**IO1 – Resource 3**

**“Empathy. Emotional & Social Intelligence Educator’s Friend”**

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**3.1. Empathy**

**3.1.1 Background, concepts (what is empathy and what is not) and different types of empathy (affective, cognitive and somatic)**

Empathy is the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

According to the Merriam Webster dictionary: “The action of understanding, being aware of, being sensitive to, and vicariously 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](https://www.merriam-webster.com/dictionary/explicit) manner; also **:** the capacity for this”.

Empathy is generally divided into three major types:

* Affective empathy, also called emotional empathy: the capacity to respond with an appropriate emotion to another's mental states. Our ability to empathize emotionally is based on emotional contagion: being affected by another's emotional or arousal state.
* Cognitive empathy: the capacity to understand another's perspective or mental state. The terms cognitive empathy and [theory of mind](https://en.wikipedia.org/wiki/Theory_of_mind) or [mentalizing](https://en.wikipedia.org/wiki/Mentalizing) are often used synonymously, but due to a lack of studies comparing theory of mind with types of empathy, it is unclear whether these are equivalent.

Somatic empathy is a physical reaction, probably based on [mirror neuron](https://en.wikipedia.org/wiki/Mirror_neuron) responses, in the somatic nervous system.

Some tips about Empathy:

* Do not confuse the words empathy and sympathy. Empathy means ‘the ability to understand and share the feelings of another’, whereas sympathy means ‘feelings of pity and sorrow for someone else's misfortune’. Empathy goes far beyond sympathy, which might be considered ‘feeling for’ someone. Empathy, instead, is ‘feeling with’ that person, through the use of imagination.
* Empathy is a skill that can be developed and, as with most interpersonal skills, empathising (at some level) comes naturally to most people.
* While American culture might be socializing people into becoming more individualistic rather than empathic, research has uncovered the existence of "mirror neurons," which react to emotions expressed by others and then reproduce them.
* The benefits of empathy at work and in life: understand the need of your co-workers and customers, better communication as you will see more clearly the perception you create in others with your words and actions, dealing with conflict will become easier, you´ll be able to predict actions and reactions of others which will help to motivate people, it will become easier to convice others of your point of view.
* Empathetic people tend to be more generous and concerned with people’s welfare, and tend to have happier relationships and greater wellbeing.

**3.1.2. How to stimulate empathy of disabled people (practical resources - “strategies, tools, games and emotions-boosting challenges to be applied by educators for their learners”.)**

**Becoming an active listener**

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening skills are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different! This way you will also be able to get closer to the other person and understand hi mor her better.

**Reading more literary fiction books!**

A 2013 study in the uber-prestigious journal Science found that reading not just fiction, but specifically literature, improves a skill called theory of mind, which is basically cognitive empathy: the ability to know what others think, intend, believe, or want.

In the study, participants were assigned to read one of three types of writing: literary fiction, popular fiction, or non-fiction. A fourth thumb-twiddling group was assigned to read nothing at all. After they read, the participants filled out questionnaires that measured, among other things, empathy. And those who read literary fiction did significantly better than those who read genre fiction, non-fiction, or nothing. The researchers thought that literary fiction might win out over genre fiction because genre fiction tends to have more archetypal plot lines and characters than literary fiction, and therefore doesn’t require us to infer or interpret as deeply as literary fiction. In short, with all due respect to James Patterson and John Grisham, genre fiction is more predictable, and therefore requires less of an empathic leap. The complicated characters of literary fiction, on the other hand, might work those empathic muscles more strongly.

**Exercises and games**

**EXERCISE 1 - Challenge yourself to have a deeper conversation with a colleague at work/class**

This week you can start by trying to understand better a person’s point of view or personal challenges. Move past the weather conversation. This doesn’t mean you should ask your colleague about highly personal matters. Start by sharing a little more of your own experiences and perspectives and see if your colleague follows suit.

It’s an excellent exercise to jump in the waters of improving empathy. This singular conversation won’t just be practice; it will lay the foundation for a better working relationship with your colleague. You also might enjoy yourself!

Tips to follow while you speak to the person:

* Think about using his/her name
* Smile
* Practice your active listening: pay attention, show that you are listening, provide feedback, defer judgment, respond actively.

**EXERCISE 2 - Get out of your usual environment**

Travel, especially to new places and cultures, it gives you a better appreciation for others. But you don´t have to go far, sometimes going out our confort zone helps understanding others and confront our fears.

Make a little trip to a neighbourhood of your city you´ve never been before and explore it, get curious and interact with the people.

