



Project DITEAM12

Diverse and Inclusive teams for children under 12

Empathy: School for parents



Asociación
Mi Hijo y Yo



European
Paralympic
Committee

PEDAGOŠKI INŠTITUT



SCHOLA EMPIRICA

NEORMA
PSICOLOGIA Y DEPORTE



Take a few minutes and think about the following questions

- What is empathy?
- Why is empathy needed?
- How do I benefit from it?
- How does my child benefit from it?
- How can I be more emphatic?
- How can I help my child be more emphatic?
- How can we express empathy?



What will you learn today?

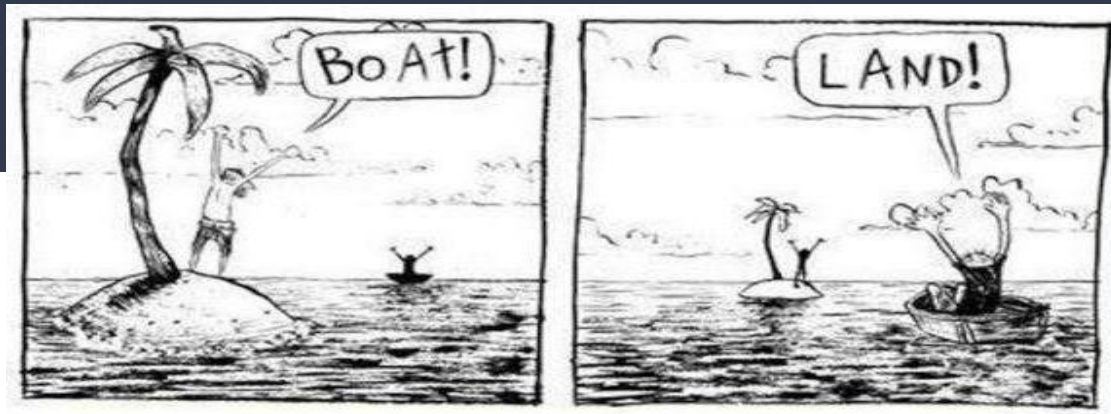
- What is empathy?
- Why is empathy needed?
How could children/ parents/ coaches benefit from this competence?
- How can empathy be achieved/improved?

What is empathy?



“Empathy is an emotional response (affective), dependent upon the interaction between trait capacities and state influences. Empathic processes are automatically elicited but are also shaped by top-down control processes. The resulting emotion is similar to one’s perception (directly experienced or imagined) and understanding (cognitive empathy) of the stimulus emotion, with recognition that the source of the emotion is not one’s own.”

(Cuff et al., 2016, p. 150)



It's the ability to understand another person's thoughts and feelings in a situation from **their point of view**, rather than your own.



Empathy enables us to perceive similarities between ourselves and others and allows us to understand others and feel connected to them.



Two dimensions



EMOTIONAL EMPATHY

is a response in which the perceived, imagined, or inferred emotional state of others produces a similar emotion in the observer. This emotion is normally more compliant with another's position than one's own.

(Hoffman, 2008)

