



Middle School

National FFA Organization

Lesson MS.36

UNDERSTANDING WAYS PEOPLE ARE DIFFERENT

Unit.

Stage Two of Development-WE

Problem Area.

How Do I Initiate Relationships with Others?

Precepts.

H1: Acknowledge that differences exist among people.

National Standards.

NL-ENG.K12.2 - Understanding the Human Experience - Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.



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

- 1 Identify the different categories of how people are classified in our society.
- 2 List barriers to understanding others who are different.
- 3 Discuss ways to expand personal understanding of people who seem different.



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Time. Instruction time for this lesson: 100 minutes—requires two class periods.



Resources

Lambert, Jonamay, and Selma Myers. *50 Activities for Diversity Training*, 1994.

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ Envelopes or tear sheet
- ✓ Sets of 40 sticky notes, one per group of five students
- ✓ MS.36.TM.A
- ✓ MS.36.TM.B
- ✓ MS.36.AS.A
- ✓ MS.36.AS.B
- ✓ MS.36.AS.C
- ✓ MS.36.Assess—one per student



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

- ▶ Diversity
- ▶ Barriers
- ▶ Stereotypes
- ▶ Ignorance
- ▶ Prejudice



Interest Approach

Set the stage for students to become involved in the following reflective thinking exercise. Require the students to keep their eyes closed during reflection and think individually about the example you are about to read to the students.

Show MS.36.TM.A.



What makes the "Ideal FFA Member"? With more than 460,000 members, we have many different types of students in FFA. Think of the ideal FFA member. Let's close our eyes and think about what qualities make up the "Ideal FFA Member." Keep your eyes closed for 30 seconds.

Or





What makes the "Ideal Student"? Think about all the things that make up the ideal student from our point of view. Let's close our eyes and think about what qualities make up the "Ideal FFA Member." Keep your eyes closed for 30 seconds.

Allow 30 seconds for reflective thinking. You may provide soft music while reflection occurs.



Let's think to ourselves for a moment, what makes a person the ideal FFA member (or ideal student). When I say go, list these traits on a sheet of paper. Ready - Go!

Pause one minute.



When I say move, assemble into groups of four with three other people whose birthdays are in different months. Ready - Move! You have two minutes before we collect the answers.

Allow two minutes for sharing within small groups.

Ask each group will need to share three attributes of the ideal member and copy their responses on a writing surface.



As we go around the room, each group needs to share three items from your list that comprise the ideal FFA member (or ideal student).

Typical responses: dedication; fun; energetic; good speaker; studies nightly; completes homework ask questions
After gathering all of the responses, ask the following series of questions.



What are some commonalities about the answers shared?

Typical responses: very active; smart; intelligent; friendly



In visualizing the member, did we associate a certain face with the ideal FFA member?

Typical response: no



Examining the list, notice we did not mention if the FFA member was male or female. We didn't mention if this FFA member came from a rich family or poorer family. We didn't mention the skin color of the perfect FFA member. Why did we not focus on the physical attributes of the ideal FFA member?

Typical response: the perfect FFA member can look like anyone in this room or anyone across the nation



Each of us is different because of our history, upbringing, and physical attributes. None of the physical attributes define what the ideal member is. In fact, these differences make FFA a strong organization.

Today's lesson requires us to open our mind to how we view and categorize others by our standards. Through this lesson comes the opportunity to expand our own personal views. Think of all the different types of people just in the FFA.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the different categories of how people are classified in our society.

I. Different categories of societal classifications

- A. Gender
- B. Living communities
- C. Ethnicities/races
- D. Personalities
- E. Sexual orientations
- F. Religions/spiritual faiths
- G. Disabilities
- H. Body types

We have many diverse members who make up FFA. These members live in every possible community across the country. Some grew up on traditional farms, some in large cities like Philadelphia or Chicago. These differences create an organization that encourages diversity through meeting members with experiences different than our own.

Utilize transparency master MS.36.TM.A.

II. **Diversity** is the quality of being different and unique as an individual or group.

Different does not mean bad. It is an opportunity to learn from one someone who has difference in experiences.

Pre-class preparation: Utilize activity sheets MS.36.AS.A, which lists eight categories of differences of people, and activity sheet MS.36.AS.B, which lists 40 areas/groups. You have two options to facilitate this activity:

Option 1: Copy activity sheets MS.36.AS.A and MS.36.AS.B. Make one copy for every five students completing the project. Cut out each of the 40 areas/groups individually and place the cut sheets into an envelope.

Option 2: Provide each small group made up of five students with a tear sheet with the heading "Differences of People" and the following eight categories listed.

