



Tutorial Lesson #5: Labels Walkthrough

Lesson Summary:

This lesson will help you do the initial walkthrough and introduction to the Labels Metaphor. You will be focusing on Questions & Processing for the competency and this lesson will have several activities as well as videos you will want to use to practice this competency with. This metaphor can potentially be one of the most powerful units you use with students and will require you to be aware of your students' feelings and attitudes.

Learning Objectives:

- I can explain how negative labels can hurt my future.
 - I can change my negative labels by changing my behavior.
 - I can identify where my negative labels come from.
 - I can identify my strength, interests and passions.
 - I can explain how positive labels can help me achieve my goals and lead to opportunities.
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Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Make sure the Paul Potts video in the Lesson Plan works and is cued ready to go. Practice sharing the video and stopping it at key moments.
- Read through and practice the Activity: Stereotypes if you have never used it before.
- Have the supplies necessary for Labels Journal Booster #4.

Note: these resources can all be accessed on this lesson's webpage.

ATTENTION GETTER / SETTING THE CLASS (5-10 minutes)

As students come in choose a song to be playing. You could pull a song from the Suggested Playlists in the Reality Ride toolkit or you could play a popular song to build atmosphere. Either way, this is also a great moment to Surrender the One Up by greeting students by name and talking and asking them about things outside of school that you know about them.

Ask if anyone in class has a celebration to share since you last met as a WhyTry group. You may be prepared to share your own. (NOTE: Celebrating one another is an important ritual to establish with your class and may take some time for everyone to embrace; however be consistent and positive. This will lead to buy-in and participation).

Ask if anyone saw examples of the Reality Ride during their week. Did they notice themselves or other people choosing to take the Quick/Easy track or the Harder But Worth It track?

CORE COMPETENCY ALERT: Questions & Processing

As a WhyTry facilitator, every class you will be using lesson tools to create moments to create discussion. Questions and processing are two key components of that discussion. This is where some of the most important learning moments take place and require a skilled facilitator to navigate a discussion, asking the right questions and processing the videos, lessons, activities, and more. Read our indicators for successfully using questions and processing and watch the tutorial located on this lesson's webpage for becoming skilled at it.

Throughout this lesson, you will have opportunities where you question and process the metaphor, an activity, a video, and more. This is the perfect lesson to read through this competency and pay special attention to the indicators of successfully using it.

METAPHOR WALKTHROUGH (30 minutes including activity)

Discussion Point #1: Ask the question: What is a label? Allow students to respond and then frame labels using the following. When I walk into a store, I can purchase products and they all come with a label. Pull out a can of tomato sauce from a shopping bag and show it to the kids. Ask questions about what information the label provides you. Say: Imagine if you entered a store and none of the products had a label on them. What would it be like? After this dialogue, explain to students that it is normal for us to label people as well. Sometimes labels are unfair, sometimes they are inaccurate, and sometimes they are based on our behaviors. It's important to realize that our labels can affect our opportunities in life, but that we have control over them and have the power to change them.

Special note: the can you pull out of the bag should be the specially prepared can from THE CAN activity which you will do later.)

Transition to Activity!

To help transition, you can say: We have a word for labeling people, we call them stereotypes.

LEARNING ACTIVITY: Stereotypes

This simple warm-up activity will demonstrate to students the ways in which we use labels.

Details:

- **Spatial Requirements:** Regular classroom setup: little or no space required.
- **Activity Type:** movement/group
- **Group Size:** 4 or more
- **Time:** 5 minutes
- **Materials:**
 - 1 pen or pencil per team
 - 1 piece of paper per team
 - Whiteboard or blackboard
 - Markers or chalk
 - 1 clock or timer
 - Prize or treat for the winning team (optional)

Activity Instructions:

Divide the group into teams of four to eight people. Tell the teams that the object of the activity is to write down as many of the school's stereotypes (or labels) as the teams can think of in three minutes. Have each team pick a scribe to write the team's list. To start the group off, you may give them hints like, "What do we usually call groups of people who dress in black?" or "What do we usually call groups of people who play sports?" After three minutes is up, find out which team has the longest list and write this list on the board. See if the other teams thought of stereotypes that the winning team didn't, and add these to the list as well. You may give a prize to the team that had the longest list.

