

# Empathy as a key word in SEL: experience of teachers

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# Summary



## Part 1

- Socio Emotional Learning and Empathy



## Part 2

- REFLECT Teacher Training in Portugal – Impacts and Testimony



## Part 3

- How to teach and learn empathy in the Classroom



## Part 3

- Some clues to the present and the future of Empathy in Schools – From Reflect to other projects

## Part 1

# Socio Emotional Learning and Empathy



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# What? Why? How?

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- Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.
- People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities.
- Children thrive. Schools win. Workplaces benefit. Society strengthens. All due to social-emotional learning.

For more details see: <https://www.cfchildren.org/what-is-social-emotional-learning/>



# CASEL APPROACH TO SEL AND EMPATHY

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## *Social and emotional learning (SEL)*

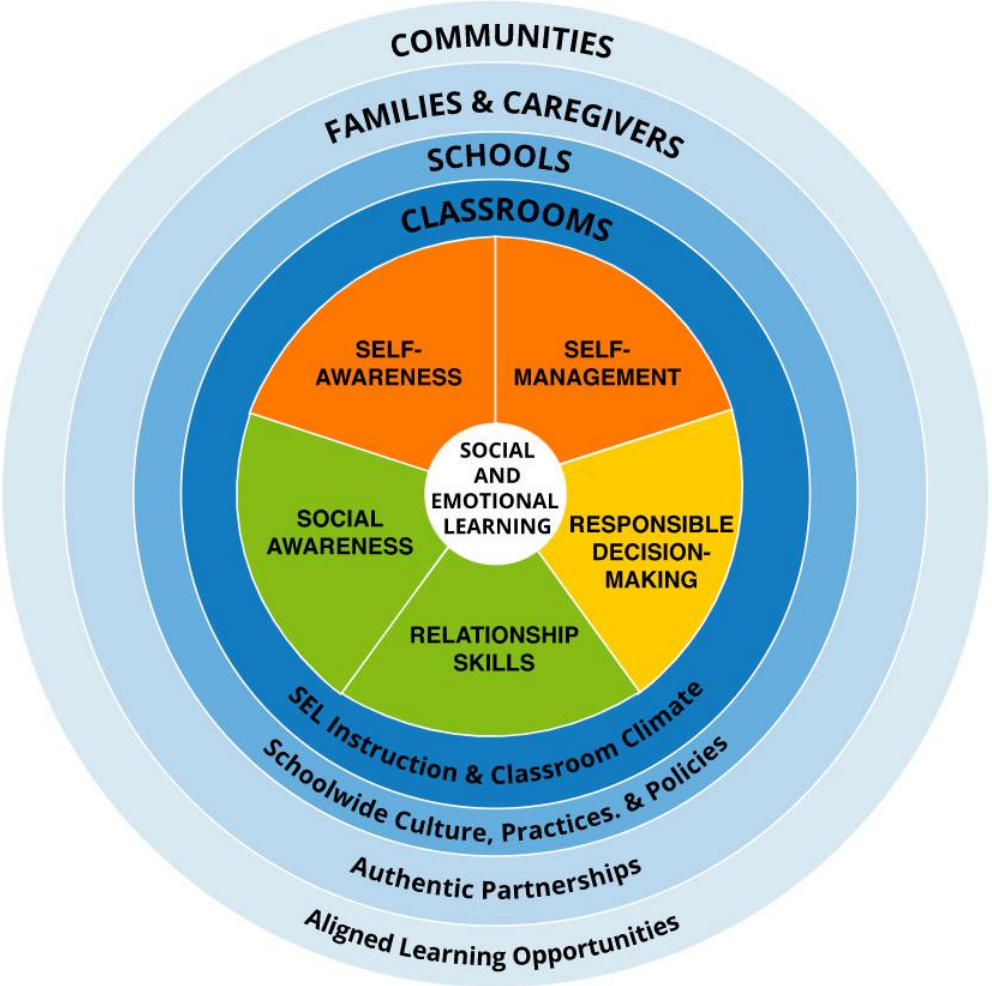
*...is an integral part of education and human development.*

