

**OSKAR AND THE BIG BULLY BATTLE!
UPSTANDER OR BYSTANDER?**

Grade Levels: 3-5, with adjustment K-2

“It wasn’t me! I had nothing to do with it! I didn’t do anything! It was somebody else!”

–Oskar

BYstander: someone who sees bullying happen but does not do something about it

UPstander: someone who does not like bullying and wants to do something about it

OBJECTIVES

- Students will learn the difference between a BYstander and an UPstander and how to transition from one to the other.

MATERIALS

- Black or white board; chalk or dry erase markers

PROCEDURE

1. On the board, write the word **stand**. Beside it, write **BY** and **UP** in capital letters. Pair up students, and ask them to discuss how the meaning of the word stand changes when you add each prefix.
 - Which one is more active?
 - Which one has more power or strength?
 - Which is less active?
 - Which word is weaker or limp?
2. Instruct your students to act out the two terms while remaining at their desks and without using their voices. **BYstanders** might look away, be slumped, and try to hide. **UPstanders** might look poised, powerful, and strong.
3. Discuss these questions as a class:
 - What did you notice when acting as a **BYstander**? How did it feel?
 - What about acting as an **UPstander**? What was different?
 - Was anything the same?
4. Make a list of situations when students might be an **UPstander** and go for help (e.g., witnessing an accident or someone falling from a tree). Then, make a list of situations when students might

be a **BYstander** and be afraid to speak up (e.g., seeing a friend steal someone else's pencil or watching someone throw a ball through a window).

5. In small groups, have students stand up in front of the class and create frozen pictures (statues with their bodies) of some of these situations.
6. Ask the audience what they see in these frozen pictures. What choices might the **UPstander** and **BYstander** make to have a positive outcome to the story? Discuss the different choices and why students suggested them. Students may then recreate the frozen pictures incorporating these new choices.