

# SOCIAL EMOTIONAL LEARNING

## SOCIAL SKILLS LESSON PLAN

### CASEL COMPETENCY: SOCIAL AWARENESS

### SOCIAL SKILL: PERSPECTIVE TAKING

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#### BOOK INFORMATION

Book title: Windows

Author: Julia Denos

Illustrator: E.B. Goodale

Publisher and date of publication: Candlewick Press, 2017

Number of pages: 24

ISBN: 978-0-7636-9035-9

Reading level: 1-2

Interest level: K-6

#### BOOK SYNOPSIS

The narrator describes how at the end of the day before it gets dark, you can look through your window at other windows. The narrator describes this as it follows a girl going for a walk. There are a number of things you can walk past, including animals, people having a party inside, or friends communicating with cups as a telephone. In each of the windows something is going on. You may even get to an abandoned house and you can create your own story around it. When you get home and someone is waving at you. You can't wait to go in and so you do.

This book could be used to show students that there are many different stories going on around them that they may or may not know about. Explain that some you can see and some cannot. Students can understand that they can look from another perspective and feel just as safe as when they hold on to their own perspective.

This book could be useful in lessons about metaphors or point of view.

#### LESSON OBJECTIVE

The goal of this lesson is for students to understand different perspectives. By understanding that every person we see and meet has a different story and understanding of the world, students will develop a stronger social awareness.

#### LESSON MATERIALS AND ADVANCE PREPARATION

K-2 Advance preparation

- You may want to make your own window so that students have an idea of what they should make. You may want to include different perspectives of the same event for older children.

K-2 Lesson materials:

- Large piece of construction paper for each student

- Markers, colored pencils, and crayons for each student

### 3-6 Lesson materials

- Lined paper for each student to write two stories
- A pencil for each student

### KEY VOCABULARY AND CONCEPTS

Perspective: a particular attitude toward or way of regarding something

Metaphor: a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable

Empathy: the ability to understand and share the feelings of another

Point of view: a particular attitude or way of considering a matter

### PRE-READING ACTIVITY

Show the students the cover of the book and read the title. Ask the students what they think the book is about. Point to one of the windows and ask them what they think that person may act like and care about. Explain that everyone we see has a different background and understanding than we might.

Explain that the windows in the book could be a metaphor for the lives people live. Explain that sometimes we can see clearly what a person's life is like and what their perspective is and sometimes we cannot.

### READ THE BOOK

### POST READING DISCUSSION

Ask the students what kind of things the girl in the story walked by. What might the racoon care about? How about the people having a party and the friends talking in the cup?

Explain that sometimes we don't know what is happening in a window or what is happening in a person's life. Show the students the picture of the abandoned house. Explain that sometimes we do not know what is going on in a house or inside a person but we may be able to imagine this. Ask the class if they have any idea of what happened in the house? How could a person feel like how the house looks?

Show the last page. Ask what the girl got from taking other perspectives. How does that make her life more interesting?

### POST READING ACTIVITY

K-2: Give each student a piece of construction paper. Explain that some windows are divided into four different squares. Ask the students to fold the paper hotdog and hamburger style to make four squares. Ask students to color a line over the folds so that it looks like a window pane. Ask students to draw a picture in each square showing the perspective of different people in their lives. One of the squares should show their perspective. The other three could be a parent, sibling, friend, pet, teacher, neighbor, etc. Ask students to share what they drew and why.

3-6: Ask students to write story from the perspective of themselves. It can be based on a real event or fiction. Students need to make sure there is some kind of conflict in the story. Then ask the student to write it again, this time from the perspective of somebody else in the story. Ask students to share their stories. Ask them to share what they learned from writing it with two different perspectives.

## CLOSURE

By understanding that every person we see and meet has a different story we can build stronger relationships. We can empathize with the person and their struggles because we have seen it from their point of view. Every person we see and meet has a different understanding of the world so we need to try to understand that point of view, even if we end up sticking with our original point of view.



“You never understand a person until you consider things from his point of view.”

- Harper Lee