

# Bully Free® Lesson Plans

## -Preschool-



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and SABRINA R. PEPSNY

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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](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*

*I dedicate this book foremost to my creator, who transformed my pain into gifts of compassion; to my husband, Alan for his patient support; to my sons and their wives: Mark and Ashley, David and Kristie, Keith and Kate and to my grandchildren, Jackson and Brynna, a total delight.*

*- Sabrina Pepsny*

## 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.

# INTRODUCTION

## Introduction

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 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 in which students and adults feel psychologically, emotionally and physically safe. They help victims 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

This book includes thirty-one lesson plans. You should teach at least one per week. All of the preschool teachers may want to teach the same lessons, the same time on the same days. Teachers may adapt the lessons to meet the needs of their students and to adhere to lesson plan policies and procedures of their school, as well as state requirements when they exist. Once a week you should also review the major concepts taught in one or several previous lessons, to help maintain learning.

Almost every lesson has five components: Learner Outcome(s); Essential Question(s); Preparation and Materials; Activities; and Lesson Extension(s). These components are described below.

### Learner Outcome(s)

Each lesson has at least one learner outcome specified which indicates what students are expected to learn and/or be able to demonstrate as a result of the lesson.

### Essential Question(s)

Each lesson has one or more essential questions that students are expected to answer.

### Preparation and Materials

This component includes a list of materials along with any preparation needed to implement the lesson plan.

Throughout this series there are some lessons in which the teacher and students will interact with a puppet. The puppet is first introduced in lesson one as Kinderbe (rhymes with Kimberly). The puppet

used may be any puppet that is new to the students or one that is somehow disguised (i.e. glasses, hat etc.). Kinderbe will interact with the teacher and students as:

- The puppet whispers in the teacher’s ear.
- The teacher and puppet have a conversation (teacher is the puppet’s voice).
- The puppet talks directly to the students.
- The puppet talks with the students as they respond with comments or questions.

### Activities

This section of the lesson plan includes a variety of age-appropriate interactive activities that are teacher directed but include an array of teaching and learning strategies (i.e., presentation of examples and non-examples, student involvement, etc.).

### Lesson Extension

This component includes additional activities that help reinforce the concepts taught.

### 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.

### 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](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).

### Lesson Plan Record Chart

A “Lesson Plan Record Chart” is provided to assist you in keeping track of lessons taught. Lessons may be checked off once completed. Space is also provided for you to write notes regarding changes/improvements you wish to make the next time you teach the lesson.

The 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 indicate the lessons you have taught. Ask your principal to specify the frequency of reporting.

# Bully Free Lesson Plan Record Chart

Lesson Plan Title		Check When Completed	Notes
<b>Lesson 1</b>	We are a Family		
<b>Lesson 2</b>	Everyone is Different - Everyone is Special		
<b>Lesson 3</b>	We are All Different - But We All Have Feelings		
<b>Lesson 4</b>	When We are Upset (Part One)		
<b>Lesson 5</b>	When We are Upset (Part Two)		
<b>Lesson 6</b>	The Golden Rule		
<b>Lesson 7</b>	Caring About Others (Empathy)		
<b>Lesson 8</b>	Gentleness		
<b>Lesson 9</b>	The Golden Rule at Home		
<b>Lesson 10</b>	The Golden Rule in Our Classroom		
<b>Lesson 11</b>	Using the Golden Rule with Patience		
<b>Lesson 12</b>	The Golden Rule on the Playground/Motor Room		
<b>Lesson 13</b>	The Golden Rule in the Cafeteria		
<b>Lesson 14</b>	The Golden Rule in the Bathroom		
<b>Lesson 15</b>	The Golden Rule in the Hallway		
<b>Lesson 16</b>	Bullying (Mistreatment)		
<b>Lesson 17</b>	Accidents are Not Bullying		
<b>Lesson 18</b>	When You Hurt Someone		
<b>Lesson 19</b>	Feelings Caused by Bullying		



