

#11986

HOW WOULD YOU FEEL? LEARNING ABOUT EMPATHY

SUNBURST VISUAL MEDIA, 2001

Grade Level: K-4

13 Minutes

EMPATHY



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

- [#11988 MAKING FRIENDS, KEEPING FRIENDS](#)
- [#12053 BUZZ, BUZZ, BUZZ: DID YOU HEAR ABOUT...?](#)
- [#12054 LEARNING ABOUT HONESTY](#)
- [#12056 DOING THE RIGHT THING: BUILDING CHARACTER](#)
- [#12060 I SAID I WOULD AND I WILL](#)
- [#12064 LET'S MAKE UP](#)



"How Would You Feel?"

Learning About Empathy

434440

GRADES K-2



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(may be copied for class distribution)

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The program contains:

1 videocassette (*approximately 15 minutes*)

1 Teacher's Guide, includes 12 Activity Sheets



Program Overview

Why Should Children View This Program?

The early grades are a time when children's social skills remain a work in progress. Being social creatures, these youngest students are eager to learn ways of behaving that will help them maintain connections to peers. Their ultimate success will depend on their mastery of the skills needed to establish and manage social interactions and relationships, including the ability to look at a situation from someone else's point of view, to imagine how they would feel in another person's place. **"How Would You Feel?" Learning About Empathy** is designed to help children become more sensitive to the feelings of others, to begin to recognize and care about another child's emotions, in short, to cultivate a capacity for empathy. By identifying with the characters and situations in the program, and by taking part in a discussion of the points presented, children will be better able to understand the role of empathy in forming and maintaining friendships.

Learning Objectives

This program is designed to help children:

- understand the importance of being sensitive to other people's feelings.
- learn that what they say or do can affect how another person feels.
- develop the habit of imagining how they would feel in someone else's place.
- discover that when they look at something through another person's eyes, the view can be very different.
- recognize how imagining the way someone else feels shows that they care and can make them a better friend.



Program Content

The program consists of four stories, each introduced and commented on by a host. Each story tells of a character in a distressing situation. A second character notices the first character's distress, and by imagining how he or she might feel in the same situation, begins to look at the situation from another point of view. In doing this, the second character is able to understand how the first character feels, and as a result, effect a change in the situation. Viewers learn that when they demonstrate their capacity for empathy—show that they care about the feelings of others—they prove themselves to be an even better friend.

Pre-Viewing Questions

- What does it mean, to “imagine yourself in someone else’s place”?
- Have you ever asked yourself how it would feel to be someone else? What did you decide?
- Why is it important to understand how other people feel?



Viewing the Program

Introduction

Emily and two of her friends are enjoying ice cream when Emily accidentally drops hers. Justin doesn't say anything. But by figuring out how she would feel if the same thing happened to her, Lisa decides to offer Emily some of her ice cream. The host then asks viewers what they would have done in this situation. Putting yourself in another person's place, she says, as Lisa did, can help you decide what to do.

Be a Good Friend

Watching the Winter Olympics ice-skating competition on TV, best friends Tamara and Ally decide to ask for ice skates for their upcoming birthdays. With both pairs of skates expected to be delivered on Friday, the two arrange to go skating right after school. At the last minute, however, there's a hitch. Tamara's skates arrive, but not Ally's. Disappointed, Ally tells Tamara to go skating without her. But Tamara puts herself in Ally's place, thinks about how she would feel if Ally's skates had arrived and hers hadn't, and decides to wait to skate until Ally gets her skates and the two can skate together.

Be Positive

As the host points out, Tamara figured out what to *do* by putting herself in Ally's place. But knowing what to *say* when someone feels bad can be hard to figure out, as Sean's story illustrates. When Keith tells Sean he's sad because he's moving away, Sean has no trouble imagining how his friend feels. But he makes Keith feel even worse by announcing he'd hate to be Keith. Sarah then asks Sean how he would feel if he were moving and Keith had said the same thing to him. Sean thinks this over, and by putting himself in Keith's place, figures out what to say. He tells Keith he'll miss him and that they can keep in touch by e-mail, letters, and visits, which makes Keith feel lots better.



Feel Good About Yourself

The host next asks viewers, “How would you feel if you saw someone being teased or picked on?” John finds himself in that situation when his cousin McKensie arrives from England to spend a few weeks. John himself is confused at first by McKensie’s use of “wicked” for awesome and “boot” for the car’s trunk, but then he begins to enjoy her British expressions. But when John’s friend Matt comes over the next day and makes fun of McKensie, John put himself in McKensie’s place. He thinks about how hurt and embarrassed he would be if Matt teased him that way, and insists that Matt stop the teasing.

Tell How You Feel

At school, Carla wins the “Young Author’s” contest, beating out Brittany, her best friend. Brittany had been sure her own book would win, so while everyone else is congratulating Carla, Brittany just stands by without saying anything. Sensing Brittany’s disappointment, Carla puts herself in her friend’s place and imagines how Brittany must feel at not winning. Meanwhile, Brittany puts herself in Carla’s place and imagines how Carla must feel when she, Brittany, refuses to congratulate her. In looking at the situation from each other’s point of view, both girls see things very differently, and become good friends again.

Summing up, the host tells viewers that when you put yourself in the other person’s place and imagine how you would feel, it’s a lot easier to show that you care. You’ll not only be a better friend, she adds, you’ll feel great!



Discussion Questions

Introduction

1. Have you ever been in a situation like Emily's, when something embarrassing happened to you? Did anyone put themselves in your place? What happened?
2. What does it mean to "reverse roles?" Have you ever tried it? Explain your answer.

Be a Good Friend

1. How do you think Ally felt when Tamara got her skates and she didn't?
2. Why do you think Ally told Tamara not to wait, to go skating without her? In the same situation, would you have done what Ally did? Why or why not?
3. Tamara thought about how she would feel if her skates hadn't arrived and Ally's had. She decided to wait until Ally got her skates. Do you think that was the right thing to do? What else might they have decided to do?
4. If you were in a situation like Tamara and Ally's, do you think putting yourself in the other person's place would make you a better friend? Why or why not?

Be Positive

1. Why was it easy for Sean to imagine how it would feel to be in Keith's place? Would you find the idea of moving away easy to imagine? How would it make you feel?
2. Sarah asked Sean how he would feel if he were moving away and Keith said something that made him feel bad. Did Sean try putting himself in Keith's place? What happened?



3. Why did what Sean finally said make Keith feel better?
4. Have you ever been in a situation where a friend said something that made you feel better? Describe the situation and what happened.

