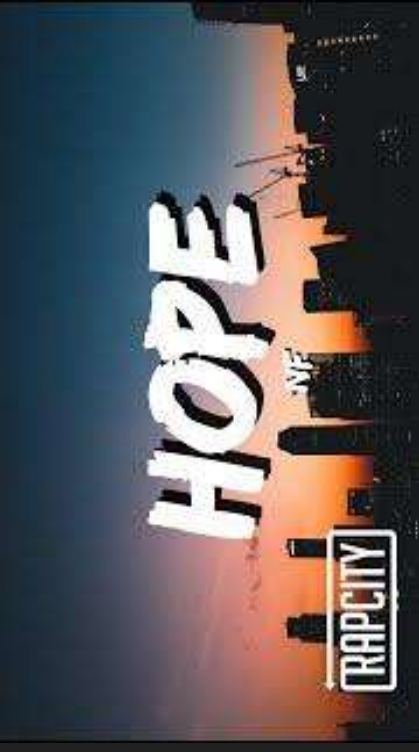


[Hope by NF lyrics](#)



Empathy in Education

[Jen Brown, she/her](#)

Lewiston Adult Education

Diploma Program Coordinator, Curriculum Designer, & HiSET Instructor

[Hannah Bard, she/her](#)

Mid-Maine Adult Education

Director

[Nice and Kind workshop](#)

[Handout](#)

Workshop Objectives

1. Identify the difference between nice and kind.
Empathy and kindness may not always look the way you expect it to look. To the outside eye, true kindness and empathy may appear as cold.
2. Provide resources on how to prepare your classroom and mindset to display empathy.
3. Understanding differences between equity vs. equality and how to promote equity in your classroom.
Equity could be misunderstood without the context of the situation.
4. Identify different ways to engage your learners through relationship-building and provide context to who our learners are and what kindness/empathy they need.
5. Learn strategies to develop an “Empathy is a Lifestyle” mindset.
6. Discuss the “Seesaw of Empathy”: Compassion and tenderness vs. Empowerment/Accountability
7. Learn ways to display empathy not only towards others and towards self.

Caveats

1. Empathy requires boundaries
2. Taking work/emotions home
3. Nice vs kind
4. Our definitions
5. Sympathy is passive, empathy is active. And difficult

