

Bully Free Lesson Plans

-Fourth Grade-



ALLAN 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.

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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

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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.

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). 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 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.

Guidelines for Conducting Classroom Meetings

- Meetings with fourth graders typically last fifteen to thirty minutes. Classroom meetings for middle school and high school students may last as long as 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 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 *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.

Lesson Plan Record Chart (Fourth Grade)

Teacher: _____

Lesson Plan Title		Date Completed	Notes
CORE BULLY FREE LESSON PLANS			
Lesson C1	How Can I Make Good Friends and Be a Good Friend?		
Lesson C2	Do All Students in Our Class Feel Liked?		
Lesson C3	What are My Favorite Things?		
Lesson C4	How Can I Spread the Golden Rule?		
Lesson C5	What is Bullying?		
Lesson C6	How Can We Stop the Bully Machine?		
Lesson C7	What is a Bully Free Classroom? (Part 1)		
Lesson C8	What is a Bully Free Classroom? (Part 2)		
Lesson C9	What is a Bully Free Student Pledge?		
Lesson C10	What are Our Bully Free Classroom Rules?		
Lesson C11	Why Choose Not to Hurt Others?		
Lesson C12	Should I Report Bullying?		
Lesson C13	What Does Physical Bullying Look Like?		
Lesson C14	What Does Verbal Bullying Look Like?		
Lesson C15	Thumbs Up or Thumbs Down Comment?		
Lesson C16	What Does Social Bullying Look Like?		
Lesson C17	What is Cyber Bullying? What Does It Look Like?		
Lesson C18	Do You Cyber Bully?		
Lesson C19	What Should I Do to Prevent and Stop Cyber Bullying?		
Lesson C20	What was My Behavior Like this Past Week?		
Lesson C21	When and Where Have I Seen Bullying?		
Lesson C22	What Should I <i>Not</i> Do When Someone Tries to Bully Me?		
Lesson C23	What Should I Do When Someone Tries to Bully Me? (Part 1 – Planning to Avoid)		
Lesson C24	What Should I Do When Someone Tries to Bully Me? (Part 2 – Four-Step STOP Method)		

Lesson Plan Title		Date Completed	Notes
Lesson C25	What Should I Do When Someone Tries to Bully Me? (Part 3 – Practicing the STOP Method)		
Lesson C26	How was I Bullied this Past Week on School Property?		
Lesson C27	What Should I Do as a Bystander?		
Lesson C28	What is Empathy and Why is it Important?		
Lesson C29	Do We Care that We Tear Hearts?		
Lesson C30	What Should I Do If I Hurt Someone?		
Lesson C31	Am I Sad When I Am Bullied or Others are Bullied?		
Lesson C32	Am I Fearful When I am Bullied or Others are Bullied?		
Lesson C33	Am I Angry When I am Bullied or Others are Bullied?		
Lesson C34	What are Good Ways to Deal with Anger? (STOP-BREATHE SLOWLY-RELAX-THINK-COUNT)		
Lesson C35	What is a Bully Free Bathroom?		
Lesson C36	What is a Bully Free Cafeteria?		
Lesson C37	What is a Bully Free Hallway?		
Lesson C38	What is a Bully Free Playground?		
Lesson C39	What is a Bully Free Gym?		
Lesson C40	What is a Bully Free Bus?		
Lesson C41	What Have I Learned? What Do I Need to Do Next?		
Supplemental Bully Free Lesson Plans			
Lesson S1	Do You Remember the Different Types of Bullying?		
Lesson S2	Create a Class Directory or Scrapbook		
Lesson S3	Why Do Some Students Bully Others?		
Lesson S4	What are the Facts about Bullying?		
Lesson S5	How Can I Encourage Others with Positive Comments?		
Lesson S6	How to Give Compliments		
Lesson S7	Examples of Compliments		

