

# Empathy Unit

*For Middle/Jr. High School Health*



4+ Weeks of Empathy, Self-Esteem, Bullying, Anger,  
Overcoming Hardships, Life Stories, Values,  
Labels, Stereotypes, Prejudisms, Violence, + ...

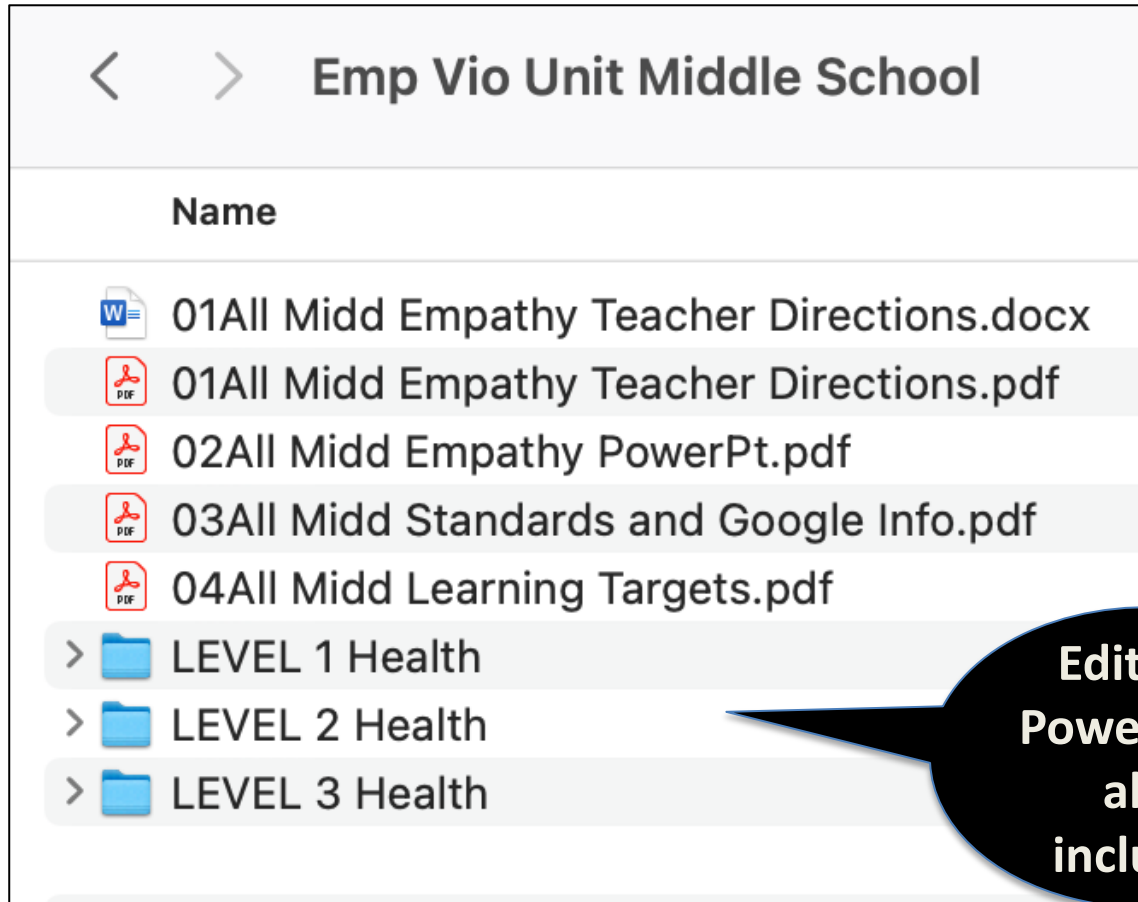
**Health Education Today**

**I am a National Board Certified Teacher  
with a Master of Education Degree and I have  
experience teaching Elementary, Jr. High, and  
High School P.E. and Health.**

Experience  
is the best  
teacher!



# Here is an Overview of Program Files:



**Lessons in units  
are scaffolded and sequential  
throughout all 3 grade levels!**

*Empowering Change!*

# **What's Included in Each Grade Level Program:**

**1**

**Step-by- step teacher directions**

**2**

**PowerPoints to walk you through the lessons**

**3**

**Editable student worksheets and PowerPoints on  
GOOGLE DRIVE**

**4**

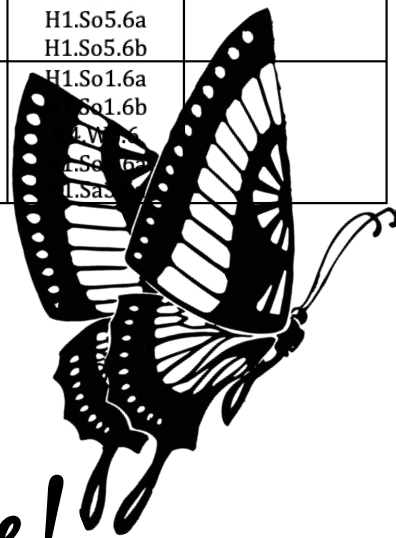
**Empowering lessons, projects, videos, articles, assessments, and more!**