If you are close to nature get out into it, the feeling of awe when you reach the top of a mountain make you realise how small you are. This will strengthen your tendency towards kindness and can increase your empathy.

**EXERCISE 3 - Please, recite in several ways**

Maximum 8 participants; 10-12 minutes.

Each participant receives a text, preferably as short as possible. He/she has to say it in different ways, with different intonations depending on different emotions - love, gentleness, boredom, hate, disgust, harmony, etc. In front of the group.

Example: The bear sleeps, the bear sleeps, has forgotten hunger for a long time. Bears get out of the lair!

Participants have to say this sentence with various moods: nervous; scared; happy; ecstatic; melancholy; angry; impatient; tear; puzzled; love; dramatic; stammered; dreamer; witty; sleepy; drunk.

They experience what could be felt when they come into someone else's skin, living a certain emotional state.

**EXERCISE 4 - The NAPOLEON technique**

This is an individual exercise; 10-12 minutes.

Pretend that you are someone famous and try to solve a problem from that person's perspective. Your assumed identity may give you new perspectives on the problem. For example, what would Lady Gaga do if she were confronted by your problem? Or Messi? Napoleon? Mother Theresa?

**EXERCISE 5 - Visit to the reality of other**

This is an individual exercise; 10-12 minutes.

It helps to develop the ability to test the reality by teaching participants how to look at a situation through the eyes of other.

Each participant thinks of a conflict he or she has with someone, preferably at the moment. Then he/she tries to explore the situation, as perceived by the other person involved, until he/she understands it well enough to be able to argue his/her opponent's point of view.

**3.2. Emotional and Social Intelligence**

**3.2.1. Concepts and elements of the Emotional & Social Intelligence**

Managing our thoughts in different situations of internal/external unbalance, according to the intensity, the place and the context, is what we know as EMOTIONAL INTELLIGENCE.

According to Daniel Goleman, Emotional Intelligence is “the ability to recognize, accept and channel our emotions to direct our behaviours to desired goals, achieve them and share them with the rest”. It is as important as learning to tie your shoes, to put your fork in your mouth, etc. Some time ago, we spent our time and importance in autonomy and independence based on the training of basic, instrumental and advanced activities of daily life, withouth further ado. Today, we understand the person as a whole, joining his rational face with his emotional face.

Howard Gardner, Havard University professor, is the main driver of the Theory of Multiple Intelligences. Gardner questions the idea that humans possess a fixed, general and measurable ability to learn, which we call intelligence, that can be measured by standardized objective tests and which can vary in quantity from one individual to another. He defends that intelligence isn’t a “thing” but, rather, a potential whose presence allows people to have access to appropriate ways of thinking for specific types of content, so it prefers to focus its attention on how people are intelligent.

Gardner described 8 intelligences that, far from working in isolation, they are mixed in different proportions in each one of us, setting up a personal profile that determines our ability to learn and the way we do it:

1. linguistic intelligence,
2. mathematical-logical intelligence,
3. body-kinetic intelligence,
4. musical intelligence,
5. spatial intelligence,
6. naturalistic intelligence,
7. interpersonal intelligence,
8. intrapersonal intelligence.

Each one of them has defined and specific characteristics. These intelligences act in combination and do not need the presence of a director, meaning a general intelligence. Intrapersonal intelligence, that empowers us to understand ourselves, and interpersonal intelligence, with which we understand others, together form the so-called **emotional intelligence**.

**3.2.2. How to improve Emotional & Social Intelligence of disabled persons (practical resources - “strategies, tools, games and emotions-boosting challenges to be applied by educators for their learners.”)**

In order to work and strengthen social and emotional intelligence in adults with functional diversity, a programme is proposed below, composed of 11 activities that will be grouped in a total of 8 sessions.

