



## 4.3 UPSTANDER STRATEGIES



<b>Time required</b>	50 minutes
<b>Adapted from</b>	<i>Active Bystander Program</i> , Massachusetts Institute of Technology
<b>Grade level</b>	6 - 7 - 8
<b>Resources required</b>	<ul style="list-style-type: none"> <li>■ <a href="https://youtu.be/lrJxqvalFxm">Stand Up!</a> (4:24 minutes) <a href="https://youtu.be/lrJxqvalFxm">https://youtu.be/lrJxqvalFxm</a></li> <li>■ <i>What would you do?</i> Video (2:00 minutes) <a href="https://youtu.be/GkyYmy1KaVk">https://youtu.be/GkyYmy1KaVk</a></li> <li>■ Upstander cartoon worksheet (see below).</li> <li>■ Upstander strategies handout in (see below).</li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>■ To identify strategies for combating discrimination and bullying.</li> <li>■ To practise and evaluate the effectiveness of different upstander actions.</li> </ul> <p>(Note The term Upstander has now replaced Active Bystander)</p>
<b>Procedure</b>	<p>Show the video <i>Stand Up!</i></p> <p>Introduce the concept of “Upstanders” - they can make a significant impact for the person being bullied. It also sends a message to others, which can help to raise-awareness and change behaviour norms.</p> <p>There are strategies that upstanders can use at the time of the event or after, but safety always comes first. Upstanders are an example of one particular solution to discrimination, bullying or conflict.</p> <p>Everybody is an upstander at some time. An upstander is a person who observes a conflict or unacceptable behaviour. It might be something serious or minor, one-time or repeated, but the upstander knows that the behaviour is destructive or likely to make a bad situation worse.</p> <p>An upstander takes steps that can make a difference either at the time or later. First, an upstander assesses a situation to determine what kind of help, if any, might be appropriate. Second, an upstander evaluates options and chooses a strategy for responding. (<a href="http://web.mit.edu/bystanders/definition/index.html">http://web.mit.edu/bystanders/definition/index.html</a>)</p>

### Whole class brainstorm

- How do you decide whether it is useful and safe to intervene?
- Discuss how safety was a factor in the videos.
- In what instances would you feel that it is safe to intervene and when would you not feel safe?

**Staying safe comes first** (refer to the *Upstander strategies* (see Student Examples).

Interrupting prejudiced comments and behaviour can be scary because we risk turning the attack or anger towards ourselves. While people may tell jokes, make comments or behave in prejudiced ways out of ignorance, they usually know at least on some level that they are putting down someone else. It's often easier to do nothing, however this is in essence approval of the behaviour. There is no neutral stance. There are no innocent bystanders. The key is to find a way to make a stand while staying safe.

### Role play & upstander cartoon

Handout the *Upstander cartoon* (see below)

In groups of three, students are to take on roles of the people in the cartoon – the perpetrator, the victim and the upstander.

They then choose one of the upstander strategies and role-play how it might work.

Encourage students to tailor the strategy for the particular situation using their own words.

Switch roles and try other strategies from the strategy list.

Students then develop their own strategy that others could possibly use to stop name-calling, and capture this by completing the cartoon. Give the strategy a catchy name.

Halfway through the activity ask students to consider possible changes to the scenario: (This helps students to consider whether their response really addressed the issues.)

- Would it make a difference if the two people, B and C, were strangers to you, or if you knew them?
- Would it make a difference if B doesn't normally do this and his mother had a car accident yesterday?
- Would it make a difference if B and/or C were known to harass others regularly?

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- Would it make a difference if B and C were younger or older than you?

Display the cartoons for others to see.

### **Class discussion around courage and self-confidence**

- What have you learnt?
- How comfortable are you in doing your role-play?
- What are the main blocks (e.g. fear, look dumb)?
- What types of courage do you need (physical, emotional, moral, spiritual, intellectual, social)?

### **Watch the *What would you do?* video and discuss**

- Does this change your ideas about solutions?
- How important to you are concepts of revenge, deterrence and reconciliation?
- When you were thinking about what you would like to see happen to the “bully”, what motivated you? Revenge (getting your own back), deterrence (punishment to stop it happening again) or restoration (reconciliation)?
- What might the motivation be for the school and teachers?

**Optional:** Discuss with students how being an upstander relates to the school’s policies on restorative practices such as Peer Mediation, Circle Time or Problem Solving.

### **Personal inquiry homework**

- Practise being an upstander and notice how you feel.

Notice what conflict management style you use in different situations.

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# The Active Upstander



(CHOOSE A STRATEGY. SHOW WHAT IT LOOKS, SOUNDS & FEELS LIKE...)

**STRATEGIES**

- calm things
- interrupt
- speak up
- use humour
- body language
- call for help
- support victim
- encourage dialogue
- problem-solve
- ...