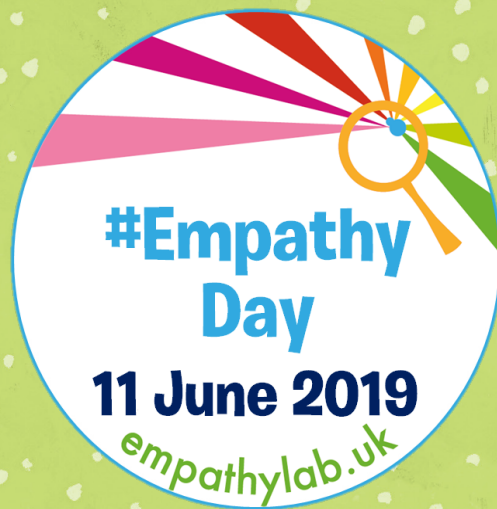
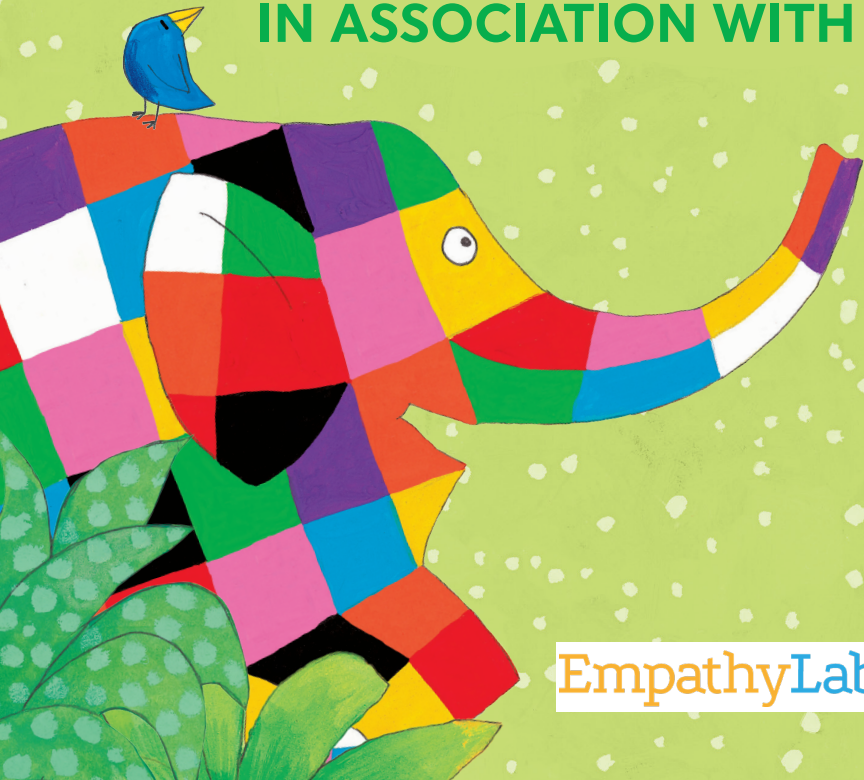




EARLY YEARS TOOLKIT FOR



IN ASSOCIATION WITH **ELMER**



EmpathyLab





Empathy Day - 11 June 2019

EMPATHY

A beacon of hope
in our divided world

Why we need a new empathy movement

- Hate crimes are at their highest level since records began
- Our public discourse is increasingly divisive
- Our online lives can limit our experience of face to face human warmth
- Social media's algorithms drive us into silos, talking only to people like us

- EmpathyLab founded Empathy Day in 2017 to help the rising generation drive a new empathy movement. It focuses on using books to build understanding and connections between us all.
- Increased empathy is good for society and vital for young people's life chances - with strong empathy skills they will become great parents, workmates, and citizens.

Using stories to build empathy

- EmpathyLab builds children's, literacy and social activism through a more systematic use of high quality literature. See www.empathylab.uk for details of our training and resources.
- Empathy is a skill we can all get better at - we're not born with a fixed quantity. EmpathyLab's strategy builds on exciting scientific evidence showing the power of reading to build real-life empathy skills.
- In identifying with book characters, we learn to see things from other points of view.

What happens on Empathy Day?

Empathy Day is all about helping us understand each other better, the day to help young people take some new steps on their empathy journey. On 11 June we want everyone to ...

