

Inclusiveness

This week we focus on how to be an upstander when we see bullying behavior, which can include intentionally excluding people. Students will learn four specific upstander strategies and role play them in the first whole class lesson. The mini lessons expand on upstander behavior and experience, giving students a deeper opportunity to examine how to be an upstander and more inclusive of others.

Begin the unit with the whole class lesson and then aim to complete at least two of the mini lessons with your students throughout the week. Each mini lesson is designed to present elements of the main lesson in new and engaging ways.

Main Lesson

Whole Class Lesson
30 minutes



Becoming an Upstander

In this first lesson, students learn four strategies for being an upstander when they notice someone being bullied or excluded. Students first learn the strategies and then practice them through role play situations. (See *page 3* for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Burger King Stands Up to Bullying - Do We?

Watch the video created by Burger King to demonstrate how people do (or do not) respond to bullying yet do respond when their meal is not treated properly:

https://mashable.com/2017/10/20/burger-king-bullying-ad/#BD_FZlgz8PqQ

Based on the four strategies we learned about in the primary lesson, which strategies did the upstanders use? How did the upstanders demonstrate inclusiveness? Why do you think people got more upset about the beat-up burger than the bullying?

For Partners
15 minutes



Bystander vs. Upstander

With a partner, discuss which (being a bystander vs. upstander) is easier and why? Have you ever had a chance to be an upstander but chose bystander instead? Explain (though do not use the real names of the people involved).

For Individuals
15 minutes



My Upstander Mission

Journal about situations you've experienced (or could imagine experiencing) at school, at home, or in public) where you could stand up for someone else or choose to include them. From this activity, write a personal mission statement for yourself about how you will choose to be an upstander and choose to be inclusive over choosing to be a bystander or choosing to exclude. You could begin with, "I will be an upstander by _____."

Technology-Focused
15 minutes



Upstanders in the Media

Ask students to share any music, TV shows, or movies that they've seen or heard that promote upstander behavior or kindness. Have a class discussion about their ideas.

Becoming an Upstander

In this first lesson, students learn four strategies for being an upstander when they notice someone being bullied or excluded. Students first learn the strategies and then practice them through role play situations.

Lesson Timeframe

30 minutes

Required Materials

- No materials are required for this lesson.

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Lesson Objective

Students will:

- Learn four strategies for being an upstander when they see bullying behavior.

Teacher Connection/Self-Care

Being inclusive often requires action. Most naturally, we might think it simply means inviting others to join you. However, it might mean ensuring that your classroom management is fair for every student. It means using equitable teaching strategies that give everyone an equal chance at success. If some students are treated unfairly by classroom rules that are hard for them to follow or if they cannot keep up with the pace of the curriculum or your instruction, then you might be creating a classroom culture that is not as inclusive as you think. In what ways could your classroom or your instructional practices be more inclusive, fair, or equitable?



Share

5-7 minutes

In this unit, we are learning about being inclusive and how we can build a more inclusive school environment. One way we can do this is through simply being more inclusive of others, by fairly easy things such as inviting people to sit with you if they are sitting alone, expanding your friend circle, or partnering up with new people in class. It doesn't have to be a big gesture; if you are kind to others, you will naturally be inclusive of them.

Today, though, we are going to talk about a specific way, which can feel like a big way, to be more inclusive, and that is to be an upstander when we see someone either being bullied or being intentionally excluded or teased in a way that might cross the line into bullying. We use the term upstander and not bystander. Why do you think this is? Invite student responses; they have likely heard both of these terms through work done in any anti-bullying curriculum your school uses.

To be a bystander means we simply “stand by” while something happens. We see it but don't do anything about it. An upstander, on the other hand, “stands up” for the person being bullied, mistreated, or excluded. This is harder than simply being a bystander, but it makes a much larger impact and is the right thing to do in most circumstances.



Inspire

3-5 minutes

Today we are going to talk about how to be an upstander. To begin, though, I want you all to briefly journal your responses to the following quote by Martin Luther King, Jr. Here is the quote: "In the end we will not remember the words of our enemies, but the silence of our friends."

--Take 1-2 minutes to write down what you think this means.

Give students time to write (or simply think) - and do a think-pair-share with their neighbor to give everyone a chance to exchange ideas. Then ask for one or two people (or pairs) to share their thoughts.



Empower

15 minutes

Good. What Dr. King, Jr., is saying is that we need to speak up when we see injustice - particularly if we witness injustice toward those we know. It is easy to stay silent, but takes courage to stand up for people. Today we will discuss four strategies we can use to be an upstander.

Note: If the students have been through anti-bullying programs before and have learned about these strategies, you could ask them, first, to identify upstander strategies. If they miss any listed below, you can add them to their list and body of knowledge.

Strategy 1: Be Present - When you see bullying, show the bully that their target has a friend. Be present with the victim - be a friend in that moment, even if you are really more like acquaintances.

Strategy 2: Distract - When you see bullying, interrupt the bullying by distracting that person. Ask the bully a question not related to the situation. Invite the bully to join you in doing something else. In short, get that person's attention off of their target.

Strategy 3: Step In - This one takes more courage; here, the upstander tells the bully to stop and that their behavior is not right. Say it loudly enough to draw attention to the situation.

Strategy 4: Get Help - Tell a trusted adult about the situation to get appropriate help for both the bully and the bullied.

Which of these strategies do you think is the easiest one? Invite student responses; have them explain why they think the strategy they picked is the easiest.

Ok, which is the hardest? Repeat student response interaction.

Next, invite students to role play the strategies one at a time. They can use any hypothetical bullying situation (or repeat the same situation) for each strategy. Some situations are also suggested below. Rotate students into each situation so different students model different strategies. This could be done in small groups or as a large group.

Bullying Situation 1: Carmen is new at school and has to wear braces on her legs because of a spinal condition she has. Kids regularly tease her for how she walks. Be an upstander for Carmen.

Bullying Situation 2: Matt struggles with reading and is often teased by classmates during silent reading time in class or before/after English class for reading lower-level reading books. Be an upstander for Matt.

Bullying Situation 3: Summer lives with her grandparents and they don't have a lot of money or a very big house, and her peers make unkind remarks about her home and grandparents every day when she gets off the bus. Be an upstander for Summer.



Reflect

5-7 minutes

After the role-plays, ask students which strategy was the easiest/hardest to use and why. See if their answer changed at all. If so, why?

Then, ask students which strategy they think is most effective and why.

Remind them that any teacher is willing and able to help. If they do not feel safe standing up to a bully or intervening for someone, tell them to get an adult to step in right away.

We will be talking more about being an upstander in the mini lessons this week.