Grade 11 Community Service Learning

Term 2 - 27 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

27 complete, ready-to-teach Grade 11 Community Service Learning lesson plans for Term 2, covering nurturing empathy, negotiation skills, building consensus and problem identification process.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.1	Nurturing Empathy	7
2.2	Negotiation Skills	6
2.3	Building Consensus	6
3.1	Problem Identification Process	8

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

What empathy means

By the end of the lesson, the learner should be able to: a) explain the meaning of empathy; b) distinguish empathy from sympathy

> **Feeling with another person**
> Empathy is the ability to understand and share what another person is feeling, as if you were in their position.
> Compassion goes a step further: it is the wish to act to reduce another person's suffering.
> Sympathy is feeling sorry for someone from a distance ("Pole sana, that is sad"). Empathy is feeling with them ("That sounds really hard. I am here.").

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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What empathy means

Strand 2.0 Life Skills Education > Sub-strand 2.1 Nurturing Empathy | Lesson 1 of 7 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain the meaning of empathy; b) distinguish empathy from sympathy

KEY INQUIRY QUESTION(S)

- Why is empathy important in society?
- How can you show empathy to a neighbour?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Human rights**	Developed through the activities in this lesson.

LEARNING RESOURCES

Print sources on compassionate practices | Charts and flip-chart paper | Notebooks

ORGANISATION OF LEARNING

Pairs and groups of five for brainstorming and evaluating barriers; whole class for presentations; supervised small teams, with the teacher and hosts, for any compassionate activity.

KEY WORDS

empathy | sympathy | compassion | vulnerable group | individualism | social connection | awareness | judgment | bias | well-being | dignity | human rights

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "A classmate has just received bad news and sits alone. What might be going on in their mind? What would you want if you were in that seat?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Feeling with another person" (key ideas on the next page), explaining as you go. Use print sources on compassionate practices, charts and flip-chart paper, notebooks. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give two reasons why empathy is important in society."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Feeling with another person

Empathy is the ability to understand and share what another person is feeling, as if you were in their position.

Compassion goes a step further: it is the wish to act to reduce another person's suffering.

Sympathy is feeling sorry for someone from a distance ("Pole sana, that is sad"). Empathy is feeling with them ("That sounds really hard. I am here.").

Three parts of empathy: THINK (try to see the situation through the other person's eyes), FEEL (connect with the emotion), ACT (respond in a helpful and respectful way).

Empathy matters because it builds trust, reduces conflict and bullying, helps people to cope, and makes a community care for its weakest members.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define empathy.	**The ability to understand and share what another person is feeling, as if you were in their position.**
2	State the difference between empathy and sympathy.	**Sympathy feels sorry for someone from a distance; empathy feels with them and tries to understand.**
3	Name the three parts of empathy.	**Think, feel and act.**

4	Give two reasons why empathy is important in society.	**Any two: builds trust; reduces conflict and bullying; helps people to cope; makes a community care for its weakest members.**

WATCH OUT FOR

Some learners may be living through the hardships discussed. Do not ask anyone to share personal pain in front of the class.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain the meaning of empathy confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain the meaning of empathy accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain the meaning of empathy, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain the meaning of empathy without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Show faces or short scenes and let learners name the feeling, then suggest a kind response.
Learners ready for more	Can a person have too much empathy? Explain. (Answer: Yes. Taking on others' pain constantly can exhaust a person, so helpers also need rest, boundaries and support)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what empathy means" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Empathetic practices in the school and their benefits

Strand 2.0 Life Skills Education > Sub-strand 2.1 Nurturing Empathy | Lesson 2 of 7 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) identify practices that show empathy within the school; b) present the benefits of these practices

KEY INQUIRY QUESTION(S)

- Why is empathy important in society?
- How can you show empathy to a neighbour?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
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LEARNING RESOURCES

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ORGANISATION OF LEARNING

Pairs and groups of five for brainstorming and evaluating barriers; whole class for presentations; supervised small teams, with the teacher and hosts, for any compassionate activity.

KEY WORDS

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Name one small kind thing someone did for you at school. How did it change your day?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "What empathy looks like at school" (key ideas on the next page), explaining as you go. Use print sources on compassionate practices, charts and flip-chart paper, notebooks. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why is "How can I help?" often better than giving advice at once?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

What empathy looks like at school

Practices: welcoming a new learner; sitting with someone who is alone; helping a learner who missed lessons through illness; listening without judging; including learners with disabilities in games; thanking support staff; standing up to bullying; sharing with a learner who has no lunch, without embarrassing them.

Benefits to the person helped: feels valued, safer and more able to learn. Benefits to the helper: stronger friendships, better listening skills, a sense of purpose. Benefits to the school: less bullying and conflict, better discipline, a warmer climate for learning.

Empathy starts with listening. Listen with full attention, do not rush to give advice, and ask, "How can I help?"

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	List four empathetic practices in a school.	**Accept any four from the list, or similar.**
2	Give one benefit each to the person helped, to the helper and to the school.	**Person helped: feels valued. Helper: stronger friendships. School: less bullying and conflict. Accept others.**
3	How can you help a learner who has no lunch without embarrassing them?	**Share quietly, in private, and inform the teacher in confidence so that support can be arranged. Do not announce it.**

4	Why is "How can I help?" often better than giving advice at once?	**It respects the person, shows that you are listening and lets them say what they really need.**

WATCH OUT FOR

Encourage everyday kindness, not show. Helping to be seen or to post a picture of it is not empathy.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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Exceeds expectations (EE)	Can identify practices that show empathy within the school confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
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SUPPORT AND EXTENSION

Learners who need support	Build a class list of kind acts, with each learner adding one they can do this week.
Learners ready for more	Design a simple buddy scheme for new learners. (Answer: Accept a realistic scheme that pairs each new learner with a volunteer for a set time, with clear duties and a teacher to oversee it)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "empathetic practices in the school and their benefits" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
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