

BULLYING AND VIOLENCE PREVENTION

NINTH GRADE

LESSON 2

TITLE: Using Empathy As a Guide

PURPOSE: To reinforce sensitivity and caring toward others.

OBJECTIVES: The student will be able to:

- identify positive attitudes and behaviors for maintaining interpersonal relationships.
- create appropriate responses to conflicts in order to contribute to healthier interpersonal exchanges.

SUNSHINE STATE STANDARDS: LA.910.1.6.1, 910.1.6.2, 910.1.7.4

STUDENT SERVICES BENCHMARKS AND STANDARDS: PS 1.5, 2.1, 3.6

VOCABULARY: empathy

INSTRUCTIONAL TIME: 45 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- dry erase board and markers
- Xerox copies of handout 9-5 (one per student)
- Xerox copies of handout 9-6 (one per student)
- pen or pencil
- paper
- large notepad
- overhead projector
- computer screen

SPRINGBOARD ACTIVITY: Define and discuss the meaning of the word *empathy*. Use handout 9-6: Empathy Identifying How Others Feel as a guide. Add further definitions as needed.

ACTIVITY:

- 1) Divide the class into small groups of four to five students. Have student role play the situations described on handout 9-5: Empathy Identifying How Others Feel in each sentence.

- 2) Discuss each of the scenarios and the critical components described on handout 9-6: Empathy Assessment Chart.
- 3) Discuss the following:
 - The consequences of growing up to be a bully or a victim can leave lifetime emotional scars.
 - Helping students to develop good communication and interpersonal skills can provide the needed intervention in order to stop the pattern of bully/victim behaviors.

ASSESSMENT: Teacher observation, class participation and completion of Empathy Assessment Chart.

FOLLOW-UP ACTIVITY: Have students complete handout 9-6: Empathy Assessment Chart. Discuss results of completed handout.

EMPATHY: IDENTIFYING HOW OTHERS FEEL

Empathy means being able to understand how another person feels – not surface feelings but the deep feelings the person has inside. If your friend fails a test and you know that she will get into trouble with her parents, how do you feel? You are using empathy if you feel bad for her. In order to express empathy, you need to be able to feel what it is like to be another person. This skill does not come naturally, but it is a skill that one can learn. In learning how to be empathic one must learn how to identify and sense what others are feeling. By using the skill of empathy, others feel understood and better about themselves because someone understands them.

MODELING THE SKILL OF EMPATHY

Students will form small groups and select one of the following role-play situations to demonstrate how to show empathy for someone else:

1. Your best friend is really upset. You ask him/her how things are going.
2. A friend of yours won a hundred dollars for an essay he/she wrote.
3. Your sister's boyfriend just broke up with her.
4. A good friend wrecked his/her father's car.
5. A friend of yours just got his fourth speeding ticket.
6. Your best friend is moving to another state.
7. Your younger brother was given his first pet, a cute puppy.
8. A friend received a big bonus at his job.
9. Create your own role-play situation.

After each role-play is completed, the other groups will reflect and discuss which of the following list of skills were modeled and when a skill was not used appropriately based on the **Empathy Assessment Chart (Handout 9-6)**.

EMPATHY ASSESSMENT CHART

After you are done with your role-play activity, complete this chart to reflect and discuss which of the skills were modeled and which skills were not used appropriately.

<i>Behavior</i>	Very effective (No improvement needed)	Effective (Good but could improve a little)	Ineffective (Needs much improvement and practice)
Good body language and eye contact			
Attention given to the person who is speaking			
Identification of the other person's feelings			
Identification of the explanation for the person's feelings			
Statement of a response that shows empathy according to the definition			