

Bully Free® Lesson Plans

-High School Junior-



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Throughout this book, the words “he” or “she” are used interchangeably to avoid the awkwardness of using “he/she” or “he or she.” This is for ease of reading only and is never meant to imply that one has a more or lesser role.

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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. In most cases, professional writers did not write the poems, so they may not meet professional writing standards. The Web sites from which the poems were retrieved are referenced. An effort was made with limited success to contact each author to obtain permission. 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.

Bully Free Systems 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.

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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: _____

Lesson Number	Title of Lesson Plan	Check When Completed	Notes
Core Bully Free Lesson Plans			
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	Social Action and Bullying Prevention		
Lesson C13	Passive, Assertive or Aggressive Statements?		
Lesson C14	Types of Bystanders		
Lesson C15	Courageous and Brave Bystanders		
Lesson C16	Assertiveness Skills for Bullied Students and Empowered Bystanders		
Lesson C17	Bystanders (Part 1 – Compassion and Concern for Others)		
Lesson C18	Creating Positive Memories		
Lesson C19	Betrayed		
Lesson C20	Regret and Bullying Prevention		

Lesson Number	Title of Lesson Plan	Check When Completed	Notes
Lesson C21	Bystanders (Part 2 – A Willingness to Help Students Who are Bullied)		
Lesson C22	In My Opinion, My Peers		
Lesson C23	How Empowered am I as a Bystander?		
Lesson C24	Philanthropy and Bullying Prevention		
Lesson C25	Good Student Leaders Prevent and Stop Bullying		
Lesson C26	Altruism and Bullying Prevention		
Lesson C27	Peace		
Lesson C28	Human Rights and Bullying		
Lesson C29	Review and Application		
Supplemental Bully Free Lesson Plans			
Lesson S1	Practicing Your Role as an Empowered Bystander (Part 1)		
Lesson S2	More Practice as an Empowered Bystander (Part 2 – Helping the Physically Bullied)		
Lesson S3	More Practice as an Empowered Bystander (Part 3 – Helping the Verbally Bullied)		
Lesson S4	More Practice as an Empowered Bystander (Part 4 – Helping the Socially Bullied)		
Lesson S5	More Practice as an Empowered Bystander (Part 5 – Helping the Cyber bullied)		

LESSON C1

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 www.bullyfree.com)
- *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 ½ x 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 deeply 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 intentional, threatening, hurtful (physical and/or psychological) and persistent (repeated). There is an imbalance of strength (power).

LESSON C2

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:

- Write on the board, chart paper or electronic whiteboard the question “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.

Name: _____ Date: _____

Instructions: Read the following information and write on the blank lines additional examples of bullying behaviors you have observed in each category.

What Does Bullying Look Like?

Physical Bullying

- Hitting, slapping, elbowing, shouldering (slamming)
- Pushing/shoving
- Stealing, damaging or defacing personal property
- Stepping on heels
- Cramming someone into her locker

- _____
- _____

Verbal Bullying

- Name calling
- Insulting remarks and put-downs
- Repeated teasing
- Threats and intimidation

- _____
- _____

Social and Relational Bullying

- Destroying and manipulating relationships
- Embarrassment and humiliation
- Negative body language (facial expressions, turning your back to someone)
- Threatening gestures
- Hurtful graffiti
- Mean and nasty notes passed around or sent to someone
- Hate petitions (signatures of those promising to hate someone)

- _____
- _____

Other Bullying Behaviors

- Cyber bullying (i.e., text messages, posting hurtful things on the web, etc.)

- _____

Name: _____ Date: _____

Instructions: After watching a television show where bullying is portrayed, answer the following questions.

Bullying on Television

Name of the TV show you watched: _____

Describe the bullying you observed: _____

How did the bullying affect the person being bullied? _____

What, if anything, did the person who was bullied do about the bullying? _____

What, if anything, happened to the person who bullied? _____

What did the scene teach you about bullying? _____

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LESSON C3

What is Cyber Bullying?

Learner Outcome:

By the end of this lesson students will be able to define *cyber bullying*.

Preparation and Materials:

- Prior to class write on the board, chart paper or electronic whiteboard: “What is Cyber Bullying?”
- Copy the worksheet “Definition and Impact of Cyber Bullying” for each student.

