

SAMPLE Bullying Prevention Lesson Plans

Seventh Grade



**ALLAN L. BEANE
BULLYING PREVENTION
PROGRAM**

www.bullyfree.com

Allan L. Beane, Ph.D., Linda Beane and Pam Matlock, M.A.

Copyright © 2009 by Allan L. Beane. All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per copy fee. Requests to the publisher for permission should be addressed to the Permissions Department, Bully Free® Systems, LLC, 262 Ironwood Drive, Murray, KY 42071, 270 227-0431, fax 270 753-1937; or by email abeane@bullyfree.com.

Certain pages from this book are designed for use in a classroom setting and may be customized and reproduced for classroom purposes by the schools purchasing this book. The only reproducible pages are the handouts and worksheets.

Copyright © 2009 by Allan L. Beane. All rights reserved.

The above copyright notice must appear on all copied handouts and worksheets.

United States Trademark Registration No. 3,298,792. Bully Free® is a registered trademark of Free Spirit Publishing Inc. Used under license. www.freespirit.com.

This free permission to copy the handouts and worksheets does not allow for systematic or large-scale reproduction, distribution, transmission, electronic reproduction, or inclusion in any publications offered for sale or used for commercial purposes—none of which may be done without prior written permission of the publisher, Bully Free® Systems, LLC.

Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Limit of Liability/Disclaimer of Warranty: While the author has used his best efforts in preparing this book, he makes no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaims any implied warranties of merchantability of fitness for a particular purpose. No warranty may be created or extended by sales representative or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. The author shall not be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Some of the material in this book is reproduced from and/or based on *The Bully Free Classroom®: Over 100 Tips and Strategies for Teachers K-8* by Allan L. Beane, Ph.D. © 1999. The material is used with permission from Free Spirit Publishing Inc., Minneapolis, MN: 1-866-703-7322; www.freespirit.com. All rights reserved.

The authors of this book claim no authorship or copyright to the poems that may appear in this book. The authors of the poems have been sited and hold sole copyright to their works. The Web sites from which the poems were retrieved are referenced, when appropriate. An effort was made with limited success to contact each author to obtain permission. Many of the poems were written by students and not professional. Therefore, they may not meet all writing standards. Since students wrote some of the poems and other poems have fictitious author names, it was impossible to reach many of them. The authors of the poems are urged to contact Dr. Allan Beane at abeane@bullyfree.com.

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

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

TABLE OF CONTENTS

	Page
Preface	4
Dedication	5
Acknowledgments	5
Introduction	6
Lesson Plan Record Chart	13

BULLYING PREVENTION LESSON PLANS

Lesson 1	Are We a Welcoming Class?	16
Lesson 2	What are My Favorite Things?	21
Lesson 3	What is Bullying? What Does It Look like?	24
Lesson 4	Is Silence Golden and Speech Silver?	32
Lesson 5	Should I Have Anything to Do with Gossip?	35
Lesson 6	What are Seven Types of Words Used to Bully Someone?	41
Lesson 7	What is a Bully Free Classroom®?	50
Lesson 8	What is a Notes-to-the-Teacher-Box and Reporting?	56
Lesson 9	What is a Bully Free® Student Pledge?	62
Lesson 10	What Bullying Have I Experienced?	67
Lesson 11	What Should I Do When Someone Tries to Bully Me? (Part 1).....	70
Lesson 12	What Should I Do When Someone Tries to Bully Me? (Part 2).....	77
Lesson 13	What Should I Do If I Hurt Someone?	85
Lesson 14	What Do I Need to Know About Cliques?	90
Lesson 15	How Can I Be an Empowered Bystander? (Part 1).....	95
Lesson 16	How Can I Be an Empowered Bystander? (Part 2).....	101
Lesson 17	Am I an Influencer?	109
Lesson 18	What is Cyber Bullying? What Does it Look Like?	114
Lesson 19	Do You Cyber Bully?	118
Lesson 20	What Should I Do to Prevent and Stop Cyber Bullying?	120
Lesson 21	What was My Behavior Like this Past Week?	123
Lesson 22	How was I Bullied this Past Week on School Property?	127
Lesson 23	What are Some Myths and Facts about Bullying?	129
Lesson 24	When and Where Does Bullying Occur in Our School?	137
Lesson 25	How Does It Feel to be Bullied?	142
Lesson 26	What is Empathy and Why is it Important?	149
Lesson 27	Why Do Some Students Bully?	157
Lesson 28	How Can I Manage My Anger?	161
Lesson 29	What are the Behavioral Expectations on the Bus?	168
Lesson 30	What are the Behavioral Expectations When Arriving at School, Entering School and Waiting for School to Start?	173
Lesson 31	What are the Behavioral Expectations in the Hallway?	176
Lesson 32	What are the Behavioral Expectations in the Locker Room?	180
Lesson 33	What are the Behavioral Expectations in the Classroom?	183
Lesson 34	What are the Behavioral Expectations in the Bathroom?	187
Lesson 35	What are the Behavioral Expectations in the Cafeteria?	191
Lesson 36	What are the Behavioral Expectations in the Library?	196

