

## LESSON 1

# What are Empathy and Compassion?

**Objectives** students will be able to...

- \* Describe and give examples of compassion
- \* Identify situations and emotions that indicate the need for compassion
- \* Describe how to practice/perform acts of compassion



### Materials

Activity Type: Jigsaw

- \* Copies of the included story sheet “Jelani’s Help”
- \* Large paper, pencils/markers and tape for displaying lists

### Teacher Background

- \* Empathy is when you understand and share another living thing’s feelings or situation. You use your imagination to put yourself in their shoes.
- \* Compassion is when you put empathy into action by doing something to help.
- \* Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

#### “A” Groups

Divide students into three equal groups.

1. Group 1 will create a list of ways that you can see or hear that another person (or animal) is in need of compassion.
2. Group 2 will create a list of what you might feel or think when you feel compassionate toward someone.
3. Group 3 will list things that you can do to show compassion to someone.

Each group will write their list on large paper, then hang it in the class for everyone to see.

#### “B” Groups

Then the class will rearrange into groups of three—the “mixed” groups (each group having a one, two, and a three representative). Each group will identify how characters in the story showed they needed compassion, how other characters felt when they saw them, and how characters showed each other compassion.

### Introduction

See, Care, Do



Today, we’re going to learn about compassion. Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

## “A” groups

⌚ 5-7 min

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### In the 1s group:

- What do you see when someone needs compassion?
- What might their facial expression show?
- What does their body language look like?
- How does someone needing compassion behave?
- What might they say?

### In the 2s group:

- How do you feel when you care about someone needing compassion?
- Do you put yourself in their place and think about how you might feel?
- Can you remember a time you needed someone to show you compassion?
- How can you tell the difference between pitying someone and showing them compassion?

### In the 3s group:

- What can you do to show compassion?
- What actions might someone like if they need compassion?
- How can you be careful to not make someone feel uncomfortable when they need compassion?
- What can you say to show that you feel compassion?
- How has someone shown you compassion in the past?

Each group should use their prompts to create a list of things to look for. The lists should be written on a board or on large sheets of paper for the whole class to see. The lists will be used during the “B” group activity.

## Read Short Story Independently

⌚ 10 min

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### Jelani’s Help

When Mr. Reese calls on Jelani to pass back a stack of test papers, the class gets a couple of opportunities to show compassion.

## “B” groups

⌚ 20 min

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1. Have students moved into their “B” groups. Direct students to read over the three lists that the number groups created and decide if they need to add anything. If students want to add an item to the list, they should send one person up to the paper to add it.
2. Have the mixed groups review the story together. Then, have the students work together to answer the questions found at the bottom of the story page. (They may answer the questions on the back or on a separate sheet of paper.)
  - Who needed compassion? (Was it one person? More than one?)
  - How did the character(s) show they needed compassion?
  - Who showed compassion?
  - How did they feel when they saw someone needing compassion?
  - How did they show compassion?

## Wrap-up question or exit ticket

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**What acts of compassion are you comfortable with that someone else may not like or vice versa?** (Eg. some students may like getting hugs while others shy away from any physical contact.)

**Why is it important to be sure that someone is comfortable with the way you are showing them compassion?**

## Extension



### Create a compassion jar, shelf, or tree to add to all year long.

- a. Set up a jar in class and call it the “compassion jar,” “caring jar,” or let the students pick a name. Each time a student mentions a compassionate or caring act that was shown to them, that they showed to someone else, or that they have seen or done, or recognize from a book or story, write it on a piece of paper and add it to the jar.
- b. Instead of a jar, use a shelf or a windowsill and have students draw pictures, write on slips of paper, or paint stones with images or words on them to add to the shelf.
- c. Draw a large outline of a tree on a wall and have students add leaves to the tree that tell of compassionate acts they have seen or done.
- d. Create a Compassion Guest book, where a student volunteer takes the writings from the compassion jar and records in a guest book that can be shared and read as a class. The class can review the compassionate acts once a month or semester.

