



# NARRATIVE 4

SHARE TODAY. CHANGE TOMORROW.

## Creating Empathy in the Classroom

Presented by Dr. Dawn Duncan, Narrative 4 Master Practitioner

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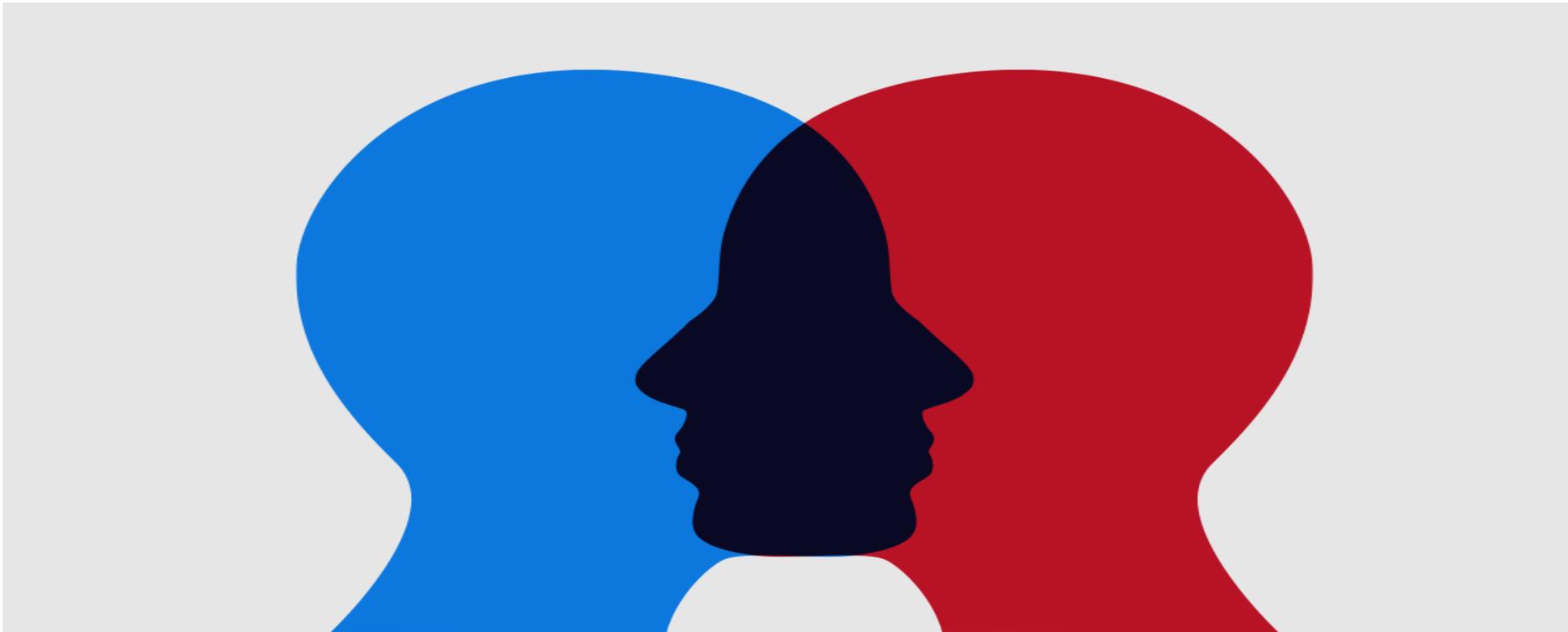
# GOALS

- ▶ Familiarize yourself with Narrative 4 mission and focus
- ▶ Recognize the potential for change—science and social sciences
- ▶ Gain appreciation for the role of literature in setting up the process
- ▶ Understand the Narrative 4 story exchange process
- ▶ Recognize successes with exchanges focused on immigration
- ▶ Identify classroom uses
- ▶ Imagine the possibilities for use in your work with students

# Motto, Mission, and Vision

- ▶ **Motto:** *Share today. Change tomorrow.*
- ▶ **Mission:** Narrative 4 harnesses the power of the story exchange to equip and embolden young adults to improve their lives, communities and the world.
- ▶ **Core themes:** Immigration, Violence, Faith, Identity, & Environment
- ▶ **Vision:** A world where young adults lead with empathy

# What is Empathy?



# Song

My father is in the kitchen  
making a morning  
cup of tea, singing a song  
he first heard  
when he was a schoolboy,  
when both he and Pakistan  
were full of possibility.

He claims his memory  
is failing, but the song rolls off  
his tongue  
with such ease I can't help  
imagine him suddenly transported  
back in time  
when Indian films  
could ignore history and dwell  
on simpler things,  
like love.

When my father's song  
goes quiet, I pretend his silence  
is due to forgetfulness.  
I fail to realize  
that his eyes have fallen  
through the dark  
bubbling surface of the tea  
and found  
for just a moment  
the face of his father,  
a man who long ago taught  
my father this song,  
sang it every morning  
until the day he disappeared.

