

LESSON M-UVII-L2

# The Upstander

**Unit VII:** Building Better Futures: Narrative, Recovery, and Responsibility

**Grade Levels:** 6–8

**Time:** 40 minutes



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## Objectives

- Define the terms *upstander* and *bystander* and discuss why people take both roles.
- Research ways to help the community.

## Key Terms

- bystander
- upstander

## Lesson Plan

- Ask students to define their roles in society (i.e. their class, school, family, community). Have them make a list, a web, or a sketch.
- Discuss the students' responses. Then put the words *bystander* and *upstander* on the board. Discuss the meanings of both words.
- Then have the students write in their journals about times when they have been either a bystander or an upstander and what made them act the way they did.

## Evidence of Understanding

Have the students write an essay about the roles they play in life and how they can be more of an upstander and less of a bystander.

## Taking Action and Giving Service

- Have students research people in their community or state who acted to effect change. Guide them to consider the following points:
  - Identify what they did, how long it took to effect change and what the final outcome was.
  - Determine if their product was a new law, change in policy, a website, music, art, community structure, etc.
  - Identify how the media covered their efforts.
  - If you were a journalist, how would you cover their story and where would you publish it? (For example, look at the Person of the Year in 2002 in *Time* magazine: <http://www.time.com/time/covers/0,16641,20021230,00.html>. The “persons” of the year were three women who were “whistleblowers.”)
  - Write a story for your local newspaper on the anniversary of your community upstander’s contribution. (Remember to emphasize that anyone can be an upstander and make this type of contribution.)
- Have the students determine other causes they might become involved in (e.g., nonprofit organizations that provide direct services to those in need, community food banks, pet shelters, etc.) Ask them to identify the “movers and shakers” who started those movements or organizations.