

SAMPLE

# Bully Free® Lesson Plans

## -Fifth Grade-



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and PAM MATLOCK, M.A.

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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](http://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. Janet Caldwell, Principal of Murray Elementary 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. I would also like to thank Ms. Margaret Cook, Principal of North Calloway Elementary School, and her school's personnel for their tremendous insight and excellent contribution to the content of these lessons. Special acknowledgment and thanks are also due to Linda Beane for her proofreading and desktop publishing knowledge and skills.

# 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)*. This component indicates what students will learn and be able to do as a result of 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 fifth graders typically last fifteen to thirty 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 playground. 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 bullied students and the students who bully).
- 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 that 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](http://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](http://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](mailto: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 (Fifth Grade)

Teacher: \_\_\_\_\_

Lesson Plan Title		Date Completed	Notes
<b>Core Lesson Plans</b>			
Lesson C1	Are We a Welcoming Class?		
Lesson C2	What is Bullying?		
Lesson C3	What Does Physical Bullying Look Like?		
Lesson C4	What Does Verbal Bullying Look Like?		
Lesson C5	What Does “Guarding Your Tongue” Mean?		
Lesson C6	What Does Social Bullying Look Like?		
Lesson C7	What is Cyber Bullying? What Does It Look Like?		
Lesson C8	Do You Cyber Bully?		
Lesson C9	What Should I Do to Prevent and Stop Cyber Bullying?		
Lesson C10	What was My Behavior Like this Past Week?		
Lesson C11	Should I Report Bullying?		
Lesson C12	When and Where Does Bullying Occur in Our School?		
Lesson C13	What Should I Do When Someone Tries to Bully Me?		
Lesson C14	What Does “Guarding Your Heart” Mean?		
Lesson C15	What Should I Do as a Bystander? (Part 1)		
Lesson C16	What Should I Do as a Bystander? (Part 2)		
Lesson C17	What are Some Myths and Facts about Bullying?		
Lesson C18	What is a Bully Free Classroom?		
Lesson C19	What is a Bully Free Student Pledge?		
Lesson C20	Why Do Some Students Bully?		
Lesson C21	How was I Bullied this Past Week on School Property?		

Lesson Plan Title		Date Completed	Notes
Lesson C22	What are the Behavioral Expectations in the Bathroom?		
Lesson C23	What are the Behavioral Expectations in the Hallway?		
Lesson C24	What are the Behavioral Expectations in the Cafeteria?		
Lesson C25	Does Bullying Bruise People on the Inside?		
Lesson C26	Do Mean Words and Actions Punch Holes in Hearts?		
Lesson C27	What is Empathy and Why is it Important?		
Lesson C28	How Can We Spread the Golden Rule?		
Lesson C29	What Should I Do If I Hurt Someone?		
Lesson C30	Would You Rather Be an Onion Person or an Apple Person?		
Lesson C31	How Can I Manage My Anger?		
Lesson C32	Bully Free Projects: How Do We Go Forward?		
Lesson C33	How Are We Doing?		
<b>Supplemental Lesson Plans</b>			
Lesson S1	Do You Remember the Different Types of Bullying?		
Lesson S2	What are My Favorite Things?		
Lesson S3	Create a Class Directory or Scrapbook		
Lesson S4	How Can We Stop the Bully Machine?		
Lesson S5	How to Give Compliments		
Lesson S6	Examples of Compliments		
Lesson S7	Practice Giving Compliments		
Lesson S8	How to Accept a Compliment		
Lesson S9	Practice Giving and Receiving Compliments		
Lesson S10	How Can Conflict Be Resolved?		
Lesson S11	Behavioral Expectations While Walking to and from School		
Lesson S12	What is a Bully Free Bus?		

