

Bully Free Lesson Plans

-Preschool-



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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

I dedicate this book foremost to my creator, who transformed my pain into gifts of compassion; to my husband, Alan for his patient support; to my sons and their wives: Mark and Ashley, David and Kristie, Keith and Kate and to my grandchildren, Jackson and Brynna, a total delight.

- Sabrina Pepsny

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INTRODUCTION

Introduction

As a teacher or counselor, you will find this book to be a powerful instructional anti-bullying resource with an excellent scope and sequence of 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 victims cope with their feelings and with the bullying, as well as encourage bullies to stop mistreating others. Many of the lessons are designed to empower bystanders and to teach them to play a major role in preventing and stopping bullying. Students can be powerful change agents in their classrooms and their school.

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

Lesson Plans

This book includes thirty-one lesson plans. You should teach at least one per week. All of the preschool teachers may want to teach the same lessons, the same time on the same days. Teachers 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. Once a week you should also review the major concepts taught in one or several previous lessons, to help maintain learning.

Almost every lesson has five components: Learner Outcome(s); Essential Question(s); Preparation and Materials; Activities; and Lesson Extension(s). 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

This component includes a list of materials along with any preparation needed to implement the lesson plan.

Throughout this series there are some lessons in which the teacher and students will interact with a puppet. The puppet is first introduced in lesson one as Kinderbe (rhymes with Kimberly). The puppet

used may be any puppet that is new to the students or one that is somehow disguised (i.e. glasses, hat etc.). Kinderbe will interact with the teacher and students as:

- The puppet whispers in the teacher’s ear.
- The teacher and puppet have a conversation (teacher is the puppet’s voice).
- The puppet talks directly to the students.
- The puppet talks with the students as they respond with comments or questions.

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.).

Lesson Extension

This component includes additional activities that help reinforce the concepts taught.

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.

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

A “Lesson Plan Record Chart” is provided to assist you in keeping track of lessons taught. Lessons may be checked off once completed. Space is also provided for you to write notes regarding changes/improvements you wish to make the next time you teach the lesson.

The 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 indicate the lessons you have taught. Ask your principal to specify the frequency of reporting.

Bully Free

Lesson Plan Record Chart

Lesson Plan Title		Check When Completed	Notes
Lesson 1	We are a Family		
Lesson 2	Everyone is Different - Everyone is Special		
Lesson 3	We are All Different - But We All Have Feelings		
Lesson 4	When We are Upset (Part One)		
Lesson 5	When We are Upset (Part Two)		
Lesson 6	The Golden Rule		
Lesson 7	Caring About Others (Empathy)		
Lesson 8	Gentleness		
Lesson 9	The Golden Rule at Home		
Lesson 10	The Golden Rule in Our Classroom		
Lesson 11	Using the Golden Rule with Patience		
Lesson 12	The Golden Rule on the Playground/Motor Room		
Lesson 13	The Golden Rule in the Cafeteria		
Lesson 14	The Golden Rule in the Bathroom		
Lesson 15	The Golden Rule in the Hallway		
Lesson 16	Bullying (Mistreatment)		
Lesson 17	Accidents are Not Bullying		
Lesson 18	When You Hurt Someone		
Lesson 19	Feelings Caused by Bullying		

Lesson Plan Title		Check When Completed	Notes
Lesson 20	Hands are Not for Bullying		
Lesson 21	Feet are Not for Bullying		
Lesson 22	Teeth are Not for Bullying		
Lesson 23	Hurtful Words		
Lesson 24	Helpful Words—Encouraging Others		
Lesson 25	No One is Left Out		
Lesson 26	Be Bully Free		
Lesson 27	Reporting Bullying – Telling		
Lesson 28	Don't Bully Me		
Lesson 29	The Meaning of "STOP"		
Lesson 30	Practicing "STOP"		
Lesson 31	Help the Bullied		

LESSON 1

We Are a Family

Learner Outcome:

By the end of this lesson students will be able to verbalize their understanding that their class is like a family.

Essential Question:

How is our classroom like a family?

Preparation and Materials:

- Puppet (puppet is named Kinderbe--pronounced similar to Kimberly) - The puppet used may be any puppet that is new to the students or one that is somehow disguised (i.e. glasses, hat, etc.)
- Pictures of families involved in various activities. Pictures are provided at the end of this lesson and others may be found on the internet or in magazines.
- Markers and chart paper with two columns labeled "At Home" and "In Our Classroom"
- An "Echo Singing" sheet which may be enlarged is provided at the end of this lesson.
 - The first cartoon is the face of someone singing.
 - The second cartoon (underneath the first) is an ear. Teacher puts her hand behind her ear to prompt students to sing what they just heard.
 - The third cartoon shows four people singing.
- Words to the song "*We Are a Family*" are provided at the end of this lesson.

Activities:

1. Introduce Kinderbe.

Say: "This is my friend Kinderbe. Kinderbe wanted to stop by and see the wonderful boys and girls I've been talking about."

(Ask each student to tell Kinderbe his/her name and let Kinderbe interact with each student.)

Say: "Kinderbe has to go, but will come and visit again soon. Let's all say goodbye to our new friend."

2. Show students pictures of families. Ask them to describe what they see in the pictures.

3. *Ask:* "What is a family?"

4. *Ask:* "What are some things you like about your family?"

- Using the two column chart prepared for this lesson, ask the class to generate a list of things they enjoy doing with their family. Write their responses in the column labeled “At Home.” Example responses are listed below.

Ask students to be detectives and see if there is anything on the list that they also enjoy doing with their class family. Write their answers on the chart. Possible “In Our Class” responses might include the following:

At Home	In Our Class
Listen as a grownup reads to you.	<i>Listen as your teacher reads to you.</i>
Play games with a family member.	<i>Play games with classmates.</i>
Help a family member.	<i>Help classmates.</i>
Be kind to a family member.	<i>Be kind to classmates.</i>
Have fun with your family.	<i>Have fun with classmates.</i>

- Display the “Echo Singing” sheet and point to the clipart as you teach your students how to echo sing.
 - The leader sings.
 - The leader prompts students to echo sing by putting her hand behind her ear.
 - The students sing what they just heard.
 - The leader then sings the next line and the echo singing continues.
- Display the “We Are a Family” sheet. Read the words to the song and tell students to echo sing it with you to the tune of *The Farmer in the Dell*. Point to the words and pictures as you sing.
- Review the major points of this lesson.

Lesson Extension:

Give each student a sheet of paper entitled *We Are a Family!* The paper should have a line down the middle with the subtitle *Home* on the left. The right side of the paper should have the subtitle *Our Class*. Ask students to draw their family on the left side of the paper and their class family on the right side. Demonstrate a sample drawing for each side.

Families



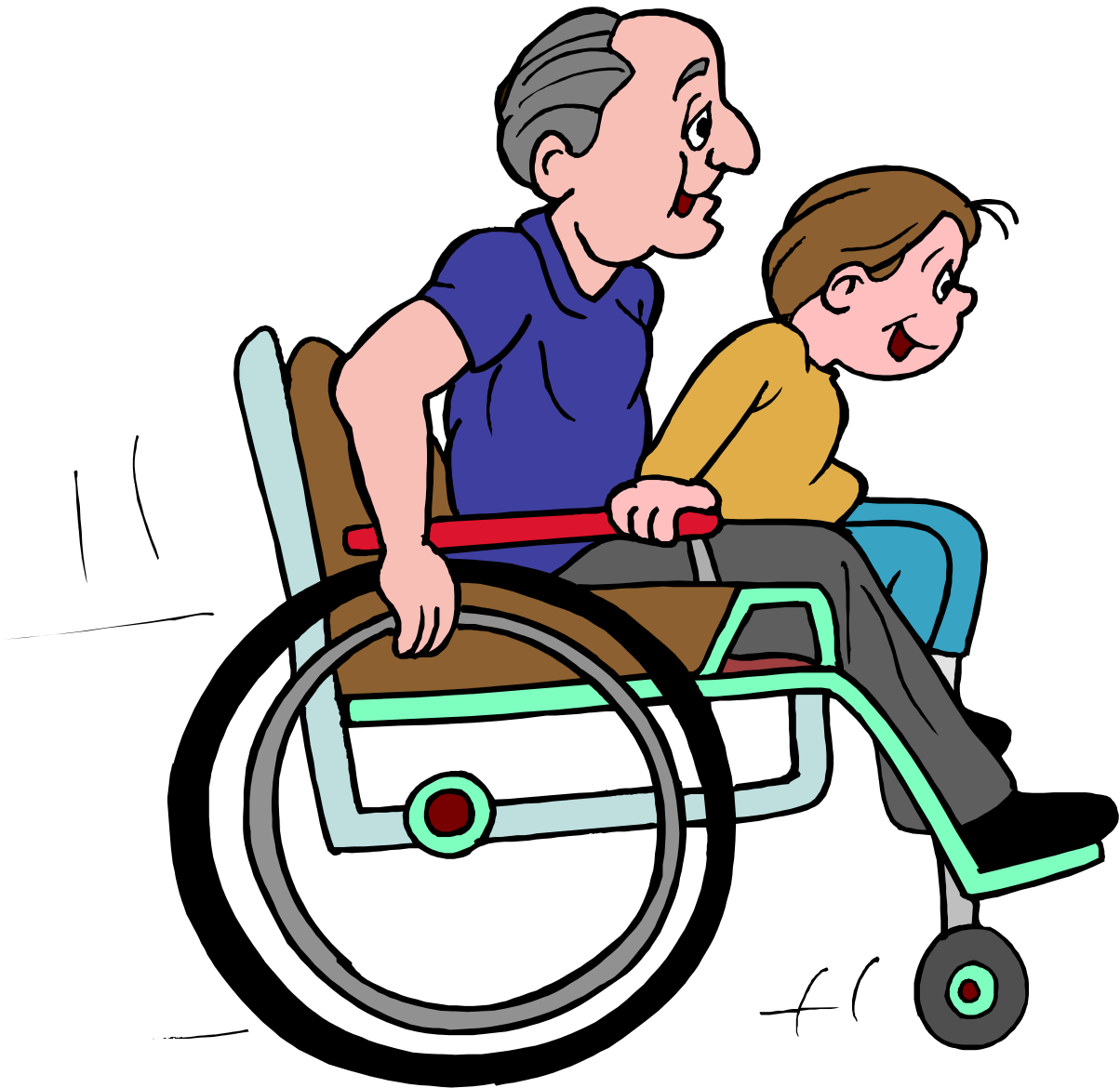
Families



Families



Families



Families



1



2



3



We Are a Family

(Echo sing to the tune of
The Farmer in the Dell)

We are a family

We are a family

**We help each other every
day**

We are a family

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LESSON 2

Everyone Is Different - Everyone Is Special

Learner Outcome:

By the end of this lesson students will be able to identify and affirm differences in people and affirm that everyone is special.

Essential Question:

How will we treat those who are different?

Preparation and Materials:

- Pictures of people representing diversity from magazines or from the internet. Cut each person into three parts: (1) head, (2) torso and arms and (3) legs and feet - include people with wheelchairs, crutches, glasses, etc.
- Two sheets of paper for each student
- Crayons and glue sticks/paste
- Prepare a sign that says “Everyone is Different - Everyone is Special.”

Activities:

1. Review the concept of “Our class as a family.”
2. *Ask*: “Are the people in a class family the same?”
3. Distribute paper and crayons to each student. As students draw a simple sketch of a body on their paper, guide them to identify the head, ears, nose, mouth, hair, torso, arms, hands, legs and feet.
4. Show and read the sign *Everyone is Different-Everyone is Special*. Ask students to say it together.
5. Using pictures that represent diversity, distribute to each student a picture of a person cut into three parts as described above. Give each student a sheet of paper and glue/paste. Guide the students as needed to create a person by arranging and gluing the body parts correctly on their piece of paper.
6. Ask for volunteers to describe their person. For example, this person has red hair, long legs, is in a wheelchair, etc. Note any characteristics that are similar to students in the classroom. *Ask*: “Is everyone in these pictures the same?” and “Is everyone in our class the same?”
7. Again, show and read the sign *Everyone is Different - Everyone is Special*. Say it together.
8. Review the major points of this lesson.

Lesson Extension:

Distribute and ask students to sort pictures of zoo animals by color and size.

LESSON 3

We Are All Different - But We All Have Feelings

Learner Outcomes:

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

recognize that although we may be different we all have feelings.
recognize the kinds of feelings we all have.

Essential Questions:

How do I show others my feelings?
How can I tell how others are feeling?

Preparation and Materials:

- Two uncooked white eggs (color one with a marker to make it different)
- A clear bowl
- A chart with the following sentences written on it to be filled in with students
_____ feels happy because _____.
_____ feels angry because _____.
_____ feels scared because _____.
- Pictures from the internet or magazines depicting happiness, sadness, anger and fear

Activities:

1. Review the previous lesson.
2. Show the students two white eggs. One of the eggs should be colored (different on the outside). Discuss the similarities and differences in the eggs. (They are oval; they are different colors.)
3. Break each egg into a bowl and dispose of the shells. (Do this where students can clearly see each egg breaking). Ask students to close their eyes as you rotate the bowl. Ask students to open their eyes; then ask students to tell you which egg is the colored egg.
4. Explain that they can't tell which egg is which because, just like people, even though we may look different on the outside, we're the same on the inside! All people have feelings.
5. Say: "I am going to say a rhyme that ends in 1, 2, 3. After I say 1, 2, 3, show me the feeling with your face and body."

Happy Face Rhyme

*I'm looking for a happy face, happy face, happy face
I'm looking for a happy face 1, 2, 3*

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Continue the song substituting sad face, angry face, scared face, excited face, etc.

6. Display the feelings pictures. Ask a student to point to a picture that shows being sad. Continue with other students pointing out other feelings: happy, angry, afraid, excited, etc.
7. As you complete the chart previously prepared, ask students to share how they feel and why. Start with yourself.

Teacher says: (your name) feels sad because someone left a mess in the bathroom.

_____ feels happy because _____.

_____ feels angry because _____.

_____ feels scared because _____.

8. Review the major points of this lesson.

Lesson Extension:

1. From a bag ask students to pick a photo or cartoon depicting an emotion and act it out. The other students should guess what the emotion is by observing facial expression, body language, etc.
2. Describe a bullying situation and ask students to draw how they would feel. Write the feeling word/words on the board, chart paper or electronic whiteboard.
3. Help each student make his or her own feelings book. Let each student dictate a few words or sentences about their feelings and let them draw a picture for each.

LESSON 4

When We Are Upset - Part One

Learner Outcomes:

By the end of this lesson students will be able to:
recognize what anger and tension feels like in their body.
relax their bodies through TUMMY BREATHING.

Essential Question:

When something really upsets me, what things can I do to calm down?

Preparation and Materials:

Kinderbe (puppet)



Activities:

1. Review the previous lesson.
2. Tell students that our friend Kinderbe has a big problem and he¹ is coming to see if we can help.
3. Kinderbe emerges pacing back and forth and muttering about how angry he is, while shaking and complaining that his tummy hurts. Use the following script for a dialogue with Kinderbe:

Teacher: “Kinderbe, I hear angry words and I see sharp angry movements. I think you are angry.”

