

Upstander 101 Course

presented by iMPACTFUL



8 Steps to Tapping the Upstander in You

The Upstander 101 Course by *iMPACTFUL* is an exciting new tool in *The Upstanders Creative Coping Toolkit*. The course provides eight guided steps for tapping the upstander in each of us — at any age and in any community space.

1. **Breaking Down Bullying:** Key Terms & Questions
2. **Self-Awareness:** Reflecting on Our Identity & Agency
3. **Pause:** A Recentering Activity
4. **A How-To Guide:** Tapping the Upstander in Us Daily
5. **Upstanding in Action:** How to Confront the Problem
6. **The Solution Starts with You:** Self-Compassion & Love
7. **The Ripple Effect:** Communities of Kindness
8. **Upstander Pledge**

A Note from Scilla Andreen, *CEO and Director of The Upstanders*



I wanted to offer a **guide** on how to tap the **upstander** in **each of us** in an approachable manner that applauds kindness and prioritizes safety. There are many simple, safe, and proactive ways to be an upstander **every day**. So, we set out to create a program that is effective at modeling **calm, empathy, and solidarity**.

I **believe we are all born upstanders**. We just need to tap into it. This course focuses on connecting with ourselves, so we can better connect with others. I hope you enjoy it and have fun learning how to **stand up for yourself and each other** from a place of love and curiosity. It's an amazing feeling!

Warmly,

Scilla Andreen, CEO and Director of *The Upstanders*

Upstander 101 Course: Engagement Guide

Participants will discover valuable resources, evidenced-based activities, easy-to-remember tips, and safe strategies to deepen their understanding of bullying behavior and to reflect on their agency to make a positive difference for themselves and others as an upstander.

Below we provide useful information & tips for engaging with the Upstander 101 Course in your own community:

- The course is designed to be used in conjunction with the other tools and resources in your *The Upstanders Creative Coping Toolkit* dashboard. It engages with multiple resources and activities already found in the CCT.
- The course is framed to be understandable, engaging, and relatable for all ages — and for a diversity of community spaces, including the workplace, classroom, living room, sports practice, and more.
- It can be used as the first step in the learning process — or a next step after viewing the film and engaging with the chapter reflection and discussion guides.
- Each step can be done as its own unique activity — but we do recommend doing the steps in order & completing all eight steps for greatest retention and impact. Each step in the course is kept to its own pages — making printing easier.
- Each step in the course can be completed in under 30 minutes. Steps (3) and (8) can be done in under 5 minutes — therefore, we recommend tying these in with neighboring steps in the process.
- The course can be done as a group activity — in the classroom, at practice, or in the workplace — or done as an independent activity at home. If each step is done individually, we recommend taking the time for group reflection and sharing afterwards to deepen impact.
- We recommend that participants hold onto the completed course as a keepsake — it is useful to return to the lessons and review personal reflections because being an upstander is a daily and ongoing process.

1. Breaking Down Bullying: Key Terms & Questions



1.1 Starter Survey

Let's begin with a short survey to gauge your knowledge base, comfort levels, & held beliefs before beginning the Upstander 101 course.



Action Task

Take a few minutes to complete this survey as accurately and honestly as possible. *This survey is for your eyes only.*

1. Do you think you have ever experience bullying behavior directed at you?

Yes Likely Yes Maybe Likely No No

2. Do you think you have ever experienced bullying behavior directed at someone else?

Yes Likely Yes Maybe Likely No No

3. If you have witnessed bullying behavior, do you think you have been a bystander or an upstander?

Usually a bystander Sometimes a bystander/upstander
Usually an upstander Not sure of the difference

4. Do you think you have ever exhibited bullying behavior?

Yes Likely Yes Maybe Likely No No

5. Do you think you clearly understand what bullying is and what it looks like?

Yes Likely Yes Maybe Likely No No

6. On a scale of 1 to 10, how comfortable do you think you would be to stand up for someone / yourself if experiencing bullying behavior?

