

Empathy Video Links- I love all of these so if you want to do one this week and then save the others for the week of October 16th-20th, I will probably share this again for that week to choose from.

Any Grades

Color Your World With Kindness

<https://www.youtube.com/watch?v=rweIE8yyY0U>

K-2nd Grade

Sesame Street- Mark Ruffalo

https://www.youtube.com/watch?v=9_1Rt1R4xbM

3rd-6th

Life Vest-One Day

<https://www.youtube.com/watch?v=nwAYpLVyeFU>

5th-6th

The Present

https://www.youtube.com/watch?v=C_nJJHaNmY

My Shoes-This was written and directed by a student in Australia

<https://www.youtube.com/watch?v=uofFHeP-9zM>



Grades 3 to 5 • Personal Health Series

Empathy

KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards: <http://www.cdc.gov/healthyschools/sher/standards/index.htm>

To develop empathy, students can be encouraged to become aware of others' feelings and to see situations from alternate points of view. These activities will help your students explore how to reach out to others, in words and actions.

Related KidsHealth Links

Articles for Kids:

Talking About Your Feelings

KidsHealth.org/en/kids/talk-feelings.html

How Cliques Make Kids Feel Left Out

KidsHealth.org/en/kids/cliQUE.html

The Scoop on Gossip

KidsHealth.org/en/kids/gossip.html

How Do I Help a Kid Who's Bullied?

KidsHealth.org/en/kids/being-bullied.html

Someone in My Friend's Family Died: What Should I Do?

KidsHealth.org/en/kids/family-friend-died.html

Saying You're Sorry

KidsHealth.org/en/kids/sorry.html

Getting Along With Teachers

KidsHealth.org/en/kids/getting-along-teachers.html

Getting Along With Parents

KidsHealth.org/en/kids/parents.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. What is empathy? Why is it important to show empathy toward others? What does it mean to "put yourself in someone else's shoes"?
2. Think of a time when you hurt someone's feelings. Describe what happened. How did you know you hurt the person's feelings? How did you feel about the situation? Did you do anything to make the situation better?
3. Are there times when students don't show empathy for each other? What would school be like if everyone showed empathy toward each other all the time?



Grades 3 to 5 • Personal Health Series **Empathy**

Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Deciding On Empathy

Objectives:

Students will:

- Identify empathic and non-empathic responses to a situation
- Explore possible positive and negative outcomes of their responses
- Improve their decision-making skills

Materials:

- Computer with Internet access
- "Deciding on Empathy" handout

Class Time:

45 minutes

Activity:

If a person is sad, you'd try to make him or her feel better, right? Well, in real life, it can be more complicated than that. Showing empathy isn't always an easy decision to make. Read the "Deciding on Empathy" handout to find three tricky situations involving a friend. Pick one of the situations to focus on. Before you get started, check out the KidsHealth.org to get some ideas. Then you're ready to figure out how you would respond in the situation. Use the handout to help you write your thoughts about whether you'd show empathy in the situation and what results your decision might have.

Extensions:

1. Choose one of the situations to role-play with a partner. Take turns acting out the different roles. Try acting in the situation by showing empathy and not showing empathy.
2. List some ways that you could show empathy for classmates, friends, and family members.



Grades 3 to 5 • Personal Health Series **Empathy**

Empathy Award

Objectives:

Students will:

- Identify a person who has demonstrated empathy

Materials:

- "Empathy Award" handout
- Optional: computer with Internet access

Class Time:

45 minutes

Activity:

Think of a person you think deserves an Empathy Award. The person can be famous or not famous. Then fill out the "Empathy Award" handout with this information:

- The name of your winner
- A brief description of the person
- Why you think this person deserves the award
- What you've learned about empathy from your winner

Extension:

1. Write a thank-you note to your Empathy Award winner, thanking that person for the empathy that he or she has shown toward you or others.

Reproducible Materials

Handout: Deciding on Empathy

KidsHealth.org/classroom/3to5/personal/growing/empathy_handout1.pdf

Handout: Empathy Award

KidsHealth.org/classroom/3to5/personal/growing/empathy_handout2.pdf



KidsHealth.org is devoted to providing the latest children's health information. The site, which is widely recommended by educators, libraries, and school associations, has received the "Teachers' Choice Award for the Family" and the prestigious Pirelli Award for "Best Educational Media for Students." KidsHealth comes from the nonprofit Nemours Foundation. Check out www.KidsHealth.org to see the latest additions!



Name: _____

Date: _____

Deciding on Empathy

Instructions: Here are three tricky situations involving a friend. Pick one of the situations to focus on, and write your thoughts about whether you show empathy in the situation and what results your decision might have.

