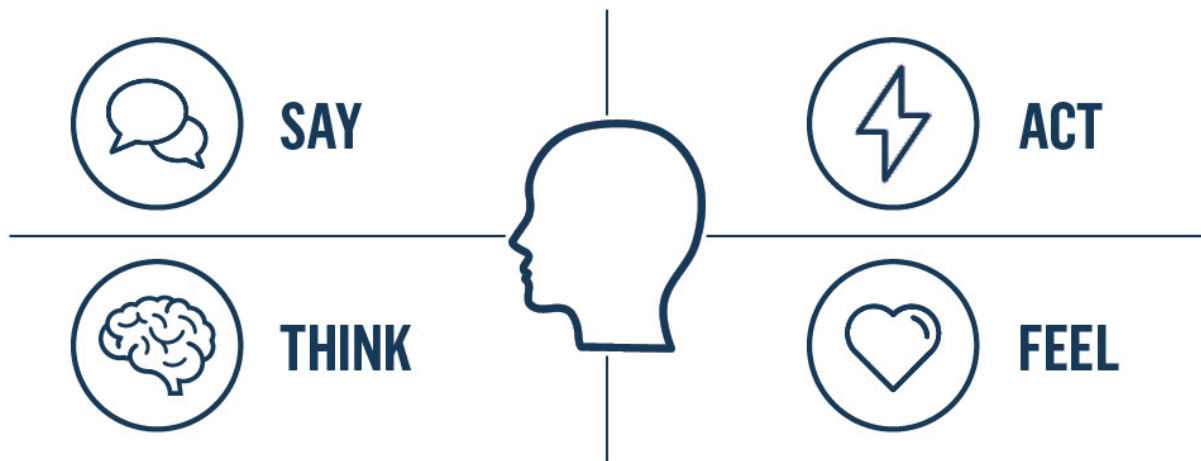




CREATE AN EMPATHY MAP

Using this collaborative tool your students can gain a deeper insight into how people think, act, feel and see before during and/or after a bush fire.

Visualising attitudes and behaviours in this way will help your students explore the feelings, responses and challenges of people during a time of natural disaster - which helps in the development of solutions to the problems identified during the process.



1. Split your class into groups.
2. Give each group a large piece of butcher's paper, separated into quadrants.
3. Have them label the quadrants 'Say', 'Do', 'Think' and 'Feel'.
4. Ask them to put the family with whom they are empathising at the centre of the quadrants.

Start the exercise by asking students why they think it is important to build empathy and understanding when trying to 'design' solutions to another person's problems.

Then expose them to one or more of the following stimuli, before they start work on their maps.

- Watch [When the Fire Comes](#) (2009 Victorian - Black Saturday Fires) People interviewed after a fire.
- Watch [Bushfire Dunalley](#) Children huddled under a bridge with their grandparents in the Tasmanian bushfire



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- Watch [Recovery from bushfire](#) Review of children's needs after a bushfire.
- Listen to [Radio National - child psychology after a bushfire](#)
- Explore stories from survivors of Black Saturday at this [interactive](#) site.

For each Quadrant:

SAY

Students write on the paper - or use sticky notes - adding direct quotes and key phrases or words they feel will resonate with a family, such as:

- I'm worried I'm doing the wrong thing
- I'm panicking because I've been caught out and can't focus

ACT

Students add drawings/diagrams or details of what actions a family might take. For instance:

- Stay and fight the fire
- Run and let the fire take its course

THINK

Students add direct quotes from families viewed that begin with 'I think...' or 'I believe'; or are inferred thoughts and beliefs. Examples could be:

- I think I should have cleared the gutters
- I believe things like this never happen to me

FEEL

Students add specific feelings and emotions observed or heard throughout the stories, such as:

- I've never felt so helpless
- It felt like it was never going to go away

Then as a class, compare, discuss and analyse each family's story, and the decisions they made. Ask questions related to the different perspectives observed and how empathy was increased.

This lesson guide courtesy of St Ives North Public School.