



**Methodology book**

<p><b>Habit –</b></p>	<p>Description and importance in school:  <i>Empathy</i> is commonly described as “the ability to share someone else’s feelings or experiences by imagining what it would be like to be in their situation”. Nevertheless, there are several other aspects that make up the construct of empathy-related responding. Thus, sympathy and personal distress complete the picture of the theories about prosocial behaviour and altruism, aggression and antisocial behaviour, or intergroup relationships and, as a consequence might explain the dynamics of school communities.</p> <p>It was in the 1970s that the most influential theories of empathy development in children were elaborated by Martin Hoffman and Nancy Eisenberg. What they shared is that children’s empathy skills improve and become more “cognitively sophisticated” with age. That means that from the primary and primitive stages of emotional contagion to the other’s emotions become more refined and complex. Eisenberg’s theory established a relation between increased empathic capacity and improved regulation capacities, rather than self/other distinction. Eisenberg’s theory strengthens the hypothesis of our project, that of Empathy as one of the 12 skills for success, in that it is the regulation capacity that seems to weigh the heaviest in the way towards personal and school success. Therefore, as Hirn, Thomas and Zolech (2018) have shown, social skills have become „among the most important key competences called for today, in a job market characterized by faster job turnover and constant need for adaptability”. Which is more, the same authors hypothesised that „the lack of social competence among lower performing regular school leavers jeopardizes sustainable school-to-work transitions”. What results is that social competence and a realistic assessment of their abilities are deeply linked to success in long term employment and in fighting dropout rates.</p>
<p><b>Activity/Game</b></p>	<p>Name of the activity/game: Time Travel</p>
<p><b>Age /year of school</b></p>	<p><b>14-16 yrs.</b></p>
<p><b>Duration</b></p>	<p><b>50’</b></p>
<p><b>Resources and materials</b></p>	<p><b>Worksheet, pictures, laptops, internet</b></p>

<p><b>Specific description</b></p> <p>lesson plan step by step</p>	<p><b>1. Getting ready for the class (3 minutes)</b>  T makes sure that all the students have joined the online session. T opens all the documents that will be screen shared to save time during the online class.</p> <p><b>2. Catching Ss' attention (2 minutes):</b>  T tells Ss that today's challenge refers to putting themselves in someone else's shoes and monitoring their feelings, and asks if they have ever had that experience.</p> <p><b>3. Introducing the topic of the lesson and its objectives (5 minutes):</b>  T uses the digital board to write the word "Empathy". T asks students if they have heard the word before and directs their attention to the description of the term they have in their activity books. (If students do not have the worksheet, T shares the screen). T asks several students to read the text out loud and checks if they have understood the concept. T lets students' know that the objective of the lesson is to create the framework for them to put into practice what they have read and monitor themselves during and at the end of the activities.</p> <p><b>4. Leading the students into the topic and stirring their curiosity</b>  Ss are asked to analyze and write about a situation when they felt positive or negative emotions because someone else felt that way. <b>(5 minutes)</b>  T sends them randomly into breakout rooms, in groups of 3 or 4. Ss share their story in groups of 3-4. While listening to their colleagues' experiences, they practice their empathic listening and assess the way they feel while listening (10 minutes).  In the end, they discuss with the teacher how they felt while they were sharing their story versus listening to others <b>(7 minutes)</b>.</p> <p><b>5. Consolidating students' empathic skills by means of a fun activity: Time travel</b>  This exercise aims to foster students' empathy by using their 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.</p> <ul style="list-style-type: none"> <li>• Students are divided into pairs and sent into breakout rooms. <b>(3 minutes)</b></li> <li>• Student A imagines that he/she has time-travelled from Middle Ages to 2021 and wants to learn about modern tools and technology.</li> <li>• Student B chooses a nowadays object or technology (e.g., a smartphone, a laptop, the internet, etc.) and describes it to Student A, knowing that he/she is a medieval peasant.</li> </ul>
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- Student A has to listen carefully and try to guess what the object is. He/she can ask questions without using modern language since he/she comes from another time. **(7 minutes)**

Ss return to the main room and share with the whole classroom their experiences. Those who played student A describe how they felt to listen while imagining being somebody else. Students B talk about how it was to explain something to someone different than them. **(10 minutes)**

#### **6. Closing the session**

T calls the class off by giving (positive) feedback to the students for their participation. **(3 minutes)**