



Building Empathy Activity Volunteer Guide

Understanding and sharing the feelings of others

Description

In this session, families will read and discuss the shared scenarios to determine how sharing other people's stories or images online can impact them. At the end of the activity, please have participants write their thoughts and reflections on the poster paper. You will present the poster for 30 seconds at the end of the night.

Activity Time

15 minutes

Resources Needed

- 1 Volunteer Leader
- 1 copy of the In My Feelings Activity Handout per pair (50 copies for 100 attendees)
- Desks or tables to sit in pairs
- Pens on each table or desk
- Timer
- 1 poster paper for wrap up comments

Directions to Start the Activity

Welcome families as they enter your session. Help them to find a seat together and organize them into pair. Pass out one activity handout per pair. When everyone has arrived at your station, use the script below to introduce the activity.

To start your activity session, SAY:

Hello, my name is _____. In this session, you will review scenarios to determine whether or not certain information is appropriate to share. Quietly, read the scenarios below and determine how you would answer the questions. When you are finished reading, discuss the scenario together and come up with two strategies or solutions for each and think about the potential consequences of their actions. You will have 10 minutes to read and discuss the scenarios.

During the Activity



Set a timer for 10 minutes. Walk around to each person. If people seem stuck, try and provide examples to help them come up with more ideas. Encourage kids and parents to come up with stuff together.

After FIVE minutes SAY:

You have 5 minutes remaining

After NINE minutes SAY:

You have 1 minutes remaining

[If someone in the group is stuck, use some of the examples below to get the conversation started.]

Scenario 1

How would that make Gabi feel?

Gabi may feel that her privacy has been violated and may lose trust in her friend.

Why would Gabi not want to tell her friends about her bad result in math?

Gabi may consider her results at school to be private information.

Were Castel's actions acceptable?

Participants should consider their own norms around privacy connected to both results at school and their phone, as well as what they expect from their friends.

How would the other friends at the lunch table feel about Castel's actions?

Participants should consider how they would act if they saw potentially inappropriate behavior.

What do you think about Castel? Was Castel acting ethically? Would you want to be friends with Castel?

How would you feel if someone did that to you? Is snooping ever okay? What if you are worried about your friend? Participants should reflect on their own norms around privacy and personal relationships.

Scenario 2

Why might Caitlin post the photo online?

Participants should recognize Caitlin's motivations: getting laughs or likes is usually an acceptable motivator for posting something online, as long as it does not come at the expense of another person.



Why is Rodrigo upset?

Participants should reflect on how to consider others' feelings when using social media.

What do you think Rodrigo should say to Caitlin?

Participants should come up with strategies to address this behavior, such as gently asking Caitlin to remove the photo.

How would you feel if someone took an embarrassing photo of you? Would you want that online?

Participants should consider their own norms around what they want to be shared online by others.

Is this situation an incident of bullying?

Participants should consider what constitutes bullying and discuss the particulars of this specific situation.

Scenario 3

Who needs to know about her results at school? Her medical history? Why?

Participants should consider how different information has different levels of privacy. Victoria's results at school are sensitive information that she would not want her friends, schoolmates, or the public at large to know. However, they are not private to her parents/caregivers. The same goes for her medical history, though that information is much more sensitive.

Whom might Victoria want to talk to about any of these issues?

Victoria may want to keep her personal information private. This decision should be respected. She can also choose to share some, but not all personal information. For example, she may share struggles she had with results at school with her parents/caregivers, but not her friends.

In your life, what are examples of information that you want your parents/caregivers to see but not your friends, or vice versa?

Participants should consider their own choices regarding privacy.

Close the Session

After 10 minutes bring the group back together. When everyone is together, SAY:

Time is Up! Let's share out some thoughts by answering a few discussion questions.



- What do these scenarios have in common?
- Which one was the hardest to talk about? The easiest? Why?
- How would you address each of the scenarios if they were to happen to you?
- How can you protect yourself from other forms of invasion of privacy?

Thank you everyone for such a great discussion. It's important to remember that some forms of snooping are illegal, and, in nearly all cases, snooping is probably not ethical. In different kinds of relationships, people want to share various pieces of information about themselves. This variation is reasonable and normal.

On the poster paper, take two minutes now to write a thought, reflection or something you learned from the session today. When you are ready, I will sign your passport.

Close the Activities

At the end of the third session, SAY:

Please take out your phones at this time and open the survey that was sent to you by the PTA when you registered for this event. We will have a few minutes in the close out session to complete this as well.

