

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Lesson objective	Introduction	Main activity	Reflection	Success criteria
What is Empathy? LO: To identify different aspects of Empathy To consider how self and other minds/emotions are involved in empathy To identify the applications of empathy in everyday life	Explain to children that they will be learning about Empathy to develop their understanding of learning and behaviour. Mind map with children everything that they already know about Empathy. Watch animated video: Empathy in Chimps. Discuss what they saw in the video that they found interesting or surprising. Which two aspects of empathy are being portrayed in the video (to be discussed after slide	Discuss the different aspects of Empathy Discuss what is and what is not Empathy After the Power point presentation engage in the activities/questions where pupils consider the right and the less correct answers	Watch short video and identify the two facets of empathy (understanding of another's state (cognitive empathy) and mimicry (affective empathy). Children to consider applications of empathy Answer questions about empathy	I can identify the different aspects of empathy I can tell what is empathy and what is not I can identify where empathy applies in real life

Power point Example

NEUROHEADWAY

Neuroscience Into Education

You can only understand people if you feel them in yourself

John Steinbeck (1952/2002), *East of Eden*, p. 444



LEARNING OBJECTIVES

1. Enumerate the domains of social life in which Empathy is important.
2. Define Empathy
3. Explain what Empathy is NOT.
4. Describe and explain some of the many concepts and processes that comprise Empathy.



BASIC QUESTIONS ABOUT 'EMPATHY'

- How can one know what another person thinks or feels?
- What leads one person to react with sensitivity and care to the pain of someone else?



SOME EXAMPLES

- A parent is watching his/her child cry. Is she crying out of hunger? Does she want to play? Is she having a stomach ache? Understanding how the child feels will very much determine the right course of action.
- Two boys are raising their voice while walking in the street. Are they quarrelling? Or they are joking?
- My best friend is coming crying to me for an advice. He is facing some problems with his parents. What kind of advice would be best to give?



WHERE EMPATHY IS IMPORTANT

- Parent – child relationships
- Co-worker interactions
- Marriage/long term relationships
- Helping behaviour
- Relationships with friends
- Leader-follower interactions



WHAT IS EMPATHY?

- An ability to feel and see the world from another's perspective by building a mental understanding of others' thoughts and feelings in your own mind
- An ability to feel and see the world from another's perspective by building a mental understanding of others' thoughts and feelings in your own mind



“TO FEEL LIKE THE PERSON YOU ARE OBSERVING”

- The observer does not need to feel exactly the same emotion as the encoder, but a similar one (Hoffman, 2000).
- The concept of ‘emotional contagion’ (Hatfield, Cacioppo, & Rapson, 1994)



WHAT EMPATHY IS NOT (I)

- To understand how a person feels and why he is feeling like that (usually negative emotion, sad, not well).
 - This is **Sympathy**
- To feel exactly how the person you are attending to feels.
 - No - This is '**Emotional contagion**' (Hatfield, Cacioppo, & Rapson, 1994)
- To adopt the neuro-psychological reactions (e.g., facial rapid reactions) to the person you are attending to
 - No - This is '**mimicry**'

