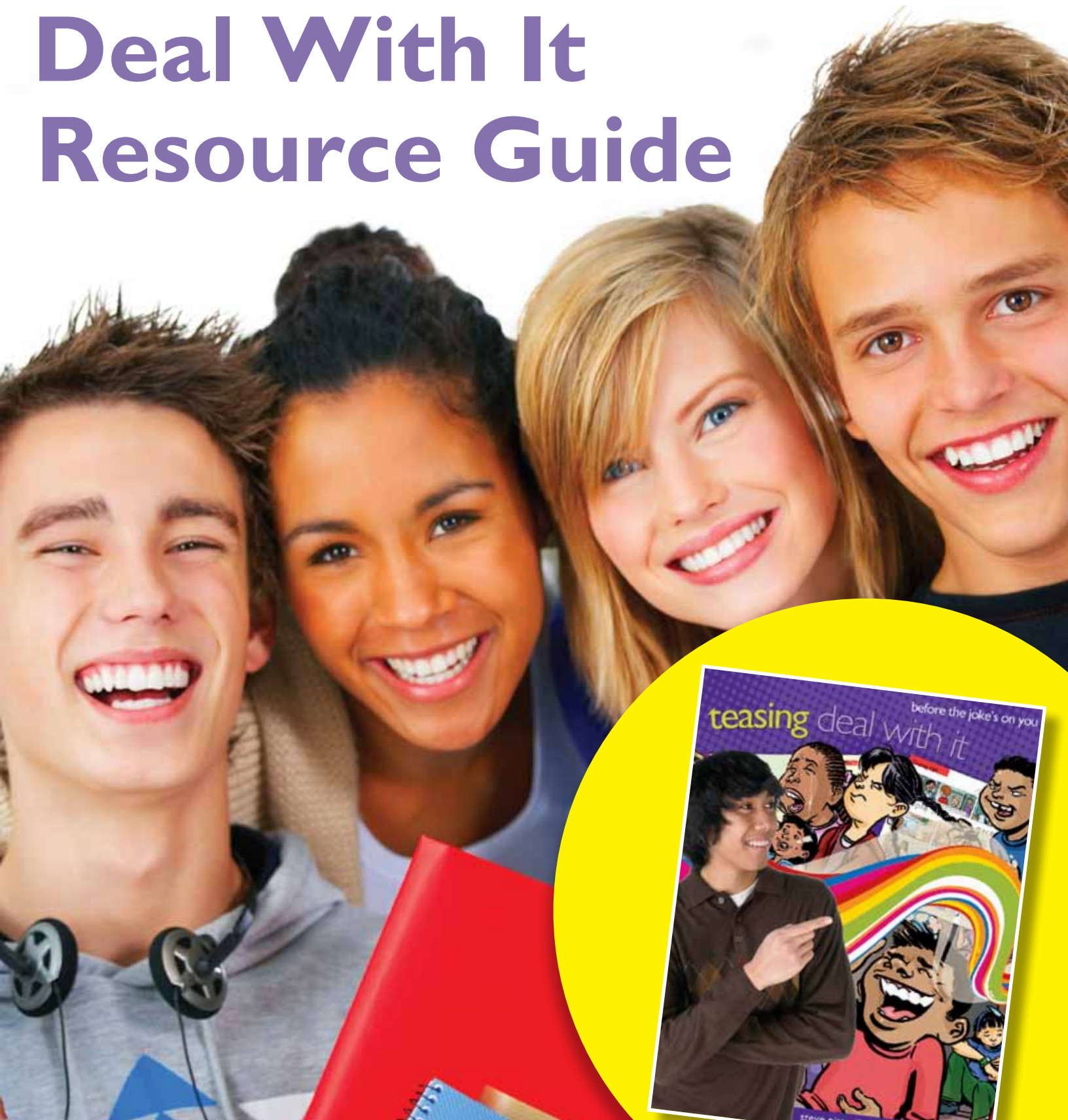


Teasing: Deal With It Resource Guide



LORIMER

James Lorimer & Company Ltd., Publishers, Toronto

How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

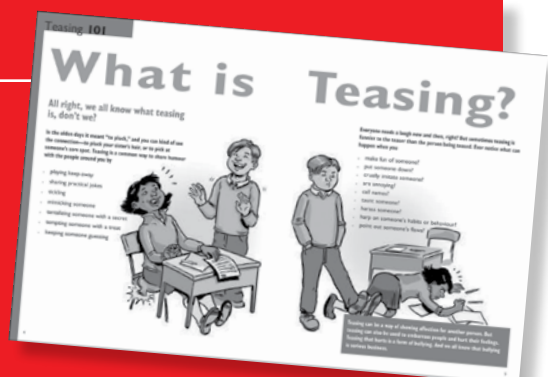
Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Teasing: Deal with it before the joke's on you

Teasing is a type of humour that points out someone's faults or idiosyncrasies. It can be used to show affection, but it can also cause harm by embarrassing someone or hurting their feelings. **Teasing: Deal with it before the joke's on you** and the accompanying resource guide were created to give students suggestions on how they can be more aware of the negative effects teasing can have and how to address conflicts that can arise when teasing goes too far.

It is important that students understand that while humour has its place, it is never all right to use humour as a weapon to hurt or bully others. As they explore the different situations given in the **Teasing** book and work with the suggested discussion questions and activities in this guide, they will learn the difference between good-natured ribbing between friends and when teasing goes too far. By exploring this topic from different perspectives — the Joker, the Picked-on, and the Witness — students will feel included and get a chance to see other sides of the issue. This approach will give students the opportunity to share their own experiences and learn from their fellow students.



Before You Begin

Here are some tips and suggestions to help plan your teasing unit:

