

Bully Free Lesson Plans

-Eighth Grade-



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

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PREFACE

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

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

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

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

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

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

I hope you find this book informative and helpful.

- Allan L. Beane

DEDICATION

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

– Allan and Linda Beane

ACKNOWLEDGMENTS

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

INTRODUCTION

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

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

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

Core and Supplemental Lesson Plans

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

Description of Lesson Components and Elements

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

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

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

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

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

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

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

Classroom Meetings

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

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

Guidelines for Conducting Classroom Meetings

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

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

Guidelines for Conducting Classroom Meetings Focusing on a Bullying Situation

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

Importance of Terminology

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

Additional Strategies and Activities

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

Professional Development and Presentations to Students and Parents

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

Letter to Parents

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

Date

Dear Parent/Caregiver,

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

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

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

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

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

Sincerely,

Name

Telephone

Email Address

Lesson Plan Record Chart

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

Bully Free Lesson Plan Record Chart (Eighth Grade)

Teacher: _____

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

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

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

LESSON C3

What is Bullying? What Does It Look Like?

Learner Outcomes:

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

- write the definition of bullying with all of the key words.
- discuss examples of physical, verbal and social bullying.
- provide emotional support to students who are physically bullied.
- describe the steps they should take when they are bullied.
- describe the steps they should take as bystanders when someone is bullied.

Preparation and Materials:

- Copy the worksheets “The Definition of Bullying” and “What Does Bullying Look Like” for each student.
- Copy the worksheet “Bully Free Reflection Sheet” for each student.
- Copy the Parent Chat handout “What is Bullying and What Does It Look Like?” for students to take home and discuss with their parents.
- Chart paper and a marker or an electronic whiteboard

Activities:

1. Review the previous lesson.
2. Write the word “Bullying” on the board, chart paper or an electronic whiteboard. Ask students to tell you what the term means.
3. Tell students you want them to understand what you mean when you say “Bullying.” Distribute the worksheet “The Definition of Bullying.” Discuss the definition and each underlined word. Ask them to copy the definition onto the blank lines appearing on the worksheet. (*Note: **powerful** – physical and/or psychological power over the person - an imbalance of strength - **intentionally** - not accidental - **hurts** – causes discomfort or pain – **threatens** – frightens the individual - fearing their safety – **again and again** - persistent - repeated mistreatment [doesn't have to be the same person or the same behavior])*
4. Distribute the worksheet “What does Bullying Look Like?” Discuss the categories (i.e., physical, verbal, social/relational, cyber bullying) and the examples of bullying behaviors. Examine with the class each of the behaviors and ask students to add other behaviors to the worksheet under the appropriate category.
5. Emphasize that “joking around” can be hurtful and should be avoided. Sometimes it is used to explain bullying. Bullying is never justified. It is never appropriate to hurt someone, even when joking.
6. Review the major points of the lesson.

7. Distribute the worksheet “Bully Free Reflection Sheet.” Ask students to complete the worksheet. Randomly select students to share their answers. Collect the reflection sheets.

Journaling

Ask students to describe a situation where they saw social bullying.

Parent Chat

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

What Does Bullying Look Like?

Physical Bullying

- Hitting, slapping, elbowing and shouldering (slamming)
- Pushing/shoving
- Stealing, damaging or defacing belongings/property
- Cramming someone into his/her locker
- Other:

Verbal Bullying

- Name calling
- Insulting remarks and put-downs
- Repeated teasing
- Threats and intimidation
- Other:

What Does Bullying Look Like?

Social and Relational Bullying

- Destroying and manipulating relationships
- Destroying reputations
- Embarrassment/Humiliation
- Negative body language (facial expressions, turning your back to someone)
- Threatening gestures
- Hurtful graffiti
- Mean/nasty notes passed around or sent to someone
- Hate petitions (signing a note promising to hate someone)
- Other:

Cyber Bullying

- Hurtful or threatening text messages
- Posting embarrassing information or lies on Web sites.
- Other:

What Does Bullying Look Like?

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? _____

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

Parent Chat

What is Bullying and What Does It Look Like?

Dear Parent or Guardian: Today we discussed the definition of bullying and what it looks like. Please complete the following exercises 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!

