

You Can Be an Upstander

www.theNEDshow.com/upstander Length 4:01 mins.

In this animated 4 minute video, NED demonstrates what it takes to go from being a **bystander** to an **upstander**. Students will have fun learning how to stand up to bullying with these four out-of-this-world actions:

- 1) Be a Buddy
- 2) Interrupt
- 3) Speak out
- 4) Tell someone

THEMES

- Stand Up to Bullying
- Problem Solving
- Bullying Prevention
- Bystander vs Upstander
- School Climate
- Kindness

Key Vocabulary

- Bully/Bullying
- Bystander
- Upstander
- Courage
- Tattling vs. Telling

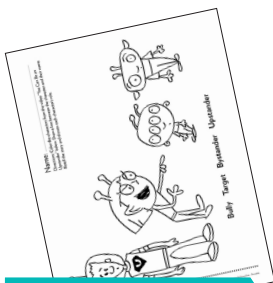
Build Background

Explain that 'Preventing Bullying' is the theme of this video. Dig into their prior knowledge about bullying. *What is our school policy/motto about bullying prevention? What forms does bullying take? Have you seen or experienced bullying?*

Discussion Starters



Choose the appropriate questions for the learners in your classroom:



PRINTABLE

Character Names

Remembering

Who were the 4 main characters in the story? Complete the Character Names Activity and discuss each character's role in the story. What's the difference between a bystander and an upstander?

Name the four ways to go from being a bystander to an upstander.

In the story, how does NED interrupt the bullying?

When NED speaks out, what does he say?

The video says that ALL KIDS have something in common. They are all _____ .

Understanding

What is the definition of bullying?

What can bullying look like and sound like?

Identify common place/times where you see bullying take place at your school.

What are some ways that you have seen or experienced bullying?

What are examples of non-physical bullying (e.g. shunning, leaving people out)?

Applying

What are some ways that you could "interrupt" bullying t your school?

How could you apply the four upstander tools if YOU were being bullied?

Analyzing

"Bullies aren't used to their targets having a buddy." Do you agree? Why?

Why is telling an adult not tattling?

Describe how each character in this scene is feeling right at the moment of bullying.

Complete the "Why did Bee Bully?" printable.



PRINTABLE

Why did Bee Bully?

Evaluating

"It takes courage and hard work to be an upstander." Is this true for you? Why or why not?

Why does someone choose to bully?

Are there ways that you could 'be a buddy' to the bully?

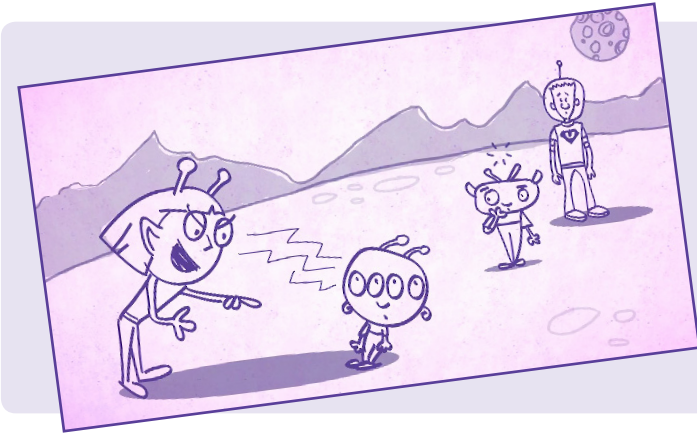
How would NED choose to treat the person who bullied?

Creating

Describe additional scenarios/settings where these four character are present.

Video Lesson Plan, Continued

You Can Be an Upstander



BULLYING

- Meanness towards those who are smaller or weaker
- Picking on people who can't do or say anything back
- Over and over

Writing Prompts



Choose the appropriate prompt for the learners in your classroom:

Help students complete this sentence: Upstanders are _____ (Example: "Upstanders are kind" or "Upstanders stand up for what's kind").

How could you apply the four upstander tools if YOU were being bullied?

How would NED treat the bully? Describe the four ways to be an upstander, carefully considering the bully's feelings in each scenario.

Can you be a bully without someone knowing who you are? Bullying doesn't have to be physical or even face-to-face. What are examples of 'anonymous bullying'? What are some non-school areas where bullying occurs (e.g. online). How can you be an upstander in these spaces?