Lesson Plan Title		Date Completed	Notes
Lesson S13	What are the Behavioral Expectations on the Bus? (Part 1)		
Lesson S14	What are the Behavioral Expectations on the Bus? (Part 2)		
Lesson S15	What are the Behavioral Expectations in the School's Parking Lot?		
Lesson S16	What are the Behavioral Expectations in Front of, Behind or Between Buildings (Before and After School)?		
Lesson S17	What are the Behavioral Expectations in the Bike Parking Area?		
Lesson S18	What are the Behavioral Expectations When Arriving at School, Entering School and Waiting for School to Start?		
Lesson S19	What are the Behavioral Expectations in the Stairwell?		
Lesson S20	What are the Behavioral Expectations in the Locker Room?		
Lesson S21	What are the Behavioral Expectations in the Classroom?		
Lesson S22	What are the Behavioral Expectations in the Library?		
Lesson S23	What are the Behavioral Expectations on the Playground? (Part 1)		
Lesson S24	What are the Behavioral Expectations on the Playground? (Part 2)		
Lesson S25	What are the Behavioral Expectations During Assembly Programs?		
Lesson S26	What are the Behavioral Expectations During Dismissal?		
Lesson S27	What are the Behavioral Expectations While Waiting for the Bus (After School)?		
Lesson S28	Do You Want to Celebrate – Have a Party?		



## LESSON C3

# What Does Physical Bullying Look Like?

### Learner Outcomes:

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

discuss examples of physical bullying.

provide emotional support to students who are physically bullied.

describe the steps they should take when physically bullied.

describe the steps they should take as bystanders when someone is physically bullied.

### Preparation and Materials:

- Copy the handout “Physical Bullying” for each student. (*Note:* Add hurtful physical bullying behaviors you have seen fifth graders exhibit.)
- Copy the short story handout “The Blindfolds and the Bully” and the short story worksheet for each student.
- Copy the Parent Chat handout “What Does Physical Bullying Look Like” for each student to take home and discuss with their parents.
- Copy the worksheet “Self-Control” for each student.
- A small index card for each student.
- Write the following statements on the board, chart paper or electronic whiteboard:

- I am sorry that happened to you.
- It should not have happened to you.
- I hope it never happens again.

### Activities:

1. Review the previous lesson.
2. Distribute the handout “Physical Bullying.” Tell students that sometimes students hurt other students by using their bodies. As you discuss the examples, ask students to write a sentence about each word. Elicit more examples of physical bullying from the students.
3. Ask them to share times they have observed students doing these things. Remind them not to mention names.
4. Tell students you expect them to report to you or another adult when someone is physically bullied.

5. *Say:* “Tell me about a time you felt someone (no names) hurt your body or things repeatedly and on purpose.” Ask selected students to share what happened. After each student shares their experiences ask the class to repeat in unison the following statements as you point to them on the board, chart paper or electronic whiteboard.
- I am sorry that happened to you.
  - It should not have happened to you.
  - I hope it never happens again.
6. *Ask:* “What can you do when someone physically bullies you?” *Answer:*
- Be safe.
  - Say “Stop it!” with a serious/strong face and a strong but calm voice.
  - Walk off confidently and join others. Run off if you think you will be harmed. Show students how to look confident as they walk away (e.g., stand up straight and walk in a relaxed but energetic way with a smile on your face and your head up). Randomly select students to demonstrate how to walk off confidently.
  - Report the bullying to an adult. (This is not tattling.) Ask the adult to help you be safe.
  - Talk to an adult about how bullying makes you feel.
  - Try to stay away from the person who bullies you.
7. *Ask:* “What should you do if you see someone physically bullied?” *Answer:*
- Be safe as you try to help. Do not get between the two students.
  - Say “Stop it!” and ask the person to walk off with you and join others. (Ask the student to run off with you if you think you will be harmed.)
  - Report it to an adult.
  - Talk to adult and write about how watching the bullying made you feel.
  - Be kind to the person who is bullied.
  - Be a good example by treating others the way you want to be treated. Review the major points of the lesson.
8. Explain that sometimes bullying occurs in the school, in our home, in a friend’s house or somewhere in the neighborhood. Emphasize the importance of telling an adult, no matter where it happens.
9. Divide the class into groups of three or four students. Try not to group a student with those he bullies. Appoint a group leader for each group. Give each student the short story “The Blindfolds and the Bully” and the short story 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.

*Short Story Worksheet Answer Key:*

- What bullying did Carrie and Jerry experience? (*Answer:* Physical-hands tied, blindfolded. Social-Joe said he was going to tell a lie about them).
- What did Jerry do to let Joe know what he was doing was wrong? (*Answer:* He stated a fact, “Joe, you’re a bully.”)

