



BUMPER STICKERS

(20 minutes)

OBJECTIVE

Students advocate for a cause or issue through the creation of bumper stickers.

MATERIALS

Bumper Stickers handout; paper (preferably label paper); drawing and writing materials

GET READY

- ✓ A few days in advance of doing this activity, ask your students to keep a watchful eye out for bumper stickers.
- ✓ Copy enough of the *Bumper Stickers* handout so that each student has one bumper sticker. Use label paper if possible.
- ✓ Cut the bumper stickers from the handout apart.
- ✓ Gather markers and crayons.

INSTRUCTIONS

- ✓ Discuss with students the purpose of bumper stickers. If possible, bring in examples and discuss what makes a bumper sticker effective.
- ✓ Draw bumper sticker examples on the board. First draw effective bumper stickers with catchy, large print. Next, draw ineffective ones with small, messy print. Then ask: *Which would you consider well done and eye-catching, and which would you consider poorly done and uninteresting? Why?*
- ✓ From the answers, keep track of what makes a good bumper sticker. List on the board the qualities of a good bumper sticker:
 - ✓ Short, catchy message
 - ✓ Large, neat letters
 - ✓ Clear, heavy lines
 - ✓ Bright colors

- ✓ Ask the class to describe bumper stickers they have seen and liked.
- ✓ Divide your students into groups of three.
- ✓ Instruct each student to design a bumper sticker promoting a favorite issue, candidate, etc. They may draw their design on scrap paper before using the label paper.
- ✓ Have students consult with their group members to make sure everyone used the graphic principles on the board.
- ✓ Let the students draw and color in their bumper stickers.
- ✓ Students can share their bumper stickers with the class for feedback.

DISCUSSION QUESTIONS

- ★ *Why do you think people put bumper stickers on their cars?*
- ★ *Do you think bumper stickers help sway people's opinions on issues, candidates, or other subjects? If so, how?*
- ★ *Do you think creating bumper stickers is a good way to express how you feel about something? Why or why not?*
- ★ *What are some other ways you can express or share an opinion?*

MORE!

If they get consent from the appropriate adult family member, students can place their bumper sticker on the family car.

Have your students help you collect bumper stickers for a bulletin board. Discuss whether they are effective or ineffective.



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