


# Put Yourself In Someone Else's Shoes: Building Character

Grades 3-5

Teacher's Guide

SUMMERS  
BURST



**Put Yourself  
In Someone Else's Shoes:  
Building Character**

*Grades 2-4*



# Credits

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Bristol, CT

Teacher's Guide      Barbara Christesen



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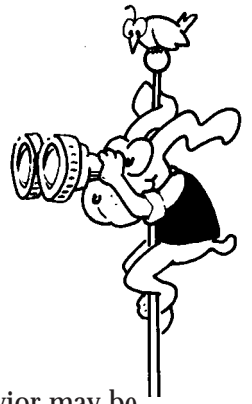
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## Program includes:

- 1 Teacher's Guide with 14 Handouts
- 1 video (*running time approximately 15 minutes*)
- 1 poster
- separate game cards

# Program Overview

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## Why Should Children View This Program?

Preschool children see everything from their own point of view, and this behavior may be difficult to change once they are in school. In their interactions with other students children often give little thought to the way someone else feels; this behavior must be learned from experience. **Put Yourself in Someone Else's Shoes** will help children grasp the meaning of empathy and the importance of trying to imagine how someone else feels in a difficult situation. By identifying with the characters and familiar situations, and by having an opportunity to discuss each situation that is presented, children will be better able to understand the value of trying to look at a situation through someone else's eyes.

## Learning Objectives

Children will:

- learn the importance of seeing things from someone else's point of view.
- distinguish between appropriate and inappropriate ways of trying to console a friend who is unhappy.
- understand that a great many problems can be resolved by simply trying to imagine how the other person feels.
- understand how teasing can be hurtful and embarrassing to the person being teased.
- see how being empathetic can build self-respect.

## Video Content

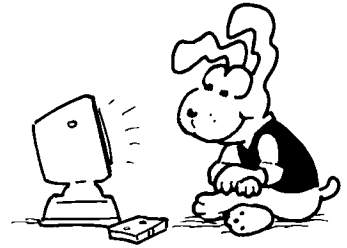
- A host introduces and narrates the scenes in the video.
- The program consists of four vignettes, each depicting a situation in which a child demonstrates understanding and friendship by seeing things from another person's point of view. Each segment ends with questions for the viewers to discuss.

## Preview Questions

- Have you ever heard the expression to “put yourself in someone else's shoes”? What do you think this expression means?
- How does your “point of view” affect the way you think about things? Why do different people see things differently?
- Why is it important to try to imagine how other people feel about things?

# Viewing the Video

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## Introduction

The program opens with cameos of children demonstrating empathetic feelings toward their friends. The host explains that being empathetic, or “putting yourself in someone else’s shoes,” is an important part of any real friendship.

## Part 1

Gina accidentally leaves the front door open and her cat, Phoebe runs outside and gets hit by a car. The next day in school Gina is very sad. Her friends Kelly and Michelle are truly concerned and try to show Gina how much they care. Then Alex and Tracy join them and behave in the opposite way. They ask tasteless, unfeeling questions about the cat’s death, and Gina becomes more and more upset. When they leave, Michelle and Kelly continue to console Gina. Kelly reminds Gina of the time her hamster disappeared, and how upset she was. She tells Gina that she made a scrapbook with pictures of herself and the hamster, and this made her feel better. Kelly and Michelle offer to help Gina make a scrapbook about Phoebe. Gina thanks them, and seems somewhat consoled.

The host compares the way Kelly and Michelle reacted to the news about Gina’s cat with the way Alex and Tracy reacted. Alex and Tracy did not say things that were appropriate to the situation, and made everything worse. Kelly and Michelle not only showed understanding, but drew on their own experiences and came up with a way to help Gina feel better.

## Part 2

Jamie and Larry are at summer camp. They ask their counselor to take them out on the lake to fish, because they heard there were bigger fish out there. The counselor agrees, but says that everyone who wants to go must have a life jacket and there aren’t enough at camp to go around. Larry says he doesn’t have a life jacket. Jamie says he has a bunch of them at home and he promises to bring one in for Larry. The morning of the fishing trip Jamie looks for the life jackets, but can only find one. His mom tells him that the rest of them had been sold at a tag sale. Jamie is upset because he doesn’t have a life jacket for Larry. When he gets to camp he has to tell Larry that he only has one life jacket. Larry is upset and angry that Jamie broke his promise, and now he won’t be able to go fishing with the others. Jamie walks toward the boat, and suddenly imagines his friend being left behind while everyone else is out having fun. He realizes that he wouldn’t like it if Larry

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did that to him, and he decides he can't hurt his friend that way. Jamie walks back to Larry and the two of them stay behind and fish from the shore.

The host points out that putting yourself in someone else's shoes can help to make you a better friend.

### Part 3

Ashley and Marybeth are in a dance class and are competing for the lead in the upcoming recital. When Marybeth gets the lead, Ashley is disappointed and jealous. At dance class the next week, Claudia and Marybeth are together and Claudia is very excited and happy that Marybeth got the lead in the recital. Ashley walks by, moody and sulking. Instead of joining the girls, she goes off to warm up for class on her own. The other girls talk about Ashley's strange behavior since finding out she didn't get the lead part. At first Marybeth feels that there is nothing she can do about it. But then she tries to imagine how Ashley must feel. By putting herself in Ashley's place she realizes that she would be upset, too. She has a talk with Ashley and explains that the situation is not her fault and she still wants them to be friends. Now it's Ashley's turn to put herself in Marybeth's place, and this helps her see the situation in a new way. She admits that she's a little jealous, but that she really is happy for Marybeth.

The host sums up the vignette by saying that sometimes our own feelings can keep us from seeing things from someone else's point of view.

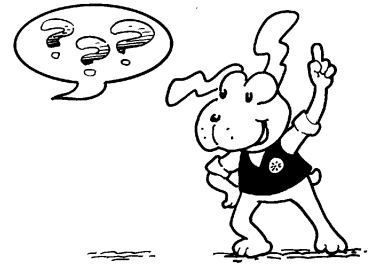
### Part 4

A group of kids are bowling. Everyone is having a good time until Randy decides to start teasing Eric. First he gets behind Eric and imitates the way he bowls. The other kids, including Ellen, think it's funny and laugh. Then, while Eric isn't looking, Randy puts ketchup in his soda. Eric takes a drink and spits it out. He is very embarrassed when the other kids laugh at him again. But Ellen is beginning to feel bad for Eric, and she feels bad about herself for not speaking up to defend him. Finally, Randy does something that really embarrasses Eric. He pulls up Eric's shirt while he is bowling, and shows his pants. Eric is humiliated and furious and runs off. Ellen can't stand Randy's meanness any more, and she tells him so. Randy says he was just kidding around, but Ellen is angry and asks him how he would feel if someone did that to him.

The host points out that by putting herself in Eric's shoes, Ellen not only helped him, she helped herself too. Speaking up for Eric made her feel good about herself.

# Discussion Questions

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## Part 1

- Have you ever lost a pet that you loved very much? How did you feel? Can you understand the way Gina felt when she lost Phoebe?
- What would you say to someone whose pet had just been killed? What do you think would be the best way to show you understand?
- Why is it important to think carefully before you say anything to a friend who is feeling very sad?

## Part 2

- Was Jamie wrong to promise Larry he'd bring him a life jacket?
- Why wouldn't the counselor take the kids out in the boat unless they all had life jackets? Do you think he was being mean?
- How did Jamie show Larry that he was really a good friend? What would you have done in Jamie's place?
- If Jamie had gone out in the boat without Larry, do you think the two boys would have remained friends? Explain your answer.

## Part 3

- Why do you think the teacher chose Marybeth for the lead in the dance recital? Do you think she should have given everyone an equal part?
- Have you ever been passed over for a part in a play or a recital that you really wanted? How did you feel? How did you behave toward the person who got the part?
- Do you think Ashley was right to be annoyed at Marybeth? Why or why not? How might this situation have ruined their friendship?

## Part 4

- Why is it mean to tease someone else? Are the people who laugh also being mean?
- What word would you use to describe how Ellen was feeling when Randy was teasing Eric?
- How did Randy's teasing spoil the fun for the whole group?



# Suggested Activities

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## Language Arts; Art

Have students create their own finger puppets with old socks or mittens, buttons, scraps of yarn and felt, and any other materials on hand. Children can use the puppets to role play situations from the video; they can also make up their own situations that show the importance of trying to understand how other people feel.

## Language Arts

Discuss the word “empathy” with the class. Help students to see how this word applies to all their relationships, both at home and in school. Ask each child to contribute a few sentences about an incident in his or her life which called for empathy on his or her part.

## Language Arts

Ask each student to write a short story about something that happened in class. Everyone is to write about the same incident. Collect the finished papers and choose some to read aloud. Help children understand that there are differences in the accounts because everyone was seeing the incident from a different point of view.

## Art; Creative Expression

Make a class scrapbook about everything the class has done during the school year. Collect mementos, photos, leaflets, brochures, etc. about all the things the class has done. Let each child be responsible for one page in the book. Or you may assign more artistic students to draw designs on each page in the scrapbook. Invite other classes to see the completed book.

## Language Arts

Ask children to write poems about their pets, or pets that they would like to have. Encourage volunteers to read their poems aloud and to display photos or drawings of their pets.

## Language Arts

Ask each child to read one of the books listed in the Resources/Book List in this Teacher’s Guide, and report on how it relates to the subject of this video. Reports may be written, oral, taped, or presented in any other way that is appropriate.

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## Health and Safety

Discuss the importance of following basic safety rules when camping, hiking, or taking part in any outdoor activity. If possible, invite a speaker from a local park or campground to talk to the class about avoiding dangerous situations while enjoying the outdoors.

## Math

To give students practice in handling money, making change, etc., hold a class tag sale, either real or make-believe. (Tokens may be used in place of real money.) Ask children to bring in old magazines, books, toys, etc. that they would like to “sell”. Have all the children get involved in putting prices on each item, displaying the items on tables, buying and selling the items, keeping track of how much money is raised, etc.

## Art/Creative Expression

Make a shoe-mobile. Ask students to cut out pictures of shoes from magazines, newspapers, etc. and mount them on a piece of poster board or other stiff backing. Make a wire frame out of old coat hangers and attach the shoe pictures with pieces of string from different levels of the wire frame. Display as many different types and styles of shoes as possible.

## Language Arts

Have each child write advice that they would give to someone like Randy who enjoys teasing other kids.

## Language Arts

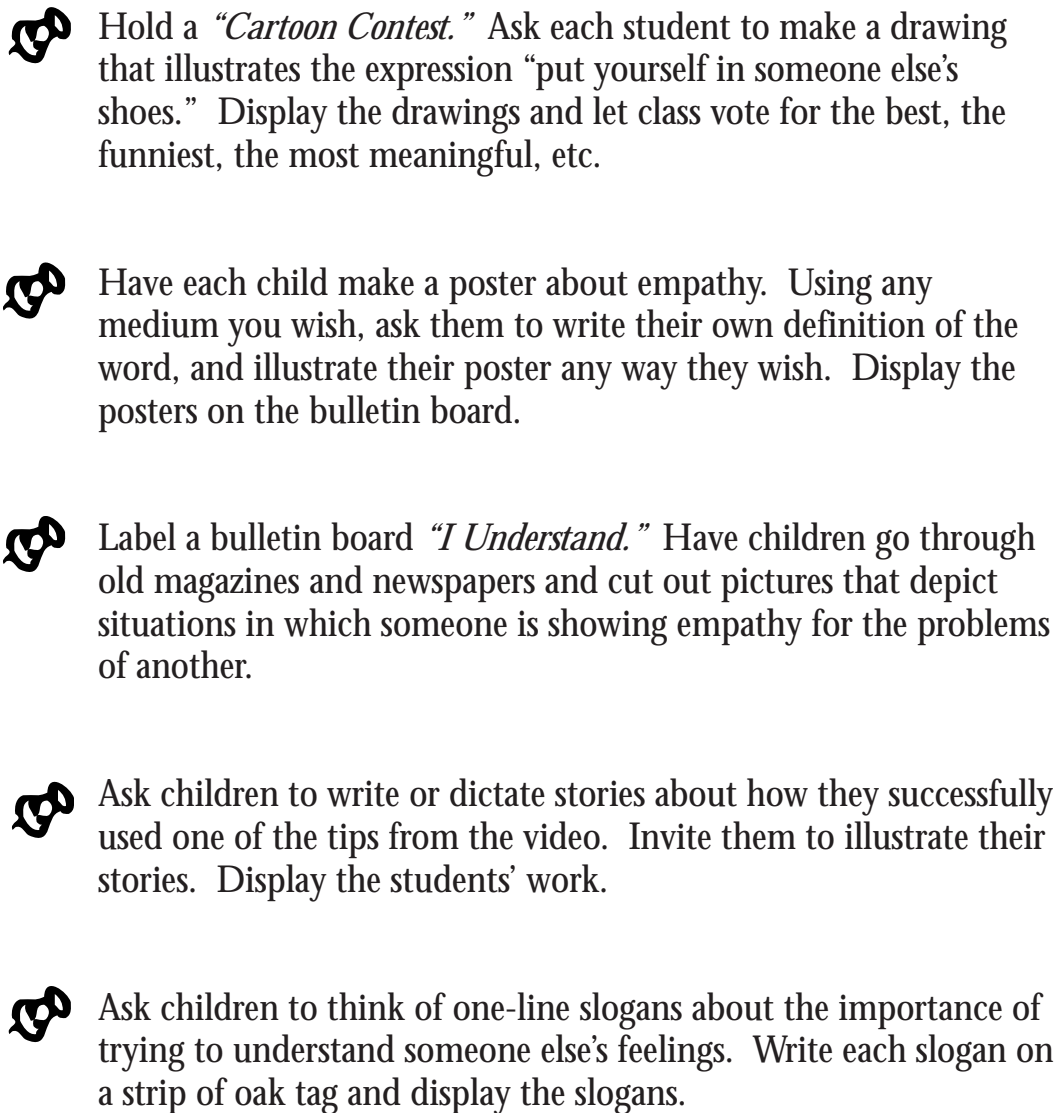





Have students contribute all the words they can think of to describe the way a person feels when he or she is teased in front of other people. List the words on the chalkboard.

## Language Arts

Assign the roles of the characters in each vignette, and have students act out the vignettes. Volunteers may wish to design scenery or “props” for each vignette. You may record each “performance” on video tape and play the performances back for the children.

