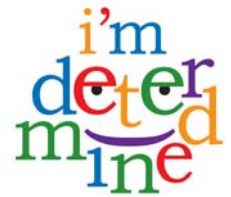


Organizing Topic: Self-Advocacy and Leadership (*Skills necessary to be able to speak up or defend a cause or person.*)



Title: Take the Lead

Target Level: Middle School

Sample Related Standards of Learning:

Community Health and Wellness

- 8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include
- a) methods used to reduce health hazards and risks;
 - b) the health risks associated with yielding to peer pressure;
 - c) the similarities among practices associated with healthy environments;
 - d) opportunities for community service.

Objectives:

- Students will identify the qualities/characteristics they identify with and be able to discuss/defend their choices.
- Student will gain understanding that self-perception and the perceptions others hold of them may differ.

Prerequisite Understandings/Knowledge/Skills:

- Understanding of vocabulary: self-perception, characteristics, qualities.
- Student should have knowledge of and understand their preferences.

Materials Needed:

- Four posters and four banners (could also use chart or butcher paper), created by teacher or students (see item #2, below), separated in to four groups and placed around the classroom.
- Multi-colored stickers (four per student).

Time Frame: One class period (or longer if students brainstorm and create posters).

Lesson Procedure:

1. Teacher initiates discussion of “perception” and “self-perception” and explains to students that they have responsibility for the image they project to others and the way others perceive them.

2. Teacher-created banners and posters should be created ahead of time and be posted around the classroom. Banners should be labeled: **Where You Live; Grades, Groups; Self-Perception.** Under each banner, a poster should list (top to bottom) various categories of the larger topic. Students can help brainstorm and select categories that will go on the posters).

For example, under the banner of **Where You Live**, categories of inner city, rural, subdivision or suburb might be listed.

Grade categories might be A-B; B-C; C-D; mostly failing.

Groups categories would be the clubs and organizations students belong to such as sports, drama, technology, agriculture, foreign language, etc. (This category is where student input is most helpful.)

Self-perception categories would be son, daughter, student, friend, loner, care-giver, surrogate mom, etc.

3. Students are each given four stickers and instructed to place one sticker beside a category in each topic area they feel best represents them. For example, a student might place a sticker beside "rural," "B-C," "sports," and "friend."
4. Students are given five minutes to walk around the room to accomplish task. Teacher should offer clarification only and should not help students make decisions, if at all possible.
5. When all students have placed their stickers, the teacher then asks students to stand beside the banner/poster that THEY IDENTIFY WITH MOST.
6. Teacher and students discuss "projected self" and "perceived self." While students may strongly identify with self-perception of "friend," others may see only them only as an "A-B" grade or as "sports."
7. Teacher should ask for volunteers to explain their choices and why they chose certain categories. Other students should be allowed to ask questions, such as why a student might indicate they are a loner, yet belong to several clubs or could voice observations such as two people living in the same environment, yet having different grades.

Specific Options for Differentiating this Lesson:

- Auditory discussion.
- Visuals with posters and stickers.
- Movement around the room could be altered or student could be assisted.

Evaluation:

- Student is able to articulate verbally or in writing about their self-perceptions and how/why they identify with the categories they chose.

Extending Understanding:

- Teacher should ask students to reflect on a time when they perceived a peer to be part of a certain category, such as grades or clubs, yet once they got to know them, they realized that had the wrong perception of that person. This could be a writing prompt or a journal entry.