



## Project Pre-K TIPS

### Lesson 6: Empathy and Identifying Feelings in Others

#### Primary Goals:

1. Review feelings vocabulary from Week 1
2. Facilitate student identification of the feelings of others
3. Distinguish one's own feelings from the feelings of others (perspective taking)
4. Student demonstration of care for one another
5. Capitalize on *in vivo* opportunities to encourage and reinforce student use and displays of empathy and identification of peer's emotions

#### Materials for Main Lesson:

- Feelings Chart (from week 1)
- Empathy Actions Card

#### Materials for Supplemental Activities:

- Crying Baby Worksheet
- Art Discussion Prompt/Questions



## Lesson 6: Emotions & Empathy (20 minutes)

**Teacher:** "Today we are talking about empathy."

Facilitate an introductory conversation about empathy by asking:

"Does anyone know what empathy means?"

*Allow students a chance to respond and facilitate conversation around 2 to 3 student answers.*

"It means you can think about and understand how other people are feeling... Empathy is an important part of being a friend and getting along with people."

Review by saying:

"So, empathy is understanding how other people feel. What is empathy?"

Praise class for responding with "understanding how other people feel."

**Teacher:** "There are lots of different words to describe emotions - the way people feel"

Facilitate conversation by asking:

"Who can tell me a feeling word that we've learned? A word that describes how you or someone else might feel?"

*Hold up or point to feelings chart and allow students a chance to respond. Have students name at least half of the emotions on the chart before moving on.*

Praise class for generating feeling words from the chart.

**Teacher:** "So we all have emotions and feelings, and different situations can make us feel different emotions, BUT everyone doesn't always feel happy, sad, mad, excited, afraid, etc... at the same time or for the same reasons."

*The goal of this activity is for students to recognize the feelings of others.*

"Has anyone ever seen a friend crying because they fell down? How do you think they were feeling when they were crying?"

*If students need scaffolding, hold up or point to feelings chart and allow students a chance to respond.*

Continue the conversation by asking:

"Would you feel sad if you fell down?"

"What else might make you feel sad?"

Further the exercise by exploring other feeling scenarios:

"Has anyone ever seen a friend smiling? How do you think they were feeling?"

"What sort of things make you feel happy?"

Point out examples that make some students happy but not others such as: Eating certain foods (some kids might really like fish sticks and are happy to eat them, but others might not like fish sticks and are not happy to eat them)

**Teacher:** "So people don't always feel the same emotions that you do. Can anyone think of a time that you might have been happy when someone else was sad or mad?"

*The goal of this section is for students to recognize that their feelings may be different than the feelings of others.*

*Allow students a chance to respond. Redirect and give examples as needed.*

*"You and a friend get an ice cream cone at a birthday party, but your friend drops their ice cream on the floor. You might feel happy, but your friend might feel sad. Would you feel sad if you dropped your ice cream?"*

*"You and a friend are riding bikes and you fall off of your bike. How do you feel? How might your friend feel?"*

**Teacher:** "So sometimes we might feel happy but someone else might feel mad or sad at that moment. When we don't have the same feeling as someone else, we can have empathy because we understand what it feels like to be mad or sad and that different things can make us feel that way. What are some things that we can do or say to show empathy to others - show we understand their feelings and want to make them feel better?"

*The goal of this section is to help children think of ways to support one another.*

*"If you are feeling sad, what could your friend do or say to help you feel better?"*

*"If a friend is feeling sad, what could you do or say to help them feel better?"*

*Allow students a chance to respond. Redirect and give examples as needed. Use the Empathy Action card as a visual aid for what can be done to show empathy. Praise appropriate responses.*

*Tell them that it's going to be okay.*

*Ask if they want a hug.*

*Ask them if they need help.*

## Supplemental Activity (OPTIONAL)



### Activity: Empathy Video

- Play the video: Sesame Street Mark Ruffalo Empathy on YouTube.

<https://www.youtube.com/watch?v=x68ZLEfYbaA>

- Encourage the students to watch the video and listen carefully
- At the end of the video review what empathy means and how we can show we have empathy for others based on the information in the video
- Do a quick role play by dividing the students into two groups - group one is sad because they lost their favorite toys and group two displays empathy and support



### Art: Crying Baby Worksheet

- Have students practice recognizing feelings in others by:
  - Coloring the crying baby worksheet
  - Orally responding to questions below as teacher walks around from table to table during coloring activity
    - Brainstorm the things we can do to show that we have empathy for others



### Music and Movement: Empathy Song

- Play the song: Second Steps Empathy Video (titled VTS 01 1; posted by Sarah O'CONNOR) on YouTube.

[https://www.youtube.com/watch?v=DaZKJ3RI5\\_g](https://www.youtube.com/watch?v=DaZKJ3RI5_g)

- Encourage the students to watch the video and sing and dance along
- At the end of the song lead the students in a discussion about what empathy means and how we can show empathy to others

# Emotions



happy



sad



angry



excited



afraid



bored



surprised



tired

Image sourced and adapted from:

<https://flourishnthrive.wordpress.com/2012/05/29/feelings-chart-and-feelings-faces/>



*In My World*



Empathy Action Cards

Adapted from: <https://www.inmyworld.com.au/sunday-school-rules/>

### Art Discussion prompts and questions:

There are lots of reasons why a baby might get upset. They could have a tummy ache, or be hungry, or maybe even scared. What do you think could have made this baby unhappy?

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Other than crying, tell me another way you can tell this baby is upset.

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What could you do to try to comfort the baby?

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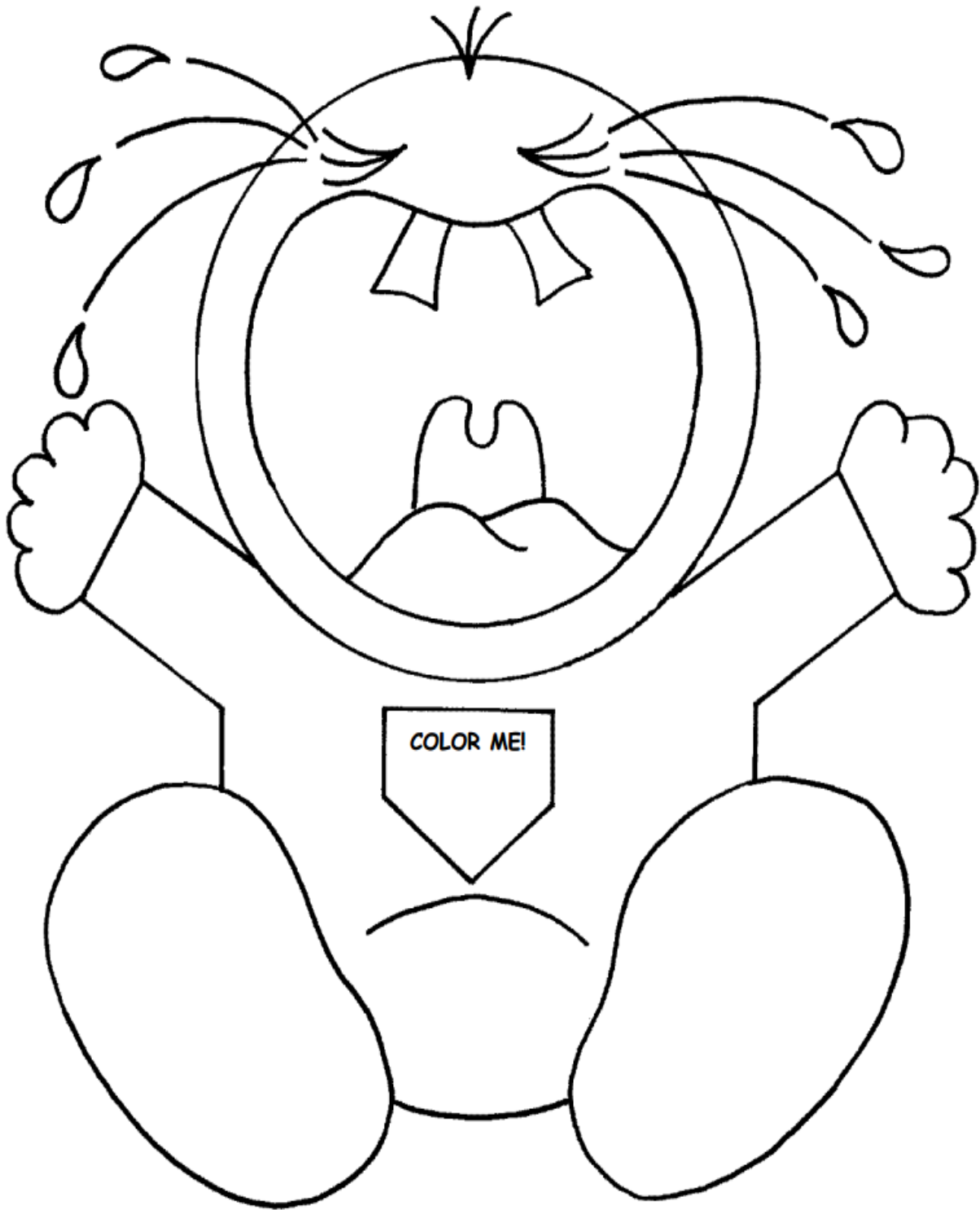
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Babies cry to tell us when something is wrong because they can't use their words yet. Crying is how they let us know they need help. Older kids can use their words and other strategies to communicate their needs. What are some of the ways that you communicate and express yourself?

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Adapted from: <http://www.keepyourchildsafe.org/pdf/crying-baby-Life-Issues-Worksheets.PDF>



I can show empathy and comfort the baby by \_\_\_\_\_