



LESSON 6

Empathy and I-Statements

Student Learning Objective	National Health Education Standards and Performance Indicators	Michigan Health Education Standards and Grade Level Expectations
<ul style="list-style-type: none"> Demonstrate the ability to be empathic and use I-statements. 	<ul style="list-style-type: none"> Interpersonal Communication [4.8.1] 	<ul style="list-style-type: none"> Interpersonal Communication [4.11]

Lesson Synopsis

Discuss the students' responses to the question asked at the end of the previous class. Introduce the lesson on empathy and I-statements. Describe what it means to be empathic towards someone. Show a video scenario to help students see how it might be different if the players responded differently. Explain the I-statement. Suggest a way to make I-statements sound more like students speak. Explain how an I-statement can be used to express appreciation. Use video scenarios as triggers to compose I-statements and empathic responses. Consult with small group members to refine their statements. Share with the class. Preview the next lesson with a homework assignment.



TEACHER NOTE:

Video scenarios are used as trigger situations to examine the skill of empathy and to practice the skill of using I-statements. If your students think that using empathy or I-statements in these situations is unrealistic or inappropriate, discuss their reasons and what would need to happen in order for this skill to be helpful. For example, perhaps they think the situation is too emotionally charged and an I-statement would not work. Suggest that using strategies for dealing with strong emotions first might help the students in the situation use an I-statement effectively at a later time.

Activity	Time	Materials Needed
Introduction	5 minutes	<p>Teacher Resources</p> <ul style="list-style-type: none"> PowerPoint or Transparency Master: "Mystery Quote" (from lesson 5) <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> Projector and screen <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> Computers or other devices <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> Transparencies
Input	12 minutes	<p>Health Education Materials</p> <ul style="list-style-type: none"> Poster: "I-Statement," Michigan Model for Health Clearinghouse <p>Teacher Resources</p> <ul style="list-style-type: none"> PowerPoint or Transparency Master: "Empathy" PowerPoint or Transparency Master: "What Is an I-Statement?" PowerPoint or Transparency Master: "I-Statement" PowerPoint or Transparency Master: "I-Statements to Express Appreciation"

Revised by Addendum 2015

Input (continued)		<p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Projector and screen <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • Computers or other devices <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • Transparencies
Application	25 minutes	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Poster: “I-Statement,” Michigan Model for Health Clearinghouse Worksheet • Video Scenarios: <i>Scenes from Teenage Lives</i>, Video Clips 2, 3, and 4, Human Relations Media <p>Teacher Resources</p> <ul style="list-style-type: none"> • PowerPoint or Transparency Master: “I-Statement” • Assessment Tools for I-Statements: <ul style="list-style-type: none"> – Teacher Assessment Rubric – Student Self-Assessment Rubric – Teacher Checklist – Student Checklist – Group Checklist <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Projector and screen • Equipment to show video scenarios <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • Computers or other devices <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • Transparency • Writing paper • Pens or pencils
Closure	3 minutes	<p>Supplied by the Teacher</p> <p><u>Digital Tools:</u></p> <ul style="list-style-type: none"> • Computers or other devices • Flash drive or personal folder on the computer or network drive, one per student <p><u>Traditional Tools:</u></p> <ul style="list-style-type: none"> • Writing paper • Pens or pencils • Folders or three-ring binders, one per student
TOTAL	45 minutes	

Preparation

Prior to the Lesson • **Review** the assessment tools. **Select** one or more to use.

Introduction • **Prepare to display** the PowerPoint or transparency.

Input • **Prepare to display** the PowerPoints or transparencies, or **display** the poster.

Application

- **Decide how to divide into small groups** with three or four students in each group.
- **Display** the poster or PowerPoint or transparency for student reference.
- **Prepare to show** the video scenarios. If you plan to create your own scenarios, **review the guidelines** in the Customizing section of the manual.
- **Provide** students with the assessment rubrics and/or checklists if needed.