

<b>1. Activity title</b>	<b>Let's cultivate empathy! Emotional literacy</b> <b>Primary emotions: empathy</b>		
<b>2. Target group</b>	Students aged 13 – 14		
<b>3. Duration</b>	2 hours per lesson. The lesson series includes 6 hours of classroom engagement		
<b>4. Learning Environment</b>	Activities planned for classroom, school		
<b>5. Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Recognize your emotions and know how to express them properly;</li> <li>- Express one's interiority in written form, possibly also in verse;</li> <li>- Consider what has been written as a gift to others;</li> <li>- Knowing how to identify with an empathic spirit with the characters and authors of literature;</li> <li>- Respect in a positive and constructive climate of dialogue and compare points of view different from ours.</li> </ul>		
<b>6. Subjects and topics covered</b>	In connection with authors of Italian literature, students are guided to discover the definition of empathy.		
<b>7. SEL competences</b>	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b><u>PERSONAL</u></b></p> <p><b>▲ Identifying and expressing emotions</b></p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identifying strengths/self efficacy</p> <p><b>▲ Growth mindset</b></p> <p><input type="checkbox"/> Wellbeing</p> <p><b>▲ Dealing with negative emotions</b></p> <p><input type="checkbox"/> Flexibility/resilience/problem solving</p> </td> <td style="vertical-align: top; width: 50%;"> <p><b><u>SOCIAL</u></b></p> <p><b>▲ Empathy</b></p> <p><input type="checkbox"/> Appreciating diversity</p> <p><b>▲ Relationship building</b></p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Ethical and responsible behavior and decisions</p> <p><input type="checkbox"/> Dealing with negative relationship such as bullying solving</p> </td> </tr> </table>	<p><b><u>PERSONAL</u></b></p> <p><b>▲ Identifying and expressing emotions</b></p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identifying strengths/self efficacy</p> <p><b>▲ Growth mindset</b></p> <p><input type="checkbox"/> Wellbeing</p> <p><b>▲ Dealing with negative emotions</b></p> <p><input type="checkbox"/> Flexibility/resilience/problem solving</p>	<p><b><u>SOCIAL</u></b></p> <p><b>▲ Empathy</b></p> <p><input type="checkbox"/> Appreciating diversity</p> <p><b>▲ Relationship building</b></p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Ethical and responsible behavior and decisions</p> <p><input type="checkbox"/> Dealing with negative relationship such as bullying solving</p>
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<b>8. Method / Didactic techniques</b>	Storytelling, class discussion, writing letters, personal reflections		
<b>9. Tools / Materials / Resources</b>	<i>Biographical passages of Leopardi's life</i> <i>Passages of the film "the fabulous young man"</i>		

	<p><i>Text "What a storm! Fifty emotions told to young people" by U. Galimberti</i></p> <p><i>Text "the art of being fragile" by A. D'Avenia</i></p> <p><i>Text "There are places in the world where kindness is more important than rules" by C. Rovelli</i></p> <p><i>Music: L'infinito (with lyrics taken from Leopardi's poetry)</i></p>
<p><b>10. Detailed description of the step-by-step description of the activity / sequences of the units</b></p>	<ol style="list-style-type: none"> <li>1. Leopardi: biography, short vision excerpt from the film "The fabulous young man",</li> <li>2. Definition of the term empathy starting from "What a storm! Fifty emotions told to young people" by U. Galimberti.</li> <li>3. Reading of selected passages from "The art of being fragile" by A. D'Avenia and "There are places in the world where kindness is more important than rules" by C. Rovelli.</li> <li>4. In conclusion, listen to "The Infinite". The teaching activity presents in conclusion a writing exercise: "Letters to Leopardi". For completeness refer to the link of the lesson: <a href="https://express.adobe.com/page/U2yhYvargXQn0/">https://express.adobe.com/page/U2yhYvargXQn0/</a></li> <li>5. The letters written by the pupils are collected in a presentation file and discussed</li> </ol>
<p><b>11. Extension / Take home activity</b></p>	<p><i>NO</i></p>
<p><b>12. Feedback &amp; assessment</b></p>	<p>The evaluation is carried out through observation grids regarding the process and through evaluation grids for written papers.</p>
<p><b>13. Intellectual property rights (IPR) / Origin of the activity</b></p>	<p>Shared by Federica Scamporrino, Istituto Comprensivo Caio Giulio Cesare, lower secondary school, Mestre, Italy</p>