*...is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals,*

*.....feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”*



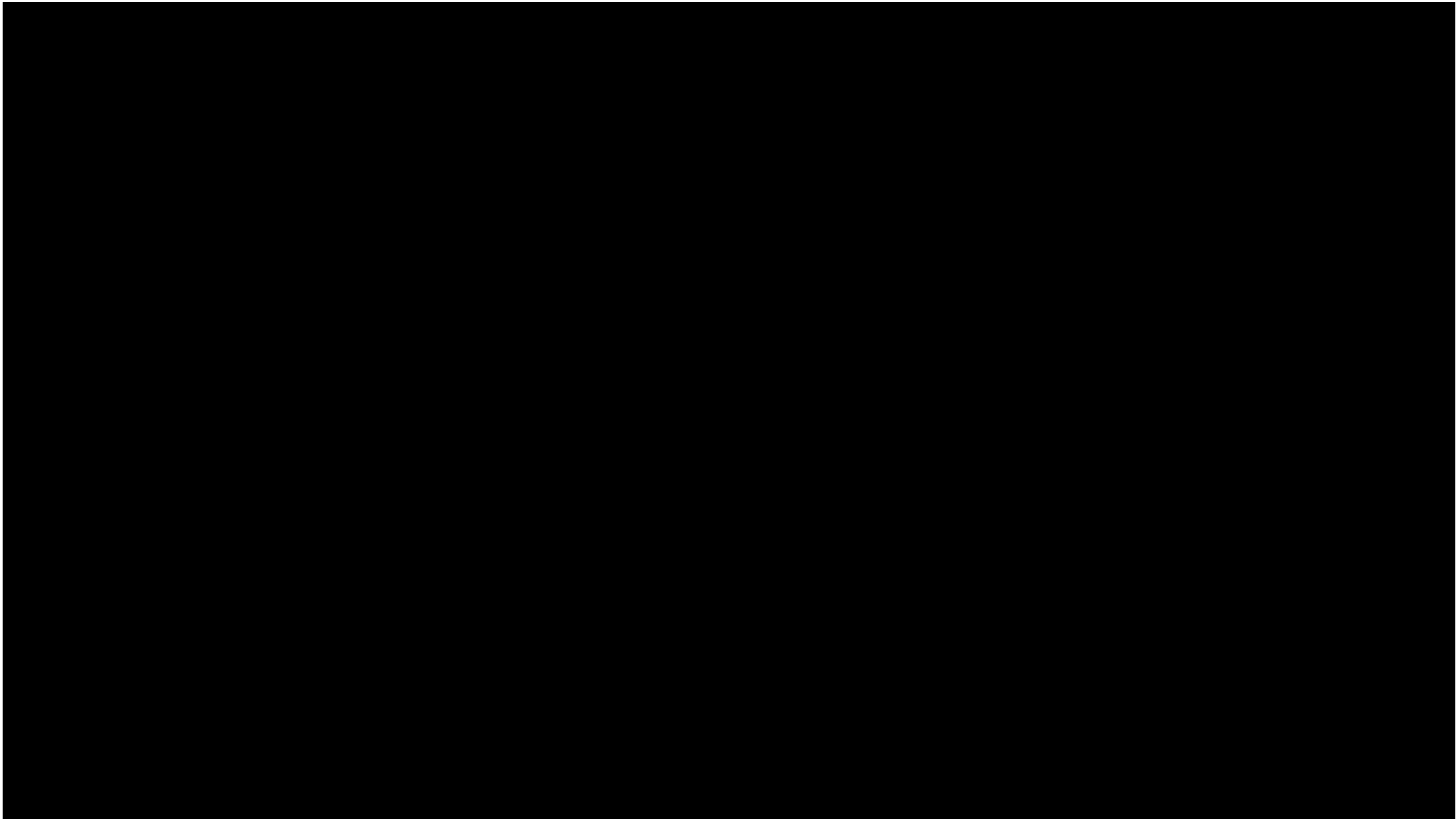
# Categories of Social and Emotional Skills (CASEL)



