

## PSHE lesson idea (Part 1)

### Curriculum objective

3g. Consider the role and feelings of parents and carers and the value of family life.

### Resources

Interactive storyline\*, flipchart, access to Meningitis Trust website, use of the ICT suite/whiteboard. Alternatively, prepared information sheets taken from the Meningitis Trust website; <http://www.meningitis-trust.org/UK-pdfs.html>

### Introduction

Talk about feelings and how we feel when something out of the ordinary happens, e.g. there is an accident, someone you are close to is taken into hospital. Use the flipchart to record these feelings.

Explain that we are using a fictitious character 'Sammi' to explore feelings and values. Also explain that Sammi is to be thought of as a member of their class.

Explain that Sammi's dad has rung school to let them know his child is in hospital.

Discuss what you think initial reactions and feelings might be for:

- a) Sammi's parents
- b) The school secretary
- c) Sammi's friends and form teacher (imagine Sammi to be a member of the class)

Try and pull out the initial concern and sympathy felt by the school and Sammi's friends.

Continue the storyline by saying that Sammi's dad has rung school a second time to say that Sammi has been diagnosed with meningitis. Ask if anyone knows what this is and what it might mean for Sammi and for others.

Split the class into small groups or work in pairs if using an ICT suite.

Ask them to find out as much as they can about meningitis, what it is, the different types, the symptoms and long term effects. If ICT options are not available use handouts previously downloaded.

After research and knowing more about the facts about meningitis, re-visit the interactive screen and consider the feelings now that meningitis has been diagnosed for:

- a) Sammi's parents
- b) The school secretary
- c) Sammi's form teacher and friends

Again use the flip chart or whiteboard to collate and record thoughts.

Discuss possible after effects of meningitis and record for the next lesson.

\*Note a short interactive resource is available with prompts to support this activity.

In addition there are several interactives that explain meningitis on <http://www.meningitis-learning.org/>

## PSHE lesson idea (Part 2)

### Curriculum objective

3b. How to empathise with people different from themselves.

### Resources

Flipchart, the after effects information recorded in last lesson, access to meningitis trust website, use of the ICT suite.

Or printouts downloadable from <http://www.meningitis-trust.org/UK-pdfs.html>

### Introduction

Ask pupils to say what 'sympathy' means. Collate and record their thoughts on flipchart. Repeat this with 'empathy'.

The following definition is taken from Wikipedia:

*Empathy is the 'capacity' to share and understand another's 'state of mind' or emotion. It is often characterized as the ability to "put oneself into another's shoes", or in some way experience the outlook or emotions of another being within oneself.*

### Group work

In groups or pairs ask pupils to try to think of 1. How they might describe the difference between sympathy and empathy, and 2. Examples of how someone might show empathy.

### Whole class

Feedback to the class and together consider how Sammi might feel on return to school.

She has one of the after effects of having had meningitis and is now suffering a hearing loss and is quite deaf.

Discuss how she might be feeling. What she may be experiencing? How might these feelings be shown?

Brainstorm feelings and record. Tease out more complex feelings e.g. vulnerable, frustration etc.

Now consider why young people feel it is important to show empathy. How can they try to do this?

How easy is it to show empathy, put themselves into another's shoes?

How can we understand how someone with a disability feels, what might it be like to return to school with a disability?

### **Groups – role play activity**

Ask pupils to show empathy through a role play activity.

In groups or pairs ask pupils to try to think of:

- 1. How they might describe the difference between sympathy and empathy**
- 2. Examples of how someone might show empathy.**

a) You are the family whose child has had meningitis and is now disabled in some way. In particular consider the position of the parent / carer. What impact might this disability have on the whole family, including siblings. One suggestion might be a short scene where all the family are gathered eating and talking together.

b) one of your classmates is due to return to school after having had meningitis. Determine if the classmate has any after-effects and what they might be. Discuss the feelings and emotions of everyone, and if the classmate has a physical disability, how their school life will change. One suggestion might be a discussion amongst friends before the classmates return to school.