



Don't Laugh at Me

3 Cs



- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
 - I have the responsibility to make smart choices when I care about myself.
-

Preparation

Copies

- Me Bag list of items (see page 5)
- Home Connection (see page 6)

Materials

- Paper, index cards, chart paper

Music

- "Don't Laugh at Me" (free download of several versions) from <http://www.operationrespect.org/curricula/index.php> (see page 8 and page 9)
 - Numerous other versions of "Don't Laugh at Me" are available for download and viewing. Please Google the title.
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Vocabulary

- | | |
|---------|----------|
| builder | put-up |
| breaker | put-down |
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Lesson at a Glance

Introduction

1. "Don't Laugh at Me"

Strategy

2. Create Group Agreements

Conclusion

3. Watch "Don't Laugh at Me" Music Video

Home Connection

4. Are You Listening?
-

Core Curriculum Objectives and Standards

Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Explore how relationships can contribute to self-worth.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Develop vocabulary that shows respect for self and others.

Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: Understand and respect self and others related to human development and relationships.
- Standard 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

Introduction

Discuss

Tie in the 3 Cs

I care about me.
I care about others.
I care about my community.

Introduce Music

Play Music

Ask

Pass Out Cards
and Ask

Randomly Pass
Out and Share

Discussion

Strategy

Talking Points

Brainstorm Rules

1. "Don't Laugh at Me"

- In the next few weeks, we will be exploring how to treat one another with caring and compassion.
- We will be thinking about ways we might hurt one another's feelings, and how we can instead make sure everyone in the class feels safe.
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

I'm going to play a very special song for you now. It is entitled "Don't Laugh at Me." Get comfortable, close your eyes, and be aware of the feelings, thoughts, and images you have as you hear the words.

Play music video or mp3 of Peter Yarrow from Peter, Paul & Mary singing "Don't Laugh at Me." Available to download for free through operationrespect.org. Go to the Media Center on the home page and click "view and download." A rap version by Baby Jay is also available.

- What is this song about?
- What thoughts or feelings did you have while listening to it?
- Why do you think you had these feelings?
- What does this song have to do with being a builder instead of a breaker?

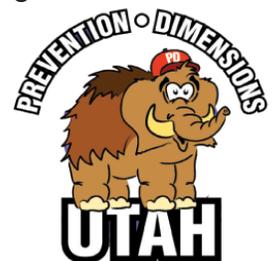
Give each student an index card

- Think about a time when you heard someone being ridiculed or put down.
- Write the put-down on the top of the card.
- Write the emotion you believe the person had who was put down.
- Collect cards, shuffle, and read the emotions written on the cards.
- Have student scribes write the emotions on the board.

- What comments come to mind about this list?
Acknowledge how harmful put-downs can be.

2. Create Group Agreements

- To feel safe from put-downs, we need a list of agreements or class rules for working and learning together.
- Brainstorming is a process that encourages creative thinking.
- All ideas are accepted; every idea will be written down.
- There should be no comments made, either positive or negative, about any of the ideas presented.
- Say anything that comes to mind, even if it sounds silly.
- Think about what others have suggested and use those thoughts to get your ideas moving along new, creative lines.



