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ERASMUS+ PROJECT

Education through Empathy: Together against violence

2025-1-RO01-KA210-SCH-000354805

Teaching Scenario for Grades 5-6

Topic: Building Friendship and Mutual Respect

1. SCENARIO

- **Country:** Slovakia
- **Age Group:** Students in grades 5-6 (10-12 years old)
- **Number of Students:** 20-25
- **Duration:** 2 lessons (90 minutes)
- **Subject:** Ethical Education / Personal-Social Education (or cross-curricular within Slovak language or Civics)
- **Scenario Objectives:** See point 2.
- **Scenario Authors:** Teachers from Zakladna skola s materskou skolou, Slovakia

2. LESSON OBJECTIVES

a) Cognitive (Knowledge):

- The student can define the concepts of *friendship*, *respect*, *empathy* in an age-appropriate way.
- The student recognizes concrete expressions of respect and disrespect in communication.
- The student can list at least three rules for healthy friendship.

b) Affective (Attitudinal and Emotional):

- The student demonstrates a willingness to put themselves in another person's feelings.
- The student appreciates the value of friendship and mutual respect.
- The student develops a positive attitude towards differences (opinions, personalities).

c) Psychomotor (Skills):

- The student can actively listen and reflect on another's feelings in simple situations.

- The student can formulate ideas and cooperate within a group.
- The student uses simple "language of respect" (thank you, sorry, can you help me?).

3. KEY COMPETENCIES

- **Learning Competence:** Students process new information about emotions and project it into model situations.
- **Problem-Solving Competence:** Students search for solutions to conflicts in friendship.
- **Communication:** Verbal and non-verbal communication, active listening are developed.
- **Personal and Social Competence:** Development of self-awareness, empathy, and cooperation.
- **Civic Competence:** Building responsibility for a positive classroom atmosphere.

4. TEACHING METHODS

- Discussion (guided, brainstorming)
- Group work (in smaller groups)
- Work with a story / case study
- Role-playing (skit)
- Reflection and self-evaluation
- Gamification (simple game)

5. REQUIRED MATERIALS AND EQUIPMENT

- Blackboard / flipchart / interactive whiteboard
- Markers / chalk
- **Appendix 1:** Cards with emotional expressions (photos of faces or emoticons)
- **Appendix 2:** Text of the story "The New Student" (2 versions)
- **Appendix 3:** Worksheet "Map of Friendship"
- **Appendix 4:** Cards with situations for role-playing
- **Appendix 5:** Reflection sheet "My Superpower"
- Laptop + projector (optional for displaying a motivational image/video)
- **Camera** for recording a sample activity for the project video (as agreed).

6. STRUCTURE AND COURSE OF THE LESSON (90 MINUTES)

Introduction (15 minutes)

1. **Introduction to the Topic (5 min):** The teacher welcomes the students and asks an open question: *"What does having a good friend mean to you?"* Answers are briefly written on the board.
2. **Activation - Game of Emotions (10 min):**
 - o Students sit in a circle. The teacher distributes **Appendix 1** (cards with emotional expressions).
 - o Task: *"Show the expression on the card and name the emotion. In what situations do we feel it? How would you behave towards someone who feels it?"*
 - o Goal: Activate the concept of emotions and create a link to empathy (the ability to recognize emotions in others).

Main Part (60 minutes)

1. **Story and Discussion (20 min):**
 - o The teacher divides the class into two halves. The first half gets version A of the story **"The New Student"**, the second gets version B (**Appendix 2**).
 - o **Story (briefly):** There is a new student in class, he is quiet and a bit different. Version A describes a situation where he is ignored and feels lonely. Version B describes a situation where someone tries to talk to him.
 - o **Group Task:** Each group reads their story and discusses the questions: *"How does the new student feel? How do the others behave? What would you think and do in his shoes?"*
 - o **Joint Reflection:** A group representative presents the conclusions. The teacher leads the discussion to the fact that respect begins simply by noticing another person and trying to understand them.
2. **Building Rules - "Map of Friendship" (20 min):**
 - o Students divide into 4-5 smaller groups (e.g., by colors).
 - o Each group receives **Appendix 3** (large paper with a drawn "Map of the Island of Friendship" with empty spaces).
 - o Task: *"Complete the map with rules that apply in the land of good friendship. What do people do there (e.g., listen to each other, help each other)? What do they NOT do there (e.g., gossip, laugh at others)?"*

- o Groups present their maps. The teacher, together with the students, creates a list of 5-7 "Golden Rules of the Classroom" from them.

3. Practice - Role-Playing (20 min):

- o Groups remain. Each draws one situation from **Appendix 4** (e.g., "Your friend forgot his homework at home and needs to copy from you. You did it nicely." or "You don't want to let a new classmate into your game because 'that's just how it is'.").
- o Task: **First phase** - Act out the scene of how the situation is often *clumsily* resolved. **Second phase** - Act out the same situation, but using the rules from the Map of Friendship and respect.
- o After each performance, a short reflection: "*Which solution was better? Why? What feelings did it evoke?*"

Conclusion and Reflection (15 minutes)

1. Individual Reflection (7 min):

- o Each student receives **Appendix 5** (Reflection sheet).
- o Task: Complete the sentences: "*Today I realized that...*", "*My superpower in friendship is...*", "*I promise myself to try more...*"

2. Joint Conclusion (5 min):

- o Volunteers can share a thought from their reflection sheet.
- o The teacher summarizes: "Today we found out that friendship and respect are like muscles – they need to be trained. Each of us now has a 'map' and rules on how to do it. We are a team."

3. Information about the Project (3 min):

- o The teacher briefly introduces the international project "Education through Empathy" to the students and says that this lesson is part of it and that their ideas will help other children in Europe. May mention that a sample is being recorded for partner schools.

7. NOTES FOR THE TEACHER (DIFFERENTIATION, RISKS)

- **For Students with Special Educational Needs:** In role-playing, they can get a simpler situation or the task of evaluating non-verbal expressions. Work with an assistant in the group.
- **For Gifted Students:** They can be discussion moderators in the group or help formulate rules.



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- **Possible Problems:** Sudden reluctance to participate in role-playing – offer the role of "director" or scriptwriter. Conflict in the group – use as a live example to practice the topic being covered.
- **Important:** The teacher is a moderator and facilitator, not an authoritarian lecturer. Gives space to students, their feelings, and opinions. Uses positive motivation and appreciation of effort.

8. ASSESSMENT

- **Formative (ongoing):** Observation of student activity in discussions, quality of cooperation in the group, depth of reflection.
- **Summative (summarizing):** Analysis of completed **Maps of Friendship** and individual **Reflection Sheets**. Not a grade, but qualitative feedback.

9. APPENDICES (CONTENT PROPOSALS)

- **Appendix 1:** Set of 8 cards with photos of children's faces expressing joy, sadness, anger, fear, surprise, shame, pride, boredom.
- **Appendix 2:** Two-page text of the story "The New Student" (simple, understandable).
- **Appendix 3:** Template "Map of the Island of Friendship" – large paper with the outline of an island, with parts: "Mountain of Understanding", "River of Listening", "Forest of Cooperation", "Desert of Gossiping (forbidden area!)" etc.
- **Appendix 4:** 8 cards with everyday conflict situations from the school and friend environment.
- **Appendix 5:** Reflection sheet with the outline of a superhero shield, into which answers are written. Title: "My superpower for good friendship".

10. TRANSLATION AND DISSEMINATION

1. This scenario, after being tested in Slovak classrooms, will be translated into English.
2. It will be sent to project partners (Romania, Portugal, Greece) as a **model template**.
3. Together with a short video recording (max. 5 min) of activities (with parental consent), it will be published on the **project website**.
4. Partner schools will prepare their scenarios for their age categories based on this model.

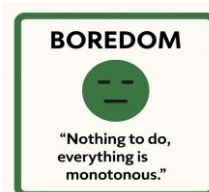


APPENDICES TO THE TEACHING SCENARIO

APPENDIX 1: CARDS WITH EMOTIONAL EXPRESSIONS

(Print copies – each copy contains all 8 emotions. Cut into individual cards.)

