



# GENEROUS LEADERSHIP<sup>®</sup> **CHALLENGE**

Unit 3: Seeing People as People

## **Week 9**

### Affirming My Peers

#### Purpose

Prepare students for this week's topic of empathy by creating space for students to authentically practice empathy towards their peers.

#### Learning Objective

I will correct my work and be more empathetic towards my classmates.

#### Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)

#### Needed Resources

- Teacher Resource: *Possible Check-In Activities*
- Students' *Mock Interview and Interpretation Worksheets* (with teacher feedback)
- Assignment: *Lens 2 Mini Project*

## Session Overview

### Open Class with Check-In (15-20 min)

***“You’ve been doing a lot of work these last two weeks to plan and execute your interviews. I am very proud of your hard work and your willingness to step outside of your comfort-zone. It can be easy to lose sight of the people we want to help when we’re busy with a lot of tasks, so this week we’ll be discussing the role of empathy in our work to see people as people. We’ll start today’s session with a check-in activity and then go over your practice Point of View Statements so that you feel prepared to turn in your actual Point of View Statement later this week.”***

**Suggested:** Because this week's topic is empathy, it would set the stage well if you did a check-in activity that encourages students to practice empathy towards each other.

#### • Option 1: Personal Notes

- At the start of class have every student draw a classmate's name out of a hat as they come in the room (and make sure they didn't draw their own name).
- Once everyone has a classmate's name, have students write a positive note to the classmate. They can:
  - Encourage their classmate
  - Share how they are doing
  - Share a story
  - Affirm their classmate
- Students will then give this note to classmate.

#### • Option 2: Affirmation Circle

- Explain to students what it means to give an affirmation. An affirmation is an acknowledgement of a permanent aspect of someone's character.
- Grab a ball or some object to toss around the circle. One at a time, students will state a classmate's name, affirm their classmate, and then pass the ball to the classmate they just



affirmed. The student who was just affirmed will then repeat the process with a new classmate and so on.

- Example affirmations:
  - I appreciate that you....
  - You are really talented at....
  - I noticed the other day....
  - I am really proud of....

**Teacher Tip:** You can still do the Affirmation Circle with your online class. Instead of throwing a ball, have students simply say the classmate's name and then give them an affirmation.

- If you would like to check-in another way, you can choose a check-in activity from the *Possible Check-In Activities* resource.

### Reviewing Mock POV Statements (15 min)

- If you haven't already returned students' *Mock Interview and Interpretation* worksheets with feedback, do so now.
- Have students review the feedback on their mock Point of View statement and rewrite their statement using your feedback.

**Note:** This is just an exercise to help students prepare to correctly write their Lens 2 mini project Point of View Statement, so you don't need to regrade this assignment.

- If there were common issues among students' POV statements, share this feedback with the class and explain how students can correct their work.
  - Common issues include:
    - Students not using the interview data to inform their POV Statement
    - Students writing their POV Statement in 3rd person (this is a Point of View statement, so it needs to be written in 1st person as if you are the person experiencing the problem)
    - Students writing more than 1 sentence for their POV statement (the point of the POV statement is to express in a concise and compelling way how it feels to experience a certain issue)
  - Encourage students to give their peers suggestions for how they can re-tool their POV statements.

### Reflecting on the Interview Process and Next Steps (15 min)

- Discuss the following questions with the whole class in order to gauge how students are feeling and what they are learning through this process so far:
  - What was most difficult about the interview process?
  - What about your interview surprised you?
  - What was your biggest takeaway from your interview?
  - What advice would you give someone who's about to interview someone for the first time?
- Pull up the *Lens 2 Mini Project Assignment* again so that you can help students understand the next steps in the project:
  - This week, you'll take what you learned from your interviews, narrow down the problem, and then write your Point of View Statement.

- Using what you’ve learned about the person you want to help, you will also write a project timeline that will describe:
  - Who you’re going to help
  - What you’re going to do
  - Why you’re doing it
  - How you’re planning to do it (including time and resources needed)
  - How you will measure your impact
- Students must remember to stay human-centered rather than problem-centered because the point of this mini project is for students to see people as people worthy of honor, not broken objects to fix.
- In order to stay human-centered and continue to see people as people, students will be diving into the topic of empathy next session.

### Becoming a More Empathetic Self

#### Purpose

When you're on mission to help someone, it's easy to see that person as a broken object needing to be "fixed" instead of a person worthy of honor no matter what situation they're in. This content will help students understand the difference between sympathy and empathy so that they can truly honor the people they're wanting to help.

#### Learning Objective

I can show empathy for others.