Lesson 37	What are the Behavioral Expectations During Assembly Programs?	199
Lesson 38	What are the Behavioral Expectations for Dismissal?	202
Lesson 39	What are the Behavioral Expectations While Waiting for the Bus (After School)?	204
Lesson 40	Bully Free Projects: How Do We Go Forward?	208
Lesson 41	How are We Doing?	210
References	215
About the Authors	216

PREFACE

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

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

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

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

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

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

I hope you find this book informative and helpful. -

Allan L. Beane

DEDICATION

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

— Allan and Linda Beane

ACKNOWLEDGMENTS

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

INTRODUCTION

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

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

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

Lesson Plans

Your goal is to teach at least one lesson each week. If possible, all of the teachers at the same grade level should teach the same lesson(s) each week, at the same time on the same day. This will prevent students from getting the same lessons from different teachers. Since the lesson plans are very interactive, during the field testing of the lesson plans it was discovered the time required to teach the lessons varied from one teacher and class to another. However, you can assume they are 30 to 45 minutes in length.

Description of Lesson Components and Elements

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

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

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

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

Journaling. Many of the lessons end with a writing assignment that requires students to reflect upon the lesson's content. A topic is usually provided, but you may assign a different topic or have

students choose their own topic related to the lesson. Students should write in a journal (notebook). If you wish for students to keep handouts and/or worksheets from the lessons in their journal, require it to be a three-ring binder or to have pockets.

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

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

Classroom Meetings

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

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

Guidelines for Conducting Classroom Meetings

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

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

Guidelines for Conducting Classroom Meetings Focusing on a Bullying Situation

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

Importance of Terminology

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

Additional Strategies and Activities

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

Professional Development and Presentations to Students and Parents

To support your efforts to prevent and stop bullying, you might find it helpful to contact Bully Free® Systems, LLC (www.bullyfree.com) 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 Bullying Prevention lessons. You are asked to discuss with your child what is on the *Parent Chat* handout. This is a school-wide effort, therefore, each year you may see similar *Parent Chats*. We believe this repetition in content is important for your children to learn the content.

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

Sincerely,

Name

Telephone

Email Address

Date

Estimados Padres/Tutores

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

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

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

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

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

Sinceramente,

Nombre

Teléfono

Email

Lesson Plan Record Chart

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

Bullying Prevention Lesson Plan Record Chart (Seventh Grade)

Teacher: _____

Title of Lesson Plan		Check When Completed	Notes
BULLYING PREVENTION LESSON PLANS			
Lesson 1	Are We a Welcoming Class?		
Lesson 2	What are My Favorite Things?		
Lesson 3	What is Bullying? What Does It Look like?		
Lesson 4	Is Silence Golden and Speech Silver?		
Lesson 5	Should I Have Anything to Do with Gossip?		
Lesson 6	What are Seven Types of Words Used to Bully Someone?		
Lesson 7	What is a Bully Free Classroom?		
Lesson 8	What is a Notes-to-the-Teacher-Box and Reporting?		
Lesson 9	What is a Bully Free Student Pledge?		
Lesson 10	What Bullying Have I Experienced?		
Lesson 11	What Should I Do When Someone Tries to Bully Me? (Part 1)		
Lesson 12	What Should I Do When Someone Tries to Bully Me? (Part 2)		
Lesson 13	What Should I Do If I Hurt Someone?		
Lesson 14	What Do I Need to Know About Cliques?		
Lesson 15	How Can I Be an Empowered Bystander? (Part 1)		
Lesson 16	How Can I Be an Empowered Bystander? (Part 2)		
Lesson 17	Am I an Influencer?		
Lesson 18	What is Cyber Bullying? What Does it Look Like?		
Lesson 19	Do You Cyber Bully?		
Lesson 20	What Should I Do to Prevent and Stop Cyber bullying?		
Lesson 21	What was My Behavior Like this Past Week?		
Lesson 22	How was I Bullied this Past Week on School Property?		

