



Lesson Goals

Introduce bullying terms

Practice UPSTANDER skills

Identify helpful adults to intervene in bullying

Before playing the Awesome Upstander game

Prepare students to play the game by introducing basic bullying terms through class discussion.

Begin the lesson by asking students what they know about bullying.

What is bullying?

Bullying occurs when someone who is powerful—physically or socially—tries to harm someone who is less capable of protecting him/herself.

What are some examples of bullying?

Picking on someone, pushing, threatening, name-calling, etc.

Introduce the three roles people play in bullying situations:

- The BULLY, or perpetrator; the one who attacks
- The TARGET or victim; the one who is being attacked
- The BYSTANDERS, people who watch the event, but do not actively participate in it

As the teacher, give an example of a time that you saw someone being bullied.

Describe the situation and how you felt just watching another person being picked on. Explain that you were a BYSTANDER in this situation. Ask students to think of an example of bullying they saw in real life, on television or in the movies. Ask them how they felt when they saw someone else being bullied as they watched. Ask students if they wanted to do something to help or stop it?

Explain that when a bystander does something to stop the bullying, s/he becomes an UPSTANDER. Introduce things an UPSTANDER can do:

An UPSTANDER is someone who:

STANDS UP to prevent a bullying incident

STANDS UP by helping the target during a bullying event

STANDS UP by giving support or aid to a child after they were teased, bullied or harassed

Stress that UPSTANDERS are essential to stop bullying

Since bystanders are the largest group involved in a bullying incident, they have the most power to make changes in the way kids treat one another. If all bystanders stand up and become UPSTANDERS, the world will be a safer place for our children.

Ask students to volunteer telling about a time they have been an UPSTANDER or seen someone be an UPSTANDER in a bullying situation?

Explain that an UPSTANDER can act individually or in a group. Go over the following examples, being sure to acknowledge those that were shared by students:

An individual child can:

Get an adult to intervene during a bullying incident

-Brainstorm with students to name trusted adults (be specific, naming actual people) they can report to about a bullying incident.

Ask the target of bullying to play or to join you doing something else to remove the child from the bullying incident.

Report the event to someone they trust after a bullying incident.

Explain the systems that your school has for reporting any incidents. Perhaps add a suggestion box to your classroom so that students can “tell” you about incidents...even if anonymously.

After the event, ask the bullied child if they are ok, and keep checking on him/her for several days. Include the child who has been bullied whenever possible



Groups of upstanders are even more powerful than individuals. They can:

Surround the child who is being bullied to get him/her away from the bully

Tell the bully, as a group, "We don't act like that in this school!" to make the bully go away

Get adults to intervene during an incident

Report the event after it occurs

Continue to check in with the child who was bullied, to see how he/she is feeling

Include the child who was being bullied

Introduce and play the Awesome Upstander game

The goals of the game are to:

- Empower students to take action in a bully situation
- Teach students to intervene by identifying and getting help from adults. This combats the "code of silence" which allows bullying behaviors to continue because children have been conditioned "not to tell."
- Show students how to gather a group together to counteract a bully's plan
- Send the pro-social message that helping is good and feels good.
- Promote empathy

Object of Game

The object of the game is to gather a number of friends and one "Must Have" for each level of the game. Students will go through scenarios in the school cafeteria, a bathroom or a museum where they will have an opportunity to be UPSTANDERS and intervene in a bully situation.

Have students play the game. Tell them to pay attention to the "Must Haves." Some come with a silly message, like a plate of pasta which is a "Must Have" for one level, with the message, "Say Pasta La Vista to bullying." Other "Must Haves" are more relevant, like the lunch lady "because she doesn't take any BEEF from anyone, especially bullies." Point out that as they get to higher levels in the game, the levels become more difficult. Ask students to think about how this might be like dealing with bullies.

After playing the Awesome Upstander game

Use the following questions to lead discussion

How do you win this game? (by collecting buddies and creating a group of UPSTANDERS.)

What do UPSTANDERS do? (they stand up for the target rather than letting the bully intimidate them.)

Where does the bullying take place? (the cafeteria, the bathroom, the playground, on the way to school, on field trips, everywhere)

What did you learn while playing the game that you think you'll try the next time you're in a situation where someone is being bullied?

Can you recall the "Must Have" items that were needed in addition to friends? What were they? While most were kind of silly, many still related to being an UPSTANDER in a bully situation. How do some of them play a part of being an effective UPSTANDER?

Some of the "Must Haves" were things related to one's feelings about bullying. For example, air freshener was a "Must Have" because bullying stinks, and another was a laptop, to change their status to AWESOME UPSTANDER, to recognize the good feeling one gets when doing the right thing.

Some of the "Must Haves" were things related to friends. For example, a camera was a "Must Have," to take pictures of your real friends.



After playing the Awesome Upstander game (continued)

Some of the “Must Haves” were resources. For example, a cell phone was a “Must Have” to call for help, and the lunch lady was someone to go to for help.

How do the increasingly difficult levels of the game compare to some bullying situations?

Writing Assignment

Give the students a writing assignment. Have them write about a time they saw bullying happen. Describe the situation. Then, using what they learned while playing the AWESOME UPSTANDER game, have them write an end to the scenario where friends work together as UPSTANDERS to produce a happy outcome. See if they can think of at least two “Must Haves” to include in their scenario. At least one “Must Have” should be someone to tell about the bullying situation described. Be sure that the adult is pertinent to that situation. Remind students that ganging up and bullying the bully is not a healthy way to resolve bullying. The end of their scenario should focus on how the UPSTANDERS help to protect or stand up for the target.

Have each person make a list of the friends they would call on to be UPSTANDERS if they saw bullying happening. Then identify at least one trusted adult in their school, neighborhood or community they feel they could approach to report the bullying incident.