NEA Human and Civil Rights Awards Program
Lessons Learned from NEA’s Social Justice Advocates

TONY STEWART
H. Councill Trenholm Memorial Award

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 discuss 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, activism, and advocacy.
- Students will examine the relationship between social justice activism and bullying prevention.
- Students will discuss the impact of the social justice contributions of Tony Stewart.

Materials/Preparation
- Tape and markers
- Blank paper
- Chart paper (9 pieces)
- Handout 1: Introducing Tony Stewart (make one copy per student)
- Handout 2: Social Justice and Bullying Prevention Activities Crosswalk (make one copy per student)

Lesson At-A-Glance

- Opening the Lesson: Looking at Social Justice and Bullying Prevention
- Leading the Lesson: From Bystander to Upstander
- Closing the Lesson: Apathy to Empathy to Action
Lessons Learned from NEA’s Social Justice Advocates  
NEA Human and Civil Rights Awards Program Lesson Plans  
Tony Stewart  
Grades 9-12  

- Handout 3: Helping Your Younger Peers to be Bully-Free (make one copy per student)  
- Handout 4: From Apathy to Empathy to Action  
- Prior to teaching the lesson, label two pieces of chart paper with the titles listed below and post the charts in the front of the classroom  
  - Bullying Prevention Actions  
  - Social Justice Activism Actions  
- Prior to teaching the lesson, label seven pieces of chart paper with the titles listed below and post the charts around the classroom in various locations with enough space for a small group of students to stand around each chart; tape a poster marker next to each chart  
  - #1 Key Understandings about Bullying  
  - #2 Learning Activities that Really Work  
  - #3 How We Can Tell They Learned It?  
  - #4 How Much Time Should it Take?  
  - #5 Who Should Be the Target Audience?  
  - #6 What Size Should the Group of Students Be?  
  - #7 What Other Subjects Will Be Practiced?  
- 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  

Suggested Grouping Structures  
Whole group discussion and independent, partner, and small group work  

Estimated total lesson time: 90 minutes  

Opening the Lesson (10 minutes)  
Looking at Social Justice and Bullying Prevention  

1. Write the term, “Social Inequality” on the board and ask students what the term means and discuss. Ask students to name some examples of social inequality and discuss.  
2. Write the term, “bullying” on the board and ask students what the term means and discuss. Ask students to name some examples of bullying and discuss.  
3. Say, “Actions that are taken to prevent bullying are called acts of bullying prevention.” Ask, “What are some examples of bullying prevention?” Call on volunteers to share with the class and record their answers onto a piece of posted chart paper labeled, “Bullying Prevention Actions.”  
4. Say, “Actions that are taken to prevent social inequality are acts of social justice activism.” Ask, “What are some examples of social justice activism?” Call on volunteers to share with the class and record their answers onto a piece of posted chart paper labeled, “Social Justice Activism Actions.”
5. **Tell** the class that in today’s lesson, they will have an opportunity to learn more about a social justice advocate who carried out the actions listed on both of the charts. Say, “This person is Tony Stewart. Mr. Stewart is a person who can serve as an example of what it means to be an advocate for social justice and equal rights. He received an award from the National Education Association for Human and Civil Rights and we have an opportunity to learn from his story. He received an award from the National Education Association for Human and Civil Rights and we have an opportunity to learn from his story.”

**Leading the Lesson (60 minutes)**

**From Bystander to Upstander**

6. **Distribute** Handout 1 and have students read the article about Tony Stewart. Allow several minutes for students to read independently.

7. **Bring** the class back together and say, “Now that we have learned about Tony Stewart’s advocacy work for equal rights, let’s take a moment to think again about the equal rights and social justice activism exhibited by Mr. Stewart.”

8. **Ask** students to identify Mr. Stewart’s Social Justice Activism Actions and discuss. Compare with the actions listed on the chart and ask the class if there is anything they want to add to the list of Social Justice Activism Actions on the chart. If items are added to the chart, have students record those items to their handouts as well.

9. **Distribute** Handout 2 and have students record the actions listed on the charts onto their own handouts.

10. **Bring** the class back together and say, “Mr. Stewart is an example of Social Justice...”
Activism. Let’s talk a bit more about the Bullying Prevention side of his work.”

11. **Review** 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 that 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. **Remind** students about the examples of Anti-bullying from Mr. Stewart’s story. Discuss the following questions:
   - Who was being bullied?
   - Who was 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?

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.

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 a bullying situation. Provide an example if necessary. Identify the actions that Tony Stewart took that made him an Upstander.

18. **Talk** about involving an adult for help when they see someone getting bullied as a way to be an Upstander. Discuss why getting adult help is important.
19. **Ask** students to identify Mr. Stewart’s Bullying Prevention related actions and discuss. Compare with the actions listed on the chart and ask the class if there is anything they want to add to the list of Bullying Prevention Actions on the chart. If items are added to the chart, have students record those items to their handouts as well.

20. **Tell** students that anti-bullying and bullying prevention work is a huge aspect of Social Justice Advocacy and that the work of Upstanders is a very important part of being an equal rights activist today and in the future.

21. **Assign** partners and have the pair review the two lists they have recorded on Handout 2 and look for crossover actions (i.e., actions that address both bullying and injustice). Have students indicate the connection by drawing lines between the related actions. Give students a few minutes to complete the task and then call the class back together. Ask each pair to pick one of the connections they identified to share with the whole class.

22. **Focus** attention on ideas from the discussion that are related to the idea that education is a strategy that works to prevent both bullying and injustice. If students have not listed this idea directly, then make inferences to address the point. Once students have made the connection about the role of education in preventing things like bullying, bias, hate speech, bigotry, racism, prejudice, etc. then explain to them that they will have an opportunity to practice using the power of education by creating learning activities that would work to teach a group of younger students about Bullying Prevention.

23. **Tell** the class that the Bullying Prevention Learning Activity design assignment will begin with a Brainstorm Around the Room in order to generate ideas. Explain the directions for the Brainstorm Around the Room.

   - Point out the seven numbered and labeled charts that are posted around the room.
   - Students will be assigned a number 1-7 (by counting off) and that is the chart they will go to first.
   - When the students get to the chart they will have about three minutes to brainstorm ideas for the question and record their ideas on the poster (using the marker taped next to each chart).
Lessons Learned from NEA’s Social Justice Advocates

Grades 9-12

High School

Tony Stewart

1. Have students report to their assigned poster and begin the Brainstorm Around the Room Activity. Signal the groups to move to the next chart after about three minutes. Signal the groups to move to the remaining charts (one at a time, as a group, and when you give the signal) after one-two minutes. Continue rotating every 1-2 minutes until the groups return to their original poster. For the last rotation students should read their original posters. Then, ask the students to return to their seats.

24. Assign each student a number 1-7 by counting off. Have students report to their assigned poster and begin the Brainstorm Around the Room Activity. Signal the groups to move to the next chart after about three minutes. Signal the groups to move to the remaining charts (one at a time, as a group, and when you give the signal) after one-two minutes. Continue rotating every 1-2 minutes until the groups return to their original poster. For the last rotation students should read their original posters. Then, ask the students to return to their seats.

25. Lead a brief group discussion about the charts. Invite comments and point out key information on the posters.

26. Distribute Handout 3 and explain how the information on the charts can be used to plan their Bullying Prevention Learning Activity. Review the components of Handout 3.

27. Tell students that they can share and talk with others while they work. They can ask classmates for feedback about their teaching ideas, but each student should create his or her own lesson plan.

28. Allow students several minutes to plan their learning activity and complete Handout 3.

29. Bring the class back together and have each student share his or her learning activity plans with the whole class.

Closing the Lesson (20 minutes)

Apathy to Empathy to Action

30. Tell the class that you want to close the lesson with a Learning Activity that you feel will help them think about what they have learned, reflect, and set goals.

31. Explain the directions for the Apathy to Empathy to Action - Mail Call Activity.

- They will be working in small groups and each group will need to select a recorder.
- Each group will be given a piece of blank paper. They will write a letter based on a realistic mock scenario about a social injustice or bullying incident. The letter should be written as though it is from a person who witnessed the incident and is asking for advice about what to do. In the letter, they should describe the incident from the witness’s perspective. Even if
the scenario is based on real events, all characters in the scenario should be fictitious. (Instead of using names, they should use phrases like Student A, Teacher A, Citizen A, etc.).

32. **Divide** the class into four small groups. Have the groups pick one group member to be the recorder, give each group a piece of blank paper, and direct groups to begin writing their letters. When they are finished place the letter inside of the envelope and write their group number on the front. Remind them not to seal the envelope.

33. **Allow** several minutes for the groups to complete the task. Bring the group back together and give each student a copy of Handout 4 and give an extra copy to each group for the recorder to record the official group response.

34. **Tell** the class that they will receive another group’s envelope and letter and they will respond using Handout 4. They will discuss and record a resolution/reaction to the letter that is an example of apathy, a resolution that shows empathy, and a resolution that represents actual action. They should record each response in the appropriate box on the first row of the chart. Even though they are working together, each group member can complete Handout 4 with their own notes, including the recorder. The recorder must also record the group’s official responses. Have groups pass their envelopes to the right (clockwise). Allow several minutes for the groups to complete the task. When they are finished, cut out the top row on the group’s official response handout and place it inside of the envelope along with the letters.

35. **Direct** the groups to pass the envelopes to the right again and repeat the task, this time filling in, cutting out, and putting in the envelope, the second row on the chart on Handout 4. Allow time for students to complete the task and repeat the process one additional time using the third row on Handout 4. At this point the envelopes should contain one letter and three Apathy to Empathy to Action resolutions. Have students pass the envelope one more time back to the original group who wrote the letter. Have the groups read the resolutions/advice in their envelopes and chose one example of action to share with the rest of the class.

36. **Ask** students to think about an actual/real situation that they have been involved with or witnessed or can foresee being involved with in the future either related to bullying or social injustice. Have them think to themselves about how they could move their own involvement from Apathy to Empathy to Action.
Assessment Suggestions

- Participation in class discussion and small group work
- Informally assess understanding using Handouts 2, 3, and 4

Adaptations, Enrichment, Cross-curricular Opportunities

- Community involvement: Partner with a local elementary school or community based after school program and arrange for small groups of students to teach the lessons they have developed. Have students prepare, implement, and reflect about their experience.
- Extend the learning by utilizing the Apathy to Empathy to Action frame to analyze instances of bullying, racism, and other acts of injustice throughout history (i.e., Slavery in the United States, the Holocaust).
- 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](http://www.nea.org/home/neabullyfree.html).
Introducing National Education Association Human and Civil Rights Awards Program Recipient Tony Stewart

What do you do when a group of white supremacists, calling themselves the Aryan Nations, moves into your county and sets up a compound? Here’s what Professor Tony Stewart did. He refused to remain silent, he refused to lay low, and he refused to be intimidated. Instead, he helped organize the Kootenai County Task Force on Human Relations to fight the racism, bigotry and hatred spread by the Aryan Nations throughout northern Idaho. He led a decade-long fight against the Aryan Nations. He also enlisted the support of the Southern Poverty Law Center, which has a long and illustrious history of fighting hate groups.

Tony Stewart was born in Murphy, North Carolina, and he received a bachelor’s degree from Western Carolina University and a Master’s from the University of Tennessee. But he found his way to Northern Idaho College, where he taught political science for 38 years.

Tony Stewart is now a retired professor, but he continues to co-chair School District 271’s Fifth Grade Human Rights Week along with Pamela Pratt, the Director of Elementary Education. “In over 35 years of working with educators, I have never met a man more passionate and committed to human rights than Tony Stewart,” says Pratt.

As a tenured professor, lecturer, author, and community activist, Tony Stewart focused on social and human rights. He founded, and was program producer and moderator of the North Idaho College TV-Forum from 1972 to 2008. The series aired more than 1,800 programs on six PBS TV stations in the Northwest and Canada, featuring many distinguished guests, including Julian Bond (NAACP), Daniel Ellsberg (Pentagon Papers), and Morris Dees (Southern Poverty Law Center). Professor Stewart also produced a 90-minute documentary entitled Stand Up to Hate Groups by Saying Yes to Human Rights: The First Ten Years of the Kootenai County Task Force on Human Relations. He created the North Idaho College “Popcorn Forum Lecture Series.” Open to the general public, it provides a format for bringing well-known academic and political speakers from around the nation to the campus.

In 2000, the Southern Poverty Law Center brought a legal action against the Aryan Nations in Hayden Lake, Idaho, which led to the Aryan Nations abandoning their compound and Tony Stewart served as the Southern Poverty Law Center’s jury consultant. North Idaho College Athletics Director, Al Williams, reports that Coeur d’Alene is a much better place to live for minorities than it was 25 years ago, and as an African-
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Tony Stewart

American male, he attributes a major part of the improvement to Tony Stewart.

In 2010, Mr. Stewart was awarded the Harper Councill Trenholm Memorial Award by the National Education Association. Harper Councill Trenholm (1900–1963) served for 21 years as executive secretary of the American Teachers Association (ATA).

One of the country's most outstanding Black educators, he helped build ATA's numbers and strength and worked for the merger of ATA and NEA. Through the NEA Human and Civil Rights Awards Program this award is given to an honoree who is chosen because of his or her work beyond the call of duty to free the education profession from inequities based on race or ethnicity, their work to help improve intergroup relations and understanding among racial and ethnic groups, and/or their work to form education coalitions with non-education groups. Mr. Stewart’s exemplary accomplishments are ongoing and the work he is doing to make a difference for all of us as a Social Justice Advocate continues today.
### LESSON PLAN HANDOUT 2

**Social Justice and Bullying Prevention Activities Crosswalk**

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LESSON PLAN HANDOUT 3

Helping Your Younger Peers to be Bully-Free

Goal(s):

Teaching Tool:

Materials:

Time:

Activity Steps:
Activity Steps (Continued):
## From Apathy to Empathy to Action

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