

CL-05C

Kindness and Upstanders

Grades 4–5

Personal Health and Safety

Upstander Power

Students learn that bullying uses power, choose safe upstander moves for tricky situations, and name ways to report, including a trusted adult and the district’s anonymous line.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Upstander Challenge

BIG IDEA Bullying uses power to hurt. Upstanders use their power to help, safely.

1 I CAN

- ☐ tell rude, mean and bullying behavior apart and explain how bullying uses power.
- ☐ choose safe upstander moves for a tricky situation.
- ☐ name ways to report bullying, including the district’s anonymous line.

KEY WORDS / PALABRAS CLAVE

upstander	defensor, defensora
power	poder
bullying	acoso escolar (bullying)
report	reportar, avisar
anonymous	anónimo, anónima
cyberbullying	ciberacoso

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 4 §115.16(b)(14)(B)–(C)

(B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully · (C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues

Health TEKS
Gr 5 §115.17(b)(14)(A)–(B)

(A) identify methods available to report bullying · (B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior

Health TEKS
Gr 4 §115.16(b)(3)(E)

explain the importance of being a positive role model

Health TEKS
Gr 5 §115.17(b)(3)(D)

analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others. Used in partner talk and the extension.

Character traits
TEC §29.906(b)(1), (7)

courage; caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills

2 MATERIALS

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

PREP · 5 MINUTES

- Before copying, check the anonymous line number (956-255-6672) against the current EEISD student handbook. It prints on pp. 4 and 7.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Upstander Challenge cards apart if you plan to do the extension.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. Every day at recess, Tyler and two friends tell Mariana she can’t play. Tyler is older and has friends on his side. That’s power.”

DO Power test: one volunteer whispers, “Stop. That’s not okay.” Then five students, then the whole class.

ASK “Which one had the most power?” (The whole class.) “What could Mariana’s classmates do with their power?” Take two answers, then say: “Bullying uses power to hurt. Upstanders use their power to help, safely.”

TEACH 5 min

DO Show the projector page. Read Rude, Mean and Bullying; the class echoes the key words.

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, or one serious time. Power can come from being older or popular, a group, or posting online. Bullying can make the target feel alone and afraid. We say ‘bullying behavior,’ not ‘bully,’ because behavior can change.”

SAY “An upstander sees unkind or bullying behavior and helps in a safe way. Upstanders are role models: others copy what they do.”

- 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.** Reporting is not tattling.

SAY “Safety first: never fight back or touch. Reporting is telling to keep someone safe; tattling is telling to get someone in trouble. Report to a trusted adult at school, a family member, or EEISD’s anonymous line: call or text 956-255-6672. Anonymous means you don’t have to give your name. Online, don’t join in or share; save it and show a trusted adult.”

Check this number against the current EEISD student handbook before teaching.

PRACTICE 9 min

DO · 3 MIN Partner talk: rude, mean or bullying? Name the clue words. Disagree: “I see it differently because ____.”

RUDE 1. In the hallway, Javier’s backpack knocks a classmate’s books down. He doesn’t notice.

BULLYING 2. Every day in an online game, Lucas and two friends kick the same player off the team and type “LOL.”

MEAN 3. At practice, Diego tells a teammate, “You’re why we lost.” The next day, he says sorry.

BULLYING 4. On the bus, an older student tells a fourth grader, “Give me your seat, or you’ll be sorry.”

Clues: 1 by accident · 2 a group, again and again · 3 on purpose, once, then a repair · 4 a threat (one serious time): tell the bus driver.

DO · 6 MIN Worksheet. Part 1 on their own. Part 2: partners talk first, then each student writes.

Answer key. Part 1: Rude 1; Mean 3; Bullying 2, 4. Part 2: (1) bullying (a group, on purpose, every practice); (2) any safe move and reason; (3) any two: the coach or another trusted adult, a family member, the anonymous line.

