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SECTION 4:

# Membership and Belonging: Who Are “We”? Who Are “They”?

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## ACTIVITIES

Revisiting Our Advisory Contract

The Sneetches

What Is “Normal”?

Gaining Perspective on Perspectives

Analyzing Assumptions

I Am Not a Label

Defining Key Concepts

Encountering and Countering Stereotypes

What Is Your Perception?

The Bystander Effect

Responding to Injustice

“In” Groups and “Out” Groups

Choices and Consequences

Speaking Up against Injustice

Membership and Belonging Final Reflection



Purpose	Materials	Abridged Advisor Notes
<b>38: Revisiting Our Advisory Contract</b>		30 min <b>page 147</b>
Remind the group of its shared expectations, revise expectations as needed, and set the tone for difficult conversations. Draw connections between the factors that make a strong community and the norms that can help ensure it remains strong.	Advisory contract	You will be prompted to revisit your advisory contract at the beginning of each section of <i>Community Matters</i> to reflect on the ways the group has been honoring its contract and where they feel they can do better. This activity also provides the opportunity to add to or revise any of the norms and expectations before moving forward with this section of the Facing History advisory program.
<b>39: The Sneetches</b>		30 min <b>page 149</b>
Identify ways in which communities define membership, and consider how membership in a particular group can influence how people view those outside the group.	<i>The Sneetches</i> (borrow from library or have school purchase copies for library; you can also find print and animated versions of the story online)  <b>HANDOUT: <i>The Sneetches</i> Discussion Questions</b>	If you do not have access to <i>The Sneetches</i> , Activity 40: What Is “Normal”? also introduces the theme of membership and belonging through an exploration of how people learn what is considered “normal” and “beautiful” in society.
<b>40: What Is “Normal”?</b>		30 min <b>page 152</b>
Identify ways in which communities define membership, and consider how membership in a particular group can influence how people view those outside the group. Examine how people learn what is considered “normal” and “beautiful” in society.	<b>READING: “Eye of the Beholder” Script</b>  Butcher paper (or long whiteboard) and markers	This activity can be used instead of <i>The Sneetches</i> or as a follow-up activity if you want to spend two days exploring the ways in which communities define membership and the benefits and privileges that can come with belonging.  You may prefer to show students the <i>Twilight Zone</i> episode “Eye of the Beholder” rather than read the synopsis. This episode is available to borrow as a DVD from Facing History’s library.
<b>41: Gaining Perspective on Perspectives</b>		30 min <b>page 157</b>
Consider how membership in a particular group can influence how people view those outside of that group, and identify examples of “we” and “they” distinctions in our community, country, and world.	<b>READING: “We and They”</b> <b>HANDOUT: Talking about “We and They”</b>	This activity is designed to follow Activity 39: The Sneetches and/or Activity 40: What Is “Normal”? If you did not do either activity, adjust the final discussion questions.
<b>42: Analyzing Assumptions</b>		30 min <b>page 162</b>
Examine how the assumptions we make about people and groups can impact how we choose to react to and interact with others.	<b>IMAGE: Street Calculus</b> <b>HANDOUT: My Street Calculus</b>	Activities 42–45 work well together, so, if possible, try to use them in consecutive advisory meetings.
<b>43: I Am Not a Label</b>		40 min <b>page 166</b>
Explore the ways in which society and others can influence our identities and how accepting the labels that others impose on us can impact our perception and understanding of ourselves and others.	<b>HANDOUT: I Am Not a Label Discussion Questions</b>  <b>HANDOUT: Don’t Misunderstand Me!</b>	Activities 42–45 work well together, so, if possible, try to use them in consecutive advisory meetings.