- Gender
- Living Communities
- Ethnicities/Races



- *Personalities*
- *Sexual Orientations*
- *Religions/Spiritual Faiths*
- *Disabilities*
- *Body Types*

Provide 40 sticky notes for each group to write one of the areas/groups on. Give

MS.36.AS.B to each group or use on overhead.

Explain that the students will be required to match the different statements or topics with the appropriate categories listed. Have students work in groups of five, based on matching shoe sizes.

This is a timed activity.

Provide the following background and directions:

 How many different types of people are in our community?

Since we classify people by so many categories and titles, we will have the challenge of sorting out a list of areas/groups by their appropriate category. Let's classify people using eight topic areas of differences. Match the correct area or group by its appropriate category heading. For instance, freshmen, sophomores, juniors, and seniors would be classified by what category?

Typical response: high school

 There are 40 areas/groups you need to sort out and place under the right category. DO NOT start the activity until I give the signal. To assist in this task, assemble into groups of five with other students who share the same shoe size. Five minutes is the time limit.

Give each group one sealed envelope that contains the areas/groups along with Activity Sheet MS.36.AS.B to match the areas/groups with the appropriate Difference Category.

OR

Give each group a tear sheet with the heading "Differences of People" and the following eight categories listed:

- *Gender*
- *Living Communities*
- *Ethnicities/Races*
- *Personalities*
- *Sexual Orientations*
- *Religions/Spiritual Faiths*
- *Disabilities*
- *Body Types*



Pass out a set of 40 sticky notes to each group. Allow the students to write down each area/group on a separate sticky note for the activity. You can use transparency master MS.36.AS.B that lists the 40 areas/groups.

Allow five minutes, unless activity is completed before time has expired. Have students place tear sheets on walls, OR direct them to bring their completed assignment sheet to you BEFORE debriefing the activity. Review correct answers for each of the eight categories listed with the class. Utilize answer key MS.36.AS.C.

Ask the following questions:



Which categories were easier to match while working through the project?

Possible answers: gender; race; living communities



Were there any areas or groups you were not familiar with as you completed the project?

Possible answers: paralysis; Multiple Sclerosis; obese; Jewish; Agnostic



Are there any groups/areas mentioned to whom you have not had exposure in your life?

Answers will vary, depending on the personal experiences of the students.



Our membership is made up of all the various groups mentioned on the Differences of People Answer Sheet. Some of us may have been exposed to or have friends and/or family members who can be defined by many of the categories listed.

Ask the following question:



Because a person has qualities or characteristics that are unlike ours, does that difference make that person bad or less valued in our organization?

We gain and grow most when we allow ourselves to learn from others. Someone who has a different religious belief than your own may have a different perspective on life than you. Someone with a disability still has all the same qualities and value to gain and give to the organization and to others like you. The key is remaining open to the experience. However, not everyone has the ability to be open to the experience. Let's start breaking down and understanding some of the barriers to diversity.

Objective 2. List barriers to understanding others who are different.

III. Understanding/recognizing barriers to diversity

- A. Define barriers
- B. Define prejudice with examples



C. Impact of stereotypes

There are several factors that keep people from being open to meeting and getting to know new people. These factors cause some people to have closed minds to learning and even to accepting people who are different.

IV. **Barriers:** factors that keep people from accomplishing a certain task or stop progress from happening

To provide students an opportunity for reflection, you will ask the students a series of three questions for their consideration. Students will be required to first think of their answers individually, then in a small group of their peers, and last, you will ask the students to report some of their answers back as a class. The Me-You-Us Moment explains the process in more detail.



It is amazing to think that we can create barriers that close us off from opportunities. Think about our society as a whole and how differently each person thinks, based on his or her beliefs.

Referring back to our earlier list of groups, what are some of the barriers for certain groups being accepted and appreciated by others?

Possible answers: there are not many people like them in our community; we do not know what is appropriate or right to say to a certain person different than we are; sometimes, it is not cool to hang out with people different than we are for fear of what our friends may say

Spend five minutes in total for responses. You can allow students to choose a couple of the groups and its possible barriers from the matching activity or provide them with three groups to discuss, such as the following:

- *Physically Challenged*
- *Different Races*
- *Body Types*

Use a Me-You-Us Moment to process student answers.

Continue with lecture that sets up the term prejudice:



When we think of the barriers that cause some people to feel like outsiders because of their differences, we can understand the importance of being more open-minded to others. In many situations people form thoughts or views of certain groups, before actually getting to know individuals personally.

Ask the following questions and wait five seconds for a response:



How do we feel when someone is judged before anyone got to know that person?

How did you feel when someone judged or talked about you for differences you may possess?

Be prepared; a student may want to share his or her personal experience.



