SENDEKİ YANKIMI KEŞFET
FIND MY ECHO IN YOU

BE GENUINELY CURIOUS ABOUT OTHERS

FEEL WHAT OTHER PEOPLE FEEL

IMAGINE YOURSELF IN OTHER PEOPLE'S SHOES

FOR ALL SCHOOLS WITH TOOLKIT

EMPATHY
HANDBOOK

SHARE WHO YOU ARE

BE A CAREFUL LISTENER

DISCOVER THE SIMILARITIES

FIND MY ECHO IN YOU ERASMUS+ PROJECT.

TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

Empathy practises in education handbook of the Project with the title of "Find My Echo in You" under Erasmus+ Programme School Exchange Partnerships (KA229)

All correspondence regarding this publication, including reproduction or translation of all parts, should be sent to the address below.

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2019-1-TR01-KA229-077051

FIND MY ECHO IN YOU
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Empathy Practices Handbook
usable in all educational institutions.

Project Legal Representative
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WHAT IS IN THE BOOK

Our adventure begins with the grant of the Erasmus+ project "Find My Echo in You". At the same time, it is the product of a three-year journey of curious educators with their students who pursue innovation in education and ask themselves, "Why some things are not going well?". The Book contains academic information, critical approaches and solution suggestions on empathy, as well as good practises that can be applied in schools. In our book you can find about twenty activities that will improve sense of empathy and ensure that it is part of the school culture. Be sure that by applying these activities with students, teachers and parents, you will have a quite enjoyable and instructive process. In addition, the book contains up-to-date information about Erasmus programmes. If you want to work project-based and disseminate your creative work to larger audiences, Erasmus programmes provide you with important opportunities to facilitate this access. Erasmus programmes provide professional development, language development, experience of European culture, development of key competences, innovative perspective and most importantly motivation for teachers. Moreover, it is difficult to describe the excitement created by the Erasmus programme for the students. You should try it and see the excitement in the students' eyes. Of course you need to have a good team for all these events, but let's not forget that there are so many people who want to improve themselves and seek innovation or are waiting to be discovered. Take the first step and you will see how much you change and develop while touching the lives of others. In a word, Erasmus programmes are the "*Change*" themselves, waiting for you to discover.

This book is a short summary of our journey and project work. We hope it will be a useful resource for all educators and students.

Our project has hundreds of secret heroes who made contributions during this three-year period until the writing of this book. Many thanks to hundreds of students who gave meaning to our Project, to project schools principals, to teachers Sevda Çakır Şahin, Tuğba Afyoncu, Şebnem Gürman, Çağrı Rona, Erhan Yılmaz, Rüştü Nar, Olcay Doğan, Anna Korzonek, Marta Dettlaff, Nada Ancevska, Katerina Milevska, Rositsa Ivanova Gergova, Lyudmila Georgieva Tsekova, who carried the burden of the project and ensured that it was carried out in a healthy way, to other teachers involved in the project activities, and to all the stakeholders of the project, whose names we cannot count here. We hope this will be a helpful handbook for teachers.

Wishing to live in harmony with nature, people and all living things.

Project Key Team

Official logo of the Project

PROJECT MOTIVATION AND A CRITICAL LOOK AT THE EDUCATION SYSTEM

Considering the history of humanity, many types of society have emerged and these types of societies have passed through many different stages and created systems suitable for themselves. In order for these emerging systems to rise on stronger foundations, societies have paid attention to the education of individuals according to their own needs and established institutions for these needs. We can say that the school is most historical and rooted of these institutions. If we define education as behavior change in general and teaching as "specializing in a field", we can say that schools are the heart of these two important elements. While the concept of "education" was more dominant in similar institutions in old times, the condition has emerged that has made the concept of "teaching" dominant due to the change in production and lifestyles today. Now, while the process of gaining behavior in schools is a secondary task, specialization in a field (teaching) is in the first place.

In our country, students are classified as successful or unsuccessful by being eliminated according to their exam results in the courses. The concept of education has disappeared and dissolved in the face of the concept of teaching. While the school life contributed to the training of good mathematicians, engineers etc., it was almost not

interested in raising people who could empathize, solve problems, and respect differences and environment. We wouldn't be wrong if we say that teachers who move society forward make less effort to teach and develop good behavior to students and are confined to their own fields.

School life should strengthen the perception that a student is an individual with his own life and rights, but the current condition is quite different. As a result, it has revealed an unsustainable level of social corruption. In the social structure, a large

group of insecure, uneasy, lonely and resentful people emerge. This emerging corruption has become a major obstacle to positive social progress.

Important negative behaviors such as environmental pollution, exclusionary attitudes towards people with disabilities, gender discrimination, hegemonic understanding in all areas, exclusionary attitudes towards refugees, in short, inability to perceive the other, have emerged and become widespread. Elimination of these negativities and creating good school climate are the elements that constitute the motivation of our Project. Healthy society consists of individuals who are physically, socially and mentally healthy.

On the other hand, it is possible for individuals to be healthy in all aspects by giving importance to multi-faceted development and qualified education of children and allocating resources. In order for our teachers, students and parents to be an important and dynamic part of this change, the most important step of interpersonal relations depends on the development of empathic skills. It is possible to say that this development has brought us closer to our goal of changing ourselves and changing the environment with the cooperation of schools with completely different systems (language, belief, culture...) rather than co-operation of very similar systems with our Erasmus project.

If the school climate is developed within the framework of warm, understanding and mutual respect, the students can also develop in a healthy way. It is quite exciting that our experience shared in this book as a result of all project processes has turned into a supportive guide for many schools in our country.

If you want to implement "not only a technical and institutional change, but also a philosophical change", the activities in this book will be quite useful for you.

PROJECT SUMMARY

Considering the history of humanity, it used to be less common to communicate with different cultures in traditional societies, whereas in modern world, social dynamics require us to act with a high level of empathy. Empathy is not something that can be spontaneous or memorable; it is meaningful in case it is part of everyday habits. Decrease of this part with time leads to turning humans' negative behaviors into habit.

In that case, does our education system find solution to these negativities? While it prioritizes specialization in a field (mathematics, science etc.), it does not focus on acquiring good behaviors. In order to provide a philosophical change in the concept of "respect for differences", the Ministry of National Education started teachers' trainings in scope of Inclusive Education Project. We wish to comprehend empathy and turn it into behavior with the idea that strengthens and complements our Ministry's project.

Within the scope of our project, we will have significant experiences with 20 local events. There are details of all our activities on monthly basis in the attached activity guide. The aim of each activity is presented in detail. 10 teachers, 30 students and 20 parents from each institution will take part in these activities. 12 activities will take place within the scope of international activities. A total of 64 teachers and 36 students will take part in transnational mobilities. These activities are designed in three stages.

1)Recognizing your own emotions

2)Expressing emotions

3)Recognizing and accepting feelings of others.

These stages include all stakeholders of the school. Activities will begin by noticing their own feelings. It seems not possible for individuals who cannot express themselves to realize other individuals' feelings and respect their differences. Activities will be carried out methodologically based on drama, group play, role playing and sharing activities. Our aim is to improve the empathy skills of the groups

taking part in the activities by means of these methods and to disseminate it to wider audience. Each partner institution is an important part of local and international activities. Among the project partners, there are teachers highly experienced in the field of the project. This will gain quality on the implementation stages. In addition to local activities, international activities are very important in terms of experiencing and sharing good practice. We are aware of the fact that we need to carry out activities in a meaningful plan with our project partners who have conditions which differ from ours. Collaboration with different teachers, students, cultures, institutions and systems will enable us to raise empathy on a philosophical basis.

These activities, which we start with a small group, will become widespread in our institution and environment and the number of people we reach will be an important indicator of our success. Moreover, there are many values that our project will add to our institution standards. We are curious about the renewed educational practices of Poland and Bulgaria after their joining the EU. We aim to compare our responses to common problems with Macedonia having close geographical position to us; to observe the impact of authorizing local administration in respect to education management by softening centralist structure on the education systems of our partner in Portugal, to experience practices in education systems in respect of democracy culture, differences and empathy and to integrate good classroom practices into our corporate structure. All these experiences will undoubtedly contribute to our understanding of mutual language learning and European culture and contribute to healthier integration with Europe.