Activities:

1. Review the previous lesson.
2. Tell students they need to know how to handle a new form of bullying called *cyber bullying*.
3. Point to the question: “What is cyber bullying?”
4. Ask students to help you write a definition of *cyber bullying*. Write their comments on the board, chart paper or electronic whiteboard.
5. Distribute the worksheet “Definition and Impact of Cyber Bullying” and read aloud the definition.
6. Examine and discuss this definition in light of the earlier comments of students regarding the definition of cyber bullying.
7. *Say*: “Cyber bullying is becoming more and more prevalent and many states are passing laws that should stop many people from engaging in this damaging and often unlawful behavior. These behaviors include awful text messages that are sometimes threatening and videos and pictures that are embarrassing and humiliating.”
8. *Say*: “If someone has already been bullied and then cyber bullying starts, it intensifies the hurtful feelings. With just a few strokes on the computer keyboard, hurtful and destructive information can be anonymously sent to or posted for viewing by thousands of people. The bullied student feels like people around the world are involved and there is no escape. Therefore, it can be more destructive and hurtful than other forms of bullying.”
9. *Say*: “When cyber bullying caps off years of bullying, some students become depressed and suicidal. Some students have committed suicide after being cyber bullied. Some decide to shoot individuals in their school.”
10. *Ask*: “Do any of you know someone who has been cyber bullied? If so, how did that impact them?”

11. Ask students to write on the worksheet “Definition and Impact of Cyber Bullying” the thoughts and feelings created by cyber bullying. Randomly select students to share what they have written.
12. *Say:* “Cyber bullying must stop. So, I challenge and dare you to help us stop it. I challenge you and dare you to report all cyber bullying.”
13. Review the major points of the lesson.

Journaling:

Ask students to write a paragraph about how it would feel to be cyber bullied. If they wish, they can write about a personal experience with cyber bullying or about the experience of a friend who has been cyber bullied.

Go Further:

Keep up-to-date about cyber bullying by frequently researching on the Internet. Visit and encourage your students to visit the web sites listed below:

www.cyberbullying.ca
www.cyberbullying.org
www.cyberbullying.us
www.wiredsafety.org
www.ncpc.org
www.isafe.org
www.csriu.org
www.netfamilynews.org
www.safekids.com
www.cybertipline.com

Additional web sites you should know about:

PostSecret. This popular site is the online home of an ongoing community art project that encourages users to mail in a secret, anonymously, on one side of a homemade postcard. New secrets are posted on the site every Sunday and the site has already yielded a best-selling book. Note, however, that some entries contain graphic images. (www.postsecret.blogspot.com)

Live Journal. This web site allows teens and others to express themselves in an online diary format or blog. Offers insight into the personal lives of our teens. (www.livejournal.com)

Diary Project. This global multimedia resource encourages teens to write about their day-to-day experiences growing up. Teens can share their innermost secrets and feelings anonymously, with honesty, openness and connectedness. (www.diaryproject.com)

Name: _____ Date: _____

Instructions: In the box below, list the impact (thoughts and feelings) someone might have who is cyber bullied.

Definition and Impact of Cyber Bullying

Definition:

Cyber bullying involves the use of information and communication technologies such as, email, cell phone and text messages, instant messages, defamatory personal web sites and defamatory online personal polling web sites to support deliberate, repeated and hostile behavior by an individual or group that is intended to harm others.

Impact of Cyber Bullying:

Thoughts and Feelings Created

LESSON C15

Courageous and Brave Bystanders

Learner Outcome:

By the end of this lesson students will be able to discuss the importance of being courageous and brave bystanders in bullying situations.

Preparation and Materials:

- Copy the handout “Quotes about Courage and Bravery” and cut apart the quotes so one quote can be given to each group.
- Chart paper and a marker or electronic whiteboard

Activities:

1. Review the previous lesson.
2. *Say*: “Today we will be talking about being a voice of courage and bravery when you see bullying.”
3. *Ask*: “How would you define *bravery*?” Record the responses of students on the board, chart paper or electronic whiteboard.
4. Read aloud the following definition of *bravery*:

“*Bravery* means to encounter with courage and fortitude or without being moved; to defy; to dare; the quality of being brave; courage; undaunted spirit, gallantry; valor; heroism.”

