

How to Be an Upstander

Being an Upstander

Standing Up
For Others



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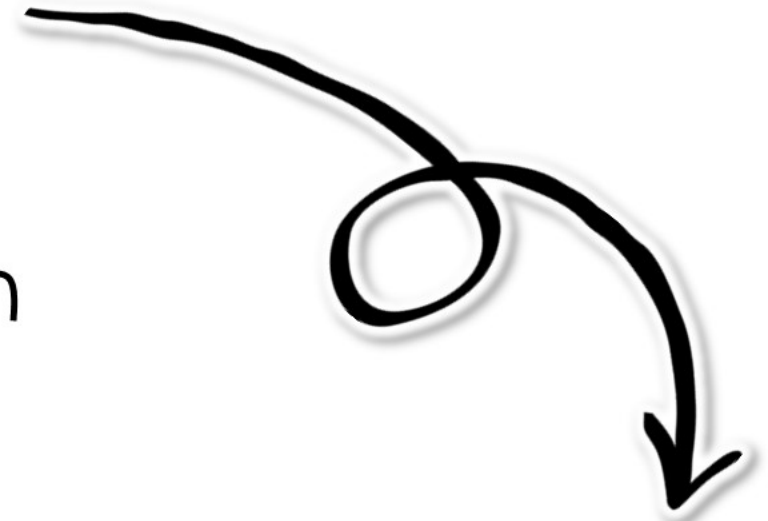
social emotional
learning activities

- For 2nd – 4th graders
- Cooperative learning
- Interactive + engaging

book companion

Can be used with these three book companions:

- Dare! by Erin Frankel
- The Juice Box Bully by Bob Sornson and Maria Desmond
- Say Something by Peggy Moss



OR use the slideshow to introduce and teach the ideas instead!

slideshow: hook



**Push Your
Hands
Together**

if it made you feel icky
or uncomfortable to



**Put Your Hands
on Your Hips**

if you know the
definitions of the words,
"bystander" and
"upstander."

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Engage and hook
students with
questions designed to
help them connect
with content about
being a bystander
and an upstander

slideshow: teach

Why would someone be a bystander?



- They might be afraid the person could start to be mean to them instead.
- They might not know what to do.

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When I be an upstander?

Tell them to stop.

that to you?

Stop saying that.

Hey, that was really mean.

We don't treat people like that in this class.

Why do you keep picking on him?



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- Learn what it means to be a bystander and an upstander, and the reasons for each
- Discuss and share ideas for what to do or say when being an upstander

upstander practice: statements

For students who need scaffolded practice with upstander statements, cards and activity directions are provided



upstander practice: scenarios

Students practice being an upstander either role playing or simply identifying what to say or do when encountering meanness

(30 task cards)



classroom promise

In this class, we promise to...

- Take care of ourselves.
- Take care of each other.
- Take care of our classroom.
- Solve problems peacefully.
- Stand up for each other.



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I promise to take care of
myself, my classmates, and
my classroom.

I promise to solve problems
peacefully.

I won't stand by and accept
mean behavior.

I will stand up for my
classmates

SIGNED: _____

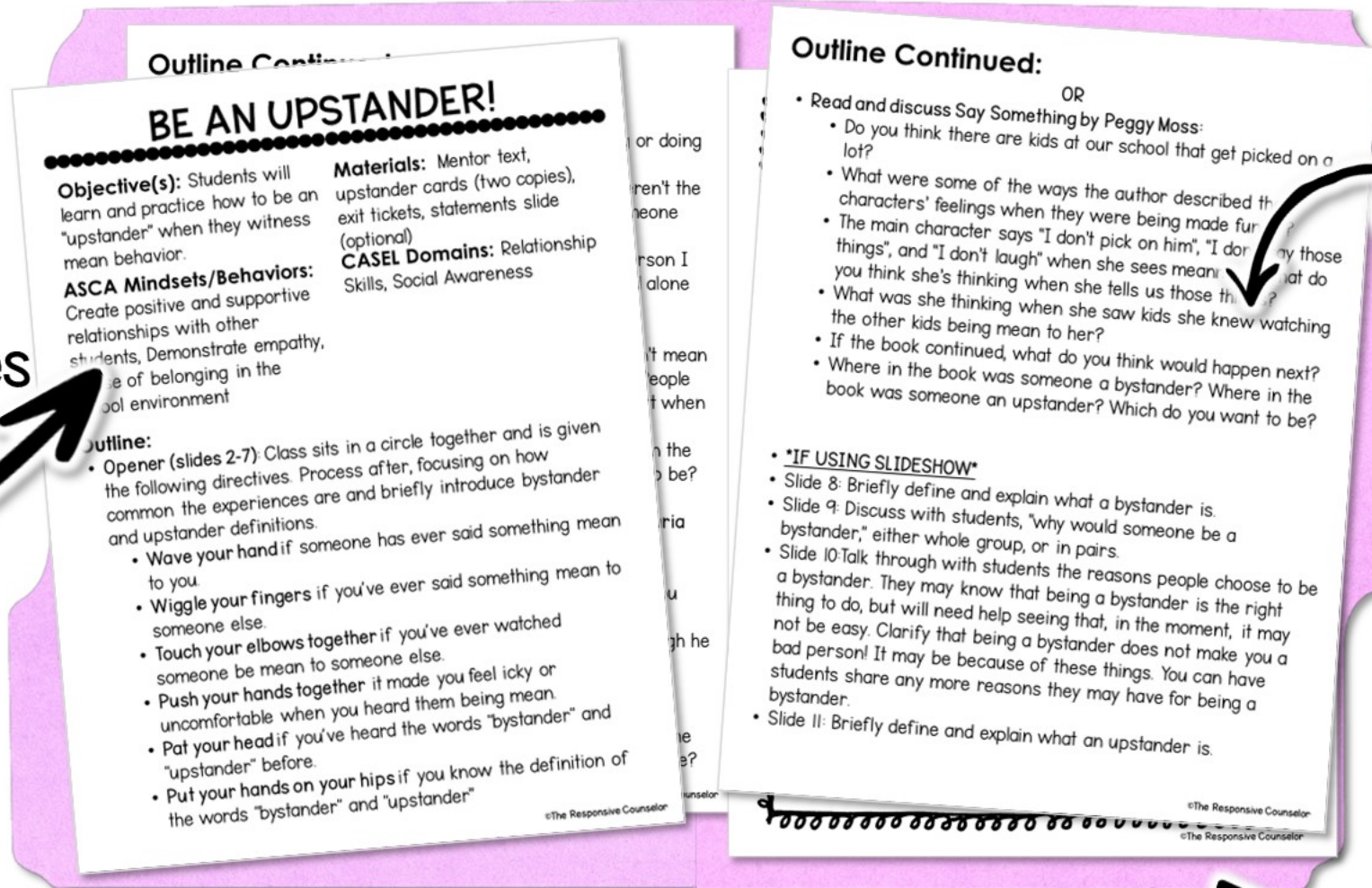


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Two versions of a
classroom promise or
pledge are included
with the option to have
students sign

written lesson plan

ASCA
standards
and CASEL
competencies
aligned



BE AN UPSTANDER!

Objective(s): Students will learn and practice how to be an "upstander" when they witness mean behavior.

ASCA Mindsets/Behaviors: Create positive and supportive relationships with other students, Demonstrate empathy, Sense of belonging in the school environment

Materials: Mentor text, upstander cards (two copies), exit tickets, statements slide (optional)

CASEL Domains: Relationship Skills, Social Awareness

Outline:

- Opener (slides 2-7): Class sits in a circle together and is given the following directives. Process after, focusing on how common the experiences are and briefly introduce bystander and upstander definitions.
 - Wave your hand if someone has ever said something mean to you.
 - Wiggle your fingers if you've ever said something mean to someone else.
 - Touch your elbows together if you've ever watched someone be mean to someone else.
 - Push your hands together if it made you feel icky or uncomfortable when you heard them being mean.
 - Pat your head if you've heard the words "bystander" and "upstander" before.
 - Put your hands on your hips if you know the definition of the words "bystander" and "upstander"

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Outline Continued:

OR

- Read and discuss *Say Something* by Peggy Moss:
 - Do you think there are kids at our school that get picked on a lot?
 - What were some of the ways the author described the characters' feelings when they were being made fun of?
 - The main character says "I don't pick on him", "I don't say those things", and "I don't laugh" when she sees mean things. What do you think she's thinking when she tells us those things?
 - What was she thinking when she saw kids she knew watching the other kids being mean to her?
 - If the book continued, what do you think would happen next?
 - Where in the book was someone a bystander? Where in the book was someone an upstander? Which do you want to be?

IF USING SLIDESHOW

- Slide 8: Briefly define and explain what a bystander is.
- Slide 9: Discuss with students, "why would someone be a bystander," either whole group, or in pairs.
- Slide 10: Talk through with students the reasons people choose to be a bystander. They may know that being a bystander is the right thing to do, but will need help seeing that, in the moment, it may not be easy. Clarify that being a bystander does not make you a bad person! It may be because of these things. You can have students share any more reasons they may have for being a bystander.
- Slide 11: Briefly define and explain what an upstander is.

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Comprehensive
lesson plan
including
objectives
and activity
directions



- no additional materials needed (other than writing utensils)
- use the slideshow by itself, or use some of the included book companions
- closing questions included to use as a closing circle or exit ticket

Why is it good to be an upstander?



- It helps the person who is being hurt!
- It feels good!
- It keeps our classrooms and school a safe and happy place to be!

Closing Questions

- What is a situation when you might need to be an upstander?
- What could you do?



Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



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counselor

Let's Connect:

