

# BEING AN UPSTANDER

TAKING ACTION WHEN SOMETHING IS UNJUST



1<sup>st</sup>–3<sup>rd</sup> Grade Lesson On  
Standing Up for Others

This lesson on **BEING AN UPSTANDER** was created as either a stand alone lesson or the fourth lesson in a series building up to and working to develop knowledge and skills around social justice.

The presentation and activities are aligned to:

- [Learning for Justice's Anti-Bias Education Framework Social Justice Standards](#)
- [American School Counseling Association's Mindsets & Behaviors](#)
- [Collaborative for Academic, Social, and Emotional Learning's Core Competencies](#)

\*You may wish to expand this into two lessons, depending on how much time you have, especially if you incorporate a book\*



# Scripted Presentation Focused On:



What to say when you see  
or hear unfair treatment



Practicing being an  
upstander



Identifying how to make the  
classroom and school  
welcoming and safe for all





What is an  
**UPSTANDER?**

Believing everyone  
should be treated  
fairly and  
respectfully, and  
making sure that  
happens.

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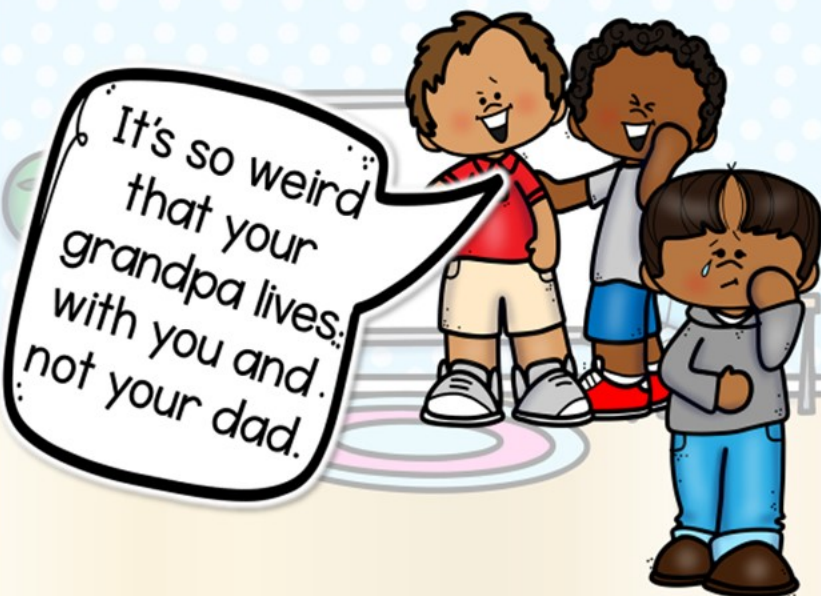


The food  
you brought  
for lunch  
looks  
disgusting.



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# 26 Slide PowerPoint to Guide Discussion and Activities



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We can use  
kind words  
with each  
other.

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# Suggested Scripting Included

