

Exploring Empathy!

Digital Drama and Art based pack to explore Empathy with Kirklees Libraries and Chol Theatre.

What is in this pack?

This pack has been designed to explore the theme of empathy through drama and arts-based activities. No experience in using drama is necessary as this pack includes written guidance notes with extra hints and tips as you progress. All you have to do is gather the resources before each session, press play, and the artist will guide you through the activities via the pre-recorded film. You will be invited to pause the video at key moments to complete the tasks.

This series of activities will be following the book called *The Boy at the Back of the Class* by Onjali Q Rauf. During the videos small sections will be read out, however we won't be giving too much of the story away to inspire your students to read the book themselves. If the class is already reading another book which explores the theme of empathy many of the activities can be repeated using characters and scenarios in those books in addition to exploring the characters within *The Boy at the Back of the Class*.

How long does each session take to complete?

There are 6 sessions in total, which can be completed one after another to create a 90 minute long workshop. Alternatively, each session can be completed in isolation or groups, depending on the time you have available. We have also included follow on activities you might want to consider as you work through the workshop. Here is a handy guide to timings.

- ★ **1 x 90-minute workshop** - Play each video in order one after the other, with no follow on activities in between.
- ★ **5 x 15/20-minute workshops** - Each workshop consists of one video played in isolation with no follow on activities. The videos are designed to be played in order.
- ★ **4 x 30-minute workshops** - Play videos 1&2 consecutively for the first workshop, video 3 and follow on activity 3 for the second, video 4 and follow on activity 4 for the third workshop and the last workshop play video 5 with follow on activity 5.
- ★ **5 x 30/40+ minute workshops** - Play one video per workshop and follow with the suggested follow on activity. (Some activities might take longer than others).

What resources do I need?

We have supplied a number of additional resources needed to complete the activities alongside the videos. For some of the activities you also will need classroom resources.

Session	Main Activity	Resources Supplied in Pack	Additional Resources
Video 1	Emotional Body Language		
Follow on activity 1	Emotion Collage		Old magazines and pictures of faces, scissors, glue, paper
Video 2	Emotions on the Page and Stage	Empathy Resources Session 2. Before the session cut these on the dotted line.	
Follow on activity 2	Freeze Frames		
Video 3	Meet Ahmet	Empathy Resources Session 3. Before the session cut these on the dotted line.	Large sheet of paper (roughly 60cm x 60cm) and 4 different coloured pens (blue, red, green, any other!). See session notes for alternatives.
Follow on activity 3	Character Profile (Ahmet) Or Newspaper Article	Character Profile Sheet. One per pupil.	Pen or pencil Paper and pen or pencil to write news article.
Video 4	Creating Scenes		
Follow on activity 4	Video Diary		Recording devices to film individual video diaries or paper and pencils to write a diary extract.
Video 5	Empathy Busting		
Follow on activity 5	Dear Mr. Irons		Paper and pen or pencil to write the letter.

Session guidance notes:

Before each session you will need to:

1. download the video that accompanies this session and have it ready to play for the group.
2. make sure you have printed the downloadable resource for the session and made copies if needed for each child.
3. have a copy of the script to hand (printed or digital) to follow alongside the video
4. gather any addition resources needed
5. have cleared a space for the activities to take place.

The video will guide you and the class through all the activities so all you need to do is press play and then pause the video when requested to complete some of the tasks at your own pace.

In your pack we have included the script from each video with actions and some tips and hints highlighted in yellow for extra support.

Have fun!

List of Resources include with this pack to download and print

- The Video Script (one copy to follow alongside the video with hints and tips when it comes to the activities.)
- Empathy Resource Session 2 (one copy)
- Empathy Resource Session 3 (one copy)
- Character Profile Sheet (one copy per student)

Session One: Introduction Empathy and Emotions

Creative Aims: A chance to play together and build confidence in using drama.

Empathy Aims: Exploring and reading emotions portrayed by others with facial expressions and physical body language.

Follow on Activity 1 - Emotion Collage

Create a collage of different emotions. Using pictures from magazines cut up and glue a collage of emotions. Pupils might do this individually or in pairs or you might choose to do this as one whole class with a large piece of paper for each emotion.

Session Two: Emotions on the Stage and Page

Creative Aims: Using drama skills to bring to life emotions written on the page.

Empathy Aims: Viewing emotions in real life situations, translated from written words and associating written descriptions with specific emotions.

Downloadable Resources: Empathy Resources Session 2. *Before the session cut these on the dotted line.*

Follow on Activity Two - Freeze Frames

Create freeze frames of emotions. Split the class into groups of 5 or 6 and ask them to create a freeze frame of an emotion. Encourage them to create a scene, rather than all standing in a line portraying the emotion (e.g. it is someone's birthday party so they are happy.). Begin with some easy emotions to perform like happy and sad and then ask them to freeze frame some more complicated emotions. If you would like to make this more challenging give each group 2 or three emotions to portray in the freeze frame (e.g Happy and jealous - it is someone's birthday so they are happy but their little sister is jealous because she didn't get any presents.)

Session Three: Meet Ahmet

Creative Aims: To use drama to bring to life the characters from the book.

Empathy Aims: To begin to examine how one character is feeling and make connections between their feelings and other's actions.

Downloadable resources: Empathy Resources Session 3. *Before the session cut these on the dotted line.*

Classroom Resources: Large piece of paper with a life size outline of a child's head and shoulders (this can be on a whiteboard or the interactive board if needed.) 4 different coloured pens to draw on the outline (red, blue, green and one other.) Alternatively, you can draw the head and shoulders outline on a piece of A4 paper and copy it for each child to use individually or in small groups.

Follow on Activity Three

Create Character Profiles

Using the template attached to this pack, ask each member of the class to use all the information gathered from the session and create a character profile for Ahmet. You can follow this on by creating character profiles for characters in other stories you are reading.

OR

Create Newspaper Articles - Discover more about refugees. You can take this opportunity to research as a class why a child such as Ahmet might move to England. Create newspaper articles for the local newspaper about Ahmet arriving at his new school.

Session Four: Creating Scenes

Creative Aims: To develop the characters in the book and use drama to bring them to life. To think creatively to solve problems.

Empathy Aims: Explore deeper how people's actions can affect others feelings and emotions.

Follow on Activity Four: Video Diaries - Ask each member of the class to record a video diary in role as the character they portrayed in the scene. Ask them to explain what they did and how they felt. This exercise can also be done as a written diary extract.

Session Five: Empathy Busting

Creative Aims: To explore creatively alternative ideas using drama.

Empathy Aims: Exploring alternative ways to help other people be empathetic.

Follow on Activity Five: Dear Mr Irons

Write a letter to Mr. Irons explaining the situation, that Ahmet can't speak English. Invite a member of the class (or take on the role as Teacher-In -Role) to become Mr. Irons and read out some of the letters. Hot-seat Mr. Irons, in role, about how he feels now. Discuss with the class the slower, calm approach of helping someone to see the other point of view in comparison to what happened when the narrator tried to challenge Mr. Irons in the story.