



# Video Lesson Plan

## YOU CAN BE AN UPSTANDER

### THEMES

Stand Up to Bullying  
Problem Solving  
Bullying Prevention  
Bystander  
Upstander  
Kindness  
School Climate

### Go from Bystander to UPSTANDER!

*Recommended Grade Level: 2-6*

In this animated 4 minute video, NED demonstrates what it takes to go from being a Bystander to an Upstander. Students will learn 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



### BEFORE READING: DISCUSSION STARTERS

#### 1. What does it mean to bully someone?

Learn what your students already know about the meaning of the word “bullying”.

#### 2. Share your school policy/motto about bullying prevention.

### AFTER READING: DISCUSSION STARTERS

*Choose appropriate questions for the learners in your classroom, based on Blooms Taxonomy.*

#### REMEMBERING

#### 1. Who were the 4 main characters in the story?

The bully, Tar (the target), the Bystander and NED (Bystander turned Upstander)

#### 2. Discuss each character's role in the story.

#### 3. Name the 4 ways to go from being a bystander to an upstander.

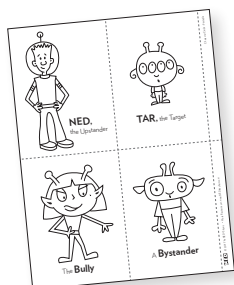
1. Be a Buddy
2. Interrupt
3. Speak Out
4. Tell Someone

Use printable: **4 Ways to be an Upstander Coloring Sheet**

#### 4. When NED speaks out, what does he say? That's mean. Don't do that.

#### 5. The video says that ALL KIDS have something in common.

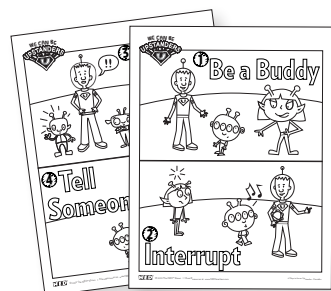
They are all \_\_\_\_\_. (Champions)

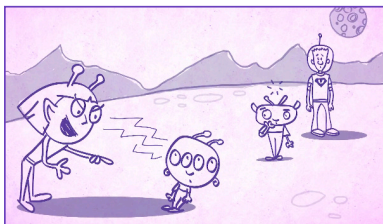


PRINTABLE  
Character Cards



PRINTABLE  
4 Ways to be an  
Upstander Coloring Sheet





## BULLYING

- Directed at one specific person
- Picking on someone who can't do or say anything back
- Repeated meanness over and over again
- Intentionally picking on someone weaker or smaller

## UNDERSTANDING

1. What is the definition of bullying?
2. What does bullying look and sound like?
3. Have you seen bullying at your school? Describe the situation without naming names.
4. Can bullying be physical and non-physical?  
Give a few examples. Answers will vary, for example:  
*Physical:* shoving, tripping, hurting  
*Non-physical:* shunning, leaving people out

## APPLYING

1. What are some ways that you could “interrupt” bullying at your school?
2. How could you apply the four upstander tools if YOU were being bullied?

## ANALYZING

1. “Bullies aren’t used to their targets having a buddy.”  
Do you agree? Why or why not?
2. Why is telling an adult not tattling?
3. Try to look at the story from 4 different perspectives. What did each character do and how did they feel?

## EVALUATING

1. It takes courage and hard work to be an upstander.” Is this true for you?  
Why or why not?
2. Why does someone choose to bully?
3. Are there ways that you could “be a buddy” to the bully?
4. What would NED do? How would NED treat the person who bullied?

## CREATING

1. Create another bullying scenario with the same 4 characters.

## WRITING ACTIVITY

Choose an appropriate writing prompt for the learners in your classroom.

- Upstanders are:
- How could you apply the four upstander tools if YOU were being bullied?
- How would NED treat the bully?

