

LESSON E-UII-L2

Making Choices: Bystander, Perpetrator, Victim, Upstander

Unit II: Violence, Aggression, and Terrorism

Grade Levels: 3-5

Time: 60 Minutes



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Interdisciplinary Connections

Character education, literacy, art

Objectives

- Identify and explain the roles of individuals in a threatening situation.
- Identify the choices of an individual in a threatening situation.
- Discuss what an individual should do in a threatening situation to help others.

Key Terms

- bystander
- perpetrator
- survivor
- victim
- hero
- rescuer
- upstander

Lesson Materials

- *The Terrible Things* by Eve Bunting
- Drawing paper
- Crayons or markers

Lesson Background

- Ask students the questions: “What scares you? What frightens you?”
- Have the students to describe their answers in writing and then draw an image representing what frightens them.
- Call on student volunteers to share their descriptions and/or images with the class. (If available, use an overhead projector or ELMO projector to show the images on a screen.)

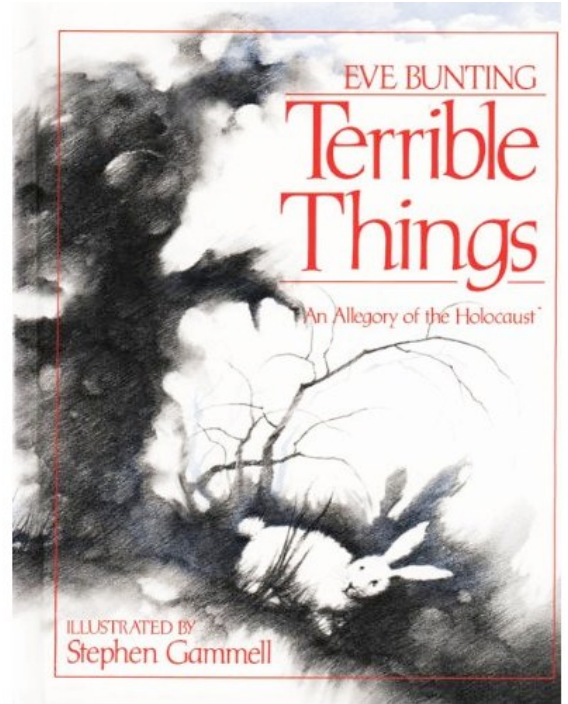


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Terrible Things by Stephen Gammell

Lesson Plan

- Introduce the book and ask the students to listen to what the forest animals in the story are scared of or frightened by and what the forest animals' reactions are to their fears.
- Read the story to the class (it is not necessary to show pictures from the book).
- Have the students participate in a Think-Pair-Share activity. Guide pairs to focus on these discussion questions one at a time:
 - What do we know about the Terrible Things? How do we know that?
 - Do we know who the Terrible Things are?
 - What are they trying to do? Why?
 - How does that make you feel?
 - What does Little Rabbit do? Why?
 - How do you think Little Rabbit feels? What in the text makes you think that?
 - Do you think Little Rabbit could have done anything differently?
 - Could Little Rabbit have made a different choice? What? How?
 - If Little Rabbit does go tell the others about the Terrible Things, will they believe him? Why or why not? What will they decide to do?
- Discuss this question as a class: “Who are the bystanders, perpetrators, victims, and upstanders in the story?”

Evidence of Understanding

- Have the students work in groups to rewrite the ending of the story to reflect what Little Rabbit might have done differently to change the outcome for the better. Have the groups share their endings with the class. Record the endings on chart paper. Guide the class to come to a consensus on which options are best.
- Have the students write a journal entry about the story and what Little Rabbit could have done differently.
- Individually, students draw pictures illustrating an alternative positive outcome to the story.

Taking Action and Giving Service

Upstanders in real life: Have students identify people in their own lives who stood up for another person. Ask them to write a story or a letter to that person.