

CL-05B

Kindness and Upstanders

Grades 2–3

Personal Health and Safety

Be an Upstander

Students tell rude, mean and bullying behavior apart, learn four upstander moves, and practice reporting to a trusted adult, which is not tattling.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Upstander Role-Play

BIG IDEA

Bullying behavior happens on purpose, again and again. An upstander helps in a safe way.

1 I CAN

- ☐ tell rude, mean and bullying behavior apart.
- ☐ name the four upstander moves.
- ☐ explain why reporting is not tattling.

KEY WORDS / PALABRAS CLAVE

upstander	defensor, defensora
rude	descortés
mean	malo, mala
bullying	acoso escolar (bullying)
report	reportar, avisar
tattle	acusar

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Upstander Role-Play cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the three signals: hand over your mouth (rude), thumbs down (mean), roll your hands (bullying).
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Role-Play cards apart if you plan to do the extension.

3 STANDARDS

Texas Model 5th ed., 2018	Personal Health and Safety
ASCA Standards Mindsets & Behaviors, 2021	B-SS 4 Empathy · B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary
Health TEKS Gr 2 §115.14(b)(13)(A)–(B)	(A) describe consequences for the bully and the impact of bullying on the victim · (B) describe the difference between reporting and tattling
Health TEKS Gr 3 §115.15(b)(13)(A)–(B)	(A) describe how to effectively respond to bullying and cyberbullying of oneself or others · (B) explain the importance of seeking assistance in making decisions about personal safety
Health TEKS Gr 2 §115.14(b)(4)(A)	discuss ways to be kind to self and others
ELA TEKS Gr 2 §110.4(b)(1)(D) · Gr 3 §110.5(b)(1)(D)	work collaboratively with others by following agreed-upon rules for discussion ... (Gr 2) / rules, norms, and protocols (Gr 3). Used in the extension.
Character traits TEC §29.906(b)(1), (7)	courage; caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. A bystander stands by and watches. An upstander sees unkind or bullying behavior and helps in a safe way."

DO Everyone sits. Read each part of the bus story. If the character is an upstander, students stand up.

SIT "Every morning on the bus, Ethan grabs Daniela's backpack and tosses it to the back."

SIT "Rubén sees it. He looks out the window."

STAND "Joaquín says, 'Daniela, come sit with me.'"

STAND "When the bus stops, Joaquín tells the bus driver what keeps happening."

ASK "How might Daniela feel on the bus every morning?" Take two answers. "Why did Joaquín tell the bus driver?" (To keep Daniela safe.)

TEACH 5 min

DO Show the projector page. Read Rude, Mean and Bullying; the class echoes. Signals: **Rude**: hand over your mouth ("oops"). **Mean**: thumbs down. **Bullying**: roll your hands around each other ("again and again").

SAY "Rude: accidentally saying or doing something hurtful, once. Mean: hurting someone on purpose, once or twice. Bullying: someone uses power to hurt, scare or leave out someone on purpose, again and again. Power can mean being older or having a group on your side. Bullying behavior can make a kid feel scared or alone, and the kid doing it loses friends' trust. We say 'bullying behavior,' not 'bully,' because kids can change. Here are four upstander moves." The class echoes each one.

- 1 **Be a buddy.** Stand with them, or invite them to play.
- 2 **Speak up if it's safe.** "Stop. That's not okay."
- 3 **Help them get away.** Walk away together.
- 4 **Tell a trusted adult.** A teacher, the counselor, the bus driver or a coach.

SAY "Safety first: never fight back or touch. Reporting is telling an adult to keep someone safe. Tattling is telling to get someone in trouble. Reporting is not tattling."

PRACTICE 9 min

DO · 2 MIN Rude, mean or bullying? Read each one; students show a signal. For item 3, ask, "Which upstander moves could help Lucía?"

RUDE 1. Eli bumps a classmate's tray by accident and keeps walking.

MEAN 2. At soccer practice, Camila gets mad and tells a teammate, "You can't kick!" It happens once.

BULLYING 3. Every day at recess, a group of kids tells Lucía, "You can't play." They laugh when she walks away.

BULLYING 4. Every day on the bus, an older student makes a second grader move to the back.

Clues: 1 by accident · 2 on purpose, once · 3 a group, every day · 4 an older student, every day. Lucía: be a buddy, help her get away, tell the recess teacher.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 with a partner; Part 2 on their own. In grade 2, read Part 2 aloud together first.

Answer key. Part 1: Rude 1, 4; Mean 3, 6; Bullying 2, 5. Part 2: invite Lupita, say "Stop," walk with Lupita, tell the lunch teacher.

WRAP-UP 3 min

SAY "Joaquín told the bus driver about Daniela. Was that reporting or tattling?" (Reporting: he wanted to keep Daniela safe.)

CHECK "Stand up for reporting. Stay seated for tattling. At every practice, the team leaves the same player out, so Zoe tells the coach." (Reporting: stand.) Give the family letters to the teacher for take-home folders.

Short on time? Read only practice items 1 and 3, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Upstander Role-Play. Groups of 3 or 4 each draw one Role-Play card from page 6. Rule: use the names on the card, never a classmate's name. No one acts out the unkind part; the reader only reads it.

- 1 Read the card. Decide: rude, mean or bullying? Pick the upstander moves that fit (2 minutes).
- 2 Practice a 30-second scene. One student reads the card, one plays the upstander, and one plays the trusted adult. Everyone else holds up a finger for each upstander move they see (3 minutes).
- 3 Two or three groups show their scene. The class names the moves and says why the report is not tattling (5 minutes).

No time to act it out? Groups write their plan on a sticky note, so the cards stay clean. No touching, even in pretend.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Use the signals and pictures on the projector page. Point out cognates: *accidente, a propósito, reportar, adulto*. Let partners talk in Spanish first. Frame: "It is ___ because ___."

EXTRA SUPPORT

Read the worksheet aloud. Pair students. In Part 1, underline the clue words *by accident, on purpose* and *every day*. Use the word bank under the speech bubble.

STRETCH

Ask: "Why is a group leaving someone out again and again bullying behavior, not just mean?" Early finishers write a plan for one Role-Play card on a sticky note.

7 QUICK CHECK

During the signals: if many students mix up rude and mean, reread item 1 and ask, "By accident or on purpose?"

After class: I collect the worksheets and sort them into "4 moves and a reason" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

The Recess Queen by Alexis O'Neill (Scholastic, 2002). Mean Jean rules the playground until a new girl asks her to play.

Each Kindness by Jacqueline Woodson (Nancy Paulsen, 2012). Chloe and her friends leave out a new girl. The ending is unresolved; ask what Chloe could have done.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 5

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! An upstander sees unkind or bullying behavior and helps in a safe way. Be a buddy, speak up if it's safe, help them get away, and tell a trusted adult."

ES "¡Buenos días, Yellow Jackets! Un defensor ve un comportamiento poco amable o de acoso y ayuda de forma segura. Sean buenos amigos, hablen si es seguro, ayuden a la persona a alejarse y avísenle a un adulto de confianza."

HALLWAY IDEA

Make an orange "Upstander Wall" for Unity Day (Wednesday, Oct. 21). Classes add paper footprints with the upstander moves they practiced, labeled by class, such as "Room 12: Be a buddy."

TEACHER TIP

Name it when you see it: "You invited a classmate who was alone to play. That's an upstander move!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Joaquín could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Be an upstander.

An upstander sees unkind or bullying behavior and helps in a safe way.



Rude

Accidentally saying or doing something hurtful, once.



Mean

Hurting someone on purpose, once or twice.



Bullying

Someone uses power to hurt, scare or leave out someone on purpose, again and again.

Upstander Moves · Safety first. Never fight back.



Be a buddy.



Speak up if it's safe.



Help them get away.



Tell a trusted adult.

Sé su amigo · Habla si es seguro · Ayúdalo a irse · Avísale a un adulto de confianza



Reporting

Telling an adult to keep someone safe.



Tattling

Telling to get someone in trouble.

Be an Upstander

An upstander sees unkind or bullying behavior and helps in a safe way.

Part 1 Rude, mean or bullying? Read each one. Circle one word.

1 Adrián steps on a classmate's foot by accident. He forgets to say sorry. **RUDE** **MEAN** **BULLYING**

2 Every day, Leonardo tells the class not to play with Karla. **RUDE** **MEAN** **BULLYING**

3 Iker is mad about a game. He calls a friend a mean name one time. **RUDE** **MEAN** **BULLYING**

4 Carlos knocks over a classmate's paint by accident and walks away. **RUDE** **MEAN** **BULLYING**

5 Every day at lunch, Valeria and her friends tell a new student, "Go away." **RUDE** **MEAN** **BULLYING**

6 Today, Nora pushes a classmate out of line on purpose. **RUDE** **MEAN** **BULLYING**

Part 2 Be an upstander! Help Joaquín choose upstander moves.

