

Empathy: Lesson 6 (3-5)**Empathy: Be Aware of Others:**

See Other Perspectives
Value the Feelings of Others
Appreciate Diversity

Example Practices That Address**Social-Awareness:**

- Encourage students to reflect on the perspective of others
- Assign appropriate groups
- Help students to think about social strengths
- Provide specific feedback on social skills
- Model positive social awareness through metacognition

The Goals:

As an Arkansas graduate, I am:

- Empathetic to others' feelings
- Aware of cultures and differences
- A collaborative team player

Personal Competency Addressed: In late elementary (3-5) I am learning to:

- ☐ Identify multiple reasons for an emotion
- ☐ Use listening and attention skills to identify the feelings and perspectives of others (e.g., face, body, voice)
- ☐ Respond empathetically to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object)
- ☐ Analyze how my behavior may impact or affect others
- ☐ Show respect and cooperation when working with othersRecognize ways in which my behavior may affect others and adjust my behavior accordingly
- ✓ Define bullying and demonstrate an awareness of the impact of bullying on others
- ☐ Work collaboratively with others, including those who are different from me, to solve a problem or achieve a goal
- ☐ Acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.)
- ☐ Identify and appreciate the abilities, skills, and qualities of others
- ☐ Identify and perform roles that contribute to my home, school, and community
- ☐ Demonstrate the positive characteristics of treating others with kindness, courtesy, respect, and care

Learning Objectives:

I can identify different types of bullying and some of the effects of bullying.

I can identify individual roles in stopping bullying.

I can examine interactions between characters in a movie clip and determine the possible impact of each behavior on the other character.

I can review scenarios and discuss possible alternative outcomes.

I can define key vocabulary related to bullying and advocacy.

Materials and Preparation:

- Google Slides Presentation: [Bullying: Where Do You Stand?](#)
- Computer(s) or smart board or other presentation surface
- Large piece(s) of poster paper
- Markers
- Device and internet for digital media

Key Vocabulary:

Advocate (n): a person who argues for or supports a cause or policy

Advocate (v): to support or argue for (a cause, policy, etc)

Ally: a person or group that gives help to another person or group

Bully (n): someone who frightens, hurts, or threatens other people

Bully (v): to frighten, hurt, or threaten a person : to act like a bully toward (someone)

Bystander: a person who is standing near but not taking part in what is happening or does nothing to help

Cyberbullying: bullying that takes place over digital devices like cell phones, computers, and tablets

Imbalance of Power: unequal power; when some people in a group have more rights or power than the other members of the group

Upstander: a person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied

Note: There is a difference in pronunciation for “Advocate” when it is used as a noun vs. a verb. The teacher will need to point this out to students for clarification.

Introduction (5 mins):

Show first video in the Google Slides Presentation [Bullying: Where Do You Stand?](#) (slide 3) and discuss the questions that follow on slide 4.

Explicit Instruction/Teacher Modeling (10 mins):

Teacher leads the whole group discussion on recognizing different types of bullying (slides 7-12):

1. Physical
2. Verbal
3. Social
4. Cyberbullying

Teacher leads discussion for how to be an Upstander, Ally, and Advocate against bullying.

Lesson Activities (10 mins):

Students discuss local, community, and/or famous allies and advocates. List on chart paper.

*They may also discuss advocates or upstanders in stories they have read in class.

Guided Practice (10 mins):

Students work collaboratively to create a Classroom Charter, to define how they can help create an environment that does not tolerate bullying and promotes advocacy and understanding. [Customizable Sample Classroom Charter here.](#)

Independent Work Time (5 mins):

Students may design and sign a pledge to become an Upstander. [Example](#)

Differentiation:

All videos contained in this lesson are either captioned or do not require captions.
Google Slides presentation may be edited to adjust reading level required or to provide more details.

Assessment:

Teacher observation while students create classroom charter and pledge.

Review and Close (3 mins):

Integrated into Google Slides presentation: Bullying: Where Do You Stand?

Optional Activities:

[Additional lessons and resources from Child Safety Matters](#)

[Additional lessons and resources from the National Bullying Prevention Center](#)

Intervention/Support:

Google Slides presentation may be edited to adjust reading level required or to provide more details.

Enrichment/Extension:

[My Secret Bully](#) by Trudy Ludwig - read aloud (Length - 7:38)

[Mr. Lincoln's Way](#) by Patricia Polacco (Length - 13:07)

GoNoodle Video: ["Be An Upstander"](#) (Length - 3:40)

Teacher Self-Care:

In what ways do you self-advocate for the things you need?

[Am I practicing good self care and self-advocacy?](#)

Sources:

"Creating Prosperous Communities." The Allstate Foundation, 22 Feb. 2022, <https://allstatefoundation.org/>.

Elementary School Educational Lesson Plan - National Bullying Prevention Center, 2018 Pacer Center,
<https://www.pacer.org/bullying/classroom/elementary/ele-lesson-plan.asp>.

"TCF-day1-Upstander-Certificate-400x309 • Tyler Clementi Foundation." *Tyler Clementi Foundation*, Tyler Clementi Foundation,
<https://tylerclementi.org/resources-for-elementary-schools/tcf-day1-upstander-certificate-400x309/>.

"My Secret Bully." *YouTube*, YouTube, 27 Nov. 2017 <https://www.youtube.com/watch?v=5xNmTYFz8X0>.

"Mr. Lincoln's Way- Read Aloud." *YouTube*, YouTube, 29 July 2021,
<https://www.youtube.com/watch?v=TCowMAZYDJY>.

Resources: [The Allstate Foundation](#)

Teacher Reflection:**To Ask with Students:**

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective teacher?