



Try "THIS"!

Grade-3

Lesson

2

Lesson Objectives – Students describe at least two helpful strategies to stop unkind teasing.

	Time	Page
Prepare Students	5 min.	68
Attention Grabber	5 min.	68
Explain/Demonstrate/Practice		
Stopping Teasers.	12 min.	69
Review	3 min.	71
Total Time	25 min.	

Equipment & Materials

- ✓ Chalkboard and chalk or poster paper and markers
- ✓ "Weird Word" list, in Appendix 3-2A.
- ✓ "Weird Word" story, in Appendix 3-2B.
- ✓ Brightly colored (fluorescent, if possible) sticker dots (one for each student in the class).
- ✓ Poster illustrating "THIS," in Appendix 3-2C.
- ✓ If including the additional practice activity: Teasing phrases from p. 71 written on individual slips of paper.

This lesson addresses the following content standards:

Michigan Standards		National Standards	
Physical Education	Health Education	Physical Education	Health Education
Standard #13	Standard #6 Standard #7	Standard #5	Standard #5

This lesson relates to Michigan Model for Comprehensive School Health Education:

Grade 3 Lessons, I-5: Asking For Help, I-6: Name That Feeling, I-7: Deciding What To Say and I-8: All About Anger.

Teacher Preparation

Prior to the start of this lesson:

- ✓ Make copies of:
 - "Weird Word" list, Appendix 3-2A, p. 73.
 - "Weird Word" story, Appendix 3-2B, p. 74.
 - "THIS" poster, Appendix 3-2C, p. 75.
- ✓ Ask students' classroom teacher to review nouns, verbs and adjectives with the students prior to your teaching this lesson.
- ✓ If including the additional practice activity: Teasing phrases from p. 71 written on individual slips of paper.

Key Message & Background Information for Teachers**Key Messages:**

I value people for who they are and what they do rather than what they look like.

Background Information:

Teasing is a fact of life. Almost everyone has been teased at some point or another. While some teasing is harmless, other types of teasing are hurtful and should be interrupted. At an extreme, teasing becomes bullying, and can be a precursor to violence and suicide. Unkind teasing can have a lasting negative impact on self-esteem. The aim of this lesson is to introduce children to defensive strategies that they can use to protect and empower themselves—and others—against teasers.

Prepare Students**5 min.**

Gather students together in a group seated on the floor.

Introduce the lesson:

- Last time, we also talked about how it can be hard to be different. Even though we understand that healthy bodies come in many different shapes and sizes, some people may still tease us for being different.
- So, today we're going to talk about different things we can do to get teasers to stop when they bother us or others.

Attention Grabber**5 min.****Tell** students:

- I wanted to read you a story today, but something very strange happened.
- When I looked at the story, I noticed that there were several words missing. I need your help to fill in the blanks.

Ask students for the following and record one response for each on Appendix 3-2A:

- I need the name of a dinosaur. (Record one response.)
- I need an adjective. (Record one response.)
- I need a second adjective. (Record one response.)
- I need a third adjective. (Record one response.)
- I need a fourth adjective. (Record one response.)
- Finally, I need a good action verb. (Record one response.)

Copy the words from the word list to the appropriate places in the story.

Read the story in Appendix 3-2B to students substituting their words where indicated in the story.

Tell students:

- You will soon learn what the teacher meant when she told (name of dinosaur from the story) to try "THIS."
- Even though the story seems humorous, the hurt from teasing is very real.

Ask students:

- How do you think kids your age feel when they get teased? (sad, angry, etc.)
- Why do you think kids tease other kids?

Tell students:

- Kids who tease others may do it to try to get power or be part of a group. Kids who tease often have been teased themselves and may not feel very good about themselves. Kids often tease to try to make themselves feel better.
- Almost everyone gets teased sometime in their life, and it would be hard to find someone who likes being teased. Since teasing hurts, it's important for us to know some ways we can try to stop people from teasing.
- Today we're going to spend some time learning about some different ways we can take control away from the teasers.

Stopping Teasers

12 min.

Explain/Demonstrate

Practice

Ask students:

- Have you found any good ways to stop teasers?

Teacher tip: *Be as accepting as possible of students' suggestions and use chalkboard or poster paper to record answers. Emphasize that violence is never a good choice, no matter how much anger a teaser provokes.*

Ask students:

- What do you think a teaser would do if the person he/she was teasing started to cry or got angry? (Accept all responses.)

Tell students:

- I have some ideas about how to take the power away from teasers. I have a trick that will help you remember what to do when you or someone you know is being teased.

Show students:

- "THIS" poster. Appendix 3-2C.

Tell students:

- To stop a teaser, try "THIS!"

T–Thank you!

H–Humor

I–Imagine or ignore

S–So!?

Briefly explain each of the strategies below:

Thank you–Teasers want to upset people. If you just pretend they're giving you a compliment, and say, "Thank you!" they're likely to lose interest in teasing you.

Humor–This is similar to the first one. Teasers want to make people angry and sad—not happy! If you smile, laugh, and say, "Very funny!" or "Good one!"—you may be able to make him or her stop.

Imagine–Use your powers of imagination to help you. Imagine you are dressed all in mirrors. When people say things that aren't nice, let the mirrors reflect those negative words up into the sky. The mean words cannot get into your heart to make you sad.

Ignore–One of the best ways to stop teasers is to ignore them. More than anything, teasers want to see a reaction. Pretend that you don't see or hear them and walk away. If you don't react, they are likely to get bored.

So?–By telling the teaser, "So?" or "So what?" you communicate that even if what they're saying is true, it doesn't matter to you. Teasers know that people don't get upset about things they don't care about. They're more likely to leave you alone if they know what they say doesn't upset you.

Start the practice activity by getting three to five volunteers.

Ask:

- Can I have some volunteers to act out some teasing scenes?.

Give all volunteers a colored sticker and have them place it on their noses.

Teaching Tip: *At the end of the lesson give every student a sticker.*

Tell students:

- Now we will be practicing the "Try THIS!" technique by acting out some scenes.
- I am going to pretend to be someone who is teasing the volunteers.
- The volunteers will respond to me using one of the "Try THIS" techniques.
- We will try one technique at a time with all the volunteers responding at the same time.

Teaching Tip: *Before going further, briefly review the different techniques of "Try THIS!" with the class.*

Say:

- OK, now we'll try "T." (Saying "Thank you.") Is everybody ready? I am going to pretend to be someone who is teasing you.
- You sure look funny with that sticker on your nose!

Allow the volunteers to respond, then debrief with the following question.

Ask volunteers:

- How did you feel responding to teasing with "Thank you?"

Ask class:

- How do you think that would work with a real teaser?

Repeat this exercise with each of the remaining four techniques. For each technique, ask volunteers and class for feedback.

Additional practice: *If time allows, organize the students into groups of four or five. Give one student in each group a "teasing phrase" from the list below that you have written on individual slips of paper. After the designated student in each of the groups has read a teasing phrase aloud to the other students in his/her group, have the group members take turns responding with one of the THIS techniques.*

Sample teasing phrases:

You're stupid!

I got a better grade than you did!

You're such a loser!

You can't do anything!

You're ugly!

*I don't want you on **my** team!*

What an ugly shirt.

Look at that outfit!

Review**3 min.**

Ask students:

- What does each letter of "THIS!" stand for and what does it mean?
- It's important to know these techniques because even if you don't get teased very much, you can use them to help others who may be bothered by teasers. You show compassion for others by helping them when they are teased.
- Remember, there is power in numbers. If you or anyone you know is being teased, you can form a small group. Then the group can use these same techniques all together to get the teaser to stop.
- There is one more thing you should know. Responding differently to the teaser may cause the teaser to try harder at first. Don't let this get you down. If you keep using the "THIS" technique, the teaser will lose interest and finally stop.

“Weird Word” List

Name of a dinosaur: _____

Adjective 1 _____

Adjective 2 _____

Adjective 3 _____

Adjective 4 _____

Action verb _____

“Weird Word” Story

This story is about a boy about your age. I won’t use his name because, well, because none of the kids ever used his real name. For as long as anyone could remember, kids just called him Name of a dinosaur . Nobody even knew why they started calling him that—that was just what they called him.

But he didn’t like being called Name of a dinosaur , and all the kids knew it. Calling him Name of a dinosaur was just one of the ways that he was teased, about everything. They teased him by saying his hair was Adjective 1 , his legs were Adjective 2 , his arms were Adjective 3 , and his eyes were Adjective 4 . The kids loved to tease him, because it would make him so upset. When they teased him, Name of a dinosaur would cry and stomp and shout back at the kids. Of course, that only made them want to tease him more. The other kids thought Name of a dinosaur ’s responses were very entertaining.

Then Name of a dinosaur thought to himself, “There must be a way to get them to stop. I hate it when they tease me!”

So he asked his dog, Spot, for some advice. “What can I do to get kids to stop teasing me?”

“Woof!” was Spot’s brief reply. Name of a dinosaur knew that wouldn’t help at all.

So he went to his neighbor, a very, very, old man who had lived for such a long time that he should have had all the answers for everything. But when Name of a dinosaur asked, “What can I do to get kids to stop teasing me?” The old man only suggested, “ Action verb .” The boy knew that was never going to work.

He asked several more people for advice, but none of them seemed to have any worthwhile ideas. Until, he asked his teacher. “Try THIS!” he/she replied! So he did. And you know what, it worked!

T – Thank you!

H – Humor

I – Imagine or ignore

S – So!?

