



EuropePlus

R2

BOX OF VALUES

Empathy

VALUE	EMPATHY
PARTNER	ZESPÓŁ SZKÓŁ I PLACÓWEK SPECJALNYCH

Value introduction

Empathy is the ability to recognize and sympathize with the mental states of others. The ability to put oneself in another person's shoes and adopt their way of thinking is important in the context of social interactions. Empathy is also associated with shaping personality and emotional maturity at a young age. In practice, empathy is an extremely important social skill. A person with significant empathic abilities understands their own emotions and is able to accurately recognize emotional states in other people. This has a positive effect on the understanding of social dependencies and interpersonal relationships. Empathic people are aware of other people's feelings, see the basis of their values and can empathize with specific situations. Such perception of the world allows us to verify our own views and admit mistakes, as well as to significantly reduce aggressive behavior. Lack of empathy in a social context is a negative phenomenon because it leads to indifference, difficulties in resolving conflicts and resorting to forceful solutions. According to scientists studying the human brain, empathy is a natural feature of every human being, without which we would not be able to build relationships in society. Furthermore, not all people have the same level of natural empathy so that's why it is so important to encourage children at school age to develop empathy skills - they will be responsible for human relationships in the future.

GAME

Game 1

Title: "I feel like you"

Objective: Developing the ability to name one's own emotions and the ability to identify with the emotions of others

Materials: the box with the small pieces of paper with questions

Instructions:

Students line up in a circle.

One child stands in the center of the circle and draws a question from the box.

He reads the question aloud, e.g.: What do I feel when it's raining?

The remaining participants have to express, through facial expressions, gestures and body movements, what they might feel in a situation such as the one described by the participant in the center of the circle.

During this time, the participant in the center of the circle carefully observes the other children and chooses one of them - the one whose movements, gestures and facial expressions most show his own emotions related to this situation.

He stands in front of the selected child and says: I feel like you when it rains.

They switch places and now the selected participant is in the middle of the circle, drawing a card from the box. The next round goes on.

Sample questions:

1. How do I feel when I see a worried person?
2. How do I feel when someone is rude to me?
3. How do I feel when I get a bad grade?
4. How do I feel when a friend insults me with an inappropriate remark about me?
5. How do I feel when I receive a gift?, etc.

Game 2

Title: “Empathetic Puns”

Objective:

- Expressing various emotions through facial expressions and gestures, reading the emotions of others

Materials:

Word cards with EMOTIONS written on them (names of emotions and emotional states, names of feelings)

Instruction:

The teacher divides the class into groups of five.

Each group draws three cards with the names of the emotions.

Groups have 10 minutes to prepare a short

staging in the form of a pantomime (no words).
Students should represent the drawn emotions.

	<p>When the groups are ready to perform, each group presents the pantomime.</p> <p>The task of the others is to guess what emotions are hidden in the scene presented by their friends.</p>
<p>CASE STUDY</p>	<p>Title: “The Boy with a Problem”</p> <p>Based on Program of proper relations between children and families and shaping character, Empatia "Boy with a problem" Karan, 2007</p> <p>Objective:</p> <ul style="list-style-type: none"> • To explore issues of empathy as an essential value in educational and social development <p>Case Study:</p> <p>A boy named Tom had a big problem. He couldn't name it, but he was sad and anxious, so he couldn't do anything or focus on anything all the time. He became ill and could not eat. He stopped working at school and even when his friends wanted to play football with him after classes, he didn't feel like it. He even stopped playing his favorite drums. He was apathetic, uncaring and unconcerned. He started walking hunched over and even when his colleagues said ‘hello to’ him, he didn't even look at them when he replied.</p> <p>Eventually, his mother noticed this change in his behavior and took him to the doctor. The doctor said that everything was fine and there was nothing wrong with him. However, Tom was getting more and more sad, he couldn't sleep at night and was eating less and less.</p> <p>The next day Tom tried to talk to his mother about his problem, but unfortunately she was in a hurry and didn't find time for him. She only advised him to</p>

forget about his problem, because he is too young for serious problems. Mum made him play on the computer, thinking it would calm him down, and she left for work.

The next day, when Tom went to school, he decided to talk about his problem with the teacher. He waited until the other children left the room after class and he told the teacher what was bothering him. However, the teacher gave him some advice and said that everything would be fine if he tried to listen and do as she advised him. Then she took care of the tests herself. Tom tried to do as the teacher advised him, but nothing helped. He was still sad and depressed.

When Tom got home, he sat up helplessly and hid under the blanket. Suddenly he heard a knock on the door - it was his friend Mark, who immediately suggested going for a walk to the park. Tom agreed.

While they were walking around, Mark asked Tom what was going on that he looked so bad lately and behaved uncomfortable. Mark's face showed concern and seriousness. After a short while, Tom decided to tell his friend about what was bothering him. Mark did not advise him on how to solve this problem, but only listened and understood how hard it was for his friend. Mark listened, didn't interrupt, but was just with Tom. When it got late, the boys said goodbye and went back to their homes. Tom felt much better, he even tried the dinner, which he liked. When he lay down to sleep, he fell asleep quickly.