Lesson Plan Title		Date Completed	Notes
Lesson S8	Practice Giving Compliments		
Lesson S9	How to Accept a Compliment		
Lesson S10	Practice Giving and Accepting Compliments		
Lesson S11	What are the Rewards for Acts of Kindness?		
Lesson S12	What are Good Ways to Deal with Anger? (Talk Sense to Myself)		
Lesson S13	What are the Behavioral Expectations in the Classroom?		
Lesson S14	What are the Behavioral Expectations in the Library?		
Lesson S15	What are the Behavioral Expectations in the Bathroom?		
Lesson S16	What are the Behavioral Expectations in the Cafeteria?		
Lesson S17	What are the Behavioral Expectations in the Hallways?		
Lesson S18	What is a Bully Free Stairwell?		
Lesson S19	What are the Behavioral Expectations in the Stairwells?		
Lesson S20	What are the Behavioral Expectations During Assembly Programs?		
Lesson S21	What are the Behavioral Expectations on the Playground (Part 1)?		
Lesson S22	What are the Behavioral Expectations on the Playground (Part 2)?		
Lesson S23	Planning for Recess to Avoid Bullying		
Lesson S24	What are the Behavioral Expectations During Dismissal?		
Lesson S25	What are the Behavioral Expectations While Waiting for the Bus (After School)?		
Lesson S26	What are the Behavioral Expectations in the Bus? (Part 1)		
Lesson S27	What are the Behavioral Expectations on the Bus? (Part 2)		
Lesson S28	Do You Want to Celebrate – Have a Party?		

LESSON C7

What is a Bully Free Classroom? (Part 1)

Learner Outcomes:

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

describe a Bully Free classroom.

verbalize their understanding that a Bully Free classroom is peaceful and safe.

describe bullying behaviors occurring or that may occur in the classroom.

recite the *Bully Free Chant*.

Preparation and Materials:

- *Recommended:* If you haven't already, post in your classroom the *Bully Free Classroom* poster (order at www.bullyfree.com or make it by using the page provided in lesson C5).
- *Recommended:* Post in your classroom the *Bully Free Zone* poster (order at www.bullyfree.com or make it by using the last page of this lesson).
- Make a poster (or use chart paper or an electronic whiteboard) entitled *Our Classroom Must Be a Place Where . . .* with blank lines so that student comments can be added. Post it in your classroom.

Our Classroom Must Be a Place Where . . .

We do not all have to be the same.
We do not all have to think the same.
We do not all have to act the same.

- Use the handout "Bully Free Classroom Pledge" to make a poster with space for students to print their names. Post it in your classroom.
- Copy the worksheet "Bully Free Chant" for each student.
- Write the following on poster board, chart paper or electronic whiteboard.

Bully Free Chant

We are Bully Free.
That's the way to be.
We obey the Golden Rule.
That's why we have a Bully Free School.

Activities:

1. Review the previous lesson.
2. Point to the *Bully Free Zone* poster and the *Bully Free Classroom* poster and ask students why they think you have these posters in your classroom. Remind them you want your classroom to be a *Bully Free Zone* and a *Bully Free Classroom*.
3. Tell students for their classroom to be a *Bully Free Zone* and *Bully Free Classroom* it must be a classroom where everyone obeys the Golden Rule.
4. Present the poster *Our Classroom Must Be a Place Where . . .*. Read and discuss each line of the poster. Ask students to help you fill in the blanks. Prompt them by saying, “We do not” For example: “We do not bully others.” “We do not want others to be bullied.”
5. Present the *Bully Free Classroom Pledge* poster. Discuss each line of the pledge. Ask each student to repeat each line as you read them. Have each student sign the poster.
6. Teach students the *Bully Free Handshake*, a way for two students to indicate that they are in agreement that bullying should be prevented and stopped—that is, to be bully free. The handshake is made by making the symbol for love by folding the middle and ring fingers down into the palm leaving the thumb, index finger and little finger straight. Then, you proceed to “shake hands” by touching the back of the hands together.
7. Present the poster the *Bully Free Chant*. Ask students to repeat each line after you. If you wish, ask selected students to read the chant.
8. *Ask*: “How do you feel when you say the *Bully Free Chant*. Why do we need to say this chant?”
9. *Ask*: “Who would like to sing this chant as if it was a song?” If necessary, demonstrate singing the chant. (Let students sing the chant to the tune of their choice and ask the entire class to sing it to the same tune.)
10. Distribute the worksheet “Bully Free Chant” and guide students in completing it.
11. Review the major points of the lesson.