- Gather as many materials as you can about teasing, including **Teasing: Deal with it before the joke's on you**. (See More Help on page 32 of **Teasing** for a listing of materials.)
- Decide on the scope of your study, based on the grade level you teach and the needs of your students.
- Prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Encourage students to bring in their own books and movies that deal with teasing. Ask volunteers to present their materials as part of the discussions.
- Draft a template for a note of congratulations for kids that do a good job of dealing with teasing throughout the year. When you notice a student doing well, write a personalized comment on the letter acknowledging that they've done a great job.
- Decide on the amount of time that you plan to spend on this theme.

Teasing 101

Highlights

- Teasing is a common way to share humour with the people around you by:
 - ☛ playing keep-away
 - ☛ sharing practical jokes
 - ☛ tickling
 - ☛ mimicking someone
 - ☛ tantalizing someone with a secret
 - ☛ tempting someone with a treat
 - ☛ keeping someone guessing
- Teasing can be a way of showing affection for another person, but it can also be used to embarrass people and hurt their feelings. When teasing is meant to hurt someone, it is a form of bullying.
- People may tease each other to exclude, make a point, embarrass, or intimidate.
- Some people might tease because they have learned that:
 - ☛ people like to be entertained
 - ☛ people notice them when they tease others
 - ☛ they feel powerful when others seem afraid of them
 - ☛ they like to be the center of attention
 - ☛ they can get away with it
 - ☛ they think it is acceptable to pick on other people
- Teasing can happen to anyone, anywhere.

