

Checking Perspectives

Introduction

We're going to examine how characters from TV shows or movies respond to one another when challenges arise. This will help us practice our perspective-taking skills – which is considering what someone else is thinking and feeling in a particular situation. We can make predictions about others' perspectives by thinking about how others are feeling and how we might feel in a certain situation.

Steps of the Activity

1. Select a short clip from a TV show or movie that shows characters using and/or struggling to use perspective-taking skills. Examples of video clips include:
 - From "Friends": Friends – Ross's Sandwich
<https://www.youtube.com/watch?v=E2xi7B3mkr0>
 - From "Frozen": Do You Want to Build a Snowman?
<https://www.youtube.com/watch?v=WRsBMPnQYbQ>
2. Pause the clip after one character expresses a certain opinion or behaves a certain way. Ask students to describe the character's perspective. Students can share how they think a character is feeling or what the character is thinking about based on the situation.
3. Then, play the clip to watch the other character react. Ask students to describe the second character's perspective based on their behavior.
4. Finally, facilitate a discussion in small groups or as a class. Example questions include:
 - How were the characters' perspectives different or similar?
 - If you were in their shoes, how would you have handled it?
 - Have you ever had a similar experience? How was it similar or different?

Reflection

- Why is perspective-taking difficult sometimes?
- What strategies do you use to help yourself consider others' perspectives?
- What are specific times we need to use our perspective-taking skills?



Target skill:
Empathy



Materials:
Short TV or movie clips

My Notes

Ideas for expansion and adaptation

For primary school students:

- Ask students to think about situations where they and their friends have different points of view and suggest ways to resolve disputes based on them.

For students in grades 5-6:

- Replace the video or cartoon excerpt with a story, fairy tale, or novel, or look at historical events from a different perspective. The teacher should facilitate a discussion on what could have been the reasons for the behavior of certain figures or characters, how they felt in the respective situations, etc.

Cooldown Process

Introduction

Sometimes big feelings make it hard to focus, learn, play, or get along with others. If we practice cool down steps, we can learn how to manage big feelings in the moment so we can deal with difficult feelings effectively. What are some things you can do to help you calm down?

Steps of the Activity

1. Write the Cooldown Process steps on a piece of poster paper or digital whiteboard.
 - **Pause**
 - **Identify Feeling:** *I feel* ____ (angry, nervous, hurt, frustrated, etc.)
 - **Choose something that helps you Cool Down** (five deep breaths, neck stretches, coloring, take a break and come back later, squeeze ball or fidget toy, etc.) Remember this can look different for each person or even for one person from moment to moment.
 - **Go** (Return to activity or conversation)
2. Introduce the Cooldown Process to the class, taking time to review each step.
3. Use role-play scenarios to have students practice using the Cooldown Process in pairs or as a whole class. Use puppets, create scenarios from common conflicts that happen in or out of the classroom, or use the plot of a book that students are reading.
4. Discuss multiple options for Cool Down activities in your classroom and school.
5. Practice the Cooldown Process many times as a class in calm moments so students are ready to use it when needed.

Reflection

- What does your body feel like when you're about to "lose control?" (e.g., tense, heart beating fast, sweating, talking loudly, on the verge of tears, difficulty focusing, etc.)
- What does your body feel like when you are calm? Can you calm down quickly, or does it take you some time? (Either way is fine, it's just good to know yourself!)
- What helps you to feel more grounded or calm when you're experience a big feeling? Is it always the same or do you choose different ways to ground yourself sometimes?
- What are some other ways we could practice the Cooldown Process as a class?



