



3A – How to be an upstander.

Time required:

- 60 minutes.

Resources:

- How could I help? '[Upstander Booklets](#)' and pencils/pens.
- [Stand Up](#) (4:24 minutes) video and TV /Smart board.
- Human 'book' [Upstander video](#) and TV/ Smartboard.
- '[Upstander Comic Scenarios](#)'.

Aims:

- To identify strategies for combating discrimination and bullying.
- To practise and evaluate the effectiveness of different upstander actions.
- To highlight that being safe is the main consideration in any upstanding situation.
- To identify which strategies for being an upstander are most aligned to one's identity.

Teacher notes:

The opportunity for students to reflect and practise new behaviour is vital to the concept of transformative education and sustainable long-term change. We know that behaviour change only happens:

- Incrementally (over time)
- Continually (with practice)
- Experimentally (through personal inquiry)

Transformation is a journey that requires space for practice, reflection and reinvention. Permission is needed to make mistakes and for those with bullying behaviour to reinvent themselves.

Students also need to understand what it means to "make a difference". Is it having a big impact or becoming a person who is more aware of the issues others face and standing up for what's right?

Procedure:



Activity - Show the video [Stand Up!](#)

Introduce the concept of 'Upstanders' - they can make a significant impact for the person being bullied. It also sends a message to others, which can help to raise awareness and change behaviour norms. Discuss strategies that upstanders can use at the time of the event or after, but safety always comes first.



Whole class brainstorm

- Discuss how safety was a factor in the videos.
- What strategies did the students use to be safe?
- In what instances would you feel that it is safe to intervene and when would you not feel safe?
- Are there other ways that you can help and be an upstander?

Staying safe comes first. Interrupting prejudiced comments and behaviour can be scary because we risk turning the attack or anger towards ourselves. While people may tell jokes, make comments or behave in prejudiced ways out of ignorance, they usually know at least on some level that they are putting down someone else. It's often easier to do nothing, however this is in essence approval of the behaviour. There is no neutral stance. There are no innocent bystanders. The key is to find a way to make a stand while staying safe.



Upstander Activity – 'How Can I Help? Upstander booklet'.

- Hand out the 'How can I help Upstander booklet'.
- Show the video of the human 'book.'
- Get students to fill out the booklet.



Class discussion:

- What strategies did you choose to use in this situation?
- Did you "call it in" (take the person aside and have a chat in private) or "call it out" (interrupt the behaviour in public, sometimes this is less safe option)?
- Did you intervene at the time of the incident, or did you intervene after the incident?
- How did you decide it would be safe to intervene?



Practise being an upstander - This activity gives students the opportunity to practise different upstander approaches. Form into groups of 3 or 4. Hand out the different "Upstander Scenario comics' amongst the class, so each group has one scenario. Draw your solutions.

Follow up - Think about a freeze frame that could be acted out. One student becomes the freeze frame of the discrimination/exclusion/ situation detailed on the activity card. The other students choose which upstander action/approach feels comfortable to them for that situation.

Refer to the 'How to be an Upstander booklet' to recap on how to be safe and what actions might be useful. After some thinking time in their groups, one by one the students practise and act out a short sequence facing and talking to the student in a freeze frame. Class performance - Groups of students might like to show their dramatic sequence to the class. Having a drama representation from each of the 3 different scenarios would be ideal to give students ideas for other upstander strategies and contexts.



Reflection Questions - If you see issues of conflict, discrimination or prejudice outside the classroom, share 2 things you might do now that you have learnt from this lesson?

Definitions:

Call it in: Start a discreet discussion (could be in private or in a safe setting) with someone to question why they are doing/saying something that you find insulting or hurtful. Approach the conversation from the perspective that the harm was not intended, and that this person will be open to hearing why their behaviour or language is hurtful to others.

Call it out: Be upfront and public. Let someone know that their words or actions are unacceptable and will not be tolerated. Ensure your safety when calling it out.