

Responding to Teasing and Put-Downs

Simon's Hook

3rd Grade (Could be adapted for older and younger students)

Materials:

- Stuffed fish (optional)
- Simon's Hook by Karen Burnette
- Swim free strategy signs
- Go Fish Put-Downs
- Instead of Biting take away cards (one per student)

Review previous lesson. What did we talk about and what did they learn?

Anticipatory Set: In a Community Circle discuss put downs the students have received or heard others receive. Start the activity by asking "Has anyone ever teased you or a classmate? If so, what did they say?" Remind them not to use names of other students in their examples. Toss the stuffed fish to a student with their hand raised. The student shares and then tosses the stuffed fish to another student with their hand raised. This continues for ~5 minutes or until all who want to share have the opportunity to do so. Scribe on a chart or the board the put downs discussed. Have a few students share how it might feel to receive one of these put downs.

Stated Objectives:

- Students will learn and practice appropriate strategies for dealing with teasing and put downs
- Students will understand how their reaction to teasing and put downs can help them "swim free"

Modeled Practice:

Tell students today we are going to read a story about a boy named Simon. In the story Simon learns a very important lesson from Grandma Rose about how to deal with teasing.

Read Simon's Hook by Karen Burnette.

Guided Practice

- **Discussion Questions:**
 - What does "getting hooked" mean?
 - How did Simon's feelings change from the beginning of the story to the end?
 - What did Simon learn about managing put downs?
- **Review swim free strategies:** Post signs on the board. Have students repeat out loud and do gestures.
- **Do little or nothing. Don't react.** *Gesture: Hold thumb and pointer finger a small distance apart.*
 - It's not a big deal unless you make it a big deal.
 - Look at them, then go back to what you were doing.
 - Say things like: "Whatever..." "Really?" "That's interesting." "Thank you for telling me."

- **Agree with the hook.** *Gesture: Thumbs up.*
 - Say: “You’re right, I am.” “It’s true.”
 - You can agree that it happens *sometimes*.
 - Kind-of agree: “That *could* be.” “*Maybe* I am.” “You’re *probably* right.”
- **Distract the fishermen. Change the subject.** *Gesture: Point off to distance.*
 - Point to something else.
 - Ask them a question.
 - Talk on and on and on about something.
- **Laugh or make a joke.** *Gesture: Cover mouth and say ha-ha-ha.*
 - Tease or make a joke out of the hook.
 - Laugh at yourself.
 - Make sure you don’t laugh at or make a joke about them.
- **Stay away from the hooks. Swim in another part of the sea.** *Gesture: Use your palm and have your fingers walk away on top of palm.*
 - Stay away from people who throw hooks.
 - Find something else to do. Keep busy.
 - Leave.

Go Fish Game

Place fish with put downs written on them, face down on the floor or a desk. Randomly call on students to come up and pick a fish. Have them read the put down aloud. Give students in the class time to create an appropriate response using one of the swim free strategies. Use random calling sticks to call on classmates to share their responses and others to then identify which of the five swim-free strategies their classmate used. Reinforce correct answers.

Note: You may give to each child their “Things to do instead of biting...” cards before you play the game so they have something to refer back to. Once this session is over suggest to them that they keep their card in a safe place, to refer back to if they find themselves in a future put down situation

Example put-down statements for game: Print fish (attached below) on colored paper. Print put-downs below on label paper and attach to colored fish. Laminate for durability.

“Nice shirt! Where’d you get it? The dump?”

“That was a stupid joke.”

“You are so dumb!”

“Really? How dumb can you honestly be to think that would work!?”

“I’m having a birthday party and you are not invited.”

“Why would anyone pick you?”

“Why is it taking you so long to finish your homework, slowpoke?”

“That game is for babies.”

“Did your mommy do your hair for you today?”

“Nice hair. Did you cut it with a weed-whacker?”

“Hey, four-eyes!”

“Hey shorty, how’s the weather down there?”

“Watch where you are going, loser!”

“Freckle face!”

“Are you too chicken to do it? Bawk bawk bawk!”

“Get lost!”

“Our team is way better than yours. We are going to crush you guys.”

“I don’t like you.”

“I can’t believe you got that question wrong. Even kindergarteners know that.”

Closing:

Think/Pair/Share

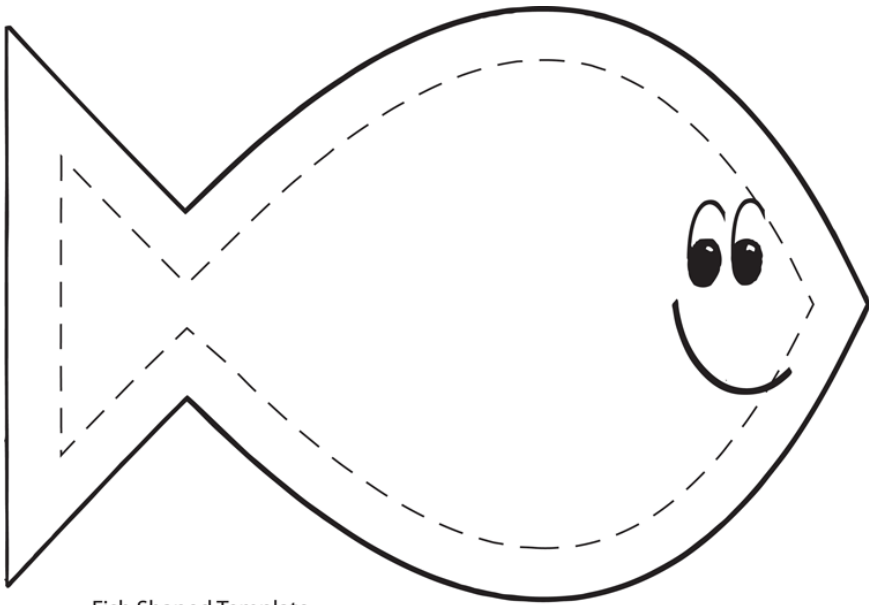
- What did you learn from Simon's story? How can we use what we learned as 3rd grade students?
- **Remind students that they are in control of being free fish and they have the power to choose to swim free and not take the bait!**

American School Counselor Association (ASCA) National Standards:

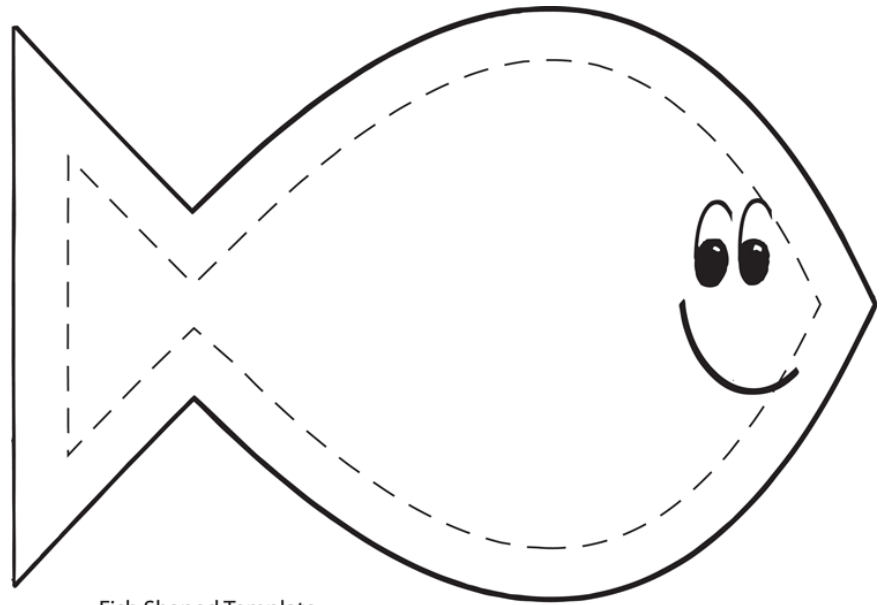
- Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
 - PS:A1.6 Distinguish between appropriate and inappropriate behavior
 - PS:A1.7 Recognize personal boundaries, rights and privacy needs
 - PS:A1.8 Understand the need for self-control and how to practice it
- Standard B: Students will make decisions, set goals and take necessary action to achieve goals.
 - PS:B1.3 Identify alternative solutions to a problem
 - PS:B1.4 Develop effective coping skills for dealing with problems
 - PS:B1.6 Know how to apply conflict resolution skills

Assessment:

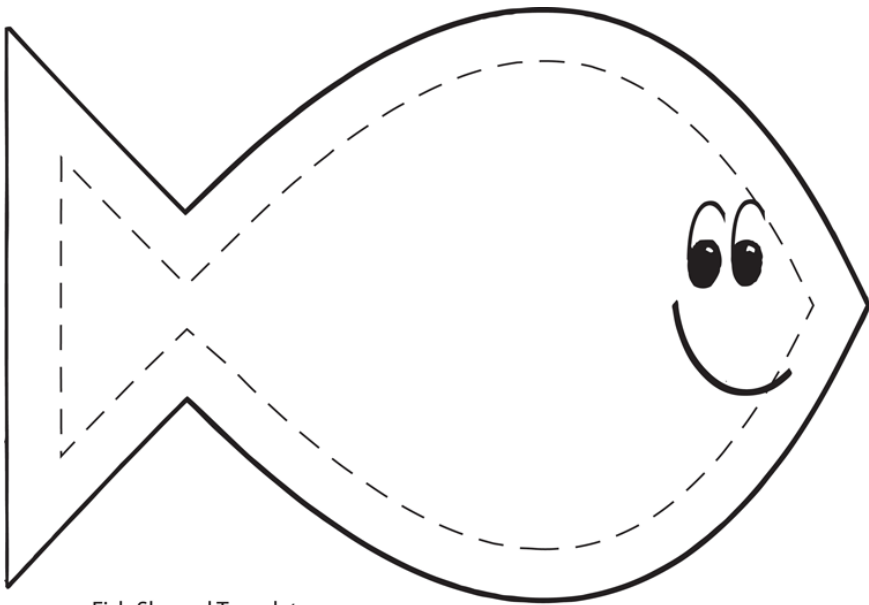
- Students will correctly use the strategies for handling put downs in their responses to Go Fish game



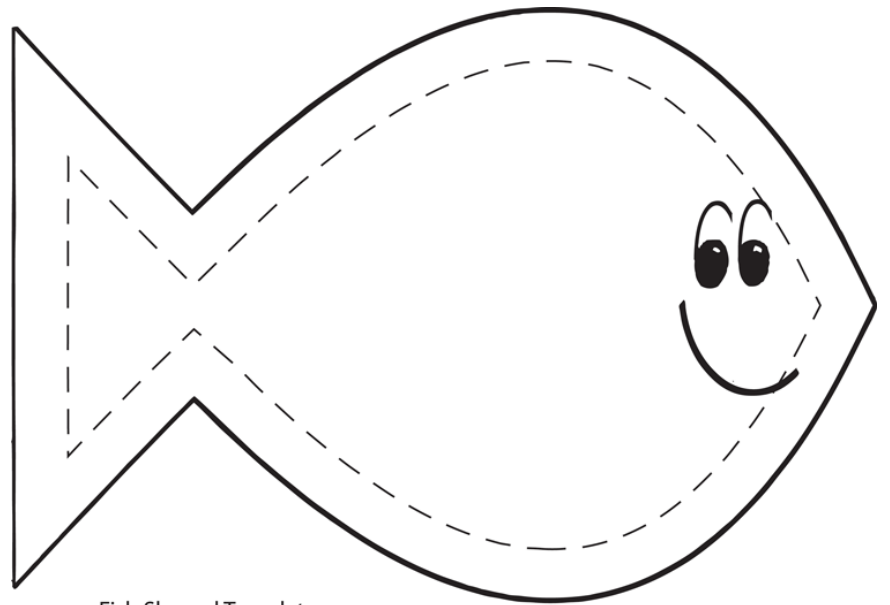
Fish-shaped Template



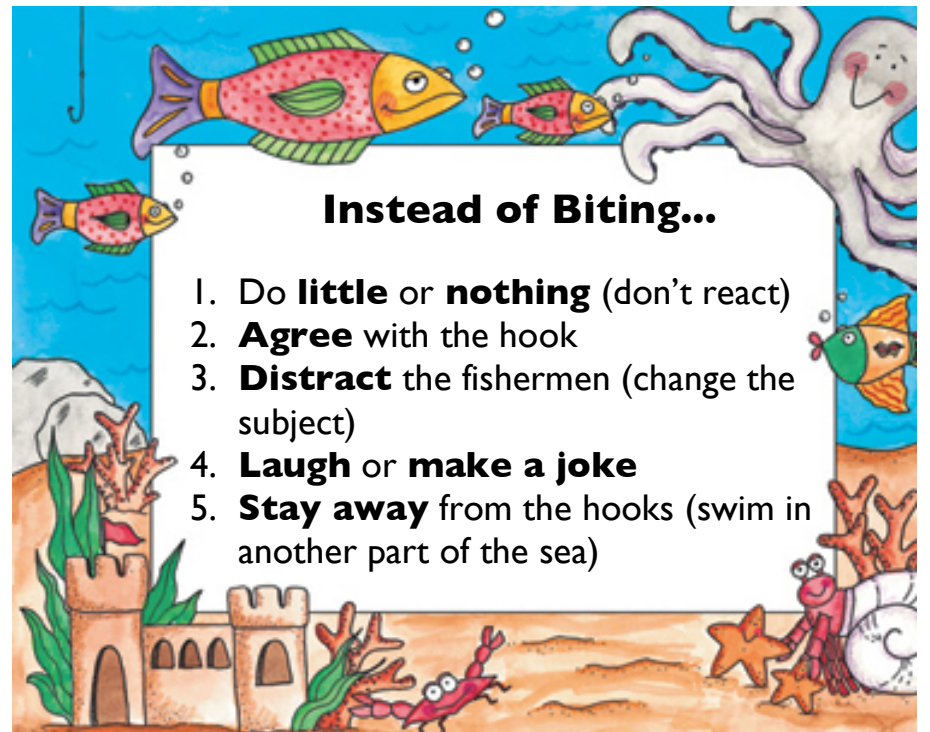
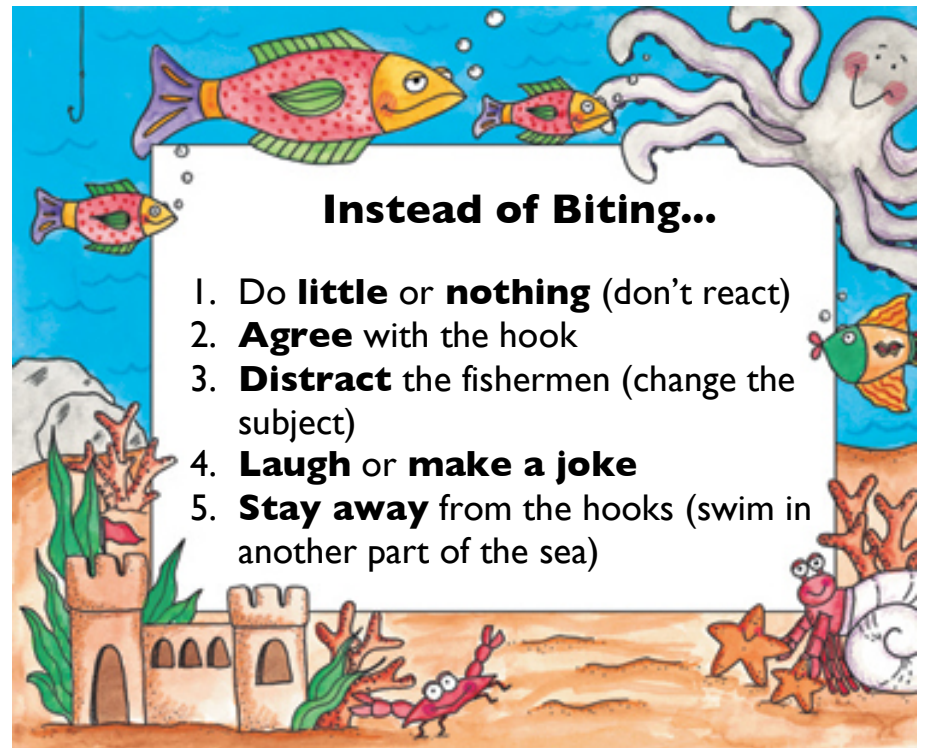
Fish-shaped Template



Fish-shaped Template



Fish-shaped Template



DO LITTLE

OR

NOTHING

(DON'T

REACT)

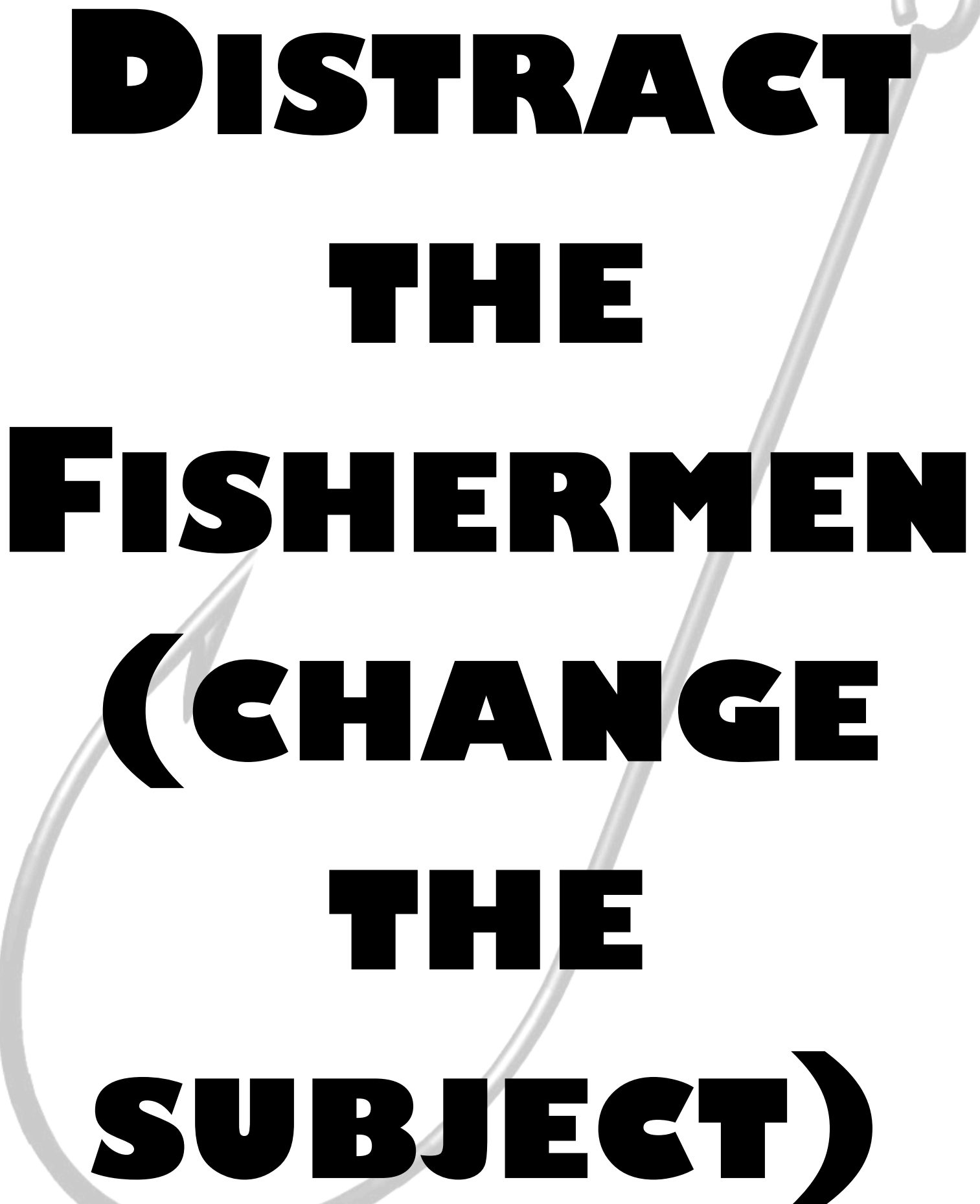


AGREE

WITH

THE

HOOK



**DISTRACT
THE
FISHERMEN
(CHANGE
THE
SUBJECT)**



**LAUGH
OR MAKE
A JOKE**



**STAY
AWAY
(SWIM IN
ANOTHER
PART OF
THE SEA)**