# Bulletin Board Starters

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-  Hold a “*Cartoon Contest.*” Ask each student to make a drawing that illustrates the expression “put yourself in someone else’s shoes.” Display the drawings and let class vote for the best, the funniest, the most meaningful, etc.
  -  Have each child make a poster about empathy. Using any medium you wish, ask them to write their own definition of the word, and illustrate their poster any way they wish. Display the posters on the bulletin board.
  -  Label a bulletin board “*I Understand.*” Have children go through old magazines and newspapers and cut out pictures that depict situations in which someone is showing empathy for the problems of another.
  -  Ask children to write or dictate stories about how they successfully used one of the tips from the video. Invite them to illustrate their stories. Display the students’ work.
  -  Ask children to think of one-line slogans about the importance of trying to understand someone else’s feelings. Write each slogan on a strip of oak tag and display the slogans.

# Send-Home Page

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Dear Family Member,

Your child has viewed a video called **Put Yourself in Someone Else's Shoes**. This video explores some of the ways that problems in relationships can be solved by trying to look at the situation from the other person's viewpoint. It also introduces and defines the word "empathy"—trying to understand how someone else feels. Here are some ways to help your child develop a sense of empathy for others.

Help your child become aware of situations which would be helped by understanding how someone else feels. You might say, "Think how your sister would feel if you used her crayons without asking. How would you like it if she did that to you?" or "Don't be angry at your brother for yelling at you. He lost his allowance money and he's very upset," or "Janie didn't mean to hurt your feelings. She's just a little jealous because you sold more cookies than she did." Remind your child that when people "put themselves in someone else's shoes," it helps everyone.

Here are some points about empathy that your child learned in the video.

- If you want to tell someone that you understand their situation, try to say something appropriate: something that makes the situation better, not worse.
- Imagining how someone else feels can make you a better friend.
- Seeing a situation from someone else's point of view can help to change the way you feel.
- Trying to understand how someone else feels can help boost your self-respect.
- If your child shows a lack of understanding for another's feelings, help him/her decide what would be the empathetic thing to do.
- Together, read books that focus on the theme of understanding and respecting people's feelings and point of view. Here are two books that you might use:

## Suggested Reading

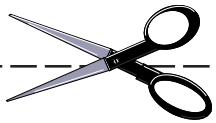
Reit, Ann. *Promise You Won't Tell*. Dell, 1992. Jo's new friendship with Pam helps her to understand that different people have different needs.



# Take-Home Book

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Cut and staple the pages to make a book.  
Then draw pictures to go with the words.



Some kids were organizing a ball game.  
Jack asked Rob to be on his team.

**1**

“I can’t,” said Rob.  
“I have to do homework.”

**2**

Jack was annoyed.  
“Hey, I really need you,” he said.

**3**

“I can’t help it,” said Rob  
“I’m having a test tomorrow.”

**4**

Jack thought about how he would  
feel in Rob’s place.

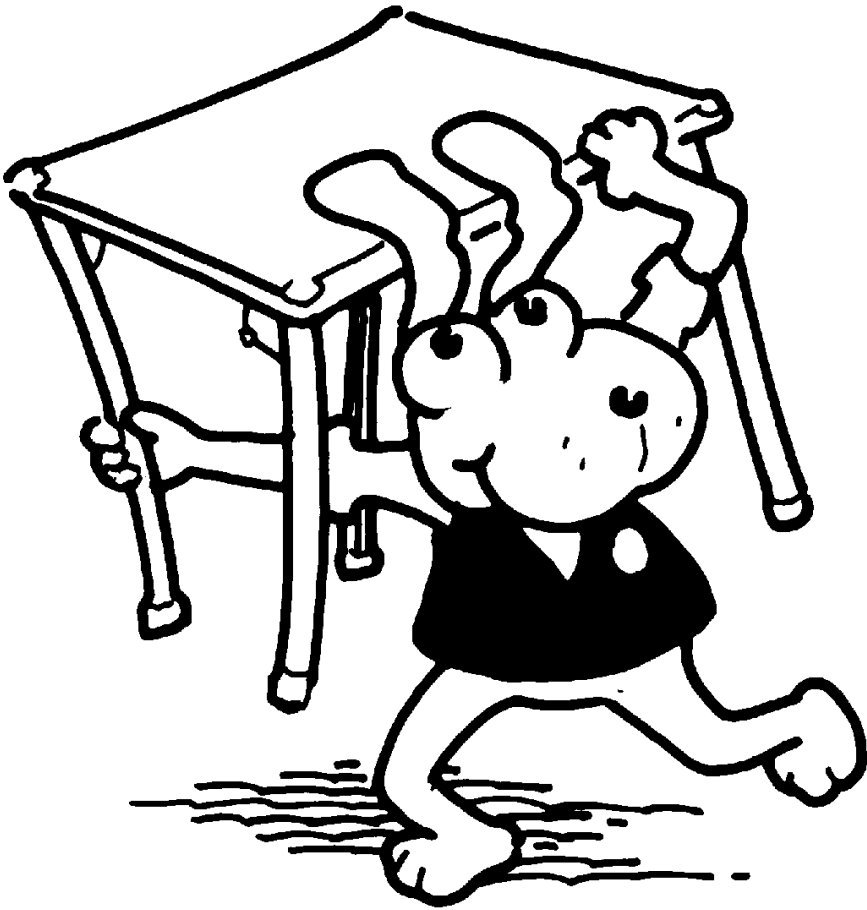
**5**

“Okay, next time,” he said.  
“And good luck on your test.”

**6**

# Activity Sheets

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Name \_\_\_\_\_

# Picture It



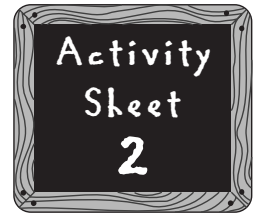
Jamie wasn't able to find a life jacket for his friend Larry, so Larry wouldn't be able to go in the boat. As he was walking to the boat, he got a picture in his mind: All the kids were out on the lake fishing and having fun, but Larry was left behind with nothing to do. What could he do?

Draw the picture that Jamie saw in his mind.



Name \_\_\_\_\_

# Shoe Sayings



There are lots of expressions that mention shoes. Here are some of them:

- **“If the shoe fits, wear it.”**
- **“The shoe is on the other foot.”**
- **“It will be hard to find someone who can fill his shoes.”**
- **“Put yourself in my shoes.”**

One of the expressions is appropriate for each situation below. Write each sentence on the line where it belongs.

1. Joe told Sam the news that the soccer coach was leaving.  
“*Oh no,*” said Sam. “*He’s the best coach we’ve ever had.*”  
“*I know,*” said Joe. \_\_\_\_\_



2. It was time for Marcy and Sue to clear the table and wash the dishes.  
“*I have a headache,*” said Marcy.  
“*You always get a headache when there’s work to do,*” Sue said.  
“*Are you saying I’m lazy?*” asked Marcy.  
Sue replied, “\_\_\_\_\_”



3. Mike left his homework on the bus and Mrs. Stern scolded him. Danny laughed at him, and that made Mike mad. The next day, Danny forgot his homework.  
“*Ha!*” said Mike, “\_\_\_\_\_”

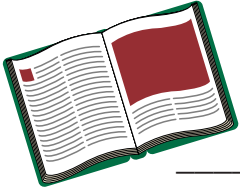
4. Mrs. Evans always invited Ray in for milk and cookies. One day she asked him to rake the leaves for her. When she offered to pay him, Ray wouldn’t take the money.  
“*Why didn’t you let her pay you?*” asked Tara.  
Ray said, “\_\_\_\_\_”  
*Would you let her pay you after she had been so good to you?*





Name \_\_\_\_\_

# What Is Empathy?



Look up the word **empathy** in the dictionary. Write the definition below.

