

# The Fight

**Purpose:** To work out how we can be a good support for our friends – showing empathy.

**Learning Focus:** Empathy

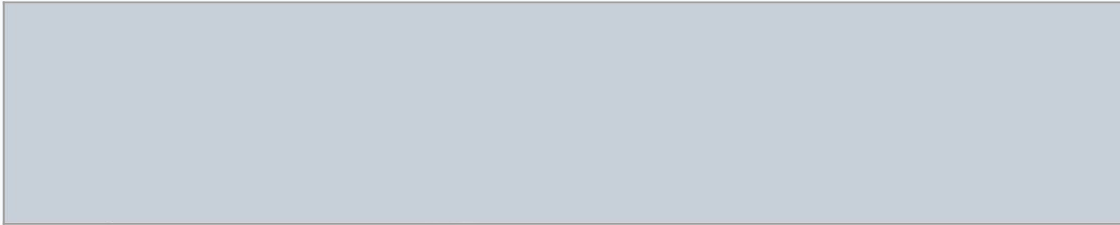


# Before we begin..

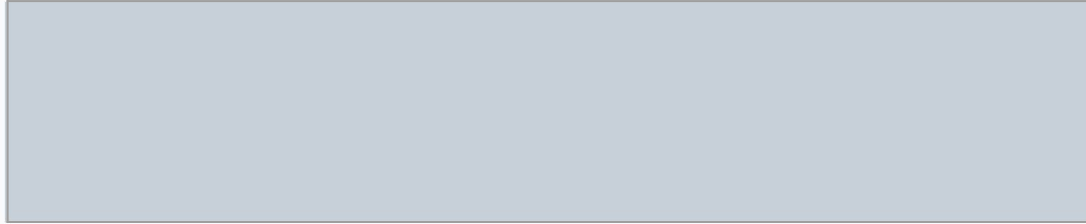
Think about these questions. Talk to a partner about them if you are comfortable sharing your thoughts (or just write them if you prefer).

1. Think about a time when you were really upset, or happy, or scared, or angry.

- Were you able to talk to someone?
- Do you think they understood how you were feeling?
- What did they do?
- Was it helpful?
- Why?



2. When you are really upset or happy do you like someone telling you what to do or do you prefer them to listen carefully to you? Why?



In the story on the next page, Heath can sometimes help Calvin when he gets really angry. Read the story and see if you can work out why he can help sometimes.





# Get Ready!

**CLICK HERE TO DOWNLOAD THE E-BOOK**

[The Fight E-book](#)



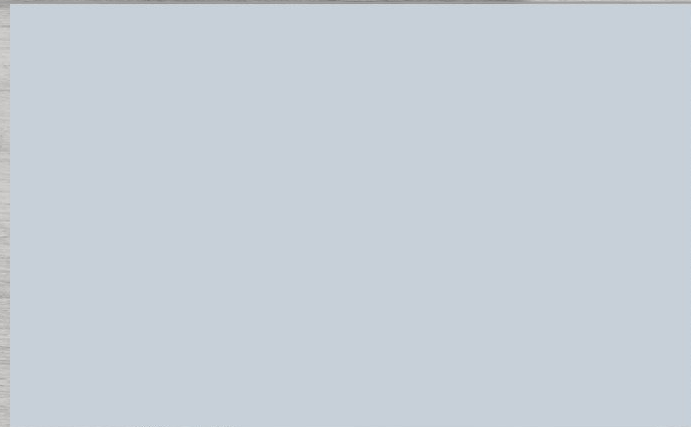
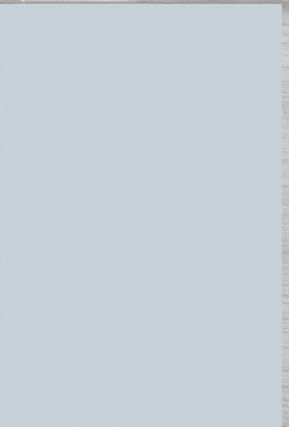
# DISCUSS THESE QUESTIONS WITH A PARTNER OR IN YOUR GROUP...

1. How can you tell that Heath and Calvin are friends?

2. Why do you think Heath says, "Robbie shouldn't have laughed"?

3. How do you think you would respond to a friend who gets angry like Calvin?

4. Empathy means that someone is able to share or understand the feelings or emotions of another person. After reading the end of the story can you work out why Heath understands Calvin - can empathise (have empathy) with him?



# What's next?




Watch this video about empathy:

[Building Empathy for Kids](#)



1. One line of the chorus of the song in the video says, "I can put myself in other people's shoes." What do you think this means? Share your ideas with a partner or your group.



Watch the next video and check your ideas about 'putting yourself in someone else's shoes' with the information in the video.

[Put yourself in someone else's shoes](#)



2. Think again about what 'putting yourself in someone else's shoes means.' Add any new ideas you have gained to your understanding.

A large, empty rectangular box with a light grey gradient background, intended for students to write their reflections or new ideas.

Now watch this video and see how the maker uses the idea of literally 'putting yourself in someone else's shoes' to teach us something about understanding other people's feelings and emotions.

### [Putting Yourself in Someone Else's Shoes](#)



3. Think about these things as you watch it:

- We don't always know what other people have going on.
- We need to take time to get alongside someone so we can really learn what is behind what we see or hear.





# My Thinking Coaches



Here are a couple of 'Thinking Coaches' that may help. Are there any Thinking Coaches you want to add to your personal Thinking Coaches Journal? If so, do it now...

**"Treating other people how I would like to be treated will help me to have empathy for them."**

**"Listening carefully to people helps me develop empathy."**

**"Thinking about how other people are feeling will help me have empathy for them."**

**"Thinking about what it is like 'in someone else's shoes' can help me have empathy for them."**





# NOW IT'S TIME TO PUT YOUR THINKING COACHES INTO ACTION!

You are going to role-play showing empathy.

**Step 1:** Work with a partner. Re-read the thinking coaches and use them to work out the best way to respond to each situation (scenario).





**Step 2:** Make 5 scenario cards. Here are some suggestions or you could write your own:

- A friend tells you that their cat is very sick and the vet does not think it will recover.
- You are at a school camp and a friend tells you they are too scared to go on the flying fox.
- A friend has just found out that they got the top mark in the class for a test and they are very excited about it.
- A friend has lost their Christmas present - a new phone.
- A friend has a sore throat and can't go to the party you were both going to.





**Step 3:** Choose a card and with your partner think about and discuss the best way to show empathy.

**Step 4:** Take turns to role-play the person sharing the scenario (situation) and the person showing empathy.

**Step 5:** After each role-play think about and discuss what you have learnt about empathy.

**Step 6:** Choose another card and role-play again. Use what you learn each time to improve your role-playing.

# Extra for Experts

Sometimes a good way to learn what to do is to learn what not to do! Here are 4 'empathy busters' – ways of acting that do not show empathy. You can use the acronym S.U.D.S to remember them.

- Reread your thinking coaches.
- Read the empathy busters.
- Discuss the difference between acting with empathy and using empathy busters with a partner.



## Empathy Busters (S.U.D.S.):

1. Solving the problem - Examples: "I'll fix it.", "I'll talk to her", "I'll get you a new one."
2. Unsolicited (unasked for) advice - Examples: "Well, if I were you..." "I think you should..." "Why don't you just..?"
3. Dismissing feelings - Examples: "It's not that big a deal." "You shouldn't feel that way", "Get over it.", "That's no reason to be upset."
4. Sarcasm - Examples: "That's just such a tragedy!" "Oh, it's just the end of the world..." "Boo hoo, what a shame."



# Instructions:

**Step 1.** Choose 2 scenarios - you could use two from the first activity or write two new ones.

**Step 2.** Fold a piece of A4 paper into quarters.

**Step 3.** Draw a pair of cartoons in 2 adjacent quarters of the A4 paper for each scenario. One cartoon will show empathy, the other will show an empathy buster. (Stick figures are fine!)



**Step 4.** Use speech bubbles to record your cartoon characters speech. One character will be telling the same problem in both cartoons. The other character will be responding with empathy in the first cartoon and with an empathy buster in the second cartoon.




**Step 5.** Think about the position of the cartoon characters bodies and the expressions on their faces. Repeat the above for the second scenario in the other 2 quarters of the paper.


**Step 6.** Ask your teacher if you can explain empathy and empathy busters to your class (or another class!). Use your cartoons to help you explain, or role play the scenarios.

Display your cartoons in your classroom or online classroom.






1. How do I like other people to respond to me if I am feeling really sad or upset, or really happy?




2. What are some of the things I can do to develop empathy?



**REFLECTION  
TIME**



4. Which of the Thinking Coaches has been most useful as you have worked through the activities? Have you added this to your Thinking Coaches Journal?



**REFLECTION  
TIME**