



METHODOLOGICAL GUIDE

"EMPATHY 360 "

1. IDENTIFICATION DATA

- **Product name:** "Empathy 360 "
- **Product type:** Educational material
- **Institution:** "Anghel Saligny" Theoretical High School, Cernavoda
- **Student filmmakers:** 4 students, 10th grade A , Mathematics-Informatics profile
- **Erasmus+ Project:** KA210 – small-scale partnership
- **Erasmus theme:** empathy, violence prevention, inclusion, emotional well-being
- **Teacher and coordinator :** Nina

2. CONTEXT AND JUSTIFICATION

Within the Erasmus+ KA210 project coordinated by the "Anghel Saligny" Theoretical High School, Cernavodă, the need to develop students' socio-emotional skills was identified, with an emphasis on empathy and the prevention of violence in the school environment and online.

In response to this need, the students involved will achieve **the "Empathy Lab" educational kit** , which combines digital tools with physical materials, facilitating interactive and reflective activities, adapted to high school education.

3. PURPOSE OF THE EDUCATIONAL KIT

Developing empathy and non-violent behaviors among high school students, through the use of interactive digital scenarios and guided activities, carried out in a European context.

4. OBJECTIVES

Overall objective

- Training students' socio-emotional and civic skills, in the spirit of European values.

Specific objectives

- Increasing students' ability to recognize their own and others' emotions
- Developing empathy and non-violent communication
- Preventing bullying and cyberbullying behaviors
- Developing digital skills through the use of an interactive platform
- Promoting inclusion and mutual respect

5. TARGET GROUP

- Middle and high school students (grades VIII–XI)
- Head teachers
- School counselors

6. DEVELOPED COMPETENCES

European key competences

- Social and civic skills
- Digital skills
- Personal, social and learning skills
- Communication skills

7. DESCRIPTION OF THE EDUCATIONAL KIT

7.1 Physical component

- "Empathy Lab" educational folder
- Printed methodological guide
- Set of 15–20 empathy cards
- A3 educational poster
- USB stick / QR code to the digital platform

7.2 Digital component

- Educational web platform with:
 - interactive scenarios
 - empathetic feedback

- mini-lessons
- self-assessment questionnaire
- digital guide for teachers

8. PROPOSED EDUCATIONAL ACTIVITIES

Activity 1 – “Choose empathy”

- **Duration:** 50 minutes
- **Organizational form:** frontal + individual
- **Resources:** Empathy Lab platform, video projector
- **Description:** students go through an interactive scenario and discuss the impact of the choices made
- **Expected results:** awareness of the consequences of violent behaviors

Activity 2 – “Beyond the Screen”

- **Duration:** 50 minutes
- **Organizational form:** group work
- **Resources:** empathy cards, digital platform
- **Description:** analysis of cyberbullying situations and formulation of empathetic responses
- **Expected results:** development of critical thinking and empathy

Activity 3 – “Reflection and self-evaluation”

- **Duration:** 30 minutes
- **Organizational form:** individual
- **Resources:** digital questionnaire
- **Description:** completing the questionnaire and discussing the results
- **Expected results:** self-reflection and empowerment

9. METHODS AND TECHNIQUES USED

- learning through discovery
- case study
- role-playing game
- Problematic
- guided reflection

10. EVALUATION

- systematic observation
- oral feedback
- digital questionnaire
- written reflection

11. THE ROLE OF STUDENT ACHIEVERS

The students of the 10th grade A had an active role in:

- scenario design
- creation of the digital platform
- material design
- product testing and improvement

12. TRANSFERABILITY AND SUSTAINABILITY

The kit can be used:

- during the leadership hours
- in school counseling
- in other educational institutions in Romania and the EU

The platform is bilingual (RO–EN) and can be easily adapted to other educational contexts.

13. IMPACT

- reducing violent behaviors
- increasing empathy
- improving the school climate
- developing students' digital skills

14. CONCLUSIONS

The "Empathy Lab" educational kit is an innovative product, developed within the Erasmus+ KA210 project : Education through empathy: together against violence, 2025-1-RO01-

KA210-SCH-000354805, which capitalizes on students' skills and responds to the real needs of the contemporary school environment.

Coordinating professor + participating students



No. 8020/06.10.2025

METHODOLOGICAL GUIDE

ERASMUS+ PROJECT

Education through empathy: together against violence

Empathy360

2026

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1. INTRODUCTION

1.1. Context and Justification

In the current context, youth violence represents a major challenge for European society. The project **Education through Empathy: Together Against Violence** aims to address this issue by developing students' socio-emotional skills, with a focus on empathy, non-violent communication and constructive conflict resolution.

Empathy360 Platform and **Empathy Cards** are innovative tools that facilitate experiential learning and the development of empathic skills through interactive and participatory methods.