- What did Carrie do to let Joe know what he was doing was wrong? (*Answer:* She stated the facts, “Joe, you’re going to get in trouble. They’re going to let us play once they find out you blindfolded us.”)
- Do you feel Joe’s father acted appropriately? Please explain your answer. (*Answer:* Yes)

Discuss the following key messages and truths revealed in the short story.

- Don’t go anywhere with the student who bullies. Jerry and Carrie knew that Joe was a bully. They should have not followed him that far away from the others.
  - Keep an eye on students who bully. Sue knew Joe was a bully so she followed him, Carrie and Jerry up the stairs.
  - Parents play a big role in helping stop bullies. Joe’s father was very upset that Joe was bullying and he was disciplined for his bullying behavior.
  - Parent’s that know the Golden Rule help stop bullying. Joe’s father believed in the Golden Rule and applied it in their home.
  - Bullies can be very creative. Joe went to much trouble to get Carrie and Jerry upstairs, tied up and blindfolded.
  - Bullies can plan things in advance. Joe had this planned. He had to have a blindfold and some rope ready for his plan to work.
10. Distribute the worksheet “Self-Control” and the index cards. Read the instructions, write examples on the board of things they could write and demonstrate how they should tally items on a card. Circulate about the room and examine the worksheets and cards. Collect the worksheets.
11. Review the major points of the lesson.

### **Journaling:**

- Ask students to write how they would react if they saw a student being physically bullied by another student; even if they didn’t know the person being bullied.
- Ask students to write about what they would do if someone pushed them down and laughed.

### **Parent Chat:**

Ask students to take home the Parent Chat handout “What Does Physical Bullying Look Like?” and discuss it with their parents.

### **Go Further:**

- After you collect the short story worksheets, examine them to identify issues you may need to discuss with specific students.
- Occasionally, throughout the year, consider asking if anyone has recently been bullied. As students share stories, ask them to repeat after you the following:
  - I am sorry that happened to you.

- It should not have happened to you.
- I hope it never happens again.
- Continue using the self-control index card activity with students who have behaviors that need to be eliminated or increased.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Write a sentence about each word on the line provided after each word. Write additional examples of bullying on the blank lines.

## Physical Bullying

• Hitting - \_\_\_\_\_.

• Kicking - \_\_\_\_\_.

• Tripping - \_\_\_\_\_.

• Pinching - \_\_\_\_\_.

• Pushing - \_\_\_\_\_.

• Stepping on someone's heels - \_\_\_\_\_.

• \_\_\_\_\_.

• \_\_\_\_\_.

• \_\_\_\_\_.

## Short Story

### **The Blindfolds and the Bully**

by Jeffrey Zare and Allan Beane, Ph.D.

For St. Patrick's day, Carrie and her twin, Jerry, went to a party at the house of the Callahan family. Jerry and Carrie were friends with the Callahans. Several children were at the party. They first had lunch. After lunch, some of the children did not help clean up the mess in the kitchen.

So Mrs. Callahan announced, "In fifteen minutes we will all play a game. I have a shamrock hidden somewhere in the back yard. Whoever finds it will get a prize. However, I will not let anyone play the game who hasn't helped me clean up the kitchen."

Then Joe, a bully, came up to the twins and said, "I've got something awesome to show you. Come follow me." So the twins followed him. He took them upstairs. He then took them through several rooms.

Then Joe said, "I have a surprise for you. I can't let you see it and I can't let you touch it. So, I need to put a blindfold on you and tie your hands behind your back. You'll love this surprise. No peeking or it won't be a surprise." Jerry and Carrie closed their eyes. Then Joe took some blindfolds and put them on both of the twins and tied their hands behind them. Then Joe started to laugh, "Now, you can't find your way downstairs. You can't see anything. You won't be able to play outside with us because you didn't help clean up the kitchen."

Carrie said, "Joe, you're going to get in trouble. They're going to let us play once they find out that you blindfolded us."

Jerry said, "Joe, you're a bully."

