

LVL1

An LGBTQI+ student feels excluded from sex education discussions that focus only on heterosexual relationships.

LVL1

A high-achieving student is constantly asked to tutor others, leaving them no time to pursue their own academic interests.

LVL1

A student who uses a wheelchair is unable to participate in a class trip due to accessibility issues.

LVL1

A female student who loves playing football is often discouraged about her future prospects as a successful player.

LVL1

A student from a lower socioeconomic background cannot participate in after-school activities because of the cost.

LVL1

A new student from a non-native language background feels left out in group discussions.

LVL1

A female student who has shown earlier physical signs of maturity, is teased for looking older than her friends' group age.

LVL1

A student wearing religious clothing is teased during breaks.

LVL1

A female student is discouraged from joining the robotics club because it's seen as an "activity for boys."

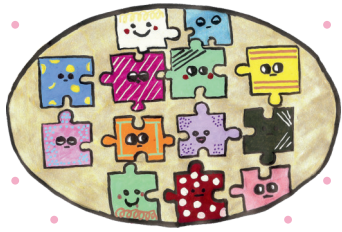
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A class discussion that includes the topic of families assumes all students have heterosexual parents.

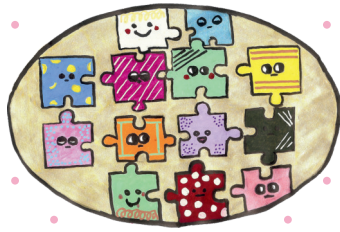
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A high-achieving student is often isolated from classmates during group work because he is seen as a "nerd."



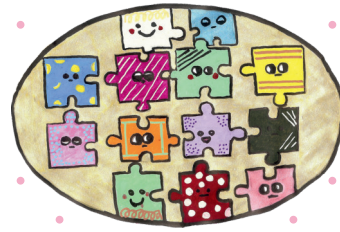
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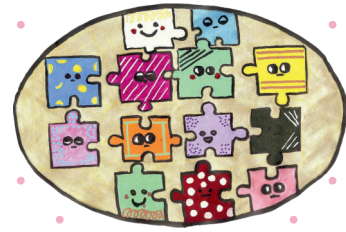
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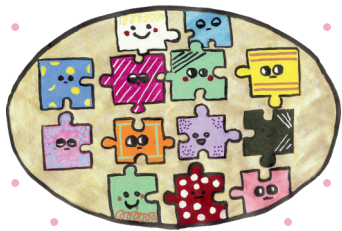
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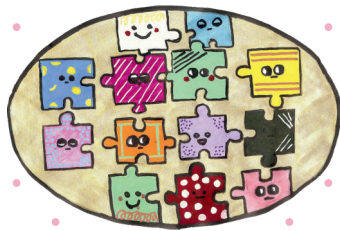
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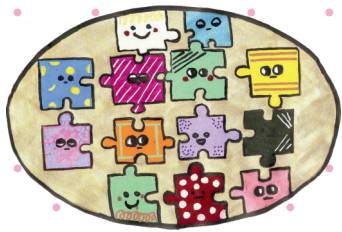
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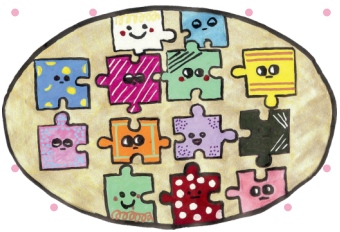
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LVL 1

LVL2

A low-achieving student suddenly shows interest towards a topic in class, but is dismissed based on their reputation.

LVL2

A student from a lower socioeconomic background is embarrassed about needing to borrow school supplies and is too proud to ask for help.

LVL2

A student with a learning disability is included in the class but treated with impatience rather than support.

LVL2

A student whose religious clothing is important to their identity is forbidden from wearing it on school grounds.

LVL2

A non-binary student feels uncomfortable in gym class and using the changing rooms, which are divided strictly by gender.

LVL2

A migrant student excels academically, but classmates ignore their social needs, assuming they "fit in" well.

LVL2

A student from a minority background feels that their opinions are often dismissed as "overly sensitive" when discussing cultural differences in class.

