

**Health/Guidance
Unit 7: Empathy**

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| <p>Essential Understandings</p> | <ul style="list-style-type: none"> ▪ Skilled communication of feelings contributes to personal emotional well-being and healthy relationships with adults and peers. |
| <p>Essential Questions</p> | <ul style="list-style-type: none"> - What are examples of feeling words? - When and where can we use feeling words? - How can communicating our feelings help us? |
| <p>Essential Knowledge</p> | <ul style="list-style-type: none"> - People communicate verbally and non-verbally - Recognizing and managing our emotions are important in personal health. - Everyone experiences strong feelings at times. - People can have different feelings about the same situation. |
| <p>Vocabulary /Content</p> | <ul style="list-style-type: none"> - angry, frustrated, mad, anxious, upset, happy, excited, surprised, proud worried, scared, lonely, sad, jealous confused, shy, embarrassed, needs, wants, feelings, out-of-control verbal and non-verbal communication |
| <p>Essential Skills</p> | <p>Identify feeling words</p> <ul style="list-style-type: none"> - Recognize feelings exhibited by a person’s facial expression and or body posture - Identify one’s own personal feelings - Express feelings in ways that help oneself and does not hurt others - Recognize and manage strong emotions - Recognize that people can have different feelings about the same situation |

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| <p>ASCA Concepts</p> <p>Related Maine Learning Results</p> | <p>Identify and express feelings Recognize, accept, respect, and appreciate individual differences Use effective communication skills Know that communication involves speaking, listening and non verbal behavior Develop effective coping skills for dealing with problems Learn techniques for managing stress and conflict :Learn coping skills for managing life events</p> <p>ASCA Behavior standards: Social Skills 4. Demonstrate empathy</p> <p>Health A2 Students recognize that there are multiple dimensions of health. C3. Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry or out of control E1a. Students demonstrate healthy ways to express needs, wants and feelings E1b. Students distinguish between verbal and nonverbal communication E1d Students demonstrate listening skills to enhance health</p> |
| <p>Sample Lessons And Activities</p> | <p>Read and discuss <i>The Way I Feel</i> by Janan Cain Expand students feeling vocabulary by use of posters and pictures illustrating emotions, puppet plays and student role plays Students participate in a Readers' Theater exercise that involves conflict on the playground or cafeteria</p> |
| <p>Sample Classroom Assessment Methods</p> | <p>Summative Knowledge Assessments from Second Step Units Students draw pictures of a playground conflict Students identify feelings expressed in pictures or stories Teacher feedback and reports</p> |
| <p>Sample Resources</p> | <p><i>Skills for Social and Academic Success/Second Step</i>, published by Committee for Children <i>The Way I Feel</i> by Janan Cain <i>Wemberly Worried</i>, by Kevin Henkes <i>When Sophie Gets Really, Really Angry</i> by Molly Bang <i>Sometimes I'm Bombaloo</i> by Rachel Vail <i>When I Feel Angry</i> by Cornelia Spelman</p> |