



The Right Shoes for Everyone

A guide to Empathy, compassion and Equity

Pupil Workshop



The Cobbler

- Once there was a cobbler
- He made shoes and fixed shoes so that all people felt comfortable
- People came from miles around with their uncomfortable shoes
- Some said the heels hurt, some shoes were too slippery, some the laces were broken
- In the end he fixed them all with different things so that everybody could be comfortable and go about their day happily
- Sometimes he only spent a few minutes on a pair of shoes and sometimes many hours but they always ended up meaning that the person was able to wear them again and was happy.
- Every customer got what they needed.



Walking in someone else's shoes...

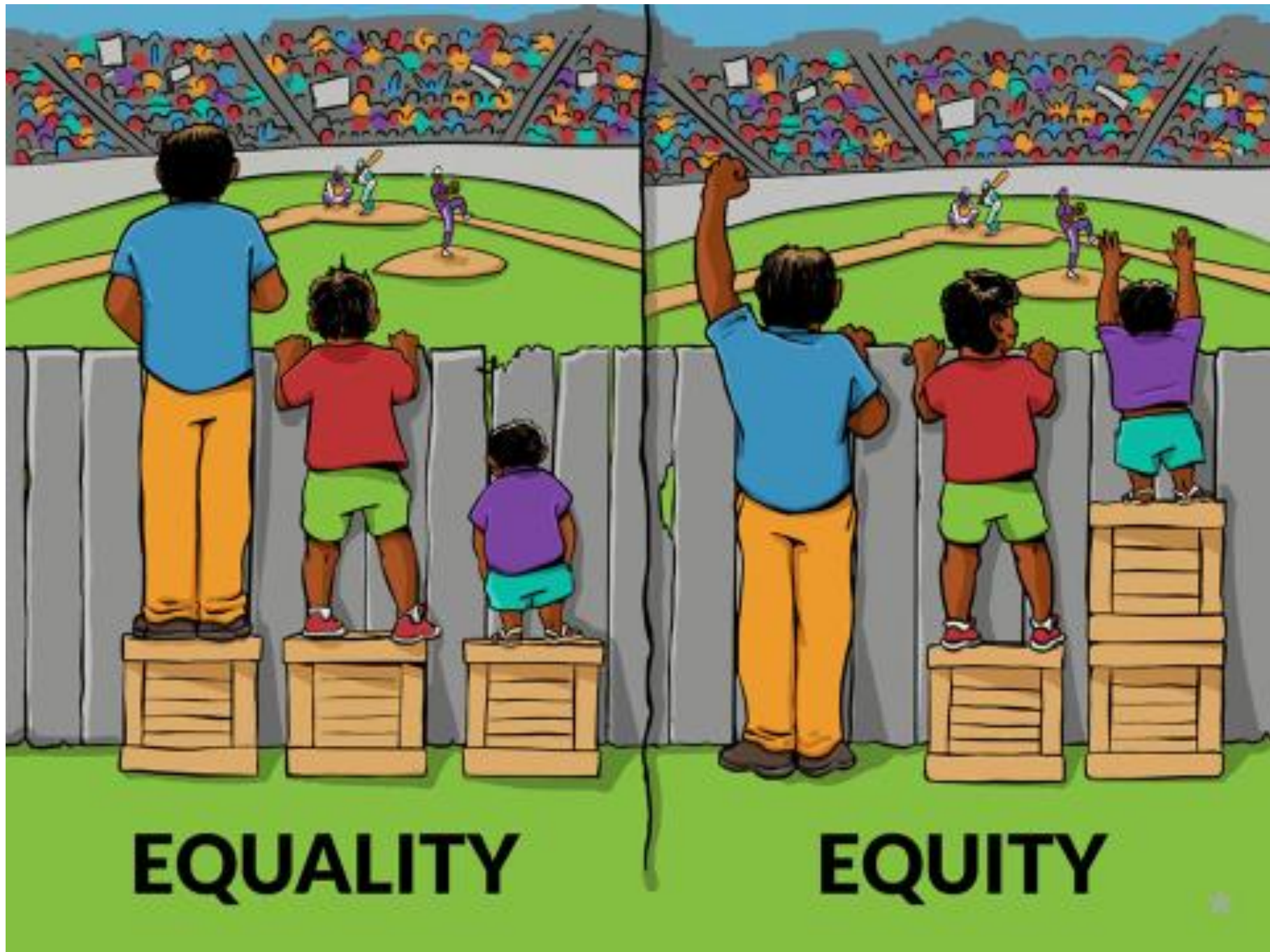
- What does this phrase mean?
- Do we know how others feel and what has happened to them?
- How can we try to understand how others feel?