Kinderbe: “I’m not angry!!”

Teacher: “Hmm. Well, Kinderbe, would it be okay if we asked you a couple of questions?”

Kinderbe: “Ugh I guess so.”

Teacher: “Students, let’s ask Kinderbe how his body is feeling. How is your body feeling, Kinderbe?”

Kinderbe: “I’m not feeling so good. My tummy feels kind of yucky, my head hurts and my heart is beating really fast!”

Teacher: “Would you like us to try to help?”

Kinderbe: “Do you think you can?”

Teacher: “What do you think students? Would you like to try to help Kinderbe?” (Students respond.) “Terrific. Let’s all stand up. We’re going to all work together to help Kinderbe

¹ Throughout this book, the words “he” and “she” are used interchangeably to avoid the awkwardness of using “he/she” or “he or she.” This is for ease of reading only and is never meant to imply that one has a greater or lesser role.

and maybe help ourselves too. Just follow along and we'll all be feeling better in no time."

As you guide the students through the following steps, check to see if they are breathing correctly. (You may want to practice this daily until it becomes automatic.)

- *Say:* "Students we are going to learn to TUMMY BREATHE. First, I want to show you what **not** to do. Put your hand on your chest and take a quick, deep breath through your mouth, then take another deep breath through your mouth. Can you feel your chest? Your heart is beating fast. If we keep this up we are not going to feel well."
- *Say:* "Now, you will help Kinderbe learn a better way to breathe when he is upset. You are going to show him how to gently breathe in through his nose and out through his mouth. Kinderbe, this will help your chest, your head and your tummy feel much better."
- *Say:* "Are you ready students? Let's show Kinderbe how to put his hand on his tummy. Great! Stand up. Keep your hand on your tummy and take a nice easy breath in through your nose and out through your mouth. As you breathe gently in through your nose you will feel your tummy rise up towards your hand. As you breathe gently out your mouth you will feel your tummy go down."
- *Say:* "Let's try it one more time so Kinderbe gets the hang of it. Ready? Hand on your tummy and breathe gently in through your nose and gently out through your mouth. Now feel your chest. It is not beating so fast anymore. Let's all sit down."

Teacher: "How is your tummy feeling, Kinderbe? How's your head?"

Kinderbe: "My tummy and my head feel better. Thanks for helping me."

Teacher: "Today we learned a good way to help our body calm down. But Kinderbe, I think we can help some more. Would you like to learn some more ways to help yourself calm down?"

Kinderbe: "Sure, I would. Will you help me again students?" (Students respond.)

Teacher: "I'm glad we could help Kinderbe, and when he comes back we'll talk about why we get angry and some more ways to calm down. Students, let's say goodbye to Kinderbe. Bye, Kinderbe. We'll see you soon."

4. Review the major points of this lesson.

Lesson Extension:

1. You can practice the tummy breathing activity during transitions, in line, anytime.
2. Establish the words "hand on your tummy" as an automatic signal to use the calm-down breathing techniques. This can be useful for those who struggle with impulse control.
3. Read *When Sophie Gets Angry -- Really, Really Angry* written and illustrated by Molly Bang (Scholastic Publishing).

LESSON 5

When We Are Upset - Part Two

Learner Outcomes:

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

demonstrate the STOP AND THINK strategy.

identify additional strategies to calm down when they become frustrated or angry.



Essential Questions:

What makes us angry?

What other things besides tummy breathing can we do to control our anger?

Preparation and Materials:

- Be prepared to share situations you have observed in your classroom that caused students to be angry and/or frustrated. Of course, do not use names.
- Yellow paper cut into a stop sign shape with STOP written on the front and THINK written on the back
- Chart entitled *I Feel Angry When . . .*
- Chart entitled *People Who Are Upset Sometimes . . .*
- Establish a *Peace Place* in your classroom—a place to go to calm down and work out differences.
- Picture of a child with an understanding parent provided at the end of this lesson.

Activities:

1. Review the previous lesson *When we are Upset—Part 1* by saying “Last time we talked about how to help our bodies calm down by TUMMY BREATHING. Lets stand and practice breathing in through your nose and out through your mouth. Remember to put your hand on your tummy. As you breathe in through your nose your tummy will rise, and as you breathe out through your mouth your tummy will go down.”
2. Talk about what causes us to be upset and angry. Ask students to share what causes them to feel angry. Write their responses on the chart *I Feel Angry When . . .* that you previously prepared. Start with an example. (i.e., I Feel Angry When . . . someone takes something of mine without asking.)
3. *Ask*: “What are some things people do when they are upset?” Write their responses on the chart, *People Who Are Upset Sometimes . . .* that you previously prepared (i.e., cry, yell, hit, run off, push and kick).
4. Talk about some ways we can help ourselves to calm down. *Say*: “It is hard to stay calm when someone has hurt your body or your feelings; but it is very important that we stay calm. If we don’t we may get hurt even more.”

5. *Ask*: “What is something we have learned to do when we are upset?” (*Tummy Breathe*)
6. Show students what to do when they are angry and feel like hurting someone. Show students the sign which says STOP on the front and THINK on the back.
7. *Say*: “The **STOP AND THINK** sign reminds us when we are angry to stop and think – “Is this a good choice?” Tell students there are better things they can do when upset.
 - Point to your LIPS and say: “Use your words to tell how you feel. For example, I don’t like people taking my things.”
 - Hold up your HANDS and say the following as you clench and unclench your hands: “Clench and unclench your hand again and again until you are calm.”
 - Point to your HEAD and say: “Talk to yourself. For example, I feel angry but I can calm myself down.”
 - Show the picture of a child with a grownup, provided at the end of this lesson and ask students to describe the picture. Tell them that when they are upset they should tell you or another grownup.
 - Present the option of going to the *Peace Place*. (You may call it something else, but essentially it’s a place in the classroom where a student who is feeling overwhelmed can go to calm down. It is also used in some classrooms as a place where two students can go to work out their differences peacefully.)
 - Tell students they may also choose to walk away and find another activity to enjoy when they are angry.
8. Review the major points of this lesson.

Lesson Extension:

1. Make simple cartoon illustrations on posters of the various calming down strategies; write a key word beneath each cartoon; and display them. Review the various strategies by pointing to the poster and having students recite the key word.
2. Encourage students to use calming down activities such as drawing how they feel, working with clay (this is very helpful for releasing anger), looking at a book or physical exercise.
3. Ask students to create STOP AND THINK signs. Students trace the words STOP AND THINK with a dark crayon and color the background with a light crayon.
4. Establish a daily calming ritual for students who come to school upset so they can start their school day on a positive note.
5. Music can also be used to set the tone at various points in the day.
6. Provide miniature toy animals or dolls for students to use to role-play situations that cause strong feelings. Encourage students to remember to STOP and THINK to calm down.

Child talking with an understanding parent



LESSON 6

The Golden Rule

Learner Outcomes:

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

recite the “Golden Rule.”

verbalize their understanding of what it means to obey the Golden Rule and why that is important.

Essential Questions:

What is the Golden Rule?

What does it mean to obey the Golden Rule?

Why is it important to obey the Golden Rule?

Preparation and Materials:

- A poster listing your classroom rules entitled *Classroom Rules* - Include Bully Free rules. For example:
 - Work and play safely.
 - Be kind to others.
 - Keep our hands and feet to ourselves.
- A white sentence strip for yourself and each student with the words *Be kind to others by treating them the way you want to be treated*. Write the name of each student on the back of each strip. *Optional*: Instead of giving each student a sentence strip, let the class help you make a large yellow (golden) ruler using gold print and gold glitter to indicate that the Golden Rule is a very special rule.
- *Recommended*: Post the *Bully Free Classroom* poster in your classroom (order at www.bullyfree.com) or make the poster.
- Yellow crayons for coloring the sentence strips, if students are given the strips
- Poster of verse one of *We are a Family* (sing to the tune of *The Farmer in the Dell*) – Used in Lesson 1 – We are a Family:

We are a Family

We are a family

We are a family

We help each other every day

We are a family

- Create a poster for verse two of *We are a Family* (provided at the end of this lesson).

I'll be kind to you

You'll be kind to me

We'll help each other every day

We are a family

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- A picture or simple sketch representing kindness (lines one and two of the song)
- A picture representing a family (line four of the song)
- Kinderbe (puppet)
- A paper rectangle from gold paper in the shape of a ruler

Activities:

1. Review the previous lesson.
2. Discuss your classroom rules.
3. Place the small golden rectangle that looks like a ruler next to the *Be Kind to Others* rule – Be kind to others.
4. Tell students that you’ve put a little golden ruler next to this rule because it is a very special rule. It is called the Golden Rule.
5. Distribute the sentence strips and ask students which crayon looks the most like gold. Ask students to color their strips and then recite “Be kind to others” as they hold their strips.
6. Kinderbe emerges and you welcome the puppet and encourage students to say hello. Kinderbe whispers in your ear. Tell the students that Kinderbe wants to know why there’s a yellow rectangle on our board. Tell Kinderbe it reminds us of a very special rule. Ask for a volunteer to tell Kinderbe the Golden Rule.
7. Ask Kinderbe what it means to be kind to others. Kinderbe tells the students “My grandma says being kind means you’re nice to others; you treat people the way you want to be treated.”
 - Explain that the Golden Rule means we should be kind to others. Since some students may have trouble grasping the concept of “being kind” to someone, discuss ways people are kind to others. Role-play (yourself or with Kinderbe the puppet) how to “be kind.” Ask students to tell you how they could be kind to someone in their class. If you wish, ask them to role-play certain actions showing kindness.
8. Ask students to echo sing with you the song *We Are a Family* to the tune of *The Farmer and the Dell*.

We are a Family

We are a family
 We are a family
 We help each other every day
 We are a family

I’ll be kind to you
 You’ll be kind to me
 We’ll help each other every day
 We are a Family

Ask students to say goodbye to Kinderbe.

9. *Optional:* Point to the *Bully Free Classroom* poster you have displayed in your room. Say, “This is our Bully Free Classroom Poster. It reminds us to be kind to everyone. It reminds us to obey the Golden Rule.

10. Review the major points of this lesson.

Lesson Extension:

1. Play the kindness game.

Say: “I have a bag of picture cards. The words on the back of each card tell us what is happening in the picture. One of you will pick a card. I will show you the picture and read the words. Then you’ll decide if the picture shows kind behavior or unkind behavior. The kind behavior cards will go in the Golden Rule pile. The unkind behavior cards will go in the sad pile because they make us sad.”

As you pull each card out of the bag describe what is happening in the picture (examples listed below); then call on a student to place the card in the appropriate pile.

- “Susan tells Jill that she can’t play with her because she doesn’t like her.”
- “John gets mad at Billy and pushes him down.”
- “Bobby drops his book and Jazreel picks it up for him.”
- “Ben wants to get to lunch and pushes the boy ahead of him and says hurry up.”
- “Sarah sees Jacob playing by himself and asks if he wants to join a game of tag.”
- “You want to talk but it’s not your turn. You listen and wait until it is your turn to talk.”
- “Jasmine keeps her hands to herself as she walks quietly in line in the hall.”

2. Create a *Kindness Bulletin Board* entitled *Be Kind to Others*. Attach a sandwich bag with yellow rectangles and put a rectangle on the kindness board for each time a student displays an act of kindness. This may be done at a particular time each day or immediately following an act of kindness – whatever serves your class best.

3. Make and use individual *Kind Behavior Strips*: Six inch yellow strips taped on each desk, a designated area, placemat, etc. Place stars or stickers on the student’s yellow strip (or designated area) for kind behavior.

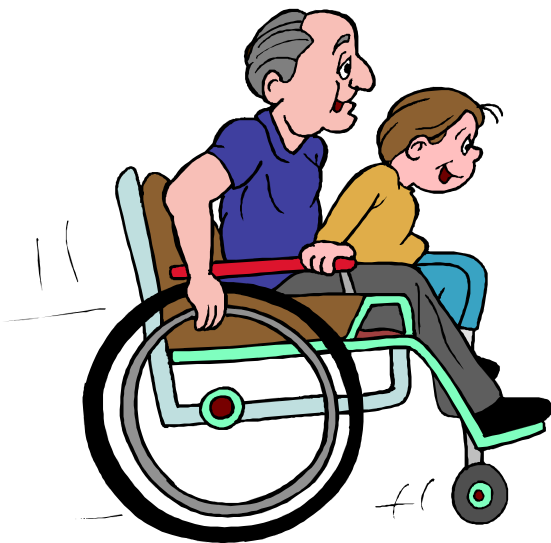
We Are a Family

(Echo sing to the tune of *The Farmer in the Dell*)



We are a family
We are a family
We help each other every day
We are a family

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I'll be kind to you
You'll be kind to me

We'll help each other every day
We are a family

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LESSON 7

Caring About Others (Empathy)

Learner Outcome:

By the end of this lesson students will be able to verbalize an understanding of what it means to care about others and the importance of caring.

Essential Questions:

Why is it important that we care about what happens to others?
What are some ways we can show we care?

Preparation and Materials:

Kinderbe (puppet) covered with bandages

Activities:

1. Review the previous lesson.
2. Kinderbe arrives covered in bandages. You ask him why he is covered with bandages. Kinderbe says he wants to show he cares when someone gets hurt. You tell him that's very nice but there might be a better way to show you care and that our story today will help us know how. Let's say good-bye to Kinderbe.
3. Tell students you have a story to tell but you need their help to act it out. Pick two boys and two girls to be the actors and tell them you will tell them what they need to do when its time for them to act. Remind the class to be a good audience and watch carefully. The story is narrated by you, the teacher.

The Kid Who Cared

Once upon a time there was a little girl who loved to play on the monkey bars. Every day at recess she would run as fast as she could, and she would climb and hang upside down and have so much fun.

One day as she was running toward the monkey bars she tripped over a big rock and fell. (Girl sits on floors and cries.) She got mud all over her pants and shirt, and she skinned her knee. Her hair was a wreck, and she was a mess! She cried and cried.

One of the girls on the playground saw what happened and walked over to her. (Girl walks over.) She said, "You're a real mess," and walked past her to play on the swings. (Student walks away.)

Pretty soon one of the boys who saw the little girl fall came over. He was laughing and said “That’s what you get for running over to the monkey bars everyday, you stupid girl!” (Boy walks over and laughs.)

By this time the little girl was really sad. Not only was she hurt but she was so embarrassed!

Finally a boy comes over and helps her up. (Boy helps girl get up.) He said “Are you okay; I’m sorry you fell. Let’s go find a teacher to help you.” (They walk away together.)

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4. Discuss the story with the students and ask them how they felt about each of the events in the story.
 - Ask them how they would like to be treated if they fell down and got hurt.
 - Ask them to tell you ways they could show they care when someone gets hurt at school. If you wish, and if possible, ask students to act out their responses.

