



Empathy: Lesson 7 (K-2)

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 early elementary (K-2) I am learning to:

- ✓ Use listening skills to identify a range of emotions in others and identify possible causes for a range of emotions in others (e.g., losing a dog may make you “sad”)
- ✓ Recognize with support that different people may have different emotional reactions to the same event
- ✓ Understand that my words and actions may have an impact on others
- ❑ Understand that different people have different abilities
- ✓ Actively listen and be a part of a group so that I can work collaboratively with others
- ✓ Show respect when interacting with others by using appropriate manners such as “please/thank you”
- ✓ Identify positive qualities in myself that I can use to support others

Learning Objectives:

I am learning to understand the power of words to lift others up or make others feel “less than” or unwelcome.

Materials and Preparation:

- A large piece of paper cut into the shape of a heart
- **One** by Kathryn Otoshi OR you can use the video: [Reading of ONE](#) (Length - 4:59)
- Internet and device to show video

Key Vocabulary:

Empathy: understanding how someone else feels

“It only takes one”: it only takes one person to stop hurtful words or bullying

“It only takes one”: it only takes one person to say kind words and to be a friend to someone

Introduction (3-4 mins):

Gather students, “Today, we are going to talk about how we treat each other in our classroom and school—what makes us feel welcome, happy and included, as well as behaviors that can make us feel lonely, sad and excluded.”

Explain that students can feel excluded because they are in a situation in which students have already formed bonds of friendship and feel left out because no one tried to get to know them. Add, “In our class, we want

everyone to be treated kindly.” This lesson illustrates how words or actions can hurt—or heal.

Explicit Instruction/Teacher Modeling (8-10 mins):

Ask students to think about the word “count.” “Count” refers to two different things in the story—something that matters and numbers. As you read, ask the students to reflect on the book. After Red says, “Red is hot. Blue is not,” you could ask, “How do you think Blue feels?” After Red picks on all of the colors and gets bigger and BIGGER, you could ask, “If you were one of these colors, how would you feel at this point?”

Lesson Activities (15 mins):

After reading **One**, lead the students in a discussion of the words or actions that have hurt them or other students. Afterwards, encourage students to share how they could help each other and be an ally. “Have you ever noticed people acting like Red? Or people feeling sad or excluded because of things that were said that might have hurt their feelings? Have them reflect on these things.

Explain that you have a heart that you are going to crumple up a bit each time someone says one of these things that hurt. The heart represents students’ hearts and when something is said to us that feels unkind, it makes our heart hurt. To start things off, “Have you heard anybody say unkind things or do mean things in our classroom?” (Remind students not to name anyone specifically).

Interact with students by asking follow-up questions for clarification or to see how it felt to either hear unkind words directed at them or at someone else. Acknowledge them if they said something difficult. Each time a student says something they’ve seen or heard that is hurtful, crumple part of the heart.

Guided Practice (3 mins):

If students have difficulty sharing hurtful things, you can provide an example.

Independent Work Time (10 mins):

Students will journal about how to make things better. They may also (or in lieu of) draw a picture. **Prompts:** “What are some things you could do to help when you have heard or seen something unkind?” “How could you make someone feel more welcomed and included again?” “How would you help stop the hurtful teasing or bullying?” (Answers might include: talking with or befriending the targeted student, confiding in an adult, talking with the student who is being mean, causing a distraction to help stop the harassment or speaking up in the moment and saying, “STOP.”)

Differentiation:

Students can role play [scenarios](#) similar to the one in the story, “One” and discuss options for responding to this behavior.

Assessment:

Students will share their journal responses with the class.

Each time someone comes up with an idea, you will smooth out the heart a little while they are talking.

Review and Close (3 mins):

Teacher asks, “What do you notice about the heart?”

Teacher explains - “You can smooth out the heart, but it is still somewhat crumpled/the scars are still there. It won’t ever be perfectly smooth again.”

Reinforce “It only takes one” from the vocabulary.

Optional Activities:

After students have named ways they could help a person who was teased or bullied, have them think about the end of the book. “Who was it that stood up to Red? What did One do to let Red know that picking on the other colors was not OK behavior?” (Answer: He stood up straight and tall like an arrow. If students don’t come up with that answer, prompt them or turn back to that page in the book to remind them.)

“What number do you think you would be in the book?” (Someone will probably say the One.) “Who else would want to be One? Raise your hand. Who would want to be number two? How about number three or four?” If they raised their hand, have them stand up. “Look at all the people standing up. If all of these people stood straight up like an arrow and said, No,” (have kids say, ‘No’), do you think it would help stop someone from getting teased or hurt?” “How do you think it would feel to see people standing up for you if you were the one being teased or hurt?” “What would you think if you saw someone else standing up for someone?”

Intervention/Support:

Help another student smooth out their heart.

Enrichment/Extension:

Going back to the heart: “Why did I crumple up the heart? Why did I smooth it out? What do you notice about the heart? Does it look the same as when I started? How is it different?”

Explain that this is the same as when somebody is bullied. If someone is bullied and told they’re not important, even if someone says, “I’m sorry, I didn’t mean to do that,” the person’s heart will never be the same.

Discuss how this is true for anyone who is targeted—called names or bullied for being different. That’s why it is important to not be mean to other people and to be a kind and welcoming person.

Teacher Self-Care:

Check out this resource on Mindful Teachers for tips on practicing self-care:

[Tips on Practicing Self-care for Teachers](#)

Sources:

McAusland, Kim. “Tolar Elementary Teachers reading One by Kathryn Otoshi.” 4:59. February 20, 2016.

https://www.youtube.com/watch?v=XmX5i8Pf3_0

<https://www.b-g.k12.ky.us/userfiles/1334/Classes/9776/BullyingStrategiesRolePlayCards.pdf>

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?

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

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?