END OF 50 SESSION—PART I

Continue with lecture/discussion as follows:



It happens daily to people of all ages by people of all ages. We call people who form opinions or views of others without actually knowing them personally as being prejudiced. We define prejudice as: an opinion or judgment that causes a person to have an unfair attitude about an individual, a race, or any group of people.

Utilize a Chorale Response Moment to memorize the word prejudice.

Utilize MS.36.TM.A for definition of prejudice.

V. *Prejudice*: an opinion or judgment that causes a person to have an unfair attitude about an individual, a race, or any group of people

Present the next question as one to be answered individually, as a small group, and as an entire class. Use a Me-You-Us Moment to process student answers. Allow no more than five minutes for the entire discussion.



What are some of the reasons people have prejudices against other groups?

Possible answers: out of fear, since they do not know much about their backgrounds; what we hear others say about a certain a group; people like to feel like they are more important than one another



Prejudices are not fair, nor are they right. We have all been guilty of pre-judging others we do not know well, and we have experienced being judged by others who do not know us well. Some of the prejudices we experience are based on ignorance, which means simply lack of knowledge. Some prejudices are based on myths or traditional ways our society has thought of many groups of people. We call these myths stereotypes.

Utilize MS.36.TM.A for definition of stereotypes.



***Stereotypes*:** An exaggerated belief or fixed idea about a person or group that is held by people and sustained by selective perception and selective forgetting

Present the next question as one to be answered individually, as a small group, and as an entire class. Use a Me-You-Us Moment to process student answers. Allow no more than five minutes for the entire discussion.



What harm can stereotypes potentially cause in treating all people fairly?

Potential answers: lose out on friendships; create fear of certain groups



Stereotypes are based on ignorance. When we have a lack of knowledge, we are tempted to make up information. One way to solve this is by expanding our knowledge base. Now that we understand the barriers to appreciating diversity, let's discuss ways to increase our's and others' understanding of people different from us.



Objective 3. Discuss ways to expand personal understanding of people who seem different.

VI. Methods of Expanding Knowledge

- A. Encourage experience
- B. Combat stereotypes
- C. Research differences
- D. If stereotypes are based on ignorance, understanding and experience are based on what?

Response: knowledge

The following three lecture points can also be found on MS.36.TM.A.



We can increase our understanding of others by doing three things:

Encourage people to expand their experience by striving to meet and get to know people different than themselves.

Find ways to stop people from prejudging one another.

Find ways to stop harmful stereotypes against others.

Students will work together in one of three groups to discuss methods of encouraging people to expand their experiences, stop prejudices, and fight against stereotypes. Students will have five minutes to discuss their ideas in their small groups, and then present their ideas back to the larger class. Encourage at least one student from each group to write down the group's ideas to share with the class.



It will take a creative mind to solve all these issues. Fortunately, there are many creative minds in this room.

Brainstorm some ideas of how we can help in each of these three areas. To assist you in this task, others in the room will be able to help think of responses for one of the three areas. Develop solutions to one of these three areas:

- Ways to encourage experiences
- Ways to fight prejudices
- Ways to combat stereotypes



The Three Stooges were known for always getting into trouble and making mistakes, but they always found a way to work together to get through any situation. Discuss your ideas and assign names by these three groups: Moe, Larry, and Curly.

The Moe's will discuss ways to encourage experiences.

The Larry's will discuss ways to fight prejudices.

The Curly's will discuss ways to combat stereotypes

Select one person in your group to write down the ideas and another person to present back to the room in five minutes your group's ideas.

Allow five minutes for group discussion and collection of ideas down on a sheet of paper. Share three responses from each group.





Review/Summary



Today you shared a lot of great ideas of how to get the most out of getting to know people different than yourselves.

Have students answer the following questions in written form within their groups from the last activity, utilizing MS.36.TM.B:



Remaining in your Moe, Larry, and Curly groups, work together to answer the following five questions:

What does diversity mean?

Name five categories of how we classify people in our society.

Name three barriers that can keep people from being accepted because of their differences.

What is the difference between prejudice and stereotypes?

What will you do to increase your awareness of others unlike you and strive for an open mind?



Application

►Extended Classroom Activity:

Encourage students to find three opportunities to incorporate the importance of diversity in a lesson-i.e., developments in agriculture by minorities; exploration of agricultural opportunities in urban areas; success stories about women in agriculture.

►FFA Activity:

Have students seek out other members not like them through state and national activities and introduce themselves. They could possibly develop a pen pal system with other chapters.

►SAE Activity:

Encourage students to consider one exploratory SAE project outside the norm for their community.



✓ Evaluation

A written test MS.36.Assess is provided to measure comprehension of the objectives covered in the lesson.



