

Education to empathy and to EU values



Specific Scholastic Issue

Lack of self-awareness and recognition of fundamental values.

More and more teachers are noticing difficulties in classrooms and schools with regard to "living together". If school is a place of learning, this can only take place if the pupils feel safe.

It is increasingly common for children to behave inappropriately towards their peers, but also towards adults: incivility, insults, prejudice, physical and verbal violence, dropping out of school, absenteeism, harassment and cyberbullying. Exchanges on social networks have multiplied and schools have not been spared: sexist and homophobic acts are part of daily school life.

This poses serious problems for their schooling and that of their peers. And the consequences can be serious for a vulnerable population: academic failure, health problems, even suicide attempts... and in the longer term professional failure, dependence on public assistance...

To deal with these dysfunctions at school, it is important for school teams to put in place, very early on in the schooling process, resources that help young people to better understand themselves and to better manage their social relations in order to teach them to better use their natural resources, to reinforce their self-confidence and, in fine, to restore a serene climate conducive to learning.

Establishing a positive school climate leads to greater involvement of pupils in learning and a development of their self-esteem. This in turn leads to better school results. It also reduces inequalities and improves the morale of both students and the teaching staff.

The strategy proposed over a period of 6 months (about ten sessions) will create spaces where students can express their emotions and feelings and learn to recognize and regulate them. The recognition of emotions is a lever for defusing conflicts and accepting others in their diversity.



Project Number: 2020-1-FR01-KA201-080108

The resources presented include moments of reflection and games around emotions and prejudices (prejudices about classmates (with the label game) but also prejudices conveyed in Europe (My Europe, it will be) or in society, sport (The empathy café), how to accept the other in his diversity, without passing judgement. There were also moments of creation (through theatre, role-playing, the creation of posters and advertising slogans), and moments of commitment (posters in the CDI, presentation to other classes, groups of student ambassadors).

Objectives

- Promotion of EU citizenship, EU and democratic values and human rights
- Enhancement of empathy outside school

Emotional Intelligence Areas

- Self-awareness
- Empathy
- Social skills

Learning Path

This learning path can be implemented in a class of 10th grade but also on other levels. You can use it in class one hour every other week during a semester which represents approximately 10 hours. The resources presented are only examples and can be adapted and reworked by teachers. They are by no means models and each teacher must use freedom and sensitivity to work with the class. The teaching sources are diverse and can be implemented by teachers of different subjects. It would be more interesting to involve all the teachers in the class (in the school) to give more meaning to this learning path.

1. How to use the teaching resources chosen

Teaching source #1: Game of Labels (1h)

This teaching source aims to re-establish communication with pupils, to resolve conflicts in classroom.

The aim is to become aware of one's value and power of action ; to move from prejudices to qualities, do take into account the meaning and impact of words, to be attentive to others, to gain confidence in one's ability to succeed and to progress.

The activity takes place in three parts:

Part 1:

First step: students are asked to name the prejudices they have heard about themselves and others, at school, in the school yard, at home, in the family.... The prejudices are noted on the board and explained (the words "Kassos" and "boloss" do not have the same meaning for everyone).

Second step: the students are asked to write down on a piece of paper, anonymously, what they have heard about them. (from 1 to 3 papers distributed to each one).



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Project Number: 2020-1-FR01-KA201-080108

Third step: the labels are glued to the board on a figurine (as on the video: video attached)

All labels are read aloud.

Fourth step: the video (up to 1 minute 35) is projected.

https://www.youtube.com/watch?v=stWa_DSvZDY&ab_channel=DavidLarocheFR

And the students are invited to stand up, look for the labels, read them in front of the group, tear them up and put them in the bin.

For the students who do not dare to come and get the labels : they are put on a table at the end of the workshop and the students can come back during the day and tear their labels.

Part2:

Continuation and end of the video and in the background, the song of master Gims and Vianney ("La même") and Vianney (« Dumbo") ; while the songs are playing, they are told to write down on a large piece of paper all the qualities they want to be and go stick their labels.

At the end of the two songs, all the labels are read.