Joe, with a smirk on his face, said, "That's only if the Callanhan's believe you. They won't know whether to believe you or me." Then Joe ran quickly down the stairs.

As Joe left the room he shut the door behind him.

Jerry and Carrie shouted, "Help!! Will someone please help us?" But the music playing downstairs was too loud for anyone to hear them.

Carrie said, "They can't hear us very well because of all the noise downstairs."

Jerry commented, "They can't hear us but we can't see anything. We can't even walk without possibly stepping on something and falling down."

However, Sue, a girl about the age of the twins, had followed behind Joe and the twins upstairs because she knew Joe was a bully and she wanted to see what he was up to. When she saw Joe blindfold the twins, Sue quietly hid in another room. Joe never noticed Sue.

When Joe left the room and went down stairs, Sue came out and opened the door to the room and said, "Carrie, don't worry. It's me, Sue. I'll help you." Sue untied their hands and helped them take off the blindfolds.

Carrie exclaimed, "Thank you, Sue!"

Then Sue said, "Oops, I haven't cleaned up my lunch yet, either." Sue quickly dashed out of the room.

Carrie and Jerry both ran down the stairs and cleaned up the mess they made at lunch, just in time for the game.

Carrie found the shamrock and won some candy. She shared the candy with Jerry and Sue.

Later that night, Joe's father overheard Joe bragging to his older brother about what he did to Carrie and Jerry. So, Joe got grounded for a week by his father and his father made Joe go to the twin's house with him and apologize to the twins and their parents.

Joe's father said Joe will not bother them anymore and if he did he wanted Carrie and Jerry to tell their parents, then they could call him.

Jerry and Carrie were thankful they had Sue for a friend and they were thankful that Joe had a father who believed in the Golden Rule – treat others the way you want to be treated. He also loved Joe, so he disciplined him. He knows that Joe would not grow up and be happy and people around him would not be happy if he continued to bully people.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for Group Leader:** Each student in your group should have a copy of the short story and this worksheet. Ask them to write their name and date on the worksheet. Ask each student to silently read the short story and to write their answers to the questions on this worksheet. Discuss with your group their answers. Everyone in your group should share their answers and take part in the discussion.

## Short Story Worksheet

### The Blindfolds and the Bully

What bullying did Carrie and Jerry experience? \_\_\_\_\_

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What did Jerry do to let Joe know what he was doing was wrong? \_\_\_\_\_

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What did Carrie do to let Joe know what he was doing was wrong? \_\_\_\_\_

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Do you feel Joe's father acted appropriately? Please explain your answer. (*Answer: Yes*) \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Today's lesson reminded us of a few things we should do and should not do to have a bully free classroom and school. On the lines below and on the index card provided by your teacher, write one thing you want to stop doing and one thing you want to do. Write your name on the back of the index card. Keep this card with you for a week. During the next week, each time you do one of the things listed on the card, make a tally mark beside it. Be prepared to show your card to your teacher at the end of the week. Give this worksheet to your teacher.

## Self-Control

I want to *stop doing* this: \_\_\_\_\_

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I want *to do* this: \_\_\_\_\_

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## Parent Chat

### What Does Physical Bullying Look Like?

**Dear Parent or Guardian:** Today we discussed physical bullying. Complete the following items with your child. After discussing each item, ask your child to check its corresponding box. Please include the requested signatures and return the signed form to me the following school day. Thank you!

- Ask your child to define physical bullying. (*Answer:* hurting someone's body persistently and on purpose). Review the following examples with your child and then share examples of physical bullying you experienced or witnessed when you were in school.

#### Examples of Physical Bullying Behaviors

- Hitting
- Kicking
- Tripping
- Pinching
- Pushing
- Stepping on someone's heels

- Ask your child to tell you about physical bullying he/she has experienced or seen.
- Share with your child examples of physical bullying you have experienced or witnessed as an adult.

X \_\_\_\_\_

Student Signature

X \_\_\_\_\_

Parent/Guardian Signature

# LESSON C16

## What Should I Do as a Bystander? (Part 2)

### Learner Outcome:

By the end of this lesson students will be able to make appropriate responses to bullying as an “empowered bystander.”

