

Find a trustworthy adult who can help.

Invite someone to join your lunch table.

Tell someone you think they are fine just as they are.

Speak up for someone who can't.

Spread interesting facts instead of gossip.

12 WAYS TO BE AN UPSTANDER

Look people in the eye and say hello.

Be kind to yourself.

Start a random acts of kindness club.

Ask two people you've never worked with to join your team.

When you see others who are hurt, take steps to help them feel better.

Thank someone you see doing something kind.

Stick Post-it notes with kind statements everywhere.



Allstate
Foundation

The Allstate Foundation is committed to helping youth build social and emotional learning skills crucial to learning and leading so they can make a tangible impact on their world.

BULLYING
DOESN'T HAPPEN
WITHOUT
PEOPLE WHO ACT LIKE
IT'S OKAY.
BE AN UPSTANDER,
NOT A BYSTANDER.



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BEING AN UPSTANDER

5E Model Lesson Plans

The 5E model is an easy hands-on way to create lesson plans for your classroom. You can either choose to do each activity as a single lesson, or you can spread them out over several days or weeks. There's no perfect or right way to do these lessons. In fact, adapting them to work for you and your classroom needs is definitely recommended. Based on your students' age, interests, or the unit you're trying to cover, always adjust to make the lesson plans work for you. Best of all, they're designed to be printed on a single 8x11 sheet of paper, making it even easier to incorporate into your daily lesson plans.

ENGAGE:

Introduce your students to the topic. Use clear and concise language. Make sure all your students have a strong understanding of the main concepts before moving forward.

EXPLORE:

Make the lesson hands on. Students will do an interactive activity that fosters kindness or explores their social-emotional learning.

EXPLAIN:

Share the learning. This will help students grasp important concepts they've been putting into practice during explore time.

ELABORATE:

Review and extend. This part of the lesson encourages students to take it to the next level. What more can you do with this lesson? What questions have come up that you can tackle? This is a great place to grow.

EVALUATE:

Check for understanding. Each lesson should have a follow up.

WHAT DOES BEING AN UPSTANDER LOOK LIKE?

Lesson 1

ENGAGE: Introduce the topic.

TEACHER: What do you already know about being an upstander? Standing up to a bully can feel risky. Most people are not bullies or victims but are what we call bystanders, who don't do anything when they see bullying happening. *Note: Write notes and questions on chart paper to refer back to throughout the lesson.*

STUDENTS: Discuss what being an upstander might mean. What questions do they have?

EXPLORE: Make the lesson hands on.

TEACHER: Let's talk about the levels of risk involved in taking a stand against bullying. Get a jump start by having four posters, each with one of the following headings:

- No Risk/Do Nothing
- Low Risk
- Medium Risk
- High Risk

STUDENTS: Work in small groups to find 5-8 examples that fall under the heading they've been given.

EXPLAIN: Share the learning.

TEACHER: Let's put the posters in order, from No Risk to High Risk, and talk about the differences. Let's think flexibly and move examples around if we determine in the larger group that they belong under a different risk heading.

STUDENTS: Each group presents their work and explains their thinking.

ELABORATE: Review and extend.

TEACHER: What phrases and body language would an upstander use in each situation?

STUDENTS: Each student chooses an example from a poster and makes a speech bubble and stick-figure drawing to show what it looks like to be an upstander.

EVALUATE: Check for understanding.

TEACHER: Let's see if you can identify which risk a person has chosen in each of the following scenarios.

STUDENTS: The class goes through each of the scenario cards and talks through what sort of risk the person in the scenario is taking.

UPSTANDER SCENARIO CARDS

Lesson 1

No Risk/ Do Nothing

Stay and watch what is happening.

Low Risk

Walk away but say nothing.

Medium Risk

Change the subject, walk away, and encourage others to walk away, too.

High Risk

Tell the bully to stop.

A new student started at school. Some of the kids in your class have been making fun of the way he talks. You decide to smile at them, but not laugh.

You get an unkind group text from your swim team about a kid who has never been nice to you. You know your homeroom friends would love to read the text, so you forward it to them.

In the locker room before P.E., you see two kids taking another kid's sneakers and throwing them outside. You tell them you think they should bring them back in because it will only get them in trouble.

At lunch, you see one student pour milk all over the food of another kid, who does not look like he thinks the situation is funny. You get up and go tell a lunchroom monitor.

During attendance, the substitute teacher tells one of the kids in your class that her name is too hard to pronounce. You tell the student that it's not okay not to make an effort to say someone's name correctly.

Someone tells everyone in class that they think you speak too loudly. During your presentation, one of the kids tells everyone you're so loud you don't need a microphone. You don't think it's funny, but you laugh along to seem like you're okay.

BUILDING A STUDENT-CREATED UPSTANDER PLEDGE

Lesson 2

ENGAGE: Introduce the topic.

TEACHER: What do you know about making a pledge? The definition of a pledge is: a solemn promise or undertaking. What kinds of pledges have you made or heard about?

STUDENT: Brainstorm pledges they know, like the Boy Scout Oath, Girl Scout Promise or the Pledge of Allegiance.

EXPLORE: Make the lesson hands on.

