Unit 2: Empathy Training

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The goal of empathy training is to develop positive social behaviors and interpersonal problem-solving skills. Students who understand their emotions tend to be less aggressive and better accepted by their peers.

In this unit, students will apply their understanding of the six basic emotions to more subtle social situations: identifying the changing personal preferences of others, understanding that their own actions have an effect on others, interpreting the intentions of others, and applying fairness to problem-solving situations.

Standards

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Essential Questions

- Can my friends and I have differences and still be friends?
- How do my actions have an effect on others?
- What are assumptions and how do they affect how I feel about the actions of others?
- Why is fairness important in problem-solving?

Application of Knowledge and Skills...

Students will know...

- that fairness is important in problem-solving because it ensures equality in sharing objects during play
- that people's preferences vary and can change over time
- that their actions have an effect on the feelings of others

- the importance of refraining from making assumptions about peer's intentions

Students will be able to...

- a. list their own preferences in given situations and compare theirs with those of a partner
- b. distinguish cause and effect in given actions
- c. list alternative explanations for why a social situation occurred and recognize that not all actions are motivated by hostility
- d. distinguish an apology from an amend
- e. verbalize a fair solution to a given problem

Assessments

- Preferences Formative: Other oral assessments Students will respond orally to a series of situations presented by the teacher which illustrate differences in preferences
- Cause and Effect Formative: Other oral assessments Students will be presented with statements illustrating an action (cause); students will be asked to respond with an appropriate feeling (effect).
- Intentions Formative: Dramatization Students will role-play situations that focus on "accidental" cause versus "purposeful" cause.
- Fairness Formative: Oral Report Students will work in groups to problem-solve using compromise as a way of ensuring that each person in the conflict is treated fairly. Groups will share their strategies in an oral report to the class.

Activities

- Preferences: Through the use of a photo card as a model, the teacher will present students with given situations in which students will respond with their personal preferences. They will see that their preferences differ from others and can change over time. They will create a bar graph to compare students' favorite colors.
- Cause and Effect: Using a photo card, the teacher will describe the actions of one child and how that action caused feelings on the part of the other. Using this as a model, the teacher will present the class with sentence starters (the cause) and ask students to respond with their feelings (the effect). Students will draw a picture to illustrate a time when another's actions (the cause) led to hurtful feelings (the effect).
- Intentions: Students will role-play situations where the focus is to dramatize "accidental" cause. The teacher will use a photo card as the model for the purpose.
- Fairness: Students will work in groups on given situations in which they must problem-solve using compromise, so that each character in the situation is treated fairly.

Activities to Differentiate Instruction

- The more advanced student will design challenging social situations to role-play.
- The teacher will assist the challenged student by taking a more directive role in problem-solving.

Integrated/Cross-Disciplinary Instruction

- Math: bar graph to illustrate students' favorite color preferences
- Visual arts: draw a picture to illustrate how another's actions had an effect on their feelings
- Performing arts: role-play "accidental" cause in troublesome situations

Resources

Committee for Children's Second Step: A Violence Prevention Curriculum

- photo cards
- parent letters

Teacher-made assessments (pre-test).