

# UnSelfie

By Michele Borba, Ed.D.

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9 Essential Habits that Provide  
the "Empathy Advantage"



## UnSelfie

Why **Empathetic**  
Kids Succeed in Our  
All-About-Me World

MICHELE BORBA, Ed.D.

"This beautifully written, eminently actionable book will inspire parents and their children to take on the complex issues of our 21st century guided by the power of empathy and kindness. This book offers a roadmap to a much brighter future." - **Dacher Keltner**, Director, Greater Good Science Center

"Read this book. It will change your kids' lives!" -  
**Jack Canfield**, Chicken Soup for the Soul

"Michele Borba has written a game-changing guide showing why nurturing empathy in our children isn't optional -- it's essential." - **Philip Zimbardo**, Professor Emeritus of Psychology, Stanford University

"Empathy helps us develop true friendships and have a happy life, and Michele Borba's practical insights and advice are a huge help for parents who want to nurture this essential skill in their children." - **Harvey Karp, M.D.**, *The Happiest Baby on the Block*

"I have never, ever read a book that combines solid research on a timely and critical subject—the importance of promoting empathy—with so many amazing and creative how-to suggestions that turn this research into action. *UnSelfie* is a must-read!" - **Ellen Galinsky**, *Mind in the Making*

**A Discussion Guide for Raising  
Empathetic Kids and Building Caring  
Homes, Schools & Communities**

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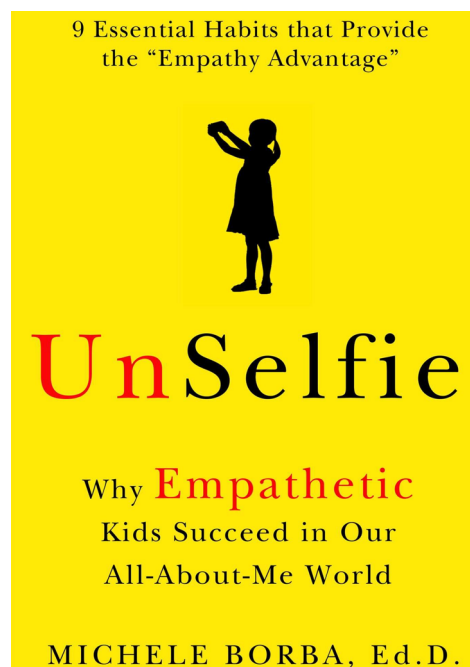
# Educator Discussion Guide for UnSelfie

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## How to Teach Empathy and Create Caring Schools

By Michele Borba, Ed.D. [micheleborba.com](http://micheleborba.com)

Teens today are 40 percent less empathetic than they were thirty years ago. Why is a lack of empathy—which goes hand-in-hand with the self-absorption epidemic (or what I call the Selfie Syndrome)—so dangerous? First, it hurts students’ academic performance and leads to bullying behaviors. Also, it correlates with more cheating and less resilience. And once students grow up, a lack of empathy hampers their ability to collaborate, innovate, and problem-solve—all must-have skills for the global economy. *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me-World*, pinpoints the forces causing the Empathy Crisis and shares a revolutionary, researched-based, nine-step plan for reversing it. This guide is designed to help educators discuss how to apply these strategies to create more empathetic students and schools to build brighter futures for *all* kids from poverty or privilege.



### How to Start and Facilitate an Educator Group

- Ask each group member to order a copy of *UnSelfie: Why Empathetic Kids Succeed in Our All-About Me World* by Michele Borba (Touchstone, 2016, ISBN: 978-1501110030 from your preferred retailer. (It is available in hardbound, e-book or audio format).
- Determine the specific day, time and place for your group to meet. Assign a discussion leader or decide to rotate the role. They decide how often you will meet (weekly, bi-weekly, monthly).
- Ask participants to read the chapter-to-be-discussed prior to meeting. Use the questions provided to facilitate group discussion or create your own.
- Do note that page numbers in the e-book format may differ from this guide designed for hardcopy.

