

# Empathy in Action

Grade Three & Four



**To teach students about empathy by encouraging them to think about others' feelings and consider how they can support others when they are in need.**



## Learning Intentions

### **I can recognise and understand the feelings of others:**

This encourages students to consider how others may feel in different situations, promoting emotional awareness and empathy.

### **I can reflect on how I can support others when they are feeling upset:**

This helps students develop problem-solving and emotional regulation skills by thinking about ways they can help others in need.

### **I can apply empathy in my daily interactions with others:**

This promotes empathy as a habit, encouraging students to think about how they can practice empathy in their everyday lives.



## Success Criteria

### **I can recall a time when someone was feeling sad or upset:**

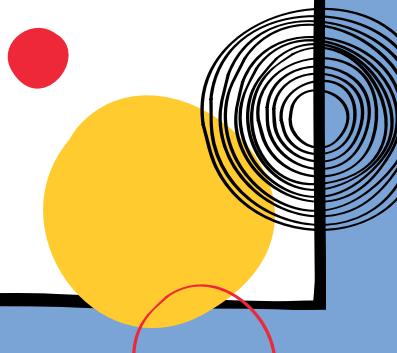
This ensures that students engage in reflection and recall real-life examples of when they noticed someone else's feelings.

### **I can describe how I helped or could have helped the person feel better:**

This encourages thoughtful reflection on how to provide support and understanding when someone is going through a difficult time.

### **I can identify ways to practice empathy in my daily life:**

This helps students recognise opportunities to practice empathy regularly, making it a part of their social interactions.



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## Objective:

To teach students about empathy by encouraging them to think about others' feelings and consider how they can support others when they are in need.

## Players:

Ideal for individual reflection, small groups, or classrooms.

## Materials:

- Paper
- Pen or pencil

## Setup:

Provide each student with a piece of paper and a writing instrument. Create a quiet, reflective space where students can think deeply about times they've shown empathy or how they could show empathy.

## Activity:

### 1. Think About a Time When Someone Was Feeling Upset:

Ask the students to recall a situation when they noticed someone was feeling sad or upset. This could be a friend, family member, or someone in school.

### 2. Write About How You Helped or Could Have Helped:

Have the students write about how they helped the person feel better or how they could have helped if they didn't get the chance. Encourage them to think about the feelings of the other person and how their actions or words may have made a difference.

### 3. Reflect on Practicing Empathy in Everyday Life:

After writing, ask students to reflect on how they can practice empathy in their daily interactions. They can think about ways they can help friends, family, or classmates feel better when they are sad, upset, or struggling.

## Reflection Prompt:

- How did it feel to show empathy to someone in need?
- How can you practice empathy in your everyday life?
- Why is it important to think about how others are feeling?

## Winning the Game:

There is no winner in this activity. The goal is to encourage students to think about the importance of empathy, reflect on ways they've supported others, and consider how they can continue to practice empathy.

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## **Family or Modified Variation:**

In a group setting, students can share their experiences of empathy with the class or with a partner. This promotes discussion, fosters connection, and helps students learn from each other's experiences. You could also create an "Empathy Wall" where students add ways they plan to practice empathy in the future.

## **Additional Notes:**

Empathy in Action encourages students to develop a deeper understanding of the feelings of others and recognise the positive impact of helping others in need. By reflecting on real-life experiences and thinking about how they can practice empathy, students learn to respond with kindness, care, and emotional support. This activity helps build a compassionate and supportive classroom or community where students feel valued and understood.

