

# 'Ewa 'Āina Education Initiative

**Unit Plan Descriptive Title:** Building Empathetic Relationships and Leaders Through 'Āina (link to [Unit Plan](https://cutt.ly/1JkLibP): <https://cutt.ly/1JkLibP>)

**Target grade:** 7 and/or 8

**Target subject:** Student leadership and/or social studies

**'Ewa 'Āina Site:** Kuhiawaho

## Detailed Lesson-Project Plan #2

**Lesson Title:** Sympathy Compared to Empathy

### Essential Unit Questions Addressed:

- **How can we practice empathy** to create an effective service project **to address a community needs?**

### Educational Standards

- GLO #2: Community Contributor (The understanding that it is essential for human beings to work together); Respects people's feelings, ideas, abilities and cultural diversity & Cooperates with and helps and encourages others in group situations
- GLO #4: Quality Producer (The ability to recognize and produce quality performances and quality products); evidence that meets or exceeds Hawaii Content and Performance Standards
- GLO #5: Effective Communicator (The ability to communicate effectively); Listens to, interprets, and uses information effectively, & Observes and makes sense of visual information
- GLO #6: Effective and Ethical Users of Technology (The ability to use a variety of technologies effectively and ethically.); Uses appropriate technologies for communication, collaboration, research, creativity and problem solving

### Explain how the [HĀ framework](#) and/or Hawaiian Culture in this lesson

In this lesson, students will strengthen their sense of aloha by exploring how to build empathy and relationships with others. Students will respond mindfully to a variety of situations, imagining ways they could make others feel comfortable and supported.

### Materials needed

#### Videos, media, lesson presentations/resources

- [Sympathy vs. Empathy slideshow](https://cutt.ly/JJkBYQ9) (link: <https://cutt.ly/JJkBYQ9>)
- [The Helpful Boy Scout Cartoon-Box 180](https://bit.ly/3ruN07R) Video (link: <https://bit.ly/3ruN07R>)
- [Season 2 Episode 12 : Change Your World](https://bit.ly/2VVkQ5t) Video (link: <https://bit.ly/2VVkQ5t>) by The Harbor by Jostens. *The Harbor by Jostens is a character education video series available to schools that partner with Jostens. Contact your Jostens rep or [Renaissance@jostens.com](mailto:Renaissance@jostens.com) for details.*
- [Kahoot Game "Empathy"](https://create.kahoot.it/details/05d838c3-459b-4096-9749-43890bebee0a) (link: <https://create.kahoot.it/details/05d838c3-459b-4096-9749-43890bebee0a>); created by Elissa Minamishin from Hawai'i Technology Academy

#### Student Assessments and Worksheets

- [Kilo ā Loa'a \(Observe and Discover\) Scavenger Hunt](https://cutt.ly/jJkXiFI) (link: <https://cutt.ly/jJkXiFI>)
- [3. 2. 1 Reflection Form](https://cutt.ly/tJkGACW) (link: <https://cutt.ly/tJkGACW>)
- [Student Reflection Rubric](https://cutt.ly/VJkVka6) (link: <https://cutt.ly/VJkVka6>)

**Pedagogy (methods) Used** to introduce, teach and close/review lesson

**Lesson Introduction**

Students will be introduced to the concept of “empathy” and how you should use empathy to create effective service projects that can address the community’s needs.

**Instructional Sequence**

Teacher Does	Students Do
<b>Teacher</b> opens <a href="https://cutt.ly/JJkBYQ9">Sympathy vs. Empathy slideshow</a> (link: <a href="https://cutt.ly/JJkBYQ9">https://cutt.ly/JJkBYQ9</a> ) on Smart Board (or in the virtual classroom)	
<b>Slide #1</b> <b>Teacher</b> points out the learning targets and the plan for the day, asking for nīnau (questions) or mana’o (suggestions).	Students listen and respond appropriately
<b>Slide #2</b> <b>Teacher</b> initiates the class discussion with the question, “What is going on in this picture?” If time allows, <b>teacher</b> shows <a href="https://bit.ly/3ruN07R">The Helpful Boy Scout Cartoon Box 180</a> (link: <a href="https://bit.ly/3ruN07R">https://bit.ly/3ruN07R</a> ) by Frame Order also available on youtube.	Students share that the boy scouts are doing a daily “good turn” by “helping” the old lady cross the street.
<b>Teacher</b> continues the class discussion with the question, “How do you think the lady is feeling about the situation? How do you think the boys are feeling about the situation?”	Students respond with the idea that boys are pleased with themselves for accomplishing their task and the lady is feeling uncomfortable/not happy/not grateful.
<b>Teacher</b> asks students to think about if the boys are <u>really</u> helping the lady as the rest of the lesson unfolds and promises to return to that question at the end of class <b>Teacher</b> transitions to slide #3 by asking if anyone has an idea what “sympathy” means. Students may or may not have an answer, teacher recognizes the value of any answer supplied and moves to slide #3.	Students listen and respond appropriately
<b>Slide #3</b> <b>Teacher</b> asks students to follow along as one student reads the first three sentences (to the red slash) aloud.	Students listen and respond appropriately
<b>Teacher</b> follows up with a brief discussion asking students what other words might describe what they are feeling when they feel sympathy.	Students listen and respond appropriately, sharing words and ideas such as “pity” or “glad I’m not in their shoes.”
<b>Teacher</b> asks students to follow along as one student reads the last two sentences (after the red slash) aloud. <b>Teacher</b> points out that the second definition is useful to keep in mind because when the students begin to think about ways to help our community,	Students listen and respond appropriately

