First Five Days

compiled by Ian VanderSchee

For classes that meet every day, follow the schedule as it is outlined in this document.
For block classes, use the plans for "Day 1" **and** "Day 2" during the first class period (with a Brain Break in between), the plans for "Day 3" **and** "Day 4" during the second class period (with a Brain Break in between), and the plan for "Day 5" during the first half of the period on the third day.

Day 1 – Perspective

Opening Videos

1. Watch this video[1] of a sculpture that looks like two giraffes from one perspective and an elephant form another.
2. Watch this video[2] of an award-winning sculpture that looks like cylinders from one perspective and cubes from another.

Activity – Burglar and Real Estate Agent[3]

1. On one sheet of paper, write "YOU ARE A BURGLAR." On another, write "YOU ARE A REAL ESTATE AGENT."
2. Divide the class in half. Tell one half to close their eyes. Show the other half the "YOU ARE A BURGLAR" paper. Then tell the other half of the class to close their eyes. Show the other half the "YOU ARE A REAL ESTATE AGENT" sheet. (no talking at all is allowed - just get them to nod that they understand).
3. Then tell the whole class that you are going to read them a scenario and that they need to write down 5 details (or more) that they are important to them (through their assigned role).
4. Read the following Description Paragraph:

Two boys, Ryan and Daniel, had decided to skip school for the day. They were going to head to the mall, but Ryan said, "No, let's go to my house. My parents both work and there won't be anybody home until six o'clock."

As they drove out to the house, Dan commented on how far out in the boonies they were.

"Yeah, I know," replied Ryan. "Our nearest neighbor is at least half a mile away."
They finally reached the driveway which wound through a beautiful and spacious yard. Ryan pulled the car up and pushed the remote to open one door of the spacious double garage. After parking the car, the boys headed inside. Dan was amazed at the large and open living room they walked into. The room had an extra high ceiling with a large skylight overhead to let in the natural light.

"Look at that flat screen TV!" Dan exclaimed, "and the sound system! This would be a great place to have a party!"

"Yeah," said Ryan, "and I have to admit that our pool and hot tub would be popular too."

They walked into the kitchen to grab a snack and Dan was impressed again. The kitchen was also large and roomy with large glass cupboards and a brand-new gas powered stove. The boys grabbed a couple of pizza pops, threw them in the high-tech microwave and flipped on the iPod that was propped in a docking station that was sitting on the table. The kitchen was certainly well kept, but Dan did notice a leak under the sink when he went to throw out his napkin. Before they left the room, Dan hesitated for a moment.

"What's this?" he asked, pointing to a display on the wall.

(continued on the next page)

---

[1] "Moving Sculpture," published on YouTube by Jukin Media (2016)

[2] "Ambiguous Cylinder Illusion," published on YouTube by Kokichi Sugihara (2016)

[3] "The House," Chris Tovani (2000), Picher and Anderson (1977), published by West Virginia Department of Education

"Oh, that's just my mom's spoon collection," Ryan said, "Pretty lame but she says they're pretty valuable. Apparently, they are worth about five hundred bucks because they're real silver or something. Let's go up to my room. I wish we could use the games room but it's pretty wet down there. We always have problems with flooding in the spring. It's a real pain because then we can't use the home theatre or the ping pong table."

As they headed upstairs, Dan noticed numerous works of art on the wall.

Ryan caught him looking and commented, "My Dad's crazy about art. I'd love to take one of these paintings and trade it in for a new car though."

Once upstairs they walked past three other rooms before they reached Ryan's.

"What was that last room for?" Dan asked. "The one with all the trophies?"

"Oh, that's just my parents' work room. They just keep the computer and a small stereo in there, and of course, my dad's safe. He thinks I have no idea it's behind the filing cabinet. Ha ha! As for the stereo, my dad says he works better when there is music in the background. It's really nice having so many rooms upstairs though. I demanded to have mine as far away from my parents' as possible. That way I can play my music a little louder and it doesn't bother them. Of course, if it's really late I just listen to my iPod."

