



Funded by  
the European Union

## 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:** Sona Sosenkova
  - **Language:** Slovak (translated into English for the project – Jan Soltes)
- 

## 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.



Funded by  
the European Union

- 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.'").



Funded by  
the European Union

- 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.
- 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):

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

### 2. Joint Conclusion (5 min):

- Volunteers can share a thought from their reflection sheet.
- 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):

- 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.
- **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



Funded by  
the European Union

- **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:





Funded by  
the European Union

# BOREDOM



“Nothing to do,  
everything is  
monotonous.”

## JOY



‘I’m smiling,  
I’m having a good day!’

## SADNESS



“I feel lonely,  
I’m missing something.”

## ANGER



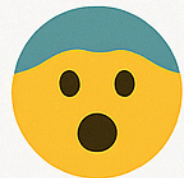
‘I’m angry,  
something is unfair!’

## FEAR



“Wow, I didn’t  
expect that!”

## SURPRISE



“I want to hide,  
I made a mistake.”

## SHAME



‘I’m proud of myself,  
I succeeded!’

## 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.

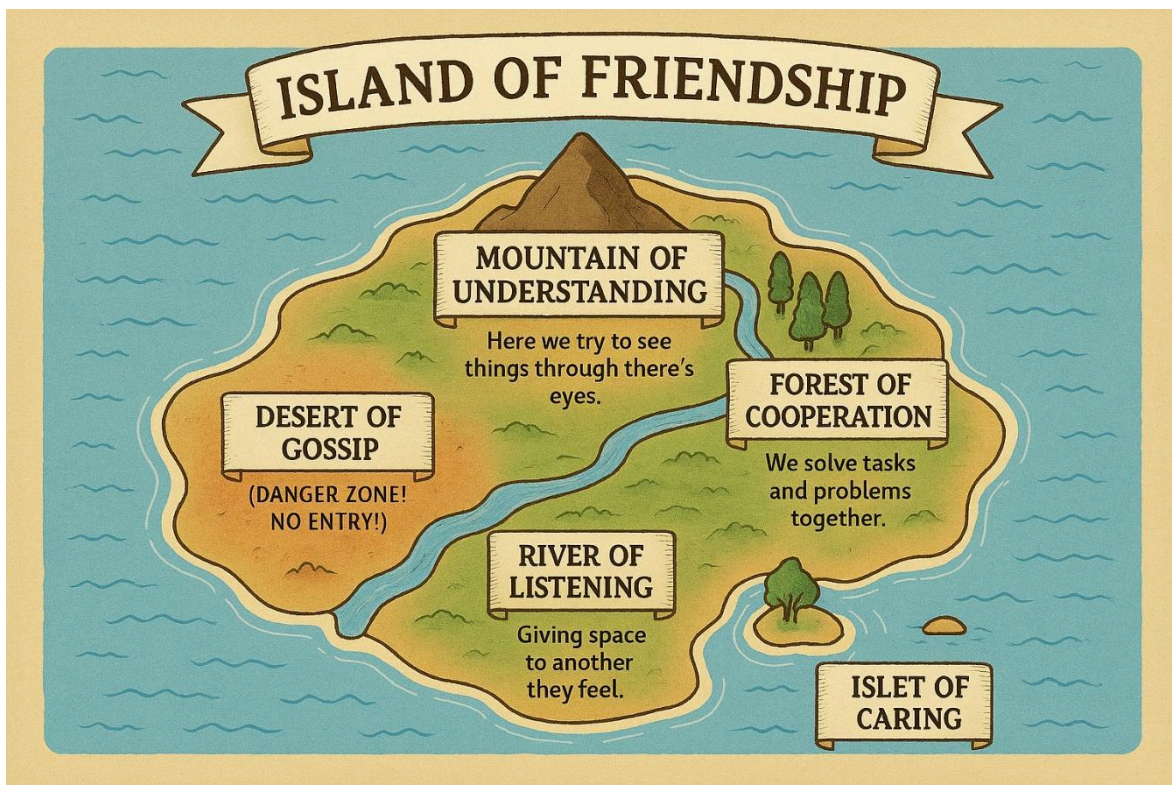
At lunch, Matej sat next to him and introduced him to his friends: "This is Alex, he's new. Alex, this is Tomáš and Nina." They talked about school, about what they do after school. Alex didn't talk much, but he smiled. He didn't feel so lost anymore.

