



EMPATHETICALLY YOURS!

**CITY AS LAB – PROJECT 2
(2023-24)**



PRESENTED BY STUDENTS OF
**LODHA WORLD SCHOOL,
PALAVA**

AUTHORS:

Anay Agrawal, Anandita Vashisht,
Manmay Vichare, Rajanya
Choudhury, Rithwik Singh, Srishti
Sinha

MENTORS:

**Sandeep Singh,
Dr. Sangeeta Poddar**



ABSTRACT

Empathy – an important component of emotional intelligence is a necessary trait each one of us need to have in order to make a beautiful world for ourselves. This research thus, was conducted to find out what are the empathy levels of the 13 to 15 year aged young teenagers; what are the factors that cause high or low empathy among the teenagers and whether an Intervention can bring about a positive change in their empathy levels. A standardized Empathy Quotient Scale was used to measure the EQ of all the students studying in classes VIII and IX of Lodha World School, Palava; a Personal Information Questionnaire was used to find the factors that cause low and high empathy and an Empathy Intervention Program of 5 sessions was created and implemented on the students who had low EQ scores. The result of the Empathy Scale indicated that one-fourth of the total (263) students had very low empathy. Some of the factors that were identified to cause high empathy were engagement in creative activities, nuclear family set up with quality time with parents, limited media exposure, an average family social life. The Empathy Intervention proved to be statistically effective to improve the empathy levels in the young teenagers. These results can be generalized for all the young teenagers of the city and the EI program can be effectively used on the young teenagers in all schools throughout the city.

1. INTRODUCTION

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel”- *Maya Angel*

A friend failing his exam; a student getting bullied by his classmates; a mother getting frustrated with the daily chores; a sister feeling sad when her achievements are ignored over her brother’s; a friend getting jealous, anxious or embarrassed; a near-one falling sick and in pain; OR a family member being happy, excited or overwhelmed – these are some of the common situations we all encounter in our daily lives – some of us hardly notice them to feel anything further; some do notice but shrug it off; some do feel the emotions but do not respond; while there are a few extra special who have this special trait called EMPATHY – they feel the emotions, process them using their intellect and respond through appropriate actions.

Human beings are social beings- we need to live together and develop good relationships. That is possible when we understand each other’s feelings, thoughts and behaviors – that is- only when we can empathize with the ‘other’. Empathy is a psychological trait, which sometimes is innate but most of the times an attribute gained from our socio-cultural environments. Can empathy be developed with focused efforts? Are there any specific reasons that cause high or low empathy among teenagers? These are the questions that this Study aspires to answer.

1.1 RESEARCH QUESTION

- 1) What is the Empathy level of the young teenagers aged 13 to 15 years of the Lodha World School, Palava (LWSP)? What are the factors that cause high or low empathy among these young teenagers?
- 2) Is there a statistical difference between the means of the Emotional Quotient (EQ) scores before and after the implementation of the ‘Empathy Intervention (EI)’ program on the young teenagers aged 13 to 15 years in the Lodha World School, Palava?

1.2 HYPOTHESIS

A Standardized Questionnaire called the ‘Perth Empathy Scale (PES)’⁶ was administered to 50 students of classes 8 and 9 randomly in our school (LWSP) to get an idea about the levels of empathy among them. The analysis of the scores revealed that around 12% of them had ‘very low’ empathy level; 44% had ‘low’; 36% had ‘average’ and 8% had ‘high’ empathy levels. This ‘Preliminary data Result’ substantiated the fact that almost 50% of the young teenagers of Lodha World School, Palava had empathy levels ranging from ‘low’ to ‘very low’

According to several researches⁸, empathy levels in individuals depend on: (1) Internal Factors (innate psychological traits) or (2) External Factors (social factors like family and friends, lifestyles, stress, or economic diversity). This fact encouraged us to investigate whether there are any specific factors that affect the empathy levels among the young teenagers.

Thus, the first hypothesis of the Study was:

- 1) (a) **Most of the young teenagers aged 13 to 15 years of the Lodha World School, Palava will have average empathy level and a very few will have very low or very high empathy levels.**
(b) **The causes for very high or very low empathy among the young teenagers is related to:**
 - 1) Gender
 - 2) Academic performance
 - 3) Engagement in co-curricular activities

- 4) Family structure
- 5) Exposure to media
- 6) Active social lives
- 7) Ability to reflect and communicate feelings meaningfully

According to an Empathy Researcher and Stanford University psychologist, empathy can be cultivated if it does not come naturally⁷. This fact encouraged us to design an Intervention Program that would aid in bringing about awareness and improvement in the empathy levels in our schoolmates and create a better environment around us.

Thus, the second hypothesis of the Study was:

2) The structured ‘Empathy Intervention (EI)’ will be able to bring in awareness and change in the empathy levels of the students aged 13 to 15 years studying in Lodha World School, Palava.

1.3 EXPLANATION OF TERMS

1.3.1 Empathy:

Empathy is the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

In this Study, we will be dealing with two types of Empathy:

- 1) Cognitive empathy: This involves thinking, more than feeling. It means putting oneself in someone else’s shoes. One of the examples of Cognitive empathy is “When you share your problems with your friend, and feel understood by him/her”- it was because your friend was using Cognitive empathy.
- 2) Compassionate empathy: This is the kind of empathy that leads to action. When a person in need is helped in appropriate forms, he is displaying Compassionate empathy.¹

1.3.2 Empathy Intervention (EI):

The Empathy Intervention was created based on our understanding from Daniel Goleman’s book ‘Emotional Intelligence’ and a course on Udemy platform ‘Emotional Intelligence- Practitioner Certificate Course’ and also verified by our School Counselor. The sessions were made interesting by creating videos and making attractive PPTs and designing activities and role plays. Five scripts with related PowerPoint Presentations of the 5 sessions, of duration 40 minutes were made. The Scripts are attached as Appendix 3. Contents of each Session are mentioned below.

- **Session 1: Emotional Intelligence**
 1. Introducing Emotional Intelligence - Role Play (5 min)
 2. What is Emotional Intelligence (EQ)? (10 min)
 3. Advantages of having high EQ (5 min)
 4. What is my EQ? (5 min)
 5. EQ Framework and Self Awareness and management of emotions. (10 min)
- **Session 2: Different Emotions and their management**
 1. EQ Framework – Steps 2 and 3 (Level 1 and 2 strategies) (5 min)
 2. Emotion: Happiness – Application of Steps 1, 2, 3 of the EQ Framework (5 m)
 3. Emotion: Fear/Anxiety – Application of Steps 1, 2, 3 (15 min)
 4. Phone Addiction – Identifying it as an emotional addiction (Step 1) (5 min)
 5. Phone Addiction – Application of Step 2 and 3 - Assignment (5 min)
 6. Other Emotions that needs management (5 min)
- **Session 3: Empathy**
 1. Empathy - Introduction (10 min)
 2. Definition and Importance (10 min)

3. Empathy : Self- measurement (10 min)
4. Development of Empathy – Work on Yourself (10 min)
- **Session 4: Steps to develop Empathy - I**
 1. Presence with Others + Activity (10 min)
 2. Portray a safe + friendly environment (2 min)
 3. Develop an interest in others (2 min)
 4. Share your passion + interests with others (6 min)
 5. Practice your listening + understanding skills (10 min)
 6. Become a people watcher (10 min)
- **Session 5: Steps to develop Empathy and Relationships - II**
 1. Key points to connect and build relationships (10 min)
 2. Shift – Perspectives: Picture Games (10 min)
 3. Recapitulation (5 min)
 4. Home tasks (5 min)
 5. Worksheet (any one situation in class) (10 min)

1.3.4 Young Teenagers: Children aged 13-15 years studying in classes 8 and 9.

1.3.5 High EQ scorers: Students who had low empathy level scores (0 to 32) in the Empathy Quotient Scale (Pretest).

1.3.6 Low EQ scorers: Students who had high empathy level scores (53 to 80) in the Empathy Quotient Scale (Pretest).

1.4 OPERATIONAL DEFINITION OF KEY TERMS:

1.4.1 Empathy Level: The score obtained from the 5-point of the Empathy Quotient Scale developed by Simon Baron-Cohen at ARC⁵.

Score Range	Interpretation of the Range
0 - 32	You have a lower than average ability for understanding how other people feel and responding appropriately.
33 - 52	You have an average ability for understanding how other people feel and responding appropriately. You know how to treat people with care and sensitivity.
53 - 63	You have an above average ability for understanding how other people feel and responding appropriately. You know how to treat people with care and sensitivity.
64 - 80	You have a very high ability for understanding how other people feel and responding appropriately. You know how to treat people with care and sensitivity.

1.4.2 Effectiveness: For this project, “effectiveness” is the degree to which the “Empathy-Intervention” is successful in developing the empathy levels in young teens.

1.5 LIMITATIONS OF THE PROJECT

This Study explored a complex psychological trait- “EMPATHY”, which develops naturally due to different experiences over a long period of time. Thus, the development of this trait using simulated activities through the Empathy Intervention may not show instant positive results, but the awareness and the inputs may be carried forward by the participants.

Also the factors that were identified from this Study, that cause high or low empathy were inferences made from the written responses and secondary source (class teacher's observations). A very close observation extending into participants' personal lives might have given better results. But that was beyond the scope of our Study. Also, measurement of the after-effects of the EI was beyond the scope of this Study.

1.6 RATIONALE

Empathy is important in almost every aspect of daily life. It allows us to have compassion for others, and relate to friends, loved ones, co-workers, and strangers, and it has a large impact on the world.

Personal Reasons to take up this Study:

"Some of my peers and classmates are ruthless and harsh regarding people's problems. Instead of helping or supporting, when they see someone in need of help or making a mistake, they make up rumors and judge them without thinking about their side of the story. Nobody is interested in facts". With the advent of technology and social media apps like Instagram, it becomes a raging platform for all kinds of lies to go about.²

"Once, a classmate deliberately caused a severe physical injury to another peer. He was in much pain and had to be sent home early. But instead of empathizing with him, he was teased and labeled "weak" and "girly". I see multiple people being the best of "friends", but when it comes to supporting and backing their friend, everyone refuses to take a stand". "We aren't even empathetic towards our own parents. How many of us think of giving our parents a glass of water and asking them about their day? How many of us take the time to help even in the slightest way?"

The domestic staff in our school also doesn't get much empathy from students. Nobody thinks about the long hours they have to work and the contribution they have towards our education".

Other Reasons:

- A class 9 student of a reputed South-Mumbai school was hospitalized due to prank gone wrong by one of the classmate⁹.
- A soft-board pin was intentionally dropped in a student's water bottle by a classmate which resulted in severe throat injury to the students⁹.
- Bullying and assault at the hand of a classmate led a 16- year old from Navi Mumbai caused the student to commit suicide. The victim was humiliated and beaten up in front of 100 people and none came forward to help¹⁰.
- According to a survey conducted across nine cities in India including Mumbai, 42% of students of class 4 to 8 and 36% of class 9 to 12 were subjected to different forms of harassment like being made fun of, bullied, insulted, ridiculed, teased, apart from physical fights by their peers¹¹.
- India is topping the world in teen suicide – exam stress and inability to cope with disappointments being the main reason, every 90 minutes a teenager tries to commit suicide in India. Maybe the reason is people around them are not able to notice their cries for attention, help and love¹².
- '7 out of 10 youth lack self-esteem, are stressed'. According to the Minde-Peers Mental Strength research, carried out on 72,500 Indian youths, it was found that 70% lack self-esteem and confidence, while 39% suffer from loneliness and 35% have relationship issues¹³.

The above stated incidents are just a few isolated incidents, there are innumerable such cases which are not reported but are part and parcel of school life. Some incidents are not extreme or traumatic but surely cause unpleasant situations and experiences in many individual student's lives. Thus, making an effort to create awareness and strategies that address this problem will be a worthwhile venture for us.

2. METHODOLOGY

2.1 RESEARCH METHODS ADOPTED FOR TESTING THE FIRST HYPOTHESIS:

Hypothesis 1: (a) Most of the young teenagers aged 13 to 15 years of the Lodha World School, Palava will have average empathy level and a very few will have very low or very high empathy levels.

