

EMPATHY MUSEUM (LEVEL 3)

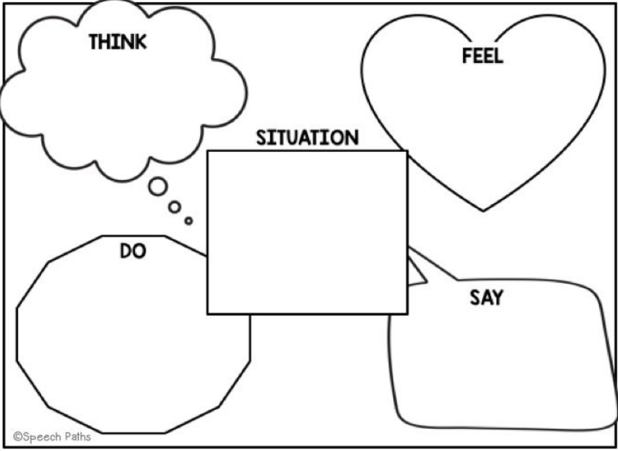
Description	<p>“The biggest deficit that we have in our society and in the world right now is an empathy deficit. We are in great need of people being able to stand in somebody else’s shoes and see the world through their eyes.”</p> <p>- Barack Obama</p> <p>Learners will understand what empathy means to them and build the value through immersing themselves in stories from their community.</p>
Leading Question	What is it like to experience someone else's life and why do we need to?
Total Time Required	Approx. 6 hours over 6 days
Supplies Required	Paper, pen, items they will collect from others
Learning Outcomes	<ul style="list-style-type: none"> - Identify and explain different points of view in a story or a given situation. - Explain commonly used idioms. - Conduct an interview effectively. - Write an empathetic response.
Previous Learning	None

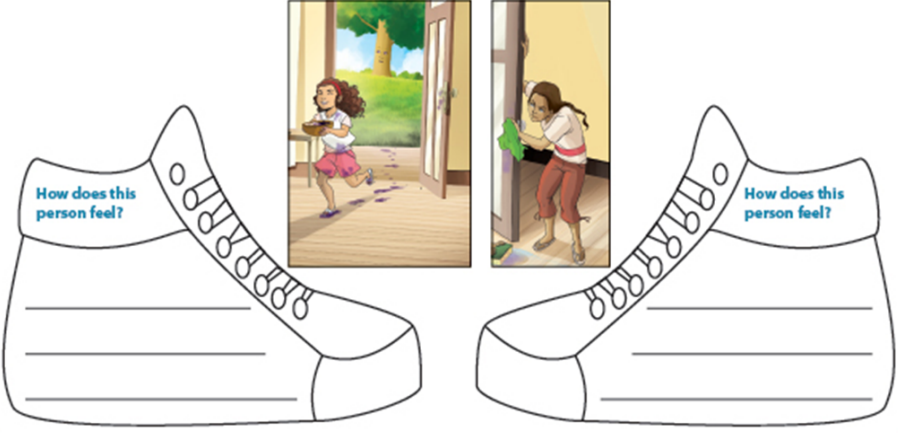
DAY 1

Today, we will aim to understand empathy.

Suggested Duration	Activity and Description
10 minutes	<p>Write the word ‘empathy’ on the board or a sheet of paper.</p> <ol style="list-style-type: none"> 1. What do you think the word means? <p>Empathy is being able to understand how someone else is feeling, even when you aren’t in the same situation. We understand different points of view.</p> <ol style="list-style-type: none"> 2. Why do you think empathy is important?

	<p>It helps us understand how others are feeling so we can respond appropriately to the situation.</p> <p>3. Have you ever felt sad just because your friend was sad?</p> <p>That's empathy! You feel sad with your friend because something bad may have happened to them.</p> <p>4. Have you ever been with a friend who won a prize so you get excited too?</p> <p>You know how great it can feel when your friend wins a prize or has an important achievement. That is empathy.</p>
<p>10 minutes</p>	<p>How Do We Show Empathy?</p> <ol style="list-style-type: none"> List down 3 ways (or more) through which we can show empathy to another person. Write an example of a situation, preferably from your life, for each of them. You are encouraged to use the correct tenses (past, present, future). <p>Share what you wrote.</p> <p>The three As:</p> <ol style="list-style-type: none"> Actively Listen - when people are going through something and expressing it, we need to really listen to them without interrupting them. Do not jump into solutions and advice without understanding how they really feel. Ask Attentively - Pay attention to the needs of others. If something seems wrong, ask how they are feeling. Appreciate Human Beings - Realise that everyone is a human being and that they may make mistakes, as you would. Instead of judging someone, try to understand them. Learn more about people's cultures and backgrounds. Thank them for the value they add to your life.
<p>15 minutes</p>	<p>Empathy Map</p> <p>Empathy maps can be a powerful tool to build a deeper understanding of how our words and actions connect to our thoughts and feelings.</p> <p>Draw the following 'Empathy Map' on a sheet:</p>