Feel Good About Yourself

1. Have you ever seen someone being teased or picked on? Describe the situation.
2. Did you imagine how it would feel to be that person? Why or why not?
3. Why do you think Matt made fun of the way McKensie talked? How do you think this made McKensie feel?
4. How do you think Matt's teasing of McKensie made John feel? What did John do at first?
5. What did John finally decide to do? How did imagining himself in McKensie's place help John see how she felt?

Tell How You Feel

1. Have you ever competed against a friend and won? Did you give any thought to how your friend might feel? Describe the situation and what happened.
2. Have you ever competed against a friend and lost? Were you disappointed? Why or why not?
3. Suppose you won the competition and your friend failed to congratulate you. How would you feel?
4. Suppose your friend won the competition and you didn't congratulate him or her. How do you think your friend would feel?
5. Suppose both you and your friend imagined yourselves in the other's place. How could this help to make the two of you friends again?



Bulletin Board Starters



Ask children to draw themselves imagining how another person feels inside. Have them illustrate what they would do to help this other person cheer up. Display the finished artwork on the bulletin board.



Have students go through old magazines when they have time and cut out pictures showing someone who seems to be showing caring feelings toward someone else. Have students go up to the bulletin board, as they find pictures, and construct a class collage showing caring feelings. Point out that since the pieces of collage might overlap, they will need to put themselves in someone else's place and not cover too much of anyone else's contribution.

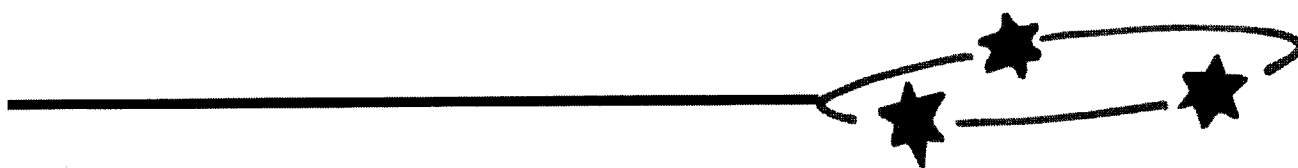


Create a tree of caring feelings. On the bulletin board, tack up a bare-limbed tree out of brown construction paper. Give each student a leaf-shaped piece of green paper and have them use the leaves to dictate or write about good deeds or kind gestures they see children make in class. Tack the leaves individually to the tree.



Invite children to dictate or write about a time, real or imaginary, when they saw someone being teased, put themselves in that person's place and stopped the teasing from happening. Display the stories on the bulletin board.





Suggested Activities

Language Arts

Have children contribute all the words they can think of that describe how they feel when something bad happens to them. List the words on the chalkboard. Have them contribute all the words they can think of that describe how they feel when someone responds to their distress in a caring way. List these words alongside the other list. Discuss both lists of feelings with the class, including how caring feelings can make them feel better.

Art; Creative Expression

Have children create their own hand puppets by gluing buttons, felt, scraps of yarn and the like onto old socks or mittens. Have them use the puppets to role play the situations in the program, or make up other situations that show the importance of caring about and responding to another person's feelings.

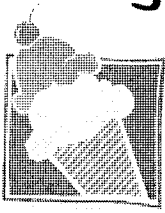
Music; Creative Expression

Copy the lyrics of the program's song on the chalkboard. Have children recite the words together, or ask for volunteers to sing a solo, using any tune they prefer. Divide students into small groups. Ask each group to come up with a short stanza of additional lyrics that describe a child imagining how a peer feels. Using the program song's lyrics as a refrain, have each group sing the lyrics they have composed.

Language Arts; Art

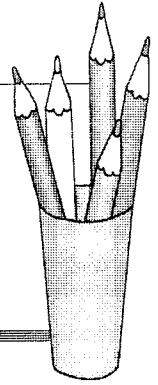
Choose one of the books of fiction listed in the Suggested Reading (page 27 of this Guide), or ask your school or local librarian to recommend a book about empathy for young readers. Read the book aloud to the class and ask them to think about the story's characters. Ask students if any of these characters show insight into another character's feelings. Which ones? Ask students to predict what will happen in the book. Have them draw pictures to match their predictions. Finish reading the story to see if their predictions match the story's ending.

Emily's Story



Make a storybook about what happens when Emily drops her ice cream.

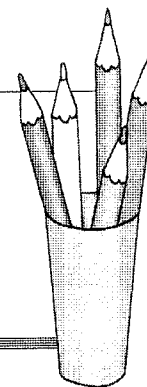
Be A
Good
Friend



<p>1</p> <p>Justin and Lisa see Emily's ice cream fall on the floor.</p>	<p>2</p> <p>Justin just keeps eating his ice cream.</p>
<p>3</p> <p>Lisa thinks how she would feel.</p>	<p>4</p> <p>Then she does the right thing. She offers Emily some of her ice cream.</p>

How Would You Feel?

Be A
Good
Friend



You and your friend have been planning to see a movie, but at the last minute your friend can't go. You want to go anyway, but then you think about how you would feel if you couldn't go and your friend went without you.

Here are some **WORDS** that describe feelings:

upset

disappointed

glad

sad

proud

happy

anger

lonely

worried



Write down the words from the list that describe how you would feel.



Write down the words that describe how you would feel if you went without your friend.



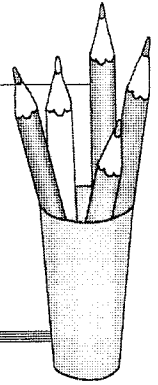
Write down the words that describe how you would feel if you waited until your friend could go with you.

Be a Better Friend

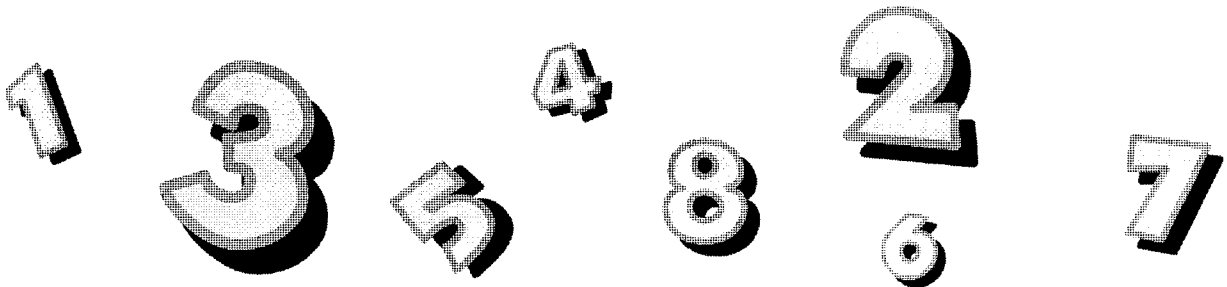


Tamara made herself a better friend to Ally by asking herself how she would feel in Ally's place. Here are eight things that happened in Tamara and Ally's story, but they are all mixed up. Number them in the right order.