5. *Say*: “So, being brave and being courageous are the same.”
6. Divide the students into five groups and assign one quote about *courage* and *bravery* to each group. Try not to group a student with those he bullies. Ask each group to discuss how their quote relates to being courageous and brave bystanders in bullying situations. Ask each group to appoint a spokesperson.
7. Ask each group’s spokesperson to read aloud the assigned quote and share the thoughts of the group.
8. Review the major points of the lesson.

Instructions: Copy and cut on the dashed lines. Give one quote to each group.

Quotes about Courage and Bravery

"Standing up for what you believe in; courage. The bravest thing you can do when you are not brave is to profess courage and act accordingly." (Corra Harris)

"The opposite of bravery is not cowardice but conformity."
(Robert Anthony)

"Courage is not the absence of fear, but rather the judgment that something else is more important than fear."
(Ambrose Redmoon)

"Bravery is being the only one who knows you're afraid."
(Franklin P. Jones)

"It is curious that physical courage should be so common in the world and moral courage so rare."
(Mark Twain)

LESSON C16

Assertiveness Skills for Bullied Students and Empowered Bystanders

Learner Outcome:

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

discuss assertiveness skills they can use when they are bullied.

discuss assertiveness skills they can use to encourage, support and defend those who are bullied.

Preparation and Materials:

- Copy the handout “Assertiveness Skills for Bullied Students” for each student.
- Copy the handout “Assertiveness Skills for Empowered Bystanders” for each student.

Activities:

1. Review the previous lesson.
2. Tell students you wish to discuss specific ways they can be assertive, as a student who is bullied and as an empowered bystander.
3. Distribute and discuss the handout “Assertiveness Skills for Bullied Students.”
4. Distribute the handout “Assertiveness Skills for Empowered Bystanders.” Ask students to place a check mark beside those they feel would be most effective and a star beside those they feel would be least effective. Randomly select students to share their choices.
5. 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.

Assertive Strategies for Bullied Students

Note: Use the following information only with the recommendation of your teacher or counselor and your parents. These strategies should also be used with other strategies to keep you safe.

General Strategies:

- Look confident (assertive body language) by standing tall and holding your head up.
- Don't cry and run off. Instead move closer, turn sideways, and have non-threatening eye contact.
- Keep your facial expressions neutral. Don't look sad and don't look angry.
- Hold your arms beside your body. Don't hold your arms up like you want to fight.
- Make your assertive comment and then walk off confidently.

Specific Strategies:

- Make an assertive statement: Say "Stop it!" with a serious face and a serious but calm voice. Don't whine. Say "This is a waste of my time. I'm out of here." (walk off confidently) Or make some other appropriate comment.
- Fogging—(admit the characteristic) soft verbal comebacks. For example, "Allan, you sure are fat." You could say, "You're right, I need to lose weight." (walk off confidently)
- Admit the obvious—point out that the bully sees the obvious— "Wow! He noticed I have big ears." (walk off confidently)
- Broken record — repeat "What did you say?" or "That's your opinion." or "So." (Then, walk off confidently)
- Confront bully concerning his/her spreading lies/rumors. (walk off confidently.)
- Expose the ignorance of the student who bullies you. For example, if he is bullying you because of your medical problem or disability, tell him the facts about it. (walk off confidently)
- Give permission to tease— "Well, it's okay to say what you want. It doesn't bother me." (walk off confidently.)
- Use sense of humor (do not make the bully feel like he/she is being laughed at). For example, if the bully says, "You sure do have big ears." You could say, "I know, sometimes I feel like I am an elephant." (walk off confidently)
- Make an asset of characteristic. For example, one boy was teased because he lost his hair because of cancer treatments. He said, "Well, I guess Michael Jordan and I are alike, we both don't have much hair." (walked off confidently)
- Throw something and run when you are at risk of being hurt or you are in danger.

Assertiveness Skills for Empowered Bystanders

Note: Use the following information only with the recommendation of your teacher or counselor and your parents. These strategies should also be used with other strategies to keep you safe.

