MINI WE DAY

ELEMENTARY/MIDDLE SCHOOL LESSON PACKAGE

A N I N I T I A T I V E O F

WE ACT WE DAY
LESSON PACKAGE

MINI WE DAY IN THE MIDDLE SCHOOL CLASSROOM

RATIONALE

We Day brings some of the greatest issues of today to the forefront, and—no matter the cause, no matter the issue—provides ways in which every young person can find their place within the movement to create global change. The end to apathy is realized as young people discover that they are all part of this movement. Mini We Day allows your school to embrace the movement in your own way. Kick off a year of involvement or celebrate the end of a year of action with your own Mini We Day.

This package of lesson plans introduces students to the concepts of apathy, empathy and sympathy then guides them through activities to deepen their understanding. The value of recognizing multiple perspectives everyday is highlighted as students are encouraged to take on new and different points of view. The ability to not just sympathize but empathize with peers in their community and around the world will bring the end to apathy. Equipped with the knowledge and understanding of these key concepts, students have the context to connect with the ideas and messages presented by We Day speakers.

Youth coming together to lead global change is the movement of our time. We Day is the manifestation of that movement for a generation of youth. Mini We Day lessons raise awareness of current issues including empathy and apathy, equality and globalization. Use the lessons throughout the year or leading up to your Mini We Day event. Consisting of introduction, core, concluding and extension lessons accompanied by an assessment rubric and blackline masters, the activities inform, engage and empower students.

Core Skill Sets

Look for these icons at the top of each lesson. The icons identify the most relevant core skills being developed. Learn more about the We Act Learning Framework at www.weactprogram.com/learningframework.

Details

Level: Elementary/Middle School

Estimated time: 265 minutes

Learning goals:

Students will:

- Learn about different perspectives.
- Learn to connect and relate with empathy.
- Participate in active group work and class discussions.
- Learn about empathy and apathy from life-long humanitarians.
- Use empathy to re-imagine old tales.
- Employ improv acting to demonstrate understanding.

Course connections: Arts, English Language Arts, Health and Physical Education, Social Studies

Resources required:

- Front board
- Five different pairs of shoes (high heels, sandals, running shoes, baby shoes, men's dress shoes). Alternatively refer to the blackline master for pictures of the shoes
- Computers, projector and internet
- Copies of popular fairy tales
- Mini We Day How-To Guide

Resources included:

- Blackline master

Assessment

- Appendix 1: Assessment Rubric
INTRODUCTORY LESSON 1: SHARING SHOES, SHARING STORIES

Purpose: To help students learn about different perspectives by walking a mile in another’s shoes’ and introducing the concept of empathy.

Instructional method(s): Class and group discussions

Differentiated instruction:
- Adapt the character creation to characters in a story or novel you are studying.
- Students work individually on scenarios.

Course connections: English Language Arts, Social Studies, Arts

Estimated time: 45 minutes

Steps:
1. Ask students to raise their hand if they know the phrase ‘to truly understand someone you must first walk a mile in their shoes.’ Ask students what they think this phrase might mean.

2. Using either pictures of shoes from blackline master 1 or actual shoes, have students create a profile for each pair. On the board write titles for the five pairs of shoes. Underneath write a profile or draw a picture of a person who would wear the type of shoe. The more developed the character is, the easier it will be for students to later see things from their perspective. To help students, ask leading questions:
   - Are these shoes for a woman, man or both?
   - What type of activity are these shoes worn for?
   - What is an outfit that would go with the shoes?
   - How old is this person approximately?
   - What is their occupation?
   - Are they shy or outgoing?
   - What is their main goal for the day?
   - What is their main goal in life?

3. Once the characters are developed, divide the class into five groups. Hand out one pair of shoes to each group.

4. Read one of the following scenarios to the class.
   a. You are at a restaurant and there is a fly in your soup.
   b. You run into someone who knows your name and is familiar but you are not sure who they are.
   c. You are on a bus and an elderly person boards the bus.
   d. You are walking down the street and you see someone faint.
   e. You get stuck on the elevator between floors with the four other people wearing the shoes.

5. Within the groups, ask students to put themselves in the assigned shoes and discuss what the person who wears them would do in the given situation. Give students about three minutes for each scenario.

