

Showing Empathy: Secondary Students

Skill to Teach	<p><i>Showing Empathy:</i> Older students will learn about empathy and teach it to younger students by creating a puppet show. Since we know that students retain 90% of content by teaching it, these older students are more likely to gain a thorough understanding of empathy and how to show empathy to others.</p> <p>*Note: This lesson plan incorporates a project that will most likely take several days. It incorporates many different academic and social outcomes and is ideal for the following classes: English (especially for a play unit), Drama, Parenting, Early Childhood, Family and Consumer Sciences, or a social skills group.</p>
Age	Secondary Students
Objective	Students will investigate emotions that younger children need to identify in others, learn the definition of empathy, create a script/play, design the puppets and props and perform their puppet show for younger children to teach them how to show empathy.
Materials Needed	<ul style="list-style-type: none"> • Photographs • Pictures and/or picture books to show and name emotions • Technology and YouTube access to show Sesame Street video • Additional games or resources as desired (see links below) • A class of younger students to present to • The provided rubrics for script-writing, puppet and props creation and performance <p>*Note: These are materials needed for the teacher’s lesson. Students will need to determine the specific materials they need for their puppet show project.</p>
Planned Teaching	<p>Tell students that they are going to create a puppet show for younger students. Explain that their puppet show will teach students about emotions, what empathy is and how to show empathy to others. Let them know that showing empathy is an important step to preventing bullying and creating a safe school environment, which is why it’s so important to teach to children.</p> <p>Start by telling students that often small children don’t know the vocabulary to describe what emotion they’re feeling. And also have trouble recognizing and naming those feelings in others. Identifying feelings is an important building block to showing empathy. These are suggested emotions to teach to young children:</p> <ul style="list-style-type: none"> • Happy • Sad • Nervous • Frustrated • Proud • Embarrassed <p>Facilitate a class discussion of how students might teach children to recognize these feelings in themselves and others. (Suggestions: Look at pictures and/or photographs of the above</p>

	<p>emotions. Perhaps use picture books which the young children might already be familiar with. It might be helpful for children to make the faces of the various emotions- maybe even look in a mirror- and to name the emotions demonstrated in the pictures or photographs and/or even on the face of the puppets or students presenting the lesson.) There are links to additional resources, games, and activities below.</p> <p>Tell students they will watch this short video to see how Sesame Street explains what empathy is to young children. This should help them to be able to explain empathy. Note: Sesame Street defines empathy as “when you are able to understand and care about how someone else is feeling”.</p> <p>Tell students that while it is important that children know what empathy is, it’s even more crucial that they are able to show empathy to others.</p> <p>Tell them the steps of <i>Showing Empathy</i>. Create a poster or write the steps on the board.</p> <ol style="list-style-type: none"> 1. Listen closely as the other person expresses his or her feelings. 2. Express empathy by saying, “I understand....” 3. Demonstrate concern through your words and actions 4. Reflect back the other person’s words by saying, “It seems like you’re saying....”
<p>Practice</p>	<ul style="list-style-type: none"> • Students work in groups to create a script/play that incorporates: teaching the six emotions, defining empathy, the skill steps of showing empathy, and a story line revolving around showing empathy. Give a due date for this portion of the project. • Students identify what puppets and props are needed. Then they gather and design the needed materials. Give a due date for this portion of the project. • Students practice the show. Then they perform their puppet show for younger children.
<p>Assessment</p>	<p>There are possibly three separate graded elements for this project. Each of the three elements have their own rubric (provided below). They are a script-writing rubric, a puppet and props creation rubric, and a performance rubric.</p>
<p>Additional Resources</p>	<ul style="list-style-type: none"> • Boys Town Training Blogs <ul style="list-style-type: none"> ○ The Power of Empathy: Creating Connections ○ Teach Kids to be a B.O.S.S & Take a Stand Against Bullying ○ Teaching Students the Difference Between Teasing & Bullying ○ 5 Tips to Go Beyond Bullying Awareness Month ○ Find more resources here. • Visit Teaching Tolerance’s website for more lesson plans on teaching empathy • Use these feelings paper dolls from Teachers Pay Teachers • Find additional resources from Teachers Pay Teachers here

