



Lesson Time: 20–30 minutes

## No Name Calling!

### Objectives & Outcomes

**Lesson Objectives:** Students will differentiate between teasing and name calling and work in small groups to create posters centered on slogans that promote respectful conduct.

**Lesson Outcomes:** *Students will be able to...*

- explain why it is important to use kind words.
- explain the difference between teasing and name calling.

**Subject Area Connection:** Language Arts, Art

### Background

Children and adults often perceive name calling as an accepted and inevitable part of childhood. Further, children may fail to differentiate between name calling and teasing. Children who protest against name calling may be accused of being too sensitive or not being a good sport. By recognizing name calling as unacceptable, students will be motivated to choose kind words and to promote the use of respectful language in their classroom.

This lesson will differentiate between teasing and name calling and ask students to actively participate in promoting kind and respectful language. Students will recognize that they can choose to have a positive or negative impact on other people. Students will take ownership of their word choices as they work to create and sustain an atmosphere of respect.

“Students will **recognize** that they can choose to have a **positive or negative impact** on other people.”

### Getting Ready

**Teacher Preparation:** To prepare for this lesson, read your class a story about name calling (optional).

**Materials Required:**

- chalkboard or whiteboard
- chalk or marker
- poster boards (per 3–4 students)
- markers

### Introduction and Modeling

Read the following scenarios to your class:

- Tim had never thought about the size of his ears until the kids in his class started calling him *Dumbo*. Now Tim is upset about his big ears.
- Rebecca always gets good grades. When her teacher was passing back the latest test, Juan said to Rebecca, “Let me guess. Did you get another failing grade, *Einstein*?” Rebecca laughed.

### Key Vocabulary

**kindness:** being sympathetic and/or helpful.

**courtesy:** being polite and considerate.

**teasing:** playful conduct that encourages friendship and goes both ways.

## Procedure

1. Write the terms *teasing* and *name calling* on the board. Ask students to decide if each scenario from the *Introduction and Modeling* section was an example of teasing or name calling.
2. Explain the difference:
  - *Teasing* is funny to everyone.
  - *Name calling* makes someone sad.
3. Explain that the first scenario is an example of name calling because it made Tim sad. The second scenario is an example of teasing because both Juan and Rebecca thought it was funny.
4. Ask students to give examples of teasing or name calling they have experienced. Discuss why name calling is both hurtful and disrespectful. Remind students that context matters. In the second example, if Juan had said the same words to Amy, who does not usually earn good grades, that could become an example of name calling.
5. If your class already has a rule about name calling, remind your students about it. If not, ask students to help you make a new rule for your classroom. Ask students to decide what the consequence should be for breaking the rule (e.g., A student who breaks the name-calling rule has to apologize and give the other person three “put-ups” which are the opposite of “put-downs”).
6. Explain that you would like students to create slogans promoting respectful conduct and a no name-calling school environment.
7. Divide the class into small groups. Give each group a poster and markers. Ask groups to come up with a no name-calling slogan and create a poster promoting it. Students should illustrate their posters.
8. Hang the posters in the classroom or around the school.

## Discussion Questions

- What is the difference between name calling and a nickname?
- Why do you think people call each other hurtful names?
- If you heard a classmate call another classmate a hurtful name, what would you do?
- If you called someone a hurtful name, what should you do?
- How do you think other students in our school will respond to our posters?

## Evaluation

- Ask students to explain the difference between teasing and name calling and why it is important to use kind words. Students in lower grade levels may share their thoughts during a class discussion. Students in higher grade levels may write their answers as a journal entry, essay, or in the form of a newspaper article.

## Tips for Tailoring this Lesson

### For Higher Grade Levels

- Ask students to create 30-second public service announcements based on their no name-calling slogans. Students can perform their PSAs for the class or film them to be broadcast to the whole school.
- Make the connection between name calling and verbal bullying.

### For Lower Grade Levels

- Decide as a class on a no name-calling slogan. Then break into small groups and have each group create a poster based on the slogan. Hang the posters around the school.

## Alignment to Standards and Frameworks

### Common Core State Standards: College & Career Readiness

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#### Anchor Standards for Speaking and Listening

**CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### Anchor Standards for Language

**CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

### Social and Emotional Core Competencies

Social and Emotional Core Competencies: the five interrelated sets of cognitive, affective and behavioral competencies associated with social and emotional learning as identified by CASEL. Collaborative for Academic, Social, and Emotional Learning [www.casel.org](http://www.casel.org)

#### Self-awareness

Students are asked to explain the difference between teasing and name calling and why name calling is hurtful and disrespectful. Students are reminded that they can choose to have a positive or negative impact on other people.

#### Social Awareness

Students are asked to use verbal, physical, and context cues to identify the feelings and motivations of others and use this knowledge to describe the others' perspectives.

#### Relationship Skills

Students are asked to identify why conduct that hurts others is wrong and to describe how to seek and offer help when needed.