Read and discuss the following definition of **bullying** with your child. “Bullying is when a more powerful person intentionally hurts someone’s body, feelings or things or threatens them again and again.”

Please review the following examples of bullying behavior. If you wish, you and your child can add to the lists. Ask your child if they have observed any of these behaviors.

| Examples of Bullying Behaviors | |
|--|--|
| <p>Physical Bullying</p> <ul style="list-style-type: none"> • Hitting, slapping, elbowing, shouldering (slamming) • Pushing/shoving • Stealing, damaging or defacing belongings/property • Cramming someone into his/her locker • Other: <p>Verbal Bullying</p> <ul style="list-style-type: none"> • Insulting remarks and put-downs • Repeated teasing • Threats and intimidation • Other: | <p>Social and Relational Bullying</p> <ul style="list-style-type: none"> • Destroying and manipulating relationships • Destroying reputations • Embarrassment/Humiliation • Negative body language (facial expressions, turning your back to someone) • Threatening gestures • Hurtful graffiti • Mean/nasty notes passed around or sent to someone • Hate petitions (signing a note promising to hate someone) • Other: <p>Other Bullying Behaviors</p> <ul style="list-style-type: none"> • Cyber bullying • Other: |

X _____
Student Signature

X _____
Parent/Guardian Signature

LESSON C10

What Bullying Have I Experienced?

Learner Outcome:

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

Preparation and Materials:

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

Important Points for Those Who Are Bullied

If you're being bullied:

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

Activities:

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

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

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

Journaling:

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

Go Further:

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

Name: _____

Date: _____

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

MY EXPERIENCE WITH BULLYING

- How were you bullied? What happened? _____

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

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

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

- How did you feel the next day? _____

- How did you try to stop the bullying? _____

Name: _____

Date: _____

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

Speak Out

by
Jodie Rich

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

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

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

LESSON C14

What Do I Need to Know about Cliques?

Learner Outcomes:

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

explain what cliques are and why they exist.

identify characteristics of a clique leader and a true leader.

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

Preparation and Materials:

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

Activities:

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

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

Poem Worksheet Answer Key:

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

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

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

10. Review the major points of the lesson.

Journaling:

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

Go Further:

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

Groups Leader's Name: _____ Date: _____

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

Questions about Cliques

Why do we have cliques in our school? _____

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

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

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

LESSON C16

How Can I Be an Empowered Bystander? (Part 2)

Learner Outcome:

By the end of this lesson students will be able to be “empowered bystanders” in bullying situations.

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 continue to discuss their responsibility as bystanders 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 of students. 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. As students prepare for role-playing, circulate in the room and provide guidance as they decide which strategies to demonstrate.
5. 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.
6. Review major points of the lesson.

What Should Be the Response?

Role-Play #1 - Physical Bullying

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

- 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.
- Prepare to 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 an inappropriate response by the bullied student and the bystanders. The second role-playing should illustrate appropriate responses made by the bullied student and the bystanders.
- 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 (bully, victim, followers, bystander(s), and adult(s) who will intervene). Followers are those who hang out with the student who bullies and often encourage them to mistreat someone.
- Determine how the bullied student and bystanders should respond each time you role-play the situation.
- Take your group to the front of the room and describe the bullying situation. Tell the class the grade levels of the students, fictitious name of the school, the location (hallway) of the bullying event, the type of bullying depicted (physical, verbal, social/relational) and who is playing the various roles (the victim, the bully, the followers and the bystanders).

Physical Bullying

Bullying Situation: You observe Andrew walking toward the bus, when Scott knocks his books out of his hands and laughs. When Andrew squats down to pick them up, Joe, who is one of Scott's followers knees Andrew in the shoulder and knocks him over. Scott and Joe stand there laughing over Andrew. Other students just stand there, looking at each other with concern but lack the courage to say or do anything. When Andrew looks up at them, they all just smile.

What Should Be the Response?

Role-Play #2 - Verbal and Written Bullying

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

- 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.
- Prepare to 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 an inappropriate response by the bullied student and the bystanders. The second role-playing should illustrate appropriate responses made by the bullied student and the bystanders.
- 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 (bully, victim, followers, bystander(s), and adult(s) who will intervene). Followers are those who hang out with the student who bullies and often encourage them to mistreat someone.
- Determine how the bullied student and bystanders should respond each time you role-play the situation.
- Take your group to the front of the room and describe the bullying situation. Tell the class the grade levels of the students, fictitious name of the school, the location (hallway) of the bullying event, the type of bullying depicted (physical, verbal, social/relational) and who is playing the various roles (the victim, the bully, the followers and the bystanders).

