

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Bouncing Back
Focus:	Empathy

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Soft ball or stuffed animal

Opening

State the objective

Today we will:

- Understand why it is important to know your own feelings.
- Learn techniques to “bounce back” from negative feelings or experiences of others.

Gain prior knowledge by asking students the following questions

How are you feeling now? How are you showing your feeling? How would you want others to interact with you right now?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Review with students the importance of trying to understand how others are feeling. Share that while it is important to know what others are feeling, it is also important to know how you are feeling. Sometimes it is difficult for someone to feel empathetic towards someone else because they feel uncomfortable themselves.
2. Give an example, like: many adults are certified in giving CPR aid. However, many find it difficult to actually give CPR in an emergency because they don’t know if they can handle their own emotions of the other person’s pain.
3. Say that in order for us to really understand and respond to the feelings of others, to be empathetic, we must be able to identify and understand our own feelings and emotions – how we can “bounce back.”

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Students Practice (“You do”)

1. Sitting in a circle, tell students a scenario of when you might be in need (vary examples like “I am a little girl being picked on at school” to “I’ve fallen off my bike and my knee is bleeding.” Give student time to silently think of how they might feel and respond.
2. After each scenario, roll or through the ball to a student. That student should share how that scenario makes them feel and how they would respond or “bounce back.” It is ok if a student says, “I don’t think I can help that person at this time.” Ask a few students per scenario.
3. Continue until each student has contributed.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Active Listening
Focus:	Empathy

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers

Opening

State the objective

Today we will:

- Learn what active listening looks like.
- Practice active listening techniques with others.

Gain prior knowledge by asking students the following questions

What is important about listening? What kinds of things do you like to listen to?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Ask students what they think listening has to do with empathy. Be sure to share that by listening to others, we can understand what others are feeling and also let others know that we care enough about them to really listen to what they are saying.
2. Share with students that sometimes when someone is in need, they just need someone to listen to them.
3. Ask students to think of a time when they needed someone to just listen. Have students share with a partner.
4. Ask students how it felt to have or not have someone to listen to them.
5. Next, have students help you create a list of all the ways you could show that you are actively listening. Be sure to include behaviors like:
 - a. Making eye contact
 - b. Smiling, when appropriate
 - c. Nodding to show that you agree or understand
 - d. Stopping what you are doing to sit down or stand face to face
 - e. Making your body language inviting (not crossing arms, etc)
6. As students are giving examples, have all students practice that behavior.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

1. Next, break students up in to small groups of three. Each group should decide who is going to be the speaker, who is going to be the listener and who is going to be the observer.
2. The speaker is going to speak for about one minute on something that they really care about.
3. The listener is going to practice active listening behaviors.
4. The observer is going to silently observe the other two group members. At the end of the minute, all members will give feedback on the activity – what they liked, did not like and what they would do differently next time.
5. Switch roles so all team member can practice all roles.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learnings when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learnings in your life?

Step 4: Apply: How can you use the skills or your key learnings in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Planting Empathy
Focus:	Empathy

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Pack of seeds (one seed for each student)
- Planting soil
- Dixie cups or pots to plant student seeds
- Water

Opening

State the objective

Today we will:

- Plant something and learn how to care for it.
- Understand how caring for a plant is similar to caring for others.

Gain prior knowledge by asking students the following questions

What do you know about caring for plants?
Are plants living things? Why or why not?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Create two columns on the whiteboard so all can see. On one column ask students to help you list all the ways people can care for plants.
2. After finishing the column, ask students what can happen when people don’t care for plants. What happens when plants are cared for?
3. Next, fill in the second column with all of the ways people can care for other people. Ask what can happen when people don’t care for others. What happens when people do care for others?
4. Ask what empathy has to do with plants and caring for plants.

Students Practice (“You do”)

1. Next, have students plant their seeds.
2. Then, students should create a list of how they are going to care for their plant (younger students can draw, older students should write). Store plants in the classroom and care for them everyday if possible, otherwise students can take plants home.

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	Walking a Mile In Someone Else's Shoes
Focus:	Empathy

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers

Opening

State the objective

Today we will:

- Practice understanding perspectives and experience of others.
- Understand that people have many things in common.

Gain prior knowledge by asking students the following questions

Have you heard of the phrase, "Walk a mile in someone else's shoes"? What do you think it means?
What do you think it would be like to walk in someone else's shoes?

Content (the "Meat")

Instruction/Demonstration ("I do" – "We do")

1. Have students count off by 5. Tell students that we are going to begin by walking a mile (or as close to a mile as we can). But, everyone is going to walk with a slight challenge.
 - a. 1's will walk with their left hand behind their back the entire time.
 - b. 2's will walk with their right hand behind their back the entire time.
 - c. 3's will walk with both hands behind their back the entire time.
 - d. 4's will walk the entire mile sideways (doing a side step).
 - e. 5's will walk the entire mile clapping.
2. Have students walked the mile (or as close to a mile as you can depend the weather and inside or outside).
3. After students have walked, debrief the walk. Ask students, "How did it feel to walk a mile with an added challenge?"
4. Ask, "What do you think this activity has to do with the phrase 'Walk a mile in someone else's shoes'?"
5. Ask, "Do you feel empathy for those who might find something challenging that you find easy?"

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Students Practice ("You do")

1. Next, have students get in groups according to their number (1-5). Give each group time to find 5 things in common that you can't see just from looking at each other (ex: all have brown eyes or all have a red shirt on). Encourage students to "dig deep" in to common experiences, likes and dislikes.
2. Have groups share their 5 commonalities.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activities, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learning’s when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learning’s in your life?

