

Activities for Developing **EMPATHY**

A large, stylized illustration of two hands, one from the left and one from the right, reaching towards each other and holding a heart shape. The hands and heart are rendered in a dark, textured, stippled style. The heart is positioned in the center of the page, below the title and above the author's name.

By
Becky Kirby, M.Ed.

**40 Activities That Teach the Meaning and Importance of
Empathetic Behaviors for Grades 5 – 9**

About the Author

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Other books written by Becky Kirby:

Grab Bag Guidance

Classroom Guidance from A-Z

Ways to Amaze and Engage Middle School Students

Dedication

I dedicate this book to my youngest grandsons, Connor Kirby and Max Ratliff. They were both born in 2010. They join our other grandchildren Maggie Ratliff, age 9, Mason Ratliff, age 7, and Kyle Kirby, age 5.

Activities for Developing Empathy

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Introduction

Recently, I jokingly told my superintendent that I finally figured out what I was doing, and it is time to retire. The truth is, there is nothing like experience!

I started teaching in 1972 and in 1988 received a Master's Degree in School Counseling. I began my career as a school counselor in the early 90's and continued working as an elementary and middle school counselor until 2013. I often wish I knew then what I know now. I have taken much of what I have learned over the years and incorporated the ideas into my books to help school counselors work more successfully with students.

Forty years ago, I never dreamed that I would be sitting in an auditorium listening to our police force as they presented ALICE (Alert/Lockdown/Inform/Counter/Evacuate) training to our staff. Someone coming into a school with a gun was beyond my comprehension. But today's reality is that violence can happen anywhere, and we must be prepared. This reality reinforces my belief that we must teach students empathy. We must teach children how to be aware of what others might be feeling and how to support and help other people in need—to reach out to others and show that they care.

When I first began writing this activity book, I wondered if it was possible to teach empathy to students. I then realized that helping students understand their own and other's feelings and teaching them to reflect back to someone what they saw or heard, to give supportive statements, and to put themselves in someone else's situation *is* teaching empathy. Challenging students to volunteer to help those less fortunate not only teaches empathy but also educates students about differences, acceptance, and understanding.

This book is filled with varied activities that you can use to teach empathy. I wish you and your students the best.

Sincerely,
Becky Kirby

ASCA Standards

Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS: A.1 Acquire Self Knowledge

- PS: A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS: A1.2 Identify values, attitudes and beliefs
- PS: A1.5 Identify and express feelings
- PS: A1.6 Distinguish between appropriate and inappropriate behavior
- PS: A1.9 Demonstrate cooperative behavior in groups
- PS: A1.10 Identify personal strengths and assets

PS: A.2 Acquire Interpersonal Skills

- PS: A2.1 Recognize that everyone has rights and responsibilities
- PS: A2.2 Respect alternative points of view
- PS: A2.3 Recognize, accept, respect and appreciate individual differences
- PS: A2.4 Recognize and accept and appreciate ethnic and cultural diversity
- PS: A2.5 Recognize and respect differences in various family configurations
- PS: A2.6 Use effective communication
- PS: A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS: A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals

PS: B.1 Self-Knowledge Application

- PS: B1.2 Understand consequences of decisions and choices
- PS: B1.7 Demonstrate a respect and appreciation for individual and cultural differences

ACTIVITY 1

The Meaning of Empathy

PURPOSE:

To help students learn and understand the meaning of empathy

MATERIALS NEEDED:

For the leader:

- Empathy Signs* printed on medium- to heavy-weight paper (pages 10-13 or CD) or
- 4 pieces of heavy paper or cardboard and marker
- Tape
- Board to write on

For each student:

- Sticky note
- Pencil

PREPARATION:

Print or make the four *Empathy Signs*:

1. Things That We Care For
2. A Time You Put Someone Else's Needs Before Yours
3. A Time Someone Did Something Kind to Help You
4. Places People Can Volunteer in the Community

Optional: Laminate the signs for durability.

Display the signs in four separate areas of the room.

Gather the other necessary materials.

ACTIVITY:

Introduce the activity by asking the students:

Who can tell us the meaning of the word empathy? (Accept any appropriate answers.)

Do the words empathy and sympathy have the same meaning? (Accept any appropriate answers.)

Divide the students into four groups. Give each student one sticky note and a pencil.

Tell the first group of students to list on their sticky notes all the things they can think of that people care for. Some examples are:

- plants
- pets
- grandparents

Tell the second group of students to list on their sticky notes times they put another person's needs before their own. Some examples could be:

- I let someone have the last piece of cake
- I lent my sweater to someone
- I shared my lunch with someone

Tell the third group of students to list on their sticky notes times when other people did kind things to help them. Some examples might be:

- shared notebook paper with me
- asked me to sit with him/her at lunch
- offered to help me with something I was having difficulty with

Tell the fourth group of students to list on their sticky notes places people can volunteer in the community. Some examples might be:

- clothing center
- food bank
- Salvation Army

Have the students place their sticky notes on the designated signs. Then review each topic and read and discuss what the students wrote on the sticky notes. Allow the students to add additional ideas to the signs.

Write the word *EMPATHY* on the board. Refer back to the definitions given at the beginning of the lesson and have the students agree or disagree with what was previously said.

Then give the following definition to the students:

Empathy is understanding, being aware of, being sensitive to, and experiencing the feelings, thoughts, and experiences of another.

Continue by saying:

Empathy is being able to put yourself in someone else's place, or "shoes." You are aware and you can comprehend the needs, feelings, and problems of others. You're able to see and understand someone else's perspective.

Empathy and sympathy are different. Sympathy is feeling sorry about someone else's trouble, grief, or misfortune. You feel sorry for them, but you may not really understand how they are feeling.

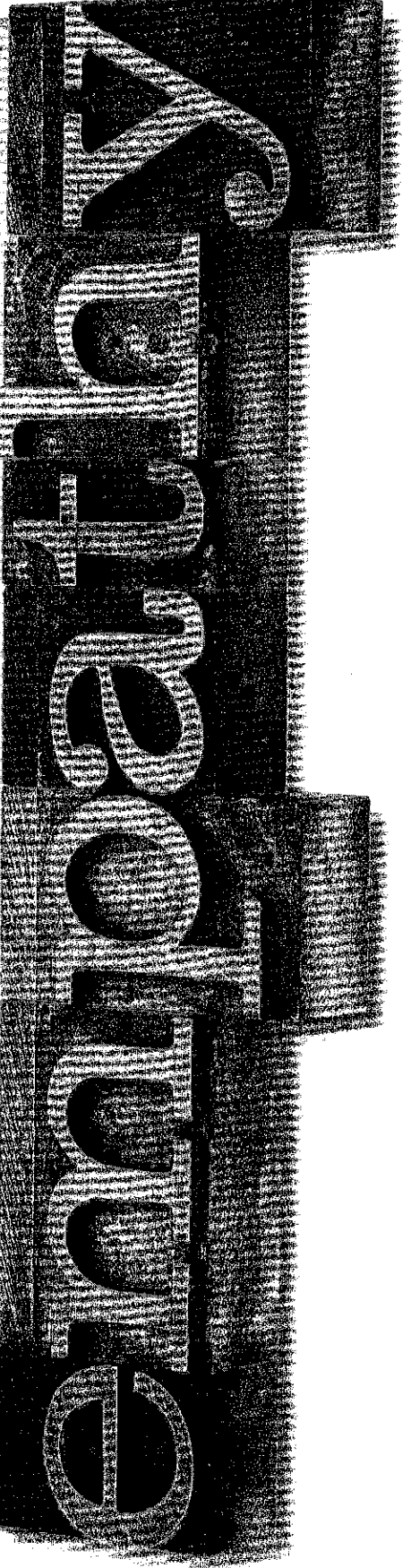
CONCLUSION:

Conclude the lesson by saying:

Today we began learning about the meaning of empathy. When we meet again, we will be doing activities that help increase our ability to empathize with others. We will learn how to listen, observe, read feelings, and express supportive statements to others. By developing these skills, we can learn to be more empathetic toward others.



11 Things That We Care For



11
**A Time You Put
Someone Else's
Needs Before Yours**

empathy

**A Time Someone
Did Something
Kind To Help You**

EMPATHY

**Places People
Can Volunteer
In The Community**

EMPATHY

ACTIVITY 2

Synonyms and Antonyms for Empathy

PURPOSE:

To have students identify synonyms and antonyms of the word empathy

MATERIALS NEEDED:

For the leader:

None

For each student group:

- Large sheet of paper
- Markers

PREPARATION:

Gather the necessary materials.

ACTIVITY:

Divide the group/class into four groups. Number the groups 1, 2, 3, and 4. Give each student group a large piece of paper and a marker.

Review the definition of empathy. Tell the students that today they will be learning synonyms and antonyms of the word empathy.

Have each of the four groups choose a recorder to write the groups' responses on the large sheet of paper.

Tell groups 1 and 2 (half of group/class) to name as many words as they can think of that mean

the same or have a similar meaning to the word empathy. The recorder will write these on the paper. Some examples are:

- compassion
- sympathetic
- understanding

Tell groups 3 and 4 (other half of group/class) to name as many words as they can think of that mean the opposite of empathy. The recorder will write these on the paper. Some examples are:

- unsympathetic
- indifference
- self-absorbed

Set a time limit for the groups to complete their assignments and, when finished, have each group present its list of words and explain how they do or do not relate to the word empathy. Encourage the students from the other groups to add to the lists synonyms/antonyms not mentioned.

CONCLUSION:

Conclude the lesson by saying:

Today we talked about words that mean the same or nearly the same as the word empathy. We also talked about words that mean the opposite of empathy. Think about these words. Which of these words describe how you relate to others?

ACTIVITY 3

Meaning in Words

PURPOSE:

To help students understand the meaning of sayings related to empathy

MATERIALS NEEDED:

For the leader:

- Understanding Empathy*
(pages 16-17 or CD)
- Scissors

For each student group:

- Large piece of paper
- Markers of various colors

PREPARATION:

Print and cut part *Understanding Empathy*.

Gather the necessary materials.

ACTIVITY:

Divide the students into groups of 2 or 3. Give each group an *Understanding Empathy* statement. Tell the students the groups have ___ minutes (set a time limit) to discuss the meaning of their statement. When the allotted time has elapsed, have one person from each group explain to the group/class what they believe their statement means. After each presentation, allow the other students to offer additional feedback as to the meaning of the statement.

When all of the groups have talked about their statements, explain that each statement relates to empathy. Ask the students if they can think of any other sayings that they have heard or read that could be included in the topic of understanding empathy.

Distribute a large piece of paper and markers to each group. Direct the groups to make a poster using the discussed sayings and/or other sayings relating to empathy. The completed posters can be hung around the school.

CONCLUSION:

Ask the students:

When the posters are hung around school, what do you think they will mean to the other students?

Understanding Empathy



It's not about you; it's about the people around you.

What goes around comes back around.

Put yourself in someone else's shoes.

*People may not remember what was said,
but they will remember how you made them feel.*

*Not everyone can be smart, not everyone can be rich,
but we can all be kind.*

Compassion:
Learn It, Teach It, Share It.

It starts with EMPATHY.

Treat others the way you want to be treated.

Emphasize "WE not ME."

***When given the choice between
being right and being kind, choose kind.***

Dr. Wayne Dyer

"Kind words do not cost much. Yet they accomplish much."

Blaise Pascal

***"Seeing with the eyes of another, listening with the ears of
another, and feeling with the heart of another."***

Alfred Adler

***"Before you criticize someone,
you should walk a mile in their shoes."***

Jack Handey

***"You can only understand people if
you feel them in yourself."***

John Steinbeck, East of Eden

***"There's a big difference between
showing interest and really taking interest."***

Michael P. Nichols, The Lost Art of Listening

"Attention is the rarest and purest form of generosity."

Simone Weil

"Seek to understand rather than be understood."

Stephen Covey

ACTIVITY 4

Reading and Reflecting Feelings While Listening

PURPOSE:

To have students practice listening to someone and “reading” how he/she may feel

MATERIALS NEEDED:

For the leader:

- Board to write on
- Feelings Pictures* (pages 19-25 or CD)

For each student:

None

PREPARATION:

Print the *Feelings Pictures* or cut out from magazines large pictures showing individuals experiencing various emotions.

ACTIVITY:

Write the word SILENT on the board. Then say:

What word can be made using the letters in the word SILENT? (LISTEN)

Continue by saying:

Part of showing empathy is being able to listen to others. An important part of listening is being silent.

There are three important steps to listening. First, focus on what someone is saying. That is looking at the person and having your shoulders toward that person while he or she is speaking.

The second step is to accept what the person is saying. Do not interrupt or talk while the person is talking. Even if you disagree, you listen and accept. Observe how the person looks in order to determine how he or she is feeling. Notice the person's body language.

The third step is to give feedback by reflecting back to someone what was just said. Reflective listening tells the other person that you are interested in his or her concerns. You can do this by using statements such as:

- *So you feel ...*
- *It sounds like you ...*
- *You seem ...*
- *If I understand your viewpoint, you feel ...*
- *You look and sound ...*

With empathy, you not only listen to what is being said, but also listen to how the person feels and observe the person's body language. This is part of empathetic listening.

Hold up the individual pictures. Ask the students to tell how they believe the person in the picture is feeling and how they came to that conclusion.

CONCLUSION:

Conclude the lesson by saying:

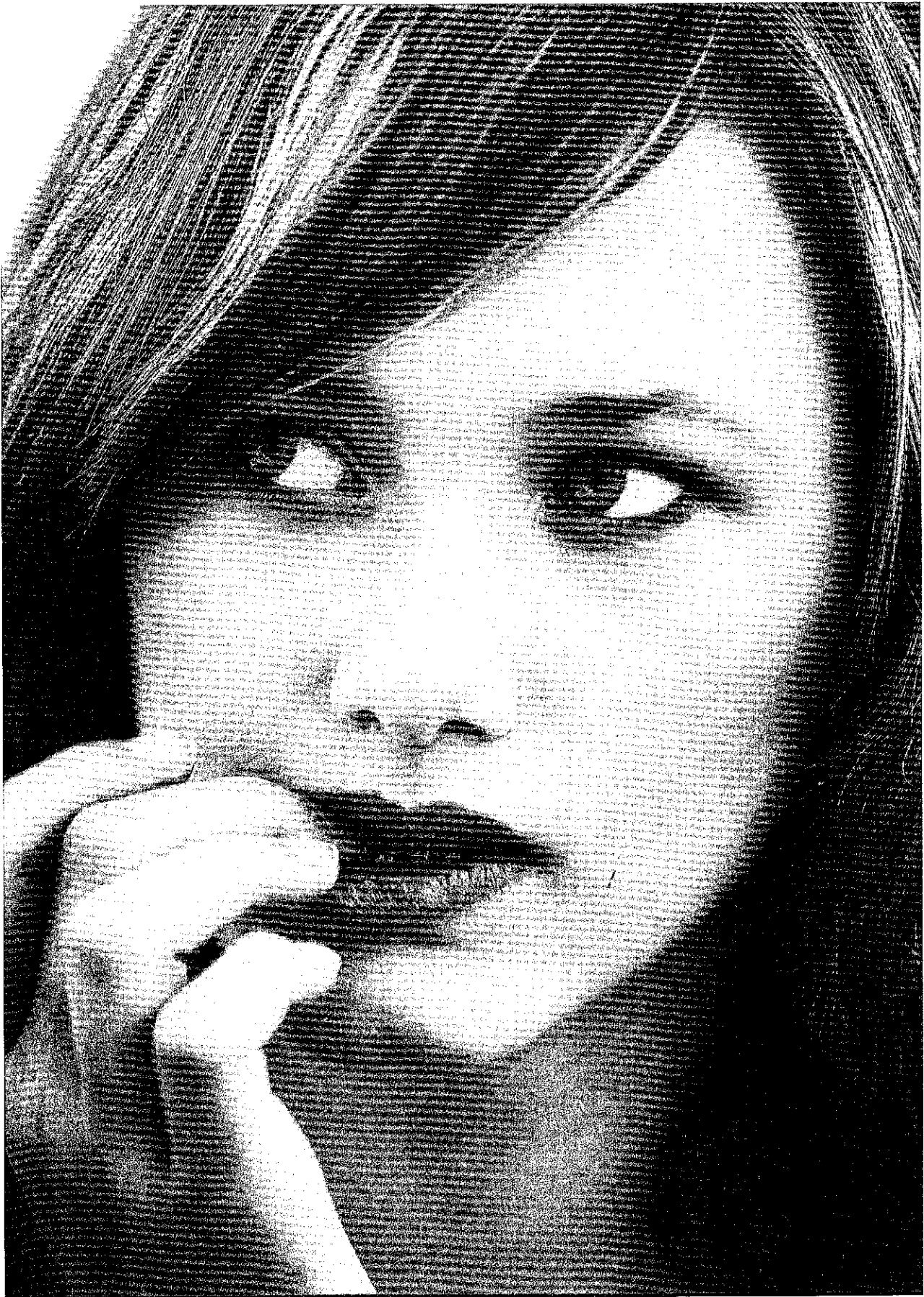
Empathetic listening skills require you not only to focus on and accept what is being said, but also to “read” how a person is feeling. The last part of empathetic listening is giving supportive statements, which we will discuss in a future lesson.

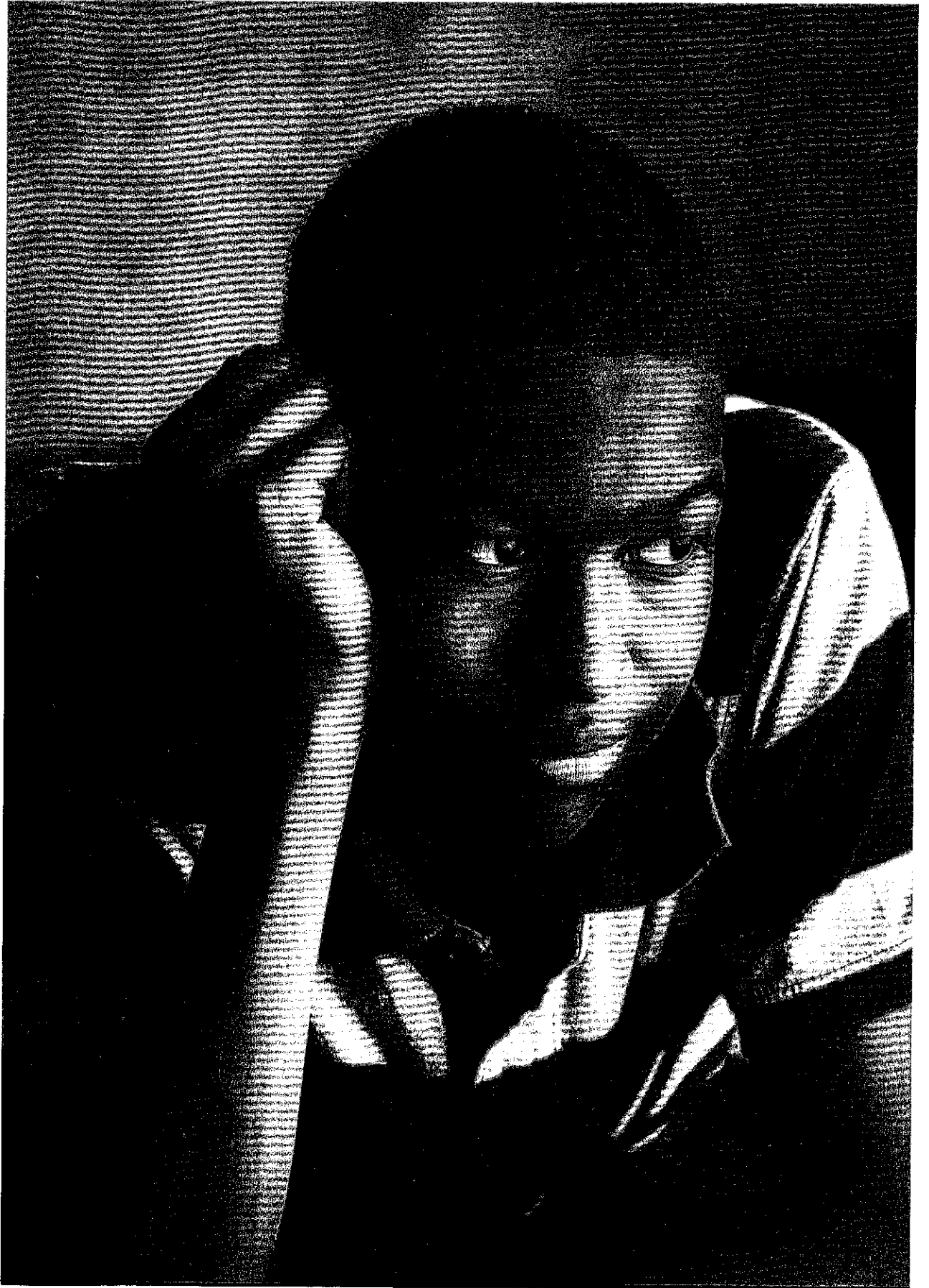


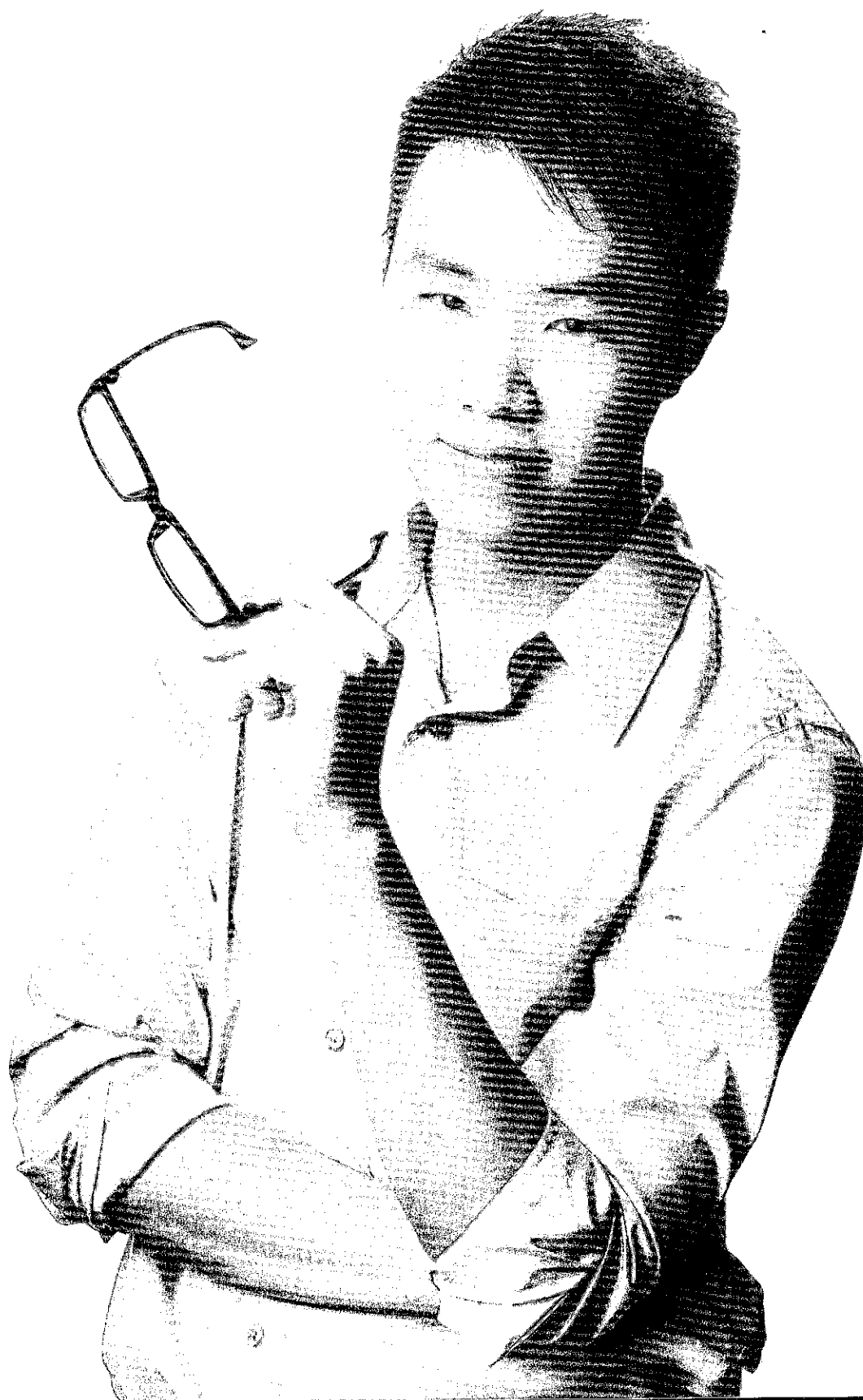












ACTIVITY 5

Reading Feelings

PURPOSE:

To help students be able to look at someone and tell how he/she is feeling

MATERIALS NEEDED:

For the leader:

- Feeling Word Cards* printed on medium- to heavy-weight paper (page 27 or CD)
- Scissors
- Board to write on

For each student:

None

PREPARATION:

Print and cut apart the 12 *Feeling Word Cards*.
Optional: Laminate the cards for durability.

Write the 12 feeling words on the board.

ACTIVITY:

Tell the students:

You can tell how someone is feeling just by looking at him or her. In order to do this, you need to look at the person's facial expressions and body language for clues. For example, you may notice the person is smiling or frowning. Or you may see the person's head hanging down or his or her arms crossed. It is important to be aware of how people look and try to read how they are feeling.

Today we are going to play a game similar to Charades. A volunteer will come to

the front of the room and pick a card that has a feeling word printed on it. The feeling word will be one of those listed on the board. Without talking, the student will act out the feeling word. It will be the rest of the group's/class's job to "read" how the volunteer is feeling.

I will call on students to guess what feeling word is being acted out. If you are called upon to guess the feeling word, you must reflect how you think the person feels by saying something like:

- *So you feel ...*
- *It sounds like you ...*
- *You seem ...*
- *If I understand your viewpoint, you feel ...*
- *You look and sound ...*

The volunteer could respond:

- *Yes, I do feel ...*
- *No, I am not (FEELING WORD).*

If the feeling word guessed is incorrect, the student acting the word out should call on another student. If three students guess incorrectly, the student acting out the feeling word should identify the feeling word. Then I will choose another student to act out a new feeling word.

CONCLUSION:

Conclude the lesson by saying:

Today we had more practice reading others' feelings. Between now and when we meet again, practice reading how people are feeling.

Feeling Word Cards



DELIGHTED	MISERABLE
CONFIDENT	CONFUSED
FRIENDLY	SHY
EMBARRASSED	KIND
UNDERSTANDING	EXCITED
ANGRY	EXCLUDED

ACTIVITY 6

How Would You Feel?

PURPOSE:

To have students identify their own feelings in various situations

MATERIALS NEEDED:

For the leader:

None

For each student:

- Scenarios* (page 29 or CD)
- Pencil

PREPARATION:

Print a copy of *Scenarios* for each student.

ACTIVITY:

Distribute *Scenarios* and a pencil to each student. Tell the students to complete their activity sheets by identifying how they would feel in each situation.

Have a group/class discussion with students volunteering to tell the group/class how they would feel.

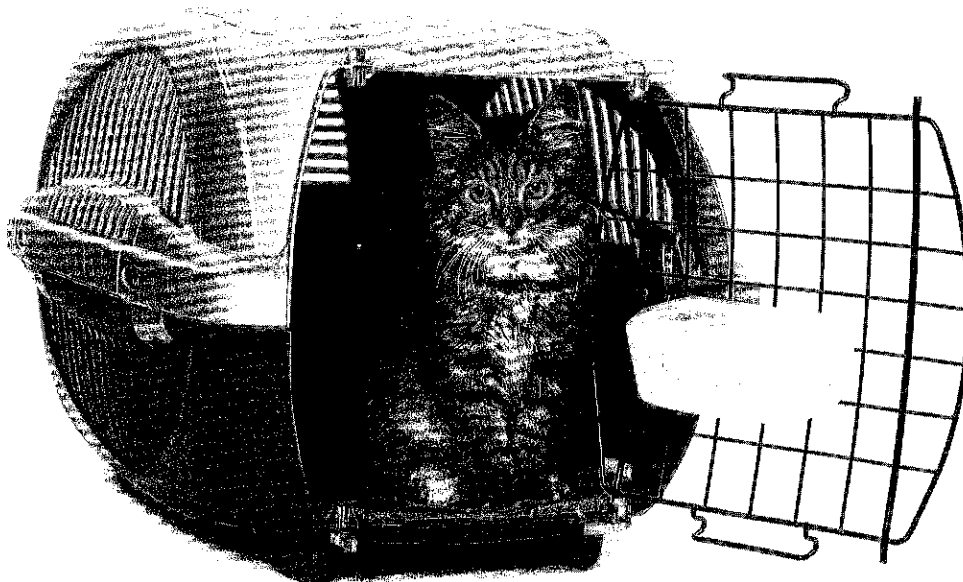
ALTERNATIVE LESSON:

Have the teacher/counselor read each statement one at a time aloud. Then go around the room having each student tell the first feeling (one word) that comes to his/her mind.