# Organized!



## Empathy/Violence “At a Glance Table of Contents”:

| Days in Each Level: | Unit Name:        | Unit:<br><b>EMPATHY/VIOLENCE UNIT</b><br>Lesson Title:                                                                                                                                                                                          | 6 <sup>th</sup> – 8 <sup>th</sup><br>Common<br>Core<br>Standards | National<br>Health<br>Standards<br>6 <sup>th</sup> – 8 <sup>th</sup> | Washington<br>6/7/8 <sup>th</sup> Grade<br>State Health<br>Standards                                         | Your Standards<br>Here: |
|---------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>LEVEL 1</b>      |                   |                                                                                                                                                                                                                                                 |                                                                  |                                                                      |                                                                                                              |                         |
| Day 1, 2            | Empathy           | - <a href="#">“Mark Ruffalo Empathy Video”</a><br>- <a href="#">Interactive Empathy Treasure Chest Project</a><br><br>- <a href="#">Finish “Treasure Chest Project”</a>                                                                         | R 3<br>R 4<br>W 1                                                | 1, 2, 4, 6, 7, 8                                                     | H1.W1.6                                                                                                      |                         |
| Day 3, 4            | Self-Esteem       | - <a href="#">“Self-Esteem Survey”</a><br>- <a href="#">“Positive Self-Talk Activity”</a><br>- <a href="#">Bullying video</a><br><br>- <a href="#">Bullying Role-Play Task Cards</a><br>- <a href="#">Finish “Positive Self-Talk” Worksheet</a> | R 3<br>R 4<br>W 4                                                | 1, 2, 4, 5, 6,<br>7, 8                                               | H1.W1.6<br>H1.So1.6a<br>H1.So1.6b<br>H4.W5.6<br>H1.So4.6a<br>H1.Sa3.6a<br>H4.Sa3.6<br>H1.So5.6a<br>H1.So5.6b |                         |
| Day 5, 6            | Bullying          | - <a href="#">“STOP BULLYING: Making Your Voice Count” Activity</a><br><br>- <a href="#">Second Set of Articles and Activity</a>                                                                                                                | R 1<br>R 2<br>R 4<br>R 6<br>W 1<br>W 6 (IF<br>COMP.<br>LAB)      | 1, 2, 4, 5, 6,<br>7, 8                                               | H1.W1.6<br>H1.So1.6a<br>H1.So1.6b<br>H4.W5.6<br>H1.So4.6a<br>H1.Sa3.6a<br>H4.Sa3.6<br>H1.So5.6a<br>H1.So5.6b |                         |
| Day 7               | Cyber<br>Bullying | - <a href="#">Cyber Bullying</a><br>- <a href="#">“Empathy Test” (written or outloud)</a>                                                                                                                                                       | R 2<br>R 3<br>W 4                                                | 1, 2, 4, 5, 6,<br>7, 8                                               | H1.So1.6a<br>H1.So1.6b<br>H4.W5.6<br>H1.So4.6a<br>H1.Sa3.6a<br>H4.Sa3.6<br>H1.So5.6a<br>H1.So5.6b            |                         |



Empowering Change!

# 1

## Step-by-step teacher directions example:

### Day 6: Anger Survey

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                              |                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------|
| <b>WA State Standards Met:</b><br>-Assess personal health behaviors in relation to dimensions of health H1.W1.7<br>- Explain how harassment, intimidation, and bullying affect individuals, families, and communities. H1.So5.7 influence safety and injury prevention practices.<br>-Explain importance of being responsible for promoting safety and avoiding or reducing injury. H7.Sa1.7<br>-Use communication skills effectively with family, peers, and others. H4.W5.7<br>-Describe ways to manage interpersonal conflict. H1.So4.7a<br>-Describe possible consequences of harassment, intimidation, and bullying. -Determine strategies for responding to harassment, intimidation, and bullying. H5.So5.7<br>-Determine strategies for responding to harassment, intimidation, and bullying. H5.So5.<br>-Describe how risk of violence increases with presence of weapons. H1.Sa3.7a |                                                              | <b>My State Standards Met:</b>                                      |
| <b>National (By 8<sup>th</sup> Grade) Standards Met:</b> 1, 2, 4, 5, 6, 7, 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |                                                                     |
| <b>6-8<sup>th</sup> Common Core Standards Met: Reading 3, 4 / Writing 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                              |                                                                     |
| <b>Materials Needed:</b> Remember that all fill-in worksheets are also on Google Slides-See Day 1 for links.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                              |                                                                     |
| <b>PowerPoint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -Level 2 PowerPoint                                          | -It's in the main folder.                                           |
| <b>Printed Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | -“Anger Survey”                                              | -Print 1 for each student and hole-punch (or use on Google Slides!) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -“4 Anger Boxes Worksheet with calming thoughts on back”     | Print 1 for each student                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Optional Anger Cartoon Homework                              | Print 1 blank cartoon for each student                              |
| <b>Other Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | -calculators                                                 | 1 for each student                                                  |
| <b>Learning Target</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Content:</b> I will learn the 4 areas of anger.           | <b>Behavioral:</b> I will get help if I ever struggle with anger.   |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students are self-assessing with their “Anger Survey” score. |                                                                     |