IMPORTANT NOTE: If participants surface examples that feel uncomfortable or have strong language, be prepared ahead of time on how you want to approach that discussion. It is important to have honest discussions on the impact labels have on all of us; however, you need to be prudent in how you handle any answers you receive.

Processing the Experience:

- Would you define any of these labels as negative? Why?
- Do you feel any of these labels are unfair or inaccurate? Why or why not?
- Why do we label people?
- In what ways are labels important?
- Have you ever given somebody a label based on a first impression and later changed it?
- How can labeling be hurtful to others?

METAPHOR WALKTHROUGH (continued)

Discussion Point #1 continued: Say have you ever been given a negative label because of your actions? Look at the labels on the visual analogy. Point out that most of these labels are labels that adults give kids. Ask: Have you ever had any of these labels? Have students circle the labels that they may have been given, or add some of their own.

Discussion Point #2: Say: When it comes to negative labels, why is it easy to give up when you have a label? Is it ever an excuse for our behaviors? Invite the students to think about that question for a moment on their own. Lead a discussion and try to surface the following points”

- When we believe in a negative label, it can be easy to quit trying and simply live up to that label.
- Sometimes we are given a label that doesn't apply but we start to believe it and follow it.
- We figure it people think a certain way about us why try and change their mind.

Say: However, negative labels can hurt us. They take away opportunity and they can destroy our self-respect. Ask: What does Self-Respect mean to you? Lead a discussion about the meaning of self-respect and ask how labels can affect our self-respect.

VIDEO (5 minutes): Paul Potts

Show the video of Paul Potts. The video can be found on the webpage for this lesson. Remember to use the competency of Using Videos Effectively to find moments to pause the video, ask questions and process the video afterward. Here are a few example processing questions that could be used both during and after the video:

- What label did the judges give Paul Potts before he started singing?
 - How could you tell they had given him a label?
 - Why is it important not to label?
 - How does this video make you feel?
 - How did Paul Pott's labels impact his confidence?
 - How did Paul Potts share the “real him”?
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METAPHOR WALKTHROUGH (continued)

Discussion Point #3: Ask: Have you ever had an experience like this where you met someone and formed a negative opinion or label only to find out that you were completely wrong? Let a few people share as well as be prepared to share one of your own experiences. Ask: Paul had a side of him that was hidden and he tore off his label and created a new one for himself. What prevents us from showing “the real you” sometimes?

Discussion Point #3 continued: Explain many times we have undiscovered and even things we don't share with others that really make up the real you. Often times they are strengths, interests, talents, accomplishments, and goals. Invite them to share a few of those things about themselves by writing them on the top can where the label is being pulled away.

Explain that one of the reasons many people stay on the Quick and Easy of the Reality Ride is because they develop a negative label they are scared to tear off. Part of this metaphor is learning to tear off the negative labels and replace it with a positive one. Explain that you are excited to share with them how to tear off their labels and between today and the next lesson you will learn how to do it.

RESILIENCE BOOSTER: Art Booster (10-15 minutes)

Provide access to their journal prompt. This can be done by either printing out the PDF from the online toolkit, writing the prompt on the board or projecting it, or using WhyTry journals you have purchased. Use Labels Secondary Art Booster #2 with your students (recommended for both secondary and elementary students) or choose a prompt you feel would work better for your students. Play relaxing music in the background as they reflect on the lesson and answer your journal prompt. Depending on time, your class, and situation you may even invite a few students to share now or at the beginning of your next WhyTry session.

AFTER THE LESSON

Say goodbye to students as they leave your class. Thank them for participating and tell them you are excited for next time! Explain to them that next time you will be learning how to tear off negative labels.

Reflect on your lesson: Ask yourself what went well? What didn't go as planned? Did any of your students respond in surprising ways? If you were to do the same lesson again, what would you consider doing differently?