The starting point before putting into practice the activities will be carrying out an initial evaluation to check what the adult’s emotions are, on which we should start and which we should strengthen. This initial evaluation consists of a checklist with 13 items, according to the following model:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INITIAL EVALUATION GRID** | | | | | | | | |
|  | **YES** | **NO** | **0** | **1** | **2** | **3** | **4** | **5** |
| 1. They know when they’re happy. |  |  |  |  |  |  |  |  |
| 2. They know when they’re sad. |  |  |  |  |  |  |  |  |
| 3. They know when they’re angry. |  |  |  |  |  |  |  |  |
| 4. They know when they’re afraid. |  |  |  |  |  |  |  |  |
| 5. They recognize in others the emotions of joy, sadness, anger and fear. |  |  |  |  |  |  |  |  |
| 6. They identify which is the source and why their emotions are feelings of joy, sadness, anger and fear are originated. |  |  |  |  |  |  |  |  |
| 7. They detect emotional states of joy, sadness, anger and fear through facial expression. |  |  |  |  |  |  |  |  |
| 8. They detect emotional states of joy, sadness, anger and fear by the tone of voice. |  |  |  |  |  |  |  |  |
| 9. They have good social skills, that is, they maintain good relationships with their peers and the adults around them. |  |  |  |  |  |  |  |  |
| 10. They have a capacity for empathy. |  |  |  |  |  |  |  |  |
| 11. They are capable of adapting to change. |  |  |  |  |  |  |  |  |
| 12. They adequately express emotions and feelings of joy, sadness, anger and fear. |  |  |  |  |  |  |  |  |
| 13. They change their facial expression according to what they’re feeling. |  |  |  |  |  |  |  |  |

After this first evaluation, the programme will be evaluated on an ongoing basis, analysing each of the activities proposed, whether they have been successful and to what extent the objectives that were proposed have been met. All this according to the following model:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTINUOUS ASSESSMENT GRID** | | | | |
| Student |  | | | |
| Age |  | | | |
| Date |  | | | |
|  | | **0 points**  **(has not achieved the goal)** | **1 point**  **(has partially achieved the goal)** | **2 points**  **(has completely achieved the goal)** |
| **Activity 1: The emotional thermometer** | | | | |
| Objective 1: Recognizing one’s emotional state. | |  |  |  |
| Objective 2: Identifying which is the origin of that state. | |  |  |  |
| **Activity 2: My face reflects** | | | | |
| Objective 1: Imitating and representing emotional states through facial expression. | |  |  |  |
| Objective 2: Identifying their emotional states. | |  |  |  |
| **Activity 3: Guessing emotions** | | | | |
| Objetive: Identifying emotional states in others. | |  |  |  |
| **Activity 4: How do we feel?** | | | | |
| Objetive 1: Naming and recognizing different emotions by facial expression. | |  |  |  |
| Objetive 2: Describing facial expressions of joy, sadness and anger. | |  |  |  |
| **Activity 5 Happy, sad or angry?** | | | | |
| Objetive 1: Recognizing one’s feelings and emotions. | |  |  |  |
| Objetive 2: Relating different emotions to known and everyday contexts. | |  |  |  |
| **Activity 6: Switching roles** | | | | |
| Objetive 1: Identifying emotional states in others. | |  |  |  |
| Objetive 2: Identifying the reason for the emotional states in others. | |  |  |  |
| **Activity 7: The clock of emotions** | | | | |
| Objetive 1: Relating the different emotions to lived situations. | |  |  |  |
| Objetive 2: Identifying the feelings and emotions in others. | |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 8: Roulette of emotions** | | | |
| Objetive 1: Identifying situations in which we feel joy, sadness, anger or fear. |  |  |  |
| Objetive 2: Remembering situations and emotional states already lived. |  |  |  |
| **Activity 9: We are a balloon!** | | | |
| Objetive 1: Instilling a proper breathing pattern. |  |  |  |
| Objetive 2: Teaching how to use this type of pattern in the situations that require it. |  |  |  |
| **Activity 10: What can I do when I feel sad?** | | | |
| Objetive 1: Identifying and recognizing different situations that can make us sad. |  |  |  |
| Objetive 2: Knowing ways to change unpleasant emotions and thoughts. |  |  |  |
| **Activity 11: What can I do when I feel angry?** | | | |
| Objetive 1: Identifying and recognize different situations that can make us angry. |  |  |  |
| Objetive 2: Knowing ways to change unpleasant emotions and thoughts. |  |  |  |

The complete programme will be carried out in 3 weekly sessions of approximately 30 minutes each session.

In the following grid, you can see the distribution of the sessions and activities.

|  |  |  |
| --- | --- | --- |
| **Sessions** | **Activities** | **Duration** |
| Session 1 | Activity 1: The emotional termometer | 10 minutes |
| Activity 9: We are a balloon! | 10 minutes |
| Session 2 | Activity 2: My face reflects | 15 minutes |
| Activity 3: Guessing emotions | 15 minutes |
| Session 3 | Activity 1: The emotional termometer | 10 minutes |
| Activity 4: How do we feel? | 20 minutes |
| Session 4 | Activity 9. We are a balloon! | 10 minutes |
| Activity 5: Happy, sad or angry? | 20 minutes |
| Session 5 | Activity 6: Switching roles | 10 minutes |
| Activity 7: The clock of emotions | 20 minutes |
| Session 6 | Activity 1: The emotional termometer | 10 minutes |
| Activity 8: ruleta de las emociones. | 20 minutes |
| Session 7 | Activity 1: The emotional termometer | 10 minutes |
| Activity 10: What can I do when I feel sad? | 20 minutes |
| Session 8 | Activity 9: We are a balloon! | 10 minutes |
| Activity 11: What can I do when I feel angry? | 20 minutes |