Target skills:
Regulate emotions



Materials:
Emotions Cards

My Notes

Ideas for expansion and adaptation

For primary school students:

- Use the Cooldown Process with book characters. Discuss which emotions the character is feeling. Then, recommend a strategy the character can use to calm down. Facilitate a conversation about what would have happened if the character had used the strategy recommended.
- Create a Cooldown Corner. Identify a place in the classroom for using Cooldown Process and post the visual there. You can also include materials for writing or drawing, visuals/manipulatives that help students identify feelings and strategies for calming down, and other sensory tools. Examples include stuffed animals, calming pictures, fidget toys, and comfortable seating.
- Share the Cooldown Process with families. Encourage students to share the steps with families and discuss how each family member prefers to calm down. Families can discuss the process and choose strategies to independently and together at home.
- Create visual cues for each step with students.
- Brainstorm cooldown strategies with students to get their input. Options include talking/writing about what happened, taking a break, getting a drink of water, doing a stretch, reciting a mantra, or going to a “Cooldown Corner” either in the classroom or within their home. Then, learn and discuss each step multiple times over the year.

For students in grades 5-6:

- Incorporate facts about the body and brain, such as how emotions (fear, anxiety, anger) can initiate the brain’s fight or flight responses. Explain that emotions can cause hormones to be released that facilitate changes in the body and brain (increased heart rate and blood flow to extremities, flush cheeks, difficulty focusing or remembering, etc.).
- Remind students that they can take breaks from their screen when they feel they need to engage in a cool down activity.

Feelings Bingo

Introduction

Knowing what feelings look like and what to call them helps us understand and describe how we're feeling. It also helps us notice how others might be feeling. Today, we're going to do an activity that helps us learn different feelings words and what those feelings look like.

Steps of the Activity

1. Ask students to brainstorm all the feelings words they can think of. As students name different feelings words, write and/or draw the words on a white board or a piece of chart paper where students can see them.
2. Review the different Emotions Cards by having students act out the emotion on each card.
3. Next, hand out the Feelings Bingo Cards (one bingo card per student). Ask students to listen carefully to the emotion you call out, find the emotion on their card, and put a bingo chip or piece of paper on it. All students may cross out the blank space on their card. If students get three in a row, they will say "Bingo!"
4. Start the game by calling out the name of any emotion on the Bingo card. To scaffold learning, you can also hold up the Emotions Card for the class to see.
5. Play several rounds. You can invite student volunteers to take turns leading the game. Alternatively, go around the class and have each student call out an emotion from the card, and see who gets "Bingo" first.

Reflection

- Why do you think it's important to know words for different feelings?
- What other words would you like to add to our Feelings Bingo card?
- How else would you place this game?



Target skills:

Express, recognize, and understand emotions



Materials:

Emotions Cards, Feelings Bingo Cards, and Bingo chips/small pieces of paper

My Notes

Ideas for expansion and adaptation

For primary school students:

- Play Feelings Bingo while reading a story or book. Every time a certain emotion is described in the book, students can mark it on their Bingo card.
- Play Feelings Bingo during breaks in instruction. Print out copies of the Feelings Bingo board and encourage students to play in small groups.

For students in 5-6 grade:

- Use more complex or nuanced feelings words on the Feelings Bingo card.

Feelings Charades

Introduction

Identifying what feelings look like for ourselves and for others helps us to learn about emotions and communicate better with one another. While we can always ask someone how they are feeling, we can also do our best to imagine how someone might be feeling by looking closely at their body movement and behavior. When we imagine how someone might be feeling, we are practicing empathy.

Steps of the Activity

1. The teacher invites the students to sit or stand in a circle and choose the participant who will be the first to start the interaction.
2. Explain that you will ask for a volunteer to act out an emotion without speaking. Explain that they can use their face, hands, shoulders, or other parts of their body to communicate how they feel. Model what this might look like for a few different emotions.
3. Students take turns choosing an Emotions card and acting out the facial expressions and gestures without showing the card to other participants. If online, the teacher can send the name of the emotion to each participant in personal messages.
4. Have the other students call out what emotion they think the person is acting out. Whoever guesses the correct emotion gets to act out the next Feelings Card.

Reflection

- Do you ever need to practice empathy and identify another person's feelings in real life? When?
- Are there feelings that are harder to read or recognize than others? Which ones?
- What is a good way to find out how someone is feeling, if you can't read their expression?
- How would you play this game the next time we play?