\_\_\_\_\_

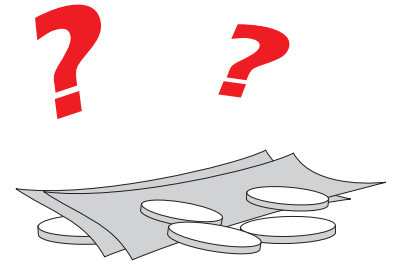
\_\_\_\_\_

Give some examples of **empathy**.

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

If your friend just lost a whole week's allowance, how would you show **empathy** for him?

- \_\_\_ Tell him he shouldn't have been so careless.
- \_\_\_ Tell him how sorry you are that he lost the money.
- \_\_\_ Offer to lend him part of your allowance.



Tell the difference between **empathy** and **sympathy**. You may use the dictionary.

\_\_\_\_\_

\_\_\_\_\_

A person who shows sympathy for someone else is **sympathetic**.

A person who shows empathy is **empathetic**.

Use the word **empathetic** in a sentence.

\_\_\_\_\_



Name \_\_\_\_\_

# Learning About Idioms



“Put yourself in someone else’s shoes” is an idiom—an expression that doesn’t mean exactly what it says. In each box below there is a sentence containing an idiom. Draw a picture of what the idiom **says**. Then write what the idiom really **means**.

This new CD is really out of sight.

Meaning \_\_\_\_\_  
\_\_\_\_\_

It's been raining cats and dogs all day.

Meaning \_\_\_\_\_  
\_\_\_\_\_

Jill was beside herself with fright.

Meaning \_\_\_\_\_  
\_\_\_\_\_

Danny yelled till he was blue in the face.

Meaning \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_




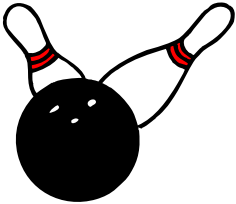
# Fact or Opinion?



Think about the stories from the video.

Put an “**F**” in front of each sentence that states a **Fact**.

Put an “**O**” in front of each sentence that states an **Opinion**.

1. \_\_\_\_\_ It was Gina’s fault that her cat got hit by a car. 
2. \_\_\_\_\_ Gina’s cat ran outside and was hit by a car.
3. \_\_\_\_\_ Kelly put together a scrapbook with pictures of her hamster. 
4. \_\_\_\_\_ Making a scrapbook is a great idea.
5. \_\_\_\_\_ There weren’t enough life jackets for all the kids who wanted to go fishing.
6. \_\_\_\_\_ Jamie’s mom sold all but one of their life jackets in a tag sale.
7. \_\_\_\_\_ Jamie never should have promised Larry he’d bring him a life jacket.
8. \_\_\_\_\_ The two boys ended up fishing from the shore. 
9. \_\_\_\_\_ Marybeth’s dance class was getting ready for a recital.
10. \_\_\_\_\_ It was wrong for the teacher to give Marybeth a bigger part than the others.
11. \_\_\_\_\_ Ashley showed what a poor sport she really was.
12. \_\_\_\_\_ Randy and Eric were bowling with a bunch of kids. 
13. \_\_\_\_\_ Randy put ketchup in Eric’s soda.
14. \_\_\_\_\_ Eric acted like a big baby when Randy teased him.
15. \_\_\_\_\_ Ellen should have stayed out of the argument.
16. \_\_\_\_\_ Speaking up for Eric made Ellen feel good about herself.

Name \_\_\_\_\_

# Faces and Feelings



Underline the word in each sentence that names a feeling.

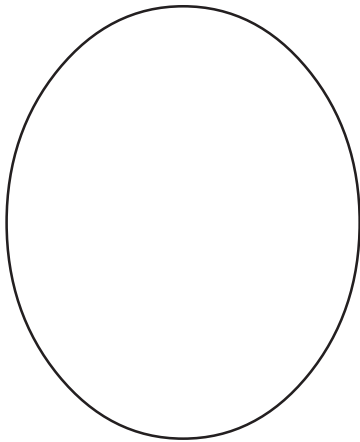
**Gina** was very sad when her cat got hit by a car.

**Jamie** felt guilty when he couldn't find a life jacket for his friend.

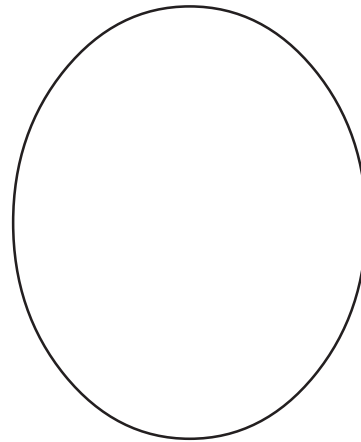
**Ashley** was jealous when Marybeth got the lead in the recital.

**Eric** was embarrassed when Randy teased him.

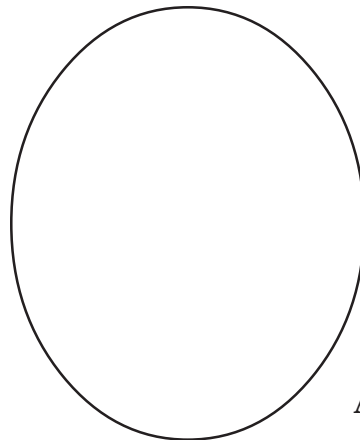
Now draw a picture of each person. Try to show how the person felt.



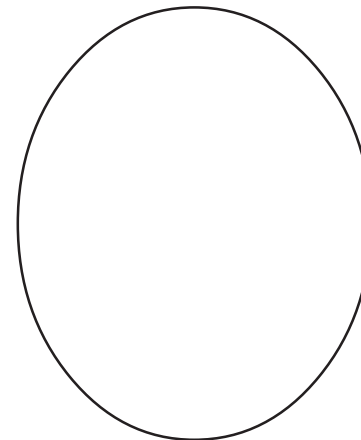
**Gina**



**Jamie**



**Ashley**



**Eric**

Name \_\_\_\_\_

# Matching the Pairs



Next to each word in Column 1, write the word from Column 2 that belongs with it. The first one has been done for you.

## COLUMN 1

## COLUMN 2



BOWLING **BALL** \_\_\_\_\_

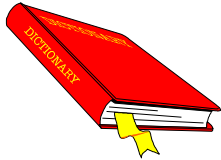
SALE

SCRAP \_\_\_\_\_

RESPECT

LIFE \_\_\_\_\_

UP



SUMMER \_\_\_\_\_

BALL

TAG \_\_\_\_\_

BOOK



DANCE \_\_\_\_\_

JACKET

SPEAK \_\_\_\_\_

CAMP

SELF \_\_\_\_\_

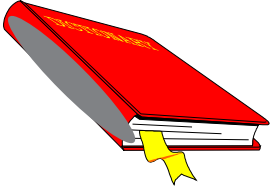
RECITAL

Choose the pair from above that answers each question.

