

Step Forward

TEACHER'S GUIDE

Developing students' wellbeing is crucial in supporting students' overall success academically, emotionally, cognitively, socially, and physically. When students feel safe, respected, and connected at school, they are better able to learn, listen, and make positive choices. Socio-emotional learning helps students build strong and positive relationships with others, and with themselves. Students who can build relationships with others and have a positive self-image are more likely to be resilient and strive to reach their full potentials. Each book in the *Step Forward* series examines a variety of life-long skills including resiliency, perseverance, empathy, and gratitude through accessible text, interesting scenario-based situations and captivating biographies. The *Step Forward* Teacher's Guide is packed with engaging, student-centered lessons that develop skills that will stay with children throughout their lives, helping them become active and successful citizens in their communities.

The innovative and multi-modal lesson plans in this guide are tailored for grades 2 to 3, and are focused on developing the social and emotional skills needed to overcome challenges that students face in their daily lives. Students will learn how to be respectful and empathetic to others' feelings and make responsible decisions to solve problems in a variety of circumstances. Additionally, through these lessons students will learn strategies on how to overcome personal challenges and in turn, develop their own self-esteem and self-respect.

The lessons follow a sequential order that works to scaffold understanding. Activities can also be taught as stand-alone lessons. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Step Forward* include:

Step Forward with Curiosity
Step Forward with Empathy
Step Forward with Gratitude
Step Forward with Grit
Step Forward with Integrity
Step Forward with Optimism
Step Forward with Problem-Solving
Step Forward with Responsible Decision-Making

PACING CHART AND VOCABULARY

| Lesson Plan Title | Pacing | Vocabulary |
|--|--------------------|--|
| Solving Problems Through Responsible Decision-Making | 3-4 class periods* | conflict consequence problem pros and cons responsible decisions |
| Optimism and Grit | 3-4 class periods* | grit growth mindset negative optimist optimism pessimist pessimism positive resiliency |
| Gratitude | 1-2 class periods* | gratitude mindful paying it forward reflect |
| Empathy | 1-2 class periods* | empathy empathetic mindful point of view respect trust |

* 1 class period = 40-60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying timelines
- Provide extra time for processing of oral information
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Solving Problems Through Responsible Decision-Making

Curriculum Correlations

Common Core

Grade 2 Reading: Informational Text:

CCSS.ELA-LITERACY.RI.2.1
CCSS.ELA-LITERACY.RI.2.2
CCSS.ELA-LITERACY.RI.2.5
CCSS.ELA-LITERACY.RI.2.6
CCSS.ELA-LITERACY.RI.2.8
CCSS.ELA-LITERACY.RI.2.9

Grade 3 Reading: Informational Text:

CCSS.ELA-LITERACY.RI.3.1
CCSS.ELA-LITERACY.RI.3.2
CCSS.ELA-LITERACY.RI.3.6
CCSS.ELA-LITERACY.RI.3.7
CCSS.ELA-LITERACY.RI.3.9

Grade 2 Writing:

CCSS.ELA-LITERACY.W.2.2
CCSS.ELA-LITERACY.W.2.3

Grade 3 Writing:

CCSS.ELA-LITERACY.W.3.1.B
CCSS.ELA-LITERACY.W.3.2
CCSS.ELA-LITERACY.W.3.3.B

Ontario Language Arts

Grade 2 Reading

1.4, 1.7, 1.8
Overall Expectation 2

Grade 3 Reading

1.4, 1.7, 1.8
Overall Expectation 2

Grade 2 Writing

1.2, 2.1, 2.5, 3.3, 3.4

Grade 3 Writing

1.2, 2.1, 2.5, 3.6

Materials

- *Make a Decision Worksheet*
- Chart paper
- White or lined paper
- *Step Forward with Responsible Decision Making* pg. 8&9 photo copies
- *Step Forward with Problem Solving* pg. 8&9 photo copies
- "Partner Scenarios" cut out
- *Solving the Problem: Scenario Worksheet*
- Pencils
- Markers
- Journals
- *Scenario Worksheet Checklist*
- *Rubric for Journal Entry 1*

Setting the Stage

In order to begin the journey of social-emotional learning with your class, it is important to talk to students about the unit.

- Let students know that they will learn a lot about themselves and how to overcome obstacles.
- Ensure that students understand that the classroom is a safe space where people can share their thoughts, ideas, feelings, and experiences with no judgment.
- Let students know that we need to be good listeners and good friends so that we all feel comfortable to share.

Have students find a quiet spot in the classroom, with enough space between their peers.

Hand out the *Make a Decision Worksheet* face down. Ask students not to flip it over until you have said so. Explain to students that they will make a decision on what they would do in a variety of situations. Let students know that there are no wrong answers. If they can't make a decision, they should leave the question blank.

Have students flip over their worksheets. Read the scenarios from the *Make a Decision Worksheet* to the students. Give them time to write their answers after reading each scenario.

After completing, bring students back together either at their desks or on the carpet. Go through each scenario and ask students to share the decisions they made. The scenarios get increasingly more complex. Ask students questions such as:

- Was it easy to make a decision? Were some decisions harder than others? Why?
- What thoughts came to mind before you made your decisions?
- Which decisions were easier to make, which ones were harder?

Take-away concepts:

- Some decisions are easier than others because they are small problems, or because the only person affected by the decision is yourself.
- Decisions that are easier often have smaller consequences. For example, choosing to wear fuzzy Christmas socks on a hot day has the consequence of sweaty feet. The more difficult decision to sit with one friend over the other has the consequence of hurting someone's feelings.

Introduce concept of conflict. **Conflict happens when two or more people have different opinions on what do to or how to do something.**

Objectives

Students will be able to:

- Understand why some problems are easier to solve than others.
- Understand how to become a good problem solver.
- Understand what conflict is.
- Understand what a consequence is.
- Understand how to identify a problem and how to make good decisions to alleviate the problem.

Ask students to explain how conflict could have been created in some of the scenarios. Prompts include:

- If you chose to sit with one friend and did not explain or apologize to the other, the friend you did not sit with could feel hurt and upset
- If you decided to take the toy and someone saw you, that person could confront you
- If you decided to watch the movie instead of cleaning your room, your parents would be very upset and disappointed

Ask students to come up with some consequences for making poor choices such as the ones above. Prompts include:

- Your friend could be so upset that they do not want to speak to you
- You could get called down to the principal's office for taking a toy that doesn't belong to you
- Your parents may not allow you to watch TV for a week

Tell students that sometimes we don't always make the right decisions and that is okay. We all make mistakes, but what is important is that we apologize and learn from our mistakes and try to do better next time.

Let students know that being a good problem solver and making responsible decisions is something we can all learn, and that is what we are going to do today!

Activity 1

Have students partake in a Jigsaw activity. Put students into groups of four. These are students' "home groups." Number students from 1 to 4. Each numbered student gets a different page from a *Step Forward* book.

- Students who were given the number 1 are given pg. 8 from *Step Forward with Responsible Decision Making*.
- Students who were given the number 2 are given pg. 9 from *Step Forward with Responsible Decision Making*.
- Students who were given the number 3 are given pg. 8 from *Step Forward with Problem Solving*.
- Students who were given the number 4 are given pg. 9 from *Step Forward with Problem Solving*.

Let students know that students numbered 1 and 2 have steps on how to make responsible decisions, and students numbered 3 and 4 have steps on how to problem solve effectively.

After the sheets have been handed out, students are to meet in the "expert groups". This means that all students who were given the same number meet together.

In their expert groups, students first silently read their sheet to themselves. After everyone in the group has read their sheet, they are to discuss with each other the main ideas, and identify the most important points they want to bring back to tell their "home groups."

Have students go back to their "home groups." Give each group a piece of white or lined paper. Have each student share the most important points they learned in their "expert group."

Each "home group" needs to come up with steps on how to become better problem solvers and decision makers, using what they learned in their expert groups. Teacher should visit each group and help them facilitate their discussions.

When designing the groups you may want to choose purposeful pairings and have mixed leveled ability groups. When assigning the numbers to students you may want to purposefully choose which student gets which number. Students who have more difficulties with reading and reading comprehension may benefit from having a sheet that has less writing.

When "home groups" are finished creating their steps, have a class discussion. Likely, each group will have very similar lists.

Begin by asking one group to share one step they have. Have students in other groups check off that step if they have also included it (or something similar). This will stop repetition. After each group shares a step, have a small discussion to allow students to elaborate or clarify any misconceptions.

As groups share their steps, create a classroom anchor chart entitled *Steps to Problem Solving*. When the chart is complete, hang it up in an area of the room that is easily visible for your students to reference.