- 1 You've been best friends with Sam since kindergarten. Since the start of school this year, you've become good friends with Taylor, too. But Sam told you yesterday that she's not going to be friends with Taylor anymore and neither should you. Now Taylor is sitting alone in the cafeteria, looking really sad. What should you do?
- 2 Your best friend, Dan, has started to pick on Peter, a quiet kid in your class. You thought it was funny in the beginning, but now Dan's getting meaner and meaner. Peter tries to stay away from Dan during the day, but Dan just picks on him more. Peter is becoming more and more upset. Other kids in the class still think it's funny. What should you do?
- 3 Your best friend's grandmother just died. She wants you to come over on Saturday night to spend time with her after the funeral because she's been so sad. Your dad bought you tickets to go see your favorite sports team play on Saturday night. Besides that, you're not really sure what to say to your friend. What should you do?

If I show empathy:

Possible good results:

Possible bad results:

If I don't show empathy:

Possible good results:

Possible bad results:



Name: _____

Date: _____

Instructions: Fill out the award form below with: 1) the name of your winner, 2) a brief description of the person, 3) why you think this person deserves the award, and 4) what you've learned about empathy from your winner.

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EMPATHY AWARD

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Lesson 7: Empathy

SPECIFIC GOALS:

1. To define and understand empathy.
2. To learn the Five Skills to develop empathy.

PREPARATION AND MATERIALS:

1. Five (5) cards listing Five (5) Skills to Develop Empathy in numerical order.
2. Storybook/reading lesson or magazine page featuring strong emotion (emotional stimulus).

PROCEDURE:

1. Teacher writes the word “empathy” on the board and asks, “Can anyone define empathy?” After discussion, write on the board the definition: *“Empathy: the ability to understand and share the feelings of another person.”*
2. Teacher asks students to think of a time when someone showed you empathy, or when you showed someone else empathy. List up to ten (10) responses on the board.
3. Note which responses are similar.
4. On five cards, introduce the 5 Skills to Develop Empathy:
Step 1 – Watch & Listen: What is the other person saying and what is their body language?
Step 2 – Remember: When did you feel the same way?
Step 3 – Imagine: Imagine how you might feel in that situation. Validate the wide range of emotions that come up.
Step 4 – Ask: Ask how the person is feeling.
Step 5 - Show You Care: Let them know that you care through your words and actions.
5. Show an emotional stimulus picture from a storybook or magazine (with an issue relevant to your students), and use the 5 Skills to analyze the picture and practice developing empathy:
 - **1. Watch & Listen:** What is happening? Ask, “How does the person feel?” “How can you tell?” Discuss strategies to figure it out, such as asking: “What do their words say? “What does their body language say?” “Does what they say match their body language?”
 - **2. Remember:** Have you felt the same way? Ask “When did something like this happen to you?”
 - **3. Imagine:** Imagine how you might feel. Ask the class for examples of what it might feel like, and how they might act. Examples: “I’d feel like crying; I’d want to hit back; I’d feel very embarrassed.”
 - **4. Ask:** Find out how the person is feeling. Have students provide examples of what they could say to someone, such as “Are you OK? What happened to you? How do you feel? How are you doing?”
 - **5. Show you care.** Ask the students how to show someone that you care, and list answers on the board. Some examples: “Listen with all your attention, spend time with them, stay with them (don’t leave), say, “I’m sorry you’re feeling this way.” Encourage them, “Let’s get help, How can I help? Do you need a hug? I’m here for you, etc.”



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CLASS ACTIVITY:

Select some student volunteers to role-play. Choose one of the following scenarios:

- I was bullied on the playground.
- The gym teacher yelled at me in front of the entire class.
- I haven't seen my _____ [relative] in 3 months.
- I didn't get picked for the basketball team.
- My friend was invited to a party, but I wasn't.

Ask the class: "How can you show empathy for one of your classmates, and how could they show empathy for you in these scenarios?" Use the five steps to practice empathy skills.

EMPATHY SKILL DEVELOPMENT

Steps	Ways to Help You 1) Understand how people feel 2) Show someone you care	Purpose
1	Watch and listen to the person.	To know what happened to someone and observe the feeling (see "Feelings" column to the right)
2	Remember when you felt the same way or something similar happened to you.	To check if this: <ul style="list-style-type: none"> • experience or • feeling has happened to you before
3	Imagine how you might feel.	To know your own feeling
4	Ask what the person is feeling?	To understand (care) how someone else is feeling
5	Show you care.	To learn different ways to show people that they are <ul style="list-style-type: none"> • important • respected (valued) 1) <u>Say</u> "What happened?" "Are you okay?" "Do you want to talk about it?" 2) <u>Do something</u> to show you care about that person.

