

THE RESTRICTED ADVENTURES OF RAJA

EMPATHY APP, BOOKS 1, 2, AND 3

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BOOK 1: BECOMING ROVER

TIME: 40 minutes (reading and discussion - 20; activity - 20)**MATERIALS:** An Apple or Android device to read The Restricted Adventures of Raja Empathy Book App: Book 1, a way to project the app so students can see it, 8-1/2 x 11 piece of drawing paper or cardstock, board or chart paper**KEY CONCEPTS**

- What emotions do cats and dogs express? How can we tell?
- How are cats, dogs, and people different? How are cats, dogs, and people the same?
- What choices do we have when we see someone upset or in trouble?

BEFORE READING:

Write these questions on the board for students to think about while you read and project the graphic novel:

- Can dogs and cats feel emotions? If so, how can we tell?
- What choices do we have when we see someone upset or in trouble?

Clarify Vocabulary

- What is a conversation? (talk between two or more people in which thoughts, feelings, and ideas are expressed) On page 20, what does AJ mean by a “dog conversation”?
- What is a responsibility? (a task or job you are expected to do) What does it mean to “take responsibility? (to act independently or to do your job without being asked)

Ask students to think about the questions you wrote on the board as they listen to the story.

DURING READING:

Project the e-book onto a screen. Read the story aloud and make sure all the children can see the illustrations. Use the Warrior Practice questions and information (starting on page 23) that are embedded as icons into the book to guide the discussion as you read. Touch the icons as they appear for discussion questions and animal facts. Be careful not to ask so many questions that you lose their attention to the story. Generally asking 3 to 4 questions during the reading serves as a good guideline.

Ask questions to deepen their self-awareness:

- “Have you ever felt that way?” (“When?”/“Tell me about that.”)
- “How would you feel if you were in this situation?” (“Would you do anything differently?”)
- “Can you show me what your face looks like when you feel that way?” (Show them what your face looks like as an example. It is okay if all students are not able to do this.)

AFTER READING:

Review the story's illustrations with students and ask to reinforce and extend their understanding of the text. Ask:

- Ask, "Why do you think AJ wants a dog at the beginning of the story? Do you think people can be friends with an animal? What does that friendship look like?"
- Ask, "Can cats feel emotions? If so, how can we tell?" Go back to page 35 and review the icon content.
- Ask, "Can dogs feel emotions? If so, how can we tell?" Go back to page 51 and, if you haven't already, go through the Warrior Practice questions and information provided.
- Ask, "Why does Raja go through the book portal to Earth even though it's restricted? What choices do we have when we see someone upset or in trouble?"
- Ask, "Rutherford is accused of not taking responsibility (something that is your job or duty to deal with). Do you agree? If so, why do you think he's not taking responsibility? What are ways you act responsibly in your life?"

ACTIVITIES:

Emotion Game

- Pair up students. Ask them to take turns acting happy, sad, scared, or mad. To help them act, ask them to think of something that recently made them feel each of these emotions. Have one partner make observations about what the second partner's face looks like.
- Optional: Have the students share what this was like. Was it harder to act or describe the emotions? Were any emotions harder than others?

Practicing Responding with Empathy

- Pair up students. Ask them to imagine their best friend has just told them they don't want to play with them and have them take turns with their partners acting sad about this. Have their partner respond to their sadness. Ask the students to share as a class what their partner did when they acted sadly.
- Then, repeat the activity, this time, have the students practice "just being with the person," saying sincerely, "I'm sorry that you are sad," or "It's OK, I'm here for you." Or they can just touch a shoulder or arm if they feel like they are sharing some of their partner's sadness, too. Tell them not to say anything else. (If this activity is too difficult for them, you could also model this with another teacher or adult.)
- Then, have the students share as a class which responses they liked the best. Have them compare the two experiences.
 - For example, if they gave advice or told their partner things like, "Don't be sad," or "At least I'm still your friend" during the first round, ask the students what it was like to be given advice versus just feel like someone was there; that they were not alone; they were "being felt."
- Guide the students towards understanding that the goal of responding empathetically is to not give advice, but simply to help someone "feel felt."
- Empathy is connecting with someone. Nonverbal communication, like just touching a shoulder or arm or mirroring another's emotional state can also communicate empathy, that you are paying attention; that you "see or feel" with another. For a video to help understand empathetic responses, visit:
<https://www.youtube.com/watch?v=1Evwgu369Jw>

