

Scientific Research and Education Network (SciREN) 2024 Lesson Plan

General Lesson Information

Title: [Perspective Taking “Walk in Another's Shoes”](#)

Overview/Annotation- *A short summary or description of the lesson including activities and science concepts.*

In this lesson, students will explore the concept of perspective-taking and the importance of understanding different viewpoints. Through discussion, group activities, and writing exercises, students will learn about empathy and how to actively listen and consider different perspectives to better understand others. The lesson will encourage critical thinking skills and open-mindedness while promoting social and emotional learning. By the end of the lesson, students should be able to articulate the value of perspective-taking and apply this skill in their personal and academic lives.

Setting or format (outdoors, in groups, lab, etc.):

[Some group work and some independent work](#)

Intended group size (if groups are used):

[Whole class](#)

Intended grade level(s):

[3rd-5th](#)

Approximate Time of Lesson (*Ideally break down into 20-50 minute periods*):

[50 minutes](#)

Researcher Biography

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Brief Description of Research Interests:

The WITY Lab is devoted to understanding and supporting the well-being of teachers and their students. Our research focuses on understanding how teachers impact students' social, emotional, and behavioral development. We also research interventions aimed to support the health and well-being of teachers and students, such as mindfulness-based programs.

Associated Standards and Objectives

Content Standards- *List Alabama Course of Study Standards that connect to lesson*

Anchor: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- K.1.1 - Identify behaviors that impact personal health.
- 1.1.1 - Explain how healthy behaviors impact personal health.
- 2.1.1 - Describe behaviors that enhance physical and mental health.
- 3.1.1 - Describe the relationship between healthy behaviors and personal health.
- 4.1.1 - Describe school practices that promote a safe and healthy environment.
- 5.1.1 - Draw conclusions about the relationship between healthy behaviors and personal health.

Anchor: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- K.4.2 - Name various emotions and feelings. Examples: anger, sadness, joy, fear
- 1.4.2 - Discuss ways to express feelings to peers in a healthy way. Example: speaking calmly
- 2.4.2 - Explain ways that bullying and excessive teasing can be hurtful.
- 3.4.2 - Discuss healthy ways to express needs, wants, and feelings. Examples: using appropriate refusal skills, manners, communication
- 4.4.2 - Describe the various types of bullying and effects on the victim. Examples: types - through social media; effects - depression, suicide, eating disorders
- 5.4.2 - Compare positive and negative ways to respond to conflict and bullying.

Primary Learning Objectives- *Sentences beginning with “Students will be able to...” that describe what students will do in the lesson that relates to how students will be assessed.*

Students will be able to identify emotions in themselves and others. Students will also recognize the effect of others' emotions on their behavior. They will also be able to analyze different viewpoints in a group discussion and apply the skill of perspective-taking in different scenarios. They will also be able to evaluate personal experiences of perspective taking and its impact on relationships and create reflections on personal experiences.

Additional Learning Objectives- *Any learning outcomes that are not directly related to the content standards but may relate to other local or national standards*

Additional skills that students will learn are those of: emotional awareness, social awareness, negotiation, empathy and kindness, communication, global citizenship and cultural competence, creativity and innovation, collaboration, initiative, critical thinking, and curiosity.

Preparation Information

Total Duration- *How many minutes will the lesson last?*

50 minutes for the full lesson (10 minutes for the first activity, 20 minutes for role playing, 10 minutes for full class discussion, and 10 minutes to make the class poster)

- Materials and Resources- *List of materials teacher will need to gather or prepare for lesson*

- Blank face picture (provided)
- Hat/Bowl
- Scenarios (provided)
- Poster Paper and markers
- Optional emotion PowerPoint to have during the “lecture” part of class (Not provided but pictures of definitions will be)

Technology Resources Needed- *What technology will teacher and students need for the lesson?*

The only technology resources needed will be an optional PowerPoint for emotions and perspective taking. That’s up to the teachers' discretion.

Background and Preparation- *Description of information (science content, use of materials, etc.) teacher and/or students will need to know prior to this lesson; list steps for any preparation prior to the lesson*

- Here are some videos to watch before the lesson to understand what the students will be learning. The teacher can even use these during the lecture part of the lesson.
 - <https://www.youtube.com/watch?v=tqz7UcCgbLA>
 - https://www.youtube.com/watch?v=Z6SGZ_UpIZM
- Print off the face worksheet for each student
- Either write the scenarios on a piece of paper, make sure there is enough for all students, or the teacher can print off the scenarios and cut them out. Put them in the hat or bowl.

Procedures and Activities

Step-by-step description of lesson that would allow another teacher to successfully complete the lesson (suggest possible reflection or comprehension questions along with examples of correct answers or common misconceptions)

Opening Activity: Drawing Emotions

Write down several situations on individual slips of paper: "Your friend forgot to return your favorite book", "Your teacher gave you a bad grade" and “You broke your parent’s expensive vase.”. Have each student draw a slip out of a hat. Using the faces worksheet (provided) prompt them to draw how they think each person in the situation would feel, writing one emotion word on the bottom of the page. This nurtures a deep sense of empathy for others.

- A student who has “Your friend forgot to return your favorite book” may draw a mad face for person one saying they are mad because they didn’t get their book back. The other face may have a sad face and they explained the face by saying the person is sad because they forgot it and made their friend upset.

Main Activity: Class Discussion

This activity will discuss a range of different emotions possible such as pleasant versus unpleasant and bad versus good. The teacher can pull a PowerPoint or the provided images at

the bottom for visuals. There will also be times that conflict arises so discuss conflict management and the skills needed for that such as having nice words and sentences. Introduce sentences such as “I see how you feel...” and “I know how you feel...” Make this statement clear “It is very important to begin I statements by stating the emotion you have about the situation, rather than a thought or action.”

- Here’s a link that best describes I statements
<https://conflictmanagement.org.uiowa.edu/i-statements>

Optional: A teacher can bring up two students and give them a scenario such as one student breaking another student’s pencil. They must talk to each other using the “I” statements as taught, and explain how they feel, and how the other student may feel.

Wrap up and Reflection

Hold a class discussion where students share their experiences of trying perspective-taking and reflect on how it impacted their relationships with others and their communication and empathy skills. Ask the students how they felt about the new statements if they can understand more emotions now, and how they can use this in future circumstances. Together, as a class, make a chart in class of how the students can talk to each other and speak nicely to others.

- Pointers about what the students learned from the activities
- Write down the “I” statements

Final Product: Collage

Let students illustrate their understanding of perspective-taking through a drawing or collage that represents multiple viewpoints. They should explain their creative decisions to the class, relating their work back to the lesson. This not only reinforces their understanding of perspective taking but also allows them to express their creativity.

- This can be a weeklong project where the student presents their work a week later to ensure the concept of perspective-taking is effective.
- An example of what a student might do: Create a comic strip of two different sides of a story “Johnny walking into his computer having juice spilt all over it and his sister standing next to it. Johnny is mad. His sister came in early to drop off a present but spilt her drink. She is feeling guilty.” Or a student could cut out different things out of a magazine of the same story. Different magazines take different perspectives of the same story. A student may make a collage of all the different sides.

Attachments- *Any materials for the lesson such as video links, worksheets, etc., listed here*

Emotion is a strong feeling that is derived from one's circumstances, mood, or relationships with others.

6 types of basic emotions



Benefits of emotions

- Will act as Source of motivation
- Helps in decision making
- Makes you adopt new changes & move smoothly
- It helps to understand others well
- Emotions are key to mental fitness

