

Bully Free Lesson Plans

-Third Grade-



ALLAN L. 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

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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, 217 Fifth Avenue North, Suite 200, Minneapolis, MN 55401-1299) for letting me use some of their ideas.

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 third 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 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 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 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 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 (Third Grade)

Teacher: _____

Lesson Plan Title		Date Completed	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 are My Favorite Things?		
Lesson C4	How Can I Spread the Golden Rule?		
Lesson C5	What is Bullying?		
Lesson C6	What is a Bully Free Classroom? (Part 1)		
Lesson C7	What is a Bully Free Classroom? (Part 2)		
Lesson C8	What is a Bully Free Student Pledge?		
Lesson C9	What are Our Bully Free Classroom Rules?		
Lesson C10	Why Choose Not to Hurt Others?		
Lesson C11	Should I Report Bullying?		
Lesson C12	What Does Physical Bullying Look Like?		
Lesson C13	What Does Verbal Bullying Look Like?		
Lesson C14	What Does Social Bullying Look Like?		
Lesson C15	What is Cyber Bullying? What Does It Look Like?		
Lesson C16	Do You Cyber Bully?		
Lesson C17	What Should I Do to Prevent and Stop Cyber Bullying?		
Lesson C18	What was My Behavior Look Like this Past Week?		
Lesson C19	When and Where Have I Seen Bullying?		
Lesson C20	What Should I <i>Not</i> Do When Someone Tries to Bully Me?		
Lesson C21	What Should I Do When Someone Tries to Bully Me? (Part 1 – Planning to Ahead)		
Lesson C22	What Should I Do When Someone Tries to Bully Me? (Part 2 – Reject Mean Words)		
Lesson C23	What Should I Do When Someone Tries to Bully Me? (Part 3 – Four-Step-STOP Method)		

Lesson Plan Title		Date Completed	Notes
Lesson C24	What Should I Do When Someone Tries to Bully Me? (Part 4 – Practicing the Four-Step STOP Method)		
Lesson C25	What Should I Do as a Bystander?		
Lesson C26	What is Empathy and Why is it Important?		
Lesson C27	What Should I Do If I Hurt Someone?		
Lesson C28	Am I Sad When I Am Bullied or Others are Bullied?		
Lesson C29	Am I Fearful When I am Bullied or Others are Bullied?		
Lesson C30	What are Good Ways to Deal with Anger? (STOP-BREATHE SLOWLY-RELAX-THINK-COUNT)		
Lesson C31	What is a Bully Free Bathroom?		
Lesson C32	What is a Bully Free Cafeteria?		
Lesson C33	What is a Bully Free Hallway?		
Lesson C34	What is a Bully Free Playground?		
Lesson C35	What is a Bully Free Gym?		
Lesson C36	What is a Bully Free Bus?		
Lesson C37	What Have I Learned? What Do I Need to Do Next?		
SUPPLEMENTAL BULLY FREE 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	Do You Remember the Different Types of Bullying?		
Lesson S5	How Can I Encourage Others with Positive Comments?		
Lesson S6	How to Give Compliments		
Lesson S7	Examples of Compliments		
Lesson S8	Practice Giving Compliments		
Lesson S9	How to Accept a Compliment		
Lesson S10	Practice Giving and Accepting Compliments		
Lesson S11	Acts of Kindness Web		

Lesson Plan Title		Date Completed	Notes
Lesson S12	What are the Rewards for Acts of Kindness?		
Lesson S13	Reading Faces – Feeling Words		
Lesson S14	Feelings Jar		
Lesson S15	What are Good Ways to Deal with Anger? (Part 1 – The Anger Cloud)		
Lesson S16	What are Good Ways to Deal with Anger? (Part 2 – Talk Sense to Myself)		
Lesson S17	What are the Behavioral Expectations in the Classroom?		
Lesson S18	What are the Behavioral Expectations in the Library?		
Lesson S19	What are the Behavioral Expectations During Assembly Programs?		
Lesson S20	What are the Behavioral Expectations in the Bathroom ?		
Lesson S21	What are the Behavioral Expectations in the Cafeteria?		
Lesson S22	What are the Behavioral Expectations in the Hallways?		
Lesson S23	What are the Behavioral Expectations in the Stairwells ?		
Lesson S24	What is a Bully Free Stairwell?		
Lesson S25	What are the Behavioral Expectations on the Playground? (Part 1)		
Lesson S26	What are the Behavioral Expectations on the Playground? (Part 2)		
Lesson S27	Planning for Recess to Avoid Bullying		
Lesson S28	Behavioral Expectations During Dismissal		
Lesson S29	Behavioral Expectations While Waiting for the Bus (After School)		
Lesson S30	Behavioral Expectations on the Bus (Part 1)		
Lesson S31	Behavioral Expectations on the Bus (Part 2)		
Lesson S32	Do You Want to Celebrate – Have a Party?		

