



1-866-SPEAK-UP  
**SPEAK UP. SAVE LIVES.**

## SPEAK UP INTRODUCTORY ACTIVITY

**FORMAT:** One large group, students in pairs, or small groups of 3-4 students

### **MATERIALS:**

- Copies of the Bystander Quiz (for distribution to students)
- A copy of the SPEAK UP Fact Sheet

### **WARM UP:**

Start the lesson by having students work on the Bystander Quiz (see below). They can work individually, in pairs, or in small groups to complete the exercise. It should take approximately 5 minutes for students to complete; however, more time should be allotted if students are working in pairs or groups.

### **ACTIVITY:**

1. Begin by introducing the term **BYSTANDER** and asking students to define it. Record the class' responses on flip chart paper.
2. Expand on the class' definition of **BYSTANDER** and explain that we have all been bystanders in our lives. Point out that there are many situations in our everyday lives that force us to make a choice of whether to get involved or stand by and do nothing.
3. Read the first scenario of the Bystander Quiz (see below) and ask students how likely the bystander is to help the girl in trouble. Discuss the reasons why they felt the bystander would act or choose to do nothing. Follow up by asking what they think the bystander should do?
4. Read the second scenario and ask students how likely the bystander is to tell someone what they overheard. Discuss whom they think the bystander would tell and why. Follow up by asking what they think the bystander should do?
5. Read the final scenario and ask students how likely the student is to tell someone about his friend's threat or the gun. Discuss whom they think the student would tell and why: A friend? A parent? A teacher? A police officer? Follow up by asking what they think the student should do?



# 1-866-SPEAK-UP

## SPEAK UP. SAVE LIVES.

6. Have students discuss how they think a person would feel if they did not report a threat and someone ended up getting hurt or even killed. Explain that one of the scenarios the class just discussed is very similar to a situation that actually occurred. Provide the following details:

**Josh Stevens was a sophomore in high school when his friend Andy Williams told him about his plan to attack the school. Josh assumed he was just joking. The next day Andy brought a gun to school and opened fire, killing 2 students and wounding 13 others. Josh says that not reporting Andy's threat was a mistake he will regret for the rest of his life.**

Explain that every threat should be taken seriously. That when someone is carrying a knife or gun or threatens harm, there is always a chance that something will happen – either on purpose or by accident. Follow up by asking:

- How do you think we can get more kids to recognize and report threats of violence?
  - Do you think kids would be more likely to report threats if they could do it anonymously?
7. Introduce SPEAK UP (see Fact Sheet). Have students discuss the following questions:
- What are your thoughts on SPEAK UP?
  - Do you think kids would use it? Why? Why not?

### WRAP UP:

Have students discuss or write:

- What did we learn today?
- So what (relevancy, importance, usefulness)?



**1-866-SPEAK-UP**  
**SPEAK UP. SAVE LIVES.**

## BYSTANDER QUIZ

**DIRECTIONS:** Read the following scenarios and answer the questions.

1. A group of students are standing around yelling loudly in a park. Three girls are shouting and laughing at a fourth girl who looks to be very upset. Another kid playing basketball nearby sees what is happening.

In your opinion, how likely is it that the bystander will stop and help the girl? Circle your answer.

1  
Very likely

2

3

4

5  
Very unlikely

What would make a bystander want to help?	What would make a bystander not want to help?

2. Two friends are sitting and talking after school. One of them is very upset and starts talking about her recent breakup with her boyfriend. She mentions that she wants to hurt herself. A third student overhears the conversation.

In your opinion, how likely is it that the bystander will tell someone about the girl's threat to harm herself? Circle your answer.

1  
Very likely

2

3

4

5  
Very unlikely

What would make a bystander want to help?	What would make a bystander not want to help?



# 1-866-SPEAK-UP

## SPEAK UP. SAVE LIVES.

3. A student is eating lunch when his friend tells him about the gun he just got. Then he mentions an attack at school. At first the student thinks his friend is joking, but then he isn't so sure.

In your opinion, how likely is it that the student will tell someone about the conversation or the gun? Circle your answer.

1  
Very likely

2

3

4

5  
Very unlikely

What would make a bystander want to help?	What would make a bystander not want to help?



1-866-SPEAK-UP  
**SPEAK UP. SAVE LIVES.**

## SPEAK UP FACT SHEET

SPEAK UP is a groundbreaking initiative, launched in 2002 by The Center to Prevent Youth Violence, dedicated to empowering students to take a lead role in preventing violence in their schools and communities. It is the nation's first and only hotline for students to safely and anonymously report weapon threats and threats of violence. It was created in collaboration with leading education and law enforcement experts, and has been implemented in school districts and communities across the country. Since the hotline launched nationally, it has received nearly 40,000 calls.

SPEAK UP was inspired by the U.S. Secret Service's "Safe Schools Initiative," which found in 4 out of 5 school shootings, at least one other person had knowledge of the attackers' plan but failed to report it. Our goal is to remove the barriers that prevent students from sharing potentially life-saving information and inspire them to "SPEAK UP" against violence.

### WHY AN ANONYMOUS HOTLINE?

Students often know about acts of violence before they happen but don't tell anyone for fear of retaliation or being labeled a "snitch." Our goal is to remove the barriers that prevent students from sharing potentially life-saving information. A survey of middle school students found that 83% would be willing to report another student with a weapon at school if they could do so anonymously. 1-866-SPEAK-UP makes it safe and easy for students to report threats while keeping their identity secret.

### WHAT HAPPENS WHEN A CALL COMES IN?

When a student calls 1-866-SPEAK-UP, he/she is connected with a professional counselor, who immediately reminds the caller that the call is anonymous. The counselor then asks the caller a series of questions to encourage the caller to provide as much information as possible.

### WHAT HAPPENS AFTER THE CALL?

Threat reports are phoned and faxed (or emailed) immediately to designated law enforcement contacts and school officials.

### BE SURE TO MENTION THE FOLLOWING:

- Students who call will talk to trained counselors—NOT the police, NOT teachers.
- Students will NEVER be asked their name and their number will not be traced or reported.
- Students should feel comfortable to simply report any threat they think is important—there is no threat too small to report.
- Students never have to worry about being a "snitch" or a "rat" because no one will ever know it was them.