

Inclusiveness

This week we look at inclusiveness from the lens of taking care of one another and standing up to those who bully or intentionally exclude others. These lessons should not replace any bully-focused curriculum you are doing or that the school implements as part of its anti-bullying policies or strategies; instead, these lessons hopefully complement the work you are already doing to reduce and eliminate school bullying. The primary focus is on how to be more inclusive of others through upstander behavior. Students will get an opportunity to practice being an upstander through role-play, discussion, personal reflection, and creative expression.

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



Be An Upstander

This lesson explains what being an upstander means and the risks involved with being an upstander. The lesson uses an example from the Wizard of Oz to demonstrate what upstander behavior looks like, giving students an opportunity to discuss upstander behavior and the possible outcomes of standing up for others. (See page 2 for lesson details.)

Mini Lessons

For Small Groups
15 minutes



Upstander Role-Play

Divide students into groups. Give each group a role-play scenario (see below) and allow time for students to develop a role-play to perform for the rest of the class. After each role-play, ask the following questions:

- How do you think the upstanders' responses in the role-play could affect the outcome of the situation?
- Do you think that the bully will change their behaviour based on the upstander's actions? Why or why not?

For Partners
15 minutes



Upstander Acrostic

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, and 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. So, we need concrete strategies for how to confidently be an upstander whenever we see bullying. Use the word UPSTANDER and create an acrostic that uses words or phrases that are part of each letter in UPSTANDER (though they don't need to start with these letters). For example, for "U," students could write, "Use calm words to speak to the bully." For "P," students could write, "Keep my body posture open and confident."

Example:

Use calm words to speak to the bully.
Keep my body posture open and confident.

**S
T
A
N
D
E
R**

Encourage students to be creative as they design their acrostic. Remind students that their words and phrases should express action items that they can do whenever they are in an upstander position and feel unsure about how to help.

For Individuals
15 minutes



Upstander Reminder

Have students make a bracelet, anklet, sticker, pin, painted rock, bookmark, or some other reminder that they can keep with them to remind them to be an upstander when they see bullying. Secure the appropriate art supplies for students in advance but keep it simple so the focus can be on the upstander reminder. Bracelets, for example, can be as simple as colored paper cutouts, or, if you have students who are skilled at making friendship bracelets, they could teach others in the class how to make them. This is a good way to encourage student engagement which leads to a great sense of inclusivity.

When the craft is finished, remind students to keep it somewhere they will be often or in a place that will continuously remind them of their power to be an upstander.

Technology-Focused
15 minutes



Does Bullying Really Bother Us?

Large group discussion: Discuss how bullying is portrayed in TV and in movies; is it “glorified”? When we see it a lot, do we tend to recognize it less in real life? Does TV/movies normalize bullying? Consider showing a TV or movie clip appropriate for your student group that shows how bullying behavior is portrayed and responded to. The film Wonder may be a good place to find a short clip.

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Lesson Timeframe

30 minutes

Required Materials

- ❑ Whiteboard or other device to play the movie clip (could mean securing the DVD and a DVD player / TV combo)

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:

- Understand the role of an upstander.
- Practice upstander behaviors.
- Discuss bullying behavior and how to be more inclusive in situations where people are being bullied or intentionally excluded.

Teacher Connection/Self-Care

Sometimes being inclusive can feel risky. It might mean getting to know new people. It might mean changing how we think or act. It might mean speaking up when we feel outnumbered. It might mean standing up for someone or working to ensure policies and environments are fair and equitable for everyone, students and staff alike. What is a risk you would be willing to take this week to help make something (or yourself!) more inclusive, fair, or equitable? What action steps are required to make your idea happen?

Share

5-7 minutes

This week we are going to talk a little bit about what we should do when we see other kids being excluded or even bullied. Standing up to a bully or someone who is intentionally excluding others can feel risky, but there is strength in numbers. Most people are not bullies or victims, but are what we call bystanders. These are the people who watch or know something unkind or unfair is happening, but 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. Can someone define assertiveness for us? What does it mean to be assertive? (Invite student response. The RAK definition of assertiveness is standing up for yourself and what you believe in while being respectful of others.)