<p>they will look for organizations that share their same goals, organizations with which they will feel sympathy, as in the second definition of the word.  <b>Teacher</b> transitions to slide #4 by asking if anyone knows what “empathy” means. Students may or may not have an answer, teacher recognizes the value of any answer supplied and moves to slide #4.</p>	
<p><b>Slide #4</b>  <b>Teacher</b> asks students to follow along as one student reads the first two sentences (to the red slash) aloud.</p>	<p>Students listen and respond appropriately</p>
<p><b>Teacher</b> follows up with a brief discussion asking students what other words might describe what you are feeling when you feel empathy</p>	<p>Students listen and respond with words and ideas such as “really understanding” or “feeling just as sad.”</p>
<p><b>Teacher</b> asks students to follow along as one student reads the last sentence (after the red slash) aloud.  <b>Teacher</b> suggests that music, books, or movies can also inspire empathy and asks students to reflect on times when they listened to lyrics of a song and felt like the song was talking about experiences that they had gone through themselves.</p>	<p>Students listen and respond appropriately</p>
<p><b>Teacher</b> wonders aloud if being able to build that strong sense of empathy and connection makes the songs, movies or books “better” ... is there a value in building empathy?</p>	<p>Students listen and respond appropriately</p>
<p><b>Teacher</b> transitions to slide #5 by asking students to supply an easy way to remember the difference between “sympathy” and “empathy”</p>	<p>Students listen and respond with ideas like “empathy and emotion both begin with e,” or “sympathy and pity sound the same” and moves to the last slide to show a comic comparison</p>
<p><b>Slide #5</b>  <b>Teacher</b> invites students to share any last thoughts on this comparison, acknowledging and appreciating any contributions.  <b>Teacher</b> transitions to slide #6 by challenging students to see if they can recognize sympathy and empathy in a story about a high school student, checking for recall of the two terms key differences</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide #6</b>  <b>Teacher</b> introduces a short motivational presentation by a speaker from Jostens <i>The Harbor</i> who speaks to student leaders around the United States. Mike Smith has been actively focused on making the world a better place since he was a student and now has been invited to speak to student leaders by the yearbook and class ring company, Jostens. In this message, Mike is</p>	<p>Students listen and respond appropriately</p>

encouraging student leaders to think about how they can change the world simply by starting with their community and the people around them. As he tells the story about when he was a senior in high school interacting with another student in his school, Calvin, we can see that sometimes he is acting out of sympathy and sometimes he is acting out of empathy.

*The Harbor by Jostens is a character education video series available to schools that partner with Jostens. Contact your Jostens rep or [Renaissance@jostens.com](mailto:Renaissance@jostens.com) for details.*

**Teacher** points out that It can be tricky to recognize when you are experiencing it yourself, so we get a special chance to view Mike's experience with his story and we can see the difference it makes when someone is acting out of sympathy or out of empathy. Mike doesn't even realize it as he is telling his story, but the teacher thinks that his/her students will be able to see it.

**Teacher** challenges the students to pay attention to Mike's story and listen for keywords that can help us recognize if he was feeling sympathy or empathy.

**Teacher** plays video [Season 2 Episode 12 : Change Your World](#) (link: <https://bit.ly/2VVVKQ5t>) by The Harbor by Jostens. *The Harbor by Jostens is a character education video series available to schools that partner with Jostens. Contact your Jostens rep or [Renaissance@jostens.com](mailto:Renaissance@jostens.com) for details.*

**Teacher** asks for students reactions to the whole story after video concludes

**Teacher** invites the students to retell the story of Mike and Calvin's interaction, share when they thought Mike was experiencing sympathy or empathy and reflect on how Mike's attitude affected how much he really helped Calvin.