CONCLUSION:

Conclude the lesson by saying:

It is important for all of us to be in touch with our own feelings and to be able to identify our feelings.



Scenarios

	I WOULD FEEL
1. Someone took your school supplies	
2. Your pet died	
3. You get the highest test score in your class	
4. Your older sister leaves for college in another state	
5. Your family has to move to another city	
6. You have to attend a new school where you don't know anyone	
7. Your neighbor is injured in a car accident	
8. You win the Spelling Bee	
9. A friend bakes you cookies for no reason	
10. You are the last person picked for the baseball team	
11. You shoot a basketball for your school's team, and it goes in the other team's basket	
12. You lost the necklace that your grandma gave you	
13. You are chosen as Student of the Month	
14. You have to give your pet away	
15. Your teacher reprimands you in front of your peers	
16. You miss winning the Spelling Bee by one word	
17. You see a homeless person holding a sign asking for food	
18. Your best friend has to move away to another state	
19. You get a hurtful text from your friend	
20. You have no money to attend a class trip	
21. You trip and fall down the steps at school	
22. You get sick and vomit in the hall at school	
23. You get on the wrong school bus to go home	
24. You didn't make the basketball team and your friends did	
25. Your parent is leaving for a foreign country to work for one month	

ACTIVITY 7

How Would You Feel About Another's Situation?

PURPOSE:

To have students describe how they would feel about another person's situation

MATERIALS NEEDED:

For the leader:

None

For each pair of students:

- In Another's Shoes* (page 31 or CD)

PREPARATION:

Print a copy of *In Another's Shoes* for each pair of students.

ACTIVITY:

Divide the students into pairs. Distribute *In Another's Shoes* to each pair of students. Explain to the students that they are to read the first situation, then share with their partners their thoughts and feelings about that situation. Allow enough time for the students to complete this process for each situation on the activity sheet.

Then ask for volunteers to share their thoughts about the situations with the class.

CONCLUSION:

Conclude the lesson by saying:

Today you practiced feeling how another person feels. This is an important step in developing empathy for others.



In Another's Shoes

1. Your neighbor is the sole supporter of his family. The company he works for has to reduce the number of people they employ. He just found out that he no longer has a job.
2. Your mom is the sole supporter of your family. The company she works for has to reduce the number of people they employ. She just found out that she no longer has a job.
3. Your dad found out that the company he works for is moving its operations to another state. This means your family must move.
4. Your friend's sister, who is in the Army, is leaving for overseas duty. She will be deployed for at least a year.
5. It is snowy and cold outside. You notice someone at the bus stop does not have a winter coat.
6. You see a homeless man on the street going through a trash container.
7. Your best friend's mom dies unexpectedly.
8. You see a homeless woman on the street, wrapped in a blanket. It is quite cold outside.
9. The elderly woman who lives next door lost her husband. She now lives alone.
10. A new student, from Germany, enters your school. He speaks no English.
11. You watch a documentary about the World Trade Center on 9/11.
12. You volunteer to help at a local Food Bank. You serve homeless people their supper that night.
13. Your best friend's mom is an alcoholic. When your friend gets home from school, she finds her mom drunk. Your friend calls you for support.
14. You go to the school spring concert. A girl singing a solo forgets the words.
15. You watch a segment on the news about soldiers who were injured and are going through rehabilitation.
16. A student, who stutters, is having a conversation with you. He is having a difficult time expressing himself.
17. A student new to your school is eating lunch by herself in the cafeteria.

ACTIVITY 8

Students Express Feelings

PURPOSE:

To have students identify and express how they would feel in each situation

MATERIALS NEEDED:

For the leader:

- How Would You Feel?* (page 33 or CD)
- Scissors
- Large container

For each student:

None

PREPARATION:

Print the *How Would You Feel?* sentence strips and cut them apart. Place the strips in a large container.

ACTIVITY:

Introduce the activity by telling the students:

In this container, there are situations printed on strips of paper. I am going to go around the classroom and have students take turns choosing one situation.

You will then practice expressing empathetic feelings by reading the scenario and telling how you would feel in the situation.

CONCLUSION:

Conclude the lesson by saying:

Today you verbalized how you would feel in various situations. Being empathetic means you can recognize and relate to emotions that are being experienced by others. Our next lesson will focus on giving supportive statements after you reflect (restate both the feelings and words of the speaker) how someone feels.



How Would You Feel?



You lost your wallet that is filled with money.	Someone found and turned in your wallet.
You forgot your lunch money and have no lunch to eat today.	You have holes in your tennis shoes and the ground is wet.
Someone tells you that another student is posting derogatory things about you on Facebook™.	You forgot your lines in the middle of your performance in the school play.
You see a homeless man begging on the street.	Your family has to go to a shelter to live.
You witness other kids making fun of a new student.	Someone writes a threatening note to another student and signs your name.
The water has been turned off in your home because your parents can't pay the bill.	Your older sister enlists in the army and is sent overseas.
Your favorite aunt has died.	Someone stole your cell phone.
You witness a student making fun of someone of another nationality.	Your uncle lost his arm in the war. He is going through rehabilitation.
You are always chosen last for the team.	Your brother has a serious illness.
You watch the devastation of a hurricane on TV.	You watch a story about animal abuse on TV.
You have to go to the Laundromat each week to wash your clothes.	You lost your home and belongings in a fire.
Your best friend's dad was a firefighter. He died trying to save someone's life.	You are accused of something that you didn't do.
Your best friend's mom is an alcoholic.	You have no money to go to the school dance.

ACTIVITY 9

Supportive Statements That Show Empathy

PURPOSE:

To help students learn to use supportive statements when giving feedback

MATERIALS NEEDED:

For the leader:

- Empathetic Supportive Statements* (page 35 or CD)
- Board to write on

For each student:

- Supportive Statements* (page 36 or CD)
- Pencil

PREPARATION:

Display using your IWB (interactive white board) or reproduce a large copy of the *Empathetic Supportive Statements* on the board.

Print a copy of *Supportive Statements* for each student.

ACTIVITY:

Begin the lesson by telling the students:

We have learned the importance of listening to others, watching others and reading their body language, and trying to feel what others are feeling.

The next important thing we need to learn is how to express supportive statements or ask supportive questions. In other words, let the person know that you care. This is being empathetic.

Call the students attention to the *Empathetic Supportive Statements* circle on the board and review each statement. Explain saying statements like “I understand” and “I am sorry” are appropriate ways to show empathy. Some other examples are:

- *“That sounds scary!”*
- *“You must feel ... ”*
- *“What happened?”*
- *“How can I help you?”*

Distribute *Supportive Statements* and a pencil to each student. Have them complete the activity sheet by writing supportive statements that show empathy.

Then have the students share their statements.

CONCLUSION:

Conclude the lesson by saying:

An important part of empathetic listening is saying a supportive statement. Listen to what someone says, observe how he or she feels, reflect that feeling to the person, then say a supportive statement.

May I help?

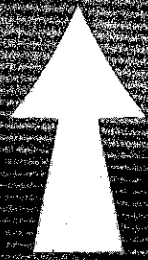
Keep trying.

I understand.

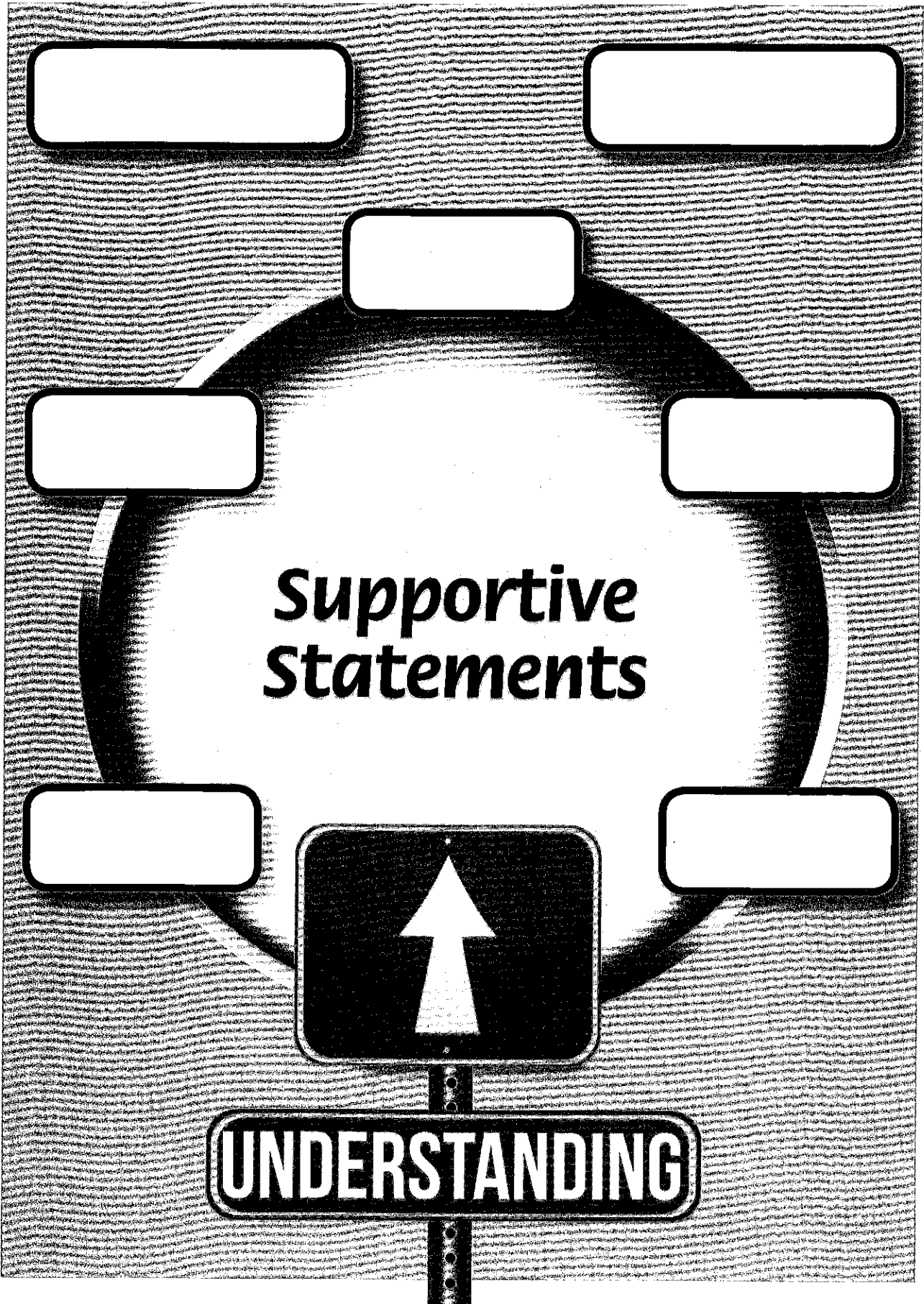
Empathetic Supportive Statements

I am sorry.

I am happy for you.



UNDERSTANDING



Supportive Statements

UNDERSTANDING

ACTIVITY 10

Practice Empathetic Listening

PURPOSE:

To have students practice empathetic listening

MATERIALS NEEDED:

For the leader:

- Circle Inside a Circle Topics* (page 39 or CD)

For each student:

None

PREPARATION:

Print a copy of the *Circle Inside a Circle Topics* for the leader.

ACTIVITY:

Introduce the activity by saying:

Today you will practice empathetic listening skills by responding to the Circle Inside a Circle Topics. Half of the class will make an inner circle, facing outward. The other half of the class will make an outer circle and face inwards. Each student will have someone across from him or her, face to face. I will then read one of the topics. The students from the inner circle will respond first, and the students from the outer circle will practice good listening skills by:

- ***focusing on what the person is saying.*** Look at the person and have your shoulders toward that person while he or she is speaking.

- ***accepting what the person is saying.*** Do not interrupt or talk while the person is talking. Even if you disagree, you listen and accept.
- ***observing how the person looks in order to determine how he or she is feeling.*** Notice the person's body language.
- ***reflecting back what was just said.*** Reflective listening tells the other person that you are interested in his or her concerns and understand how he or she is feeling.
- ***giving a supportive statement.***

After every inner-circle student has responded to the first topic and the outer-circle students have practiced the listening skills, the students from the outer circle will take one step to the left and face the next person. The students from the outer circle will then respond to the next topic, and the students from the inner circle will practice good listening skills.

The outer-circle students will then take another step to the left and face a new person. The inner-circle students will speak this time, and the outer-circle students will listen.

Read the first topic and continue with the above procedure until all questions have been answered.

Then ask:

When you were the speaker, how did it feel to have someone listen to you?

How did it feel to have someone validate how you feel?

How did it feel to have someone give you a supportive statement?

Then say:

Think of the last person in this activity who listened to you. On a scale from 1-10, with 1 being poor and 10 being excellent, hold up the number of fingers to show how well you think that he or she listened to you.

Discuss the students' answers, then say:

What we have just talked about are all important empathetic listening skills. Keep practicing them inside and outside of our classroom.

Have the students return to their seats. Talk about the listening skills and feelings by asking and discussing questions like:

Were the listeners able to put themselves in the speakers' places and feel how the speakers were feeling?

Did the people listening correctly reflect back the concerns and feelings of the speakers?

Did the listeners use supportive statements?

CONCLUSION:

Conclude the lesson by saying:

Today you practiced listening to other people respond to questions that required them to talk about feelings.

Then ask:

Did you watch how their bodies looked as they talked? What did you see?

When you reflected what you thought the speakers were feeling, were you correct?

Did you use supportive statements? What was that like?



Circle Inside a Circle Topics

1. Talk about something that was upsetting to you.
2. Talk about a time someone helped you.
3. Talk about a time you helped someone.
4. Talk about an obstacle that you overcame.
5. Talk about a difficult situation that you have experienced.
6. Talk about what it would be like to sit at lunch everyday by yourself.
7. Talk about your most embarrassing moment.
8. Talk about the most courageous thing you have ever done.
9. Have you ever volunteered anywhere? If so, talk about it. If not, say where you might like to volunteer.
10. How do you feel about people writing derogatory things about others on Social Networking sites?
11. Talk about a difficult time that you had with a peer.
12. If you saw someone in a wheelchair in the grocery store and they couldn't reach the item they wanted, what would you do?
13. If you saw other students making fun of a student who is new to your school, what would you do?
14. Talk about a time that you stuck up for someone.
15. Talk about something that made you proud.

ACTIVITY 11

The Keys to Empathetic Listening

PURPOSE:

To have students create a visual reminder of the important steps for empathetic listening

MATERIALS NEEDED:

For the leader:

- Several hole punches

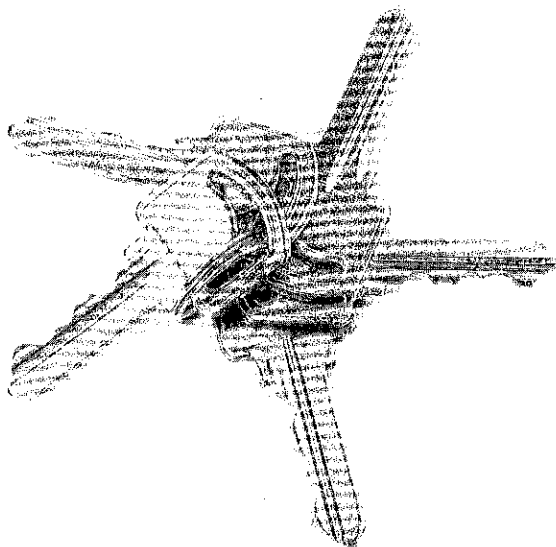
For each student:

- Keys for Empathetic Listening* printed on medium- to heavy-weight paper (page 41 or CD)
- Scissors
- Metal ring

PREPARATION:

Print a copy of the *Keys for Empathetic Listening* for each student.

Gather the necessary materials.



ACTIVITY:

Introduce the lesson by saying:

Today each of you is going to make Keys for Empathetic Listening. This will help you to remember the steps you need to use to be an empathetic listener.

Distribute *Keys for Empathetic Listening*, scissors, and a metal ring to each student. Tell the students that you have the hole punch available for their use. Instruct the students to cut out the keys, punch a hole in each, then put them together using the metal ring.

Ask the students the following questions:

What is the purpose of this activity? (Accept students' answers. If not mentioned, include: to reinforce the steps to use when listening empathetically.)

What are the key points of empathetic listening?

By practicing and using these skills, how are you showing empathy?

CONCLUSION:

Conclude the lesson by saying:

Today we made keys as a visual reminder of what you need to do to be an empathetic listener. Practice these skills.

Keys for Empathetic Listening



**KEYS TO
EMPATHETIC LISTENING**

LISTEN!

**OBSERVE HOW THE
PERSON IS FEELING**

**REFLECT THAT FEELING
BACK TO THE PERSON**

**SAY A SUPPORTIVE
STATEMENT**

ACTIVITY 12A

Put Yourself in Someone Else's Shoes

PURPOSE:

To help students become aware of what life may be like for someone else

MATERIALS NEEDED:

For the leader:

- Shoe Patterns* (pages 43-54 or CD)

For each student group:

- Scissors
- Black markers

PREPARATION:

Print the following *Shoe Patterns*: *Cowboy Boots, Sneakers, Flippers, Men's Dress, Women's Flats, Baby, Work Boots, Women's High Heels, Snow Boots, Slippers, Sandals, Crocs™*.

Gather the necessary materials.

ACTIVITY:

Introduce the activity by saying:

Showing empathy for another person is like putting yourself in their shoes. What do you think it means to "put yourself in someone else's shoes"? (Allow time for answers.)

Share with us a time you "put yourself in someone else's shoes." (Allow time for students to respond.)

Divide the students into small groups. Assign each group a shoe pattern to cut out. Then say:

After cutting out your assigned shoe pattern, write on the shoe answers to the following questions:

Who is the person wearing the shoe?

What does that person do?

What might that person be thinking?

Where is that person going?

What difficulty might this person be experiencing?

In addition, you may add anything else that you would like to write about the person wearing this shoe.

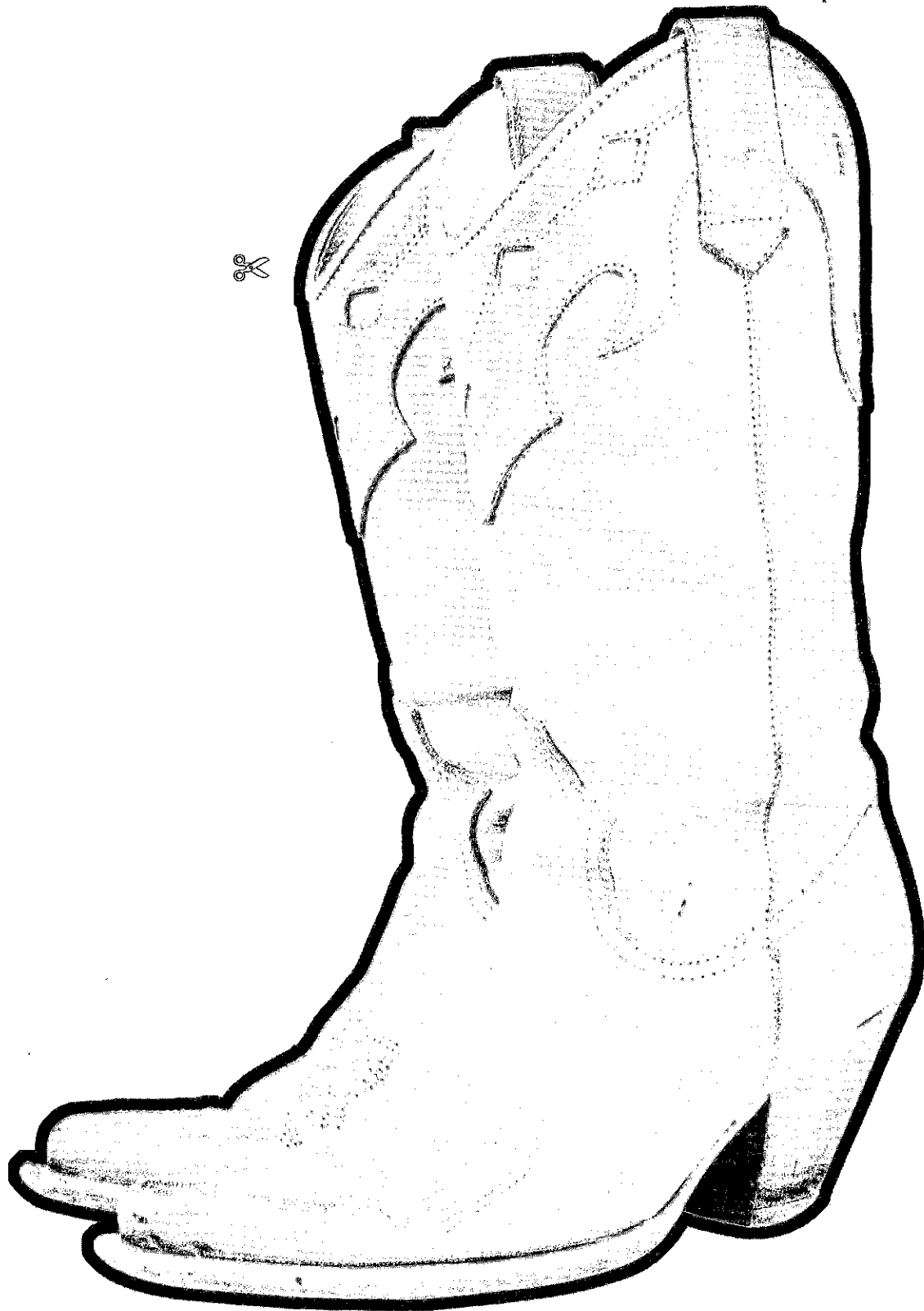
Each group shares their shoe and story with the class.

CONCLUSION:

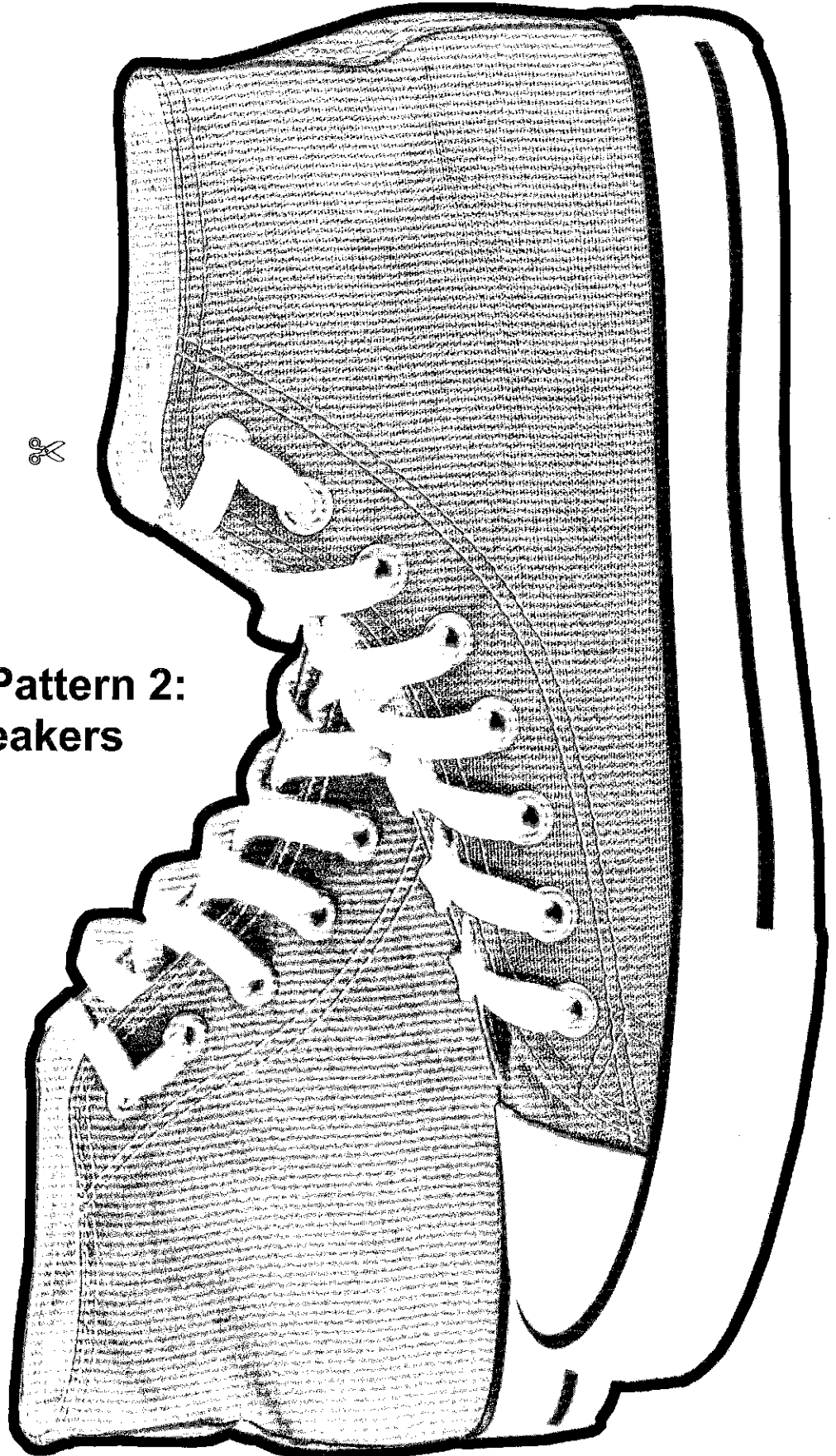
Conclude the lesson by saying:

Think of empathy as putting yourself in someone else's shoes. What this means is that you can understand what the person is going through and how the person must feel.