<b>Lesson Plan Title</b>		<b>Check When Completed</b>	<b>Notes</b>
<b>Lesson 20</b>	Hands are Not for Bullying		
<b>Lesson 21</b>	Feet are Not for Bullying		
<b>Lesson 22</b>	Teeth are Not for Bullying		
<b>Lesson 23</b>	Hurtful Words		
<b>Lesson 24</b>	Helpful Words—Encouraging Others		
<b>Lesson 25</b>	No One is Left Out		
<b>Lesson 26</b>	Be Bully Free		
<b>Lesson 27</b>	Reporting Bullying – Telling		
<b>Lesson 28</b>	Don't Bully Me		
<b>Lesson 29</b>	The Meaning of "STOP"		
<b>Lesson 30</b>	Practicing "STOP"		
<b>Lesson 31</b>	Help the Bullied		

# LESSON 6

## The Golden Rule

### Learner Outcomes:

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

recite the “Golden Rule.”

verbalize their understanding of what it means to obey the Golden Rule and why that is important.

### Essential Questions:

What is the Golden Rule?

What does it mean to obey the Golden Rule?

Why is it important to obey the Golden Rule?

### Preparation and Materials:

- A poster listing your classroom rules entitled *Classroom Rules* - Include Bully Free rules. For example:
  - Work and play safely.
  - Be kind to others.
  - Keep our hands and feet to ourselves.
- A white sentence strip for yourself and each student with the words *Be kind to others by treating them the way you want to be treated.* Write the name of each student on the back of each strip. *Optional:* Instead of giving each student a sentence strip, let the class help you make a large yellow (golden) ruler using gold print and gold glitter to indicate that the Golden Rule is a very special rule.
- *Recommended:* Post the *Bully Free Classroom* poster in your classroom (order at [www.bullyfree.com](http://www.bullyfree.com)) or make the poster.
- Yellow crayons for coloring the sentence strips, if students are given the strips
- Poster of verse one of *We are a Family* (sing to the tune of *The Farmer in the Dell*) – Used in Lesson 1 – We are a Family:

#### *We are a Family*

We are a family

We are a family

We help each other every day

We are a family

- Create a poster for verse two of *We are a Family* (provided at the end of this lesson).

I'll be kind to you

You'll be kind to me

We'll help each other every day

We are a family

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- A picture or simple sketch representing kindness (lines one and two of the song)
- A picture representing a family (line four of the song)
- Kinderbe (puppet)
- A paper rectangle from gold paper in the shape of a ruler

## Activities:

1. Review the previous lesson.
2. Discuss your classroom rules.
3. Place the small golden rectangle that looks like a ruler next to the *Be Kind to Others* rule – Be kind to others.
4. Tell students that you’ve put a little golden ruler next to this rule because it is a very special rule. It is called the Golden Rule.
5. Distribute the sentence strips and ask students which crayon looks the most like gold. Ask students to color their strips and then recite “Be kind to others” as they hold their strips.
6. Kinderbe emerges and you welcome the puppet and encourage students to say hello. Kinderbe whispers in your ear. Tell the students that Kinderbe wants to know why there’s a yellow rectangle on our board. Tell Kinderbe it reminds us of a very special rule. Ask for a volunteer to tell Kinderbe the Golden Rule.
7. Ask Kinderbe what it means to be kind to others. Kinderbe tells the students “My grandma says being kind means you’re nice to others; you treat people the way you want to be treated.”
  - Explain that the Golden Rule means we should be kind to others. Since some students may have trouble grasping the concept of “being kind” to someone, discuss ways people are kind to others. Role-play (yourself or with Kinderbe the puppet) how to “be kind.” Ask students to tell you how they could be kind to someone in their class. If you wish, ask them to role-play certain actions showing kindness.
8. Ask students to echo sing with you the song *We Are a Family* to the tune of *The Farmer and the Dell*.

### ***We are a Family***

We are a family  
 We are a family  
 We help each other every day  
 We are a family

I’ll be kind to you  
 You’ll be kind to me  
 We’ll help each other every day  
 We are a Family

Ask students to say goodbye to Kinderbe.

9. *Optional:* Point to the *Bully Free Classroom* poster you have displayed in your room. Say, “This is our Bully Free Classroom Poster. It reminds us to be kind to everyone. It reminds us to obey the Golden Rule.”
10. Review the major points of this lesson.

## **Lesson Extension:**

1. Play the kindness game.

*Say:* “I have a bag of picture cards. The words on the back of each card tell us what is happening in the picture. One of you will pick a card. I will show you the picture and read the words. Then you’ll decide if the picture shows kind behavior or unkind behavior. The kind behavior cards will go in the Golden Rule pile. The unkind behavior cards will go in the sad pile because they make us sad.”

