

Unit II: From the Playground to the World Stage

Grade Levels: 3-5

Time: 60 minutes

Lesson EII-7: Making Choices: Bystander, Perpetrator, Victim, Upstander

Interdisciplinary Connections:

Character education, literacy, art

Objectives:

- Students will be able to identify and explain the roles of individuals in a threatening situation.
- Students will be able to identify the choices of the individual in a threatening situation.
- Students will be able to discuss what the individual should do in the threatening situation to help others.

Key Terms:

Bystander

Perpetrator

Victim

Survivor

Rescuer (Hero, Upstander)

Materials:

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

Activities/Procedures:

- Ask students the question: What scares you? What frightens you?
- Ask students to describe their answers in writing and then draw an image representing what frightens them.
- Take student volunteers to share their description and/or image with the class. (If available, teacher may use an overhead projector/elmo to project the images on a screen.)

Classroom Activity:

- Teacher introduces story and asks students to listen to what the forest animals in the story are scared of or frightened by and what the forest animal's reactions are to their fears.
- Teacher reads the story to the class (not necessary to show pictures from the book).
- Think-pair-share activity focusing on 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 the Little Rabbit feels? What in the text makes you think that?
 - Do you think the Little Rabbit could have done anything differently?
 - Could the 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 as a class: Who are the bystanders, perpetrators, victims, and rescuers in the story?

Evidence of Understanding:

- The students will work in their buddy groups to rewrite the ending of the story to reflect what the Little Rabbit might have done differently to change the outcome for the better. Share with the class. Teacher records endings on chart paper. Class comes to consensus on which options are best. Follow up with a journal entry.
- Students individually will draw a picture illustrating an alternative positive outcome to the story.

Extension Activities: Taking Action and Giving Service:

- Use "*Facing Fear: Helping Young People Deal with Terrorism and Tragic Events*" by the American National Red Cross, Washington, DC, 2001. (www.redcross.org and type title into search box. Click item. PDF takes time to download.)
- Upstanders in real life – have students identify people in their own lives who stood up for another person and have them write a story or a letter to that person.