

I walk with Vanessa



Specific Scholastic Issue

Lack of empathy

Objectives

- Promotion of EU citizenship, EU and democratic values and human rights
- Enhancement of empathy outside school
- Development of empathic behaviour at school

Emotional Intelligence Areas

- Self-awareness
- Self-regulation
- Empathy
- Emotional intelligence areas
- Social skills

Learning Path

Day 1

- The teacher presents the book "I Walk with Vanessa" and slowly shows the pages on a whiteboard. Do not show the title so that the students are not influenced.
- Ask the students if they already have an idea of the story. Ask them not to say anything else but to think about it.
- Show the book a second time and ask students to pay attention not to the main characters but to other minor aspects of the story
- Divide the class into groups (the teacher has already chosen the children). Students sit around large tables, previously prepared, at a safe distance and wearing masks.
- Each table has a large sheet of paper with a statement written by the teacher. Tell them the rules of this type of routine:
- Read the statement in the centre of the document carefully.
- A student starts writing by answering the question in the centre of the paper with the tip of the felt and circles his answer in a balloon.



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- Another student decides to go on with the same thoughts, writes his answer and links it to the previous one.
- All comments must be linked to each other and mandatory linked to the main issue.
- The conversation is silent and written.
- Spoken language is only allowed to decide who is writing.
- The maximum writing time is 10 minutes per affirmation.
- The teacher keeps time.

At the end of the session each group explains their results.

Day 2

- The original groups are reassembled
- The silent book is shown again.
- Each group rewrites the story starting from the point of view analyzed on day 3
- Each group reads its story to the class and gives it a title.
- The original title is shown. Students have to compare their invented title with the real one.
- Leave the students with a key question: Who is Vanessa?

Day 3

The teacher asks questions:

About the new black girl.

- What struck you about the new girl?
- What does she do to fit into the group?
- What is your attitude towards the group, in the gym, in the classroom, after school?
- How does she react when the boy in the striped shirt talks to her?
- What does he do when he gets home?
- How does she react when the girl in the yellow dress knocks on her door?
- And when are all the other children approaching?
- Do you think she behaved correctly?
- What else could he have done? How would you have reacted?
- What are his difficulties in your opinion?
- In real life would things have turned out like this?
- Explain why yes or why not.

About the angry child

- After observing the story, what strikes you about the boy with the striped shirt?
- How does he behave with respect to the group after school?
- What do you think she says to the little girl who has just arrived?
- What do you do after talking to the baby?
- Why does he behave like this?
- What is her reaction when she sees all the children around the little girl?
- Do you think he behaved correctly?



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- How would you have reacted if you were him?
- What are his difficulties in your opinion?
- Will it have changed after this episode? Do you think he needs help?
- About the girl in the yellow dress
- What does the child do as soon as the new arrival arrives in the classroom?
- What do you notice?
- What attitude do you have towards the group (in class, in the gym, after school)?
- What is your attitude when you see the conversation between the boy with the striped shirt and the newcomer?
- How do others react when you tell it? What do you do at home?
- Are you talking about it with anyone?
- How do you think he manages to group all those children together?
- Do you think she behaved correctly?
- What else could he have done?
- How would you have reacted?
- What are his difficulties in your opinion?

Day 4

Evaluation

The evaluation of the activity is based on the observation of indicators of disciplinary and socio-relational competence.

The role of the teacher is to launch the activity through and to set up group work. As recommended in the innovative methodologies, he will be a present observer, ready to activate the regulation process while respecting the individual and group work of the class.

Observation is the basis of the evaluation of this project.

And it is precisely in this search for meaning that the evaluation must be put in place to establish clear indicators to aim for, readable above all to the pupil who will have in mind what is the goal to be achieved from a SELF-ASSESSMENT perspective.

Good Practice Highlighted in the Area 2 (Teaching Source)

The aim of the proposed TS is to reinforce critical thinking and empathy through the adoption of different points of view.

The strengths are based on the use of cooperative work practices and routines to make thinking visible. A sort of training to increase thinking strategies useful for other types of activities:

- Surprise effect game: pupils approach the meaning of prejudice.
- Use of the Think Pair Share technique: pupils first think individually (subsequently in groups), on the meaning of prejudice and possible solutions to overcome it
- Preparation of a graphic artefact that summarizes the statements of the collective discussion about the solutions found
- The silent book allows the sharing of considerations and interpretations. The book tells a story without words thus encouraging reflections, imaginations and thoughts about the



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characters presented. The teacher shows the book stimulating the attention, concentration and curiosity of the students.

- Use of the Chalk talk technique: debating the various points of view to be assumed by developing lateral thinking
- Writing the story from three different points of view

After working on the idea of prejudice, we will try to shift the focus on point of view and empathy, using a silent book.

Through the Chalk Talk technique, the students, grouped around three large sheets of paper with a question in the centre, will carry on a discussion by assuming three different points of view that emerge from the silent book "I walk with Vanessa".

1. What happened to the angry boy?
2. What is the new girl thinking?
3. What does the good schoolmate think?

As far as evaluation is concerned some good practices are to be learnt from these activities, for example we can observe, through prepared grids, as the pupil:

- Listens to the intervention of the other
- Modifies his ideas by adapting it to new actions
- Clearly expresses his point of view
- Acts according to the agreed rules
- Tells the path that led to a choice
- Maintains a line consistent with the agreements made in the group

From a disciplinary point of view, the pupil:

- Produces texts, using selected knowledge from different information sources
- Produces short texts that are correct from a morpho-syntactic point of view
- Argues orally and writing about knowledge and concepts
- Expresses himself using graphic language

Best Practice Video



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