1. What do you have when you feel good about yourself? \_\_\_\_\_
2. Where might you buy second-hand books or toys? \_\_\_\_\_
3. What do you have to rehearse for? \_\_\_\_\_
4. What holds you up in water? \_\_\_\_\_
5. What might you find in an alley? **BOWLING BALL** \_\_\_\_\_
6. What holds souvenirs and photos? \_\_\_\_\_
7. Where do many kids go when school is out? \_\_\_\_\_
8. What can you do to defend someone who is being teased? \_\_\_\_\_

Name \_\_\_\_\_

# Scrapbooking



Have you ever made a scrapbook? Write about some of the things you put in your scrapbook, and why they were important things to save. Then make a drawing to show what a page in your scrapbook might have looked like.

My scrapbook was about \_\_\_\_\_

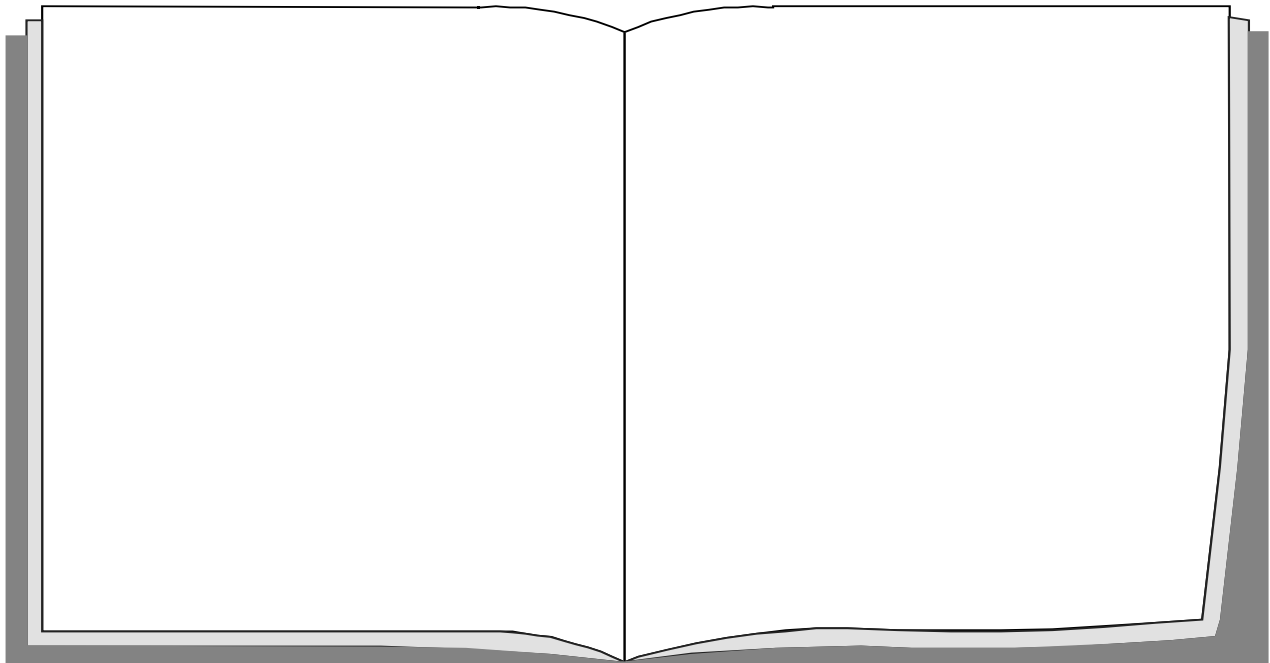
\_\_\_\_\_

It was filled with things like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A page from my scrapbook might look like this:



Name \_\_\_\_\_

# Shoes for Everyone



There are thousands of different kinds of shoes. Below are some that you will probably know about. For each one, draw a picture of what you think it looks like. Write a few words telling who might wear those shoes.



BOOTS might be worn by \_\_\_\_\_

BALLET SLIPPERS might be worn by \_\_\_\_\_



MOCCASINS might be worn by \_\_\_\_\_

SANDALS might be worn by \_\_\_\_\_



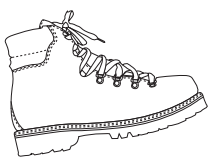
LOAFERS might be worn by \_\_\_\_\_

SNEAKERS might be worn by \_\_\_\_\_



SNOWSHOES might be worn by \_\_\_\_\_

WOODEN SHOES might be worn by \_\_\_\_\_





Name \_\_\_\_\_

# Read All About It!



Pretend you are writing a book about empathy. Design a title page for your book, put yourself as author or make up a name, think up chapter titles, and then make up a table of contents. At the bottom of the page, write in the imaginary company that “published” your book. (Feelgood Press, for example, or Your Shoes Publishing) Illustrate the page with drawings or designs around the edges

\_\_\_\_\_  
*(book title)*

By: \_\_\_\_\_

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Chapter 1 \_\_\_\_\_

Chapter 2 \_\_\_\_\_

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Published by: \_\_\_\_\_

Name \_\_\_\_\_

# What Would You Have Done?



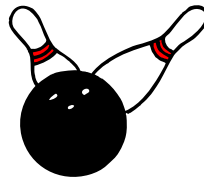
**Gina** was terribly sad because her cat was killed.



**Ashley** was upset and jealous because she didn't get the lead in the dance recital.



**Larry** was miserable because he couldn't go fishing with the others without a life jacket.



**Eric** was embarrassed and angry because Randy was teasing him in front of his friends at the bowling alley.

Choose two of the characters above and pretend you are a friend. Write a note to each one to show that you understand their unhappiness and that you care about them. If you need more space, use the back of the page.

A drawing of a spiral-bound notebook with a stack of pages at the bottom. The top of the page has a spiral binding. The page contains the text "Dear \_\_\_\_\_" followed by ten horizontal lines for writing.A drawing of a spiral-bound notebook with a stack of pages at the bottom. The top of the page has a spiral binding. The page contains the text "Dear \_\_\_\_\_" followed by ten horizontal lines for writing.

Name \_\_\_\_\_

# Hidden Words



All the words in the wordbox are hiding in the puzzle below. Circle each word that you find. Words can be found horizontally, vertically, or diagonally.



A	S	C	O	N	S	O	L	E	D	Y
S	P	O	A	P	H	K	Q	A	R	D
I	E	P	R	T	O	A	S	G	N	I
T	M	F	R	R	E	Y	N	A	X	M
U	P	U	A	O	Y	A	T	M	R	A
A	A	N	U	I	P	S	T	I	N	G
T	T	N	V	E	R	R	C	A	T	I
I	H	Y	S	E	W	F	I	A	P	N
O	Y	A	D	J	L	E	D	A	R	E
N	E	N	F	R	I	E	N	D	T	E
T	U	A	T	T	I	T	U	D	E	E