(b) The causes for very high or very low empathy among these young teenagers is related to:

(1) Gender; (2) Academic performance; (3) Engagement in co-curricular activities; (4) Family structure; (5) Exposure to media; (6) Active social lives; (7) Ability to reflect and communicate feelings meaningfully

2.1.1 Research Design :

The research design was 'Survey'. The 'Empathy Quotient (EQ) Scale' developed by Simon Baron-Cohen' and 'Personal Information Questionnaire' made by us were administered to all students studying in class VIII and IX of Lodha world School, Palava. The written data of the Low EQ scorers and High EQ scorers was verified by respective class teachers and their observations were also noted.

2.1.2 Stages of the Study:

Stage 1: The 5-point scale of the Empathy Quotient (EQ) developed by Simon Baron-Cohen (Pretest) and the Personal Information Questionnaire were administered to 154 students studying in Class VIII and 109 students of class IX in LWSP.

Both these questionnaires were given to students on **21th August 2023**.



Stage 2: The scores of the Pretest were analyzed to choose students with 'low' empathy levels (scores 0 – 32) - Low EQ scorers and students with 'high' empathy levels (score 53 - 80) - High EQ scorers. The 'Personal Information Questionnaire' of the Low and High EQ scorers were analyzed further to find the factors that cause high or low empathy. Observations of respective class teachers were taken to get more information about the Low and the High EQ scorers.

Following is listed the Factors and the tool used to analyze them:

- (1) Gender – was analyzed from the Pretest results
- (2) Academic performance – was analyzed from their First Term Exam results
- (3) Engagement in co-curricular activities; (4) Family structure; (5) Exposure to media;
- (6) Active social lives; and (7) Ability to reflect and communicate feelings meaningfully - were all analyzed from the responses in the Personal Information Questionnaire.

Stage 2 tasks were completed during the months of September – October 2023.

2.1.3 Sample: The Study was conducted on 154 students studying in Class VIII and 109 students of class IX in Lodha World School, Palava. Thus, 263 students were the samples used to test the first Hypothesis of the Study.

2.1.4 Population: The results of this Study is valid for Young teens – Children of the age of 13 – 15 years living in Mumbai city and studying in Private Schools.

2.1.5 Tools of Data Collection:

- (1) 5-point Empathy Quotient Scale developed by Simon Baron-Cohen – Pretest and Posttest
- (2) Personal Information Questionnaire developed by us.

2.2 RESEARCH METHODS ADOPTED FOR TESTING THE SECOND HYPOTHESIS:

Hypothesis 2: The structured ‘Empathy Intervention (EI)’ will be able to bring in awareness and change in the empathy levels of the students aged 13 to 15 years studying in Lodha World School, Palava.

2.2.1 Research Design:

A single group of 40 students were selected by the purposive sampling technique for the Study- on the basis of the ‘Scores of the 5-point scale of the Empathy Quotient (EQ) developed by Simon Baron-Cohen’- Pretest. The Empathy Intervention (EI) was implemented on them. A Posttest was conducted after a gap of one month from the implementation of the EI.

Thus, a **Single Group Pretest – Posttest Experimental Study** was the Research Design used for testing the second Hypothesis.

2.2.2 Stages of the Study:

Stage 1: The Modules of the Empathy Intervention – Five Scripts and five respective PowerPoint Presentations were created by us during the months of September 2023. They were then sent for validation to our School counselor and psychologist for her feedback. The required modifications were done. **Stage 1 was completed by the first week of October 2023.**

Stage 2: From the Pretest results and respective Class teacher’s suggestions, 57 Low EQ scorers were identified and an email was sent to their parents, to seek permission to allow their wards to be participants of the Study. Consent of 40 parents were thus attained.

The picture below shows the Mail details.

Dear Parent

Greetings from LWSP!

This is to inform you that Lodha World School, Palava has registered itself for a National Level Research project for school students – **City as Lab**. Under its aegis, we have undertaken a research project titled – ‘Empathetically Yours!’. Our students and teachers have developed an Intervention to develop a very important life skill – Empathy among the pre-adolescents.

In order to implement this Intervention, a random set of students have been selected from classes 8 and 9 of our school. Your ward has been selected for the same, for which a stay-back after school (2:15 p.m. to 3:20 p.m.) will be needed as per the following schedule.

Session 1 - 11th Oct 2023 (Wednesday) [Topic – Emotional Intelligence]

Session 2 - 12th Oct 2023 (Thursday) [Topic – EQ Framework]

Session 3 - 13th Oct 2023 (Friday) [Topic – Empathy]

Session 4 – 17th Oct 2023 (Tuesday) [Topic – Strategies to develop Empathy]

Session 5 – 18th Oct (Wednesday) [Topic – Strategies to develop Empathy]

The importance of emotional intelligence in this era of digi-tech media is unparalleled. Researchers emphasize the need of introducing children to this skill, so that they grow up as confident and compassionate adults. We look forward to your consent to this venture of ours. **You can give your consent by replying back to this mail or sending a consent letter with your ward. Please do that to the earliest, by 9th Oct 2023.**

Note that Bus facility will be available for the bus students .

Thanking You

With warm Regards

Stage 3: The Empathy Intervention was implemented on the 40 chosen participants for a period of 5 days, as shown in the pictures below.

Session 1 was conducted on 11th October 2023



Session 2 was conducted on 12th October 2023



Session 3 was conducted on 13th October 2023



Session 4 was conducted on 17th October 2023



Session 5 was conducted on 18th October 2023



Stage 4: The 5-point of the Empathy Quotient Scale developed by Simon Baron-Cohen was again given to the final 37 participants (samples) who attended all the five sessions of the EI implementation. The same Scale was now used as Posttest and was conducted almost after a gap of 3 months from the Pretest. On **7th November 2023 the Posttest was conducted.**



2.2.3 Sample: 37 students of class VIII and IX of Lodha World School, Palava city, Maharashtra were the samples for the Experimental part of this Study, on whom the EI was implemented and its effectiveness was checked.

2.2.4 Population: Young teens – Children of the age of 13 – 15 years will be the population on which the Empathy Intervention would work, if its effectiveness is proved through this Study

2.3 Permissions/Appointments:

- Data collection using Pretest and Personal Information Questionnaire - Permission was taken from the Principal of the school.
- Verification of the Empathy Intervention - Prior appointment was taken from the School Counselor.
- Implementation of the Empathy Intervention - Consent letters from parents of the sample students.

3. DATA ANALYSIS AND FINDINGS

3.1 ANALYSIS OF DATA FOR TESTING THE FIRST HYPOTHESIS:

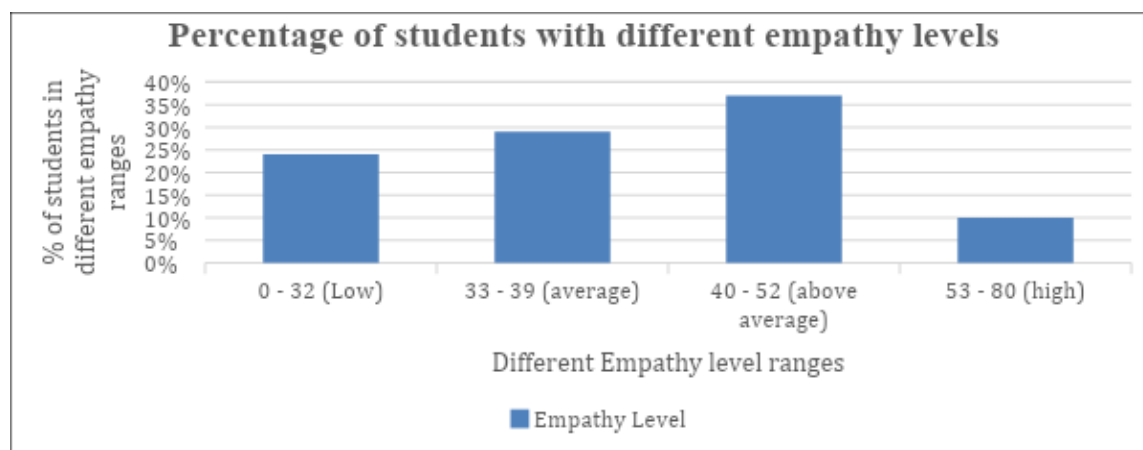
Hypothesis 1: (a) Most of the young teenagers aged 13 to 15 years of the Lodha World School, Palava will have average empathy level and a very few will have low and high empathy level.

3.1.1 Data Analysis of the scores obtained from the Empathy Quotient Scale (Pretest) to find % of students in different empathy levels:

The 5-point Empathy Quotient Scale was administered to 154 students studying in Class VIII and 109 students of class IX in LWSP. Each student was scored and then segregated into different empathy levels as per their scores as shown in the Table 1 below. The percentage of students in each Empathy Level was calculated and the data is shown in Table 1 and graphically in Figure 1.

Table 1: Percentage of students with different empathy levels

Class	No. of students	Empathy Levels			
		0-32 (low)	33-39 (average)	40-52 (above avg.)	53-63 (high)
VIII	154	41	48	51	14
IX	109	23	28	47	11
Total	263	64	76	98	25
Percentage		24%	29%	37%	10%

**Figure 1****Interpretation of the data shown in Table 1 and Figure 1:**

- 24% of the students had a lower than average ability- for understanding how other people feel and responding appropriately.
- 29% of the students had an average ability - for understanding how other people feel and responding appropriately. They know how to treat people with care and sensitivity.
- 37% of the students had an above average ability - for understanding how other people feel and responding appropriately. They know how to treat people with care and sensitivity.
- 10% of the students had a very high ability - for understanding how other people feel and responding appropriately. They know how to treat people with care and sensitivity.

Findings:

Most of the students had empathy levels that fell into the average range; while a considerable number of students had very low empathy and a very few had high empathy.

3.1.2 Data analysis to find the factors that are responsible for high or low empathy among the young teenagers.

Hypothesis 1: (b) The causes for very high or very low empathy among the young teenagers is related to: (1) Gender; (2) Academic performance; (3) Engagement in co-curricular activities; (4) Family structure; (5) Exposure to media; (6) Active social lives; (7) Ability to reflect and communicate feelings meaningfully

1) Data Analysis of the scores obtained from the Empathy Quotient Scale to compare the % of girls and boys with different empathy levels:

The scores obtained from the Empathy Quotient Scale of the 106 girls and 157 boys were analyzed and categorized into the different empathy levels. Percentage of each of the categories was found, which is shown in Table 2 and graphically in Figure 2.

Table 2: % of Girls and % of Boys with different empathy levels

	No. of Students	0-32 (low)	33-39 (average)	40-52 (above average)	53-80 (high)
GIRLS	106	15	30	46	15
%		14%	28%	44%	14%
BOYS	157	49	47	51	10
%		31%	30%	32%	6%

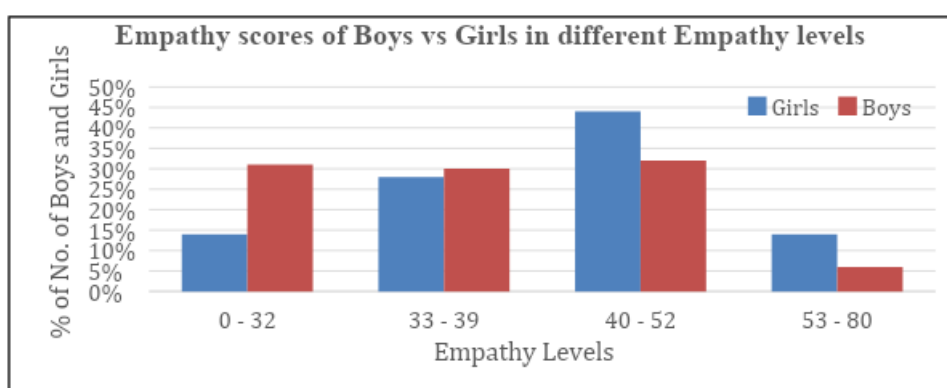


Figure 2

1.1) Interpretation of the data shown in Table 2 and Figure 2:

- Out of the 106 girls, 14% of them had low empathy level; 28% had average; 44% had above average and 14% had high empathy levels.
- Out of the 157 boys, 31% had low empathy level; 30% had average; 32% had above average and 6% had high empathy level.

1.2) Findings:

Comparison between the empathy levels of the girls and the boys indicated that:

- The number of girls having 'low' empathy level was much lesser than the number of boys.
- The number of girls and boys with 'average' level of empathy was almost equal.
- The number of girls having 'above average' level of empathy was more than the number of boys
- The number of girls having a 'high' level of empathy was more than the number of boys.

Thus, this indicated that 'Girls had more empathy than Boys'.