	<b>Self-awareness</b>
	<b>Self-management</b>
	<b>Social awareness</b>
	<b>Relationship skills</b>
	<b>Responsible decision-making</b>

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<https://www.youtube.com/watch?v=Uva43a7-zsQ>



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## Part 2

# REFLECT Teacher Training in Portugal Impacts and Testimony



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# REFLECT Training Course (Portugal)

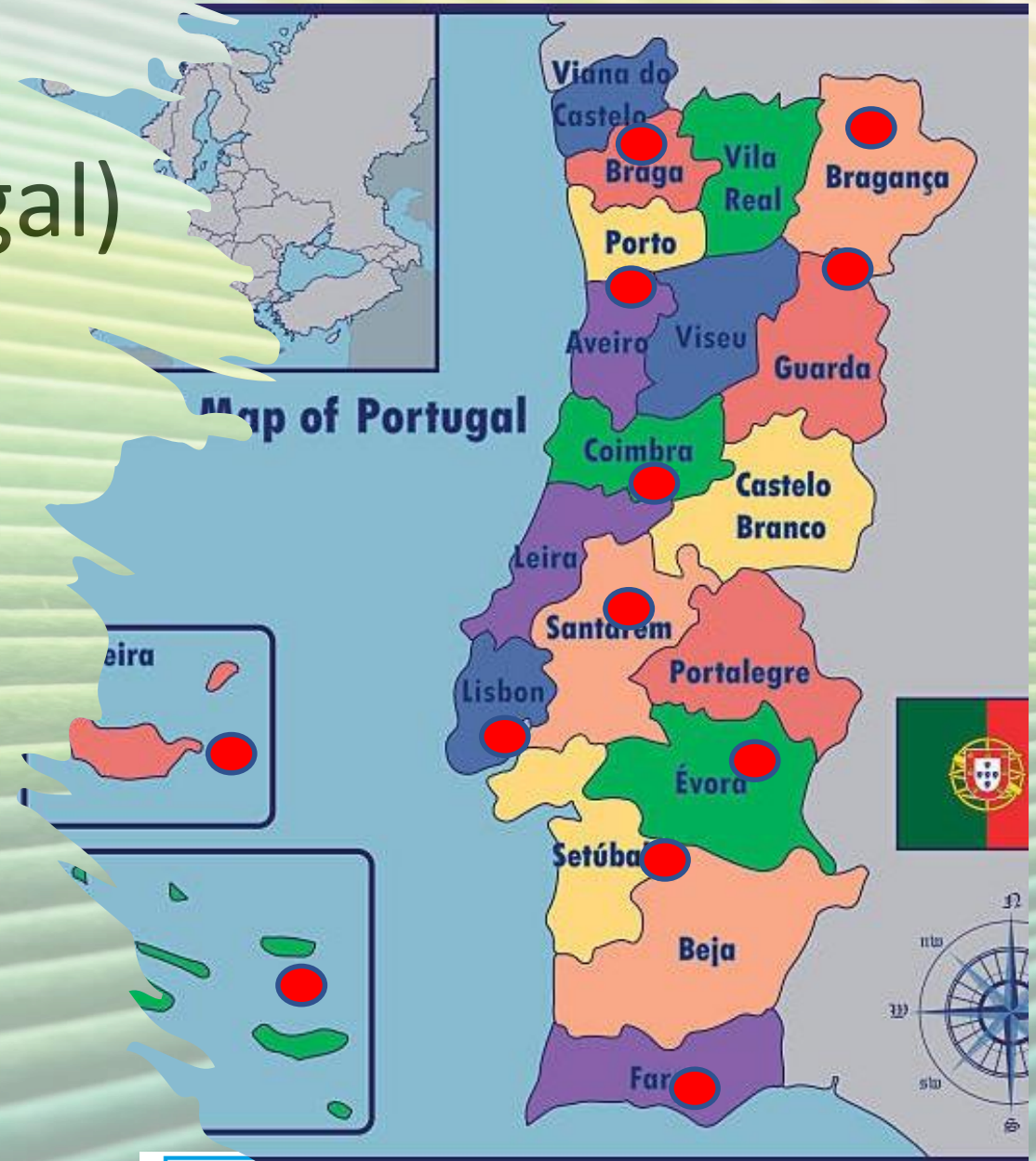
30 participants  
from all regions  
of Portugal

