

Bully Free Lesson Plans

-Second Grade-



ALLAN BEANE, Ph.D. and LINDA BEANE

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

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PREFACE

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

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

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

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

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

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

I hope you find this book informative and helpful.

Allan L. Beane

DEDICATION

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

– Allan and Linda Beane

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. We also wish to thank Lauren Murphy and Claudia Rohling, authors of *A Leader's Guide to Just Because I Am* and *A Leader's Guide to We Can Get Along: A Child's Book of Choices* (Free Spirit Publishing Company, Minneapolis, MN) for granting permission to use some of their ideas and materials.

INTRODUCTION

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

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

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

Core and Supplemental Lesson Plans

Your goal is to teach at least one lesson each week. If possible, all of the teachers at the same grade level should teach the same lesson(s) each week, at the same time on the same day. This will prevent students from getting the same lessons from different teachers. The lesson plans have been divided into two categories: *Core Bully Free Lesson Plans* and *Supplemental Bully Free Lesson Plans*. The core plans are considered essential. The supplemental lesson plans can be used if you wish to teach more than one each week or wish to target specific problem areas. Since the lesson plans are very interactive, during the field testing of the lesson plans it was discovered the time required to teach the lessons varied from one teacher and class to another. However, you can assume they are 30 to 45 minutes in length.

Description of Lesson Components and Elements

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

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

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

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

Journaling. Many of the lessons end with a writing assignment that requires students to reflect upon the lesson's content. A topic is usually provided, but you may assign a different topic or have students choose their own topic related to the lesson. Students should write in a journal (notebook). If you wish for students to keep handouts and/or worksheets from the lessons in their journal, require it to be a three-ring binder or to have pockets.

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

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

Classroom Meetings

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

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

Guidelines for Conducting Classroom Meetings

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

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

Guidelines for Conducting Classroom Meetings Focusing on a Bullying Situation

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

Importance of Terminology

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

Additional Strategies and Activities

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

Professional Development and Presentations to Students and Parents

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

Letter to Parents

We recommend you use the following letter to parents to introduce your anti-bullying efforts and the *Parent Chats*.

Date

Dear Parent/Caregiver,

As I look back on my school days, I remember times when students were mistreated almost every day, bullied. You probably can too. Bullying has become an important topic for parents and schools to address because it is different today. It is more prevalent and more intense. It is now understood to be very destructive to the well being of students, creates unsafe schools and creates a school climate that hinders learning.

We are committed to doing something about bullying. If it's not a problem, we want to make sure it doesn't start. That's called prevention. If it is a problem, we're determined to stop it. That's called intervention.

As your child's teacher, I'm committed to prevention and intervention in my classroom. That's why I will be teaching several lessons this year about bullying. These lessons are designed to create a positive environment where everyone feels safe, accepted, a sense of belonging and valued. They also provide students with information to help them develop empathy, self-control, and skills to cope with bullying and to become bystanders who take a stand against bullying.

From time to time, I'll send home a *Parent Chat* handout related to our Bully Free lessons. You are asked to discuss with your child what is on the *Parent Chat* handout. This is a school-wide effort, therefore, each year you may see similar *Parent Chats*. We believe this repetition in content is important for your children to learn the content.

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

Sincerely,

Name

Telephone

Email Address

Lesson Plan Record Chart

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

Lesson Plan Record Chart (Second Grade)