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## QUESTIONS AND TOPICS FOR YOUR GROUP DISCUSSION

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### INTRODUCTION: The Hidden Advantage of Empathy and Why It Matters

1. What about *UnSelfie* peaked your interest? What do you hope to gain from these discussions?
2. How would you answer: “What do students really need to be happy and successful?” (page xiii).
3. Do you believe empathy is integral to our children’s future success happiness and well-being?
4. Teens today are 40 percent less empathetic than thirty years ago. Does a lack of empathy trouble you? If so, why? Have you seen a change in your students’ character and behavior that might be a symptom of the Selfie Syndrome? Are you concerned and if so, why? (page xiv).
5. *UnSelfie* describes several factors that are contributing to the Empathy Deficit. Which cultural factors or parenting styles do you think are affecting your students’ empathy capacities?
6. Step into the shoes of your students and ‘walk the walls’ of your school and classrooms: What *invisible* and *visible* messages would you see about your current school culture? Are they ones that would nurture an empathy and help to graduate a generation of “Unselfies?”
7. If you were to ask a random group of students to describe your school and their experience, what do

- you think they would say? How often do you think terms such as, “caring, respectful, cooperating, etc.” would come up in your students’ descriptions? What about your staff or parents’ descriptions?
8. What programs, policies and processes are you implementing to help produce caring, committed, successful students?
  9. Which of the nine essential habits that give students the Empathy Advantage are you regularly instilling in your students? Which habits might your school be overlooking? (page xix)
  10. How can we teach empathy habits so students internalize them and no longer need reminders?

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## PART I: DEVELOPING EMPATHY

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### **Chapter 1. Empathetic Children Can Recognize Feelings**

#### **1<sup>st</sup> Habit: Teaching emotional literacy to help students recognize and understand the feelings and needs of others**

- What are common pitfalls to most educational programs that attempt to teach empathy?
- What strategies are you using to enhance students’ emotional intelligence? Are you seeing a positive change in students’ behavior? Which students are you reaching/not reaching?
- Why was Mary Gordon’s Roots of Empathy approach (page 3) successful in increasing students’ empathy? How could you apply her approach to your lessons or interactions?
- How can educators expand students’ feeling vocabularies? How can you help students who experienced trauma or have learning challenges that make it difficult to express emotions?
- Emotional literacy is cited as a key to unlocking empathy and motivating kids to care.
- What ways can educators help today’s digital-driven students understand feelings? (page 8)?
- What did you think of the “Red, Yellow, Green” Circles that the math teacher used to boost his students’ sensitivity? (page 20). Which age-by-age strategy (page 21) would you consider using?

### **Chapter 2: Empathetic Children Have a “Moral Identity”**

#### **2nd Habit: Developing an ethical code so students will adopt caring values that guide their integrity and activity empathy to help others**

- How have cultural values changed that might affect today’s students’ character and increased their narcissism? (page 28). Do you see a rise in students’ feelings of entitlement? What is your take?
- If the basis of Moral Identity is to “deposit prosocial images in children’s identity banks so they can define themselves as caring, responsible people who value others’ thoughts and feelings” (page 27), what ways can educators help students see themselves as caring human beings?
- Why is it that “two-thirds of adolescents rank their own personal happiness as more important than their goodness?” (page 27). How does that affect their Moral Identity? If “we generally behave in ways consistent with our self-image” how would most of your students view themselves? What can educators do to help them recognize and value caring assets about themselves?
- How are you helping students learn to find their respectful voice (page 42)? How do you gauge students’ perceptions of your school? What have your students told you would enhance the overall school climate and perceptions of safety? Have you acted on their information?
- How we praise students helps define who they are and the type of people they believe themselves to be. Wrong praise can backfire and increase narcissism. How might you use the five science-backed strategies (page 33) to enhance students’ Moral Identities?
- What three words do you think students would describe your school? What words do you hope they’d verbalize? How could you apply the steps to “Creating a Caring Family Mantra” (page 38) to your school or classroom? Does your mission statement reflect caring values? Should it be changed?
- Which empathy-building habits might your students need (page 36) to learn? Would your students benefit from learning the “Is that me?” tests (page 43); the “KIND Rule” (page 44) or REFUSE strategies (page 36) to help them stick to their beliefs? How will you help them internalize them?

