MESSAGE TO ABC READERS

The focus of this book is to learn about empathy. Empathy is defined as a capacity to understand and care about another person’s feelings. This book helps students notice, name and understand the feelings or difficulties of others. Understanding the feelings of others is a complex social skill that requires practice.

Students can do this by taking caring action in relationships as a care-giver. By offering empathetic responses, the care-giver is receptive and attentive to the cared-for. Going deeper, both giving and receiving empathy requires practice. When caring and empathy are given, the cared-for receives the act of caring and should recognize it with a response. Responses to subtle social cues are learned social behaviors that develop as our children mature. You can help develop these skills by noticing and naming feelings, behaviors, and appropriate responses in your daily interactions with youth.

Asset Information:
This book builds assets from 6 of the 8 categories:
• Support—#3 Other Adult Relationships, #4 Caring Neighborhood, and #5 Caring School Climate
• Boundaries and Expectations—#14 Adult Role Models, #15 Positive Peer Influence
• Positive Values—#26 Caring
• Social Competencies—#33 Interpersonal Competence, #34 Cultural Competence
• Positive Identity—#41 Positive Cultural Identity
• Empowerment—#9 Service to Others

In our lesson today, our goal is to:
• Empower students to notice, name, and understand the feelings or difficulties of others.
• Express and receive empathy from each other.
• Use the tools of bucket filling and the law of the lid to understand and care about others.
• Empathize with those that have received mean and hurtful messages digitally.

Types of Bullying Addressed:
Lack of empathy is a concern because it frequently leads to hurtful conduct. Students who lack empathy for others will often bucket dip; express intolerance and lack of understanding with harmful acts of peer abuse. Learning how to stand in another’s shoes can fill the bucket dipper’s bucket and help prevent put-downs, racism, hostility and violence.
LESSON

Conversation Starter:
It is important to make sure students understand the word empathy. Developing empathy requires us to become aware of, understand and acknowledge the feelings of others. Say to the students: “The first part of empathy is thinking of stepping into another person’s shoes and working to understand a situation from their point of view. What is it like to be them? How do they feel? The second part is about how you respond to someone. What can you say or do to meet their needs?

Option One:
The first step to understanding others feelings is to be able to understand your own. It is important to be able to say I feel __________. In order to practice identifying feelings, play a feelings guessing game with the class. Make it like a charades game with feelings and body language, so that students think about noticing and naming feelings.

- Go around the classroom and have the students talk about how they feel. Make a list of their words.
- Use your body language to convey feelings of sadness, anger, happiness, confusion, worry, etc.
- Ask students to guess what you are feeling.
  - How do they know?
  - What signs did they read in your body language? What did they notice? These signs are clues to understanding your feelings.
    - Facial expression, body language, eye contact, personal space, tone of voice, words...
  - Sometimes body language is a little confusing. So it is important to name the feeling you are reading.
  - What could a person say or do if they were unsure about the clues/feeling of the other person? Ask the person. For example: “It looks like you are disappointed, are you?”

Option Two:
Walk with an exaggerated walk into the classroom wearing someone else’s shoes. The shoes might be too big or too small. Ask the students to guess whose shoes you are wearing. Ask what the expression walk in someone else’s shoes means? Have them take off one shoe and pile them in the middle of the room or outside. Have them chose a different shoe and try it on and walk in it if possible. Then go to questions below.

OR
Collect pictures or actual shoes worn by a wide range of people from all walks of life. Some ideas would be baby shoes, moccasins, dance slippers, cowboy boots, sandals, or wooden clogs. Put 2-4 types of shoes or pictures in a box or bag, so the students are unable to see the others. Pull out one picture or one shoe and ask who the shoe belongs to? Some additional questions are:

- What does this shoe tell us?
- Where do they live?
- What do they do?
- How would your life be different if you were walking in this shoe? How would it be the
same?

- Can walking in someone else’s shoes help us understand and care about that person?
- What are some hopes and dreams this person might have?
- What could be some of the challenges this person faces?

OR

Bring in enough shoes so each student will have one. In each shoe, place an index card with one of the following phrases: My bucket is low today. My family has no money for food. I was sent to the principal’s office. I just moved to this school. English is my second language. I feel sick. No one really knows me. I feel invisible. My family is living in our car.

Pass out one shoe to each student. Have them read their card and think about how that person feels. Then have the students pass their shoe to another student. Trade shoes 3 times. Form a circle with the students and discuss the following:

- Ask each student to share thoughts about the last shoe they are holding. Acknowledge that they have been caring and understanding.
- Ask if we can always be sure that we know how other people feel?
- What can you do to be sure to understand their feelings?
- Is there a particular shoe you share a personal experience with? Tell us about it.

Adapted from Molly Barker, founder of Girls on the Run®,
http://startempathy.org/search/node/Molly%20Barker

K-1st Choose a pair of shoes and use them like puppets. Have them talk about themselves, who they are and tell some of their feelings. Have the shoe puppets talk about stopping and thinking how someone else might feel. Do this for one or two pairs. Keep it short.