1.2. General Objectives

- Promoting empathy and pro-social behaviors among students
- Preventing and combating violence in school and community environments
- Developing non-violent communication and conflict resolution skills
- Encouraging active student participation through the use of digital and creative methods
- Valorization of project results by participating in the Made for Europe competition

1.3. Target Group

The project is mainly aimed at students aged 10-18, teachers and the wider educational community. The activities are adapted for different age levels and educational contexts.

2. EMPATHY360 PLATFORM

2.1. General Presentation

Empathy360 is a digital educational platform designed to facilitate the development of empathy through technology. The platform integrates interactive elements, educational materials, and assessment tools to create a complete and engaging learning experience.

2.2. Main Features

2.2.1. Educational Resources

- Interactive lessons about empathy and emotional intelligence
- Case studies and real-life scenarios
- Guides for teachers and facilitators
- Multimedia materials: video, audio, infographics

2.2.2. Interactive Activities

- Virtual role-playing games for developing empathy
- Reflection and self-assessment exercises
- Discussion forums and exchange of experiences
- Thematic challenges and missions

2.3. Using the Platform in an Educational Context

The platform can be integrated into the curriculum through:

- Dedicated hours of counseling and guidance
- Extracurricular activities and school clubs
- Interdisciplinary projects (civic education, Romanian language, arts , etc.)

- Personal and social development programs

3. EMPATHY CARDS

3.1. Concept and Theoretical Foundation

Empathy Cards are physical educational tools, inspired by *design thinking* and *user-centered design techniques*. They facilitate understanding the perspectives of others through structured exploration of the thoughts, emotions, actions, and context of people in different situations.

3.1.1. Theoretical Basis

- **Emotional intelligence theory** (Daniel Goleman) - recognizing and managing one's own and others' emotions
- **Experiential learning** (David Kolb) - learning through direct experience and reflection
- **Design thinking** - user-centered approach to creative problem solving
- **Socio-emotional education** (CASEL) - developing social and emotional skills

3.2. Structure of Empathy Cards

Each empathy card is structured into four main quadrants, which explore different dimensions of the human experience:

WHAT IS HE THINKING?	WHAT DOES IT FEEL?	WHAT DOES HE SEE/HEAR?	WHAT DOES HE DO/SAY?
Thoughts, concerns, goals, internal fears	Emotions, feelings, affective states	External context, environment, social influences	Observable behaviors, actions, reactions

3.3. Types of Empathy Cards

3.3.1. Thematic Cards

Each set of cards explores a specific theme related to violence prevention:

- **Bullying and cyberbullying** - the perspectives of the victim, the aggressor and the witness
- **Discrimination and prejudice** - understanding diversity and inclusion
- **Domestic violence** - recognizing the signs and ways to get support
- **Conflicts and resolution** - mediation and non-violent communication
- **Social pressure and conformity** - asserting one's own identity

3.3.2. Cards for Different Age Groups

- **10-12 years:** simple language, colorful illustrations, scenarios from school life
- **13-15 years:** more complex situations, exploration of identity, friendships
- **16-18 years old:** moral dilemmas, multiple perspectives, practical applications

3.4. Design and Visual Aspects

3.4.1. Technical Specifications

Size	A5 (148 × 210 mm) or A6 (105 × 148 mm) - easy to handle
Material	Cardboard 300-350 g/m ² matte laminated for durability
colors	Coherent palette: blue (empathy), green (resolution), yellow (attention), red (conflict)
PRINTING	Legible sans-serif font (Arial, Calibri), age-appropriate sizes
Illustrations	Simple, inclusive, diverse drawings - representing different ethnicities, genders, abilities

3.4.2. Recommended Design Elements

- **Empathy360 logo** visible on each card
- **Erasmus+ logo** and mandatory disclaimer according to the visual identity guide
- **QR codes** that connect to the Empathy360 platform for additional resources
- **Icon system** for quick identification of card type and theme
- **Fill-in spaces** - students can add their own reflections

3.5. Examples of Empathy Cards

3.5.1. Example: Bullying Card

Front: Illustration of a student alone in the schoolyard, looking around

Title: *"Maria - Victim of Bullying"*

Back: Four quadrants with questions and spaces for completion:

- **WHAT IS HE THINKING?** Why me? Is it my fault? Will it be the same tomorrow?
- **WHAT DOES IT FEEL?** Fear, shame, loneliness, helplessness
- **WHAT DOES SHE SEE/HEAR?** Laughter, whispers, looks, groups she is excluded from
- **WHAT DOES/SAY?** Withdraws, avoids, hides emotions, doesn't ask for help

3.5.2. Example: Witness Card

Front: Illustration of a student witnessing a bullying scene

Title: *"Alex - The Witness"*

Back:

- **WHAT DOES HE THINK?** Should I intervene? If I get involved, will I become a victim too?
- **WHAT DOES IT FEEL?** Uncomfortable, guilt, confusion, anxiety
- **WHAT DOES HE SEE/HEAR?** Violence, the victim's suffering, the passivity of others
- **WHAT DOES HE DO/SAY?** He looks away, walks away, doesn't intervene, feels remorse

4. METHODOLOGY OF USE

4.1. Session Preparation

4.1.1. Learning Objectives

Before each session, the facilitator must clearly define:

- What empathic skills will be developed?
- What situations of violence will be addressed?
- What concrete results are expected?