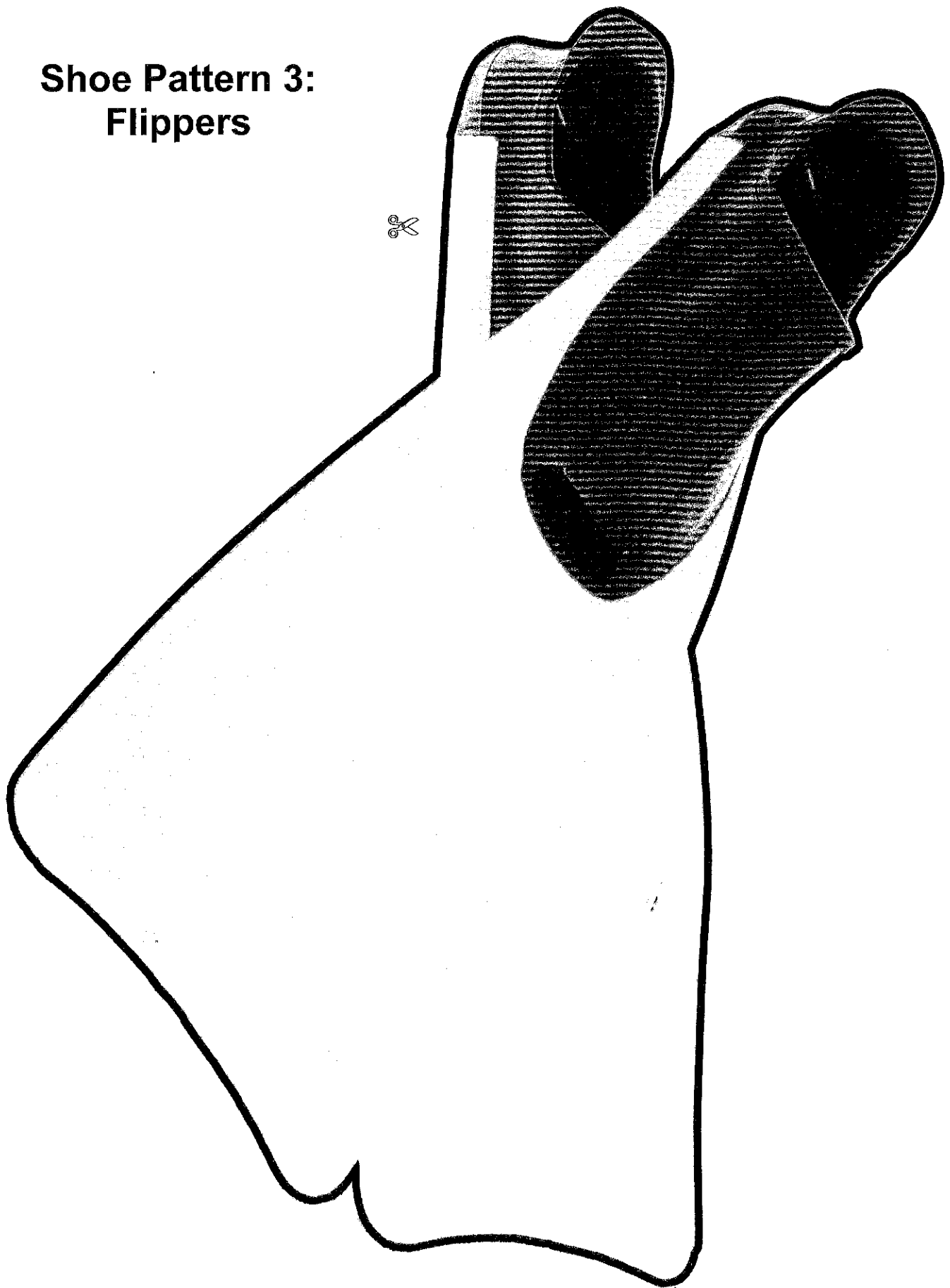
Shoe Pattern 1: Cowboy Boots



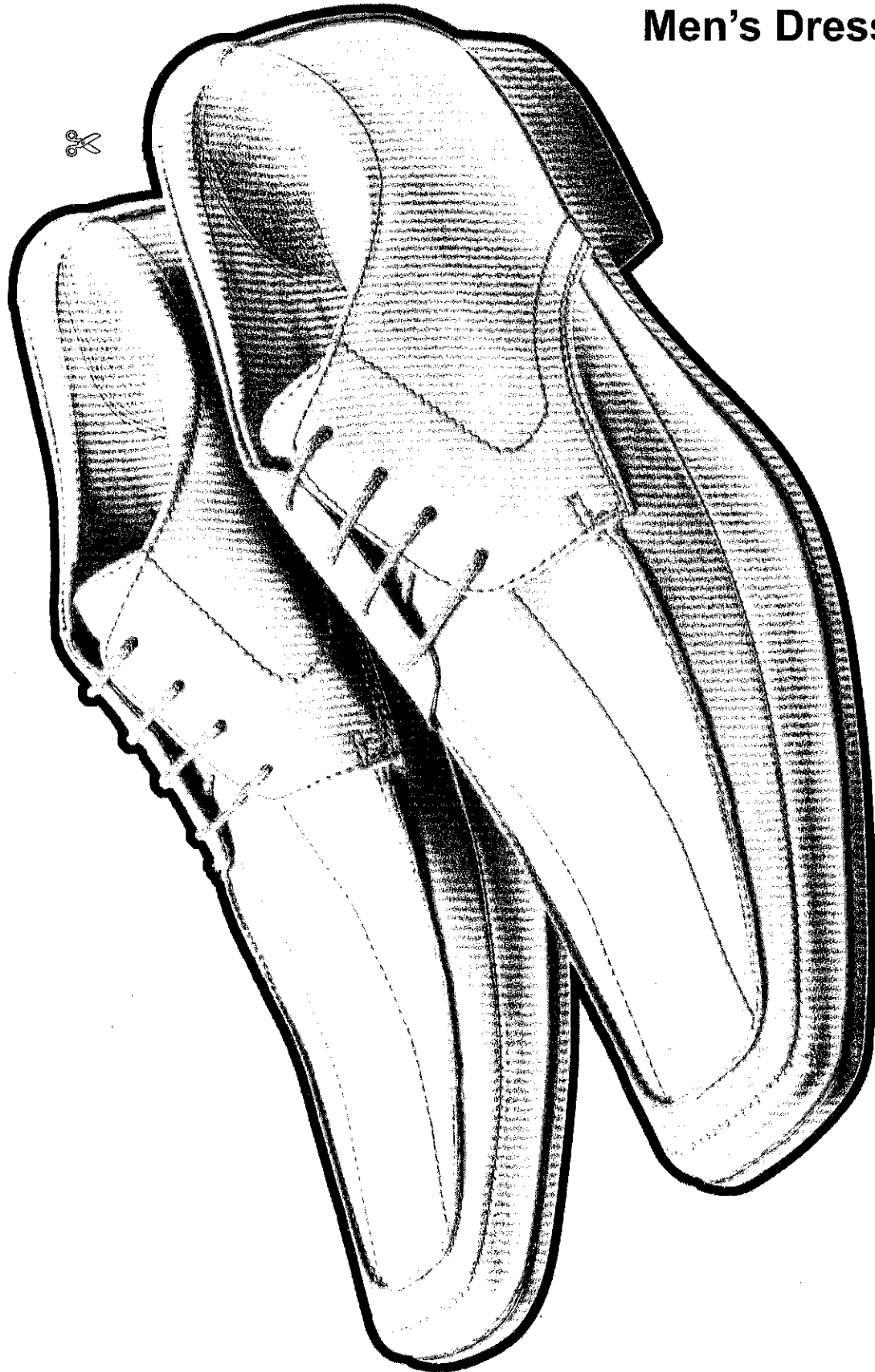
Shoe Pattern 2: Sneakers



Shoe Pattern 3: Flippers



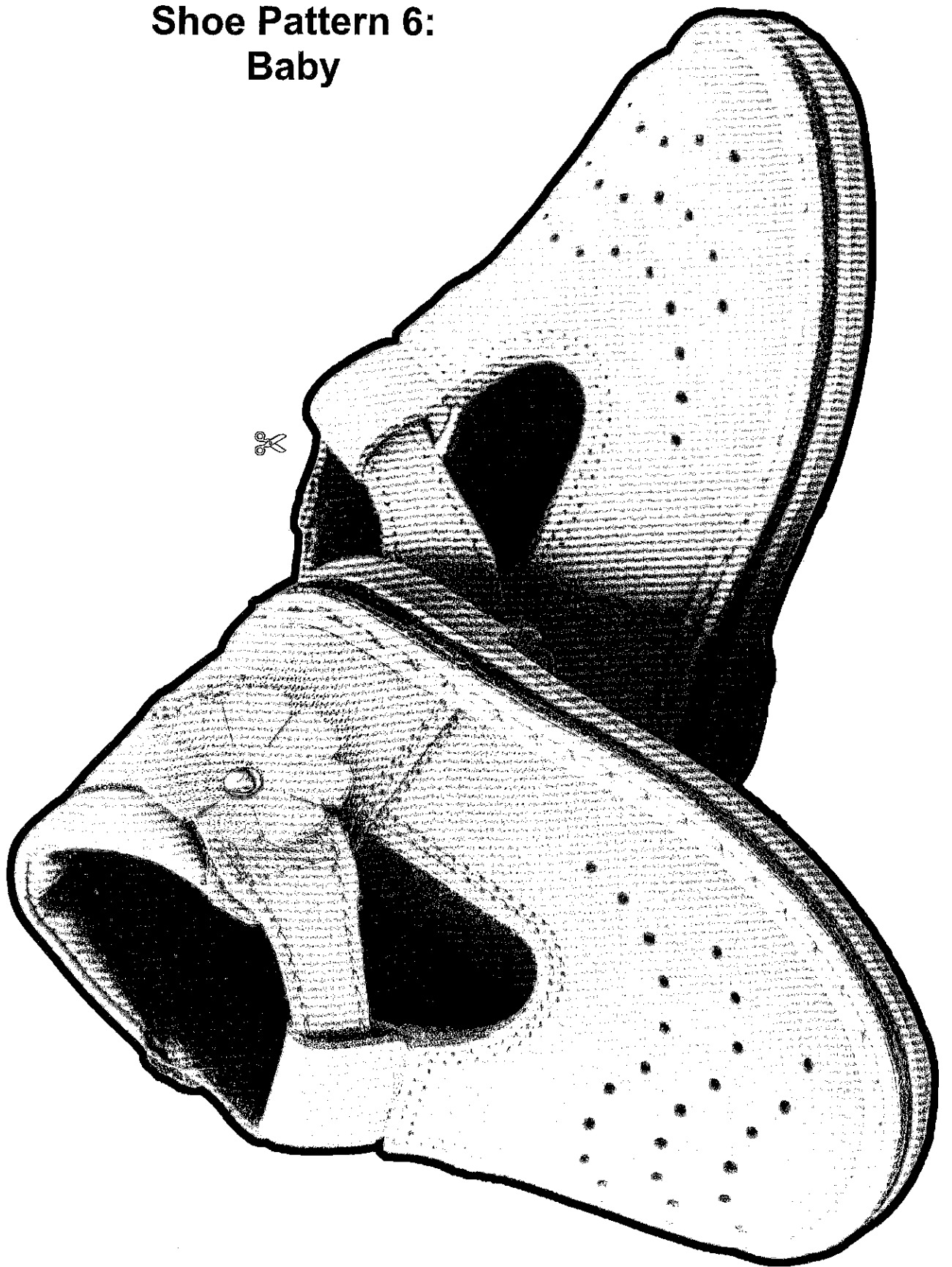
Shoe Pattern 4: Men's Dress



Shoe Pattern 5: Women's Flats



Shoe Pattern 6: Baby



Shoe Pattern 7: Work Boots

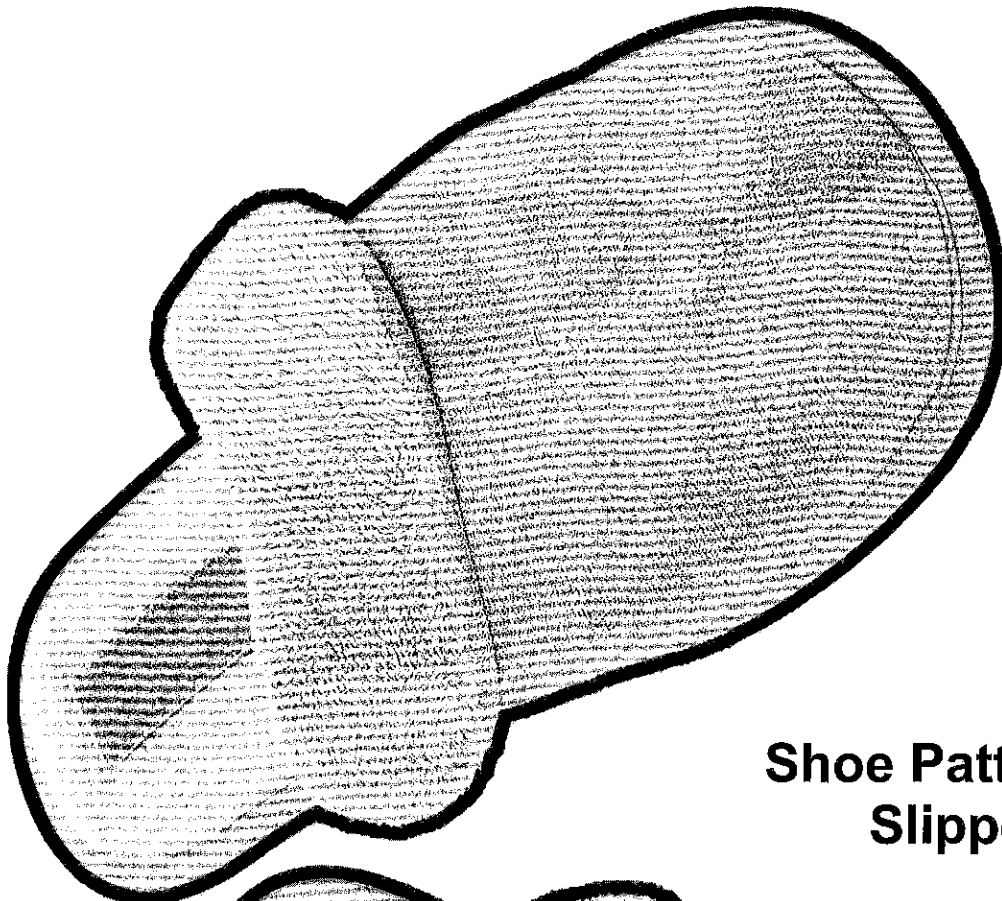


Shoe Pattern 8: Women's High Heels

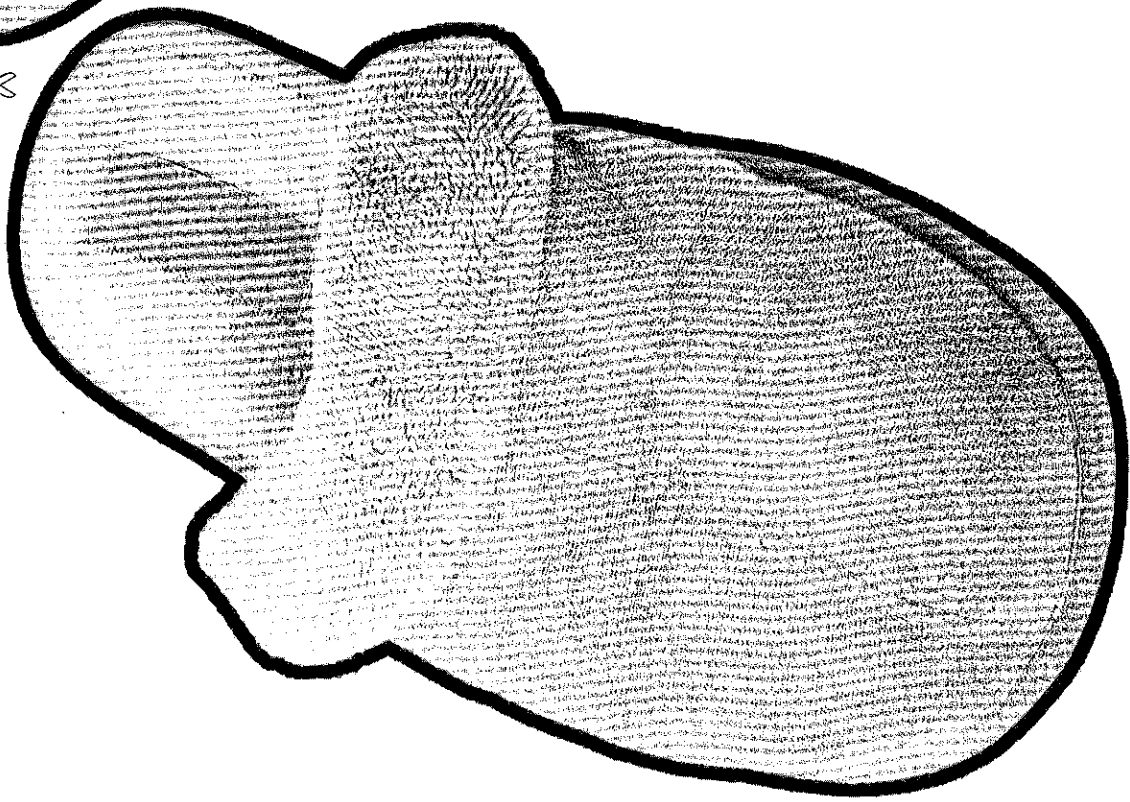


Shoe Pattern 9: Snow Boots

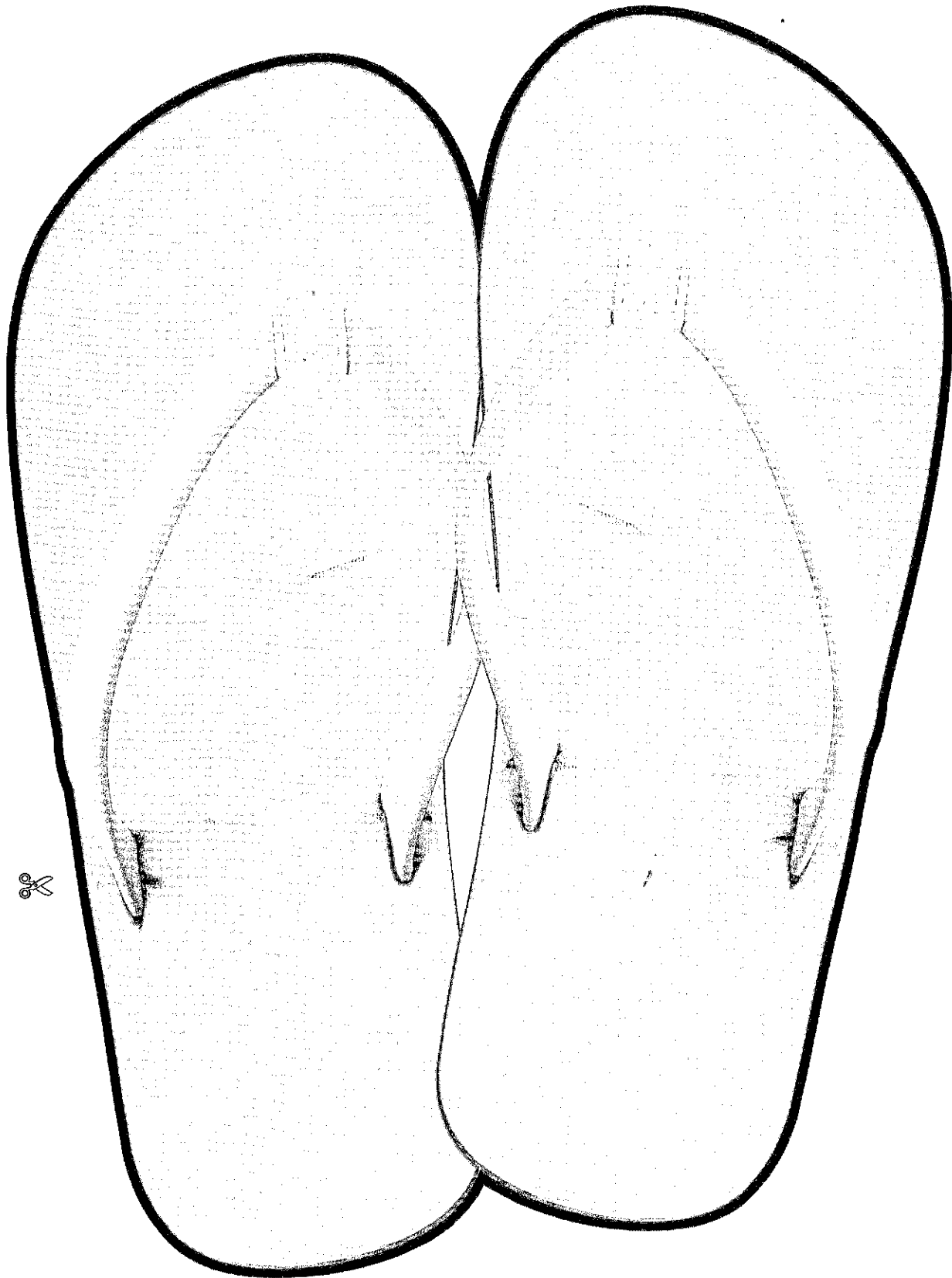




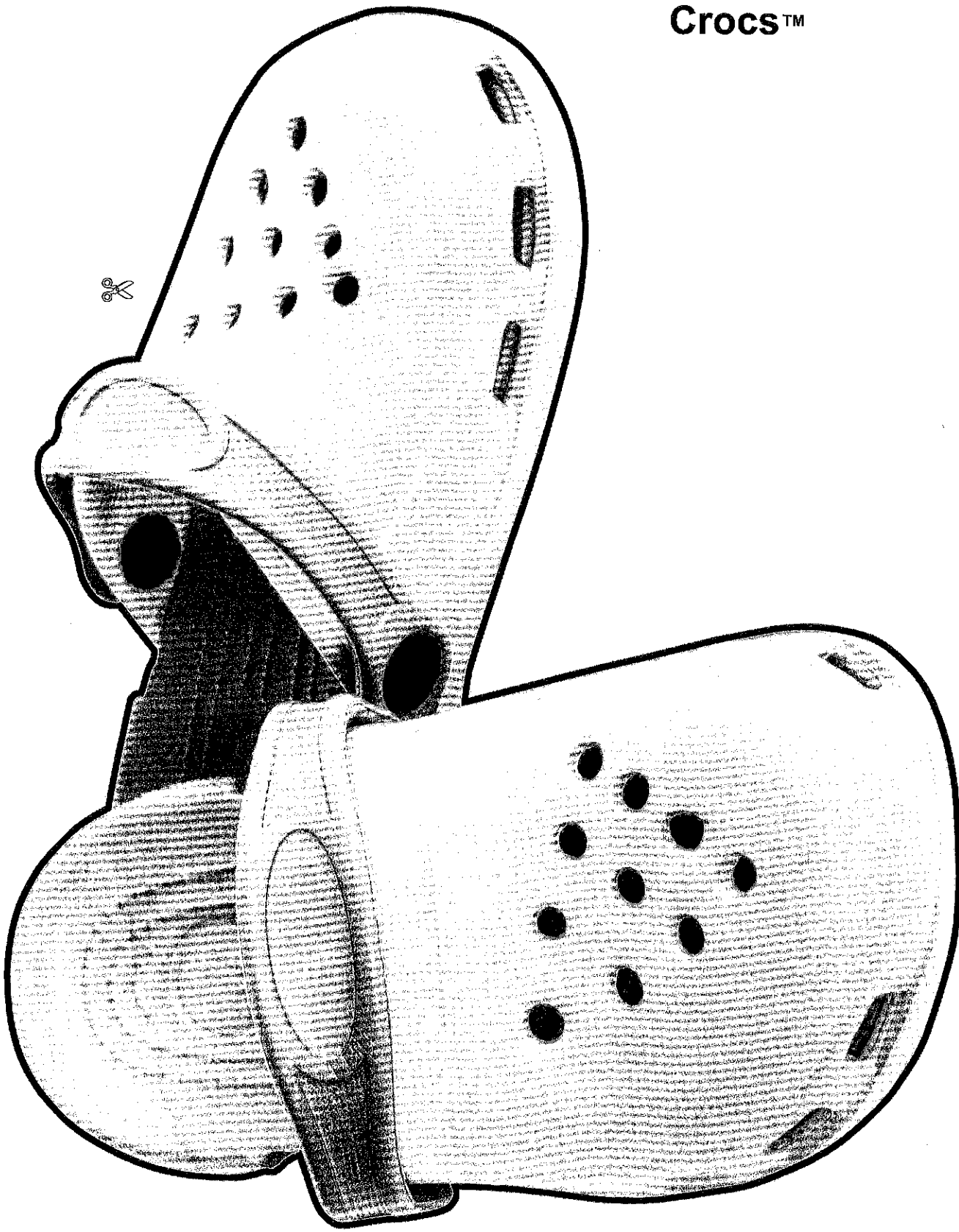
Shoe Pattern 10: Slippers



Shoe Pattern 11: Sandals



Shoe Pattern 12: Crocs™



ACTIVITY 12B (OPTIONAL)

Put Yourself in Someone Else's Shoes

PURPOSE:

To help students become aware of what life may be like for someone else

MATERIALS NEEDED:

For the leader:

- Shoe Cards* (pages 56-58 or CD)
- Scissors
- Cowboy boot
- Sneaker
- Flipper
- Men's dress shoe
- Women's flat shoe
- Baby shoe
- Work boot
- Women's high heel shoe
- Snow boot
- Slipper
- Sandal
- Croc™

For each student:

None

PREPARATION:

Obtain the shoes. Print the *Shoe Cards*, cut them apart, and put a card in each shoe.

ACTIVITY:

Put the students in groups and give each group a shoe. Tell the students:

Read the card in your group's shoe. It tells something about the person who wears the shoe. Then add the following information on the back of the card:

- *Who is this person?*
- *How old is this person?*
- *What is the person thinking?*
- *Where is the person going?*
- *Does the person work?*
- *Does the person go to school?*
- *Does the person have a hobby?*
- *Does the person have a family?*
- *What are other important things about his or her life?*

CONCLUSION:

Conclude the lesson by asking the students:

What was it like putting yourself in "someone else's shoes"? Was it easy or hard?

Can you give an example of a time when you "put yourself in someone else's shoes"?

What would be a time when it would be very hard to imagine being in "someone else's shoes"?

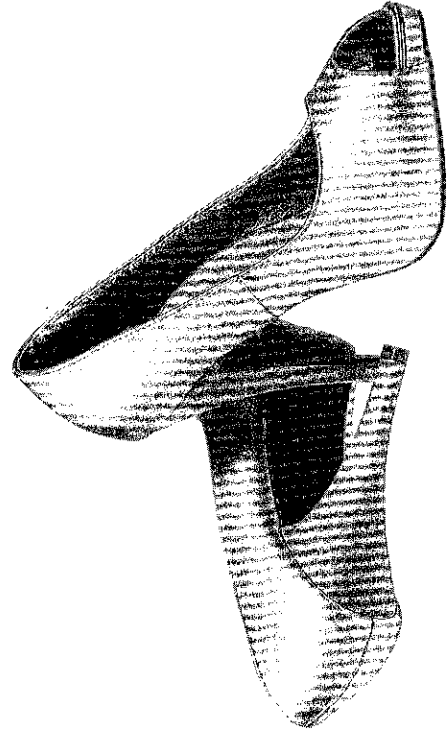


Shoe Cards

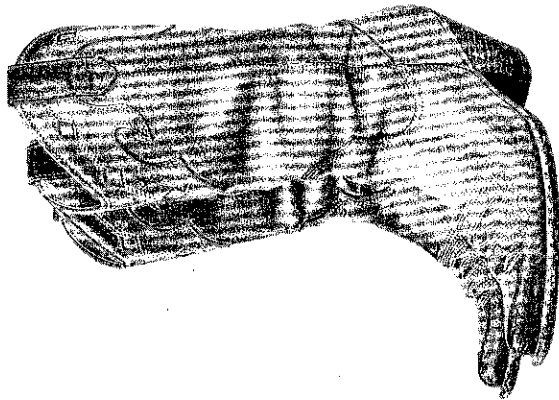
I work in the water.



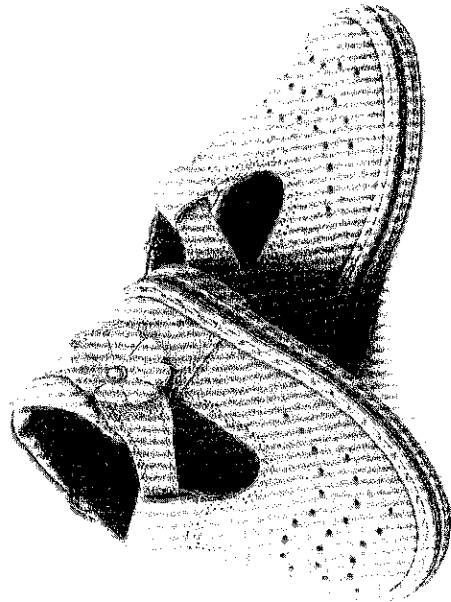
I am getting married.



I work on a ranch.



I am two years old.

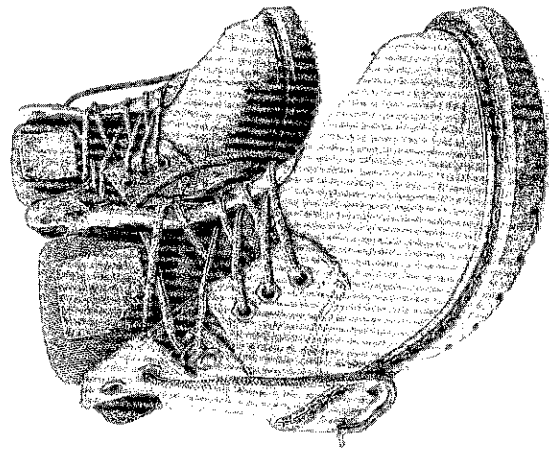




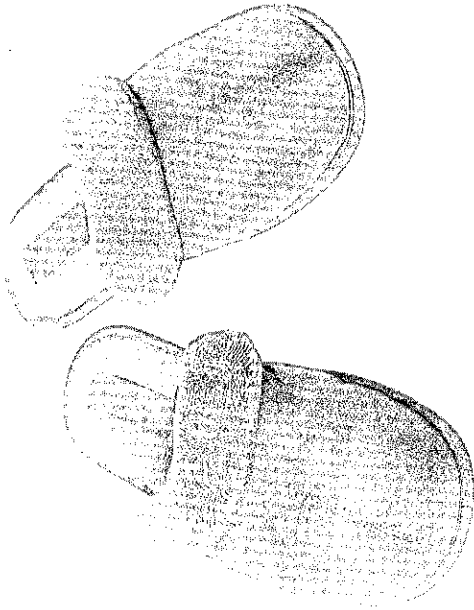
I play sports.