6. Have each group share their reaction.

7. Ask groups to pass their pair of shoes to another group. Repeat step 4 until each scenario has been used.

8. Ask students follow-up questions:
   - Was it difficult to think of reactions that fit the pair of shoes’ character?
   - How did you decide the reaction fit the pair of shoes?
   - Which pair of shoes did you best identify with? Why?
   - Which pair of shoes was the most difficult to identify with? Why?
   - What was the purpose of this activity?
   - What does it mean to look at something from someone else point-of-view or perspective?
   - Were you able to successfully empathize with the type of person who wears each pair of shoes?
   - How can we be more empathetic in our everyday lives?

Educator’s Note: Students will be attaching stereotypes to the shoes, be sure students understand that stereotypes are not accurate representations of people, therefore are not to be used outside of the activity. Stereotypes are used in this activity to create a person with specific characteristics that are easy for everyone to understand.

For younger students:
- Have students draw a picture of a shoe they are wearing. Tell them to trade pictures with a classmate.
- Ask students to imagine they are the classmate who wears the shoes and to answer your questions from that perspective. Then ask students to write down answers to questions like ‘what is your favourite colour?’
- After a few questions ask students to meet with their shoe partner and compare answers, did they answer correctly.
- Finish up by finding out how many were able to put themselves in each other’s shoes, how they were successful and how they think this skill can be applied outside of school with other people including people they don’t know.
INTRODUCTORY LESSON 2:
LOOKING BEYOND THE CAMERA LENS

Purpose: Students will connect the concept of empathy to short-term memory and create an empathetic story.

Instructional method(s): Class discussion, personal reflection, story writing

Differentiated instruction: Ask students to bring in personal photos to use in addition to the photos provided, compare the reactions to photos that of someone they know and people they do not know.

Course connections: English Language Arts, Social Studies, Arts

Estimated time: 40 minutes

Steps:
1. Divide the class into groups of four to five students.
2. Provide each group with one photo from blackline master 2.
3. Instruct students to look at the photo and pass it on to the next person in their group when they are finished. Do not give any other instructions. The purpose of this step is to gauge student’s organic interest and connection to the photo.
4. Collect the photos. Ask students:
   - Write down everything you remember about the photo.
   - Why do you remember what you do?
   - Estimate in minutes and/or seconds how much time you spent looking at the photo.
   - Why did you spend this amount of time looking at the photo?
   - Did anything in the photo catch your attention?
5. Students may notice they remember more details or parts of the photo they can relate to most. Whether it is the relationship of people in the photo, the activity or the setting, personal connections with the photo, through association, are remembered best. Therefore each response will be unique.
6. Making a personal connection based on similarities in experience or setting and, as a result, taking on the emotions of another, is known as empathy.
7. Ask students to collectively define empathy. Write the definition on the board for students to reference.
8. Hand out a photo to each student from blackline master 2.
9. Instruct students to write a short story based on the photo. The purpose of this step is to empathize with the individual(s) in the photo; therefore, the story should written in first person from the perspective of an individual (either someone in the photo or someone present when the photo was taken). Although students do not know the true context of the photo, the goal is to encourage them to find meaning through the use of empathy. Students should take their time to consider what they see by looking closely at the details and considering the following questions:
   - Who is in the photo? (individual/group, gender, age, clothing, facial expressions, etc.)
   - What is the purpose of the photo? (event/activity/action)
   - When was the photo taken? (time period, season, time of day)
   - Where is it taken? (indoor/outdoor, urban/rural)
   - What else is in the photo? (animals, signs, buildings, etc.)
   - What is the focal point of the photo?
   - What is in the background?
   - Who might be taking the photo?
   - Is the photo candid or posed?
10. Have students hand in their stories for grading. Ask a few students to share their story with the class. Post the stories and photos in the hallway to share the act of empathy with the entire school.

Educator’s Note:
- Empathy - the ability to understand and share the feelings of another.
- Sympathy - feelings of pity and sorrow for someone else’s misfortune.
- Apathy - lack of interest, enthusiasm or concern.

