



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module – Empathy and Resilience

Method – Action Research

Class activities



Module 6 – Empathy & Resilience

Class activity 1 - My Challenge, My Research

Related method

Action Research

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 guides learners to identify a personal challenge, plan a small action, and track outcomes using the action research cycle (Observe → Act → Reflect → Adapt).

Learning outcomes

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

- Define a small, realistic personal challenge.
- Plan and carry out one practical action to address it.
- Reflect on outcomes and identify improvements.

Duration: 90 minutes (60 minutes initial session and 30 minutes follow-up session)

Materials and resources

Action Research worksheet (columns: Challenge, Action, Observation, Reflection, Adaptation), Journals or notebooks, Pens, flipchart/markers

Activity description

Learners apply the action research cycle to a real-life issue (e.g., stress in interviews, conflict at home, time management).

Detailed Implementation Steps

Introduction

Facilitator introduces the action research cycle with a visual diagram.

Brief example: “A learner was nervous in interviews, so they practised mock interviews, reflected on outcomes, and adapted strategies.”

The group brainstorms: “What small challenges do we face daily?”

Main Activity



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Learners select one personal challenge and write it in the worksheet.

They brainstorm one small action to try (e.g., using breathing before speaking, asking for feedback, planning time).

Learners record expected outcomes.

In pairs, learners share their plan and receive feedback.

Facilitator checks that all actions are specific, realistic, and measurable.

Follow-Up Session

Learners return after trying their action in real life.

They record observations: What happened? How did I feel? What was the result?

Groups share reflections and discuss how to adapt strategies for the future.

Conclusion

Facilitator emphasises: *“Action research is ongoing—it’s about learning and improving through each cycle.”*

Assessment / Evaluation Method

Completed worksheets with clear action-research cycle.

Peer feedback in pairs.

Group reflections on learning outcomes.

Adaptation Tips

For low-literacy learners, use picture-based worksheets.

For online learners, use digital worksheets (Google Docs, Trello).

For advanced learners, allow multi-step action research cycles.

Module 6 – Empathy & Resilience

Class activity 2 - Community Empathy Inquiry

Related method

Action Research

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 encourages learners to conduct mini group inquiries into community or workplace challenges (e.g., miscommunication, cultural misunderstanding, stress at work).

Learning outcomes

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

- Collaboratively investigate a shared community/workplace challenge.
- Apply empathy when analysing the perspectives of different stakeholders.
- Propose and test small actions for improvement.

Duration: 75 minutes

Materials and resources

Scenario cards (common community/workplace conflicts), Action Research group worksheet (Challenge → Action → Reflection → Adaptation), Flipchart, markers, post-its

Activity description

Learners work in groups to apply action research to hypothetical or real community scenarios, testing empathy and resilience strategies.

Detailed Implementation Steps

Introduction

Facilitator explains: *“Communities and workplaces also face recurring challenges. We can study them, take small actions, and reflect together.”*

Groups receive scenario cards (e.g., *“Two departments clash over workload”* or *“Cultural misunderstandings in a neighbourhood”*).



Main Activity

Groups identify the core challenge in the scenario.

They brainstorm possible small actions to address it (e.g., mediation sessions, empathy-based workshops).

Groups record expected results in their worksheet.

Groups act out the scenario in a short role-play, applying the chosen action.

Observers note differences before and after empathy is introduced.

Conclusion and Reflection

Groups present their findings: challenge, action, reflection, adaptation.

Facilitator leads debrief:

- *“What did you learn about applying empathy to real problems?”*
- *“How can small actions build resilience in larger systems?”*

Learners discuss how they can try similar group inquiries in their own communities.

Assessment / Evaluation Method

Group worksheets documenting action research cycle.

Observation of role-play empathy behaviours.

Reflection discussion contributions.

Adaptation Tips

For beginners, use simple everyday scenarios (e.g., family chores).

For intercultural groups, choose culturally diverse scenarios to practise empathy.

For online learners, use digital whiteboards to map cycles.



Module 6 – Empathy & Resilience

Class activity 3 – Community Mini-Research Project

Related method

Action Research

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 engages learners in a small-scale, collaborative inquiry into a community or workplace challenge. By observing, discussing, and suggesting improvements, learners practise empathy, teamwork, and resilience while experiencing the value of being active contributors to solutions.

Learning outcomes

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

- Conduct basic action research by identifying a small challenge and exploring it collaboratively.
- Practise empathy by considering perspectives of different community or workplace members.
- Propose constructive, realistic improvements to address the issue.
- Strengthen teamwork, communication, and resilience through participation in group inquiry.

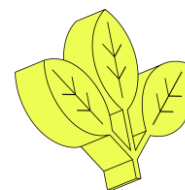
Duration: 90 minutes

Materials and resources

Flipcharts or large sheets of paper, Markers, post-its, Scenario/problem cards (optional, if learners need structured prompts), Reflection worksheets

Activity description

Learners form small groups to identify a challenge in their community or daily environment (e.g., stress at work, communication breakdowns, lack of support services). They explore



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causes and impacts, gather peer perspectives, and suggest realistic actions for improvement.

Detailed Implementation Steps

Introduction

Facilitator introduces action research as a method of solving problems through inquiry and collaboration. The group brainstorms examples of challenges they face in their communities or workplaces.

Main Activity

Learners form groups of 3–5 and choose a challenge they want to explore.

Each group discusses: *What is happening? Who is affected? What might be the causes?*

Groups map the issue on a flipchart (problem in the middle, effects and causes branching out).

Learners brainstorm small, practical actions that could address the challenge, considering empathy (how solutions affect others).

Each group presents their mini-research findings and proposed actions to the class.

Conclusion and Reflection

Facilitator leads debrief:

- “What did you learn by analysing this challenge together?”
- “How did empathy shape the solutions you suggested?”
- “What small steps could you take in your own life or community?”

Learners complete reflection worksheets, noting one action they will try to implement.

Assessment / Evaluation Method

Group presentations of findings and solutions.

Reflection worksheets demonstrating understanding of empathy and resilience in problem-solving.

Facilitator observation of collaboration and participation.

Adaptation Tips

For low-literacy groups, use drawing, diagrams, or oral presentations instead of written text.

For advanced groups, extend project across multiple sessions with real data collection (surveys, interviews).

For online delivery, use digital whiteboards or breakout group