



Bridge

E+ project

TOOLKIT

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CONTENT

EMPATHY

- Languages & framing
- Exploring Emotions through Storytelling
- Building Empathy through the Mirror Game
- Emotions of history
- Virtual Journey
- Understanding Empathy through Narrative
- Walking in Their Shoes
- Voices of the French Revolution
- Socialization activities in the classroom

EMPATHY 1 Languages & framing

Asturia vzw

Template

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Methodologies: Languages & framing

Children of the age of 14 will learn how framing works in practice by finding a news item themselves and framing it in a negative and positive way. They will look for an article that interests them alone or together with a writing partner. They use a neutral source for this. They make it clear how they worked by explaining changes in a legend, possibly with colors. They do all this in a formatted document.

The learners complete this assignment alone or in pairs after having processed the learning material with a large number of examples in class.

The assignment should ideally also be provided with a detailed example. In addition to the lesson content, spelling and digital competencies are also evaluated. The list of framing techniques can be a starting point for this assignment. The carefully detailed step-by-step plan should ensure that the learners can complete this assignment completely independently.

Methodology:	Individual or group work	Strategies for the use and recognizing the impact of framing
Subject	Languages	
Life skill related	Empathy	
Title	Languages & framing	
Age/Grade	Children of the age of 14	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14 who have to learn to use and recognize the impact of framing. Dividing students into numerically equal, heterogeneous work groups that have access to different sources of information, internet, computer/laptop, video projector, interactive whiteboard.	
Description of the activity	<p>THE TEACHERS EXPLAINS THE FRAMING TYPES TO CARRY OUT BY THE LEARNERS</p> <ul style="list-style-type: none"> - Copy the original text on your paper. - Make a source reference. - Now edit the text but make sure to mark all changes. - Frame the news story in a way that presents the topic differently than the original text. <p>o Make at least three clear adjustments to the text. For example:</p> <ul style="list-style-type: none"> → ☐ a testimony → ☐ at least five words with a clearly positive or negative connotation → ☐ a new angle → ☐ ... <p>o Make sure that the topic and the answer to the topical questions remain approximately the same.</p> <p>o Be clear and creative.</p> <p>Under the subheading “explanation” of each part, write a short paragraph (at least 100 words) in which you answer the following questions:</p> <ul style="list-style-type: none"> o What was the purpose of your positive or negative framing? o What three adjustments did you make to the original text to achieve this goal? o Refer to concrete adjustments you have made in the text. (Use a color legend if necessary.) o What is the effect of each of these adjustments? 	

TO REFLECT BY LEARNERS

- ☐ Go through this checklist above to make sure you haven't forgotten anything.
- ☐ Check the text thoroughly for language and spelling errors.
- ☐ Take a critical look at the layout of your document and make sure it is neat.

Overview of framing types

There are actually an unlimited number of possible forms of framing. Of course, manipulating a message largely depends on the context. Below you will find a few examples.

The health frame

This is one of the most commonly used methods of framing. Especially in the food industry, this is an important weapon to mislead people.

For example: 'Now 90% fat-free' instead of 'Only 10% fat'

The scarcity frame

With this frame you use the principle of scarcity. You emphasize that the other person must act quickly.

For example: 'The question is how long this technique will continue to work, so take advantage of it now.' Instead of 'This technique is working very well at the moment.'

The gain frame

A gain frame focuses on the positive aspects of a product or service. This concerns the benefits that the customer can achieve by using the product or service.

For example: an advertisement for a toothpaste that emphasizes getting a radiant smile

The loss frame

A loss frame focuses on the negative aspects of not having a product or service. It's about what the customer misses if he doesn't use the product or service.

For example: an advertisement for a security camera that emphasizes preventing burglaries.

The goal frame

This frame focuses on the goal that the customer wants to achieve by using a product or service. It's about what the customer wants to achieve and how the product or service can help with that.

For example: an advertisement for a fitness program that emphasizes achieving a healthy weight.

The moral frame

With the moral frame you use framing to give someone a 'feeling of guilt'. This often happens in advertising for charities. Another way to frame morally is to convince someone that this is the "right" or "good" thing to do.

For example, you see an advertisement in which a child lives in harsh conditions or how some people treat animals.

You as the recipient are then told that this will not stop by itself and that you therefore also have 'some responsibility'.

For example: Animal suffering does not stop by itself, support 10 euros now to put an end to...

The ego frame

With this frame you are talking about the interests of the recipient. You no longer talk about what you have to offer, but what the reader, viewer or listener gets.

For example: 'You get the best online marketing tips.' instead of 'We offer you the best online marketing tips.'

The temporal frame

This frame emphasizes the most effective time or period to use the product or service.

For example: an advertisement for a sunscreen that emphasizes the importance of using it during the summer months to protect the skin from harmful UV rays.

30 EMPATHY 2 Exploring Emotions through Storytelling

IC BOLZANO II Template

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Methodologies:

Implementing empathy through storytelling and putting oneself in others' shoes is a powerful approach. Telling stories that showcase different perspectives can help people better understand others' experiences and increase their empathy. Putting oneself in others' shoes requires practice and an open mind, but it can lead to deeper relationships and mutual understanding.

Methodology:	Collaborative Storytelling	Foster a collaborative environment where participants can share ideas and co-create stories together, enhancing their understanding of emotional dynamics in life.
Subject	Second language	
Life skill related	Empathy Communication Collaboration	
Title	Exploring Emotions through Storytelling	
Age/Grade	11-13 years	
Timing	240 minutes	
Suggestion for who facilitate	<p>Understanding empathy involves a multifaceted approach that combines self-reflection, active listening, perspective-taking, and experiential learning. Here's a suggested plan.</p> <ul style="list-style-type: none"> - Encourage participants to reflect on their own experiences of empathy. Ask questions like: What does empathy mean to you? Can you recall a time when you felt deeply connected to someone else's emotions? - Provide a clear definition of empathy and facilitate discussions on its importance in storytelling and interpersonal relationships. Explore the role of empathy in fostering understanding and communication. - Engage participants in activities designed to cultivate empathy, such as role-playing scenarios from different perspectives. - Teach active listening skills, emphasizing the importance of fully attending to and validating others' emotions. - Guide participants to step into the shoes of others and see the world from different perspectives. This could involve writing from the viewpoint of a character with contrasting emotions or backgrounds. - Foster an open and supportive environment where participants can share their emotions, ask questions, and provide feedback to one another encouraging dialogue. 	

Description of the activity

Week 1: Introduction to emotions and empathy

- Brief description of the main emotions: happiness, sadness, fear, anger, disgust, surprise, love.

- Explanation and discussion of the concept of empathy

To make this activity more engaging, we recommend using parts of the film “ Inside out”.

Week 2: Narrative techniques for emotion communication: perspective-taking stories

Perspective-taking stories: Ask participants to write or share stories that offer **different perspectives** on a situation or issue. Afterwards, discuss how each perspective influenced the characters' emotions and actions, encouraging empathy and understanding.

Week 3: Narrative techniques for emotion communication: interactive storytelling

Interactive Storytelling: Develop interactive stories where participants contribute to the narrative by making choices that **influence the plot**. This promotes communication and collaboration as participants work together to build the story.

Write short stories in groups based on a chosen emotion using the learned techniques

Each story circle provides an opportunity for participants to connect with one another, empathize with different experiences, and gain insights into the range of emotions we all encounter in life.

Example: Anger

Participants take turns sharing stories about times when they felt angry. They might discuss what triggered their anger, how they reacted, and any lessons learned from the experience. For example, someone might share a story about a frustrating encounter with a difficult coworker or a heated argument with a friend.

Week 4: Impact of emotions in storytelling: feelings mapping and sharing

- Presentation of created stories and discussion on conveyed emotions.
- Feelings mapping to explore and visualize emotions, and how they relate to specific situations and visualizing their intensity or frequency. Mapping occurs through word clouds, drawings, diagrams.
- Reflection on the storytelling experience.

Assessment:

- Active participation in discussions and activities.
- Quality and originality of created stories.
- Ability to convey emotions through storytelling.

Materials and Resources:

- Worksheets for writing and mapping activities.
- Online resources on narrative techniques and storytelling.

EMPATHY 3 Building Empathy through the Mirror Game

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n. 31

Methodologies: Developing Empathy Through Historical Narratives

Empathy is a fundamental skill for understanding and connecting with others. The Mirror Game offers a playful yet profound way to develop empathy by reflecting each other's movements and emotions. Through this activity, participants will learn to appreciate individuality, pay attention to non-verbal cues, and foster empathy.