Part 3:

Outing into nature and a half-hour walk. Students have to find an object related to the nature that characterizes them. (example: the chestnut : I'm a little prickly on the outside but inside I have a sensitive heart).

After having made the pupils aware of the words and their impact, and after having made them reflect on their emotions and feelings, the debate can be broadened by proposing that they generalise to all the conflict situations they have to deal with at school.

And we can propose them a second teaching source.

Teaching source #2: Take action to cultivate peaceful relations (2h)

Description of the teaching source

This teaching source aims to the full development of each pupil by working on the emphatic relationship necessary for them to develop harmoniously and promote the building of peaceful relationships and promotes a serene atmosphere in the classroom that have an impact on learning in the classroom. It can help a context where there are tensions between the pupils, communication difficulties with teachers, discomfort in the class or with classmates, the use of a vocabulary not always understood by others). The activity promotes living together by allowing everyone to move away from individualism, to accept others in their differences and to implement cooperative projects.

Steps of the teaching source

There are three main phases to the implementation:

- Step 1: The first phase is a reflection phase: reflection in groups (of three) and then sharing with the class



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Project Number: 2020-1-FR01-KA201-080108

- Step 2: The second phase is a creation phase: the pupils invent and create a tool or support that will help them to raise awareness among their peers on the issue of peaceful relations and will lead them to find solutions
- Step 3: The third phase is an awareness-raising phase: the pupils present their production to other adults or pupils in the school.

After the implementation of these two resources, we can move on to an evaluation phase where students will test their ability to take conflicts into account, to solve them by being attentive to their emotions and feelings. They will write scenarios of conflict situations and propose these scenarios to the class who will have to comment on the situations and recognise the emotions.

Teaching source #3: Conflict resolution (2h)

Description of the teaching source

This teaching source tackles the issue of conflicts. Teenagers may sometimes not know how to deal with some types of situations; they can even be highly sensitive and overreact. The activity is focused on work on empathy and in particular in the field of conflict resolution: the students work on conflict resolution with a role-playing activity.

The students identify the emotions implied in a social situation and the skills required for conflict resolution. They learn to put themselves in the other person's shoes and to get out of one's usual role and to learn what is called psychic plasticity, i.e. the ability to change one's perspective.

Steps of the teaching source

There are three main phases to the implementation:

- Step 1: Reflection in groups (of three) was than are free to discuss conflictual situations and decide in groups which one they are going to play.
- Step 2: The students prepare the scenario of their situation on the issue of conflict resolution (from the conflict to the resolution) and they play it in front of the class
- Step 3: The class comments on the situation to identify the emotions (joy, anger, fear, disgust) and the social skills needed implied in the situation such as communication, mediation, negotiation, empathy persuasion, empathy, active listening assertiveness.

Having worked on scenarios where pupils test emotions (in the evaluation phase), the discussion can now be broadened by taking the example of existing awareness campaigns in society: in the resource presented below, this is an awareness campaign launched in Germany in 2021 ("Wir sind Sportdeutschland" <https://sportdeutschland.dosb.de/>). Pupils should be made aware of the need to overcome prejudices and engage in an activity that brings people together.

Teaching source #4: Empathy café (1h)

Description of the teaching source

This teaching source is about fundamental values and more precisely how sports is a tool for unity and how it can bring people together. Students create a poster with the athlete of their choice and write the values they have retained to promote team spirit, coaching and European values. They exchange their feelings and their points of view with others in curiosity, respect, benevolence and



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Project Number: 2020-1-FR01-KA201-080108

empathy. It helps to fight against prejudices in sport in particular and make pupils reflect on the democratic values of the European citizen.

Steps of the teaching source

- Step 1: The choice of poster:

The pupils are first in groups, they look for arguments to defend their choice. They try to identify the values that are presented on the poster, values that revolve around empathy, mutual respect, and benevolence. Then a mediator from each group presents their work to the class. Within the same group, they all have a role of mediator: the text mediator (the one who formulates in English or French when understanding is not accessible to others), the concept mediator (within the group, cooperates so that the work progresses, invites to the discussion, encourages speaking out, ...), the communication mediator (facilitates interactions in favor of a compromise in case of disagreement ...)

