

Roll Out Standing Up

Suggested Grade Levels: All

Objectives	<ul style="list-style-type: none">• Students will practice strategies for standing up for themselves. <hr/>
Assessment	<ul style="list-style-type: none">• Students will demonstrate a strategy for standing up for themselves written on the Standing Up For Yourself Dice. <hr/>
CASS Basic Skills	<ul style="list-style-type: none">• Standing Up for Yourself <hr/>
CASS Norms	<ul style="list-style-type: none">• Aggression is everyone's problem. <hr/>
Materials	<ul style="list-style-type: none">• Standing Up for Yourself Dice (Cut out the “t” shape and fold on the interior lines. Tape the edges together to create a six-sided die.)• Peer Aggression Situation Cards (found in Appendix) <hr/>
Recollection	<ol style="list-style-type: none">1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out. <hr/>
Introduction	<ol style="list-style-type: none">1. Ask students if they have ever been targets of aggression. Next, ask students if they have ever not known what to do when they were targets of aggression. Sometimes, it is hard to know how to stand up for yourself and practicing strategies can help you feel more comfortable doing it. <hr/>
Interaction	<ol style="list-style-type: none">1. Show students the “Standing Up for Yourself” dice. There are three separate dice, each with a different kind of option. One die has things you can say to an aggressor, one has actions you can take, and one has ways to seek help.2. Read a Peer Aggression Situation Card. Then, choose a student who will be the target and roll all three dice. The student can choose one of the three options on the dice to stand up for themselves.

3. If peer mentors are available, break students into groups with their mentor and give each group a set of dice and situation cards.
 4. Repeat the activity as many times as you can before either class meeting time or the students' attention spans run out.
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Reflection

1. Ask students to reflect in their CASS Journals on one of the following prompts:
 - a. Draw a picture of how you feel before and after standing up for yourself.
 - b. Which types of strategies were you most comfortable with: phrases, actions, or getting help? Why?
 - c. Are there any strategies you would like to become more comfortable with?
 - d. Was it easy or hard to practice standing up for yourself?
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Action

1. With the class, create an action plan that will help students practice standing up for themselves using a strategy from the dice that they feel they need more practice with.

Standing Up for Yourself Dice

	Say: Please stop, I don't like what you're doing.	
Say: That's aggression, and it's not ok with me.	Say: That hurt me. Please make it right.	Say: In this school, we treat everyone with respect and civility.
	Say: That's not cool.	
	Say: I don't think so.	

Stand close to a bystander who can help you.

Thank the aggressor and walk away.

Laugh it off or make a joke.

Walk away.

Find something to distract the aggressor (but not another target)

Ignore the aggressor.

Tell a parent.

Tell a teacher
or adult at
school.

Tell a friend.

Tell a mentor.

Write about it
in your journal.

Tell a
bystander.