

SAMPLE

Bully Free® Lesson Plans

-High School Junior-



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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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TABLE OF CONTENTS

	Page
Preface	4
Dedication	5
Acknowledgments	5
Introduction	6
Lesson Plan Record Chart	8

Core Bully Free Lesson Plans - Junior Year

Lesson C1	Defining Bullying.....	10
Lesson C2	Examples of Bullying.....	13
Lesson C3	What is Cyber Bullying?	17
Lesson C4	What Does Cyber Bullying Look Like?.....	20
Lesson C5	Do You Cyber Bully?.....	23
Lesson C6	How to Prevent and Stop Cyber Bullying	25
Lesson C7	My Behavior this Past Week	28
Lesson C8	Why Bullying Must Stop.....	31
Lesson C9	Retaliation is NOT the Answer.....	33
Lesson C10	When to Report and When Not to Report Mistreatment.....	35
Lesson C11	Community, Unity and a Bully Free School.....	37
Lesson C12	Social Action and Bullying Prevention	40
Lesson C13	Passive, Assertive or Aggressive Statements?.....	42
Lesson C14	Types of Bystanders	45
Lesson C15	Courageous and Brave Bystanders.....	47
Lesson C16	Assertiveness Skills for Bullied Students and Empowered Bystanders.....	49
Lesson C17	Bystanders (Part 1 – Compassion and Concern for Others).....	52
Lesson C18	Creating Positive Memories.....	55
Lesson C19	Betrayed.....	57
Lesson C20	Regret and Bullying Prevention.....	59
Lesson C21	Bystanders (Part 2 – A Willingness to Help Students Who are Bullied)	61
Lesson C22	In My Opinion, My Peers	63
Lesson C23	How Empowered am I as a Bystander?.....	65
Lesson C24	Philanthropy and Bullying Prevention	68
Lesson C25	Good Student Leaders Prevent and Stop Bullying.....	71
Lesson C26	Altruism and Bullying Prevention	73
Lesson C27	Peace.....	75
Lesson C28	Human Rights and Bullying	78

Lesson C29	Review and Application	79
Supplemental Bully Free Lesson Plans - Junior Year		
Lesson S1	Practicing Your Role as an Empowered Bystander (Part 1).....	81
Lesson S2	More Practice as an Empowered Bystander (Part 2 – Helping the Physically Bullied)	83
Lesson S3	More Practice as an Empowered Bystander (Part 3 – Helping the Verbally Bullied)	86
Lesson S4	More Practice as an Empowered Bystander (Part 4 – Helping the Socially Bullied)	89
Lesson S5	More Practice as an Empowered Bystander (Part 5 – Helping the Cyber Bullied)	92
References		95
About the Authors		97

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 School System, personnel of the Murray Independent School System and Ms. Teresa Speed, Principal of Murray High School and the Murray High School Faculty. 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

Bullying can be found in every school and classroom, preschool through high school. Therefore, to prevent and reduce bullying, a systematic effort must be made in each school and there must also be a school system-wide commitment. Adults denying that bullying exists or ignoring bullying is one of the worst things that can happen to a student and a school. When adults get involved, seek to prevent bullying and consistently respond to it and harness the energy of their students, much of the bullying can be prevented, reduced or stopped. To adequately attack the problem of bullying, schools need to implement numerous school-wide and classroom strategies and a curriculum. This book focuses on the curriculum and classroom strategies.

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 a peaceful and caring classroom and school in which 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

Since teachers are asked to teach at least one lesson each week, 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 to target specific problem areas. Since the lesson plans are very interactive, during the field testing of the lesson plans it was discovered that the time required to teach the lessons varied from one teacher and class to another. However, you can assume they are 15 to 20 minutes in length.

Description of Lesson Components and Elements

Almost every lesson has three or more of the following components: Learner Outcome(s); Preparation and Materials; Activities; Journaling; and Go Further. These components and elements are described below.

Learner Outcome(s). This component indicates what students will learn and be able to do as a result of the lesson.

Preparation and Materials. For each lesson segment, there is a list of materials and supplies needed to prepare for and implement the lesson plan. In most cases these resources are included with the lesson plan. Included are instructions for preparing each lesson. Sometimes this includes

gathering certain materials while other times it may require the teacher to copy and study the handouts and prepare to discuss the items listed.

Activities. This section of the lesson plan includes a variety of activities that are teacher directed as well as student led. Each lesson includes a variety of brief age-appropriate activities based on effective teaching and learning principles.

Journaling. Each student is required to have a journal (3-ring binder with 8 ½” x 11” lined notebook paper). Some of the lessons require students to write in their journals during the lesson and/or to complete writing assignments as follow-up activities. Handouts are often distributed and students are sometimes asked to place these in their journals. Punch three holes in worksheets and handouts for placement in journals of students. Students should bring their journals to each class meeting. When time does not permit writing during class, the journal writing can be considered homework. Occasionally collect the journals to see if students are completing their writing assignments and are placing the handouts and worksheets in their journals. You will also learn a lot about students and their life in school by reading their journals.

