

CL-16B

Empathy and Respect

Grades 2–3

Interpersonal Effectiveness

Walk in Their Shoes

Students learn that the same event can feel different to different characters, read face, body, word and situation clues, and practice the three empathy steps.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Shoes Swap

BIG IDEA

The same event can feel different to different people. Walk in their shoes.

1 I CAN

- ☐ say what empathy means: understanding how someone else feels and showing that I care.
- ☐ explain how the same event can feel different to two story characters.
- ☐ use the three empathy steps: notice the clues, imagine how they feel, and care and act.

KEY WORDS / PALABRAS CLAVE

empathy	empatía
perspective	perspectiva
clue	pista
imagine	imaginar
body language	lenguaje corporal
respect	respeto

2 MATERIALS

- ☐ Two paper shoe shapes (traced on scrap paper), labeled Joaquín and Marisol
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Shoes Swap cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Trace two shoe shapes, label them Joaquín and Marisol, and tape them on the floor a step apart.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the cards apart.
- STAAR may still be under way for grade 3. Check the testing calendar and keep the extension quiet near testing rooms.

3 STANDARDS

Texas Model

5th ed., 2018

Interpersonal Effectiveness

ASCA Standards

Mindsets & Behaviors, 2021

B-SS 4 Empathy · B-SS 10 Cultural awareness, sensitivity and responsiveness

Health TEKS

Gr 2 §115.14(b)(3)(G)

identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues

Health TEKS

Gr 3 §115.15(b)(3)(G)

discuss how others may experience situations differently than oneself. Taught by comparing two story characters.

Health TEKS

Gr 2 §115.14(b)(3)(F)

describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others

Health TEKS

Gr 3 §115.15(b)(5)(B)

describe strategies to support others in managing different learning needs. Used in Shoes Swap cards 2–4.

PE TEKS

Gr 3 §116.15(b)(13)(B)

identify the feelings of others

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. These paper shoes belong to Joaquín and Marisol. Listen to what happens in their class."

DO Read the event. Then step onto each paper shoe as you read that character's part.

EVENT "It's raining, so recess is inside today."

JOAQUÍN "Joaquín loves board games. He smiles and claps."

MARISOL "Marisol was going to play soccer. She looks out the window, and her shoulders drop."

ASK "How would Joaquín feel? How would Marisol feel? Why does the same rain feel different?" Take two answers, then say: "The same event can feel different to different people. Empathy means understanding how someone else feels and showing that you care."

TEACH 5 min

DO Show the projector page. Point to Joaquín's and Marisol's shoes: same event, different feelings. Then point to the four clue cards. Say, "Clues help us understand how someone feels, even when they don't say it."

SAY "Walking in someone's shoes means imagining the event from their side. Use the three empathy steps."

- 1 **Notice the clues:** face, body, words and what's happening. Signal: binocular hands around your eyes.
- 2 **Imagine how they feel.** Walk in their shoes and ask, "How would *they* feel?" Signal: tap your head.
- 3 **Care and act.** Say or do something kind and respectful: "Are you okay?" "Do you want to play?" "I can help." Signal: hand on your heart.

ASK "Joaquín notices Marisol's shoulders drop. What could he say or do to care and act?" (Examples: "Are you okay?" "Want to play a game with me?" "Let's play soccer together tomorrow.")

Some children are taught to look down to show respect, so one clue is not enough. Look at all the clues together.

PRACTICE 9 min

DO · 2 MIN Clue hunt. Read each one. Partners whisper the feeling and the kind of clue: face, body, words or what's happening (the event).

BODY 1. Héctor's head hangs down, and he walks slowly.

WORDS 2. A third grader says, "I can't wait for Field Day!"

EVENT 3. A second grader's team just lost the relay.

FACE 4. Ximena's eyes get big, and her mouth opens wide.

Feelings: 1 sad · 2 excited · 3 sad or disappointed · 4 surprised. Accept other feelings that match the clue.

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner; Part 2 on their own. In grade 2, read Part 2 aloud together first.