Purpose	Materials	Abridged Advisor Notes
<b>44: Defining Key Concepts</b>		40 min <b>page 170</b>
Define and discuss the concepts of stereotyping, prejudice, and discrimination.	<b>HANDOUT: Defining Stereotype, Prejudice, and Discrimination</b>	Activities 42–45 work well together, so, if possible, try to use them in consecutive advisory meetings.  Before the advisory meeting, take some time to read the Concept Maps teaching strategy at <a href="http://facinghistory.org/advisory-media">facinghistory.org/advisory-media</a> .
<b>45: Encountering and Countering Stereotypes</b>		40 min <b>page 174</b>
Explore how assumptions and labels can lead to stereotyping and prejudice, and how they can impact how we think about ourselves.	<b>READING: Still Me Inside</b> <b>HANDOUT: Still Me Inside Discussion Questions</b>	Activities 42–45 work well together, so, if possible, try to use them in consecutive advisory meetings.
<b>46: What Is Your Perception?</b>		30 min <b>page 179</b>
Explore through a Facing History student's spoken-word poem how stereotyping and prejudice can influence our actions and lead to discrimination.	<b>VIDEO: Jonathan Lykes Performs "Perception"</b> (see <a href="http://facinghistory.org/advisory-media">facinghistory.org/advisory-media</a> )  <b>READING: "Perception" Transcript</b>	You can find additional resources for teaching and creating spoken-word poetry on the websites of Poetry Out Loud, Brave New Voices (an initiative of Youth Speaks), and The Poetry Society.
<b>47: The Bystander Effect</b>		30 min <b>page 182</b>
Discuss why people respond in different ways when they witness an injustice, something they know is wrong, or something that seems wrong.	<b>VIDEO: The Bystander Effect</b> (see <a href="https://youtu.be/OSsPfbup0ac">youtu.be/OSsPfbup0ac</a> )	This activity is designed to be paired with Activity 48 in the same advisory meeting or in consecutive meetings.
<b>48: Responding to Injustice</b>		30 min <b>page 184</b>
Develop vocabulary for discussing the range of responses in the face of unfairness, exclusion, discrimination, and injustice.	<b>HANDOUT: The Range of Human Behavior Vocabulary Terms</b>	This activity builds on the themes and vocabulary introduced in Activity 47. Advisees will revisit the terms <i>perpetrator</i> , <i>victim/target</i> , <i>bystander</i> , <i>rescuer</i> , and <i>upstander</i> in upcoming activities in <i>Community Matters</i> .
<b>49: "In" Groups and "Out" Groups</b>		2 x 30 min <b>page 187</b>
Discuss the desire to belong, the tendency for students to divide into "in" and "out" groups at school, and how this desire impacts the choices they make in the face of exclusion or injustice.	<b>READING: The "In" Group</b> <b>VIDEO: The "In" Group</b> (see <a href="http://facinghistory.org/advisory-media">facinghistory.org/advisory-media</a> )  <b>HANDOUT: The "In" Group Discussion Questions</b>  Signs for Barometer Chart paper and markers	Before the start of the activity, hang two signs at opposite ends of the classroom that say "Strongly Agree" and "Strongly Disagree."  The reading <i>The "In" Group</i> is divided into two parts. It is important that advisees do not read ahead to see what happens so they can participate in the paired discussion about Shalen's choices.

Purpose	Materials	Abridged Advisor Notes	
<b>50: Choices and Consequences</b>		30 min	page 194
Reflect on the relationship between having the language to convey what you feel and the challenge of speaking out against injustice. Compare and contrast multiple texts to examine the bystander effect and the range of responses in the face of injustice.	<b>HANDOUT: The Silent Pact</b>	<p>The reading is divided into two parts so advisees can discuss the first half of the story before learning the outcome.</p> <p>If you collect exit cards at the end of the meeting, you can check for understanding to see where advisees are making connections between the advisory content and their own lives and get a sense of their questions.</p>	
<b>51: Speaking Up against Injustice</b>		30 min	page 198
Analyze a spoken-word presentation about the consequences of silence in the face of unfairness and injustice and the power of choosing to speak up instead.	<p><b>VIDEO: The Danger of Silence</b> (see <a href="http://facinghistory.org/advisory-media">facinghistory.org/advisory-media</a>)</p> <p><b>READING: “The Danger of Silence” Transcript</b></p>	<p>If your advisees submitted exit cards at the end of Activity 50, you can incorporate them into your opening routine. You might also use the journal response to Martin Luther King’s quotation for a “quotation of the day” opening routine rather than the journal reflection.</p>	
<b>52: Membership and Belonging Final Reflection</b>		30 min	page 202
Review materials from this section of the advisory program and reflect on new understanding and questions.	<p>Chart paper with Big Paper questions and markers</p> <p>Slips of paper with advisees’ names</p>	<p>Providing advisees with the time and space to reflect on their learning, growth, and lingering questions from the section allows them to synthesize the material in meaningful ways before being introduced to new themes and concepts.</p> <p>Before the advisory meeting, write or print and tape the Big Paper questions on a piece of chart paper.</p>	

## Membership and Belonging: Who Are “We”? Who Are “They”?

# ACTIVITIES 38–52

### OVERVIEW

In the first three sections of *Community Matters*, advisees examined the relationship between identity and community and learned that, like individuals, groups have identities that can impact how they perceive themselves and how others perceive them. As advisees delve deeper into their exploration of “We and They,” they will now consider how the ways in which a group, even a group of strangers, defines itself can determine who belongs and who doesn’t, and who is entitled to its benefits and who is not. While sometimes the consequences of being excluded feel small and insignificant, at other times they can feel and be substantial. Advisees also examine some of the ways we use labels to identify each other and how these labels affect how others think about us, the roles we play and the decisions we make when faced with an injustice, and, ultimately, how we come to view ourselves.

### NAVIGATING THE ACTIVITIES

To prepare for this section’s activities, it is important that advisees reaffirm their contract and commitment to fostering a safe and inclusive space that encourages sharing and risk-taking.

- Activities 39–40 invite advisees to question the idea of what is “normal.” You might include one or both activities, depending on how deeply you want to explore this topic.
- Activities 42–44 and 47–48 are foundational to *Community Matters* and a Facing History approach and should not be skipped. They help advisees develop the vocabulary they need to engage in discussions about stereotyping, prejudice, inclusion and exclusion, and the roles people choose to play in the face of injustice.
- The texts in Activities 45–46 and 49–50 reinforce the themes listed in the previous bullet point and provide advisees with valuable opportunities to connect the content to their own lives. Choose between two or three activities if you don’t have time for all four.
- Activity 51 ties together the ideas presented in this section of *Community Matters* with a compelling spoken-word presentation that considers the consequences of remaining silent and the power that comes with having the courage to speak up.