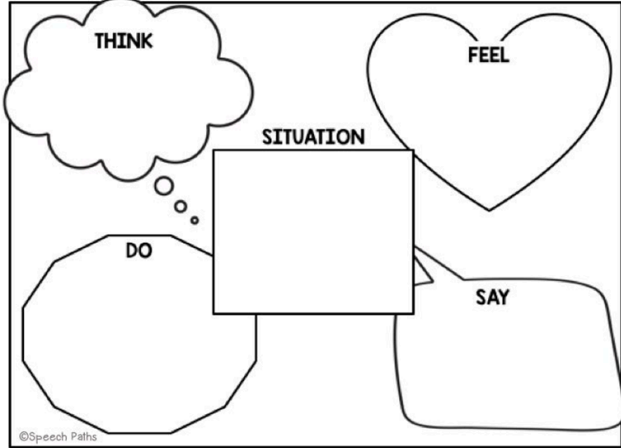


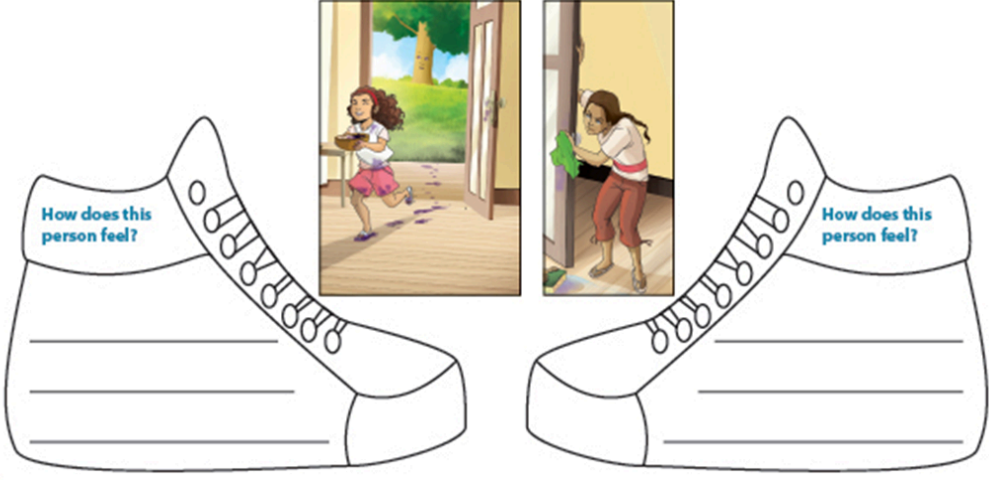
EMPATHY MUSEUM (LEVEL 3)

Description:	Learners will understand what empathy means to them and build the value through immersing themselves in stories from their community. Learners will also prepare a museum that exhibits physical objects that allow visitors to experience aspects of their life.
Leading question:	What is it like to experience someone else's life and why do we need to?
Subjects:	SEL, Math, Literacy, Art and Design
Total time required:	~ 6 hours over 6 days
Supervision	Low Supervision
Learning outcomes:	By the end of their learning, the students will be able to: <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.
Resources required:	Medium
Previous Learning	None

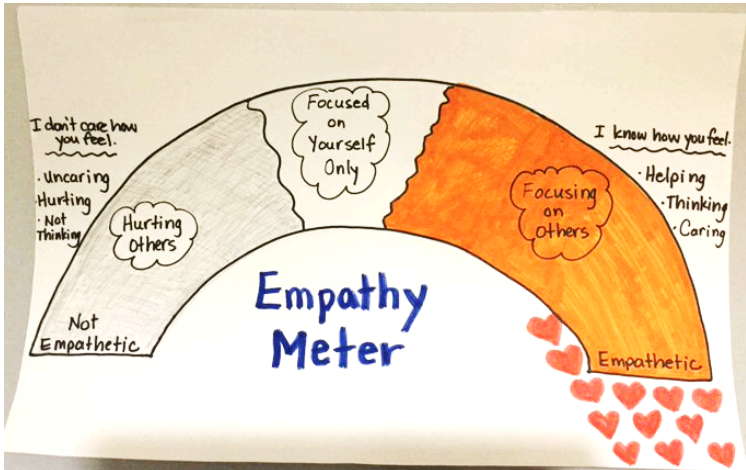
DAY 1 - UNDERSTANDING EMPATHY



Suggested Duration	Activity and Description
10 minutes	<p>Understanding 'Empathy' Write the word 'empathy' on the board or a sheet of paper. Ask: What do you think the word means?</p> <p>Explain the following to the learners:</p> <ol style="list-style-type: none"> 1. 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. 2. Ask: Why do you think empathy is important? It helps us understand how others are feeling so we can respond appropriately to the situation. <i>(Note that this is one of the reasons and students can come up with their own responses. Accept all answers.)</i> 3. Ask: Have you ever felt sad just because your friend was sad? <i>(Take 1 to 2 responses.)</i> That's empathy! You feel sad with your friend because something bad may have happened to them.