Methodology:	Mirror Game	experiential learning, pair work, role reversal, reflection, questioning, movement-based learning, and real-life correlation
Subject	Life skills	
Life skill related	Empathy	
Title	Building Empathy through the Mirror Game	
Age/Grade	11-14 years old/ 7th-8th Grade	
Timing	50 minutes	
Suggestion for who facilitate	Educators	
Description of the activity	<p>Advance Preparation: Create a suitable space for conducting the activity, ensuring there is enough room for movement and pairs to face each other comfortably.</p> <p>Process:</p> <ul style="list-style-type: none"> • Initiate the activity by asking participants to find a partner and form pairs, facing each other. • Explain that the activity is the Mirror Game. • Provide the following instructions: • Designate one partner as "A" and the other as "B." • In the first round, partner A will be "the person" and partner B will be "the mirror"; then they will switch roles. • Encourage partners to make various movements for their mirror images to follow, starting with facial expressions and progressing to body movements. <p>Based on the class, it is recommended to create and use cards depicting specific situations and emotions for simulation purposes. For example, cards from the game <i>Dixit</i> can be utilized.</p> <p><i>Dixit</i> is a storytelling card game that features dreamlike illustrations designed to inspire imagination and creativity. Each card presents a unique, surreal image that can evoke various interpretations, making them ideal for activities involving emotional expression and scenario simulation, and create narratives, thereby enhancing their language skills and emotional intelligence.</p> <p>https://www.trainers-toolbox.com/dixit-creativity-meets-storytelling/</p> <p>After two rounds, facilitate a discussion based on the following questions:</p> <ul style="list-style-type: none"> • How did you find the activity? What did you enjoy about it? • When you were the mirror, how did you manage to synchronize with your partner's movements? 	

	<ul style="list-style-type: none"> In real-life situations, when is it important to reflect each other's actions or emotions, and why? <p>Conclusion: Summarize the activity by reinforcing key points:</p> <ul style="list-style-type: none"> Empathy involves understanding and replicating the emotions, concerns, and needs of others. Empathy strengthens connections and fosters a deeper understanding of one another.
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Emotional flash cards

Emoji	Emotion	Situation
😞	Guilt	I snapped at a classmate, parent, or teacher—and now I feel really bad about it.
😳	Shame	Everyone was watching me during the oral exam, and I just wanted to disappear.
🤢	Disgust	I saw a bug or tasted something weird, and it totally grossed me out.
😡	Anger	I got into a fight with a classmate, and I was so mad.
😰	Anxiety	I had a test coming up—or I lost something important—and I couldn't stop worrying.
😱	Fear	I noticed something dangerous, and my heart started racing.
😞	Sadness	I failed a test, got held back, or broke up with my girlfriend—and I felt really down.
😊	Joy / Satisfaction	I did a great job on an assignment, and I felt proud of myself.

32 EMPATHY 4 Emotions of history

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Template

n. 32

Methodologies: Develop empathy through important characters in history

Methodology:	<ul style="list-style-type: none"> - Focus group - Materials made by students to be displayed in class 	
Subject	History	
Life skill related	Empathy	
Title	Emotions of history	
Age/Grade	Middle school	
Timing	120 min	
Suggestion for who facilitate	<ul style="list-style-type: none"> - Choose and prepare a number of historical figures with descriptions of their major exploits/actions (positive and negative) - Divide the class into groups, max. 3 members - Each group chooses one character - Internal discussion of the character 	
Description of the activity	<ul style="list-style-type: none"> - Each group chooses a character and works out what emotions, feelings and motivations prompted the character to perform the actions; - Each group discusses what the character may have felt during the various phases (victory, success, rejection, fall, excommunication, etc.); - Each group identifies with the character and tries to imagine what emotion they would have felt if they were in their place; - Reflection on how they would have acted if they had been in their place; - Exposure to the class of the work done through posters with images and writing. 	

33 EMPATHY 5 Virtual Journey

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Template

n. 33

Deepen geographical understanding through virtual exploration of different cultures and places.
Develop empathy skills by raising awareness of cultural differences.
Foster collaboration and the sharing of experiences among students.