For younger students:
- Have students play a memory game. Display a selection of small items either on a tray you can cover up or on a slide on a projector. Tell students they have five seconds to memorize the items.
- Ask the questions from step four. Inform students that making connections through similarities is like empathy, but empathy goes further.
- Define empathy and ask how we can all be more empathetic in our everyday lives.
CORE LESSON 1: SHAMELESS IDEALISTS ARE EMPATHETIC

Purpose: Students will learn about empathy and apathy from lifelong humanitarians.

Instructional method(s): Film with questions

Differentiated instruction: Students work in groups instead of individually.

Course connections: English Language Arts, Social Studies

Estimated time: 20 minutes (watch the Shameless Idealist episode to approximately the 8 minute mark).

Steps:

1. Introduce the idea of Hollywood stars humanitarianism. For years, Hollywood stars have been using their public influence to bring awareness to important issues.

2. Ask students:
   - Celebrities. Do they have any power to foster change?
   - What is this power?
   - Do you think it is better for celebrities to donate their money to a cause or raise awareness through their celebrity status?
   - Have you ever become involved, supported or explored an issue or organization because of a celebrity’s endorsement?
   - Name some examples, either current or from the past, of celebrities raising awareness of an important issue. (e.g. Bono for fighting poverty and hunger, Natalie Portman and Free The Children, etc.)

3. Celebrities come to support human rights issues in many ways. Martin Sheen, as you will see in the clip from the Shameless Idealists episode, became involved at a young age and continued his humanitarianism throughout his life. Through his celebrity status he is able to reach many people.

4. Show students the Shameless Idealist episode: www.weday.com/we-act/shameless-idealists/?catid=shameless-idealists&slg=martin-sheen

5. Provide students with the following questions using blackline master 3 for students to fill out while they watch the film or after.

   - How old was Martin Sheen when he was fired for starting a workers strike? 14-years-old.
   - Sheen tells us his parents were immigrants and they had 10 children- 9 boys, 1 girl- Craig responds with “Wow, I feel for your parents.” Is Craig empathizing, sympathizing or is he apathetic? Empathizing.
   - As a young man, Sheen caddied for a golf club. What did the members of the club teach him about life? What not to be.
   - Why does Sheen not want to join a club? Clubs are exclusive; he doesn’t want to be a part of anything where others are not allowed to join.
   - When people are unkind to servers it bothers Sheen; why? He was a server for nine years in his youth.
   - What is that called? Empathy.
   - What is one of the rudest things you can do to someone who is serving you, according to Sheen? Ignoring them, not seeing them or not recognizing them. When you ignore people they become less than human.
   - How can we honor one another? Recognize them, be present.
   - Where did Sheen get his sense of community and social responsibility at such a young age? Sheen’s father worked in a factory for 46 years where workers were not allowed to be unionized. He also attributes his sense of community and social responsibility to his Catholic upbringing which gave him a moral sense to do the right things. His father was very honest and expected honesty.
   - Why is it easier to be honest? The truth does not change, but when you lie you have to remember the story you created.

6. Take up the questions with the whole class.

7. Ask students a few follow-up questions:
   - Did anything specific from the interview surprise you/interest you?
   - What can we learn from Martin Sheen?
   - What is empathy
   - How can we be more empathetic in our daily lives?

8. Explain to students that learning from others is a privilege we often take for granted. As they have learned, Martin Sheen is more than an acclaimed Hollywood actor, but a humanitarian whose passion is giving a voice to those without one. Mini We Day allows us the chance to come together, share personal experiences and life lessons. We can learn from each other and collectively lead global change.
For younger students:

- Lead your students in a conversation about celebrities who raise awareness about serious topics using questions similar to those in the first two steps.
- Help students realize that celebrities do this because they are passionate about issues and even though they are famous, they are empathetic.
- Help students gain a greater understanding of what empathy means by reading a story such as The Berenstain Bears: No Girls Allowed by Stan and Jan Berenstain.
**CORE LESSON 2:**
**SHAMELESS IDEALISTS FIGHT APATHY**

**Purpose:** Students will learn about empathy and apathy from life-long humanitarians.

**Instructional method(s):** Film with questions

**Differentiated instruction:** Use the questions for class discussion instead of a work sheet.

**Course connections:** English Language Arts, Social Studies

**Estimated time:** 35 minutes (Shameless Idealist episode approximately 23 minutes in length)

**Steps:**

1. Introduce the Troubles of Ireland as a thirty year period of violence over political power between two major groups, the Nationalists and the Unionists. During turbulent times citizens often felt powerless, but one woman took a stand against the violence as she sought peace. Today students will learn about this inspirational woman and Shameless Idealist.

