

EMPATHY AND SYMPATHY

Understanding Your Own and Others' Feelings

James Swart, Graduate Assistant, Tennessee 4-H Youth Development
Jennifer Richards, Assistant Professor, 4-H Youth Development



Empathy and Sympathy

Understanding your own and other's feelings

Skill Level

Beginner, 5th grade

Learner Outcomes

The learner will be able to:

- Understand how to appropriately express different feelings.
- Explain what feelings another person is experiencing.
- Understand how to support others when they have particular feelings.

Educational Standard(s) Supported

5.SL.CC.1

Success Indicator

Learners will be successful if they:

- Correctly identify how to express certain feelings.
- List three ways to support someone when they are experiencing difficult feelings.

Time Needed

45 Minutes

Materials List

- White paper plates, one per student.
- Markers, colored pencils or crayons.
- A set of the “emotion faces” found at the link in the supplemental information.

Introduction to Content

In this lesson, students explore emotions, both of themselves and others. They learn when and how to properly express certain emotions and learn how to help others deal with certain feelings and emotions.

If taught in sequence, this is the first lesson of the fifth-grade TIPPS series.

Introduction to Methodology

This lesson uses acting and sharing as a way for students to learn how to deal with different emotions and feelings. The lesson begins by having students identify different emotions they could feel during a day. Students then act out different emotions and learn how to respond to those feelings appropriately. The lesson incorporates a writing portion as well as collaborative discussion among students.

Author

Swart, James, Graduate Assistant,
Tennessee 4-H Youth Development



Terms and Concepts Introduction

Emotion — Strong feelings about an event or activity.

Prior to the lesson, print and cut out the emotion faces and place them on a paper plate. Bring one personal item that is special to you to the class.

Setting the Stage and Opening Questions

Say to the students while holding your personal item, **“Today, I brought something that makes me feel _____ because _____. Can you think of an item that you have at home that makes you feel a certain way? Close your eyes and imagine that you are holding it and looking at it. How does it make you feel?”** Allow students to respond and then say, **“Ok, now open your eyes. Did you see how quickly that feeling went away? This just goes to show us how we can experience a lot of different emotions during a given day.”**

Show the students each of the emotion faces you brought to class, one at a time, and have the students identify what emotion that face portrays. Ask a student keep a list of these emotions on the whiteboard.

Say to the students, **“By the end of class today, I hope that you will be able to understand how to appropriately express different feelings, explain what feelings another person is experiencing, and understand how to support others when they are experiencing certain feelings.”**

Experience

Say, **“All right, who are my aspiring actors in the class? We just identified eight different emotions that someone could experience during a given day, and now were going to see how well you can identify those feelings. I need eight volunteers who think they are a spot-on actor.”**

Select eight students to act out the emotions. One at a time, each student should come to the front of the class, select one of the eight emotions from the emotion faces, and silently act out the emotion. The remaining students in the class will then try to guess what emotion the person is displaying.

After each of the emotions has been acted out, pass out a white paper plate to each student and say, **“Now, it’s your turn to create your own emotion face. You can pick one of the eight emotions we listed earlier, or you can choose a different emotion. Take some time to think about the emotion you want to draw, and then draw your emotion face on the front of your plate.”**

Allow students time to complete their emotion face on their plate.

Tips for Engagement

This lesson deals with what could be a touchy subject for some students. It is important to stress that no one has to share something if they don’t feel comfortable doing so.

Share

After students complete their emotion plate, have the students share their drawing and what emotion it depicts.

Process

Write the following sentence on the white board, or display it somewhere in the classroom: "I feel _____ when _____ and I deal with it by _____."

Say, **"We all identified several different emotions. Now I want you to think: When do you typically feel that emotion? How do you respond to it? On the back of your plate, fill in the blanks of this sentence. I feel (your emotion) when (this happens) and I deal with it by (blank)."**

Generalize

After students complete the writing activity, ask if anyone feels comfortable sharing what they wrote. If students feel comfortable, allow them to share.

Apply

Say to the students, **"Today, we identified several different emotions and how we deal with those. As a final activity, we are going to go around the room and each person will pick an emotion that we have covered today and come up with a potential situation that you would feel that emotion and share with the class."**

Allow students to complete this activity, and offer suggestions if someone suggests a non-positive way of dealing with that emotion.

Life Skill(s) from TIPP's for 4-H

5th Grade

Express one's feelings appropriately and in proportion to circumstances. (Health)

Recognize emotions in others; be sensitive to what others need or want. (Health)

Participate in 4-H club meetings by saying pledges, completing activities, and being engaged. (Head)

Use good manners. (Heart)

Supplemental Information

Educational Standards Met

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

Emotion Faces — www.educationworld.com/sites/default/files/Emotion-Face-Templates.pdf