



## Names *DO* hurt me!

### Lesson Summary

During this lesson, students will view a short segment of two PSAs that deal with the impact of name calling. This lesson focuses on the impact of language and how it becomes ingrained as truth. While viewing the segments is critical, dissecting them afterward is vital.

### Teacher Message

It is important to address and dissect the language used in the PSAs as these are words that children have heard and may have used. It is important to discuss these words in the classroom, with you as a facilitator, as they are hurtful and inappropriate, but they are also reality. Tackling them together opens up a space to share and understand their strength and how they are harmful.

### Materials

Note paper or sticky notes  
Recycling bin  
Pencils or pens  
Art materials (markers, oil pastels, crayons...)  
Camera angles information sheet

### Media Clips

*Walk Away.* (PSA.) Concerned Children's Advertisers.  
(available at <https://youtu.be/DKGdRHezwlw>)  
*Kid.* (PSA.) National Eating Disorder Information Centre  
(NEDIC). (available at <https://youtu.be/Gn1mGKNW7b8>)

### Learning Organizers

Learning Organizer 3-1 Hear/See/Feel  
Learning Organizer 3-2 Picket Sign  
Learning Organizer 3-3 Sticks and Stones

### Assessment Tools

Assessment Tool Lesson 3 Picket Sign Self-Reflection

### Supporting Curriculum Outcomes

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## Lesson Outline

### Inspiration: How will I engage the students?

1. Prepare the students for what they are going to hear on the videos. Explain that the class will be watching two very short clips from two different PSAs. Each video features a girl or a boy using inappropriate words and language. Ask students to note their own reactions to what each character says.
2. **Show the beginning of each of the following PSAs.** Pause each PSA immediately, as soon as these words are spoken:
  - NEDIC's *Kid*: Pause immediately after "You weigh a ton!"
  - Concerned Children's Advertisers' *Walk Away*: Pause immediately after "Give it to me before I smack you!"

**It is critical to pause the videos at these moments, as the entire lesson relies on these scenes; going any further will affect the intent of the work. Students will view the PSAs in their entirety in Lesson 4.**

3. **Engage in a discussion about the words used, and students' reactions.** In these clips, both children use disturbing language — language that is used every day as a putdown to others. You may have many different reactions from your students as they watch, and therefore, before moving ahead, it is vital to analyze the language that was heard. How did they feel listening to the words? Why are the children using words like this? How does it make others feel to be called names? Focus on talking about how language can not only hurt someone's feelings, but can also negatively impact how a person thinks and feels about themselves. Names are not funny, and they can have a lasting effect.
4. Ask the students why they think the cameras were focused to show us a close-up shot of the children's faces. This technique provides a powerful effect for the audience. In media, there are many different camera angles that are purposefully chosen to create an impact on the audience.

### Facilitation: How will students learn the concepts?

5. **After the discussion about language and camera angles, have students sit in a circle, and distribute small slips of paper or sticky notes.** Have a recycling bin handy. Ask students to write one of the putdowns they heard on the piece of paper. When students have finished writing, have them crumple up their pieces of paper into a ball.
6. **Place the recycling bin in the middle of the circle.** Tell students that together, they are going to throw out the putdowns. With this action, have the class pledge to use positive language toward others, *and* toward themselves. Explain that name-calling will not be tolerated; it "crumples" people and breaks them down. Instead, tell students to use positive language that builds everyone up.
7. Give students other pieces of paper, and have them write positive comments about their bodies and about others.
8. Post a large piece of chart paper, divided into two columns (see sample below). Invite students to add their ideas to the class chart.

Positive Words About...

...ourselves	...other people

9. **Remind students that it is important for them to think about how they are going to build themselves up.**

Allow some time for them to write positive messages about themselves. It is sometimes easy to be positive with other people, but we are often our worst critics. We deserve our own respect as much as anyone else does.

10. **Have students complete Learning Organizer 3-1 Hear/See/Feel with a partner.** Working in pairs is a great way to have students think about and reflect on the language used, and compare the two video clips they watched. Use the completed learning organizer to assess what the students understood, and what you may need to revisit or clarify.

**Application: How will students demonstrate their learning?**

11. **Have students plan picket, or protest, signs.** Explain that these signs are often used to share a message and promote an idea. Now that they have thought about the effects words have on us, encourage students to take action, and promote positive language throughout the school. Individually, have students choose a saying, slogan, or idea that will teach others the importance of speaking respectfully. This message needs to be short and to the point – picket signs are usually carried around and need to have a catchy saying that others can read quickly and remember. Review with students the impact that font size and shape can have on legibility and impact. An effective picket sign displays a message that can be seen from a distance.

12. **Show students some examples of signs that are simple and effective.** A no-smoking sign is a good example.

13. **Encourage students to think about the colour scheme they will use.** A busy, multi-coloured, multi-patterned picket sign will detract from the message and confuse the reader. These signs need to be simple, yet bold.

14. **Students can use Learning Organizer 3-2 Picket Sign to prepare a rough copy of their sign.** The image can be copied by hand or enlarged with a photocopier and completed to create the final sign.

**Reflection: How will students reflect on their learning?**

The saying, “sticks and stones may break my bones, but names will never hurt me” has been around for years, and can be used to convey many messages. Have students reflect on the quote and connect it to what they learned in this lesson using **Learning Organizer 3-3 Sticks and Stones**.

**Extension:** Create a classroom/hallway display for the picket signs and encourage other classes to view the collection and respond to the messages.

**Assessment**

Assessment for the lesson is formative. Engage in a discussion with students about the importance of treating ourselves and others with respect. During this discussion, and as students work on their ideas about name-calling and positive language, observe who is able to provide support for their ideas and explanations for their beliefs. Explaining the importance of this with students beforehand is key to their success, so they know the expectations ahead of time.

In addition, ask students to complete **Assessment Tool Lesson 3 Picket Sign Self-Reflection** to analyze and reflect on their picket sign. Use their reflections to see what students think of their own work, and how they felt about the task.

## Related Resources to Extend Learning

### Best Bets for Teachers:

Media Smarts

Resources for Making Media in Your Classroom ([https://mediasmarts.ca/sites/default/files/guides/media\\_making\\_resources\\_sourcebook.pdf](https://mediasmarts.ca/sites/default/files/guides/media_making_resources_sourcebook.pdf))

Please see pages 12 and 13 for information about camera angles. This might help while discussing the significance of the angles during the PSA videos.

Cooper, I., illustrated by Swiatkowska, G. 2007. *The Golden Rule*. Harry N. Abrams

This book is a gentle reminder of a timeless rule for adults and children: Do unto others as you would have them do unto you.

### Best Bets for Students:

Kids Help Phone (<https://kidshelpphone.ca/>)

Their website is filled with information to help children and teens face and deal with different issues. Their online library has many links to learn more about topics from bullying to friendship.