READ

It builds real-life empathy

Find and share empathy-boosting books – use #ReadforEmpathy

Use our Read For Empathy Guides for young people www.empathylab.uk/read-for-empathy-guide

Check out your library's empathy books and activities

Follow the special author blog tour; listen to their podcasts

CONNECT

Join the Empathy Conversation

Snap up The Empathy Conversation, tickets Waterstone's Piccadilly, 7pm

Use #EmpathyDay to share which social issues need more empathy

Meet someone different in libraries' Empathy Conversation events

Make a giant workplace Empathy Wall – share ideas for changing things

DO

Put empathy into action

Make an Empathy Resolution – special cards available March

Teachers: sign up; use our training, booklists, Empathy Day packs

Librarians: sign up; pilot The Empathy Conversation events





Buy a whole empathy book collection for 26% off: www.peters.co.uk/empathy2019



All about empathy



What is Empathy?

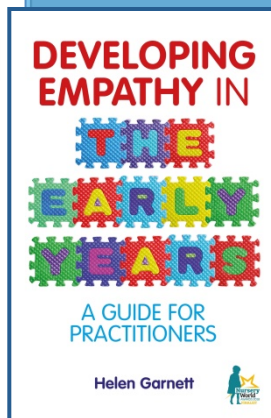
-  The ability to feel and understand other people’s emotions and perspectives
-  A core life skill; vital for successful relationships, collaboration and learning
-  A force for social change as empathy is put into action
-  3 main elements: affective; cognitive; empathic concern

How does empathy work?



Empathy is vital in the early years

“Let’s grow emotional health in our young children. Let’s dedicate ourselves to developing empathy and, in doing so, buy us hope for future generations”.



Helen Garnett
Developing Empathy in the Early Years, A Guide for Practitioners, JKP, 2018



Empathy and the early years

Why is empathy important in the early years?

“Planting empathy in the early years is crucial. The development of empathy allows very young children to ‘get’ other people, other points of view, and other cultures. It means that children can begin to understand how other people feel, think and act. At a time when the windows of learning are wide open, there is no better time to start the development of such a vital and life-enhancing skill.”

Helen Garnett, author of *Developing Empathy in the Early Years*, Jessica Kingsley Publishers, 2018

How it develops

Young children’s empathy starts off as ‘feelings-based’ behaviour, where the child has an urge to ‘help’ based on a feeling, but can’t yet empathise fully because they have not yet developed ‘theory of mind’. This is when a child realises that what she thinks and feels is not the same as everyone else. At roughly 18 months a toddler will recognise himself as a separate person. Around age three theory of mind starts to develop with some more fundamental changes happening at the age of four.

“The child begins to interpret what someone else might be thinking. There is some understanding of why other people behave in such a way. It is a complex and sensitive time for young learners. With adult support, children at this stage of their development can learn to recognise and manage their feelings. In direct parallel children learn to recognise and accept other people’s feelings as well. And here we have the roots of empathy”.

Jackie Harland, writing in *Developing Empathy in the Early Years*, Jessica Kingsley Publishers, 2018, Chapter 3

Early Years Foundation Stage

The [Early Years Foundation Stage](#) (EYFS) sets standards for the learning, development and support of children from birth to 5 years old. There are seven areas of learning and development that shape educational programmes in early years settings. Empathy Day activities supports five of these areas.

- Communication and language development
- Personal, social and emotional development
- Literacy
- Understanding of the world
- Expressive arts and design



Empathy and the early years... continued



EYFS Learning and development area	Explanation	Empathy Day Activities
Communication and language development	Giving children opportunities to speak and listen in a range of situations; developing their confidence and skills in expressing themselves.	Share books and talk about characters and feelings. Provide empathy-focused rhymes and stories for children to listen to and join in. Model using emotion language, encouraging the use of new emotion words
Personal, social and emotional development	Helping children develop a positive sense of themselves and others; forming positive relationships and developing respect for others; developing social skills and learning how to manage their feelings; understanding appropriate behaviour in groups; having confidence in their own abilities.	Share rhymes face-to-face with a caring adult (research states that such practice lays the foundations for empathy). Explore together the feelings of characters in books. Provide immersive activities which will help children see the world through the characters' eyes.
Literacy	Encouraging children to love books and print, and when ready, to enjoy reading and mark-making. Children must be given access to a wide range of books and print, and exciting mark-making resources to ignite their interest.	Introduce children to highly appealing new books, stories and rhymes as part of their Empathy Day activities. Encourage children to share these books with favourite adults.
Understanding of the world	Guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places. Providing opportunities to discover similarities and differences between themselves and others, and among families, communities and traditions.	Share stories, in order to explore new and unfamiliar characters in books, plus unusual situations and emotions. Talk about the similarities and differences the children discover, keeping this light-hearted and interactive.
Expressive arts and design	Supporting children to explore and play with a wide range of media and materials... providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology	Provide imaginative activities such as role-play, to explore and reflect on characters' motivations and behaviour. E.g. create an Elmer role-play using bright coloured, patchwork and grey fabric. Model trying on fabric, let children have fun doing the same.