WRAP-UP 3 min

SAY “Which upstander moves did partners choose for Marisol?” Take two answers. “Speaking up isn’t always safe, but telling a trusted adult always is.”

CHECK “Name one way Marisol can report without giving her name.” (The EEISD anonymous line, 956-255-6672.) Give the family letters to the teacher for take-home folders.

Short on time? Read only practice items 2 and 4, and do worksheet Part 2 questions 2 and 3 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Upstander Challenge. Groups of 3 or 4 each draw one Upstander Challenge card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the card. Decide: rude, mean or bullying? Who has the power? (3 minutes).
- 2 Plan the safest upstander moves and one way to report. Disagree respectfully: "I see it differently because ____." Write the plan on a sticky note (4 minutes).
- 3 Each group reads its card and plan. The class shows a thumbs up if the plan is safe, or suggests a safer move (3 minutes).

Groups write only on sticky notes, so the cards stay clean. To act it out, students play only the upstander and the trusted adult; no one acts out the unkind part.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Pre-teach the cognates *power* / *poder*, *anonymous* / *anónimo* and *report* / *reportar*. Let partners talk in Spanish first. Frames: "It is ____ because ____." "I see it differently because ____."

EXTRA SUPPORT

Read the Part 2 story aloud. Students may tell you their answers while you write key words. Use the word bank. Pair a strong reader with each group for the cards.

STRETCH

Ask: "Why can one serious time count as bullying?" Early finishers write a plan for one Upstander Challenge card on a sticky note.

7 QUICK CHECK

During partner talk: listen for the clue words *on purpose*, *again and again* and *power*. If pairs miss item 4, reread it and ask, "Who has the power? Was it serious?"

After class: I collect the worksheets and sort them into "a safe move and two ways to report" 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.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 5

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Wednesday, October 21, is Unity Day. If you can, wear something orange to show that our school stands together against bullying. Remember: upstanders use their power to help!"

ES "¡Buenos días, Yellow Jackets! El miércoles 21 de octubre es el Día de la Unidad. Si pueden, vístanse con algo de color naranja para mostrar que nuestra escuela está unida contra el acoso escolar. Recuerden: ¡los defensores usan su poder para ayudar!"

8 PICTURE BOOKS (OPTIONAL)

Each Kindness by Jacqueline Woodson (Nancy Paulsen, 2012). Chloe and her friends leave out a new girl, Maya, and Chloe misses her chance to be kind. The unresolved ending sparks discussion: what could Chloe have done?

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

HALLWAY IDEA

Post an orange "Upstander Power" banner for Unity Day (Wednesday, Oct. 21). Each 4th and 5th grade class adds one safe upstander move or way to report, signed with its class name, such as "Room 12."

TEACHER TIP

Name it when you see it: "You invited a classmate to join your group. That's upstander power!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Marisol 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).

Bullying uses power to hurt. Upstanders use power to help.

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, or one serious time.

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



Ways to report



A trusted adult at school



A family member



EEISD anonymous line: call or text 956-255-6672



Online games



Don't join in or share it.



Save it.



Show a trusted adult.

Upstander Power

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

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

- | | | | | |
|---|--|------|------|----------|
| 1 | In a hurry, Raúl bumps a classmate in line. It was an accident, and it happened once. | RUDE | MEAN | BULLYING |
| 2 | For two weeks, Alejandro has told everyone not to sit with Arely at lunch. | RUDE | MEAN | BULLYING |
| 3 | Riley gets upset during a game and calls a classmate a name. The next day, she says sorry. | RUDE | MEAN | BULLYING |
| 4 | In a game chat, Samuel posts a photo of a classmate tripping and adds a mean joke. Everyone sees it. | RUDE | MEAN | BULLYING |

Part 2 Upstander Challenge Read the story. Answer for Marisol.

Marisol and Bianca are friends on the same soccer team. At every practice, Bianca and two teammates leave Yaretzi out of drills and whisper about her. Marisol wants to help, but she worries Bianca will be mad at her.