1 2 3 4 5 6 7 8 9 10

7. Why do you think someone expresses bullying behavior?

Wants to fit in with peer group

Was bullied in the past

Has feelings of insecurity &
low self-esteem

Experiences being excluded
& stigmatized

8. What might stop you from standing up for someone / yourself if experiencing bullying behavior?

Fear of backlash or retaliation

Not sure what to do or how
to ask for help

Fear of being seen as weak
or a tattletale

Other: _____

9. Write down any additional beliefs you currently have about bullying:

1.2 Key Definitions

Let's review some key definitions that relate to the topic of bullying. It is useful to have a shared vocabulary as a foundation.

● **Bully (verb)**

Bullying is unwanted, **aggressive** behavior that involves a real or perceived **power imbalance**. The behavior is **repeated**, or has the potential to be repeated, over time. **Bullying is a behavior that can be changed.**
(StopBullying.gov)

● **Cyberbully (verb)**

Cyberbullying is the **use of technology** to repeatedly and **intentionally** harass, hurt, embarrass, humiliate, or intimidate another person.
(Pacer)

● **Upstander (noun)**

A person who **speaks or acts** in support of an individual or cause, particularly someone who **intervenes on behalf of a person being attacked or bullied.**
(The Upstanders)

● **Bystander (noun)**

A person who is **present** at an event or incident but **does not take part.**
(Oxford Languages)

● **Bystander Effect (noun)**

The bystander effect occurs when the **presence of others discourages** an individual from **intervening** in an emergency situation, against a bully, or during an assault or other crime.
(Psychology Today)

1.3 Key Questions and Knowledge of Brain Science

Let's review the answers to key questions about bullying behavior – and explore some related brain science.

Why do people express bullying behavior ('act like a bully')?

According to StopBullying.gov, every individual is unique, and there are many factors that can contribute to bullying behavior. **Someone who bullies may experience one, several, or none of these contributing factors:**

- **Peer factors, like:**
 - to attain or maintain social power or to elevate their status in their peer group.
 - to show their allegiance to and fit in with their peer group.
- **Family factors, like:**
 - may come from families where there is bullying, aggression, or violence at home.
 - may have parents and caregivers that do not provide emotional support or communication.
- **Emotional factors, like:**
 - may have been bullied in the past or currently.
 - may have feelings of insecurity and low self-esteem, so they bully to make themselves feel more powerful.
- **School or Workplace factors, like:**
 - may be in school or workplace where conduct problems and bullying are not properly addressed.
 - may experience being excluded, not accepted, or stigmatized at school or in the workplace.

Please review [this page](#) to learn more about contributing factors.

Why say “person who bullies” (verb) versus “bully” (noun)?

Bullying is a behavior, not an identity.

A **verb** implies that bullying is an action or occurrence — a fluctuating and changeable state — whereas a **noun** suggests an unalterable and definite description of who someone is as a person.

The language used when referring to bullying behavior is important as it influences how people involved in bullying situations are perceived. As with “victim,” labeling a person as a “bully” implies that their behavior is fixed and unlikely to change. In reality, behavior can and does change.

Instead of labeling a person as a “bully,” consider using the terms “person who bullies” or “a person showing bullying behavior.” (PACER Center)

How does this behavior differ from in-person to online?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

Cyberbullying has unique concerns in that it can be:

- **Persistent** - Digital devices offer the ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.
- **Permanent** – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.
- **Hard to Notice** – Because advisors, peers, and family members may not overhear or see cyberbullying taking place, it is harder to recognize.

(Stopbullying.gov)

Brain Science

What happens when you are the recipient or target of bullying behavior?

- [Psychological & Physical Effects of Being Bullied](#)
- [Bullying and the Brain Article](#)

What happens when you witness someone experiencing bullying behavior?

