UNIT: One TOPIC OF LESSON: Empathy and Respect LESSON# One

FOCUS QUESTION: What is the definition of empathy and respect and the identification of several feelings/emotions.

MATERIALS NEEDED: DVD player, Grade 5 Second Step Disc, Handout 1, Empathy poster, Chart paper and marker

GRADE LEVEL: 5 TIME needed: 45 minutes

CURRICULUM LINKS: (Identify standard source, standard and #)

* National: **ASCA National Student Standards:**

Academic Development: A:A1.4, A:A3.5, A:C1.5

Career Development C:A1.4, C:C2.2, C:C2.3,

Personal/Social Development PS:A1.6, PS:A1.7, PS:A2.1, PSA2.3, PSA2.6, PS:B1.7, PS:C1.2, PS:C1.4,

**National Common Core Standards**,

English Language Arts Standards; Anchor Standards; College and Career Readiness Anchor Standards for Speaking and Listening; Comprehension and Collaboration: CCSSELA-Literacy.CCRASL.1: Presentation of Knowledge and Ideas;CCSS.ELA-Literacy.CCRA.SL4

English Language Arts Standards; Speaking & Listening; Comprehension and Collaboration:CCSS.ELA-Literacy.SL5.1, CCSS.ELA-Literacy.SL5.1A-D

* State: MA Curriculum Frameworks

English Language Arts and Literacy: Reading Standards for Literature: MA.1, MA.4, MA.6, MA. 7, MA.9,

Reading Standards for Informational Text: MA.2, MA.4, MA.5. MA.6

Writing Standards: MA.1, MA.2, MA.3, MA.3.A.,

Speaking and Listening Standards: MA.1, MA.2,MA.3, MA.4,

Language Standards, MA.1, MA.2, MA.3, MA.5,

* State: MA Career Development Education Benchmarks:

Workplace Readiness Development: W1-1, W1-2, W1-3, W2-1, W3-4

Personal/Social Development: PS1-1, PS1-2, PS1-3, PS1-4, PS2-1, PS2-2, PS2-3, PS2-4, PS3-1, PS4-2

* Other legislation Anti-Bully Law,
* District/School links: Cheshire Elementary School Improvement Plan: Goal 1: To Demonstrate a yearly improvement in our overall student learning and academic achievement. Goal 5: 95% or more of our students and staff will report feeling safe and secure in our school and recognize a sense of community.

PLANNING REFLECTION:

* Are you teaching an Attitude, Skills or Knowledge (ASK)

The skill of identifying feelings as well as the knowledge of the definition of empathy and respect

* Identify what baseline data is need prior to instruction. Data from pre and post test
* What measurements or evaluations will you use to collect pre and post data? Pre-test and post-test results
* How will you assess student learning or the impact of your instruction/intervention? Post-test as well as completed handout sheet

TEACHER PERFORMANCE OBJECTIVES: During the lesson the teacher will speak clearly, model respectful behavior, include all students, show interest in the topics being discussed.

STUDENT PERFORMANCE OBJECTIVES:

Cognitive: *By the end of the lesson, the students will*

* know the definition of empathy and respect based on their ability to correctly provide examples during class discussion
* to identify feelings of anger, embarrassment, fear

Affective: *By the* end of the lesson, the students will have a better understanding of:

* the definition of empathy and respect and by giving examples of empathic and respectful behavior

Behavioral/Performance: *By the end of the lesson, the students will be able to:*

* act out a scene providing examples of respectful behavior in given situations selected by the students

PRE ASSESSMENT: Attached is the pre-test for the entire Second Step program.

POST ASSESSMENT: The pre-test will also be given at the conclusion of the entire Second Step program (22 lessons) as the post-test.

DESCRIPTION OF THE ACTIVITY/SEQUENCE OF THE LESSON

* Narrative of lesson
* Play music video
* Directed discussion of music video with peer interaction
* Activity including handout and partner work
* Wrap-up discussion on lesson and topics learned and goals for the week

MODIFICATIONS FOR DIFFERENTLY ABLED STUDENTS: All materials are read aloud, and paraprofessional support is available in the classroom if additional support is needed during the lesson. There are handouts and a DVD lesson to include multisensory directions.

DATA ANALYSIS and SUMMARY: Pre-test and post-test results as seen in the chart below

REFLECTION: The lesson went well and a nice start to the Second Step series. The class is rather large, 23 students, and I need to accommodate the size by allowing myself more time to administer the lesson. They also tend to be very outspoken and do not follow classroom rules. I will make sure to go over my expectations of their behavior when I am in their class.

CITE RESOURCES: All materials used in this lesson are directly used from the Second Step Program from Committee for Children and was purchased by Cheshire Elementary School.

* www.secondstep.org
* American School Counselor Association (2004). ASCA

National Standards for Students. Alexandria, VA; Author.

* Common Core State Standards Initiative

<http://www.corestandards.org/>

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* Massachusetts Model for Comprehensive School Counseling Programs (October 10, 2006)

Massachusetts School Counselors Association, The Massachusetts Model Task Force

* Massachusetts Curriculum Frameworks (February 22, 2011) Massachusetts Department of Elementary and Secondary Education, www.doe.mass.edu/frameworks/current.html

SUPPLEMENTAL MATERIAL: With each Second Step lesson there is a handout as well as a home link for students to bring home to their parents/guardians.

Cheshire Elementary School

191 Church Street Cheshire, MA 01225 Tel. (413)743-2298 Fax (413)743-8423

Dear Parent/Guardian,

We want your child to be as successful as possible at school. Success in school is not just about reading and math. It is also about knowing how to learn and how to get along with others. We will be using the *Second Step* program in your child’s classroom to teach these critical skills. The *Second Step* program teaches skills in the following four areas:

**1. Skills for Learning:** Students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.

**2. Empathy:** Students learn to identify and understand their own and others’ feelings. Students also learn how to take another’s perspective and how to show compassion.

**3. Emotion Management:** Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.

**4. Problem Solving:** Students learn a process for solving problems with others in a positive way. Your child will be learning a lot this year—and he or she will need your help! Throughout the year, your child will be bringing home Home Links that go with several of the *Second Step* lessons. HomeLinks are simple, fun activities for you and your child to complete together. They are a great way for you to understand what your child is learning and for your child to show you what he or she knows. If you have any questions about the *Second Step* program, please do not hesitate to contact me for more information. Thank you for supporting your child in learning the skills that lead to success in school and in life.

Sincerely,

Nicole Seyerlein

School Adjustment Counselor

P.S. Make sure to join **www.secondstep.org** with the activation key **SSPK FAMI LY70** to watch videos about the *Second Step* program and get information about what your student is learning.

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Circle one: Pre Post Grade 5

**Second Step Summative Knowledge Assessment**

1) You are talking to a classmate in the hallway before school. She just had an argument with her best friend. You are listening to her with attention as she tells you how sad she is feeling. You understand how she feels. You’ve felt sad after having an argument with a friend too. You are:

a. Feeling happy that you are not her

b. Having empathy for her

c. Thinking she will not have many friends

d. Wondering why she is so sad

2) You were having trouble paying attention when your teacher explained what to do for a social studies project. Now everyone is getting started, and you don’t know what you’re supposed to do! The best thing to do is to:

a. Just do the project the way you want

b. Assertively ask your teacher how to do it

c. Read a book instead

d. Wait quietly at your desk and hope someone comes to help you

3) Some kids at the after-school program are starting to play a board game. It looks like it could be fun. Which is the best way for you to join in?

a. Aggressively say that you know how to play the game

b. Wait a long time for them to ask you if you want to play

c. Ask a question about the game, then politely ask if you can play too

d. Wait until they start playing, then ask them to stop what they are doing and let you play

4) Garrett’s older brother gave him his old bike. Garrett is very excited. He rides the bike to the park to meet you. Unfortunately, on the way to the park something hits his wheel and bends the spokes. He is very disappointed. What is a compassionate thing you could do for Garrett?

a. Tell him “It’s just a bike-no big deal”

b. Tell him you are sorry about the wheel and you can ask an adult to help fix it

c. It’s best not to say anything

d. Wish Garrett had gone a different way to the park

5) You experience strong emotions only in your body

a. True

b. False

6) You are taking a test. You still have two more questions to go, but you only have a little more time. You are starting to feel anxious. What should you do to calm down?

a. Stop- use your signal

b. Cry

c. Name you feelings

d. Calm down-use a Calming-Down Strategy

7) You are learning how to make folded paper birds in art class. Everyone seems to be able to do it but you! Every time you try, you get it wrong. You feel like ripping the whole thing up and throwing it on the floor! You are really frustrated. What can you do to calm down? (select all that apply)

a. Take a break, and try again later

b. Bang the table to show how frustrated you feel

c. Use self-talk to tell yourself that you can do it, you just need to take your time

d. Do deep, centered breathing

8) You and a partner have just finished building a rocket for a science project. You are carrying your completed rocket up to the front of the class when you trip over someone’s foot. You drop the rocket and it cracks. You turn around and see a classmate with his foot in the aisle. You are so angry! You feel like breaking his rocket. You want to punch him. Instead, you decide to calm down. What positive self-talk statements can you use to calm down?

a. I know he was trying to trip me on purpose

b. He probably didn’t stick his foot out on purpose. I can always fix my rocket

c. I should have stepped on his foot

d. I’m going to push his foot back into his face

9) When you solve problems, first you calm down, then (select all that apply):

a. P: Pick the best solution

b. D: Decide who’s to blame

c. T: Think of solutions

d. E: Explore consequences

e. S: Say the problem

10) Bella hears some of her friends talking about another friend of hers, Karin. Bella is sure that what they are saying is untrue and hurtful to Karin. Bella knows this is a problem. What are some possible solutions that are safe and respectful? (select all that apply)

a. Walk away and refuse to listen

b. Confront the gossipers and tell them to stop

c. Just stand there and listen quietly

d. Assertively state the truth

11) Rashid borrowed his friend’s favorite book. Now his friend wants it back, but Rashid can’t find it! He decides he needs to tell his friend what happened and replace the book. However, this solution is not simple. It requires a plan. Select all of the following that Rashid should remember when making his plan:

a. The order makes sense

b. It should take a long time

c. It’s not too complicated

d. It’s realistic, and you’re able to do it

12) You have to show your completed homework to your teacher before you go out to recess. Your friend didn’t finish hers and wants to copy yours. What should you do?

a. Let her copy it, so she can join you at recess

b. Tell her you didn’t finish your homework either

c. Tell her no, you don’t want to let her do that, but you can play with her next recess after she gets her homework done

d. Tell on her