"Hey, was that another bathroom I noticed?" Dan inquired.

"Yup," said Ryan. "There are four all together if you include the private one off the master bedroom. That one is the best, it even has a Jacuzzi tub in it."

Dan walked back to the master bedroom and peeked in. What struck him first was the amount of jewelry on the vanity table. "Wow, your mom sure has a lot of stuff!"

"C'mon," said Ryan. "Enough looking at the house. I've got some music I want to download."

And the boys headed off.

5. After you have read the paragraph ask each group (in turn) to share the details they noticed. See if each group can guess the role that the other was given based on what they say.
6. Then lead class discussion about how people can be given EXACTLY the same information but notice completely different things, or interpret it differently based on their biases/histories/viewpoint etc.

Research – Internet Suffixes

1. Using devices, go to Google.
2. Shootings in Munich on July 22, 2016. What did the New York Times say?
3. How did Germans report it?
4. Introduce internet suffixes to students. The suffix **.de** will find all websites that are based in Germany.
5. But how do we search only for those? Enter **munich shooting site:de**
6. The command **site:** followed by a suffix, or **filetype:** followed by a three-letter extension will narrow your search to fewer, more meaningful results.
7. Look at all suffixes: https://www.computerhope.com/jargon/num/domains.htm
8. If you wanted to find a Powerpoint from Canada about Romeo and Juliet, what would you type into the search bar?
9. First try **Powerpoint from Canada about Romeo and Juliet**.
   Then try **filetype:ppt site:ca "Romeo and Juliet"** (using quotes).
   See how many results you get with each search.

Closing Video

1. Watch this video[4] of Simon Sinek, explaining how he and a friend saw a table of free bagels, and how each of them perceived the situation in a completely different way.

[4] "Free Bagels And Don't Wait In Line, Do It Your Way!," published on YouTube by Botunity (2017)

Day 2 – Perspective

Opening Videos

1. Watch this video[5] of 25 different world maps to give new perspective.
2. Watch this video[6] of zooming into a cell and out to the universe.

Activity – Seeing the World Differently[7]

1. Divide students into groups of five. Each student will need a pencil and a sheet of paper. Make enough copies of "Perception Cards" so that each group of five students receives five or six different cards. Cut the cards apart beforehand.
2. Explain that groups will select a card and students will write down what the word on the card means to them. Then each student in the group will read their definitions in a "go-round" (no interruptions or questions during this phase). Remind students that the purpose here is to see how perceptions vary, not to determine a correct definition. This is also an opportunity to monitor for active listening skills. Each group will choose only three words to use in the exercise. Take about ten minutes for each round:
   a. The group picks the first word they want to define (for example, Family).
   b. Each student in the group takes a minute or so to jot down a few words and phrases which give the word meaning.
   c. When everyone is finished writing down their ideas, the group does a "go-round," each student sharing what they wrote.
   d. If there is time left in Round #1, students can ask each other clarifying questions to further explore the meanings each person shared.
   e. After about 10 minutes, tell students to move to Round #2, choosing the next word.
3. In closing the exercise, discover whether students' understanding of the words changed after they discussing in their groups.

Tolerance	Prejudice	Morality
Community	Sexism	Injustice
Friend	Family	Freedom
Democracy	Police	Racism
Human rights	Love	Success

[5] "25 Maps That Will Change the Way You See the World," published on YouTube by List25 (2013)

[6] "Cosmic Eye," published on YouTube by Danail Obreschkow (2018)

[7] "Making Choices About Conflict, Security, & Peacemaking," by Carol Miller Lieber, published by University of Missouri-St. Louis (2002)

Research – DomainHelp (formerly EasyWhoIs)

1. If different people have different perspectives on truth, how can we know how reliable a source is?
2. Go to DomainHelp.com (formerly EasyWhoIs.com) and type in the URL of a reputable news website (dallasnews.com, nytimes.com or huffingtonpost.com). Note that you can see the physical address of these businesses.
3. Now go to a website that "sounds" reputable (now8news.com, cap-news.com or news4ktla.com) Can you figure out why these websites are not legitimate news sites? What happens when a website has no accountability to research and report facts to its readers?
4. What else do you notice from the DomainHelp report about the domain names? Real news sites don't get their domain names from places like "GoDaddy.com".
5. Discuss how important it is to find the source of anything found on the internet, especially opinions. Discuss the responsibilities of reputable websites and how that changes when a person creates a website to mimic a reputable website.
6. The key is: People will have different perspectives than yours. And those perspectives are based on what they believe to be the facts. Even if both sets of facts come from reputable sources, you can agree or disagree, but do not dismiss it as being "wrong." Show this image.

Closing Video and Assignment

1. Watch this video[8] from Apple about perspective.
2. Homework: Get a personal story from grandparents or other relatives you don't live with. The story of how they met, the story of how they got their first job, a good college story, etc.
3. Let students know they will be sharing the stories tomorrow, but there is a catch.

[8] "Apple – Perspective," published on YouTube by Apple (2014)

Day 3 – Compassion

Opening Videos

1. Watch this video[9] entitled "Where Does Compassion Really Come From?"
2. Watch this video[10] entitled "Giving"

Activity – Six-Word Stories

1. Have students study the stories they are about to share with the class.
2. Tell them that when they share the stories, they have to use exactly six words.
3. Give them 5 minutes to whittle down the stories to exactly six words.
4. Each student shares his or her story. Discuss as a class how each story make you feel.

Activity – Failure Ta-Da![11]

So many of us remain terrified of failing or of making mistakes and that prevents us from even participating in discussions. This game builds a different relationship to failure.

1. Have each student go to the front of the room one at a time.
2. After "claiming" the stage, the student shares with pride a made-up failure of theirs. Something like "I put a pair of new blue jeans in with my mother's clothes and everything turned blue" is great—not completely inconsequential (like "I forgot to turn the lights off when I left home") but also not devastating or traumatic (like "I ran over my dog…twice").
3. Once they've shared the 'failure', the rest of the group gives them a wild and rousing ovation in celebration.
4. The student should take a grand and vigorous, deep "ta-da!" bow, soaking in the applause to full effect.
5. The game finishes when everyone's had the chance to celebrate having 'failed.'

   Insider Tips:

   - Make sure to explain why you're playing this game before you play it or to debrief it afterward: we're trying to create a new relationship to what we think of as failure. When we fail, it often means we're pushing ourselves to develop new skills. It means we're taking risks. And our so-called 'failures' can lead us to possibilities we never would have imagined. That's all worth celebrating.
   - Again, emphasize that the failures should be made up once the person gets to the stage. You don't want to initiate a therapy session here.
   - Often times, kids will shrink from the applause and will want to take a quick bow and run off stage. The whole point is to soak it in. What would it be like if we celebrated our failures?
   - Make sure to model what you're looking for before they start. If they see you delighting in the exercise, they'll give themselves much more permission to do so.

---

[9] "Where Does Compassion Really Come From?" published on YouTube by Happify (2015)

[10] "Giving," published on YouTube by True Move H (2013)

[11] "Failure, Ta-Da! A Game for Self-Compassion," by Ted DesMaison, published by Anima Learning (2012)

Research – Google Search Shortcuts

1. Display this list of Google commands and ask what the results would be:
    a. biology OR chemistry
    b. dog -dalmatian
    c. "oh say can you see"
    d. "the * book"
    e. ~study
    f. americans link:www.buzzfeed.com
    g. germany daterange:200508-200511
    h. hamlet filetype:ppt
2. Allow students time to use their devices to try each of these.
3. When students have finished, present the answers:
    a. sites with the word "biology" or "chemistry," but not both
    b. sites with the word "dog" but not the word "dalmatian"
    c. sites with the exact phrase "oh say can you see"
    d. sites with the exact phrase "the (something) book"
    e. sites with the word "study" or synonyms of that word
    f. links to the BuzzFeed site that have the word "americans"
    g. sites with the word "germany," created anytime between August and November, 2005
    h. Powerpoint presentations about "hamlet"

Assignment:

Find the story of a successful person who failed many times before he/she became successful.

Day 4 – Compassion

Opening Videos

1. Watch this video[12] on compassion.
2. Watch this short video[13] about the link between failure and compassion.

Activity – Famous Failures[14]

3. Have students try to guess the name of these successful people who failed, based on the description.
    - His early businesses failed and left him broke five time before he founded his now successful car company. Today he is known for his innovative assembly line and American-made cars. *(Henry Ford, Ford Motor Company)*
    - He didn't seem like a shoe-in for success after dropping out of Harvard and starting a failed first business with Paul Allen called Traf-O-Data. While this early idea didn't work, his later work did, creating the global empire in the world of technology. *(Bill Gates, Microsoft)*
    - His recipe was rejected 1,009 times before a restaurant accepted it. Now he has a worldwide chain of restaurants. Although he died in 1980, his success has awarded him the title of "Colonel." *(Harland Sanders, KFC)*
    - He was fired by a newspaper editor because, "he lacked imagination and had no good ideas." After that, he started a number of businesses that didn't last too long and ended with bankruptcy and failure. He kept plugging along, however, and eventually found a recipe for success that worked. Today he rakes in billions from merchandise, movies and theme parks around the world, the largest of which are in Florida and California. *(Walt Disney)*
    - In his youth, he went to war a captain and returned a private (if you're not familiar with military ranks, just know that private is as low as it goes.) He didn't stop failing there, however. He started numerous failed business and was defeated in numerous runs he made for public office. Today he is remembered as one of the greatest leaders of our nation. *(Abraham Lincoln)*
    - She faced a hard road to get to where she is, however, enduring a rough and often abusive childhood as well as numerous career setbacks including being fired from her job as a television reporter because she was "unfit for TV." Most people know her now as one of the most iconic faces on TV as well as one of the richest and most successful women in the world. *(Oprah Winfrey)*
    - Twenty-seven different publishers rejected his first book, but today nearly every child has read "The Cat in the Hat" or "Green Eggs and Ham." *(Dr. Seuss)*
    - This cartoonist had every cartoon he submitted rejected by his high school yearbook staff. Even after high school, he didn't have it easy, applying and being rejected for a position working with Walt Disney. Now his comic strip has had enduring fame, and has even been made into a motion picture. *(Charles Schultz, creator of "Peanuts")*
    - Before she published any novels, she was nearly penniless, severely depressed, divorced, trying to raise a child on her own while attending school and writing a novel. She went from depending on welfare to survive to being one of the richest women in the world in a span of only five years through her hard work and determination, writing one of the most successful novel series of all time. *(J.K. Rowling, author of "Harry Potter" series)*
    - This man was actually cut from his high school basketball team. Luckily, he didn't let this setback stop him from playing the game and he has stated, "I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions, I have been entrusted to take the game winning shot, and I missed. I have failed over and over and over again in my life. And that is why I succeed." *(Michael Jordan)*

---

[12] "Compassion is Natural. So Why is it So Hard for Us?" published on YouTube by Big Think (2015)

[13] "Failure and Compassion," published on YouTube by MrBoombasticX (2014)

[14] "50 Famously Successful People Who Failed at First," published by Online College (2010)

Activity – Cross the Line[15]

