

21st Century Healthy Living Lesson

Grade: 8

Unit: Healthy Relationships

Driving Question: Only a Bystander?

Curriculum Outcomes:

2.7 examine the role of bystander in cases where a peer/friend is experiencing emotional, physical, psychological harm and practice scenarios that show support and help

2.8 practice the ability to listen to a peer to understand another's needs and circumstances, express understanding, and support them in getting help in relation to physical, mental, and social health concerns

Expected Time: 2 – 60 minute classes

Resources:

- [PowerPoint](#) – link to site with this available for download
- [Screencast of PowerPoint](#)
- [Student opening pass](#)
- [Student group handouts](#) – 2 scenarios per group. Five different sets of scenarios.
- Class set of iPads. Could also use student's own devices if possible

Lesson Procedure

21st century skills

Teacher does (I Do):

Have PowerPoint ready to introduce the day's topic and move to the second slide to show students the quote typed there. Open a [Today's Meet](#) room and have students respond with their initial thoughts/feelings to what this quote means. Have a class discussion around their responses which will vary but should be led to the idea of what a bystander is and how their reaction (or lack of) impacts the situation taking place. Move through the PowerPoint to outline some of ways a bystander can help if they see someone in a difficult situation.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

Individual student work (You Do):

Have students identify 3 situations where they have been a bystander and what they did, if anything. These can be filled in on the [student opening pass](#). Ensure students that this is not to

- find, validate
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- critical thinking

<p>judge their actions. It is only to get them thinking about situations where they could have done something different to support a person in need.</p>	<input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Group work (We Do):</p> <p>Have groups of 3-4 students work together on the scenarios found on the student handouts. First they will decide what they would do if they were the bystander in the situation and explain how it could affect the other people in the situation. Once this is completed, they will choose 1 of their 2 scenarios to create a video representation of how they would react if they were the bystander in the situation. They can use the iPads to record their video once they plan the role of each person.</p>	<input checked="" type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Class share (We Share):</p> <p>There should only be 4-5 videos so if time permits you could view all as a class. Otherwise, have 1-2 groups show their work to the class.</p>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Lesson Wrap Up:</p> <p>Encourage class to think about how their choice to do nothing affects people being victimized around them. This lesson should give them some reasons for why they need to start speaking out against bad behavior and support others when they are in need of help.</p>	
<p>Differentiation/Modification/Enrichment:</p> <ul style="list-style-type: none"> • If needed, conference with individual students who may have difficulty remembering when they were a bystander in a situation. • Pair students who need support with stronger students for group activities. 	
<p>Assessment:</p> <p>Record opening pass for completion as a formative assessment in Power School. Mark group work on a 1-4 scale based on the group's ability to show understanding of a supportive bystander in their work.</p>	
<p>Teacher Reflection:</p>	