



TITLE	AGE RANGE	TIME
<i>Upstanding</i>	<i>13-18</i>	<i>50-60 minutes</i>

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### ***Brief Outline:***

*Explore building peace through the lens of upstanding and bystanding with a local case study.*

#### **PURPOSE:**

- Encourage students to reflect on their own responsibility in building peace or responding to injustice
- Explore the reasons why individuals may stand up to injustice or stand by
- Discuss a local case study of upstanding linking this to the experience of students

#### **MATERIALS NEEDED:**

- Projector and [video links](#)
- Markers or pens
- Flipchart paper
- A4 paper or notebooks for personal notes

### ***Instructions***

#### **INTRODUCTION (15 MINUTES):**

Begin by introducing the concept of 'peace' and explaining that students will be exploring the range of responses to injustice or violence.

Explain that peace can mean:

- An absence of violence
- Harmony and understanding between people
- The presence of fairness or justice in society
- An inner feeling of calmness

Lead a discussion asking students:

- *Can you think of any examples of people standing up for peace? In what ways might they do this?*
- Include reference to challenging violence, injustice, or bullying, being an ally to those who may be harmed or discriminated against and building bridges between people who might disagree.



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## REASONS FOR UPSTANDING AND BYSTANDING (15 MINUTES):

Introduce two terms:

- **Upstander** - A person who speaks or acts when they witness people being treated in a way that is unjust or a way they disagree with
  - **Bystander** - A person who chooses not to speak or act when they witness people being treated in a way that is unjust or a way they disagree with
- Ask to students to discuss the following in small groups at their table noting their answers on paper:
    - *What factors do you think motivate a person to help someone else? List as many ideas as you can in two minutes.*
    - *What factors do you think make it less likely that a person will intervene to help someone else? List as many ideas as you can in two minutes.*
  - Ask each group to share their answers noting these on the board:
    - Reasons for standing by include fear of harm, fear of embarrassment, not wanting to challenge your peers, diffusion of responsibility, feeling alone, potential for personal gain
    - Reasons for standing up include having clear values, wanting to do the right thing, support from others, being in a position of authority

## UPSTANDING — GET ON THE BUS (15-20 MINUTES):

Explain that students will be reflecting on a local example of upstanding:

- This story is set between 1993-1998 in Northern Ireland. Gillian describes belonging to a minority group during the journey to school in the morning on the bus. Gillian witnesses sectarian bullying of younger boys on the bus and she must choose how to respond.

Watch the film pausing at 2 minutes and 30 seconds. Then ask pupils to reflect:

- *What options are available?*
- *What would the consequences of these actions be?*
- *What do you think Gillian will do?*



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Watch the rest of the film and ask students:

- *What did you think of Gillian's actions?*
- *What factors made Gillian's decision harder? How do these compare with the reasons for bystanding identified earlier?*
- *What factors supported Gillian's decision? How do these compare with the reasons for upstanding identified earlier?*

**CLOSING REFLECTION** (5 MINUTES):

- How can we encourage upstanding in our school community?