LESSON C11

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 short story handout “How John Helped His Team” and the short story worksheet 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.
- Copy the worksheet “Bully Free Reflection Sheet” for each student.
- Copy the worksheet “Bullying This Past Week” for each student.
- Copy the Parent Chat “Should I Report Bullying?” for students to take home and discuss with their parents.

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 someone 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, we will discuss the importance of telling an adult when you or someone else is bullied.”
4. *Ask*: “What does the word TATTLE mean?” (*Answer*: Tattling is telling an adult something to get someone in trouble.) *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.”

5. *Ask:* “What does the word REPORT mean?” (*Answer:* Telling an adult to help someone whose feelings, body or things are being hurt.)
6. *Say:* “When you see someone push someone down and you tell the teacher. That is REPORTING.”
7. *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.)
8. 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 were bullied. Write the name on the board and Ask students to write the name 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.)
9. *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?”
10. *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.)
11. *Ask:* “What do you think will happen when you report to an adult that someone is being bullied and you are sure of it?”
12. 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 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 that.” Tell students you will check the box daily.
13. 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 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 their eyes should be on their own paper. After they write their notes, ask them to place them in the box.
14. 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.

15. 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.
16. Divide the class into groups of three or four. Try not to group a student with those he bullies. Appoint a group leader for each group. Give each student the short story “How John Helped His Team” and the short story worksheet. Ask the group leaders to read and follow the instructions at the top of the worksheet. After each group has discussed their answers, randomly select students to share their answers. Use the following answer key to guide your response to their answers. Then collect the worksheets.

Short Story Worksheet Answer Key:

- What bullying did Alyssa experience? (*Answer:* verbally bullied – put downs, name-calling; physically bullied – pushed down)
- John kept his thoughts about Alyssa to himself. He controlled his tongue. Do you find it difficult to keep some of your negative thoughts about people to yourself? (*Answer:* Responses of students will vary.)
- Why do you think Lauren and Tony were mean to Alyssa? (*Answer:* They cared more about winning the ball game than they did about obeying the Golden Rule and hurting her. They bullied her because they could. Maybe they were bigger and meaner than her.)
- Since all of the students on the team outnumbered Tony and Lauren, why didn’t they tell them to leave Alyssa alone and why didn’t they help Alyssa up when Tony pushed her down? (*Answer:* They were afraid of Tony and Lauren. They were afraid they might be bullied.)
- If you were John, would you have told the teacher about the bullying? (*Answer:* Responses of students will vary.) If not, why not? (*Answer:* Responses of students will vary.)
- Why do you think the teacher believed John? (*Answer:* She knew she could trust what he said as the truth. She probably knew that Tony and Lauren were bullies.)

Discuss the following key messages and truths revealed in the short story.

- Sometimes our thoughts are best kept to ourselves. We need to control our tongue. Most of the time we will be glad we did and so will others.
 - Bullies can be mean and sneaky. They bully mostly when adults can’t see or hear them.
 - Thoughts we often have about someone, before we get to know them, are wrong. We should give them a chance to reveal to us what they are like.
 - Bullying should never be allowed and there should be punishment for mistreating others.
 - Bullies want us to laugh when they mistreat someone. We should not laugh. We should report it to an adult.
 - The students who don’t want to mistreat someone and who do not want anyone bullied outnumber the bullies. Therefore, they should unite and take a stand against bullying and help those who are bullied.
17. Review the major points of the lesson.
 18. Distribute the worksheet “Bully Free Reflection Sheet.” Ask students to complete the worksheet. Randomly select students to share their answers. Collect the reflection sheets.

