



# GLC: EMPATHY



Co-funded by  
the European Union

Romanian  
Angel Appeal

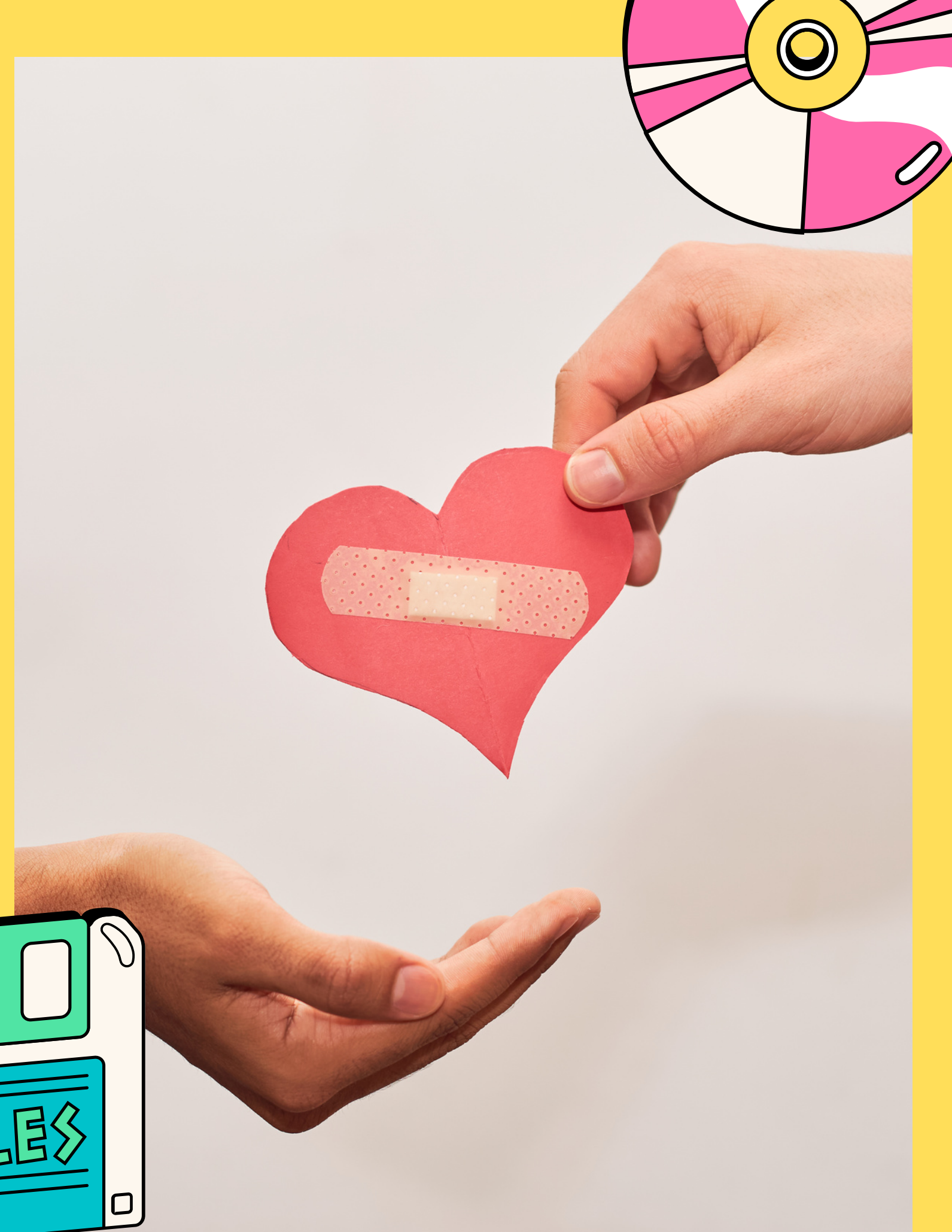
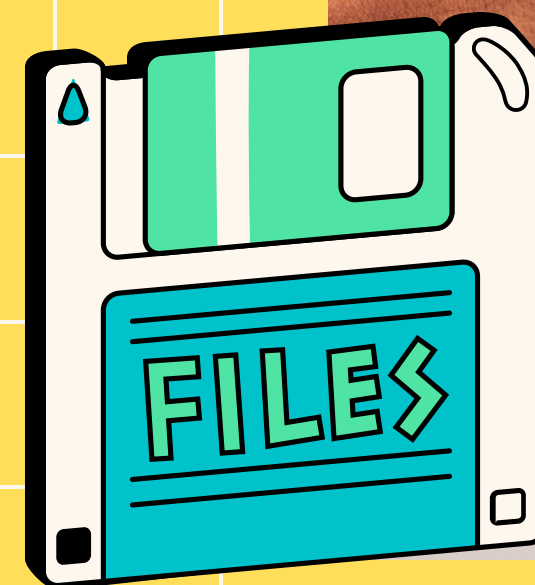
WUS  
med

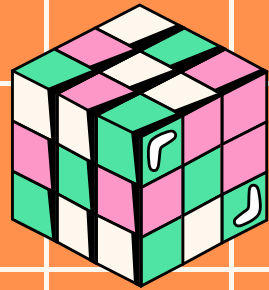
IPS  
Instituto  
Português de Saúde



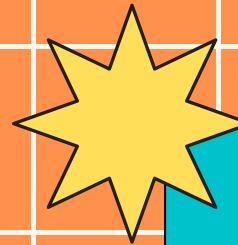
Produções Fixe  
Formação / Coaches  
Criação de Jogos Educativos