Discussion Questions

- How would you define teasing? Do you think this is an acceptable form of humour? Why or why not?
- Have you ever teased anyone in an affectionate way? How is this different from teasing someone in order to hurt him or her? Explain your thinking.
- Have you ever been teased? How did it make you feel? How did you feel about the person teasing you?
- Have you ever thought up different nicknames for people? Has anyone given you a nickname? What was it based on? Do you think this is teasing? Are there some nicknames that are unacceptable? Explain your thinking.
- When does teasing become hurtful? What are some examples of hurtful teasing?
- Do you think adults tease each other? Can you think of any examples of adults teasing each other in the media? Do you think adults can be hurt by teasing?
- How might you tell if someone is just joking with you or if they are really making fun of you? How might you talk to them about the teasing and let them know you don't appreciate the jokes?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Mathematics (I/G)	Tell students that they are going to be “Teasing Detectives.” Over a period of two to three days, have them record all the teasing that they notice, noting where and when they see it, who was doing it, and what it was about. Have students tally and graph their results. Ask students to present their findings to the class and discuss them as a group.
pp. 2–5	The Arts (drama) (G)	Divide the class into small groups. Ask each group to come up with a situation to role-play based on the lists on pp. 4–5. Have each group present their play to the class and ask the other groups to decide if the situations are funny (someone is just joking) or if it is hurtful teasing. As a class, discuss what they can do to resolve the situation in a positive way.
pp. 6–7	Language Arts/ Guidance and Career Education (P/G)	As a group, brainstorm a list of words that might be associated with teasing and record them on the board. Have students work in pairs to discuss why they associate these words with teasing, what emotions they connect to these words, and situations in which these feelings might come up. Ask pairs to present their findings to the class and discuss how this activity helped them to think about teasing in new ways.
pp. 8–9	Social Studies/ Media Literacy (G)	Have students work in small groups to research news stories about current events that involve teasing (e.g., cyberbullying, politicians poking fun at each other, etc.). Encourage students to think about how teasing is treated in the media. Have students present their findings to the class and discuss the place of teasing in the media and what it has taught them about teasing in the classroom.
pp. 10–11	Language Arts (I)	Have students write an anonymous “Dear Conflict Counsellor” letter asking for advice on a problem involving teasing. Ask them to exchange and answer someone else’s letter, offering them advice and support.
pp. 12–13	Language Arts/ Media Literacy (G)	As a class, design a web page to help prevent teasing. Have students work together to decide on the content and how it will be laid out. Encourage them to write articles and helpful tips. Ask them to look for other websites that they can link to for further information. As a culminating task, have students create the pages of their website by hand or using design software.
pp. 12–13	Guidance and Career Education (G)	Have students form a teasing support group for the school. Ask them to think about the goals of the groups and what services they would. Have students create a poster or brochure to promote their group.

The Joker

Highlights

- The Joker is the person who likes to laugh and to make other people laugh. Jokers enjoy entertaining people, but they need to be aware that their jokes might hurt other people's feelings.
- You can try to stop hurting others with your teasing by:
 - learning the difference between gentle teasing and bullying
 - considering other people's feelings
 - listening to how other people joke and trying to learn how to be funny without being cruel
 - trying to be sensitive how people around you respond to your jokes by watching their expressing
 - trying to make people laugh without teasing them

Discussion Questions

- Have you ever teased anyone? How did they react? Did they look embarrassed or unhappy when you teased them? How did their reactions make you feel?
- How do you think you would feel if someone said hurtful things to you but claimed to just be teasing? Would you consider it harmless teasing or bullying?
- How might people around you react if you said something funny about someone else? Do you think they would all share your sense of humour? What would you do if they told you that they did not like your teasing? Would you stop or would you think they had no sense of humour?
- Imagine that you love to pull practical jokes all the time. What would you do if your friends started to avoid you because of this? Would you try to find out what bothered them or would you find new friends?
- Imagine the new kid in your class decided to tease people before they have a chance to pick on him. How might you let the new kid know that this is not a good way to make a first impression? How might you get him involved with your friends so he did not feel the need to tease others?
- Who could you go to if someone is teasing you too much? What might they do to help?
- How do you react when you see someone always teasing another person? How do you think the Joker might feel? What are some reasons why the Joker might single someone out and tease him or her?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	Media Literacy (I/G)	Ask students to find examples of commercials that show the characters teasing each other. Have volunteers present or describe the commercials to the class. Encourage them to think and talk about the target audience and how the characters are using teasing to market the product (i.e., Who is being teased and why?) Ask students to give their opinions on whether or not these commercials are effective and how the advertisers might have achieved the same results without using teasing.
pp. 14–15	The Arts (drama) (G)	Have students work in small groups to role-play situations that involve teasing. Encourage them to explore the feelings of everyone involved and how they might resolve the situation in a positive way. Have them present their plays to the class and ask the other groups for suggestions on other ways the situation might have been handled to achieve a positive outcome.
pp. 16–17	Language Art (P/G)	Have students work in pairs to complete the quiz. When they are finished, ask them to write a poem or rap to encourage other students not to tease, encouraging them to be creative and use humour to help get their message across. Have volunteers present their poems or raps to the class.
pp. 16–17	Guidance and Career Education (G)	Have students work in small groups to create a 20-minute lesson about teasing for a class of younger students. Ask them to include the issues they want to discuss, how they will approach these issues, and activities to help younger students understand these issues. Have the groups present their lessons to the rest of the class or to a class of younger students.
pp. 18–19	Language Arts (I)	Draw students’ attention to the first two bullets in the “Did You Know?” section. Ask them to find a similar example of teasing in the media and research to find out more about it. Encourage them to think about why advertisers and comedians tease and how audiences respond. Have them prepare a report on their findings and present it to the class.
pp. 18–19	Language Arts/ Physical Education (G)	Have students work in small groups to mime situations that demonstrate how to use the tips on how to stop hurting others with teasing. Encourage them to use their body language and facial expressions to convey emotions. Have groups present their mimes to the class and discuss them as a class.

