



Respecting Others

FFA.OH.6.6

Time Needed:

Activity 1 – 15 min
Activity 2 – 15 min

Materials:

FFA.OH.6.6.AS.A – displayed on a public writing surface
Blank paper – one sheet per pair of students

Objectives:

1. Realize that others have diverse perceptions and views of life.
2. Recognize uniquenesses and similarities among others.

Activity 1 –

Before class begins, draw a 16-square grid on the public writing surface or somewhere everyone can see it. Or display FFA.OH.6.6.AS.A.

1. Draw attention to the 16-square grid and ask students to take one minute and record on a scrap piece of paper how many squares they see.
2. Ask volunteers to share their answers with the class and to rationalize how they came up with their answers. Allow as many different answers to be shared as possible.
3. Debrief with the following questions:
 - a. Why did we have different answers?
 - b. How did working as a class and hearing other's answers help us see different perspectives?
 - c. How did we benefit from this form of collective intelligence?
 - d. In what other situations in life would more than one perspective be helpful?

Activity 2 –

1. Assign partners within the class.
2. Each pair needs one sheet of blank paper.
3. Instruct one student from each pair to outline a hand on the sheet of paper.
4. From the opposite end of the paper, the other partner should outline a hand.
5. Some places the outlines will overlap. In those areas, the pair should write things about themselves that are similar. In the lower parts of the palm or areas that do not overlap, they should write things that are different about each other.
6. Debrief with the following questions:
 - a. We all have hands, right...but not of them are exactly the same. How is this similar to our other attributes or talents?
 - b. What would this classroom or a team be like if everyone brought the same skills to the table?
 - c. How did each of us develop different characteristics and talents?

Additional Resources:

FFA.OH.6.6.ASSESS





Name: _____

Date: _____

Class: _____

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1. How does a collaborative effort benefit you in a team project?

2. List three items you and your partner listed as similarities after you outlined your hands.

3. List three items you and your partner listed as differences after you outlined your hands.

4. How are similarities and differences valuable in our classroom or school?
