

Tenth Grade

Print out single copies of the following pages:

02-01, 03-14, 08-02, 08-03, 08-11, 10-01, 10-02, 10-03, 10-12, 12-01, 12-02, 12-03, 17-01, 18-03

Print out sufficient copies of the following pages for the entire class:

02-05, 03-15, 12-10, 12-11, 17-02, 17-03.

Print out single copies of the following pages on cover stock or equivalent:

08-01, 10-14, 18-04

Hang up page 8-01 a week prior to trying this exercise. Pages 8-02 and 8-03 provide background in perception. This exercise, 8-11, reinforces the premise that we see and hear what we want to, or expect to, see and hear.

Throughout this course we have spent considerable time on labels, both general and personal, Chapter 12. The label “victim” should be handled with some sensitivity since you may have students who are being victimized at the present time. Primarily we want the students to realize that they can shed a static label and replace it with something dynamic, or no label at all. Do not expect miracles since people with a deep rooted victim mentality take years of counseling. On the other hand, discussing this now, out of context with specific problems, might keep something from becoming deep rooted.

Hand out pages 17-02 and 17-03. Ask the students to take them home, read them, and come prepared to discuss them at a future date. Ask them to bring a personal example of a semantic reaction.

Hand out page 02-05 for homework and ask your students to come prepared to discuss it at a future date. The statements illustrated cover a wide span of years, up to the present. You can decide how much you want to expand on the statement, “What even causes more trouble is equating the likes, dislikes, and mores of other cultures to ours.” The most obvious current example of that is illustrated in the situation in Iraq. In World War II the Japanese underestimated the Americans, and the Americans underestimated the Japanese. History is replete with such situations. Just ask Napoleon.

Your students have probably seen 18-04, but choose a time to post it and remind them what it symbolizes, page 18-03.