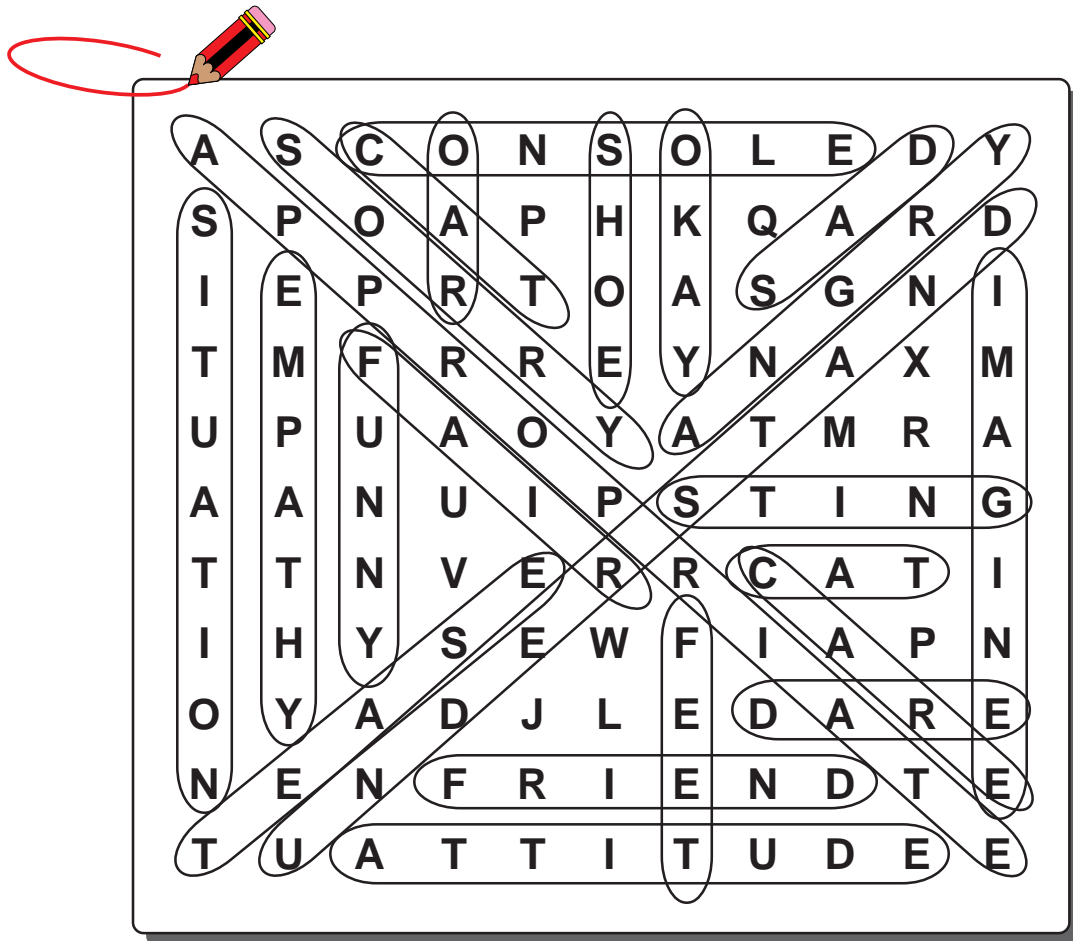
WORDBOX			
ANGRY	EMPATHY	IMAGINE	SORRY
APPROPRIATE	DARE	OAR	STING
ATTITUDE	FAIR	OKAY	TEASE
CARE	FEET	SAD	UNDERSTAND
CAT	FRIEND	SHOE	
CONSOLE	FUNNY	SITUATION	

Name \_\_\_\_\_

# Hidden Words Answer Key



All the words in the wordbox are hiding in the puzzle below. Circle each word that you find. Words can be found horizontally, vertically, or diagonally.



WORDBOX			
ANGRY	EMPATHY	IMAGINE	SORRY
APPROPRIATE	DARE	OAR	STING
ATTITUDE	FAIR	OKAY	TEASE
CARE	FEET	SAD	UNDERSTAND
CAT	FRIEND	SHOE	
CONSOLE	FUNNY	SITUATION	

# What Does It Mean?



**1. In which sentence is the word IMAGINE used correctly?**

- \_\_\_ a. Fran had a great imagine and was always making up stories.
- \_\_\_ b. Jamie got a clear imagine in his mind of how Larry would feel.
- \_\_\_ c. If you try to imagine how someone feels, you may act differently.

**2. In which sentence is the word COMPETE used correctly?**

- \_\_\_ a. Fourteen students entered the annual poster compete.
- \_\_\_ b. Tanya's homework was not compete because she left out one question.
- \_\_\_ c. Three kids in the class decided to compete in the tournament.

**3. In which sentence is the word CONSOLE used correctly?**

- \_\_\_ a. Michael and Kelly tried to console Gina when her cat died.
- \_\_\_ b. The game was consoled because of rain.
- \_\_\_ c. Being a camp consoler is a big responsibility.

**4. In which sentence is the word ATTITUDE used correctly?**

- \_\_\_ a. The plane was flying at a very high attitude.
- \_\_\_ b. Marybeth's attitude toward Ashley changed once she understood how Ashley felt.
- \_\_\_ c. Ashley tried to attitude Marybeth with jealousy.

**5. In which sentence is the word REACT used correctly?**

- \_\_\_ a. The drama club reacted the play five times that week.
- \_\_\_ b. Pablo reacted to the news by becoming angry.
- \_\_\_ c. I wonder what her react will be when she finds out?

# Game

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## Directions

Cut the “word” cards apart and place word-side down in the center of the table. Cut the blank cards apart and make another pile with them. Lay the list of “free” words where everyone can see them.

Divide class into four or more teams. One team will act as judges. The other teams will make as many sentences as they can in a given length of time. (Use your knowledge of the abilities of the class to decide on the time.) They may use as many “free” words as they like. Each team may draw two blank cards to use for any words they like. (If necessary, you can adjust the number of blank cards each team may draw.) Some cards have more than one form of a word. Players may use one of these cards for any one of forms, but not for more than that unless they draw a second card with the same word forms on it.

At the end of the designated time, the team of judges will decide on the best sentence. The team with the best sentence then become the judges for the next round.

## Free Words

a	do	his	went
and	does	him	what
any prepositions (in, on, over, under, up, down, out, etc.)	did	I	when
are	don't	if	where
be	didn't	is	who
because	has	she	why
been	he	the	will
but	her	then	won't
came	here	there	you
	hers	they	

# Suggested Reading

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## General Reading for Educators and Parents

Adams, Patricia and Jean Marzollo. *The Helping Hands Handbook*. Random House, 1992. Subtitled “A guidebook for kids who want to help people, animals, and the world we live in,” describes more than 100 projects students in Grades 2 to 8 can do to get involved.

Brehony, Kathleen A. *Ordinary Grace: An Examination of the Roots of Compassion, Altruism, and Empathy, and the Ordinary Individuals Who Help Others in Extraordinary Ways*. Riverhead Books, 1999. Arguing that acts of kindness are neither exceptional or random, offers testimony as to why and how ordinary people create grace in everyday life.

Coles, Robert. *The Moral Life of Children*. Boston: Atlantic Monthly Press, 1986. A searching inquiry into the moral awareness of children.

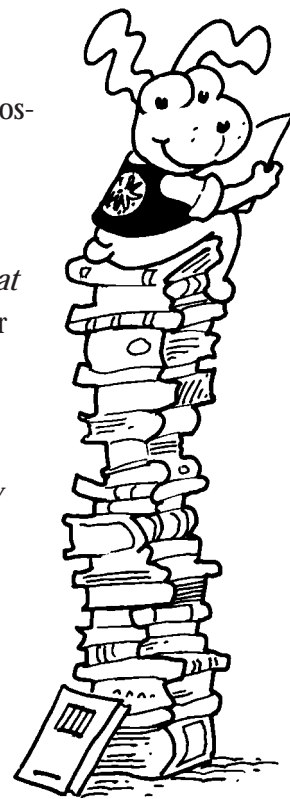
Kagan, Jerome. *The Nature of the Child*. New York: Basic Books, 1984. An argument that our feelings, and not our reasoning, inform our moral sense.

