

# Lesson 2:

# Empathy

## Overview

**Students develop empathy through role-play activities. Working in groups, using scripts or hot seating, students start to appreciate the feelings of people involved in negative experiences.**

## Starter

### Activity 1 (Option 1) (5-10mins): Describing feelings (Slides 3-9)

Present slide 3 which shows lots of different feelings, and ask students to choose a word and describe a time they experienced that feeling. Then present slides 4-9 and ask students to describe how they would feel experiencing the scenarios featured on the slides. This could be a class discussion, circle or paired work with feedback.

### Activity 1 (Option 2) (5-10mins): Speed chat – discussion activity (Slides 3 & 10-12)

Present slide 3 which shows lots of different feelings, and ask students to choose a word and describe a time they experienced that feeling. Then line students in two rows or two circles facing each other. In turns, they describe a positive experience and their feelings about it to the person opposite. Move each line along and repeat with students describing a negative experience and their feelings. Allow students to decide on an experience or use the prompts on the slides. Alternatively, this could be run as a think, pair, share activity, or seated discussion with their partners.

Introduce the lesson using slides 13-15. Higher ability students could guess the theme of the lesson.

## Main

### Activity 2 (Option 1) (30mins): Exploring empathy through drama (Slides 16-17)

Group students in 4-5s. Ground rules will need to be agreed; there are some prompts on the slides. Each group will be given two scripts from worksheets 2-7. One includes a script from the video and the other features a parallel scenario. Both are open ended for the students to complete the ending. Students can decide on which to perform; it must last no more than 2mins. They will have 2mins to decide on roles and then should raise their hands to indicate who they are playing. Rehearse for 10mins before performing their sketch and the ending that they have created to the class. Time students for each phase and provide a countdown.

### Activity 2 (Option 2) (20-30mins): Exploring empathy through hot-seating (Slides 18-20)

Group students in small groups or conduct as a class with one person taking it in turns in the hot seat. You could use the scripts on worksheets 2-7 or the video stills on worksheets 8-10. Using each video still or script, students should complete a read-through before taking it in turns to 'hot seat' different people. Their peers should ask them questions about their experience and feelings. You could prepare some questions in advance to

## Learning objectives

- ▶ Understand what empathy is.
- ▶ Be able to use empathy to change behaviour and build better relationships.

## Subject links

- ▶ Citizenship
- ▶ PSHEE
- ▶ English
- ▶ Drama

## Resources

- ▶ Slides: Lesson 2
- ▶ Worksheets:
  - 2-4 - Video scripts
  - 5-7 - Parallel scripts
  - 8-10 - Video stills

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guide students but also allow them freedom to make up their own. Some examples are provided on slide 20. Ground rules will need to be agreed; there are some prompts on slide 19. If you have not done hot seating before, you could model this to start with. It will need tight time keeping with the teacher acting as 'Chair'.

### Activity 3 (5mins): Class discussion (Slide 21)

As a class, discuss how it felt playing the different roles using the slides as prompts. You could use an object to control feedback, and sit everyone in a horse shoe or circle to make it inclusive.

## Plenary

### Activity 4 (5mins): In my shoes (Slides 22-24)

Show the slide with a picture of shoes, or even better, present a real pair or pairs. If we could all empathise with other people by imagining that we are walking in their shoes, how could this change behaviour and improve relationships? Present the different types of behaviour on slide 23 and ask whether they would change if people empathised more.

## Support notes

### Extension/homework/extra activity ideas

Use these ideas as inspiration for alternative, differentiation or homework activities, or to develop learning in other subjects or lessons.

#### Extension 1: Anti-bullying

Discuss the school's policy on anti-bullying. What works, what doesn't work? What else could be done? How can we all think about the impact of our actions on other people more? In order for this to be meaningful and real to young people's lives, it is important to identify the channels that students can use to voice any issues or concerns with the current policies so the school can respond e.g. who should they contact, how, what is the process for tackling these issues?

#### Extension 2: Diary entry

Write a diary entry for one of the people in the scripts and describe their feelings.

#### Extension 3: Useful sayings

Think of useful proverbs or 'lessons for life' to help students think about the impact of their actions on other people's feelings e.g. look before you leap, think before you act, treat others as you want to be treated etc. These could be placed around the room.

## Differentiation ideas

- ▶ Adjectives are provided on slide 3 to help students describe feelings.
- ▶ Activity 2 (Option 2) uses video stills that are more suited to students with lower literacy ability.
- ▶ Modelling answers for all activities will help students to grasp the activities.

### Useful links/further information

Visit the useful information section of Equal Rights, Equal Respect to access this information:

[www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation](http://www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation)

- ▶ **Useful links** - useful links to information on the protected characteristics that are featured in the video scripts.
- ▶ **Glossary** - glossary of key words.

Visit the training section of Equal Rights, Equal Respect to access this information:

[www.equalityhumanrights.com/equalrightsequalrespect/training](http://www.equalityhumanrights.com/equalrightsequalrespect/training)

- ▶ **Equality and human rights training video** - demonstration of activity 2 and tips for delivering sensitive subjects.

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## Prior learning

- ▶ None required.

## Preparation and planning

- ▶ Adapt the PowerPoint slides to suit your teaching and class ability.
- ▶ Decide on which lesson activities you will deliver. Think about which groups of students will work best with each other in advance. Review the scripts and decide which groups will work on which.
- ▶ Consider the best layout for the classroom - you will need space to run the activities.
- ▶ Decide whether any students need to be warned about the content before class. At the start, explain that some may be sensitive to the subject matter. If anyone is upset or affected in anyway, they can speak to you after class or send an email. If a child discloses any harmful personal experiences, you will need to follow your child protection policy. Ensure that there is discussion at the end of the class and that students leave feeling positive.
- ▶ Print out worksheets for each group.