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| School Corporation: | YOUR SCHOOL | | |
| School Name: | YOUR SCHOOL | | |
| Contact: |  | | |
| **Indiana Student Standards for Guidance Addressed** | | | |
| Standard(s) addressed: | K-2.3.6 Describe simple ways to resolve conflict; K-2.3.12 Describe benefits of behaving appropriately at school; K-2.3.12 Describe consequences of behaving inappropriately at school. | Indicator(s)  addressed: | K-2.3.6 Describe simple ways to resolve conflict; K-2.3.18 Describe situations in which it is appropriate to seek help and to whom the students may turn to for help in those situations. |
| **Instructional Development** | | | |
| Grade Level(s): | K-2 | | |
| Title: | Bully Beans | | |
| Summary: | Discuss what it means to be bullied and what is most important thing to do if feel being bullied or know someone else is being bullied. | | |
| Time Frame: | 30 minutes | | |
| Procedure: | **Want to talk about BULLYING.**  **What is BULLYING? Bullying is something that is done repeatedly (more than once), on purpose to someone that they do not like or want and that makes them feel threatened or scared. Bullying can be physical (hitting, kicking), spoken (calling names, telling lies about someone), or written (notes, emails, Facebook).**  **Can have or review poster showing:**   1. Repeated – happens more than once 2. Intentional – do it just to be mean 3. Imbalance of Power – you are afraid   **Story to share with students about BULLYING and how a bullying situation was handled by students just like you in the book BULLY BEANS.**  Read BULLY BEANS, by Julia Cook. Discuss story.   1. What happened? 2. Did Bobbette mean to act like this? 3. Was the way Bobbette behaved to the other students hurtful? How? 4. Did the other students feel threatened? What makes you believe this? 5. How often did Bobette treat the other students this way? 6. What did the other students do? 7. How did Bobbette react to their new behaviors toward her bullying? 8. What happened in the end?   On board write BEANS – what stand for? “Bullies Everywhere Are Now Stopped” Have large poster or draw on paper a Description: MC900434805[1]  Make sure you can write on the stop sign. What are behaviors that should be STOPPED? Write answers in the stop sign.  Examples (doing these types of behaviors to someone else on a consistent basis – frequently – a lot of the time):   * Pushing someone * Hitting someone. * Kicking someone. * Pinching someone. * Taking things without permission. * Calling someone names. (Ugly, fat, stupid, etc.) * Insulting someone or putting them down (you are so dumb; I bet you flunk this year, you do not have any friends, etc.). * Teasing someone. * Whispering behind someone’s back (or even whispering about someone in front of them). * Spreading rumors about someone (saying things that are not true). * Hiding from someone who wants to be friends. * Forcing someone to do something they do not want to do. * Threatening someone. * Not allowing someone to play in a game at recess. * Sending a nasty text message about another student. * Continually giving dirty looks, making mean faces, or rolling your eyes at another student. * Telling mean jokes about someone. * Passing mean notes about someone (even if you are not signing the notes) * Making others promise to hate or not be friends with someone. * Sending mean emails to or about someone. * Making mean statements about someone on your Facebook page. * Etc.   \*Can keep this in classroom as visual reminder of behaviors that need to STOP.  Who was the bully in our story? Bobbette. What can we do when someone is bullying us? (Practice doing this with students – pick few volunteers or have everyone in class or group practice so students see what it looks like to be confident and to tell the bully to STOP)   * Tell the person doing the bullying to STOP. * If they do not stop, make sure to tell a trusted adult. Who are trusted adults? * Practice showing your confidence – you are a good person and the way you stand, sit, walk shows you know it. Stand tall and hold your head up high. PRACTICE! What does a confident face look like? * Avoid the bully as much as possible. Try to stay away from the bully in areas where an adult may not be close enough to hear and see everything (restroom, playground, cafeteria, etc.). Make sure teacher knows about problems with other student so they can help to make sure you are not in close contact with this person.   All of the other students saw Bobbette bullying Winston. They decided to do something about it, what can we do when we see someone else being bullied?   * SAY SOMETHING!   + If you feel safe, tell the bully to STOP the bullying behavior. Then make sure to tell a trusted adult.   + If you do not feel safe telling the bully to STOP, that is okay. You should then tell a trusted adult right away. Telling a trusted adult about bullying is not TATTLING, it is reporting so that everyone can feel safe.   The other students were willing to help Winston be the first one to stand up to Bobbette. What can you do to help someone who has been bullied?   * Say kind things to the person who is being bullied. What are examples of kind things to say to others? * Be a friend. Invite the student to do things with you. * Make sure that a trusted adult knows about what has happened. Let the person who has been bullied know it is okay to tell others about what has happened and that they have not done anything wrong. | | |
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| How will mastery of the guidance indicator(s) be evaluated? | Were the bully beans in the story really magic? No, but they helped to give the students the courage they needed to do what was right.  Have our own Bully Beans. Give all students bag of BULLY BEANS (small plastic bags of small amount jelly beans – make sure no food allergies – marked BULLY BEANS – could also have stop sign on the bag – easiest to use labels with this information to stick on each bag). Tell students enjoy bully beans together and that eating these means you want bullying to stop and that you know the correct way to treat others, what to do to stand up to bullying, and how to help others who may be bullied and most importantly that “Bullies Everywhere Are Now \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  As eating BULLY BEANS review:   1. What to do to stand up to bullying? 2. How do we help others who have been bullied? 3. How are we supposed to treat others?   Remind student about behaviors that must be stopped, that they can tell anyone doing those behaviors to STOP and if it does not stop, that they should feel free to report to trusted adult. | | |
| **Learning Resources** | | | |
| Resources needed:  e.g., technology resources, media resources, books, web sites | Bully Beans, by Julia Cook  Jelly Beans – Bully Beans in small ziplock bag with Bully Beans written on bag (may also use stop sign; can use label). | | |
| Citation(s):  You may include copyrighted materials in “resources needed,” but do not reproduce copyrighted materials in your lesson plan. Non-copyrighted materials need to be reproduced and included with your lesson plan. Cite sources here. | [www.bullyfree.com](http://www.bullyfree.com)  www.stopbullyingnow.hrsa.gov | | |
| Collaborative Partners:  e.g., advisory teachers, other teachers, community resource people |  | | |
| **Contact information *(optional)*** | | | |
| Telephone: |  | | |
| E-Mail: |  | | |