



Methodology book

<p>Habit –</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>Activity/Game</p>	<p>Name of the activity/game: I can change, too!</p>
<p>Age /year of school</p>	<p>17-19 yrs</p>
<p>Duration</p>	<p>50’</p>
<p>Resources and materials</p>	<p>Online video, laptop, worksheet, the Mentimeter application (https://www.menti.com); video available at https://www.facebook.com/LiamDineen/videos/1050094668811514</p>

<p>Specific description</p> <p>lesson plan step by step</p>	<p>1. Setting the rules of the activity (T-Ss, 2 minutes), 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.</p> <p>2. Stating the topic and the objectivesT- of the activity (T-Ss, 3 minutes). T invites Ss to access the interactive presentation via the Mentimeter application (https://www.menti.com).</p> <p>T invites Ss to give answers to the question: <i>What does the word „empathy” mean for you? Write down the words you associate with empathy.</i> (5 minutes).</p> <p>Ss infer the meaning of the word „empathy” as it results from the examples in the „word cloud” they created. (5’)</p> <p>3. Pre-watching activity- debate : Can empathy be trained or is it an innate trait? (6 minutes)</p> <p>T divides the class into two large groups, one which supports the idea that empathy is an innate trait and the other that believes that it can be trained and asks both groups to come up with both for and against arguments on the topic.</p> <p>4. Short video session followed by class discussion</p> <p>This activity aims at helping the students train their empathy by telling someone else’s story while focusing on others’ emotional and cognitive perspectives.</p> <ul style="list-style-type: none"> • Students watch a short animation about how a man transforms himself from acting selfishly and refusing to help others even though he could easily give them a hand to being kind to others. The video is found at this link (5 minutes) • Afterward, students narrate in their own words what happened in the video. Their task is to go beyond images and facts by imagining who the characters were and their feelings, thoughts, hopes, and motivations. (5 minutes) • Working in groups of three, students share the narrative with their colleagues and discuss their views on the characters and their behaviors. (5 minutes) • Then, students reflect on how they felt watching the video, writing the narrative, and discovering their colleagues’ perspectives. A discussion with the whole class follows. (5 minutes) <p>5. Post video-session awareness raising activity</p> <p>This activity focuses on deepening students’ understanding of empathy. Also, it helps them find ways to strengthen their empathy.</p>
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| | <ul style="list-style-type: none">• Students are divided into three groups.• Team A has to find as many benefits of empathy as possible.• Team B has to identify some possible traps of empathy.• Team C has to think of two types of practices that they could integrate into their real-lives: (1) to foster and strengthen their empathy; (2) for self-care to recover and preserve their emotional resources. (7 minutes)• Then, Team A and B debate their views. Team C students listen carefully, adjust their self-care ideas if necessary, and share their solutions with their colleagues. (7 minutes) |
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6. Closing the activity (Ss - T, 5 minutes): Ss give feedback on what they have just learned, on how they felt throughout the activity.