ACTIVITIES (CONTINUED):

Friendship Book

- As a class, ask students to share stories of animals they have been friends with or animals they imagine being friends with in the future. Ask them what they think makes a good friend and write these qualities on the board.
- Give each student an 8-1/2 x 11 piece of drawing paper or cardstock. Invite students to illustrate a real or imaginary friendship between themselves and a cat, a dog, a person, or another animal, showing at least one of the qualities of friendship on the board. Bind all of the pages together and create a title page for this class book.

Compare and Contrast

- Draw a chart on a board or chart paper, using the sample template below. Review the chart together, referring to pictures in the story to complete it as needed.
- Pick 1-2 basic emotions (happy, sad, fear, anger/aggression) and using a different chart for each emotion, compare how cats, dogs, and people show this emotion.
- After this activity, discuss how students might feel and what students might do (what behaviors would they respond with) if they came across an animal or person displaying the behaviors in the chart.

Emotional State: _____

| | People | Dogs | Cats |
|-----------------|--------|------|------|
| Eyes | | | |
| Ears | | | |
| Mouth | | | |
| Body | | | |
| Other behaviors | | | |

AT THE END OF THE LESSON:

Ask students to reflect on these questions. Try this with the whole group, in a sharing circle, or ask students to fill out index cards.

- How did you feel about today’s book and discussion?
- Did today’s book and discussion change how you think about anything in your life?
- What did you learn from today’s book and discussion that you didn’t know before?



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BOOK 2: DOWNLOADING DANGER

TIME: 40 minutes (reading and discussion - 20; activity - 20)

MATERIALS: An Apple or Android device to read [The Restricted Adventures of Raja Empathy Book App](#): Book 2, a way to project the app so students can see it, small slips of paper for each student, board or chart paper, [Name the Emotions](#) [handout](#)

KEY CONCEPTS

- What clues can we look for to find out what emotions cats and dogs might be feeling?
- What choices do we have when we see an animal or person showing or expressing an emotion or we suspect they may be masking or hiding one?
- What choices do we have when we see a stray animal? How might this change if an animal is feral?

BEFORE READING:

Write these questions on the board for students to think about while you read and project the graphic novel:

- What clues can we look for to find out what emotions people or animals might be feeling?
- "Do you think people sometimes hide or mask their emotions?" When do you do this? Do you think animals do this?

Clarify Vocabulary

- [Anthropomorphic](#) is when animals are described, shown, or thought of as being like human beings in appearance (how they look) or behavior (how they act).
 - Why do you think writers, illustrators, and filmmakers use animals that act like people in their storytelling? What do you think about this? What happens when Raja transports to Earth?
- What is the difference between [feral](#) and [stray](#)? (Feral is more like an animal in the wild. Stray is a tame or domesticated animal that is lost or has no home.)

Ask students to think about the questions you wrote on the board as they listen to the story.

DURING READING:

Project the book from the app onto a screen or use tablets with small groups and one facilitator or student leader. The facilitator reads the story aloud and makes sure all the students can see the illustrations.

Look for the flashing eye icons in the story and touch them to open. Use these Warrior Practice questions and Warrior Knowledge to guide the discussion as you read.

Ask questions to deepen their self-awareness:

- "Have you ever felt that way?" ("When?"/"Tell me about that.")
- "How would you feel if you were in this situation?" ("Would you do anything differently?")
- "Can you show me what your face looks like when you feel that way?" (Show them what your face looks like, too!)

