

SAMPLE

Bully Free® Lesson Plans

-Eighth Grade-



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The definitions quoted in this book were taken from the *New Webster's Dictionary* (College Edition), Delair Publishing Company, 1981.

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PREFACE

Several years ago, the pain of being bullied visited our home. When our son, Curtis, was in seventh grade, he was bullied and eventually isolated by several students. My wife and I decided to transfer him to another school system. He found acceptance and a sense of belonging at the new middle school. Then at age fifteen, Curtis was in a car accident that changed his life.

My wife and I had to give the surgeons permission to remove two fingers and one-third of his right hand. He had two other fingers repaired and one rebuilt. When he went back to school, many of his classmates encouraged and supported him. But many were cruel to him. Once again, I asked myself, “How can kids be so cruel?” There was a cry from within me for answers. I wanted to know if I could stop cruelty from developing, and I wanted to stop it after it had already developed.

There was also a cry from within my son, and it was deeper and more intense than mine. The bullying had a tremendous impact on his self-esteem, confidence and emotional health even into his adult years. At the age of twenty-three, he suffered from depression and anxiety. He developed posttraumatic stress from the car wreck and the persistent bullying. He also sought the company of the wrong people. They convinced him to escape his depression, anxiety and emotional pain by taking an illegal drug, METH. He had a heart problem that no one knew about, and the drug killed him.

Now you understand why I am passionate about preventing and stopping bullying and why I am writing this book for you. I understand the pain expressed by children who are bullied and the heartache their parents experience. I want to stop the pain. I also have witnessed the frustration of professionals who seek to prevent and stop bullying. They have a tremendous need for resources designed to help them prevent and stop bullying.

In response to my son’s bullying, I wrote my first book, *The Bully Free Classroom*. I wrote this book because I do not want any student to experience what our son did. I especially do not want them to take the path he took. After his death, my wife, Linda, and I wrote several books and developed numerous other materials and resources (bracelets, brochures, posters and others) that now make up the Bully Free Program. Thousands of schools in the United States and other countries now use our materials and resources. Linda and I work full time helping schools implement the Bully Free Program. We have dedicated the rest of our lives to preventing and stopping bullying. Our efforts have expanded into presenting school assembly programs, presenting to parents, training school personnel and training others who work with young people. Visit our Website www.bullyfree.com for more information.

Bullying can be found in every neighborhood, school system and school. To prevent and reduce it requires a systematic effort in each school. Ideally, there will be a school system wide commitment to preventing and stopping bullying. There must be adult involvement, including parents and others in the community. But this kind of commitment doesn’t always exist. I have actually had school superintendents tell me that bullying didn’t exist in their school system. Adults denying that bullying exists or ignoring bullying is the worst thing that can happen to children, a school, and a community. When adults harness the energy of school personnel, parents, community representatives and children, bullying can be prevented and stopped, or at least significantly reduced. I often wonder if we can ever eliminate it—considering the nature of human beings. However, I am extremely hopeful. Using this book is the first step toward making that a reality. Please keep in mind that an effective anti-bullying program has several components. No single book or strategy is adequate by itself to prevent and stop bullying.

I hope you find this book informative and helpful.

- Allan L. Beane

DEDICATION

This book is dedicated to our son, Curtis Allan Beane, who was bullied in seventh grade and high school. It is also dedicated to our daughter, Christy Turner; our son-in-law, Mike; and our grandchildren, Emily Grace Turner, Sarah Gail Turner, Jacob Allan Turner and Jimmy Andrew Turner. They have been a light in the darkness caused by Curtis's death. We hope this book, and those who use it, will bring light into the darkness of students who are bullied.

– Allan and Linda Beane

ACKNOWLEDGMENTS

Grateful thanks are offered to everyone who has helped by providing advice, information and suggestions during the preparation of this book. Special thanks are offered to Ms. Eleanor Mills Spry, Assistant Superintendent of the Murray Independent Schools System, Ms. Lou Carter, Principal of Murray Middle School and the school's personnel. Special thanks are also offered to Ms. Sharon Morgan, professional development coordinator for the Constellation School District, Parma, Ohio and other school personnel of her school district.

INTRODUCTION

As a teacher or counselor, you will find this book a powerful instructional anti-bullying resource with an excellent scope and sequence of lesson plans. They purposefully have a heavy focus on anti-bullying content. The lessons were developed by teachers for teachers over a two-year period. They were field-tested in over 20 schools in the United States.

The lesson plans in this book are designed to create a supportive, caring, peaceful and safe classroom and school. They are designed to help you establish an environment where students and adults feel psychologically, emotionally and physically safe. They help students who are bullied cope with their feelings and with the bullying, as well as encourage bullies to stop mistreating others. Many of the lessons are designed to empower bystanders and to teach them to play a major role in preventing and stopping bullying. Students can be powerful change agents in their classrooms and their school.

Help create a Bully Free classroom and school today by systematically implementing the lesson plans in this book.

Core and Supplemental Lesson Plans

Your goal is to teach at least one lesson each week. If possible, all of the teachers at the same grade level should teach the same lesson(s) each week, at the same time on the same day. This will prevent students from getting the same lessons from different teachers. The lesson plans have been divided into two categories: *Core Bully Free Lesson Plans* and *Supplemental Bully Free Lesson Plans*. The core plans are considered essential. The supplemental lesson plans can be used if you wish to teach more than one each week or wish to target specific problem areas. Since the lesson plans are very interactive, during the field testing of the lesson plans it was discovered the time required to teach the lessons varied from one teacher and class to another. However, you can assume they are 30 to 45 minutes in length.

Description of Lesson Components and Elements

You may adapt these lessons to meet the needs of their students and to adhere to lesson plan policies and procedures of your school, as well as state requirements. Most of the lesson plans have six components: Learner Outcome(s); Preparation and Materials; Activities; Journaling; Parent Chat and Go Further. The associated handouts and worksheets appear at the end of the lessons.

Learner Outcome(s). Each lesson includes a purpose statement that indicates what is mainly taught through the lesson.

Preparation and Materials. Some of the lessons include a list of materials and supplies needed to implement the lesson plan. Included are instructions for preparing for each lesson. Sometimes this includes gathering certain materials, copying handouts and/or worksheets, making a poster, and/or writing information on the board, chart paper or electronic whiteboard.

Activities. This component of the lesson plan includes a variety of activities based on the lesson's topic. The lessons utilize principles of learning and effective teaching strategies.

Journaling. Many of the lessons end with a writing assignment that requires students to reflect upon the lesson's content. A topic is usually provided, but you may assign a different topic or have students choose their own topic related to the lesson. Students should write in a journal (notebook). If you wish for students to keep handouts and/or worksheets from the lessons in their journal, require it to be a three-ring binder or to have pockets.

Parent Chat. Some of the lessons include a brief homework assignment called *Parent Chat* that requires students to briefly share what they are learning through the Bully Free Lessons. Sometimes parents are asked to share their experiences and thoughts regarding the topic(s). These are provided to reinforce learning and to educate parents about bullying and the efforts of the school.

Go Further. Some of the lessons include a *Go Further* section that includes extension activities or activities to help maintain what the students have learned. Sometimes, strategies for preventing and stopping bullying are also suggested.

Classroom Meetings

Classroom meetings, when used in conjunction with other strategies, have been found to be effective in preventing and reducing bullying. Therefore, the Bully Free Program endorses the use of classroom meetings but asks that they be used in conjunction with the Bully Free Lesson Plans to obtain the full effectiveness of the program. Classroom meetings teach students skills such as: active listening, problem solving, giving and accepting compliments, negotiation and compromise, respect for different opinions, taking turns, patience, etc. Such meetings can also reinforce learning and help students maintain content learned through the Bully Free Lesson Plans. Even though a review is built into the lesson plans, reviewing several previous lessons in classroom meetings can prevent the common practice of covering material and then moving to new topics. Such meetings also give you an opportunity to serve as an encourager, to correct errors in thinking and to discuss bullying issues that have surfaced since the last meeting.

Classroom meetings communicate your desire that students share in the responsibility of preventing and stopping bullying. This encourages students and helps create a "telling environment" where students report bullying. Students develop a sense of ownership in the program because they are given an opportunity to share their thoughts and opinions that impact the classroom atmosphere, school culture and the behavior of others.

Guidelines for Conducting Classroom Meetings

- Once or twice a week, ask students to sit in a U-shape facing you. This will encourage them to look at you and not at each other. When they look at each other, they are more likely to use names in their stories.
- One teacher recommended adding an extra chair as a signal that others can attend the meeting and to signify inclusiveness and acceptance.
- As students sit down, note good behavior by complimenting the students. Be specific in your praise.
- Meetings with middle school students usually last thirty to forty-five minutes. Teachers can determine the length of the meetings and the days to conduct the meetings.
- During the first meeting, ground rules should be established. Some ground rules are:
 - We raise our hands to get permission to speak.
 - We listen to the person speaking and do not interrupt.
 - We understand that not everyone has to speak.
 - We do not mention names, unless the teacher says it is okay.
 - We do not hurt the feelings of others.
- Time may be used to get to know each other and plan projects.
- At the beginning of each meeting, the teacher should tell students the purpose of the meeting.
- Time can also be allocated to discuss anti-bullying curriculum content and/or solve certain relational problems. Usually, no names are mentioned.
- Time may be allocated for role-playing.
- If the teacher wishes, students can suggest topics for the meetings by placing their ideas in a suggestion box or a notebook provided by the teacher for that purpose.
- Encourage discussion by asking open-ended questions.
- Ask students to raise their hand if they wish to answer a question.
- When possible, make up an activity or game that uses the content. All the students are to be on the same team – not competing with each other. Also, do not call on specific students.
- At the end of each meeting, review the major points made during the meeting.

In addition to reviewing the content learned through the Bully Free Lesson Plans, classroom meetings can also be used to explore solutions to real or fictitious bullying situations. Caution should also be used in presenting a real situation where the bullied student and the student who bullies are known by students. Students who bully love the publicity. The teacher may also make up a situation or describe a situation observed outside the classroom. The following guidelines will help teachers conduct meetings focusing on bullying situations.

Guidelines for Conducting Classroom Meetings Focusing on a Bullying Situation

- Introduce the purpose of the meeting (focusing on solutions to a specific bullying situation). Please do not mention names. State what they will learn from the meeting.
- Explain the classroom meeting rules:
 - Everyone has the right to be heard.
 - Raise your hand to speak.
 - Do not interrupt someone who is speaking.
 - It is okay to disagree, but do it in a nice way.
 - Do not use bad language.
 - Do not talk about someone (mentioning their name) in our class who is bullied or who is bullying others.
- Describe the bullying situation you made up. (It could be something you observed in the hallway, cafeteria or some place else on school property. The situation does not have to involve students in your classroom.)
- Let students ask questions to clarify information about the students and the situation. For example, they may ask you if the bully is bigger and older than the other student. Did the bullied student do something he/she shouldn't have done?
- Help students examine the details of the situation. Review the facts with them.
- Encourage the exploration of different perspectives (the victims and the bullies).
- Write their questions. If you can't answer them, you can address them later.
- Encourage discussion by asking open-ended questions. Ask questions that will help them develop sensitivity, empathy and encourage them to treat others the way they would want to be treated.
- Help students explore possible solutions. Facilitate their efforts to select the best possible solution(s). Ask them to select and rank the top three or four preferred solutions.
- When possible, use role-playing.
- At the end of the lesson, review major points and decisions made during the meeting.

Importance of Terminology

You will notice an effort in the lesson plans to avoid the terms or labels *victim* and *bullies*. It is our preference students not be labeled. When possible, we prefer “students who are bullied” and “students who bully others.” There are a few places in the lesson plans that we use the term *victim* or *victims* because we want to emphasize their victimization or abuse by others.

Additional Strategies and Activities

A wealth of additional strategies and activities can be found in *The Bully Free Classroom* (Free Spirit Publishing) by Allan L. Beane, Ph.D. and the *Bully Free Guide for Elementary Teachers and Counselors* available at www.bullyfree.com.

Professional Development and Presentations to Students and Parents

To support you in your efforts to prevent and stop bullying, you might find it helpful to contact Bully Free Systems, LLC (www.bullyfree.com) who offers presentations to students, parents and school personnel. A variety of three to six hour workshops for school personnel are also available. *Contact:* Bully Free Systems, LLC, phone: (270) 227-0431 or email abeane@bullyfree.com.

Letter to Parents

We recommend you use the following letter to parents to introduce your anti-bullying efforts and the *Parent Chats*.

Date

Dear Parent/Caregiver,

As I look back on my school days, I remember times when students were mistreated almost every day, bullied. You probably can too. Bullying has become an important topic for parents and schools to address because it is different today. It is more prevalent and more intense. It is now understood to be very destructive to the well being of students, creates unsafe schools and creates a school climate that hinders learning.

We are committed to doing something about bullying. If it's not a problem, we want to make sure it doesn't start. That's called prevention. If it is a problem, we're determined to stop it. That's called intervention.

As your child's teacher, I'm committed to prevention and intervention in my classroom. That's why I will be teaching several lessons this year about bullying. These lessons are designed to create a positive environment where everyone feels safe, accepted, a sense of belonging and valued. They also provide students with information to help them develop empathy, self-control, and skills to cope with bullying and to become bystanders who take a stand against bullying.

From time to time, I'll send home a *Parent Chat* handout related to our Bully Free lessons. You are asked to discuss with your child what is on the *Parent Chat* handout. This is a school-wide effort, therefore, each year you may see similar *Parent Chats*. We believe this repetition in content is important for your children to learn the content.

If you have questions or concerns, I hope you will contact me personally.

Sincerely,

Name

Telephone

Email Address

Lesson Plan Record Chart

To assist you in keeping track of and reporting the lessons you have taught, the following “Lesson Plan Record Chart” is provided. Space is provided for notes regarding changes you wish to make the next time you teach the lesson. This chart also serves as an accountability tool or report form. A copy of it should be given to your principal on a regular/systematic basis to report the lessons you have taught. Ask your principal to specify the desired frequency of such reporting.

Bully Free Lesson Plan Record Chart (Eighth Grade)

Teacher: _____

Title of Lesson Plan		Check When Completed	Notes
Core Bully Free Lesson Plans			
Lesson C1	Are We a Welcoming Class?		
Lesson C2	What are My Favorite Things?.....		
Lesson C3	What is Bullying? What Does It Look like?		
Lesson C4	What are Some Positive and Negative Ways Words are Used?		
Lesson C5	Should I Have Anything to Do with Gossip?		
Lesson C6	What are Seven Types of Words Used to Bully Someone?		
Lesson C7	What is a Bully Free Classroom?		
Lesson C8	What is a Notes-to-the-Teacher-Box and Reporting?		
Lesson C9	What is a Bully Free Student Pledge?		
Lesson C10	What Bullying Have I Experienced?		
Lesson C11	What Should I Do When Someone Tries to Bully Me? (Part 1)		
Lesson C12	What Should I Do When Someone Tries to Bully Me? (Part 2)		
Lesson C13	What Should I Do If I Hurt Someone?		
Lesson C14	What Do I Need to Know About Cliques?		
Lesson C15	How Can I Be an Empowered Bystander? (Part 1)		
Lesson C16	How Can I Be an Empowered Bystander? (Part 2)		
Lesson C17	Are Empowered Bystanders Heroes?		
Lesson C18	What is Cyber Bullying and What Does It Look Like?		
Lesson C19	Do You Cyber Bully?		
Lesson C20	What Should I Do to Prevent and Stop Cyber Bullying?		
Lesson C21	What was My Behavior Like this Past Week?		
Lesson C22	How was I Bullied this Past Week on School Property?		
Lesson C23	What are Some Myths and Facts about Bullying? ...		