Target skills:
Empathy



Materials:
Emotions Cards

My Notes

Ideas for expansion and adaptation

For primary school students:

- Use simple emotions (e.g., happy, sad, angry, surprised, scared, worried). Focus on one feeling and facilitate discussion throughout gameplay about how to identify the feeling in real life.
- Try Feelings Charades alongside music. Students should dance or move around when the music starts. When the music stops, they should freeze in a pose that shows “happy” (*or other emotion for that round*). Give students a new feeling and a moment to reflect on how they will express it before each round.
- Individually or in small groups, students create drawings or other art that show different feelings. The class guesses which feelings words were drawn.
- Facilitate a short version of Feelings Charades to re-energize students or switch between topics. Pick 1 or 2 Feelings Face cards, and have students guess the emotional word.

For primary school students:

- Discuss the consequences of (incorrectly) guessing or making assumptions about another person’s feelings – in the game versus in real life.
- Use more complex emotions (e.g., jealousy, guilt, love, etc.), or require them to use an expanded emotion vocabulary that includes intensity (e.g., angry, furious, etc.).

Feelings Circle

Introduction

Talking about feelings helps people understand how we're feeling and why we're feeling that way. It can help others be kind or patient with us on a hard day or celebrate with us when we're excited or proud about something. Today, we're going to do a Feelings Circle and share how we're feeling with the group.

Steps of the Activity

1. Once students are comfortable talking about feelings, choose a time to do this 15-minute routine daily (e.g., right after the students eat, during Morning Meeting, when they come back from lunch, etc.).
2. Gather students to sit or stand in a circle and greet them as they join. You might begin the circle with a song the class likes to sing together.
3. Take a few minutes to discuss the following:
 - What are feelings? What do you know about them?
 - How do you know how you're feeling? What do feelings feel like in your body?
 - What emotion are you feeling right now? Why?
4. Go around the circle and give each student the opportunity to share. Tell students they can pass if they don't want to take a turn. Students can also choose to share their feelings with you separately, if they would prefer not to share with the whole group.

Reflection

- What was it like to share your feelings with others? Are there times when you don't want to share your feelings?
- How did you know what you were feeling? What skills did you use to recognize your emotions?
- What times at school or home do you need to share how you're feeling?
- How would you change this game for the next time we play?



Target skills:

Express, recognize, and understand emotions



Materials:

Emotions Cards (optional)

My Notes

Ideas for expansion and adaptation

For primary school students:

- Encourage students to express their feelings in creative ways. Instead of expressing feelings verbally, students can use art or building materials or technology. Encourage students to create something that represents how they are feeling. Then, they can share their creation and how they are feeling with a partner, in a small group, or with the class.
- Ask students to use basic emotion words (e.g., happy, sad, scared, mad) or metaphoric expressions (e.g., weather metaphor: sunny, cloudy, partly cloudy, etc.) or rate their mood on their fingers (5 fingers = excellent mood; 1 finger = terrible mood).

For students in grades 5-6:

- Encourage the students to use feelings words in classroom situations (e.g., achievements, disagreements, challenges, successes, etc.).
- Invite students to observe and explore how emotions affect their own behavior and class/team interactions.

Feelings Ruler

Introduction

All of our emotions have different sizes or strengths. Today we will use a tool to help us share how we are feeling with others. Talking about our feelings helps us to learn about emotions and communicate with one another. This helps us to better understand ourselves and build stronger relationships with each other.

Steps of the Activity

1. Create a ruler poster or visual that helps students measure the strength of their feelings (to say how strong or how 'big' their emotions are).
2. Explain this tool to students and have them plot feelings words on the ruler to help build their emotional vocabulary (e.g., furious vs. angry, happy vs. ecstatic, etc.).
3. Display this poster or visual somewhere visible in the classroom or screenshare the poster. Remind students to reference this when expressing their feelings at school.
4. Use this with individual students throughout the day (e.g., have a student who is feeling frustrated try to identify where they are on the Feelings Ruler while they wait for help from you).

