

SUMMARY

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SUB-THEME 2: DEVELOPING COOPERATION SKILLS AND EMPATHY AND ENGAGING IN RESPONSIBLE AND ETHICAL BEHAVIORS

The second sub-theme is composed of three set of activities to enhance cooperative skills, empathy and moral reasoning.

The first set of activities is meant to provide materials to strengthen skills ranging from the ability to take turns and share to cooperation and teambuilding activities such as making artwork, taking collective decisions or playing games in teams. Collaboration among peers fosters children's social and emotional development (Slavin, 1980), including better attitudes toward others (Slavin, 1990). Furthermore, working with another peer both in academic and in leisure activities, helps children grow more cooperative and respectful and exhibit higher self-esteem (Gensemer, 2000). Activities are organized for children to work together and cooperate to achieve the same goal, discussing the best way to undertake a task and ensuring that everyone participates.

The second set illustrates activities to support the ability to recognize and appreciate the motives, behaviours, desires and feelings of others. Empathy is an essential building block for successful interpersonal relationships (Reid et al, 2013). The term refers to having an affective response that corresponds with the emotional state of another person, as well as the ability to mentally understand another person's perspective (Davis, 1983). Considered a necessary prerequisite for social and prosocial behaviour, empathy also influences the individual's acceptance by peers and contributes to the development of morality (Belacchi & Farina, 2012; Coplan, 2011, Braza et al., 2009, Eisenberg, 2000).

Social relationships have positive effects on moral development. Children learn how to take others' perspectives through social interactions with peers and critically reflect on their own moral arguments and ethics.

The third set of activities helps students, with the teacher's guidance, to critically reflect on, discuss and elaborate co-constructed solutions to moral and ethical dilemmas (Gasser & Malti, 2012).

Practicing ethical and responsible behaviours requires children to focus beyond the self, and develop intellectual and emotional honesty, and a willingness to confront and articulate their vulnerabilities in order to make necessary changes in their personal lives (Staub & Vollhardt, 2008).

SET 1 OF ACTIVITIES: SHARING, COOPERATION AND TEAMWORK

SET 2 OF ACTIVITIES: DEVELOPING EMPATHY

SET 3 OF ACTIVITIES: ETHICAL, RESPONSIBLE AND MORAL BEHAVIOUR

SET 1 OF ACTIVITIES: SHARING, COOPERATION, TEAMWORK

LEARNING GOALS:

By the end of this unit, children will be able to:

1. Take turns during play activities
2. Describe the importance of sharing
3. Participate in a group artwork that involves colouring and collaborative work
4. Work with another peer on a common task
5. Work together toward a common goal
6. Understand the importance of working in collaborative group work
7. Make collective decisions with everyone participating
8. Work toward a common purpose, identifying individual roles and tasks within collaborative group work
9. Encourage, motivate and support each other

TIPS FOR TEACHERS

- The teachers can guide the children to consider the various meanings of sharing. Ask for the children's suggestions on how every-day things can be shared.
- Use cooperative learning to facilitate students' work creating small groups in order to help everyone's involvement in a collective task that has to be clearly defined, without a constant supervision by the teacher. The teacher can organize cooperative activities and set roles and tasks for each student.
- The teachers can manage cooperative learning activities in all subjects, for instance solving math problems, writing a historical story or a poem, creating an artistic collage or a painting.
- The teachers can help the children to develop sharing skills for example organizing a party to celebrate a special event where the children need to share snacks and sweets with each other.
- Observing the nature in Science, the children can learn in which ways animals practice teamwork and why they do this (to provide food or for their own protection) and discuss the habits of animals while the children cooperate with each other.
- Sharing the containers of paint or glue during arts and crafts projects, especially during early years, is a good way to highlight the concepts of sharing and taking turns.

ACTIVITY 1: Zelda cannot wait

Learning Goal

The children will take turns during play activities

Learning Outcome

By the end of this study unit, I will be able to:

Take turns during activities

Age Group: Early Years

Level: Basic

Materials needed: Forest's memory cards, sheet of papers, crayons

Activity Steps

1. Start the activity reading the following story "Myrtha and the magic stone"

Myrtha, Zelda's granny, was coming to Zelda's house after a long trip. She lived far away, up on the Cold Mountain. Once per year she used to come down in the valley to visit all her family.

Zelda was very happy because she knew her granny had some special gifts from the mountain for her.