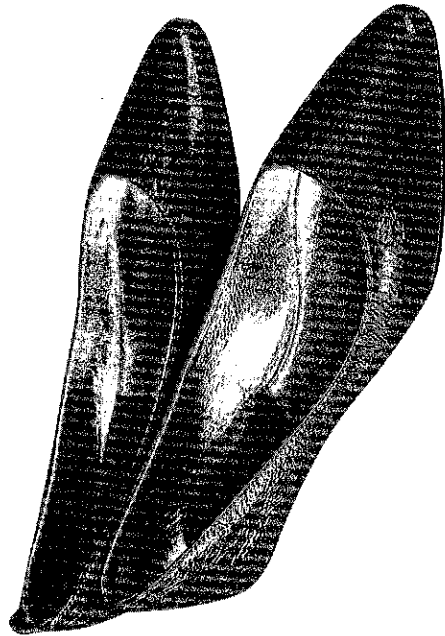
**I work
outside.**



**I live in a continuing care
retirement community.**

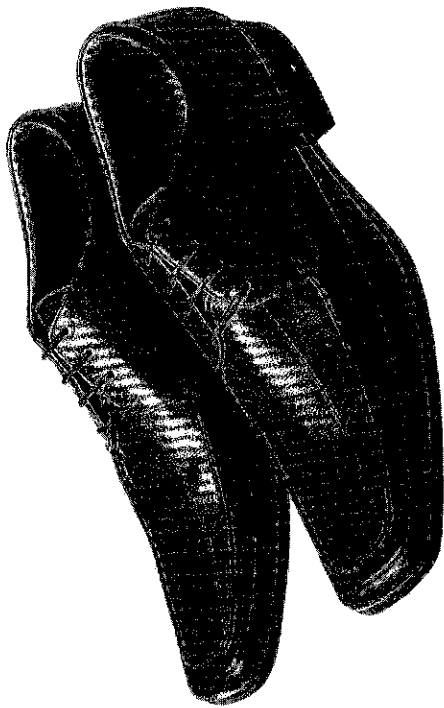


I am a teacher.

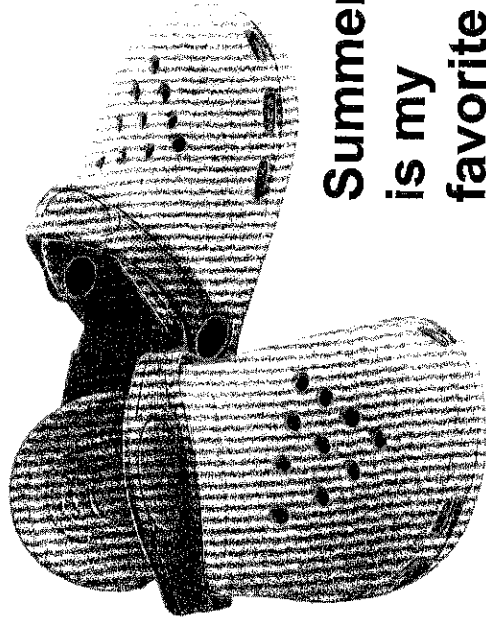




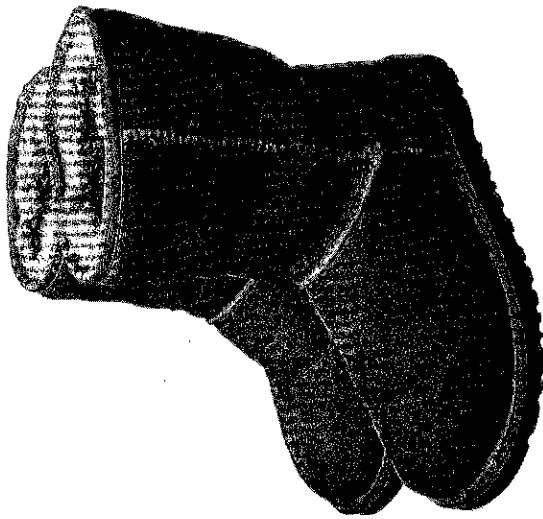
I work in an office.



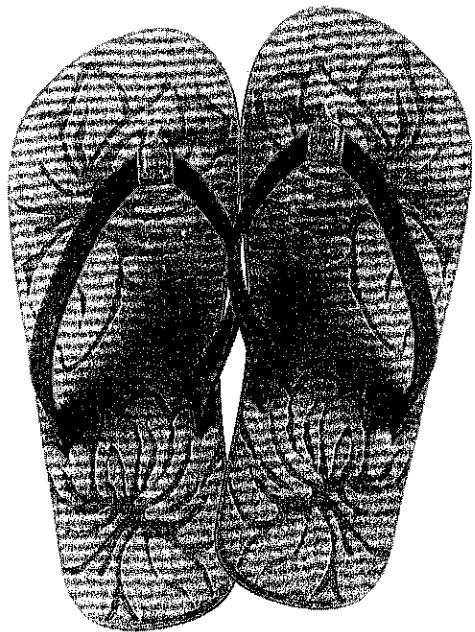
**Summertime
is my
favorite
season.**



**I love
winter
sports.**



I like the beach.



ACTIVITY 13

Practice Skills to Show Empathy

PURPOSE:

To have students practice empathy skills by role-playing different situations

MATERIALS NEEDED:

For the leader:

- Empathy Scenario Cards* printed on medium- to heavy-weight paper (page 60 or CD)
- Scissors

For each student:

None

PREPARATION:

Print the *Empathy Scenario Cards* and cut them apart. Optional: Laminate the cards for durability.

ACTIVITY:

Introduce the activity by telling the students:

Today we are going to practice using skills that show empathy through role-playing. I will ask for two volunteers for each role-play. One volunteer will act out what is stated on the card and the other volunteer is to respond in an empathetic way. The volunteer responding must listen, watch for feelings, reflect feelings, and use supportive statements. When the role-play is finished, I will have the students in the class give feedback as to what they observed.


Begin the activity by asking for two volunteers, giving them a card, and observing their role-play. Then have the students who observed the role-play give feedback. Continue with two new volunteers for each role-play until all the role-plays have been completed or there is no more time.

CONCLUSION:

Conclude the lesson by saying:

Today we practiced showing empathy by role-playing different situations. Try to practice using these skills inside and outside of our classroom. The more you practice, the easier it will become.

Empathy Scenario Cards



<p>#1</p> <p>A girl, who has a prosthetic leg, won the race for her school's team.</p>	<p>#2</p> <p>A boy has been practicing every day to make the basketball team. He tried out and didn't make it.</p>
<p>#3</p> <p>Lately you have noticed a girl sitting by herself every day at lunch. She used to sit with a group of her friends.</p>	<p>#4</p> <p>In the hall, you hear a student calling another student "gay" in a mean-spirited way.</p>
<p>#5</p> <p>A student got yelled at by the lunch monitor for something that he didn't do. He must now sit at the discipline table.</p>	<p>#6</p> <p>It is a student's day to present her report in front of the class. She misplaced her flash drive that has her entire report on it. She needs this for her presentation today.</p>
<p>#7</p> <p>A student fell down the school steps in front of the upper classman. She didn't get hurt, except for her pride.</p>	<p>#8</p> <p>A student came to school looking very sad. Her cat died unexpectedly the night before.</p>
<p>#9</p> <p>It is a student's first day back to school since his mom died.</p>	<p>#10</p> <p>You hear a student yelling to another student, "You stink, why don't you take a bath?"</p>

ACTIVITY 14

Writing Supportive Statements

PURPOSE:

To have students experience writing supportive statements to others

MATERIALS NEEDED:

For the leader:

None

For each student:

- 2 *Happy Grams* (page 62 or CD)
- Pencil
- Scissors

PREPARATION:

Print 2 *Happy Grams* for each student.

Gather the necessary materials.

ACTIVITY:

Introduce the topic of supportive statements by saying:

A supportive statement is a statement that lets someone know you care and understand what he or she is feeling. In today's lesson, you will select two people in our class that you care about to receive a supportive statement on a Happy Gram. Your Happy Gram is a way of letting them know you care. This is not a time to compliment others on material things, such as clothes, hair, or shoes. It is a time to focus on the person and what he or she has done that you appreciate. It is important for you to be clear, concise, and specific when writing your statements. When you are finished, sign and deliver your Happy Grams.

Distribute two *Happy Grams*, scissors, and a pencil to each student.

CONCLUSION:

Conclude the lesson by saying:

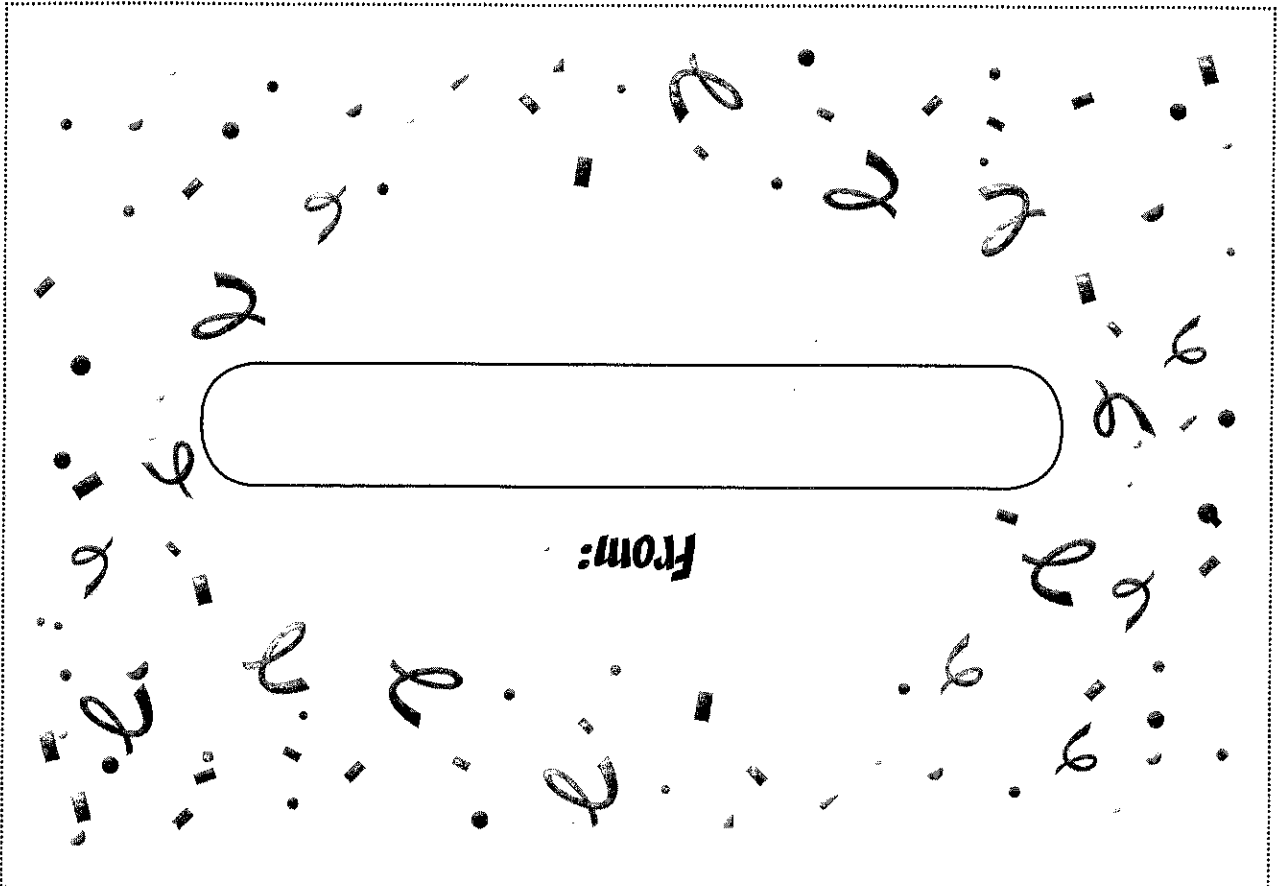
Today we practiced writing sincere, supportive statements. This was a class assignment, but you can also write supportive notes outside of class to show others you care.

ALTERNATIVE ACTIVITY:

Have the students write supportive statements to your school's staff members.

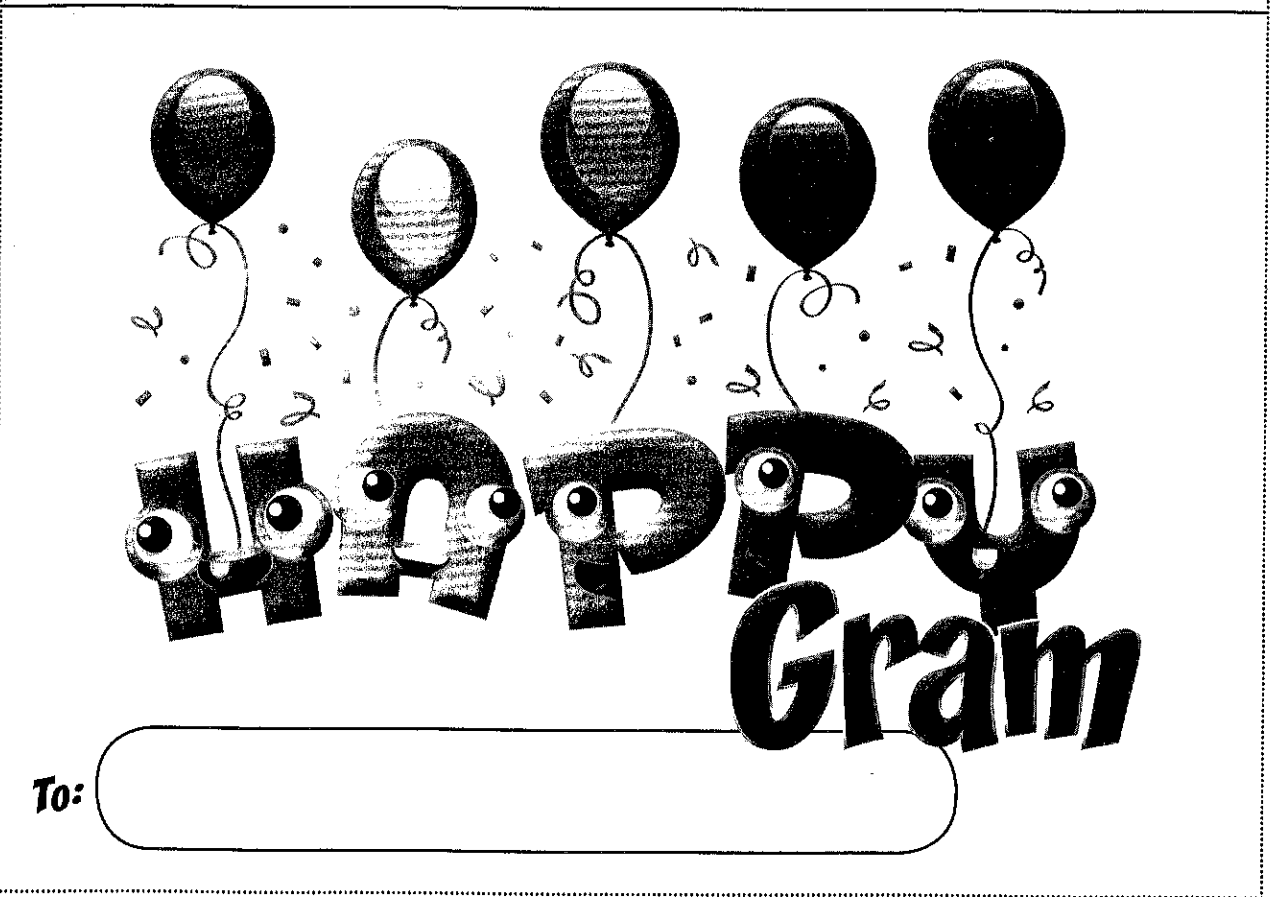


Cut out the rectangle along the dotted line. Write your statement on the back, then fold and deliver your *Happy Gram*.



From:

FOLD
BACK



To:

ACTIVITY 15

A Show of Hands for Empathy

PURPOSE:

To have the students reflect on the ways that they have shown empathy to others

MATERIALS NEEDED:

For the leader:

- Bulletin board
- Background paper
- Stapler and staples
- Scissors

For each student:

- Blank paper
- Pencil/markers

PREPARATION:

Gather the necessary materials.

ACTIVITY:

Distribute paper and pencils or markers to each student. Then say:

Trace one of your hands onto the paper.

Next, write something on each finger of your drawing which tells something you have done, or can do, to show empathy.

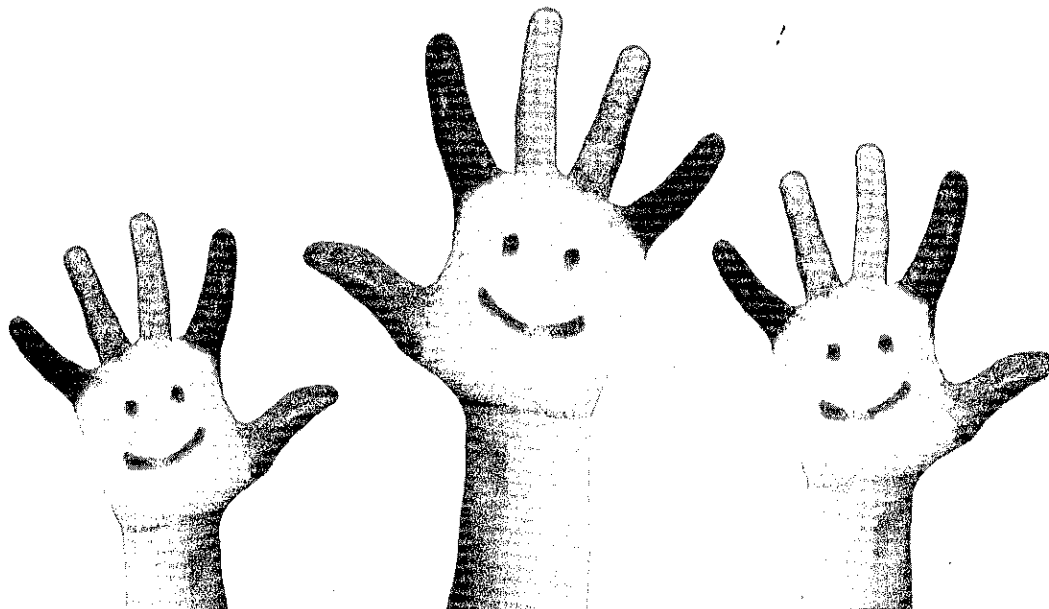
Tell the students that their drawings will be used to make a bulletin board. Collect the drawings.

CONCLUSION:

Conclude the lesson by saying:

The bulletin board will be a reminder as to how you and others show empathy.

Create the bulletin board before the next session. Attach the background paper to the bulletin board. Cut out each hand for display on the *A Show of Hands for Empathy* bulletin board.



ACTIVITY 16

More Ways Students Show Empathy

PURPOSE:

To have students identify ways they show empathy in different areas of their lives

MATERIALS NEEDED:

For the leader:

None

For each student:

- A Lifetime of Empathy* (page 65 or CD)
- Pencil

PREPARATION:

Print a copy of *A Lifetime of Empathy* for each student.

ACTIVITY:

Introduce the lesson by telling the students they are going to identify ways that they show empathy throughout their life.

Distribute *A Lifetime of Empathy* and a pencil to each student. Then say:

Fill in each section by either drawing or writing ways that show how you could or have shown empathy in each area of your life.

Have the students share their completed activity sheets with the group/class. Then have the students share a time someone has shown empathy toward them.

Ask the students:

Do you think animals can show empathy?

Tell of a time when you believe your pet has shown empathy towards you.

What did it look like? Feel like?

CONCLUSION:

Conclude the lesson by saying:

Today you identified how you and others show or have shown empathy. We also talked about ways that pets might show empathy. Be aware of how you are relating to others and how others relate to you.

A Lifetime of Empathy

SCHOOL

FRIENDS

FAMILY

COMMUNITY

ACTIVITY 17

Words and Definitions That Relate to Empathy

PURPOSE:

To have students match a character trait with its definition

MATERIALS NEEDED:

For the leader:

- Hearts printed on medium- to heavy-weight paper (pages 67-73 or CD)
- Bulletin Board
- Background paper
- Stapler and staples
- Scissors

For each student:

None

PREPARATION:

Staple the background paper to the bulletin board.

Cut out the hearts with the words and definitions printed on them. Cut each heart in half along the zig zag line, separating the word from the definition. Some students will get the vocabulary words and others the definitions.

ACTIVITY:

Tell the students:

Today's activity will help reinforce the definition of words closely related to the word empathy. Each of you will be given one half of a heart. Some students will get a vocabulary word on their half and the others will get a definition. When everyone has one half of a heart, walk around and find its match. The definition must describe the word correctly. If the halves match, the two pieces of the heart will fit together perfectly. Once you have made a correct match, both students should stand together in the room.

When everyone is standing in pairs around the room, partners will state their word and the word's definition. Then students may share examples of situations in which a person or persons expressed that emotion or personality trait.

CONCLUSION:

Conclude the lesson by saying:

The next time we meet we will talk about times when you have expressed these emotions or personality traits.

Now we will put the hearts on a bulletin board to remind us of each word's definition.

Have each pair of students attach their heart to the bulletin board.



Hearts

Friendly

showing
kindly interest
and goodwill;
welcoming

Kind

being friendly
and generous;
warm-hearted

Thoughtful

showing
consideration
for others

Hearts



Compassionate

feeling or
showing concern
for another's
suffering or
misfortune

Caring

displaying
kindness
and concern
for others

Understanding

being
sympathetically
aware of other
people's
feelings or
concerns



Hearts

Warm

expressing
enthusiasm
or kindness

Insightful

having or
showing an
accurate and deep
understanding;
perceptive

Loyal

having or
showing complete
and constant
support for
someone or
something

Hearts



Tolerant

having a fair and objective attitude towards opinions and practices that differ from one's own

Unselfish

willing to put the needs or wishes of others before one's own

Respectful

showing consideration and regard for someone or something



Hearts

Honest

being free
from deceit and
untruthfulness;
sincere

Patient

being able
to remain calm
when waiting
for a long time;
steadfast

Trustworthy

being worthy
of confidence;
dependable



Hearts

Concerned

having an
interest or
involvement
in something

Accepting

tolerating
without protest;
non-judgmental

Appreciative

feeling or
showing
gratitude;
thankful



Hearts

Responsive

responding readily and sympathetically; receptive

Perceptive

having or showing keenness of insight, understanding or intuition

Benevolent

desiring to do good for others

ACTIVITY 18

A Dozen Ways to Show You Care

PURPOSE:

To have students become aware of ways they and others show that they care

MATERIALS NEEDED:

For the leader:

None

For each student:

- A Dozen Ways to Show You Care*
(page 75 or CD)
- Pencil

PREPARATION:

Print a copy of *A Dozen Ways to Show You Care* for each student.

ACTIVITY:

Distribute *A Dozen Ways to Show You Care* and a pencil to each student. Tell the students:

Think of the past month and fill in the blanks on the worksheet. On the left side of the page, write about ways that you have shown you care. On the right side of the page, write about caring acts you know about or have witnessed someone else performing.

Then have the students share what they wrote.

CONCLUSION:

Conclude the lesson by saying:

Today we looked at different ways that we have shown that we care, and how others have shown that they care. Showing these traits to others demonstrates empathy.



A Dozen Ways to Show You Care

This month I was:

friendly by: _____

kind by: _____

compassionate by: _____

caring by: _____

understanding by: _____

unselfish by: _____

respectful by: _____

honest by: _____

patient by: _____

accepting by: _____

trustworthy by: _____

concerned by: _____

This month someone was:

friendly by: _____

kind by: _____

compassionate by: _____

caring by: _____

understanding by: _____

unselfish by: _____

respectful by: _____

honest by: _____

patient by: _____ / _____

accepting by: _____

trustworthy by: _____

concerned by: _____

ACTIVITY 19

Recipe for Empathy

PURPOSE:

To review with students the ways to show empathy

MATERIALS NEEDED:

For the leader:

- Scissors

For each student:

- Recipe for Empathy* (page 77 or CD)
- Pencil

PREPARATION:

Print one *Recipe for Empathy* card for each student. Cut the cards apart.

ACTIVITY:

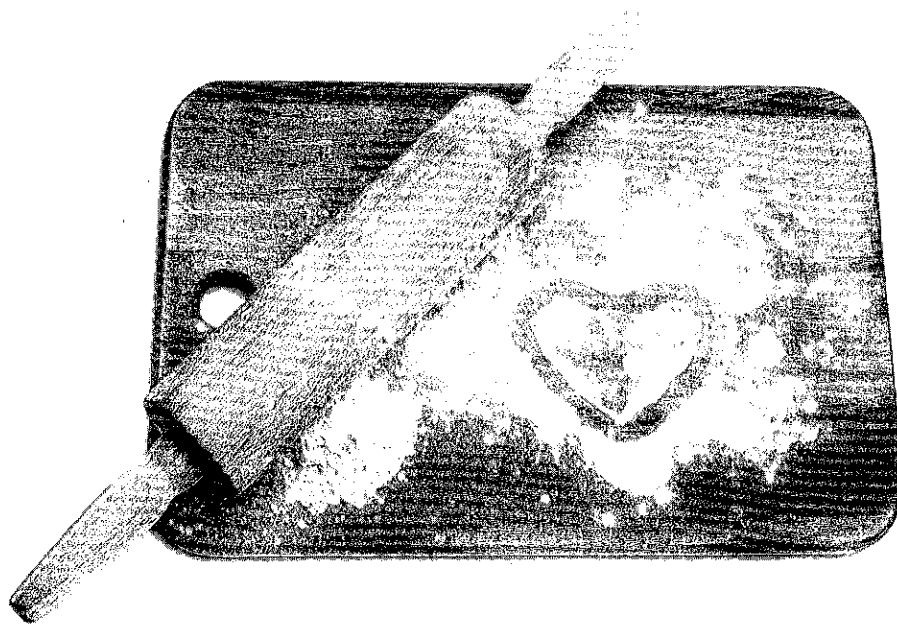
Distribute one *Recipe for Empathy* card and a pencil to each student. Then tell the students:

Today you are going to write a recipe for empathy. When writing the recipe, remember the important ingredients of listening, reading and reflecting feelings, understanding perspective, and using supportive statements. When you have completed your recipes, we will share them with the class and hang each one up in the classroom.

CONCLUSION:

Conclude the lesson by saying:

Today you created recipes containing the important "ingredients" in showing empathy. Practice these steps each day.





RECIPE

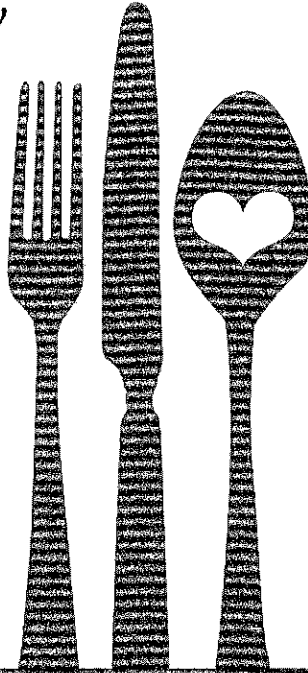
for Empathy

PREP TIME _____ COOK TIME _____

SERVING _____ DATE _____

INGREDIENTS

DIRECTIONS



FROM THE KITCHEN OF



RECIPE

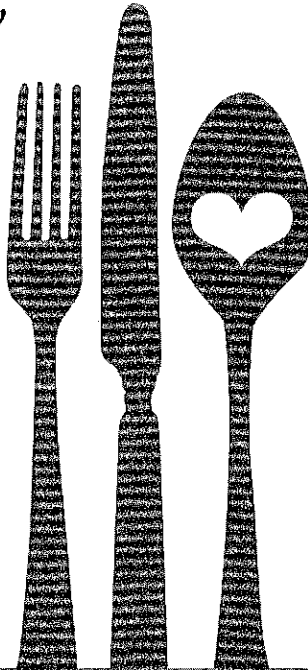
for Empathy

PREP TIME _____ COOK TIME _____

SERVING _____ DATE _____

INGREDIENTS

DIRECTIONS



FROM THE KITCHEN OF

ACTIVITY 20

Collages of People Showing Empathy

PURPOSE:

To have students identify, by looking at pictures, persons who are showing empathy

MATERIALS NEEDED:

For the leader:

None

For each student:

- Magazines
- Scissors
- Glue
- Large piece of construction paper
- Card stock (optional activity)
- Large envelope (optional activity)

PREPARATION:

Gather the magazines and the other necessary materials.

ACTIVITY:

Distribute scissors, one large piece of construction paper, glue, and magazines to each student.

Have the students look through the magazines and cut out pictures that show people being empathetic.

Have each student make a collage by pasting the pictures on the construction paper.

Then have each student present his/her collage to the group/class, explaining how the pictures show empathy.

OPTIONAL ACTIVITY:

Distribute one piece of card stock, scissors, glue, and magazines to each student.

Have the students look through the magazines and cut out pictures that show people being empathetic.

Have the students glue the pictures on card stock, cut the card stock into puzzle pieces, and place the pieces in a large envelope.

Then tell the students to exchange their puzzles with other students and put them together.

CONCLUSION:

Conclude the lesson by saying:

You were all able to find pictures of people showing empathy. Be aware of this when reading magazines, newspapers, and watching the news.

