



# school on wheels

Social and Emotional Learning Summer Program

**During this session and all future sessions continue to remind your student(s) that they are safe, and they are the only ones in control of their emotions.**

**Use the DNA method and focus on the positive when addressing misbehavior.**

## DESCRIBE

behavior calmly and without judgement. Younger students: "Your face looks like this." (mirror expression). Older students: "You pulled your hoodie over your eyes."

Wait for eye contact. Take deep breaths together (if you start, hopefully they'll join).

## NOTICE

and model empathy:  
"You seem \_\_\_\_\_."

## ACKNOWLEDGE

and problem solve: "You wanted \_\_\_\_." or "You were hoping \_\_\_\_." Followed by, "Your choices are \_\_\_ or \_\_\_\_." Both should be choices you can live with.

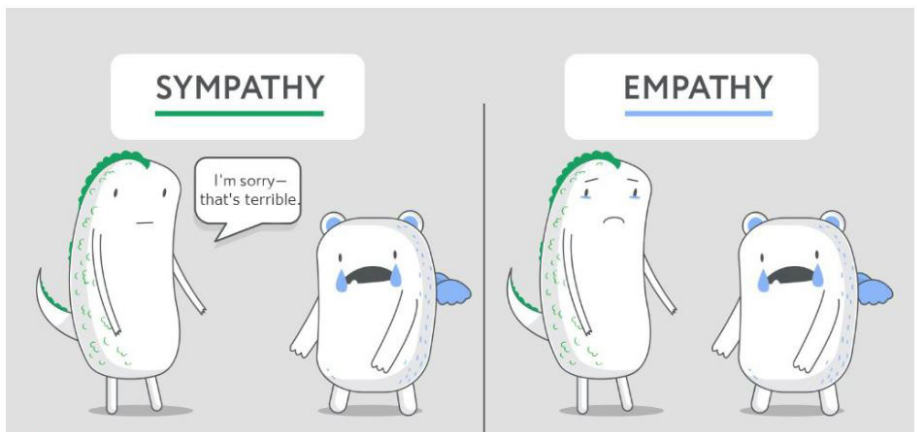
**Questions? Visit:**  
[schoolonwheels.org/selprogram](http://schoolonwheels.org/selprogram)  
or contact [mraab@schoolonwheels.org](mailto:mraab@schoolonwheels.org)

## LESSON INTEGRATION #4 - Empathy

Empathy is the ability to understand and share the feelings of another person. This is important for students to learn so they can respond appropriately to others in social situations, better understand others' emotions and perspectives, build stronger relationships, and be more likely to help people.

Always check in with your student(s) at the beginning of each session. Remind them that tutoring sessions are safe spaces and take some deep breaths if necessary. Ask your student(s) if they would be willing to share some things that they were grateful for during the past week. Share some things that you are grateful for.

Ask your student(s) if they know what empathy is. Explain what empathy is and why it's important. Show your student(s) the below image. Ask them what the difference is between the two pictures.



e the smaller one crying, would they want the friend showing sympathy or the friend showing empathy? If working with a group of students, facilitate a discussion.

Explain the difference: empathy is the ability to experience the feelings of another person. It goes beyond sympathy, which is caring and understanding for the suffering of others.

## BEGINNING SEL ACTIVITY

Read this quote with your student(s): **"Empathy is about finding echoes of another person in yourself."** - Mohsin Hamid

Ask them what they think the quote means. If working with a group of students who are old enough to understand the quote, facilitate a discussion. For older students, you can discuss this as a metaphor and see if they can put it into their own words.

*Continue to 2nd page..*



# school on wheels

## Social and Emotional Learning Summer Program

**During this session and all future sessions continue to remind your student(s) that they are safe, and they are the only ones in control of their emotions.**

**Use the DNA method and focus on the positive when addressing misbehavior.**

### **DESCRIBE**

**behavior calmly and without judgement.** Younger students: “Your face looks like this.” (mirror expression). Older students: “You pulled your hoodie over your eyes.”

Wait for eye contact. Take deep breaths together (if you start, hopefully they’ll join).

### **NOTICE**

**and model empathy:**  
“You seem \_\_\_\_\_.”

### **ACKNOWLEDGE**

**and problem solve:** “You wanted \_\_\_\_\_.” or “You were hoping \_\_\_\_\_.” Followed by, “Your choices are \_\_\_ or \_\_\_.” Both should be choices you can live with.

*LESSON INTEGRATION #4: Empathy (Continued)*

### **DURING YOUR SESSION**

Do any pre-prepared activity while reinforcing the ideas about empathy you’ve been discussing, if possible. Continue practicing the breathing and self-regulation techniques learned in the first integration when opportunities arise.

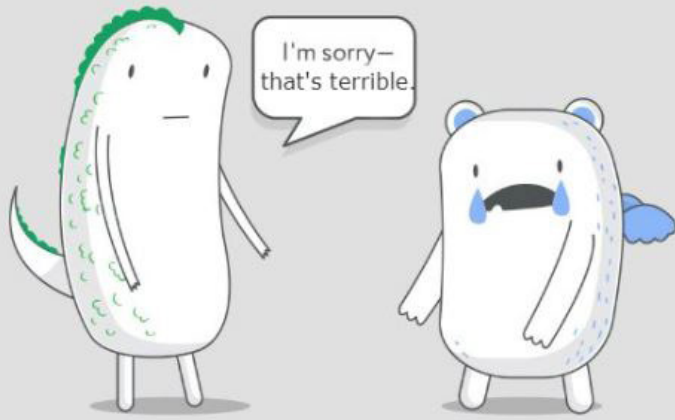
Alternatively, write a short story with your student(s) about someone experiencing an extreme emotion: happiness, sadness, anger, fear, etc... Move the story along by asking your student(s) for an example of when they felt that way. Then ask them: if they were feeling the way the character in the story was feeling, what would they do next? Keep reinforcing the fact that they are using empathy for the character they created to write the story.

### **END OF YOUR SESSION**

Review (the story of the session): Review everything you talked about and did during the session. Encourage your student(s) to practice breathing, empathy, and gratitude in their daily lives. Confirm the day and time of the next session and wish your student(s) well.

**Questions? Visit:**  
[schoolonwheels.org/selprogram](https://schoolonwheels.org/selprogram)  
or contact [mraab@schoolonwheels.org](mailto:mraab@schoolonwheels.org)

## SYMPATHY



## EMPATHY

