



High School

National FFA Organization

Lesson HS.56

APPRECIATING DIFFERENCES IN PEOPLE

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. B4: Eliminate barriers in building relationships

H1: Acknowledging that Differences Exist Among People

National Standards. NL-ENG.K-12.9 — Multicultural Understanding—Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Understand the importance of accepting differences in others.
- 2 Engage in activities to help develop personal awareness of diversity.

3 Understand how to become sensitive to people unlike me.



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1



Time. Instruction time for this lesson: 100 minutes.



Resources

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National FFA Organization’s “Essential Learnings,” 2002.



Tools, Equipment, and Supplies

- ✓ Overhead Projector
- ✓ Six Tear Sheets
- ✓ Transparency Master HS.56.TM.A Definitions
- ✓ Transparency Master HS.56.TM.B Three Steps Toward Acceptance
- ✓ Activity Sheet HS.56.AS.A—Appreciating Differences
- ✓ HS.56.Assess.A



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Bias***
- ***Stereotypes***
- ***Sensitive***



Interest Approach

Use Eyewitness Moment to lead the students through a discussion that will allow them to share their favorite food with one another. The intent is to demonstrate that we all get comfortable with things that are familiar to us—which can limit our desire to try new things.



To start today's lesson, pair up with the person next to you for a short interview. For the next couple of minutes, here's your opportunity to become Oprah or Geraldo and do some investigative reporting. The topic you are going to interview your partner about is their favorite meal.



You will have one minute to interview your partner. Here are the questions you can ask your partner.

Use Transparency Master HS.56.TM.A which lists the following questions:



What is your favorite meal of all time?
What is it that you like about this meal?
Could you eat the exact same meal everyday for the rest of your life?
Why or why not?

Allow one minute for the interview.



Now switch off. The interviewer becomes the interviewee and the interviewee becomes the interviewer. Ask your partner the same questions. Again, you will have one minute to get through the questions.

Allow one minute for the interview.



Did anyone find out any interesting or unusual favorite meal choices?

 In answer to the third question, did anyone have a partner that could eat the exact same meal everyday for the rest of his or her lives? Why do you think most answered no? Possibly because we can get bored or even feel like we experience little growth when we confine ourselves to the same things day in, day out? No matter how comfortable we are with something in our lives, we have to challenge ourselves to go beyond our comfort zones.

 Raise your hands and answer if any of you have ever tried sushi.

Wait for students to raise their hands to respond to the question.

 Indian Food.

Wait for students to raise their hands to respond to the question.

 Greek food?

Wait for students to raise their hands to respond to the question.

 What are the hesitations for trying something new?

Potential answers: not sure if you will like something new, tough to break a habit or there's no need to try something new if it's not broken.

 Just like we have foods that we always eat, (because of its familiarity) sometimes we can become guilty of remaining within our own little worlds when it comes to understanding and appreciating others not like ourselves. This process starts by first recognizing the importance of acceptance.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Understand the importance of accepting differences in others.

I. Importance of accepting differences in others

- A. Opportunity for personal growth
- B. Potential for new experiences/relationships
- C. Preparation for interaction with others outside their normal world.

Set-up: Students will have the opportunity to brainstorm different classifications that we use in our society to label individuals based on physical, societal, and personal characteristics. From this list of classifications, students will examine some of the biases that are held against people based on these differences in characteristics.



In our society, we have many types of people that help make our country unique and diverse in its cultures, practices, and traditions. We classify people by many different attributes. Who can think of some classifications?

Allow students to respond. Add any of the following if students do not give them--height, weight, gender, sexual orientation, race, religion, ethnicity, and physical capabilities.



Within each of these categories, there are hundreds of labels that we place on people.

►Activity:

Divide the students into five different groups. Each group will be given a category to brainstorm as many classifications as possible that people are labeled or identified with as individuals.

The groups are:

- Gender/Sexual Orientations
- Living Communities/Social Economic Status
- Ethnicities/Races
- Religions/Spiritual Faiths
- Disabilities/Body Types



For instance, we classify people by gender or their religion. Can you think of any other categories by which we classify people? *Potential answers: disabilities, race and ethnicity.*



4



It's time to shift into our mind-racing mode. For the next five minutes, we are going into the Brainstorm Olympics. During this special event, you are challenged to brainstorm as many logical responses for your specific topic area as you can.



You will have 60 seconds to come up with as many responses as possible. We'll do this in groups. To divide into groups, we are going to label off into the five days of the school week. Go around the room and label yourselves by:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Allow a minute for the students to go around the room and divide into their five groups. Have five or six tear sheets and a marker for each group to utilize during the brainstorming activity. Send one member from each group to the front of the room to pick up a tear sheet along with a marker. Then give the remainder of the directions.



Let's assign categories for each of the groups to brainstorm for 60 seconds. As I name the 10 categories, I will provide you an example for each one.

Utilize HS.56.TM.A for examples of groups.



