

Empathy Sessions Video Script

Session One: Emotional Body Language

Hello, my name is Lauren and together we are going to use some drama games and techniques to explore Empathy. We will be using this book 'The Boy at the Back of the Class' by Onjali Q Rauf to help us with these sessions. You do not need to have read the book but I hope these activities will inspire you to read the book and others that also look at the theme of empathy.

So first things first, how is this going to work? Well at certain points I am going to give you a task to do and ask your teacher to pause the video so you can complete the task. Here is your first task! What is Empathy? Does anyone know? We will pause the video so your teacher can let you share.

*****PAUSE VIDEO*** Briefly pause the video and ask the class if anyone knows what empathy is. Encourage a few children to speak out.**

We will be doing this a lot over the next few sessions! Now you have had a chance to discuss what empathy is - you will now know that our sessions will help us to understand and share the feelings that another person might be going through.

So, what feelings might a person feel? Our first game will explore this. We are going to use different parts of our body to show different feelings. The first ones are very easy as I would like you to use your faces to show me the following feelings and emotions. Only use your faces! No hands allowed, if needed you might want to sit on your hands to stop you accidentally using them! I will shout out the emotion and you will have 10 seconds to show us on your face.

Happy (look around the room at all these happy faces.)
 Sad
 Scared
 Angry

Now I would like you to use your arms and hands to show the emotion. If you can try and keep your face in neutral, which means that your face does not show any emotion. We will do the same emotions as before but remember you can only move your arms and hands!

Happy (look around the room at all these happy people.)
 Sad
 Scared
 Angry

Ok next we are going to work with a partner so we will pause the video while everybody finds a partner.

PAUSE VIDEO Allow everyone in the space to find a partner (if you have an uneven class, there can be one group of 3). Ask everyone to name themselves A or B (or C for a group of 3)

In your pairs you are going to take it in turns to mold each other to show the emotion. Please make sure you are very careful with your partner and don't ask anyone to move their body into a position that is uncomfortable or difficult to hold. This time we are going to look at different emotions and feelings. So could all the A's please stand as if you are a scarecrow. And all the B's you now have some time to make them look like they are disappointed.

PAUSE VIDEOallow the class up to a minute to mold their partner. When the minute is nearing the end give the a 10 second count down and ask the Bs to step away from their partner and sit down. Allow everyone time to look around the room at all the disappointed A's.

Next I would like the B's to become the scarecrow and A's can you mold them into someone who looks excited.

PAUSE VIDEOallow the class up to a minute to mold their partner. When the minute is nearing the end give the a 10 second count down and ask the As to step away from their partner and sit down. Allow everyone time to look around the room at all the excited B's.

We are going to swap over again and A's are the floppy scarecrow, with B's turning them into someone who is nervous. But this time I would like you to decide why they are nervous, what is making them nervous?

PAUSE VIDEOallow the class up to a minute to mold their partner. When the minute is nearing the end give the a 10 second count down and ask the Bs to step away from their partner and sit down. Go round the class asking the B's what has made their partner nervous.

Finally, I would like each pair to decide on your own emotion and all the A's will get a chance to mold their partner into this emotion.

PAUSE VIDEOallow the class up to a minute to mold their partner. When the minute is nearing the end give the a 10 second count down and ask the As to step away from their partner and sit down. Go round each pair and ask the rest of the class to try and guess what the emotion is.

Follow on Activity 1: Emotional 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: Emotion on the Page and Stage

Hello again, we are now moving onto the next part of this workshop. You are going to use your skills at spotting what emotion is being shown and we will find out more about one of the characters in the book - the boy at the back of the class.

Firstly, I am going to read you a couple of paragraphs from the book to introduce this character. (read extracts from pages 8-10). So as you have heard the boy has arrived at the school as a new child in the class and nobody knows anything about them. We are going to have a look at what this boy is feeling. In a minute your teacher is going to pause the video and hand out a piece of paper to 6 volunteers. If you are chosen, keep the message on the paper hidden and follow the instructions on the paper. The instructions the volunteers will be given have come from sentences describing the new boy from the book. When all 6 volunteers have frozen in their position I would like everyone else to look very hard and try to work out what this boy is feeling being new at school.

*****PAUSE VIDEO***** Hand out the pieces of text from the resources for session 2 (one each) to a volunteer who will be a performer. Invite the volunteers to read the paper to themselves and follow the instructions. If you are sitting in a circle the volunteers can move into the centre, if you are sitting facing the front the performers can move to the front of the class. You can choose if performers go up one at a time or all together. Invite the rest of the class to guess what the characters are feeling, and share ideas together. Remember to gather the scraps of paper back in.

