



Empathy REDI Statements

Students can learn about empathy through conversations about race, equity, diversity, and inclusion (REDI). By practicing empathy statements, students are encouraged to actively listen and engage in open and respectful dialogue. The goal is to blend these REDI empathy statements into students' everyday conversations, becoming a natural and instinctive part of their communication style.

What are the three types of empathy?

Cognitive Empathy: The ability to understand another person's perspectives and emotions.

Emotional Empathy: The ability to share and feel the emotions of others.

Compassionate Empathy: The ability to understand another person's feelings and feel a desire to help them.

(Goleman, Daniel. *Hot to Help*, 2008)

How can the three types of empathy help us?

Understanding empathy types helps people build healthy relationships and communicate effectively. This then creates an avenue for understanding diverse perspectives and engaging in compassionate actions. It is also important to note that cognitive empathy can help students move from bystander inactions or apathy to Upstander actions (Changlani et al., 2023).



ELEMENTARY EMPATHY STATEMENTS

Elementary Cards

1. Print the following document double sided. The front of the card will have an empathy statement and the back will have the type of empathy statement. Once printed, cut out cards.
2. Next, place students into pairs.
3. In pairs, instruct students to first read the empathy statement to themselves.
4. Once students have read their statements, have them prepare their minds and bodies to practice saying the statement aloud to their partner.
5. Have each student say their statement and encourage students, if comfortable doing so, to make eye contact and focus on keeping their body language calm and their tone of voice neutral as they say their statements.
6. Once each partner has read their statement, ask them to turn their card over to identify the type of empathy statement. Encourage students to have a conversation about why they think their statement is a cognitive, emotional, or compassionate empathy type.
7. Once completed, students can switch cards with another pair and continue this exercise.



I'm here to help you. I want to be a part of making our school a place where everyone feels comfortable to be themselves.



It is hard when you don't feel like you belong. I understand you are feeling hurt and I want to help you.

I want to learn more about your experiences and stories. I want to help make our school more inclusive.



I'm thankful that we have different perspectives and stories to hear. Diversity makes our school stronger.



We all come from different backgrounds. If we work together and share our different stories and experiences, we can make our school a place where everyone feels included, respected, and like they belong.



Let's work together to create a more accepting and inclusive school. In our school, everyone has a place and a voice.



Create Your Own! Create a scenario like, "Your friend is upset they failed a test", then in the back of the card decide what you will say and what kind of empathy it is.

Empathy Type

This statement represents **Emotional Empathy**. The ability to share and feel the emotions of others.

This statement represents **Compassionate Empathy**. The ability to understand another person's feelings and feel a desire to help them.

This statement represents **Cognitive Empathy**. The ability to understand another person's perspectives and emotions.

This statement represents **Cognitive Empathy**. The ability to understand another person's perspectives and emotions.

This statement represents **Emotional Empathy**. The ability to share and feel the emotions of others.

This statement represents **Cognitive Empathy**. The ability to understand another person's perspectives and emotions.

Create your own Empathy Statement to respond to this scenario. Make sure to identify what type of empathy it is: Cognitive, Emotional, or Compassionate.

Middle School Cards

1. Print the following document double sided. The front of the card will have an empathy statement and the back will have the type of empathy statement. Once printed, cut out cards.
2. Next, place students into pairs.
3. In pairs, instruct students to first read the empathy statement to themselves.
4. Once students have read their statements, have them prepare their minds and bodies to practice saying the statement aloud to their partner.
5. Have each student say their statement and encourage students, if comfortable doing so, to make eye contact and focus on keeping their body language calm and their tone of voice neutral as they say their statements.
6. Once each partner has read their statement, ask them to turn their card over to identify the type of empathy statement. Encourage students to have a conversation about why they think their statement is a cognitive, emotional, or compassionate empathy type.
7. Once completed, students can switch cards with another pair and continue this exercise.

It's okay to feel those emotions, your feelings are valid.

I would feel (fill in the emotion) in that situation too. How can I help you process these emotions? How can I be a better ally?

Let me help you by (insert action).

I stand beside you in speaking up against injustices and making our community a safer place.

I believe we need to understand the diverse perspectives of our community to create safer, more inclusive schools.

Let's listen to everyone's perspective to understand where we are coming from.

I'm sorry for my words or actions. I can understand why my words or actions were (hurtful, upsetting, inappropriate, etc.).

Thank you for showing me how to see the situation from a different perspective.

Create Your Own! Create a scenario like, "Your friend is upset they failed a test", then in the back of the card decide what you will say and what kind of empathy it is.

Empathy Type

This statement represents **Compassionate Empathy**. The ability to share and feel the emotions of others.

This statement represents **Cognitive Empathy**. The ability to understand another person's feelings and feel a desire to help them.

This statement represents **Compassionate Empathy**. The ability to understand another person's perspectives and emotions.

This statement represents **Compassionate Empathy**. The ability to understand another person's perspectives and emotions.

This statement represents **Cognitive Empathy**. The ability to share and feel the emotions of others.

This statement represents **Cognitive Empathy**. The ability to understand another person's perspectives and emotions.

This statement represents **Emotional Empathy**. The ability to share and feel the emotions of others.

This statement represents **Cognitive Empathy**. The ability to understand another person's perspectives and emotions.

Create your own Empathy Statement to respond to this scenario. Make sure to identify what type of empathy it is: Cognitive, Emotional, or Compassionate.

High School Cards

1. Print the following document double sided. The front of the card will have an empathy statement and the back will have the type of empathy statement. Once printed, cut out cards.
2. Next, place students into pairs.
3. In pairs, instruct students to first read the empathy statement to themselves.
4. Once students have read their statements, have them prepare their minds and bodies to practice saying the statement aloud to their partner.
5. Have each student say their statement and encourage students, if comfortable doing so, to make eye contact and focus on keeping their body language calm and their tone of voice neutral as they say their statements.
6. Once each partner has read their statement, ask them to turn their card over to identify the type of empathy statement. Encourage students to have a conversation about why they think their statement is a cognitive, emotional, or compassionate empathy type.
7. Once completed, students can switch cards with another pair and continue this exercise.

Be in your feels now. I get that you're feeling [salty] [low-key in a mood] [upset] [frustrated]. I've been there before and felt in a similar way.

I understand that you are trying to explain your perspective and opinion. Talking through our differences can help build new meaning of a topic/issue.

I understand what you are feeling right now and why you are feeling this way.

When you're down because you were treated with disrespect, I feel down, too. It feels [awful] [hurtful] [dismissive] [aggressive] [ugly] to be disrespected.

I feel for what you're going through.

What you are describing is unjust and unfair. Everyone should feel a sense of fairness and justice. What active role can I play to make sure everyone in class is treated fairly and justly?

I hear you're going through a tough time. What can I do to help or support you? I got you.

I understand you are frustrated and fed-up with this [social justice issue].

Create Your Own! Create a scenario like, "Your friend is upset they failed a test", then in the back of the card decide what you will say and what kind of empathy it is.

Empathy Type

This statement represents **Cognitive Empathy**. The ability to share and feel the emotions of others.

This statement represents **Emotional Empathy**. The ability to understand another person's feelings and feel a desire to help them.

This statement represents **Emotional Empathy**. The ability to understand another person's perspectives and emotions.

This statement represents **Cognitive Empathy**. The ability to understand another person's perspectives and emotions.

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This statement represents **Emotional Empathy**. The ability to understand another person's perspectives and emotions.

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Create your own Empathy Statement to respond to this scenario. Make sure to identify what type of empathy it is: Cognitive, Emotional, or Compassionate.



REFERENCES

Changlani, S., Jenkins, L., & Yang, Y. (2023). Dimensions of empathy and bystander intervention action in bullying across age. *Journal of School Violence*, 22(4), 529–542. <https://doi.org/10.1080/15388220.2023.2248870>

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