Go Further:

Throughout the year, remind students that they signed the *Bully Free Classroom Pledge* and to occasionally greet one another with the *Bully Free Handshake*.

Bully Free Classroom Pledge

We won't bully others.

We will help students who are being bullied.

We will include students who are left out.

We will report bullying we know about or see.

Student Signatures

Name: _____ Date: _____

Instructions: Fill in the blanks with the correct words.

Bully Free Chant

We are Bully _____.

That is the way to _____.

We obey the _____ Rule.

That is why we have a _____ School.

BULLY

FREE

ZONE[®]



www.bullyfree.com

LESSON C14

What Does Verbal Bullying Look Like?

Learner Outcomes:

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

- describe examples of verbal bullying.
- identify feelings they could have when verbally bullied.
- verbalize their understanding that they should not verbally bully.
- identify feelings someone might have when they verbally bully them.
- provide emotional support to students who verbally bullied.
- discuss the importance of guarding their tongues.
- verbalize the importance of having kind (sweet) words to say rather than mean (sour/bitter) words.
- discuss the steps to take when they are verbally bullied.
- discuss the steps to take as bystanders when someone is verbally bullied.

Preparation and Materials:

- Copy the handout “Verbal Bullying” for each student. If you wish make a poster. (*Note:* Add hurtful comments you have heard fourth graders make.)
- Copy the worksheet “How Does It Feel to Be Verbally Bullied?” for each student.
- Copy the worksheet “Self-Control” for each student.
- A small index card for each student
- Chart paper or electronic whiteboard.

Activities:

1. Review the definition of bullying and what physical bullying looks like.
2. *Say:* “Bullying is not just physical it can also be verbal.”
3. *Ask:* “What is verbal bullying?”
4. Distribute the handout “Verbal Bullying” and hold up the poster, if one was made. Tell students that sometimes students hurt other students by using their voices and words. Discuss the examples listed on the handout. Ask students to think of other examples of verbal 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.
5. Consider asking students to give you some specific examples of words that hurt, for example: fat, stupid, ugly, etc. (*Note:* Help students guard against using words they say to someone who may be in their class.) Discuss how hurtful such words can be.
6. Give students the worksheet “How Does It Feel to Be Verbally Bullied?” and guide them in completing it. If you wish, discuss it with them.

7. *Ask:* “Tell me about a time someone (no names) hurt you with their words.” Ask students to share what happened but not to say names. After each student shares his or her experience, ask the class to repeat in unison the following:

- “I am sorry that happened to you.”
- “That should not have happened to you.”
- “I hope that never happens again.”

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

8. *Ask:* “What can you do when someone verbally bullies you?” *Answer:*

- With a serious/strong face and a strong but calm voice say “Stop it!” or “So. That’s your opinion. It doesn’t matter what you say.” Or “This is a waste of my time.” (Run if you think you will be harmed.)
- 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 the person who bullies you as much as you can.
- Talk to an adult about how the bullying makes you feel.

9. Remind students they should run if there is a chance they will be harmed.

10. Randomly select students to role-play the above response to bullying.

11. *Ask:* “What should you do when you see someone verbally bullied?” *Answer:*

- Don’t laugh.
- With a serious/strong face and a strong but calm voice say “Stop it!” Or say “So. That’s your opinion. It doesn’t matter what you say to any of us.” Or say “This is a waste of our time.”
- Ask the person to walk off with you and join some friends. Run off if you think you and your friend will be harmed. (Remind students how to walk off confidentially (e.g., stand up straight and walk in a relaxed but energetic way with a smile on your face and your head up).
- 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.

12. Randomly select students to role-play the above response to bullying.

13. Tell students you expect them to tell you or another adult when they are bullied, when they see someone bullied or when they hear about someone being bullied.

14. 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.

15. Review the major points of the lesson.

Go Further:

- Occasionally, throughout the year, consider asking if anyone has recently been verbally bullied. As students share their stories, ask them to repeat after you 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: When instructed by your teacher, add examples of verbal bullying on the blank lines below.

Verbal Bullying

- Calling someone a mean name
- Making fun of someone's clothes
- Telling someone you are going to beat them up
- Making fun of someone's hair

- _____

- _____

- _____

- _____

Name: _____

Date: _____

Instructions: Complete the following sentences by filling in the blanks.

How Does It Feel to Be Verbally Bullied?

- I would feel _____ if someone called me “fatso.”
- Someone would feel _____ if I called someone “fatso.”
- I would feel _____ if someone called me “ugly.”
- Someone would feel _____ if I called someone “ugly.”
- I would feel _____ if someone made fun of my clothes.
- Someone would feel _____ if I made fun of someone’s clothes.
- I would feel _____ if someone told me they were going to beat me up.
- Someone would feel _____ if I told them I was going to beat them up.



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: _____

I want to *do* this: _____

LESSON C24

What Should I Do When Someone Tries to Bully Me? (Part 2- Four-Step STOP Method)

Learner Outcomes:

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

describe the *Four-Step STOP Method* of responding to bullying.

demonstrate the *Four-Step STOP Method* of responding to bullying.

Preparation and Materials:

- Chart paper and marker or electronic whiteboard
- Copy the handout “Stop Sign” onto cardstock paper for each student.
- Craft sticks (one for each student)
- Safety scissors
- Art supplies for decorating the handout “Stop Sign”
- Use the handout “Stop Sign” to make a poster.
- Prepare the following poster with S-T-O-P written vertically with the following messages:

Four-Step STOP Method

S – Stand up for yourself. Say “STOP it! Leave me alone.”
(With a serious/strong face and a strong but calm voice. Walk away confidently.)

T - TELL an adult.

O - Go to OTHERS nearby.

P - Be PROUD of yourself.

(Run if you will be harmed.)

- Draw four human stick figures on chart paper or on the board, chart paper or electronic whiteboard representing each of the above steps. They should be in random order.
- Copy the STOP Cards, cut them apart (one for each student) and laminate them.

Activities:

1. Review the previous lesson.
2. *Ask*: “What should we do if someone tries to bully us?”
 - Elicit responses and record them on chart paper or the electronic whiteboard.
 - Discuss the appropriateness of each response.

3. Hold up the STOP sign poster and tell them that if someone tries to bully them they should say “STOP it!” Ask them to repeat after you, “STOP it!”
4. Give each student the handout “STOP Sign” and a craft stick. Distribute the safety scissors and art supplies students need to decorate their signs. Ask them to cut it out and decorate it. Ask them to glue or staple their signs to a craft stick.
5. Hold up your STOP sign again and ask students to hold up their STOP sign. Ask students to repeat “STOP it” after you with a serious/strong face and a strong but calm voice. If you wish, demonstrate this for them.
6. Ask students to role-play bullying situations using the “STOP it!” strategy. If necessary, show them how to walk away confidently (i.e., head held high, back straight, quick walk, smile).
7. Hold up the poster with STOP and the messages written on it. As you read the letters and messages ask students to repeat them after you. Ask students to indicate which of the four human stick figures appearing on the chart paper or the board represents the message read.
8. Tell students to run if they think they are about to be harmed or are in danger.
9. Tell students that *how* they say “STOP it!” is very important. They should not say it in a whining or pleading voice. They should say “STOP it!” with a serious/strong face and a strong but calm tone. Explain that “STOP it!” means to STOP immediately. Demonstrate how to say “STOP it!” Ask them to hold up their stop signs and say STOP it! with a serious/strong face and a strong but calm voice. Randomly select students to say “Stop it!” with a serious/strong face and a strong but calm tone of voice.
10. Review the major points of the lesson.

