

ACTING AS AN ALLY

Rationale

The purpose of this activity is for students to explore the different ways to act as an ally and provide tools to help them to do so. This lesson provides an opportunity to students to expand their thinking around what is ally behavior, explore the ways in which they have and have not acted as an ally in the past and explore ally behavior by writing realistic fiction.

Objectives

- Students will consider ways to act as an ally.
- Students will reflect on the ways they have acted and not acted as an ally.
- Students will explore ally behaviors by writing a realistic fiction story about acting as an ally.

What's Needed

Handouts and Resources: *Acting as an Ally Self-Reflection* (one for each student)

Other Material: Pens or pencils



Core Lesson Procedures

1. Remind students about the different roles that are played in bullying and bias situations. Focus on the ally role and ask students to define **ally** as someone who helps or stands up for someone who is being bullied or the target of bias. From the previous lesson, read aloud the index cards students wrote with ideas about how to act as an ally.
2. After hearing some of those ideas, ask students, "What are some ways to act as an ally when you see a situation of bullying or bias?" Come up with a list that looks like the following and ask for examples of each.
 - Support the target (e.g., include the target in a game/activity, be extra nice to the target, ask them if they want to talk about what happened).

Lesson 22



GRADE LEVEL
3–5

TIME
45 minutes



ANTI-BIAS PILLARS
Champion Justice

COMMON CORE STANDARDS
Reading, Writing, Speaking & Listening

SEL COMPETENCIES
Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsible Decision-Making

STRATEGIES AND SKILLS
Large group discussion, self-reflection in writing, fishbowl, realistic fiction writing

KEY WORDS AND PHRASES
ally, never, often, self-reflection, sometimes



FLIPPED CLASSROOM IDEA


Make a short video of you talking about the *Acting as an Ally Self-Reflection* handout. You should fill out the form and verbally share what your responses are including the four questions at the end.



STEP #6 FISHBOWL OPTIONS

Due to the sensitive nature of these discussions about bullying and bias, you may choose to do this fishbowl activity in a variety of ways. You can have students who are inside the fishbowl talk about their own experience with bullying, bias and acting as an ally or they can talk about one that they witnessed or observed. Another option is to have students write about experiences related to the questions below (which will be anonymous); some of those essays can be shared anonymously in the fishbowl for students to discuss. Most importantly, do not choose students who are particularly vulnerable and do not encourage a targeted student to participate; this should be completely voluntary.

- Don't participate in the bullying or bias.
- Tell the aggressor to stop, or ask them a question like "why are you doing that?"
- Tell an adult you trust.
- Get to know people before judging them.
- Act as an ally online.

-  After coming up with the list, distribute the *Acting as an Ally Self-Reflection* handout to each student. Explain to students that they will reflect on how many of the ally behaviors they use and how often they use them by checking "often," "sometimes" or "never." You may need to define those terms. They will also answer a few other questions. Give students 10 minutes to complete the handout.
- Engage students in a discussion by asking the following questions.
 - 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? Please explain.
 - In addition to acting as an ally for someone else, how can you use these ally behaviors to act as an ally for yourself?
- Explain to students that they will be doing a fishbowl activity. Remind them about the fishbowl activity they did in a previous lesson. Ask, "What is a fishbowl?"
- Explain that this activity is like a fishbowl in that we will make a circle and some students will be inside the circle (i.e., in the fishbowl) and the rest of the students will be observers outside of it. Ask for 3-5 volunteers who are willing to sit inside the circle and talk about their experiences with bullying and bias. Create a small circle with chairs for those sitting inside the circle. Arrange the other chairs to sit outside this smaller circle. Before discussing the specific ground rules for the fishbowl, review your classroom guidelines as past experiences and strong feelings may emerge from the fishbowl.
- Explain the ground rules for the fishbowl:
 - The observers are not allowed to speak. Their job is to listen and learn from the students in the fishbowl. The observers will have an opportunity later to discuss any issues that emerge.
 - You (the teacher) will facilitate the fishbowl discussion and make sure everyone has an opportunity to talk.
 - (Optional) Once the fishbowl discussion has happened for at least 10 minutes and you sense that others want to speak, you can allow a time where, if someone in the observer groups wants to join the fishbowl, they can tap the shoulder of someone in the fishbowl and

take their place. Use this step at your discretion.

- d. Use the following questions to guide the fishbowl discussion; however, allow the conversation to move in its natural direction.
 - Have you ever been the target of bullying? What happened? How did you feel?
 - Have you ever been the target of bias or discrimination? What happened? How did you feel?
 - In the situations you described, did you try to help or stand up for yourself?
 - In the situations you described, did anyone act as an ally to you? What happened? How did you feel?
 - Have you ever acted as an ally to someone? If so, what happened? How did you feel?
8. After the fishbowl, engage the whole class in a discussion by asking the following questions.
 - To the observers, what did you learn by listening to the students in the fishbowl? Was it difficult not to respond to the comments made during the fishbowl? Why?
 - To the students in the fishbowl, how did it feel to share your feelings about bullying, bias and acting as an ally?
 - Did you hear anything from the fishbowl that surprised you?
 - What did you learn from the experience?
 - What are you motivated to do differently to act as an ally?
9. Have students begin to write a realistic fiction story in which there is bullying, bias or discrimination and someone acts as an ally in that situation. They can use class time to outline the story and then complete it for homework. Explain or remind them that realistic fiction is a story that could happen in real life and whose characters are fictional (i.e., made up) but are true to life. Make sure that they use fictional names (no one in the class or school) and not use specific details of a real-life situation that students in the class are familiar with. For the outline, have them include the following details:
 - Characters (main character, supporting characters—be sure to include target, aggressors, bystanders and ally)
 - Background information—do not just start with the incident, help us get to know the characters a little
 - The incident that requires ally behavior
 - The overall plot
 - The setting (where does the story take place?)
 - Theme or “message” the story will convey
10. When stories are complete, have students read them aloud for the rest of the class. End the lesson by referencing the different ways students can act as allies and interrupt bias or bullying.

Extension Activities

- Watch some of the videos in Cartoon Network’s Speak Up campaign at <https://www.cartoonnetwork.com/stop-bullying/video.html/>. As a class, explore how you might join with Cartoon Network by speaking up. Brainstorm ideas for a project (either as a whole class or small groups), work out all the details and make it happen.
- Have students do research projects on famous people who stood up to bullying, bias or discrimination. First,

brainstorm a list of people they may already know. Then have students go home and interview family members and others about allies in history. Then narrow down the list and have students engage in research projects to learn more about the person, what the issue was, how they acted as an ally and the extent to which it made a difference.

Children's Books

You can (1) read one of these suggested books at the beginning of the core lesson or (2) read aloud and discuss one or more books as an extension activity.

- *Fish for Jimmy* by Katie Yamasaki
- *Gifts from the Enemy* by Trudy Ludwig
- *Lend a Hand: Poems about Giving* by John Frank
- *My Name is Bilal* by Asma Mobbin-Uddin
- *One* by Kathryn Otoshi

ACTING AS AN ALLY SELF-REFLECTION

[Student Handout]

Instructions: For each of the following ally behaviors indicate how often you have acted as an ally in that way by checking often, sometimes or never.

I have acted as an ally by...	Often	Sometimes	Never
1. Supporting the target	[]	[]	[]
2. Not participating in the bullying or bias	[]	[]	[]
3. Telling the aggressor to stop	[]	[]	[]
4. Telling an adult I trust	[]	[]	[]
5. Getting to know people before judging them	[]	[]	[]
6. Acting as an ally online	[]	[]	[]

Complete the following statements.

7. I am most comfortable and confident acting as an ally by _____

8. I am least comfortable or confident acting as an ally by _____

9. To act as an ally more often, I need to _____

10. My goal for acting as an ally is _____
