

DEALING WITH TEASING AND CRITICISM

OBJECTIVE

Students will learn how to use "visualization" as a way of calming down when they become upset

TIME ALLOTMENTS

10 minutes - Introduction &
Role Plays
15 minutes - Small Group
Activity
5 minutes - Large Group
Activity
15 minutes - Freeplay Period
15 minutes - Debrief

MATERIALS

1. Name tags
2. PLAYGROUND BEHAVIOR GAME
supplies
3. Puppets
4. Pictures of turtle mounted on
construction paper

PRESENTATION AND PROCEDURE

< Before beginning lesson have children sit in assigned small groups

I. INTRODUCTION AND ROLE PLAYS (10 minutes)

- A. Explain to students that during today's lesson they will be learning a trick to calm down when someone is teasing you.
- B. Role play by classroom teacher and LIFT instructor with two puppets of situations which provoke one of them to be upset with the other. For example, one puppet may make the following sorts of mean comments to the other:

-- *"What do you mean you can't read that word? That's so easy!"*

-- *"You look really silly! I think I'll call you Silly Zilly. Silly Zilly! Silly Zilly!"
(mocking tone)*

C. The puppet reacts in each case by becoming really upset and either crying or replying with comments that are just as mean, so that the negative interaction escalates.

D. Discuss the reaction with the class. Ask:

-- *"How many would react in the same way?"*

-- *"Is it the best way to react?"*

-- *"Can you think of other ways to react?"*

-- *"What might those other ways be?"*

E. If possible have a turtle puppet introduce the "Turtle Trick."

I'm going to tell you about the "Turtle Trick". The "Turtle Trick" is a trick you can use to help calm yourself down when someone is bothering you. We all get mad when people tease or call us names. When someone bothers you, just imagine you are a turtle and go into your shell. When a turtle is not upset he looks like this: (Show the class a picture of a turtle). What does a turtle do if someone bugs it? It goes into its shell. (Show the picture of the turtle in its shell.) When the turtle goes into its shell it is safe, no one can hurt it and it can't hurt anybody else.

F. Ask the children to imagine they are a turtle.

Now imagine someone is bugging you and you pull into your safe shell so you don't do or say anything mean. Doesn't it feel good to be in your shell? It's nice and warm and safe. You can't get into trouble and you have time to think about what you can do to keep from getting into trouble.

G. LIFT instructor should circulate at this time checking students visualization.

NOTE: Some students might be physically pulling themselves into their shirts rather than imagining. Discuss the importance of imagining to be a turtle rather than physically pulling their head into their shirt so that others do not think they look silly.

II. SMALL GROUP ACTIVITY (15 minutes)

A. Instead of breaking into four groups, break into only two groups by combining groups. The LIFT instructor and classroom teacher can each lead a group.

B. Have the students develop a list of times at school when using the "Turtle Trick" could be helpful for them.

C. The group leader should pick two students to role play a situation on the list. Be sure to be sensitive to choosing two students who interact well together, so that real-life problems do not arise. Instruct the rest of the class to shout out "Use the Turtle Trick" just at the moment when the provoked student might lose his/her temper. The provoked player tries to imagine going into a shell. Do as many role plays as time allows.

III. LARGE GROUP ACTIVITY (5 minutes)

- A. Briefly discuss the fact that the "Turtle Trick" is good to use when you have a problem like someone is bothering you and you don't want to get upset. It's a way to calm down and when you are calm you can think of solutions to the problem.
- B. Read together the list of playground rules
- C. Remind students that positive behavior will be rewarded.
- D. Instruct students to try to use the "Turtle Trick" on the playground if someone makes them angry.
- E. Remind students each team only has __ points and that if they have __ or more points at the end of recess they will get stickers and a part for the Progress Chart.

IV. FREEPLAY PERIOD (15 minutes)

- A. Class has outside free time.
- B. Allow 2-3 minutes for students to transition back into the classroom and take their seats.

V. DEBRIEF (15 minutes)

- A. Review positive behavior. Discuss the play period group activities. Did anyone need to use the "Turtle Trick"?
- B. Review negative behavior.
- C. Award incentives/Progress chart
- D. Collect name tags.

TURTLE PICTURE

TURTLE IN HIS SHELL PICTURE