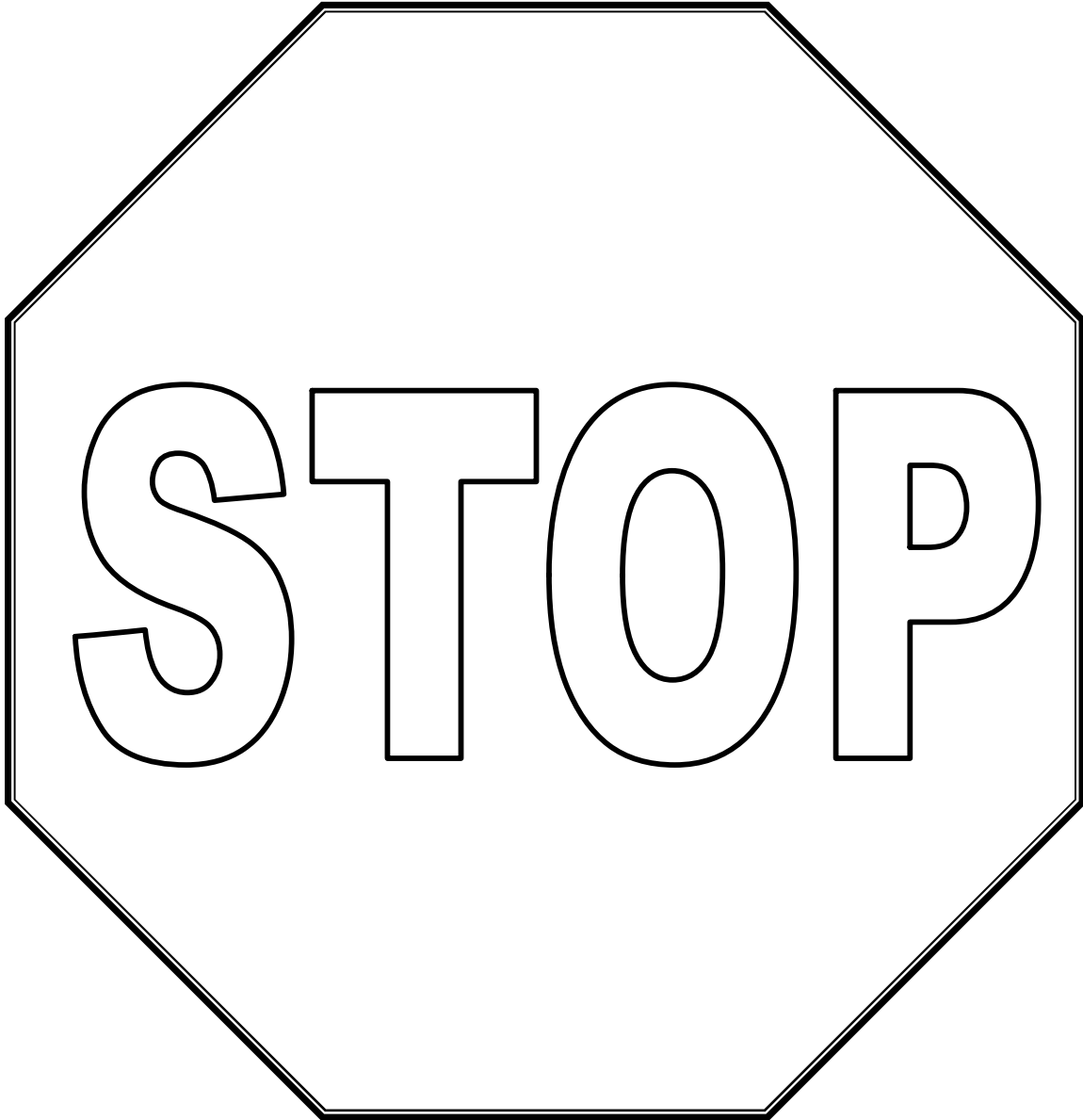
Parent Chat:

Give each student a laminated STOP CARD and ask them to take it home and ask their parents to discuss it with them.

Go Further:

Compliment efforts of students when you observe them using the Four-Step Stop Method. When you hear a student telling someone to STOP it! and the student doesn’t stop, say something like “I heard her tell you to STOP it! That means that you must immediately STOP. So I want you to STOP when she tells you to.”

Stop Sign



Instructions: Copy and cut along the dashed lines. Give each student one card.

STOP CARDS

Four-Step STOP Method

S – Stand up for yourself. Say “STOP it!” Say, “Leave me alone. (With a serious/strong face and a strong but calm voice. Walk away confidently.)

T - TELL an adult.

O - Go to OTHERS nearby.

P - Be PROUD of yourself.