- Readers are asked (on page 42): “If I were the only example my child had to learn Moral Identity, what did she learn today?” How do you think students would respond? What ways could educators tune up their daily behavior to exemplify caring and social responsibility?

## **Chapter 3. Empathetic Children Understand the Needs of Others**

### **3<sup>rd</sup> Habit: Instilling perspective taking so students can step into others’ shoes to understand another’s feelings, thoughts and views**

- Were you intrigued by Jane Elliott’s approach (page 47) to instilling Perspective Taking in her students? Why would her students find the lesson still memorable decades later? Do you agree with the statement (page 49) ‘children’s empathy is sparked by active face-to-face experiences-not from worksheets or lectures’? Can you recall a teacher’s lesson from your childhood that ignited your empathy or helped you understand another’s perspective? If so, why was it memorable?
- Which teaching practices or activities does your school or you offer that enhance your students’ perspective-taking abilities? What strategies might you consider adopting?
- Page 70 states: “It’s easier for children to empathize with people they know, or are similar to, so widen your child’s perspective by exposing him to people of different backgrounds.” How might educators widen children’s Social Hubs so they are more likely to empathize with people who are “different” or “not like them?” What strategies are you already using to broaden their horizons?
- Science finds that discipline can stretch or shrink children’s Perspective Taking abilities (pages 50-60). Where on the ‘stretch or shrink’ spectrum would you say your school’s discipline practices fall? Many educators are embracing Restorative Justice. Is this a practice your staff might consider?
- Which age-by-age strategy would you consider using or adapting (pages 65-70) to expand your students’ Perspective Taking abilities? What other strategies might you consider?

## **Chapter 4. Empathetic Children Have A “Moral Imagination”**

### **4<sup>th</sup> Habit: Instilling a moral imagination so students can use literature, films and emotionally-charged images as a source of inspiration to feel with others**

- Do you agree: “Books can be portals to understanding other worlds and other views to helping our children be more open to differences and cultivate new perspectives.” Were you surprised at the research findings (page 78) at York University, the University of Toronto, Washington University and Michigan State University (page 80)? Which specific books trigger your children’s moral imaginations and pull their hearts and create classroom memories? Is your school library stocked with a range of emotionally-charged and diverse literature for students? Are teachers aware of those selections?
- One way to help boost Moral Imaginations is posing questions to help students vicariously step into someone else’s place. What other questions or strategies beyond those on page 80 can educators use to help students see the world from another perspective?
- Around the age of eight is when our children generally stop reading for enjoyment, and is also when we typically stop reading aloud to them. What are additional ways we can create passionate lifelong readers? (page 87) How can educators convey the five ideas (page 86-87) that parents could use to instill in their children a greater enjoyment for reading? Have you considered introducing the “Parent-Child Book Club” concept to your parents?
- Which age-by-age strategy intrigued you (page 88-91)? What other approaches could build children’s moral imaginations?

**What skills and habits do your students-and staff-need to develop empathy What is your first step to getting started? How will you teach them so your students “Develop, Practice and Live Empathy?”**

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## PART TWO: PRACTICING EMPATHY

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### Chapter 5. Empathetic Children Can Keep Their Cool

#### 5<sup>th</sup> Habit: Mastering self-regulation to help students learn to manage strong emotions and reduce personal distress so they can help others

- Research says that self-control is a better predictor of adult wealth, health and happiness than grades or IQ? Do you agree. If so why do you think that is true?
- Are you noticing a change in students' ability to regulate their self-control? If so, what do you attribute the increase? What portion of your students use medication to manage their emotions?
- What is your school doing to teach students habits of self-regulation? How are you conveying that information to parents so they can reinforce your efforts? Which programs/approaches/skills that support children's self-regulation might you be overlooking (for instance: stress-management, yoga, meditation, mindfulness?)
- Thousands of educators are adding mindfulness practices to their class routines (pages 106-108). Would you consider adopting the approach? What would you need to decide or start?
- Which age-by-age strategy (pages 106-116) would you consider using with your students? What other self-regulation strategies have you tried? How would you know if they worked?

