**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Becoming an Upstander***

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| **Objective:** Consider some steps that can help overcome the Bystander Effect. |

**Directions**: Read the text below and answer the questions on the following page.

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| **How to be an Upstander**  It can be dispiriting to learn about the Bystander Effect (where you become less likely to help someone when other people are present) because everyone is subject to it. However, research shows that awareness of the Bystander Effect actually increases the likelihood of individuals intervening. With a little knowledge, you are more likely to stand up and react in a situation where it is needed. This is called being an **upstander.**  Consider the following situation: you are walking downtown by yourself, and you come across a man who is passed out on the ground. You notice that other strangers are standing around. Before knowing about the Bystander Effect, you may have assumed someone else called 911 and keep walking. Now that you know about the Bystander Effect, you pause and tell yourself that someone may not have intervened yet. You ask the strangers if anyone has helped, and you realize no one has. You call 911 yourself, and an ambulance comes quickly to assist the man.  We’ve discussed the psychological difficulties of intervening in a medical emergency or calling attention to a smoky room. However, an even trickier situation to become involved in occurs when another *person* is causing an unsafe situation. While awareness of the bystander situation might make us more likely to get involved, it is also important to consider different actions we might take. The group RAINN has developed the following list of actions that can direct us when we need to intervene in a situation where a perpetrator is present:   * **C**reate a distraction: Call attention to something else. Perhaps you witness someone harassing another person. The goal of creating a distraction is to interrupt that incident so the victim or individual at risk can safely exit in some way. * **A**sk directly: Ask the individual at risk directly if they need help and/or would like you to intervene, “Do you need help?” or “Would you like to leave with me?” * **R**ally others: Sometimes it’s uncomfortable to directly confront the perpetrator. Ask others around you to help or go tell a trusted adult. You might ask a friend to come with you to intervene. * **E**xtend support: Follow up with the individual at risk – you might offer a shoulder to lean on or ask if they need additional assistance (e.g., “Would you like me to walk with you?” “Do you need anything else to make you feel supported?”).   These actions don’t necessarily need to be followed in order, and you might choose to do only one or two, depending on the situation. |

***Becoming an Upstander (Cont’d)***

Let’s practice using the CARE structure to intervene. Imagine you are in your biology class, and your teacher, Mr. Davis, tells you to turn and talk to your neighbor and remind each other of each organelle in the cell and its function. Your neighbor, Jordan, immediately begins taunting another student, Kirby, who is sitting behind you, about their appearance.

1. Create a distraction: How might you create a distraction in this moment? What could you say or bring up to interrupt the bullying?

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1. Ask directly: How might you ask the student who is being bullied if they need or want support? Would you do it in this moment or wait until later?

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1. Rally others: Who might you rally to help? When might you share this with your teacher?

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1. Extend support: What might you say to the student afterward to extend support?

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***Becoming an Upstander (Cont’d)***

Compare your answers to a possible intervention below.

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| **Create a distraction**: I would try to get Jordan back to the question by saying, “Jordan, I feel like Mr. Davis is going to call on us. I remember these organelles…”  **Ask directly**: I would give the student a nonverbal gesture like a thumbs up to see if they’re okay.  **Rally others**: If that intervention didn’t work, I would assess which other students were sitting near me and see if they might help by saying something like, “Jordan, that’s not cool. Right, Vanessa?” After class, I would ask Mr. Davis if I could talk to him about something and share what Jordan said to Kirby.  **Extend** **support**: In the hallway, I would find Kirby and see if he’s okay, “Kirby, I’m so sorry Jordan was bullying you in class. Are you okay? How can I help?” |

1. How does your intervention compare to the one above? Does this make you rethink any portion of your plan? Is there any part of your plan you think is stronger? Explain.

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**Apply Your Learning for *Becoming an Upstander (Cont’d)***

1. In each situation below, consider which of the steps you’d use. Script what you’d say:

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| **Situation** | **Which component of the CARE framework would you use? You might choose more than one.** | **Script what you’d say in this situation. Be specific!** |
| 1. A group of seniors keeps pulling pranks on a freshman, and they do not seem friendly. You see the seniors pour water on the freshman’s pants in the hallway during class change. |  |  |
| 1. You hear a teacher make a negative comment about a student’s disability, indicating their lack of belief in the student. |  |  |

***Becoming an Upstander (Cont’d)***

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| **Situation** | **Which component of the CARE framework would you use? You might choose more than one.** | **Script what you’d say in this situation. Be specific!** |
| 1. You’re at a party, and you see someone who looks like they’ve had too much to drink. She is being led out of the party by another person. You don’t know their relationship. |  |  |
| 1. In English, your class is reading a book about a queer character. You hear a classmate use a slur in reference to the character when speaking to their friend. Other students heard the comment, but they don’t say anything. |  |  |

***Becoming an Upstander (Cont’d)***

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| **Situation** | **Which component of the CARE framework would you use? You might choose more than one.** | **Script what you’d say in this situation. Be specific!** |
| 1. At the park, you see someone loudly taunting another person about a political slogan on their t-shirt. The person with the political slogan is close to tears. |  |  |

1. Which of these situations felt the easiest to imagine yourself being an upstander for? Explain.

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