When Zelda's granny arrived, all the family had already prepared a big lunch to celebrate her arrival.

"I have one special gift for you and your sister" - Said Myrtha to Zelda "it's an unique transparent stone, if you look the landscape outside through this special stone, you can see everything covered by the snow. This is the famous Snow-stone. I have been searching for it in the mountain for ages and I finally found one. It's very rare and precious. You must take care of it".

Zelda was going to grab it but her sister, Darya, took it before her. Zelda became bit angry because she wanted to be the first on to try the magic stone. So Zelda snatched the stone from the hands of Darya. They started to argue and during their argument the stone fell down to the ground and one of its corners broke in the fall.

Myrtha was really upset and Zelda and Darya felt very guilty about it. They knew they should have been taking turns to look into the stone, sharing it.

Myrtha picked it up from the ground and luckily it was still working and she could see the landscape outside totally covered with snow.

Zelda and Darya apologized and they understood that they should have taken turns to hold the stone and share it.









1. Use following questions to help the children understand the story:
 - Do you like the story?
 - What did Myrta bring for her nieces?
 - What happened after that Myrta showed to Zelda and Darya her gift?
2. Discuss why the gift broke with the children.
3. Let the children make drawings of the story.
4. Then, to help the pupils to understand the importance of taking turn, show them all forest's memory pair cards.

5. Before starting, explain the game's rules to the children underlying the importance of the turn taking in choosing cards. Each child has to pick two cards looking for a matching pair of the first card collected. Then if he/she finds the copy of the first card, she/he can keep the two cards. If he/she is wrong and he/she doesn't find the right one, he/she need to wait for his/her turn to play again.
6. At the end of the game ask them:
 - Do you like the game?
 - Was it difficult or simple to wait for your turn?
 - Do you know any other games where you know you have to wait for your turn to play?
7. Collect all the children's ideas on a sheet of paper.
8. Ask the children to make a drawing of a game they know where they need to play taking turns.

Home activity

At home the children, with the help from their parents, search for a toy or a game that requires to take turns, where a child has to wait for his/her turn. With his/her parents, the child illustrates rules to play that game and he/she makes a picture of it.

FOREST'S MEMORY CARDS

			
			
Other pictures here...			

Note: pictures come from a website <http://it.freepik.com>

ACTIVITY 2: Sharing the magic stone

Learning Goal

The children will describe the importance of sharing

Learning Outcome

By the end of this study unit, I will be able to:

Describe the importance of sharing

Age Group: Early Years

Level: Intermediate

Materials needed: sheet of paper, poster, and crayons

Activity Steps

1. Start the activity reading the previous story *"Myrtha and the magic stone"*
2. Use following questions to help the children to understand the story:
 - Do you like the story?
 - What did Myrta bring for her niece?
 - What happened after that Myrta showed to Zelda and Darya her gift?
 - What did Zelda and Darya learn from this story?
3. Introduce the topic asking the children:
 - Imagine that you've just received a pack of crayons from your mum, and you have been wishing for exactly these type of crayons for a long time. You are so happy for them and you decide to take them with you to the kindergarten. Would it be OK to share them or would that be difficult for you?
4. Let the children explain what they think whether it's difficult or easy to share their own crayons and ask them:
 - Do you know which other things can be shared at school? And at home?
5. Divide the children in small groups and assign them one drawing per groups that represent one thing or game that can be shared
6. At the end, let the children show their drawings and ask them:
 - What does the word 'sharing' mean for you?
7. Collect all the ideas on a poster

Home activity

At home the children together with their parents reflect on things or games they are able to share with others and those they are not able to share then the children make a drawing of them in the "I share" worksheet.

"I share" worksheet

	I CAN SHARE	
	I CAN'T SHARE	

ACTIVITY 3: Building artwork

Learning Goal

The children will participate in a group artwork that involves colouring and collaborative work

Learning Outcome

By the end of this study unit, I will be able to:

Play and work with others

Age Group: Early Years

Level: Advanced

Materials needed: markers, poster

Activity Steps

1. Introduce the topic of the activity reading the previous story "Myrtha and the magic stone"
2. Use following questions to help the children understand the story:
 - Do you like the story?
 - What did Myrta bring for her niece?
 - What happened after that Myrta showed to Zelda and Darya her gift?
 - What can you learn from this story?
3. Introduce the activity asking the children to sit in a circle. Tell them that they are going to make a group artwork today.
4. Give a marker to each child and place a poster on the ground in the middle of circle. Each child has 30 seconds to draw something on the poster, then he/she passes the poster to another child who has 30 seconds to add something to the first creations. The poster moves around the circle and all the children build a drawing together taking their turn. Instruct the children that the aim is to create a meaningful drawing composed by different artists' contributions.
5. At the end of the game ask them:
 - Do you like the game?
 - Was it difficult or simple to wait for your turn?
 - Was it difficult or simple to create something from a previous drawing?
 - Have you ever shared a drawing before?
 - How do you feel?
 - Do you know any other things, games or activities that can be shared?
6. Collect all the children's ideas on a poster

Home activity

At home the children will reflect with their parents on things or games that they are able to share at home with his/her family and what they share with friends and others, the things they are not able to share and those they still need to learn to share. Then the children make a drawing of these things on the "I share" worksheet.

"I share" worksheet

I CAN SHARE
I CAN'T SHARE
I STILL NEED TO LEARN HOW TO SHARE

ACTIVITY 4: Working like bees

Learning Goal

The children will work with another peer on a common task

Learning Outcome

By the end of this study unit, I will be able to:

Work in pair on a common task

Age Group: Early Primary

Level: Basic

Materials needed: poster, crayons or markers, sheets of paper

Activity Steps

1. Start the activity reading the following story "Bees' teamwork"

One day Zelda's teachers gave her students a special homework: to observe how bees live and work.

Zelda was very excited to do it, she went into in the forest to find some bees. She walked for quite a bit and finally she saw one bee that was flying from one flower to another one. She noticed there were also other bees close to the first one and that they appeared to be speaking each other through their antennas.

One bee was curious about Zelda's presence, she came to her asking "Hello, I'm Angy, and you? What are you doing here?"

"Hello Angy, I'm Zelda. I would like to know more on bees. Bees are so small but you are also so smart and fast in find pollen and construct the hive. I'm very impressed!" - answered Zelda.

"The trick is to work together, we always cooperate. One bee is small and cannot do a lot, but the teamwork is very powerful! We can do everything, we can move heavy things and protect ourselves if we are together!"

Zelda was very happy, she discovered the bees' secret: working together was really a great idea!!

2. Help the children understand the story by asking them:

- What did Zelda have to do as homework?
- What did Zelda notice at the beginning?
- What did Angy say to Zelda?
- Which is the bees' secret?

3. Help the children to reflect on other bees' behaviours when they work together, for instance what they do to make honey or when they share roles and tasks to protect and provide foods.

4. Create pairs of children and ask them to make one single drawing of the story "Bees' teamwork"

5. When the children finish their drawings, ask them to show their drawings to the others explaining in particular which strategies they used to divide roles between the two of them. To help them, ask the children:

- How did you decide how to start the drawing?
- Did you divide tasks equally?

6. Ask all the children to brainstorm about all positive and negative aspects they can find about the teamwork.
7. Collect all the ideas on a poster

Home activity

At home the children play with parents imagining to be another animal, they can choose the one they prefer. Then they make a picture to explain how the life of that animal is.

ACTIVITY 5: Are we working in a team?

Learning Goal

Working together toward a common goal

Learning Outcome

By the end of this study unit, I will be able to:

Work in a team for a common goal

Age Group: Early Primary

Level: Intermediate

Materials needed: Sheets of papers, posters, pens

Activity Steps

1. Start the activity reading the previous story "*Bees' teamwork*"
2. Help the children to understand the story asking them:
 - What did Zelda have to do as homework?
 - What did Zelda notice at the beginning?
 - What did Angy say to Zelda?
 - Which is the bees' secret?
3. Create small groups of children and ask them to invent a new story about Angy the bees.
4. When the children finish their stories, let them share their stories to the others.
5. Ask each group which strategies they used to divide roles and tasks within the groups. To help them, ask the children:
 - How did you decide how to organize tasks?
 - Did somebody decide all different roles, tasks and activities for the whole group?
 - Did you divide tasks equally?
 - Are you happy with the role you had?
6. Ask to each group to make a list all positive and negative aspects they can find about the teamwork.
7. At the end, discuss all lists together and make one poster from all the suggestions.

Home activity

At home children work together with the help of parents to build a paper craft (for instance using <http://paperboxworld.weebly.com/>). The children discuss with their parent on pros and cons of working on a task with somebody else.

