**Lesson plan**

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| ***Author****:* Dulce Pereira |
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| ***Lesson title****:* **“The invisible boy”** by Trudy Ludwig – Exploring **Empathy, Kindness** and **Inclusion** |
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| ***Lesson brief description***Students will explore the themes of empathy, friendship, and inclusion through the book *The Invisible Boy* by Trudy Ludwig. They will do activities that allow them to reflect on the impact of kindness and how they can make others feel seen and valued. Students will work collaboratively to create a Class Mural based on their learning from the book. |
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| ***Time:*** 90 minutes |
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| ***Methodology:*** Students will be engaged in learning by working on a collaborative project. They will engage in reflection, discussions, and creative expression as part of the learning process. |
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| ***Materials needed:**** Copy of “*The Invisible Boy”* by Trudy Ludwig
* Large poster paper
* Markers, colored pencils, crayons
* Post-it notes
* Scissors, glue
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| ***Students’ age:*** 10-12 |
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| ***Aims/Goals or SWBATs*** * Students will understand the importance of empathy and inclusion;
* Students will explore how small acts of kindness can help others feel seen and valued;
* Students will work collaboratively to create a visual representation of their understanding of the story;
* Students will develop their ability to reflect on personal experiences and express their thoughts creatively;
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| ***Lead-in*** **Time:** 25 minutes1. **Introduction to the Book**: Briefly introduction of the book “The Invisible Boy” to the students. Ask them to think about the meaning of the word "invisible" and how it might feel to be "invisible" to others.
2. **Discussion Questions**:

⁕ Have you ever felt like the boy in the story, left out or unnoticed?⁕ What are some ways that people can show kindness and make others feel included?1. **Read Aloud**: Read the first part of the book to the class, pausing to ask questions about Brian’s feelings and how others treat him. Discuss the concept of empathy and how understanding others' feelings can lead to positive change.
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| ***What key-concepts could teachers focus on? What needs to be pre-taught?*****Time:** 15 minutes**⁕ Empathy****⁕ Kindness****⁕ Inclusion** |
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| ***List of activities with brief description of each one and time for each one:*****Time:** 25 minutes**1. Group Discussion and Reflection**⁕ Divide students into small groups and ask them to discuss how they can show empathy to others in their own lives (school, family, and community).⁕ Have each group share one idea with the class.**⁕** Students write or draw examples of kindness on Post-it notes, which will be added to the Class Mural.**2. Creating a Class Mural** **Time:** 35 minutes⁕ The students will work together to create a mural that represents the idea of empathy, kindness and inclusion, inspired by “*The Invisible Boy”*. They will contribute to the mural by drawing or writing about what makes someone feel included. For example, they can draw pictures of people helping others, smiling, playing together, etc.The mural will be displayed in the classroom as a reminder of the importance of empathy, kindness and inclusion. |
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| ***What are other follow up (or homework) activities that can be included?*****1. Kindness Challenge**⁕ Challenge students to participate in a "Kindness Challenge" over the next week, where they will perform at least one act of kindness every day. This could be as simple as saying something kind, helping a friend, or including someone in a group activity.⁕ Ask students to share their experiences with the class at the end of the week. |
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| ***What methodology / activities are used for assessment?***Students reflect on their contributions to the project by completing a self-assessment sheet. Their work will be evaluated based on creativity, effort and collaboration. |
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| ***Other thoughts about this lesson plan:***By the end of the lesson, students will have a deeper understanding of how their actions impact others and how they can create a positive, inclusive environment for everyone. |
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