



Teens Against Bullying Others (TABO)

Grade 7 – Social Awareness

BACKGROUND

Stereotypes put people into boxes based on surface observations and assumptions. We may or may not fit into those boxes, but we may still feel limited by the assumptions made about us. By understanding stereotypes and how they affect us, we can start to move outside of our social comfort zone and learn the benefits of including others in our circle.

WHAT TO DO

Activity: Teen Team Introductions

Time: 3 minutes

Tell the students your name, what grade you're in, and one reason why you are a TABO member.

Ice Breaker: Commonalities and Uniquenesses

Time: 5 minutes

Youth will work in their leadership position to build relationships and trust among participants in order to create strong teams/groups.

- 1.) Divide the large groups into pairs. Instruct the participants that they will be coming up with things they have in common with others in the class and that they must go beyond the obvious like they are in the same class or they are breathing. They must learn something new about one another.
- 2.) Instruct the pairs that they are to come up with one thing they have in common.
- 3.) After the pairs come up with something have them team with other pairs to find something they all have in common. Then the small groups work with other small groups. Keep this process going until all groups have come together to form one giant group and then have them figure out what they all have in common as a classroom.
- 4.) Talk about some of the answers they shared with others in the class.

Reflection Questions

Question	Key Words/Phrases to Look For:
<ul style="list-style-type: none"> • What happened when you tried to find commonalities with a partner? A small group? The large group? 	<ul style="list-style-type: none"> • It got harder to find things in common the larger the group got. • People would have things in common and then one or two would be different.
<ul style="list-style-type: none"> • How did it feel to know you all had something in common? 	<ul style="list-style-type: none"> • It was kinda cool. • I didn't know "x" about this person...
<ul style="list-style-type: none"> • How did it feel to know there were some things about you that were unique? 	<ul style="list-style-type: none"> • Like having some things that are kind of different too. •

Intended Audience:

High School-age teens teach to 7th grade youth

Learning Objectives:

Youth will be able to:

- Increase their awareness of similarities they have with other students.
- Understand what stereotypes are and identify situations in which stereotypes are used.
- Learn the benefits of including others by stretching beyond their social comfort zone.

Target Essential Elements:

Youth learn skills that contribute to *belonging*, *independence* and *generosity*.

Time: 45 minutes

Supplies Needed:

- Display boards labeled with group names
- Rope
- Comfort Zone observation sheets
- Pencils
- Evaluation postcards

Do Ahead:

Before the session starts:

- Have Box Labels display boards and adjectives with velcro prepared.

- Have handouts, comfort zone observation sheets and evaluation postcards copied.
- Place stereotype display boards in the four corners of the room.

Sources:

- Developed by Monica Lobenstein, Jackson County 4-H Youth Development Agent, Brody Bayus, AmeriCorps VISTA Member, and Jennifer Anderson, AmeriCorps VISTA Member, UW-Extension, 2012. Updated in partnership with Alex Galston, AmeriCorps VISTA Member, 2013.
- Lisowski, A. & Pettersen, L. 2008. *Youth Engaged in Learning about Leadership Curriculum*. <http://buffalo.uwex.edu/files/2010/08/YELL-Leadership-Curriculum.pdf>
- Eagle Bluff Environmental Learning Center. 2010. *Beyond the Comfort Zone*. http://www.eagle-bluff.org/documents/Tree_tops_003.pdf

<ul style="list-style-type: none"> • Do you see your classmates differently after this activity? Why or why not? 	<p>Expect them to say no, but push them to answer:</p> <ul style="list-style-type: none"> • Learned some new things • Didn't think we'd all have something in common • All have things in common and things that are unique
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Activity: Box Labels

Time: 15 Minutes

Start by asking the students to help define the word "stereotype." Say:

When we make assumptions about an entire group of people, those assumptions are referred to as stereotypes. Assumptions and stereotypes influence our attitudes, we may find that it's hard to be fair with someone or something because we are only looking at the large group rather than getting to know the individual. When we judge a whole group based on our experiences with just a few people, we have a "bias" or "prejudice."

Tell the class that you will be talking to them about four different types of stereotyped groups and point out the display boards placed around the room:

- Jocks
- Geeks/Nerds
- Emo/Punk/Skaters
- Preps

Give each student an adjective card, and tell them to go place the adjective card on the display board they believe it applies to most. Tell them to be prepared with a reason for why they placed it where they did. When they have placed their card on the board, they should stand near that board for further discussion.