BLUE  
ROOM  
INNOVATION





# KEY COMPETENCES



**CREATIVITY**



**CRITICAL  
THINKING**

**DIVERSITY**

**EMPATHY**

**EMPLOYABILITY**

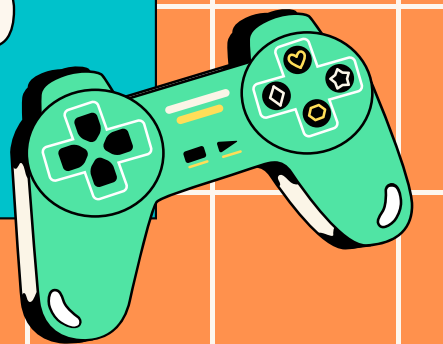
**GREEN**

**LEARNING**

**MENTAL  
HEALTH**

**TEAM  
WORK**

**VALUES**



# THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.

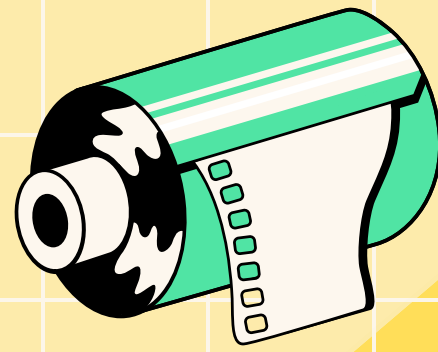
The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

‘gamED: Gamification for Developing Essential Competences in Youth Work’ is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.

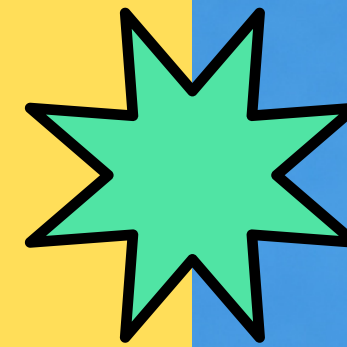
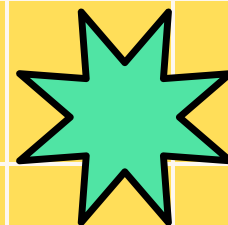




# EMPATHY

This Gamified Learning Content booklet focuses on Empathy. It is an exciting introduction in translating 'empathy' into concrete actions and an exploration on how to grasp more concretely the meaning of this value and competence. We, with a little mutual support, are able to start learning empathy early in our lives. And that is good news! It contributes towards creating a healthier and more meaningful life.

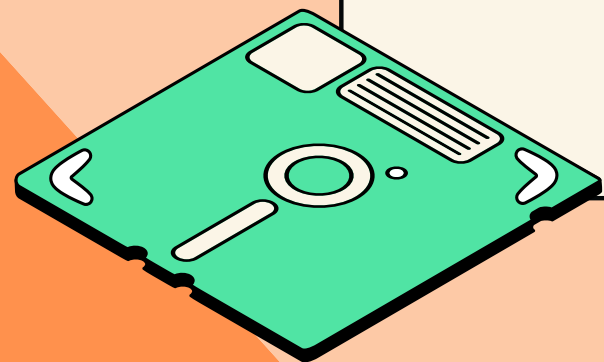
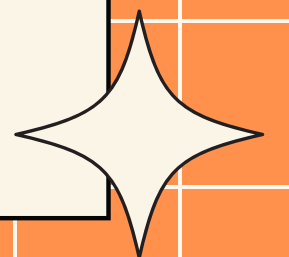
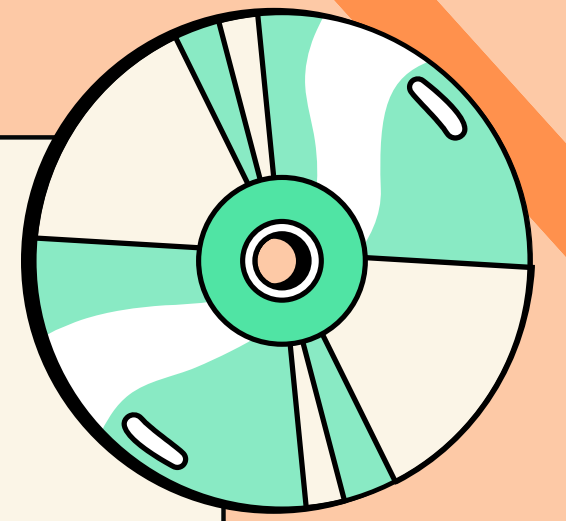
According with on-line Merriam-webster dictionary (2021), empathy is the action of understanding, being aware of, being sensitive to, and indirectly experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner (<https://www.merriam-webster.com/dictionary/empathy>).

