

Lesson 4: Empathy

©2018 Steve Couch

Objective:

To teach students to identify and express feelings and to recognize emotions in others. To recognize personal boundaries, rights and privacy needs, and to use effective communication skills when dealing with other people who are experiencing good and bad emotions.

Applies to ASCA Mindsets and Behaviors Tool:

(See Appendix on page 57 for complete Program Planning Tool)

Mindsets: 1, 2, 3 Learning Strategies: 2 Self-Management: 1, 2, 7, 9, 10
Social Skills: 2, 4, 6

Materials Needed:

- For older students: enough copies of the "Detective Notebook" page for each student, a pencil, and if desired, scissors and Scotch tape.
- For younger students: copies of "Empathy Face" and two pieces of heavy black string or yarn for each. Crayons and tape if desired.

"The Empathy Detective" Story:

It seemed like Jess was always bothering people. They called her "inappropriate".

"You're so inappropriate, Jess." they would say, "Can't you see that you're bothering people?"

But Jess did not want to bother people. She wanted them to like her.

She walked up to Eddie Hernandez while he was trying to read and said, "Hey! Hey, look what I can do!!"

Then, even though Mandy Johnson was worried about her lost kitten, Jess tried to get Mandy to sing the Taco Song.

Finally, she tried telling her favorite knock-knock joke to her parents while they were having a very loud discussion about money, and she was sent to her room.

She asked her brother why people became so annoyed with her.

"Because you are SO ANNOYING!" he said to her. "You need to pay more attention to how people are feeling. Try to imagine yourself in somebody else's shoes. That's called "Empathy." Look at their faces and the way they carry themselves when they stand or sit or talk to each other. People will want to be around you more if you pay more attention to the way they are feeling."

"But how can I tell the way they are feeling?" asked Jess.

"Practice watching them, you'll see the indicators," said her brother.

"Indicators?" asked Jess, "What are indicators?"

"You know...hints, clues." said her brother "Practice looking for the clues, Jess. You could be a detective like Nancy Drew. You could be an Empathy Detective."

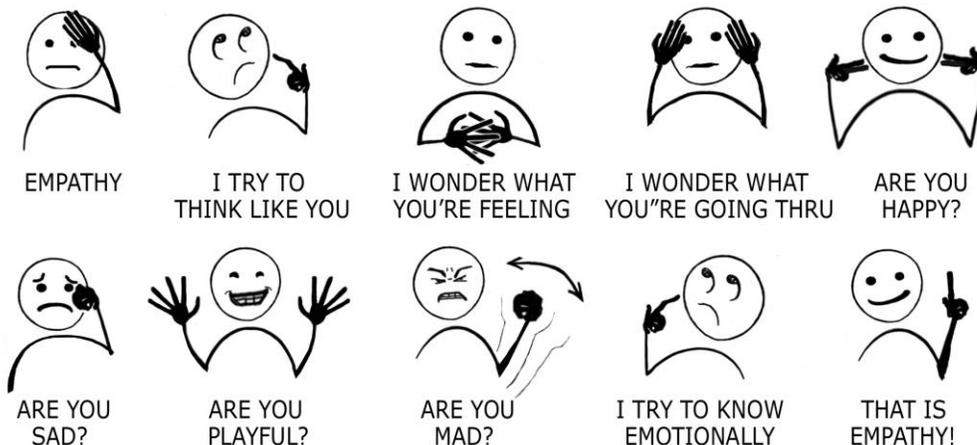
Jess thought about this for a long time. She made a plan. She drew a detective notebook with the words "I see someone _____. What do I do? _____." Then she went out to investigate.

She saw kids crying and wrote "I see someone sad . What do I do? I try to comfort them and make them feel better." She saw people laughing and wrote "I see someone happy . What do I do? I laugh and feel happy too." Jess paid more and more attention to everyone around her and saw that sometimes laughing at other people is not being happy at all. She wrote "I see someone being mean . What do I do? I tell them to treat other people how they would like to be treated."

And before she knew it, Jess had more friends than she ever had before. People liked to be around her and she got along better with her family.

Because she practiced being an Empathy Detective, no one ever called Jess "inappropriate" again.

