

**Unit # 2 Title:** R-E-S-P-E-C-T...Find Out What It Means To Me

**Lesson Title:** A Stranger Among Us

**Lesson #** 3 of 3

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Advocate respect of individuals and groups.

**Grade Level Expectation (GLE):**

PS.2.B.08.a.i: Apply strategies that promote acceptance and respect of others within the global community.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Worksheet – A Stranger Among Us

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze, and compare the institutions, traditions and art forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson assessment will be in the list of responses generated by the final question: “What might you be missing out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”

**Lesson Preparation**

**Essential Questions:** Why is respect for others important? Why is acceptance of differences not always an easy thing?

**Engagement (Hook):** Instructor walks into the classroom in attire that reflects another race, religion, etc.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<p>1. Write each of these terms on the board: Race, Religion, Culture, Ethnicity, and Character. Ask students to look up the terms in the dictionary and select one student per each term to write it on the board.</p> <p>2. Lead discussion on the similarities and differences between the terms and how they relate to humans. Incorporate the amount of control a person has over these terms. Facilitate students thinking about character as an aspect of self that we can control.</p> <p>3. Breaking the students into small groups, use the “A Stranger Among Us” worksheet to facilitate discussion. Randomly select students to report group findings.</p> <p>4. Separate groups and ask students to individually write a response to: “What might you miss out on if you allow your fear and biases to take over and you don’t take the time to get to know the person behind the differences?”</p> <p>5. Write student-responses on the board for review and further processing.</p>	<p>1. Students will look up terms individually and if asked, will write the definition to a select term on the board.</p> <p>2. Participate in discussion using active listening skills.</p> <p>3. Students will discuss their responses in small groups and be prepared to report on a random basis, at teacher discretion.</p> <p>4. Students will work individually and respond to the question on paper. When students are finished writing, they will tell the teacher their responses as asked.</p> <p>5. Students will look at the list of things they will miss out on by not accepting individual differences and come to a self-awareness.</p>

**Teacher Follow-Up Activities**

Teacher can leave the list on the board and continue discussion if appropriate.

**Counselor reflection notes (completed after the lesson)**

## ***A Stranger Among Us***

You currently attend a school with students who are all of one race. Today, a student came into your classroom who was of a different race. They looked different, they talked different, and they wore different clothing. The teacher asked them to sit at your table.

1. What is your initial reaction?
2. What might that student be feeling?
3. How can you show the student that you respect him/her?
4. Which interpersonal skills will become important in this situation?
5. What can you say to those who don't show accepting behaviors?

Final question: