



## Grade 6 Sample Lesson Plan: Unit 3 – Wrinkled Heart

### SOLs

- 6.2.o Explain the importance of understanding the feelings and perspective of others.

### Objectives/Goals

- The student will be able to
  - define perspectives as it applies to others emotions
  - identify various perspectives in scenario
  - create and demonstrate an emotion through images and words Students will

### Materials

- [Wrinkled Heart Slides/Presentation](#)
- [Wrinkled Heart Feel, React, Perspective Worksheet](#)
- [Wrinkled Heart Template](#)
- [Wrinkled Heart Saying](#)
- Scissors

### Procedure

- Step 1 Introduce Wrinkled Heart lesson by asking what could cause your heart to ‘wrinkle?’ Have slide 1 up of the “Wrinkled Hearts
- Let them explore answers that have to do with emotions and even physical problems.
- Give each student a “Wrinkled Heart Template” and have them cut out their heart – note it’s not wrinkled but flat and nice looking.
- Step 2 Slide 2 and Slide 3 Read the story of Marcie out loud.
- Go over an example of an unkind action, word or feeling from the story.
- Example: Marcie is “fed up” with the way Greg treated her/book
- Have them place a fold in their heart. Using both Slides 2 and 3 (you may have to go back to the story to help students think of unkind things), ask the students to name the unkind actions, words or feelings and each time fold their heart. They should not unfold their heart to add a new fold.
- Step 3 Slide 4 Now read Greg’s story out loud.
- Discuss that Greg’s story adds a different perspective or point of view.
- Step 4 Slide 5 Now that the student’s have heard Greg’s story have them unfold their hearts.

- Ask them “Can you take the wrinkles away? What happens when you say or do certain things? And How does it affect others?”
- Discuss how when you assume things or don’t know the WHOLE story you may say or do negative responses – this causing a ‘wrinkle’ towards someone else.
- A wrinkle is difficult to take away and may last a long time or forever. You can’t take back negative words/actions.
- Step 5 Slide 6 Give them a “Wrinkled Heart Saying” worksheet and have them read it “Before you speak, think and be smart. It’s hard to fix a wrinkled heart.”
- Place both hearts off to the side and continue with slides presentation.
- Step 6 Slide 7 Ask “What is going on here?”
- Discuss how when there is more than one person involved there are always 2 sides – or 2 points of view – or 2 perspectives.
- Step 7 Slide 8 Define perspective – the way you see something; a point of view. Your outlook on something.
- Discuss the Marcie and Greg story – find out the whole story or other persons side before acting and speaking.
- Step 8 Slide 9 When you are finding out the other side of the story ask questions like the ones listed on the slide.
- How do you think Greg felt when Marcie hung up on her? Sad, hurt, dejected = wrinkle in his heart
- Why do you think they felt upset at each other? They didn’t know the other person’s story = wrinkles
- Does the situation change the way they really think about each other? It could if they don’t get all of the information = wrinkle
- How do you think Marcie felt when Greg didn’t return the book? Hurt, used = wrinkle
- What could Marcie have done differently? What could Greg have done differently? LISTENED = no wrinkle
- Step 9 Have the students go back to their wrinkled heart and write some hurtful things people have said or done to them.
- Hang these hearts (both the wrinkled and saying hearts) up around the room next to each other.
- Step 10 Give each student a copy of “Wrinkled Heart Feel, React, Perspective Worksheet” (this may be used as a homework assignment).
- For each of the situations/questions have the students answer how they would feel, react, and the OTHER persons perspective.
- Letter A has already been completed as an example.
- Point out the “Dealing with Feelings” face pictures to help students express their feelings for each situation.

## References

- Empathy in the Classroom: <https://proudtobeprimary.com/teaching-empathy/>
- Seeing Another Point of View: <https://www.slideshare.net/greenpark/seeing-another-point-of-view-assembly>
- Stacy Adams, Shaler Area Elementary School

## Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

# FEELING \* REACT \* PERSPECTIVE

For each of the situations give below, answer the following three questions:

1. Name the FEELING.
2. How would you REACT to this?
3. Why do you think the person said or did this (their PERSPECTIVE)?

Letter A has already been completed as an example.