As a result, all of our project experiences will show that empathy in education is as important as specializing in a field. Studies in the field of empathy are extremely important in order for a qualified and inclusive education approach to be one of the basic elements of Turkish Education system. We need all good practices in order to sustain existence of all our differences in a valuable way in complicating society. It is also among our expectations to obtain a sound and practical scientific basis for the results intercultural differences may bring out. Thus, we would like to have a road map for future studies. As a result of all these experiences, we will create a booklet containing information such as the importance of empathy in education and the activities of the project to be published in partner countries as well. In line with the experiences gained at the end of the project, our students and teachers will sustain and spread the feeling of being aware of the others with the studies to be carried out outside classroom by planning activities in benefit of Community Services (Kızılay, Yeşilay, Lösev..) at the beginning of each term. That's why we call it "Find my echo in you".

PROJECT OBJECTIVES

The objectives we want to achieve with our project, which we built on empathy, communication and changing the perspective on differences, and the acceptance of differences on the basis of equality, are as follows:

1-To turn understanding of inclusive education in line with the 2023 vision of the Ministry of National Education into a corporate culture.
2-To minimize the attitudes and behaviors that reinforce discrimination seen in our school.
3- To consolidate democratic school culture and to activate school councils.
4-To spread project-based working approach in the institution, to increase teamwork.
5- To make interdisciplinary cooperation continious.
6-To increase the sense of empathy in teachers, students and parents.
7-To ensure that the teacher is a good role model regarding his/her perspective on differences.
8-To prepare a classroom environment in which students with different characteristics can express themselves comfortably.
9-To share and apply good classroom practices.
10-To break the students' prejudices towards disadvantaged students.
11- To raise sensitive individuals.
12-To create environment that will improve students' social skills.
13-To develop students' communication skills.
14-To encourage and organize different groups to work together.
15-To clarify the empathy effect in the curriculum.
16- To make the activities that will bring the concept of empathy to all stakeholders of the institution a routine part of the school, to plan these studies at the beginning of the semester.
17-To continue parents' education, to carry out activities that will improve empathy and communication skills in parents.
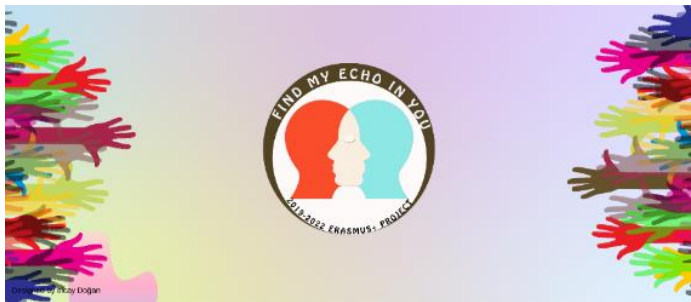
EMPATHY IN EVERY ASPECT

While human beings continue their lives by integrating with nature, they have been led by the motive of nutrition, shelter, survival and protection.

Human-beings built a hunter-gatherer culture by discovering fire, agricultural culture with the agricultural revolution by domesticating plants and animals, then industrial culture by using machines with the industrial revolution, and then a high-tech culture by using computers in informatics. Finally, it is rapidly moving towards a world order in which the concept of individual rights comes to the fore.

In all these times, human beings have undergone a cultural "evolution" by renewing their social organizations, economic, social and political values, renewing their legal structure, changing them and making additions. While the cultures created were affected by each other and transformed, they became the cause of conflicts. An individual, who was born with his own characteristics, has put the 'other' former to his identity which he aquired by

adopting the values of the culture he is in. These social values and cultural codes, which are effective in the formation of an individual's identity (me), have an important role in his perception and evaluation of the world.

Industrial and scientific developments, increasing population, urbanization, wars, natural disasters, migrations have caused confusion and alienation in human relations. The focus of the world struggling with these problems on economic, social and political problems, and the fact that it started to give importance to the interests of society rather than individuals, has changed its perspective on human beings.

In the face of new discoveries that prove the immeasurable dimensions of the universe, the reduction of individual's value to almost nothing has led to determination of concerns such as loneliness, alienation, meaninglessness, isolation from other people, and inability to establish face-to-face relationships even in the age of communication technologies.

In addition to social problems and cultural differences, the individual, who is alone with existential problems, experiences problems of communication lack in this period that we call the age of communication. While communication technology has become an integral part of people's communication methods, using social media and smartphones causes individuals to neglect their social lives, to be indifferent to other people and events, or not to understand each other. (Individuals sitting at the same table, preferring face-to-face communication less or not at all, etc.)

Suler (2004) states that digital chats threaten the appropriate expression of empathy, largely due to the "online disinhibition effect", also defines the online disinhibition effect as "the tendency for people to say and do things they would not normally say and do in cyberspace". The easier people can relate, the more they become disengaged, unable to love, asocial or narcissistic (Suler 2004, cited in Bal & Okkay, 2021). One of the most important shortcomings in the world in these periods when conflicts, wars, migrations, conflicts among people and crimes increased, was

that people did not "understand" each other. In this respect, we have a chance to resolve this misunderstanding.

Many scientists agree that empathy brings people closer to each other, facilitates communication, prevents emotional conflicts that can cause many problems, and enables us to develop better social relations. Considering that these individuals, who can be conscientiously responsible and sensitive to their environment, have higher rates of cooperation and take action on issues that they are uncomfortable with, it is obvious that Empathy is the dominant key in solving personal, social and universal problems.

DEFINITION AND HISTORICAL DEVELOPMENT OF EMPATHY

The concept of empathy has undergone changes since it was first used by Aristotle. The concept of empathy was discussed by Theodor Lipps with the concept

of "einfühlung", which is a German word, within the scope of studies in the fields of aesthetics and psychology. Lipps defined the concept of "einfühlung" as the process of a person reflecting himself on an object - for instance, a work of art - feeling himself in it, and in this way understanding that object by incorporating it (Barret-Lennard, 1981, cited in Dökmen, 2019). Lipps mentioned in his later studies that 'einfühlung' may occur during the perception of people as well as objects (Dökmen, 2010).

Another historical development regarding empathy: In 1909, Titchener translated the term 'einfuhlung' into English as 'empathy', making use of the ancient Greek term 'empatheia'. Today, we may define empathy as 'the process of putting oneself in the other person's place and understanding, feeling and communicating his/her feelings and thoughts correctly'. Until today, definitions of empathy have been discussed from different perspectives and different definitions have been proposed because of so many different approaches.

When we look at the definitions of empathy, Hickson states that it is not defined well enough in the literature, while Iannoti states that there is no consistency between operational definitions of empathy made by different researchers. There are those who say that empathy is "to understand the feelings of the other person", and the ones who say "Empathy is to feel what the other person feels".

Definitions of empathy seem to have gone through three basic stages over the years. While empathy was considered as a cognitive concept from the beginning to the end of the 1950s, in the 1960s, the emotional dimension was emphasized as well as the cognitive dimension. In the 1970s, it was used in a narrower sense, and it was called 'empathy' to understand a certain emotion of a person and convey the situation to him/her (Dökmen, Communication Conflicts in Art and Daily Life and Empathy, 2010).

Tarhan (2010) states that there are some differences between scientific definition of empathy and empathy that is understood by society and defined culturally. Seeing the other person's point of view beyond feeling what the other person feels, respecting his/her point of view and looking at the event from his/her own point of view is the ability to act jointly.

In the TDK dictionary, empathy is referred as "Sympathy" (TDK, 2022). According to Bakırcıoğlu, empathy is perceiving the feelings and thoughts of the other person as your own and putting yourself in their shoes without losing their objectivity (Bakırcıoğlu, 2012). According to Tarhan, empathy is not just feeling what others feel in general psychological definition. In other words, it is the ability to see the point of view of that person beyond feeling what the other person feels, to respect his/her point of view, to look at the event from his/her own point of view and to act jointly" (Tarhan, 2010). According to a different definition, empathy is the person's trying to understand his/her feelings and thoughts correctly, by putting himself in the place of the other person during a communication, by looking at the events from his/her point of view, and taking a sensitive approach (Pala, 2008).

Today, when we say 'empathy', Carl Rogers comes to mind. Empathy has an indispensable place in psychotherapy as a result of his persistent work. Carl Rogers (Rogers, 1975, cited in Dökmen, 2019) says, "Even I have made various definitions of empathy." Rogers, who defined empathy in various ways throughout his professional life, reached an understanding of empathy in the 70s, a concept on which the majority agrees today. The process of a person putting himself in the place of the other person and looking at things from his perspective, understanding and feeling the feelings and thoughts of that person correctly, and conveying the situation to him/her is called 'empathy' (Rogers, 1970, cited in Dökmen, 2019).

