

Unit 2 Lessons and Activities:

Lesson 1-Students will be “popping their thought bubbles” and talking about how our thoughts and feelings affect our actions

Lesson 2-Will be working on what empathy is and how to show it to other people

Lesson 3-To change like a caterpillar

Lesson 4-Identifying what a stereotypes are and how we can overcome them

Example:

Kimberly and Derek find out they both received a D on their math tests.

Kimberly said to herself when she got her grade:

Oh no, I got such a bad grade! I didn't study as hard as I should have. I'm going to study a lot harder for the next test.

What did Kimberly feel? _____

What will Kimberly do? _____

Will she try harder on the next test? _____

Derek said to himself when he got his grade:

I'm so bad at math!
I'll never pass a math test!

What did Derek feel? _____

What did Derek do? _____

Will he try harder on the next test? _____

Scenario 1:

At lunch you walk over and try to find a seat at a crowded table. You ask Jenny to please move over so you can sit down. Jenny says there's no more room, even though there's just enough room for one more person, and that you should find another spot to sit.

What will you say to yourself about Jenny?

What do you feel? _____

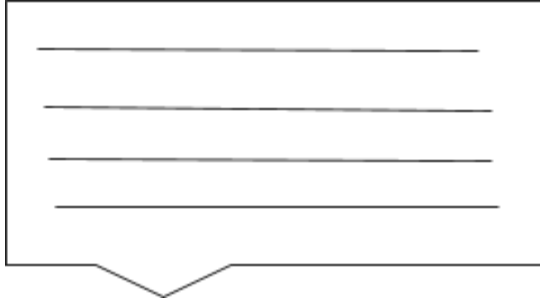
What will you do? _____

Will you try to sit next to Jenny again? Explain why or why not. _____

Scenario 2:

It's the first day of a new science experiment, and your partner, Nick, is extremely excited. When you ask Nick if you can have a turn mixing the mysterious substance, he ignores you and continues to do all of the work.

What will you say to yourself about Nick?



What do you feel? _____

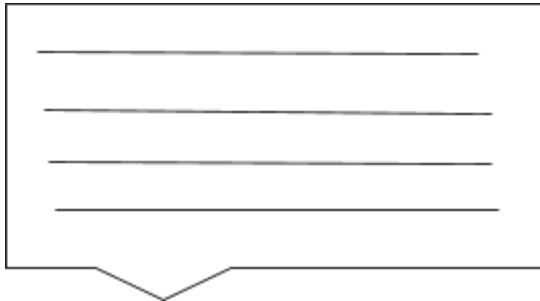
What will you do? _____

Will you consider being lab partners with Nick in the future? Explain why or why not. _____

Scenario 3:

You remember that Alex borrowed a mechanical pencil from you and hasn't returned it. You see him using your pencil and ask for it back. Alex replies, "Are you sure this pencil is yours? I thought I gave your pencil back to you."

What will you say to yourself about Alex?



What do you feel? _____

What will you do? _____

Will you loan anything to Alex again? Explain why or why not. _____

Scenario 4:

At the bus stop, Maddy asks you to sit with her on the bus so that you can help her with her homework. You were planning to relax and talk with others on the 20-minute ride to school.

What will you say to yourself about Maddy?

What do you feel? _____

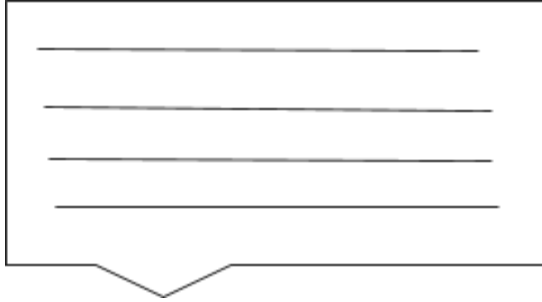
What will you do? _____

Would you help Maddy if she asked you again tomorrow? Explain why or why not. _____

Scenario 5:

Megan just got new glasses, but instead of wearing them, she puts them away on her desk. When she has trouble seeing the white board, she often interrupts you to look at your paper or whisper in your ear.

What will you say to yourself about Megan?



What do you feel? _____

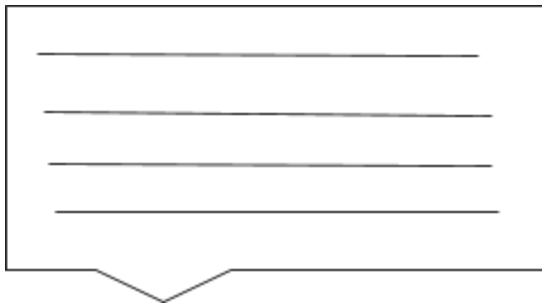
What will you do? _____

Will you try to sit next to Megan again? Explain why or why not. _____

Scenario 6:

It's the beginning of the school year, and you found out that you and our best friend are in different classrooms.

What will you say to yourself after hearing this news?



What do you feel? _____

What will you do? _____

Do you think you'll have a good year at school? Explain why or why not. _____

Scenario 7:

You and your friends have invited Karen, a new student, to play soccer after school. When the other team wins, Karen yells, "You're a bunch of cheaters!"

What will you say to yourself about Karen?

What do you feel? _____

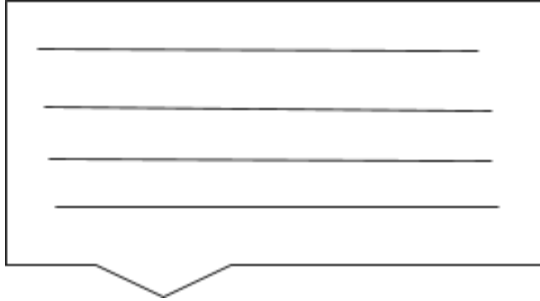
What will you do? _____

Will you invite Karen to play soccer again? Explain why or why not. _____

Scenario 8:

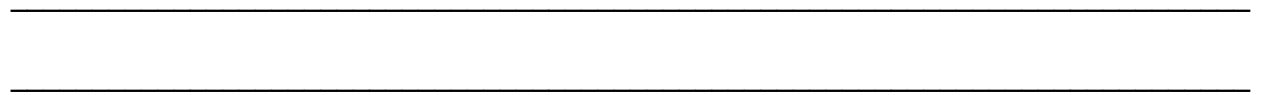
Yesterday at recess you played on the swings with Sam and had so much fun. Today you're excited to do the same thing at recess, but when you ask Sam if he wants to play with you again, he says, "No. I want to play on the monkey bars with Jane today."

What will you say to yourself about Sam?

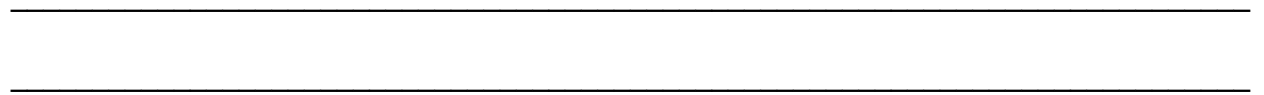


What do you feel? _____

What will you do? _____



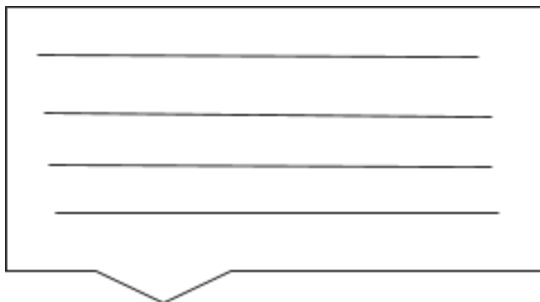
Will you ask Sam to play again another day? Explain why or why not. _____



Scenario 9:

You're walking past a new student, Marcus, in the hallway at school and say, "Hello." Marcus responds by looking down and quickly walks right past you.

What will you say to yourself about Marcus?



What do you feel? _____

What will you do? _____



Will you try to speak to Marcus again? Explain why or why not. _____

Scenario 10:

You're in a gym class and need to pick teams for a basketball game. There's a new kid in class, named Rachel, who's really tall and says her team is definitely going to win the game.

What will you say to yourself about Rachel?

What do you feel? _____

What will you do? _____

Will you pick Rachel to be on your team again? Explain why or why not. _____

WISES Game

Instructions:

1. Roll the die; the player with the highest number goes first and then it goes clockwise from them.
2. Each player takes a turn by rolling the die
3. If the die lands on numbers 1 or 2, pick up an ACT IT OUT card
4. If the die lands on numbers 3 or 4, pick up a DO YOU GET ME? card
5. If the die lands on numbers 5 or 6, pick up a BE COOL card

Card descriptions:

ACT IT OUT cards describe a feeling for you to act out. The other players guess the feeling and describe the clues that helped them guess. If you're uncomfortable acting out the feeling, you can choose to name a situation (e.g. got an A on a science test) that causes you to express the feeling on the card (e.g. Excited). The other players guess the feeling using the situational card instead of the actions.

