

IF YOU WERE IN THEIR PLACE FOR ONE DAY

(Approaching Global Issues with Empathy)

Section

In this activity, students will examine today's global issues (such as climate change, human rights, and digitalization) with an empathy-focused approach. Students will role-play various situations by putting themselves in the shoes of individuals representing different circumstances using empathy cards. They will also develop solution proposals and design posters in groups, thereby developing their creativity and collaboration skills. The activity will be reinforced by encouraging students to talk with their families and learn the views of their elders. Multifaceted methods such as research, discussion, production, and sharing will be used. Students will be encouraged to identify and express their feelings in order to strengthen their psychosocial resilience.

This activity aims to increase social awareness and develop a sense of individual responsibility. It also supports values such as solidarity, problem-solving, and respect for human rights.

Lesson

Social Studies

Grade

5

Learning Objectives

Duration

2 Lesson (80 Minutes)

Required Materials

Empathy Cards
Projector or interactive whiteboard with internet connection
Worksheets 1 and 2 (per student)

Preparation and Implementation

One week before the lesson, give students WORKSHEET-1 and ask them to discuss it with their families and bring their answers to class in writing. Create an “Empathy Board” in the classroom (to display student work during the activity). Prepare empathy cards so that each group of students receives one card.

PROCESS

1 INTRODUCTION (10 Minutes)

Invite the psychological counselling unit to the class to provide professional support and guidance to help students become more resilient in the face of problems. [If you don't have counsellor at your school, you can use this explanation:](#)

[Today, we're going to talk about something really important.](#)

[In order to solve problems in the world, we first need to understand them — and to do that, we need empathy.](#)

[Empathy means trying to understand how someone else feels. It's something that helps us connect with each other.](#)

[Sometimes it feels good, and sometimes it can be hard. But it's always powerful.](#)

[All of us — in our families, in our classrooms, in our communities — feel difficult emotions from time to time.](#)

[And that's completely normal.](#)

[Feelings come and go. Some may feel really strong or like they'll never end — but even those will pass.](#)

[Today, I'm going to teach you a simple breathing exercise that you can use whenever you're having a tough time.](#)

[But before we start, I want to remind you:](#)

[The way we support each other is by showing empathy, by trying to understand one another, and by helping when someone is struggling. That's how we become stronger — together.](#)

[Now, let's learn the breathing exercise:](#)

[Close your eyes if you'd like, or just find a calm spot to look at.](#)

[Breathe in slowly through your nose — and imagine you're breathing in a soft cloud. 🌤️](#)

[Hold it gently for a moment...](#)

[Then breathe out slowly through your mouth — as if you're blowing the cloud away.](#)

[Let's count it out together:](#)

[**Inhale... 1, 2, 3...**](#)

[**Exhale... 1, 2, 3, 4...**](#)

[Let's do this a few times — just focus on your breath.](#)

[And remember, you can use this tool anytime you need it.](#)

“

Begin the class by asking students the following questions:

“How do you think someone who cannot find water in a very hot place in another country would feel?”

“What emotions would a child who lost their family in a war and had to leave their country experience?”

2

DISCUSSION (15 Minutes)

Divide the students into groups of 3-4 and have each group draw an empathy card.

Ask them to prepare a 1-2 minute scenario in which they put themselves in the shoes of the person on the card and express their feelings and have one of the group members act it out.

Emphasize that they should address the following points in the scenario:

- ✓ What problem is this person facing?
- ✓ How might they be feeling?
- ✓ How would I feel if I were in their place?
- ✓ What can I do as an individual to help this person?
- ✓ How can society and the government find a solution to this problem?

3

ACTIVITY (55 Minutes)

Family Participation – Homework (at home)

A week before the lesson, ask students to share the WORK SHEET 1 assignments you gave them.

Poster Preparation

Ask each group to prepare a poster describing the person on their empathy card.

Point out that the poster can emphasize the following questions.

- What is the problem?
- Who is affected?
- How might they feel?
- What can we do as a community, as a state, as individuals?

Prepare posters using WEB2 tools (Canva, Ideogram, Postermywall, etc.) and display them on the “Empathy Board” in the classroom.

Assessment – Empathy Thermometer

Ask each student to fill out WORKSHEET-2, which they use to assess themselves, to measure their emotional awareness, problem-solving skills, and family involvement.

EVALUATION

1

WORKSHEETS 1 and 2 can be used as measurement and evaluation tools.

2

Students' abilities to focus on emotions, collaborate within the group, generate solutions, and empathize are observed.

RECOMMENDATIONS

1

Directing students to design posters using a digital tool they have used before will help you use your time more effectively.

2

At the end of the activity, a "Global Empathy Week" can be launched at the school.

3

The posters can be displayed in the school corridors.

ANNEX: EMPATHY CARDS



Card 1: A young refugee who lost his family due to war and was forced to flee his country.



Card 2: A child living in a village unable to access water due to drought.



Card 3: A family whose home is flooded due to climate change.



Card 4: A child who has been cyberbullied.



Card 3: A student attending a village school without internet access.



Card 6: A student forced to work as a child laborer.

WORKSHEET- 1

FAMILY PARTICIPATION: “Issues Discussed at Home” (Homework)

- 1) Has your family experienced a disaster (earthquake, flood, fire, etc.) in the past? What did family members experience and feel during this event?
- 2) Is there a memory in your family of someone trying to understand another person's difficult situation (e.g., a migrant, a person with a disability, a disaster victim, etc.)? How did this person react?
- 3) What does your family consider to be the most important global issue in the world? Why?
- 4) Does your family believe that social solidarity is important in coping with disasters? Are there any examples of this?
- 5) What does your family think about the benefits and harms of technology/digitalization? How does this issue affect you?
- 6) Has any of your family elders helped another person (disaster victim, person in need, etc.)? What did they feel during this act of help?
- 7) Does your family believe that protecting nature can reduce disasters? What behaviors do they consider positive in this regard?

ANSWERS

WORKSHEET- 2

“EMPATHY THERMOMETER”

Rate yourself as “Low, Medium, High.”

Questions	Low	Medium	High
I was able to put myself in someone else's place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I realized that the problems were not limited to our region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I talked to my family about this and got their opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt important in coming up with solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>