Verbal and Written Bullying

Bullying Situation: You see Allison approaching. You overhear Janis telling other girls to spend the whole day ignoring Allison. She says, "If you talk to Allison today, don't even bother to come to my party this weekend."

What Should Be the Response?

Role-Play #3 - Social Bullying

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

- 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.
- Prepare to 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 an inappropriate response by the bullied student and the bystanders. The second role-playing should illustrate appropriate responses made by the bullied student and the bystanders.
- 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 (bully, victim, followers, bystander(s), and adult(s) who will intervene). Followers are those who hang out with the student who bullies and often encourage them to mistreat someone.
- Determine how the bullied student and bystanders should respond each time you role-play the situation.
- Take your group to the front of the room and describe the bullying situation. Tell the class the grade levels of the students, fictitious name of the school, the location (hallway) of the bullying event, the type of bullying depicted (physical, verbal, social/relational) and who is playing the various roles (the victim, the bully, the followers and the bystanders).

Social/Relational Bullying

Bullying Situation: Mrs. Perkins, the librarian, walks up to her desk and looks through a stack of papers. Sitting at a table near her desk are three students: Christy, Yvette, and Nancy. The three girls are talking quietly, but Mrs. Perkins can hear them criticizing Jo Beth (another student) for wearing cloths that are out of date and too big for her. About that time, Jo Beth with a book of poetry sits at the same table with the three girls. Yvette grabs the book out of her hands and says, "What are you reading? I can't believe you read this junk. No wonder you're weird. Sit somewhere else. We don't want to be seen with you."

What Should Be the Response?

Role-Play #4 - Cyber Bullying

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

- 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.
- Prepare to 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 an inappropriate response by the bullied student and the bystanders. The second role-playing should illustrate appropriate responses made by the bullied student and the bystanders.
- 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 (bully, victim, followers, bystander(s), and adult(s) who will intervene). Followers are those who hang out with the student who bullies and often encourage them to mistreat someone.
- Determine how the bullied student and bystanders should respond each time you role-play the situation.
- Take your group to the front of the room and describe the bullying situation. Tell the class the grade levels of the students, fictitious name of the school, the location (hallway) of the bullying event, the type of bullying depicted (physical, verbal, social/relational) and who is playing the various roles (the victim, the bully, the followers and the bystanders).

Cyber Bullying

Bullying Situation: Rick and David are in the same gym class. Rick is always jealous of David because he is a much better basketball player than he. In the locker room after physical education, Rick pulls his phone out of his gym bag and takes a picture of David in the shower. He sends the picture of David to all his friends. David finds out what he has done and confronts Rick the next morning in the hallway. Mr. Hughes overhears David admitting what he had done. It appears that Rick may hit David.

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? _____

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

LESSON C17

Are Empowered Bystanders Heroes?

Learner Outcomes:

By the end of this lesson students will be able to make responsible choices as “empowered bystanders” in bullying situations –being heroes to those who are bullied.

Preparation and Materials:

- Writing paper
- Copy the poem “Hero” and the poem worksheet for each student.

Activities:

1. Review the previous lesson.
2. Divide the class into groups. Try not to group a student with those he bullies.
3. Have each group to write two skits about one bullying situation. One skit should depict a bullying situation with the bystanders not acting responsibly. The other skit should depict the bystanders acting responsibly.
4. Ask the groups to act out (role-play) both of their skits.
5. As students act out their skits discuss the irresponsible and responsible behavior exhibited.
6. Divide the class into groups of three or four students. Appoint a group leader for each group. Give each student the poem “Hero” and a copy of the poem worksheet. Ask the group leaders to read and follow the instructions at the top of the worksheet. After each group has discussed their answers, randomly select students to share their answers. Use the following answer key to guide your response to their answers. Then collect the worksheets.