**Teacher** helps with retelling as needed.

**Teacher** prompts analysis of the story as needed.

Students listen and share the following key points in the retelling, responding to the questions injected to analyze the story:

- In the beginning when Mike first passes Calvin in the hallway on his way to the gym, what is Mike feeling towards Calvin? Looking for "sympathy." How do we know? Looking for "he says 'I would hate to be that guy'" or similar idea.
- On the second day, when Mike returns to school, what is Mike feeling? Looking for "sympathy." How do we know? Looking for something like "he says he is going to make Calvin his "senior year project," or "Mike wants to feel better about himself by helping Calvin."
- At first, does Calvin agree to go to the gym to play basketball when Mike invites him? Looking for "no." Why do you think Calvin doesn't want to join Mike? Looking for "he doesn't feel a relationship with Mike" or "Mike is acting out of pity and Calvin can tell" or a similar idea.

- What explanation does Mike's mother give him on why Calvin doesn't want to play basketball with him? Looking for "he's only thinking about himself," "he's not being a real friend to Calvin," or something similar. Point up that when you act out of pity, the person you are pitying might feel it and might refuse your help.
- What does Mike do? Looking for "keep trying," "keep asking," point up that Mike is building a relationship with Calvin by repeatedly reaching out to him.
- Eventually what happens? Looking for "Calvin says okay" or "Calvin and Mike become friends."
- Now that they have a relationship and Mike can understand better what Calvin is feeling, when Mike asks Calvin to play with him, is he asking out of empathy or sympathy? Looking for "empathy." Point up that it may have not been recognizable to Calvin, but at some point he felt that Mike understood him and that understanding was when Mike was feeling empathy.
- What happened at the end of the year, on the last day when Mike was cleaning out his locker and thinking about all the exciting new things that he was moving on to? Looking for "Calvin was crying in the Library and the counselor asked Mike to help"
- When Mike went to help, was Mike still feeling empathy towards Calvin or sympathy? Looking for "sympathy"
- What words give you the hint that he felt sympathy? Looking for "Mike thought that someone had been picking on him" point up that Mike was back to thinking of Calvin as a poor kid, very different from himself, someone who he could 'rescue.'
- What did Mike do when he got to the library that shows us that he wanted to switch back to feeling empathy with Calvin? Looking for "he asked what was wrong." Point up the value of asking, not assuming.

**Teacher** begins a summary of video reflection by sharing that In the closing of the video Mike said that Calvin taught him something very important that changed the direction of his life. What is Mike talking about?

Students listen and respond with the idea that Calvin taught Mike the value and necessity of building relationships and developing empathy when you want to help someone.

**Teacher** asks if anyone would like to summarize what they learned about sympathy and empathy after listening to Mike's story.  
**Teacher** asks students for any other thoughts and

Students listen and respond with ideas like "it is easy to slide back and forth between sympathy and empathy" and "it is important to pay attention about how you treat others" or something along those

<p>thanks students for a great evaluation of Mike's story</p>	<p>lines</p>
<p><b>Teacher</b> asks students to share stories of when they, themselves, have tried to help someone because they were feeling <u>sympathy</u> or <u>empathy</u> or a mixture of both? What were the differences?  <b>Teacher</b> encourages sharing by pointing up the value and challenge of helping someone purely out of empathy and discusses how quickly and easily a helper's attitude can shift between sympathy and empathy.  <b>Teacher</b> also (if time allows) introduces a discussion of how one might feel about helping someone who is asking for money on the side of the road, looking for ideas about how just giving money out of sympathy and leaving quickly might not be helpful (the person could spend it on something that they are addicted to or could get the money taken from them) and ideas on how to be more empathetic and building a relationship may be more helpful (giving food, socks, offering a ride to a shelter, being kind and friendly on a regular basis, etc. can fulfill needs in a more impactful way).  <b>Teacher</b> thanks students for the great discussion of empathy and sympathy and declares it is time to relax for a bit</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide #7</b>  <b>Teacher</b> asks students to read along as one student reads aloud the steps for a (Kilo) Outdoor Observation break  If ONLINE, <b>teacher</b> directs students to take a five minute break, go outside or to an open window, follow the steps and return to the computer to share their observations  If FACE TO FACE, <b>teacher</b> leads the students outside for a five minute break, guiding them through the steps and returning to the classrooms to share their observations</p> <p>If time allows, students may be invited to complete the <a href="https://cutt.ly/jkXiFI">Kilo ā Loa'a (Observe and Discover) Scavenger Hunt</a> (link: <a href="https://cutt.ly/jkXiFI">https://cutt.ly/jkXiFI</a>) as a team at school or individual at home</p>	<p>Students listen and respond appropriately</p>
<p><b>Slides 8 &amp; 9</b>  <b>Teacher</b> welcomes students back from their break, inviting them to share their discoveries if they were working on the Scavenger Hunt.  <b>Teacher</b> transitions by challenging them to test their empathy skills by responding to people in two pictures taken by a professional photographer, Dorothea Lange, in the 1930's. The photographer became famous for being able to capture people's</p>	

<p>emotions in her photographs.</p>	
<p><b>Teacher</b> asks students to read along as a student reads aloud the questions that the students will answer about each picture  <b>Teacher</b> copies questions into chat (if online class) and moves to each picture, leading a discussion of the questions, focusing on building empathy by asking questions and creating a relationship. Alternatively, students select which picture they would like to discuss, move into breakout rooms or small groups to do so and then share with the entire class when they re-group.  <b>Teacher</b> transitions slide #10 by asking for any last thoughts and thanking the students for their imaginative ideas about how they could empathetically help the people photographed.</p>	<p>Students listen and respond appropriately</p>
<p><b>Slides 10 - 13</b>  <b>Teacher</b> challenges the students to bring the practice closer to their real-life by imagining that they are a student in school faced with a challenging situation.  <b>Teacher</b> asks students to read along as a student reads aloud the questions that the students will answer about each scenario.  <b>Teacher</b> copies questions into chat (if online class) and moves to each scenario, asking a student to read the story aloud and leading a discussion of the questions, focusing on building empathy by asking questions and creating a relationship. Alternatively, students select which scenario they would like to discuss, move into breakout rooms or small groups to do so and then share with the entire class when they re-group. (In this option, in a face-to-face class, it may be helpful to have a printout of each of the scenarios available for the student groups to refer to.)  <b>Teacher</b> transitions to slide 14 by asking for any last thoughts and thanking the students for their thoughtful ideas about how they students could help one another in the imaginary scenarios.</p>	<p>Students listen and respond appropriately</p>
<p><b>Slide 14</b>  <b>Teacher</b> invites the students to share any thoughts on the closing reflection question, acknowledging and appreciating all responses.  If journaling is an activity built into class routines, <b>teacher</b> invites students to share summaries of their journal entries at the beginning of the next class.  <b>Teacher</b> thanks students for their thoughtful and focused work in class and invites them to share ideas from class with their families and friends.</p>	<p>Students listen and respond with ideas such as “building a relationship” and “asking” are necessary for being successful at helping someone else and acknowledging that it is challenging, even for the best leaders.</p>

**Closure**

Students reflect with peers on the lesson with the closing question: “How can you measure if your actions are truly helpful to someone else?” Students privately reflect on the lesson in a journal entry or with a personal reflection.

End of week reflection using this [3, 2, 1 Reflection Form](#) (link: <https://cutt.ly/tJkGACW>) as a formal formative assessment

**Accommodations for at least 3 types of diverse learners**

- This lesson presents information in a variety of media (cartoon, print, video, story-telling)
- This lesson offers students opportunities to participate in a variety of ways (interpreting cartoons, group discussion, individual reflection)
- This lesson was written to be presented in a distance learning environment and can be easily presented in a face to face instructional setting with appropriate technology.

**Suggested Formative Assessment Method/s For This Lesson**

Formative assessments occur during group discussions throughout the lesson. Additionally, the end-of-week reflection ([3, 2, 1 Reflection Form](#); link: <https://cutt.ly/tJkGACW>) can serve as a formal formative assessment. The students' reflections will be assessed using a single point [Student Reflection Rubric](#) (link: <https://cutt.ly/VJkVka6>) of applicable Common Core writing standards. A check for understanding can be accomplished with the [Kahoot Game “Empathy”](#) (link: <https://create.kahoot.it/details/05d838c3-459b-4096-9749-43890bebee0a>).

**Explain How This Lesson Relates To the Unit Summative Assessment**

In this lesson students will learn the value of asking someone how you can best help them. A major step in the students' summative assessment will be to contact an organization that they would like to collaborate with and ask what is needed to help address the issue that is concerning them. In order to be successful in creating a service project that will truly be of value, students will use the understanding of empathy and relationship-building skills that they strengthen in this lesson.