



Digital Media for Intercultural Dialogue

Digit MID

Erasmus Plus KA2 Youth - N. 2019-3-IT03-KA205-017668

O1- DigitMID Good Practices Template

Organization: **Cotopaxi Association**

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| Title | <i>Use of video in empathic imagination & emotional intelligence</i> |
| Description of the exercise | The exercise uses trigger video to start a discussion which should lead to better understanding other people. Participants develop cognitive empathy through recognising and naming thoughts, values, emotions and actions. |
| Theme | <ul style="list-style-type: none"> - preventing xenophobia through developing emotional intelligence skills. - Learning basics of cognitive empathy |
| Objectives | The objective is to make participants more willing to understand other people. This exercise is only one of the set to develop cognitive empathy which is the first step to understand and accept values and actions differ from ours. |
| Materials | <p>To run the exercise are needed:</p> <ul style="list-style-type: none"> - trigger video (video that starts the discussion, evokes emotions and shows potential conflict) - graphic character (to find below) to help participants identified thoughts, actions and emotions - in case of online delivery: appropriate communication platform (e.g. zoom, MS teams, skype) |
| Preparation | Initial condition: security. Participants need to feel as safe as possible to express their opinion freely. In my experience, at least two factors contribute to this: time, and more precisely the phase of the group process stage (generally speaking - I must have time to get used to others, so as not to be afraid of being rejected, ridiculed, invalidated, ignored, embarrassed, etc.) and the attitude of the process facilitator: supportive, non-judgmental, showing interest, kindness and presence. |
| Instructions | <ol style="list-style-type: none"> 1. Let's just watch the video: https://www.youtube.com/watch?v=Mf76yyTY7Ss 2. Let out your first thoughts, preferably feelings: anger, indignation, sympathy, sadness, fear – whatever they are, everything is ok. But the rule: we do not comment on other people's statements, we only share our feelings evoked by the video. At this point, we close ourselves to communication other than video - me. |

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| | <ol style="list-style-type: none"> 3. We give ourselves time until the topic is exhausted- some will want to speak for a long time or several times, others only once or not at all. Everything is ok (as facilitators you can say that you invite all people to express themselves, but not doing this is very much alright. However, it's good to ask yourself and try to find out, even in silence, what I feel in connection with this video). 4. Let's look at the whole situation as a film scene that we can stop with a magic remote control. A bit like this ad: https://www.youtube.com/watch?v=JWykL-REmz0 5. We are now filmmakers who are writing a poignant film. Or private detectives looking to solve a mystery. More characters appear in our scenario or puzzle. I ask the group to give more characters (probably in the foreground are migrants, maybe truck drivers, then the police, townspeople. Let's try to stick to those characters that were shown in the video, but if the group wants to introduce more, that's okay). 6. We assume that the video is a real reality, let's not undermine it (e.g. by saying that it is biased and propaganda, that we know nothing about its characters, that they have been paid, etc.). This may be valid critique but it's not important. This is our reality now, stopped by the magic remote control. Let's take a look around it slowly. Let's take a look at the individual characters. 7. Using the diagram of a drawn/graphic character - let's think about what they do (hands), think (head), what they feel, what emotions, values, beliefs (heart) those individual characters have. Let us not close ourselves to simple answers; if nothing comes to our mind, let's try to think what their past could have been, what their life is like, who their families and friends are, how they are doing economically, what they are afraid of, what they are waiting for in life, etc. We can give ourselves a few minutes to think in silence or we can talk right away, analyzing individual characters until possible exhaustion of their image (an important task for the facilitator, in case of difficulties, is to deepen the analysis with questions, to raise doubts, complicate and enrich the image until it becomes not one-dimensional, more real. All variants are possible, but let's remember one thing - there are no one-dimensional characters, if we cast someone as "the bad guy", because he simply has bad thoughts, motivations and feelings, it will not pass. Such characters simply don't exist, also of course vice versa – there are no flawless heroes.) 8. We just "write the roles", solve the puzzle, think, try to understand, get into the skin and stretch a little... Let's take some time, let's talk about each character (it can be an individual, it can be a collective hero - a policeman, migrant, resident, etc.). When his/her bio appears to be complete, let's move on to the next one. 9. Very important: we do not look for solutions and we do not give any! If we can think of any solutions, they will probably come from emotions. Let us notice them and try to express them, but let the solutions, answers, draft laws and political proclamations go... 10. Finally, let's try to ask ourselves again: what do I feel about this situation now (we can answer out loud or in one's own mind). Be sure to keep the previous point in mind. |
| Group size | 5 – 25 participants (recommended: up to 10 participants) |
| Age range | Participants can be between 16 and 30 years old. But is better to include person of every age, from 16 to 100, in order to work on the intergenerational level. |
| Time | 1 – 1,5 h (Depending on complexity of trigger video and deepness of conflict) |
| Debriefing and evaluation | The activity can be assessed by psychometric tests (e.g. Empathy Quotient (EQ) by S. Baron-Cohen i Mark H. Davis) as well as through observation. |

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| Tips, considerations and safety | Tips are already enclosed in sections: Instructions |
| Complexity | The complexity criterion is 2. No special skills or sophisticated tools are needed but facilitator should be aware of his/her own emotions, prejudices and values as well as know basics of group process and dialogue facilitation. |
| Author(s) - Sources | Author: Łukasz Szewczyk |



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