AFTER READING:

Review the story's illustrations with students and ask to reinforce and extend their understanding of the text. Ask:

- Ask, "Where in the story do characters try to hide or mask their emotions or say something that sounds different from how they look like they are feeling?" (page 9, 27).
 - Why do you think people do this sometimes? When do you do this? Do you think animals do this? (It is likely some animals, especially prey species, mask pain or injury to not appear weak to predators. There are also examples of animals using deceptive behaviors [limping, for example] to lure predators away from nests in order to protect babies.)
- Ask, "On page 21, what emotion do AJ and Meg feel from Raja? What do they do?" "On page 28, do you think Belle understands what AJ's Mom feels? What does Belle do? When have you tried to help someone because of how they were feeling? What did you do? Do you think dogs and cats can help people? If so, describe how they might do this. What can we learn from animals?"
- Ask, "What choices do we have when we see a stray cat or dog? How might this change if a cat or dog is feral?"
- Ask, "On page 34, Meg is petting another animal. Did you think Belle was jealous? If so, how could you tell? What were the clues?" Although dogs can feel and show they are jealous, Belle doesn't show any signs of feeling jealous in this illustration. "If you were Belle, do you think you'd feel jealous?" Sometimes, people misread emotions because they imagine or project how they would feel in that situation. Also, because people like to give anthropomorphic characteristics to animals, people sometimes misread animal emotions and behaviors. A good way to check whether you might be projecting emotions onto another is to ask yourself how you know; what are the clues? If you can't find any clues or signs that tell you a person or animal is feeling an emotion, you might be projecting.

ACTIVITIES:

Looking for Clues: Name the Emotion - (use the Name the Emotions handout)

- Using the illustrations in the handout, find clues, and using an arrow, point to every emotion you can find and label what emotion you think it is.

Responding with Empathy

- Review the labeled drawings from the activity above. When you see the characters feeling certain ways, do you feel a little bit of what the character feels? If so, this is called empathy. People and animals feel connected and become good friends when they can share emotional states. If you show or tell someone that you can see that they feel a certain way, it makes them feel that they matter and this feels good. Pick one drawing and write how you would like to act or respond to the person or animal.

Be a Pet Game Extension

- Have students work in pairs or individually to play the game on the app, Be a Pet. Afterward, as a class brainstorm answers to the question, "What makes a good pet caregiver or owner?" Then have students write from the perspective of a cat or dog, either real or imagined. Ask them to pretend to be a dog or cat and write about their "dream" human or family and their "dream" home.

ACTIVITIES (CONTINUED):

Social Awareness Design Activity

- In the story, Rutherford receives a lot of support and encouragement from his family and friends (and this helps him win). Ask the students, “Why do you think it is important to provide support and encouragement to others?” As a class, brainstorm ways that the students find and feel support in their lives. Then brainstorm the ways they could show support and encouragement to their friends, family, or classmates. Have students use the process of Design Thinking to individually or as a class come up with ways to be more socially aware and supportive in their home, community, or classroom.

Steps to do this may include:

1. Interview students, parents, or a teacher to establish the need (ask what behaviors they see in students that they would like changed; behaviors that show a lack of empathy).
2. Brainstorm with classmates (in small or large groups) ideas to address the needs or problems identified in the first step.
3. Test 1-3 of the ideas.
4. Change the ideas based on feedback from parents, teachers, or classmates.

AT THE END OF THE LESSON:

Ask students to reflect on these questions. Try this with the whole group, in a sharing circle, or ask students to fill out index cards.

- How did you feel about today’s book and discussion?
- Did today’s book and discussion change how you think about anything in your life?
- What did you learn from today’s book and discussion that you didn’t know before?



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BOOK 3: LOST CONNECTION

TIME: 40 minutes (reading and discussion - 20; activity - 20)

MATERIALS: An Apple or Android device to read [The Restricted Adventures of Raja Empathy Book App](#): Book 3, a way to project the app so students can see it, student journals, a whiteboard or chart paper

KEY CONCEPTS

- What clues can we look for to find out what emotions cats and dogs might be feeling?
- What choices do we have when we see a person or animal expressing emotions like fear or frustration?
- Why is connecting well with others necessary? How do understanding complex or mixed emotions and feeling empathy help with making good friendships with people and pets?

BEFORE READING:

Write this question on the board for students to think about while you read and project the graphic novel:

- What strategies can people use to become more aware of the emotions they feel and what other people and animals might feel, and why is this important?

Clarify Vocabulary:

- Frustration is related to anger and is an emotion that occurs when a goal, a need, or something you want is blocked.

Ask students to think about the question you wrote on the board as they listen to the story.

DURING READING:

Project the book from the app onto a screen or use tablets with small groups and one facilitator or student leader. The facilitator reads the story aloud and makes sure all the students can see the illustrations.

Look for the flashing icons in the story and touch them to open. Use these Warrior Practice questions to guide the discussion as you read.

Ask questions to deepen their self-awareness:

- “Have you ever felt that way?” (“When?”/“Tell me about that.”)
- “How would you feel if you were in this situation?” (“Would you do anything differently?”)
- “Can you show me what your face looks like when you feel that way?” (Show them what your face looks like, too!)

AFTER READING:

- On pages 3-4 after asking the questions in the app, ask, “Why is AJ frustrated? What goal or need is blocked?” When discussing the students’ experiences of feeling frustrated, extend the conversation by asking what they did or what someone else did when they felt like this to help them feel better.

AFTER READING (CONTINUED)

- On page 7, AJ now says he feels scared. Do you think he still feels frustrated, too? What has changed his emotion? Ask students to think about whether they have ever felt angry or frustrated and sad as well, either at the same time (mixed emotions) or angry and then sad.
 - **EXTENSION ACTIVITY:** Have students write about a time they felt two emotions at once, or describe a time they felt angry or frustrated and what they think would have made them feel better, in a journal.
- On page 25, after discussing how Meg feels, discuss what empathy is. Show students a Brené Brown video about empathy <https://www.youtube.com/watch?v=1Evwgu369Jw>.
 - Ask students, “How does understanding complex or mixed emotions and feeling empathy help with making good friendships with people and pets?” A variety of mammals produce the hormone oxytocin. It is connected to nursing young and helps mothers bond with their babies. Why do think this hormone is helpful? Why is having strong bonds or positive relationships with other people or animals good for us?

ACTIVITIES

Jarbo’s Jinx Game Extension

- Have students work in pairs or individually to play the game on the app, Jarbo’s Jinx.
- Afterward, with the full class, ask how understanding what was going on around the animal helped them understand what emotion they might be feeling. Ask, “What strategies can people use to become more aware of the emotions they feel and what other people and animals might feel, and why is this important?”

How Emotion Wise Are you? Emotion Wheel Activity

- Provide students with the “[How Emotion-Wise Are You?](#)” [quiz](#) from Kind News and have them take the quiz. Then draw a chart with “HAPPY | SAD | FEARFUL | MAD” across the top. As a class, brainstorm all the emotion words they can think of that are related to these emotions.
- Search online for an “emotion wheel,” and create a larger version to post in your classroom. Regularly ask students to use descriptive words when writing or speaking to describe how they think others feel, like characters in stories or movies, family and friends, or pets.

Journal Writing

- Have students write about a time they felt two emotions at once, or describe a time they felt angry or frustrated and what they think would have made them feel better, in a journal.

AT THE END OF THE LESSON:

Ask students to reflect on these questions. Try this with the whole group, in a sharing circle, or ask students to fill out index cards.

- How did you feel about today’s book and discussion?
- Did today’s book and discussion change how you think about anything in your life?
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