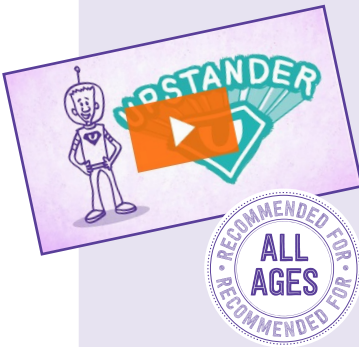




# Video Lesson Plan

You Can Be an Upstander



## You Can Be an Upstander

[www.theNEDshow.com/lessonplans](http://www.theNEDshow.com/lessonplans) Length 4:00

In this animated 4 minute video, NED demonstrates what it takes to go from being a **bystander** to an **upstander**. Students will have fun learning how to stand up to bullying with these four out-of-this-world actions:

- 1) Be a Buddy
- 2) Interrupt
- 3) Speak out
- 4) Tell someone



BIG IDEAS  
To Reinforce



Standing Up to Bullying, Creative Problem Solving

Student-Friendly Learning Target



I can identify bullying and know four actions I can take to stop it.

### Build Background

Explain that 'Preventing Bullying' is the theme of this video. Dig into their prior knowledge about bullying. *What is our school policy/motto about bullying prevention? What forms does bullying take? Have you seen or experienced bullying?*

### Key Vocabulary

Bully/Bullying  
Bystander  
Upstander  
Courage  
Tattling vs. Telling

### Discussion Starters



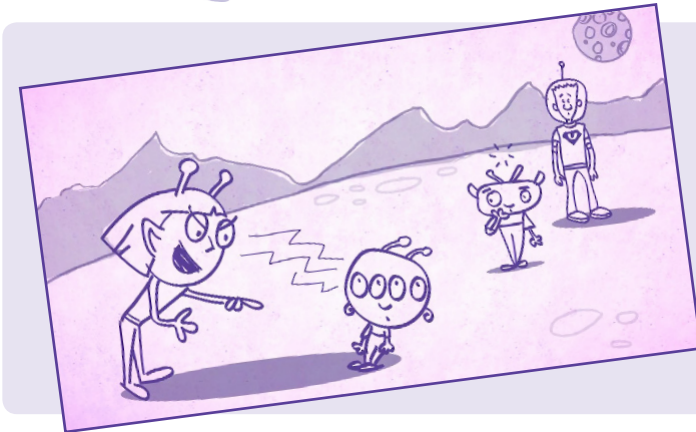
Choose the appropriate questions for the learners in your classroom:

- Remembering** What's the difference between a bystander and an upstander?  
Name the four ways to go from being a bystander to an upstander.  
In the story, how does NED interrupt the bullying?  
When NED speaks out, what does he say?  
The video says that ALL KIDS have something in common. They are all \_\_\_\_\_.
- Understanding** What is the definition of bullying?  
What can bullying look like and sound like?  
Identify common place/times where you see bullying take place at your school.  
What are some ways that you have seen or experienced bullying?  
What are examples of non-physical bullying (e.g. shunning, leaving people out)?
- Applying** What are some ways that you could "interrupt" bullying on the playground? In the classroom? In the hall?  
How could you apply the four upstander tools if YOU were being bullied?
- Analyzing** "Bullies aren't used to their targets having a buddy." Do you agree? Why?  
Why is telling an adult not tattling?  
Describe how each character in this scene is feeling right at the moment of bullying.
- Evaluating** "It takes courage and hard work to be an upstander." Is this true for you? Why or why not?  
Why does someone choose to bully?  
Are there ways that you could 'be a buddy' to the bully?  
How would NED choose to treat the person who bullied?
- Creating** Describe additional scenarios/settings where these four character are present.

Continued...

Core SKILLS

Speaking & Listening  
Interact with information presented in diverse media and formats.



### BULLYING

- Meanness towards those who are smaller or weaker
- Picking on people who can't do or say anything back
- Over and over

#### Writing Prompts



Choose the appropriate prompt for the learners in your classroom:

Help students complete this sentence: Upstanders are \_\_\_\_\_ (Example: "Upstanders are kind" or "Upstanders stand up for what's kind").

How could you apply the four upstander tools if YOU were being bullied?

How would NED treat the bully? Describe the four ways to be an upstander, carefully considering the bully's feelings in each scenario.

Can you be a bully without someone knowing who you are? Bullying doesn't have to be physical or even face-to-face. What are examples of 'anonymous bullying'? What are some non-school areas where bullying occurs (e.g. online). How can you be an upstander in these spaces?

#### Activities



Choose the appropriate activity for the learners in your classroom:

