

# Stand Up! Speak Out!

STAND UP: *Your silence is a weapon in the hands of the perpetrator*

## *Guide for Discussion, Reflection or Role Play*

When someone is in danger or being hurt, we have to step up to the plate, stand up and speak out. If we remain silent, we give the perpetrator more power, and we give up our power to make a difference.

### Vocabulary

Ally: a supporter of equality who stands up for *anyone* who is the target of bias and bullying  
moral courage: the courage to *do the right thing* especially when others are *not* doing the right thing  
perpetrator: someone who intentionally causes harm (i.e. a bully is a perpetrator)  
collaborator: someone who helps the perpetrator (bully), by joining in with bullying or teasing  
silent bystander: someone who is a witness to harm being done, but does and says nothing to stop it  
conscious choice: an action we take after *thinking* about it, and weighing what the consequences may be  
target: the person being hurt or bullied

### *Bystanders watching, your silence is a weapon in the hands of the perpetrator*

1. Imagine that you arrived at school one day to find one student verbally or physically attacking another student. A circle of bystanders has gathered around. Some are laughing, some are cheering on the perpetrator or the target. Most are just watching. What would you do?
  - Explain the metaphor “your silence is a weapon in the hands of the perpetrator”
  - What message does our silence send to the perpetrator?
  - What message does it send to the target?
  - In this situation, who is responsible for hurting or putting the target in danger?
2. What are some of the challenges of speaking out?
  - Fear of becoming the target: will the perpetrators turn on me?
  - Fear of being considered a *snitch*?
  - Fear of being *associated with* the target:
    - If I speak out for a gay student, will the other students think I’m gay?
    - If I speak out for an unpopular student, will others think I’m that kid’s friend?
3. What strategies might make it easier to speak out?
  - Stay cool but say something ASAP (like, “Cut it out!”) that identifies you as an Ally
  - Get one or more students to go with you and stand with the target
  - If it’s safe, quickly escort the target out of harm’s way
  - If it’s not safe, call, text, or go get help
  - Identify one or more students who would be willing to be Allies with you next time

### *If they put you down when I’m around / You can count on me to support you / I’ll take your part*

4. Do you have someone in school you can count on to *take your part*—to stand up for you?
  - Have any other students shown you that you can count on them? How?
  - How do you let other students know they can count on you?
  - Are there teachers or staff members you feel you can count on?

### *If they speak your name with hate and blame / I won’t follow the leader, I’ll follow my heart*

5. What does power have to do with who the leaders are in your school? What kind of leader do you admire? Identify different kinds of power and how students with less power might be targeted:
  - Physical power: someone bigger, stronger, older
  - Social power (or status): someone who is popular, the captain of a sports team or social club
  - Intellectual power: someone who is a very good student
6. When someone is being bullied or harassed, what does it mean if you say, *I won’t follow the leader, I’ll follow my heart*? What kind of a leader would you like to be?