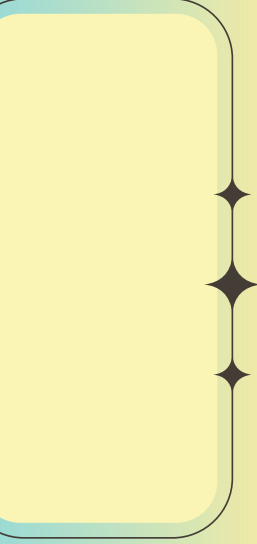
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A student with autism is frequently left out of group activities because classmates feel they can't easily communicate with them.

LVL2

A student from a minority religious background feels uncomfortable participating in a class with religious overtones.

LVL2



LVL2

A student who recently migrated used to excel in writing assignments but cannot write in the local script (e.g. Latin, Cyrillic, Arabic, Chinese, etc.) and isn't offered alternatives.

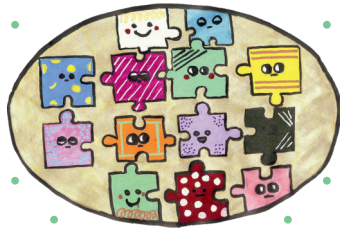
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A student with ADHD is frequently reprimanded for being disruptive in class.



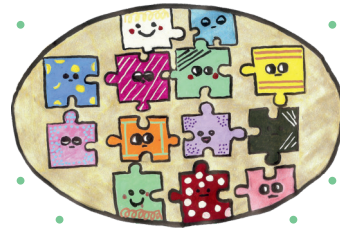
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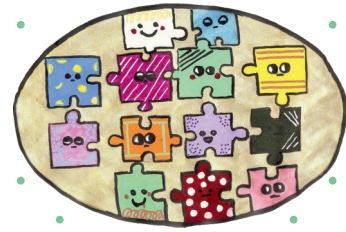
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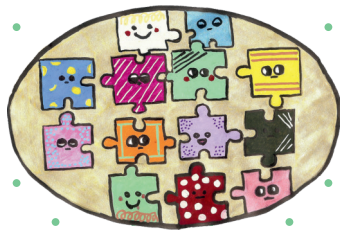
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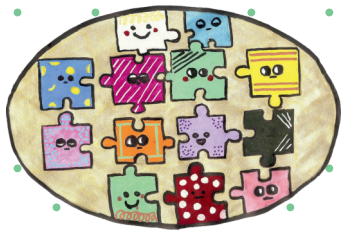
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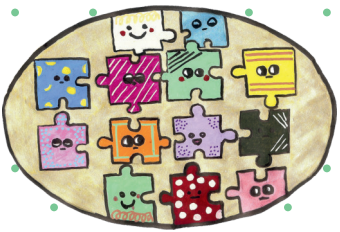
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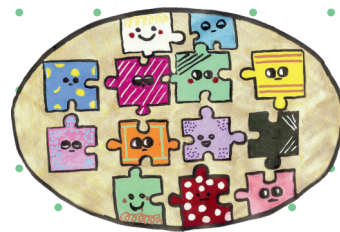
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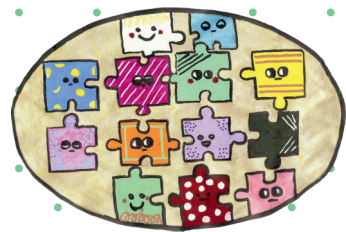
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LVL 2

LVL3

A student new to the school and from a wealthier socioeconomic background is hesitant to join activities that less financially backed peers enjoy.

LVL3

A class is planning a major event, and the committee struggles to represent the interests of all cultural and socioeconomic groups fairly, with some voices even dismissing anything "non-traditional" to the region.

LVL3

A high-achieving student is asked to mentor a student with learning difficulties but feels torn between their own academic priorities and helping others.

LVL3

A student whose religion forbids joining sexual education is forced to join such sessions.

LVL3

A student from a minority religion is invited to a class party that conflicts with their religious observances, but they don't want to miss out and they are torn between the need to belong and their identity.

LVL3

A migrant student feels pressured to assimilate by changing their behavior and accent and becomes confused about their cultural identity.

LVL3

A queer student demands specific pronouns to be used when addressing them, and when this is met with ridicule, they publicly shame their bullies on social media.

LVL3

Two students from different cultural backgrounds have a misunderstanding that escalates into a larger conflict, leaving both feeling alienated and drawing loud opinions from various other schoolmates.

LVL3

A student identifies as non-binary but is unsure how to request gender-neutral accommodations without alienating their friends and drawing unwanted attention.

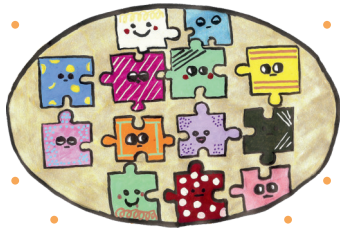
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LVL3

A student with a physical disability is selected for a team project but feels their contributions are included only out of pity.

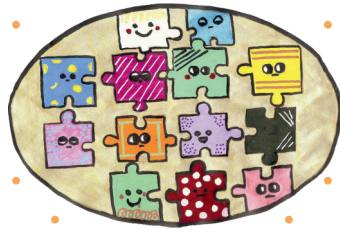
LVL3

A female student is interested in leadership roles, but subtle gender dynamics in class prevent her from speaking up.



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LVL 3



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LVL 3



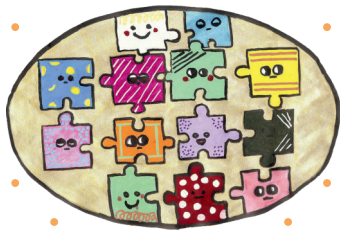
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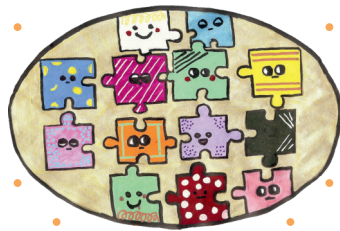
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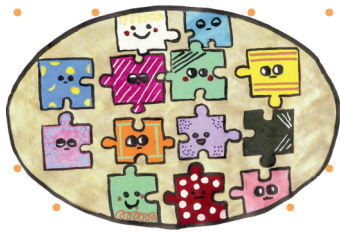
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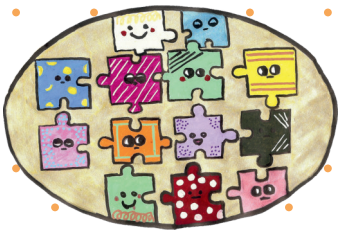
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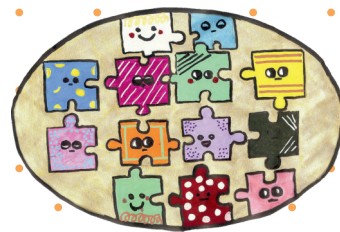
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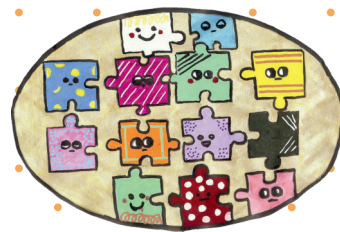
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LVL 3

## The Harmony Offerer



### Description

Aim to build peace and understanding in the scenario, resolving conflicts harmoniously.

### Tips

- Encourage dialogue between opposing sides.
- Focus on building long-term solutions to prevent future conflict.
- Encourage a gratitude round where each side shares something they appreciate about the other.

## The Inclusion Architect



### Description

Design ways to make the environment in the scenario more inclusive.

### Tips

- Propose specific changes to better support inclusion in the environment.
- Suggest policies or actions that promote inclusion.
- Encourage thinking about sustainable inclusion strategies.

## The Perspective Detective



### Description

Search for the missing perspectives in any scenario, uncovering who isn't being heard.

### Tips

- Ask: "Whose voice might we be missing?"
- Consider how different backgrounds (cultural, economic, etc.) might shape responses in the scenario.
- Encourage your group to look beyond the obvious characters and look at the larger picture.

## The Feedback Facilitator



### Description

Create ways for people to give and receive constructive feedback.

### Tips

- Encourage group members to ask for honest feedback and reflect on it.
- Create a safe feedback loop that promotes growth without blame and ridicule.
- Help your group come up with techniques for delivering constructive feedback in the scenario.

## The Bias Buster



### Description

Identify and challenge biases that might be shaping the situation.

### Tips

- Look for assumptions people are making in the scenario.
- Ask: "Could bias be affecting the decisions being made here? If so, how?"
- Encourage the group to nuance the "truth" behind stereotypes.

## The Bridge Builder



### Description

Focus on finding connections between people in the scenario to create understanding and unity.

