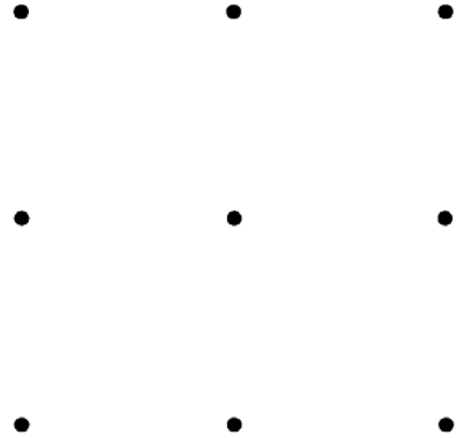
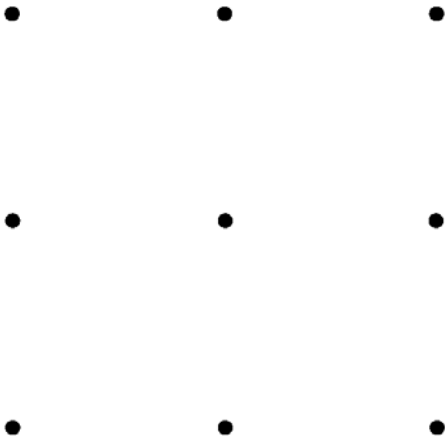


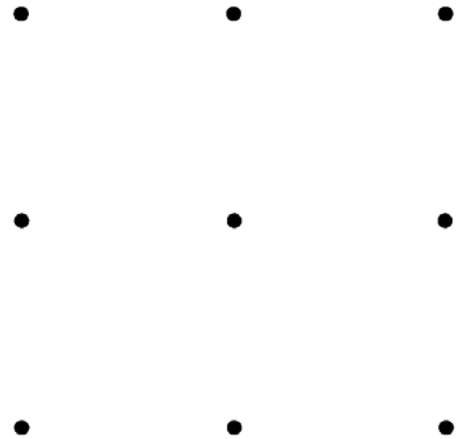
Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.



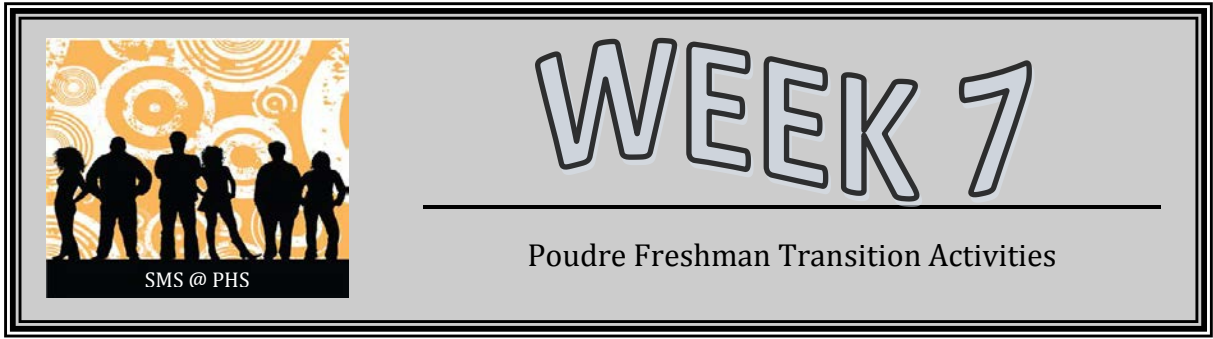
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Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.



**THEME OF THE WEEK:** PERCEPTIONS! Many problems or misunderstandings arise because of confusion between facts and opinions (perceptions). Logically, if you can differentiate between facts and opinions, you will be able to avoid or overcome many of these problems. What is even more important is that often our perception is more influential than fact, or reality, in shaping our future. This does not mean we can ignore facts, but we must realize that a person’s perception of reality rather than the reality itself is more potent in determining the outcome of an event. Failure to appreciate this often results in problems and misunderstandings, which can be avoided or overcome if we have clear perception.

**TIME:** 75 minutes

**CLASSROOM TEACHER/STUDENT PREPARATION:** None

**ACTIVITIES: (NO LARGE GROUP TODAY)**

- Small group..... Review Names (5 minutes)
- Check In/How Was Your Week? (5 minutes)
- Perceptions... What are they? (5 minutes)
  - Connect The Dots (15 minutes)
  - First Impressions (20 minutes)
  - Proverbs (20 minutes)
- Upcoming Events (5 minutes)
- Wrap-up/evaluation (5 minutes)

***CAUTION!***

*Discussions about diversity, perception, stereotypes, etc can produce passionate feelings and misunderstandings that lead to hurt feelings and/or worse. Please be conscious and sensitive of these issues and be sure your mentees adhere to the ground rules you set up last week!*

**SUPPLIES:**

- Your Binder (ALWAYS)
- Handouts: Connect The Dots, Proverbs, First impressions, Illusions, Evaluation

**NAME REVIEW & CHECK-IN (10 MINUTES)**

Spend time reviewing names. It is important for you to learn everyone’s name as quickly as possible, so the sooner that happens, the better! As a group spend a couple of minutes learning and re-learning names and completing a short check-in. A good check-in activity at this point may be, “Tell one story, or share one experience, from your first month of school that made you enjoy being a high school student, or ask one question that I can help you answer relating to Poudre or to high school in general.” Remember, each student is expected to share but may require a little facilitation work on your part to get information out.



## PERCEPTIONS... WHAT ARE THEY? (5 MINUTES)

As human beings, we all have our own world-view, our own way of seeing things. Perception is how we make sense of the world around us. Two people may look at the exact same object and perceive an entirely different image. Everything we see, hear, taste, touch, smell, etc. is perceived in vastly different ways depending on our prior experience, knowledge, and exposure.

*Explain to students that you will be doing several activities that measure their perception of things. Mention to them that some of them may have done these activities before and ask that they not reveal the secret for others.*

## CONNECT THE DOTS (15 MINUTES)

### GOAL:

Students will discover that, in many ways, people from different backgrounds and cultures hold similar values and beliefs.

### PROCEDURE:

Begin the activity by telling students that you'd like to challenge their thinking. Pass out copies of the "Connect the Dots" handout. Ask them to try to complete the puzzle while following the instructions on the paper. Ask participants who already know the solution, or figure out the solution before time is called to please turn over their paper and allow the others to figure out the solution themselves. Give participants 3-5 minutes to work on the problem.

At the end of time, have participants put down their pencils. Ask if anyone has found the solution. If so, ask that person to explain to the rest of the group how he or she solved it. If no one figured it out, draw the correct solution for the group.

### DISCUSSION:

Why is it that most of us didn't think of going outside the boundaries to solve the problem?

To solve the problem, we had to get outside of our usual way of thinking — outside of the box we put ourselves in. We had to literally draw outside the lines. This is what is required of us when we interact with people who are different from us. We have to look at other ways of "thinking about thinking". Our perceptions must change in order to succeed.

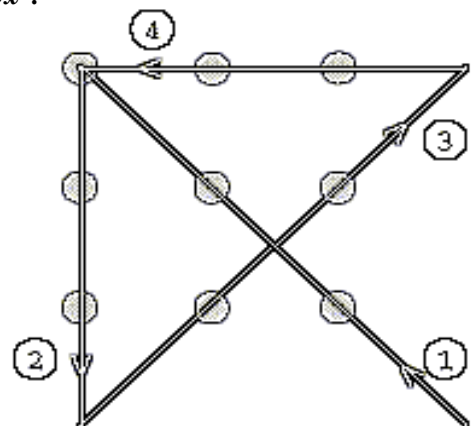
Drawing outside of the lines is very difficult because we are so used to our own way of thinking and our own point of view that it is hard to see other points of view. In order to successfully interact with people from different backgrounds and different cultures, we must learn to look at the world from many points of view, often times from viewpoints we can't even understand.

