

#9096

DON'T CALL ME NAMES

SUNBURST COMMUNICATIONS
2000
Grade Levels: K-3
15 minutes



DESCRIPTION

Young children learn what to do when name-calling happens to them. Vignettes show why people call names, the effect it has, what a person can do to stop it, and how important it is to speak up for a friend.

ACADEMIC STANDARDS

Subject Area: Health

- Standard: Knows how to maintain mental and emotional health
 - Benchmark: Identifies and shares feelings in appropriate ways

Subject Area: Working With Others

- Standard: Uses conflict resolution techniques
 - Benchmark: Understands the impact of criticism on psychological state, emotional state, habitual behavior, and beliefs
 - Benchmark: Understands that three ineffective responses to criticism are (1) being aggressive, (2) being passive, and (3) being both

INSTRUCTIONAL GOALS

1. To examine what motivates some children to call others derogatory names.
2. To demonstrate some positive strategies to stop this kind of bullying.
3. To emphasize the importance of standing up for others who are being called names.

BEFORE SHOWING

1. Have you ever been called unkind names by other children? How did it make you feel?
2. Why do you think people call other people names?
3. What advice would you give someone who is the victim of a name-caller?


AFTER SHOWING

Discussion Items and Questions

1. Was Caleb having a good day? How did Janet's name-calling make things worse for him?
2. Have you ever been called names by someone? Do you know why they did it? How did it make you feel?
3. Did Caleb do the right thing by calling Janet names and pushing her? What would you have done?
4. Have you ever called anyone names? Why did you do it? How did it make you feel?
5. Why did Lisa call Taylor "Taylor the Sailor"? Why did she think Taylor wouldn't mind? How did Taylor feel about it?
6. Why did Roger call Marcie "Peanut"? Why did he think she wouldn't mind? How did Marcie feel about it?
7. If a good friend called you a name that you didn't really like, what would you do?
8. Are name-callers trying to be mean? What other reasons could they have?
9. Have you ever tried to stop someone from calling you names? What did you do? What happened?
10. Can you suggest any ways to stop name-calling that haven't been mentioned in the video? Tell about them.
11. Do you think it takes courage to tell someone to stop calling you names? Why might someone be afraid to do this?
12. In your own words, tell why you think name-calling is wrong.
13. Why do you think the kids made fun of Hector for being smart? How do you think this made him feel?
14. Has anyone ever made you feel embarrassed or guilty just because you were really good at something?
15. Do you think it was a good idea for Hector to give the teacher an answer that he knew was wrong? If a friend of yours did this, what would you say to him/her?
16. Why do you think the kids stopped calling Hector "Mr. Brainy Head" once he began to ignore them? Why?
17. Do you think Megan was silly for being afraid of ghost stories and dark rooms? Explain your answer.
18. How would you have felt if you were Megan?
19. What do you think might have happened if Chelsea hadn't told Katie how name-calling made Megan feel?
20. Have you ever stood up for a friend the way Chelsea stood up for Megan? What happened? How did it make you feel?

Applications and Activities

1. Ask students to think of different reasons why it's wrong to call someone names. Put all the ideas together in a book and title it, *I'm Not A Name-Caller*. Write one reason on each page and have children draw or cut out pictures to illustrate each idea.
2. Choose one of the vignettes from the video, or let children make their own choices. Invite students to "act out" their own versions of the story, using their own words, movements, facial expressions, etc.

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3. Hold a class discussion on the reasons why it is wrong to call someone names. Try to touch on the following: name-calling can embarrass someone and hurt their feelings; a person who is teased by a name-caller may feel inferior to everyone else; unkind nicknames sometimes stick with a person for many years. Create a cooperative poster showing on one side why name-calling is wrong and on the other side, things you can do to stop name-calling.
 4. Have the class discuss what it feels like when someone calls you names:
 - a. Do you get a nervous or tense feeling inside of you?
 - b. Do your hands start to shake?
 - c. Does your heart feel like it's beating very fast?
 - d. Do you feel like crying or screaming?
 - e. Do you feel ashamed or embarrassed?

Write a list of all the feelings the children come up with. Help children understand that all these feelings are normal reactions to being called names, and that they are all good reasons why name-calling is wrong.

5. Ask children to keep track of all the incidences of name-calling that they notice on TV, in their reading, or at the movies in the course of a week. Hold a class discussion on their findings.
6. Ask children to discuss their feelings about ghost stories and spooky movies. Do they enjoy them, or are they frightened by them? Encourage students to relate their favorite ghost story, if they have one, and to make a drawing to illustrate it.
7. Have children role-play the situations from the video, or situations that they make up, to show what they have learned about name-calling and how to deal with it.
8. Cover a cardboard box with colored paper and cut a slit in the top. Write the words "No Name-Calling" on the box in large letters. Ask children to be aware of any name-calling they hear in the classroom, and to write (but without mentioning names) what they heard on a piece of paper and place it in the box. Periodically, remove the papers from the box, count them, and review them with the children. Help the children understand that these names are unacceptable and that they can work towards reducing the number of papers that are placed in the box each week.
9. Have the children discuss the most common nicknames they have heard. Make a list on the board.
10. Invite students to draw "before" and "after" pictures or comic strips that show how a person who is being called names stands up to the name-caller in the end. Display the picture on the bulletin board.
11. Ask the children to write or dictate stories about how they successfully used one of the tips from the video. Display these stories on the bulletin board.
12. Give children a sheet of construction paper and ask them to make a poster proclaiming that there will be no name-calling in your classroom. Display the posters on the bulletin board and all around the classroom.

SUMMARY

Name-calling is an age-old problem that most schoolchildren encounter at one time or another. Young children are very sensitive to verbal abuse from others, and when they are unable to deal with name-calling by their peers they may suffer emotional wounds such as depression or low self-esteem that in some cases can last a lifetime. Children who learn to stand up to name-callers often have increased feelings of self-worth. In order to cope with

name-calling, children need to develop techniques for dealing with mean, derisive and derogatory remarks from other children.

By viewing this video, children will learn what motivates name-callers and what methods can be used to discourage this behavior. By identifying with the characters and the familiar situations shown in the video, children will be better equipped to deal with this common problem in a direct and effective manner.

RELATED RESOURCES



Captioned Media Program

- Ashok by Any Other Name #3333
- Let's Be Friends #3265
- What's Respect? #3539



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **HOW TO DEAL WITH A BULLY**

<http://www.mcgruff.org/tpbully.htm>

From the National Crime Prevention Council, McGruff gives tips on how to deal with a bully. Also, view a cartoon slide show on how Scruff and his friends handle a bully.

- **KIDSHEALTH**

<http://www.kidshealth.org>

There are sections on this site for parents, kids, and teens. Types of bullying, including verbal bullying such as name-calling, spreading rumors, and persistent teasing are reviewed and suggestions for dealing with the problem are provided.