

# Ch-Ch-Change

**Use:** After students complete the Stop and Think exercises on pages 2–4

**Format:** Small group to whole group

**Time:** 15 minutes

**Materials:** Markers, index cards

1. After students complete pages 2–4, explain that they will be exploring the idea of change in their own lives in more depth.
2. Break the class into small groups of three to four students.
3. Give each group two index cards with the following questions:
  - *When have you felt good about a change? What was the change? Why was it good?*
  - *When has a change made you feel badly? What was the change? Why was it difficult?*
4. Allow 8–10 minutes for each group to discuss responses among its members. Alternatively, you can give individuals 5 minutes to write responses on the back of the index cards and then allow another 8–10 minutes for discussion.
5. Ask for a volunteer from each group to provide a brief review of what the group discussed. Suggest that the volunteer share some of each group member's responses.

# Not So Soup-er Labels

**Use:** With pages 10–12

**Format:** Small group to whole group

**Time:** 20–25 minutes

**Materials:** 10 soup-can labels or copies of soup-can labels, markers, pens, paper, workbook pages 10–12

1. Break the class into small groups of three to four students.
2. Show one of the labels and ask students to guess the topic of the next activity. (Answer: labeling.)
3. Pass out one soup-can label to each group. Each label should bear a different statement from page 11.
4. Explain to the groups that they will be responsible for role-playing a workplace situation where the statement is used and the labeled worker reacts. These skits should be no more than two or three minutes long. The role-play should show two worker reactions (appropriate and inappropriate).
5. Have students perform the skits for the whole group. Ask students to identify the appropriate reactions and how they differ from the inappropriate reactions. Discuss why appropriate reactions are a better choice.
6. It is important to bring to the attention of students that many people label things every day without recognizing it as labeling.
7. Now go around the room one at a time. Read one of the labels listed below and have the student give one word that describes this person.
8. Have an open discussion about the words students chose to associate with the different labels.

Policeman  
Wrestler  
Pilot  
Native American  
Homeless person  
Teacher  
Nun  
Fireman  
Mexican  
Lawyer  
Soldier  
Bossy child

Car salesman  
Prostitute  
Governor  
Principal  
Dentist  
Skateboarder  
Gay  
Conservative  
Stripper  
Artist  
Doctor  
Pro football player

Saleswoman  
Preacher  
Straight “A” student  
Gang member  
Teacher’s pet  
Circus performer  
Chinese  
Liberal  
Computer geek  
Hockey player  
Female basketball player