Journaling:

Ask students to explain why eight students would be so afraid of two students that they wouldn't unite and take a stand against bullying and help someone.

Parent Chat:

Ask students to take home the Parent Chat handout "Should I Report Bullying?" and discuss it with their parents.

Go Further:

- After you collect the short story worksheets, examine them to identify issues you may need to discuss with specific students.
- 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 cut along the dashed lines. Give one 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 checkmark 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

(3rd Grade)

This past week in school, another student in my class:	Check if this Happened to You
1. said something nice to me	
2. made fun of my clothes	
3. called me stupid or some other hurtful name	
4. made me give them my money	
5. told a lie about me	
6. called me stupid	
7. pushed me down	
8. kicked me	
9. played a mean trick on me	
10. stole something that was mine	
11. laughed at me to hurt my feelings	
12. grabbed me in a way that hurt	
13. hit me with their shoulder so hard I nearly fell down	
14. tripped me	

Short Story

How John Helped His Team

by Jeff Zare and Allan L. Beane, Ph.D.

"Oh no," thought John, "That new kid, Alyssa, is on our team. Why does our physical education teacher, Mrs. Harrison, pick the tee ball teams for us? We're going to lose. I haven't seen Alyssa run, but she sure is a slow talker. I bet every time she's at bat our team is going to get an out. She won't make it to first base." Since John wanted to obey the Golden Rule, he kept his thoughts to himself. He kept quiet.

As the teacher was going over some rules, John noticed Tony, another boy on his team, whispering to Alyssa. At first, John didn't notice what Tony was saying. When the teacher got quiet, John heard Tony saying, "So slow poke, are you going to ruin it for all of us today?" Then Lauren, another girl on the team, whispered, "I bet you're so slow that a kindergartner could out run you."

John's team was the first team to bat. As they walked to their side of the field, John said to Tony, "You and Lauren are the best players in our class. We have a chance of winning. You both can kill the ball and run fast."

Tony said, "You know we won't win because that snail, Alyssa, is on our team." John noticed that Alyssa was close enough to hear. Alyssa said, "I'm not a snail." Tony said, "Yes you are."

When the teacher turned her back, Tony pushed Alyssa and Lauren laughed. Tony looked at Lauren and grinned. Alyssa fell down. John waited to see if Alyssa would get up, but she seemed to be hurt. He noticed that no one was helping her up. As John was walking over to help her, Alyssa got up with tears in her eyes and said to Tony and Lauren, "Stop bullying me. I'm on your team. If you hurt me, I won't be able to play." "That's the idea," said Tony. Lauren laughed again.

When John saw Alyssa's tears, he realized that bullies do not make good teammates. So, he decided to report to the teacher that Alyssa was being bullied by Tony and Lauren.

John went and told Mrs. Harrison that Tony and Lauren were bullying Alyssa. Mrs. Harrison then shouted, "Tony and Lauren, you can sit out this game! You know the rules against bullying!"

"Uh, oh," thought John, "I got rid of our best players." When John returned to his teammates, he heard Mrs. Harrison say, "Alyssa, it's your turn at bat."

Alyssa went to home plate with a smile. She hit the ball out into center field. She ran like the wind toward first base. As she got close to first base it looked as if she was about to stop on first. So, everyone on her team yelled for her to keep going. She ran to second as the ball went to first base. The first baseman missed the ball, so she ran to third and as the ball was being thrown to third, she ran toward home. The third baseman was in such a hurry, he dropped the ball and didn't have time to throw her out at home. She made a homerun for her team.

"Great job, Alyssa!" said John. All her team mates cheered and gave her a pat on the back.

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Name: _____ Date: _____

Instructions for Group Leader: Each student in your group should have a copy of the short story and this worksheet. Ask each student to silently read the short story and to write their answers on this worksheet. Discuss with your group their answers. Everyone in your group should share their answers and takes part in the discussion.