10 concluded  
with creditation

Diversity of  
teachers, school  
specialists and  
leaders

2 months/ 5  
sessions

Represents  
indirect access  
to 2300 students



# Summary of results – TTC - Portugal

- Implementation of SEL strategies

- Implemented frequently 60 %
- Implemented to some extent 30%

- Strategies students liked the most

- Make my day 77,8 %
- Empathy 77,8 %
- Cooperation 66,7 %

- Positive changes in students

- Personal relationship 33,3 %
- Acceptance of the other 33,3 %
- Respect 22,2 %
- Concentration 22,2 %

- Improvements in the classroom environment

- Some improvement 66,7 %
- Important improvement 33,3 %



Testimony from  
Marta Simões  
Group of Schools from Lousã





## Part 3

# HOW TO TEACH EMPATHY IN THE CLASSROOM



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**How many shapes could  
have a sheet of paper?**

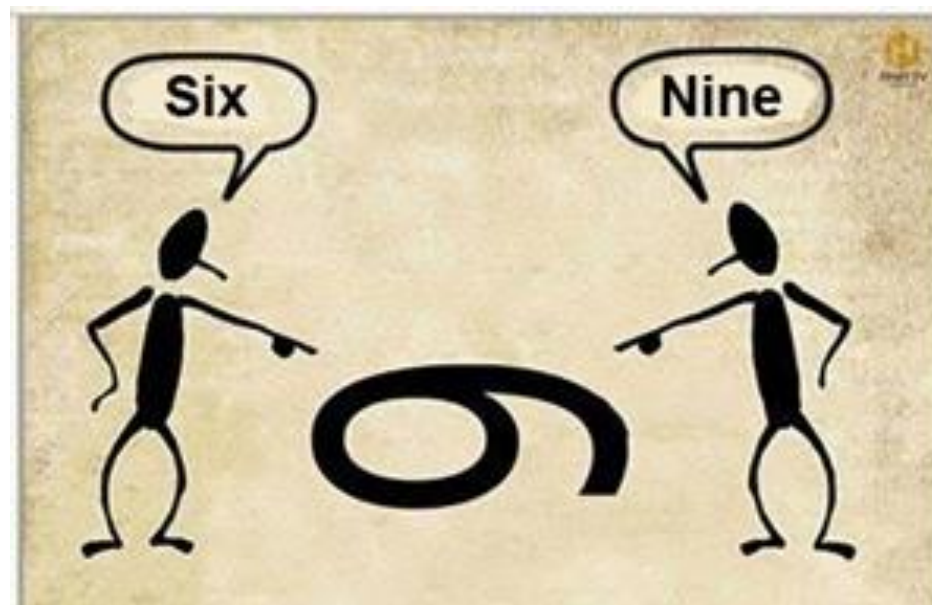
**Activity**





# Who have reason?

Just because you're right doesn't mean that I'm wrong; you just haven't seen the life of my position .....



# EMPATHY

Being able to percept and understand others's feelings and perspectives and taking an active interest in their concerns....

*That could be more intuitive, more practical or more abstract and post formal, and could be developed across the life span, from childhood to elderly age....*





# EMPATHY IN PRACTICE...

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- VERBAL AND NON-VERBAL COMMUNICATION
- EMPATHIC COMMUNICATION  
Involves both expressing one's own messages properly and understanding the messages of others.