ACTIVITY 6: We are a team and we support each other

Learning Goal

Understand the importance of working in collaborative group work

Learning Outcome

By the end of this study unit, I will be able to:

Understand that cooperation is important for friendship

Age Group: Early Primary

Level: Advanced

Materials needed: Sheets of paper, crayons, pens, and poster

Activity Steps

1. Start the activity reading the previous story "*Bees' teamwork*"
2. Help the children to understand the story asking them:
 - What did Zelda have to do as homework?
 - What did Zelda notice at the beginning?
 - What did Angy say to Zelda?
 - Which is the bees' secret?
3. Create small groups of children and ask them to invent a new story about Angy the bees.
4. When the children finish their stories, let them share their stories to the others.
5. Ask each group to find and design a logo and formulating a name their own group
6. Ask each group which strategies they used to divide roles within the groups. To help them, ask the children:
 - How did you organize the different task in your group?
 - Did somebody decide all different roles, tasks and activities for the whole group?
 - Did you divide tasks equally?
 - Are you happy with it?
2. Ask to each group make a list all reasons they can find to cooperate with others.
3. Discuss about positive aspects involved in cooperation and collect all ideas on a poster.

Home activity

At home the children make a list on all tasks and activities they can do cooperating with others.

ACTIVITY 7: Listening to different opinions

Learning Goal

The children will make collective decisions with everyone participating

Learning Outcome

By the end of this study unit, I will be able to:

Take a decision with the others

Age Group: Late Primary

Level: Basic

Materials needed: sheets of paper, pens

Activity Steps

1. Ask the children to divide themselves in 3 groups, each group representing one of the following developmental context:
 - school
 - family
 - friends
2. The children, divided in groups, think about which people are involved in their assigned context and reflect on the behaviours they related to those people. Support the activity using following asking them:
 - How much time do you spend at/with school/family/friends?
 - Who are the people that you meet in school/ consider your friends/family?
 - How do you behave in school/with your friends/family?
3. Together the children decide and make a list of 5 shared rules they applied on their own context and write down the rules on a sheet of paper. Encourage all children to participate and to negotiate differences in opinions in order to find some common rules.
4. At the end of the activities, every group show their rules to others.
5. Discuss with all the children about the rules. Ask each child to reflect on them and then write a shared list of rules.
6. Discuss the difficulties they faced to find those 5 five rules working together.

Home activities

At home, the children interview a parent about a time they needed to make a shared difficult decision together with somebody else. They write the story of the event on a sheet of paper.

ACTIVITY 8: Paul needs some help!

Learning Goal

The children will work toward a common purpose, identifying individual roles and tasks within collaborative group work

Learning Outcome

By the end of this study unit, I will be able to:

Work toward a common purpose reflecting identifying individual roles and tasks

Age Group: Late Primary

Level: Intermediate

Materials needed: Sheets of paper, block notes, crayons or colouring pens, poster, story "Paul needs help"

Activity Steps

1. Start the activity reading the following story "Paul needs help"

Paul was born in Africa. His family moved here to your country to find a job and a better quality of life. Paul goes to school here and one day, the teacher asks pupils to talk about their families. Paul, says that his mother still lives in Africa and he is living with his father. This is the first time he tells this to the class.

They are trying to save money to bring his mother here to them. He misses her lot.

2. Ask the children, divided in groups, to think of a fundraising activity to provide money to help Paul. They can write or make a drawing on a poster to present their ideas.
3. Discuss how well each team operated:
 - Did someone direct the other team members and help to keep them focused?
 - Which skills did you use in this activity?
4. Collect all answers in poster identifying strengths and weaknesses of working in a team.

Home activity

At home, the children interview a parent about a time they needed to work with somebody else on an important shared task. They write the story on a sheet of paper describing how the parent felt in that situation.

ACTIVITY 9: Playing relay races

Learning Goal

The children will encourage, motivate and support each other

Learning Outcome

By the end of this study unit, I will be able to:

Play in a team encouraging, motivating and supporting the others

Age Group: Late Primary

Level: Advanced

Materials needed: playground, bandanna, bag, and poster

Activity Steps

1. Introduce the topic of the activity explaining to the children that they are going to play a relay race.
2. Arrange the playground setting two different paths with some obstacles.

