



## Grade 7 Lesson Plan

# Social Awareness Empathy

### Objectives/Goals

- The student will identify and explain essential health concepts to understand personal health.
- Demonstrate how to influence others to make positive health choices. (Communication Skills)

### Material

- Three poster newsprint (Mental/Emotional, Social, Physical)
- Sticky notes

### Procedure

#### Step 1-Social-Awareness

- Review Self awareness
  - Part of being self-aware is having a growth mindset. Place the Fixed Mindset questions on Newsprint and spread around the room. Distribute sticky notes and ask the students to respond to each Fixed Mindset on your call. On another call, ask the children to walk to the newsprint and place their Growth Mindset responses. Discuss
  - Growth mindsets—the belief that students learn more or become smarter if they work hard and persevere. Students may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills. <https://www.edglossary.org/growth-mindset/>
- Begin the lesson by providing a definition of Social Awareness
  - The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
  - Sub-competencies
    - Perspective taking
    - Empathy
    - Appreciating Diversity
    - Respect for others
  - Ask the students the definition of empathy.
    - Empathy: the feeling that you understand and share another person's experiences and emotions; the ability to share someone else's feelings. (<https://www.merriam-webster.com/dictionary/empathy>)

*Step 2- Teaching the skill of Social Awareness*

- Students are paired and receive a Walk a Mile in Another Peer's Sneakers scenario. Students answer the questions and role play a healthier reaction.
- Reflect by asking how the exercise helps teens be more socially aware; how it helps them take perspective of different situations; how it helps them appreciate diversity and respect for others.

## Step 4- End of class assessment

- End of class review. Ask questions about all the content (Social-awareness)
- Exit ticket-How will this lesson help you practice being socially aware?

**Assessment Idea**

- Formatively assess the students as they complete the mind set/growth activity.
- Students use green, red, and yellow circles. Red up means they do not understand; yellow up means they need help; green means they understand and don't need help.

**References**

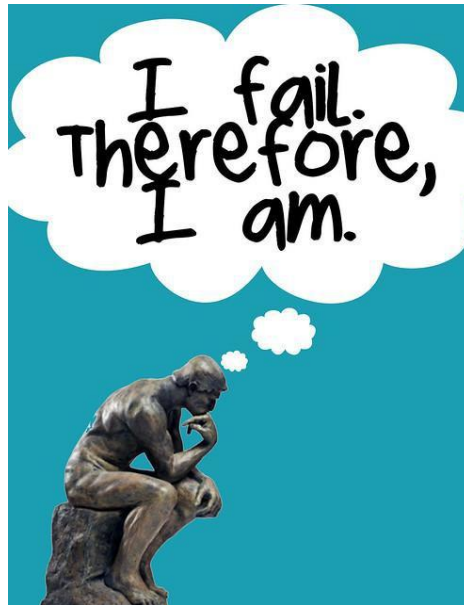
- SEL Competencies - CASEL.org
- <https://i.pinimg.com>
- <https://www.edglossary.org/growth-mindset/>
- (<https://www.merriam-webster.com/dictionary/empathy>)
- KidsHealth in the Classroom-Walk a Mile in Another Man's Shoes

**Handout**

- Fixed/Growth Mindset-Mental/Emotional
- Fixed/Growth Mindset-Social
- Fixed/Growth Mindset-Physical
- Prompts 1-6 Walk a Mile in Another Peer's Sneakers

# Fixed/Growth Mindset

## Mental/Emotional



1. I am a failure
2. Things will never get better
3. I will probably fail this test

<https://i.pinimg.com>

# Fixed/Growth Mindset

## Socially



1. I can't make friends.
2. Everyone around me is fake.
3. I can't trust anyone

# Fixed/Growth Mindset

## Physically



1. I hate my body.
2. I am ugly.
3. I can never find time to sleep.

<https://i.pinimg.com>

## Walk a Mile in Another Peer's Sneakers



### Prompt #1

A group of students are milling about in the hall. Micah teases Adam, a young student, about not making the soccer team, and Adam argues back. The argument escalates to a shouting match.

1. What is happening?
  2. What are the characters feeling?
  3. How do their actions and words show this?
  4. How are they not being empathetic?
- Role play the situation using strategies that show empathy toward one another.

# Walk a Mile in Another Peer's Sneakers



## Prompt #2

You are excited to go out with your friends on Friday night, but your mom wants you to go out to dinner with the family. You refuse, your mother grounds you, and you storm to your room.

1. What is happening?
  2. What are the characters feeling?
  3. How do their actions and words show this?
  4. How are they not being empathetic?
- Role play the situation using strategies that show empathy toward one another.

## Walk a Mile in Another Peer's Sneakers



### Prompt #3

Sarah is telling Jeanne how hurt she is by her recent break-up with her boyfriend, but Jeanne isn't really paying attention and keeps changing the subject. Sarah eventually yells at Jeanne for not listening to her.

1. What is happening?
  2. What are the characters feeling?
  3. How do their actions and words show this?
  4. How are they not being empathetic?
- Role play the situation using strategies that show empathy toward one another.



## Walk a Mile in Another Peer's Sneakers



### Prompt #4

The bell is about to ring, and everyone is rushing to their next class. In the rush, Samantha accidentally knocks books out of Dan's hands. Everyone laughs and keeps moving on while Dan turns red and scurries to pick up his books.

1. What is happening?
  2. What are the characters feeling?
  3. How do their actions and words show this?
  4. How are they not being empathetic?
- Role play the situation using strategies that show empathy toward one another.

# Walk a Mile in Another Peer's Sneakers



## Prompt #5

You get your math test back only to discover you got a low grade. You are not surprised because you have been busy getting ready for the school play, but when your friend picks up the test and starts showing everyone, you feel angry and embarrassed. You rip the test out of his hands and stomp away.

1. What is happening?
  2. What are the characters feeling?
  3. How do their actions and words show this?
  4. How are they not being empathetic?
- Role play the situation using strategies that show empathy toward one another.

The Nemours Foundation/KidsHealth.

## Walk a Mile in Another Peer's Sneakers



### Prompt #6

You have a big date this weekend and want to borrow one of your sister's sweaters. When you ask her, she says "No" because she doesn't want it to get ruined. You beg her, explaining that the date is very important, but she won't change her mind.

1. What is happening?
  2. What are the characters feeling?
  3. How do their actions and words show this?
  4. How are they not being empathetic?
- Role play the situation using strategies that show empathy toward one another.

The Nemours Foundation/KidsHealth.