## READERS THEATRE

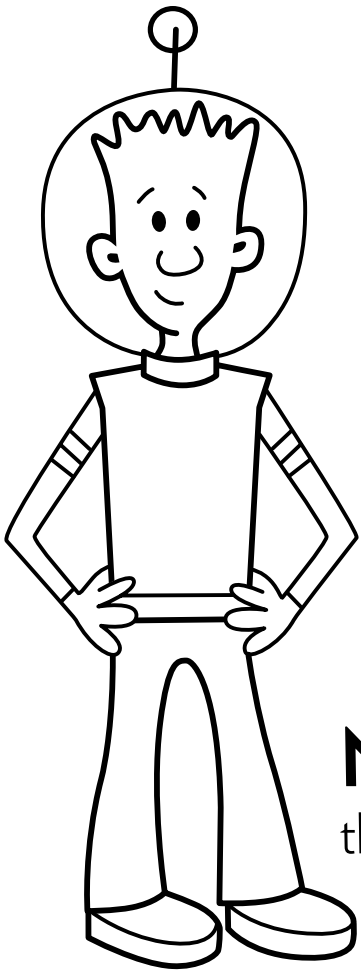
**Students can identify bullying and use NED's four upstanding choices to stop bullying in its tracks.**

- *Divide class into small groups of 4-5 students.*
- *Assign a script recorder for each group. This person is responsible for writing down the script as the group creates it.*
- *Allow each group to decide a setting for their bullying scene. Encourage each group to have a different setting*
- *There should be 1 bully, 1 target, at least 1 Upstander and at least 1 Bystander. You may have multiple Upstanders and Bystanders so that each member of the group is a character in the script.*
- *Each character needs a minimum of 3 lines of conversation/interaction during the play.*  
The play should have a bullying incident and an upstander moment using at least one of NED's 4 Upstanding choices learned in the video.

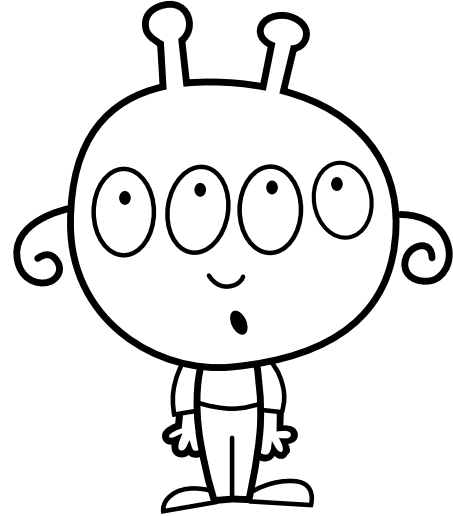
*Allow groups time to write a script and prepare to present their Reader's Theatre to the class.*

*Remember: in Reader's Theater, the students read the script with expression, but no acting, no memorizing and no scenery or props. Just read the scripts to tell the story.*

*After each play is performed, have the audience discuss how they knew the incident was bullying and identify which upstander skill was used to stop the bullying. Discuss how each character felt before, during and after the bullying incident.*



