LESSON 2

What Is Empathy?

Prerequisite: Completion of Lesson 1: Defining Compassion

45min

Objectives: students will be able to...

* Describe empathy (as feeling for others or understanding others feelings).
* Compare and contrast empathy and compassion.
* Describe how empathy leads to compassion.

Materials

* A/V to play video
* Hula hoops or Venn diagram manipulatives
* Venn diagram cards
* Chart paper pre-set up (see activity 2)
* Markers
* How Do You Feel? worksheets

Teacher Notes

Empathy is when you see someone in a situation (or hear a story) and you can understand what they want, how they might feel, and it may even make your feelings change in response. When you know how others feel, and you understand what they need or want, that could lead to showing compassion. Being able to relate with someone in need increases your desire to give them compassion. In this lesson, students will describe empathy and how it may lead to compassion.

Empathy + Action = Compassion

Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Opening

5 min

Format: Think, pair, share
activate prior knowledge, video

Last time, we learned about what compassion is and how we can show it. Think inside your head about what compassion means and how to demonstrate it. Pause for a few seconds. Now, turn and talk to a partner together about what you remember about compassion. After they’ve discussed briefly with a partner, ask for a few volunteers to raise their hands and share aloud.

Today we are going to continue learning about compassion by exploring empathy. We will talk about what it means, how it is different from compassion, and how empathy can lead to compassion. Show me with your thumbs how familiar you are with the word ‘empathy.’ Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means. Empathy is when you see someone in a situation (or hear a story) and you can understand what they want and how they might feel.

Let’s check out a quick video together to see how empathy leads to compassion. In this video, Tye is still trying to figure out what her talent is for the show, but it doesn’t go quite like she planned. In this story, look for someone who feels empathy and then turns that empathy into compassion.

Show video: Try, Tye, Again
In this video, we noticed that empathy led to an action. It led to compassion. Remember that empathy is when you see someone in a situation (or hear a story) and you can understand what they want and how they might feel. Compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care.

Discuss as a class:
- Did anyone in the video feel empathy for Tye? How do you know?
- What did you think or feel when Brandon treated Tye badly?
- Did Alex have empathy or did she show compassion? What is the difference?

Turn and talk:
- When was a time you felt empathy for someone else?
- When was a time when you had empathy and then showed compassion like Alex did?

After students have shared with a partner, allow a few students to share with the whole group.

Lay out the Venn diagram manipulatives or hula hoops on the ground and have students sit around them in a circle so that everyone can see. If students are not familiar with Venn diagrams, you will need to explain how they work.

Label one side “Empathy” and the other side “Compassion”

Work together as a class to place the Venn diagram cards in the appropriate places.

After completing the sort, discuss as a class:
- Can you see empathy?
- Can you see compassion? What does it look like?
- When someone is hurt and needs compassion, how does empathy help?
- What are some times when it might be hard to feel empathy?

Break students into 4 equal groups.

Give each group one of the chart papers and markers.
- Chart papers should be set up in advance like this

<table>
<thead>
<tr>
<th>Write Scenario Here</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you think they might feel?</td>
</tr>
</tbody>
</table>

Scenarios for chart paper:
- Felix drew a picture he was really proud of, but his friend made fun of it
- Shawna fell during a performance in front of the school and everyone laughed
- RJ started at a new school and doesn’t have any friends yet
- Kiki’s family was late picking her up, she was the last one and waited alone.

Give students about 5-7 minutes to work together in their groups to fill out their respective chart papers.
Walk around and give hints/help/encouragement when needed. After 5-7 minutes, bring the class back together and have each group share their work with the class. After each group shares, ask the class how they would turn empathy into compassion for each scenario. Write down suggestions from students about what they would do.

Turn and talk: What is empathy? How might empathy help you become more compassionate?

Have a few students share out after the turn and talk.

Discuss as a class what they can do to practice empathy at school and at home. Ideas might include paying attention to situations, thinking about how you would feel, asking others to tell you how they feel, and thinking of what would you need if you were in their shoes.

At the end of the lesson, give students “How Do You Feel?” worksheets to complete individually.

Additional Suggested Reading for Students:

- Stand in my Shoes by Bob Sornson
- The Hundred Dresses by Eleanor Estes
- The Invisible Boy by Trudy Ludwig,
when you SEE someone in need, CARE about their feelings, and DO something to show you care can lead to compassion involves thinking and caring about others is a feeling
when you see someone in a situation (or hear a story) and you can understand what they want or how they might feel, empathy in action helps others in need
understanding how someone feels and trying to imagine how that might feel for you
How Would You Feel?

Name:

Date:

Both you and your best friend try out for the talent show. You are both excited, but only YOU get picked to be in the talent show. Your friend says, “I really wanted to be picked”

• How do you think they feel?

• How do you feel?

• Knowing how your friend probably feels, what can you say or do to show compassion?

You’re playing with friends at recess and having a great time. A new student that you don’t know comes over to talk to your group, but no one is listening to them and no one invites them to play with you.

• How do you think they feel?

• How do you feel?

• Knowing how the new student probably feels, what can you say or do to show compassion?

After lunch you run out of the cafeteria to meet your friends who are already on the playground. You look back and notice that the teacher is making someone else clean up the trash you accidentally left on the table.

• How do you think the teacher feels?

• How do you feel?

• Knowing how the new student probably feels, what can you say or do to show compassion?