Slide 15 of 26

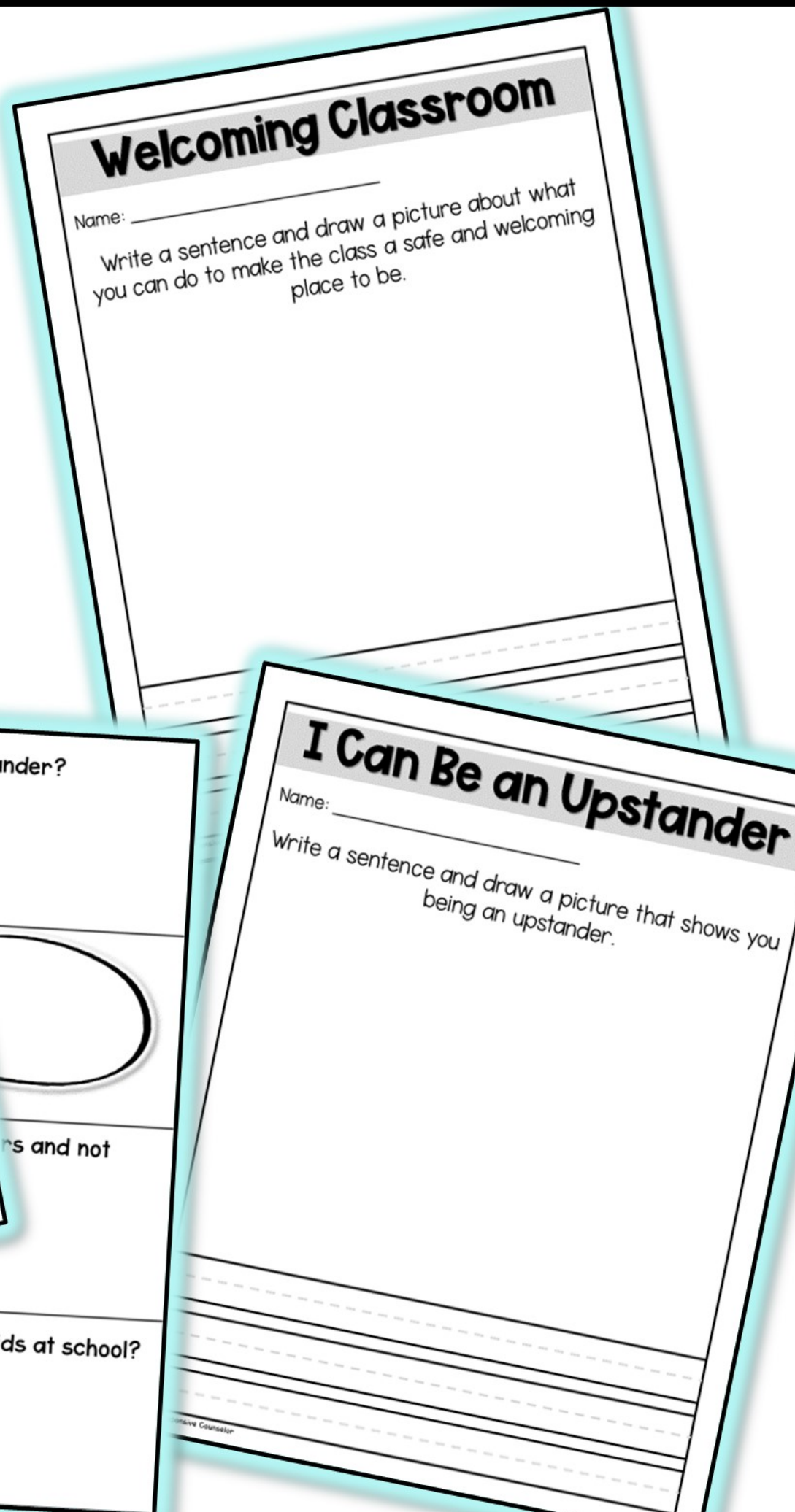
(in the notes box  
under the slides  
and as a printable)

Action/Upstander	
1	We have talked about identity, differences, and people being treated unfairly because of who they are. Today we are talking about what to do when we see someone or a group of people being treated badly.
2	When we're learning together, we have two goals. These are the two "I can" statements for today's lesson. Let's read them together. (chorally read)
3	When we stand up for people, that is called being an UPSTANDER. Being an upstander means you believe everyone should be treated fairly and respectfully, and you're going to say something to make sure that happens.
4	First, we are going to think about all the things we can say. What are some ideas you have? If you see someone being mean to someone else because of who they are, what can you say to them? (document their responses - switch slide into 'Edit' mode and type them in write on board if projecting onto whiteboard, list on chart paper, or have students write on post-its to stick somewhere)
5	Your ideas were great! Let's look at some of them and also some more. I will read one and you will repeat it after me. (read and repeat) Which ones of these do you think you would really use? I want you to pick just two favorites. I'll read them again. You stand up and turn in a circle when I read one you would use to be an upstander. (read them one at a time once again)
6	Your ideas were great! Let's look at some of them and also some more. I will read one and you will repeat it after me. (read and repeat) Which ones of these do you think you would really use? I want you to pick on favorite - one you think you'd be most likely to practice using some of those statements we just said. We are going to pretend different unfair or unkind situations are happening. (students can respond on individual whiteboards, you can call on them, they can discuss with a partner, etc.)
7	It can be really hard and scary to be an upstander! It's still really important, though. One way to feel more confident about being an upstander is to ask for help, or be an upstander with someone else. Another way to feel more confident is to practice! Let's practice using some of those statements we just said. We are going to pretend different unfair or unkind situations are happening. (students can respond on individual whiteboards, you can call on them, they can discuss with a partner, etc.)
8	Jonathan told Lucy she couldn't play football. How would this make Lucy feel? What would you say?

