

## Empatico Activities: Standards & Student Outcomes

Empatico's activities support a range of student learning goals and skills required for regional, national, and international standards, global collaboration/technology standards, and social emotional learning standards. Click below to see which learning outcomes and standards are included in each Empatico activity and as part of the overall Empatico experience.

### Academic Standards

- [U.S. National Curriculum for Social Studies: C3 Framework for Social Studies State Standards](#)
- [U.S. State Standards: English Language Arts](#)
- [U.S. Next Generation Science Standards](#)
- [International Baccalaureate \(IB\) Primary Years Programme](#)
- [U.K. National Curriculum](#)
- [WIDA: The English Language Development Standards](#)

### 21<sup>st</sup> Century Skills and Social Emotional Learning

*Standards included: Teaching the UN SDGs; Asia Society Global Leadership Performance Outcomes; IB Learner Profile; ISTE Standards for Students; Kansas Social, Emotional, and Character Development Standards; World Savvy Global Competence Matrix*

- [#TeachSDGs: Teaching the United Nations Sustainable Development Goals](#)
- [Communication](#)
- [Cooperation](#)
- [Courage](#)
- [Critical Thinking](#)
- [Cultural & Global Awareness](#)
- [Curiosity & Openness](#)
- [Digital Literacy](#)
- [Empathy](#)
- [Perspective Taking](#)
- [Reflection](#)
- [Research](#)
- [Self-Awareness](#)

## Academic Standards

<a href="#">U.S. National Curriculum for Social Studies: C3 Framework for Social Studies State Standards</a>	Ways We Play	Community Cartographers	Helping Hands	Weather Out the Window	Everyday Energy	Festivals Around the World	Folktales to Learn From	Our Local Landmarks	Get to Know You
<b><i>K – 2<sup>nd</sup> grades: Civics</i></b>									
D2.Civ.5.K-2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.			X	X	X				
D2.Civ.7.K-2: Apply civic virtues when participating in school settings.	X	X	X	X	X	X	X	X	X
D2.Civ.9.K-2: Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	X	X	X	X	X	X	X	X	X
D2.Civ.10.K-2: Compare their own point of view with others' perspectives.	X	X	X	X	X	X	X	X	X
<b><i>K – 2<sup>nd</sup> grades: Geography</i></b>									
D2.Geo.1.K-2: Construct maps, graphs, and other representations of familiar places.		X							
D2.Geo.3.K-2: Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.		X							
D2.Geo.4.K-2: Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.				X	X				
D2.Geo.6.K-2: Identify some cultural and environmental characteristics or specific places.	X	X	X	X	X	X	X	X	X
<b><i>3<sup>rd</sup> – 5<sup>th</sup> grades: Civics</i></b>									

D2.Civ.6.3-5: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.			x	x	x				
D2.Civ.7.3-5: Apply civic virtues (i.e. honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles in school settings.	x	x	x	x	x	x	x	x	x
<b><i>3<sup>rd</sup> – 5<sup>th</sup> grades: Geography</i></b>									
D2.Geo.1.3-5: Construct maps and other graphic representations of both familiar and unfamiliar places.		x							
D2.Geo.2.3-5: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.		x		x	x			x	
D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.		x		x	x			x	

<a href="#">U.S. State Standards: English Language Arts</a>	Ways We Play	Community Cartographers	Helping Hands	Weather Out the Window	Everyday Energy	Festivals Around the World	Folktales to Learn From	Our Local Landmarks	Get to Know You
<b>1<sup>st</sup> – 5<sup>th</sup> grades: Speaking &amp; Listening (SL)</b>									
Engage effectively in a range of collaborative discussions with diverse partners on grades 1-5 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x	x	x	x
Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion ( <i>grades 3-5</i> ).	x	x	x	x	x	x	x	x	x
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	x	x	x	x	x	x	x	x	x
Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	x	x	x	x	x	x	x	x	x
Explain their own ideas and understanding in light of the discussion.	x	x	x	x	x	x	x	x	x
Summarize and determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	x			x	x	x	x		
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			x	x	x	x	x	x	

<b>1<sup>st</sup> – 5<sup>th</sup> grades: Reading: Literature (RL)</b>									
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	x						x		
Distinguish their own point of view from that of the narrator or those of the characters.	x								
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.							x		
Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures ( <i>grades 4-5</i> ).							x		

