Healthy Living YOUth Initiative
Lesson 4: Empathy At A Glance

Reflection from Prior Lesson: (or pretest)
- Nutrition, Exercise and Mental Health are part of wellness.
- How does a healthy body, lifestyle and wellness affect our feelings and moods?
- Wellness encompasses physical, nutritional and mental/social dimensions. Positive relationships influence wellness.
- Getting Attention / Opening Activity
- Walk in Another Person's Shoes

DO: Relating Activity to Wellbeing (5 minutes)
- Lead a discussion about how the shoes feel:
- Question: How does it feel different to walk in someone else's shoes?
- Relate to past experiences.

DO: Creating a Vision of positive choices for health (Apply)– 15 minutes (Content Delivery)

DO: Define Empathy
- When we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing.
- Question: If you know someone is feeling bad, how does that affect how you act towards them?
- Words or Emoji to describe feelings.

REFLECT: Application and Reflection (Away)– 5 minutes
- How Would You Feel?
- Skits/Discussion
- Summarize key points.

APPLY: Assessment:
- Q and A: one example in another's shoes and what they will do.s
- Q and A: Someone is being bullied, how can empathy help?
- 'I Choose'
- Take a Positive Step

Bridge to Next Lesson: (2 minutes) preview topic

Lesson Details
- Time: 35 -45 Minutes

Learners will:
- Define empathy
- Understand empathy vs Sympathy
- Identify how to be empathetic

Opening Activity:
- Walk in Another Person's Shoes

Closing Activity
- Pair Share Report – how to act with empathy

Handouts:
- How Would You Feel
- Emojis
- I Choose
- Take a Positive Step

Visual Aids:
- Flipchart/board
- To display definitions
- To record student responses

Additional Materials
- index cards
- Markers for each student

Materials and Supplies Needed

Handouts	◆ **How Would You Feel handout** https://www.learningforjustice.org/sites/default/files/2017-08/teaching-tolerance-how-would-you-feel-3-5.pdf ◆**Optional: Emojis** ◆ 'I Choose' posters (from SD Youth Foundation) ◆ Take a Healthy Step	1 copy per child,
Visual Aids/ Posters	✓Poster/white board/interactive board to display definition of empathy. ✓Flip chart or board to record sponsors	
Teaching Supplies	✓Markers for teacher and students ✓Definition of empathy	
Additional Resources / Notes	♦ **Lesson materials were used and adapted from the following sites:** CHARACTER COUNTS! 2021 https://charactercounts.org/ (Allina Health, 2015) http://healthpoweredkids.org/ **Copyright 2020 Lovewell Press.** http://lovewellpress.com/ **Copyright 2020 Lovewell Press.** https://talkingtreebooks.com/definition/what-is-empathy.html#sympathy (Southern Law Poverty Center, 1991 – 2019) https://www.tolerance.org/classroom-resources/lessons https://www.learningforjustice.org/classroom-resources/lessons/understanding-empathy	
Background Information	➔Understanding that a healthy lifestyle and nutrients are essential for a healthy mind and positive choices. ➔**Key Understanding: Relationships affect wellness and empathy is important to healthy relationships.** The following websites/lesson plans offer background information. https://www.learningforjustice.org/print/86438 https://talkingtreebooks.com/definition/what-is-empathy.html#sympathy https://talkingtreebooks.com/lesson-plans/empathy-grades-k-to-4.html https://list.ly/list/1ML6-28-books-to-teach-children-empathy https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy.pdf?ref=search	

Lesson Plan– Lesson Goal

➔Understanding that a healthy lifestyle and nutrients are essential for a healthy mind and positive choices.

➔**Key Understanding: Relationships affect wellness and empathy is important to healthy relationships.**

After today's lesson you will be able to
♦Define empathy.
♦Understand empathy vs Sympathy.
♦Identify how to be empathetic.

Introduction

☞Introduce yourself to the group

☞Stand where everyone can see you and hear what you say

♦Welcome students to 'Healthy YOUth'.

♦Provide an overview of the program – review lessons completed.

Reflection from prior lesson

☞**In your own words share:**

•We have discussed how 'moving' or exercise and eating nutritious foods helps promote a healthy lifestyle and wellness.

•A healthy body, lifestyle and wellness affect our feelings and moods.

- Wellness includes our nutritional, physical and mental health. Positive relationships influence wellness.

DO: Opening Activity – 5 to 10 Minutes

☞**Walk in Another's Shoes**

♦ Ask everyone to take off their shoes and put them in a pile.

   You can do both shoes or just one.

♦ Each student then takes turns drawing shoes from the pile (not their own) and put them on.

♦ Lead a discussion about how the shoes feel:

Positive/negative

♦Compare and contrast them to their own shoes.

DO: Relating Activity/ Experience to Empathy/Relationships (Anchor) 5 minutes

♦Question: How does it feel different to walk in someone else's shoes? (Wait for responses).

   -Examples/Questions: sometimes it hurts, they don't fit, it isn't the same as my shoe…

Processing – *If we know someone is feeling bad, how might that affect how you act towards them?* (Add)

☞**In your own words:**

- When we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing.

DO: Creating a Vision - Empathy (Content Delivery)

☞**Share the goal of today's lesson: After todays lesson you will be able to**

♦Define empathy.
♦Understand empathy vs Sympathy.
♦Identify how to be empathetic.