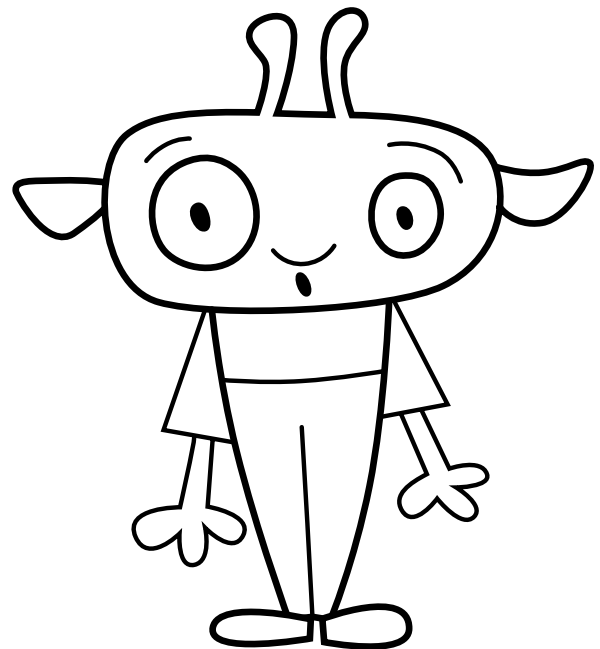
**NED,**  
the Upstander



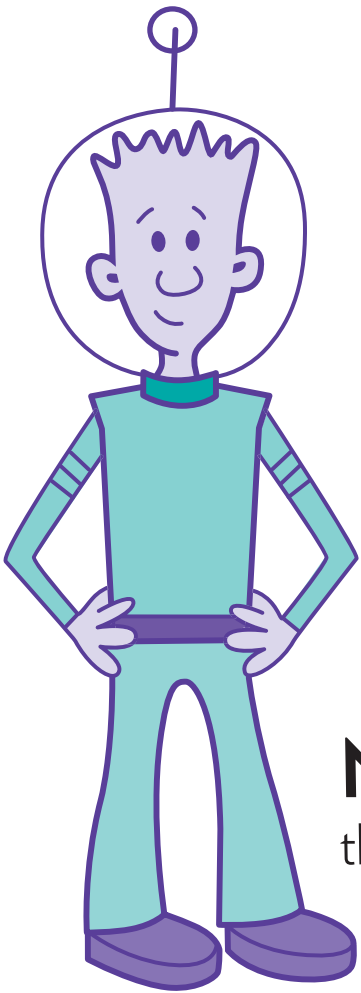
**TAR,** the Target



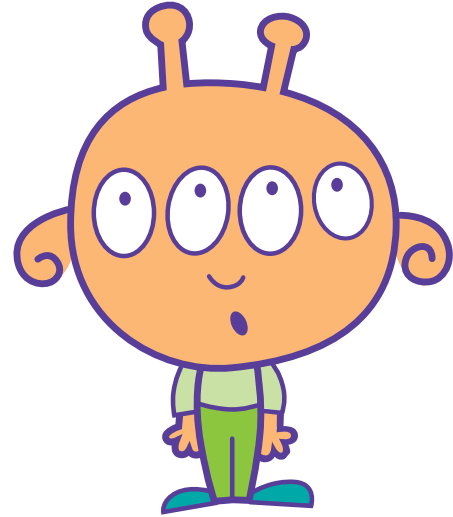
The **Bully**



A **Bystander**



**NED,**  
the Upstander



**TAR,** the Target



The **Bully**

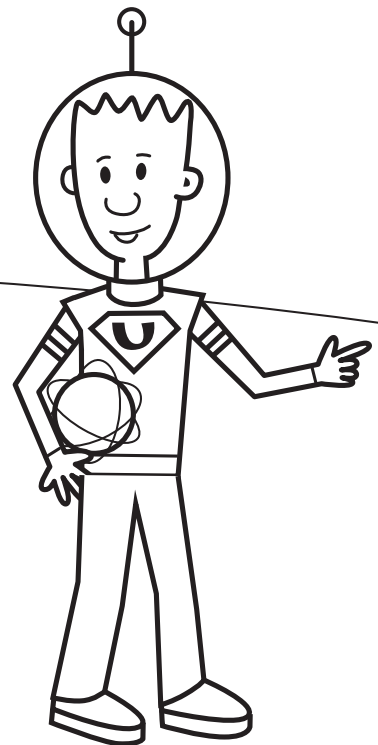
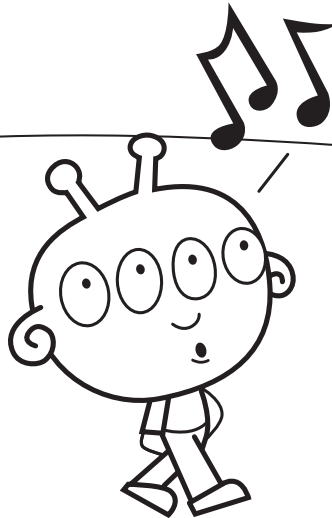
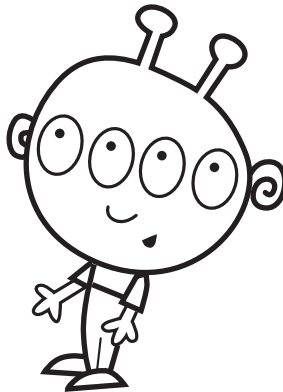
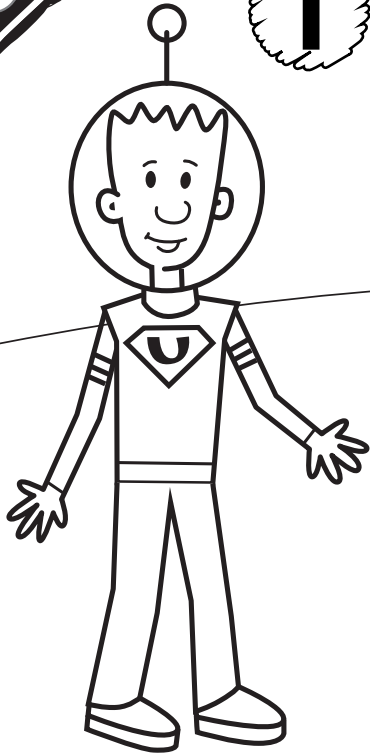


