

Empathy in Action – Levels F-3

WRITTEN

To build empathy skills by helping students recognise the feelings of others, reflect on how they can support people in need, and practise applying empathy in everyday situations.



Learning Intentions

Recognise emotions in others:



Students aim to notice when someone is feeling happy, sad, worried, or upset.

Reflect on supportive actions:

I can think of ways to help someone feel better.

Practise empathy daily:

I can show empathy to friends, family, or classmates each day.



Success Criteria

I can identify a situation where someone might feel sad or upset.

I can explain one way I could help them feel better.

I can share an example of how I will practise empathy this week.



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Duration: 10–15 minutes

Objective

To build empathy skills by helping students recognise the feelings of others, reflect on how they can support people in need, and practise applying empathy in everyday situations.

Players

Individual activity with optional partner or small group sharing.

Materials

- Paper or notebooks
- Pencils or Coloured pencils
- Optional: a display space for an “Empathy Wall”

Setup

- Provide students with paper and writing or drawing materials.
- Create a calm space for students to reflect and record their ideas.
- Introduce empathy as “understanding how someone else feels and thinking about how we can help.”

Gameplay / Activity Steps

Step 1: Think of a Situation

- Ask students to imagine or recall a time when someone they know was sad, worried, or upset.

Step 2: Write or Draw

- Students write or draw what the person might have been feeling and one way they could help.

Step 3: Share with a Partner or Group

- Students can share their ideas with a partner, small group, or the class.
- Encourage positive listening and responses such as, “That was kind,” or “I like that idea.”

Step 4: Plan for Everyday Empathy

- Students write or draw one way they will show empathy this week (e.g., helping a friend, listening to a sibling, giving a compliment).



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Reflection Prompts

- “How did it feel to think about helping someone else?”
- “Why is empathy important?”
- “What is one way you will show empathy tomorrow?”

Winning the Game

There are no winners. Success is when students practise recognising feelings, reflect on supportive actions, and show empathy in real life.

Variations

- **Classroom Edition:** Create an “Empathy Wall” where students add examples of when they showed empathy.
- **Family Edition:** Families share empathy stories at home and talk about how they helped each other.
- **Group Edition:** Students role-play situations to practise showing empathy in action.

For Wheelchair Users / Accessibility

- Students may respond through speaking, drawing, or AAC devices.
- Role-play activities can be adapted for seated participation.
- Ensure empathy reflections (like the Empathy Wall) are displayed at an accessible height for all students.

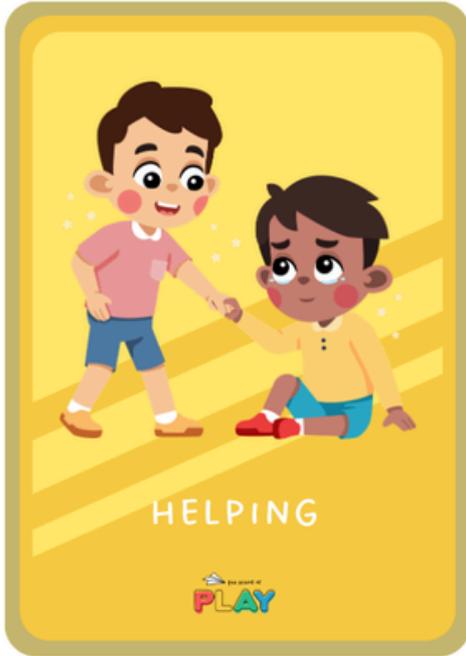
Notes for Inclusion

- Accept reflections in multiple forms (spoken, written, drawn, or symbols).
- Provide sentence starters such as “I felt empathy when...,” “I can help by...,” or “I noticed they felt...”
- Reinforce respect and celebrate each student’s contribution to foster a safe, supportive environment.

