



***The Guava Tree/ El Guayabo*; 2021 Young Audience Outreach Tour Upstander Workshop Lesson Plan**

By the end of the session:

Students will be able to:

- Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation. (TH:Re7.1.5)
- Consider multiple personal experiences when participating in or observing a drama/theatre work. (TH:Re8.1.3)
- Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work. (TH:Re9.1.5)
- Respond to community and social issues and incorporate other content areas in drama/theatre work. (TH:Cn11.1.3)

Supplies Needed:

- Upstander Speech Balloons Cut Out

Introduction and Warmups (20 minutes)

- Q & A with Actors
 - Encourage students to ask questions about the performance, actors themselves, anything they want to know about YAOT.
- Introduction Exercises- One of these activities can be cut for time if needed.
 - Linking experience to physical movement
 - Push your nose like a button if someone has ever said something mean to you.
 - Pull your ears if you've ever said something mean to someone else.
 - Touch your elbows together if you've ever watched someone be mean to someone else and it made you feel uncomfortable.
 - Pat your head if you've heard the words "bystander" and "upstander" before.
 - Rub your stomach if you know the definition of the words "bystander" and "upstander"
 - Movement can be changed to match the age group if needed
 - Have students explain the scenarios between Emi and Brad W. they saw in *El Guayabo/ The Guava Tree*.
 - What did it feel like to witness someone being treated that way?
 - How would you respond if you saw that happening?
 - Do you agree with how the characters in the play handled this situation?
 - Upstander Responses
 - Hand out "Upstander" phrases to students
 - "Don't listen to them. That's not true."
 - "Come on. Let's go somewhere else."
 - "No matter what they say, I'll be your friend."
 - "I'm sorry you're feeling sad about what they did. What can I do to help?"
 - "Has this happened before? If it has, maybe we should talk to an adult."
 - "They're being mean. I'm sorry they hurt your feelings."
 - "We don't treat people like that in this class."
 - "Hey, that was really mean."
 - "Stop saying that."

- “Stop doing that.”
- “How would you feel if someone said or did that to you?”
- Have students practice using a firm (but not mean) upstander voice
- How did using these phrases make you feel?
- Do you feel like you could use these phrases in your life?

The Upstander Machine (10 minutes)

- To form the machine, have children break into two lines facing one another about six feet apart. They should imagine that they have on/off switches on their arms. When you “press” the button (no physical touch), the Upstander machine switches on. Once a child is “switched on,” that child should give out a strong (but not mean) Upstander message.
- Walk along the aisle between the students. Recite a scenario from the ones listed below. Then choose a child randomly and switch him or her on with a touch on the arm for a strong Upstander response (If they can’t think of something they can use the Upstander Phrase from the previous exercise). Practice with several students before moving on to another scenario. Some possible situations:
 - Someone calls you a mean name. (Possible response: “I feel hurt and angry when you call me that name. Please don’t do that.”)
 - Someone tells you to do something you don’t want to do. (“No, thanks. I’m not interested.”)
 - Someone is calling someone else a bad name.
 - Someone wants you to spread a rumor about someone else.
 - Someone tells you can’t play in the game.
 - Someone demands another student’s afternoon snack or lunch money.
 - Someone tells everyone not to let someone else play with you.
 - Someone posts something mean about a classmate online.
 - Incorporate scenarios from *The Guava Tree/El Guayabo*.
- Ask for a few volunteers to share how they felt during this experience.
 - What are some of the feelings you had during this activity?
 - What might happen if everyone were an upstander instead of a bystander?
 - What are some questions you still have about this activity?

Upstander Pledges (10 minutes)

- Students create a pledge to do things they can imagine themselves doing to help someone who is being bullied. Have students start with “*I can...*” “*I can give someone a compliment.*” “*I can ask a friend to help with me.*” “*I can say, ‘Don’t listen to them.’*”
- Have students state their pledges as a group.
 - “My name is (your name), and I pledge to ask someone for help when I see someone being bullied.”

Sources Used:

<https://operationrespect.org/theme-3-resolving-conflict-creatively/lesson-6-upstander/>

<https://www.learningforjustice.org/classroom-resources/lessons/where-we-stand>

<https://sesamestreetincommunities.org/activities/becoming-an-upstander/>

<https://theresponsivecounselor.com/2016/09/upstander-lesson.html>

<http://www.mindsetmission.com/assets/preventing-bullying-video-lesson-you-can-be-upstander.pdf>