Ask students to name the person (or character) who did the compassionate act, to describe the act, and the impact of the action.

Do this all year. Ask students to list places where they can look for compassion or where they can find chances to show others compassion. Be sure to emphasize that they may also look for compassion in the stories they read in and out of class. Ask students each day or each week if they have seen or done anything that should be added.

Pick an activity to do as a special treat when the jar/tree/shelf is full, such as sharing a special treat or activity where students show compassion to another class, such as reading stories or playing with younger children.

### Additional Suggested Reading for Students:

- Wonder, by R. J. Palacio
- Angelo, by David Macaulay
- The Hundred Dresses, by Elenor Estes
- Loser, by Jerry Spinell

#### SEL Standards:

- 2A.1b. Use listening skills to identify the feelings and perspectives of others.
- 2A.2a: Identify verbal, physical, and situational cues that indicate how others may feel.

#### SEL Standards:

- CCSS.ELA-LITERACY.RL.2.1  
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RL.2.3  
Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-LITERACY.RL.3.3  
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- CCSS.ELA-LITERACY.RL.6.1  
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Jelani's Help

Mr. Reese looked out over the classroom full of raised hands. He called on a boy with his hand waving in the air. Jelani skipped up to the front of the room and accepted the stack of loose papers from the teacher. Mr. Reese addressed the class, "okay, friends, Jelani is passing back the tests from Friday. I'm happy to say most of you did very well! Some of you need just a little more practice, and that's ok! I'll be here at lunch and after school any time you need extra help. Plus, you know I will let you retake the test to pick up your score!" Mr. Reese beamed at the class.

Jelani, who always had extra energy, danced around the room, slapping papers down on students' desks. Simone picked up her paper with excitement. She then slumped down in her chair and buried her face in her arms on her desk. "So close!" she thought to herself. "Why couldn't I have gotten one more point? A 'B' seems so much better than a 'C'!" A single tear fell and smudged the 79% at the top of the paper. Simone usually got all A's. Jelani paused and wrinkled his brow when he saw Simone. Keisha, sitting in front of Simone, turned around and gently patted her on the arm.

Other students started to take notice and Simone's freckled face turned red. She sunk even deeper in her seat and avoided making eye contact with anyone. Jelani paused, then smiled. He skipped and danced around the room faster, his shoes squeaking loudly against the linoleum floor. Soon, all eyes were on him. He was grinning and spinning in circles as he made his way around the room, thrusting the graded tests at his classmates, cheering the people who got high scores.

Then Jelani's energy got the better of him. Just as he was prancing back to his seat, he stepped on his loose shoelace and tumbled forward. He waved his arms, trying to regain his balance, but toppled over, hitting his forehead on the sharp corner of Mr. Reese's desk. The class gasped. Jelani pressed his hand to his forehead, where a lump was already forming. His lips quivered as he tried to keep from crying.

Simone jumped up and said, "Mr. Reese, I'll take Jelani to the nurse!" She smiled at her friend who was being helped to his feet by two other classmates. Mr. Reese quickly scrawled a hall pass and Simone put her hand on Jelani's shoulder as they left the classroom.

"You okay?" Simone asked. Jelani nodded and said, "my mom is always telling me to slow down. I'm going to hear about this now!" Simone glanced at Jelani and said, "thanks for what you did." He gave her a crooked smile. "What do you mean?" She stopped and said, "You know what you did! You distracted everyone when I was upset about my test." Jelani chuckled, "oh, that? That was nothing." Simone gave his arm a squeeze and they walked to the nurse's office in silence.

## Questions for Mixed Groups

Answer the following questions on a separate sheet of paper.

1. Who needed compassion? (Was it one person? More than one?)
2. How did the character(s) show they needed compassion?
3. Who showed compassion?
4. How did they feel?
5. How did they show compassion?