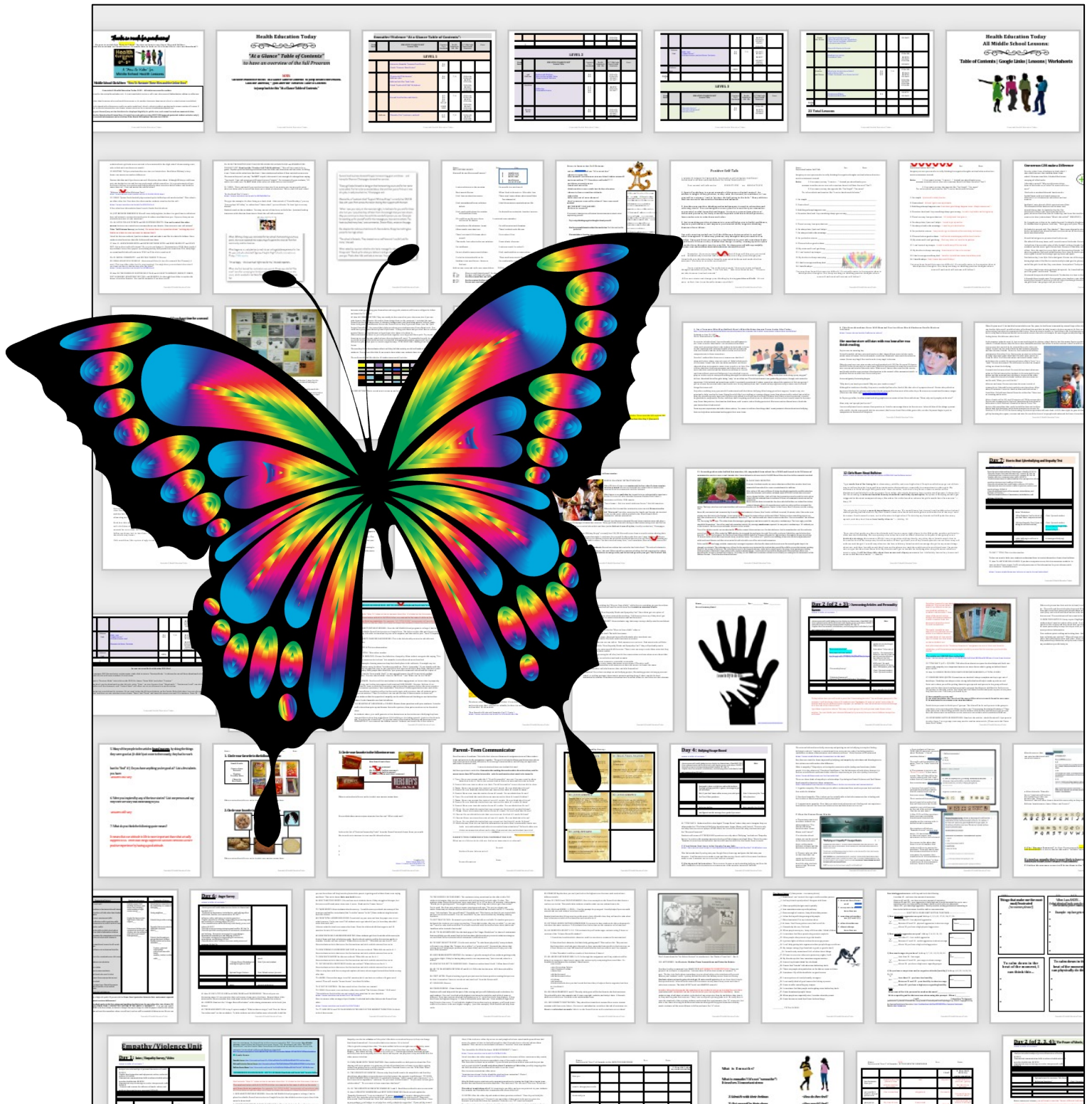
61 thru 63. DAY 6 TITLE SLIDE and PAIR/SHARE and PROGRESSION. This is why we are discussing anger. It's one emotion that can become a huge part of violence. Remind them of the progression, since yesterday they read many stories of young children involved in violence.

64. 4 BOXES: Hand out the “4 Anger Boxes Worksheet” with calming statements on the back. (see below)

65. THINK AND WRITE: Fill in top 2 squares only of “What makes me angry” and “How do I know I'm getting mad” on the worksheet. To help students get what looking angry physically looks like,

# 1

# NEW! All 3 Grade Levels on 1 Doc for Easy Reference!



# 2

# PowerPoints to walk you through the lessons

## Day 3 (of 3 + 4): Self-Esteem

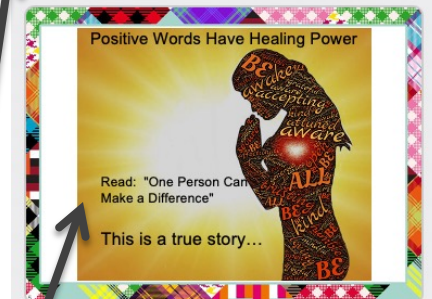
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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WA State 6th Grade Standards Met:</b><br>-Describe interrelationships of dimensions of health. H1.W1.6<br>-Describe factors that can influence self - esteem. H1.So1.6a<br>- Understand how to improve one's self - esteem. H1.So1.6b<br>-Explain effective communication skills. H4.W5.6<br>- Explain importance of understanding other perspectives when resolving interpersonal conflicts. H1.So4.6a<br>-Describe situations that could lead to violence. H1.Sa3.6a<br>-Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. H4.Sa3.6<br>-Describe different types of harassment, intimidation, and bullying. H1.So5.6a<br>-Analyze harmful effects of harassment, intimidation, and bullying. H1.So5.6b |                                                                                                                                                                                                                            | <b>My State Standards Met:</b>                                                                                                                                                                |
| <b>National (By 8th Grade) Standards Met:</b> 1, 2, 4, 5, 6, 7, 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                            |                                                                                                                                                                                               |
| <b>6-8th Common Core Standards Met:</b> Reading 3 , 4 / Writing 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                            |                                                                                                                                                                                               |
| <b>Materials Needed:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                            |                                                                                                                                                                                               |
| <b>PowerPoint</b><br><b>Printed Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | -"Level 1 PowerPoint"<br>-"Self-Esteem Survey With Tips on Back"<br>-"Positive Self-Talk Worksheet"<br>-One Person Can Make A Different<br>-Bully Role-Play Task Cards (in "Docs" folder, then "Extra Large Docs Level 1." | -It's in "Level 1 PowerPoint" folder<br>-Print 1 for each student and hole-punch<br>-Print 1 for each student<br>-Print 1 copy for teacher to read from<br>-Print 1 for each pair of students |
| <b>Other Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                            |                                                                                                                                                                                               |
| <b>Learning Target</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Content:</b> I will learn how to improve self-esteem.                                                                                                                                                                   | <b>Behavioral:</b> I will work on having positive self-esteem (and self-talk).                                                                                                                |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | -Students are self-assessing with the "Self-Esteem Survey."<br>-The "Positive Self-Talk Worksheet" will be turned in and graded.                                                                                           |                                                                                                                                                                                               |

10+11. **TITLE SLIDE and POSITIVE WORDS:** If you want, here is a great example of how just a small show of empathy can make a life-changing difference. Read aloud to your students graduation true story below. There is a perfect true story to show here on People Magazine's website about a girl who was so excited to be nominated for her high school's homecoming court, only to find out it was done as a prank!

12. **WHITNEY:** Tell your students there are two cool stories here. Read them Whitney's story. Again, one person can make a difference.

13. **VIDEO:** "Queen Creek football players stand up for bullied special-needs student" This video is an older video, but I love how the other popular students stood up for this girl!  
<https://www.youtube.com/watch?v=8jE6j5oCay4>



# 2

# PowerPoints:

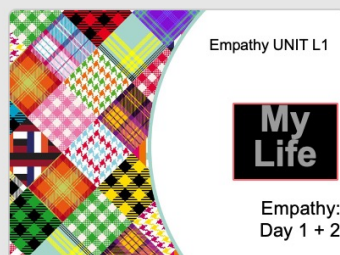
Units follow  
colorful,  
step-by-step  
PowerPoints

Color-  
Coded!

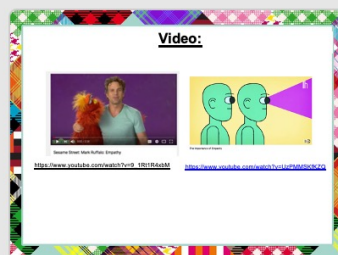
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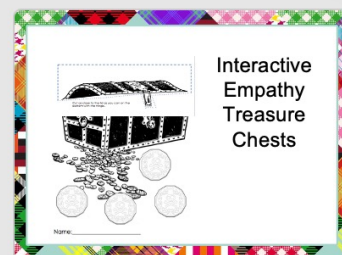
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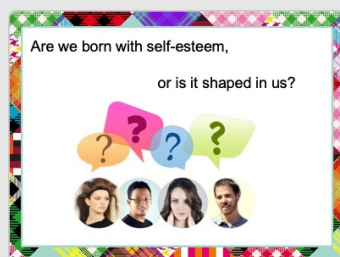
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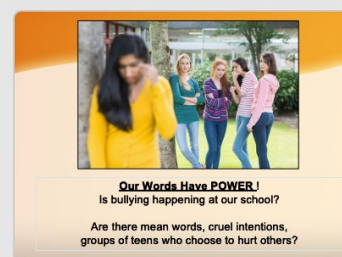
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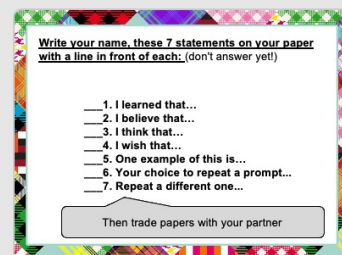
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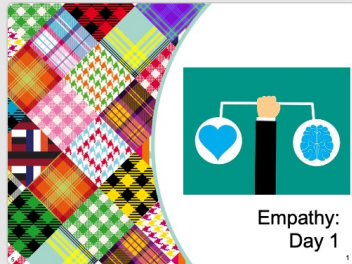
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# 2