Feelings
HAPPY FEELINGS
Content
Excited
Good
Joyful
Pleasant
Proud
SAD FEELINGS
Hurt
Disappointed
Down
Lonely
Sorry
Unhappy
ANGRY FEELINGS
Furious
Grumpy
Mad
Mean
Revenge
Upset
OTHER FEELINGS
Confused
Worried
Frustrated
Impatient
Jealous
Delighted

Adapted from Understand and Care by Cheri Meiners, Free Spirit Publishing

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HOMEWORK: LEARNING ABOUT EMPATHY

In class we are learning about **Empathy**: “the ability to understand and share the feelings of another person.” We are also learning how we can show it to others. Showing empathy at home helps make relationships stronger, just like it does in our classroom.

We learned the 5 Steps to Empathy:

- Step 1 – Watch & Listen:** What is the other person saying and what is their body language?
- Step 2 – Remember:** When did you feel the same way?
- Step 3 – Imagine:** Imagine how you might feel in that situation.
- Step 4 – Ask:** Ask what the person is feeling.
- Step 5 - Show You Care:** Let them know that you care through your words and actions.

Students: What are some ways you can show empathy/show you care for people in your family? Choose one of the following examples to practice at home for at least a week:

#1) What do I want to practice?	#2) How will I benefit from my goal?
<input type="checkbox"/> Be kinder to a sibling or friend	<input type="checkbox"/> We will both feel better
<input type="checkbox"/> Help my parent(s) by being ready for bedtime	<input type="checkbox"/> I will be rested for the next day
<input type="checkbox"/> Do a chore	<input type="checkbox"/> I will be a helpful part of the family
<input type="checkbox"/> Complete my homework without being reminded	<input type="checkbox"/> I will be prepared for class
<input type="checkbox"/> Put things away	<input type="checkbox"/> I can find what I need and help my family
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Adults: Discuss the scenario from above that your child has chosen and why they have chosen it. Then, please work with your child to fill out the “Choice for Change” Chart. Note that it is normal for obstacles to show up. Please use Empathy Steps 1-5 to help your child come up with her/his own strategies to overcome the obstacles:

- Step 1 – Watch & Listen:** What is the other person saying and what is their body language?
- Step 2 – Remember:** When did you feel the same way?
- Step 3 – Imagine:** Imagine how you might feel in that situation.
- Step 4 – Ask:** Ask what the person is feeling.
- Step 5 - Show You Care:** Let them know that you care through your words and actions.

By doing so, you can help create positive change to make relationships stronger. Please return this page and the charts by _____.

FOR PARENTS: Please write **YOUR OBSERVATIONS** on the opposite side of this page.



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MY CHOICE FOR CHANGE For Younger Students



_____ 2013 (month)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Check off each day completed							

<p>#1) What do I want to change?</p> <p><input type="checkbox"/> Be kinder to a sibling or friend</p> <p><input type="checkbox"/> Help my parent(s) by being ready for bedtime</p> <p><input type="checkbox"/> Do a chore</p> <p><input type="checkbox"/> Complete my homework</p> <p><input type="checkbox"/> Put things away</p> <p><input type="checkbox"/> Other _____</p>	<p>#2) How will I benefit from my goal?</p> <p><input type="checkbox"/> We will both feel better.</p> <p><input type="checkbox"/> I'll be rested for the next day</p> <p><input type="checkbox"/> I will be a helpful part of the family</p> <p><input type="checkbox"/> I will be prepared for class</p> <p><input type="checkbox"/> I can find what I need & help my family</p> <p><input type="checkbox"/> Other _____</p>
<p>#3) What Obstacles do I have? (Examples: "It's all mixed up," "I don't know what to do," "No time," etc.)</p>	
<p>#4) My Strategies to Overcome My Obstacles (Examples: "Have a family meeting," "Ask for help," "Make a plan," etc.)</p>	
<p>#5) Specific Action Steps to Achieve My Goal</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>Completed?</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>How did this work for you? Circle one.</p>	
<p>☺ ☹ ☹</p> <p>☺ ☹ ☹</p> <p>☺ ☹ ☹</p> <p>☺ ☹ ☹</p>	



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MY CHOICE FOR CHANGE For Older Students



_____ 2013 (month)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Check off each day completed							

<p>#1) What do I want to change ? Example: Be kinder to a sibling or friend</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>#2) How will I benefit from my goal? We will both feel better</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	
<p>#3) What Obstacles do I have? (Examples: "It's all mixed up," "I don't know what to do," "No time," etc.)</p> <p>_____</p>		
<p>#4) My Strategies to Overcome My Obstacles (Examples: "Have a family meeting," "Ask for help," "Make a plan," etc.)</p> <p>_____</p>		
<p>#5) Specific Action Steps to Achieve My Goal</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>Completed?</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>How did this work for you? Circle one.</p> <p>☺ ☹ ☹</p> <p>☺ ☹ ☹</p> <p>☺ ☹ ☹</p> <p>☺ ☹ ☹</p>