Trauma Responses



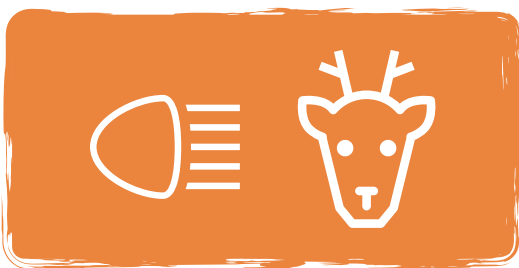
Fight: Confront the threat.

- anger
- rage
- confrontation
- high energy



Flight: Run from the threat.

- anxiety
- panic
- avoidance
- high energy



Freeze: Block out the threat.

- dissociation
- numbness
- shutdown
- low energy



Fawn: Appease the threat.

- people-pleasing
- codependency
- lack of boundaries



Action Task

Watch this clip from The Upstanders film (run time is 1:28 min):
[Bullying and the Brain](#)



Action Task

Do you have any additional questions about these topics? Use the space provided below to write them down. Advisors, peers, and family members can be great resources – consider learning the answers together.

We recommend using the “Tip Sheet,” “At-Home Discussion Guide,” & “Additional Tools & Resources” pages on your The Upstanders CCT dashboard to find your answers. They are full of useful information! Plus, watching The Upstanders film and engaging with the chapter guides – in the classroom, workplace, or at home with your family – are essential tools for your learning process.

2. Self-Awareness: Reflecting on Our Identity & Agency

2.1 Reflecting on Our Own Experiences

It is important to think about our past experiences to consider if we have ever acted out, experienced, or witnessed bullying behavior.



Let's first review what bullying can include.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** People who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

There are three types of bullying:

- 1 **Verbal** - Saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- 2 **Social** - Sometimes referred to as relational bullying, this involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other people not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- 3 **Physical** - Hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures

(Stopbullying.gov)



Action Task

Now that we have learned about bullying behavior, let's reflect on our own experiences once more:

1. Do you think you have ever experience bullying behavior directed at you?

Yes Likely Yes Maybe Likely No No

2. Which of the above examples of bullying do you think you have experienced as directed at you?

3. Do you think you have ever experienced bullying behavior directed at someone else?

Yes Likely Yes Maybe Likely No No

4. Which of the above examples of bullying do you think you have experienced as directed at someone else?

5. Do you think you have ever exhibited bullying behavior?

Yes Likely Yes Maybe Likely No No

6. Which of the above examples of bullying do you think you have exhibited?

7. If you have witnessed bullying behavior, do you think you have been a bystander or an upstander?

Usually a bystander

Sometimes a bystander/upstander

Usually an upstander

Not sure of the difference

8. Do you think you now have a clearer understanding of what bullying is and what it looks like?

Yes

Likely Yes

Maybe

Likely No

No

2.2 Our Identity is Our Own

Bullying at its core involves assigning a label to others as a means to make them feel less powerful, accepted, or worthy of respect.

Our identity is not what others put upon us; our identity is our own.

Action Task



[Watch this clip](#) (run time 0:58) from *The Upstanders* which shows how a young woman's true identity is held hostage as a group determines who she should be.

We define who we are by our actions. We have the power to make decisions for ourselves, but sometimes we let others make decisions for us—and that's when negative or toxic relationships can get out of hand.

Here are some helpful tips to teach us how to make good decisions for ourselves:

- Consider the viewpoints and perspectives of people you know and trust – such as close friends and family – but remember you are ultimately responsible for your choices, so be sure what you choose to say and do aligns with your values and beliefs. When it aligns, it will feel good.
- **Pause** – take the time you need to think through your decisions before you make them. It is easy to rapidly respond, especially when emotionally charged, but oftentimes taking even a few extra moments to pause and think about your choice can lead to better decisions.
- Think through how a certain decision could both positively and negatively affect yourself and others – stop to consider those negatives before making your choice.
- If someone is actively trying to influence a decision – consider why? Is it because they care and want the best for you – or, are they trying to benefit themselves? Reflect on the motivation of their involvement.
- If you are inviting someone in to help you make a decision, do they understand the situation well enough to help you? If they don't have important details, it could affect their recommendation.