As you pull each card out of the bag describe what is happening in the picture (examples listed below); then call on a student to place the card in the appropriate pile.

- “Susan tells Jill that she can’t play with her because she doesn’t like her.”
  - “John gets mad at Billy and pushes him down.”
  - “Bobby drops his book and Jazreel picks it up for him.”
  - “Ben wants to get to lunch and pushes the boy ahead of him and says hurry up.”
  - “Sarah sees Jacob playing by himself and asks if he wants to join a game of tag.”
  - “You want to talk but it’s not your turn. You listen and wait until it is your turn to talk.”
  - “Jasmine keeps her hands to herself as she walks quietly in line in the hall.”
2. Create a *Kindness Bulletin Board* entitled *Be Kind to Others*. Attach a sandwich bag with yellow rectangles and put a rectangle on the kindness board for each time a student displays an act of kindness. This may be done at a particular time each day or immediately following an act of kindness – whatever serves your class best.
  3. Make and use individual *Kind Behavior Strips*: Six inch yellow strips taped on each desk, a designated area, placemat, etc. Place stars or stickers on the student’s yellow strip (or designated area) for kind behavior.

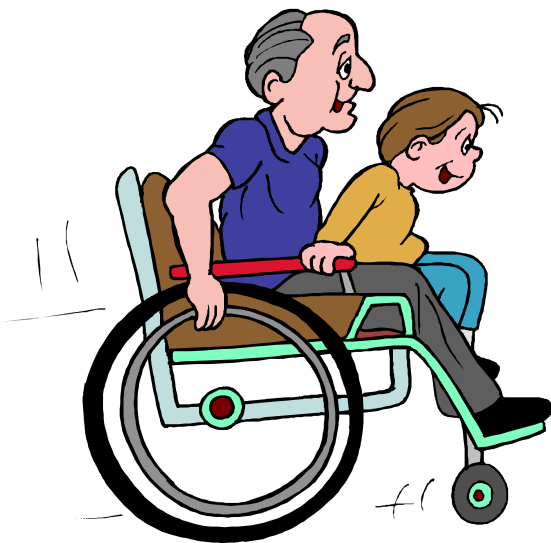
# We Are a Family

(Echo sing to the tune of *The Farmer in the Dell*)



We are a family  
We are a family  
We help each other every day  
We are a family

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I'll be kind to you  
You'll be kind to me

We'll help each other every day  
We are a family

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## LESSON 16

### Bullying (Mistreatment)

#### Learner Outcome:

By the end of this lesson students will be able to describe what bullying is and recognize bullying behaviors.

#### Essential Question:

What is bullying?

#### Preparation and Materials:

- Create a poster with the slogan “We are BULLY FREE.”
- Create a poster that reads “Bullying is when someone does something on purpose to hurt your body, your feelings or your things again and again.”
- Chart paper and markers
- Kinderbe (puppet)



Alamy

#### Activities:

1. Review the previous lesson.
2. Kinderbe emerges, obviously sad and upset and you ask what's wrong. Kinderbe tells the students that someone said something mean to him and hurt his feelings--that they bullied him.
3. Hold up the poster with the definition of bullying and say, “Bullying is when someone does something on purpose to hurt your body, your feelings or your things again and again.” Ask students to repeat after you the word “bullying” two or three times.
4. *Say:* “We don't want anyone in our school to be bullied. We want everyone to be Bully Free and not hurt others.”
5. Hold up the poster with the slogan, “We are BULLY FREE.” Declare, “Our class wants to be BULLY FREE.”
6. Ask students to repeat the slogan in soft then loud and then soft again voices, two or three times.
7. *Say:* “I am going to sign our slogan poster. That means I will not do anything on purpose to hurt someone's body, feelings or things. I want to be bully free.” Ask students to sign the poster. Tell

them they may write their name or the first letter of their name on the poster if they want to be bully free. Call them forward by small groups.

8. Display the poster with the slogan in a prominent place in the classroom or next to the entrance of the room as a reminder to people who enter.
9. Review the major points of this lesson.

### **Lesson Extension:**

Ask each student to create a Bully Free poster. Provide the words Bully Free printed inside an oval or rectangle for students to cut out, as well as magazine pictures of people smiling, helping and showing caring actions. Provide crayons, safety scissors and glue or glue sticks. This might be done as part of a school-wide emphasis or as part of an open house or parent meeting with a bully-free emphasis.