### Chapter 6. Empathetic Children Practice Kindness

#### 6<sup>th</sup> Habit: Developing and exercising compassion to increase students' concern about the welfare and feelings of others

- What did you attribute the success of Milford High's Students for a Million Acts of Kindness (pages 119-122)? How might you adapt the strategy but on a smaller scale at your school? How?
- Were you surprised by the findings of Harvard's Making Caring Common survey (page 124) as to which values were most important to American middle and high school students? How are those findings affecting the culture at your school and your students' behavior?
- What are simple ways for your students to practice kindness and develop "caring mindsets"? Were you surprised by Sonja Lyubomirsky's findings on her random acts of kindness studies with students? (page 127)
- Many educators use *Have You Filled Your Bucket Today?* by Carol McCloud to help convey the importance of kindness. What other books and films would you suggest?
- Which age-by-age strategies would you consider using to help your students practice and develop kindness (pages 129-139)? Does your school or community have Kid Kind Clubs? (page 139)

### Chapter 7. Empathetic Kids Think "Us" Not "Them"

#### 7<sup>th</sup> Habit: Cultivating collaboration to active empathy and help students work with others to achieve shared goals for the benefit of all

- Has the decline of school recess and unstructured play affected your students' behavior? If so, how? How did feel about the Playworks approach at Aldama School (page 141)?
- What practices are you implementing to support social-emotional learning, empathy development and strengthen your students' collaborative skills (for instance, cooperative learning, class meetings, school meetings, conflict resolution, History Day, Jigsaw, peer mentoring)? Is there a collaborative practice that you might be overlooking that might improve students' achievement and empathy? Was Mix It Up at Lunch Day by Teaching Tolerance (page 162) to help break up "cliques" and expand students' social hubs a practice that might benefit your students? Hint: one way many schools train teachers in a new practice like Jigsaw is to use it in faculty room meetings until the staff feels competent to apply it with their students. Might that be a consideration?
- How has competition affected your students' character development and empathy? (page 148)
- Discuss Muzafer Sherif's famous Robbers Cave Experiment findings especially: "A key to activating

empathy is creating the right social dynamics so kids are drawn into the same circle of concern, share an emotional experience, and then learn to care for each other (page 150). How do they affect your students? Do your educational practices align with those findings or do they need adjusting?

- Which strategies would you consider adopting or already using to build your students' collaborative abilities? Which skills might your students need to increase their collaborative abilities (for instance: Take a "STAND" to Solve Problems Collaboratively (page 155)' Class or School Meeting Rules (page 154); "Reality Check" to Stop Stereotypes (page 158); Disagreeing Respectfully (page 163); Conversation Starters (page 161); Decision Makers and Deal Breakers (page 163).

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## PART THREE - LIVING EMPATHY

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### Chapter 8. Empathetic Kids Stick Their Necks Out

#### 8<sup>th</sup> Habit: Promoting moral courage to embolden kids to speak out, step in and help others

- Studies show that "when bystanders step in on behalf of bullied peers, bullying stops more than 57 percent of the time and within 10 seconds" (page 172). Did the statistic surprise you? Which of the reasons students are bystanders rather than Upstanders (pages 172-175) apply most to your students? What can educators do to help students be more likely to step in to help another?
- Ervin Staub found that younger students are more likely to respond to another's distress when paired, while teens are more apt to keep their fears to themselves and *less* likely to intervene (page 178). What could educators or parents do to help older children aid and comfort more?
- Mobilizing children's courage to be Upstanders may be our best hope to stop peer cruelty. Seven Upstander strategies featured on *Dateline* are presented (page 181-182). How could you teach these strategies to your students? For instance, some schools show each strategy in student-run assemblies; other schools have students teach each other the strategies in pairs. Other ideas?
- Kids need authentic heroes to inspire their Moral Courage. Which heroes that might appeal to your students could you introduce? How would you make their actions meaningful to your students?
- Which Moral Courage stretching strategies would you consider using (page 183 to 189) with your students? How might you implement the strategies school-wide to maximize effectiveness?

### Chapter 9. Empathetic Kids Want to Make a Difference

#### 9<sup>th</sup> Habit: Cultivating altruistic leadership abilities to motivate students to make a difference for others, no matter how small it may be, and become Changemakers

- What are your thoughts about this statement: "Every child has the potential to become a Changemaker *if* we provide the right experiences and proven strategies?" How do we reach students who have not had the right experiences and strategies?
- Do you agree that fame-driven "heroes," a materialistic world, and an over-helping parenting style can limit a child's empathic gifts and altruistic potential? (pages 195-198). What other factors can shortchange a child's altruistic urges?
- How are you engaging your students in "making a difference" or finding a way to do service and give back? What other ways could you help your students see themselves as Changemakers? What resources or experiences are in your local community that your school may be not utilizing?
- Do you believe that empathy is something kids are born with or a trait that can be developed? How could that answer have a surprising impact on whether children become Changemakers? (page 201). What are ways that educators can help their students develop empathetic mind-sets?
- Which strategies and skills would you consider using to increase the likelihood that your students will see themselves as Changemakers or develop altruistic leadership skills? (pages 201-207).



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# Ways to Give Children the Empathy Advantage

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## 7 Creative UnSelfie Ideas to Elevate Kid's Empathy

*UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World*

by Michele Borba, Ed.D. [micheleborba.com](http://micheleborba.com)

There are countless ways to cultivate empathy, but the most effective are always real, meaningful, and match kids' needs. Here are some of the most creative ways from *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World*. Did any inspire you to implement or adapt? What are other ideas you could implement to give kids the Empathy Advantage?



1. **Be Friendly.** A simple overlooked way to increase empathy is by making the culture friendlier. Moms started a kindness club. A middle school has a student club called Friendly Greeters. My teacher greeted us with an “H and H”-a hug or a handshake (pg 216). How could you increase the “friendly effect” in your school or community?
2. **Break Down Barriers.** We are more likely to empathize with people in our immediate circles or care about those “like us.” How can you expand your students’ familiarity circles to those “not like them” to open the path to empathy and break down barriers? Amongst the most creative ideas: Skateistan in Afghanistan where youth use skateboarding as a hook to pair girls and boys, Seeds of Peace pairing kids from war-torn areas to coexist. (pg. 217). What ways can your school-break down barriers?
3. **Give Kids a Voice.** Empathy is driven by face-to-face connection and it’s why we must keep the art of conversation alive. Empathy wanes without Moral Courage and Moral Identity. The Sera Monastery in Tibet holds daily debates to help young monks practice “voice” and hear others’ ideas and feelings. Seeds of Peace holds daily dialogue sessions to help teens grasp each other’s perspectives. KIPP Public Charter Schools teaches “SLANT” (Sit up, Listen, Ask questions, Nod and Track the speaker) to help kids learn communication. Class, School or Family Meetings are other ideas. (pg 219) How can you help your students practice face-to-face communication to understand others’ views and feelings?
4. **Play Chess and Unplugged Games.** The cognitive part of empathy is the ability to understand another’s thoughts and feelings-to step into their shoes. Armenia makes chess compulsory for every student over six years of age as a means of boosting children’s character, leadership and perspective taking. (pg 219). Theatre, card games, role-playing, dress up are other ways. What are your thoughts?
5. **Create Parent Support Networks.** A parent is a child’s most important empathy influencer. How do you help parents recognize the importance of empathy and support each other in those efforts? What are ways schools can encourage parents to explore and expand their empathy influence? Ideas:
  - Ashoka encourages parents to form “Parenting Changemakers” communities to discuss and develop ways to help their children master empathy habits (pg 220). Several topics to initiate parent group discussions are provided on pg 220. What other topics could you add to the list?
  - Schools encourage parents to form Monthly Book Clubs where parents read *Born for Love*, *Roots of Empathy* or *UnSelfie* and apply that information to parenting styles is (pg 221).
  - Empathy playdates are events where parents meet weekly with their young children at each other’s homes to focus on different empathy habits (pg 221).
6. **Build Caring Relationships.** Empathy opens when children are in environments where they feel safe, accepted and heard. Warm relationships are the incubator of empathy. Social ties are strongest

(called “The Village Effect”) in communities where there is an average of 150 people. What ways can you build caring communities for children in your school. For instance: provide community-building activities like class meetings or teambuilding, use icebreakers to help kids get to know each other, try Mix-It-Up lunches, Rachel’s Challenges, cooperative learning or jigsaw to work with different classmates. Are there ways that local youth groups, clubs or organizations might support your efforts?

7. **Don’t Give Up On a Child.** The seeds of empathy are planted in relationships, but sometimes those interactions can be strained or shut down. The mother who refused to give up on her son and left caring notes on his pillow was one idea to keep empathy open (pg 225). What are ways educators, parents, coaches or any caring adult can convey “I’m here. I care. I’m not giving up” to kids going through tough times?

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## Discussing Ways to Build UnSelfie Cultures

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- What would the ideal learning culture look like? How would empathy fit in?
- How would you and your staff define a “compassionate, empathetic, Unselfie learning culture?”
- What would an empathic, caring school community look and sound like? What would the mission statement say?
- How do staff, students, and visitors feel now? If a visitor walked around the school, what would they see or hear? How would they feel?
- How would such a school culture impact our students, parents, staff and community at large?
- How would such a culture be similar or different from your existing school? What practices, policies, and procedures would remain? Which would need changing or eliminating? Which would be the easiest and most difficult changes to create a more empathetic culture?
- What behaviors would the students (and staff) display in an empathic learning culture? How would members of the community be treated? What would you see and hear as you walked your walls?
- What new empathy habits, skills or behaviors would need to be taught to your students?
- Which type of discipline practices would be in place to nurture empathy? Teaching practices?
- Which community resources could support your efforts?
- What knowledge or skills would the staff need to succeed and create such a learning community?
- What is the one empathy-building idea you would like to learn about or use with your students?
- What would your first step to teaching empathy and building a more creating, empathetic, UnSelfie-like culture? What is your hope?
- What do you need? When will you begin? Who will help? What does your end goal look and feel?
- How would you know you have succeeded in creating an Unselfie School based on empathy?



**MICHELE BORBA, Ed.D.,** is an internationally renowned educational psychologist and an expert in parenting, bullying, and character development. She is an award-winning author of 22 books including *Unselfie: Why Empathetic Kids Succeed in Our All-About-Me World* translated into 14 languages. One of the foremost authorities on childhood development in the country, she is a regular NBC contributor who appears regularly on *Today* and has been featured as an expert on *Dateline*, *The View*, *Dr. Phil*, *NBC Nightly News*, *Fox & Friends*, *Dr. Oz*, and *The Early Show*, among many others. She lives in Palm Springs, California, with her husband, and she is the mother of three grown sons.

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# 9 Habits That Build Empathy

## UnSelfie Tips for Parents and Educators

by Dr. Michele Borba micheleborba.com



*Unselfie: Why Empathetic Kids Succeed in Our All-About Me World* by Michele Borba  
Touchstone 2016.