According to Dökmen (2010), the definition above consists of three basic elements.

1. In order to empathize the person should put himself in the place of the other person and look at the events from his/her point of view. In other words, the person who wants to empathize should enter the Phenomenological field in which the other person looks at himself and the environment with his own unique perspective. If we want to understand a person, we should look at the world from his perspective, try to perceive events and live like him. As a Sioux Indian proverb says: "Before you consider someone an enemy, you must walk around in his loafers for a month."
2. In order for us to be considered empathetic, we must correctly understand the other person's feelings (an emotional activity taking an emotional role/taking an emotional perspective) and thoughts (a cognitive activity is "I understand what you are feeling").
3. The last stage is the behavior of conveying the empathic understanding formed in the mind of the empathizing person to the other person. Even if we fully understand the feelings and thoughts of the other person, if we do not express him what we understand, we are not considered to have completed the process of empathizing.

DIFFERENCE OF EMPATHY FROM SYMPATHY

Both behaviors are confused with each other because they are forms of reaction to the others' lives. The word meaning of the term, which was transferred from the ancient Greek term 'sympatheia' to English as 'sympathy', is to suffer with someone. Sympathy, which was first examined by Adam Smith and David Hume in the middle of the 18th century, has been discussed within the scope of psychology, mostly in the field of social psychology in the current century. Today, sympathy is studied in the fields of psychology and psychotherapy in order to prevent the concept of empathy from being misunderstood (Dökmen, 2010).

Empathy, sympathy and compassion are different words, but their roots are the same. 'Em', 'sym', 'com' are of Greek and Latin origin and the meaning is 'with'. 'Path' and 'pass' mean pain. In other words, the meaning of all three words is 'to suffer with someone'. They show the truth in a person that; this truth shows the pain inside of a person. Pain may not be very interesting, it can be frightening, but empathy, sympathy, compassion mean more intimacy than sameness. According to the same author, "Respect is the first step towards justice. Empathy is the first step on the path of love" (O'Malley, 1999 cited. (Özbek, 2010)).

When we sympathize, we have the same feelings and thoughts that person has. It is not necessary for us to understand it. On the other hand, when we empathize, we do not need to share the same feelings and views with the other person; we just try to understand his feelings and thoughts. It is the empathy to realize that your friend was embarrassed when he spilt food on himself at the meal. -We tried to understand him without judging him negatively or positively. - If we were ashamed as well, we would have sympathy. An emotional response that comes from understanding that person's emotional state. In other words, knowing what is going on with the person leads us to empathize, while experiencing the same life as the other person leads us to sympathy. Empathy is getting into the other person's feelings. Sympathy is having the same feelings as the other person has (Yüksel, 2015). We may have identified with the people we sympathize with. Empathy is not necessary for us to identify people; even identification damages empathy (Dökmen, 2010).

DEVELOPMENT OF EMPATHY

Is empathy a trait among the inherited abilities of the individual? Or can it be gained through the educational process? The questions on how empathy develops are the subject of intense debate. In the past, theorists have stated that young children are too egocentric and do not have the necessary cognitive competence to experience empathy. While Piaget stated that babies could not understand the thoughts of others due to egocentric thinking in the first years, studies have shown that young children can display advanced behaviors related to empathy (Zahn-Waxler et al.1979, cited in Yüksel, 2015).
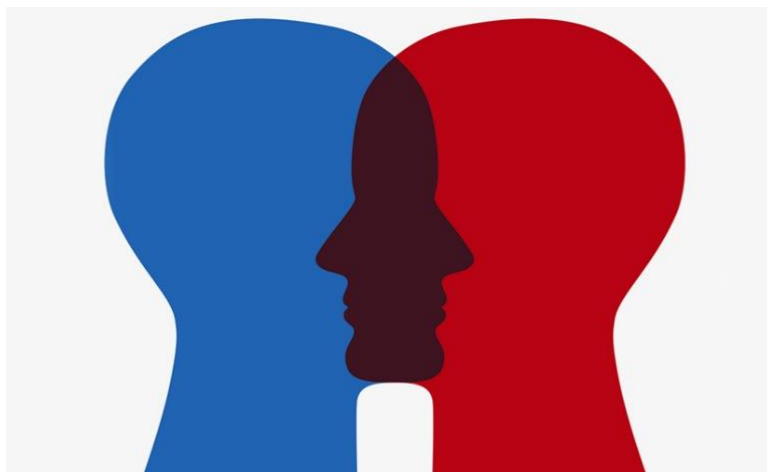
On the other hand, those who argue that empathy is an inherited ability and behavior that cannot be taught like a skill, adopted the view that empathy is a way of existence, a unique experience with the quality of being aware of it later, it is not a tool that can be used by professionals as a planned action (Tuncay & İL, 2009).

There are studies showing that empathy starts from infancy and develops as age progresses. Babies reacted more strongly to the cry of another baby than the cry played on the recording (Martin and Clark 1982, cited in (Yüksel, 2015)) 2015). Hofman explained empathic development in four stages (Hofman 2000, Akt, (Yüksel, 2015).

1. *Universal Empathy (0-1 Years):* It is the period when child has no me-you distinction. When he/she witnesses someone's distress, he reacts by perceiving it as his/her own trouble.

2-Egocentric Empathy (1-2 Years): Although he/she realizes that he/she is a physically independent being, he/she is not aware that he/she may have different needs from others. The child, who sees a child falling, takes his/her own mother to that child to comfort him/her, even if the mother of the other child is with him/her.

3-Empathy for Others' Emotions (Since 2-3 years old through late childhood): Child begins to understand that others may have different emotional reactions to the same event and develops the ability to see from another's point of view.

4-Empathy for the General Situation of Others (late childhood-early adolescence) Child begins to see that other people have different backgrounds and identities.

Empathy develops with the contribution of genetic, temperamental neurodevelopmental, family and environmental factors. While Barnet (1990) says that especially since parents and caregivers have an important effect on the socialization of children, this situation also affects empathy development and lists the factors related to the family in the development of empathy as follows (Barnet, 1990, cited in Yuksel, 2015):

Secure Early Attachment: It has been emphasized that children who have a strong sense of trust and protection are more responsive to the feelings and needs of others than children who come from families with secure attachments and those with weak bonds of trust.

Parental Compassion: Parental compassion plays an important role in the development of empathy by ensuring that children's emotional needs are met.

Existence of Empathic Models: Although parents are important models in the social and emotional development of children, it has been observed that they also take role models of friends and television characters displaying prosocial behavior.

Socialization Technique Used by the Family: Hoffman suggested that in situations where the child's actions harm another individual, the discipline technique that draws attention to the distress of the injured person and encourages the child to put himself/herself in the place of the injured person may support the child's tendency to empathize.

Supporting the Perception of Similarity to Others: It has been found that children are more empathetic to people who are similar to them than to people who are not like them. If the child can perceive that other individuals are similar to himself/herself, it can contribute to increasing the child's empathic development.

Preventing the Child's Overly Competitive Tendencies: Excessive competition can cause the child to be selfish and insensitive to the needs of other individuals.

Supporting Positive Self-Concept: Children who are supported to feel good about their own family tend to be more empathetic than the ones who are judged by personal inadequacy.

We have to take into account the role of the school in gaining empathic behaviors. It is a known fact that the school environment is effective in the acquisition of many behaviors that the child gains, starting from kindergarten. Can we teach empathic behavior to children through educational activities at school? More specifically, why not teach children empathy? This question is on the agenda of international organizations. While the report of the World Economic Forum on Promoting Social and Emotional Learning as of 2020 states that "As traditional learning is insufficient to equip students with the knowledge they need to develop, the gap between the skills people learn and the skills they need becomes more apparent", it is emphasized that cooperation, emotional intelligence and responsibility decision-making skills should be included in educational processes, (Soffel, 2016).

The program called "Social and Emotional Aspects of Learning" was put into practice in England in 2005, and the Canadian-based non-governmental organization Rootsofempathy (n.d.), founded by Mary Gordan, conducts stimulating studies on empathy teaching. Apart from Canada, the program continues its activities in countries such as New Zealand, the United States of America, the Republic of Ireland, England, Wales, Northern Ireland, Scotland, Norway, Switzerland, the Netherlands, Costa Rica and South Korea.

