

Lesson 1

Introducing Civil Rights and Me!

The first part of this lesson covers Washoe County School District information:

District Focus Points:

- (1) Where students can access information regarding bullying**
- (2) What to do if bullying occurs**
- (3) Who to contact in the District**
- (4) SafeVoice information and resources**

Suggested Format for Lesson 1:

- **Introduction to the District's commitment to social-emotional programming/SafeVoice Information (PowerPoint)**
- **The “why” of the 4-part lesson series**
- **Objectives of Lesson 1**
- **Shared agreements/Expectations (See developing shared agreements on the previous page)**
- **District Information**
- **Our Work for Remaining Sessions**
- **Seeing You..Seeing Me Closing Exercise**
- **Evaluation**

Begin Here to Formalize Your Lesson Plan

Shared Lesson Agreements

Our objectives for today's lesson:

- **To apprise students of where they can go if they need support in the District**
- **To anchor the remaining lessons, and establish a culture of positive regard and safety**
- **To lay the foundation for diversity, inclusivity, and acceptance**

Closing Reflection Activity

Context: This activity is designed to close the first lesson with a sample of the interactive ways in which the remaining lessons will proceed. The objective of this activity is to demonstrate that even though we have differences, we also have many similarities. We also want students to understand some of the common terms that they may hear such as diversity, difference, and community.

Promoting camaraderie and norming discussions regarding diversity will anchor the remaining lessons.

Facilitator to Students: What do you think Seeing me...Seeing you means?

Positive responses might be:

- **“This means that we can find similarities in each other despite our differences”**
- **“This means that if I look at myself, I will also see myself in you too”**

The Activity: Seeing Me...Seeing You

Finding You Seeing Me Closing Activity (Lesson 1)

Lost on a Deserted Island

Facilitator Information: This is a teambuilding activity that also helps students share a little about themselves while also promoting camaraderie and commonality.

Given the scenario that everyone is lost and stranded on a deserted island, each person describes one object that they would bring and why. The students should play out the urgency of survival, so should quickly discuss what they are bringing to the island and how it can help them all survive. This game is a teambuilding and get-to-know-you activity. This activity subtly introduces culture, diversity, and difference. An indoor setting is ideal. No special props or materials are required. Groups of 4-6 students are ideal.

Facilitator to Students: We will participate in an exercise today to assist us in recognizing the strengths in both our differences and similarities.

Facilitator provides Instructions for Lost on a Deserted Island to Students:

The situation is dire — following a shipwreck, everyone has been stranded on a deserted island! Each student is allowed to bring one object to the island — ideally something that represents you, or something that you enjoy. Each student in the assigned group is asked to describe what object they would bring and why. It doesn't have to be realistic; if someone loves music, he or she might choose to bring a guitar or a drum, or if an animal lover, you might choose to bring a dog, if

a food lover, you might want to bring chicken nuggets. **There are no cell phone signals on this island.**

Facilitator notes: Encourage students to be creative. After everyone has introduced their object in the group and why they have chosen that object, our teambuilding begins.

Now combine two groups. Ask all students to work together to improve their chances of survival by combining the various objects that they introduced in two groups. All objects must be used for group survival.

Example: All students write down or draw their objects on 8 ½ x 11 paper. Strategic groups will say, “we need Doritos, we need blankets, and we need shelter.” Each of the groups will decide how to use the objects for survival. The groups should quickly decide on the process. However, all objects must be used. Some students create categories (i.e., such as food items, survival items, and recreational items), and some students just list the items and state how they will be utilized. Other students create a large sticky pad that depicts their decision visually. You are looking for camaraderie and clarity. You are also looking for students who embrace the diversity of a second group after the first group has already engaged in problem-solving.

Notes: Some students never come to consensus, and others quickly decide on how they will use all objects.

Time permitting, you can have some groups share the objects they chose, and how students utilized all of the objects toward group survival.

Facilitator Final Questions....Ask:

How did you feel about this activity?

What does this activity have to do with differences?

What does this activity have to do with similarities?

What does this activity have to do with communities?

Did you see yourself in your peers in terms of what you chose to bring to the island?

Did you find value in each item in some way?

Were you able to utilize all items to survive on the island?

Was anyone left out?

Facilitator Final Wrap-up:

Facilitator to Students: Seeing me...Seeing you is about embracing differences, but also understanding how those differences support all of us. Ultimately, all of us are responsible for creating and maintaining a space for everyone---but, we must see their value and worth.

Would you add anything else?

*Watch for student cues that suggest that they do not buy in to the lesson or the importance of embracing differences. This is only the beginning, and there will be students readily onboard, and others who will struggle with diversity and inclusivity. This is a developmental process.

<http://www.icebreakers.ws/team-building/lost-on-a-deserted-island.html>

Facilitator Closing Activity:

- (1) Popcorn Closing (Time permitting) *each student quickly shares a word to describe how they are feeling, or how they feel about the lesson**

Ask students to share one word for today's lesson to close the day

- (2) Complete Lesson 1 questionnaire and "I need to talk to someone" (as needed)**

My Notes

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