**E**mpathy is seeing the *eyes* of another, listening with the *ears* of another and feeling with the *heart* of another.” Empathy gives youth an advantage for health and wealth, relationships, longer life, the job market, critical thinking, and real happiness. It also fuels passion, promote kindness, ignites moral courage, and is an antidote for bullying, racism. Above all, it is the roots for a just, peaceful, compassionate family, school, community and society and makes kids better people. The good news is that adults can cultivate students’ empathy and there are many ways to do so. Best ideas are always meaningful in which children witness or experience empathy. Here are ideas from *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World*. Mark ones that might inspire your children’s hearts.

### 9 EMPATHY HABITS

1. Emotional Literacy
2. Moral Identity
3. Perspective Taking
4. Moral Imagination
5. Self-Regulation
6. Practicing Kindness
7. Collaboration
8. Moral Courage
9. Altruistic Leadership

#### Empathy Habit 1. Emotional Literacy

- ☐ Roots of Empathy by Mary Gordon *pg 3-6*
- ☐ Emotion Coaching *pg 14-16*
- ☐ Teach Assertive Body Language *pg 17*
- ☐ How Do You Feel Cards? *pg 23*
- ☐ SLAT: Sit Square, Lean, Acknowledge, Tune in *pg 61*
- ☐ Red, Yellow, Green Light Sensitivity *pg 20*
- ☐ Feeling Vocabularies: Facts & Feelings Log *pg 21*

#### Empathy Habit 2. Moral Identity

- ☐ Sullenberger: Highest Duty *pg 25-26*
- ☐ Praise to build empathetic mindsets: *pg 34-36*
- ☐ REFUSE Skill for Peer Pressure *pg. 36-37*
- ☐ Identify Core Belief: Lincoln’s Virtues; *pg 37-38*
- ☐ Create Class Mantras *pg 38-40*
- ☐ Conscience Tests *pg 43*
- ☐ KIND Rule: Kind, inspire, necessary, definite *pg 44*

#### Empathy Habit 3. Perspective Taking

- ☐ Jane Elliott “A Class Divided” Experiment *pg 47-50*
- ☐ Role Play the Other Side *pg 50*
- ☐ Use Impact Statements *pg 57*
- ☐ Paper Shoe Test for Romeo and Juliet
- ☐ Class or Family Debates *pg 42, 218*
- ☐ CARE Discipline *pg 58*
- ☐ Theatre, Props *pg 65, 69*
- ☐ Ask, “I wonder” *pg 66*
- ☐ Feels + Needs Formula *pg 67*
- ☐ Imagineering *pg 65*
- ☐ Step Into Their Shoes *pg 68, 69*
- ☐ Widen Social Hub *pg 70*
- ☐ Chess to Predict Opponent’s Move *pg 219*
- ☐ Role Playing & Reverse Sides *pg 66*

- ☐ Think Sheets for Discipline *pg 66*
- ☐ Step Into the Child’s Shoes (Duke) *pg 71*
- ☐ History Day with Immersion

#### Empathy Habit 4. Moral Imagination

- ☐ Emotionally-Charged Literary Fiction *pg 73-783*
- ☐ Paper Shoe Test: Romeo & Juliet *pg 82-83*
- ☐ “What if?” How would *you* feel? *pg 84*
- ☐ Books Clubs *pg 91*

#### Empathy Habit 5. Self-Regulation

- ☐ Restorative Justice *pg 95-98*
- ☐ Calm Down Corners for Self Management *pg 99*
- ☐ The Coddling of the American Mind: Atlantic
- ☐ ABC Stress Mgmt: Aware, Breathe, Calm *pg 211*
- ☐ “Just Breathe”-Mindfulness *pg 102-107*
- ☐ Quiet Time at Oakland Schools *pg 106-107*
- ☐ Teach Self Regulation *pg 108-115*
- ☐ Share Good News Reports for Compassion Fatigue

#### Empathy Habit 6. Practicing Kindness

- ☐ Milford High: SMAK *pg 119-121*
- ☐ Big Buddy-Little Buddies *pg 125*
- ☐ Friendship Ambassadors *pg 215-216*
- ☐ Two Kind Rule *pg 132*
- ☐ Kindness Challenges & Rituals *pg 134-136*
- ☐ Kindness Jars, Boxes & Walls *pg 136-137*
- ☐ Bucket Filling & Tracking Kindness *pg 138*

