

Attendance and Achievement: **Guadalupe Fonseca**

Lesson Title: **Getting to Know You**

Grade Level: **High School**



Topic:

Feeling known by adults/teachers

Essential Question:

What does it take to feel teacher/adult knows you well?

Materials:

- Paper and writing tools OR writing program on computer
- Index cards

Procedure:

1. Have students start the lesson by brainstorming a list of the 15 things that anyone who knows them well would know about them. Students should write this list on paper or on the computer.
2. When students have completed their lists, have them review and circle at least 10 of the facts about themselves that a teacher should know about them if they are going to teach them and know them well. This prompt may give students new ideas of facts that they want to add to the list. If students want to add to the lists that they made they should do so now.
3. Once students have circled at least 10 facts about themselves that teachers should know, distribute 10 index cards to each student. Explain to the students that they are going to create question cards for a get-to-know-you game. For each of the 10 facts that a teacher should know about them, they should write one question on an index card that, if they were asked, would yield the fact that they want the teacher to know. For example, if a fact that a teacher should know about one student is that she has four younger siblings, the question that she could write on the index cards might be “How many siblings are there in your family?” or “Where are you in the birth order of your siblings?” or “What responsibilities do you have for caring for your siblings?” Encourage students to create questions that will require the responder to tell a story or give more information than facts only.
4. Once the students have made all of their question cards, you may decide to actually play the game with students in the class. If you choose to do this, collect all of the cards, have students sit with you in a circle, and begin asking the questions to the group of students. It will be interesting to watch as some students’ questions apply to more than just the student who wrote the question originally.
(NOTE: It is suggested you look over all of the questions that you receive before playing the game to be sure that there is nothing inappropriate or too personal to share with the whole class in the mix.)

5. Remind students of how Lupe felt about her connections with teachers when she was moving back and forth between the United States and Mexico (you may want to replay the video from 00:25-00:41). Why did Lupe want to feel connected to their teachers? Why is it important for teachers to get to know their students? Ask students to share with a partner about a teacher that they really connected with. What did that teacher do to make them feel known or understood?

Conclusion:

Bring students back to the essential question of this lesson: What does it take to feel known by a teacher/adult? Ask them to consider what other things teachers can do to get to know their students.