- Step 2: Creation of a poster:

Pupils, as a group, create a magazine cover with the athlete of their choice and write the values that uphold fair play. Each group then presents the poster produced and explains the choice of the athlete and the values he represents.

- Step 3: Final production:

They present the poster and interact, in the form of the Empathy café.

Another resource can be presented to the pupils: work on Europe, on the European feeling, on a space that they can appropriate and where they can live together. This reflection allows them to gain a better understanding of the EU, of the clichés (positive and negative) about Europe, a better understanding of the values conveyed by Europe (liberal democracy, individual freedoms of expression, movement, trade, the guarantee of the rule of law) and to take a step back from these representations and adopt an attitude of tolerance, respect and welcome towards other cultures. The activity can be assessed in the pupil's school report book to highlight his/her participation in a European educational project.

Teaching source #5: My Europe it will be (2h)

Description of the teaching source

The source makes it possible to work on the clichés conveyed about European countries, to lead pupils to question their European feelings and to make them understand that they can appropriate this space as being that of possibilities and of a common future.

What values do they want to defend? It allows the pupils to question European sentiment based on the prejudices prevalent in each country in the EU. The diversity of means of expression is a good trigger for speaking that will allow the pupil to express himself with confidence. pupils can work on their teamwork skills. It makes it possible to introduce the European Union and its fundamental values in a constructive, fun and interactive exchange.

Another resource can be presented to the pupils: work on Europe, on the European feeling, on a space that they can appropriate and where they can live together. This reflection allows them to gain



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Project Number: 2020-1-FR01-KA201-080108

a better understanding of the EU, of the clichés (positive and negative) about Europe, a better understanding of the values conveyed by Europe (liberal democracy, individual freedoms of expression, movement, trade, the guarantee of the rule of law) and to take a step back from these representations and adopt an attitude of tolerance, respect and welcome towards other cultures. The activity can be assessed in the pupil's school report book to highlight his/her participation in a European educational project.

Teaching source #5: My Europe it will be (2h)

Description of the teaching source

The source makes it possible to work on the clichés conveyed about European countries, to lead pupils to question their European feelings and to make them understand that they can appropriate this space as being that of possibilities and of a common future.

What values do they want to defend? It allows the pupils to question European sentiment based on the prejudices prevalent in each country in the EU. The diversity of means of expression is a good trigger for speaking that will allow the pupil to express himself with confidence. pupils can work on their teamwork skills. It makes it possible to introduce the European Union and its fundamental values in a constructive, fun and interactive exchange.

Steps of the teaching source

The scenario takes place in two phases.

Step 1

1) A workshop time (research, reflection, creativity): The clichés have a hard life (1H15)

In the first part of phase 1, the pupils choose an EU member country, they are divided into groups of 4 to 6 pupils. They look for 3 emblematic elements of the chosen country and represent them with a simple visual on the map.

Then they look for 3 positive clichés of the inhabitants of the country, represent them with a simple visual on the map and do the same with 3 negative clichés.

2) Sharing time in front of the other groups: In the end are we so different? Update on what will look like us and what brings us together (45 min)

Step 2

1) A workshop time (research, reflection, creativity): Europe, I don't care ... or not (1 h)

Each group should:

- Illustrate the EU's motto: "United in diversity" with a small stage, a collective drawing, collective photo, etc. The goal is to get them to dig into the fundamental values behind it.
- Each group plays its scene or presents its drawing in front of the class.

2) Sharing time in front of the other groups: My own Europe, it will be... (1 h)

Group reflection around the theme: "Imagine an ideal world in which you live. What are the three values of this world that you would like to take with you to your next planet?"



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Project Number: 2020-1-FR01-KA201-080108

How to defend its values? If they are already among those promoted by the EU, what measures could they allow to make them a reality? How to defend its values?

The last resource proposed will enable pupils to reflect on the European motto "United in diversity", to think about the values conveyed by the European Union and to say how this motto illustrates the notion of empathy. Together, the pupils will create a short video around this motto.

