

# SAMPLE

# Bullying Prevention

# Lesson Plans

Fourth Grade



**ALLAN L. BEANE**  
**BULLYING PREVENTION**  
**PROGRAM**

[www.bullyfree.com](http://www.bullyfree.com)

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

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

Bullying prevention books and products are available through the website [www.bullyfree.com](http://www.bullyfree.com). To contact Bully Free® Systems, LLC directly call our Customer Care Department at 270-227-0431, or fax 270-753-1937

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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 experienced. 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 that make up the Allan L. Beane Bullying Prevention Program. Thousands of schools in the United States and other countries use our materials and resources. Linda and I work full time helping schools implement our program. We have dedicated the rest of our lives to preventing and stopping bullying. Our efforts have expanded into presenting school assembly programs, presenting to parents, training school personnel and training others who work with young people. Visit our Website [www.bullyfree.com](http://www.bullyfree.com) for more information.

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

I hope you find this book informative and helpful. -

*Allan L. Beane*

# DEDICATION

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

*– Allan and Linda Beane*

# ACKNOWLEDGMENTS

Grateful thanks are offered to everyone who has helped by providing advice, information and suggestions during the preparation of this book. Special thanks are offered to Ms. Eleanor Mills Spry, Assistant Superintendent of the Murray Independent Schools System, Ms. Janet Caldwell, Principal of Murray Elementary School and the school's personnel. Special thanks are also offered to Ms. Sharon Morgan, professional development coordinator for the Constellation School District, Parma, Ohio and other school personnel of her school district. We would also like to thank Ms. Margaret Cook, Principal of North Calloway Elementary School, and her school's personnel for their tremendous insight and excellent contribution to the content of these lessons. We also wish to thank Lauren Murphy and Claudia Rohling, authors of *A Leader's Guide to Just Because I Am* and *A Leader's Guide to We Can Get Along: A Child's Book of Choices*. (Free Spirit Publishing Company, 217 Fifth Avenue North, Suite 200, Minneapolis, MN 55401-1299) for letting me use some of their ideas.

# 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.

## 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. Since the lesson plans are very interactive, during the field testing of the lesson plans it was discovered the time required to teach the lessons varied from one teacher and class to another. However, you can assume they are 30 to 45 minutes in length.

## Description of Lesson Components and Elements

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

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

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

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

*Journaling.* Many of the lessons end with a writing assignment that requires students to reflect upon the lesson's content. A topic is usually provided, but you may assign a different topic or have students choose their own topic related to the lesson. Students should write in a journal (notebook).

If you wish for students to keep handouts and/or worksheets from the lessons in their journal, require it to be a three-ring binder or to have pockets.

*Parent Chat.* Some of the lessons include a brief homework assignment called *Parent Chat* that requires students to briefly share what they are learning through the bullying prevention 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 Allan L. Beane Bullying Prevention Program endorses the use of classroom meetings but asks that they be used in conjunction with the Bullying Prevention 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 Bullying Prevention 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 third graders are usually fifteen to thirty minutes. Teachers can determine the length of the meetings and the days to conduct the meetings.
- During the first meeting, ground rules should be established. Some ground rules are:
  - We raise our hands to get permission to speak.
  - We listen to the person speaking and do not interrupt.
  - We understand that not everyone has to speak.
  - We do not mention names, unless the teacher says it is okay.
  - We do not hurt the feelings of others.
- Time may be used to get to know each other and plan projects.
- At the beginning of each meeting, the teacher should tell students the purpose of the meeting.
- Time can also be allocated to discuss anti-bullying curriculum content and/or solve certain relational problems. Usually, no names are mentioned.
- Time may be allocated for role-playing.
- If the teacher wishes, students can suggest topics for the meetings by placing their ideas in a suggestion box or a notebook provided by the teacher for that purpose.
- Encourage discussion by asking open-ended questions.
- Ask students to raise their hand if they wish to answer a question.
- When possible, make up an activity or game that uses the content. All the students are to be on the same team – not competing with each other. Also, do not call on specific students.
- At the end of each meeting, review the major points made during the meeting.