Short Story Worksheet

How John Helped His Team

What bullying did Alyssa experience? _____

John kept his thoughts about Alyssa to himself. He controlled his tongue. Do you find it difficult to keep your negative thoughts about people to yourself? _____

Why do you think Lauren and Tony were mean to Alyssa? _____

Since all of the students on the team outnumbered Tony and Lauren, why didn't they tell them to leave Alyssa alone and why didn't they help Alyssa up when Tony pushed her down? _____

If you were John, would you have told the teacher about the bullying? If not, why not?

Why do you think the teacher believed John? _____

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

Should I Report Bullying?

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

☐

Talk to your child about the difference between “tattling” and “reporting.” (*Answers similar to: **Tattling** is telling an adult something to get someone in trouble. **Reporting** is telling an adult something to help someone whose feelings, body or things are being hurt. It is trying to help someone who needs help.*)

☐

Read to your child the examples below to illustrate the difference between tattling and reporting. Ask your child to tell you which one is tattling and which one is reporting.

Situation	Reporting or Tattling?
Your teacher turns her back and a student makes a funny face at her without her seeing it. If you tell the teacher would that be tattling or reporting?	(Tattling ; you are just doing it to get the student in trouble. No one was hurt or in danger).
In class you see a student pinching another student over and over. If you tell the teacher would that be tattling or reporting?	(Reporting ; the student being pinched is getting hurt physically and getting his/her feelings hurt. You need to help stop the hurt of this student).

X _____

Student Signature

X _____

Parent/Guardian Signature

LESSON C13

What Does Verbal Bullying Look Like?

Learner Outcomes:

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

- describe examples of verbal bullying.
- identify feelings they could have when verbally bullied.
- verbalize their understanding that they should not verbally bully.
- identify feelings someone might have when they verbally bully them.
- provide emotional support to students who are verbally bullied.
- discuss the importance of guarding their tongues.
- verbalize the importance of having kind (sweet) words to say rather than mean (sour/bitter) words.
- discuss the steps to take when they are verbally bullied.
- discuss the steps to take as bystanders when someone is bullied.

Preparation and Materials:

- Copy the handout “Verbal Bullying” for each student. If you wish make a poster. (*Note:* Add hurtful comments you have heard third graders make.)
- Copy the handout “How Does It Feel to Be Verbally Bullied?” for each student.
- Copy the short story “The Bully Who Only Talked” and the short story worksheet for each student.
- Large lemon cut in half or use sour candy and sweet candy (*Note:* Be aware of food allergies.)
- Copy the handout “Sour/Bitter or Sweet Words” for each student.
- Copy the Parent Chat handout “What Does Verbal Bullying Look Like?” for each student to take home and discuss with their parents.

Activities:

1. Review the definition of bullying and what physical bullying looks like.
2. *Say:* “Bullying is not just physical, it can also be verbal.
3. *Ask:* “What is verbal bullying?”
4. Distribute the handout “Verbal Bullying” and hold up the poster, if one was made. Tell students that sometimes students hurt other students by using their voices and words. Discuss the examples listed on the handout. Ask students to think of other examples of verbal bullying. Write their correct responses on the board, chart paper or electronic whiteboard. Ask them to select four new examples and write them on the handout – on the blank lines.
5. Ask for specific examples of words that hurt, for example: fat, stupid, ugly, etc. Discuss how hurtful such words can be.

6. *Ask:* “Tell me about a time someone (no names) hurt you with their words.” Ask students to share what happened but not to say names. After each student shares his or her experience, ask the class to repeat in unison the following:
- “I am sorry that happened to you.”
 - “That should not have happened to you.”
 - “I hope that never happens again.”

Explain that this is how they can provide *emotional support* to students who are bullied.

7. *Ask:* “What can you do when someone verbally bullies you?” *Answer:*
- With a serious/strong face and a strong but calm voice say “Stop it!” or “So. That’s your opinion. It doesn’t matter what you say.” Or “This is a waste of my time.” (Run if you think you will be harmed.)
 - Walk off confidently and join others. (Remind students how to look confident as they walk away (e.g., stand up straight and walk in a relaxed but energetic way with a smile on your face and your head up). Randomly select students to demonstrate how to walk off confidently.
 - Report bullying to an adult. (This is not tattling.) Ask the adult to help you stay safe.
 - Try to stay away from the person who bullies you as much as you can.
 - Talk to an adult about how the bullying makes you feel.
8. Remind students they should run if there is a chance they will be harmed.
9. Randomly select students to role-play the above response to bullying.
10. *Ask:* “What should you do when you see someone verbally bullied?” *Answer:*
- Don’t laugh.
 - With a serious/strong face and a strong but calm voice say “Stop it!” or say “So. That’s your opinion. It doesn’t matter what you say to any of us.” Or say “This is a waste of our time.”
 - Ask the person to walk off with you and join some friends. Run off if you think you and your friend will be harmed. (Remind students how to walk off confidentially (e.g., stand up straight and walk in a relaxed but energetic way with a smile on your face and your head up).
 - Report the bullying to an adult. (This is not tattling.)
 - Talk to an adult and write about how it made you feel to see someone bullied.
 - Be kind to the person who is bullied.
 - Be a good example by treating others the way you want to be treated.
11. Randomly select students to role-play the above response to bullying.
12. Tell students you expect them to tell you or another adult when they are bullied, when they see someone bullied or when they hear about someone being bullied.
13. Give students the handout “How Does It Feel to Be Verbally Bullied?” and guide them in completing the handout.

14. Hold up one-half of a lemon (or sour candy) and *ask* “If I put this lemon in my mouth how would it taste?” (sour and bitter) Take a bite of the lemon (or sour candy) and make an ugly face. *Say*: “It is so sour and bitter I can hardly talk.”
15. *Ask*: “Would you rather have something sweet in your mouth or very bitter and sour?”
16. *Say*: “When I say something or do something to hurt someone it should be like putting a lemon (or sour candy) in my mouth. Before I say something mean to someone I should pretend I have a lemon (or sour candy) in my mouth and I can’t talk because it is so bitter and sour. If I do this I will not say mean things to others. It is better to have kind words in our mouth. Let’s pretend they are sweet like sweet candy. Pretend that hurtful words are sour and bitter, like a lemon or sour candy.”
17. Give students the handout “Sour/Bitter or Sweet Words?” Guide students as they place the words listed at the bottom of the page in the appropriate column. If you wish, add words you often hear third graders use. Complete the worksheet yourself and read it to the students. Let them check their work. Ask students to circle two words under the “Sour/Bitter” column they think would be the most hurtful. Ask them to share their answers. Randomly select students to share the words they have circled. Discuss why the selected words would be most hurtful. Point out that different words are more hurtful to some students than others. Remind students that everyone is different, but we all have one thing in common, feelings.
18. Divide the class into groups of three or four students. Try not to group a student with those he bullies. Appoint a group leader for each group. Give each student the short story “The Bully Who Only Talked” and the short story worksheet. Ask the group leaders to read and follow the instructions at the top of the worksheet. After each group has discussed their answers, randomly select students to share their answers. Use the following answer key to guide your response to their answers. Then collect the worksheets.

Short Story Worksheet Answer Key:

- What bullying did Bob experience? (*Answer*: Verbal bullying-called names, social bullying-threatened to tell lies about Bob, physical bullying-Jesse threatened to beat Bob up)
- Do you think Kitty experienced any bullying from Jesse after he talked to Bob? Please explain your answer. (*Answers may vary*: It seems she probably did since Jesse wanted to know her name to make fun of her).
- What do you think would have happened if Bob would have hit Jesse when he was mad? (*Answer*: He would have been in trouble also, it would have made Jesse madder, probably would have caused more bullying).
- Why do you think Jesse got in trouble even though he didn’t hit anyone? (*Answer*: He threatened to hurt someone and he was also already hurting them verbally and socially by calling them names and threatening to tell lies about Bob).
- Did Jesse tell the truth to Mr. Harrison? (*Answer*: No, He told him he did not do anything to Bob and said if Bob said he did anything that Bob was a liar).
- Is Jesse a very trustworthy person? Please explain your answer. (*Answer*: No).
- Do you think it was a good thing that Bob told Mrs. Rose what happened? (*Answer*: Yes. Jesse needed to be reported because he had threatened to hurt Bob physically and socially.

He was also was planning to hurt his cousin, Kitty verbally. Because there was a threat of hurting involved Bob needed to report what happened).

Discuss the following key messages and truths revealed in the short story.

- Students usually know who the bullies are. Bob knew Jesse was a bully and that is why he didn't want to tell Jesse his cousin's name.
- Bullies like to look for things to hurt people with. Jesse wanted to know Kitty's name so he could find more ways to make fun of her and hurt her.
- Bullies will hurt others by bullying family members or friends. Jesse knew Bob would not like it if he hurt Kitty's feelings or bullied her.
- It is still bullying if you threaten to hurt someone physically. Jesse threatened to beat Bob up if he didn't tell him Kitty's name.
- It is not ok to hit a bully if she is verbally attacking you. Bob wanted to hit Jesse but he knew that would not be the right thing to do.
- Sometimes there may not be rules about things that are still wrong. Jesse thought since he was not breaking any of the bathroom rules, (he thought) that he should not get into trouble.

19. Review the major points of the lesson.

Journaling:

Ask students to write what they think happened when Jesse lied to Mr. Harrison about Bob in the short story. (Do you think Mr. Harrison believed him or do you think Jesse got in trouble?)

Parent Chat:

Ask students to take home the Parent Chat handout "What Does Verbal Bullying Look Like?" and discuss it with their parents.

Go Further:

- Occasionally, throughout the year, consider asking if anyone has recently been verbally bullied. As students share their stories, ask them to repeat after you the following:
 - "I am sorry that happened to you."
 - "It should not have happened to you."
 - "I hope it never happens again."
- After you collect the short story worksheets, examine them to identify issues you may need to discuss with specific students.

Name: _____ Date: _____

Instructions: When instructed by your teacher, add examples of verbal bullying on the blank lines below.

Verbal Bullying

- Calling someone a mean name
- Making fun of someone's clothes
- Telling someone you are going to beat them up
- Making fun of someone's hair



- _____.
- _____.
- _____.
- _____.
- _____.

Name: _____

Date: _____

Instructions: Complete the following sentences by filling in the blanks.

How Does It Feel to Be Verbally Bullied?

1. I would feel _____ if someone called me “fatso.”
2. Someone would feel _____ if I called someone “fatso.”
3. I would feel _____ if someone called me “ugly.”
4. Someone would feel _____ if I called someone “ugly.”
5. I would feel _____ if someone made fun of my clothes.
6. Someone would feel _____ if I made fun of someone’s clothes.
7. I would feel _____ if someone told me they were going to beat me up.
8. Someone would feel _____ if I told them I was going to beat them up.

Name: _____ Date: _____

Instructions: Place the words listed at the bottom of the page in the correct column indicating whether the words are sour/bitter or sweet.

Sour/Bitter or Sweet Words?	
Sour/Bitter	Sweet

Words: You are ugly, You are kind, You are pretty, Get out of here, You are nice, You are good, You are stupid, You are friendly, Dummy, Get away, Go away, You can't play with us, You're not invited to my party, You're fun, We are glad you are here, Welcome to our class, Play with us

Short Story

The Bully Who Only Talked

by Jeffrey Zare and Allan Beane, Ph.D.

Bob had a cousin named Kitty who went to his school. He knew Kitty didn't like to tell her name to anybody in his school.

One morning, Bob entered the boys' bathroom. Soon after, Jesse came into the bathroom. Bob didn't know Jesse very well because they were in different classes but he knew Jesse often bullied students. Jesse asked, "Bob, what's your cousin's name?"

"Kitty doesn't want me to tell anyone," thought Bob. "I can't tell you," said Bob.

"My sister told me your cousin's really slow. Her softball team always whips your cousin's real good. You and she are such slow pokes, snails go faster than you. Is her name Snail because she is a slow poke? Just tell me what her name is." Bob did not say anything.

Jesse became angry. He said, "You little wimp, tell me or I'll tell lies about you and I'll beat you into a pulp. You know I can."

Bob got angry. He felt like punching Jesse. Yet he knew it would be a bad idea to get into a fight. Instead, he said, "OK, her name is Kitty."

Jesse laughed, "Meow. Meow. You better get her some cat food for her birthday."

When Bob went back to his classroom, he told Mrs. Rose, his teacher, "When I went to the bathroom, Jesse from Mrs. Franklin's class went also. He asked me to tell him my cousin's name. When I didn't, he said he would punch me if I didn't."

