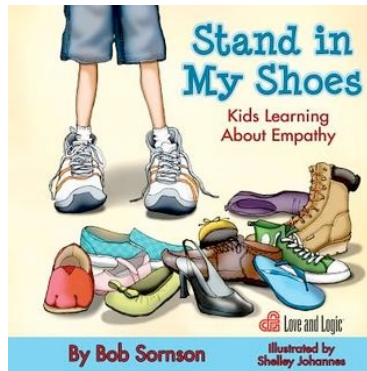


# LESSON PLAN: STAND IN MY SHOES

Written by Bob Sornson / Illustrated by Shelley Johannes

---



## Objective:

- Students will demonstrate knowledge of ways they can show empathy toward others.

## New York State Learning Standards:

Pre-Kindergarten: 1, 2, 3, 4, 7, 10, 11

Kindergarten: 1, 2, 3, 4, 6, 7, 10, 11

First Grade: 1, 2, 3, 6, 7, 11

Second Grade: 1, 2, 3, 5, 6, 7, 11

## Materials:

*Stand in My Shoes: Kids Learning About Empathy*; cardstock, crayons, markers, scissors, templates of different shoes or a variety of different precut shoes, several precut hearts.

## Vocabulary:

|              |             |            |
|--------------|-------------|------------|
| barred       | whined      | empathy    |
| grateful     | appreciated | grumpy     |
| accidentally | nudged      | thoughtful |

## Before Reading:

- Discuss the title, *Stand in My Shoes: Kids Learning About Empathy*, with students and ask them what they think it means to stand in someone else's shoes.
- Tell them that empathy means to understand how other people are feeling.
- Read the following explanation in the book on page 5: **Empathy is when you understand how someone is feeling because you imagine what it is like to be them or stand in their shoes. People are grateful when you know how they feel.**

- Guide students through a picture walk of the book. Identify the main character, Emily. Have students predict what Emily is doing in each picture and how they think she is interacting with the other characters.
- Discuss how Emily and the other characters may be feeling by looking at the pictures.

### **Reading:**

Read *Stand in My Shoes* aloud to the class. Refer children back to the observations they made by looking at pictures in the Before Reading section as you read the book.

### **Discussion Questions:**

Ask students the following questions so they can reflect and think critically about the story:

Pages 4-5:

What does Alicia want Emily to do? Why? What do you think Alicia wants Emily to understand?

Pages 6-9:

How does Emily use what her sister said about empathy when she is having breakfast with her Dad? How is her Dad feeling before he leaves for work?

Pages 10-11:

What does Emily see when she is getting on the school bus? How does she show empathy toward Rosie? How do you think Rosie feels?

Pages 12-15:

How does Emily show empathy towards her teachers and adults at school? Why is Emily trying to understand them and what they are feeling? What are some of the feelings that Mrs. Fitch, Mrs. Wattles and Mr. Redmond are having that Emily may be noticing that they are feeling?

Pages 16-21:

How does Emily show empathy towards others on the playground and on the bus going home from school? How do you think Rosie felt after Emily asked her to sit with her? Why was this important to Rosie?

Pages 22-25:

How did Emily show empathy towards her mom? What are some ways you could show your family members that you care about how they feel?

Pages 26-30:

What did Emily learn about becoming aware of other people's feelings?

Ask students to think of two ways they could show empathy toward someone at home today. List some of these on a chart for future reference or ask older students to write them down. Ask them to draw a picture of one of these ways.

### **Guided Practice:**

- Have students trace one of their shoes on cardstock or paper. Direct them to decorate their shoe with crayons or markers and cut them out. Display the shoes on a bulletin board or hang them around the room.
- Ask students to look for ways that they or someone else shows empathy in the classroom or at school. They can dictate or write a sentence or two on small hearts describing their observations for a day, week, etc. and glue these to their paper shoes. Students can share these with their classmates to help build awareness of everyday ways they can show empathy to others.

### **Closure:**

- Have students work with a partner and think of more ways they could use empathy in dealing with friends, peers, relatives, teachers, and adults in different situations such as: A student you do not know falls and gets hurt, a friend gets embarrassed when they make a mistake, a classmate gets sick and throws up, your mom or dad gets cranky after a bad day.
- Ask each team to divide a paper into two sections.
- On one side have them draw a situation that has happened and on the other side a way to use empathy towards that person. Share these with other teams.

### **Bonus Activity:**

Compare this book to one other book in Unit 1. Have students discuss how the two books are the same and/or different. Ask students to choose the one they liked the most and explain why.