

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.”

Project Happiness™

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



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 makes 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.













Project Happiness™



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>















Project Happiness™



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>	