Title of Lesson Plan		Check When Completed	Notes
Lesson 23	What are Some Myths and Facts about Bullying?		
Lesson 24	When and Where Does Bullying Occur in Our School?		
Lesson 25	How Does It Feel to be Bullied?		
Lesson 26	What is Empathy and Why is it Important?		
Lesson 27	Why Do Some Students Bully?		
Lesson 28	How Can I Manage My Anger?		
Lesson 29	What are the Behavioral Expectations on the Bus?		
Lesson 30	What are the Behavioral Expectations When Arriving at School, Entering School and Waiting for School to Start?		
Lesson 31	What are the Behavioral Expectations in the Hallway?		
Lesson 32	What are the Behavioral Expectations in the Locker Room?		
Lesson 33	What are the Behavioral Expectations in the Classroom?		
Lesson 34	What are the Behavioral Expectations in the Bathroom?		
Lesson 35	What are the Behavioral Expectations in the Cafeteria?		
Lesson 36	What are the Behavioral Expectations in the Library?		
Lesson 37	What are the Behavioral Expectations During Assembly Programs?		
Lesson 38	What are the Behavioral Expectations for Dismissal?		
Lesson 39	What are the Behavioral Expectations While Waiting for the Bus (After School)?		
Lesson 40	Bully Free Projects: How Do We Go Forward?		
Lesson 41	How are We Doing?		

LESSON 16

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

Learner Outcome:

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

Preparation and Materials:

- Copy the four handouts “What Should Be the Response?” There are four separate role-playing handouts: physical bullying, verbal bullying, social bullying and cyber bullying. After you divide your class into four groups (one focusing on physical bullying, one on verbal bullying, one on social bullying and one on cyber bullying), determine how many copies of each handout you need to make in order to give each student one of the four handouts.
- Copy the worksheet “Bully Free Reflection Sheet” for each student.
- Copy the Parent Chat handout “What is an Empowered Bystander?” for each student to take home and discuss with their parents.

Activities:

1. Review the previous lesson.
2. Tell students that today you want to continue to discuss their responsibility as bystanders and you want to discuss the role of students when they are bullied. Also explain that adults also have an important role to play when they see or hear bullying.
3. Divide the class into four groups of students. Try not to group a student with those he bullies. Give students in each group one of the handouts “What Should Be the Response?” One group should be given a situation depicting physical bullying, another group given a situation depicting verbal bullying, another group social bullying and the last group given the cyber bullying situation. Ask the groups to follow the instructions.
4. As students prepare for role-playing, circulate in the room and provide guidance as they decide which strategies to demonstrate.
5. Ask each group to role-play their assigned situations. Discuss each situation and correct students when their solutions and comments are not appropriate. Offer additional solutions.
6. Review major points of the lesson.
7. Distribute the worksheet “Bully Free Reflection Sheet” and ask students to answer the questions. Randomly select students to share their answers. Collect the reflection sheets.

Parent Chat

Ask students to take home the Parent Chat handout “What is an Empowered Bystander?” and discuss it with their parents.

What Should Be the Response?

Role-Play #1 - Physical Bullying

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

- Select someone in your group to serve as the group's facilitator. This individual's role is to keep your group focused on completing the following tasks in the time allocated.
- Prepare to role-play the situation described below. You may add content (background information) to make the event seem real. For example, you could include background information about the students involved. You will role-play the situation twice in front of the class. The first time the role-playing will illustrate an inappropriate response by the bullied student and the bystanders. The second role-playing should illustrate appropriate responses made by the bullied student and the bystanders as discussed in our previous lesson.
- Determine the grade levels of all the individuals involved and the fictitious name of the school.
- Determine the role each person in your group will play (bully, victim, followers, bystander(s), and adult(s) who will intervene). Followers are those who hang out with the student who bullies and often encourage them to mistreat someone.
- Determine how the bullied student and bystanders should respond each time you role-play the situation.
- Take your group to the front of the room and describe the bullying situation. Tell the class the grade levels of the students, fictitious name of the school, the location (hallway) of the bullying event, the type of bullying depicted (physical, verbal, social/relational) and who is playing the various roles (the victim, the bully, the followers and the bystanders).

Physical Bullying

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

What Should Be the Response?