Note: Tell students to never touch someone else’s cut or scrape.
5. *Optional:* Sing *We are a Family* to the tune of *The Farmer and the Dell*.

We are a family
We are a family
We help each other every day
We are a family

I’ll be kind to you
You’ll be kind to me
We’ll help each other every day
We are a family

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6. Review the major points of the lesson.

Lesson Extension:

1. Provide students with puppets and encourage them to put on a puppet show about today’s story.
2. Ask students to make a get well picture card for someone.
3. Ask students to tell about a time when someone showed they cared about them when they were sick or hurt.
 - Begin with a personal story of how someone showed they cared for you when you were sick or hurt.
 - Tell students it is important to say thank you when someone shows they care.

LESSON 8

Gentleness

Learner Outcome:

By the end of this lesson students will be able to demonstrate an understanding of gentleness and the importance of gentleness.

Essential Questions:

What does it mean to be gentle?
Why is it important to be gentle?

Preparation and Materials:

- Small yellow poster entitled *Treat Others the Way You Want to be Treated*
- Realistic looking stuffed toy cat (not a real cat – some students are allergic to cat dander)
- One egg
- Handful of feathers
- Kinderbe (puppet)

Activities:

1. Review the previous lesson.
2. *Say:* “Today we are going to learn to say the Golden Rule the way big students say it. I think you might be ready to learn it. Would you like to try?”
3. Kinderbe arrives in a hurry. Say “Sloooow down Kinderbe!” Kinderbe says thanks for reminding him. Kinderbe says “ I heard we were going to learn the big kid way to say the Golden Rule today and I want to learn it too!”
4. *Say:* “The Golden Rule, *Be kind to others*, means that we should treat others the way we want to be treated. I know I don’t like being pushed, so I don’t push others. I like to be treated nicely, and I treat others nicely.”
5. *Say:* “The big kid way to say the Golden Rule is: *Treat Others the Way You Want to be Treated.*” Show students the small poster and recite the Golden Rule together.
6. Tell students we are going to talk about how to treat people, animals and things with gentleness.
7. *Ask:* “Have you ever been told to be gentle?”
8. *Ask:* “Who has a baby brother or sister?”

9. *Ask:* “Have you ever been told to be careful with a baby?”
 - Show students an egg and tell them how important it is to be gentle with it or it will break. (*Note:* Use your own judgment about breaking the egg to demonstrate roughness for students. Also keep in mind that some students are allergic to eggs.)
 - Throw a handful of feathers in the air and discuss how the feathers gently fall to the floor.
10. Tell the class that a friend asked you to take care of her cat and told you to be gentle. *Say,* “How can I be gentle with the cat?” As students respond ask them to come up and demonstrate how to be gentle with the cat.
 - Softly touch the cat.
 - Gently hug the cat.
 - Say to the cat, “I like you.”
11. Let the students know that if they didn’t get to pet the cat, they will have a special time to do that later today.
12. *Say:* “We have been gentle with the egg, the feathers and the stuffed animal. How can we be gentle with people?” *Possible Answers:*
 - Don’t be rough.
 - Don’t hurt.
 - Be easy.
 - Touch people softly.
 - Say kind things.
 - Say words in a soft way and smile.
13. Review the major points of this lesson.

Lesson Extension:

1. Play *Keep the Balloon in the Air* without popping the balloon.
2. Play a touch and guess game. Place various rough and soft items in a paper sack or cloth bag. Ask students to take turns closing their eyes, feeling items with different textures in the bag and guessing what they are.
3. Allow students who have not had a turn to pet the cat.

LESSON 9

The Golden Rule at Home

Learner Outcome:

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

Essential Questions:

Why is it important to obey the Golden Rule at home?
How can we obey the Golden Rule at home?

Preparation and Materials:

- Kinderbe (puppet)
- Chart paper and markers

Activities:

1. Review the previous lesson.
2. Greet Kinderbe and have Kinderbe greet the students.
3. Kinderbe asks the students to help him remember the Golden Rule by calling on a student to recite the Golden Rule – “Be kind to others.” Ask the class to recite it together.
4. *Ask:* “Do you think it is important to be kind at home?”
5. *Ask Kinderbe:* “Kinderbe, do you think it is important to be kind at home?” Kinderbe says “Oh yes; my mom says that’s how we show we love each other - by being kind to each other.”
6. Ask the students to share reasons it’s important to be kind to others at home. Possible answers include:
 - It helps me feel safe at home.
 - It helps me to be happy at home.
 - It is important to let people know you love them and care about them at home.
 - Everyone needs help at home so we should help each other.
7. Tell students we are going to create a list of things they can do at home to be kind.
8. *Ask:* “What would be a good title for our list?” Write the title and then write students’ ideas on chart paper. Possible answers include the following:
 - Share my toys.
 - Pick up my toys so no one will trip over them.
 - Be nice to my pet.

- Play gently with the baby.
- Help set the table.
- Give my family hugs.
- Obey my parents.

9. Review the major points of this lesson.

Lesson Extension:

1. Encourage students to be kind as they play house in the dramatic play area of the classroom.
2. Create a booklet by asking students to draw pictures of ways to be kind at home.

LESSON 10

The Golden Rule in Our Classroom

Learner Outcome:

By the end of this lesson students will be able to verbalize how we can use the Golden Rule in our classroom and why that is important.

Essential Questions:

Why is it important to obey the Golden Rule in our classroom?

How can we use the Golden Rule in our classroom?

Materials:

Chart paper and markers

Activities:

1. Review the Golden Rule – “Be kind to others.” Review the list of ways to be kind at home developed in the previous lesson.
2. *Ask:* “Why do you think it is important for everyone to be kind to others and obey the Golden Rule?” *Possible Answers:*
 - So we will not be afraid in our classroom.
 - It helps us to be happy in our school.
 - It is important to let people know we care about them.
 - We should help each other so we can learn better, etc.
3. Tell students we are going to create a list of things we could do at school that would be kind. Ask the class “What would be a good title for our list?” Write the title and then write students’ ideas on the list. Help prompt student responses if needed by holding up various classroom items such as a book, toy, block, crayon, etc. Possible answers include the following:
 - Pick up books.
 - Don’t knock a friend’s blocks over.
 - Share with classmates.
 - Use kind words.
4. Remind students that classroom rules also help us to be kind. Briefly review the classroom rules.
5. Review the major points of this lesson.

LESSON 11

Using the Golden Rule with Patience

Learner Outcomes:

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

- verbalize why it is important to be patient.
- describe ways they can be patient.

Essential Questions:

- Why is it important to be patient?
- What are some ways we can show patience?

Materials:

- Kinderbe (puppet)
- Chart paper and markers
- Poster with the words to *The Really, Really Patient Song* found at the end of this lesson

Activities:

1. Review the previous lesson.
2. Kinderbe jumps up suddenly and begins to run back and forth, out of breath and bumps into your ear, runs behind the easel or desk and says: “whoops, uh, oh,” then reappears. You tell him to slow down and ask him what is wrong. Kinderbe says: “I’m in a hurry, can’t wait can’t wait!”
3. You ask Kinderbe why he is in such a hurry and he replies, “I don’t like to wait!” Ask the students if they like to wait. Talk about how it’s hard for everyone to wait sometimes, even you. Give them an example of being in line at the grocery store. Ask them to describe times when they have found it difficult to wait.
4. Kinderbe says to you and the students. “Wow, I guess it’s not just puppets that have trouble waiting.” Suggest that maybe you can help each other. Ask Kinderbe what he thinks about that and he replies “Great!”
5. Ask the students if they know what the word patient means. Some may say a person in a hospital. Tell them that it means waiting our turn. Ask them to share reasons why it is important to be patient or to wait your turn. Possible answers include the following:
 - So we don’t get hurt.
 - So we can have fun playing together.
 - So we don’t have an accident.
6. Tell students you want them to help you create a list of ways they can show patience.

7. *Ask*: “What would be a good title for our list?” Write the title and then write students’ ideas on the list. *Possible Answers*:

- Raise my hand and wait until the teacher calls on me to talk.
- Wait my turn to get a drink.
- Take turns using the computer.
- Take turns reading a favorite book.
- Take turns playing a favorite game.
- Take my time and do my work carefully.

8. Teach students *The Really, Really Patient Song*. Sing it to the tune of *Row, Row, Row Your Boat*.

The Really, Really Patient Song

I really, really want a drink
I really, really do
But I’ll be kind and wait my turn
I’ll be kind to you

I really, really, **really**, want to talk
I really, really, **really**, do
But I’ll be kind and zip my lip
I’ll be kind to you

I really, really, really, **really**, want to play
I really, really, really, **really** do
But I’ll be kind and wait my turn
I’ll be kind to you

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9. Suggest that the next time students see Kinderbe hurrying they might say: “Sloooow down Kinderbe.”

10. Review the major points of this lesson.

LESSON 12

The Golden Rule on the Playground/Motor Room

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 or in the motor room.



Activities:

1. Review the Golden Rule – “Be kind to others.” Remind students that they are a family and should treat each other the way they want to be treated.
2. Ask students why it is important to be kind on the playground. *Possible Answers:*
 - So everyone will be safe.
 - So we will not be afraid on the playground.
 - So we will be happy on the playground.
 - So we can have fun.
3. Ask students ways to be kind on the playground. Possible answers include the following:



- Patiently wait until my turn to use the slide, swings and other things.
- Do what my teacher tells me.
- Follow the playground rules. (*Note:* Discuss your playground rules.)
- Be nice to everyone and smile at them.
- Use words to help others.
- Play with everyone.
- Ask others to play with you if they don't have someone to play with.

4. Review the major points of this lesson.

Lesson Extension: Go on an imaginary trip to the park and take turns on the equipment.

LESSON 13

The Golden Rule in the Cafeteria

Learner Outcome:

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

Essential Questions:

Why is it important to obey the Golden Rule in the cafeteria?
How can we use the Golden Rule in the cafeteria?

Preparation and Materials:

- Consider conducting this lesson in the cafeteria
- Chart paper and markers

Activities:

1. Review the Golden Rule – Be kind to others. Remind students that they are like a family and they should treat each other the way they want to be treated. They should be kind to each other.
2. *Say*: “We’ve talked about being kind on the playground and today we are going to pretend it is lunchtime and we’re ready to eat our lunch in the cafeteria.”
3. *Ask*: “Is it important to be kind in the cafeteria?” Ask students to share reasons why they think it’s important. Possible answers include the following:
 - We will not be afraid in the cafeteria.
 - We will be happier in the cafeteria.
 - We will enjoy eating lunch together.
4. Ask students to help you create a list of kind things to do in the cafeteria. *Ask*: “What would be a good title for our list?” Write the title and then write students’ ideas on the list. Possible answers include the following:
 - Patiently wait in the lunch line.
 - Obey the teachers.
 - Follow the rules.
 - Keep my hands and feet to myself.
 - Don’t touch the food of others.
 - Let others sit by me.
 - Raise my hand if I need help.
 - Eat with mouth closed.
5. *Say*: “Today in the cafeteria, watch and see who is kind.”

6. Review the major points of this lesson.

Lesson Extension:

1. Kinderbe will introduce two puppet friends and tell students that his puppet friends are going to perform skits for them. After each skit Kinderbe will discuss with the students the puppets behavior. The puppets will act out positive and negative cafeteria behaviors in each skit.
2. Post a sign in the dramatic play area that says “Be Kind in the Cafeteria.” Provide paper lunch bags stuffed with paper, empty clean milk cartons and pretend food items (can be magazine pictures if you don’t have play food). As students play, observe and reinforce positive cafeteria behaviors or suggest positive behaviors as needed. Discuss behaviors as they relate to the Golden Rule.



LESSON 14

The Golden Rule in the Bathroom

Learner Outcome:

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

Essential Questions:

Why is it important to obey the Golden Rule in the bathroom?
How can we use the Golden Rule in the bathroom?

Preparation and Materials:

- Kinderbe (puppet)
- Chart paper and markers

Activities:

1. Review the previous lesson.
2. Kinderbe emerges, muttering that his tummy hurts. You ask him what is wrong. He whispers that he needs to go the bathroom. You tell him to go ahead if he needs to. Quite loudly, Kinderbe tells the class that he is never going to the bathroom again! Tell the students it sounds like Kinderbe needs our help. *Ask*: “What happened to you, Kinderbe?”
3. Kinderbe tells the class what happened.

“Yesterday, I was being quiet in the bathroom like I’m supposed to be. I was trying to use the bathroom when all of a sudden someone started singing real loud and banging on the wall. It scared me so much I couldn’t even use the bathroom. Then when I got to the sink, the water was running and there was a puddle on the floor. There was soap all over the sink and used paper towels across the floor, and I slipped and fell. And then when I went to get a paper towel, guess what?” Ask the students what they think happened next? “You’re right! There were no paper towels left! Then one of the teachers knocked on the bathroom door and said we were being too noisy and to stop disturbing the other students. I wasn’t even talking! I am never going to that bathroom again. Ooh my tummy hurts.”

4. *Say*: “Kinderbe we are sad that some friends were not kind in the bathroom.”
5. Say to the students “Let’s be good detectives and record the facts. Let’s make a list of the unkind things that Kinderbe said happened in the bathroom yesterday.” *Possible Answers*:
 - Someone was making loud noises.
 - Someone was banging on the wall.

- Someone had used too much soap.
 - Someone left the water running.
 - Students were wasting paper towels.
 - People were not throwing the paper towels in the trash can.
6. *Ask*: “What happened to Kinderbe because of these unkind things?”
- He fell and got hurt.
 - He is scared to go to the bathroom.
7. *Say*: “Kinderbe we’re so glad you told us what happened so now we can help you. Students, if you have problems like this please tell me or another grownup right away so you can be helped.”
8. Ask students to help you create a list of ways to be kind in the bathroom, which might be called bathroom rules. Write the ideas on chart paper. Possible rules are:
- Wait patiently in line.
 - Be quiet.
 - Keep your hands and feet to yourself.
 - Wash your hands with soap.
 - Don’t use too many paper towels.
 - Throw used paper towels in the trash can.
 - Don’t play in the water.
 - Turn the water off after you wash your hands.
9. Review the major points of this lesson.

Lesson Extension:

Assign an aide to be the bathroom supervisor each day. Explain to the class that the aide will be watching for and reporting to the class kind and good behavior as well as bad behavior observed in the bathroom. Ask the aide to always report good behavior first. This will reinforce kind bathroom habits.

LESSON 15

The Golden Rule in the Hallway

Learner Outcome:

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

Essential Questions:

Why is it important to obey the Golden Rule in the hallway?
How can we use the Golden Rule in the hallway?

