

Name _____

Inversion in Satire

Directions: As a table group, choose one item from the class list of actions you may get punished for doing in school. With that item in mind, answer the questions below. Work together to make your inversion “seem” reasonable, even if the idea itself is ridiculous! Be sure to ask for help when you need it.

1. What is the item you chose from the list?

2. Why does this item or action happen in schools?

3. How do school staff normally think about this when it happens in school? What might some of the punishments for it be?

4. Think of the examples we did together of turning “bad” things into “good” things. How can you put a positive “spin” on this bad action in order to invert or “flip” it? What are 3 possible “good” qualities or results of this bad action? (Feel free to be creative and ridiculous!)

5. Explain the 3 possible “good” qualities or results you chose. Why are they “good” qualities or results?

6. Think about the differences between what is considered “bad” and what is considered “good” in terms of your chosen item from the list and the qualities or results you came up with. What message does the inversion send?

Directions: On your own, choose another item from the class list of actions you may get punished for doing in school. With that item in mind, answer the questions below. Make sure to make your inversion “seem” reasonable, even if the idea itself is ridiculous! Be sure to ask for help when you need it.

1. What is the item you chose from the list?

2. Why does this item or action happen in schools?

3. How do school staff normally think about this when it happens in school? What might some of the punishments for it be?

4. Think of the examples we did together of turning “bad” things into “good” things. How can you put a positive “spin” on this bad action in order to invert or “flip” it? What are 3 possible “good” qualities or results of this bad action? (Feel free to be creative and ridiculous!)

5. Explain the 3 possible “good” qualities or results you chose. Why are they “good” qualities or results?

6. Think about the differences between what is considered “bad” and what is considered “good” in terms of your chosen item from the list and the qualities or results you came up with. What message does the inversion send?