

Facilitator Guide: Be an Upstander

Welcome to Be an Upstander. This video was developed for use with middle- and high-school students. The scenarios are based on research about what bystanders (persons not directly involved in the bullying incident) can do to diffuse a bullying situation, therefore becoming an upstander.

The following information and questions can help you facilitate the viewing of the accompanying video.

Before Viewing

- Let's talk about bullying. Who can define what bullying is?
 - Possible answers may include: physical aggression, like hitting, pushing, tripping, grabbing; verbal aggression, like teasing, making fun, threatening, name calling; social aggression, like isolating others through rumors, shunning, humiliation, use of social media; educational aggression, when adults use their position and power to cause distress to students through sarcasm, humiliation, favoritism
- Where is bullying most likely to happen?
 - Possible answers may include: playground, bus, neighborhood bus stop, cafeteria, hallways, bathrooms, online/social networking, anywhere adults are not present
- What are the effects of bullying on the victim?
 - Possible answers may include: low self-esteem, increased levels of anxiety, depression, general health issues, retaliation by hurting others, hurting self
- Do students with disabilities get bullied more often than their peers?
 - Yes, it happens more often. In fact, 60% of students with disabilities report being bullied while only 25% of students without disabilities report it

After Viewing

Use one or more of the following activities (adapted from Joyful Learning, Udvari-Solner & Kluth (2008), Corwin Press: Thousand Oaks, CA) to discuss the video.

- "We All Own the Problem"
 - Have each student write a real or fictional bullying situation on a piece of paper.
 - Split the class into groups of 4 to 6.



- Have the students fold their papers and place them in the center of the table.
 - Tell each student to draw a paper that is not his/hers, read it, and think of which strategy from the video (handout included in folder with this document) could apply.
 - Next, in the small groups, have each student share the situation and explain how the strategy they chose could help. Then, allow another 2 minutes for group discussion of any other ideas.
 - Repeat until each student gets a turn.
- “Stand and Deliver”
 - Have students write a real or fictional bullying situation on a piece of paper and turn it in to the teacher.
 - Read one of the bullying situations out loud to the students. Ask them to choose one of the strategies from the video (handout included with file) and think about how it would apply.
 - Ask students to stand up when they have an answer.
 - Call on a student standing up to share the strategy he/she chose and how it would apply. That student and any others who had the same/similar answer can sit down. Repeat until everyone is sitting.
 - Repeat with other bullying situations as time allows.
- “The Whip”
 - Share this sentence starter: “One thing I can do to be an upstander is _____.”
 - Give students a few moments to think of an answer.
 - Start at the beginning of a row and ask the student for an answer. Continue down the row quickly.
 - If a student can’t think of anything or says someone took his/her answer, encourage him/her to repeat another person’s answer.
- “Lecture Reflections”
 - After viewing the video, have students respond to one or more of the following sentence starters:
 - I think ...
 - What’s hard about this is ...
 - I am unsure about ...
 - I was surprised that ...



- I am concerned that ...
- I learned ...
- This is different because ...
- I figured out ...
- Response options:
 - Have students write/type answers to a given number of sentence starters and turn in to teacher.
 - State a sentence starter and have students turn to a partner and take turns responding.
 - Place charts around the room with various sentence starters and have students write responses on the charts.
- "60-Second Commercial"
 - Divide the class into groups of 3 or 4.
 - Have a container available with the upstander strategies written on separate pieces of paper.
 - Ask each group to pick a strategy from the container.
 - Give the groups time to develop a 60-second commercial about the strategy that they will act out for the class.
 - After each group has shared its commercial, discuss what new information was learned.