# PowerPoints:

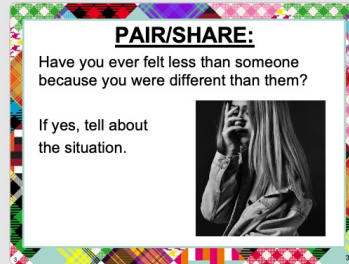
## Level 2:



1



2



3



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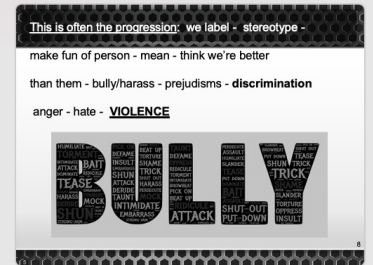
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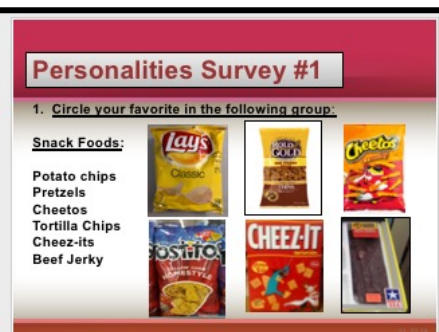
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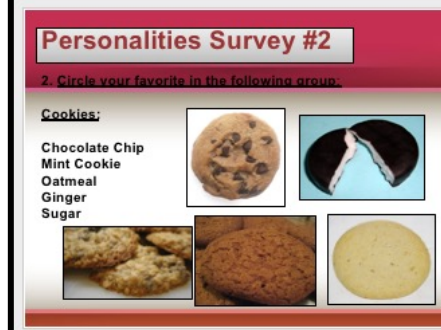
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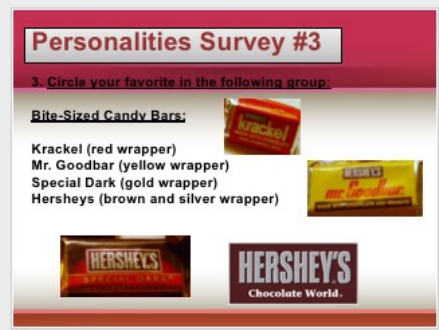
1



2



3



4

# 2

# PowerPoints:

## Level 3:

### Empathy UNIT L3

NAME: \_\_\_\_\_ PER: \_\_\_\_\_  
Empathy Unit

1. What is empathy?  
(it's not "sympathy")

1) Identify with their feelings. ~How do they feel?  
2) Put yourself in their shoes ~How would I feel?  
3) Respond and show your understanding ~What can I do?

★ THE OPPOSITE OF EMPATHY IS: selfishness!  
★ EMPATHY IS A choice

### Our Words Have POWER!

Write about a time when you were personally hurt by something someone said and say how it made you feel...

Or, write about 1 time when you witnessed something said that was probably hurtful to the other person and say how it probably made them feel...

VIDEO: "Perspectacles"

<https://www.youtube.com/watch?v=epN3u4drQ>

Perfect timing! - Now you are old enough to OVERCOME!

get a hobby  
volunteer  
adopt a friend's family as your own!  
join a group at school  
go with a friend to youth group!  
get counseling

care about your grades  
get a job

Explain this quote:  
"Life is 10% what happens to you and 90% how you react to it"  
-by Chuck Swindoll

And, how can you put this philosophy into practice in your own life?

**ATTITUDE**  
*is everything*

### Pair / Share:

Discuss this:

"Everybody wants to change the world, but nobody wants to change themselves..."

"Be the change you wish to see in the world." Mahatma Gandhi

**BE  
CHANGE  
BECOME**

### We win the race together!

### Be Assertiveness, NOT Aggressive:

Assertiveness Survey outloud:  
# a piece of scratch paper 1-10

### WE HAVE DISCUSSED MANY SOLUTIONS:

# 2



## **IMPORTANT TEEN TOPICS:**

# Topic Examples:

## Level 1:

## UNDERSTANDING EMPATHY:

## POSITIVE SELF-TALK:

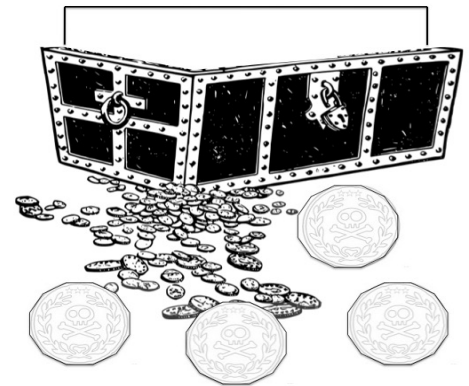
Name: \_\_\_\_\_  
Practicing Positive Self-Talk

Imagine you are a person who is really good at something. Write a positive statement instead:

- Rules:**
1. You cannot just say "I'm stupid" or "I'm smart". Try to be realistic and creative, like "I can try harder and do better."
  2. You cannot just say the opposite like "I'm stupid" - "I'm smart". Try to be realistic and creative, like "I can try harder and do better."