Option Three:
Use a puppet with younger students.
Ask the students to go around the circle and share something “most people do not know about me.” Give examples such as: my hobby, favorite activity, food, place to travel, books, something you made, etc. As students share, model an empathetic response, by naming and celebrating their item—for example, “It sounds like you enjoy exercising. It makes me happy when I hear you talk about your pet. What a true act of caring you shared. I see that you are proud of your trophy.”

- Allow students to “pass” first time around. Follow-up by asking if anyone else would like to share as you complete the circle.
- Allow students to replace you as they volunteer to name and celebrate their peers.

Option Four for Older Students 5th-Middle School:
One volunteer used this to start her discussion about empathy. “The Girl you just called fat? She has been starving herself & has lost over 30lbs. The Boy you just called stupid? He has a learning disability & studies over 4hrs a night. The Girl you just called ugly? She spends hours putting makeup on hoping people will like her. The Boy you just tripped? He is abused enough at home. There’s a lot more to people than you think.” Take a look around the room. Do we know really know what each person may be dealing with? How can you help?

Why is it important for us to stand in someone else’s shoes?
To have patience, understanding and caring by thinking of how you felt in a similar situation or to pretend to be the person you are trying to understand.
Read the Book:
For Students K-3rd
Look at the title and ask students what they think it means. Have they heard this (or a similar) expression before? Tell the students to listen to this story and notice the emotions that Miranda experiences. At first, Miranda does not notice, name or understand the feelings of the other characters. Look for clues that she misses.

For Students 4th-Middle School- Use your judgment about reading this book to older students. Some alternative ideas to engage older students are:

1. Using the book as a prop, ask students to be a detective. Ask students to look carefully at the illustrations for social clues that show how Miranda’s classmates are feeling. Their body language, facial expressions, tone of voice, personal space, etc. are all clues that could help Miranda understand what the classmates are feeling. Read pages 6-9. Miranda does not notice or understand the feelings of her classmates. Looking at the pictures on these pages, make a list of the clues Miranda is missing.

2. Role-play scenarios that illustrate social discomfort.
   - As a group, ask for volunteers to help role play a scenario. For example, see page 9. Ask your volunteers to role play Peter and Miranda, just as it appears on the page.
     - Peter can begin by stating, “I do not have my homework finished, again.” Encourage Peter to give lots of clues to how he is feeling.
     - Encourage Miranda to show frustration and lack of understanding and empathy.
     - Next, ask the audience to notice and name the clues Peter gave to show how he was feeling.
     - Finally, re-wind the role play! Invite UPstanders to join the role play and show Miranda how to use empathy to notice, name and confirm the feelings they see Peter expressing. For example, “Hey, Peter. You look sad. Are you feeling worried about your homework? Can I help you finish it up at recess time?” These UPstanders can both help Peter and role model empathy for Miranda.

3. How Do I Stand In Your Shoes?
   Write the title of the book on the board. Ask what other phrases are popular that mean something similar (walking in someone else’s shoes, walking your walk and talking your talk, filling your bucket, passing out warm fuzzies, etc.)
   - What do these phrases mean? (showing empathy, being an asset builder, caring)
   - What does empathy mean to you?
   - Ask students to share ways that they stand in other peoples shoes? Record their answers. (Show respect for one another, Be a friend, Build relationships, Listen, Be true to yourself, Be kind, Be patient, Bucket fill)
   - What could you say or do to show empathy for another person? Here are some ideas:
     - Listen without interrupting. Say, “Hmmm. What happened next?”
     - Listen to the tone of the words.
     - Look and watch people’s body language.
     - Notice, name, and confirm the feelings.
- Smile! Greet each other.
- Look for students having trouble and offer to help by saying, “How’s it going? I see you are frowning. Can I help?”
- Let someone help you.
- Ask someone to play with you.
- Do intentional acts of caring.
- **Stand up to put-downs.** When a joke feels like a put-down, respond with, “That joke isn’t funny. It hurts my feelings. It makes me feel sad. I don’t like that kind of talk.”
- Use the steps to a real apology to help students apologize for bucket dipping actions or words.

**Discussion:**

1. Tell me about Miranda. What were some things she did well? What were some things that made it difficult to be in her class?
2. Name some of the feelings and emotions in the story.
3. At first, Miranda had little patience, was frustrated and angry at her classmates. Why did Miranda have to learn about empathy?
4. What did Miranda do to learn how to **stand in someone else’s shoes**?
5. How did Miranda’s day get changed once she learned about empathy?
6. Who are the caring adults in Miranda’s life?
7. **What is empathy?** (understand and care about another person’s feelings)
8. **Why is it important for us to stand in someone else’s shoes?** (To have patience, understanding and caring by thinking of how you felt in a similar situation or to pretend to be the person you are trying to be.)
9. **What tools have we learned this year and past years in ABC that help us express empathy and understanding for others?** (bucket fillers, warm fuzzies, friendship boosters, peaceful conflict resolution, standing tall, Don’t Laugh at Me song, intentional acts of caring, director of your emotions)
10. What can you say or do to express empathy? (Name the feeling, listen, ask, How do you feel about the situation? Or What can I do to help you? Or What do you think you should do? (See #3 in Older Student Read this book.)

**GROUP ACTIVITIES:**

Choose one activity that you feel will work best with the students in your class. Activities marked with an * may be especially suitable for students in grades 1-3.