### Preparation and Materials:

- Copy the four handouts “What Should Be the Response?” There are four separate role-playing handouts: physical bullying, verbal bullying, social bullying and cyber bullying. After you divide your class into four groups (one focusing on physical bullying, one on verbal bullying, one on social bullying and one on cyber bullying), determine how many copies of each handout you need to make in order to give each student one of the four handouts.
- Copy the worksheet “Bully Free Reflection Sheet” for each student.

### Activities:

1. Review the previous lesson.
2. Tell students that today you want to discuss their responsibility as a bystander and you want to discuss the role of students when they are bullied. Also explain that adults also have an important role to play when they see or hear bullying.
3. Divide the class into four groups. Try not to group a student with those he bullies. Give students in each group one of the handouts “What Should Be the Response?” One group should be given a situation depicting physical bullying, another group given a situation depicting verbal bullying, another group social bullying and the last group given the cyber bullying situation. Ask the groups to follow the instructions.
4. Ask each group to role-play their assigned situations. Discuss each situation and correct students when their solutions and comments are not appropriate. Offer additional solutions to the bullying situations.
5. Review major points of the lesson.
6. Distribute the worksheet “Bully Free Reflection Sheet” and ask students to answer the questions. Randomly select students to share their answers. Collect the reflection sheets.

# What Should Be the Response?

## Role-Play #1 - Physical Bullying

**Instructions:** Before you read the bullying situations described below and complete the following tasks, keep in mind that it has already been established that the bullied student is bullied again and again, not just occasional, friendly teasing. Therefore, the inappropriate behavior you read about is one incident in a pattern of repeated bullying.

- You will role-play the situation described below. You may add content (background information) to make the event seem real. For example, you could include background information about the students involved. You will role-play the situation twice in front of the class. The first time the role-playing will illustrate the wrong way the bullied students, bystanders (those watching) and followers (those who encourage and/or join in on the bullying) should respond. The second role-playing should illustrate appropriate responses made by the bullied student, the bystanders and the followers.
- Select someone in your group to serve as the group's facilitator. This individual's role is to keep your group focused on completing the following tasks in the time allocated.
- Determine the grade levels of all the individuals involved and the fictitious name of the school.
- Determine the role each person in your group will play (the student who bullies, the student who is bullied, follower(s) and the bystander(s)).
- Determine how the student who is bullied will respond in both role-playing situations.
- Determine how the bystanders (those observing the situation) should respond.
  - What should the bystanders do?
  - What should the bystanders say to the student who bullies?
  - What should the bystanders say to the followers?
  - What should the bystanders say to the bullied student to provide emotional support?
  - What additional action should be taken by the student who is bullied and bystanders?
  - What recommendations should the bystanders give the bullied student?
- Take your group to the front of the room and describe the bullying situation. Describe to the audience the grade levels of the students, fictitious name of the school, the location of the bullying event, the type of bullying depicted (physical, verbal, social/relational or cyber bullying) and who is playing the various roles (the bullied students, the student(s) who bullies, the followers and the bystanders).

### Physical Bullying

**Bullying Situation:** You see Lauren approaching. Lori, who is older and bigger than Lauren, approaches Lauren with two other girls. Lori then slams Lauren with her shoulder. Lauren staggers backward and almost falls. Lori says sarcastically, "Oh, excuse me, Ms. Clumsy." Lauren's face expresses humiliation. The two girls with Lori laugh. The other students watching do nothing but smile.

# What Should Be the Response?

## Role-Play #2 - Verbal Bullying

**Instructions:** Before you read the bullying situations described below and complete the following tasks, keep in mind that it has already been established that the bullied student is bullied repeatedly, not just occasional, friendly teasing. Therefore, the inappropriate behavior you read about is one incident in a pattern of repeated bullying.