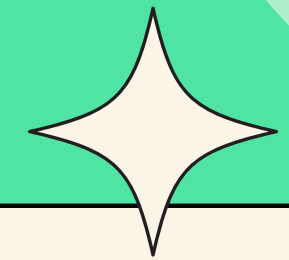


Empathy is considered as an umbrella concept which contains a cumulum of personal experience which influences our perceptions about others from a cognitive perspective (thinking about the perspective of others) and also from an emotional/affective perspective (understanding and reflecting about the vulnerabilities and emotional reactions of others) (Pfattheicher et al., 2020; Janssen, 2012; Shamay-Tsoory, 2011).

For easier understanding, one can describe empathy as the ability to understand what others feel, what is another person's perspective about situations, actions, people. Traditionally, empathy is an ability to step into the shoes of another person. The purpose of empathy is to give a better understanding of people about social and personal relationships in order to have a better social functionality and interpersonal relationship. Empathy is more than being sympathetic or compassionate, it is the ability to experience yourself, using the power of imagination, what other people feel in various situations (sometimes beyond our previous experience). Empathy supports building our natural tendencies and strengthens our capacity to care about others. It is an important element in fostering emotional intelligence. Often, empathy is understood through the idea of putting yourself in the shoes of the other person.

As a complex skill (Goleman, 2019), empathy is a mix of other specific skills and it is in interconnections with abilities as: understanding others (cognitive empathy), support others to grow and develop themselves, accepting diversity, managing and understanding emotions, being in a emotional connections with others (emotional empathy); being assertive, being able to work in teams, being willing to help others (compassionate empathy), finding a meaningful and rewarding personal and professional life.





The following proposed exercises explore empathy in a very practical manner. Empathy is much more than a fashionable word, it is concrete and practical action. It is a valuable competence which enriches our living together, and eventually leads to a 'better living together'. Empathy is therefore not a 'natural born competence', it is a conscious act which can be practised and grown.



# EMPATHY ACTIVITIES

WHAT IF I WILL BE..



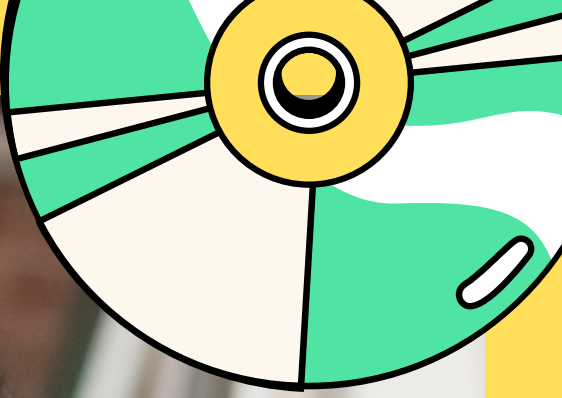
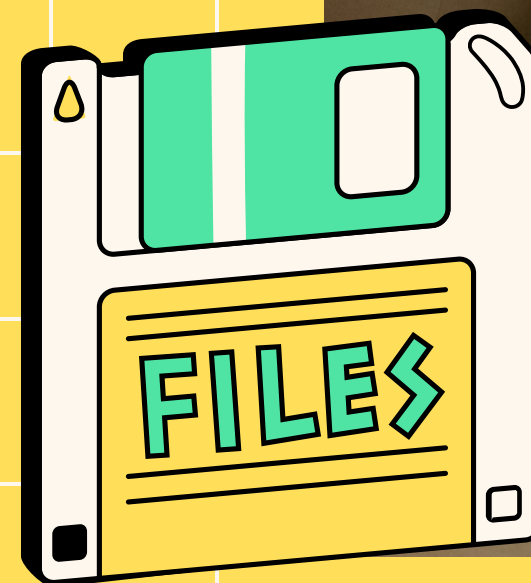
FEELING  
COLLAGE