*Ask students to share examples of situations when finding a good solution to a problem required thinking "outside of the box".*

Social norms and societal structures restrict our way of thinking and prevent us from **perceiving** outside of the box solutions. Our **perception** of this image tells us that we must stay in the lines but nowhere in the directions were there any such restrictions.

How can our perceptions lead to unhealthy stereotypes?

### Solution



## FIRST IMPRESSIONS (20 MINUTES)

### GOAL:

Students will discover that their first impressions of people are not always accurate.

### PROCEDURE:

Pass out copies of “The Herman Grid.” Allow students time to stare at the image. Ask students to share their *first impressions*. Ask if they see gray dots in the white spaces.

### DISCUSSION:

Are the grey dots really there? This is an example of how we sometimes see things that do not exist. Sometimes this happens when we see people, too. Ask students to think about the following questions:

- 🗣️ *Have you ever had a wrong first impression of someone who had a different background or came from another culture?*
- 🗣️ *Has someone from a different background or another culture ever had the wrong first impression of you?*
- 🗣️ *Let’s talk about being a teenager. It is very common for people to misperceive teenagers. What are some common misperceptions of teens? Do you fit the stereotype?*

Ask students to share and discuss their examples. This discussion should be the central focus of the next 15 minutes or so. This is where you should focus the conversation in each illusion activity below. You don’t need to beat a dead horse but keep coming back to how our perceptions influence our thoughts and behaviors.

## ILLUSIONS... AREN'T THEY JUST A MATTER OF PERSPECTIVE?

Pass out each image, one at a time, and allow time for students to wrap their brain around the illusion. **Get in the habit of asking for information rather than giving information.** Say, “*What do you see?*” Instead of explaining what they should see. It is okay for students to get a little noisy during this time, and remember, ***THE MORE FUN YOU MAKE IT THE MORE FUN THEY WILL HAVE!*** Please try to go in order so that you are on track with the other groups.

## PERCEPTION ACTIVITIES

1. Do the dots disappear and reappear?
2. Are the lines straight or crooked?
3. Do you see a DUCK or a RABBIT?
4. Jazz Musician or a Ladies Face?
5. Three faces in one... Old lady, young lady, little girl... What do you see?

## PERCEPTION ACTIVITY REFLECTION IDEAS

- 🗣️ What did you see? How was that image different from what others saw?
- 🗣️ Is what you saw the correct image? Is it the only way?
- 🗣️ Are you able to see through someone else’s glasses?
- 🗣️ Did anyone help you see their perspective? How?
- 🗣️ How does this activity relate to real life?
- 🗣️ How does this activity relate to life at PHS?
- 🗣️ What will you take away from this activity?
- 🗣️ Each time you see another perspective it becomes harder and harder to *NOT* see it, eventually it becomes impossible to see through your old lenses.
- 🗣️ Discuss perceptions of PHS prior to coming this year. Were they true?
- 🗣️ Discuss perceptions of teenagers in Fort Collins. Are they all true?

## PROVERBS (20 MINUTES)

### GOAL:

Students will discover that, in many ways, people from different backgrounds, and cultures hold similar values and beliefs.

### PROCEDURE:

Explain that proverbs have been used to teach lessons since the beginning of time. Give an example of what a proverb is (students WON'T know), "A penny saved is a penny earned."

*A proverb is a short saying that is generally known by most people. The saying contains words of wisdom, truths or morals that are based on common sense. It is often a description of a basic rule that all people should generally follow. Proverbs can be found in all languages and all countries throughout the world...*

Count the number of students in the group and select enough cards to equal that number. If there are an uneven number of students, one of the mentors will need to participate in the activity. Make sure that the cards are selected in matching pairs (one proverb from the U.S. and a matching proverb from another country).

Mix up the cards and pass out one card to each student. When all cards have been distributed, ask participants to read their card and attempt to make sense of it. They will next have to move around the room and find the person who has a card with a similar proverb, but from a different country. Ask partners to stand together when they have found each other. For each set of partners, one person should have a proverb from the U.S. and the other person should have a proverb from another country.