Preparation and Materials:

- Seven or eight empty water or pop bottles with faces drawn with permanent marker and yarn hair. These are referred to as “bottle people.”
- Line up the bottle people in a disorganized manner. Some bottles on their side and one or two are facing different directions. Make sure there is a gap in the line of bottles.
- Chart paper and markers

Activities:

1. Review the previous lesson.
2. Display the bottle people. Tell students that these bottle people are walking in line to go to recess. Things are not going well. Move some of the bottles around while you make loud noises and say, “Hurry up, quit pushing me stupid.” Ask students to tell you what’s wrong. Possible answers include:
 - Some students fell down.
 - Some students are looking back.
 - There’s a big space in the line.
 - Students are pushing.
 - Students are talking.
 - Students are using mean words.
3. *Say:* “I don’t think the bottle people know the Golden Rule. Let’s say it for them--Be kind to others.” Ask students why they think it is important to be kind in the hallway. *Possible Answers:*
 - We will be safer in the hallway.
 - We will not be afraid in the hallway.
4. Create with the students a list of kind things to do in the hallway. *Ask:* “What would be a good title for our list?” Write the title and then write students’ ideas on the list. Possible rules include:
 - Wait patiently in line.

- Obey teachers.
- Keep my hands and feet to myself.
- Face forward.
- Be quiet.
- Don't bump into others.

5. Review the major points of the lesson.

Lesson Extension:

1. Play *Follow the Leader* as you quietly walk down the hall like a little mouse, like a high wire.

LESSON 16

Bullying (Mistreatment)

Learner Outcome:

By the end of this lesson students will be able to describe what bullying is and recognize bullying behaviors.

Essential Question:

What is bullying?

Preparation and Materials:

- Create a poster with the slogan “We are BULLY FREE.”
- Create a poster that reads “Bullying is when someone does something on purpose to hurt your body, your feelings or your things again and again.”
- Chart paper and markers
- Kinderbe (puppet)



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Activities:

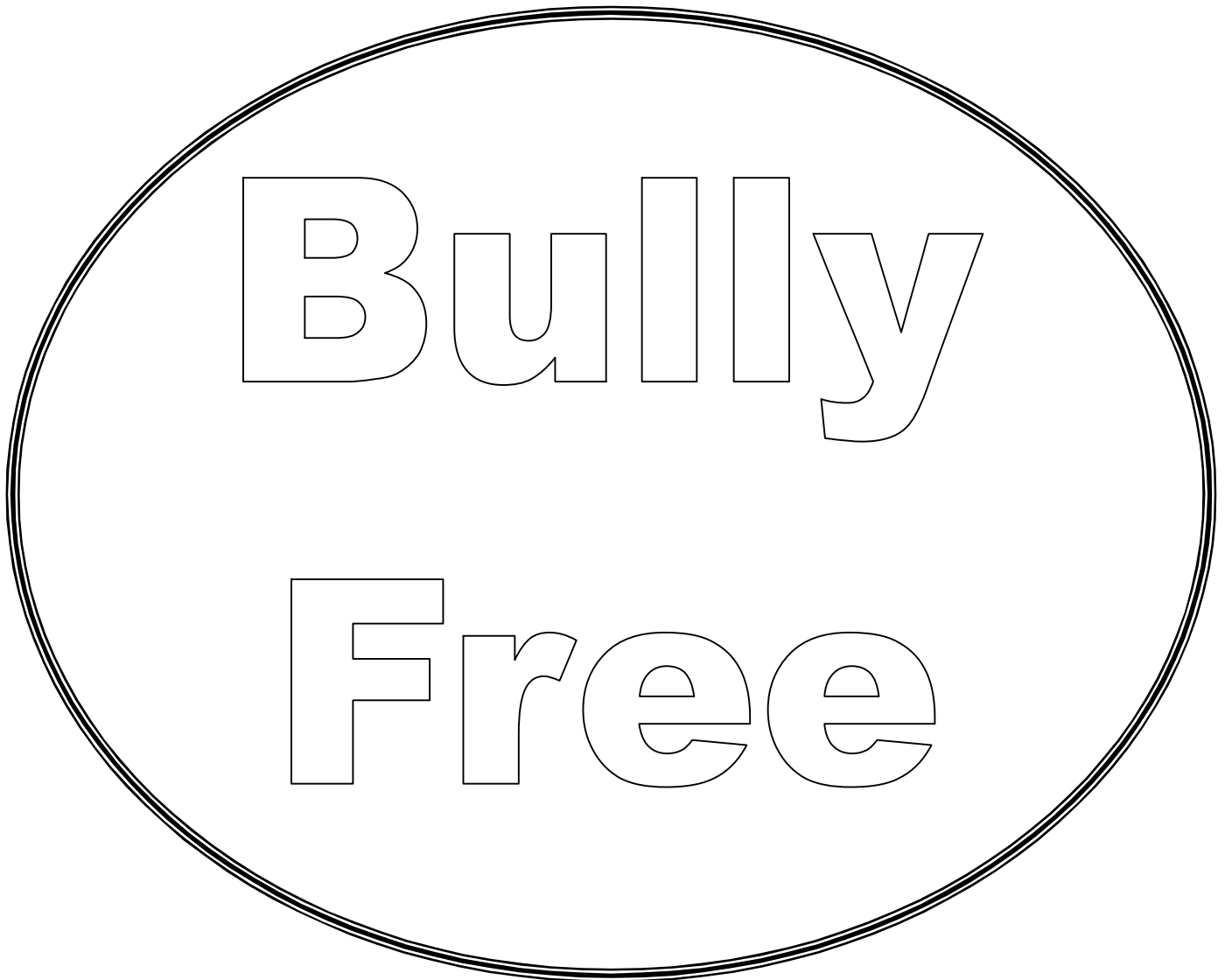
1. Review the previous lesson.
2. Kinderbe emerges, obviously sad and upset and you ask what's wrong. Kinderbe tells the students that someone said something mean to him and hurt his feelings--that they bullied him.
3. Hold up the poster with the definition of bullying and say, “Bullying is when someone does something on purpose to hurt your body, your feelings or your things again and again.” Ask students to repeat after you the word “bullying” two or three times.
4. *Say:* “We don't want anyone in our school to be bullied. We want everyone to be Bully Free and not hurt others.”
5. Hold up the poster with the slogan, “We are BULLY FREE.” Declare, “Our class wants to be BULLY FREE.”
6. Ask students to repeat the slogan in soft then loud and then soft again voices, two or three times.
7. *Say:* “I am going to sign our slogan poster. That means I will not do anything on purpose to hurt someone's body, feelings or things. I want to be bully free.” Ask students to sign the poster. Tell

them they may write their name or the first letter of their name on the poster if they want to be bully free. Call them forward by small groups.

8. Display the poster with the slogan in a prominent place in the classroom or next to the entrance of the room as a reminder to people who enter.
9. Review the major points of this lesson.

Lesson Extension:

Ask each student to create a Bully Free poster. Provide the words Bully Free printed inside an oval or rectangle for students to cut out, as well as magazine pictures of people smiling, helping and showing caring actions. Provide crayons, safety scissors and glue or glue sticks. This might be done as part of a school-wide emphasis or as part of an open house or parent meeting with a bully-free emphasis.



LESSON 17

Accidents Are Not Bullying

Learner Outcome:

By the end of this lesson students will be able to distinguish between accidents and intentional hurtful behavior.

Essential Question:

What should you do when someone hurts you accidentally?

Preparation and Materials:

- A detective disguise (hat, glasses, coat and magnifying glass)
- Copy detective badges at the end of this lesson on heavyweight white copy paper. Cut one out for each student.
- Crayons and glitter glue
- Poster which defines bullying (see previous lesson)



Activities:

1. Review the previous lesson.
2. Distribute a detective badge to each student. Ask students to color their detective badge and place a small amount of glitter glue on the badge. Tell them a good detective asks many questions.
3. Tell students a very special friend is coming to visit today. Turn around and put on your detective gear. If you have another adult who can supervise your room, step outside the door and dress like a detective.
4. Detective Bumpalot emerges and greets students.



Say: “Hi students. My name is Detective Bumpalot. Can anyone guess why my name has the words bump-a-lot in it? You’re right. It’s because I bump into things a lot. I am what some people call accident-prone.” Bump into something and say, “Oh dear.”

Say: “Sometimes I accidentally knock things over or bump into people. I don’t mean to hurt someone, break things or make a mess. When I do, I feel very sad. Sometimes people get angry with me. Some people might even think I’m being a bully but I’m not; I just had an accident. I am not a bully.”

Say: “I like what your poster says, *Bullying is when someone does something on purpose to hurt your body, your feelings or your things again and again.* Bullying is when someone deliberately tries to hurt you. Deliberately means on purpose. I don’t bump into people or things on purpose.”

Ask: “What do you think I should say when I bump into someone by accident?” (Students respond.) “Hmmm, well yes, perhaps I’m sorry would be a good place to start. Should I explain that I didn’t mean to bump into them – that it was an accident?” (Students respond.)

Ask: “If someone hurts you by accident and says they are sorry, what can you say?” Let students offer suggestions. Encourage students to reply “That’s okay; it was an accident.”

Ask: “If someone hurts you on purpose, what should you say?” (Students respond.) Tell students they will learn more about this but for now they should remember to say “STOP” and then tell a grownup.

Ask: “If someone hurts one of your friends on purpose, what should you do?” Go tell a grownup.

Say: “Thank you for helping me. I’m going to try not to bump into things or people so much, but if I accidentally do, I know what to say. Good-bye.”

The detective leaves and you, the teacher, re-emerge.

Say: “Hi everyone. Did my friend the detective stop by? She has a little trouble bumping into things, but she’s very nice. Maybe some of you will be detectives some day.”

5. Review the major points of this lesson.

Lesson Extension:

1. Talk with the students about today’s visitor, asking them her name and what her problem was. Tell them you are going to play a detective game with them, but first they all have to get their detective badges and repeat the detective motto with you: “I am a good detective, (students repeat) I will tell the truth (students repeat).”
2. *Say:* “Today I am going to tell you about some things that happened, and you will be the detectives and help me find out if what happened was an accident or on purpose. Are you ready?” Pull out a little notebook and read the first case below and ask the question with each one.
 - **Case #1** - Bobby walks over to Susie and jerks her crayon out of her hand.

“What do you think detectives? Was it an accident or on purpose?” Ask students to raise their hand to answer.

- **Case #2** - Joe is in a hurry to get to the playground and doesn't see Allan and knocks him down.

“Detectives, what do you think? Was it an accident or on purpose?”

- **Case #3** - Nancy pushes Vicki down and says “Get out of my way.”

“Detectives, was this an accident or on purpose?”

- **Case #4** - Mary is walking by Debbie's desk when she trips and knocks Mary's picture onto the floor.

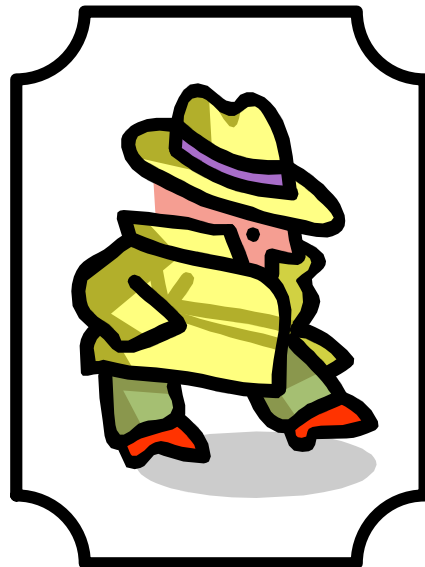
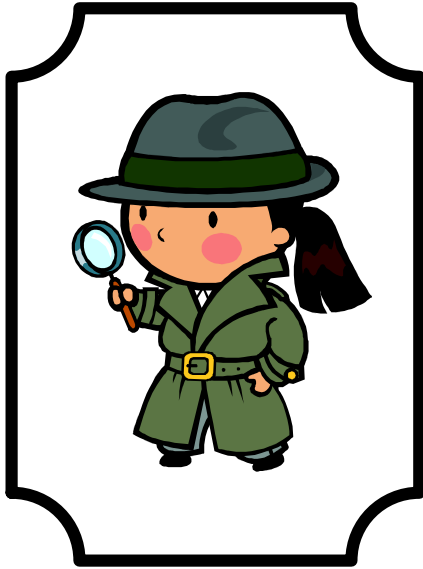
“Detectives, was this on purpose or an accident?”

- **Case #5** - Sue calls Jimmy a mean name and makes fun of him.

“Detectives what do you think? Was this an accident or was this on purpose?”

Praise students for their great detective work and tell them they may keep their badges in case they need to solve another case. Tell them you never know when you might need a good detective.

Detective Badges



LESSON 18

When You Hurt Someone

Learner Outcomes:

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

distinguish between accidents and intentional hurtful behavior.

demonstrate what to do when they hurt someone, either accidentally or on purpose.

Essential Questions:

What should you do when you hurt someone accidentally?

What should you do when you hurt someone on purpose?

Preparation and Materials:

Chart paper and markers

Activities:

1. Review the previous lesson.
2. Ask the questions below and discuss the students' responses.
 - "Have you ever hurt someone's feelings accidentally?"
 - "Have you ever hurt someone's body accidentally?"
 - "Have you ever hurt someone's things accidentally?"
3. Then ask the next set of questions and discuss student responses.
 - "What did Detective Bumpalot teach you to do when you hurt someone accidentally?"
 - "Should we check to see if they are ok?" Remind them not to touch someone else's cuts and scrapes.
 - "What can we say to let someone know how we feel about accidentally hurting them?"
3. *Say:* "Even though we try to be kind and not bully others, there may be times we do unkind things that either hurt another person's body, feelings or things. When this happens it is very important that we admit that we did something wrong, say we are sorry and ask the person to forgive us. They might not want to accept our apology right away if they are angry about being hurt; but we must apologize anyway. Let's go over the steps we should take when we hurt someone."
4. When we hurt someone or their things, we should: (Write the following steps on chart paper and discuss them.)
 - Admit what we did wrong.
 - Say we are sorry for doing what we did.
 - Ask the person to forgive us.

- Then be kind to the person.

5. Review the major points of this lesson.

Lesson Extension:

1. Role-play some of the reconciliation steps above with puppets. **Do not role-play the hurtful incident.**

LESSON 19

Feelings Caused by Bullying

Learner Outcome:

By the end of this lesson students will be able to recognize that some individuals experience strong feelings because of bullying.

Essential Question:

How does it feel to be bullied?

Preparation and Materials:

- Kinderbe (puppet)
- A poster or flip chart with the words to verse one of *I Am Sorry* found at the end of this lesson.
- A poster or flip chart with the words to verse two of *I Am Sorry* found at the end of this lesson.