2) Data Analysis of Academic Scores (First Term Exam) of the Low EQ scorers and High EQ scorers in the Empathy Quotient Scale:

The First term examination marks of the 64 Low EQ scorers and 25 High EQ scorers were obtained from the examination department. These academic scores were then categorized as High

(75 to 100%), Average (60 to 74%), Below Average (46 to 59%) and Low (below 45%). The percentage of students falling into each of these categories were then calculated separately for High EQ and Low EQ scorers. The data thus obtained is shown in the Table 3 below.

Table 3: Academic performance of Low EQ scorers and High EQ scorers

Academic Scores of students with Low EQ scores		Academic Scores of students with High EQ scores	
Scores	% of students	Scores	% of students
High (75 to 100)	32%	High (75 to 100)	44%
Average (60 to 74)	37%	Average (60 to 74)	40%
Below Avg. (46 to 59)	17%	Below Avg. (46 to 59)	12%
Low (below 45)	15%	Low (below 45)	4%

2.1) Interpretation of the data shown in Table 3:

- 32% of the Low EQ scorers were academically High performers, whereas 44% of the High EQ scorers were academically High performers.
- 37% of the Low EQ scorers were academically Average performers, whereas 40% of the High EQ scorers were academically Average performers.
- 17% of the Low EQ scorers were academically Below Average performers, whereas 12% of the High EQ scorers were academically Below Average performers.
- 15% of the Low EQ scorers were academically Low performers, whereas 4% of the High EQ scorers were academically Low performers.

2.2) Findings:

- Around 70% of the Low EQ scorers were academically High and Average, whereas around 84% of the High EQ scorers were academically High and Average.
- Around 30% of the Low EQ scorers were academically Below Average and Low, whereas around 16% of the High EQ scorers were academically Below Average and Low.

Thus, this indicated that ‘Empathy levels and Academic performance are not related’.

3) Data Analysis of the engagement of the Low EQ scorers and High EQ scorers in co-curricular activities:

The responses of the Low and High EQ scorers from the ‘Personal Information Questionnaire’ were analyzed. The percentage of Low EQ scorers and High EQ scorers were then calculated based on the ones involved in Creative activities, Co-scholastic activities and Sports. The same is shown in Table 4 below.

Table 4: Engagement of Low EQ and High EQ scorers in co-curricular activities

Empathy level	Creative activities	Co-scholastic activities	Sports
Low (0 - 32)	36%	29%	86%
High (53 - 80)	92%	68%	96%

3.1) Interpretation of the data shown in Table 4:

- 36% of the Low EQ scorers were engaged in creative activities like drawing, music, art, knitting, reading books; 29% of them were engaged in co-scholastic activities like debate competitions, IIMUN, Nature club, Olympiads, logiquid etc.; and 86% of them were involved in different sports like cricket, football, badminton, basketball etc.
- 92% of the High EQ scorers were engaged in creative activities; 68% of them were engaged in co-scholastic activities; and 96% of them were involved in different sports.

3.2) Findings:

- The engagement of High EQ scorers in different creative and co-scholastic activities are much higher in comparison to Low EQ scorers.
- The engagement in sports is similar for both the High and Low EQ scorers.

Thus, there is a positive relationship between Empathy and Engagement in co-curricular activities.

4) Data Analysis of the family structure of the Low EQ scorers and High EQ scorers:

The responses of the Low and High EQ scorers from the 'Personal Information Questionnaire' were analyzed. The percentage of Low EQ scorers and High EQ scorers were then calculated based on the ones that had a family type of either nuclear or joint; number of siblings they had; either both parents or single parent working; and occupation of parents. The same is shown in Table 5 below.

Table 5: Family structure of the Low EQ scorers and the High EQ scorers

Empathy level	Type of Family		Sibling		Working Parents		Occupation of Parents			
	Nuclear	Joint	Yes	No	One Parent	Both parents	Business	Service	Engineer	IT/Doctor
Low (0 - 32)	66%	34%	80%	20%	59%	33%	19%	30%	19%	25%
High (53 - 80)	100%	0%	76%	24%	60%	36%	20%	52%	16%	4%

4.1) Interpretation of the data shown in Table 5:

- Type of Family: 66% of the Low EQ scorers lived in nuclear families and 34% of them in joint families; whereas 100% of the High EQ scorers lived in nuclear families and 0% in joint families.
- Siblings: 80% of the Low EQ scorers had siblings; whereas 76% of the High EQ scorers had siblings.
- Working Parents: 59% of the Low EQ scorers had one parent working and 33% of them had both the parents working; whereas 60% of the High EQ scorers had one parent working and 36% of them had both the parents working.
- Occupation of Parents: In case of Low EQ scorers 19% of their parents did business, 30% were in service sector, 19% were engineers while 25% were IT/Doctors; whereas in case of High EQ scorers 20% of their parents did business, 52% were in service sector, 16% were engineers while 4% were IT/Doctors.

4.2) Findings:

- All the High EQ scorers lived in nuclear families, while 66% of the Low EQ scorers lived in nuclear families.
- Most of the High EQ and Low EQ scorers had siblings.
- The number of one-parent working and both-parents working were almost similar for both the High EQ and Low EQ scorers.
- In case of occupation of parents, it was seen that almost double the number of parents of the High EQ scorers were in service sector in comparison to the Low EQ scorers; and also in case of Low EQ Scorers 25% of their parents were in IT/Doctors (highly busy) sectors while only 4% of the High EQ scorers had parents in the IT/Doctors profession.

Thus, the nuclear family structure had a positive relationship with high empathy levels.

Presence of siblings did not impact the empathy levels. Both-parents or single-parents working did not impact the empathy levels. Occupation of parents like those working in service-sector had a positive relationship with high empathy level and busy professions like IT/Doctors had a negative relationship with high empathy levels.

5) Data Analysis of the exposure to media of the Low and High EQ scorers:

The responses of the Low and High EQ scorers from the 'Personal Information Questionnaire' were analyzed. The percentage of Low EQ scorers and High EQ scorers were then calculated based on whether they had their own smart-phones or not; time of their exposure to media daily; type of content viewed by them. The same is shown in Table 6 below.

Table 6: Media exposure of the Low EQ scorers and the High EQ scorers

Empathy level	Have own smart-phone	Other media	Time of exposure to media per day					Type of content viewed	
			less than 1 hr	1 - 2 hr	2 - 3 hr	3 - 4 hrs	more than 4 hr	Educative	non-educative
Low (0 - 32)	70%	30%	0%	36%	25%	11%	6%	33%	86%
High (53 - 80)	40%	48%	16%	28%	12%	12%	0%	40%	48%

5.1) Interpretation of the data shown in Table 6:

- 70% of the Low EQ scorers had their own smart-phones while 30% used their parents phone, or laptops or other devices. 40% of the High EQ scorers had their own phones and 48% used other devices.
- In case of Low EQ scorers, 0% of them were exposed for less than 1 hour to media daily, 36% for 1 to 2 hours, 25% for 2 to 3 hours, 11% for 3 to 4 hours and 6% for more than 4 hours. While in case of High EQ scorers, 16% of them were exposed for less than 1 hour to media daily, 28% for 1 to 2 hours, 12% for 2 to 3 hours, 12% for 3 to 4 hours and 0% for more than 4 hours.
- In the case of Low EQ scorers 33% of them viewed educational content while 86% of them watched non-educative content. In case of High EQ scorers 40% of them viewed educational content while 48% of them watched non-educative content.

5.2) Findings:

- Most of the Low EQ scorers had a smart phone of their own, while 40% of the High EQ scorers had their own phone.
- All the Low EQ scorers were exposed to digital media for at least more than an hour every day. Around 40% of them were exposed to digital media for more than 2 hours daily. While around 45% of the High EQ scorers were exposed to digital media for less than 2 hours and none of them for more than 4 hours.
- Most of the Low EQ scorers viewed non-educative content and very few viewed educational content, while in case of High EQ scorers around half of them claimed to watch educational content and the remaining half non-educative content.

Thus, possession of a smart-phone, too much media exposure, viewing non-educative contents- had a negative relationship with high empathy levels.

6) Data Analysis of the social lives of the Low EQ scorers and High EQ scorers:

The responses of the Low EQ scorers and High EQ scorers from the 'Personal Information Questionnaire' were analyzed. The percentage of Low EQ scorers and High EQ scorers were then calculated based on 'less active', 'average' and 'very active' personal social lives and family social lives. The same is shown in the Table 7 below.

Table 7: Social lives of the Low EQ scorers and the High EQ scorers

Empathy level	Personal social life			Family social life		
	Less active	Average	Very active	Less active	Average	Very active
Low (0 - 32)	29%	49%	11%	33%	38%	9%
High (53 - 80)	28%	20%	36%	20%	64%	16%

6.1) Interpretation of the data shown in Table 7:

- 29% of the Low EQ scorers had a 'less active' personal social life, 49% had an 'average', while 11% had a 'very active' personal social life. 28% High EQ scorers had a 'less active' personal social life, 20% had an 'average', while 36% had 'very active' personal social life.
- 33% of the Low EQ scorers had a 'less active' family social life, 38% had an 'average', while 9% had a 'very active' family social life. 20% High EQ scorers had a 'less active' personal social life, 64% had an 'average', while 16% had a 'very active' family social life.

6.2) Findings:

- Half of the Low EQ scorers had an 'Average' active personal social life and very few had a highly active personal social life. While High EQ scorers have a comparatively more active personal social life.
- Most of the High EQ scorers had an averagely active family social life, while most of the Low EQ scorers fell into the category of less and average active social lives.

Thus, an active personal-social life and an average family-social life consisting of more friend time and family time had a positive relationship with high empathy levels.

7) Data Analysis of the ability to reflect and communicate feelings meaningfully of the Low EQ scorers and the High EQ scorers:

The responses of the Low EQ scorers and High EQ scorers from the ‘Personal Information Questionnaire’ were analyzed. The percentage of Low EQ scorers and High EQ scorers were then calculated based on their ability to reflect and communicate their feelings meaningfully. The same is shown in the Table 8 below.

Table 8: Ability to reflect and communicate their feelings meaningfully of the Low EQ scorers and High EQ scorers

Empathy Level	Ability to reflect and express feelings
Low (0 - 32)	16%
High (53 - 80)	64%

7.1) Interpretation of data shown in Table 8:

- 16% of the Low EQ scorers were able to reflect on their feelings and express them meaningfully in written form.
- 64% of the High EQ scorers were able to reflect on their feelings and express them meaningfully in written form.

7.2) Findings:

- Most of the High EQ scorers were able to meaningfully express their feelings in written form, while a very few Low EQ scorers had this ability.

Thus, there is a positive relationship between ‘the ability to express feelings’ and high empathy levels.

3.2 ANALYSIS OF DATA FOR TESTING THE SECOND HYPOTHESIS:

Hypothesis 2: The structured ‘Empathy Intervention (EI)’ will be able to bring in awareness and change in the empathy levels of the students aged 13 to 15 years studying in Lodha World School, Palava.

A single group pretest-posttest experimental study was done to test the second hypothesis. The research tool that was used as a Pretest and Posttest was ‘the 5-point Empathy Quotient Scale’ developed by Simon Baron-Cohen at ARC. There was a gap of three months between the Pretest and the Posttest.

Out of the 40 students, who participated in the ‘Empathy Intervention’. Three students remained absent for most of the sessions and thus the final data analysis was done on the Pretest and Posttest scores of 37 students, (25 class VIII students and 12 class IX students).

The Pretest and the Posttest scores were then subjected to t-test to prove the effectiveness of the Empathy Intervention.

Rationale of t-test:

***What is a t-test?:** A t-test is used to measure the difference between exactly two means. If you are taking the average of a sample of measurements, t tests are the most commonly used method to evaluate that data. It is particularly useful for small samples of around 30 observations. For example, you might compare whether systolic blood pressure differs between a control and treated group, between men and women, or any other two groups.*

What is a Paired samples t-test?: In a paired samples t-test, also called dependent samples t-test, there are two samples of data, and each observation in one sample is “paired” with an observation in the second sample. The most common example is when measurements are taken on each subject before and after a treatment. A paired t- test example research question is, “Is there a statistical difference between the average red blood cell counts before and after a treatment?”

The paired samples t-test was used to find the difference between two means and to check whether the difference was significant or not. The result of the t-test is shown in Table 9 below.

