

Williamette High School – Lesson Plan

Lesson Title
Empathy/Compassion
Goal
For students to demonstrate the three qualities: <u>W</u>ORTH <u>H</u>ONOR <u>S</u>UCCESS By understanding the practical meaning of empathy/compassion and behaving in an empathetic manner.
Introduce Lesson (Script)
<ul style="list-style-type: none">• What is empathy and/or compassion?• How does this effect the school environment?
Give Positive and Unacceptable Examples
(Have students decide which are positive and which are unacceptable) <ul style="list-style-type: none">• When a new student enters the classroom you greet them in a friendly manner, demonstrating that you know they must be nervous about being new to the class.• When a new student enters the class, you make fun of the school or town that he/she came from.• Teasing a person about the person’s clothes because his/her clothing is not in fashion.• You resist the temptation to make fun of someone in an embarrassing situation, i.e., someone trips and falls in the hall.• Publicly ridiculing how another person talks or looks.• When a person fails to demonstrate the ability to accomplish a physical task during a class activity other students continue to support and encourage him or her.
Facilitate Practice Activity
<ul style="list-style-type: none">• Have each student take out a piece of paper and write down 3 positive examples of showing empathy (compassion) and 3 unacceptable examples of showing empathy (compassion).• Ask a few students to share their responses. Start with the unacceptable and move to the positive.
Close Lesson (Script)
<ul style="list-style-type: none">• Emphasize the concept of “walk a mile in the other person’s shoes.”• Discuss what happens to students who continually feel unaccepted, misunderstood and outside the social groups.
Follow-up Activity
<ul style="list-style-type: none">• Acknowledge at least two people today who show empathy (compassion) towards someone else.

Willamette High School – Lesson Plan

Lesson Title
Hallway Behavior
Goal
For students to demonstrate the three qualities: WORTH HONOR SUCCESS in the hallways at Willamette.
Introduce Lesson (Script)
Our hallways are narrow and our numbers are large! Just like with traffic on the roads, if we have common understandings about how you should move, accidents and inconveniences will be minimized. There may be problems due to overcrowding, but if we can deal with them together in a positive way, it will be more pleasant to be in the hallway.
Give Positive & Unacceptable Examples
<p>Have students identify which are positive and which are unacceptable examples:</p> <ul style="list-style-type: none">• You see one of your friends coming towards you and you remember that you need to discuss a homework assignment with him. Seeing that there are many students behind him, you realize it's not respectful or safe to stop and talk and instead say, "Meet me at my locker after class."• You are in a hurry and there is a line to get through the door. Seeing no one coming through the door on the left, you decide to use that door. As you step in front of the door, it suddenly opens and it hits you in the head. You yell at the student who opened the door and then push him out of the way.• You have almost reached your class and a group has stopped in the hall blocking your way. You politely say, "Excuse Me," and pass as they move to form an opening. You acknowledge their cooperation by saying, "Thank you."• You have almost reached your class and a group has stopped in the hall blocking your way. You become upset and yell, "Get the *@\$% out of my way!" then push through the crowd to class.• You notice someone on crutches is having difficulty and slowing down the traffic flow. You slow your walking rate and patiently tell those behind you to slow down as well.• A student in a wheelchair is negotiating slowly down the hallway. As soon as you see an opening, you quickly move around her, cut in front and give her a dirty look as you pass.
Facilitate Practice Activity
<ul style="list-style-type: none">• After reviewing the above examples, you may want to have students contribute a few more positive and negative instances from our halls. Ask students to give details from their own experiences.• Allow students time to problem solve ways they could avoid crowded areas and help keep traffic flow moving, such as using alternative routes that are less crowded like the outer halls, even if it takes a little longer. Recommend allowing more time to get to class. Remind students to be patient as we all put more effort into dealing with crowded hallways.
Close Lesson (Script)
"Thank you for your cooperation. I want to encourage you to exhibit those qualities: <u>W</u> orth, <u>H</u> onor, and <u>S</u> uccess, especially in the halls. Remember to listen as more students and staff are acknowledged for their 'WHS pride' in the hallways in the coming announcements."
Follow-up Activity
Acknowledge others as they exhibit <u>W</u> orth, <u>H</u> onor, and <u>S</u> uccess in our halls by using the "Wolverine pride" slip.

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Lesson Title
Rumors and Gossip
Goal
For students to demonstrate the three qualities: <u>W</u>ORTH <u>H</u>ONOR <u>S</u>UCCESS By avoiding rumors and gossip and being considerate of other people’s feelings.
Introduce Lesson (Script)
<ul style="list-style-type: none">• By practicing WORTH, HONOR, AND SUCCESS in regards to rumors and gossip you can avoid negative consequences.• By gossiping, you put your own and others reputations at risk.
Give Positive and Unacceptable Examples
(Have students decide which are positive and which are unacceptable) <ul style="list-style-type: none">• Person A says, “Did you hear about her? I can’t believe she did that!” Person B says, “I know. You know what else I heard?”• Person A says, “Did you hear about her? I can’t believe she did that!” Person B says, “I don’t believe it. You shouldn’t say that if you are not sure. That could really hurt someone’s feelings.”
Facilitate Practice Activity
<ul style="list-style-type: none">• Play the game Telephone.• Have the last person in the game Telephone repeat the story out loud as it was told to them.• How does it compare to the original story?
Close Lesson (Script)
<ul style="list-style-type: none">• Discuss how the game of Telephone might pertain to events in real life.
Follow-up Activity
<ul style="list-style-type: none">• Acknowledge at least two people today who do not engage or promote the continuation of rumors or gossip.