

Plan on a Page | Lesson 1: What Is “Normal”? (Day 1)

Guiding Questions:

- What is “normal”?
 - Where do we get our ideas about what is “normal” and “ideal” in our society?
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Activities:

1. Define “Normal”

Post the word *normal* on the board and ask students to define this word in their journals. To do this, ask students to generate a list of words, phrases, and ideas about normalcy.

2. Reflecting on Notions of “Normal”

Let students know that they will continue to explore the concept of *normal* by reflecting on a scenario. Give students the following prompt:

- It’s lunch time on the first day of school, and you’re about to approach a group of students you haven’t met yet. There’s an empty seat at their table where you can eat your lunch. Before you get to the table to introduce yourself, you say to yourself, “just act normal.” What do you think it means to “act normal”?

Ask students to discuss the scenario and accompanying question in a **Think, Pair, Share**. Then discuss the this question together:

- Where do we get our ideas about what is “normal” in our society?

3. Read, Annotate, and Discuss “What Is Normal?”

Distribute and read aloud the bio and quotes from the **What Is Normal?** handout. Ask students to re-read and annotate the quotes in pairs. Next, regroup the class and read and/or project the questions for a brief discussion:

- How did the quotations change, challenge, or confirm your own thinking about what it means to be normal?
- How do we learn what is “normal” in our society?
- Who do you think gets to decide what is “normal”?

4. Day 1 Reflection on New Understandings

Using the Project Zero Thinking Routine “**I Used to Think...Now I Think,**” write or project the sentence stems for a final reflection in journals. If time allows, have students share one idea in a **wraparound**.

Plan on a Page | Lesson 1: What is Normal? (Day 2)

Activities:

1. Reflect on Body Image and Beauty Standards

Remind students that in the previous lesson, they explore the concept of “normal.” Pass out the **Beauty and Body Image: Anticipation Guide** handout and ask students to respond to each statement. Then debrief using the **Four Corners** teaching strategy.

2. Read and Discuss “Same Song” by Pat Mora

Distribute the “**Same Song**” reading. Read the poem out loud two times. Then invite students to read the poem to themselves and engage with the key ideas in pairs or small groups by having them respond to the following question:

- In your opinion, what is the most valuable idea in this poem? What makes you say that?

Divide the class into small groups to respond to the discussion questions that follow the poem. To build in accountability, have groups assign the following roles: facilitator, note-taker, and summarizer.

3. Day 2 Text-to-Self Reflection

Invite students to synthesize new ideas and make personal connections to the poem in a journal response that builds from one of the following statements:

- What I just read reminds me of the time when I...
- I agree with/understand what I just read because in my own life...
- I don't agree with what I just read because...