

SAMPLE

# Bully Free® Lesson Plans

## -High School Freshman-



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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 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 the 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 a school-wide curriculum and numerous classroom strategies. 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 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

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](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).

## **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	Lesson Title	Check When Completed	Notes
<b>Core Bully Free Lesson Plans</b>			
Lesson C1	Defining Bullying		
Lesson C2	Examples of Bullying		
Lesson C3	Bullying and Stereotyping		
Lesson C4	Bullying and Prejudice		
Lesson C5	The Difference Between Male and Female Bullying		
Lesson C6	When and Where Bullying Occurs		
Lesson C7	What is Cyber Bullying?		
Lesson C8	What Does Cyber Bullying Look Like?		
Lesson C9	Do You Cyber Bully?		
Lesson C10	How to Prevent and Stop Cyber Bullying		
Lesson C11	Why Bullying Must Stop		
Lesson C12	Community, Unity and a Bully Free School		
Lesson C13	Am I Willing to Report Bullying?		
Lesson C14	My Behavior Like this Past Week		
Lesson C15	What Should You Do When You are Bullied? (Part 1 – Some Do's and Don'ts)		
Lesson C16	What Should You Do When You are Bullied? (Part 2 – Assert Formula)		
Lesson C17	What Should You Do When You are Bullied? (Part 3 – More Strategies)		
Lesson C18	Bullying and Fear		
Lesson C19	Bullying and Bitterness		
Lesson C20	Bully and Hate		
Lesson C21	Retaliation is N OT the Answer		
Lesson C22	Types of Bystanders		

<b>Lesson Number</b>	<b>Lesson Title</b>	<b>Check When Completed</b>	<b>Notes</b>
Lesson C23	Bystanders (Part 1 – Compassion and Concern for Others)		
Lesson C24	Creating Positive Memories		
Lesson C25	Betrayed		
Lesson C26	Regret and Bullying Prevention		
Lesson C27	Bystanders (Part 2 – A Willingness to Help Students Who are Bullied)		
Lesson C28	In My Opinion, My Peers		
Lesson C29	How Empowered am I as a Bystander?		
Lesson C30	Assertiveness Skills for Empowered Bystanders		
Lesson C31	Review and Application		
<b>Supplemental Bully Free Lesson Plans</b>			
Lesson S1	What are the Truths about Bullying?		
Lesson S2	True or False Bully Quiz		
Lesson S3	Bullying Stories		
Lesson S4	Bullying and Slander		
Lesson S5	Bullying and Social Rejection		
Lesson S6	Practicing Your Role as an Empowered Bystander (Part 1)		
Lesson S7	More Practice as an Empowered Bystander (Part 2 – Helping the Physically Bullied)		
Lesson S8	More Practice as an Empowered Bystander (Part 3 – Helping the Verbally Bullied)		
Lesson S9	More Practice as an Empowered Bystander (Part 4 – Helping the Socially Bullied)		
Lesson S10	More Practice as an Empowered Bystander (Part 5 – Helping the Cyber Bullied)		
Lesson S11	Forgiveness and Reconciliation		
Lesson S12	What Should You Do When You are Bullied? (Positive Visualization and Rejection Proneness)		
Lesson S13	Courageous and Brave Bystanders		
Lesson S14	Passive, Assertive or Aggressive Statements?		

# LESSON C4

## Bullying and Prejudice

### Learner Outcome:

By the end of this lesson students will be able to discuss the term *prejudice* and how it relates to their treatment of others and their willingness to help those bullied.

### Preparation and Materials:

- Copy the handout “Quotes about Prejudice” and cut apart the quotes so that two quotes can be given to each of the five groups to be formed.
- Write the following definitions of *prejudice* on the board, chart paper or electronic whiteboard. Cover them up but uncover them at the appropriate time during the lesson.

- “*Prejudice* is injury or damage resulting from some judgment or action in disregard of one’s rights.”
- “*Prejudice* is an unfavorable opinion or feeling formed beforehand or without knowledge, thought or reason.”

