



# inspire

## Reflection Piece #1

Level One	Level Two	Level Three	Level Four
* Did not respond to all of the questions and does not understand the concept of empathy	* Able to respond to some of the questions but not all.	* Understands what empathy is and is able to answer all of the questions, not much detail provided.	* Understands what empathy is and is able to answer all of the questions in detail. Provides clear answers and examples.

In your words, what does empathy mean?

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Explain a random act of kindness you completed. Reflect on what you did and how you felt doing it.

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What was the result of your act of kindness? How do you think the other person felt?

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Was this act of kindness easy or hard for you to do? Explain. Would you do it again? Explain.

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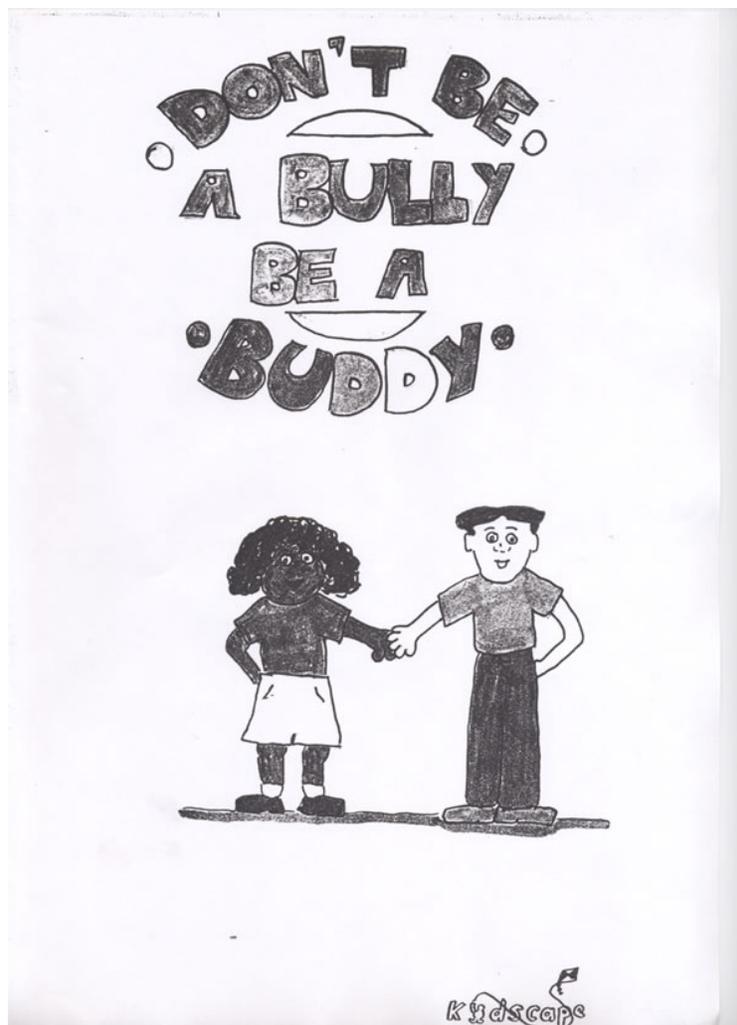
## Reflection Piece #2

Level One	Level Two	Level Three	Level Four
* Poster seems incomplete or sloppy and does not clearly show empathy being used.	* Poster is thought out, uses simple vocabulary. Not as creative as it can be to show empathy.	* Poster is thought out and uses clear language and pictures to show empathy being used.	* Poster is clear, thoughtful, and creative language and pictures are used to show empathy being used.

### Empathy and Bullying

Create a poster showing how people can respond to bullying **with empathy**. Here is an example below:

**START** being a part of the **SOLUTION**





## Reflection Piece #2

**OR**

Level One	Level Two	Level Three	Level Four
* Chart is not clear and answers are incomplete. Did not answer Question 3 and 4 in complete sentences.	* Chart is clear but incomplete. Attempted to answer Question 3 and 4 but the answers are not complete.	* Chart is clear and complete. Answered Question 3 and 4 but the answers are not well thought out.	* Chart is clear and complete. Research was done to fill out chart. Answered Question 3 and 4 and the answers are thought out with complete sentences.

1. Create a chart with the different types of bullying that exists.
2. Under each type of bullying list examples of bullying that would fit under that category.
3. Create a list of the potential impacts bullying can have on an individual.
4. List things you specifically can do to help reduce bullying in your school.

