



Teacher Debrief for Lesson 1

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to share a situation where they themselves expressed empathy or if they saw someone expressing empathy. How does this impact their citizenship, relationships, and community?
3. Ask students to share what random acts of kindness they have done in the last couple of days. How does this impact their citizenship, relationships, and community?
4. Review current media stories – do any of them touch on empathy or acts of kindness? Read story to class and discuss their reactions. Is there a difference of opinion about the situation (i.e. does one help a homeless person by giving them money or not?) How does the story impact the community and the relationships within the community? What values were they showing by completing this act (respect, empathy, fairness, cooperation, leadership)?
5. Ask students what communities they belong to. How can they use empathy to make their community/communities a better place?



Teacher Debrief for Lesson 2

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to share their understanding of the different types of bullying and the impact bullying can have on an individual.
3. Ask the students if it is common for girls and boys to bully in different ways. Ask them to explain the difference if there is one. Is one type of bullying any more or less harmful than another?
4. Ask the students if they are a bystander and they see bullying online or in person, what are the steps they can take/what can they do?
5. Ask the students how having empathy can reduce aggression, bullying and violence. How does using empathy in these situations impact their citizenship, relationships, and community?
6. Review current media stories – do any of them touch on bullying? Read the story to the class and discuss their reactions. Is there a difference of opinion about the situation (i.e. who is at fault)? How does the story impact the community and the relationships within the community? What values were NOT shown by completing this act (respect, empathy, fairness, cooperation, leadership)?



Teacher Debrief for Lesson 3

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to reflect on the diversity of their class. Ask students how diversity can benefit their experiences (respect, relationships, culture, and collaboration).
3. Have the students gather and organize information from a variety of sources that present different perspectives on two or more current communities in Canada.
4. Have students identify the various reasons why people from many other countries come and continue to come to Canada.
5. When it comes to diversity, how does using empathy impact their citizenship, relationships, and community? Have students identify things they can do on a daily basis to foster and enhance their citizenship, relationships, and school community.



Teacher Debrief for Lesson 4

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to reflect on lesson 1-4 and how all of the topics connect (bullying, diversity, family issues and empathy).
Examples include: People are sometimes bullied for their diversity. Family issues may make a person feel different.
3. Ask the students to provide the benefits of going through tough situations such as bullying and family issues.
4. When it comes to family issues and society, how does using empathy impact their citizenship, relationships, and community?



Teacher Debrief for Lesson 5

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students what are the consequences of unhealthy relationships or using an unhealthy relationship characteristic such as put downs? How can this behaviour be prevented?
3. Ask the students what the connection is between healthy relationships and learning (i.e. if feel safe at school – better able to learn).
4. Ask the students what is the connection between the pressure to make unhealthy choices (i.e. smoking) and unhealthy relationships? How does one ensure/help themselves to make the best decisions possible at all times?
5. Review current media stories – do any of them touch on relationships? Read the story to the class and discuss their reactions. Is there a difference of opinion about the relationships (was it healthy/unhealthy)? How does the story impact the community and the relationships within the community? What values were shown or not shown to help identify if the relationship was healthy or not.
6. Potential books that can be read as a class:
 - Egghead by Caroline Pignat
 - http://www.fitzhenry.ca/usercontent/Fitzhenry/Marketing_imagery/Teachers-Guides/PDFs/EggheadTG.pdf
 - Each Kindness by Jacqueline Woodson
 - <http://www.witsprogram.ca/schools/books/each-kindness.php?source=book-lists>
 - <http://witsprogram.ca/pdfs/schools/learning-outcomes/books/each-kindness/ON.pdf>
 - Freak the Mighty by Rodman Philbrick
 - Poison Ivy: 3 Bullies, 2 points of view, 1 trial by Amy Goldman Koss



Teacher Debrief for Lesson 6

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask the students to find a media clip (that was not used in this lesson) that lacks an empathetic response from the media characters. Discuss overt and implied messages and ask students to provide evidence for their interpretation.
3. Have students create a media text that involves empathy. Ask students to explain the strategies they used in their media text to improve as media viewers/listeners/producers/citizens. Ask students to evaluate how their media text would be received by a variety of audiences. Was anyone missing from their media text?
4. Have the students find a media clip about sports. Ask the students to evaluate how this clip impacts peoples' decisions about how they treat others (i.e. Ritchie Incognito and Jonathan Martin)? Do these kinds of clips reinforce gender stereotypes? How does this impact relationships and one's community?



Teacher Debrief for Lesson 7

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Ask a student volunteer to read from a text out loud to the class. Ask the class to model active listening skills (this includes non –verbal communication –i.e. eye contact). Have 3 students volunteer as reporters to report back on the behaviours they observed that demonstrated active listening skills.
3. Ask the class to identify times that are difficult to be active listeners. Ask the class what needs to be done to help them become better listeners in these situations.
4. Challenge the class to be active listeners and practice empathy on a daily basis. Have students provide “Gotcha” cards to the students who show this. Draw a prize on a weekly/monthly basis for the “Gotcha” winners. Ensure every student has at least one ballot – this means teacher must participate and know who is missing ballots.



Teacher Debrief for Lesson 8

1. Ask the students if they have any questions from the lesson. Please record or email these to the facilitator so that facilitator can answer them the next time they are in class.
2. Draw students' attention to social responsibility in the school community. Ask the students what they are currently doing to be good citizens. Ask students to brainstorm what they could further do to enhance their school community.
3. Use reflection piece provided and have student write a letter of thanks to their "Everyday Hero" explaining why and how they view this person as a hero. Ask students to give the letter to their everyday hero. Ask the students to reflect and record the person's reaction to receiving this letter.
4. Challenge the class to recognize classmates who act in "heroic" ways (i.e. standing up for someone, holding the door for people). Have students provide "Gotcha" cards to the students who show this. Draw a prize on a weekly/monthly basis for the "Gotcha" winners. Ensure every student has at least one ballot – this means teacher must participate and know who is missing ballots.