



**Students activity book**

**Empathy**

**AGE GROUP 14–16**

<p>Habit- brief explanations</p>	<p>Empathy is the ability to understand others’ emotions and/or perspectives and, often, to feel how they feel. For example, if Anna starts to feel sad after talking to her friend, Beatrice, who feels sad due to her cat’s death, she shows empathy. Thus, even though Anna does not have a pet, she can imagine how it is like for her friend to face that particular situation of losing her beloved pet. In other words, Anna places herself in her friend’s shoes and resonates emotionally with how Beatrice is feeling. Moreover, Anna knows that the sadness she feels is not hers – it belongs to Beatrice, and she started to feel it by learning what the cat meant to Beatrice. To summarize, empathy is not mere emotional contagion. It is the ability to acknowledge and understand someone else’s experience and even start to resonate emotionally with others while being conscious of the source of emotions.</p>
<p>A glossary of terms</p>	<p><b>altruism</b> = promoting someone else’s welfare, even at some cost to oneself  <b>compassion</b> = feelings of concern for another person  <b>emotional self-regulation</b> = controlling own emotions by oneself  <b>vicarious emotions</b> = emotions that we feel when something happens to someone else</p>
<p>Basic instruments/ materials</p>	<p>Worksheet, pictures</p>
<p>Short instruction of the training sessions or the activities</p>	<p><b>By the end of the class you will have:</b></p> <ul style="list-style-type: none"> <li>- associated the concept „empathy” with certain words, with a colour or a picture;</li> <li>- assessed how you felt while listening to your classmates’ stories</li> <li>- practiced empathic listening</li> <li>- put yourself into the „shoes” of a medieval character and share with the class the experience of being different.</li> </ul>

“a bag of tricks”  
useful pieces of advice and  
suggestions for the students

Let imagination and feelings flow!  
Be mindful!

### Exercise 1

**Write about a time when you felt something because someone else felt that way. You can use the following questions to guide you through a more profound analysis.**

- *What happened?*
- *What do you think the other person felt and why?*
- *What made you resonate emotionally with that person?*
- *What was going through your mind?*
- *What did you do?*
- *How did the other reacted?*
- *How did you manage what you felt?*


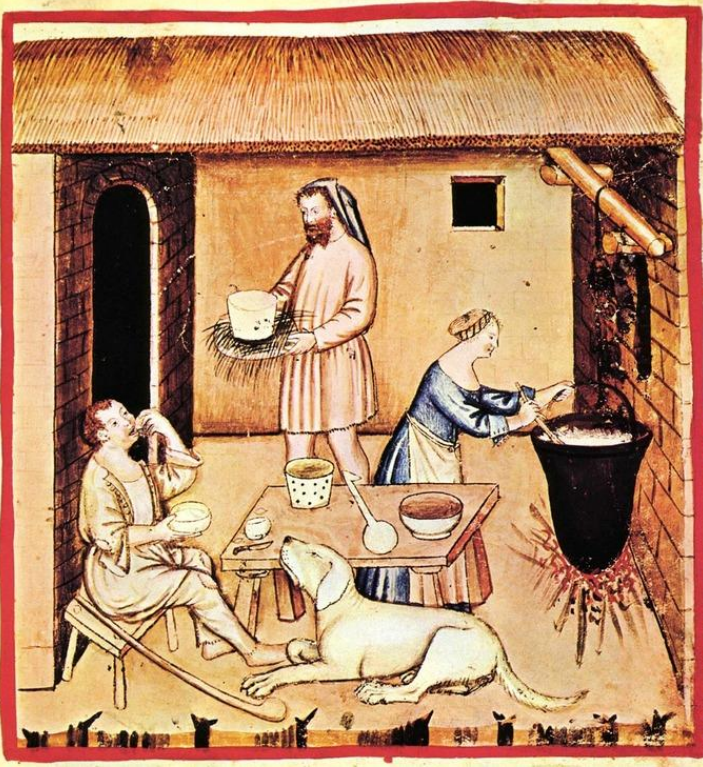
### Exercise 2

This exercise aims at fostering your empathy by using your imagination to walk into the shoes of someone who comes from the Middle Ages. To better enter their roles, students receive a picture of a household from that time.

Work in pairs!

- Student A, imagine that you have time-travelled from the Middle Ages to 2021 and want to learn about modern tools and technology.
- Student B, choose a nowadays object or technology (e.g., a smartphone, a laptop, the internet, etc.) and describe it to Student A, knowing that he/she is a medieval peasant.
- Student A, listen carefully and try to guess what the object is. You can ask questions without using modern language since you come from another time.

- When you have completed the task, share your experience with the whole class. Those who played student A describe how you felt to listen while imagining being somebody else. Students B talk about how it was to explain something to someone different than you.

	
Time travel <sup>1</sup>	Medieval household <sup>2</sup>

<sup>1</sup> Image retrieved from <https://pixabay.com/>

<sup>2</sup> Image retrieved from <https://courses.lumenlearning.com/suny-hccc-worldhistory/chapter/daily-medieval-life/#:~:text=Each%20peasant%20family%20had%20its,quality%20compared%20to%20modern%20houses.>