

Here are two comprehensive lesson plans for 7th and 8th-grade students, integrating the Let Me Learn (r) advanced learning system with New Jersey's Equity standards (N.J.A.C. 6A:7) to foster understanding, dignity, and respect for all individuals, including LGBTQ+ identities.

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## Lesson Plan 1: Our Unique Selves – Learning Patterns & Personal Identity

Grade Level: 7th & 8th Grade

Time Allotment: 60-75 minutes

Subject: Social-Emotional Learning, Integrated Studies

Learning Objectives:

- Students will identify and articulate their own dominant Let Me Learn (r) patterns.
- Students will recognize and appreciate the diversity of learning patterns and personal identities within the classroom.
- Students will understand that just as people learn differently, they also have diverse experiences and identities, all of which deserve dignity and respect.
- Students will connect the concept of understanding learning differences to fostering a more inclusive and respectful community for all.

**NJ Equity Standards Connection (N.J.A.C. 6A:7):** This lesson promotes consideration of diverse experiences and perspectives, fostering dignity and respect for all individuals by drawing parallels between diverse learning styles and diverse personal identities, including LGBTQ+ identities, without explicitly detailing them but by creating a foundation of universal respect for individuality.

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### Materials:

- Whiteboard or projector
  - Markers/Pens
  - Index cards or small slips of paper (2 per student)
  - Chart paper or large sticky notes for "Classroom Identity Web"
  - Optional: Pre-printed brief descriptions of the four Let Me Learn patterns for reference.
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### Anticipatory Set: "What Makes Me, Me?" (10 minutes)

1. **Introduction (5 min):** "Good morning/afternoon, everyone! Today, we're going to explore what makes each of us unique, both in how we learn and who we are. Just like every person has a unique fingerprint, we each have unique ways of thinking, learning, and experiencing the world. Our goal is to celebrate these differences and build a classroom where everyone feels seen, valued, and respected."
  2. **Quick Share (5 min):** "On one side of an index card, I want you to quickly jot down one thing that makes you feel unique or special. It could be a hobby, a talent, a family tradition, a personal quality, or anything that comes to mind. Don't put your name on it."
  3. **Collection:** Collect the cards. Briefly read aloud a few anonymous examples to highlight the variety. "Wow, look at all the different things that make us unique! From loving to read to being a great soccer player, to having a special family recipe – our classroom is full of incredible individuality."
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## Individual Activity: My Learning Pattern & My Unique Trait (15 minutes)

1. **Let Me Learn Review (5 min):** Briefly review the four Let Me Learn patterns (Sequence, Precision, Technical Reasoning, Confluence). Ask students to recall the main characteristic of each. "Remember, we've been exploring how each of us has a natural way our brain prefers to learn. These are our learning patterns."
  2. **Personal Reflection (10 min):** Distribute a new index card to each student.
    - **Side 1:** "On this side, write down the Let Me Learn pattern that you identify with most strongly right now. Then, write one sentence explaining *why* you think that pattern fits you." (e.g., "I am mostly Sequence because I like to follow clear steps.")
    - **Side 2:** "On the other side, write down one personal trait, interest, or part of your identity that makes you feel unique and proud. This could be something you shared earlier, or something new. Again, no names."
  3. **Teacher Modeling (Optional but Recommended):** Briefly share your own LML pattern and a unique trait. "For example, I'm a strong Confluence learner because I love brainstorming new ideas, and something unique about me is that I love to learn new languages."
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## Team Activity: "Our Classroom Identity Web" (25 minutes)

1. **Group Formation (5 min):** Divide students into small "Home Groups" of 4-5.
2. **Web Creation (15 min):** Give each group a large piece of chart paper or several large sticky notes.

- Instruct them to create a "web" or "cluster map" in the center of their paper, writing "Our Unique Selves" in the middle.
  - Each student in the group will then share their LML pattern and their unique personal trait (from their individual activity cards) with their group.
  - As they share, the group writes down each person's LML pattern and unique trait, drawing lines to connect them to the center "Our Unique Selves" bubble.
  - **Discussion Prompt:** As they work, encourage discussion: "How are your learning patterns similar or different within your group? How are your unique traits similar or different? What do these differences add to our group?"
3. **Connecting to Broader Diversity (5 min):** Bring the class back together. Ask each group to share one interesting observation from their "Identity Web."
- **Facilitator's Bridge:** "Look at how much diversity is just in our small groups! Just like we have different learning patterns and different hobbies, people also have diverse family backgrounds, cultures, and identities – including who they are and who they love. Every single one of these differences adds richness and strength to our community. When we understand and respect how people learn, it helps us understand and respect *all* the ways people are unique."
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## Closure Activity: "One Word, One Hope" (10 minutes)

1. **Reflection (5 min):** Ask students to think about the entire lesson. "What is one word that comes to mind when you think about our classroom community after today's discussion?"
  2. **Sharing (5 min):** Go around the circle (or have students share out randomly). Each student states their chosen word. Then, ask: "What is one hope you have for how we will treat each other's unique learning styles and personal identities in this classroom this year?"
  3. **Teacher Summary:** "Thank you for sharing. My hope is that we continue to celebrate all the unique ways we learn and all the unique people we are, creating a space where everyone feels safe, respected, and ready to learn."
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## Formative Assessments:

1. **Exit Ticket (Individual Activity):** Collect the index cards from the "Individual Activity." Review students' written responses on their chosen LML pattern and their explanation. This assesses their self-awareness and basic understanding of their own pattern.
2. **Teacher Observation (Team Activity):** During the "Classroom Identity Web" activity, circulate among the groups. Observe student participation, listen to their discussions

about similarities and differences, and note their ability to articulate how diverse traits contribute to the group. This assesses their social awareness and engagement in respectful dialogue.

