


Empathy: Lesson 5 (9-12)

 <p><u>Empathy: Be Aware of Others:</u> See Other Perspectives Value the Feelings of Others Appreciate Diversity</p> <p><u>Example Practices That Address</u></p> <p><u>Social-Awareness:</u></p> <ul style="list-style-type: none"> ● 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 	<p><u>The Goals:</u> As an Arkansas graduate, I am:</p> <ul style="list-style-type: none"> ● Empathetic to others' feelings ● Aware of cultures and differences ● A collaborative team player
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Personal Competency Addressed: In high school, I can:

- ☐ Evaluate opposing points of view
- ☐ Analyze the factors that have influenced different perspectives on an issue
- ☐ Differentiate between the factual and emotional content of what a person says
- ☐ Compare multiple perspectives on an issue
- ✓ Identify verbal, physical, and situational cues that indicate how others may feel
- ☐ Analyze the origins and negative effects of stereotypes and prejudice
- ☐ Recognize how perspective and biases impact interactions with others
- ☐ Understand how cultural similarities and differences contribute to the larger social group
- ☐ Advocate for rights of others as well as for myself
- ☐ Work cooperatively with others to implement a strategy to address a need in the community
- ☐ Evaluate how society and cultural norms have an effect on personal interactions
- ✓ Recognize and respond to social cues in a manner that contributes to lifelong success
- ☐ Collaborate with a group to produce positive outcomes

Learning Objectives:

I can identify different types of nonverbal communication.

I will develop awareness of social cues.

Materials and Preparation:

- [Video: How to Read Social Cues](#) (Length - 1:46)
- [Video: Sarcasm-What They Really Mean](#) (Length - 3:25)
- [Reading People Slidedeck](#)
- [Storyboard That](#) Website tool
- [Printable Comic Strip](#)

Your feedback is invaluable to us. Please alert us to any inactive links, concerns, and/or suggestions regarding this lesson [here](#).

- Device and internet access for digital media

Key Vocabulary:

Gestures: a movement or position of the hand, arm, body, head, or face that is expressive of an idea, opinion, emotion, etc

Inflection: modulation of the voice; change in pitch or tone of voice

Nonverbal Communication: those aspects of communication, such as gestures and facial expressions, that do not involve verbal communication but which may include nonverbal aspects of speech itself (accent, tone of voice, speed of speaking, etc)

Sarcasm: harsh or bitter derision or irony; a sharply ironical taunt; sneering or cutting remark

Stance: the position or bearing of the body while standing

Tone: any sound considered with reference to its quality, pitch, strength, source, etc

Introduction (5- 10 Mins):

1. The teacher may need to review Key Vocabulary terms with the whole class.
2. Students will watch [Video: How to Read Social Cues](#). (**Preview Note: Anyone with anxiety or ADHD will also experience the things mentioned about people with Asperger's....more context might be needed. This could be a good discussion topic for the teacher and students. Also, one very important thing to keep in mind is that social cues differ by culture.**)
3. Once the video is over, students will turn to their shoulder partner (or similar type of partner grouping) and take turns answering the questions below. Allow 30 seconds per question per student.
 - a. What is something you find yourself doing non-verbally when you don't want to talk to someone?
 - b. As the speaker, how does it make you feel when your listener won't make eye contact with you?
 - c. Are you aware of your listener's body language when you are communicating?
 - d. Are you aware of your own body language when communicating?

Explicit Instruction/Teacher Modeling (5 Mins):

1. The teacher may need to review the term "sarcasm."
2. Students will watch [Video: Sarcasm-What They Really Mean](#).

Lesson Activities/Guided Practice (10 Mins):

1. Display the [Reading People Slidedeck](#).
2. Display each slide for 30 seconds-1 minute.
3. Have students respond to the questions about each picture/clip by independently writing their answers.
4. Group students in 2-4 people and share answers.

Independent Work Time (15 Mins):

1. Students will use [Storyboard That](#) to create a 3-6 cell cartoon that exhibits one of the following situations:
 - a. Someone wants to be left alone.
 - b. Someone is angry.
 - c. Someone needs to talk to a friend.
 - d. Someone is very happy.
 - e. Someone is nervous.
 - f. Any other appropriate situation.

2. Students can only use body language with their characters to exhibit their selected situation.
<u>Differentiation:</u> <ul style="list-style-type: none"> Instead of using Storyboard That, students do the same activity without using technology by drawing on Printable Comic Strip or by drawing it out on blank paper.
<u>Assessment:</u> <ul style="list-style-type: none"> Teacher observation of student participation
<u>Review and Close (5 mins):</u> <ul style="list-style-type: none"> Students will share their comic with a shoulder partner. Shoulder partner will try to correctly infer the situation based on the character's body language.
<u>Intervention/Support:</u> <ul style="list-style-type: none"> Allow students to work in pairs or groups of 3.
<u>Enrichment/Extension:</u> <ul style="list-style-type: none"> Students can create their own (more modern) videos demonstrating how to read social cues.
<u>Teacher Self-Care:</u> Remember to drink plenty of water during the school day. Staying hydrated will help maintain concentration and energy. It will also help to avoid headaches during the work day. 7 Benefits Of Drinking Water At Work
<u>Sources:</u> <ol style="list-style-type: none"> BBC Learning English. "Sarcasm-What They Really Mean." Youtube video. 3:29. April 20, 2018. https://www.youtube.com/watch?v=eVxFJUqyEkk Clever Prototypes, LLC. "The World's Best Free Online Storyboard Creator." Storyboard That. Accessed July 30, 2020. https://www.storyboardthat.com/. Howcast. "How to Read Social Cues." Youtube video, 1:46. October 6, 2010. https://www.youtube.com/watch?v=JYV2_AdiZJQ Printable Three Row Comic Page. Accessed July 30, 2020. https://www.printablepaper.net/preview/Three_Row_Comic_Page.
<p style="text-align: center;"><u>Teacher Reflection:</u></p> <p><u>To Ask with Students:</u></p> <p>If we do this again, what can I do differently to help you learn more?</p> <p>Did this activity help you learn more than others we've done? Why?</p> <p><u>Classroom Culture:</u></p> <p>Are the relationships that I have with my students helping or hindering their ability to learn?</p> <p>Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?</p>

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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?