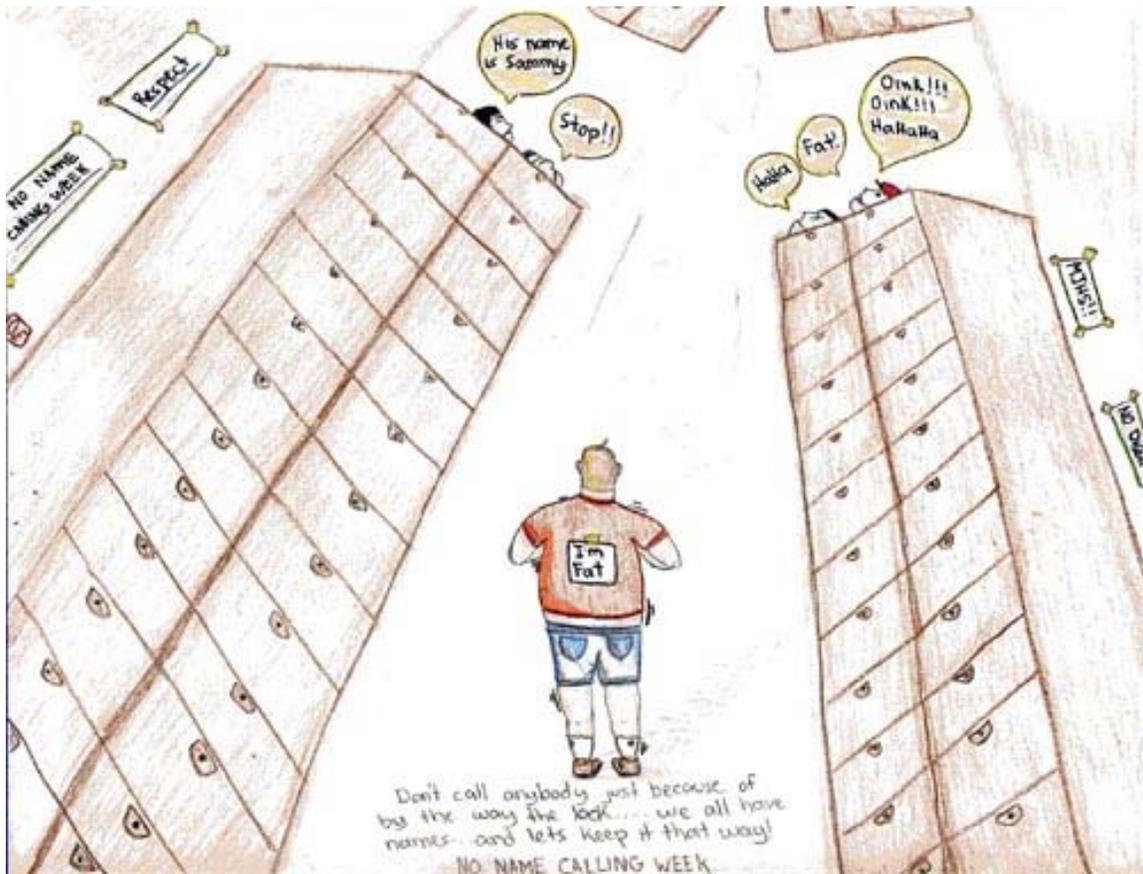


## Art Lesson Plans



This set includes three art lesson plans that could be used during *No Name-Calling Week*. The lessons will lead educators step by step in engaging their students in thought, dialogue and creative expression around name-calling and bullying in their schools. The lessons are meant to stand alone or to be used in conjunction with other *No Name-Calling Week Lessons*, both Middle and Elementary Level. All three lessons will bring students through a creative process to create art pieces expressing their feelings about to name-calling. Educators are encouraged to submit these pieces to the *No Name-Calling Week Creative Expression Contest*.