#### Recommended Resources to Prepare for this Lesson:

- [Sympathy Vs. Empathy](#)
- [Human-Centered Design](#)

#### Standards

- Analyze a complex set of ideas. (CCSS: RI.11-12.1)
- Predict the impact an informational text will have on an audience and justify the prediction. (CCSS: RI.11-12.2)
- Determine how ideas interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
- Determine the meaning of words and phrases. (CCSS: RI.11-12.4)

#### Needed Resources

- Week 9 Content Slides
- Handout: *Putting the Person First, Not the Problem* worksheet
- Handout: *Example Lens 2 Project Plans*

#### Ideas for Customizing Your Content Delivery

- Create a simple video for students to watch based on the content below.
- Direct student to go through the GLC slides for **Becoming a More Empathetic Self**.
- Hold a live zoom class session to go through content.
- Create a blended option by incorporating slides, video and additional resources as you see fit.
- Create a short quiz to test if students watched or read the content.
- Make a point to tell students that there is an assignment at the end that will serve as their "entry ticket" for the next session together.

# Content Summary

## The Dark Side of Helping People

- When students are on mission to help other people in need, it is really easy to forget to see them as people instead of objects that need fixing.
- This can happen because students:
  - Unknowingly think of themselves as better or smarter than the other person
  - Feel like they need to prove themselves
  - Assume that they have all the right answers
  - Assume they understand the problem and that if the tables were turned, they might not need the same help
- Students have to remember that the people they are helping are still people no matter what life situation they are in.
- Today students are going to discuss what it means to have true empathy for others so that they can help others in a way that still honors them as people.

## The Emptiness of Sympathy

- Sympathy is a feeling of pity or sorrow for other people's misfortunes.
- Sympathy is often something people use to feel like they're relating to other people's struggles without actually having to be vulnerable or take time to listen.
- People usually have good intentions when they express sympathy, but they don't realize that their sympathy typically makes people feel more alone in their pain.
- Examples of sympathetic phrases:
  - *That sucks for you...*
  - *I'm so sorry for you...*
  - *Your life is so hard...*
  - *You are in my thoughts...*
- We hear these phrases all too often when we are going through a difficult time, but even though people's hearts are probably in the right place, they are not saying anything to us that lets us know that they understand our pain and they're in it with us.

## The Power of Empathy

- Empathy is the ability to understand and share the emotions of another person
- Empathy is an intentional mindset that requires practice and will, specifically:
  - Focus on connecting with the other person
  - Put one's personal agenda aside
  - Listen more than talk
- Empathetic phrases:
  - *I hear you.*
  - *I would feel \_\_\_\_\_ too if I were in your place.*
  - *I've felt this way too. You're not alone.*
  - *What can I do to support you during this time?*
- Empathy often expresses itself through action because it's hard not to do something to help when one shares their feelings and puts themselves in the struggling person's shoes

- When people feel that someone is truly listening and working to understand them, they feel heard and valued.

## Sympathy vs. Empathy

### ***“Empathy fuels connection. Sympathy drives disconnection” – Dr. Brené Brown***

- When someone is going through a difficult time such as: losing a loved one, losing their job, moving, losing a friendship, a breakup, etc. they aren't looking for a magical response that is going to fix their problem right away.
- Instead, they are looking for someone to hear them, to understand what they are feeling, and maybe even sit in that feeling with them for a little while.
- Empathy helps others feel like they aren't alone and can give them the courage to continue on.

## Closing Quote on Empathy

### ***“People are hard to hate close up. Move in.” – Brené Brown***

- Challenge students to follow this advice every time they begin to feel hate or frustration towards someone: Move in closer and try to understand where the person is coming from.
- Ask students to consider:
  - Could this person be acting like a jerk because they're hurt?
  - Could this person be ignoring them because they're stressed about something that's happening at home?
  - Whatever the other person is doing, it probably has little or nothing to do with them. There's something else going on and the other person is struggling to handle it well.
- Challenge students to change their language, “move in,” and ask the other person, “How have you been doing lately? I haven't seen you around much. Are you doing okay?”
  - This invites the person to be open and honest instead of angry and defensive.
  - Students become an ally instead of an enemy.

## How this Relates to Your Lens 2 Mini Project

- The point of students' Lens 2 Project is to learn to see people as people, not objects, so their Lens 2 work should focus on understanding people and meeting them where they're at instead of simply trying to fix their situation.
- This will require students to:
  - Put their “agenda” aside. Focus on listening first and acting second.
  - Center their project around connecting with a person or group of people, not fixing them.
  - Be open to having their assumptions/plans changed as they learn more from the people they're working with.

