

POLITENESS

OBJECTIVE: Students will be able to communicate politely and respectfully in different situations so they become more empathetic to the needs of others.

WARM UP

For this activity, you should copy short conversations from books or magazines, or write your own short conversations about different situations where people act in a polite or impolite way. Say hello to your students and explain that you are going to read out loud some conversations and that they have to say if the people in them are acting in a polite or impolite way. When you finish, you can give a copy of the conversations to your students and invite them to role-play them.

STEP BY STEP

- 1 Get students into pairs and ask them to discuss why they need to show respect and be polite to others. Have them brainstorm some advantages they can identify when they are polite to other people and ask them to write their answers in the space provided in their worksheet. As a class, conclude why it is important to be polite to others.
- 2 Ask students to look at the pictures in the handout and encourage them to think about the different situations in each picture. Elicit possible answers. If necessary, prompt some ideas to help them identify the situations. Tell them to focus on each picture, what the people in it are doing, what they might be saying, etc. Help students with vocabulary they may need. Give them enough time to look at all the pictures and to choose one to role-play the situation represented in it. Walk around the classroom and acknowledge the students' work to build an appropriate socio-emotional learning environment. You can prompt some examples of a conversation for one of the situations so students can notice how to perform the

role-play. When they finish, tell them to exchange roles and act the situation again, or to perform a new role-play. Encourage them to use body language, gestures, and facial expressions to emphasize their acting.

- 3 Suggest that students keep working with their partner, ask the questions to each other, and discuss their conclusions. Encourage them to reflect on the importance of being polite and to talk about the particular expressions of politeness and respect that are used in their communities.

WRAP IT UP

- 4 *When do you need to be polite? What do you do to express politeness and show respect?*

You could ask students to discuss the questions first in small groups or in pairs. After that, have a whole-class discussion. Give students some time and then ask some volunteers to tell the group how they felt performing the activity. Ask them if they are surprised of what they learned about the advantages of being polite. You could end this activity by giving them more ideas about how to be polite in school, with their classmates and teachers, so they can be more empathetic.

TEACHING TIP Politeness is a very important value when communicating with others. Teach students to be polite as well as the effect that politeness has in their community. Begin by being a model yourself. Always speak in a respectful tone to your students and be patient with them. Show them how this will set appropriate boundaries that will help create a comfortable environment, ideal for teaching and learning.

EMPATHETIC ACTIONS

OBJECTIVE: Students will be able to understand emotions and the actions that can come from those emotions, and to act in an empathetic way.

WARM UP

Encourage students to get into groups of four or five and invite them to think about how they would react with the following situation: *A student's grandfather is ill, and he / she doesn't know what to do to help him feel better.* Ask students to brainstorm and make a list of comforting words or actions to show their empathy in this situation. Allow enough time for students to complete the task. After a few minutes, talk about their answers and follow up with a whole-class discussion.

STEP BY STEP

- 1 Get students into groups of three and tell them to think about a definition of empathy. It could be of help for them to remember a time when they felt empathy for someone or needed it from another person. Allow them enough time to talk about their definitions and follow up with a whole-class discussion. Finally, elicit from the groups their definitions and write them on the board.
- 2 Ask a student to read the instructions out loud. Then invite the class to get into groups and look at the handout. Ask them to discuss each situation and fill in the table of empathetic situations with everyone's ideas. Explain that they must think as a third person in the situation and that the thoughts, feelings, and actions they fill the table with must not be as the person experiencing the event. Give them a few minutes to complete the task as you go around the room monitoring their work and conversations.
- 3 Ask students to share their tables of empathetic situations and to talk about the similarities and differences they find when comparing their

thoughts, feelings, and actions. Ask them to additionally share other situations when they felt empathy for or needed it from another person.

WRAP IT UP

- 4 *Why do you think empathy is important? What do you need to be empathetic? How do you show empathy to others?*

Continue with an open class discussion by asking students to answer the questions. Highlight the importance of empathy, which is a vital aspect of our daily lives. Guide the class discussion so students will understand that empathy enables us to show compassion towards other people, relate to our friends, loved ones, colleagues, and even strangers, and so it impacts our community in a positive way.

TEACHING TIP Empathy is one of the most critical social skills young learners should develop. Not only is a primary ingredient of bully-free schools and harmonious inclusive classrooms, it's also a skill students will use for the rest of their lives as they grow up. Teachers can show students the power of empathy as they lead them in caring for the feelings of all class participants.

SOCIAL AWARENESS

OBJECTIVE: Students will be able to recognize and show social awareness skills such as empathy, teamwork, problem solving, respect for others, polite communication, and other skills that help establish healthy relationships with the people around them and to interact in the most efficient and proper manner.

WARM UP

Get students into groups and encourage them to play *Make it Fit*. Put a large piece of cardboard on the floor (if you don't have one, use a newspaper). The aim of the game is that all members of each group should find a place inside the area of the cardboard on the floor. It doesn't matter how but they need to fit in that limited area. To achieve this, students need to work together to find a solution to the problem. Finish this game by reflecting on how important it is to consider others and how empathy and good communication help them solve problems better.

STEP BY STEP

- 1 Get students in groups, and ask them to read out loud the problems from the list. Tell them that every group should choose a problem and find ways to solve it. Give them enough time to discuss and brainstorm their ideas. Encourage them to take notes and write them down.
- 2 In their groups, students discuss the checklist and check the attitudes they think would be appropriate to have for solving the problem they chose in the previous step.
- 3 Ask students to continue working in the same groups and encourage them to make a plan for a campaign to help solve the problem they chose. Ask them to use the ideas they brainstormed in Step 1 and the attitudes they checked in Step 2. Give them a few minutes to complete the task as you go around the room monitoring their work.

- 4 Give your students a few minutes to make a poster on the handout inviting people to join their campaign to solve the social problem they chose. After completing the task, ask the groups to share their posters with the whole class. You could invite students to give feedback about their classmates' campaigns.
- 5 While still working in groups, encourage students to read the checklist and check the attitudes that helped them be socially aware. Then have them discuss how good their teamwork was and how this activity helped them use certain skills to be socially aware, not only with the problem they chose, but also with their classmates.

WRAP IT UP

- 6 *How does working with others impact yourself? Why is it important to work with others? Why is it important to have good attitudes when working with others? How important is social awareness to get involved and participate in solving the problems of your community?*

Start an open class discussion by asking students to answer the questions. Encourage them to understand that all social awareness activities broaden peoples' perspective on social problems and enable them to come up with solutions and ways to help in a much better way.

TEACHING TIP Managing emotions is an important skill to be socially aware because it enhances students' social skills, the way they see the world, and their ability to listen to and comprehend other people. Teach your students to manage their emotions and to solve problems in groups by inducing constant reflection upon daily reactions towards people and conflicts. Create a tolerant and open environment in class so students may feel free to share their feelings and opinions. Likewise, this will help the group dynamic grow and work better.