
Drama and Integration of Migrants

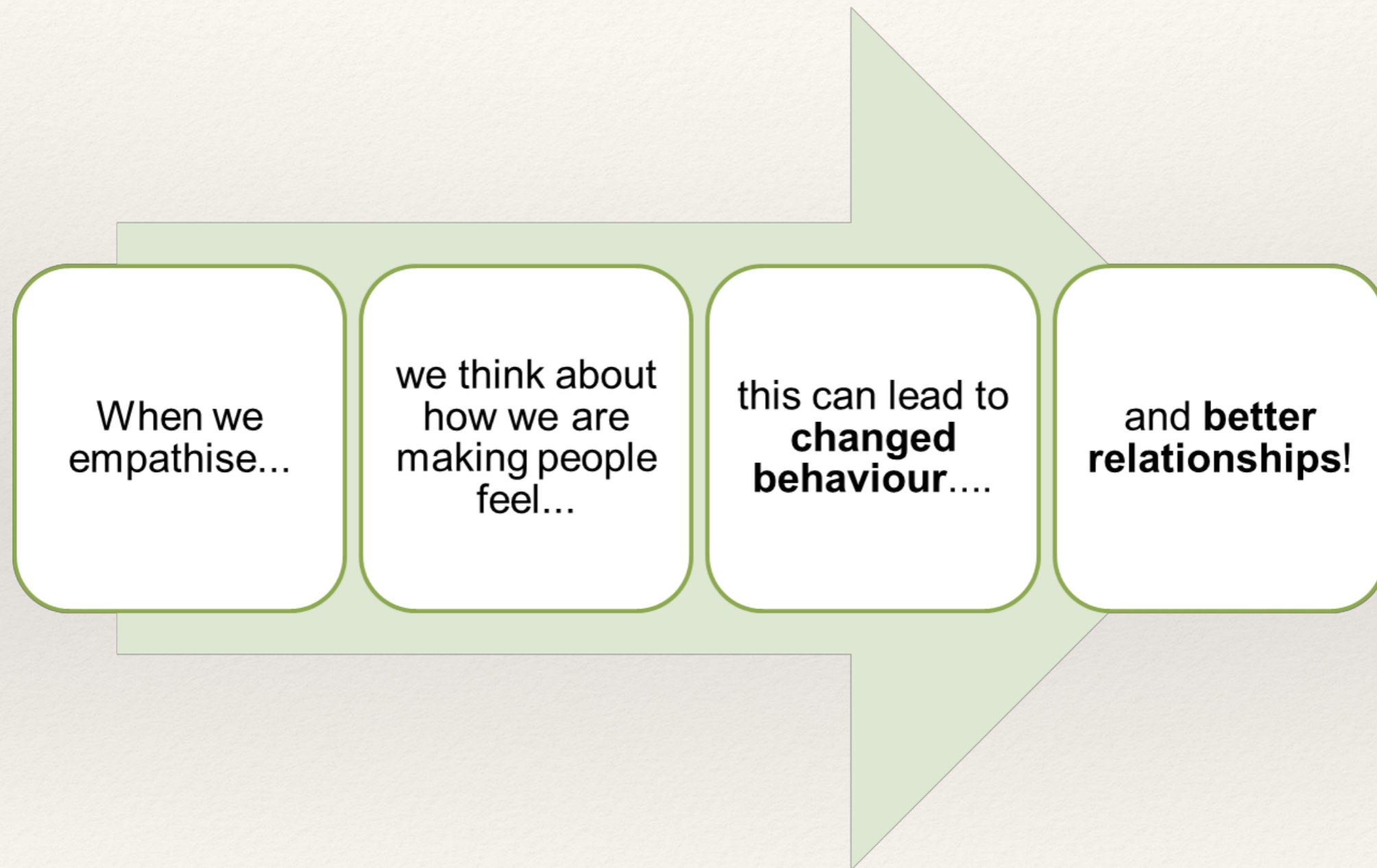
Day 4

- ❖ Teaching Empathy
- ❖ Positive Communication
- ❖ Role-play
- ❖ Drama for Integration

Teaching Empathy

- ❖ Empathy is the ability to understand and experience the feelings of others, and to respond in helpful ways.
- ❖ Some children seem to develop empathy more naturally than others, but all children need to be taught this critical skill.

Teaching Empathy



Teaching Empathy

- ❖ Social intelligence means being smart in relationships by being **empathetic** or being able to sense what others are feeling and their intentions.
- ❖ Secondly, it means having the social skills to act on that information.

Teaching Empathy

- ❖ In primary education in Denmark, “the class’ hour” is held once a week.
- ❖ The purpose of “the class’ hour” is for all students to come together to talk about any problems and learn about how everyone feels.
- ❖ Students also share ideas to solve problems. If there are no problems to be discussed, students just play.