Ensure anchor chart includes:

1. Identify the problem
2. Come up with different decisions you could make to fix the problem
3. Brainstorm possible outcomes (negative or positive) for each decision
 - Use a pros and cons list to show outcomes.
4. Choose the solution that will work the best for everyone
5. Reflect on your choice.
 - Did it solve the problem? Was it a responsible decision?
Do you need to change your solution?
6. If the problem is too big, ask for help!

Activity 2

Choose a more complex scenario from the *Making a Decision Worksheet*. As a class, go through the steps you have created to make a responsible decision to solve a problem.

For example: “At recess you find a toy in the middle of the playground. To your surprise, it is a toy you have your eye on—but it has been sold out for months. You look around to see if its owner is nearby, but no one is around. What do you do?”

Step 1: Identify the problem.

You find a toy that you really want, but it doesn't belong to you. The person who lost it is probably sad.

Step 2: Brainstorm Possible Decisions.

- A. Take the toy
- B. Give the toy to a teacher

Step 3: Brainstorm possible outcomes for each possible decision.

Choice A. Take the Toy

Pros:

- You get the toy you have been wanting for a while
- You don't have to wait for your parents to get it for you
- No one is around, so chances are no one will see you take it

Cons:

- You would feel guilty. “If I lost my toy I would want someone to return it not take it”
- The person who lost it would be very sad about losing it
- You could get caught and get in big trouble

Choice B. Give the toy to a teacher

Pros:

- The teacher will be proud of my decision
- The person who lost the toy will be happy that their toy was found and returned
- I wouldn't be hurting anyone

Cons:

- I would have to wait till my parents bought me the toy

Step 4: Choose a solution that will work best for everyone.

Choice A will get me what I want, but I will feel guilty, others could be sad, and people will be disappointed in me.

Choice B would make people happy and proud of me. I would feel good about myself for doing the right thing. It is not a big deal to wait for my parents to buy me the toy.

I choose choice B.

Step 5: Reflect on your choice.

Did it solve the problem? Yes, the person is no longer sad because the toy was returned. I can wait to get my own toy.

Was it a responsible decision? Yes, everyone wins!

Do you need to change your solution? No, I made the responsible choice and solved the problem.

Step 6: Ask for help!

I was able to solve the problem on my own, so I don't need to ask for help.

Outline this example either on a chart paper or the board.

Pair students up and hand them *Solving the Problem Scenario Worksheet*. Each pair gets one scenario, cut out from “Partner Scenarios” page.

Each pair is responsible for reading their scenario and completing the *Solving the Problem Scenario Worksheet*. Ensure you are walking around and meeting with every pair to keep them on the right track.

Extensions

Sometimes, even with knowing the steps on how to make responsible decisions, we don't always make the right choice. It is important to let students know that it is okay, we all make mistakes but what's important is how we try to fix our mistakes and what we learn from them.

Give students a scenario (extension scenario attached). In this scenario students will read about a girl named Maya and how she made the wrong choice when faced with a problem.

- Ask students to identify the problem Maya was faced with, the wrong choice Maya made, and the consequences of her bad decision.
- Ask students to share what would they have done if they were in Maya's shoes, and what advice would they give Maya to help her fix the problem.

Wrap-Up

When pairs have completed worksheets, have them meet with another pair and share their scenario and the steps they took to make a responsible decision.

Have each group take part in a peer evaluation in the form of two stars and a wish.

- Students write two things they liked about their peers' works and one thing they wish their peers had done.

You may need to have a discussion with students to show them how to give proper and constructive feedback.

Have students hand in their scenario work as well as their feedback for their peers. After you have marked their scenario work you may want to bind them in a book and have it available for students who may need guidance if they face these problems in the future.

For the culminating assignment, students will create a **Step Forward Journal**. There are four mandatory journal entries (one after each lesson), with topics for writing given at the end of each lesson.

Students can also choose to write additional journal entries about topics of their choice.

- *They need to run their topic choices by their teacher to ensure they connect to concepts in this unit.*
- *Student-chosen topics could include a reflection on a past experience, on their own growth, or how they put into action what they have learned.*
- *A big part of this unit is to help students' grow into empathetic, mindful, and more self-aware individuals. Let students know that the additional entries are to help them reflect on their growth as an individual.*

It is up to the discretion of the teacher if they want to make these additional journal entries a mandatory part of the assignment (as a completion mark) or allow students to freely write as they wish.

Encourage students to add illustrations to their journals. It is important go through the success criteria (*Rubric for Journal Entry 1*) with the students prior to them writing.

Questions for Journal Entry 1

You may choose to assign all, some, or one of the following questions to your students.

- Why is it important to think of others when making decisions?
- How will you try to become a better problem solver?
- What does the quote "you are free to make the choices you want, but you are not free from the consequences of those choices" mean to you?

Assessment

Assess students understanding during lessons using observational and anecdotal notes. Use the *Scenario Worksheet Checklist* to assess the *Solving the Problem Scenario Worksheet*. Assess the first journal entry using the *Rubric for Journal Entry 1*. Review students' work to clarify misunderstandings as needed.

Make a Decision

1. You wake up one sunny morning and have to decide which pair of socks to wear to school. Which pair do you choose? Circle your choice.



2. You are headed downstairs for some breakfast. What do you decide to eat?

3. It is lunchtime at school. Two of your best friends want to sit next to you—but they are at different tables! All the other tables are full, and their tables only have one seat left. What do you do?

4. At recess you find a toy in the middle of the playground. To your surprise, it is a toy you have your eye on—but it has been sold out for months! You look around to see if its owner is nearby, but no one is around. What do you do?

5. You promised your parents that you would clean your room after dinner, but your all-time favorite movie just came on, and you haven't seen it in a really long time. What do you do?

Name: _____

Date: _____

Partner Scenarios

Cut out scenarios individually and give each pair a scenario.

1. You were assigned a group project in school. Each group member is responsible for taking work home and completing it for the next day. You get home and you are about to start your work, when your friend calls you and asks if you want to go for ice cream and a movie. What do you do?
2. The teacher is in the middle of teaching a lesson when you noticed your friend is trying to get your attention. You turn towards your friend and they begin talking to you. What do you do?
3. The teacher is in the middle of teaching a lesson when you noticed your friend is trying to get your attention. You turn towards your friend and they begin talking to you. You have asked your friend to stop but they continue. What do you do?
4. You have soccer practice tonight, but your friend has invited you over to play the new video game that just came out! You have been waiting months to play this game. What do you do?
5. You see a student getting picked on at recess. The person who is picking on that student is a friend of yours. What do you do?
6. You see a student getting picked on at recess by a group of students. This is a group of students that you really want to be friend with. What do you do?
7. You only have one TV in your house, and you and your sibling want to watch two different shows. What do you do?
8. Two of your friends have an argument and are now not speaking to each other. They both want you to be on their side. What do you do?
9. You and your best friend have an argument and now you both are not speaking to each other. What do you do?
10. You notice a student is alone at recess and doesn't have anyone to play with. You are not friends with this student. What do you do?

Name: _____ Date: _____

Solving the Problem: Scenario Worksheet

STEP ONE: Identify the Problem

Problem = _____

STEP TWO: Brainstorm Possible Decisions

A. _____

B. _____

STEP THREE: Brainstorm Outcomes

Choice A

Pros:

- _____
- _____
- _____

Cons:

- _____
- _____
- _____

Choice B

Pros:

- _____
- _____
- _____

Cons:

- _____
- _____
- _____

STEP FOUR: Choose the best solution

We choose choice _____

Why did you make that decision?

STEP FIVE: Reflect on your choice

Did it solve the problem? _____

Was it a responsible decision? _____

Do you need to change your solution? _____

STEP SIX: Ask for help!

Did you need to ask for help? _____

Name: _____

Date: _____

Extension Scenario

Maya's Mistake

Maya's teacher, Mr. Wong, came into class that morning very happy. He had gathered all the students on the carpet to share some very exciting news. Mr. Wong announced that he had purchased a brand new speaker for the class!

For some time, the classroom speaker had been making a fuzzy noise. This made listening to calming music and sounds while they did their work or when they practiced mindfulness very hard.

Mr. Wong told the class to be very careful around the new speaker.

The bell rang to tell students that lunch was over and recess had started. Maya's class finished packing away their lunches, put on their coats, and headed outside. The only students who remained were Maya and her two friends, Enzo and Samira.

Maya, Enzo, and Samira were so excited about the new speaker that they wanted to stay back to take a look at it up close. They gathered around the speaker and their excitement got the better of them. They all started to touch and play around with the speaker. All of the excitement cause the speaker to fall on the floor. It made a huge dent.

Maya, Enzo, and Samira tried to see if the speaker would turn on, but it had broken from the fall. They decided to put the speaker back on the shelf and pretend that nothing happened.

