

## INDIVIDUAL LESSON PLANNING TEMPLATE

### Notes:

- Please make sure your lesson plan is ONE PAGE only.
- Use the word “learner” when referring to the people to whom you will be reaching

**Title of Lesson:** Amnesty Day

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|----------------------------------|--|
| Teacher(s)                       | All teachers will have a chance to lead this practice. |
| Hour, Timing, and Date of Lesson | Every Thursday for thirty minutes.                     |

### The Academic and/or Artistic Outcome(s)

At the successful end of this learning experience, youth will embrace the following:

- Youth will practice critical thinking exemplified by self-evaluation skills by voicing their mistakes, asking for forgiveness, making amends, and offering kind words that may not have been said during the week to specific peers.

### The Holistic or SEL Outcome(s)

At the successful end of this learning experience, youth will embrace the following holistic outcomes:

- Youth will directly express empathy to their peers.
- Youth will create time and space to share their feelings surrounding the mistakes they may have made during the week.
- Youth will analyze instances of problematic behavior (verbal/physical/emotional violence as well as inattention, greed, or disruption) during the week and self-evaluate towards ceasing misbehavior.
- Youth will request forgiveness, offer to make amends, apologize, and share unsaid words of kindness.

### Students' Activity

1. **Introduction:** Youth and teachers will begin sitting in a Talk Circle (a circle of chairs that face in towards each other in which everyone can see each other's faces). Youth and teachers will remain sitting throughout this entire 30-minute practice. Do a call-and-response 3 to 6 times that repeated the words, “It’s Amnesty Day! We’re forgiving, apologizing and being kind!” (E.g., “Repeat after me: It’s Amnesty Day! We’re forgiving, apologizing and being kind!”).
2. The lead teacher will begin by announcing that Thursday (today) is Amnesty Day when we ask for forgiveness, apologize, make amends, and offer unsaid kindness to people who we may have harmed during the week.
3. **Asking for forgiveness:** The lead teacher and other teachers will then give opportunities for specific children (by raising their hand to speak) to stand up in front of their chair and, in a loud clear voice, ask for forgiveness from specific peers they may have harmed. The peer to whom the youth speaks will also be given an opportunity to accept the request for forgiveness.
4. **Apologizing:** The lead teacher and other teachers will then give opportunities for specific children (by raising their hand to speak) to stand up in front of their chair and, in a loud clear voice, apologize to a specific peers they may have harmed. The peer to whom the youth speaks will also be given an opportunity to accept the apology.
5. **Making amends:** The lead teacher and other teachers will then give opportunities for specific children (by raising their hand to speak) to stand up in front of their chair and, in a loud clear voice, express how they will make amends, or the specific actions that they will do to improve or change after making mistakes. **After each child shares how they will make amends, the teachers will lead everyone in applause to make sure the collective positive acknowledgement is robustly shared.**
6. **Kind words:** The lead teacher and other teachers will then give opportunities for specific children (by raising their hand to speak) to stand up in front of their chair and, in a loud clear voice, express how they kind words to a peer that they may not have said during the week. Examples: “I just want you to know how much I care about you”; “I haven’t told you that I treasure you as a friend.” (etc.) Teachers should give examples to prompt the children with possible kind words (because they may have trouble specifically saying kind, affirming words to their peers.
7. **15 seconds of silence and stillness:** The lead teacher will the call for 15 seconds (counting down from 15 to 1) of silence and stillness. Just silence and stillness—do not worry about breathing or prompting any other actions.