Action Task

Do you have any additional tips or strategies that help you make good decisions? Use the space below to write them down.

Tips & Strategies by You:

Consider sharing your favorite tips and strategies with your peers, friends, family, and loved ones – and then ask for ones they like to use for themselves. Write down some that might be helpful for you too:

Tips & Strategies by Friends, Peers, & Family:

When it comes to bullying behavior, it is important to remember that you do not have to be reactive or retaliate – you are accountable for your response. You don't have to embrace that negative energy from others – you have the agency to make that decision. **It shows bravery to embrace kindness and empathy in the face of adversity.**

3. Pause: A Recentering Activity

Now, we are going to take the time to pause and recenter ourselves. We have learned a lot about bullying behavior – and we have reflected on how our own experiences and identities relate to the topic.



Steps 1 and 2 have given us an essential knowledge foundation about the problem, and now it is time to begin thinking about how to confront this issue and be a part of the solution by tapping into the upstander in us each day – both for our own well-being and that of our communities.

Action Task



Before stepping forward, participate in this activity to ground yourself and calm your body and mind. Someone should read this prompt aloud as others listen and act:

- Close your eyes and take a deep breath. Listen to your surroundings – **do you hear any sounds?**
- Take another deep breath. **Are there any smells you sense?**
- With your next breath, eyes still closed, feel your feet on the floor – experience the feeling of being **grounded in the space you are in right now.**
- Now, focus on your breathing – **take a few more deep breaths** and feel your heartbeat calm.
- Keep your eyes closed, taking deep breaths, **until you feel ready to rejoin the group.**

Return to this activity any time you want to feel more connected and grounded — when you are stressed, overwhelmed, any time.

4. A How-To Guide: Tapping the Upstander in Us Daily

4.1 Upstander Defined by You

We have shared one definition of what it means to be an upstander as a starting point. Here it is again for reference:



● Upstander (*noun*)

A person who **speaks or acts** in support of an individual or cause, particularly someone who **intervenes on behalf of a person being attacked or bullied.**

(The Upstanders)

Now it's time to create your own—a definition that makes sense to you and will be easiest for you to remember and embrace in your daily life.

Action Task



Use the space provided below to share your response to these prompts:

Who in your life do you think are upstanders? It could be a peer, family member, famous person, anyone that you think resembles an upstander.

Why do you consider those people to be upstanders?

Each of us is an upstander. The question is: how do we embody that daily?

It can be helpful to think about why we want to be an upstander every day because being clear on our personal ‘why’ can help us focus and stay determined to be one, even when faced with challenging and uncertain circumstances.

Take this time to quietly reflect on why you have chosen to be an upstander in your daily life. Please write down your thoughts and feelings in the space provided below.

How does being an upstander benefit you?

After completing this course, if you find yourself ever struggling to maintain your pledge to be an upstander, consider returning to this response to remind yourself of your ‘why.’

4.2 Upstander Tip Sheet

Be proactive! You can be an upstander without an incident of bullying having to take place.

Take positive action to prevent bullying with some of these tips:

- Be inclusive by welcoming others to join activities and groups.
- Model prosocial behavior by showing kindness, respect, and empathy towards others.
- Walk or sit with/near vulnerable peers who may be targeted by bullying.
- Get involved with prevention efforts in your community.
- If you see an incident but don't feel safe speaking up in the moment, seek out the affected person and let them know you saw it and together can go find help.
- It's okay to simply smile or say hello to people to acknowledge them and let them know they are seen. It's more powerful than you could ever imagine.

For more great tips and a printable keepsake, check out the *"Tip Sheet"* in your The Upstanders CCT dashboard.

5. Upstanding in Action: How to Confront the Problem



5.1 Check-In: Personal Comfort Level as an Upstander



Action Task

Complete this short check-in survey to gauge how you are feeling about being an upstander in your daily life.