## Hear/See/Feel

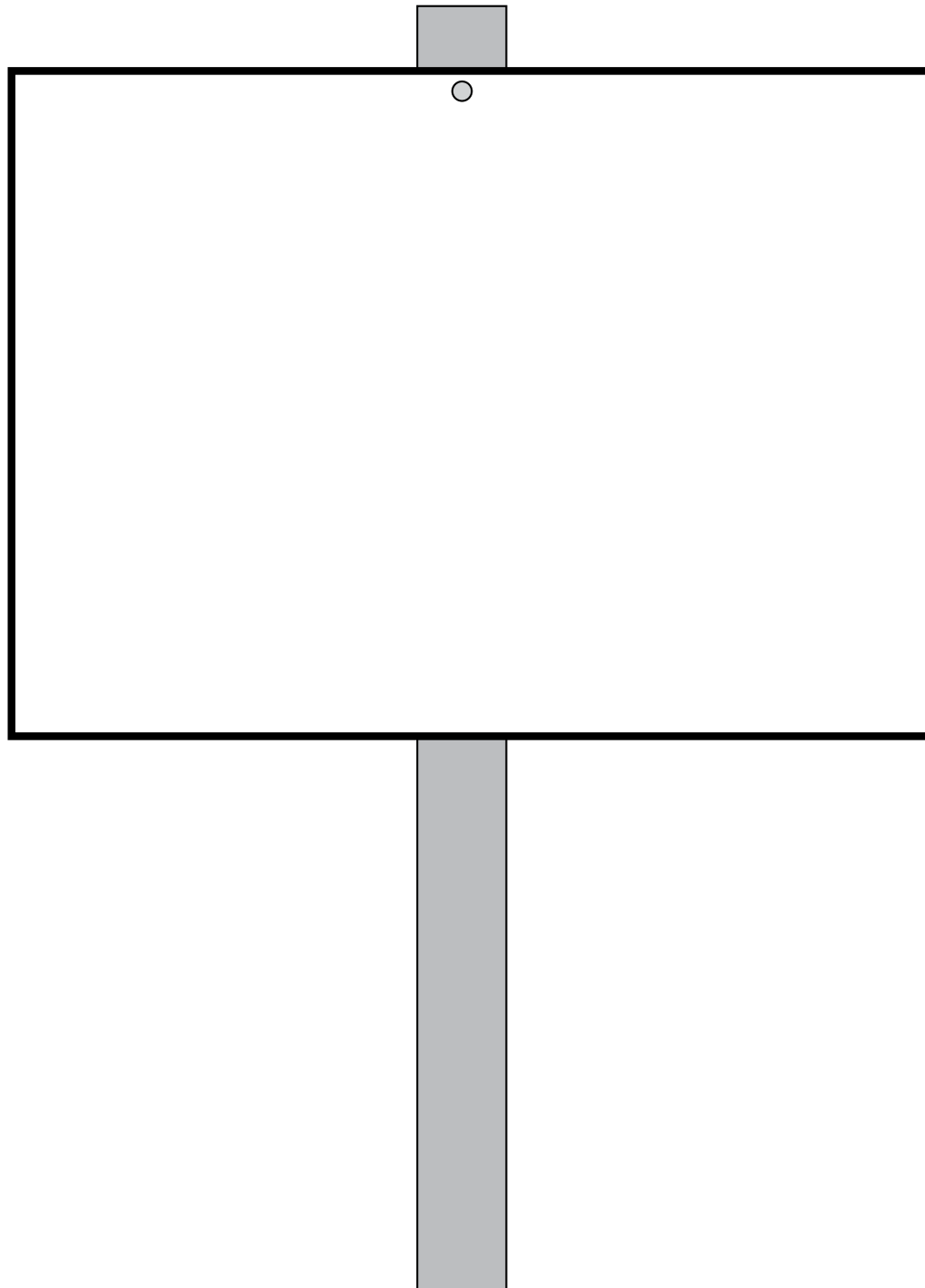
Name: \_\_\_\_\_ Date: \_\_\_\_\_

What did you see?	What did you hear?	How did you feel?	Why?
Kid PSA (girl)			
Walk Away PSA (boy)			

How were the two PSAs...

...different?	...the same?
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## Picket Signs



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Picket Sign Self-Reflection

Name: \_\_\_\_\_ Date: \_\_\_\_\_

After completing your picket sign, please answer these questions honestly, sharing your thoughts and feelings about your artwork.

1. How did you design your picket sign? What did you include and why? Explain the choices you made in font, colour and layout.

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2. What was the most interesting or challenging thing you did?

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3. What specifically do you like about your work? Why?

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4. What have you learned from this project?

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## Supporting Curriculum Outcomes

### Alberta

#### Language Arts

Use own experiences as a basis for exploring and expressing opinions and understanding.

Seek the viewpoints of others to build on personal responses and understandings.

Use talk, notes, personal writing, and representing to explore relationships among own ideas and experiences, those of others, and those encountered in oral, print, and other media texts.

Communicate ideas and information in a variety of oral, print, and other media texts.

Accept and take responsibility for fulfilling own role as a group member.

#### Health

Recognize that presenting feelings may mask underlying feelings.

### Atlantic Provinces

#### Language Arts

Explain and support personal ideas and opinions.

Listen critically to others' ideas or opinions and points of view.

Contribute to and respond constructively in conversation, small-group, and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners.

### British Columbia

#### Language Arts

Use speaking and listening to improve and extend thinking.

Select and use strategies after reading and viewing to confirm and extend meaning.

Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic.

### Manitoba

#### Language Arts

Use personal experiences as a basis for exploring, predicting, and expressing opinions and understanding.

Seek others' viewpoints to build on personal responses and understanding.

Compare individuals and situations portrayed in oral, literary, and media texts to those encountered in real life; recognize personal participation and responsibility in communities.

Demonstrate sensitivity to appropriate language use when communicating orally.

#### Health

Identify how one's self-concept and feelings are affected by others.

Identify misunderstandings and/or miscommunications related to messages in the media that could cause or affect conflict.

### New Brunswick

#### Health

Recognize and identify some abusive behaviours.

### Nova Scotia

#### Health

Demonstrate proactive strategies for enhancing the social and environmental health of the community.

### Ontario

#### Language Arts

Use overt and implied messages to draw inferences and construct meaning in media texts.

Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Explain why different audiences might respond differently to the same media text.

#### Health

Explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being, and reputation.

### **Prince Edward Island**

#### **Health**

Recognize that presenting feelings may mask underlying feelings.

#### **Québec**

#### **Language Arts**

Organize communication to achieve a specific purpose with a familiar audience.

### **Saskatchewan**

#### **Language Arts**

Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility.