

Empowering Upstanders:

Moving From Bystander to Upstander

DO NOW:

Think of a bullying scenario you have witnessed or heard about and write it briefly on an index card. Place the card in the small silver and white bag on the front table.

BOOST Conference, Palm Springs, CA 2017

Greg Shamie
Director of Staff Development
The Leadership Program

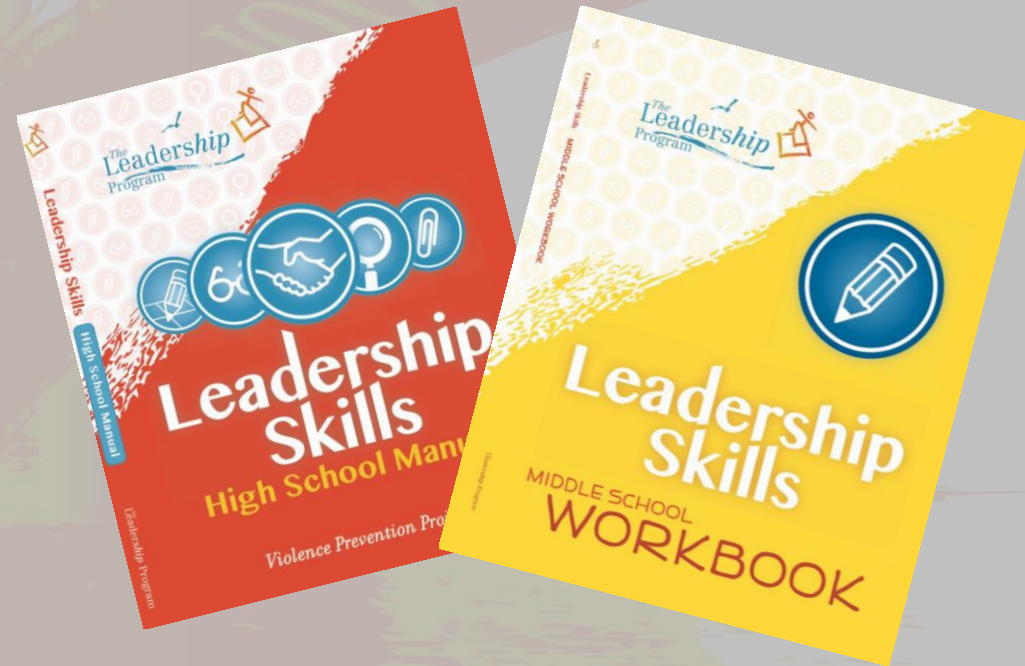
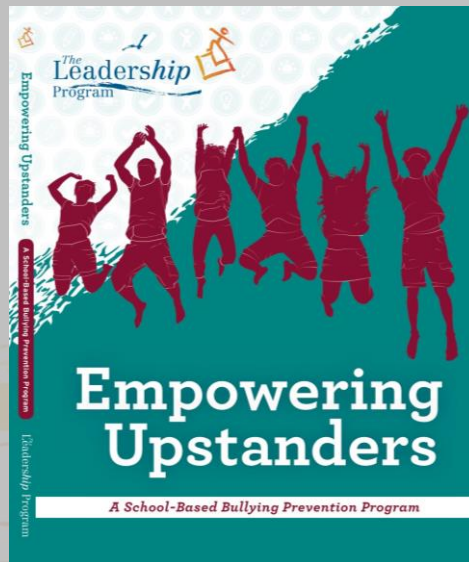
Greg@tlpnyc.com

@GregShamie

www.tlpnyc.com

At Leadership we

create experiences that inspire people to step into their leadership and make positive change in their lives and in the world.





We would love for you to TWEET about your experience during this workshop—pictures, quotes, or moments of inspiration!

@Leadershipin
#BuildingStrongLeaders



Essential Question:

How can I help my school community to develop safe, effective Upstander strategies?

Quote:

“I was once asked why I don’t participate in anti-war demonstrations. I said that I will never do that, but as soon as you have a pro-peace rally, I’ll be there.”

