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Teaching Empathy

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### Abstract

This paper is an exploration into the topic of teaching elementary school students about empathy towards individuals with specific disabilities. The participants for the Capstone Project included 18 second-grade students and 22 fourth-grade students in a public elementary school located on California's Central Coast. The researcher wrote two lesson plans including a pre-simulation survey, a short lecture, a physical education game, and a post-simulation survey in order to teach empathy and to gauge students' understanding of the topic. With the use of a physical education game, blacked-out swimming goggles, ear plugs, and socks, students were able to experience the realities of certain disabilities. The researcher found disability simulations to be the best method of teaching the complicated emotion of empathy. As a future special educator, the researcher understood the importance of students' knowledge of empathy toward individuals with disabilities within the school and community.

*Keywords:* disability simulation, empathy, physical education

### **Literature Review**

Today, typically-developing children are gaining more exposure to peers with disabilities, whether they be physical, intellectual, or both. As this exposure increases, however, typical children without prior knowledge regarding disabilities may have questions about their peers who have disabilities. They also may not have empathy towards these students. By the same token, students who have disabilities need to be treated equally within the educational setting. This literature review will discuss three possible ways to teach typically-developing students empathy towards students with disabilities and how to make classrooms welcoming and safe learning environments for all young scholars. In creating this inclusive learning environment, it is imperative to teach typically-developing scholars that students with disabilities are not “slow learning dorks” (Pearl, 2004, p. 2), but that they do learn differently than their peers.

Since the adoption of the Individuals with Disabilities Education Act (IDEA) in 1975, then known as the Education for All Handicapped Children Act (EAHCA), all children, regardless of ability level, have been granted free appropriate public schooling (FAPE)(U.S. Department of Education). This means that, not only would children with disabilities be allowed to attend typical public schools but that they would also be included in general education classrooms alongside their typically-developing peers. As children enter the typical school setting, it has become important to teach empathy and disability awareness to typically-developing students.

Disability awareness is the act of educating people about various disabilities (Disabled World, 2019). It is important to educate young people about disabilities as they will be able to carry this knowledge throughout their lives and be able to build upon what they have learned.

When children are taught and encouraged to empathize with their peers who have disabilities, the classroom can become a safe environment that provides support to all students.

### **Research Question**

What is the best method of teaching general education students empathy towards individuals with disabilities?

### **Evaluation Criteria**

The researcher found three possible methods of teaching empathy to typically-developing students. The first option utilized disability-based literature to teach disability awareness. In this option, an educator would read a piece of literature to their students in which the protagonist has a disability. Due to the length of time allotted to read and discuss such literature with a class, students come to “know” characters. This is known as extended contact which “allows participants to experience contact while avoiding this negative feeling” (Cameron & Rutland, 2006, p. 470) of intergroup bias. What Cameron and Rutland attempted to do within their study was to not only reduce childhood prejudice but to also reduce the generalization of those with disabilities.

The second option allows students with disabilities to teach their typically-developing peers about disabilities through reverse inclusion. Inclusion is the act of including (Merriam-Webster) and in the case of education, the act of including special education students in a general education setting. In an effort to reduce bullying between general education students and students with disabilities, some teachers have had their students start to self-advocate (Pearl, 2004). By self-advocating, students who are in special education classes or who attend a resource

program at any point during the school day can teach their typically-developing peers about their disabilities, what their disabilities mean, and what goes on in their different educational settings.

In one example of reverse inclusion, Pearl (2004) had her students with specific learning disabilities (SLD) design their own curriculum to present to their typically-developing peers. These peers were then invited into the resource classroom to learn more about what is done in this specific classroom setting. Pearl found that not only did the general education students have positive responses to reverse inclusion, but that general educators were also very supportive of this undertaking. Reverse inclusion can benefit not only children with disabilities but typically-developing students, as well. In Renzaglia, Karvonen, and Drasgow's study (as cited in Schoger, 2006), it is stated that "(general education students) become more comfortable around persons with disabilities" when they are exposed to diverse abilities and environments.

The third and final option was teaching empathy to general education students through disability simulations. Herbert (2000) suggests that when a disability simulation is combined with a separate learning method, the simulation will result in "positive perceptions towards persons with disabilities." One example of the previous suggestion is to combine a disability simulation with a sports education model (SEM). The goal of the SEM by Foley, Tindall, Lieberman, and Kim (as cited in (Siedentop, 1994) was for students to "become competent, literate, and enthusiastic sportspersons." These aspects meant that children could understand the rules of the game being played and were also able to participate and show good sportsmanship.

If time permitted, the researcher would prefer this lesson to last more than one day so that students could become competent and literate in the game they were playing and so that they could have time to work through some of the issues that might have risen while playing the game

and simulating disabilities. Involving the adaptive physical education teacher would help this simulation as they would have more insight into certain disabilities than a person who is less familiar with disabilities. Due to a lesson such as this involving such physical elements, it might be more enjoyable for students because it gives them the chance to be outside with room to move around, as opposed to being in a cramped classroom where movement is limited.

The researcher will conduct pre- and post-simulation surveys with each child in order to get a better understanding of their exposure to empathy and disabilities. Something the researcher had not previously considered when conducting these surveys was having students write down or draw everything that came to mind when the word “disability” was mentioned. In particular, a drawing portion could be a very useful tool to use, especially with young students, who may not have the language associated with disabilities. Also, using drawings can give a more in-depth look into students’ minds as to what they are picturing when disabilities are being discussed.

There was the possibility of negative impacts on students, both typically- and non-typically developing, regarding disability simulations. It was not the researcher’s intention to leave with the sense that having a disability was a bad thing that would lead people to have horrible lives. The researcher read further articles to see if it is possible to combine disability simulations with disability equality training so that students are not left with a feeling that disabilities are so negative.

The options discussed will be evaluated based on the amount of time it takes to execute the lesson, the effectiveness of the lesson, and sustainability of the lesson from low to high on the following range: poor, fair, average, good.

	Time	Effectiveness	Sustainability
<b>Option 1:</b> Empathy through literature	Average (dependant upon the length of literature)	Good	Good (can be combined with ELA lessons)
<b>Option 2:</b> Reverse inclusion	Poor (preparation time is considerable)	Fair (dependant upon the number of general education students introduced)	Fair
<b>Option 3:</b> Disability simulation	Good (especially when combined with physical education)	Good	Good (especially when combined with physical education)

While there are no right or wrong answers when choosing a lesson in which an understanding of empathy is the outcome, the researcher felt that a disability simulation would not only fit the time constraints under which this project would be researched, but they felt that it would be the most meaningful to the range of students taking part in the lesson.

Due to the researcher's strong relationships with Ms. Frizzle's fourth graders and Ms. Honey's second graders, it was felt that student responses would be more truthful than they might have been if students were unfamiliar with the researcher teaching the lesson.

### **Project**

While researching how to teach general education students about empathy, the researcher came across three useful methods: empathy through literature, reverse inclusion, and disability simulation. Through their research, the researcher found all three methods to be successful. However, due to the short period of time during which this project was to be created and implemented, the researcher decided to focus on teaching empathy through the use of a disability



simulation. In using a disability simulation to teach empathy, the researcher was combining this lesson with a physical education game, which would make the lesson more memorable and meaningful.

Within this paper, the reader will be introduced to the community partner with which the researcher carried out their lesson plan. The reader will then learn about the implementation of the lesson plans and examine the evaluation of the project. In the appendices, the reader may look through the lesson plans and read the responses given by second- and fourth-grade students in pre- and post-simulation surveys regarding the lesson.

### **Design**

The community partner with which the researcher is working for their Capstone project is an elementary school in a city with a population around 170,000 in a highly agricultural area on California's Central Coast. As a Title I school with a high concentration of low-income students, it receives supplemental Federal funds in order to help each student meet their educational goals. This school serves over 700 students, transitional kindergarten through sixth grade. There are 27 general education classes, three mild/moderate special day classes (SDC), which include a kindergarten and first-grade combination class specifically for students with autism, and one resource specialist program (RSP). There is also a preschool facility on the campus that serves two preschool classes. Of the entire school population, nearly 97% of the students are Hispanic or Latino and about 66% of the students are English Language Learners (ELL). Additionally, 85.7% of the students are socioeconomically disadvantaged and approximately 85% of the student population qualifies for free and reduced lunch,

The mission of this elementary school is “to provide quality education, qualified educators, and a collaborative environment where students are prepared with the critical skills and knowledge to be college and career ready in the 21st century.” The vision of this school is to “Spark Engagement, Open Awareness, Activate Leadership, and Redefine Education.” In the School Accountability Report Card (SARC), the principal of this school states that, as a staff, “We recognize that our families and community are valued partners in our children's social, emotional, and academic development. We believe, through the support and efforts of all members working in unity, our students and community will flourish.”

Not only did the researcher choose this school as their community partner due to the convenience of having been an employee for six years, but this site serves the population that the researcher hopes to work with throughout their career as a teacher. As an instructional aide, the researcher has grown close to many of the staff and students at this school. The researcher believes that they will be able to gather more accurate and truthful information and insight from students due to being a known and trusted adult at the school.

For the sake of this research paper, the researcher will be using pseudonyms to protect the identity of the school, teachers, and students involved. The research is focused on two classrooms at Sweet Valley Elementary School: a second-grade class taught by Ms. Honey and a fourth-grade class taught by Ms. Frizzle. Both of these teachers were extremely open to experimentation in the classroom and are always trying to find new and engaging ways for their students to learn. The researcher has wonderful professional relationships with both teachers and they are both excited to see how their students react to the planned simulation.

Throughout the researcher's eight years of experience as an instructional aide in special education and a lifetime of knowledge gained as the child of a first-grade general education teacher, they have witnessed a wide range of behaviors and levels of empathy that general education students do or do not have towards students who have disabilities. The researcher's ultimate goal as an educator is to teach children that disabilities do not necessarily hinder a person's ability to learn but rather can transform a class into a team that is able to work as a cohesive unit.

In many cases, what is unfortunate is that children of all ages can view disabilities, both physical and intellectual, as contagious. It is the duty of educators to dispel this belief because it is not only harmful to children with disabilities but to able-bodied children, as well. By taking the time to explain disabilities to students of all ages and ability levels, it may become easier for them to see the person instead of the disability.

Fortunately, as disability awareness becomes a more mainstream topic, children have the ability to become more aware of and empathetic towards people who have disabilities. One of the goals of the researcher is to arm students with the baseline tools necessary to treat all people who have disabilities with respect and compassion, whether they are fellow students in the school setting or other people within the community.

Teaching children about disabilities does not need to be a complicated process, but it is pivotal to teach children that a person's disability is only one part of who they are, but it does not define them. The researcher has found that many children are already very aware of what disabilities are and how they need to treat people who have them and why. If children are given

more opportunities to learn about peers who have disabilities, the hope is that they will grow into empathetic adults.

### **Implementation**

The researcher first taught this lesson to Miss Honey's second-grade class. Due to the fact that the researcher spends 30 minutes per day in this classroom for part of their job, the researcher did not need to introduce themselves to the students. The lesson began by asking the second graders if they knew the meaning of the word "empathy." The main response from students was blank stares or heads shaking "no". The researcher then began to explain the meaning of the word. Students were then asked how they could show empathy to anyone, not just a person with disabilities. The students who volunteered examples mentioned how they could show happiness for a friend who was excited about something even if they themselves were disappointed or sad.

The researcher then told the students that they would be playing a physical education game called Busy Bees. Due to the fact that at time of the lesson, upper-grade students were at lunch recess and, thus, using most of the blacktop area and field, Busy Bees was going to be played inside. Thankfully, the students sit at six round tables as opposed to individual desks, so there was much more room to move around the classroom as opposed to a classroom that has a typical seating arrangement. In explaining the directions for Busy Bees, the researcher called four students to the front of the classroom to model the game for the class. After a few minutes of modeling the game, the model students were seated.

After explaining the game to the students, the researcher introduced the tools that would be used for the disability simulation: swimming goggles, earplugs, and socks. Again, the

researcher had three students model how to use each tool. Then a student volunteer walked around the classroom with the deck of index cards that had pictures of the simulation tools on the back and had their classmates randomly choose a card so they would know which simulation tool they would be using. Once each student had chosen their index card, three more student volunteers helped pass out the actual simulation tools to the rest of the class.

Once each student had their simulation tool and had either the swimming goggles put on their faces, the earplugs in their ears, or the socks on their hands, the researcher asked the second graders to find partners. There was an even number of students present that day, so each student had a partner. Because of this, their teacher, Miss Honey volunteered to play the game with her students. Miss Honey was the first person to be “It”. Miss Honey called out directions such as “hand to hand” and “toe to toe” until she decided to call, “Switch!” Then all of the students found new partners and there was a new “It” person.

Due to an unforeseen circumstance which will be discussed in the reflection of this paper, this game only continued for two rounds, which was equal to about 10 minutes. At the conclusion of the game, the students turned in their simulation tools and were seated at their tables. They then completed the post-simulation survey. The researcher asked the students to write which simulation tool they used at the bottom of their survey. The desired outcome was for students who did not know what empathy meant to learn the meaning of the word and to be able to put it into practice. There were 18-second graders present on the day of the lesson. The following pre- and post-simulation surveys show two students who stated that they did not know the meaning of empathy before the lesson, but had learned the meaning during the lesson.