When the students came back from recess, Mr. Wong was not happy. He has saw that the speaker was broken and asked the class if they knew anything about it. No one said a word.

Mr. Wong said that accidents happen. He said the most important thing is that you are honest.

Mr. Wong promised that if the person or people responsible for the broken speaker came forward, they would not be in trouble. He warned that if no one came forward, the whole class would have detention for the next two recesses.

Still Maya and her friends did not come clean. So, the whole class suffered the consequences of two detentions.

Name: _____ Date: _____

Scenario Worksheet Checklist

| | Achieved | Somewhat Achieved | Has not yet achieved |
|--|----------|-------------------|----------------------|
| The students were able to accurately identify the problem | | | |
| The students were able to identify appropriate decisions | | | |
| The students were able to anticipate the outcomes of those decisions | | | |
| The students were able to choose a responsible decision based on reasoning | | | |
| The students were able to reflect on their decisions and verify if they solved the problem | | | |
| The students were able to identify if the problem they faced needed help from an adult | | | |

Additional Comments:

Student Name: _____

Date: _____

Rubric for Journal Entry 1

| | Level 4 | Level 3 | Level 2 | Level 1 |
|--------------------------------|---|---|--|---|
| Sentence Structure | The student has written more than six complete sentences. The sentences completed were detailed and well written. | The student has written six complete sentences. The sentences were detailed and well written. | Sentences are somewhat complete and appropriate. Or The student has written less than six sentences. The sentences are somewhat complete and appropriate. | Sentences are incomplete and/or do not relate to the topic. |
| Connections | The student supports their response with evidence and points taken from the lesson, class discussions, activities done in class and personal experiences. The student's response is strong and clear. | The student supports their response with evidence and points taken from the lesson, class discussions as well as the activities done in class. The student's response is clear. | The student attempts to support their response with evidence and points taken from the lesson, class discussions as well as the activities done in class, however the response is somewhat unclear and/or unrelated. | The student's sentences are unclear and/or are unrelated to the writing assignment. |
| Socio-Emotional Journey | It is exceptionally clear from the student's writing that they understand the importance of making good decisions. It is exceptionally clear that they understand the strategies on how to be a better problem solver. It is believed that the student has the understanding to apply what they have learned to real life situations. | It is clear from the student's writing that they understand the importance of making good decisions. It is clear that they understand the strategies on how to be a better problem solver. It is believed that the student has the understanding to apply what they have learned to real life situations. | It is somewhat clear from the student's writing that they understand the importance of making good decisions. It is somewhat clear from the students writing that they understand the strategies on how to be a better problem solver. The student is beginning to develop the skills in order to be able to apply them in real life situations. | It is unclear if the student understands the importance of making good decisions. It is unclear if the student understands the strategies on how to be a better problem solver. The student is still learning the skills in order to be able to apply them to real life situations. |
| Punctuation and Grammar | There are no punctuation and grammatical errors. | The student's writing has 1-2 punctuation and/or grammatical errors. | The student's writing has 3-4 punctuation and/or grammatical errors. | The student's writing has 5 or more punctuation and/or grammatical errors. |

Comments:

LESSON 2

Optimism and Grit

Curriculum Correlations

Common Core

Grade 2 Reading:

CCSS.ELA-LITERACY.RI.2.2
CCSS.ELA-LITERACY.RI.2.6

Grade 3 Reading:

CCSS.ELA-LITERACY.RI.3.1
CCSS.ELA-LITERACY.RI.3.2
CCSS.ELA-LITERACY.RI.3.6
CCSS.ELA-LITERACY.RI.3.7

Grade 2 Writing:

CCSS.ELA-LITERACY.W.2.2
CCSS.ELA-LITERACY.W.2.3

Grade 3 Writing:

CCSS.ELA-LITERACY.W.3.1.B
CCSS.ELA-LITERACY.W.3.2
CCSS.ELA-LITERACY.W.3.3.B

Ontario Language Arts

Grade 2 Reading

1.4, 1.5, 1.6, 1.8
Overall Expectation 2

Grade 3 Reading

1.4, 1.5, 1.6, 1.8
Overall Expectation 2

Grade 2 Writing

1.2, 2.1, 2.5, 3.3, 3.4

Grade 3 Writing

1.2, 2.1, 2.5, 3.6

Materials

- *Scenario Sheet*
- *Statement Sheet*
- “*Optimists Are, Pessimist Are*” Worksheets
- “*Tenzin’s Terrible Day*” (story)
- *Tenzin’s Terrible Day: Retell and Change the Narrative Worksheet*
- *Growth Mindset Worksheet*
- *Step Forward with Optimism* Pg. 4,5 & 15 photocopied for each student
- Chart Paper
- White paper
- Pencils
- Markers
- *Journal Entry 2 Rubric*
- *Worksheet Checklists*

Setting the Stage

Remind students that this classroom is a safe space where we are allowed to share our thoughts and feelings with one another without being judged.

Have students sit in a circle on a carpet. Read scenarios on *Scenario Sheet*. After each scenario, allow students to share their thoughts about what they might do. Use question prompts provided on *Scenario Sheet*.

After you have gone through the scenarios and discussed, ask students if their initial reactions and/or feelings to most of those scenarios were a negative or a positive feeling.

Let students know that everyone faces negative experiences and challenges in life. It is natural and okay to feel disappointed, sad, upset, and/or frustrated when they are faced with negative experiences. However, it is important not to dwell on those negative feelings, or they can affect you in ways that you may not realize.

To show your students what you mean, have them stand up in a line standing side by side. Have students close their eyes. Read a list of statements from the *Statement Sheet*. If students relate to those statements, they should take a step forward. After every statement, have students open their eyes and take a look around before stepping back into the line.

To make students more comfortable with being honest stand in the line with them and partake in the activity yourself.

After you have gone through the statements ask students what they realized from doing this activity.

Take-away concept: We all experience these negative feelings and thoughts. Sometimes, these thoughts and feelings can build up, and affect our self-confidence or make us lash out at people when they really haven’t done anything wrong.

Let students know that today we are going to learn strategies that can help us become more positive and optimistic.

Ask students if they know what an optimist is and have them share their thoughts.

- An optimist is someone with a positive attitude who always try to look at the bright side of things even when faced with challenges and setbacks.

Ask students if they know what a pessimist is, and have them share thoughts.

- A pessimist is someone who has a negative attitude and when faced with challenges, they often focus on only what is wrong and bad.

Objectives

Students will:

- Understand the difference between an optimist and a pessimist.
- Understand why it is important to be an optimist.
- Understand the different between negative thoughts/talk vs. positive thoughts/talk.
- Learn strategies to help change their mindsets from negative to positive.
- Understand what grit and resiliency is.
- Learn how to develop grit, resiliency, and a growth mindset.

Activity 1

You can choose if you want your students to do this activity individually or in pairs.

Hand each student photocopied pages 4, 5, and 15 from the book *Step Forward with Optimism* and “*Optimists Are, Pessimist Are*” Worksheets.

Have students read the pages and come up with at least 6 words and/or pictures that describe what an optimist is and what a pessimist is. Have students record their words and pictures on the worksheet.

After students are given time to do this activity, bring their attention back to you. Have a large version of their worksheet on a piece of chart paper—one for optimist, and one for pessimist.

Have students share the words and pictures they had come up with for optimist. As students are sharing write down the words and draw the pictures on the chart paper. Hang up the finished product.

Activity 2

Read students the short story “Tenzin’s Terrible Day.”

Have a discussion with students about the story. Ask students:

- Was Tenzin’s attitude pessimistic or optimistic?
- Has there been a time in their lives that they felt similar? How did they overcome it?
- Was Tenzin wrong to feel upset about the events that happen to him?
- What advice would you give Tenzin to be more optimistic?

Hand students *Tenzin’s Terrible Day: Retell and Change the Narrative Worksheet*.

Have students retell the story using the graphic organizer on the worksheet. They will change Tenzin’s negative reactions or feelings into positive ones.

You may want to go through an example together as a class.

- For example, when Tenzin missed the game-winning goal, he thought to himself that he is bad at hockey and his teammates are probably mad at him.
- We can change that negative thought to a positive one such as, “even professional hockey players don’t make every goal! My teammates will understand and be proud of me for trying my best. I will continue to practice so I can get better!”

Take-away concept: It is okay and natural to feel upset when things do not go our way, but when we are optimistic we are more likely to overcome setbacks, move on with our day, and learn how to overcome similar challenges in the future.

Activity 3

Have students sit in a circle on the carpet. Ask students to raise their hand if they ever felt or feel like they will never be able to do something

- Prompts might include: “I’ll never be good at math” or “I am terrible at drawing.”

Ask students to raise their hands if they have ever avoided doing something because they are scared of failure.

Tell students that everyone sometimes thinks negatively about themselves and doubts their abilities. It is normal to feel discouraged when you are faced with something that is hard, but it is important to persevere because with hard work and determination, you can do anything you put your mind to.

Ask students to share stories of times where they were faced with a challenge and they persevered.

- Prompts might include: Beating a level on a video game, learning a trick on a skateboard, studying and doing well on a difficult test

Tell students that today we are going to work on developing grit.

- Someone who has grit perseveres when faced with challenges. They are resilient. Being resilient means keeping a positive attitude, even when it is hard to do.

Explain to students that one way we can keep a positive attitude is to make a list of our strengths. Give students a piece of paper and have them write a list of their strengths and what they are good at.

For example:

- I am good at listening to others
- I am good at creative writing
- I am good at being there for my friends when they are sad
- I am a good reader

Have students keep the list and add to it as the year progresses. When students are feeling down, they can read this list and remember all the wonderful things they have to offer.

In a carpet circle, tell students that another way we can develop grit is to develop a **growth mindset**.

Explain to students:

- Your brain is just like a muscle. We can learn just about anything as long as we persevere.
- We all have to work to develop the skills to be good at something.
- The most important part of our learning journey is failure. If we do not fail we do not learn.
- All of this means that we have a growth mindset.

To explain ideas, go through the example of learning how to walk.

- As a baby, you are not born with the ability to walk.
- You first learn to crawl, then you begin to try to stand, then you begin to take a few steps until you are finally able to walk.
- However, all throughout your learning journey to be able to walk you take many tumbles.
- Every time you fall, your brain gets stronger and learns how to position your body so that you will be more successful the next time.

Hand out a strip of white paper to each student with a pencil. Have students write down something that they feel that they will never be able to do, or something they will never be good at.

Provide sentence starters:

- I can't _____.
- I will never be good at _____.

Teacher should write one too. Invite students to share their sentences if they feel comfortable. Teacher could go first to help students share.

Put a garbage bin in the center of the circle. Tell students to crumple the piece of paper and throw it away.

Explain that by throwing away our bad thoughts, we can start to focus on the good. Focusing on the good is called positive self-talk, and it is an important strategy to help develop a growth mindset.

Hand out the *Developing a Growth Mindset Worksheet*. Have students complete the sentences by writing a negative statement and changing it into a growth mindset statement.

For example:

- I will never be good at fractions
- With hard work I can learn to understand and work with fractions!

Extensions

Fostering grit and a growth mindset is something that cannot be done in a few lessons. It needs to be nurtured, discussed, and worked on throughout the entire school year.

A great way to foster a growth mindset is to help students understand themselves as learners.

- Have students write you a letter explaining what helps them learn. For example: using lots of visuals, breaking down instructions, providing a peaceful and quiet work area.

This can help students have a deeper understanding of their needs as learners and what their strengths are.

Another idea to help foster grit and a growth mindset with your students is by having them set goals for themselves.

- Have students make a list of their goals. Once students have reached that goal, they can cross it off the list. They can also add goals to the list throughout the school year.

This allows students to visually see their progress and learn how to set realistic goals for themselves.

Wrap Up

Once students have completed their statements, have them share them with the rest of the class. Create a growth mindset board in your classroom and hang up your students' work. Have students add to the board throughout the year. Whenever you catch them (or they catch themselves) thinking or saying negative statements, encourage them to change the statements to positive ones and add them to the board.

Students will write the second entry in the **Step Forward Journal**.

Questions for Journal Entry 2.

You may choose to assign all the questions, some or just one to your students.

- Why do you think it is important to be optimistic?
- How will you keep a positive attitude when faced with setbacks?
- What is one goal you want to achieve by the end of the school year?

Assessment

Assess students understanding during lessons using observational and anecdotal notes. Use the *Worksheet Checklists* attached to assess students written work. Use the *Journal Entry 2 Rubric* to assess Journal Entry 2. Review students work to clarify misunderstandings as needed.

Scenario Sheet

Scenario One:

You wake up late for school one morning and have to rush to get ready. As you are grabbing your backpack and about to go to the door to put on your shoes, you step in some water that was spilled on the floor. Your socks are soaking wet and you have to go back upstairs to change them. You are now very late for school and missed a fun game that your class played in the morning.

- How do you feel?
- Will this setback affect your mood for the rest of the day?

Scenario Two:

Last week you took a math test, and now the teacher is handing them back. Math is your least favorite subject and you find it challenging at times. When the teacher hands back your test, you didn't do as well as you hoped you would.

- How do you feel?
- How do you feel about your math abilities?

Scenario Three:

You try out for the school soccer team. You worked really hard and tried your very best. When the list of the students who made the team is posted, your name is not on it.

- How would you react to this situation?
- How do you feel about your soccer abilities?

Scenario Four:

Your sibling has some of their friends over for a play date. You ask if you can join them, but they say no they want to be left alone.

- How would you react to this situation?
- How do you feel?

Scenario Five:

You and your friends are outside playing a new game. Your friends are really good at this game, but you are not getting the hang of it as quickly as they are.

- How do you feel?
- How would you react to this situation?

Statement Sheet

- I have started sentences with “I can’t do that...” or “I will never be good at...”
- I have chosen not to try new things and take on challenges because I am scared of failure.
- When I make a mistake or when I don’t understand something, I sometimes feel that I am not good enough and will never be able to improve.
- I sometimes believe that no matter how hard I try, I will never get better at certain things.
- When things don’t go my way, I usually feel very upset and it can take me a while to feel better.
- When things don’t go my way, I am usually upset for the whole day. Sometimes, I will lash out at people for little things, even if they didn’t do anything to me.
- When I do not do well on a test or a project, I think that I am not smart or bad at that subject.
- When faced with a problem, I focus on what is negative rather than what is positive

Name: _____ Date: _____

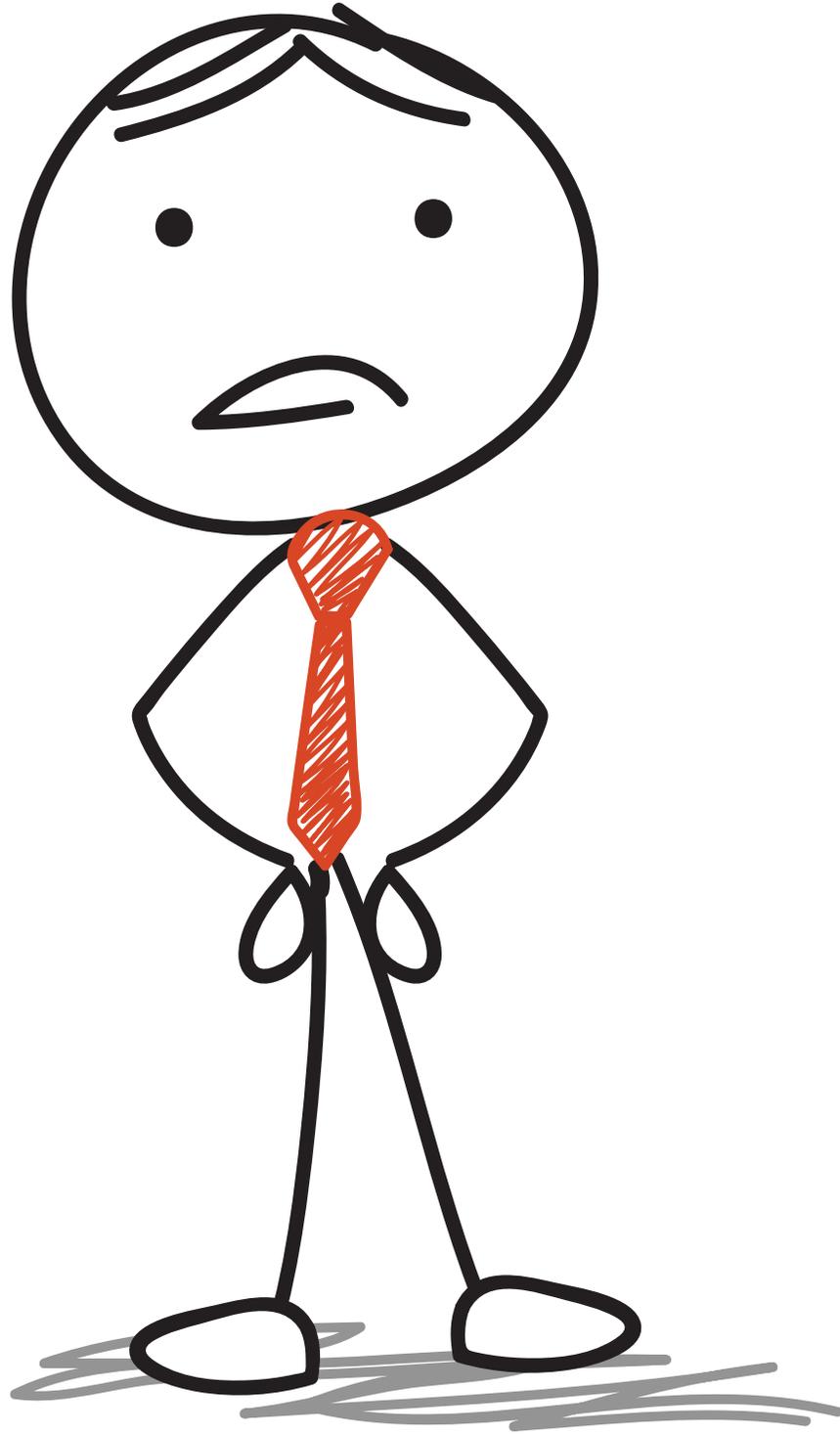
Optimists Are...



Name: _____

Date: _____

Pessimists Are...



Name: _____

Date: _____

Tenzin's Terrible Day

Tenzin woke up a little earlier than normal on Monday morning. He swung his legs over the right side of the bed and did a big stretch. "Today is going to be a great day," Tenzin thought to himself. He reached down to grab his favorite, cosy slippers...but all he felt were two piles of shredded fabric! Next to his torn-up slippers lay his dog Pongo. Tenzin let out a huge moan. "UGGGGGH, bad dog Pongo!" Tenzin whined.

Tenzin's mom heard the commotion. "What is the matter Tenzin?" his mother asked. "My favorite slippers are ruined! Pongo ate them! I will never find a cosier pair of slippers!" Tenzin whimpered.

Tenzin's mother sat beside him and hugged him. "Oh Tenzin," she started, "they're just slippers. We can go buy you a new pair." But Tenzin wasn't convinced. He thought no other slippers could compare to his cosy slippers. His feet would never be comfy again! He got up out of his bed and grumbled all the way to the bathroom.

Before Tenzin reached the bathroom, his older sister, Margo, came strolling out. "Ah, what a wonderful hot shower I had" she said. Tenzin thought a nice, hot shower might make him feel better, too. He got in the shower, pulled on the spout, and BOOM: he was hit with ice-cold water! Tenzin screeched, "AHHHHHHH!!!"

Margo popped her head into the bathroom. "Whoops," she said, "I used up all the hot water!" Tenzin turned off the tap and grumbled. As he brushed his teeth, he was shivering. He mumbled to himself, "nothing could be worse than an ice-cold shower! My sister did this on purpose. She must hate me!"

When Tenzin headed downstairs for breakfast, he noticed that his father had made his famous hot chocolate! Tenzin poured himself a cup and was about to take a sip when all of a sudden, Pongo jumped on him to give him a big, sloppy dog kiss. Tenzin's hot chocolate went flying! It spilled all over his new shirt. "PONGO!" he shouted.

Tenzin had to clean up the mess and change his shirt. His early start to the day ended up causing him to be late for school. Tenzin grumbled, "Pongo is a menace! Maybe we shouldn't have a dog at all."

Tenzin showed up late to class with a pout. His day so far has not been so great. He quickly took his seat in Mrs. Kapur's class when his friend turned to him and said, "You missed such a fun morning! We had an assembly today and it was a magic show!"

Tenzin's mouth dropped. He loved magic. "How unfair," he thought, "if anyone deserves to watch a magic show, it's me!" Tenzin was angry his friends got to see a magic show, and he did not. He ignored them for the rest of the day.

Finally, the school bell rang. Tenzin's dad picked him up from school to take him to his hockey game. Tenzin loved to play hockey! He was looking forward to the game.

It was the final minute of the last period, and the game was tied 2:2. Tenzin had a break away! He had a chance to get the game-winning goal! Tenzin slashed the puck at the net with all his might...but hit the goal post. The buzzer went off and the game was over. Tenzin quickly skated off the ice and began to cry. He stormed past his teammates and into the locker room. He couldn't believe he missed the shot.

As he took off his hockey gear, Tenzin thought to himself, "I am an awful hockey player. I let my whole team down." Tenzin ignored his teammates when they entered the locker room. "They must hate me," he whispered to himself. Tenzin made the decision that he was never going to play hockey again.

When Tenzin got home, he went straight for his bed. He wrapped himself in his blanket and thought about all of the things that went wrong on his terrible day.

Name: _____ Date: _____

Tenzin's Terrible Day: Retell and Change the Narrative

In the story "Tenzin's Terrible Day," Tenzin faced a lot of challenges with a negative attitude. Let's help Tenzin change his attitude by turning all his negativity into positivity!

What was the first negative experience Tenzin faced?



What negative reaction did Tenzin have?



How can we change his reaction to something more positive?



What was the second negative experience Tenzin faced?



Name: _____ Date: _____

Tenzin's Terrible Day: Retell and Change the Narrative

What negative reaction did Tenzin have?



How can we change his reaction to something more positive?



What was the third negative experience Tenzin faced?



What negative reaction did Tenzin have?



Name: _____ Date: _____

Tenzin's Terrible Day: Retell and Change the Narrative

How can we change his reaction to something more positive?



What was the fourth negative experience Tenzin faced?



What negative reaction did Tenzin have?



How can we change his reaction to something more positive?



Name: _____ Date: _____

Tenzin's Terrible Day: Retell and Change the Narrative

What was the fifth negative experience Tenzin faced?



What negative reaction did Tenzin have?



How can we change his reaction to something more positive?

Name: _____ Date: _____

Developing a Growth Mindset

Instead of saying:

I can say:

Student name: _____ Date: _____

Optimists Are, Pessimists Are Checklist

| | Achieved | Somewhat Achieved | Has Not Yet Achieved |
|---|----------|-------------------|----------------------|
| The student has accurately identified words and/or pictures that are associated with an optimist. | | | |
| The student has accurately identified words and/or pictures that are associated with a pessimist. | | | |

Tenzin's Terrible Day Checklist

| | Achieved | Somewhat Achieved | Has Not Yet Achieved |
|--|----------|-------------------|----------------------|
| The student was able to accurately recall the negative experiences that Tenzin went through. | | | |
| The student was able to accurately explain Tenzin's reactions. | | | |
| The student was able to change Tenzin's pessimism into optimism. | | | |

Growth Mindset Checklist

| | Achieved | Somewhat Achieved | Has Not Yet Achieved |
|--|----------|-------------------|----------------------|
| The student was able to change 3 or more pessimistic statements to growth mindset statements | | | |

Additional comments

Student name: _____

Date: _____

Rubric for Journal Entry 2

| | Level 4 | Level 3 | Level 2 | Level 1 |
|--------------------------------|--|--|---|--|
| Sentence Structure | The student has written more than six complete sentences. The sentences completed were detailed and well written. | The student has written six complete sentences. The sentences were detailed and well written. | Sentences are somewhat complete and appropriate. OR The student has written less than six sentences. The sentences are somewhat complete and appropriate. | Sentences are incomplete and/or do not relate to the topic. |
| Connections | The student supports their response with evidence and points taken from the lesson, class discussions, activities done in class, and personal experiences. The student's response is strong and clear. | The student supports their response with evidence and points taken from the lesson, class discussions, as well as the activities done in class. The student's response is clear. | The student attempts to support their response with evidence and points taken from the lesson, class discussions, as well as the activities done in class, however the response is somewhat unclear and/or unrelated. | The student's sentences are unclear and/or are unrelated to the writing assignment |
| Socio-Emotional Journey | It is exceptionally clear from the student's writing that they understand the importance of being optimistic. It is exceptionally clear that they understand the strategies on how to overcome challenges and preserve. It is believed that the student has the understanding to apply what they have learned to real life situations. | It is clear from the student's writing that they understand the importance of being optimistic. It is clear that they understand the strategies on how to overcome challenges and preserve. It is believed that the student has the understanding to apply what they have learned to real life situations. | It is somewhat clear from the student's writing that they understand the importance of being optimistic. It is somewhat clear from the students writing that they understand the strategies on how to overcome challenges and preserve. The student is beginning to develop the skills in order to be able to apply them in real life situations. | It is unclear if the student understands the importance of being optimistic. It is unclear if the student understands the strategies on how to overcome challenges and preserve. The student is still learning the skills in order to be able to apply them to real life situations. |
| Punctuation and Grammar | There are no punctuation and grammatical errors. | The student's writing has 1-2 punctuation and/or grammatical errors. | The student's writing has 3-4 punctuation and/or grammatical errors. | The student's writing has 5 or more punctuation and/or grammatical errors. |

Additional comments

LESSON 3

Gratitude

Curriculum Correlations

Common Core

Grade 2 Writing

CCSS.ELA-LITERACY.W.2.2

CCSS.ELA-LITERACY.W.2.3

Grade 3 Writing

CCSS.ELA-LITERACY.W.3.1.B

CCSS.ELA-LITERACY.W.3.2

CCSS.ELA-LITERACY.W.3.3.B

Ontario Language Arts

Grade 2 Writing

1.2, 2.1, 2.5, 3.3, 3.4

Grade 3 Writing

1.2, 2.1, 2.5, 3.6

Materials

- Plastic Cups (one per group)
- Cut up pieces of construction paper (five different colours: red, orange, yellow, green and blue)
- *Gratitude Game Directions*
- *Gratitude Game Tracking Sheet*
- *I Am Thankful Worksheet*
- *Step Forward with Gratitude*
Pg. 8&9 photocopied for each student
- *Gratitude Case Study Worksheet*
- *I am Thankful Checklist*
- *Rubric for Journal Entry 3*
- Chart paper and markers
- Blank paper and pencils

Objectives

Students will:

- Understand what gratitude is.
- Understand why it's important to show gratitude.
- Reflect on what they are grateful for in their lives.
- Learn how to "pay it forward."