Reflection

- Do you think one emotion always has the same position on the Feelings Ruler? Do we always feel a certain emotion with the same intensity? Why?
- Would two different people put the same emotion at the same spot on the Feelings Ruler?
- How did you feel before you used the Feelings Ruler to express how you were feeling? What about after? Did you notice a change?
- How does expressing our emotions help us in our lives (at home or at school)?



Target skills:

Express emotions; recognize and understand emotions



Materials:

Poster paper or digital whiteboard

My Notes

Ideas for expansion and adaptation

For primary school students:

- Combine Feelings Rules with another Kernel which builds students's emotional vocabulary or develops their ability to recognize and express emotions to encourage them to use the ruler to determine the intensity of their emotions.
- Talk about feelings simply in terms of how "big" or "small" they feel. Ask students how they would feel in a range of scenarios – e.g., if they were eating their favorite food, having a hard time with schoolwork, etc. Create multiple Feelings Rulers for varying intensities of feelings. Have students discuss how they can identify how intense a feeling is (e.g., what does this emotion feel like in your body at different spots on the ruler?).

For students in grades 5-6:

- For older students, turn this into a Feelings Plot – a four-quadrant plot that differentiates pleasant and unpleasant emotions, with left to right indicating intensity and up and down indicating pleasant or unpleasant. To do this, divide the sheet into 4 equal parts, depicting 2 axes. The horizontal line will show how intense a particular emotion is, and the vertical line will show how pleasant or unpleasant it is for them. Dive deeper into discussions about the physical and psychological cues that help us take a "measurement" on our feelings and emotions.

Feelings Stories

Introduction

We all have feelings – even characters in stories! As we read this story, we are going to identify how characters in the story are feeling. When we notice how others are feeling, we can respond to them with empathy. We also learn about ourselves because we can think about times we have felt this emotion too.

Steps of the Activity

1. Tell a story or read a book.
2. Ask feelings questions about the characters throughout the story. For example:
 - How does ____ feel?
 - How do you know? (e.g., facial and body cues)
 - Why do you think ____ feels this way?

Reflection

- Have you ever felt the same way as ____? When? What happened?
- Is it easy or hard to know how someone else is feeling? What can help you know how someone is feeling?
- What would you do if you were feeling the same way as ____? What strategies would you use to respond to this feeling?



Target skills:

Express, recognize, and understand emotions; empathy



Materials:

Story book

My Notes

Ideas for expansion and adaptation

For primary school students:

- Invite students to add feelings words to the Feelings Tree. Authors may use new and interesting feelings vocabulary in their books. As a class, keep track of new words that appear in the books you read.
- Create opportunities for students to create and share their own Feelings Stories. As they write or share stories, students can ask their classmates to answer questions about feelings.
- Motivate students to discuss their feelings by asking them to share stories from their own life when they have experienced a particular emotion.
- Before playing the game, identify emotional vocabulary words in the reading exercise. As students read or listen, ask them to use the Feelings Bingo Card to identify all the emotions within the reading. The students who find all the emotion vocabulary words in the reading win!

For students in grades 5-6:

- Ask students how a book character might feel about an event in your students' lives.
- Ask students what tools or devices the author uses to show a character's feelings beyond explicit feelings words.

Feelings Tree

Introduction

Talking about feelings helps us to understand each other. If we can describe many different feelings, we can communicate our wants, needs, and experiences with other people more clearly. Today, we're going to brainstorm different feelings words and write them down on pieces of paper shaped like the leaves of a tree. We're going to make a Feelings Tree filled with different types of feelings.

