Bobby Holder

Lesson Plan: You’re Hired!

Objective: Students will learn to realize their own misconceptions about the choices people make and whether or not they should be a factor

Procedure:  Student will build their own resume, listing their qualifications, for a simple job:one that they are all overqualified for.

Students will rationalize their strengths and asked questions to support their claims as qualified candidates.

1)      Students will be asked to create a resume or list of qualifications that they have for the job of “a High School Student.”

2)      After they have been given time to right down their qualifications, the teacher will bring up ideas and, open up a discussion, so that the students can see other factors to help bolster their resumes:  Examples:  I’m a straight A student, I like to learn, It’s the law that I must be a student, I am a teenager, I do not have a HS Diploma, I want to learn, I have passed Middle school, I can succeed in these High School classes, I want to attend college someday, etc.

3)      We will discuss that there is very little room for improvement, and hopefully agree that they are all near-perfect candidates and should be allowed to attend High School. Establish there is no reason that they should not get this job!  If they don’t then something is wrong!

4)      The teacher will select 4 volunteers to represent the class as perfect applicants.

5)      The instructor will start of gently assigning eat kid a “difference” and one by one, we will discuss whether or not this affects their qualifications.  Example: Ok, Johnny is a great candidate right?  Oops, he smokes a few cigarettes now and then.  Will that affect his performance? How?

6)      We will begin with “smoking”

1. Smoking: Will this affect them being able to perform the duties of a high school student?  Bad habits creeping in, maybe judgment. Perhaps a little, but Do-able.
2. Plays a lot of video games:  Charles is an Honors student. Since homework is pretty easy he has free time to realax and become a 12th Level Wizard in the Realm of Magic World.  SO he plays a lot of video games.  Might interfere with homework a bit. Still gets “A’s” Do-able.
3. Plays sports: Homework again, maybe misses a few classes here and there.  Lots of students do sports or Band or Drama.  It’s been done before. Do-able
4. Skin color:  Ooh.  Tougher.  Jenny is a great student-Poof! Now she’s African American.  Can she read? Write? Eat lunch with us? Can she be a good student? Race might affect opportunity, depending on where you live, some marginalization, but if Thurgood Marshall can do it, so can I. Do-able
5. Gay/Lesbian:  Will this affect their performance?  Tammy has another great student resume. Poof! She happens to be a Lesbian. Whoa!

Is this a problem? How so?  Maybe a few uncomfortable classmates in the locker rooms?  Can they still study, pass a math test? Read a book? Can Lesbians, learn?

                                                              i.      How is this characteristic different form the others we discussed? More common, or less common?

                                                            ii.      Do any of you know a Gay or Lesbian person?  If so, what are they like?

                                                          iii.      Don’t they wear pants, have families, and like to text on their phone as much as you do.

                                                          iv.      Instead of justifying what makes them so “wrong”, please justify what makes YOU so “right”.  Prove that you are “Normal”.  What is normal or average?  Is it the majority?  Does that make them right.  The majority of you smoke cigarettes or do drugs according to this school’s statistics.  Does that make it right?

                                                            v.      Do you speak for everyone, or just think you are part of the majority?

                                                          vi.      Should this be considered a “mark” against her qualifications?  I mean, she is different, right?

                                                        vii.      Is this a problem?  Whose problem, mine or hers?  After all I’m normal. She’s the one who is a Lesbian. Isn’t that weird?

Assessment:

1)      Students will be asked to add a bunch of different marginalization to their own resumes, such as: I have ADHD, blindness, hearing impaired, being a woman, Asian, HIV positive, abnormal facial hair, a Justin Bieber fan, left-brained, Drug addict recovery, the heaviest person in school, or more.

2)      Students will then attempt to defend themselves, as a marginalized person, and sell themselves proving that these are just minor differences and have NO effect on whether or not they would make a good High School student, and succeed in life.