   **Educator’s Note:** To learn more about the Troubles in Ireland consult the Encyclopedia Britannica: www.britannica.com

2. Show students the Shameless Idealist episode: www.weday.com/we-act/shameless-idealists/?catid=shameless-idealists&slg=betty-williams

3. Provide students with the following questions on blackline master 4 for students to fill out while they watch the film or after.
   - What initially sparked Betty Williams to become a peacemaker? The deaths of three children on August 10, 1976.
   - What role does Williams identify with first and foremost? Mother.
   - What does Williams consider a sign of a very sick society? Being able to distinguish the sound of gunfire.
   - Rather than fear, the events of August 10, 1976 empowered Williams. What does she attribute her courage to? Being a mother, the children that died could have been her children.
   - What is the word that describes her feelings? Williams is empathetic.
   - What does Betty Williams say to people who do not believe change is possible? Get out of my way.
   - Are you surprised to hear these words from someone who identifies herself as a mother first? No.
   - What is “the biggest killer in the world” according to Williams? Apathy or “I don’t care.”
   - What third issue does Craig raise on this point? Feeling powerless.
   - When the Nobel Peace Prize was awarded to Williams why was it different than ever before? Williams was the first mother to receive the award.
   - Williams notes that newspapers focus on what is wrong with the world and suggests not buying papers. On the other side of the scale, Arch Desmond Tutu looks at newspapers as “God’s todo list.” What do you think about newspapers and other news outlets?
   - Who is Arch Desmond Tutu? Arch Desmond Tutu is a South African human rights humanitarian and Anglican Bishop who helped end Apartheid in South Africa.
   - How old was Arch Desmond Tutu when he cast his first vote? 62.
   - What does Betty want everyone to be? An idealist.
   - How did Betty change at least one life at an airport causing her to miss her flight? Williams stopped and spoke with a woman with a “Nuclear is Good” placard.
   - Was she being apathetic? No, she cared enough to stop and speak with a stranger consequently missing her flight, but she believes it was worth every minute.
   - What advice does Williams give to raise peaceful and caring children? Show your children love all the time.
   - Why is it so important?
   - “Fear is contagious, but so is courage.” Do you agree with this statement? Why?
   - What is written on the tombstone of the children whose deaths spurred Williams into action? “They died so others may live.”
   - What does this mean to you?

4. Take up the questions with the whole class.

5. Ask students a few follow-up questions:
   - Did anything specific from the interview surprise you/interest you?
   - What can we learn from Betty Williams?
   - What is apathy?
   - How can we fight apathy in our daily lives?
   - What is empathy?
   - How can we be more empathetic in our daily lives?
6. Explain to students that we can each make a difference in our own way. Betty Williams identifies herself as mother, but this Noble Peace Laureate is so much more. She exemplifies how an average person can transform into a peace keeper overnight. Mini We Day opens up a world of possibilities as we come together and share experiences so collectively we can lead global change.

For younger students:

- Lead your students in a conversation about bullying finding out their knowledge about the topic and solutions with questions.
- Help students understand that it is important to stand up against bullying even when they see it happening to others by reading them the story One written and illustrated by Kathryn Otashi.
- Follow-up with questions leading students to understanding the definition of apathy with bullying means seeing it and not doing anything, but empathy is trying to understand how people feel and taking action to stop bullying.
CONCLUDING LESSON 1:
REIMAGINING AN OLD TALE

Purpose: Looking for new perspectives can change a story we thought we knew well. Students will re-imagine a familiar tale, empathizing with a new character, to discover what may have been overlooked before.

