

CL-16C

Empathy and Respect

Grades 4–5

Interpersonal Effectiveness

Respect Everyone

Students learn to respect differences in languages, abilities, cultures and ideas, tell sympathy from empathy, and practice disagreeing respectfully with a sentence frame.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Respectful Disagreement

BIG IDEA Everyone deserves respect, even when we are different or disagree.

1 I CAN

- ☐ say what respect means and name four kinds of differences to respect.
- ☐ tell the difference between sympathy and empathy.
- ☐ disagree respectfully: "I hear you. I see it differently because..."

KEY WORDS / PALABRAS CLAVE

respect	respeto
empathy	empatía
sympathy	sentir lástima
perspective	perspectiva
opinion	opinión
disagree	no estar de acuerdo

3 STANDARDS

Texas Model Interpersonal Effectiveness
5th ed., 2018

ASCA Standards B-SS 4 Empathy · B-SS 10 Cultural awareness, sensitivity and responsiveness
Mindsets & Behaviors, 2021

Health TEKS define and differentiate between sympathy and empathy toward others
Gr 5 §115.17(b)(3)(E)

Health TEKS analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others
Gr 5 §115.17(b)(3)(D)

Health TEKS explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods
Gr 4 §115.16(b)(3)(F)

Health TEKS identify verbal, physical, and situational cues that indicate how others may feel
Gr 4 §115.16(b)(3)(G)

PE TEKS identify and describe the concepts of empathy and mutual respect for the feelings of others
Gr 5 §116.17(b)(13)(C)

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Respectful Disagreement debate cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once; cut the debate cards apart.
- STAAR may still be under way for grades 3–5. Check the testing calendar; near testing rooms, keep debate voices low or save the extension for another day.

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. Use the names in the stories. Listen to three moments from Daniela's class."

DO Teach two signals. **Respect:** hand flat on your heart. **Not OK:** cross your arms in an X. Read each moment; students show a signal.

NOT OK "Yaretsi is new. She says an English word in a different way. Wyatt copies her accent and laughs."

RESPECT "Ramón uses a wheelchair. His team picks a relay that everyone can play."

NOT OK "Lucía says comics are the best books. Rodrigo says, 'That's a dumb idea.'"

ASK "What do the three moments have in common?" (Each one is about a difference: a language, an ability, an opinion.) Say: "Respect means treating everyone with care, even when we are different or disagree."

TEACH 5 min

DO Show the projector page. Point to the four Respect Everyone cards and give one example each: say a name the way its owner says it; make room in the game; be curious ("Can you teach me that game?"); disagree with the idea, not the person.

SAY "**Sympathy** means feeling sorry for someone: 'Aw, too bad.' Empathy goes further. **Empathy** means understanding how someone else feels and showing that you care. Use the three empathy steps: **Notice the clues** (face, body, words and what's happening), **Imagine how they feel** and **Care and act**."

SAY "People can disagree and still respect each other. Say, 'I hear you. I see it differently because...' Talk about the idea, not the person."

Keep differences to languages, abilities and learning needs, cultures and traditions (music, games, stories), and ideas and opinions. Keep debate topics light.

PRACTICE 9 min

DO · 2 MIN Sympathy or empathy? Read each one. Students point left for Sympathy or right for Empathy, like the projector panels. For each sympathy one, partners add a care-and-act move.

EMPATHY 1. Paola sees a teammate sitting alone after a loss. She sits beside him: "Want to practice together tomorrow?"

SYMPATHY 2. Harper sees a classmate's science model fall apart. She says, "Aw, too bad," and walks away.

SYMPATHY 3. Julián hears a classmate is stuck on a hard problem. He says, "I feel sorry for you," and keeps working.

EMPATHY 4. Nora sees a new student looking lost. She says, "It's a big school. Want me to walk you to the library?"

For 2 and 3, partners might add: help pick up the model; ask, "Want to work on it together?"

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 on their own (2 minutes). Partners talk about Parts 2 and 3 for one minute, then each student writes. Partners who disagree use the frame "I hear you. I see it differently because..."

Answer key. Part 1: Sympathy 1, 4; Empathy 2, 3, 5. Part 2: any respectful move with a reason (wait for the interpreter, take turns, ask Adrián for his idea first); Ben's plan leaves Adrián out. Part 3: names one thing Rubén agrees with and gives a reason about the idea, not the person.

WRAP-UP 3 min

SAY "Daniela's group can make room for Adrián's ideas, and Rubén can disagree without a put-down. That's respect: treating everyone with care, even when we are different or disagree."

CHECK "Sympathy or empathy? A fourth grader's team loses the relay. A teammate says, 'Too bad,' and walks off." (Sympathy.) "What could the teammate do to show empathy?" (Any care-and-act move.) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 2 only, and do worksheet Part 3 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Respectful Disagreement. Groups of 4 split into two pairs; each group draws one debate card from page 6. Pairs argue the side they are given, so no one shares a personal opinion. Rule: talk about ideas, not people.

- 1 Read the card. Pair A takes the first choice and Pair B takes the second. Each pair writes two reasons on a sticky note (3 minutes).
- 2 Debate. Pair A gives a reason; Pair B answers, "I hear you. I see it differently because..." Then switch. Each pair says, "One thing I agree with is..." (4 minutes).
- 3 Swap sides and give one reason for the other choice. Then the class names the respectful moves they heard (3 minutes).

Groups write on sticky notes, so the cards stay clean. No put-downs and no classmates' names in reasons.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Cognates: *respeto*, *empatía*, *perspectiva*, *opinión*, *cultura*. False friend: *sympathy* is not *simpatía* (being likable); feeling sorry for someone is *sentir lástima*. Partners may talk in Spanish first. Frame: "I hear you. I see it differently because..."

EXTRA SUPPORT

Read Part 1 aloud and do items 1 and 2 together. In Parts 2 and 3, students may pick an idea from the projector page and write one reason.

STRETCH

Ask: "Why is empathy more helpful than sympathy?" Early finishers write a respectful reply to one debate card on the back.

7 QUICK CHECK

During practice: listen for a care-and-act move. If many partners stop at "That's too bad," model one more with the empathy steps.

After class: I collect the worksheets and sort Part 3 into "respectful, with a reason" 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 and an ant see the same moment very differently, and the book ends with a question. Listed for K-3; read it quickly, then let pairs disagree respectfully about what the kid in the story should do.

Whoever You Are by Mem Fox (Harcourt, 1997). Spanish edition: *Quienquiera que seas (bilingual)*. Children all over the world may look, live and talk differently, but inside they are alike. Listed for K-1; a two-minute opener on differences.

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! Respect everyone, even when we are different or disagree. When you disagree, try: 'I hear you. I see it differently because...'"

ES "¡Buenos días, Yellow Jackets! Respeten a todos, aunque seamos diferentes o no estemos de acuerdo. Cuando no estén de acuerdo, digan: 'Te escucho. Yo lo veo diferente porque...'"

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

Model it: "I hear you. I see it differently because..." Then name it: "You disagreed with the idea, not the person. That's respect!"

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

Respect Everyone

Respect means treating everyone with care, even when we are different or disagree.



Languages

Be patient. Say names the right way.



Abilities

Different ways to move and learn. Make room.



Cultures

Music, games, stories: be curious.



Ideas

Disagree with the idea, not the person.



Sympathy

Feeling sorry for someone.
“Aw, too bad.”
Stays on the outside.



Empathy

Understanding how someone else feels and showing that you care.
“That sounds hard. Want some help?”
Notice the clues • Imagine how they feel • Care and act

Disagree respectfully: “I hear you. I see it differently because...”

Respect Everyone

Respect means treating everyone with care, even when we are different or disagree.

Part 1 Sympathy or empathy? Circle SYMPATHY or EMPATHY.

- | | | | |
|---|---|---|---|
| 1 | A classmate's poster tears. Sam says, "Oh, too bad," and goes back to his work. |  SYMPATHY |  EMPATHY |
| 2 | Leonardo sees a new student alone at recess. He says, "That must be hard. Want to play four square?" |  SYMPATHY |  EMPATHY |
| 3 | A classmate who uses a wheelchair can't reach the art shelf. Eli asks, "Want me to move some supplies lower?" |  SYMPATHY |  EMPATHY |
| 4 | Jimena hears a teammate is nervous about her first game. She says, "Poor you," and keeps chatting. |  SYMPATHY |  EMPATHY |
| 5 | Mateo sees a classmate's hands shaking before her speech. He whispers, "You've got this. I'll be right here." |  SYMPATHY |  EMPATHY |

Part 2 Respect everyone Talk with a partner. Then write.