Steps of the Activity

1. At the beginning of the day/week, choose one card with an emotion that they will explore. For convenience, place the emotion cards in a box).
2. Students can create their own "Feelings Tree" or use the Feelings Tree emplace. If online, display a slide with the image of the tree throughout the activity.
3. Students can write or draw on a piece of paper in the shape of a leaf:
 - the name of the emotion
 - how the emotion feels in the body,
 - how it might look in other people's bodies,
 - how this feeling can look in body position, movements, and gestures,
 - when this feeling may arise,
 - how often they feel it
4. Model how to use the Feelings Tree. For example: "I am thinking about what it's like to feel excited. I am going to write 'excited' on this Feelings Leaf and add it to the tree."
5. Add feelings words to the tree over the day/week/year to reflect new experiences and new words that students are learning.
6. Encourage students to use the words on the Feelings Tree to talk about their feelings in everyday moments.

Reflection

- Why do you think it's important to talk about feelings?
- How many different feelings did you have today? Can you share a few examples? Tell us what you were feeling and why.



Target skills:

Express, recognize, and understand emotions



Materials:

Box for Emotions Cards, Emotion Cards, and Feeling Tree Template

My Notes

Ideas for expansion and adaptation

For primary school students:

- Invite students to choose their own feelings word. Invite students to place their leaf on the tree. Review each word as it is added to the tree: describe what it looks like, sounds like, or feels like, and give an example of when someone might feel that way.
- Choose to use one Feelings Tree for the whole class or individual trees for each student. Individual trees can demonstrate how we might experience the same emotion differently. Help them play around with details, such as the size of the leaves, to show how intense or frequent certain feelings are to them. You could then make a Forest of Feelings Trees that grows over the course of the school year.
- Ask student to keep track of how often they, or someone they know, experience certain feelings over time. Create a graph to share the results of the research.
- Create a Feelings Trees for characters in a fairy tale/story.
- Invite students to create a "line of feelings" to determine their intensity. When interacting with students in years 1 and 2, talk about feelings in simple terms, such as how "big" or "small" they feel. Discuss the intensity ("size") of a particular feeling in different situations (e.g., "measuring" joy when students eat sweets, play with friends, go to school in the morning, etc.).
- Create trees for specific scenarios – e.g., "Tree of Achievement" or "Tree of Worry" – adding leaves for all the feelings that could be associated with that experience.

For students in grades 5-6:

- Have students group feelings leaves on branches of the tree to represent different types of feelings that are similar or distinct from one another.
- Encourage students to make an emotions book report about the different emotions that are present in their favorite book and what causes the characters to feel them.
- For a less public display of feelings words, create a "Feelings Book," in which students submit feelings words anonymously.

Freeze Feelings

Introduction

Our bodies show emotions in many ways. Today, we will play a game which will help us practice showing different emotions with bodies and notice how others show emotions with their bodies. When we notice how we show emotions and how others show emotions, we can better understand ourselves and each other.

Steps of the Activity

1. Ask students to find their own space in the room where they can move around without bumping into others. If facilitating online, ask students to stand in front of their cameras.
2. Tell students that before each round, you will say a feeling, like “happy” (*or sad, angry, scared, embarrassed, etc.*). You’ll also give them a moment before each round to stop and think about how they would show that emotion with facial expressions and body posture (and without talking or moving).
3. Students should dance or move around when the music starts. When the music stops, they should freeze in a pose that shows “happy” (*or other emotion for that round*).
4. Play multiple rounds. Give students a new feeling before each round.

Reflection

- What did you notice about your classmates’ ways of expressing emotions? What was similar or different about the ways your classmates expressed emotions?
- What did you find easy about this game? What was difficult?
- What strategies did you use to help you?



Target skills:

Express emotions; recognize and understand emotions



Materials:

Music, Emotions Cards

My Notes

Ideas for expansion and adaptation

For primary school students:

- For students who may struggle to demonstrate emotions with body language or read social cues, use 5-6 emotions with which students are already familiar (for example, use feelings words learned during other Kernels such as “Feelings Tree” or “Feelings Circle”) and demonstrate how to express the emotion.
- Choose music which matches the emotions students will be showing. Encourage students to share how the music affects their emotional state.