# WHAT IF I WIL BE...

Get into different shoes







## DURATION

30 - 40 minutes

## GROUPSIZE

Between 5 to 15 people

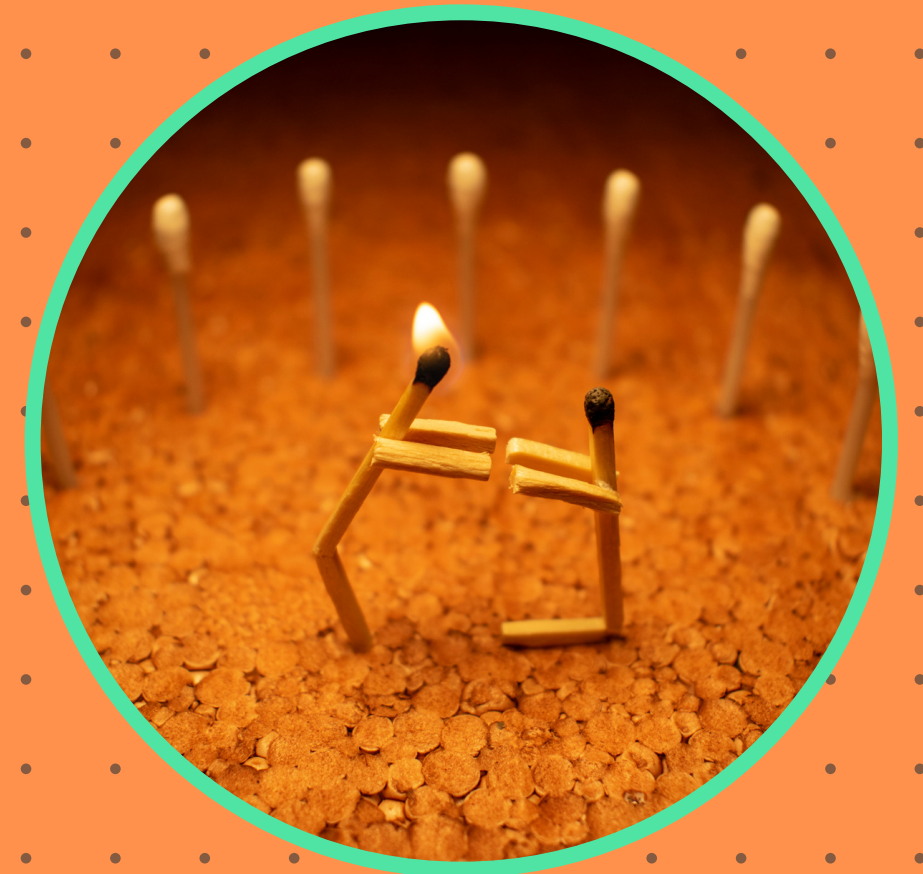
## COMPLEXITY LEVEL

Moderate to difficult



## OVERVIEW

This activity supports participants to experiment and experience specific emotions for a different life perspective, it encourages them for a better understanding of the feelings and behaviours of others. Additionally, it can be a good point to make participants aware about the impact of our messages upon others in different social or communication contexts.



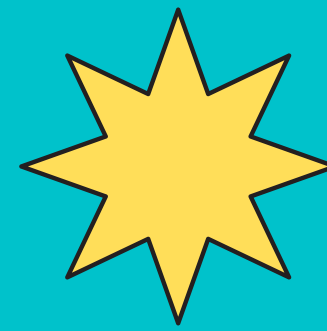
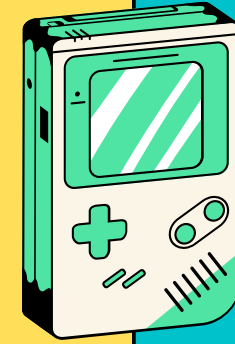
# OBJECTIVE

As youthworker, you can use this activity to

identify personal feelings in possible life situations

experience the perspective of others about  
other people's life experiences

share with others personal feelings and emotions



# MATERIALS



**ADHESIVE TAPE**



**PRINTED OR WRITTEN PAPERS  
(PREPARE BEFOREHAND)**



# STEP BY STEP

1

Everybody in the group is part of the activity, but 5 to 6 people will have a specific role. Ask for 5-6 members of the group to be volunteers for this.

2

After this, stick a piece of printed paper on the back of each volunteer. Make sure they cannot identify the written word themselves yet.

3

The papers can have different professions, religions, people facing economic difficulties, people with glasses etc. (it is preferable to have words with labelling potential). Choose the labelling words according with particularities of members of the group (age, cultural specificities etc);

4

The group is invited to walk around and interact with each other, and with the 'labelled people' according to their label, without clearly mentioning what is written on the paper.

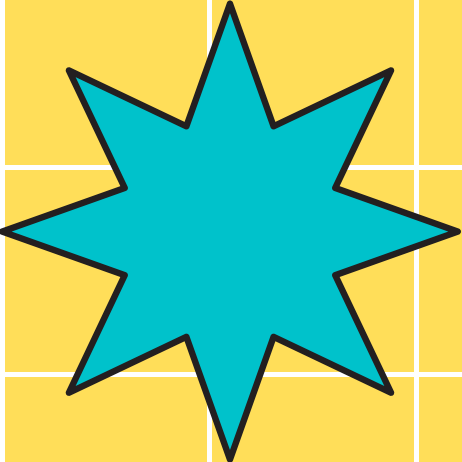
5

After 3-5 minutes the walk will be stopped and labelled people will try to identify what is written on their paper.

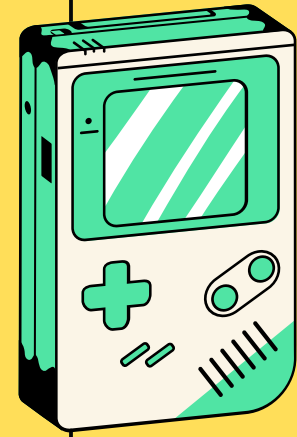
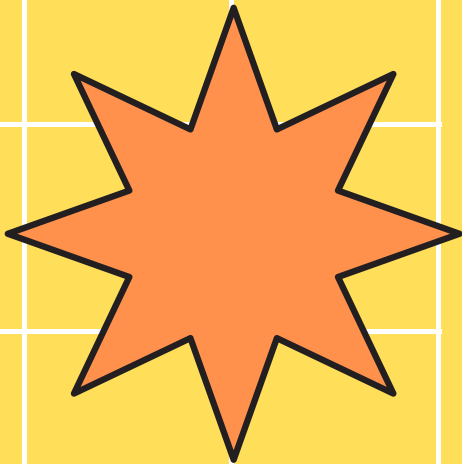
6

Inform all the participants that this was only an activity, a role play and all behaviours were a part of the game.