### Activities:

1. Review the previous lesson.
2. *Ask*: “What is the definition of *prejudice*?” Record the responses of students on the board, chart paper or electronic whiteboard.
3. Uncover and read aloud the definitions of *prejudice* you wrote.
4. Ask students to explain or clarify the definitions.
5. *Ask*: “What are some examples of prejudice?” Record the responses of students on the board, chart paper or electronic whiteboard.
6. *Ask*: “What should we say to someone who is being prejudice?” *Possible Answer*: “You are being prejudice.” (Then walk away confidently.)
7. Divide the class into five groups and give each group two quotes about *prejudice*. Try not to group a student with those he bullies. Ask each group to discuss how their quotes relate to how we treat people and our willingness to help those bullied. Ask each group to appoint a spokesperson to share the group’s thoughts when called upon.
8. Ask each group’s spokesperson to read the assigned quotes and share the group’s thoughts.

9. Review the major points of the lesson.

**Journaling:**

- Ask students to write a paraphrased version of both definitions of prejudice.
- Ask students to write examples of prejudice they have observed in the school.

**Instructions:** Copy and cut on dashed lines. Give each group two quotes.

## Quotes about Prejudice

"Prejudices are what fools use for reason." (Voltaire)

"Prejudice cannot see the things that are because it is always looking for things that aren't." (Author Unknown)

"Prejudice is a great time saver. You can form opinions without having to get the facts." (E. B. White)

"Prejudice is the child of ignorance." (William Hazlitt)

"Prejudice squints when it looks and lies when it talks." (Duchess de Abrantes)

"The mind of a bigot is like the pupil of the eye; the more light you pour on it, the more it will contract." (Oliver Wendell Holmes)

"I'm interested in the fact that the less secure a man is, the more likely he is to have extreme prejudice." (Clint Eastwood)

"Prejudice and self-sufficiency naturally proceed from inexperience of the world and ignorance of mankind." (Joseph Addison)

"A prejudice is a vagrant opinion without visible means of support."  
(Ambrose Bierce)

"Let us all hope that the dark clouds of racial prejudice will soon pass away and that in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty."  
(Martin Luther King Jr.)

## LESSON C9

### Do You Cyber Bully?

#### **Learner Outcome:**

By the end of this lesson students will be able to examine their behavior online or on cell phones to determine if they cyber bully.

#### **Preparation and Materials:**

Copy the worksheet “Do You Cyber Bully?” for each student.

#### **Activities:**

1. *Say:* “Cyber bullying is such an important topic I want to continue our discussion about it. First, let’s review what it is and what it looks like.”
2. Review the previous two lessons on cyber bullying that discuss the definition, the thoughts and feelings it creates and what it looks like.
3. Distribute the worksheet “Do You Cyber Bully?”
4. Ask students to read the instructions and complete the worksheet. Tell them no one will see their responses and they may keep the worksheet.
5. After students complete the questionnaire, tell them if they have done any of the things listed on the worksheet they have engaged in cyber bullying behavior, which is a form of school violence and may be unlawful.
6. Ask students to do what they can to prevent and stop cyber bullying.
7. Review the major points of the lesson.

#### **Go Further:**

Occasionally during the year ask students to complete the worksheet “Do You Cyber Bully?”

#### **Journaling:**

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

**Instructions:** Do not write your name on this worksheet. No one will read your responses. You may keep the questionnaire. Read the behavioral statements and check under “Yes” or “No” to indicate whether or not you engage in the behavior. If you answer “Yes” to any of the statements, answer the questions listed below the table. Be truthful!

## Do You Cyber Bully?

Behavior	Yes	No
Have you shared through a computer or cell phone a text message about an embarrassing secret about someone?		
Have you sent or posted a gross image of someone online or by cell-phone camera?		
Have you used profanity or angry language with someone through a cell phone or computer?		
Have you bombarded someone with hurtful and mean emails, instant messages (IMs) or text messages?		
Have you used a cell phone or computer to spread malicious gossip, rumors and lies?		
Have you sent mean and ugly e-mails?		
Have you posted defamatory photographs and video recordings on the web?		
Have you sent porn and other junk emails and instant messages (IMs) to someone to embarrass them or to cause them trouble?		
Have you used cell phones or computers to play cruel jokes on someone?		
Have you used cell phones or computers to threaten anyone?		
Have you used a computer to pretend you are someone else in order to get them into trouble?		
Have you created a Web site to embarrass and humiliate someone?		

**If you answered “Yes” to any of the above questions, answer the following questions:**

Do you understand you are being hurtful, you are disobeying the Golden Rule, you may be doing something against the law and you are making our school less peaceful and unsafe? Yes  No

Do you agree to stop cyber bullying? Yes  No

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

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**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).



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### **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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