**Title of Activity: “**Don’t Laugh at Me”

**Grade Level:** 6-8

**Creative Art:** Drama; Written expression

**Duration:** 40 minutes

**ASCA National Standards:**

A:A2.1 Apply time-management and task-management skills

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

**NYS Common Core Competencies:**

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Classroom Set-Up and Behavior Management:** This activity works best with a circle class formation.

**Goals:** Students will learn about the ability of music to express ideas and emotions, and create their own musical expressions of tolerance and action against bullying.

**Materials needed:**

* audio device with song “Don’t Laugh At Me” by Mark Wills; **OR**
* computer with YouTube access: <https://www.youtube.com/watch?v=FVjbo8dW9c8>
* “Don’t Laugh At Me” lyrics (available to print here: <http://www.bullyingawarenessweek.org/pdf/Don%27t_Laugh_at_Me_Lyrics.pdf>)

**Instructions:**

1. Distribute the lyrics handout to every student. Once all students have received the handout, ask students to prepare to follow along to the song “Don’t Laugh at Me” by Mark Wills

2. When starting the song, ask students to scribble down the feelings, emotions, memories, and any other associations that come to mind as the song plays. When the song is over, ask for volunteers to share some of the things that they wrote.

3. Break students up into groups of 2-3 and ask them to think of a time (in real life or in a movie/television show) where someone was bullied or picked on. Then, ask the groups to come up with their own verse for the song that relates to a situation (real or fictional) where bullying, intolerance, or discrimination was involved.

4. Once the students complete their verses, ask each group to share their verses with the class.

**Debrief:**

Invite the class to discuss their feelings about the exercise and then to brainstorm ways to comfort someone who is being bullied. Questions might include:

* How can you could help someone feel better after he or she has been teased, called a name, or excluded from a game?
* Can you think of a time you did or didn’t stand up for someone being teased or excluded?

**Assessment/Evaluation:**

Ask students to take out a sheet of paper, to be turned in, and respond to the following questions:

1. What is the most important thing you learned from this activity?
2. How did it feel to listen to the song while reading the lyrics?
3. How are you going to react if you see someone being bullied, teased, or treated unfairly?
4. Rate how much you enjoyed this activity from 1-10. 1 means “did not enjoy at all” and 10 means “extremely enjoyed.”

**Adapted from:** <http://www.tolerance.org/lesson/sounds-change>; <http://www.operationrespect.org/pdf/guide.pdf>