Bully Free® Lesson Plans -High School Senior-



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

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PREFACE

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

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

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

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

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

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

I hope you find this book informative and helpful.

- Allan L. Beane

DEDICATION

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

- Allan and Linda Beane

ACKNOWLEDGMENTS

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

INTRODUCTION

Bullying can be found in every school and classroom, preschool through high school. Therefore, to prevent and reduce bullying, a systematic effort must be made in each school and there must also be a school system-wide commitment. Adults denying that bullying exists or ignoring bullying is one of the worst things that can happen to a student and a school. When adults get involved, seek to prevent bullying and consistently respond to it and harness the energy of their students, much of the bullying can be prevented, reduced or stopped. To adequately attack the problem of bullying, schools need to implement numerous school-wide and classroom strategies and a curriculum. This book focuses on the curriculum and classroom strategies.

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

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

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

Core and Supplemental Lesson Plans

Since teachers are asked to teach at least one lesson each week, the lesson plans have been divided into two categories: *Core Bully Free Lesson Plans* and *Supplemental Bully Free Lesson Plans*. The core plans are considered essential. The supplemental lesson plans can be used if you wish to teach more than one each week or to target specific problem areas. Since the lesson plans are very interactive, during the field testing of the lesson plans it was discovered that the time required to teach the lessons varied from one teacher and class to another. However, you can assume they are 15 to 20 minutes in length.

Description of Lesson Components and Elements

Almost every lesson has three or more of the following components: Learner Outcome(s); Preparation and Materials; Activities; Journaling; and Go Further. These components and elements are described below.

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

Preparation and Materials. For each lesson segment, there is a list of materials and supplies needed to prepare for and implement the lesson plan. In most cases these resources are included

with the lesson plan. Included are instructions for preparing each lesson. Sometimes this includes gathering certain materials while other times it may require the teacher to copy and study the handouts and prepare to discuss the items listed.

Activities. This section of the lesson plan includes a variety of activities that are teacher directed as well as student led. Each lesson includes a variety of brief age-appropriate activities based on effective teaching and learning principles.

Journaling. Each student is required to have a journal (3-ring binder with 8 ½" x 11" lined notebook paper). Some of the lessons require students to write in their journals during the lesson and/or to complete writing assignments as follow-up activities. Handouts are often distributed and students are sometimes asked to place these in their journals. Punch three holes in worksheets and handouts for placement in journals of students. Students should bring their journals to each class meeting. When time does not permit writing during class, the journal writing can be considered homework. Occasionally collect the journals to see if students are completing their writing assignments and are placing the handouts and worksheets in their journals. You will also learn a lot about students and their life in school by reading their journals.

Go Further. Some lessons include notes to you. Most of the time this includes additional information and/or resources that support your teaching or to extend learning. Sometimes homework is included.

Importance of Terminology

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

Professional Development and Presentations to Students and Parents

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

Lesson Plan Record Chart

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

Bully Free Lesson Plan Record Chart

Grade Level:	Teacher:
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Lesson Number	Title of Lesson Plan	Check When Completed	Notes
Core Bully	Free Lesson Plans - Senior Year		
Lesson C1	Defining Bullying		
Lesson C2	Examples of Bullying		
Lesson C3	What is Cyber Bullying?		
Lesson C4	What Does Cyber Bullying Look Like?		
Lesson C5	Do You Cyber Bully?		
Lesson C6	How to Prevent and Stop Cyber Bullying		
Lesson C7	My Behavior this Past Week		
Lesson C8	Why Bullying Must Stop		
Lesson C9	Retaliation is NOT the Answer		
Lesson C10	When to Report and When Not to Report Mistreatment		
Lesson C11	Community, Unity and a Bully Free School		
Lesson C12	Types of Bystanders		
Lesson C13	Assertiveness Skills for Bullied Students and Empowered Bystanders		
Lesson C14	Bystanders (Part 1 – Compassion and Concern for Others)		
Lesson C15	Creating Positive Memories		
Lesson C16	Betrayed		
Lesson C17	Regret and Bullying Prevention		
Lesson C18	Bystanders (Part 2 – A Willingness to Help Students Who are Bullied)		

