

**NOT
IN OUR
SCHOOL**

STOP HATE. TOGETHER.

Leaving a Positive Footprint

Grade Level:

Elementary School – Kinder-6th Grade

Description



In this video, students from Grimmer Elementary School in Fremont, California explore the impact of bullying and ways to be an Upstander. After intermediate grade students share personal experiences, they decide to take action. They invent the “Leaving a Positive Footprint Activity.” The students paint blue footprints with positive messages “walking” through school. Then they work with first grade buddies and discuss bullying and speaking up. Together, they make paper footprint cut-outs and the younger students create their own Upstander messages to post around the school.



Directions



**PRIOR TO
SHOWING THE
VIDEO:** 15 minutes

(This activity can be led by older students who present to younger ones or can be adapted for any single grade level (K-6) in a classroom.)

Materials Needed

- Sentence strips (2 colors) for vocabulary and definitions
- Scissors
- Pencils
- Crayons or markers
- White drawing paper
- Blue painter's tape or masking tape
- Chart paper or a whiteboard

Vocabulary

- *Bullying* (v.) is when someone hurts, frightens, controls, isolates, or embarrasses you on purpose, over and over again.
 - ☞ Often the person who bullies is stronger or more powerful than the person being bullied. Bullying can hurt the other student in many ways: by mean words, hitting, punching, name-calling, threats, physical violence, or leaving someone out. Bullying makes a student feel unsafe at school.
- *Upstanders* (n.) are people who stand up and speak out for themselves and others against bullying or other hurtful behavior.
- *Bystanders* (n.) are people who choose to watch, rather than be an Upstander when someone is being bullied. Bystanders become silent participants of the bullying by not speaking up.
- *Leaving a positive footprint* (v.) is the act of being an Upstander by courageous actions that demonstrate kindness and caring to others so that all students feel safe at school



1. Write on sentence strips (the word on one color the definition on the other color). Display in a pocket chart or on a magnetic board.
2. The teacher or students read the definitions aloud, then ask other students to echo-read each one with them.
3. Students generate sentences using the new words. Students can write their sentences on post-it notes and place them under the vocabulary word used. Younger students can write the word with an illustration.
4. Next, the teacher or students write the three goals on the whiteboard or chart paper and read them to other students:
We will...



- a. *Create a safe, caring classroom/school*
 - b. *Ensure that each person has at least one friend*
 - c. *Empower each other to be Upstanders*
5. Discuss the three ways to be an Upstander:
 - a. *Intervene safely to get the bullying to stop*
 - b. *Seek help from a trusted adult*
 - c. *Befriend the person who was bullied*
 6. Lead a short group discussion that allows students to share when they have been bullied and/or when they have acted as an Upstander to help someone else. (Be sure not to use names.)

**AFTER WATCHING
THE VIDEO:**
10 minutes

Lead a whole class discussion. Another option is to have each student paired with a buddy. The partners discuss the following questions together and then share with the whole group. (This activity is very effective with cross-grade partners.)



1. One kind of bullying is when someone gets isolated or excluded. In the film, a girl describes how her friends used to leave her out a lot. How could you be an Upstander if that was happening to one of your friends?
2. One boy said, "I play this online game on my computer, and I was talking Spanish with someone who didn't know how to speak English, and another kid came along and said, "Stop talking Mexican, you live in America." Why do you think that hurt his feelings? Has anyone ever said anything mean that hurt your feelings? What did you do?"
3. Why is it important not to be silent when someone is getting bullied or teased?
4. In the film, what are some examples of ways students described acting as Upstanders?
5. One girl said, "We felt that just talking about it wasn't enough." Do you agree? What did they do? What do you think will help at your school?
6. One boy said, "I got a FaceTime from Angie, and she said she was getting bullied on Instagram. They were calling her names, so I had to go on and write a comment and tell them to stop bullying her. So that time, I was being an Upstander by helping stop the bullying and to stop the cyberbully." What risks did that boy take to help his

friend? Do you think it is hard to be an Upstander? What will help kids feel that they can speak up?

7. The students said, "Together we have the power to create a school that is bully-free." What would a bully-free school be like? Write a paragraph describing your idea of a bully-free school. Then design posters with pictures of your bully-free school. Post in the "hot spots" of your school, the library, the cafeteria, and the hallways.
8. Ask students to share with their partner or younger buddy two ways that they can be Upstanders and leave a positive footprint. The younger students can write the ideas with help from the intermediate students.