Kantrowitz, Barbara. “The Good, The Bad and the Difference.” *Newsweek*, Special Edition, “How Kids Grow.” Summer, 1991.

Kohn, Alfie. *The Brighter Side of Human Nature: Altruism, Empathy in Everyday Life*. Basic Books, 1992. Makes a powerful argument that generosity and caring are just as much a part of human nature as selfishness and aggression.

Novellii, Joan and Beth Chayet. *The Kids Care Book: 50 Class Projects That Help Kids Help Others*. Scholastic, 1991. Another good source of ideas for helping kids in Grades 2 to 8 get involved in helping others.

Pike, Kathy, et al. *Teaching Kids to Care and Cooperate: 50 Easy Writing, Discussion and Art Activities That Help Develop Self-Esteem, Responsibility and Respect for Others*. Scholastic Professional Book Division, 2000. Easy to adapt for any grade level, offers activities and ideas that focus on caring and cooperation.



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Schulman, Michael, and Eva Mekler. *Bringing Up a Moral Child: A New Approach for Teaching Your Child to Be Kind, Just, and Responsible*. Reading, MA: Addison-Wesley Publishing Co., 1985. A guide for parents and educators.

Wegels, Karen Kissel. *How to Be a Help Instead of a Nuisance: Practical Approaches to Giving Support, Service, and Encouragement to Others*. Shambhala Publications, 1996. Practical advice on how to become one of those amazing people whose efforts to help really work.

## Fiction for Grades 2-4

Barbour, Karen. *Mr. Bow Tie*. Harcourt, 1991. A family helps Mr. Bow Tie, a homeless man they meet on the streets.

Brown, Tricia. *Someone Special, Just Like You*. Henry Holt, 1984. Helps readers understand that children are children, even if they are handicapped.

Buscaglia, Leo. *A Memory for Tino*. William Morrow, 1988. Having become friends with the elderly Mrs. Sunday, Tino gives her his family's television set.

Carlson, Nancy. *Arnie and the New Kid*. Viking, 1990. After he himself has an accident, Arnie learns firsthand what life is like for the new kid, who is confined to a wheelchair.

Hermes, Patricia. *Who Will Take Care of Me?* Harcourt Brace Jovanovich, 1983. Mark's love for and sense of responsibility toward his retarded brother makes this a sensitive and suspenseful story.

Napoli, Donna Jo. *April Flowers*. Aladdin Paperbacks, 2000. Maggie's grandmother isn't just coming for a visit with Maggie's family. She's moving in forever. Can the Angel of Understanding help Maggie make room for Gram?

Passen, Lisa. *Fat, Fat Rose Marie*. Henry Holt, 1991. About a child who is regularly rejected by the rest of her class because of her weight. To be handled with sensitivity.

Reit, Ann. *Promise You Won't Tell*. Dell, 1992. Jo's new friendship with Pam helps her to understand that different people have different needs.



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Sendak, Maurice. *Pierre: A Cautionary Tale in Five Chapters and a Prologue*. Harper, 1962. Pierre's motto is "I don't care," and this is the story of what happened as a result

Tolan, Stephanie S. *Sophie and the Sidewalk Man*. Washington, D.C.: Four Winds, 1992. Sophie has saved almost enough to buy a \$42 hedgehog by collecting bottle and cans. But then she impulsively shares half her money with a homeless man in her neighborhood. Sophie's best friend can't believe what Sophie's done and wants to know why. "Because he's hungry," is Sophie's simple answer.

Ziegler, Sandra. *The Child's World of Understanding*. Child's World, 1996. Offers specific examples of the various concepts that make someone empathic.

## Related Materials from Sunburst

"What It's Like to Be Different"

16-minute video for Grades 2-4

"Respect Yourself and Others, Too"

17-minute video for Grades 2-4

"No One Quite Like Me...Or You: Respecting Differences"

16-minute video for Grades 2-4

"Getting Better at Getting Along: Conflict Resolution"

16-minute video for Grades K-2

# Script

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## Put Yourself In Someone Else's Shoes

### **BOY**

You can't play for a month! I feel bad for you.

### **GIRL**

You got the part! That's awesome!

### **BOY**

You can't come over my house because you have to go to your brother's play. Sure, I understand.

### **HOST**

Imagining how a friend feels. Being excited about someone's accomplishment. Seeing a situation from the other person's point of view. There's a word for that—empathy. Empathy means that you “put yourself in someone else's shoes”—that you try to understand how it would feel to be in their place. Why is it important to do that? Well, that's what this program is all about.

## Part 1: Putting Yourself In Someone Else's Shoes Helps the Hurt

### **HOST**

Gina loves animals—especially her cat Phoebe. Phoebe is a house cat and very rarely goes outside. But one day the front door to Gina's house was left open and Phoebe accidentally got out.

### **GINA**

Phoebe!

### **HOST**

By the time Gina realized Phoebe was outside, it was too late. Phoebe was hit by a car and died. At school the next day, Gina was very, very sad.

### **KELLY**

Hey Michelle, did you see Gina on the bus? She looks like she was crying.

**MICHELLE**

You didn't hear what happened? Her cat died.

**KELLY**

Oh! That's horrible. What happened?

**MICHELLE**

It got hit by a car. Here she comes now.

**KELLY**

Hi Gina. Michelle just told me what happened to Phoebe. I'm really sorry.

**GINA**

Thanks.

**MICHELLE**

How are you feeling?

**GINA**

Pretty bad.

**HOST**

Just then Alex and Tracy came over.

**ALEX**

Hey guys what's going on?

**MICHELLE**

Gina's cat got hit by a car last night.

**ALEX**

Did it get all squished?

**KELLY**

Alex!

**ALEX**

What? I just want to know if she could see its guts and brains and everything.

**MICHELLE**

Hey, you know Gina's really upset.

**TRACY**

I bet. Did you bury it? I'd be grossed out if I had to put my cat in the ground!

**ALEX**

Come on, let's go.

**MICHELLE**

I can't believe she said that!

**KELLY**

Forget them. I'm really sorry about Phoebe.

**GINA**

Thanks.

**KELLY**

I kind of know how you feel. Remember when my hamster got out of its cage and we never found it. It was awful.

**GINA**

Oh, yeah. I remember. You were pretty upset.

**KELLY**

You know what I did to make me feel better?

**GINA**

No, what?

**KELLY**

I put together a scrapbook of pictures of me and my hamster.

**MICHELLE**

That's a neat idea.

**KELLY**

Yeah. It makes you feel better to remember.

**GINA**

I think I'll try that.

**KELLY**

I could help you.

**MICHELLE**

Me, too.

**GINA**

Thanks.

**HOST**

So let's compare how Alex and Tracy reacted to the news about Gina's cat with how Kelly and Michael reacted. Alex didn't try to understand how Gina felt at all.

**ALEX**

I just wanted to know if you could see its guts and brains and everything!

**HOST**

Now Tracy said she understood that Gina was sad, but what she said made Gina even more upset.

**TRACY**

I'd be grossed out if I had to put my cat in the ground!

**HOST**

If you want to tell someone that you understand their situation, you should say something appropriate—something that makes the situation better—not worse.

