COUNSELING STANDARDS

ACADEMIC
1. Acquire knowledge and skills that contribute to effective learning in school and throughout life. ☐
2. Complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college. ☐
3. Understand the relationship of academics to life at home, in the community and the world of work. ☐

CAREER
4. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. ☐
5. Employ strategies to achieve future career success and satisfaction. ☐
6. Understand the relationships between personal qualities, education, training and the world of work. ☐

PERSONAL/SOCIAL
7. Acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. ☑
8. Make decisions, set goals, and take necessary action to achieve established goals. ☐
9. Understand safety and survival skills. ☐

COUNSELING COMPETENCY(IES)
Recognize, accept, respect and appreciate individual differences. Describe how behavior influences the feelings and actions of others. Identify and select appropriate behaviors to deal with specific emotional situations.

STATE STANDARDS:
Reading P.O. Compare (and contrast) literary elements across stories, including plots, settings, and characters.
Writing P.O. Show awareness of the audience through word choice and style.
Math P.O.

MATERIALS/RESOURCES:
MATERIALS/RESOURCES: Two “presents:” one nicely wrapped, containing dirt or litter, the other shabbily wrapped containing a nice present for the classroom.

ACTIVITY:
This activity will develop an understanding of the nature of generalizing, stereotyping, and prejudice. Display the two gifts. Explain that these
boxes contain gifts for the class. Point to one box and then the other, asking students to vote by a show of hands which box they would like to have. Open the box for which the majority voted, probably the pretty box. Set it aside, and then open the other box and discuss its contents.

Review the meaning of prejudice and the various kinds of prejudice, relating prejudice to stereotyping and generalizing. (Only boys play football, girls play with dolls, taking care of children is women’s work….). Discuss the following questions: Why did you choose the box you did? Did the appearance of the box have anything to do with what was inside; does what someone looks like have anything to do with what he/she is like inside; what generalizing/prejudging has happened because of the terrorist attack on September 11? Discuss what they know, what they have heard, and what they think. Recall the gifts to emphasize that appearance does not indicate what a person is like inside. Emphasize how bad it feels when others judge us. Ask if anyone in class has had this experience or know of someone who has had this experience. Prejudice feels bad to everyone in the world. Close with the following poem, I Feel Just Right.” I feel just right in the skin I wear. There's no one like me anywhere. I feel just right in the skin I wear. There's no one like me anywhere. No one sees the things I see. Behind my eyes is only me. And no one knows where my feelings begin. There’s only me inside my skin. No one does what I can do. I’ll be me, and you’ll be you!

**EVALUATION:**

**Pretest/Postest:** Define Prejudice

**How did the student change as a result of this lesson?** Students will remember how bad prejudice feels.

**Information/Comments/Follow-up:** Have students or groups of students or the whole class write a poem about how they are alike and how they are different making no judgments. Focus on feelings.

*Revised 10/11/2004*