<a href="#"><u>U.S. Next Generation Science Standards (NGSS)</u></a>	Ways We Play	Community Cartographers	Helping Hands	Weather Out the Window	Everyday Energy	Festivals Around the World	Folktales to Learn From	Our Local Landmarks	Get to Know You
ESS2.D: Weather and Climate ( <i>grade 3</i> )				x					
PS3.A: Definitions of Energy ( <i>grade 4</i> )					x				

<a href="#"><u>International Baccalaureate Primary Years Programme</u></a>	Ways We Play	Community Cartographers	Helping Hands	Weather Out the Window	Everyday Energy	Festivals Around the World	Folktales to Learn From	Our Local Landmarks	Get to Know You
<b><i>Language Scope &amp; Sequence: Phases 1-5</i></b>									
Speaking & Listening: Listen attentively and responsively, presenting their own point of view and respecting the views of others	x	x	x	x	x	x	x	x	x
Speaking & Listening: Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail	x						x		
Speaking & Listening: Express thoughts, ideas and opinions and discuss them, respecting contributions from others	x	x	x	x	x	x	x	x	x
Speaking & Listening: Use language to inquire, compare, and explain their reasoning	x	x	x	x	x	x	x	x	x
Speaking & Listening: Organize thoughts and feelings before speaking	x	x	x	x	x	x	X	x	x
Reading: Make connections to their own experience when listening to or reading texts	x						x		
Reading: Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view	x						x		

<b><i>Social Studies Scope &amp; Sequence: Ages 7-9</i></b>									
Locate on a globe or map his or her place in the world, and its relationship to various other places	x	x	x	x	x	x	x	x	x
Compare the design of structures in various locations in relation to the natural environment; identify the geographical and environmental factors that influence the design of structures in various locations		x		x	x			x	
<b><i>Social Studies Scope &amp; Sequence: Ages 9-12</i></b>									
Reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability)	x	x	x	x	x	x	x	x	x
<b><i>Science Scope &amp; Sequence: Ages 7-9</i></b>									
Explain people's responsibility regarding the use of materials from the environment				x	x				
Assess the impact that changes in environmental conditions can have on living things				x	x				
<b><i>Science Scope &amp; Sequence: Ages 9-12</i></b>									
Identify and describe different forms of energy					x				
Assess renewable and sustainable energy sources (for example, wind, solar, water)				x	x				
Examine ways in which the local community could be improved in relation to the conservation of energy				x	x				

<a href="#">U.K. National Curriculum</a>	Ways We Play	Community Cartographers	Helping Hands	Weather Out the Window	Everyday Energy	Festivals Around the World	Folktales to Learn From	Our Local Landmarks	Get to Know You
<b>Reading &amp; Writing</b>									
Lower Key Stage 2, Reading Comprehension: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	x								
Lower Key Stage 2, Reading Comprehension: Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	x						x		
Upper Key Stage 2, Reading Comprehension: Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions							x		
Upper Key Stage 2, Reading Comprehension: Make comparisons within and across books							x		
<b>Geography</b>									
Key Stage 2: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		x							
Key Stage 2: Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world		x							
Key Stage 2: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		x							

[WIDA: The English Language Development Standards](#)

<p><b>English Language Development Standard 1:</b> English language learners communicate for <b>Social and Instructional</b> purposes within the school setting.</p>	<ul style="list-style-type: none"> <li>• <b>All Empatico activities</b> follow three stages that support students' development in English language communication:             <ol style="list-style-type: none"> <li>1. <i>"Prepare" stage:</i> Students decide as a class who will speak during the video interaction with their partner class (assigning roles to contribute to a shared goal).</li> <li>2. <i>"Interact" stage:</i> The two partner classes ask and answer questions in English in a back-and-forth dialogue and listen carefully to avoid repeating questions.</li> <li>3. <i>"Reflect" stage:</i> Students discuss the video interaction afterward, applying social and instructional norms such as:                 <ul style="list-style-type: none"> <li>▪ One person speaks at a time.</li> <li>▪ Everyone listens to hear and be heard.</li> <li>▪ Students practice linking contributions to an ongoing conversation with questions like "Who wants to add on to what was just said?"</li> </ul> </li> </ol> </li> <li>• The <b>Empatico Skills and Mini-Lessons</b> reinforce positive social and instructional norms and the words needed to discuss them in English, including these Empatico Skills:             <ul style="list-style-type: none"> <li>○ <i>Cooperation:</i> Students work together to achieve a common goal, and everyone is assigned a role and respects each other's ideas.</li> <li>○ <i>Respectful Communication:</i> Students actively listen, take turns speaking, and respond respectfully.</li> </ul> </li> </ul>
<p><b>English Language Development Standard 2:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b></p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, students practice speaking and listening in English during the video interaction with their partner class, and also discuss the similarities and differences between their experiences and their partners' during reflection.</li> <li>• In the <b>Folktales to Learn From activity</b>, students read/watch three folktales, identify each story's lesson, and discuss them in English with their partner class.</li> <li>• In the <b>Ways We Play activity</b>, students read or listen to a story about play, reflect on how the characters in the story play, and discuss in English the ways they play with a partner class.</li> <li>• In the <b>Critical Thinking Empatico Skill Mini-Lesson</b>, students analyze a story and apply the lessons to real-life situations.</li> </ul>
<p><b>English Language Development Standard 3:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, students view the distance (km or miles) between their school and the partner school by looking at Google Maps and also learn about the time zone difference between partner classrooms (if there is one).</li> <li>• In the <b>Weather Out the Window activity</b>, students discuss different weather around the world, including the average rainfall or snowfall in inches and centimeters; wind speed in miles and kilometers per hour; and temperatures in Fahrenheit and Celsius for different places around the world.</li> </ul>

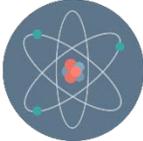
<p><b>English Language Development Standard 4:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Science</b></p>	<ul style="list-style-type: none"> <li>• In the <b>Weather Out the Window activity</b>, students review data and pictures to discuss how weather affects people around the world. In the “Prepare” stage of the activity, students predict the kind of weather their partner classmates might experience. During the video interaction with their partners and during the reflection, they discuss differences in weather.</li> <li>• In the <b>Everyday Energy activity</b>, students define energy, learn about four types of energy and energy properties, and discuss how they use (and adapt their use of) energy. Students take notes on energy using Empatico’s <i>Thinking and Reflection Tool</i>.</li> </ul>
<p><b>English Language Development Standard 5:</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• In <b>all Empatico activities</b>, students interact with others from different geographies, nationalities, or cultural backgrounds.</li> <li>• In the <b>Festivals Around the World activity</b>, students discuss the definition of festivals, watch a slideshow about festivals around the world, categorize different festivals based on their social significance, and discuss festivals with their partner class during the video interaction.</li> <li>• In the <b>Our Local Landmarks activity</b>, students research a landmark in their community and share the historical, geographic, and/or cultural details about it with their partner classroom during the video interaction.</li> </ul>

## 21<sup>st</sup> Century Skills and Social Emotional Learning

Standards in this section include:

- [#TeachSDGs: Teaching the UN Sustainable Development Goals](#)
- [Asia Society Global Leadership Performance Outcomes](#)
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- [ISTE Standards for Students](#)
- [Kansas Social, Emotional, and Character Development Standards](#)
- [World Savvy Global Competence Matrix](#)

### #TeachSDGs: Teaching the United Nations Sustainable Development Goals (SDGs)

SDG	How do these SDGs relate to Empatico?
<p data-bbox="285 607 674 634"><a href="#">SDG 7: Affordable and Clean Energy</a></p> 	<p data-bbox="1247 607 1614 634"><a href="#">Everyday Energy Empatico Activity</a></p>  <p data-bbox="949 813 1913 841"><a href="#">Click here</a> to access <b>optional extension exercises</b> that connect the SDGs to this activity.</p>
<p data-bbox="354 878 604 906"><a href="#">SDG 13: Climate Action</a></p> 	<p data-bbox="1205 878 1665 906"><a href="#">Weather Out the Window Empatico Activity</a></p>  <p data-bbox="949 1084 1913 1112"><a href="#">Click here</a> to access <b>optional extension exercises</b> that connect the SDGs to this activity.</p>
<p data-bbox="415 1149 543 1177"><a href="#">All 17 SDGs</a></p> 	<p data-bbox="1262 1149 1604 1177"><a href="#">Helping Hands Empatico Activity</a></p>  <p data-bbox="963 1351 1896 1378"><a href="#">Click here</a> to access <b>optional extension exercises</b> that connect the SDGs this activity.</p>

*Communication Standards*

<p><b><u>Asia Society Global Leadership Performance Outcomes: Communicate Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Use verbal and nonverbal skills to communicate and collaborate.</li> <li>• Make observations about audience response and/or feedback, and propose relevant changes to communication choices.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Classrooms use the video chat feature on the Empatico platform to <b>communicate with partner classmates</b>, as students share personal information, express their thoughts and opinions on a variety of topics, and respectfully ask and answer questions.</p> <p>Each Empatico experience concludes with a <b>Reflection Circle</b>, which helps build a safe and respectful class culture, and encourages honest, positive, and authentic dialogue.</p> <p>Empatico offers <b>Empatico Skills Mini-Lessons</b>, which help students develop foundational key social skills such as <b>Respectful Communication</b>. These skills are incorporated throughout all Empatico activities.</p>
<p><b><u>International Baccalaureate – The IB Learner Profile: Communicators</u></b></p> <ul style="list-style-type: none"> <li>• Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.</li> </ul>	
<p><b><u>Kansas Social, Emotional, and Character Development Standards: Social Development</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate communication and social skills to interact effectively.</li> <li>• Recognize that some of the same norms and practices for face-to-face interactions apply to interactions through social and other media.</li> <li>• Use respectful language and actions when dealing with conflict or differences of opinions.</li> </ul>	
<p><b><u>World Savvy Global Competence Matrix: Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listen actively and engages in inclusive dialogue.</li> </ul>	

*Cooperation Standards*

<p><b><u>International Baccalaureate – The IB Learner Profile: Communicators</u></b></p> <ul style="list-style-type: none"> <li>• Work effectively and willingly in collaboration with others.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico activities provide many opportunities for student-to-student cooperation, including small group work in the classroom and class-to-class cooperation during interactions with the partner classroom.</p> <p>Empatico offers <b>Empatico Skills Mini-Lessons</b>, which help students develop foundational key social skills such as <b>Cooperation</b>. These skills are incorporated throughout all Empatico activities.</p>
<p><b><u>World Savvy Global Competence Matrix: Behaviors</u></b></p> <ul style="list-style-type: none"> <li>• Adopt shared responsibility and takes cooperative action.</li> </ul>	

*Courage Standards*

<p><b><u>International Baccalaureate – The IB Learner Profile: Risk-takers</u></b></p> <ul style="list-style-type: none"> <li>• Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.</li> <li>• Be brave and articulate in defending their beliefs.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>During Empatico interactions, students meet and talk with peers from another part of the world and practice speaking in front of large groups.</p> <p>All Empatico activities include <a href="#">research-based exercises</a> to help build student confidence (e.g., role play exercises, visualization techniques, and more).</p>
<p><b><u>World Savvy Global Competence Matrix: Values &amp; Attributes; Skills</u></b></p> <ul style="list-style-type: none"> <li>• Be comfortable with ambiguity &amp; unfamiliar situations.</li> </ul>	

*Critical Thinking Standards*

<p><b><u>International Baccalaureate – The IB Learner Profile: Thinkers</u></b></p> <ul style="list-style-type: none"> <li>• Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>One of the “Empatico Skills” is <b>Critical Thinking</b>, which focuses on applying these skills to social situations, such as during the video chat between partner classes. The components of the Empatico Skill Critical Thinking are:</p> <ul style="list-style-type: none"> <li>• Recognize that assumptions and opinions are not facts—they are personal interpretations</li> <li>• Ask yourself if you have all parts of the story</li> <li>• Investigate new explanations with an open and curious mind</li> </ul> <p>Empatico offers <a href="#">mini-lessons</a> to enhance Critical Thinking skills, and also reinforces this skill throughout all activities.</p>
<p><b><u>Kansas Social, Emotional, and Character Development Standards: Character Development</u></b></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving skills.             <ul style="list-style-type: none"> <li>○ Identify the problem and understand reason for the problem.</li> <li>○ Identify and analyze desired outcome.</li> <li>○ Generate possible solutions and analyze the pros and cons of each solution.</li> </ul> </li> </ul>	
<p><b><u>World Savvy Global Competence Matrix: Values &amp; Attitudes; Skills; Behaviors</u></b></p> <ul style="list-style-type: none"> <li>• Question prevailing assumptions.</li> <li>• Investigate the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry.</li> <li>• Form opinions based on exploration and evidence.</li> </ul>	

*Cultural & Global Awareness Standards*

<p><b><u>International Baccalaureate – The IB Learner Profile: Knowledgeable</u></b></p> <ul style="list-style-type: none"> <li>• Explore concepts, ideas and issues that have local and global significance.</li> <li>• Acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico activities encourage students to explore the world as they investigate and reflect on topics of local and global significance, such as landmarks and festivals. During the interaction with their partner classroom, students discover new ideas, perspectives, and knowledge on the topic.</p> <p>Empatico offers the <a href="#">Teacher Tips for Intercultural Experiences</a> resource and promotes the Empatico Skills (social skills) throughout all activities to help students navigate intercultural experiences with curiosity, kindness, and respect.</p>
<p><b><u>Kansas Social, Emotional, and Character Development Standards: Social Development</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of cultural issues and a respect for human dignity and differences.</li> </ul>	

*Curiosity and Openness Standards*

<p><b><u>International Baccalaureate – The IB Learner Profile: Inquirers</u></b></p> <ul style="list-style-type: none"> <li>• Develop their natural curiosity.</li> <li>• Actively enjoy learning and this love of learning will be sustained throughout their lives.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico activities are designed to be student-led, so students are the drivers of their own learning. The activities also personalize academic topics to help students relate them to their personal experiences, which can not only enhance learning and retention of the subject matter but can also motivate the desire to learn more.</p> <p>Empatico provides an early opportunity for young students to meet peers from around the world and experience firsthand the joys of learning about different perspectives and ways of life. These early experiences can spark curiosity for learning more about the world and the people in it, as well as demonstrate that learning about different ways of thinking can be a positive experience.</p>
<p><b><u>International Baccalaureate – The IB Learner Profile: Open-Minded</u></b></p> <ul style="list-style-type: none"> <li>• Seek and evaluate a range of points of view, and be willing to grow from the experience.</li> </ul>	
<p><b><u>World Savvy Global Competence Matrix: Values &amp; Attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Be open to new opportunities, ideas, and ways of thinking.</li> <li>• Have a desire to engage with others.</li> </ul>	

## Digital Literacy Standards

<p><b><a href="#">Asia Society Global Leadership Performance Outcomes: Communicate Ideas</a></b></p> <ul style="list-style-type: none"> <li>• Use resources, such as technology and media, to communicate with individuals from a different background from one's own.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico's video chat feature enables students to practice virtual communication skills with peers from a different place in the world. Empatico's "Upload &amp; Share" feature allows classrooms to share photos/videos with each other and comment back and forth in an online dialogue.</p> <p>Empatico activities prepare students for virtual experiences by helping teach the social skills necessary (e.g., perspective taking, critical thinking) and the practical requirements to ensure these experiences happen smoothly (e.g., speaking slowing and clearly into the microphone).</p>
<p><b><a href="#">ISTE Standards for Students</a></b></p> <ul style="list-style-type: none"> <li>• 7a: Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</li> </ul>	
<p><b><a href="#">World Savvy Global Competence Matrix: Skills</a></b></p> <ul style="list-style-type: none"> <li>• Gain fluency in 21<sup>st</sup> century digital technology.</li> </ul>	

## Empathy Standards

<p><b><a href="#">International Baccalaureate – The IB Learner Profile: Caring</a></b></p> <ul style="list-style-type: none"> <li>• Show empathy, compassion and respect towards the needs and feelings of others.</li> <li>• Have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Empatico helps students navigate intercultural experiences with kindness by promoting the Empatico Skills throughout all activities, and offers <a href="#">Teacher Tips for Intercultural Experiences</a>, which helps teachers build a supportive, respectful classroom culture.</p> <p>In the <a href="#">Helping Hands Empatico activity</a>, classrooms explore how students in different places take on responsibilities and contribute to their communities.</p> <p>The <a href="#">Empatico Skill and Mini-Lesson on Perspective Taking</a> helps students cognitively understand another person's perspective, which helps them to feel what another person is feeling (i.e., empathy).</p>
<p><b><a href="#">Kansas Social, Emotional, and Character Development Standards: Character Development</a></b></p> <ul style="list-style-type: none"> <li>• Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.</li> </ul>	
<p><b><a href="#">World Savvy Global Competence Matrix: Values &amp; Attitudes</a></b></p> <ul style="list-style-type: none"> <li>• Demonstrate empathy.</li> </ul>	

*Perspective Taking Standards*

<p><b><a href="#">Asia Society Global Leadership Performance Outcomes</a>: Perspective Taking</b></p> <ul style="list-style-type: none"> <li>• Express a personal perspective on a situation, event, or issue.</li> <li>• Identify the perspectives of other people, groups, or individuals.</li> <li>• Identify how perspectives affect the way different people react to a situation, event, or issue.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>One of the “Empatico Skills” is <b>Perspective Taking</b>, which focuses on understanding partner classmates’ perspectives. The components of the Empatico Skill Perspective Taking are:</p> <ul style="list-style-type: none"> <li>• Recognize that others can have different thoughts, feelings, and knowledge than you</li> <li>• Understanding how different factors can influence someone’s perceptions and feelings</li> <li>• Relate to another’s perspective by thinking about their unique point of view and seeing the world through their eyes</li> </ul> <p>Empatico offers <a href="#">mini-lessons</a> to enhance Perspective Taking skills, and also reinforces this skill throughout all activities, as students share their own perspectives and learn about others’ during the video interaction with their partner classroom.</p>
<p><b><a href="#">International Baccalaureate – The IB Learner Profile</a>: Open-Minded</b></p> <ul style="list-style-type: none"> <li>• Understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.</li> </ul>	
<p><b><a href="#">Kansas Social, Emotional, and Character Development Standards</a>: Social Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the thoughts, feelings, and perspective of others.</li> </ul>	
<p><b><a href="#">World Savvy Global Competence Matrix</a>: Values &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>• Value multiple perspectives.</li> </ul>	

*Reflection Standards*

<p><b><a href="#">International Baccalaureate – The IB Learner Profile</a>: Reflective</b></p> <ul style="list-style-type: none"> <li>• Give thoughtful consideration to their own learning and experience.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>Each Empatico activity concludes with a <a href="#">Reflection Circle exercise</a>, which includes specific questions to help students relate their experiences with others, consider how they can continuously improve, and make sense of their emerging ideas in a way that leads to deeper, more mindful learning.</p>
<p><b><a href="#">World Savvy Global Competence Matrix</a>: Values &amp; Attitudes; Behaviors</b></p> <ul style="list-style-type: none"> <li>• Reflect on context and meaning of our lives in relationship to something bigger.</li> <li>• Commit to the process of continuous learning and reflection.</li> </ul>	

*Research Standards*

<p><b><u>Asia Society Global Leadership Performance Outcomes</u>: Investigate the World</b></p> <ul style="list-style-type: none"> <li>• Use resources to answer a local or regional question.</li> <li>• Provide a summary of evidence from sources that are relevant to a local, regional, or global question.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>In the <a href="#">Our Local Landmarks activity</a>, students answer the question, "How do landmarks represent the history, geography, and culture of regions around the world?" by using a variety of sources to research a local/regional landmark.</p>
<p><b><u>International Baccalaureate – The IB Learner Profile</u>: Inquirers</b></p> <ul style="list-style-type: none"> <li>• Acquire the skills necessary to conduct inquiry and research and show independence in learning.</li> </ul>	
<p><b><u>World Savvy Global Competence Matrix</u>: Skills</b></p> <ul style="list-style-type: none"> <li>• Investigate the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry.</li> </ul>	

*Self-Awareness Standards*

<p><b><u>International Baccalaureate – The IB Learner Profile</u>: Reflective</b></p> <ul style="list-style-type: none"> <li>• Assess and understand their strengths and limitations in order to support their learning and personal development.</li> </ul>	<p><b>How do these standards apply to Empatico?</b></p> <p>In all Empatico activities, students are encouraged to consider a topic in relation to their own experiences and preferences before communicating with the partner classroom. Students are also encouraged to prepare and share a personal story with their partner classmates during the video interaction. Consistently relating the Empatico experience to their own personal experiences can help students better understand themselves (including their own learning, development, and identity) in relation to others.</p>
<p><b><u>Kansas Social, Emotional, and Character Development Standards</u>: Personal Development</b></p> <ul style="list-style-type: none"> <li>• Understand and analyze thoughts and emotions.</li> <li>• Identify and assess personal qualities and external supports.</li> </ul>	
<p><b><u>World Savvy Global Competence Matrix</u>: Core Concepts; Values &amp; Attitudes</b></p> <ul style="list-style-type: none"> <li>• Understand that one's own culture and history is key to understanding one's relationship to others.</li> <li>• Have self-awareness about identity &amp; culture, &amp; sensitivity and respect for differences.</li> </ul>	