Four-Step STOP Method

S – Stand up for yourself. Say “STOP it!” Say, “Leave me alone. (With a serious/strong face and a strong but calm voice. With a serious/strong face and a strong but calm voice. Walk away confidently.)

T - TELL an adult.

O - Go to OTHERS nearby.

P - Be PROUD of yourself.

Four-Step STOP Method

S – Stand up for yourself. Say “STOP it!” Say, “Leave me alone.” (With a serious/strong face and a strong but calm voice. Walk away confidently.)

T - TELL an adult.

O - Go to OTHERS nearby.

P - Be PROUD of yourself.

Four-Step STOP Method

S – Stand up for yourself. Say “STOP it!” Say “Leave me alone.” (With a serious/strong face and a strong but calm voice. Walk away confidently.)

T - TELL an adult.

O - Go to OTHERS nearby.

P - Be PROUD of yourself.

LESSON C27

What Should I Do as a Bystander?

Learner Outcomes:

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

- discuss the meaning of “powerful bystanders.”
- discuss ways students can be powerful bystanders.
- provide emotional support to students who are bullied.

Preparation and Materials:

- Copy the handout “If You Want to Stop Bullying, You Can . . .” for each student to take home.
- Copy the handout “Talking Sense to Myself” for each student to take home.
- Chart paper or electronic whiteboard

Activities:

Note: An important component in any anti-bullying program is an effort to empower bystanders. Students should not only be encouraged to be powerful bystanders but should also be taught how to stand united against bullying and how to safely intervene when they hear or see someone bullied. Students must feel that you desire and value their efforts to be a voice of kindness, a voice of acceptance and a voice of courage. When students are able to confidently stand up for bullied students, they often find it rewarding. They know it is not right to bully others. So when they do what they know is right, it helps them to feel good about themselves.

1. Review the previous lesson.
2. Tell students bullying involves everyone: the bullied student, the student who bullies and the bystanders. Explain that bystanders are students who are watching and doing nothing to help the student and those who laugh.
3. Remind students that they have already learned how to provide *emotional support* to students who are bullied. Ask, “What are the three things we should say to a student when we see them bullied?” *Answer:*
 - “I am sorry that happened to you.”
 - “It should not have happened to you.”
 - “I hope it never happens again.”

Ask students to repeat each of these after you.

4. *Ask:* “What is the difference between a bystander and a powerful bystander? (*Answer:* A powerful bystander takes action against the bullying.)

5. *Ask:* “Why is it important for bystanders, such as yourself, to speak out against bullying and support those who are bullied?” (*Answer:* Students who are bullied often need the help of others. When someone is bullied, it makes other students sad and fearful. Bullying can make someone sick and angry. Sometimes students who are bullied hurt themselves or hurt others. By being an empowered bystander we make our school safer.)
6. *Ask:* “How would you go about helping someone who is bullied?” List their responses on the board, chart paper or an electronic whiteboard. (*Answer:* Don’t laugh. Take some friends with you and tell the student who is bullying to “Stop it!” with a serious/strong face and a strong but calm voice. Ask the bullied student to walk off with you and your friends and to sit with you or play with you.)
7. *Ask:* “How do you think a bullied student would feel if you helped her?” (*Answer:* fantastic, happy, valued and liked)
8. *Ask:* “How would you feel if you helped a student who was bullied?” (*Answer:* I would feel good about myself.)
9. Distribute and discuss the handout “If You Want to Stop Bullying, You Can. . .” As you read each item, ask them to repeat it after you. Explain that you are giving them the handout to take home. Tell them to ask their parents to read it with them.
10. Distribute and discuss the handout “Talking Sense to Myself.” As you read each item ask them to repeat it after you. Explain that you are giving them the handout to take home. Tell them to ask their parents to read it with them.
11. Ask students to visualize someone being bullied. Ask them to visualize themselves acting in an empowered but safe manner. Emphasize the importance of telling an adult when they see or hear bullying. Ask students to think of the people (or a person) they could count on to help them.
12. Review the major points of the lesson.

Parent Chat:

Ask students to take home the handout “If You Want to Stop Bullying, You Can . . .” and ask their parents to read it with them.