Answer key. Part 1: Happy 2, 4, 5; Sad 1, 3, 6. Part 2: Ask, "Do you want to play?"; Show her the rules with hand signals; Say the rules slowly and point. Itzel would feel left out, worried or alone. Clues: she is new, stands by the wall, looks down and watches.

WRAP-UP 3 min

SAY "The same event can feel different to different people. Joaquín walked in Marisol's shoes. Show me the three empathy steps." Students show binocular hands, tap their heads and put a hand on their hearts.

CHECK "The next day, recess is inside again. Joaquín smiles. Marisol looks out the window, and her shoulders drop. How would Marisol feel? What could Joaquín say?" (Sad or disappointed; any kind words, such as "Want to play with me?") Give the family letters to the teacher for take-home folders.

Short on time? Do clue-hunt items 1 and 4 only, and do worksheet Part 2 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Shoes Swap. Groups of 3 or 4 each draw one Shoes Swap card from page 6 and put two paper shoes (or two chairs) side by side. Rule: use the names on the card, never a classmate's name.

- 1 Read the card together. Find the clues for each side of the event (2 minutes).
- 2 One student stands on a paper shoe and says, "As ___, I feel ___ because ___." Then they swap shoes and say it for the other side. For **Most kids**, say "As a classmate..." Everyone takes a turn (5 minutes).
- 3 The group writes one care-and-act idea on a sticky note. Two or three groups share (3 minutes).

Act out only what the card says. Groups write on sticky notes, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *empatía*, *perspectiva*, *imaginar*, *respeto*. The idiom is the same in Spanish: *ponerse en los zapatos de otra persona*. Let partners talk in Spanish first. Frame: "___ would feel ___ because ___."

EXTRA SUPPORT

Read the worksheet aloud. Pair students. Use the word bank under Part 2. In Part 2, students may draw Itzel's face and one clue instead of writing.

STRETCH

Ask: "Can two characters feel different about the same event and both make sense?" Early finishers write a new Shoes Swap event on a sticky note.

7 QUICK CHECK

During the clue hunt: if many partners can't name the clue, model one more with Marisol: "Her shoulders drop. That's a body clue."

After class: I collect the worksheets and sort Part 2 into "feeling + clue" 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)

Hey, Little Ant by Phillip & Hannah Hoose (Tricycle, 1998). Spanish edition: *Oye, Hormiguita*. A kid is about to squish an ant, and the ant asks him to see things its way. The book ends with a question; ask, "What should the kid in the story do?"

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. Listed for K-1; use it as a quick read-aloud.

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! The same event can feel different to different people. Today, walk in someone else's shoes: notice the clues, imagine how they feel, and care and act."

ES "¡Buenos días, Yellow Jackets! Cada persona puede sentirse diferente ante una misma situación. Hoy, pónganse en los zapatos de los demás: fíjense en las pistas, imaginen cómo se sienten y demuestren que les importa."

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 noticed your partner looked confused and showed them the page. That's walking in their shoes!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Joaquín 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).

Walk in their shoes.

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



Same event: It's raining, so recess is inside.

The same event can feel different to different people.



Joaquín's shoes



Loves board games.



Smiles and claps.

Feels: **happy**



Marisol's shoes



Wanted to play soccer.



Shoulders drop.

Feels: **sad**



Face



Body



Words



What's happening

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

Walk in Their Shoes

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

Part 1 Same event, different shoes How would each one feel? Circle **HAPPY** or **SAD**.

Rain! Field Day moves inside to the gym. There will be board games and dancing, but no races.



- | | | | |
|---|---|--------------|------------|
| 1 | Valeria practiced for the long race all week. | HAPPY | SAD |
| 2 | Andrés loves to dance to music. | HAPPY | SAD |
| 3 | Chloe wanted to run in the sunshine. | HAPPY | SAD |
| 4 | Diego gets too hot running outside. | HAPPY | SAD |
| 5 | Noah's favorite thing is board games. | HAPPY | SAD |
| 6 | Renata hoped to win the sack race. | HAPPY | SAD |

Part 2 Walk in Itzel's shoes Help Joaquín care and act.