1. On a scale of 1 to 10, how capable of being an upstander do you feel?

1 2 3 4 5 6 7 8 9 10

2. On a scale of 1 to 10, how comfortable are you with being an upstander?

1 2 3 4 5 6 7 8 9 10

3. On a scale of 1 to 10, how likely do you think you are to act as an upstander if in a situation where you witness bullying behavior?

1 2 3 4 5 6 7 8 9 10

4. On a scale of 1 to 10, how strong is your desire to be an upstander to bullying behavior in your daily life?

1 2 3 4 5 6 7 8 9 10

5.2 Upstanding in Action: Scenario Responders

It can be useful to role play what you might do in different possible scenarios in which you are confronted with someone attempting to express their bully behavior on you or someone else in your presence.

As a reminder, there are often different strategies to use during any given incident — based on your comfort level and the specifics of that particular situation, such as who is present and where it occurs.



Action Task

Read the following scenarios and select the actions that you could choose to take in order to be an upstander — plus, add your own ideas in the space provided.

Scenario 1: Proactive Community Experience

You have not witnessed a recent bullying incident in your community space, such as at school or in the workplace, but you would like to be proactive about preventing any from happening to your peers. What can you do to be an upstander?

- A. Smile at people you pass during your day-to-day activities — and say hello to them.
- B. Invite anyone sitting alone — during lunch, classes, or meetings — to sit in the free spot by you and start a conversation, introducing yourself and your peers.
- C. Change who you partner with for group activities to meet new peers and make sure everyone feels included.
- D. Another idea by you: _____

Scenario 2: Peer Witness Experience

You witness a peer being verbally insulted and attacked multiple days in a row, but you don't know the two people who are acting out the bullying behavior. What can you do to be an upstander?

- A. Find the targeted peer the next morning and check in with them, letting them know you saw what happened and that you don't think it's okay for anyone to be treated like that. Then, offer your support by going with them to seek help.
- B. Find the targeted peer before the end of the next work or school day and ask them to join your friends or coworkers for a social activity, like coffee or lunch.
- C. Talk to a family member, an advisor (like a counselor, supervisor, or coach), or friends about what you have witnessed, share your concerns about intervening, and ask for their help.
- D. Another idea by you: _____

Scenario 3: Teammate Experience

You see two of your teammates attacking a new member of your team — kicking them and tearing apart their bag — after practice one day, after you have noticed them excluding this same player during drills and name calling them during games. What can you do to be an upstander?

- A. Make sure to include this targeted player during future practices, partnering with them during drills and activities, and inviting them to sit with you during lunch.
- B. Talk to the coach in private about your fear of intervening because you don't want to be the target of retaliation by your team. You can ask your coach to pay extra attention and then intervene when future incidents begin, so you aren't directly involved.
- C. If you are good friends with the teammates acting out the behavior, check in with each of them privately, ensuring they are okay because you have noticed a change in their behavior.
- D. Another idea by you: _____

Hopefully this scenario activity helped you consider what upstanding can look like in action.

However, it is important to remember that there is no one-size-fits-all approach to being an upstander. Here is a broad three-step plan to help guide you:

The Three “A” Upstander Approach

1

Awareness

Make yourself aware of what is happening around you — or to you.

- a. Be aware of the actions taking place: Does this behavior illustrate the definition of bullying? Does it call for you to be an upstander for yourself or someone else?
- b. Be aware of your surroundings: Where are you? Who is involved in the incident? Who else is around you? Do you feel safe?

2

Acknowledgment

Acknowledge your emotions, concerns, and comfort level.

- a. Acknowledge your emotional reaction to the situation at hand. It is okay to take a moment to pause if you feel emotionally charged or confused — a breath can help you think more clearly.
- b. Acknowledge your concerns about being an upstander in the given situation: Do you feel comfortable and capable of intervening? Are you concerned about your safety and well-being?

3

Action

Think about how best you can act as an upstander in this specific scenario.