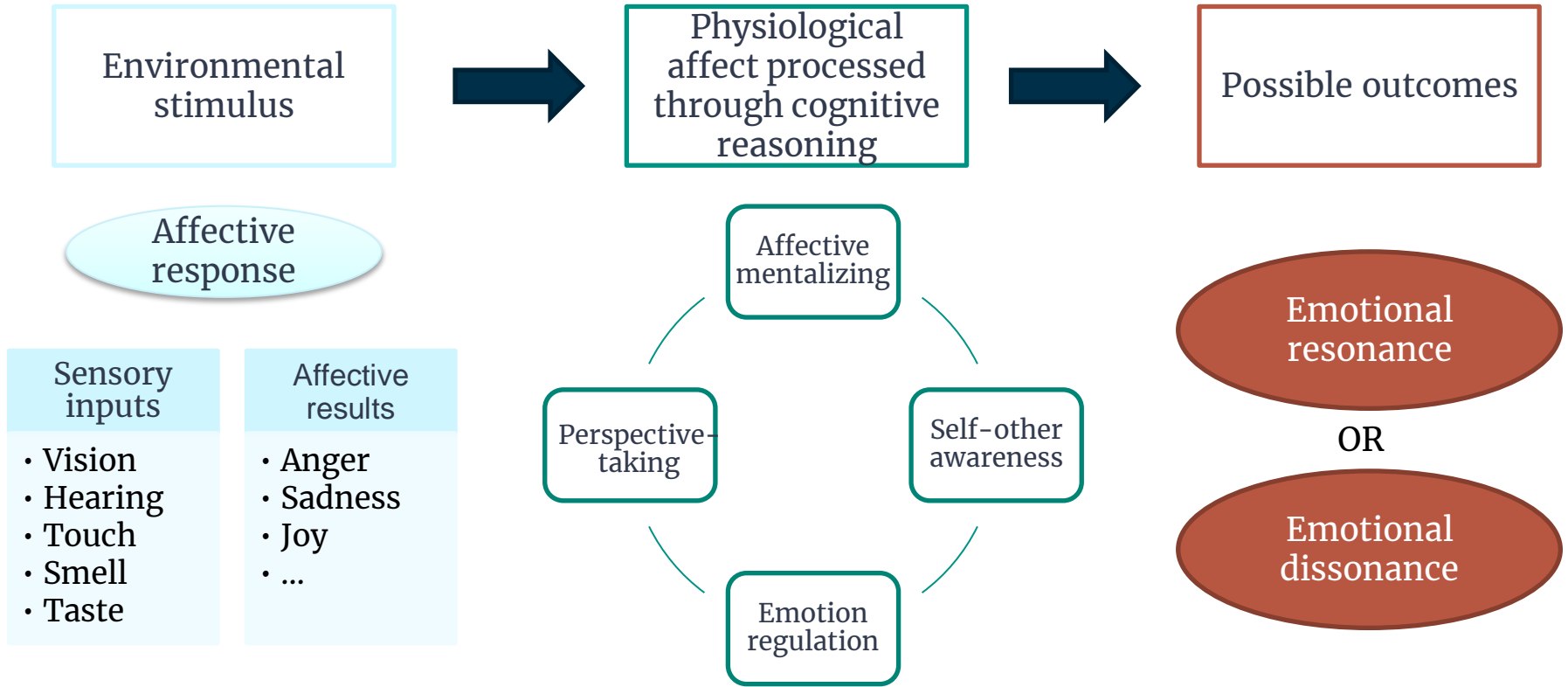


COGNITIVE EMPATHY

the ability to understand other person's' emotions or perspectives via accurately identifying the state (e.g., thoughts and feelings) of others without necessarily implying that the empathiser shares this affective state him/herself'

(Eisenberg et al., 2010)





Why is empathy needed? How could children/ parents/ coaches benefit from this competence?

Due to the rapid and automatic connection with the emotional states of others it has an important role in:

Social interaction (de Wall, 2008),

Moral development (Hoffman, 2000),

Intercultural competencies (Deardorff, 2006),

Emotional intelligence (Goleman, 2008)

Creating a positive and inclusive climate
(Zorza, 2015)

Reducing aggression
(Batanova and Loukas, 2016)

Reducing prejudice (Miklikowska, 2018)

...





How can empathy be achieved/improved in my child?



Provide opportunities for your child to gain social awareness of others, to understand how others are dealing with their current situation, and teach them how to be **respectful** of others' perspectives.

Educating for empathy is not about using a toolkit or a one-off program; it requires **ongoing**, embedded work guided by strong **leaders** who are **empathetic** themselves (parents, coaches...).

Principles of Effective Empathy Education



1. Ongoing:

Educating for empathy is not a one-time lesson, but a continual focus.

2. Woven-In:

Empathy competencies are integrated into content and interactions, not tackled on.

3. Meaningful:

Instruction is authentic, touches the heart and mind, and stretches "me" to "we."

4. Internalized:

The goal is for children to adopt empathy competencies as lifelong habits.

5. Child-Centered:

child' needs drive the lessons and experiences.

6. Respectful Relationships:

Empathy breeds in a culture of respect and caring.

7. Empathic Leadership:

Empathy is modelled and expected



9 ways to help understand and embed empathy into a daily practice

Emotional literacy	Help children be able to read emotions; in self and others
Moral identity	Help children define themselves as people who value others
Perspective taking	Help children step into another's shoes – cognitively or literally
Moral imagination	Help children imagine what others can be experiencing, using books, movies, cartoons
Self-regulation	Help children be able to keep their emotions in check
Practicing kindness	Help children be kind. Each kind act nudges kids to notice others
Collaboration	Help children to work together on common goals that can help them make that crucial shift from "me" to "we"
Moral courage	Help children find the inner strength that motivates them to act on their empathetic urges and help others despite the potential consequences, i.e. bullying
Growing changemakers	Help children understand they can improve their world by taking action



Pathways to empathy

1. Emotion RECOGNITION

- Being aware of/acknowledge them
- Naming
- Recognizing clues (situation, non-verbal and verbal)

