

SAMPLE

Bully Free® Lesson Plans

-High School Sophomore -



ALLAN BEANE, Ph.D., LINDA BEANE
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 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 - SOPHOMORE YEAR			
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	My Behavior this Past Week		
Lesson C12	Why Bullying Must Stop		
Lesson C13	Bullying Impacts Physical and Mental Health		
Lesson C14	Bullying and Loneliness		
Lesson C15	Bullying Causes Depression and Suicide		
Lesson C16	Bullying Has Long Lasting Negative Effects and Creates Societal Problems		
Lesson C17	Community, Unity and a Bully Free School		
Lesson C18	When to Report and When Not to Report Bullying		
Lesson C19	Factors Influencing My Reporting the Bullying of Others		
Lesson C20	What Should You Do When You are Bullied? (Part 1 – Some Do’s and Don’ts)		
Lesson C21	What Should You Do When You are Bullied? (Part 2 – Assert Formula)		
Lesson C22	What Should You Do When You are Bullied? (Part 3 – More Strategies)		
Lesson C23	Bullying: The Joy Thief		
Lesson C24	Bullying: The Hope Thief		
Lesson C25	Retaliation is NOT the Answer		

Lesson Number	Title of Lesson Plan	Check When Completed	Notes
Lesson C26	Types of Bystanders		
Lesson C27	Bystanders (Part 1 – Compassion and Concern for Others)		
Lesson C28	Creating Positive Memories		
Lesson C29	Betrayed		
Lesson C30	Regret and Bullying Prevention		
Lesson C31	Bystanders (Part 2 – A Willingness to Help Students Who are Bullied)		
Lesson C32	In My Opinion, My Peers		
Lesson C33	How Empowered am I as a Bystander?		
Lesson C34	Assertiveness Skills for Empowered Bystanders		
Lesson C35	Review and Application		
SUPPLEMENTAL BULLY FREE LESSON PLANS – SOPHOMORE YEAR			
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 S6	This Past Week in School		
Lesson S7	When I'm Bullied I Feel		
Lesson S8	When I See Bullying I Feel		
Lesson S9	What is it like to be Friendless?		
Lesson S10	What Should You Do When You are Bullied? (Positive Visualization and Rejection Proneness)		
Lesson S11	Courageous and Brave Bystanders		
Lesson S12	Passive, Assertive or Aggressive Statements?		

LESSON C8

What Does Cyber Bullying Look Like?

Learner Outcome:

By the end of this lesson students will be able to list examples of cyber bullying.

Preparation and Materials:

Copy the worksheet “What Does Cyber Bullying Look Like?” for each student.

Activities:

1. Review the previous lesson.
2. *Say*: “Today, I want to continue our discussion of cyber bullying. Cyber bullying comes in a variety of forms. Students are discovering more and more creative ways to use technology to hurt, threaten, embarrass and humiliate people. “
3. *Say*: “The attacks can be direct or by proxy. Cyber bullying by proxy occurs when a cyber bully gets someone else to do the bullying.”
4. *Say*: “Most of the time the proxy does not know that he is being used by the cyber bully.”
5. *Say*: “This is the most dangerous form of cyber bullying because it can get adults involved in the bullying who are unaware they are dealing with a student. Sometimes cyber bullies attack by posing as the victim to create problems for the true victim. For example, the student who bullies may make it look as though the victim is doing something wrong; the parents are then notified and the parents punish the victim.”
6. *Ask*: “Can you think of others ways people are cyber bullied?”
7. Distribute and discuss the worksheet “What Does Cyber Bullying Look Like?” Ask students to fill in the blank lines on the worksheet with additional examples of cyber bullying. Ask students to share the examples they have written.
8. Review the major points of the lesson.

Go Further:

Students who cyber bully often use one or more of the following online forums.

- *Blogs (web logs)*. Blogs provide users with the tools to publish personal content online about a range of topics, such as hobbies, travel or work projects. People then connect their blogs with those of other people with similar interests.

