

ACTIVITY 61

Anatomy of an Upstander

Purpose: Examine specific qualities of upstander behavior and reflect on examples of witnessing upstander behavior.

ADVISOR NOTES: None

PROCEDURE:

APPROXIMATE TIME:

30 minutes

MATERIALS:

Chart paper and markers

1. Reflect on Upstander Behavior

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

Write about a time when you were (or witnessed someone being) an upstander. Describe the situation. Then describe what it felt like to be an upstander or to see someone being an upstander.

- Have advisees turn and talk to share their stories of being or witnessing upstanders. Then ask them to work together to make a list in their journals of the words or phrases they used to describe what it felt like to be or to witness an upstander.
- Ask each advisee to share one word or phrase, and write a list on the board. Time allowing, you might have a quick discussion about how it felt in the moment versus after some time had passed to see if there are any differences.

2. Discuss the Anatomy of an Upstander

- Divide your advisory into groups of three to four and let them know that they will be brainstorming ideas about what an upstander looks, sounds, and feels like when they choose this response to an injustice. They should record their ideas on chart paper and be ready to share them with the group.
- After groups have finished brainstorming, have them post their chart paper on the wall. You might have each group present their ideas or have them do a **gallery walk** (visit facinghistory.org/advisory-media to learn about this teaching strategy).
- It is important that advisees understand that an upstander can act in small or large ways. For example, reaching out privately to someone who is the target of bullying can help that individual feel less alone.

3. Apply Upstander Behavior to Past Readings

- In their small groups or in a circle discussion, have advisees apply ideas from the upstander brainstorm to four previous advisory readings: **The “In” Group**, **The Silent Pact**, **Fear**, and the **Ostracism Case Study**. Invite advisees to find the readings in their folders.

- Then ask advisees to apply the following question to each text:

What would an upstander have looked like, sounded like, and felt like in the instance described in the text?

They can discuss the main individual in each scenario as well as other individuals and groups in each story, such as those listed below. You might have groups tackle all four scenarios or assign one text per group, in which case they will present before moving to the next part of the activity.

- Eve Shalen and the diary
 - Eboo Patel and the antisemitic slurs and graffiti at his school
 - The narrator and the other children in "Fear"
 - A student at Sue's school in the Ostracism Case Study
- After groups have shared their responses to the question, invite them to add new ideas from their discussions to their upstander posters.
 - Finish the activity by having members of each group share their new insights in a quick circle reflection.