

## HANDOUT

# Anatomy of an Upstander

**Directions:** Review the definition of *upstander*, and then discuss the following questions for your character, recording ideas in the spaces provided.

Character's Name: \_\_\_\_\_

**Definition of *Upstander*:** 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.

1. To what extent does your character choose to be an upstander? Find one to three moments in the text where your character speaks up or acts in large or small ways in the face of an injustice.
  
2. Are there any times when your character is not an upstander—for example, when they stand by and do nothing or when they are the perpetrator of an injustice? If they chose not to take action, what were their reasons?

Choose a scene in the text where your character chooses to be an upstander. Reread the scene and then discuss the questions in the chart, recording ideas and evidence in the spaces provided

Question	My Ideas	Supporting Evidence from the Text
What does the character think?		
What does the character see?		
What does the character hear?		
What does the character say?		
How does the character feel?		
What does the character do?		

### Connection Questions

1. What factors motivate your character to be an upstander in the scene you chose?
2. What are the rewards that can come with being an upstander, in the text and in real life?

3. What are the risks that can come with being an upstander, in the text and in real life? When can a small act, like speaking up to defend someone, become a big act with real consequences, possibly dangerous ones, for the person taking the action?
  
4. What are examples of small choices or actions an upstander can make that could reduce risk while also creating a positive outcome?
  
5. How can we cultivate the motivations in ourselves and others around us to be upstanders?
  
6. What is one small step that you can take to be an upstander in your school?