What Do You Stand For?

This activity uses some simple ice-breaker questions to lead up to the bigger question of ‘What Do You Stand For?’. The objective is to get students sharing and talking about what they stand for.

The teacher can utilize the template (two to choose from) and have a copy for each student.

This activity can be done without the template and students can record their answer on a sheet of paper.

Start at the top of the page and give your students a minute or two for each question. Students may begin to talk with the students nearby. Redirect them to quietly think about the question and not discuss the questions until you are done.

Process:

Starting with the questions on the top of the page and solicit student responses for the class to hear.

Q: Can other’s assume what you stand for by the way they hear you talking, or by seeing the things you buy? Is this an accurate way of understanding what someone stands for?

Q: What makes it hard for someone to verbalize what they stand for? What they believe in?

Q: Were you surprised by anyone else’s answers in regards to what they care for? Or worry about? Or what they believe in?

It is a big risk for students to share personal beliefs in front of their peers no matter what age. Please give encouragement and kudos for those that volunteer. It is very powerful for a student to hear, “It takes a lot of courage to share about the things you believe in” and give praise to the classroom for not making fun of, or ridiculing a student’s answer.
What do you think about? What do you dream about?

What do you talk about? What do you say to people?

What do you care about?

What do you worry about?

How do you spend your time?

What do you spend your money on?

What do you stand for? What do you believe in?