Teacher: _____

| | Lesson Plan Title | Check When Complete | Notes |
|-------------------------------------|---|---------------------------|-------|
| CORE BULLY FREE LESSON PLANS | | | |
| Lesson C1 | How Can I Make Good Friends and Be a Good Friend? | | |
| Lesson C2 | Do All Students in Our Class Feel Liked? | | |
| Lesson C3 | What is Bullying? | | |
| Lesson C4 | What is a Bully Free Classroom? (Part 1) | | |
| Lesson C5 | What is a Bully Free Classroom? (Part 2) | | |
| Lesson C6 | What are Our Bully Free Classroom Rules? | | |
| Lesson C7 | Why Choose Not to Hurt Others? | | |
| Lesson C8 | Should I Report Bullying? | | |
| Lesson C9 | What is a Peace Place? | | |
| Lesson C10 | What Does Physical Bullying Look Like? | | |
| Lesson C11 | What Does Verbal Bullying Look Like? | | |
| Lesson C12 | What Does Social Bullying Look Like? | | |
| Lesson C13 | What is Cyber Bullying and What Does It Look Like? | | |
| Lesson C14 | Do You Cyber Bully? | | |
| Lesson C15 | What was My Behavior Like this Past Week? | | |
| Lesson C16 | When and Where Have I Seen Bullying? | | |
| Lesson C17 | What Should I <u>Not</u> Do When Someone Tries to Bully Me? | | |
| Lesson C18 | What Should I Do When Someone Tries to Bully Me? (Part 1-Planning Ahead) | | |
| Lesson C19 | What Should I Do When Someone Tries to Bully Me? (Part 2-Reject Mean Words) | | |
| Lesson C20 | What Should I Do When Someone Tries to Bully Me? (Part 3-Four-Step STOP Method) | | |

| | Lesson Plan Title | Check When Complete | Notes |
|---|--|----------------------------|--------------|
| Lesson C21 | What Should I Do When Someone Tries to Bully Me? (Part 4-Practicing the Four-Step STOP Method) | | |
| Lesson C22 | What Should I Do as a Bystander? | | |
| Lesson C23 | What is Empathy and Why is it Important? | | |
| Lesson C24 | What Should I Do If I Hurt Someone? | | |
| Lesson C25 | Am I Sad When I Am Bullied or Others are Bullied? | | |
| Lesson C26 | Am I Fearful When I am Bullied or Others are Bullied? | | |
| Lesson C27 | Am I Angry When I am Bullied or Others are Bullied? | | |
| Lesson C28 | What are Good Ways to Deal with Anger? STOP-BREATHE SLOWLY-RELAX-THINK-COUNT | | |
| Lesson C29 | What is a Bully Free Bathroom? | | |
| Lesson C30 | What is a Bully Free Cafeteria? | | |
| Lesson C31 | What is a Bully Free Hallway? | | |
| Lesson C32 | What is a Bully Free Playground? | | |
| Lesson C33 | What is a Bully Free Gym? | | |
| Lesson C34 | What is a Bully Free Bus? | | |
| Lesson C35 | What Have I Learned? What Do I Need to Do Next? | | |
| BULLY FREE SUPPLEMENTAL LESSON PLANS | | | |
| Lesson S1 | Create a Class Directory or Scrapbook | | |
| Lesson S2 | Why Do Some Students Bully Others? | | |
| Lesson S3 | What are the Facts About Bullying? | | |
| Lesson S4 | Physical Bullying or Verbal Bullying? | | |
| Lesson S5 | Do You Remember the Different Types of Bullying? | | |
| Lesson S6 | How Can I Encourage Others with Positive Comments? | | |