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

## Guidelines for Conducting Classroom Meetings Focusing on a Bullying Situation

- Introduce the purpose of the meeting (focusing on solutions to a specific bullying situation). Please do not mention names. State what they will learn from the meeting.
- Explain the classroom meeting rules:
  - Everyone has the right to be heard.
  - Raise your hand to speak.
  - Do not interrupt someone who is speaking.
  - It is okay to disagree, but do it in a nice way.
  - Do not use bad language.
  - Do not talk about someone (mentioning their name) in our class who is bullied or who is bullying others.
- Describe the bullying situation you made up. (It could be something you observed in the hallway, cafeteria or playground. The situation does not have to involve students in your classroom.)
- Let students ask questions to clarify information about the students and the situation. For example, they may ask you if the bully is bigger and older than the other student. Did the bullied student do something he/she shouldn't have done?
- Help students examine the details of the situation. Review the facts with them.
- Encourage the exploration of different perspectives (the 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 that students not be labeled. When possible, we prefer “students who are bullied” and “students who bully others.” There are a few places in the lesson plans that we use the term *victim* or *victims* because we want to emphasize their victimization or abuse by others.

### Additional Strategies and Activities

A wealth of additional strategies and activities can be found in *The Bully Free Classroom* (Free Spirit Publishing) by Allan L. Beane, Ph.D. and the *Bullying Prevention Guide for Elementary Teachers, Counselors and Principals* which is available at [www.bullyfree.com](http://www.bullyfree.com).

## **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).

## **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 bullying prevention 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

Date

Estimados Padres/Tutores

Cuando miro hacia atrás y veo mis experiencias en la escuela, yo recuerdo que muchos alumnos han sido maltratados (bullied) diariamente durante el día. Usted quizá puede recordarlo también. Bullying se ha convertido en un importante tema de conversación entre los padres y las escuelas porque es diferente hoy en día. Es un problema más predominante y más intenso. Hoy se comprende que es más destructivo para los estudiantes, crea un ambiente de inseguridad en las escuelas y crea una situación que previene a los estudiantes a aprender.

Nosotros sentimos el compromiso de parar este abuso (bullying). Si no es un problema queremos asegurarnos que no va a empezar. Esto se llama prevención. Si es un problema, estamos determinados a terminarlo. Esto se llama intervención.

Como profesor(a) de su hijo(a) estoy comprometido(a) a prevenir e intervenir en mi salón de clases. Es por esto que estaré dando varias lecciones este año acerca de abuso o bullying. Estas lecciones están diseñadas para crear un ambiente positivo donde todos nos sentimos seguros, aceptados, y con una sensación de pertenecer y ser valuado. Estas lecciones también le darán a los estudiantes la información para ayudarles a desarrollar empatía, control personal, y la habilidad para manejar el abuso (bullying) y convertirse en espectadores que se pararan en contra de éste abuso (bullying).

Estaré enviando a casa información llamada *Plática con los Padres* con información pertinente a las lecciones de Bully Free. Le voy a pedir que hable con su hijo(a) de estas lecciones y discuta con el alumno esta información. La Escuela está haciendo un esfuerzo por lo que verá varios boletines durante el año. Nosotros creemos que la repetición en contenido es muy importante para que los alumnos aprendan el material.

Si usted tiene alguna duda o pregunta le suplico se contacte conmigo personalmente.