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TEACHING EMPATHY

1. The best way to teach empathy is to model empathy.

Pick your child up when he falls, label his feelings and let him know that you've felt that way too, and listen to your children.

Instead of walking away from that situation, stay calm and talk your child through it. When children see you respond to difficult situations with empathy, they will internalise those behaviours and learn to do the same.

TEACHING EMPATHY

2. Use literature.

Characters and conflicts in books can expose children to a range of social situations that children may or may not have experienced themselves.

By exposing children to these resources, teachers can prompt and guide discussions related to characters' emotions, as well as children's personal feelings about characters or conflicts in the story.

These discussions, as well as strategic questioning on the part of the teacher, will allow students to engage in empathy practices

TEACHING EMPATHY

3. Reflective Journals

Being reflective can be a difficult skill for people of all ages. People do things that they are not proud of, say things they don't mean, and act in ways they normally wouldn't when trying to impress someone. This is where reflective journals come in.

Have students write 2-4 times a week for 10- 20 minutes on a prompt related to empathy. Journal responses can further discussions about how students are treating each other.

TEACHING EMPATHY

3. Reflective Journals

Prompts can be as simple as:

- Were you nice to your classmates today? How?
- What can you do to help someone at home?
- How would you feel if someone called you names or picked on you?

TEACHING EMPATHY

3. Reflective Journals

Or, journal entries may become more complex as students age and empathy understanding increases:

- How would you feel if you didn't have a home or safe place to live?
- What would you do if you saw your friend harassing someone on social media?
- How would you respond if you found out a classmate came to school every day without eating breakfast?

TEACHING EMPATHY

3. Reflective Journals

Pushing students to become reflective in regards to empathy may help them build on their understanding of others' thoughts and feelings, and improve how they respond to one another in difficult situations.

TEACHING EMPATHY

4. Create real life empathy opportunities

What better way for students to learn empathy than to experience it firsthand?

Creating opportunities for students to experience empathy in a way that is authentic can be the best way for them to apply what they have learned through empathy literature and reflective journals.

TEACHING EMPATHY

4. Create real life empathy opportunities

Get to know your classmates: As teachers, you regularly focus on helping children get along despite their differences. But what about students' similarities?

Often empathy breaks down because students do not see how much they are alike. Have students get to know each other! This can be done in a low-risk way by:

- Interviewing a classmate that you don't know well
- Eat lunch with someone different
- Partner with someone you don't know for an empathy literature discussion

TEACHING EMPATHY

5. Start a Random Acts of Kindness project:

Once a week (month, or day, depending on what time allows) have students show a random act of kindness for another person.

This may be a classmate, or someone else in the school or outside community.

It may be as simple as writing a letter thanking someone for what they do, helping someone with a project they are working on, or inviting someone new to spend time with you.

Use the reflective journal to have students reflect on how it made them feel to show, and how they feel their kindness impacted others.

Positive Communication

ROLE PLAY

Role-playing is a classic method for teaching communication skills. To use this technique, students act out skills after discussing them. For example, appropriate posture or body language.

Students will need to have patience and open-mindedness, as well as a [positive rapport](#) with each other. If you foster these skills first, role-playing can be a great way to learn communication abilities quickly.

ROLE PLAY

Role-play tips:

- Whenever you teach a new skill, use role-playing to check that students fully understand the information.
- Act out a skill for students. Then have them guess which skill you modeled.
- Use specific scenarios students experience on a day-to-day basis in an office setting.
- Have the students discuss what went well and what went wrong after each role play. Ask them what they would have done differently to improve the situation.

ROLE PLAY

Role-play tips:

- Be creative to decide on the ending, but keep it realistic – will it be good or bad?
- Really try to imagine the people's feelings so you can perform them in a convincing way. Act out a skill for students. Then have them guess which skill you modeled.
- Your role-play should be persuasive. Your goal is to get the other groups of people (represented by your classmates) to understand your group's assigned point of view related to the scenarios.

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"You can discover more about a person
in an hour of play than in a year of
conversation." -- Plato

Rules

Ground rules for drama

- Spend time deciding on your roles
- When acting out the roles, make sure that any physical contact is mimed, i.e. no hitting or touching.
- No talking to other groups or distracting them.
- Respect each other's performance!
- Remember everyone in this room is part of the performance! You are either the actors or the audience.
- When you're acting, do your best to perform convincingly.
- When you're the audience, listen, watch and clap at the end.
- We will all feedback after each performance.

After Role-Playing

- How did you feel playing the different roles?
- How was it imagining and acting out the feelings?
- What made some more difficult than others?
- Were you surprised by how you felt in any of the roles?