

Theme 2

Talking About Teasing and Bullying



Kids can be friends if they don't tease each other.

– Kindergarten student

The children seemed more aware of certain behavior such as pushing and derogatory comments. They responded by saying, “That’s not nice,” but also used new vocabulary — “That’s like teasing,” or “That’s like bullying.”

— First-grade teacher

In This Theme

LESSON ONE: I FEEL WELCOME/UNWELCOME

- K-1 Activity: Story and drawing/writing
 1-2 Activity: Pairs writing/chart and discussion
 2-3 Activity: Personal writing and drawing
*Worksheets: I Feel Welcome ...,
 I Feel Unwelcome...,
 I Feel Welcome/Unwelcome...*

LESSON TWO: WHERE I FEEL SAFE/UNSAFE

- K-1 Activity: Brainstorming and mapping
 1-3 Activity: Brainstorming, mapping, and discussion
 2-3 Activity: Creating "Safety Zones"
Worksheet: Creating Safety Zones

LESSON THREE: TEASING AND BULLYING ARE...

- K-1 Activity: "I think"
 1-2 Activity: Making anti-teasing and bullying posters
 2-3 Activity: Thinking about teasing and bullying
 2-3 Activity: Acts of kindness
Worksheet: Think about Teasing and Bullying

LESSON FOUR: EXPRESSING OURSELVES

- K-3 Activity: Talking/drawing/writing about being angry
 1-2 Activity: Mood walks
 1-2 Activity: Strong voices/looks
 2-3 Activity: Be assertive

PROBLEM SOLVING

- Puppets, role-plays, vignettes, stop-action stories
*Vignettes: The Jump Rope Game, Michael, Juan,
 Matt and Anna, Abby, Alex*
Worksheets: What Would You Do?, Take Action!

LITERATURE CONNECTIONS

CONNECTING WITH FAMILIES

Take-home: Family Activity Letter

LESSON ONE: I FEEL WELCOME / UNWELCOME

Students explore what makes them feel welcome/unwelcome and comfortable/uncomfortable in school.

K-1 Activity: Story and drawing/writing (1-2 class sessions)

MATERIALS NEEDED: Copies of *I Feel Welcome When...* and *I Feel Unwelcome When...* worksheets for each student; markers, crayons or pencils; red and green construction paper; book: *Crysanthemum* (K, picture), *Rosie's Story* (K-3, picture/easy reader), *Oliver Button Is a Sissy* (K- 2, picture); see Annotated Bibliography

PREPARATION: Select one of the books listed above and familiarize yourself with the story; make copies of the worksheets.

1. Talk briefly about the words "welcome" and "unwelcome." Be sure students understand what the words mean.
2. Explain that you are going to read a book about what makes us feel welcome or unwelcome. Read the story you have selected.
3. After the story, ask students:
 - Did the main character feel welcome or unwelcome?
 - What did the other characters do that made her/him feel that way?
 - What are some of the things that make you feel welcome? Unwelcome?
4. Give each student copies of the worksheets. Ask students to draw a picture of one thing that makes her/him feel welcome on one sheet, and one thing that makes her/him feel unwelcome on the other. Encourage students to also write or dictate a sentence that describes their picture.
5. As an alternative, cut out circles of red and green construction paper (about 12 inches) to approximate traffic lights. Have students draw welcome pictures on green and unwelcome on red. Mount the pictures as stop/go lights and display them in the classroom.

Sample: Kindergarten Responses

I feel welcome when...	I feel unwelcome when...
someone says play with me	someone says I don't care
someone is nice to me	someone pushes
I play with the teacher	someone says stupid
someone says Happy Birthday	someone's whispering

1-2 Activity: **Pairs writing/chart and discussion (1-2 class sessions, plus a few minutes per day for adding to the list)**

MATERIALS NEEDED: *I Feel Welcome/Unwelcome at School* worksheet; chart paper and markers

1. Introduce the activity by telling students that you are interested in knowing what makes them feel welcome in school. Be sure to tell them that each person's thoughts are important, and assure them that everyone will have a turn to speak.
2. Using the worksheets, ask students to work in pairs to write about what makes them feel welcome or unwelcome in school. They can write about the classroom, other places in the school, riding on the school bus, or walking to school.

➤ **TEACHER TIP:**

Set ground rules for the activity. For example, Do not interrupt when another student is speaking; Do not use actual names, describe someone as a girl or boy, older or younger student, adult, etc.; Do not write profane words, indicate them with a dash.

3. Have students share their "welcome/unwelcome" situations with the group. Begin with the positive situations first. Write down what students say on a chart.

➤ **TEACHER TIP:**

It is important to write down what students say in their own words. Paraphrasing their words often can distort their meaning and even stifle discussion.

4. Review the chart with students. Analyze the responses and group similar ideas together on the chart. Ask some questions to spur discussion:

Did girls write about anything that made them feel especially welcome? Unwelcome?
Did boys write about anything that made them feel especially welcome? Unwelcome?
Were those things different for girls and boys?

ANECDOTE

During the pilot in a class discussion about differences in the ways that girls and boys annoy each other, students' responses included things like, "Boys hit, girls use their words," and "Boys chase, because that's what boys do."

5. If students don't introduce the words themselves, explain that some of what they have described is called "teasing" or "bullying." Have them think about how they feel when they are teased or bullied, so they understand that teasing and bullying are hurtful and are not allowed in the classroom or in the school.
6. Display the charts during the week for review, and spend a few minutes each day having students add something (be sure by the end of the week to have a comment from each student written down).
7. Brainstorm ways to make the classroom feel more welcoming. Refer to the classroom rules about getting along with each other. (See Theme 1: "Creating Our Rules.")

2-3 Activity: **Personal writing and drawing (1 class session)**

MATERIALS NEEDED: Paper and a variety of drawing materials

1. Ask students to work individually or in small student-selected groups.
2. Give students creative choices, such as writing and illustrating a story, drawing a comic strip, or designing a poster or mural that depicts something that makes them feel welcome or unwelcome in school.
3. Ask students to share their creations with each other. They also can create a bulletin board display.



TEACHER TIP:

Students' writing and pictures may be a reference point for further discussion. For example, if an incident arises that you know has been illustrated by one or more students, you can show the drawings as a way to open up a discussion. Gender issues may be reflected in the students' work, most likely through expressions of feelings of exclusion (in games, lunch-room seating arrangements, etc).

4. Talk about what makes girls and boys feel welcome or unwelcome. Be sure to highlight the stories and art work that illustrate positive as well as negative incidents.