1. I'm stupid. **I just need to study harder.**
2. I hate school. **At least I get to see my friends.**
3. Bad things always happen to me. **Sometime good things happen to me.**

THE  
POWER  
OF:  
POSITIVE  
SELF-  
TALK



Name: \_\_\_\_\_

The #1 best way to improve self-esteem and stay strong against "mean" people is:

**positive  
self-talk :)**

Do the "Positive Self-Talk" Worksheet...



## HELP AGAINST BULLIES:

**If you are being bullied, or see it:**

**HA HA SO:**

H - Help - get it or give it

A - **Assertive** - not passive or aggressive

H - Humor

A - Avoid - walk away

S - **Self-Talk that's positive** (the best way to keep your self-esteem)

O - Own it. Know that you can't control them. Own your own response. If you handle it right, it can make you stronger!



## BE AWARE OF CYBER BULLYING:

Begin your thoughts with these prompts. You must use each one at least once ON THIS SIDE OF THE PAPER. You must have two thoughts per box:

I learned that...  
I believe that...  
I think that...  
I wish that...  
One example of this is...

**Stereotypes:**

**Empathy:**

**Prejudisms:**

ME

Name: \_\_\_\_\_  
Per: \_\_\_\_\_  
Date: \_\_\_\_\_



## Level 2:



### 6<sup>th</sup> – 10<sup>th</sup> Grade

Hands-on Healthy Activities

# UNDERSTANDING ANGER!

- 

# OVER COMING HARDSHIPS!

# Topic Examples:

## Level 3:

NAME: \_\_\_\_\_  
Empathy Unit:

PER: \_\_\_\_\_

1. What is empathy?  
(it's not "sympathy")



1) Identify with their feelings

~How do they feel?

2) Put yourself in their shoes

~How would I feel?

3) Respond and show your understanding

~What can I do?

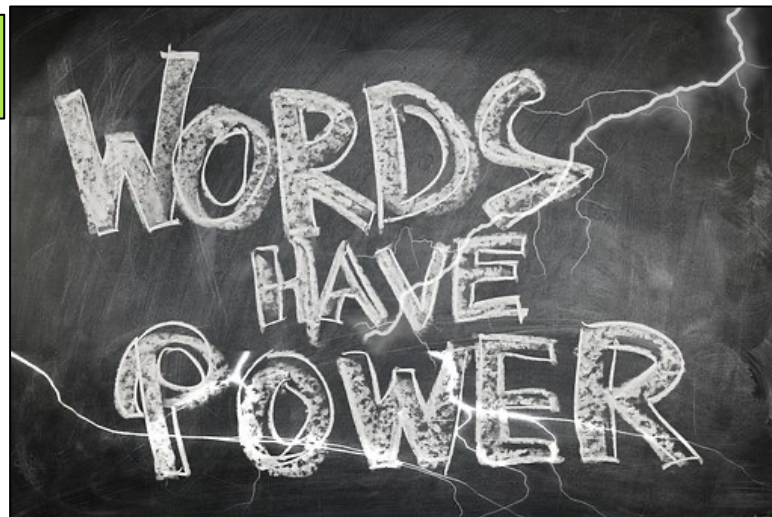


## BELIEVE IN EMPATHY!

My "Life Story" Posters Art Project  
If you were writing a book



what would your chapters be?



Be Assertiveness, NOT Aggressive:

Assertiveness  
Survey outloud:

# a piece of scratch paper 1-10



# 3

## Editable student worksheets for PRINT:



### The Anger Survey\* {Anonymous – no names please}

- \_\_\_1. Sometimes I can't control the urge to strike another person.
- \_\_\_2. I tell my friends openly when I disagree with them.
- \_\_\_3. I flare up quickly but get over it quickly.
- \_\_\_4. I am sometimes eaten up with jealousy.
- \_\_\_5. Given enough of a reason, I may hit another person.
- \_\_\_6. I often find myself disagreeing with people.
- \_\_\_7. When frustrated, I let my irritation show.
- \_\_\_8. At times I feel I have gotten a raw deal out of life.
- \_\_\_9. If somebody hits me, I hit back.
- \_\_\_10. When people annoy me, I may tell them what I think of them.
- \_\_\_11. I sometimes feel like a powder keg ready to explode.
- \_\_\_12. Other people always seem to get the breaks.
- \_\_\_13. I get into fights a little more than the average person.
- \_\_\_14. I can't help getting into arguments when people disagree with me.
- \_\_\_15. My temper swings (I go from bad to good, or good to bad)
- \_\_\_16. I wonder why sometimes I feel so bitter about things.
- \_\_\_17. If I have to resort to violence to protect my rights, I will.

**1 - does not describe me at all**

**2 - every once in awhile describes me**

**3 - sometimes describes me (1/2 and 1/2)**

**4 - often describes me**

**5 - almost always describes me**

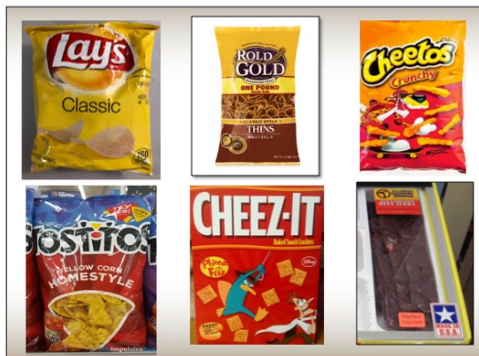


Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Circle your favorite in the following group:

#### Snack Foods:

Potato chips  
Pretzels  
Cheetos  
Tortilla Chips  
Cheez-its  
Beef Jerky



When your teacher tells you, write in what your answer means here:

### 2. Circle your favorite in the following group:



#### Cookies:

Chocolate Chip  
Mint Cookie  
Oatmeal  
Ginger  
Sugar



**Editable:  
in both  
Word +  
PDF!**

# 3

## Student Docs are also on Google Slides!

On  
GOOGLE  
DOCS!

NAME: \_\_\_\_\_ PER: \_\_\_\_\_

Empathy Unit:

1. What is empathy?  
(it's not "sympathy")

1) Identify with their feelings      -How do they feel?

2) Put yourself in their shoes      -How would I feel?

3) Respond and show your understanding      -How can I help?

### NOTE:

**Non-Google users** can download this Google Slide as a Microsoft PowerPoint (fill-in textboxes stay editable!) then upload to Microsoft Office 365, Teams or other student password protected platform!

**Editable student  
worksheets are also on  
GOOGLE DRIVE**

# Level 1

**On  
GOOGLE  
DOCS!**

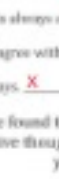
Name \_\_\_\_\_ Per \_\_\_\_\_ Date \_\_\_\_\_

### Practicing Positive Self-Talk

Imagine you are a person who is really thinking the negative thoughts written below and write a positive statement instead:

**Notes:**

- You cannot just say "I am not..." Instead you should make your message *positive* so *your sub-conscious doesn't still hear the word "Not."*
- You cannot just say the opposite like "I'm stupid!" - "I'm smart!" Try to be realistic and creative, like "I can try harder and do better."


- I'm stupid. **X** \_\_\_\_\_
- I hate school. **X** \_\_\_\_\_
- Bad things always happen to me. **X** \_\_\_\_\_
- No matter how hard I try something always goes wrong. **X** \_\_\_\_\_
- There's no way I can pass that test. **X** \_\_\_\_\_
- I'm always late; I just can't help it. **X** \_\_\_\_\_
- I'm always tired in the mornings. **X** \_\_\_\_\_
- I'm just bad at sciences. **X** \_\_\_\_\_
- I'll never look as good as them. **X** \_\_\_\_\_
- My sister and I can't get along. **X** \_\_\_\_\_
- I can't control my tongue. **X** \_\_\_\_\_
- My brother is always annoying. **X** \_\_\_\_\_
- I don't ever agree with my dad. **X** \_\_\_\_\_
- Those Mondays! **X** \_\_\_\_\_

You may have found this exercise difficult! It's actually easier to be negative than to think positive thoughts. But, keep working on thinking positive thoughts about yourself, and good self-esteem will follow!

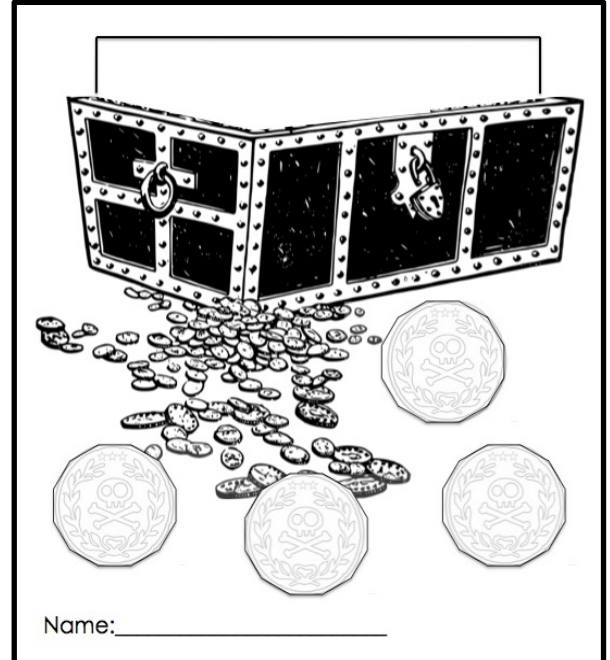
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# 4

## Student Projects!

### Making Your Voice Count Quilt:

|  |      |  |      |  |      |  |
|--|------|--|------|--|------|--|
|  |      |  |      |  |      |  |
|  | HURT |  | HURT |  | HURT |  |
|  |      |  |      |  |      |  |
|  | HURT |  | HURT |  | HURT |  |
|  |      |  |      |  |      |  |
|  | HURT |  | HURT |  | HURT |  |
|  |      |  |      |  |      |  |



### Empathy Survey: How much empathy do you have?

1. I feel empathy for people who are less fortunate than me.
2. I find it easy to understand other people's points of view.
3. I am greatly upset by other people's hardships and misfortunes. (*like a house fire, or parents divorce*)
4. If someone needed help in an emergency, I would willingly offer it. (*like an asthma attack, or unconscious*)
5. There are two sides to every story, I remember this fact and try to look at both sides.