Activities:

1. Review the previous lesson.
2. Tell students that you are going to talk about how students feel when someone bullies them.
3. Kinderbe emerges and you greet him and tell him that today the class is going to talk about how students feel when someone bullies them. Kinderbe whispers in your ear and you say, “Yes, I do remember. Would you like to talk about it with our friends today?” Kinderbe nods yes.
4. Ask students if they remember when Kinderbe shared with us that he had been bullied. Kinderbe said he would like to help us understand what it feels like to be bullied. I think that is very brave of Kinderbe. Lets be really good listeners and show him we care about his feelings.
5. Kinderbe tells the students how he felt when he was bullied:
 - “When someone said hurtful, mean things to me, I felt embarrassed and wanted to go hide in a corner so no one could see me.”
 - “When they said those mean things to me I was very sad. I wanted to cry and I did.”
6. *Ask:* “Kinderbe, did you feel angry when someone bullied you?” Kinderbe responds with:
 - “Yes, I was mad. I wanted to hurt them like they hurt me; but, I knew that was not the right thing to do. I didn’t want to be a person who bullies, and I didn’t want to get in trouble!”
7. *Say:* “Thank you Kinderbe for helping us understand how someone feels when they are bullied. Do you have any questions for our friends?”

8. Kinderbe says, “Yes, I do. How would you feel if someone tried to hurt your body, feelings or things on purpose?”
9. Ask students to share responses with Kinderbe as he listens and responds with a word or two as needed.
10. Tell the class it’s time to say goodbye to Kinderbe and get ready for our next activity.
11. Sing *I Am Sorry* to students. If you wish, after you sing each line, students can echo sing the song.

I Am Sorry

(sung to the tune of *Fre’re Jacques –Are You Sleeping?*)

I said something mean to you
Really, really mean to you
It made you mad
And very, very sad
I am sorry
Very, very sorry
Please forgive me
Will you forgive me?

You said something mean to me
Really, really mean to me
It made me mad
And very, very sad
I know you are sorry
Very, very sorry
Yes, I forgive you
I choose to forgive you.

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12. Review the major points of this lesson.

Lesson Extension:

1. Ask students to draw a face or picture of how they would feel if someone deliberately hurt them. They may draw more than one picture to reflect different feelings.
2. Read a book to the class about how it feels to be bullied. Suggested books include the following:
 - *Hey Little Ant* by Phillip and Hannah House
 - *Hooway for Wodney Wat* by Helen Lester
 - *Andrew’s Angry Words* by Dorothea Lachner
 - *Raccoon And the Big Bad Bully* by Audrey Penn

LESSON 20

Hands Are Not for Bullying

Learner Outcome:

By the end of this lesson students will be able to identify appropriate ways to use their hands instead of hurting/mistreating others with them.

Essential Questions:

How do some students hurt others with their hands?

What are some things we can do with our hands instead of hurting someone with them?

Preparation and Materials:

- Puppet – Ms. Handy (a glove with glued or self-stick eyes, a felt or pom-pom nose and a felt mouth)
- Stick hand puppet using the diagram provided at the end of this lesson - Copy the sheet on cardstock paper--one per student.
- Safety scissors and crayons
- Tongue depressors (flat popsicle sticks)
- Masking tape
- Chart paper and marker
- Pictures provided at the end of this lesson of nice things to do with your hands.

Activities:

1. Review the previous lesson.
2. Tell students that a special friend of yours is coming to visit today.
3. Ms. Handy emerges and you greet her. Introduce Miss Handy and ask the students to say hello.
4. Ask Ms. Handy if there is anything special she'd like to say. She says "Yes" and begins her dialogue.

Ms. Handy: "Hi students. I am so glad to be here today. I've heard that you do helpful and fun things with your hands. That's terrific, but did you know that sometimes people use their hands to do hurtful things? Can anyone think of mean things that people sometimes do with their hands? (your name), will you help us make a list?"

Teacher: "I'd be happy to. I will draw a line down the middle of the chart paper so we have two columns. We'll draw a sad hand at the top of this column on the left. Can someone tell me what I should draw at the top of the right column?" (Call on student to respond and draw the happy hand at the top of the right column).
"Who can name a mean thing to do with their hands?"

As students respond, list their answers (i.e., hitting, pushing, pinching, etc.) in the left column.

Ms. Handy: “I don’t know about you; but, I’m ready to hear about some nice things people do with their hands.”

Teacher: “Me, too! Who can name something nice to do with our hands?”

As students respond, list their answers (i.e., draw pictures, paint pictures, play, color, wave hello, etc.) in the right column. Show pictures provided at the end of this lesson and discuss each.

5. Thank Ms. Handy for coming and tell her we will do our best to only use our hands in kind and helpful ways.
6. *Say:* “Friends we are going to make stick puppets to remind us to only do kind things with our hands.”
7. Demonstrate to students how to make a puppet using the circled hands.
 - Draw eyes, ears, a nose and a mouth on the palm of a hand.
 - Cut out the circle, talking about how carefully and slowly you are cutting on the lines.
 - Write your name on the back of the circle at the top.
 - Place a tongue depressor or popsicle stick on the back of the circle so that the top of the depressor is at center.
 - Fasten the tongue depressor with masking tape.
8. Distribute a circle and crayons to each student. Do not distribute the safety scissors at this point.
9. Ask students to draw human features (eyes, nose, ears, mouth) on the hand they have been given.
10. Distribute the safety scissors and remind students to cut slowly and carefully on the line around the hand.
11. Ask students to write their names on the back (help with this as needed).
12. Distribute the tongue depressors or flat sticks and strips of tape. Help students tape the stick to the back of the circle.
13. Ask students to hold up their puppet and say kind and helpful things they can do with their hands.
14. Lead students in singing the rap *Hands and Feet to Y’self* with accompanying motions. *Say:* “Confrontation is a very big word that means fight or argument. The words ‘avoid a confrontation’ mean you don’t get in an argument or fight.”

Hands and Feet to Y'self

RAP

Hands and feet to y'self, to y'self

Hands and feet to y'self, to y'self

Hands and feet to y'self, to y'self

You'll avoid a confrontation

MOTIONS

Hold up hand puppet with one hand, point to your feet with your other hand and then point to yourself.

Hold up hand puppet with one hand, point to your feet with your other hand and then point to yourself.

Hold up hand puppet with one hand, point to your feet with your other hand and then point to yourself.

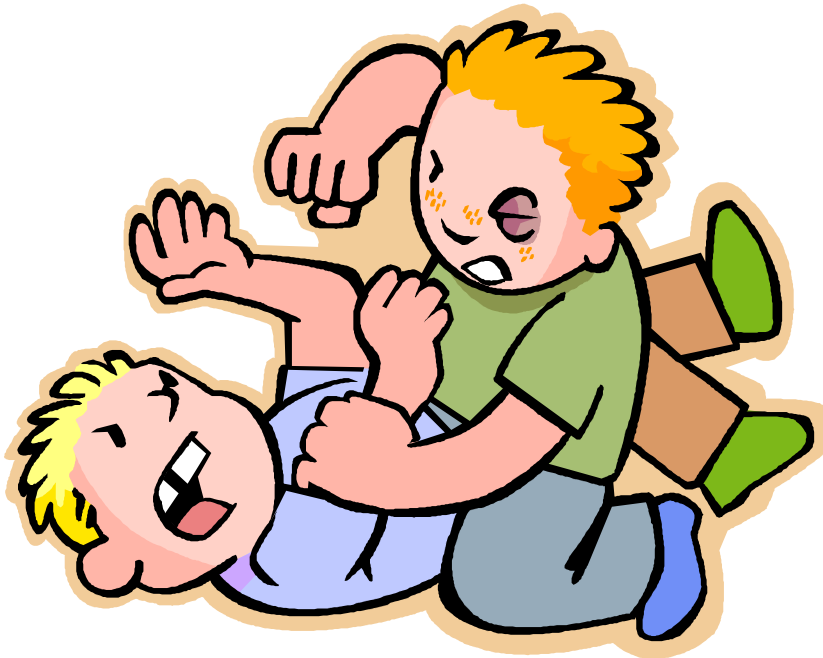
Hold up your half-clenched hands against your chest.

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15. Review the major points of this lesson.

Lesson Extension:

1. Read the book *Hands Are Not for Hitting* (2006) by E. Verdick (Free Spirit Publishing) to students.
2. Students create their own Ms. or Mr. Handy using a glove, eyes, pom-pom or felt nose and felt mouth.
3. Make a helping hands bulletin board with nice things to do with our hands written on the hands.
4. Post giant hands and feet and the words to the rap *Keep Your Hands and Feet to Y'self* in the cafeteria and a shorter version in the bathrooms and hallways.



Pictures of good, nice and kind things we can do with our hands.



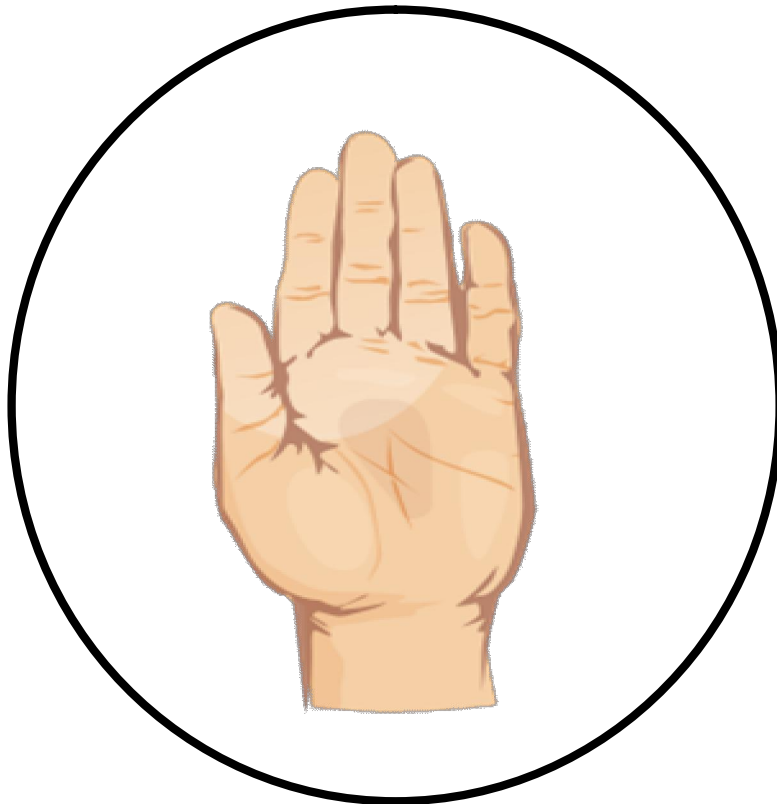
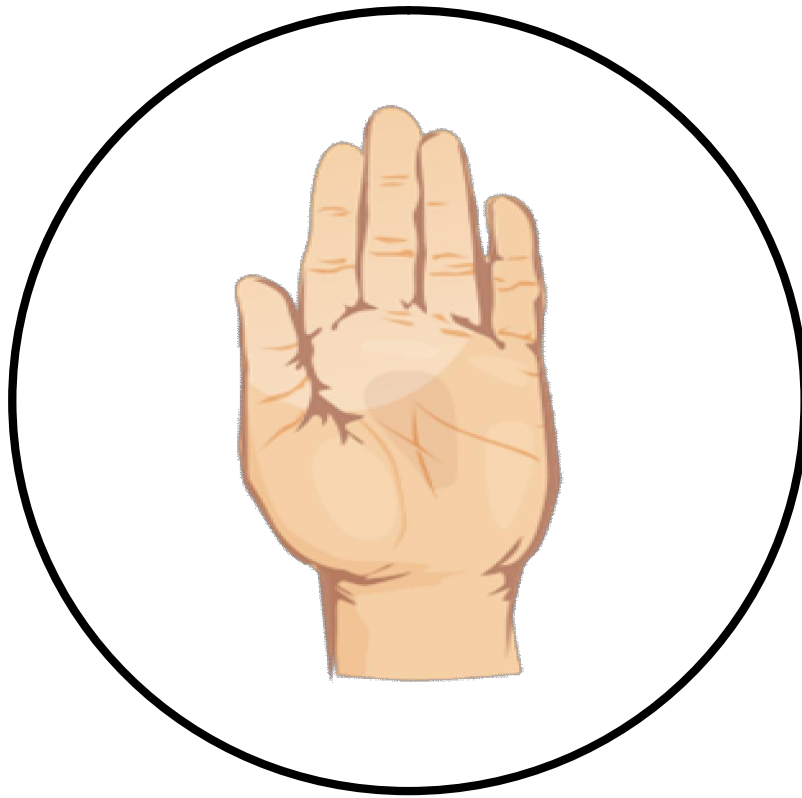








Cut-out for Stick Hand Puppet



LESSON 21

Feet Are Not for Bullying

Learner Outcomes:

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

- identify appropriate ways to use their feet instead of hurting others.
- identify reasons why kicking is harmful.

Essential Questions:

How do some students hurt others with their feet?

What are some things we can do with our feet instead of hurting someone with them?

Why is kicking harmful?

Preparation and Materials:

- Chart paper and markers
- Kinderbe (puppet)
- Pictures provided at the end of this lesson of good things to do with our feet

Activities:

1. Review the previous lesson.
2. Explain that sometimes people hurt others with their feet.
3. *Ask:* “How do people hurt others with their feet?” Answers should include the following: kicking, tripping, stepping on them, stepping on their property, etc. Explain that such behavior is against the rules, and those who do them are not obeying the Golden Rule.
4. Kinderbe emerges and is limping and moaning. Ask him what is wrong. He says, “A little girl was mad at me for not giving her my cookie, and she kicked me right in the shin.”
5. *Say:* “That’s awful, Kinderbe! We were just talking about people using their feet to hurt others.”
6. *Ask:* “Kinderbe, do you think we can think of nice things to do with our feet?” Kinderbe says, “That would be great!”
7. *Ask:* “Students, let’s make a list of nice things to do with our feet instead of hurting people.” Possible answers include the following: dance, walk, run, climb, play football or soccer, etc. Show pictures provided at the end of this lesson.
8. Sing *Our Feet* to the tune of *The Ants Go Marching*. Ask students to echo sing each line of the song.

