



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 Measurable Learning Objectives:**

The student will answer five questions about getting to know someone who is different than them.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE. 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):** Show a short clip or photo of R2D2. Emphasize that R2D2 shows great bravery in rescuing his friends from many perils.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Write each of these words on the board: Religion, Culture, and Ethnicity. Ask students to look up the words in the dictionary and select one student per each word to write the definition on the board. Lead a discussion on the similarities and differences between the	1. Students will look up words individually and if asked, will write the definition to a select word on the board. Students will participate in discussion using active listening skills.

<p>words.</p> <p>2. Discuss skills needed to show acceptance and respect of others.</p> <p>3. Breaking the students into small groups, use the <i>A Stranger Among Us</i> 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>2. Students participate in discussion.</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>
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**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***

Envision sitting in your classroom and in walks a Star Wars character, such as R2D2. The teacher assigns the character to sit next to you.

1. What is your initial reaction?
2. What might that character be feeling?
3. How can you show the character 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: