



DIFFERENT PERSPECTIVES

1. SHOWING EMPATHY

Objective: Students will be able to respond empathetically when facing unfamiliar situations.

WARM UP

Start the activity by having the class, anonymously, write on a piece of paper a difficult situation they have faced. Then arrange the class into a large circle with a student in the middle. That student takes out a piece of paper and reads it out loud. Then, one of the students in the circle offers a possible solution and takes the place of the student in the middle. Continue until all the pieces of paper are read. As soon as they read a problem, write it on the board, without repeating them, so students will have a list they could use later.

Monitor the activity and whenever you notice that they are not being kind, interrupt the activity and have them be aware of their behavior so they can modify it.

STEP BY STEP

- A** Ask students to reflect on the situations you wrote on the board in the warm up activity. Elicit from the class how they would feel if they had any of those problems and try to offer a solution together. Make sure every student has a copy of the printed handout.
- B** Give students enough time to read the situations, the feelings, and the responses in the handout. Invite them to match the situations with the feelings and responses they consider appropriate.
- C** In groups, encourage students to share their answers and give other possible solutions to each situation. Walk around the classroom and monitor the activity. It would be advisable that you participate in the activity by offering other solutions. Remember that your role as a teacher is to be a model that students can imitate. The more you get involved, the easier it will be for them to improve their socio-emotional skills. Give other examples of difficult situations for

further practice. You can use real examples that your students are living at the moment (just be careful not to use real names), so students learn how to respond to unfamiliar situations, and how to deal with their feelings by providing different perspectives.

- D** Invite students to share some problems they have had with a friend. If they don't want to share a personal experience, you may give them the option of sharing a problem someone they know had with a friend. Set a time limit for students to talk about their reaction toward the problems they shared and help when necessary.

WRAP IT UP

- E** *Do you always know how to respond when you are with your friends? What can you do to respond with more empathy? What steps can you follow to respond with empathy to your friends?*

Ask students to discuss the questions. Give them some time, and then ask them to discuss with another group. Ask some volunteers to share their answers with the class. Elicit the importance of responding with empathy and invite students to develop strategies to become more empathetic with their friends and family. To end the activity, give some tips for responding empathetically like offering help, controlling their emotions when giving advice, taking action, getting involved, etc.

TEACHING TIP

Teaching how to respond empathetically will lead students to put themselves in other people's shoes. This will help them become more sensitive to what their classmates or people around them are experiencing and be less likely to be indifferent or bully them. Make sure you develop tolerance and consciousness towards other people's feelings when you teach how to respond empathetically. As a result, you will create a more accepting and respectful school community.

- IT** You can draw students' attention to the IT box if you need more help.



DIFFERENT PERSPECTIVES

2. TOLERANCE

Objective: Students will be able to show tolerance towards others through reading stories.

WARM UP

Start the activity by writing *Tolerance is...* on the board. Then invite a student to draw his / her hand on the board and encourage him / her to write inside it a word that completes the sentence. Repeat this activity with every student in the class and don't forget to participate with your own hand and word. Start a reflection on the importance of being tolerant no matter how different we are.

STEP BY STEP

- A** Make sure all your students have the printed material to work with. Ask students to work in groups and write a list of 10 books they have read using the space provided in the handout.
- B** Let students share their lists and invite them to tell the reasons they like those books. If necessary, provide them with useful vocabulary words.
- C** You may pair up students so they can discuss the book they like the most with their partner. Invite them to describe each character so they can choose the one they like the most. Remind them the importance of giving reasons to support their opinions.
- D** Give students enough time to perform the activity and complete the organizer in the handout. As they work, walk around the classroom and monitor the activity. Provide help to those students that require assistance when making their notes.
- E** Once they have finished, invite students to share their organizers and explain in which way they are similar to the character they chose.

F Ask students to listen attentively to their partner and to be respectful when giving their opinion about his / her character. End this activity reflecting on how different people are by pointing out all the characters your students chose. Remind them that diversity is natural, but acceptance and tolerance are two concepts that they should build and work on every day. Go back to the initial reflection and encourage them to accept each other as they are.

WRAP IT UP

G *Was it easy to identify with a character? Why? Do you think that understanding the character helps you feel empathy towards the people around you? Why? Do you think the strategy of walking in someone else's shoes helps you be more empathetic and tolerant? Why?*

Ask students to discuss the questions in pairs. Give them some time and then ask them to discuss with another pair. Remind them that tolerance is a life skill that they must learn and work on. Encourage students to practice tolerance by inviting them to do different activities like talking with their classmates, spending time with them, respecting their differences and opinions, etc.

TEACHING TIP

Remember adolescence is a time of great transition between childhood and adulthood, and it is pretty common for teenagers to think they don't fit in with the mainstream. This is why being tolerant is not just an option, but a necessary life skill. To get better results, encourage students to talk, include yourself in the dialogue, speak positively, respect your students' opinions, acknowledge them whenever possible, point out prejudice so it doesn't influence others, and always be a positive influence for them.

IT You can draw students' attention to the IT box if you need more help.