### Ariana Grande:



Britney Spears, Shakira, Rihanna, Celine Dion and Whitney Houston.

**Childhood:** Grande's family moved from New York to Los Angeles when she was pregnant with her, and **her parents separated when she was 10**.

**Career:** In 1993 Ariana began performing onstage when she was 11 in a Broadway play at age 15, followed by some small roles in TV's *Victorious*. She followed that with the spin-off *Sam & Cat*.

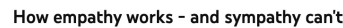
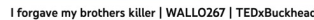
Ariana Grande is a sitcom-star-turned-pop music

sensation, known for her songs 'Bang' and 'Dangerous Woman'. She was **nominated for two American Music Awards in 2016**, and an **MTV Video Music Award**. She also became a **pop icon** by bringing her musical influences to the mainstream, including uncanny imitations of

### Art Project Grading Rubric: NAME: \_\_\_\_\_ Per: \_\_\_\_\_

| Your Score: |                                                    | A<br>4 points                                                                          | B<br>3 points                                                                | C<br>2 points                                                    | D or F<br>1 point                                                     |
|-------------|----------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------|
| ____/4      | Content Accuracy and Relevance                     | <b>*Understanding of topic is very evident and message is very clear and positive.</b> | Understanding is partially clear and message is somewhat clear and relevant. | Understanding is unclear or the message isn't clear or relevant. | Understanding is unclear and message is incorrect or negative.        |
| ____/4      | Graphics: photos, pictures, and/or wording         | <b>*Graphics are very creatively displayed.</b>                                        | Graphics are somewhat creatively displayed.                                  | Graphics are a bit creative.                                     | Lacking creative graphics.                                            |
| ____/4      | Attractiveness                                     | <b>*Looks really good in design, layout, and neatness.</b>                             | Looks good in design, layout and neatness.                                   | Is acceptably attractive though it may be a bit messy.           | Is messy or poorly designed. seems time was not taken to complete it. |
| ____/4      | Grammar                                            | <b>*No grammatical mistakes. (Spelling)</b>                                            | Just one or two grammatical mistakes. (Spelling)                             | Several grammatical mistakes. (Spelling)                         | There are many grammatical mistakes. (Spelling)                       |
| ____/       | 16/16 = A<br>15/16 = A-<br>14/16 = B<br>13/16 = B- | 12/16 = C<br>11/16 = D+<br>10/16 = D-<br>9/16 = F                                      |                                                                              |                                                                  |                                                                       |

# Videos & Articles!



by: Courtney Spinelli  
Posted: Mar 2, 2022 / 07:54 AM CST  
Updated: Mar 2, 2022 / 07:30 PM CST



Stephen King: The first book by this author, the iconic thriller **Carrie**, received 30 rejections, finally causing King to give up and throw it in the trash. His wife fished it out and encouraged him to resubmit it, and the rest is history, with King now having hundreds of books published the distinction of being **one of the best-selling authors of all time.**

# 4

## Daily Learning Targets!

Level  
1, 2+3



|                                       |                                                                                  |                                                                                      |
|---------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <br>7                                 | <p>Empathy/Violence Unit</p><br>8                                                | <p><b>UNIT GOAL:</b></p> <p><i>To be</i></p><br>9                                    |
| <p><i>above</i> the control</p><br>10 | <p><i>by: controlling the instinct to judge, bully, hate, or fight</i></p><br>11 | <p>Learning Target of the Day:</p><br>12                                             |
| <p>Learning Target of the Day:</p>    | <p>I will learn what empathy is.</p> <p><small>Content 1</small></p>             | <p>I will try to have empathy for all others.</p> <p><small>Behavioral 1</small></p> |

A “Content” learning target is posted at the beginning of each class.

Students personalize learning with a “Behavioral” target at the end of class.

# Thank you for previewing:



*Empower*

*Change!*

## About the Author:

- ◆ I am a certified K-12 Physical Education and Language Arts teacher and I also have my Health certification. Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8<sup>th</sup> Grade Reading; Elementary P.E.; 9<sup>th</sup> Grade English; 9<sup>th</sup> Grade P.E.; High School Aerobics; and 9<sup>th</sup> Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

# Works Cited:

## **Standards:**

<https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/healtheducationk-12learningstandards.pdf>

<http://www.cdc.gov/healthyyouth/sher/standards/>

<http://www.corestandards.org>

## **Graphics:**

DALL-E 2

<https://pixabay.com/>

<https://openclipart.org>

<http://www.clker.com>

Stay Safe Move More symbol:

<https://content.govdelivery.com/accounts/AKDHSS/bulletins/261df70>