Instructional method(s): Brainstorming, storytelling

Differentiated instruction:
- Choose one fairy tale for the class to re-imagine together.
- Select one fairy tale everyone will re-imagine comparing the multiple perspectives within the class based on just one story.
- Use a story or novel the class is currently studying.

Course connections: English Language Arts, Arts

Estimated time: 65 minutes

Steps:
1. Begin with a mingling game. Have students put away all books, stand up and push in their chairs or take students to a clear hallway or space. Tell students you will call out a category like “favorite chocolate bar” and they have 15-30 seconds to get into groups such as: groups who like Kit Kat, Three Musketeers, Oh Henry, etc. When time is up have each group identify themselves. There should be no outliers, for example two Kit Kat groups but a group of one is fine. This activity will get students active while facilitating interaction. Call out 3 to 4 categories for students to group themselves in. Here are a few possibilities: favorite fruit, favorite cartoon, favorite school subject, favorite cereal, favorite color, favorite sport, etc.

2. End the mingle activity by asking for their favorite fairy tale. This last category will create the groups for the rest of the assignment.

3. Hand out a copy or set of copies of their chosen fairy tale to each group. Give them a few minutes to read, either taking turns to read to each other or silently on their own.

4. Once students are finished reading, ask them a few questions:
   - Identify who was telling the story.
   - Do you think the story would be different if it came from a different perspective?
   - What is the best way to see how the story would be different if it were narrated through a new perspective?

5. Instruct students to create a list of 3 to 5 characters from the tale whose perspective is not told through narration. Have students brainstorm 3 to 5 points for each character detailing how the story might be different if seen from their perspective.

6. Students must now select one of these characters and develop a multimedia article. Students may create a song, a painting, drawing or sketch, a short story or poem, a video commercial or another form of multimedia, as long as they fully develop a new interpretation of the fairy tale that clearly identifies a different perspective.

7. Give students class time to work on their re-imagined fairy tale. Assign the project for homework with a due date to allow students enough time to finish.

8. On the due date take time to allow students to present their work to their peers. Collect the projects for grading.

For younger students:
- Begin the lesson on perspectives by asking students if they had ever gotten into an argument with a brother/sister/friend? When explaining what happened were there different stories? Have student discuss why this might be.
- Tell students that sometimes there are different perspectives because we don’t know the whole story.
- Read The True Story of the Three Little Pigs written by Jon Scieszka and Lane Smith to illustrate how a story can change by looking at it from a different perspective.
- Conclude by emphasizing the importance of trying to look for different perspectives and the larger story.
CONCLUDING LESSON 2:
IMPROVISING TO UNDERSTAND

Purpose: Students will demonstrate their understanding of apathy and empathy, through short improvised skits.

Instructional method(s): Role playing, group work

Differentiated instruction:
- Students may write the apathetic/empathetic responses in journals.
- Have students come up with their own scenarios.

Course connections: English Language Arts, Arts

Estimated time: 40 minutes

Steps:
1. Write the names of all your students on slips of paper. Fold the slips and put them in a container so students may be randomly selected for participation later.

2. Cut out the scenarios from blackline master 3 and place these slips of paper into another container.

3. Tell students they will be performing improvisational skits.

4. Explain the rules: the teacher will select a scenario and read it out loud to the class. They will then pull the number of name slips the scenario requires assigning the specified roles as they go. The selected student actors will come to the front of the classroom to improvise the scene. The actors will perform two skits, one displaying an apathetic take on the scenario and another where empathy is employed. The teacher will select which is acted out first; mixing it up.

5. Students should be comfortable with apathy and empathy, but if they are not, go over the definitions before beginning to ensure clear purpose for their performances.

6. Give each scenario about five minutes, or about 2 to 3 minutes per skit.

7. After the class has performed all the scenarios ask students to reflect in a journal or a class discussion. How do people generally respond to situations? Are people usually more on the apathetic or the empathetic side? Use specific examples from the scenarios or life experiences to develop the reflection. Address why people might react this way and why we should or should not.

For younger students:
Children are natural actors; to lighten this lesson use language that is easier to understand and change some of the scenarios to better suit their understanding of the world.
EXTENSION LESSON:
MINI WE DAY

Purpose: Students have the opportunity to take action with Free The Children’s Mini We Day.