# LESSON 17

## Accidents Are Not Bullying

### Learner Outcome:

By the end of this lesson students will be able to distinguish between accidents and intentional hurtful behavior.

### Essential Question:

What should you do when someone hurts you accidentally?

### Preparation and Materials:

- A detective disguise (hat, glasses, coat and magnifying glass)
- Copy detective badges at the end of this lesson on heavyweight white copy paper. Cut one out for each student.
- Crayons and glitter glue
- Poster which defines bullying (see previous lesson)



### Activities:

1. Review the previous lesson.
2. Distribute a detective badge to each student. Ask students to color their detective badge and place a small amount of glitter glue on the badge. Tell them a good detective asks many questions.
3. Tell students a very special friend is coming to visit today. Turn around and put on your detective gear. If you have another adult who can supervise your room, step outside the door and dress like a detective.
4. Detective Bumpalot emerges and greets students.



*Say:* “Hi students. My name is Detective Bumpalot. Can anyone guess why my name has the words bump-a-lot in it? You’re right. It’s because I bump into things a lot. I am what some people call accident-prone.” Bump into something and say, “Oh dear.”

*Say:* “Sometimes I accidentally knock things over or bump into people. I don’t mean to hurt someone, break things or make a mess. When I do, I feel very sad. Sometimes people get angry with me. Some people might even think I’m being a bully but I’m not; I just had an accident. I am not a bully.”

*Say:* “I like what your poster says, *Bullying is when someone does something on purpose to hurt your body, your feelings or your things again and again.* Bullying is when someone deliberately tries to hurt you. Deliberately means on purpose. I don’t bump into people or things on purpose.”

*Ask:* “What do you think I should say when I bump into someone by accident?” (Students respond.) “Hmmm, well yes, perhaps I’m sorry would be a good place to start. Should I explain that I didn’t mean to bump into them – that it was an accident?” (Students respond.)

*Ask:* “If someone hurts you by accident and says they are sorry, what can you say?” Let students offer suggestions. Encourage students to reply “That’s okay; it was an accident.”

*Ask:* “If someone hurts you on purpose, what should you say?” (Students respond.) Tell students they will learn more about this but for now they should remember to say “STOP” and then tell a grownup.

*Ask:* “If someone hurts one of your friends on purpose, what should you do?” Go tell a grownup.

*Say:* “Thank you for helping me. I’m going to try not to bump into things or people so much, but if I accidentally do, I know what to say. Good-bye.”

The detective leaves and you, the teacher, re-emerge.

*Say:* “Hi everyone. Did my friend the detective stop by? She has a little trouble bumping into things, but she’s very nice. Maybe some of you will be detectives some day.”

5. Review the major points of this lesson.

## **Lesson Extension:**

1. Talk with the students about today’s visitor, asking them her name and what her problem was. Tell them you are going to play a detective game with them, but first they all have to get their detective badges and repeat the detective motto with you: “I am a good detective, (students repeat) I will tell the truth (students repeat).”
2. *Say:* “Today I am going to tell you about some things that happened, and you will be the detectives and help me find out if what happened was an accident or on purpose. Are you ready?” Pull out a little notebook and read the first case below and ask the question with each one.
  - **Case #1** - Bobby walks over to Susie and jerks her crayon out of her hand.

“What do you think detectives? Was it an accident or on purpose?” Ask students to raise their hand to answer.

- **Case #2** - Joe is in a hurry to get to the playground and doesn't see Allan and knocks him down.

“Detectives, what do you think? Was it an accident or on purpose?”

- **Case #3** - Nancy pushes Vicki down and says “Get out of my way.”

“Detectives, was this an accident or on purpose?”

- **Case #4** - Mary is walking by Debbie's desk when she trips and knocks Mary's picture onto the floor.

