**Lesson Title: Teasing – What Can I Do About Teasing?**

**Pre and Post Assessment**

**Student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age \_\_\_\_\_\_\_\_\_\_**

**Dates \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ Form completed by: \_\_\_\_\_\_\_\_\_\_\_**

**Place a + in the column if the student completes the skill**

**Place a / in the column if the student partially completes the skill**

**Place a – in the column if the student is unable to complete the skill**

**Provide a comment for each skill if needed on the C line**

|  |  |  |
| --- | --- | --- |
| **Skills observed & Comments (C:)** | **Pre-test** | **Post-test** |
| 1. Discriminates between friendly & unfriendly teasing when shown pictures or simulations
 |  |  |
| **C:** |  |  |
| 1. Describes ways to respond to friendly teasing (smile, shrug it off, joke back)
 |  |  |
| **C:** |  |  |
| 1. Describes ways to respond to unfriendly teasing (stay calm, tell adult if repeated or threatening, decide: ignore or respond)
 |  |  |
| **C:** |  |  |
| 1. Describes ways to ignore teasing (walk away, look away, join group of friends, talk to someone else)
 |  |  |
| **C:** |  |  |
| 1. Provides appropriate phrases when using humor to respond to unfriendly teasing (that was a good one, whatever, etc)
 |  |  |
| **C:** |  |  |
| 1. Provides mild sarcasm phases when responding to Unfriendly teasing (real mature, like I would care, give me a break, etc)
 |  |  |
| **C:**  |  |  |
| 1. Provides options for continued teasing: change routine, tell adult to be present in the locations/situations.
 |  |  |
| **C:** |  |  |
| 1. Relates times to KNOW when to get adult help (teased daily, threatened, feels bad about self, don’t know what else to do)
 |  |  |
| **C:** |  |  |
| 1. Relates ‘good stuff’ that happens from peers
 |  |  |
| **C:** |  |  |
| 1. Completes homework page accurately & w/minimal assists (post lesson)
 |  |  |
| **C:** |  |  |