- *Chat rooms.* These are virtual meeting places. Most chat rooms can accommodate more than one hundred users simultaneously.
- *Discussion groups (newsgroups).* Discussion groups are accessible via the Internet. Each group (forum) is categorized and devoted to a single topic. Messages are posted in bulletin form and remain on a server, rather than being e-mailed.
- *E-mail (electronic mail).* E-mail is a service that allows subscribers to pass messages from one person to the other through an Internet service provider (ISP).
- *Instant messaging (IM).* This is an online activity that allows two or more people to converse online. Subscribers can create a contact list of those with whom they want to communicate.
- *Message boards.* These are online places where people with common interests go to talk about those interests, such as sports teams, TV shows and online games.
- *Short message service (SMS).* This is a service that allows text messages to be sent and received via cell phones.

Journaling:

Ask students to examine the examples of cyber bullying on the handout and select the one that would be most hurtful or disturbing. Ask them to explain their selection.

Name: _____ Date: _____

Instructions: After your teacher discusses the following examples of cyber bullying, add additional examples of cyber bullying on the blank lines.

What Does Cyber Bullying Look Like?

Some examples of cyber bullying include using technology to:

- spread malicious gossip, rumors and lies
- post defamatory photographs and video recordings on the web
- send mean and ugly e-mails
- send malicious code
- send junk e-mails and instant messages (IMs)
- impersonate the victim
- send cruel jokes
- send or post embarrassing and humiliating information or photographs
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

LESSON C19

Factors Influencing My Reporting the Bullying of Others

Learner Outcome:

By the end of this lesson students will be able to discuss the reasons they do not report bullying to adults.

Preparation and Materials:

Copy the worksheet “Factors Influencing My Reporting the Bullying of Others” for each student.

Activities:

1. Review the following reasons students who see bullying do not report it:
 - “They have seen adults in their school told and nothing was done.”
 - “They are afraid the adults will make it worse for them.”
 - “They are afraid the student who bullies will find out and make them a target.”
 - “They don’t think it is a big deal. Bullying is just something that happens in school.”
2. *Say:* “Today I want us to examine the factors that might influence our willingness to report bullying when we see or hear it.”
3. Distribute the worksheet “Factors Influencing My Reporting the Bullying of Others.”
 - Ask students to read the instructions and complete the worksheet.
 - Tell them not to write their name on the worksheet.
 - Tell them you will collect the worksheets, tally the results and discuss it with them.
4. Collect the worksheets and tally the results.
5. If time permits, discuss the results. If not, discuss the results during the next lesson.

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. Indicate which of the following would be an influencing factor in your decision to report that someone is being bullied by circling “Not a Factor” or “A Factor.” Then answer the question “Would you still report?” by circling “Yes” or “No.”

Factors Influencing My Reporting the Bullying of Others				
			Would you still report?	
The student who bullies is popular.	Not a Factor	A Factor	Yes	No
The student who bullies is someone I like.	Not a Factor	A Factor	Yes	No
The student who bullies is not popular.	Not a Factor	A Factor	Yes	No
The student who bullies is someone I do not like.	Not a Factor	A Factor	Yes	No
The student who is bullied is someone I like.	Not a Factor	A Factor	Yes	No
The student who is bullied is someone I do not like.	Not a Factor	A Factor	Yes	No
The student who bullies is involved in sports either as an athlete or as a cheerleader.	Not a Factor	A Factor	Yes	No
The student who is bullied is involved in sports either as an athlete or as a cheerleader.	Not a Factor	A Factor	Yes	No
I have seen some teachers told and nothing was done about it.	Not a Factor	A Factor	Yes	No
I am afraid the adults will not handle it right and I will become a target.	Not a Factor	A Factor	Yes	No
The students who bully say it is just for laughs.	Not a Factor	A Factor	Yes	No
Students may accuse me of ratting on or snitching on someone.	Not a Factor	A Factor	Yes	No

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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.

Email: pam.matlock@murraystate.edu
Call: (270) 809-3588 or (270) 442-4753
Write: Pam Matlock
Murray State University
3240 Alexander Hall
Murray, KY 42071