A. Someone blamed you for breaking their cell phone and it wasn't you.

1. FRUSTRATED
2. BLAME THE PERSON WHO ACTUALLY DID BREAK THEIR PHONE
3. MAYBE SOMEONE ELSE TOLD THEM IT WAS ME AND I WAS THE LAST ONE HOLDING IT

B. The same person keeps fouling you in the basketball game.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. Your friend backs out at the last minute on a trip you planned months ago.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

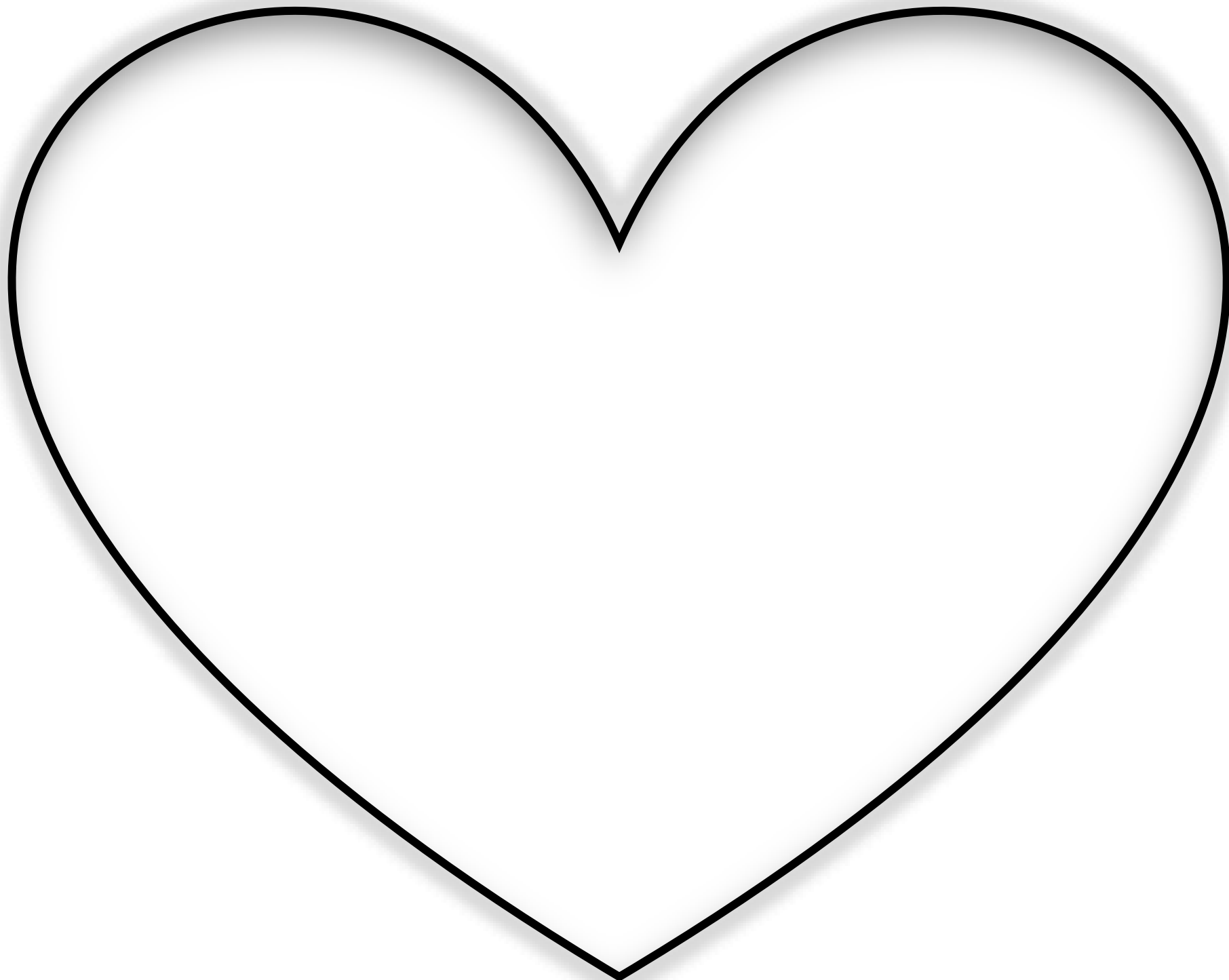
D. Your baseball team hasn't won any of it's 8 games so far and your coach is always yelling at you about your fielding.

