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Empathy for children

- How to build strong, resilient & happy kids

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Who am I?

- My books & online course
- My mission
- My methodology

My books & online course:

- The Danish Way of Parenting
 - Play The Danish Way
 - It Hurts in My Tummy, Mom
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- Do you want to raise happy kids?
- Parent the Danish way.

My mission:

I want to bring balance, integrity, and respect into parenthood in such a way that children will be met equally and with the opportunity to grow up being happy.

My main objectives are to inspire, help, and support parents and professionals to ensure that new generations of children can grow up maximizing their social- and mental health.

I do this by offering alternatives to the fast-paced, modern, sometimes shallow or distracted way we bring up children today.

My methodology:

I have always aimed to spread the messages of empathy and emotional awareness, by dialogue and individual development from a pedagogical and psychological starting point.

My methodology has roots in the Danish BA teacher education program. Everything I do encompasses my parenting principles that characterizes Danish parenting values.

My method builds on the principle of differentiated teaching to meet each pupil in the best possible way & the six principles from the Danish way of parenting.

My methodology:

The primary focus of my methodology is to develop practical working methods and create a framework that provides opportunities for teachers to build a model with an innovative way to teach empathy - involving teachers, parents and pupils.

My teaching is organized in such a way that it strengthens and develops the individual pupil's academic level, emotional awareness and empathic skills.

My methodology:

The lessons contain everyday experiences and situations, that prepare the pupils for cooperation, curiosity, and attention training in the performance of tasks.

All this develops the pupil's creativity, resilience and confidence in their own possibilities so that they can commit themselves and are willing to take action.

It also lays the foundation for developing cognitive, linguistic, academic and emotional skills and the understanding of others.

The aim for the project:

- Improving a new educational methodology to increase emotional awareness & empathy in pupils, focusing on how to articulate experiences, thoughts, feelings, and senses through an empathic training.
- Get the methodology included in the national curriculum for schools (and the teacher training faculty).

Five days training in September:

- I will teach you to teach teacher educators to teach their students & teachers in the field - to teach the pupils in schools.
- I will create content for 32 lessons, possibly put in blocks of 4 to 8 hours.
- It will be a mix of lectures, exercises, discussions, group work and reflection.
- I will in the end create a toolkit for teachers to use, where I put theory into practice.

Why this Erasmus project?

- We are facing extensive challenges and necessary changes in societies all over the world in the coming decades. We are not present. We are externally focused.
- As things stands now **outer growth garners** all the attention. But we have to put much more **emphasis on inner growth, on growth in empathy.**

The foundation of empathy:

We are all wired for empathy

- Cognitive empathy - I understand how you think about me. I can see things from your perspective.
- Emotional empathy - I feel with you. Chemistry.
- Empathic concern - The felt sense. Wanting to help.
- What already exist in you

Teach about emotional self-awareness?

How to communicate your emotional states more clearly to others.

How to move through difficulties faster by using your emotions as a navigating tool.

How to set personal boundaries that work for you.

How to understand others better and be more helpful.

How to help yourself feel better by knowing what decisions lead to feeling good.

Teach about self- management:

1. Body
2. Breathing
3. Achieve your goals
4. To stay positive despite setbacks
5. To handle disturbing emotions
6. The brain

Teach about social- awareness:

Understanding what other's feel through tone of voice, non verbal gestures, understand other's point of view.

Teach about attention training:

Increasing our attention spans allows the pupil to accomplish more in less time.

That means not only that they are more productive, but also that they may have more time for themselves and better life-work balance.

The importance of collaboration:

Helps pupils learn from each other.

This means asking for feedback and opinions, sharing knowledge, finding out how their collaborators approach their side of the project, and gaining a better sense of how they work.

Focusing on the relations

If we want to increase learning, an essential component is educating teachers to create good relationships.

It's about being able to show tolerance, respect, interest, and empathy towards each individual pupil.

The teacher types that get the best results are those that appeal to pupils' understanding of a conflict rather than scolding them.

Teacher's should therefore have:

- Knowledge about themselves.
- Knowledge about the relation between them and the other.
- Knowledge about the pupils.

Creating a good learning environment:

- **At school level**; rules of how to be together, focuses on well-being, rules for mobile phones...
- **On class plan**; class rules, class meetings, culture and ethics, bullying.....
- **On an individual level**; teacher and pupil conversations, individual's well-being must be promoted.....

Training empathy themes for teachers:

Tuning into themselves

Teamwork

Routines

Pupil's well-being

Conflicts in the classroom

Communicating with angry parents who disagree

Training empathy themes for pupils:

How to detect feelings

All feelings are okay – but not all reactions are welcome

How to be around each other

How to handle conflicts

How to be role models to others

The triangle:

Teachers
Parents
Pupils

Overall themes:

Play
Authenticity
Reframing
No ultimatums
Togetherness (hygge)

Other topics:

Pauses
Transitions
Beginning – the process – ending

A good start of the day:
Breakfast
Breathing
1-10
A good mood
Acknowledge everyone
Sing & play

Presence
Awareness
Inclusion
Relational competence
Empathy

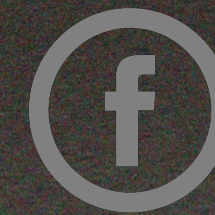
Things to take into account:

- What are the overall aims paragraphs stated by the government for schools and the teacher training faculty?
- What kind of school are we? As a school we believe in...
- Our principles.
- Our goals – what we aim for and why it is important to us?
- Involving all caregivers around the pupil - the trinagle.

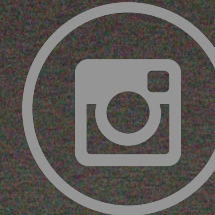
Our communication:

- To colleagues
- Parents
- Pupils
- Press & stakeholders
- To critics

Learn more about me:



● Iben Dissing Sandahl



● thedanishway

● www.ibensandahl.com