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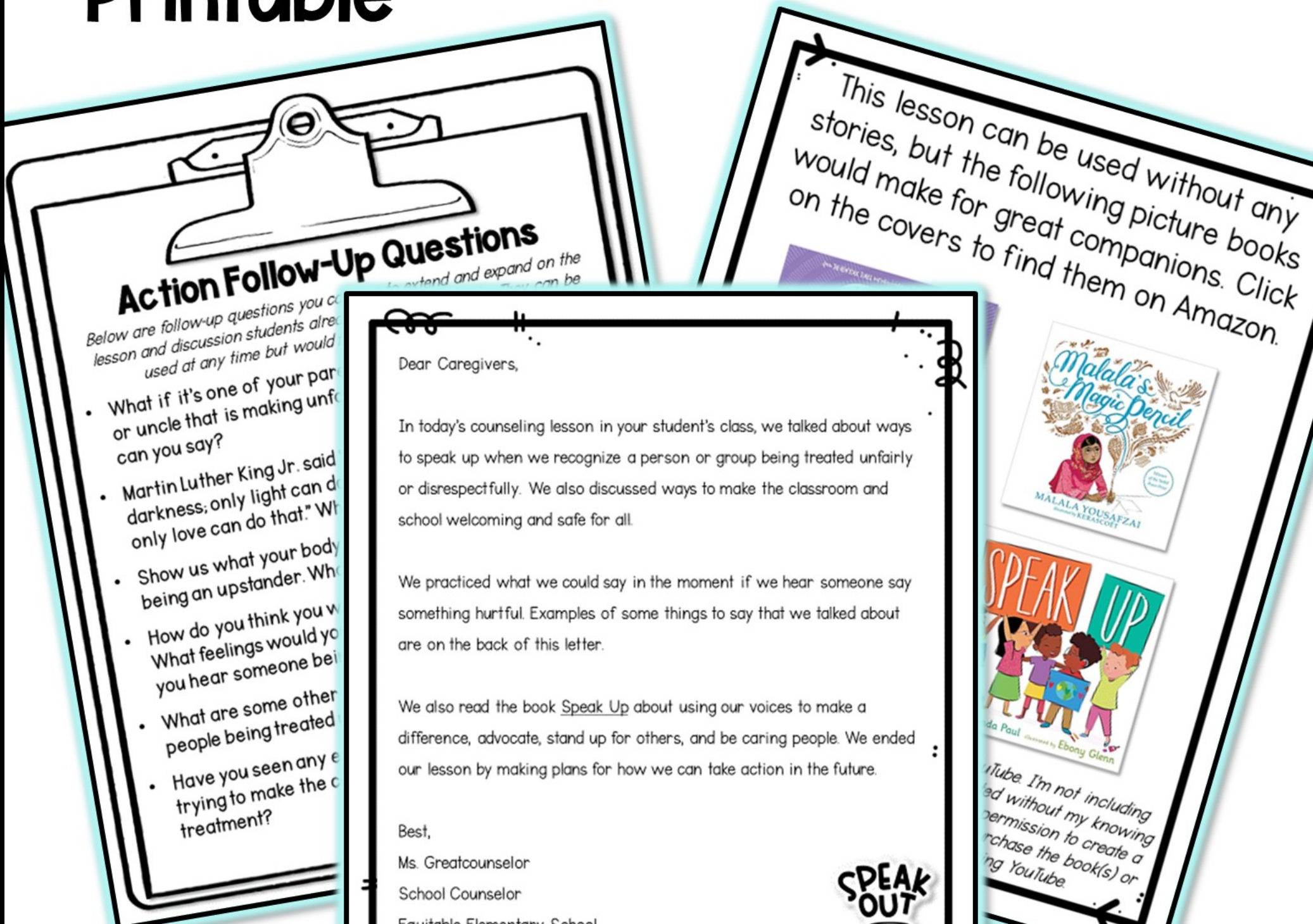


# Reflection Activities: Worksheets and Foldable





- **Recommended Book Companion List**
- **Editable Parent Letter**
- **Follow-Up Discussion Questions Printable**





# Collaboration

This lesson, and the others in the unit, revolve around different identities and experiences. Thus, it was important for this lesson to be reviewed by others with different identities and perspectives than my own.

Reviewers of this lesson hold the following identities: white, Black, woman, Atheist/Secular Humanist, Catholic, Latina, immigrant, Greek Orthodox, child of immigrants, disabled, multilingual, urban, suburban, private school, public school

I want to thank the counselors who reviewed this lesson, let me pick their brains, and provided valuable feedback and insight to ensure this lesson be respectful, comprehensive, and valuable to all students.