## Creating Your Project Plan and Timeline

- At this point in the project, students have:
  - Interviewed someone
  - Reviewed the information they gathered
  - Practiced writing a POV statement
- This week students are going to write a Point of View Statement for the person they want to help. This will set students up to identify a specific problem that they can help solve for this person.

- Students will also decide what they're going to do for their Lens 2 project.
  - What does the person they interviewed need? What problem is this person dealing with and how can students help in a way that honors them?

### Moving from the POV Statement to The Solution

- Students will take the problem (from the person's point of view) and explain in 1 sentence what they're going to do to help solve the problem. Key elements include:
  - Who they're helping ("In order to help my friend/neighbor/mom...")
  - What problem the person faces ("... who experiences \_\_\_\_\_,")
  - What they're going to do (".... I will \_\_\_\_\_.")
- **Example POV Statement:** "I (Tom) don't feel safe going to the grocery store right now because I'm in a high health risk demographic, but I don't have any other way to get my groceries."
  - **Key elements of this problem:** Tom doesn't feel safe going to the store so he needs another way to get his groceries. Tom currently doesn't have another way to get groceries.
  - **A fitting Solution Statement:** "In order to help my neighbor Tom who is in a high health risk demographic and doesn't have a safe way to access groceries, I will offer to grocery shop for Tom once a week during this pandemic."
- **Example POV Statement:** "I (Sam) am completely overwhelmed by my busy schedule and I feel like it's hurting my mental health."
  - **Key elements of this problem:** Sam feels overwhelmed. Her schedule is too busy so something needs to change. Sam wants to improve her mental health.
  - **A fitting Solution Statement:** "In order to help my friend Sam feel more mentally fit and less overwhelmed, I am going to help her build 'me' time into her schedule each and every day and help her track her progress throughout the next few weeks."

### Creating Your Plan of Action

- Once students have decided on what they're going to do for their Lens 2 project, they will need to create a simple project timeline answering the following questions:
  - Who will your project affect?
  - What is your project?
  - How will this project help the person affected by the problem?
  - When will this project start and end?
  - How often will you be taking action? (Dates/times of actions taken)
  - Where will your project take place?
  - How will you measure the impact you've made?
- Students' Project Plans (which will include their POV Statement, Solution Statement, and Timeline) will be due on Friday, and then students will start implementing their project immediately after.
- Students can reference the *Example Lens 2 Project Plans* handout as they write their plan.

### Preparing for Socratic

- Explain that students will receive a worksheet called *Putting the Person First, Not the Problem* that will serve as their entry ticket for their weekly Socratic discussion.



### Becoming Human-Centered

#### Purpose

Give students space to explore how their perspective affects their ability to practice human-centered problem-solving.

#### Learning Objective

I can explore how to better see people.

#### Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Come to discussions prepared to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)
- Evaluate a speaker's point of view. (CCSS: SL.11-12.1b)

#### Needed Resources

- Handout: *Socratic Rubric*

#### Socratic Discussion Rules (posted for students to see)

1. Students speak and the teacher listens.
2. Follow the Socratic leader who will:
  - Set up the discussion by summarizing context and then pose the question to be discussed.
  - Ensure peers hold to the discussion rules.
  - Keep the discussion on track and flowing.
3. Come prepared.
4. Be concise and do not repeat a point someone already made.
5. Provide evidence and reasoning with your opinion.
6. Listen with an open mind and heart; consider new ideas.
7. Don't raise hands; take turns speaking.

## Teacher Tips

1. Require *Putting the Person First, Not the Problem* worksheet as an entry ticket.
2. As the teacher it is easy to interject, but allow students to work through silences, disagreements, etc.
3. Use the Socratic Rubric for GLC or mix it up by having students grade themselves at the end of the discussion.
4. Review the Socratic rules every time.
5. If needed, allow for small group conversations before starting.

## Socratic Theme for Week 9

### Becoming Human-Centered

#### Provide Context

- Summarize the content from the last session about empathy vs. sympathy, namely the differences in attitude and behavior between sympathy and empathy and how they affect our ability to connect with people (sympathy disconnects us from others, empathy connects us).

#### Possible Questions

- Is it more important to help someone or to respect them?
- How can we help someone and respect their dignity as a person?
- How can we build a culture of empathy in the classroom and beyond?

### Project Timeline and Solution Statement

#### Purpose

In order for students to begin practicing human-centered problem-solving, they need to create a thorough and feasible mini project plan. This plan will provide them with accountability and direction moving into the next few weeks of their project.