Elmer the Empathy Elephant

Activity Session

Elmer is included in EmpathyLab's 2019 Read for Empathy collection www.empathylab.uk/read-for-empathy-guide as an Empathy Classic. Try this 30 minute activity session for 3-4 year olds and reception classes .

Activity	Developing Empathy Skills
1 Read Elmer in full to the children	
2 <ul style="list-style-type: none"> Invite all the children to imagine themselves as elephants - say: 'Stand up. Get your big elephant ears flapping!' – everyone puts their hands by their ears and flaps them like elephant ears. 'Get your big elephant trunk waving' – everyone puts their nose to one shoulder and waves that arm around like a trunk. 'Do some big elephant walking' – heavy stomping steps on big elephant feet. 	Stronger ability to imagine, understand and reflect on other people's perspectives and feelings
3 <ul style="list-style-type: none"> Children sit down. Read Elmer again - stop at the page that shows Elmer upside down on the other elephants' backs and the text '<i>It was Elmer who kept the elephants happy.</i>' Model talking about what Elmer is doing and what the other elephants feel about Elmer. Ask questions to support: 'Look at Elmer! What is he doing?' 'Look at this elephant. Is he happy or sad?' 	Stronger empathic communication skills: deep listening and conversation
4 <ul style="list-style-type: none"> Talk about what is happening: <ul style="list-style-type: none"> 'Oh, dear, Elmer is tired of being different.' 'Look, Elmer is going for a walk on his own.' 'Elmer is rolling around in the berries. What is going to happen next?' 'Elmer wants to be grey! I wonder why Elmer wants to be grey?' See if children can suggest reasons. Offer suggestions if they don't offer any themselves. 'I'm wondering if he wants to be grey like the other elephants? Elmer wants to be the same!' 	Stronger ability to imagine, understand and reflect on other people's perspectives and feelings
5 <ul style="list-style-type: none"> Carry on reading the story until the page where all the elephants 'were standing absolutely still' – a page of grey elephants. Then encourage all the children to stand up and be very still elephants - heads down with droopy trunks. Ask why they think the elephants are standing so still? If they don't say they are missing Elmer, you could make suggestions. Encourage children to shout 'Come back Elmer, we miss you!' 	Stronger ability to imagine, understand and reflect on other people's perspectives and feelings



Elmer the Empathy Elephant

Activity Session... continued

Activity (continued)	Developing Empathy Skills
<p>6 On the same page ‘<i>When Elmer lifted his trunk and at the top of his voice shouted.....</i>’ say quietly to children ... ‘Get ready – when I turn the page, I want you all to shout Boo!’</p>	<p>Stronger ability to imagine, understand and reflect on other people’s perspectives and feelings</p>
<p>7 Turn the page and the children shout “Boo!”</p>	<p>Stronger ability to imagine, understand and reflect on other people’s perspectives and feelings</p>
<p>8 Finish the story – and ask how all the elephants feel about having Elmer back. They will say happy/pleased/glad/excited ‘And how does Elmer feel?’ Children can stand up and create a pose that shows a happy Elmer.</p>	<p>Wider vocabulary to recognize and share own and other’s feelings</p>
<p>9 Everyone can sing ‘If you’re happy and you know it...’ But instead of ‘clap your hands’, the verses can be ‘If you’re happy and you know it, flap your ears!’ ‘If you’re happy and you know it, wave your trunk!’ ‘If you’re happy and you know it, stomp your feet!’</p>	<p>Wider vocabulary to recognize and share own and other’s feelings</p>
<p>10 Then say ‘It was kind of the elephants to decorate themselves like Elmer, wasn’t it? They understood that Elmer was sad because he felt different, so they made themselves different too. They made him feel better.’ ‘Shall we sing a song for the rainbow-coloured elephants and for Elmer?’ Everyone sings ‘<i>Red and Yellow and Pink and Blue...I can sing a rainbow.</i>’</p>	<p>Stronger ability to imagine, understand and reflect on other people’s perspectives and feelings</p>
<p>11 The session can finish with the children making special coloured cards for someone else, as an act of empathy. Or Create a large blank outline of Elmer the elephant and place on the floor. Using a selection of coloured paper and/or materials (the greater the variety of texture and colour the better) encourage the children to create their own Elmer. Ask them to think about the feelings behind each shape, colour and texture. Do they associate different colours and textures with different feelings?</p>	<p>Wider vocabulary to recognize and share own and other’s feelings</p>



