

***You're Never Too Young to Change a Life  
on the Other Side of the World***

Ellie, age 9, Founder of KidKnits



## **Education. Empathy. Empowerment.**

*an enrichment program dedicated to creating the next generation of Global Leaders*

### **Module 2: Leading with Mirrors or Windows?**

#### **Introduction**

Students will be introduced to the concept of empathy, through a comparison of looking at the world through a mirror or through a window. Students will discuss the challenges associated with trying to lead while only looking at a mirror, a metaphor for self-centeredness. They will then discuss the effectiveness of leading through a window, a metaphor for empathy.

Day two of the knitting projects. Students may need a refresher on how to wrap the knitting stitches on the loom. Reinforce the concept of e-wrapping from the inside of the loom to the outside of the loom. You should start to see an increased confidence in students' knitting abilities, but be prepared to help with some knitting problems should they arise. Some classes may benefit from having the faster, more confident knitters sit near slower knitters to demonstrate and help with quick questions. This lesson plan is based on a 90-minute class.

#### **Materials Needed:**

- Large mirror
- Large window pane or something to represent a window
- Classroom desks, chairs, or tables arranged in an easy obstacle course

#### **Steps:**

1. Before class begins, set up a small obstacle course around the room using chairs, desks, or tables. The course does not need to be long or difficult. You will be demonstrating the point that it is easier to navigate when you are not just looking at yourself in a mirror.
2. When class begins, have students come forward writing their names in their workbooks using both the window and the mirror.
3. Ask for two volunteers who are willing to race each other in an obstacle course race. Do not mention that one person will be holding a mirror in front of their face when they are navigating the course. When volunteers come to the front of the class, ask them what they think they need in order to get through the simple obstacle course. Students may say they have all that they need or that it looks like an easy course.
4. Share with the students that the obstacle course represents the world. As leaders work in the world, they will encounter challenges, twists, or turns. Tell the students that they are going to race through the world's challenges and then hand one student a mirror and the other student the window pane. Let them know that they will need to go through the obstacle course holding either the mirror or the window in front of their face.
5. Discuss the following questions following the race:



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- What do you think holding a mirror in front of your face while going through the world's challenges represents? Discuss the meaning of the word empathy and discuss the opposite of empathy being self-centeredness (only looking at yourself, thus the mirror)
  - How did your handwriting with a mirror in front of you compare with your handwriting when looking the window? When we are empathetic, the quality of our work improves.
  - How well can you face the world's challenges when you are only looking at yourself? How does having a window instead of a mirror help you face the world's challenges? Discuss with students how a window allows you to see the challenges before you bump into them, it allows you to notice more, it also allows you to move through the challenges faster.
6. Have students return to their seats to read aloud the bottom half of the handout, *Leading with Mirrors or Windows*. The reflection questions are for discussion at the end of the last paragraph.