# LESSON ONE

## The No Name-Calling Poster

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**Age/Grade Level:** Grades K-5

**Time:** 35-60 minutes (1-2 class sessions)

**Materials:** poster board, blank paper (both standard and large), construction paper, pencils, paint, markers, crayons, scissors, glue.

*Optional: NNCW Lessons, Elementary Lesson 5 and Middle Lesson 4*

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### Overview:

This lesson is designed to help students work together to create no name-calling messages. Students will discuss various types of name-calling situations and develop messages to discourage such language. Students then work alone or in groups to create posters displaying these messages. Posters will be placed in the classroom or throughout the school.

### Objectives:

- Students will develop an awareness of name-calling and bullying in school.
- Students will engage in a creative process of creating no name-calling posters.
- Students will be encouraged each other to foster an atmosphere free of name-calling.

### Procedure:

**Part 1** – Introduction/ Discussion (5-10 Minutes)

**Goal:** Students will be introduced to the lesson and begin discussing name-calling.

**Preparation:** Have students sit in a comfortable group setting such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. respect each other, speak one at a time and so on.

**Activity:** Begin by letting students know that during this lesson they will create a no name-calling poster to be displayed in the classroom or school. Lead students in a guided discussion around name-calling in their schools.

*Suggested questions and possible answers:*

- What is name-calling?
  - o Calling someone names with the intention to hurt, offend or isolate them

- Where in school does this happen?
  - o The classroom, hallways, gym, lunchroom
  
- What are some ways you could stop name-calling?
  - o What could you say to someone who is name-calling?

**Part 2** – Individual/Group Planning (10–15 Minutes)

**Goal:** Students will develop their no name-calling messages and brainstorm poster ideas.

**Activity:** Have students either individually or in small groups (3 – 5), brainstorm messages that would prevent students from name-calling and write their ideas on paper. Ask students to think about what they just discussed as a class about name-calling while brainstorming.

After students have their messages, have them plan what their posters will look like by sketching out some ideas.

**Part 3** – Implementation (15-25 Minutes)

**Goal:** Students will create their no name-calling posters.

**Activity:** Have students either individually or in small groups create their no name-calling posters. Suggest to them that posters could be area specific and could display where name-calling takes place. How would a message/poster differ for the lunchroom than the classroom? Students can use area-specific scenery in their posters, claiming this space as a name-calling free zone. Encourage students to be creative with their posters, using a variety of colors, mediums and visuals. Posters should draw other students' attention while at the same time, being clear and easy to understand.

**Part 4** – Closing (5-10 Minutes)

**Goal:** Students will share their posters with the class and posters will be displayed.

**Activity:** Display student's posters in the classroom or other parts of the school. If time allows, ask students to stand up in front of the class and show their poster. Have them explain why they chose their message and what the imagery means. Ask them to say how they think their poster could have an impact on name-calling in their school. If possible, at the end of the week, submit student's posters to the NNCW Creative Expression Contest.

# LESSON TWO

## Poetic Reactions

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**Age/Grade Level:** Grades 4-9

**Time:** 35-65 minutes (1-2 class sessions)

**Materials:** flip chart paper, 8 ½ X 11 paper, pencils, sample poems (included in this lesson plan)

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### Overview:

This lesson is designed for students to express their feelings regarding name-calling using an artistic form of poetry. Students will have the opportunity to reflect on personal experiences regarding name-calling. In addition, students will engage in discussions about the effects of name-calling on their school and emotions connected with name-calling.

### Objectives:

- Students will develop an awareness of name-calling in school.
- Students will develop empathy for those targeted by name-calling.
- Students will be able to identify and express their emotions around name-calling.

### Procedure:

**Part 1** – Introduction/Individual brainstorming (5-10 Minutes)

**Goal:** Students will be introduced to the activity and sample poems.

**Preparation:** Have students sit in a comfortable group setting such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. respect each other, speak one at a time and so on.

**Activity:** Begin the activity by having students read two or more of the poems included in this lesson. Let students know that these are poems from previous NNCW Creative Expression Contests, submitted by students from across the country. After the poems have been read, inform students that they will create a poem that expresses their thoughts about name-calling.