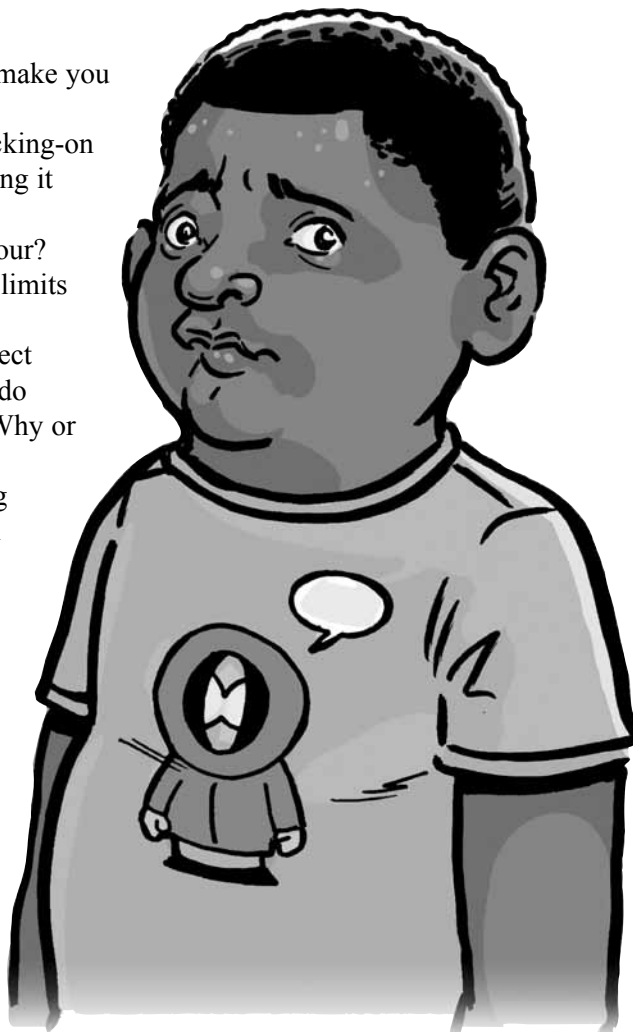
The Picked-on

Highlights

- The Picked-on is the person who is teased. Although the Picked-on may want to fit and have a good sense of humour, he or she may also feel bullied and humiliated.
- There are three ways to respond to being picked-on repeatedly:
 - In Your Face — getting back at the teasers
 - Hide your Face — taking the teasing and hiding your hurt
 - Face Up — standing up to the person teasing you and letting him or her know that she isn't funny
- When you are tired about being teased, you can try:
 - keeping your cool and ignoring the teasing
 - being prepared with a good come back
 - gently challenging the teaser and letting him or her know that you have had enough
 - showing determination and telling the teaser that if he or she doesn't back off you will ask your parents or a teacher to step in
 - asking a teacher or parent for help if none of your other approaches work