Activities



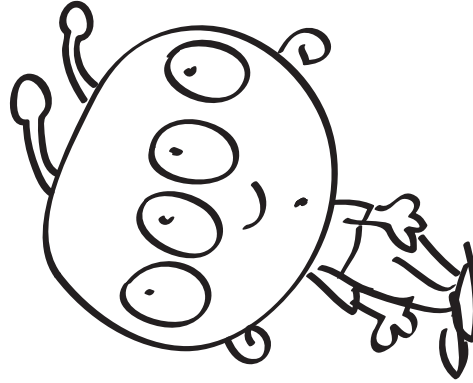
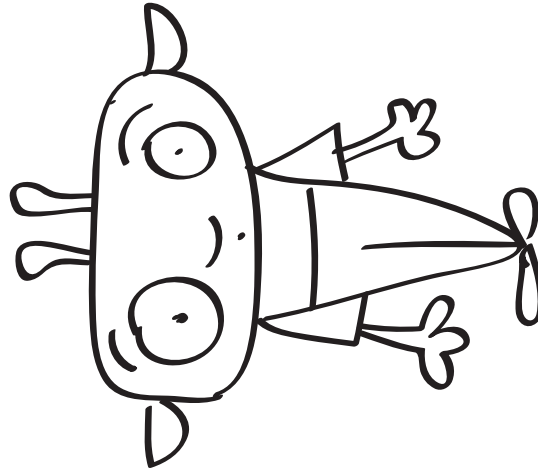
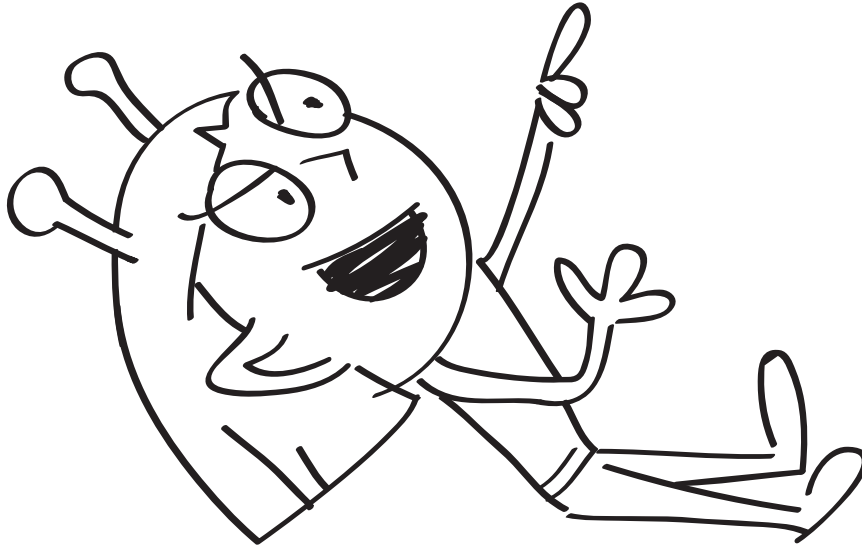
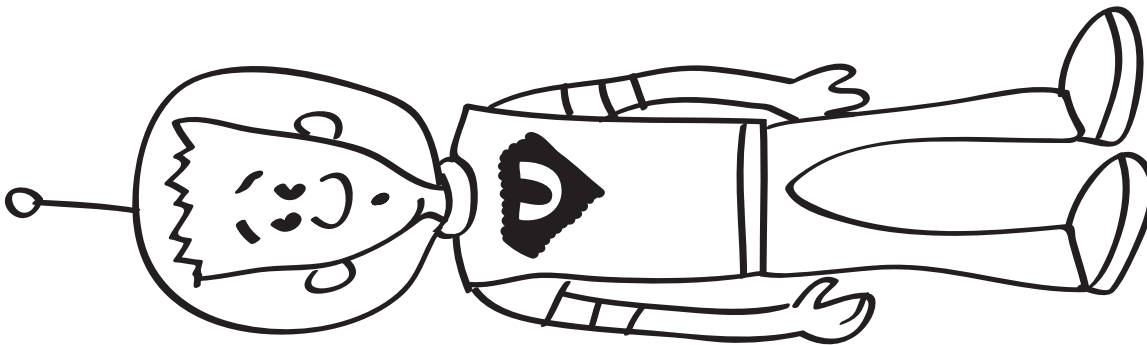
Choose the appropriate activity for the learners in your classroom:

Reader's Theatre Students can identify bullying and use the four helpful actions to stop it.

