

### HELPING OTHERS

**OBJECTIVE:** Students will be able to engage better with older people and become active citizens, neighbors, friends, and family members that shape a new society which genuinely listens and responds to others by having an inclusive attitude.

#### WARM UP

Greet the class. Draw two boxes on the board and label them: *Easy tasks at age 4* and *Easy tasks at age 84*. Ask students to point out the obvious differences between these two. Then ask students to come up with five tasks for each age group. Elicit their ideas and write a few on the board. You could help them by writing some examples. After finishing the activity, ask students to share how much time they spend with older people, whether they are family members or not. Have them reflect on the mutual benefit that being around them may bring.

#### STEP BY STEP

- 1 First of all, ask a student to read the instructions out loud as the class follows by silently reading. Then make sure students have the handout. Ask them to briefly study it. Then ask them to look at the pictures and check the activities they think older people do. Ask for some volunteers to share their answers. Guide the class discussion into what ideas about older people are true and what others might be wrong. Elicit from students if they know any older people who are active in social media or who are smartphone users.
- 2 Encourage students to work in groups of three or more and discuss the wrong ideas that surround older people. Ask them to discuss why there are certain ideas about older people and how to change them. Explain that many times, wrong ideas about someone comes from not understanding others and that this can actually create stereotypes that can influence

how we relate to others. Explain to your students that they will have a limited time for discussion and to write down their conclusions.

- 3 After students have written their conclusions, ask them to make a list of the actions in the table provided, that they believe can actually help the senior citizens of their community. You could suggest that they first brainstorm some ideas and afterwards make their list. If possible, you can also make this step with the whole class. Have students compare their lists with other groups. If you have time, ask three or four groups to write their lists on the board and discuss them as a class.

#### WRAP IT UP

- 4 *Why do you think it is important to understand people first and then help them? Why do you think it is important to help others? Do you think spending time with older people will help you learn different things?*

Get students into groups. Ask them to discuss the three questions. While they are busy discussing the questions, make a tree chart on the board with: *Listen first, then help; Importance of helping others; Learning experiences*. When they finish, elicit their ideas and briefly write them on the board under each category. Finally, ask students: *What are the benefits of helping older people for the younger generations?* Have a whole class discussion about these benefits.

**TEACHING TIP** Remember that you are working with teenagers and that their sense of social awareness is changing and maturing, as it is their ability to understand other people and how their attitudes and behaviors affect them. Teaching students to be more conscious of other people's feelings and behaviors creates a more accepting and respectful class environment.

### EMPATHY

**OBJECTIVE:** Students will be able to focus on empathy as a way of accepting other people and learning how to respond to other's feelings and preferences.

#### WARM UP

On the board, write words that express different feelings, for example, afraid, angry, happy, etc. Read them out loud and check that students understand the meaning of the words. Ask volunteer students to choose two or three words and describe moments when they experienced those feelings. Give them enough time to talk about their experiences. You could ask if anyone else has experienced anything similar.

#### STEP BY STEP

- 1 Ask students to work in groups. Write the word *culture* on the board and ask them what the word means. In a mind map, write their ideas on the board. Then have students silently read the definition provided. Explain any vocabulary that may seem challenging for them. Ask them to work in groups. Give them time to discuss and write down their own definition of culture. Then ask some volunteers to read the groups definition.
- 2 Make sure every student has the handout. Ask them to briefly study it. Then ask them to work with the same groups and discuss each situation before they fill in the *Feeling* and *Response* slots with how they would feel and respond to each situation. Monitor the discussions. Encourage them to use the vocabulary in the handout or the vocabulary you wrote on the board, if it is not the same. If you want to challenge your students you may want them to come up with other responses that are different from the ones provided in the handout. Have them compare their answers in their groups.

- 3 Elicit examples of other cultural differences they may have had with foreigners. Consider writing notes on the board of their examples as they speak. Give several students the opportunity to express themselves and have them explain their feelings.
- 4 Have an open class discussion about why culturally shocking situations are normal. Read the speech dialogs and elicit students' point of view on why Londoners have such heavy dinners. Ask them to compare with their own dinners. Invite them to come up with similar examples.

#### WRAP IT UP

- 5 *What were the most frequent feelings and / or responses to the situations? Do you think understanding different cultures is an act of empathy? What would happen if we weren't empathetic with people from different cultures?*

Invite students to participate in an open class discussion by asking them to answer the questions. Give them time to reflect about their answers. Make them reflect on the idea that understanding other cultures is not only an act of empathy, but it is also something that will allow them to understand different perspectives. Elicit their ideas about how empathy relates to other cultures.

**TEACHING TIP** You may want to set a few ground rules for this activity to create an appropriate environment for students to share their answers and feelings. Insist they should be sensible about their comments and use appropriate language. State the fact that they should have in mind respect and empathy when writing their answers as well as when sharing and listening to other students' answers. Additionally, you may want to explain that when people do not show empathy towards others, they lose the opportunity to learn from others.

### UNDERSTANDING PERSPECTIVES

**OBJECTIVE:** Students will be able to understand why different persons have different perspectives, and to recognize that listening and being heard is a key element in developing a healthy communication with others.

#### WARM UP

Say hello to your students and tell them to listen attentively to the instructions you are going to give them. Explain that they are going to play a game called *Chinese Whispers*. Write down on a paper a message that consist of at least nine or ten words like, *Listening attentively to others help you improve your relationships*. Give the first student the message note and let him / her repeat the message to the next person by whispering it in their ear without reading it. Have them repeat the message to the person sitting next to him / her. Continue around the class until the last student says whatever he / she heard out loud and finally the first student reveals the real message. After finishing the activity ask students why they think they need to be good listeners and if they know some techniques or strategies to be a good listener.

#### STEP BY STEP

- 1 First of all, get students to work in pairs and give them enough time to discuss the reasons and the importance of understanding that despite everyone having its own perspective, a way to get to know someone is by listening to them. Invite them to make a list about what they need to be good listeners. Let them write it in the space provided. Monitor the activity.
- 2 Ask students to read the list on page 2, and invite them to ask any questions they may have. Encourage them to work in pairs and let them think about a recent experience they want to share. As they share their experiences, walk around the classroom and monitor the activity. Acknowledge them every time you

identify a student following the steps on how to be a good listener. Don't forget to make notes as you are walking around so you can give adequate feedback to your class.

- 3 Ask students to give feedback to each other and make notes in the space provided about what they learned about their partner. Encourage them to share their feedback and as a class make their own list of tips to become good listeners.

#### WRAP IT UP

- 4 *Why is it important to listen to others? Is it easier being listened to or listening to others? How can you affect your community if you understand other's perspectives?*

Ask students to discuss the questions as a class. Give them some time and then ask some volunteers to tell the class how they felt performing the activity and what they learned from listening to others. Ask them how they felt while listening to others and being heard. At the end of the activity, you could encourage the class to follow the steps of the list every time they listen to other people.

**TEACHING TIP** Active listening is an important skill when you are an ELT teacher. It would be advisable to practice it with your students so you can get to know them better and to improve your relationship with them. Active listening will also help you make learning easier, and will make students feel understood and cared for. Always look at your students when they are talking to you and listen carefully to the emotional content of their words; show sincere interest to what they are saying, ask questions if necessary, etc. This will help you improve your dynamic in the class, allowing you to understand and help your students with their doubts and problems.