

Review

Play the "Walk, Walk, Walk" music video.

Have students listen with attention for the names of different feelings mentioned in the song. (Angry, embarrassed, jealous, scared.)

Review assertiveness and empathy from the last lesson. Refer to the Empathy poster.

Introduction (5 minutes)

Display the first screen.

Today we're going to explore what it means to respect similarities and differences between people.

Click "Next."



Take a minute and really look at the faces of these two students. They are both waiting to do the same thing. What

do you think Gabriella is feeling? (Excited, happy, interested.)

How can you tell? (She's smiling with her mouth open. Her eyes are open and her forehead is unwrinkled.)

What do you think Yoshi is feeling? (Fearful, scared, frightened.)

How can you tell? (His eyebrows are raised high, his mouth isn't smiling. His eyes are wide.)

Think for a moment and try to guess what Gabriella and Yoshi are waiting for that makes them feel such different feelings. Give students think-time. **Now turn and tell your partner your ideas.** After a minute, call on a few students at random to report. (Various answers.)

Play the video.

This is an example of how two people can have different feelings about the same thing. You need to be able to recognize how others are feeling—even if it's different from how we feel—to have empathy.

Who remembers what "empathy" means? Refer to the Empathy poster. (Empathy means feeling or understanding what someone else is feeling. Having empathy helps you act respectfully and in a caring way toward others.)

Today you'll be talking about noticing and understanding others' feelings. You just noticed how Gabriella and Yoshi have different feelings about the same thing. It's also possible for two very different people to have *similar* feelings about the same thing.

Story and Discussion (10–15 minutes)

As you watch this next video, look for differences and similarities between the two students.

Play the video.

Write the names "Enrique" and "Maia" at the top of two columns on the board. Leave space underneath to write students' suggestions. If time allows, ask students to come up and write their suggestions on the board themselves.

1. Have the students on the right half of the class stand up, then ask: **What are some things you can tell me about Enrique?** (Various answers.)
2. Instruct those students to sit down. Have the students on the left half of the classroom stand up, then ask: **What are some things you can tell me about Maia?** (Various answers.)
3. **Now look for differences between Enrique and Maia.** Call on students at random for suggestions. Underline the differences in each column. (She's a girl,

he's a boy. They like different foods. She's shy, he's outgoing. She likes sports, he likes to play music.)

4. Now look for similarities. Call on students at random for suggestions. Circle the similarities in each column. (They are both starting school. They both want to make new friends. They both like to read.)

5. You can see that even though Enrique and Maia are different in a lot of ways, they still have some similarities. Sometimes we decide we are different from other people only by how they look. Here, you learned more about Maia and Enrique than just how they look. You found out what they like to do and how they feel. Knowing those things helped you find many ways they are similar. It helped you get to know them.

6. Think about how you can find out more about other people—things you can't tell just by how they look. Give students think-time. **Turn and tell your partner your ideas.** Give students about one minute to discuss. Call on a few students at random to report. (Be friendly and talk to them. Ask them about what they like. Listen carefully to what they talk about. Invite them to play with you at recess. Notice what they like to do at recess or during free time. Sit with them at lunch.)

7. When we take the time to get to know each other, we often find that we have similar feelings about things—just like Maia and Enrique do. How does it make you feel to know that others have felt the same way as you? (Good. Like they understand me. Like they know where I'm coming from.)

Activity (10–15 minutes)

Now you're going to do an activity that will help you get to know more about one another's feelings.



Put students into assigned groups of three. Distribute Handout 4, one per student.

Read the directions out loud. Give students about five minutes to complete the handout on their own. Then have them compare their responses with their group members.

After everyone has finished comparing, ask for volunteers to report.

How many groups had different feelings about question 1? Ask for a show of hands, then call on students for specific examples.

How many groups had similar feelings about question 1? Ask for a show of hands, then call on students for specific examples.

As time allows, repeat the questions above about differences and similarities for the remaining questions.

Sometimes you get so wrapped up in your own feelings that you don't notice that others could be having different feelings about the same thing.

Paying attention and understanding that others have both similar and different feelings is a part of empathy. Refer to the Empathy poster.

Wrap-Up (5 minutes)

Today you explored similarities and differences in people's feelings. What are some ways to notice how others feel? (Look at facial expressions, body language, or the situation. Ask questions or get to know people better.)

Being able to notice and then understand others' feelings, including feelings that are the same or different from yours, is an important part of empathy. How can having empathy help you here at school? (Various answers.)

Think of a time during your day when it might be important to recognize and then understand other people's feelings. Give students think-time. **Turn and tell your partner your ideas.** After a minute, call on a few students at random to report. (Various answers.)



Teach the lesson.



Play the “Walk, Walk, Walk” music video. Before playing the video, have students listen carefully to the words. Have students stand up when they hear the lyrics “It may be hard to think it through, Other people feeling different because they’re not you.” After playing the song, have students turn to a partner and find out one difference between the two of them, and one similarity. As time allows, have partners report their differences and similarities to the class.



Bring in any photo (from a newspaper, magazine, or classroom book) of a person showing a particular emotion. Have students work with a partner to name the emotion using physical clues, then describe a possible scenario that might make the person in the photo feel that way.



After the class has finished an assignment or test, have students come up with one or two words to describe how they felt about it. Write their words on the board. Keep track of how many students had similar or different feelings about the same assignment or test. You may want to have students use a Venn diagram for this activity.



Reflective writing: What are some ways to notice how others feel? How can having empathy for others help you at school?

Using Skills Every Day

Have students ANTICIPATE times when they might have the same or different feelings from someone else.

Notice times when students have different feelings about activities they are doing in class: **I can tell that Nathan is excited that we have a field trip today, but Raoul is disappointed because it is supposed to be his day to be classroom helper.** REINFORCE the idea that sometimes students will experience similar feelings, and sometimes their feelings will be different.

- * Model how you feel different from someone else:
Mrs. Geary likes to take her class to the zoo, but I prefer to take my class to the science center.

- * Remind students that feelings and preferences are not “right” or “wrong” and that it is okay for people to have different feelings from one another.

Have students REFLECT on how their feelings about a particular event that day might have compared with their classmates’ feelings.

Home Link

Copy and distribute the Home Link activity on the next page. Completing the Home Link extends and reinforces students’ exposure to the lesson concepts and skills. It also allows family members to learn about *Second Step* concepts and skills and reinforce them at home.



Name: _____



Are adults really so different from kids? Choose an adult family member. Each of you complete the following sentences on your own (use scratch paper) using the “feelings” words below. Then compare your answers.

If you chose a different feeling word for the same sentence, write your feeling word in one “different” column, and your adult’s feeling word in the other “different” column below. If you chose the same feeling word, just write it once in the “same” column.

	Different (You)	Same	Different (Adult)
When someone in the family is sick, I feel:			
When I have something important to get done and don't have enough time to do it, I feel:			
When I am by myself, I feel:			
When I am with a lot of people, I feel:			
When I think about riding on a roller coaster, I feel:			
When I finish all my household chores, I feel:			
When it is time for bed, I feel:			

Feelings words

worried, unsure, scared, lonely,
happy, sad, serious, frustrated,
nervous, joyful, satisfied, stressed,
peaceful, relaxed, excited

This homework assignment was completed on _____	_____
(DATE)	(ADULT SIGNATURE)