Discussion Questions

- Have you ever been teased or picked-on? How did it make you feel? How did you react?
- What are some ways that you might stop someone picking-on or teasing you without offending him or her and making it worse? How do you think he or she might react?
- Do you think that teasing is a legitimate form of humour? Why or why not? Is there anything that should be off limits to teasing? Explain your thinking.
- What happens when someone tells a politically incorrect joke? How does it make you feel? Should you say or do anything when someone tells an inappropriate joke? Why or why not?
- What might you do if you tell someone to stop teasing you and he or she doesn't listen? Who might you turn to for help? How might you resolve the situation in a positive way?
- Would you hold a grudge against someone who teases you, even if they apologize? What might you do to feel better and learn to let go of the hurt they caused?
- How might you keep your cool when someone starts to pick-on or tease you? What could you do to help control your anger and frustration? Who could you talk to about your feelings?
- How might you protect yourself from being teased at school or at home? What are some ways that you could deal with teasing in a positive way?



Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 20–21	Physical Education/ Guidance and Career Education (G)	Have students play a game of Elbow Tag. Each student locks elbows with a partner. Then one student is picked to be The Picked-on. In order to be “safe,” the Picked-on must lock arms with someone. To do so, he or she must suggest a positive way of dealing with teasing (based on the “Do’s and Don’ts” on p. 21). When he or she locks arms with someone, the other partner then becomes the Picked-on and must find a new partner to link arms with. Continue play until all students have had a chance to be the Picked-on. When the game is finished, discuss how students might apply the “Do’s and Don’ts” in real-life situations.
pp. 20–21	Language Arts/ Media Literacy (I)	Have students use the “Do’s and Don’ts” on p. 21 as a starting point to create a slideshow that illustrates the emotions the Picked-on feels. Encourage them to use images, graphics, words, and music to help enhance their slideshows. Have students present their slideshows to the class, asking their peers to explain what emotions they feel while watching and comparing them to what the creator had in mind.
pp. 22–23	Social Studies/ Mathematics (G)	Have students work in small groups to create a survey to find out how students in their school deal with teasing. Encourage them to use the quiz as a starting point and think about the type of questions they will ask in their survey to get the data they need. Have them conduct their surveys and display the results. Ask them to discuss their findings as a class and decide if there is a correlation between teasing and age or gender. Have them write up their findings as a class and display them in the classroom.
pp. 22–23	The Arts (visual) (G)	Have students work together to create a mural showing positive outcomes to the situations in the quiz. Ask them to include speech/thought bubbles and captions to show what the characters are feeling and how they handle the situations effectively.
pp. 24–25	Language Arts/ Media Literacy (G)	As a class, brainstorm a list of good (gentle) comebacks the Picked-on could use when he or she is teased. Divide the class into three groups and have each group write a dialogue for a short film or podcast that demonstrates how the Picked-on might use a gentle comeback to dissuade the Joker from teasing. Have each group present their dialogue to the class and discuss how successful the comebacks were.
pp. 24–25	Social Studies/ Guidance and Career Education (G)	Have students read the information about political correctness on p. 25. Divide the class into two groups and have them debate the statement: “No one should ever make jokes that offend anyone, anywhere, at any time.” Allow groups to research and prepare their arguments, encouraging them to find examples to support their opinions. Conduct the debate. (You may wish to have another class moderate and decide on a winner.) Afterwards, discuss what students discovered about humour and political correctness and whether or not their opinions changed.

The Witness

Highlights

- The Witness is a person who sees someone else getting hurt or causing hurt by teasing.
- If you don't speak up when you see others doing wrong, it suggests you're going along with it. By not standing up for your beliefs, you are part of the problem.
- Humour can be a difficult thing to share, understand, or even explain. A good rule of thumb to follow is that if a joke embarrasses or hurts anyone, then it is not okay.
- If you are the Witness, you can help by:
 - asking the teaser to listen if someone asks him or her to stop teasing
 - supporting someone who has been teased
 - reporting hurtful remarks to teachers or parents