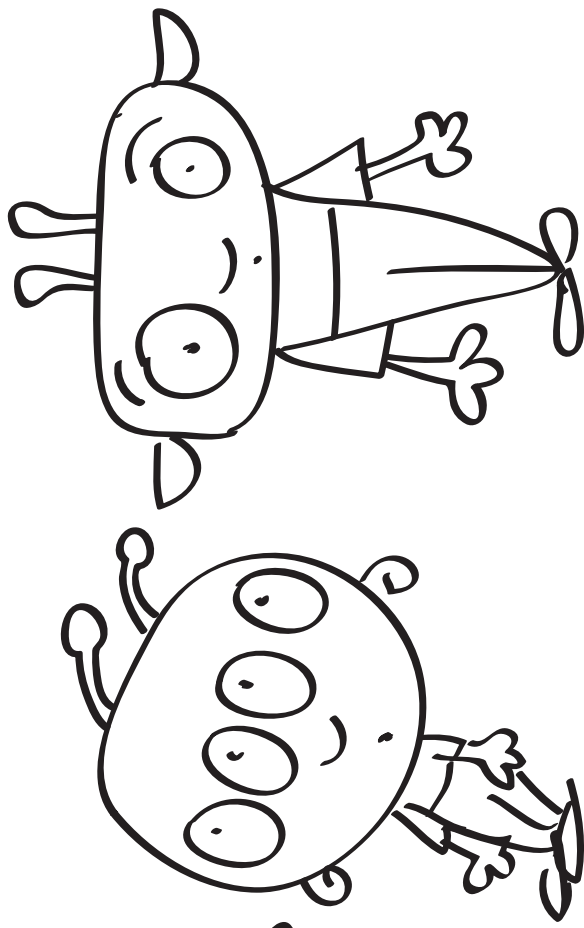
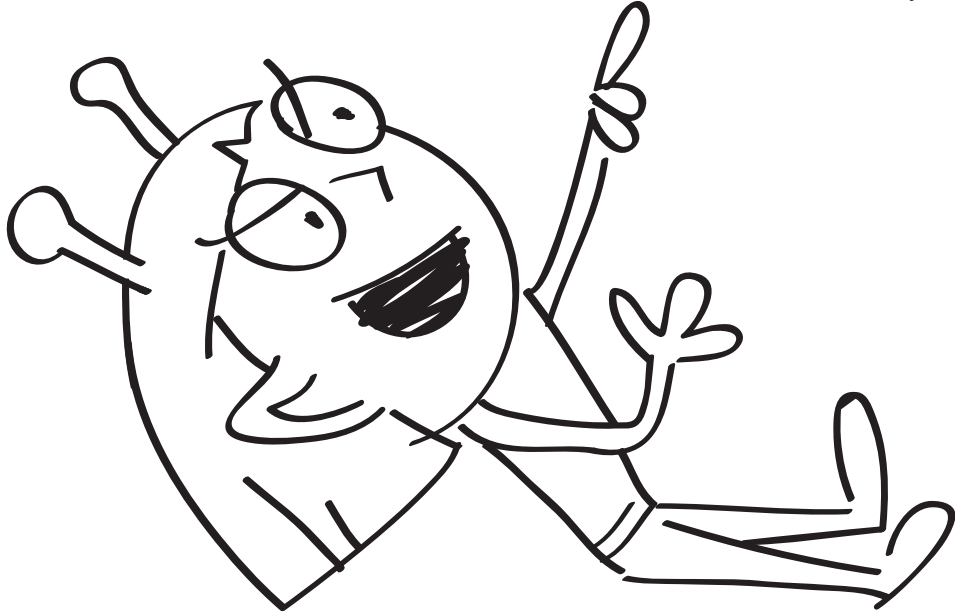
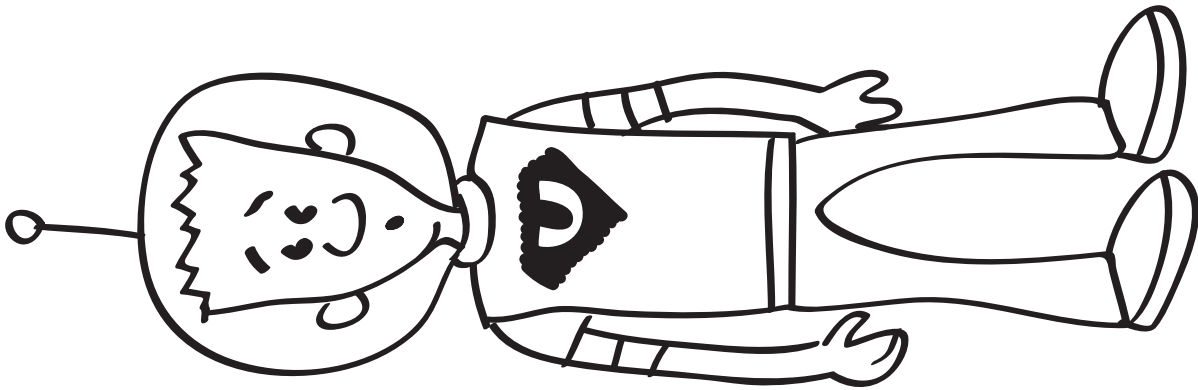
**Who's Who** Hand out the printable of the four main characters from the video. After coloring have students draw a line to match up the character with their name/role in the video ("upstander" to NED).

**Reader's Theatre** Students can identify bullying and use the four helpful actions to stop it.

1. Divide class into small groups of 4-5 students.
2. Assign a script recorder for each group. This person is responsible for writing the script.
3. Allow each group to decide a setting for their bullying scene. This should be realistic, though it could also be out of the box (i.e. a social media website).
4. Each member of the group is a character in the script. There should be at least one person for each of the four roles discussed: bully, target, bystander, upstander.
5. Each character needs a minimum of three lines of conversation/interaction during the play. The scene should begin with a brief history (the definition of bullying means it's happened over and over!), then a bullying incident, an upstander moment (using at least one of the four new skills), and a summary of how things turned out in the future. Remind students that the end goal is a school where EVERYBODY feels safe and good about themselves.
6. Allow groups time to write a script and prepare to present their Reader's Theatre Play to the class.
7. After each play is performed, have the audience discuss how they knew the incident was "bullying." Then, identify which of the upstander skills were used to stop the bullying from continuing. Also, discuss how of each of the characters might have felt during the bullying, during the upstander moment, and after the event passed.

Name: \_\_\_\_\_

Directions: Color the characters from the video "You Can Be an Upstander" below. Draw a line between the character and their name.



**Bully Target Bystander Upstander**