### Tips

- Identify possible common ground between opposing sides and consider what compromises each side would have to make.
- Suggest ways for different groups to collaborate on a common goal.
- Encourage considering a common identity by highlighting shared experiences and similarities.

## The Confidence Booster



### Description

Uplift and empower the characters in the scenario, ensuring everyone's voice is heard.

### Tips

- Look for individuals who seem overlooked and bring them into the solution-seeking process.
- Suggest ways to help others gain confidence in speaking up.
- Introduce "mini-goals" where each person/group can set small, incremental objectives for achieving their goals.

## The Problem Navigator



### Description

Guide the group through the complexities of the scenario by breaking it down into steps.

### Tips

- Break down the problem into smaller, manageable parts by thinking in terms of "one problem - one solution."
- Focus on helping your group find clear actions for each step to move forward.
- Help the group stay calm when things get complicated (for example, letting them know that focusing will help or by encouraging them to find a workable solution, not an ideal solution).

## The Empathy Engineer



### Description

Construct ways for people to understand each other better and develop mutual respect.

### Tips

- Encourage the group to think about how everyone is feeling.
- Propose activities that help people see things from another's perspective.
- Challenge assumptions and stereotypes that reduce empathy.

## The Change Champion



### Description

Help push the group to think about what systemic changes can create lasting improvements.

### Tips

- Help your group think about how immediate fixes can gradually help bring long-term change.
- Propose ways to implement policy or behaviour changes.
- Think how solutions that benefit the widest range of people actually work.

## The Ally Encourager



### Description

Focus on how others in the scenario can act as allies to support those who are excluded.

### Tips

- Ask: "Who in this situation can step up as an ally?"
- Think of ways to actively support marginalised individuals/groups.
- Highlight the importance of speaking up when others face exclusion.

## The Cultural Curator



### Description

Build cultural sensitivity and understanding in the scenario.

### Tips

- Ask: "How might this person's culture influence their perspective?"
- Encourage respectful discussions about cultural differences and sensitivities.
- Suggest ways to celebrate different cultures.

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## The Dialogue Developer

### Description

Focus on creating meaningful, open dialogue between all parties in the scenario.

### Tips

- Suggest open-ended questions to keep the conversation flowing.
- Help the group overcome arguments and focus on constructive dialogue.
- Help your group find ways to encourage everyone in the scenario to speak and listen equally.

## The Empowerment Engineer

### Description

Empower those who feel marginalised or less powerful in the scenario.

### Tips

- Focus on how to increase self-confidence for underrepresented voices.
- Encourage the group to think about lasting empowerment.
- Help your group think of skills and opportunities that help individuals grow.

## The Space Creator

### Description

Ensure that safe, inclusive spaces are available in the scenario for all to feel welcome.

### Tips

- Think of how physical and emotional spaces could be accessible to everyone.
- Help your group think of opportunities for people to feel comfortable sharing their opinions.
- Think about what could be better (yet realistic) environments where everyone from the scenario can thrive.

## The Opportunity Optimiser

### Description

Focus on finding opportunities for people in the scenario to grow and perform inclusively.

### Tips

- Help your group think of practical ways of sharing of resources and opportunities.
- Highlight how the unique strengths of individuals can contribute towards a solution.
- Make sure everyone has equitable access to chances for success.

## The Boundary Keeper

### Description

Consider how everyone in the scenario could respect personal and group boundaries.

### Tips

- Help your group find ways towards respecting emotional and personal limits in the scenario.
- Think of where each character/group might have the limit of their comfort zones and how far beyond is it safe to push them.
- Promote healthy boundaries if you feel someone from the scenario is expected to compromise too much.

## The Language Guardian

### Description

Ensure that language used in the situation of the scenario is inclusive and respectful.

### Tips

- Point out what could be harmful or exclusionary language in communication.
- Find gender-neutral and culturally sensitive terms.
- Suggest ways to encourage “the majority” to talk respectfully.

## The Compassion Catalyst

### Description

Inspire others to act compassionately in difficult situations.

### Tips

- Think of ways to encourage self-reflection about how people treat one another in the scenario.
- Help your group find ways to promote the idea that compassion can lead to stronger relationships.
- Suggest small, everyday acts of kindness that act as solutions in the scenario.

## The Compassion Connector

### Description

Help people in the scenario connect on an emotional level, fostering compassion and mutual respect.

