

**Lesson Plan: Blow the Whistle on Name-Calling**  
(based on content from [GLSEN](#))

**Rationale**

This lesson encourages students to consider what a caring and respectful environment looks like and what the consequences of name-calling can be. It helps students develop a strategy for group self-monitoring of name-calling in the Physical Education class that can be transferred across the school environment.

**Grade/subject(s):** K-1/Physical and Health Education

**Big Ideas:** Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships

**Competencies:**

- Develop and demonstrate respectful behaviour when participating in activities with others
- Identify caring behaviours among classmates and within families

**Content:**

- Caring behaviours in groups and families

**Core Competencies:**

- Communication – Acquire, interpret and present information (includes inquiries)
- Creative Thinking – Generating ideas
- Critical Thinking – Analyze and critique
- Personal and Cultural Identity – Relationships and cultural contexts
- Personal Awareness and Responsibility – Self-determination
- Social Responsibility – Valuing Diversity

**First Peoples Principles of Learning:**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves recognizing the consequences of one's actions
- Learning is embedded in memory, history, and story
- Learning requires exploration of one's identity

**Teaching Strategies and Questions**

Ask students to think, pair and share in response to the following questions:

- Why do people sometimes call others mean names that hurt?
- How does it feel to be called mean names that hurt?
- Would you want to be around someone who uses mean names that hurt?

After students have had some time to discuss each, have them silently think of mean names that hurt. Provide some examples. Do not have students share these names out loud.

Have students write a mean name that they have been called or heard someone else called on a small piece of paper and put papers in a "Penalty Box." "Lock" it up. These names will stay in the penalty box during physical education class and recess time for the school year. No one will call anyone else mean names. They are all locked in the penalty box.

Have all students blow an imaginary referee whistle and say - "Tweet! Name-Calling is not ok here." Encourage everyone to help everyone else remember that name-calling is not ok here by "Tweeting" when they hear it.

Ask students to learn everyone's name in class. Have students stand/sit in a circle. Pass a ball around the circle so that everyone tosses the ball to the person on their right until the ball goes all the way around. Tell students that when they catch the ball, they should say their name before tossing it to the next person. Ask everyone to remember as many names as they can.

For a second round, have students pass the ball to anyone in the circle, but they must say that person's name before they toss them the ball. Everyone must catch the ball before anyone can catch it a second time. Time how long it takes for the group to pass the ball to everyone in the circle and say the name of the person they are passing the ball to. Repeat to try to beat their time.

### Possible Extensions

- The self-monitoring activity on name-calling can be extended to recess and other lessons outside of Physical Education

### Assessment

- Students will describe the effects of name calling
- Students will be able to use the names of classmates
- Students will identify Safe Sports Space Rules
- Students will commit themselves to stopping name calling in physical education class

### Book Titles

- Hoffman, Sarah and Hoffman, Ian. *Jacob's New Dress*. 2014. 32p. Albert Whitman & Company, \$18.19 (978-0807563731) Gr. K-3
  - This heartwarming story speaks to the unique challenges faced by boys who don't identify with traditional gender roles.
- Meddaugh, Susan. *Martha Walks the Dog*. 2003. 32p. HMH Books for Young Readers, \$9.9 (978-0618380053) Gr. K-3
  - Martha meets Bob, a 'bad dog', and learns that others respond best to kindness
- O'Neill, Alexis. *The Recess Queen*. 2002. 32p. Scholastic Press, \$17.11 (978-0439206372) Gr. K-3
  - With her irrepressible spirit, the new girl at school dethrones the reigning recess bully by becoming her friend
- Choi, Yangsook. *The Name Jar*. 2003. 40p. Dragonfly, \$8.99 (978-0440417996) Gr. K-3
  - Having just moved to America from Korea, Unhei wants to choose a new American name to fit in. Encouraged by her new friends, Unhei chooses her own Korean name and helps everyone pronounce it
- Seskin Steve and Shamblin, Allen. *Don't Laugh at Me*. 2002. 32p. Tricycle, \$22.99 (978-1582460581) Gr. K-3
  - Filled with inspiration and celebration, Don't Laugh at Me is the anthem for a new bully-free world

Full lesson plan available from [GLSEN](http://GLSEN.org).