**ACTIVITY 1 – The emotional thermometer**

Procedure:

1. At the beginning of the session, participants will be asked how they feel. The facilitator is the one who will start the activity by expressing how he/she feels: Good morning! Today I feel… because…, and what about you?

2. Once the participant tells how they feel and why, the participants will place their picture in the “emotional thermometer”. This is divided in different sections (sad, happy or angry) and participants should place their picture in the section that reflect how they feel.

Objectives:

* Recognizing one’s emotional state
* Identifying which is the origin of that state

Duration: 10 minutes

Resources: emotional thermometer and participant pictures. See resource 1.

**ACTIVITY 2: My face refects**

Procedure:

1. Participants should be placed in front of the mirror and imitate with their face the facilitator’s face. Previously, the facilitator should express a feeling with his face, and participants have to guess it. Then, participants have to replicate the same expression in front of the mirror.

2. After this, participants will be given the shape of a kid’s face and different elements that form the facial expression such as a mouth with a smile or a sad expression, some eyes, tears; different eyebrows expressions, etc. With those items, participants should build a face considering how they feel. If they feel sad, they will build a sad face with tears, for example.

Objectives:

* Imitating and representing emotional states through facial expression.
* Identifying their emotional states.

Duration: 15 minutes.

Resources: mirror, a face shape and face items such as eyebrows, tears, smiles. See resource 2.

**ACTIVITY 3: Guessing emotions**

Procedure:

During this activity, it will be displayed a picture, an image or a film scene where an emotional feeling is being experienced. Participant should recognize and identify emotions inspired by those pictures/scene.

Objectives:

* Identifying emotional states in others.

Duration: 15 minutes

Resources: Images and pictures of TV shows or films. See Resource 3.

**ACTIVITY 4: How do we feel?**

Procedure:

Facilitator will be placed in front of the participants and will show a series of cards. Those cards include faces that show different emotional states: happiness, sadness or anger. To start with this activity and to make it easier, cards will be analysed, making questions such as: what is in this picture?, how is the face that appear in this card?, how are their eyebrows?, how is this mouth? This kind of questions will participants to reflect about details regarding the expression. Then, activity will carried out by describing pictures and relating them with the emotional status, for example: “In this picture, we can see a person with meeting eyebrows, closed eyes and tight lips. This person is angry, we can tell because his/her forehead is wrinkled and their lips are very tight. Why can be he/she angry? I get angry when someone talks to loud. What can I do when someone talks too loud?

Objectives:

* Naming and recognizing different emotions by facial expression.
* Describing facial expressions of joy, sadness and anger.

Duration: 20

Resources: cards with images or pictures of facial expressions which indicate an emotional status. See resource 4.

**ACTIVITY 5: Happy, sad or angry?**

Procedure:

Firstly, participants are shown different pictograms representing a specific action. After analyzing pictograms, the participants will have to identify who they feel when they see those situations. For example: “How do you feel when someone borrow you something without your permission?”, What can we do when someone takes you something away and you feel sad or angry?”

Objectives:

* Recognizing one’s feelings and emotions.
* Relating different emotions to known and everyday contexts.

Duration: 20 minutes

Resources: pictograms with different situations that can express some emotion or feeling and some other sad, happy and angry pictograms. See resource 5.

**ACTIVITY 6: Switching roles**

Procedure: in this activity, participants are going to switch roles. We are going to put in a bag tags with participants names. Each participant will take a tag with the name of a colleague. What participants have to do is to express in front of the rest how do they think the other feels and why. For example: “I think my colleague feels sad today because…” or “I think my colleague is happy because he/she has been laughing all day.”

Objectives:

* Identifying emotional states in others.
* Identifying the reason for the emotional states in others.

Duration: 10 minutes

Resources: tags with participant’s names

**ACTIVITY 7: The clock of emotions**

Procedure:

A clock called “the clock of emotions” will be hanging on the wall of the classroom. In this clock, there will be different pictures that express different emotional states. The facilitator will be in charge of reading or telling short stories and will help participants to place the clock hands in the picture where they think it is better reflected the emotional state of the characters of the stories.