Setting the Stage

Have a class discussion about what gratitude means.

Invite students to "Think, Pair, Share" to come up with answers.

Ensure students understand:

- Gratitude is the action/feeling that we show people when we are thankful.

Put students into groups of 3 and have them play the *Gratitude Game*.

Each group will have a plastic cup with pieces of colored construction paper (five different colors), game directions, and a gratitude-tracking sheet.

Students will have a turn putting their hand in the plastic cup and picking out one piece of colored construction paper. Each color represents a category. Students have to share what they are thankful for, depending on which color they choose.

Color Categories:

- Red: Name a person you are thankful for
- Yellow: Name a place you are thankful for
- Orange: Name a food you are thankful for
- Green: Name a thing you are thankful for
- Blue: Choose a category

Have students write down their responses on the *Gratitude Game Tracking Sheet*.

Encourage students not to repeat answers, but try to come up with as many different ones as they can.

After students have had time to play this game, bring their attention back to you and have them share some things that they came up with.

Possible student answers:

- I am thankful for my parents because they provide me with love and support
- I am thankful for school because I have the opportunity to learn
- I am thankful for my friends because they make me happy when I feel sad

Activity

From the above discussion you should have generated some common people and things that your students are thankful for. Some main responses:

- Family
- Friends
- Teacher and School
- Home
- Earth

Write each word on its own piece of chart paper. Place the papers on tables in different areas of the classroom. Add markers to each station.

Have students get in their Gratitude Game groups and partake in a graffiti activity. Each group starts at a different piece of chart paper. Their job is to write any words, ideas, feelings, and or pictures that relate to the word and why they are grateful for it, on the chart paper.

- For example: Family could generate words such as mom, dad, sister, brother, aunt, uncle, grandparents etc. It could generate ideas and feelings such as love, support, warmth, comfort, providing us with a home and food etc. It could generate pictures such as hearts, drawings of family members, a home etc.

Have students spend 5-10 minutes at each table. Tell students that if they see a word, idea, or picture already on the chart paper, not to re write it.

Encourage them to think of other things to put down. Once students have written on every piece of paper, bring them back together and debrief on what they wrote down on the chart papers.

Hand out the *I Am Thankful Worksheet*. Have students work independently to complete it. They will choose one thing they are thankful for, draw a picture of it, and explain why they are thankful for it.

When students are finished, hang their work in classroom and have students partake in a gallery walk where they are able to look at their peers work.

Bring students back together and tell them that not only is it important to reflect on what we are grateful for, but it is important to show people and/or things we are grateful and “pay it forward”.

Put students into pairs and assign them a category—family, friends, home, Earth, animals, food, teacher, school, etc.

Have students create a list of ways that they can show that they are grateful for these people/things. They need to think of at least 3 ideas.

- For example, for family students can say that we should thank our family members when they do something nice for us, we should listen to our parents and make sure we do as we are told, we can make sure our rooms are clean, we can make them cards explaining why we are grateful for them on special occasions (i.e. birthdays, Mothers and Fathers Day), we can save up our allowances and buy something for them.

Once students are done, have them share their ideas with the class and create an anchor chart entitled How We Can Show Our Gratitude. Make sure to have this chart visible in the room so that students can reference it as needed.

Extension

- Have students read the case study on Taylor Swift in the book *Step Forward with Gratitude*, found on page 8&9. Have them complete the *Gratitude Case Study Worksheet*. This worksheet tests students’ reading comprehension skills.

Wrap-Up

Bring students together sitting in a circle on the carpet. Ask students why they think it’s important to show gratitude. Have them partake in a “Think, Pair, and Share.”

Possible answers you may want to bring students attention to:

- Makes people feel good and appreciated
- When people feel appreciated, they want to continue helping you
- Helps us overcome challenges and hard times (Sometimes we are faced with situations that seem unfair, but when we remember all the wonderful things we have to be thankful for, we are more likely to overcome those challenges)
- By paying it forward through kind actions, we are contributing to making the world a better place

Students will complete the third entry in their Step Forward Journals.

Questions for Journal Entry 3:

You may choose to assign all the questions, some or just one to your students.

- What is gratitude?
- Why is it important to show gratitude?
- What does it mean to “pay it forward” and why is it important?
- How can we encourage others to be grateful?

Assessment

Assess students understanding during lessons using observational and anecdotal notes. Use the *I am Thankful Checklist* to assess *I am Thankful Worksheet*. Use *Journal Entry Rubric 3* to assess journal entry 3. Review students work to clarify misunderstandings as needed.

Name: _____

Date: _____

Gratitude Game Directions

Name a person you are thankful for



Name a place you are thankful for



Name a food you are thankful for



Name a thing you are thankful for



Category of your choice



Name: _____ Date: _____

Gratitude Game Tracking Sheet

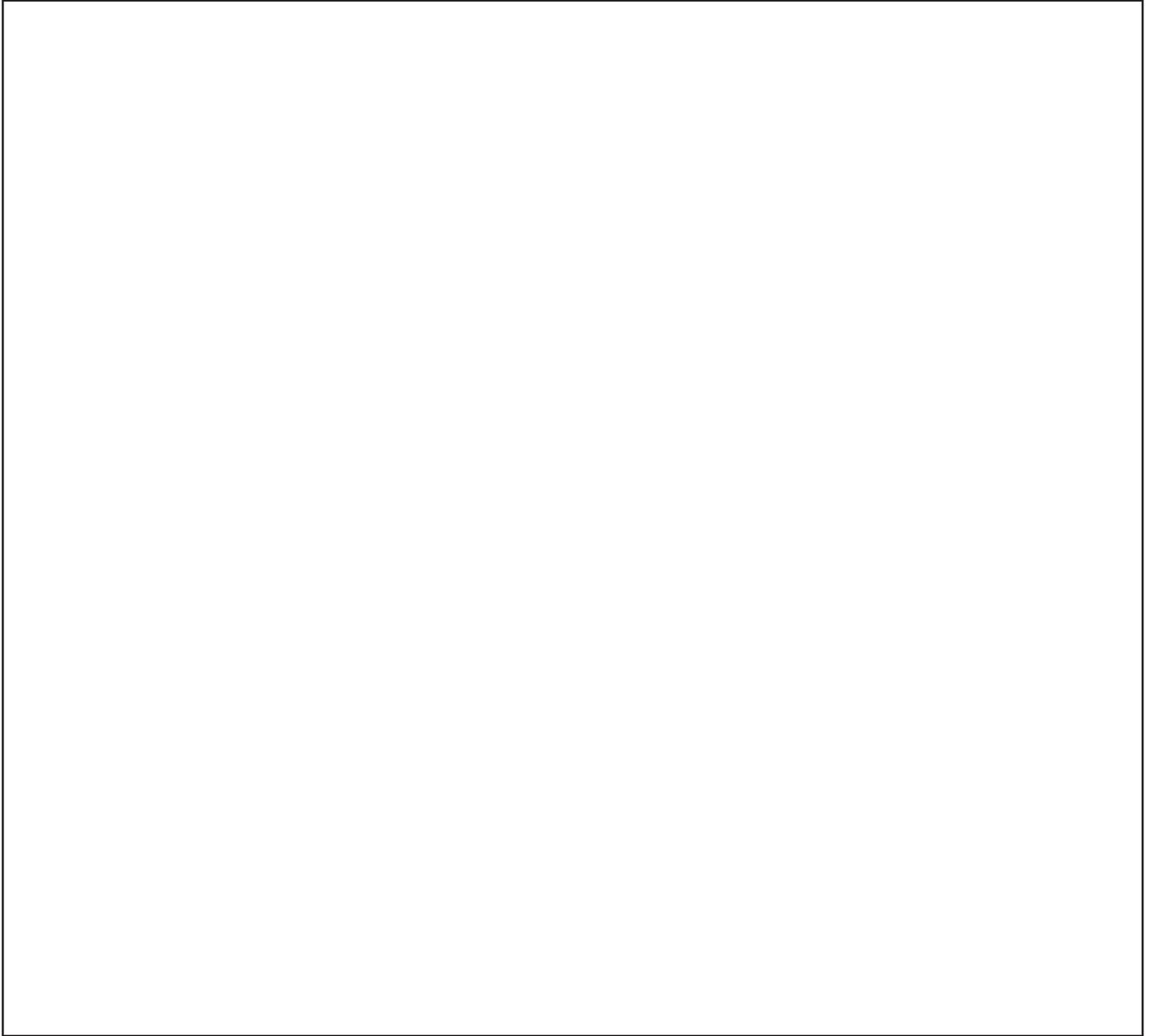
Write down all of the answers that your group has given.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Name: _____ Date: _____