Discussion Questions

- Have you ever been around when someone took teasing too far? How did it make you feel? How do you think the person being teased felt? If you found yourself in the same situation, what might you do to help?
- Have you ever stood up to someone teasing another person? If not, what stopped you from saying something? How do you think you would feel if you spoke up against teasing? If you have spoken up, what happened? How did the people involved react? How did you feel?
- How could you tell if teasing has gotten out of hand? What might you do to resolve the situation without upsetting the people involved?
- Imagine witnessing a bully teasing his victim. You would like to do something but you are afraid that he may start picking on you. What could you do to help in this situation? Explain your thinking.
- Imagine that one of your friends always makes jokes at other people's expense. He says these jokes don't hurt anyone as long as they don't hear him. How could you tell your friend that this type of humour isn't appropriate without offending him? What might you do to make sure that no one gets hurt?
- How might you help someone who is being teased? What could you do to make him or her feel better?
- What feelings do you associate with teasing? Do you think that all people feel this way? If teasing could hurt the Teaser, why not use it against him or her?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Language Arts (G)	Have students work in small groups to find stories that involve teasing and note how the characters handle the situations. Have them write a new ending for the story in which the characters deal with teasing in a more positive way. Ask them to share their endings and discuss them with the class.
pp. 26–27	Language Arts (G)	Have students create a graffiti wall on which they express their feelings about being a Witness to teasing and the “Do’s and Don’ts” on p. 27. Display the graffiti wall in the hallway, leaving space for others to add to the wall. Discuss the comments that people add with the class.
pp. 26–27	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry about how they deal with teasing. Encourage them to think of a time when they were teased or they were a Witness to teasing. Have them to describe the situation and what they did. Then, ask them to write two suggestions on how they might have handled the situation in a more positive way and how the outcome might have been different. Based on this, have them write a list of three tips they should follow the next time they are involved in teasing. Ask students to review their tips periodically to see if they are able to implement them.
pp. 28–31	Guidance and Career Education (G)	Hold a class meeting in which students come up with ten classroom rules for dealing with teasing. Have them create a poster of their rules and display it prominently in the classroom.
pp. 28–31	Language Arts/ Guidance and Career Education (G)	Write the following sayings on the board: <ul style="list-style-type: none"> • Sticks and stones may break my bones, but names will never hurt me. • Teasing is just a natural part of growing up. • Jokes are just fun — they don’t hurt anybody. Divide the class into three groups and assign one saying to each group. Ask the groups to decide if they agree or disagree with these statements and to write down at least three reasons to support their decision. Have each group present their reasons and discuss them as a class.
pp. 28–31	The Arts (drama) (G)	Have students role-play different situations found in this section, including ways of reaching a positive solution. Discuss the plays and solutions as a class.

Additional Resources

- www.cca-kids.ca: Concerned Children’s Advertisers’ website offers a variety of Public Service Announcements about teasing and bullying prevention.
- www.howstuffworks.com: Visit this site and view the “Teasing: Playful Teasing and Hurtful Comments” and “Helpful Tips Teasing: Understanding the Effects of Teasing” videos.
- Blanco, Jodee. *Please Stop Laughing at Me: One Woman’s Inspirational Story*. Avon, MA: Adams Media Corporation, 2003.
- Cooper, Scott. *Sticks and Stones: 7 Ways Your Child Can Deal with Teasing, Conflict, and Other Hard Times*. New York, NY: Three Rivers Press, 2000.
- *Hurting with Words*. DVD. Human Relations Media, 1997.

About the Author of this Guide:

Wendy Doucette has been a teacher-librarian for the past fifteen years and is presently a Resource/Reading Recovery teacher. She lives with her husband and three children in Greenvale, PEI.

Guide Credits:

Editor: Tricia Carmichael

Illustrations by: Remie Geoffroi

Copyright © 2010 by James Lorimer & Company Ltd., Publishers

This Resource Guide may be reproduced and distributed to educators for use only with the Deal With It books in educational settings. It may not be resold or included in any other print or electronic publication without prior written permission from the publisher. All other rights reserved.

ISBN-10: 1-4594-0019-4 ISBN-13: 978-1-4594-0019-1

James Lorimer & Company Ltd., Publishers
317 Adelaide Street West, Suite 1002
Toronto, ON, Canada
M5V 1P9
www.lorimer.ca

Distributed in the United States by:
Orca Book Publishers
P.O. Box 468
Custer, WA USA
98240-0468