TEACHER: We're going to meet in small groups to consider what kinds of promises we might make as Upstanders. It might be good to look up what other pledges include. Each group will create an Upstander Pledge and present it to the whole group. Be sure to consider diversity, empathy, and respect for others.

STUDENT: Find and print other pledges. Work together to create an Upstander Pledge they can sign and feel good about.

EXPLAIN: Share the learning.

TEACHER: Every group has created their own pledge. We're going to listen to each one and talk about what reasons each group had for writing what they did.

STUDENT: Each group shares their pledge and explains why each part is included.

ELABORATE: Review and extend.

TEACHER: Now we'll cut out each line of everyone's pledges and put them together to make one pledge. Some of the lines will say the same thing, so we can combine them. Let's look for ways we can incorporate ideas like: respect, problem solving, appreciation, and perspective-taking.

STUDENT: Students write out each of their pledge sentences and cut them into strips. You might want to use sentence strips. Together the class creates one cohesive pledge, which will be typed up and printed with a signature line.

EVALUATE: Check for understanding.

TEACHER: Let's come up with some scenarios and talk about how we can be upstanders and abide by our pledge in each case.

STUDENT: One by one, students tell a scenario and share how they might handle it as an upstander. Students should consider what decision making techniques they are using.

INCORPORATING SOCIAL-AWARENESS SKILLS INTO BULLYING PREVENTION

LESSON 3

ENGAGE: Introduce the topic.

TEACHER: One of the best ways we can combat bully behavior is through social awareness. Social awareness means having empathy—the ability to understand and respect the perspectives of others—and applying it to social interactions with different people. Many people think feeling sorry for others is empathy, but that's really sympathy.

STUDENT: Write down 5 ways they can express sympathy and 5 ways they can express empathy. Take the time to search the internet for ideas, so they can be sure they get it right.

EXPLORE: Make the lesson hands on.

TEACHER: Here are some things people do when they think they are being empathetic. Each time the person could have been more empathetic by listening and validating the other person's feelings instead.

- Solve the problem
- Give advice that isn't asked for
- Dismiss feelings
- Use sarcasm

STUDENT: Divide the class into four groups. Give each group one of the non-empathetic responses. Each group creates a script and a skit to show how this response usually goes and what to do instead.

EXPLAIN: Share the learning.

TEACHER: We'll do the skits and critique them after. Ask yourself if the skits share an empathetic approach to the problem.

STUDENT: Each skit is presented and critiqued.

ELABORATE: Review and extend.

TEACHER: Find one more way to be empathetic in each skit. What else could someone have done for the person?

STUDENT: Consider each skit and put yourself in one person's shoes. How would you want someone to react?

EVALUATE: Check for understanding.

TEACHER: Exit ticket: What are three ways you can be more empathetic?

STUDENT: Responses could include: Ask the person to tell me their story, tell the person back what they just said, or tell the person you're sorry it happened.

HOW TO USE LITERATURE TO HELP COMBAT BULLYING.

Lesson 4

ENGAGE: Introduce the topic.

TEACHER: Using literature to think about tough topics can be powerful. Today I've got several picture books for you to review. You'll choose one and analyze it, using the questions I've posted on the board.

STUDENT: Review every picture book and choose one to analyze.

EXPLORE: Make the lesson hands on.

TEACHER: Read your book aloud to a partner. Give the listener the book and have them read it to you.

STUDENT: Read the book aloud or listen carefully to identify emotions, empathy, and problem solving skills.

EXPLAIN: Share the learning.

TEACHER: Answer the following questions: Is the main character:

- likeable?
- the same or different from you?
- from another place?
- different than you thought they would be?

STUDENT: Each set of partners shares their findings.

ELABORATE: Review and extend.

TEACHER: Based on what you learned about the characters in your book, how might you react differently to different people you meet?

STUDENT: Each student writes a paragraph or two about their reactions and responses.

EVALUATE: Check for understanding.

TEACHER: What can other people teach us about ourselves? How is it possible to learn something from someone who has a perspective that's different from ours?

STUDENT: Create a cloud web about what diversity can teach us.

PICTURE BOOKS

ABOUT EMPATHY AND UNDERSTANDING

Lesson 4

~ *A Boy and a Jaguar*
by Alan Rabinowitz

~ *Bluebird*
by Bob Staake

~ *Chrysanthemum*
by Kevin Henkes

~ *City Dog, Country Frog*
by Mo Willems

~ *Each Kindness*
by Jacqueline Woodson

~ *I'm Here*
by Peter H. Reynolds

~ *Ivan: The Remarkable True Story of the Shopping Mall Gorilla*
by Katherine Applegate

~ *Malala, A Brave Girl from Pakistan/Iqbal, A Brave Boy from Pakistan*
by Jeanette Winter

~ *Mogie: The Heart of the House*
by Kathi Appelt and Marc Rosenthal

~ *One*
by Kathryn Otoshi

~ *Pete & Pickles*
by Berkeley Breathed

~ *Red - A Crayon's Story*
by Michael Hall

~ *The Invisible Boy*
by Trudy Ludwig

~ *The Other Side*
by Jacqueline Woodson

~ *Wolfie the Bunny*
by Arne Dyckman

~ *Zero*
by Kathryn Otoshi