

## Lesson Plans

# NEA Human and Civil Rights Awards Program

## Lessons Learned from NEA's Social Justice Advocates

### TONY STEWART

#### H. Councill Trenholm Memorial Award



### Lesson At-A-Glance

- ▶ **Opening the Lesson:**  
What Does Caring Mean?
- ▶ **Leading the Lesson:**  
Why Does Caring Matter?
- ▶ **Closing the Lesson:**  
Where Does Kindness Take Us?

### Objective(s)

- ▶ Students will define bullying and be able to identify examples of bullying.
- ▶ Students will be able to identify situations in which a student is being bullied.
- ▶ Students will be able to demonstrate understanding of the way they can help when someone is bullied.
- ▶ Students will be able to explain the importance of getting adult help when they see an incidence of bullying.
- ▶ Students will develop an understanding of the concepts of social justice and advocacy.
- ▶ Students will discuss the impact of the social justice contributions of Tony Stewart.

### Materials/Preparation

- ▶ Markers, colored pencils, crayons
- ▶ Handout 1: What Bullying Looks Like (make one copy per student)
- ▶ Prior to teaching the lesson familiarize yourself with Tony Stewart's background by reading the Lesson Plan Introduction that can be found at [www.nea.org/hcrawards](http://www.nea.org/hcrawards).

To help students understand the concepts of being a caring friend and human being, bullying and social justice advocacy, and treating others with fairness and compassion, consider reading them a children's story that helps to illustrate the concepts. Try *A Bad Case of Stripes* by David Shannon.

### Suggested Grouping Structures

Whole group discussion and independent work

**Estimated total lesson time:** 30 minutes

### Opening the Lesson (10 minutes)

#### What Does Caring Mean?

1. **Write** the term bullying on the board and ask students to think independently for a moment about what bullying means. Distribute Handout 1 (Page 1) and have students draw pictures of what they think bullying is in the "Before" box on their handouts.
2. **Write** the term caring on the board and then brainstorm the meaning of being a caring person with the class. As students share their ideas, create a list or a web on the board with words that tell about the meaning of caring. If needed, give the students a prompt to help generate the list of words, such as "Being a caring person means \_\_\_\_\_."

Guide the discussion and be sure the list includes terms that have to do with fairness, kindness, citizenship, and helping friends that are being treated unfairly or who are being bullied.

3. **Say**, "A person who is a caring friend and who stands up for others when they are being bullied or treated meanly or in an unfair way is also called an advocate and a leader. One leader who worked with a community to help people who were being threatened by bullies received an award for being an advocate and for standing up for bullying. His name is Tony Stewart and we are going to learn about him today."

### Leading the Lesson (10 minutes)

#### Why Does Caring Matter?

4. **Ask**, "Why does being a caring person matter?" Have a few volunteers share.
5. **Say**, "We know that one part of being a caring friend is being fair. Another word for fair is just. Can anyone think of another term we know that has just as a part of the word?" Call on a few volunteers to share. (Prompt the answer: Justice.)
6. **Ask**, "What is justice?" Discuss what justice means and share examples of justice. (Possible responses: Treating everyone fairly under established rules and laws, Following classroom rules.)
7. **Ask**, "Why is justice important?" (Possible responses: To make sure that everyone has the chance to succeed; To make our home, school, community and world a better place for all people.)



