

BEING AN ALLY



Lesson 21

RATIONALE

The purpose of this activity is for students to explore the different ways of being an ally and give them tools in being able to be an ally. 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 been an ally in the past and explore ally behavior by writing realistic fiction.

OBJECTIVES

- Students will consider ways to be an ally.
- Students will reflect on the ways they have been and not been an ally.
- Students will explore ally behaviors by writing a realistic fiction story about being an ally.

WHAT'S NEEDED

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

Other Material: Pens or pencils

PROCEDURES

1. Begin the lesson by reminding students about the different roles that are played in bullying and prejudice 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 prejudice. From the previous lesson, read aloud the index cards students wrote with ideas about how to be an ally.
2. After hearing some of those ideas, ask students, “What are some ways to be an ally when you see a situation of bullying or prejudice?” Come up with a list that looks like the following and for each, ask for examples:
 - Support the target (e.g., include the target in an activity, be

GRADE LEVEL
3–5

TIME
45 minutes

COMMON CORE STANDARDS
Reading, Writing, Speaking & Listening

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

KEY WORDS AND PHRASES
Ally
Never
Often
Self-reflection
Sometimes


extra nice to the target, ask them if they want to talk about what happened).

- Don't participate in the bullying or prejudice.
- Tell the aggressor to stop.
- Tell an adult you can trust.
- Get to know people before judging them.
- Be an ally online.



FLIPPED CLASSROOM IDEA

Make a short video of you talking about the *Being 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.

3.  After coming up with the list, distribute the *Being 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 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.
4. 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 being an ally for someone else, can you use these ally behaviors to stand up for yourself?
5. 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?"
6. 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 a fishbowl) and the rest of the students will be observers outside of it. Ask for 4–6 volunteers who are willing to sit inside the circle and talk about their experiences with bullying and prejudice. 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.
7. Explain the ground rules for the fishbowl:
 - a. The observers are not allowed to speak. Their job is to listen and learn from the fishbowl students. The observers will have an opportunity to discuss any issues that emerge later.
 - b. You (the teacher) will facilitate the fishbowl discussion and you will make sure everyone has the opportunity to talk.
 - c. *(Optional)* Once the fishbowl discussion has happened for at least 10 minutes and you sense that others want to speak,



NOTE 6: FISHBOWL OPTIONS

Due to the sensitive nature of these discussions about bullying and prejudice, 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, prejudice and being an ally or 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) and some of those essays can be shared anonymously in the fishbowl for students to discuss.

- 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 and at the same time, allow it to move in the natural direction the conversation is moving.
- Have you ever been the target of bullying? What happened? How did you feel?
 - Have you ever been the target of prejudice 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 been 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, was it difficult to not respond to the comments made during the fishbowl? Why?
 - To the fishbowl students, how did it feel to share your feelings about bullying, prejudice and being an ally?
 - Did you hear anything from the fishbowl that surprised you?
 - What did you learn from the experience?
 - What came out from the discussion about being an ally?
9. Have students begin to write a realistic fiction story in which there is bullying or prejudice/discrimination and an ally gets involved. 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 (i.e. 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 and 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 an ally
 - the overall plot
 - setting (where does the story take place?)
 - theme or “message” the story will convey
10. When stories are complete, have students read their stories aloud for the rest of the class.

EXTENSION ACTIVITIES

- Watch some of the videos in Cartoon Network’s Speak Up Campaign at www.cartoonnetwork.com/video/stopbullying/episodes/. 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.



**CHILDREN'S
BOOKS**

Gifts from the Enemy by Trudy Ludwig

One by Kathryn Otoshi

My Name is Bilal by Asma Mobbin-Uddin

- Have students do research projects on famous people who stood up to bullying, prejudice 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.
- Read aloud and discuss one or more of the children's books from the list provided in this lesson.

BE AN ALLY SELF-REFLECTION

[Student Handout]

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

I have been an ally by...	Often	Sometimes	Never
Supporting the target	()	()	()
Not participating in the bullying or prejudice	()	()	()
Telling the aggressor to stop	()	()	()
Telling an adult I trust	()	()	()
Getting to know people before judging them	()	()	()
Be an ally online	()	()	()

Complete the following statements.

1. I am most comfortable being an ally by _____

2. I am least comfortable being an ally by _____

3. To be an ally more often, I need to _____

4. My goal for being an ally is _____

NOTES