Now you have seen our fantastic performers bringing to life the body language of the new boy, I expect you have all guessed he looked a little bit scared, shy and worried. I wonder if you can all think of a time when you have been 'new'. Maybe it was a new club you joined or a new school. Or if you have never been to a new place, can you try and imagine it? Do you think you would be scared and nervous like this boy or would you feel something else? I am going to ask your teacher to quickly pause so you can tell the person next to you.

*****PAUSE VIDEO***** Briefly pause the video so everyone gets a chance to share with someone sitting next to them.

You have all had a chance to share or imagine being new, and it might have been a very different experience from this boy. We are now going to perform some of these emotions. In a minute your teacher is going to pick some performer volunteers to pretend to be a new child joining your classroom. You will need to pick an emotion you might be feeling, but don't tell anyone. One by one our performers will leave the classroom and knock on the door pretending to be new. There will be no talking in this exercise and the teacher will give the new pupil a signal to come in and point at a space to sit at. The performer will enter the classroom and move to that space showing the emotion they are feeling. When they have sat down the rest of the class can guess which emotion they were showing. Everybody who is pretending to be the



rest of the class, you have a very important role too - can you think what you would do to welcome the new pupil? Would you smile? Would you wave? Would you scowl?

*****PAUSE VIDEO*****

Follow on activity 2 - 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

We are now on section 3! And we are going to find out more about the new boy in The Boy at the Back of the Class. I can tell you now his name is Ahmet. You are now going to use the outline of Ahmet to write down everything you know about him. Your teacher will have a large outline of his head and shoulders to help us with this exercise.

Firstly we are going to fill in some of the information that was used in the last session. I am going to start with one so we can do the activity together and then I am going to pass on to your teacher to go through the other Text Scraps you have.

'Standing behind her was a boy. A boy none of us had ever seen before. He had short dark hair and large eyes that hardly blinked and smooth pale skin.'

Now we are going to write the things we have found out about Ahmet in that paragraph. What does it tell us about him? If it is something about him that we know is true, such as what he looks like we are going to write it in blue on the inside of Ahmet's outline. So we know from this piece of information he is a boy. He has short dark hair and large eyes and pale skin. Can you fill this in on your outline of Ahmet in the classroom?

*****PAUSE VIDEO*** Allow time to fill in the things we have found out about Ahmet in blue pen on the inside of the outline of the child.**

You should also have a red pen. You are going to use the red pen to write down things we can guess about Ahmet. In the text I read, it said he had 'large eyes that hardly blinked'. Sometimes when we are really scared our eyes widen and we don't blink, so my guess is that he was scared. Can you write down the word scared inside the outline of Ahmet in the red colour.

*****PAUSE VIDEO*** Allow time to fill in the things we have found out about Ahmet in red pen on the inside of the outline of the child.**

Your teacher is going to choose some people to read out the text marked 'Ahmet'. If you are chosen to read one out can you read it in a nice clear voice so that everyone can hear you. If the information is something we know you will write it on the inside of the outline in blue, if it is something we are guessing like how Ahmet is feeling, you will write it on the inside in red. Make sure to leave the outside of the outline blank for now.

*****PAUSE VIDEO*** One by one read out the pieces of text marked 'Ahmet' and either as a whole class or in small groups decide what the text tells us about Ahmet. If it is something we know is true write it in blue if it is something we are guessing write it in red.**

Next we are going to look at more pieces of information, but this time these are things that other characters in the book have said about Ahmet. Most of these things are not based on truth

because the characters don't know Ahmet, so they are also guessing things about him. Your teacher is going to hand these out to some volunteers to read out and this time we are going to use the green pen to write on the outside what other people think and say about Ahmet.

*****PAUSE VIDEO***** One by one read out the pieces of text marked 'Classmates' and either as a whole class or in small groups decide what the text tells us about Ahmet, add this round the outside in green.

Finally, can you look at the picture and see if there are any connections and links to what people have said about Ahmet and how you think he is feeling? If you can find any connections and links, use the final colour to draw a line between them.

*****PAUSE VIDEO***** ask the class to look for connections or links between what people have said about Ahmet and how we think he is feeling and connect them with a different colour.

Finally, the last thing I am going to tell you about Ahmet in this section is that he is a refugee, from Syria and he doesn't speak any English. My guess is this makes him feel even more scared because he doesn't understand what anyone else is saying.

We are going to play a game to see what it is like when you can't communicate with someone in the same language. In a moment your teacher is going to pick a volunteer to leave the room. As a class you have to decide on a task or a series of tasks they have to do, for example 'sit on the teachers chair.' However you can't tell them what to do using words you have to hiss and boo when they are not doing the correct task and cheer and applaud when they are getting closer.

*****PAUSE VIDEO***** You can play this game a couple of times making the tasks progressively harder. Discuss with the group how they felt during the game, what emotions did they feel? (Nervous, scared, excited, frustrated) Even the pupils who are doing the booing and cheering will have felt some emotions during the game.

Follow on activity 3 -

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

Welcome back, we are now going to explore some of the other characters in the book and that are in the class that Ahmet has joined. These include the narrator; the book is written from their point of view. This is called 1st person narrative, here is a little example of what it means. (*Read page 12.*)

So, the narrator makes a secret promise to be friends with the new boy alongside their friends Josie, Tom and Michael. I am going to read a section from the book to find out how these 4 friends tried to become friends with Ahmet. (*Read Page 20-21.*)

It sounds like Ahmet is still a little bit scared. What other things could the people in the class do to help Ahmet? In a moment I am going to ask everyone to get into groups and create some scenes where you are all people in Ahmet's class and you have to think of ways to make Ahmet welcome. Remember Ahmet can't speak English so in these scenes you have to perform them in silence - no speaking at all!

*****PAUSE VIDEO***** Split the class into small groups of 5 or 6 and allow them to create their own short scenes with one pupil in each group portraying Ahmet. If you need to pick an Ahmet for each group then please do! After a 3-5 minutes of rehearsal time allow each group to perform back to the class.

I am going to ask all the people who were playing Ahmet to come to the front of the classroom, and we are going to imagine we can all speak the same language as him now. You are going to hot-seat all the Ahmet's at the same time to find out how they felt. Hot Seating is just a fancy way of saying 'ask questions'. So, everyone who played Ahmet in the last scene will sit on a chair in front of the rest of the class and keep in character as Ahmet. For the rest of the class, you are going to be yourself again and you now have the opportunity to ask Ahmet how they felt. There are no wrong or right answers, and each Ahmet might have felt a different emotion.

*****PAUSE VIDEO***** Invite everyone who was Ahmet to step out the front or in the middle if you are in a circle. Remind the class we can now all speak Ahmet's language and ask the class to ask questions to find out how each Ahmet felt. There are no right answers and there may be a mixed reaction of 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

Welcome back, this is our final session on this theme, and we will be looking at the opposite of Empathy. When people don't try to understand what others are feeling.

We are going to start off with a game in pairs so perhaps you want to pause the video while everyone finds a partner to work with.

*****PAUSE VIDEO*** Ask everyone to find a partner and settle down to listen to the instructions for the activity.**

In your pairs can you give yourself a letter A or B. I want all the As to imagine that there is a really important reason you need to go to the park. It can be anything from trying to find your lost dog or they are giving away free ice-cream. It is really important to you. But you are only allowed to go if the Bs go with you.

I would like all the B's to imagine you are really really busy and you don't have time to hear what your partner is asking. In a minute all the As will begin trying to persuade the Bs to come to the park, but every time they start to speak the Bs will cut them off with I'm too busy or I'm not interested. No matter what they try to tell you, you just don't let them persuade you. When all the As have had a go at persuading, swap over When everyone has had a turn can you discuss how it made you feel when your partner didn't listen to you.

*****PAUSE VIDEO*** Encourage the As to think of a reason before they start and encourage the Bs to think of some things they can say to interrupt, remind the Bs to not listen to the reasons and not be persuaded no matter how tempting the offer is! Allow the As to persuade for about a minute and swap over. Have a brief discussion about how it felt to not get your point across.**

I am going to introduce you to another character who does just that (read P66-67). Mr. Irons did not show much understanding or empathy. He didn't listen when the friends were trying to tell him that Ahmet can't speak English. The harder the friends tried the more Mr. Irons sounded like he didn't listen. Can you turn to the person next to you and discuss what the friends could have done differently so they could tell Mr. Irons the whole situation?

*****PAUSE VIDEO*** allow everyone the chance to speak to someone then feed back a few ideas to the group as a whole.**

Now we are going to bring some of these ideas to life. In a moment you will work in small groups and act out the start of the scene until Mr. Irons comes in. Then you need to change something that happens. It might be something that happens in the middle of the scene or something that happens at the end when Mr. Irons walks away. Your task is to help Mr. Irons find out the truth and remember when the friends got worked up and spoke back to Mr. Irons that didn't work. The only thing you can't change is that Ahmet still can't speak English.

When you have finished creating these scenes you can share them back to the class and discuss what happened. How did Mr. Irons respond in the different scenes. Thank you very much for taking part!

*****PAUSE VIDEO***** In groups of 5 or 6 remind them there will need to be an Ahmet, Mr. Irons and the other friends. Remind them they will start the scene the same, but they need to try out a way of persuading Mr. Irons to listen to the friends. If groups are feeling stuck give them some suggestions. One suggestion might be they don't interrupt him and eventually he listens to why Ahmet isn't talking, another idea is they wait and then immediately tell a different teacher what has happened.

When you have finished creating these scenes you can share them back to the class and discuss - how Mr. Irons responds in the different scenes. This will also be a good opportunity to discuss everything you have worked on during these sessions. Thank you very much for taking part!

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.