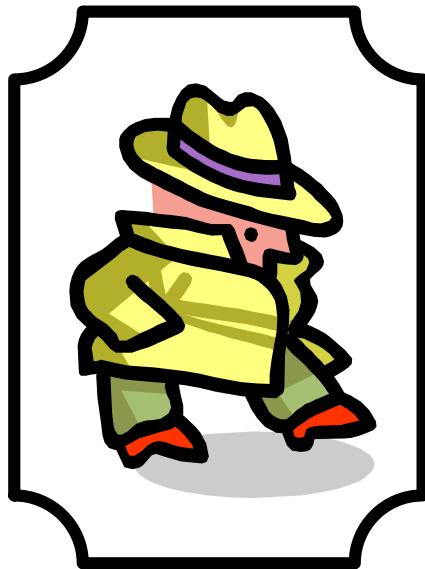
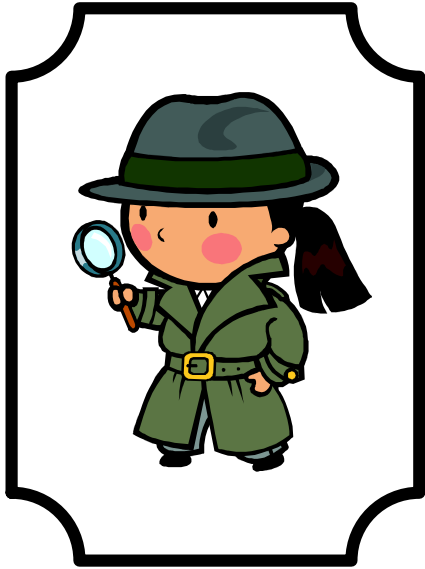
“Detectives, was this on purpose or an accident?”

- **Case #5** - Sue calls Jimmy a mean name and makes fun of him.

“Detectives what do you think? Was this an accident or was this on purpose?”

Praise students for their great detective work and tell them they may keep their badges in case they need to solve another case. Tell them you never know when you might need a good detective.

# Detective Badges



## LESSON 20

# Hands Are Not for Bullying

### Learner Outcome:

By the end of this lesson students will be able to identify appropriate ways to use their hands instead of hurting/mistreating others with them.

### Essential Questions:

How do some students hurt others with their hands?

What are some things we can do with our hands instead of hurting someone with them?

### Preparation and Materials:

- Puppet – Ms. Handy (a glove with glued or self-stick eyes, a felt or pom-pom nose and a felt mouth)
- Stick hand puppet using the diagram provided at the end of this lesson - Copy the sheet on cardstock paper--one per student.
- Safety scissors and crayons
- Tongue depressors (flat popsicle sticks)
- Masking tape
- Chart paper and marker
- Pictures provided at the end of this lesson of nice things to do with your hands.

### Activities:

1. Review the previous lesson.
2. Tell students that a special friend of yours is coming to visit today.
3. Ms. Handy emerges and you greet her. Introduce Miss Handy and ask the students to say hello.
4. Ask Ms. Handy if there is anything special she'd like to say. She says "Yes" and begins her dialogue.

**Ms. Handy:** "Hi students. I am so glad to be here today. I've heard that you do helpful and fun things with your hands. That's terrific, but did you know that sometimes people use their hands to do hurtful things? Can anyone think of mean things that people sometimes do with their hands? (your name), will you help us make a list?"

**Teacher:** "I'd be happy to. I will draw a line down the middle of the chart paper so we have two columns. We'll draw a sad hand at the top of this column on the left. Can someone tell me what I should draw at the top of the right column?" (Call on student to respond and draw the happy hand at the top of the right column).  
"Who can name a mean thing to do with their hands?"

As students respond, list their answers (i.e., hitting, pushing, pinching, etc.) in the left column.

**Ms. Handy:** “I don’t know about you; but, I’m ready to hear about some nice things people do with their hands.”

**Teacher:** “Me, too! Who can name something nice to do with our hands?”

As students respond, list their answers (i.e., draw pictures, paint pictures, play, color, wave hello, etc.) in the right column. Show pictures provided at the end of this lesson and discuss each.

