

17 Understand Your Reactions to Differences in Others

TRANSITION OBJECTIVE

Students will practice reacting with respect to others who are different.

RELEVANCE TO SUCCESSFUL TRANSITION

We will all experience times when we feel included and excluded, depending on where we are or who we are with. Knowing how to work with a team and include others is a valuable skill in the world of work.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Being different is good because . . .

❑ STEP 2: Convene Roundtable

"When someone makes fun of me, I feel _____."

❑ STEP 3: Advance Organizer

"Today you will discuss differences in each of us and practice reacting respectfully to others who are different."

❑ STEP 4: Activity - 10 Minutes

Read or assign a student to read the following passage: "A teenager from the Philippines started classes today and is sitting next to you. He hasn't said anything and you heard he doesn't speak English.

Between classes he stayed alone. During class he made sounds that were strange to you. You wondered if he was speaking Tagalog or making noises. You watched as other students snickered when they walked by his desk and made no effort to talk to him. Because he didn't seem to understand what was going on, you wanted to do something for him, but what?" Lead a group discussion. Ask: "Who would be in the group of kids making fun of him? Who would try to help him? What would you do? How would you feel if you were a new student and didn't speak the common language?"

49



CAREER MANAGEMENT: Unit 1 LESSON 17

Do You Speak My Language?

Directions: In your group, discuss and answer the following questions about the role play activity.

1. How did student #1 react?
2. Why do you think student #1 reacted the way he/she did?
3. How would you have reacted in this situation?
4. What else could student #1 do in this situation?
5. How did student #1 feel about the situation?
6. How did each person in the group feel about making fun of student #1?
7. Can this be considered bullying? Why? Why not?
8. How can we show respect to a person who is new or different?
9. Why is it important to show respect to others, especially when they are different or new?
10. Describe a time when something like this happened to you.

© Used by permission of the James Starfield Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM
49

50



CAREER MANAGEMENT: Unit 1 LESSON 17

DIFFERENCES Interview Worksheet

Interview a student or adult by asking the following questions.

1. Please tell me about a time when you were teased.
2. Who teased you and why?
3. How did it make you feel?
4. How did you react?
5. What would you have done differently to change the situation?

© Used by permission of the James Starfield Company, Santa Barbara, CA 93103 THE TRANSITIONS CURRICULUM
50

□ STEP 5: Activity - 20 Minutes

Divide the class into groups of four for a role-play activity. Ask each group to send one volunteer out of the room (they become student #1). They are given no hints about what will happen. The remaining students now will become students #2, #3 and #4. After #1's leave, explain to the remaining students that they will simulate a foreign language situation by using inflection in their voices while talking in gibberish (example: "ya da ya da ya da . . ."). The voice inflection should infer they are talking about and making fun of the returning student. Have the groups practice their gossiping gibberish. Next, tell student #2 that he/she will approach student #1 to ask a question in 'gibberish'. Have them practice a questioning intonation. To start the role-play, have the #1 students return to their groups while the remaining group members point and make fun in gibberish.

Next, student #2 walks up to student #1 and asks a question in gibberish while students #3 and #4, laugh and point at student #1. Stop the activity at this point and thank everyone for participating. Thank students who played the role of #1.

□ STEP 6: Activity - 15 Minutes

Ask students to discuss the activity in their groups of four. Have students answer the questions on the handout **Do You Speak My Language?** Go over the same questions with the large group and encourage discussion.

□ STEP 7: Evaluate Outcomes

The next time I feel like I don't belong, I will "_____."

□ STEP 8: Connecting Activity

Have students interview another student or adult using the worksheet **Differences**.

KEY WORDS

different**included****excluded****bigotry****acceptance****MATERIALS AND PREPARATION**

- Student Handouts: **Do You Speak My Language?**, page 49; **Differences** page, 50.
- Prepare to tell the story about differences.
- Prepare for role-play activity.
- Prepare to discuss handout.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing
- Personal Qualities: Self-Esteem, Sociability