Our Feet
(to tune of *The Ants Go Marching*)

Our feet going marching up and down, hurrah, hurrah
Our feet go marching up and down, hurrah, hurrah
Our feet go marching up and down
Now whisper step; don't make a sound
And we love to use our feet to march

Our feet are kicking soccer balls, hurrah, hurrah
Our feet are kicking soccer balls, hurrah, hurrah
Our feet are kicking soccer balls
We run so fast; but no one falls
And we love to use our feet to play

We never use our feet to hurt, no no, no no
We never use our feet to hurt, no no, no no
We never use our feet to hurt
Throw a tantrum or kick the dirt
And we never use our feet to hurt

Our feet go jumping oh so high, hurrah, hurrah
Our feet go jumping oh so high, hurrah, hurrah
Our feet go jumping oh so high
Up...Up...Up... to the sky
And we love to use our feet to jump

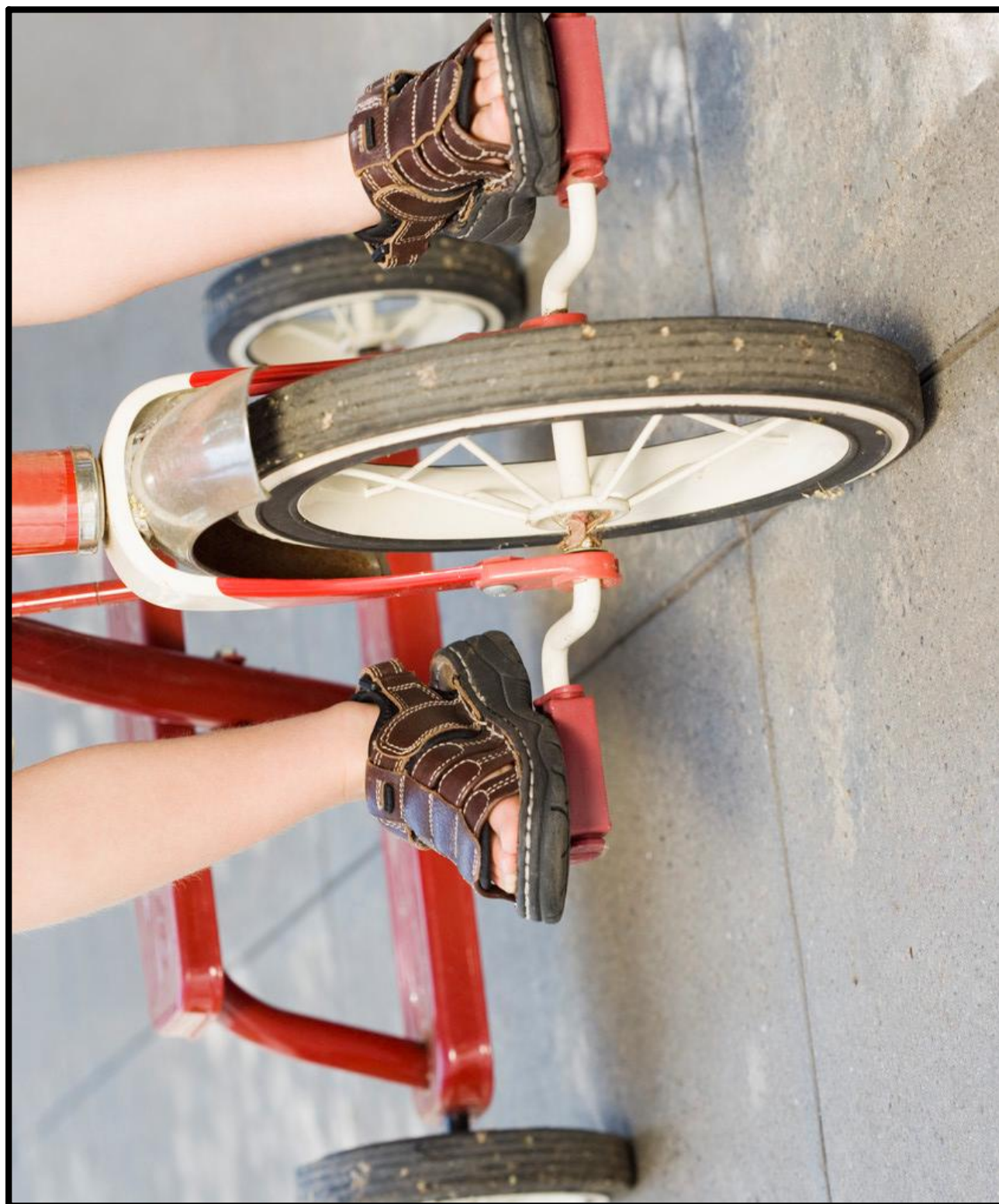
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9. Review the major points of the lesson.

Lesson Extension:

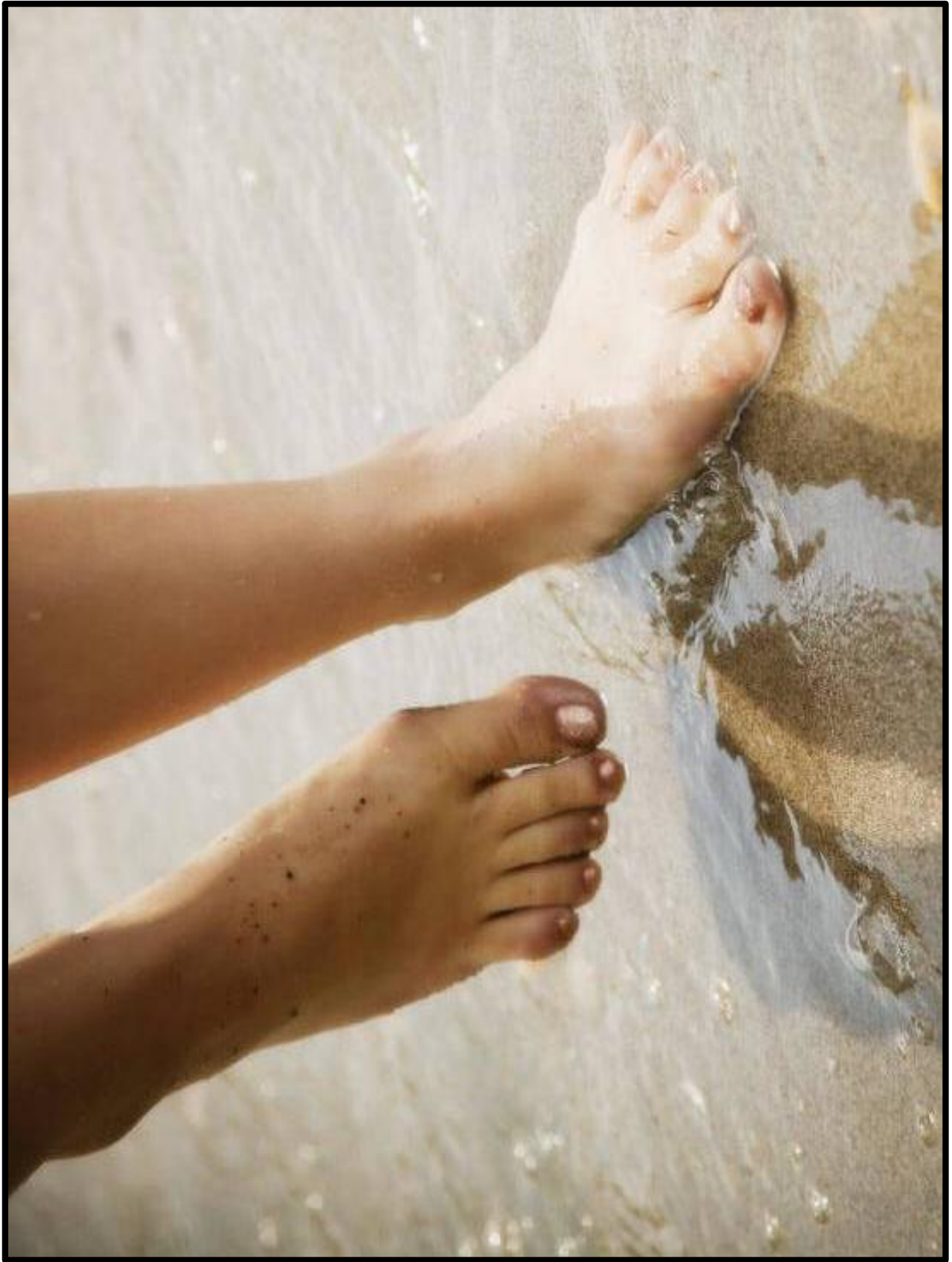
Read the book *Feet Are Not for Kicking* (2004) by E. Verdick (Free Spirit Publishing).

Pictures of good things we can do with our feet.









LESSON 22

Teeth Are Not for Bullying

Learner Outcome:

By the end of this lesson students will be able to explain why biting is harmful.

Essential Question:

Why is biting so harmful?

Preparation and Materials:

- Ms. Tooth stick puppet - Copy the diagram at the end of this lesson on cardstock paper for each student to make a stick puppet that looks like a tooth.
- Tongue depressor or popsicle stick for each student
- Safety scissors
- Glue or tape
- Kinderbe (puppet)
- Sheet of dark construction paper for each student
- Piece of bread for each student
- Pictures provided at the end of this lesson of student brushing teeth and eating

Activities:

1. Review the previous lesson.
2. Tell students they have learned ways that hands and feet can be either hurtful or helpful. Today we will talk about teeth.
3. *Ask:* “Why do we need teeth?” (*Answer:* To chew food. Show picture of student eating, provided at the end of this lesson.)
4. Discuss with students how important teeth are and why we need to take good care of them. Ask them to share what they do to take care of their teeth. Show picture of student brushing teeth provided at the end of this lesson.
5. Kinderbe emerges and you greet him. Tell him the students were just getting ready to share how they take care of their teeth. Ask him if he takes care of his teeth? He says, “Oh yes!”
6. *Say:* “Teeth are for chewing, but some people use their teeth to bite others and it hurts.”
7. Kinderbe says, “Oh dear, you mean really bite somebody’s skin? My friend Ms. Tooth will want to hear about this. I have to go tell her right away. Good-bye.”

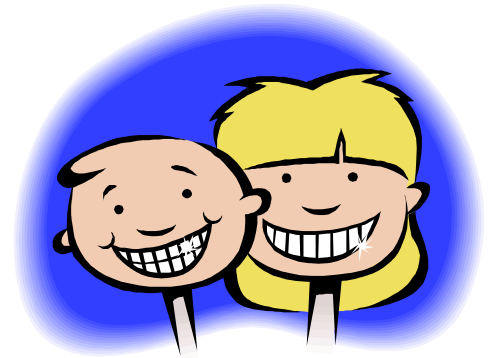
8. Give each student a piece of dark construction paper and a slice of bread. **Note:** If a student has a food allergy to bread, do not give a piece of bread to that student. Instead randomly select the student with allergies and others to be inspectors to see if the bread shows teeth marks after the other children bite it. The inspectors do not touch or bite the bread.
9. Ask students to fold in half the piece of bread and bite into it. Then lay it back on the dark construction paper. Ask students and inspectors to look at their bread to see if it has teeth marks in it. Ask students to imagine how much their teeth would hurt if they bit someone.
10. Kinderbe emerges with his friend Ms. Tooth. He says, "I brought my friend Ms. Tooth to meet you. She would like to teach you a poem about the right way to use our teeth. Please welcome her to our classroom." Students should respond with hello or welcome.
11. Ms. Tooth says hello and says, "My friend Kinderbe told me some awful news. He said that some people are using their teeth to bite others. My goodness, that's not what teeth are for."
12. Distribute to each student a cardstock diagram of a tooth as well as safety scissors and a tongue depressor. Assist students in cutting out the tooth diagram and gluing or taping it to the tongue depressor.
13. *Say:* "I'd like to read a poem to you called *Teeth Are for Chewing*. As I read the poem hold up your Ms. Tooth stick puppet and repeat each line of the poem."

Teeth Are For Chewing

Chew, chew, chew
That's what teeth should do
Chew hard, crunchy, carrots
And soft things too

Brush, brush, brush
Keep teeth clean and bright
And never, never use them
To hurt or bite

Chew, chew, chew
Now toodle-loodle loo... (Ms. Tooth leaves)



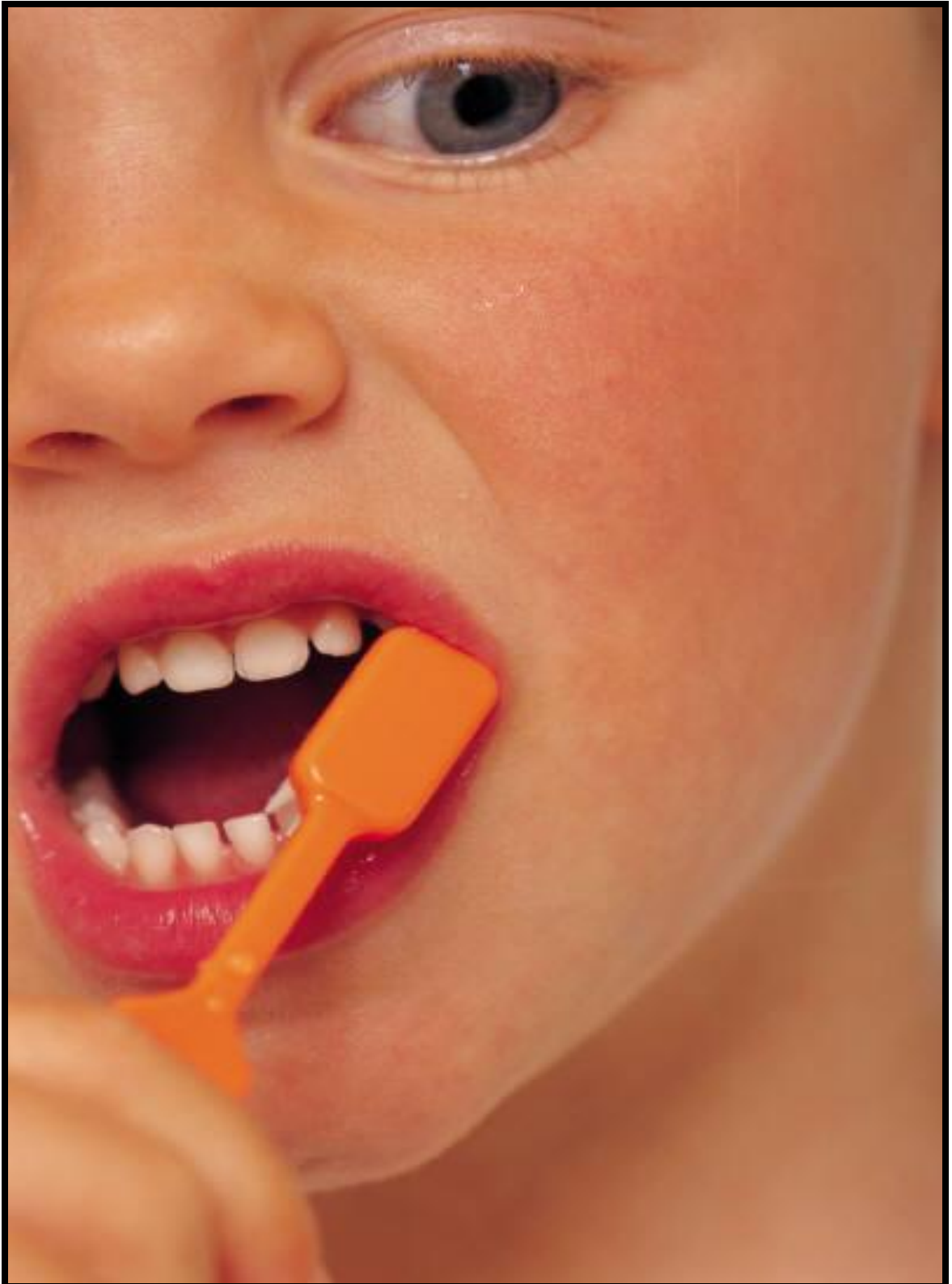
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14. *Say,* "That was a great poem. I'm going to read the poem aloud, two lines at a time, and you may echo read it with me. Let's begin."
15. Review the major points of the lesson.

Lesson Extension:

Read *Teeth Are Not for Biting* (2003) by E. Verdick (Free Spirit Publishing).

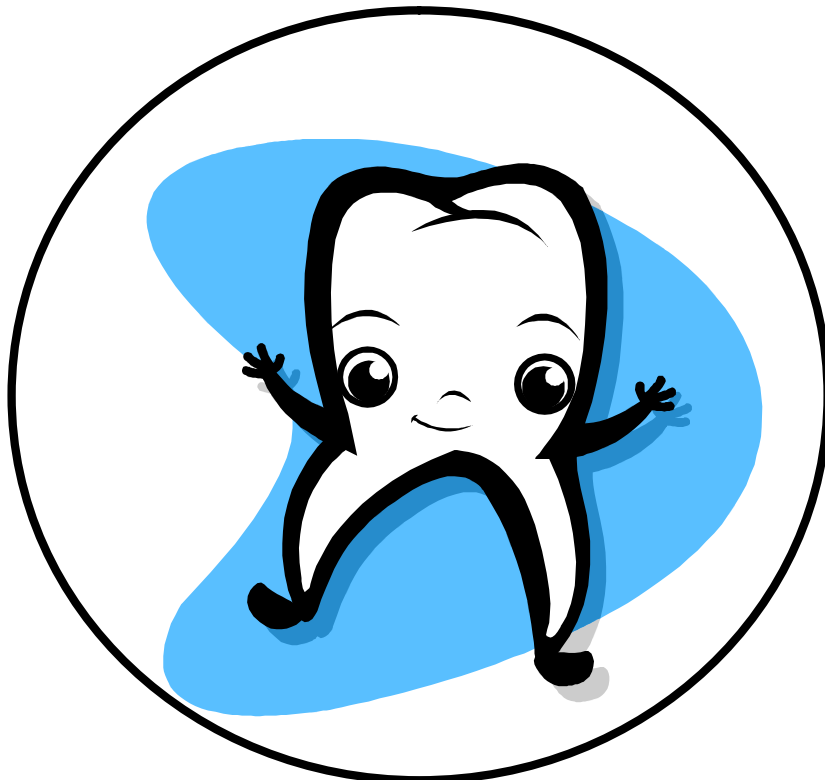
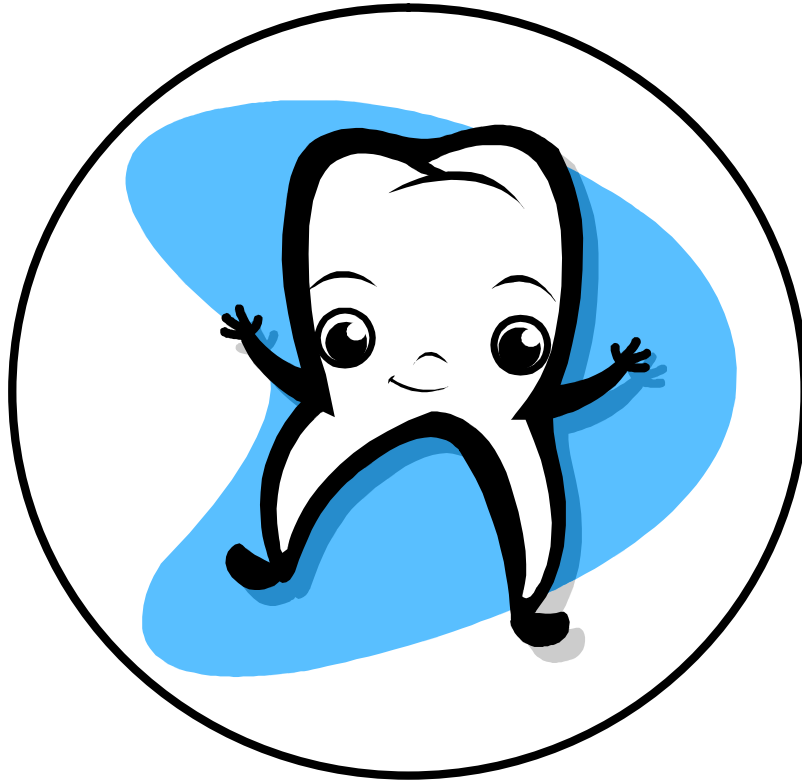
Good things we can do with our teeth.



Good things we can do with our teeth.



Cut-Out for Ms. Tooth Stick Puppet



LESSON 23

Hurtful Words

Learner Outcome:

By the end of this lesson students will be able to explain how words can be hurtful.

Essential Question:

How can words be hurtful?

Preparation and Materials:

- Happy face for each student (laminated if possible), provided at the end of this lesson.
- Sad face for each student (laminated if possible), provided at the end of this lesson.

Activities:

1. Review the previous lesson.
2. Remind students how harmful biting can be. *Say:* “Today we’ll talk about another way that people sometimes use their mouths to hurt people. Do you remember the time that someone hurt Kinderbe’s feelings? What did they do to hurt his feelings?” (*Answer:* They said something mean to him.)
3. Allow students to answer and remind them if necessary that people hurt Kinderbe’s feelings when they said mean things to him. Tell students words are hurtful when people:
 - Lie
 - Call people names
 - Say mean things
 - Are bossy
4. Distribute a happy face and a sad face to each student. Tell students they are going to play a game, and during the game they will hear words that someone could say.
5. *Say:* “When I finish telling you the words, you will decide if the words could hurt someone’s feelings. If the words are nice, hold up your happy face. If the words could hurt someone’s feelings, hold up your sad face and say the word bullying. Are you ready?”
 - Mason tells Kenny he is fat. (sad face--bullying)
 - Sharon tells Mary she is nice and she likes her. (happy face)
 - Jeff tells Angela she can’t run fast and can’t play with them. (sad face--bullying)
 - Ellen tells Jill that her dress is pretty. (happy face)
 - Jim tells the teacher that Chris took his crayon when Chris didn’t. Jim was telling a lie by saying that Chris did something that he did not do. (sad face--bullying)

6. Review the major point of this lesson.

Lesson Extension:

Read the book, *Words Are Not for Hurting*, (2004) by E. Verdick (Free Spirit Publishing).

Cut-Outs of Happy Face and Sad Face



LESSON 24

Helpful Words - Encouraging Others

Learner Outcome:

By the end of this lesson students will be able to verbalize ways to encourage others with words.

Essential Question:

How can I use words to encourage others?

Preparation and Materials:

- Kinderbe (puppet)
- Paper, crayons and stickers
- Make a card with encouraging words for the class.

Activities:

1. Review the previous lesson.
2. *Say*: “We learned that people sometimes use their mouths to hurt people. Today we will talk about ways we can use our mouths to help. We can help others as we use kind, helpful words to bring happiness. Let’s make a list of kind, friendly things to say to someone.” You may need to help them get started. *Possible Answers*:
 - Good morning.
 - Have a nice day.
 - You look pretty.
 - I love you.
 - I like you.
 - I like your picture.
 - You run fast.
 - You did a good job.
 - You can play with us.
 - You can sit by us.
 - If you like, you can see my book.
 - You are very nice.
 - I like being around you.
3. *Say*: “I made a special card for our class.” Read aloud the card you prepared and ask the class to repeat what you read. Explain that you wanted the card to have encouraging words. Explain what encouraging means.

4. *Say*: “We can use words to be friendly and to cheer someone up when they are sad. We can say things like, I hope you feel better; I’m sorry you are sick; I’m sorry you lost your ball. Sometimes people send nice cards. When I am sick, kind words and cards always help me feel better.”
5. Kinderbe arrives and is obviously very sad, sniffing and trying to wipe away tears. You ask, “What’s wrong Kinderbe?”
6. Kinderbe replies tearily, “I am so sad. Bobby won’t let me play with him.”
7. *Say*, “Oh Kinderbe, we are so sorry that you are sad.”
8. Kinderbe says, “Thank you for caring about how I feel. I feel a little better. I think I’m going to go home now. I’ll see you soon. Good-bye.”
9. *Say*: “Boys and girls, Kinderbe is so sad. Would you like to make some cards to cheer him up? Let’s do that right now.”
10. Distribute paper, crayons and stickers to make cards. Guide students as they make cards for Kinderbe.

Lesson Extension:

1. Tell students they will be making an “I Love You” card for someone in their family. They can draw a nice picture; write I love (draw a heart) U; or do both, draw a picture and write I love you.
2. Prepare mail pouches for each student by laminating pocket folders that have been cut in half and then opening the pocket with a scissor blade. Students could glue their picture on the upper portion of the half folder.
 - Distribute the prepared mail pouches.
 - Ask students to decorate the mail pouches with stickers not covering their photos.
 - Affix the mailboxes in an easily accessible place. For example--along the chalk ledge, across the lower portion of a bulletin board.
3. Throughout the year ask students to make cards for classmates, family, injured or sick people. Simple messages or pictures could be included on the cards.
 - Fall – a leaf rubbing
 - Winter – Happy feet penguins –Be Happy
 - Spring – Somebunny loves you!
 - Summer – Have a sunny day!
4. When you hear encouraging words put a sticker on a giant heart-shaped poster. This may be part of a bulletin board entitled *Kind Words Encourage Others*.



LESSON 25

No One Is Left Out

Learner Outcome:

By the end of this lesson students will be able to describe ways to make everyone feel welcome.

Essential Questions:

What does it mean to feel welcome?
What does it mean to feel left out?

Preparation and Materials:

- Kinderbe (puppet)
- Make a welcome sign using the example provided at the end of this lesson.

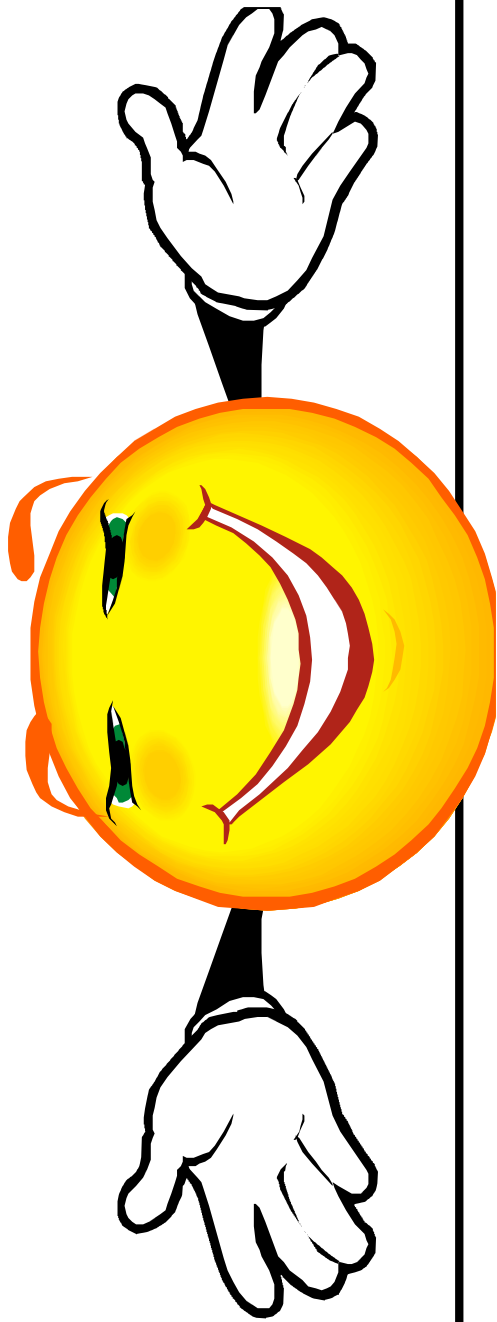


Activities:

1. Review the previous lesson.
2. Ask students what the word “Welcome” means? *Possible Answers:* It means I’m glad you are here. It is good to see you. We like you. Hold up the Welcome Sign prepared using the example provided at the end of this lesson.
3. Kinderbe emerges and says: “Good Morning!” The students say, “Good morning, Kinderbe.”
4. Ask students to repeat after you the following:
 - “It’s good to see you Kinderbe.”
 - “We are glad you are back.”
5. Kinderbe whispers in your ear then you say, “Yes, of course. That would be very nice.” Tell the students that Kinderbe can’t stay long but he has something he wants to say to them.
6. Kinderbe says, “Students thank you for the wonderful cards you made for me to cheer me up. That was very nice of you. I have to go now. Bye friends!”
7. *Ask:* “Have you ever gone to a new place? How did you feel?”
8. Relate this or your own experience. “I remember the first day I went to day camp. I was feeling a little scared because I didn’t know anyone. Guess what happened? A little girl came over and said “hi” and asked if she could sit with me. We became friends, and I didn’t feel scared anymore. In fact, the next day I was excited to go!”

9. Discuss with students how they felt at the beginning of their very first day at school. Did anybody welcome them or tell them they were glad they were there?
10. *Ask:* “Why is it important to help someone feel welcome?” (*Answer:* To help them feel happy etc.)
11. *Ask:* “How does it make a person feel when they are left out?” (*Answer:* Sad, lonely, mad, etc.)
12. *Say,* “Let’s practice saying the Golden Rule – *Treat others the way you want to be treated.*” Explain that when we do not obey the Golden Rule someone might feel left out, and that would be sad.
13. *Ask:* “Why is it important for everyone to feel welcome?” (*Answer:* So we will not be afraid at school, it helps us to be happy at school, so we can learn, it is important to let people know you care about them, everyone needs help, so we should help each other, etc.)
14. Ask selected students to share with you what they could do at school to help someone feel welcome. *Possible Answers:*
 - Smile at them.
 - Say, “Welcome. I’m glad you are here.”
 - Share my toys with them.
 - Let them sit with me.
 - Let them play with me.
15. Review the major points of this lesson.

Welcome Sign



WELCOME

LESSON 26

Be Bully Free

Learner Outcome:

By the end of this lesson students will be able to verbalize their understanding of having a Bully Free Classroom.

Essential Questions:

What does it mean to say that someone is Bully Free?

How can you help make our class Bully Free?

Preparation and Materials:

- Make a sentence strip which says, “Bully Free is the Way I Will Be” with the words intact.
- Prepare a tune to “Bully Free is the Way I Will Be.”
- “We are Bully Free” poster developed in an earlier lesson

Activities:

1. Review the previous lesson.
2. *Ask:* “If I say I am bully-free, what does that mean?” (*Answers:* I use the Golden Rule, I don’t try to hurt others, I am kind to everyone, etc.)
3. *Ask:* “If we say our classroom is Bully Free, what does that mean?” (*Answers:* Everyone in our class tries not to hurt the feelings, body or things of others and everyone tries to help each other, everyone tries to treat each other with kindness, etc.).
4. *Say:* “Our classroom rules help us be bully free. Let’s see how we are doing at keeping our rules.” (Adjust this to fit your classroom.)
 - Keep hands, feet and objects to yourself.
 - Work and play safely.
 - Be kind to others. (Treat others the way you want to be treated.)
 - Take care of others things.
 - Treat others the way you want to be treated.
5. Remind students that they signed the poster “We are Bully Free” pledging to be Bully Free. Remind students that being bully free means--*We Treat Others the Way We Want to be Treated.*
6. Show the sentence strip “Bully Free is the Way I Will Be” to the class. Put this to a tune and ask students to sing it with you.

