

# Empathy in Action - Levels C & D

# WRITTEN

To help students understand and practise empathy by recognising others' feelings, reflecting on supportive actions, and applying empathy in daily life to build a caring and inclusive community.



## Learning Intentions

### Recognise emotions in others:



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

### Reflect on supportive actions:

Students can think about how they helped, or could have helped, someone feel better.

### Practise empathy daily:

Students can find ways to use empathy in their everyday lives.



## Success Criteria

Students can recall a time when someone was upset and describe how they may have felt.



Students can explain how they helped, or could have helped other students feel better.

Students can identify ways they can show empathy for others each day.



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**Duration:** 10–15 minutes

## Objective

To help students understand and practise empathy by recognising others' feelings, reflecting on supportive actions, and applying empathy in daily life to build a caring and inclusive community.

## Players

Individual reflection activity with optional partner or group sharing.

## Materials

- Paper or notebooks
- Pencils or coloured pencils.

## Setup

- Provide students with paper and writing/drawing materials.
- Create a quiet, reflective space where students feel comfortable thinking about feelings.
- Explain empathy as “putting ourselves in someone else’s shoes” to understand how they feel.

## Gameplay / Activity Steps

### Think of a Time

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

### Write or Draw About It

- Students write or draw how the person may have felt and what they did (or could have done) to help.

### Share with the Group

- Invite students to share their reflections with a partner or small group (optional).
- Encourage active listening and kind responses.

### Plan for Everyday Empathy

- Students record one way they can practise empathy in their daily life this week (e.g., helping a classmate, checking in on a friend, listening carefully).



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## Reflection Prompts

- “How did it feel to show empathy to someone?”
- “How can you practise empathy in your daily life?”
- “Why is it important to think about how others are feeling?”

## Winning the Game

There are no winners. Success is when students practise recognising others' feelings, reflect on supportive actions, and apply empathy in daily life.

## Variations

- **Classroom Edition:** Create an “Empathy Wall” where students add examples of how they showed empathy during the week.
- **Family Edition:** Families share stories of empathy at home, discussing how they helped each other.
- **Partner Edition:** Students work in pairs, taking turns sharing times they showed empathy.

## For Wheelchair Users / Accessibility

- Students may record responses verbally, through drawings, or with AAC devices.
- Role-play activities can be adapted so all students can comfortably participate (e.g., seated).
- Ensure reflection displays (Empathy Wall) are accessible at all eye levels.

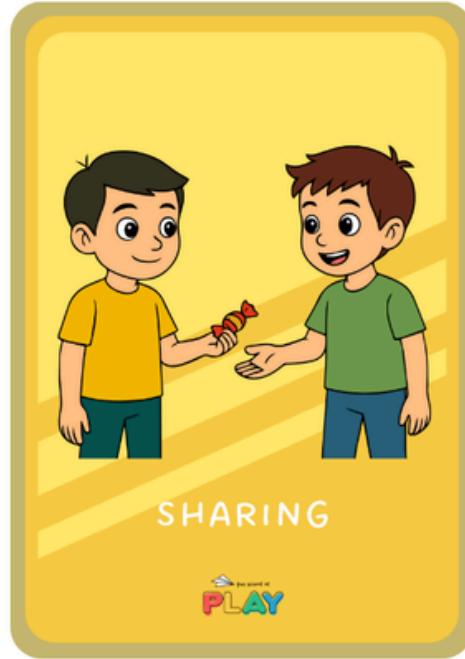
## Notes for Inclusion

- Accept reflections in different forms (spoken, written, drawn, or symbolic).
- Provide sentence starters such as “I helped when...,” “I felt empathy when...,” or “I can show empathy by...”
- Encourage a safe, respectful environment where every student's contribution is valued.

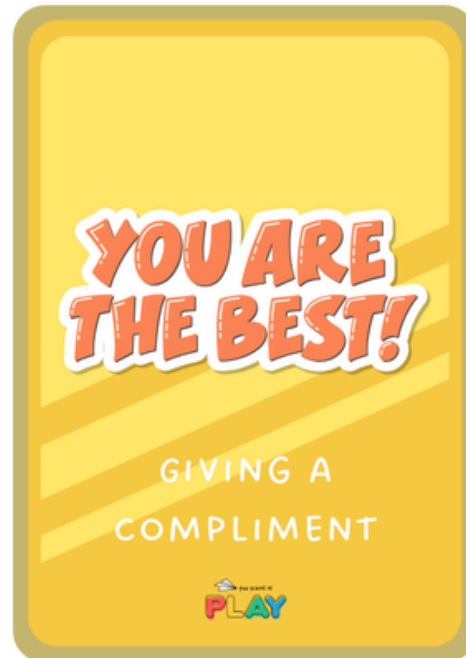
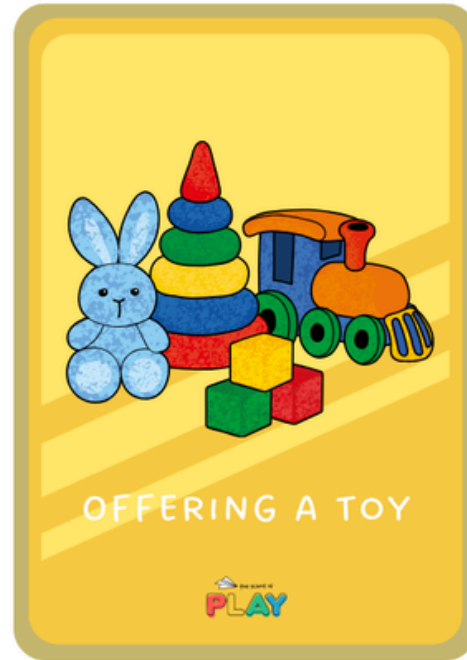


# KINDNESS ACTION CARDS

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



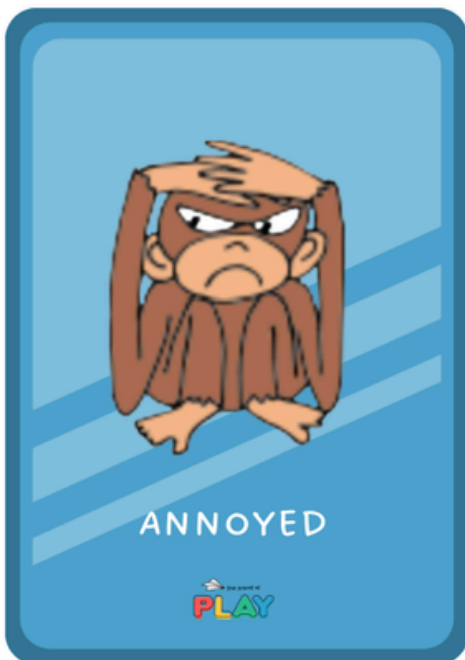
INVITING TO PLAY



OFFERING A TURN



# VISUAL EMOTION CARDS



# VISUAL EMOTION CARDS



SMILING



DISAPPOINTED



SAD



WORRIED



# VISUAL EMOTION CARDS