Script-Writing Rubric

	100-95% Exemplary	94-85% Strong	84-75% Proficient	74-70% Developing	69-65% Emerging	Below 65% Beginning
Ideas & Content	<ul style="list-style-type: none"> Exceptionally strong storyline, defined plot with beginning, middle, and end, character development, entertaining, and correct play formatting 	<ul style="list-style-type: none"> Clear, focused, storyline, defined plot with beginning, middle, and end, character development, entertaining, and correct play formatting 	<ul style="list-style-type: none"> Evident storyline, plot with beginning, middle, and end, character development, entertaining, and play formatting which may be general or limited 	<ul style="list-style-type: none"> Storyline, plot, character development, entertainment-value, and play formatting may be cloudy, general or even off-topic 	<ul style="list-style-type: none"> Storyline, plot, character development, entertainment-value, and play formatting may be unclear and/or lacking required elements 	<ul style="list-style-type: none"> Storyline, plot, character development, entertainment-value, and play formatting lack central idea and/or required elements
Behavioral Skill	<ul style="list-style-type: none"> Adept at incorporating the steps for showing empathy within the storyline 	<ul style="list-style-type: none"> Strong incorporation of the steps for showing empathy within the storyline 	<ul style="list-style-type: none"> "Showing empathy" not fully incorporated into storyline and lacking some understanding 	<ul style="list-style-type: none"> "Showing empathy" minimally mentioned and not included in storyline; difficult to understand 	<ul style="list-style-type: none"> Lacked significant steps of the skill nor was it incorporated in the storyline; significance of the skill was unclear 	<ul style="list-style-type: none"> Did not incorporate the skill
Organization	<ul style="list-style-type: none"> Effectively organized in logical and creative manner Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> Strong order and structure Inviting intro and satisfying closure 	<ul style="list-style-type: none"> Organization is appropriate, but conventional Attempt at introduction and conclusion 	<ul style="list-style-type: none"> Attempts at organization; may be disconnected events Beginning and ending not developed 	<ul style="list-style-type: none"> Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion 	<ul style="list-style-type: none"> Lack of coherence; confusing No identifiable introduction or conclusion
Dialogue	<ul style="list-style-type: none"> Engaging and conversational, clearly reveals characters' wants and viewpoints, and includes vital exposition needed to comprehend story 	<ul style="list-style-type: none"> Conversational, reveals characters' wants and viewpoints, includes exposition needed to comprehend story 	<ul style="list-style-type: none"> Conversation, characters' wants and viewpoints, and exposition included yet not fully developed 	<ul style="list-style-type: none"> Conversation, characters' wants and viewpoints, and exposition somewhat included and/or difficult to understand 	<ul style="list-style-type: none"> Conversation lacks vital components of characters' wants and viewpoints and exposition needed to comprehend story 	<ul style="list-style-type: none"> Conversation is disjointed, lacking characters' wants and viewpoints, and does not include vital exposition to comprehend story
Word Choice	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh, vivid images Appropriate for audience 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing Appropriate for audience 	<ul style="list-style-type: none"> Language is functional Descriptions may be overdone at times Mostly appropriate for audience 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice Mostly appropriate for audience 	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate for audience 	<ul style="list-style-type: none"> Limited range of words Some vocabulary misused Sometimes inappropriate for audience
Sentence Fluency	<ul style="list-style-type: none"> High degree of craftsmanship Effective variation in sentence patterns 	<ul style="list-style-type: none"> Easy flow and rhythm Good variety in length and structure 	<ul style="list-style-type: none"> Generally in control Lack variety in length and structure 	<ul style="list-style-type: none"> Some awkward constructions Many similar patterns and beginnings 	<ul style="list-style-type: none"> Often choppy Monotonous sentence patterns Frequent run-on sentences 	<ul style="list-style-type: none"> Difficult to follow or read aloud Disjointed, confusing, rambling