# DEBRIEFING EVALUATION



ASK THE GROUP TO SIT IN A CIRCLE, SO  
EVERYONE CAN SEE AND HEAR EACH  
OTHER. START DEBRIEFING

How did you feel about this activity? Was there anything that surprised you?

Ask all the 'labelled people' to share how they felt during and at the end of the activity?

What do they think of other participants' behaviour?

Ask the 'non labelled participants' to express their feelings generated by the activity.

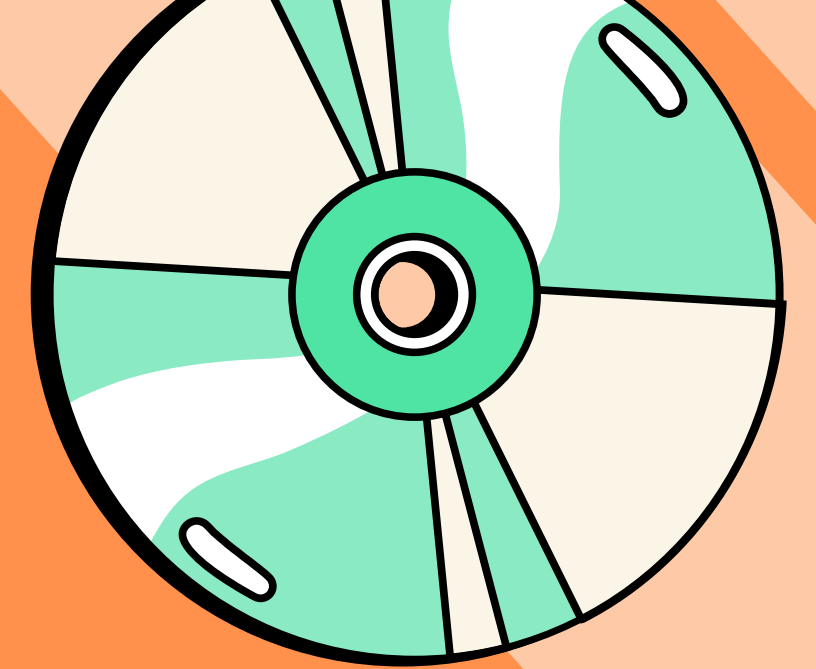
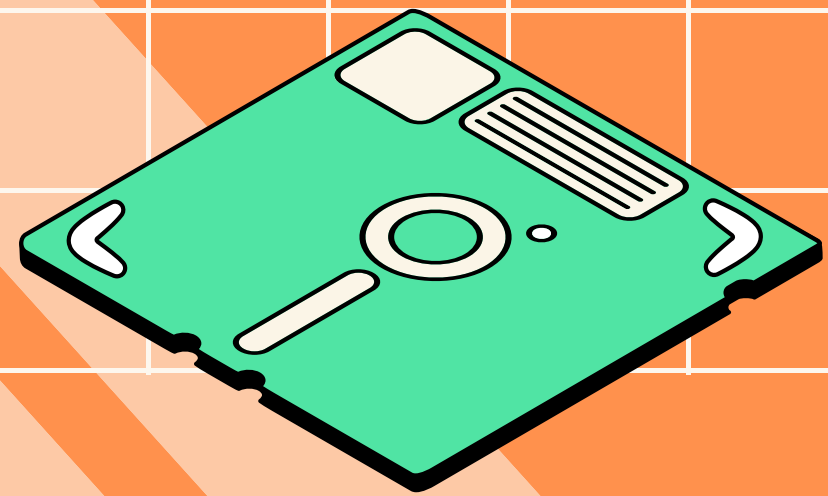
Invite the participants to reflect how they believe that in real life persons at risk of being labelled or marginalised would experience this.

Ask if anyone wishes to share a personal experience of situations when they felt treated by others with a lack of empathy.

Underline the meaning of Empathy and highlight the importance of these interactions and interrelations between humans.

- Emphasise that empathy can be further built on pro-social values and attitude, emotional awareness, prospective and anticipatory thinking etc.





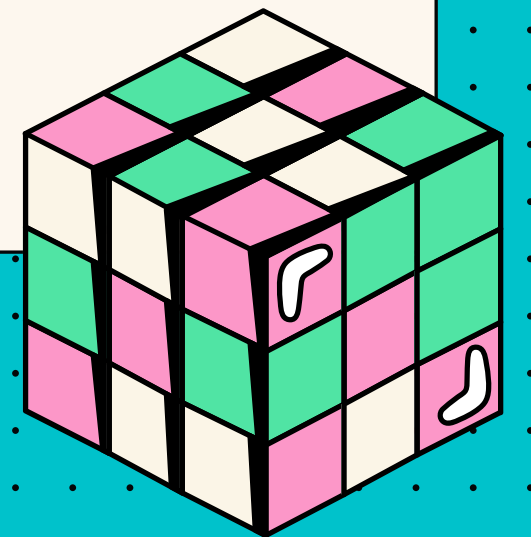
# POSSIBLE ADAPTATIONS ✨

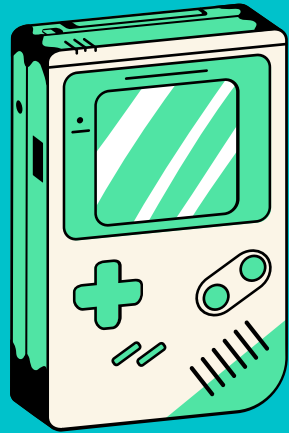
Dramatisation and “labelled participants” can be actors and “non labelled” can be spectators who, during the activity itself, make different remarks.