2. UNDERSTANDING and RESPONDING to emotion

- Perspective taking
- Emotion regulation
- Empathic listening



Pathways to empathy

1. Start by helping the children be aware of their own emotions and thoughts

Tip: Mindfulness exercises ([English version](#), [Slovene version](#))

2. Help them be aware of and understand others' emotions and thoughts

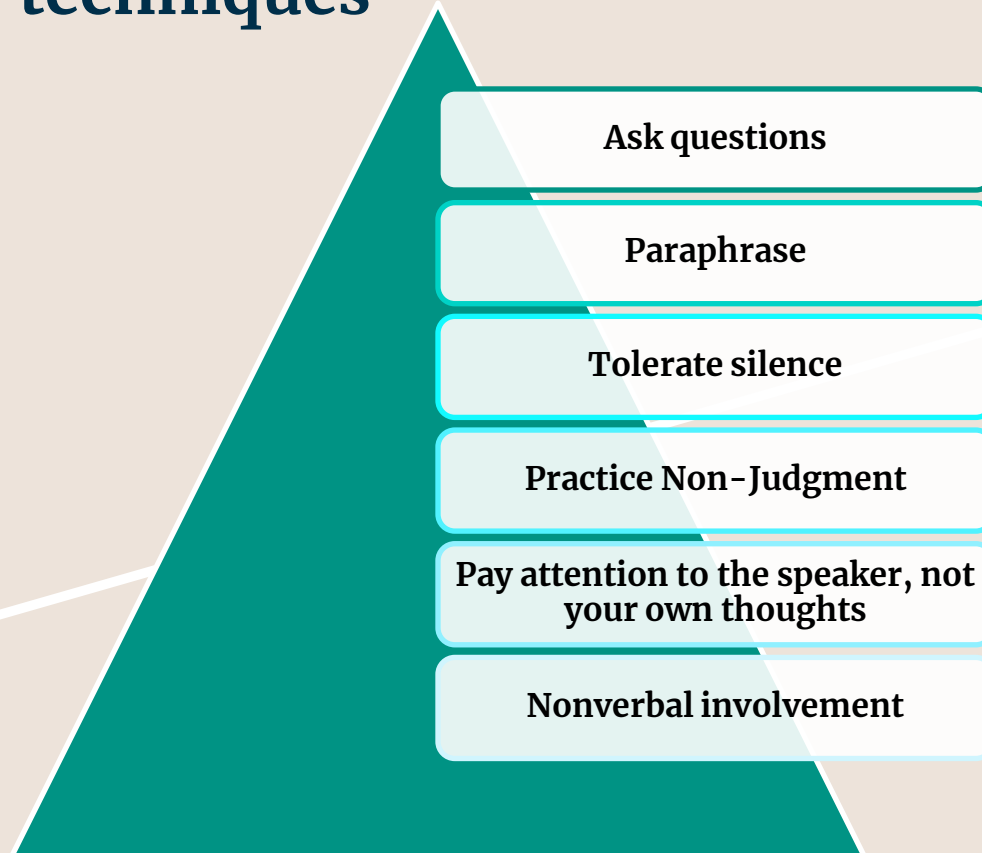
Tip 1: Encourage active/empathic listening

Tip 2: You can use books or movies to increase perspective-taking by talking to your child about (his favorite) characters. Ask him*her „how would you feel in the given situation“?

(reading suggestion: **Wonder**; a children's novel by Raquel Jaramillo, providing a life lesson about how to deal with people who appear to be different)



Active/empathic listening techniques





Activities

Activities to achieve empathy



„Empathy bingo“

Learn about different ways one can respond in situations and how it differs from an empathic response

On the next slide is a list of different types of responses that are common during interactions and examples of dialogues

Use a blank paper and try matching them together

1	A:	I'm anxious about getting to the airport on time.
	B:	I'll drive you.
2	A:	Check out this bruise from my fall down the stairs.
	B:	That's tiny, look at what I got when I was hit by a bike.
3	A:	I couldn't get a taxi for hours last night and had to walk home at 5 am.
	B:	That sounds like the time when...
4	A:	I feel terrible that my student failed his exam.
	B:	You're not to blame, you're a brilliant tutor.
5	A:	The dentist told me I need to have very painful root canal surgery.
	B:	Oh man, that's terrible.
6	A:	I can't get my mom to listen to my point of view.
	B:	What's the problem, exactly?
7	A:	My boss has cut my pay.
	B:	Buck up, let's play some pool.
8	A:	I don't know anybody at my new college.
	B:	See it as a chance to develop your social skills.
9	A:	I'm annoyed because you left the kids waiting an hour after school.
	B:	That's only because the traffic was terrible...
10	A:	I can't understand where all my money goes after I get paid.
	B:	I reckon you should create a budget.
11	A:	I think your essay about the greenhouse could be improved.
	B:	It was about a glasshouse, not a greenhouse.
12	A:	My whole house is flooded and everything in it is soaked.
	B:	Do you feel stressed out and in need of some support?