For example:

- Body Types: slender
- Disability: deaf
- Ethnicity: German
- Gender: male
- Living Communities: rural
- Race: White/Anglo-American
- Religion: Baptist
- Sexual Orientation: heterosexual
- Social Economic Status: middle class
- Spiritual Faith: Christianity



 Now, let's divide up the categories for each group. Do not start brainstorming until I give the signal. The assignments are as follows:

Utilize HS.56.TM.A for assignment of groups.

 Monday's group will brainstorm Gender/Sexual Orientations.
 Tuesday's group will brainstorm Living Communities/Social Economic Status.
 Wednesday's group will brainstorm Ethnicities/Races.
 Thursday's group will brainstorm Religions/Spiritual Faiths.
 Friday's group will brainstorm Disabilities/Body Types.

On your mark, get ready, get set, go!

Allow 60 seconds for the groups to come up with as many ideas as possible.

Give a 10-second warning as the time expires.

 Now, rotate to the right and find another group's answer sheet. You have an additional 45 seconds to add as many new ideas not already listed on the board.

Students bring the tear sheets to the front of the room and paste them up for all of the class to see.

Students return to their individual seats for the next activity and refer to HS.56.AS.A.



Now that we have comprised a master list of identifiers, review all of the responses and pick out three examples from any of the categories in which you DO NOT have a lot of exposure in your life. Once you have identified three examples, you can write down your responses in the three group lines provided on the assignment sheet.

Allow students to write down their responses.

Ask students the following questions:



Why have you had limited or no exposure to these groups?

Potential answers: there are no people like that in my community or I don't know what to say to those types of people.



Maybe the rationale for not having exposure is due to limited opportunity or just a personal choice not to associate with people unlike yourself or with those who may not share your personal views and value system.



6

Why is it important to meet people who are not like you?

Potential answers: we all need the exposure or it keeps life interesting.



How likely are you to have experiences with people like the ones listed on your sheet at some time in your life?

Potential answers include as students move out of their home communities, travel or go away to school, it is possible to meet people unlike themselves.



It is important that we not only expose ourselves to people not like ourselves, but also have appreciation for the differences those people bring to the table.



We have established that it is important that we each strive to accept and appreciate people different than ourselves. However, like most new things, we cannot learn just by talking about it. We have to actually put ourselves out there and do it in order to gain the most out of the experience.

End of 50 minutes—part 1

Second part of lesson.

New Introduction:



In the last class, we discussed the importance of accepting differences in others. We have established that it is important that we each strive to accept and appreciate people different than ourselves. However, like with dancing, we cannot learn just by talking about it. You have to do it to gain the most out of the experience.



Let's shift our minds back to brainstorming so we can take an active role in increasing our awareness.

Objective 2. Engage in activities to help develop personal awareness of diversity.

II. Opportunities to increase personal awareness of diversity

- A. Fight and challenge personal biases
- B. Differentiate stereotypes versus experience
- C. Understand the origin of stereotypes

►Activity:

Students will individually brainstorm barriers to getting to know people not like themselves.

Students should refer to HS.56.AS.A to write responses.



We know it makes sense to get to know people unlike ourselves; the challenge comes in allowing ourselves to become open to understanding and getting to know others. What are some of the barriers that keep people from getting to know others different than themselves?



Potential answers: fear of not being accepted and not knowing how to approach new people.



One of the greatest barriers to accepting others is our own personal biases. What is a bias?

Allow students to respond.

Utilize HS.56.TM.A for the definition of Bias.

III. **Bias:** action or judgment placed against someone without grounds for the opinion or assumption.

1. An example of a bias could include not picking someone to play on your basketball team due to a person's height.



Refer back to the three categories of people to which you have had limited or no exposure. Write two biases for each label that someone might have against others different than themselves. Write your response on the assignment provided.

Allow two minutes for students to generate responses.



We all have biases. The first step to overcoming them is to realize where they come from. Biases tend to be based on one of two rationales: actual experience or stereotypes. Which do you think is the most common?

Answer: stereotype



What is a stereotype?

Solicit responses.

Utilize HS.56.TM.A for the definition of stereotypes.

IV. **Stereotypes:** believing a certain pattern of thought about a group that represents an oversimplified opinion or an unfair judgment.



In order to appreciate people different than ourselves, we need to shift our focus to gaining new experiences. This next part is the most rewarding, but it is also challenging. It involves us going beyond ourselves to reach out, share and appreciate experiences with others not like ourselves in order to become more sensitive to those people.

Objective 3. Understand how to become sensitive to people unlike you.

V. Sensitivity to people unlike me

1. Question your personal views
2. Question others' views around you and their influence on you



8

3. Challenge yourself to advance beyond your comfort zone



What does it mean to be sensitive?

Solicit responses.

Utilize HS.56.TM.A for the definition of sensitive.

VI. **Sensitive:** paying attention and awareness to others' views, feelings, and experiences.



There are three steps for gaining new experiences with people different than us.

Utilize HS.56.TM.B for the Three Steps Towards Acceptance.