IF YOU WANT TO STOP BULLYING, YOU CAN . . .

- Refuse to join in.
- Refuse to laugh.
- Refuse to stand guard for the bully. Refuse to watch for adults.
- Speak out on behalf of the bullied student with a *serious/strong face* and a *strong but calm voice*. Say:
 - “Don’t treat him that way! Leave him alone. Bullying isn’t allowed in our school.” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
 - “Stop hitting her!” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
 - “Don’t call him that name!” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
 - “Stop picking on her!” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
 - “I’m reporting this to Mrs. Smith!” Bullying is against the rules. (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to adult or write about how it made you feel to see someone bullied.)
 - “This is a waste of our time. We are out of here.” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
 - “Big deal! We both need to lose weight.” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
 - “We both have big ears. Sometimes we feel like an elephant.” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
 - “So what! It doesn’t matter what you think or say.” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
 - “Oh well! That’s your opinion. Everyone has an opinion.” (Then, ask the student to walk off with you and your friends, report it to an adult, join some friends, be proud of yourself and talk to an adult or write about how it made you feel to see someone bullied.)
- Report all bullying you see, hear or hear about to an adult.
- Be a good example by treating others the way you want to be treated.

TALKING SENSE TO MYSELF

Use the following brief, powerful, easy-to-remember words and phrases to talk sense to yourself when someone wants you to bully another student.

- I do not have to do what the student who bullies wants.
- I don't have to laugh.
- I don't have to stand guard for the bully.
- I can make a better choice.
- I care about the feelings of others.
- I can confidently walk away.
- I don't have to let the student who bullies control how I treat others.
- I will not bully anyone. I'm better than that.
- I can stop and think about the consequences and I don't have to do what the student who bullies wants me to do.
- I will not ignore bullying. I have the courage to report it to an adult.
- I can stand up for the student being bullied.
- I don't need friends who bully.
- I don't just believe in the Golden Rule, I obey it.

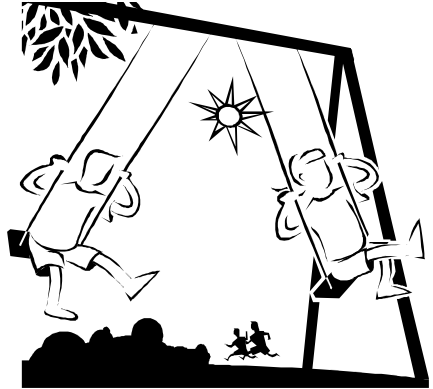
LESSON C38

What is a Bully Free Playground?

Learner Outcomes:

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

- discuss selected behavioral expectations on the playground.
- describe a Bully Free playground.
- describe how a Bully Free playground is peaceful and safe.
- describe bullying behaviors that occur on the playground.



Preparation and Materials:

- Copy the handout “Behaviors Expected on the Playground (Relating to Bullying)” for each student or make a poster.
- Copy the handout “Bullying on the Playground” for each student.
- Review the Supplemental Lesson Plans that focus on Behavioral Expectations on the Playground and be prepared to discuss those you feel are most important for your students and those that more directly relate to bullying.

Activities:

1. Review the previous lesson.
2. Discuss the importance of following rules on the playground. Tell students there are a few behaviors expected on the playground that you want to discuss with them. Display the poster and/or distribute the handout “Behaviors Expected on the Playground (Relating to Bullying).” Discuss the expectations and others you selected from the Supplemental Lessons.
3. Divide the students into groups of three or four. Try not to group a student with those he bullies. Give each student the worksheet “Bullying on the Playground.” Ask each student to follow the instructions on the worksheet. If you wish, read the instructions to students. Then ask them to discuss with their group what they have written. Circulate from group to group to see that students stay on task. After a period of discussion, randomly select students to share with the entire class what they have written.
4. *Ask:* “If everyone obeyed the Golden Rule on the playground, would it be a more peaceful and safe place? Would everyone on the playground be happier?”
5. Encourage students to obey the Golden Rule on the playground. Let them know you will be watching them on the playground and you expect them to obey the Golden Rule.
6. Review the major points of the lesson.

