

CRITICAL THINKING

SHOWING UP

Use the following critical thinking questions to help foster an open, student-led discussion on the theme(s) discussed in this episode of The Harbor.

1. MIKE DESCRIBES THAT MOMENT WHEN YOU STEP ONTO THE FIELD, THE COURT, OR THE STAGE AND LOOK AROUND THE AUDIENCE TO SEE WHO SHOWED UP.

Describe a time when you experienced that feeling. Who were you looking for? How did you feel about seeing (or not seeing) the people you were looking for? Explain why you felt that way.

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2. MIKE SAYS THAT, "I THINK EVERYBODY'S LOOKING FOR THIS MAGIC BUTTON THAT THEY CAN PUSH THAT'S GOING TO IMPROVE CULTURE AND CLIMATE IN OUR SCHOOLS. I THINK IT STARTS WHEN WE JUST SIMPLY SHOW UP."

What could you say to your peers, friends, and family to help them understand why it's important to show up? How do you think showing up might change the culture and climate of your school?

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3. AT AURORA HIGH SCHOOL, THE FOOTBALL TEAM SHOWED UP TO HELP WITH A CHOIR AND BAND CONCERT BY USHERING GUESTS, PROVIDING REFRESHMENTS, AND MOVING RISERS ONSTAGE.

Think of how one group at your school could help support another group's event, competition, or activity in a creative way. What obstacles could affect that collaboration? What could be the potential benefits?

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4. ONE OF THE AURORA STUDENTS WHO WAS INTERVIEWED SAID, "... WHEN YOU'RE ALL SUPPORTING EACH OTHER LIKE THAT, ... YOU LIFT THE LEVEL OF PERFORMANCE UP A NOTCH. ... YOU MAKE PEOPLE WANT TO TRY THEIR BEST FOR OTHERS."

Do you agree with this statement? If so, give an example from your experience.

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5. WHEN IT COMES TO SHOWING UP, MIKE BELIEVES THAT, "... IT'S NOT ABOUT THE GAME, THE ACTIVITY, OR THE EVENT. IT'S ABOUT THAT CLASSMATE OF YOURS WHO CARES ABOUT THOSE THINGS."

What does he mean by this? If you willfully choose not to show up to certain events, how might that affect your peers who are involved in those events? How would you feel if your peers chose not to show up to your events or activities?

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