Connect with Kids

WebSource

For the Classroom

Invisible Weapons

Discussion Questions – Segment 4

1. The term “spectator responsibility” was mentioned in the video. What does that mean? How does that impact you? What should the spectators do?
2. How does your school staff handle bullying incidents (warning, detention, suspension, etc.)?
3. Do you agree with your school’s measures? Why or why not?

Activity

Read the Labels

OBJECTIVES

Students will:

- Define and identify labels society places on individuals.
- Understand the importance of respect of self and others.
- Recognize and appreciate individual differences.

MATERIALS

Markers
Paper or index cards

PROCEDURE

1. Create a label for every student in the class. Labels should be typical teenage stereotypes such as “jock,” “prep,” “computer geek,” “brain,” “stoner,” “punk,” “artsy.”

2. As students enter the classroom, tell them you would like them to try an experiment, which requires you tape a label on their back. Students should **not** try to find out what their label says.

3. As everyone is labeled, break students into groups of two.
4. Ask the students to begin a discussion referring to their partner as if they were the labels on their back. Have the students rotate through different groups, each time talking to another student according to their label.

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5. On the last switch, ask if anyone thinks they know what their label is. Ask students to remove their labels.

6. Begin a discussion asking students the following questions:

   How did it feel to be spoken to that way?
   Did they find most people only asked them certain things or treated them a particular way?
   Were they comfortable or uncomfortable with that label?
   What are the assumptions people make about stereotypes?
   What are ways to move beyond stereotypes?
   What assumptions to you think people misunderstand about you?

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