After most people have found their partner, ask those who have not found their partner to raise their hands. Ask those with raised hands to search among themselves for partners. When everyone has found their partner, ask each pair to read their proverbs out loud to the group. Ask the person with the proverb from the other country to read first, followed by the person with the proverb from the United States. After the foreign country has been read, ask students if they have ever heard of that before, (very few will have heard of it or will understand its meaning). Next ask their partner to read the proverb from the U.S. Ask again, "Now who has heard of that?" Ask students what it means. Do this several times (3-4 depending on time) and then wrap it up.

Close by leading a group discussion.

### DISCUSSION:

This activity shows that although we have many differences when we compare ourselves to other kinds of people, we also have many similarities. We may have different ways of talking and different behavior patterns, but many of our most basic needs and interests are similar. It doesn't matter where we come from, what color our skin, where our mother was born, what language we speak, whom we chose to love, or to what God we pray. We all have the same basic human needs.

*A SMILE IS A SMILE, REGARDLESS OF RACE, RELIGION, SOCIOECONOMIC STATUS, OR  
NATIVE TONGUE, WE ARE MORE SIMILAR THEN DIFFERENT!*

## UPCOMING EVENTS (5 MINUTES)

Go over upcoming school events for the next two weeks, using the upcoming events highlights sheet. This will clearly take some homework on your part. We will discuss weekly happenings during Ambassador time so keep your eyes and ears peeled! Don't allow yourself to lose credibility by showing up unprepared!

## WRAP-UP & EVALUATION (5 MINUTES)

Give students an honest but constructive reflection of how you felt the day went. It is important to always end on a positive note. Complement the group, offer insightful criticism, and end with another positive. Ex: *"I really liked how open minded people and how you all worked to see other perspectives. Next week I would really like work on staying focused during activities. But overall I had a great time and it is clear that if we keep working at it we can have a great semester."* Ask for verbal feedback about each activity. Go around in a circle so that everyone participates. *"What was your favorite and least favorite activity today/why?"*

***Great job! Reflect honestly on the job you did. What did you do well? What do you need to work on? What suggestions will you bring to Ambassadors next week?***



## PROVERBS

He makes a wine cellar from one raisin.  
(Lebanon)

He makes a mountain out of a molehill.  
(United States)

*A person that arrives early to the spring never  
gets dirty drinking water. (Zaire)*

*The early bird gets the worm. (United States)*

He who is not in sight is not in mind. (Tanzania)

Out of sight, out of mind. (United States)

I will not cry over a mishap and injure my eyes. (Tanzania)

It is no use to cry over spilt milk. (United States)

Where something is thin, that is where it tears. (Russia)

A chain is only as strong as its weakest link. (United States)

From the rain, into the gutter. (Germany)

From the frying pan, into the fire. (United States)

My house burned down but it was a relief the bedbugs died. (Korea)

Every cloud has a silver lining. (United States)

Two captains sink the ship.  
(Japan)

Too many cooks spoil the soup.

By trying often, the monkey learns to jump from the tree. (Zaire)

If at first you don't succeed, try, try again (United States)

Even a tiger will appear if you talk about him.  
(Korea)

Speak of the devil and he will appear. (United States)

A little in your own pocket is better than much in another's purse. (Spain)

One bird in the hand is better than two in the bush. (United States)

If you climb up a tree, you must climb down the same tree. (Ghana)

What goes up must come down. (United States)

**Trust in God but tie your camel. (Iran)**

**God helps those who help themselves. (United States)**

God is a good worker, but he loves to be helped. (Spain)

God helps those who help themselves. (United States)

As you cook the porridge, so must you eat it. (Russia)

You reap what you sow. (United States)

*Every seed knows its time. (Russia)*

*All in good time. (United States)*

You can force a man to shut his eyes but you can't make him sleep. (Denmark)

You can lead a horse to water but you can't make him drink. (United States)