### Tips

- Help your group find ways to encourage listening to each other in the scenario.
- Think of behaviours that prioritise care and understanding.
- Suggest activities to build trust within the scenario.

## The Fairness Facilitator

### Description

Help ensure that fairness is at the heart of the solutions that your group is proposing.

### Tips

- Ask: “Is this solution fair to everyone involved?”
- Make sure every group member has equal input in decision-making.
- Advocate for equitable distribution of resources and opportunities in the scenario.

## The Thought Challenger

### Description

Challenge your group's thinking so that you (as a group) aren't settling for easy answers.

### Tips

- Ask questions that probe deeper into the issues in the scenario.
- Encourage your group to think about the possible long-term effects of their solutions and what would happen if no solution was found.
- Find different perspectives outside of the scenario by looking at the issues from a broader level, like the one from the communities involved, society, government, etc.

## The Resource Ranger

### Description

Specialise in finding and distributing resources that will help everyone in the scenario succeed.

### Tips

- Identify what resources might be needed and who is missing them.
- Propose solutions to distribute resources fairly.
- Encourage creative thinking about what “resources” can mean (knowledge, time, tools, etc.).

## The Narrative Weaver

### Description

Focus on how the story is told, looking at the scenario's narrative and who might be the people/groups taking control of it.

### Tips

- Encourage group members to think about who could be telling the story and how.
- Suggest ways to include different perspectives in the narrative.
- Help your group tell a story that is empathetic towards everyone in the scenario.

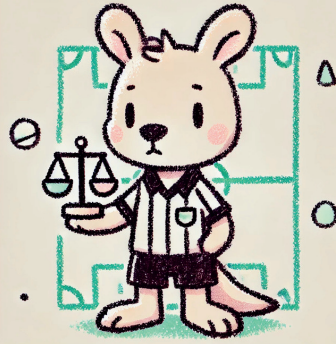
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## The Role Model Recruiter



### Description

Emphasise the importance of finding role models in the scenario who can inspire and lead by example.

### Tips

- Ask: "Who can act as a positive influence here?"
- Encourage diverse representation among role models.
- Discuss with your group the idea of leading by example in fostering inclusivity.

## The Emotional Compass



### Description

Guide your group in understanding and managing emotions within the scenario.

### Tips

- Encourage your group members to express how they feel about the situation.
- Help your group identify emotional undercurrents that might affect decisions in the scenario.
- Suggest solutions that bring dealing with and learning from emotions into the foreground.

## The Mutual Respect Manager



### Description

Find ways to build respect for everyone involved in the scenario.

### Tips

- Remind your group that everyone's viewpoint deserves consideration.
- Identify the possible moments where grounds for respect were not established or respect was broken.
- Help people/groups in the scenario find respectful ways to disagree.

## The Ethical Compass



### Description

Ensure that your group's solutions are fair.

### Tips

- Encourage the group to think about the moral implications of their decisions. Remember, moral compasses might differ for certain people/groups from the scenario.
- Ask: "Is this the right thing to do for everyone involved, not just the easy thing?"
- Help your group find solutions that are fair and just for everyone involved.

## The Visionary Advocate



### Description

Help your group imagine what a more inclusive and empathetic future of the scenario could look like.

### Tips

- Ask: "What would the ideal solution look like (separately) for each individual/group involved?"
- Encourage your group to think big and envision long-term change.
- Highlight small steps that could lead to that bigger vision.

## The Mediator



### Description

Help calm eventual disagreements in your group.

### Tips

- Remind the group that all viewpoints deserve respect and consideration.
- Help your group find ways to encourage mutual understanding in the scenario.
- Offer neutral suggestions that bring both sides closer together.

## The Conflict Navigator



### Description

Guide your group in navigating and resolving any conflicts that arise in the scenario.

### Tips

- Help your group think of activities for active listening and empathy in conflict resolution.
- If no ideal solution can be found, advocate for compromise.
- Think of ways to de-escalate heated situations.

## The Barrier Breaker



### Description

Identify and think of ways to dismantle barriers in the scenario that prevent inclusion.

### Tips

- Look for both obvious and subtle barriers in the scenario.
- Ask: "What's stopping full participation/cooperation here?"
- Help your group find ways to break down those barriers.

## The Inclusivity Inspector



### Description

Help your group consider how to ensure no one is marginalised in the proposed solutions to the scenario.

### Tips

- Identify any additional hypothetical group or individual who might be important for the conversation and include them in it.
- Help your group find ways to involve everyone equally in decision-making.
- Think of solutions that benefit a wider range of groups that might be (indirectly) affected by the scenario.

## The Opportunity Finder



### Description

Identify opportunities within the scenario where inclusivity can be improved.

### Tips

- Look for obvious areas where small changes can quickly make a big impact.
- Encourage your group to spot overlooked opportunities for growth outside of the main conflict.
- Think of how the scenario could end up having a positive outcome.

## The Connection Builder



### Description

Think of ways to build meaningful connections between the characters in the scenario.

### Tips

- Think of activities that build dialogue for trust and understanding.
- Suggest activities that promote collaboration and bonding.
- Help your group find ways to connect people with shared interests or goals.

## The Intersectionality Explorer



### Description

Focus on how different aspects of identity intersect and shape people's experiences in the scenario.

### Tips

- Guide your group to explore how aspects of identity (such as gender, wealth, skin colour, and religion) influence perceptions of ability and actual performance in the scenario.
- Help your group find solutions that acknowledge these complexities.
- Encourage discussions that recognise multiple layers of identity.

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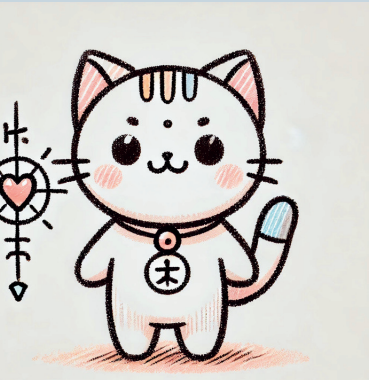
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## The Future Forecaster



### Description

Help your group think about the long-term consequences of your decisions.

### Tips

- Ask: "What will this look like in the future? What if we don't interfere; and what if we perform a certain action?"
- Encourage your group to think beyond immediate outcomes.
- Discuss the importance of sustainable, lasting solutions.

## The Creative Catalyst



### Description

Inspire creative, out-of-the-box thinking in solving the scenario's challenges.

### Tips

- Encourage your group to think creatively and without limitations.
- Help your group come up with less-obvious solutions that challenge the status quo.
- Discuss how can creativity and improvisation serve as tools for problem-solving.

## The Strength Finder



### Description

Identify the unique strengths and talents of individuals in the scenario, using them to improve the situation.

### Tips

- Ask: "What strengths can each person contribute?"
- Help your group find solutions to recognise and celebrate individual talents.
- Discuss possible solutions that build on collective strengths.

## The Community Builder

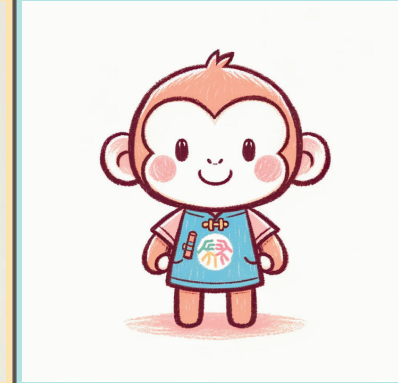


### Description

Help your group build a sense of community within the scenario so that everyone feels included and valued.

### Tips

- Help your group think of activities that strengthen group cohesion and trust.
- Encourage solutions that prioritise community well-being.
- Discuss the importance of working together toward common goals.



# SENSEI's Puzzles of Empathy

v2024.11.13.A - Test Version

## Instructions for Teachers

### Purpose

This game helps students explore inclusivity through social scenarios and creative roles, encouraging empathy, teamwork, and inclusive thinking. In groups, students discuss a scenario, develop solutions, and create a presentation.

Total Time Required: 45 minutes

Recommended Group Size: 4 students

### Components

- Scenarios: These are situations that groups of students work on, with three levels of difficulty (from straightforward to complex).
- Roles: Roles with suggestions to guide each student's unique approach.
- Products: Group creations that express their solutions.

### Modularity and Customisation

- Create Custom Scenarios: After practising with provided scenarios, feel free to incorporate real-life situations your students face. Be sure to emphasise respectful exploration and adapt the rules if needed, allowing everyone a chance to speak and participate.
- Adjust Game Flow as Needed: The following structure is a recommendation. You might, for example, replace the in-class presentations with a later exhibition to give more time to work on the products. Feel free to adapt!

## Game Process

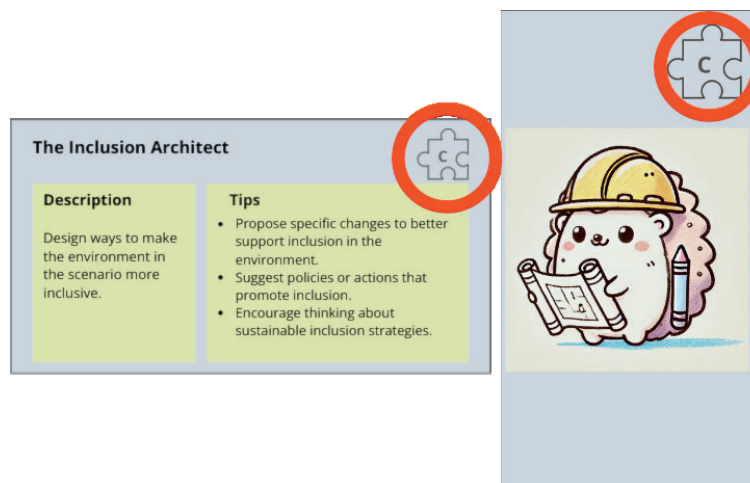
### 1. Preparation (5-10 min)

#### 1.1 Introduce the Game (5 min):

- Explain the game's purpose: promoting empathy, teamwork, and inclusivity. Briefly introduce the scenarios, roles and products, focusing on constructive discussion.

#### 1.2 Organise Groups (5 min)

- Divide students into groups of four. For this, you can use the group letters on the Role Cards. Each group table should have one of each letter.



#### 1.3 Prepare Materials

- Divide students into groups of four. For this, you can use the group letters on the Role Cards. Each group table should have one of each letter. Set a timer for an 8-minute discussion phase.
- Distribute Scenario Cards: Choose one scenario per group (Level 1, 2, or 3). Place face-down on each table.
- Distribute Role Cards: Hand out eight role cards (two per student). Each student privately reviews their two cards and selects one. Roles remain private until the end of the discussion. Tip: For larger classes, give each student one role card from the same group but pair them in advance with the scenarios to avoid possible mismatching.
- Display the Product options for easy reference later.



## 2. Game Flow

Divide students into groups of four. For this, you can use the group letters on the Role Cards. Each group table should have one of each letter.

### 2.1 Group Discussion (8 min)

- Start the timer. Move around to assist groups as needed. Each group should discuss their scenario, using assigned roles to approach it from various perspectives. Roles are revealed at the end of the discussion.

### 2.2 Product Creation (12 min)

- Start another 12-minute timer. Groups choose a product type and begin creating their solution. Tip: you can also assign product types.

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- Start another 12-minute timer. Groups choose a product type and begin creating their solution. Tip: you can also assign product types.

### 2.3 Presenting Solutions (10-15 min)

- Allow 1-3 minutes per group to present their creation, depending on the number of groups.

## Product Options for Presentations

Each group selects one product type to present their solution:

1. **Awareness-Raising Poster:** An attention-grabbing poster that educates on the issue.
2. **Flash Mob Scenario:** A creative demonstration to draw attention to the issue/solution.
3. **Day Trip Plan:** A class visit plan to museums, cultural centres, NGOs, or other relevant sites.
4. **Workshop Outline:** A peer-led workshop plan aimed at empathy and inclusivity.
5. **Social Media Campaign:** A social media plan with posts, hashtags, and an awareness strategy.
6. **Interactive Role-Playing Scenario:** A brief script that enacts the issue and solutions, allowing peers to engage with the scenario (avoid assigning “victim” roles).
7. **School-Wide Event Proposal:** An event proposal like Diversity Day or a Cultural Fair.
8. **Podcast or Video Plan:** A plan for a podcast or video with interviews, stories, and solutions.
9. **Interactive Game or Activity:** A mini-game or activity that teaches the issue through participation. If it is a game, it can be a social, tabletop or video game.
10. **Class Debate or Discussion Plan:** A structured debate or moderation outline on the scenario’s key elements.
11. **Zine:** A mini-magazine or booklet showcasing the group’s reflections, ideas and solutions.