For students in grades 5-6:

- Use feelings vocabulary with small, subtle differences between definitions (e.g., “happy” vs. “ecstatic”) to make the game more difficult.

I-Message

Introduction

I-Messages help us talk about how we are feeling and why. It's important for us to learn to share our feelings effectively because it helps us better understand ourselves and others. When we understand ourselves and others better, we can regulate our emotions to learn and play with others.

Steps of the Activity

1. Write: “**I feel** _____ **because** _____.” on a piece of poster paper or on a whiteboard. If **online**, screen share the message.
2. Model an I-Message, using a short scenario. For example: “One day, I made my favorite dessert – chocolate cake with chocolate frosting. When I went to school the next morning, I left it in the fridge. I was so excited to eat it when I got home! But when I got home and opened the fridge, it wasn't there – someone else had eaten it!”
3. Ask students, “How do you think that made me feel?” and write a student's response in the first blank on the poster (e.g., “angry,” “sad”).
4. Then ask students, “Why did I feel that way?” and write a student's response in the second blank on the poster (e.g., “someone ate my cake”).
5. Explain to students that they can use I-Messages to express any feeling to anyone at any time.
6. Practice I-Message many times as a class in calm moments so students are ready to use it when needed.

Reflection

- What are other ways you can show or communicate how you are feeling?
- Can you think of a time that you could have used an I-Message instead of saying or doing something else? What happened?
- How does it feel to express your feelings using I-Messages?



Target skills:

Express, recognize, and understand emotions



Materials:

None required

My Notes

Ideas for expansion and adaptation

For students in primary school:

- Practice I-Messages with books and stories. Read a story where characters face conflicts or experience a variety of emotions. Have students create I-Messages for the characters throughout.
- Use I-Messages with Feelings Tree. Students can add extra leaves to their Feelings Tree with I-Messages expressing what has made them feel each emotion.
- Use Emotion Cards to create “I-Messages” as needed.
- Provide lots of scenarios for students to practice using I-Messages before asking them to use I-Messages to describe their own experience.

For students in grades 5-6:

- Adapt the I Message structure to support conflict resolution. For example: “I feel ____” “because/when you ____.” “Could you please ____?” Have students create sentences using this structure. For example, “I feel frustrated when you talk while I’m working. Could you please wait to talk?”

Our Bodies' Clues

Introduction

Our bodies give us clues to help us understand how we are feeling. We can listen to our bodies to help us choose a feeling word which matches how we feel. Then, we can share our feelings with others and understand what we need.

Steps of the Activity

1. Invite students to complete the following sentence: "I can put my hand on my heart. If it beats fast, it might mean that I am... And if it beats slow, then..."
2. Next, ask students to name the parts of the body where people most often feel emotions, namely the head, shoulders, heart, and stomach. Students can draw the human body on a piece of paper and point to the appropriate part of the body.
3. Invite students to identify the body clues below and complete the sentence "If..., it could mean that I ...". For example, "If my stomach hurts, it could mean that I am feeling anxious."
 - Head: Sore, tense / not tense
 - Shoulders: Tense / relaxed
 - Heart: Beats fast / slow
 - Abdomen: Hurts / does not hurt
 - Gaze: Direct / downward
 - Mouth: Smiling / frowning
4. Accompany the sentences with movements to match each body clue. For example:
 - Head: grab your head / pat yourself on the head
 - Shoulders: lift and tense / lower down
 - Heart: pat the chest quickly / slowly
 - Abdomen: twist or bend / pat the abdomen
 - Gaze: gently touch the eyelids
 - Mouth: touch the mouth

Reflection

- What do your body clues tell you that you are feeling now?
- What helps you understand your body cues?
- When are other times you can use your body cues?



