

SUBJECT: UNDERSTANDING BASIC SOCIAL AND CIVIC RESPONSIBILITIES

LESSON NAME: SOMEONE ELSE’S SHOES

Overview	
Time Needed	30 minutes
Materials Needed	<ul style="list-style-type: none"> • Cards for <i>Someone Else’s Shoes</i> (see Activity below)
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Role play and identify ways in which they could practice empathy 2. Communicate feelings to partner and share observations with class
Common Core Standards Met	<p>Speaking & Listening (Grade 7)</p> <p>https://www.corestandards.org/read-the-standards/</p> <p>CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.</p>

Step-by-Step	
Activity	<p>Participants will now practice what they’ve learned about being empathetic.</p> <p>Pass out one character card from <i>Someone Else’s Shoes</i> to each participant.</p> <p>Scenarios to be printed on the cards beforehand are below (modify as you see fit according to needs of your participants, current events in your village/community, etc.):</p> <ul style="list-style-type: none"> • Marcus is a star quarterback on the school football team. During one of the final games of the season, he was injured badly, so badly that he couldn’t play in the rest of the games, nor could he go to school for three months. • All of Violet’s friends are constantly talking about the prom—the

dresses they're going to buy, how they're going to do their hair, where they're going to eat. Violet wants to go, but the tickets are expensive, and her mom just lost her job.

- Chen always admired her friend Lucy's wardrobe. One day, when they were hanging out at Lucy's house, Chen asked to borrow Lucy's expensive blue sweater. Lucy said she could, but then made fun of Chen, telling everyone at school that Chen couldn't afford her own nice clothes.
- Rochelle was one of five students selected to represent her school in a national math competition. The final showdown was between Rochelle's team and another school. The score was tied with only one question remaining. The question went to Rochelle, who got it wrong, allowing the other team to win.
- During a school field trip, Juan had a seizure in front of his entire class. He came out of it to find all his classmates staring at him. His doctors told him he has a condition where he could have a seizure anytime.
- Lenny has worked at the same pizza place for over a year and has always done a great job. One day, he overcharged a customer by accident. The new boss thought Lenny did it on purpose to pocket the difference and fired him.
- Anita's best friend confided in her about a surprise birthday party she had planned to throw for her brother. Anita accidentally let the secret slip, and now her best friend won't talk to her.
- Shaun's brother's ex-girlfriend kissed Shaun at a school dance last weekend. Shaun didn't kiss her back, but he decided not to tell his brother about the incident just to be safe. Shaun's brother found out anyway and is angry with him.
- After practicing for months, Kelsey tripped and fell during her routine for the school talent show. One of her classmates, who was using a cellphone to videotape the show, posted the clip of Kelsey's fall on the Internet the next day.
- Micah emailed Emily, admitting his crush on her. Emily forwarded the email to all of her friends, some of whom then teased Micah on a social networking site about his crush on Emily.
- Bali found out that a nasty rumor being spread about her was started by a former friend.
- Alex discovered that his teammate cheated by copying from his paper during the Spanish final.

Inform the participants that they are going to complete the rest of the activity as this character, so they need to take some time to think about how he or she feels in the given situation.

Instruct participants to pair up with a classmate (reminder to participants: be sure your partner's character card is different from yours; if you have the same

	<p>character, you need to pair up with someone else).</p> <p>As that character, each participant needs to tell their partner about their given situation.</p> <p>Partners should practice being empathetic as he/she is listening to the story.</p> <p>Then, participants should switch roles: practice being empathetic as their partner, as his/her character, tells them what he/she is experiencing.</p> <p>As a team, each set of partners will then discuss how they showed empathy toward each other, how it made them feel, and what they wish their partner had done differently. Instruct participants to use statements like, "I could tell you were really listening to me because you maintained eye contact with me during the entire conversation, and that made me feel like you care."</p> <p>Accommodations and Modifications:</p> <ul style="list-style-type: none"> • Participants who need extra assistance may be given pre-made materials in which they only need to fill in certain pieces of missing information. • Participants who need to be challenged may be required to find additional information or be given a special project he/she can share with his peers. • Create lessons based on a child's Individualized Education Plan (IEP) or English Learner (EL) accommodations and modification checklist. <p>** Lesson adapted from Teaching Tolerance's lesson: <i>Developing Empathy: Middle Grades</i> found at http://www.tolerance.org/supplement/developing-empathy-middle-grades and its accompanying activity: <i>Someone Else's Shoes</i> in its entirety found at http://www.tolerance.org/sites/default/files/general/someone%20else's%20shoes.pdf</p>
Discussion / Close	Everyone in the class will take turns, sharing something they learned about practicing empathy.