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## Lesson Plan 2: Building Bridges – Communication & Empathy Across Differences

Grade Level: 7th & 8th Grade

Time Allotment: 60-75 minutes

Subject: Social-Emotional Learning, Communication Skills

Learning Objectives:

- Students will recognize how different Let Me Learn (r) patterns can lead to varied communication styles and interpretations.
- Students will practice empathetic communication strategies to bridge differences in learning and perspective.
- Students will understand that respectful communication and empathy are essential for building an inclusive community that values all identities, including LGBTQ+ individuals.
- Students will apply their understanding of LML to scenarios involving interpersonal communication and problem-solving.

**NJ Equity Standards Connection (N.J.A.C. 6A:7):** This lesson directly addresses promoting dignity and respect of all individuals by focusing on empathetic communication and understanding diverse perspectives, which are foundational skills for interacting respectfully with people of all backgrounds and identities, including LGBTQ+ identities.

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**Materials:**

- Whiteboard or projector
  - Markers/Pens
  - "Scenario Cards" (see Individual Activity below) – one set per student or pair
  - Chart paper or large sticky notes for "Problem-Solving Challenge" (one per group)
  - Optional: Visuals of the four Let Me Learn patterns for quick reference.
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**Anticipatory Set: "The Misunderstanding Moment" (10 minutes)**

1. **Introduction (5 min):** "Think about a time you tried to explain something to someone, or someone tried to explain something to you, and it just didn't click. Maybe you felt frustrated, or they did. Today, we're going to explore how understanding different ways of thinking and learning – including our Let Me Learn patterns – can help us communicate better and build stronger connections, even when we see things differently."
  2. **Quick Share (5 min):** "On your desk, without talking, show me with a thumbs up if you've ever felt misunderstood, or a thumbs down if you've never felt misunderstood." (Most will show thumbs up). "Now, think about: What made it a misunderstanding? What was missing?" Briefly invite 1-2 students to share a *general* example (not too personal). "Often, it's about how we communicate and how others receive information."
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## Individual Activity: "Pattern Perspective Scenarios" (15 minutes)

1. **Instructions (5 min):** Distribute "Scenario Cards" (or display on projector). Each card will have a short scenario.
    - **Scenario Card Examples:**
      - **Scenario 1:** "Your teacher gives instructions for a project by just talking. You prefer to have a step-by-step written list. How might you feel? Which LML pattern is at play for you?"
      - **Scenario 2:** "A friend is trying to explain a complex video game strategy. They keep jumping around, sharing lots of ideas all at once. You wish they would just tell you the exact steps. Which LML pattern might your friend be using? Which one are you using?"
      - **Scenario 3:** "You're trying to explain to someone why a certain rule is important, focusing on all the details and reasons. They just want to know the main point and move on. How might this feel for both of you? Which LML patterns might be at play?"
  2. **Individual Reflection (10 min):** Students read each scenario and jot down their answers on a separate paper. Encourage them to think about how different LML patterns (Sequence, Precision, Technical Reasoning, Confluence) might interpret or react to each situation.
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## Team Activity: "Inclusive Communication Challenge" (25 minutes)

1. **Group Formation (5 min):** Divide students into small "Home Groups" of 4-5. Try to ensure a mix of identified LML patterns within each group if possible.
2. **Challenge Introduction (5 min):** Present a collaborative problem-solving challenge to each group.

- **Challenge Example:** "Your group needs to plan a new school fundraiser. You have 15 minutes to come up with the idea, outline the first three steps, and decide how you will present your idea to the class. As you work, consciously think about how each person in your group might contribute based on their learning patterns, and how you can communicate respectfully to include everyone's ideas."
  - 3. **Group Work & Application (15 min):** Groups work on the challenge. Circulate and observe. Prompt groups to explicitly discuss: "How can you make sure everyone's ideas are heard, even if they communicate differently?" "How can you use your knowledge of LML patterns to make your group stronger?"
  - 4. **Facilitator's Bridge:** After the challenge, bring the class back together. "Great work, everyone! You just experienced how different ways of thinking and communicating can both challenge and strengthen a group. This is true not just for learning, but for how we interact with all people. Just as we learn differently, people also have diverse backgrounds, experiences, and identities – including who they are and who they love. When we practice empathetic communication and respect for different perspectives, we build a truly inclusive community where everyone feels safe and valued."
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## Closure Activity: "Empathy Echo" (10 minutes)

1. **Reflection (5 min):** "Think about today's lesson. What is one thing you will do differently to communicate more empathetically or to show greater respect for someone who thinks, learns, or experiences the world differently from you?"
  2. **Sharing (5 min):** Go around the circle or have students share out. Each student completes the sentence: "I will try to be more empathetic by \_\_\_\_\_. " (e.g., "I will try to be more empathetic by listening for details when someone explains something," or "I will try to be more empathetic by remembering that everyone's experiences are unique.")
  3. **Teacher Summary:** "Thank you. Remember, building a truly inclusive community means actively listening, understanding, and respecting *all* the unique ways people learn, think, and live. Your commitment to empathy makes our classroom, and our world, a better place for everyone."
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## Formative Assessments:

1. **Individual Response Check (Individual Activity):** Collect students' written responses to the "Pattern Perspective Scenarios." Review their answers to see if they can correctly identify and explain the role of LML patterns in communication challenges. This assesses their application of LML concepts to social situations.
2. **Group Reflection (Team Activity):** At the end of the "Inclusive Communication

Challenge," have each group quickly jot down 2-3 sentences on their chart paper or a sticky note answering: "How did our group use our understanding of different communication styles (or LML patterns) to work together effectively today?" This assesses their ability to reflect on and apply LML and communication skills in a collaborative setting.