Visualization of Practice in classroom  
Professor M<sup>a</sup> Manuel Carvalhal  
Class 1st year  
Group of Schools from Vendas Novas



Professor M<sup>a</sup> Manuel Carvalho

Class 1st year

24 pupils (aged 6-7)

Diversity of students with multiple needs and potentials

*Some post cards from that school.....*



Group of Schools from Vendas Novas

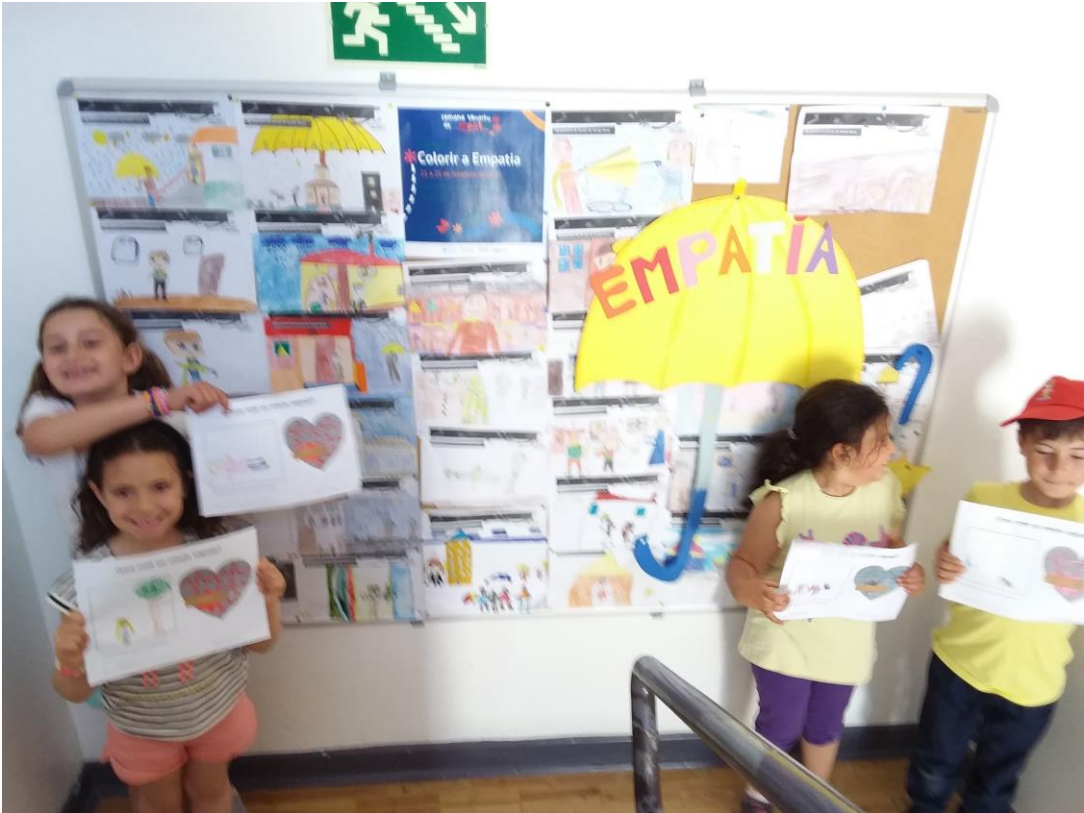


# EMOCIOMETER



# COLOURING EMPATHY

# What make my day?



**Professor M<sup>a</sup> Manuel Carvalho**

**Class 1st year**

**24 pupils (aged 6-7)**

**Diversity of students with multiple needs and potentials**



**Group of Schools from Vendas Novas**

### **Dynamics "How to heal a broken heart?"**

1. Relaxation and focalization

2. Motivation - Short Film <https://youtu.be/yYZOJ-Rn9hU>  
*The superpowers of friendship (Empathy superpower)*

3. Worksheet - " How to heal a broken heart?"

- Draw a situation in which the heart was hurt; - Swap the sheets randomly;
- In pairs the author of the drawing and the colleague who happened to go ahead and the situation is analyzed;
- What can be done to heal "that" wounded heart?
- In a symbolic act, stick a band-aid on the heart that is hurting.

4. Individual activity with Reflect team:

- What is Empathy?
- What make my day?