Itzel is new and still learning English. At recess, kids play a game with fast rules. Itzel stands by the wall. She looks down and watches.



Check ✓ the 3 ways Joaquín can care and act.

- | | |
|--|---|
| ☐ Ask, "Do you want to play?" | ☐ Say, "You don't know the rules." |
| ☐ Show her the rules with hand signals. | ☐ Say the rules slowly and point. |
| ☐ Laugh when she makes a mistake. | ☐ Keep playing and walk away. |

How would Itzel feel? What clue tells you?

Itzel would feel _____

I know because _____

Word bank: left out · worried · alone · new · stands by the wall · looks down

Shoes Swap

✂ Cut on the dashed lines.

1. Read your card. 2. Find the clues. 3. Stand in one character's shoes: "As ____, I feel ____ because ____." 4. Swap shoes. 5. Plan a way to care and act.

SHOES SWAP #1



Same event: The music teacher picks a song in Spanish. **Fernanda** knows every word. **Grace** is still learning Spanish.

Notice the clues

Imagine how they feel

Swap shoes

Care and act

SHOES SWAP #2



Same event: The class takes turns reading a story aloud. **Most kids** like their turn. **Iker** needs more time to read the words.

Notice the clues

Imagine how they feel

Swap shoes

Care and act

SHOES SWAP #3



Same event: The fire drill bell rings, loud and long. **Most kids** line up fine. **Emiliano** covers his ears. Loud sounds bother him.

Notice the clues

Imagine how they feel

Swap shoes

Care and act

SHOES SWAP #4



Same event: The class gets new seats. **Most kids** like their spots. **Caleb** is far from the board, and he needs to see it up close.

Notice the clues

Imagine how they feel

Swap shoes

Care and act

SHOES SWAP #5



Same event: The class votes on a recess game. Four square wins! **Most kids** cheer. **Kayla** voted for jump rope.

Notice the clues

Imagine how they feel

Swap shoes

Care and act

SHOES SWAP #6



Same event: Coach picks two kids to carry the Field Day banner. **Liam** gets picked. **Most kids** don't get picked this time.

Notice the clues

Imagine how they feel

Swap shoes

Care and act

Empathy and Respect

La empatía y el respeto

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3



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 learned that the same event can feel different to different people, and we practiced "walking in the shoes" of story characters.

THREE EMPATHY STEPS

1. **Notice the clues:** face, body, words and what's happening. · 2. **Imagine how they feel:** walk in their shoes. · 3. **Care and act:** say or do something kind, like "Are you okay?" or "I can help."

TRY THIS AT HOME

1. When you read a story together, pause and ask: "How would this character feel? What clues tell you?"
2. Pick an everyday event, like a rainy day, and talk about how it might feel to a farmer and to a kid who wanted to play outside.

TALK ABOUT IT AT HOME

"Why can the same event feel different to two people?"

Your child may bring home a worksheet about Joaquín and Itzel. Ask your child how Joaquín could care and act.

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. Aprendimos que cada persona puede sentirse diferente ante una misma situación y practicamos cómo "ponerse en los zapatos" de los personajes de cuentos.

TRES PASOS DE LA EMPATÍA

1. **Fijarse en las pistas:** la cara, el cuerpo, las palabras y lo que está pasando. · 2. **Imaginar cómo se siente:** ponerse en sus zapatos. · 3. **Demostrar que nos importa:** decir o hacer algo amable, como "¿Estás bien?" o "Yo te ayudo."

PARA PRACTICAR EN CASA

1. Cuando lean un cuento juntos, hagan una pausa y pregunten: "¿Cómo se sentiría este personaje? ¿Qué pistas te lo dicen?"
2. Escojan algo de todos los días, como un día de lluvia, y platiquen cómo se sentiría un agricultor y cómo se sentiría un niño que quería jugar afuera.

PARA PLATICAR EN FAMILIA

"¿Por qué dos personas pueden sentirse diferente ante una misma situación?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Joaquín e Itzel. Pídale que le cuente cómo podría Joaquín demostrarle a Itzel que le importa.

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