, 2

Colorado: Comprehensive Health S.4, GLE.3, EO.a,b,e; Reading, Writing and Communicating S.1, GLE.1, EO.d,e

SEL: Self-awareness, Social awareness, Relationship skills, Responsible decision making

[Learning standards key](#)

What Is Bullying?

Students will watch and explore the definition of bullying responses.

Lesson Background for Teachers

Trigger warning: Talking about emotions and situations where strong emotions arise can lead to students revealing personal information that might require follow-up by yourself or a school counselor. If a student reveals any worrisome information or reaction, please know your school protocol for providing support and resources. Before class, find out the school policy about reporting a concern about a student's mental health to a school counselor or administrator.

Promoting kindness, compassion, understanding and inclusion are the most direct ways to fight bullying.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

COMPASSION Feeling empathy for and wanting to help another in need.

RESPECT Treating people, places, and things with kindness.

ASSERTIVENESS Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Being aware of the impact this discussion can have on the dynamics of the class.
- Discussing in small groups. Consider dividing into eight groups and assigning each group a question (or having them pull a question written on piece of paper out of a hat or container) and then reporting to the class. Then have other students add any other comments to the discussion.
- Taking notes on main points while they are watching the clip so they can reference during the discussion.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Prevnet is a Canadian organization that focuses on preventing bullying. Article: Helping Students Who Bully: <http://www.prevnet.ca/bullying/educators/helping-students-who-bully>

Video Bully (3 min 54 sec) <https://www.youtube.com/watch?v=PBymTVjBYHg>

Video What It's Like to be Bullied (3 min 2 sec): <https://www.youtube.com/watch?v=hQ6Yxh-44qY>

Video of Slam Poet Shayne Koyczan: Instructions for a Bad Day (5 min 37 sec): <https://www.youtube.com/watch?v=V7OGY1Jxp3o>

Bystander Revolution What Can One Person Do to Help (2 min 59 sec): <https://www.youtube.com/watch?v=-yl3nmon59w>

Share (3 mins)

*Can anyone describe a scene from a movie or TV show where a character was bullied? Did anyone who witnessed the bullying incident show **compassion, respect** or **assertiveness**? How did they show it?*

Inspire

Video Clip (5 mins)

We are going to start by watching one short clip about bullying.

Show the video Bully (3 min 54 sec) from the Bully Project: <https://www.youtube.com/watch?v=PBymTVjBYHg>

Empower

Positive and Negative Responses Activity (15 mins)

After watching the video Bully, discuss the following questions:

- *What are some of the ways that the students describe bullying?* (Teasing, speaking in a way that can hurt others and make people feel bad by making them feel unwanted or deserted.)
- *Are there other ways to describe bullying that weren't mentioned?*
- *Do you think anyone could be a bully? Could you be a bully?*
- *What are different ways you have seen students respond to bullying?* Telling an adult, watching the bully, walking away, telling the bully to stop, joining in, etc.

Record the students' responses on chart paper.

Review each response and ask students to give a thumbs up for what they think is a **compassionate, assertive, and respectful** response and a thumbs down for what they think is NOT a **compassionate, assertive, and respectful** response.

- Draw a line through the responses that get a 'thumbs down', so that you are left with a list of 'thumbs up' responses.
- Ask students to take a moment to think about which of the 'thumbs up' responses may be most difficult to do.
- Review the list of 'thumbs up' responses, and ask students to raise their hand for the response they think is most difficult.
- *Why might this response be the most difficult?*
- *Is this response a little bit assertive or very assertive?*

Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- *What does bullying mean? What are different types of bullying behaviors?*
- *What are some strategies you can use if someone is bullying you?*
- *What are some strategies you can use if someone is bullying someone else?*

Reflection

- *Why do you think people might bully someone else?*
- *Think about a time when you or someone you know was bullied. How did you respond then? Would you respond differently now?*
- *What ways do you think the school should help respond if a student is bullied?*

Summary

Bullying is when one person has power over another, and it can happen over and over again. Verbal, social, physical and cyber-bullying are all different types of bullying that can be very hurtful. Today we discussed what bullying looks like and the different ways we respond to bullying. It is important to respond to bullying in a compassionate and respectful way. You may need to be assertive if someone is bullying you. No one deserves to be bullied and there is always help.



Act (2 mins)

Kindness Minute

Let's take a minute to be mindful of ourselves. Sometimes if we are bullied or we see bullying, we can feel tense and uncomfortable in our bodies. Practicing different mindful activities can help us relax and calm our bodies. I want you to close your eyes and reflect on the questions I'm asking.

- What are three things you can hear?
- What are three things you can feel?
- Now open your eyes. What are three things you can see?

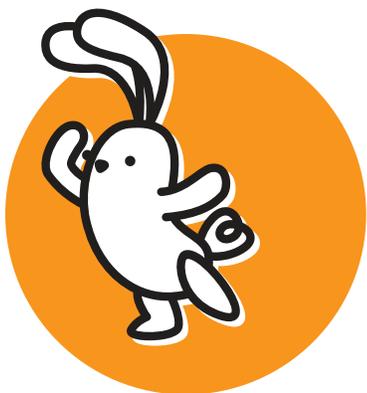
Kindness in Action

Complete the Book Report Guide activity sheet.

Have students choose a fiction book about bullying from the list of books you have prepared. Here are some websites:

- Springfield Library – Books about Bullying: <http://www.springfieldlibrary.org/library/resources/books-about-bullies-and-bullying-for-teens/>
- Cutest Blog on the Block: Fictional Books on Bullying for Middle Schoolers: <http://aquestionfortheteacher.blogspot.com/2012/04/fictional-books-on-bullying-for-middle.html>
- Publisher's Weekly- Bullying Resources: <http://www.publishersweekly.com/pw/by-topic/childrens/childrens-book-news/article/54460-bullying-resources-a-selected-listing.html>

After they complete their book, you could have students write a report or give an oral presentation to the class using the rubric you have developed for your class.



Book Report Guide

1. Keep track of the major events as you read. How do the characters react to these experiences or events? What emotions do they show?

NAME

TITLE & AUTHOR OF BOOK

Event	Character's Reaction	Character's Emotions
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2. Describe the characters. What kind of a person are they? How do the characters feel about each other? Do they like or dislike each other?

3. Who is the person or the people being bullied? How do they handle the situations they are facing? Do they stand up to the bully? In what way?

4. Describe the bully. What motivates the bully? Why does he or she act the way they do? Does the bully change their behavior?

5. How would you have responded to the situations in the book?