Empathy Building Activities:



- "Empathy" poem/song suggested hand motions: For older students: Have them fold the "Empathy Cluebook" page in quarters or cut out and scotch tape them together to make a notebook of their own. Tell them to be detectives and "look for empathy clues" then "report back" what they discovered at the next lesson.
- For younger students: "Empathy Face" (nose ears head – two dots for eyes two dots for mouth put in black yarn to have a movable unabrow and

mouth) practice making different facial expressions identifying the emotions of sadness, anger, happiness, etc.

- Have your students identify as many different emotional states as they can. Talk about facial expressions, body language and other indicators of each emotional state.
- Talk with your students about putting themselves in other people's places and trying to imagine how they are feeling. Ask them to pair emotional states in others with how the students should react and/or participate with them.
- Pair up students into groups of two students each so they can play 'the Emotions Game". Have one student pretend to be feeling an emotional state (happy, sad, angry, etc.). Tell the other student what the appropriate response should be and have them practice doing it to their partner. Then have the students switch roles. After each partner has had a turn with one emotional state, move on to practice another emotion.

Empathy Module Assessment Questions:

- What is empathy?
- How does it feel to be _____? (happy, sad, angry, etc.)
- How do you want other people to act around you when you feel _____?
- What is a good reason to feel _____?
- How do you recognize when someone else feeling _____?
- What should you do if you see someone feeling _____?
- When is it important to leave someone alone?
- When should you give someone extra attention?
- Why should you have empathy and think about how other people are feeling?
- Do you like it when people pay attention to how you are feeling?
- Are there times when you should be understanding and forgive people for being short tempered with you?

"Empathy" Song/Poem

Steve Couch

***Empathy Empathy
I wonder what you're feeling,
Are you happy, are you sad?
I try to know emotionally***

I'm an emotional detective
The emotions everybody feels
Emotions rule how people act
So I know how I should react

Happy people laugh - they go "Ha ha ha"
Sad people cry - they go "Boo hoo hoo"
Excited people sing - they go "La la la"
Mad people bark - they go "Bow wow wow"

Emotions rule how people act
So I know how I should react

***Empathy Empathy
I wonder what you're feeling,
Are you happy, are you sad?
I try to know emotionally***

Whiny people fuss - they go "Eeennnhh"
Proud people cheer - they go "He he hee"
Frustrated people growl - they go "Ooooooh"
Busy people ignore you - they go "..."

Emotions rule how people act
So I know how I should react

***Empathy Empathy
I wonder what you're feeling,
Are you happy, are you sad?
I try to know emotionally***

***I try to think like you
I wonder what you're going through
Are you playful, are you mad?
That is empathy***

I look around for clues
Control the things they do
I pay attention, I get the facts
'Cause **I have empathy**