Methodology:	Restorative justice	
Subject	Geography / Social sciences	
Life skill related	Empathy	
Title	Virtual Journey	
Age/Grade	13- 14 years	
Timing	4 to 6 hours (suggestion: once a week for one/two months)	
Materials / Suggestion for who facilitate	Computer or tablet with internet access Paper and pens World map Online resources (documentaries, videos, images)	
Description of the activity	<p>Lesson 1: Introduction to the Virtual Journey</p> <p>Opening Activity:</p> <p>Concrete Example: Start the lesson with a guided discussion on the concept of empathy and the importance of understanding and respecting different cultures and people's experiences. Use examples of situations where empathy played a crucial role in overcoming cultural differences. For instance:</p> <ul style="list-style-type: none"> ● Personal Experience: Imagine you were in a situation where you didn't know anyone and didn't understand the local language. Ask students to reflect on how they would feel in this situation and what actions they would appreciate from others to feel welcomed and understood. ● Film or Book: You can cite a film or book where characters from different cultures faced challenges together. For example, "The Blind Side" tells the true story of an African-American boy adopted by a white family, showing how empathy and mutual understanding helped overcome cultural barriers. ● Historical Events: Refer to historical events where empathy played a crucial role in promoting peace and understanding between different peoples. For instance, discuss the Civil Rights Movement in the United States, highlighting how the ability to empathize contributed to promoting equality and social justice. ● Success Stories: Share success stories of people who overcame cultural differences through empathy and mutual understanding. For example, the story of Anne Frank, who found support and friendship even in difficult situations during the Holocaust, can inspire a discussion on the power of empathy even in the most adverse circumstances. <p>Virtual Exploration (20 minutes): Concrete Example: Use online resources such as documentaries, videos, and images to present brief overviews of different cultures and places around the world. Focus on aspects such as geography, traditions, cuisine, and typical celebrations of each region. Some specific</p>	

examples of online resources and topics to focus on during the virtual exploration:

- **Documentaries:** "Our Planet" on Netflix and "Anthony Bourdain: Parts Unknown" on Amazon Prime Video.
- **YouTube:** Videos from travelers or bloggers like "Rick Steves' Europe."
- **Google Earth:** To explore iconic places around the world, such as the Great Wall of China, the Taj Mahal in India, or the Sahara Desert in Africa.
- **Travel Websites:** Such as National Geographic.

Discussion and Reflection (15 minutes): Concrete Example: After the virtual exploration, initiate a guided discussion on the students' impressions and the cultural differences highlighted in the presentations. Encourage students to reflect on how they felt exploring different cultures and share their observations.

Lesson 2: Interactive Virtual Journey

Research Activity: Divide the class into small groups. Assign each group a region of the world and ask them to use online resources or pre-prepared documents to gather information on the geography, culture, and daily life of that region. Highlight also the challenges and social injustices present in those areas. For instance:

Sub-Saharan Africa:

- **Geography:** Students can examine the physical geography of Sub-Saharan Africa, focusing on features like the vast savannas, major rivers such as the Nile and the Congo, and mountain ranges like the Ruwenzori Mountains.
- **Culture:** Explore the cultural traditions of different ethnic groups in this region, including rites of passage, traditional music and dance, and religious practices.
- **Daily Life:** Investigate the daily challenges faced by local communities, such as access to clean water, education, and healthcare.

South America:

- **Geography:** Examine the geographical diversity of the region, from the vast rainforests of the Amazon to the Andes Mountains and the coasts of the Pacific and Atlantic Oceans.
- **Culture:** Investigate the rich cultural traditions of indigenous peoples, such as the Incas, Mayas, and Aymaras, along with Spanish and Portuguese colonial influences.
- **Daily Life:** Explore the challenges related to urbanization, poverty, and social inequality in South American cities, as well as local initiatives to address these problems.

South Asia:

- **Geography:** Analyze the geographical variety of the region, including the vast plains of the Ganges in India, the Himalayan mountain ranges in Nepal and Bhutan, and the floodplains of the Brahmaputra River Delta in Bangladesh.
- **Culture:** Explore the religious and cultural traditions of the major religions in this region, such as Hinduism, Buddhism, and Islam, and how these influence daily life and celebrations.
- **Daily Life:** Investigate challenges related to poverty, access to education and health, as well as environmental issues such as air and water pollution and climate change.

Presentation Preparation: After the research, students—working together—prepare brief presentations on their region, highlighting geographical and cultural characteristics as well as social challenges and injustices. Promote awareness and in-depth understanding of social justice issues.

Presentation and Discussion

Student Presentations: Each student presents their region, focusing on both cultural aspects and social challenges. After each presentation, open a discussion on restorative justice and actions that can be taken to address the highlighted injustices.

Empathy Analysis: Ask the other students to reflect on the learning experience and the challenges faced by the presented region. Encourage them to put themselves in the shoes of the inhabitants of that region and consider how they would feel dealing with the daily difficulties highlighted in the presentation.

