# Compassion and Empathy

## VIDEO CLIPS

- Song and dance: Baile (Sesame Street)

- Who Doesn't Like Glitter (Pinkalicious & Peterrific)

- Alma on Ice (Alma's Way)

- Tank and the Herd (Dinosaur Train)

- Elmo and Abby Cooperate (Sesame Street)

- Alma's Movie Night (Alma's Way)

## APPS and GAMES

- Sesame Street: Elmo's School Friends

- Daniel Tiger's Neighborhood: Birthday Buddy

## BOOKS

- Have You Filled a Bucket Today? by Carol McCloud (Author) and David Messing (Illustrator)
- Chrysanthemum by Kevin Henkes
- How Kind! by Mary Murphy
- Daniel Chooses to Be Kind, by Rachel Kalban
- Hug, by Jez Alborough

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# Classroom Activity

## SPACE WALK

1. Clear out an open space in which everyone can move around.

2. Invite children to walk comfortably through the space paying attention to their own experience: they can notice their breathing, their feet hitting the floor, their pace and so on.

3. Let them know you'll give instructions as they keep moving in a random pattern through the available space. From there, suggest different modes of "walking." Encourage children to use their imagination.

   a. Walk as if the floor is covered with jello, glue, peanut butter, or sand.

   b. Walk as if they were wading through ankle-deep, knee-deep, or chest-deep water.

   c. Move as if they were on ice.

   d. Try different types of "clothes." Walk as if you had on boots or Mercury's winged shoes or wheelies.

   e. Try different ages, from toddler to senior citizen

   f. Try different emotions, from eager or anxious to dreary or jealous.

4. What happens if they try different ways of making contact with each other? What happens if they freeze and unfreeze? How do the different kinds of walking make them feel? Explain to the children that this is an exercise in empathy and compassion, to "walk in someone else's shoes." Notice how it feels different and how everyone experiences different things, feelings, and challenges from their own and to be kind because you don't know what that is like until you experience it yourself.

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