

EduTrend Contents

G4C · EMPATHY AND PERSPECTIVE-TAKING GAMES · MIDDLE SCHOOL

Know, Want, Feel Maps

Map what each character in an invented conflict knows, wants and feels, and find the information gaps

Ages 11–13	Level: Intermediate	45 minutes	Groups of 3–4 · up to 30	Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Know, Want, Feel Maps

Groups receive an invented conflict story, such as a group project where one member missed a meeting. They map each character's view in columns: what they know, want and feel. Groups circle information gaps, facts one character lacks, discuss how the conflict might change if the gaps were filled, and propose one response that meets several needs.

Learning outcomes

By the end of the session students can:

- analyse multiple perspectives;
- identify information gaps;
- link gaps to misunderstandings;
- propose a fair response.

KEY WORDS

perspective · know · want · feel · information gap · misunderstanding

CURRICULUM LINKS

PSHE: conflict and empathy.
English: character analysis.
Citizenship: fairness.

1	2	3	4	5	6
SETTLE	**EXPLAIN**	**PLAY**	**NOTICE**	**TALK**	**CLOSE**
Calm start	One game, clear rules	Invented characters	Clues and feelings	Different views are fine	Calm and positive

Materials (per group)

- Invented conflict story cards
- Large paper for maps
- Coloured pens
- Worksheets 1, 2 and 3

Before the session

- Write two invented conflicts.
- Prepare map templates.
- Model one column.
- Plan groups.

SAFETY

Stories are invented. Do not relate them to real classroom events.

ACTIVITY 03 · SESSION PLAN

Step by step

Information gaps are often the root of misunderstandings; highlight them clearly.

Time	What happens	Say or ask
0–8 min **Settle**	Read the story.	*"Who is involved?"*
8–28 min **Map**	Know, want, feel columns.	*"What doesn't she know?"*
28–38 min **Discuss**	Gaps and misunderstandings.	*"How would it change if he knew?"*
38–45 min **Close**	Propose responses.	*"Does it meet several needs?"*

CHALLENGE CARD (print or copy onto the board)

Find the information gap at the heart of the conflict and propose a response that helps more than one character.

ACTIVITY 03 · FACILITATOR NOTES

The empathy game know-how in brief

Understanding what someone knows is different from knowing how they feel; both help explain behaviour.

Many conflicts grow from information gaps, where one person lacks facts another has.

Common ideas to listen for

- “The loudest character is to blame.” Look at gaps.
- “Feelings and facts are the same.” They differ.
- “Fair means everyone gets the same.” It means meeting needs.

Adapting the activity

Support

Use two characters and a partly completed map.

Stretch

Add a fourth, hidden character’s viewpoint.

WORKSHEET 1

Perspective map

Name: _____ Class: _____ Date: _____

Three characters.

Perspective map

Character	Knows	Wants	Feels

WORKSHEET 2

Information gaps

What is missing?

Information gaps

Character	Does not know	Effect

WORKSHEET 3

Our response

Justify.

We suggest... because it meets the needs of...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Maps perspectives	Finds information gaps	Proposes fair response

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Know, Want, Feel Maps is a sample activity from the EduTrend Contents G4C Empathy and Perspective-Taking Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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