Lesson Number	Title of Lesson Plan	Check When Completed	Notes			
Lesson C19	In My Opinion, My Peers					
Lesson C20	How Empowered am I as a Bystander?					
Lesson C21	Practicing Your Role as an Empowered Bystander (Part 1)					
Lesson C22	More Practice as an Empowered Bystander (Part 2 – Helping the Physically Bullied)					
Lesson C23	More Practice as an Empowered Bystander (Part 3 – Helping the Verbally Bullied)					
Lesson C24	More Practice as an Empowered Bystander (Part 4 – Helping the Socially Bullied)					
Lesson C25	More Practice as an Empowered Bystander (Part 5 – Helping the Cyber Bullied)					
Lesson C26	Review and Application					
Supplement	al Bully Free Lesson Plans - Senior Year					
Lesson S1	Courageous and Brave Bystanders					
Lesson S2	Passive, Assertive or Aggressive Statements?					

Defining Bullying

Learner Outcomes:

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

define bullying.

discuss the five criteria used to determine if someone is in a bullying situation: intentional, threatening, hurtful, persistent and imbalance of strength (power).

Preparation and Materials:

- Recommended: A Bully Free Bracelet for each student (order at <u>www.bullyfree.com</u>)
- Recommended: A Together We Can Be Bully Free Brochure--A Mini Guide for Students for each student (order at www.bullyfree.com)
- Recommended: A Together We Can Be Bully Free Brochure--A Mini Guide for Parents for each parent (order at www.bullyfree.com)
- Write on the board, chart paper or electronic whiteboard: "What is the Definition of Bullying?"
- Copy the handout "The Definition of Bullying" for each student.

Activities:

- 1. Ask: "What is the hottest topic in school violence?" (Answer: Bullying) Say: "Several states have passed laws mandating that schools prevent and stop bullying. It is the most common form of school violence."
- 2. Say: "Research findings indicate that bullying is destructive to students and creates unsafe schools. It is not to be taken lightly. Anyone that does is putting our school at risk and is demonstrating that they do not care about people."
- **3.** Say: "This year, we are going to have several mini-discussions about bullying. This is a problem we have in our school. It is time for it to stop. I want you to know I am committed to preventing and stopping it in this school. I will not tolerate it."
- **4.** Say: "We need your help to prevent and stop bullying in our school. I ask for your help. You can start by demonstrating your maturity as we seek to keep our discussion of this topic on a serious level. There is nothing humorous about bullying."
- 5. Discuss the need for all students to bring a journal (3 ring binder with $8 \frac{1}{2} \times 11$ paper) to each class meeting.
 - Explain that you will be distributing handouts and worksheets to be placed in their journals and that some of the lessons will require them to briefly write in their journals.
 - Tell students that other students are not to look at their journals, but you will be collecting them occasionally to check their work.

- Explain that journal writing will sometime occur during class and sometimes they may need to complete their writing assignment as homework.
- **6.** Say: "Our first lesson will focus on the definition of bullying."
- 7. Ask: "What is the definition of bullying?" Record the responses of students on the board, chart paper or electronic whiteboard.
- **8.** Distribute and read the handout "The Definition of Bullying."
- 9. Say: "This definition includes four criteria used to determine if a person is in a bullying situation." Discuss the following four criteria:
 - *Intentional* It is not accidentally hurting someone. *Ask*: "Why would anyone desire to hurt someone intentionally over and over again?"
 - Threatening The behavior frightens the individual. The individual fears his safety.
 - *Hurtful* It doesn't have to be physical hurt. It can be psychologically hurtful (i.e., calling someone names, spreading rumors and lies about someone, socially rejecting someone, threatening them, etc.). *Ask*: "In your opinion, how hurtful would a behavior have to be to consider it bullying?" (*Answer*: It doesn't matter how much it hurts someone.)
 - *Persistent* The person is repeatedly bullied. There is no certain number of times that a person must be bullied. *Ask*: "In your opinion, how often would someone have to be hurt to consider them bullied?" (*Possible Answer*: Some people think the word *repeated* should be removed from the definition. They think if someone is hurt so <u>deeply</u> just one time that they remember it the rest of their lives that it should be called bullying.)
 - *Imbalance of Power (Strength)* The person bullying others often has physical and/or psychological power over the other person. Many times there is a power imbalance because several people are bullying the same individual. *Ask*: "What does it mean to have psychological power over someone?"
- **10.** Emphasize that "joking around" can be hurtful and should be avoided. Bullying is never justified. It is never appropriate to hurt someone, even when joking.
- 11. Give each student a *Bully Free Bracelet* to wear every day to remind them to keep their classroom and school Bully Free.
- **12.** Give each student a *Together We Can Be Bully Free Brochure A Mini Guide for Students*.
- **13.** Give each student a *Together We Can Be Bully Free Brochure A Mini Guide for Parents* to take home to their parents.
- **14.** Review the major points of the lesson.

