



## Empathy

### Part 1

#### A. Look at the family photo. In pairs, discuss the questions.



1. Do you argue with your parents sometimes? What do you argue about?
2. What are some common reasons for conflict between parents and teenagers?
3. Do you feel parents understand teenagers? Why (not)?

#### B. Read the conversation. Then discuss the questions with a partner.

**Dad:** What time are we going to your parents' house on Saturday?

**Mom:** About 6:30. We're going to have a big meal, so we shouldn't be late.

**Hailey:** What? You didn't tell me we were going to visit Grandma and Grandpa!

**Mom:** Oh, yeah, well, I guess I forgot. It's a surprise party for their 60<sup>th</sup> wedding anniversary. Exciting, isn't it? Don't tell them!

**Hailey:** Mom, no! My friend Noah is having a birthday party on Saturday, and he's my best friend. I can't miss it!

**Dad:** You can't miss this either, Hailey. It's very important to your family. Everyone will be there and they're bringing a lot of food. Your cousins will be there, too. You love seeing them!

**Hailey:** But I see my cousins all the time!

**Mom:** Video chatting isn't the same as spending time with them in person. Also, you haven't visited your grandparents in a long time because you always prefer to go out with your friends. This is a special occasion to bring the family together.

**Hailey:** Mom, that's not fair! What about my life? All my friends are going to this party! I promised I'd be there!

**Mom:** You get to see them at school, this is an important milestone for your grandparents. You have to go.

**Hailey:** Mom, please! I want to go the birthday party!

1. How does Hailey feel? Why does she feel this way?
2. What are Hailey's reasons for preferring the birthday party?
3. How do you think her parents feel? Why do they feel that way?
4. What are their reasons for wanting Hailey to join them at her grandparents' celebration?



Secondary

Part 2

A. Read the second part of the conversation between Hailey and her parents. Answer the questions.

Dad: Listen, I understand why the party is important, too. Friends are important.

Mom: I guess you are right.

Hailey: You make it sound like it's a choice I have to make. I don't want to disappoint my grandparents, but my friends are important to me as well. Besides, you didn't tell me about the family dinner, but I'm the one who has to decide between breaking my promise to my friends and making my grandparents sad.

Hailey: I see your point. I should have told you about the dinner. You already made a promise to your friends and I respect that. It's important to keep promises.

Hailey: So, can I go?

Mom: Yes, I think that's fair. Is there any way you can make a stop at your grandparents' for their special day before you go?

Hailey: Sure, I want to wish them the best on their anniversary. Maybe I can bring the dessert with you and stay for a little while. I can go to the party later.

Dad: That sounds like a great idea! How about you make the dessert yourself?

Hailey: Sure! I'd love to do that.



1. Do you think Hailey's mom and dad understand Hailey's point of view? \_\_\_\_\_
2. Do you think Hailey understands her parents' point of view? \_\_\_\_\_
3. Were they able to compromise and find a solution to their problem? \_\_\_\_\_
4. What was the agreement they reached? \_\_\_\_\_
5. Do you think this problem could have been prevented? How? \_\_\_\_\_
6. How can they avoid similar problems in the future? \_\_\_\_\_

B. Look back at the dialogue in A and identify some useful phrases for showing understanding and reaching compromise. Put the words in order.

1. guess / I / right / you / that / are \_\_\_\_\_
2. maybe / can / I \_\_\_\_\_
3. see / point / your / I \_\_\_\_\_
4. think / I / that's / fair \_\_\_\_\_
5. there / is / way / ...? / any / can / you \_\_\_\_\_
6. about / how / you / ...? \_\_\_\_\_





Part 3

A. Read about Youssef’s problem. How does he feel? How do his classmates feel about him?

Youssef is 13 years old, and this year he’s a new student at a middle school in Arizona, in the USA. Youssef and his family moved from Cairo, Egypt, to the USA five months ago. Youssef went to a British school in Cairo, and he speaks Arabic and English. Youssef is a very good student, especially in math and science. He knows a lot about ancient Egyptian art and culture, and he would like to be an archaeologist in the future. Youssef started school in Arizona three months ago. He likes the school and his teachers, but he doesn’t have many friends yet. He enjoys talking to other kids about Egypt and all the things he learned and did there, but the other kids don’t seem very interested. They want to talk about football because the season started last September. Youssef thinks the kids in his school are a little boring, but he would like to have some friends. They look bored or laugh at him when Youssef tries to talk about things he’s interested in, but he doesn’t know much about football as it isn’t a popular sport in Egypt.



 <p>middle school math football</p>	 <p>first half of secondary school maths American football</p>
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B. Work in pairs. Student A, imagine you are Youssef. Student B, imagine you are a classmate of his. Youssef is making an effort to make friends and learn more about his classmates. Use the information below to role play a conversation. Add a few more things to ask or talk about and, if you are Student A, research into popular sports in Egypt before you do the roleplay

Student A - Youssef

- talk about popular sports in Egypt
- talk about your own interests; try to find things in common
- ask about places of interests and things to do in your new town.
- talk about your family and ask about your classmates' families.

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Student B - Classmate

- offer to teach Youssef about football
- ask Youssef what Egyptian kids do for fun and compare that with what American kids do
- offer to show Youssef around town and introduce him to other classmates
- suggest some things that Youssef may have in common with local kids

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### Extension

**A. Work in pairs. Read about a proposal from your city government. Are you for or against the proposal? In pairs, write a letter to the city officials with your opinion.**

Imagine you are either:

- a family with teenagers who like to play soccer
- a family that wants to have a community garden

**Proposal:** The city has four community soccer fields where soccer leagues play. Many teens become excellent players and go on to become professional players. The city wants to use two of the four soccer fields to create community gardens. The gardens will be for families who want a fun, safe place to teach their children about science and food. They can grow fruit and vegetables there. There will also be classes to teach teenagers and adults how to grow food. This means that the city will have only half the soccer fields it has now.

The advantages of community soccer fields and community gardens are below.

#### Community Soccer Fields

- They provide a place for kids to exercise.
- Soccer gives opportunities to teens from low-income families.
- Soccer fields can be used by everyone.
- Games are entertainment for our city.

#### Community Gardens

- They grow food for the community.
- Kids learn gardening skills.
- Gardening is a family activity.
- Fresh food is healthier.

**B. Join a pair with the opposite point of view. Share your letters. Show that you understand the other pair's opinions and feelings even if you don't agree.**