***(Ha ha ha)
(Boo hoo hoo)
(La la la)
(Bow wow wow)***

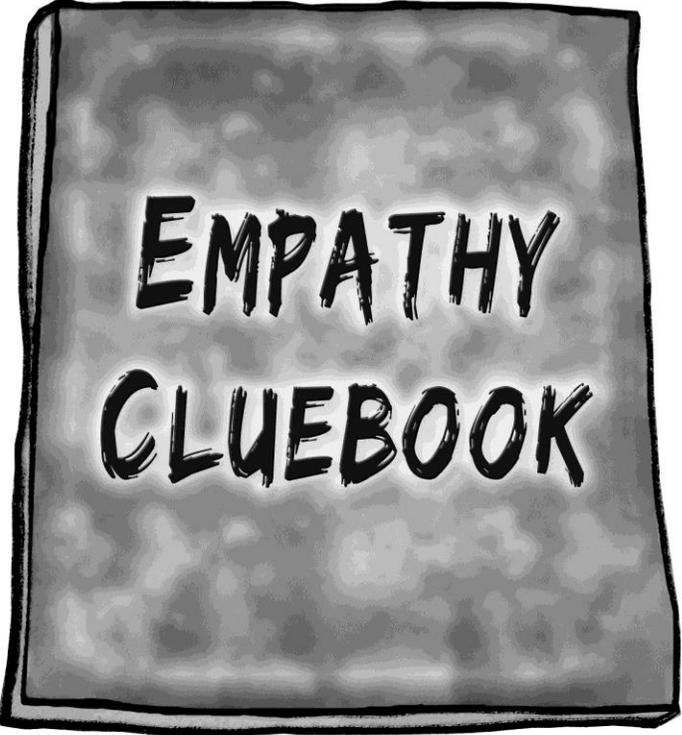
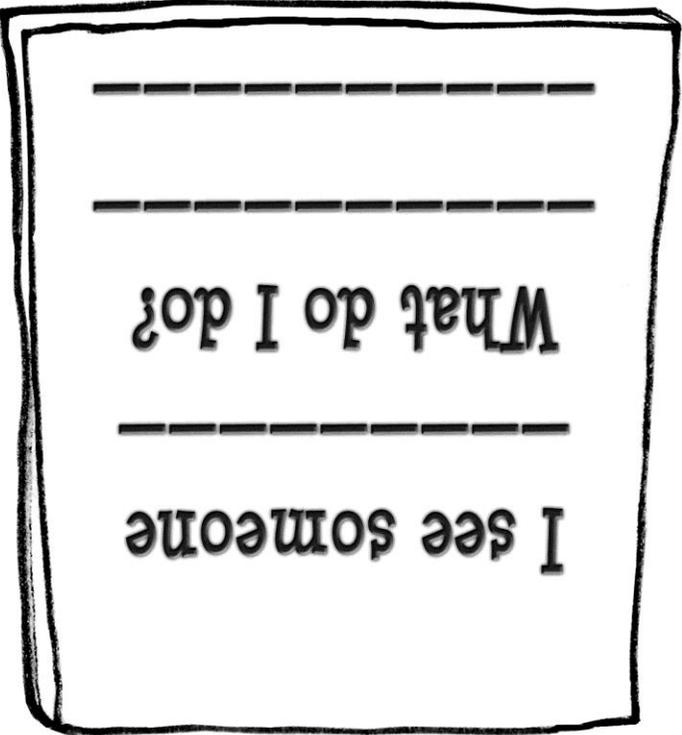
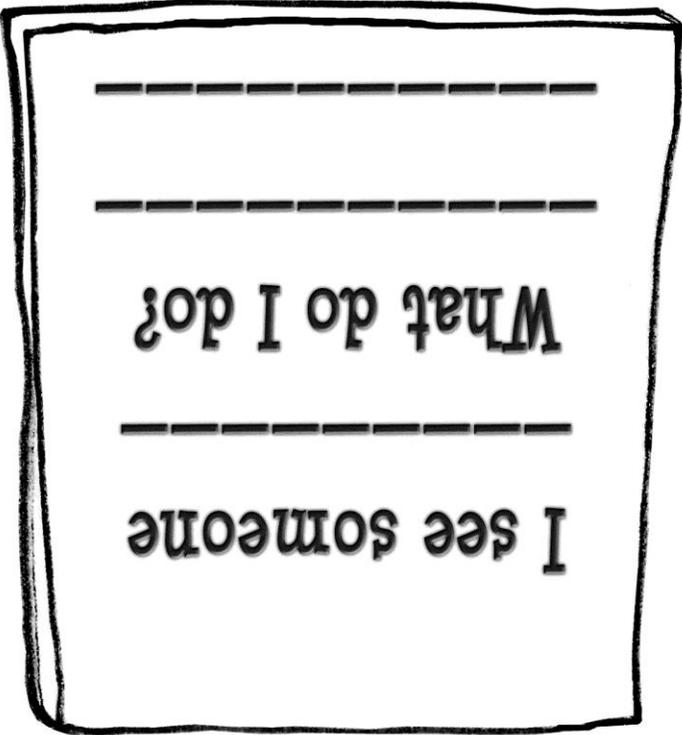
I pay attention, I get the facts
'Cause **I have empathy**