General Strategies:

- Look confident (assertive body language) by standing tall, with your shoulders back
- Move closer to the bully, beside the victim, turn sideways, and give the bully non-threatening eye contact
- Keep your facial expressions neutral
- Keep your arms beside your body
- Make your stand then leave the situation

Specific Strategies:

- Make assertive statements for the victim: Say “Stop it!” with a serious face and serious but calm voice. Don’t whine. Or say “This is a waste of Bobby’s time and my time. Come with me Bobby.” (walk off confidently with Bobby) Or make some other appropriate comment.
- Use “Fogging.” For example, admit that you also have the characteristic the bully is using to tease someone): “You know, Bobby and I both need to lose weight. Come with me Bobby.” (walk off confidently with Bobby)
- Exhaust the topic (repeated questioning about putdown). For example, “How many people do you know that are fat?” “How overweight do you have to be to be fat?” “How long do you have to be overweight to be fat?” “Come with me Bobby.” (walk off confidently with Bobby)
- Broken record — repeat: “What did you say?” or “That’s your opinion.” or “So.” “Come with me Bobby.” (walk off confidently with Bobby)
- Confront the bully concerning his/her spreading rumors and lies about someone. Refuse to spread the lies and demand that the rumors/stop.
- Expose the ignorance of the bully when he/she is teasing someone because of their disability or medical problem. Reveal the facts. Then ask the victim of bullying to walk off with you. (walk off confidently with Bobby)
- Give the bully permission to tease: “Well, it’s okay to say what you want. It doesn’t bother Bobby and it doesn’t bother me. Come with me Bobby.” (walk off confidently with Bobby)
- Take on the characteristic used to tease someone and use a sense of humor: “You know Bobby and I both have big ears, sometimes we feel like elephants. Don’t we Bobby?” or “You know, Bobby and I both are pretty stupid. Come with me Bobby.” (walk off confidently with Bobby)
- Make an asset of the characteristic used to tease someone: “Well, I guess _____ (a famous popular person) and Bobby look alike, they both don’t have a lot of hair. I wish I looked like Bobby. Hey Bobby, come with me.” (walk off confidently with Bobby)

LESSON C22

In My Opinion, My Peers . . .

Learner Outcome:

By the end of this lesson students will be able to assess the willingness of their peers to help prevent and stop bullying.

Preparation and Materials:

Copy the worksheet “Bully Free Enabling Checklist” for each student.

Activities:

1. Review the previous lesson.
2. *Say:* “I hope you have enjoyed our study on bullying, I have. It is important to assess where we are in our willingness to be active participants in preventing and stopping bullying in our school. I have a survey I think will help us do that.”
3. Distribute the worksheet and ask students to read the instructions and to complete the worksheet.
4. *Say:* “Do not write your name on the worksheet. We will not discuss your responses, but I will collect them in a few minutes.”
5. After they complete the worksheet, discuss the checklist items and, if they wish, let students share their thoughts about each item.
6. Review some of the major points of the lesson.

Go Further:

Review the students’ responses to each checklist item and later share your observations and concerns.

Journaling:

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

Instructions: As you read the following items, think of students in your school and place a check mark in the appropriate column which expresses the extent to which the item describes them.

BULLY FREE ENABLING CHECKLIST FOR STUDENTS

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	Item	Describes Most	Describes Some	Describes Few	Describes Very Few
1.	Students are aware of the nature of bullying and what it looks like.				
2.	Students understand the destructiveness of bullying.				
3.	Students understand that bullying creates an unsafe school.				
4.	Students believe bullying is a significant problem in our school.				
5.	Students encourage bullies by joining in on the bullying and/or laughing.				
6.	Students watch bullying without encouraging the student who bullies and without helping the victim, doing nothing.				
7.	Students participate in making bullies popular.				
8.	Students see students who are bullied as deserving to be bullied.				
9.	Students view bullies as “bad people.”				
10.	Students are concerned, but do not intervene because they do not know how to help the student being bullied or how to stop the bullying.				
11.	Students consistently and promptly help students who are bullied.				
12.	Students do not tolerate other students bullying students.				
13.	Students believe students who are bullied should deal with the bullying on their own without any help from them.				
14.	Students are willing to report to school personnel that someone is being bullied.				
15.	Students are willing to report to school personnel that they are being bullied.				

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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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