I Am Thankful

Draw a picture of something you are especially thankful for. Complete the sentence at the bottom to describe your picture.



There are a lot of wonderful things in my life that I am grateful for.

I am especially thankful for _____

because _____

Name: _____ Date: _____

Gratitude Case Study

Read the case study from the book *Step Forward with Gratitude* and answer the following questions.

Who was the reading about? _____

What was the reading about? _____

How does she show her fans that she is grateful for them?

Why do you think she shows her fans that she is grateful for them?

How do you think her actions make her fans feel?

Name: _____ Date: _____

I Am Thankful Checklist

| | Achieved | Somewhat Achieved | Has Not Yet Achieved |
|---|----------|-------------------|----------------------|
| The student has accurately identified something or someone that they are grateful for. | | | |
| The student has drawn an appropriate picture representing what they are thankful for. | | | |
| The student has accurately written an appropriate response explaining why they are thankful for the person or thing they chose. | | | |

Additional comments

Name: _____ Date: _____

I Am Thankful Checklist

| | Achieved | Somewhat Achieved | Has Not Yet Achieved |
|---|----------|-------------------|----------------------|
| The student has accurately identified something or someone that they are grateful for. | | | |
| The student has drawn an appropriate picture representing what they are thankful for. | | | |
| The student has accurately written an appropriate response explaining why they are thankful for the person or thing they chose. | | | |

Additional comments

Name: _____

Date: _____

Rubric For Journal Entry 3

| | Level 4 | Level 3 | Level 2 | Level 1 |
|--------------------------------|---|---|---|---|
| Sentence Structure | The student has written more than six complete sentences. The sentences completed were detailed and well written. | The student has written six complete sentences. The sentences were detailed and well written. | Sentences are somewhat complete and appropriate. OR The student has written less than six sentences. The sentences are somewhat complete and appropriate. | Sentences are incomplete and/or do not relate to the topic. |
| Connections | The student supports their response with evidence and points taken from the lesson, class discussions, activities done in class and personal experiences. The student's response is strong and clear. | The student supports their response with evidence and points taken from the lesson, class discussions as well as the activities done in class. The student's response is clear. | The student attempts to support their response with evidence and points taken from the lesson, class discussions as well as the activities done in class, however the response is somewhat unclear and/or unrelated. | The student's sentences are unclear and/or are unrelated to the writing assignment. |
| Socio-Emotional Journey | It is exceptionally clear from the student's writing that they understand the importance of showing gratitude. It is exceptionally clear that they understand the strategies on how to show their gratitude and inspire others to do so as well. It is believed that the student has the understanding to apply what they have learned to real life situations. | It is clear from the student's writing that they understand the importance of showing gratitude. It is clear that they understand the strategies on how to show their gratitude and inspire others to do so as well. It is believed that the student has the understanding to apply what they have learned to real life situations. | It is somewhat clear from the student's writing that they understand the importance of showing gratitude. It is somewhat clear from the student's writing that they understand the strategies on how to show their gratitude and inspire others to do so as well. The student is beginning to develop the skills in order to be able to apply them in real life situations. | It is unclear if the student understands the importance of showing gratitude. It is unclear if the student understands the strategies on how to show their gratitude and inspire others to do so as well. The student is still learning the skills in order to be able to apply them to real life situations. |
| Punctuation and Grammar | There are no punctuation and grammatical errors. | The student's writing has 1-2 punctuation and/or grammatical errors. | The student's writing has 3-4 punctuation and/or grammatical errors. | The student's writing has 5 or more punctuation and/or grammatical errors. |

Additional comments

LESSON 4

Empathy

Curriculum Correlations

Common Core

Grade 2 Reading: Informational Text:

CCSS.ELA-LITERACY.RI.2.2
CCSS.ELA-LITERACY.RI.2.5
CCSS.ELA-LITERACY.RI.2.6

Grade 3 Reading: Informational Text:

CCSS.ELA-LITERACY.RI.3.2
CCSS.ELA-LITERACY.RI.3.6

Grade 2 Writing:

CCSS.ELA-LITERACY.W.2.2
CCSS.ELA-LITERACY.W.2.3

Grade 3 Writing:

CCSS.ELA-LITERACY.W.3.1.B
CCSS.ELA-LITERACY.W.3.2
CCSS.ELA-LITERACY.W.3.3.B

Ontario Language Arts

Grade 2 Reading

1.4, 1.5, 1.6, 1.8
Overall Expectation 2

Grade 3 Reading

1.4, 1.5, 1.6, 1.8
Overall Expectation 2

Grade 2 Writing

1.2, 2.1, 2.5, 3.3, 3.4

Grade 3 Writing

1.2, 2.1, 2.5, 3.6

Materials

- *Empathy Scenarios*
- *Step Forward with Empathy* pages 4-7 photocopied, one for every two students
- *5 Ways I Can Show Empathy Worksheet*
- *5 Ways I Can Show Empathy Checklist*
- *Put Yourself In Someone Else's Shoes Design Plan*
- *Put Yourself In Someone Else's Shoes Graphic Organizer*
- *Put Yourself In Someone Else's Shoes Rubric*
- Rubric for Journal Entry 4
- Chart Paper and markers
- Lined paper and pencils

Setting the Stage

Begin by asking students if they know what empathy means. Allow students to share their ideas with the class.

- Empathy means you try to understand someone else's point of view in a situation.
- When someone is being empathetic, they are thinking about what other people may be thinking and feeling in different circumstances.

Put students into pairs and hand out pages 4-7 from the book *Step Forward with Empathy*. You may also decide to read these pages together as a class instead of putting students into pairs.

After the pages are read, have the students brainstorm why they think it's important to be empathetic. Create an anchor chart with the students on why it is important to be empathetic (these reasons will be found on pages 4-7). Hang this in your room so students can reference it as needed. Possible ideas include:

- Helps build relationships
- Shows that you are respectful and care about people
- Helps you solve problems easier and more successfully
- People will trust you
- Makes people feel better

Objectives

Students will:

- Understand what empathy is.
- Understand why it is important to be empathetic.
- Learn how to put themselves in other people's shoes.
- Learn strategies on how to be empathetic.
- Understand the consequences when we are not empathetic.

Activity

Play the Empathy Game with your students. You will read Empathy Scenarios from the provided sheet. After reading each scenario, students should put themselves in the shoes of the person in the scenario and use their faces and bodies to act out the emotion or feeling of that person.

After reading each scenario, engage discussion by:

- Choosing students at random to share the emotion
- Having students “freeze” in their positions and ask if anyone would share thoughts about how their peers are feeling/thinking.
- Inviting students to speak in the voice of the person in the scenario. For example: “I feel very sad, it feels like my heart dropped to my stomach.”

After discussing how the person feels, ask students to think about what they could do to show empathy to that person. For example:

- I could sit with the student and listen to them in order to understand how they feel.
- I could relate to them with a time you felt similar.
- I could tell them I am there for them.

Repeat these steps after every scenario.

After you finished going through the scenarios, hand out the *I Can Show Empathy* worksheet to every student. Have students list 5 ways that they can show empathy towards other people.

Extensions

Have students design and create a pair of shoes using various materials, such as tissue boxes, string, paper, etc. Examples can be found at this link <https://bit.ly/2SXV77C>

Have students use *Put Yourself In Someone Else's Shoes Design Sheet* and *Graphic Organizer* to plan the design and create a character to which these shoes belong. Have students write a scenario in which this person feels sad and how they would show empathy toward this person. Teacher could also model an example or this could be a full-class activity. For example:

Sam's Shoes

These shoes belong to a boy named Sam. Sam is a new kid at his school in grade 2. He is extremely shy. At recess he stands alone and watches the other kids play. No one asks Sam to join in.