Our project started from self-reflection, recognition of emotions in and out of the classroom, how to solve conflicts through empathy and expanded to the recognition of the European feeling, belonging to a society and its values while respecting each other and welcoming other cultures, involvement in common projects.

Teaching source #6: European values (1h)

Description of the teaching source

The last teaching source concludes the learning path by making students go further on the values of the European Union. What does the European Union bring to the students? What is the motto of the EU? Do they share the founding values of the EU?

Steps of the teaching source

Step 1: Brainstorming

Students, first express their ideas about what they believe are the important values of the EU? (20 minutes)

Step 2: Game

Students collectively play the 12 differences game to discover what the EU values are: Link: <https://www.the12differences.eu/en/game/2>

Step 3: Production

The students comment on an image in groups and must show how the EU motto "United in diversity" illustrates the notion of empathy and its central place among the values of Europe.

Their mission is to create a short video around this motto. (60 minutes)

Step 4: Follow up work

At home, they can also illustrate it with a visual illustration and then share it to the class.

How they interact among them

The resources are based on observations of pupils' behaviors that are not conducive to learning in their daily life in class and then broaden to a global vision on the scale of Europe, step by step. The interest of this learning path is to propose varied activities where the pupils are actors, work in groups and carry out productions

Evaluation procedure to verify the efficiency



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Project Number: 2020-1-FR01-KA201-080108

As an intermediary assessment, the teacher can assess the roleplays produced in the teaching source #3 Conflict resolutions. The production of the roleplay assesses the acquisition of emotional intelligence. As well as the interactions between the students to highlight that they can identify the emotions and the strategies.

As a final assessment the teacher assess the short film produced with the teaching source #6 European values about the European motto United in Diversity. The teacher can assess the creativity and the accuracy of the short films and the implication of the students in these activities.

Possible issues that teachers might incur into doing the various activities based on colleagues' experience.

These teaching sources were all tested by teachers who were convinced of the need to work on empathy with their classes, with the aim of resolving conflicts and restoring a calm classroom climate (teaching sources 1 and 2 and 3), overcoming prejudices and preparing them to live in a multicultural Europe (4, 5, 6).

The experience was conducted during the class time (1,2,3) or was integrated into the curriculum (4,5,6).

The pupils had a variety of profiles, covering all classes from 6ème to terminal, and also came from vocational classes; some pupils had no particular difficulties in their school career, others were high intellectual potential pupils, others had learning difficulties.

The difficulties encountered were organisational: when the experience could not be integrated into the course. At what point? In which room? With which colleague? How to communicate to the headmaster? To the teaching team?

The teachers who practise empathy with pupils all want to go beyond the stage of experimentation and want to make it part of their teaching practice. The difficulty remains in convincing the school headmaster and the teaching team of the need to use emotional intelligence in teaching practices.

Good Practice Highlighted in the Area 2 (Teaching Source)

- Teaching source #1: Game of Labels
- Teaching source #2: [Take action to cultivate peaceful relations](#)
- Teaching source #3: [Conflict resolution](#)
- Teaching source #4: [Empathy café](#)
- Teaching source #5: [My Europe it will be](#)
- Teaching source #6: [European values](#)



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).



Project Number: 2020-1-FR01-KA201-080108

Best Practice Video



**Key
C
de**

**PEDAGOGY OF THE HEART
GAME OF LABELS**

**Key Competences for Young
Europeans:
Education to Empathy and
Interculturality**

Ref. no. 2020-1-FR01-KA201-080108

The central graphic features the 'Key Code' logo with a larger 'C' icon containing the EU flag. Three blue lines connect this central 'C' to three circular icons: a hand holding a star, a hand holding a heart, and a hand holding a gear. To the right of the logo, the text 'PEDAGOGY OF THE HEART GAME OF LABELS' is displayed in bold black capital letters. Further to the right, the text 'Key Competences for Young Europeans: Education to Empathy and Interculturality' is shown in bold black, with the reference number 'Ref. no. 2020-1-FR01-KA201-080108' below it in a smaller, italicized font.

Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).