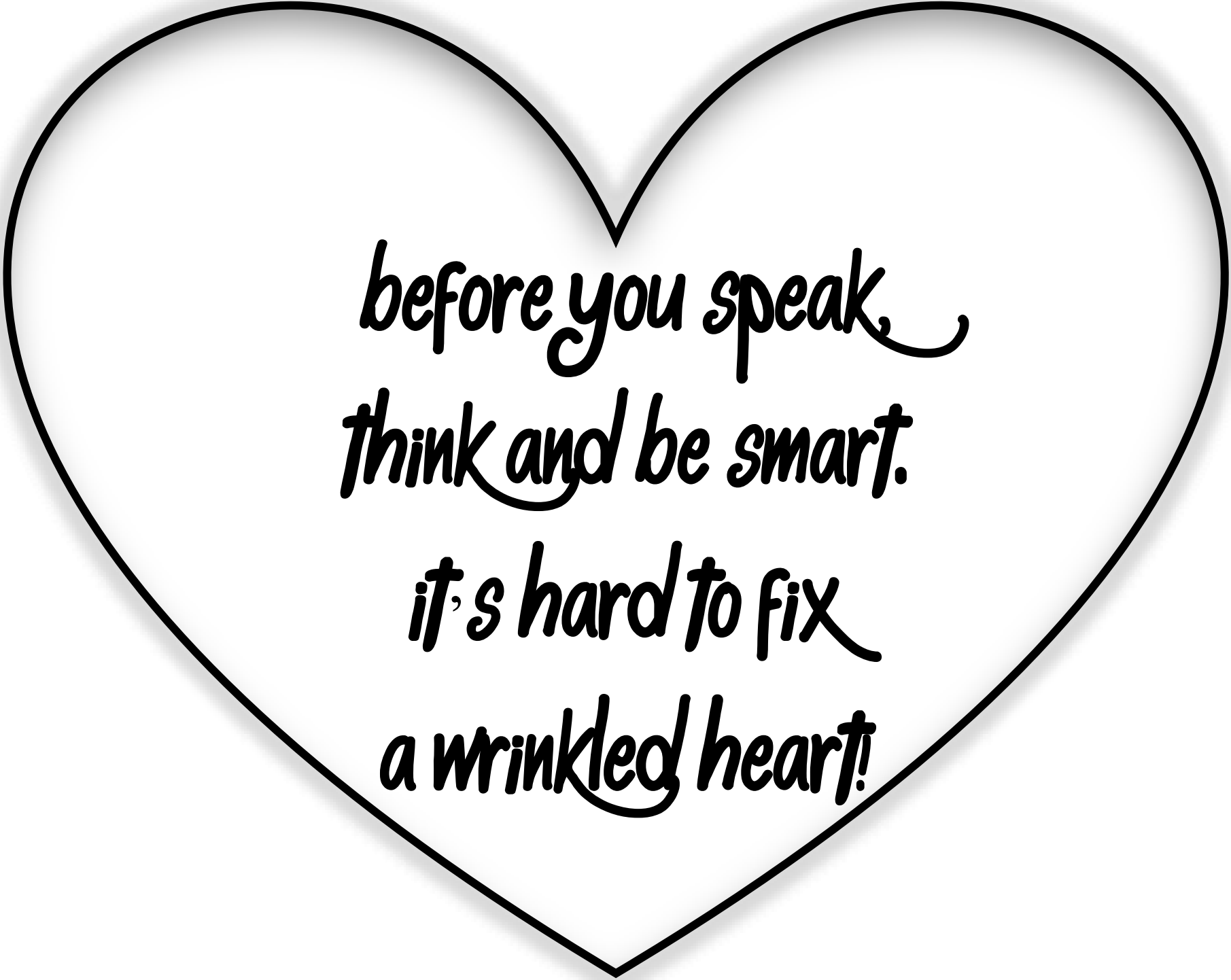
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

E. Your friend cheated off you on a test and you were caught; now you have detention and your parents are mad.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_







*before you speak,  
think and be smart.  
it's hard to fix  
a wrinkled heart!*