Small Group Reflection Questions – 1 teen leader/stereotyped group leads small group discussion

Question	Key Words/Phrases to Look For:
<ul style="list-style-type: none"> • What adjective did you have and why did you think it fit this group? 	<ul style="list-style-type: none"> • Answers will vary, but make sure everyone gives a reason for the choice they made
<ul style="list-style-type: none"> • Are there any adjectives you would add to this group? 	<ul style="list-style-type: none"> • Answers will vary
<ul style="list-style-type: none"> • Do you think it's a good thing to be someone who is in this group? Why or why not? 	<ul style="list-style-type: none"> • Answers will vary depending on the group and the student, but make sure the positives and negatives of each stereotype is covered

Large Group Reflection – the 2 Teen Leaders not in the groups lead this discussion

<ul style="list-style-type: none"> • What things do you think are good about being included in the group you discussed? 	<ul style="list-style-type: none"> • Answers will vary based on the groups, but try to make sure you hear from at least one person in each group.
<ul style="list-style-type: none"> • What things do you think are “bad” about being included in the group you discussed? 	<ul style="list-style-type: none"> • Answers will vary based on the groups, but try to make sure you hear from at least one person in each group.
<ul style="list-style-type: none"> • Do all of the people in your groups show all of the qualities listed? 	<ul style="list-style-type: none"> • No
<ul style="list-style-type: none"> • So why do you think we lump people together in groups like this? 	<ul style="list-style-type: none"> • They are usually all alike – <i>if you get this response, challenge it... are they really or do we just think they are because we don’t know the people as individuals?</i> • They like to do the same stuff • They’re usually friends with each other
<ul style="list-style-type: none"> • What’s the harm in believing that all the members of a stereotyped group are all the same? 	<ul style="list-style-type: none"> • We start to think everyone in a group is “good” or “bad” based on the stereotype • We don’t take the time to get to know people as individuals • We don’t give people a chance to be themselves

Activity: Beyond the Comfort Zone

Time: 20 Minutes

1. Introduce the concept of a comfort zone to the students. This activity will show students how certain situations affect people differently and you shouldn’t always assume everyone feels as comfortable in a situation that you do.
2. Lay out three ropes representing the three levels of comfort. Each rope will form a circle, with a smaller rope circle within. Explain the meaning of each circle.
 - **Comfort Zone** (inner circle): little to no stress or anxiety, very comfortable; people are relaxed and tend not to push themselves.
 - **Stretch Zone** (middle circle): some stress or anxiety, moderately uncomfortable; people push themselves to experience something new, challenge themselves; the stretch zone is where learning takes place.
 - **Panic Zone** (outer circle): high stress or anxiety, very uncomfortable; people are too stressed to focus, making learning difficult if not impossible.
3. Then, explain that you will read a series of statements and they should stand in the “zone” or circle that represents their comfort level with the activity. Read the following statements, taking time to let a few students share briefly why they chose to stand where they did.
 - a. Downhill skiing
 - b. Public speaking
 - c. Holding a snake
 - d. Singing in front of someone

While social situations are being read, teen leaders who are not leading the activity should each pay specific attention to one of the following:

1. Situations where a lot of youth were in their comfort zone
2. Situations where a lot of youth were in their stretch zone
3. Situations where a lot of youth were in their panic zone

Note: This activity works best with little talking outside of reflection times.

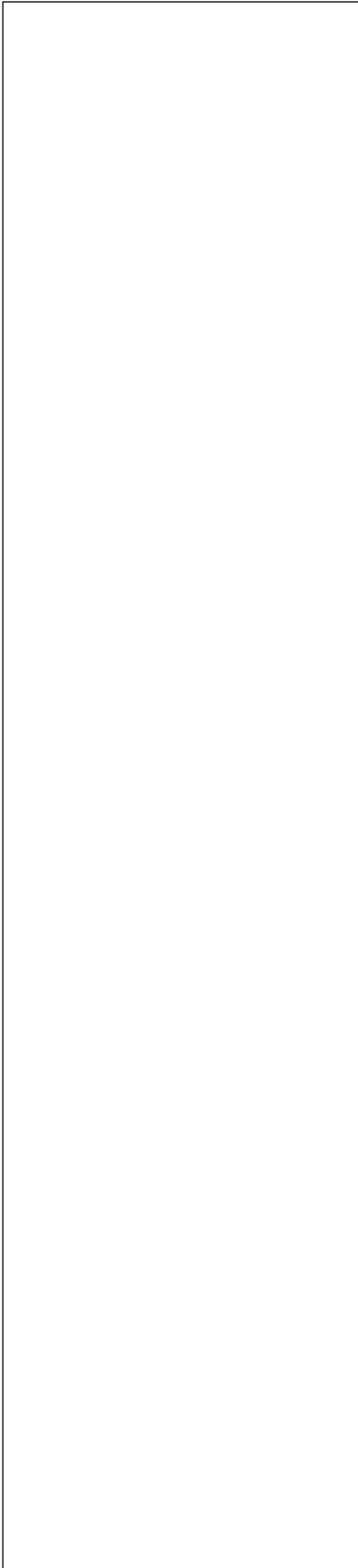
4. Now explain that you will be reading a series of statements that are about social situations.
 - a. Making new friends
 - b. Going in to a full room where you don't know anyone
 - c. Sitting alone at a lunch table
 - d. Going to a party
 - e. Making new friends online
 - f. Moving to a new school
 - g. Talking to a new student who just moved to your school
 - h. Hanging out at a good friend's house
 - i. Sticking up for someone who is being picked on
5. After each statement is read, ask the students to share briefly about why they stood where they did.