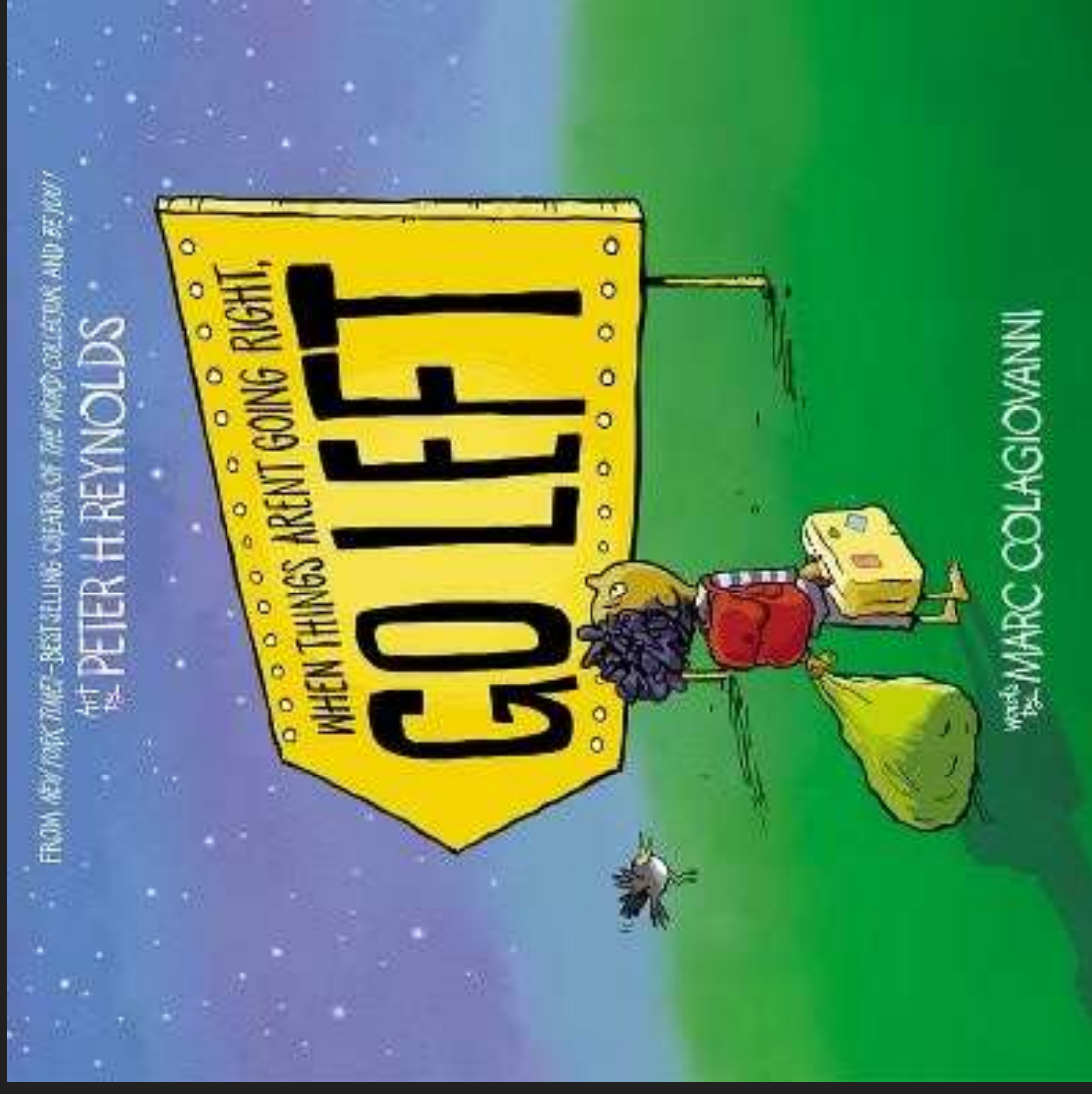
Brené Brown: Empathy



“Fairness is equity”



"One day for no particular reason, nothing was going right. Absolutely positively, nothing was going right. So, I decided to go left..."



Empath Experts Don't Take it Personally

The Broken Warrior poem

"You are not in danger. You are crocheting."

Burnout, by Emily and Amelia Nagoski

What's the first thing you do after a traumatic event or a perceived terror?

People make physical contact (hug, touch arms, shoulders, a knee), and you say, "you're Ok, I've got you. You're safe." If you're alone, you say, "you're safe" to yourself.



Mirror, Mirror...Let's Reflect!

- A. Think about a person who showed you empathy when you were in a difficult time.
- B. Think about a time when you needed empathy and you were not met with empathy.

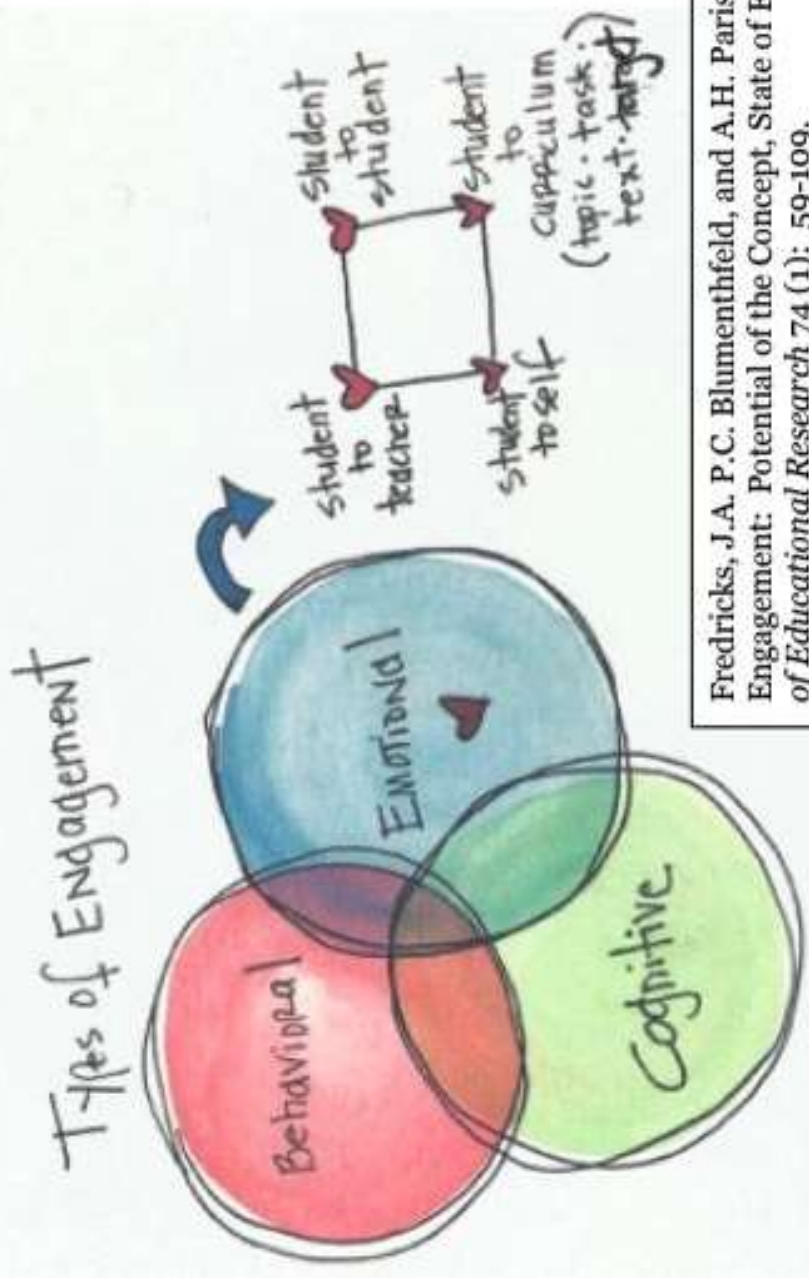
Discussion:

How did each event feel when you were writing them? How does it feel reading them?



Use a sticky note to add to the posters around the room or add digitally to our [Padlet](#)

Engagement allows learners to learn who they are as learners



From: *No More Telling as Teaching* (Heinemann, 2017, Tovani & Moje)

Fredricks, J.A. P.C. Blumenthfeld, and A.H. Paris. 2004. "School Engagement: Potential of the Concept, State of Evidence." *Review of Educational Research* 74 (1): 59-109.

RESOURCE!



“How I respond can either cement the mask on a [learner’s] face for the day or it can remove so the student is ready to learn. The first step is recognizing the mask.” (Tovani, 2021)

Connecting Learning Targets to Standards

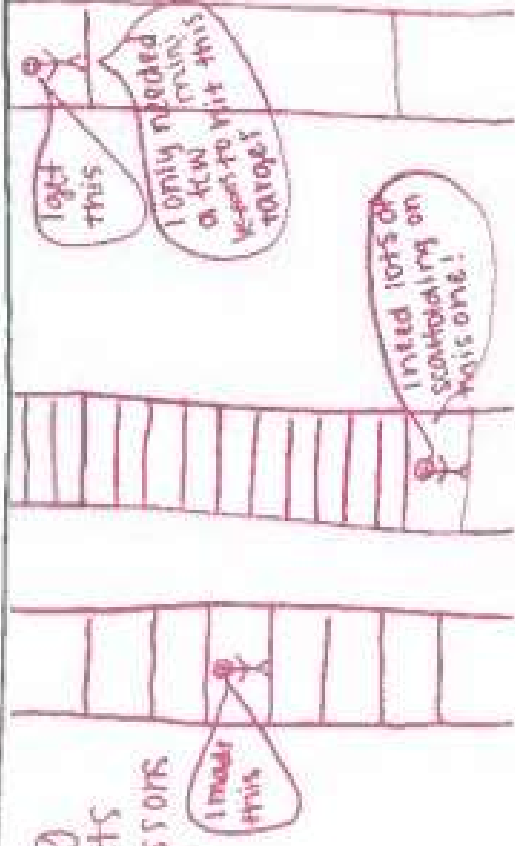
Makes →
Demonstrations →
Performances →

How students will show they've hit the standard.

We want kids to hit the standard:

STANDARD: Using the theme(s) of a text, analyze its development over the course of the text; provide an objective summary of the text.

We scaffold learning by identifying targets and planning mini lessons to show learners "how" to hit those targets.



(Tovani, 2021)

Constructive feedback vs criticism

[Rumble language](#)

“Pressure valving”



Empathy is a Lifestyle: Develop Mantras

Mantras become Perspectives. Perspectives become Beliefs. Beliefs control our Actions.

Mantras can help us move from isolated empathic moments to a leading an empathic life and perspective.

Go Left!

Don't Take it Personally

Bucket Filler vs. Bucket Dipper

I don't know, yet.

Be Curious!

Have you Filled a Bucket Today?



Resources!

[Random Acts of Kindness](#)

[Link](#) to request
materials from today's
presentation or use
QR code →



More Resources!

Failure as Friend or Foe

[Failure as Friend or Foe Slides](#) (Slides 1, 8-10, 12-13)

[Student Worksheet](#)

[My Favorite Failure](#) book

[Padlet from workshop](#)