| | Lesson Plan Title | Check When Complete | Notes |
|------------|--|----------------------------|--------------|
| Lesson S7 | How to Give Compliments | | |
| Lesson S8 | Examples of Compliments | | |
| Lesson S9 | Practice Giving Compliments | | |
| Lesson S10 | How to Accept a Compliment | | |
| Lesson S11 | Practice Giving and Accepting Compliments | | |
| Lesson S12 | Acts of Kindness Web | | |
| Lesson S13 | Kindness Box | | |
| Lesson S14 | Kindness Pals | | |
| Lesson S15 | Secret Kindness Reporter | | |
| Lesson S16 | What are the Rewards for Acts of Kindness? | | |
| Lesson S17 | Reading Faces – Feeling Words | | |
| Lesson S18 | Feelings Jar | | |
| Lesson S19 | What are Good Ways to Deal with Anger? (Part 1 – The Anger Cloud) | | |
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| Lesson S21 | Behavioral Expectations in the Bathroom | | |
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| Lesson S23 | Behavioral Expectations in the Hallways | | |
| Lesson S24 | Behavioral Expectations in the Stairwells | | |
| Lesson S25 | What is a Bully Free Stairwell? | | |
| Lesson S26 | Behavioral Expectations on the Playground (Part 1) | | |
| Lesson S27 | Behavioral Expectations on the Playground (Part 2) | | |
| Lesson S28 | Planning for Recess to Avoid Bullying | | |
| Lesson S29 | Behavioral Expectations on the Bus (Part 1) | | |
| Lesson S30 | Behavioral Expectations on the Bus (Part 2) | | |
| Lesson S31 | Do You Want to Celebrate – Have a Party? | | |

LESSON C3

What is Bullying?

Learner Outcome:

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

discuss the definition of bullying.

discuss the key words in the definition of bullying.

Preparation and Materials:

- *Recommended:* Post in your classroom the *Bully Free Classroom* poster (available at www.bullyfree.com or make your own by using the last page of this lesson).
- Purchase or rent a DVD or VHS of the movie *Forrest Gump*.
- Copy the handout “The Definition of Bullying” for each student or make a poster.
- Copy the worksheet “The Definition of Bullying: Fill in the Blanks” for each student.
- Copy the worksheet “Bully Free Reflection Sheet” for each student.
- Copy the Parent Chat handout “What is Bullying?” for each student to take home and discuss with their parents.



Activities:

1. Review the previous lesson.
2. Tell students you want them to understand what is meant when you say “Bullying.” Distribute the handout “The Definition of Bullying.” Discuss the definition and each underlined key word. See the key word explanations below. Ask them to copy the definition onto the blank lines appearing on the handout.
 - “Bullying is when a more powerful person hurts someone’s body, feelings or things or frightens someone on purpose, again and again.” (Note: **powerful** – stronger physically or have psychological power – **hurts** – causes pain to body, feelings, or damages or steals things - **frightens** – scares you, fear for your safety- **on purpose** – intentional (not accidentally) and they do this **again and again** – over and over again, persistent or repeated mistreatment)
3. Tell students that bullying is a big problem in the world. Tell them that sometimes students get bullied at school.
4. Randomly select students to come to the front of the room and, with your demonstration and guidance, act out each of the key words of the definition of bullying.
5. Ask them to help you get rid of bullying in their classroom and school by obeying the Golden Rule – Treat others the way you want to be treated.

6. Point to the *Bully Free Classroom* poster displayed in your classroom and tell them you are designating your classroom Bully Free. Explain what that means.
7. Remind them that you will not tolerate someone being bullied and you hope they dislike it as well.
8. Show a movie clip from *Forrest Gump* and discuss the bullying depicted. For example, show when students would not let him sit by them on the bus and when bullies hit him with rocks and called him “dummy” and chased him on their bikes.
9. Distribute the handout “The Definition of Bullying: Fill-in-the-Blanks.” Ask students to read and following the instructions.
10. Review the major points of the lesson.
11. 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 Bullying?” and discuss it with their parents.

The Definition of Bullying

“Bullying is when a more **powerful** person
hurts someone’s body, feelings or things or
frightens someone **on purpose, again and**
again.”

Name: _____ Date: _____

Instructions: The following is the definition of bullying you have been studying with some blanks. From memory, try to fill-in-the-blanks with the correct words.

The Definition of Bullying: Fill-in-the-Blanks

Bullying is when a more _____ person
_____ someone's body, feelings or things
or _____ someone on
_____, again and _____.

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? _____

Parent Chat

What is Bullying?

