

Worksheet - Activity 2

Upstander options

Now that you're in your groups, each group gets to decide how you want to be an upstander. Ask for one volunteer in your group to be a writer (on the sticky notes) and one to be a reader. The reader reads the first situation out loud and then the groups take five minutes for each situation to discuss and decide how you'd support the target publicly and how you'd support them privately. The writer writes your decisions on two sticky notes and sticks one note in the Public column and one note in the Private column on the whiteboard. To make your decision, use the ideas the class just discussed together OR make up your own way to help the target. Repeat that process for situation 2 and situation 3.

Note: There's not just one right way to support a target because each person (both target and bystander) is different and each situation is different. We're just trying out different upstander options.

Situation 1

A student posts a video of themselves singing a cover to a famous pop artist's song. Other students start posting mean comments under the video. What do you do to support the student who posted the video? Work with some of the ideas previously discussed or agree on your group's own response.

Situation 2

A student sends another student a screenshot of a comment your friend posted and makes a nasty joke about it. The screenshot gets reposted and goes viral at school. What will you do to support the student whose comment was screenshotted and shared? Choose one of the ideas we just discussed as a class – or decide on your own response

Situation 3

You find out that a student at your school created a fake social media account using another student's name and posts photos and memes that say mean things about other students, teachers, and the school. What do you decide to do to support the student who's being impersonated in this mean way? Consider some of the ideas previously discussed or come up with your own response.