Set of 8 Emotions:



APPENDIX 2: STORY "THE NEW STUDENT" – 2 VERSIONS

Version A (for the 1st half of the class)

THE NEW ONE IN CLASS

On Monday, a new student came to our class. His name is Alex. The teacher introduced him and he just said quietly: "Hi." He had blue eyes and black hair. He sat in the last desk alone.

During the break, everyone was playing football in the hallway or talking about the weekend. Alex stayed in the classroom and looked through the textbook. No one came to him. When an hour later he needed to borrow a pencil, he looked around the class, but everyone was busy. Finally, he had to borrow it from the teacher.

At lunch, he sat at the end of the long table. The girls were talking about a new series, the boys about a match. Alex ate alone and looked out the window. He felt as if he were invisible.

Discussion Questions (for the group with Version A):

1. How does Alex feel? Which emotion card from Appendix 1 would you give him?
2. Why do you think no one joins him?
3. What would you do if you were in this class?
4. What simple gesture could help him feel less alone?

Version B (for the 2nd half of the class)

A NEW FRIEND

On Monday, a new student came to our class. His name is Alex. The teacher introduced him and he just said quietly: "Hi." He had blue eyes and black hair. He sat in the last desk.

During the first break, Matej spoke to him: "Hi, I'm Matej. Want to see where we have the locker room and cafeteria? It's not so bad here." Alex smiled at him and nodded.

When during the lesson he needed a pencil, the girl in front of him, Viktória, turned around: "Look, I have an extra one, you can borrow it." Alex felt relief.

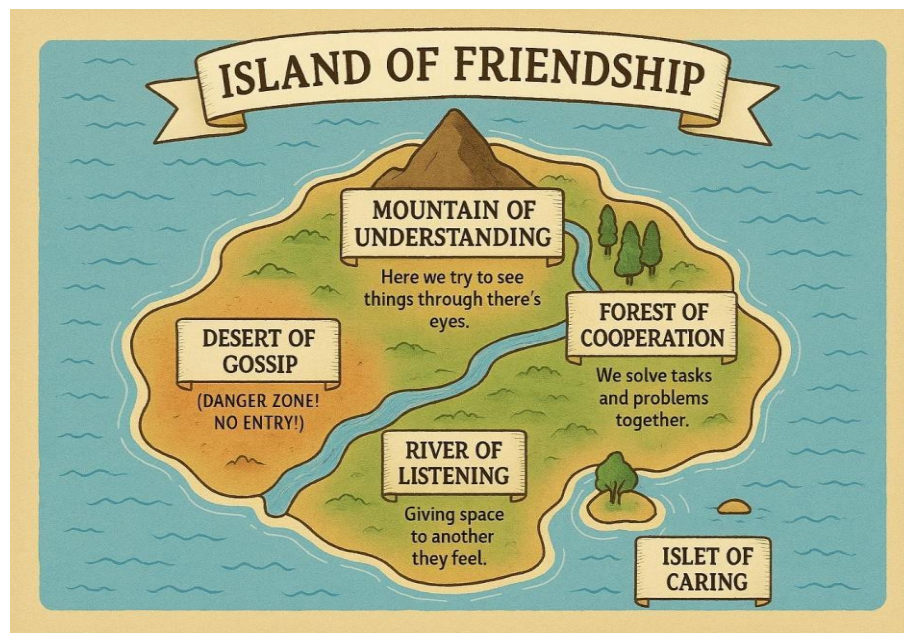
At lunch, Matej sat next to him and introduced him to his friends: "This is Alex, he's new. Alex, this is Tomáš and Nina." They talked about school, about what they do after school. Alex didn't talk much, but he smiled. He didn't feel so lost anymore.

Discussion Questions (for the group with Version B):

1. How does Alex feel in this version? Did his emotions change?
2. What exactly did Matej and Viktória do well?
3. Was it hard for them to be the first to talk to the new student?
4. What small gestures can mean a lot?

APPENDIX 3: MAP OF FRIENDSHIP – TEMPLATE

(Print in A3 format for each group)



ISLAND OF FRIENDSHIP

MOUNTAIN OF UNDERSTANDING Here we try to see things through another's eyes.
RIVER OF LISTENING Giving space to another to say what they feel.
FOREST OF COOPERATION We solve tasks and problems together.
DESERT OF GOSSIP (DANGE ZONE! R NO ENTRY!)
ISLET OF CARING Helping each other, asking: "Are you okay?"

YOUR TASK: Add at least 2-3 ideas to EACH part of the island.
What specifically do people do in these places? How do they behave?

APPENDIX 4: SITUATIONS FOR ROLE-PLAYING

(Print, cut. Each group draws one situation.)

Situation 1: FORGOTTEN HOMEWORK

Your friend Zuzka forgot her completed homework at home. She's very afraid she'll get an F. She whispers to you: "Quick, let me copy before the teacher comes! It'll be fine, she won't notice." But you did the homework yourself for a whole hour and you know Zuzka can be careless.

Situation 2: NEW IN THE GAME TEAM

Your team in P.E. is playing dodgeball. You want to win. There's a new student in class, Janko, who isn't very good at throwing yet. Your friends say: "Don't take him, we'll lose because of him. Let him go to the bench." You noticed that Janko would like to join.

Situation 3: MOCKING NICKNAME

Some boys in class started making fun of a girl who wears glasses. They call her "four-eyes" and "know-it-all." It's unpleasant for the girl, but she doesn't say anything. You are her friend.

Situation 4: BROKEN PROJECT

After art class, you notice that someone scratched and broke a beautiful ceramic vase that your classmate Ema made as a gift for her grandmother. You see that your good friend did it, but didn't mean to. Ema is sad and no one knows who did it.

Situation 5: EXCLUDED FROM CONVERSATION

During the break, you and your two best friends are talking about weekend plans. Another girl from your class, who isn't in your "core group" but is nice, comes over. One of your friends says: "We're having a private conversation here." The girl turns away and leaves.

Situation 6: MESS-UP DURING PRESENTATION

Your classmate is about to give a short presentation to the class. He's very nervous, stutters, and forgot half the text. Some classmates start giggling quietly. You see that he's embarrassed and feels terrible about it.

Situation 7: CONFLICT OVER A SEAT

In the cafeteria, there's one free seat by the window that everyone likes. You're about to sit there, but your classmate, who's having a sad day (her dog is sick), also wants to sit there. You both ran to the chair at the same time.

Situation 8: DISAGREEMENT WITH AN IDEA

In group work, your team has to come up with a project name. Most want the name "Super Team." But one member, who is quiet and doesn't talk much, suggests the name "Team Rainbow," which he thinks is inclusive. The others reject it saying: "That's childish!"



APPENDIX 5: REFLECTION SHEET "MY SUPERPOWER"

(Print for each student on A5 or A4)

MY SUPERPOWER for good friendship and respect (Draw or write inside the superhero shield) 	
Complete the sentences: 1. Today I realized that... _____ _____ 2. My superpower in friendship is... (e.g., good listening, smile, help) _____ _____ 3. I promise myself to try more... _____ _____ 4. One rule from the Map of Friendship that I like the most: _____	

 PROPOSED EVALUATION SHEET FOR THE TEACHER (optional appendix)

Class: _____ Date: _____

Scenario: ***Building Friendship and Mutual Respect***

ACTIVITY EVALUATION:

1. Introductory emotion game:
 - Student participation: ☐ High ☐ Medium ☐ Low
 - Understanding of emotions: ☐ Excellent ☐ Good ☐ Needs improvement
2. Work with the story "The New Student":
 - Depth of discussion in groups: ☐ Deep ☐ Superficial ☐ Uninterested
 - Ability to empathize with the character: ☐ Excellent ☐ Good ☐ Limited
3. Creation of Maps of Friendship:
 - Creativity and cooperation: ☐ Excellent ☐ Good ☐ Weak
 - Content of rules: ☐ Concrete and deep ☐ General ☐ Poor quality
4. Role-playing:
 - Student engagement: ☐ High ☐ Medium ☐ Low
 - Ability to find a respectful solution: ☐ Yes ☐ Partially ☐ No
5. Reflection:
 - Depth of individual thoughts (based on sheets): ☐ Deep ☐ Superficial ☐ I

WOULD USE A SIMILAR SCENARIO: ☐ Definitely again ☐ Maybe ☐ No

Notes on what worked well: _____

Notes on what to improve: _____

Teacher's Signature: _____

 INSTRUCTIONS FOR THE TEACHER REGARDING APPENDICES:

1. **Appendices 1-5** print in sufficient quantity before the lesson.
2. **Appendix 3** (Map of Friendship) print on larger format (A3) or on multiple A4 papers that students then join.
3. Emoticons in Appendices can be replaced with your own pictures or drawings.
4. All materials should be colorful and visually appealing for the age group.
5. After the project ends, you can create an exhibition of the best Maps of Friendship in the school hallway.
6. Reflection sheets (Appendix 5) can be kept by students or filed in their portfolios.