Reflection Questions

Question (Panic Zone)	Key Words/Phrases to Look For:
Remind the students which situations there were a lot of them who were in their panic zone. <ul style="list-style-type: none"> • Ask: Why do you think these situations would be so hard for so many of you? 	<ul style="list-style-type: none"> • Answers will vary based on situations
<ul style="list-style-type: none"> • What do you think you would need to move from panic zone to stretch zone in these situations? 	<ul style="list-style-type: none"> • Answers will vary

Question (Comfort Zone)	Key Words/Phrases to Look For:
Remind the students which situations there were a lot of them who were in their comfort zone. <ul style="list-style-type: none"> • Ask: Why do you think these situations would be so easy for so many of you? 	<ul style="list-style-type: none"> • Will vary based on the situations
<ul style="list-style-type: none"> • Is it easier or harder to stick up for someone who is being picked on when you're in your comfort zone? Why? 	<ul style="list-style-type: none"> • Answers will vary

Question (Stretch Zone)	Key Words/Phrases to Look For:
Remind the students which situations there were a lot of them who were in their stretch zone. <ul style="list-style-type: none"> • Ask: Why do you think these situations would be a stretch for so many of you? 	<ul style="list-style-type: none"> • Will vary based on the situations
<ul style="list-style-type: none"> • What does being in your social stretch zone have to do with bullying? 	<ul style="list-style-type: none"> • Making new friends • Trying new things • Learning about other people
<ul style="list-style-type: none"> • How could being in your social stretch zone help stop bullying? 	<ul style="list-style-type: none"> • New friends • Feel good • Help someone • Learn about new people?



CLOSING: Social Stretch Zone

Time: 5 minutes (Do evaluation no matter what. Sharing if time.)

Challenge the students to choose one thing they will do to move into their social stretch zone. Ask for volunteers who are willing to share what they will do.

Hand out postcard evaluation. They **do not** need to write their names on the postcards. Ask the students to complete the postcard and turn it in.

SMART



ATHLETIC



AWKWARD



FUNNY

CLIQUSH

FRIENDLY

BORING

RICH

POOR

LONER

WEIRD

FUN TO BE
WITH

ATTRACTIVE

POPULAR

UGLY

CRIES A LOT

**GETS ANGRY
EASILY**

DUMB

**GETS IN
TROUBLE
OFTEN**

MEAN

NICE

QUIET

**ALWAYS THE
CENTER OF
ATTENTION**

**ALWAYS WELL
DRESSED**

DIRTY

CLEAN

USES DRUGS

BOOKWORM

COMPUTER
SAVVY

SHY

LOYAL

BACKSTABBER

Panic Zone Observation Sheet

Place a check next to each activity where the majority of participants are in the panic zone. Jot any other observations in the blank space at the bottom.

- Making new friends
- Going in to a full room where you don't know anyone
- Sitting alone at a lunch table
- Going to a party
- Making new friends online
- Moving to a new school
- Talking to a new student who just moved to your school
- Hanging out at a good friend's house
- Sticking up for someone who is being picked on

Observations:

Comfort Zone Observation Sheet

Place a check next to each activity where the majority of participants are in the comfort zone. Jot any other observations in the blank space at the bottom.

- Making new friends
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- Sticking up for someone who is being picked on

Observations:

Stretch Zone Observation Sheet

Place a check next to each activity where the majority of participants are in the stretch zone. Jot any other observations in the blank space at the bottom.

- Making new friends
- Going in to a full room where you don't know anyone
- Sitting alone at a lunch table
- Going to a party
- Making new friends online
- Moving to a new school
- Talking to a new student who just moved to your school
- Hanging out at a good friend's house
- Sticking up for someone who is being picked on

Observations:

I know more about how stereotypes affect people than I did before this session. (circle one)

Agree Mostly Agree Neither Agree Nor Disagree Mostly Disagree Disagree



Quick Questions

7th Grade

Please complete the questions on this card about this session of Teens Against Bullying Others.

I learned at least one new thing I have in common with another student.

No Yes Not Sure

I know more about stereotypes in my school.

No Yes Not Sure

I will try to move into my social stretch zone to help prevent bullying in my school in the future.

No Yes Not Sure

Please use the back of this card to answer the following question. What kind of place do you want your school to be? You may use words and/or pictures in your response.

I understand more about my own social stretch zone than I did before this session. (circle one)

Agree Mostly Agree Neither Agree Nor Disagree Mostly Disagree Disagree

I know more about how stereotypes affect people than I did before this session. (circle one)

Agree Mostly Agree Neither Agree Nor Disagree Mostly Disagree Disagree



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