Peers as Partners in Learning-High School

Lesson Plan 1.2: In Your Shoes – Recognizing Perceptions

Approximate time to allow: 60-70 minutes

Unit

Fostering a Community Culture

Lesson

In Your Shoes-Recognizing Perceptions

Standards Supported in this Lesson	Rubric Essential Concepts
HE.912.SUA	Promoting Access, Involvement and Progress

Essential Questions

How do we form our perceptions and what can we do to actively combat misconceptions? Why is confidentiality important?

Learning Objectives

Students will:

- Develop an awareness of the importance of looking closely at each person's unique characteristics and talents.
- Determine the misconceptions that can result when individuals with disabilities are assessed based on surface characteristics.
- Evaluate the importance of confidentiality and analyze the potential problems that may occur when confidentiality is not actively practiced.

Technology/Materials

- Paper or an index cards
- Confidentiality PPT
- Included / Excluded Activity: Stacks of sticky notes and a surface such as a whiteboard or chart paper, or digital/threaded response format
- ***The Peanut Activity and Life is Like a Box of Chocolates
- The Least Dangerous Assumption: A Challenge to Create a New Paradigm article by Cheryl Jorgensen
- HS Journal Entry Prompts

Lesson Steps

1. Confidentiality Activities
    a. Purpose: To consider the impact of gossip.
    b. Directions:
        i. Teacher-Led Discussion: Remind students of the discussion on confidentiality from Lesson 1.1, and recap some of the major concepts presented. Ask "Have you ever had someone 'gossip' or break confidentiality with someone else by sharing something with you?" Guide the discussion to being a peer support student and what issues of confidentiality may arise with the students they are supporting. Be sure to address social media in the discussion of confidentiality as well as verbal communication. Optional: share pictures that may imply "gossip" or issues with confidentiality during the discussion (See Confidentiality slideshow for some examples for discussion).
        ii. Ask students to do a quiet solo write to address the following questions (use paper or index cards) to tap prior knowledge: Why are we asked not to "paint everyone with the same brush"? What misconceptions may arise as a result?
        iii. Conclude with an emphasis on confidentiality (not gossip) and the ideals the PPL course is based on: We want to support our peers with disabilities in overcoming misperceptions and being successful in their inclusive settings.
        iv. Give students a choice between the Peanut Activity or Life is like a Box of Chocolates. To adapt these lessons for food allergies, see Considerations section. ***This activity uses peanuts, please be sensitive to food allergies.

2. Part/Not Part Activity
    a. Purpose: To consider the perspective of others.
    b. Directions:
        i. Create a T-chart on a whiteboard/chart paper with the headings 'Part/Not Part' or create the same heading on a threaded response format. Provide each student with several Post-it notes or access to a backchannel/threaded response.
        ii. Ask students to Solo Think - Solo Write of a time when they felt that they were not a part of the group. Ask them to recall an emotion that they felt.
            - Have students write one thought per Post-it-note or one word per threaded response. Students may have several thoughts connected to the event. Each thought gets its own Post-it-note or threaded response.
            - Students place their Post-it-notes on the chart under heading 'Not Part.' Some words you may see: Shame, sadness, lonely, unworthy, etc.
            - After the notes are posted, invite students to share the recalled event with a shoulder partner. Students have the option to pass on their turn if they choose.
        iii. Ask students to Solo Think- Solo Write of a time when they felt that they were part of the group. Ask them to recall an emotion that they felt.
            - Have students write one thought per Post-it-note or one word per threaded response. Students may have several thoughts connected to the event. Each thought gets its own Post-it-note or threaded response.
            - Students place their Post-it-notes on the chart under heading 'Part.' Some words you may see: Accepted, loved, worthy, joyful, belonging, etc.
            - After the notes are posted, invite students to share the recalled event with a shoulder partner. Students have the option to pass on their turn if they choose.
        iv. Have students notice the words on either side of the T-chart.

- Invite them to share their observations.
- Point out or give an example of an emotion on the 'Not Part' chart and an emotion on the 'Part' chart and ask for an example of instances where they might occur.
- Discuss how these feelings of being part or not part of the group might affect learning.

3. Independent Work
   a. Purpose: To evaluate ideas of others and incorporate new ideas into existing perspectives.
   b. Directions:
      i. Conduct a "Sentence-Phrase-Word" activity. After reading the article, "The Least Dangerous Assumption: A Challenge to Create A New Paradigm" by Cheryl Jorgensen, write:
         - A sentence that was meaningful
         - A phrase that struck you
         - A word that was powerful
      ii. Conduct a discussion. As a group, discuss your choices:
         - Begin by sharing your words, then phrases, then sentences.
         - Explain why you made the selections you did.
         - Looking at your group's collective choices of words, phrases, and sentences, reflect on the conversation by identifying:
            a. What themes emerge?
            b. What implications or predictions can be drawn?
            c. Were there aspects of the text not captured in your choices?
      iii. Choose one of the following questions to respond to:
         - How has your perspective, attitude or opinions changed regarding people with disabilities regarding their differences/disability and their ability/competence?
         - If your perspective, attitude or opinions have not changed, what did you find in the discussions and readings that strengthened or best supported your current attitude/opinion?
         - What common or different ideas did you notice between today's article and "Presume Competence" from Lesson 1.1?

4. Reflection Journal assignment.

Assessments

Formative:

- Ongoing feedback through confidentiality discussion that supports the importance of confidentiality.
- Ongoing feedback and discussion during Included/Excluded activity that shows insight about other perspectives.

Summative:

- Students' response from step 3, independent work, turned in as Exit Slip.
- Reflection Journal contains an explanation of how students can work to change misconceptions.

Considerations

***Caution:

- Suggestion for The Peanut Activity in consideration of food allergies: Instead of peanuts use a bag of cat's eye marbles, packing peanuts or other non-edible items that have overall similar qualities with minute variations.
- Suggestion for adapting Life is Like a Box of Chocolates activity in consideration of food allergies: Instead of filled chocolate squares, gather a selection of mason jars (or other small container with lid), place a cotton ball inside the jar that has been dipped lightly in a scented liquid and seal tightly. Scented liquids to consider are various perfumes, differing squeezed citrus juices, vinegar, or other mild detergents, etc.