

# Choosing to Be an Upstander

**Purpose:** Describe the steps that you can take before, during, and after an incident of ostracism, bullying, or cyberbullying has occurred.

## ADVISOR NOTES:

### 1. Prepare Statistics for the Opening Part of the Activity

In the first part of this activity, advisees will share bullying statistics from PACER's National Bullying Prevention Center. You can access these statistics by going to [pacer.org/bullying](http://pacer.org/bullying), selecting "Resources," and choosing "Stats." One way to share data from this website is to choose a group of statistics to print and cut into strips before the meeting. You can give each advisee one to three strips and then have them stand in a circle and read their statistics using the **Wraparound** strategy. Visit [facinghistory.org/advisory-media](http://facinghistory.org/advisory-media) to learn about this teaching strategy. Because this activity focuses on upstander behavior, it is important that one student has the ninth statistic: "More than half of bullying situations (57%) stop when a peer intervenes on behalf of the student being bullied (Hawkins, Pepler, & Craig, 2001)."<sup>1</sup>

**APPROXIMATE TIME:**  
30 minutes

#### MATERIALS:

**HANDOUT**  
Upstander Action  
Scenario Strips

**HANDOUT**  
Analyzing Upstander  
Actions

### 2. Prepare Upstander Action Strips for the Second Activity

Before the advisory meeting, make copies of and cut apart the handout **Upstander Action Scenario Strips**. For this activity, your advisees will work in small groups, and each group will need one strip.

## PROCEDURE:

### 1. Read Some Statistics about Bullying and Cyberbullying

- Share some or all of the bullying statistics from PACER's National Bullying Prevention Center at [pacer.org/bullying](http://pacer.org/bullying) (select "Resources" and then "Stats"). Let advisees know that they will be responding to the statistics in an **S-I-T** journal response to help activate their listening (visit [facinghistory.org/advisory-media](http://facinghistory.org/advisory-media) to learn about the S-I-T teaching strategy).
- Ask advisees to respond to the following questions in a S-I-T journal response:
  - What statistic did you find surprising?
  - What statistic did you find interesting?
  - What statistic did you find troubling?

<sup>1</sup> PACER Center, National Bullying Prevention Center, "Bullying Statistics," accessed June 19, 2018, <http://www.pacer.org/bullying/resources/stats.asp>.

## 2. Brainstorm Upstander Actions in the Face of Bullying or Ostracism

- Divide your advisory into three groups. Pass out the handout **Analyzing Upstander Actions** and one scenario strip to each group. You will most likely have multiple groups working on each scenario.
  - Scenario 1: What actions can an upstander take when they become aware (hear gossip, see a post on Snapchat, etc.) that someone may become the target of ostracism, bullying, or cyberbullying?
  - Scenario 2: What actions can an upstander take when they witness someone being ostracized or bullied in person or online?
  - Scenario 3: What actions can an upstander take when they become aware that someone they know is the target of ostracism, bullying, or cyberbullying?
- Explain that the groups will be discussing the actions that an upstander can take when they witness ostracism, bullying, or cyberbullying. They should record their ideas for three possible actions, as well as the possible consequences (both good and bad) for each action, and on the **Analyzing Upstander Actions** handout.
- When they have finished their discussions, have each group share their answers and ideas for how to be an upstander. Look for similarities and differences across groups and discuss the consequences of taking certain actions.
- Remind advisees where they can get help and support at your school if they or someone they know is the target of ostracism, bullying, or cyberbullying.

## 3. Reflect on How You Can Be an Upstander

- In their journals, ask advisees to finish the following sentence starter.  
One small step that I can take to be an upstander at \_\_\_\_\_ (school's name) is . . .
- Have advisees share their completed sentences in a **Wraparound** (visit [facinghistory.org/advisory-media](http://facinghistory.org/advisory-media) to learn about this teaching strategy).



# Upstander Action Scenario Strips

**Directions for the Advisor:** Make copies and then cut apart the scenario strips before the advisory meeting. Your advisees will work in small groups, and each group will need one scenario strip.

## Scenario 1

1. What actions can an upstander take when they become aware (hear gossip, see a post on Snapchat, etc.) that **someone may become the target** of ostracism, bullying, or cyberbullying?
2. What are the possible consequences for each action?

## Scenario 2

1. What actions can an upstander take when **they witness someone** getting ostracized or bullied in person or online?
2. What are the possible consequences for each action?

## Scenario 3

1. What actions can an upstander take when **they become aware that someone they know is the target** of ostracism, bullying, or cyberbullying?
2. What are the possible consequences for each action?



# Analyzing Upstander Actions

**Directions:** Write your group's question in the scenario box and then discuss possible actions an upstander might take and consequences of those actions. Record your ideas in the spaces below.

Possible Consequences			
Possible Actions			
Scenario			