*Standing in Someone Else’s Shoes*

Materials: pencil, crayons, white construction paper and/or large butcher paper for whole class to stand on.

Pass out the paper. Tell the students they are going to trace the shoe or their own shoe. Make sure they trace a left and right shoe. On the right shoe ask them to write one of the following responses:

- What they can say or do to stand in this shoe and show empathy?
- Write about incidents where they showed empathy to someone.
- Write about times when they received empathy from someone else.
- Write on the left shoe –Empathy. Hang the shoes as pairs on a bulletin board.

---

Project Cornerstone, ABC Champion, Lesson 6, *How Do I Stand In Your Shoes?*
Students can trace their shoes directly on a large piece of butcher paper and write their name in this and it becomes a floor mural.

Students can play a shoe twister game and stand in each other’s shoes. Have them stop and think how this person might feel.

**How Would You Feel Game**

Materials: 10 index cards or small pieces of paper for each student

Pass out the 10 cards or paper to the students. Tell the students you are going to read out some situations. As they hear them, they will write a word on the card that represents their feeling. Encourage them to use a different word for each situation.

How would you feel if...

- Someone made fun of you because of the way you looked?
- You won a prize?
- You were picked last to be on a team?
- You were given a warm fuzzy?
- You decided to say something and be an UPstander to help the target of a bullying situation?
- Everyone was invited to a birthday party and you weren’t?
- You had no food and had to beg on the street?
- Someone called you a name?

After each scenario:

1. Have everyone hold up their feeling card and look around the circle at everyone else’s cards.
2. Point out that different students have very different feelings in the same situations. Everyone’s feelings are valid since they all experience situations differently.
3. Remind students that they can do a feelings check to make sure they have correctly identified the other person’s feelings.
   o The first step is to notice the feeling via body language or verbal feedback.
   o Second, name the feeling you think you are reading.
   o Third, ask the person if this is the correct feeling.

*For younger students* Create “My Feeling Faces” cards. Students draw a happy, sad, OK, frustrated, angry, etc. face on each card.

*Listening Game*

Listening with empathy and caring is essential to developing caring relationships. (If you do this with younger students, you may want to shorten the time.)

Say to students: “Sometimes our friends and family feel that their buckets are low and need us to listen when we are busy. In order to show empathy, we need to stop, listen and understand what they are saying. Look for a quiet place to do this. The following activity will help you practice listening only.”
1. Sit facing each other in chairs with your knees almost touching.
2. Decide who will be “the talker” and who will be “the listener”.
3. “The talker” will talk for 1 minute.
   o Here is the topic: Talk about a time you had a problem. What did you do? How did you solve it?
   o “The listener” is not allowed to talk, question, or respond with words. He/she must listen closely for 30 seconds.
4. When 1 minute is up, “the listener” shares for 30 seconds what they heard. (Again, this is without interruption.)
5. Next, switch roles! “The listener” becomes “the talker” and “the talker” becomes “the listener”. Here is the topic:
   o Talk about a time you had a low bucket. How did you fill it up? Was that the best way?
Debrief: How did you feel doing this activity—as the listener and as the talkers? What would you do differently?

Jazz it Up:
Do the listening activity while you are doing a physical activity together! Jog, walk around the playground, shoot baskets, jump rope, swing, climb or skip.

Digital Citizenship Connection:
Invite students to talk about the positives about going online. Ask what their favorite websites are or video games? Do they stay in touch with cell phones or internet? Have they ever had a negative experience online? What makes online experiences more challenging?
Tell the students that you plan to talk about showing understanding and caring during online experiences.

Role-Play Ideas:
Scenario 1
Tom and Rani love a website that has games and chatting for kids. Their parents let them play on the site. Lately Rani and Tom have been receiving mean messages on the site, including:
   Player A says: I hate you!
   Player B says: You are ruining the game!
   Player C says: You are so stupid!
Ask students to partner into groups of 2-3. Have the students role-play what Tom and Rani should do. Explain that there are many ways they could choose to solve this problem. Let them know that you will give them ideas, but you think they will come up with great solutions. Invite students to share their own stories. Look for solutions that show empathy for Rani and Aruna and acknowledge that the messages are mean and hurtful and should be stopped. After the role-play, discuss the ideas that were generated. List and review the ideas on the board.

Scenario 2
Someone sends an email to an entire group of people, including you. They say something hurtful about one of the people in the group. Practice role-playing:
- If the message is threatening, print it out and report to an adult.
- Do NOT forward it to anyone else.
• If you feel comfortable send an email to the entire group or just the sender about how you do not agree with the message.
• Privately email the receiver/victim and tell them that you don’t agree with the message.
• If you don’t want to use text or email, call your friend or tell them in person at school how you feel about the message. The sooner you act the better.

De-brief of digital role-plays:
✓ Cooling down helps when you receive a mean message. Take deep breaths, count backwards, or pause to think of your next steps. Think time will give you a chance to think of the BEST way to handle the situation.
✓ PLEASE say something- Your silence is your agreement!
✓ Finding help or telling a caring adult or a friend can be a good way to take action. You shouldn’t deal with the cyberbullying situation alone. The person you tell should be someone who wants to hear what you have to say, and will help you work on a solution.
✓ Ignore the bully and swim free.
✓ Keep a copy of the communication with the bully. You may need a copy as proof of ongoing harassment or threats.
✓ Why is it a bad idea to send mean or scary messages online?
✓ Why might there be more misunderstanding between people when they send online messages as opposed to face-to-face discussion?

