

Don't Just Stand By

(Adapted from NoNameCallingWeek.org
and Kelly Watson, Fishers Jr. High, Fishers, IN)

Objectives:

- To let students know what they can do to address bullying, even if they aren't the victim
- To make student aware of their own and their peers use of derogatory language

Audience: Seventh grade students

Standards: Indiana Health Education Standard 7.5 – Interpersonal Communication

Materials Needed: Handouts entitled “Take a Stand and Lend a Hand,” “Don't Just Stand By,” and “Tracking Prejudice Speech in School”; writing utensils

Time Required: Three class periods

Teacher Instructions: The activities incorporated into this lesson are part of a three-day process. The activity examines what it means to witness bullying and what students should do if they find themselves in a similar situation. This activity also will make students aware of their own and their peer's use of derogatory language. Although this web page will describe the activities and provide general directions, lesson plans for these activities can be found at NoNameCallingWeek.org (see the link that follows).

Day #1: During Day One, students will receive a general introduction to the issue by discussing several “bullying” scenarios in which they are placed in the role of a witness to bullying. Students will answer questions that will prompt them to consider what they should do in these situations versus what they would actually do. Students then will be asked to define what a “bystander” is and develop a list of reasons why students don't interfere when they see someone being bullied. Next, distribute the “Take a Stand and Lend a Hand” handout. This handout furthers the discussion of doing the “right thing” and provides students with ideas and suggestions.

Visit [NoNameCallingWeek.org](http://www.nonamecallingweek.org): [Don't Just Stand By](http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/5-1.pdf) at http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/5-1.pdf for lesson plan and handouts.

Day #2: On Day Two, distribute the “Don't Just Stand By” handout. Students can complete this exercise individually or in pairs. They will be asked to read two letters. Afterward they should respond to the letters by giving advice to the “reader” about how to stand up for someone who is being bullied. Students will then discuss their answers as a class or teachers can chose to role-play each situation so students can act-out their responses.

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At the end of Day Two, distribute the handout entitled “Tracking Prejudice Speech in School.” This activity is designed to make students aware of derogatory language used in their school setting and perhaps even in their own speech patterns. Students should immediately begin to track the language they hear at school and report back to the class during the next class period.

See the Tracking Prejudice Speech in School curriculum piece for lesson plan and handout.

Day #3: Give students the first 10-15 minutes of class to write about their experience of tracking prejudicial language in their school (as described in the “Tracking Prejudice Speech in School” lesson plan.) Then, for the remainder of the class period, go through the discussion questions that are also included on the “Tracking Prejudice Speech is School” lesson plan.

See the Tracking Prejudice Speech in School curriculum piece for lesson plan and handout.