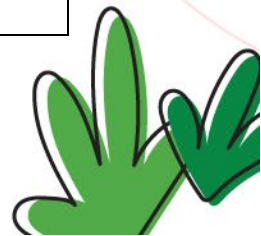
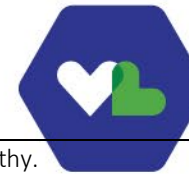




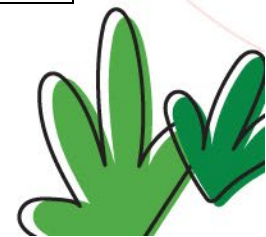
## BUILDING RESILIENCE: EMPATHY

Introduction	<p>Resilience is defined as the ability to bounce back from adversity. It is a necessary skill for coping with the ups and downs of life and one of the key ingredients of success. A number of things impact on a person's resilience, including their previous experiences, their sense of self, the coping strategies they have developed over time and their mindset.</p> <p>Students need to be taught that failure can be a precursor to success and is a necessary component of learning. The only way to succeed with tasks, assignments and exams, in physical activities such as sport, and in life in general is through perseverance and persistence, and by embracing and learning from failure. This is a growth mindset and a key aspect of developing resilience.</p> <p>Resilience is directly related to wellbeing; it is about having the ability to cope with and adapt to new situations. Being resilient and positive, with a sense of wellbeing, enables a person to approach other people and situations with confidence and optimism. This mindset is especially important for students given the enormous changes and challenges they face throughout adolescence.</p> <p>By helping students to develop the skills to build resilience and a growth mindset, we can minimise the effects of negative, stressful situations. These skills allow students to face challenges, learn from them, and develop ways to live a happy and healthy life.</p> <p>Empathy is the ability to recognise another person's feelings, and to respond accordingly and respectfully. This lesson explores the concept of empathy and assists students to understand another's emotions in relation to your own. Empathy is important because it helps the student be resilient through developing strong and supportive relationships.</p>
Objective / teachers' goal	<p>By the end of the lesson, students will understand that::</p> <ul style="list-style-type: none"><li>• empathy requires acceptance that their emotions can differ from someone else's emotions;</li><li>• empathy is a skill that can be practised;</li></ul>





	<ul style="list-style-type: none"><li>• empathy is different from sympathy.</li></ul>
Relation to competence framework <a href="#">INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</a>	Willingness and empathy to work with different clients/patients Competence in analysing health needs Understanding mental health Communication
Dimensions (check the dimensions and related aspects below) <input type="checkbox"/> Bodily functions <input type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
Materials	<ul style="list-style-type: none"><li>• Paper</li><li>• Pens</li></ul>
Approach	<p><u>ACTIVITY 01 (15 min)</u></p> <p>Charades: Kind of emotions</p> <ol style="list-style-type: none"><li>1. In groups of three, students choose one emotion to act out in front of the class.</li><li>2. Students guess what emotion is being acted out.</li><li>3. Write a list of the emotions on the board. (This may be done before, during or after this activity.)</li></ol> <p><u>ACTIVITY 02 (15 min)</u></p> <p>Discussion: Why is empathy important?</p> <ol style="list-style-type: none"><li>1. Read students the definition of empathy:</li></ol> <p><i>Empathy is commonly understood as the ability to detect other people's emotions and understand their point of view. Trust is built when others feel accepted and validated. Examples of when you might use empathy include when you comfort someone who is disappointed, defuse tension in a conflict situation and when you listen to someone who is upset. In these situations, you are using self-awareness to understand how to respond and self-regulating your emotions to support a friend.</i></p>





	<p>2 Ask students to reflect on a time when they have used empathy or had someone be empathetic towards them.</p> <p>3 Students record:</p> <ul style="list-style-type: none"><li>• A time when they comforted (or were comforted) when disappointed</li><li>• A time when they defused (or someone defused) tension in a conflict situation.</li></ul> <p>4 Students write a brief sentence explaining why using empathy in situations is important.</p> <p><u>ACTIVITY 03 (15 min)</u></p> <p>In their shoes</p> <p>1. Choose one of the listed scenarios below.</p> <ul style="list-style-type: none"><li>• Your teacher is away and you have a substitute.</li><li>• A friend is being bullied at school.</li><li>• Your lift is late picking you up.</li><li>• A friend's grandmother passes away.</li><li>• A friend fails an exam.</li></ul> <p>2 Draw two figures. On figure A, label the emotions that person would be experiencing.</p> <p>3 On Figure B, list how you could display empathy with that person. What would it look like, sound like, feel like?</p> <p>4 Invite students to create their own scenario. Repeat the process.</p> <p><u>ACTIVITY 04 (15 min)</u></p> <p>Mind map: Barriers</p> <ul style="list-style-type: none"><li>• What barriers may prevent us from identifying and acknowledging the feelings of others?</li><li>• How can we check in with ourselves to ensure we are considering others' feelings?</li></ul>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	Workshop + Self-reflection/assessment + Mind map





Duration	1 hour
Final goal (learning outcome)	Students learn that empathy is the ability to recognise another person's feelings, and to respond accordingly and respectfully.





Dimension/Aspects							
<b>Bodily functions</b>	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
<b>Mental well-being</b>	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
<b>Quality of life</b>	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
<b>Social participation</b>	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
<b>Daily functioning</b>	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
<b>Meaningfulness</b>	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