Table 9: T-test Result of the pretest and the posttest scores

EQ Scores	N	M	SD	df	t	Sig.(p value)	Remarks
Pretest	37	28.30	3.90	36	6.6436	<0.0001	S
Posttest	37	37.35	7.99	36			

N - No. of participants; M - Mean of the scores; SD - Standard deviation; df - degree of freedom; t- t value; p - P value (should be less than 0.005); S - the result is Significant

The paired samples t-test shown in the above Table indicates that the ‘t’ value 6.6436 is greater than that of the table value 2.04 at 0.05 level ($p < 0.05$). Also the Mean of the Posttest EQ scores ($M = 37.35$) is greater than the Mean of the Pretest EQ scores ($M = 28.30$). So, there is a significant difference between the Pretest and the Posttest EQ scores.

By conventional criteria, this difference is considered to be extremely statistically significant. Hence, Hypothesis 2 is accepted, and it can be stated that the Empathy Intervention was effective in bringing in awareness and improving empathy among the young teenagers of Lodha World School, Palava.

4. FINDINGS

The key findings of the present Study are:

- Very few Young teenagers had a very high empathy level, while almost one-fourth of the total samples had a very low empathy level.
- The EQ scores reflected that ‘**Girls had more empathy than Boys**’.
- The comparison of the Academic performance and the EQ scores indicated that ‘Empathy levels and Academic performance are not related with each other’.
- Most of the High EQ scorers actively participated in a variety of co-curricular activities, while in comparison the participation of the Low EQ scorers in creative and scholastic activities were very low. This indicated that ‘**there is a positive relationship between Empathy and Engagement in co-curricular activities**’.
- All the High EQ scorers lived in nuclear families, in comparison 66% of the Low EQ scorers lived in joint families. This indicated ‘**the Nuclear family structure had a positive relationship with high Empathy levels**’.
- Presence of siblings did not impact the Empathy levels.
- Both-parents or single-parents working did not impact the Empathy levels.
- It was found that the parents of most of the High EQ scorers were in the Service-sector and a considerable number of Low EQ scorers had parents who were IT professionals or

Doctors. This indicated that **‘More quality time with parents does have a positive impact on Empathy levels of children’**.

- Most of the Low EQ scorers possessed their own smart-phone and spent a considerable time on it watching non-educative content; while very few of the High EQ scorers had their own smart-phones and the majority of them spent less than 2 hours on it. This indicated that **‘Over exposure to media does have a negative impact on the development of Empathy in children’**.
- The High EQ scorers had a more-active personal social life and average-active family social life in comparison to the Low EQ scorers. Thus, **‘an averagely active social life consisting of quality friend-time and family-time does have a positive impact on the development of Empathy in children’**.
- Most of the High EQ scorers could express their feelings in the written form; while very few of the Low EQ scorers could do so. Thus, **‘the ability to express feelings’ could be marked as a trait of people with high empathy**.
- The five rigorous sessions of the ‘Empathy Intervention (EI)’ created and implemented by us coupled with the thinking tasks and the after completion day-to-day tasks helped in improving the Empathy scores of most of the participants. **The t-test result indicated that the Intervention was significantly effective.**

5. DISCUSSION

The present generation - are mostly engaged with their own selves and rarely express their emotional side, nor do they seem to understand the emotions of others. This was our observation specifically for the students of the Lodha World School, Palava (LWSP). We wanted to know whether this was just an assumption or the reality. This helped us get the answer. We measured the empathy levels of all the 263 students of class VIII and IX of our school using a standardized test and what we found was a little skewed. Normally, the extremes (the lowest and the highest) are very less and the majority are in the average range. But the EQ scores obtained from the Test indicated that 25% (one-fourth) of the students had very low empathy scores, while only 10% had very high empathy scores. To some extent, it validated our assumption. It was also found that ‘the number of girls with High empathy were more than that of boys’.

This led us to two more questions. First, what are the probable causes for high or low empathy? And second, is there a possible way to increase the empathy level of those who had low EQ scores?

The Study revealed that Girls had more empathy than the boys, so Gender was one of the factors that affected empathy. While, the IQ or the academic performance had no relation with empathy. The personal information provided by the High and the Low EQ scorers (which were also verified by respective class teachers) revealed that – (1) engagement in creative activities helped in the development of Empathy and vice versa. (2) nuclear family structure with quality time spent with parents and siblings positively impacted the development. (3) over exposure to media had a negative impact on empathy, thus a strict environment and regulated-balanced media time was a must for development of empathy. One of the Low EQ scorers had written a remark *“Phone has ruined my life”*. (4) having good friends and spending quality time with them also aided empathy development.

Very few of the Low EQ scorers expressed their unhappiness or hurt due to reasons such as – *“dad’s heart operation impacted me”; “I heard my mom and dad talking ill about me behind me, though she acts good in front of me”; when I was a child, I would bang my head on floor when angry, I stopped doing that after I was beaten by my uncle and now I control my anger”; “Betrayal by friends”* and *“scolding of parents”* were the most stated reasons.

Most of the High EQ scorers expressed their feelings of hurt due to reasons such as – *“I am stressed due to pressure of studies”; “I am in an emotionally vulnerable state after the death of my mother”; “missing my sibling, who has gone out for studies”; “shifted to this new school and am not able to adjust”; “tuition sir insulted me, friends judge me, stressed out at home due to parent illness”; “mom did not appreciate my effort”; “I was body shamed by friend”; “selfish behavior of relatives”; “death of my grandparent”*.

The statements in the above two paragraphs and responses of the Class teachers revealed some important traits of the Low and the High EQ scorers:

- The Low EQ scorers either did not feel emotions or were not able to express them while most of the High EQ scorers were more aware about their emotional state and the reasons behind them.
- Most of the Low EQ scorers were either highly introvert or highly extrovert, while most of the High EQ scorers were balanced and behaved appropriately and cordially.
- Most of the Low EQ scorers were either highly physically restless or highly physically inactive (always sitting in their places), while High EQ scorers were balanced in their physical behavior and modulated the same as per the situation.

Thus, this Study helped us to prove the first hypothesis “(a) Most of the young teenagers of LWSP will have average empathy level and a very few will have high empathy level.” to be correct. While “very few teenagers will have very low empathy” to be incorrect.

The second part of the hypothesis (b) The causes for very high or very low empathy among the young teenagers is related to :

- 1) Gender – is true

- 2) Academic performance – is false
- 3) Engagement in co-curricular activities – is true
- 4) Family structure – is true
- 5) Exposure to media- is true
- 6) Active social lives- is true
- 7) Ability to reflect feelings and express them meaningfully – is true

The second question of whether an Intervention program can improve the empathy levels of Low EQ scorers also got a positive result. The EI proved effective statistically by the t-test. Also, the observations of the participants after the intervention, marked a change in their behaviors, the introvert had opened up and was mingling with others and the extroverts had mellowed down and were more composed in their mannerisms. Some of our classrooms were showing a more positive vibe with more friendliness and joy.

Thus, the second hypothesis: “The structured ‘Empathy Intervention (EI)’ will be able to bring in awareness and change in the empathy levels of the young teenagers of LWSP” – has also been proved to be correct.

The implications of this Study are – Although empathy is an innate psychological phenomenon, it can be worked upon. Taking care of certain external factors like quality family time, less exposure to media (phone), a rich personal social life and engagement in creative activities can certainly bring about a positive impact on our empathy levels. This can be generalized for all individuals of any age – belonging to any place. Also, the effectiveness of the Empathy Intervention

on LWSP students implies that it can be effective on all the young teenagers across the boundaries of LWSP.

None of the research studies related to human psychology can be full-proof. Similarly, there were many probable factors that could have influenced the results of this Study:

- There was a gap of 3 months between the pretest and the posttest, within which the participants got many opportunities to mingle – the annual concert, picnics etc. This could have improved their social lives and thus, empathy.
- The mental situations of participants during the pretest and the posttest might differ and thus the result might vary due to that.
- The situations at home, family and friends are marked influencers of mental states, and thus can impact the result of the Study.

Potential actions that we can take after the research is completed is to try to bring about a change within ourselves – by applying our learnings in our real lives. We will keep spreading awareness and influence everyone around us to be more empathetic. We would also like to take up this intervention in other schools and influence more people.

Some questions that evolved from this research were :

- There were a few students whom we could not influence, can we do a more in-depth study like a case study on them and help them out to open up and lead a happier life?
- Parents are the biggest influence in a child's life. Can we understand how this relationship can be improved? Can we design an intervention for parents?

According to Daniel Goleman, the concept of Emotional Intelligence needs an introduction to children in their school days itself; so that they grow up as kind, compassionate and successful adults. Thus, we hope the research we did, which not only substantiated this need but also provided a solution in the form of the Empathy Intervention (EI) can be used further to help many.

Delegation of Work for the research study:

- Preparation of data collection tools - Teacher and students in collaboration.
- Prints and distribution of tools - Teacher
- Scoring and data entry - Students
- Data analysis of the 5-point Empathy scale - Students
- Data analysis of Personal Information - Teacher (to maintain confidentiality)
- Interview, data entry and analysis – Teacher and Students
- Empathy Intervention - Teacher and Students with help of school counselor
- Implementation of Intervention - Teacher and Students
- T-test application – Teacher
- Final Draft Report – Teacher and Students

APPENDIX

- 1) Pretest - 5-point Empathy Questionnaire developed by Simon Baron-Cohen
- 2) Personal Information Questionnaire developed by us.
- 3) Empathy Intervention (EI) Scripts
- 4) Student Reflections

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APPENDIX 1



LODHA WORLD SCHOOL

Near Khidkaleshwar Temple, Kalyan - Shilphata Road, Dombivali East,
Palava, Maharashtra 421204, Ph. No. - **Ph. No. - 0251 6699588**

NAME : _____

ROLL NO. : _____

CLASS/SEC : _____

INSTRUCTIONS:

Read each of the following statements carefully and tick one of the options 'strongly agree', 'slightly agree', 'slightly disagree' or 'strongly disagree' which you feel best fits your understanding about yourself.

No.	STATEMENTS	STRONGLY AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	STRONGLY DISAGREE
1.	I can easily tell if someone else wants to enter a conversation.				
2.	I really enjoy caring for other people.				
3.	I can pick up quickly if someone says one thing but means another.				

4.	I find it easy to put myself in somebody else's shoes				
5.	I am good at predicting how someone will feel.				
6.	I am quick to spot when someone in a group is feeling awkward or uncomfortable.				
7.	I don't tend to find social situations confusing.				
8.	Other people tell me I am good at understanding how they are feeling and what they are thinking.				
9.	When I talk to people, I tend to talk about their experiences rather than my own.				
10.	It upsets me to see an animal in pain.				
11.	I can easily tell if someone else is interested or bored with what I am saying.				
12.	I get upset if I see people suffering on news programmes.				
13.	Friends usually talk to me about their problems as they say that I am very understanding.				
14.	I can sense if I am intruding (interfering), even if the other person doesn't tell me.				
15.	I can tune into how someone else feels rapidly and intuitively (naturally).				
16.	I can easily work out what another person might want to talk about.				
17.	I can tell if someone is masking (hiding) their true emotion.				
18.	I can easily let go a mistake committed by the other person.				
19.	I am good at predicting what someone will do.				
20.	I tend to get emotionally involved with a friend's problems.				
21.	I can usually appreciate the other person's viewpoint, even if I don't agree with it.				
22.	I fail to understand that something which I can understand easily why the other person is not able to understand.				
23.	I find it hard to know what to do in a social situation.				

24.	People often tell me (or I feel) that I become too forceful to prove my point in a discussion.				
25.	It doesn't bother me too much if I am late meeting a friend.				
26.	Friendships and relationships are just too difficult, so I tend not to bother with them.				
27.	I often find it difficult to judge if something is rude or polite.				
28.	In a conversation, I tend to focus on my own thoughts rather than on what my listener might be thinking				
29.	When I was a child, I enjoyed cutting up worms to see what would happen.				
30.	It is hard for me to see why some things upset people so much.				
31.	If I say something that someone else is offended by, I think that that's their problem, not mine.				
32.	If anyone asked me if I liked their haircut; even if I didn't like it, I would reply truthfully.				
33.	I can't always see why someone should have felt offended by a remark.				
34.	Seeing people cry doesn't really upset me.				
35.	I am very blunt, which some people take to be rudeness, even though this is unintentional.				
36.	I am able to make decisions without being influenced by people's feelings.				
37.	People sometimes tell me that I have gone too far with teasing.				
38.	Other people often say that I am insensitive, though I don't always see why.				
39.	If I see a stranger in a group, I think that it is up to them to make an effort to join in.				
40.	I usually stay emotionally detached when watching a film.				

APPENDIX 2



LODHA WORLD SCHOOL

Near Khidkaleshwar Temple, Kalyan - Shilphata Road, Dombivali East,
Palava, Maharashtra 421204, Ph. No. - **Ph. No. - 0251 6699588**

PERSONAL INFORMATION QUESTIONNAIRE

INSTRUCTIONS: This data is needed for research and will not be used for any other purpose. So provide real and honest information. We assure you that complete confidentiality will be maintained.

I. Extra-Curricular Activities:

- 1) Do you have any hobbies? If yes, what are they?
- 2) How do you spend your free time?
- 3) Do you have your own smartphone?
- 4) How much time do you spend on it per day?
- 5) Which genre of entertainment are you more attracted to? (Tick your preferences:
(a) Comedy (b) Thriller (c) Horror (d) Romance (e) Drama
(f) Reality (g) Educative (science/geo etc.) (h) Sports (WWE types)
 • Any other:
- 6) Name some of the non-academic activities that you have participated in school in the present year.
- 7) Name the sport/s that you play.

II. Family related Details:

- 1) Write your present address:
- 2) Write the name of your native place (name of the State):
- 3) Do you live in a joint or a nuclear family? Who are your family members?
- 4) You are more close to whom?
- 5) Who are the working members of your family? What are their occupations?
- 6) What is the environment at your home? Tick the options that matches it:
(a) Strict (b) Open (c) Conservative (d) Progressive
(e) Stressed out (f) Lonely (g) Abusive (h) Comfortable
(i) Caring & loving

Any other remark:

III. Social Lives:

- 1) How many friends do you have?
- 2) Besides school, how often do you meet your friends?
- 3) On what kind of occasions, do you have friend get-togethers?
- 4) Does your family has family-friends?
- 5) Do you have family get-togethers? (Tick the appropriate one)
(a) Never (b) once in a year (c) sometimes (d) very often
- 6) Do you have family outings?
- 7) On what kind of occasions do you have family get-togethers? (If any)

IV. Personal Experience:

- 1) Any specific personal experience that has impacted you deeply?

APPENDIX 3

EMPATHY INTERVENTION SCRIPTS

**LODHA WORLD SCHOOL, PALAVA
CITY-AS-LAB PROJECT 2**

EMPATHY INTERVENTION - SESSION 1

- **Session 1: Emotional Intelligence**

1. Introducing Emotional Intelligence - Role Play (5 min)
2. What is Emotional Intelligence (EQ)? (10 min)
3. Advantages of having high EQ (5 min)
4. What is my EQ? (5 min)
5. EQ Framework and Self Awareness and management of emotions. (10 min)

- **Duration :** 40 min

- **Teaching Aids :** PPT([PPT - Session 1](#)), Video

- **Mentor Needs :** Script of Session 1, Devices to project the PPT, 2 videos opened in separate windows (internet), A- sheets for participants

.....

- **Introducing Emotional Intelligence - Role Play (5 min)**

PPT Slide 2 :

Role Play :

Three common classroom scenarios are demonstrated by students.

Group 1: Three boys loudly talking about topics of their respective interest: cricket, football and movies. No one listening to the other, caring about others feelings...just going on and on happily about their own selves.

Group 2: One boy sitting quietly on a chair, busy with his own thoughts. Two boys come in, first happily chatting and then a quarrel starts, one hits the other and goes off and the other falls and is hurt right in front of the seated boy. The seated boy listens to the happy chatter but does not join in, also he shows signs of getting affected when the second boy is hurt, but does not stand up and help.

Group 3: Conversation among three boys- (Boy 1) : Did you see yesterday's cricket match? (Boy 2): Yes,,, the way India played was awesome. Both excitedly talk when they realize the third one is quiet. (Boy 1): Why are you quiet? Oh, you are a fan of football, right? So any news on it? Boy 3 excitedly starts talking about it. All the three are trying to converse- listening to each other, picking up areas of other's interest, their tone and mannerisms and responding. One boy shows the expression of feeling sick, which is noticed by the other and is helped out accordingly.

Questions:

1. What did you notice in the behaviour of Group 1 students?
2. What did you notice in the behaviour of Group 2 students?
3. What did you notice in the behaviour of Group 3 students?
4. You would like to be part of which Group? Why?

Consolidation:

Group 1 and Group 2 displayed two extreme mannerisms. Group 1 members were extroverts, highly active socially and physically, very confident and likely to be intelligent as well. But this Group was yet not liked by anyone, because they were self-centered- did not care about others at all, thus unlikely to be good friends.

Group 2, the boy is an introvert, cannot show or does not have feelings, is socially inactive and is completely unconcerned about others.

The characteristics that Group 3 members displayed is called 'Emotional Intelligence' – to be more specific 'Empathetic'. They listened to each other, shared their feelings appropriately, noticed each other's feelings and responded accordingly. They thought, felt and acted in a balanced manner and in the process felt happy and made others happy.

▪ **What is Emotional Intelligence? (10 min)**

PPT Slide 3, 4 and 5:

The term 'Emotional Intelligence' was first coined in 1990 by researchers John Mayer and Peter Salovey, but was later popularized by psychologist Daniel Goleman. In his book 'Emotional Intelligence', he described 'Why EQ can matter more than IQ', apart from describing What is EQ in detail.

Emotional Intelligence is termed as EQ – Emotional Quotient – that is the measurement of how much emotional intelligence one has; just as IQ (Intelligence Quotient) is the measure of general intelligence.

Some of the famous people who had high IQ were: Shakespeare had a IQ of 210; Isaac Newton 190 – 210; Our own Ramanujan – 185; Einstein 160-190 and so on. IQ is more related to your logical, aptitude or academic abilities.

A lot of research done in this area clearly proves that many with high IQ did not do that well in their lives (professionally or personally); while many with moderate IQ have done excellently both professionally and personally; and the reason was that they had some special abilities like self-control, zeal and persistence, and the ability to motivate oneself.

These skills can be learnt and Daniel Goleman insists – should be taught at the school level so that our children as they grow up are equipped to lead a beautiful life and are not handicapped with their limited IQs.

So, what exactly is Emotional Intelligence?

Daniel Goleman – described emotional intelligence as

"A person's ability to manage - their feelings so that those feelings are expressed appropriately and effectively and – to understand others feelings to develop fulfilling relationships"

We will understand this in detail in the following sessions, but first a quick look at some of the advantages of having high EQ.

▪ **Advantages of having high EQ (5 min)**

PPT Slide 6:

- You navigate social situations with ease
- You're less aggressive and more empathetic
- You feel more confident
- You make better decisions
- You handle criticism better
- You manage conflicts more easily
- You gain intrinsic motivation
- You become more resilient
- As adults, you would be successful in your career and enjoy healthy romantic relationship

All the above stated traits are life skills, possession of which will make you ready to take on life more confidently and as a better human being. So I hope this is motivation enough for you to strive for it – to increase your level of EQ. But before that you may want to check where you do you stand today.

There are different methods to measure IQ, but in case of EQ - it cannot be measured accurately but there are questionnaires that is used to measure or score EQ effectively.

▪ **What is my EQ? (5 min)**

PPT Slide 7:

The Slide leads to the EQ Assessment Questionnaire. How the questionnaire is to be filled and self-scored is explained and then the same is passed on to the students for their self-assessment.

▪ **EQ Framework and Self Awareness and management of emotions (biological basis) (10 min)**

PPT Slide 8:

At whatever level our EQ is, it is always possible to increase it. The EQ Framework guides us with a procedure to do so. It comprises of 5 steps as shown in the model. We will understand these steps in detail in the sessions to follow. The steps are:

Step 1 – Self Awareness

Step 2 – Self Management

Step 3 – Motivation / Resilience

Step 4 – Empathy

Step 5 - Relationships

PPT Slide 9:

Let us start with Step 1. What do we need to be aware of and what is to be managed?

To be emotionally intelligent, of course we need to be aware of our emotions and manage them.

What are Emotions?

Emotions are the inner pleasant or unpleasant feelings that one experiences when exposed to a particular event or situation.

Emotions that arise pleasant feelings within are termed as – happy, excited, joy, interest, pride, love etc.

Emotions that arise unpleasant feelings within are termed as – anger, sadness, fear, jealousy, hatred, shock etc.

PPT Slide 10 and 11:

In order to be self aware of the emotions you are going through at a particular moment, you need to first understand how are emotions created.

There are several components of the brain that are linked to being connected to emotional intelligence, including, among others, the prefrontal cortex and frontal cortex and the amygdala and the nucleus accumbens. Each of these parts of the brain is associated with emotional intelligence at different stages. Let us see this video to understand the science behind emotions.

Video :

Emotion: Biological Bases - YouTube

<https://youtu.be/ctkFIYqQLfM?feature=shared>

[Explanation after the video is shown]

As we saw in the video, based on the situation (here seeing a horror movie, lights going out, bang on the door); the amygdala in the brain gets activated. It then checks out the Situation, understands it and then accordingly signals the hormone gland to release the respective hormone. This hormone then causes the physiological responses or reactions inside our body - (here – increase heart rate, goosebumps, etc. along with the uneasy feelings in head). These physiological feelings inside our body is termed as Emotion – in this case the name of the emotion is Fear. This emotion further triggers a physical action i.e. it directs our body to react in a particular way. In this case it was the fight – flight mode i.e. running away or getting physically ready to fight.

Thus, in order to be aware about the emotion you are going through, you need to identify the following signs:

When you face a specific situation, what are your reactions mentally, physiologically and physically that occur naturally, not done consciously:

1. Natural mental reactions:

Is your mind getting clouded or getting numb, or are you going to a mode of over thinking, or it is getting very active (aggressive, excited, curious) ?

2. Natural physiological reactions:

Is there an increase in your heart rate or breathing rate, or there is excessive sweating, butterflies in stomach, hands-legs shaking, or dry mouth, etc.?

3. Natural physical reactions:

Is it so that you cannot stop moving around and talking, or have stop all movements, or want to run away, fight out, or speak out etc.

Observe yourself carefully i.e. your mental state, your physiological state and your actions.

If you are going through some of the above mentioned symptoms, you are going through a negative emotion, which needs to be managed.

PPT Slide 12:

In order to manage the negative emotions, you need to go ahead with the second step of the EQ Framework. This step includes being conscious and allow the pre frontal cortex (cognitive brain) to manage the emotions.

How exactly this can be done will be elaborated in Session 2.

Reference:

Biological Basis of EQ

<https://www.forbes.com/sites/forbescoachescouncil/2020/04/22/understanding-the-neuroscience-behind-emotional-intelligence/?sh=19c4dba87623>

Advantages of high EQ

<https://www.happierhuman.com/benefits-emotional-intelligence/>

The EQ Assessment Questionnaire

<https://www.udemy.com/course/emotional-intelligence-practitioner-certification/learn/lecture/13721412#content>

EMPATHY INTERVENTION - SESSION 2

• Session 2: Different Emotions and their management

• Contents :

1. EQ Framework – Steps 2 and 3 (Level 1 and 2 strategies) (5 min)
2. Emotion: Happiness – Application of Steps 1, 2, 3 of the EQ Framework (5 min)
3. Emotion: Fear/Anxiety – Application of Steps 1, 2, 3 (15 min)
4. Phone Addiction – Identifying it as an emotional addiction (Step 1) (5 min)
5. Phone Addiction – Application of Step 2 and 3 - Assignment (5 min)

6. Other Emotions that needs management (5 min)

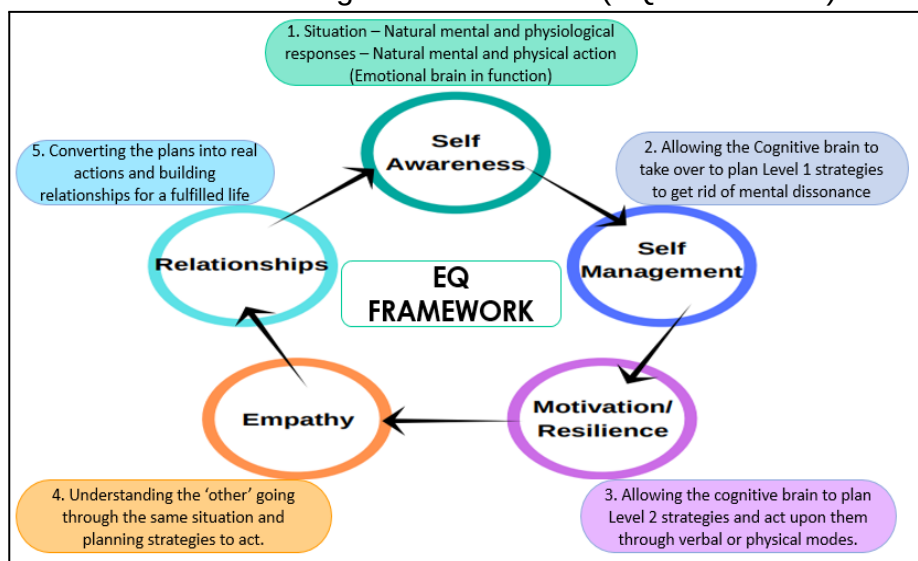
- **Duration** : 40 min
- **Teaching Aids** : White Board, PPT(PPT Session 2 - Different emotions and their management.pptx), internet connectivity
- **Mentor Needs** : Script of Session 2, Devices to project the PPT, the music file for the meditation, You-Tube video link for the seated yoga session, A-4 sheets for participants to write notes.

1. EQ Framework – Steps 2 and 3 (Level 1 and 2 strategies) (5 min)

Since emotions are our basic natural instincts, they can bypass logic and reason and can often lead to disregard of consequences (like the strong urge you may feel to look back to your Instagram post to check the likes, even though it is your exam the next day with a considerable portion left to study). Thus the extremely powerful emotions need to be managed by integrating them with cognitive functions like logic and reason, so that your emotions expand your capacity for productivity, self-care and healthy relationships. The stepwise procedure to do so is shown in the EQ Framework.

PPT Slide 3:

The Emotional Intelligence Framework (EQ Framework) :



Step 1 : As explained in Session 1, you need to first identify the emotion you are going through as a result of a particular situation, by focusing on (1) the natural mental state aroused due to the situation (2) your physiological state and (3) your natural action (physical state).

Example: The situation - You just now got your Math Test marks, and you scored very low.

- (1) Natural Mental state – mind gets clouded, or numb, or highly active/heated.
- (2) Natural physiological state – you start feeling hot (due to an increased heart rate), or get a feeling of an upset stomach, or get shivers (vary in different individual).
- (3) Natural physical state – you either get agitated and want to fight or speak out, or feel very low and want to run away and hide.

If you notice these symptoms within you means – YOU ARE SELF-AWARE about the emotion you are going through i.e. – STEP 1 OF EQ FRAMEWORK followed.

Now you need to move on to STEP 2 : SELF-MANAGEMENT and then to STEP 3 : RESILIENCE/MOTIVATION

PPT Slide 4:

Both of these process of Step 2 and Step 3 are detailed and have many sub-components, to reduce their complexities, we will understand them as:

Step 2 : Self-Management will be explained as LEVEL 1 STRATEGIES : When a situation arises emotions that leave us with a troubled mind, the strategies that can be applied to calm and stabilize our mind that is disturbed due to the emotional turmoil are termed here as LEVEL 1 STRATEGIES.

Step 3 : Motivation/Resilience will be explained as LEVEL 2 STRATEGIES : After following Step 1 and 2, our mind is relaxed and we are in a balanced state but that is temporary and will come back again in similar situations, unless we take some actions to take that out of the root. We need a strong urge from within (motivation) to fight back and act (resilience) to handle the situation and respond to the emotion. Thus, we need to apply the LEVEL 2 STRATEGIES that can regulate our physical or verbal actions to handle our emotions and thus the situation.

In the session ahead we will understand both the strategies by applying them on different emotions.

2. Emotion: Happiness – Application of Steps 1, 2, 3 of the EQ Framework

PPT Slide 6:

Questions:

- See the pictures and identify the emotion felt in each.
- Imagine a situation where you felt this emotion and describe your mental, physiological and physical state?
- Do you need to manage this emotion?

Two instances will help you reflect and answer this question.

- (1) Your friend played a prank by pulling away the chair of a newly admitted student in your class, due to which the child fell down and seemed embarrassed. You laugh a lot and are very happy.
- (2) You team up with another student in a project. You do most of the work. To your surprise in the final ceremony, your project wins the best project award. You are so happy and exhilarated that you go to the stage and receive the award without realizing that you did not care to wait or ask your partner to join you.

Consolidation:

As clearly pointed out in the above instances, even positive emotions many times need to be managed because the consequences of our natural physical action guided by that emotion may have consequences like regret, or a heart- break or inconvenience to others.

3. Emotion: Fear/Anxiety – Application of Steps 1, 2, 3 (15 min)

PPT Slides 7 to 16:

Question: Identify the emotion that the people in the pictures are feeling?

Answer: Fear or Anxiety

Think of a situation when you felt this extreme emotion, OR try to relate the situation shown here.

SITUATION: Joy participated in an Elocution competition, for the first time. He was confident, but as soon as he went on the stage and saw 100 people looking at him.... everything changed.

Let us use the EQ Framework to work out this situation.

1. STEP 1 : Self-Awareness :

Question: Consider Joy's situation and state his probable natural mental, physiological and physical state.

What emotion is he feeling?

2. STEP 2 : Level 1 Strategies to calm mind:

For this particular situation, Joy first needs to calm down his mind. He may do so by:

- taking deep breaths
- changing direction of thought or physical posture

- allowing a moment of self-talk to motivate himself

Let us do some activities and practice Level 1 Strategies to calm our mind when we feel emotions of fear, anxiety, anger or similar dissonance.

Activity 1: Mindful Chair Yoga: A Beginner's Practice with Closing Meditation (15 min total) created by Corey Roos (Use PPT Slide 13)

Activity 2: All participants stand up, raise their hands and laugh out loud. (PPT Slide 14)

Other activities that you can do are:

- Listening to Music or watching something of a different genre.
- Talking to a friend.
- Going for a walk.
- In extreme cases speaking to a counselor.

3. **STEP 3** : Level 2 Strategies of Action

Considering the Situation of JOY, he is on the stage, using Step 1 and Step 2, is mentally relaxed now. Let us see how he can use Step 3 (Level 2 strategies).

He needs to pin-point the reason for his anxiety and then address that

- If the reason is - The large crowd,

The remedial action may be – looking away from the crowd and resting it on a familiar face or on a wall.

- If the reason is – he is not able to remember the script

The remedial action may be – looking back into the script

- If the reason is the presence of the person he is fearful of (teacher, parent)

The remedial action may be – looking into their eyes to check the gravity

This quick check can finally help him take the final decision to continue or leave the stage and continue the Level 2 strategies further to be successful in his next Stage venture.

LEVEL 2 Strategies continued next time Joy is on stage:

PPT Slide 15 and 16:

- Reminding himself of the mental and physical troubles he faced in the first attempt, trying to find out what actually caused that: Was it lack of preparation, or so many people looking at me, someone's high expectations from him weighing him down....
- Identifying the cause will help him decide his next step: which may be
 - o thorough preparation.
 - o organize the points and have it handy when needed.
 - o accepting the fact that it is okay to make mistakes, but I need to continue and win over my fear.
 - o looking away from people or a person- in particular.
 - o Taking tips from those who generally do well on stage.

Thus, for Joy to get rid of his emotion of stage-fear, he has to be on the stage till he gets rid of its fear. For that, he has to clearly pin-point the reason behind the emotion of fear and make thorough preparation accordingly. Eventually he will handle the emotion and be an achiever.

PPT Slide 17:

For all of us in general to apply LEVEL 2 STRATEGIES to handle our negative emotions like fear, anxiety, anger, frustration, hatred etc. we may consider the following points:

- Pin-point the reason for the emotion to arise within you
 - o Once the reason is clear, plan out the remedial actions accordingly.
 - o Keep your interest alive and your will power strong enough to work out planned remedies.
 - o Take help wholeheartedly from people you trust.
 - o Hard work always pays back.
 - o In the process, understand your-self: your abilities and limitations and make that your guiding light.

4. Phone Addiction – Identifying it as an emotional addiction (Step 1) (5 min)

PPT Slide 18:

Read the following Excerpt.

Those who develop an emotional addiction become hooked on feeling a familiar way or responding to their powerful, innate emotions. The brain gives off chemical reactions in response to certain emotions, similar to those experienced while taking part in other addictive behaviors or substances. People with emotional addiction can become dependent on a particular emotion for:

- Comfort
- Relief
- Distraction
- Escape

The emotion grows into an obsession, a compulsion, and an addiction.

Those who develop an emotional addiction might feel as if they live at the mercy of their feelings. Every circumstance is filtered through their default emotion and forms their worldview.

PPT Slide 19:

This excerpt is about – Emotional Addiction. The symptoms have been clearly described.

Does any one of you feel you have such an addiction or is heading towards it?

... Phone addiction... the most prevalent addiction in this era, children and even adults are addicted to it. It is a result of the emotion of happiness initially with the release of the happy-hormone Dopamine; but eventually the experience of pleasure turns out to be painful as you would not be able to live without it. Thus it is time we get rid of this which may lead to negative consequences as shown on the PPT Slide 20.

5. Phone Addiction – Application of Step 2 and 3 - Assignment (5 min)

PPT Slide 21:

Use the EQ Framework: Steps 1, 2 and 3 to manage 'Emotional Addiction to smartphone' as an Assignment to be done at home.

6. Other Emotions that needs management (5 min)

PPT Slides 22 to 25:

The Steps 1, 2 and 3 can be used to manage other Emotions like

- Anger
- Sadness
- Disgust
- Envy

You may think of the situations that cause such emotions in you and use the EQ framework Steps 1,2 and 3 to resolve them.

Reference:

Images of Emotions: <https://unsplash.com/s/photos/image-of-angry-people>

Mindful Chair Yoga: <https://www.youtube.com/watch?v=8cBVjHWuXnE>

Emotional Addiction Excerpt: <https://7summitpathways.com>

EMPATHY INTERVENTION - SESSION 3

Session 3: Empathy

• Contents :

5. Empathy - introduction (10 min)
6. Definition and Importance (10 min)
7. Empathy : Self- measurement (10 min)
8. Development of Empathy – Work on Yourself (10 min)

• Duration : 40 min

• Teaching Aids : PPT(PPT Session 3- Empathy.pptx), Video

- **Mentor Needs** : Script of Session 3, Devices to project the PPT, 2 videos opened in separate windows (internet)

1. Empathy – Introduction:

PPT Slides 3, 4, and 5:

Animated video – Oshin's story shown to the class

https://drive.google.com/file/d/1AqmLD2s28tDrRK9n8Wlep7R_yN0Nh36j/view?usp=drive_link

This is a story a girl called Oshin who lived in a remote village that was very near to a dense forest. Since she lived among nature, Oshin had this special ability to understand what the animals felt and thought. She could just by seeing into their eyes, observing their expressions and physical movements, Oshin knew what the animals were feeling. Thus she could communicate with animals. This ability helped her to get a best friend – an enormous owl, named 'Whistle' by her. They understood each other and had strong bond that made them feel safe, loved and trusted with each other. With Whistle, Oshin would often wander off into the forest without any fear.

But one day her parents strictly banned Oshin to go out of her home. She heard that a pack of ferocious wolves had entered the nearby forest and had also attacked a few villagers. The entire village was overpowered by fear and they locked themselves in their houses.

Oshin could stand this isolation and thought of resolving it. She called her friend Whistle and quietly set off to the forest. Whistle showed her the way inside where the wolves were hiding.

With whistle besides, Oshin was a little relaxed though feeling fear within. Soon she arrived within the dense part of the forest, where she heard a hustling noise behind the bushes. She looked straight ~~in~~ there where she could see the green sparkling eyes of a wolf. She held on to

the gaze, which made her realize the wolf was also as fearful of her as she was of him. This made her know, what to do, she let go off her fear, brought in love, compassion & kindness in her eyes & her face and called the wolf with open arms.

The signal got communicated and the wolf came out of the bushes calm & poised. Soon they let go off the fear and developed an untold bond of trust and softness with each other.

Oshin led the wolf towards the village & made the villagers also realize that if you ~~act~~ understand others feelings and act with kindness and show compassion you can win over the most ferocious beasts !!

And ofcourse the story conveys to us that with the same we can win over even our enemies.

The ability that Oshin had - to understand others' feeling is termed as Empathy.

At this point, I stop and ask you a Question: What would ~~be~~ make you happy?

Question: What makes or will make you happy?

Ans: Is it a large luxurious house with all amenities and a garden?

---Imagine no one with you in the house ... does it seem that awesome now?