A **Bystander**



1

# Be a Buddy



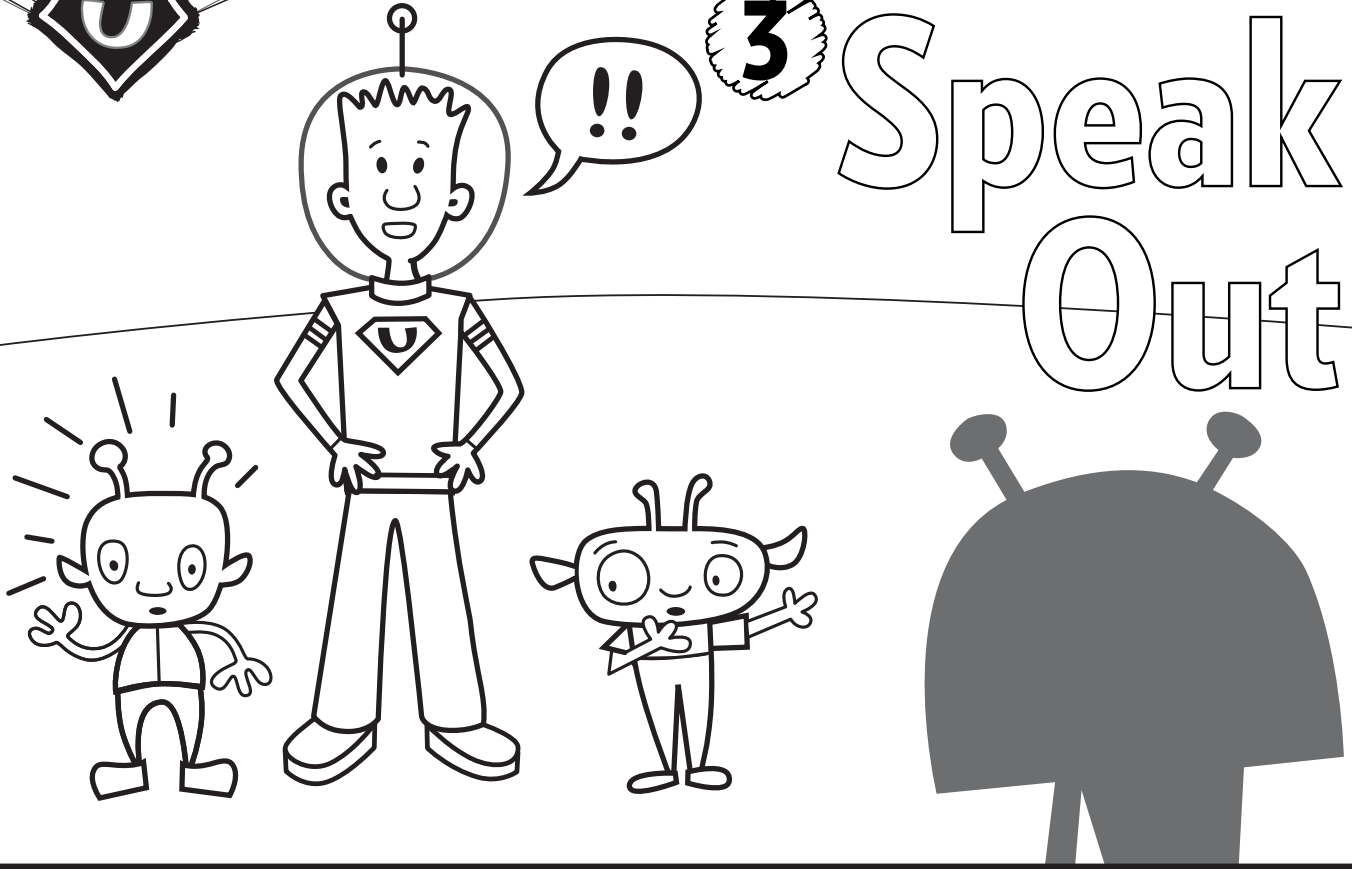
2

# Interrupt



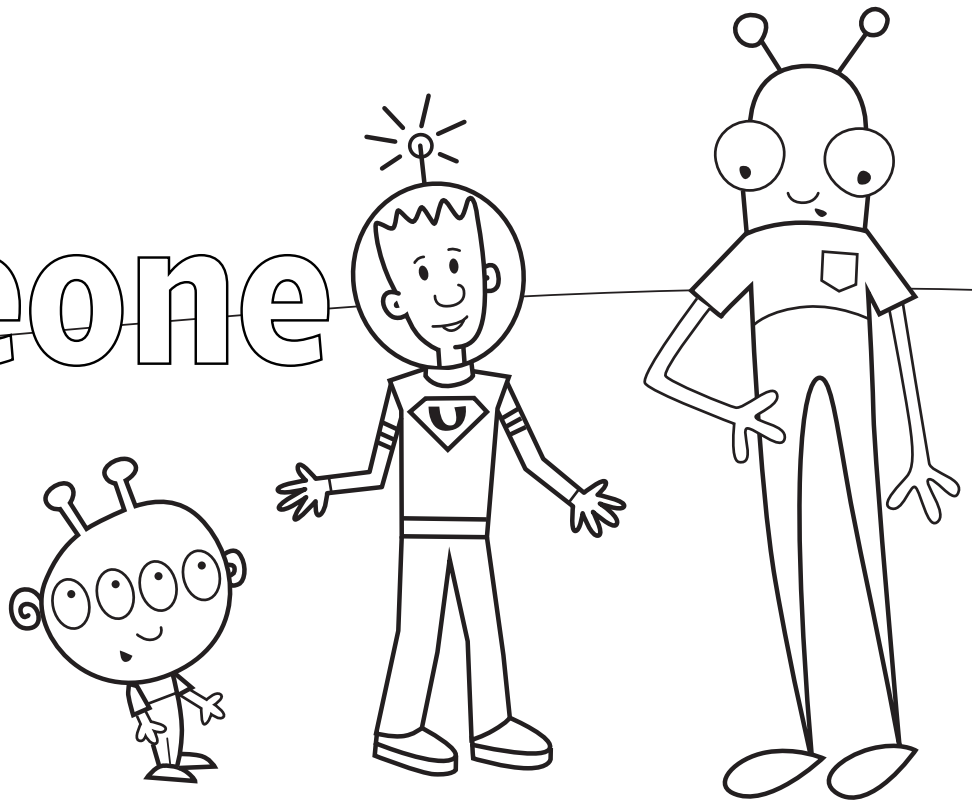
3

# Speak Out



4

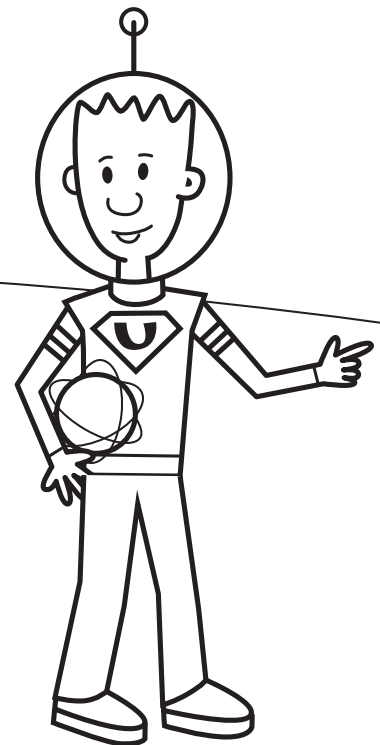
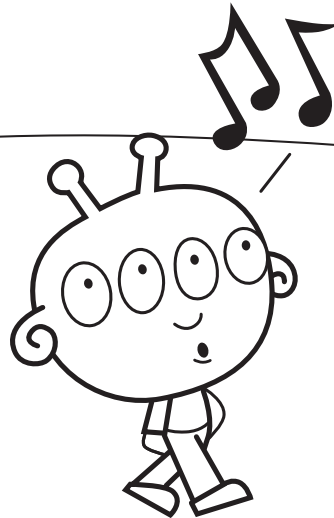
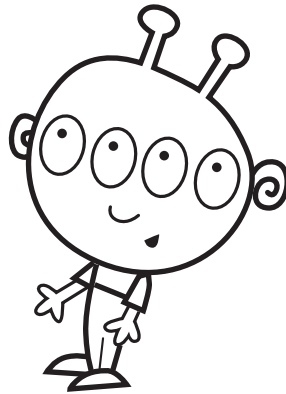
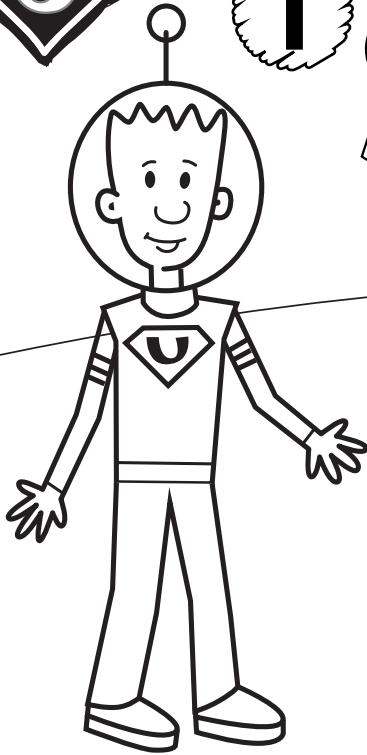
# Tell Someone





