

RESPECTING DIFFERENCES



OVERVIEW

This lesson plan aims to help students understand and practice respect in various scenarios, emphasizing the significance of respectful communication in diverse environments.



GLOBAL COMPETENCE

Understand and appreciate the perspectives and world views of others



SOCIAL AND EMOTIONAL COMPETENCIES

Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



TIME

20-30 minutes depending on discussion and number of students



ACTIVITY TYPE

Reflection, Discussion



LEARNING OBJECTIVES

Students will identify and analyze how disrespect manifests in various forms, exploring its appearance, sound, and emotional impact, through discussion and "What would you do?" scenarios focused on virtual exchanges.



MATERIALS NEEDED

- Share discussion prompts and scenarios on a screen or as a print out.



BACKGROUND KNOWLEDGE

Teacher: This is a helpful and quick resource of approaches to resolving conflict. Read this before you begin the activity to understand tactics that could work for your class. Conflict Resolution Training. (n.d.). Conflict resolution skills for students. <https://conflict-resolution-training.com/blog/conflict-resolution-skills-for-students/>



DIRECTIONS

Introduce the Lesson

- Explain to the class that the lesson will promote respect within the classroom and during virtual exchanges with peers from other countries.
- Highlight that their actions and words are vital in fostering a respectful and understanding environment.

Open the Discussion

Ask students to reflect on moments from today:

- Was there a time today when you felt happy and respected? What made you feel that way?
- Was there a time today when you were respectful to someone else? How did that make you feel?

Activity – Respect: What Does It Look Like, Sound Like, Feel Like?

Organize the Activity

Ask for three volunteer scribes. Each will collect responses for one aspect: Look, Sound, and Feel. The scribes can write on the board, type on a screen, or record on paper.

Facilitate the Discussion

- Look
 - Ask: What does it look like when we say we respect someone? Example: We might see people working together or listening attentively
- Sound
 - Ask: What does respect sound like? Example: It sounds like people saying "please" and "thank you" or having calm discussions, asking for clarity.
- Feel
 - Ask: What does respect feel like? Example: It feels like being welcomed and valued, similar to being at a friend's home, making sure others feel included

Reframe the Discussion

"Now, let's focus on what respect looks, sounds, and feels like when disagreeing with someone or when there is a conflict of opinion."

- Look
 - Ask: What does it look like during a conflict or disagreement? Examples: People maintaining open body language or taking a step back to cool down.
- Sound
 - Ask: What does respect sound like during a conflict or disagreement? Examples: Using calm tones, agreeing to disagree, or saying, "Let's talk about this later," or asking for clarity so you can first understand the other person's opinion.

- Feel
 - Ask: What does it feel like during a disagreement or conflict? Examples: Feeling safe to express your opinion or feeling understood even when opinions differ.

Respecting Each Other - Scenarios

Scenario 1: Virtual Exchange Conflict

Read the Scenario:

It is the third week of the virtual exchange. Tacari, William, and Jess are in a breakout group with Amna from Algeria and Younes from Tunisia. Amna has a tech issue and must keep logging back into Zoom. So, whenever she logs in, she misses part of the discussion. When she does speak up, William starts to talk over her, asserting his point of view as an "American."

Discussion

- Ask the class: How does this scenario look, feel, and sound?
- Encourage students to share their feelings and what respectful actions could be taken.
- Use the "Tell me more about" question to elicit more substantial answers and encourage elaboration.

Scenario 2: Classroom Interruption

Read the Scenario:

In the Zoom breakout room, Ms. Abiola asked the group, "What can we do to help our planet?" Many hands went up, and a few students used the raised hand feature. However, Casey blurted out, "Recycle!" Then said, "Oh, I'm sorry I didn't raise my hand." Ms. Abiola replied, "Thanks for acknowledging that, Casey. I appreciate the apology." Since Jade had the first raised hand, Ms. Abiola asked Jade to go ahead and share their thoughts. However, Jade said, "Recycling wastes land space, and no one understands how to recycle correctly. Wind turbine power is where it is!

Discussion

Repeat the cadence of look, sounds, feel questions to explore respectful ways to handle interruptions and conflicting opinions.

Final Reflection Question

- Ask students: What questions or discussion tactics might you use to keep an open mind and stay calm when talking with someone who disagrees with you or feels disrespectful?
- Encourage students to share strategies for maintaining respect during those challenging moments.

Wrap-Up

- Thank students for their participation and insights.
- Remind them of the importance of respect in building positive relationships and understanding diverse perspectives. Disagreement does not have to be a harmful situation if it's done respectfully.