For more information click on this link to Common Sense Media, Connected Culture, The Power of Words, grades 4-5: [http://www.commonsensemedia.org/educators/lesson/power-words-4-5](http://www.commonsensemedia.org/educators/lesson/power-words-4-5)

**CLOSING**

**Three Minute Huddle** (Led by ABC Volunteer)
Remind the children of the ideas they had to show empathy to one another during the group discussion. Have them close their eyes and think about standing in someone’s shoes and name an action or thought they can commit to doing that day for another student.
SCHOOL WIDE EXTENSIONS

Creating a Caring School Environment

- Create a set of guidelines for behavior in your school. Have every classroom hold a discussion to set grade level guidelines and agreements.
- Have them write their ideas on a poster. Have the Cornerstone students and student council present the ideas to staff, PTA, School Site Council and students.
- Instead of powers, have each classroom create a Caring Being to be posted around the campus.
- Make sure there is group consensus.
- What can we do if someone forgets?
  - When someone forgets, remind them of tools that are available for everyone to use.
  - Be gentle, forgiving, and patient with children and adults progress.
  - Success is measured in progress and growth, not perfection.
  - Each person is encouraged to feel their feelings.
  - Everyone works together to find constructive ways to express feelings and needs.
  - Forgiveness and compassion for one another are key elements to making progress.
  - Individual and group successes and breakthroughs should be shared and celebrated with the school community.

Intentional Act of Caring Project

- Ask students to think about pressing problems they see at their school. Brainstorm a list of problems and then by vote, select 2 to 3 problems.
- Write the 2-3 most important issues students selected on the top of 2-3 sheets of chart paper and post them around the classroom. Have students walk around writing ideas on the sheets of paper for projects/ideas to help solve each problem. When done, read the suggestion aloud to the whole group and discuss ideas.
- Narrow down the project ideas to the top that students think is most effective at addressing the problems and are most meaningful and doable. You can also ask students to vote for all activities they would want to do.
- Come to consensus on one class Intentional Act of Caring that promotes solving this problem.
- Create a plan and timeline for doing the project.
EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)
Host a morning meeting in your classroom. This is a 15-30 minute time period at the beginning of your day. This meeting will help your students bond as a class and develop relationships. Students will learn and practice these skills: greeting, listening and responding, group problem solving, noticing and anticipating. During the meeting students begin by greeting each other by name. This can be done through song, clapping, handshaking and other activities. Students share some news of interest and those listening respond with thoughts and feelings. Next, engage in a group activity to promote classroom bonding. Finally, share news and announcements. For more details on conducting a morning meeting, refer to The Morning Meeting Book by Roxann Kriete.

Classroom Enrichment

*Feelings Word Bank
Materials: Poster or white board, markers

Read pages 6-9 with the students. Ask students for some words to describe the feelings of Peter and Miranda. Make a Feelings Word Bank poster.

1. Ask students to describe an experience (real or imagined) from the Feelings Word Bank. Ask UPstanders to tell what they could say or do to show empathy. (See Taking a Risk in Older Students Conversation Starter.)
2. Play “Feelings Charades”.
   o Write each word from the Feelings Word Bank on an index card.
   o Ask students to choose a card and act out the feeling like a game of charades. You might model this for the class, and then break into smaller groups for the game.
   o Have students find a partner and sit across from each other. Have one student show a feeling and the partner can guess.

The Caring Being
Materials: butcher paper large enough to trace bodies, markers

First Day
As an extension of the How Do I Stand In Your Shoes activity, divide the students into groups of 4. Designate them to each have a role: artist, recorder, reporter, and model.

Explain that each group is going to create a caring being which shows empathy, caring and understanding to others. What actions, attitudes, and ways of treating one another would make the classroom the best possible place to be? This would be a place where everyone feels included, cared for, and respected.

Have the artist trace the model on the paper. While the artist is tracing have the group discuss ways that this “being” would show caring traits. What specific actions and thoughts would their person SAY and DO? The recorder should write all the ideas on a paper. Once the model is traced, the ideas should be written inside the body by each member of the group. Then, the reporter orally reports their “being’s” actions to the whole class. Display your class “beings” for all to see!

Project Cornerstone, ABC Champion, Lesson 6, How Do I Stand In Your Shoes?
Second Day

- Have each student group choose 4 behaviors on their “being” that they would like to promote. Ask each group to create speech bubbles that use specific words which promote the behavior. Use catchy slogans and fun ways to remind each other of what to say and do. Example: Be nice, Say, “Hello”, Smile; Invite someone to play jump rope or to eat lunch with you.
- Ask each student pair to “teach” their technique to the group. As students learn to use these new skills in their interactions with one another, invite them to add more skills to the speech bubbles.

*Younger students* Do this in a large group. Trace one Class Caring Being. Ask for ideas and record their ideas on the Class Caring Being.

**What are your Stereotypes?**

During journal time have students fill in the blanks for a few of these:

- Jocks always ...
- Girls always...
- Smart kids always...
- Hispanics always....
- People with tattoos always...
- Boys always ...
- Teenagers always....
- Blacks always....
- Asians always....
- Whites always...
- Old people always...
- Rich people always...

Tell the students to quickly fill in the rest of the sentence with their first thoughts. Have a discussion about stereotypes. Define the word. When we stereotype other people, we judge or assume things about them. Now, have them look at their journal entries and notice their own stereotypes. (You can do this too, so they see you have stereotypes, too.)

Explain that we all have stereotypes. One way to fight back against stereotypes is to admit that they exist. By first noticing and naming our personal stereotypes, we can begin work on changing our attitudes, thoughts and actions. How can we make this change? By standing in someone else’s shoes!

- Make a list of ways to begin this work. You can use the How I Stand in Your Shoes Resource page as a start.
- "You’re so gay!" Has this statement become common at your school site? Is it a “gateway” statement? When permitted, “gateway” statements open floodgates of put-downs, slurs and peer abuse that threaten the safety of our community. What is really being said?
  - Ask students to write in their journal the words, jokes, or statements they hear that perpetuate stereotypes. When they hear these stereotypes, what could they say or do?
- Create a whole school announcement that tackles these stereotypes and helps create a more caring school environment.
- Ask students to interview adults in their lives by asking them to complete the statement: Teenagers always...
  - How did the adults respond? Did they stereotype teenagers? Were the statements true? What could the adult say or do to change a negative perception of teens? What could teens say or do to change these perceptions?
• Learn more about the many cultures in our community. Ask students and their families to make presentations about their own cultures.

Homework

Making a Connection
Send home the Making a Connection worksheet with your students. This activity is geared to establishing healthy connections with family members and other caring adults in their lives. Having a sense of bonding and belonging helps children feel connected to our school, our community and the larger world.

Hear Our Voices
Send home the handout; Hear our Voices, so students can practice the skill of listening. Assign a due date for students to complete and bring back the activity.

RESOURCES

Books:
• Understand and Care by Cheri Meiners
• The Adding Assets Series for Kid- Making Choices and Making Friends Assets by Pamela Espeland and Elizabeth Verdick, Free Spirit Publishing
• Teaching Kids to Care- Nurturing Character and Compassion by Bettie B. Younds, Ph.D., Ed.D., Joanne Wolf, Ph.D, Joani Wafer, and Dawn Lehman Ph.D This book is geared for parents.
• The Morning Meeting Book by Roxann Kriete This book describes in detail how to run a morning meeting as an asset building daily activity.

Videos
• Fun video appropriate for Kindergarten to 5th grade. It can be used to lighten the message of empathy for older students. [http://www.youtube.com/watch?v=oQ3LnuQ-nE0](http://www.youtube.com/watch?v=oQ3LnuQ-nE0)

Websites:
• For more information click on this link to Common Sense Media, Connected Culture, The Power of Words, grades 4-5: [http://www.commonsensemedia.org/educators/lesson/power-words-4-5](http://www.commonsensemedia.org/educators/lesson/power-words-4-5)
• This website talks about creating empathy in schools: [http://startempathy.org/5-things-you-can-do-start-empathy-today](http://startempathy.org/5-things-you-can-do-start-empathy-today)
• Silicon Valley FACES offers educational programs that empower students of all ages to be leaders who foster inclusive communities. Building Connections is a four-week diversity education program for kindergarten through fifth grade. [www.svfaces.org](http://www.svfaces.org)
• The Anti-Defamation League has lesson ideas and book lists in its education section at [www.adl.org/education/education](http://www.adl.org/education/education)
• Kids Korps USA ([www.kidskorps.org](http://www.kidskorps.org)) is a nonprofit youth volunteer organization that engages young people ages 5-18 in community service.
• Check out the Southern Poverty Law Center web site at [www.teachingtolerance.org](http://www.teachingtolerance.org). It’s a national education project dedicated to helping teachers foster equity, respect, and understanding in the classroom. It has a wealth of information on the civil rights movement—past and present—as well as lessons and activities on bullying and
discrimination. Look for their guide *Responding to Hate at School*. Free copies are available upon written request.


**Magazine:**
- How to Deprogram Bullies: Teaching Kindness 101 from Time Magazine, May 24, 2010 found at [http://www.time.com/time/printout/0,8816,1989122,00.html](http://www.time.com/time/printout/0,8816,1989122,00.html)

**Newsletters:**

**21st Century Skills:**
Here is a key to the 21st Century skills used in this lesson:

<table>
<thead>
<tr>
<th>21st Century Learning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
</tbody>
</table>
# ABC READER’S OUTLINE

