

CL-16A

Empathy and Respect

Grades K–1

Interpersonal Effectiveness

# How Would They Feel?

Students read story characters' faces and body clues to name six feelings, learn the three empathy steps and practice kind words that show they care.

**HOOK**  
3 min

**TEACH**  
5 min

**PRACTICE**  
9 min

**WRAP-UP**  
3 min

**OPTIONAL EXTENSION**  
+10 min · Feelings Faces Freeze

**BIG IDEA** Notice the clues, imagine how they feel, and show that you care.

## 1 I CAN

- ☐ look at faces and bodies to tell how a story character feels.
- ☐ name six feelings: happy, sad, mad, scared, surprised and left out.
- ☐ use kind words: "Are you okay?" "Do you want to play?" "I can help."

### KEY WORDS / PALABRAS CLAVE

|           |                          |
|-----------|--------------------------|
| empathy   | empatía                  |
| feelings  | sentimientos             |
| clue      | pista                    |
| scared    | asustado, asustada       |
| surprised | sorprendido, sorprendida |
| left out  | excluido, excluida       |

## 3 STANDARDS

|                                                               |                                                                                                                                                                                                                |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Texas Model</b><br>5th ed., 2018                           | Interpersonal Effectiveness                                                                                                                                                                                    |
| <b>ASCA Standards</b><br>Mindsets & Behaviors, 2021           | B-SS 4 Empathy · B-SS 2 Positive, respectful and supportive relationships with students who are similar to and different from them                                                                             |
| <b>Health TEKS</b><br>Gr 1 §115.13(b)(3)(G)                   | identify feelings and emotions expressed by others                                                                                                                                                             |
| <b>Health TEKS</b><br>K §115.12(b)(3)(E)                      | demonstrate respect and communicate appropriately with individuals                                                                                                                                             |
| <b>Health TEKS</b><br>Gr 1 §115.13(b)(3)(F)                   | identify ways to respectfully communicate verbally and nonverbally                                                                                                                                             |
| <b>Health TEKS</b><br>K §115.12(b)(5) · Gr 1 §115.13(b)(5)(A) | discuss how to treat peers with different learning needs with dignity (K) / discuss and demonstrate how to treat peers with different learning needs with dignity and respect (Gr 1). Used in practice item 4. |
| <b>Character traits</b><br>TEC §29.906(b)(7)                  | caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills                                                                                        |

## 2 MATERIALS

- ☐ Your face and body for the Hook (a puppet or stuffed animal is optional)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Feelings Faces Freeze page (p. 6) and music (optional)
- ☐ Family letter (p. 7), one per student

### PREP · 5 MINUTES

- Practice Nayeli's three faces (happy, sad, scared) and the three step signals once.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.

## 4 THE LESSON

### HOOK 3 min

**SAY** "Today we'll talk about story characters, not real people. We'll use the names in the stories. Let's be feelings detectives and look for clues. I'll be a story character named Nayeli. Watch my face and body."

**DO** Act out each part of Nayeli's day. After each one, students say the feeling.

**HAPPY** "It's time for recess!" Big smile. Bounce on your toes.

**SAD** "Nayeli's block tower falls down." Head down. Shoulders drop.

**SCARED** "BOOM! Loud thunder!" Eyes wide. Hands up near your face. Step back.

**ASK** "How did you know how Nayeli felt?" (Her face and her body.) Say: "Faces and bodies give us clues about feelings."

### TEACH 5 min

**DO** Show the projector page. Point to each face, read the word and the clue, and make the face. Students copy it.

**SAY** "Empathy means understanding how someone else feels and showing that you care. Here are the three empathy steps."

- 1 **Notice the clues.** Look at the face and the body. Signal: binocular hands around your eyes.
- 2 **Imagine how they feel.** Ask, "How would *they* feel?" Signal: tap your head.
- 3 **Care and act.** Use kind words. Signal: hand on your heart.

**SAY** "Gael sees Nayeli's tower fall. He notices her head is down. He imagines she feels sad. He cares and acts: 'Are you okay? I can help.'" Students echo the three kind words on the projector page.

Some children are taught to look down to show respect. Teach clues as a group (face, body and what is happening), not one sign alone.

### PRACTICE 9 min

**DO · 2 MIN** How would they feel? Read each one. Students show the face and say the feeling. Then ask, "What kind words can we say?" Students say them together.