#### Learning Objective

I can demonstrate how my project will push me to practice empathy.

#### Needed Resources

- Assignment: *My Lens 2 Project Plan*
- Handout: *Example Lens 2 Project Plans*

#### Standards

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrate understanding of the subject under investigation. (CCSS: W.11-12.7)
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)

### Reflection Overview

- Students will write a project plan using the *My Lens 2 Project Plan Assignment*.
- Remind students that their project plan should be well thought-out and feasible to complete within the next 3-4 weeks.

#### Elements of the Project Plan

- **Point of View Statement:** 1 sentence written in 1st person “I” describing the problem this person is facing.
- **Solution Statement:** 1 sentence describing who the student is helping, what problem the person is facing, and what the student is going to do to help solve the problem.
- **Project Timeline:** Full sentence responses to the following questions:
  - Who will your project affect?
  - What is your project?
  - How will this project help the person affected by the problem?
  - When will this project start and end? How often and when will you be taking action?
  - Where will your project take place?
  - How will you measure the impact you’ve made?

# Submit

Week 9

## Weekly Deliverables

### Deliverables Due This Week:

- Assignment: *Putting the Person First, Not the Problem* worksheet
- Assignment: *My Lens 2 Project Plan*

# Possible Check-In Activities

## Gratitude circle (starting with positivity!)

- On a notecard have students write what they are thankful for that day. "Today I am thankful for \_\_\_\_\_ because \_\_\_\_\_."
- In a circle, each student will share what they wrote on their card.

## Tell Me Something Good

- Have students write down one good thing that has happened to them this week.
- Allow students to share (those who want to).
- Optional: Play "Tell Me Something Good" as students are writing.

## Create a mental health check in on a Google Form

- Example Questions:
  - How are you feeling today?
  - Is there anything going on either in or outside of school that you would like me to know that is effecting you personally or effecting school and getting work done for you?
  - Is there anyone that you are concerned about currently and why?
  - Any other questions or comments for me?

## How are you on a Scale of 1-10

- Go around the room and have students share how they are doing that day by selecting a number (1 is horrible and 10 is awesome) and also sharing a few words on why. This can be the best way to check-in but it can also take the longest amount of time, so watch the time closely.

## Choose one word to describe how you feel

- Post a list of adjectives on the board and ask students to choose a word that describes how they feel right now. Examples: anxious, exhausted, excited, frustrated, angry...
- Go around the room to share.

## Personal Notes to Classmates

- This activity will work later in the semester as students get to know each other better.
- At the start of class have students draw classmates' names out of a hat as they come in the room.
- Once everyone has their classmate they will write a positive note to the classmate
  - Encouraging and affirming them
  - Sharing how they are doing
  - Telling them a story
  - More...
- Students will give this note to their classmate.

## Write Thank you Notes

- Practice gratitude by having students write someone a note of thanks.
- This could be a teacher, parent, coach, friend, classmate, sibling, etc.



## Teacher Resource - Week 9

### Breathing exercises

- Students walk into class sometimes with a lot of stress, help them relieve this through breathing.
- Different breathing exercises can be found online or through certain apps on your phone.

### Stretching

- Have students stand by their desk, take a deep breath, raise their arms above their heads, hold for a moment, and then deeply exhale through their mouth, releasing their arms back down and releasing tension in their shoulders and back.

### Affirmation Circle

- Explain to students what it means to give affirmation. Affirmation is an acknowledgement of a permanent aspect of someone's character.
- Grab a ball or some object to toss around the circle. Tell students to state a classmate's name, affirm their classmate, and then pass the ball to him or her.

### Physical Exercises

- Choose some exercises to get the students' up and moving.
  - Jumping Jacks
  - Lunges
  - Push ups
  - Squats
  - Running in place
  - If time: take a walk outside around the building

### Mirror in a Box

- Get a deeper box and place a mirror at the bottom.
- Have students sit in a circle.
- Talk up the box
  - "I have something really cool in this box"
  - "What's in this box is extremely special"
  - "When you see what is in the box you will see just how special it is"
- One at a time, students will "look" inside then and pass the box to the next student.
  - Students are not allowed to say what it is, just pass it along
- Students will think it is funny, but the anticipation is key to this activity.
- You are telling them they are special and worthy by seeing themselves in the mirror at the bottom of the box.

### Sharing acts of kindness

- Have students share out to the class acts of kindness they did or saw someone do.

