

# Lesson 1: Who is Our Legend?

(To be conducted by the Legal Resource People)



## Outcomes

At the end of this session, students will be able to:

- Define the term **Legend**
- Identify their Legend and at least three facts about them
- Describe at least two contributions the Legend has made to the community

## Materials

- Flip chart/chalkboard
- Markers/chalk
- Nametags
- Journals
- Refreshments (optional)

## Handouts

- Handout 1: Legends

## Summary/debrief

At the end of this lesson is a summary section. It is important to allow sufficient time to debrief the students. During this reflection time the students can discuss the information learned and clarify any concerns. This is a critical step in the learning process and must not be neglected.

### Preparing to teach

- Make one copy of **Handout 1** for each student
- Write and post the session outcomes on the chalkboard or flip chart paper
- Prepare materials

### Review teaching strategies

- Small group discussion
- Brainstorming
- Round robin



## What is a Legend?

1

Write session outcomes on the flip chart/chalkboard. Share them with the students.

2

Place the term **Legend** on the board. Have the group brainstorm possible definitions and decide on one. Write it on the flip chart/chalkboard for reference during the session. Guide them to the following definition:

***A Legend is any person of extraordinary accomplishment.***

3

Tell students that the person they will meet and have breakfast with over the next few weeks is a Legend because he/she has accomplished many positive and interesting things and they inspire others to do good. They have overcome challenges and obstacles to become successful and contribute positively to society.

## Who is Our Legend?

1

Distribute **Handout 1: Legends**

### Handout 1: Legends

Name: \_\_\_\_\_

1. Our Legend's name is:
2. Our Legend was born (date and place):
3. Our Legend went to school at:
  - Elementary:
  - Junior High School:
  - High School:
  - College:
4. Our Legend's occupation is:
5. Three things our Legend does in his/her job are:
6. Our Legend is important to the community because:
7. Two issues that are important to our Legend are:
8. Other interesting facts about our Legend:



9. Two things I have in common with our Legend are:
10. Two questions I would like to ask our Legend are:

## 2

Assign the students to groups of three or four. Each group should select a recorder who will write the group's responses and a reporter who will present the group's responses. Each group should read **Handout 1: Legends**. Each student should think of two questions they wish to ask the Legend and write them on the bottom of their handout (10). Then the group should decide which two questions they would most like to ask the Legend when he/she visits. These are the questions the reporter will report out in the round robin (see section 3).

## 3

In a round robin discussion, have the groups present the questions they would like to ask the Legend. List all questions on the board.

### Round robin

#### Purpose

This method involves all students in a discussion equally. It works well when questioning and reporting from small groups.

#### Procedure

- When small groups have completed their assigned task(s), explain to the class that each group will take turns sharing their ideas.
- Call on each group, one at a time, to share just one item discussed within that group. This prevents the first group called on from exhausting all possible responses.
- To generate a list, record each idea on flip chart/chalkboard as they are offered.
- Repeat, calling on groups in the same order, until all ideas are communicated.

**For this lesson, each group will take turns asking the Legend one question until all questions have been asked.**

- This method can be adapted for problem-solving activities of a sensitive nature. Have students write their opinion or idea on an index card anonymously. The teacher/facilitator then collects the cards and makes a list on the board or begins the discussion from the information on the cards.



4

Review the students' list of questions on the flip chart/chalkboard. Ask students:

- Are they satisfied with all of the questions they developed?
- Is there anything else that might be important to ask the Legend?

### Summary/debrief

1

Ask students to define the term Legend in their own words.

2

Ask students to share as many facts as they can remember about their Legend.

3

Ask students to describe two contributions their Legend made to the community.

- Why do they think these contributions are important?
- How did the contributions make the community better?

4

Remind students to complete their journals over the next week before the Legend's visit.

# Handout 1 – Legends



Name: \_\_\_\_\_

- 1) Our Legend's name is:
- 2) Our Legend was born (date and place):
- 3) Our Legend went to school at:
  - *Elementary:*
  - *Junior High School:*
  - *High School:*
  - *College:*
- 4) Our Legend's occupation is:
- 5) Three things our Legend does in his/her job are:
  - 1.
  - 2.
  - 3.
- 6) Our Legend is important to the community because:



## Handout 1 (continued)

7) Two issues that are important to our Legend are:

1.

2.

8) Other interesting facts about our Legend include:

9) Two things I have in common with our Legend are:

1.

2.

10) Two questions I would like to ask our Legend are:

1.

2.