Title of Lesson Plan		Check When Completed	Notes
Lesson C24	When and Where Does Bullying Occur in Our School?		
Lesson C25	How Hurtful is Bullying?		
Lesson C26	Do We Care Our Words Can Cause Bullycide?		
Lesson C27	What is Empathy and Why is it Important?		
Lesson C28	Why Do Some Students Bully?.....		
Lesson C29	How Can I Manage My Anger?		
Lesson C30	What are the Behavioral Expectations on the Bus?..		
Lesson C31	What are the Behavioral Expectations When Arriving at School, Entering School and Waiting for School to Start?.....		
Lesson C32	What are the Behavioral Expectations in the Hallway?		
Lesson C33	What are the Behavioral Expectations in the Locker Room?.....		
Lesson C34	What are the Behavioral Expectations in the Classroom?		
Lesson C35	What are the Behavioral Expectations in the Bathroom?		
Lesson C36	What are the Behavioral Expectations in the Cafeteria?		
Lesson C37	What are the Behavioral Expectations in the Library?		
Lesson C38	What are the Behavioral Expectations During Assembly Programs?		
Lesson C39	What are the Behavioral Expectations for Dismissal?		
Lesson C40	What are the Behavioral Expectations While Waiting for the Bus (After School)?.....		
Lesson C41	Bully Free Projects: How Do We Go Forward?.....		
Lesson C42	How are We Doing?		
Supplemental Bully Free Lesson Plans			
Lesson S1	What are the Behavioral Expectations in the Stairwell?		
Lesson S2	What are the Behavioral Expectations While Walking to and from School?		

Title of Lesson Plan		Check When Completed	Notes
Lesson S3	What are the Behavioral Expectations in the School's Parking Lot?		
Lesson S4	What are the Behavioral Expectations in Front of, Behind or Between Buildings (Before and After School)?		
Lesson S5	What are the Behavioral Expectations in the Bike Parking Area?.....		
Lesson S6	How Can Conflict Be Resolved?.....		
Lesson S7	Do You Want to Celebrate – Have a Party?		

LESSON C10

What Bullying Have I Experienced?

Learner Outcome:

By the end of this lesson students who have been bullied will be able to openly share their experiences.

Preparation and Materials:

- Copy the worksheet “My Experience with Bullying” for each student.
- Copy the worksheet “Speak Out” for each student.
- Write the following on chart paper or electronic whiteboard:

Important Points for Those Who Are Bullied

If you're being bullied:

- It's not your fault.
- You didn't ask for it.
- You don't deserve it.
- You didn't do anything to cause it.
- Bullying isn't normal. It isn't okay.
- We can help you.

Activities:

1. Review the previous lesson.
2. Present and discuss the *Important Points for Students Who are Bullied* you have written on chart paper or electronic whiteboard.
3. After your discussion of the important points, ask students to repeat after you in unison each of the statements:
4. Distribute the worksheet “My Experience with Bullying.” Explain to students that almost everyone has been bullied at one time or another. Sometimes it lasts a short time, while some

students are bullied a long time. Instruct students to think about a time someone bullied them. Ask students to read and follow the instructions appearing on the worksheet.

5. After students have completed the worksheet, ask for volunteers to share their responses to the questions. If no one responds, randomly select students to share their answers. However, do not start with someone you know is currently bullied. Collect the worksheets to determine those you need to talk to about their experiences and feelings.
6. Pair students but don't pair students with those they bully. Distribute the poem handout "Speak Out" and ask students to read the instructions and to write another stanza to the poem.
7. Ask students to read aloud the poem "Speak Out" with the extra stanza they have written.
8. Review the major points of the lesson.

Journaling:

Ask students to address the following topic "Bullying Has Affected Me."

Go Further:

- Ask students to research examples of people who have experienced difficult times and could have given up but persevered.
- Frequently remind students of the benefits of expressing our feelings in writing and encourage them to keep a diary or to write in their journals.

Name: _____

Date: _____

Instructions: Answer the following questions. Please do not mention names.

MY EXPERIENCE WITH BULLYING

- **How were you bullied? What happened?** _____

- **Did your friends or other students see or hear it happen? If so, what did they do?** _____

- **If your friends saw or heard this happen to you again, what would you want them to do to help you?** _____

- **How did it make you feel as it was happening to you?** _____

- **How did you feel the next day?** _____

- **How did you try to stop the bullying?** _____

Name: _____

Date: _____

Instructions: Read the poem below about bullying and write another stanza for the poem. If you wish, practice writing on your own paper and then write your final draft on this worksheet

Speak Out

by
Jodie Rich

I once had a bully, but I knew what to do,
I told my mom, I told my teacher and the bully's bullying was through.

