

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: A Place At The Table

Lesson 8 of 8

Grade Level: 12

Length of Lesson: 90 minutes

Missouri Comprehensive Guidance Standard

PS.2: Interacting With Others In Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE)

PS.2.B.12.a.i: Advocate respect for individuals and groups

American School Counselor Association National Standards (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

Materials (include activity sheets and/ or supporting resources)

The Teaching Tolerance learning package “A Place at the Table” motivated the idea for this lesson. The message has broader meaning when the learning package is used; however, knowing that not everyone will have quick access to the learning package, the lesson was modified. You are, nonetheless, urged to “visit” the tolerance.org and teachingtolerance.org websites. The sites provide access to a wealth of information about such topics as race, gender, ethnic, and cultural issues. For example, valuable information about “hate group” activity in the United States as well as free or inexpensive materials for teachers are accessible from the website.

“A Place At The Table” video, book, and lesson plans are available for free at the website listed below:

http://www.tolerance.org/pdf/tt_materials_order_form.pdf

Teaching Tolerance

400 Washington Avenue

Montgomery, Alabama 36104

www.tolerance.org www.teachingtolerance.org

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

X	Goal 1: Gather, analyze and apply information and ideas <ul style="list-style-type: none">1. Develop questions and ideas to initiate and refine research2. Conduct research to answer questions and evaluate information and ideas5. Comprehend and evaluate written, visual and oral presentations and works6. Discover and evaluate patterns and relationships in information, ideas and structures
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Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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	<ul style="list-style-type: none"> 7. Evaluate the accuracy of information and the reliability of its sources 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 4. Present perceptions and ideas regarding works of the arts, humanities and sciences
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 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.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<ul style="list-style-type: none"> 5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 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	
X	Health/Physical Education	6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
X	Fine Arts	5. Visual and performing arts in historical and cultural contexts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	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.

At the conclusion of the lesson, students will write a reaction to the video.

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Instructor will set a FORMAL place setting with multiple utensils. Students will be asked to identify the correct use for each eating/serving utensil.

Procedures

Instructor Procedures:

1. Instructor reviews the correct use of each utensil at the table and asks students to think about situations in which they felt uncomfortable or wanted a place at a table but access was denied. Lead the conversation toward the metaphorical meaning of the phrase "A Place at the Table."
2. Instructor will show the video "A Place at the Table" and discuss reactions.
3. Instructor directs students to research their racial identity/heritage in relationship to finding a place at the table.
4. Students will be asked to develop a plan for their involvement with an advocacy group.

Student Involvement:

1. Students will actively participate in the discussion posing as well as answering questions. Students will share their experiences in small groups. Following the small group sharing, students will be invited to share situations in which they have felt uncomfortable.
2. Students will watch the video "A Place at the Table" and share reactions.
3. Students will begin their research by interviewing their oldest living relative. As students seek information, they will listen for their families' struggles to find a place at the table. They will develop a creative expression of their heritage (write a short essay, poem, song, dance or rap about their findings).
4. Students will identify an advocacy group and develop a written proposal for involvement.

Teacher Follow-Up Activities

Instructor may have students write a research-based report on their cultural identity.

Counselor reflection notes (completed after the lesson)

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