1

# Se un amigo



2

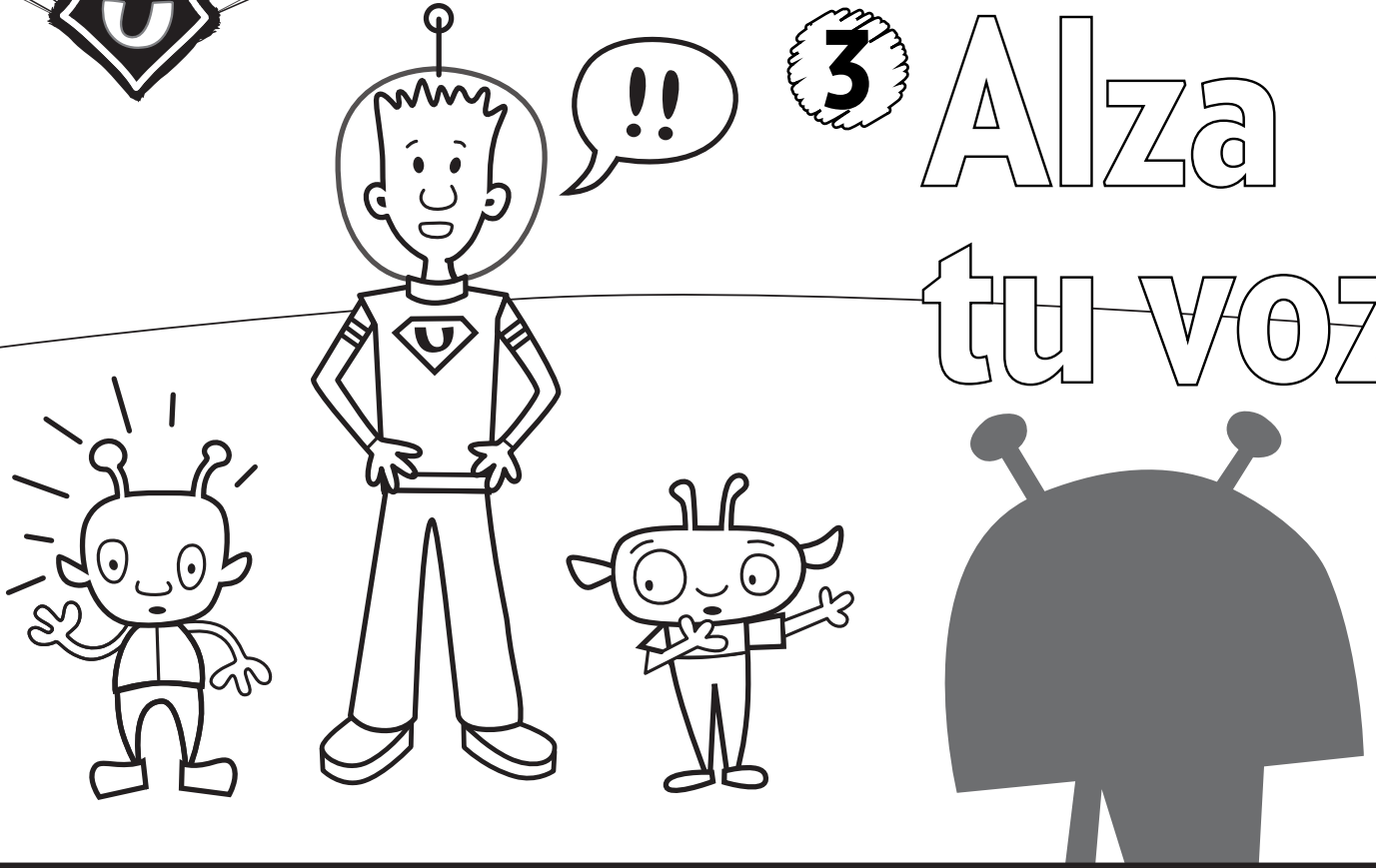
# Interrumpe





3

Alza  
tu voz



4

Dile a  
un adulto