4.1.2. Required Materials

- Complete set of empathy cards for the selected theme
- Colored post-its and markers
- Flip chart or whiteboard for notes
- Access to the Empathy360 platform (if possible)
- Facilitator's guide with debate questions

4.2. Conduct of the Activity

4.2.1. Stage 1: Introduction and Contextualization (10-15 minutes)

- Presentation of the topic and objectives of the session
- Short ice-breaking exercise related to empathy
- Explaining the concept of empathy and its importance
- Establishing rules of participation (respect, confidentiality, active listening)

4.2.2. Stage 2: Individual Exploration (15-20 minutes)

- Distribute cards - each student receives a card (or pairs/small groups)

- Reading and analyzing the character on the card
- Individual completion of frames (thoughts, emotions, actions, context)
- Personal reflection: How would I feel in this character's place?

4.2.3. Stage 3: Sharing in Small Groups (20-25 minutes)

- Forming groups of 4-6 students
- Each participant presents their card and reflections
- Guided discussions with specific questions:
 - What surprised you about this character?
 - Have you ever experienced a similar situation?
 - How could you help this character?

4.2.4. Stage 4: Plenary Debate (15-20 minutes)

- Representatives from each group present their conclusions
- Identifying commonalities and differences between perspectives
- Discussing solutions and prevention/intervention strategies
- The facilitator summarizes the key learnings

4.2.5. Stage 5: Reflection and Transfer (10-15 minutes)

- Final reflection exercise: What did we learn today?
- Application to real situations: What will I do differently from now on?
- Creating a personal or group action plan
- Connecting with the Empathy360 platform to continue

4.3. Activity Variants

4.3.1. Role Playing

Students dramatize the situation on the card, exploring different perspectives and possible outcomes.

4.3.2. Empathetic Letter

Students write a letter to the character on the card, offering support and advice.

4.3.3. Creating Your Own Cards

Students create new cards based on their experiences or observed situations - perfect for Made for Europe!

4.3.4. Empathy Gallery

The cards are displayed in an interactive gallery where students circulate and add reflections on post-its.

5. PARTICIPATION IN MADE FOR EUROPE

5.1. About the Made for Europe Competition

Made for Europe is a competition that celebrates student creativity and innovation . Participating in this competition is an excellent opportunity to showcase student work and spread the message of the Empathy360 project at a European level.

5.2. Preparation for Participation

5.2.1. Selection of Works

Selection criteria for the cards to be presented:

- **Originality:** The card presents a unique or innovative perspective
- **Relevance:** Effectively addresses the topic of empathy and violence prevention
- **Visual quality:** Attractive, coherent and professional design
- **Emotional impact:** Effectively conveys emotions and perspectives
- **Applicability:** Can be used in various educational contexts

5.2.2. Student Involvement in the Creative Process

Steps for students to create cards:

1. **Brainstorming:** Identifying relevant situations and characters
2. **Research:** Documentation on the chosen topic (interviews, studies, observations)
3. **Initial Draft:** Creating the Card Mockup on Paper
4. **Peer Feedback:** Testing the card with other groups of students
5. **Review:** Improvement based on feedback
6. **Final design:** Creating the final digital and physical version

5.3. Process Documentation

For a successful Made for Europe application, it is essential to document:

5.3.1. Photos and Videos

- The creative process: brainstorming, sketching, design
- Students working with cards in practical sessions
- Students' reactions and reflections
- Final product: quality physical cards
- Video testimonials of participants

5.3.2. Project Description

Prepare a comprehensive description that includes:

- **Context:** Why did you create these cards? What was the problem identified?
- **Process:** How were the cards created? Who was involved?
- **Impact:** What changed? What did you learn?
- **European dimension:** How do the cards reflect European values and transnational cooperation?
- **Sustainability:** How will cards be used in the future?

5.4. Key Elements for Candidacy

5.4.1. Visual Component

- Professional photos of cards (high resolution)
- Step-by-step photo presentation of the creative process
- Short video (2-3 minutes) presenting the project
- Screenshot from the Empathy360 platform

5.4.2. Narrative Component

- The story behind the project - from idea to implementation

- Student Testimonials - How They Changed Their Cards
- Concrete data - how many students participated, how many cards were created
- Measurable results - improved empathy, reduced conflict

5.4.3. Branding and Identity

Make sure all materials include:

- Empathy360 project logo
- Erasmus+ logo and mandatory disclaimer
- Logo of the participating institution/school
- Relevant hashtags: #MadeForEurope #Empathy360 #ErasmusPlus

6. EVALUATION AND MONITORING

6.1. Evaluation Tools

6.1.1. Pre- and Post-Activity Questionnaires

Measure changes in:

- Self-reported level of empathy
- The ability to identify the emotions of others
- Attitudes towards violence and bullying
- Intention to intervene when witnessing violence

6.1.2. Participatory Observation

Facilitators note:

- Level of involvement and participation
- Quality of reflections and discussions
- Changes in group dynamics
- Observable empathic behaviors

6.1.3. Reflection Journals

Students fill out personal journals with questions such as:

- What did we learn today about empathy?
- How did the stories on the cards affect me?
- What will I do differently in my interactions?

6.2. Success Indicators

6.2.1. Quantitative Indicators

INDICATOR	AIM
Number of participating students	Minimum 100 students
Cards created by students	Minimum 20 original cards
Empathy sessions conducted	Minimum 10 sessions
Increase in empathy scores	Minimum 15% improvement
Empathy360 platform visitors	Minimum 200 unique visits

6.2.2. Qualitative Indicators

- Student testimonials and impact stories
- Observable changes in behavior and attitudes
- The quality and depth of students' reflections
- Creativity and originality in the cards created
- Positive feedback from teachers and parents

7. DISSEMINATION AND SUSTAINABILITY

7.1. Dissemination Strategies

7.1.1. At School Level

- Permanent exhibition with empathy cards in school
- Presentations in teacher councils and meetings with parents
- Integrating cards into the school library
- Workshops for teachers on the use of flashcards

7.1.2. At Community Level

- Public events and exhibitions in libraries, cultural centers
- Partnerships with NGOs working with youth
- Articles in local press and mass media
- Distributing card sets to other schools

7.1.3. At the Digital Level

- Empathy360 platform: upload created cards, photo galleries, testimonials
- Social media: Facebook, Instagram, TikTok with #Empathy360
- Webinars and online presentations for other European schools
- Publication of methodological guide and card templates

7.2. Sustainability Plan

7.2.1. Short Term (0-6 months)

- Completing all card sets
- Training teachers in the use of tools

- Official launch of the Empathy360 platform
- Participation in Made for Europe

7.2.2. Medium Term (6-12 months)

- Expansion to all classes in the school
- Creating a student-led empathy club
- Development of new thematic card sets
- Partnerships with other schools in Erasmus+ projects

7.2.3. Long Term (1-3 years)

- Formal integration into the school curriculum
- Open-source licensing for free use
- Translation of cards into multiple European languages
- Creating a European Empathy360 network

8. RESOURCES AND ANNEXES

8.1. Empathy Card Template

Template available for printing and filling in:

- Editable digital format (Adobe Illustrator, Canva)
- PDF for direct printing
- Black and white version for students to color

8.2. Facilitation Guide

Guiding questions for each type of activity:

For Individual Exploration:

- What do you think this character is feeling at this moment?
- What might this person's unmet needs be?
- How would you react if you were this character?

For Group Discussions:

- What surprised you the most about this situation?
- Have you encountered similar situations in your life?
- What concrete actions can we take to help?
- How can we prevent such situations in our school?

8.3. Bibliography and Recommended Resources

Books:

- Goleman, D. (1995). Emotional Intelligence

- Rosenberg, M. (2015). Nonviolent Communication
- Brown, B. (2018). Dare to Lead - about empathy and vulnerability

Online Resources:

- CASEL - Collaborative for Academic, Social, and Emotional Learning
- School Education Gateway - Erasmus+ Resources
- Design Thinking for Educators - free toolkit

8.4. Contacts and Support

For more information about the Empathy360 project:

- **Website:** [Empathy360 website address]
- **Email:** [Project email contact]
- **Social Media:** #Empathy360 #ErasmusPlus

9. CONCLUSIONS

Empathy Cards are an innovative and effective tool for developing students' socio-emotional skills. By combining the physical, tangible aspect of the cards with the digital resources of the ***Empathy360 platform***, the project creates a complete and memorable learning experience.

Participating in the Made for Europe competition offers students the opportunity to showcase their work at European level and to contribute to building a more empathetic and less violent Europe. The process of creating and using the cards not only develops empathy, but also cultivates other essential skills: creativity, critical thinking, collaboration and communication.

The success of the project depends on:

- **Active involvement** of students in all stages of the project
- **Adequate training** of facilitators and teachers
- **Quality of materials** and card design
- **Rigorous documentation** of process and impact
- **Sustainability** and dissemination of results

Together we can build a more empathetic world!

Empathy360 - Education through empathy

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