Read the dialogues and find the matching response (first one is already listed)

	Consoling
1	Fixing It
	Explaining
	One-Upping
	Interrogating
	Storytelling
	Correcting
	Empathizing
	Sympathizing
	Educating
	Shutting Down
	Advising



Check your answers

4	Consoling
1	Fixing It
9	Explaining
2	One-Upping
6	Interrogating
3	Storytelling
11	Correcting
12	Empathizing
5	Sympathizing
8	Educating
7	Shutting Down
10	Advising

„Empathy charades“

Pick an emotion and express yourself in a way that others will guess which one it is.

SHY

IRRITATED

GRATEFUL

SADNESS

JOY

SURPRISE

TRUST

DISAPPOINTMENT

JEALOUSY

PRIDE

FEAR

SHAME

PITY

LOVE

CONFUSION

RELIEF

You can also do this activity with your child (Pick basic emotions, such as anger or surprise for younger children) and in combination with pictures. Download „Emotion-cards“ here:
https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-Blank.pdf



Good Practices

Examples of good practices in
achieving this competence

SEE THE ABILITY!

A WORKSHOP (FOR EVERYONE)



Overview

A practical activity to encourage empathy with people with disabilities.

Among the issues addressed are:

- The obstacles disabled people face in integrating into society
- Perceptions of the rights of the disabled as basic human rights

120 minutes

See more:

<https://www.coe.int/en/web/compass/see-the-ability->



„Settle Your Glitter“ – A tool for helping kids (and adults) learn to calm down

Instructions:

„Look at the glitter jar. It is like your brain. Now shake it up! This is your brain when you are really excited, scared, angry, happy, sad, or feeling any BIG emotion. Wow! Look at all that glitter. It is hard to see clearly. Do you think that when our brains are like this that we are able to make good decisions? Do you think we are able to learn and use our brains when there is glitter everywhere?

So, what do we need to do? (The kids will say, “Let the glitter fall!”) That’s right, we need that glitter to settle. Let’s hold it really steady. Let’s take some breaths together. Breathe in. Breathe out. Wow, look at the glitter settle at the bottom. Now let’s look through. Can you see to the other side? Do you think our brains are ready and able to learn now? Take a look and see that the glitter is still there. Our big emotions don’t just go away. We still carry them with us. But now we know how to settle our glitter and get our brains thinking clearly. Now we are ready to do our best thinking!“



Think/ Practice!

1. The ability to be emphatic can be increased.

True or False

2. Empathy and sympathy are the same thing.

True or False

3. What is lacking when people get personally distressed instead of experiencing empathy?

a.) Emotion regulation

b.) Perspective taking

c.) Empathic accuracy

4. Some people do not feel/express empathy.

True or False



Think/ Practice!

5. Name the two most commonly distinguished dimensions of empathy:

- a.)
- b.)

6. Empathy can be used to reduce prejudice towards outer groups.

True or False

7. Name the most common techniques used in active listening.

A dark blue pyramid graphic is positioned on the right side of the slide. Six white, rounded rectangular input boxes are stacked vertically on top of the pyramid, each containing a letter from 'a)' to 'f)' in a dark blue font. The boxes are intended for the user to provide answers to the questions listed on the left.

a)

b)

c)

d)

e)

f)



Answers

1. **True**
1. **False** (See more: Empathy vs Sympathy: <https://www.youtube.com/watch?v=KZBTYViDPIQ> (2:53))
1. **a.) Emotion regulation**
1. **True** (for example: people with a psychopathy disorder are lacking the emotional dimension of empathy, while they can be masters of the cognitive one – putting themselves in the perspective of others helps them manipulate people)
1. **Emotional and cognitive empathy**
1. **True**
1. **Ask questions, Paraphrase, Tolerate silence, Practice Non - Judgment, Pay attention to the speaker, not your own thoughts, Nonverbal involvement**



Further resources - videos

Empathy in Sports: <https://www.youtube.com/watch?v=6b9V-8yFH9I> (6:07)

Empathy in digital age: <https://www.youtube.com/watch?v=gzhkn9BnRmU> (15:29)

An experiment in gratitude: <https://www.youtube.com/watch?v=oHv6vTKD6lg> (7:13)

