



LESSON PLAN: STAYING SAFE IN THE FACE OF NAME-CALLING

OVERVIEW: This lesson provides students with concrete strategies for what to do if they are being called names or bullied so that they can stay safe and healthy. Students will work cooperatively to really flesh out the four elements of SAFE, and will complete individual storyboards to illustrate the use of one of the four strategies to deal with a bullying situation.

OBJECTIVES:

- Students will be able to share what they know about incidents of name-calling in school.
- Students will be able to describe what they want to know about how to deal with name-calling in school.
- Students will be able to identify four strategies (SAFE) for dealing with bullying in school.
- Students will be able to apply one of the four strategies to a scenario of their own invention so that they begin to feel comfortable using one or all of the elements of SAFE.
- Students will be able to visually represent and display their ideas about how to deal with name-calling somewhere in the classroom or the school as a reminder of how to use the SAFE strategies.

AGE/EXPERIENCE LEVEL: Adaptable for K-5 (see suggestions in Adaptations section below)

TIME: 1-2 class sessions, 30-45 minutes each

MATERIALS: chart paper; markers; *KWL* Chart Handout copied as needed; pencils; *Staying SAFE* Handout copied as needed; *SAFE* Venn Diagram Handout copied as needed; *Storyboard* Handout copied as needed; crayons/colored pencils

PROCEDURE:

Part 1 – KWL Chart (10-15 minutes)

Pose to students the following question:

What can I do when someone is name-calling or bullying me in school?

Using the question as an impetus, work as a class to fill out the “K” and “W” sections of a group KWL chart (see handout for setup) – “K” representing what students “Know” about how to deal



with name-calling and bullying in school, and “W” representing what students “Want” to know or need help with in regards to dealing with name-calling and bullying. As the large chart is being filled in, students may fill in an individual copy of the *KWL* Chart Handout as well.

When the first two columns have been completed and students have had a chance to express their thoughts as well as their questions about dealing with name-calling, set the chart(s) aside for use later in the lesson.

Part 2 - Venn Diagram (20-30 minutes)

Introduce students to the four strategies for dealing with name-calling and bullying that are illustrated by the acronym **SAFE** – **S**ay what you feel, **A**sk for help, **F**ind a friend, and **E**xit the area (see handout). Working through each strategy one at a time, pose the following questions to students to prompt discussion and to facilitate filling in the four-part *SAFE* Venn Diagram Handout, either as a group or individually:

- What do you think this strategy means?
- When could you use this strategy?
- What could be a positive result of using this strategy?
- What could be a negative result of using this strategy?
- Is there a time when it would be best *not* to use this particular strategy?
- What might you do instead?

As students work through each strategy, encourage them to make connections between the strategies, and use these similarities to fill in the overlapping parts of the *SAFE* Venn Diagram Handout. Suggest to students that what unites all four strategies is an outcome of safety, and highlight the fact that none of the strategies involve calling names back or otherwise escalating the situation.

When students have thoroughly brainstormed about each of the four *SAFE* strategies, distribute and then read to/with students the information on the *Staying SAFE* Handout. Discuss any further thoughts students have on the various strategies. Confirm for students that they should always use the strategy or strategies that feel most comfortable to them in the moment, and that it is ok to use different strategies for different situations that may arise.

Part 3 – Storyboards (20-30 minutes)

Present to students instructions for the next part of the lesson, which involves each person creating a storyboard or cartoon that tells a story about a name-calling or bullying incident (which can be real or made up), and illustrates the use of one of the four *SAFE* strategies successfully. Demonstrate to students how to use a storyboard; distribute the *Storyboard*



Handout and highlight that each box should represent one moment of the story, and can be filled in with pictures alone or with pictures and words together. Encourage students to pick the strategy they wish to illustrate on their storyboard, or assign students strategies to work on so that all four are equally represented.

If time allows, allow students to share their storyboards, either in small groups or to the entire class. Display the students' creative work around the room for others to see, ideally grouped by the strategy illustrated. This will serve as a visual reminder of SAFE, and can continue to help students access healthy ways of dealing with name-calling all year.

Part 4 – KWL Follow-up (10-15 minutes)

As a wrap up activity, have students share ideas to complete the final “L” column of the KWL chart with what they “Learned” about how to deal with name-calling and bullying in school. Make sure all four strategies of SAFE are reiterated, and if possible display the KWL chart(s) in the classroom as a visual representation of the students' work on this topic.

ADAPTATIONS:

For lower grade levels: Prior to filling in the KWL chart as a large group, review with students what it means to put someone down or call someone a name, and how and why this can be hurtful. Ask students to think of a time when they or someone they know were called a name as they contribute ideas to the KWL.

Provide support for students in the discussion of the SAFE strategies in Part 2; be explicit about what each strategy means by distributing and reading the *Staying SAFE* Handout before asking students the prompt questions.

To keep students on track during the storyboard activity, circulate the room and ask each student to provide you with a quick verbal “headline” about which strategy they are creating a storyboard for and how their story will go.

Allow students to plan their storyboard in a small group, and then ask each student to draw a storyboard of their own to tell the story developed by the group. Or, ask students to work in pairs for both the planning and the drawing stages.

For higher grades levels: Ask students to do a very quick written brainstorm for the “K” and “W” sections of the KWL chart before coming together to share ideas and fill it out as a class.

Challenge students to work individually or in small groups to brainstorm what they think one (or all) of the SAFE strategies mean. Present the prompt questions, but give students time to flesh out these strategies first before turning to the *Staying SAFE* Handout.



Allow students to complete more than one storyboard if they have ideas for what more than one of the SAFE strategies would look like when put into action.

Do a *round-robin* storyboard activity in which students sit in groups of six and fill in one square of a storyboard before passing it to the next person, and so on. The result is six cooperatively created storyboards; let each student choose one to explain to the whole class.

EXTENSION/ASSESSMENT:

- As a follow up to this lesson, students can work in groups to prepare skits that illustrate the four different strategies embodied by the SAFE method of dealing with name-calling and bullying in school. Arrange for students to perform the skits for another class or group of classes in the school (ideally a younger group of students), and empower students to use their skits to help teach the other students how they too can deal with name-calling and bullying in a safe and healthy way.
- Additionally, assist students in planning and implementing a set of interviews or questionnaires with other classes in the school that probes how comfortable the general school population feels in dealing with name-calling and bullying in school. The interviews or questionnaires can replicate the first two questions of the *KWL* chart – what do students already know, and what do they want to know? Encourage students to present the results of their research to the principal or another school administrator along with a plan for how to help answer the questions students have about how to deal with name-calling and bullying.

Literature suggested for extension of lesson themes (see the *Suggested Literature* supplement):

The Recess Queen

by Alexis O’Neill (PreK-2)

Name Calling

by Itah Sadu (PreK-2)

Just Kidding

by Trudy Ludwig (PreK-2, 3-5)

The Night the Bells Rang

by Natalie Kinsey-Warnock (3-5)

Colder than Ice

by David Patneau (3-5)



KWL CHART

What I Learned	
What I Want to Know	
What I Know	



STAYING SAFE

If you are being called names or bullied, remember the four ways to stay **SAFE**:

Say what you feel

Ask for help

Find a friend

Exit the area

What does **SAFE** mean?

1. Say what you feel

Telling a person who is teasing you or calling you names the way that their words or actions make you feel can be a great way to let that person know that you don't like what they are doing. You can start your sentence by saying something like "When you say/do _____ to me, it makes me feel _____." Being angry or sad when someone is bullying you is ok, and it is ok to let that person (or someone else) know what you are going through.

2. Ask for help

Sometimes you can handle name-calling and bullying yourself (possibly by using one of the other SAFE strategies). But sometimes you need to ask for help, and that's ok. If a person who is calling you names is making you feel scared that you might get hurt, you can talk to a teacher or other adult about what is going on. Asking for help is not about tattling – it's about taking care of yourself and staying safe.