Ashoka (ashokaturkiye, 2018), the world's largest social entrepreneurship platform established in Washington in 1980, identifies social entrepreneurs who bring effective and permanent solutions to social problems, brings them together in a global support network, enabling them to realize their potential and expand their solutions. It continues to work in 92 countries with the principles of non-discrimination, non-violence, impartiality, transparency and priority. In addition to developing cooperation and projects that increase capacity of social entrepreneurship ecosystem in Turkey, it works with teachers, parents, public and non-governmental organizations to develop children's skills that make difference. It shows how important empathy education is by preparing empathy trainings, activities and guides for teachers with the classroom project that makes a difference under the Ashoka program for children.

DEMOCRACY AND EMPATHY

As societies progress from simple interaction and relationship networks to more complex modern relations, cultural interaction, wars, migrations, natural disasters reveal the necessity for people to interact more with each other and as a result to live in harmony and impose their own value systems to other groups or individuals who have shaped and acquired identities with different social values. Acting on factors such as ethnic origin, belief, age, socio-economic level, gender, status can restrict or want to restrict access of marginalized group or individual to certain resources. It isolates marginalized people or groups rather than integration. In addition, it can develop unfair discrimination by acting biasedly in favor of other group or class. With the ındıvıdual's perception of events, his/her world of consciousness and his/her political stance, he/she begins to marginalize and demonize actors who do not resemble him/her, and to see the others as responsible for the problems he/she encounters. These values that we adopt or are made to be adopted make it difficult to empathize with the individuals we marginalize. Current cognitive/political atmosphere also harms the culture of social democracy.

In order to protect social majority, to ensure democratic life order, it is important that countries take legal measures against discrimination and implement penal sanctions. But we have to create a new cultural language, political discourse and a moderate climate. In order to create this climate, it will be possible to establish meaningful dialogues with the actors we accept as the Other and to live in harmony with empathetic societies where the culture of empathy is dominant.

We are building our world on a social fault line of not understanding that the greatest minds cannot solve social problems alone. We also need great hearts on the table. "The Empathic Civilization" highlights the evidence from neuroscience that human nature is empathetic. The basis for solving all the problems we face is empathy. If Homo empathicus can get it right, we allow our physical and social universe to be viable.

If we want to change social empathy levels, the best place to start is with children. By fostering empathy development in all children, we can impact civilization in profound and monumental ways. Just imagine: an entire generation whose capacity for empathy is fully nurtured, growing up to be parents, citizens, and world leaders of tomorrow. As the famous African proverb goes, "it takes a village to raise a child". What I suggest is that it may take an empathetic child to raise a village (and many children to raise our global village) (Gordon, 2017)

WHAT IS THE ERASMUS+ PROGRAMME?

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. The European Commission is responsible for the execution and providing the Programme budget, priorities, targets and criteria.

Erasmus+ programme first started in 1987 as a one or two-term student exchange programme for higher education students between programme partner countries, but over time it has expanded to include school education, vocational education, adult and youth education. Until 2013, it was implemented under different components such as Socrates, Leonardo da Vinci, Lifelong Learning. In 2014-2020 period, with the addition of education and youth fields as well as the sports field, it was combined under one programme and named Erasmus+. It has been decided by the European Commission that the new programme name, which will cover years 2021-2027, will go on as Erasmus+.

The overall aim of the programme is to support educational, professional and personal development of people in the fields of education, youth and sport in Europe and beyond, through lifelong learning. Thus, it will contribute to sustainable growth, quality jobs and social cohesion, foster innovation and strengthen European identity and active citizenship. The Erasmus+ Programme aims to modernize education, training and youth activities as well as increasing individual skills and employability and is one of the most visible success stories of the European Union. It is built on the achievements of more than 30 years of European programmes in the fields of education, training, youth and sport, covering both the intra-European and international dimension of partnerships. All Erasmus programme countries can receive financial support grants provided by the National Agencies. In these areas, the Presidency of the European Union Education and Youth Programmes Center in Turkey provides grant support with the National Agency.

The Erasmus+ 2021-2027 programme focuses strongly on social inclusion, environment and digitalisation, as well as promoting participation of young people in democratic life.

As seen during COVID-19 pandemic period, it is necessary to increase access to education, while ensuring equal opportunities for all. As part of this period, the Erasmus+ programme takes its inclusive dimension to a new horizon by supporting opportunities for personal, socio-educational and professional development of people.

The programme aims to reach more people from different ages, different cultures and socio-economic levels in order to increase the qualitative impact of its actions and to provide equal opportunities for all. The core of the programme focuses on less able, disabled, immigrants, EU citizens living in remote areas and people with socio-economic difficulties.

Moreover, development of digital skills and competences and skills in forward-thinking areas such as climate change combat, clean energy, artificial intelligence, robotics, big data analytics is essential for Europe's future sustainable growth and cohesion. The programme can make a meaningful contribution by promoting innovation and closing Europe's knowledge, skills and competence gap. This investment in knowledge, skills and competences will contribute to sustainable growth and benefit individuals, institutions, organizations and society as a whole by ensuring equity, well-being and social inclusion in Europe and beyond.

It is emphasized that providing transnational and international cooperation in the fields of education, youth and sports is important not only to support people with high basic skills, but also to reduce early school leaving and to recognize formal and informal qualifications. It facilitates transfer of ideas, best practices and expertise and development of digital capabilities. Thus, it contributes to high quality education while strengthening social cohesion.

ERASMUS+ PROGRAMME PRIORITIES

There are 3 priorities that guide 2021-2027 period of the Erasmus+ Programme:

- Digital Agenda
- Green Agenda
- Inclusion

DIGITAL AGENDA (Digital Erasmus+)

In line with the priorities of Digital Education Action Plan, Erasmus+:

- ✓ Promotes accessible and high-quality digital learning,
- ✓ Increases the skills of segments to use digital tools of teachers, trainers, young people, youth workers etc.,
- ✓ Promotes distance learning, including blended learning,
- ✓ Provides the opportunity to acquire and develop digital skills through initiatives such as Digital Skills Internship activity for students in Higher Education and Vocational Education.

GREEN AGENDA (Green Erasmus+)

Erasmus+ in line with the European Green Deal:

- ✓ Encourages participants to travel in lower carbon vehicles as an alternative to aircraft,
- ✓ Organizes project activities that aim to provide people with understanding and skills necessary to create sustainable societies, lifestyles and economies.

INCLUSION (Inclusive Erasmus+)

2021-2027 Erasmus+ Programme:

- ✓ Aims to reach people of different ages and from different cultural, social and economic backgrounds,
- ✓ Focuses on underprivileged, including disabled, those with educational difficulties or migrant background, as well as those living in rural and remote areas.

WHAT IS THE STRUCTURE OF THE ERASMUS+ PROGRAMME?

The Erasmus+ Programme envisages implementation of the following actions to achieve its goals in 2021-2027 period:

Key Action 1 – Learning Mobility of Individuals (KA1)

School education includes student and staff mobility. It provides learning mobility opportunities for students, higher education and vocational school students, apprentices, young volunteers and youth in general, as well as teachers, adult and vocational trainers, lecturers and youth workers.

The activities under this Key Action are meant to produce following outcomes for schools and institutions/organizations in the field of school education;

- Transnational cooperation and sharing of experience,
- Planning and implementation of international mobility for education staff and students,
- Providing opportunities for institutional development.

Projects involving learning mobility of individuals are called "KA122-SCH Short-term projects for mobility of learners and staff in school education".

Key Action 2 – Cooperation for Innovation and Exchange of Good Practice (KA2)

It supports partnership projects that shape cooperation between education, training and youth institutions and organizations, as well as between education and business world. It is aimed to establish international cooperation between institutions and organizations of different scales for institutional capacity increase, to develop, transfer and/or implement innovative practices at local, regional and national level, and to produce high quality innovative outputs.

Projects in which partnerships are established for inter-institutional cooperation are called "Small-Scale Partnerships in School Education (KA210-SCH) - Cooperation Partnerships in School Education (KA220-SCH)".

