

**Unit VII:** Building for the Future

**Grade Levels:** 6-8

**Time:** One 40-minute class period

## Lesson MVII-17: The Upstander

### Objectives:

- Students will define the terms upstander and bystander and discuss why people take both roles.
- Students will research ways they can help in their community

### Key Terms:

**Upstander**

**Bystander**

### Activities/Procedures:

1. Ask students to define their roles in society (i.e. their class, school, family, community). This can be listed, webbed or sketched.
  - After discussing their answers, put the words bystander and upstander on the board.
  - Discuss the meanings of both words.
  - Have students select one role in which they acted as an upstander or a bystander.
2. Have students journal instances when they have been either a bystander or an upstander and what made them act the way they did.

### Evidence of Understanding:

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

### Extension Activities: Taking Action and Giving Service

- Research other people who acted to effect change.
- Research other causes where they could get involved (i.e. Make A Wish, community food banks, pet shelters).