

Showing Empathy

Skill to Teach	Showing Empathy
Age	Early Elementary (can be adapted to fit the needs of upper Elementary students)
Objective	<ul style="list-style-type: none"> • Students will gain an initial understanding of what empathy is. • Students will receive Effective Praise when showing empathy in genuine situations. • Students will apply the skill of showing empathy when discussing literature (read alouds, stories from reading instruction lessons, etc.). • Students will work as a team to fill up a bubble gum machine paper or poster by adding a colored sticker each time a student genuinely uses empathy to a fellow student.
Materials Needed	<ul style="list-style-type: none"> • Chart paper • Equipment to show YouTube video • Optional Julia Cook books available from Boys Town Press: <ul style="list-style-type: none"> ○ I Want To Be The Only Dog ○ Gas Happens ○ Making Friends Is An Art ○ Tease Monster • Classroom library books or reading instruction texts • Bubble gum machine paper or poster • Round colored stickers that can emulate gumballs in a gumball machine
Planned Teaching	<ul style="list-style-type: none"> • Write the word <i>EMPATHY</i> on an anchor chart. Tell students today you will be talking about how showing empathy can help you be a good friend. • To solidify students' recognition of the word <i>empathy</i>, ask students to say the word with you 3 times while you read and point to the word. (At this time, you can connect the word to any previous learning you have practiced in regards to phonemic awareness or decoding skills.) • Tell students that they are going to watch a short video that explains what empathy is. Explain that empathy has to do with feelings, so they should listen closely to the kinds of feelings the video talks about. Let them know that once the video is over, you will ask two students to tell you what kinds of feelings the video talked about and if anyone can explain what empathy is. • View the video as a class.

	<ul style="list-style-type: none"> • Discuss the video with students. <ul style="list-style-type: none"> ○ Ask two students to share the feelings that were mentioned in the video. ○ Ask a student to explain what empathy is. ○ Ask additional students as needed. If more than three students are not able to articulate the feelings represented or are not able to define empathy, simply tell them or repeat the video and stop at predesignated times to repeat the questions. Repeat answers that reinforce the concept of empathy. • Tell students: <ul style="list-style-type: none"> ○ "Empathy is when you are able to understand and care about how someone else is feeling. ○ When you are Showing Empathy, you: <ol style="list-style-type: none"> 1. Look at the person. 2. Say, "I understand how you feel." (Add these steps to the anchor chart.) ○ When you show empathy, it may help others to think of you as a friend."
<p>Practice</p>	<ul style="list-style-type: none"> • Tell students they will practice Showing Empathy depending on how the teacher acts. Teacher role-plays the following scenarios and then provides students (one at a time) the opportunity to respond using empathy statements. <ul style="list-style-type: none"> ○ Teacher pretends he/she can't find his/her favorite pencil, library books, etc. ○ Teacher pretends he/she fell down on the playground. ○ Teacher pretends he/she drops his/her lunch. • Have students role-play with a partner. Give directions for one student to show a feeling and direct their partner to respond by looking at the person and saying "I understand how you feel." Have partners repeat the role play by switching roles. Suggested scenarios: <ul style="list-style-type: none"> ○ You are happy you won the game. ○ You are mad that you spilled milk on your shirt. ○ You are upset that you didn't get to finish a game. ○ You are sad that you lost your favorite toy. • During the role-plays, the teacher should be monitoring and observing students in order to take a quick formative assessment to assess the depth of understanding. This information will be helpful in planning future lessons and practices.

	<ul style="list-style-type: none"> • Optional: <ul style="list-style-type: none"> ○ Read aloud the first few pages of the following Julia Cook books. Stop at the indicated pages and generate a discussion on how the main character might have felt. Give a sampling of students an opportunity to respond to the character using the skill steps. <ul style="list-style-type: none"> ▪ <u>I Want to Be The Only Dog</u> (pages 3-4) ▪ <u>Gas Happens</u> (pages 3-5) ▪ <u>Making Friends Is An Art</u> (pages 3-5) ▪ <u>Tease Monster</u> (pages 3-8) ○ During read aloud and/or reading instruction, stop to review and practice Showing Empathy when the storyline presents an opportunity to do so.
<p>Feedback/Positive Consequence</p>	<ul style="list-style-type: none"> • When individual students are Showing Empathy, use Effective Praise to acknowledge them. It may sound like: <ul style="list-style-type: none"> ○ “Great job! You showed empathy by letting your friend know you understood how he/she felt. When you are Showing Empathy to others, they are more likely to show empathy to you.” ○ Other reasons could be: <ul style="list-style-type: none"> ▪ “When you show empathy to others, they are more likely think of you as a friend.” ▪ “When you show empathy, it may help your friends feel better.” ▪ “When you show empathy to others, you are more likely to set a good example and be seen as a role model.”
<p>Assessment</p>	<p>Each time a student uses empathy sincerely in a genuine situation, the teacher gives the student a colored circle sticker to attach to the classroom gumball machine. (See attached graphic.) Teacher may choose to reinforce the skill of Showing Empathy as each sticker is added to the gumball machine or may choose to use an alternate time such as the end of the morning or day to review skill, steps and have students who earned the sticker share what they did or said that provided them the opportunity to add the sticker. Once the gumball machine is filled with stickers, teacher can choose to have a class celebration.</p>