Dear Parent or Guardian: Today we talked about bullying. “Bullying is when a more powerful person hurts someone’s body, feelings, or things or frightens someone on purpose, again and again.” It can be physical, verbal, social or cyber bullying. It doesn’t have to be the same person who mistreats you or the same type of mistreatment. You are bullied when you are a repeated target of mistreatment. Please work with your child to complete the following items. After completing each item, ask your child to check its corresponding box. If necessary, take a couple of evenings to complete these activities. Please include the requested signatures and return the signed form to me as soon as possible. Thank you!

- Watch a television program or read a book to your child that includes bullying.
- Ask your child to point out bullying seen on television or read about in the book.
- Ask your child if he or she feels like the bullying was dealt with appropriately. (*Example: Did the student who bullied get in trouble, did the student who bullied feel bad? etc.*)
- Point out any bullying you see on television or read about in the book that your child did not notice.
- Discuss why what you noticed is considered bullying. (Note the definition above. The repeated mistreatment doesn’t have to be by the same person or the same type of bullying.)

X _____
Student Signature

X _____
Parent/Guardian Signature

BULLY

FREE

CLASSROOM[®]



www.bullyfree.com

LESSON C7

Why Choose Not to Hurt Others?

Learner Outcomes:

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

discuss how “getting back” at others is not an effective way to resolve conflict.

identify the potential consequences of hurtful behavior.

verbalize positive responses to hurtful actions.

verbalize their understanding that there are consequences for their actions.

verbalize the importance of making a choice not to hurt someone, avoiding negative consequences.

Preparation and Materials:

- Copy the handout “Choices and Consequences T-Chart” for each group.
- Copy the handout “Our Actions Have Consequences” for each student.
- Crayons, colored pencils and/or markers
- Chart paper and a marker or electronic whiteboard
- Copy the Parent Chat handout “Do Choices Have Consequences?” for each student to take home and discuss with their parents.

Activities:

1. Review the previous lesson.
2. Tell students a story about two students who try to “get back” at each other. Students need to understand what it means to “get back” at someone. Then say “Let’s pretend that this story is about Troy (a student’s name) and Sarah (a student’s name).”
3. Tell the following story: “Let’s say that Troy wants to play with Sarah’s toy. But Sarah doesn’t feel like sharing. So, Troy pushes Sarah and Sarah pushes back. Then, Troy hits Sarah and Sarah hits back . . .”

After telling the story, ask the following questions:

- “What was the conflict about?”
 - “Who started the pushing and hitting?”
 - “When Troy pushed Sarah did that make the conflict better or worse?”
 - “Do you think that ‘getting back’ *ever* makes a conflict better? Or does it *always* make it worse?”
4. Ask students “What is a *consequence*?” Guide them to understand the following simple definition of *consequence*: A consequence is something that happens as a result of something else. Share a time that you made a bad choice and what the consequences were. Share a time you made a good choice and discuss what the consequences were.

5. Ask students to share times that they have made good and bad choices and to share what the consequences were.
6. Divide the class into groups with three or four students per group. Try not to group a student with those he bullies. Distribute the handout “Choices and Consequences T-Chart.” Appoint one student in each group to be a group leader. Ask the group leaders to work with their group to write down all of the possible consequences for the choices listed on the left side of the handout. After they complete this task, ask various leaders to share their group’s work. As they mention consequences, engage students in a discussion and ask them to add additional consequences that are not mentioned.
7. Give examples, using the names of students in your class:
 - “If Leeza hits Betsy then Betsy feels hurt. *That hurt is a consequence.*”
 - “If Zach pushes Noah down on the playground Noah might get a bloody knee. *His bloody knee is a consequence.*”
 - “If Tracy and Mariah are friends and Mariah punches Tracy, Tracy might not want to be friends anymore. *Losing a friend is a consequence.*”
 - “If I see Robert push or punch someone else I’m going to put him on a time-out. *The time-out is a consequence.*”
8. It’s easy for young students to recall being hurt but sometimes they have trouble recalling times they hurt someone. True aggressive bullies may not admit they have hurt someone. Therefore, ask students to recall times they hurt someone on purpose. You may have to provide a few examples, such as: not letting someone sit with them or play with them, not letting someone play with a new toy, being too bossy with someone, etc.
9. Give each student a copy of the handout “Our Actions Have Consequences.” Then ask them to use the space in the first box on the handout to draw or write about something hurtful they have done to someone or something hurtful they have seen done to someone. In the second box ask students to draw or write about the consequences of that action. In the third box, ask students to draw or write about something that should have been done that is not hurtful – the opposite of what happened. Ask for volunteers to share their drawings or what they have written.
10. Remind students that they can make a choice not to hurt someone, avoiding negative consequences.
11. Review the major points of the lesson.