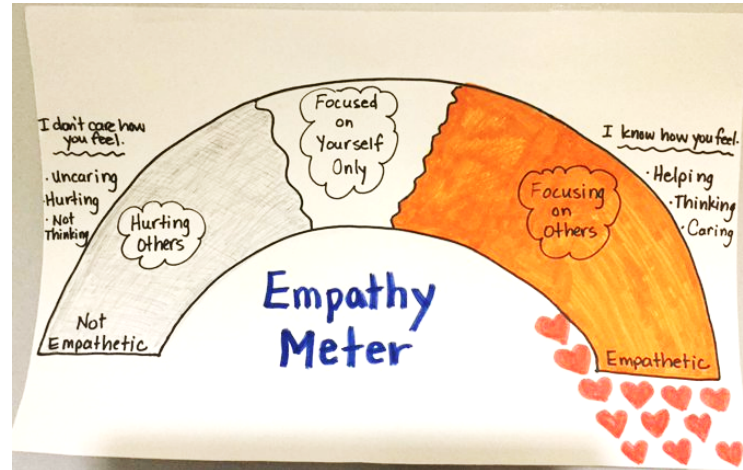
	 <p>Now, think of any situation where you faced a conflict or fought with someone. Think about the following and fill it in the 'Empathy Map':</p> <ol style="list-style-type: none"> 1. What was the situation? 2. What did the other person do? 3. What did they say? 4. What do you think they were thinking? 5. How do you think they were feeling because of this? <p>Then, discuss the following questions and reflect on the situation:</p> <ol style="list-style-type: none"> 1. What did you think about the situation before and what do you think about it now? 2. Now that you understand the other person's point of view, do you think you displayed empathy? 3. If not, what would you have done differently during the conflict? Why?
30 minutes	<p>Cultivating Empathy Show the following picture prompt and note down the different points of view with evidence from the pictures.</p>

	
	<p>Once done, answer who do you relate to in this situation. You have to:</p> <ol style="list-style-type: none"> 1. Role-play the situation with a partner. 2. Create an 'Empathy Map' for the other person in this scenario. You can use the feeling words you learnt about in the map. 3. Write how you would show empathy towards the person cleaning the house. <i>(For example, write a letter to apologise to her and recognise her efforts to keep the house clean.)</i>

DAY 2

Today you will explore empathy even further.

Suggested Duration	Activity and Description
10 minutes	<p>Showing Empathy</p> <p>Read aloud the following situations and think about how you would display empathy. Respond to the prompt by saying "I will show empathy by..."</p> <ul style="list-style-type: none"> ● A friend is nervous before a school exam. ● You see a lady carrying groceries and her baby. ● You had a disagreement with your parents because they thought you were being rude. ● You see a classmate having lunch alone. ● People always mispronounce your friend's name.
20 minutes	<p>Empathy Meter</p> <p>Create the following 'Empathy Meter'.</p>



Once done, write in chits (or sticky notes) 5 examples for each part of the empathy meter and place them correctly.

These can be things that you hear people say in conversations on a daily basis, from movies, or from different experiences you've had in your lives.

For example,

- Not Empathetic: "You can do whatever you want. I don't care."
- Focused on Yourself Only: "You have ruined all of my efforts. Nobody cares how I feel!"
- Empathetic: "I am sorry you feel this way. What can I do to help?"

Alternatively, a teacher or a parent can give you a set of dialogues or you can come up with your own ones and sort them out using the Empathy Meter.