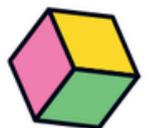
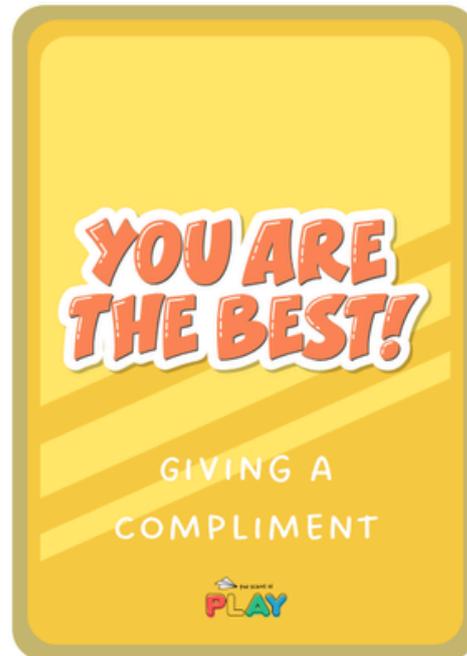


KINDNESS ACTION CARDS

PRINT AND CUT OUT THE CARDS. A STUDENT DRAWS AN EMOTION CARD FIRST, IDENTIFIES THE FEELING WITH SUPPORT, THEN DRAWS A KINDNESS CARD THAT COULD HELP THAT EMOTION. THE STUDENT ACTS OUT, POINTS TO, OR MODELS THE KINDNESS CHOICE. CELEBRATE EVERY ATTEMPT.



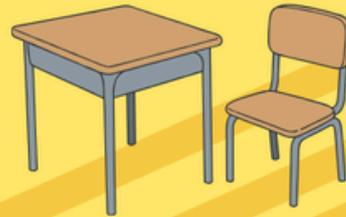
KINDNESS ACTION CARDS



KINDNESS ACTION CARDS



BUYING A FOOD



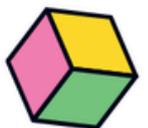
SAVING A SEAT



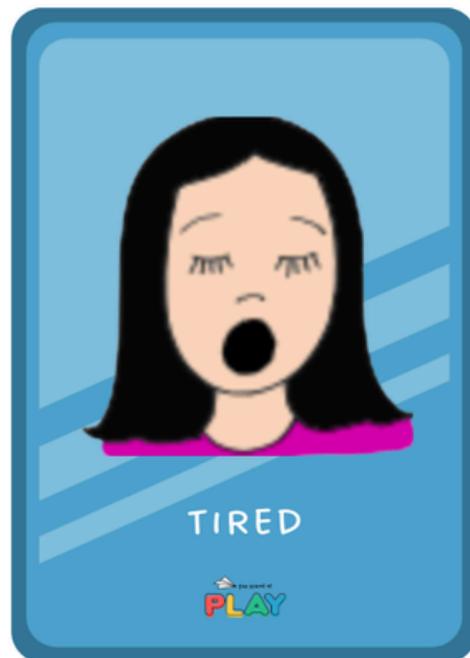
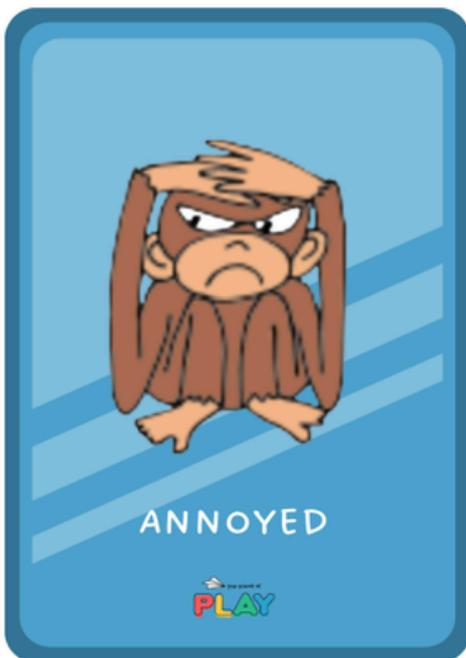
INVITING TO PLAY



OFFERING A TURN



VISUAL EMOTION CARDS



VISUAL EMOTION CARDS



SMILING



DISAPPOINTED



SAD



WORRIED



VISUAL EMOTION CARDS