Instructional method(s): Class discussion

Differentiated instruction: Have students work in groups instead of holding a class discussion.

Course connections: English Language Arts, Arts, Health and Physical Education, Mathematics, Social Studies

Estimated time: 20 minutes

Steps:
1. Ask students to reflect on what they have learned throughout the toolkit lesson package. Explain that it is easy to feel helpless when learning about apathetic viewpoints because it is difficult to understand how we can turn apathy into empathy. Let students know that Free The Children’s Mini We Day is a way for them to take action and spread the We movement. Uniting for a better world, Mini We Day is a social movement for global change; a purpose, compassion and peace and to the end of apathy.

2. Introduce the campaign by viewing the following video about We Day: http://player.vimeo.com/video/70955417

3. Keeping in mind all that they have learned throughout the course of the lessons, ask students the following questions:
   - What are the goals of this campaign?
   - Why is this campaign important?
   - How can hosting a Mini We Day change the atmosphere at your school?

4. Distribute the How-To Guide and ask students to review the guide quietly.

5. Start an action plan and discuss the logistics of the campaign by asking the following questions:
   - What steps can we take to host a Mini We Day?
   - How can we get the entire school involved?
   - Who’s expertise can we use in the school to host a well delivered event?
   - Who can we get from the community to join us?
   - How can we raise awareness about Mini We Day and the end of apathy?
   - Who wants to host a Mini We Day?

6. Sign up for the campaign to receive valuable resources and support to put on your very own Mini We Day at www.freethechildren.com/miniweday and begin your action plan today.
In addition to the lesson plans, share these resources with your students:

- Free The Children’s Mini We Day webpage: www.freethechildren.com/miniweday
- We Day hub: www.weday.com
- Shameless Idealists: www.weday.com/we-act/shameless-idealists/?catid=shameless-idealists
- Look to the Stars: www.looktothestars.org
- Anti-apathy/anti-bullying PSA: www.youtube.com/watch?v=nWJut7KQhl4
ASSESSMENT RUBRIC

This assessment rubric is based on Bloom’s taxonomy, a multi-tiered model to classify cognitive levels of complexity to evaluate students’ comprehension of issues and participation with the lessons.

<table>
<thead>
<tr>
<th></th>
<th><strong>Level 1 50-59%</strong></th>
<th><strong>Level 2 60-69%</strong></th>
<th><strong>Level 3 70-79%</strong></th>
<th><strong>Level 4 80-100%</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE AND COMPREHENSION</strong></td>
<td>Demonstrates limited knowledge and understanding of the relationships among facts, ideas and concepts</td>
<td>Demonstrates some knowledge and understanding of the relationships among facts, ideas and concepts</td>
<td>Demonstrates considerable knowledge and understanding of the relationships among facts, ideas and concepts</td>
<td>Demonstrates thorough knowledge and understanding of the relationships among facts, ideas and concepts</td>
</tr>
<tr>
<td><strong>APPLICATION AND ANALYSIS</strong></td>
<td>Uses critical and creative thinking processes and develops examples with limited effectiveness</td>
<td>Uses critical and creative thinking processes and develops examples with some effectiveness</td>
<td>Uses critical and creative thinking processes and develops examples with considerable effectiveness</td>
<td>Uses critical and creative thinking processes and develops examples with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>SYNTHESIS AND EVALUATION</strong></td>
<td>Demonstrates knowledge and makes connections with limited effectiveness</td>
<td>Demonstrates knowledge and makes connections with some effectiveness</td>
<td>Demonstrates knowledge and makes connections with considerable effectiveness</td>
<td>Demonstrates knowledge and makes connections with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>ORGANIZATION AND COMMUNICATION</strong></td>
<td>Expresses and organizes information while using appropriate language for different audiences and purposes with limited effectiveness</td>
<td>Expresses and organizes information while using appropriate language for different audiences and purposes with some effectiveness</td>
<td>Expresses and organizes information while using appropriate language for different audiences and purposes with considerable effectiveness</td>
<td>Expresses and organizes information while using appropriate language for different audiences and purposes with a high degree of effectiveness</td>
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BLACKLINE MASTER 1

SHOES
BLACKLINE MASTER 2
SNAPSHOTS
BLACKLINE MASTER 3

QUESTION SHEET FOR SHAMELESS IDEALISTS ARE EMPATHETIC

ANSWER THE FOLLOWING QUESTIONS WHILE YOU WATCH THE SHAMELESS IDEALIST: “MARTIN SHEEN” EPISODE.