In Small-Scale Partnership Projects (KA210-SCH), the aim is to provide institutions/organizations with little or no Erasmus+ experience and their participants with the opportunity to cooperate internationally in line with their institutional capacities and experiences. They have shorter duration and lower budget compared to cooperation partnerships and provide convenience for those who will apply for the Programme for the first time with simpler conditions.

The aim of Cooperation Partnership Projects (KA220-SCH) is to increase the international cooperation capacity of institutions/organizations operating in the field of school education, to share experiences through partnership activities, to develop, mutually transfer and implement innovative approaches and practices.

Key Action 3- Support to policy development and cooperation (KA3)

Support for evaluation, dialogue and data collection processes for reforms in education, training and youth policies and systems.

Special Action 1- Jean Monnet Programme

Jean Monnet actions offer opportunities in the field of higher education and in other fields of education and training. Jean Monnet actions contribute to spread knowledge about the European Union integration matters.

Special Action 2- Sport Support

Erasmus+ promotes transnational partnerships between sports organisations, federations and governing bodies to promote sport and physical activity. It supports the activities of "European Week of Sports", which were launched to find solutions to the important problems faced by the industry such as doping, match-fixing, racism and gender inequality, and to increase participation in sports and physical activities across the EU. The programme can also help governing bodies to assist in dual career development of athletes and to support the implementation of EU recommendations on healthy physical activity.

ERASMUS ACCREDITATION IN SCHOOL EDUCATION

Erasmus accreditation is a tool for organizations that want to open up to cross-border exchange and cooperation in the field of school education. It confirms that the applicant has drawn up a plan to implement high quality mobility activities with great effort to develop his institution. This plan is called the Erasmus Plan and is an essential part of the Erasmus accreditation application.

Specific objectives of the School Education field are as follows:

Improving education and training quality:
- To support professional development of teachers, school leaders and other school staff,
- To encourage using new technologies and innovative teaching methods,
- To improve language learning and language diversity in schools,
- To support sharing good practices in teaching and school improvement.

Contributing to creation of European Education Area through:
- Increasing the capacity of schools to engage in cross-border exchange and cooperation and to carry out high-quality mobility projects,
- Making learning mobility a realistic possibility for students in school education,
- Promoting recognition of learning outcomes of students and staff during mobility periods abroad.

(Source: https://www.ua.gov.tr/, https://erasmus-plus.ec.europa.eu/)
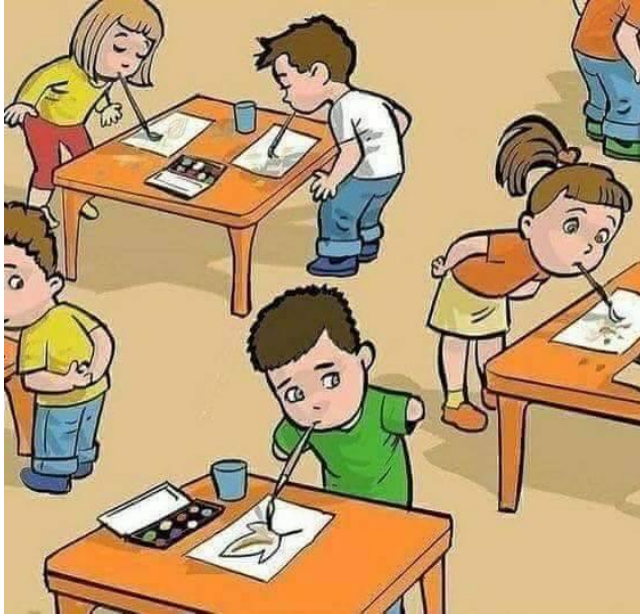
TOOLKIT FOR EMPATHY ACTIVITIES

PART1

TEACHER ACTIVITIES

1. ACTIVITY TITLE: CHILD'S NEEDS

OBJECTIVE:

To make adults aware of the child's needs.

IMPLEMENTATION:

1- Large group is divided into small groups of 5-6 each. Each group is given a picture of a child drawn on a large piece of paper.

2- What do you think are the needs of this child?

3- What can be his/ her expectations against these needs?

4- Who will meet these expectations?

5- The questions answered in small group work are written on a board by the leader.

2. ACTIVITY TITLE: HEALTHY SCHOOL ENVIRONMENT

OBJECTIVE:

To make adults aware of the healthy school environment.

IMPLEMENTATION:

1- Ask a large group: What do you think should be a healthy school environment for the child?

2- Answers are written on a board by the leader.

3- A discussion is held about which needs are met by the school environment.

3. ACTIVITY TITLE: I REMEMBER MY TEACHER

OBJECTIVE:

To enable teachers to reflect on the behaviors and approaches of their teachers, who left a mark in their lives by returning to their student years, and to support them to empathize with their students.

IMPLEMENTATION:

A large group is divided into small groups of 5-6 each. Each group is given papers containing prepared questions and are asked to answer them.

Questions:

1-Remember your childhood, primary or secondary school years. Remember a teacher who made you feel very good in your memories and aroused good feelings while thinking of them, and made you smile. What did this teacher say to you, how did he/she behave? Write about your memory.

2- Remember your childhood, primary or secondary school years. Remember a teacher who made you feel bad in your memories and annoyed/made sad/embarrassed/frightened you. What did this teacher say to you, how did he/she behave? Write about your memory.

4. ACTIVITY TITLE: EMPATHY HAT

OBJECTIVE: To help teachers develop empathy by putting themselves in the shoes of children in different situations.

IMPLEMENTATION:

A volunteer teacher wears An 'Empathy Hat' made in the shape of a cone.

Any of the pictures in Annex-1, Annex-2, Annex-3, Annex-4 are shown to the teacher wearing an empathy hat.

The teacher is asked to put himself in the place of the person in the picture and to explain how he would feel in that situation.

(Source: Taşepe,Sacid (2012). degerler.org (Değerler Eğitimi Merkezi))

5. ACTIVITY TITLE: TELL ME ABOUT YOURSELF

TARGET AUDIENCE: Teachers

OBJECTIVE: To ensure that teachers have information about both themselves and their colleagues.

IMPLEMENTATION:

- Give participants a small piece of paper and ask them to write their favorite and least favorite features.

- They are also asked to write down the answer to this question "If your friends could describe you in one word, what would they say?"

- Responding participants put the papers in a bag. The papers are shuffled and read one by one. The paper owner is tried to be guessed by the group.

- At the end of the event following questions are asked to the participants and the event is finalized.

"Have you learned any new information about yourself?"
"Have you learned any new information about your friends?"

PART 2

STUDENT ACTIVITIES

1. ACTIVITY TITLE(GAME): I LOVE MY NEIGHBOR

TARGET AUDIENCE: 5TH- 8TH Grade

OBJECTIVE: To explore students' shared experiences; to provide a deeper understanding of each other's living conditions and interests and strengthen the community spirit.

IMPLEMENTATION:

1. Preparation: Before starting the game, chairs are placed in a circle facing each other. Everyone is reminded that their turn will come and they must be careful when trying to grab chairs. All participants are seated on chairs lined up to form a circle.

2. Game: The game starts with a chosen person standing in the middle area and making a correct statement about himself. For example: "I love my neighbor who shares his/her stuff with me." Everyone, whose explanation is also true for himself/herself, stands up and sits on an empty chair, except for the chair next to him/her. The person in the middle of the circle tries to sit on one of the empty chairs. In this way, another participant remains without a chair. The person without a chair moves to the center of the circle and continues the game by making a correct statement about himself: "I love my neighbor who greets me" , or "I love my neighbor who makes me feel valuable", "I love my neighbor who listens to me when I have a problem", "I love my neighbor who has no friends in class". The game continues until everyone makes a statement at least once.

3. Group discussion: Conclude the activity with a group discussion. You can ask questions as follows:

• What did you learn about your classmates? Did you learn anything that surprised you?

• How did it feel to stand alone in the middle? How did it make you feel to realize that you have shared experiences with others?

(Source: www.farkyaratansiniflar; Okullarda Empatiyi *Geliştirmek İçin Rehber; Sayfa:39)*

2. ACTIVITY TITLE: I WISH MY TEACHER/SCHOOL ADMINISTRATOR KNEW!

TARGET AUDIENCE: 5TH- 8TH Grade

OBJECTIVE: To enable students to express their feelings and thoughts.