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Education through Empathy: Together against violence

2025-1-RO01-KA210-SCH-000354805

Didactic scenario for 7th/8th grade

Topic: "Education through empathy: Together against violence"

1. SCENARIO

Country: Romania

Age group: 7th/8th grade students (13-14 years old)

Number of students: 27-30

Duration: 2 lessons (90 minutes)

Topic: Counseling and Guidance / Psychology

Script author: Teachers from Anghel Saligny" Theoretical High School, Cernavoda, Romania

2. LESSON OBJECTIVES

a) Cognitive (Knowledge):

- The student can define the concepts of empathy, fight against violence, social exclusion, "passive witness" and micro-aggression.
- The student recognizes the mechanisms of power manipulation in a group.
- The student can list three strategies for assertive intervention in the event of a conflict.

b) Affective (Attitudinal and Emotional):

- The student demonstrates empathy towards people on the social periphery of the group.
- The student develops a critical attitude towards collective silence in the face of injustice.

c) Psychomotor (Practical Skills):

- The student can mediate a simulated conflict situation through non-violent communication.
- The student formulates logical arguments to deconstruct stereotypes in group discussions.

3. KEY COMPETENCES

- **Civic competence:** Taking responsibility for the ethical climate of the classroom.
- **Communication:** Practicing debate and active listening in tense situations.
- **Personal and social competence:** Managing one's own emotions in moments of group pressure.

4. TEACHING METHODS

- Guided discussion (*Spectrum of opinions*)
- Group work (*Social mapping*)
- Comparative case study
- Role play (*Witness intervention*)
- Gamification
- Critical reflection and self-evaluation

5. TEACHING MATERIALS AND EQUIPMENT

- Interactive whiteboard
- Flipchart and colored markers.
- **Annex 1:** Set of social role labels
- **Annex 2:** Case study "Glass Wall" (2 variants)
- **Annex 3:** Template "Group Influence Map"
- **Annex 4:** Cards with conflict situations (high school)
- **Annex 5:** Reflection sheet "My ethical code"
- Camera for recording an example activity for the project video (according to the convention).

6. DETAILED LESSON STRUCTURE AND LAYOUT (90 MINUTES)

I. Introduction (15 minutes)

1. Introduction to the Topic/ Icebreaker (5 min):

- **Activity:** The teacher greets the students and writes on the board: "The world is not dangerous because of those who do harm, but because of those who watch and do nothing."

- **Discussion:** “What does it mean to be complicit in silence?”. The students’ answers (e.g. fear, indifference, desire to belong) are noted on the board.

2. Activation - Masked Role Play (10 min):

- **Method:** The teacher distributes the cards from Appendix 1 (complex emotional expressions).
- **Task:** Students must identify not only the basic emotion, but also the social context (e.g. “This person seems arrogant, but he may just be defensive because he feels excluded”).
- **Purpose:** Activating cognitive empathy – the ability to see beyond appearances.

II. Main part (60 minutes)

1. Case study “Glass Wall” - Critical Analysis (20 min):

- **Organization:** The class is divided into two. Group A receives the text where the student is ignored (passive exclusion), and Group B receives the text where a witness intervenes (active inclusion). (Annex 2)
- **Work on the text:** Students analyze the “mechanism of silence”. Why didn’t the others say anything in Version A?
- **Reflection:** The representatives of the groups present the conclusions. The teacher explains that respect means the courage to observe and validate the presence of the other.

2. Building the “Map of Influence and Respect” (20 min):

- **Method:** Students are divided into groups of 5-6 people. Each group receives **Annex 3** (Map - an A3 sheet, which they can draw according to their own vision).
- **Activity:** Students must populate the map with "social navigation" rules, based on each element of the map
 - **Mountain of Understanding:** What do we do when someone has a different opinion?
 - **Swamp of Gossip:** How do we stop a rumor circulating in the class group?
 - **Valley of the Ignorant:** Why don't we act in a situation that arises in the classroom?
 - **Bridge of Empathy:** How do we support those who suffer for a certain reason?
- **Completion:** 5 "Golden Rules of the Empathetic High School Student" are chosen to be displayed in the classroom.

3. Role Play - Intervention Techniques (20 min):

- **Situation 1:** A colleague is "removed" from the WhatsApp group after a trivial argument.

- **Situation 2:** Pressure to laugh at a teacher or a weaker colleague.
- **Organization:** Groups are attentive to particular situations or group pressure and respond to the teacher's demands, depending on each phase
- **Phase 1 (Failure):** Students act out the scene in which everyone is silent or laughs out loud at a bad joke.
- **Phase 2 (Success):** The scene is replayed using the "Golden Rules". A witness intervenes assertively (e.g., "I don't find it funny, let's move on").
- **Debriefing:** "What felt more natural? What is the risk for the witness who intervenes?"

III. Conclusion and Reflection (15 minutes)

1. Individual Reflection - Code of Ethics (7 min):

- Students receive **Annex 5 (My Code of Ethics)**
- **Task:** Complete individually: "Today I understood that my strength in the group is...", "I promise myself not to be silent when..."

2. Conclusion and Wrap-up (5 min):

- The teacher summarizes: "Empathy at 16 is not about being 'nice', but about integrity and the courage to not just be a spectator in your own life".

3. Information about the Erasmus+ Project (3 min):

- The teacher explains that their ideas and the "Maps" created will be sent to partner schools in Portugal, Greece and Slovakia.
- The video recording of the activity for the project website is mentioned - <https://empathy360.online/>.

7. TEACHER NOTES (DIFFERENTIATION)

- **Group Dynamics:** If there are students who dominate the discussion, offer them the role of "observers" in the role play to practice listening. Also, do not force students who are actual victims of bullying to play victim roles.
- **Approach:** The teacher should avoid an authoritarian tone, acting as a facilitator who lets students reach their own ethical conclusions, not as a judge.

8. EVALUATION

Formative: Quality of argumentation in debate.

Summative: Analysis of the "Influence Maps" and the commitments in the "Code of Ethics".

9. ANNEXES (SPECIFIC CONTENT FOR 9TH/10TH GRADE)

The set of cards for Annex 1, adapted for 10th grade students, no longer represents only basic emotions (joy/sadness), but complex social states, specific to high school dynamics.

ANNEX 1: Cards with Complex Emotional Expressions

(Instructions: Print, cut out and distribute one set to each group)

No.	Complex Emotion	Description for analysis (Social Context)
1	Alienation (Exclusion)	A person looking at a laughing group, with a neutral expression but sad eyes. Feels like they are “invisible”.
2	Defensive Skepticism	Sideward gaze, arms crossed. Occurs when a student does not trust the intentions of others.
3	Social Anxiety	Gaze fixed down, shoulders hunched, lip biting. Occurs in moments of group pressure or presentations.
4	Solidarity (Empathy)	Direct eye contact, discreet smile of support, outstretched hand. Matei’s expression when he helps Alex.
5	Apathy	Bored gaze, shoulders raised, eyes on the phone. It is the emotion of the “passive witness” who refuses to get involved.
6	Vulnerability	Open but unsure expression. Appears when a student expresses an unpopular or “childish” opinion.
7	Integrity Pride	Chin held high, serene gaze. Appears when someone stands by their values (superpower) despite opposition.
8	Remorse (Guilt)	Avoidant gaze, head slightly bowed. Appears after a conflict or when someone realizes they have made a mistake.