Parent Chat:

Ask students to take home the Parent Chat handout “Do Consequences Have Choices” and discuss it with their parents.

Name: _____ Date: _____

Instructions: Write possible consequences for each choice listed.

Choices and Consequences T-Chart

| Choice | Consequence(s) |
|--------------------------|----------------|
| Study | _____ |
| Don't study | _____ |
| Follow the rules | _____ |
| Don't follow the rules | _____ |
| Hit someone | _____ |
| Call someone a mean name | _____ |
| Make fun of someone | _____ |
| Be kind to someone | _____ |

Name: _____ Date: _____

Instructions: In the first box draw or write about something you have done to hurt someone or something you have seen that hurt someone. In the second box draw or write about the consequences of that behavior. In the third box, draw or write about something that should have been done that is not hurtful – the opposite of what happened.

Our Actions Have Consequences

Something Hurtful I Have Done or Seen Done to Someone

Consequences

What Should Have Been Done that is Not Hurtful

Parent Chat

Do Choices Have Consequences?

Dear Parent or Guardian: Today we talked about choices and consequences. Please complete the following items with your child. After completing each item, ask your child to check its corresponding box. Please include requested signatures and return the signed form to me the next school day. Thank you!

- Discuss the meaning of the word “consequence.” (*Answer:* A consequence is something that happens as a result of a choice you make to do something or not to do something).
- Let your child know that at home there are consequences for choices. Your child needs to understand that you will not tolerate them bullying anyone anywhere.
- Tell your child there are good and bad choices and corresponding consequences.
- Read the following situations and ask your child to tell you what a consequence might be for each situation. Ask your child to tell you if the choice is good or bad. (*Example: **Situation** – Mandy steals a candy bar from the store (**bad choice**). **Consequence** – The store manager catches Mandy, calls her parents and she gets punished. Mandy made a **bad choice and suffered the consequence.***)

| Situation | Good Choice or Bad Choice? | Consequence? |
|---|-------------------------------|--------------|
| Andy hits Tom on the arm. | | |
| Tim finds a five dollar bill and turns it into the office. | | |
| Sue calls Tina a mean name. | | |
| Jim trips Sue in the classroom. | | |
| Scott’s teacher hears him call her a bad name. | | |
| The principal sees Larry run and cut the line in the lunch room. | | |
| Jerry goes straight home from school because his parents told him to. | | |

X _____
Student Signature

X _____
Parent/Guardian Signature

LESSON C8

Should I Report Bullying?

Learner Outcomes:

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

- discuss the difference between *tattling* and *reporting*.
- describe the purpose of the *Notes-to-the-Teacher Box*.
- identify an adult to whom they would report bullying.

Preparation and Materials:

- Copy the handout “Reporting to an Adult” so each student will receive one strip with “When I am bullied or I see someone bullied, I will tell _____.” Laminate the copies prior to cutting the strips apart.
- Copy the worksheet “Bullying This Past Week” for each student.
- Put a *Notes-to-the-Teacher Box* on the corner of your desk. It might be large or small, decorated or plain. (You might have your students decorate it.) It should have a lid with a slit in the top.