According to the age of participants or their social situation, choose carefully the label-words, or opt for a more metaphorical approach. If necessary and beneficial, the facilitator can become part of the “game” and act as a participant.

As a facilitator, stay focused on the process. It is important to keep in mind stereotype words and stereotyped behaviours manifested by participants during the activity. These observations are valuable during the debriefing phase (for example: participants can be asked if a specific behaviour shown during the activity was empathetic or not).

# TIPS FOR FACILITATOR





## SUGGESTIONS FOR FOLLOW UP

Participants can keep a personal Reflective Journal which maps their life situations where they feel a need for others' empathy. Additionally: when, where and how they think it is important to manifest as an empathetic person.

## IDEAS FOR ACTION

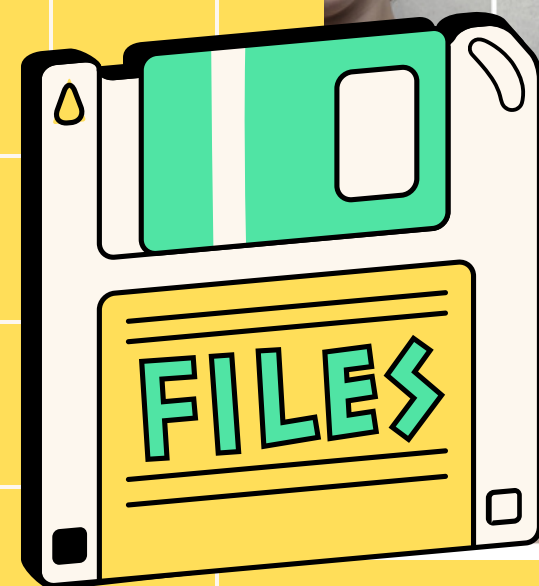
This type of exercise can be used for improving group communication, understanding importance and the values of respecting diversity. It can be useful to facilitate understanding other people's feelings in various life situations. It can be used in your youth group or classroom, up to a professional training.





# FEELINGS COLLAGE

Understanding and sharing feelings







## DURATION

45-50 minutes

## GROUPSIZE

Minimum 3 participants

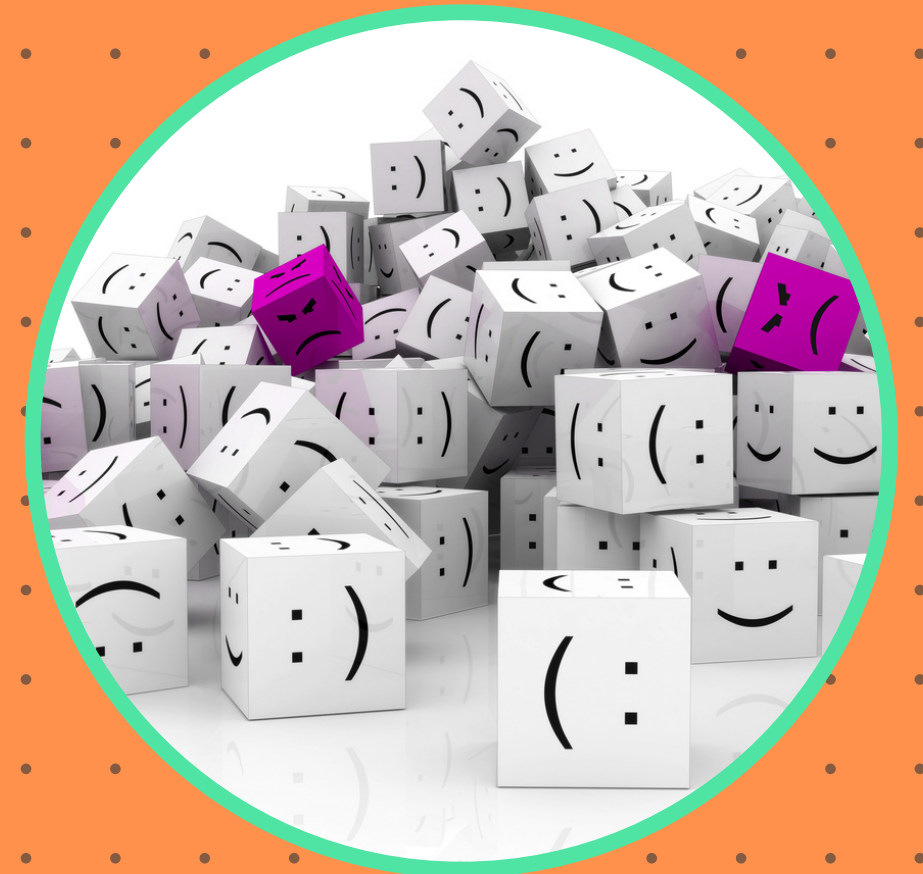
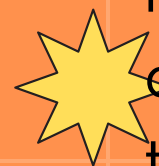
## COMPLEXITY LEVEL

Moderate



## OVERVIEW

This is a fun activity for young people or adults in different settings such as a youth group, classroom, workshop, especially if some people are rather shy and might have difficulty acting out their emotions in front of others. A collage of feelings can be done by using magazine papers, pictures and images, phrases, words, symbols, colours. The participants are encouraged to elaborate on the details of what they noted regarding the person's facial expression, their body language, or the context of the photo or illustration. At the end a gallery tour is done and a debriefing closes the activity.