- You will role-play the situation described below. You may add content (background information) to make the event seem real. For example, you could include background information about the students involved. You will role-play the situation twice in front of the class. The first time the role-playing will illustrate the wrong way the bullied students, bystanders (those watching) and followers (those who encourage and/or join in on the bullying) should respond. The second role-playing should illustrate appropriate responses made by the bullied student, the bystanders and the followers.
- Select someone in your group to serve as the group's facilitator. This individual's role is to keep your group focused on completing the following tasks in the time allocated.
- Determine the grade levels of all the individuals involved and the fictitious name of the school.
- Determine the role each person in your group will play (the student who bullies, the student who is bullied, follower(s) and the bystander(s)).
- Determine how the student who is bullied will respond in both role-playing situations.
- Determine how the bystanders (those observing the situation) should respond.
  - What should the bystanders do?
  - What should the bystanders say to the student who bullies?
  - What should the bystanders say to the followers?
  - What should the bystanders say to the bullied student to provide emotional support?
  - What additional action should be taken by the student who is bullied and bystanders?
  - What recommendations should the bystanders give the bullied student?
- Take your group to the front of the room and describe the bullying situation. Describe to the audience the grade levels of the students, fictitious name of the school, the location of the bullying event, the type of bullying depicted (physical, verbal, social/relational or cyber bullying) and who is playing the various roles (the bullied students, the student(s) who bullies, the followers and the bystanders).

### Verbal Bullying

**Bullying Situation:** Jacob's parents are poor. He has five brothers and sisters. His mother tires to support the family by working at the Seven-Eleven Store and his father is in prison. During lunch you see Mark making fun of Jacob's clothes and the fact that he smells. You hear Mark call him "dirt man." Mark's friends snicker and in unison call Jacob "Dirt man." The other students frown but say nothing. Jacob looks sad and hurt. He walks off with his head down.

# What Should Be the Response?

## Role-Play #3 - Social Bullying

**Instructions:** Before you read the bullying situations described below and complete the following tasks, keep in mind that it has already been established that the bullied student is bullied repeatedly, not just occasional, friendly teasing. Therefore, the inappropriate behavior you read about is one incident in a pattern of repeated bullying.

- You will role-play the situation described below. You may add content (background information) to make the event seem real. For example, you could include background information about the students involved. You will role-play the situation twice in front of the class. The first time the role-playing will illustrate the wrong way the bullied students, bystanders (those watching) and followers (those who encourage and/or join in on the bullying) should respond. The second role-playing should illustrate appropriate responses made by the bullied student, the bystanders and the followers.
- Select someone in your group to serve as the group's facilitator. This individual's role is to keep your group focused on completing the following tasks in the time allocated.
- Determine the grade levels of all the individuals involved and the fictitious name of the school.
- Determine the role each person in your group will play (the student who bullies, the student who is bullied, follower(s) and the bystander(s)).
- Determine how the student who is bullied will respond in both role-playing situations.
- Determine how the bystanders (those observing the situation) should respond.
  - What should the bystanders do?
  - What should the bystanders say to the student who bullies?
  - What should the bystanders say to the followers?
  - What should the bystanders say to the bullied student to provide emotional support?
  - What additional action should be taken by the student who is bullied and bystanders?
  - What recommendations should the bystanders give the bullied student?
- Take your group to the front of the room and describe the bullying situation. Describe to the audience the grade levels of the students, fictitious name of the school, the location of the bullying event, the type of bullying depicted (physical, verbal, social/relational or cyber bullying) and who is playing the various roles (the bullied students, the student(s) who bullies, the followers and the bystanders).

### Social/Relational Bullying

**Bullying Situation:** A group of boys are standing in the hall discussing plans for a camping trip the next weekend. Jim, who has been bullied for years, walks down the hall and tries to join the group. Jim knows they are going camping and wants to go with them. But, he knows he has to be invited. Joe, the bully, looks at Jim and says, "What do you want? Take a hike." Everyone laughs. Jim looks sad and hurt. He walks off with his head down.

# What Should Be the Response?

## Role-Play #4 – Cyber Bullying

**Instructions:** Before you read the bullying situations described below and complete the following tasks, keep in mind that it has already been established that the bullied student is bullied repeatedly, not just occasional, friendly teasing. Therefore, the inappropriate behavior you read about is one incident in a pattern of repeated bullying.