**LEFT OUT** 1. Óscar sits alone and watches the others play.

**SAD** 2. Ethan's crayons spill all over the floor.

**HAPPY** 3. Maya gets to be line leader today.

**SAD** 4. Ava is still learning to cut on the line. Kids say, "Hurry up!"

Kind words: 1 "Do you want to play?" · 2 "I can help." · 3 "Good job, Maya!" (happy feelings get kind words too) · 4 "Are you okay? Take your time." Accept any feeling that fits. Say: "Some kids need more time to learn. We treat everyone with respect."

**DO · 7 MIN** Worksheet. Help students write their name. Part 1: read each sentence; students draw a line to the face. Part 2: read it twice; students circle the kind words and draw Gael caring and acting. The drawing can be finished later.

**Answer key.** Part 1: Lupita, happy · Karla, scared · Tomás, sad · Elena, surprised · Bruno, mad · Owen, left out. Part 2: circle "Are you okay?" "Do you want to play?" and "I can help." (not "Go away!"). Drawing: any kind act, such as Gael asking Owen to play.

### WRAP-UP 3 min

**SAY** "Gael noticed the clues, imagined how Nayeli felt and cared and acted. Show me the three empathy steps." Students show binocular hands, tap their heads and put a hand on their hearts.

**CHECK** "Zoe's drawing gets wet in the rain. Show me Zoe's face. How would Zoe feel?" (Sad.) "What kind words can a classmate say?" ("Are you okay?" "I can help.") Give the family letters to the teacher for take-home folders.

**Short on time?** Read practice items 1 and 4 only, and do worksheet Part 2 together; students draw later.

## 5 OPTIONAL EXTENSION · 10 MINUTES

**Feelings Faces Freeze.** Show page 6 on the document camera. Students move in place to music. When it stops, everyone freezes, and you read one card.

- 1 Review the six feelings faces and the three kind words: "Are you okay?" "Do you want to play?" "I can help." (2 minutes).
- 2 Play. Stop the music, point to a card and read it. Students freeze with the character's face. Ask, "How would they feel? What can we say?" Students say kind words together (6 minutes).
- 3 Last round: point to card 2. Ask, "Which clue helped you, the face or the body?" (Regina stands alone: a body clue.) (2 minutes).

No music? Clap a beat. Students move in place: no running and no touching. Likely feelings: 1 happy · 2 left out · 3 surprised · 4 sad · 5 scared · 6 mad · 7 happy · 8 sad. Accept any feeling that fits the clues.

## 6 SUPPORT EVERY LEARNER

### EMERGENT BILINGUALS

Faces and signals work in any language. Cognate: *empathy* / *empatía*. Teach the kind words in both languages: ¿Estás bien? ¿Quieres jugar? Yo te ayudo. Let partners talk in Spanish first. Frame: "\_\_\_ feels \_\_\_."

### EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point to the face instead of drawing a line. In Part 2, students may draw only.

### STRETCH

Ask: "Can two characters feel different about the same thing?" (Yes: loud thunder might scare one and surprise another.) Early finishers draw Owen's face after Gael helps.

## 7 QUICK CHECK

**During practice:** watch the faces. If many students mix up scared and surprised, act out both for Nayeli once more: scared steps back; surprised says, "Oh!"

**After class:** I collect the worksheets and sort Part 1 into "all 6 right" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

## 8 PICTURE BOOKS (OPTIONAL)

**Whoever You Are** by Mem Fox (Harcourt, 1997). Spanish edition: *Quienquiera que seas (bilingual)*. Children all over the world may look different, live in different places and speak different languages, but inside they are alike.

**The Big Umbrella** by Amy June Bates & Juniper Bates (Simon & Schuster, 2018). Spanish edition: *La sombrilla grande*. A big, friendly umbrella makes room for everyone, no matter how different they are. Ask, "How would the characters under the umbrella feel?"

The lesson works without a book. Preview any book before you read it to a class.

## 9 KEEP IT GOING SCHOOLWIDE · CYCLE 16

### MORNING ANNOUNCEMENT

**EN** "Good morning, Yellow Jackets! Be a feelings detective today. Notice the clues, imagine how someone feels, and care and act. Try these kind words: 'Are you okay?' 'Do you want to play?' 'I can help.'"

**ES** "¡Buenos días, Yellow Jackets! Hoy sean detectives de sentimientos. Fijense en las pistas, imaginen cómo se siente la otra persona y demuestren que les importa. Usen estas palabras amables: '¿Estás bien?', '¿Quieres jugar?' y 'Yo te ayudo.'"