Objectives:

* Relating the different emotions to lived situations.
* Identifying the feelings and emotions in others.

Duration: 20 minutes.

Resources: cardboard (for the clock shape and the clock hands), pictures of emotional expressions, sheets, stories. See resource 7.

**ACTIVITY 8: Roulette of emotions**

Procedure:

The roulette will be made of four basic emotions: happiness, sadness, anger and fear. Participants will make spin the roulette until it stops in one of those emotions. Depending on the indicated emotion, participant should firstly recognize it, and then, imitate its facial expression.

Secondly, depending on the emotion, the participant has to think about a situation where he/she has felt sad, happy, sad or angry.

Objectives:

* Identifying situations in which we feel joy, sadness, anger or fear.
* Remembering situations and emotional states already lived.

Duration: 20 minutes.

Resources: cardboard and emotional expression to create the roulette, boxes to clasify emotions, sheets or pictures. See resource 8.

**ACTIVITY 9: We are a balloon!**

Procedure: We will start explaining participants that they are going to become a balloon, so we they are going to get inflated and deflated. For this, they have firstly to take air in to fill their lungs, and keep it for three or four seconds. Then, they have to expel the air little by little.

Objectives:

* Instilling a proper breathing pattern.
* Teaching how to use this type of pattern in the situations that require it.Teaching how to use this type of pattern in the situations that require it.

Duration: 10 minutes.

**ACTIVITY 10: What can I do when I feel sad?**

Procedure:

The facilitator will tell a story focused on sadness that can be used with sheets with images that help as a visual support.

1. “Pablo is a very happy guy, but sometimes there are things that make them feeling sad, so his mouth express sadness and sometimes you can find some tears on his face. Pablo gets sad when he lose something. When do you get sad?

2. Pablo gets sad for this kind of things, he has some magic recipe to make his sadness disappear. This helps him to feel better, so his smile appears and his tears disappear. For example, when he lose something he tells himself that he will get a new one soon, and he will take care of it a lot to not lose it again.

3. Pablo tells us that the most important thing when we feel sad is to explain people who loves us what is going on, this will help us to feel better.

Objectives:

* Identifying and recognizing different situations that can make us sad.
* Knowing ways to change unpleasant emotions and thoughts.

Duration: 20 minutes.

Resources: story, images for visual support

**ACTIVITY 11: What can I do when I feel angry?**

Procedure:

The procedure is the same than in the previous activity, but in this occasion we will work with the anger, which is an emotion that, for most participants, is more difficult to recognize than sadness. For this, even if the procedure is the same, the story that is going to be told must be adapted and modified to be easier. We will use more familiar situations.

Objectives:

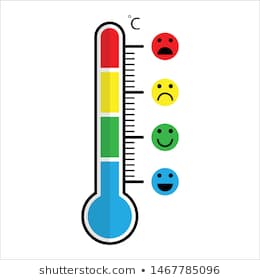
* Identifying and recognize different situations that can make us angry.
* Knowing ways to change unpleasant emotions and thoughts.

Duration: 20 minutes.

Resources: story, images for visual support.

**3.3. Resources**

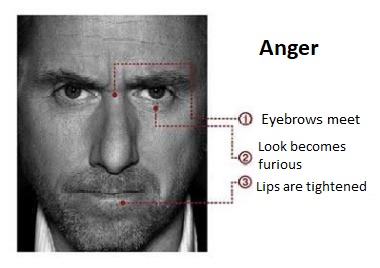
**Resource for activity nº 1: Emotional thermometer**

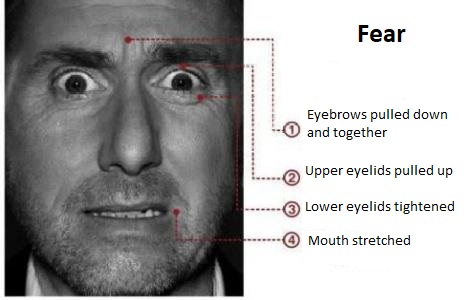


**Resource for activity nº 2: My face reflects**

**Resource for activity nº 4: How do we feel?**

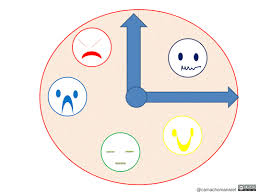




**Resource for activity nº 5: Happy, sad or angry?**



**Resource for activity nº 7: The clock of emotions**



**Resource for activity nº 8: Roulette of emotions**