***I try to think like you
I wonder what you're going through
Are you playful, are you mad?
That is empathy***

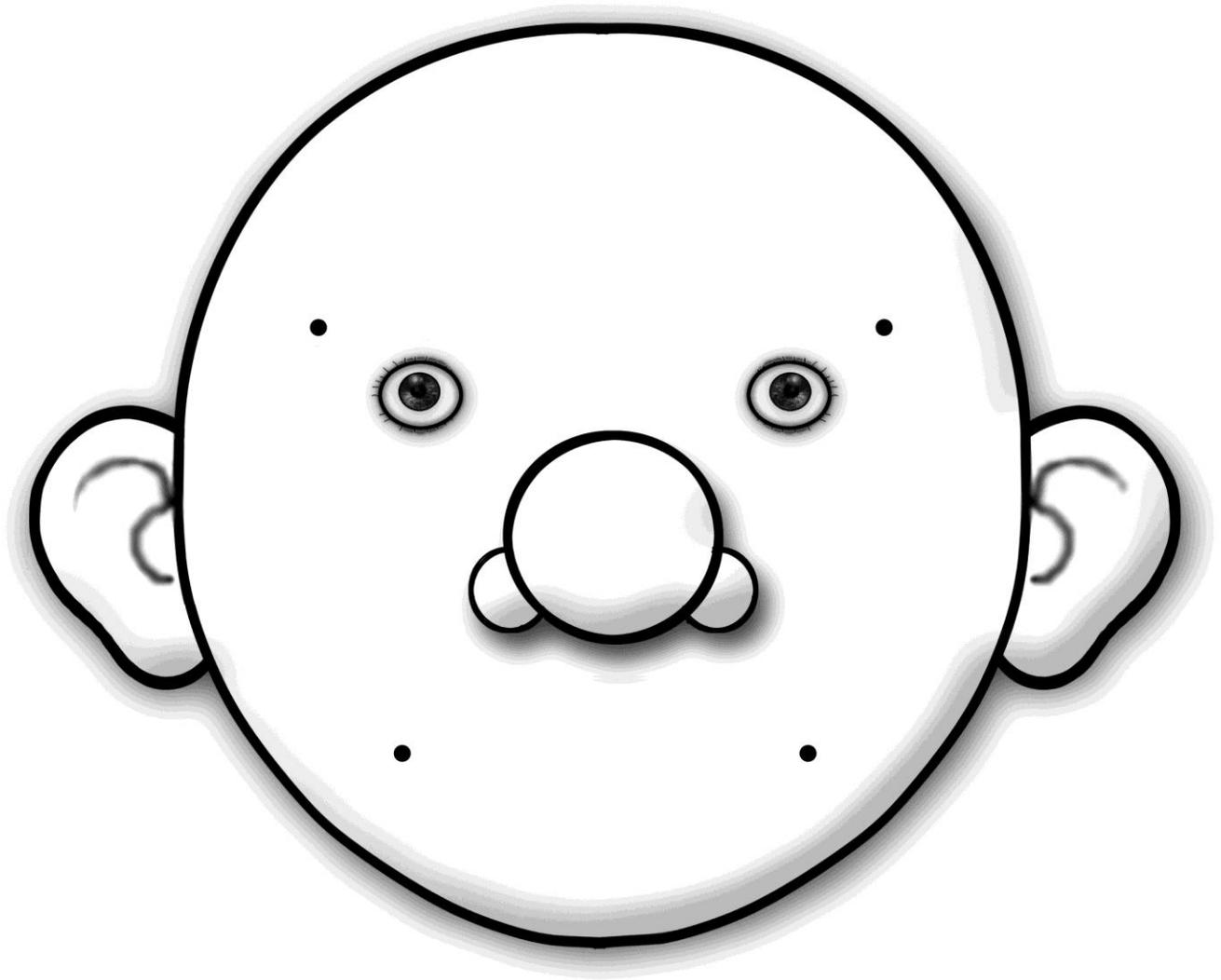
***(Eeennnhh)
(He he hee)
(Ooooooh)
(...)***

I pay attention, I get the facts
'Cause **I have empathy**

***I try to think like you
I wonder what you're going through
Are you playful, are you mad?
That is empathy***



EMPATHY FACE



Empathy Face Directions:

1. Poke holes through all four black dots
2. Take two pieces of heavy black string or yarn
3. Push one string or yarn through the top two holes to make a loose eyebrow over the eyes. Tie knots or tape in the back to hold into place.
4. Push the other string or yarn through the bottom two holes to form a loose mouth. Tie knots or tale in the back to hold into place.
5. Add hair and decorate as desired.
6. Practice emotions with Empathy Face!