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## Part 4

Some clues to the present and  
the future of Empathy in  
Schools – From Reflect to other  
projects



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## Part 4

Some clues to the present and  
the future of Empathy in  
Schools – From Reflect to other  
projects



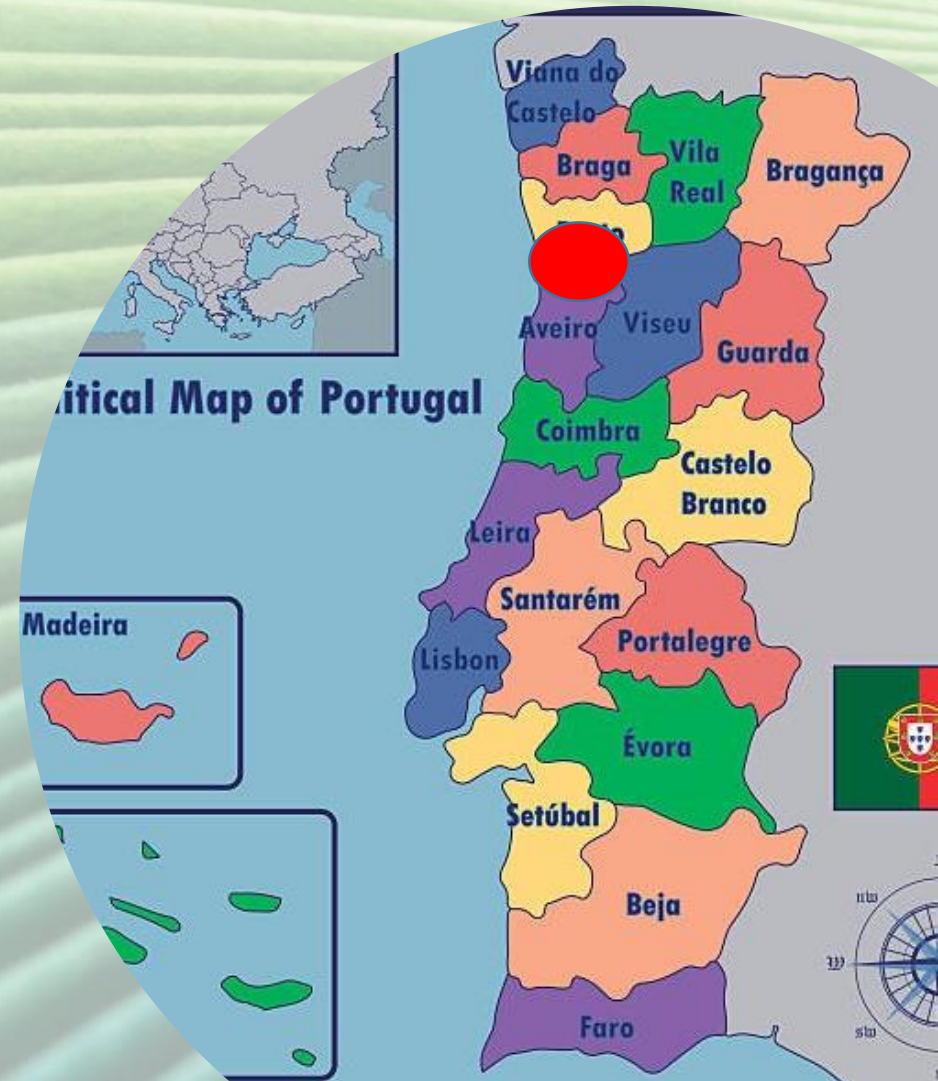
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REFLECT

**Testimony from  
Carlos Sousa  
Director of Group of Schools  
Escultor António Fernandes de Sá  
Vila Nova de Gaia**





Good afternoon!

## Concluding remarks

- Teachers are the engine that drives social and emotional learning (SEL) programs and practices in schools and classrooms, and their own social-emotional competence and wellbeing strongly influence their students.
- How teachers' beliefs--about their own teaching efficacy, or about whether they receive adequate support, for example--influence the fidelity with which they implement SEL programs in the classroom. When fidelity is low, SEL programs are less successful. But when teachers poorly manage the social and emotional demands of teaching, students' academic achievement and behavior both suffer. (Schonert-Reichl, 2017)
- We are in the middle of a continuous change, progressive and strong proposals come more and more popular in schools from all over the world – CASEL and SEL programs, Education for Well-being, Roots of Empathy, UNBUTU communities, and maybe a REFLECT community in the future.....





Thanks

