



Social Awareness

ABOUT MORNINGSIDE CENTER

Morningside Center for Teaching Social Responsibility's evidence-validated programs engage young people in learning essential social and emotional skills and help educators build productive and respectful schools. The 4Rs Program combines superior children's books with engaging SEL activities that explore community, feelings, relationships, conflict, and problem-solving, adding depth to literacy instruction.

Puppet Role Play, Teasing

By: The 4Rs



Puppet Role Play: Teasing

Note to the teacher:

This teasing role play is an excerpt from The 4Rs™ [Reading, Writing, Respect & Resolution] *Teaching Guide for Grade 1*, Unit 2: Understanding and Dealing with Feelings, p 21.

Kevin Henkes' *Chrysanthemum* is the delightful book selection for this unit and would be a great addition to your classroom library. Or refer to another story that involves teasing.

Time: 15 minutes

Materials: a pair of puppets

In the story, some girls in the class tease Chrysanthemum because of her name. Present a brief puppet skit in which one character teases the other.

Before the situation gets resolved, pause and ask the class what is happening? Encourage them to describe what is happening as objectively as possible.

Ask, “How do you think our two characters are feeling?”

Ask the class for suggestions as to what the person being teased might do to deal with the behavior. Suggestions may include telling the teacher, ignoring the teasing, telling the person to stop, or saying something like, “That’s true, my name is long and I’m named for a flower, is that a problem for you?”



Puppet Role Play: Teasing

The puppet character being teased listens to their suggestions and thinks out loud about the pros and cons of various strategies before deciding to try one. After s/he tries a strategy, the class discusses whether they think it would work in real life.

Stress that there's no one answer to dealing with teasing. It depends on the situation.

Discuss what's in it for the teaser. Often children tease in order to get a reaction, and if they fail to get the reaction, they stop.

The discussion can also explore what a bystander should do and what the teacher should do.

Make it clear that as the teacher you feel strongly that teasing has no part in the kind of caring classroom community we're trying to create. You will not be neutral, ignoring the teasing and hoping it will go away, as Mrs. Chud did in the story.

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