3. Find a friend

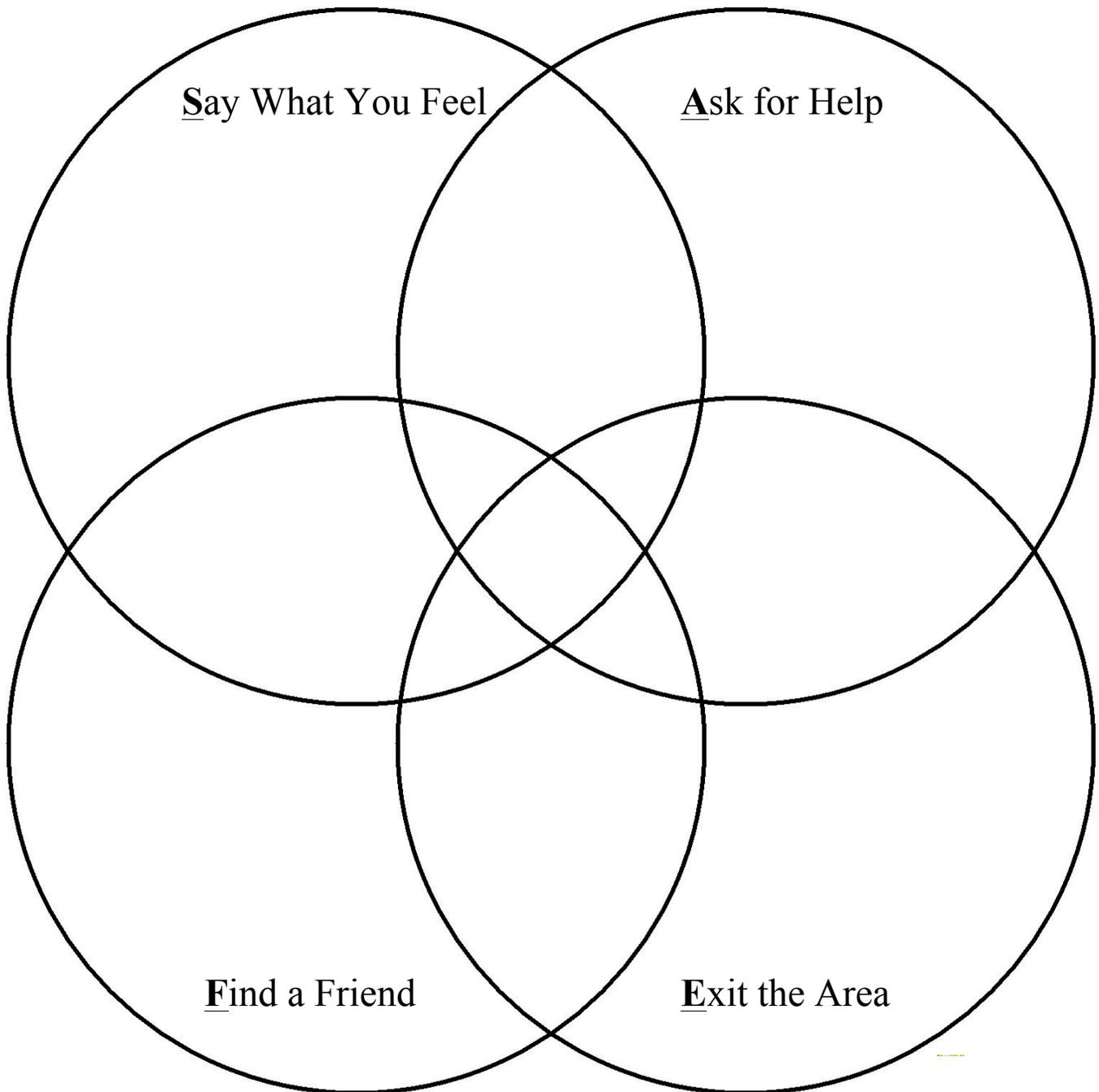
Some people who call names or bully others like to pick times and places when no one else is around because it makes them feel safer. That's why sometimes you can end a bullying situation just by finding another person or people to be around or spend time with. Hanging out with people who make you feel good about yourself is important, and the person calling names might think twice before picking on you when you're with your friends.

4. Exit the area

While it might feel like you aren't doing anything at all, sometimes walking away from someone who is picking on you is the best way to end things. Some people who tease want you to get upset, and while it's perfectly normal to feel hurt, angry or sad if you are being called names, sticking around the person hurting you may just make things worse. So, if you can, find a way to exit the area where the teasing is happening.



SAFE VENN DIAGRAM





celebrate
KINDNESS

NO NAME-CALLING WEEK
GLSEN[®]

STORYBOARD