OR ---A BMW Car, enjoying a long drive in the lush green suburbs of Mumbai. -----Imagine no one with you to share your pleasant feeling.

OR ---- Excellent high-five school with world class infrastructure, a big play area, lavish canteen and restrooms etc.----- All this with not a single friend to enjoy with?

For most of us, we feel happy when we are among people we trust, love, feel safe with and with whom we can share our joy and sorrows and most importantly with whom we can be ourselves.

At home – a loving family; At school – at least one trust-worthy best friend; At community gatherings – a bunch of friends; Later in the workplace – a couple of good colleagues and at home – spouse and children We are in need of harmonious relationships throughout our lives. And that does not come easy, we need to learn the art/skill to win over people just like Oshin could win over animals and this skill is called Empathy.

2. Definition and Importance (10 min)

PPT Slides 6 to 9:

Empathy means understanding ‘others’ – how they feel, what they think, why they act or behave the way they do and then being compassionate to them and contributing to their well-being and in the process being fulfilled and happy yourself.

- **Advantages of having an Empathetic mind is** – It can read and understand emotions of others quickly – he is angry with someone (stay away for the time-being) – she is lying (don't trust her) – this is making him sad (change the topic)

An empathetic mind acts like a radar and signals us as who to be wary of, whom to trust, who is in distress and needs help and thus acts as a savior to us.

- Beware, the same mind can give wrong or misguided conclusions, if we make these judgements on our perceptions (very quickly without not giving much thought to the situation).

Thus, while to some of us Empathy comes naturally, for most we have to learn the skill – train the mind to be empathetic. Let me share to forms of Empathy now

(1) Video and see how extreme forms of Empathy works

<https://www.youtube.com/watch?v=KeDSxjxvzjk>

(2) Incident: I was watching a group of small children playing. They were running a race among themselves. One boy suddenly trips off, other boys keep on running, except for one – Ronny, who stops. The boy who fell down, holds to his hurt knees and starts crying. Ronny waits till the boy's sobs subside and he reaches down and rubs his own knees, calling out, "I hurt my knee, too!!"

This small gesture speaks of a talent for rapport – building: an emotional skill essential for the preservation of close relationships- whether in a friendship, marriage, or a business partnership. (From, Daniel Goleman's Book on Emotional Intelligence)

The video I shared showed you extreme forms of empathy, while the incident I shared is an example of a subtler form of empathy which we can show regularly in our day-to-day lives and create connections and strong relationships.

3. Empathy : Self- measurement (10 min)

PPT Slides 10 and 11:

By now, I hope you have a good idea of what Empathy is, so you may like to check out at what level you are.

Ask these few questions to yourselves:

- 1) Do you have a hard time picking up on the emotions of people around you?
- 2) Is it hard to imagine how you would feel if you were in someone else's situation?
- 3) Are you indifferent when you see other people experiencing hardships?
- 4) Do you stop listening to other people if you don't agree with them?
- 5) Do you avoid helping people who are upset, hurt or at a disadvantage?

If your answer is YES to most of the questions, you score low in empathy; but that is perfectly all right- nothing to feel low or inferior. Many of us score low in these parameters either due to our genetic build-up, or the experiences we had in our

surroundings, or due to our busy stressful lifestyles where we do not have time to think of others.

But, believe me neither your high academic scores, nor your co-curricular certificates, or the medals you won in sports or other areas can really make you successful in your life, IF YOU LACK EMPATHY.

Thus, take the information, strategies, activities and exercises shared with you in the here-forth sessions very seriously; practice them regularly in your day-to-day life and develop this habit of Empathy within you. It is a major life-skill to better your present and future lives.

4. Development of Empathy – Work on Yourself (10 min)

PPT Slide 12, 13 and 14:

Let us start now the process of ‘Development of Empathy within us’

Show the EQ Framework Picture again and explain – “The first three components (1) Self-Awareness (2) Self-Management (Level 1 strategies to manage our Mind) and (3) Motivation/Resilience (Level 2 strategies to manage our actions) will help us to understand ourselves. Only if we understand ourselves, we can understand others.

Thus, we move on to the next component – (4) Empathy

STEPS TO DEVELOP EMPATHY:

First Work on yourself first

Step 1: Understand yourself first – use the EQ model of self-awareness, self-management and resilience.

Step 2 : Be kind and compassionate to yourself.

Reflect on the self-talk you often do :

Does it have statements like –

- I am good for nothing.
- I don't look good.
- I will never be able to do this (score well, or dance well or draw well)
- I hardly know anything.
- No one likes me.
- I am worthless.

If your answer is ‘yes’ then it is time you bring about a change it it....

- I am sure there is some talent hidden within me, with time I will discover it and even if I don't find any I will try to be good, trustworthy and helpful to everyone.... maybe then I will be good at something.
- There are so many people who don't look good and yet I like them and there are many good-looking people whom I don't like much. Think ----a person you find beautiful and why?

Similarly try to self-talk out for the remaining if you do so often.

Make people around you feel comfortable with your words and actions: let your friends, family feel that you love them and care for them. That will make you feel happy.

Some kind things you can say are:

- I care about you.
- You are an amazing person
- You have a beautiful smile.
- The way you do things is so impressive.

THINK!!!

1. What can you do to bring a smile to the face of your most loved one?
2. Think of another person who is unhappy. Which simple act of yours can make him/her happy?
3. Think of a person who you feel does not like you much, what simple act of yours can change this equation?

Try to do the above acts as much as possible whenever you get a chance in your day-to-day life.

Reference:

(1) Video and see how extreme forms of Empathy works:

<https://www.youtube.com/watch?v=KeDSxjxvzjk>

(2) Incident

Book – Emotional Intelligence by Daniel Goleman

EMPATHY INTERVENTION - SESSION 4

• Session 4: Steps to develop Empathy - I

• Contents :

7. Presence with Others + Activity (10 min)
8. Portray a safe + friendly environment (2 min)
9. Develop an interest in others (2 min)
10. Share your passion + interests with others (6 min)
11. Practice your listening + understanding skills (10 min)
12. Become a people watcher (10 min)

• Duration : 40 min

• Teaching Aids : PPT(

 PPT Session 4 - Increase empathy by Connecting with others.pptx)

• Mentor Needs : Script of Session 4, Devices to project PPT

INTRODUCTION

If we look back into the EQ Framework, we can see that now we are in Step 4 –

EMPATHY. In the last session we understood the meaning and importance of Empathy.

We also saw how we need to be empathetic to ourselves.

Thus, so far, we have worked upon ourselves, we got to know our emotions, when do we feel certain emotions, how to work it for our benefit, now let us concentrate on :

CONNECTING WITH OTHERS. Thus, we actually move on to STEP 4 – EMPATHY of the EQ Framework now. Where I will learn to connect with the other person using the following Empathy Strategies.

1. Presence with Others + Activity (10 min)

PPT Slides 3 to 20:

Presence with Others:

- 100% attention
- Connected emotionally
- Understanding
- The presence game

EXPLANATION: In order to emotionally get connected to anyone is to make the other person feel your 100% presence. Give your complete attention to that person who you are speaking to. It is not easy, most of the time when we talk to someone we lose attention – get drift away to think other things “Oh my homework is left” “hope to get a good lunch today at home” etc. and this drift is visible to the other person, and the connection is broken.

While you pay attention to the person, don't just listen to the words he or she speaks, get emotionally connected, i.e. if the person is sad, feel the feeling, if he is excited feel the same within you, if angry try to feel the same. Just don't listen to the words, understand the meaning. Just by doing this, you make the other person feel your compassion, your empathy, this builds up connection.

ACTIVITY: Let's play the Presence Game to practice this step:

Choose a partner of your choice and sit face to face with each other. In the next 5 minutes, you need to pay complete attention to each other. You are looking into the eyes of the other and thinking of nothing else but the other. If you lose attention, tap the back of the

other person and go back to the game. Keep a track of how many times you are losing attention. Between the partners, the one who reaches the tap of 10 first, loses. The one who wins gets a beautiful smile and maybe a hug from the other.

2. Portray a safe + friendly environment (2 min)

PPT Slides 22 to 30:

EXPLANATION: Wherever you are or you go – home, school, playground, coffee shop, for a walk – have a safe and a friendly aura around yourself. Be calm, peaceful, have a gentle glow of happiness on your face- that makes you approachable. When people see you restless, running around, tense, shy, looking away from them, naturally you send a signal of not being interested. It is hard to create any connection if you have this kind of a body language.

Try to develop this aura of calm-peace- gentleness around you for the next couple of weeks and see the change.

3. Develop an interest in others (2 min)

PPT Slides 31 to 34:

EXPLANATION: You may have your set of friends with whom you connect every time you get a gap. Now try to look around and find more people, try to develop a sense of interest towards them i.e. you genuinely feel like knowing more about them. Start a conversation with them, anything in general, get to know about their families, interests, hobbies, friends, teachers etc.

4. Share your passion + interests with others (6 min)

PPT Slides 35 to 38:

EXPLANATION: This means be passionate about your passions or interests. So many people have passion about something but do not talk about it, brush it aside. Talk about it – that will help you connect to people who share similar interests. While you share yours, try to get genuinely interested in the others' passions. Listen and engage yourself with what the other is talking about, that builds the connection.

ACTIVITY: I give a 2- minute break, where one of the partners will be the speaker and will share anything of interest (it could be how you are feeling now, or your passion or about me, anything... the other partner will be the listener.

5. Practice your listening + understanding skills (10 min)

PPT Slides 39 to 42:

ROLE PLAY: Two school mates meet in school after the Ganapati holidays. One of them had visited Ladakh and was very excited about it. So, as soon as she entered the classroom, she started sharing that with the first person she met. As she was talking to him, he was not allowing her to complete her sentences, he kept giving out her statements. It seemed he wanted her to finish quickly so that he could share his piece. Eventually she lost interest and both left each other unsatisfied.

Question: What did you notice that went wrong in the conversation?

DISCUSSION :

Question: Now, think and tell me, in the previous break when one was talking and the other listening, the speaker will tell me - what were your expectations from the listener?

Ans. From students: To hear me with full attention, show interest in what I am talking about, do not interrupt in between.....

Question: Okay, as a listener, what were you going through in your mind when the other person was talking?

Ans. I also wanted to add on to what he was saying.....

Right, but when I listen to someone, when the speaker is halfway with her sentence, I tend to construct the sentence before her in my head – i.e. what she is going to say ahead, and so I am not listening because I want to speak that out. I am sure the same happens with you as well. Also, most of the time I just listen but not understand as my head is busy on – what should I be speaking next.

An empathetic person will have the patience not only to listen with 100% attention but also with complete involvement emotionally.

So there is a trick I practice to be a good listener : I call it 'Rapid Repeat' i.e. I repeat every word that the speaker is saying in my head after her. [demonstrate it].

This helps me to focus on her completely without drifting away.

Why don't you try it!

ACTIVITY: This time exchange roles – the Speaker is the listener and vice-versa. If you have no topic in mind you can speak on the 'Annual concert practice going on'. The listener will use the Rapid Repeat technique and tell us if that works.

6. Become a people watcher (10 min)

PPT Slides 43 to 51:

EXPLANATION: Wherever you go, develop the habit of watching people- their facial expressions, their body language, what they speak, how they speak -----and identify the emotions behind these physical cues. Simply observe and play the game with yourself to predict what the person is going through at that moment.

ACTIVITY:

- Watch these images and try to predict which emotions are the people in each of the pictures conveying.
- There is no right or wrong answer. It is just to give you some practice to observe and predict emotions as you watch people.

Reference:

1. Steps to develop Empathy – I (Connecting with others)

<https://www.udemy.com/course/emotional-intelligence-practitioner-certification/learn/lecture/13721870#content>

2. The Movie clips

<https://www.idiva.com/entertainment/bollywood/10-sad-bollywood-movies-that-made-us-weep-like-babies/18007144>

EMPATHY INTERVENTION - SESSION 5

Session 5: Steps to develop Empathy and Relationships - II

• Contents :

1. Key points to connect and build relationships (20 min)
2. Shift Perspectives : Picture Games (10 min)
3. Shift Perspectives: Situation (5 min)
4. Home tasks (5 min)

• Duration : 40 min

• Teaching Aids : PPT(

 Session 5 - Steps to develop Empathy and Relationships - II.pptx), YouTube video - Video - Story of Teddy Stallard and Mrs. Thompson

- **Mentor Needs :** Script of Session 5, Devices to project the PPT, the YouTube window opened in a separate window (Internet), Worksheet copies.