Hang the posters where they can be seen by everyone.

ACTIVITY 21

More Words That Relate to Empathy

PURPOSE:

To have students define vocabulary words that relate to empathy

MATERIALS NEEDED:

For the leader:

- Empathy Vocabulary Word Cards* printed on medium- to heavy-weight paper (page 80 or CD)
- Scissors

For each pair of students:

- Dictionary

PREPARATION:

Print the *Empathy Vocabulary Word Cards*. Then cut the cards apart. Optional: Laminate the cards for durability.

ACTIVITY:

Divide the students in pairs. Give each pair of students one *Empathy Vocabulary Word Card* and a dictionary. Then say:

Look at the word printed on your card. Define the word, tell how it relates to empathy, and name someone you know or have read about that has this quality. You will have five minutes to complete this task. Then each pair of students will share their answers with the group/class.

CONCLUSION:

Conclude the lesson by asking:

How many of you learned the meaning of a new word today? (Call on students to respond.)

Close the session by saying:

Once again, we increased our vocabulary by learning words that relate to empathy.

Empathy Vocabulary Word Cards

honesty	compassion	discipline
industrious	perseverance	integrity
conscientious	devotion	forgiveness
optimistic	courageous	gratitude
faithful	loyal	reliable
versatile	tenacious	tolerant

ACTIVITY 22

Dear Jamie Letter

PURPOSE:

To have students become aware of situations where people could benefit from empathy

MATERIALS NEEDED:

For the leader:

None

For each student:

- Dear Jamie Letter and Response* (page 82 or CD)
- Pencil

PREPARATION:

Print a copy of *Dear Jamie Letter and Response* for each student.

ACTIVITY:

Distribute *Dear Jamie Letter and Response* and a pencil to each student. Then tell the students:

Pretend there is an on-line newspaper where you can send a letter to Dear Jamie. Dear Jamie responds to people's concerns and problems in the paper's on-line column. A couple of letters, along with the re-

sponses are posted in the newspaper each day. Today you are going to write a letter to Dear Jamie about a problem or concern. It doesn't have to be true, but the letter must be believable. It can be about a situation you have experienced or something you have witnessed. When you are finished writing, I will collect the letters, then give each letter to one of your classmates.

Read the letter you receive, then respond to the problem or concern addressed in the letter as if you were Dear Jamie. It is important to write an empathetic response, and perhaps give the person who wrote the letter ideas on ways he or she can demonstrate empathy.

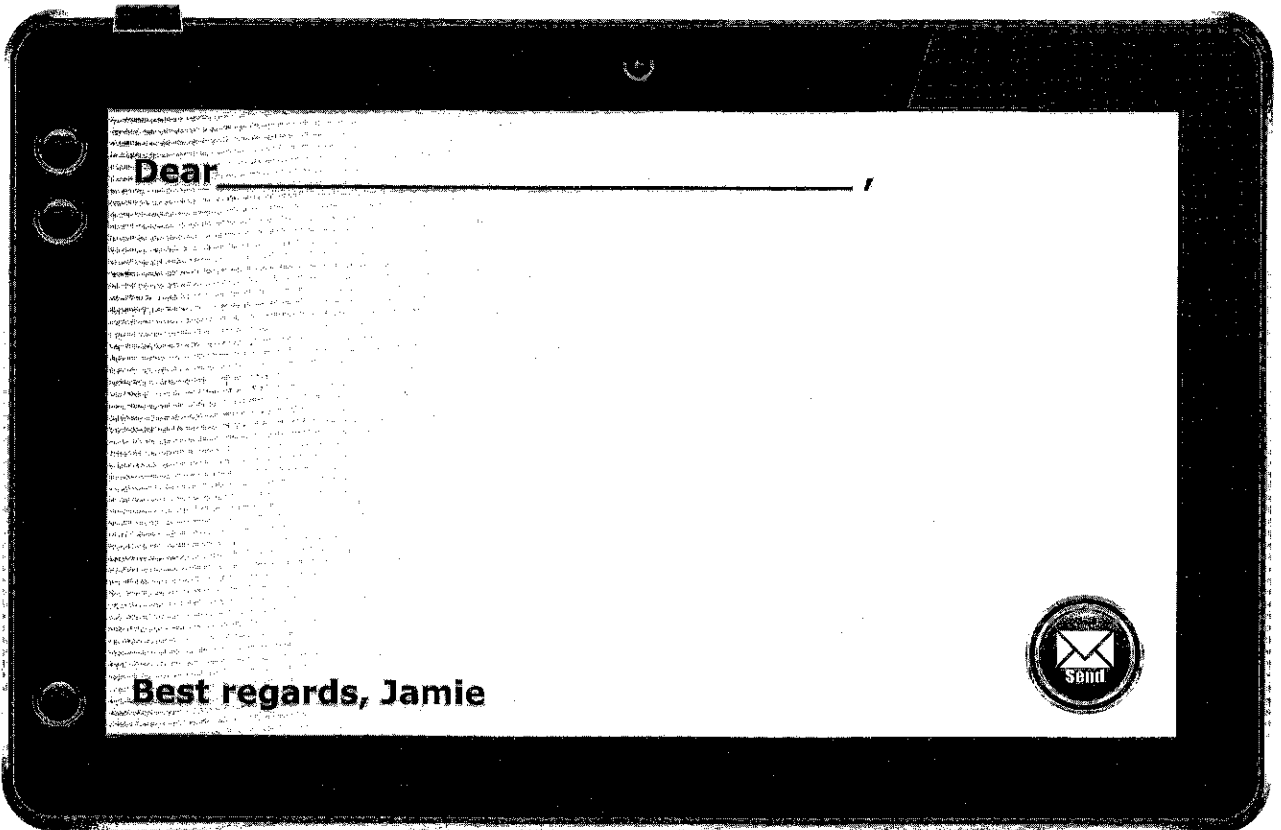
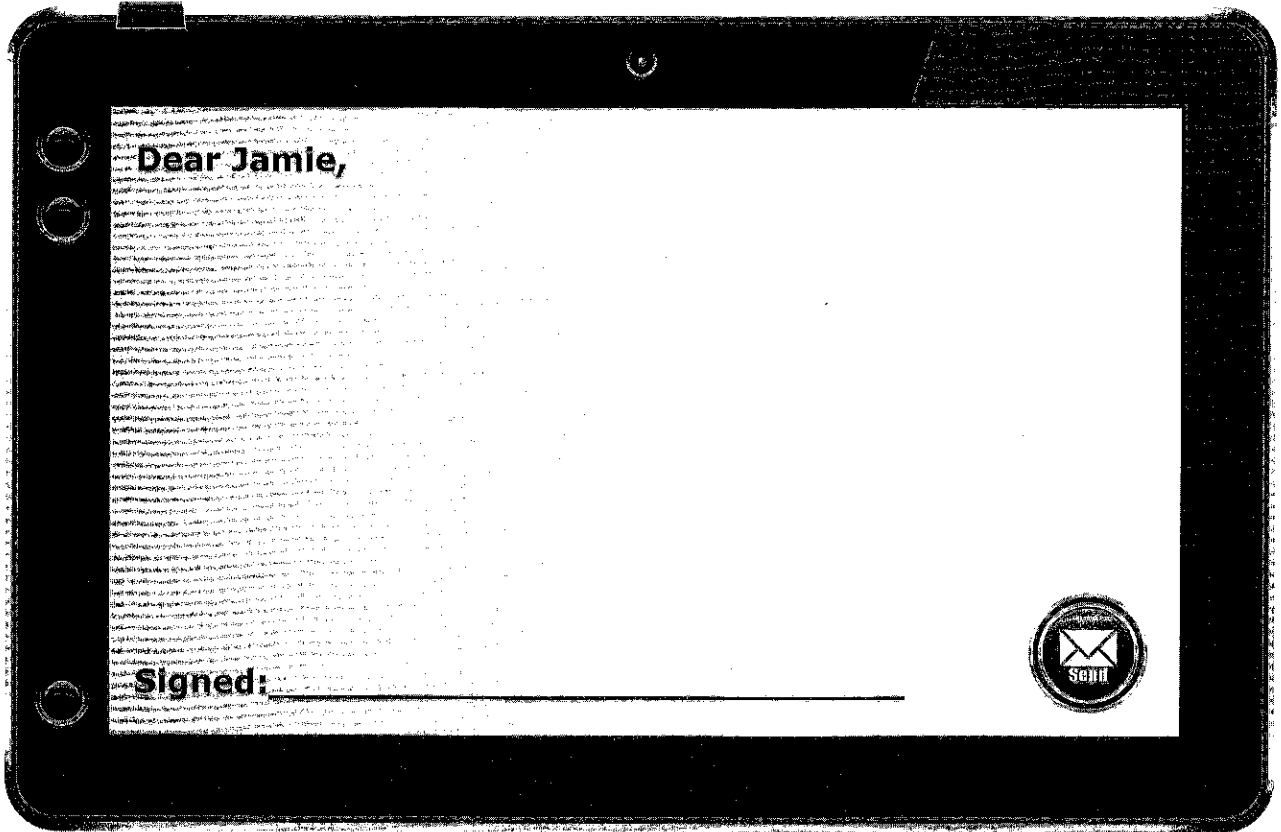
Then we will go around the room and have each student read the letter and his or her response, telling how it showed empathy.

CONCLUSION:

Conclude the lesson by saying:

Today you thought of real life situations where someone would ask another person for help. You did this in the form of a Dear Jamie Letter. I hope that this activity increased your awareness of this topic.

Dear Jamie Letter and Response



ACTIVITY 23

Gratitude Board

PURPOSE:

To have students identify things for which they are grateful

MATERIALS NEEDED:

For the leader:

- Bulletin board
- Background paper
- Stapler and staples
- Scissors

For each student:

- 5" x 8" bright-color index card
- Pencil

PREPARATION:

Gather the necessary materials. If you don't have index cards, cut 8.5" x 11" pieces of brightly-colored card stock in half.

Attach the background paper to the bulletin board.

ACTIVITY:

Introduce the activity by saying:

Being grateful means feeling or showing thanks. Often we forget all of the things for which we should be grateful.

What things are you grateful for? (Discourage materialistic responses such as cell-phones, shoes, clothes, etc. Encourage the

students to focus on things they have done or have around them that make them feel good and/or satisfied. An example may be supportive friends, family, or community.)

Distribute a colorful index card and a pencil to each student. Tell the students:

Write on your card things you are grateful for.

Then have the students share what they have written with the group/class. Display the cards on the bulletin board.

CONCLUSION:

Conclude the lesson by saying:

Today we focused on things for which we are grateful. Often, we take these things for granted. Observe some of the little, spontaneous things in your life. Appreciate the good and pass kindness on to others. Treat others the way you would want to be treated.

OPTIONAL ACTIVITIES:

Gratitude Chain: Make a paper chain. Have the students write on slips of paper things for which they are grateful. Staple the slips of paper together in a chain and hang the chain in the classroom.

Gratitude Jar: Have the students write on slips of paper things for which they are grateful. Students place these in a *Gratitude Jar*.

ACTIVITY 24

Empathy Rap

PURPOSE:

To have small groups of students write a rap or a song that deals with empathy

MATERIALS NEEDED:

For the leader:

None

For each student:

- Empathy Rap* (page 85 or CD)

For each student group:

- Paper
- Pencil

PREPARATION:

Print a copy of the *Empathy Rap* for each student. Gather the necessary materials.

ACTIVITY:

Distribute *Empathy Rap* to each student. Have the students say the rap together.

Then ask the students to name songs they know that have positive lyrics with empathetic messages. Have them explain some of the messages.

Divide the students into small groups. Give each group paper and a pencil. Direct each group to write a song or a rap about empathy. Explain that, after it is written, they will be given time to present their song or rap in front of the group/class.

Have each group present its rap.

CONCLUSION:

Ask the students the following questions:

How difficult was writing the rap or song for you?

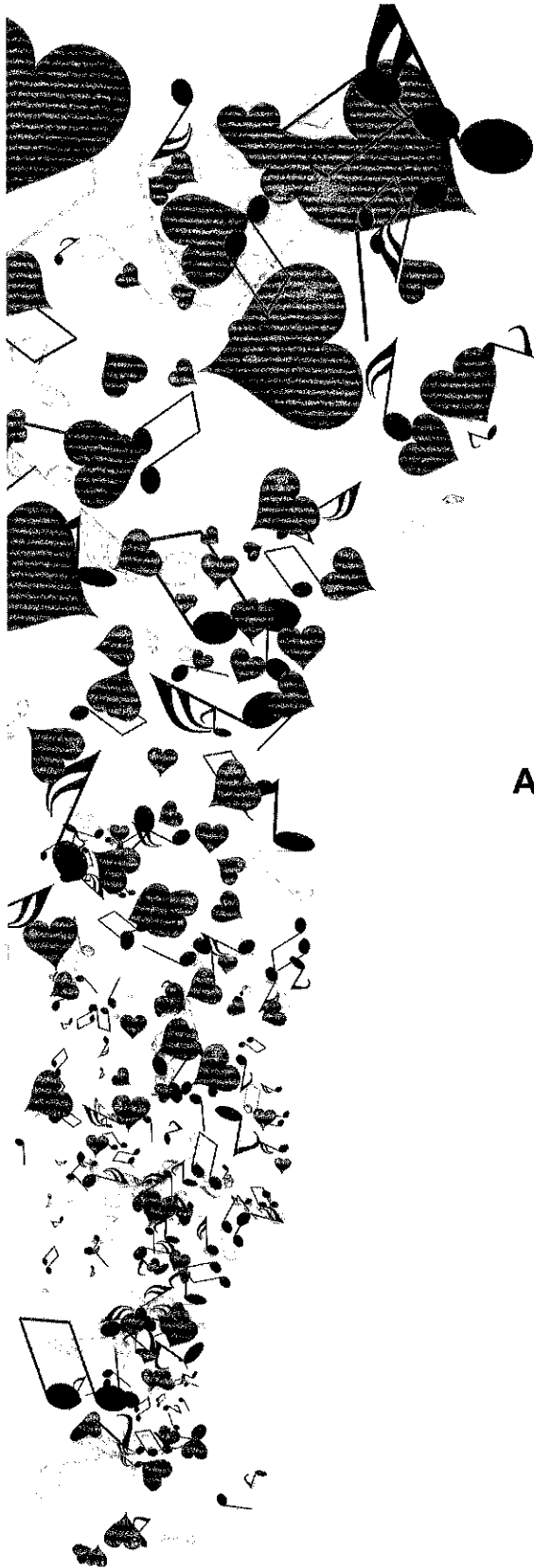
Did working in a group make this task easier? Harder?

On a scale from 1-10, with 1 being easy and 10 being difficult, hold up the numbers of fingers to show how you felt about this activity.

Did you enjoy this activity?

Conclude the lesson by telling the students:

Song writing is another way to relay information about empathy to others.



Empathy Rap

If you're feeling kind of sad
And even maybe mad
Like no one's on your side
And feel like you could cry
You need **EMPATHY**

You look kind of down
Your smile becomes a frown
You wish someone was around
To help you to rebound
And demonstrate some **EMPATHY**

Things just aren't going right
You'd like to be out of sight
And though you'd like to hide
Know others are on your side
Willing to express **EMPATHY**

Some people understand
They want to lend a hand
You'll see them with a smile
And all along the while
They will show you **EMPATHY**

They cannot fix what's wrong
But listening is so strong
They're showing that they care
They really are aware
That is **EMPATHY!**

E - M - P - A - T - H - Y – empathy!

ACTIVITY 25A

M&M's Activity

PURPOSE:

To have students review vocabulary words and understand how they relate to empathetic situations

MATERIALS NEEDED:

For the leader:

- M&M's® *Color-Code Sheets* printed on medium- to heavy-weight paper (pages 87-91 or CD)
or
- Large piece of paper
- Tape
- Crayons for each color on the chart

For each student:

- Small individual pack of M&M's®

PREPARATION:

Obtain a small pack of M&M's candies for each student.

Print the *M&M's Color-Code Sheets* or make a chart on the large piece of paper showing what the colors of the M&M's mean:

Brown = Honest
Yellow = Accepted
Green = Forgiving
Blue = Respectful
Red = Loyal

Optional: Laminate the sheets for durability.

Display the sheets/chart.

ACTIVITY:

Begin the activity by pointing to and reviewing the colors and the words listed on the sheets/chart.

Give each student a small pack of M&Ms. Have each student choose one M&M that matches one of the colors on the chart/sheets and lay it aside.

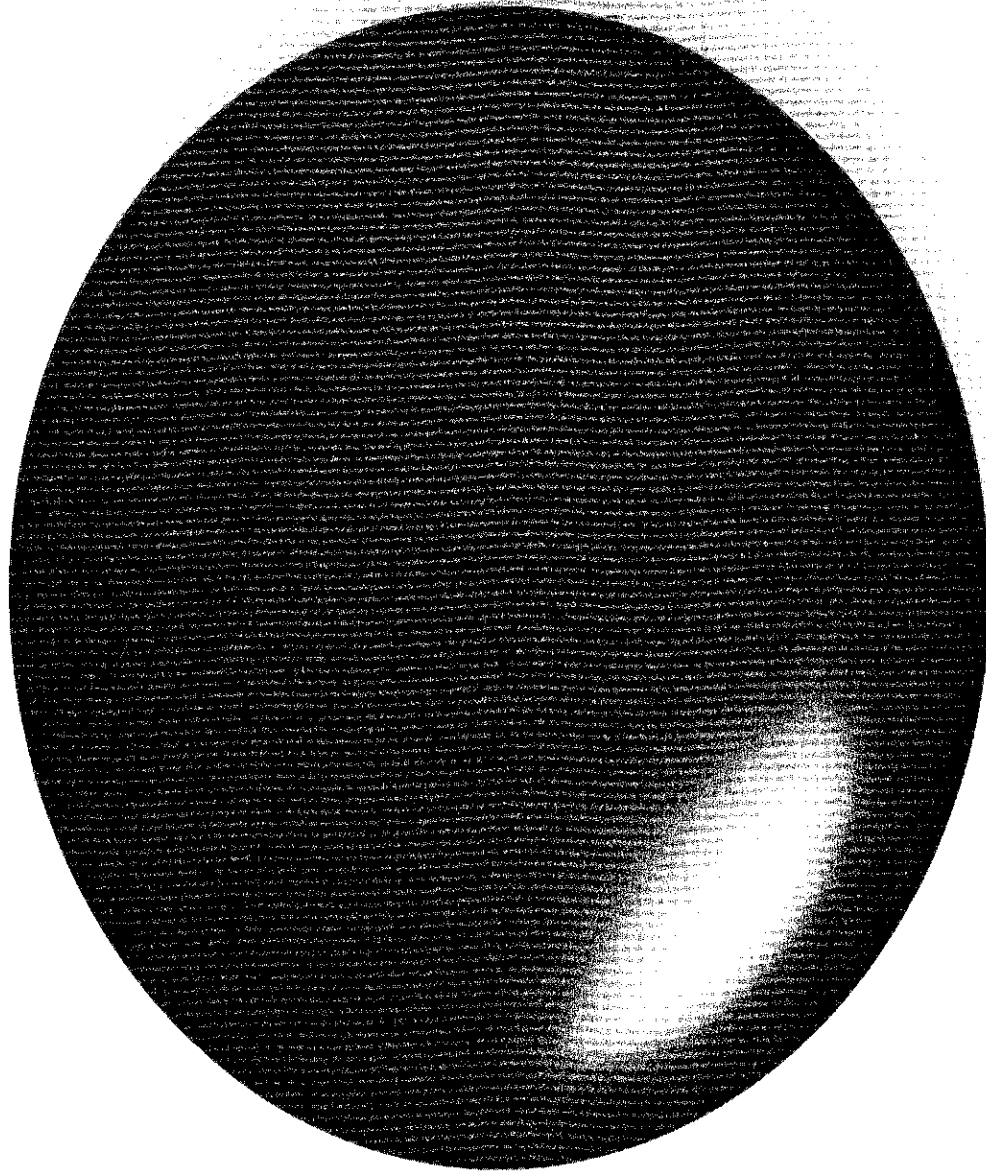
Ask each student to explain the word corresponding to the color he/she chose and give a specific example of how this characteristic can be shown. If possible, students should describe how they have displayed this characteristic in their lives.

CONCLUSION:

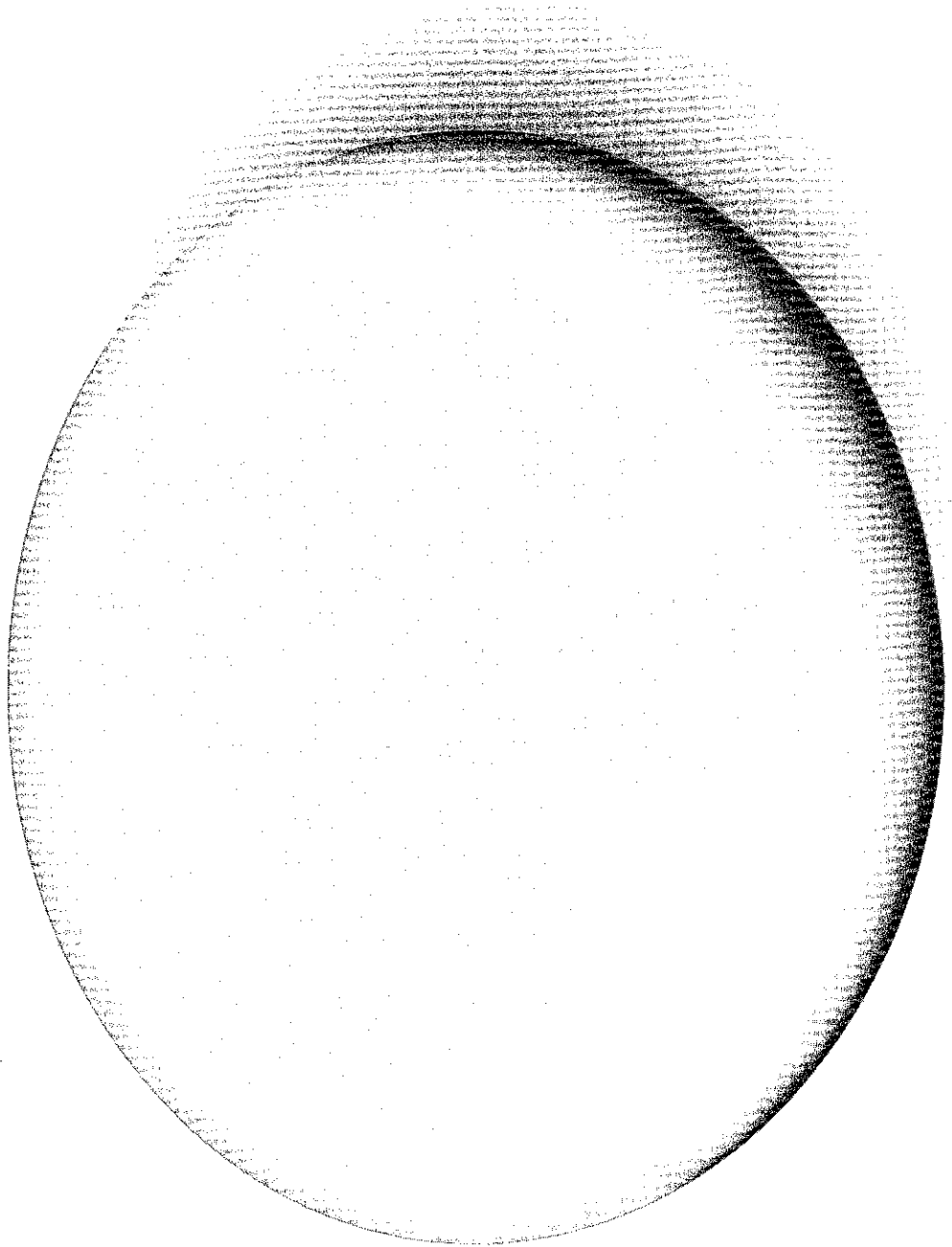
Tell the students:

Once again, we reviewed words and times that we and others have expressed empathy toward other people. Remember, be aware of how others are feeling and be supportive!

