

Kit and Arlo Find a Way



Lesson 6 activity

Empathy

Learning intentions

Students will:

- learn about empathy and how to practice it in daily life
- understand that empathy is essential for respect and consent in friendships and relationships.

Time

50 minutes

Equipment

- 'Consent word and meaning matching' activity sheet – one per student
- 'Fill the blanks: A story of friendships and empathy' activity sheet – one per student

Teaching notes

- Prior to the lesson, watch the teacher videos on the *Kit and Arlo* website.
- Considerations for delivery of this sensitive content include:
 - classroom safety for everyone
 - setting the scene and group agreement
 - managing disclosures
 - ongoing support for students.
- The 'All about empathy' video talks about being an active bystander (upstander) to bullying (being an upstander will be covered later in Lesson 11). You might want to say that students can safely be an upstander by getting help from an adult or by supporting the person who is targeted – they do not have to stand up directly to bullies if it is not safe to do so.

Activity

1. Begin the lesson by watching the video 'All about empathy' by Mylemarks, at <https://www.youtube.com/watch?v=ltp21tly8nM>.
2. Discuss:

'As the video just told us, empathy is when you are able to understand how someone might be thinking or feeling. Empathy is important because it helps you know how to best respond to other people.'

3. Hand out the 'Consent word and meaning matching' activity sheet to students.
4. Explain:

'In this activity, we are going to draw a line from the word on the right to the matching meaning on the left. You can work together to find the correct meanings.'

5. Discuss:

As a group, discuss the list of words and ask students to share their matches.

Teacher reference	
Consent related word	Meaning match
Empathy	The ability to understand and share the feelings of another person.
Generosity	The quality of being kind, understanding and not selfish, wanting to share with and give to others.
Coercion	Persuading someone to do something by using force or threats.
Reciprocity	Wanting to do something nice for somebody who has been kind to you or the practice of exchanging things with others for mutual benefit.
Body autonomy	The right and understanding that your body is your own.
Pleasure	The feeling of enjoyment.
Decision	The result of making up your mind.
Self-determination	Being able to make your own choices and control your own life.
Respectful relationships	A relationship that is positive, safe, trusting and comfortable, and is made up of mutual respect, good communication and feeling valued.
Powerful	Having or exerting great power, force, influence or authority. Being powerful can be positive.

6. Hand out the 'Fill the blanks: A story of friendships and empathy' activity sheet. Have students work in pairs.

7. Explain:

'The activity sheet has some sentences from Kit and Arlo and some discussions about empathy. Fill in the blanks with words from the list – the first letter is done for you. Each word is used only once. Cross them off as you go.'

Teacher Reference (words in bold are the answers)

We can have a picnic in the backyard,' said Vanya. She stood at the door. 'Coming?'

- Vanya **wants** Kit to go and have a picnic but Kit doesn't appear to be very **positive** or **excited** about that.

'Are you okay?' said Vanya.

Kit's shoulders drooped.

Vanya took the wooden spoon out of Kit's hand. 'Kit, seriously.' She **touched** Kit's arm. 'You're not **enjoying** this, are you?'

'Sorry,' said Kit. 'I can't concentrate right now. I just—'

'You're still thinking about Arlo.' Vanya took Kit by the hand and led her to the couch.

- When we are making **decisions** about wanting to **share** an activity with **friends**, it is super **powerful** to create a **safe space** for them to be able to **communicate**, either **verbally** (by speaking freely) or non-verbally (by **showing** their feelings).

'Coming,' she said, with as much enthusiasm as she could muster.

She was tired of doing what other people wanted. Her friends and her teachers pulled at her with their own wants and needs and it was exhausting. Kit felt heavy as she followed Vanya to her kitchen. While they were cooking, Kit stirred the ingredients slowly and put too much cinnamon into the mixture. The smell made her stomach turn. She was quiet.

- We should always pay **attention** and be fully aware that we have the other person's **clear** consent, or non-consent, to play or do something, so that it is **mutually** enjoyable. Remember, even if we might be **disappointed**, all people want and deserve to be treated with **kindness** – especially if they don't feel the same about something as you do.

Vanya took Kit by the hand and led her to the couch. They sat together while Kit talked about the way Arlo moving in next door made her feel. Vanya listened and said, 'That's awful, Kit,' and, 'That must make you feel so stressed out.'

- It is also very powerful to be a friend who can put themselves in the shoes of another person and be able to really try to imagine what they might be **feeling** and thinking. This is called **empathy**. Vanya is being empathetic here. If we **value** other people's feelings, we would never want to do anything that might hurt, upset, **disrespect** or make them feel bad. We also get the benefits of having deeper **human connection** and friendships – which feels awesome.

'Can we stop him?' said Vanya, narrowing her eyes to think. She held a pointer finger in the air and her words rushed out. 'We can tell him the house is haunted!'

- When you have empathy for others, you can imagine what it might be like for them and it means you can help them and stand up for them. By imagining how they are feeling, you can offer **help** and **support**.

When Kit finished telling Vanya about her worries, she felt lighter. Arlo was still moving in next door, but Kit could see there was nothing she could do about it. And she felt like Vanya understood how she felt. She was not alone with her problem anymore.

'We could finish making those *pestiños* now,' Kit suggested.

'Are you sure you want to?' said Vanya.

The idea of cooking sparked a good feeling in Kit. 'I'm sure,' she said. 'I'm hungry.'

- Showing empathy in **friendships** is essential to having fun and **pleasurable** shared experiences together.

8. Finish the lesson by watching the video 'Building empathy for kids' by Flocabulary, at <https://youtu.be/QVqZ4WqI9q8>.

Resilience, rights and respectful relationships; Level 3–4 learning materials

Topic 5 Stress management: What is 'stress'? (p. 38)

Time: 15+ minutes

Department of Education and Training (2018) *Level 3–4 Resilience, rights and respectful relationships*, State of Victoria (Department of Education and Training), Fuse website.

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccc8bd>

Resilience, rights and respectful relationships; Level 5–6 learning materials

Topic 7 Gender and identity: Gender norms in early adolescence (p. 72)

Only method 1 and 2

Activity requires A3 paper and pens for brainstorm tasks

Time: 30+ minutes

Department of Education and Training (2018) *Level 5–6 Resilience, rights and respectful relationships*, State of Victoria (Department of Education and Training), Fuse website.

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7>