1. Key points to connect and build relationships

PPT Slide 3:

Video - Story of Teddy Stallard and Mrs. Thompson

This story gives us many important lessons on how to connect and build relationships.

PPT Slide 5 to 14:

1. Connect with people without any presumptions/biases

Question: Which part of the story shown in the video justifies this statement?

Ans. : When Mrs. Thompson expressed disgust against Teddy initially based on his looks and behavior.

2. Everyone has a background

Example: -Let me share an incident I read recently somewhere. Amitabh Bachchan in his prime days as an actor was sitting with a common looking man in a plane. He felt offended as the man showed no signs of recognition for him, when the entire world hailed him as the most popular Bollywood actor. Just to answer his curiosity, he asked the man "Don't you see Hindi movies?", the man answered with a smile, "I don't get much time to do so, why do you ask?". Amitabh B just nodded with a smile back. When they got down the plane, he noticed some journalists trying to interview the common looking man. When he enquired, he got to know that the man was none other than J. R. D. Tata- the biggest industrialist of that time.

-Most of the criminals committing the worst crimes have pathetic backgrounds- orphaned, or very poor, lives full of insults and disgrace....

Question: So what do I learn from the incidents I shared and Teddy's story?

Ans. : Everyone has a background, so we need to be careful before making negative assumptions, or speaking bitter words or behaving disgracefully with others whom we don't know.

3. Have unconditional positive regard for the other person

When we try to connect to a person, we should do so with no presumptions or biases or opinions that we might create about that person due to

- o Any past experience with that person
- o or something we heard about him
- o his physical appearance etc.

Everyone has a background that we are not aware of, so have a completely clean mind and a pure heart when we deal with any person. Consider him to be a pure and good soul, having no ulterior interests. That makes the communication easy for you and with time both find a safe and a trustworthy ground with each other, and results into a long lasting relationship. As you can see in the case of Mrs. Thompson and Teddy's story.

4. Strong relationships are based on trust

Building trust takes time and has to pass many tests. Thus,

- keeping promises made,
- being absolutely honest,
- taking and giving help,
- expressing appreciation and
- gratitude whole-heartedly to each other are some important elements to build in empathy and relationships.

2. Shift – Perspectives

PPT Slides 15 to 21:

In order to resonate with the 'other person', you are connecting and want to build a relationship with, you need to shift your perspective and try to align with that of the 'other'.

What is a Perspective?

A particular perspective is a particular way of thinking about something, especially one that is influenced by your beliefs or experiences. For example

- 1.** A teacher may believe that AI is going to reduce the creative and critical thinking capacities of students – that is a particular Teacher's perspective on AI
- 2.** A student may believe that AI makes his life easier by providing him with a tentative answer to the question, which he can further modify and create a better answer; it saves unnecessary efforts and time – that is the Student's perspective on AI
- 3.** A businessman's perspective would be – a new thing in the market which can help to create a product that is more efficient, effective and saves on manual labor costs.

So, different people have different perspectives on the same issue/people/event/statement. None, right or wrongunderstanding each other's perspectives helps us to understand the other person better, resolve conflicts and build harmonious relationships.

Let us try to practice the same with some hypothetical situations in the following Picture Game.

ACTIVITY:

1) Picture game – why do you think he did this ?

The pictures show YOU did or spoke something wrong about another person. Now, **YOU** reflect back and think what that other person must be feeling?



- First think, if you were in Jack's place, what would you think?

So, Jack would think and feel the same.

- What further action you need to take?

Similar pictures are given in PPT Slides 19 and 20

non-vegetarians. This annoys and angers you. To manage yourself, focus your mental thoughts on and list down:

- Why are you feeling angry/hurt/annoyed?
- What might be the reasons behind your friend's strong opinions against non-vegetarians?
- Do you need to take the comments personally? If yes, what would be your action plan to sort it out with your friend?

Recapitulation of all five sessions :

- What is Emotional intelligence?
- Why do we need to develop it?
- How can we develop it?
- What is Empathy?
- Which are the different strategies that we can use to increase our empathy levels?

Conclusion :

Thus, we may conclude that if we want to be happy we need to:

1. feel balanced and harmonious within ourselves - which is possible by understanding our ever-changing emotions and managing them intelligently.
2. create harmonious relationships with people around us by understanding their emotions and perspectives.
3. Be alert and observant and leave no opportunity to show kindness and compassion – we can win over the toughest of all by these tools.
4. Allowing yourself to empathize with other people, but create boundaries to protect yourself from those who don't express that empathy in return.

Reference:

Video - Story of Teddy Stallard and Mrs. Thompson:

<https://www.facebook.com/watch/?v=487667142243595>

ASSIGNMENT



LODHA WORLD SCHOOL, PALAVA

CITY AS LAB – PROJECT 2, 2023-24

EMPATHETICALLY YOURS!!

NAME : _____ ROLL NO. : _____ CLASS : _____

.....
Based on the five sessions of 'Emotional Intelligence' you have attended, think and write down your 'plan of action to bring the change'; or 'the change you tried out'.

I. Use the first three steps of EQ Framework to manage the Emotion that leads you to **'Overuse of your smart phone – leading you towards addiction'**. If you do not align to the above topic, then go for **'Any negative emotion that you often feel, that needs to be managed'**.

- (a) Self Awareness : - Mental reaction : _____
- Physiological reaction : _____
- Physical reaction : _____
- Name the Emotion: _____

(b) Self-Management (Level 1 strategies): _____

(c) Resilience (Level 2 strategies) : _____

II. What can you do/have done to bring a smile on the face of your loved one?

III. Think of a person who is unhappy. What will you do/have done to make him/her happy?

IV. Think of a person who you feel does not like you much, what simple act of yours can change this equation?

V. Understand the perspective of the other person (shift-perspectives) in the following situations to manage yourself mentally and physically (plan of action).

You can attempt any five, which you are able to align with:

1) Your classmate was disturbing you and calling you while the teacher was teaching. You were caught by the teacher as u turned back to answer him and got a bad scolding from the teacher.

a) What are your feelings?

- b) Understand and write down the perspective of the teacher/friend.
- c) Does that subside your mental disturbance? If No, what would be the further step you would take?

2) Your close friend has suddenly broken off all connections with you.

- a) What would be your feelings?
- b) Try to understand the different perspectives of your friend, that might have caused him/her to take this step.
- c) If you are able to come down to a conclusion as to why your friend took this step, what would be your further action.

3) There is some aspect of yours that your parents don't like (ex. You spend too much time playing video games or on social media or do not focus on studies or do not talk or behave respectfully to elders etc.) and they keep telling you to change it and also sometimes use abusive language.

- a) How do you feel when you are insulted?
- b) What could be the different unsaid reasons for your parent's unlikable behaviour?
- c) Are all the above reasons really valid? If there are some invalid reasons, what would be your further steps of action?

4) Suppose you don't get along well with your grandparent for any one of the reason (maybe he/she is too strict OR are too conservative OR very rigid with their ways of thinking OR mention your reason if you have any).....

- a) Carefully analyze your thoughts and identify the exact reason as to why you don't get along well with your grandparent.
- b) Understand the perspective of your grandparent, as to why they are the way they are.
- c) State an action plan to change your mental attitude and your behaviour towards them.

5) Suppose, your sibling keeps troubling you/insults you/complains about you very often to your parents, and because of that you are not able to feel emotionally connected to him/her.

- a) What could be the reason for your siblings' behaviour towards you?
- b) Find an action plan to build up a good relationship with your sibling.

6) There is a particular relative in your family who is not respected by you and/or others.

- a) Try to list down some of the behaviours of the relative because of which he/she is disrespected.
- b) What do you think could be the reason for his/her behavior?
- c) You may have a plan of action to reduce this disrespect at least from your side by understanding his point of view (if you think the reasons are valid).

7) You do not like one of your teachers much.

- a) List down the specific reasons for your feelings for her/him.
- b) Try to understand the perspective of the teacher due to which she/he behaves the way that you don't like.
- c) Make an action plan to subside this dislike and develop a good relationship with that teacher.

8) Your friend is very obsessive about a particular thing (a sport or a person or newly learnt skill or a competition or a pet or a subject) and keeps talking about just that, which irritates you.

- a) understand your friend's perspective and decide an action plan to divert him without hurting him.

9) Your friend has broken your trust or not behaved as per your expectation and you want to break your friendship.

- a) Carefully analyze and list down your reasons to break off.
- b) Try to analyze your friend's point of view, for his/her behaviour.
- c) Is breaking friendship the only solution or is there a way out?

APPENDIX 4

REFLECTIONS

1. Group Reflections:

Indicators- collaboration	4	3	2	1
Every member of the team was <u>always</u> prepared, well informed on the project topic and ready to work.		Yes		
Every member of the team always completed assigned tasks on time without having to be reminded.			Yes	
As a team, we created a detailed task list that divided project work reasonably among the team members.		Yes		
As a team, we set a schedule and tracked progress toward goals and deadlines.		Yes		
As a team, we used time and ran meetings efficiently; kept materials, drafts, notes organized			Yes	
As a team, we developed ideas and created products with the involvement of <u>all</u> team members	Yes			
Indicators Communication	4	3	2	1
Every member of the team listened to others' ideas without interrupting; responded positively to ideas even if rejected.		Yes		
Team members communicated openly and treated one another with respect.	Yes			
Every member of the team felt safe and free to seek assistance and information, share resources and insights, provide advice, or ask questions of each other.	Yes			

2. Individual Reflections:

Rajanya Choudhury: What I really liked about this project is how much I learnt about human emotions. This was a poignant learning experience which will help me throughout my life. I have got a beautiful insight on how different emotions work, how I can recognize them and how I can deal with them to ensure a healthy relationship with the other person. While taking the empathy

intervention sessions I came across different people who had different views. This has helped me realize the importance of perspective learning which will not only help me but also my teammates in the long run. In a nutshell, this CAL project has helped me understand, recognize and implement my social-emotional skills. The process that I went through, also helped me be more aware and equipped with research skills.

Srishti Sinha: CAL was one of the most exciting and enjoyable projects I have been a part of. Researching real-life problems, then conducting thorough surveys and finally implementing certain solutions along with the group was quite evoking. The difficult part of it, however, for me would probably be the one where we had to find a relative and impacting problem, which was a bit tough as we all had distinct ideas. After we did find a suitable and concerning topic, that became the most interesting part of this project. Collecting data and analyzing it led us to the next level, and it was truly significant through our final report!

Manmay Vichare: Learning about the importance and impacts of emotional intelligence in our daily lives through interactive sessions was the most enjoyable part of the project. The part we struggled the most was selecting a problem in our city as all participants gave great opinions and selecting one of them was a difficult task. Also the analysis part of the research was difficult. I could not understand the t-test that was applied to the second hypothesis.

Rithwik Singh: I thoroughly enjoyed participating in the City as Lab project. One aspect that stood out to me was the high level of involvement from everyone in the group. It was inspiring to see how each person contributed their unique skills and talents to make the project a success. Another aspect that I particularly liked was the empathy gradation process. It was fascinating to see how students were selected based on their empathy scale and level. This approach ensured that we had a diverse group, bringing different perspectives and ideas to the table. Lastly, the Empathy Intervention made by the members of my group, including myself, were truly impactful. We were able to connect with the community on a deeper level and understood the main question that we started with, “What is empathy?”. This was truly a wonderful and an enlightening experience

Anay Agarwal: As a member of the CAL project team, being part of the project to develop empathy in our friends was an invaluable learning experience for me. I really enjoyed the activities that we did in the sessions. Challenges arose while delivering the sessions in front of the students but I was helped a lot by Sangeeta ma'am. One of the most rewarding aspects was witnessing the students who we taught had improved their EQ in just 2-3 weeks. In fact, it also helped me improve my own EQ and I learned several topics which I will never forget in my life.

Anandita Vashishth: The project was enriching both in terms of getting hands-on experience in areas like making and collaborating presentations and learning people management by taking interactive sessions for our topic. I discovered numerous traits of my personality and was able to realize the importance of being empathetic and assessing my empathy levels. This project has aided my understanding of people's emotions around me better.

My team members did not always agree on certain decisions/subjects related to the topic, but we overcame our differences and worked together efficiently as a team to build this project. I learned to use a variety of software for my presentations and reports and most importantly interacted a lot with my peers. Our mentor, Sangeeta Ma'am, was always open to our ideas and thoughts and how we could implement them in our project. Overall, it was an elevating experience.