Utilize the Choral Response Moment to reveal each step one at a time.



Question your own views.
Question the views of others.
Challenge yourself beyond your comfort zone.

Explain each of the steps to the students:



Question your own views



Where do you believe your personal views or beliefs about different groups originated? Often our views (particularly negative ones) are influenced by outside sources such as television, the news, and movies. Many times, we are not aware of our own biases. You should always question where your views originated.



Question the views of others



What individuals in your life have influenced your opinions on other groups. Sometimes the views of our parents and friends become our own. The opinions of people we respect or know well can influence our ways of thinking of others. When we begin to question the views of others, we can learn from other biases or stereotypes, and begin to form better opinions on our own.



Challenge yourself beyond your comfort zone



What are some projects you can do to go beyond your comfort zone? We have to seek out opportunities to grow and expand our own personal experiences. For instance, this could include doing something as simple as having lunch tomorrow with someone you normally would not befriend.



Realizing that we can only learn to appreciate others through experience, let's create a personal plan of how we can each move beyond our comfort zone.



►Activities:

Students will create a plan of action for reaching out to new people.



Refer back to the list of three groups with whom you currently lack exposure but would like to learn more. For each group, come up with two projects or activities you can undertake to gain exposure. You will have two minutes.

Utilize HS.56.AS.A for students to write down their responses.



Review/Summary

Utilize the Eyewitness News Moment for students to share what they have learned. Students will have the opportunity to ask two or three other students what they will do in the next three months to increase their own appreciation for people unlike themselves.



Now that we understand what it takes to show appreciation and to get to know people, we are going to share our plans with others to add power to our ideas. You will have the opportunity to share your ideas in the role of an eyewitness news reporter.



Application

►Extended Classroom Activity:

Seek out new students who do not fit the typical mold to enroll in agricultural education.

► **FFA Activity:**

Plan a chapter exchange program with another FFA chapter that has a membership makeup different than your own.

► **SAE Activity:**

Visit other FFA programs that are different from your own.

✓ **Evaluation**

A written test HS.56.Assess.A is provided to measure comprehension of the objectives covered in the lesson.



10

Answers to Assessment:

True or False

1. False
2. True
3. True

Multiple Choice

4. D
5. A



11

HS.56.Assess.A Name: _____

APPRECIATING DIFFERENCES IN PEOPLE

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” in the blank beside the statement.

- _____ 1. Trying something new is always very boring.
- _____ 2. It is important and can be beneficial to meet people not like you.
- _____ 3. The first step in overcoming prejudice is to realize where our bias comes from.

►Part Two: Multiple Choice

Instructions: Choose the correct response to the following questions or statements:

4. Which of the following are categories by which we classify people?
- A. Disability
 - B. Race
 - C. Economic Status
 - D. All of the above
5. Why is it important to meet people who are unlike you?
- A. We need the exposure and it keeps life interesting
 - B. It pays well
 - C. It is the law
 - D. As proof of not being biased



HS.56.TM.A

- ◆ **What is your favorite meal of all time?**
- ◆ **What is it that you like about this meal?**
- ◆ **Could you eat the same meal everyday for the rest of your life?**
- ◆ **Why or why not?**

- ◆ **Body Types: slender**
- ◆ **Disability: deaf**
- ◆ **Ethnicity: German**
- ◆ **Gender: male**
- ◆ **Living Communities: rural**
- ◆ **Race: White/Anglo-American**
- ◆ **Religion: Baptist**
- ◆ **Sexual Orientation: heterosexual**

- ◆ **Social Economic Status: middle class**
- ◆ **Spiritual Faith: Christian**



- ◆ **Monday—Gender/Sexual Orientations**
- ◆ **Tuesday—Living Communities/Social Economic Status**
- ◆ **Wednesday—Ethnicities/Races**
- ◆ **Thursday—Religions/Spiritual Faiths**
- ◆ **Friday—Disabilities/Body Types**

Bias: action or judgment placed against someone without grounds for the opinion or assumption.

Sensitive: paying attention and awareness to others' views, feelings and experiences.

Stereotypes: Believing a certain pattern of thought about a group that represents an over - simplified opinion or an unfair judgment to describe a group as a whole.



HS.56.TM.B

THREE STEPS TOWARDS ACCEPTANCE

Question Your Own Views

◆ **Where do you believe your personal views or beliefs about different groups originated?**

Question the Views of Others Around You.

◆ **What individuals in your life have influenced your opinions of other groups?**

Challenge Yourself Beyond Your Comfort Zone.

◆ **What are some projects you can do to go beyond your comfort zone?**



HS.56.AS.A Name: _____

APPRECIATING DIFFERENCES

Group:

Biases:

- 1.
- 2.

I will gain exposure or create a new experience by:

- 1.
- 2.

Group:

Biases:

- 1.
- 2.

I will gain exposure or create a new experience by:

- 1.
- 2.

Group:

Biases:

1.

2.

I will gain exposure or create a new experience by:

1.

2.