Examples of possible sentence starters:

- a. I can leave a positive footprint by _____
- b. Being an Upstander means that I _____

Follow-Up/ Extension Ideas

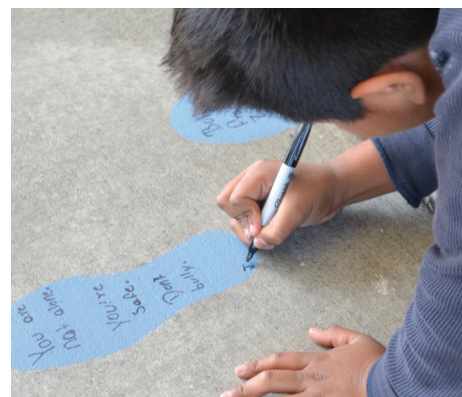


WRITING AND ILLUSTRATING ACTIVITIES:

20-30 minutes

Create a comic strip, or illustrate small individual or class books. Write dialogue to answer these questions:

1. What are some examples of bullying that you or your friends have experienced at school?
2. If you are bullied at school, who can you talk to about it?
3. What have you done to help someone who is being bullied? How did you feel afterwards?
4. What can you do to be a friend to someone?
5. When someone shows kindness to you, how do you feel?
6. How can you help others to feel safe at school?
7. What is a positive footprint that you can leave at your school?



MAKING POSITIVE FOOTPRINTS
(Paper Footprints):
20-30 minutes

1. First, brainstorm a list of ways students have experienced being bullied in the classroom, on the playground, in the hallways, or at lunch, and positive actions that Upstanders can do to solve these problems.
2. List the problems and solutions on chart paper or a whiteboard using a T-graph to organize their thoughts.
3. Next, buddies trace each other's feet onto white card stock or drawing paper and cut them out.
4. Using markers or crayons, students write a problem on the left foot and an Upstander action on the right foot.
5. Display the Positive Footprints in the classroom, in the cafeteria, in the library, or in the hallways using blue tape.

MAKE A POSITIVE FOOTPRINT
(Painting Activity):
60 minutes

(This activity can be done alone or rotated with the first activity.)

Materials Needed: *(All the following materials can be purchased at Home Depot.)*

- 2 or 3 paint trays, tray liners (for easy cleanup), and paint rollers with 6" foam rolling pads
- 1 gallon of porch paint in the school color
- 12" x 18" tagboard for footprint stencils (Paper needs to be big enough for 2 feet)
- blue painter's tape
- a package of Sharpies



1. Students make large footprint stencils for their buddies.
 - a. Trace both feet onto a large 18" x 24" piece of tagboard.
 - b. Carefully cut out the feet leaving a stencil pattern. Prepare several trays of porch paint in your school color.
 - c. Have paint rollers available for each tray.
 - d. Choose a hallway to leave your positive footprints.
2. Students join their buddies and complete the footprints:
 - a. Tape the stencil to the sidewalk.
 - b. Buddies write their names or initials in the bottom corner of the stencil.
 - c. Using the roller, paint the footprints.
 - d. Leave the stencil until the paint is dry.



- e. After the paint is dry, use a permanent marker to write the problem on the left foot, and the Upstander action on the right foot.
- f. Buddies write their names or initials on their positive footprints.

**Note: If your school hallways/sidewalks are cleaned in the summer with power washers, the footprints may be partially washed away. (It is not advisable to seal the footprints because the sealant would make the sidewalk too slippery and would be unsafe.)*

FAMILY EVENT

Conduct a Family Event where intermediate student Upstanders lead parents and their children through the footprint activity.

MAKE A VENN DIAGRAM

Using a venn diagram, compare and contrast actions of Upstanders and those of people who bully.

CREATE A CLASS BOOK

Each pair of buddies writes a page describing how and why they are Upstanders. Take pictures of each pair for the book. Bind the book and display it in the school library.

STUDENT COUNCIL

Guide the Student Council to Lead an Upstander “Campaign for Kindness”

1. Ask every classroom at your school to create an Upstander Pledge where students and teachers promise to fulfill the three goals listed above throughout the year. Display the pledges in prominent places in the school.
2. Create an Upstander page in the school yearbook.

This lesson plan was developed by Livia Thomas, Grimmer School, Fremont, CA 12-3-13

Livia Thomas, teacher and students from Grimmer Elementary School

