



Inclusion, Diversity and Equality of Opportunity

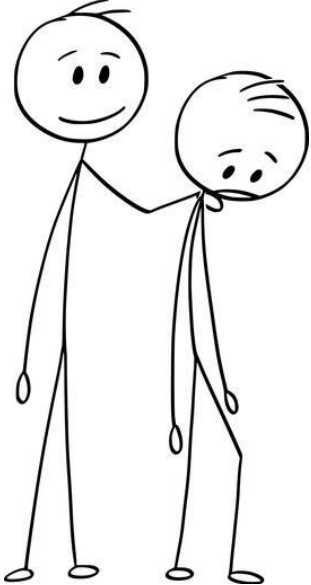


Purpose: Participants explore the concept of empathy and are able to use empathy to change their behaviours and build better relationships.

Participant learning objectives:

1. Understand what the term empathy means
2. Increase empathetic awareness and skills
3. Be able to use empathetic understanding to change behaviours and build better relationships

8

CONTENT	METHODS/ RESOURCES <i>Slides 87-94 can assist with this session.</i>	APPROX. TIME
<p>All Rise!</p>	<p>Arrange chairs in a circle. Introduce today’s session by asking participants to stand up if they have ever been judged or discriminated against. The likelihood is everyone in the group has!</p> <p>Then ask participants to stand up if they have ever judged or discriminated against someone. Again, the likelihood is that they have!</p> <p>You can repeat this exercise by focusing specifically on their day thus far.</p> <p>Introduce today’s topic by explaining to participants that judgements are part of life, and unfortunately discrimination is all too common.</p> <p>It is important that we realise and understand how our judgements and our actions make other people feel. The ability to do this is called empathy.</p>	<p>10 minutes</p> 

How Are You?

Ask participants to remain in a circle. Before beginning this activity, choose a talking piece—this is an object that is passed around the group and signals that the holder has exclusive speaking rights. You can use any object that is easy to hold and pass around.

Tell participants that only one person may talk at a time and everyone else must listen quietly and respectfully. Show everyone the talking piece and explain that only the individual holding the talking piece may speak. As the tutor, ask the participant on your right how they are/ how they are feeling/ what's on their mind. Once they are finished, they pass the talking piece onto the next person.

Once all participants have checked in how they are feeling, ask participants how often people actually ask them how they are doing. It is quite common in our society for people to say 'how are you' almost as a 'hello' as opposed to a question.

Ask participants if they know what the term empathy means. Explain that empathy is the ability to understand and share the feelings of another. Empathy is important when talking about diversity and difference. It is the ability to walk in someone else's shoes and experience what they are experiencing and feel how they are feeling.

Ask participants what skills they used in the circle game. They will likely say things such as listening, communicating how they were feeling, eye contact etc. Explain that these skills are what's needed to be more empathetic:

- Be curious – ask questions to find out exactly what is going on for the other person
- Actively listen – focus on what they are saying, maintain eye contact, nod to show understanding. Don't just listen to respond!
- Take notice – look at people's body language, changes in behaviour etc. These can tell a lot about how someone is feeling!
- Be open minded – you don't have to agree with that they are saying, just understand their point of view.

Debrief: Did you practice all these skills in the circle? Do you consider yourself to be an empathetic person? These are skills which can be learned with lots of practice and are very important in building better relationships with others. Sometimes all it takes is a simple 'how are you?' with intent to listen!

20 minutes



Labels – Activity

Resources:

Sticky labels or blank name tags X number of participants

(On 90% of the labels write positive things such as, 'Smile at me', 'Say, 'Hi'', 'Pat me on the back', 'Shake my hand', 'Give me five', 'Give me an "okay" sign', etc. Use other responses that are typical for the group. On 10% of the labels, write, 'Turn away from me').

Begin by asking participants if they think we sometimes label people because they belong to different groups. Tell them that the labels we put on people often limit their participation in groups.

Tell the young people that you are going to give them each a sticker. Tell them that you will put it on their foreheads so that they cannot see what it says. Distribute the labels randomly. Ask everyone to remain quiet and not reveal to each other what their labels say. When everyone has a label, ask participants to get up and walk around as if they were in the lunch hall at school or at a party. Remind them that they should not reveal what is on anyone else's label. Let them mingle for 4 to 5 minutes, then ask them to return to their seats without looking at their labels.