Pre-Simulation Survey	Post-Simulation Survey
Grade: <u>2</u> # <u>6</u>	Grade: <u>2</u> # <u>6</u>
1. Do you know what the word <i>empathy</i> means?	1. Do you know what the word <i>empathy</i> means?
Yes <input type="checkbox"/> I'm not sure <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> I'm not sure <input type="checkbox"/> No <input type="checkbox"/>
2. It would make me nervous to have a classmate who could not hear.	2. It would make me nervous to have a classmate who could not hear.
I agree <input type="checkbox"/> I'm not sure <input checked="" type="checkbox"/> I disagree <input type="checkbox"/>	I agree <input type="checkbox"/> I'm not sure <input checked="" type="checkbox"/> I disagree <input type="checkbox"/>
3. I get scared around someone who cannot use part of their body like I can.	3. I get scared around someone who cannot use part of their body like I can.
I agree <input type="checkbox"/> I'm not sure <input checked="" type="checkbox"/> I disagree <input type="checkbox"/>	I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I disagree <input type="checkbox"/>
4. I would play with someone at school who could not hear.	4. I would play with someone at school who could not hear.
I agree <input checked="" type="checkbox"/> I'm not sure <input type="checkbox"/> I disagree <input type="checkbox"/>	I agree <input type="checkbox"/> I'm not sure <input checked="" type="checkbox"/> I disagree <input type="checkbox"/>
5. At lunch, I would not like to sit next to someone who could not see.	5. At lunch, I would not like to sit next to someone who could not see.
I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I disagree <input checked="" type="checkbox"/>	I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I disagree <input checked="" type="checkbox"/>
6. A person whose body does not work like mine cannot do the same things that I can do.	6. A person whose body does not work like mine cannot do the same things that I can do.
I agree <input checked="" type="checkbox"/> I'm not sure <input type="checkbox"/> I disagree <input type="checkbox"/>	I agree <input type="checkbox"/> I'm not sure <input type="checkbox"/> I disagree <input type="checkbox"/>
7. I know someone who has a disability.	7. I know someone who has a disability.
Yes <input type="checkbox"/> I'm not sure <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> I'm not sure <input type="checkbox"/> No <input type="checkbox"/>

yagdes

Figure 1. Pre- and post-simulation survey from second-grade student.

Pre-Simulation Survey		Post-Simulation Survey	
Grade: <u>2</u> # <u>20</u>		Grade: <u>2</u> # <u>20</u>	
1. Do you know what the word <i>empathy</i> means?	Yes I'm not sure <input type="radio"/> No	1. Do you know what the word <i>empathy</i> means?	<input checked="" type="radio"/> Yes I'm not sure No
2. It would make me nervous to have a classmate who could not hear.	I agree <input type="radio"/> I'm not sure I disagree	2. It would make me nervous to have a classmate who could not hear.	I agree <input type="radio"/> I'm not sure <input checked="" type="radio"/> I disagree
3. I get scared around someone who cannot use part of their body like I can.	I agree <input type="radio"/> I'm not sure <input checked="" type="radio"/> I disagree	3. I get scared around someone who cannot use part of their body like I can.	<input checked="" type="radio"/> I agree <input type="radio"/> I'm not sure I disagree
4. I would play with someone at school who could not hear.	<input checked="" type="radio"/> I agree <input type="radio"/> I'm not sure I disagree	4. I would play with someone at school who could not hear.	I agree <input type="radio"/> I'm not sure <input checked="" type="radio"/> I disagree
5. At lunch, I would not like to sit next to someone who could not see.	I agree <input type="radio"/> I'm not sure <input checked="" type="radio"/> I disagree	5. At lunch, I would not like to sit next to someone who could not see.	<input checked="" type="radio"/> I agree <input type="radio"/> I'm not sure I disagree
6. A person whose body does not work like mine cannot do the same things that I can do.	<input checked="" type="radio"/> I agree <input type="radio"/> I'm not sure I disagree	6. A person whose body does not work like mine cannot do the same things that I can do.	I agree <input type="radio"/> I'm not sure <input checked="" type="radio"/> I disagree
7. I know someone who has a disability.	Yes <input type="radio"/> I'm not sure No	7. I know someone who has a disability.	<input checked="" type="radio"/> Yes <input type="radio"/> I'm not sure No

goggles

Figure 2. Pre- and post-simulation survey from second-grade student.

This lesson was taught to the fourth graders the day after it was taught to the second graders. The researcher was not as familiar with the fourth graders as the second graders, so they introduced themselves to the class before starting the lesson. The lesson began by asking the fourth graders if they knew the meaning of the word “empathy.” Many students nodded their heads as if to say “yes”. The researcher asked for a volunteer to tell the rest of the class what the word meant. The student selected to share with the class stated that “Empathy is being able to understand how someone is feeling even if you do not feel the same way because you probably have felt how they feel at some point.”

The researcher then told the students that they would be playing a physical education game called Busy Bees. Due to the fact that fourth graders have recess at upper-grade recess, the blacktop and field were both available spaces to play the game. Since the game would be played outside, the researcher took the class out onto the field to explain the rules of the game. In explaining the directions for Busy Bees, the researcher called four students to the front of the group to model the game for the class. After a few minutes of modeling the game, the model students were seated.

After explaining the game to the students, the researcher introduced the tools that would be used for the disability simulation: swimming goggles, earplugs, and socks. Again, the researcher had three students model how to use each tool. Then a student volunteer walked around the grassy area in which the students were seated with the deck of index cards that had pictures of the simulation tools on the back and had their classmates randomly choose a card so they would know which simulation tool they would be using. Once each student had chosen their



index card, three more student volunteers helped pass out the actual simulation tools to the rest of the class.

Once each student had their simulation tool and had either the swimming goggles put on their faces, the earplugs in their ears, or the socks on their hands, the researcher asked the second graders to find partners. There was an even number of students present that day, so each student had a partner. Because of this, their teacher, Ms. Frizzle volunteered to play the game with her students so that one of them could be “It”. The student who was “It” called out directions such as “forehead to forehead” and “knee to knee” until they decided to call, “Switch!” Then all of the students found new partners and there was a new “It” person.

Ms. Frizzle’s class played the game for 20 minutes. They then turned in their simulation tools to the researcher and returned to their classroom. Once the students were all seated, the researcher passed out the post-simulation survey for the students to complete. The researcher forgot to ask the students to write which simulation tool they had used at the bottom of their survey, so they asked Ms. Frizzle to ask her students what they had used and she wrote it at the bottom of their surveys. The desired outcome was for students who did not know what empathy meant to learn the meaning of the word and to be able to put it into practice. There were 22-fourth graders present on the day of the lesson. The following pre- and post-simulation surveys show two students who stated that they did not know the meaning of empathy before the lesson, but had learned the meaning during the lesson.