Poem Worksheet Answer Key:

- Why would bullied students feel shame like the student in this poem? (*Answer:* They sometimes are convinced they are defective, that they are not what a person should be. They feel shame because they do not have friends. They feel shame because they can not defend themselves like their parents have taught them to do.)
- According to this poem, what do you need to do to be a hero to students who are bullied? (*Answer:* saves lives by putting an end to the pain caused by bullying; makes sad students grin and laugh; seeks justice and tries to rid bullied students of their shame and fear.)
- Is it true like the poem says, “heroes rule”? If so, what does that mean? (*Answer:* Heroes are awesome and rule. They are saving the lives of students and keeping them from becoming sick because of bullying. They are also making our schools safer.)

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

- Those who have successfully dealt with being bullied and share their stories give those who are being bullied hope.

7. Review the major points of the lesson

Journaling:

Ask students to describe how they plan to be a hero to students who are bullied in our classroom and school.

Hero

By

[Pinkjodz](#) ©

Be a hero, be a friend,
stop the pain and start a trend,
each Girl and boy everywhere,
help end the tears and show you care.

Be a hero, make someone's day,
don't let their dreams go astray,
help make them laugh, and help them grin,
the bullies are out and the heroes are in.

Be a hero, save a life,
end-the pain with justice and not a knife,
say so-long to shame and farewell to fear,
no more tears will be shed cause' the heroes are here.

Be a hero, tell your story,
give victims hope, give heroes glory,
in every country, in every school,
just beat the bullies, because heroes rule!

*Retrieved July 6, 2009 from www.allpoetry.com

Name: _____

Date: _____

Instructions for Group Leader: Make sure each student in your group has a copy of the poem and this worksheet. Ask them to write their name and date on the worksheet. Ask each student to silently read the poem and to write their answers to the questions. Discuss with your group their answers. Make sure everyone in your group shares their answers and takes part in the discussion.

Poem Worksheet

Why would bullied students feel shame like the student in this poem? _____

According to this poem, what do you need to do to be a hero to students who are bullied? _____

Is it true like the poem says, “heroes rule”? If so, what does that mean? _____

My Gang

By
Andrea Wilson ©

Join my gang and you will see,
We'll have such fun, I guarantee.
See that nerd, the one who's shy?
I bet that we can make him cry.

He deserves it.
I don't care.
The kid's a jerk.
He's not all there.

Over there is Marylou.
I tell you what we're gonna do.
Start a rumor, let it spread.
I bet her face will turn beet red.

She's upset?
That's just too bad.
The girl's a wimp,
So don't get sad.

And now let's have some fun with Kit.
I'll whisper "Kit," then laugh at it.
She, who thinks she's one of us,
She'll look all hurt and make a fuss.

My, oh my!
The girl is nuts.
She peed her pants
And puked her guts!

Me, mean?

I am stronger than the rest.
Smarter, braver. I'm the best.
I don't owe them. They owe me.
They had it coming, don't you see?

Join my gang,
And you will be,
Protected, safe.
'Cause you're with me.

* Retrieved July 6, 2009 from <http://bullypoems.wordpress.com>

Copyright © January 2008 by Allan L. Beane, Ph.D.

Name: _____

Date: _____

Instructions for Group Leader: Make sure each student in your group has a copy of the poem and this worksheet. Ask them to write their name and date on the worksheet. Ask each student to silently read the poem and to write their answers to the questions. Discuss with your group their answers. Make sure everyone in your group shares their answers and takes part in the discussion.

Poem Worksheet

Are there good cliques and bad cliques? If so, what is the difference? _____

The bully is exerting pressure to have the reader join his/her clique. What advantages are there in joining a clique? _____

What are the disadvantages of belonging to a clique? _____

Would you join a clique? What would happen if you refused to join? _____

It is often hard to resist peer pressure. How do you judge when to “go along” with the gang and when not to? _____

What arguments does the bully in the poem use to justify his behavior? _____

LESSON C28

Why Do Some Students Bully?

Learner Outcome:

By the end of this lesson students will be able to discuss why some students bully.

Preparation and Materials:

- Copy the handout “Why Some Students Bully” for each student.
- Copy the handout “Are You a Bully?” for each student.
- Copy the poem “Fabulous Patricia” and the poem worksheet for each student.
- Make a copy of the Parent Chat handout “Are You a Bully?” for students to take home and discuss with their parents.

