## Q Wunder Lesson Plan - Walk in Someone Else’s Shoes

**Time length:** 40 minutes

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### Lesson Topic

**Experiencing Empathy**

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### Social and Emotional Learning (SEL) Competency

**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.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

*(See [CASEL 2017: 5 Competencies](#))*

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### Lesson Objective

By the end of the lesson, students will be able to indicate/express their understanding of empathy by describing what someone else is feeling, and provide possible responses to another person’s feelings.

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### Essential Question(s)

- What does it mean to walk in someone else’s shoes?
- Why is it important to have empathy?
- How do we show empathy to others?
- What are the best ways to respond to others’ feelings?

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### Materials

- Q Wunder Video: Walk in Someone Else’s Shoes
- Poster paper
- Markers
- Optional materials: crayons or markers and paper for closure activity

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### Vocabulary

- Empathy
- Walking In Someone Else’s Shoes
- Feelings
- Excited, nervous, scared, frustrated, stressed, left-out, lonely

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### Suggested Lesson Activity (including formative feedback opportunities)

#### Engage the Learner: - *(10 minutes)*

- **Play the video**
- **Pause video at 4:33:** Pose the following prompt and questions: “I want you to think of a time when you were really hurt. Perhaps you fell. Or perhaps someone did or said something that hurt your feelings. Show me what your face would look like.” Pause and look at the students’ faces. Have them turn to their partners and show each other their “hurt face.”
- **Ask,** “Have you ever seen one of your friends get hurt? How did you know they were hurt? How did you feel when you saw your friend get hurt? What did you do to help them?” Pause to give students think time, and then have them share their experiences with their elbow partners. Call on two or three students to describe these experiences with the whole group.
- **After the students share some of their experiences,** pose the next prompt: “It sounds like you have had some experiences when you were able to walk in someone else’s shoes or empathize with someone else. What does it mean to walk in someone else’s shoes or to have empathy?” Using the two phrases interchangeably will help students make connections between “empathy” and “walking in someone else’s shoes.”
- **Write the word “empathy” on the board or chart paper and write down the student definitions of walking in someone else’s shoes.**

Note: to promote literacy in your classroom, include words as often as possible in your
charts/lesson activities, as print-rich environments are necessary for young emergent readers. Scaffolding for these students by quickly drawing images to pair with the responses will help them to connect the images to the words.

- Say, “We will be watching part of the video and I want you all to look for things you can do help us empathize with others (i.e. walk in someone else’s shoes).” As you explain this, create a graphic organizer to show categories/types of empathy strategies, like the sample below, to help the students think about the different ways we can help ourselves think/feel the way others around us might be thinking/feeling. Say, “As we watch this next clip, I want to you pay careful attention to the strategies for showing empathy. Look for what the people do to help them understand & feel what the other person is feeling.”

- Resume video at 4:33 Pause video at 6:08: Using a graphic organizer like the one below, ask students, “What did you notice Sofia and the children were doing in the video that allowed them to empathize?” Students may need some guidance in naming the empathy strategies. For example, students may list the specific actions they saw in the video (e.g. pretending to swing a baseball bat) rather than identifying the actual strategy used (e.g. mimicking actions). If they mention specific actions, add those to the graphic organizer by asking students “How can we label this specific action?” (e.g. “Mimic their actions”). Then, insert the name of the category. See example below:

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<table>
<thead>
<tr>
<th>Empathy Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match their facial expression</td>
</tr>
<tr>
<td>Mimic their actions</td>
</tr>
<tr>
<td>Imagine yourself in their situation</td>
</tr>
<tr>
<td>Pretending to swing a baseball bat</td>
</tr>
</tbody>
</table>
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Interact with the Concept: - (20 minutes)
- Say, “You just brainstormed a few ways we can help ourselves think and feel like others do so that we can understand them. Understanding how another person feels is the first step in empathy. We are going to watch another part of the video and I want you to look for what the WISE (Walk In Someone Else’s Shoes) person does when he or she has empathy. How does the WISE person react when he/she sees how someone else is feeling? These responses/actions are the second step in having empathy.”

- Resume video at 6:09 and finish out the video: Build a cause and effect table/chart with the images of the different situations on the cause (left) side (see chart below). Have the students share the causes and the effects from the video clip (what the different people were feeling and how the observers responded). You might choose to build the cause and effect table/chart with the causes already completed, and focus only on eliciting from the students what the observers did to show empathy. See table/chart example below:

<table>
<thead>
<tr>
<th>Other person’s shoes (Cause)</th>
<th>Our empathy responses (Effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Nervous” girl on her first day of school</td>
<td>Help carry boxes</td>
</tr>
<tr>
<td>“Stressed” girl carrying boxes</td>
<td>Help carry boxes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>“Frustrated” girl tying shoes</td>
<td>Help her learn how to tie her shoes</td>
</tr>
<tr>
<td>“Lonely” boy at the lunch table</td>
<td>Sit and talk with him</td>
</tr>
<tr>
<td>“Nervous” girl in a new town</td>
<td>Introduce yourself and include her in what you’re doing</td>
</tr>
</tbody>
</table>
**“Left out” boy in the gymnasium** | **Ask him to join you in what you’re doing**

**“Nervous” teacher in a new classroom** | **Introduce yourself and follow the classroom rules**

**Any additional situations (see Extend the Lesson below)**

**Reflect and Close: - (10 minutes)**
- **Role Play:** Tell the students that they are going to practice having empathy (walking in someone else’s shoes) by playing a game of “Empathy Charades.” Explain that they will need to pay careful attention so that they can be accurate in “reading” what the person is feeling.
- **Demonstrate and practice a round of this game for your students by pretending you are freezing cold (for example: shake/shiver, blow into your hands to get them warm, rub your hands together).** Afterward, call on students to let them express what they think you were
feeling. Call on a volunteer to act out various feelings (e.g. hurt, scared, nervous, excited, etc.). The students may need a reminder to not tell the class what they are feeling, and instead they have to use their bodies and faces only to express the feeling.

- Observe to see if the class is able to guess the feelings being portrayed, and engage in several practice rounds. Note, depending on the developmental stages of your students, you may consider doing the acting yourself and asking the students to do the guessing.

- After they have completed their empathy charades activity, ask students the following questions, and have them share responses with an elbow buddy:
  - Why is it important to have empathy?
  - What does it mean to walk in someone else’s shoes?
  - What strategies can we use to walk in someone else’s shoes?
  - What are the best ways to respond to others using empathy? What kinds of things can we DO when we see someone who feels sad? scared? hurt? nervous, alone, happy, or excited?

**Extend the lesson: (optional) - (10 min.)**

- Play the role playing charades game, but add on the element of action & response. For example, if the feeling being portrayed is correct, ask the students to share things they could do if they saw someone who was feeling that way. For instance, in the example from above of someone being cold, students could say “give them a jacket or blanket”.

- You can also extend the chart used in the *Interact with the Concept* portion of this lesson by adding on to it as situations arise throughout the day and encourage the “empathy effect” that happened or should have happened in the situation.

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
</table>

Cut-outs for cause & effect table/chart