Go Further:

- Require students to plan recess activities prior to recess, which include everyone. Encourage other teachers to do the same.
- Teach appropriate and enjoyable playground games.
- Provide well supervised activities for rainy days.
- Ask your principal and others to consider staggering recess times of older and younger students.
- Ask your principal to consider dividing the playground with one side designated for younger students and the other side designated for older students. Occasionally rotate the assignment.
- Start a playground buddies program.
- Ask your school to form a leadership club to train older students as playground leaders to help younger students with group games (e.g., managing equipment and refereeing).
- If appropriate, ask your principal to ask someone to use spray paint to draw lines on the grass or use other marking devices (orange plastic cones) to indicate areas on the playground that are off-limits, such as behind maintenance buildings.
- Some researchers have discovered that traditional games like skipping rope, hopscotch and other non-competitive games can reduce bullying on playgrounds.
- Adam Hawkins and colleagues of Brandon, MB, Canada instituted a Playground Pass System that has been effective. The following is an adaptation of the system. I'm referring to it as the "Golden Rule Pass." When a student is known to bully others on the playground, give them a "Golden Rule Pass" (see below) to take to the playground. They are required to show the pass to the adult supervisor and get the adult's signature. During the entire recess period the student must be observed by the supervisor as engaging in pro-social behavior. If the adult approves of the student's behavior, the adult signs the ticket again. The student then returns the pass to her teacher. If the supervising adult has not signed the pass twice, consequences are applied.

Golden Rule Pass

Name of Student: _____ Date: _____

Teacher: _____

Signature of Supervisor at the beginning of recess: _____

Signature of Supervisor at the end of recess: _____

Behaviors Expected on the Playground (Relating to Bullying)

- Remain in play area designated by adult(s), unless permission is given by an adult.
- Avoid bumping or pushing people. If you accidentally bump someone, say “Excuse me.”
- Invite and include all those who want to play.
- Refrain from “Play” wrestling, boxing and rough play, which can result in injuries.
- Treat others the way you want to be treated (i.e., be polite, kind, respectful, etc.).
- Control your anger and seek to resolve conflict peacefully.
- Leave objects such as sticks, rocks, pinecones, debris and other dangerous items alone.
- Report bullying or other problems and dangerous situations to an adult.

Name: _____ Date: _____

Instructions: In the first box of the left column, describe bullying you have seen or heard on the playground. Please do not mention names. In the box under that, write how you would feel if that happened to you. In the first box of the right column, write how students can obey the Golden Rule on the playground. In the box under that, describe how that would make you feel.

Bullying on the Playground

What bullying have you seen or heard on the playground?	How can students obey the Golden Rule on the playground?
How would those things make you feel if they happened to you?	How would that make you feel if these things happen to you?

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

Allan L. Beane, Ph.D., is an internationally recognized author, speaker and expert on bullying. He has over 36 years experience in education, which includes teaching special education, teaching regular education, serving as Director of a School Safety Center and serving as vice president of a university. He has served as an expert in criminal cases and as a consultant in lawsuits involving bullying. He has also made numerous television appearances.

Dr. Beane's son was bullied in seventh grade and high school. Bullying contributed to his son's untimely death at the age of 23. His son's life inspired him to write his first book, *The Bully Free Classroom*, and other books about bullying. His first book is in several languages. Schools and districts all over the United States have adopted his Bully Free Program.

As a dynamic and highly sought-after speaker in the United States and other countries, Dr. Beane presents keynote addresses, presentations and workshops for school districts, organizations, colleges, students and parents. His down-to-earth speaking style, inspirational stories and practical strategies appeal to audiences everywhere.

Linda Beane has over 20 years of experience in educational settings. She is the co-author of several anti-bullying books included in the Bully Free Program. Also a mother and grandmother, Linda has been widely recognized for her support of children and her responsiveness to their needs.

Allan and Linda operate Bully Free Systems, a company dedicated to preventing and stopping bullying. Since the death of their son Curtis, in whose death bullying played a part, they have devoted their lives to creating safe and supportive learning environments where all students can have a sense of belonging and acceptance. For information on speaking, training and workshop opportunities, visit www.bullyfree.com.