



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module - Empathy and Resilience

Method – Self-Reflection

Class activities



Module 6 – Empathy & Resilience

Class activity 1. - Reflection Journaling Practice

Related method

Self-Reflection Exercise

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary and above (adaptable to lower literacy with simplified instructions)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially useful for learners under high stress, migrants adapting to new environments, or those with limited coping strategies.

This activity introduces learners to **journaling as a reflective practice**. By responding to structured prompts, participants develop self-awareness, identify stress triggers, and build emotional resilience.

Learning outcomes

By the end of this activity, participants will be able to:

- Practise guided journaling to reflect on emotions and behaviours.
- Identify recurring stressors or patterns in their reactions.
- Apply reflective writing as a strategy for emotional regulation.

Duration: 45 minutes

Materials and resources

journals or notebooks, Pens/pencils, Printed reflection prompts or slides, Quiet, comfortable space (optional: soft background music)

Activity description

Learners practise structured journaling using guided prompts. Reflection supports self-awareness, emotional regulation, and resilience-building.

Detailed Implementation Steps

Introduction

Facilitator introduces the concept of reflective journaling: “Writing is a way to pause, process, and better understand our emotions.”

Group brainstorm: “When do you usually reflect—before bed, during a walk, while talking to others?”



Facilitator explains journaling is a private, judgment-free practice.

Main Activity

Facilitator distributes reflection prompts such as:

- “What moment challenged me today?”
- “How did I react, and what emotions did I notice?”
- “What could I try differently next time?”

Learners write individually for 15 minutes, focusing on honesty rather than grammar.

After writing, learners underline one sentence that feels most important.

Volunteers (optional) share their key sentence with the group.

Conclusion and Reflection

Facilitator leads discussion:

- “What did you learn about yourself through this exercise?”
- “How can journaling help you in stressful moments?”

Learners set a personal challenge: journaling 2–3 times during the following week.

Assessment / Evaluation Method

Observation of engagement in writing.

Group discussion to identify insights.

Self-assessment: learners note how they felt before and after writing.

Adaptation Tips

Use visual prompts (pictures, emotion cards) for low-literacy groups.

For online groups, use digital journaling (Google Docs, Notion).

For advanced learners, expand into long-term journaling with weekly review.



Module 6 – Empathy & Resilience

Class activity 2 - Mirror Conversations

Related method

Self-Reflection Exercise

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary and above (adaptable to lower literacy with simplified instructions)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially useful for learners under high stress, migrants adapting to new environments, or those with limited coping strategies.

This activity uses partner conversations as a mirror for reflection. By verbalising thoughts and listening actively, learners gain insights into their behaviours and emotional patterns.

Learning outcomes

By the end of this activity, participants will be able to:

- Practise self-reflection through dialogue with a peer.
- Recognise how expressing emotions out loud clarifies feelings.
- Use structured prompts to identify personal growth strategies.

Duration: 60 minutes

Materials and resources

Reflection question cards (e.g., “What stressed me this week?” “What made me proud?”), Timer, Chairs for pair work, Optional: note sheets for personal insights

Activity description

Learners practise structured pair conversations, where one speaks and the other listens without interrupting. This fosters self-awareness, empathy, and reflection in a supportive setting.

Detailed Implementation Steps

Introduction

Facilitator introduces concept: “Sometimes we only understand our feelings when we say them out loud.” He explains ground rules: active listening, no judgment, no advice unless requested.



Main Activity

Learners form pairs. Each pair receives a set of reflection question cards.

Partner A answers a question (e.g., *“Describe a time this week when you felt frustrated”*) for 3 minutes while Partner B listens silently.

Partner B reflects back briefly: *“I heard that you felt... when ...”*

Partners switch roles.

After two rounds, partners choose their own question and repeat.

Each learner notes one personal insight on a reflection sheet.

Conclusion and Reflection

Group comes together. Facilitator asks:

- *“How did it feel to speak without being interrupted?”*
- *“What did you notice when you listened closely to someone else?”*

Learners reflect on how they can apply “mirror conversations” in real life (e.g., with family, colleagues).

Assessment / Evaluation Method

Peer feedback: Did partners listen attentively and reflect back accurately?

Self-reflection notes at the end.

Group discussion insights.

Adaptation Tips

For shy learners, allow them to write answers first before sharing.

For low-literacy groups, facilitator can read reflection questions aloud.

For online delivery, use breakout rooms with digital timing

Module 6 – Empathy & Resilience

Class activity 3 – Mirror Journal Dialogue

Related method

Self-Reflection Exercise

Target group

- **Age:** Adults 20–60
- **Gender:** Mixed
- **Level of studies:** Secondary and above (adaptable to lower literacy with simplified instructions)
- **Status:** Employed, unemployed, or job-seeking
- **Fewer opportunities:** Especially useful for learners under high stress, migrants adapting to new environments, or those with limited coping strategies.

This activity helps learners strengthen resilience by holding an inner dialogue through reflective journaling. Learners write about a personal challenge as if speaking to themselves in the mirror, identifying feelings, strengths, and next steps.

Learning outcomes

By the end of this activity, participants will be able to:

- Practise structured self-reflection through journaling.
- Recognise emotional triggers and personal strengths in facing challenges.
- Develop strategies for self-support and resilience.
- Strengthen self-awareness as a foundation for empathy with others.

Duration: 45-60 minutes

Materials and resources

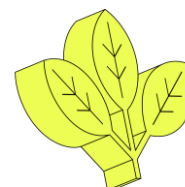
Notebooks or journals, Pens or markers, Quiet space conducive to reflection, Optional: calming background music

Activity description

Learners use journaling to simulate a mirror dialogue, writing as both themselves and their supportive “inner coach.” This builds emotional regulation, problem-solving, and resilience.

Detailed Implementation Steps

Introduction



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Facilitator introduces the concept of self-dialogue: *“Sometimes, we are our own best guides. Writing as if you were speaking to yourself in the mirror helps you see challenges differently.”* Learners brainstorm situations where they needed encouragement.

Main Activity

Learners are asked to recall a recent challenge or stressful moment.

In their journal, they write two columns: one as “Me” (expressing feelings) and one as “Supportive Self” (responding with empathy and advice).

Learners continue the dialogue for several exchanges, exploring emotions, identifying strengths, and suggesting constructive actions.

After journaling, learners share insights in pairs or small groups (optional, voluntary).

Conclusion and Reflection

Facilitator leads a reflection circle:

“What surprised you when you wrote from the perspective of your Supportive Self?”

“How can self-reflection like this help you handle challenges more calmly?”

Learners note one personal strength they discovered during the activity.

Assessment / Evaluation Method

Review of learners’ voluntary reflections.

Group discussion of insights into self-regulation.

Facilitator observation of learner engagement with journaling.

Adaptation Tips

For low-literacy learners, adapt the exercise to oral reflection or drawing.

For online groups, use digital journaling tools or breakout rooms for pair sharing.

For trauma-sensitive contexts, allow fictional or symbolic challenges instead of personal ones.