



CLUED UP COACHING

Putting young people at the heart of everything we do!

Overall aims:

- Understand what empathy means
- Consider how using empathy can help with relationships with others
 - Use empathy to consider other people's feelings

If you only have limited time, feel free to break down this lesson plan to do just one or two of the following activities.

Resources:

- Brene Brown on Empathy YouTube clip
<https://www.youtube.com/watch?v=1Ewngu369Jw>
- 'Walk a mile in their shoes' handout Page 13 of 'Little Book of Teen Kindness'
- 'Changing Perspectives' handout Page 14 of 'Little Book of Teen Kindness'
- Flipchart/whiteboard to capture ideas from group discussions

Session title: Empathy and its impact on kindness	Objectives for the session <ul style="list-style-type: none"> • To understand what empathy is and why we need it to build positive relationships with others • To practice developing empathy by putting ourselves in other's shoes
Activities	Opportunities
<ol style="list-style-type: none"> 1. Begin a general discussion around the following question – 'what does it mean to put yourself in someone else's shoes?' If possible, watch Brene Brown's 'On Empathy' YouTube video (only a few minutes and demonstrates what empathy is in an accessible way) Consider why empathy is a good way of developing kindness towards others. 	<ul style="list-style-type: none"> • Opportunity to see what students already understand about the meaning of empathy and the difference between empathy and sympathy • Ask the students to explain to a partner what the difference between empathy and sympathy is and give an example of each. Students may want to share some of their examples with the rest of the class. This may take some debating from the class about whether examples given are empathy or sympathy!
<ol style="list-style-type: none"> 2. A good way of explaining empathy is - 'Empathy is the ability to understand 	<ul style="list-style-type: none"> • Empathy impacts on behaviour as if we don't understand what somebody is

deeply what another person is feeling'

This could be shared on display and discussion/ ideas written down about how do we show empathy? What do we *do* to understand what another person is feeling? For example, listen, imagine ourselves in their position, consider their feelings

3. Introduce the idea of walking in someone else's shoes by looking at page 13 of the 'kindness booklet' together. Ask students to think about what would be different for them if more people had empathy?

4. Changing Perspectives activity (page 14 of kindness booklet) This activity can be carried out by students working alone by reading through the activity sheet and completing the boxes. Alternatively choose one of the following:
 - Working in pairs take it in turns to act out the characters in the boxes, one person to play the character and the other person to ask them questions about their situation and feelings
 - Students could choose one of the perspectives and write a diary entry as that person – outlining their feelings about their current situation
 - Working in pairs, students could take each perspective and consider how that person's situation may make them act / behave around others

feeling then we may say the wrong thing, if we do understand we are likely to make better choices about how to react. Students could be encouraged to think about times when they may have responded negatively to somebody (On social media or face to face). They could be asked to reflect on how they might use more empathy in the future if something similar were to happen again. This may be something they are happy to share or it could be something they write on a post it note to keep for their own reference

- Opportunity for further discussion about the positive impact empathy can have on many different relationships. Stress here that by showing empathy rather than just sympathy, you are more likely to be able to offer constructive support / help to others as you will feel more connection

- You may like the idea of offering a choice of activities as outlined for this worksheet, or the students can simply complete the worksheet and allow time for reflection/ discussion at the end

- If students feel comfortable they could share some examples of their work in groups or as a whole class

<p>5. Reflect back as a whole group and ask the following questions: How might you use this activity in the future? How might you use more empathy in your day to day life? (10 mins)</p>	
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