

3-D

(Adjusting perspective)

- Purpose:** 1. To help students understand how “Perspective” can have a vast impact on how “problems” are perceived/experienced, and
2. Learning how to adjust perspective is just one reason why people seek out counselors.

Materials: One overhead/projector, one overhead copy of the 3D activity sheet.

Student Materials: Pencil/pen and sheet of paper.

*Optional: Print individual copies of the activity sheet for distribution while using the overhead/projector.

Time: Approx. 30 minutes.

Key Concepts: Perspective, Personalization, Perspective Management.

Introduce/Re-introduce: Make sure everyone knows who you are and why you’re there to help them understand their academic requirements and to educate/enlighten them regarding reasons why people seek out counselors.)

Part 1.

Ask: How many of you have ever seen a 3-D movie (raise your hand)?

Call on: Several students to get their responses.

Say: Let’s start out today by doing a 3-D activity.

State & Demonstrate: “I want you to put your right hand out in front of yourself, at eye’s level, and at arm’s length, with the palm of your hand facing you.”

Say & Demonstrate: “Slowly begin to bring the palm of your right hand towards your eyes while your gaze remains fixed on the palm of your hand until your hand touches your nose. *Don’t look at me!!!!!!* Stay focused! Now, slowly pull your hand back to starting position. Notice how your hand appears to get larger and smaller.

Repeat: Experiment.

Ask: Students to explain their 3-D experience. Did the hand appear to get bigger and block out everything else as it came closer to their eyes?

State: “We’ll come back to that experiment later, but for right now I want you to take out a piece of paper and something to write with (preferably a pen) because we’re going to do a left-handed writing activity!”

Instruct: All (even the left-handed) students to only write using their left hand! All writing must be done in cursive! Have students write their name in the top margin of the page (in cursive) followed by numbering their paper 1-10.

Place: Activity sheet on the overhead projector.

Read Aloud & Explain : The directions on the activity sheet.

Paraphrase: “All you have to do is put these events/concerns in numerical order 1-10 from Most Worst to Least Worst. Number one will be the concern you’d think would be the most worst to deal with and number ten will be the concern you’d think would be the least worst to have to deal with. They don’t have to be your personal concerns but generally thinking, put them in order of most worst to least worse.”

State: “Let’s get started. Remember, this is a left-handed activity and you must write in cursive. For those of you who are already left-handed, this task might be a lot easier.”

State: “You’ve got 3 minutes to complete this task beginning....Now!” (after three minutes...)

Know: (Lots of boys and girls will complain about having to write left-handed, many will say things like “I can’t” or “I’m not going to try.” Encourage them all to do their best; we’ll use this negative energy later in the activity. You may also option to have students write the corresponding letter of the event rather than the event itself to save time. For example: Write the letter A instead of writing out the word Migraines.)

Announce: “Time’s up; put your pens/pencils down,”

Part 2.

Review: Responses. Call on students to stand up as you go through the ten events on the overhead list one at a time. That is, ask students to stand up if they marked letter A (Migraines) as their worst concern (then sit back down,) stand up if they marked letter B (Acne) as their worst concern, stand up if they marked letter C (Divorce) as their worst concern, and so on. Every now and then ask a student “why” he/she chose a particular event as his/her number one worst. Note if it was personal or something he/she had dealt with or had personal knowledge of. Make sure to go through all ten letters.

Watch: The clock. Depending on how much time you’ve used and have left, be mindful that the remainder of the activity involves processing the lesson.

Part 3.

Ask (Process Questions):

1. Raise your hand if you know what the word “Perspective” means (a view from where things are seen or experienced. Refer back to the 3D experiment.
2. Why was there so much variation (differences) amongst your lists? (different perspectives.)
3. Does your age have much to do with how you ordered your list?
4. Do any of your Top 3 responses have anything to do with personal experiences?
5. Which concerns on your list do you consider to be permanent?
6. Which concerns on your list might change order in a day, week, month, or year?
7. Raise your hand if you’ve had to deal with 1, 2 or 3 of these concerns?
8. Raise your hand if you’ve had to deal with 4, 5 or 6 of these concerns?”
9. Raise your hand if you’ve had to deal with 7, or more of these concerns?
10. Raise your hand if your perspective of some personal event ever changed or took a long time to change? Give an example of having had lost of toy or having a game stolen as a kid. (Did your perspective ever change even though the event was permanent?)

Ask: Students to write down the letter of their Number 1 concern (off their list) on the palm of their hand (pen works best for this.)

Repeat: The 3-D experiment one time with students focusing on the letter written on the palm of their hand.

Ask: Student’s to notice how their perspective of the problem changes.

Explain: How counselors help people get a better perspective on their concerns often by asking them to think differently about themselves, the event, and what it all really means. That it’s sort of like asking someone to learn how to do something left-handed. It’s not easy at first but the more you practice it, the better you’ll get and the easier it will become. For some people though (left-handers), learning a new perspective might come easily!

Discuss:

- That counselors help students learn how to appropriately adjust their perspectives.
- Remember, creating a greater perspective involves lots of work not only in obtaining one (a great perspective) but also in keeping it (like getting better at being left-handed even though many are initially resistant to it ;)
- As you change and your list changes, counselors help people to develop a greater perspective for events such as:
 - + Moving to new schools
 - + Loss of a family member or friend.
 - + Developing an illness or medical condition.
 - + Not making a team, club, or musical group.
 - + Not being liked as much by the person you like a lot.

Call on: Students to share some of their experiences of having ever personalized an event or problem and how long it may have taken for them to put the event in a greater perspective. Share that counselors help boys & girls “un-stick” those up close perspectives (hand directly in front of face) to greater perspectives that involve some time & distance (hand extended at arm’s length.)

Remind: Counselors help people put things in a greater perspective when they’re having trouble doing so by themselves especially when their perspective feels stuck (right in front of their faces.) That’s one reason some of you might go see a counselor one day =)

Parting Words: “A *great* perspective represents the ability in choosing to work at understanding things in a way that supports and promotes a healthy attitude.”

Activity Sheet: 3D

Place in Numerical Order 1-10 of Most Worst to Least Worst!

a. Migraines

f. Being Held Back

b. Acne/Facial blemishes

g. Embarrassing Rumors

c. Divorce

h. Low G.P.A.

d. No Friends

i. Being Threatened

e. Handicapped

j. Not Graduating

#1. _____
(Most worst)

#6. _____

#2. _____

#7. _____

#3. _____

#8. _____

#4. _____

#9. _____

#5. _____

#10. _____
(Least worst)