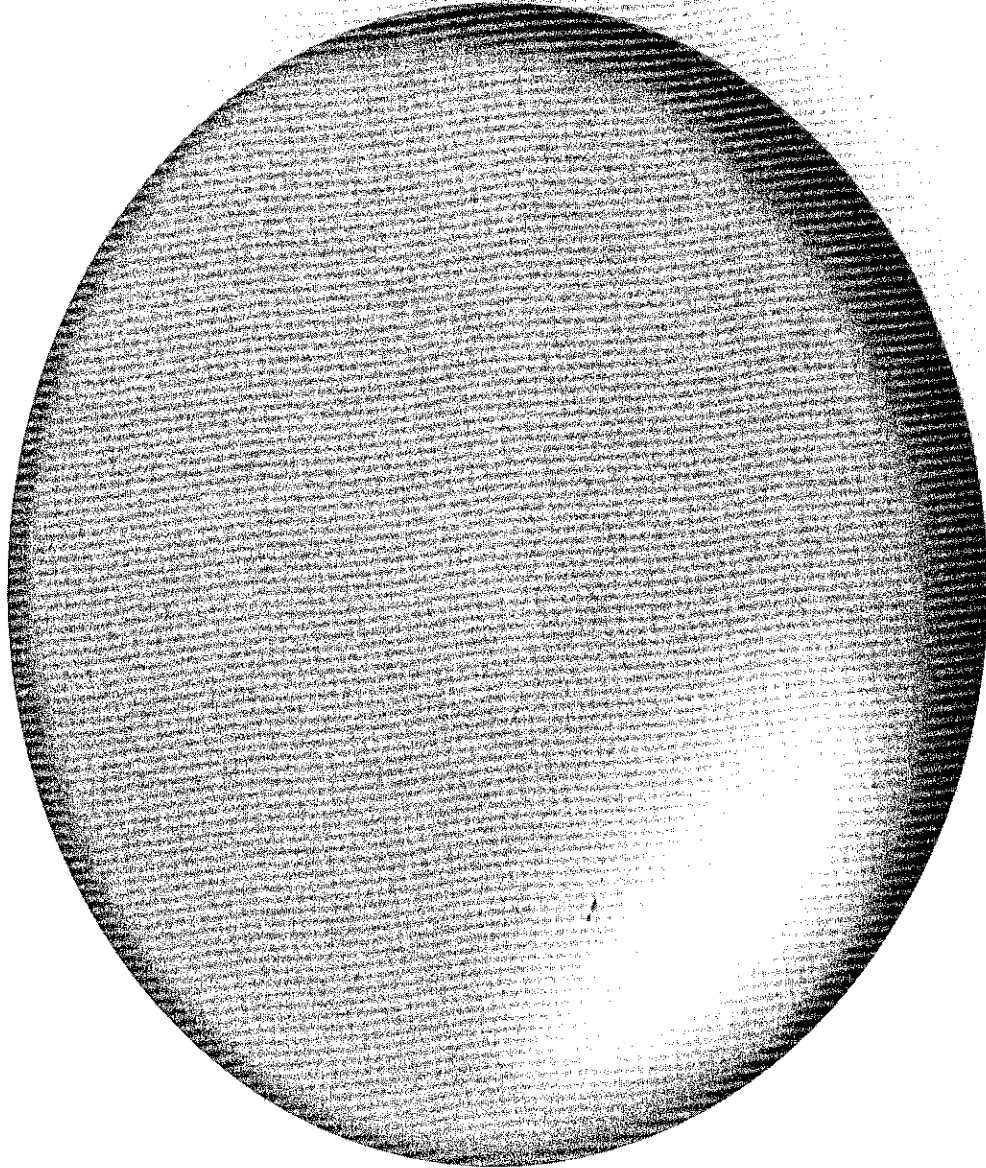
Brown = Honest



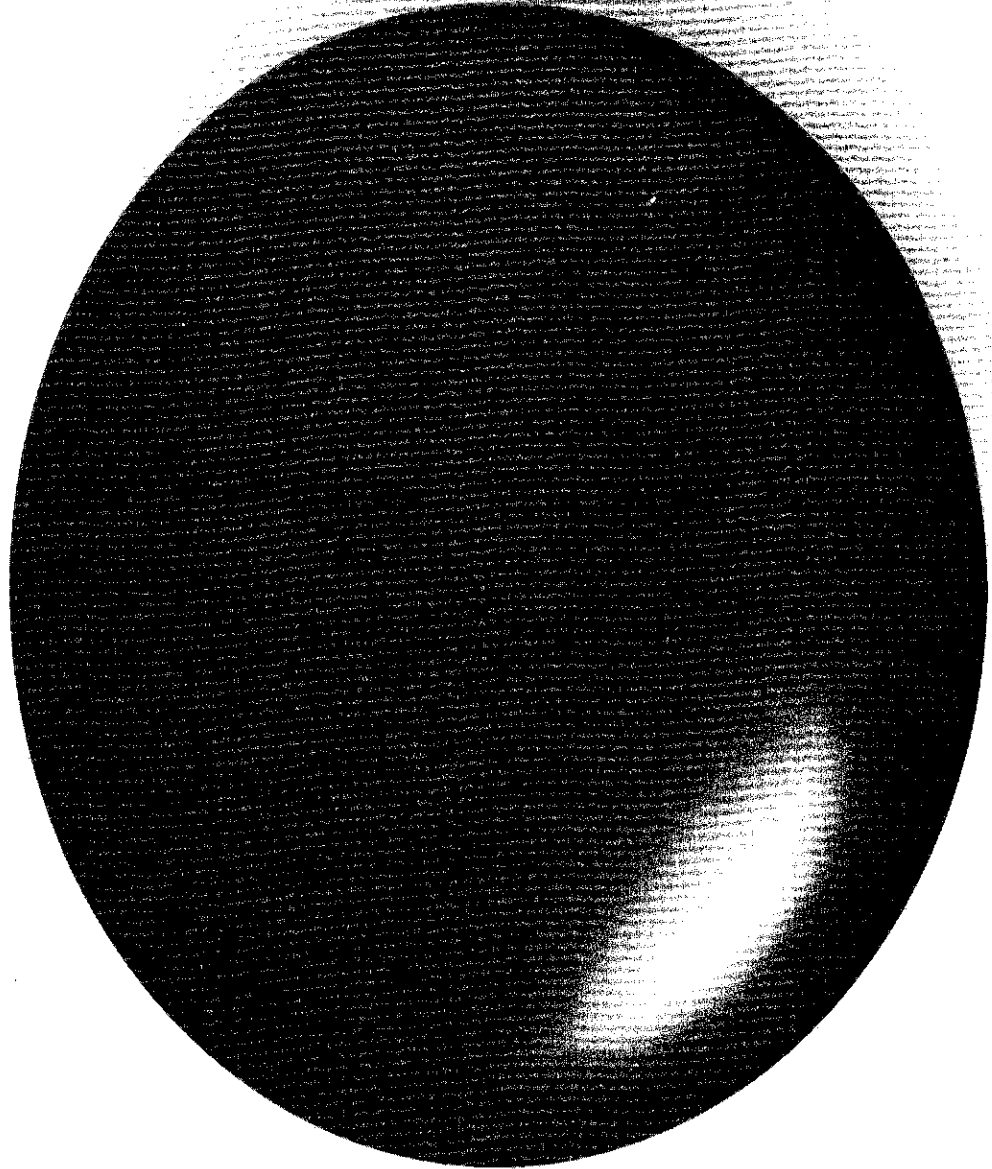
Yellow = Accepted



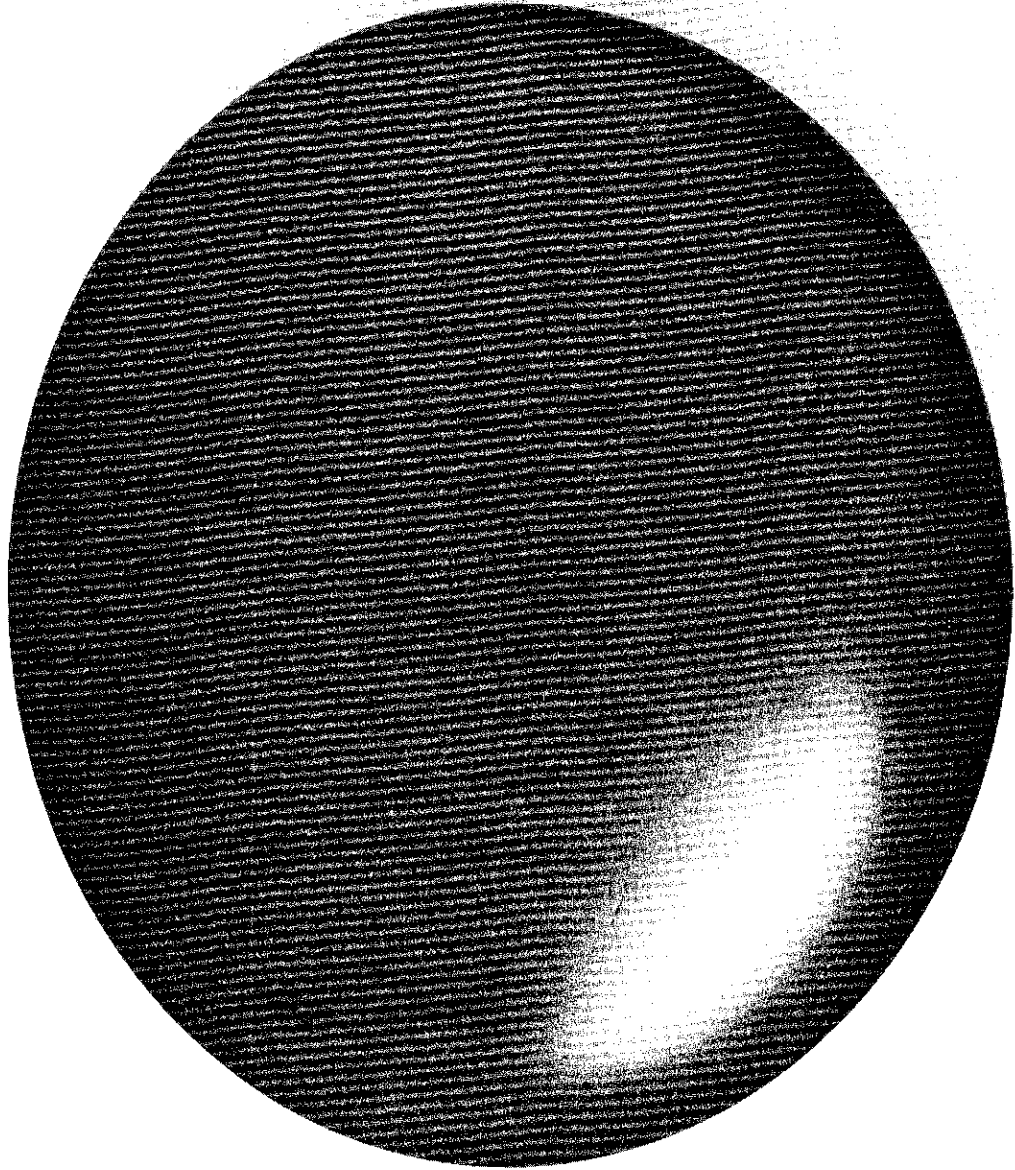
Green = Forgiving



Blue = Respectful



Red = Loyal



ACTIVITY 25B (ALTERNATE ACTIVITY)

Die Activity

PURPOSE:

To have students review vocabulary words and understand how they relate to empathetic situations

MATERIALS NEEDED:

For the leader:

- Die
- Number-Code Sheets* printed on medium- to heavy-weight paper (pages 93-98 or CD)
or
- Large piece of paper
- Tape

For each student:

None

PREPARATION:

Obtain a die.

Print the *Number-Code Sheets* or make a chart on the large piece of paper showing what each number on the dice means:

- 1 = Honest
- 2 = Accepted
- 3 = Forgiving
- 4 = Respectful
- 5 = Loyal
- 6 = Considerate

Optional: Laminate the sheets for durability.

Display the sheets/chart.

ACTIVITY:

(**Note:** This activity can be done as a small-group or classroom activity.)

Begin the activity by pointing to and reviewing the numbers and the words listed on the sheets/chart.

Decide the order in which the students will roll the die. Depending on the number rolled, the student will explain the word and tell how they have shown this trait to someone.

Continue the activity for as long as time allows.

CONCLUSION:

Tell the students:

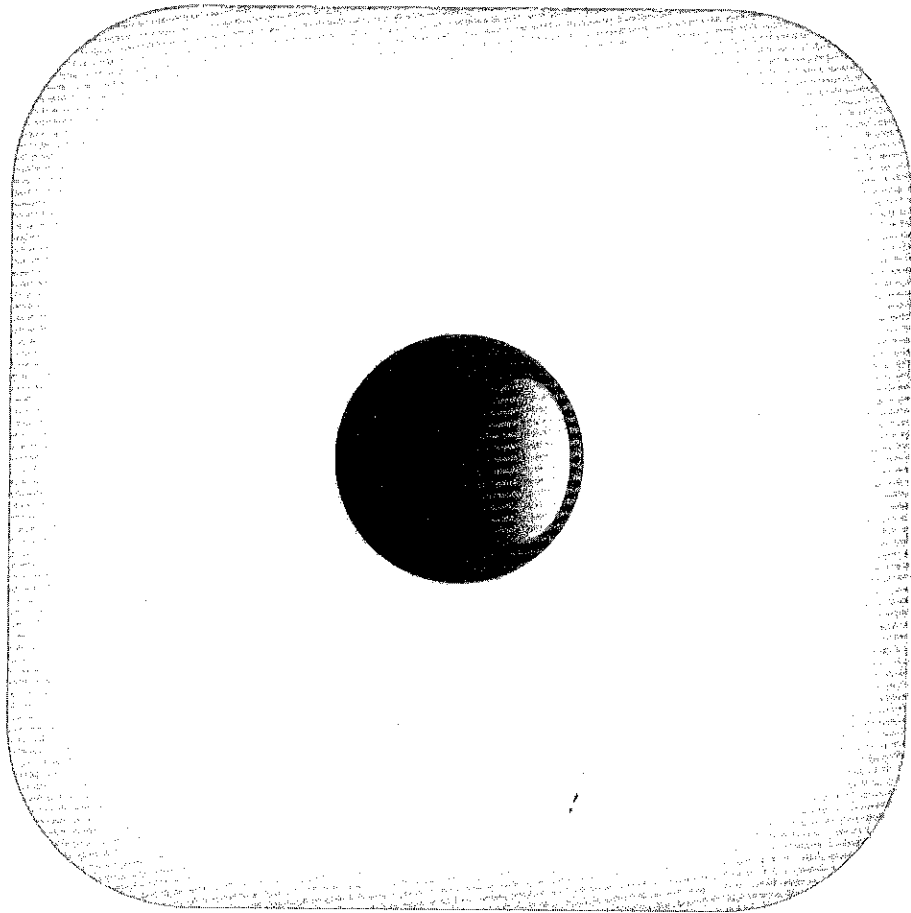
Once again, we reviewed words and times that we and others have expressed empathy toward other people. Remember, be aware of how others are feeling and be supportive!

ALTERNATIVE ACTIVITY:

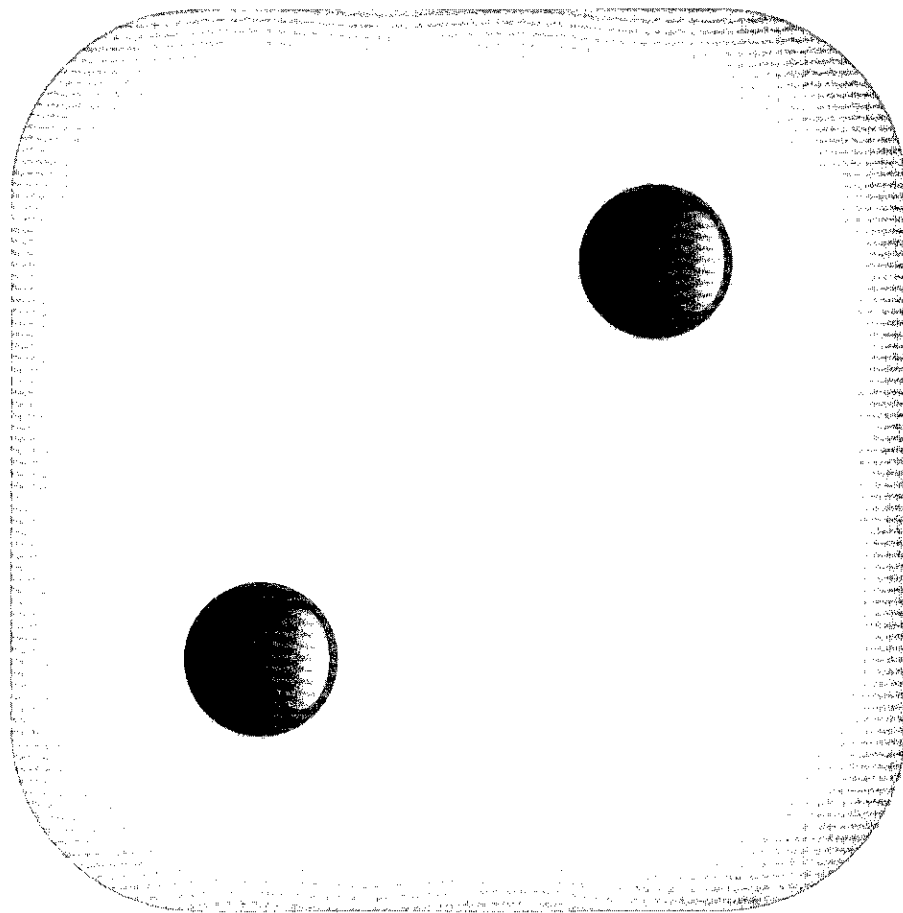
Have each student roll the die and, depending on the number rolled, answer one of the following statements:

- 1 The best thing that someone could do for me would be ...
- 2 I could use help with ...
- 3 A difficult time I had was ...
- 4 A happy time I had was ...
- 5 I felt someone let me down when ...
- 6 If only ...

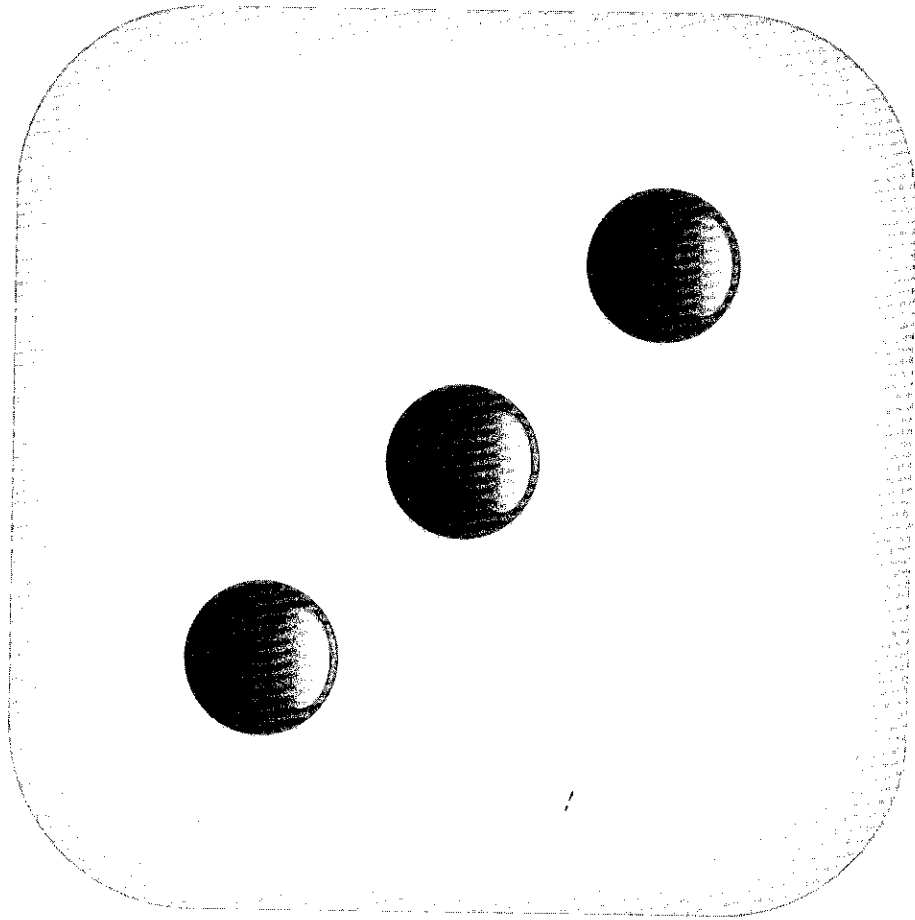
1 = Honest



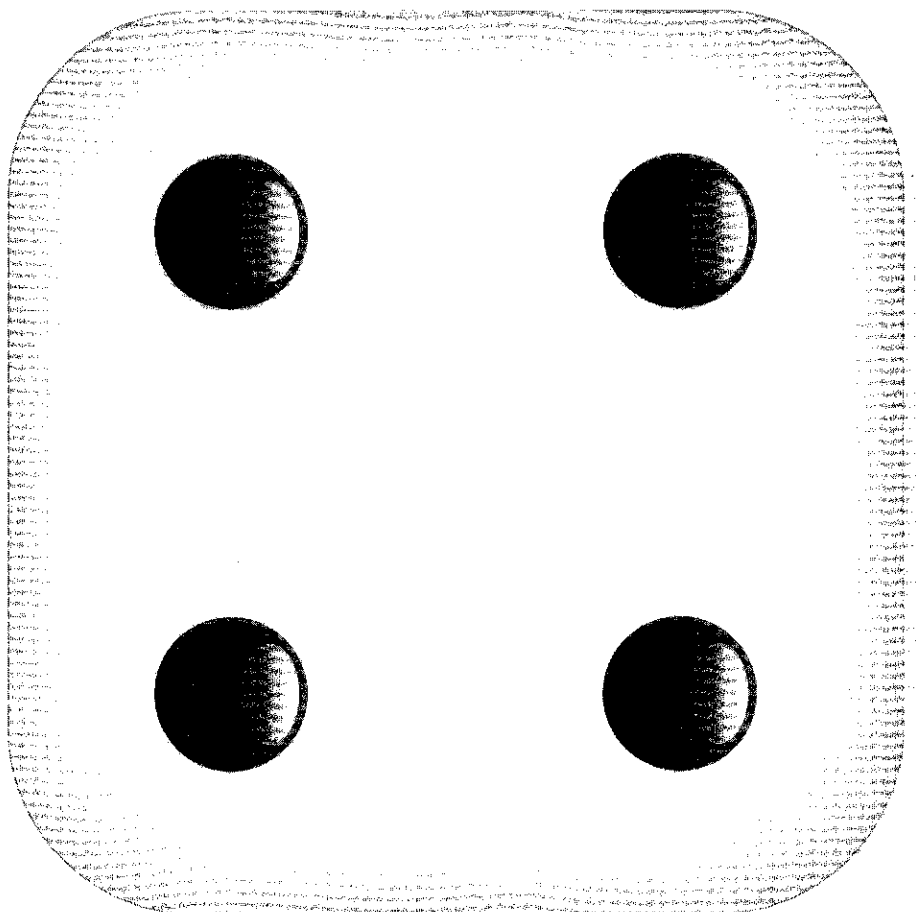
2 = Accepted



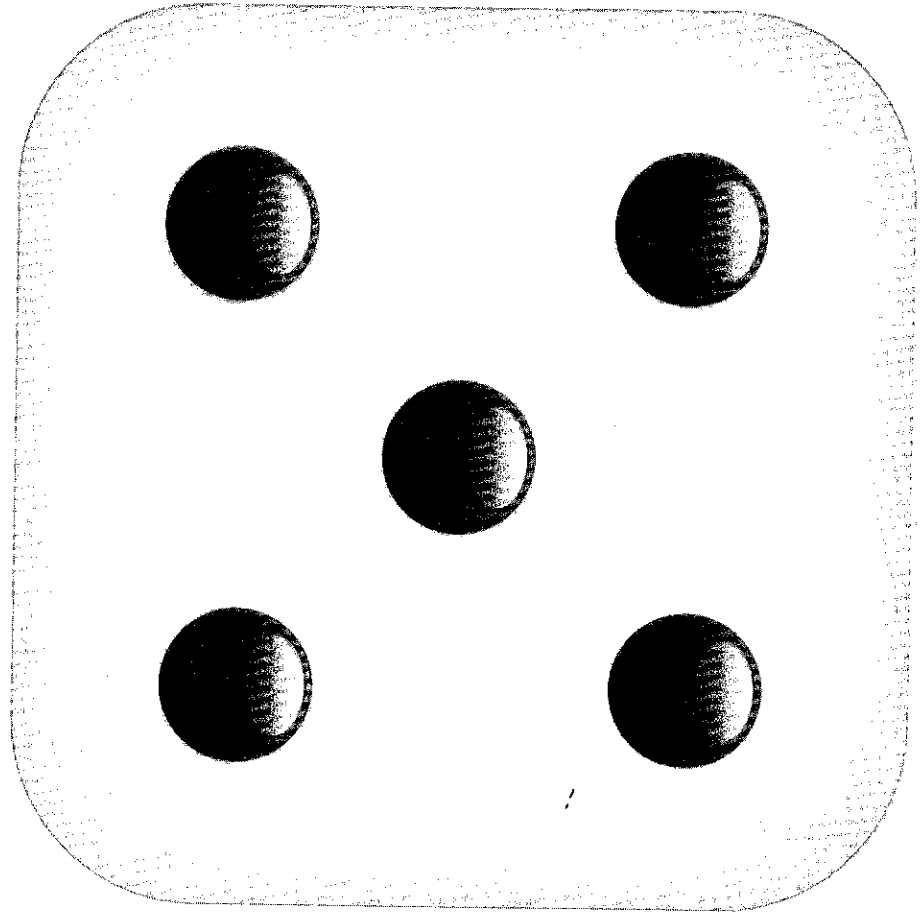
3 = Forgiving



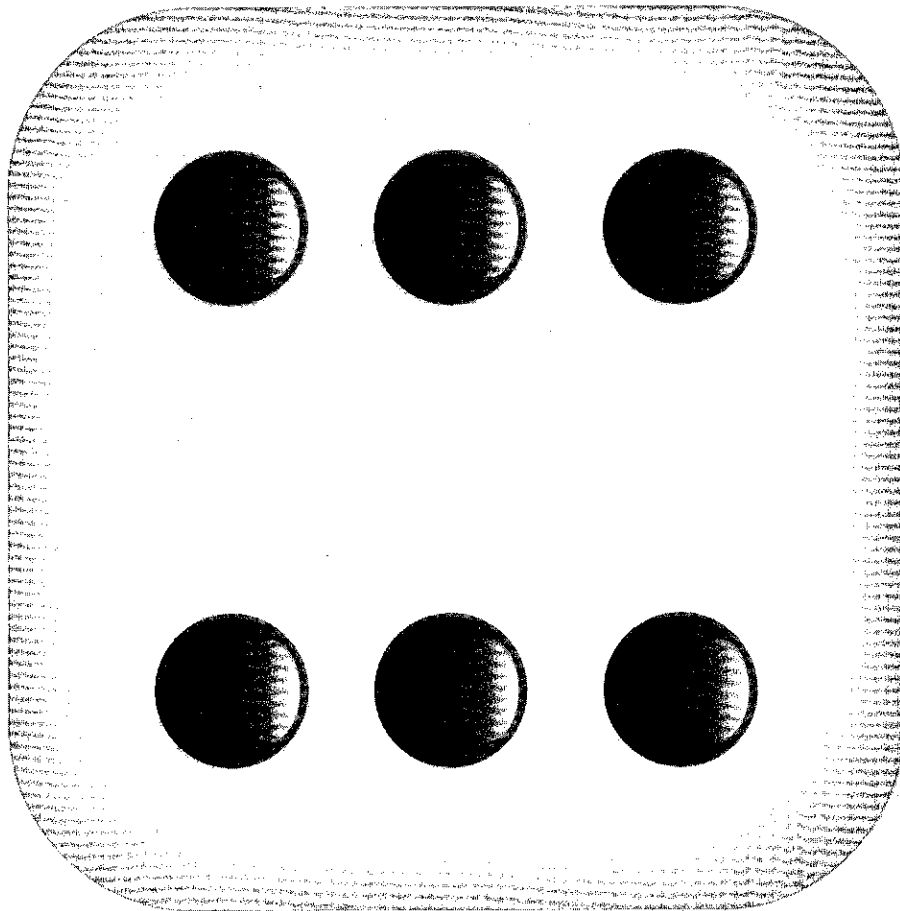
4 = Respectful



5 = Loyal



6 = Considerate



ACTIVITY 26

Happy Face

PURPOSE:

To help students understand how it feels to be excluded

MATERIALS NEEDED:

For the leader:

- Happy Face Story* (page 100 or CD)

For each student:

- Face and Smile* (page 101 or CD)
- Scissors
- Crayons or markers
- Glue

PREPARATION:

Print a copy of *Face and Smile* for each student.

Gather the necessary materials.

ACTIVITY:

Give each student *Face and Smile*, scissors, crayons or markers, and glue. Have the students cut out the smiling mouth and draw a face and hair on the head. Then tell the students that you are going to read a story. As you read, they should tear off a piece of the mouth when they hear something that is bothersome or makes them feel sad. They are to keep the pieces of the torn mouth.

Read the *Happy Face Story* aloud.

When you have finished reading the story, ask the students to look at the mouth now that it is pasted back together. Tell the students to put themselves in Violet's shoes and feel how she was feeling. Then tell the students to put them-

selves in the friend's shoes and feel how he or she may have felt.

Ask the following questions:

What do you notice about the mouth?

Even though the mouth is glued together, what is different? Does it look like a natural smile?

Why didn't the other two girls defend Violet when Jessie was talking about her?

How do you think Violet felt when she saw the girls?

How did the girls feel?

Do you think the girls' relationship will ever be the same?

How did you feel listening to this story?

Has anything like this ever happened to you?

If you are ever in a situation like this, where peer pressure is strong, what can you do?

What was the purpose of this activity?

CONCLUSION:

Conclude the lesson by saying:

Even though you make amends, your relationship with the person you hurt may never be the same. Think before you do or say something hurtful. Don't be afraid to ask someone to stop if they are doing or saying hurtful things to or about someone else.

Happy Face Story

Jessie was planning a shopping trip to the mall with two of her friends. Jessie really didn't want Violet, one of their other friends, to come along, so she did not ask her. The other girls went along with this and did not ask Violet or even let her know that they were going. Violet is the oldest of five children and her mother died last year. Since then, Violet has had a lot of responsibility watching her siblings. Violet's favorite thing to do is hang out with her friends, as it gives her a break from the responsibilities at home.

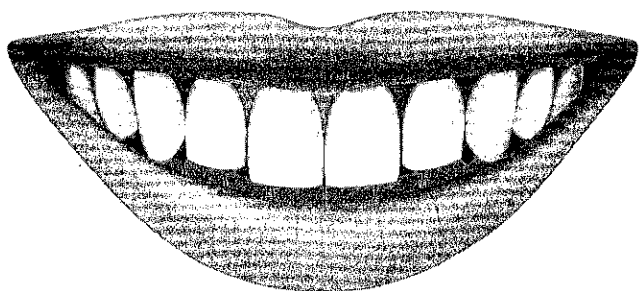
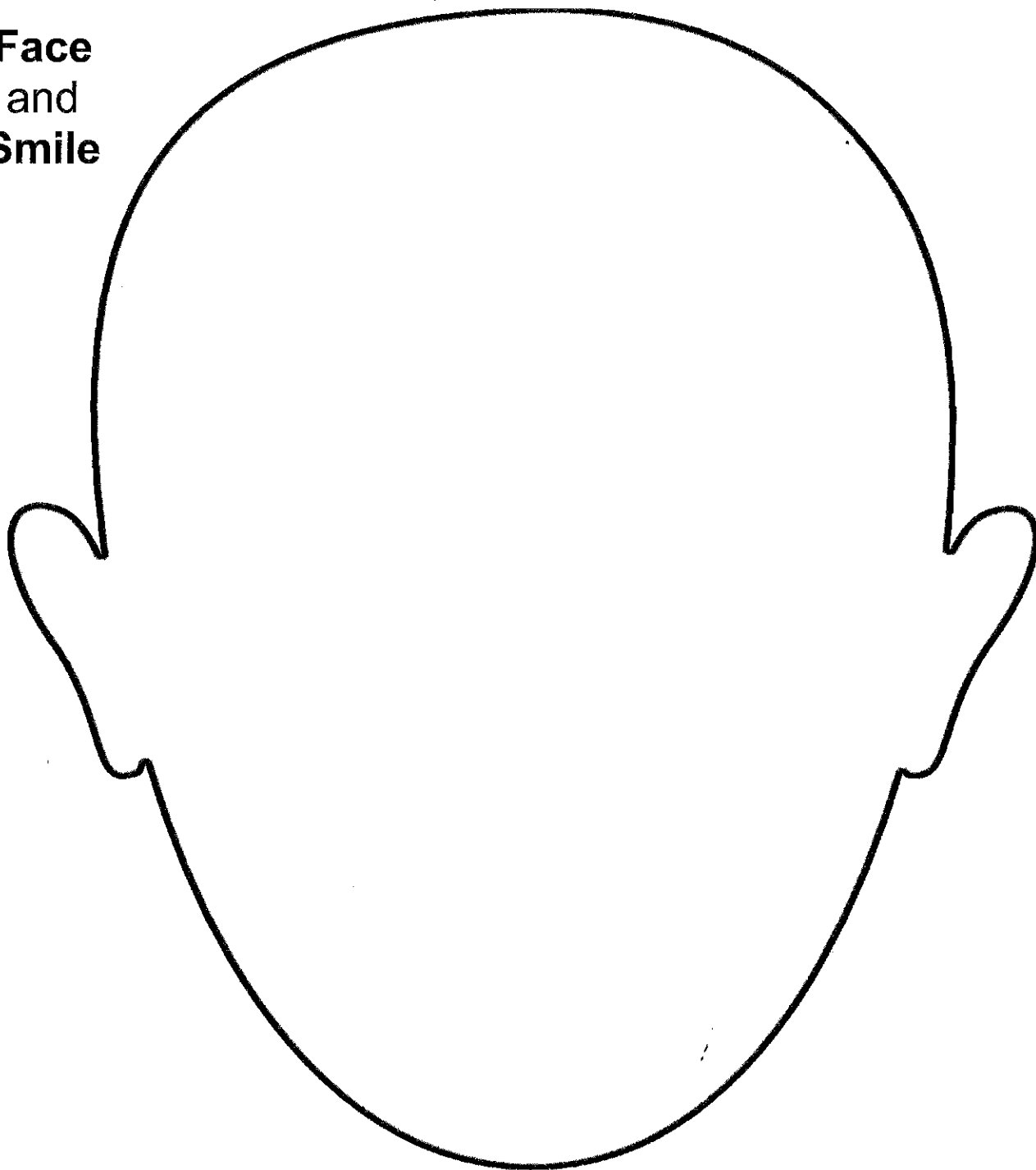
At the mall, Jessie started talking about Violet to her other friends. She said she was glad that Violet wasn't there. None of the other girls spoke up, even though it bothered them that Violet was excluded. Jessie continued by making fun of the way Violet dressed and saying that Violet didn't even have a cellphone or a tablet—things that they all have. She even made the comment that Violet probably couldn't even afford a trip to the mall, as she wouldn't be able to buy anything.