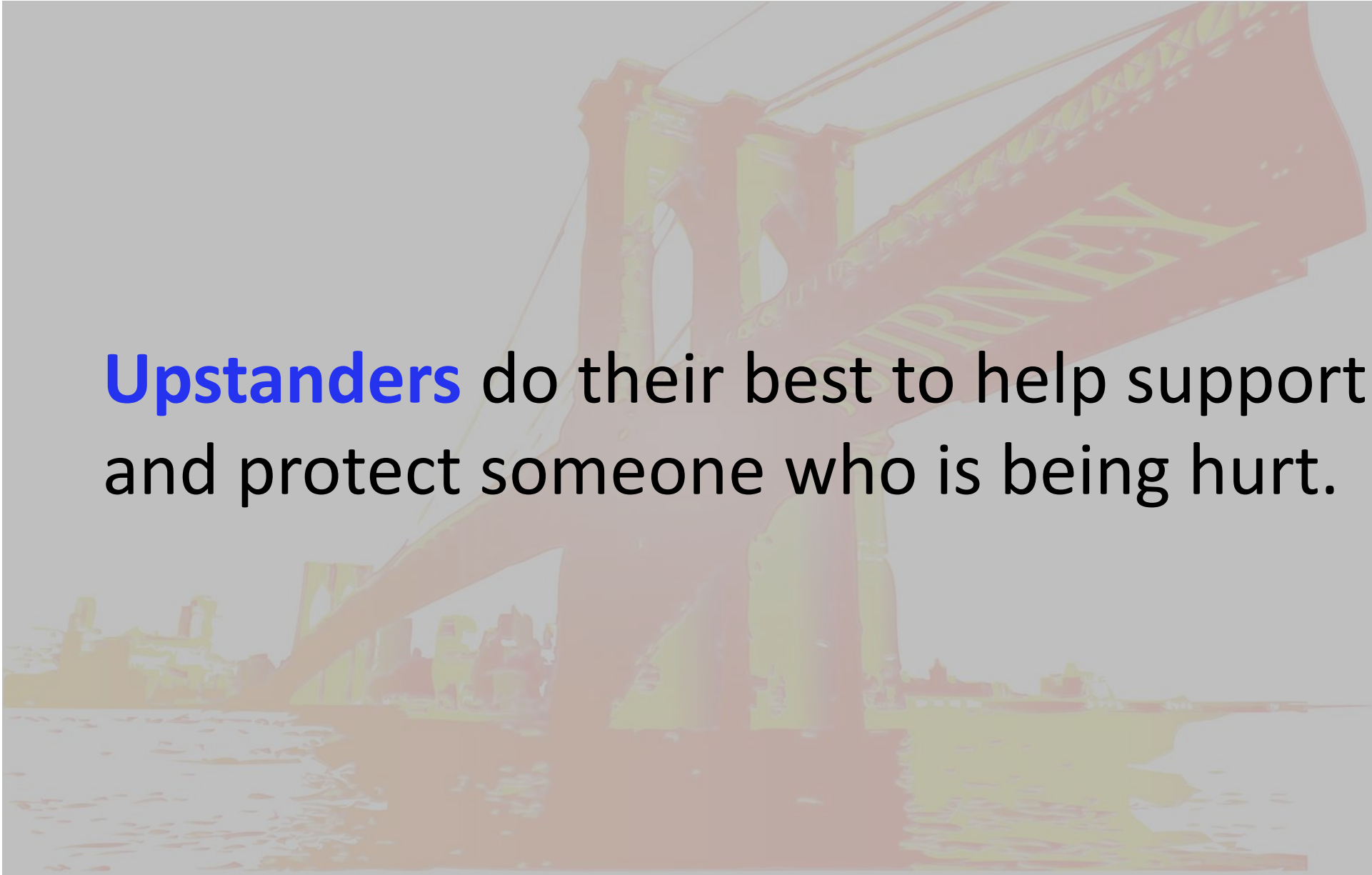
~ **Mother Teresa**

Definitions

- Bully: A person or group of people who use an *imbalance of power* to hurt, threaten, or intimidate another person, often *repeatedly over time*.
- Victim: Someone who is *exposed repeatedly*, and *over time, to negative actions* on the part of one or more people.
- Witness: Someone who is *neither the bully nor the victim* but a person who *observes* the bullying incident.