- You will role-play the situation described below. You may add content (background information) to make the event seem real. For example, you could include background information about the students involved. You will role-play the situation twice in front of the class. The first time the role-playing will illustrate the wrong way the bullied students, bystanders (those watching) and followers (those who encourage and/or join in on the bullying) should respond. The second role-playing should illustrate appropriate responses made by the bullied student, the bystanders and the followers.
- Select someone in your group to serve as the group’s facilitator. This individual’s role is to keep your group focused on completing the following tasks in the time allocated.
- Determine the grade levels of all the individuals involved and the fictitious name of the school.
- Determine the role each person in your group will play (the student who bullies, the student who is bullied, follower(s) and the bystander(s)).
- Determine how the student who is bullied will respond in both role-playing situations.
- Determine how the bystanders (those observing the situation) should respond.
  - What should the bystanders do?
  - What should the bystanders say to the student who bullies?
  - What should the bystanders say to the followers?
  - What should the bystanders say to the bullied student to provide emotional support?
  - What additional action should be taken by the student who is bullied and bystanders?
  - What recommendations should the bystanders give the bullied student?
- Take your group to the front of the room and describe the bullying situation. Describe to the audience the grade levels of the students, fictitious name of the school, the location of the bullying event, the type of bullying depicted (physical, verbal, social/relational or cyber bullying) and who is playing the various roles (the bullied students, the student(s) who bullies, the followers and the bystanders).

### Cyber Bullying

**Bullying Situation:** Sofia and Makayla are friends. They often tell each other their secrets. They know each other’s screen name and passwords. Makayla gets mad at Sofia because Sofia told her to stop bossing her around. So, Makayla uses Sofia’s log-in information to send nasty messages under Sofia’s screen name. The next day at school Sofia confronts Makayla in the cafeteria and Makayla admits what she has been doing. It appears that Makayla may hit Sofia. Sofia appears afraid and starts to cry.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Answer the following questions as they relate to today's Bully Free Lesson.

**Bully Free Reflection Sheet**

What are some things you've learned from this lesson? \_\_\_\_\_

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What are some things you plan to do differently because of this lesson? \_\_\_\_\_

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## Allan L. Beane, Ph.D. and Linda Beane

**Allan L. Beane, Ph.D.**, is an internationally recognized author, speaker and expert on bullying. He has over 36 years experience in education, which includes teaching special education, teaching regular education, serving as Director of a School Safety Center and serving as vice president of a university. He has served as an expert in criminal cases and as a consultant in lawsuits involving bullying. He has also made numerous television appearances.

Dr. Beane's son was bullied in seventh grade and high school. Bullying contributed to his son's untimely death at the age of 23. His son's life inspired him to write his first book, *The Bully Free Classroom*, and other books about bullying. His first book is in several languages. Schools and districts all over the United States have adopted his Bully Free Program.

As a dynamic and highly sought-after speaker in the United States and other countries, Dr. Beane presents keynote addresses, presentations and workshops for school districts, organizations, colleges, students and parents. His down-to-earth speaking style, inspirational stories and practical strategies appeal to audiences everywhere.

**Linda Beane** has over 20 years of experience in educational settings. She is the co-author of several anti-bullying books included in the Bully Free Program. Also a mother and grandmother, Linda has been widely recognized for her support of children and her responsiveness to their needs.

Allan and Linda operate Bully Free Systems, a company dedicated to preventing and stopping bullying. Since the death of their son Curtis, in whose death bullying played a part, they have devoted their lives to creating safe and supportive learning environments where all students can have a sense of belonging and acceptance. For information on speaking, training and workshop opportunities, visit [www.bullyfree.com](http://www.bullyfree.com).



## **Pam Durbin Matlock, M.A.**

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**Pam Durbin Matlock** began teaching special education in 1975. Her experience includes teaching in a self-contained classroom and resource programs. She has twelve years of experience as a consultant-collaboration instructor. She retired in 2002 from Paducah Independent School District and accepted a position as an instructor at Murray State University in the Adolescent, Career and Special Education Department. She has served as a lecturer, as well as Education Coordinator of the Murray State University Off-Campus Site in Paducah, Kentucky. Pam is an advocate for students who struggle with problems and is passionate about promoting the bully free program.

She completed her Bachelor of Science Degree in Special Education from Western Kentucky University, Masters in Learning Disabilities and Rank I Program in Psychometry from Murray State University.

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