

Heart Glasses Craft – Levels F-3

CREATIVE

To help students understand empathy by creating and wearing “heart glasses” that represent viewing the world with kindness. Neptune’s swirling skies inspire us to look deeper, to see the feelings of others and respond with care truly.



Learning Intentions

Students will learn to create something that reminds them to be kind and caring. This supports empathy and emotional awareness.

Students will practise using heart glasses to imagine how others might feel. This encourages imaginative play and compassion.

Students will learn how to treat others with love and understanding. This builds positive social values and emotional insight.



Success Criteria

I can make and decorate a pair of glasses with heart shapes. This supports creativity and fine motor skills.

I can talk about what it means to “see with kindness.” This helps develop empathy and emotional language.

I can wear my glasses and think about how others might feel. This builds perspective-taking and gentle communication.



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Objective:

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Players:

Ideal for individual creative work, with optional class display

Materials:

- Cardstock or thick paper for glasses frames
- Pre-cut heart shapes (or templates to trace and cut)
- Scissors (child-safe)
- Coloured pencils, markers, stickers, glitter glue
- Tape or child-friendly glue
- Optional: string or pipe cleaners to create glasses arms

Time Required:

15–20 minutes

Setup:

Begin by reading the Neptune page from *The Playful Astronauts* and discussing:

- “What does it mean to see with kindness?”
- “How would the world look if we tried to understand how others feel?”

Introduce the activity:

- “Today, we’re going to make heart glasses that help us ‘see’ like caring astronauts, looking out for others and spreading kindness.”

Gameplay:

Step 1 – Create the Frames:

Students either cut out or trace glasses shapes on cardstock (educators can prepare these ahead for younger students).

► Add two heart shapes as the “lenses” and decorate with colours, drawings, stickers, or anything that feels kind and caring.

Encourage students to think about what empathy looks like as they decorate:

- A friend sharing
- A helping hand
- A smile or hug



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Step 2 – Add the Arms:

Attach string, elastic, or pipe cleaners to the glasses to wear around the ears or over the head.

Step 3 – Role-Play with Kind Vision:

Once glasses are complete, students wear them and walk around the classroom, pretending to be astronauts seeing kindness all around.

They can:

- Compliment a peer
- Ask if someone is okay
- Pretend to notice someone feeling left out and invite them to play

Winning the Game:

There's no competition. Every student who wears their heart glasses and acts with empathy is a winner. Neptune reminds us that understanding others starts with seeing the world through their eyes and our hearts.

Variations:

Empathy Mirror:

After creating their glasses, students look in a mirror and say something kind to themselves before saying something kind about a friend. This reinforces both self-kindness and outward empathy.

Kindness Hunt:

Invite students to wear their glasses during free play or recess and “spot” acts of kindness. They can report back what they saw, like, “I saw someone helping a friend.”

Storytime Extension:

Have students write or draw a mini-story titled “*Through My Heart Glasses*,” describing a moment they saw or shared kindness.

Buddy Glasses:

Pair students up. One wears their glasses and shares a kind observation about their partner. Then they swap roles.

Family Follow-Up:

Send home a message encouraging families to ask: “What did you see through your heart glasses today?” This bridges empathy learning from classroom to home.



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For Wheelchair Users / Accessibility:

- Provide pre-cut templates to reduce strain for those with fine-motor challenges.
- Use adaptive materials such as foam sheets, velcro, or larger shapes for easier handling.
- If wearing the glasses is difficult, students can decorate paper versions and hold them in front of their faces or display them as wall art.
- For students with visual impairments, offer textured materials (e.g. raised stickers, tactile foam, or soft fabric hearts) to represent kindness through touch.
- Allow students to participate through verbal reflection, describing what “seeing with kindness” means to them.