12 Emotion Cards

➤ WORKSHEET: EMOTION ANALYSIS (For students)

After receiving the card, answer together with your group:

1. Name the emotion: What do you think the person in the picture is feeling?
2. Context: In which school situation (from Appendix 4) would this expression fit?
3. Action: How would you behave towards someone who has this expression to show respect/empathy?

ANNEX 2: CASE STUDY “THE GLASS WALL”

- **Version A:** Matei is the only one in the group who did not receive the invitation link to the cabin, although everyone talks about it in front of him, as if he were not there.
 - *Passive exclusion:* Emphasizes how painful invisibility is. There is no physical aggression, but only a collective silence that excludes the student who does not “align” with the group.
- **Version B:** Ioana notices Matei’s silence and sends the link to the large group, saying: “Matei, you must come too, you have the best playlists”.
 - *Witness intervention:* Demonstrates the power of a single individual to change the dynamic. The gesture of sending a link or validating an opinion provides “relief” to the victim

➤ WORKSHEET FOR STUDENTS

Name/Surname: _____ **Date:** _____

CASE STUDY ANALYSIS: “THE GLASS WALL”

After reading the received version (A or B), answer the following questions:

1. Identify the **micro-aggression** in the text (the small gesture that caused the exclusion):
2. If you were a silent witness in this situation, what would prevent you from intervening? (Fear of losing status, inattention, etc.)

ANNEX 3: Group Influence Map

- **Components:** *Mountain of Understanding, Swamp of Gossip, Valley of the Ignorant, Bridge of Empathy*
- **Concept:** A visual representation of the hierarchies in the classroom.
- **Zones:** “Mountain of Understanding” represents empathetic leaders, “Swamp of Gossip” is the zone of exclusion, “Valley of the Ignorant” represents indifference to a situation, “Bridge of Empathy” is the zone of safety and acceptance
- **Purpose:** Students must find practical solutions to transform “forbidden zones” into spaces of cooperation.

Work on the A4 sheet you received. Add 2 rules for each region:

- **Empathy Bridge:** _____
- **Valley of the Ignorants:** _____
- **The Mountain of Understanding:** _____
- **The Swamp of Gossip:** _____

ANNEX 4: Situations - Role Play

- **Situation 1:** A colleague is "removed" from the WhatsApp group after a trivial argument.
 - **Personal Responsibility:** Analyzes the responsibility of each one, in the school environment
- **Situation 2:** Pressure to laugh at a teacher or a weaker colleague.
 - **Group Pressure:** Tests the courage to oppose the majority to protect an individual.

➤ WORKSHEET FOR STUDENTS

Name/Surname: _____ **Date:** _____

ROLE PLAY: POST-INTERVENTION REFLECTION

After playing the role of "active witness," describe:

1. How hard was it to say "NO" to your group of friends?
2. What specific words did you use to defuse the situation?

ANNEX 5: My Code of Ethics

- **Purpose:** Developing emotional intelligence by recognizing states such as social anxiety, apathy or defensive pride and moving from theory to personal commitment.
- **Symbolism:** The shield represents the protection that the student chooses to offer to others through his "superpower" (listening, assertiveness), considering that, unlike the primary level, in the 10th grade emotions are often masked.
- **Usage:** Students must analyze not only what the person in the picture feels, but also what "mask" he wears in front of the group.
- **Completion:** "My silence means...", "I will intervene when..."

➤ WORKSHEET FOR STUDENTS

Name/Surname: _____ **Date:** _____

PERSONAL COMMITMENT: MY CODE OF ETHICS

Complete your superhero shield with the following promises:

1. Today I realized that my silence _____
 2. My social superpower is _____
 3. When I will see someone excluded, I will _____
-

ANNEX 6: Student Self-Assessment Sheet**Project: “Education through Empathy: Together against Violence”**

This sheet helps you reflect on your own contribution and what you learned today.

Name/surname: _____ Grade: _____

Evaluation criteria	My score (1-5)	Personal observations
Involvement: I actively participated in group discussions and role-playing games.	☐ ☐ ☐ ☐ ☐	
Empathy: I was able to understand the perspective of the victim or witness in the case study.	☐ ☐ ☐ ☐ ☐	
Assertiveness: We proposed practical solutions/replies to stop a bullying situation.	☐ ☐ ☐ ☐ ☐	
Collaboration: I worked effectively with my team on the "Influence Map".	☐ ☐ ☐ ☐ ☐	
Reflection: My code of ethics represents values I truly believe in.	☐ ☐ ☐ ☐ ☐	

The most important lesson I take with me today is:

- I understood the difference between a passive and an active witness: ☐ Yes ☐ Partial
- I felt able to propose a rule of respect for the class: ☐ Yes ☐ No

ACTIVITY EVALUATION SHEET (FOR TEACHER)

Date: _____ Grade: _____ No. of students: _____

The evaluated domain	Performance indicators	Qualifying/Mark
1. Identifying emotions	The ability to decipher complex states (Annex 1).	☐ Excellent ☐ Good ☐ Poor

The evaluated domain	Performance indicators	Qualifying/Mark
2. Critical Analysis (The Glass Wall)	Students correctly identified the power/exclusion mechanism.	☐ Excellent ☐ Good ☐ Poor
3. Map of Influence	The quality of the rules proposed for the online and offline environment.	☐ Excellent ☐ Good ☐ Poor
4. Role play	The ability to move from "passive witness" to "active witness".	☐ Yes ☐ Partial ☐ No
5. Classroom climate	The degree of openness and emotional safety during class.	☐ High ☐ Average ☐ Low

Project impact assessment:**1. Observed change in attitude:**

2. Difficulties encountered (e.g. resistance to roles):

3. Suggestions for Erasmus+ partners (Greece, Portugal, Slovakia):

I WOULD USE A SIMILAR SCENARIO:

☐ Definitely again ☐ Maybe ☐ No

Teacher's signature: _____

FINAL INSTRUCTIONS FOR THE PROJECT FILE:

- Portfolio:** Collect all the "Influence Maps" (Annex 3) and "Codes of Ethics" (Annex 5) to be scanned and uploaded to the project platform.
- Video Feedback:** If you have filmed moments from the role-plays, make sure that the students have given their consent (GDPR) according to Erasmus+ rules.
- Dissemination:** The best 3 "Golden Rules" of the class can be posted on the school website or on the Erasmus+ board.



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ERASMUS+ PROJECT

Education through Empathy: Together against violence

2025-1-RO01-KA210-SCH-000354805

1. SCENARIO

Country: Greece

Age Group: Grades 9-10 (15-16 years old)

Number of Students: 20-25

Duration: 2 lessons (90 minutes)

Subject: Social & Political Education / Skills Labs

Topic: Nonviolent Communication and Conflict Mediation

Scenario Objectives: See point 2.

Scenario Authors: teachers from 1st EK KAVALLAS, Greece

2. LESSON OBJECTIVES

a) Cognitive (Knowledge)

- **Fact vs. Judgment:** The student will learn to distinguish between objective "**Observations**" (verifiable facts) and subjective "**Evaluations**" (moralistic judgments). This helps them understand how "labeling" someone often triggers immediate defensiveness.
- **Structural Mastery of NVC:** Students will gain a clear understanding of the **4-step Nonviolent Communication (NVC) framework**—Observation, Feeling, Need, and Request. They will be able to identify each component in a transcript or real-life dialogue.
- **Analyzing Hidden Needs:** The student will be able to identify that behind every "violent" or aggressive statement is an **unmet human need** (e.g., a need for autonomy, inclusion, or safety), which is the first step in successful mediation.

b) Affective (Attitudinal and Emotional)

- **Ownership of School Culture:** The student will develop a sense of **personal responsibility** for the classroom atmosphere, recognizing that their choice of words directly influences the safety and well-being of their peers.