EmpathyDay Rhyme Times

Rhyme Times are a key activity in many early years settings and can play an important role in the early development of empathy skills. Here are three things you can do to create an empathy-building rhyme time:

- Include 'face-to-face' rhymes
- Use rhymes which help children explore emotions
- Encourage families to reflect on how they think it feels for the child to share rhymes, and how it feels for the adult/sibling who shares the rhyme with the child

1. Use face-to-face rhymes


This allows parents and children to look into each other's eyes. This direct gaze is critical to developing early empathy.

Dan Siegal, a psychologist specialising in early parental bonding, says that every child yearns for (and must have) this eye contact for healthy emotional development to occur. Siegal founded a new field of research known as interpersonal neurobiology (IPNB) and has proved that the primary care-giver's gaze plays a critical role in how we develop empathy.

Great face-to-face rhymes include:

- Row, row your boat
- Horsey, horsey
- Five little men in a flying saucer

2. Use rhymes which help children explore emotions


To create a rhyme time that focuses on emotions, use our resource  to make emotion words cards. Put them in a bag. Ask children in turn to pick a word. Hold the card up, read it out and make the appropriate face/ body gestures.

Ask children about the meaning of the word - can they make the face of the emotion? You could give them an example to set the emotion in context – for example for *excited* you could say 'Excited is how someone might feel on the day before their birthday or a special treat'.

Share a rhyme linked to the chosen emotion – see the list on the next page.

Introduce the rhyme by talking about how it reflects the emotion. For example – Miss Polly is a rhyme about a girl whose dolly is poorly. She is worried but luckily the doctor can make her better.

3. Parents sharing feelings about sharing rhymes

Sharing feelings helps build self-understanding and understanding of other people. Encourage families to use the book-shaped downloadable card  to reflect on how sharing rhymes together makes them and their child feel. These cards can be displayed in the library.



EmpathyDay Rhyme Times... continued



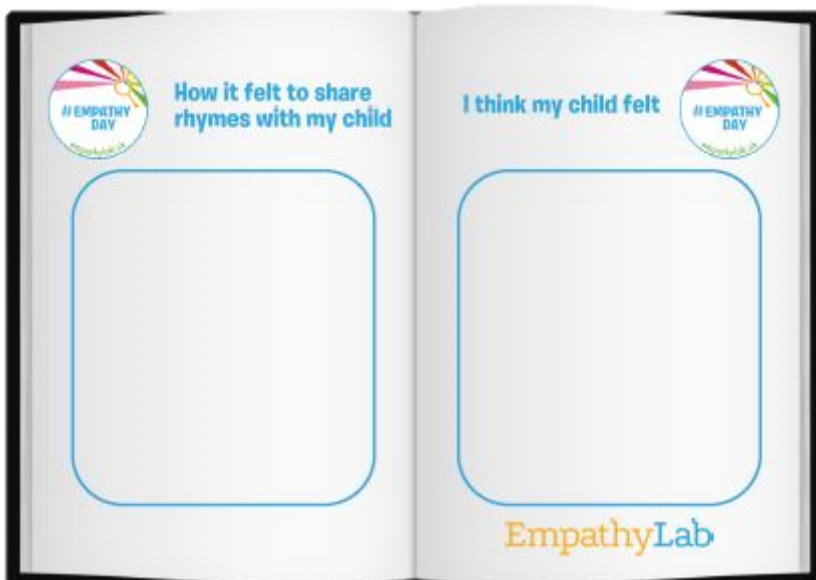
Emotion cards



Cards with emotion words/images	Suggested rhyme
Happy	If you're happy and you know it
Worried	Miss Polly had a dolly
Scared	Row ,Row, Row your boat
Sad	Humpty Dumpty My Bonnie lies over the ocean
Calm	Twinkle, Twinkle Little Star
Excited	The wheels on the bus Zoom Zoom Zoom Big Red Bus
Silly	Shake your sillies out
Loving	Rock a bye baby When the boat comes in Bobby Shaftoe
Brave	Incy Wincy Spider
Mischievous	Little Rabbit Foo Foo