Journaling:

- Ask students to write a paraphrased version of the definition of bullying.
- Ask students to explain each of the five criteria mentioned in the definition of bullying: intentional, threatening, hurtful, persistent and imbalance of power.

THE DEFINITION OF BULLYING

Bullying is a form of aggressive behavior that is <u>intentional</u>, <u>threatening</u>, <u>hurtful</u> (physical and/or psychological) and <u>persistent</u> (repeated). There is an <u>imbalance of strength</u> (power).

Examples of Bullying

Learner Outcomes:

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

discuss the categories of bullying behaviors.

list specific examples of behaviors that may occur in bullying situations.

Preparation and Materials:

- Prior to class write on the board, chart paper or electronic whiteboard: "What does bullying look like?" Allow room to make three columns, one for each of the following headings: (1) Physical, (2) Verbal, (3) Social or Relational and (4) Other.
- Prior to class, write on the board, chart paper or electronic whiteboard the following definition of bullying:

Bullying is a form of aggressive behavior that is intentional, threatening, hurtful (physical and/or psychological) and persistent (repeated). There is an imbalance of strength (power).

- Copy the worksheet "What does Bullying Look Like?" for each student.
- Copy the worksheet "Bullying on Television" for each student.

Activities:

- 1. Review the previous lesson.
- **2.** Randomly select students to read what they wrote in their journals as required in the previous lesson.
- 3. Read the definition of bullying you wrote on the board, chart paper or electronic whiteboard.
- **4.** Distribute the worksheet "What does Bullying Look Like?" Discuss the categories and examples of bullying behaviors.
- 5. For each category (physical, verbal, social, relational or other) ask students to write on the blank lines two additional examples of behaviors they have observed. Ask students to share their examples.
 - Discuss the examples mentioned by students. Mention that most bullying situations include several behaviors from all three categories.
- **6.** Review the major points of the lesson.

Journaling:

Ask students to write the following question and their response: "Do you think bullying occurs in workplaces? If so, what does it look like?"

Go Further:

Distribute the worksheet "Bullying on Television." Ask students to watch television and record shows and scenes in which bullying is portrayed and to complete the worksheet. Tell students that their findings will be discussed in the next lesson.

What	Does Bullying Look Like?
sical Bullying	
Hitting, slapping, elbo	owing, shouldering (slamming)
Pushing/shoving	
	defacing personal property
Stepping on heels Cramming someone in	nto her locker
_	
bal Bullying	
Name calling	
Insulting remarks and	put-downs
Repeated teasing	
Threats and intimidati	on
	
ial and Relational Bull	ying
Destroying and manip	pulating relationships
Embarrassment and h	umiliation
Negative body langua	ge (facial expressions, turning your back to someone)
Threatening gestures	
Hurtful graffiti	
	passed around or sent to someone
	ures of those promising to hate someone)
er Bullying Behaviors	
	ext messages, posting hurtful things on the web, etc.)
Cyber burrying (i.e., to	ext messages, posting nurtiul timigs on the web, etc.)

Name:	Date:
<i>Instructions:</i> After watching a questions.	television show where bullying is portrayed, answer the following
	Bullying on Television
Name of the TV show you w	vatched:
Describe the bullying you ol	bserved:
, ,	the person being bullied?
	person who was bullied do about the bullying?
What, if anything, happened	d to the person who bullied?
What did the scene teach y	ou about bullying?

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Do You Cyber Bully?

Learner Outcome:

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

Preparation and Materials:

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

Activities:

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

Journaling:

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

Go Further:

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

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

Do You Cyber Bully?

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

		1
Have you used a computer to pretend you are someone else in order to get them into trouble?		
Have you created a Web site to embarrass and humiliate someone?		
If you answered "Yes" to any of the above questions, answer the following of the you understand you are being hurtful, you are disobeying the Golden Rule, you mething against the law and you are making our school less peaceful and unsate	you may	be doing
Do you agree to stop cyber bullying? Yes □ No □		

Bystanders

(Part 1-Compassion and Concern for Others)

Learner Outcome:

By the end of this lesson students will be able to discuss examples of how they can demonstrate a greater concern for bullied students.

Preparation and Materials:

- Write the following statement on the board, chart paper or electronic whiteboard: "Maturity begins when you can sense your concern for others outweighing your concern for yourself."
- Copy the worksheet "Quotes about Compassion and Caring" and cut apart the quotes so you can give two quotes to each group of five students.

Activities:

- **1.** Review the previous lesson.
- 2. Point to, read and briefly discuss the statement you have written.
 - Ask: "What does the word "maturity" mean to you?"
 - Ask: "What behaviors indicate that a person is mature?"
- **3.** Ask: "Can you think of examples in history when people demonstrated a greater compassion and concern for mistreated individuals than themselves? If so, please share what they did to demonstrate their compassion and concern."
- **4.** Ask: "Can you think of examples when someone you know demonstrated greater compassion and concern for bullied individuals than for themselves? If so, please share what they did to demonstrate their compassion and concern."
- **5.** *Ask*: "How would you define *compassion*?" Record the responses of students on the board, chart paper or electronic whiteboard.
- **6.** Read aloud the following definition of *compassion*:

"Compassion is feeling for another's need and helping that person without expecting anything in return."

7. Divide the class into five groups and give two quotes about *compassion* and *caring* to each group. Try not to group a student with those he bullies. Ask each group to discuss how their quotes relate to how we treat others and our willingness to help those bullied. Ask each group

to paraphrase their assigned quote. Ask each group to appoint a spokesperson to share their responses.

8. Review the major points of the lesson.

Journaling:

Ask students to reflect on the class discussion of the quotes and to describe the level of compassion and caring they have for students who are bullied.

Instructions: Copy and then cut along the dashed lines. Give each group two quotes.

Quotes about Compassion and Caring



Creating Positive Memories

Learner Outcomes:

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

describe the memories they are creating in the minds of their peers.

list the kind words they hope their peers will use after graduation to describe how they treated others in high school.

Preparation and Materials:

Copy the handout "Memories about Me" for each student.

Activities:

- 1. Review the previous lesson.
- 2. Say: "Today we will talk about the memories we are creating. It is important for us to understand that every day we have an opportunity to create a negative or positive life-long memory in the minds of others."
- 3. Say: "Please understand that bullying is very powerful and often remembered for a lifetime. Bullying leaves scars on the minds of people."
- **4.** Say: "Kindness is also very powerful and remembered for a lifetime."
- **5.** *Say*: "We should care about what our peers will remember about us. Our reputation will follow us into and through the adult years.
- **6.** Distribute the handout "Memories about Me" and ask students to read and follow the instructions.
- 7. Ask for volunteers to read their answers to the questions.
- **8.** Say: "I think Mother Theresa of Calcutta was right when she said, 'Kind words can be short and easy to speak, but their echoes are truly endless'."
- 9. Say: "Let's challenge ourselves to use kind words with others to create kind memories about us."
- **10.** Collect the completed worksheets.
- 11. Review the major points of the lesson.

Name:	Date:
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Instructions: Truthfully answer the following questions. Explain your answer.

11.		about	
mem	ories	apout	Me

1.	As adults	what	words	will	my	peers	use	to	describe	me	while	Ι	was	in	high
	school?														

- 2. Will my peers remember me as someone who laughed and joined in on bullying?
- 3. Will my peers remember me as someone who ignored the bullying of others?
- 4. Will my peers remember me being a person who bullied?
- 5. Will my peers remember me as someone who defended and encouraged those who were bullied?
- 6. How would you like to be remembered?

Betrayed

Learner Outcome:

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

describe how it feels to be *betrayed* by peers when they are bullied. describe how it feels to betray those who are bullied.

Preparation and Materials:

Chart paper and a marker or electronic whiteboard

Activities:

- **1.** Review the previous lesson.
- **2.** *Ask*: "What does the word *betray* mean?" Record the comments of students on the board, chart paper or electronic whiteboard.
- **3.** Read aloud the following definition of *betray*:

"To have people you trust let you down by not supporting you or defending you. For example, they allow you to be delivered into the hands of your abusers or the bullies. They are not loyal or faithful to you. They violate your trust in them. They may mistreat you or join in on the bullying, laugh or just ignore what is happening to you."

- **4.** Say: "Have you ever felt like you have been betrayed by others? If so, how would you describe that experience, how did you feel? Possible Answers:
 - Lonely
 - o Sad
 - Angry
 - o Humiliated
 - o Rejected
 - o Confused
 - Disappointed
- **5.** *Ask*: "What are some do's and don'ts for coping with betrayal?" Record their responses on the board, chart paper or electronic whiteboard under the headings "Do's" and "Don'ts."

6. Present the following "Do's" and "Don'ts" and compare them to those generated by the students.

Don't . . .

- scream at them.
- o get even or retaliate.
- o cry and beg them to help you.
- o go out of your way to show them kindness.

Do ...

- o avoid letting them know they have hurt you. Try not to let them see you upset.
- o make it clear that you feel they have betrayed you and that you can't have friends you can't trust.
- tell them you value their friendship, but if they betray you in the future, then you will have to find other friends you can trust.
- o assume everything you say behind the person's back (anyone's back) will get back to them.
- be careful what you put in writing (i.e., emails, text messages) about people because they can get into the hands of people who want to hurt and embarrass you.
- o ask for an apology. You deserve it.
- 7. Review the major points of the lesson.

Journaling:

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

More Practice as an Empowered Bystander (Part 2 - Helping the Physically Bullied)

Learner Outcome:

By the end of this lesson students will be able to apply bystander empowerment strategies designed to help peers who are physically bullied.

Preparation and Materials:

Copy the worksheet "Helping the Physically Bullied" for each group's spokesperson.

Activities:

- 1. Review the previous lesson.
- 2. Divide the students into groups. Try not to group a student with those he bullies. Ask each group to appoint a group spokesperson to report the thoughts of the group.
- 3. Distribute to each group spokesperson the worksheet "Helping the Physically Bullied."
- 4. Say: "Today you will be given an opportunity to apply what you have learned about being an empowered bystander. We will examine a bullying situation that is physical in nature and determine what should be done. Your group's spokesperson will read a situation, lead a discussion to answer the questions appearing on a worksheet and record the answers. After the group discussion each spokesperson will share their group's response. The completed worksheets will be turned in to me."
- **5.** Ask each group spokesperson to share the group's response.
- **6.** Review the major points of the lesson.
- 7. Ask that the completed worksheets be turned in to you.

me: Date:
structions: Read aloud to your group the following bullying situation and lead your group in swering the questions. Record your group's responses on the worksheet.
Helping the Physically Bullied
<i>llying Situation</i> : As Trevor (a new student) and you enter the bathroom, Jason (who was iting behind a wall), steps behind Trevor and pushes him repeatedly and screams at him, "Hey gears, why don't you go back where you came from."
How do you think Trevor felt?
Would you suggest Trevor talk to Jason about the way he treated him?
a. If not, why not? If yes, should he talk to him immediately or wait?
b. If yes, what should he say to or ask Jason?
Would you talk to Jason about the way he treated Trevor?
a. If not, why not?
b. If yes, what would you say to Jason?

4. —	How could Trevor assertively and appropriately responded to Jason?
5.	Should Trevor report the bullying? If not, why not?
6.	How could you assertively responded to Jason's comment and behavior on behalf of Trevor?
7.	Would you anonymously report the bullying? If not, why not?
8.	What would you say to Trevor to encourage him and help him deal with the hurt?

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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.



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Pam Durbin Matlock began teaching special education in 1975. Her experience includes teaching in a self-contained classroom and resource programs. She has twelve years of experience as a consultant-collaboration instructor. She retired in 2002 from Paducah Independent School District and accepted a position as an instructor at Murray State University in the Adolescent, Career, and Special Education Department. She has served as a lecturer, as well as Education Coordinator of the Murray State University Off-Campus Site in Paducah, Kentucky. Pam is an advocate for students who struggle with problems and is passionate about promoting the bully free program.

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