Step 4: Apply: How can you use the skills or your key learning’s in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	What Are You Feeling?
Focus:	Empathy

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- One picture set of Feeling Flashcards for every two students (younger students); two picture sets of Feeling Flashcards (older students)

Opening

State the objective

Today we will:

- Practice identifying and understanding the feelings of others through facial expressions.

Gain prior knowledge by asking students the following questions

Are you aware of your own facial expressions? How can you become aware?
 What kind of facial expression are you making now? Does it match how you are feeling?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Ask students to review what is important about learning to read people’s facial expressions (ex: it can clue us in to the feelings of others and help us understand what they are going through).

Students Practice (“You do”)

1. For younger students, break students up in to small groups of three or four. Students take turns picking a card. Student should make a facial expression that would mimic that feeling and come up with a reason why they are feeling that way (without saying the reason). For example, if a student picks up the “sad” feeling card, they make a sad face and say, “I just lost my favorite pencil.” Other students in the group should try to guess what the feeling is.
2. For older students, the class is going to create a story together. First, come up with the main character. Then identify a who (another character – ex: Big Foot), a what (some thing – ex: banana), a where (setting – ex: an island) and a when (time – ex: the future). Write the main character, the who, what, where and when on the board. Explain that everything on the board must be included in the story somehow. Have the first student pick a card from the feeling flashcard and begin the story however she wants, but she must incorporate the feeling somehow. Continue having students pick

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

a card, adding to the narrative and incorporating the feeling. Continue until all elements have been covered in the story and the class is satisfied with the story.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	What Do Feelings Look Like?
Focus:	Empathy

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Feeling Flashcards – one picture set and one word set

Opening

State the objective

Today we will:

- Explore feelings.
- Understand that people show their feelings through facial expressions.

Gain prior knowledge by asking students the following questions

What do you think the world would be like if no one showed their feelings?

Are there times when you feel angry or frustrated, but feel you must control your emotion somehow? Describe them. Why?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Tell students that you are going to make facial expressions to display various feelings. You are not going to use any words, but might use other sound effects (sigh, grunt, etc). Use just your facial expressions – try not to display any other body language. Use the feelings on the flashcards to prompt you, but don't show the pictures to the students yet.
2. After each feeling, students should try to guess what feeling you are displaying. Ask students to explain why they think it is that particular feeling.
3. After all the feelings have been identified, do the activity again. This time, as you display each feeling, the students should as well. Ask students to think about how they feel when making each face.
4. Have students look around at each other's faces and show them the picture on the flashcards.
5. After practicing each of the feelings as a class, tell students that recognizing facial expressions can help us understand how someone else is feeling. Ask students what is important about being aware of someone else's feelings and what it has to do with empathy.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

Students Practice (“You do”)

1. Next, have pair students up. Give each pair of students a feeling flashcard (picture and word).
2. In pairs, students should come up with a scenario for their feeling and a very short skit of their scenario. There should be no words involved.
3. Have each pair share their skit with the class and have the class guess what feeling they are acting out.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Four Step Debrief: This strategy has four steps, each one designed to help the student “connect the dots” between the activities, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe: Student(s) describe what they did during the activity.

Step 2: Interpret: Students answer one, some or all of the following questions:

What were your key learning’s when you participated in this activity?

What skills did you need to utilize to participate in this activity?

How did you feel when participating in this activity?

Step 3: Generalize: How can you use the skills or your key learning’s in your life?

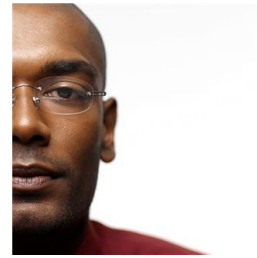
Step 4: Apply: How can you use the skills or your key learning’s in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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Empathy Flash Cards



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Sad	Happy
Scared	Surprised
Angry	Neutral
Pain	Bored
Confused	Nervous
Frustrated	Excited

Consult 4 Kids Lesson Plans

Component	Character Education
Grade Level:	K-5
Lesson Title:	What Is Empathy?
Focus:	Empathy

Materials:

- Whiteboard or chart paper to record student responses
- Dry erase markers or markers
- Crayons, markers, colored pencils, etc for drawing
- Paper for each student

Opening

State the objective

Today we will:

- Create a class understanding of empathy.
- Identify various ways of showing empathy.

Gain prior knowledge by asking students the following questions

Describe feelings.

How do you know what someone else is feeling?

How do you let someone else know how you are feeling?

Content (the “Meat”)

Instruction/Demonstration (“I do” – “We do”)

1. Have students sit in a circle to best facilitate this discussion (Leader should be part of the circle as well) or have students discuss questions with a partner then ask for pairs to share out →
2. Ask students,
 - a. “What is important about being aware of someone else’s feelings?”
 - b. “What do you do when someone shares how they are feeling with you?”
 - c. “Based off of the responses to these questions, what does the word empathy mean?” (ex: Being able to identify and understand someone’s feelings without going through the experience yourself; being able to put yourself in someone else’s shoes, etc). Chart the class definition on the board so everyone can see.
 - d. “How do you show empathy to someone else?” Make a list of all the ways kids can show empathy to others on the board so everyone can see.

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Students Practice (“You do”)</p> <ol style="list-style-type: none"> 1. Next, have students think of a time when they showed empathy to someone in need – it could be a friend, a family member, a stranger, etc. 2. Have students draw their experience. Older students should also write about the experience. Be sure students include how they believe the other person felt. 3. After students have finished drawing, have students share their drawings with others 	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT): In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done, or what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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