Daniela's group is planning a Field Day cheer. Adrián uses sign language, and an interpreter helps him talk with the group. Everyone talks fast, and Adrián never gets a turn. Ben says, "Let's just finish without him. It's faster."



What could Daniela do to show respect? Give a reason.

Daniela could _____

This shows respect because _____

Part 3 Disagree respectfully Help Rubén.

The class is naming its Field Day team. Natalia says, "Let's be the Lightning Bugs!" Rubén wants a different name. He says, "That's a dumb name. Mine is better."



Rewrite Rubén's words so he disagrees respectfully.

I hear you. One thing I agree with is _____

I see it differently because _____

Respectful Disagreement

✂ Cut on the dashed lines.

1. Read your card. 2. Pair A takes the first choice; Pair B takes the second. 3. Give reasons and answer with a frame. 4. Swap sides. Talk about ideas, not people.

DEBATE #1 Better recess game: soccer or four square? I hear you. I see it differently because... One thing I agree with is... Ideas, not people	DEBATE #2 Better class pet: a fish or a hamster? I hear you. I see it differently because... One thing I agree with is... Ideas, not people
DEBATE #3 Better Field Day event: the sack race or tug-of-war? I hear you. I see it differently because... One thing I agree with is... Ideas, not people	DEBATE #4 Better way to study spelling words: songs or flash cards? I hear you. I see it differently because... One thing I agree with is... Ideas, not people
DEBATE #5 Better season in the Valley: spring or fall? I hear you. I see it differently because... One thing I agree with is... Ideas, not people	DEBATE #6 Better class reward: extra recess or a class game? I hear you. I see it differently because... One thing I agree with is... Ideas, not people
DEBATE #7 Better field trip: the zoo or a science museum? I hear you. I see it differently because... One thing I agree with is... Ideas, not people	DEBATE #8 Better way to start the school day: a morning song or quiet reading? I hear you. I see it differently because... One thing I agree with is... Ideas, not people

Empathy and Respect

La empatía y el respeto

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



ENGLISH

Dear Family,

This week, your child's class had a lesson about **respect and empathy** with the school counselor. Respect means treating everyone with care, even when we are different or disagree. We talked about respecting differences in languages, abilities, cultures and traditions, and ideas and opinions.

SYMPATHY OR EMPATHY?

Sympathy means feeling sorry for someone: "Aw, too bad." · **Empathy** means understanding how someone else feels and showing that you care: "That sounds hard. Want some help?" · To disagree respectfully: "I hear you. I see it differently because..."

TRY THIS AT HOME

1. Have a friendly debate on a fun topic, like the best season or the best recess game. Take turns giving reasons, and answer with "I hear you. I see it differently because..."
2. When a character in a story or show has a hard time, ask: "What would sympathy sound like? What would empathy sound like?"

TALK ABOUT IT AT HOME

"How can two people disagree and still be respectful?"

Your child may bring home a worksheet about Daniela's group. Ask your child how the group could show respect to Adrián.

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 **el respeto y la empatía** con la consejera escolar. Respetar es tratar a todos con amabilidad y consideración, aunque seamos diferentes o no estemos de acuerdo. Hablamos de respetar las diferencias de idioma, de habilidades, de culturas y tradiciones, y de ideas y opiniones.

¿LÁSTIMA O EMPATÍA?

Sentir lástima (en inglés, *sympathy*) es lamentar lo que le pasa a otra persona: "Ay, qué lástima." · **La empatía** es entender cómo se siente otra persona y demostrarle que nos importa: "Qué difícil. ¿Quieres que te ayude?" · Para no estar de acuerdo con respeto: "Te escucho. Yo lo veo diferente porque..." (En clase usamos estas frases en inglés.)

PARA PRACTICAR EN CASA

1. Hagan un debate amistoso sobre un tema divertido, como la mejor estación del año o el mejor juego del recreo. Den sus razones por turnos y respondan con "Te escucho. Yo lo veo diferente porque..."
2. Cuando a un personaje de un cuento o programa le pase algo difícil, pregunten: "¿Qué diría alguien que solo siente lástima? ¿Y qué diría alguien con empatía?"

PARA PLATICAR EN FAMILIA

"¿Cómo pueden dos personas no estar de acuerdo y aun así tratarse con respeto?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre el grupo de Daniela. Pídale que le cuente cómo el grupo podría mostrarle respeto a Adrián.

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