Discuss	<ul style="list-style-type: none"> We want to generate a list of guidelines that will help the group to work together productively, communicate effectively, and treat each other respectfully. Use the brainstorming process to create ideas for these class guidelines.
Sample List	<ul style="list-style-type: none"> When someone mentions listening, take a moment to emphasize the power of listening to each other. Encourage them to listen and discover rather than giving advice. This will be emphasized in the Home Connection. Talk one at a time. (Don't interrupt another student while he or she is speaking.) Avoid being judgmental. Give everyone a chance to speak. Keep what is said in class confidential. Be open and honest. Look at people when you speak to them. Listen and discover, rather than giving advice. Don't make fun of what other people say or do. Help each other out.
Solid Concepts (Make certain the class list contains these ideas)	<ul style="list-style-type: none"> Everyone has the right to privacy. Students may pass if they do not want to share something too personal. Everyone has the right to confidentiality. It is not appropriate to talk about someone else outside his/her presence. Exceptions would be when there is danger to that person. Everyone has the right to be respected.
List and Discuss	<ul style="list-style-type: none"> List the ideas on the board to discuss and clarify each suggestion. Choose from the list to create guidelines for the class.
Ask	<ul style="list-style-type: none"> Have you ever been in a situation when an agreement was not observed? How would observing the suggestion make a difference in our class? Are there any revisions or objections to the items on the list?
Sign and Post	Have students sign or initial the agreement and post it in the classroom.
Conclusion	3. Watch "Don't Laugh at Me" Music Video
Music	Show the "Don't Laugh at Me" music video available to download for free through operationrespect.org . Go to the Media Center on the home page and click "view and download." Search for "First Segment: Peter Paul and Mary DLAM Music Video." Right click and press "Save Target As" or "Save Link as" if you have a Mac. Lower on the screen is "Baby Jay Video Hip Hop Version of DLAM" as well as "Christine Evans Video Rock and Roll Version of DLAM." Show the video that is most acceptable to your class.



Home Connection

Prepare

Talking Points

Additional Ideas

Share

Optional Closing

4. Are You Listening?

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.

If you had students return the Home Connection, use the returning papers for this discussion.

- Choose a few of the statements and discuss why they are a problem.
- Have students share experiences when others have used poor listening skills. How did it make them feel?

“Get to Know You” Games

Two Truths and a Lie:

- Students write three sentences about themselves.
- Two sentences are true and one is a lie.
- Each student reads his or her three sentences in any order, and the rest of the class attempts to choose which statement is the false one.
- Discuss how well we know each other, and that each of us has something unique and different about ourselves.

Me Bag:

- Instruct students 2-3 days in advance to bring an empty lunch sack, or secure enough sacks for each student.
- Make a class set of copies of the item list (see page 5).
- Collect 3-D items (NO pictures or “flat” objects) to represent each item.
- The item needs to fit in the lunch sack.

Choose five items from the “Me Bag” topics.

- Something I want to improve
- A talent or skill I have
- Something that reminds me of a favorite vacation
- A place I want to visit
- Something that I'm afraid of
- Something that reminds me of a special time in my life
- A mistake I've made
- Something special about my family

Have students share something they learned about their classmates.

- What needs do we all have that make us the same?
Food, shelter, water, love, acceptance
- How are we more alike than different?
- When it comes to people, what does it mean to be a “builder”?
- What does it mean to be a “breaker”?
- It is so much easier to be a builder when we take time to learn about and enjoy each other.



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for the "Me Bag"**

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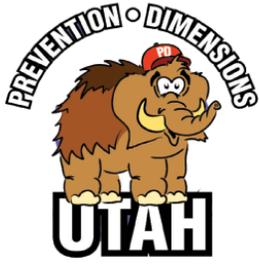
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Home Connection

Dear Family,

In the next few weeks, I am going to be learning about how to treat others with caring and compassion. One way to do that is to listen and understand what other people are thinking and feeling.

Help me learn more about how I relate to others by helping me take this test. If I am uncertain about a response, you might give me some feedback regarding how I might mark the question.

Instructions:

Read through each item below and indicate whether each statement describes you most of the time, some of the time, or never. Total the number of each type of responses using the following scale:

Give yourself 2 points for each “most of the time.”

Give yourself 1 point for each “some of the time.”

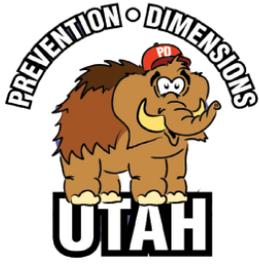
Give yourself 0 points for each “never.”