1. Is it rude, mean or bullying? How do you know?

It is _____

I know because _____

2. Which upstander move is best for Marisol? Why?

Marisol could _____

because _____

3. Name two ways Marisol can report it.

She can _____

or she can _____

Word bank: power · on purpose · again and again · buddy · speak up · coach · anonymous line

Upstander Challenge

✂ Cut on the dashed lines.

1. Read your card. 2. Rude, mean or bullying? Who has the power? 3. Plan safe upstander moves and one way to report. 4. Share.

CHALLENGE #1



In an online game, Aiden kicks the same player off the team every day and types mean jokes. Omar is on Aiden's team. What can Omar do?

Be a buddy

Speak up

Get away

Tell an adult

CHALLENGE #2



Every morning on the bus, Brandon takes a younger student's seat. Nayeli sits nearby. Brandon is her older cousin. What can Nayeli do?

Be a buddy

Speak up

Get away

Tell an adult

CHALLENGE #3



At practice, Fátima and two teammates laugh every time a new player misses a kick. Hazel is the team captain. What can Hazel do?

Be a buddy

Speak up

Get away

Tell an adult

CHALLENGE #4



In the cafeteria, Miguel tells everyone not to sit with a new student, and they listen. Emiliano is Miguel's best friend. What can Emiliano do?

Be a buddy

Speak up

Get away

Tell an adult

CHALLENGE #5



In a game chat, kids keep using a mean nickname for a fifth grader and adding laughing emojis. Ruby sees it. What can Ruby do?

Be a buddy

Speak up

Get away

Tell an adult

CHALLENGE #6



At recess, Jayden, a fifth grader, grabs the ball from the second graders every day. Valentina is afraid Jayden will be mad at her. What can she do?

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 4-5 · Grados 4-5



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 talked about how bullying uses power to hurt, and how upstanders use their power to help.

WAYS TO REPORT BULLYING

Tell a trusted adult at school (a teacher, coach, bus driver or the counselor) · Tell a family member · Call or text the EEISD anonymous bullying report line, listed in the EEISD student handbook: **956-255-6672**.

Anonymous means your child does not have to give a name.

TRY THIS AT HOME

1. Ask your child to explain the difference: **rude** is an accident, once; **mean** is on purpose, once or twice; **bullying** uses power on purpose, again and again, or one serious time.
2. If your child plays online games, agree on a plan for unkind messages: don't join in or share, save the message, and show a trusted adult.

TALK ABOUT IT AT HOME

"What could an upstander do if a teammate is left out again and again?"

Your child may bring home a worksheet about Marisol and her soccer team. Ask your child which upstander move Marisol could choose. 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. Hablamos de cómo el acoso escolar usa el poder para lastimar, y cómo los defensores usan su poder para ayudar.

MANERAS DE REPORTAR EL ACOSO ESCOLAR

Avisarle a un adulto de confianza en la escuela (maestro, entrenador, chofer del autobús o la consejera) · Avisarle a un familiar · Llamar o mandar un mensaje de texto a la línea anónima de EEISD para reportar el acoso escolar, que aparece en el manual del estudiante de EEISD: **956-255-6672**. Anónimo quiere decir que su hijo(a) no tiene que dar su nombre.

PARA PRACTICAR EN CASA

1. Pídale a su hijo(a) que le explique la diferencia: **descortés** es sin querer, una vez; **malo** es a propósito, una o dos veces; el **acoso escolar** usa el poder a propósito, una y otra vez, o una vez de forma grave.
2. Si su hijo(a) juega en línea, hagan un plan para los mensajes hirientes: no participar ni compartirlos, guardar el mensaje y enseñárselo a un adulto de confianza.

PARA PLATICAR EN FAMILIA

"¿Qué podría hacer un defensor si a un compañero de equipo lo dejan fuera una y otra vez?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Marisol y su equipo de fútbol. Pídale que le cuente qué podría hacer Marisol. Si tiene alguna 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