Rhyme Time cards





Other book activities



Colin and Lee Carrot and Pea by Morag Hood, Two Hoots

Read the story

- Bring in some raw carrots and peas, mix them up. Ask children to sort them and describe all the differences between them. Model finding differences if children are finding it challenging, e.g. round, tall, orange, green.
- Roll the peas and then try and roll the carrots!

Re-read the story: As you share the book

- Talk about what Colin is good at (being a tower, bridge, slide).
- Talk about what Lee is good at (rolling, bouncing, hide and seek).
- Discuss how we all like people who are different to us– we don't just have to be friends with those who are a lot like us.
- Provide creative activities, e.g. making (pretend/real) pizzas topped with peas and carrots, physical activities where children can roll, make towers, go down slides. Comment on the children's activities, 'You are making a tower, just like Colin!'
- Children imagine they are either Colin or Lee and create a card for the other character.

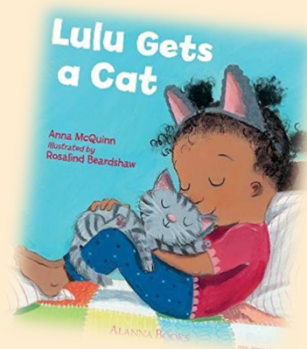


Lulu Gets a Cat by Anna McQuinn, illustrator Rosalind Beardshaw, Alanna Books

Read the story

- Discuss how Lulu feels when she gets the cat; discuss how Makeda feels. Model saying how Lulu feels, 'Lulu is so happy!' Perhaps use emotion words and read them out. 'Does Lulu feel this?' (happy/excited, etc.).
- Bring in a toy cat and ask every child to hold it; say how they feel holding the cat.
- Talk with the children about what Lulu does to make her cat feel at home.
- Place a large roll of paper on the floor, with plenty of appealing mark-making resources. Encourage children to draw a cat. If this is too challenging, draw several cats and encourage children to colour/ decorate the cats as they wish.
- Sing the nursery rhyme I love little kitty

*'I love little kitty
Her coat is so warm,
And if I don't hurt her,
She'll do me no harm.
So I'll not pull her tail,
Nor drive her away,
But kitty and I,
Together will play.'*





Other book activities

... continued



A Great Big Cuddle, Michael Rosen and Chris Riddell, Walker Books

Three empathy activities using poems from the book

Mo

Read *Mo* - encourage every parent to give their child a great big cuddle at the end. If children have soft toys, the children could give their toy a great big cuddle.

Ask children/parents how Mo felt when she slipped in the puddle and then how it feels to have a great big cuddle.



I am angry

Before you read the poem, talk to children about how it feels to be angry – make an angry face. Talk about what we do when we are angry (shout, stamp feet, etc.) Keep this fun and light-hearted

Read *I am angry*. Encourage children to stamp to the beat of the poem. (Stamping using one foot gets a better rhythm for this poem). Do actions for each line, keeping this interactive and enjoyable, e.g. jump up and down, etc. Encourage children to make angry faces.

The last line of the poem is '*And then go to bed*' – so all the children can lie down (if the flooring is appropriate) or make the sign for sleeping.

Gruff and Dave

A poem about a dog and a frog whose friendship stops them both being grumpy.

Divide the children into frogs and dogs. The dogs called Gruff on one side of the room, the frogs called Dave on the other. As you read the poem, they enact what is going on e.g. when you read '*Dave was very grumpy*' all the Daves make a grumpy face; when you read '*so Gruff was very jumpy*', they have to jump (you might want to explain that jumpy in this context means being a little bit scared).

When Gruff and Dave meet in the poem, the children come together and walk around. Children follow the action whenever you read the name of the character and what they are doing. Ask all the children to give each other a big smile at the end of the poem and a big clap.

If children are very young it may be easier not to divide the children but encourage them all to follow the actions - so when '*Dave was very grumpy*' they all make the grumpy face, and when '*Gruff was very jumpy*' they all have to be jumpy.