- a. Based on what you are now **aware** of about your situation and what you have **acknowledged** about yourself as part of it, how do you **act** as an upstander?
- b. It is crucial to think about different pathways forward — choosing one that can help in a way that secures your own safety.
- c. Remember: many people can support you in the process, such as peers, coworkers, family members, mentors, coaches, and advisors.
- d. Also, remember: you can make a positive impact even after the situation occurs, and sometimes acting afterward is the safest approach.

5.3 Follow-Up Check-In: Comfort Level as an Upstander



Action Task

Complete this follow-up check-in survey to reflect on how you are feeling about being an upstander now that we have delved into how to illustrate this behavior in different situations.

1. On a scale of 1 to 10, how capable of being an upstander do you feel?

1 2 3 4 5 6 7 8 9 10

2. On a scale of 1 to 10, how comfortable are you with being an upstander?

1 2 3 4 5 6 7 8 9 10

3. On a scale of 1 to 10, how likely do you think you are to act as an upstander if in a situation where you witness bullying behavior?

1 2 3 4 5 6 7 8 9 10

4. If you answered below a “10” for the above questions, what barriers or concerns might be keeping you from feeling closer to a “10” for them?

5. What might help you reach that “10”? Do you need additional support, resources, strategies, or information?

6. On a scale of 1 to 10, how strong is your desire to be an upstander to bullying behavior in your daily life?

1 2 3 4 5 6 7 8 9 10

6. The Solution Starts with You: Self-Compassion & Love

6.1 Resources About Self-Bullying

What if the majority of bullying you experience comes from within you? When we seek to create a happier and kinder world, it is important to start with the relationship you have with yourself.



“How do you expect to have healthy friendships and relationships with other people if you first don't have that with **yourself**?”
-Lauren Paul, Co-Founder of *The Kind Campaign* (From *The Upstanders*)

Action Task



Please review the following resources, and challenge yourself today to practice **Doorway Affirmations**.

Action Task



Watch this 00:36 clip from *The Upstanders*: [Bullying Ourselves and Fracturing Ourselves](#).

Action Task



Review this article: "[Why are We So Hard on Ourselves?](#)" by Patricia Haddock via Medium.

What is a doorway affirmation?

“ A friend once told me, every time you walk through a door, say something **positive** about your life.”
-Michael Phelps

The Goal

The goal of this exercise is to give you a little dose of **mindfulness** and a dash of **positive affirmation** in your day-to-day routine.

Form a Habit

Every time you through a doorway, say one of the following:

- Something nice about **yourself**
- Something nice about **your day**
- Something nice about **someone in your life**

If you can't think of something positive on the spot, just say the words, “gratitude,” “joy,” “happiness,” or even, “I’m OK.”

“ A person who has **self-pity** tends to view themselves as a **victim**, thus relying on **external rescue** for things to improve. Someone who has **self-compassion** can **register** their struggles, **acknowledge** how difficult it has been, and **examine ways to cope** and improve the situation.”
-[Psychology Today](#)

Self-compassion is not the equivalent of self-indulgence, and a fractured self can only lead to unfulfilled happiness.

6.2 Daily D.O.S.E.

There are four brain chemicals that are responsible for our ultimate happiness:

1

Dopamine

This “feel-good” hormone and neurotransmitter is an important part of your brain’s reward system: it gives us a surge of reinforcing pleasure when we take action towards a goal, desire, or need.

2

Oxytocin

This is our love and trust hormone. This brain chemical is usually released when we make physical contact with someone we love.

3

Serotonin

Also known as the “leadership hormone,” serotonin flows when you feel important or significant. It’s also the brain chemical behind feelings of pride, loyalty, accomplishment, and gratitude.

4

Endorphins

They give us that boost of energy, focus, and calm we typically feel after a good workout.

Action Task



Now, we are going to do an activity to learn more about these brain chemicals and how you can use them to get your daily D.O.S.E. of happiness.

Go to your The Upstanders CCT dashboard, click on ‘SEL Activities,’ and find the one titled ‘Your Daily D.O.S.E.’ Complete the activity, following the provided instructions.