3. Divide the children in two teams.
4. Describe them how to play: from the starting line, one child per team has to run to pass through all obstacles in their own path.
5. Each child brings a bag with a small ball in it. Once the first child in each team finishes the path, he/she puts his/her ball in the bag of the next child that then starts running the same path. The first team to finish the game wins.
6. After the games, discuss with the children whether they helped the members of their own team by encouraging and motivating them.
7. Ask them:
 - Is it important to encourage the other? Why?
 - How do you feel when somebody motivates you?
 - When did somebody encourage you?
8. Ask them all ways they know to support the others and collect all ideas on a poster.

Home activity

The children ask a parent to tell them an event in their life when they supported, encouraged and motivated another person explaining the reasons for that behaviour. The children write the story on a sheet of paper.

SET 2 OF ACTIVITIES - DEVELOPING EMPATHY

LEARNING GOALS:

By the end of this unit, the children will be able to

1. Consider others' points of view.
2. Appreciate the importance to ask and listen how another person is feeling.
3. Change perspective and opinions based on new experiences.
4. Practice the skills of recognizing how others feel.
5. Recognize how others' emotions can affect their own emotions and behaviours.
6. Understand motives, behaviours and desires of others.
7. Describe the emotional needs of others.
8. Identify ways to empathize with others.
9. Appreciate that empathy is a quality for building and preserving positive relationships.

TIPS FOR TEACHERS

- The teacher can express interest in the children's feelings and invite them to communicate their emotions with behavioural reflection saying, for instance, "You seem worried" Or "I see you standing all alone."
- Using video clips and pictures, students can learn to interpret the facial expressions and body movements of characters.
- Teach empathy by discussing what people might have felt in some historical events or settings, in fictional settings or in real-life situations.

ACTIVITY 1: Falling in to the underground!

Learning Goal

The children will learn to consider others point of view

Learning Outcome

By the end of this study unit, I will be able to:

Consider another person's point of view

Age Group: Early Years

Level: Basic

Materials needed: poster

Activity step:

1. Start the activity reading the following story "Falling in to the underground!"

One day, while Zelda and Sherlock were walking in to the forest, they noticed a big hole in the soil.

"Sherlock, be careful you might..." - but she didn't have the time to finish the sentence because Sherlock had already slipped into the hole.

"How are you?" - asked Zelda- "I'm ok but you should come down here to have a look!" - answered Sherlock.

When Zelda came down through the hole she was very surprised. They had found a kingdom of the ants, there were lots of tunnels, foods and every sort of stuff.

"What are you doing here? Why are you here" - asked the Ant Queen. "You are not welcome here, we don't like strangers especially if they come from the world above!"

"We have fallen here but we came in peace, we are not enemies!" - Zelda said.

"Why don't you like those come from the world above?" - asked Sherlock.

"Those from the world above consider ants to be useless small animals and they do not respect us. We are not big animals but we are gentle, peaceful and we protect our underground kingdom to grow our families as all other animals do."

Zelda and Sherlock were very interested in what the Ant Queen's was saying as sometimes they themselves did not take care of ants. Listening the Ant Queen they started looking at ants' kingdom and they were very surprised noticing how skilled the ants were in creating tunnels into the soil. They never thought about how ants can live underground but now they were learning it.

They thanked and said goodbye to Ant Queen, and that was the time they learned to consider the ants' point of view.

1. Organize a role-play of the whole story choosing some children to be the main characters of the story (Zelda, Sherlock and the Ant Queen), the other kids can play other roles (namely the other ants).

2. At the end of the dramatization, help the children to understand the story by asking them:
 - What happened to Sherlock while he was in the forest?
 - Who did Sherlock and Zelda meet in the hole in the soil?
 - Why didn't the Ant Queen like strangers?
3. Ask the children to image that they were ants. The children can play together, pretending to be ants. Let them move freely in the classroom as they imagine ants would do.
4. At the end of the game, gather the children in a circle and ask them to image how the world would be from the ants' point of view.
5. Let them share their suggestions.
6. Ask them:
 - What did Sherlock and Zelda learn from this adventure?
7. Collect all the ideas on a poster
8. Close the activity by emphasizing the importance to consider other points of view as Zelda and Sherlock did

Home activity

At home the children, with the help of their parents, make a game to imagine how the life of a bird would be. Thinking for instance of what they need to do to eat, to sleep and to move. The children then make a drawing of it.

ACTIVITY 2: Feeling like ants

Learning Goal

The children will reflect on the importance to ask about and listen to how another person is feeling.

