

Julia Johnson

6<sup>th</sup> Grade EXCEL  
Inventing Self Unit  
Lesson #1: Perception of EXCEL

**Overarching Essential Question:** What does it mean to be an EXCEL student?

**Instructional Objectives:**

*Students will be able to:*

1. Identify their emotions and self-perception of what it means to be an EXCEL student.
2. Discuss the perception others may have of what it means to be in EXCEL.

**Anticipatory Set:**

The teacher will ask students to recall their initial emotional reaction to finding out that they were going to be in EXCEL.

**Procedure:**

1. The teacher will ask students to journal about what it means to be an EXCEL student. The students should write about what they feel are the benefits and negatives of being labeled an EXCEL student.
2. The teacher will guide a discussion about what the students feel it means to be an EXCEL student.
3. The teacher will then ask students to discuss what they think other people think about EXCEL, including parents, other students, siblings, other teachers, etc.

**Closure:**

1. The teacher will create 2 large semantic webs on the board, one for self-perception, the other for perception of others. Both positive and negative feelings should be addressed.