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## Role-plays & acting actiProgress Monitoring

## Create bonding attachments

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## Focus on similarities

For more information about the Social Emotional Health Survey, see: [www.michaelfurlong.info/research/covitality.html](http://www.michaelfurlong.info/research/covitality.html)

Resources

* <http://www.tolerance.org/lesson/developing-empathy>
* <http://www.empathyed.org/>
* <http://www.solution-tree.com/media/pdf/study_guides/Teaching_Empathy_Study_Guide_1_.pdf>
* <http://www.pblearning.com/uploads/4/7/9/6/4796041/kagan_strats.pdf>
* <http://www.cnvc.org/Training/feelings-inventory>

**Why is empathy important?**

### Studies have shown that kids who have empathy:

### Do better in school.

### Are more cooperative with others.

### Make morally sound decisions.

### Are more resilient.

### Are more altruistic.

Teachers who have empathy:

* Are less likely to burn out.
* Have students with better academic outcomes.
* Are more likely to respond to bullying behavior.
* Have students who display more prosocial behaviors.
* Ask students how they are feeling.
* Have students notice how others are feeling.
* Teach vocabulary words related to feelings.
* Incorporate role-playing into classroom lessons in Language Arts, Social Studies, and even Math.
* Encourage students to act in plays.
* Create an afterschool drama program.
* Have students draw a picture, bring a photo of, or just visualize someone they feel safe with.
* Use cooperative learning strategies to build bonds between students.
* Have students play music together.
* Express and show care for your students.

Play games in which students identify characteristics, thoughts, feelings, and behaviors that they share with others.

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## Identify feelings

Empathy in the Classroom

Empathy **is the ability to *share* someone else’s feelings or motivations and to *understand* their perspective.** Affective empathy **is the ability to emotionally relate to someone else’s feelings.** Cognitive empathy **is the ability to imagine what someone else is thinking and feeling.**