Activity

Begin class with a discussion: 1) Use **yourself** as the focal point of understanding the concept of **unique**. Ask the students to share: **what do you think you observe as my “unique” qualities?** You can write the descriptors on the board. 2) Then ask students: **what do you see as your own unique qualities that you would be willing to share with the class?** Both questions for discussion should take about 10 minutes. You could also include a famous person to teens (rock star, actor, etc) and ask what their “unique” qualities are. 3) Finally, ask: (the opening sentence-question of the essay) BEFORE essay is distributed to the class.

✓ **What if everyone in the world was exactly alike? What if everyone talked the same, acted the same, listened to the same music, and watched the same T.V. programs?**

After the above discussion, then distribute and have the class read the essay, This I Believe, “We’re All Different in Our Own Ways”. Choose the question(s) for immediate class discussion, and any question(s) for journal writing, or a written assignment. Students are then asked to do written work: a) journal writing: their own 3 traits of uniqueness b) computer search of Asperger’s traits, taking notes for a paragraph report. c) a written response to the question(s) assigned by teacher found at the end of the essay. These three above assignments may take the rest of the class period.
Summary

Ask students to partner up in the last 5 minutes of class, and share a unique trait which they will report out to the class tomorrow upon arriving, with the permission of the partner.

Notes for Teachers

The first activity opens with a student discussion of YOU and your unique qualities. If you are uncomfortable with this suggestion, you will want to make a change.

Computer availability with websites already on the screen or written down for quick reference.

Reflection

✓ Students are to write in their journals on their own unique traits, which will create some valuable reflection time. Also, through the parent-home connector there is more opportunity for reflection and growing self-awareness.

Home Connection

Students can ask their parents what do they believe is unique about their son/daughter? Does the parent response agree with student’s own perception, or is it a surprise? Report responses to the class next day.