### Pre-Simulation Survey

Grade: 4 # 4

1. Do you know what the word *empathy* means?  
 Yes      I'm not sure      No
2. It would make me nervous to have a classmate who could not hear.  
 I agree      I'm not sure      I disagree
3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
5. At lunch, I would not like to sit next to someone who could not see.  
 I agree      I'm not sure      I disagree
6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree      I'm not sure      I disagree
7. I know someone who has a disability.  
 Yes      I'm not sure      No

### Post-Simulation Survey

Grade: 4 # 4

1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
3. I get scared around someone who cannot use part of their body like I can.  
 I agree      I'm not sure      I disagree
4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
5. At lunch, I would not like to sit next to someone who could not see.  
 I agree      I'm not sure      I disagree
6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree      I'm not sure      I disagree
7. I know someone who has a disability.  
Yes      I'm not sure      No

ear plugs

Figure 3. Pre- and post-simulation survey from fourth-grade student.

Pre-Simulation Survey		Post-Simulation Survey	
Grade: <u>4</u> # <u>18</u>		Grade: <u>4</u> # <u>18</u>	
1. Do you know what the word <i>empathy</i> means?	Yes <input type="radio"/> I'm not sure <input type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> I'm not sure <input type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> I'm not sure <input type="radio"/> No <input type="radio"/>
2. It would make me nervous to have a classmate who could not hear.	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>
3. I get scared around someone who cannot use part of their body like I can.	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>
4. I would play with someone at school who could not hear.	I agree <input checked="" type="radio"/> I'm not sure <input type="radio"/> I disagree <input type="radio"/>	I agree <input checked="" type="radio"/> I'm not sure <input type="radio"/> I disagree <input type="radio"/>	I agree <input checked="" type="radio"/> I'm not sure <input type="radio"/> I disagree <input type="radio"/>
5. At lunch, I would not like to sit next to someone who could not see.	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>
6. A person whose body does not work like mine cannot do the same things that I can do.	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>	I agree <input type="radio"/> I'm not sure <input type="radio"/> I disagree <input checked="" type="radio"/>
7. I know someone who has a disability.	Yes <input checked="" type="radio"/> I'm not sure <input type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> I'm not sure <input type="radio"/> No <input type="radio"/>	Yes <input checked="" type="radio"/> I'm not sure <input type="radio"/> No <input type="radio"/>
			ear plugs

Figure 4. Pre- and post-simulation survey from fourth-grade student.

**Evaluation**

According to the 40 second- and fourth-graders surveyed, 12 students from the two combined grades knew the meaning of the word empathy before the lesson was taught. After the empathy lesson and the disability simulation, 10 of the 40 students changed their responses from “I’m not sure” regarding the meaning of empathy to “yes,” they knew what it meant. In addition, 12 of the 40 students changed their responses from “no,” they did not know what empathy meant, to “yes,” they did know what empathy meant.

Though the lessons with both the second-grade and fourth-grade classes went well, the researcher believes that the lesson was more impactful for the fourth-grade class. The second graders may have seen it as more of a game than a lesson, whereas the fourth graders were able to fully participate in the discussion regarding empathy and disabilities, then put the lesson to use during the physical education game.

**Reflection****Discussion**

While preparing for this Capstone experience, the researcher read many possible ways of teaching empathy to general education students towards individuals with disabilities. The first choice had been to teach empathy through literature that featured individuals with disabilities. Though incorporating literature into this lesson was a goal of the researcher, there was simply not enough time to do this. The second choice had been to conduct reverse inclusion, which meant that students with special needs who were either in a special day class (SDC) or a resource class would be able to bring typically-developing friends or classmates into their class to see what actually happens. While the research pointed to positive outcomes from reverse inclusion,

the amount of time required made it nearly impossible. The third option was to teach empathy using a disability simulation. This was the best option because the researcher worked with flexible community partners who were eager to help their students learn about empathy. Aside from the planning required, this lesson could take place during a typical school day and take less than an hour to conduct. Incorporating the movement of the physical education game with the simulation helped the participants feel more relaxed and have more fun in a situation that could be very serious and somber.

As mentioned many times above, the major limitation of this Capstone experience was that of time. Due to the length of the semester, other work required for the Capstone class, the researcher's job, and the timeframe during which parent-teacher conferences took place at the Community Partner school, it was extremely difficult to schedule the disability simulation for a second-grade class and a fourth-grade class. After both classes participated in the simulation, however, students from both grade levels asked the researcher if they could participate again, but choose different disabilities to simulate than those they had used in the first simulation. It would have been extremely interesting to see how the students' responses to disabilities changed had there been time to run the simulation three times with both classes.

### **Recommendations**

After conducting their simulation, the researcher found that stating objectives clearly and supporting positive attitude changes would have helped the lessons be completed in a smooth fashion. It is vital to explain the reason why this lesson is taking place because "Unless the simulation is prefaced with a clear discussion of why we are doing this and what we hope to learn....the simulation has merely served as recreation" (Karraker, 1993). If children were

simply asked, “What is empathy,” or, “Do you know what the word ‘empathy’ means,” and the conversation was left at that, there would not be a point to the lesson and no closure for the students to know why their time was being taken to learn about an extremely abstract emotion. Though the researcher clearly stated why the lesson was being taught and simulation was being conducted, a clearer explanation with examples would have helped students understand why they were taking part in the project.

Another conclusion that the researcher came to after conducting the simulation was to be sure to allow for voluntary participation. While walking to the grass field at Sweet Valley Elementary School with Ms. Frizzle’s 4th graders, three students approached the researcher to willingly share details regarding disabilities that they had. Two students had hearing disabilities which required them to wear hearing aids and the third student was born with a clubfoot, meaning her foot was turned in at the ankle. Due to this, the student had been undergoing medical treatments, such as physical therapy, since birth. If the student had not shared this information, the researcher likely would have never known about the students’ diagnosis. The researcher told the students that if they did not feel comfortable participating in the simulation that they were not required to do so. Thankfully, all three students were excited to participate and chose the tools that they would use to help them simulate disabilities other than the ones they were born with. This was an absolute best-case scenario: for students to be open about their disabilities and still be willing to take part in the simulation. Had the situation been different, though, it needed to be made clear to all of the participating students, not just those with disabilities, that if they felt uncomfortable with the situation they were not required to participate. Burgstahler and Doe (2004) state that “Allowing people to decline participation

eliminates reluctant or resentful participation, maximizes positive outcomes, and creates a sense of safety and trust” (p. 13). The point of the lesson was to teach students empathy towards individuals with disabilities. If students are not allowed to opt-out of the activity due to feeling uncomfortable, resentment may be the feeling that is developed in them instead of empathy and that is the opposite of the desired outcome.

### **Future Plans to Build on the Capstone**

The researcher is not only continuing their education to earn their mild-to-moderate special education teaching credential but has also been hired to teach a self-contained middle school mild-to-moderate SDC. These two factors do not allow the researcher much time to build upon their research, but does allow the perfect audience with which to experiment further.

