

SAMPLE

Bully Free® Lesson Plans

-Kindergarten-



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TABLE OF CONTENTS

Preface	1
Dedications and Acknowledgments	2
Introduction.....	3
Lesson Plan Record Chart.....	8
LESSON 1 We are a Family	10
LESSON 2 The Golden Rule and Why It's Important	18
LESSON 3 The Golden Rule at Home and in Our Classroom	21
LESSON 4 The Golden Rule on the Playground	31
LESSON 5 The Golden Rule in the Cafeteria.....	34
LESSON 6 The Golden Rule in the Hallway.....	35
LESSON 7 The Golden Rule in the Bathroom	36
LESSON 8 Gentleness	38
LESSON 9 Kindness	41
LESSON 10 Bullying – Not an Accident	43
LESSON 11 Hands and Feet are Not for Bullying.....	46
LESSON 12 Our Mouth is Not for Bullying	51
LESSON 13 Encouraging Others – Have a Ball with Words.....	53
LESSON 14 No One is Left Out	55
LESSON 15 We are All Different but We all Have Feelings.....	59
LESSON 16 Feelings Caused by Bullying	62
LESSON 17 Caring About Others (Empathy)	64
LESSON 18 Have a Pretty Heart	67
LESSON 19 Be Bully Free	70
LESSON 20 Reporting Bullying - Telling.....	72
LESSON 21 When You Hurt Someone.....	73
LESSON 22 Don't Bully Me	78
LESSON 23 The Meaning of "STOP"	81
LESSON 24 Practicing "STOP"	84
LESSON 25 Controlling Myself (Part 1).....	86
LESSON 26 Controlling Myself (Part 2).....	87
LESSON 27 Help the Bullied	88
About the Authors	89

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

I would like to dedicate this endeavor to all of the educators who use their time, talents and treasures to help eradicate abusive behavior in schools.

– Kathy Jacobs

ACKNOWLEDGMENTS

Grateful thanks are offered to everyone who has helped by providing advice, information and suggestions during the preparation of this book. Special thanks are offered to Ms. Eleanor Mills Spry, Assistant Superintendent of the Murray Independent Schools System, Ms. Janet Caldwell, Principal of Murray Elementary School and the school's personnel. Special thanks are also offered to Ms. Sharon Morgan, professional development coordinator for the Constellation School District, Parma, Ohio and other school personnel of her school district. We would also like to thank Ms. Margaret Cook, Principal of North Calloway Elementary School, and her school's personnel for their tremendous insight and excellent contribution to the content of these lessons.

INTRODUCTION

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 in which students and adults feel psychologically, emotionally and physically safe. They help bullied students cope with their feelings and with the bullying, as well as encourage bullies to stop bullying others. Many of the lessons are designed to empower bystanders and to teach them to play a major role in preventing and stopping bullying. Students can be powerful change agents in their classrooms and their school.

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

Lesson Plans

This book includes twenty-seven lesson plans. You should teach at least one per week and frequently review some of the major concepts taught. All of the kindergarten teachers may want to teach the same lessons, the same time on the same days. You may adapt the lessons to meet the needs of their students and to adhere to lesson plan policies and procedures of their school, as well as state requirements when they exist.

Most of the lessons have four to five components: Learner Outcome(s); Essential Question(s); Preparation and Materials and Activities. Some of the lessons include a Lesson Extension. These components are described below.

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

Essential Question(s). Each lesson has one or more essential questions that students are expected to answer.

Preparation and Materials. Some lessons require some pre-lesson preparation and materials. This section includes instructions for preparing the lesson. Sometimes this includes gathering certain materials. It also includes a list of materials and supplies needed to prepare for and implement the lesson plan. If page numbers are referenced in a lesson plan, they refer to pages in *The Bully Free Classroom* by Allan L. Beane, Ph.D.

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

Lesson Extension. Some of the lessons include additional activities that help reinforce the concepts taught.

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 Kindergarten students typically last fifteen 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.

