

Mini-lesson

Take a Stand



grades 4-8



15 minutes

Objectives

- Teach the importance of taking a stand and supporting others.
- Teach the various ways they can take a stand.

Essential Questions

- How can we be allies in our daily lives?
- What are the different ways we can take a stand for others?



MATERIALS

Worksheet: Taking a Stand Scenarios ([PDF](#))
Four Corners signs ([PDF](#))

THEMES

Allyship
Inclusion
Social courage

Vocabulary

ALLYSHIP: noun; the practice of emphasizing social justice, inclusion, and human rights by members of a privileged or ingroup, to advance the interests of a less privileged, oppressed, or marginalized outgroup.

ALLY: noun; a person or group that provides assistance and support in an ongoing effort, activity, or struggle/verb; to unite with another for mutual benefit.

Before you Begin

- Designate four areas of the room to represent the four student actions. Hang up Four Corners Signs ([PDF](#)) if you would like.
 - Choose scenarios from the Worksheet: Taking a Stand Scenarios ([PDF](#)) adjust the actions or scenarios to fit your classroom community and target ongoing discussions.
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Program Connections

This activity has been modified from a lesson in our Middle School Allyship Spotlight. Want to learn more? Visit our [PROGRAMS](#) page.

THINK • GIVE

Explain that over the course of our days, we all have micromoments that arise that offer us an opportunity to take a stand for someone. We often think of taking a stand as a large, public act. However, taking a stand can be a small action. It can be a few words supporting someone, or saying something privately to a person who might have acted unkindly so that they understand how their words or actions might have hurt someone's feelings.

Directions:

- Read a scenario aloud from the Worksheet: Taking a Stand Scenarios ([PDF](#)).
- **Ask:** How would you react? Be sure to emphasize that there's no wrong answer; everyone can respond differently to these scenarios.
- Students choose the action they would take if they were a witness/bystander, move to the appropriate corner of the room, and discuss their choice with their group.
- Hold a brief class discussion.
- Repeat the exercise as many times as you like.

Possible discussion between rounds:

- What, if any, is the larger issue in this scenario (e.g., race, ability, gender)?
 - How could you act as an ally in this situation?
 - What are healthy, positive ways to stand up for someone when they are being mistreated so that a situation doesn't escalate?
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CONNECT + CLOSE

Discuss as a class:

- What are the challenges of taking a stand when you see something happening that you know is wrong?
- What are some words or phrases you could use to ensure a situation doesn't escalate if you do intervene?
- Who are some people you might seek help/advice from? Once you seek out that help, what could you do next?
- Would your action change if you knew what you witnessed happened frequently?
- What is the possible ripple effect of standing up for a person or cause?

ACTION

In the coming days/week, students identify an opportunity to take a stand on behalf of someone/a group of people. They could even take a stand for the environment or a specific place they love. There's no moment too small to take a stand.

REFLECTION

Lead a discussion or allow students to journal, using the following question as a guide:

- Who or what did you take a stand for?
- Describe how you took a stand.
- How did taking a stand help a person/cause?