Every day in the cafeteria, Owen tells Lupita, "You can't sit here." His friends laugh. Today Joaquín sees it.



Check ✓ the 4 upstander moves Joaquín can use.

- | | |
|--|---|
| ☐ Invite Lupita to sit with him. | ☐ Push Owen away from the table. |
| ☐ Say, "Stop. That's not okay," if it's safe. | ☐ Laugh along with Owen's friends. |
| ☐ Walk with Lupita to another table. | ☐ Tell the lunch teacher. |

Joaquín reports to the lunch teacher. What can he say? Write it in the bubble.

Every day at lunch, Owen _____

I'm reporting, not tattling, because _____

Word bank: safe · sit · laugh · Lupita · every day · keep · tells

Upstander Role-Play

✂ Cut on the dashed lines.

1. Read your card. 2. Rude, mean or bullying? 3. Pick upstander moves. 4. Practice a short scene. 5. Show the class.

ROLE-PLAY #1



Every day at recess, a fifth grader tells Esteban he can't play kickball.

Be a buddy

Speak up

Get away

Tell an adult

ROLE-PLAY #2



Every morning on the bus, a group of kids copies everything Elena says and laughs.

Be a buddy

Speak up

Get away

Tell an adult

ROLE-PLAY #3



At soccer practice, a player gets mad and kicks the ball away from Ben on purpose, one time.

Be a buddy

Speak up

Get away

Tell an adult

ROLE-PLAY #4



In the library, a student bumps Sofía's books off the table by accident and keeps walking.

Be a buddy

Speak up

Get away

Tell an adult

ROLE-PLAY #5



Every day in the hallway, a fourth grader calls Max a mean name.

Be a buddy

Speak up

Get away

Tell an adult

ROLE-PLAY #6



At lunch, some kids say "Taken!" every time Ana tries to sit down.

Be a buddy

Speak up

Get away

Tell an adult

Kindness and Upstanders

La amabilidad y cómo defender a los demás

Family letter · Carta para la familia · Grades 2-3 · Grados 2-3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **being an upstander** with the school counselor. An upstander sees unkind or bullying behavior and helps in a safe way. We learned that rude, mean and bullying behavior are different.

RUDE, MEAN OR BULLYING?

Rude: accidentally saying or doing something hurtful, once. · **Mean:** hurting someone on purpose, once or twice. · **Bullying:** someone uses power to hurt, scare or leave out someone on purpose, again and again.

TRY THIS AT HOME

1. Practice the four upstander moves together: be a buddy, speak up if it's safe ("Stop. That's not okay."), help them get away, and tell a trusted adult. Never fight back.
2. Talk about reporting and tattling. Reporting is telling an adult to keep someone safe. Tattling is telling to get someone in trouble.

TALK ABOUT IT AT HOME

"What can an upstander do at recess or on the bus?"

Your child may bring home a worksheet about Joaquín and Lupita. Ask your child which upstander moves Joaquín can use. If you ever have a concern about bullying, please call me.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **cómo defender a los demás** con la consejera escolar. Un defensor (en inglés, *upstander*) ve un comportamiento poco amable o de acoso y ayuda de forma segura. Aprendimos que ser descortés, ser malo y acosar son cosas diferentes.

¿DESCORTÉS, MALO O ACOSO ESCOLAR?

Descortés: decir o hacer algo que lastima, sin querer, una vez. · **Malo:** lastimar a alguien a propósito, una o dos veces. · **Acoso escolar (bullying):** alguien usa su poder para lastimar, asustar o excluir a otra persona a propósito, una y otra vez. (En inglés: *rude, mean, bullying*.)

PARA PRACTICAR EN CASA

1. Practiquen juntos las cuatro maneras de defender a los demás: ser su amigo, hablar si es seguro ("Alto. Eso no está bien."), ayudarlo a alejarse y avisarle a un adulto de confianza. Nunca hay que responder con golpes.
2. Platiquen sobre la diferencia entre reportar y acusar. Reportar es avisarle a un adulto para proteger a alguien. Acusar es contar algo para meter a alguien en problemas.

PARA PLATICAR EN FAMILIA

"¿Qué puede hacer un defensor en el recreo o en el autobús?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Joaquín y Lupita. Pídale que le cuente cómo puede ayudar Joaquín. Si alguna vez tiene una inquietud sobre el acoso escolar, llámeme.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar