

**Topic: EMPATHY / FAIRNESS**

**Objective:** To understand the importance of being able to empathise with people who are different from themselves.

Pupils explore ways of resolving conflict.

Ability to see the world through the eyes of others and recognise the needs and concerns of others.

Being prepared to acknowledge bias and prejudice in oneself and reconsider existing views.

Developing the ability to see the world through the eyes of others.

Projections. willingness to develop a positive approach to life.

**Curriculum Links:** Citizenship, Drama, Maths, Music, PSHE, RE

**Key Words:** allergy, empathy, flares up, 'old chestnut'

**Materials needed:**

- The Manual or copy of lesson plan
- Page 37 of the Introduction Manual
- CD player
- CD with music for silent sitting
- CD with music for the song
- Cards with values on for activity
- Pages of the drama for 8 pupils

**QUOTATION/THEME FOR THE WEEK**



**WHEN YOU LOOK AT SOMEONE WITH EYES OF LOVE, YOU SEE A REALITY DIFFERENT FROM THAT OF SOMEONE WHO LOOKS AT THE SAME PERSON WITHOUT LOVE, WITH HATRED OR EVEN JUST WITH INDIFFERENCE.**

**A STRANGER IS JUST A FRIEND YOU DO NOT KNOW.**

Brainstorm what you think this means.

**SILENT SITTING**

Step 1 (See page 36 of the Introduction Manual)

Step 5: Guided Visualisation on Light exercise (See page 37 of the Intro Manual)

Step 6.

## DRAMA

### HEADS OR TAILS

by Tessa Hillman

*The scene is set in East London at the twin's home, then at school*

*Characters:           Narrator  
                          Jane, Joe's twin  
                          Joe, Jane's twin  
                          Jack, the twins' father  
                          Teacher  
                          Jim  
                          The twins' mother  
                          Mr. Clark, another teacher*

*Jane:* Dad, Joe and I would really like to go skiing this year. Can you take us for our thirteenth birthday?

*Joe:* Please do, Dad.

*Jack:* Oh Jane! Joe! I am afraid that we can't afford a skiing holiday like Jeff and Sharon, but we'll go to the dry ski slope and have some fun as a birthday treat. At least you will be able to get the feel of what it's like to ski.

*Jane:* Oh thanks, Dad. Can I have the first go?

*Joe:* No! Jane just wants to prove that she's the bravest, but I'm the eldest so I should go first.

*Jane:* You are only older than me by ten minutes. Honestly, Joe! Can't you think of anything better than that old chestnut!

*Father:* Let me solve the problem in the usual way. I'll toss a coin. That way fate will decide. Come on, now. Heads or tails.

*Narrator:* Fate was very even-handed it seemed. A coin would be tossed to decide many things in Joe and Jane's life. They thought it was a very fair way of doing things. One day as an experiment when they were younger, their dad, who was interested in statistics, used the coin method to share out a box of sweets. He wanted to show them how chance works when there are two possibilities, heads or tails, yes or no, as with a coin. Every time it was heads, Joe got a sweet, and when it was tails, Jane put one on her pile. The piles grew until there was just one sweet left.

*Jane:* You can have that one, Dad. Can't he, Joe?

*Father:* You'd better count your piles first! You might find that one of them had a bigger share than the other.

*Jane:* I've got forty-eight.

*Joe:* So have I!

*Jack: (popping the last sweet into his mouth)* Amazing!

*Joe:* That was impressive. We'd better always make sure we have a coin in our pocket in future.

*Narrator:* The problem was that their friends didn't necessarily want to go along with this way of making decisions. In their families, they had found other ways of deciding things. For example, the youngest one might get first pick, or have the first go, or the eldest might have to do the most difficult thing first. There would always be some discussion before decisions were made when it came to sorting things out with their mates in school. Their friends would sometimes accept Joe and Jane's way of deciding, but usually they wanted to decide in other ways. Sometimes it was the one with the loudest voice who had first go. Sometimes the shyest one would be pushed forward by the others. They liked to think that over all they were fair to everyone in their group.

**(Scene 2 at school after the Easter holidays)**

*Teacher:* I hope you are all happy to be back after your Easter holidays. I have an important announcement to make. A new boy is joining the class. You have all been together now for nearly two years as a group, but I want you to accept this boy in a kind and friendly way. His parents have moved down from Scotland to new jobs in the London Hospital which, as you all know, is quite close by.

*Narrator:* Most of the children in the class spoke with Cockney accents, although they had clearly been born to families from all over the place. There were Caribbeans, Indians, Pakistanis, Chinese, Greeks, "A really good mix," as the headteacher put it.

The new boy, Jim, had a strange accent. It was difficult for the others to understand him, and difficult for him to know what they were talking about.

*Joe:* I tried to interest him in a game of Five-a-side and he did join in, but since he couldn't understand what we were saying sometimes and he wasn't very good at football, we've decided not to ask him again. It just spoils the game otherwise.

*Jane:* He's a quiet boy, always sitting by himself during breaks. Since the boys didn't ask him to play football again, he seems very lonely. There he is again, sitting by himself as usual, I feel a bit worried about him. I'll go and talk to him and make a special effort to understand him and his Scottish accent.

*(Jane goes and sits next to Jim).*

*Jane: (aside)* I felt a bit embarrassed when I sat down next to him. I don't want him to think I fancy him. *(Turning to Jim)* Here have a biscuit. You don't seem to be eating anything for the break like the rest of us.

*Jim:* No, thanks. I'm allergic to them.

*Jane: (looking at him steadily)* No kidding! Is that what the rash is on your neck?

*Jim: (returning her gaze)* Is that a problem?

*Jane:* Of course not. Do you mind me asking you about your allergy? I mean, is it just biscuits you can't eat?

*Jim:* No, it's a real pain. It seems to be caused by wheat, but my Mum keeps getting me to cut out other things too, in case they're causing it. It flares up for no particular reason.

*Jane: (Munching her biscuit thoughtfully)* Do you miss your Scottish mates, then?

*Jim:* Sure do. I used to play chess every lunchtime, and we had a great table tennis club. I have to say everything twice here. They've given up listening to me. You're the first person who has actually sat down and spoken to me.

*Jane:* It must be hard for you. There's the bell. See you later.

**(Scene 3 At Jane's home)**

*Jane:* Mum, the new Scottish boy, Jim, at school has an allergy rash.

*Mother:* Poor fellow. I expect it's worse than usual at the moment too. It's very stressful changing schools. You need all the support you can get. Of course, stress makes these rashes worse and rashes make people feel sore and uncomfortable and self-conscious.

*Jane:* I'll ask Joe to make an effort and include Jim. We could ask Mr. Clark if we could set the table tennis up again. I remember the time when we moved to London from the West Country. We had very different accents from the local kids. We had a hard time at first, but as we had each other, it wasn't too bad. Jim is alone. He doesn't even have any brothers or sisters at home and his parents both work full time. We must make Jim feel included.

**(Scene 4 - At school)**

*Jane:* Mr. Clark, can we have a table tennis club at lunchtimes?

*Mr. Clark:* No Jane. In the summer, you should be out of doors.

*Jane:* Please, Mr. Clark; it's for Jim really. He's got an allergy and the sun makes it worse. He likes table tennis and he'd make more friends.

*Mr. Clark:* Very well then, Jane. It's kind of you to think of Jim. I'll arrange it.

**(Scene 5 The following week - the table tennis is set up)**

*Joe:* There are five of us keen to play table tennis, including Jim. Let's toss a coin to see who's on first.

*Jane:* No need. I'll just watch and keep score.

*Narrator:* Jim played well. He ate his lunch with the others afterwards. No one remarked about his box of fruit, nuts and carrots.

*Jane: (Eating her sandwich)* That beautiful apple looks inviting. There might be some advantages to being allergic. Perhaps I could put something more interesting into these!

**QUESTIONS:** *Support answers to questions 1-3 and 6-7 with evidence from the text.*

1. How did Jane and Joe try to make fair decisions?
2. What did their friends do to decide things?
3. What feeling caused Jane to be concerned about Jim?
4. What do you think it is like to speak with a different accent from everyone else?
5. What problems do newcomers have in class?
6. How did Jane make Jim feel welcome?
7. What values are depicted in this drama?
8. How can you make new-comers feel welcome?
9. How did you feel when you heard, saw or acted in the drama?
10. Did this drama remind you of anything in your own life?

**Key words:** *Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.*

## **GROUP ACTIVITY**

**1. Projection:** *Remind the class about the need for confidentiality when someone tells you about personal feelings and events.*

In pairs: Reflect for a few minutes on the following statement by Deepak Chopra.

*“Know that the world out there reflects your reality in here. The people you react to most strongly, whether with love or hate, are projections of your inner world. What you most hate is what you most deny in yourself.”*

Is there anyone to whom you have a strong reaction?

What is it about them that sets up the reaction?

Can you see the same quality in yourself?

## **2. GAME - Choosing my reality**

*Ask the students to choose a same gender partner with whom they get on well to play this game with.*

*Ask them to make eye contact as the teacher calls out a statement of belief for them to focus on for a minute or two.*

*Teacher reads slowly:*

1. Look at your partner, making eye contact, and say to yourself, "I believe this person likes me." Keep thinking that.

*Two minutes later ask the class to focus on another belief.*

2. Look at your partner, making eye contact, and say to yourself, "I believe this person doesn't like me and may hurt me in some way." Keep thinking that.

*Two minutes later ask the class to focus on another belief.*

3. Look at your partner, making eye contact, and say to yourself, "I believe this person has something wonderful to teach me." Keep thinking that.

*Two minutes later ask the class to focus on another belief.*

4. Look at your partner, making eye contact, and say to yourself, "I believe this person is a pure being, infinite, eternal, loving and lovable. Perfect as they are." Keep thinking that.

*Two minutes later ask the class to discuss with their partner for a few minutes in turn what their feelings and inner responses were to each of the four 'beliefs'.*

*Then invite feedback from volunteers in the class.*

*Point out to the class how we project our own inner responses on to the screen of our partner.*

*Next ask:*

*How often do we see people as they truly are?*

Take turns to discuss what you have discovered about yourself with your partner.

In larger groups consider how looking at people differently could help us resolve conflicts.

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## **GROUP SINGING**

### **LOVE WITHOUT DEMANDS**

*(lyrics by Nicky Gilbert , music by Stuart Jones)*

All who live in every land  
We hold peace within our hand  
Let's give and love without demand  
And know that we are one.

Now's the day and now's the hour  
See the greatness of Love's power.  
See it bursting into flower  
And know that we are one.



***Girls' schools might find the following dance more attractive than mixed groups.***

This is a good song to use to teach posture and walking in stillness, so teach the following movements as a circle dance. It will have great impact if done well.

Step circle right x 3  
Step circle left x 3  
Step circle right x 3  
Step circle left x 3  
Bring feet together standing on ball of foot

At the words, "And know that we are one" turn in to face the centre of the circle.  
Raise hands sideways to touch the fingertips of neighbours.  
Turn swiftly back to start walking again.

At second verse, "And know that we are one", lower arms down and then raise arms up to sky, then down and up to neighbours fingertips again.

At the end of the dance, ask each person to say one word on how they **felt** (not what they **thought** about it).  
Some may have felt embarrassed, still, peaceful, etc.

**Extension:** Based on what you have learnt from the drama or the exercises, structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying values based resolution.

**Citizenship Link:** Unit 4 Britain - a diverse society?

Programme of study:

1b the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.

3a use imagination to consider other people's experiences.

**English Link:** Spelling 7: Spelling key words;

Writing 5: structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution;

Vocabulary 15: use a dictionary;

Drama 15: develop drama techniques.

**Maths Link:** p7 y t p

Collect data from a simple experiment e.g. flipping a coin or rolling a dice 120 times.  
Calculate theoretical and experimental probabilities and compare.

**PSHE Link:**

3 Developing good relationships and respecting the differences between people:

3b how to empathise with people different from themselves.

4 Breadth of opportunities: 4b feel positive about themselves.

**RE Link:** Discuss what is meant by a 'just society' and how this might be achieved.