Content Delivery:
- *Question:* If you know someone is feeling bad, how does that affect how you act towards them? (Wait for responses, if needed help them consider that they may comfort someone or help someone if they know they feel bad
- *Display definition of Empathy*: empathy [em-puh-thee] (noun) the understanding of or the ability to identify with another person's feelings or experiences (What is Empathy? (Talking with Trees Activities Teaching 2013)(Quoted from: What is Empathy? Love Well Press: http://lovewellpress.com/)

- *Empathy vs. Sympathy*
    - "You may be wondering, "What's the difference between empathy and sympathy?"
        - Empathy is when you feel someone's emotions or
    understand how they feel because you've put yourself in their shoes.
    - Sympathy is when you care that someone is in a difficult situation and offer comfort, but you don't necessarily feel anything about it yourself.
    - For example, if your friend loses her iPad and you feel really sad along with her... that's empathy. If your friend loses her iPad and you tell her "Wow, that's a bummer," but you don't feel bad yourself, that's showing sympathy.
    - With empathy, you have a more personal understanding or share their emotions.
    - With sympathy you are offering comfort though you aren't personally feeling emotion along with them."
- What are some words or emojis we could use to describe our feelings?
    - *(Note: Record student answers on the board or chart paper.)*

    - *(Note: 'Emoji stickers or posters could also be used. (source:* https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-empathy

☞**Read 'How Would You Feel?' with your class.** (Teaching Tolerance, Understanding Empathy https://www.learningforjustice.org/classroom-resources/lessons/understanding-empathy

https://www.learningforjustice.org/sites/default/files/2017-08/teaching-tolerance-how-would-you-feel-3-5.pdf

- For each story, think about how you might feel if the story happened to you and write that feeling on the line provided. You may use feeling words that your class brainstormed or your own words.

☞**DISCUSS EACH STORY WITH YOUR CLASS: (Discussion notes)(grade 3 – 5 scenarios)**
→Finn thinks Jacob is bragging, but if he stopped to think about how he might feel in Jacob's situation, what might he realize about how Jacob is feeling? When we try to

understand other people's feelings, we are putting ourselves in that person's shoes. If Finn was really listening to Jacob, he might have better understood that Jacob is proud to have gotten his first A+ after having studied all weekend.

→Durrell thinks that Mike is being mean to him, but if Durrell put himself in Mike's place, what might he realize? If you got into trouble for something a friend did, you might be angry. The same is probably true for Mike.

→Does Tina show Suri any understanding? What might have been a better way to talk to Suri? If Tina had thought about how she would feel if her best friend had moved, maybe she would have realized that Suri was feeling sad and would have treated her more nicely.

→Valerie gets annoyed with Meegan because she is acting silly. If Valerie had thought about how Meegan might be feeling about her trip, she might have realized what was causing Meegan's "weird" behavior. Why do you think Meegan was acting that way? Would you be happy and excited if you were the one going on vacation?

REFLECT: Application and Reflection (Apply)

☞ **Activity**

Ask students to choose a partner (or divide them into pairs)
- Instruct each pair to pick their favorite of the four stories you just read (or assign a story)
- Rewrite the story so that it illustrates being understanding of someone else's feelings (e.g., if you are rewriting story #1, you will change how Finn acts so that he is showing that he is thinking of other people's feelings.
- Prepare a skit where you will act out how you rewrote the story and how you would respond to the situation – with empathy.

OR

☞**Mirror**
- Number youth off as 1's and 2's. Ask the 1's to stand in a line facing the 2's (like a mirror). Each student's partner will be standing in front of him or her, as if a reflection. Ask the 1's to tell the 2's about something exciting, while the 2's "mirror" their excitement. Switch roles and repeat. After each partner has had a chance to play each role, change the emotion of the story to mad, sad, happy, etc. (Practice Empathy Activity, Healthpoweredkids.org)

PRACTICE

☞ Students perform skits.
   • Highlight how students changed behavior to be more 'empathetic'.

OR

☞ Discuss mirror activity.

➔Summarize: If we think of how others feel, we are more likely to treat them nicely, not bully or be mean. If we are empathetic, we can better understand people and have better relationships/friendships.

- Question: Who can tell me what it means to walk in someone else's shoes? (Understand how they feel)
- Question: How does this change how you talk to or treat people if you think of how they are feeling?

APPLY: Assessment and Goal Setting (10 Minutes) (Away and Goal-Setting)

☞Ask students for one example when they will try to put themselves in another's shoes and what they will do.

☞Ask students: If you see someone being bullied, what can you do?

☞ **'I Choose': Ask each student to complete the 'I Choose' statement on their poster with how they choose to be more empathetic or how they will act towards others:**
   Examples: I Choose…
- **to ask someone how they feel**
   - …to walk in someone's shoes
   - …to treat everyone with kindness (because I don't know how they feel.)
   - … think about other's feelings

☞Post the posters on a wall

☞Take photos of students with posters and post on website and submit to SD Youth Foundation

☞Provide each student with 'Take a positive step' and encourage them to select
One goal to accomplish this week.

Resources/Notes

(Character Counts n.d.) https://charactercounts.org/

(Allina Health, 2015) http://healthpoweredkids.org/

(Love Well Press Teaching Tools 2018) http://lovewellpress.com/

(Talking with Trees Activities Teaching 2013) https://talkingtreebooks.com/definition/what-is-empathy.html#sympathy

(Southern Law Poverty Center, 1991 – 2019) https://www.tolerance.org/classroom-resources/lessons (https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-empathy)

Take A Positive Step!
Choose one action you will take this week.
❑ Do a Random Act of Kindness
❑ Take a walk with a friend.
❑ Write a 'thank you' note to someone.