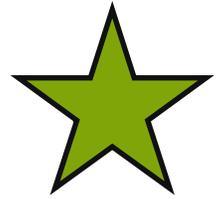


STARS ARE OVER-RATED



Presented by: Heather Schultz and Sara Nilles

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Summary

In *The Sneetches*, by Dr. Seuss, some Sneetches had green stars on their bellies while others did not. "Those stars weren't so big, They were really so small. You might think such a thing wouldn't matter at all." However, the stars served as a source of discrimination until Sylvester McMonkey McBean came to town with a machine to add and remove stars, forcing the Sneetches to question their differences.

Philosophical Discussion

By Lena Harwood http://www.teachingchildrenphilosophy.org/wiki/The_Sneetches

1. What makes the Sneetches different from one another?
2. How do the Sneetches treat those who are different from them?
3. Do you think it is all right to treat those who look different than you differently? What about those who act differently?
4. What makes a Sneetch a Sneetch—what makes it different from other animals or things?
5. How do you know one thing is different from another thing? Is it based on things you can see, things you cannot see, or both?
6. Are there things that make people different from one another? Do any of these things make certain people better than others?
7. Are there any situations in which it is okay to treat two things differently because they are different? Imagine that one person in class is really smart. Should they be treated differently? If not, are there any examples you can think of where you would treat someone differently?
8. Is there a rule we can apply to determine when it is okay to treat others differently and when it is not? How does this rule apply to the Sneetches? Based on the rule you develop, is it okay for the Star-Bellied Sneetches to treat the Plain-Bellied Sneetches differently?

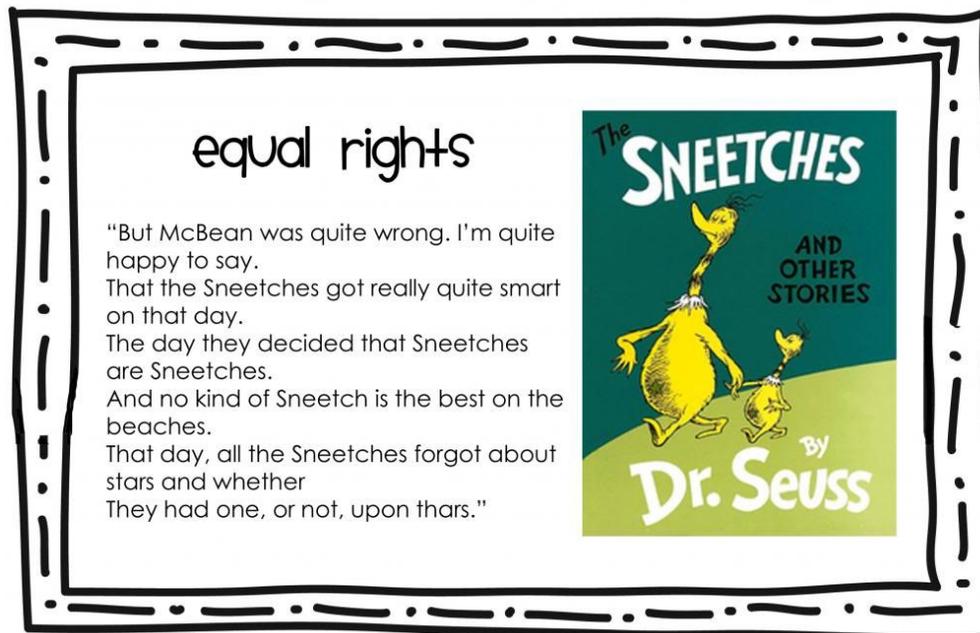


Photo Credit to <http://creatinglllearners.blogspot.com/>

Lessons / Activities

The Sneetches can be used to teach about stereotypes, equal rights, privilege and racial awareness, perception, social action, diversity, acceptance, and even functions in mathematics. Here are just a few additional ideas for you to take back to your club, class and/or school to help create a more positive and accepting environment.

Write a Letter to the Sneetches (www.theteachertreasury.com)

Pretend Sylvester McMonkey McBean never visited the Sneetches with his special machine. It's up to you to help solve the segregation and discrimination issues taking place on their beaches! Write a letter to the Sneetches with your plan. Be sure to include specific steps they should take to achieve equal rights in their world.

Stand and Deliver (http://learningtogive.org/lessons/unit137/lesson3_attachments/6.html)

Ask Participants to seat themselves in a circle, in chairs or on the floor, so that they can see everyone. The moderator should stand or sit in the circle. Explain that statements will be read that indicate the complexity or diversity and experience. Ask that as each statement is read, those who identify with that statement should stand. Allow time for participants to observe and encourage them to consider the following : Who is standing or sitting with you? How are you feeling?

Create a "I am Me" Video

Have students create a video about stereotypes. Video a variety of students holding up a whiteboard sign with a stereotype that they have been classified as. Half way through the video have students erase their stereotype and write their name. Put to music and voila—show to your school or in an assembly. Here is a link to a similar video entitled "I am Me" by Reynolds High School in Portland, Oregon. <http://youtu.be/KEpYfOf9rc?list=PLAAC9364B4EB61247>

Nametag Activity—Give everyone a nametag that says My Name is . . . Then have them write a word for how they'd like to be known and/or remembered. Example My Name is Thoughtful.

Mix it Up (<http://www.tolerance.org/mix-it-up/activities>)

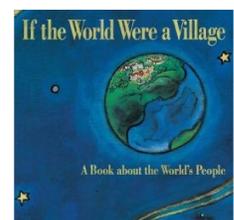
Host a "Mix it Up" lunch, day or week. Mix it up activities encourages students to identify, question and cross social boundaries.

Culture Awareness Showcase

Create Culture Awareness Showcases that positively present a different culture, stereotype or background each month. Find students to act as the "local expert". You can use a variety of mediums to create these: display cases, booths at lunch, videos, posters, before/after school . . .

"If The World Were a Village of 100" (<http://www.100people.org/>)

A World Portrait—global art project. You can also google this and find many poster ideas, videos and even the children's book.



Getting Out of the Box (www.learningtogive.org/lessons/unit137/lesson3.html)

This lesson from a unit entitled Changing Social Boundaries is designed for students to start by defining stereotypes, discrimination and prejudice. They will conclude with brainstorming a social action plan to heal racism.

Exploring Stereotypes (www.redcross.org.uk/en/What-we-do/Teaching-resources)

This lesson is to encourage the habit of questioning the assumptions we make about people when we hear a brief description. The exercise is based on contrasting pairs of people. Here is an example: Who would you rather spend the day with?

1. A celebrity millionaire soccer player OR a fundraiser for a United Nations children's charity?

**After students have completed multiple questions like this . . . Let them know both halves refer to the same person.

In the question above, David Beckham has been a supporter of UNICEF for many years. In January 2005 he became a Goodwill Ambassador with a special focus on UNICEF's sports for development program.

Perhaps as a follow-up, have students devise their own "misleading pairings". See how easily we can be fooled by our own assumptions or prejudices.

The Frame—Top 20 Teens (<http://www.top20training.com/>) "See, Feel, Do, Get"

Your beliefs (true or false) influence your feelings. Your feelings influence your actions and your actions influence the results you get. These results reinforce your original belief. What if you were to start "seeing" the belief differently or "reframe" the situation?

Challenge—Sit alone at lunch

Challenge each of your students to sit alone at lunch one day. They are not allowed to interact with others. At the end have them journal about their experience and share with others in class what it felt like. Create an action plan to help include those that sit alone.

The Power of One

(Washington Student Leadership 2013—5 activities for creating a culture)

The small everyday things we do in our lives can lead to big changes. Using the song, lyrics/videos to three songs titled: The Power of One by: *Bomshel from the movie Evan Almighty
*Donna Summer from the movie Pokémon *Israel Houghton

Have students listen to one or all of the songs/lyrics. Discuss. Hand students an index card, on one side of the card, list all the little things they pledge to do on a personal level to make their corners of the world a better place. On the other side of the card, list local, national and international issues that they will consider committing some part of their life on earth to make better.



Heather Schultz

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Heather Schultz has been recognized as one of the top motivational speakers for youth in America. Since 1987, her keynote presentations, workshops and leadership trainings have inspired people everywhere! Heather's presentations have been described as a "wild and wonderful roller coaster ride of humor, emotion and inspiration." She believes in young people and the important role they play in our world. It is that belief that makes her a highly requested national youth speaker. She has keynoted for many state and national organizations such as FCCLA, SADD, National Honor Society, FBLA, Student Councils, and school assemblies.

Packed with content, humor, personal stories and interaction, Heather's speeches ensure that her audience has an unforgettable experience. Heather has worked with HBO, appeared in People Magazine, on numerous radio and television specials and has co-authored several books for young people. Heather was also a performer in the opening and closing ceremonies of the 1996 Summer Olympic Games. She has spoken in 49 states and 7 other countries. She attended Central Michigan University and has a degree in the field of nursing



Sara Nilles

www.oasc.org

Sara Nilles is in her fifth year as the Executive Director for the Oregon Association of Student Councils. She enjoyed her time as a middle school math, technology, yearbook and leadership teacher for ten years before her role with OASC. OASC is sponsored by the Confederation of Oregon School Administrators (COSA) in which Sara is also the Coordinator for Awards, Elections and Scholarships. She studied education at Montana State University (Go Bobcats!) and earned her masters in Curriculum & Instruction and ESL/ELL from Portland State University. She loves cheering for the University of Oregon Ducks, traveling, and going to the dog park with her best buddy Jax.