Sinceramente,

---

Nombre

---

Teléfono

---

Email

## **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.

## Lesson Plan Record Chart (Fourth Grade)

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

Lesson Plan Title		Date Completed	Notes
<b>BULLYING PREVENTION LESSON PLANS</b>			
Lesson 1	How Can I Make Good Friends and Be a Good Friend?		
Lesson 2	Do All Students in Our Class Feel Liked?		
Lesson 3	What are My Favorite Things?		
Lesson 4	How Can I Spread the Golden Rule?		
Lesson 5	What is Bullying?		
Lesson 6	How Can We Stop the Bully Machine?		
Lesson 7	What is a Bully Free Classroom? (Part 1)		
Lesson 8	What is a Bully Free Classroom? (Part 2)		
Lesson 9	What is a Bully Free Student Pledge?		
Lesson 10	What are Our Bully Free Classroom Rules?		
Lesson 11	Why Choose Not to Hurt Others?		
Lesson 12	Should I Report Bullying?		
Lesson 13	What Does Physical Bullying Look Like?		
Lesson 14	What Does Verbal Bullying Look Like?		
Lesson 15	Thumbs Up or Thumbs Down Comment?		
Lesson 16	What Does Social Bullying Look Like?		
Lesson 17	What is Cyber Bullying? What Does It Look Like?		
Lesson 18	Do You Cyber Bully?		
Lesson 19	What Should I Do to Prevent and Stop Cyber Bullying?		
Lesson 20	What was My Behavior Like this Past Week?		
Lesson 21	When and Where Have I Seen Bullying?		
Lesson 22	What Should I <i>Not</i> Do When Someone Tries to Bully Me?		
Lesson 23	What Should I Do When Someone Tries to Bully Me? (Part 1 – Planning to Avoid)		
Lesson 24	What Should I Do When Someone Tries to Bully Me? (Part 2 – Four-Step STOP Method)		

Lesson Plan Title		Date Completed	Notes
Lesson 25	What Should I Do When Someone Tries to Bully Me? (Part 3 – Practicing the STOP Method)		
Lesson 26	How was I Bullied this Past Week on School Property?		
Lesson 27	What Should I Do as a Bystander?		
Lesson 28	What is Empathy and Why is it Important?		
Lesson 29	Do We Care that We Tear Hearts?		
Lesson 30	What Should I Do If I Hurt Someone?		
Lesson 31	Am I Sad When I Am Bullied or Others are Bullied?		
Lesson 32	Am I Fearful When I am Bullied or Others are Bullied?		
Lesson 33	Am I Angry When I am Bullied or Others are Bullied?		
Lesson 34	What are Good Ways to Deal with Anger? (STOP-BREATHE SLOWLY-RELAX-THINK-COUNT)		
Lesson 35	What is a Bully Free Bathroom?		
Lesson 36	What is a Bully Free Cafeteria?		
Lesson 37	What is a Bully Free Hallway?		
Lesson 38	What is a Bully Free Playground?		
Lesson 39	What is a Bully Free Gym?		
Lesson 40	What is a Bully Free Bus?		
Lesson 41	What Have I Learned? What Do I Need to Do Next?		



# LESSON 16

## What Does Social Bullying Look Like?

### Learner Outcome:

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

- describe examples of social bullying.
- identify social behaviors they need to change.
- provide emotional support to students who are socially bullied.
- discuss the steps to take when they are socially bullied.
- discuss the steps to take as bystanders when someone is socially bullied.

### Preparation and Materials:

- Copy the handout “Social Bullying” for each student. If you wish, make a poster. (*Note: Add hurtful social bullying behaviors you have seen in fourth graders.*)
- Copy the Parent Chat handout “What Does Social Bullying Look Like” for each student to take home and discuss with their parents.
- Copy the short story “The Bullies and Krista’s New Friend” and the short story worksheet for each student.
- Copy the worksheet “Self-Control” for each student.
- A small index card for each student

### Activities:

1. Quickly review the definition of bullying and the key words of the definition.
2. Quickly review how students physically bully others. If you made a poster for the lesson on physical bullying, hold it up. Include some of the examples students gave you in the lesson.
3. Quickly review how students verbally bully others. If you made a poster for the lesson on verbal bullying, hold it up. Include some of the examples students gave you in the lesson.
4. *Say:* “Bullying can be physical, verbal or social. Today, we will talk about social bullying.”
  - *Ask:* “What does the word *social* mean?” (*Answer:* A person is *sociable* when he is ready and able to make friends and keep friends. Good social behaviors help people get and keep friends. Bad social behaviors make it difficult to make and keep friends. Some bad social behaviors can be bullying.)
5. Distribute the worksheet “Social Bullying” and hold up the poster, if one was made. Tell students that sometimes students hurt other students other ways, not just physically or verbally. Discuss the examples listed on the handout. Ask students to think of other examples of social bullying. Write their correct responses on the board, chart paper or electronic whiteboard. Ask them to select four new examples and write them on the handout – on the blank lines.

6. *Ask:* “Who feels like they have been hurt this week because someone made a mean face at you, wouldn’t let you play or sit with them, sent you a mean note or hurt you in some other way?” Ask students to share what happened but not to say any names. After each student shares their experience ask the class to repeat in unison the following:
- “I am sorry that happened to you.”
  - “It should not have happened to you.”
  - “I hope it never happens again.”

Explain that this is how they can provide *emotional support* to students who are bullied.

7. *Ask:* “What can you do when someone socially bullies you?” *Answer:*
- With a serious/strong face and a strong but calm voice say “I’m wasting my time here. I think I’ll find someone else to talk to.” Or say something else appropriate for the situation.
  - Walk off confidently and join others. (Remind students how to look confident as they walk away (e.g., stand up straight and walk in a relaxed but energetic way with a smile on your face and your head up). Randomly select students to demonstrate how to walk off confidently.
  - Report bullying to an adult. (This is not tattling.) Ask the adult to help you stay safe.
  - Try to stay away from that person as much as you can.
  - Talk to an adult about how the bullying has made you feel.
8. Randomly select students to role-play the above response to bullying.
9. *Ask:* “What should you do when you see someone socially bullied?” *Answer:*
- With a serious/strong face and a strong but calm voice say “Stop it. We don’t treat each other that way here.” Or say something else appropriate for the situation.
  - Ask the person to walk off with you and join some friends.
  - Report the bullying to an adult. (This is not tattling.)
  - Talk to an adult and write about how it made you feel to see someone bullied.
  - Be kind to the person who is bullied.
  - Be a good example by treating others the way you want to be treated.
10. Randomly select students to role-play the above response to bullying.
11. Tell students you expect them to tell you when they are bullied, when they see someone bullied, or they hear about someone being bullied.
12. Divide the class into groups of three or four. Try not to group a student with those he bullies. Appoint a group leader for each group. Give each student the short story “The Bullies and Krista’s New Friend” and the short story worksheet. Ask the group leaders to read and follow the instructions at the top of the worksheet. After each group has discussed their answers, randomly select students to share their answers. Use the following answer key to guide your response to their answers. Then collect the worksheets.

*Short Story Worksheet Answer Key:*

- What bullying did Martina experience? (*Answer:* Social-talking mean about her to Krista, calling her dumb to Krista, making her feel stupid and left out of the slumber party).
- Do you think Christina would have bullied Martina as much if her group of friends didn't go along with what she was doing? Please explain your answer. (*Answer may vary:* Consider that Christina feeds off the reaction of others, she might not have bullied if she was not getting attention or a reaction).
- Did Krista encourage Christina and the other girl's bullying of Martina? (*Answer:* No).
- Did Krista handle the situation appropriately? Please explain your answer. (*Answer:* Yes, she took up for Martina and created a situation where she would feel like she belonged).
- Why do you think Martina was bullied? (*Answers may vary:* probably because she was not from America. If it was just because she was new, the group would have also picked on Krista. She was also new to the neighborhood).

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

- New students are easy targets for bullies. Krista and Martina were both new to the neighborhood.
  - Bullies often pick on people because they are different. Martina did not speak English very well and that was different from the bullies so they teased her about counting wrong, trying to confuse her or mock her.
  - Bullies feed off other people joining them. Christina was feeding off the other girls she was around and she liked it when they were laughing and giving her attention.
  - It is always right to stand up for the student who is bullied. Krista stood up for Martina and they became friends.
  - Bullies often lead a pack or a group. Christina had a group of the same girls that bullied Martina.
13. Distribute the worksheet "Self-Control" and the index cards. Read the instructions, write examples on the board of things they could write and demonstrate how they should tally items on a card. Circulate about the room and examine the worksheets and cards. Collect the worksheets.
14. Review the major points of the lesson.

**Journaling:**

- Ask students to write about a time they saw someone bullied because they were different and the student who bullies knew she could hurt the person.
- Ask students to describe how they should react if they saw someone being bullied because they were different or for any other reason.

## **Parent Chat:**

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

## **Go Further:**

- After you collect the short story worksheets, examine them to identify issues you may need to discuss with specific students.
- Occasionally, throughout the year, ask if anyone has recently been socially bullied. After each student shares their experiences ask the class to repeat in unison the following:
  - “I am sorry that happened to you.”
  - “It should not have happened to you.”
  - “I hope it never happens again.”
- Continue using the self-control index card activity with students who have behaviors that need to be eliminated or increased.

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

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

**Instructions:** Read the following examples of social bullying and add four additional examples on the blank lines below.

## Social Bullying

- Not letting someone play with you
- Not letting someone sit with you
- Sending a mean note to someone
- Convincing others not to play, talk or sit next to someone
- Ignoring someone
- Telling a lie about someone

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **Short Story**

### **The Bullies and Krista's New Friend**

By  
Jeffrey Zare and Allan Beane, Ph.D.

When Krista moved to the neighborhood, Shaker Heights, another girl also moved to the neighborhood. Her name was Martina. Krista made many new friends at school. But Martina was shy and had trouble making friends at school.

One day at school, not too long after she had moved to Shaker Heights, Krista found some of her new friends giggling. She asked them, "What's funny?" One girl named Christina said, "You know that new girl Martina, she doesn't know anything. She doesn't know how to play even simple games. She doesn't even know how to play hop scotch. She doesn't know how to play anything." Another girl named Lynn added, "Yeah, we tried to teach her how to play but she is just too dumb."

Then another girl named Karen added, "When we were trying to teach her, she said, 'I don't know much English.' She's one of those, you know. She's not one of us."

The next day when Karen, Christina, Lynn and Krista, were walking to lunch together, Martina, who was walking closely behind them, heard Christina say to her friends, "Guess what?" Krista asked, "What?" Christina smiled, "I asked my mom if I could have a slumber party and she said it was okay." Krista asked, "Who are you inviting?" Christina giggled, "I have already invited four people that is one, two, four people. I'm inviting you, Krista and I'm inviting you, Lynn and I'm inviting Sarah who lives next to me. I'm inviting four people; one, two, four." Christina giggled knowing that Martina could not count in English.

Martina asked, "Christina, why can't I come?" Christina said, "Because my mother said I can only invite four people; one, two, four people."

Krista said, "Christina, that's a mean joke. Why are you picking on Martina?"

Christina said, "Krista, you're no fun." Then she turned to Lynn and Karen, "Come on, let's go." Christina, Karen and Lynn walked away.

Martina asked, "Why do they not like us?"

Krista said, "That's not important. We should not want to be friends with girls who are always bullying others. I'm your friend. I'll ask my mom if I can have a slumber party. I'll invite you and some of my friends who are kind to others."

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

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

## Short Story Worksheet

### The Bullies and Krista's New Friend

What bullying did Martina experience? \_\_\_\_\_

\_\_\_\_\_

Do you think Christina would have bullied Martina as much if her group of friends didn't go along with what she was doing? Please explain your answer. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did Krista encourage Christina and the other girl's bullying of Martina? \_\_\_\_\_

\_\_\_\_\_

Did Krista handle the situation appropriately? Please explain your answer. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why do you think Martina was bullied? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

## Self-Control

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

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

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## Parent Chat

### What Does Social Bullying Look Like?

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

☐

Ask your child to explain social bullying. (*Answer similar to:* when others hurt people by telling lies about them or by not letting them get close).

☐

Review the following social bullying behaviors with your child. (Take turns reading them to each other).

Make a mean face at you.

Send a mean note to you.

Convince others not to play, talk or sit next to you.

Not invite you to a birthday party.

Not let you come into a circle of friends to join the conversation.

X

\_\_\_\_\_  
Student Signature

X

\_\_\_\_\_  
Parent/Guardian Signature

## Fourth Grade—Lesson 16

### Plática con los Padres

## Qué es Abuso Social (Social Bullying)?

**Estimados Padres o Guardián:** Hoy discutimos abuso social (social bullying). Realice este ejercicio con su hijo(a). Después de terminar cada punto marque la caja correspondiente. Firme la página y envíela de regreso el siguiente día de clases Firme la forma y por favor envíela el siguiente día de clases. Mil gracias!