#### Empathy Habit 7. Collaboration

- ☐ Playworks: Think Us Not Them *pg 141-145*
- ☐ Jigsaw Classroom: Eliot Aaronson *pg 151-152*
- ☐ Family, Class or School Meetings *pg 152-155*

- ☐ Take a STAND: Stop, Tell Problem, Alternatives, Narrow, Decide *pg 155*
- ☐ Broaden Horizons & Social Hug *pg 157*
- ☐ Mix It Up Lunches *pg 162*
- ☐ Challenge Days; Rachel's Challenge *pg 224*
- ☐ Cooperative Games & Activities *pg 163*
- ☐ Teach Decision Makers & Deal Breakers *pg 163*
- ☐ How to Disagree Respectfully *pg 163*

### **Empathy Habit 8. Moral Courage**

- ☐ Dateline: Perils of Parenting *pg 169*
- ☐ CAP: Bullying Definition *pg 173*
- ☐ Helping Kids Find Their Inner Hero *pg 179*
- ☐ How to STANDUP for Others: Seek Support; Tell; Assist; Negate with Positive View; Design Detour; Use Distraction; Pause & Rethink *pg 181-182*
- ☐ Navy SEALs Strategies to Boost Courage *pg 183*
- ☐ Pink Shirt Day *pg 185*

- ☐ Use Your Heart: Help; Empathize; Assist; Reassure; Tell your Feelings *pg 187*
- ☐ Dispel the "Superman Myth" *pg 187*
- ☐ S.O.S. Smarts: Safety, Assess Options, Sense Detector *pg 188*

### **Empathy Habit 9. Altruistic Leadership**

- ☐ Start with One: Trevor Ferrell *pg 191*
- ☐ Stories of Kid Heroes to Share: Marley Dias, Kevin Curwick, Yash Gupta, Rachel Wheeler, Dylan Siegel, Buddy Bench, Craig Kielburger *pg 193-195, 206*
- ☐ Cultivate a Changemaking Mindset *pg 201*
- ☐ FACE to Show You Care: Feelings; Analyze; Care; Emphasize *pg 203-204*
- ☐ Helping Kids Become Changemakers *pg 205-206*
- ☐ Use Good News Reports *pg 208, 210*
- ☐ Start with One: "Rokia"; Paul Slovic *pg 208*
- ☐ Stretch Boundaries, *pg 211*

## **QUESTIONS FOR REFLECTION AND DISCUSSION**

1. What skills will our children need to succeed in the global economy when jobs of tomorrow don't exist today?
2. Which of the nine habits of empathy are you already nurturing? Which habits might you be overlooking?
3. What should parents and educators be doing to prepare kids for a world of rapid change? Are our kids ready?
4. How do you and other adults help children develop healthy relationships with peers, especially when face-to-face contact is breaking down and the Internet is meaner?
5. What ways can we broaden our children's views about those of different backgrounds and celebrate diversity?
6. How do we cultivate empathy in a culture whose only metrics of success are achievement and performance?
7. How do we help children understand racism and injustice happening in our world?
8. What types of meaningful service projects can we offer our kids? How can we ensure that those projects are meaningful and impact children's empathy and develop caring mindsets?
9. What type of discipline do we most commonly use? Does science say it impacts empathy?
10. How can we better exemplify caring and social responsibility? What qualities would kids say we depict? How would our kids rank the importance of caring? Are our messages hindering or helping children develop strong Moral Identities?
11. How do we create empathy in those teachable adult-child moments?
12. How often do I typically discuss, acknowledge, or emphasize caring values with my children?
13. How can I help my children see themselves as caring and want to make a difference?
14. What is the one skill, habit or strategy I'd like to try with my children or students?
15. What can our community do to produce more empathetic children? How can we coordinate our resources to create Empathy Tribes or create a stronger "Empathy Village" for our kids?