8. **Say**, “Mr. Stewart wanted all people to feel safe, supported, cared for, and free from being bullied in their own community.”
9. **Remind** students about the term advocate discussed in the opening and ask, “What do you think may have motivated Tony Stewart to be an advocate?” Call on a few volunteers to share their answers and discuss as a class.
10. **Say**, “Sometimes justice is called social justice. It means justice in our society and communities and places where we interact and get along such as schools and playgrounds. Ask students if they can think of any other advocates. Call on a few volunteers to share. Guide the discussion as necessary to include examples of known human rights advocates who have stopped others from being bullied, ridiculed, or discriminated against. Include historical figures and people in your own school community.
11. **Discuss** the definition of bullying in greater detail. Help students to understand that bullying is when someone does something on purpose to make you feel bad or hurt you and it’s hard to make them stop. When you are a person who is being bullied or if you are watching a bullying situation you feel like the person who is bullying has more power than the person who is being bullied. Bullying can be hitting or pushing, teasing or calling names, taking things without permission, saying things about people behind their back, not letting them play, or sending mean notes, emails or text-messages.
12. **Say**, “Bullying can make your friends feel sad, mad, scared, alone, powerless, and like they don’t want to come to school anymore.
13. **Explain** that there are people in our world who are sometimes treated unfairly and targeted by people who bully because they identify with a particular group or because of their religious beliefs or because of the way they look, where they come from, or even how they learn.
14. **Share** a little more about Mr. Stewart’s story with the class from the Lesson Introduction. Discuss the following questions:
  - ▶ Who was being bullied?
  - ▶ Who was the carrying out the bullying?
  - ▶ How do you think the people being bullied felt?
  - ▶ How do you think the people who bullied felt?
  - ▶ What did the advocates like Mr. Stewart do to stop the bullying?

LESSON INTRODUCTION & BACKGROUND

Lesson Plans

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TONY STEWART  
H. Council Trenholm Memorial Award

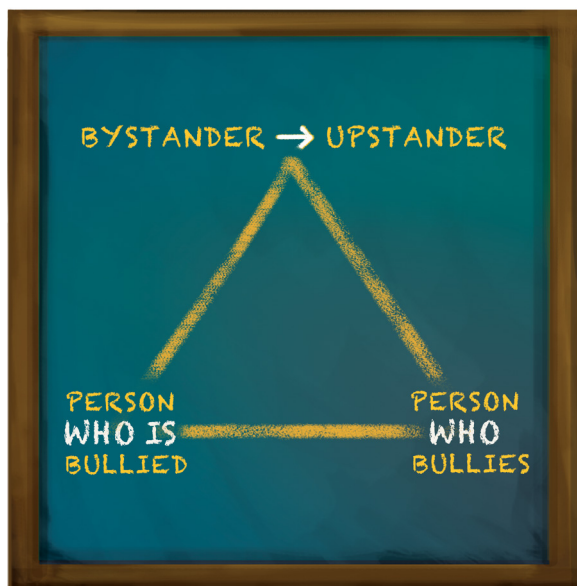
**About the NEA Human and Civil Rights Awards Program**  
The Human and Civil Rights Awards Program began as an activity of the American Teachers Association (ATA). In 1966, when the ATA merged with the National Education Association (NEA), the two organizations agreed that NEA would continue to sponsor the traditional awards dinner at the time of the NEA Representative Assembly.  
As conceived by ATA, the awards program honors individuals who have expanded educational opportunities for minority students and educators and improved intergroup relations in the public schools.  
As implemented by NEA, the awards program continues the ATA tradition and keeps it current. In homage to ATA, NEA presents awards named for two great Black educators: Dr. H. Council Trenholm, who served as ATA's executive director from 1939-1960, and Dr. Carter G. Woodson, who founded the Association for the Study of African-American Life and History. And to keep the ATA tradition current, NEA periodically adds new awards to reflect contemporary rights issues.

**About the NEA Human and Civil Rights Awards Program Lesson Plans**  
The purpose of the NEA Human and Civil Rights Awards Program Lesson Plans is to share the stories of the NEA Human and Civil Rights Awards Recipients. Through the sharing of their stories educators can help students identify traits of these exemplary social justice leaders. Bigger questions in social justice education can be examined and reflected upon (e.g., What does a person who stands for social justice and human and civil rights do? What actions do the take? How do they feel and believe? What are their contributions to society? How did their childhood and background influence who they are and determine their path to being a leader and an advocate? How can I become a social justice and human and civil rights advocate? What is it important and what does it mean to exhibit leadership for social justice? What does it look like when I do that? What are my influences and what lessons can I learn from this advocate that will help

Additional lesson plans written about other NEA Human and Civil Rights Awards Program honorees can be located at [www.nea.org/hcrawards](http://www.nea.org/hcrawards).

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15. **Explain** that advocates like Mr. Stewart educate others and work with people who make laws so that we can protect our friends and fellow human beings from such treatment. Tell students that they can be advocates too.

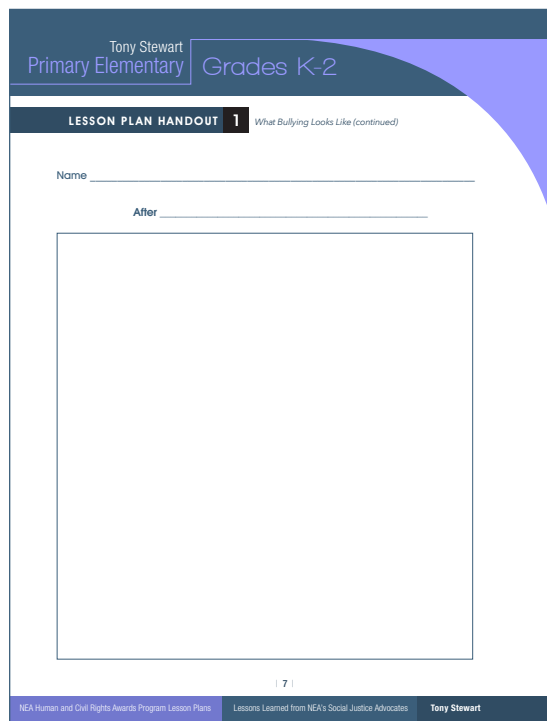


16. **Draw** a triangle on the board and on each point on the triangle; write one of these terms, "Person Who Is Bullied," "Person Who Bullies," and "Bystander." Talk about the roles in a bullying incident. Talk about how important the role of the Bystander is because they can take action to stop the bullying, this is when they become Upstanders instead of Bystanders.
17. **Ask** students how they think a bystander can become an Upstander in bullying situation. Provide an example if necessary. Identify the actions that Tony Stewart took that made him an Upstander.
18. **Talk** about getting an adult for help when they see someone getting bullied as a way to be an Upstander. Discuss why getting adult help is important.

### Closing the Lesson (10 minutes)

#### Where Does Kindness Take Us?

19. **Distribute** Handout 1 (Page 2). Ask students to think about how they think of bullying now that they see that they have a role as an Upstander. Have students write the words, "I help" on the line next to the word After on their handouts. Have students draw pictures of what they think bullying is in the "After" box on their handouts.
20. **Allow** enough time for the students to complete the handouts.



21. **Assign** partners and have students share their pictures with their partners.
22. **Bring** the class back together and ask them to imagine the picture that Tony Stewart might draw for the "After I help" section. Allow a few seconds of thinking time. Call on a few students to share answers and discuss.

23. **Ask**, “What are ways we can show justice and prevent bullying from happening in our classroom and at our school?” Call on a few volunteers to share and discuss. (Possible answers: treat all people with kindness, cooperate with one another, be encouraging of all people, work with anyone, be respectful and listen to what others have to say, be willing to do what is best for everyone, follow classroom rules, include everyone in games and activities inside and outside of the classroom, make sure everyone gets a turn, consider how the words you say and actions you take could be hurtful even though you don’t mean for them to be, don’t leave people out, stand-up for people who are being treated unfairly, get an adult when someone is being bullied, be an advocate.)

#### Assessment Suggestions

- ▶ Participation in class discussion
- ▶ Informally assess understanding using Handout 1

#### Adaptations, Enrichment, Cross-curricular Opportunities

- ▶ If your school participates in an anti-bullying program, then you can use your schools official definition of bullying for this lesson. You could also create a class definition or use a universal definition such as this one provided by [stopbullying.gov](http://stopbullying.gov).
- ▶ Have students work in small groups to create motivational posters about the roles in a bullying incident, and how students can be advocates by becoming Upstanders instead of Bystanders such as Mr. Stewart. Display the posters throughout the school.
- ▶ For more information about Bullying, visit the NEA’s Bully Free It Starts with Me campaign page at <http://www.nea.org/home/neabullyfree.html>.

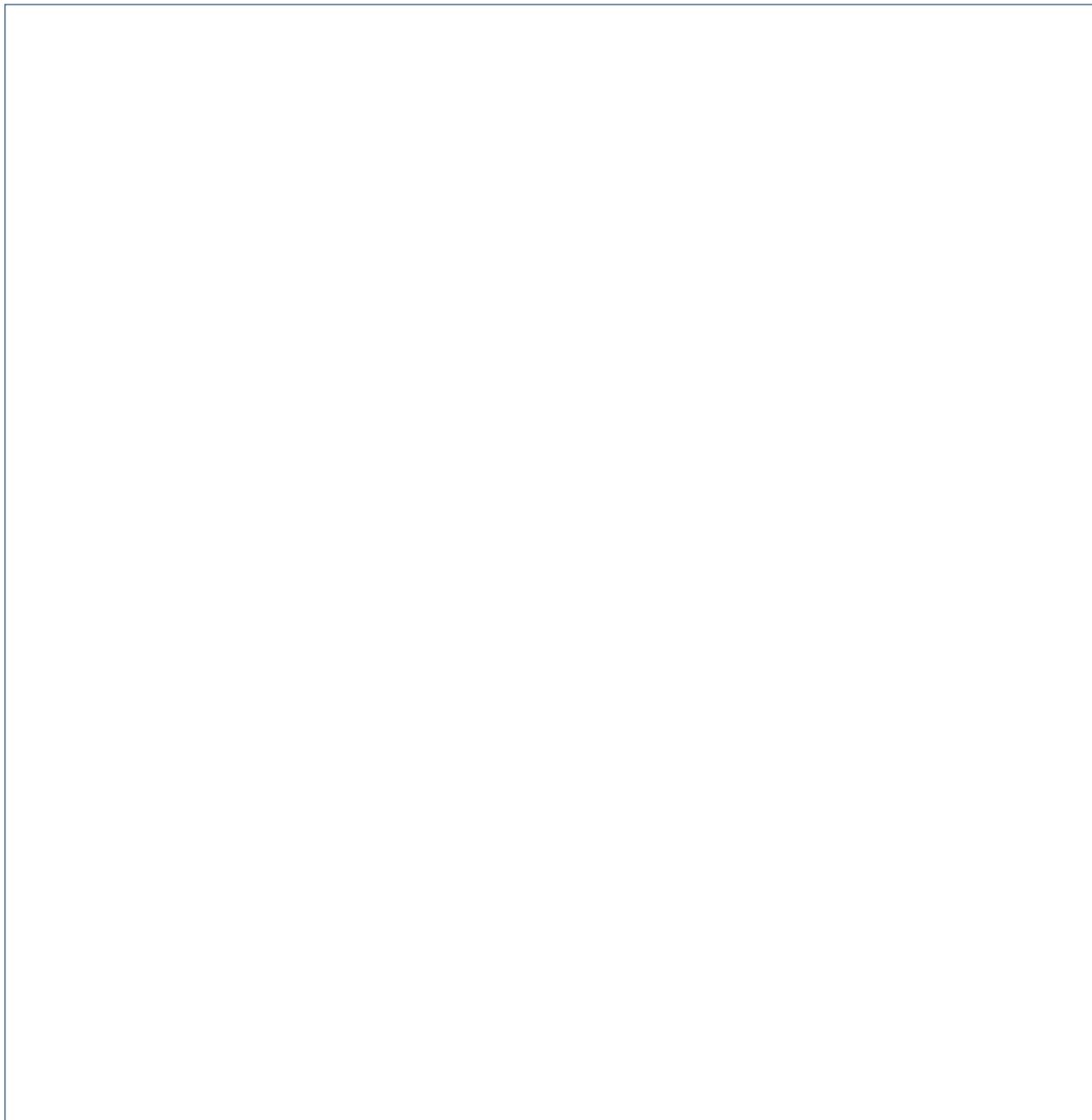
**LESSON PLAN HANDOUT**

**1**

**What Bullying Looks Like**

Name \_\_\_\_\_

**Before**



**LESSON PLAN HANDOUT**

**1**

*What Bullying Looks Like (continued)*

Name \_\_\_\_\_

After \_\_\_\_\_