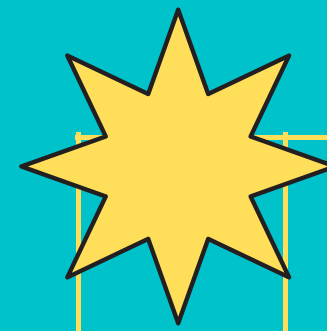
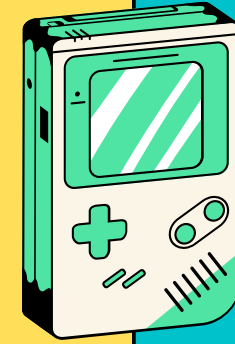
# OBJECTIVE

As youthworker, you can use this activity to

Identify feelings in different life situations.

Sharing personal feelings.

Encourage listening to the perspective of others  
about feelings and experiences



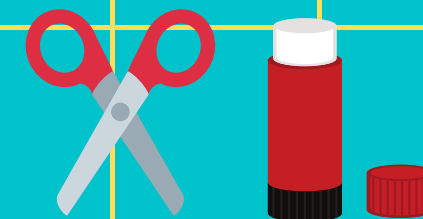
# MATERIALS



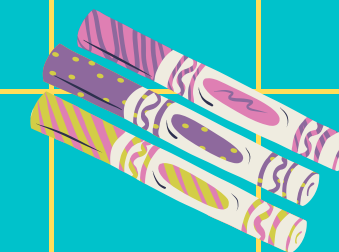
**A BIG STACK OF  
MAGAZINES,**



**POSTER BOARD OR  
CONSTRUCTION PAPER**



**SCISSORS & GLUE**



**MARKERS**



# STEP BY STEP

Create groups of 3 to 5 people;

1

Place all the materials in the middle of the room, so all groups can have easy access to it

2

Invite participants to cut pictures and other parts from the magazines of people expressing any kind of feeling, and explain that these images are meant to build a “feelings collage.”

3

Hand out markers and ask the groups to label each picture in their collage with a feeling word;

4

Finalise the collage and invite each group to add a title to their feeling collection;

5

Ask the groups to hang their collage on a wall in the room, in order to create a gallery with all the collages.

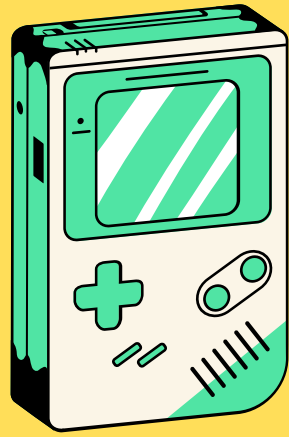
6

Give some time for each one to visit the other collages. If time allows, ask each group to explain in front of the others their ‘feelings art collage’.

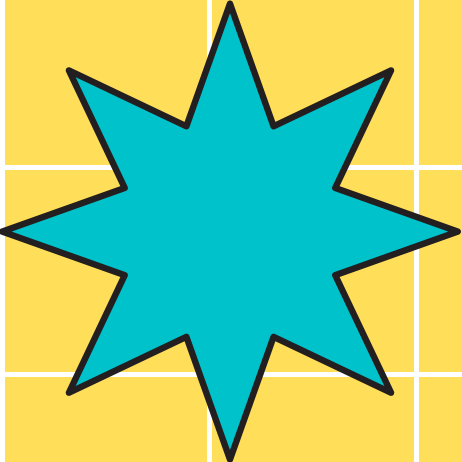
7

Start the debriefing of the activity.

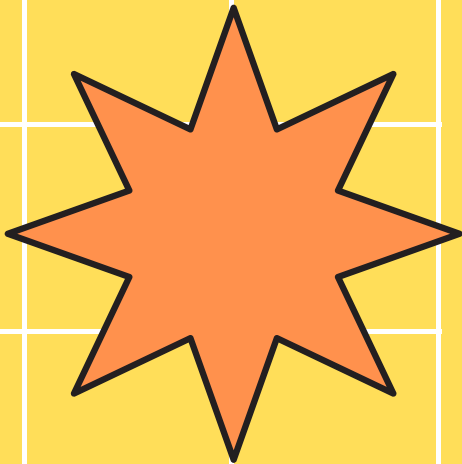
8



FOLLOWING QUESTIONS CAN BE  
ASKED IN THE SUGGESTED ORDER.



# DEBRIEFING EVALUATION



How was this activity for you?

What were easy parts, and which ones were harder or more  
difficult to deal with?

Which are the main feelings described?