If you have time, consider doing one or more of the other activities provided. We recommend that you do these activities to further support a healthy and kind relationship with yourself:

- The Mood Meter
- Being Present
- Coping & Comfort Words

7. The Ripple Effect: Communities of Kindness

7.1 Random Acts of Kindness

Kindness is contagious! Even a small gesture of kindness towards another person can make a big difference - and positive energy spreads quickly through communities.



Action Task



Let's think about random acts of kindness that you could do that will have this ripple effect in your own community, bringing forth love, belonging, and positivity.

Remember, everyone deserves kindness in our communities — friends, family members, peers, strangers — so you can direct these acts toward anyone you experience throughout a day. Here are a few ideas for random acts of kindness:

- Say 'please' and 'thank you' to someone who performs a paid job for you—such as a waiter or barista.
- Leave positive notes on random desks—they could say motivational quotes to help people get through the day.
- Open the door for someone who has their hands full—sometimes we can all use a little extra help.
- Ask the person sitting next to you in a class, meeting, or during lunch how they are doing today—checking in shows you care.
- Compliment a peer on their work ethic or a skill they demonstrate—perhaps during a group project.
- Pick up litter that you see while out walking in your neighborhood—the earth deserves our kindness too.
- Welcome a peer that is new to your community by introducing yourself and inviting them to a social activity—feeling a sense of belonging means so much.

Do you have other ideas for random acts of kindness that you could do in your community? List some below. Remember, it does not take money or a lot of time to brighten someone's day. Oftentimes, it is quite easy!

7.2 The "Three A" Approach to Appreciation

Consider this “Three A” Approach to Appreciation, an activity designed for iMPACTFUL’s RACE to Be Human film program:

1 What do you want to **acknowledge**?

Sometimes taking the time to reflect on the faces, places, and activities that we take for granted can make all the difference in changing our attitudes about ourselves, others, and our lived experiences.



Action Task

Take a moment to pause and breathe deeply. Check-in with yourself. What emotions or memories are coming up for you? Next, take the time to write down your reflections in the space below:

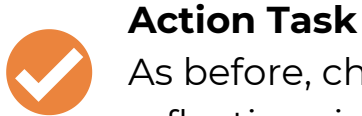
What do you appreciate or like about yourself?

What do you appreciate or like about your family or friends?

What do you appreciate about your community (whether it is a sports team, school, workplace, club, or place of worship)?

2 What do you **aspire** to put into practice?

This might include simple actions or gestures that can show this appreciation.



Action Task

As before, check-in with yourself and write down your reflections in the space below:

How can you show appreciation for yourself?

How can you show appreciation for your family or friends?

How can you show appreciation for your community?

3 What is the **action** you may want to take?

This action might include replicating these feelings of appreciation for people of all cultural traditions and communities, even those you don't belong to.



Action Task

Take the time to answer the following prompts:

How might you learn more about these individuals or communities?

Through personal engagement (such as through conversation or relationship building), we discover what we appreciate in others, and through these experiences, we learn more about ourselves.

How can we model or share our deep appreciation for their rich cultures and contributions to the world with others?

Could you embrace the actions and gestures you listed above for “aspire”? What different steps might you take? Consider how learning and building empathy might be valuable for appreciation across cultures and communities.

8. Upstander Pledge

You have now completed the Upstander 101 course, congratulations!

Thank you for taking the time to learn about bullying behavior and to reflect on your agency to make a positive difference as an upstander.



Action Task



Now you have the opportunity to sign an Upstander Pledge—a commitment to yourself and your community:

I pledge to embrace love, kindness, and compassion for myself on a daily basis.

(Sign): _____

I pledge to spread love, kindness, and compassion for others in my community and beyond on a daily basis.

(Sign): _____

I pledge to support others in their efforts to do the same.

(Sign): _____

I pledge to act as an upstander on a daily basis.

I recognize this can be hard sometimes, but I know that there are many people in my community who can support and guide me.

(Sign): _____

➤ **Thank you,** ➤
IMPACTFUL. ➤