The next day at school, Tom got involved in classes. After school, he willingly went to learn to play the drums. He made an appointment with Mark for the afternoon to play football together.

THEATRE PLAY

Title: The Boy with Problem

Characters: Tom - the boy with problem, Tom's Mother, Mark, Adam, Wojtek, Bartek - Tom's schoolmates, The Doctor, The Teacher

Materials: costumes for actors, chairs, table, some plates and kitchen accessories, drums, scene's decorations (kitchen, doctor room, teacher room, etc.)

Scene 1

Tom is standing in the middle of the room, he is sad, he shows depression with his whole being. He sits on the floor squatting. He pulls his knees up to his head. He hides his face in his hands. One by one, colleagues approach him, inviting him to various activities, previously liked by Tom.

Wojtek: Tom, come play football, don't sit so sad!

Tom: I don't have strength, go alone! Maybe next time I'll join and play with you guys.

Adam: Hey Tom! Are you going to the drum lesson today? I'm going, so... we can go together!

Tom: No, today I can't, somehow I don't feel well!

Adam: OK, maybe another time!

Bartek: Hi Tom!

Tom (muttering and not looking up): Mh....

After a while, Tom gets up and walks over to the school desk where books and notebooks lie. He tries to study, and finally, discouraged, he lies face down on the bench.

Mum comes to him and says:

Mum: Tom, we have to go to the doctor because lately you don't look well!

Scene 2

The scene is divided into two parts: the first - the doctor's office, the second - the kitchen in Tom's house.

Tom and Mum are at the doctor's room. The doctor examines the boy and states:

Doctor: You are healthy, all test results are good, nothing is wrong with you. I recommend vitamins.

Mum: Thank you very much, Doctor. It's great that you're healthy Tom!

Mum and Tom go into the kitchen.

Mum puts the dinner plates on the table, Tom listlessly picks up his fork, unable to swallow. Tom tries to talk to his mother to tell her about his problem, but she ignores him.

Tom: Mum, you know... because I... maybe..., you know... I have a problem...

Mum: Tom, stop thinking there's something wrong with you. The doctor said you're fine. I'm in a hurry now because I still have a lot to do. Forget about the problem and you'll be fine! You're too young for really serious problems! Go play some computer games and you'll feel better.

Scene 3

At school, Tomek waits for the students to leave the room. He goes to the teacher, wants to talk to him.

Tom: I want to talk because recently I have had a terrible problem. I'm often late with math assignments, everyone ignores me, I often feel lonely, I don't feel like doing anything and I don't have the strength. It's beyond my abilities! So much of it all at once!

Teacher: (jotting down something all the time): Oh, Tom! You're just having a bad time! Don't worry, everything will be fine! In a few days you will be better, you will forget about these problems!

*The teacher continues to check the tests by writing something in them without looking at Tom.
Tom walks around school, tries not to think about his problem, but still feels bad.*

Scene 4

*Tom's room. Tom sits on the bed, covering himself with a blanket. Suddenly he hears a knock.
Mark - his friend from the yard - enters the room.*

Mark: Hi Tom! We are going for a walk?

Tom: Well, maybe so... okey, let's go!

Scene 5

The boys are walking wordlessly in the park. Mark calmly looks around, he doesn't immediately ask what's going on with Tom. Only after a while:

Mark: What's bothering you? I see you're worried about something?

Tom replies after a moment:

Tom: I'm having a bad time recently, I didn't pass math, I had a fight with Jacob, Eva had something to complain about, but I don't even know what... a lot of it all at once... sometimes my head is bursting from these problems... I feel like running away and hiding somewhere... so that no one would find me and would not want anything from me anymore...

Mark carefully listens to his colleague's confessions, nods with understanding... When Tom stops talking, after a while Mark adds:

Mark: I understand you perfectly, I also often feel that everything is beyond me... it's difficult... sometimes even very much... then nothing helps...

The boys walk for a long time and slowly move away from the stage.

Scene 6

Tom enters the house. Mum invites him to dinner.

Mum: Oh, good you're here! Sit down and eat!

Tomek (while eating): These sandwiches are good, they taste much better to me than before! Thanks mum!

He eats, goes to bed and falls asleep.

Scene 7

The next day Tom takes the drums and goes to music lessons. He meets Adam.

Tom: Hey Adam, let's go! Lately I've forgotten how fun it is to play the drums. I must have missed it! Mark will also join us, he also wants to learn to play this instrument...

Adam: Great! I see you're better now!

Tom: Much better, I'm feeling downright splendid! Mark is a true friend! He listened to me... but did not advise anything... He did not dismiss me, but patiently supported me with his mere presence! He gave me the feeling that he really understood me! It's called a truly empathic friend! You must meet him!

Boys meet Mark! They greet each other, pat each other on the back and leave the stage smiling.