Learning Outcome

By the end of this study unit, I will be able to:

To ask about and listen to how another person is feeling

Age Group: Early Years

Level: Intermediate

Materials needed: poster

Activity step:

1. Start the activity by reading the following story "*Falling in to the underground*"
2. Help the children to understand the story asking them:
 - What happened to Sherlock while he was in the forest?
 - Who did Sherlock and Zelda meet in the hole in the soil?
 - Why didn't the Ant Queen like strangers?
 - In your opinion, how did the Ant Queen feel when she met Zelda and Sherlock at the beginning?
3. Ask the children to form pairs. Invite one child of each pair to begin the activity by making some movements, pretending to be an ant. The other child of the pair mirrors the one imitating and ant. After few minutes, invite the children to exchange roles in their pair.
4. At the end of the game, explain that one child of each pair starts asking how his/her partner feels and the peer answers back saying how it feels to be an ant. Give time to the children to question, answer and listen the answer. Then the children change roles and the second child asks and the first one answers explaining how he/she feels.
5. Gathered in a circle, ask them:
 - Did you like this games?
 - Was it difficult or simple to be careful to other emotions asking and listening to how they feel?
 - Have you ever asked somebody how he/she feels?
 - What can you learn from this game?
6. Collect all the ideas on a poster

Close the activity by emphasizing the importance to consider others' points of views as Zelda and Sherlock did. In particular focusing on other people's emotions. This awareness starts with taking the other's perspective as they did in the games.

Home activity

With the help of parents, think of a short story that has an ant as main character then make a draw of the story.

ACTIVITY 3: If I was an ant

Learning Goal

The children will change perspective and opinions on an experience

Learning Outcome

By the end of this study unit, I will be able to:

Change perspective and opinions as a result of a new experience

Age Group: Early Years

Level: Advanced

Materials needed: poster, "If I was an ant"-sheet

Activity step:

- Start the activity reading the following story "*Falling in to underground*"
- Help the children to understand the story by asking them:
 - What happened to Sherlock while he was in the forest?
 - Who did Sherlock and Zelda meet in the hole in the soil?
 - Why didn't the Ant Queen like strangers?
- Ask the children to form pairs. One child from each pair begins the activity by moving pretending to be an ant. The other child in the pair will mirror his/her ant-imitating partner. After few minutes, invite the pairs to switch roles.
 - Did you like this game?
 - What did you learn from this game?
- Collect all the ideas on a poster.
- At the end of the game, gather the children in a circle and ask them to image how the world would look from the ants' point of view.
- Ask them to make a drawing of it, filling the sheet "If I was an ant"
- Let them share their illustration help them how can be different the world if you take the ants' point of view
- Ask them:
 - What did Sherlock and Zelda learn from this adventure?
 - What can you learn from this story?

Close the activity by underscoring the importance to change point of view on issues taking a different point of view as Zelda and Sherlock did.

Home activity

Ask the children to consider another's point of view by discussing with one parent on what she/he does every day. Then the children fill the sheet paper "my mother/father's daily life" making pictures of 4 daily actions he/she usually does.



IF I WAS AN ANT

--

My mother/father daily life

--	--

1	2
3	4

ACTIVITY 4: I can feel your emotion

Learning Goal

The children will practice skills of recognizing how others feel

Learning Outcome

By the end of this study unit, I will be able to:

Know the importance to recognize other people's feelings

Age Group: Early primary

Level: Basic

Materials needed: "Emotions cards", poster, and "Changing Batteries" video on YouTube

1. Read the following story: *"Sherlock meets a friend"*

One day Sherlock was walking into the forest and there he met Max the rabbit, a friend of his that he had not seen for a long time.

"How are you Max, I'm so happy to meet you" - said Sherlock. "I'm also glad to see you again" - answered back Max.

Sherlock noticed that Max seemed worried, he looked tired and sad. "You know, you don't look very happy to see me" - said Sherlock.

"I'm happy to see you but I feel sad because the place where I lived was flooded by the river and me and my family had to move away, searching for a new accommodation. I miss my old house and I'm really sad because I feel like I lost everything. I'm sorry but I need to go as my family is waiting for me, see you soon Sherlock" - said Max while he was going away.

Sherlock was upset and sad, he felt as if he himself had lost his own house. He was so sorry for what had happened to his friend. He realized how it can be sad to leave suddenly from one beloved place as Max needed to do. He could really understand why Max was sad and worried.

2. Introduce the topic of the activity with the help of following questions on the story:

- Who did Sherlock meet in the forest?
- How did Max seem?
- How did Max feel?
- What happened to Max?
- How did Sherlock feel after it?

3. Arrange the students into a circle and ask each child to choose one of the 'emotions' cards' from the centre of circle. The teacher can add other pictures from newspapers or internet.

4. Each child first labels the emotion of the selected card

5. Ask them to think of a situation when they saw somebody with the emotion on the drawn card.

6. Each child makes a drawing of his/her personal experience

7. The children share their illustrations explaining what happened, what they did to cope the situation and how they felt
8. Gathered in circle, collect all their emotions making a poster
9. Show them the video "Changing Batteries" a 3D animation story from MMU on you tube at the following link:

http://www.youtube.com/watch?v=O_yVo3YOfqQ

or on Vimeo website at the following link:

<http://vimeo.com/58515111>

This is a story about an old woman that lives alone with a robot. The end of the story might be touching for children, help them to identify their sadness that raise from the characters' experiences and emotions.

10. After the video, ask them:

- How do you feel now?
- Why do you think you feel...?

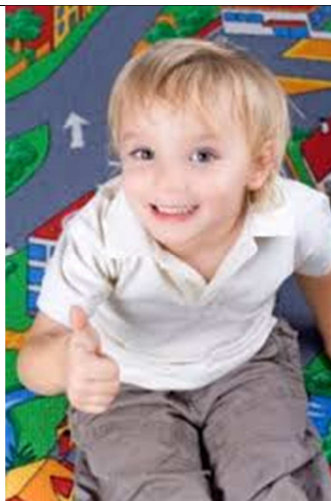
Some children might feel sad and sorry after the video, the teacher deepens the concept of empathy telling students that they felt the same emotions of the characters. Empathy is like "feeling with" another person, when you feel and understand emotions and/or thoughts of somebody else.

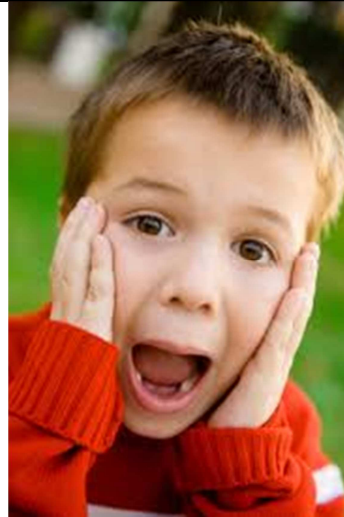
11. Ask them:

- Have you ever felt the emotion of somebody close to you? What happened?

Encourage the pupils to share their experiences

EMOTIONS' CARDS





Home activity

The children ask their parents if they have been emphatic with somebody in a past experiences from their own life. The children write what happened to their parents on a sheet of paper.

ACTIVITY 5: If you feel like...I feel like...

Learning Goal

The children will recognize how others' emotions can affect their own emotions and behaviours

Learning Outcome

By the end of this study unit, I will be able to:

Know that others' emotions can affect my emotions and behaviours

Age Group: Early primary

Level: Intermediate

Materials needed: "Understanding others' emotions"-chart, poster

1. Read the previous story "*Sherlock meets a friend*"
2. Introduce the topic with the help of following questions:
 - Who did Sherlock meet in the forest
 - How did Max seem?
 - How did Max feel?
 - What happened to Max?
 - How did Sherlock feel?
 - Why do you think Sherlock feels like that?
3. Then arrange the students into a circle and ask each child to choose one of the 'emotion cards' from the centre of circle. The teacher can add other pictures from newspapers or internet.
4. Each child first labels the emotion on his/her own card
5. Ask them to think of a situation when they saw somebody with the emotion shown on their drawn card.
6. Each child make a drawing of the situation
7. The children share their illustrations explaining what happened and what they did to cope the situation.
8. Ask them to reflect from which expressive cues they could recognize a particular emotional state.
9. Introduce them the "Understanding others' emotions"-chart and ask them to fill it individually.
10. Gathered in circle, summarize all the answers raised from the children.
11. Introduce the concept of empathy by telling students that it is very important to understand and reflect on others' emotions especially focusing on others' needs. To facilitate this process people empathize with the others that it is like "feeling with" another person, like feeling emotions of somebody else.
12. Ask them:
 - Did you ever feel the emotion of somebody close to you? What happened?
13. Encourage the pupils to share their experiences.