



YPAR in School

Understanding Institutional Change **Skit Scenario #1: Lamont and Lilly**

In your group, answer the questions below and be prepared to discuss your answers with the class. Also, you will prepare a skit that demonstrates this situation.

Lamont and Lilly are 9th graders. Lamont is in an advanced math class, and Lilly is in a less advanced math class. Lamont sometimes teases Lilly for being in the less advanced class.

One day, Lamont is teasing Lilly. Lilly gets upset and begins fighting with Lamont. Just as the fight starts, the principal walks by. He blames the students for fighting and tells them both they have detention.

Your skit must answer the following questions:

- Who is the changestopper or changestoppers here? Who do they blame?

- What would a changemaker say is the root of the problem?

- What are three institutional changes that could happen here?

Materials adapted from YPAR Hub:
<http://yparhub.berkeley.edu/get-started-lessons/institutional-change/>



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Understanding Institutional Change **Skit Scenario #2: Rene and Rachel**

In your group, answer the questions below and be prepared to discuss your answers with the class. Also, you will prepare a skit that demonstrates this situation.

Rene and Rachel are in 10th grade. After school, they usually walk together to the corner store just down the street from school. They stand on the corner and hang out with other youths.

One day, Rene gets an older kid to buy her some liquor. She and Rachel drink a lot of it. Just then, some other youth come by and try to start a fight. There is a lot of yelling but no physical violence. A police officer stops by, sees what is happening, and takes the entire group to the station.

Your skit must answer the following questions:

- Who is the changestopper or changestoppers here? Who do they blame?

- What would a changemaker say is the root of the problem?

- What are three institutional changes that could happen here?

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Skit Scenario #3: Sonya

In your group, answer the questions below and be prepared to discuss your answers with the class. Also, you will prepare a skit that demonstrates this situation.

Sonya lives in a neighborhood that is across the city from her high school. Her bus often breaks down or is late. She also has to drop off her little brother at school before she goes to hers. She is regularly late to her first period class.

Today, when Sonya got to school late, the attendance clerk yells at her and reluctantly gives her a pass to her class. On her way to class, security stops her. They ask to see her pass and accuse Sonya of forging it. Security escorts her to class. When Sonya's teacher sees her, the teacher tells her to go back to the office because she has already missed too much class. The teacher wants Sonya to see her counselor and drop the class.

Your skit must answer the following questions:

- Who is the changestopper or changestoppers here? Who do they blame?
- What would a changemaker say is the root of the problem?
- What are three institutional changes that could happen here?

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Understanding Institutional Change Changemaker & Changestopper Skits

1. Homelessness

Homeless person walks around and asks people for money.

Narrator: When a changestopper sees a homeless person, they think...

Changestopper: That person must be lazy – they aren't working, they're begging. I bet they are just going to use the money for liquor. They seem drunk.

Narrator: When a changemaker sees a homeless person, they think...

Changemaker: When that person had hard times, there was nowhere that would help them. I bet they lost their home when they lost their job. The City should have services that help people with their rent when they lose their job or get sick.

Narrator: The Changestopper blamed the person for their problem. The Changemaker connected the problem to an institution – the city government.

2. Pollution

Resident stands on stage and coughs.

Resident: The sky is so black and the air is so thick today. I feel like I can hardly catch my breath. I'm having more and more days like this these days.

Narrator: When a changestopper drives through this neighborhood, they think...

Changestopper: Why would anyone live in this awful neighborhood? It's so dirty. Why don't they clean it up?

Narrator: When a changemaker sees this neighborhood, they think...

Changemaker: The company should stop its plant because it is polluting the neighborhood. The smoke in the air makes the building and streets dirty.

Narrator: The changemaker connected the problem to an institution.

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