**How Do I Stand In Your Shoes?**  
By Susan DeBell, Ph.D

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Goals** | 1. Empower students to *notice, name, and understand* feelings or difficulties of others.  
2. Express and receive empathy from each other.  
3. Use the tools of *bucket filling and the law of the lid* to *understand and care about* others.  
4. Empathize with those that have received mean and hurtful messages digitally. |
| **Preparing for Lesson** (45 minutes) | **Review lesson plan, collect materials needed, and read the book at least once.**  
Contact Teacher  
• **Welcome feedback from last lesson** (Ruby Bridges)  
• Set time and date for next reading  
Prepare **Parent Letter**  
• Make copies and sign parent letter for every child in classroom  
• Create a short personal email to send to every parent and attach parent letter  
(Send this out as soon as the classroom lesson is over.) |
| **Conversation Starters** (5-10 minutes) | Have all students put on **nametags.**  
Ask the students about **last month’s book. (Ruby Bridges)**  
• Does anyone remember what the story of Ruby bridges was about?  
• Does anybody know about injustices taking place right now anywhere in the world?  
**Conversation Starter (See full lesson plan for more options)**  
Developing empathy requires us to become aware of, understand and acknowledge the feelings of others. The first step to understanding others feelings is to be able to understand our own. It is important to be able to say I feel _________.  
In order to practice identifying feelings, play a feelings guessing game with the class. Make it like a charades game with feelings and body language, so that students think about noticing and naming feelings.  
• Go around the classroom and have the students talk about how they feel. Make a list of their words on a paper. You can add other feelings to the list as well.  
• Chose a volunteer to come to the front of the class and act out one of the feelings. Have them use their body language to convey feelings of sadness, anger, happiness, confusion, worry, etc.  
• Ask students to guess what the volunteer is feeling. How do they know? Facial expression, body language, eye contact, personal space, tone of voice, words, etc. |
Sometimes body language is a little confusing. So it is important to name the feeling you are reading. Ask the person. For example: “It looks like you are disappointed, are you?”

<table>
<thead>
<tr>
<th>Introduction to Book and Reading (5-10 minutes)</th>
<th>For Students K-3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Look at the title and ask students what they think it means.</td>
<td>• Have they heard this (or a similar) expression before?</td>
</tr>
<tr>
<td>• Tell the students to listen to this story and notice the emotions that Miranda experiences.</td>
<td>• At first, Miranda does not notice, name or understand the feelings of the other characters. Look for clues that she misses.</td>
</tr>
</tbody>
</table>

**For Students 4th-Middle School**

• Use your judgment about reading this book to older students.

• Some alternative ideas to engage older students are:

  1. Using the book as a prop, ask students to be a detective.
     - Ask students to look carefully at the illustrations for social clues that show how Miranda’s classmates are feeling. Their body language, facial expressions, tone of voice, personal space, etc. are all clues that could help Miranda understand what the classmates are feeling.
     - Read pages 6-9. Miranda does not notice or understand the feelings of her classmates. Looking at the pictures on these pages, make a list of the clues Miranda is missing.
  2. Role-play scenarios that illustrate social discomfort.
     - As a group, ask for volunteers to help role play a scenario. For example, see page 9.
     - Encourage Miranda to show frustration and lack of understanding and empathy.
     - Invite UPstanders to join the role play and show Miranda how to use empathy to notice, name and confirm the feelings they see Peter expressing. For example, “Hey, Peter. You look sad. Are you feeling worried about your homework? Can I help you finish it up at recess time?” These UPstanders can both help Peter and role model empathy for Miranda.
Discussion Questions (5-10 minutes depending on grade level)

1. Tell me about Miranda. What were some things she did well?
2. What were some things that made it difficult to be in her class?
3. Name some of the feelings and emotions in the story.
4. At first, Miranda had little patience, was frustrated and angry at her classmates. Why did Miranda have to learn about empathy?
5. What did Miranda do to learn how to stand in someone else’s shoes?
6. Who are the caring adults in Miranda’s life?

More Discussion Questions for Upper Grades:

7. What is empathy (understand and care about another person’s feelings)?
8. Why is it important for us to stand in someone else’s shoes?
9. What tools have we learned this year and past years in ABC that help us express empathy and understanding for others (bucket fillers, warm fuzzies, friendship boosters, peaceful conflict resolution, standing tall, Don’t Laugh at Me song, intentional acts of caring, director of your emotions)?
10. What can you say or do to express empathy? (Here are some ideas:)
   • Listen without interrupting. Say, “Hmmm. What happened next?”
   • Look and watch people’s body language.
   • Notice, name, and confirm the feelings.
   • Smile! Greet each other.
   • Make conversation. Ask questions. Listen.
   • Look for students having trouble and offer to help by saying, “How’s it going? I see you are frowning. Can I help?”
   • Ask someone to play with you.

Group Activity Option 1: Recommended Grades: K-8 (10-15 minutes)

How Would You Feel Game
Materials: 3 index cards per student (younger students), 10 index cards per student (older students)

1. Tell the students you are going to read out some situations/scenarios.
2. As they hear them, they will write a word on the card that represents their feeling.
3. Encourage them to use a different word for each situation.
4. See modification below for younger students.