- _____ 1. When listening, I assume I know what the other person is going to say.
- _____ 2. I interrupt others when they are talking.
- _____ 3. I find myself thinking about what I am going to say while the other person is talking.
- _____ 4. I avoid eye contact when listening to the other person.
- _____ 5. I do several things while I listen, such as doodle, watch TV, or play music.
- _____ 6. I find that my mind is wandering while someone else is talking.
- _____ 7. I make judgments on what is being said.
- _____ 8. I have to ask for things to be repeated.
- _____ 9. I carry on several conversations at one time.
- _____ 10 I do not ask questions if I don't understand what is being said.

If you scored...

- | | |
|-------------|---|
| 0-6: | Excellent. You have very good listening skills. Keep it up! |
| 7-13: | Good. You have some good listening skills, but could develop your skills more. |
| 14 or more: | Needs improvement. Improving your listening skills may help improve your relationships. |



Conexión en el Hogar

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Don't Laugh At Me

Rap Version

Written by Allen Shamblin and Steve Seskin for
Sony/ATV Tunes/David Aaron Music/Built On Rock Music
Additional Rap Lyrics: Jonathan Gutierrez, aka Baby Jay
and Hector Chavera III for Roland Jovan Music (BMI)

(Verse 1)

I'm the one they're laughing at because I got glasses on
I'm getting called a geek; don't show my teeth, cause I got braces on
I know how it feels to have to cry myself to sleep
What can I do? I guess I'll just sit here and weep
Is it just me or do the others see flaws in my appearance?
It's clear to see they always find something to laugh and stare at
Or is it cause I'm last left to get chosen next round?
Day after day I'm just the playground's clown
As wrong as it is, the truth is you choose who you want to mess with
You're running me down, but stand in my shoes for a second, (uhh-uhh!)
Whether it's too much to ask, it's on you to listen or pass me up
Don't have to be my friend, all I ask is that you don't laugh and stuff

(Chorus)

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

(Verse 2)

The cost of living that's risen has left me in criticism prison
It isn't about who you are no more, but about what's worn or driven
Everyone's lust for material riches is what really eats me up
Almost the same ill little feeling witnessing streets fill up
With people stuck, handicapped, begging looking for bites to eat,
Had it been me, explain then why when you pass our eyes never meet
Is getting spit on surprising? No, never, its just life in the street
Last night I caught the blues cause I wouldn't give up my bike,
See the weak are the ones that fight for no reason,
I fight against the peer pressure, no banging, stealing, or chiefting,
Why choose living for the street?
Now if it's not too much to ask, it's on you to listen or pass me up
Don't have to pay attention, all I ask is you don't laugh and stuff

(Chorus)

(Pre-Hook)

Even if I'm fat, thin, deaf, blind, short or tall,
Well aren't we all? (Well aren't we all)
So if I'm fat, thin, deaf, blind, short, or tall,
Then aren't we all? (Then aren't we all)
And since we are, don't laugh or call me names, or
Get your pleasure from my pain, in His eyes we're all the same
Someday we'll all have perfect wings

(Chorus)

Don't Laugh At Me

Traditional

Performed by Steve Seskin/Allen Shamblin

(Verse 1)

I'm a little boy with glasses
 The one they call a geek
 A little girl who never smiles
 'Cause I have braces on my teeth
 And I know how it feels to cry myself to sleep
 I'm that kid on every playground
 Who's always chosen last
 A single teenage mother
 Tryin' to overcome my past
 You don't have to be my friend
 But is it too much to ask

(Chorus)

Don't laugh at me
 Don't call me names
 Don't get your pleasure from my pain
 In God's eyes we're all the same
 Someday we'll all have perfect wings
 Don't laugh at me

(Verse 2)

I'm the beggar on the corner
 You've passed me on the street
 And I wouldn't be out here beggin'
 If I had enough to eat
 And don't think I don't notice
 That our eyes never meet

(Chorus)

I'm fat, I'm thin, I'm short, I'm tall
 I'm deaf, I'm blind, hey, aren't we all

(Chorus)