Discussion Questions (for the group with Version B):

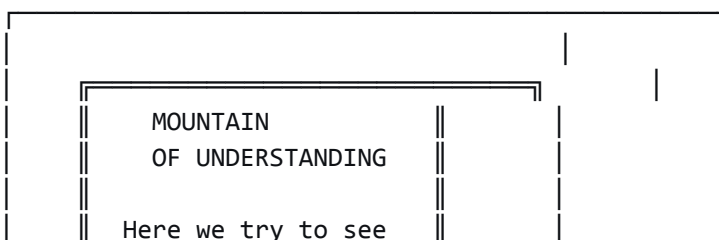
1. How does Alex feel in this version? Did his emotions change?
2. What exactly did Matej and Viktória do well?
3. Was it hard for them to be the first to talk to the new student?
4. What small gestures can mean a lot?

## APPENDIX 3: MAP OF FRIENDSHIP – TEMPLATE

(Print in A3 format for each group)

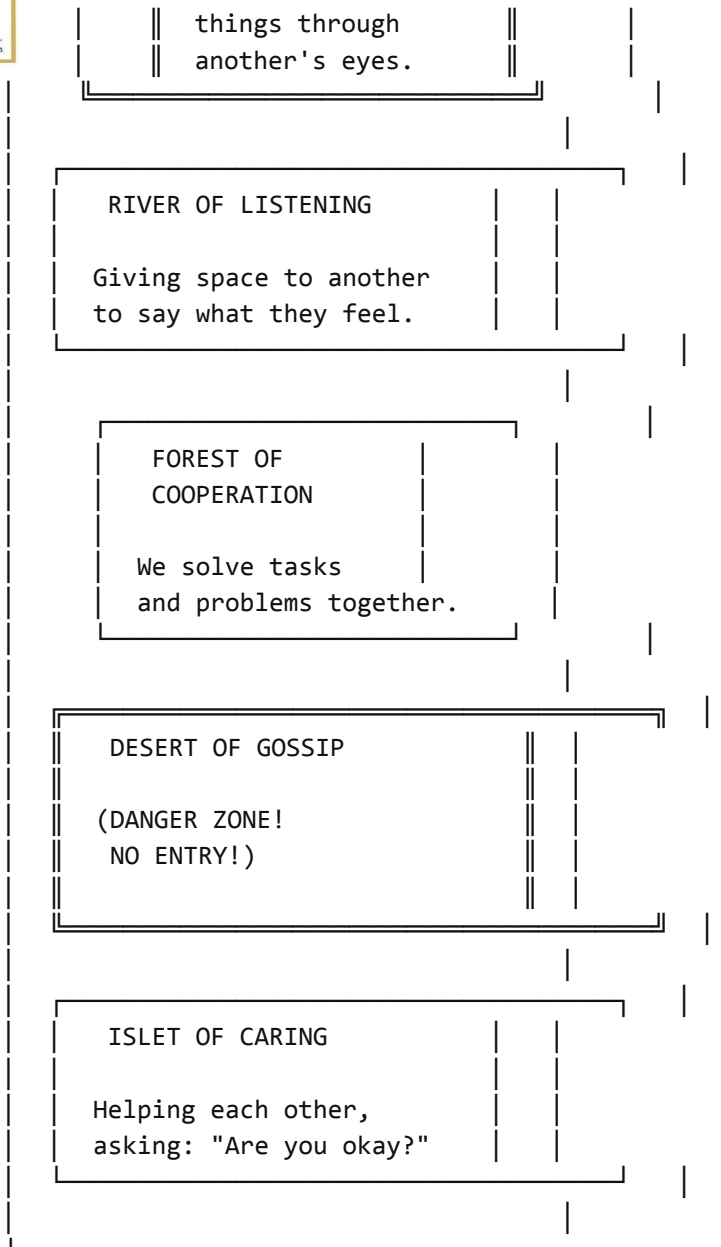


ISLAND OF FRIENDSHIP





Funded by  
the European Union



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



Funded by  
the European Union

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**




Funded by  
the European Union

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)*

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



Funded by  
the European Union

## PROPOSED EVALUATION SHEET FOR THE TEACHER (optional appendix)

text

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.



**Funded by  
the European Union**

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.