Answers to Review/Summary:

Diversity is the quality of being different and unique as an individual or group.

Five of any of the following are acceptable:

- Gender
- Living Communities
- Ethnicities/Races
- Personalities
- Sexual Orientations
- Religions/Spiritual Faiths
- Disabilities
- Body Types

Any of the barriers discussed as a class are acceptable.

Prejudice is an opinion or judgment that causes a person to have an unfair attitude about an individual, a race, or any group of people

Stereotypes are based on believing a certain pattern of thought about a group that represents an oversimplified opinion or an unfair judgment to describe a group as a whole.

Any ideas shared as a class are acceptable.

Answers to Assessment:

True or False

1. False
2. True
3. False

Multiple Choice

4. B
5. D
6. C



UNDERSTANDING WAYS PEOPLE ARE DIFFERENT

►PART ONE: TRUE OR FALSE

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

- _____ 1. All people who live in large cities are the same.
- _____ 2. People who form opinions or views of other without actually knowing them are known as being prejudiced.
- _____ 3. Barriers are necessary to accomplish a certain task or goal.

►PART TWO: MULTIPLE CHOICE

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

4. _____ is the quality of being different and unique as an individual or a group.
- A. Disability
 - B. Diversity
 - C. Buddhist
 - D. Stereotype
5. Which of the following are categories of how we classify people in our society.
- A. Gender
 - B. Religion/Spiritual Faith
 - C. Body Type
 - D. All of the above
6. The belief that Asians are smarter than all other people is an example of a
- A. Truth
 - B. Discrimination
 - C. Stereotype
 - D. None of the above



The Ideal FFA Member

The Ideal Student

◆ ***Diversity: Being different from one another***

◆ ***Barriers: Factors that keep people from accomplishing a certain task or stop progress from occurring***

◆ ***Prejudice: an opinion or judgment that causes a person to have an unfair attitude about an individual, a race, or any group of people***

◆ ***Stereotypes: A pattern of thought about a group that represents an oversimplified opinion or an unfair judgment to describe a group as a whole***

◆ ***Ignorance: Lack of knowledge, intelligence, or experience on a certain matter***



REVIEW/SUMMARY

- ◆ **What does diversity mean.**
- ◆ **Name five categories of how we classify people in our society.**
- ◆ **Name three barriers that can keep people from being accepted because of their differences.**
- ◆ **What is the difference between prejudice and stereotypes.**
- ◆ **What will you do to increase your awareness of others unlike yourself and strive for an open mind.**



DIFFERENCES IN PEOPLE

- Gender
- Body Types
- Living Communities
- Ethnicities/Races
- Personalities
- Sexual Orientations
- Religions/Spiritual Faiths
- Disabilities



MS.36.AS.B

- African-American/Black
- Agnostic
- Asian American
- Attention-Deficit Disorder
- Bi-Racial/Multi-raced
- Bisexual
- Blind
- Buddhist
- Catholic
- Christian
- Deaf/Hearing loss
- Dyslexic
- Female
- Full-figured
- Funny/Humorous
- Gay
- Heterosexual
- Homosexual
- Jewish
- Latino/a/Hispanic
- Lesbian
- Male
- Mormon
- Multiple Sclerosis
- Muscular
- Muslim • Native American
- Obese

- Obese
- Outgoing/Extroverted
- Paralyzed/Wheel-chair bound
- Rural/Farm area
- Serious/Straightlaced
- Short
- Shy/Introverted
- Slender
- Slim
- Small town/Suburb
- Smart/Intellectual
- Speech disorder
- Tall
- Urban/City
- White American/Caucasian



CATEGORIES

►Gender

- Male
- Female

►Living Communities

- Urban/City
- Small town/Suburb
- Rural/Farm area

►Ethnicities/Races

- African-American/Black
- Latino/a/Hispanic
- Asian American
- Native American
- White American/Caucasian
- Bi-Racial/Multi-raced

►Personalities

- Outgoing/Extroverted
- Shy/Introverted
- Smart/Intellectual
- Funny/Humorous
- Serious/Straightlaced

►Sexual Orientations

- Homosexual
- Bisexual
- Heterosexual

►Religions/Spiritual Faiths

- Christian
- Mormon
- Catholic

- Muslim
- Jewish

- Muslim
- Jewish
- Buddhist
- Agnostic

►Disabilities

- Blind
- Deaf/Hearing loss
- Attention Deficit Disorder
- Dyslexic
- Multiple Sclerosis
- Paralyzed/Wheel-chair bound
- Speech disorder

►Body Types

- Muscular
- Full-figured
- Obese
- Short
- Slender
- Slim
- Tall