Activities:

1. Review the previous lesson.
2. *Ask*: “What can we do when we see or hear someone being bullied?” *Possible Answers*:
 - Tell the person who is bullying to “STOP it!” (with a serious/strong face and strong but calm voice) – or some other appropriate statement.
 - Ask the bullied person to walk off with you and join others.
 - Say to the person being bullied: “I’m sorry you were bullied. They should not bully you. That is against the rules.”
 - Report the bullying to an adult.
 - Be kind to the person being bullied.
3. *Say*: “Today I want to discuss with you the importance of telling an adult when you or someone else is bullied.” Ask them to listen carefully to the following poem. Discuss the poem.

Bullying is Bad

by
Jess ©

There are reasons I am sure
For behavior, really poor
Bullying's the word
When scary things occur
They make you feel unsafe
And all trembly inside
But bullying isn't as tough
As they choose to decide
You can get them
To get off your backs
You just tell an adult
And they'll stop in their tracks.

Retrieved July 6, 2009-07-06 from <http://www.bullyingnoway.com.au>

4. *Ask:* "What does the word TATTLE mean?" (*Answer:* Tattling is telling an adult something to get someone in trouble.)
5. *Say:* "When you see someone take a pencil off of the teacher's desk without her permission and you tell the teacher; that is TATTLING."
6. *Ask:* "What does the word REPORT mean?" (*Answer:* Telling an adult to help someone whose feelings, body or things are being hurt.)
7. *Say:* "When you see someone push someone down and you tell the teacher. That is REPORTING."
8. *Ask:* "When someone tattles on someone do they sound different that someone reporting bullying?" (*Possible Answer:* Yes. The person reporting bullying sounds hurt or worried about someone who is hurt.)
9. Give each student a slip of paper from the handout "Reporting to an Adult." Ask each student to tell you the name of an adult they would report to if they or someone else was bullied. Write the name on the board. Ask students to write the name of the person they would talk to on the blank line of the slip of paper you gave them. After all the students have given you a name and recorded the name on their paper, ask them to keep the slip of paper in their backpack or in some other safe place as a reminder. Tell them if they change their mind later and want to change the name you will give them another slip of paper. (*Note:* If your school has established a reporting system, such as a *Bully Box*, discuss it with your students.)

10. *Ask:* “What do you think will happen when you report to an adult that someone or you are being bullied? What do you think they will do?”
11. *Ask:* “If you think someone is being bullied, but you aren’t sure, should you tell an adult?”
(*Answer:* Yes. The adult can watch the students to see how they treat others.)
12. *Ask:* “What do you think will happen when you report to an adult that someone is being bullied and you are sure of it?”
13. Hold up the *Notes-to-the-Teacher Box* and explain its purpose:
 - “Here’s another way for you to communicate with me. If there’s anything you want to tell me about—a problem you’re having at school, something that made you happy, something that made you sad, that you or someone are being bullied or anything at all you’d like me to know—just write a note and drop it in the box. I’m the only person who will open the box and read the notes. You don’t have to sign your name if you don’t want to but I hope you will. I can only reply to you personally if you sign your name. You can also use the box to tell me about bullying in our classroom and school. You can write about bullying that happens to you or bullying you witness personally. If you’ve been bullying someone else and you want to stop, you can also write about it.”
14. Tell students you will check the box daily.
15. Ask students to write notes to you about bullying they have seen in one of the following areas: bathroom, cafeteria, playground or hallway. Tell them that they do not have to put their name on the note, unless they want to. Tell them there should be no talking while they write their notes and to keep their eyes on their own papers. After they write their notes, ask them to place them in the box.
16. Next, ask them to write a note to you about something that makes them happy at school. Ask them to place their notes in the box.
17. Distribute the handout “Bullying This Past Week” and ask students to following the instructions. Have a general discussion about the past week. Collect the worksheets.
18. Review the major points of the lesson.

Go Further:

Throughout the school year, ask students to complete the worksheet “Bully This Past Week” to determine the degree bullying is occurring among your students.