MATERIAL: Closed box, paper for each student

IMPLEMENTATION:

A paper with statement "I wish my teacher/school administrator knew" is distributed to the participants and they are asked to fill in the form "I wish my teacher/school administrator knew that ....", taking into account their own and/or students' learning experiences.

After the participants fill in their forms, they throw them into the closed box on the table.

After all the forms have been collected, each participant draws a random form from the box and is asked to read what is written on it.

(Source: Millî Eğitim Bakanlığı Kapsayıcı Eğitim Öğretmen Eğitimi Modülü Projesi; Okul Yöneticilerinin Eğitimi Modülü, 45-47)

3. ACTIVITY TITLE: EMOTION CORNER

TARGET AUDIENCE: 5TH- 6TH Grade

OBJECTIVE: To enable students to recognize four basic emotions.

MATERIAL: A4 size cardboard with pictures of the 4 basic emotions (happy, sad, angry, scared), clothespins for each child.

IMPLEMENTATION:

Emotion faces are hung in a classroom corner. Every morning students hang the clothespins with their names on whatever emotion they feel. Then they read the expression methods next to each emotion. The activity can be continued for a month.

(Source: Anonymous)

4. ACTIVITY TITLE: RECOGNIZING EMOTIONS

TARGET AUDIENCE: 7TH- 8TH Grade

OBJECTIVE: To develop the ability to recognize and express emotions.

MATERIAL: List of emotions

IMPLEMENTATION:

Students are given the following explanation:
 "We all have positive and negative emotions. It is normal to experience negative emotions as well as positive ones. We cannot classify these as right or wrong, good or bad. Only the behaviors we exhibit as a result of feelings are called good-bad and right-wrong".
Ask students to explain what the word "emotion" means and to give examples.
Write the emotions expressed by the students on a board. If there are emotions that you think are missing, you can add them. You can use the list in the Appendix.
For the activity, ask students to choose at least 2 of the emotions written on the board and give examples of situations in which they experienced them.
 "How did you behave as a result of this emotion? What did you do? What would you do now? What would you do better? Did you tell the other person about your emotion? How would you express your emotions to the other person?
Help students think and practice on this subject by asking questions. If the students do not have any questions about the activity, you can finish the activity.

*Feelings List

Happiness, Sadness, Joy, Anger, Determination, Anxiety, Strength, Confusion, Luck, Indecision, Adequacy, Helplessness, Enjoyment, Regret, Peace, Insecurity, Value, Exasperation, Compatability, Insignificance, Hope, Jealousy, Curiousity, Discomfort, Excitement, Nervousness, Usefulness, Fear

(Source: Millî Eğitim Bakanlığı Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü (2014) Çocuğa Yönelik Şiddetin Önlenmesi Projesi; Yaşam Becerileri Etkinlik Kitabı, 34-35)

5. ACTIVITY TITLE: FIND MY FEELING

TARGET AUDIENCE: 5TH- 6TH Grade

OBJECTIVE: To enable students to realize their feelings.

METHOD: Group work, question – answer

MATERIAL: Scenarios, emotion cards

IMPLEMENTATION:

Scenarios previously prepared by the practitioner are pasted on appropriate walls at the place where the activity is held. All group members are asked to read four different scenarios on the wall. Then, pre-prepared cards with various feelings written on them are distributed to the students. It is important that every student has every feeling card. The student is asked to think about what he/she might feel in each scenario and to paste that card under the relevant scenario. Students can paste more than one feeling under the same scenario if they wish. When all group members have chosen at least one feeling for each scenario, they are asked to sit down. The practitioner reads the scenarios and the feelings underlying them. He/she draws attention to similar and different feelings. He/she emphasizes what can be felt in the face of an event and that this feeling can vary from person to person.

FEELING CARDS*.

HAPPY, SAD, DISAPPOINTED, ANGRY, NERVOUS, SCARED, RESTLESS, ANXIOUS

SCENARIOS*

Scenario 1: When you got home from school, you found that your brother was sitting in front of your favorite computer game and accidentally deleted all your scores.
Scenario 2: The teacher explains the grades for math test in class, and when it's your turn, he congratulates you on getting the highest grade in the class.
Scenario 3: You wake up one morning to find that your beloved pet is dead.
Scenario 4: Even though you try your best in a sports match, your team cannot be successful and loses.

*Emotion cards and scenarios according to students' needs can be varied by the practitioner.

6. ACTIVITY TITLE: FIND MY FEELING

TARGET AUDIENCE: 7TH**- 8**TH **Grade**

OBJECTIVE: To enable students to realize their feelings.

METHOD: Group work, question – answer

MATERIAL: Scenarios, pen

IMPLEMENTATION:

The activity can be applied either individually or as a group activity. If a group activity is to be done, the students are seated in a circle. Papers on which the scenarios are written are distributed to each student and each of them is asked to read the scenario individually and write their feelings for each scenario on the paper. After all the group members finish reading the scenarios and writing about their feelings, the scripts are read once again by the practitioner and everyone is asked to share their feelings.

If the event is implemented individually, pre-prepared scenario samples are read to the student in order. The student is asked to think about each scenario as if it happened to him/her and asked how he/she would feel in such situations.

SCENARIOS*

Scenario 1: When you got home from school, you found that your brother was sitting in front of your favorite computer game and accidentally deleted all your scores.
Scenario 2: The teacher explains the grades for math test in class, and when it's your turn, he congratulates you on getting the highest grade in the class.
Scenario 3: You wake up one morning to find that your beloved pet is dead.
Scenario 4: Even though you try your best in a sports match, your team cannot be successful and loses.

(Source: Millî Eğitim Bakanlığı Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü (2014) Çocuğa Yönelik Şiddetin Önlenmesi Projesi; Yaşam Becerileri Etkinlik Kitabı, 135-136)

7. ACTIVITY TITLE: EMOTION STATUE

TARGET AUDIENCE: 5TH- 6TH Grade

OBJECTIVE: To understand the feelings of the other person

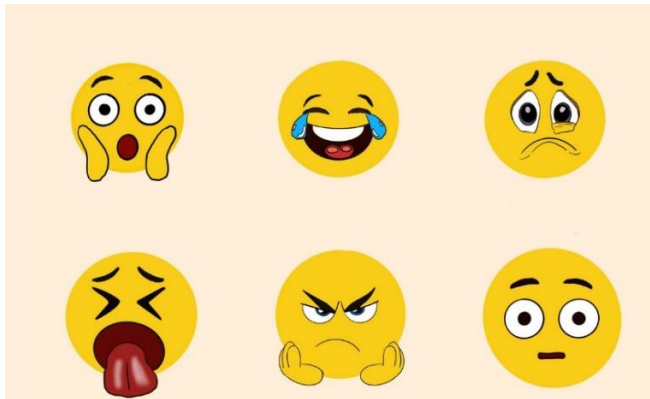**METHOD:** Drama, role-play

MATERIAL: Emotion cards

IMPLEMENTATION:

Students are grouped in pairs. One of the students is asked to choose from pre-prepared emotion cards. The student who draws the emotion card tries to explain that emotion to the other student without using any verbal clues. He/she tries to guess the equivalent emotion from the gesture, mimic and body posture. When he/she guesses correctly, he/she draws an other emotion card and animates it in the same way. The activity ends after each partner performs emotional role-plays. The practitioner can continue the process with the following questions after all group members are seated:

1. How did you feel while trying to understand your partner's feelings?
2. What did you experience while describing your own feelings?
3. What did you experience if your partner didn't know the feeling right away?
4. Was it easier to understand the feelings of the other person or to express your own feelings?
5. What do we get when we understand the other person's emotion?

(Kaynak: Millî Eğitim Bakanlığı Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü (2014) Çocuğa Yönelik Şiddetin Önlenmesi Projesi; Yaşam Becerileri Etkinlik Kitabı, 144-145)

8. ACTIVITY TITLE: WHO AM I?

TARGET AUDIENCE: 5TH- 8TH Grade

OBJECTIVE: To make students realize the concepts of discrimination and social justice.

METHOD: Drama, role-play

MATERIAL: Role card, Instruction list

IMPLEMENTATION:

1. Selected participants are taken out of the classroom and the role cards prepared by the instructor, on which the following student profiles are written, are distributed to the participants.