### Positive/funny videos

- Students are immersed in videos these days and sometimes it is a great way to get kids relaxed and ready for the day
- Suggested Videos
  - [Make Your Bed Change Your Life](#)

## Teacher Resource - Week 9

- [A Simple Act of Kindness](#)
- [Inspirational Piano Player](#)
- Find your own

### Journaling

- Allow students to write whatever is on their mind for 5-7 min.
- Play quiet music in the background to set the tone.

# Put the Person First, Not the Problem

1. What would our world look like without empathy?

2. Why is empathy vital to humanity?

3. Describe a time when sympathy disconnected you from someone.

4. How can we build a culture of empathy in the classroom and beyond?

5. How is your project going to push you to be more empathetic?







# My Lens 2 Project Plan

## Directions:

Over the next 3-4 weeks, you will be implementing a mini project to help one person in your home, neighborhood, or in the community. Complete all 3 sections of this project plan so that you are prepared to begin implementing your project next week. Your project plan should be well thought-out and feasible to complete within the next 3-4 weeks. See *Example Lens 2 Project Plans* handout for examples.

## Section 1: Point of View Statement

Write one sentence in first person "I" describing the problem this person is facing.

## Section 2: Solution Statement

Write one sentence describing who you are helping, what problem the person is facing, and what you are going to do to help solve the problem.

## Section 3: Project Timeline

Answer all of the questions below in full sentence form.

**1. Who will your project affect?**

**2. What is your project?**

**3. How will this project help the person affected by the problem?**

**4. When will this project start and end? How often and when will you be taking action?**

**5. Where will your project take place?**

**6. How will you measure the impact you've made?**

# Example Lens 2 Project Plans

Use these two example project plans as a reference as you create your own Lens 2 project plan.

## Example 1:

### Section 1: Point of View Statement

Write one sentence in first person "I" describing the problem this person is facing. Review this week's content slides for examples.

- I feel exhausted and stressed because I work two jobs, care for three kids, and don't have time to care for myself.*

### Section 2: Solution Statement

Write one sentence describing who you are helping, what problem the person is facing, and what you are going to do to help solve the problem. Review this week's content slides for examples.

- In order to help my mom, Sarah, who is feeling exhausted and stressed because she has so many responsibilities and no time for herself, I am going to cook dinner 3 nights a week so that my mom can take some time for herself.*

### Section 3: Project Timeline

Answer all of the questions below in full sentence form.

#### 1. Who will your project affect?

- My project will affect my mom, Sarah.*

#### 2. What is your project?

- My project will be cooking dinner 3 times a week so that my mom can take some time for herself.*

#### 3. How will this project help the person affected by the problem?

- By cooking dinner 3 times a week, I'll free my mom up to relax and care for herself.*

#### 4. When will this project start and end? How often and when will you be taking action?

- My project will start tomorrow night (Friday) and it will go for 4 weeks. I will cook dinner around 6pm three times each week.*

#### 5. Where will your project take place?

- My project will take place in my home, specifically my kitchen.*

#### 6. How will you measure the impact you've made?

- I will measure the impact I've made by adding up all of the hours I've spent cooking, as well as asking my mom how the extra free time has helped her.*

## Example 2:

### Section 1: Point of View Statement

Write one sentence in first person "I" describing the problem this person is facing. Review this week's content slides for examples.

- *I want to play at the park but I feel scared to go because there is broken glass everywhere and I worry I'll cut my foot.*

### Section 2: Solution Statement

Write one sentence describing who you are helping, what problem the person is facing, and what you are going to do to help solve the problem. Review this week's content slides for examples.

- *In order to help the young kids in my neighborhood who want to play at the park but are afraid of the broken glass, I will spend 1 hour every Saturday cleaning up broken glass at the park.*

### Section 3: Project Timeline

Answer all of the questions below in full sentence form.

#### 1. Who will your project affect?

- *My project will affect the young children in my neighborhood.*

#### 2. What is your project?

- *My project will be spending 1 hour every Saturday cleaning up broken glass at the park.*

#### 3. How will this project help the person affected by the problem?

- *By cleaning up the broken glass, I am making the park safer and more enjoyable for the young children in my neighborhood.*

#### 4. When will this project start and end? How often and when will you be taking action?

- *My project will start this Saturday and it will go for 4 weeks. I will spend one hour every Saturday cleaning up broken glass.*

#### 5. Where will your project take place?

- *My project will take place at Sunshine Park, in my neighborhood.*

#### 6. How will you measure the impact you've made?

- *I will measure the impact I've made by adding up all of the hours I've spent cleaning up glass. I will also ask some kids at the park how they feel after the glass has been cleaned up.*