Go Further. Some lessons include notes to you. Most of the time this includes additional information and/or resources that support your teaching or to extend learning. Sometimes homework is included.

Importance of Terminology

You will notice an effort in the lesson plans to avoid the terms or labels *victim* and *bully*. 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.

Professional Development and Presentations to Students and Parents

To support 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.

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

Grade Level: _____ Teacher: _____

Lesson Number	Title of Lesson Plan	Check When Completed	Notes
Core Bully Free Lesson Plans			
Lesson C1	Defining Bullying		
Lesson C2	Examples of Bullying		
Lesson C3	What is Cyber Bullying?		
Lesson C4	What Does Cyber Bullying Look Like?		
Lesson C5	Do You Cyber Bully?		
Lesson C6	How to Prevent and Stop Cyber Bullying		
Lesson C7	My Behavior this Past Week		
Lesson C8	Why Bullying Must Stop		
Lesson C9	Retaliation is NOT the Answer		
Lesson C10	When to Report and When Not to Report Mistreatment		
Lesson C11	Community, Unity and a Bully Free School		
Lesson C12	Social Action and Bullying Prevention		
Lesson C13	Passive, Assertive or Aggressive Statements?		
Lesson C14	Types of Bystanders		
Lesson C15	Courageous and Brave Bystanders		
Lesson C16	Assertiveness Skills for Bullied Students and Empowered Bystanders		
Lesson C17	Bystanders (Part 1 – Compassion and Concern for Others)		
Lesson C18	Creating Positive Memories		
Lesson C19	Betrayed		
Lesson C20	Regret and Bullying Prevention		

Lesson Number	Title of Lesson Plan	Check When Completed	Notes
Lesson C21	Bystanders (Part 2 – A Willingness to Help Students Who are Bullied)		
Lesson C22	In My Opinion, My Peers		
Lesson C23	How Empowered am I as a Bystander?		
Lesson C24	Philanthropy and Bullying Prevention		
Lesson C25	Good Student Leaders Prevent and Stop Bullying		
Lesson C26	Altruism and Bullying Prevention		
Lesson C27	Peace		
Lesson C28	Human Rights and Bullying		
Lesson C29	Review and Application		
Supplemental Bully Free Lesson Plans			
Lesson S1	Practicing Your Role as an Empowered Bystander (Part 1)		
Lesson S2	More Practice as an Empowered Bystander (Part 2 – Helping the Physically Bullied)		
Lesson S3	More Practice as an Empowered Bystander (Part 3 – Helping the Verbally Bullied)		
Lesson S4	More Practice as an Empowered Bystander (Part 4 – Helping the Socially Bullied)		
Lesson S5	More Practice as an Empowered Bystander (Part 5 – Helping the Cyber bullied)		

LESSON C15

Courageous and Brave Bystanders

Learner Outcome:

By the end of this lesson students will be able to discuss the importance of being courageous and brave bystanders in bullying situations.

Preparation and Materials:

- Copy the handout “Quotes about Courage and Bravery” and cut apart the quotes so one quote can be given to each group.
- Chart paper and a marker or electronic whiteboard

Activities:

1. Review the previous lesson.
2. *Say*: “Today we will be talking about being a voice of courage and bravery when you see bullying.”
3. *Ask*: “How would you define *bravery*?” Record the responses of students on the board, chart paper or electronic whiteboard.
4. Read aloud the following definition of *bravery*:

“*Bravery* means to encounter with courage and fortitude or without being moved; to defy; to dare; the quality of being brave; courage; undaunted spirit, gallantry; valor; heroism.”

5. *Say*: “So, being brave and being courageous are the same.”
6. Divide the students into five groups and assign one quote about *courage* and *bravery* to each group. Try not to group a student with those he bullies. Ask each group to discuss how their quote relates to being courageous and brave bystanders in bullying situations. Ask each group to appoint a spokesperson.
7. Ask each group’s spokesperson to read aloud the assigned quote and share the thoughts of the group.
8. Review the major points of the lesson.

Instructions: Copy and cut on the dashed lines. Give one quote to each group.

Quotes about Courage and Bravery

"Standing up for what you believe in; courage. The bravest thing you can do when you are not brave is to profess courage and act accordingly." (Corra Harris)

"The opposite of bravery is not cowardice but conformity."
(Robert Anthony)

"Courage is not the absence of fear, but rather the judgment that something else is more important than fear."
(Ambrose Redmoon)

"Bravery is being the only one who knows you're afraid."
(Franklin P. Jones)

"It is curious that physical courage should be so common in the world and moral courage so rare."
(Mark Twain)

LESSON C16

Assertiveness Skills for Bullied Students and Empowered Bystanders

Learner Outcome:

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

discuss assertiveness skills they can use when they are bullied.

discuss assertiveness skills they can use to encourage, support and defend those who are bullied.

Preparation and Materials:

- Copy the handout “Assertiveness Skills for Bullied Students” for each student.
- Copy the handout “Assertiveness Skills for Empowered Bystanders” for each student.

Activities:

1. Review the previous lesson.
2. Tell students you wish to discuss specific ways they can be assertive, as a student who is bullied and as an empowered bystander.
3. Distribute and discuss the handout “Assertiveness Skills for Bullied Students.”
4. Distribute the handout “Assertiveness Skills for Empowered Bystanders.” Ask students to place a check mark beside those they feel would be most effective and a star beside those they feel would be least effective. Randomly select students to share their choices.
5. Review the major points of the lesson.

Journaling:

Ask students to reflect on the lesson and to write a paragraph regarding their thoughts and feelings.

Assertive Strategies for Bullied Students

Note: Use the following information only with the recommendation of your teacher or counselor and your parents. These strategies should also be used with other strategies to keep you safe.

General Strategies:

- Look confident (assertive body language) by standing tall and holding your head up.
- Don't cry and run off. Instead move closer, turn sideways, and have non-threatening eye contact.
- Keep your facial expressions neutral. Don't look sad and don't look angry.
- Hold your arms beside your body. Don't hold your arms up like you want to fight.
- Make your assertive comment and then walk off confidently.

Specific Strategies:

- Make an assertive statement: Say "Stop it!" with a serious face and a serious but calm voice. Don't whine. Say "This is a waste of my time. I'm out of here." (walk off confidently) Or make some other appropriate comment.
- Fogging—(admit the characteristic) soft verbal comebacks. For example, "Allan, you sure are fat." You could say, "You're right, I need to lose weight." (walk off confidently)
- Admit the obvious—point out that the bully sees the obvious— "Wow! He noticed I have big ears." (walk off confidently)
- Broken record — repeat "What did you say?" or "That's your opinion." or "So." (Then, walk off confidently)
- Confront bully concerning his/her spreading lies/rumors. (walk off confidently.)
- Expose the ignorance of the student who bullies you. For example, if he is bullying you because of your medical problem or disability, tell him the facts about it. (walk off confidently)
- Give permission to tease— "Well, it's okay to say what you want. It doesn't bother me." (walk off confidently.)
- Use sense of humor (do not make the bully feel like he/she is being laughed at). For example, if the bully says, "You sure do have big ears." You could say, "I know, sometimes I feel like I am an elephant." (walk off confidently)
- Make an asset of characteristic. For example, one boy was teased because he lost his hair because of cancer treatments. He said, "Well, I guess Michael Jordan and I are alike, we both don't have much hair." (walked off confidently)
- Throw something and run when you are at risk of being hurt or you are in danger.

Assertiveness Skills for Empowered Bystanders

Note: Use the following information only with the recommendation of your teacher or counselor and your parents. These strategies should also be used with other strategies to keep you safe.

General Strategies:

- Look confident (assertive body language) by standing tall, with your shoulders back
- Move closer to the bully, beside the victim, turn sideways, and give the bully non-threatening eye contact
- Keep your facial expressions neutral
- Keep your arms beside your body
- Make your stand then leave the situation

Specific Strategies:

- Make assertive statements for the victim: Say “Stop it!” with a serious face and serious but calm voice. Don’t whine. Or say “This is a waste of Bobby’s time and my time. Come with me Bobby.” (walk off confidently with Bobby) Or make some other appropriate comment.
- Use “Fogging.” For example, admit that you also have the characteristic the bully is using to tease someone): “You know, Bobby and I both need to lose weight. Come with me Bobby.” (walk off confidently with Bobby)
- Exhaust the topic (repeated questioning about putdown). For example, “How many people do you know that are fat?” “How overweight do you have to be to be fat?” “How long do you have to be overweight to be fat?” “Come with me Bobby.” (walk off confidently with Bobby)
- Broken record — repeat: “What did you say?” or “That’s your opinion.” or “So.” “Come with me Bobby.” (walk off confidently with Bobby)
- Confront the bully concerning his/her spreading rumors and lies about someone. Refuse to spread the lies and demand that the rumors/stop.
- Expose the ignorance of the bully when he/she is teasing someone because of their disability or medical problem. Reveal the facts. Then ask the victim of bullying to walk off with you. (walk off confidently with Bobby)
- Give the bully permission to tease: “Well, it’s okay to say what you want. It doesn’t bother Bobby and it doesn’t bother me. Come with me Bobby.” (walk off confidently with Bobby)
- Take on the characteristic used to tease someone and use a sense of humor: “You know Bobby and I both have big ears, sometimes we feel like elephants. Don’t we Bobby?” or “You know, Bobby and I both are pretty stupid. Come with me Bobby.” (walk off confidently with Bobby)
- Make an asset of the characteristic used to tease someone: “Well, I guess _____ (a famous popular person) and Bobby look alike, they both don’t have a lot of hair. I wish I looked like Bobby. Hey Bobby, come with me.” (walk off confidently with Bobby)

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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.



Pam Durbin Matlock, M.A.

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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