


**EMPATHY: Lesson 7 (3-5)**

 <p><b><u>Empathy: Be Aware of Others:</u></b>          See Other Perspectives          Value the Feelings of Others          Appreciate Diversity</p> <p><b><u>Example Practices That Address</u></b></p> <p><b><u>Social-Awareness:</u></b></p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on the perspective of others</li> <li>• Assign appropriate groups</li> <li>• Help students to think about social strengths</li> <li>• Provide specific feedback on social skills</li> <li>• Model positive social awareness through metacognition</li> </ul>	<p><b><u>The Goals:</u></b>          As an Arkansas graduate, I am:</p> <ul style="list-style-type: none"> <li>• Empathetic to others' feelings</li> <li>• Aware of cultures and differences</li> <li>• A collaborative team player</li> </ul>
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**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 others
- ☐ Recognize 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 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 work through a conflict resolution activity with peers.

**Materials and Preparation:**

- Computer(s) or smart board for visuals

- Chart paper or white board
- markers
- Blank drawing paper
- Pencil
- Books with character interaction
- [Conflict Management Funny Video](#) (Length - 2:15)
- Device and internet for digital media

### Key Vocabulary:

**Behavior**: the way in which one acts or conducts oneself, especially toward others

**Collaboration**: two or more people working together to solve problems or complete tasks

**Conflict**: a disagreement or problem

**Emotions**: a strong feeling often accompanied by a physical reaction

**Empathy**: the ability to understand and share the feelings of another

**Facial Expressions**: the feelings expressed on a person's face

### Introduction (3 mins):

Teacher will introduce to students that they will be watching part of a short video. [Conflict Management Funny Video](#)

- “The characters in the video are having a conflict (or disagreement). Watch how they react to one another and pay attention to the attitudes and actions of the characters.”

Pause the video at minute 1:22.

### Explicit Instruction/Teacher Modeling (5 mins):

First have students clarify what the conflict (or problem) was that the characters were facing (each wanted to get across the bridge).

Stop and ask the students what they noticed about the two large characters and how they reacted to the smaller characters? (mad, mean, unkind, etc)

### Lesson Activities (10 mins):

Have students brainstorm possible solutions for the characters in the video and write their ideas on chart paper or a white board.

After students list possible solutions, have them “think-pair-share” with a partner why the solutions would work or not work.

### Guided Practice (5 mins):

Students will now work with their partner to draw out a scenario to solve the problem of the two characters trying to cross the bridge. Give them approximately 5 minutes to quickly draw and discuss their scenario and pick 3-4 groups to share out their solutions.

### Independent Work Time (10 mins):

Students will now write to respond to the following prompt:

Imagine you are on the playground and a group of your friends wanted to play basketball and another group of friends wanted to play four-square. Your best friend, Andy, was arguing that basketball would be more fun, but that you needed all the kids in your group to play to have a real game. Your cousin, Josie, really didn't feel

like running, so she was leading the four-square group. Suddenly Andy and Josie start yelling at one another and you are caught in the middle. What would you do to help them resolve the conflict and come to a peaceful solution?

#### **Differentiation:**

Rather than drawing a picture to show a solution, the partners may choose to write or verbally explain how the problem would be solved.

#### **Assessment:**

Assessment for this lesson will be the student drawings of possible solutions. Did they create solutions that were kind and respectful? Did they show empathy among the characters when they solved the problem?

#### **Review and Close (3 mins):**

Start the [Conflict Management Funny Video](#) again and this time let the students watch the entire way through. Discuss how the smaller animals solved the problem and ask if this is what they expected? Discuss whether or not this was a kind and empathetic solution? Discuss how we would need to make a more peaceful solution if we were in this situation and it was not an animated cartoon.

#### **Optional Activities:**

Print [this poster](#) and discuss the appropriate strategies for handling conflict. Hang it in the classroom as a reminder.

#### **Intervention/Support:**

Thoughtful pairing/grouping of students may also be helpful for struggling learners. An alternate assessment for students who have difficulty writing or drawing would be to have the students discuss the writing prompt and possible solutions.

#### **Enrichment/Extension:**

Have students read titles that teach how their behavior impacts others. Some titles for more in-depth study include the following:

[Click, Clack, Moo - Cows That Type](#) by Doreen Cronin - read aloud (Length - 3:18)

[The Story of Ferdinand](#) by Munro Leaf - read aloud (Length - 4:56)

#### **Teacher Self-Care:**

Finish this sentence: I love myself because.....

Write the sentence on a sticky note and place it where you can see it regularly.

#### **Sources:**

“Conflict Management Funny,” YouTube, accessed August 5, 2020,

<https://adesandbox.arkansas.gov/iframe?v=fMWNINTE3ZWUzNTE2YjFjNWYzYjg4ZDE1YTk1ZDMyNDg>

“Click Clack Moo Cows That Type.” *YouTube*, YouTube, 6 Apr. 2020,

<https://www.youtube.com/watch?v=7UN1XrW2aIw>.

“The Story of Ferdinand.” *YouTube*, YouTube, 25 Apr. 2020,

<https://www.youtube.com/watch?v=7AoGjrLQn8U>.

“What to Do When Someone Is Annoying You/Conflict Poster.” *Teachers Pay Teachers*,  
<https://www.teacherspayteachers.com/FreeDownload/What-to-do-when-someone-is-annoying-you-Conflict-Resolution-Poster-599003>.

### 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?