7. Tell students it's time to be detectives again. *Say*: "We are going to play a game called *Is It Helpful or Hurtful?* I will read things that people say and do. Some of them show helpfulness and some of them do not." When they hear something that shows helpfulness, they should say in unison "That was helpful." When they hear something that is hurtful, they should shake their heads and say, "That was not a good choice – it was hurtful."
8. Read the following examples of behavior and guide students in discerning whether each example was helpful or hurtful.
 - Jody trips Joe with his foot when he walks by.
 - Joyce calls Robert a mean name.
 - Jody pats June on her back with his hands because she is sad.
 - Jackie makes a kind card and gives it to a new student.
 - Sue tells Nancy she has on a pretty dress.
 - Brad tells Thomas he doesn't want to play with him.
 - Lucy pushes Vicki down and tells her to get out of the way.
 - When Betsy sees Linda being bullied, she laughs.
 - When John sees Allan bullied, he tells a grownup.
 - Sarah smiles at Emily and says hello.
 - Todd bites Billy on the arm because he is mad at him.
 - Billy waves at Andrew.
 - Jesse walks over and sits with Jacob, who is alone.
9. Review the major points of this lesson.

Lesson Extension:

1. Periodically when you observe certain behaviors, ask students if the behavior was helpful or hurtful; was that a good choice?
2. Send a note home about the lesson and encourage families to use the same questions at home.

LESSON 27

Reporting Bullying-Telling

Learner Outcome:

By the end of this lesson students will be able to explain the difference between “reporting” bullying and “tattling.”

Essential Question:

When should you tell a grownup that you or your classmates are being bullied?

Preparation and Material:

Two puppets or dolls
Candy in a bowl on your desk



Activities:

1. Review the previous lesson.
2. Use two puppets to act out the following scene to demonstrate “tattling.”

One puppet sees the other puppet take a piece of candy from the teacher’s bowl without asking permission. The observing puppet starts chanting “I’m going to get you in trouble; I’m going to tell the teacher.” He runs away still chanting “Ha! Ha! I’m going to get you in trouble” as the other puppet runs away.

3. Discuss how the one puppet was so happy about getting the other student in trouble. Tattling is telling a grownup something because you want to get someone in trouble. This is not kind.
4. We don’t want you tattling just to get someone in trouble. However, we do want you to tell or report bullying when you or someone else is being hurt. Explain that they should always tell a grownup when someone hurts them or someone else, especially if the bully will not stop hurting them even when they tell them to STOP.
5. Sing to students *I Will Tell* to the tune of *If You’re Happy and You Know It*.

I Will Tell

When I am being bullied I will tell.
When you are being bullied I will tell.
When I see or hear
That bullying is near
I will tell a grownup, I will tell.

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6. Review the major points of this lesson.

Lesson Extension:

1. Use puppets to act out various scenarios and ask the students to decide whether to tell a grownup or not. This is a difficult concept, so be prepared to revisit this topic often.

LESSON 28

Don't Bully Me

Learner Outcome:

By the end of this lesson students will be able to say “STOP it!” with a serious/strong face and strong voice when someone tries to bully them.

Essential Question:

What should you do if someone bullies (mistreats) you?

Preparation and Materials:

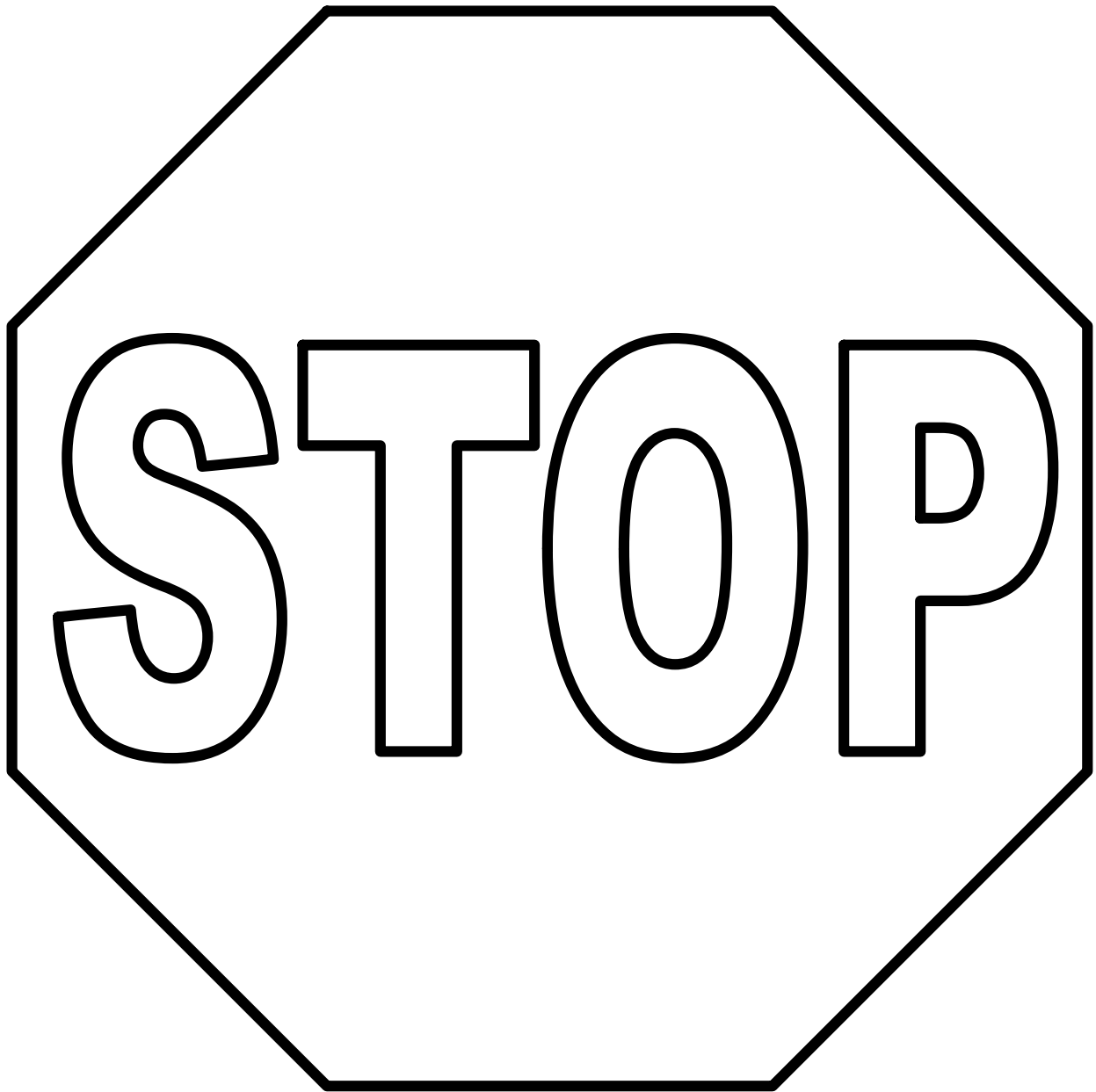
- Tongue depressors (one for each student)
- White crayons or black crayons
- A stop sign copied on red cardstock for each student - Use the stop sign provided in this lesson.
- A stop sign prepared or purchased ahead of time

Activities:

1. Review the previous lesson.
2. Hold up the STOP sign you made and say, “Has anyone ever seen one of these?” (students respond) Say, “This sign has an important word on it. Does anyone know what this word is?”
3. Tell them that if someone tries to mistreat them they should say, “STOP it!” Ask them to repeat after you, “STOP it!” Demonstrate how to say “STOP it!” with a strong voice and a strong face. Ask students to say “STOP it!” again with a strong voice and a strong face.
4. Distribute the cardstock red octagons with the word STOP printed lightly in the center. Ask students to use a white crayon to color the word. (If you don't have white crayons, use black.)
5. Ask students to write their name on the back of the stop sign. Help students glue or tape a tongue depressor to the back.
6. Hold up your STOP sign again and ask students to hold up their signs and repeat after you in a soft voice and then in a loud (strong) voice: “We will STOP BULLYING!” Collect stop signs to be used in a future lesson.
7. Review the major points of this lesson.

Lesson Extension:

Play a modified version of red light, green light. Instead of saying green light, say “go” and instead of saying red light, say “stop.”



LESSON 29

The Meaning of "STOP"

Learner Outcome:

By the end of this lesson students will be able to describe the STOP method as an appropriate way to respond to bullying behavior.

Essential Question:

What should I do if I am bullied?

Preparation and Materials:

- STOP signs from previous lesson
- STOP sheet (provided at the end of the lesson) with the letters S-T-O-P written vertically with messages and pictures) *Place this in a permanent place in your classroom where students can easily see it.*

Activities:

1. Hold up the STOP sign you made earlier as you review the previous lesson.
2. Tell students you would like to teach them more about the STOP sign.
3. Distribute to students the STOP signs previously made.
4. Tell students that STOP signs can help them remember what to do if someone tries to bully them.
5. Hold up the poster with the word STOP written vertically on it with messages and pictures. As you point to each letter, read its corresponding message. Ask students to hold up their stop sign when you say the letter S and to repeat the message after you. Continue with the remaining letters of the word STOP.
6. Review the major points of this lesson.

Lesson Extension:

1. Create a matching game. Using markers that will not bleed through, write the letters S, T, O and P individually on index cards. Make corresponding picture cards. Students will match the picture cards with the correct letter cards.
2. For upper preschool students turn the cards over and play a memory game with cards; tell what picture will match if they turn over a letter; or if they turn over a picture tell what letter goes with that picture.

S

Stand up for yourself.

Say: "STOP that!
Leave me alone!"



T

TELL a grownup.



O

Go to **O**THERS nearby.



P

Be **P**ROUD of yourself.



LESSON 30

Practicing "STOP"

Learner Outcome:

By the end of this lesson students will be able to demonstrate the STOP method to appropriately respond when someone tries to bully them.

Essential Question:

What should I do if someone tries to bully me?

Preparation and Materials:

- Poster with S-T-O-P and messages prepared in previous lesson
- The four pictures prepared in the previous lesson
- Three puppets

Activities:

1. Review the previous lesson by holding up the STOP sign you made in an earlier lesson and review S-T-O-P by announcing the letter, the messages and asking students to point to the picture that represents each message.

S - Stand up for yourself. *Say*: "STOP it! Leave me alone!" with a strong face and strong voice.

T - TELL a grownup (adult).

O - Go to OTHERS nearby.

P - Be PROUD of yourself.

2. Introduce the puppets to the students and tell them they are going to act out some bullying that happened at their school and see if we can help them find better ways to deal with bullies. They really need our help so please watch and listen carefully.
3. Using the puppets, enact the following situations adding any other typical situation you have observed in your classroom or school.
 - The first response to bullying behavior is the inappropriate response.
 - Students will comment about the behavior and with some guidance, offer a more appropriate response.
 - A student is playing with a toy and another student tries to take it away.
 - *Inappropriate Response*: Push the student away and yell "I don't like you, so go away."

- *Appropriate Response:* With a strong face and strong voice say “STOP it!” until a grownup comes to help you. You could also tell the student to find another toy or wait until you finish playing with it.
- The student sitting next to another student at circle time keeps poking him.
 - *Inappropriate Response:* Poke the student back. If she doesn’t stop, poke her again even harder.
 - *Appropriate Response:* With a strong face and strong voice tell the student to STOP poking you. Say: “Leave me alone.” If she doesn’t stop poking, tell the teacher. If she still doesn’t stop poking, you ask the teacher to move her or move you. Go to others nearby. Be proud of yourself.
- 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:* With a strong face and strong voice tell the student to STOP cutting line since it is not allowed. If she says something mean to you say “Leave me alone.” Then tell a grownup and be proud of yourself.
- You hear someone saying mean things to another person.
 - *Inappropriate Response:* Join in by saying mean things to the person and repeating mean things said. The next time you see the person make a mean face and roll your eyes at her.
 - *Appropriate Response:* Don’t join in and don’t repeat what is said. Be a friend to the person being bullied. With a strong face and strong voice tell the person saying mean things to “STOP it!” Say: “Leave her alone.” Ask the student being bullied to walk off with you. Tell a grownup.
- 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:* With a strong face and strong voice, say “STOP being mean to her.” Invite her to play with you or leave with her and join others, if you wish. Tell a grownup what happened.

4. Review the major points of this lesson.

Lesson Extension:

1. Read and discuss *The Ginger Ninja* by Rayner, Shoo (Hodder and Stoughton Publishing).
2. Ginger is a happy kitten until Tiddles comes to St Felix's. Tiddles builds up a gang and takes food from the other kittens and calls them unkind names, but Ginger stands up to him with the help of a "magic charm."

LESSON 31

Help the Bullied

Learner Outcome:

By the end of this lesson students will be able to demonstrate the STOP strategy to help students who are bullied.

Essential Question:

What should you do when you see someone being bullied?

Preparation and Materials:

- STOP sheet developed in the previous lesson
- Kinderbe (puppet)

Activities:

1. Review the previous lesson.
2. Kinderbe emerges and you greet him. Kinderbe asks, “What should you do when you see someone bitten, pushed, tripped, called a mean name or some other bad thing?”
3. Enlist students to teach the following to Kinderbe using the S-T-O-P poster and messages developed in a previous lesson.

S - *Say*: “STOP that! Leave him alone.” Use a strong face and strong voice.

T - **TELL** a grownup (adult). Report it to a grownup.

O - Go to **OTHERS**. Ask the person being bullied to go with you to stand by a grownup (adult) or another child.

P - Be **PROUD** of yourself for trying to help the person being bullied.

4. Role-play situations where students can use the above STOP strategy to help the bullied.
5. Sing *I Will Tell* to the tune of *If You're Happy and You Know It*. Ask students to echo each line as you sing.

I Will Tell

When I am being bullied I will tell
When you are being bullied I will tell
When I see or hear
That bullying is near
I will tell a grownup, I will tell

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6. Review the major points of this lesson.

Lesson Extension:

Read and discuss *Bullysaurus* by Burnard, Damon (Hodder Children's Publishing). The dinosaurs play together nicely until the Bullysaurus arrives. He takes their food and pushes them around but the smaller dinosaurs win by sticking together.



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.



Sabrina Pepsny

Sabrina Pepsny is a Title One Reading Specialist. She is a graduate of Ashland University with a bachelors degree in elementary education, a pre-school endorsement and a reading endorsement. She served as president of the university chapter of Kappa Delta Pi, an international honor society for educators and was twice featured in the *Collegian* as a person of interest. In her earlier years as a lay person and then as a professional, Sabrina Pepsny has worked with families from both urban and rural areas across the Eastern United States and Mexico to foster not only academic growth, but to encourage positive character traits. Her book *Choosing to Make Good Choices* was written to encourage students to be honest, compassionate, responsible and respectful citizens.

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