



Empathy

Age: Secondary

Level: A2-B1

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is encouraged to discover their own bias.

Learning Outcome: S.D2.S3.LO2 Show empathy with another's perspective of the world

Standard for Global Skill: Student acquires the skills to be communicative citizens.

Global Skill: S.D3.S2.LO1 Demonstrate an ability to build and develop empathy with others

Sustainable Development Goal: 4: Quality Education

Part 1 (15 mins)

- A.** Ask students to look at the title of the lesson. Elicit or explain that *empathy* is the ability to imagine how another person feels. Explain that the English expression is *Put yourself in someone else's shoes*, which means to imagine that you are another person or group of people and think about how they'd feel in any given situation. Have students discuss the questions in pairs and take note of their answers to share with the whole class.

Answer Key: Possible answers

1. Students' own answers.
2. School, chores, time spent with family, etc.
3. Students' own answers.

- B.** Ask students to read the conversation and think about how the daughter, parents, and grandparents may feel. Then have them discuss the questions in groups. Monitor and help them with ideas and vocabulary. Then elicit ideas from the class.

Answer Key: Possible answers

1. She might feel angry because all her friends are going to the party, and she can't go.
2. Because it's her best friend's birthday and she promised she'd be there.
3. They might feel sad Hailey seems to prefer to spend time with her friends over her family.
4. It's her grandparents' anniversary, and all her family will be there.

Part 2 (15 mins)

- A.** Tell students they'll read the second part of the dialogue. First, ask them to imagine two scenarios: one in which the conflict goes bad, and one in which it's resolved. Ask, *Imagine Hailey and her parents continue arguing, what would they say? Now imagine Hailey and her parents find a solution, what could this solution be?* Then, have students read the text and answer the questions.

Answer Key:

1. Yes, because her mom says "I see your point. I should have told you about the dinner. You already made a promise to your friends, and I respect that. It's important to keep promises."
2. Yes. Hailey says, "I want to wish them the best on their anniversary. Maybe I can bring the dessert with you, and stay for a little while. I can go to the party later."
3. Yes. They found a solution they are all happy with.
4. Hailey will make the dessert and bring it to her grandparents' for their anniversary and then leave to her friend's party.
5. Student's own answers.
6. They can communicate better. Hailey needed to tell her parents about the party, and they needed to tell her about the family reunion.

- B.** Have students scan the dialogue to find the expressions listed and write them in the correct order. Have them check answers in pairs and clear any doubts they may have about meanings.

Answer Key:

1. I guess that you're right.
2. Maybe I can...
3. I see your point.
4. I think that's fair.
5. Is there any way you can...?
6. How about you...?

Part 3 (20 mins)

- A.** Tell students that they are going to read about an Egyptian boy that left his country and is a new student at a middle school in the USA. Ask them to think about how Youssef and the other classmates feel while they read.



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- B.** Put students in pairs. Ask them to imagine that student A is Youssef and student B is a classmate of his. Have them prepare a short role play between Youssef and his classmate. Remind them to try and find compromises and things they might have in common, even if it doesn't look that way at first.

Extension

- A.** Explain that we sometimes look at situations from only our own point of view and that it is important to be able to understand other people's points of view in order to make good decisions. Have students read the proposal and the points in favor of the community soccer fields and in favor of the community gardens. Then put students in pairs. Ask half of the pairs to imagine they are a family with teenagers who like to play soccer and half the pairs to imagine they are a family that wants the gardens. Have the pairs write a letter to the city officials expressing their opinion about whether to keep all four soccer fields or to change two into community gardens. Tell them they can use arguments from the bullet points or their own ideas.
- B.** When they have finished, have each pair join another pair that wrote with the opposite point of view. Ask them to share their letters. Encourage them to think about the other side's opinions and feelings. Ask if anyone changed their opinion after the discussion.