Conventions	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of playwriting, including stage directions 	<ul style="list-style-type: none"> Strong control of playwriting conventions and stage directions; errors are few and minor 	<ul style="list-style-type: none"> Control of most playwriting conventions and stage directions; occasional errors with high risks 	<ul style="list-style-type: none"> Limited control of playwriting conventions and stage directions; frequent errors do not interfere with understanding 	<ul style="list-style-type: none"> Frequent significant playwriting and stage direction errors may impede readability 	<ul style="list-style-type: none"> Numerous playwriting and stage direction errors distract the reader and make the text difficult to read
Effort	<ul style="list-style-type: none"> Used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Mostly used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Generally used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Sometimes used class time wisely, completed some share of the work, and at times worked cooperatively with group members 	<ul style="list-style-type: none"> Often did not use class time wisely, completed little share of the work and rarely worked cooperatively with group members 	<ul style="list-style-type: none"> Did not use class time wisely, completed little or no work and did not work cooperatively with group members

Puppet and Props Creation Rubric

	100-95% Exemplary	94-85% Strong	84-75% Proficient	74-70% Developing	69-65% Emerging	Below 65% Beginning
Planning	<ul style="list-style-type: none"> Exceptional prior planning- determined what to create, what would be needed, who is responsible for items, and when to bring them 	<ul style="list-style-type: none"> Strong prior planning- determined what to create, what would be needed, who is responsible for items, and when to bring them 	<ul style="list-style-type: none"> Adequate prior planning- Mostly determined what to create, what would be needed, who is responsible for items, and when to bring them 	<ul style="list-style-type: none"> Some prior planning- Somewhat determined what to create, what would be needed, who is responsible for items, and when to bring them 	<ul style="list-style-type: none"> Little prior planning- lack of determining what to create, what would be needed, who is responsible for items, and when to bring them 	<ul style="list-style-type: none"> Little to no prior planning- Very little or no determination of what to create, what would be needed, who is responsible for items, and when to bring them
Materials	<ul style="list-style-type: none"> Provided all necessary materials in a timely fashion 	<ul style="list-style-type: none"> Provided almost all necessary materials in a timely fashion 	<ul style="list-style-type: none"> Provided most necessary materials in a timely fashion 	<ul style="list-style-type: none"> Provided some necessary materials in a timely fashion 	<ul style="list-style-type: none"> Provided few necessary materials in a timely fashion 	<ul style="list-style-type: none"> Rarely or never provided necessary materials in a timely fashion
Products	<ul style="list-style-type: none"> Exceptional demonstration of planning, effort, and creativity 	<ul style="list-style-type: none"> Strong demonstration of planning, effort, and creativity 	<ul style="list-style-type: none"> Adequate demonstration of planning, effort, and creativity 	<ul style="list-style-type: none"> Somewhat demonstrates planning, effort, and creativity 	<ul style="list-style-type: none"> Demonstrates lack of planning, effort, and/or creativity 	<ul style="list-style-type: none"> Little or no demonstration of planning, effort, and/or creativity
Effort	<ul style="list-style-type: none"> Used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Mostly used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Generally used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Sometimes used class time wisely, completed some share of the work, and at times worked cooperatively with group members 	<ul style="list-style-type: none"> Often did not use class time wisely, completed little share of the work and rarely worked cooperatively with group members 	<ul style="list-style-type: none"> Did not use class time wisely, completed little or no work and did not work cooperatively with group members

Performance Rubric

	100-95% Exemplary	94-85% Strong	84-75% Proficient	74-70% Developing	69-65% Emerging	Below 65% Beginning
Voice	<ul style="list-style-type: none"> Voice tone and volume were exceptional- expressive, loud and clear 	<ul style="list-style-type: none"> Voice tone and volume were appropriate - expressive, loud and clear 	<ul style="list-style-type: none"> Voice tone and volume were adequately expressive, loud and clear 	<ul style="list-style-type: none"> Voice tone and volume were somewhat expressive, loud and clear 	<ul style="list-style-type: none"> Voice tone and volume were at times expressive, loud and clear 	<p>Voice tone and volume were rarely or never expressive, loud and clear</p>
Audience Awareness	<ul style="list-style-type: none"> Actively engaged the audience throughout the entire performance. 	<ul style="list-style-type: none"> Strong active audience engagement throughout the performance 	<ul style="list-style-type: none"> Active audience engagement multiple times throughout the performance 	<ul style="list-style-type: none"> Some audience engagement at times during the performance 	<ul style="list-style-type: none"> Limited audience engagement during the performance 	<p>Little to no attempt at engaging the audience</p>
Puppetry	<ul style="list-style-type: none"> Exceptional puppetry- puppets enhance dialogue, purposeful movement, full use of the "stage", and props enhance performance 	<ul style="list-style-type: none"> Strong puppetry- puppets act out dialogue, lots of movement, uses almost all of the "stage", and props aid performance 	<ul style="list-style-type: none"> Adequate puppetry- puppets usually act out dialogue, use of movement, usually uses most of the "stage", and uses several props 	<ul style="list-style-type: none"> Some use of puppetry- Attempts to act out dialogue, limited movement, sometimes uses different parts of the "stage", and limited use of props 	<ul style="list-style-type: none"> Limited puppetry- Little acting out dialogue, not a lot of movement, seldom uses different parts of the "stage", and few props 	<p>Little or no puppetry- Rarely or no acting out dialogue, rare or no movement, rarely uses different parts of the "stage", and few or no props</p>
Memorization/ Improvisation (When necessary)	<ul style="list-style-type: none"> Script is fully memorized ; improvised lines and/or actions when necessary to enhance performance 	<ul style="list-style-type: none"> Script is almost fully memorized ; some improvised lines and/or actions when necessary to aid performance 	<ul style="list-style-type: none"> Script is mostly memorized ; a few improvised lines 	<ul style="list-style-type: none"> Script is not well- memorized ; little improvisation 	<ul style="list-style-type: none"> Very little of the script is memorized ; very little or no improvisation 	<p>Extremely little or none of the script is memorized ; extremely little or no improvisation</p>
Puppets' Facial Expressions/ Body Language	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh, vivid images Appropriate for audience 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing Appropriate for audience 	<ul style="list-style-type: none"> Language is functional Descriptions may be overdone at times Mostly appropriate for audience 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice Mostly appropriate for audience 	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate for audience 	<p>Limited range of words Some vocabulary misused Sometimes inappropriate for audience</p>
Effort	<ul style="list-style-type: none"> Used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Mostly used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Generally used class time wisely, completed a fair share of work, and worked cooperatively with group members 	<ul style="list-style-type: none"> Sometimes used class time wisely, completed some share of the work, and at times worked cooperatively with group members 	<ul style="list-style-type: none"> Often did not use class time wisely, completed little share of the work and rarely worked cooperatively with group members 	<p>Did not use class time wisely, completed little or no work and did not work cooperatively with group members</p>

The Boys Town Education Model

Empowering Learning Communities | Transforming Social Climates

ARE YOU IMPLEMENTING THE BOYS TOWN EDUCATION MODEL IN YOUR CLASSROOM OR SCHOOL?

If so, be sure to take advantage of all the resources we have to help you!

- FREE on-demand webinars you can watch anytime
- Low-cost on-demand training to help you practice the teaching interactions, increase your fluency and confidence and learn more about helping children learn skills and develop their social and emotional competencies.
- Free Social Skills Lesson Plans
- Check out the Boys Town Press for additional resources and books that are designed to support behavior change and skill teaching.

ARE YOU INTERESTED IN IMPLEMENTING THE BOYS TOWN EDUCATION MODEL IN YOUR CLASSROOM OR SCHOOL?

We have many options to meet your needs! The first step is to just have a conversation to talk about your goals and needs. We help you develop a plan that can range from attending an on-campus national workshop to having Boys Town Trainers come to you to train staff, trainers, and consultants. Just like behavior interventions and supports it is not one size fits all.

If you want to learn more about our Model and tools, be sure to visit our website. We have webinars, articles and resources with information on how our model can help you build social and emotional competencies in all students to improve school culture and build positive relationships.

Follow us on Facebook and Twitter to be the first to know when we have new resources available!



@BoysTownTraining



@BT_Ed

Visit boystownpress.org and use
CODE B4Z775W77 to receive
30% off your next order of
Boys Town Press Books*
(Exclusions apply)



800.545.5771
training@boystown.org
boystowntraining.org