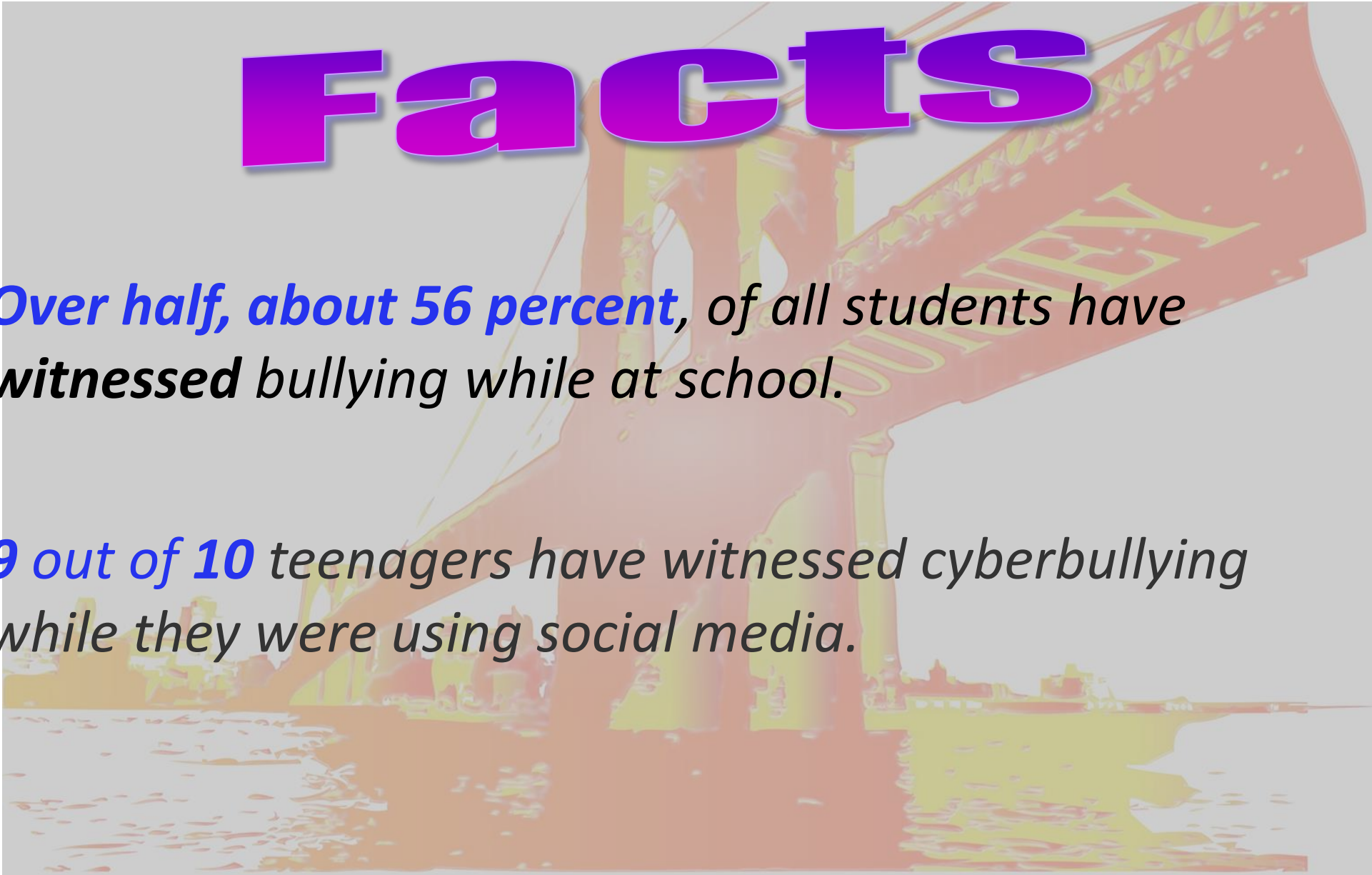
Witnesses Have a Choice

- Bystander: Someone who **witnesses** an incident and takes ***no action or encourages*** the bully.
- Upstander: Someone who **witnesses** an incident, recognizes when something is wrong, and ***acts*** to make it right.



Upstanders do their best to help support
and protect someone who is being hurt.

Facts

The background of the slide is a faded, semi-transparent image of the Golden Gate Bridge in San Francisco. The bridge's iconic orange-red towers and suspension cables are visible, along with the water of the bay below. The word "GOLDEN GATE" is partially visible on the bridge's structure.

Over half, about 56 percent, of all students have witnessed bullying while at school.

9 out of 10 teenagers have witnessed cyberbullying while they were using social media.

¹<http://www.bullyingstatistics.org/>

²Pew Internet Research Center

Facts about Witnesses

Kids who **witness bullying** are more likely to:

- Have **increased use** of tobacco, alcohol, or other drugs
- Have **increased mental health problems**, including depression and anxiety
- **Miss or skip** school

SAFETY FIRST

This approach is designed for school or community youth center purposes.

To ensure their safety, students should use these strategies only with the support of a trained and trusted adult in an environment such as school, sports teams, chorus, or other supervised activities.

Students should not attempt to employ these strategies without the support of trusted adults in situations outside of school or in an unsupervised group.

A key **difference** between **bullying** and **other conflict** is that **aggression in bullying** involves:

- an **imbalance of power**, whether perceived or real, and
- **repetition** over time.

REPORTING vs. SNITCHING

Snitching: *telling an adult with the intention of getting someone in trouble*

Reporting: *telling an adult with the intention of stopping someone from being hurt*

PERSONAL UPSTANDER ACTION PLAN

SAMPLE

SITUATION:

If I . . . watch a video of a schoolmate getting harassed . . .

THEN I WILL. . . .

- 1) call or find that student to tell him or her about it and show my support by assuring him/her that I didn't share the video with anyone.
- 2) tell the person who posted the video and anyone who spread it that it's not okay to keep sharing it.
- 3) tell a trusted adult about the video.