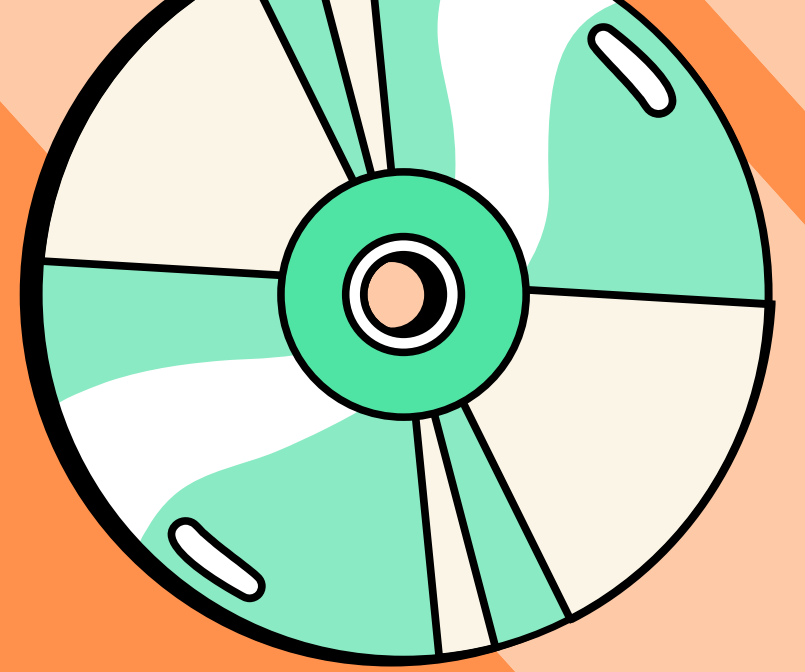
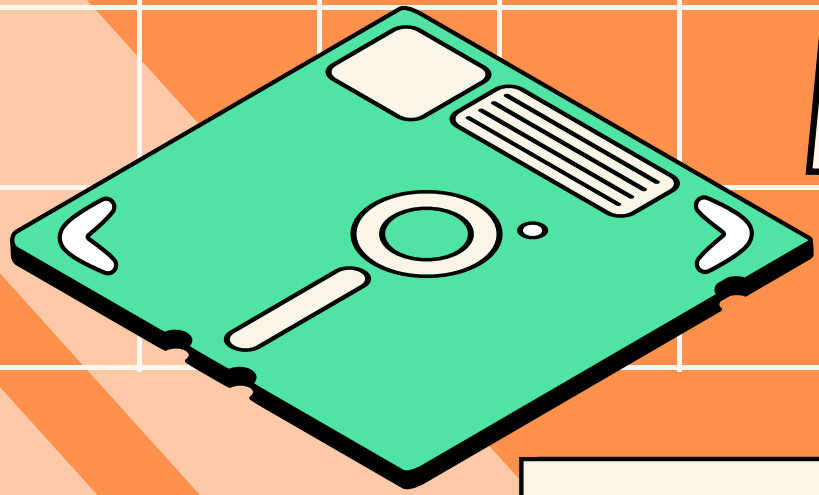
Which cues could support such conclusions?

What could be reasons that explain the importance of knowing  
and understanding someone else's perspective?

What do you take out of this activity as a learning for  
yourself?



# POSSIBLE ADAPTATIONS



Create a collage of feelings together. Do this on a timeline with different days, weeks or months. E.g. the first 6 months of being together (as a youth group, class, team etc).

Create a colour code, where each different colour symbolises a certain feeling. Invite everyone to 'colour' their different feelings after an activity, or a day.

Encourage participants to communicate with each other.

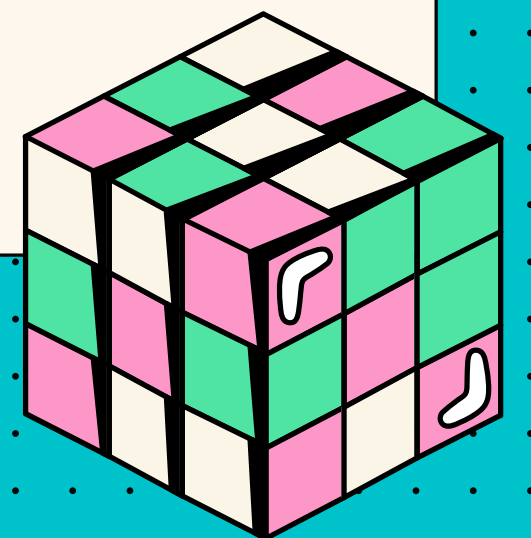
Support the young people to express freely their opinion,  
and make sure this is respected by the others.

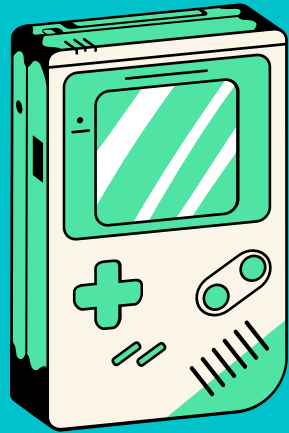
Encourage creative thinking and support 'thinking out of the  
box'.

Facilitate an active listening process within the group.

Promote sharing ideas and personal views in the group.

# TIPS FOR FACILITATOR





## SUGGESTIONS FOR FOLLOW UP

Ask the participants to think about how in reality they use the personal feelings and how we react to the other feelings.

## IDEAS FOR ACTION

Giving the right challenge to the group and stimulating curiosity, building the activity in order to think as being in the other shoes. Invite each participant to analyse their own biases that interfere with the ability to listen and empathise with others.