Role-Play #2 – Verbal and Written Bullying

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

- Select someone in your group to serve as the group’s facilitator. This individual’s role is to keep your group focused on completing the following tasks in the time allocated.
- Prepare to role-play the situation described below. You may add content (background information) to make the event seem real. For example, you could include background information about the students involved. You will role-play the situation twice in front of the class. The first time the role-playing will illustrate an inappropriate response by the bullied student and the bystanders. The second role-playing should illustrate appropriate responses made by the bullied student and the bystanders as discussed in our previous lesson.
- Determine the grade levels of all the individuals involved and the fictitious name of the school.
- Determine the role each person in your group will play (bully, victim, followers, bystander(s), and adult(s) who will intervene). Followers are those who hang out with the student who bullies and often encourage them to mistreat someone.
- Determine how the bullied student and bystanders should respond each time you role-play the situation.
- Take your group to the front of the room and describe the bullying situation. Tell the class the grade levels of the students, fictitious name of the school, the location (hallway) of the bullying event, the type of bullying depicted (physical, verbal, social/relational) and who is playing the various roles (the victim, the bully, the followers and the bystanders).

Verbal and Written Bullying

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

What Should Be the Response?

Role-Play #3 – Social Bullying

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

- Select someone in your group to serve as the group’s facilitator. This individual’s role is to keep your group focused on completing the following tasks in the time allocated.
- Prepare to role-play the situation described below. You may add content (background information) to make the event seem real. For example, you could include background information about the students involved. You will role-play the situation twice in front of the class. The first time the role-playing will illustrate an inappropriate response by the bullied student and the bystanders. The second role-playing should illustrate appropriate responses made by the bullied student and the bystanders as discussed in our previous lesson.
- Determine the grade levels of all the individuals involved and the fictitious name of the school.
- Determine the role each person in your group will play (bully, victim, followers, bystander(s), and adult(s) who will intervene). Followers are those who hang out with the student who bullies and often encourage them to mistreat someone.
- Determine how the bullied student and bystanders should respond each time you role-play the situation.
- Take your group to the front of the room and describe the bullying situation. Tell the class the grade levels of the students, fictitious name of the school, the location (hallway) of the bullying event, the type of bullying depicted (physical, verbal, social/relational) and who is playing the various roles (the victim, the bully, the followers and the bystanders).

Social/Relational Bullying

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

What Should Be the Response?

Role-Play #4 – Cyber Bullying

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

- Select someone in your group to serve as the group's facilitator. This individual's role is to keep your group focused on completing the following tasks in the time allocated.
- Prepare to role-play the situation described below. You may add content (background information) to make the event seem real. For example, you could include background information about the students involved. You will role-play the situation twice in front of the class. The first time the role-playing will illustrate an inappropriate response by the bullied student and the bystanders. The second role-playing should illustrate appropriate responses made by the bullied student and the bystanders as discussed in our previous lesson.
- Determine the grade levels of all the individuals involved and the fictitious name of the school.
- Determine the role each person in your group will play (bully, victim, followers, bystander(s), and adult(s) who will intervene). Followers are those who hang out with the student who bullies and often encourage them to mistreat someone.
- Determine how the bullied student and bystanders should respond each time you role-play the situation.
- Take your group to the front of the room and describe the bullying situation. Tell the class the grade levels of the students, fictitious name of the school, the location (hallway) of the bullying event, the type of bullying depicted (physical, verbal, social/relational) and who is playing the various roles (the victim, the bully, the followers and the bystanders).

Cyber Bullying

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

Name: _____ Date: _____

Instructions: Answer the following questions as they relate to today's Bully Free® Lesson.

Bully Free® Reflection Sheet

What are some things you've learned from this lesson? _____

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

®United States Trademark Registration No. 3,298,792. Bully Free® is a registered trademark of Free Spirit Publishing Inc. Used under license. www.freespirit.com.

Parent Chat

What is an Empowered Bystander?

Dear Parent or Guardian: Today we discussed the importance of being an empowered bystander when there is a bullying situation. Complete the following exercises with your child. After discussing each item, ask your child to check its corresponding box. Please include the requested signatures and return the signed form to me the following school day. Thank you!

☐

Make up a story pretending to be Tom, who is being bullied. Tell it to your child or write it down. For example: I am Tom and Nathan is hitting me as we wait for the bus; I am Tom and Nathan is calling me “stupid” in front of everyone and laughing, etc.

☐

Ask your child to pretend to be a empowered bystander and demonstrate how he/she should react to the above incident. (*Possible Answer:* I am going to tell a teacher because Tom is getting hurt; I would ask Tom hand to walk off with me and some of my friends; etc.).

☐

Discuss with your child how important it is to not join in when someone is being bullied. Let them know they need to be part of the solution not part of the problem. When they laugh they are part of the problem. When they ignore what is happening, they are part of the problem.

X _____

Student Signature

X _____

Parent/Guardian Signature

Seventh Grade—Lesson 16

Plática con los Padres

Qué es un Testigo Responsable?

Estimados Padres o Guardián: Hoy hablamos de lo que es ser testigo responsable. Complete el siguiente ejercicio con su hijo(a). Después de terminar cada punto por favor marque la caja correspondiente. Firme esta forma por favor antes de enviarla al día siguiente de clases. Mil Gracias!

☐

Invente que usted se llama Tom, y está siendo abusado (bullied). Pídale a su hijo que escriba la historia. (Ejemplo: Yo soy Tom y Nathan me pegó mientras esperaba el autobús; yo soy Tom y Nathan me dice estúpido enfrente de todos y se ríe de mí)

☐

Dígale a su hijo(a) que sea un testigo responsable y como resolvería el problema anterior. (Respuesta puede ser similar a: Le dire a un maestro porque están lastimando a Tom, me pondré junto a Tom y lo alejaré de esa situación).

☐

Discuta con su hijo(a) la importancia de no unirse a un bully. Déjele que debe ser parte de la solución y no del problema.

X _____

Firma del Estudiante

X _____

Firma del Padre/Guardián

REFERENCES

- Beane, Allan L. (1999). *The Bully Free Classroom*. Free Spirit Publishing Company, 217 Fifth Avenue North, Suite 200, Minneapolis, MN 55401-1299.
- Beane, Allan L. and Linda Beane. (2005). *Bully Free Bulletin Boards, Posters and Banners*. Free Spirit Publishing Company, 217 Fifth Avenue North, Suite 200, Minneapolis, MN 55401-1299.
- Beane, Allan L. (2004). *How You Can Be Free of Bullying (Grades 4-8)*. Bully Free® Systems, LLC, www.bullyfree.com.
- Beane, Allan L. (2008). *Protect Your Child from Bullying*. Jossey-Bass, San Francisco, CA.



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

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

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

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

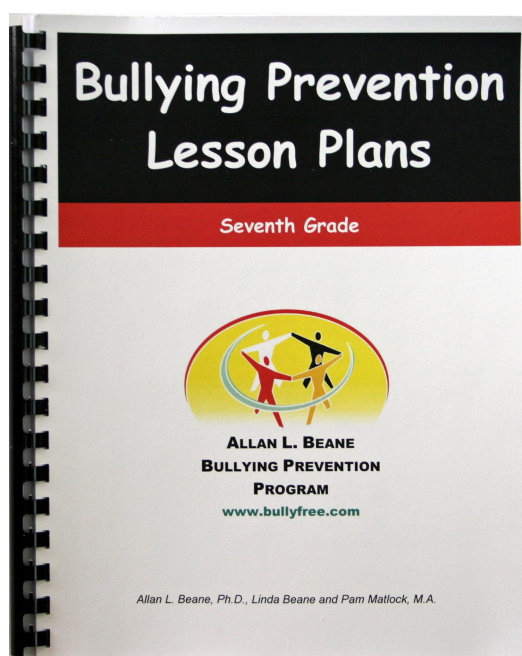


Pam Durbin Matlock, M.A.

Pam Durbin Matlock began teaching special education in 1975. Her experience includes teaching in a self-contained classroom and resource program. 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 Allan L. Beane Bullying Prevention Program.

She completed her Bachelor of Science Degree in Special Education from Western Kentucky University, Masters in Learning Disabilities and Rank I Program in Psychometry from Murray State University.

Email: pam.matlock@murraystate.edu
Call: (270) 809-3588 or (270) 442-4753
Write: Pam Matlock
Murray State University
3240 Alexander Hall
Murray, KY 42071



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

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

These interactive and thought provoking lessons were developed by seven grade teachers working with Dr. Beane and Linda Beane over a two-year period. The Bullying Prevention Lesson Plans were field-tested in 23 schools. They were designed to create a supportive, caring, peaceful and safe classroom and school. They promote the Golden Rule, develop empathy, help students understand the nature and destructiveness of bullying, help students who are bullied cope with their feelings and with the bullying, as well as encourage those who bully to stop mistreating others. Many of the lessons are designed to empower bystanders and to teach them to play a major role in preventing and stopping bullying. – 8 ½ x 11 (217 pages)