Guided Discussion: Guide a discussion on restorative justice and actions that can be taken to address the social and economic injustices highlighted during the presentations. Provide students with reflection prompts, such as the importance of active listening, mutual understanding, and respecting cultural differences. For example:

- **Active Listening:** Ask students to reflect on how they would feel if they were involved in a situation of injustice. Then, encourage them to think about how important it would be to be listened to and understood in that context. Example: "Imagine being discriminated against because of your cultural background. How would you feel? What would you want others to do to better understand you?"
- **Mutual Understanding:** Encourage students to put themselves in others' shoes and try to understand their perspectives and experiences. Example: "Think of a situation where you judged someone without really knowing their reasons. What could you have done to better understand their point of view?"
- **Respect for Cultural Differences:** Invite students to reflect on the importance of respecting and valuing the different cultures present in the world. Example: "Each of us has different cultural traditions and habits. What can we do to learn from others and promote respect for cultural differences?"
- **Role of Education and Advocacy:** Discuss the role that education and advocacy can play in promoting restorative justice. Ask students to think of concrete ways they can help raise awareness and adopt more inclusive behaviors. Example: "How can we use our knowledge and our voice to fight the injustices we see around us?"

Conflict and Resolution Simulations:

- **Role Play: Water Resource Conflict:** Divide the class into groups and assign them different roles, such as farmers, local communities, and government authorities, each with diverging interests regarding access to water resources. Students must work together to find a solution that considers the needs of all parties involved, aiming to avoid conflicts and promote collaboration.
- **Interfaith Dialogue Simulation:** Organize a simulation where students represent members of different religious communities who must resolve a conflict based on cultural or religious misunderstandings. Through dialogue and negotiation, students must find common ground and develop a plan to promote tolerance and mutual respect among different faiths.
- **Simulated Cultural Exchange:** Create a simulated environment where students take on the role of representatives from different cultures or nations. Students must address conflict situations arising from cultural

misunderstandings or prejudices and work together to find ways to overcome differences and promote empathy and mutual understanding.

After each simulation, facilitate an in-depth discussion on the conflict dynamics and resolution strategies. Ask students to reflect on their experiences during the simulation and propose solutions that foster peace and mutual understanding. These activities provide students with the opportunity to concretely experience the conflict resolution process and develop essential skills in empathy and intercultural understanding.

Lesson 3: Creating an Empathy Project

Group Activity: Divide students into groups and ask them to design a collaborative project aimed at promoting restorative justice in one of the regions studied. Students should identify the main causes of injustices and develop an action plan that includes concrete activities to address these issues, such as awareness campaigns, fundraising, or volunteer projects.

Project Design and Presentation: Groups create a project that aims to promote empathy and understanding among different cultures, addressing the identified social injustices. Each group presents their idea to the class, highlighting how their project can contribute to restorative justice. Examples of projects:

- Peer-to-Peer Intercultural Mentoring Program:
- Awareness Campaigns on Human Rights and Social Inequalities:
- Workshops Exploring Causes and Effects of Economic Disparities: Promote access to opportunities.

Contribution to Restorative Justice: By fostering empathy, creating an inclusive environment, promoting positive change, and raising awareness, students can be inspired to take concrete actions within their own context/environment. These lessons and activities aim to foster empathy, intercultural understanding, and social justice awareness among students, empowering them to become advocates for positive change in their communities.

Final Reflection:

Conclude the lesson with a discussion on the relevance of restorative justice in addressing social injustices and promoting intercultural understanding. Encourage students to reflect on how they can be agents of change in their own community.

Assessment:

Assessment will be based on active participation, the quality of presentations, group collaboration, and the ability to reflect on the importance of empathy in intercultural relationships.

Final Notes:

This activity aims to combine geographical learning with empathy skills, integrating a peer approach to restorative justice at every stage of the activity. This allows students to explore the world interactively, develop an awareness of cultural diversity through experience and mutual understanding, while simultaneously raising awareness of social injustices and encouraging students to work together to promote empathy and interculturality. It is recommended to use the flipped classroom approach, allowing the students to integrate their researches on the topics also at home as homework.

34 EMPATHY 6 Understanding Empathy through Narrative

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Template

n. 34

Improve linguistic skills through text analysis and creative and reflective writing.

Foster an inclusive and supportive environment.

stimulate empathy through reading and discussing literary texts and creative writing exercises.

Promote collaboration and dialogue among students through the organization of focus groups.