My friend once had a bully, I told her what to do,
"just tell your mom and tell your teacher, they'll always stick by you."

We both did beat our bullies, we both knew what to do,
just tell someone that you can trust and they'll help you.

LESSON C14

What Do I Need to Know about Cliques?

Learner Outcomes:

By the end of this lesson students will be able to:

explain what cliques are and why they exist.

identify characteristics of a clique leader and a true leader.

handle situations when being led by a clique leader to do something that is wrong.

Preparation and Materials:

- Copy the handout “Questions about Cliques” for each student.
- Copy the poem “My Gang” and the poem worksheet for each student.

Activities:

1. Review the previous lesson.
2. *Say*: “Today, I want us to take a look at *cliques*.”
3. *Ask*: “What is a *clique*?” Record answers on the board, chart paper or electronic whiteboard. (*Answer*: A term used to loosely define a particular group of friends, but more often to define a group that revolves around more than friendly fellowship.)
4. Divide the class into groups of three or four students. Try not to group students with those they bully. Distribute the handout “Questions about Cliques.” Ask the group leaders to following the instructions.
5. Ask each group leader to share their group’s responses to the questions.
6. Explain that cliques exist because everyone wants to have friends and wants to belong. Being part of a group makes you feel loved and accepted. However, there are differences between friendships and cliques.
7. Explain that friends accept you for who you are and respect what you believe in. Cliques have leaders and followers in the group.
8. Discuss “Why do you think some people form cliques instead of true friendships?”
9. While the students are still in groups, give each student the poem “My Gang” and a copy of the poem worksheet. Ask the group leaders to read and follow the instructions at the top of the worksheet. After each group has discussed their answers, randomly select students to share their

answers. Use the following answer key to guide your response to their answers. Then collect the worksheets.

Poem Worksheet Answer Key:

- Are there good cliques and bad cliques? If so, what is the difference?
- The bully is exerting pressure to have the reader join his/her clique. What advantages are there in joining a clique?
- Disadvantages? Would you join? What would happen if you decline?
- It is often hard to resist peer pressure. How do you judge when to “go along” with the gang and when not to?
- How do bullies feel about themselves? What arguments does the bully in the poem use to justify his behavior?

Discuss the following key messages and truths revealed in the poem.

- Bad cliques are very clever. Bad cliques often mistreat others. Students who belong to a clique will try to get you to join in on the bullying. They will offer protection, popularity and false friendships.
- Bad cliques often have leaders who encourage them to socially reject people or mistreat them in other ways. If members of the clique don’t unite and stand up to the leader, they will find themselves mistreating someone.
- Many cliques think teasing, spreading rumors, etc....is just a “right of passage” and that it is not a big deal. They don’t realize the long term consequences it can have on the victim of bullying.
- A bullied student may become physically sick. When someone is bullied they are stressed and worried all the time. This causes the body to become tense, the immune system to get weaker and for other physical problems to develop.

10. Review the major points of the lesson.

Journaling:

Not all cliques are bad, some are good cliques. Make a T-Chart in your journal. Title the T-Chart “Cliques.” Title the left side of the T-Chart “Good Clique” and describe the characteristics of a “Good Clique.” On the right side title the chart “Bad Clique” and describe the characteristics of a bad clique.

Go Further:

To learn more about cliques read *Cliques: 8 Steps to Help Your Child Survive the Social Jungle* by Charlene C. Giannetti and Margaret Sagarese (2001), Broadway Books, New York.

Groups Leader's Name: _____ Date: _____

Instructions for Group Leaders: Work with your group to answer the following questions.

Questions about Cliques

Why do we have cliques in our school? _____

What is the difference between a good clique and a bad clique? _____

What are some typical characteristics of a bad clique leader? _____

Are there typical characteristics of those who want to belong to a bad clique? _____
