

JUST KIDDING

lesson about hurtful vs. fun

- Three different activities
- Book companion or standalone lesson
- For 3rd–5th grade



lesson plan

ASCA and CASEL aligned lesson plan that includes discussion questions for during and after the story – or skip them and use the three activities unconnected to the book!

JUST KIDDING

Objective(s): Students will identify the difference between friendly and hurtful teasing and will learn how to be funny without hurting others.

ASCA Mindsets/Behaviors: Create positive and supportive relationships with other students, demonstrate empathy, demonstrate ethical decision-making and social responsibility

CASEL Domains: Relationship Skills, Self-Management

Additional Materials Needed: Just Kidding by Trudy Ludwig, pencils

PLAN/PREP

Hurtful vs. Fun: Print and cut "Hurtful vs. Fun" cards (with or without the card backs)

Sorting Cards: Print and cut sorting cards (with or without card backs) and headers ("Hurtful" and "Fun"), making enough sets for each small group

Exit Ticket: Print, copy, and cut enough for each student.

LESSON

- | | |
|-------|---|
| Story | <ul style="list-style-type: none">Read <u>Just Kidding</u>. While reading, ask:<ul style="list-style-type: none">Vince asks DJ 'Can't you take a joke?' What is he trying to say here? What do you think – does Vince just not know how to be funny?Why do you think Vince made fun of DJ instead of congratulating him?DJ used a conflict resolution strategy of telling Vince to stop. What else could he have tried? |
|-------|---|

JUST KIDDING LESSON (CONT.)

- | | |
|----------------------|---|
| Whole Group Practice | <ul style="list-style-type: none">Gather in a circle.Select a student volunteer to pull and read a card. Cards have questions on them to determine if a joke is fun or hurtful.Ask another student to explain the question and why the answer is important.Continue until you've gone through all questions applicable to your class.If time allows, students can give examples that fall into 'yes' or 'no' for each question. |
| Small Group Practice | <ul style="list-style-type: none">In pairs or small groups, students sort examples of jokes/joke situations into 'Fun' or 'Hurtful'Explain that groups might not agree on all of them, and some might not have a clear right/wrong answer. That's okay! It's a great opportunity to talk about context, perspective taking, etc.Circulate around the room hear what students are saying, and provide coaching or feedback as needed (on deciding how to sort the cards, or on working as a team on the activity!) |
| Closing | <ul style="list-style-type: none">Validate that most people like to make others laugh. – that it's not a bad thing! We just have to be respectful about it.Students list 3 different ways to be funny without hurting someone else's feelings on their page.Students mix and mingle around the room and find a partner, share their lists, and put their favorite from their partner's list on their own. Repeat!AND/OR: Use the prompt as a closing circle question |

what makes a joke hurtful?

Is anyone
embarrassed
or sad?

Is the teasing
about a person's
skin color,
religion, or body?

Is it **HURTFUL**
or **FUN**?



Use question cards whole group to talk about what makes jokes more likely to be hurtful or fun

hurtful vs. fun sort

Next, students work in pairs or small groups to sort 18 examples of jokes/kids trying to be funny – are they hurtful or fun?