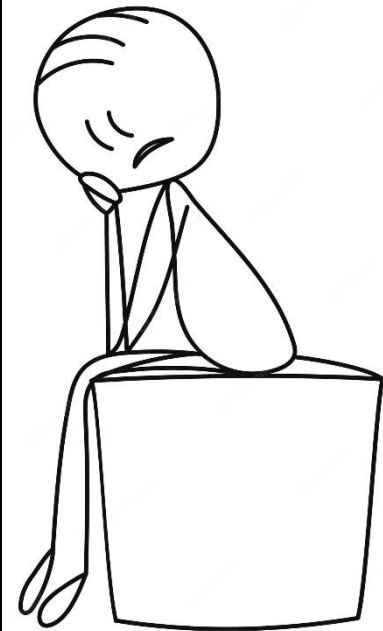
Ask participants the following questions:

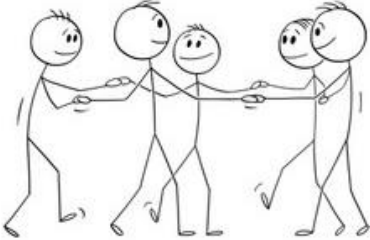
1. How were you feeling?
2. Without looking at your label, do you know what it says? How do you know?
3. All of you who think you have the 'Turn away from me' label, please come and stand together in front of the room. How did you feel?


Allow everyone to look at their labels now. Explain that all of us have experienced times when we felt like we were wearing a 'Turn away from me' label — when we felt left out or targeted. However, some groups experience this more than others, even regularly. Ask participants: What are some groups in your school/ community/ youth club that get targeted or left out? What groups in society seem to have a 'Turn away from me' label on them? (Some examples include people with disabilities, people of a different religion, people of a different race, people who speak with an accent, underprivileged people etc.).

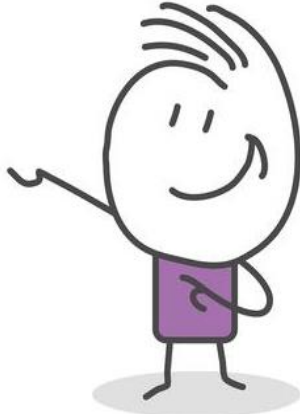
Remind them that no one said anything negative to them; it was just in our nonverbal communication—our body language and our expressions. Without words, they got the message. Point out that 94 percent of all communication is nonverbal. We need to pay close attention to our body language and nonverbal expressions as well as our words.

30 minutes



	<p>End with the following additional questions:</p> <ul style="list-style-type: none"> • What do people from groups that are left out or excluded sometimes do? (Sometimes they get together, form their own groups, and isolate themselves; perhaps this happened during this activity.) • Any new thoughts about why members of excluded groups act in society the way they do? • Any new insights on how being in an oppressed group feels? 	
<p>Odd One Out</p>	<p>Resources: One numbered sheet of paper for each group</p> <p>Determine the number of participants in the group and how many groups you can form with 5-6 participants in each group. Begin by telling the group that you will need some volunteers. Select enough volunteers to equal the number of groups. Tell the volunteers to wait outside of the room.</p> <p>Return to the large group and ask them to get into groups of five or six participants and form a circle. It is okay if a few groups have a smaller or larger number than five. Tell the students that the goal of each circle is to keep the volunteers from becoming a part of their group. They should pick any subject and talk to each other. The subject may be planning a party or some other special event; each group should appear to be having a good time. The groups can use any means possible, except violence, to keep the volunteer from becoming a part of the group. The group may choose to stand very close together so that the volunteer cannot get into the circle. The group members may simply ignore the volunteers and not talk to them. Give each group a sheet of paper with the number of their group on it.</p> <p>Leave the larger group to form their circles and select their topics to talk about. Return to the volunteers outside of the room. Tell the volunteers that their goal is to become a part of the circle that you will assign them to. Assign a number to each volunteer and remind them that their goal is to become a member of the group with that number. Bring the volunteers into the room and ask the circles to hold up their numbers. Allow the interaction to proceed for about three minutes. Then ask everyone to return to their seats.</p> <p>Debrief: Ask the volunteers how they felt being excluded by the group. How hard did they try to become part of the group? What did they do to try to get in? What did the group say or do to keep the volunteers out?</p> <p>Now ask the group members how they felt excluding the volunteer? How far were they willing to go to keep them out? Tell them that in this situation they were asked to keep the volunteers out of the group. But in real life people do get excluded from groups and a lot of the time it is because they are thought to be different from people in the group.</p>	<p>30 minutes</p> 

<p>The Torn Heart</p>	<p>Resources: The torn heart – Script for facilitator Paper hearts X number of participants</p> <p>By this stage, participants should understand that actions and body language can impact a person’s feelings. This activity will help participants understand how our words can impact people’s feelings as well.</p> <p>Inform participants that you are going to read a story called ‘The Torn Heart’, about a boy called Jimmy. Provide each participant with a paper heart and explain that this represents Jimmy’s heart. Whenever they hear a put-down in the story, or something negative that is said to Jimmy, they rip away a small piece of the heart.</p> <p>Be mindful of participants who are highly empathetic or experiencing similar situations to Jimmy.</p> <p>Debrief: How is Jimmy feeling? What might be the effect on him of being treated this way, day after day? What could his mother have said that might not have hurt his feelings? How could she encourage him to get up on time? Go over places in the story where the put-downs occur. What could people have said instead? Highlight that lots of people feel like Jimmy and face negative or bullying behaviour on a daily basis. Through practising our empathetic skills, we can begin to understand how people are feeling and respond appropriately.</p>	<p>20 minutes</p> 
<p>Reflections</p>	<p>Resources: Post-Its Pens</p> <p>Ask participants to form a circle. Provide everyone with a post-it and a pen and ask them to write down a situation where they felt judged or discriminated against because of an aspect of their identity. This activity requires quite a lot of trust between group members so it may be useful to re-visit the contract and re-establish boundaries before commencement of activity. Inform participants they can be as open and transparent as they feel comfortable.</p> <p>Now ask everyone to fold over their post-it and place it in the centre of the circle. It is the facilitator’s role to mix up all the post-its, so we no longer know which post-it belongs to who.</p>	<p>30 minutes</p>

	<p>Go around the circle and ask each participant to pick up a post-it. They must read out the situation on the post-it and describe how that person would have felt. Continue until all participants have had a turn.</p> <p>Debrief: How was this activity? Did it bring back any feelings? Did the person reading out your post-it accurately describe how you were feeling?</p>	
Positive Affirmations	<p>Resources: Paper Pens/ Markers</p> <p>Inform participants that we should be more caring and kinder to one another and focus on the positives that we see in people. This will ultimately make us happier too! This next exercise should leave participants feeling good about themselves and feeling good about others within the group. Provide everyone with a page and pens/ markers. Ask participants to:</p> <ul style="list-style-type: none"> • Draw around your hand • Write your name on your palm • Pass your handprint to the person on your left • As you receive each person’s handprint write one positive comment/ word about that person • When you get your handprint back – SMILE!! • These are all the positive things that make you – YOU! <p>Debrief: How do the positive messages on your page make you feel? How did it feel saying nice things about others?</p> <p>If we ‘walk a mile in another person’s shoes’, we can begin to understand how other people are feeling and we can build better relationships from this. Re-iterate that we should treat others how we would like to be treated.</p>	<p>30 minutes</p> 
Evaluation/ Check-Out	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>

The Torn Heart - SCRIPT

One Tuesday morning, when the alarm clock rang, Jimmy did not get out of bed. Ten minutes later, his mother opened the door to his room. "Come on," she said, "You'll be late for school again. You're a lazy kid." (rip)

"But Mum, I'm sick," Jimmy said.

"Why do you always act like a baby?" (rip) Jimmy's mother said, "You're always sick on PE day. Just get up and get ready. Your brother is already dressed. (rip)

Jimmy quickly put on his clothes and went to the kitchen to get something to eat. His older brother, Lucas, had just finished. "I'm leaving, Mum," Lucas said.

"You wait for Jimmy," their mother said.

"That loser (rip) is always late," Lucas said. "I don't want to miss the bus."

The boys made it to the bus just in time, with Jimmy following behind his older brother. As the doors of the bus closed and it started rolling, Jimmy remembered that he had left his homework in his bedroom.

Jimmy asked the bus driver if he would wait while he went back to get his homework, "What are you, kid, a moron? (rip) This isn't a taxi. Anyway, that's what you get for being late." (rip)

When Jimmy got to school, he told his teacher that he had left his homework at home. She said, "That's the fourth time this month, Jimmy. Have you really been doing your work? I'm beginning to think you're lying. (rip) I'm afraid I'm going to have to talk to your parents about this."

Jimmy liked to play sports, but he did not like PE class, where he was the smallest of all the boys. That day in PE they were supposed to play basketball. The teachers asked the kids to divide themselves into two teams, the Lions and Tigers. Within a few minutes, there were ten boys in each team, with only Jimmy left. (rip)

The captain of the Lions team said: "We don't want him—he's no good." (rip)

“He’s no Tiger. He’s more like a scaredy cat,” (rip) said the captain of the Tigers. And the other boys laughed. (rip)

Finally, the teacher assigned Jimmy to the Lions team, but he sat on the bench for the whole time because the captain never put him in the game. (rip)

That day after school, Jimmy’s brother, Lucas, was playing football with his friends in the field near their house. Football was his favourite sport, so Jimmy asked Lucas if he could play, too. “No way, Lucas said. “You’d ruin the game.” (rip)

Their mother heard this and said: “You should let your brother play with you, Lucas.”

But Mum, he’s too slow,” (rip) Lucas said. “And he always in the way.” (rip)



The Torn Heart

