



Methodology book

Age group 6-10 yrs

<p>Habit –</p>	<p>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.</p>
<p>Activity/Game</p>	<p>Name of the activity/game: ”The feelings” ” The shoes game” ” The empathic glasses”</p>
<p>Age /year of school</p>	<p>6-10 yrs</p>
<p>-Duration</p>	<p>50 minutes</p>
<p>Resources and materials</p>	<p>Empathy- Best Inspirational Story https://www.youtube.com/watch?v= mtF0EphPHY ”I am puzzle –Daily Jigsaw Puzzle”- source Google ” The empathic glasses”- cut out image for the role paly Laptop, internet connection,</p>
<p>Specific description lesson plan step by step</p>	<p>I. Getting the class and the students ready, making sure that all the students have joined the online class-1 minute II. Catching the students’ attention - short video session 2:47 minutes - Class discussion about the film and its message 2-3 minutes III. Stating the topic and the objectives of the lesson -1minut IV. Guiding the learning process 12 minutes -T explains the term „empathy” making reference to the relationship between the main characters in the video. -T asks the Ss to fill in the ”Bunch”- Ss fill in the mind map based on the questions they are asked, which are meant to highlight the moral values this feeling is based on.</p> <ul style="list-style-type: none"> • What feelings does the boy have for the puppy? (love and empathy)

- What was the boy's attitude towards the puppy? (Respect)
- How did the child behave? (Fair and with dignity)
- What can we learn from the relationship between the two characters? (To be fair, respectful, loving, understanding with people around us)
- How did the boy prove that he was empathic with the puppy?
- When are we empathic? (When we understand the others based on what we have already experienced)

- T invites Ss to have a look at the Emotions triangle, *Me in relations with the others* -exposition, analysis, understanding human interactions and relations (sympathy, antipathy, empathy) –main aspects, differences and similarities.
-proverbs and sayings

Didactic games:

1. "I am puzzle –Daily Jigsaw Puzzle"-
<https://www.dailyjigsawpuzzles.net/>

8 minutes

Ss are asked to work out an online puzzle that is based on an image from the video they watched.

2. "The feelings"- debate and analysis 5 minutes

"I have recently joined a class and I had to work more, to catch up with them."

How did this child feel? (...) How do you think he managed to get over this? (...)

3. "The shoes games"- T names 2 or 3 children for this game. Each child will "put on" another classmate's shoes, at their choice. Each will describe the other's personality, their passions, eating, cultural, sports preferences from the perspective of the child whose shoes they have put on.

4 minutes

4. "The empathic glasses!"- Ss cut out the image of the glasses. The children receive the task of thinking and talking about the story T told them with the help of the magical glasses that can only tell the truth.

Who is right?...

" One day, when Mathew arrived at school, he discovered that some cars were missing from his album. He had spent a lot of time with his dad, sorting out, classifying all the cars in the album, according to their brand. They were all there, lined up, nice and

quiet. It was an important achievement for him. His passion. But now..., one was missing. He couldn't understand why. He had shown all of them to his best friends who were really thrilled. He was completely puzzled.

At some moment, a curly red-haired classmate, red with anger, confessed:

- I took your black car with red arrows on its fenders. I took it! She said as her face flooded with huge, bitter tears.

Mathew stifled his tears, it was an important car for him! Why did that red-haired girl take it? Did she have any reason? For a couple of seconds his thoughts went back to his car, then to the curly ginger-haired girl, whose face was hotter than the sun and he started thinking why was she crying harder than him, it wasn't her who had lost a collection car..."

 T asks Ss to put the empathic glasses on your nose and continue the story... T asks Ss what they think happened after that? Tell your story to the class as you see it through the magic glasses, which tell only the truth.

12 minutes

VI. Feedback

1 minute

Verbal appreciation on the activity. Ss offer feedback on what they have learned and on how they felt during the activity.