1. How old was Martin Sheen when he was fired for starting a workers strike?

2. Sheen tells us his parents were immigrants and they had 10 children- 9 boys, 1 girl- Craig responds with “Wow, I feel for your parents.” Is Craig empathizing, sympathizing or is he apathetic?

3. As a young man, Sheen caddied for a golf club. What did the members of the club teach him about life?

4. Why does Sheen not want to join a club?

5. When people are unkind to servers it bothers Sheen; why?

6. What is that called?

7. What is one of the rudest things you can do to someone who is serving you, according to Sheen?

8. How can we honor one another?

9. Where did Sheen get his sense of social justice at such a young age?

10. Why is it easier to be honest?
ANSWER THE FOLLOWING QUESTIONS WHILE YOU WATCH THE SHAMELESS IDEALIST: “BETTY WILLIAMS” EPISODE.

1. What initially sparked Betty Williams to become a peacemaker?

2. What role does Williams identify with first and foremost?

3. What does Williams consider a sign of a very sick society?

4. Rather than fear, the events of the August 10, 1976 empowered Williams. What does she attribute her courage to?

5. What is the word that describes her feelings?

6. What does Betty Williams say to people who do not believe change is possible?

7. Are you surprised to hear these words from someone who identifies herself as a mother first?

8. What is “the biggest killer in the world” according to Williams?

9. What third issue does Craig raise on this point?

10. When the Nobel Peace Prize was awarded to Williams why was it different than ever before?
11. Williams notes that newspapers focus on what is wrong with the world and suggests not buying papers. On the other side of the scale, Arch Desmond Tutu looks at newspapers as “God’s to-do list.” What do you think about newspapers and other news outlets?

12. Who is Arch Desmond Tutu?

13. How old was Arch Desmond Tutu when he cast his first vote?

14. What does Betty want everyone to be?

15. How did Betty change at least one life at an airport causing her to miss her flight?

16. Was she being apathetic?

17. What advice does Williams give to raise peaceful and caring children?

18. Why is it so important?

19. “Fear is contagious, but so is courage.” Do you agree with this statement? Why?

20. What is written on the tombstone of the children whose deaths spurred Williams into action?

21. What does this mean to you?
## Blackline Master 5

### Improv Scenarios for Improvising to Understand

Use the following scenarios with students to reinforce the concepts of apathy and empathy and to assess their ability to apply their knowledge and understanding of the terms.

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Details</th>
<th>Roles</th>
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</thead>
</table>
| **The Elevator Won’t Move**<br>5 Students | You are in an elevator that is stuck between the twenty-fourth and twenty-fifth floors. How do you react? | - Elevator operator  
- Important business woman or man who is used to being in charge  
- Young teenager with evening plans  
- Mother or father with bags full of groceries and a hungry family waiting for dinner  
- Twenty-something with their pet beagle |
| **Musical Public Transit Chairs**<br>4 Students | You are riding a city bus and an elderly person boards. | - Bus driver  
- Seated passenger  
- Standing passenger  
- Elderly person |
| **Fly Soup Anyone?**<br>3 Students | You’ve gone out for dinner and while you are eating your soup you notice a fly in it. | - Waiter  
- Patron with fly soup  
- Patron eating with patron with fly soup |
| **Don’t I Know You From Somewhere?**<br>2 Students | You run into someone who is familiar but you are not sure why and they know you. | - The person who remembers  
- The person who does not remember |
| **Call 911!**<br>3 Students | Walking down the street you see someone faint | - The fainter  
- First passerby who sees the fainter fall  
- Second passerby who comes across the situation but does not see the initial faint |
| **Waiting... Patiently**<br>5 Students | Waiting in line at a coffee shop, someone cuts in line. | - Cashier  
- First in line  
- Second in line  
- Third in line  
- Person who cuts in line |