## **Part 2** – Individual Reflection (5-10 Minutes)

**Goal:** Students will engage in individual reflection regarding name-calling and begin to transform their ideas into poems.

**Preparation:** Provide students with paper to respond to the questions posed in the activity.

**Activity:** Inform students that you will be asking them a series of questions and that they should write down words that come to mind. Express to the students that the responses don't need to be full sentences, but can be phrases or words that allow them to creatively respond. There are no wrong answers, as these are their personal feelings.

Explain that there will be a group reflection later on but for now they should keep their work to themselves and work alone.

Suggested questions: Allow students time to write their responses after each question

- What is name-calling?
- What are the first three words that come to mind when you hear the phrase name-calling?
- Name three reasons why you think name-calling happens.
- Imagine you were being called a mean name or someone made fun of you, what are the first feelings that come to mind?
- Imagine you were the one calling someone a mean name or making fun of someone, what are the first words that come to mind that describe how you are feeling?
- What do you think our school would look like if there were no name-calling?

## **Part 3** –Group Reflection (5-10 Minutes)

**Goal:** Students will engage in group reflection about name-calling.

**Activity:** Have students share some of their responses to the prior activity. In order to explore similarities in responses, have students raise their hands whenever someone reads a word or phrase that they also wrote down. Record the common words and phrases on flip chart paper for students to see.

After students' responses have been shared, ask students to read the words and phrases recorded on the flip chart paper and encourage them to use these during the next activity.

## **Part 4** – Creative Expression (10-20 Minutes)

**Goal:** Students will express themselves through poetry.

**Preparation:** Students should have access to their personal and group reflections, as well as copies of the short poems accompanying this lesson plan.



**Activity:** Have students sit where they can write comfortably. Provide time for students to quietly review their personal and the group responses. Then ask students to think about what name-calling means to them and what are some of the things they would do to stop name-calling. Instruct students to begin writing a poem that expresses these thoughts.

Let students know that there is no right way to write poetry and that they should not be scared to be creative and really express themselves. Let students sit in quiet writing for at least 10 minutes. If students are reluctant to write a poem, provide them with an option to draw a picture that is accompanied with a description of what is occurring in the drawing.

**Part 5** –Closing (10-15 Minutes)

**Goal:** Students will share their poems with the rest of the class.

**Activity:** Ask students if they would like to share their poem with the class. Have students one by one read their poem aloud either from their seat or in front of the class. Once students are done sharing, ask if any would like their pieces to be hung around the classroom. If possible, at the end of the week, submit the poems to the Creative Expression Contest.



**Title: No Name Calling Poem**  
**By David B.**  
**2008 Creative Expression Contest**

## **No Name Calling**

My name is Daniel, not wimp or brat; it is not nice to call me that.  
Don't call anyone dumb, weak or lame; instead, call them by their  
given name.

The result for being mean and nasty is to be excluded, but being  
kind and friendly is rewarded by being included.

Don't give names to others because they're big, small, short or  
tall, remember the rule, if you have nothing nice to say, don't say  
anything at all.

Love has no shape, height, color or race, love is kindness, dignity,  
beauty and grace.

**Title: No Name-Calling. It Hurts, Poem**  
**By Olivia H.**  
**2008 Creative Expression Contest**

**No Name Calling  
It Hurts**

Name calling.  
It's wrong and hurtful.  
It's a shame, but who's to blame?  
Come on school bullies it's not a game.  
Why do we name call?  
Is it to gain fame?  
People get hurt and they feel like dirt.  
They get put down and have a frown.  
So why name call all around  
Let's just get along when  
we're on the playground.

# LESSON THREE

## Situation (Re)creation

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**Age/Grade Level:** Grades 4-8

**Time:** 40-70 minutes (1-2 class sessions)

**Materials:** shoe sized boxes, construction paper, scissors, glue, tape, clay, string, glitter, paper clips, paint, markers, crayons, color pencils.