   - *Student with physical disability*

   - *Student with intellectual disability*

   - *Foreign student*

   - *Student exposed to violence in the family*

   - *Student affected by immigration or terrorism*

   - *Student living happily with his parents*

   - *Student who lost a parent*

   - *Students with high academic success*

2. Selected participants are asked not to share what is written on their role cards with anyone and to keep the written side of the role card facing them at chest level throughout the activity. They are told to act according to the profile on the card given to them during the activity.

3. Selected participants are asked to line up side by side in a suitable area in the classroom. If appropriate, the school garden or corridor can also be used.

The participants are given 1- 2 minutes to feel the role assigned to them and they are allowed to imagine themselves in that role. Afterwards, the participants are told to take a step forward if they feel that each statement the practioner reads is appropriate for the role assigned to them, and if they think that the phrase read is not suitable for them, they are told to stay in their places.

4. The practioner starts to read instructions in the Appendix in turn and waits for the participants to take a step after each instruction.

5. After reading the statements, volunteer participants are asked to stay where they are. They are told to observe who goes how far and the distance between themselves and other volunteer participants. A few volunteers are asked how they feel about their location.

   - How do you feel because you are in a different place from others?

   - Are you happy with your position?

6. It is stated to the participants that some students are ahead in terms of their right to education and some are behind, and guesses are taken by asking who these students might be.

7. Volunteers are asked to explain to the whole group which student role they are in by turning the role card they hold.

   Estimates of which student profile the volunteers represent are taken before the roles are announced. In this part of the activity, without going into too much detail, the activity continues after taking a few guesses. If there are participants who have taken part in this activity before, they are asked to be quiet at this part. It may be helpful to turn the role cards sequentially, beginning with the volunteer who is farthest ahead.

8. After the roles are revealed, the following questions are asked;

   - What were the factors that caused the volunteers in different student roles to advance or fall behind? Where were the sources of these factors?

   - What can be done to remove the obstacles affecting their progress?

APPENDIX-Guidelines

- *I was enrolled in the school on time by my parents.*

- *The physical conditions of my school meet my needs.*

- *I am not discriminated against in my school.*

- *I actively participate in classes.*

- *I can lead the games in the schoolyard.*

- *When I need it, I get the support of my family for my homework.*

- *I can be class president if I want.*

- *My teachers respect me.*

- *School administrators take care of me.*

- *I participate in sports or artistic activities at school.*

- *I am sure that I will be successful in life.*

- *I can easily make friends at school.*

- *My teachers support me in academic success.*

(Source: Millî Eğitim Bakanlığı Kapsayıcı Eğitim Öğretmen Eğitimi Modülü Projesi; Okul Yöneticilerinin Eğitimi Modülü, 13-15)

9. ACTIVITY TITLE: UNDERSTANDING OTHERS' FEELINGS

TARGET AUDIENCE: 5TH- 8TH Grade

OBJECTIVE: To equip students with the ability to empathize.

MATERIAL: Board marker/ pen, printout of the stories in the Appendix

IMPLEMENTATION:

Why is it important to understand the other person's feelings? (Get the answers). If we can understand the other person's feelings, it will allow us to change our behavior towards them and communicate better. For example, it is very important to be able to understand those who are exposed to bullying or what a disabled friend of ours is going through.

- Now split the students into three groups. "I'll give you some cases to discuss in your groups. *Try to imagine what emotions the people in cases might experience."* (Distribute stories to groups).
- (After the groups finish their presentation, discuss these questions):

- What do you think about each case?
- From which words did you understand what emotions the children experienced?
- How would you feel if you lived through the situations described?
- What would you do?

"Maybe you don't, but you have friends who experience these situations and feel such things all the time. In order to support them, we need to put ourselves in their shoes and understand what they are going through. This is what we call empathy. Empathy is predicting what emotions the other person might experience in the face of a situation or event, and being able to understand his or her feelings. Being able to empathize is very important for all relationships. But it is even more important especially in preventing bullying. If we can put ourselves in the shoes of our friends who are exposed to these behaviors, if we can understand how they feel, maybe we can do something for them instead of being a bystander."

(For grades 5-6)

- Why is it important to understand the other person's feelings? (Get the answers). If we can understand the other person's feelings, it will allow us to change our behavior towards them and communicate better. For example, it is very important to be able to understand those who are exposed to bullying behaviors or what a disabled friend of ours is going through.

- I will give you some situations, you will tell me how you would feel if you experienced those them:

- *if you were new to school or this class*
- *if you started school late and were older than everyone else in the class*
- *if other kids made fun of you (your height, weight or any other features)*
- *if someone called you a nickname you dont' like at all*
- *if older kids pushed you away*
- *if your friends took something that belonged to you by force*
- *if your friends talked behind your back*
- *if your friends told everyone untrue things about you*
- *if your best friend told your secret to others*
- *if you had no friends*
- *if you always come to school hungry*
- *if your parents divorced*

- "As we can see, it is difficult to be in such situations. But you have friends who experience these situations and feel bad, unsuccessful and worthless because of them. Can we understand what they are going through by putting ourselves in their shoes? (Get the answers). Yes, it's possible. That's why we have to be thoughtful of our every act, our every speech. When someone tells us a problem, we should listen carefully. We should try to understand his/her feelings. So, what can we do for our friends who experience these situations? (Get the answers and give students positive feedback on the solutions they found)."

(For grades 7-8)

Case 1:
I don't understand why they did this to me? Why do they make fun of me every time they see me? Why are they humiliating me in front of everyone? What did I do to them? In fact, they all obey Mathew (change the name). They don't do much when there is no consent; but when they are with Mathew, they all come on me. I don't want to come to school anymore. There's nothing I can do but run and hide. I don't go out at breaks to avoid encountering them, I try to blend in with the crowd when I leave the school.

1. *Write down what emotions the student in the story might feel.*
2. *Why does he feel this way?*
3. *What does he do to avoid this situation?*
4. *What else can he do?*
5. *What can you do for someone in this situation?*

Case 2:

Oh my God, it's started again. He started yelling at my mom again. In a little while, he will beat my mother for some reason. Why is my father like this? Why does everyone have a good father, why is mine like this? Why does he drink so much, why does he beat my mother and us? We are not doing anything! But there is always a reason. Either the food is not ready, or he is very nervous. Sometimes I want to die to get rid of everything. I can't talk to anyone at school either. Nobody understands. Even if they get it, is it nice to get the big girl beaten up? Let me get up and set the table, maybe he will calm down.

> *1. Write down what the student in the story might feel.*
> *2. Why does she feel this way?*
> *3. What does she do to avoid this situation?*
> *4. What else can she do?*
> *5. What would you do for someone in this situation?*

Case 3:

Sometimes I don't like what my friends are doing. They smoke and they skip school. They say to me, "Come, too," but I don't always want to go with them. When I don't join them, they tell me "Coward! Come on, go to class like a good boy. Be a man, little boy", they make fun of me. According to them, smoking and skipping school is a sign of masculinity. They've been walking around like they have been drunk lately. They say they don't drink, but they're weird. I guess they don't want me to be around them anymore. I was not following them, I was losing their joy. I do not know what to do. I have no friends except for them. What do I do if they don't want me either? Are they right in what they say?

> *1. Write down what emotions the student in the story might feel.*
> *2. Why does he feel this way?*
> *3. What does he do to avoid this situation?*
> *4. What else can he do?*
> *5. What would you do for someone in this situation?*

10. ACTIVITY TITLE: TELL ME ABOUT YOURSELF

TARGET AUDIENCE: 5TH- 8TH Grade

OBJECTIVE: To enable students have information about both themselves and their colleagues.

IMPLEMENTATION:

- Give participants a small piece of paper and ask them to write their favorite and least favorite features.

- They are also asked to write down the answer to this question "If your friends could describe you in one word, what would they say?"

- Responding participants put the papers in a bag. The papers are shuffled and read one by one. The paper owner is tried to guess by the group.

- At the end of the event following questions are asked to the participants and the event is finalized.

    "Have you learned any new information about yourself?"
    "Have you learned any new information about your friends?"

11. ACTIVITY TITLE: PRAISE THE ONES BEHIND THE SCENES

TARGET AUDIENCE: 5TH- 8TH Grade

OBJECTIVE: To help students develop their imagination and show their gratitude.

MATERIAL: "Thank you" note templates

IMPLEMENTATION:

Students are asked to imagine what would happen if there were no staff who clean or secure schools, or work in the canteen and cafeteria, run the school, help us solve our problems.