Scenarios: How would you feel if...
• Someone made fun of you because of the way you looked?
• You won a prize?
• You were picked last to be on a team?
<table>
<thead>
<tr>
<th>Group Activity Option 2: Recommended Grades: 1-8 (10 minutes)</th>
<th>Listening Game</th>
</tr>
</thead>
</table>
| • You were given a warm fuzzy?  
• You decided to say something and be an UPstander to help the target of a bullying situation?  
• Everyone was invited to a birthday party and you weren’t?  
• You had no food and had to beg on the street?  
• Someone called you a name?  |
| **After each scenario:**  
1. Have students hold up their cards and look around the circle at everyone else’s cards.  
2. Point out that different students have very different feelings in the same situations.  
   Everyone’s feelings are valid since they all experience situations differently.  
3. Remind students that they can do a feelings check to make sure they have correctly identified the other person’s feelings.  
   ➢ The first step is to notice the feeling via body language or verbal feedback.  
   ➢ Second, name the feeling you think you are reading.  
   ➢ Third, ask the person if this is the correct feeling.  |
| **For younger students**  
Before you read the scenarios, have students draw a happy face on one card, a sad face on another card, and an “OK” face on the third card. As you read the scenarios, have them hold up the card that most expresses how they feel.  |
| **Three Minute Huddle (3 minutes)**  
• Remind the children of the ideas they had to show empathy to one another during the group discussion.  
• Have them close their eyes and think about standing in someone’s shoes and name an action or thought they can commit to doing that day for another student.  
• Pair share this action with the person sitting next to them.  |
Trace the sole of your shoe
Stand In My Shoes- My inner self

I dream about ____________________________

I am proud of ____________________________

I worry about ____________________________

I am interested in ____________________________

I never ____________________________

I have a habit of ____________________________

I am good at ____________________________

I feel like ____________________________

______________________________________ makes me laugh.

______________________________________ makes me sad.

______________________________________ makes me angry.

*Your answers may be shared as part of a class discussion.*
10 Ways to Build Relationships

1. Be an **UPstander**. Be there for people when they need your help, your comfort and your friendship.

2. Be honest.


4. **Apologize.** Be genuine. Use the steps for a *real apology*.

5. **Be a forgiving friend.** Everyone makes mistakes. Give second chances. Accept an apology with forgiveness.

6. **Be helpful.** Everybody needs help from time to time.

7. **Respect classmates’ feelings and their possessions.**

8. **Gossip and rumors STOP with me!**

9. **Tell friends and classmates how you feel.**
   a. Share your feelings.
   b. Use an *I statement*: I feel *** when *** because____.

10. **Be a bucket filler.** Give lots of *warm fuzzies*!
   a. Be a kind, caring and generous person.
   b. Be a good listener.
   c. Involve people in your life and in your activities.
   d. Invite them to play and to join in!
HEAR OUR VOICES

In this month’s ABC lesson, we discussed the importance of telling a trusted adult when a student has questions or needs help. If a student needs help, he/she can report the situation to a trusted adult. Reporting if someone is in danger, to protect someone, or to prevent something from happening are important reasons to tell a caring adult that are not considered tattling.

Our homework today is to practice listening, and hearing another person’s story. Listening with empathy and caring is essential to developing caring relationships. Let’s give it a try!

Day One: Choose a quiet place to do this activity. You will need a clock or timer.

1. Ask an adult to sit facing you in a chair with your knees almost touching.
2. Decide who will be “the talker” and who will be “the listener.”
3. “The talker” will talk for two minutes. Here is the topic: Describe your experiences in school when you were young.
4. “The listener” is not allowed to talk, question, or respond with words. He/she must listen closely for two minutes.
5. When the two minutes are up, “the listener” shares for one minute what they heard. (Again, this is without interruption)
6. Next, switch roles! “The listener” becomes “the talker” and “the talker” becomes “the listener.” Choose one of the following for your topic:
   - Describe bullying you have experienced or seen at school.
   - Who are the caring adults you can go to for help at school? Tell about them.
   - Who are the caring adults you admire and can go to for help? Tell about them.

Day Two:

1. Do the listening exercise from Day One with the same partner. Reverse roles or choose different topics for discussion. Here’s the new part: Do the listening activity while you are doing a physical activity together! Choose a hike, a walk with the dog, shoot hoops, play catch, roller skate… Do the activity while you practice careful listening!

Please answer the questions on the reverse with your Listening Partner.

This activity is due ________________.
HEAR OUR VOICES REPORTING SHEET

My Name: ___________________ My Listening Partner: ________________

For Day One:

1) How did it feel for you to be the listener?

2) How did it feel for you to be the talker?

3) How did your partner feel about the activity?

For Day Two:

4) Was it easier or harder for you to listen while you were doing a physical activity?

<table>
<thead>
<tr>
<th>Easier</th>
<th>Harder</th>
<th>Same</th>
</tr>
</thead>
</table>

5) How about your partner? Was it easier or harder?

<table>
<thead>
<tr>
<th>Easier</th>
<th>Harder</th>
<th>Same</th>
</tr>
</thead>
</table>

6) What did you learn from this exercise?

I learned:

____________________________________________________________

____________________________________________________________

My partner learned:

____________________________________________________________

____________________________________________________________
HOW I STAND IN SOMEONE’S SHOES

Show respect for one another.
  o Treat people the way you want to be treated.
  o Notice and read body language.
  o Name the feelings.
  o Confirm that you have correctly identified the feelings by asking!
  o Understand and care about the feelings of others.
  o Agree to disagree.

Build relationships. Be a friend.
  o Make eye contact and stand tall.
  o Smile. Say “Hi!”
  o Ask questions! “How are you?”
  o Start conversations with open-ended questions.
  o Give a “real” apology. Be genuine.