Be A
Good
Friend

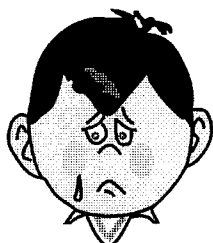
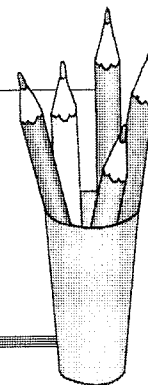


- _____ Tamara's ice skates came on time, but Ally's didn't.
- _____ Tamara decided to wait to go skating until Ally got her skates.
- _____ Ally told Tamara to go skating without her
- _____ Tamara and Ally both decided to learn to ice skate.
- _____ Tamara and Ally were good friends.
- _____ Tamara imagined how she would feel if her skates didn't come on time, but Ally's did.
- _____ Tamara and Ally both decided to ask for skates for their birthdays.
- _____ Tamara and Ally liked watching the ice skating on TV.

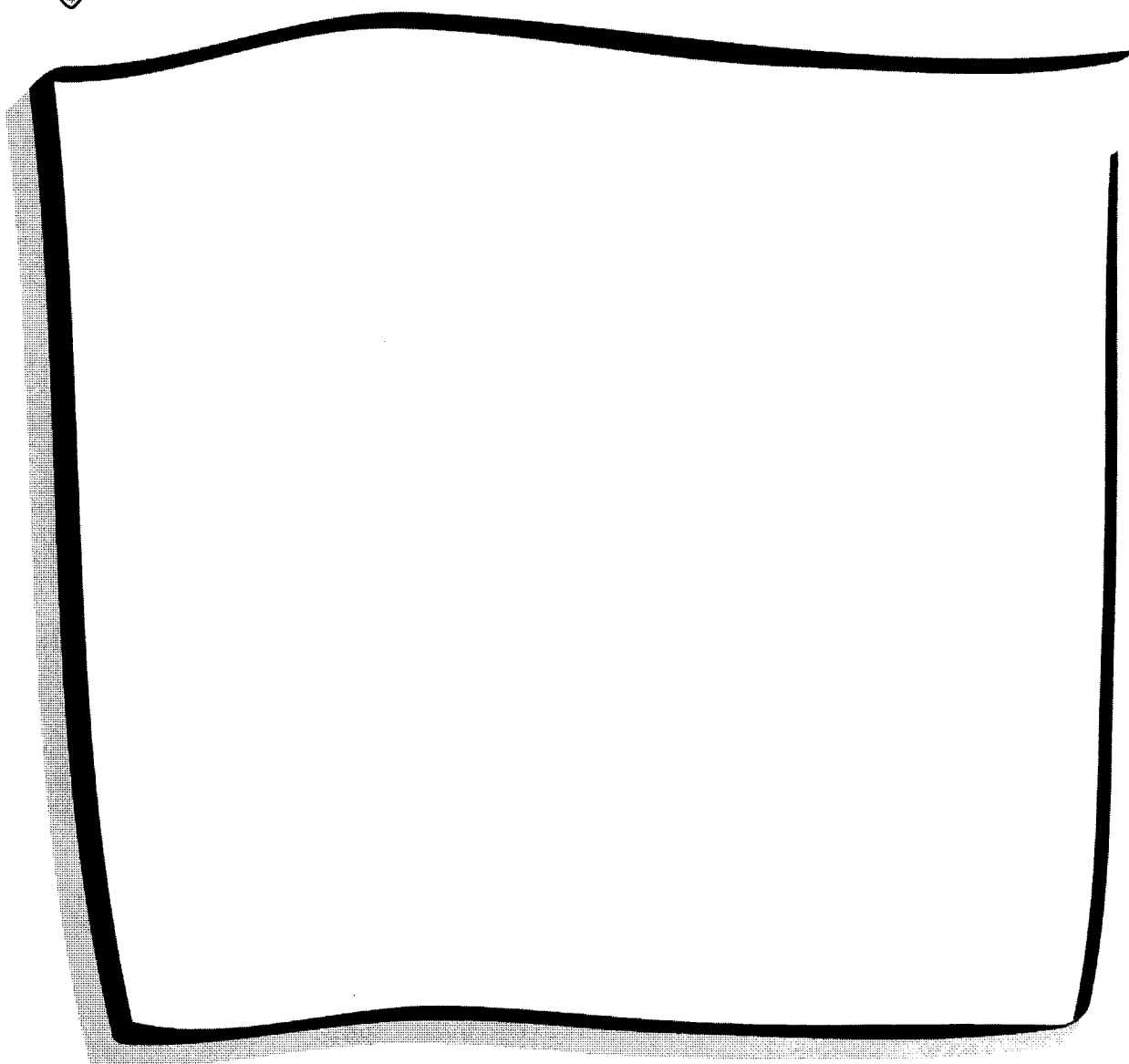


Picture It!

Be
Positive

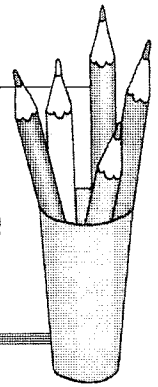


Think about a time when a friend was sad or upset and you said or did something that made that friend feel worse. Draw a picture about it. On the back of this page, describe what happened.



Say the Right Thing!

Be
Positive



When Keith told Sean he was moving, Sean said the wrong thing and made Keith feel bad. Then he thought about how he would feel in Keith's place, and said the right thing. Use the code below to fill in the ending to this sentence:

Imagining yourself in someone else's place helps you...

