

Be an Upstander and Say Something!

Walnut Street School

Grade Level:

4

Estimated Time:

60-90 minutes

Connections to CEP's Eleven Principles:

Promotes core values (Principles 1, 2, 3),

Helps create a caring school community (Principle 4),

Provides students with opportunities for moral action (Principle 5),

Develops students' self-motivation (Principle 7)

Connections to Core Values:

respect, responsibility, honesty

Overview

Students have already been exposed to other character education literature, discussions and reflection activities. We have role played situations; therefore, students have had prior practice. In this lesson each student will think about what they can do when they observe or witness an incident of name-calling or bullying, but are not being called names or bullied themselves. Students will listen to scenarios from a website (cartoon-like videos) involving name-calling or bullying, and will both individually and in groups analyze the different ways one might respond. Also they will read and respond to scenarios on flashcards.



Printer Friendly

Lesson Objectives

Students will understand what it means to be a witness or a bystander to bullying or name-calling.

Students will think about how one might act as a witness or bystander to bullying, and to differentiate between times when a student can “take a stand” and times when a student needs to ask an adult for help.

Students will listen to a variety of name-calling scenarios via video and flashcards and then decide how they might act in order to interrupt the bullying behavior.

Materials Needed

Say Something by Peggy Moss (2008, Tilbury House Publishers)

Paper

Pencils

Crayons

Markers

Worksheets

Scenarios to role play on index cards

Two Bully Illustrations***

Procedures

Students will respond to journal questions: What is a bully? Have you ever been bullied? Have you ever witnessed another being bullied? What did you do? Why? What does a bully look like? Explain and illustrate. Discuss responses.

***Teacher will display two examples of what students might predict a bully to look like. One will illustrate a student with messy hair, grumpy face and scary skull-and-crossbones tee-shirt. Another will be a well-dressed looking student that is nice and neat.

Teacher will display these on the chalkboard and invite student to place a post-it on the bully that matches the one they illustrated in their notebook. Discuss the results. Many will choose the meaner looking student. However, discuss as a class that a bully can look like anyone.

Watch a few scenarios on PBSKids.org and discuss as a class the problem and how one might be an up-stander in each situation.

Divide class into groups to complete scenario flashcards. Each group will act out the scene on the flashcard as well as how they might flip it to be an up-stander in this given situation. Each group will demonstrate for the class.

Assesment

Each student will be given a writing response activity worksheet to reflect and complete using details and examples based on the lesson today. One side asks for responses to “The Problem with Bullying” and the other asks students to complete a cartoon reflection called “The Other Person’s Shoes.”

Extensions and Adaptations

Students can create additional flashcard scenarios for other classmates to respond to and role play. Each card could demonstrate several different ways one might respond to each scenario. Additional follow-up time may be allowed to reflect in a journal and discuss situations based on future personal experiences, which students have applied this lesson.

Related Links and Resources

http://www.saysomethingnow.com/say_something.htm

PBSKids.org

<http://stopbullying.gov>

[The Other Person's Shoes](#)

[The Problem with Bullying](#)

Credit

Lori Chirco, Walnut Street School, Uniondale, NY