At the food court in the mall, the girls noticed Violet eating with her aunt. When Violet saw them, she turned her head.

At this point the mouth should be torn in many pieces. Explain to the students that for the rest of the story, as the girls make amends with Violet, they are to glue the pieces together in order to make the smile whole again. They should then cut out and paste the mouth onto the *Face* picture. Continue reading the story:

The two girls that were with Jessie decided that they were going over to talk with Violet. Jessie decided to go along. They apologized to Violet and told her that they didn't ask her because they thought she wouldn't be able to go. They asked her aunt if she could stay with them and shop. Jessie's mom would pick them up and bring them home. Violet's aunt said that it was okay, and gave Violet some money to use for shopping. By showing empathy, all of the girls ended up having fun together.

**Face
and
Smile**



GLUE MOUTH
PIECES HERE

ACTIVITY 27

The Empathy Calendar

PURPOSE:

To have students practice caring behaviors each day for one month and mark the acts they complete on their calendars

MATERIALS NEEDED:

For the leader:
None

For each student:
 Empathy Calendar (page 103 or CD)
 Pencil

PREPARATION:

Print an *Empathy Calendar* for each student.

ACTIVITY:

Present this activity at the end of a month. Distribute an *Empathy Calendar* and a pencil to each student. Tell the students to begin the assignment the first day of the upcoming month. Have the students read what is on each date.

CONCLUSION:

Say:

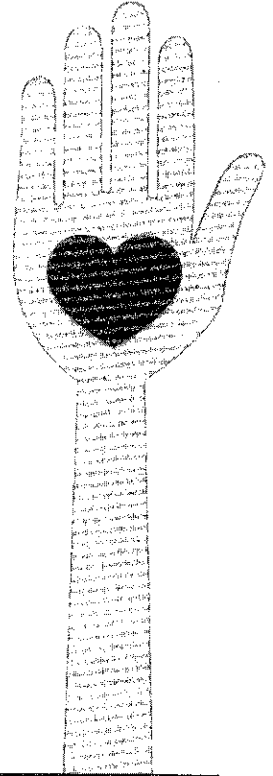
We are all going to try to have an entire month where, at least once a day, we do something caring for someone. Look at the tasks listed on the Empathy Calendar. Whenever you accomplish a task on the calendar, mark it with an X. If you accomplish the task more than once, add another X on that date. At the end of the month, bring your calendars back and we will discuss what you were able to accomplish. Good Luck.



Empathy Calendar

Month _____

1		2	3	4	5	6	7
Ask someone if you can help him or her	Share something with someone	Pay someone a compliment	Sit next to someone at lunch who is sitting by himself or herself	Say "Hi" to a student that you don't know well	Stick up for someone	Clean a room at home without being asked	
8	9	10	11	12	13	14	
Perform a <i>Random Act of Kindness</i>	Include someone who is left out	Invite someone to work with you	Say something nice to a teacher	Say something nice to a peer	Try to "read" how others are feeling, then say a supportive statement	Clean up something that you didn't do	
15	16	17	18	19	20	21	
Write a thank you note to someone	Make a card for someone	Practice <i>Empathetic Listening</i>	Congratulate someone who got an "A" on schoolwork	Introduce yourself to someone at school that you don't know well	Offer to help someone	Ask a neighbor what you can do to help (don't take money)	
22	23	24	25	26	27	28	
Start a conversation with someone you don't know well	Offer to help a younger student	You see someone at school carrying a lot and ask if you can help	Sit with a different group of kids today at lunch	Offer to help the custodian	Give your principal a compliment	Ask your parent what you can do to help	
29	30	31					
Listen to someone and reflect a feeling back to him or her	Let someone know that you appreciate him or her	Let someone go in front of you in line					



ACTIVITY 28

Empathy Bingo

PURPOSE:

To review with the students what they have learned about empathy

MATERIALS NEEDED:

For the leader:

- Empathy Bingo Numbers* (page 105 or CD)
- Scissors
- Jar

For each student:

- Empathy Bingo* board (page 106 or CD)
- Pencil

PREPARATION:

Print an *Empathy Bingo* board for each student in the group/class. If you are playing more than one game during the lesson, reproduce the number of bingo boards equal to the number of games to be played for each student.

Print the *Empathy Bingo Numbers*. Cut the numbers apart and place them in a jar.

ACTIVITY:

Distribute an *Empathy Bingo* board and a pencil to each student. Then say:

You will make your own bingo board by filling in the numbers for each block. Pick any numbers between:

*1-15 in the E column
16-30 in the M column*

*31-45 in the PA column
46-60 in the TH column
61-75 in the Y column*

Select your numbers and complete your Empathy Bingo board.

When the students have completed their boards, begin the game by telling the students what they need to have covered on their board before calling *Bingo* (row, column, four corners, etc.). Then continue by saying:

*I will draw one number at a time from the jar. Each student who has that number on his or her board must raise his or her hand. I will call on the first raised hand I see. That person must answer the question before covering that number. If there is more than one possible answer, I will then call on other students whose hands are raised. Once an answer is given it cannot be repeated by another student. I will continue drawing numbers until one player wins by calling *Bingo*.*

Play as many games as you wish, giving the students a new bingo card for each game.

CONCLUSION:

Conclude the lesson by saying:

Today's activity gave us an opportunity to review the meaning of empathy. The activity also gave us a chance to discuss times when we have shown empathy and times when others have shown empathy toward us.



Empathy Bingo Numbers

E 1	M 16	PA 31	TH 46	Y 61
E 2	M 17	PA 32	TH 47	Y 62
E 3	M 18	PA 33	TH 48	Y 63
E 4	M 19	PA 34	TH 49	Y 64
E 5	M 20	PA 35	TH 50	Y 65
E 6	M 21	PA 36	TH 51	Y 66
E 7	M 22	PA 37	TH 52	Y 67
E 8	M 23	PA 38	TH 53	Y 68
E 9	M 24	PA 39	TH 54	Y 69
E 10	M 25	PA 40	TH 55	Y 70
E 11	M 26	PA 41	TH 56	Y 71
E 12	M 27	PA 42	TH 57	Y 72
E 13	M 28	PA 43	TH 58	Y 73
E 14	M 29	PA 44	TH 59	Y 74
E 15	M 30	PA 45	TH 60	Y 75

Empathy Bingo

E 1-15	M 16-30	PA 31-45	TH 46-60	Y 61-75
A synonym for empathy is ...	Someone or something that I care for is ...	What is empathetic listening?	How would you feel if you had no food in your house?	How would you help a student who doesn't speak English?
An antonym for empathy is ...	A time someone did something nice for me was ...	How can someone tell that you are listening to him or her?	How would you feel if you had no heat in your house?	How would you help a person in a wheelchair?
The definition of empathy is ...	A time that I did something nice for someone else was ...	When reading someone's feelings, what do you notice?	How would you feel if you had no running water in your house?	If you were in a race and the person next to you got seriously hurt, what would you do?
To be empathetic is to show ...	A time when I really needed a friend was ...	Name three good listening skills.	How would you feel if someone in your home was seriously ill?	Tell about a time that you stuck up for someone.
A person I know who shows empathy is ...	An obstacle that I overcame was ...	What would someone's body language look like who is afraid?	How would you feel on the first day in a new school?	Tell about a time when someone stuck up for you.

ACTIVITY 29

Matching Synonyms

PURPOSE:

To review vocabulary words that mean the same and relate to empathy

MATERIALS NEEDED:

For the leader:

- Empathy Synonyms* printed on medium- to heavy-weight paper (pages 108-111 or CD)
- Matching Game Answer Key* (page 112 or CD)
- Scissors
- Medium to heavy-weight paper

For each student:

None

PREPARATION:

Print the *Empathy Synonyms*. (If you are not printing the cards in color, print each set on a different color of paper.) Cut the cards apart, creating 10 rectangles. Each rectangular card will have two squares with a word printed in each square. Optional: Laminate the cards for durability.

ACTIVITY:

Introduce the lesson by saying:

Our lesson for today is about synonyms. Can anyone tell us the meaning of the word synonym? (a word that has the same or nearly the same meaning as another word in the same language)

Divide the group/class into four groups. Give each group one set of cards. Then say:

There are four separate sets of matching game cards. Each group has one of these

sets. Turn your cards face down, mix them up, then give each member of your group an equal or nearly equal number of cards.

Allow time for the students to complete this task. Then say:

Choose one member of your group to lay down the first card face up. Then continue the game by having each player take a turn laying down a card. A player who has a synonym for one of the words on a card, puts his or her card next to its match.

For example, if the two words printed on the card are "quiet" and "bright," the player who has the word "silence" on his or her card would place it next to (as you would in a domino game) the word "quiet." If someone has the word "shiny," his or her card would be placed next to the word "bright."

When the player lays down the matching word, he or she should tell the meaning of the matching word on his or her card.

Continue taking turns until all cards are matched with the correct synonym. Then each group will trade cards with another group and play another round.

CONCLUSION:

Ask the students the following questions:

How well did you match the synonyms?

Did you find any words that were close in meaning but not the right match?

What new vocabulary words did you learn?

How could we make this game more challenging?

Empathy Synonyms Set 1

Dependable	Generous	Affectionate	Compassionate	Caring	Loving	Generous	Caring	Unfailing	Compassionate
Generous	Caring	Giving	Loving	Giving	Honest	Truthful	Affectionate	Truthful	Affectionate
Giving	Loving	Honest	Dependable	Honest	Honest	Dependable	Dependable	Dependable	Dependable
Honest	Dependable	Truthful	Affectionate	Compassionate	Caring	Loving	Generous	Unfailing	Compassionate

Empathy Synonyms Set 2

Respectful	Accepting	Broad-minded	Sympathetic
Considerate	Broad-minded	Tolerant	Respectful
Tolerant	Polite	Empathetic	Considerate
Well-mannered	Sympathetic	Welcoming	Polite
Empathetic	Welcoming	Well-mannered	Accepting



Empathy Synonyms Set 3

Joyful	Nice	Loyal	Nice
Courageous	Confident	Brave	Self-assured
Kind	Loyal	Happy	Faithful
Faithful	Brave	Self-assured	Happy
Confident	Joyful	Kind	Courageous

Empathy Synonyms Set 4

Honorable	Accepting	Dedicated	Forgiving	Steadfast	Steadfast	Understanding	Accepting
Dedicated	Forgiving	Steadfast	Ungrudging	Faithful	Receptive	Ungrudging	Dedicated
Receptive	Perceptive	Faithful	Faithful	Perceptive	Receptive	Perceptive	Receptive
Understanding	Honorable	Receptive	Receptive	Ungrudging	Honorable	Understanding	Understanding

Matching Game Answer Key

Set 1

dependable – unfailing
generous – giving
affectionate – loving
compassionate – caring
honest – truthful

Set 2

respectful – considerate
accepting – welcoming
tolerant – broad-minded
well-mannered – polite
empathetic – sympathetic

Set 3

confident – self-assured
faithful – loyal
kind – nice
courageous – brave
joyful – happy

Set 4

honorable – faithful
steadfast – dedicated
forgiving – ungrudging
understanding – perceptive
accepting – receptive

ACTIVITY 30

Empathy Tree

PURPOSE:

To have students create a display of what they have learned about expressing empathy

MATERIALS NEEDED:

For the leader:

- Bulletin board
- Background paper
- Stapler and staples

For each student:

- Empathy Leaves* (page 114 or CD)
- Empathy Tree* (page 115 or CD)
- Pencil
- Scissors
- Glue

PREPARATION:

Print a copy of the *Empathy Leaves* and *Empathy Tree* for each student.

Gather the necessary materials.

ACTIVITY:

Distribute *Empathy Tree*, *Empathy Leaves*, scissors, glue and a pencil to each student.

Introduce the lesson by saying:

In today's lesson, we will review what you have learned about empathy. Your task will be to write something you have learned on each of your leaves. Some examples could be listening, reflecting feelings, and supportive statements. When you have completed this task, glue the leaves to your Empathy Tree.

Then you will share your trees with the group/class by telling the importance of what is written on your leaves and how each relates to empathy.

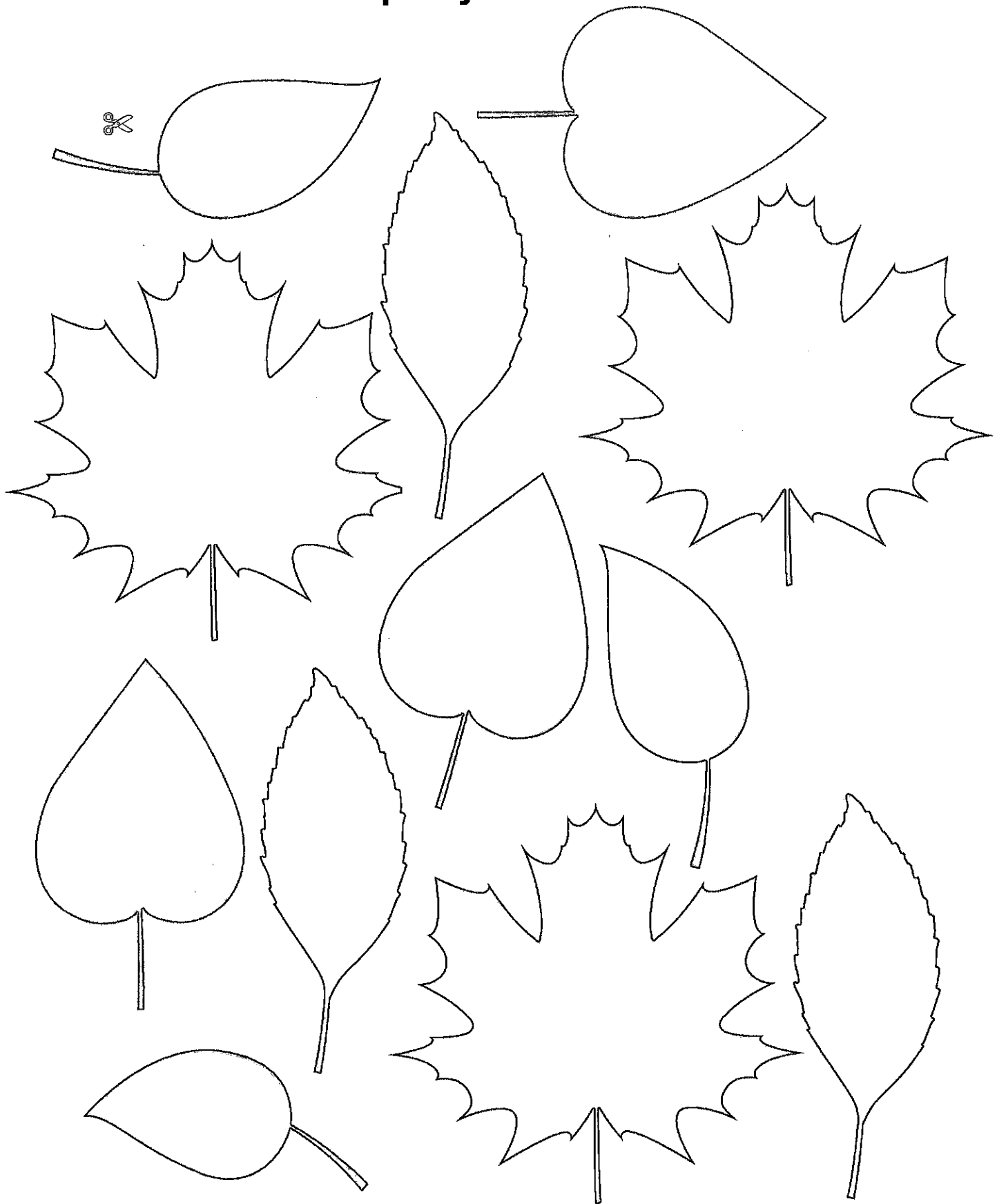
CONCLUSION:

Conclude the lesson by saying:

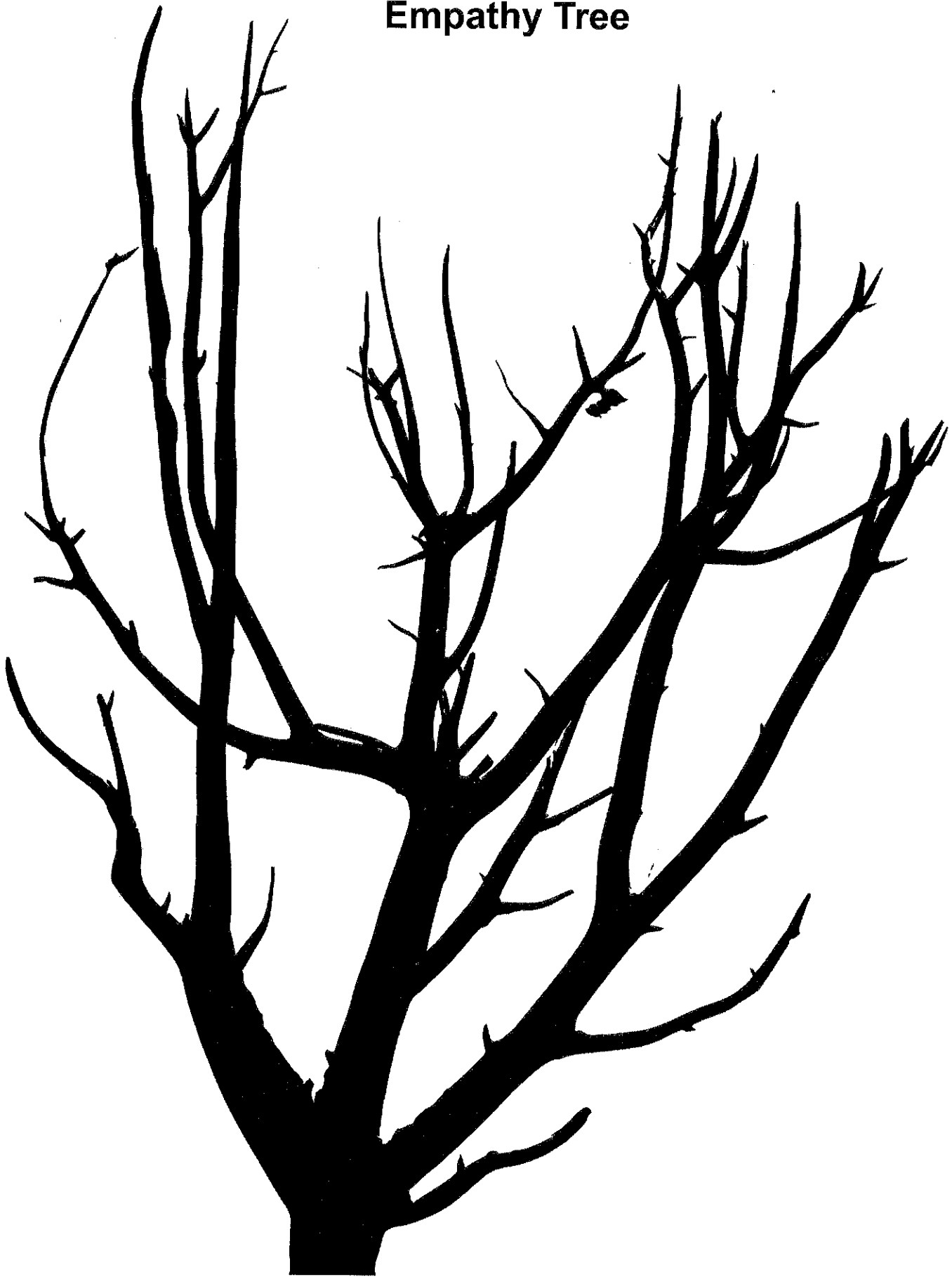
We have shared what we have learned about empathy. Your Empathy Trees will be displayed on a bulletin board to remind us to be empathetic to others.

Create the bulletin board. Attach the background paper to the bulletin board and display the students' *Empathy Trees*.

Empathy Leaves



Empathy Tree



ACTIVITY 31

Do This, Not That!

PURPOSE:

To have students identify appropriate and inappropriate ways to show empathy

MATERIALS NEEDED:

For the leader:
None

For each student:
 Do This, Not That! (page 117 or CD)
 Pencil

For each student group:
 Large piece of chart paper (optional)
 Pencils (optional)

PREPARATION:

Print a copy of *Do This, Not That!* for each student.

Optional: Have the students complete this activity in small groups, with each group producing one chart on a large piece of paper.

ACTIVITY:

Decide whether the students will work individually or in small groups.

Individually: Distribute *Do This, Not That!* and a pencil to each student.

Small Groups: Distribute a large piece of chart paper and pencils to each group.

Introduce the activity by saying:

Today you are going to make charts that tell people what to do and what not to do when

being empathetic. The chart will be titled Do This, Not That!

The chart has two columns under which you will list your ideas. Under the Do This column, for example, you might write:

- *Listen to others*
- *Help others*
- *Give supportive statements*

Under the Not That column, you might write:

- *Ignore others*
- *Exclude others*
- *Interrupt when someone is talking*

Tell the students how much time they have to complete the activity, then have them share their completed charts with the group/class.

CONCLUSION:

Review what some of the students listed in the *Do This* column by asking:

How many of you listed the same ideas?

Who listed something that no one else thought of?

Review what some of the students listed in the *Not That* column by asking:

How many of you listed the same ideas?

Who listed something that no one else thought of?

Finish the lesson by saying:

Think of this chart as you relate to others throughout your day.

Do This,

Not That!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ACTIVITY 32

Empathy Website and App

PURPOSE:

To have students design a web page and App for empathy

MATERIALS NEEDED:

For the leader:
None

For each student or student group:

- Construction paper
- Pencil
- Markers/colored pencils

PREPARATION:

Gather the necessary materials.

ACTIVITY:

If you choose to do the activity in groups, divide the students into groups of three or four.

Give each student or student group construction paper, markers and/or colored pencils, and a pencil(s). Then introduce the activity by saying:

Today you will design on paper a web page about empathy. Give your web page a title that relates to empathy. Include information like:

- *The definition of empathy.*
- *Tips on how to be more empathetic.*
- *Words that relate to empathy.*
- *Slogans.*
- *A question and answer section.*

You may also include pictures.

Think of what you have learned about empathy, and include it on your web page.

When you have finished designing your web page, design an empathy App that complements your web page.

Have students share their completed web pages and Apps with the group/class. Display their projects.

CONCLUSION:

Say:

Today you made web pages and Apps to show what you think is important for others to know about empathy.

Then conclude the activity by asking:

Who had an original idea that no one else thought of?

Looking at the Apps that were designed, which ones catch your eye?

How could a web page like this be beneficial to others?

ACTIVITY 33

Empathy Tanka Poetry

PURPOSE:

To have students write a poem about empathy using the Japanese form of poetry called Tanka

MATERIALS NEEDED:

For the leader:

- Board to write on
- Tape

For each student:

- Tanka Poetry Worksheet* (page 120 or CD)
- Construction Paper
- Pencil and markers

PREPARATION:

Print a copy of the *Tanka Poetry Worksheet* for each student. Gather the necessary materials.

Display on your IWB (interactive white board) or write the following two samples on the board:

SAMPLE 1 Empathy, caring
 Go hand in hand together
 What a better world
 If people showed empathy
 Let us all begin today!

SAMPLE 2

empathy caring go hand in hand together what a better world if people showed empathy let us all begin today

Look at the first sample on the board. On it you will see an example of a Tanka poem. The Japanese Tanka is a thirty-one-syllable poem that does not rhyme. Tanka means "short song." It is the oldest type of poetry in Japan. There are five lines in a Tanka poem:

*Line one has five syllables
Line two has seven syllables
Line three has five syllables
Line four has seven syllables
Line five has seven syllables*

Using the Tanka Poetry Worksheet, write a poem about empathy in the Tanka form. When your poem is completed, use a marker to copy it onto a piece of construction paper.

Allow time for the students to complete their poems, then continue the activity by saying:

Traditionally, Tankas were written in a single unbroken line (point to the second sample on the board). Try writing your poem in the unbroken form. You may want to make it in a shape, such as a circle.

Have the students share their poems.

Display the poems in the classroom.

ACTIVITY:

Distribute the *Tanka Poetry Worksheet*, construction paper, a pencil, and markers to each student.

Then introduce the activity by pointing to the poem on the board and saying:

CONCLUSION:

Conclude the activity by asking:

Did you find writing a Tanka poem easy or difficult? Why?

Tanka Poetry Worksheet

Line 1 (5 syllables)

Line 2 (7 syllables)

Line 3 (5 syllables)

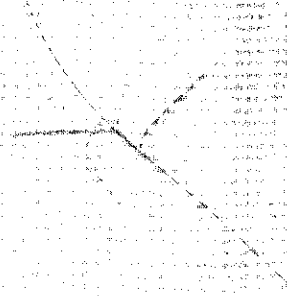
Line 4 (7 syllables)

Line 5 (7 syllables)

Total syllables: 31

Try writing your poem in one unbroken line.

You can put it in any shape you want, such as a circle or square. Use your imagination.



ACTIVITY 34

Empathy Didactic Cinquain Poetry

PURPOSE:

To have students write a poem about empathy using the Didactic Cinquain format

MATERIALS NEEDED:

For the leader:

- Board to write on

For each student:

- Didactic Cinquain Poetry* (page 122 or CD)
- Paper
- Pencil

PREPARATION:

Print a copy of *Didactic Cinquain Poetry* for each student. Gather the necessary materials.

Display on your IWB (interactive white board) or write the following sample of a Didactic Cinquain poem on the board:

Empathy
Kind, genuine
Caring, giving, supporting
For a better world
Acceptance

ACTIVITY:

Distribute *Didactic Cinquain Poetry*, paper and a pencil to each student. Then tell the students:

Today you are going to write a poem about empathy using the Didactic Cinquain Poetry form. Look at your worksheet, while I explain how to write this type of poetry.

There are five lines in a Didactic Cinquain poem:

- The first line is one word which is the subject or title of the poem.*
- The second line contains two words which are adjectives that describe the subject or title.*
- The third line has three words that tell the reader more about the subject of the poem or shows action. Many times these words are gerunds that end with "ing."*
- The fourth line has four words that show emotions about the subject of the poem and may be individual words or a phrase.*
- The fifth line is one word that is a synonym of the subject or title or is very similar to it.*

Title your poem Empathy, then follow the format on the worksheet. An example is on the board.

When you have completed your poem, copy it onto a plain white sheet of paper. You will each share your poem with the group/class.

CONCLUSION:

Today you wrote a poem about empathy using the *Didactic Cinquain Poetry* form.

Did you find writing a Didactic Cinquain poem easy or difficult? Why?

Were you surprised at what you wrote?

What did you like about the other poems?

How were some of the poems the same?

How were some of the poems different?

Didactic Cinquain Poetry

Use this format to help develop a poem about empathy. When you are finished, copy your poem on to plain white paper.