Activities:

1. Review the previous lesson.
2. Share with the class something positive you have noticed about the group since the class began talking about bullying.
3. Share that today’s lesson will focus on why students bully others.
4. Distribute and discuss the handout “Why Some Students Bully.”
5. Remind students no one deserves to be bullied. It is never okay to bully someone.
6. Divide the class into groups of three or four students. Try not to group a student with those she bullies. Appoint a group leader for each group. Give each student the poem “Fabulous Patricia” and a copy of the poem worksheet. Ask the group leaders to read and follow the instructions at the top of the worksheet. After each group has discussed their answers, randomly select students to share their answers. Use the following answer key to guide your response to their answers. Then collect the worksheets.

Poem Worksheet Answer Key:

- What is jealousy and is it healthy? (*Answer:* Jealousy is an emotion and typically refers to the negative thoughts and feelings of insecurity, fear, and anxiety over an anticipated loss of something that the person values, such as a relationship, friendship, or love. Jealousy often consists of a combination of emotions such as anger, sadness, and disgust. It is being upset because you think someone has something, or may get something or can do something better than you and you resent it. Jealousy is not healthy.)
- How would you define self-esteem? (*Answer:* Self-esteem is a term used to describe how a person feels about themselves, their worth as an individual or how they feel about their

ability in certain areas. For example, a person may feel like they are dumb. Or a person may feel like they aren't very good at sports.)\

- What impact can bullying have on a student's self-esteem? (*Answer:* It can make them feel ugly, dumb, defective and much more.)
- Why is it important to have a loyal friend? (*Answer:* Every one needs someone who believes in them, encourages them, supports them and defends them.)

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

- Bullies often hurt others is because they are jealous, especially girls. The reason Patricia was bullied was because the student was jealous of her singing and pretty hair.
 - When someone is bullied, their spirit starts to fade. The author made a point to tell us what Patricia was like before she was bullied and what she was becoming after she was bullied.
 - Friends need to be aware of each other's needs. The author recognized that Patricia was not acting like herself. It is important to have a friend that is loyal and will help you when they sense something is wrong.
7. Distribute the worksheet "Are You a Bully" and ask students to complete it. Tell them to keep their eyes on their own paper. Don't rush them. If students complete the worksheet while in your class, ask them to write their name on it, fold it and turn it in.
 8. Review the major points of the lesson.

Journaling:

Ask students to describe what it feels like to be jealous what they can do to make sure they don't try to hurt someone when they are jealous.

Parent Chat:

Ask student to take home the Parent Chat handout "Are You a Bully?" and discuss it with their parents. Remind students to take home their completed questionnaire "Are You a Bully" and discuss it with their parents.

Fabulous Patricia

By
Andrea Wilson ©

My friend Patricia's a fabulous girl.
Her hair is gold with a bit of a curl.
She smiles like an angel and sings like a bird.
The likes of Patricia have never been heard.

She has such a talent for singing a song.
Her voice is so clear, and so sweet, and so strong.
There isn't a doubt; she is terribly gifted.
When listening to her I feel so uplifted.

That's why it's so sad,
The things that they say.
Those kids on the playground,
I heard them today.

Because they are jealous of what they have heard,
They tease her,
They taunt her,
They call her a nerd.

Patricia's gold curls have started to wilt
Her lyrical voice is losing its lilt.
That radiant smile is gone from her face.
Of the old Patricia, there isn't a trace.

It's a terrible loss and it must not be.
Someone must fix this,
I guess it is me.

The next time those kids,
Are being unkind
I'll say to them "Stop!"
And perhaps they may find ...

The fact that she's pretty,
The fact she can sing,
Is not for one moment.
A terrible thing.

I can speak French.
He can run laps.
You can score goals.
And maybe, perhaps ...

I'll be your fan.
You can be mine.
So, sing on, Patricia,
And let yourself shine.

* Retrieved July 6, 2009 from <http://bullypoems.wordpress.com>

Name: _____

Date: _____

Instructions for Group Leader: Make sure each student in your group has a copy of the poem and this worksheet. Ask them to write their name and date on the worksheet. Ask each student to silently read the poem and to write their answers to the questions. They can use a dictionary to answer some of the questions. Discuss with your group their answers. Make sure everyone in your group shares their answers and takes part in the discussion.

