



## 5 TEACHING SCENARIOS

*Erasmus+ KA2 project*

### EMPATHY AND EMOTIONAL INTELLIGENCE

**Adaptable Middle School & High School**

#### SCENARIO CONTENT:

- 1. AI as an Emotional Mirror** - Emotion Recognition
- 2. Algorithmic Empathy** - AI Limits in Empathy
- 3. The Future of Human Relationships** - AI Companions
- 4. The Emotion Designer** - Ethics and Manipulation
- 5. Hybrid Emotional Intelligence** - Human-AI Collaboration

2026

## content

TABLE OF CONTENTS.....	2
SCENARIO 1: AI AS AN EMOTIONAL MIRROR .....	3
Objectives .....	3
Deployment.....	3 Level
adaptation .....	3
Evaluation .....	3
SCENARIO 2: ALGORITHMIC EMPATHY.....	4
Objectives .....	4
Implementation.....	4
Evaluation.....	4
SCENARIO 3: THE FUTURE OF HUMAN RELATIONSHIPS.....	5
Objectives .....	5
Implementation.....	5
Evaluation.....	5
SCENARIO 4: THE EMOTION DESIGNER.....	6
Objectives .....	6
Implementation.....	6
Evaluation.....	6
SCENARIO 5: HYBRID EMOTIONAL INTELLIGENCE.....	7
Objectives .....	7
Implementation.....	7
Evaluation.....	7
ANNEX: QUICK ADAPTATION GUIDE .....	8

## SCENARIO 1: AI AS AN EMOTIONAL MIRROR

<b>Level:</b>	Middle school (grades 5-8) / High school (grades 9-12)
<b>Duration:</b>	50 minutes
<b>Focus:</b>	Recognizing and Naming Emotions - AI vs. Human Capacity

### objection

- Students identify and name complex emotions in text
- Compare AI vs. human accuracy in recognizing emotions
- Develop rich emotional vocabulary

### progress

#### 1. Warmup - "Emotional Journal" (10 min)

Students read 3 short journal entries and identify the emotions:

**DIARY 1:** "Today I saw my math grades. All my classmates got higher grades. I feel like I'm not smart enough..."

*What emotion?* (Shame, inadequacy, sadness?)

#### 2. AI Experiment (15 min)

Groups of 4 students test the AI (ChatGPT/Claude/Gemini):

- Feed the same 3 diaries into the AI
- Compare the AI's answers with their own answers
- Note: What emotions did the AI catch? What did it miss?

#### 3. Guided discussion (15 min)

##### Questions:

- Was AI accurate in identifying emotions?
- What emotional nuances can humans pick up better?
- Why is it important to understand the emotions of others?

#### 4. Final activity - "My emotional dictionary" (10 min)

Students create their own list of 10 complex emotions with personal definitions.

### Level adaptation

- **Middle school:** Basic emotions (sadness, joy, fear, anger), simple diaries
- **High school:** Complex emotions (nostalgia, ambivalence, melancholy), nuanced texts

### ASSESSMENT

Emotional Dictionary (10 emotions defined correctly and personally) - 10 points

## SCENARIO 2: ALGORITHMIC EMPATHY

<b>Level:</b>	Middle school (grades 7-8) / High school (grades 9-12)
<b>Duration:</b>	50 minutes
<b>Focus:</b>	AI's limits in feeling genuine empathy

### objection

- Understand the difference between simulated empathy and genuine empathy • Critically analyze AI empathic responses • Value the uniqueness of human empathy

### progress

#### 1. Maria's case (5 min)

Video/audio presentation or script reading:

*Maria, 14, lost the chess championship she had been preparing for for a year. She feels defeated and questions all her efforts.*

#### 2. Double-blind test (20 min)

Activity in 2 phases:

##### PHASE A - Anonymous responses

The teacher presents 4 responses to Maria's case (2 from AI, 2 from people - teachers/parents), without specifying the source.

Students vote: Which answer is the most empathetic? Which is from AI?

##### PHASE B - Disclosure and Analysis

The source of each answer is disclosed. Discussion:

- Did anything surprise you?
- What subtle differences did you notice? • What is missing from the AI response?

#### 3. Theory - What is empathy? (10 min)

Mini-lesson presentation: •

- **Cognitive empathy:** I understand what you feel •
- **Affective empathy:** I feel with you • **AI can only be the first!**

#### 4. Letter to the future AI (15 min)

Students write letter to an AI from the future: "Dear AI

from 2050, in order for you to truly support me emotionally, you need to learn..."

### ASSESSMENT

The letter (clarity, depth, creativity) - 10 points

## SCENARIO 3: THE FUTURE OF HUMAN RELATIONSHIPS

<b>Level:</b>	High school (grades 9-12)
<b>Duration:</b>	50 minutes
<b>Focus:</b>	AI companions and the impact on authentic human relationships

### objection

- Critically analyzes the phenomenon of AI companions •
- Debates the ethical and social implications •
- Develops awareness of the importance of authentic human relationships

### progress

#### 1. The film "Her" - Fragment (10 min)

Watching an excerpt from the film or presenting a real case:

"Alex, 17, spends 4 hours/day talking to his AI companion Replika. He says the AI understands him better than his real friends."

#### 2. Oxford Debate (25 min)

**Motion:** "AI companions are beneficial for the mental health of adolescents"

**PRO Team (3-4 students):** •

Available 24/7, non-judgmental • Helps socially isolated people • Practices social skills

**AGAINST Team (3-4 students):** •

Isolation from real relationships  
• Emotional dependence on algorithms • Lack of authentic reciprocity

#### 3. Future scenarios (15 min)

Small groups create fictional scenarios: "What does a world look like in 2040 where 50% of teenagers prefer AI companions?"  
2 min presentations/group.

### ASSESSMENT

Debate participation (argumentation, listening) + future scenario - 10 points

## SCENARIO 4: THE EMOTION DESIGNER

<b>Level:</b>	High school (grades 10-12)
<b>Duration:</b>	50 minutes
<b>Focus:</b>	The ethics of emotional design in AI - manipulation vs. support

### objection

- I understand the concept of emotional design
- Analyzes ethical dilemmas in emotion programming
- Create ethical guidelines for AI developers

### progress

#### 1. The Instagram case (5 min)

Case study presentation:

"Internal Facebook documents show that Instagram algorithms were programmed to maximize time spent, knowing it negatively affected the mental health of teenage girls."

#### 2. Role play - "You are the AI designer" (25 min)

Students in groups of 4 receive scenarios:

##### **GROUP SCENARIO:**

"You're a designer at a company that creates AI for students. The boss wants the AI to be "addictive" for profit. You know it can be harmful. What do you do?"

**Decide:** What features do you include? What ethical boundaries do you set?

Each group presents its decision and argumentation (5 min/group)

#### 3. AI Code of Ethics (20 min)

Collaborative class creates "10 Commandments for Emotional AI Developers"

Examples: "You will not project dependency", "You will respect emotional autonomy"...

### ASSESSMENT

Contribution to the Code of Ethics (originality, substantiation) - 10 points

## SCENARIO 5: HYBRID EMOTIONAL INTELLIGENCE

<b>Level:</b>	Middle school (grades 7-8) / High school (grades 9-12)
<b>Duration:</b>	50 minutes
<b>Focus:</b>	Human-AI collaboration for optimal emotional development

### objection

- Identify the strengths of human and AI in EI
- Design optimal collaboration scenarios
- Create personal hybrid emotional development plans

### progress

#### 1. Personal IE diagnosis (10 min)

Students complete a short IE questionnaire (5 Goleman dimensions):

- Self-awareness, Self-regulation, Motivation, Empathy, Social skills

Identify: What is my weakest dimension?

#### 2. OM-AI Matrix (15 min)

Groups create comparative matrix:

TASK	MAN is better	AI is better
Emotional validation	ÿ	
Emotion tracking		ÿ

#### 3. My Hybrid IE Plan (15 min)

Each student creates a personalized plan on the lean dimension:

- **What I can do:** e.g. daily journaling, meditation
- **How can AI help me:** e.g. reminders, exercises
- **When I turn to PEOPLE:** e.g. when I need validation

#### 4. Sharing and commitment (10 min)

Pairs - share their plans and commit to following up with each other after 2 weeks.

### ASSESSMENT

Hybrid IE Plan (completeness, realism, customization) - 10 points

## ANNEX: QUICK ADAPTATION GUIDE

HIGH SCHOOL (grades 5-8)	HIGH SCHOOL (grades 9-12)
<p><b>Language:</b> Simple, concrete, examples from their lives</p> <p><b>Duration:</b> Shorter activities (5-10 min)</p> <p><b>Complexity:</b> Basic emotions, clear situations</p> <p><b>AI Interaction:</b> Teacher-assisted, simple questions</p>	<p><b>Language:</b> Academic, specific terminology</p> <p><b>Duration:</b> Longer activities, in-depth analyses</p> <p><b>Complexity:</b> Complex emotions, ethical dilemmas</p> <p><b>AI Interaction:</b> Autonomous, complex questions, critical analysis</p>

*Erasmus+ Project: Education through empathy: together against violence*