1. Divide class into small groups of 4-5 students.
2. Assign a script recorder for each group. This person is responsible for writing down the script as the group creates it.
3. Allow each group to decide a setting for their bullying scene. This should be realistic, though it could also be out of the box (i.e. a social media website).
4. Each member of the group is a character in the script. There should be at least one person for each of the four roles discussed: bully, target, bystander, upstander.
5. Each character needs a minimum of three lines of conversation/interaction during the play. The scene should begin with a brief history (the definition of bullying means it has happened over and over!), then another bullying incident, an upstander moment (using at least one of the four new skills), and a summary of how things turned out in the future. Remind students that the end goal is school where EVERYBODY feels safe and good about themselves.
6. Allow groups time to write a script and prepare to present their Reader's Theatre Play to the class. Remember - in Readers Theatre, no memorization, acting, scenery or props are required - they READ the scripts with their best intonation.
7. After each play is performed, have the audience discuss how they knew the incident was "bullying". Then identify which of the upstander skills were used to stop the bullying from continuing. Also, discuss how each of the characters might have felt during the bullying, during the upstander moment, and after the event passed.

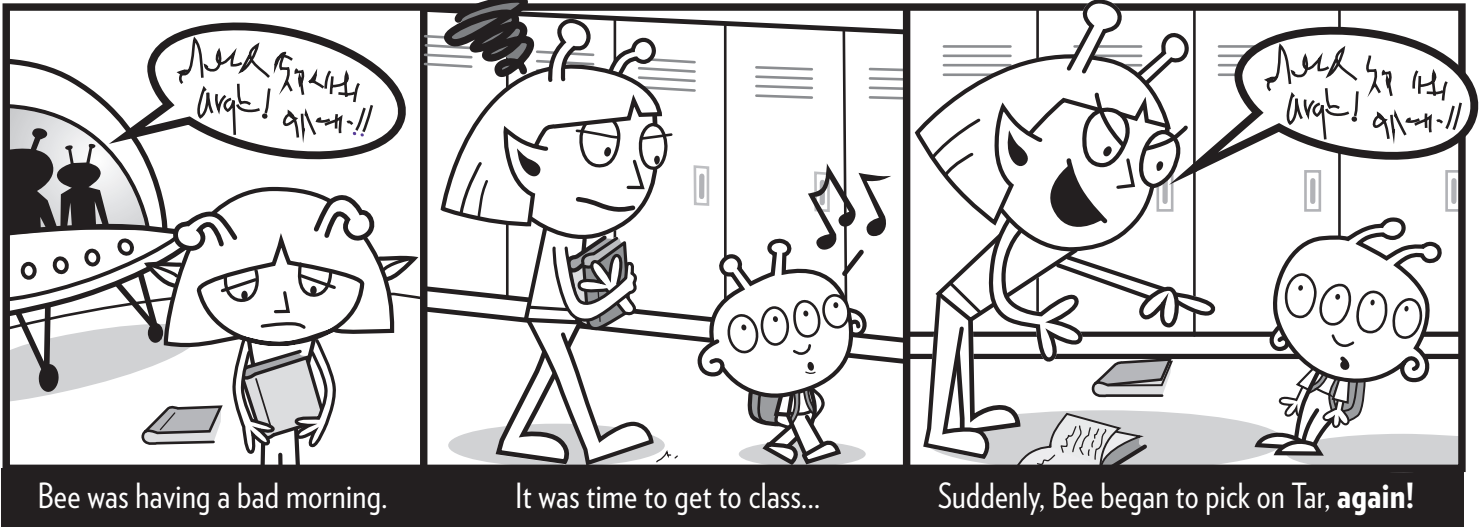
Name: _____

Directions: Color the characters from the video "You Can Be an Upstander" below. Draw a line between the character and their name. Retell the story and discuss each character's role.



Bully Target Bystander Upstander

Why did Bee Bully?



WHAT DO YOU THINK?

1. What might have caused Bee to have a bad morning? _____

2. How do you think Bee felt when she left home and headed to class? _____

3. Why do you think Bee bullied Tar? _____

4. How do think Tar felt when Bee was picking on him again? _____

5. Instead of bullying, list other ways Bee could have turned her day around? _____

Why did I do that?

What did I do?

Why did I do it?

How was I feeling when I did it?

How did I make others feel when I did it?

What can I do differently the next time I feel that way?

How did I feel after I did it?