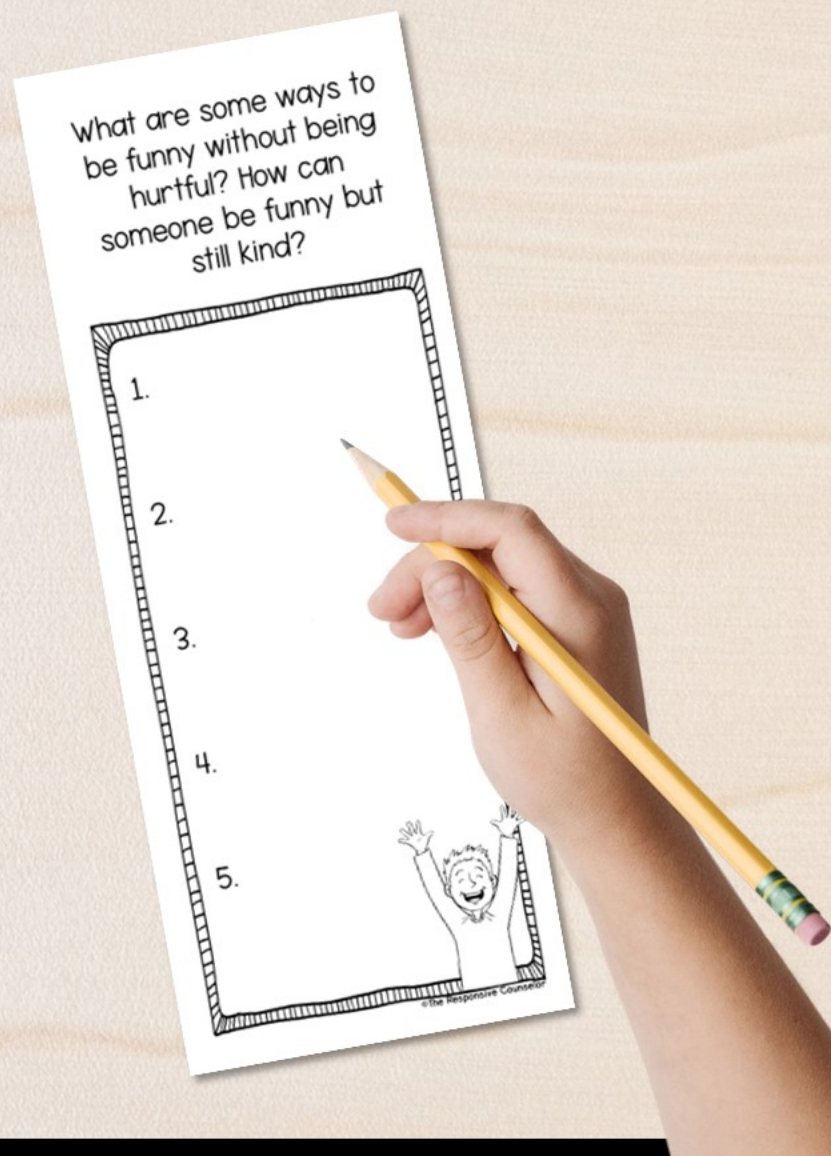
Some examples don't have clear right or wrong answers, which allows for extra discussion around context and perspective!



what makes a joke hurtful?

Last, students identify ways to make other people laugh *without* joking about other people or being hurtful.

Use as a closing circle question, exit ticket, or movement-based cooperative activity.



educators are saying...



"I used this as part of my bullying unit. My group of students really struggle in knowing the boundary between fun and hurtful, and this lesson got some great discussions going. Worked well with my 5 & 6 grades."

-Anna A.

"This was exactly what I needed to help my students see the difference between helpful and harmful language. It was an eye opener for some of them."

-Cassandra J.



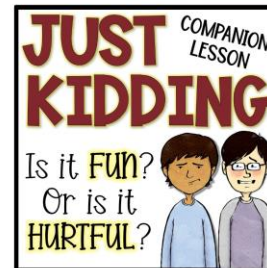
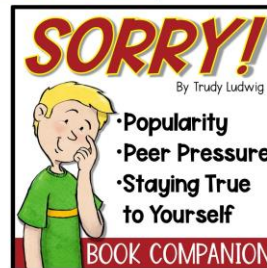
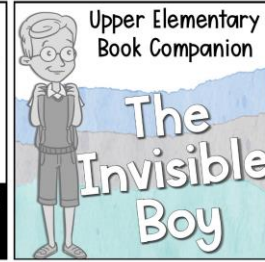
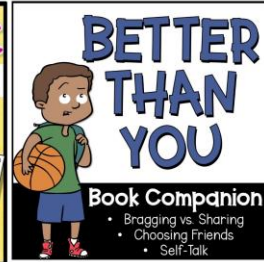
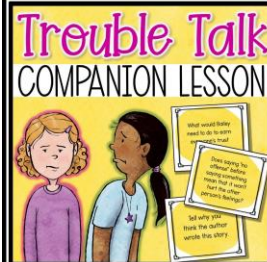
related resources

engaging and effective social emotional learning



3rd-5th LESSON BUNDLE

TRUDY LUDWIG COMPANION LESSONS



BOYS GROUP Be. More. Awesome.



Small Group Curriculum

Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the **RESPONSIVE**
counselor

Let's Connect:

