

Lesson Plan

Lesson Plan for	How to Apologize	(lesson title)
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School Counselor:	Alexis Thompson			
Target Audience:	CE1			
Mindsets & Behaviors: (limit of three)	B-SMS 1. Responsibility for self and actions B-SS 1. Effective oral and written communication skills and listening skills B-SS 4. Empathy			
Lesson		Of		

Learning Objective(s)/Competency	
Students will:	Demonstrate a strong apology using the four steps
Students will:	Distinguish a strong apology from a weak/insincere apology
Materials:	
PowerPoint, Paper heart	
Evidence Base:	
☐ Best Practice (active learning - discussions , group work, role play ; opportunities to practice) ☐ Action Research ("Systematic inquiry into a school or classroom situation with the intent of improving the quality of teaching and learning and gaining a deeper understanding of the complex context in which it occurs") ☐ Research-Informed ☐ Evidence-Based (Programs like RULER, Kelso's Choice, etc.)	
Procedure: Describe how you will:	
Introduce:	Wrinkled heart activity: Hold out a large paper heart to the students, telling them that this is a representation of a heart. Ask students to share mean things they have seen or heard people do. For each example, wrinkle and crumple the heart. When the heart is completely balled up, ask each student to apologize, slowly unfolding the heart until it returns to its regular shape. Explain that apologizing is helpful - the heart is back to its regular shape - but the actions we do leave marks on others (the wrinkles) and those are not easily removed. If you know you are about to do something that hurts someone else, it is better to not do it in the first place.

	Today we're going to talk about apologies - things that you say after you make a mistake or hurt someone - and we already know from what we just talked about that they're more than just saying "sorry" and running away
Communicate Lesson Objective:	Today, we're going to learn how to make a strong apology and the difference between a strong apology and a weak apology
Teach Content:	4 parts to an apology: "sorry" / express remorse - what you did - why it was wrong / how it did harm - How you will fix it / what you'll do differently
Practice Content:	Context: Sue Ellen got a new sweater that's too big for her. Her friend Arthur has been making fun of her about it all week. His teacher told him to write an apology to her https://youtu.be/Q--3mEXMLn8?t=393 6:33 - 6:57 - What did you notice in this video? - How would you feel if you received this apology? - Who is this apology about? - How could we make this a stronger apology? https://www.youtube.com/watch?v=Re57U2LqzOI - How would you feel if you received this apology? - What made this apology different from the first one? Give students a scenario and have volunteers practice making a strong apology
Summarize:	Define apology 4 steps
Close:	What is one thing that you learned from this lesson? How will you use what we learned today?
Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i>	
Participation Data:	
Anticipated number of students:	CE1/2nd grade - about 90-100 students
Planned length of lesson(s):	45 minutes
Mindsets & Behaviors Data:	
- Pre-test administered before first lesson - Post-test administered after lesson (if standalone) or after last lesson of unit/group session - Pre-/post-assessment attached	
Outcome Data: (choose one)	

☐ Achievement (describe):

☐ Attendance (describe):

☐ Discipline (describe): School counselor will compare CE1/2nd grade discipline referrals before and after the lesson to see whether there is a decrease in incidents