# Personal Complicity

**Age:** Secondary
**Level:** A2-B1
**Global Knowledge or Global Attitudes and Action:**
Global Attitudes and Action
**Standard for Learning Outcome:** Student encounters their complicity in negative global outcomes. This can include, as an extension of the self, national complicity too.
**Learning Outcome:** S.D2.S1.LO1 Identify personal complicity in negative outcomes, interpersonal and global
**Standard for Global Skill:** Student acquires the skills to be a questioning citizen.
**Global Skill:** S.D3.S4.LO1 Demonstrate an understanding of cause and effect
**Sustainable Development Goals:** 4: Quality Education, 16: Peace, Justice and Strong Institutions

## Part 1 (15 mins)

**A.** Divide the class into Student A and Student B. Tell Students A to look at the photo and answer the questions. Tell Students B to read the poem and answer the questions. You may need to define *Socialist* (someone who wants to create a society in which everyone has equal opportunities and in which the most important industries are owned or controlled by the whole community) and/or *Jew* (a member of the group of people who lived in Israel and believed in Judaism in ancient times, and who now live in many places all over the world, including Israel).

**Answer Key:**
1. Photo: The runner | Poem: The socialists, the Jews, and the speaker/writer
2. Photo: The people behind the barriers | Poem: The speaker/writer
3. Photo: Person feels unsupported/observed | Poem: No one is left to help the speaker/writer

**B.** Ask students to compare their answers and discover what the photo and the poem have in common.

**Answer Key:** Both feature people who are not helping someone in trouble and their lack of action is making the situation worse.

**C.** As a class, encourage the students to discuss the issues related to being a bystander. Talk about ideas of being responsible for helping the people around us and how we are complicit if we do nothing to support someone in a difficult situation that we are aware of.

**Answer Key: Possible answers**
The situation won't be solved. The victim feels unsupported. The victim feels observed. It creates a feeling that it is OK to not help. The bystander can feel guilty.

## Part 2 (15 mins)

**A.** Explain to students what a *bystander* is. Ask them if they have ever been in situations when they saw something wrong being done. How did they react? Ask students to look at the photos and identify the problem and who some possible bystanders might be. Ask them to identify what can they do to help in each situation.

**Answer Key:** Left to right: Bullying: other classmates, teachers; Littering: other drivers, people walking on the street; Cyberbullying: parents, sibilings, friends

It might be useful to discuss the difference between bullying and cyberbullying (bullying is in person and often physical whereas cyberbullying is virtual). Also, explain that this lesson will look at some mild examples of bullying and discuss possible solutions. Inform students that they do not need to share any personal examples of bullying.

**B.** Tell students to read the posts in the discussion forum and identify which problems from A are discussed.

**Answer Key:** bullying and cyberbullying

You could use this opportunity to look at discussion forums such as *Reddit* and see which students use these forums. You could talk about the common features of discussion forums (they are organized in themes / questions, anyone can contribute, people typically vote for the most useful or interesting answers).

**C.** Ask students to read the statements and choose if they are true or false. Have them correct the false statements.

**Answer Key: 1.** T **2.** T **3.** F (lucytunes did not send or share the pictures.) **4.** T **5.** T **6.** F (PJ is an informal way of saying pyjama.) **7.** F (Sandra cut her own hair with scissors.) **8.** T

**D.** Ask students to discuss ways that they could help someone in similar situations. Again, remind students that they do not need to share any personal examples of bullying. Encourage ideas of being responsible for supporting others and the impact of being complicit by doing nothing.

**Answer Key: Possible answers**
Stand close to a person being bullied but not if this puts you in danger. Ignore the person who is bullying someone. Encourage others to support the person being bullied. Shift the focus away from bullying by changing topic or distracting. Walk away with the person being bullied. Tell the bully to stop. Make sure that the person being bullied understands that it's not their fault. Document instances of bullying and report what you saw to a trusted adult. Follow up after reporting to make sure action was taken

## Part 3 (20 mins)

**A.** Ask students to read the poster and/or read the poster aloud to them. Remind them that the theme in this worksheet is making sure that everyone supports people in trouble and that they are not complicit in contributing to a negative situation by doing nothing. This is the idea behind the name of the campaign: *Speak Out, Stand Up, Act Now.* Go through each of the five problems and make sure students understand what the problems are and can think of examples. Again, remind students that the examples they give do not need to be personal examples. Once the situation and the ideas are clear, put students in groups to answer the questions.

**Answer Key: Possible answers**
**Littering 1.** People throwing garbage on the ground **2.** Punishing people, using picking up litter as a punishment, encouraging people to pick up litter, etc.
**Bullying 1.** Name calling, physical mistreatment, etc. **2.** See above for ways to help with bullying, etc.
**Discrimination 1.** Racism, sexism, homophobia, etc. **2.** Remind students to treat everyone equally, support minority students, include minority figures in class conversations, etc.
**Favoritism 1.** Always asking the same students, giving higher grades to certain students, etc. **2.** Making school work anonymous, using random systems to select students, etc.

**Mental health 1.** Seeing big changes in behavior, lack of control, hiding, etc. **2.** Creating safe spaces for conversations, being observant and patient with signs of mental health difficulties, etc.

**B.** Put the class into new groups and ask them to identify the three biggest problems in their school. These problems may include the ones from activity A or may be different problems. Ask them to plan ways to help with these problems.

**C.** Explain to students that they are going to present their ideas to the class. Encourage them to find or draw images that represent the three problems they chose. Give them time to divide up the work among the people in their group and decide how they will explain the problems they chose and present the best ways to solve those problems.

## Extension

**A.** The first part of the extension should be done in class to make sure that students understand what the key issues are. Examples of problems in the community that people often see and do nothing about include: discrimination of particular groups in the community, littering, breaking rules and regulations, e.g. parking a car in a disabled bay, using cellular phones while driving, etc.

**B.** Once key problems in the community have been identified, the rest of the extension activity can be done in class or as homework. Students need to research what the leaders of the community are currently doing and think of ways that everyone in the community could be encouraged to help with these problems.

**C.** This activity can simply be a writing exercise or it can be an opportunity to show students the impact they can have on the local community by asking the community leaders to help people facing problems. Students can write emails to a real community leader and send them. Potentially, their ideas may be put into practice or at least, they will get a considered response. Connecting students' ideas to a real situation helps them see the importance of those ideas and of expressing themselves clearly and persuasively.