If Sam went to my school, I would understand that it must be very scary to go somewhere where you didn't know anyone. I would make an effort to introduce myself and talk to him so he feels more comfortable. I would include him in what I was doing at recess.

Wrap-Up

Some of the scenarios in this lesson have to do with bullying. It is important to extend being empathetic to bullying because this is a problem a lot of children face daily.

A great way to allow students to see and understand the effects of bullying is conducting “The Crumpled Piece of Paper Activity.”

- Each student is given a piece of lined paper.
- Instruct the students to crumple and stomp on that piece of paper. Make sure you tell your students not to rip the paper.
- After papers are crumpled, students to smooth out the paper as best as they can. Their goal is to make it look the same as it did before.
- Lastly, instruct the students to give the paper their most heartfelt apology.

Ask the students if the paper looks the same as it did before. Tell students that the piece of paper represents a child being bullied. The lines on the paper represent that scars and hurt that someone carries with them for the rest of their lives when they are bullied. Even if a person tries to fix it and say they are sorry, the scars are there forever.

Students will write their fourth entry in their **Step Forward Journals**.

Questions for Journal Entry 4:

Teacher may choose to assign all, some, or one of the questions.

- What does it mean to “put yourself in someone else's shoes?”
- Why is it important to be empathetic?
- If more people were empathetic how would the world be different?

Assessment

Assess students' understanding during lessons using observational and anecdotal notes. Use the 5 Ways I can Show Empathy Checklist to assess students' worksheet. Use the *Rubric for Journal Entry 4* attached to assess journal entry four. Review students work to clarify misunderstandings as needed. Use *Put Yourself In Someone Else's Shoes Rubric* to assess extension assignment.

Empathy Scenarios

Below are some scenarios that can be used for the Empathy Game. You can also create your own scenarios that you feel are age-appropriate. They may also be actual scenarios that you have noticed that students have faced in your class or at recess.

1. Jason is a new student to your class. Jason has Autism. Autism is a disorder that can make it very hard for people to cope with the world around them. Jason hates very loud noises because they make him feel extremely scared. On his first day at school, he heard the school bell ring for the first time. He was not expecting it, and he begins to scream and cover his ears. Students in Jason's class are making weird faces and snickering at him.

Put yourself in Jason's shoes. With your face and body, show me how Jason might be feeling in this moment. If Jason could speak at this moment what might he say? What can you do to be empathetic towards Jason?

2. Amir is a boy who is in your grade, but you are not really friends with him. At recess you notice three other students surrounding him and making fun of his new hair cut. Another group of students are watching, but they are not sticking up for him.

Put yourself in Amir's shoes. With your face and body show me how Amir might be feeling in this moment. If Amir could speak at this moment what might he say? What can you do to be empathetic towards Amir?

3. Nima is a new student to the school. She moved here from all the way from Iran! Her English is not very good yet and she has a strong accent. On her first day of class, she introduces herself and a few of the other kids in the class laugh quietly. Even though it was quiet, Nima heard them.

Put yourself in Nima's shoes. With your face and body show me how Nima might be feeling in this moment. If Nima could speak at this moment what might she say? What can you do to be empathetic towards Nima?

Name: _____

Date: _____

5 Ways I Can Show Empathy

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____ Date: _____

Put Yourself In Someone Else's Shoes: Design Plan

Draw a rough draft of what your shoes will look like. Make a list of possible materials you need in order to create your shoes.



List of Materials (Fill as many spaces as you need)

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Name: _____ Date: _____

Put Yourself In Someone Else's Shoes: Graphic Organizer

Main character's name: _____

Background information about the character:

Problem that the character is facing:

How does the character feel? How can I be empathetic?

Name: _____ Date: _____

5 Ways I Can Show Empathy Checklist

| | Achieved | Somewhat Achieved | Has Not Yet Achieved |
|---|----------|-------------------|----------------------|
| The student has come up with 5 practical ways that they can be empathetic towards people. | | | |

Additional comments

Name: _____ Date: _____

5 Ways I Can Show Empathy Checklist

| | Achieved | Somewhat Achieved | Has Not Yet Achieved |
|---|----------|-------------------|----------------------|
| The student has come up with 5 practical ways that they can be empathetic towards people. | | | |

Additional comments

Name: _____

Date: _____

Put Yourself In Someone Else's Shoes Rubric

| | Level 4 | Level 3 | Level 2 | Level 1 |
|-------------------------------------|---|---|--|---|
| Shoe Design and Construction | The student's shoe design was very creative and detailed. Its construction was executed extremely well. | The student's shoe design was creative and detailed. Its construction was executed well. | The student's shoe design was somewhat creative and/or detailed. Its construction was executed somewhat well. | The student's shoe design was incomplete and/or lacked creativity and/or detail. Its construction was messy and/or incomplete. |
| Sentence Structure | The student has written well-written, detailed, and complete sentences. The sentences flowed smoothly and seamlessly together. | The student has written detailed, and completed sentences. The sentences flowed together. | The student has written some complete sentences. The sentences somewhat flowed together. | Some or all of the sentences are incomplete. Sentences do not flow together. |
| Character Creation | The student has skilfully crafted a character with a realistic background story. The problem their character faces is an appropriate, dynamic, and well thought-out scenario related to the writing assignment. | The student has crafted a character with a realistic background story. The problem their character faces is an appropriate scenario related to the writing assignment. | The student has created a character with a background story, somewhat related to the writing assignment. The problem their character faces is somewhat related to the writing assignment. | The student has created a character with a background story that does not relate to the writing assignment. The problem their character faces is not related to the writing assignment. |
| Empathetic response | The student's empathetic response clearly showed that the student understands how their character feels. It is clearly evident that their course of action stemmed from their understanding of their character's feelings. It is extremely evident that the student understands how to be empathetic. | The student's empathetic response showed that the student understands how their character feels. It is evident that their course of action stemmed from their understanding of their character's feelings. It is evident that the student understands how to be empathetic. | The student's empathetic response somewhat showed that the student understands how their character feels. It is somewhat evident that their course of action stemmed from their understanding of their character's feelings. It is evident that the student is beginning to understand how to be empathetic. | It is unclear from the students response that they understand what empathy is or how to be empathetic. The student is still learning how to be empathetic. |
| Punctuation and Grammar | There are no punctuation and grammatical errors. | The student's writing has 1-2 punctuation and/or grammatical errors. | The student's writing has 3-4 punctuation and/or grammatical errors. | The student's writing has 5 or more punctuation and/or grammatical errors. |

Additional comments

Name: _____

Date: _____

Rubric for Journal Entry 4

| | Level 4 | Level 3 | Level 2 | Level 1 |
|--------------------------------|--|--|---|--|
| Sentence Structure | The student has written more than six complete sentences. The sentences completed were detailed and well written. | The student has written six complete sentences. The sentences were detailed and well written. | Sentences are somewhat complete and appropriate. Or The student has written less than six sentences. The sentences are somewhat complete and appropriate. | Sentences are incomplete and/or do not relate to the topic. |
| Connections | The student supports their response with evidence and points taken from the lesson, class discussions, activities done in class, and personal experiences. The student's response is strong and clear. | The student supports their response with evidence and points taken from the lesson, class discussions, as well as the activities done in class. The student's response is clear. | The student attempts to support their response with evidence and points taken from the lesson, class discussions, as well as the activities done in class, however the response is somewhat unclear and/or unrelated. | The student's sentences are unclear and/or are unrelated to the writing assignment. |
| Socio-Emotional Journey | It is exceptionally clear from the student's writing that they understand the importance of showing empathy. It is exceptionally clear that they understand how to be empathetic. It is believed that the student has the understanding to apply what they have learned to real life situations. | It is clear from the student's writing that they understand the importance of showing empathy. It is clear that they understand how to be empathetic. It is believed that the student has the understanding to apply what they have learned to real life situations. | It is somewhat clear from the student's writing that they understand the importance of showing empathy. It is somewhat clear from the students writing that they understand how to be empathetic. The student is beginning to develop the skills in order to be able to apply them in real life situations. | It is unclear if the student understands the importance of showing empathy. It is unclear if the student understands what empathy is and how to be empathetic. The student is still learning the skills in order to be able to apply them to real life situations. |
| Punctuation and Grammar | There are no punctuation and grammatical errors. | The student's writing has 1-2 punctuation and/or grammatical errors. | The student's writing has 3-4 punctuation and/or grammatical errors. | The student's writing has 5 or more punctuation and/or grammatical errors. |

Additional comments