Notes for Inclusion:

- Reinforce that there's no “perfect” way to make heart glasses, every design reflects kindness in its own way.
- Model empathy by celebrating effort and individuality:
- “I love how your glasses show caring through bright colours.”
- “Your words about helping others really showed your big heart.”
- Use inclusive examples in discussion, talk about empathy for classmates, families, animals, and even the planet.
- Encourage gentle communication during role-play listening and responding softly when others share.
- If any student struggles with empathy scenarios, offer scaffolds like,
- “Imagine how you'd feel if that happened to you.”
- End with a shared class affirmation inspired by Neptune:
- “We can see with kindness, listen with care, and shine with empathy every day.”

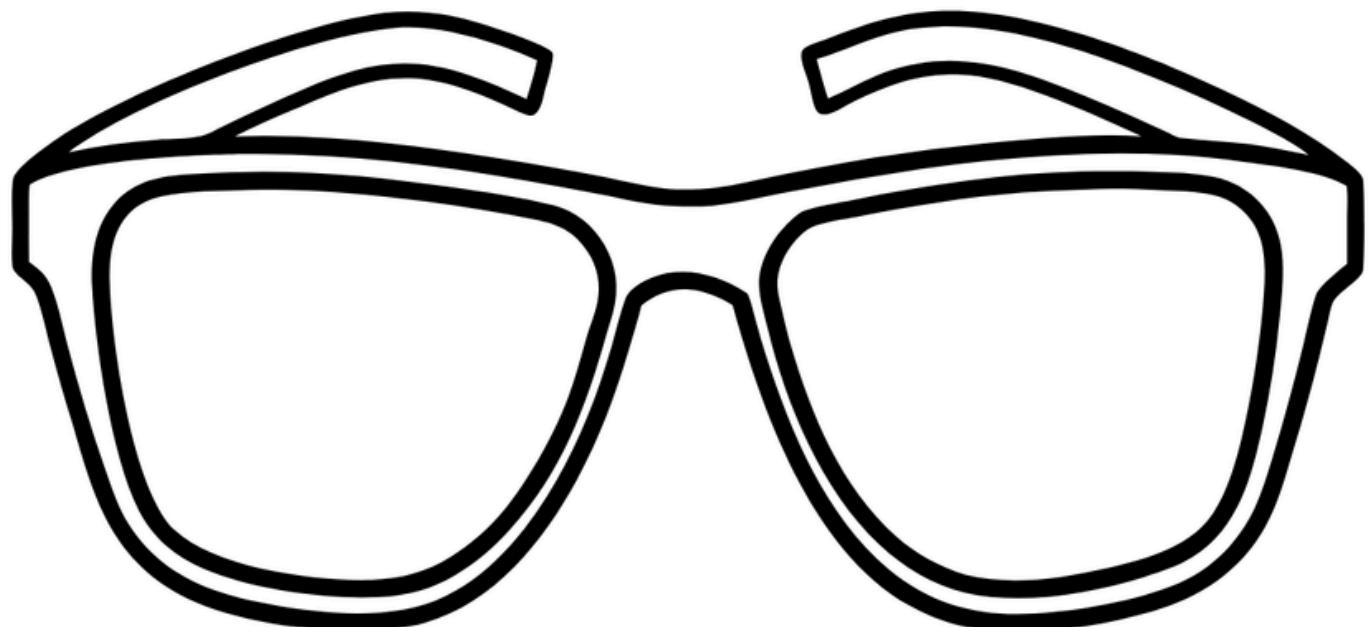
Additional Notes:

Heart Glasses Craft is a playful way for students to explore empathy and emotional intelligence. It turns a big concept into something visual, wearable, and memorable, teaching students that when we choose to “see with kindness,” we help make the world (and classroom) a gentler place.



GLASSES FRAME TEMPLATE

PRINT ON A4 CARD FOR DURABILITY. STUDENTS DECORATE THE HEARTS, THEN ATTACH THEM TO THE GLASSES FRAME WITH ADULT SUPPORT. GLASSES CAN BE HELD, PLACED ON THE TABLE, OR WORN BRIEFLY IF COMFORTABLE. THE FOCUS IS ON CREATING AND NOTICING KINDNESS.



HEART TEMPLATE