Good! And it can be risky! In fact, our fear of taking a risk can stop us from doing anything when we see people being excluded or, worse, bullied. Let's talk about the levels of risk involved in standing up for someone else.

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

- No Risk: Join the bully by laughing or agreeing.
- Low Risk: Look away; don't join the bully but don't leave or draw attention to your discomfort or apathy.
- 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.

If you are in a position where you witness bullying behavior or kids being deliberately excluded, what level of risk do you think you would (or usually) take? You don't have to say it out loud, but give yourself an honest answer. What is your risk tolerance when given an opportunity to stand up for someone?



Inspire

15 minutes

We will continue thinking about how to respond in situations of bullying or exclusion by watching a short clip from the movie *The Wizard of Oz*. How many of you have seen it? (Invite student responses.)

It's a movie about a girl named Dorothy who finds herself far from home and makes many friends (and enemies!) on her way to get back. She also learns a lot about herself and about her relationships with other people. There are some great characters in this movie, including a lion. In the clip we are going to watch, I want you to observe what is happening, how Dorothy responds, and how the scene ends. It is just under 3 minutes, so we'll watch first and then discuss.

Show the clip: <https://www.youtube.com/watch?v=z2itQkiQUOE> (you could also play the clip at this particular point in the film via DVD if viewing the clip collectively on the Internet is not possible).



Empower

15 minutes

Here are the questions I want us to discuss. Let's take them one at a time:

- Who was the bully in this clip? (Lion)
- Who were the victims? (Scarecrow and Tin Man)
- Dorothy was the bystander. How did she turn into an upstander? (Invite student responses.)
- What level of risk did Dorothy take? (high)
- When Dorothy stood up to the lion, what happened? (Invite student responses.)
- What did we learn about the lion? (He is actually a coward. He only acts tough.)

This last question is probably the most important one because we know that most bullies or people who treat others with disrespect or who exclude others are probably not really bad people. They are simply struggling with something in their own lives and choose to take it out on someone else. If we can respond with kindness and inclusiveness, like Dorothy, Tin Man, and Scarecrow did, we might actually change the bully for good.



Reflect

5-7 minutes

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!

I also want to remind everyone that if you do need help with someone who is bullying others or who is excluding others, you can speak to me or any other teacher or school staff person. We will help you and we will take care of the situation with you. When you stand up for others, we will stand up with and for you, too.

Mini Lesson Role-Play Situations

SCENARIO #1

Carlos is a new kid at school and doesn't have a lot of friends. David, an 8th grader who often bullies new kids, has been repeatedly sending unkind texts to his friends about Carlos. The one he sent today is mean and untrue.

Create a role-play that shows how you and your friends can be a kind upstander rather than a bystander to Carlos.

SCENARIO #2

Lakisha makes the soccer team and can't wait to post this news on Facebook. When she gets home, she discovers that some of the girls who didn't make the team are posting nasty rumors about her, suggesting that she flirted with the coach to make the team and that she told lies about them so they wouldn't make the team. This isn't the first time they have posted comments like this.

Create a role-play that shows how you and your friends can be a kind upstander rather than a bystander to Lakisha.

SCENARIO #3

Mr. Villagomez is known as a really challenging math teacher. One day Marcus is chatting online and posts the following: "I hate Mr. V. I'm going to get even with him." Create a role-play that shows how you and your friends might respond to Marcus to help him address his frustration in a positive way when you see this post.

SCENARIO #4

Marissa takes a picture of herself wearing jeans and a revealing top. She posts the picture on Facebook, but quickly realizes she made a mistake. She deletes the posting, but not before a fellow student downloads the photo and copies it. The next day when Marissa arrives at school, she discovers the photo has been stuffed in students' lockers.

Create a role-play that shows what you and your friends can do to demonstrate caring when you see the photo and be an upstander rather than a bystander to Marissa.

SCENARIO #5

José is a very talented jazz saxophone player. Daniel also plays saxophone and is jealous of José. He has posted nasty comments about him online before. This time, he secretly records José playing, alters the recording so the piece sounds really bad, and then posts it anonymously on YouTube.

Create a role-play that shows what you and your friends do when you see and hear the recording and how you can be a kind upstander rather than a bystander to José.