	<p>4. Ask: Have you ever been with a friend who won a prize so you get excited too? <i>(Take 1 to 2 responses.)</i> 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? Get the students to</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 their life, for each of them. Encourage them to use the correct tenses (past, present, future). <p>Ask the learner to share what they wrote.</p> <p>Summarize the following points to show empathy after the discussion: (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 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>Get the learners to draw the following 'Empathy Map' on a sheet:</p>  <p>Now, get them to think of any situation where they faced a conflict or fought with someone. Ask the learners to think about the following and fill it in the 'Empathy Map':</p> <ol style="list-style-type: none"> What was the situation?

	<ol style="list-style-type: none"> 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 with the learners to get them to 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?
<p>30 minutes</p>	<p>Cultivating Empathy</p> <p>Show the following picture prompt and ask students to not down the different points of view with evidence from the pictures. .</p> <div style="text-align: center;">  </div> <p>Once done, ask the learners who they relate to in this situation. The, they 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. They can use the feeling words they learnt about in the map. 3. Write how you would show empathy towards the person cleaning the house. (For example, write a letter to apologise to her and recognise her efforts to keep the house clean.)

DAY 2 - EXPLORING EMPATHY

Suggested Duration	Activity and Description
10 minutes	<p>Showing Empathy</p> <p>Read aloud the following situations and get the students to think about how they would display empathy. They have to respond 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>Get the learner to create the following ‘Empathy Meter’.</p>  <p>Once done, ask the learner to write in chits (or sticky notes) 5 examples for each part of the empathy meter and place them correctly.</p> <p>These can be things that they hear people say in conversations on a daily basis, from movies, or from different experiences they have had in their lives.</p> <p>For example,</p> <ul style="list-style-type: none"> ● 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?” <p>Alternatively, you can give the learners a set of dialogues (if they cannot come up with their own ones) and ask them to sort them out using the Empathy Meter.</p>

<p>15 minutes</p>	<p>Sympathy and Empathy Write the two words on a sheet of paper: SYMPATHY EMPATHY Ask:</p> <ol style="list-style-type: none"> 1. What do you see? 2. What do you think these words mean? 3. What do you wonder about these words? <p>Explain to the learners that:</p> <ul style="list-style-type: none"> • 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 shoes and view the situation through their eyes to get a real sense of what their experience is like. <p>Get the learners to 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>Learners should 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 Show the following picture to the students:</p>  <p>Ask:</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? 

Now, show the second picture. Say that these are the feet of the ballerina dancer.

Ask:

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?

Explain to the learners that 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.

Say to the learners: 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!

Ask: 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.

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

<p>Cat got your tongue? <i>Can't you speak?</i></p> 	<p>Snug as a bug in a rug <i>Warm and cozy</i></p> 	<p>Go the extra mile <i>Make an extra effort</i></p> 
<p>Butterflies in my stomach <i>Feeling nervous</i></p> 	<p>To go down in flames <i>To fail spectacularly</i></p> 	<p>Once in a blue moon <i>Rarely</i></p> 

ThoughtCo.

Idioms exist in every language. Get the students to come up with 2 idioms from their mother tongue and explain what they mean using examples.

DAY 3 - COMMUNITY INTERVIEWS

Suggested Duration	Activity and Description
20 minutes	<p>How to Conduct Interviews</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What are interviews? 2. When do people conduct interviews? 3. How are interviews useful? <p>Explain to the learners that for the Empathy Museum, the learners 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.</p>

	<p>Write the following statements in chits and get the learners to 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"> ● Get the students to note down why they will be conducting the interview and 2 people they will interview from their community. Encourage students to select an interviewee whose story they think particularly needs to be told (i.e., homeless, veterans, residents in a nursing home, community workers, etc). <p>Note: <i>Mention that 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. They must ask for permission beforehand.</i></p> <ul style="list-style-type: none"> ● Next, get the learners to 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. ● Then, get the learners to prepare a set of 10 questions they would want to ask the interviewee to understand the story of their life better. Then, discuss some sample questions which learners can choose to include: <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 advice to your younger self, what would it be?</i> ● Explain to the learners that 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
--	---

	<p>sentences.</p> <ul style="list-style-type: none"> - Thank the interviewee for their time. <p>If time permits, get the learners to role-play an interview and provide feedback to each other based on the points above.</p>
40 minutes	<p>Community Member Interviews</p> <p>Get the learners to conduct the interviews of at least two people using the questions they prepared. Remind them to carry a notebook and take running notes while the interviewee shares their responses.</p> <p>Alternatively, they can also record the interview using a phone.</p> <p>At the end of the interview, the learners <u>must collect an artefact</u> from the interview for their museum. It can be something they own - their shoes, a gift, a bracelet, a card, an item of clothing, etc.</p> <p>If the interviewee is not comfortable sharing an artefact, it is okay.</p>

DAY 4 - EMPATHETIC RESPONSE

Suggested Duration	Activity and Description
10 minutes	<p>Empathy to 'All'</p> <p>Ask:</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>(Let learners know that 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 realize how much value they add to our world.</p>

<p>40 minutes</p>	<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"> ● Get the learners to choose a key event from <u>each</u> of their interviewee’s life and create the Empathy Map for it. ● Then, using the Empathy Map, get them to write their response to the following as the interviewee would: <i>Imagine you are the interviewee. Describe your story and highlight one event that changed your life.</i> <p>Remind the learners to use the first person pronouns (I, we, us, our, etc.) while writing the response, since they would be writing it as the interviewee.</p>												
<p>10 minutes</p>	<p>Self-Review Checklist</p> <p>Get the learners to go through their first empathetic response and evaluate it using the checklist.</p> <table border="1" data-bbox="415 1003 1461 1570"> <thead> <tr> <th data-bbox="415 1003 954 1066">Questions</th> <th data-bbox="961 1003 1461 1066">Comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="415 1075 954 1171">Did I use first person pronouns (I, we, us, our, me, my) everywhere?</td> <td data-bbox="961 1075 1461 1171"></td> </tr> <tr> <td data-bbox="415 1180 954 1276">Did I include all the important details from the person’s life?</td> <td data-bbox="961 1180 1461 1276"></td> </tr> <tr> <td data-bbox="415 1285 954 1381">Did I write what they said, thought, felt, and how they acted during a key event?</td> <td data-bbox="961 1285 1461 1381"></td> </tr> <tr> <td data-bbox="415 1390 954 1486">How did my mindset affect how I wrote the response?</td> <td data-bbox="961 1390 1461 1486"></td> </tr> <tr> <td data-bbox="415 1495 954 1570">How would I rate this response on my ‘Empathy Meter’?</td> <td data-bbox="961 1495 1461 1570"></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’?	
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’?													

DAY 5 - PREPARING FOR THE EMPATHY MUSEUM



Suggested Duration	Activity and Description
15 minutes	<p>Sculpting a Story</p> <p><i>Note: For the following activities, the learners 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>Tell the learners that 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>Let the learners come up with their own visual representations of their interviewee's stories.</p> <p>If they are struggling, hint towards the following ideas. Learners can:</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>
20 minutes	<p>Elements of the Museum</p> <p>Inform the learners that 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>Get the learners to chalk out what the visitor's journey is going to look like. Ask the guiding questions below to facilitate this:</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 learners 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.

	<ul style="list-style-type: none"> ● 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. ● As visitors go through the artifacts, 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>Get the learners to prepare the flow of events and materials needed for setting up the Empathy Museum.</p> <p>Learners can design and distribute invitation cards with the date, time, and place of the museum or inform people to attend it verbally.</p>
--	--

DAY 6 - EMPATHY MUSEUM

Suggested Duration	Activity and Description
30 minutes	<p>Empathy Museum Learners will place all their artifacts and the resources needed for the activities and take the visitors through each of them.</p> <ul style="list-style-type: none"> ● Remind the learners to welcome the visitors with a smile and thank them for their time before they leave. ● They can also provide a Feedback Sheet for the visitors to fill before they leave. Users can leave comments on their experience of the 'Empathy Museum' <p>They can use the support of friends and family to conduct some activities. Learners will also present their empathetic responses, based on the interviews they conducted.</p>
15 minutes	<p>Reflection Once done, learners must go through the Feedback Sheet filled by the visitors. Then, get the learners to 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:	<ol style="list-style-type: none"> 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 sometime, etc. Below are some examples: <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Modifications for simplification	<p>If learners are struggling to write an empathetic response, you can provide the following sentence starters:</p> <p><i>When (this happened), I felt _____. I thought _____. In this situation, I said _____. Then I did _____.</i></p> <p>Alternatively, they can draw or sketch to describe the interviewee's life story.</p>

ASSESSMENT CRITERIA

The learners should be able to:

- 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.