

Lesson Goal: *Social Awareness & Relationships Skills*

From Anti-Bias Building Blocks & building on Ms. Cohen's lessons.

Day 15

CH& LE: Being Brave & Standing Up

- So far this year w/Ms.Cohen, you've learned about and reviewed what bullying is and how to recognize and report it. Today we are going to focus on ways that individuals and groups of people can be **brave** when they see bullying or mean behaviors.
- Ask students, "What does it mean to be brave?" Elicit stories, words, feelings and ideas from students. Together, define **brave** as doing something you would not normally do that may be hard physically or emotionally.
- Have students close their eyes or tell them you want them to put their thinking cap on and remember a time they felt brave, a time when we did something that we would normally not do that may have been hard. Give students a few moments to think and model any of the following questions for them to consider (Where were you, what were you doing, do you remember any sounds, who else was there, how did you feel afterwards, etc). After a few moments, tell students they can open their eyes
- Explain to students that you'd like them to on a piece of paper, draw a picture or write in words what they imagined in their minds. (Or they can tell an adult that's present if writing/drawing is a barrier for the student virtually). Give students up to 10 minutes. Allow anyone who would like to share to do so.
- Play Read Aloud: [Spaghetti in a Hot Dog Bun](#) by Maria Dismondy (8 minutes). Debrief about where did you see examples of being brave? Will build on this story in tomorrow's lesson.

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Day 16

CH& LE: Being Brave & Standing Up

- Yesterday we talked about what it means to be brave and times we've been brave. Today, we are going to talk about one way we can be brave and help others by standing up for someone. When we help or stand up for someone who is being bullied or treated not nicely, we call this being an **ally**. Give students an example of being an ally from the read aloud book from yesterday.
- Ask students, "What does it mean to help someone who is being bullied? What does being brave have to do with being an ally? Create a list that looks like this:
 - Tell the person to stop
 - Don't join in on the bullying
 - Tell an adult what's happening
 - Ask the bully why they did that
 - Ask the person being bullied to play with you at recess or join you in your work
- [Being an Ally Scenario](#) - read through the scenario and have students brainstorm what they'd do if they were in this citation to be an ally.
- Conclude by playing [Say Something](#) by Peggy Moss

UE & AP:

- Yesterday we looked at a situation and discussed the behaviors we saw. Today, we are going to talk about being an **ally** to

UE & AP:

- So far this year w/Ms.Cohen, you've learned about and reviewed what bullying is and how to recognize and report it. Today we are going to focus on ways that individuals and groups of people can challenge and confront bias, teasing or bullying behavior. Let's start with a brief conversation about what these three words mean:
 - **Bias** - acting in favor or against someone based on judging or having an idea about someone or a group of people before you actually know them.
 - **Teasing** - laugh at and put someone down in a way that is either playful, mean or unkind.
 - **Bullying**- when a person or a group behaves in ways - on purpose and repeated- that make someone feel hurt, afraid or embarrassed.
- Ask students, "have you ever moved to a new place and had to meet new people? Or have you joined a new team, club, activity or sport team where you didn't know anyone? What happened and how did that feel?" I'm going to read a story to you and I want you to think about these three things (bias, teasing, bullying) as I read it.
- Read [The New Girl](#)
- Engage class in discussion:
 - How did you feel while listening to the story?
 - Do you think something like this could really happen?
 - In the story, we learned that Hilda felt like her classmates treated her as if she were "invisible." What do you think she meant by this?
 - Does the story include examples of bias, teasing and/or bullying?
- Conclude by playing [Say Something](#) by Peggy Moss
- Importance of standing up and saying something in many areas of our life!

someone, like Hilda, when they are being bullied, teased or mistreated.

- Does anyone know what it means to be an **ally** or what are some ways to be an ally to someone? Brainstorm as a class.
 - Support the person being targeted, teased
 - Tell the aggressor to stop
 - Tell a trusted adult
 - Include the target by inviting them to play with you, eat with you, etc.
- Being an Ally Self Reflection- give students some time to fill [this out](#). (May have to either just post on your screen and have them write or type answers since Cohort A is virtual).
- Discuss:
 - Are some of these ally behaviors more difficult than others? Why or why not?
 - Are there some ally behaviors you do more than others or not at all? Explain if comfortable.
 - In addition to being an ally for someone else, can you use these behaviors to stand up for yourself?