- ☐ Pídale a su hijo(a) que le diga lo que es abuso social (social bullying). (Puede oír: cuando otros lastiman a la gente diciendo mentiras de ellos y no dejándolos ser parte del grupo).
- ☐ Repase los siguientes comportamientos de abuso social (social bullying) con su hijo(a). Tomen turnos leyendo.

Hacerte una cara fea (mueca).

Mandarte una nota desagradable.

Convencer a otros de que no jueguen contigo o se sienten junto a ti.

Excluírte de la fiesta de cumpleaños.

No dejarte sentar en el círculo de las amigas y participar en la plática.

**X** \_\_\_\_\_

Firma del Estudiante

**X** \_\_\_\_\_

Firma del Padre/Guardián

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

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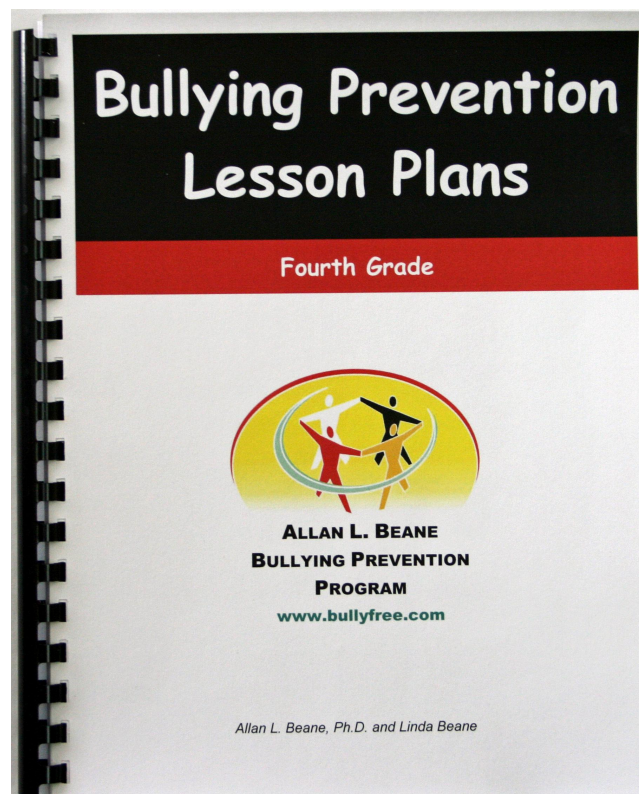
**Allan L. Beane, Ph.D.**, is an internationally recognized author, speaker and expert on bullying. He has over 36 years experience in education, which includes teaching special education, teaching regular education, serving as Director of a School Safety Center and serving as vice president of a university. 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, Curtis, 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 the Allan L. Beane Bullying Prevention 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 Allan L. Beane Bullying Prevention 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, LLC 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).



To order the fourth grade book of 41 ***Bullying Prevention Lesson Plans***, go to [www.bullyfree.com](http://www.bullyfree.com) and click on products. Available as printed copy by grade level (\$35.95) or as PDF files for your entire school (\$300.00).

As a teacher or counselor, you will find this book to be a powerful instructional anti-bullying resource with an excellent scope and sequence of forty-one lesson plans, including cyber bullying. They purposefully have a heavy focus on anti-bullying content. 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. One unique feature of the lesson plans is the “Parent Chat” (English and Spanish) included in many of the lessons that are sent home with the students. Parents/Guardians use this material to review with their child what he/she was taught that day at school. These are designed to reinforce learning but also to educate parents/guardians and perhaps influence the home environment. After discussing the content of the Parent Chat, a parent/guardian and the child sign it and it is returned to the teacher the next day, unless otherwise specified.

These interactive and thought provoking lessons were developed by fourth grade teachers working with Dr. Beane and Linda Beane over a two-year period. The Bullying Prevention Lesson Plans were field-tested in 23 schools. They were lessons designed to create a supportive, caring, peaceful and safe classroom and school. They promote the Golden Rule, develop empathy, help students understand the nature and destructiveness of bullying, help students who are bullied cope with their feelings and with the bullying, as well as encourage those who bully 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. – 8 ½ x 11 (246 pages)