Empathy



Tolerance

Respect



EQUALITY

EQUITY

Teachers are the Cobblers



- Teachers are always trying to give all the children in the class the same chance of reaching the outcome together
- They might spend some time with one pupil to support them
- They might give them an incentive or extra resources
- They might organize short breaks to motivate them

Coping with worry and stress

- Everybody has different things going on in their life
- Some happy and exciting and some sad and frustrating
- It's normal to have these things happening and they can determine the way we feel and act. They can also determine how much we can cope with before we explode
- Sometimes we can feel overloaded and do and say things that we wouldn't do if we felt ok.
- If we have too much stress sometimes we can explode.
- It is important to talk to someone or write it down if we feel like this.
- This kind of worry is not good for us and can make us feel ill.

How does everyone feel?



I've had a lot of worries in my life, most of which never happened

Anger

- Your heart pounds
- Your breathing changes
- Your muscles get tense
- Your face may go red
- There's a knot in your stomach
- There's a lump in your throat

Worry

- Your heart pounds
- Your breathing changes
- Your muscles get tense
- Your face may go red
- There's a knot in your stomach
- There's a lump in your throat



You know your own body!

How do you know what people are feeling?

YOU DON'T...

The Fizzy Bottle Analogy



The Window of Stress Tolerance;

- A small amount of stress is a positive thing; helps with motivation, adrenaline
- If you are carrying large amounts of toxic stress then the slightest trigger or upset, confusion, flashback and you have no room to hold it before overwhelm
- The healthy body has lots of space to hold small amounts of stress throughout the day

How to calm down

- Find a quick strategy that get you away from the problem
- Find a longer term strategy to help you calm down
- Look at what you can control and what you can't control
- Can anything be resolved?
- Can anything be repaired?

Types of behaviour we show – cause and effect

*What you put out there...
you get back*



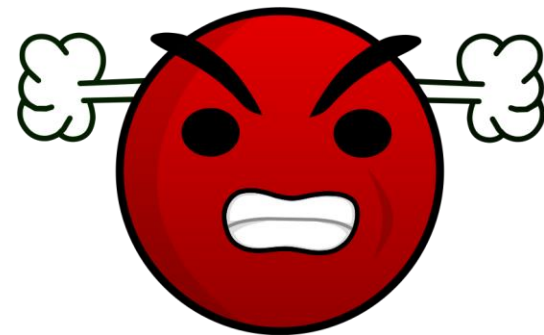
Unsocial behaviours



Prosocial behaviours



Anti social behaviours



Rights and Responsibilities

Rights	Responsibilities
Have own possessions	Look after them
Use a phone or electronics	Be safe online or tell an adult if it goes wrong
Play outside or move around with less supervision	Try to sort out any issues sensibly considering others
More freedom	Be trustworthy and honest



Keeping everyone safe
and able to learn



The school's job is to keep everyone
safe and able to learn

This is why it is so important to be
able to help all children to feel safe so
that they can learn

If children are not showing pro-social
behaviours, we try to look at why this
might be and to help them to find
ways of learning these behaviours



- We also think it is important to keep everyone else safe so, if there is dangerous or anti-social behaviour, we may use **protective consequences**

- This is why you will hear things like;
'It is obviously not safe or not ok for you to...'

- 'As a protective consequence you will now have to...'*

- This is not a punishment but a necessary consequence to teach someone the right way and to keep everyone else safe

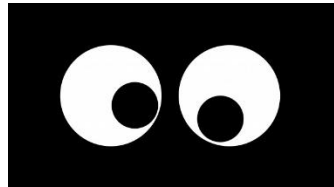


Describing what you see clearly *Use the FACTS*

Overdescribing

Using words that don't really describe the facts

Exaggerating what has happened for dramatic effect or because we feel heightened



Underdescribing

Using words that make it sound like nothing really happened when it did

Playing the situation down

If you didn't see it...you don't know what happened!