Instructions: Copy and then cut along the dashed lines. Give a slip to each student.

Reporting to an Adult

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

When I am bullied or I see someone bullied, I will
tell _____.

Name: _____ Date: _____

Instructions: Read each statement and think about the past week. Put a check mark in the column to the right if that happened to you during the past week. On the back of this worksheet list other hurtful or embarrassing things students did to you this past week.

Bully This Past Week

(2nd Grade)

| This past week in school, another student in my class: | Check if this Happened to You |
|--|-------------------------------|
| 1. blamed me for something they did | |
| 2. called me a hurtful name | |
| 3. stuck their tongue out at me | |
| 4. kicked me | |
| 5. pinched me | |
| 6. made a mean face at me | |
| 7. pushed me down | |
| 8. tripped me | |
| 9. laughed when I was mistreated | |
| 10. took something that was mine | |
| 11. damaged something that was mine | |
| 12. told a lie about me | |
| 13. would not let me play with them | |
| 14. made fun of me | |
| 15. pretended they didn't see me or hear me (ignored me) | |
| 16. told me to get away | |
| 17. told someone not to be nice to me or talk to me | |

LESSON C21

What Should I Do When Someone Tries to Bully Me? (Part 4 - Practicing the Four-Step STOP Method)

Learner Outcome:

By the end of this lesson students will be able to demonstrate the *Four-Step STOP Method* for dealing with bullying.

Preparation and Materials:

- *Four Step STOP Method* poster prepared in previous lesson
- Copy the worksheet “Bully Free Reflection Sheet” for each student.
- Use the four human stick figure drawings you used in the previous lesson, representing the four steps of the STOP Method.

Activities:

1. Review the previous lesson by holding up the STOP sign poster and review the Four-Step S-T-O-P Method by announcing the letter, the message and asking students to point to the human figure drawing that represents each message. For your reading convenience, the four steps are provided below.

Four-Step STOP Method

- S** – Stand up for yourself.
Say “STOP it!” (with a serious/strong face and a strong but calm voice)
Say, “Leave me alone.” (Walk away confidently.)
- T** - TELL an adult.
- O** - Go to OTHERS nearby.
- P** - Be PROUD of yourself.

2. Role-play the following situations, adding other typical situations you have observed in your classroom or school. Also discuss the following inappropriate and appropriate responses. If you wish, ask students to role-play both the appropriate and inappropriate responses.

You are playing with a toy and another student tries to take it away from you.

Inappropriate Response: Push the student away and yell “I don’t like you so go away.”

Appropriate Response: Tell the student that you are playing with the toy and to STOP trying to take it away from you or tell her you will give the toy to her when you have finished playing with it. Tell her she should find another toy or wait until you finish playing with it. If she doesn’t stop trying to take it from you, tell the teacher.

Another student cuts in line in front of you during lunch.

Inappropriate Response: Push the student out of line, make a mean face and yell that you don’t want to be her friend.

Appropriate Response: Tell the student to STOP cutting line since it is not allowed. If you don’t want to let her in front of you and if she still insists on cutting line, tell the teacher.

Note: Tell students that when they cut in front of one person they are cutting in front of everyone. Cutting line is never allowed, even with friends.

You hear someone saying mean things to another person.

Inappropriate Response: Join in by saying mean things to the person and repeating the other mean things. The next time you see the person, make a mean face and roll your eyes at her.

Appropriate Response: Tell them to STOP saying mean things. Don’t join in, don’t repeat it. Be a friend to the person being bullied.

Three friends are playing together and another person tries to join in. Two of the people say she can’t play.

Inappropriate Response: Agree that she can’t play with you.

Appropriate Response: Tell them to “STOP it!” Invite her to play with you.

3. Review the major points of the lesson.
4. Distribute the worksheet “Bully Free Reflection Sheet” and ask students to follow the instructions. Randomly select students to share what they have written.

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? _____

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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.