15 minutes



Sympathy and Empathy

Write these two words on a sheet of paper: SYMPATHY | EMPATHY

Answer the following:

1. What do you see?
2. What do you think these words mean?
3. What do you wonder about these words?

- Sympathy involves feelings of compassion, sadness, or pity for another person who is facing difficulties.
- Empathy is stronger than sympathy. It is the ability to put yourself in the place of another and understand someone else's feelings by identifying with them. With empathy, you put yourself in another's

	<p>shoes and view the situation through their eyes to get a real sense of what their experience is like.</p> <p>Identify whether the following situations show ‘sympathy’ or ‘empathy’:</p> <ol style="list-style-type: none"> 1. After watching the news, Rania sent a condolence message to the victims of the earthquake. 2. The teacher attended the student’s grandmother’s funeral with her and offered support. 3. When Tom was being bullied in school, Karan told him that he feels sorry for him. 4. When Moira was being bullied in school, Tom told him that she is special and should not listen to her bullies. He went to complain about the bullies with her to their teacher. <p>Understand that empathy provokes action and reassurance in a small or a big way.</p>
<p>15 minutes</p>	<p>A Mile in My Shoes - Introduction to Idioms</p> <p>Look at the following pictures:</p>  <ol style="list-style-type: none"> 1. What do you see? 2. Who do you think wears such shoes? 3. What do you wonder after seeing this image? <p>Now, look at the second picture. These are the feet of a ballerina dancer.</p>  <ol style="list-style-type: none"> 1. What do you see? Did you expect it? 2. What do you think she feels after dancing in those shoes? 3. What do you wonder?

Every person has a story and we often do not know what they are going through until we listen to them and empathise with them.

Over the next couple of days, we will be understanding such stories from the members of our family or community and walking a 'mile in their shoes'. We will create a museum with such stories!

What does 'walking a mile in someone's shoes mean?
It means to understand someone before judging them.

Such phrases are called 'idioms'. Idioms are groups of words whose meanings are different from their literal meaning. For example, if you say someone has "cold feet," it doesn't mean their toes are actually cold. Rather, it means they're nervous about something.

Below are some common idioms used in the English language and their meanings:



Idioms exist in every language. Come up with 2 idioms from your mother tongue and explain what they mean using examples.

DAY 3

Today you will be conducting interviews to learn more about others in your community.

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

Suggested Duration	Activity and Description
20 minutes	<p>How to Conduct Interviews</p> <p>Answer the following:</p> <ol style="list-style-type: none"> 1. What are interviews? 2. When do people conduct interviews? 3. How are interviews useful? <p>For the Empathy Museum, you will:</p> <ol style="list-style-type: none"> 1. Conduct interviews with at least 2 members in their community or family. 2. Write the story behind the interviewee’s life by “walking a mile in their shoes” 3. Display an artefact that connects to their story. 4. Present the story to the ‘visitors’ of the museum. <p>Let us explore how to conduct interviews effectively. Write the following statements in chits and arrange them in the correct sequence:</p> <ol style="list-style-type: none"> 1. Decide the purpose (or the “why”) of your interview. 2. Think about “who” you will interview. 3. Explain the context of the interview and set a time and place for the interview. 4. Prepare a set of questions to ask. 5. Conduct the interview and note down or record their responses. 6. Thank the interviewee for their time. <ul style="list-style-type: none"> ● Note down why you will be conducting the interview and 2 people you will interview from your community. Select an interviewee whose story you think particularly needs to be told (i.e., homeless, veterans, residents in a nursing home, community workers, etc). <p>Note: <i>the interviewee’s consent is important. Since we will be sharing stories from their life, their real names and identities should not be revealed in our museum if they are not comfortable with it. You must ask for permission beforehand.</i></p> <ul style="list-style-type: none"> ● Next, set a time and place for the interview. It should be somewhere free of distractions and that which makes the interviewee feel comfortable, such as their home or a park, etc.

	<ul style="list-style-type: none"> ● Then, prepare a set of 10 questions you would want to ask the interviewee to understand the story of their life better. These are some sample questions. <ol style="list-style-type: none"> 1. <i>What does a day in your life look like?</i> 2. <i>Where are you from? What is one thing you love about your culture?</i> 3. <i>If you had to describe yourself in one word, what would it be? Why?</i> 4. <i>What are some important events that took place in your life?</i> 5. <i>Who are the important people in your life? Why are they important?</i> 6. <i>What makes you happy? What worries you?</i> 7. <i>What is something that many people do not know about you?</i> 8. <i>What are your dreams and aspirations?</i> 9. <i>What is one strength and one weakness you think you have?</i> 10. <i>If you could give one piece of advice to your younger self, what would it be?</i> <ul style="list-style-type: none"> ● While taking in an interview, we have to: <ul style="list-style-type: none"> ○ Make the interviewee feel comfortable by greeting them and asking them how they are. We should speak in the language they are comfortable with. ○ Ask the questions one-by-one and listen to them without interrupting them. ○ Look at the interviewee while they are speaking and pay attention to them. ○ Ask follow-up questions to get more details whenever necessary. ○ Continuously note down their responses in points and not complete sentences. ○ Thank the interviewee for their time. <p>If time permits, role-play an interview and provide feedback to each other based on the points above.</p>
<p>40 minutes</p>	<p>Community Member Interviews</p> <p>Conduct the interviews of at least two people using the questions you prepared. Remind them to carry a notebook and take running notes while the interviewee shares their responses. Alternatively, you can also record the interview using a phone.</p> <p>At the end of the interview, you <u>must collect an artefact</u> from the interview for your museum. It can be something they own - their shoes, a gift, a bracelet, a card, an item of clothing, etc.</p>

	If the interviewee is not comfortable sharing an artefact, it is okay.
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DAY 4

Today you will be writing an empathetic response.

Suggested Duration	Activity and Description
10 minutes	<p>Empathy to 'All'</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. Do you think we should show empathy to animals too? Why or why not? 2. What are some ways in which we can be empathetic towards animals? <i>(not abusing animals is not a way of showing empathy - it is a basic expectation from a human being. However, taking care of a wounded animal on the street, giving food to strays, caring for them, etc. are examples of empathy.)</i> 3. Do we only show empathy towards people we know? Why or why not? 4. How can we demonstrate empathy to others? <i>(This can be simple things like learning about other people's cultures and pronouncing their names correctly, helping an elderly person carry bags while running errands, wishing someone a good morning, thanking people, etc.)</i> <p>Gratitude or saying "Thank You" is a way of recognising someone's effort and appreciating them for it. It is a way of showing empathy because we "walk a mile in their shoes" and realise how much value they add to our world.</p>
40 minutes	<p>Writing an Empathetic Response</p> <p>An empathetic response is when we write or speak about something while imagining that we are the character in the story. This means that the response should be as if we think, feel, or act as the character does.</p> <p>For the Empathy Museum, we will be presenting the story behind the life of the interviewees as if we are the interviewees ourselves.</p> <ul style="list-style-type: none"> ● Choose a key event from <u>each</u> of your interviewee's lives and create the Empathy Map for it. ● Then, using the Empathy Map, write your response to the following as the interviewee would:

	<p><i>Imagine you are the interviewee. Describe your story and highlight one event that changed your life.</i></p> <p>Use the first person pronouns (I, we, us, our, etc.) while writing the response, since you would be writing it as the interviewee.</p>												
<p>10 minutes</p>	<p>Self-Review Checklist Go through your first empathetic response and evaluate it using the checklist.</p> <table border="1" data-bbox="451 562 1396 1171"> <thead> <tr> <th data-bbox="451 562 922 625">Questions</th> <th data-bbox="922 562 1396 625">Comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 625 922 730">Did I use first person pronouns (I, we, us, our, me, my) everywhere?</td> <td data-bbox="922 625 1396 730"></td> </tr> <tr> <td data-bbox="451 730 922 835">Did I include all the important details from the person's life?</td> <td data-bbox="922 730 1396 835"></td> </tr> <tr> <td data-bbox="451 835 922 968">Did I write what they said, thought, felt, and how they acted during a key event?</td> <td data-bbox="922 835 1396 968"></td> </tr> <tr> <td data-bbox="451 968 922 1073">How did my mindset affect how I wrote the response?</td> <td data-bbox="922 968 1396 1073"></td> </tr> <tr> <td data-bbox="451 1073 922 1171">How would I rate this response on my 'Empathy Meter'?</td> <td data-bbox="922 1073 1396 1171"></td> </tr> </tbody> </table>	Questions	Comment	Did I use first person pronouns (I, we, us, our, me, my) everywhere?		Did I include all the important details from the person's life?		Did I write what they said, thought, felt, and how they acted during a key event?		How did my mindset affect how I wrote the response?		How would I rate this response on my 'Empathy Meter'?	
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DAY 5

Today you will be designing your empathy museum.

Suggested Duration	Activity and Description
<p>15 minutes</p>	<p>Sculpting a Story</p> <p><i>Note: For the following activities, you can design the Empathy Museum as a group or individually, depending on convenience and the COVID-19 safety procedures to be followed.</i></p>

	<p>Museums have artefacts and experiences designed for the visitors. While we will be presenting our empathetic responses, it is also important for visitors of the museum to see a visual representation of it.</p> <p>Come up with your own visual representations of your interviewee’s stories.</p> <p>If they are struggling, hint towards the following ideas.:</p> <ul style="list-style-type: none"> ● Display the artefact (the interviewee’s personal belonging) and the story behind it. ● Create a drawing, comic strip or a 3D Model to highlight an experience from the interviewee’s life. They can use stick figures, paper dolls, clay, etc. ● Present the Empathy Map of the interviewee neatly as a chart ● Include other details from the interview in a chart. ● If the interviewee has given permission to do so, their photographs can be displayed. ● A pair of shoes of the interviewee to show the idea of “walking in someone else’s shoes”. <p>All these items together should tell the story of the person.</p>
<p>20 minutes</p>	<p>Elements of the Museum</p> <p>Museums can be interactive too and we must design a fulfilling experience for our visitors around the theme of ‘empathy’. This requires planning.</p> <p>Chalk out what the visitor’s journey is going to look like.</p> <ol style="list-style-type: none"> 1. How will you explain what ‘empathy’ means? 2. What are some interactive activities that the visitors can engage in to develop their understanding of empathy, just like you did in these sessions? 3. How will you present the stories from your interviews? <p>Below are some activities you can include as part of the ‘museum’:</p> <ul style="list-style-type: none"> ● Do the ‘Walk the Line’ activity with the visitor as done on Day 1 of the project. ● Draw a picture showing a conflict and ask the visitors to explain the different points of views. ● Share the Empathy Maps they have created in this project and explain them OR create an Empathy Map with the visitor. ● Provide situations as chits in a bowl and role-play them with the visitors. ● Provide some dialogues in chits and ask visitors to place them in the ‘Empathy Meter’ they created.

	<ul style="list-style-type: none"> ● As visitors go through the artefacts, narrate the empathetic response they wrote about their interviewee. ● Get the visitors to make a 'Thank You' card for someone in their community. ● Put up some quotes on empathy said by famous people. <p>Prepare the flow of events and materials needed for setting up the Empathy Museum.</p> <p>You can design and distribute invitation cards with the date, time, and place of the museum or inform people to attend it verbally.</p>
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DAY 6

Today you will be taking your visitors through your Empathy Museum.

Suggested Duration	Activity and Description
30 minutes	<p>Empathy Museum</p> <p>Place all your artefacts and the resources needed for the activities and take the visitors through each of them.</p> <ul style="list-style-type: none"> ● Make sure to welcome the visitors with a smile and thank them for their time before they leave. ● You can also provide a Feedback Sheet for the visitors to fill out before they leave. Users can leave comments on their experience of the 'Empathy Museum' <p>You can use the support of friends and family to conduct some activities. You will also present your empathetic responses, based on the interviews you conducted.</p>
15 minutes	<p>Reflection</p> <p>Once done, you must go through the Feedback Sheet filled by the visitors. Then, reflect on the following:</p> <ol style="list-style-type: none"> 1. What does empathy mean to you? 2. Were the strategies and skills you used effective in this project? 3. Did you do an effective job in communicating your ideas with others? 4. What are 2 things you did well and 2 things you could have improved? 5. What steps should you take to meet your challenges?

ADDITIONAL ENRICHMENT ACTIVITIES

1. Learners can create their own short novel using an original story on empathy and using illustrations.
2. Write a diary entry as a stray animal on the street in your community.
3. Get the students to make 'Thank You' cards for 3 people in their community that they do not personally know. For example, a garbage collector, the community doctor, a teacher, a person who helped them sometimes, etc. Below are some examples:



MODIFICATIONS FOR SIMPLIFICATION

If learners are struggling to write an empathetic response, you can provide the following sentence starters:

When *(this happened)*, I felt _____. I thought _____. In this situation, I said _____. Then I did _____.

Alternatively, they can draw or sketch to describe the interviewee's life story.