## LESSON 2

# Mistakes and Growth Mindset

### Objectives students will be able to...

- \* List emotions that result from mistakes and failures.
- \* Describe how compassion and growth mindset are related to mistakes and failures.
- \* Describe how to show compassion to self and to others following mistakes and failures.
- \* Describe how to be compassionate toward self.
- \* Explain how understanding our own emotions can lead to self-compassion.
- \* Describe concepts related to compassion (appreciation and respect).



### Materials

Activity Type: Stations

- \* Copies of Fixed or Growth Mindset worksheet (see below)
- \* Pens/pencils
- \* Safe scissors
- \* Glue sticks or tape

### Teacher Background

Students can often feel defeated or hopeless when faced with mistakes or failures. Students who receive a low grade on a test, for example, may falsely believe that they just are not smart or capable enough to learn the skills or material. This leads students to shut down and give up. Having a growth mindset allows students (and adults!) to modify their thinking away from “I can’t do this!” to “I can’t do this yet.” Adding “yet” allows students to realize that they are capable of learning and growing. This allows students to feel less judgmental toward themselves and others and to understand that we all learn at our own pace.

### Introduction



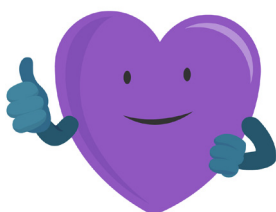
**In this module, you learned about how mistakes can affect how you feel about yourself and about other people. When other people make mistakes that affect you, you may feel upset or impatient. How do you feel when you make a mistake? Do you feel determined or embarrassed? Having a growth mindset can help you show compassion by understanding that mistakes are a part of the learning process.**

### Discussion

⌚ 5-7 min

What is something that you have learned to do now that you couldn’t do when you were five years old? (Ride a bike, play an instrument, skate, shoot a basket, build a Minecraft house, draw a tree, spell hippopotamus?)

- How did you learn?
- Did you have to try a bunch of times?
- How did you feel when you tried the first time?
- What made learning it easier?
- What did you find challenging about learning it?



## Activity

🕒 30 min

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Having a growth mindset is when you understand that every person is learning new knowledge and skills all the time—and you have patience and understanding for the process. Expecting yourself or someone else to be instantly successful only increases the chance for disappointment and frustration.

Have students work individually or in pairs to complete the Growth Mindset activity packet included below.

## Wrap-up question or exit ticket

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**What acts of How do you think having a growth mindset might be related to empathy?**

**When can you use growth mindset techniques in your daily life?**

**How can using a growth mindset affect how you react with your classmates who make mistakes?**



## Fixed or Growth Mindset?

Directions: Cut out each of the slips below and glue them by the correct side of the brain.

Fixed

Growth



I made a mistake.	Mistakes can help me improve.	I can always improve if I keep trying.
I can't make this any better.	It's good enough.	Is this really my best work?
I'm going to train my brain in math.	I can't do math.	I'm not good at this.
This may take some time and effort.	This is too hard.	I'm going to figure out what he/she does and try it.
I'll never be as smart as he/she is.	I'm awesome at this.	I give up.

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## Reflections on Growth

Think about a time that you learned something new. What were some of the steps you took to learn it?

Think about a time when you failed at something. How did it make you feel? Did you give up or try again?

What influences your choice to either give up or keep trying? u give up or try again?



## LESSON 3

# Exploring Self-Care

**Objectives** students will be able to...

- \* Describe what difficult emotions look and feel like.
- \* Describe how emotions can lead to getting or not getting empathy or compassion.
- \* Describe ways to manage difficult emotions.
- \* Describe and practice mindfulness.
- \* Identify situations when mindfulness is useful.
- \* Describe the effects of mindfulness.



## Materials

Activity Type: Stations



**Station 1: Square Breathing**—students will practice a mindfulness breathing technique.

- \* Printed Station Card

**Station 2: Countdown to Calm**—students will practice a 5-step calming technique.

- \* Printed Station Card

**Station 3: Freestyle Art**—students will express their emotions through art.

- \* Printed Station Card
- \* Art supplies (crayons, markers, paint, paper, playdough, etc)

**Station 4: Tense and Release**—students will use a muscle-activation technique to calm down.

- \* Printed Station Card

**Station 5: Mindful Writing**—students will follow writing prompts to focus on their emotions.

- \* Printed Station Card
- \* Paper and pencils

**Station 6: Read and React**—students will practice identifying emotions in stories.

- \* Printed Station Card
- \* Short stories or short books (that can be read in 5-10 minutes)
- \* Pencils and paper

## Teacher Background

Empathy for others is when you understand why they feel the way they feel and compassion is when you take action to help them feel better. Sometimes, we need to show compassion to ourselves! When we feel stressed or upset, it's important that we take a moment to show ourselves compassion. One way to do that is to practice mindfulness. Many mindfulness activities can be done anywhere, even in the classroom.

## Introduction



**In this module, you learned about how to manage your emotions when you're not feeling your best. Instead of being upset or feeling bad, you can use it as a time to do mindfulness activities. What did the module suggest you could do to feel better? Have you tried mindfulness before?**

## Stop and Jot

⌚ 5-7 min

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Have students briefly jot down the answers to the questions and then share the ones they feel comfortable talking about with a partner.

What are some things that may make you feel sad, embarrassed, or upset?

- Think of a time you felt embarrassed. (You don't have to share if you don't want to. It's ok just to think about it.)
- Think of a time someone else's mistake upset you. How did you feel? Upset, angry, disappointed?

Think of some ways you can help yourself feel better when you're sad, embarrassed, or upset. Think of things that are:

- Active
- Creative
- Peaceful
- Relaxing
- Inspiring

## Activity

⌚ 20 min

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Mindfulness is when you pay attention to the present moment in a specific way without any judgment. "Without judgment" means that you don't think of things as being "good" or "bad;" you just notice the sensations. The techniques you'll try in the stations can help reduce stress and anxiety and help you to feel more calm and balanced. As you go from station to station, you will try different activities such as breathing, drawing, writing, stretching, and reading that can help you feel focused. When you're feeling stress, your heart rate and blood pressure increase and your breathing becomes shallow. This is part of something called the fight or flight response. This response was useful when our hunter-gatherer ancestors had to hunt prey or fight off predators. Now the response can lead us to feeling upset with few options for release. Mindfulness helps to calm the fight or flight response.

## Wrap-up questions

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**How is mindfulness related to empathy?** (Mindfulness allows you to observe without judgment which can lead to feeling empathy—when you refrain from judging, you can understand how another person is feeling.)

**When can you use mindfulness techniques in your daily life?** (Ex.: You can use mindfulness when you're upset or feeling any sort of stress, such as facing a difficult test at school or after a fight with a friend or sibling.)

**Which stations did you try? Which techniques did you like the most?**

**How can using mindfulness techniques affect your relationships with your friend or family?** (Mindfulness can help you have more empathy and compassion for friends or siblings who make mistakes or who are pestering you.)

## Exit Ticket

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Explain which activity you liked the most and which techniques you might use in the future.

## STATION 1

# Square Breathing

Think of how you breathe when you're upset. Now think of how you breathe when you're happy and relaxed. Do you notice a difference?

Slow, steady breathing helps our bodies send a signal to our brains that we're safe. It helps us relax.

Square breathing is a technique that can be used when you are upset to help control your breathing and send happy, relaxed signals to your brain.

1. **Breathe in for a count of four**
2. **Hold for a count of four**
3. **Breathe out for a count of four**
4. **Hold for a count of four**
5. **Repeat steps 1-4 at least 10 times.**



## STATION 2

# Countdown to Calm

This method helps you reconnect with your senses and reminds your body and mind that you are in a safe place. It helps to move your thoughts away from worry. When you take time to notice the little things around you, you breathe more deeply and your heart rate drops. This helps you relax.

1. Notice **FIVE** things that you can see.
2. Think of **FOUR** things that you can touch or feel.
3. Observe **THREE** things that you can hear.
4. Notice **TWO** things that you can smell.
5. What is **ONE** thing that you can taste?



### STATION 3

## Freestyle Art

Expressing our feelings through art helps to slow our breathing and calm our nerves. Use whatever materials at the station you like in order to make an image that represents how you feel.

excited

happy

disappointed

annoyed

bored

angry

silly

sad

worried

upset



The  
Compassion  
Project

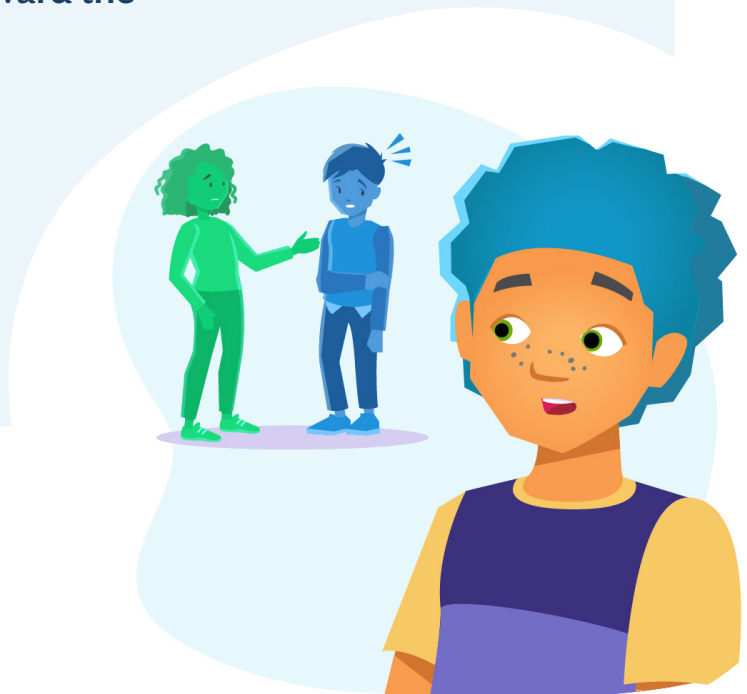
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## STATION 4

# Tense & Release

Our muscles can tighten when we're feeling intense emotions, even without us being aware of it. One way to help yourself relax is to tense up your muscles as hard as you can, then relax. Going through your sets of muscles one by one can help you feel calm and centered.

1. Tense your toes and feet, then count to ten. Now release them.
2. Tighten your calf muscles as hard as you can. Count to ten, then relax.
3. Flex your thighs and rear end. Count to ten. Now relax.
4. Tense your abdominal muscles (belly) and back. Hold for a count of ten, then release them.
5. Shrug your shoulders up to your ears. Squeeze for a count of ten then relax.
6. Tighten up your arms from your shoulders to your fingertips. Flex for a count of ten. Now release them.
7. Clench all the muscles in your face. (It's okay if you make a funny face!) Then release by slowly blowing out your breath.
8. Now stand up, stretch your arms toward the ceiling and REACH!
9. Bend over and touch your toes.
10. Cross your right arm over your chest and pull it with your left hand. Then switch sides. Now you're done!



## STATION 5

# Mindful Writing

Sometimes we can relax and be mindful by writing whatever comes to mind. Choose one of the prompts below and write for five minutes. Don't worry about spelling or grammar, punctuation, or even your handwriting! Just get words on paper.

1. What is your greatest talent?
2. What is the best compliment you've ever received?
3. How do your parents encourage you to be more confident?
4. Write about a unique quality you have that makes you special.
5. Write down five things that define who you are, listing them as "I am \_\_," statements.  
Take a few minutes to think.  
Which quality feels the best?
6. Write about a timewhen you did something you were afraid to try.  
How did you feel afterward?



## STATION 6

# Read and React

Stories that we can relate to can help us process our own emotions. Choose one of the stories in this station, select a comfortable seat, and take some time to just read. Afterward, answer the following questions on a separate sheet of paper.