*Optional: NNCW Middle Level Lesson 6, Instant Replay*

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### Overview:

This lesson is designed for students to reflect on a name-calling experience, why it happened and how it could have ended differently. Students will engage in discussions around safe ways to end a name-calling situation and develop an alternate ending to a real life name-calling situation. Students will be given the opportunity to create a diorama representing their alternate scenario.

### Objectives:

- Students will reflect on a name-calling situation they have experienced.
- Students will engage in discussion around possible safe endings to a name-calling situation.
- Students will gain an understanding of what a scene without name-calling can look like.
- Students will create dioramas expressing their alternate ending to name-calling.

### Procedure:

**Part 1** – Introduction (5-10 Minutes)

**Goal:** Students will be introduced to the activity and begin reflecting on a name-calling experience.

**Preparation:** Have copies of the *Staying Safe* handout and sample diorama that are included in this lesson plan. Have students sit in a comfortable community setting, such as a circle or half circle. If class already has ground rules, review them or quickly create some, e.g. Respect each other, speak one at a time and so on.

**Activity:** Introduce the students to the activity and explain the different components. Explain to the students that they will be reflecting on a name-calling experience and creating a diorama showing an alternate scene. Handout and review with the students the *Staying Safe* handout and sample dioramas

**Part 2** - Reflections (5-10 Minutes)

**Goal:** Students will engage in individual reflection of a name-calling situation in which they were involved.

**Preparations:** Have students sit where they can write comfortably

**Activity:** Ask students to think of a time they were either involved in or witnessed a name-calling situation. Ask students to write down as many details about the scenario as they can remember while you engage them in thought.

*Suggested questions:*

- When did this situation happen?
- Where did it happen?
- Who else was there?
- How did it end?
- How did you want it to end?
- What could have been done differently?
- What is a safe way to end a name-calling situation?

**Part 3** –Scenario building (5-10 Minutes)

**Goal:** Students will sketch the alternate endings for their scenario.

**Preparations:** Have pencils and paper accessible to students. Provide space for students to work comfortably.

**Activity:** Students should reflect on the previous writing activity and begin to create a visual representation of their safe ending. They should draw what the alternate ending will look like. Let students know that they should keep in mind that they will be transforming this sketch into a diorama.

**Part 4** – Creative Expression (15-25 Minutes)

**Goal:** Students will create dioramas from their sketches.

**Preparations:** Provide space for students to work comfortably. Provide students with art materials for this project. If possible, cover work areas with newspaper.

**Activity:** Have students use the available materials to create their safe ending scenarios in their dioramas. Have students follow these steps:

1. Where is this scene taking place? *Suggestion:* Use markers, color pencils, paint, or construction paper to create the background for the diorama.

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2. What does the scene look like? Are there trees, buildings or other objects in the background? *Suggestion:* Use construction paper and clay, along with other items such as paper clips, sticks and so on to add items to the background and the scene.
  3. Who is involved in your scene? *Suggestion:* Use construction paper or clay to create the people who are in the scene. For construction paper, use tape and glue sticks to make them stay in place. For clay, push the clay down on a dry surface to make them stay in place.
  4. What are they saying? Students may choose to include dialogue in their scene. *Suggestion:* Write out the dialogue on a paper to stick on the side of the box, or create text bubbles and hang them with string/thread from the top of the diorama.

As students are creating their dioramas, engage them in thought about their scenes and why they chose to use certain words or phrases. Students can work alone or together in small groups.

**Part 5** –Closing (10-15 Minutes)

**Goal:** Students’ dioramas will be displayed and students will share their dioramas.

**Activity:** Display students’ dioramas in the classroom or school. If time allows, ask students if they would like to share their Dioramas with the class. Have students present and explain their scene. If possible, enter the dioramas in the Creative Expression Contest.

Title: No Name-Calling  
By Andrew B.  
2007 Creative Expression Contest