The illusion of rudeness:

https://www.ted.com/talks/richard_burnell_the_illusion_of_rudeness_the_myth_of_respect (8:03)

Simon Sinek on empathy: <https://www.youtube.com/watch?v=IJyNoJCAuZA> (14:18)



Further resources - workshops

A Toolkit for Promoting Empathy in Schools:

<https://www.ashoka.org/media/23588/download>

BE FEARLESS BE KIND: AN EMPATHY TOOLKIT:

https://adayinourshoes.com/wp-content/uploads/2016/11/Ashoka_empathy_toolkit_fromRulesofKindness.pdf

Empathy, Listening Skills & Relationships:

<http://learninginaction.com/PDF/ELSR.pdf>

Indiana Department of Education PK-12 Social-Emotional Learning Competencies: Built Upon A Neurodevelopmental Culturally Responsive Framework.

<https://www.doe.in.gov/sites/default/files/sebw/sel-competencies-final.pdf>

Hand in Hand Programme for students: [https://handinhand.si/wp-](https://handinhand.si/wp-content/uploads/2020/06/HiH_student-program_FINAL_2020.pdf)

[content/uploads/2020/06/HiH_student-program_FINAL_2020.pdf](https://handinhand.si/wp-content/uploads/2020/06/HiH_student-program_FINAL_2020.pdf)

....



What have you learnt?

- What is empathy?
- Why is empathy needed?
- How can empathy be achieved/improved?

Sources



- Batanova, M., & Loukas, A. (2016). Empathy and effortful control effects on early adolescents' aggression: When do students' perceptions of their school climate matter? *Journal of Applied Developmental Science*, 20 (2), 79–93. <https://doi.org/10.1080/10888691.2015.1067145>
- Borba, M. (2018). Nine Competencies for Teaching Empathy. *Educational Leadership*, 76(2), 22–28.
- Cuff, B. M., Brown, S. J., Taylor, L., & Howat, D. J. (2016). Empathy: A review of the concept. *Emotion review*, 8(2), 144–153.
- Davis, M. H., Conklin, L., Smith, A., & Luce, C. (1996). Effect of perspective taking on the cognitive representation of persons: A merging of self and other. *Journal of Personality and Social Psychology*, 70(4), 713–726. <https://doi.org/10.1037/0022-3514.70.4.713>
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10(3), 241–266.
- de Waal, F. B. M. (2008). Putting the altruism back into altruism: the evolution of empathy. *Annual Review of Psychology*, 59(1), 279–300.
- Eisenberg, N., Eggum, N. D., & Di Giunta, L. (2010). Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review*, 4(1), 143–180. <https://doi:10.1111/j.1751-2409.2010.01020.x>
- Eisenberg, N., Fabes, R. A., Murphy, B., Karbon, M., Smith, M., & Maszk, P. (1996). The relations of children's dispositional empathy-related responding to their emotionality, regulation, and social functioning. *Developmental Psychology*, 32(2), 195–209. <https://doi.org/10.1037/0012-1649.32.2.195>
- Hoffman, M. L. (2000). *Empathy and moral development: Implications for caring and justice*. Cambridge University Press.
- Hoffman, M. L. (2008). Empathy and prosocial behavior. In L. Felman Barrett, M. Lewis, & J.M. Haviland-Jones (Eds.), *Handbook of emotions* (3rd ed.) (440–455). The Guilford Press.
- Miklikowska, M. (2018). Empathy trumps prejudice: The longitudinal relation between empathy and anti-immigrant attitudes in adolescence. *Developmental Psychology*, 54(4), 703.
- Ohlin, B. (2021). Active Listening: The Art of Empathetic Conversation. Retrieved from: <https://positivepsychology.com/active-listening/> (19.04.2021)
- Segal, E. A., Gerdes, K. E., Lietz, C. A., Wagaman, M. A., & Geiger, J. M. (2017). *Assessing empathy*. Columbia University Press.
- Zorza, J. P., Marino, J., & Mesas, A. A. (2015). The influence of effortful control and empathy on perception of school climate. *European Journal of Psychology of Education*, 30(4), 457–472.



Pictures

Slide 5:

<https://medium.com/@axe1/perspective-taking-empathy-and-social-media-90224daacedb>

<https://www.nytimes.com/2018/12/10/well/live/how-to-foster-empathy-in-children.html>

Slide 6:

<https://www.psychologytoday.com/ca/blog/the-athletes-way/201512/your-brain-can-learn-empathize-outside-groups>

Slide 10:

<https://www.lollydaskal.com/leadership/how-to-be-an-empathetic-leader/>