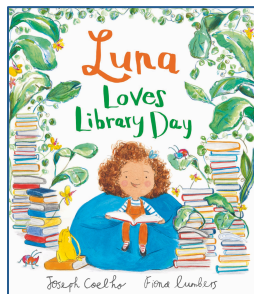
Join in the national campaign



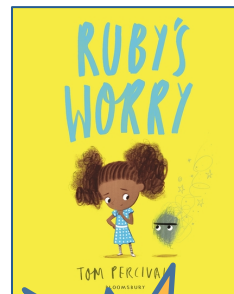
Share your #ReadforEmpathy ideas

Empathy Day celebrates and shares the power of stories to build real-life empathy. On 11 June we want everyone to:

- share their #ReadforEmpathy recommendations on social media. There is a downloadable card  you can use for selfies.
- use our materials to create Empathy Day displays. We've provided Empathy Day logos  and Empathy Wall banners 



Here is an example of the author #ReadForEmpathy recommendations you can use on Empathy Day: 'Ruby's Worry by Tom Percival is a beautiful story of how worries can affect us helping children to navigate their own emotional landscapes and to be aware of those of others.' **Joseph Coelho**, author of *Luna Loves Library Day*



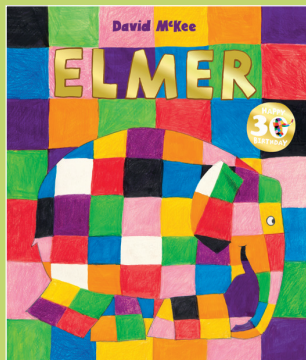
Learn more about empathy



This Sesame Street video is a great way of explaining empathy to families goo.gl/biX8qY

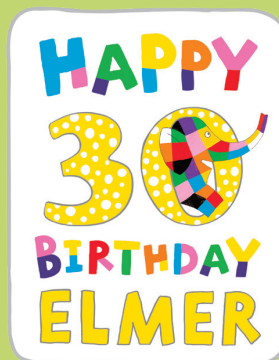


For practitioners, this Brene Brown video neatly highlights the difference between empathy and sympathy goo.gl/285Gk9



CELEBRATING ELMER'S 30th BIRTHDAY IN 2019

Find out more about Elmer at www.elmer.co.uk



#ReadforEmpathy - Read stories. Build empathy. Make a better world.

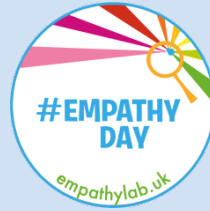
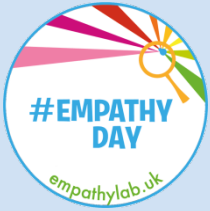


Resources



♥ Available free to subscribers to download from www.empathylab.uk/shop

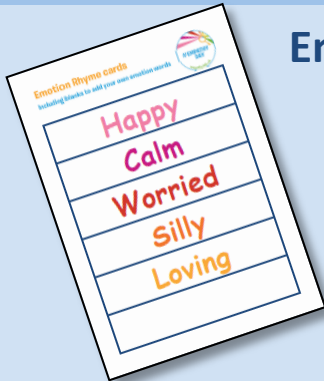
Empathy Day Logos



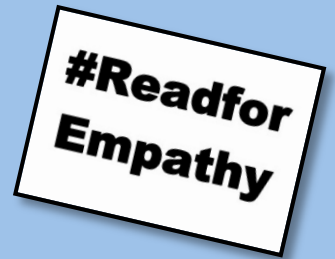
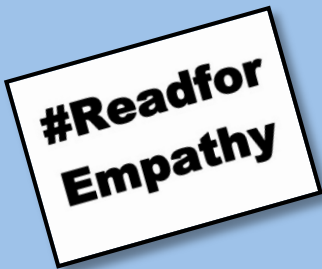
Empathy Wall Banners (3 x A4 sheets)



Emotions cards

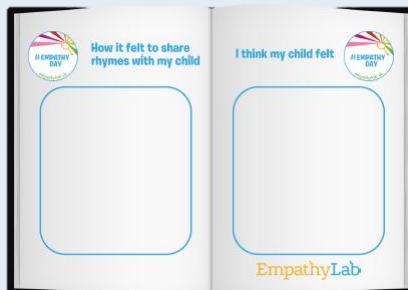


#ReadforEmpathy cards



Rhyme Time cards

How it felt to share rhymes with my child ...



I think my child felt ...