**Secondary Guidance Lesson**

*Empathy Pt. 2*

**Objective:**

| The goal of this activity is for students and teachers alike to recognize that perception versus reality can be very different. This activity can bring to light the many challenges and burdens that one another face on a daily basis even when our outward persona does not appear to be in turmoil. This activity will also offer teachers a glimpse into the personal, and often unseen, challenges their students face with the intention of providing teachers the framework from which they can better understand their students as young people in the world.  |
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**Activity:** Using [this activity page](https://drive.google.com/file/d/1OCKft39uC_9QwNyT2tgnPZJrHiC080Bp/view?usp=sharing) as an anchor for the assignment, the teacher will explain that this activity will be done in two parts. First, the focus will be on what people see on the outside and then the focus will be on who we are on the inside. You can also display it if you don’t want to print and hand to students. They could use this as a journaling activity.

*Things to Keep in Mind when preparing for activity:*

If there is already an established classroom community of respect and rapport, time can be taken to share students' answers. If this is a new or developing classroom community, teachers can elicit volunteers to answer. It may be helpful to break the classroom conversation into two separate conversations, one for each element (outside persona vs. internal challenges). If a student is having a tough time but doesn’t want to share details, their privacy should be honored, however, the teacher should be looking out for a pattern of behavior and/or informing a school counselor.

Teachers are encouraged to personally complete this activity ahead of time with a willingness to share their answers. This teacher input can be valuable in fostering the teacher-student relationship as students move through the assignment. Teachers should only share grade-level and classroom-appropriate information.

**Discussion:** What came to mind as you completed this assignment? What did you think about? Thinking about others, what comes to mind when you deal with other people and what they show on the outside? How do you think they feel on the inside?

**Extension**: This activity can be an excellent activity for a unit on perceptions. For example, if students are beginning a unit on biographies, students can first complete side one (outside perceptions) for their assigned character/person and end the unit by completing side two. Students can then reflect on the public perception of someone versus what they have learned to be true about said character/person.