Art4Wellbeing

Session 4

Empathy: Walking in Someone Else's Shoes

Explore multiple perspectives, distinguish observation from assumption, and practise empathic responding.

Art Forms Used: Theatre / Role-play | Embodied Perspective-Taking | Reflective Expression

MAIN OBJECTIVE	Strengthen empathy through curiosity, perspective-taking and respectful listening.
TARGET GROUP	Young people (14–30); adaptable for diverse groups.
TOTAL DURATION	90 minutes
MATERIALS	Scenario and emotion cards; A4 paper; pens; masking tape; optional simple props; open movement space.

TIME	ACTIVITY & TITLE	PURPOSE	INSTRUCTIONS (KEY STEPS)	FACILITATOR PROMPTS
10 min	4.1 Different Walks, Different Worlds Warm-Up / Movement	Notice how imagined context changes visible behaviour.	1. Walk or move comfortably. 2. Imagine arriving somewhere new, being late or carrying good news. 3. Return to normal movement; discuss changes in posture and pace. 4. Share observations voluntarily.	• What changed in your walk? • Can similar behaviour have different causes? • What might we not see?
15 min	4.2 What Might Be Behind It? Observation / Curiosity	Distinguish facts from assumptions and consider alternatives.	1. Present ambiguous cards (quiet peer, unanswered message, late arrival). 2. Ask: What do we see? What do we assume? 3. Suggest two or three other explanations. 4. Practise an open, respectful question.	• What do we actually know? • What else might be happening? • What could you ask instead?
35 min	4.3 Walking in Someone Else's Shoes Main Activity / Role Reversal	Experience different fictional viewpoints without stereotyping.	1. Choose a fictional scenario; assign actors and observers (5 min). 2. Act, freeze and ask about possible feelings/needs (8 min). 3. Switch roles and replay (10 min). 4. Reflect as actors and observers (7 min). 5. Step out of role and reorient (5 min).	• What might your character need? • What changed when roles switched? • What did you observe, not assume?
20 min	4.4 Replay with Empathy Empathic Communication	Turn judgement into curiosity, listening and supportive language.	1. Replay a previous scene and pause at a tense moment. 2. Replace accusation with observation and a question. 3. Practise NOTICE, ASK, CHECK and ACKNOWLEDGE. 4. Replay and notice what changes.	• What could you say with curiosity? • Did empathy require agreement? • Which response felt most useful?
10 min	4.5 One Step I Take With Me Reflection / Closing	Consolidate learning and transfer one empathic action to daily life.	1. Return to the circle and ground in the present. 2. Complete: "Before I assume, I can…" 3. Choose one realistic situation to practise it. 4. Share voluntarily or pass; close gently.	• What changed in your first judgement? • What will you take from today? • What could you ask in real life?

FACILITATOR TIPS	Invite rather than require participation. Use fictional scenarios, avoid stereotypes, allow observing or passing, and de-role after acting.
KEY MESSAGES	Behaviour is visible; context may not be. Empathy is curiosity, not mind-reading or agreement.
FOLLOW-UP (OPTIONAL)	During the week, notice one assumption and practise replacing it with a respectful question.