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ERASMUS+ PROJECT

Education through Empathy: Together against violence

2025-1-RO01-KA210-SCH-000354805

Didactic scenario for 9th/10th grade

Topic: "Education through empathy: Together against violence"

1. SCENARIO

Country: Romania

Age group: 9th/10th grade students (16-17 years old)

Number of students: 27

Duration: 2 lessons (90 minutes)

Topic: Counseling and Guidance / Psychology

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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.
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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.
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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
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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).
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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.
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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.
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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.

No.	Complex Emotion	Description for analysis (Social Context)
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.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Empathy: I was able to understand the perspective of the victim or witness in the case study.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Assertiveness: We proposed practical solutions/replies to stop a bullying situation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Collaboration: I worked effectively with my team on the "Influence Map".	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Reflection: My code of ethics represents values I truly believe in.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

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).	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Poor
2. Critical Analysis (The Glass Wall)	Students correctly identified the power/exclusion mechanism.	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Poor
3. Map of Influence	The quality of the rules proposed for the online and offline environment.	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Poor
4. Role play	The ability to move from "passive witness" to "active witness".	<input type="checkbox"/> Yes <input type="checkbox"/> Partial <input type="checkbox"/> No
5. Classroom climate	The degree of openness and emotional safety during class.	<input type="checkbox"/> High <input type="checkbox"/> Average <input type="checkbox"/> 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:

1. **Portfolio:** Collect all the “Influence Maps” (Annex 3) and “Codes of Ethics” (Annex 5) to be scanned and uploaded to the project platform.
2. **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.
3. **Dissemination:** The best 3 “Golden Rules” of the class can be posted on the school website or on the Erasmus+ board.