



puenteproject.eu

# Raising Awareness for Inclusion and Empathy



**Goal: Refresh and deepen core concepts of inclusion and empathy; connect to practical strategies, classroom-ready exercises, and structured models for inclusive practice, with attention to refugees (esp. Ukrainians) and disability.**



# **Raising Awareness for Inclusion and Empathy**

# Objectives

**01**

**Clarify key terms  
(xenophobia, racism,  
discrimination  
integration vs. inclusion)**

**02**

Recognize typical barriers  
for refugees, including  
disabled refugees

**03**

Explore empathy's  
role in peaceful,  
inclusive  
communities

**04**

Practice activities  
that build empathy  
and reduce bias

**05**

Consider structured  
school strategies  
and tools for  
inclusion



# Agenda and methods

**Agenda:** Concepts – Barriers – Empathy-Prices/Tools – Models – School strategies – Exercises – Wrap-up

**Methods:** mini-lecture, group work, simulations, discussion

**Tools:** Mentimeter/Kahoot/Slido, video clip, empathy map templates

# Xenophobia vs. Racism

**Xenophobia:** fear/mistrust of those perceived as foreign

**Racism:** presumes superiority/hierarchy of one “race” over another

Distinction matters for response and pedagogy



# Discrimination (UN CRPD perspective)

## **Discrimination:**

unjust treatment;  
direct or indirect  
via  
rules/institutions.

## **Disability discrimination:**

exclusion/limitations or  
refusal of necessary  
adjustments that block  
equal enjoyment of  
rights.

# Integration vs. Inclusion

1

## **Integration:**

Two groups: “out group”  
adapts to majority –  
critically viewed in  
migration concept

2

## **Inclusion:**

One heterogeneous  
society; unconditional  
belonging of all

## **In practice:**

inclusion requires  
continuous reflection and  
improvement, not one-off  
actions

**Discussion:** What shifts when we  
move from adaptation to  
unconditional belonging?

# Heterogeneity and Intersectionality

1

## **Heterogeneity:**

Diverse cultures, disability levels, generations, migrations paths, individualized needs

2

## **Intersectionality:**

Overlapping axes (disability, refugee status, gender, origin) multiply disadvantage (e.g., disabled refugee woman)

Cultural meanings of disability and migration-related access barriers; need for interdisciplinary collaboration

# Barriers and Discrimination (fokus auf Ukrainians)

## **Labor market**

Non-recognition of qualifications; language; adaptation challenges; added burdens for women

## **Education**

Limited language skills; recognition issues; insufficient support, esp. adults/youth; structural school challenges

## **Social integration**

A fifth lack close contacts outside family; stereotypes hinder participation

## **Legal uncertainty**

bureaucracy; residence status; reunification; benefits – psychosocial stress

# Refugees with disabilities: invisibility and access

**Accommodation/access barriers** –  
restriction, burden, isolation

**Health system und therapies:** constrained  
access

**“Invisible”** in systems not designed for  
their needs; lack of data – need for policy  
and research



# Why empathy matters?

**Cohesion:** Perspective-taking and assertiveness balanced with others' needs; de-escalation; reciprocity

**Moral value:** empathy must connect to caring action, appropriate stance, community belonging to yield ethical impact

**Advanced empathy:** outward expression may not reflect inner states; reflect how one or others might feel in the situation

**Activity: short reflection** – when has empathy changed your response?

# Classroom practices: cooperative and participatory learning

- **Cooperative structures** (Jigsaw, Think-Pair-Share): team spirit, mutual support, solidarity
- **Participation and perspective-taking:** choice, role play, perspective-switching

# Teams Teaching and multiprofessional collaboration

- Co-teaching enables target support, responsiveness to diverse needs
- Multiprofessional teams address varied learner profiles

# KoKids materials

- Competence oriented toolkit: integrates general and special pedagogy
- Individualisation, differentiation; competence grids; portfolio work; inclusive classroom culture
- Practical, low-overhead implementation in heterogeneous classes

# Structured inclusion model: RIM (Response to Intervention adapted)

- Joint enrollment (no separate special classes)
- Regular diagnostics/screenings to detect needs early
- Tiered, individualized supports; intensify when needed
- Collaboration between general teachers and special educators; evidence-based practice; preventive integrative focus; ongoing evaluation
- Cyclical process: diagnostics – support-needs determination- tiered support – rediagnostics/ documentation – adjustment

# Empathy und violence-prevention programs

- EPaN (10-16): recognize emotions, perspective-talking, flexible classroom use; effective
- “Understanding Me and You”: feelings – empathy – anxiety/stress coping
- Faustlos: emotion recognition; handling feelings; nonviolent conflict resolution; anger management; intentional vs. unintentional; I-messages; compassion; active listening
- Roots of Empathy: baby/parents visit class; observed feelings; reduced aggression/bullying; stronger social-emotional skills; caring climate; executive functions and resilience

# Practical exercise: Empathy Map

**Small groups map a real/fictional person excluded in their social space (disability, migration, addiction); what they see/hear/feel/think; barriers**

**Share patterns and structural obstacles; reflect on emotions and prejudice reduction strategies**

**Materials: Empty Map template; sticky notes**

**Facilitation tip: Prompt for concrete barriers, not stereotypes**

# Practical exercise: Headstand brainstorming

1

**START:**

“How can inclusion be prevented?”

-surface obstacles/biases

2

**CLOSE:**

“How can an inclusive and empathetic environment be created?”

-derive solutions

Adapt by subgroup (e.g., Deaf, visually impaired)

# Practical exercise:

## Perspective-talking simulations

**Stations/role plays:** wheelchair course; simulation goggles; sound suppression (hearing impairment); compare plain vs. complex language

**Debrief:** emotions, surprises, practical implications

(Emphasize respectful simulations; focus on insight, not performance)

# School-level anti-discrimination strategies

Whole-school concept:  
co-created rules,  
prevention/intervention/  
complaints

Clear standards and  
consistent  
enforcement; safe  
climate

Confidential reporting;  
low-threshold access

Empowerment and  
participation; civil courage

Curriculum integration:  
diversity, human rights,  
equality; age-appropriate  
bias reduction

Inclusive environment/methods;  
differentiated instruction

External partnerships;  
evaluation and feedback loops

# Synthesis: from concepts to daily practice

- Conceptual clarity + structural realities = targeted, inclusive responses
- Disabled refugees invisibility – need for data, research, policy
- Inclusion as continuous reflection/improvement across the learning system



# Wrap-up and resources

## Key Takeaways:

- Inclusion != integration; unconditional belonging
- Empathy de-escalates and supports ethical action when tied to care/community
- Use tiered supports (RIM), team teaching, cooperative learning, and vetted empathy programs
- Implement whole-school anti-discrimination frameworks and ongoing evaluation

## Q&A

## Feedback prompt

# Vielen Dank!

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