5. Thank Ms. Handy for coming and tell her we will do our best to only use our hands in kind and helpful ways.
6. *Say:* “Friends we are going to make stick puppets to remind us to only do kind things with our hands.”
7. Demonstrate to students how to make a puppet using the circled hands.
  - Draw eyes, ears, a nose and a mouth on the palm of a hand.
  - Cut out the circle, talking about how carefully and slowly you are cutting on the lines.
  - Write your name on the back of the circle at the top.
  - Place a tongue depressor or popsicle stick on the back of the circle so that the top of the depressor is at center.
  - Fasten the tongue depressor with masking tape.
8. Distribute a circle and crayons to each student. Do not distribute the safety scissors at this point.
9. Ask students to draw human features (eyes, nose, ears, mouth) on the hand they have been given.
10. Distribute the safety scissors and remind students to cut slowly and carefully on the line around the hand.
11. Ask students to write their names on the back (help with this as needed).
12. Distribute the tongue depressors or flat sticks and strips of tape. Help students tape the stick to the back of the circle.
13. Ask students to hold up their puppet and say kind and helpful things they can do with their hands.
14. Lead students in singing the rap *Hands and Feet to Y’self* with accompanying motions. *Say:* “Confrontation is a very big word that means fight or argument. The words ‘avoid a confrontation’ mean you don’t get in an argument or fight.”

## *Hands and Feet to Y'self*

### RAP

*Hands and feet to y'self, to y'self*

*Hands and feet to y'self, to y'self*

*Hands and feet to y'self, to y'self*

*You'll avoid a confrontation*

### MOTIONS

Hold up hand puppet with one hand, point to your feet with your other hand and then point to yourself.

Hold up hand puppet with one hand, point to your feet with your other hand and then point to yourself.

Hold up hand puppet with one hand, point to your feet with your other hand and then point to yourself.

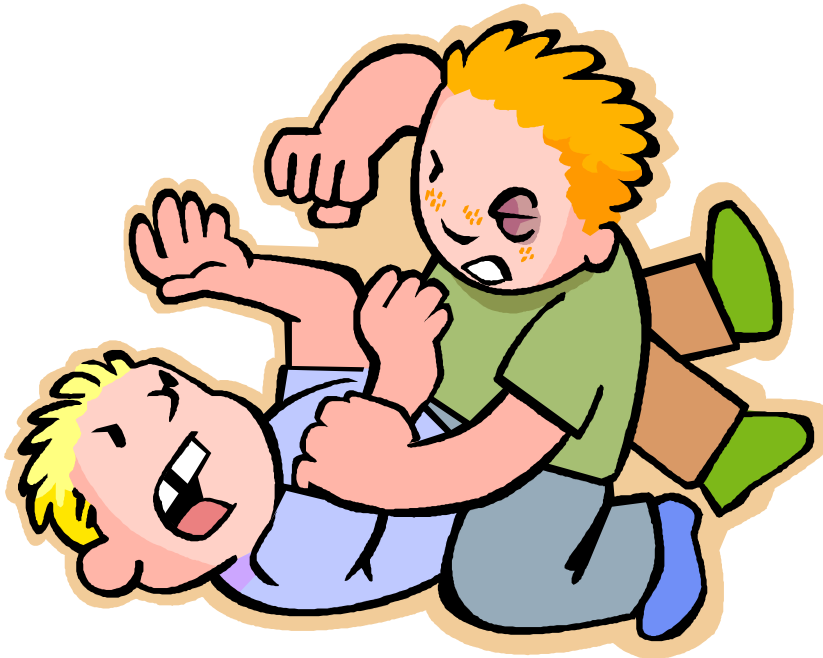
Hold up your half-clenched hands against your chest.

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15. Review the major points of this lesson.

### Lesson Extension:

1. Read the book *Hands Are Not for Hitting* (2006) by E. Verdick (Free Spirit Publishing) to students.
2. Students create their own Ms. or Mr. Handy using a glove, eyes, pom-pom or felt nose and felt mouth.
3. Make a helping hands bulletin board with nice things to do with our hands written on the hands.
4. Post giant hands and feet and the words to the rap *Keep Your Hands and Feet to Y'self* in the cafeteria and a shorter version in the bathrooms and hallways.



Pictures of good, nice and kind things we can do with our hands.





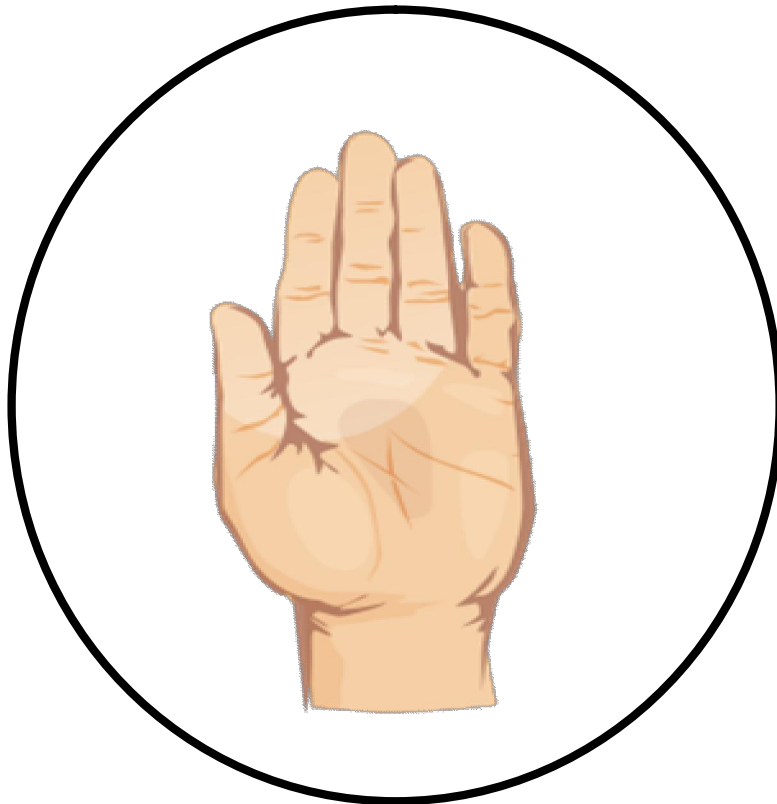
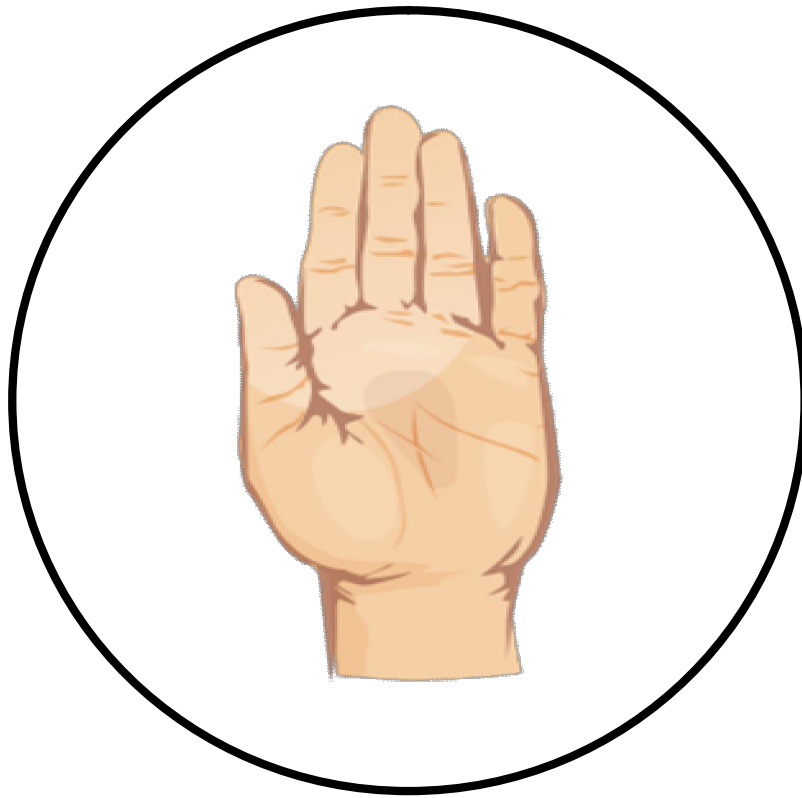








## Cut-out for Stick Hand Puppet





## **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 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](http://www.bullyfree.com).



## Sabrina Pepsny

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**Sabrina Pepsny** is a Title One Reading Specialist. She is a graduate of Ashland University with a bachelors degree in elementary education, a pre-school endorsement and a reading endorsement. She served as president of the university chapter of Kappa Delta Pi, an international honor society for educators and was twice featured in the *Collegian* as a person of interest. In her earlier years as a lay person and then as a professional, Sabrina Pepsny has worked with families from both urban and rural areas across the Eastern United States and Mexico to foster not only academic growth, but to encourage positive character traits. Her book *Choosing to Make Good Choices* was written to encourage students to be honest, compassionate, responsible and respectful citizens.

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