--by Faisal Mohyuddin

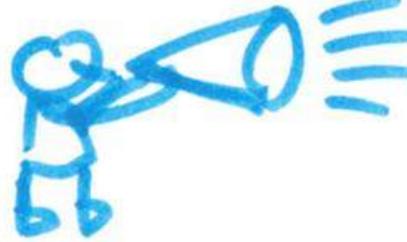
 SEE  
THEIR WORLD

 APPRECIATE THEM  
AS HUMAN BEINGS

~~JUDGEMENT~~

4 ELEMENTS  
OF EMPATHY

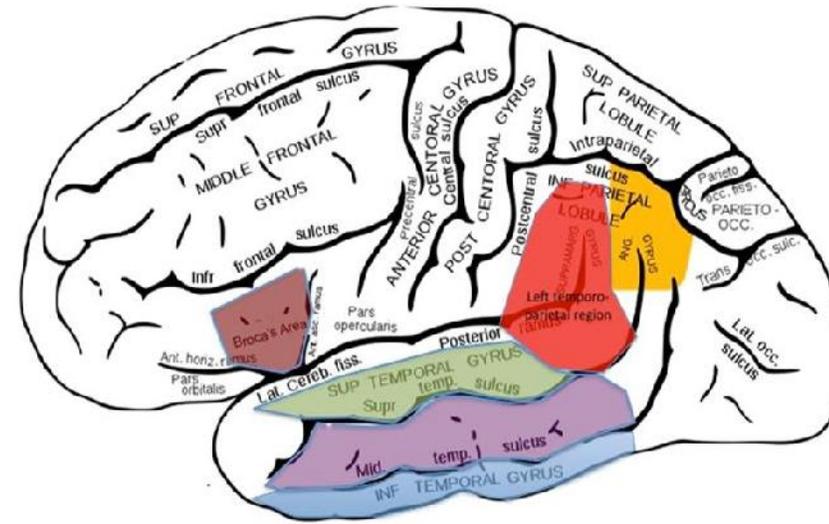
    
UNDERSTAND  
FEELINGS

 COMMUNICATE  
UNDERSTANDING

CC Michael Sahota 2012

# Science of the Brain

- ▶ Gazing at/listening to another for several minutes activates empathic channels of brain
- ▶ Study by Wehbe et al. reveals parts of brain active during engaged reading includes areas associated with perception of emotions, recognition, attention, etc
- ▶ Extended narrative encounter, which includes the gaze/listening, improves brain function and capacity for empathy



# The Story Exchange...



# Story Exchange Process

- ▶ Introduction to process, short readings, modeling
- ▶ Partners paired and stories shared (5-10 minutes per person): active listening
- ▶ Visualization: time apart to visually implant partner's story (storyboard, collage, drawing, whatever helps)
- ▶ Exchange circles—stories exchanged, with each telling the other's in first person, a privilege and responsibility, an act of generosity between all
- ▶ Reflection—how it felt, what has been gained, what next, Q&A
- ▶ Evaluation—assessing the learning and growth

# Success with Immigration Theme



# Analysis of Post Exchange 2018 Evaluations

## ▶ Narrative 4 Concordia

- ▶ 74% post exchange increase in perspective
- ▶ 94% post exchange increase in empathy
- ▶ 88% post exchange motivation towards action

## ▶ Narrative 4 International:

- ▶ 75.76% post exchange increase in perspective
- ▶ 85.25% post exchange increase in empathy
- ▶ 80.09% post exchange motivation towards action

# Uses of Narrative 4 in the Classroom: Arts, Humanities, and Social Sciences

- ▶ Writing
- ▶ Literature
- ▶ History/Social Studies
- ▶ Political Science/Civics
- ▶ Sociology
- ▶ Psychology
- ▶ Art
- ▶ Theatre
- ▶ Music

# Framework for Exchange in the Classroom

- ▶ Decide upon your overarching goal(s) and the learning outcomes you want students to achieve
- ▶ Establish time frame: 1-2 days, 3 days, a unit
- ▶ Introduction: Explanation of story, modeling, literature selection(s) [during class]
- ▶ Pre-activities: initial writing/visualization/object collection [homework]
- ▶ Pairing & sharing: oral (deep listening & note-taking) [during class]
- ▶ Visualization: embedding the story [homework]
- ▶ Exchange circles, followed by group reflection, rubric evaluation [during class]
- ▶ Reflection, revision, evaluation: based upon experience, re-write own story and journal about learning empathy for others from their stories [homework]

# Examples of Lighter Prompts

- ▶ Tell a story about...
  - ▶ The first time I ever...
  - ▶ What this object means to me (can be rolled into specific theme)
  - ▶ The best leader or kindest person I have ever known
  - ▶ The clumsiest thing I ever...

# Examples of More Serious Prompts

- ▶ Tell a story about when you came to know a person from another country or of another faith than you. What were the circumstances of your meeting and coming to know one another? What did you learn from this encounter/relationship?
- ▶ Tell a story about when you felt left out, marginalized, or even oppressed. How did you get through this experience?
- ▶ Communities can be based on many connections—faith, ethnicity, neighborhood, nation, etc. Tell a personal story that for you represents the best qualities of living in community with others.

# If you are interested, next steps...

- ▶ Join Narrative 4 online for access to much more information: <https://narrative4.com/>
- ▶ Decide whether you want an N4 team member to come to your school/class to...
  - ▶ Train teachers to facilitate exchanges
  - ▶ Facilitate a school or program/class exchange
- ▶ Contact Kandice Cole, Program Associate, with your request: [kandice@narrative4.com](mailto:kandice@narrative4.com)
- ▶ Further questions for Dawn Duncan, email to: [duncan@cord.edu](mailto:duncan@cord.edu)

## Narrative 4 Concordia, July 2017-June 2018

- ▶ 12 Story Exchanges = total of 237 participants
- ▶ 10 Presentations to total of 482 audience members (community, colleges, conferences)
- ▶ 4 Facilitator Training Sessions = total of 42 participants
- ▶ December celebration hosted: 102 who had participated (ages 10-70, complete diversity of peoples)

Thank You!  
Time for Q&A