- **Empathy for "The Other":** Students will cultivate the willingness to value the perspective of an opponent during a conflict. This involves moving away from a "right vs. wrong" binary and toward a "needs-based" understanding of human interaction.
- **Valuing Connection Over Victory:** The student will prioritize the **preservation of the relationship** and mutual respect over the desire to "win" a social or verbal dispute, fostering long-term emotional intelligence.

c) Psychomotor (Skills)

- **Linguistic Precision:** The student will practice the physical and verbal delivery of "**I-statements**" (e.g., "I feel frustrated when...") to replace accusatory "You-statements" (e.g., "You always mess up...").
- **Active Listening Mechanics:** Students will demonstrate **active listening techniques**, such as paraphrasing the speaker's message and reflecting their feelings back to them to ensure clarity and emotional validation.
- **Mediation Performance:** Through role-playing, students will practice the **non-verbal cues** of mediation, including maintaining calm body language, appropriate eye contact, and a neutral tone of voice even in high-tension simulations.

3. KEY COMPETENCIES

Conflict Resolution: De-escalating Verbal Aggression

- **Tactical De-escalation:** Students develop the ability to recognize the "escalation ladder" in verbal exchanges. They learn to use neutral language and "de-escalating pauses" to prevent a minor disagreement from turning into a major confrontation.
- **Negotiation Skills:** By focusing on requests rather than demands, students gain the competency to propose win-win solutions where both parties' needs are met, which is a vital life skill for adulthood and future workplaces.
- **Emotional Regulation:** This competency involves the self-control required to remain calm under pressure, allowing students to process their own anger constructively before responding to others.

Social & Civic Competence: Communication and Community

- **Impact Awareness:** Students understand that communication is not just a private matter but also a civic tool. They learn how individual words can either build a "culture of peace" or contribute to a toxic, exclusionary school environment.
- **Democratic Dialogue:** By practicing mediation, students engage in the democratic process of hearing diverse viewpoints and finding common ground, which is essential for active citizenship in a multicultural society.

- **Promoting Inclusion:** This competency focuses on using language that respects diversity and includes marginalized voices, helping to prevent the "Desert of Gossip" or social exclusion mentioned in the project's overall goals.

Critical Thinking: Analyzing "Hidden Needs"

- **Root Cause Analysis:** Students move beyond judging surface-level behavior (e.g., "he is a bully") to analyzing the underlying causes (e.g., "he is seeking attention because he feels ignored"). This shift requires high-level cognitive processing and empathy.
- **Deconstructing Language:** This competency involves "listening between the lines." Students learn to filter out the "judgmental" parts of a message to find the core message or request hidden within aggressive or confusing statements.
- **Evaluation of Outcomes:** Students practice predicting the consequences of different communication styles, critically assessing which approach—violent vs. nonviolent—leads to a more sustainable and positive long-term outcome for all parties involved.

4. TEACHING METHODS

- **The "Peace-Lab" Simulation (Role-Playing):** Students don't just discuss conflict; they step into it within a controlled "laboratory" setting. By acting out realistic school scenarios—such as social media "call-outs" or cafeteria disputes—students physically experience the shift in tension when moving from "You-statements" to "I-statements."
 - This method allows for immediate feedback from peers, turning mistakes into learning moments without real-world social consequences.
- **The "NVC Translation" Workshop (Collaborative Group Work):** Working in small "translation teams," students are given a list of common aggressive phrases ("Violent Communication") and must work together to "decode" them into the 4 steps of NVC.
 - This collaborative approach encourages students to debate the difference between feelings and thoughts, sharpening their collective emotional intelligence and linguistic precision.
- **Guided Socratic Discussion & Brainstorming:** The teacher acts as a facilitator (or "Chief Mediator"), using open-ended questions to lead students toward discovering the "Iceberg of Conflict" themselves.
 - By brainstorming the "Hidden Needs" behind common classroom behaviors, the class builds a shared vocabulary of empathy, ensuring the rules for communication are created *by* the students, rather than imposed *on* them.
- **The "Fishbowl" Observation Method:** A small group performs a mediation in the center of the room (the "fishbowl") while the rest of the class observes and takes notes on specific de-escalation techniques used.

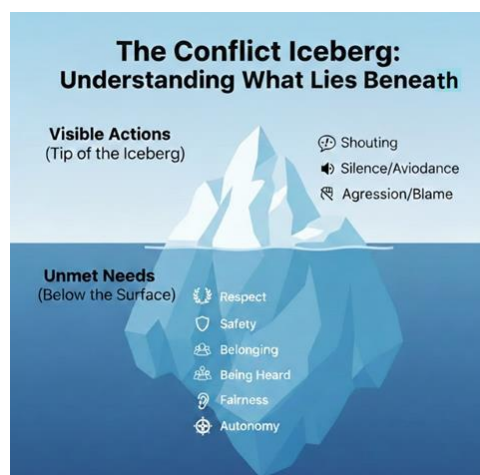
- This method develops critical observation skills, allowing students to see the 4 steps of NVC in action from an objective, third-party perspective before they try it themselves.
- **Interactive Gamification (The "Needs" Sort):** Using physical cards or digital tools, students participate in a fast-paced sorting game where they must categorize various words into "Feelings," "Needs," "Observations," or "Evaluations."
- This gamified approach keeps energy high and helps solidify the cognitive definitions of NVC in a fun, competitive, and memorable way.

5. REQUIRED MATERIALS AND EQUIPMENT

- **The NVC "Compass" (Visual Aid):**



- A large-format poster or digital slide displaying the **4 Steps of Nonviolent Communication** (Observation, Feeling, Need, Request). This serves as a constant reference point during the workshop.
- **Purpose:** To give students a visual map to follow when they "get lost" in the heat of a role-play.
- **The "Iceberg" Conflict Map:**



- A large illustration of an iceberg where the tip represents "Visible Actions" (shouting, silence, aggression) and the submerged part represents "Unmet Needs" (respect, safety, belonging).
- **Purpose:** To visually demonstrate that mediation focuses on what is "under the water."
- **Appendix 1: "Feelings & Needs" Flashcards:**
- A set of color-coded cards. **Blue cards** list feelings (e.g., lonely, overwhelmed, impatient) and **Green cards** list universal human needs (e.g., autonomy, inclusion, trust).
- **Purpose:** Students who "lack the words" can physically pick up a card to describe their state during simulations.
- **Appendix 2: The "Mediation Script" Clipboard:**
- A simplified, step-by-step checklist for the student acting as the "Mediator." It includes opening phrases like *"I am here to help you both hear each other,"* and closing prompts like *"What is one small step you can both agree on?"*
- **Purpose:** To reduce the anxiety of the student mediator by giving them a professional "tool" to hold.
- **Appendix 3: "Toxic to Tonic" Worksheet:**
- A handout featuring a list of "Toxic" messages (judgments/evaluations) common in high school life, with empty "Tonic" spaces for students to rewrite them using NVC logic.
- **Purpose:** To provide a permanent record of their learning that they can take home.
- **Digital Equipment (Optional but Recommended):**
- **Smartphone/Camera:** To record short "Before and After" clips (with parental consent) showing the same conflict resolved poorly vs. resolved via mediation.
- **Projector/Interactive Whiteboard:** To display real-time brainstorming results or "Menti" polls to gauge the classroom's emotional temperature.
- **Physical Space Setup:**
- **The "Mediation Table":** A specific area with three chairs (Student A, Student B, and Mediator) arranged in a triangle to symbolize equality and neutral ground.

6. STRUCTURE AND COURSE OF THE LESSON (90 MINUTES)

Phase 1: Activation & The "Language of Jacks" (15 min)

- **The "Judgment Jump" (5 min):** The teacher reads a list of sentences. If the sentence is an **Observation** (fact), students stay seated. If it is an **Evaluation** (judgment/opinion), they jump up.
 - *Example:* "He is wearing a red shirt" (Sit) vs. "He is being annoying" (Jump!).
- **The Iceberg Hook (10 min):** Using the **Iceberg Conflict Map**, the teacher shows a photo of a common school argument.
 - **Task:** Students brainstorm what "Invisible Needs" are hiding under the water (e.g., a need for respect, a need to be included, a need for peace).

Phase 2: The NVC "Translation" Workshop (20 min)

- **Decoding the 4 Steps:** The teacher introduces the **NVC Compass** (Observation, Feeling, Need, Request).
- **The "Toxic to Tonic" Lab:** Students work in pairs with the **Appendix 3 Worksheet**. They take "Toxic" phrases like *"You always ignore my messages on purpose!"* and translate them into "Tonic" NVC statements.

- *Goal:* Practice saying: "When I see you haven't replied (O), I feel worried (F), because I need connection (N). Would you be willing to tell me why you're busy? (R)."

Phase 3: Peer Mediation "Fishbowl" (45 min)

- **Demonstration (10 min):** The teacher and two volunteers act out a conflict over a shared project grade. The teacher uses the **Mediation Script** to show how to guide the conversation.
- **Small Group Rotations (25 min):** Students divide into groups of three (A, B, and the Mediator). They use the **Role-Play Cards** to practice:
 - **Round 1:** The "Messy" Version (how they usually fight).
 - **Round 2:** The "Mediation" Version (using the script and NVC).
- **The "Feedback Loop" (10 min):** Mediators share the hardest part of the process. Usually, it's staying neutral!

Phase 4: Reflection & The "Peace Contract" (10 min)

- **The Quiet Minute:** Each student looks at the **Feelings & Needs Flashcards** and picks one "Need" they want to honor more in their class.
- **Closing:** Students sign a large "Peace Wall" or digital board, committing to one NVC "Request" they will use this week.
- **Erasmus+ Connection:** The teacher explains that their "Tonic" translations will be shared with the partners in Portugal, Romania, and Slovakia to create a "European Dictionary of Empathy."

7. NOTES FOR THE TEACHER (DIFFERENTIATION, RISKS)

- **Handling the "Cringe" Factor:**
 - **The Risk:** Students in this age group often find role-playing "embarrassing" or "fake."
 - **The Solution:** Use the **"Director" approach**. If a student is too shy to act, let them be the "Coach" or "Scriptwriter" for their group. They can sit behind the actors and whisper "NVC translations" into their ears. This keeps them engaged without the pressure of performing.
- **Managing High-Tension Scenarios:**
 - **The Risk:** Real-life tensions between students might surface during the "Mediation" phase.
 - **The Solution:** Strictly, use the **Role-Play Cards** provided. Do not allow students to act out "real" current conflicts happening in the classroom until they have mastered the technique using fictional characters. Ensure the teacher remains a "floating supervisor" to step in if emotions get too high.
- **Differentiation for Diverse Learners:**
 - **For Students with Social Anxiety:** Allow them to work on the "Toxic to Tonic" written worksheet (Appendix 3) individually or in pairs before asking for any verbal participation.
 - **For Gifted/Highly Verbal Students:** Challenge them to act as the "Master Mediators" for the whole class, or ask them to analyze more complex "mixed-feeling" scenarios (e.g., when someone feels both "relieved" and "guilty").
- **Cultural Sensitivity:**
 - **The Note:** In some cultures, communication can be passionate and high-volume.

- **The Solution:** Differentiate between **Volume** and **Violence**. Explain that NVC isn't about speaking quietly or being "robotic"; it's about the *content* of the message. You can be loud and passionate while still using "I-statements."
- **The "Neutrality" Trap:**
- **The Note:** Student mediators often want to "fix" the problem or take a side.
- **The Solution:** Remind them that a mediator is like a **referee**, not a judge. Their job is to make sure the "rules of empathy" are followed, not to decide who is right.

8. ASSESSMENT (Evidence of Learning)

To prove the impact of your workshop, use these evaluation methods:

- **Formative (During):** The "Observation vs. Evaluation" jump game (Section 6) provides immediate data on how many students understand the core cognitive concept.
- **Product-Based:** Collection of the "**Toxic to Tonic**" **Worksheets**. Look for the ability to correctly identify a "Need" without attacking the other person.
- **The "Mediation Rubric":** Use a simple 3-star scale for the role-play:
 1. Did they use an "I-statement"?
 2. Did the mediator identify the "Hidden Need"?
 3. Was a "Request" (not a demand) made?
- **Summative (After):** The "**Peace Contract**" **signature wall**. This serves as a qualitative "exit ticket" where students express their commitment to the project's values.
-

APPENDIXES (CONTENT PROPOSALS)

- **Appendix 1: The NVC "Compass" (Student Cheat Sheet)** A compact reference card outlining the four steps of Nonviolent Communication: Observation, Feeling, Need, and Request. It provides "phrase starters" to help students physically restructure their speech during high-pressure moments.
- **Appendix 2: The Peer Mediator's Script** A step-by-step guide for the student acting as the neutral third party. This script includes specific prompts for opening the session, facilitating active listening between parties, and guiding them toward a "Peace Contract" or mutual agreement.
- **Appendix 3: High School Role-Play Cards** A set of localized conflict scenarios specifically tailored to the social realities of 9th and 10th graders. These cover modern issues like social media misunderstandings, group project tensions, and peer exclusion, providing a safe "laboratory" for practice.
- **Appendix 4: The "Iceberg" Conflict Worksheet** A visual mapping tool used to deconstruct a conflict. It helps students identify visible "surface" behaviors (aggression, silence) and link them to the "submerged" unmet needs (respect, safety, inclusion), fostering deep critical thinking and empathy.

APPENDIX 1: THE NVC "COMPASS" (Cheat Sheet)

Print this on small cards for every student.

Step	Goal	Phrase Starter
1. Observation	Describe the facts without judgment.	"When I see/hear..."
2. Feeling	State your emotion (not your opinion).	"I feel..."
3. Need	Identify the value or requirement.	"Because I need/value..."
4. Request	Ask for a specific, positive action.	"Would you be willing to...?"

APPENDIX 2: THE MEDIATOR'S SCRIPT

Print this on a clipboard for the student playing the "Mediator" role.

Step 1: The Opening

- "Thank you both for being here. My goal is to help you hear each other. I won't take sides. Ready?"

Step 2: Hearing Student A

- "Student A, what happened (Observation)? How do you feel? What do you need?"
- *To Student B:* "Can you repeat back what you heard Student A say?"

Step 3: Hearing Student B

- "Student B, what is your perspective? How do you feel? What do you need?"
- *To Student A:* "Can you repeat back what you heard Student B say?"

Step 4: Finding the Bridge

- "It sounds like you both need [e.g., Respect/Clarity]. What can we do to make that happen?"

Step 5: The Agreement

- "What is one small thing you are both willing to do today?"

APPENDIX 3: ROLE-PLAY SITUATIONS (High School Context)

Cut these into cards. Each group draws one.

• Situation 1: The Group Chat "Seen" Student A is upset because Student B read their message in the "Good-Friends" Whatsapp group but didn't reply for two days. Student A called him/her "arrogant" in front of the class.
• Situation 2: The Project Slacker Students are working on a presentation for the Erasmus+ project. Student A did all the research, while Student B spent the workshop time on TikTok. A confrontation starts near the computers.
• Situation 3: The "Borrowed" Hoodie Student A borrowed a favorite sweatshirt from Student B and returned it with a small stain. Student B is shouting that Student A is "disrespectful and messy."
• Situation 4: The Misunderstood Comment Student A made a joke about Student B's grades. Student B felt humiliated because they have been studying hard. Now they are refusing to sit next to each other.

APPENDIX 4: THE "ICEBERG" WORKSHEET

Use this for Phase 1 (The Hook).

The Surface (What we see): Shouting, eye-rolling, social media blocking, gossip.

The Submerged Part (What we need):

- **Autonomy** (to choose for myself)
- **Belonging** (to be part of the group)
- **Clarity** (to understand what is happening)
- **Dignity** (to be treated with respect)
- **Empathy** (to be understood)

APPENDIX 5: THE PEACE CONTRACT

(Print one for each student on A4 paper)

MY PERSONAL PEACE CONTRACT

Communication for a Better School

1. TODAY I DISCOVERED...

(Reflecting on the "Iceberg")

What is a need I often hide behind my anger?

2. MY NVC SUPERPOWER

Which of the 4 steps (OFNR) do I find easiest?

☐ Observation ☐ Feeling ☐ Need ☐ Request

3. THE "TONIC" CHALLENGE

Think of a "Toxic" phrase you've used lately.

Rewrite it here as a respectful "I-Statement":

4. MY COMMITMENT TO THE TEAM

In the next conflict, I promise to:

- ☐ Stop and breathe (Pause)
- ☐ Use an "I-Statement"
- ☐ Ask the other person: "What do you need?"

"Peace is not the absence of conflict, but the ability to handle conflict by peaceful means."

Signed: _____ Date: _____

APPENDIX 6: THE "PEACE WALL" (Large Format)

This is a collaborative activity for the end of the workshop.

Instructions:

1. Place a large sheet of paper (A1 or flipchart size) on the wall.
2. At the center, write the project title:

"Education through Empathy: Together against violence: ...Place.. 2026".

3. Each student, after signing their individual **Peace Contract**, comes to the wall and writes one **Universal Need** they want their school to provide (e.g., *Safety, Respect, Listening, Belonging*).
4. **Final Photo:** Take a group photo with the students and the Wall as evidence for your Erasmus+ dissemination (with parental consent).

PROPOSED EVALUATION SHEET FOR THE TEACHER

Project: Education through Empathy: Together against violence

Scenario: Nonviolent Communication and Conflict Mediation (Greece)

Class: _____ **Date:** _____ **Location:** _____

ACTIVITY EVALUATION:

1. Activation - The "Iceberg" & Judgment Jump:

- **Student participation:** ☐ High ☐ Medium ☐ Low
- **Distinction between Observation/Evaluation:** ☐ Excellent ☐ Good ☐ Needs improvement

2. NVC "Translation" Workshop:

- **Accuracy in using the 4 steps (OFNR):** ☐ High ☐ Partial ☐ Low
- **Ability to identify "Hidden Needs":** ☐ Deep ☐ Superficial ☐ Struggled

3. Peer Mediation Simulations (Fishbowl/Groups):

- **Student engagement in roles:** ☐ High ☐ Medium ☐ Low
- **Mediator's ability to remain neutral:** ☐ Very Neutral ☐ Mostly Neutral ☐ Took Sides
- **Quality of de-escalation solutions:** ☐ Realistic & Creative ☐ General ☐ Weak

4. Effective Use of "I-Statements":

- **Linguistic precision:** ☐ Excellent ☐ Good ☐ Difficult for students

5. Reflection & Peace Contract:

- **Depth of individual commitment:** ☐ Deep ☐ Superficial ☐ Uninterested

OVERALL IMPACT:

- **Did the workshop reach the intended objectives?** ☐ Fully ☐ Partially ☐ Not yet
- **I would use this mediation scenario again:** ☐ Definitely ☐ Maybe ☐ No

Notes on what worked well (e.g., specific role-plays, student breakthroughs):

Notes on what to improve (e.g., timing, handling "cringe" or tension):

Teacher's Signature: _____

INSTRUCTIONS FOR THE TEACHER REGARDING APPENDICES

- **Pre-Lesson Preparation:**
 - **Appendices 1, 2, 3, and 5** should be printed in sufficient quantities (one per student or one per group as specified) before the session begins.
 - **Appendix 4 (The Iceberg)** and **Appendix 6 (The Peace Wall)** should be printed in a **larger format (A3 or flipchart size)** to allow for collective brainstorming and visual impact.
- **Visual Customization:**
 - While the NVC steps are structured, the **Role-Play Cards (Appendix 3)** can be updated with names or specific locations familiar to your Kavala students to make them more relatable.
 - Ensure all materials are modern and visually clean; for Grades 9-10, avoid "childish" clip art and focus on professional, infographic-style designs.
- **Technology Integration:**
 - If your workshop room has a projector, keep the **NVC Compass (Appendix 1)** displayed on the screen throughout the role-play phase as a "live" reference for students who may get stuck.
- **Project Documentation & Exhibition:**
 - After the workshop, the **"Peace Wall" (Appendix 6)** can be displayed in the common area of the Workshop Center or the participating school's hallway as part of the Erasmus+ dissemination.
 - Take high-quality photos of the completed **Iceberg Worksheets** and the **Peace Contract** signatures (ensuring GDPR compliance/parental consent) to upload to the project's TwinSpace or website.
- **Student Portfolios:**
 - Students should keep their signed **Peace Contracts (Appendix 5)**. We recommend they file them in their "Personal Skills Portfolio" as evidence of their training in conflict mediation and emotional intelligence.
 - **The Teacher's Role:** Act as a **facilitator and coach**, not a lecturer. In the peer mediation phase, move between groups but only intervene if a conflict becomes "real" or if a student mediator is significantly struggling to stay neutral.



ERASMUS+ PROJECT

Education through Empathy: Together against violence

2025-1-RO01-KA210-SCH-000354805

Didactic Scenario for 11th/12th Grade

1. SCENARIO

Country: Portugal

Age Group: 11th/12th grade students (17–18 years old)

Number of students: 20–25 students

Duration: 2 lessons (100 minutes)

Topic: Digital Citizenship and Emotional Education

Theme: “*Empathy Online: Preventing Cyberbullying and Digital Violence*”

Script Author: Teachers from Agrupamento de Escolas de Tabuaço, Portugal

2. LESSON OBJECTIVES

a) Cognitive (Knowledge)

- Students define the concepts of cyberbullying, digital empathy, online responsibility, hate speech, and digital footprint.
- Students identify different forms of online violence and emotional manipulation on social media.
- Students explain at least three safe and respectful strategies for responding to online conflict.

b) Affective (Attitudinal and Emotional)

- Students demonstrate empathy toward victims of cyberbullying.
- Students develop awareness of the emotional consequences of harmful online behaviour.
- Students reflect critically on their own digital communication habits.

c) Psychomotor (Practical Skills)

- Students practice assertive communication in simulated online conflicts.



- Students collaborate to create positive online communication rules.
- Students formulate respectful responses to offensive or harmful digital messages.

3. KEY COMPETENCES

- **Digital competence:** Responsible and ethical use of digital communication.
- **Civic competence:** Understanding personal responsibility in online communities.
- **Communication competence:** Practicing respectful online dialogue and active listening.
- **Personal and social competence:** Managing emotions and reactions in digital environments.

4. TEACHING METHODS

- Guided discussion
- Brainstorming
- Group work
- Comparative case study
- Role play and simulation
- Gamification activities
- Reflection and self-assessment

5. TEACHING MATERIALS AND EQUIPMENT

- Interactive whiteboard or projector
- Internet access
- Flipchart paper and markers
- Sticky notes
- Annex 1: Digital Emotion Cards
- Annex 2: Case Study “The Viral Screenshot”
- Annex 3: Safe Online Community Map
- Annex 4: Online Conflict Scenario Cards
- Annex 5: My Responsible Digital Promise
- Camera or smartphone for documenting activities (optional)

6. DETAILED LESSON STRUCTURE AND LAYOUT (90 MINUTES)

I. INTRODUCTION (15 minutes)

1. Icebreaker – “One Comment Can Change a Day” (5 min)

Activity:

The teacher writes the following quote on the board:

“Words written online can stay in someone’s mind much longer than we imagine.”

Discussion Questions:

- Have you ever received an online message that affected your emotions?
- Why do people sometimes behave differently online than face-to-face?
- What responsibility do we have when commenting online?

The teacher notes keywords on the board such as:

- anonymity
- pressure to fit in
- lack of empathy
- attention seeking
- fear of exclusion

2. Activation Activity – “Behind the Screen” (10 min)

Method:

Students receive cards from Annex 1 showing emotional reactions connected to digital communication.

Task:

Students work in pairs to:

1. Identify the emotion shown.
2. Imagine what online situation may have caused it.
3. Suggest one empathetic response.

Purpose:

To develop emotional awareness and recognize that online interactions have real emotional consequences.

II. MAIN PART (60 minutes)

1. Case Study – “The Viral Screenshot” (20 min)

Organization:

Students are divided into two groups.

- **Group A** receives Version A of the case study.

- **Group B** receives Version B.
-

Version A – Passive Witnesses

A private message sent by Sofia is screenshotted and shared in a class group chat. Several students react with laughing emojis while others remain silent. Sofia stops participating in class discussions and avoids school activities.

Version B – Active Digital Support

After noticing the screenshots spreading, Miguel writes in the group:
“This isn’t funny anymore. We should delete the image and respect Sofia’s privacy.”
Two other classmates support him and report the image to the group administrator.

Group Tasks:

Students analyse:

- What forms of cyberbullying are present?
- Why did some students remain silent?
- What risks exist for someone who intervenes?
- How did one supportive action change the situation?

Reflection:

The teacher highlights that empathy online requires courage, responsibility, and awareness of consequences.

2. Building the “Safe Online Community Map” (20 min)

Organization:

Students work in groups of 5–6.

Each group receives Annex 3 and designs a visual “digital community map.”

Areas of the Map:

a) Respect Zone

What behaviours’ make online spaces safe and welcoming?

b) Rumour Tunnel

How can gossip and screenshots spread harm quickly?

c) Silent Corner

Why do people ignore online bullying?

d) Support Bridge

How can classmates support someone targeted online?

Completion:

Each group creates:

- 5 Golden Rules for Respectful Online Communication
- 3 strategies for supporting victims of cyberbullying

The rules are displayed in the classroom or school digital platform.

3. Role Play – “Think Before You Type” (20 min)

Situation 1:

A classmate receives offensive comments after posting a photo online.

Situation 2:

A fake rumour about a student spread through social media stories.

Organization:

Students perform each situation in two phases.

Phase 1 – Negative Reaction

Students act out:

- ignoring the situation
- sharing harmful content
- reacting with emojis or jokes

Phase 2 – Positive Intervention

Students replay the scene using empathetic communication and digital responsibility.

Examples:

- “Let’s stop sharing this.”
- “That comment could really hurt someone.”
- “Have you asked permission before posting this?”
- “We should support them instead of laughing.”

Debriefing Questions:

- Which reaction felt more realistic?
- Why is it difficult to intervene online?

- How can one supportive message influence others?

III. CONCLUSION AND REFLECTION (15 minutes)

1. Individual Reflection – “My Responsible Digital Promise” (7 min)

Students receive Annex 5.

Task:

Complete the following statements:

- “Today I understood that online words can...”
- “I will no longer stay silent when...”
- “My digital superpower is...”

2. Conclusion and Wrap-Up (5 min)

The teacher summarizes:

“Empathy online means remembering that every profile belongs to a real person with real emotions. Digital citizenship is not only about technology, but also about humanity.”

3. Erasmus+ Connection (3 min)

The teacher explains that students’ ideas and digital safety rules can be shared with partner schools participating in international cooperation projects focused on empathy, inclusion, and violence prevention.

7. TEACHER NOTES (DIFFERENTIATION)

- Avoid exposing students who may have experienced cyberbullying.
- Encourage quieter students by assigning supportive roles such as observer, mediator, or note-taker.
- Promote a non-judgmental atmosphere where students feel emotionally safe.
- Focus on restorative discussion rather than punishment.

8. EVALUATION

Formative Evaluation

- Participation in discussions
- Quality of empathy-based responses
- Collaboration during group tasks

- Ability to identify respectful digital behaviours'

Summative Evaluation

- Analysis of the “Safe Online Community Maps”
- Reflection quality in “My Responsible Digital Promise”
- Performance during role play activities

9. ANNEXES

ANNEX 1: DIGITAL EMOTION CARDS

No.	Emotion	Description
1	Digital Exclusion	A student looking at messages without receiving replies.
2	Embarrassment	A student realizing a private image was shared publicly.
3	Anxiety	Nervous expression while checking notifications repeatedly.
4	Empathy	A supportive friend sending a comforting message.
5	Indifference	Someone scrolling past harmful comments without reacting.
6	Courage	A student reporting abusive content despite peer pressure.
7	Regret	A person realizing their comment hurt someone.
8	Relief	A victim receiving support from classmates online.

WORKSHEET – EMOTION ANALYSIS

1. What emotion is represented?
2. What online situation may have caused this emotion?
3. How could you respond with empathy and respect?

ANNEX 2: CASE STUDY – “THE VIRAL SCREENSHOT”

Version A – Passive Witnesses

Sofia’s private message is shared publicly in a group chat. Several classmates react with memes and laughing emojis while others stay silent.

Version B – Active Support

Miguel asks students to delete the screenshot and reminds everyone about privacy and respect.

WORKSHEET FOR STUDENTS

1. Identify the harmful behaviour in the situation.
2. Why do many people stay silent during online bullying?
3. What could change if one student intervenes respectfully?

ANNEX 3: SAFE ONLINE COMMUNITY MAP

Students design a visual map with the following areas:

- Respect Zone
- Rumour Tunnel
- Silent Corner
- Support Bridge

Task:

Write 2 practical rules for each area.

ANNEX 4: ROLE PLAY SCENARIOS

Situation 1

A student receives hateful comments after posting a personal opinion online.

Situation 2

A manipulated photo of a classmate is shared through social media.

Reflection Questions

1. Was it difficult to intervene? Why?
2. What respectful words helped reduce conflict?
3. How can online support change someone's emotional state?

ANNEX 5: MY RESPONSIBLE DIGITAL PROMISE

WORKSHEET FOR STUDENTS

Complete the following:

1. Today I understood that digital words _____
2. My online superpower is _____
3. When I witness cyberbullying, I will _____
4. I want my online presence to be remembered as _____

ANNEX 6: STUDENT SELF-ASSESSMENT SHEET

Evaluation Criteria	Score (1–5)	Personal Observations
I participated actively in discussions.	☐ ☐ ☐ ☐ ☐	
I demonstrated empathy during activities.	☐ ☐ ☐ ☐ ☐	
I proposed respectful online solutions.	☐ ☐ ☐ ☐ ☐	
I collaborated positively with my group.	☐ ☐ ☐ ☐ ☐	
I reflected honestly on my own online behaviour.	☐ ☐ ☐ ☐ ☐	

Final Reflection

- I now understand the difference between passive and active online behaviour:
☐ Yes ☐ Partially ☐ No
- I feel capable of helping create a safer online environment:
☐ Yes ☐ No

ACTIVITY EVALUATION SHEET (FOR TEACHER)

Evaluated Domain	Performance Indicators	Qualification
Emotional Recognition	Ability to identify emotions connected to digital experiences	☐ Excellent ☐ Good ☐ Poor
Critical Analysis	Understanding mechanisms of cyberbullying and silence	☐ Excellent ☐ Good ☐ Poor
Online Community Map	Quality and practicality of proposed rules	☐ Excellent ☐ Good ☐ Poor
Role Play	Ability to intervene respectfully and assertively	☐ Yes ☐ Partial ☐ No
Classroom Climate	Emotional safety and openness during activities	☐ High ☐ Average ☐ Low

Project Impact Assessment

- Observed change in attitude:
-

2. Difficulties encountered:

3. Suggestions for future Erasmus+ collaboration activities:

FINAL INSTRUCTIONS FOR THE PROJECT FILE

1. Collect all “Safe Online Community Maps” and “Responsible Digital Promises” for the student portfolio.
2. Ensure GDPR consent before sharing photos or videos from classroom activities.
3. Publish the class “Golden Rules for Digital Empathy” on the school website or Erasmus+ board.
4. Encourage students to continue promoting respectful online communication beyond the classroom.