

Potential Integration:

ELA

Health
4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.
4.ICR.1.2 Exemplify empathy toward those affected by disease and disability.

Materials Needed:

- Paper for recording synonyms
- 2 class posters: 1 for respect and 1 for empathy
- A collection of children’s books teaching empathy and respect for students to read in small groups. Suggested titles: Alex and the Horrible, Terrible, No Good, Very Bad Day by Judith Viorst, In Jesse’s Shoes by Beverly Lewis, A Rainbow of Friends by PK Halliman, Best Friends by Miriam Cohen, Miss Maggie by Cynthia Rylant, Two of Them by Alike, A Friend is Someone Who Likes You by J. Anglund, Amos and Boris, Caleb and Kate by William Steig, My Friend has Autism by Amanda Tourville, My Friend Isabelle by Eliza Walosen, Some Kids Use Wheelchairs by Lola Schaefer, Susan Laughs by Jeanne Willis, I Like Me by Nancy Carson, The Colors of Us by Karen Katz, Have You Filled a Bucket Today? By Carol McCloud
- Appendix 1 – Chart for recording information about empathy and respect: Looks like, Sounds like, Feels like
- A copy of Special People, Special Ways, by Arlene Maguire to read aloud or a similar book
- Appendix 2 – copies of Radiating Respect and Empathy (for each student)

Focus:

Divide the class into 6 groups, which will be used for several activities throughout the lesson. Begin by asking for a definition of **respect** and **empathy** with the entire class. Each group should have access to a dictionary and thesaurus and paper for recording. Give each group some time to write as many synonyms for each word as they can. Review the meaning of synonym if necessary. Continue with the class discussion and write the synonyms on the class chart as each group shares. Write a final definition as a class.

Respect: a feeling or understanding that someone or something is important and valuable and should be treated a certain way. You can think and act in a positive way about yourself and others. “Treating others the way you want to be treated.”

Empathy: being aware and understanding another person’s feelings, experiences and emotions. “Put yourself in my shoes.”

Statement of Objectives:

At the end of today’s lesson, you will be able to explain respect and empathy and ways you can show respect for yourself and others.

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Teacher Input:

Many different people live in our world, our community, our school and here in our classroom. We are all special, but we all have some needs in common. We all need a friend and we like to be appreciated. Everyone likes to be congratulated when we do well. We like to feel successful, and everyone is good at something! We all need help sometimes. All of us face challenges in our lives. We all like to be treated with respect, and we want people to understand our feelings. Let's review our synonym chart and talk about what respect and empathy actually looks like, sounds like and feels like in our classroom.

Give students the handout, Appendix 1, Respect and Empathy. Record an example discussed from your classroom under each category. Examples: Looks Like: Taking turns fairly. /Sounds Like: "Sure, I will help you!"/ Feels Like: Someone cares about me.

Tell students to listen for other examples as you read aloud, Special People, Special Ways, by Arlene Maguire or a similar book.

After reading the book, ask students to discuss in small groups and record examples for each category. When the groups are finished, share as a class.

Assessment:

Provide several books for each group to read together, discuss and continue recording examples on the Respect and Empathy chart. Discuss how the actions of the characters in the stories are similar to student's actions in the classroom.

In addition, you may ask students to record their favorite examples of what respect and empathy looks like, sounds like and feels like on strips (sun rays) that you can add to a bulletin board, "Radiating Respect and Empathy."

Radiating Respect and Empathy: Ask students to record their own actions or the actions of others throughout the week.

Closure:

Thank you for working together as a class today as we have defined respect and empathy and discussed specific ways you can show respect and empathy for yourself and others.

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Respect and Empathy

What does RESPECT . . .	What does EMPATHY . . .
Look like?	Look like?
Sound like?	Sound like?
Feel like?	Feel like?



Integration:



“The Golden Rule”

“Put Yourself in My Shoes”

Radiating Respect and Empathy

<i>Day</i>	<i>Action</i>	<i>Why?</i>
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

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