

# EMPATHY

## TEACHER TIPS

- You will notice that steps 3 and 4 in the curriculum are repeated throughout the units. This is intentional. The curriculum is designed to encourage and foster the recognition and affirmation of the practice in vulnerability, empathy, compassion and kindness. Research shows that it takes time to experience these shifts in thinking and in behavior. The Herbian Theory says that neurons that “wire together, fire together.”
- The exploration phase of the lesson is the most unique and essential to building new competencies in vulnerability, empathy, compassion and kindness.
- It is also where the most essential lesson objective will be stated. This phase allows students to make sense of the concepts in an immersive way.
- Lastly, remember, the curriculum is yours to adapt to your classroom needs.

# EMPATHY

## UNIT 2, LESSON 1

<b>GRADE</b>	4 <sup>th</sup> and 5 <sup>th</sup>
<b>LESSON FOCUS</b>	Empathy as a Pathway to Kindness
<b>INTENTION</b>	I can learn how to grow empathy in my classroom community.
<b>DURATION</b>	30 minutes
<b>KCC LESSON GUIDE</b>	Unit 2, Lesson 1

 **LESSON OVERVIEW**

**CONTENT AREA:** Interpersonal Effectiveness & Cross-Cultural Effectiveness

**GOAL:** Students will determine and develop their kindness capacity.

**COMPETENCY INDICATOR:** Students will make meaningful reflections upon their empathy skills and practices.

**EXPECTED RESULTS:** Students will engage with shifts and transitions.

**OBJECTIVE:** Each student will be supported to determine their kindness capacity and develop empathy skills to grow to active levels.

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 **CONTENT AREA AND SKILL LEVELS****INTERPERSONAL EFFECTIVENESS**

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

**CROSS-CULTURAL EFFECTIVENESS**

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

*Continue to: Step 1 – Intro Assessment & Placement*

## ***STEP 1: INTRO ASSESSMENT & PLACEMENT*** (8 MINUTES)

**INTENTION:** I can review the status of my kindness by completing the Kindness Capacity Assessment.

Start with the KCC Assessment.

# TEACHER TASK

The teacher begins by introducing the topic of empathy to the students. Then begin by asking the students questions to see how they conceptualize empath. The teacher also shares their concept of empathy and co-creates a definition of empathy with the students.

Next, the teacher tells the students that today they are going to **reassess** their kindness capacity. They follow a similar pattern of asking and answering questions about what empathy capacity could mean. Again, the teacher shares their views too. **The teacher explains that empathy is something that grows, once we learn, develop the skills, and practice those skills.**

Then, the teacher lets the students know that they are going to do a *Kindness Capacity Assessment* to help them score their kindness capacity. The teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then score themselves.

**INSTRUCTIONS:** Please read through the declarative sentences to help you assess the current level of your kindness capacity. Declarative sentences by nature, are affirmative and reveal our feelings about a particular topic. Thus, the sentences represent the standards of the Kindness Capacity model designed by *You are the Difference*. After reading the sentence, select yes (Y) or no (N) as indicated at the end of the sentence. Once all 10 sentences have been answered, tally your score and rate your kindness capacity.

**PLACEMENT:** Teachers support students in being placed in the Kindness Capacity Curriculum™ multi-capacity groups based on their scores. Groups of students should have a range of different levels or states of kindness capacity.

## ***KINDNESS CAPACITY ASSESSMENT***

How would you describe your kindness capacity? Circle your response.

1. I notice when others are kind to me.  
(Y) (N)
2. I display acts of kindness to others, at school/work.  
(Y) (N)
3. I support others when I know they receive unkind acts.  
(Y) (N)
4. I create a positive environment so that others can be kind.  
(Y) (N)
5. I contribute to a positive environment so that others can be kind.  
(Y) (N)
6. I show compassion when others are hurting.  
(Y) (N)
7. I show empathy when others are hurting.  
(Y) (N)
8. I show others gratitude when I receive acts of kindness.  
(Y) (N)
9. I hold others accountable to kindness standards.  
(Y) (N)
10. I hold myself accountable to kindness standards.  
(Y) (N)

The following score ranges describe the state of your kindness capacity:

- Dormant Kindness Capacity (score of 0-2 Ys)
- Ignition Kindness Capacity (score of 3-5 Ys)
- Active Kindness Capacity (score of 6-10 Ys)

## ***STEP 2: EXPLORATION INTO KCC*** (8 MINUTES)

**INTENTION:** I can learn how to grow empathy in my classroom community.

Students explore empathy through the Kindness Capacity Curriculum.

# STUDENT TASK

Following the completion of the assessment, and their scoring (by themselves) students are placed into the following group activity to help them build their kindness capacity. Students work within this group for a period of one week as they provide support for each other in building their kindness skills.

Students begin the lesson by identifying the objective of the week's lesson. They begin by taking turns stating their intention for the work to be done within the group. They are welcomed by the group members then they proceed to the activities listed.

Teachers act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

(Side Note) Groups work best when they are at least 3-5 students. If many students scored at the same capacity, create several small groups as opposed to one big group.

## ***ACTIVITY: EMPATHY AND FLOWERS***

- A. Students are grouped together
- B. Students welcome each other and state their intention for the group
- C. Students rely on the conversation with the teacher which provides a definition of empathy
  - a. ***KCC defines empathy as the mind's capacity to connect to others OR the capacity to think about what it feels like for the other person. It is preceded by vulnerability.***
- D. Students are assigned roles in the group. There are roles for different types of flowers:
  - a. Rose
  - b. Orchid
  - c. Sunflower
  - d. Tulip
  - e. Magnolia
- E. Students decide on roles
- F. Students each take turns discussing:
  - a. What they notice as similar needs of their flowers
  - b. What they notice to be different needs of their flowers
  - c. What causes their differences
- G. Students each take turns discussing:

- a. Empathy with the assistance of the teacher
  - b. The ways empathy can be similar to their flower
  - c. How empathy can cause other things to bloom
  - d. What can be done to support the blooming of empathy in their classroom community
- H. The teacher guides the students to notice aspects of their culture
- I. The teacher helps them distinguish their culture and its positive elements

### ***STEP 3: CONNECT*** (6 MINUTES)

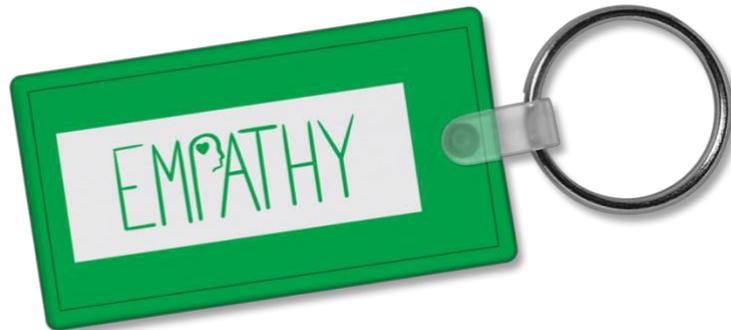
**INTENTION:** I can recognize my friends who are practicing empathy in my classroom community.

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

## **TEACHER TASK**

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are being empathetic. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and demonstrating empathy today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



## ***STEP 4: CLOSING & REFLECTION*** (6 MINUTES)

**INTENTION:** I can affirm and encourage the practice of empathy in my classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

# STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “**I see you when \_\_\_\_\_ and that grows empathy in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.



# EMPATHY

## UNIT 2, LESSON 2

<b>GRADE</b>	4 <sup>th</sup> & 5 <sup>th</sup>
<b>LESSON FOCUS</b>	Empathy
<b><u>INTENTION</u></b>	I can practice expressing empathy in my classroom community.
<b>DURATION</b>	30 minutes
<b>KCC LESSON GUIDE</b>	Unit 2, Lesson 2

 **LESSON OVERVIEW**

**CONTENT AREA:** Interpersonal Effectiveness & Cross-Cultural Effectiveness

**GOAL:** Students will determine and develop their kindness capacity.

**COMPETENCY INDICATOR:** Students will make meaningful reflections upon their empathy skills and practices.

**EXPECTED RESULTS:** Students will engage with shifts and transitions.

**OBJECTIVE:** Each student will be supported to determine their kindness capacity and develop empathy skills to grow to active levels.

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 **CONTENT AREA AND SKILL LEVELS**

**INTERPERSONAL EFFECTIVENESS**

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

**CROSS-CULTURAL EFFECTIVENESS**

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

*Continue to: Step 1 – Introduction*

## ***STEP 1: INTRODUCTION*** (8 MINUTES)

**INTENTION:** I can think about how to grow empathy in my classroom community

Students go deeper into empathy.

# TEACHER TASK

The teacher begins by introducing the topic of empathy to the students. They begin by asking the students questions to see how they conceptualize empathy.

1. The teacher also shares their concept of empathy and co-creates a definition of empathy with the students. They follow a similar pattern of asking and answering questions about what empathy could mean. Again, the teacher shares their views too.
2. Next, the teacher tells the students that today they are going to practice being empathetic. **The teacher explains that empathy is the mind's capacity to connect to others OR the capacity to think about what it feels like for the other person. It is preceded by vulnerability.**
3. Then, the teacher lets the students know that they are going to do an empathy activity and that practicing thinking with empathy will help to grow their kindness capacity.
  - a. First, the teacher invites them to join their group.
  - b. Second, the teacher lets them know they are going to share something with their group without expecting feedback, nor casting judgment, nor knowing the outcome of sharing a response.
  - c. The teacher provides the groups with sentence stems to guide their thinking (Resource 1).

**INSTRUCTIONS:** *Random Thoughts of Empathy.* Once students have had the opportunity to complete the sentence stems and complete their random thoughts of empathy, they are asked to reflect on a time when they witnessed someone thinking with empathy.

## ***STEP 2: EXPLORATION INTO EMPATHY KCC*** (10 MINUTES)

**INTENTION:** I can practice being empathetic in my classroom community.

Students explore ways to practice empathy in their classrooms.

# STUDENT TASK

Following the completion of the thoughts and discussion of empathy, students begin the lesson by identifying the objective of the today's lesson.

1. They begin by taking turns stating their intention for the work to be done within the group. Today's lesson is centered on building comfort in thinking with empathy. Therefore, a good goal for today is "**I can practice being empathetic in my classroom community.**"
2. They are welcomed by the group members then they proceed to the activities listed.

Teachers continue to act as facilitators throughout this process by asking guiding questions and helping accurately reflect individual and group ideas.

## ***ACTIVITY: EMOTIONAL CHARACTERS AND EMPATHY***

- A. Students return to groups from Lesson 1
- B. Students welcome each other and state their intention for the group
- C. Students are assigned roles in the group. There are roles for different types of emotional characters:
  - a. Sad
  - b. Happy
  - c. Tired
  - d. Confident
  - e. Unsure
- D. Students decide on roles
- E. Students each take turns discussing:
  - a. The ways their emotional character shows up (What provokes them to show up?)
  - b. How the emotional character thinks with empathy
  - c. What causes the emotional character not to think with empathy
  - d. What can be done to support the growth of empathy in driving kindness in their classroom community.
- F. The teacher guides the students to notice the **different aspects** of their culture and to respect others as individuals and accept them for their cultural membership. The teacher uses the list of terms provided to help guide the discussion.
  - a. First, they co-create a definition of culture
  - b. Second, they discuss the different aspects of their individual culture
  - c. Third they discuss similarities and the respect and acceptance of various cultural groups

### **STEP 3: CONNECT** (6 MINUTES)

**INTENTION:** I can recognize my friends who are practicing empathy in my classroom community.

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

## **TEACHER TASK**

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help them recognize when others are practicing empathy. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were thinking and acting with empathy today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw a picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



## ***STEP 4: CLOSING & REFLECTION*** (6 MINUTES)

**INTENTION:** I can affirm and encourage the practice of empathy in my classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

# STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “**I see you when \_\_\_\_\_ and that grows empathy in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.



# EMPATHY

## UNIT 2, LESSON 3

<b>GRADE</b>	4 <sup>th</sup> and 5 <sup>th</sup>
<b>LESSON FOCUS</b>	Empathy
<b><u>INTENTION</u></b>	I can reflect on my progress in practicing empathy in my classroom community.
<b>DURATION</b>	30 minutes
<b>KCC LESSON GUIDE</b>	Unit 2, Lesson 3

 **LESSON OVERVIEW**

**CONTENT AREA:** Interpersonal Effectiveness & Cross-Cultural Effectiveness

**GOAL:** Students will determine and develop their kindness capacity.

**COMPETENCY INDICATOR:** Students will make meaningful reflections upon their empathy skills and practices.

**EXPECTED RESULTS:** Students will engage with shifts and transitions.

**OBJECTIVE:** Each student will be supported to determine their kindness capacity and develop empathy skills to grow to active levels.

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 **CONTENT AREA AND SKILL LEVELS****INTERPERSONAL EFFECTIVENESS**

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

**CROSS-CULTURAL EFFECTIVENESS**

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

*Continue to: Step 1 – Introduction & Placement*

## ***STEP 1: INTRODUCTION & PLACEMENT*** (8 MINUTES)

**INTENTION:** I can monitor my progress on the practice of empathy in my classroom community.

Start with Kindness Capacity Compass.

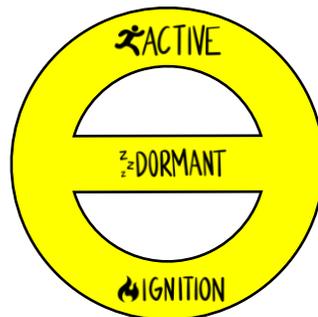
# TEACHER TASK

The teacher begins by letting students know that today is going to be a check-in day to see how everyone is doing in building their kindness capacity. The teacher lets the students know they will be using a Kindness Capacity Compass to help them determine their own growth in the curriculum.

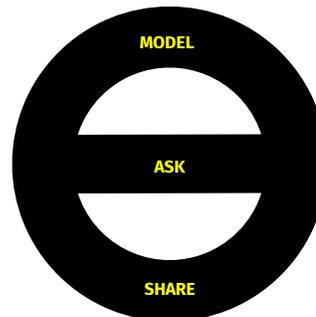
The Kindness Capacity Curriculum relies on the symbolism of the Kindness Capacity Compass. The compass is a gauge used by students to measure their own self growth and provides solutions based on what is indicated on the compass.

The teacher asks the students to retrieve their individually created Kindness Capacity Compass and guides the students on how it can be used. Then the teacher allows the students to find a comfortable place in the classroom where they can take the assessment and then evaluate themselves. (Resource 2)

### *Kindness Capacity Compass Introduction*



**FRONT**



**BACK**

We are all familiar with thermometers, right? We use those so that we can measure the temperature of the soil and the water in gardening. Using a thermometer to test out things like heat and cold helps us to plan accordingly. This week we are using the Kindness Capacity Compass in a similar way. If we are to grow in thinking about empathy, we want to evaluate our growth. By answering the questions students are able to evaluate their current progress with the KCC.

## ***STEP 2: EXPLORATION INTO KINDNESS CAPACITY COMPASS*** (10 MINUTES)

**INTENTION:** I can reflect on my practice of being empathetic in my classroom community

Students explore through self-assessments.

# STUDENT TASK

Following the completion of the assessment with the Kindness Capacity Compass. The students are invited to practice. Students take a moment to reflect using a new self-assessment and evaluate their level of KC. Once they have done that, they will need to be vulnerable to work with others from a different group as they provide mentoring to them.

Today is the only day students will work with these different group members and they will return to their original group to complete the work for the next lesson. Intervention happens when the mentor and mentee are able to complete the following.

- a. Share the challenges they are facing
- b. Provide useful strategies that they have been using
- c. Discuss the rewards (intangible more than tangible) they have received from growing their Kindness Capacity through empathy.

### ***ACTIVITY: MENTOR MEET YOUR MENTEE***

- A. Students are paired with a mentor and mentee based on their self-assessments.
- B. Students welcome each other and state their intention for the pairing.
- C. Students discuss the following:
  - a. Challenges with thinking with empathy
  - b. Successes with thinking with empathy
    - i. Strategies they are using to be successful
  - c. Hope with thinking with empathy
    - i. Intangible and tangible rewards of thinking with empathy
- D. Students end their session by taking turns thanking each other for the support they provided.

### ***STEP 3: CONNECT*** (6 MINUTES)

**INTENTION:** I can recognize my friends who are practicing empathy in my classroom community.

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

## **TEACHER TASK**

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help the students recognize when others are being empathetic. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were being empathetic today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw a picture when they pass along a token during the week. The note and the picture can be placed in their class-made kindness jars throughout the week.



### ***STEP 4: CLOSING & REFLECTION*** (6 MINUTES)

**INTENTION:** I can affirm and encourage the practice of empathy in my classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

## STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “**I see you when \_\_\_\_\_ and that grows empathy in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.



# EMPATHY

## UNIT 2, LESSON 4

<b>GRADE</b>	4 <sup>th</sup> and 5 <sup>th</sup>
<b>LESSON FOCUS</b>	Empathy
<b><u>INTENTION</u></b>	I can learn how to be empathetic in and outside my comfort zone.
<b>DURATION</b>	30 minutes
<b>KCC LESSON GUIDE</b>	Unit 2, Lesson 4

 **LESSON OVERVIEW**

**CONTENT AREA:** Interpersonal Effectiveness & Cross-Cultural Effectiveness

**GOAL:** Students will determine and develop their kindness capacity.

**COMPETENCY INDICATOR:** Students will make meaningful reflections upon their empathy skills and practices.

**EXPECTED RESULTS:** Students will engage with shifts and transitions.

**OBJECTIVE:** Each student will be supported to determine their kindness capacity and develop empathy skills to grow to active levels.

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 **CONTENT AREA AND SKILL LEVELS****INTERPERSONAL EFFECTIVENESS**

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

**CROSS-CULTURAL EFFECTIVENESS**

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

*Continue to: Step 1 – Introduction & Assertion*

## ***STEP 1: INTRODUCTION & ASSERTION*** (8 MINUTES)

**INTENTION:** I can grow to be empathetic in and outside of my comfort zone.

Students explore empathy in or outside their comfort zone.

# TEACHER TASK

The teacher begins by introducing the focus for today's lesson. The primary goals include empowering the students to feel confident in the growth they have had this week, and in helping them determine their level of empathy. Therefore, the teacher:

1. Sets the tone for celebrating the work that the students have done
2. Shares observations the teacher and other students have made about empathy in the classroom.

The teacher focuses intently on the following:

1. Review of the meaning of empathy
2. Review of the benefits of empathy and its connection to kindness
3. Let's the students know they will engage in an activity which may push them outside of their comfort zone

**The teacher explains that empathy supports the growth of their kindness capacity.**

The teacher invites students to return to their groups where they will engage in the activity which pushes them out of their comfort zone.

## ***STEP 2: EXPLORATION INTO EMPATHY IN KCC*** (10 MINUTES)

**INTENTION:** I can learn how to be empathetic in and outside my comfort zone.

Students explore how to be empathetic through discomfort.

# STUDENT TASK

Once the students have been grouped, they will be given the instructions for the activity. This fun activity has them decide whether they view something as stepping outside of their comfort zones.

1. The students arrange their space so that a circle can be created, either by drawing, with chairs, or however the space allows. All students begin in the circle.
2. They read the descriptions on the provided sheets and decide whether the activity is in their comfort zone or not. If it's in their comfort zone, they remain in the circle. If it's not, they go out of the circle.

Teachers act as facilitators throughout this process by supporting the students as they get through all of the questions. (Resource 3)

## ***ACTIVITY: IN AND OUTSIDE THE COMFORT ZONE***

Once the students have completed their activity in their small groups, they are invited to also discuss how they feel about the challenge to keep moving outside of their comfort zone.

Using the Key Terms in Cross Cultural Discourse, the teacher specifically supports discussion which allows the students to think with empathy in how they:

- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

### ***STEP 3: CONNECT*** (6 MINUTES)

**INTENTION:** I can recognize my friends who are practicing empathy in my classroom community.

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher speaks with the students about the importance of recognizing the efforts of the classroom community.

## **TEACHER TASK**

The teacher reintroduces the Kindness Tokens and explains that the tokens can be used to help the students recognize when others are being empathetic. And that the tokens support them in this important work which leads to growing their kindness.

1. The teacher suggests that they each take turns reflecting on how members of the group were being empathetic today. The teacher invites them to pass on a token in the group when they make those recognitions.
2. The teacher models the activity by complimenting a class member and passes on a token and invites that member to do the same.
3. The teacher lets the students know that they can also write a note or draw a picture when they pass along a token during the week. The note and the picture can be placed in their class-created kindness jars throughout the week.



### ***STEP 4: CLOSING & REFLECTION*** (6 MINUTES)

**INTENTION:** I can affirm and encourage the practice of empathy in my classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

## STUDENT TASK

Students gather together in their groups either on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work this week. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “**I see you when \_\_\_\_\_ and that grows empathy in my classroom community.**”
3. Kindness notes are placed in their respective kindness jars.



# EMPATHY

## UNIT 2, LESSON 5

<b>GRADE</b>	4 <sup>th</sup> and 5 <sup>th</sup>
<b>LESSON FOCUS</b>	Empathy
<b><u>INTENTION</u></b>	I can practice traveling the path of empathy in my classroom community and beyond.
<b>DURATION</b>	30 minutes
<b>KCC LESSON GUIDE</b>	Unit 2, Lesson 5

 **LESSON OVERVIEW**

**CONTENT AREA:** Interpersonal Effectiveness & Cross-Cultural Effectiveness

**GOAL:** Students will determine and develop their kindness capacity.

**COMPETENCY INDICATOR:** Students will make meaningful reflections upon their empathy skills and practices.

**EXPECTED RESULTS:** Students will engage with shifts and transitions.

**OBJECTIVE:** Each student will be supported to determine their kindness capacity and develop empathy skills to grow to active levels.

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 **CONTENT AREA AND SKILL LEVELS****INTERPERSONAL EFFECTIVENESS**

- Respect others
- Relate well with others
- Participate effectively in groups
- Develop healthy friendships

**CROSS-CULTURAL EFFECTIVENESS**

- Appreciate their own culture
- Respect others as individuals and accept them for their cultural membership
- Relate effectively with others based on appreciation for differences/similarities
- Evaluate how stereotyping affects them and their relationships with others

*Continue to: Step 1 – Introduction*

## ***STEP 1: INTRODUCTION*** (8 MINUTES)

**INTENTION:** I can flourish on the path of empathy in my classroom community and beyond.

Start with an introduction to the final lesson in the unit.

# TEACHER TASK

The teacher begins by introducing the final topic of the unit to the students. Since the students have all been doing this work in small groups, it is important that they all return to the big/whole group and share the lessons they have learned. In the very beginning of the unit, in lesson 1, students state their intention of the work. Today they close the unit by acknowledging the work they have completed.

The teacher reminds the students of the concept of empathy. The teacher also asks the students to remember that empathy is a path to kindness. Lastly, the teacher encourages the students to travel the path of empathy.

The teacher asks the students to engage in the final activity.

## ***Activity: Another Road to Kindness***

Students are guided with the following questions that allow them to reflect on their work and which also supports their closing out of the unit. The teachers ask them to answer the following questions by reflecting in their journals:

3. Why are you thankful for practicing empathy?
4. How do you rate your growth of empathy?

The teacher acts as facilitator in helping the students see the various paths to kindness.