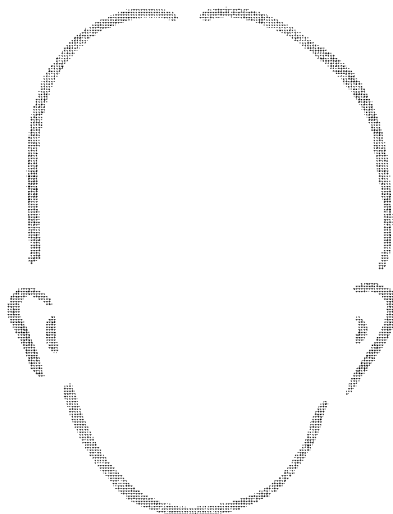
19 1 25 20 8 5

18 9 7 8 20 20 8 9 14 7

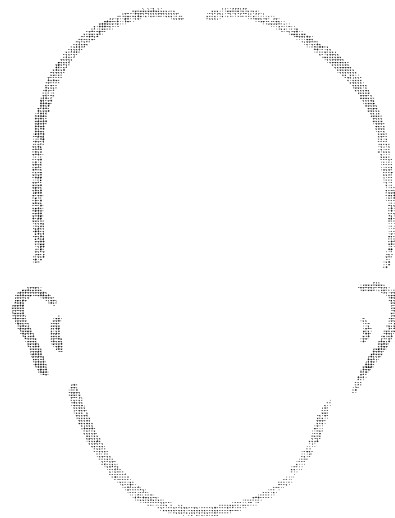
Code

<u>A</u> 1	<u>B</u> 2	<u>C</u> 3	<u>D</u> 4	<u>E</u> 5	<u>F</u> 6	<u>G</u> 7	<u>H</u> 8	<u>I</u> 9	<u>J</u> 10	<u>K</u> 11	<u>L</u> 12	<u>M</u> 13
<u>N</u> 14	<u>O</u> 15	<u>P</u> 16	<u>Q</u> 17	<u>R</u> 18	<u>S</u> 19	<u>T</u> 20	<u>U</u> 21	<u>V</u> 22	<u>W</u> 23	<u>X</u> 24	<u>Y</u> 25	<u>Z</u> 26

Fill in the face outlines to show how Keith felt when Sean said the wrong thing, and how he felt when Sean said the right thing.



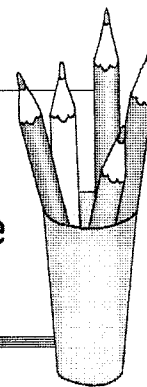
the wrong thing



the right thing

What Would You Say?

Be
Positive



When Sean found out that Keith was moving away, he told Keith, "I'd hate to be you." This made Keith feel worse. Imagine yourself in Sean's place. Put a check next to the sentences below that you would say to make Keith feel better.

☐

You're moving? *Gee, that's scary!*

☐

I'm going to ask my parents if I can visit you.

☐

Remember, I'll always be your friend.

☐

Too bad you're going to miss the opening game.

☐

Don't forget to return the CD I loaned you.

☐

I'll write or E-mail every week.

☐

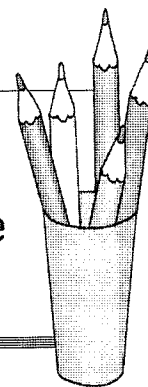
Do you think you'll have trouble making new friends?

☐

I guess we'll have to find somebody else to play goalie.

You've Got Mail!

Be
Positive



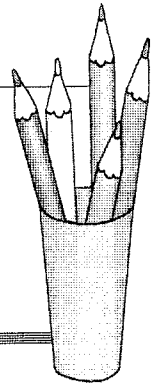
One of the ways Sean told Keith they could keep in touch was by E-mail.
Pretend you are Sean. Send an E-mail to Keith.

Dear Keith,



John's Story

Feel
Good
About
Yourself



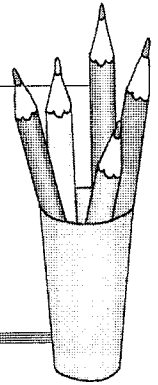
Make a storybook of John's story. Draw pictures and word-bubbles to go with the story. Then cut along the lines and staple the squares together.



1	2
John's cousin McKensie came for a visit.	McKensie had different words for things.
3	4
John's friend Matt made fun of the way McKensie talked.	John asked himself how he would feel if Matt was picking on him.
5	6
John told Matt to stop teasing McKensie.	McKensie felt much better.

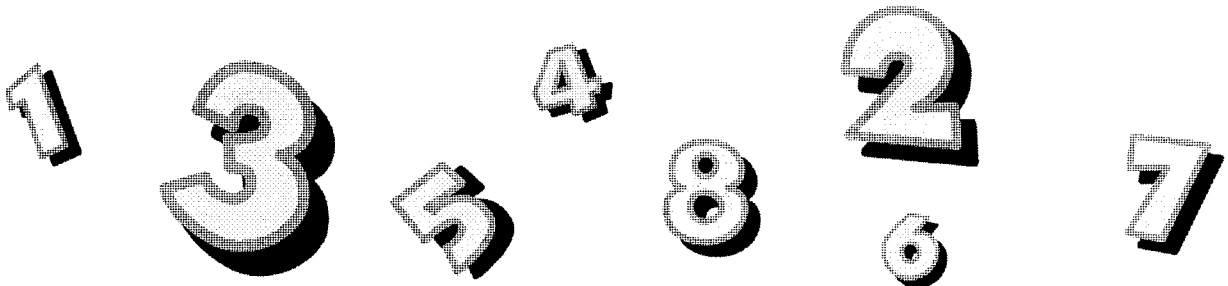
When McKensie Got Picked On

Feel
Good
About
Yourself



John felt bad to see Matt picking on McKensie. He imagined how he would feel in McKensie's place and decided to stop Matt. The story is told in the eight sentences below, but they are out of order. Number them in the right order.

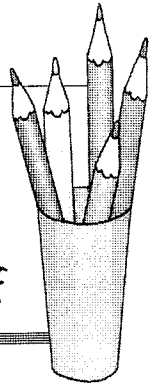
- _____ John told Matt he was hurting McKensie's feelings.
- _____ McKensie called the car trunk a "boot" and cookies "biscuits."
- _____ John felt good about himself.
- _____ McKensie came on an airplane to visit John.
- _____ John told Matt to stop teasing McKensie.
- _____ McKensie was John's cousin from England.
- _____ John imagined how hurt and embarrassed he would feel if Matt were picking on him.
- _____ John imagined himself in McKensie's place.



Imagine This...

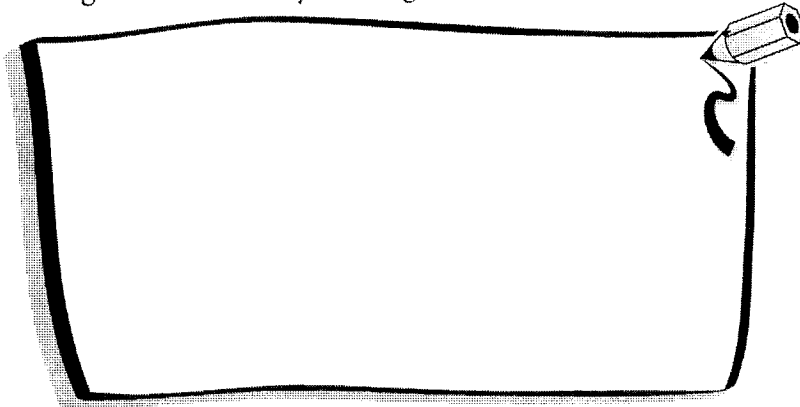


Feel
Good
About
Yourself

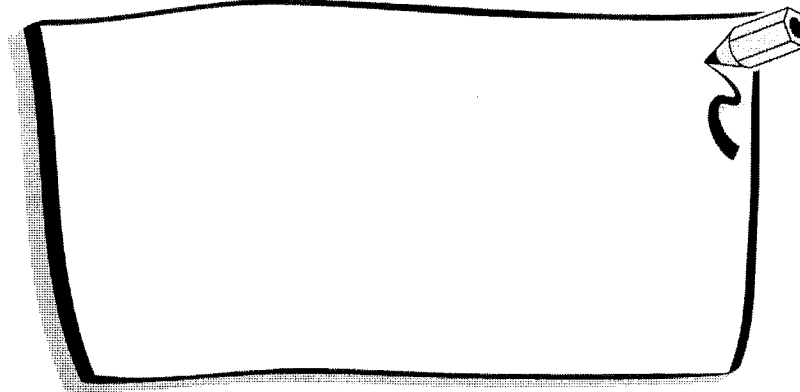


When we use our imaginations, we form a picture in our minds of something we are not able to see any other way. Read the situations below.

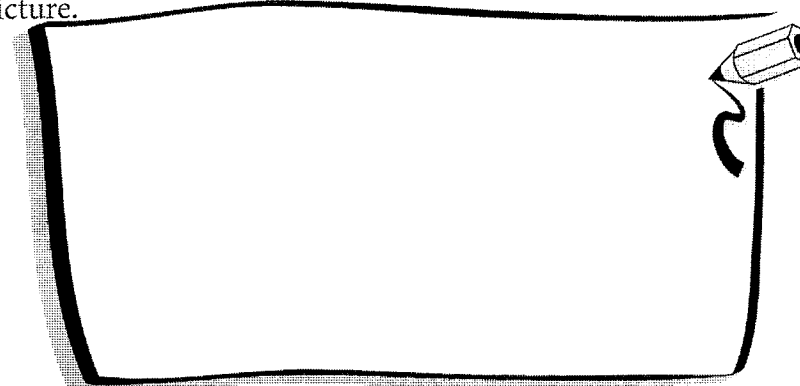
Edward is teasing Alex. How do you imagine Alex feels? Draw a picture.



Now imagine how you would feel if you saw Alex being teased. Draw a picture.

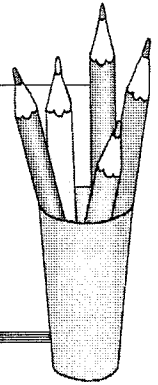


Now imagine how you would feel if you told Edward to stop teasing Alex. Draw a picture.



Now Imagine This...

Tell How
You Feel



Choose a word from the Word Box that fits the blanks in each situation.

WORD BOX

upset

disappointed

glad

good

better

pleased

worried

sorry

1

Peter is picking on Sam. Imagine yourself in Sam's place.

You would feel _____.

You tell Peter to stop picking on Sam.

This makes Sam feel _____.



2

Sabrina lost her lunch money. Imagine if you had lost your lunch money.

You would feel _____.

You offer to share your lunch with Sabrina.

Sabrina feels _____.



3

Jenny's soccer game was rained out. Imagine if you were Jenny.

You would feel _____.

You tell Jenny you understand how she feels.

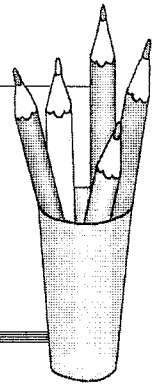
This makes her feel _____.



Now Imagine This...

Answer Key

Tell How
You Feel



Choose a word from the Word Box that fits the blanks in each situation.

WORD BOX

upset

disappointed

glad

good

better

pleased

worried

sorry

1

Peter is picking on Sam. Imagine yourself in Sam's place.

You would feel upset.

You tell Peter to stop picking on Sam.

This makes Sam feel good.



2

Sabrina lost her lunch money. Imagine if you had lost your lunch money.

You would feel worried.

You offer to share your lunch with Sabrina.

Sabrina feels pleased.



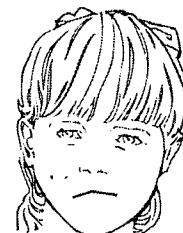
3

Jenny's soccer game was rained out. Imagine if you were Jenny.

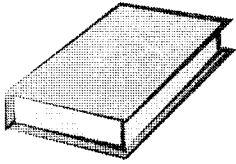
You would feel disappointed.

You tell Jenny you understand how she feels.

This makes her feel better.



You're the Author!



Imagine that you are writing a book about putting yourself in someone else's place.

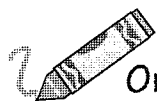
Think of a title for your book.

Think up names for at least two characters in your book.

_____ and _____

Tell what your book is about.

Tell what you think will happen.



On the back of this page, draw a picture for the front cover of your book.

Send-Home Page



Dear Family Member,

Your child has viewed a program called **"How Would You Feel?" Learning About Empathy**. Designed especially for young children, this program introduces kids to one of the most important skills for establishing and managing social interactions and relationships: how to look at a situation from another person's point of view, to imagine how one would feel in another person's place. Here are some suggestions you might use to further encourage your child to develop a sensitivity to, and compassion for, the feelings of others

You might begin by talking about the way people feel in certain circumstances. For example, you might say, "Your brother was upset when you borrowed his new CD without asking. How would you feel if he did the same to you?" Or you might suggest that when your child breaks a playdate with a friend, that she imagine how she would feel if her friend did the same to her.

Here are some points about empathy that your child learned in the program:

- ✓ When someone is unhappy, imagining yourself in that person's place can help you decide what to do.
- ✓ Asking yourself how you would feel in that situation helps you see it from another point of view.
- ✓ If you want to make it clear you understand how someone feels, try to say something that makes the situation better, not worse.
- ✓ Imagining how someone else feels and responding in a caring way makes you a better friend.

Reading books about empathy together can reinforce your child's understanding of how best to respond to other people's feelings. Here are two suggestions:

McBratney, Sam. *I'm Sorry*. HarperCollins, 2000.

Tolan, Stephanie. *Sophie and the Sidewalk Man*. Simon & Schuster, 1992.

K-1 Take-Home Book



Draw pictures to go with the words.
Then cut on the dotted lines and staple the pages to make a book.



1 Adam and Timmy were friends.	2 They liked to shoot baskets together.
3 Timmy's ball missed the basket. Adam laughed.	4 Then Adam thought how he would feel. He said, "I'm sorry."

Grade 2 Take-Home Book



Cut and staple the pages to make a book.
Then draw pictures to go with the words.



1	2
Sara and Jenny were friends. They both liked the zoo.	Jenny's parents were going to take them to the zoo.
3	4
But Sara got sick and could not go.	Jenny wanted to go, but then asked herself, "How would I feel if Sara went without me?"
5	6
Sara thought about how Jenny would feel about not going.	What happened next?



Suggested Reading

General Reading for Educators and Parents

Brehony, Kathleen A. *Ordinary Grace: An Examination of the Roots of Compassion, Altruism, and Empathy, and the Ordinary Individuals Who Help Others in Extraordinary Ways*. Riverhead Books, 1999. Arguing that acts of kindness are neither exceptional nor random, offers testimony as to why and how ordinary people create grace in everyday life.

Coles, Robert. *The Moral Life of Children*. Atlantic Monthly Press, 1986. A searching inquiry into the moral awareness of children.

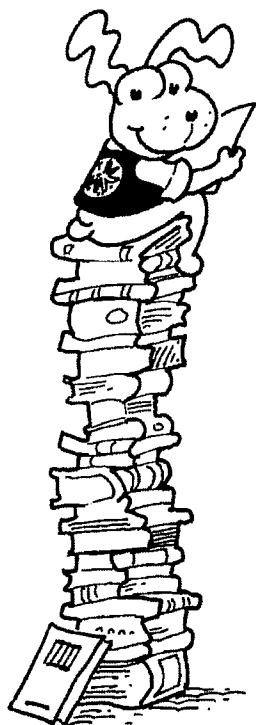
Eyre, Linda and Richard. *Teaching Your Child Sensitivity*. Fireside, 1995. Explores the concept of sensitivity, provides parents with a practical guide for teaching and reinforcing sensitivity skills in their children.

Kagan, Jerome. *The Nature of the Child*. Basic Books, 1984. An argument that our feelings, and not our reasoning, inform our moral sense.

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Pike, Kathy, et al. *Teaching Kids to Care and Cooperate: 50 Easy Writing, Discussion and Art Activities That Help Develop Self-Esteem, Responsibility and Respect for Others*. Scholastic Professional Book Division, 2000. Easy to adapt for any grade level, offers activities and ideas that focus on caring and cooperation.

Schulman, Michael and Eva Mekler. *Bringing Up a Moral Child: A New Approach for Teaching Your Child to Be Kind, Just, and Responsible*. Addison-Wesley Publishing Co., 1985. A guide for parents and educators.





Wegels, Karen Kissel. *How to Be a Help Instead of a Nuisance: Practical Approaches to Giving Support, Service, and Encouragement to Others*. Shambhala Publications, 1996. Practical advice on how to become one of those amazing people whose efforts to help really work.

Fiction for Grades K to 2

Barbour, Karen. *Mr. Bow Tie*. Harcourt, 1991. A family helps Mr. Bow Tie, a homeless man they meet on the streets.

Buscaglia, Leo. *A Memory for Tino*. William Morrow, 1988. Having become friends with the elderly Mrs. Sunday, Tino gives her his family's television set.

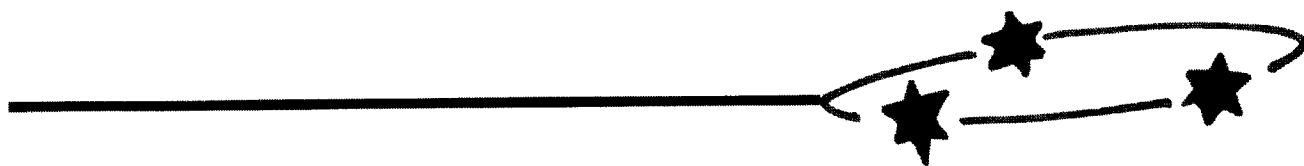
Campbell, Ann-Jeannette. *Dora's Box*. Knopf, 1998. Having been granted their wish to have a child, Dora's parents lock up in a box tokens of everything that is evil and sad so that she will never know unhappiness. But in opening the box, Dora is finally able to learn the compassion that accompanies knowledge of evil as well as goodness.

Havill, Juanita. *Jamaica and Brianna*. Houghton Mifflin, 1993. After teasing each other about the boots each of them are wearing, Jamaica and Brianna both see the hurt they've caused and decide not to be mean to each other ever again.

Havill, Juanita. *Jamaica's Blue Marker*. Houghton Mifflin, 1995. Jamaica is angry at her classmate Russell for scribbling all over her special drawing, but when she learns he is moving away, she imagines how sad he must feel and reaches out to him.

McBratney, Sam. *I'm Sorry*. HarperCollins, 2000. After a violent quarrel between a boy and a girl who have been best friends, the boy feels very sad at losing his friend and wonders if the girl does, too.

Messinger, Midge. *Freddie Q. Freckle*. Little Mai Press, 1998. Encourages the youngest readers to feel and act on their emerging sense of compassion.



Napoli, Donna Jo. *April Flowers*. Aladdin Paperbacks, 2000. Maggie's grandmother isn't just coming for a visit with Maggie's family. She's moving in forever. Can the 'Angel of Understanding' help Maggie make room for Gram?

Passen, Lisa. *Fat, Fat Rose Marie*. Henry Holt, 1991. About a child who is regularly rejected by the rest of her class because of her weight. To be handled with sensitivity.

Schotter, Roni. *Captain Snap and the Children of Vinegar Lane*. Orchard, revised 1993. When the neighborhood children discover that Captain Snap, a hermit who lives on Vinegar Lane, is ill, they do what they can to brighten his life and find that in doing so, they can make a difference.

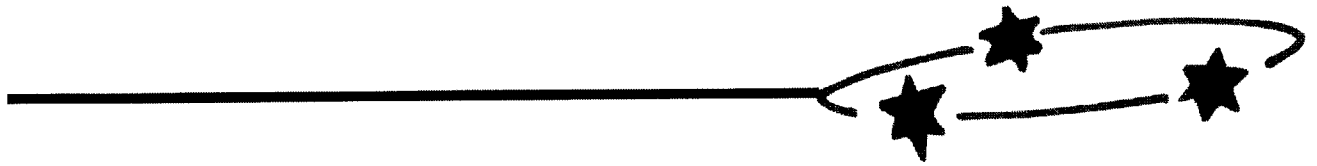
Sendak, Maurice. *Pierre: A Cautionary Tale in Five Chapters and a Prologue*. Harper, 1962. Pierre's motto is "I don't care," and this is the story of what happened as a result

Tolan, Stephanie S. *Sophie and the Sidewalk Man*. Four Winds, 1992. Sophie has saved almost enough to buy a \$42 hedgehog by collecting bottle and cans. But then she impulsively shares half her money with a homeless man in her neighborhood. Sophie's best friend can't believe what Sophie's done and wants to know why. "Because he's hungry," is Sophie's simple answer.

Zolotow, Charlotte. *William's Doll*. Harper, 1985. William wants a doll, but no one thinks he should have one. However, Grandma understands and buys him a doll so he can practice being a good father.

Nonfiction for Grades K to 2

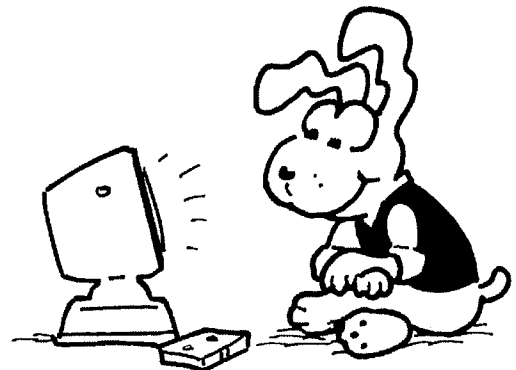
Ziegler, Sandra. *The Child's World of Understanding*. Child's World, 1996. Offers specific examples of the various concepts that make someone empathic.



**Related Materials from Sunburst Visual Media, a
division of Global Video, LLC**

"Student Workshop: Learning to Care"
15-minute program for Grades K to 2

"Doing the Right Thing: Building Character"
16-minute program for Grades K to 2





Script

EMILY

Oh, no!

JUSTIN

Too bad. This is really good.

LISA

Poor Emily. How would I feel if that happened to me?

You want some of mine?

EMILY

Sure, thanks!

HOST

Wow, what a difference! What would you do if you were with Emily?
Would you be like Lisa? Or would you be more like Justin?

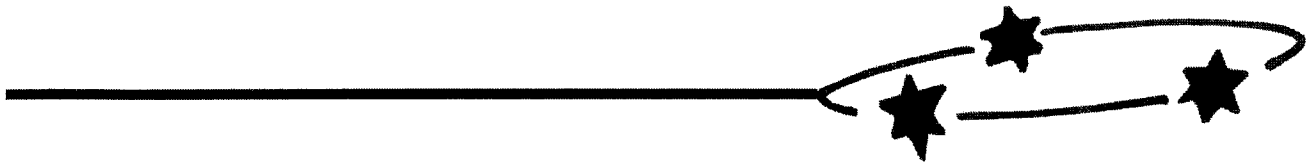
It isn't always easy to know what to do or say in a situation like that,
but here's something you can always do to help you decide—put
yourself in the other person's place. Try to imagine—"how would
you feel?"

"HOW WOULD YOU FEEL?" LEARNING ABOUT EMPATHY

Be A Good Friend

HOST

Asking yourself how you would feel can really make you a better
friend. That's what Tamara and Ally discovered. Tamara and Ally
were best friends. They even had birthdays in the same week.
During the Winter Olympics, they had lots of fun watching the ice
skating competition on television. They pretended to be ice skaters.



TAMARA

It's fun pretending to be an ice skater. But it would be more fun to be one.

ALLY

Yeah, but we don't have ice skates.

TAMARA

Maybe our moms will buy us skates—on our birthdays.

ALLY

Where can we get them?

TAMARA

I know where to look.

This catalog has everything.

ALLY

Hey look, here are the skates!

TAMARA

They're really pretty.

ALLY

Wouldn't you love to have them?

TAMARA

We both have birthday's coming up...let's ask for skates.

ALLY

Okay.

HOST

So that's what they did.



ALLY

Hi Tamara. Well, what did your mom say?

TAMARA

She ordered them. They'll be here Friday.

ALLY

Mine, too!

TAMARA

Guess what?

ALLY

What?

TAMARA

My mom said she'll take us skating after school on Friday.

ALLY

Really? I can't wait!

HOST

Tamara couldn't wait to get home from school on Friday...when she did, she found a package. And inside a brand new pair of skates. She went right over to Ally's house.

TAMARA

Hi, they're here! C'mon let's go!

ALLY

I can't.

TAMARA

Why?



ALLY

The stupid skates didn't come. They won't have my size till next week.

TAMARA

Next week!? I hate waiting.

ALLY

You don't have to wait. You can go without me. It's okay.

HOST

Tamara didn't know what to do. She really wanted to go skating.....but should she go without Ally? To help her figure out what to do, Tamara put herself in Ally's place. She imagined that Ally got the skates and she didn't. Let's take a look...

ALLY

Hi, come on they're here! Let's go!

TAMARA

I can't.

ALLY

Why?

TAMARA

The stupid skates didn't come. They won't have my size till next week.

ALLY

Next week!? I hate waiting!

TAMARA

You don't have to wait. You can go without me.



HOST

By putting herself in Ally's place, Tamara saw how Ally really felt. She also realized that she would want Ally to wait so they could go together. And that's what Tamara decided to do.

ALLY

You don't have to wait. You can go without me. It's okay.

TAMARA

No way. I'm going to wait until you can go too.

ALLY

Really? You're my best friend!

HOST

So, when Ally's ice skates finally did come, they went skating together and had a great time. When Tamara put herself in Ally's place, and asked how she would feel, she knew what to do.

SONG

*Put yourself in someone else's place.
And imagine how they're feeling inside.
Then you'll know what to do.
Then you'll know what to say.
So everything turns out okay!*

Be Positive

HOST

Well we saw how asking yourself how you would feel can help you know what to do. But sometimes, knowing what to say can be hard. Here's a story that shows that what you say can really make a difference. It's about Keith. Keith just learned that his family is moving far away. He's pretty upset.

Let's watch what happens when he tells his friends Sean and Sarah...



SEAN

Hey Keith, what's wrong?

KEITH

My mom and dad just told me that we're moving away this summer.

SEAN

Oh wow....

HOST

Sean had no trouble imagining how it would feel to be in Keith's place. He knew he'd be scared and upset. So that's what he told Keith.

SEAN

Gee, that's scary. A new place where you won't know anybody.

KEITH

I know.

SEAN

You'll have to go to a new school and hope to make new friends. I'd hate to be you.

KEITH

Thanks a lot!

SARAH

Why'd you say that?

SEAN

Well that's how I'd feel.

SARAH

Yeah, but you made him feel even worse.



HOST

Sarah's right. If you want to let someone know that you understand how they feel, you should say something that'll make things better—not worse.

SARAH

How would you feel if you were Keith and he said that to you?

HOST

So Sean put himself in Keith's place and imagined how he would feel if he was moving away...

KEITH

Hey Sean, what's wrong?

SEAN

My mom and dad just told me that we're moving away this summer.

KEITH

Gee, that's scary. A new town where you won't know anybody. I'd hate to be you.

HOST

Sean realized that he'd feel much worse. So, he found Keith and talked to him again.

SEAN

Keith, I'm going to really miss you. But we can still be friends. We can write letters and e-mail. And maybe visit. That would be fun.

KEITH

Yeah, I didn't think of that.

HOST

So, before you say the wrong thing, imagine yourself in the other person's place—and think about how *you* would feel—and what *you* would want your friend to say.



SONG

*Put yourself in someone else's place.
And imagine how they're feeling inside.
Then you'll know what to do.
Then you'll know what to say.
So everything turns out okay!*

Feel Good About Yourself

HOST

Have you ever seen someone being teased or picked on? Did you ever imagine how it would feel to be that person? That's what John had to think about.

John's cousin was coming to America to visit for a few weeks. She lived in England. Her name was McKensie.

JOHN

How was your plane ride?

MCKENSIE

It was wicked.

JOHN

Wicked?

MOTHER

John, that's an expression English kids use. It means "awesome."

JOHN

Why didn't she just say that?

MOTHER

Well, English people and Americans have different words that mean the same thing.



MCKENSIE

Shall I put this in the boot, too?

JOHN

In the boot? What's that?

MCKENSIE

Here silly. The boot.

JOHN

Oh, you mean the trunk.

MOTHER

That's another one of those words.

JOHN

The boot? Okay. Hey, this is fun.

HOST

The next day, John's friend Matt came over to play.

MCKENSIE

John, your mum says to turn off the telly and come in for biscuits and milk.

MATT

Huh?

MCKENSIE

Come on, turn off the telly.

MATT

Telly?

JOHN

The TV.



MCKENSIE

Your mum got these new biscuits.

MATT

You mean Mom?

JOHN

She says Mum.

MATT

We're having biscuits?

JOHN

She means cookies.

MCKENSIE

We're also having ice lollies.

MATT

You talk really funny. "Your Mum says turn off the telly and we'll have biscuits"? And what the heck are ice lollies?

HOST

John didn't like that Matt was teasing McKensie. It made him feel bad inside. But he didn't say anything. Then the teasing got worse when Jessica came over.

MATT

You've got to listen to her talk. Go on, say something for Jessica.

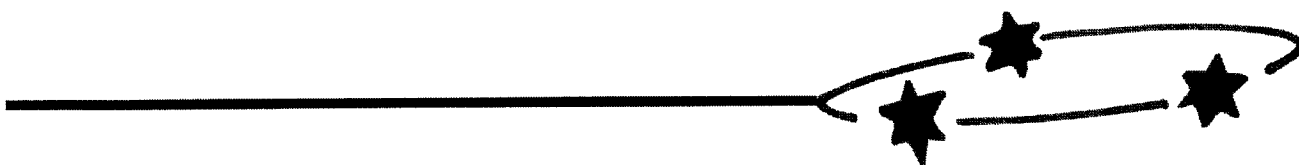
Oh go on. Wait...what'd you call this?

MCKENSIE

An ice lollie.

MATT

Do you believe it? And how about this?



MCKENSIE

A cornet.

MATT

A what? Say it again.

HOST

John could see that Matt's teasing was really bothering McKensie, but he still didn't say anything. Then he put himself in McKensie's place and imagined how she must feel...

MATT

You've got to listen to this. Say something...

HOST

How did John feel? He felt hurt and embarrassed. He also felt that someone should tell Matt to stop the teasing. So that's what he did.

JOHN

Matt, that's not funny. Stop making fun of McKensie.

MATT

I'm only kidding.

JOHN

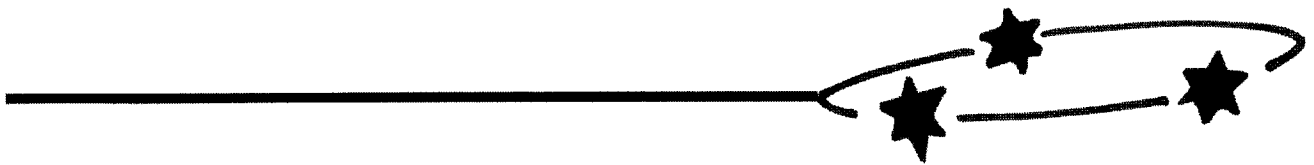
Yeah, well she doesn't think so. You're hurting her feelings.

MATT

Okay, okay. I'm sorry.

SONG

*Put yourself in someone else's place.
And imagine how they're feeling inside.
Then you'll know what to do.
Then you'll know what to say.
So everything turns out okay!*



Tell How You Feel

HOST

It was a special time in Mr. Rodriguez's class. All of the kids were busy preparing for the "Young Authors" competition. Each student had to write an original story and make a book cover. The winner would get a ribbon and a trophy and have the book entered in a town-wide competition.

Brittany and Carla were really excited about the contest. They were very good friends—and they both wanted to win.

TEACHER

What are the stories about?

BRITTANY

Mine is about a "Rainbow Lizard."

CARLA

And mine is about outer space.

HOST

The day before the competition, all the kids put their books out so everyone could have a look.

Brittany and Carla were very proud of their books.

CARLA

Your book looks good.

BRITTANY

Your book looks good too.

But not as good as mine....



Brittany was sure she'd win. Well she was wrong. Carla won. Everyone congratulated her...everyone, that is, except Brittany. But she didn't say a word to Carla—and Carla didn't know what to say to her.

The girls felt kind of bad because they were such good friends and now they weren't even talking.

Later that day, each girl thought about how it would feel to be in the other one's place.

CARLA

I'd be upset too, if I lost.

BRITTANY

I bet I'd feel like the whole good time was spoiled if my best friend wasn't happy for me.

HOST

By imagining how it would feel to be in the other girl's place, Brittany and Carla each saw things very differently. And they were glad they did.

SONG

*Put yourself in someone else's place.
And imagine how they're feeling inside.
Then you'll know what to do.
Then you'll know what to say.
So everything turns out okay!*

HOST

In this program we learned that sometimes it'd hard to know what to do or say in different situations. But if you put yourself in the other person's place and imagine how you would feel, it will be easier to show that you care and you'll be a better friend. How will you feel? You'll feel great!

the end



Credits

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Teacher's Guide

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