

**Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care  
Module 1 – Physical Safety, Mental Health and Wellness**

**Lesson #8** – Listen and Empathize (Junior)

**Learning Goal:** To show empathy by listening to others in order to understand their feelings and experiences.

**Key Vocabulary:**

**Empathy** - the understanding of or the ability to identify with another person's feelings or experiences.

**Mental health** - Mental health is characterized by an individual's ability to cope with the stresses of everyday life, work productively and contribute positively to society all while recognizing their own abilities.

**Emotions** – Emotions are a normal and necessary part of the human life. Emotions motivate us to act or behave in certain ways that ensure our own survival.

**SEL** - “Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” – [The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)

**Distress** – a feeling of extreme sadness worry or pain.

**Curriculum Links:**

**Language:**

**Oral Communication**

- 2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience

**Reading**

- 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- 1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

**Writing**

- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

**Tools and Materials:**

- Access to technology for students
- Chart paper for each group (5 groups) if you have a large class you can do 10 groups

**Educator Pre-Reflection:**

Before engaging in this lesson, consider:

1. An active practice of empathizing is called validation and validation is an acknowledgement of another's experience, point of view, thoughts, emotions or behaviours. Validation requires us to set aside our perceptions while communicating our understanding of their experience.
2. Review Emotion Coaching Module 1: <https://hwdsb.elearningontario.ca/d2l/home/14160538>
3. Below is a link to a guide for incorporating Emotion Coaching (Validation + Support) when supporting students around COVID-19: <https://bit.ly/2RdwxDJ>
4. [School Mental Health Ontario \(Educator/Your Role\)](#)
5. [Be There Basics](#)
6. [Covid 19 – Youth Mental Health](#)

### Student Pre-Reflection:

Before you begin, think about...

- How does the word “empathy” connect to your mental wellbeing?
- When you’re upset who can you turn to? What things make you feel better when you are upset?

### Provocation:

As a class, discuss the meaning of the word empathy as understanding someone else’s feelings or experiences. To solidify the concept, watch the following YouTube video regarding empathy:

<https://youtu.be/fFqIZP4Yb64>

Discuss the video with the class to have in depth realization and reflections about empathy.

### Learning Task/Activity:

Students will be engaging with the [Bethere.org website](#) to familiarize themselves with different strategies that can be used when peers are demonstrating difficulty with their emotions and/or mental health.

Each group of students will be provided with 1/5 of the “Golden Rules” they will be responsible for summarizing the rule that they have been assigned – groups may choose or may be assigned.

- 1.) Say What You See
- 2.) Show You Care
- 3.) Hear Them Out
- 4.) Know Your Role
- 5.) Connect To Help

Information can be found at the following [website](#) .

Share this website with students on the Hub or MS Teams

Pages 1/5 will provide the information for each of the Golden Rules, students should watch the provided videos and read the text in order to create a summary.

### Consolidation:

Students will use the knowledge they gained from their research to create classroom anchor charts on each

of the Five Golden Rules.

Students may also decide to create a PowerPoint to showcase their learning – either should be encouraged.

For ease of sharing, put all presentations together into one digital file.

Students will share their findings with the class and will be the “expert” for their chosen Golden Rule to inform their peers.

**Educator Post-Reflection:**

The main idea I want to remember or take away from this lesson is..

My next step is...

I need to learn more about...

I am feeling...

**Student Post-Reflection:**

The main idea I want to remember or take away from this lesson is..

Who found it difficult, why?

Who thought it was easy, why?

**Ideas for Going Deeper/Further Resources:**

Lesson ideas and activities adapted from:

- The Golden Rules Summary ([BeThere.org](http://BeThere.org))

Further resources:

- How Would You Feel Scenarios ([Learning for Justice](http://Learning for Justice))
- Discussion Prompts ( [Learning for Justice](http://Learning for Justice))
- [School Mental Health Ontario \(Educator/Your Role\)](http://School Mental Health Ontario (Educator/Your Role))
- [Covid 19 – Youth Mental Health](http://Covid 19 – Youth Mental Health)