Methodology:	focus group	
Subject	Italian	
Life skill related	Empathy	
Title	Understanding Empathy through Narrative.	
Age/Grade	11- 14 anni	
Timing	3 hours – 3 meetings	
Materials / Suggestion for who facilitate	<ul style="list-style-type: none"> Literary texts (such as stories, poems, or excerpts from novels) that address themes related to empathy. Recommended example: "The Little Prince" by Antoine de Saint-Exupéry. Paper and pens for students. Post-it notes or note paper. Whiteboard or wall chart for writing. Worksheets, flip chart, computer/laptop, video projector, interactive whiteboard. It is possible that students do not express their feelings related to empathy very well, and they may not be able to imagine being a character from a story who has just faced an emotional challenge; In case students avoid expressing their feelings in front of their classmates, teacher/educator invites/helps the more reserved students to share their ideas. 	
Description of the activity	<p>Lesson 1: "Textual Exploration"</p> <p>Opening Activity (10 minutes):</p> <ul style="list-style-type: none"> Guided Discussion: Start with a brief discussion on the importance of empathy in interpersonal relationships. <ul style="list-style-type: none"> Concrete Example: Ask students to reflect on a situation where they felt understood and supported. Invite them to briefly share their experiences with the class. <p>Guided Reading (20 minutes):</p> <ul style="list-style-type: none"> Reading Activity: Students read an excerpt from a literary text that presents situations of empathy, such as an excerpt from "The Little Prince" by Antoine de Saint-Exupéry. <p>Guided Discussion (15 minutes):</p> <ul style="list-style-type: none"> Class Discussion: Lead a discussion on the emotions evoked by the passage and the actions of the characters that demonstrate empathy. 	

Focus Group (15 minutes):

- **Group Activity:** Divide the class into small groups and assign each a theme related to empathy, such as bullying or social inclusion. Each group discusses personal experiences or observations related to their assigned theme and how characters understand each other.

TRACK 1

Lesson 2: "Creative Expression of Empathy"

Warm-Up Activity (10 minutes):

- **Review:** Review the discussions from the previous lesson and reflect on the topics covered.

Empathetic Writing Exercise (20 minutes):

- **Writing Activity:** Ask students to imagine being a character from a story who has just faced an emotional challenge. They write a letter to an imaginary friend expressing their emotions and desire to be understood, using the focus group discussions as inspiration.

Presentation and Discussion (20 minutes):

- **Sharing Work:** Each student has the opportunity to share their writing with the class. After each presentation, open a discussion on the ability to express empathy through writing.

Final Reflection (10 minutes):

- **Collective Reflection:** Conclude with a collective reflection on the lesson and the importance of understanding and expressing empathy in daily life.

Assessment:

- **Criteria:** Assessment will be based on active participation during discussions, the quality of creative writing, and positive interaction in focus groups.

Final Notes:

- **Objective:** These activities aim to promote empathy through literature and creative writing, encouraging students to understand and express empathy in their relationships and daily interactions. Forming focus groups provides an opportunity for deeper reflection on important themes, further consolidating their understanding and developing collaborative skills.

TRACK 1 Practical Guide for Focus Group Organisation:

Preparation:

Identify Themes: Before the lesson, identify several empathy-related themes on which groups could focus. For example, bullying, social inclusion, friendship, cultural diversity, etc.

Assign Groups: Divide the class into groups of 4-5 students, making sure to have a variety of personalities and perspectives in each group.

Introduction:

Explain the Objective: At the beginning of the focus group, make it clear that the objective is to openly and respectfully discuss experiences and opinions on the assigned topic.

Respect and Confidentiality: Stress the importance of mutual respect and confidentiality of discussions within the group.

Discussion Initiation:

Guiding Questions: Provide some guiding questions to start the discussion and stimulate reflection on the assigned topics. For example:

"What experiences have you had or observed regarding the assigned topic?"

"How do you feel about these experiences?"

"What are the challenges and opportunities related to this theme?"

"What challenges do you encounter in trying to understand the experiences of others?"

"What makes it easier for you to understand and support your classmates?"

"What strategies do you think can help foster a more empathetic environment in our classroom?"

Moderator Role Rotation: Designate a moderator for each group, whose task is to guide the discussion and ensure that everyone has the opportunity to speak.

Facilitation of Discussion:

Promote Participation: Ensure that every member of the group has the opportunity to express their opinions and experiences. Invite the more reserved students to share their ideas.

Deepen Responses: Encourage participants to explain and elaborate on their answers, asking for clarifications and specific examples.

Time Management: Monitor time to ensure that the discussion remains focused and does not overextend on individual topics.