Types of Bullying	Examples of bullying
1.	1. 2. 3. 4. 5.
2.	1. 2. 3. 4. 5.
3.	1. 2. 3. 4. 5.
4.	1. 2. 3. 4. 5.



**Reflection Piece #3**

Level One	Level Two	Level Three	Level Four
* Not able to complete the video and questions were not addressed.	* Video is complete, but questions were not addressed.	* Video complete. Questions answered. More creativity could have been used.	* Video complete. Questions answered. Creativity was used.

**Thinking back on what you heard today reflect upon:**

What are some differences that exist in our world? What makes you different? Do you appreciate your unique qualities? Can you name at least 3 that you like? What can you do or others do to be empathetic about the differences that exist in our community?

In small groups (no more than 4-5 people) create a short Public Service Announcement (PSA) about the differences that exist in your community, what you appreciate about yourself that is different, and how empathy can make people and our community a better place when it comes to differences.

Level One	Level Two	Level Three	Level Four
* Quote/logo does not fit criteria of family or empathy and did not answer questions.	* Quote/logo fits criteria but there is no explanation of why quote speaks to them. Started to answer questions – but incomplete.	* Quote/logo fits criteria and creativity was involved (use of image as well as quote). Explanation is provided and questions answered.	* Quote/logo fits criteria and creativity was involved (use of image as well as quote). Explanation provided is clear and thought out. Questions answered thoroughly.

Today you heard some of the top issues affecting families today.

Find an empathetic quote with an image that could apply to youth who are dealing with family issues or a quote that really speaks to you. Please explain why you picked this quote.

For example:



The reason why I picked my quote and image is .....



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## Reflection Piece #5

Level One	Level Two	Level Three	Level Four
* Group is not able and does not show any strategies taught in the lesson in their role play.	* Group is able to identify strategies but does not clearly show them in the role play.	* Group is able to identify strategies and clearly uses at least one strategy in their role play.	* Group is able to identify many strategies and clearly uses numerous strategies in their role play.
* Student is not able to provide all 9 answers.	* Student answers all 9 answers, but no detail is given.	* Students answer all of the questions with some detail.	* All questions are answered with detailed explanations.

Name the 3 healthy characteristics you would want in a friend and why.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name 3 characteristics of an unhealthy relationship.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name 3 ways empathy helps build relationships in your school or community.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### Reflection Piece #6

Level One	Level Two	Level Three	Level Four
* Answers are incomplete, not thought out, and no details provided.	* Answers are thought out but incomplete and little detail given.	* Answers are thought out and complete. Some detail given.	* * Answers are thought out and complete. Details are given. Creativity is used.

Today we learned different barriers that can stop people from being empathetic. One of the barriers discussed was the media. What we see in the media can stop us from being empathetic. Pick a media example and describe how empathy was used or not used in your media example. If empathy was used, describe what was done that would be considered empathetic. If empathy was not used, explain how things could have been done differently to show empathy in the situation.

**Media example chosen with details of the situation:**

**Did your media example have empathy in it?  
If so what was done that was empathetic?**

**If not, what could have been done differently to show empathy?**



## Reflection Piece #7

Level One	Level Two	Level Three	Level Four
* Play script is incomplete or sloppy and does not demonstrate clearly how empathy is being expressed	* Play script complete. The script lacks detail in how empathy is being expressed and in how the characters are behaving	* Script is thought out and complete. Clear examples are given to how the characters are expressing empathy.	* Script is thought out and complete. Clear examples are given to how the characters are expressing empathy and how their actions are supporting their words. Creativity, details, and thought out adjectives used.

Expressing empathy can be challenging. It can be difficult to know what to say and how to support someone who may be going through a difficult time. In this reflection piece you are to write a script for a one act play that outlines how someone can express empathy. Remember to include:

- an outline of the scene (where, when, who is involved, what is happening)
- dialogue for two or more characters
- descriptions of how each character is acting (active listening skills, body language etc.)

### **Example:**

Seth has recently seemed sad at school. His friend Tyler just heard him mention to the teacher that his parent's have recently separated and he is having trouble concentrating at school. Tyler wants to help his friend so he approaches Seth at recess.

Tyler: dialogue

Seth: dialogue

Description of how Tyler is using some of the non-verbal skills discussed in class to assist him in talking to Seth.

