



LESSON

2

Becoming an Upstander Unit

Grade 6 • Ages 11-13

TIME FRAME

Preparation: 10 minutes
Instruction: 30-60 minutes

MATERIALS

RAK Journals

Wizard of Oz Clip: The Cowardly Lion
(2 min 40 sec): <https://www.youtube.com/watch?v=z2itQkiQUOE>

Index Cards (or scraps of paper),
4 per student

[Kindness Concept Posters:](#)
Assertiveness, Compassion, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.6.1, 1c-d, 2

Colorado: Comprehensive Health S.4,
GLE.3, EO.a,b,e; Reading, Writing and
Communicating S.1, GLE.1, EO.d,e

SEL: Self-awareness, Self-manage-
ment, Social awareness, Responsible
decision making

[Learning standards key](#)

Becoming an Upstander Means Taking Risks

Students will participate in a discussion about risk-taking to better understand how they can be an upstander in a bullying situation.

Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

BYSTANDER Someone who stands by watches a situation without doing anything about it.

UPSTANDER Someone who sees a wrong act and does something to help the situation.

COMPASSION Feeling empathy for and wanting to help another in need.

RESPECT Treating people, places, and things with kindness.

ASSERTIVENESS Standing up for yourself and what you believe in while being respectful of the rights and beliefs of others.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Being offered different options for sharing out in the group, such as sketching a cartoon bullying situation with four possible responses (No Risk/Doing Nothing, Low Risk, Medium Risk, High Risk) and the consequences of each response or creating a chart with possible responses to each risk level.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Adapted from Dr. Bill Porter and Sally Stoker, MSW, of Bully Proofing Your School, Denver.

Share (2 mins)

Watch video clip of Wizard of Oz, where Lion bullies Tin Man and Dorothy intervenes. The Cowardly Lion - The Wizard of Oz (6/8) Movie CLIP (1939) HD (2min 40 sec): <https://www.youtube.com/watch?v=z2itQkiQUOE>

Inspire

Becoming An Upstander Means Taking Risks (5 mins)

Standing up to a bully can feel risky, but there is strength in numbers. Most people are not bullies or victims but are what we call bystanders, who don't do anything. This large group of people can make a difference!

Write: "Becoming an Upstander Means Taking Risks" on the board.

*Showing courage by standing up to a bully requires **assertiveness** and can be risky! In fact, our fear of taking a risk can stop us from doing anything when we see people being bullied. Let's talk about the levels of risk involved in taking a stand against bullying.*

Write each level of risk on the board, and give examples of each as you explain the risk levels.

- "No Risk/Doing Nothing": Join the bully by laughing or agreeing.
- "Low Risk": Look away, don't join the bully. "Medium Risk": Change the subject, walk away, and encourage others to walk away too.
- "High Risk": Stand up, speak out, and get help if needed.

Empower

Risk activity 1 (5 mins)

We can respond in many different ways when we see or experience bullying. By responding in an assertive way, we are being an upstander. But, it also means taking a risk: the bully might turn against us, the bully might ignore us and keep bullying, our friends might not stand up for us. It is more difficult to take a risk and try and stop the bullying than it is to be a passive bystander.

Distribute 4 index cards per student. Distribute a marker to each student, and have them write "No Risk", "Low Risk", "Medium Risk", or "High Risk" on each card.

Give the following examples of how to respond in a bullying situation, and ask students to hold up the index card that best matches the bullying response:

- Walk away
- Do nothing
- Speak out against the bully
- Look away
- Quietly get help
- Watch

Levels of Risk Activity 2 (10-40 mins)

Divide students into groups of 3. Give each student a role: bully, victim, responder.

Ask each group to create a scene that shows a bullying situation and a response.

Ask students to present their scenes to the class and have the audience hold up their index cards to show which response best matches each scene.

Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- *What does it mean to be an upstander?*
- *What is a bystander in a bullying situation?*
- *What level of risk is often needed to be an upstander? A bystander?*

Reflection Questions

- *After today's discussion, do you feel that you can respond in a kinder and more effective way to bullying when you see or experience it yourself? Why or How?*
- *Is it easier to be a bystander or an upstander when you see someone being bullied? Why?*
- *What prevents you sometimes from standing up, speaking out or getting help for a friend in need?*

Summary

It is not always easy to be assertive and take risks. You may fear that something bad might happen to you if you intervene in a bullying situation. When you see someone else being bullied, it's important to stand up, speak out or get help from others if needed. Often, this will stop the bullying behavior and you can really help to make a difference.



Act (2 mins)

Kindness Minute

To remember how we can take risks to help others who are being bullied, we are going to practice 3 movements. Let's say together, "stand up, speak out, get help!" When we say, "stand up" I want everyone to stand up out of their chairs. When we say, "speak out," form a microphone around your mouth, and finally, when we say "get help", we will raise our hand as if we were asking the teacher a question. Okay, let's try all together now. Stand up, speak out, get help!

Kindness in Action

Write a list of adjectives to describe someone who is an upstander. For example, courageous, assertive, leader, etc.

