CELEBRATE!

February: Being Empathetic

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| Create a word cloud for the word EMPATHY  | Explore the ‘How Would You Feel?’ Scenarios: [link](http://www.tolerance.org/supplement/developing-empathy-elementary-grades)  | Feelings Charade\* [link](http://www.morningsidecenter.org/teachable-moment/lessons/feelings-charade)  | Identify book/movie characters that demonstrate empathy. How does this impact others?  |
| Iceberg Illusions Activity\*  | Are you empathetic?\* | Create a short drama production highlighting the theme of empathy  | Why is empathy important?  |
| Literature Reflection\* | Walk a mile in someone else’s shoes\*  | How can I help you?\* activity | Empathy/Role Play scenarios\* |
| Praise a sensitive, kind action | Make comic mood characters \* | Share a kind word and a smile  | Create a piece of art demonstrating how empathy helps us to pay it forward  |

**Resources (\*)**

Literature Reflection: In the classic novel “To Kill a Mockingbird,” protagonist Atticus Finch teaches his children that, “You never really understand a person until you consider things from his point of view … until you climb inside of his skin and walk around in it.” Discuss what this means to you.

“Walking a mile in someone else’s Shoes” Activity: Present this concept. Have a variety of different pictures of footwear. Write a story about the person who walks in those shoes. [http://www.tolerance.org/sites/default/files/general/someone%20else's%20shoes.pdf](http://www.tolerance.org/sites/default/files/general/someone%20else%27s%20shoes.pdf)

Are you Empathetic?<http://www.tolerance.org/sites/default/files/general/are%20you%20empathetic.pdf>

The Iceberg Illusions Activity:Talk to the students about icebergs, what do we know what icebergs? Have an iceberg template (One for each student/one per class) and label what we know/see (individual student or whole class activity) and make suggestions about things below the surface that we don’t know/see. Talk about empathy.

How Can I Help You? Activity:(goodcharacter.com) Divide the class into pairs of “helping buddies.” Each buddy has two tasks: (1) decide on some knowledge or skill he or she would like to improve and (2) work with his or her buddy to improve the knowledge or skill--or get the necessary help. The buddies meet regularly for a week or two and then report to the class on how they helped each other improve.

Empathy Role-Play/Scenarios:Empathy can be a difficult concept for students to grasp, but they can understand empathy through examples. Modeling empathetic behavior will help students better understand this concept. Activity: Provide students with a couple examples of common situations that occur in school and then have them create their own situations. Ask them what they would do in each situation.  If they empathize with the other person, would they behave differently? Examples include:

* A classmate trips and falls down the stairs on the way to lunch.
* A classmate thinks you intentionally pushed him when in fact you bumped into him on accident.  He yells at you and calls you names.

Comic Mood Characters: Cut out an assortment of pictures from magazines and newspapers showing people depicting a wide array of different emotions. Glue them onto paper. Guess together how each person is feeling based upon his or her looks. Write balloons over each person’s head and write inside what you think he or she may be saying. Use this as a way to help students read nonverbal emotions to enhance their feelings of sensitivity towards others. (Adapted from Dr. Michele Borba’s work: [www.micheleborba.com](http://www.micheleborba.com))