Target skills:

Recognize and understand emotions



Materials:

None required

My Notes

Ideas for expansion and adaptation

For primary school students:

- Combine this activity with the “Feelings Tree” activity to make it easier for students to learn new emotions based on body clues.
- Use familiar songs and chants and turn the body clues into a song. For example, the teacher can sing along with the students: “Head, shoulders, heart, and stomach” and show how they are feeling in the corresponding parts of their bodies.
- Use words to describe different emotions in the corresponding parts of the body, choose those which are most understandable for students.

For students in grades 5-6:

- After the activity, facilitate a discussion about how different emotions feel in the body. For example: “When I am upset, my eyes and the corners of my mouth may be down.”

Perspective Detectives

Introduction

We are going to play a game that helps us get to know each other better and understand how another person's feelings, point of view, or thoughts differ from our own. These games will help us build our empathy and perspective-taking skills, which is the ability to understand another person's viewpoint, opinion, and/or feelings.

Steps of the Activity

1. Provide students with a real or imaginary line that acts as an agreement continuum. "Agree" will be on one end, "neutral" will be in the middle, and "disagree" will be on the opposite end.
2. Present an issue, give them some time to think about how they feel, and then have them choose somewhere to stand on the continuum. Ask students to explain their choices, and highlight similarities and differences
3. As you play, periodically ask volunteers to explain why they chose the answer they did. Make sure you choose volunteers who represent a variety of feelings, points of view, and thoughts.
4. Highlight both similar and contrasting points of view to help students understand what it's like to be "in someone else's shoes." Explain that these differences are part of what helps us define our identities and make us special. Help students understand it's important to respect others' perspectives, even if you don't agree or have a hard time understanding why they feel that way.

Reflection

- How were your perspectives similar or different to your classmates or partners?
- What surprised you?
- What did you learn today?
- How could we play this game differently next time?



Target skills:
Empathy



Materials:
None required

My Notes

Ideas for expansion and adaptation

For primary school students:

- For younger students, present fewer options along the continuum and pre-teach vocabulary for sharing opinions (e.g, agree and disagree).
- Encourage students to share their ideas for situations or scenarios. Remind students to choose scenarios which may have a range of perspectives.

For students in grades 5-6:

- Extend the activity to allow older students to discuss their opinions with someone at the opposite end of the continuum. Encourage students to notice how it feels to have a different perspective than someone else.
- For an added perspective-taking challenge, students choose an option on the continuum which is the opposite of their opinion. Students can share how someone with this opinion might feel.

Stand Up/Sit Down

Introduction

Putting ourselves in others' shoes helps us to build empathy and perspective-taking skills. One way that we can build empathy is by noticing when people have interests and opinions that are similar to or different from our own. When we build empathy, we are better able to connect, understand, and relate to others.

Steps of the Activity

1. Provide students with prompts that ask them to make a choice between two options and then stand up or sit down to represent their choice (e.g., If you like ____, stand up. If you feel ____, sit down. If you want to ____, stand up.).
Example prompts:
 - If you like dogs
 - If you feel excited
 - If you like watching soccer
 - If you want to be a writer when you grow up
2. Encourage them to notice how their opinions are similar to and/or different from others and to ask questions to better understand why someone chose a certain answer. (e.g., "Find someone who had a similar/different answer than you and share with each other why you feel that way.")

Reflection

- Did you learn anything new about yourself or your classmates during this activity? Did anything surprise you?
- What are other strategies we can use to learn more about other people's opinions and perspectives? What are some questions we might ask?
- In what situations do you want to empathize with others?



Target skills:
Empathy



Materials:
None required

My Notes

Ideas for expansion and adaptation

For primary school students:

- Ask students to think about and create a list of statement to play in teams and try them out as a class. You can also change the format of the game: in pairs, threes, teams, or as a whole class.
- Offer different options for movement, for example, raising their hands or lifting soft toys.

For students in grades 5-6:

- Adapt the activity to include events from literary works, historical facts, or experiments and research from the grade-level content. Ask students to explain which emotions they feel about different events.