Unit 2: Empathy Training

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

During early childhood, it is essential to develop children's empathy skills. Empathy is a key ingredient in the development of pro-social behaviors and interpersonal problem-solving skills. Children who understand emotions tend to be less aggressive, to be more accepted by peers, and to have better general social skills. In this unit, students will learn about emotions, how to identify feelings, and how to express feelings appropriately.

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

Essential Questions

- How can one tell how someone is feeling?
- Why is it important to know how others are feeling?
- How can feelings change?

Application of Knowledge and Skills...

Students will know that...

- it is important to be able to identify feelings within themselves.
- recognizing their own feelings helps them understand the feelings of others.
- talking with a trusted adult is a way of coping with distressing feelings.
- there are clues to help one recognize in others the six universal human emotions: happy, sad, anger/mad, surprise, fear, and disgust.

Students will be able to...

- a. recognize and name the six universal human emotions.
- b. identify and list why people share feelings.
- c. compare and contrast different feelings in different situations.
- d. distinguish one feeling from another.
- e. identify trusted adults.

Assessments

- Empathy and Feelings Pre-Assessment Diagnostic: Instructional/Assessment Focus Using a series of pictures of people expressing feelings, students will describe the feelings being expressed.
- Paper Bag Role Play Summative: Visual Arts Project Students will create puppets of themselves using paper lunch bags. They will act out with a partner the emotions they feel in various situations.
- Music Feelings Formative: Exhibition Using a collection of different sounds and songs on a CD, students will identify how they feel after hearing each one. They will compare and contrast their answers with a partner.
- Empathy Quiz Formative: Written Test An assessment on empathy, feelings, how to identify feelings, and where feelings originate.

Activities

- Feelings Drawing: Students draw pictures of themselves expressing feelings of happiness, sadness, and excitement
- Impulsive Puppy Reading: Share the story about how to act and listen in class
- Feelings Song: *Second Step Sing Along Songs* reinforces students' understanding of different feelings
- Identifying Feelings: Observe pictures of children expressing feelings and analyze the feelings each picture represents; identify the facial or physical gestures that signify those feelings.
- Think, Pair, Share: Student partners draw pictures depicting a feeling and use situational clues to identify the feelings each picture shows.
- Silent Feelings Game: Students act out how they would feel in certain situations and how they would show those feelings.
- Feelings Circle: Students share their feelings.
- Feelings Past and Present: Read aloud short stories about how and why feelings change.
- *Simon Says* Feelings Game: A practice game to improve listening skills and to display feelings through appropriate physical actions.
- Attitude Assessment: Students will listen to scenarios and move to designated areas to identify how they feel about each example.
- Accidents, Accidents!: A role-play situation in which students will model an accident scenario and the appropriate way to react.
- I Care and I Help: A series of situations in which students will identify ways to show that they care and want to help their peers through role-play or drawing a picture.

Activities to Differentiate Instruction

- Students will be rewarded for labeling their feelings instead of acting them out. Students will practice "I Feel" statements with a partner.
- Accelerated students will be able to give examples of feelings from real-life experiences.
- Students, who are uncomfortable sharing feelings with peers, will share feelings with supportive adults.

Integrated/Cross-Disciplinary Instruction

- Social Studies connection: Students view video clips of famous individuals and identify what feelings they are conveying.
- Language Arts and Visual Arts connections: Students draw images that they associate with various feelings and explain their drawings.

Resources

- *Second Step* Workbook
- *Second Step* Unit Cards
- "Impulsive Puppy" & "Be Calm Bunny" Handouts
- CD: "Second Step Sing Along"
- Take-home parent letter
- Paper lunch bags