


ACTIVITY 66

Leaving a Positive Footprint Project

Purpose: Explore how a class of elementary school students took action to stop bullying and spread positive messages to encourage their community to create an inclusive and welcoming environment at their school.

APPROXIMATE TIME:
30 minutes

MATERIALS:

 **VIDEO**
Leaving a Positive Footprint
(see facinghistory.org/advisory-media)

ADVISOR NOTES:

1. Collecting the Exit Cards

This activity ends with a personal **exit card** reflection. Visit facinghistory.org/advisory-media to learn about the Exit Cards teaching strategy. You might share excerpts from some of the exit cards as part of the opening routine in your next meeting. Because these are personal reflections, it is important that you do not reveal the writers' names or identities when sharing unless you receive permission in advance to do so.

PROCEDURE:

1. Reflect on Upstanders at Your School

- Ask your advisees to respond to the following prompt in their journals. Let them know that they will be sharing their responses with their peers.

Make a list of upstanders at your school. Include a brief description of what makes each one of them an upstander.

- In pairs or triads, have advisees share their responses. See if any volunteers would like to share with the group.

2. Learn How Students Worked to Create an Inclusive School Culture

- Let your group know that they will be watching a short video about a project at a Northern California elementary school, where students learned about the impact of bullying, shared their personal stories, and led a cross-grade project to create a more inclusive and welcoming school community.
- Then play the video **Leaving a Positive Footprint** (05:43) at facinghistory.org/advisory-media.

- In small groups or in a circle discussion, discuss the following questions:
 - What lessons can you learn from this video?
 - What questions does this video raise for you?
 - What might a Leaving a Positive Footprint project look like at your school?
 - What would your school look like if all the students committed themselves to being upstanders in more situations? What action can your advisory group take to help create a culture where students at your school choose to be upstanders rather than perpetrators and bystanders?

3. Reflect on What Being an Upstander Feels Like at Your School

On an **exit card** that you collect at the end of the meeting, ask advisees to respond to the following question:

Do you feel comfortable making the choice to be an upstander at your school?
Why or why not?