Poem Worksheet

What is jealousy and is it healthy? _____

How would you define self-esteem? _____

What impact can bullying have on a student's self-esteem? _____

Why is it important to have a loyal friend? _____

WHY SOME STUDENTS BULLY

- They love having power and control over others.
- Their parents or other people bully them.
- They may be very jealous.
- They enjoy hurting others and making them afraid.
- They enjoy embarrassing and humiliating others.
- They have problems at home that make them frustrated and angry.
- They haven't been taught to obey the Golden Rule.
- They don't care about the feelings of others as much as they should.
- They haven't been disciplined at home, so they lack self-control.
- They want the attention of students so they try to be funny by joking in a way that hurts someone and by being powerful and controlling.

Note: Some students join in bullying because they are afraid they will be bullied if they do not help or encourage the bullying.

Name: _____

Date: _____

Instructions: Have you ever wondered if you're a bully? Here's a quick way to tell if you are or might become one. Read each question and circle "Y" (for yes) or "N" (for no). When you're through, give this handout to your teacher. Other students will not read your answers.

| Are You a Bully? | | |
|---|------------------------------|----|
| Item | Circle Correct Answer | |
| 1. Do you do things that hurt people without thinking whether or not you should do them? | Yes | No |
| 2. Do you get easily frustrated? | Yes | No |
| 3. Do you care if someone is hurt by what you have said or done or what someone else has said or done? | Yes | No |
| 4. Do you dislike following rules? | Yes | No |
| 5. Do you enjoy seeing others upset? | Yes | No |
| 6. Do you enjoy watching two people arguing and fighting? | Yes | No |
| 7. Do you get angry a lot and stay angry for a long time? | Yes | No |
| 8. Do you have close friends who frequently mistreat others? | Yes | No |
| 9. Do you like to have power and control other others? | Yes | No |
| 10. Do you like to get attention by hurting or embarrassing others? | Yes | No |
| 11. Do you enjoy spreading rumors and lies about others? | Yes | No |
| 12. Do you enjoy excluding others, making them feel left out? | Yes | No |
| 13. Do you enjoy teasing others in a mean way, calling them names, making fun of their appearance or the way they talk, dress or act? | Yes | No |
| 14. Do you repeatedly physically hurt others in one or more of the following ways: shoving, punching/hitting, kicking, pinching, restraining, thumping, elbowing, slamming with your shoulder, bumping, etc.? | Yes | No |
| 15. When you play a game or sport, do you always have to be the winner? | Yes | No |
| 16. When you win at a game or sport, do you boast/brag a lot? | Yes | No |
| 17. When you lose at a game or sport, do you worry a lot about what others think about you? | Yes | No |
| 18. Do you get angry or jealous when someone else succeeds? | Yes | No |
| 19. Do you think people are going to disrespect you so you try to disrespect them first? | Yes | No |
| 20. Do you enjoy damaging or stealing the property of others? | Yes | No |
| 21. Do you always blame others when something bad happens? | Yes | No |

Parent Chat **Are You a Bully?**

Dear Parent or Guardian: Today we discussed reasons some students bully. We also took an inventory of our behavior to determine if we tend to be bullies. Complete the following exercises 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!

- Examine the questionnaire “Are You a Bully?” that your child completed today. Discuss it with your child. In case your child lost the questionnaire, it is provided below.

Are You a Bully?

Instructions: Circle the number of the items that describe you most of the time.

1. I pick on people smaller than me.
2. I feel sad when someone is hurting.
3. I stand up for others when they are mistreated.
4. I like to tease or taunt others.
5. I forgive others when they say they are sorry.
6. I get angry much of the time.
7. I think it is funny when other people make mistakes.
8. I like to encourage others.
9. I take responsibility for my mistakes.
10. I blame others when things go wrong.
11. I stay angry for a long time.
12. I like to get revenge.
13. I like to see others get upset.

If numbers 1, 4, 6, 7, 10, 11, 12, OR 13 were circled by your child, tell your child that he/she will need to change in order to be bully free. Discuss with your child the behaviors that need to be changed.

If numbers 2, 3, 5, 8 or 9 were circled by your child, tell your child that he/she will need to continue to practice these behaviors in order to be bully free.

X _____

Student Signature

X _____

Parent/Guardian Signature