

Empathy Instruction through Refugee Children's Literature

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This paper examines the specific role of children's literature that shares about the experiences of refugees and immigration, and how it can be utilized within the classroom for empathy instruction. It argues that refugee literature is an integral tool to teach empathy in the classroom to students of various ages. It explores various focuses and themes of refugee children's literature such as cultural exposure, representation, and compassion. The instruction of these themes can be used in the classroom to teach students about global events and historical significance of refugee crises. Subsequently, education about refugee literature's themes also enables instructors to discuss with students how an understanding of such events leads to a deeper understanding of empathy. It also explores the need for diversity and representation in literature, and the benefits students experience when all feel represented. It advocates for the instruction of refugee literature also allows for the education of students on the cultural experiences of those different than their own and how this understanding can benefit all students. Additionally, it explores the specific definition of empathy as well as the importance and necessity of teaching empathy in the classroom. This paper concludes with an eye to the future with the examination of potential practical applications of empathy instruction for students, such as community involvement, fundraising and improved relationships between students.