

Methodology book

Age group 10-14 yrs

Habit –	Empathy is the ability to recognize, understand and feel other people’s emotions, starting from our own life experiences. Empathy is a prosocial type of behaviour which plays an important role in the harmonious development of pre-adolescents (10/11-14/15 years). The need to increase the number of interpersonal relationships is a characteristic of this development stage. An empathic pre-teenage child has the capacity to put himself/herself imaginatively in other people’s place, to understand their point of view, establishing deep relationships and emotional connections with them. This contributes to their integrations within the scholastic group, which is also the premise for an optimal school evolution.
Activity/Game	Name of the activity/game: Empathy detectives – <i>Put yourself in my shoes!</i>
Age /year of school	10-14ys
Duration	50 minutes
Resources and materials	<p>Spatial resources: classroom/virtual space; time resources: 50 de minute</p> <p>Didactic strategies:</p> <p><i>Methods and procedures:</i> icebreaker, brainstorming, heuristic conversation, problem solving, video session;</p> <p><i>Means:</i> Interactive presentation by means of digital tools (www.mentimer.com), the phone version students can have access to (www.menti.com),</p> <p><i>Digital resources:</i> the videoclip ”Brené Brown on Empathy”; animation: Katy Davis (AKA Gobblynnne) www.gobblynnne.com, available on You Tube at https://www.youtube.com/watch?v=1Evwgu369Jw</p> <p>Wordwall game ”Answer empathically”: https://wordwall.net/ro/resource/12877422</p> <p><i>Types of interaction:</i> frontal, on-site or online, by means of the educational platform MS Teams.</p>
Specific description lesson plan step by step	Setting the rules of the activity (T-Ss, 2 min), T creates the adequate framework for the development of the activity and introduces the aim of the activity as well as the rules for group interaction. T encourages Ss to come up with their own rules.

Catching Ss' attention, icebreaker (fast and original word matching activity with all the students for 2 minutes) -"There is no without ..." T models the activity "There is no future without past". Another student will take over using the last word in the previous sentence and matching it to a new one: „There is no past without hope" etc. At the end of the activity T highlights the idea of togetherness, of sharing a common space, but also of reflection and dialogue.

Stating the topic and the objectives of the activity (T-Ss, presentation, 3 min). T invites Ss to access the interactive presentation via the Mentimeter application (<https://www.menti.com>).

T invites Ss to give answers to the question: *What does the word „empathy" mean for you? Write down the words you associate with empathy.* (brainstorming, 5 minute).

T highlights the meaning of the word „empathy" as it results from the Ss examples.

T highlights the difference in meaning between "empathy" și "sympathy":

Empathy= *I understand what the others feel and think and I put myself into their „shoes" that is I can change my perspective to see the other's point of view.*

Sympathy= *attraction, affinity someone has for a person, or that they can arouse in someone, affection; in this case I do not give up my own perspective, and do not ignore my own thoughts.*

We summarize an empathic person's traits (T-S, heuristic conversation, 5 min): the students describe an empathic person. For each trait they draw a symbol or a picture.

For example:

I am empathic if:

- *I can put myself in „another person's shoes" that is if I can understand their emotions, feelings, ideas and actions.*
- *I let it known, in a friendly and respectful way the fact that I understand what the other feels.*
- *I can change my own perspective to be able to see from a different one.*

Give a well-supported answer to the question: **Was I born or do I become empathic?** (T-ss, debate, 5 min)

For example:

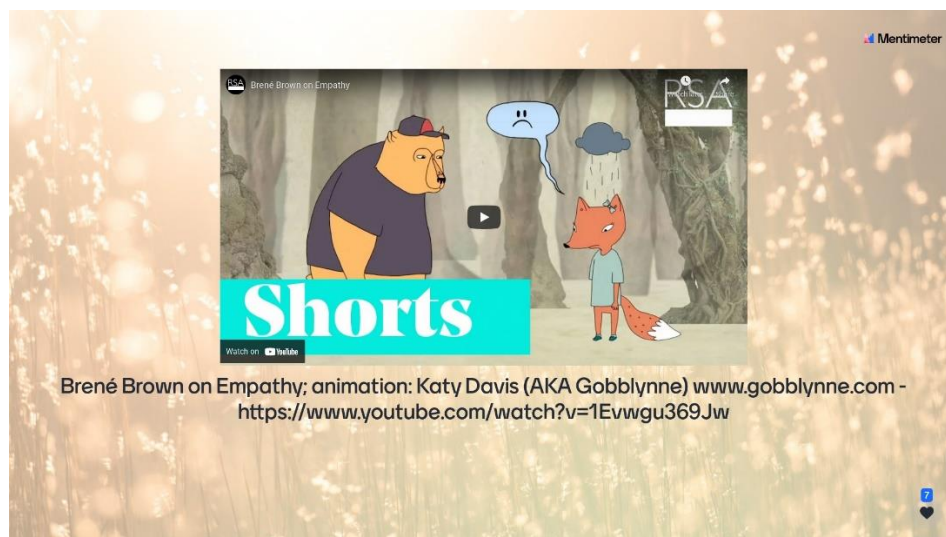
- Little children react spontaneously to the suffering others experience; they become more empathic as their parents raise their awareness on the consequences their deeds may have.
- We imitate naturally, in less than half a second, the posture, the look and the voice of the person in front of us (Monkey see, monkey do!);
- Having experienced a similar situation makes you even more empathic towards a person (e.g. hunger).

Choose that actions that you think are necessary to become an empathic person

(interactive activity, Ss provide individual answers, using [www. Menti.com](http://www.Menti.com), 5 min)

- I notice what the other feels and I accept their feelings, no matter how intense they are (e.g. anger, sadness, frustration, disappointment etc.)
- I listen to what the other is saying and I do not think about what I am going to say;
- I ask to deepen my understanding of their perspective, to check if I have correctly and precisely understood their perspective;
- I am open to a dialogue with my interlocutor, in a curious, kind and respectful way, without giving advice or trying to work out their problem.

Watching and talking about the video (T-Ss, 10 min): *Brené Brown on Empathy*”; animation: Katy Davis (AKA Gobblynnne) www.gobblynnne.com, available on YouTube at <https://www.youtube.com/watch?v=1Evwgu369Jw>



Evaluation (T-Ss, 5 minute): [Wordwall game "Answer empathically"](https://wordwall.net/ro/resource/12877422): <https://wordwall.net/ro/resource/12877422>



Closing the activity (T-Ss, 5 minute): Ss give feedback on what they have just learned, on how they felt throughout the activity.