Listen.
  o Listen without interrupting.
  o Listen to the tone of the words being spoken.
  o Check for understanding. Rephrase what was said, using the phrase “It sounds like...”

Be true to yourself.
  o Stand up for your beliefs. Use “I don’t like that kind of talk. It is hurtful.”
  o State your feelings using I messages.
  o Allow someone to help you.
  o Use positive self-talk and think clear thoughts.
  o Spend time with people who let you be you.

Be Kind.
  o Send notes or cards of encouragement and friendship.
  o Invite someone you don’t know well to play or eat lunch together.
  o Say and do intentional acts of caring.
  o Be an UP-stander.
  o Be a bucket filler.
  o Understand that bucket dippers need their buckets filled.
  o Stop and think how to fill an empty bucket.
  o Use your lid to fill their bucket with good thoughts to show you understand and care.
Steps to a REAL Apology

Everybody makes mistakes. Even the best of friends can say something unkind or do something to cause pain or hurt feelings.

- How do you mend a mistake?
- How do you help a hurt person recover from being upset?

Taking personal responsibility by delivering a genuine apology can go a long way toward diffusing highly emotional situations.

- What are the steps we should practice to learn how to mend a mistake?

Let’s practice how to deliver a real apology!

Try This!

1. **Do an empathy check.** Recognize and understand your words have hurt someone.

2. **Take responsibility for what you did wrong.** Be specific. Use an “I” statement.
   a. “Oh No! I spilled your cup of juice all over your shirt!”
   b. “I took your iPod without asking.”

3. **Acknowledge how your mistake impacted the other person.** If you don’t know how your mistake made them feel, ask them! Use the words “I am sorry” but then also state what you are sorry for.
   a. “I am sorry that I got your shirt all wet. I think I ruined it!”
   b. “I am sorry. I know you thought someone had stolen your iPod. You were worried that you would never see it again.”

4. **Deal with the consequences of your mistake.** Ask the other person, “What can I do to make it right” or offer suggestions on what you might do to make things better.
   a. “Let me get some napkins to dry you off. Would you like to wear my sweatshirt for the rest of the day?”
   b. “I will ask you before I borrow anything in the future.”

5. **Commit** to changing your behavior in the future. Use an “I” statement.
   a. “Next time, I will be more careful when I find my seat.”
   b. “I will ask you before I borrow anything from you in the future.”
Dear Parents/Guardians:

Today in your child’s classroom, I read the book How Do I Stand In Your Shoes? by Susan DeBell, Ph.D. This book helps students notice and understand the feelings or difficulties of others. Miranda, the main character in the book, does not understand the feelings of the other students in her class. In frustration, Miranda responds by being impatient, angry and using put-downs toward her fellow students. In order to learn how to stand in someone’s shoes, she asks her neighbor for help. Her neighbor explains that “to show empathy you must either think of a time when you felt the same way as another person, or you must pretend to be the person you are trying to understand.”

During our classroom discussion we talked about how standing in someone’s shoes requires a person to understand and care about the feelings of others. To do this it is important to stop and think, observe their body language and confirm our observation with words. We practiced using some of the following tools:

- Listen without interrupting. Say, “Hmmm. What happened next?”
- Listen to the tone of the words.
- Look and watch people’s body language.
- Notice, name, and confirm the feelings.
- Smile! Greet each other.
- Look for students having trouble and offer to help by saying, “How’s it going? I see you are frowning. Can I help?”
- Let someone help you.
- Ask someone to play with you.
- Do intentional acts of caring.
- Stand up to put-downs. When a joke feels like a put-down, respond with, “That joke isn’t funny. It hurts my feelings. It makes me feel sad. I don’t like that kind of talk.”
- Use the steps to a real apology to help students apologize for bucket dipping actions or words.

As parents, you play the most important role in helping your child connect and bond with others. Asset #26- Caring, teaches your child to be connected to and care about others. Please fill your child’s bucket when they demonstrate caring acts or words. When children feel confident in their ability to care for and relate to others, they are more likely to stand up for what they believe in and be UP-standers and take a stand against what is wrong.

If you would like more information about the ABC program, please contact me.

Sincerely,

[Signature]

ABC Volunteer ______________________________ Telephone/Email ________________________

PS. Please sit down with your child and complete the Making a Connection Handout together as a family.
Making a Connection

In class today we have been talking about empathy and learning how to stand in someone else’s shoes. An important part of learning how to show empathy is forming healthy connections and relationships with family members and other caring adults. Your gentle guidance helps youth notice and understand the feelings and difficulties of others. For homework, please sit down and choose one or more of the activities below to do with your child. You are your child’s first and best teacher!

Plan something you can do as a family:

☐ Play a card game. ☐ Cook a healthy snack.
☐ Go to the park. ☐ Take a family walk.
☐ Plant in the garden. ☐ Rake leaves or pull weeds.
☐ Play tag. ☐ Other __________________________

Plan something you can do for someone else:

☐ Write a note of encouragement and caring to a friend or family member.
☐ Go with your parent to visit a neighbor. Ask questions about her/his life. Send a special note on birthdays.
☐ Make notes together with special messages to give to neighbors or friends.
☐ Clean up an area in your neighborhood.
☐ Other ________________________________________________

On the back of this paper, draw a picture or write about your family plan.