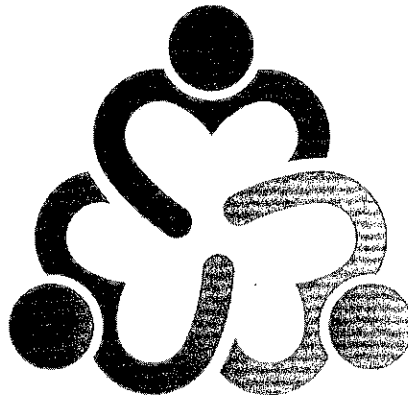
Line 1 – subject or title of the poem – one word

Line 2 – two adjectives that describe the subject or title

Line 3 – three action words that tell more about the subject (end in *ing*)

Line 4 – four words that show emotion about the subject; can be a phrase

Line 5 – synonym for the subject or title (that is on the first line)



ACTIVITY 35

Right/Left Energizer

PURPOSE:

To have students learn about empathy through literature

MATERIALS NEEDED:

For the leader:

- Right/Left Energizer* (page 124 or CD)
- Prize, such as a pack of mechanical pencils, candy, a book, etc.

For each student:

- None

PREPARATION:

Print a copy of *Right/Left Energizer* for the leader. Have one prize for the winner.

ACTIVITY:

Introduce the lesson by saying:

Today we are going to do an energizer activity. I am going to tell you a story about some students who showed empathy toward a new student. Please form a circle. (Note: in a large group/class, students can form two circles and you will need two prizes.)

I will hand a prize to one person, then begin reading the story. Whenever you hear the word "right," the prize is passed to the person on your right. Whenever you hear the word "left," the prize is passed to the person on your left. At the end of the story, the person holding the prize wins it.

Read *Right/Left Energizer*.

CONCLUSION:

Ask the following questions:

This energizer was fun, but what was the story's message?

What would it be like to be a new student?

How have you helped new students?

What are some ways we could all make new students feel welcome in our school?

Conclude the lesson by saying:

Let's all show empathy and help students who are not only new to our school, but students that may feel left out.

RIGHT/LEFT ENERGIZER

A Story About Empathy

Max **Wright** and Maddie **Wright** are twins. They live **right** down the street from our school, to the **left** of the library.

Max **Wright** and Maddie **Wright** always seemed to do what was **right**. They treated people the **right** way. They knew the **right** things to say. They were always **right** on time. I always thought that their last name, **Wright**, was just **right** for them. They never **left** anyone out. They never **left** people who were sad. They knew the **right** thing to say and the **right** thing to do. My mom said they were brought up **right**.

One day, Max **Wright** and Maddie **Wright** **left** for school. They turned **left**, walked a short distance, and walked **right** to the school. It really was **right** around the corner from their house. When they got to school, **right** before their eyes, they saw a girl on their **left** who looked confused. Max **Wright** and Maddie **Wright** walked **right** up to her and asked if everything was **alright**.

She started to cry. She said she **left** her previous school and was starting at their school **right** today. She said she **left** her friends, **left** her home, **left** her aunts and uncles, and **left** her cousins. Her family moved **right** into our town, so her dad could have the **right** job to support their family. She was scared and afraid that she wouldn't do the **right** thing at her new school. Max **Wright** and Maddie **Wright** told her that they were sorry she **left** behind so much in her other town. They assured her things would be **alright** for her.

Max **Wright** and Maddie **Wright** said they would take her **right** to the office and help her get situated. They walked **right** into the building, turned **left** at the first hall, **left** again, then **right**, then **left**, **right** into the office.

Already the new student was starting to feel **alright** in her new school. The principal was **right** there to meet her and the counselor came **right** over, too. To the **left** was the secretary, who made her feel just **right** with her kind words. They asked if she **left** anything at home, such as ... **left** her pencils, **left** her paper, **left** any supplies, **left** her lunch. She said she had all the **right** materials and the **right** amount of money for lunch. She thanked them for checking to see that she **left** nothing at home and had the **right** things.

Maddie **Wright** showed her around the school. They went **right** up to Maddie's friends and met them. **Right** away, the new student thought, "I know I **left** a lot behind, but this school feels **right** for me."

Throughout the day, the students in the school did the **right** things and helped the new student. When she **left** school at the end of the day, Max **Wright**, Maddie **Wright**, and their friends went **right** up to her and told her they would look for her the next day.

The new student **left** school smiling. She told her parents about Max **Wright** and Maddie **Wright**. She said she didn't feel **left** alone or **left** out. Everyone at school made her feel **right** at home and when she **left** she couldn't wait to go **right** back.

ACTIVITY 36

A Physical Inconvenience

A TRUE STORY BY JENNA FESEMYER, 17 YEARS OLD

PURPOSE:

To hear a true story from a teenager and how she has overcome a physical inconvenience

MATERIALS NEEDED:

For the leader:

- Jenna's Story* (page 126 or CD)
- Jenna's Picture* (page 127 or CD)

For each student:

- Jenna's Story*
(optional, page 126 or CD)

PREPARATION:

Print a copy of *Jenna's Story* and *Jenna's Picture* for the leader.

Optional: Print a copy of *Jenna's Story* for each student in the group/class.

ACTIVITY:

Introduce the activity by saying:

Today we will read a true story about a 17 year old named Jenna. Jenna has dealt with an "inconvenience," as she calls it, her entire life. As we read her story, try to put yourself in Jenna's shoes. What words would you use to describe Jenna? Listen to how Jenna says she wants to be treated, and how we should treat others.

Optional: Distribute a copy of *Jenna's Story* to each student.

Read the story to the group/class.

CONCLUSION:

Ask the students the following questions:

Why does Jenna use the words "physical inconvenience" when talking about her situation?

What do you think she means when she says to treat people with physical inconveniences with "equality and an open heart"?

How would you describe Jenna's attitude?

Do you know someone like her?

Put yourself in Jenna's shoes. What would that be like? What would be difficult? What would be easy?

What struck you most about what Jenna had to say?

How does her story relate to empathy?

Share the picture of Jenna with the students.

Jenna's Story

My name is Jenna Fesemyer, and I am an above-the-knee amputee. This all happened when I was in the embryonic state of life and formed a congenital defect called Proximal Femoral Focal Deficiency (PFFD). This means that when I was born, I was born with a shortened leg and without a hip joint. This caused the doctors to conclude that I would forever be in a wheelchair; but my parents had bigger plans for me! After the day the doctors told my parents this, they went to get a second opinion from John Billock and Jean Pasini, who are now my current Prosthetists. They reassured my family that I would be walking in no time! I am now a runner and play varsity golf and track for the Southeast High School located in northeastern Ohio. I am 17 and a junior training for the Paralympics. I will be trying to qualify in the long jump, shot put, and sprints for America's team in the near future. In 2013, I participated in Ohio's Wheelchair Races at the State Track Meet. I won the state champion title in the 100, 400, and 800 meter races, along with the seated shot put.

I still tend to get stares and strange comments by some people who try to interact with me. However, just as many children with a physical inconvenience would do, I just consider it an act of curiosity. When the questions roll around, it is my chance to share my knowledge and give people a better understanding of my situation. After I do that, we are all relieved, and I continue my day just as everyone else does. It is my ultimate goal for people to understand my situation, and when I see people are curious, I am eager to help them understand.

Another question people may have is how to interact with children who have physical inconveniences, especially in physical education class or on a field trip. My answer to this would be to treat them the same, with equality and an open heart. The child may want someone to talk with about physical education class or field trips, because physical activities may make them feel insecure. At this point, treating them like any other child will build their confidence and help them to get out of their comfort zone and try new things.

Lastly, if you haven't noticed, I have been avoiding the word "disability." I think the word disability has a negative connotation to it, and is misleading when it comes to children with physical inconveniences. Always remember children are able-bodied and capable of doing just about anything they put their minds to. Encourage children by letting them know that they are able to do almost anything, and it will reinforce to them that they are normal. This will help everyone around them to treat them equally as well. These tips and small reminders will help you interact with anyone with a physical inconvenience, and will better your knowledge about their lifestyle.

This is a picture of me standing next to my racing wheelchair, trying out my new running leg.

Jenna Fesemyer

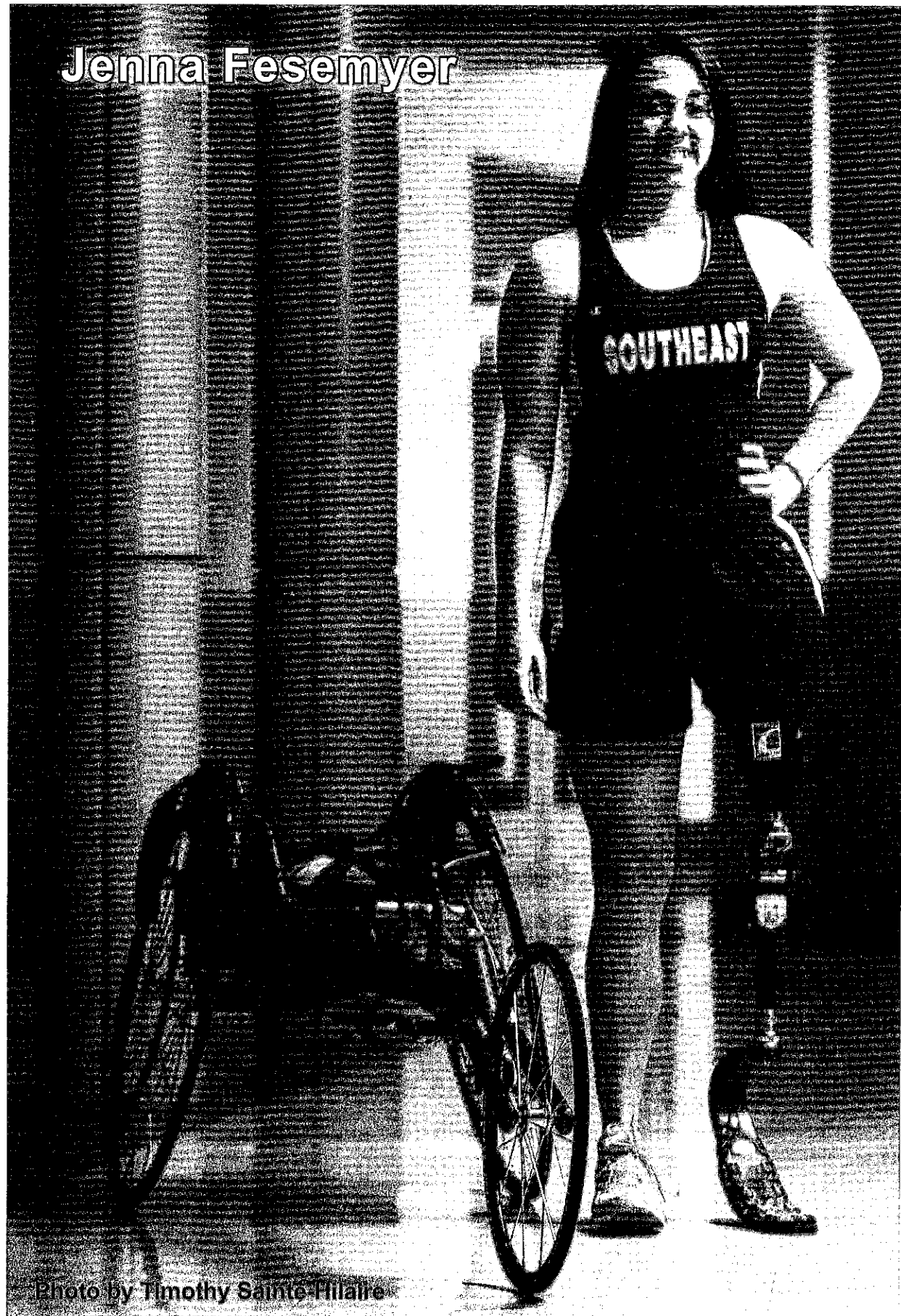


Photo by Timothy Sainte-Hilaire

ACTIVITY 37

A Story Energizer – Looking for Kindness

PURPOSE:

To find students in the group/class who have shown empathy and kindness to others

MATERIALS NEEDED:

For the leader:

- A Story Energizer – Looking for Kindness* printed on medium- to heavy-weight paper (pages 129-137 or CD)
- One prize such as a pack of mechanical pencils, a candy bar, a book etc.
- Metal ring
- Medium- to heavy-weight paper
- Hole punch

For each student:

None

PREPARATION:

Print a copy of *A Story Energizer – Looking for Kindness*. Punch a hole into each page and hook the pages together with a metal ring. Optional: Laminate the pages for durability.

ACTIVITY:

Introduce the lesson by saying:

Today we will be reading a story and following the directions written on each page. You will be looking for certain individuals and passing the book to them. The main focus of each page is to find someone who has displayed traits of empathy. At the end, there will be a winner who will get a prize. We will read along to see how the winner is chosen. Let's begin.

CONCLUSION:

After reading the story, conclude the activity by asking:

What did you think about this activity?

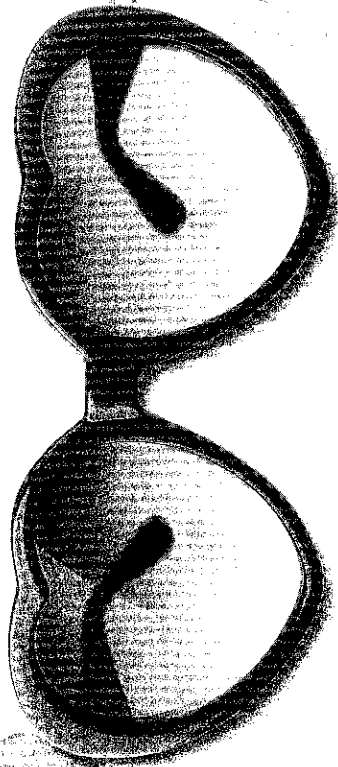
Did you learn something new about someone?

Did you learn something new about yourself?

Then say:

This was a fun way to identify others who display traits of empathy. Think about some of the things that were said during this activity. Go and reach out to others without being asked.

A Story Energizer



**Looking
for
Kindness**

Welcome class

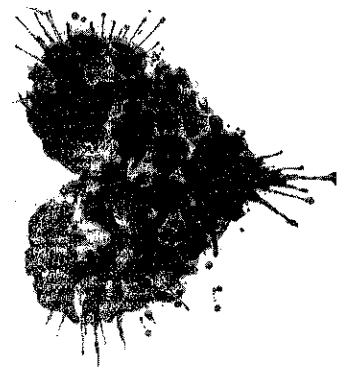
on this beautiful day,
where with a story a
game we will play.

The winner will get a prize
when we're done.

Now pass this book to the
person in seat number one.

This book is
about empathy
and kindness
you see.

Now give this
book to someone
who is as nice
as can be.



Next, give it
to a classmate
who helped
someone today.

Without
being asked,
lent a hand
along the way.

Who smiled
at someone
just to
spread cheer?

Pass this
book to your
classmate for
being sincere.

Showing
kindness and caring,
who else
did this, too?

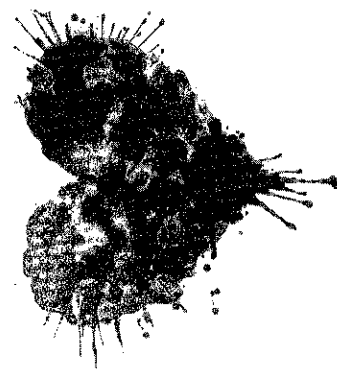
Raise your
hand high
and this book
goes to you.

4

Were you helpful
at home?

Did you help
Mom or Dad?

You get this
book next
and you
should be glad.



Who included
someone
to join
in a game?

That's showing
you care ...
treat everyone
the same.

Find the person
who assisted
another without
being asked.

This person
helped
someone with
a difficult task.

8

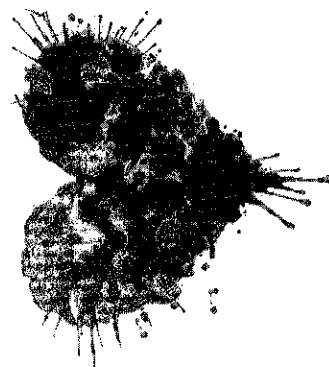
Is there
anyone here
who helped a new
student around?

Raise your
hand high,
so you can
be found.

9

Now think
about lunch.

Who has
included
someone
sitting alone
who felt
excluded?



You made someone
feel welcome,
and that's
very nice.

Now give this
book to someone
who has helped
others twice.

10

Did you
help an
adult with
something to do?

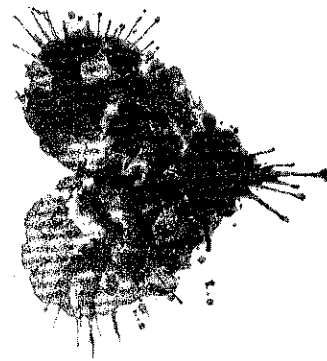
If this is
the case,
this book
goes to you.

Choose someone
who's helpful,
treats everyone
the same.

This person gets
the book next,
just call out
his or her name.

Look at your
classmates,
who is friendly
and kind?

Who steps up
and helps others
when they're
in a bind?



Time to reveal the
winner of our game.
He or she is on your left,
shout out his or her name.

Give this person the book
to read aloud, too.

Then our game will be over.
good job to all of you!

Be aware of how you treat
others every single day.
Accept them, include them
and know just what to say.

Be helpful and respectful.
Go out of your way,
to show empathy and kindness
each and every day.

THE END!

16

ACTIVITY 38

Individual Projects for Empathy

PURPOSE:

To have students choose a project on empathy that they will complete individually

MATERIALS NEEDED:

For the leader:
None

For each student:
 Empathetic Activities (page 139 or CD)

PREPARATION:

Print a copy of *Empathetic Activities* for each student.

ACTIVITY:

Introduce the activity by saying:

Today you will be given an Empathetic Activities list. You will need to choose and complete one activity, then you will present the outcome of the activity to the group/class. You may work alone or in a group. If

you want to do something that is not on the list, please see me first so that I can approve the project.

Next week, you will tell me what activity you have chosen and, if you are not working alone, with whom you are working. You will also pick a date to present the final outcome of your activity to the class. If you are doing a report, you may want to do a PowerPoint presentation to show to the group/class. Be original and creative in your presentations.

Distribute a copy of *Empathetic Activities* to each student.

CONCLUSION:

Conclude the lesson by saying:

Look at your copy of Empathetic Activities and choose an activity that you would like to do. Next week, I would like each of you to tell what you have chosen. You will then sign up for a date to present the results of your activity to the class.

Empathetic Activities

Read about a person who showed empathy throughout his or her life and report your findings. An example would be Mother Teresa or Martin Luther King, Jr.

Research a current event about someone displaying empathy. Report your findings to the class. Examples might be: A policeman in New York City who bought a homeless man a pair of boots to wear or someone rescuing an animal.

Watch the news on TV and write a report about stories involving empathy. An example would be a hurricane devastates a community and others coming to help.

Read a book about a person or persons who show empathy. Two examples are *Wonder*, by R.J. Palacio or *To Kill a Mockingbird* by Harper Lee. Along with this, you could form a book club, read a book, then discuss it.

Make a list of books and/or movies where empathy is the theme. Explain the theme for each.

Organize a "Mix It Up" lunch day where everyone has to sit by someone they don't know well. Make posters and announcements to promote the event.

Come up with a theme for the week at school. Examples might be: *Replace Bullying with Empathy!* and *We Not Me!* Posters can be made and hung up. Announcements can be made.

Participate in a Disabilities Awareness Program. Report on it.

Show empathy by signing up to volunteer at a local organization. Report about the experience.

Volunteer to go with a group to an area to help build something or help in another way. Be prepared to share your experience.

Organize food drives or clothing drives and donate the food or clothing to local shelters or food banks. An example is *Cereal Wars*, where the school tallies which classroom brings in the most cereal to be donated.

Collect money for a local organization or charity such as *Dimes (or dollars) for Diabetes*.

Form a committee to welcome new students to your school. Have a folder prepared with all necessary paperwork. Give each new student a small bag of supplies. Make a banner with his or her name saying: "Welcome, _____!" Hang it in the entrance of your school.

Write an *Empathy Pledge* or make a banner with a pledge for individual students to sign.

Present a lesson on empathy to younger students.

ACTIVITY 39

Empathy Word Search

PURPOSE:

To have students find hidden words related to empathy

MATERIALS NEEDED:

For the leader:
None

- For each student:
- Empathy Word Search* (page 141 or CD)
 - Pencil

PREPARATION:

Print a copy of *Empathy Word Search* for each student.

ACTIVITY:

Distribute *Empathy Word Search* and a pencil to each student.

Then say:

Today we are going to review what we have learned by completing an Empathy Word Search.

We will see how many of you can find all the words.

CONCLUSION:

Ask the following questions:

How are the words that you found in the word search related to empathy?

Were they easy or hard to find?

What word was the hardest word for you to find?

Conclude the lesson by saying:

Let's look at each word. I would like volunteers to tell us about times they have seen or done what the word describes.



Empathy Word Search

Words to look for:

EMPATHY

ACCEPTING

KINDNESS

RESPECTFUL

DEPENDABLE

CARING

TOLERANT

APPRECIATE

CONSIDERATE

COURTEOUS

POLITE

SYMPATHETIC

C	J	L	U	F	T	C	E	P	S	E	R
K	L	G	N	I	T	P	E	C	C	A	A
Z	E	E	I	X	K	W	S	O	R	Z	G
C	L	R	T	K	I	N	D	N	E	S	S
O	B	G	T	A	Y	J	C	S	P	H	E
U	A	F	N	T	I	L	N	I	Y	L	M
R	D	M	A	I	J	C	B	D	X	G	P
T	N	D	R	G	R	Q	E	E	O	H	A
E	E	Q	E	X	F	A	B	R	T	X	T
O	P	S	L	C	E	J	C	A	P	A	H
U	E	N	O	P	O	L	I	T	E	P	Y
S	D	M	T	Q	V	R	K	E	G	F	A
X	C	I	T	E	H	T	A	P	M	Y	S

ACTIVITY 40

Empathy Cube

PURPOSE:

To have students talk about times they have shown empathy

MATERIALS NEEDED:

For the leader:

None

For each student group:

- Cube* printed on medium- to heavy-weight paper (page 143 or CD)
- Scissors
- Glue

PREPARATION:

Print a copy of *Cube* for each group of four students. An alternative would be to purchase cubes at a store and write the statements on them. By doing this, the cubes can be used more than once.

ACTIVITY:

Divide the students into groups of four. Distribute *Cube*, scissors, and glue to each group.

Introduce the activity by saying:

Today each group will be making a cube. Please cut it out and glue the sides together so that it forms a cube. Open-ended sentences are printed on the cube. Each person in the group will take a turn tossing the cube, reading the side that lands up, and completing the statement. After everyone has had a turn, each group member will pick and complete another statement on the cube.

CONCLUSION:

Ask the following questions:

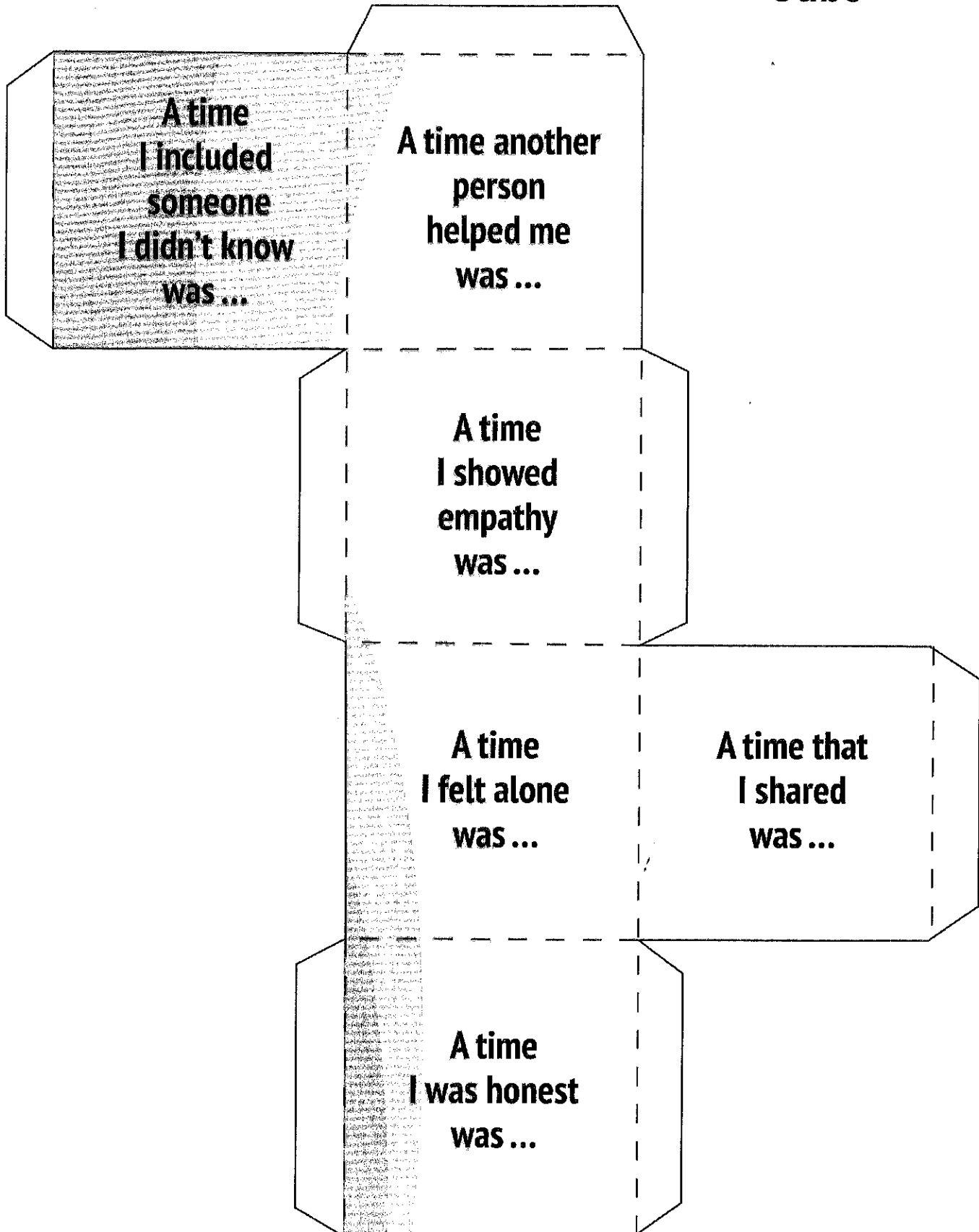
What did you learn about someone in your group?

How did you feel about talking in front of other group members?

Which of your group's responses impressed you most?

Conclude the session by saying:

Be aware of how you treat others. Don't be afraid to reach out if you think someone could use help. Be a friend.



Instructions for Using the CD

The CD found inside the back cover provides ADOBE® PDF files of the reproducible activity pages.

For example:

Developing Empathy PDFs

Empathy Activity 34

122_Developing Empathy.pdf (same as page 122 in the book)

These files cannot be modified/edited.

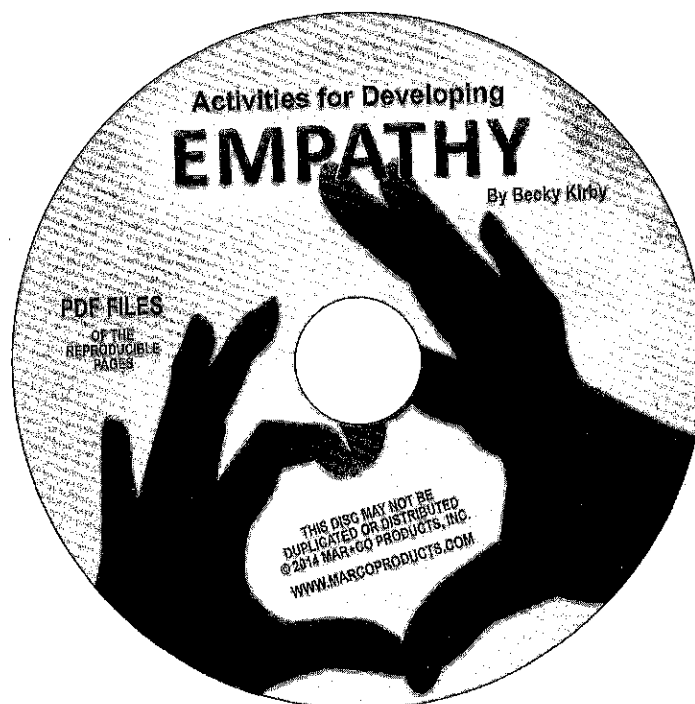
System requirements to open ADOBE® PDF (.pdf) files:

Adobe Reader® 5.0 or newer (compatible with Windows 2000® or newer or Mac OS 9.0® or newer).

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Her Jack