Guidelines for Conducting Classroom Meetings

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

Professional Development and Presentations to Students and Parents

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

Lesson Plan Record Chart

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

Bully Free Lesson Plan Record Chart

Title of Lesson Plan		Check When Completed	Notes
Lesson 1	We are a Family		
Lesson 2	The Golden Rule and Why It's Important		
Lesson 3	The Golden Rule at Home and in Our Classroom		
Lesson 4	The Golden Rule on the Playground		
Lesson 5	The Golden Rule in the Cafeteria		
Lesson 6	The Golden Rule in the Hallway		
Lesson 7	The Golden Rule in the Bathroom		
Lesson 8	Gentleness		
Lesson 9	Kindness		
Lesson 10	Bullying – Not an Accident		
Lesson 11	Hands and Feet are Not for Bullying		
Lesson 12	Our Mouth is Not for Bullying		
Lesson 13	Encouraging Others – Have a Ball with Words		
Lesson 14	No One is Left Out		
Lesson 15	We are All Different but We all Have Feelings		

Title of Lesson Plan		Check When Completed	Notes
Lesson 16	Feelings Caused by Bullying		
Lesson 17	Caring About Others (Empathy)		
Lesson 18	Have a Pretty Heart		
Lesson 19	Be Bully Free		
Lesson 20	Reporting Bullying - Telling		
Lesson 21	When You Hurt Someone		
Lesson 22	Don't Bully Me		
Lesson 23	The Meaning of "STOP"		
Lesson 24	Practicing "STOP"		
Lesson 25	Controlling Myself (Part 1)		
Lesson 26	Controlling Myself (Part 2)		
Lesson 27	Help the Bullied		

LESSON 4

The Golden Rule on the Playground

Learner Outcome:

By the end of this lesson students will be able to verbalize how they can obey the Golden Rule on the playground and why that is important.

Essential Questions:

Why is it important to obey the Golden Rule on the playground?
How can we obey the Golden Rule on the playground?

Preparation and Materials:

- Consider conducting this lesson on the playground.
- Playground pictures provided at the end of this lesson or other pictures from the internet, magazines or your picture file
- Puppets (optional)

Activities:

1. Review the Golden Rule – “Treat others the way you want to be treated.”
2. *Ask:* “Why is it important for everyone to obey the Golden Rule on the playground?” (*Answer:* so we will not be afraid on the playground, it helps us to be happy, it is important to let people know you care about them, everyone needs help so we should help each other on the playground, etc.)
3. Ask selected students to share what they could do on the playground to obey the Golden Rule. Show playground pictures provided at the end of this lesson. *Possible Answers:*
 - Patiently wait for your turn to use the playground equipment.
 - Obey teachers.
 - Follow rules.
 - Keep my hands to myself.
 - Keep my feet to myself.
 - Be nice to everyone and smile at them.
 - Use kind words to help others feel happy.
 - Let everyone play with me.
 - Help keep sand in the box.
4. Ask selected students to role-play some of the above behaviors (or use puppets).
5. Review the major points of the lesson. (*Note:* Consider reviewing the above behavioral expectations prior to recess for the next few days and occasionally throughout the year, especially when you sense they have forgotten some of them.)

Obey the Golden Rule on the Playground



Obey the Golden Rule on the Playground



LESSON 20

Reporting Bullying - Telling

Learner Outcome:

By the end of this lesson students will be able to distinguish between reporting bullying and tattling.

Essential Question:

When should you tell an adult that you or someone is bullied?

Preparation and Material:

- Three puppets
- Candy in a bowl on your desk

Activities:

(*Note:* If you prefer to use the term “telling” instead of “reporting” please do so. The word “reporting” has been chosen because “telling” sounds too much like “tattling.”)

1. Review the previous lesson.
2. *Ask:* “What does the word *tattle* mean?” (*Possible answer:* Tattling is telling an adult something to get someone in trouble.)
3. Use the puppets to act out the following scene to demonstrate “tattling.”

Puppet Scene: One puppet sees the other puppet take a piece of candy from the teacher’s bowl without asking permission. The observing puppet runs and tells the teacher.

4. *Ask:* “What does the word *report* mean?” *Possible Answers:* Telling an adult to help someone whose feelings, body or things are being hurt.

Puppet Scene: There are three puppets. One sitting (propped up against something) and two other puppets (one on each of your hands). The puppet on your right hand calls the puppet on your left hand a mean name and pushes him down. The puppet sitting nearby sees what happens and reports it to the teacher.

5. Explain that they should always REPORT to an adult when someone hurts them or someone else and will not stop hurting them even when they tell them to STOP, with a serious face.
6. Review the major points of the lesson.



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.



Kathy A. Jacobs, M.A.

Kathy Jacobs is a lecturer at Murray State University, Murray, Kentucky. She has over 20 years experience in education that includes preschool through 8th grades in both public and private school settings.