



# LESSON PLAN

GRADE: 11

SUBJECT: SEL

SS: LATE SECOND QUARTER

## PROCEDURES (CONT.)

from each pair will report out to the class.

- At the end of the activity, pose the following question, "What influences your thinking about people that are different from you?" Encourage students to contribute ideas that are different from other's ideas.

## ASSESSMENT

(Steps to check for student understanding)

- Students will be asked to reflect on a time that they had to work with people that were different. Students will complete a double entry journal which lists on one side what happened during the experience and on the other side asks students to document their feelings along the way. Students will be asked to reflect on their feelings in regards to how their feelings contributed to how they viewed other groups of people.
- Students will reflect and comment on how well they thought they worked with a partner during the Think/Pair/Share activity. If it went well, what made things go smoothly? If not, what were some problems and how might they be addressed the next time you have to work with a partner?

## CITATION

Robbins, Alexandra. *The Geeks Shall*

*Inherit the Earth*. New York: Hyperion,

2011.

Lesson developed by Christine Dewees Sims

## STANDARD: DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.

### OBJECTIVES

(Specify skills/information that will be learned.)

- Describe a time when you had to work with or interact with people who were different.
- Explain whether or not you were eager or reluctant to do so.
- Analyze factors that have influenced your viewpoints about groups of people you consider as different.
- Initiate and engage in a purposeful, focused discussion
- Demonstrate competence in relating to people who are somehow different than you.
- Support a decision or express an opinion by providing evidence.
- Work collaboratively in pairs or groups by listening, speaking in turn, and sharing perspectives respectfully.

### MATERIALS NEEDED

- Post-it Notes
- Pencils, Paper
- Reading, "Eli, Virginia – The Nerd" p. 229 from *The Geeks Shall Inherit the Earth* with discussion questions
- Handout for student reflection and self-assessment

### PROCEDURES

(Give and/or demonstrate necessary information)

- As students enter the room, students are to place a post-it along a continuum that best represents their opinion where at one end the statement reads, "I enjoy seeking out and talking to people I don't know and are different from me," and at the other end of the continuum states, "The only people I only feel comfortable around are my family members."
- After everyone has placed a post-it note on the board, ask students to draw some conclusions. Where are the post-it notes clustered? What does this mean? Encourage students to give reasons for their thoughts and opinions. (How will you encourage students? Are there strategies, structures, desk arrangements, etc. that might be helpful in fostering encouragement and reinforcing SEL skills?)
- Introduce a scenario to students from *The Geeks Shall Inherit the Earth* by Alexandra Robbins. In this reading, students will discover that a student is placed in a class outside of her comfort zone.
- Think/Pair/Share: Students should read the scenario individually, answer the discussion questions, and share their responses with the person sitting next to them. One person