DO YOU GET ME? cards describe a situation (e.g. you miss gym because you forgot to bring sneakers to school) and three options to your reaction: (a) Frustrated because you were looking forward to a game the teacher had planned, (b) Happy because you don't like gym, (c) Both happy and nervous because you want to miss gym but don't want to get into trouble). The other players guess which option best fits your perspective.

BE COOL cards describe a situation (e.g. "Your mother won't let you sleep at your friend's house this weekend even though all your other friends will be there") and has three options for responding (a) Why won't she let you go?, (b) You must be really disappointed that your mom won't let you go, and (c) Maybe you could try asking your mom again and explain why it's so important for you to go. The other players guess which response you prefer. Provide your group with feedback on whether they choose the response you prefer and why?

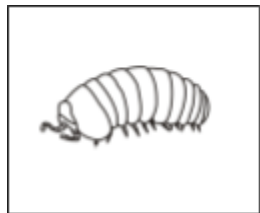
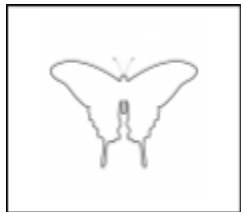
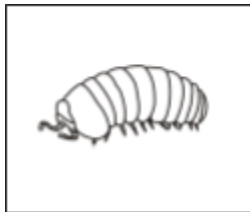
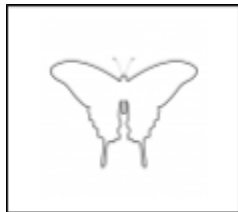
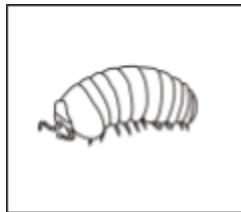
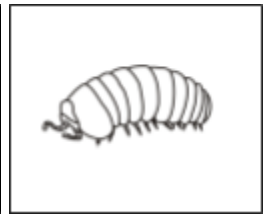
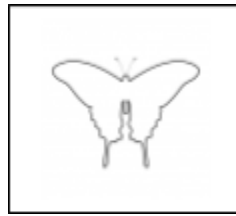
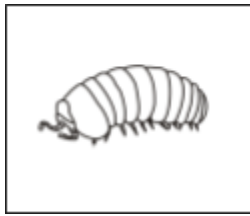
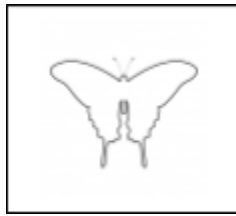
To Change Like a Caterpillar

Instructions

- All players select a playing piece and place them on the top-left square (the seedling in the soil)
- Roll the die; the player with the highest number goes first and so on.
- Each player takes a turn by rolling the die and advancing the number of spaces
- Players pickup the card that matches the space they landed on.
 - A player who lands on a Name That Thought space asks another player to pick up the corresponding card and read the statement. The player who landed on the space indicates whether it's a Caterpillar Thought or a Worm Thought. If correct, the player remains on the current square. If incorrect, the player returns to the previous square.
 - A player who lands on a Butterfly space selects a Butterfly card and reads it to the group. The player then provides a Caterpillar Thought. The others vote whether the response was acceptable. IF a tie or a majority vote indicates an acceptable response, the player remains on current space. If a vote indicates an unacceptable response, the player returns to the previous space. If a response is deemed unacceptable the other players may roll the dice, and the player with the highest number may provide a response. If it is an acceptable response, the player advances 3 spaces and remains on that space until it is his/her turn.
 - If a player lands on a Caterpillar Words space, the player selects a Caterpillar Words Card and silently reads the word on the card. The hourglass allows the player 1 minute to get any other player to say the word on the card without spelling out letters or using forms of a word. If a player guesses the word, the player who selected the card remains in the current space. The player who guessed the word advances 3 spaces and remains on the space until it is his/her turn. If no one guesses the word, the player who selected the card returns to previous space.

The player who reaches the Garden first wins the game.

To Change Like a Caterpillar



How I Think Questionnaire (Day 1)

Read the statements below and rate how much each describes how you think. If the statement does not describe you at all, circle 1. If the statement describes how you think a little bit, circle 2. If the statement describes how you think a lot, circle 3.

	Not at All	A Little Bit	A Lot
1 I can think for myself.....	1	2	3
2 It's easier to just let others do the thinking for me...	1	2	3
3 I'm a leader, not a follower.....	1	2	3
4 I let others tell me how I should think.....	1	2	3
5 I usually just agree with whatever my friends think....	1	2	3
6 I try not to judge people until I get to know them.....	1	2	3
7 It's okay for me to have different opinions than other people	1	2	3
8 I usually look to others to tell me how I should think.....	1	2	3

Write the numbers to your answers and add the numbers in each column.
Which column has a higher score?

I	II
1 _____	2 _____
3 _____	4 _____
6 _____	5 _____
7 _____	8 _____
Total _____	_____

People Match Record Sheet (Day 1)

INSTRUCTIONS: (Descriptions are listed at the bottom of this page. Each description has a number.) Match two descriptions to each person and write the corresponding numbers in the boxes next to each person's name. When provided with the correct matches, count how many are correct for each person and calculate the total number of correct matches for the game!

People	Matches		Correct Answers		Correct Matches?		
A. Karen					0	1	2
B. Cindy					0	1	2
C. Matt					0	1	2
D. Zareen					0	1	2
E. Jon					0	1	2
F. Casey					0	1	2
G. Ashley					0	1	2
H. Chris					0	1	2
I. Ray					0	1	2
J. Carlos					0	1	2

Score=

Descriptions:

1. I like playing video games	6. I enjoy watching college football	11. I wish I had an English Bulldog	16. I like going to symphony concerts
2. I was on a rock climbing team	7. I've run in five marathons	12. I'm a photographer	17. I was in a professional opera
3. My favorite baseball team is the Phillies	8. I send at least 10 texts per day	13. My favorite color is purple	18. I just learned how to knit
4. I play guitar in a band	9. I hate shopping for clothes	14. I'm a teacher	19. I was born in Arizona
5. I took drum lessons as a child	I was on a tee-ball team	15. I love Thai food	20. I have a dog named Jasmine

Problems with Stereotyping (Day 2)

INSTRUCTIONS: Read the scenarios below. In each, one of the characters let a stereotype think for them. Identify the stereotype and describe how stereotyping is problematic by choosing one of the following stereotyping problems: (a) Prevented possible hobbies or careers, (b) Performed poorly in a stereotyped situation, (c) Made an incorrect guess about someone, (d) Prevented possible friendships, or (e) Misremembered information that doesn't fit a stereotype (distorted counterstereotypic information)

Scenario	What's the Problem?
<p>1. Lynn, an 11 year-old, recently moved to a new neighborhood. Although she misses her old friends, Lynn was excited because her next door neighbor, Marie, was the same age as she was. As Lynn was unpacking boxes, Marie knocked on the door and invited her to attend her birthday party. Lynn decided to buy Marie a jewelry-making kit for her birthday present. When Lynn gave Marie her present at the party, she heard someone whisper, "Marie hates wearing jewelry! Why would Lynn buy her that?"</p>	<p>What is the stereotype? _____</p> <p>How was stereotyping problematic in this situation?</p> <ul style="list-style-type: none"> a) Prevented possible hobbies or careers b) Performed poorly in a stereotyped situation c) Made an incorrect guess about someone d) Prevented possible friendships e) Misremembered information that did fit the stereotype
<p>2. Jeremy went to the hospital because he broke his arm at the playground. While there, he was introduced to Dr. Stacie Frankel, who told him he would need to wear a cast for at least 1 month. Before she left the room, Dr. Frankel gave him a chocolate lollipop! When he got home, Jeremy's little sister asked him where he got the lollipop. Jeremy replied, "The nurse at the hospital gave it to me."</p>	<p>What is the stereotype? _____</p> <p>How was stereotyping problematic in this situation?</p> <ul style="list-style-type: none"> a) Prevented possible hobbies or careers b) Performed poorly in a stereotyped situation c) Made an incorrect guess about someone d) Prevented possible friendships e) Misremembered information that did fit the stereotype
<p>3. Dianna and Bonnie were playing hopscotch on the playground. Dianna noticed a friendly looking boy sitting alone on a bench. Dianna asked</p>	<p>What is the stereotype? _____</p> <p>How was stereotyping problematic in this</p>

<p>Bonnie if they should invite him to play with them. Bonnie replied, "No way! He wouldn't want to play hopscotch with us!"</p>	<p>situation?</p> <ul style="list-style-type: none"> a) Prevented possible hobbies or careers b) Performed poorly in a stereotyped situation c) Made an incorrect guess about someone d) Prevented possible friendships e) Misremembered information that did fit the stereotype
<p>4. Sammy was at the YMCA with his father, who told him he could sign up for a class that summer. Sammy looked at the list of classes and noticed they were offering a ballet class. Sammy really wanted to take the class, but thought his father wouldn't want him to. When his father asked him which class he wanted to take, Sammy replied, "How about karate?"</p>	<p>What is the stereotype? _____ _____</p> <p>How was stereotyping problematic in this situation?</p> <ul style="list-style-type: none"> a) Prevented possible hobbies or careers b) Performed poorly in a stereotyped situation c) Made an incorrect guess about someone d) Prevented possible friendships e) Misremembered information that did fit the stereotype
<p>It was Beth's first day at a new school and she was sent to a room to take an Advanced Science Placement Test. Beth was really good at science and wanted to take a higher level class. When she walked in the room, she noticed there were about 20 students and almost all of them boys. When the teacher passed out the test, she started to get nervous. She thought to herself, "I guess many girls at this school don't take advanced science classes. I hope I can still do well." As Beth was completing the questions, she continued to be nervous and had trouble concentrating on her answers. When the teacher said that their time was up, she had only completed half the test!</p>	<p>What is the stereotype? _____ _____</p> <p>How was stereotyping problematic in this situation?</p> <ul style="list-style-type: none"> a) Prevented possible hobbies or careers b) Performed poorly in a stereotyped situation c) Made an incorrect guess about someone d) Prevented possible friendships e) Misremembered information that did fit the stereotype

Thinking Outside of the Box (Day 2)

INSTRUCTIONS: Think about the Stereotyping Problem you were assigned. What strategies can you use to prevent this problem? As a group, brainstorm three strategies that help you and your classmates “think outside of the box” instead of letting stereotypes do the thinking for you. Then, discuss how you’ll use this strategy in your class. **Be prepared to share your ideas!**

Team members: _____

What is your stereotype problem? (Circle)

- a) Preventing possible hobbies or careers
- b) Performing poorly in a stereotyped situation
- c) Making an incorrect guess about someone
- d) Preventing possible friendships
- e) Misremembering information that does not fit the stereotype

Thinking Outside the Box Strategy	How will we use this strategy in our classroom?
1.	
2.	
3.	

Stereotyping problems	Strategies
Preventing possible hobbies or careers	Try out new hobbies Speak up when someone pressures you or someone else to participate in only certain activities Remember that activities are for everyone (e.g. there is no such thing as a “girl” or “boy” activity or career)
Performing poorly in stereotyped situations	Support others who are trying out stereotyped activities Remember that activities are for everyone (e.g. there is no such thing as a “girl” or “boy” activity or career) Use relaxation strategies when you get nervous performing in stereotyped activities
Making an incorrect guess about someone	Learn about people instead of making guesses based on stereotypes Correct others who make guesses about people based on stereotypes Support others who are behaving in ways that don’t match stereotypes
Preventing possible friendships	Learn about others instead of making guesses based on stereotypes Learn from others who are different from you Be open to getting to know others who are different than you
Misremembering information that does not fit the stereotype	Be aware of how stereotypes may distort your memory Pay attention to the facts in situations Do not make guesses when you don’t remember information

People Match Answer Sheet

People	Descriptions
A. Karen	7. I've run in five marathons 18. I just learned how to knit
B. Cindy	3. My favorite baseball team is the Phillies 9. I hate shopping for clothes
C. Matt	13. My favorite color is purple 20. I have a dog named Jasmine
D. Zareen	1. I like playing video games 8. I send at least 10 texts each day
E. Jon	6. I enjoy watching college football 16. I like going to Phoenix symphony concerts
F. Casey	5. I took drum lessons as a child 19. I was born in Arizona
G. Ashley	10. I was on a tee-ball team 12. I am a photographer
H. Chris	2. I was on a rock climbing team 15. I love Thai food
I. Ray	4. I play guitar in a band 14. I'm a teacher
J. Carlos	11. I wish I had an English Bulldog 17. I was in a professional opera

[illegible]