## ***STEP 2: EXPLORATION AND REFLECTION INTO KCC*** (10 MINUTES)

**INTENTION:** I can practice traveling on the path of empathy in my classroom community and beyond.

Students reflect on their experiences of empathy.

# STUDENT TASK

Students return to their group and support each other through the final activity focused on reflection and aligning to transition to their new value of kindness.

1. Students begin the lesson by recognizing someone who has allowed them to think with empathy and thanks them.
2. Students also recognize someone who has been thinking with empathy towards them and thanks them.
3. The students end by saying what they have accomplished and with a final sentence which reads something like **“You have grown in thinking and acting with empathy in our classroom community by \_\_\_\_\_ and you recognize that You are the Difference.”**

### **INSTRUCTIONS:**

*On the Right Path.* Having completed the small group closing. The teacher then takes on the role of leading the classroom in a whole group sharing circle. They revisit the idea that empathy is a path or a road to kindness.

Students share:

- How they can continue to encourage empathy in the classroom
- What it means to be “the difference”

### ***STEP 3: CONNECT*** (6 MINUTES)

**INTENTION:** I can recognize the path of empathy in my classroom community and beyond.

Students and teachers make connections between the simulation lesson and their practice of empathy in the classroom community. The teacher then takes on the role of leading the classroom in a whole group sharing circle.

## **TEACHER TASK**

In supporting the optimal student outcome, the Kindness Capacity Curriculum, focuses on two essential elements: the relationship(s) between the facilitator-teacher and the student, and the honoring the pace of each student. The facilitator-teacher is positioned at this point in the process to act as the facilitator of a whole group sharing circle which repeats what was done in the small groups.

1. The whole class is invited to recognize someone who has allowed them to be empathetic and thank them.
2. The whole class is invited to also recognize someone who has been empathetic with them and thank them.
3. The class is invited to end by saying what they have accomplished and with final sentence which reads something like **“You have grown in thinking and acting with empathy in our classroom community by\_\_\_\_\_and you recognize that You are the Difference.”**



## ***STEP 4: CLOSING & REFLECTION*** (6 MINUTES)

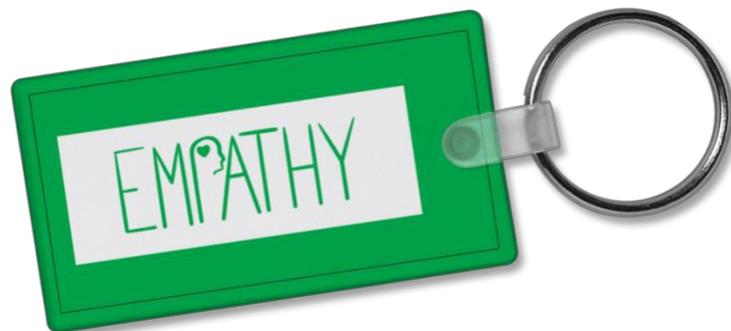
**INTENTION:** I can affirm and encourage the practice of empathy in my classroom community.

Students engage in a “name it” closing activity. Students may gather on the floor or sit facing each other in a circle for this activity. The students demonstrate their knowledge and understanding of the activity by practicing with each other as they practice the skills taught and the knowledge explored. They compliment each other by ending with the group activity using a sentence stem.

# STUDENT TASK

Students gather on the floor or seated in their chairs.

1. They then are invited by their teachers to affirm their work for this unit. They may also pass on a token and kind note with this activity.
2. In affirming their work, students each take turns completing the sentence stem, “**I see you when \_\_\_\_\_ and that grows empathy in my classroom community.**”
3. They can read some of the kind words from the notes aloud before placing them in the class-created kindness jar.
4. Kindness notes are placed in their respective kindness jars.
5. They tally the unit’s tokens distributed and write the number on the jar.
6. The students also have the option of using their kindness journal to reflect on how they feel about vulnerability.



*End of Unit 2, Lesson 5*