While the researcher will be teaching SDC, it is possible that they would be able to run this simulation with general education classes during their preparation period (prep period). Since middle school students have had more exposure to different people than most elementary school students, their biases may already be in place. The goal would be to attempt to reduce biases towards individuals with special needs and to practice empathy. This would require the teacher to get special permission from the school principal and to work alongside general education teachers in order to plan a schedule when the lesson could be taught.

The second way in which the researcher will be able to connect this Capstone to their career is by running the simulation in their own SDC. Though the middle school where they will be teaching has a teacher specifically for physical education, the researcher could easily run this simulation with their students who have special needs. It could be used as an interesting end-of-the-week or end-of-the-month activity. If the students in this class have a combination of

intellectual and physical disabilities, there is a chance that one student has a disability with which another student is not familiar or the disability could be displayed in an unfamiliar way. It is just as important for individuals with special needs to practice empathy as it is for individuals without special needs.

The third way the researcher could connect the Capstone to their future career is to run the simulation with their fellow teachers. Since the school where the researcher will teach only has one SDC and that class is self-contained, the amount of interaction that general education teachers will have with students with disabilities will be minimal. It is just as important for adults to hone their empathy skills as it is for children and one of the best ways adults can help children learn about empathy is to teach by example and practice empathy.

### **Conclusion**

This Capstone was created in order to teach typically-developing children about empathy towards individuals with disabilities. The researcher's ultimate goal was to increase awareness regarding disabilities and to help children understand what it might be like to have a disability. By participating in the disability simulation, students were given some insight as to what life might be like with a disability and what they can do to help individuals with disabilities.

By conducting the disability simulation with two different grade levels, the researcher was given insight as to how students' awareness and emotions develop between second- and fourth-grade. The excitement and compassion displayed by students in both grade levels showed the willingness of children to help individuals, no matter their ability level.



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APPENDIX 1: LESSON PLANS  
APPENDIX 2: PRE- AND POST-SIMULATION SURVEY  
APPENDIX 3: COMPLETED PRE- AND POST-SIMULATION SURVEYS

APPENDIX 1: LESSON PLANS

### Lesson Overview

**Subject:** Social skills

**Topic:** Empathy

**Grade level:** 2nd

**Measurable learning objective:** Students will work together to show they have an understanding of empathy towards individuals with disabilities through actions and teamwork exemplified during disability simulation.

**Lesson summary:** Students will be introduced to the topic of empathy and what that means in respect to students with physical disabilities. After the lesson about empathy, students will be taught a simple physical education game (Busy Bees) that they will play with their simulated disability.

### Implementation

**Learning context:** Teaching the meaning of empathy and putting it into practice while playing a physical education game with a simulated disability will give students hands-on experience of how to handle situations in which they might feel uncomfortable if they had not understood empathy and disabilities. At any given school or public forum, children will meet people who have disabilities. Before this lesson, the students might not have known how to engage with someone who disabilities. After the lesson, they will have a better sense of how to engage with someone who has disabilities.

**Teaching strategy:** Modeling, guided practice, and independent practice.

**Time allotment:** one hour

10 minutes: pre-simulation survey

10 minutes: empathy discussion

10 minutes: going outside, explanation of game, passing out disability simulation tools

20 minutes: game

10 minutes: post-simulation survey

### Procedure

**Anticipatory set** Before introducing the physical education game portion of the lesson, the teacher will pass out the pre-simulation survey to their class. After the surveys have been completed, the teacher will ask students if they know what the word *empathy* means. If some students know the meaning, they will be asked to share with the class and/or give examples. The teacher will then further explain the meaning of empathy and how it can be used in interactions with people who have disabilities. The teacher will then explain the rules of the physical education game, Busy Bees.

**Busy Bees:**

Students will split up in teams of two. If one student is left without a partner, this student will be “It”. If there is an even number of students, the teacher will be “It”. The person who is “It” will call out an action that causes the partners to somehow touch. For example: “Elbow to elbow” or “back to back”. This will continue until the person who is “It” shouts, “Switch!” Partners then scatter and find a new partner. The person who is “It” is part of the switch, so a new person will be “It”. The game can continue for as long as the teacher deems appropriate, which would be between 15-20 minutes.

**Guided practice** The teacher will show and explain to students how the blacked out goggles simulate blindness, the earplugs simulate deafness, and the socks on their hands simulate a physical disability. The teacher will choose 5 or 6 students to help model Busy Bees. Students will need to find ways to assist each other in playing the game, depending on their simulated disabilities. For example, if a student is “deaf” and cannot hear the directions, but their partner is hearing, the hearing partner can move to the “deaf” partner what the direction was that was given.

After students model the game for their classmates, each student will choose which simulation tool they will be using by choosing a face-down index card that has a picture of either a pair of goggles, ear plugs, or socks on them. The index cards will be face-down in order to randomize the disabilities.

**Independent practice** The teacher will either set-up the classroom or lead the students to the blacktop/field in order to play the game. Students will put on the tool which will assist them in simulating their disability, and then they will play the game for 15-20 minutes, depending on how much time is available to play.

**Closure** When the game has concluded, the students can either sit together outside or in the classroom complete the post-simulation survey. After completing the surveys, the teacher can hold a debrief of Busy Bees played with simulated disabilities. The students may discuss how their simulated disability made them feel, if it made the game more difficult to play, what they needed to do in order to help their classmates, or if they needed to enlist help from classmates in order to play the game successfully. The teacher will once again bring up the topic of empathy and ask students how being empathetic made it easier or more difficult for them to play the game with a simulated disability.

**Follow-up** Playing Busy Bees with simulated disabilities can be done many times. Students can recall with which simulated disability they first played the game and then choose a new simulated disability for the second and third rounds of the game. Each time the game is played, students will gain a deeper understanding of the meaning of empathy.

### Materials & Resources

#### Instructional materials

- Swimming goggles
  - Yarn (to adjust the size to allow for larger heads)
- Earplugs
- Socks
- Black paint
- Pre-simulation questionnaire
- Post-simulation questionnaire

**Resources** There are no outside resources required for the teaching of this lesson. However, the teacher may choose to play this video ([Busy Bees](#)) to explain directions for Busy Bees instead of giving the directions themselves.

### Standards & Assessments

**Assessment plan** Due to the fact that the understanding of empathy is not something that can be given a letter grade, student understanding will be assessed based on their given answer of whether or not they know what the word means.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical ability.

#### *Self-Responsibility*

2.5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others

2.5.2 Accept responsibility for one's own behavior in a group activity

#### *Social Interaction*

2.5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.

2.5.4 Encourage others by using verbal and nonverbal communication.

2.5.5 Demonstrate respect for self, others, and equipment during physical activities.

2.5.6 Demonstrate how to solve a problem with another person during physical activity.

#### *Group Dynamics*

2.5.7 Participate positively in physical activities that rely on cooperation.

### Lesson Overview

**Subject:** Social skills

**Topic:** Empathy

**Grade level:** 4th

**Measurable learning objective:** Students will work together to show they have an understanding of empathy towards individuals with disabilities through actions and teamwork exemplified during disability simulation.

**Lesson summary:** Students will be introduced to the topic of empathy and what that means in respect to students with physical disabilities. After the lesson about empathy, students will be taught a simple physical education game (Busy Bees) that they will play with their simulated disability.

### Implementation

**Learning context:** Teaching the meaning of empathy and putting it into practice while playing a physical education game with a simulated disability will give students hands-on experience of how to handle situations in which they might feel uncomfortable if they had not understood empathy and disabilities. At any given school or public forum, children will meet people who have disabilities. Before this lesson, the students might not have known how to engage with someone who disabilities. After the lesson, they will have a better sense of how to engage with someone who has disabilities.

**Teaching strategy:** Modeling, guided practice, and independent practice.

**Time allotment:** one hour

10 minutes: pre-simulation survey

10 minutes: empathy discussion

10 minutes: going outside, explanation of game, passing out disability simulation tools

20 minutes: game

10 minutes: post-simulation survey

### Procedure

**Anticipatory set** Before introducing the physical education game portion of the lesson, the teacher will pass out the pre-simulation survey to their class. After the surveys have been completed, the teacher will ask students if they know what the word *empathy* means. If some students know the meaning, they will be asked to share with the class and/or give examples. The teacher will then further explain the meaning of empathy and how it can be used in interactions with people who have disabilities. The teacher will then explain the rules of the physical education game, Busy Bees.



**Busy Bees:**

Students will split up in teams of two. If one student is left without a partner, this student will be “It”. If there is an even number of students, the teacher will be “It”. The person who is “It” will call out an action that causes the partners to somehow touch. For example: “Elbow to elbow” or “back to back”. This will continue until the person who is “It” shouts, “Switch!” Partners then scatter and find a new partner. The person who is “It” is part of the switch, so a new person will be “It”. The game can continue for as long as the teacher deems appropriate, which would be between 15-20 minutes.

**Guided practice** The teacher will show and explain to students how the blacked out goggles simulate blindness, the earplugs simulate deafness, and the socks on their hands simulate a physical disability. The teacher will choose 5 or 6 students to help model Busy Bees. Students will need to find ways to assist each other in playing the game, depending on their simulated disabilities. For example, if a student is “deaf” and cannot hear the directions, but their partner is hearing, the hearing partner can move to the “deaf” partner what the direction was that was given.

After students model the game for their classmates, each student will choose which simulation tool they will be using by choosing a face-down index card that has a picture of either a pair of goggles, ear plugs, or socks on them. The index cards will be face-down in order to randomize the disabilities.

**Independent practice** The teacher will either set-up the classroom or lead the students to the blacktop/field in order to play the game. Students will put on the tool which will assist them in simulating their disability, and then they will play the game for 15-20 minutes, depending on how much time is available to play.

**Closure** When the game has concluded, the students can either sit together outside or in the classroom complete the post-simulation survey. After completing the surveys, the teacher can hold a debrief of Busy Bees played with simulated disabilities. The students may discuss how their simulated disability made them feel if it made the game more difficult to play, what they needed to do in order to help their classmates, or if they needed to enlist help from classmates in order to play the game successfully. The teacher will once again bring up the topic of empathy and ask students how being empathetic made it easier or more difficult for them to play the game with a simulated disability.

**Follow-up** Playing Busy Bees with simulated disabilities can be done many times. Students can recall with which simulated disability they first played the game and then choose a new simulated disability for the second and third rounds of the game. Each time the game is played, students will gain a deeper understanding of the meaning of empathy.

### Materials & Resources

#### Instructional materials

- Swimming goggles
  - Yarn (to adjust the size to allow for larger heads)
- Earplugs
- Socks
- Black paint
- Pre-simulation questionnaire
- Post-simulation questionnaire

**Resources** There are no outside resources required for the teaching of this lesson. However, the teacher may choose to play this video ([Busy Bees](#)) to explain directions for Busy Bees instead of giving the directions themselves.

### Standards & Assessments

**Assessment plan** Due to the fact that the understanding of empathy is not something that can be given a letter grade, student understanding will be assessed based on their given answer of whether or not they know what the word means.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical ability.

#### *Self-Responsibility*

- 4.5.3 Accept responsibility for one's own performance without blaming others.
- 4.5.4 Respond to winning and losing with dignity and respect.

#### *Social Interaction*

- 4.5.5 Include others in physical activities and respect individual differences in skill and motivation.

#### *Group Dynamics*

- 4.5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.

APPENDIX 2: PRE- AND POST-SIMULATION SURVEY

Pre-Simulation Survey

Grade: \_\_\_\_\_ # \_\_\_\_\_

1. Do you know what the word *empathy* means?

Yes I'm not sure No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure I disagree

7. I know someone who has a disability.

Yes I'm not sure No

Pre-Simulation Survey

Grade: \_\_\_\_\_ # \_\_\_\_\_

1. Do you know what the word *empathy* means?

Yes I'm not sure No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure I disagree

7. I know someone who has a disability.

Yes I'm not sure No

APPENDIX 3: COMPLETED PRE- AND POST-SIMULATION SURVEYS

Pre-Simulation Survey

Grade: 7 # 1

- 1. Do you know what the word *empathy* means?  
 Yes     I'm not sure     No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree     I'm not sure     I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree     I'm not sure     I disagree
- 4. I would play with someone at school who could not hear.  
 I agree     I'm not sure     I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree     I'm not sure     I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree     I'm not sure     I disagree
- 7. I know someone who has a disability.  
 Yes     I'm not sure     No

Post-Simulation Survey

Grade: 7 # 1

- 1. Do you know what the word *empathy* means?  
 Yes     I'm not sure     No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree     I'm not sure     I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree     I'm not sure     I disagree
- 4. I would play with someone at school who could not hear.  
 I agree     I'm not sure     I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree     I'm not sure     I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree     I'm not sure     I disagree
- 7. I know someone who has a disability.  
 Yes     I'm not sure     No

ear plugs

Pre-Simulation Survey

Grade: 2 # 2

1. Do you know what the word *empathy* means?

Yes  I'm not sure  No

2. It would make me nervous to have a classmate who could not hear.

I agree  I'm not sure  I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree  I'm not sure  I disagree

4. I would play with someone at school who could not hear.

I agree  I'm not sure  I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree  I'm not sure  I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree  I'm not sure  I disagree

7. I know someone who has a disability.

Yes  I'm not sure  No

Post-Simulation Survey

Grade: 2 # 2

1. Do you know what the word *empathy* means?

Yes  I'm not sure  No

2. It would make me nervous to have a classmate who could not hear.

I agree  I'm not sure  I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree  I'm not sure  I disagree

4. I would play with someone at school who could not hear.

I agree  I'm not sure  I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree  I'm not sure  I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree  I'm not sure  I disagree

7. I know someone who has a disability.

Yes  I'm not sure  No

*ear plugs*

Pre-Simulation Survey

Grade: 2 # 3

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 3

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Socks



Pre-Simulation Survey

Grade: 2 # 4

- 1. Do you know what the word *empathy* means?  
Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
Yes  I'm not sure  No

Post-Simulation Survey

Grade: 2 # 4

- 1. Do you know what the word *empathy* means?  
Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
Yes  I'm not sure  No

SACKS

Pre-Simulation Survey

Grade: 2 # 5

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 5

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

SOCKS

Pre-Simulation Survey

Grade: 2 # 6

1. Do you know what the word *empathy* means?

Yes I'm not sure No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure I disagree

7. I know someone who has a disability.

Yes I'm not sure No

Post-Simulation Survey

Grade: 2 # 8

1. Do you know what the word *empathy* means?

Yes I'm not sure No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure I disagree

7. I know someone who has a disability.

Yes I'm not sure No

90% agree

Pre-Simulation Survey

Grade: 2 # 7

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 7

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

ear

PI495

Pre-Simulation Survey

Grade: 2 # 8

1. Do you know what the word *empathy* means?

Yes I'm not sure No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure I disagree

7. I know someone who has a disability.

Yes I'm not sure No

Post-Simulation Survey

Grade: 2 # 8

1. Do you know what the word *empathy* means?

Yes I'm not sure No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure I disagree

7. I know someone who has a disability.

Yes I'm not sure No

car plugs



Pre-Simulation Survey

Grade: 2 # 9

1. Do you know what the word *empathy* means?

Yes I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 9

1. Do you know what the word *empathy* means?

Yes I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

SOCKS

Pre-Simulation Survey

Grade: 2 # 11

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 11

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

ear plugs

Pre-Simulation Survey

Grade: 2 # 12

- 1. Do you know what the word *empathy* means?  
Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
Yes  I'm not sure  No

Post-Simulation Survey

Grade: 2 # 12

- 1. Do you know what the word *empathy* means?  
 Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
 I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
 Yes  I'm not sure  No

Socks



Pre-Simulation Survey

Grade: 2 # 13

- 1. Do you know what the word *empathy* means?  
Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
Yes  I'm not sure  No

Post-Simulation Survey

Grade: 2 # 13

- 1. Do you know what the word *empathy* means?  
Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
Yes  I'm not sure  No

ear plugs

Pre-Simulation Survey

Grade: 2 # 14

- 1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
- 4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree      I'm not sure      I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree      I'm not sure      I disagree
- 7. I know someone who has a disability.  
Yes      I'm not sure      No

Post-Simulation Survey

Grade: 2 # 14

- 1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
- 4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree      I'm not sure      I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree      I'm not sure      I disagree
- 7. I know someone who has a disability.  
Yes      I'm not sure      No

~~I know someone~~  
who has a dis ability

Pre-Simulation Survey

Grade: 2 # 15

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 15

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

goggles

Pre-Simulation Survey

Grade: 2 # 11

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 17

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

goggles



Pre-Simulation Survey

Grade: 2 # 18

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 18

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

goggles

Pre-Simulation Survey

Grade: 2 # 20

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 2 # 20

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

*goggles*

Pre-Simulation Survey

Grade: 2 # 21

1. Do you know what the word *empathy* means?

Yes I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure

I disagree

7. I know someone who has a disability.

Yes I'm not sure

No

Post-Simulation Survey

Grade: 2 # 22

1. Do you know what the word *empathy* means?

Yes I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure

I disagree

7. I know someone who has a disability.

Yes I'm not sure

No

ear p/clar

Pre-Simulation Survey

Grade: 4 # 1

- 1. Do you know what the word *empathy* means?  
 Yes     I'm not sure     No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree     I'm not sure     I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree     I'm not sure     I disagree
- 4. I would play with someone at school who could not hear.  
 I agree     I'm not sure     I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree     I'm not sure     I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree     I'm not sure     I disagree
- 7. I know someone who has a disability.  
 Yes     I'm not sure     No

Post-Simulation Survey

Grade: 4 # 1

- 1. Do you know what the word *empathy* means?  
 Yes     I'm not sure     No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree     I'm not sure     I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree     I'm not sure     I disagree
- 4. I would play with someone at school who could not hear.  
 I agree     I'm not sure     I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree     I'm not sure     I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree     I'm not sure     I disagree
- 7. I know someone who has a disability.  
 Yes     I'm not sure     No

socks



Pre-Simulation Survey

Grade: 4th # 3

1. Do you know what the word *empathy* means?

Yes  I'm not sure  No

2. It would make me nervous to have a classmate who could not hear.

I agree  I'm not sure  I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree  I'm not sure  I disagree

4. I would play with someone at school who could not hear.

I agree  I'm not sure  I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree  I'm not sure  I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree  I'm not sure  I disagree

7. I know someone who has a disability.

Yes  I'm not sure  No

Post-Simulation Survey

Grade: 4th # 3

1. Do you know what the word *empathy* means?

Yes  I'm not sure  No

2. It would make me nervous to have a classmate who could not hear.

I agree  I'm not sure  I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree  I'm not sure  I disagree

4. I would play with someone at school who could not hear.

I agree  I'm not sure  I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree  I'm not sure  I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree  I'm not sure  I disagree

7. I know someone who has a disability.

Yes  I'm not sure  No

*Joggles*

Pre-Simulation Survey

Grade: 4 # 4

- 1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
- 4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree      I'm not sure      I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree      I'm not sure      I disagree
- 7. I know someone who has a disability.  
Yes      I'm not sure      No

Post-Simulation Survey

Grade: 4 # 4

- 1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
- 4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree      I'm not sure      I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree      I'm not sure      I disagree
- 7. I know someone who has a disability.  
Yes      I'm not sure      No

ear plugs

Pre-Simulation Survey

Grade: 4 # 5

- 1. Do you know what the word *empathy* means?  
 Yes       I'm not sure       No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree       I'm not sure       I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree       I'm not sure       I disagree
- 4. I would play with someone at school who could not hear.  
 I agree       I'm not sure       I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree       I'm not sure       I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree       I'm not sure       I disagree
- 7. I know someone who has a disability.  
 Yes       I'm not sure       No

Post-Simulation Survey

Grade: 4 # 5

- 1. Do you know what the word *empathy* means?  
 Yes       I'm not sure       No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree       I'm not sure       I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree       I'm not sure       I disagree
- 4. I would play with someone at school who could not hear.  
 I agree       I'm not sure       I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree       I'm not sure       I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree       I'm not sure       I disagree
- 7. I know someone who has a disability.  
 Yes       I'm not sure       No

ear plugs



Pre-Simulation Survey

Grade: 4 # 7

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know ~~some~~ who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 7

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

SOCKS

Pre-Simulation Survey

Grade: 4 # 9

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 9

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

ear plugs

Pre-Simulation Survey

Grade: 4 # 10

- 1. Do you know what the word *empathy* means?  
Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
 I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
Yes  I'm not sure  No

Post-Simulation Survey

Grade: 4 # 10

- 1. Do you know what the word *empathy* means?  
 Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
 I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
Yes  I'm not sure  No

SOCKS



Pre-Simulation Survey

Grade: 4 # 11

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 11

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

ear plugs

Pre-Simulation Survey

Grade: 4 # 12

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 12

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

*Goggles*



Pre-Simulation Survey

Grade: 4 # 13

- 1. Do you know what the word *empathy* means?  
Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
 Yes  I'm not sure  No

Post-Simulation Survey

Grade: 4 # 13

- 1. Do you know what the word *empathy* means?  
 Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
 I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree   I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
 Yes  I'm not sure  No

*goggles*

Pre-Simulation Survey

Grade: 4 # 14

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 14

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

*Goggles*

Pre-Simulation Survey

Grade: 4 # 15

1. Do you know what the word *empathy* means?

Yes I'm not sure  No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure  I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure  I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure  I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure  I disagree

7. I know someone who has a disability.

Yes I'm not sure  No

Post-Simulation Survey

Grade: 4 # 15

1. Do you know what the word *empathy* means?

Yes I'm not sure  No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure  I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure  I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure  I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure  I disagree

7. I know someone who has a disability.

Yes I'm not sure  No

*goggles*



Pre-Simulation Survey

Grade: 4 # 16

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 16

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

*goggles*

Pre-Simulation Survey

Grade: 4 # 18

1. Do you know what the word *empathy* means?

Yes I'm not sure No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure I disagree

7. I know someone who has a disability.

Yes I'm not sure No

Post-Simulation Survey

Grade: 4 # 18

1. Do you know what the word *empathy* means?

Yes I'm not sure No

2. It would make me nervous to have a classmate who could not hear.

I agree I'm not sure I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree I'm not sure I disagree

4. I would play with someone at school who could not hear.

I agree I'm not sure I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree I'm not sure I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree I'm not sure I disagree

7. I know someone who has a disability.

Yes I'm not sure No

ear plugs

Pre-Simulation Survey

Grade: 4 # 19

- 1. Do you know what the word *empathy* means?  
 Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
 I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
 Yes  I'm not sure  No

Post-Simulation Survey

Grade: 4 # 19

- 1. Do you know what the word *empathy* means?  
 Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
 I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
 Yes  I'm not sure  No

ear plugs



Pre-Simulation Survey

Grade: 4 # 20

- 1. Do you know what the word *empathy* means?  
 Yes     I'm not sure     No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree     I'm not sure     I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree     I'm not sure     I disagree
- 4. I would play with someone at school who could not hear.  
 I agree     I'm not sure     I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree     I'm not sure     I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree     I'm not sure     I disagree
- 7. I know someone who has a disability.  
 Yes     I'm not sure     No

Post-Simulation Survey

Grade: 4 # 20

- 1. Do you know what the word *empathy* means?  
 Yes     I'm not sure     No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree     I'm not sure     I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
 I agree     I'm not sure     I disagree
- 4. I would play with someone at school who could not hear.  
 I agree     I'm not sure     I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
 I agree     I'm not sure     I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
 I agree     I'm not sure     I disagree
- 7. I know someone who has a disability.  
 Yes     I'm not sure     No

ear plugs

Pre-Simulation Survey

Grade: 4 # 21

- 1. Do you know what the word *empathy* means?  
Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
 I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
 Yes  I'm not sure  No

Post-Simulation Survey

Grade: 4 # 21

- 1. Do you know what the word *empathy* means?  
 Yes  I'm not sure  No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree  I'm not sure  I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree  I'm not sure  I disagree
- 4. I would play with someone at school who could not hear.  
I agree  I'm not sure  I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree  I'm not sure  I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree  I'm not sure  I disagree
- 7. I know someone who has a disability.  
 Yes  I'm not sure  No

SOCKS



Pre-Simulation Survey

Grade: 4 # 20

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 20

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

socks

Pre-Simulation Survey

Grade: 4<sup>th</sup> # 23

- 1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
- 4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree      I'm not sure      I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree      I'm not sure      I disagree
- 7. I know someone who has a disability.  
Yes      I'm not sure      No

Post-Simulation Survey

Grade: 4 # 23

- 1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
- 4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree      I'm not sure      I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree      I'm not sure      I disagree
- 7. I know someone who has a disability.  
Yes      I'm not sure      No

*socks*

Pre-Simulation Survey

Grade: 4 # 24

- 1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
- 4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree      I'm not sure      I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree      I'm not sure      I disagree
- 7. I know someone who has a disability.  
Yes      I'm not sure      No

Post-Simulation Survey

Grade: 4 # 24

- 1. Do you know what the word *empathy* means?  
Yes      I'm not sure      No
- 2. It would make me nervous to have a classmate who could not hear.  
I agree      I'm not sure      I disagree
- 3. I get scared around someone who cannot use part of their body like I can.  
I agree      I'm not sure      I disagree
- 4. I would play with someone at school who could not hear.  
I agree      I'm not sure      I disagree
- 5. At lunch, I would not like to sit next to someone who could not see.  
I agree      I'm not sure      I disagree
- 6. A person whose body does not work like mine cannot do the same things that I can do.  
I agree      I'm not sure      I disagree
- 7. I know someone who has a disability.  
Yes      I'm not sure      No

*goggles*



Pre-Simulation Survey

Grade: 4 # 25

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 25

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

ear plugs

Pre-Simulation Survey

Grade: 4 # 20

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

Post-Simulation Survey

Grade: 4 # 20

1. Do you know what the word *empathy* means?

Yes

I'm not sure

No

2. It would make me nervous to have a classmate who could not hear.

I agree

I'm not sure

I disagree

3. I get scared around someone who cannot use part of their body like I can.

I agree

I'm not sure

I disagree

4. I would play with someone at school who could not hear.

I agree

I'm not sure

I disagree

5. At lunch, I would not like to sit next to someone who could not see.

I agree

I'm not sure

I disagree

6. A person whose body does not work like mine cannot do the same things that I can do.

I agree

I'm not sure

I disagree

7. I know someone who has a disability.

Yes

I'm not sure

No

ear plugs