Now let's look at what Kelly and Michelle did.

**MICHELLE**

How are you feeling?

**KELLY**

I put together a scrapbook with pictures of me and my hamster.

**MICHELLE**

That's a neat idea.

**KELLY**

Yeah, it make you feel better to remember.

**HOST**

What a difference!

**DISCUSSION QUESTIONS**

- Have you ever been in a situation like Gina's?
- Did friends show you that they understood how you felt? What did they do or say?
- What would you have said to Gina?

**Pause Video for Discussion****Part 2: Friendship****HOST**

Putting yourself in someone else's shoes can also help you be a better friend. That's what Jamie discovered..

Jamie and Larry went to camp together. One of the things they liked to do at camp was fish. They heard that if they went out on the lake, they could catch even bigger fish. So they asked their camp counselor about it.

**JAMIE**

We heard there's a spot out on the lake where you can catch really big bass. Is that true?

**COUNSELOR**

That's true, Jamie.

**LARRY**

Can you take some of us out sometime?

**COUNSELOR**

Well, that's kind of tricky. There are extra boats, but there's not enough life jackets. All of the jackets are being used by the kids taking boating lessons.

**JAMIE**

Well, what if we brought our own?

**COUNSELOR**

That could work. But remember, I can't take you out unless you've got a life jacket.

**HOST**

Some of the other kids heard what the counselor said and they asked if they could go too. Everyone was really excited. But then Larry told Jamie he had a problem.

**JAMIE**

I bet you we're going to catch big fish out on the boat.

**LARRY**

It's going to be great, except I don't have a life jacket.

**JAMIE**

Don't worry. We have a whole bunch in our garage.

**LARRY**

You do?

**JAMIE**

Yeah, I'll bring you one.

**LARRY**

Thanks!

**HOST**

So, everything was all set. Right? Wrong. The morning they were scheduled to go out in the boat, Jamie looked for the life jackets. He could only find one. He kept looking and looking, but he couldn't find any more. So he asked his mom, who was waiting to drive him to camp, where the other life jackets were.

**JAMIE**

Mom, where are the rest of life jackets? There were a whole bunch in the garage from when we had the boat.

**MOM**

Oh, we sold those at the tag sale. Don't you remember?

**JAMIE**

Oh, no!

**MOM**

Well, hurry up or you'll be late.

**LARRY**

Hey Jamie. This is going to be so great. You brought the life jackets, right?

**JAMIE**

Well, yeah...uhm...here's the problem. We only had one.

**LARRY**

I thought you said you had a lot!

**JAMIE**

We did, but they were sold at a tag sale.

**LARRY**

Now what am I going to do?

**JAMIE**

I don't know.

**COUNSELOR**

Hey guys, come on. Let's go.

**LARRY**

I can't believe you didn't bring the life jacket. You promised!

**JAMIE**

I didn't know my mom sold them.

**LARRY**

Now I can't go.

**HOST**

As Jamie was walking to the boat, he got a picture in his mind. All the kids were out on the lake fishing and having fun, but Larry was left behind with nothing to do.

**JAMIE**

Wait a second. I'm gonna go and have a great time and leave Larry alone? Some friend! How would I like it if he did that to me?

You know what? Let's fish from the dock.

**LARRY**

Don't you want to go on the boat?



**JAMIE**

Yeah, but we'll go when you get a life jacket. Then it'll really be fun.

**HOST**

When Jamie imagined how Larry would feel, he saw the situation a lot differently.

**DISCUSSION QUESTIONS**

- Have you ever done something to a friend that you wouldn't have done if you had put yourself in your friend's shoes?
- How would imagining how your friend would feel have changed what you did?

**Pause Video for Discussion**

### **Part 3: When It's Hard to Put Yourself In Someone Else's Shoes**

**HOST**

Sometimes your own feelings can make it hard for you to see a situation from someone else's point of view. That's what happened to Ashley.

Ashley and her friend Marybeth were in a dance class together, and like all the students they were competing for the lead in the upcoming recital.

**DANCE TEACHER**

You all know our recital is a month away. And I said I would announce today who I chose for the lead. I have to say, this was a really difficult decision because you've all worked so hard. But I can only choose one person, and that person is—Marybeth.

**HOST**

Marybeth was very, very excited—as you can imagine. At dance class the following week, she and her friend Claudia were talking about the recital.

**CLAUDIA**

I'm so happy for you.

**MARYBETH**

Thanks, Claudia. I still can't believe it. Hi Ashley.

**CLAUDIA**

Aren't you going to warm up with us?

**ASHLEY**

Um, no. I'd rather warm up in the studio.

**CLAUDIA**

What's with Ashley?

**MARYBETH**

I don't know. She's been acting real weird lately.

**CLAUDIA**

Do you think it's because she didn't get the part?

**MARYBETH**

Maybe. What should I do?

**CLAUDIA**

What *can* you do?

**HOST**

Even though Marybeth saw that Ashley was upset, she didn't do anything and hoped everything would be okay. But then she tried to imagine how Ashley must feel, so she decided to talk to her.

**MARYBETH**

Ashley, listen I know you wanted the part and all—and I'd be upset too if it were me—but we're still friends, right? I mean *I* didn't do anything. Ms. Torrington picked me.

**HOST**

Ashley thought about what Marybeth said. And then she put herself in Marybeth's place. Even though she was still disappointed, it helped her to see the situation in a new way.

**ASHLEY**

Sure we're still friends. I won't lie—I am a little jealous, but I'm happy for you.

**HOST**

Sometimes your own feelings can get in the way of seeing a situation from someone else's point of view.

## **DISCUSSION QUESTIONS**

- Have you ever felt like Ashley? What happened?
- Do you think putting yourself in your friend's shoes would have changed your attitude? What would you have done differently?

### **Pause Video for Discussion**

## **Part 4: Building Self-Respect**

### **HOST**

Have you ever seen someone being teased? Did you stop to think about how it would feel to be that person? What did you do? Well, that was Ellen's dilemma.

One day a bunch of kids were bowling. Everyone was having a good time until Randy started teasing Eric.

### **RANDY**

Okay Eric—this is a big shot. You've got to get at least a spare. Got it?

### **ERIC**

Okay, I'll try.

### **RANDY**

Hey guys, watch this...

### **HOST**

Everyone thought it was funny, including Ellen. Randy got such a good reaction that he thought he'd try something else.

### **RANDY**

Hey guys, watch this.

### **HOST**

Everyone thought it was just hysterical. That is everyone except Eric—and now Ellen. She felt bad for Eric. And she felt kind of bad about herself, too, for not saying anything. Then Randy did the most embarrassing thing of all.

### **ERIC**

You jerk!

**HOST**

That was it for Ellen. She knew how Eric felt and she realized that she couldn't just sit there and not say anything.

**ELLEN**

Randy! That was so mean!

**RANDY**

Why? I was just kidding around!

**ELLEN**

Really? How would you like it if someone did that to you?

**HOST**

By putting herself in Eric's shoes, Ellen not only helped Eric—she helped herself too. Speaking up for Eric made her feel good about herself.

**DISCUSSION QUESTION**

- Have you ever been in a situation where someone was teasing someone else?  
What did you do?

**HOST**

So now we've seen how putting yourself in someone else's shoes can help you show someone that you care, make you a better friend, and boost your self-respect. And that feels great!

**The End**

# Teacher's Notes

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