1. Place a line of tape on the floor in the middle of the classroom. Have students line all standing on one side of the tape, facing it.
2. Introduce the activity:
   - "This activity is called "Cross the Line" and asks us to remember experiences we've had where we may have been treated badly or unkindly."
3. Explain some important agreements you'll need to make as a class before beginning:
   - "We will do the activity in complete silence (no laughing or talking); we can talk about it when it's over."
   - "Some strong feelings might come up like sadness or anger. Remember, all feelings are important. We need to be respectful and caring about one another's feelings so that everyone feels safe while we do this activity."
4. Ask everyone to move to the masking tape line on the floor facing in the same direction behind it. Explain how to do the activity:
   - "I'm going to call out an experience and if you have had that experience, please cross the line and turn around to face the students on the other side of the line. If you do not feel comfortable crossing the line, even though you are part of that group, that's okay. You can stay right where you are and notice any feelings you are having."
5. For each experience you call out, people who have had that experience will cross the line. They will then turn around to face the students who have not crossed the line. When you tell the group that crossed the line to return, they will return to their original places on the other side of the tape, so that the entire group is standing together once more.
6. After each of the "cross the line" categories, do the following:
   - Pause until the students who have crossed the line have turned to face the other students.
   - Say: "Now notice how it feels to cross the line and notice how it feels to watch other people cross the line (pause.) Notice who is with you (pause). Notice who is not with you (pause)."
   - Ask everyone to come back together behind the masking tape.

Experiences that can be used in this activity:

I…
___ play sports, either for the school or in a club
___ have traveled to a country that speaks a language other than English
___ got picked on in middle school
___ was a leader in middle school
___ have been suspended from school
___ have grandparents that were born outside of the United States
___ have a step parent
___ have broken someone's heart
___ have had my heart broken
___ have caught myself judging someone before I even met them
___ have dated someone outside of my race
___ have raised/grown/killed food for my consumption
___ have experienced privileges that people of other races don't
___ have been followed around a store when I shopped
___ have been the target of a racist comment
___ abandoned my faith at some point in my life
___ have had someone close to me die
___ have been asked to answer for my entire race; as if I was the "expert"
___ feel comfortable walking down the street holding hands with my partner

[15] "Activity: Walk the Line (or Cross the Line)," by Lori Litzmaurice, published by The Teacher's Guild (2017)

7. Debrief in the large group:
    - "What feelings did you have during this activity?"
    - "What was the hardest part for you?"
    - "What did you learn about yourself? About others? What do you want to remember about what we've just experienced?"
    - "What, if anything, do you want to tell others about this experience?"

Research – WayBackMachine

1. How can you find out what else was going on the day you were born?
2. Introduce the WayBackMachine. (https://archive.org/web/) Have them type in "**www.dallasnews.com**" in the WayBackMachine and look up what the headlines were on their birthday (or the blue date closest to their birthday). Find one piece of good news, and one piece of tragic news.
3. Now have them use the WayBackMachine to look up "**www.nytimes.com**" for the 11th of September, 2001. What is on the front page? "Can you imagine what it would have been like on that day?"

Assignment

Use the WayBackMachine to find a news story from 2019 about Coronavirus and/or COVID-19. What facts were presented in the story that we have since found to be false?

Day 5 – Empathy

Opening Videos

1. Watch this video[16] on the importance of empathy.
2. Watch this video[17] on the difference between empathy and sympathy.

Activity – The Talk Show Game

1. Group students in pairs. In each pair, one plays the role of a talk-show host. The other plays the role of the guest on the show.
2. Present each pair with a scenario that involves empathy or lack of empathy:
   You did not do well on a test.
   You heard some gossip about your friend and are upset about it.
   - A rumor about you is spreading around the school.
   - You were in a fight with your best friend at lunch today.
   - You like your new shoes when you put them on this morning, but somebody made fun of them.
   - You thought you would make the basketball team but you got cut.

   The goal is for the host to elicit an empathetic response by drawing ideas from the guest about some of the experiences, feelings, and attitudes associated with that scenario.
3. The host interviews the guest for one to two minutes, and then the leader gives a 30-second warning.
4. After the time expires, call for a break, and invite players to stop, switch roles, and take up a new scenario.
5. The process is repeated: the new roles and topic are used within a one- to two-minute time frame. After both students in each pair have played both roles, give the students a few minutes to reflect with each other about the exercise.