Begin the event with conversation about the people who make our day go better but that we are not always aware of.

First, you can talk about appreciation: "*What happens if you stop showing your gratitude for good people and good things in your life? What happens when you express your gratitude*?"

Explain that when we feel appreciated, we are willing to work harder and more committed to what we do.

Ask your students to think about the of the staff responsible for cleaning or securing the school, or for canteen and dining hall services, administrating the school, processing of lessons, resolving problems that arise, maintaining the school building and creating a better learning environment.

Ask students to write a "thank-you note" to a school employee of their choice using the thank-you note template.

Appendix:

THANK YOU NOTE TEMPLATE

"Thank you for …………………... (write whatever you want to thank for) because …………………………….. (write the difference it has made in your life as concretely as possible.) ………………………. (Write down what you thanked for) if it were not for ………………………………………….. (describe what would have happened if the thing you thanked for wasn't done.) …………………………………... (Write what he/she did and the effect it had on your life.) Thank you for that! And I'm here to help you/the work done………………..and………………..(write at least two things you can do).

EXAMPLE:

Thank you for cleaning the toilets at school so we don't get infected and get sick. If the toilets in the school weren't clean, we wouldn't be able to use the toilets. Thank you for keeping our school clean and protecting our health! I'll also remember to flush to aid cleaning and always throw my trash in the bin.

12. ACTIVITY TITLE: DEVELOPING EMPATHY

TARGET AUDIENCE: 5TH- 8TH Grade

OBJECTIVE: To develop empathic skills

MATERIAL: Paper with different situations and emotions on it.

IMPLEMENTATION:

The group leader distributes sheets of paper on which sentences containing different situations are written, and below it, possible emotions.

He/she asks the members to write the appropriate emotion from the bottom of the paper next to the given situation.

The answers of group members are evaluated.

On top of that, the group leader talks about the concept of empathy as "trying to understand a person's feelings by putting ourselves in their shoes". He/she mentions that trying to understand the feelings of the other person from his body movements or speech will strengthen established relations even more.

Discussion Questions:

-Do you think it's easy to understand people's emotions from their body movements?

-Can you understand what the other person is feeling from his/her body movements?

-Do you think people around you can make sense of your body movements?

EMOTIONS

1. The man looking out the window with his eyes wide open ………………………………

2. The child who was teased ……………………………………………………………

3. The boy who scored a basket in the match ……………………………………………………

4. The child who got a very good grade ……………………………………………………………

5. A child who sees a dead animal on the road ……………………………………………………………

6. The child who sees people laughing at him when he enters the class ………………

7. A child who always makes mistakes ……………………………………………………………

8. A child who cannot ask any questions ……………………………………………………………

9. A crying child ……………………………………………………………

10. A child called to the game by his friends ……………………………………………………………

*Emotions: Happiness, worry, fear, excitement, anger, boredom, contentment, ignoring, abandonment, embarrassment, sense of accomplishment, curiosity

(Source: Yukay, Müge (2004). Örnek Grup Rehberlik Programları, İstanbul: Nobel Yayın Dağıtım, 174-176)

13. ACTIVITY TITLE: EMPATHIC BOXES

TARGET AUDIENCE: 5TH- 8TH Grade

OBJECTIVE: To develop empathic skills

MATERIAL: "Cardboard boxes decorated with various materials for each student"

IMPLEMENTATION:

- Teacher explains what empathy is in the classroom and makes sure that it is fully understood by the children.
- Then children bring cardboard, glue and various decoration materials to the classroom. They make a box of their own with the materials they brought and write their names on it.
- Students keep their boxes in the classroom **for a month**.
- **During this month**, each student tries to look at the events he has experienced from different perspectives. Each child writes down events he has experienced, first from his own perspective, then from the perspective of the other person, on a piece of paper and puts them in his box. Thus, he learns to bring alternative perspectives to events and situations.
- At the end of the month, the boxes are opened and everyone's papers are counted. The student who has developed the most empathic point of view is selected as the "Empathic Person" of the month and awarded with a gift.

(Source: Özdemir, Elif (2012) degerler.org (Değerler Eğitimi Merkezi))

PART 3

PARENTS ACTIVITIES

1. ACTIVITY TITLE: COMMUNICATION BARRIERS

TARGET AUDIENCE: Parents

**OBJECTIVE:** To make them aware of the factors that hinder communication.

MATERIAL: Cards with different behaviors written

IMPLEMENTATION:

A group of 8 volunteers sit in a circle. They are told that they will do an activity on communication barriers. Cards with sentences that should not be seen by the participant himself/herself and that will enable other group members to behave as written on the card are hung on each participant's collar.

Don't look at me, Interrupt my speech, Criticize me, Laugh out loudly, Don't react, Constantly ask questions, Make fun of me, Understand what I say, Listen carefully, Praise constantly.

A conversation is started about any topic and all members of the small group are allowed to continue the conversation. During the chat, other members treat the person talking according to whatever card is on their collar. The conversation continues for a while. When it's over, each member is asked to guess about the directive on their collar; Feedback is taken about how he/she felt during the conversation. The activity ends with general information about communication barriers.
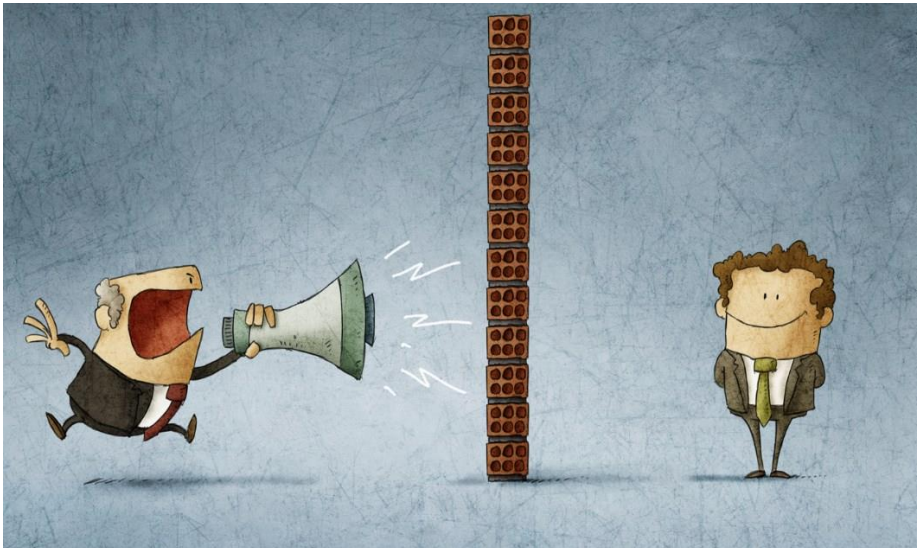
2. ACTIVITY TITLE: CHILD'S NEEDS

OBJECTIVE: To make adults aware of the child's needs.

IMPLEMENTATION:

Large group is divided into small groups of 5-6 each. Each group is given a picture of a child drawn on a large piece of paper. What do you think this child's needs are? What can be their expectations in the face of these needs? Who will meet these expectations? The questions answered in small group-work are written on a board by the leader.

HEALTHY SCHOOL ENVIRONMENT: Ask the large group: What do you think should be a healthy school environment for the child? The answers are written on a board by the leader. There is a discussion about which of the previous needs were met by the school environment.

I REMEMBER MY FAMILY: The large group is divided into small groups of 5-6 each. Each group is given papers containing prepared questions and asked to answer them.

Questions:

1-Recall your childhood, primary or secondary school years. Recall an adult (mother, father, relative, neighbor) who makes you feel very good in your memories and makes you smile when you remember them. What did that adult say to you, how did he/she act? Write your moment.

2- Recall your childhood, primary or secondary school years. Recall an adult (mother, father, relative, neighbor) who made you feel bad in your memories and annoyed/made sad/embarrassed/frightened you. What did that adult say to you, how did he/she act? Write your moment.

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This book is a product of the project titled "*Find My Echo in You*" with the code number 2019-1-TR01-KA229-077051 carried out under the coordination of Sarnıç Şehit Uzman Çavuş Egemen Yıldız Ortaokulu İzmir- Türkiye and partner schools Szkoła Podstawowa nr 9 im. Generała Józefa Wybickiego Wejherowo- Poland, Petar Pop Arsov Skopje- North Macedonia, Vasil Levski Vratsa- Bulgaria.