### HALLWAY IDEA

Post a big paper umbrella near the office called "Room for Everyone." When a teacher spots a class showing empathy or respect, the class adds a paper raindrop with its class name, such as "Room 12."

### TEACHER TIP

Name it when you see it: "You saw a classmate standing alone and asked, 'Do you want to play?' That's empathy!"

**If a student shares something personal:** keep the lesson on the characters. "Thanks for telling me. Let's think about what Gael could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

# How would they feel?

Empathy means understanding how someone else feels and showing that you care.



**Happy**  
Big smile



**Sad**  
Head down



**Mad**  
Arms crossed



**Scared**  
Eyes wide, steps back



**Surprised**  
Mouth open: "Oh!"



**Left out**  
Alone, watching

## Empathy Steps · Show the signal!

1

Notice the clues.

2

Imagine how they feel.

3

Care and act.

Fíjate en las pistas · Imagina cómo se siente · Demuestra que te importa



"Are you okay?"



"Do you want to play?"



"I can help."

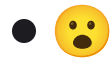
# How Would They Feel?

Empathy means understanding how someone else feels and showing that you care.

## Part 1 How would they feel? Draw a line to the face.



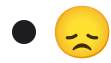
Lupita gets a sticker.



surprised



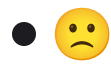
Karla hears thunder.



sad



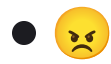
Tomás's tower falls.



left out



A bug lands on Elena!



mad



Kids grab Bruno's toy.



happy



Owen stands all alone.



scared

## Part 2 Care and act! Owen is all alone. Help Gael.

Circle the kind words Gael can say.



"Are you okay?"



"Do you want to play?"



"Go away!"



"I can help."

Draw Gael being kind to Owen.

Gael and Owen at recess

# Feelings Faces Freeze

Move to the music. Freeze! Listen to the card. Show the face. Say kind words.



1. Jack wins a Field Day race.



2. Regina stands alone at recess.



3. A frog hops on Sergio's shoe!



4. Lily's crayons break in half.



5. A big dog barks at Esteban.



6. Someone knocks over Ruby's puzzle.



7. Isaac sees a rainbow.



8. Camila misses the goal.

**Then** Say kind words!



"Are you okay?"



"Do you want to play?"



"I can help."

**How would they feel? Show the face!**

# Empathy and Respect

## La empatía y el respeto

Family letter · Carta para la familia · Grades K-1 · Grados K-1



### ENGLISH

Dear Family,

This week, your child's class had a lesson about **empathy** with the school counselor. Empathy means understanding how someone else feels and showing that you care. We practiced reading the faces and body clues of story characters and using kind words.

#### THREE EMPATHY STEPS

1. **Notice the clues:** look at the face and body. · 2. **Imagine how they feel.** · 3. **Care and act:** "Are you okay?" "Do you want to play?" "I can help."

#### TRY THIS AT HOME

1. When you read a picture book together, stop and ask: "How would this character feel? What clues do you see on the face and body?"
2. Play a quick face game: one person makes a happy, sad, surprised or sleepy face, and the other guesses the feeling. Then switch.

#### TALK ABOUT IT AT HOME

**"How can you tell how someone feels, even without words?"**

Your child may bring home a worksheet about Owen and Gael. Ask your child what kind words Gael could say to Owen.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

**Mrs. Handy**, School Counselor

### ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre la **empatía** con la consejera escolar. La empatía es entender cómo se siente otra persona y demostrarle que nos importa. Practicamos cómo leer las pistas en la cara y el cuerpo de los personajes de cuentos y cómo usar palabras amables.

#### TRES PASOS DE LA EMPATÍA

1. **Fijarse en las pistas:** mirar la cara y el cuerpo. · 2. **Imaginar cómo se siente.** · 3. **Demostrar que nos importa:** "¿Estás bien?" "¿Quieres jugar?" "Yo te ayudo." (En clase usamos estas frases en inglés.)

#### PARA PRACTICAR EN CASA

1. Cuando lean un libro ilustrado juntos, hagan una pausa y pregunten: "¿Cómo se sentiría este personaje? ¿Qué pistas ves en su cara y en su cuerpo?"
2. Jueguen a las caras: una persona pone cara de feliz, de triste, de sorpresa o de sueño, y la otra adivina el sentimiento. Luego cambien de turno.

#### PARA PLATICAR EN FAMILIA

**"¿Cómo puedes saber cómo se siente alguien, aunque no diga nada?"**

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Owen y Gael. Pídale que le cuente qué palabras amables podría decirle Gael a Owen.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

**Sra. Handy**, consejera escolar