Synthesis and Conclusion:

Synthesis of Ideas: At the end of the discussion, ask each group to summarize the main ideas that emerged during the discussion. They can do this by designating a speaker or writing key points on a sheet of paper.

Conclusion: Make a brief collective reflection on the discussion and emphasize the importance of understanding different perspectives and practicing empathy in daily life.

Final Notes:

Make sure to create a safe and respectful environment during the focus group, where students feel free to express their opinions without fear of judgment.

Discussions should be guided so that students can better understand the experiences of others and develop greater empathy.

35 EMPATHY 7 Walking in Their Shoes

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Methodologies: Developing Empathy Through Historical Narratives

This activity aims to develop empathy among 7th-grade students by immersing them in the personal narratives of individuals who lived through the Holocaust. By encouraging students to empathize with the emotions and experiences of these individuals, they gain a deeper understanding of the human impact of historical events and the importance of empathy in honoring the memories of those who suffered.

Methodology:	immersive education	strategies for empathizing with the emotions and experiences of others
Subject	History	
Life skill related	Empathy	
Title	Walking in Their Shoes	
Age/Grade	14-16	
Timing	270 minutes (3 meetings of about 90 minutes per week)	
Suggestion for who facilitate	History/Social science Teacher/Language teacher/ Support teacher Setting: activities in class group	
Description of the activity	<p>Activity Overview:</p> <p>Introduction (5 minutes):</p> <ul style="list-style-type: none"> Begin by explaining the significance of empathy in understanding historical events, particularly tragedies. Introduce the Holocaust as one of the darkest periods in European history, emphasizing the importance of empathizing with the experiences of those who lived through it. <p>Group Discussion (10 minutes):</p> <ul style="list-style-type: none"> Lead a discussion on the concept of empathy, asking students to share their thoughts on what it means to empathize with others. Discuss the challenges of empathizing with individuals who lived through traumatic events. <p>Personal Narratives (15 minutes):</p> <ul style="list-style-type: none"> Provide students with excerpts from diaries, letters, or memoirs written by individuals who experienced the Holocaust firsthand, such as Anne Frank or Elie Wiesel. Feel free to use VR glasses to explore Anne Frank house or virtual tours in Auschwitz, if available. Assign each student a different paragraph and ask them to read it silently, imagining themselves in the shoes of the author. Encourage students to reflect on the emotions, thoughts, and experiences conveyed in the narrative. <p>Creative Expression (10 minutes):</p> <ul style="list-style-type: none"> Provide students with art supplies or writing materials. Ask students to express their empathy for the individual whose narrative they read through a creative medium, such as writing a letter 	

from the perspective of the author, drawing a scene from their life, or composing a poem inspired by their experiences.

Sharing and Reflection (15 minutes):

- Invite students to share their creative expressions with the class, explaining how they attempted to empathize with the author.
- Facilitate a reflective discussion on the challenges and insights gained from stepping into the shoes of someone who lived through the Holocaust.

Conclusion (5 minutes):

- Summarize the key insights gained from the activity and emphasize the importance of empathy in understanding historical events and honoring the experiences of those who lived through them.
- Encourage students to continue practicing empathy in their daily lives, both in their interactions with others and in their study of history.

Suggestions:

The activity can be declined on different themes. A further example could be:

The condition of the slaves working on plantations in the southern states of north America by the end of the 19th century.

Writing a letter from a different point of view trying to empathize with the emotions of a slave forced to leave his family.

Book “**Uncle Tom’s Cabin**”, Helbling Readers Red Series Classics (CEFR A2)

Dedicated (child-friendly) websites on the author of the book:

https://www.ducksters.com/biography/women_leaders/harriet_beecher_stowe.php

<https://kids.britannica.com/kids/article/Harriet-Beecher-Stowe/399984>

Students were asked to read the book “Uncle Tom’s cabin”

The most relevant points of the story were analyzed in class together with the teacher and the educator

After having prepared summaries with the help of the teacher and the educator, students have been tested on the content through oral tests in order to improve their speaking skills and through a letter-writing activity to improve both their writing skills and their soft skills (empathy)

36 EMPATHY 8 Voices of the French Revolution

YAEDA Template

n. 36

Methodologies: Developing empathy

The objective of this history class is to cultivate empathy as a life skill through an exploration of the French Revolution. By examining the diverse perspectives and experiences of individuals involved in this tumultuous period, students will develop a deeper understanding of empathy and its importance in historical interpretation and everyday life.

Methodology:	Group work	
Subject	History	
Life skill related	Empathy	
Title	Voices of the French Revolution	
Age/Grade	12 - 14	
Timing	120 minutes	
Materials / Suggestion for who facilitate	History teacher, language and drama teacher, educator Materials Needed: - Whiteboard or chalkboard - Markers or chalk - Printed handouts with background information on various perspectives (aristocrats, peasants, revolutionaries, clergy, women) - Props or costumes for role-play activity (optional) Setting: activities in small groups	

Description of the activity

Introduction :

- Begin the class by writing the title "Empathy and the French Revolution: Understanding Perspectives" on the board.
- Briefly summarize the significance of the French Revolution in history, emphasizing its impact on society and governance.
- Explain that today's lesson will focus on understanding the diverse perspectives of individuals involved in the French Revolution and developing empathy as a life skill.

Perspective-taking Exercise :

- Divide the class into small groups, assigning each group a specific role or perspective related to the French Revolution (aristocrats, peasants, revolutionaries, clergy, women).
- Distribute printed handouts with background information about each perspective.
- Instruct students to read the information provided and discuss within their groups, focusing on the experiences, emotions, and challenges faced by individuals from their assigned perspective.
- Encourage students to consider how historical context shaped the beliefs and actions of people during the French Revolution.

Role-play Activity:

- After the discussion, explain that each group will prepare a short role-play or skit depicting a scene from the French Revolution from their assigned perspective.
 - Provide time for groups to plan and rehearse their role-plays. Encourage creativity and attention to detail.
 - Optional: Provide props or costumes to enhance the role-play experience.
- Presentation and Discussion:**
- Invite each group to present their role-play to the class.
 - After each presentation, facilitate a brief discussion about the emotions, motivations, and perspectives portrayed.
 - Encourage students to reflect on how understanding different perspectives enhances their empathy and appreciation for historical events.
- Reflection and Conclusion:**
- Lead a class-wide reflection on the importance of empathy in understanding historical events.
- Summarize the key insights gained from the lesson, emphasizing the role of empathy as a valuable life skill.
- Encourage students to continue practicing empathy in their interactions with others, both inside and outside the classroom.

EMPATHY 9 Socialization activities in the classroom

Secondary School „Voievod Litovoi”- Romania Template

n. 37

Methodology:	Games for personal development	
Subject	subject of your choice	
Life skill related	Personal growth Emotional intelligence Empathy Efficient communication	
Title	Socialization activities in the classroom	
Age/Grade	12 - 14	
Timing	60 minutes	
Suggestion for who facilitate	<p>This activity should be facilitated by:</p> <ul style="list-style-type: none"> • A classroom teacher with an interest in social-emotional learning • A school counselor or psychologist who can provide emotional support if needed. <p>The facilitators should create a safe, inclusive, and non-judgmental space, encouraging respectful communication and active listening.</p> <p>Emotional intelligence is fundamental to manage our emotions and understand those around us, essential to healthy personal and professional relationships. Developing emotional intelligence not only improves interpersonal relationships, but also contributes to better stress management and optimal mental health.</p> <p>Effective communication is the key to success in almost any field, facilitating the exchange of ideas and collaboration.</p> <p>Clear and precise communication with students leads to better team collaboration and more efficient decision-making. At the same time, effective communication also requires the ability to actively listen to students' needs, which allows a better understanding of their perspectives and an appropriate adaptation to their needs and expectations.</p> <p>The one who facilitates this activity must take into account these aspects in achieving these common objectives.</p>	
Description of the activity	<p>This activity helps students reflect on their own emotions and social behaviors and encourages respectful communication within the classroom. It involves three main steps:</p> <p>Step 1: Self-Discovery Questionnaire Each student receives a self-discovery questionnaire https://surfdrive.surf.nl/files/index.php/s/xka3CPWH3r2OA4d This part is done individually and silently to encourage introspection.</p> <p>Step 2: Setting Personal Goals</p>	

After completing the questionnaire, each student reflects on their answers and sets 2–3 personal goals related to their emotional and social development.

Examples may include:

“I want to be more open when I feel sad.”

“I will try to ask my friends how they are feeling more often.”

“I want to express my emotions instead of hiding them.”

Step 3: Sharing & Group Socialization Game

Students are invited to participate in a light team-building game designed to foster empathy and communication. “Two Truths and a Goal”

Students say two true things about themselves and one personal goal.

Builds openness and trust among peers.

Step 4: Self Reflection

Students sit in a circle and reflect:

What did I learn about myself today?

What did I learn about others?

How did it feel to share and listen?



Bridge

E+ project

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