Note: It is the guest who is practicing empathy by imagining himself or herself in the specific situation and trying to identify what it would feel like. The host should not give advice, but should try to ask questions that assist the guest in getting in touch with what it might be like to be involved in the given scenario. Hosts can ask questions which probe the details of a feeling.

6. Because this is a challenging line of questioning, in the beginning interviews will likely be short, composed of perhaps 4 or 5 questions. As students' skills grow, extend the questioning period.
7. Encourage the hosts not to use "why" questions during the interview process. Often when we ask others to explain why they feel a certain way, we are asking them to rationalize a non-rational experience. This can be confusing and may not forward the empathic experience.
8. Provide specific scenarios, not abstract generalizations. Before playing, model the game with a student, and ask the rest of the class to watch and listen carefully. Play the role of the host, and model asking questions that clarify what the scenario is and lead the guest to his or her own understanding of what someone might feel in this situation.

Interview example
Scenario: a student does not do well on a test.
Host: How do you feel about your grade on the test?
Guest: I am disappointed and mad at myself.
Host: What grade did you hope to receive?
Guest: At least a C.
Host: How does it feel when you're mad? What happens inside you?
Guest: I get tense and crabby. Right now, I can't think about anything but that test.
Host: Have you felt this way before?
Guest: Yes-every time I get a bad grade.
Host: What do you say to yourself or think about yourself?

[16] "The Importance of Empathy," published on YouTube by Lifehacker (2017)

[17] "Life Hack - 7 Intricate Differences Between Empathy And Sympathy," published on YouTube by Hack Life (2016)

Activity – Think, Say, Do

1. Students are in groups of 2 or 3. Each group is given a single die.
2. Each group creates a fictional student and give the student a name.
3. Then, by rolling the die, students determine the details about the fictional student, including:
   - gender
   - ethnicity
   - clothing
   - appearance
   - courses taken in school
   - extra-curricular activities
   - number of siblings
   - home life
4. After 15 minutes, each group must hand their description to another group.
5. Each group will now read the description they were given, and complete the table with a list of at least 5 things that this person would:
   - think
   - say
   - do
6. After 15 minutes, each group presents the description of the student they were given, and what the student would think, say, and do, regarding school, home, and life in general. The group must be ready to defend and/or explain their answers.

Resources for this activity are on the following pages.

First Name of Fictional Student: _____

Gender:
- ☐ Male (1-3)
- ☐ Female (4-6)

Ethnicity:
- ☐ Indian (1)
- ☐ African-American (2)
- ☐ Asian (3)
- ☐ Hispanic (4)
- ☐ White (5)
- ☐ Native American (6)

Clothing:
- ☐ Used clothing (1-2)
- ☐ Nice, not too expensive (3-5)
- ☐ Designer clothing (6)

Appearance:
- ☐ Not well groomed (1-2)
- ☐ Presentable, average (3-5)
- ☐ Extremely well groomed (6)

School:
- ☐ All on-level courses (1-2)
- ☐ Some advanced courses (3-4)
- ☐ All advanced courses (5-6)

List the advanced courses here: _____

Why these? _____

Activities:
- ☐ One activity (1-2)
- ☐ Two activities (3-4)
- ☐ Three activities (5-6)

List the activities here: _____

Why these? _____

Siblings:
- ☐ None
- ☐ One
- ☐ Two

Home Life:
- ☐ Living with Both Parents (1-2)
- ☐ Living with One Parent (3-4)
- ☐ Living with Other Relative(s) (5-6) Who? _____

First Name of Fictional Student: _____

	School	Home	Life
What does the student THINK about … ?			
What does the student SAY about … ?			
What does the student DO at/in … ?			

Be prepared to defend/explain your answers.