Elizabeth Pereira

My Signature

Tom Harriman

My Accountability Partner

SAMPLE

UPSTANDER

WHAT IS THE MISSION OF YOUR CAMPAIGN?

CAMPAIGN SLOGAN:

Stand Up, Walk Safe!

CAMPAIGN TIMELINE:

1 Month

ACTION GROUPS:



Hallway Buddies

PA Announcements

PSA Video

Teacher Partners

Empowering Upstanders: Moving from Bystander to Upstander

Greg Shamie
Director of Staff Development
The Leadership Program

Greg@tlpnyc.com

@GregShamie

#BuildingStrongLeaders

WWW. tlpnyc.com/our-programs/youth-development/upstander

JOURNEY OF AN UPSTANDER



Name:

Situations	Emotions	Choices	Upstander Decision	Consequences and Emotions
Friends tell you another student has been spreading terrible rumors about your best friend.	Angry Indifferent Embarrassed Frustrated Confident Betrayed Hurt Scared	Fight (B) Ignore it (B) Spread rumors about that student Tell a teacher (U) Talk to that student (U)	Tell a teacher	• Teacher mediates and resolves issue (relieved) • Friends get mad at you (frustrated, confident, betrayed)
			Talk to that student	• People respect your effort (confident, validated) • Situation is resolved and rumors stop (overjoyed) • Rumors get worse (disappointed, angry, hurt)

UPSTANDER SITUATION WORKSHEET

The following sample situations provide an opportunity to use "I" messages as an Upstander in role plays. The role play will consist of two takes each:

- In take one, Character A demonstrates a "You" message while addressing Character B about the given situation.
- In take two, Character A demonstrates an "I" message while addressing Character B about the given situation.

There may be other characters mentioned in the role-play scenarios focusing on Character A and Character B. Read the situations carefully to determine how many characters are in each role play and what role they play.

1. Karen (Character A) just found out that Liz (Character B) is spreading mean rumors about Jesse.
2. Jamal (Character A) hears Miguel's friends (Characters B and C) making fun of him because his mom wouldn't let him stay out late with them.
3. Jermain (Character A) has caught his younger sister (Character B) taking their brother's tablet away from him.
4. Omar has been picked on by Freddie (Character B), and George (Character A) notices the situation is getting worse; Freddie won't leave Omar alone.
5. Terri's (Character A) brother Max (Character B) won't let their sister Ashley watch her favorite program on TV.
6. Lissandra's classmate Ozzi (Character B) has been teasing Lissandra about her clothes, and Shanelle (Character A) sees Ozzi laughing and telling another student what she did.
7. In gym class, Chris (Character A) sees Steven (Character B) push Carlos.
8. Jakim (Character A) saw Deb (Character B) taking Mikki's lunch in the cafeteria, and now Mikki is sitting alone at a table without anything to eat.
9. Pat (Character A) receives a text with an embarrassing picture of Kim and Susan that Blake (Character B) posted on the Internet.



Name:

UPSTANDER SITUATION WORKSHEET: PART 2

In some of the scenarios on the previous page, there is more than one way to be an Upstander.

- In the space below, fill in the scenario number you and your group chose to role-play.
- Then write all the possibilities you can think of for additional Upstander actions that could be used in this situation on the bulleted lines. (For example, in scenario nine, you could call up Kim and Susan and tell them you will go to the principal with them to report this incident.)

- Chosen Scenario: Number ____.
- Additional Upstander action choices for this situation:





Name:

"YOU" MESSAGE TO "I" MESSAGE TRANSLATIONS

Example

Translate from this:

You always post mean rumors about people online. You're nothing but a bully, and nobody likes you anyway!

To this:

I feel sad for Jesse because there's a mean rumor about him posted on Facebook. I would like that posting to come down and to see my friends treat each other kindly.

Translate from this:

You always want to be the leader of the group. When you don't get your own way, you start acting like a jerk and picking on other people.

To this:

I feel _____ because _____
_____. I would like _____
_____.

Translate from this:

You take other people's stuff without asking and then call them names when they ask you to give it back. Stop it!

To this:

I feel _____ because _____
_____. I would like _____
_____.

(continued on next page)

"YOU" MESSAGE TO "I" MESSAGE TRANSLATIONS (continued)

Translate from this:

Why do you have to say bad things about people? You hurt everyone's feelings, and no one wants to be your friend.

To this:

I feel _____ because _____
_____. I would like _____
_____.

Translate from this:

I hate when you make fun of my sister when she doesn't know the answer to a question. It makes her look dumb when she's not! You're the stupid one!

To this:

I feel _____ because _____
_____. I would like _____
_____.

Write a "you" message you have said or heard:

_____.

Translate it to this "I" message:

I feel _____ because _____
_____. I would like _____
_____.