1. **WHO** was the story about?
2. **WHAT** happened to the characters?
3. **HOW** did the characters feel?  
**HOW** can you tell?
4. **WHY** did they react that way?
5. **WHEN** have you felt the same way?





GRADE 5

# Digital Friendships

How do you keep online friendships safe?



RELATIONSHIPS & COMMUNICATION

*We know the power  
of words & actions.*

## OVERVIEW

Kids make friends everywhere they go -- including online. But are all of these friendships the same? How can kids start online friendships and also learn ways to stay safe? Help your students understand both the benefits and the risks of online-only friendships.

[See the U.K. version of this lesson plan](#)

**Students will be able to:**

- Compare and contrast different kinds of online-only friendships.
- Describe the benefits and risks of online-only friendships.
- Describe how to respond to an online-only friend if the friend asks something that makes them uncomfortable.

**Key Vocabulary:**

**benefit**

something positive that results from a situation

**private information**

information about you that can be used to identify you because it is unique to you (e.g. your full name or your address)

**risk**

something negative or dangerous that could come from a situation

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**Key Standards Supported**

**COMMON CORE**

L.5.4, L.5.4c, L.5.6, RF.5.4, RI.5.4, RI.5.6, RI.5.7, RI.5.9, RI.5.10, SL.5.1a, SL.5.1b, SL.5.1d, SL.5.4, SL.5.6, W.5.4, W.5.10

## CASEL

1a, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

## AASL

I.A.2, I.D.1, I.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.D.1, IV.B.1, IV.B.2, V.A.1, V.A.2, V.B.1, V.C.3, V.D.2, VI.D.3

## ISTE

2a, 2b, 2d

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## What You'll Need

Some resources below are available in Spanish

### Classroom resources

- [Lesson Slides](#)
- [Heart's Online Friendships Handout Teacher Version](#)
- [Finish the Story Handout](#)
- [Lesson Quiz](#)

### Take-home resources

- [Family Activity](#)
- [Family Tips](#)
- [Family Engagement Resources](#)

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## Lesson Plan

Warm Up: **Who Do You Chat With?**

5 mins.

1. **Ask:** *Have you ever chatted with someone online? Who do you chat with? How often? Take turns sharing your responses with your partner. (Slide 4)*

Invite students to share out. Follow up with students who share by asking if the people they chat with are online-only friends or if they also know the friends in person.

2. **Say:** *Today we're going to talk about online friendships, and some of the benefits and risks that go with them. Before we get started, can anyone tell me: What does the word "benefit" mean?*

Invite volunteers to define **benefit**, and if necessary, clarify that it means *something positive that you get from a situation* -- in this case, online friendships.

3. **Ask:** *What about the word "risk"? What does that mean?*

Invite volunteers to define **risk**, and if necessary, clarify that it means *something negative or dangerous that comes from a situation* -- in this case, online friendships.

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Compare and Contrast: **Two Scenarios**

20 mins.

1. **Distribute** one copy of the **Heart's Online Friendships Student Handout** to each student. Read aloud the directions for reading "Heart's Story." (Slide 5)
2. **Give** students seven minutes to read the two scenarios independently. If you are concerned about students' ability to complete the reading independently, consider reading it aloud while they follow along silently.
3. **Ask:** *What are some words that you circled?*

Invite students to share unknown words, and prompt other students to attempt definitions. If necessary, support discussion by providing an example sentence that includes the unknown word.

4. **Draw** a large Venn diagram on the board or project the Venn diagram from the **student handout**.

*Say: As a class, we're going to use this diagram to compare and contrast the two scenarios that you just read about. Copy the class answers into the Venn diagram on your handout as we discuss. Put details that are only true about Scenario 1 in the left square. Details that are only true about Scenario 2 will go in the right square. Details that are true about both will go in the middle.*

5. **Ask:** *What happens to Heart in these two scenarios? How do her feelings change? Take turns sharing your ideas with your partner. (Slide 6)*

Invite students to share out. Prompt them to support their answers with details from the story. As students provide answers, add them to the appropriate place in the Venn diagram. If students make statements about CJcool11's gender or age, make sure to clarify that Heart has never seen or met CJcool11 in person and doesn't really know those details about him or her.

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Evaluate: **Benefits and Risks**

10 mins.

1. **Ask:** *What are some of the benefits and risks of these relationships for Heart? Take turns sharing your ideas with your partner. (Slide 7)*

Invite students to share out answers with the class. Add any new information to the diagram and add + or - symbols next to the benefits and risks. If necessary, make sure to clarify three important benefits and risks:

- Heart gets to learn about someone who lives in a different country and who has different experiences. (Kaia friendship) (+)
  - Heart can talk to someone she can share things with. (Both friendships) (+)
  - Heart has never seen or spoken to CJcool11. When you have only chatted online with someone, you don't really know if they are who they say they are. (CJcool11 friendship) (-)
2. **Say:** *Heart does not know for sure if CJcool11 is who he or she claims to be. This means Heart should be careful about what she shares. She should not share any **private information**. Private information is information about you that can be used to identify you because it's unique to you (e.g., your full name or your address). (Slide 8)*

Explain to students that sharing private information with online-only friends is risky because such friends may have a different age, gender, or personality than they led you to believe. Their intentions for the friendship might also be different from what they say. They may also want to use your private information in ways that negatively impact you. Students should "play it safe" and always protect private information, especially from online-only friends.

3. **Ask:** *So, what are some ways that you could respond if an online-only friend asks you a question you don't feel comfortable answering? What could you say back? Take turns sharing your ideas with your partner. (Slide 9)*

Invite students to share their ideas with the class, and capture ideas on the board. Answers could include:

- Say it's a personal preference: "Sorry, I prefer not to give out information like that over the internet."
  - Change the subject: "Oh man, it better not rain today."
  - Say what really matters: "It doesn't matter what the name of my street is. What matters is that it's cool."
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1. **Distribute** one copy of the **Finish the Story Student Handout** to each student and read the directions aloud. Allow students the remaining time to write. **(Slide 10)**
  2. **Have** students turn in their assignments.
  3. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.
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Additional Resources:

1. **Quick activity alternative:** Common Sense Education has partnered with **Book Creator** to develop a free, **interactive e-book** for this lesson. The interactive e-book covers essential topics from the lesson. You can assign it so your students work on it independently or you can read it together during class.
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Lesson last updated: September 2021

GRADE 5

# Finding My Media Balance

What does media balance mean for me?



MEDIA BALANCE & WELL-BEING

We find balance  
in our digital lives.

## OVERVIEW

Helping kids learn what makes different media choices healthy or not is a good start. But how do we help them actually make responsible choices in the real world? Give your students the opportunity to create a personalized media plan.

[See the U.K. version of this lesson plan](#)

**Students will be able to:**

- Reflect on how balanced they are in their daily lives.
- Consider what "media balance" means, and how it applies to them.
- Create a personalized plan for healthy and balanced media use.

**Key Vocabulary:**

### **balance**

all of the parts are in the correct -- though not necessarily equal -- proportions

### **media**

all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.)

### **media balance**

using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)

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**Key Standards Supported**

**COMMON CORE**

L.5.4, L.5.4c, L.5.6, RF.5.4, RF.5.4a, RI.5.4, RI.5.7, RI.5.10, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.4, SL.5.5, SL.5.6, W.5.4, W.5.10

## CASEL

1a, 1b, 2d, 2e, 2f, 4a, 4b, 4c, 4d, 5e, 5f

## AASL

I.A.1, I.A.2, I.B.2, I.B.3, I.C.1, I.C.2, I.C.3, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, III.A.2, III.A.3, III.B.1, III.B.2, III.D.1, IV.B.1, IV.B.2, V.A.1, V.A.2, V.A.3, V.B.1, V.B.2, V.C.1, V.D.1, V.D.2, VI.D.3

## ISTE

2b, 7b, 7c, 7d

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## What You'll Need

Some resources below are available in Spanish

### Classroom resources

- [Lesson Slides](#)
- [Video: My Media Balance](#)
- [My Perfect Day Handout](#)
- [My Media Plan Handout](#)
- [Lesson Quiz](#)

### Take-home resources

- [Family Activity](#)
- [Family Tips](#)
- [Family Engagement Resources](#)

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## Lesson Plan

Warm Up: **My Perfect Day**

15 mins.

1. **Before the lesson:** As an optional activity before the lesson, have students play the Twalkers game in Digital Passport™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the Digital Passport Educator Guide.
1. **Distribute** the My Perfect Day Student Handout and allow students 10 minutes to complete it. (Slide 4)
2. **Invite** students to share out. For each student who shares, follow up by highlighting any activities involving:
  - Digital media (TV, movies, video games, texting, etc.)
  - Non-digital media (books, magazines, etc.)
  - Friends and/or family
  - The outdoors
  - Alone time
  - Hobbies
3. **Ask:** *Now imagine that your perfect day will be granted -- it's going to happen -- but it has to happen for a week straight. For seven straight days, you will do the same thing -- all the things in your perfect day. Given that, would you change anything in your perfect day? If so, what? Share your ideas with your partner.* (Slide 5)
4. **Invite** students to share out. Highlight any changes that result in more balance between the types of activities listed in step 2. For students whose perfect days involve only one or two types of activities, follow up by asking how they'd feel missing out on the other types. For example, how would they feel not seeing their family for a week? Or not having any alone time? Or not spending time outdoors?

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Watch: **What Is Media Balance?**

15 mins.

1. **Note:** This activity includes the My Media Balance video, which is also included in the Grade 4 Lesson My Media Choices. Even if students have previously seen the video as part of that lesson, it still may be useful to show it again, as the discussion question and context are different in this lesson.
1. **Project Slide 6** and ask: *What do you think of when you see these images? What do they show? Share your ideas with a partner.*

Invite students to share out. Explain that they show **balance**, which is when all of the parts are in the correct -- though not necessarily equal -- proportions. For example, for a scale to be balanced, it needs to have equal weights on both sides. Or, for life to feel balanced, it might mean spending time doing different things (time with friends, time with family, time for work, time for hobbies, etc.) but maybe not all in the exact same amount. (Slide 7)

2. **Say:** *Today we're going to talk about balance in terms of how we use media. This includes how we use devices, like phones or laptops or television, and also things that are non-digital, like books or magazines. **Media** includes all of the ways that large groups of people get and share information (TV, books, internet, newspapers, phones, etc.).*



3. Show the **My Media Balance** video on **Slide 8** and ask: *According to the video, what is media balance? Take turns sharing your ideas with a partner.*

Invite students to respond. Prompt students to support their answers by referring to the *What? When? How Much?* framework (**Slide 9**) and considering how different activities make them feel. Define **media balance** as *using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)*. (**Slide 10**)

4. **Ask:** *Do you think your perfect day -- which you'll be experiencing for a week -- was balanced? Why or why not?*

Invite students to share out. Prompt students to support their answers by referring to how much they included different types of activities:

- Digital media (TV, movies, video games, texting, etc.)
- Non-digital media (books, magazines, etc.)
- Friends and/or family
- The outdoors
- Alone time
- Hobbies

You can also ask students to support their answers by referring to whether or not their choices made them feel positive and healthy.

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Create: **My Media Plan**

15 mins.

1. **Distribute** the **My Media Balance Student Handout** and say: *Now that we've talked about balance and the activities that make you feel positive and healthy, you're going to make a media balance plan.*
2. **Read** the directions from the handout and allow students time to work individually to complete their media plan, including the reflection questions. (**Slide 11**)

If time permits, invite a few students to share their media plan with the class.

3. **Collect** handouts and use them to assess student learning.
4. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

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Additional Resources:

1. **Extend the lesson:** Have students design and create a poster-like version of their media plan to share with parents, post on their refrigerator, etc.
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