

MODULE 1: BEHAVIOUR AND LEARNING

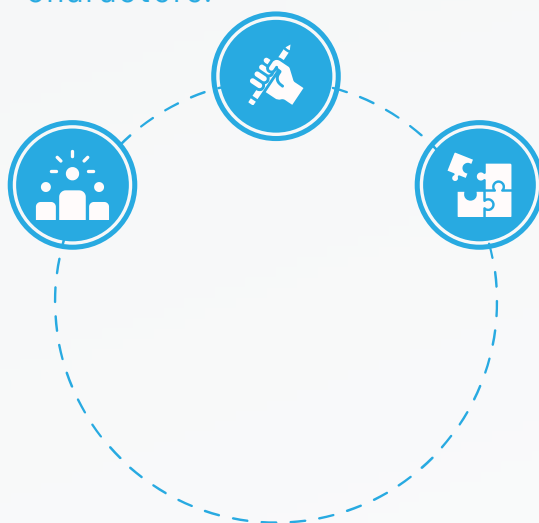
Empathy - understanding and empathising with others

LEARNING GOALS AND OBJECTIVES OF THE ACTIVITY

Objective n° 2

ENHANCE PERSPECTIVE-TAKING ABILITIES

- Participants will demonstrate the ability to adopt another person's perspective through role-playing scenarios.
- Participants will identify and articulate the emotions and thoughts of their assigned characters.



Objective n° 1

DEVELOP AN UNDERSTANDING OF EMPATHY

- Participants will define empathy and explain its importance in personal and professional contexts.
- Participants will describe the difference between empathy and sympathy.

Objective n° 3

APPLY EMPATHY TO IMPROVE INTERPERSONAL RELATIONSHIPS

- Participants will reflect on how understanding others' perspectives can improve communication and relationships.
- Participants will develop strategies to apply empathy in real-life situations to support individuals facing challenges.

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ACTIVITY DESCRIPTION AND MATERIALS

Activity description

1. Target group – adult educators, mentors of change
2. Time – 1 hour.

1. Empathy scenarios (printed on cards)
2. Comfortable space for group discussions

Materials

METHODOLOGY USED FOR THIS ACTIVITY



ROLE-PLAYING

Role-playing involves participants taking on specific roles and acting out scenarios to explore different perspectives and behaviors. In this activity, participants assume the roles described in the empathy scenarios, immersing themselves in the experiences and emotions of their characters.



REFLECTIVE DISCUSSION

Reflective discussion involves guided conversations that encourage participants to think deeply about their experiences and insights. After role-playing, participants engage in group discussions to reflect on their experiences, share their feelings, and discuss what they learned about empathy.



SCENARIO-BASED LEARNING

Scenario-based learning presents participants with realistic situations that require problem-solving and decision-making. Participants are given scenario cards detailing specific situations that evoke empathy, allowing them to navigate the emotions and challenges faced by their characters.



EXPERIENTIAL LEARNING

Experiential learning involves learning through direct experience and reflection on those experiences. Through role-playing and discussions, participants experience the emotions and challenges of their characters first-hand, followed by reflecting on these experiences to derive meaningful insights.



Co-funded by
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SCENARIOS

Maria is a 35-year-old recovering addict who has been sober for six months now. She wants to rebuild her relationship with her family, especially with her teenage daughter, whom she hasn't seen in over a year. Maria's addiction caused significant emotional pain and distrust within her family.

You are a mentor working with Maria. She has a meeting with her family next week, and she is anxious about how they will react to meeting her. During your session, Maria expresses her fears, hopes, and the guilt she feels for the pain she caused her family. She wants some advice on how to approach this meeting and rebuild trust.

1. How would you help Maria prepare for her meeting with her family?
2. What strategies can Maria use to communicate her commitment to change and rebuilding trust?
3. How can you support Maria in managing her emotions and expectations for the meeting?
4. What role can you play in facilitating ongoing support for Maria and her family?

John is a 42-year-old ex-offender who has recently completed a job training program and is actively seeking employment. Even though he has qualifications, he faces constant rejection due to his criminal record. John feels discouraged and is starting to doubt his ability to gain employment.

You are a mentor working with John. During your session, John shares his frustrations and feelings of hopelessness. He is losing motivation to continue his job search and is worried about his future. He needs guidance on staying motivated and finding employment.

1. How would you address John's feelings of discouragement and help him stay motivated?
2. What practical steps can John take to improve his chances of finding employment?
3. How can you help John build a positive narrative around his past and present to potential employers?
4. What resources or networks can you connect John with to support his job search and reintegration process?

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ACTIVITY DESCRIPTION

1. Introduction

Begin with a short discussion on the importance of empathy in understanding and helping others. Explain the activity's objective and how it will help participants develop empathy.

2. Scenario distribution

Participants sit in a circle. Ask for volunteers to take part in this activity and ask them to sit in the middle. Give a scenario to the volunteers. Allow a few minutes for the volunteers to read and discuss the scenario.

3. Role play

Encourage the participants to fully immerse themselves into the roles, thinking and reacting as their character would. Volunteers role-play their scenario while others watch.

4. Group discussion

After the role plays, facilitate the discussion and ask the volunteers questions like:

- How did it feel to be in the shoes of your character?
- What emotions did you experience?
- How did your perspective change after this activity?
- What did you learn about empathy and understanding others?

Ask those who watched the role-play

- What did you see?
- How did the client feel?
- What did you like about the mentors behaviour?
- What would you have done differently?
- What emotions did you experience?
- How did your perspective change after this activity?
- What did you learn about empathy and understanding others?

5. Reflection and debrief

Ask participants to think about how they can apply what they've learned in their personal and professional lives. Provide an opportunity for participants to share any final thoughts or insights.