Later in the day, the intercom in Jesse's classroom beeped.

"Yes," said Mrs. Franklin. "Please send Jesse to the office now," said Mr. Harrison, the principal.

"I didn't do anything!" shouted Jesse. Mrs. Henry said, "I don't know why you need to go. You can talk about it when you get there."

In the principal's office, Mr. Harrison asked, "Jesse, do you know why you were called here?" Jesse frowned, "I didn't do anything." Mr. Harrison said, "How about what you did in the bathroom?" Jesse said, "I didn't do anything in there. I didn't break any rules."

Mr. Harrison asked, "What about with Bob? Did you show him respect?" Jesse said, "I did nothing to him. I didn't hit him. If he says I hit him, he's a liar."

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Name: _____ Date: _____

Instructions for Group Leader: Make sure each student in your group has a copy of the short story and this worksheet. Ask them to write their name and date on the worksheet. Ask each student to silently read the short story and to write their answers on this worksheet. Discuss with your group their answers. Make sure everyone in your group shares their answers and takes part in the discussion.

Short Story Worksheet

The Bully Who Only Talked

What bullying did Bob experience? _____

Do you think Kitty experienced any bullying from Jesse after he talked to Bob? Please explain your answer. _____

What do you think would have happened if Bob would have hit Jesse when he was mad? _____

Why do you think Jesse got in trouble even though he didn't hit anyone? _____

Did Jesse tell the truth to Mr. Harrison? _____

Is Jesse a very trustworthy person? Please explain your answer. _____

Do you think it was a good thing that Bob told Mrs. Rose what happened? _____

Parent Chat

What Does Verbal Bullying Look Like?

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

- ☐ Ask your child to tell you about ***verbal bullying***. *Possible Answers:* When someone uses their voices and/or words to hurt another person on purpose.

- ☐ Tell your child that some adults verbally bully other adults. Let your child know bullying is not acceptable at any age. Explain that no one deserves to be bullied.

- ☐ Ask your child to share ways he or she has been verbally bullied or has seen others verbally bullied.

X

Student Signature

X

Parent/Guardian Signature

LESSON C16

Do You Cyber Bully?

Learner Outcome:

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

Preparation and Materials:

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

Activities:

1. Review the previous lesson.
2. *Say:* “Cyber bullying is such an important topic, I want to continue our discussion about it. “
3. Distribute the worksheet “Do You Cyber Bully?”
4. Ask students to read the instructions and complete the worksheet. Tell them you are not going to examine the worksheet and nor should anyone else.
5. After students complete the questionnaire, tell them if they have done any of the things listed on the worksheet they have engaged in cyber bullying behavior.
6. Remind students that when they are online no one can see their facial expressions or hear their tone of voice, so it is difficult for them to understand their intent. All they see are the images and words.
7. Ask students to do what they can to prevent and stop cyber bullying.
8. Review the major points of the lesson.
9. Tell students to place the completed worksheet in their journals. When you find time, review their worksheets and note any cyber bullying problems.

Go Further:

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

Instructions: Do not write your name on this worksheet. Place the completed worksheet in your journal. Read the behavioral statements and check under “yes” or “no” to indicate whether or not you engaged in the behavior. If you answer “Yes” to any of the statements, answer the questions listed below the table. Be truthful!

Do You Cyber Bully?

Behavior	Yes	No
Have you sent through a computer or cell phone a text message about an embarrassing secret about someone?		
Have you sent or posted a gross image/picture of someone online or by cell-phone camera?		
Have you used profanity or angry language with someone through a cell phone or computer?		
Have you bombarded someone with hurtful and mean emails, text messages, etc.?		
Have you used a cell phone or computer to spread malicious gossip, rumors, and lies?		
Have you sent mean and ugly emails?		
Have you used cell phones or computers to play cruel jokes on someone?		
Have you used cell phones or computers to threaten anyone, making them fear their safety?		
Have you used a computer to pretend you are someone you are not in order to get a student in trouble?		

If you answered “Yes” to any of the above questions, answer the following questions:

Do you understand you are being hurtful, you are disobeying the Golden Rule, you may be doing something against the law, and you are making our school less peaceful and unsafe? Yes ☐ No ☐

Do you agree to stop cyber bullying: (check one) Yes ☐ No ☐

LESSON C18

What was My Behavior Like this Past Week?

Learner Outcomes:

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

examine their behavior in relation to bullying.

reflect on changes needed in their behavior relative to bullying.

Preparation and Materials:

- Copy the worksheet “My Behavior this Past Week” for each student.
- Copy the worksheet “My Improvement Plan” for each student.

Activities:

1. Review the previous lesson.
2. *Say:* “We all make mistakes. I try to do what is right but sometimes I don’t. Sometimes I need to try harder to do what is right. Everyone can learn how to behavior better than they do. It is important for us to always try to act our best. To do that, we need to be honest with ourselves about the way we treat others. To improve, we need to recognize what behaviors we need to stop doing and make plans to behave better. People who are honest about the way they behave and try to do better, become better people and people like them more than people who are not honest about the way they behave.
3. *Say:* “Today, I want us to be honest with ourselves about the way we behave.”
4. Distribute the worksheet “My Behavior this Past Week” *Say,* “I want you to read the instructions on the worksheet I have given you and be honest. No one is going to see what you have marked, accepted me. Since I care about you, I’m going to look at your worksheets. I want to help you to be the best person you can be, because that is the key to being happy and helping others be happy. . (If you wish, read each item for the students and let them respond. Give them time to think about the past week.)
5. Distribute the worksheet “My Behavior Improvement Plan.” Tell students that planning is very important. People who plan how they will change are more likely to change than those who just say they want to change. Ask them to follow the worksheet directions.
6. Collect the worksheets.
7. Review the major points of the lesson.

Name: _____ Date: _____

Instructions: Read each statement and think about the past week. Put a checkmark in the column if the statement describes your behavior this past week.

My Behavior This Past Week

This past week in school . . .	Check if You Did This
1. I lied to someone.	
2. I manipulated someone for my gain and advantage.	
3. I said something too quickly (without thinking) to someone and hurt their feelings.	
4. I caused at least two people to get angry at each other.	
5. I encouraged two people to try to get along with one another.	
6. I spread lies about someone and it made others think less of them.	
7. I encouraged someone and tried to make them feel good about themselves.	
8. I gossiped about someone.	
9. I listened to gossip and showed interest in hearing it.	
10. I told a secret that I promised not to tell.	
11. I made fun of someone.	
12. I refused to make fun of someone or laugh when they were bullied.	
13. I scared someone with my words.	
14. I laughed when someone was bullied.	
15. I tried to hurt someone with my words because they hurt me.	
16. I put someone down and discouraged them.	
17. I kept silent and did not help a bullied student.	
18. I told an adult that I was being bullied.	
19. I told an adult that I saw another student bullied.	
20. I told an adult that I heard that another student was being bullied.	

This past week in school . . .	Check if You Did This
21. I hit someone.	
22. I punched someone in a way that hurt them.	
23. I pinched someone in a way that hurt them.	
24. I sent a mean text message to someone.	
25. I pushed someone in a way that hurt them.	
26. I stepped on someone's heels to hurt them.	
27. I spit on someone.	
28. I thumped the ears of someone.	
29. I ignored someone, acted like they were invisible.	
30. I stole something from someone.	
31. I broke or damaged someone's property.	
32. I called someone a mean name.	
33. I made fun of someone's body.	
34. I encouraged someone to mistreat someone.	
35. I made fun of someone's clothes.	
36. I made fun of someone's mother, father or other family member.	
37. I tripped someone to hurt them or embarrass them.	
38. I kicked someone to hurt them.	
39. I physically bullied someone in a way not listed on this worksheet.	
40. I verbally bullied someone in a way not listed on this worksheet.	
41. I socially bullied someone in a way not listed on this worksheet.	
42. I cyber bullied someone in a way not listed on this worksheet.	

Name: _____ Date: _____

Instructions: Examine the behaviors you checked on the “My Behavior This Past Week” worksheet and identify two or more behaviors you want to improve. Answer the questions below.

My Behavior Improvement Plan

Behaviors I Need to Stop

What I Will Do to Behave Better

REFERENCES

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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.