

Breakthru Session One

Date:

Location:

Time

Facilitators: 1.

2.

Materials: Sticky notes, markers, volunteers, white board, large poster board for the student volunteers to hold w/the title of their social group, blocks, sharpies.

Title: BLOCKS TO BRIDGES

Goal: Participants will identify the habit of labeling others. They will discuss pros and cons of labeling

IF IT'S IN BOLD YOU SAY IT. IF IT'S IN ITALICS YOU DO IT.

Welcome

Intros

Expectations

3 min Hi, I'm _____ and this is...

We've got just a few minutes to discuss one of the topics that came up at Point Break last week. Today we're going to talk about the issues that BLOCK us from other students on campus. Specifically, we're going to identify the assumptions we make about others and discuss how they separate us, rather than unite us.

Read the

Label

5 min

I'd like to start by naming some of the social groups on campus that are separate from others. Shout out as many as you can think of and I will write them on the board.

(Students will list: Jocks, Preps, Geeks, Gangsters, etc... Leaders write these different groups on board.)

Now let's chose 3 of the really obvious groups that you see separating themselves on campus.

(Leaders choose 3 unique groups from list.)

Now I need 3 student volunteers to represent these groups.

(Leaders select volunteers, bring them to front of room, give them big board to hold.)

Come on up front, stand here and hold this sign that shows the title of the group you represent.

Now, the rest of us will use the sticky notes on the tables to write descriptive words/terms about each group and then stick the labels on the volunteer's boards. You have only 90 seconds to come up with as many descriptions as possible for each of these demonstration groups.

(Leaders watch time. Leaders grab stickies from students and place them on boards that the volunteers hold.)

When 90 seconds is up, review the labels that the students have placed on individual groups. Start with one volunteer and read off the sticky notes. *Edit any inappropriate labels.*

Ask:

5 min

ASK 3: Are any of you friends with someone who would say they were in this social group? Would you say that all of these words describe that friend?

ASK 3: How have these labels helped you?

ASK 4: How have they hurt you?

ASK 2-3: If you were in one of these groups, how would you feel about the assumptions being made?

Teach

7 min

Each label we use to describe someone acts as a block between relationships. *(Use a children's block as a visual.)* While we don't expect you to become friends with everyone, we do want to encourage you to develop a respect and compassion for everyone, whether you agree with them or not. Take a minute to be honest with

yourself. Who do you label on campus? Who do you label in your community?

Week Work

In front of you there are lots of children's wooden blocks. These blocks represent the relationship blocks that take place when we label others. I'd like you to take a sharpie and write on one of the blocks a letter, ONE LETTER, which represents a label that you have personally used, that in all honesty, blocks a relationship. Let me give you an example *(Leader should insert personal SHORT story that relates to labeling and changing that behavior. See example).*

When I was in High School I had a hard time with people who had disabilities. I had grown up in a family where funny jokes were made about people who were challenged socially, physically or mentally. When faced with being in classes with a boy who was challenged, I totally ignored him. While I did not directly tease him, I allowed others around me to do so. I was disrespectful and truthfully, I was just stupid and afraid of things I did not understand. As an adult I met and worked with a man who is challenged. I have asked questions about how he feels and I have pushed his wheelchair through airports and watched how others react to him; most don't even make eye contact, they look away. I am ashamed of my old behavior and I don't label people with disabilities anymore.

I would have written "D" on my block in high school to represent a label I knew had to change.

Now you write your letter.

Your work this week is to carry that block in a pocket, purse or backpack. It is meant to remind you of a label that you will no longer allow to be a block. Bring it back next time and you will be rewarded!